

The 2014 Further Education and Training Services Plan



Ireland's EU Structural and Investment
Funds Programmes 2014-2020.

Co-funded by the Irish Government
and the European Union.



EUROPEAN UNION

Investing in your future
European Social Fund

SOLAS

An tSeirbhís Oideachais Leanúnaigh agus Scileanna
Further Education and Training Authority

Published

By

FET Operational Planning & Stakeholder Engagement Unit

SOLAS

27 – 33 Upper Baggot St

Dublin 4

Ireland

Ph: 01 6070500

www.solas.ie

Acknowledgements

The SOLAS Further Education and Training Operational Planning & Stakeholder Engagement Unit wishes to acknowledge the support received in the development of the Further Education and Training Services Plan from:

The Department of Education and Skills

The Department of Education and Skills, Further Education Section

The Department of Education and Skills, ESF & EGF Policy and Operations Unit

The Department of Social Protection

The SOLAS FET Strategy & Knowledge Unit

Education and Training Boards Ireland (ETBI)

SOLAS Finance Unit

The FET Planning Group

The FE Planning sub-Group

SOLAS Head Office Services (Print Services)

We would also like to acknowledge the contributions submitted by stakeholders for inclusion in the 2014 Further Education and Training Services Plan. Our thanks to: -

The sixteen Education and Training Boards:

- Cavan and Monaghan Education and Training Board
- Cork Education and Training Board
- City of Dublin Education and Training Board
- Donegal Education and Training Board
- Dublin and Dun Laoghaire Education and Training Board
- Galway and Roscommon Education and Training Board
- Kerry Education and Training Board
- Kildare and Wicklow Education and Training Board
- Kilkenny and Carlow Education and Training Board
- Laois and Offaly Education and Training Board
- Limerick and Clare Education and Training Board
- Longford and Westmeath Education and Training Board
- Louth and Meath Education and Training Board
- Mayo, Sligo and Leitrim Education and Training Board
- Tipperary Education and Training Board
- Waterford and Wexford Education and Training Board.

The Former FÁS Training Centre Network

Non-ETB Schools:

- St Joseph's Secondary School, Spanish Point, Co. Clare
- Mary Immaculate Secondary School, Lisdoonvarna, Co. Clare
- Scoil Mhuire, Ennistymon, Co. Clare
- North Presentation Secondary School, Farranree, Cork
- Sacred Heart Secondary School, Clonakilty, Co. Cork
- Nagle Rice Secondary School, Doneraile, Co. Cork
- Central College, Sexton Street, Limerick
- Sancta Maria College, Louisburgh, Co. Mayo

- Nagle Centre Presentation Secondary School, Cannon Street, Waterford
- Donahies Community School, Streamville Road, Dublin 13
- Scoil Bernadette, Montenotte, Cork
- St Michaels, Castlerea, Co. Roscommon.

Schools/Colleges with budgets allocated through the Post-Primary Payment Section:

- Coláiste Mhuire, Ballygar, Co. Galway
- St Cuan's College, Castleblakeney, Ballinasloe, Co. Galway
- Mean Scoil Mhuire, Newtownsmith, Galway
- Scoil Na Bráithre, Dungarvan, Co. Waterford
- St. Joseph's College, Summerhill, Athlone, Co. Westmeath
- Our Lady's Secondary School, Belmullet, Co. Mayo
- Jesus & Mary Secondary School, Enniscrone, Co. Sligo
- Mercy College, Sligo
- St. Patrick's Comprehensive School, Shannon, Co. Clare
- Community School, Cabinteely, Dublin 18
- St. Aidan's Community School, Brookfield, Tallaght, Dublin 24
- St. Tiernan's Community School, Parkvale, Sandyford, Dublin 16
- Community School, Tullow, Co. Carlow
- Community School, Castlecomer, Co. Kilkenny
- Scoil Phobail Mhic Dara, Carna, Co. Galway
- Clifden Community School, Clifden, Co. Galway
- Community School, Dunmore, Co. Galway
- Ramsgrange Community School, New Ross, Co. Wexford
- Community School, Kilrush, Co. Clare
- Community School Ballyhaunis, Co. Mayo
- Gorey Community School, Gorey, Co. Wexford
- Castlerea Community School, Castlerea, Co. Roscommon
- St Louis Community School, Kiltimagh, Co. Mayo
- Kinsale Community School, Kinsale, Co. Cork
- Moate Business College, Moate, Co. Westmeath
- Boyne Community School, Trim, Co. Meath
- Glenamaddy Community School, Co. Galway
- St Joseph's Secondary School, Ballybunion, Co. Kerry
- Central College, Sexton Street, Limerick.
- Mary Immaculate Secondary School, Lisdoonvarna, Co. Clare
- St. Joseph's Secondary School, Spanish Point, Co. Clare
- Sancta Maria College, Louisburgh, Co. Mayo
- Community School, The Donaghies, Streamville Rd, Dublin 13.

SOLAS Policy and Central Support Units

Table of Contents

The 2014 Further Education and Training Services Plan - Part A

Executive Summary	Page 7
Section 1. Introduction	Page 23
Section 2. Background	Page 25
Section 3. Strategy, Funding and Planning Underpinning the Further Education and Training Services Plan	Page 27
Section 4. External Environment	Page 38
Section 5. SOLAS Funding of Related and Further Education and Training Services	Page 52
Section 6. Further Education and Training Provision by non ETB Providers	Page 56
Section 7. Summary of total Further Education & Training Provision	Page 58
Section 8. Analysis of total Further Education and Training Provision	Page 70

The 2014 Further Education and Training Services Plan - Part B

Introduction	Page 78
Section 9. The Cavan and Monaghan ETB Area	Page 82
Section 10. The Cork ETB Area	Page 92
Section 11. The City of Dublin ETB Area	Page 102
Section 12. The Donegal ETB Area	Page 112
Section 13. The Dublin and Dun Laoghaire ETB Area	Page 122
Section 14. The Galway and Roscommon ETB Area	Page 133
Section 15. The Kerry ETB Area	Page 143
Section 16. The Kildare and Wicklow ETB Area	Page 153
Section 17. The Kilkenny and Carlow ETB Area	Page 163
Section 18. The Laois and Offaly ETB Area	Page 173
Section 19. The Limerick and Clare ETB Area	Page 183
Section 20. The Longford and Westmeath ETB Area	Page 193

TABLE OF CONTENTS

Section 21.	The Louth and Meath ETB Area	Page 203
Section 22.	The Mayo, Sligo and Leitrim ETB Area	Page 213
Section 23.	The Tipperary ETB Area	Page 224
Section 24.	The Waterford and Wexford ETB Area	Page 234
Section 25.	Voluntary Secondary and Community and Comprehensive Schools' Further Education & Training Provision	Page 244
Section 26.	SOLAS National Programme Funding and Provision	Page 248
Section 27.	SOLAS Supports to Further Education and Training	Page 268
Section 28.	List of Appendices	Page 279

Executive Summary

Section 1. Introduction

Historically, planning related to Further Education took place separately from planning related to Training. The recent legislative change has enabled planning to take place in a cohesive manner across all education and training funded by the Department of Education and Skills through SOLAS. SOLAS will operate under the aegis of the Department of Education and Skills, and in partnership with the sixteen Education and Training Boards, will be responsible for the integration, co-ordination and funding of education and training programmes nationally.

In 2014, the State will invest €826m in Further Education and Training (FET). The 2014 Further Education and Training Services Plan provides information on the full range of Further Education and Training provision and budget allocations which will be funded through SOLAS during 2014.

Section 2. Background

The government reform agenda has resulted in the establishment of SOLAS and sixteen Education and Training Boards (ETBs). The 'Action Plan for SOLAS'¹ states *“that SOLAS is required to integrate the FET sector and give strategic direction to that sector.”*

Planning for 2014 provision commenced in autumn 2013. The planning process gave due consideration to the changing FET landscape and the complexities therein. The historical differences in approach across the FET sector in the context of the planning processes and plan formats were considered, and support in this regard was provided through the establishment of a FET Planning Group² and subsequently the establishment of a sub-group.

Section 3. Strategy, Funding and Planning Underpinning the FET Services Plan

Purpose of this Services Plan

The purpose of the Further Education and Training Services Plan is to present detailed, high-level information on education and training provision. The 2014 Services Plan has been prepared by the SOLAS Executive in partnership with ETB Boards and other providers and has involved interaction and collaboration with the various stakeholders e.g. the Department of Education and Skills, the CEO of SOLAS, ETBI and management and staff across all the FET providers.

FET Participants 2014

It is expected that circa 88,000 unemployed persons will become new entrants to Further Education and Training in 2014. In addition, SOLAS working with Education and Training Boards and the Institutes of Technology will lead and manage training for an estimated

¹ 'Action Plan for SOLAS' published 2012.

² FET Planning Group included: from SOLAS; Fiona Hartley (Chair), Ciarán Conlon, Gerard Gasparro, Jim Coughlan, Ray Kelly, ETBs; Christy Duffy, Martin O'Brien and John Fitzgibbons.

2,000+ new apprenticeship registrants, and provide for the existing apprentice population of approximately 7,000.

SOLAS Funding 2014

A total budget of €826m will be allocated by the Department of Education and Skills for Further Education and Training Provision in 2014. SOLAS will be allocated a total of €640m for distribution across the FET sector. An allocation of €186m will be distributed through the Post Primary Payment Section (for PLC teacher salaries).

Further Education and Training (FET) provision will be delivered taking cognisance of the Employment Control Framework (ECF) in the context of SOLAS and ETB staff as appropriate. FET provision will prioritise in the context of specific groups e.g. post-training, job-ready FET participants and the long-term unemployed.

Priority will also be given to specific initiatives e.g. The Government Youth Guarantee which will be addressed through the Pathways to Work Strategy, the Momentum Programme and the Ballymun Pilot Project.

The level of community-based training provision aimed at vulnerable individuals via Community Training Centres, Specialist Training Provision and Local Training Initiatives will be maintained. In addition, development and implementation of the Further Education and Training Strategy, the SOLAS Strategy, the transfer of former FÁS training centres to their recipient ETBs, the relocation of SOLAS to new premises, and ETB integration were also considered in the development of the FET Services Plan.

The 2014 FET Services Plan provides a profile of Further Education and Training provision that is informed by identified job opportunities and the findings and recommendations of national and international research; including research commissioned by SOLAS itself. The FET Services Plan is also informed by future funding priorities of the ESF.

FET Services Plan Development Planning Model

The 2014 FET Services Plan has been developed in a time of intense change in the FET landscape. The planning model utilised sought to present a picture of FET funding and provision within a calendar/fiscal year and with a “Learner-Centred” focus. Thus the FET Services plan sees the individual learner as a beneficiary of the FET budget, and describes key inputs, outputs and outcomes in the context of learners/beneficiaries. Strategic, economic, and social inclusion societal objectives are also considered in the FET Services plan and are presented within two categories: **Drivers** and **Career Clusters**. The **Driver** category refers to the source of the demand, while the **Cluster** category links demand to education and training and employment opportunities.

The FET Planning model utilised required that submissions be made by all those seeking funding allocations. To support those making submissions, documentation which included guidance notes, templates etc. were developed and disseminated to stakeholders. The documentation developed guided the stakeholders through the process. On receipt of the completed submissions from both the ETBs and the former FÁS training centres, the SOLAS

Planning Unit collated and integrated the information received to provide data and analysis related to FET provision at national and local level.

Metrics

Effectiveness of provision such as that provided by SOLAS/ETBs is usually measured through a range of input, output and 'hard' and 'soft' outcome indicators. The rationale for this approach is to ensure that all the benefits achieved through course participation are, where possible, considered. The FET Services plan has strived to consider the benefits of FET funding on the levels described above.

Working Assumptions with regard to Education and Training Provision 2014

The FET Services plan has been developed with due consideration to a number of working assumptions related to provision, budget allocations, funding and governance.

Pathways to Work Activation Policy

The FET Services plan has given consideration and priority to the Youth Guarantee which will be addressed in Ireland through the Pathways to Work Activation Policy. The 2014 Further Education and Training Services Plan has recognised the need to provide opportunity for the under-25's cohort. This has been achieved through inclusion of a number of initiatives particularly appropriate to this group.

Key Deliverables for 2014

- Maintain the continuity of Further Education and Training Services provision during the implementation of the policy changes within the sector.
- Deliver the 22,303 courses set out in the 2014 Training Services Plan for the projected 341,726 Beneficiaries, 264,464 in Further Education Provision and 77,262 in Training Provision.
- Meet the 2014 target set of 52,676 places for people who have been unemployed for a long time (long-term Unemployed); 37,826 through Further Education Provision and 14,850 through Training Provision.
- Develop and commence the implementation of the Further Education and Training Strategy and its implementation plan.
- Develop and commence the implementation of the SOLAS Strategy and its implementation plan.
- Support the integration of the former VECs within the new Education and Training Boards.
- Complete the transfer of former FÁS Training Centres to their respective Education and Training Board.
- Develop a fit-for-purpose Funding Planning and Reporting process for the Further Education and Training Providers to SOLAS.
- Support the roll-out of the Youth Guarantee Scheme and Pathways to Work Activation Policy.
- Commence the 6,500 places under MOMENTUM 2 and analyse the outcomes from MOMENTUM 1.
- Develop future Planning process for 2015 and onwards.

Development of Future Planning Process from 2015 and Onwards

- Implement the recommendations in the Further Education and Training Strategy and the SOLAS Strategy and respective implementation plans.
- Develop a fit-for-purpose Planning, Funding and Reporting process for the Further Education and Training Providers to SOLAS.
- Research models used internationally within Further Education and Training.
- Develop a reporting system for the 2014 provision.
- Review the 2014 planning process.
- Set up a Stakeholder Engagement group for the purpose of consultation in relation to the Planning Funding and Reporting Process.
- Develop the new Planning model and present to the Board of SOLAS for approval.
- Use the current planning process and the new Planning and Funding process in tandem for the 2015 FET Service Plan.
- Develop an online system for providers to facilitate provider input into planning and reporting in the context of the Services Plan development.
- Adjust and improve the model based on feedback from this process, and rollout the new Planning Funding and Reporting model for utilisation in the development of the 2016 FET Services Plan.

Section 4. External Environment

Consideration was given to the impact of the external environment on the Further Education and Training sector during development of the 2014 Further Education and Training Services plan at both European and National level.

European Perspective

The key priorities and challenges for Ireland have been set out in the National Reform Programme 2011. Principal among the targets set in that primary national strategy, framed in the context of achieving the EU2020 objectives, are targets that are central to the ESF mission and objectives. Three of these targets relate to:

- *Target 1 - Employment Ireland's Headline Target*
- *Target 4 - Education Ireland's Headline Target*
- *Target 5 - Poverty Ireland's Revised Headline Targets.*

The information provided in the Further Education and Training Services plan relates to the prioritisation by the Government in its Programme for Government 2011-2016 to unemployment and the labour market, the key role of labour market, education and social inclusion measures in reaching our NRP targets and how the ESF is an essential support in that objective.

National Perspective

Government Reform Agenda

Particular consideration was given to the *Government Reform Agenda* and the impact resulting reforms would have on the FET sector in particular. Key changes considered in the development of the 2014 FET Services Plan included: the dissolution of FÁS; the transfer of former FÁS training centres to ETBs; the establishment of SOLAS and SOLAS general

functions under the Act. Consideration was also given to the following: the establishment of QQI; the launch of INTREO and the Pathways to Work Initiative; the Government Jobs Initiative; the apprenticeship review; the introduction of the Youth Guarantee; development of the five-year strategy for the FET Sector; and the three-year Strategic Plan for SOLAS.

Labour Market

Cognisance was taken in the development of the 2014 FET Services plan of recent positive developments related to the labour market which include: increased employment rates, the decline in unemployment rates in general, and the decline in unemployment rates particularly in relation to the long-term unemployed. Also considered was the increase in labour force numbers.

What are Employer Bodies Saying?

Job Opportunities Replacement and Demand

Research results indicate that employment opportunities continuously arise for a variety of reasons which include; retirements, illness, emigration, and withdrawal from the labour force for home duties, study, etc.

Turnover

The Irish labour market is flexible and has large volume turnover annually. The highest turnover rates are observed in sales, clerks, healthcare, electricians, drivers, catering, fitters, IT workers, childcare and elementary workers.

Expansion and Demand

In the last five years the majority of vacancies arose due to replacement and turnover and there were few areas in which vacancies could be attributed to expansion. Job opportunities through expansion may however be on the rise. Expansion opportunities may soon become evident in construction due to the very low base to which construction had fallen. Expansion is also expected in occupations related to science, engineering, IT, legal, business, finance, transport, sales, arts, sports, tourism and in broad terms operatives.

Skill Shortage Areas

Skills shortages in specific areas have been evident for some time and it is expected that skill shortages will persist and become more evident in relation to the following: IT, multilingual contact centre staff, scientists and science technicians, engineers, business professionals, medicine, tool makers, meat industry-related occupations, and supply chain managers.

Agriculture

The decline in employment in agriculture is expected to continue while at the same time agricultural output is expected to increase.

Manufacturing and Utilities

Numbers employed in manufacturing are not expected to grow due to the utilisation of new technologies. Growth is expected in relation to food sector functional managers, sales executives and operatives. It is expected that within manufacturing demand for the

following will be maintained: trades/technicians, super operatives, engineers, and shared services, e.g. IT, sales and legal etc. Growth is also expected through the green economy.

Construction

Employment in construction is expected to grow in the coming years. The main areas of projected growth are expected to be linked to other growing sectors; e.g. pharmaceuticals, medical devices and energy infrastructure. Growth will also be seen in the context of residential building, repairs and maintenance. It is also expected that new construction materials and technologies will impact on skills demand related to the sector.

Transport

The transport sector is expected to significantly grow in the coming years.

Other Market Services

Employment in Ireland has become increasingly concentrated in the services sector and this trend is expected to continue. Overall strong employment growth is expected in areas related to services spanning a range of skill levels associated with finance, business, legal, ICT, architecture, research, and education. Opportunities are also projected in relation to security, care, leisure, beauty and culture.

Public Administration and Defence (PAD), Health and Education

An increase in employment in the context of Public Administration and Defence (PAD), Health and Education is expected to lag behind most other sectors for some time.

Education and Training Context 2014

It is expected that in 2014 approximately 450,000 Higher and Further Education and Training places will be available for school leavers and self-referred clients. This is similar to places provided in 2013. Places will be prioritised in the Further Education sector for those on the live register for twelve months or more. Consideration will also be given to the under-25's cohort on specific programmes and through the "Government Youth Guarantee" and the Pathways to Work strategy.

NESC Recommendations- Strategic Review of FET Provision and the Unemployed

At the request of the Troika, the Irish authorities were asked to carry out 'a strategic review of the training and education provision offered by Education and Training Boards (ETBs)' to evaluate the FET provision in terms of its relevance for labour activation purposes. The Department of Education and Skills (DES) took responsibility for the review and chaired a Steering Group on which the Department of Public Expenditure and Reform and Department of Social Protection were represented along with Forfás and the interim group charged with the establishment of SOLAS.

The main recommendations proposed in the NESC Strategic Review related to:

- Prioritisation of specific groups.
- Alignment of FET provision with skills demand and labour market intelligence.

- Involvement of enterprise in the design and delivery of programmes.
- Linkages between INTREO offices and their local ETBs and co-operation between SOLAS and INTREO in the context of design of relevant FET provision and referral arrangements.
- Flexibility in provision duration and incorporation of extended work placements and on the job training.
- Data collection and evaluation.
- Tendering and procurement processes.
- Funding Strategy.

Emerging FET Strategy

Further Education and Training (FET) Strategy and associated Implementation Plan

The Further Education and Training Act 2013, Section 7 (1) specifies the requirement of SOLAS to “...prepare and submit to the Minister a strategy in respect of the provision of further education and training in accordance with section 9”.

The FET Strategy, development process commenced in August 2013. The strategy will provide a roadmap for the sector from 2014 – 2019.

The ESRI has assisted SOLAS with the strategy development and the development process has been overseen by:

- Government/Department of Education and Skills;
- SOLAS Board;
- FET Strategy Advisory Committee & Technical Sub-group; and
- Management (SOLAS Executive).

The development process has included the first ever scoping study of FET in Ireland which was undertaken by the ESRI and included comparisons/observations on Irish FET from international experts, one-to-one interviews with key FET informants, and consultation workshops which were part of a wider exercise to elicit insights and data on FET.

The scoping study resulted in the identification of four themes to describe the FET current position in Ireland: (1) nature of FET provision; (2) outcomes from that provision; (3) employer engagement with FET; (4) the standing/status of FET in Ireland. The findings provided the basis for the nine consultation workshops which were aimed at key policy makers and stakeholders including learners.

A first draft of the FET Strategic Plan and associated Implementation Plan is due to be circulated to the SOLAS Board for ‘sign off’ in March 2014 prior to being submitted to the Minister for Education and Skills for consideration. The FET Five-Year Strategy will be launched and published following Ministerial approval.

Emerging SOLAS Strategy

The Further Education and Training Act 2013, Section 7 states that SOLAS shall; *“not later than six months after the commencement of this section, prepare and submit to the Minister a strategy statement in respect of the period of three years immediately following the year in which the strategy statement is so submitted....”*

The SOLAS Strategy Statement will be ready for submission to the Minister by the 26th of April 2014. ICF, GHK Consultants are assisting SOLAS with the development of the SOLAS Strategy Statement.

The SOLAS Strategy Statement will set out a number of high level goals and measurement criteria to achieve the SOLAS mission over a three year period. The Strategy Statement will be informed by the SOLAS Action Plan and the feedback received from the SOLAS Consultation Process conducted by the Department of Education and Skills (DES) in 2012.

In the development of the SOLAS Statement of Strategy analysis of feedback from the DES consultation process was conducted. This analysis was followed up in January 2014 by interviews with Chief Executive Officers of each ETB. A comparative analysis of international organisations having broadly similar remits to SOLAS was also carried out. Workshops with SOLAS divisional teams were also conducted. Feedback from the consultations will be reflected as appropriate in the final draft document due to be available by March 31st.

A Board Advisory Sub-committee has been established, chaired by the CEO of SOLAS, to oversee the development of the Strategy Statement. Work related to the preparation of an Implementation plan is underway. The SOLAS Three-Year Strategy will be launched and published following Government approval.

Section 5. SOLAS Funding of Related Further Education and Training Services

The total 2014 budget allocation from the Department of Education and Skills (DES) to the Further Education and Training (FET) sector will be **€826m**. SOLAS will receive for direct distribution **€640m** of the overall budget allocation and will engage with the FET sector in 2014 in relation to budget submissions and allocations.

A portion of the budget allocation will be allocated to a range of additional stakeholders that will provide services related to:

- Continuing Professional Development (CPD), Planning and Support,
- FET Agencies and Bodies,
- Non-ETB Schools.

Budget allocations related to FET Provision by non ETB Providers was also approved by the Department of Education and Skills in 2013 on an “as-is basis” for 2014.

Section 6. FET Provision by non ETB Providers

A total of **€186m** of the €826m overall budget allocation, will be distributed through the Department of Education and Skills (DES) to provide for teacher salaries in the context of

PLC courses and co-operation hours. SOLAS will have responsibility for approval of the BTEI and PLC programmes.

Section 7. Summary of Total Further Education & Training Provision

The purpose of the Further Education and Training Services Plan is to present detailed high-level integrated information related to 2014 Further Education and Training provision. Information was provided to SOLAS separately by Further Education and Training providers in relation to 2014 provision in formats that were determined and agreed through consultation. Data submitted was collated and integrated to provide comprehensive detail related to Further Education and Training Provision for 2014. Results of data analysis are presented in table form in the context of the following:

- Total Further Education Provision Summary across the Career Cluster Framework.
- Total Further Education Programme Provision Summary.
- Total Further Education Provision Summary by the Education and Training Boards.
- Total Further Education Provision by Voluntary Secondary & Community Schools Summary across the Career Cluster Framework.
- Further Education Provision & Support Allocations by Programme to the Education and Training Boards and the Voluntary Secondary and Community Schools.

Section 8. Analysis of Total Further Education & Training Provision

Through the development of the 2014 Further Education and Training Services Plan, it was established that Further Education and Training provision could be grouped under three Drivers:

- Economic - Market Led
- Social Inclusion - Individual Learner / Community Led
- Lifelong Learning – Progression Led – within the National Framework of Qualifications

Utilisation of the **Driver** concept assists in the identification of where demand is coming from and where provision is being targeted. Utilisation of **Drivers** also facilitates the linking of provision to the rationale for providing funding.

Section 8 provides highlevel insight to the integrated combined data related to the Further Education and Training Provision by the Education and Training Boards, the Voluntary Secondary and Community Schools, and SOLAS National Programmes. The information is presented in table form and relates to:

- Funding Driver detail in the context of overall provision of Further Education **and** Training.
- Funding Driver detail for Further Education Provision.
- National Framework of Qualifications (NFQ) Level.
- Data on training provision focusing on both training “for” and “in” employment using the **Funding Driver** categories.
- Data on training provision focusing on both training “for” and “in” employment using the **Funding Driver** categories.

The 2014 Further Education and Training Services Plan - Part B

Section 9 to 24 Overview of FET Planned Provision for ETB Areas

The 2014 Further Education and Training Services Plan was developed through deliberation and collaboration. Stakeholders participated in the development of the services plan through submission of data as requested and through submission of stakeholder individual service plans developed for 2014.

Sections 9 to 24 of this document provides summary data related to local demographics, programmes, courses, target learner profiles, National Framework of Qualification levels etc., as detailed in the individual submissions received from the sixteen ETBs. These individual sections provide local-level perspective on ETB, FET provision for 2014.

Included in the overview for each ETB area are the programme outcomes in respect of certification, employment and progression. In addition, information relating to the Career Clusters is provided along with the number of courses and beneficiaries. Summary of the provision is as follows:

ETB Area	Number of Courses	Number of Beneficiaries
Cavan and Monaghan	898	10,485
Cork	1,292	35,172
City of Dublin	3,999	51,105
Donegal	951	11,542
Dublin and Dun Laoghaire	2,377	34,774
Galway and Roscommon	1,182	26,523
Kildare and Wicklow	1,057	13,735
Kilkenny and Carlow	885	14,681
Laois and Offaly	458	6,743
Limerick and Clare	1,505	27,677
Longford and Westmeath	756	9,848
Louth and Meath	1,320	16,226
Mayo, Sligo and Leitrim	991	15,848
Tipperary	714	8,978
Waterford and Wexford	1,695	17,285

Section 25. Voluntary Secondary and Community and Comprehensive Schools' Further Education & Training Provision

Thirteen Voluntary Secondary and Twenty Community and Comprehensive Schools provide PLC and Back to Education Initiatives. These schools will provide a total of 1,792 places in the 2014/2015 academic year.

Section 26. SOLAS National Programme Funding and Provision

Section 26 of this document provides summary detail related to SOLAS national programme funding and provision, and presents information related to:

- eCollege,
- Momentum Funding,
- Analysis of SOLAS National Programmes,
- CSCS/QSCS,
- Apprenticeship.

Section 27. SOLAS Supports to Further Education and Training

SOLAS will continue to provide supports to ETBs in regard to the transferred training centres. The supports provided will, in the main, relate to systems. Support of an advisory nature will also be available.

In preparation for the transfer of former FÁS Training centres a number of system adaptations were made to facilitate system access for the 16 ETBs. Arrangements for transfer of records related to HR, payroll, accounts, contracts, bank accounts etc., have been put in place. Communication with stakeholders in the context of **change** has and will be on-going.

Apprenticeship Programme Supports

SOLAS has statutory responsibility for the organisation and control of the Apprenticeship Programme. Many of the administrative functions related to Apprenticeship will transfer to ETBs post transfer of the training centres. The Apprenticeship Client Services System (ACSS) is key to the management and control of the statutory apprenticeship programme. Adaptations are being made to ACSS to facilitate system access for the sixteen ETBs. The ACSS is integrated with a number of sub-systems which are maintained by the Apprenticeship Curriculum and Assessment Development Unit (CADU). CADU has responsibility for all Apprenticeship Curricula and the development and distribution of Phase assessments. These sub-systems include:

- **CARS** - Curriculum Assessment Revision System;
- **AADS** - Assessment Authoring and Distribution System;
- **CAMS** - Central Assessment Management System.

SOLAS Apprenticeship Services with the support of I.T. is in the process of completing the conversion of the Apprenticeship Client Services System to a browser-based system. The expected completion date is the end of June 2014. SOLAS Apprenticeship Services have also updated their Operational Procedures and are in the process of customising the system documentation, letters etc., to include ETB logos and contact details.

SOLAS Apprenticeship Services will maintain and support the functions provided through the Apprenticeship Client Services System and its sub-systems. SOLAS Apprenticeship Services will also continue to manage and support the following: the national planning and co-ordination of off-the-job training phases 2, 4, & 6 and the national planning and scheduling for phases 2, 4 & 6; the national Apprenticeship Appeals Committee; applications for Redundant Apprentice Accreditation Committee; the Recognition of Prior Learning;

Curriculum and Assessment Development. SOLAS Apprenticeship Services will continue to provide the same level of supports as previously provided within FÁS to ETBs, in keeping with its statutory responsibility.

Quality Assurance Supports

Quality Assurance Supports include the Transition Quality Assurance System, (TQAS) the Results Capture and Certification System, and the External Authenticators panel.

Transition Quality Assurance System

To support training centres moving to their recipient ETBs, a generic quality assurance system which meets QQI requirements was provided to the ETBs. ETBs can use this system subject to agreement and approval with QQI. To facilitate access to the generic system a web portal was set up and made available to the training centres. The web portal and associated links will require on-going maintenance and this will be provided by SOLAS.

Results Capture and Certification Request System

The Results Capture and Certification Request System³ (RCCRS) supports the TQAS assessment processes, QA (Quality Assurance) implementation and the management of risks associated with assessments and certification. The RCCRS has linkages with a number of other key systems, e.g; Client Service System, Trainee Apprentice Payroll System (TAPS), Trainee Apprentice Clocking System (TACS) and the Card Management System (CMS).

The RCCRS certificate request functions are currently integrated with the QQI business system. The integration of RCCRS with City & Guilds certificate requesting system is at an advanced stage. The certification data in the management information system (MIS) is extracted from the RCCRS.

The RCCRS is a browser-based system and can be accessed by all system users including internal Training Centre (Training Standards Office personnel and Instructors) and external second provider/contracted training personnel and allows users to directly input results into the RCCRS.

A number of manual tasks related to assessment and results processing are in the process of being automated. This automation will impact on RCCRS. The system development work associated with the automation of these tasks is nearing completion. The rollout phases for the introduction of these processes is planned for 2014. It is also planned that in the future outputs from these automated processes will be linked to the Apprenticeship Client Service System for phase two assessments.

Assessments and assessments results processing is a high risk activity, therefore a range of supports will be made available during and after the roll-out phases.

³ Apprenticeship results are captured in a separate dedicated system (Apprenticeship Client Services System).

External Authenticators Panel

External authentication is an independent, authoritative confirmation of fair and consistent assessment of learners, in line with national standards. The requirement to carry out External Authentication forms part of the Quality Assurance Agreement with QQI. The existing pool of trained External Authenticators will continue to be maintained by SOLAS as part of the transition supports.

Contracted Training System

The contracted training system is a Procurement System for outsourcing and management of external Training provision. The system consists of: a (CTTL) Contracted Trainer Tender list; a (SRM) Supplier Relationship Module linked to SAP, to manage contracts and payments to the contractors and extending the use of (TACS) Trainee and Apprentice Clocking System; and (TAPS) Trainee Apprentice Payment System to pay learners. The Contracted Training function is supported by a web-based portal. SOLAS will provide the following supports:

- The continued maintenance of the Contracted Training Tender List (CTTL).
- The SRM module in SAP.
- The Contracted Training Programme uses a ‘Sanctions System’. Where a sanction impacts on the CTTL, this element of the business process will continue to be managed by SOLAS.
- The contracted training support functions will continue to be provided by SOLAS.
- Assistance and clarifications will continue to be responded to in regard to queries raised relating to the operation of the Contracted Training System.

A process that supports the future management and procurement of training through a formal contract is planned for development in consultation with the ETBs and SOLAS. Work in this regard is scheduled to commence later this year.

I.T. Systems, Network & Infrastructure Supports

The FÁS/SOLAS IT infrastructure has a series of IT programme management, quality assurance, certification and financial systems that are to a large degree integrated/linked to one another. These systems are all centrally managed but are locally available at each Training Centre. ICT systems and other systems infrastructure will need to be maintained in parallel for the interim period.

Course Information and Recruitment System

The Client Services System (CSS) is an integrated system which is made up of three sub systems as follows: Client Registration, Course Calendar System (CCS), and Course Recruitment System (CRS).

Case Registration System

Client Registration is the primary tool used by staff in the DSP to manage client information and to add potential learners to waiting lists for ETB/SOLAS courses through the Course Recruitment System (CRS). The referral mechanism is still part of the internal Client Services System.

Course Calendar System (CCS)

The SOLAS Course Calendar System schedules planned adult and community programmes and Contracted Training courses. Management of the course calendar is part of the Client Services System (CSS).

Course Recruitment System (CRS)

Training Centres use the Course Recruitment System (CRS) to call people for courses, open days, aptitude tests etc., it is also used to build and monitor waiting lists and in business and course planning. The system is linked back into the DSP, CMS. The Course Recruitment System feeds into the Trainee Apprentice Payroll System (TAPS) and integrates with the Results Capture and Certification Request System (RCCRS).

Financial and Other Systems

Systems forming part of this group include the following:

- SAP;
- Learner registration systems – supported by two systems: Trainee and Apprentice Payment System (TAPS) and Trainee and Apprentice Clocking System (TACS);
- Garda Vetting System;
- Management Information System (MIS).

Programme Delivery and Other Information Systems

Systems forming part of this group include the following:

- Apprenticeship Client Services System;
- National Course Database (NCDB);
- Central Assessment Management System (CAMS);
- Contracted Training Tender List (CTTL);
- Results Capture and Certificate Request System (RCCRS);
- CSCS/QSCS Card Management System.

Finance Supports

The main supports provided relate to the management and maintenance of the SAP system. The SAP including SRM (Supplier Relationship Module) system continues to be used by over 300 users spread across SOLAS and the network of former FÁS Training Centres. The SAP company structure has been re-configured to facilitate separate ETB legal entities, including an ETB Bank Account for the transferring of Training Provision funding. The SAP re-configuration work catering for the remaining ETBs is underway and is expected to be completed prior to transfer of the remaining training centres. Supports will continue to be provided for the SAP system relating to:

- Maintenance of master data;
- Processing functions supports;
- General supports.

Adult and Community Training Curriculum and Assessment Transitional Supports

Transitional supports will be provided to support the following: curriculum and assessments developed by SOLAS; learning resources via Moodle; advisory supports such as Framework Register for Curriculum and Assessment Writers and Reviewers; Assessment Instrument Specification Templates.

The National Course Database Interim (iNCDB)

Development work will continue to be undertaken to enhance and partition the National Course Database (iNCDB). Individual Training Centres may develop programmes for local use and add them to the local partition. This Database is hosted on SOLAS servers and can only be accessed through the training centre network. The PLSS (Programme and Learner Support Systems), will replace the iNCDB (see below).

Central Assessment Management System

The Central Assessment Management System (CAMS) is a repository in SOLAS for all assessments leading to QQI-FETAC awards. Training Centres will continue to have access to CAMS during the transition period. CAMS is a standalone system, hosted on SOLAS servers and can only be accessed through the training centre network. SOLAS will continue to manage access to assessments in CAMS via designation of personnel, as required. SOLAS will also review the assessments held on CAMS twice annually.

Learning Resources via Moodle

A range of specific learning resources are available to Community Training providers on Moodle, including the full training specification relating to the FETAC-validated programmes. The management of the resource material, along with the access to it, will be supported by SOLAS Community Training Unit for the transition period.

Curriculum and Assessment Advisory Supports

Designated persons are assigned to assist with system queries relating to the NCDB and CAMS and training interventions focused on increasing curriculum and assessment capacity.

Community Training Programme Supports

Community Training Programme transitional supports will include Designated Officers, assigned to assist with queries arising from the updated processes in TQAS Section 8 (one per programme).

Programme and Learner Support System (PLSS)

SOLAS is in the process of building a National FET Programme Database, FET Course Calendar Scheduling System, and a National Learner Database to capture data on learners within the Further Education and Training system. SOLAS is taking these projects forward under the guidance of a representative group of departments and other relevant stakeholders. Significant progress is expected through 2014 on the development of the National FET Programme Database and the FET Course Calendar Scheduling System. The development of the National Learner Database is a more complex process. Nonetheless,

recommended protocols and mechanisms for the exchange of data should be completed by the end of 2014.

Other Supports

Other supports include:

eCollege

eCollege provides a range of on-line courses and learner supports. The licences for on-line courseware and examination vouchers relating to approximately 40 courses have been extended for 2014 to facilitate the transferred training centres. This courseware is hosted on the eCollege web platform. eCollege resources are cost-effective as they are used by Multimedia rooms in training centres and in some instances, by day-time and night training courses. For the purpose of provision of support eCollege has set up a separate Moodle site for each Training Centre. Support is also provided in the context of the procurement of content and resources, hosting of individual Moodle platforms, training of local system administrators, provision of technical supports for end users and the on-going maintenance of the sites. eCollege also hosts the content for the on-line common modules for the Apprenticeship Programme. The support provided in maintaining the system access will continue.

Skills Labour Market Research Unit (SLMRU)

Continuing supports will also be provided by SLMRU through its research, analysis and updates to assist the business planning process. Where requested briefings on labour market data trends, findings, etc., will be provided.

Health & Safety

The SOLAS Health & Safety Unit has updated all health and safety processes, guidelines, forms, etc.

Specialist Supports

Specialist supports are being provided for two capital projects that are on-going in Cork and Tralee Training Centres. Tallaght Training Centre has commenced a full building systems test to determine if there are any residual snagging items that need to be addressed during the 'Building Warranty' period. The monitoring support for the above is being provided by the central SOLAS Facilities Management team.

Human Resources

The HR Unit will provide a co-ordination role in regard to Higher Scales and the Employee Assistance Scheme. The Unit will provide clarification in regard to FÁS IR agreements and general HR queries, where required.

Section 1. Introduction

The enactment of legislation during 2013 has resulted in momentous change in the Further Education and Training (FET) sector. These changes have included the dissolution of FÁS and the thirty-three Vocational Education Committees (VECs). The VECs have been replaced with sixteen Education and Training Boards (ETBs). Each ETB is a statutory body with its own corporate status. Change also occurred in relation to the Irish Vocational Education Association (IVEA), as this association became known as Education and Training Boards Ireland (ETBI).

SOLAS (An tSeirbhís Oideachais Leanúnaigh agus Scileanna), was also established as a new statutory body. The establishment of SOLAS, and the Education and Training Boards (ETBs) during 2013 has heralded a new approach to provision of Further Education and Training programmes for all stakeholders.

Former FÁS training centres are in the process of being transferred to ETB governance. Seven training centres transferred in December 2013 and it is expected that the remaining nine training centres will have transferred to their recipient ETBs by mid-2014.

Individually each of the changes detailed above is significant, collectively they have the potential to completely change the FET landscape in Ireland.

Historically, planning related to further education took place separately from planning related to training. The recent legislative change now enables planning to take place in a cohesive manner across all education and training funded by the Department of Education and Skills through SOLAS. SOLAS will operate under the aegis of the Department of Education and Skills, and in partnership with the sixteen Education and Training Boards, will be responsible for the integration, co-ordination and funding of education and training programmes nationally.

Legislation requires that SOLAS prepares a five-year strategy for Further Education and Training and a three-year statement of strategy for the organisation. Both documents are in development and will be presented to the Minister for Education and Skills for consideration in the near future. SOLAS is also required to ensure the development of a Further Education and Training Services plan annually.

This 2014 Further Education and Training Services plan has been developed through close collaboration and co-operation between SOLAS and the sixteen Education and Training Boards. The plan development has provided invaluable insight for all stakeholders into the planning process and distribution of budget allocations. Development of the plan has also provided the opportunity for education and training stakeholders to come together and work as one in the implementation of government policy.

In 2014 the state will invest €826m in further education and training. The 2014 Further Education and Training Services Plan provides, for the first time, information which details

the full range of Further Education and Training provision and budget allocation funded through SOLAS. The 2014 Services plan will support the FET sector during this transition phase, which will see the implementation of all legislative change related to the FET sector during 2014.

Future Planning

The 2014 Further Education and Training Services Plan presents for the first time an inclusive plan for further education and training nationally. It is expected that the planning process will evolve over time to become a tool that will have the capacity to predict and react to change; ensure that issues and trends arising are addressed; that market need is understood; and also ensure that the planning process adheres to government policy and addresses learner, employer and other stakeholder need.

Section 2. Background

The reform agenda has brought about legislative changes, giving rise to the establishment of SOLAS and the ETBs. The 'Action Plan for SOLAS'⁴ identified SOLAS as "one part of a major programme of reform". The 'Action Plan' stated:

"...That SOLAS is an integral part of a wider programme of institutional reform that is being undertaken to give effect to the Government's activation agenda. It is required in order to integrate the FET sector and give strategic direction to that sector.

SOLAS will be setting the agenda for FET. It will be working with INTREO to ensure unemployed people can access the right FET opportunities."

SOLAS, in partnership with the sixteen ETBs, will be responsible for the integration, co-ordination and funding of a wide range of training and further education programmes in Ireland. The 2014 Further Education and Training Services Plan is the start of the integration, co-ordination and funding process that is focused on achieving greater coherence in the State investment in Further Education and Training provision.

The 2014 Further Education and Training Services Plan is the first plan to be developed for Further Education and Training services provided by the ETBs and the National Programmes supported by SOLAS for submission to the Board of SOLAS for approval. Cognisance was taken in the planning process of SOLAS having responsibility for the 2014 FET funding.

The planning process for 2014 commenced in autumn 2013. At this time, the former FÁS training centres and training provision still operated under the governance of FÁS and latterly SOLAS. The relatively newly-formed ETBs were for the first time individually planning programme provision for the former disaggregated VECs within their remit. In addition, the planning process acknowledged that for the academic year 2013/2014 further education allocations had already been set by the Department of Education and Skills.

The timing of the planning further compounded the complexity and challenges of the process in that four ETBs would assume responsibility for seven former FÁS training centres at the start of 2014, while during the first half of 2014 another seven ETBs would assume responsibility for the remaining training centres. Five ETBs would assume responsibility for training provision in their area (where there is no main training centre transferring). Consequently arising from the complexity and challenges of the planning process, extensive collaboration and consultation was required to successfully complete the process, both at local level with ETBs and Training Centres and at national level with the Department of Education and Skills, the Department of Social Protection, SOLAS and ETBI.

A FET Planning Group⁵ was established to determine an interim model to facilitate the 2014 FET services planning. The group determined that the planning related to Training should

⁴ 'Action Plan for SOLAS' published 2012.

continue to be presented in the format previously used by FÁS. The 2014 planning process and format was different to processes and formats previously used by the ETBs. An FE Planning sub-group⁶ was formed to specifically determine an interim process for FE services planning for 2014. An interim template was adapted for FE planning. To assist ETBs with planning and completion of the templates, a step-by-step guide was developed and two seminars were held for the purpose of providing information on the planning process.

The output from the planning process is the successful completion through collaboration of the FET process for 2014, which has culminated in the development of this Further Education and Training Services Plan.

The FET Services Plan

This FET Services plan relates to 2014 provision and will provide information on:

- The background to recent changes in the FET sector.
- Strategy, Funding and Planning underpinning the 2014 FET Services Plan.
- The external environment impacting on the development and implementation of the plan including recommendations from the Review of Further Education and Training provision by the NESC.
- Emerging FET Strategy.
- Emerging SOLAS Strategy.
- SOLAS funding of related FET services.
- FET provision by non ETB providers.
- Overview of FET provision planned for delivery during 2014.
- Analysis of FET planned provision during 2014.

⁵ FET Planning Group included from SOLAS; Fiona Hartley (Chair), Ciarán Conlon, Gerard Gasparro, Jim Coughlan, Ray Kelly, ETBs; Christy Duffy, Martin O'Brien and John Fitzgibbons.

⁶ FE Planning sub group included: Christy Duffy (Chair), CEO Longford and Westmeath ETB; Martin O'Brien, CEO Cavan and Monaghan ETB; and John Fitzgibbons, AEO, Cork ETB.

Section 3. Strategy, Funding and Planning Underpinning the FET Services Plan

Purpose of this Services Plan

In advance of providing detail on the purpose of the Further Education and Training (FET) Services Plan 2014, it is important to emphasise the difference between the "FET Strategic Plan" and the "FET Services Plan".

The FET Strategic Plan provides direction for the wider FET sector through provision of appropriate goals and objectives, and through the identification of a range of business strategies to support providers working to achieve these goals within the FET sector. The "FET Strategic Plan" will therefore act as a compass for the FET sector and a guide which articulates the priorities and goals of stakeholders.

The FET Strategic Plan will **not** stipulate the day-to-day tasks and activities involved in planning and organising provision for learners, nor will it stipulate how organisations should collaborate to achieve the overall strategic objectives.

The purpose of the FET Services Plan is to present detailed high-level information. The Services plan takes cognisance of ETB local plan content and is specifically aimed at supporting providers in the identification of the day-to-day tasks required in the delivery of the agreed FET services to the learners and employers. It is a document that the management and staff across all the FET providers have collaborated in developing, and thus should be seen as the operational guide for the sector and ought to be frequently referred to by stakeholders.

The FET Services Plan provides high level details of the what, who, when and how much. It is a plan which will be drafted annually to inform the day-to-day management teams of the FET Sector. FET Services Plans will be prepared by the SOLAS Executive in partnership with ETB Boards and other providers. The FET Services Plans will detail the specifics in the context of the service/s that it has been agreed will be undertaken for provision to learners and providers. The Services plan also details how resources will be deployed to achieve the goals and objectives agreed by the Board of SOLAS.

Development of the 2014 Further Education and Training Services Plan commenced through interaction with the Department of Education and Skills (DES). The Department engaged with the CEO of SOLAS to provide information related to the Department's expectations and requirements for Further Education and Training in 2014. The Department's expectations and requirements focused in the main on activity and outcomes, the budget allocation to SOLAS, relevant government initiatives arising from budget or policy changes that have the capacity to impact on SOLAS and the Further Education providers. SOLAS has drafted for submission to the Department "The 2014 Further Education and Training Services Plan". The Services plan provides information related to how the budget will be allocated, the

volume and nature of Further Education and Training that will be offered, and data related to the various inputs, outputs and outcomes which it is expected will meet the needs of both learners and employers.

The 2014 Further Education and Training Services Plan also details how SOLAS, working with the Education and Training Boards (ETBs), intends to facilitate and support the reforms affecting the FET sector in general and more specifically, those affecting the Education and Training Boards and SOLAS.

FET Participants 2014

The number of new entrants expected to participate in Further Education and Training provision for unemployed persons in 2014 has been estimated to be circa 88,000. It is important to note that the flow of new entrants occurs in all twelve months of the year which facilitates learners and timely interventions for unemployed persons referred to Further Education and Training courses by the Department of Social Protection (DSP). In addition to new entrants and the unemployed, SOLAS working with Education and Training Boards and the Institutes of Technology, will lead and manage training for an estimated 2,000 new apprenticeship registrants and provide for the existing apprentice population of approximately 7,000 at various stages of both on- and off-the-job training of their apprenticeship. It is expected therefore that a total of 314,726 participants will be beneficiaries of FET services in 2014.

SOLAS Funding 2014

Set out below are details of the Department of Education and Skills 2014 budget allocations to Further Education and Training:

A total budget allocation of €826m will be made available for Further Education and Training Provision in 2014. €640m will be allocated through SOLAS (please see Appendix 2 for details).

• Further Education Provision Allocations	€230,227,269
• Further Education Support Allocations	€4,673,350
• ETB Training Direct Costs Allocation	€111,265,750
• ETB Training Salary Allocation	€21,590,000
• ETB Training Overhead Allocation	€7,270,000
• SOLAS Training Direct costs Allocation	€174,746,250*
• SOLAS Training Salary costs Allocation	€22,523,000**
• SOLAS Training Overhead costs Allocation	€8,398,000**
• SOLAS Training Support Allocations	€1,061,000
• SOLAS FET Provision Supports	€3,934,381
• SOLAS Overheads	€8,125,000
• SOLAS Salaries	€15,160,000
• Legacy Pensions paid by SOLAS	€31,026,000

*Almost all of this allocation will transfer with the Training Centres to their respective ETB during 2014. However €26,012,000 will remain with SOLAS through its National Programmes, MOMENTUM and eCollege.

**All of this allocation will transfer with the Training Centres to their respective ETB during 2014.

€186m in support of Further Education Programmes will be allocated through the Post-Primary Payment Section for PLC and Co-Operation Hours, teacher salaries. (Please see Appendix 3 for details).

• ETB Co-operation Hours approved	297,167 Hours
• ETB Co-operation Hours Teacher Allocations	404 Teachers
• ETB Co-operation Hours Teacher Costs	€35,520,197
• ETB PLC Places approved	30,752 Places
• ETB PLC Teacher Allocations	1,618 Teachers
• ETB PLC Teacher Costs	€142,193,796
• Voluntary Secondary and Community Schools PLC Places approved	1,792 Places
• Voluntary Secondary and Community Schools PLC Teacher allocations	94 Teachers
• Voluntary Secondary and Community Schools PLC Teacher Costs	€8,286,007

In addition to the €826m detailed above, there are further allocations made through the Department of Education and Skills Second Level Section.

- PLC Student standard Caption estimated at €4.4m
- PLC Student support Grant estimated at €15m

A Pupil participation charge of €200 per pupil estimated at €6,508,800 is collected by the ETB and by the Voluntary Secondary and Community Schools.

Further Education and Training provision will be delivered in the following context during 2014:

- The realignment of staff within SOLAS and ETBs will be in line with the Employment Control Framework (ECF).
- 35% of the Further Education and Training provision during 2014 (143,017 places) will be available to those who it is considered that, following successful programme participation, will be job-ready and able to compete for employment in areas where there are anticipated employment opportunities. Supports and Further Education and Training interventions (198,708 places) will also be made available for those that require introductory-level courses in order to assist their progression on their pathway back to employment.
- Long-term unemployed persons on the Live Register have been assigned priority status for Further Education and Training provision in 2014. The targets related to the number of people starting on courses from this category have been increased by 10% on 2013. The 2014 target equates to a total of 52,666 starters.
- The implementation of the “Government Youth Guarantee” has been a priority consideration in the development of the 2014 Further Education and Training Services plan. The “Government Youth Guarantee” has arisen from the implementation of the “EU Council Recommendation for a Youth Guarantee” and is being addressed through the “Pathways to Work Strategy” to reduce unemployment.

- Momentum Programme, allocation of 2,000 places.
- Ballymun Pilot Project 718 places.
- The level of community-based training provision aimed at vulnerable individuals via CTCs, STPs and LTIs will be maintained.
- Development / communication and implementation of the Further Education and Training Strategy.
- Development and implementation of the SOLAS strategy.
- The continued transfer of former FÁS training centres and their associated activity and staff to their recipient ETBs.
- The relocation of SOLAS to new premises.
- ETB integration.

The 2014 FET Services Plan provides a profile of Further Education and Training provision that is informed by: identified job opportunities, the findings and recommendations of national and international research including research commissioned by SOLAS itself. In addition, the 2014 Further Education and Training provision is specifically aimed at supporting the delivery of commitments set out in:

- The Government's "Ireland - Memorandum of Understanding on Specific Economic Policy Conditionality 7th Update January 2013" to the EU/IMF around its activation and skills training reforms.
- "A Strategic Review of Further Education and Training and the Unemployed". This review was undertaken for the Department of Education and Skills by Dr John Sweeney, Senior Policy Analyst, National Economic and Social Council in the autumn of 2013.
- The Pathways to Work programme - *Pathways to Work 2013*.
- The government Youth Guarantee – Irish Youth Guarantee Implementation Plan.

A number of key principles related to skills development have been considered and have informed the 2014 Further Education and Training Services Plan. These are:

- The development of skills and the acquisition of knowledge are valuable to the individual in terms of their future employment and or progression in the context of achieving skills at a higher level on the national framework of qualifications and the opportunities that accrue with this achievement.
- The most effective education and training programmes are those linked closely to labour market demand and/or provide significant steps for the learner on their progression path to higher education or the labour market.
- The greatest economic impact arises from medium-to-high skill development with strong market linkages.
- Provision closely linked to the regular labour market and economy is the most effective in achieving employment.
- Specific rather than general skills-development has the greatest impact in terms of short and medium-term employment effects.
- General non-specific skill development effects while valuable in terms of the individual learner's progression, are modest in terms of placement to employment.
- In terms of using unemployment spells productively, Further Education and Training opportunities improves skill levels in the labour force and allows the more motivated

and resourceful unemployed to find better and more stable jobs than they might otherwise have done.

- Shorter-duration courses can have beneficial effects on employment outcomes.
- A continued focus on literacy and numeracy supports to improve social inclusion within society.
- Further Education and Training initiatives/work placements in regular workplaces have greater effectiveness in improving the employability of disadvantaged groups such as the long-term unemployed.

This FET Services Plan is also informed by future funding priorities of the ESF. These priorities are to:

- Combat long-term unemployment by ensuring that individuals can access employment via in-demand skills development.
- Improve qualification levels of lower-skilled longer-term unemployed.
- Support those young people not in education, employment or training (NEET) to participate in programmes which include work experience with labour market relevance.
- Increase social inclusion by targeting interventions with appropriate on-going supports.

In addition, following a comprehensive consultation process at local level between ETBs and DSP officials, a clearer picture of the training needs of DSP clients has emerged and has been incorporated into the 2014 FET Services Plan.

FET Services Plan Development

The 2014 FET Services Plan has been developed in the midst of change to the FET landscape. A key development objective was to develop an integrated FET Services Plan that fully reflects 2014 provision across the FET sector. One of the areas that makes the development of the 2014 FET Services Plan unique is that nine former FÁS Training Centres have not yet transferred to their recipient ETBs. It was therefore necessary to request information in formats appropriate to both ETBs and Training Centres. The model used to develop the 2014 Services Plan will therefore in some respects differ from the services plan model in the future.

Planning Model Used to Develop the 2014 FET Services Plan

The planning model used to develop the 2014 FET Services Plan has sought to describe the FET funding and provision within a calendar/fiscal year in terms of the opportunities FET funding will provide for individual learners. The plan therefore seeks to be “Learner Centred”. The figures quoted in the plan relate to the individuals and the benefits that will be derived for them through the funding allocated and the provision planned by the providers. Thus the plan sees the individual learner as a beneficiary of the FET budget. The current FET structure encompasses 20 individual programmes, Apprenticeship, PLC, Traineeship, VTOS, etc., (see Appendix 5). Each programme has its own individual eligibility criteria, funding rules and delivery structures.

Through utilisation of the planning model the FET Services Plan seeks to describe the journey of the learners / beneficiaries engaging in these programmes in planning terms which include:

Inputs:

- Number of learners at the start of the year.
- Number of learners starting during the year.
(The above combined form the total beneficiaries of the annual funding.)
- Funding allocated to support the provision.

Outputs:

- Number of learners retained during 2014.
- What is the certification success for the learner?
 - Number of learners achieving full awards.
 - Number of learners achieving partial awards.
(The above combined form the total no. of learners achieving certification in 2014.)
- The cost of providing the provision for the learner.

Outcomes:

- What is the key outcome for the learner?
 - Gain employment.
 - The learner to progress to and start a relevant course.

Beneficiaries

No single metric can describe the overall Further Education and Training provision picture. The term **Beneficiaries** has the advantage of describing the total number of individuals who will participate in FET in a given year, whether they are present at the start of the year or join a course during the year. Consideration however, must be also given to the degree of the benefit, as some **Beneficiaries** will partake in a full-time academic course of 33 weeks duration while others may be benefiting from a five-hour-per week part-time literacy course. Both of the above are considered equally when the term beneficiary is used.

Tools Supporting the Planning Process that Assist in the Analysis of Proposed Provision

FET provision is seeking to achieve success in the context of learners based upon their needs and also in the context of strategic, economic and social inclusion societal objectives. These include quality **Outcomes** and **Impacts** to meet learners' needs, as well as meeting the broader needs of employers and society. To help us to understand these elements we employ a range of concepts within the planning tool which include **Drivers and Career Clusters**.

The **Driver** objective is to identify where the demand for provision is coming from. Utilisation of the **Driver** facilitates linking the provision to the key reason for providing the funding. Currently we employ four Drivers within Training and three Drivers within Further Education.

Further Education Drivers	Training Drivers
• Market-Led	• Market-Led
• Learner/Community-Led	• Client-Led
• Progression-Led	• Pre-market-Led
	• Support-Led

Table 3.1

When combined however, FET provision can be easily grouped into three drivers as follows:

- Economic; Market-Led
- Social Inclusion; Individual Learner/Community-Led
- Lifelong Learning; Progression-Led - within the National Framework of Qualifications.

The use of such concepts have the potential to assist with the evaluation of the impacts of the provision, as it quantifies the provision within each programme in a manner that can be evaluated appropriately to ascertain the degree of success in economic, social inclusion and lifelong learning terms.

The aim of utilisation of these Drivers is to distinguish the primary purpose of provision as follows:

Market-Driven Courses	Client/ Pre-market/ Support -Driven Courses
Courses/programmes that are Market-driven are primarily, but not exclusively, developed and offered to participants, who are capable of undertaking the course/programme and certification to enable them to compete for identified job opportunities on completion of the course e.g. PLC, traineeship.	<p>Client-driven courses/programmes are primarily aimed at participants who are capable of undertaking the course/programme and certification in their chosen field. This training may not be job specific in nature e.g. ECDL.</p> <p>Pre-market-driven courses/programmes are primarily aimed at participants who are not yet ready to undertake a mainline technical skills course (market-led) and would benefit by undertaking a relevant bridging or foundation type course/programme.</p>
	Courses that are Supported and/or Skill sample-driven are primarily developed and offered to learners who require significant additional supports to access and undertake training as part of their agreed pathway to work e.g. training in CTCs, Community Education.

Table 3.2

Career Cluster Objectives

The **Career Cluster** objective is to link FET provision to the Irish Labour Market and employment opportunities for the learner. Currently a total of 18 career clusters have been identified and utilised. All 18 Career Clusters are utilised in Further Education and 12 are utilised in Training provision.

Career Cluster Framework

Set out below are details of the **Career Clusters** utilised by FE and Training. The categorisation utilised in Table 3 below enhances the ability to better determine the level of course provision available within each cluster, and to further ascertain identified current and evolving labour market /skill requirements and the areas most in-demand by clients.

Further Education Career Clusters	Training Career Cluster
1 Science and Technology	
2 Animal Science	
3 Agriculture, Horticulture and Mariculture	
4 Hairdressing, Beauty and Complementary Therapies	
5 Art, Craft and Media	
6 Information Technology	Information Technology
7 Transport, Distribution & Logistics	Transport, Distribution & Logistics
8 Sales & Marketing	Sales & Marketing
9 Health, Family, other Social Services	Health, Family, other Social Services
10 Built Environment	Built Environment
11 Financial Services	Financial Services
12 Business Admin & Management	Business Admin & Management
13 Manufacturing	Manufacturing
14 Natural Resources	Natural Resources
15 Tourism	Tourism
16 Food and Beverage	Food and Beverage
17 Sampling Skills	Supported
18 General Learning (including Literacy, Numeracy and ICT skills)	

Table 3.3

Following on from the consultation phase a joint ETB/SOLAS planning group guided the planning process, and SOLAS, working closely with the ETBs, engaged in a bottom-up top-down approach to the plan development. This approach required that submissions be made by all those seeking funding allocations. To support those making submissions and acknowledging that not all former FÁS Training Centres had transferred to their recipient ETBs the following documentation was developed and disseminated to the relevant stakeholders:

- FE Services Plan Guidance Notes;
- FE Services Plan 2014 Plan Format;
- FE Programme & Career Cluster Framework;
- Training Overarching Parameters and Guidelines;
- Training Services Plan Format;
- Training Programme & Career Cluster Framework.

Those making submissions were required to provide information on the following:

- Overview of services generally to include detail in the context of geographic, demographic, economic, and employment opportunities related to the specific ETB area.
- An analysis of the 2013 Further Education Provision.
- A rationale and plans for further education provision in 2014.
- A management case.
- Performance targets (Outputs & Outcomes)

- Programme and Career Cluster Framework.

On receipt of the completed submissions from both the ETBs and the training centres, the SOLAS Planning Unit collated and integrated the information received to provide data and analysis related to both the national provision position and the individual picture(s) at local level of FET provision. Submission detail related to each ETB area including all Training Centre submissions is contained in Sections 9 to 25 of this document.

Metrics

Effectiveness of provision such as that provided by SOLAS/ETBs is usually measured through input indicators, output indicators and 'hard' and 'soft' outcome indicators. SOLAS/ETBs strive where possible to use a combination of all three indicator types to measure the effectiveness of its provision. The reason for the mix of indicators is that all courses cannot be subject to the same expectations with regard to 'hard' labour market outcomes in particular; the rate of exits from a course/programme into a job.

Furthermore, measuring 'hard' or 'soft' outcomes is not a straightforward process. For example, there are many definitions of what constitutes 'a job' and what constitutes an 'employed person'. In addition, there are a number of 'softer' outcomes - for example in the areas of interpersonal skills, organisational skills and personal skills - that while difficult to measure directly or tangibly, can be very important in helping individuals progress to employment. This is particularly relevant with regard to measuring the impacts of programmes for those that employment may not be an immediate goal.

Within that context, SOLAS is committed to strengthening the outcomes measurement processes related to SOLAS funding of FET provision. In 2014, SOLAS will undertake a Follow-up Survey to measure a range of outcomes by programme. It is likely that such surveys will form an important component in the evaluative framework for SOLAS and also inform future strategy.

Working Assumptions with regard to Education and Training Provision 2014

The following 'working assumptions' informed the FET Services Plan planning process:

1. The plan was developed in an 'as is' context for all Further Education and Training Provision
2. With regard to training provision, SOLAS will allocate a budget to former FÁS training centres awaiting transfer to their recipient ETB and continue to be responsible for corporate governance oversight and monitoring of these funds until transfer to ETBs take place.
3. Funding, corporate governance and oversight arrangements as well as supports such as QA, contracted training etc., will remain in place for former FÁS training centres (not yet transferred) until such time as they are amalgamated into an ETB.
4. Where a former FÁS training centre and all of its associated training provision including community-based provision is amalgamated with the relevant ETB, the ETB will be responsible for governance, including the funding allocated to the training centre by SOLAS.

5. Five ETBs without a main training centre transferring, would assume responsibility for training provision in their area.

SOLAS will make available a standardised portfolio of supports as outlined in section 27 of this document.

Pathways to Work Activation Policy

A range of Further Education and Training programmes are targeted at unemployed and young persons. Almost all Training Centre places are available for unemployed persons who are solely referred by DSP. The training centre course calendar captures the schedule of courses on a month-by-month basis and is used by all authorised staff in the Department of Social Protection for information, guidance and referral purposes. Information on the course schedule and the Training Centre Course Search App (for mobiles) are available on www.fas.ie.

Targets have also been set for Further Education (FE) by DES in the context of addressing the needs of the long term unemployed across a range of FE programmes e.g. Adult Literacy, ESOL, Community Ed, BTEI, VTOS, and PLC. Targets set for 2013 have been increased by 10% for 2014. (see Appendix 5)

Youth Guarantee

The Youth Guarantee Implementation Plan - Ireland reflects the commitment contained in the EU council recommendation to:

“Ensure that young people under the age of 25 years receive a good-quality offer of employment, continued education, an apprenticeship or a traineeship within a period of four months of becoming unemployed or leaving formal education.”⁷

Ireland has experienced high levels of unemployment over the past number of years. Ireland’s circumstances therefore require that under the *Youth Guarantee* we engage with young people that have been unemployed for longer periods of time.⁸ The 2014 Further Education and Training Services Plan, has taken cognisance of the need to provide opportunity for the under-25's cohort. This has been achieved through inclusion of the following programmes within the Services plan: CTC/Youthreach, BTEI, PLC, Adult Literacy, ESOL, Community Ed, VTOS, training programmes, apprenticeships, traineeships, special purpose and momentum programmes. It is expected that circa 115,000 places and €200m will be allocated to youth provision across the above programmes during 2014.

Allocation of places and budget to these programmes in 2014 has the capacity to make the Youth Guarantee a reality and to avoid higher expenditure in relation to this group in the future.

⁷ Youth Guarantee Implementation Plan – Ireland page 5

⁸ Pathways to Work pages 22 and 23

Key Deliverables for 2014

- Maintain the continuity of Further Education and Training Services provision during the implementation of the policy changes within the sector.
- Deliver the 22,303 courses set out in the 2014 Training Services Plan for the projected 341,726 Beneficiaries. 264,464 in Further Education Provision and 77,262 in Training Provision.
- Meet the 2014 target set of 52,666 places for people who have been unemployed for a long time (long-term unemployed) 37,826 through Further Education Provision and 14,850 through Training Provision.
- Develop and commence the implementation of the Further Education and Training Strategy and its implementation plan.
- Develop and commence the implementation of the SOLAS Strategy and its implementation plan.
- Support the integration of the former VECs within the new Education and Training Boards.
- Complete the transfer of Former FÁS Training Centres to their respective Education and Training Board.
- Develop a fit for purpose Funding Planning and Reporting process for the Further Education and Training Providers to SOLAS.
- Support the roll-out of the Youth Guarantee Scheme and Pathways to Work Activation Policy.
- Commence the 6,500 places under MOMENTUM 2 and analyse the outcomes from MOMENTUM 1.
- Development of future Planning process for 2015 and onwards.

Development of future Planning process from 2015 and onwards

- Implement the recommendations in the Further Education and Training Strategy and the SOLAS Strategy and respective implementation plans.
- Develop a fit-for-purpose Planning, Funding and Reporting process for the Further Education and Training Providers to SOLAS.
- Research models used internationally within Further Education and Training.
- Develop a reporting system for the 2014 provision.
- Review the 2014 planning process.
- Set up a Stakeholder Engagement group for the purpose of consultation in relation to the Planning Funding and Reporting Process.
- Develop the new **Planning** model and present to the Board of SOLAS for approval.
- Use the current planning process and the new Planning and Funding process in tandem for the 2015 FET Service Plan.
- Develop an online system for providers to facilitate provider input into planning and reporting in the context of the Services Plan.
- Adjust and improve the model based on feedback from this process and rollout the new Planning Funding and Reporting model for utilisation in the development of the 2016 FET Services Plan.

Section 4. External Environment

External Environment

In the development of the Further Education and Training Services Plan the external environment was considered at both European and National level. The following information has been provided by the ESF & EGF Policy and Operations Unit in the Department of Education and Skills in the context of the European Social Fund, and by the SOLAS FET Strategy & Knowledge Unit in the national-level context.

European Perspective

European Social Fund (ESF) 2014-2020

Set out below is a summary of the strategic and policy reasons why the European Social Fund is the principal EU funding vehicle for delivery on the objectives of EU2020 and the National Reform Programme for Ireland over the period 2014-2020 in the area of Structural Funds support. The information provided relates to the prioritisation accorded by the Government in its Programme for Government 2011-2016 to; unemployment and the labour market, the key role of labour market, education and social inclusion measures in reaching our NRP targets, and how the ESF is an essential support in that objective.

Government Priorities in Structural Fund Policy Areas – European Social Fund

The mission of the ESF is set out in the Treaty and is set out in more detail in Article 2 of the ESF Regulation 2014-2020 vis: *“The ESF shall promote high levels of employment and job quality, improve access to the labour market, support the geographical and occupational mobility of workers and facilitate their adaptation to industrial change and to changes in production systems needed for sustainable developments, encourage a high level of education and training for all and support the transition between education and employment for young people, combat poverty, enhance social inclusion, and promote gender equality, non-discrimination and equal opportunities, thereby contributing to the priorities of the Union as regards strengthening economic, social and territorial cohesion. The ESF shall benefit people, including disadvantaged people such as the long-term unemployed, people with disabilities, migrants, ethnic minorities, marginalised communities and people of all ages facing poverty and social exclusion. The ESF shall also provide support to workers, enterprises, including actors in the social economy, and entrepreneurs, as well as to systems and structures with a view to facilitating their adaptation to new challenges including reducing skill mismatches and promoting good governance, social progress, and the implementation of reforms, in particular in the fields of employment, education, training and social policies.”*

The Government has clearly identified the very challenging labour market situation as the key priority for Ireland for the next few years. The Programme for Government 2011-2016 placed labour market policies at the centre of its policy objectives. This Programme makes specific mention of measures in the ESF policy field, including work placement programmes, further education opportunities, third-level places and literacy and basic workplace skills,

training and education outcomes for the unemployed, building equity in education, expanded training opportunities for jobseekers to up-skill the labour force, the promotion of equality and of social inclusion, the integration of minority groups and enhancing participation levels of people with disabilities in employment, training and education.

In its latest update on the Programme for Government in March 2014, emphasis is reiterated on the Pathways to Work Strategy and the Further Education and Training Strategy, both of which are covered by the ESF remit.

National Reform Programme Targets

The key priorities and challenges for Ireland have been set out in the National Reform Programme 2011. Principal among the targets set in that primary national strategy, framed in the context of achieving the EU2020 objectives, are targets that are central to the ESF mission and objectives. These are:

Target 1. Employment Ireland's Headline Target:

To raise to 69-71% the employment rate for women and men aged 20-64, including through the greater participation of young people, older workers and low-skilled workers, and the better integration of legal migrants, and to review the target level of ambition in 2014 in the context of a proposed mid-term review of the Europe 2020 Strategy.

The 2011 NRP highlighted five bottlenecks in the Irish labour market. These are:

1. *Weak labour market demand, particularly in domestic services.*
2. *Long-term and structural elements of unemployment.*
3. *Access to opportunities for upskilling and reskilling, especially sectors that have been most affected by the impact of the recession.*
4. *The challenge of targeting cost-effective activation programmes to those most at risk of losing contact with the labour market and drifting into long-term unemployment, and of increasing labour market participation of those cohorts with lower-than-average participation rates, including lone parents and people on illness/disability payments, and to reintegrate into the labour market the group of women who have interrupted their careers for child-rearing.*
5. *Developing a more effective and streamlined response to the needs of the unemployed and removing disincentives to participation in training, education and employment opportunities.*

Labour Market Situation

Having been in decline for a number of years in succession, total employment rose in the year to Quarter 3, 2013 by 3.2% (58,000 jobs):

"Meeting the profiled shortages through relevant education and training opportunities for those in the education system and for those unemployed persons on labour market activation measures will be necessary to maintain employment growth, investment and confidence..."

The ESF has a significant role to play in supporting and enhancing the delivery of measures to support this NRP target. (Additional information is presented in the section entitled *Economic and Labour Market Context 2014* below).

Target 4. Education Ireland's Headline Target:

"To reduce the percentage of 18-24 year olds with, at most lower secondary education and not in further education and training to 8%; to increase the share of 30-34 year olds who have completed tertiary or equivalent education to at least 60%."

The improvement of education levels and retention levels in all cycles of education, are central aims of the NRP for Ireland. The support to be provided through the ESF for many of the initiatives in this area and in particular for ***those measures in the Youth Guarantee and the Youth Employment Initiative, will be crucial to continuing our move towards delivery on the targets set.***

Target 5. Poverty Ireland's Revised Headline Targets:

"To reduce consistent poverty to 4% by 2016 (interim target) and to 2% or less by 2020, from the 2010 baseline rate of 6.3%. The Irish contribution to the Europe 2020 poverty target is to reduce by a minimum of 200,000 the population in combined poverty (either consistent poverty, at-risk-of-poverty or basic deprivation)."

The National Reform Programme for Ireland sets as a target the reduction of consistent poverty levels to 4% by 2016 and to 2% or less by 2020. It also sets out an aim to reduce, those in consistent poverty or at risk of poverty or basic deprivation by 200,000 by 2020 as part of our contribution to the EU objectives in this area. Ireland's active inclusion strategy is set out in the National Action Plan for Social Inclusion, which has a key policy component for activation and inclusive labour markets.

Active labour market policies are key to addressing the employment needs and capacities of jobless households in an inclusive labour market. *A Programme for Government priority for 2013 was to make sure that economic recovery does not bypass critical groups such as jobless households. The delivery of activation measures to the most disadvantaged through the ESF is an essential element of the national recovery strategies.*

Role of the ESF in achieving the NRP and national policy targets in employment and inclusion

From the foregoing, one can see clearly that the key priorities for Ireland are *reducing unemployment (in particular long term and youth unemployment) through increasing skills levels relevant to the labour market opportunities, improving education levels and progressing towards social inclusion objectives.*

As outlined above, the mission and role of the ESF is directly relevant to the delivery of the necessary interventions to help get our unemployed workforce up-skilled and re-skilled in order to be able to avail of emerging employment opportunities. The emergence of jobs in new sectors and the skills profile required to meet that demand in the labour market pose challenges for Ireland. The sectoral nature and skills profile of those new jobs must be matched by the training, education and up-skilling offers from the systems that are producing the people to fill them. The areas where identified skills shortages exist must be targeted by relevant education, training and work experience programmes, including labour market activation programmes. Evidence of growth in self-employment and

entrepreneurship must also be supported through relevant up-skilling and re-skilling opportunities for those seeking to follow that path.

The ESF Thematic Objectives are well-suited to accommodate investment that will tackle the needs identified for the Irish labour market recovery. These are:

- *Promoting Sustainable and Quality Employment and Supporting Labour Mobility.*
- *Promoting Social Inclusion, combating poverty and any discrimination.*
- *Investing in Education, Training and Vocational Training in social enterprises and the social and solidarity economy in order to facilitate access to employment.*

National Perspective

Government Reform Agenda

The 2014 FET Services Plan has been developed at a time when the economy is recovering somewhat. It has also been developed in a context of unprecedented on-going reforms of public services more generally, and education and the labour markets in particular. The Further Education and Training sector (FET) is no exception.

Key changes to-date include:

- The dissolution of FÁS and the transfer of the former Employment Services functions of FÁS to the Department of Social Protection on 1st January 2012.
- The incorporation of the former VEC network into 16 new Education and Training Boards established under and governed according to the Education and Training Boards Act 2013.
- The commencement on 1st January 2014 of the transfer of the former FÁS training centre network and associated provision to the new Education and Training Boards. The transfer of all former FÁS Training Centres is due to be completed during 2014.
- The establishment of SOLAS under and governed according to the Further Education and Training Act 2013.

SOLAS general functions under the Act are listed under sections (a-m) below:

- a) *prepare and submit to the Minister a strategy in respect of the provision of further education and training in accordance with section 9;*
- b) *promote an appreciation of the value of further education and training;*
- c) *consult with the Minister for Social Protection, the Minister for Jobs, Enterprise and Innovation and employers from time-to-time for the purpose of determining which, or which classes of, further education and training programmes should be the subject of advances by An tSeirbhís in accordance with section 21;*
- d) *advance moneys to education and training boards and other bodies engaged in the provision of further education and training programmes as determined in accordance with paragraph (c);*
- e) *provide, or arrange for, the provision of training and retraining for employment and to assist in and coordinate the provision of such training by persons other than An tSeirbhís;*
- f) *assess whether or not education and training boards, and other bodies engaged in the provision of further education and training programmes, to whom moneys have been advanced under section 21, perform their functions in an economic, efficient and effective manner;*

- g) *promote, encourage and facilitate the placement of persons belonging to such class or classes of person as may be specified by the Minister for Social Protection after consultation with the Minister in further education and training programmes that are funded, in whole or in part, out of public moneys;*
- h) *promote co-operation between education and training boards and other bodies involved in the provision of further education programmes;*
- i) *promote equality of opportunity in relation to the provision of further education and training;*
- j) *develop, and facilitate the development of, new and existing further education and training programmes including the establishment of systems designed to monitor the quality of the education and training concerned for the purpose of ensuring that those programmes serve their purpose;*
- k) *provide or assist in the provision of training to persons charged with the delivery of further education and training programmes in respect of which moneys have been advanced by An tSeirbhís under section 21;*
- l) *conduct, or arrange for the conduct of, research as respects any matters relating to the functions of An tSeirbhís; and*
- m) *advise the Minister in relation to any matter connected with the functions of An tSeirbhís.*

(2) An tSeirbhís shall, upon a request from the Minister, provide the Minister with information, in such form and manner as the Minister may specify, as respects persons placed in further education and training programmes to which paragraph (g) of subsection (1) applies.

A number of additional relevant reforms impacting on FET to-date include:

- The Launch of INTREO by the Department of Social Protection in 2012.
- The establishment of Quality and Qualifications Ireland (QQI) in October 2012, amalgamating the NQAI, HETAC, FETAC and the IUQB.
- The launch of the Government’s Pathways to Work initiative (2012), (and updated 2013).
- The launch of the Government’s Jobs Initiative (2012), (and updated 2013).
- The Review of the existing apprenticeship system in 2013.
- The Introduction of the Government’s ‘Youth Guarantee’ on a phased basis (2014).
- The development of a five-year Strategy for the FET Sector - forthcoming.
- The development of a three-year Strategic Plan for SOLAS – forthcoming.

Economic and Labour Market Context 2014

Economy

Between 2011 and 2012, Gross National Product (GNP) and the Gross Domestic Product (GDP) increased by 1.8% and 0.2% respectively. This was the first positive annual change in both indicators since the beginning of the recession in 2007. Although the quarterly movements in both indicators remain close and occasionally still dip below zero, the most recent data (Quarter 3, 2013) indicates further positive signs both on an annual (quarter-to-quarter) and quarterly basis.

Between Quarter 3 2012 and Quarter 3 2013, GNP and GDP increased by 3.9% and 1.7% respectively. Over this period, value added in the services sector increased by 3% and in industry (including construction) by 2.8%. Agriculture and Public Administration and Defence (PAD) contracted by 2% and 3.8% respectively.

Labour Market

Positive developments have also been observed in the labour market. Between Quarter 3, 2012 and Quarter 3, 2013:

- Employment increased by 3.2% or 58,000 (90% of which full time employment), bringing the employment level to 1,899,000.
- The employment rate increased from 58.8% to 60.2%.
- Unemployment declined by almost 42,000, bringing the number of unemployed down to 283,000.
- The number of long-term unemployed decreased by 14.5% or 28,000, bringing the total long term unemployment to 165,000.
- The unemployment rate (unadjusted) decreased from 15% to 13%; while the long term unemployment rate decreased from 8.9% to 7.6%; the seasonally adjusted unemployment rate was 12.8% in Quarter 3, 2013.
- The number of persons in the labour force increased by 0.8% or 16,000, bringing the labour force to 2,182,000.
- The participation rate increased from 60.2% to 60.7%.

What are Employers' Bodies Saying?

Job Opportunities - Replacement Demand

Job opportunities arise continuously due to the attrition of the existing workforce, as persons leave employment due to retirement, illness, emigration or withdrawal from the labour force for home duties, study and other reasons. Although attrition results in job openings in all occupations, in absolute terms the replacement demand is greater in occupations in which a large number of persons is employed. Each year, the greatest number of job openings due to replacement can be expected for the following occupations⁹: sales workers (sales assistants, customer care workers, business sales executives and other sales workers), labourers (construction, agriculture, cleaning and transport), teachers, clerks (financial administration and other), catering staff (chefs, waiters, kitchen assistants), care workers, nurses, drivers, fitters and hairdressers.

Turnover

The Irish labour market is flexible, with large volume of movements observed annually between unemployment, employment and inactivity.¹⁰ In addition, there is a large volume of movements associated with changes of occupations and employers. These movements,

⁹ The estimates presented here are based on the transitions analysis published in the National Skills Bulletin 2013, Expert Group on Future Skills Needs. The analysis uses the CSO Quarterly National Household Survey data to follow the movements of individuals from one labour market status to another (i.e. transitions between employment, unemployment and inactivity), as well as between and within occupations. Replacement demand is estimated as exits-to-inactivity plus net exits due to inter-occupational movements.

¹⁰ National Skills Bulletin 2013, Expert Group on Future Skills Needs.

usually referred to as a turnover, while not associated with a net increase in the number of jobs available, still create opportunities to compete in the labour market. They also provide opportunities for vertical movements along the skills scale for those in employment.

The highest turnover rates are observed for: sales workers (sales assistants, customer service workers, business sales executives), clerks, healthcare workers (nurses and doctors), electricians, drivers, catering staff (chefs, kitchen assistants, waiters, restaurant managers), fitters, IT workers (software programmers and IT technicians), childminders, elementary workers (construction, cleaning, agriculture, transport), food operatives, teachers, hairdressers and carpenters.

Expansion Demand

A significant majority of vacancies advertised over the last five years have been associated with replacement and turnover demand, and concentrated in the above-mentioned occupations. During this period, there were very few areas in which job opportunities arose due to expansion demand. Recent developments in the economy suggest that job opportunities arising from expansion demand might be on the rise.

In their Medium Term Review 2013-2020¹¹, the Economic and Social Research Institute projected that the strongest employment growth out to 2020 can be expected in construction (as it recovers from the very low base to which it had fallen following the bursting of the housing bubble) and other market services.

As the recession did not uniformly affect all segments of the labour market, employment growth in the recovery is likely to be unevenly distributed across occupations. A recently published report on occupational employment projections¹² outlines occupations which are expected to gain disproportionately more in the recovery and grow.

Over the period 2012-2020, the strongest employment growth is projected for construction occupations, science, engineering and IT (STEM) occupations (with IT occupations expected to account for the majority of the growth) and legal, business and financial occupations (including financial clerks). Above-average growth is also expected for transport and sales occupations (although sales occupations remain vulnerable to a potential failure by domestic policy to resolve outstanding issues with the Irish banking sector and the associated flow of credit throughout the economy). Arts, sports and tourism occupations, as well as operatives, are expected to grow broadly in line with the national employment. A better-than-expected performance of the manufacturing sector could result in a stronger than-anticipated-employment growth for operatives and non-construction craft persons. Occupations which are expected to grow at a rate below average include non-financial clerks and occupations primarily employed in the public sector (healthcare, education, care and security). The number of farmers is expected to continue to decline.

Skills Shortage Areas

With unemployment hovering at 300,000 over the last five years, there has been a significant excess supply of labour in the Irish labour market. However, due to the mis-

¹¹ Medium Term Review 2013-2020, Economic and Social Research Institute, 2013.

¹² Occupational Employment Projections 2020, SOLAS (publication forthcoming).

match between the skills on offer and the demand, skill shortages have persisted across a number of areas. Moreover, there is an indication that the incidence of skill shortages increased during 2013. Occupations for which vacancies are most difficult to fill include: IT workers such as software developers and designers (web, mobile, cloud, games databases); project managers, technical support, security, testing and troubleshooting within the ICT sector and other sectors (e.g. financial, manufacturing); multilingual contact centre staff for customer service and sales roles - the demand is for fluency in European languages (in particular German, French and Dutch), as well as relevant product knowledge and/or experience of working in a contact centre; scientists and scientific technicians for the bio-pharma, food and bio-technology sectors; engineers and engineering technicians in the areas of tool design, polymer technology, process automation, quality control and validation; business professionals in sales, marketing and data analytics; financial professionals in accounting, risk and compliance; doctors and specialist nurses; toolmakers and CNC machinists; butchers and de-boners; supply chain managers with specific industry expertise (e.g. medical devices), foreign language skills, and/or an ability to manage international customer relations and multilingual clerks (accounts payable, credit control).

Drivers of Change at Sectoral Level and Implication for Demand for Skills

Agriculture

Agricultural employment is expected to continue to decline, which is a continuation of a trend observed over the last 15 years, in which employment declined steadily from over 140,000 in the late 1990s to just over 110,000 in 2007. Although agricultural output is expected to increase in the coming years, due to changes in the EU Common Agricultural Policy (removal of milk quota) and domestic policy (Harvest 2020), this is not expected to lead to an increase in employment. Instead, the sector is expected to become more capital and less labour intensive.

Manufacturing and Utilities

Over the period 2000-2012, manufacturing employment has declined. While the value of manufacturing output is expected to increase in the coming years, numbers employed are not expected to grow primarily due to expected further technological changes and continuing labour-capital substitution.

Within the food processing sector, the occupational distribution is expected to shift slightly, with the share of food processing operatives increasing and the share of elementary occupations (process plant and construction labourers) declining. Within the traditional manufacturing sector the share of functional managers, sales executives and operatives is projected to increase, while the share of labourers is expected to decrease.

All manufacturing activities are expected to continue to implement leaner manufacturing through the automation of activities and business processes and to rely increasingly on data analytics. As a result, an increasing number of enterprises in traditional manufacturing are replacing traditional manufacturing processes with high-technology. These changes are expected to sustain the demand for the following skills:

- trades/technicians (tool makers, polymer, mechanic, electronic, lean technologies);
- super operatives (e.g. CNC machining and programming, lean technologies);

- engineers and scientists (design, automation, lean technologies, product and process development, quality, cross discipline, data analytics);
- shared services (business, IT, sales, legal, regulation, customer care, prototyping, finance, supply chain, intellectual property management)¹³.

The green economy is expected to grow in the coming years driven by the domestic, EU and wider global initiatives to improve the environmental sustainability of human activities. This will create opportunities in a variety of areas including renewables, energy efficiency, water treatment, waste management, green ICT, environmental consulting etc.¹⁴

Construction

Employment in the construction sector is expected to grow strongly in the medium-term, as this sector emerges from the low point to which it had fallen following the burst of the housing bubble.

The skill mix of the construction sector is expected to shift slightly further towards managers, non-wet trades (e.g. electricians, fitters, plumbers and welders) and construction operatives; and away from some wet trades (e.g. bricklayers, plasterers) to reflect a greater balance between residential and other construction activities than that observed during the housing bubble.

The main areas of activity in the coming years are expected to arise from the expansion of the fast-growing sectors such as ICT, pharmaceuticals and medical devices, upgrades associated with the energy infrastructure (traditional and renewable) and the management of water and waste. Residential building and residential repair and maintenance are also expected to expand as the economy recovers. Demand for skills will also change as a result the development and implementation of new construction materials and technology (e.g. volumetric 'pods', panels, component assembly, timber and steel frames, pre-cast concrete, cladding systems).¹⁵

Distribution

The distribution sector is projected to grow broadly in line with the economy and to fully recover to the pre-recession employment levels by 2020. However, this sector remains particularly vulnerable to the availability of credit for households and businesses.

Within distribution, the skill mix is expected to shift slightly, with gains for managers and customer service occupations and losses for administrative occupations.

The sector will change as a result of the increasing emphasis on efficient customer response, branding and marketing and vertical integration with suppliers. Technology will also play an

¹³ Future Skills Requirements of the Manufacturing Sector to 2020, Expert Group on Future Skills Needs, 2013; Future Skills Requirements of the Food and Beverage Sector, Expert Group on Future Skills Needs, 2009; Future Skills Requirements of the Biopharma-Pharmachem Sector, Expert Group on Future Skills Needs, 2010.

¹⁴ Future Skills Needs of Enterprise within the Green Economy in Ireland, Expert Group on Future Skills Needs, 2010.

¹⁵ A Review of the Employment and Skills Needs of the Construction Industry in Ireland, Expert Group on Future Skills Needs, 2008.

important role in the changing demand for skills in the distribution sector as it provides platforms for improved payment processes, data mining and supply chain management.

Skills required to drive trade and export sales across sectors include international management, marketing (multilingual, e-commerce etc.), sales (multilingual), customer service and support (multilingual) and incorporation of client feedback into design and development of products and services.¹⁶

Transport

The transport sector is projected to grow strongly in the coming years. The growth is expected to be driven by the expansion of construction, distribution, services and manufacturing output.

Other Market Services

Employment in Ireland has become increasingly concentrated in the services sector (30% of national employment) and this trend is expected to continue with the provision of services spanning a variety of skill areas including:

- high value professional (financial, accounting, HR, engineering, architectural, ICT, research, legal, education);
- personal (security, care, leisure, catering, beauty, etc.);
- culture (e.g. film).

Overall, strong employment growth is expected in the other market services sectors:

- Employment in accommodation and food services is expected to broadly follow the growth in the overall economy and to recover to pre-recession levels by 2020; within the accommodation and food sector, the share of managers and sales occupations is projected to increase somewhat, with the share of waiters/waitresses and chefs declining.
- The ICT sector is projected to grow strongly, with rates well above average; as a result, employment is expected to significantly exceed the 2007 level, with numbers projected to double by 2020. The occupation mix of the IT sector is projected to change slightly towards managers, programmers and sales executives and away from IT technicians.
- The financial services employment is projected to grow above average, with employment expected to exceed the 2007 levels by 2020. Within financial services, the occupational distribution is projected to move away from administrative occupations and towards a greater share of business analysts (business and investment) and financial accounts managers.
- Employment in the professional services sub-sector is expected to grow above average, with more than a full recovery in employment levels expected by 2020; in professional services, the share is expected to increase for legal, business consultants, engineers and sales executives and to decline for administrative occupations.
- Similarly, employment in the residual other market services is expected to fully recover to pre-recession levels by 2020. Within the other market services sector, the share of sport, care and customer care occupations is projected to increase somewhat at the

¹⁶ Key Skills for Enterprise to Trade Internationally, Expert Group on Future Skills Needs, 2012.

expense of elementary occupations (e.g. construction and security), administrative (clerks and personal assistants (PAs)), and child minders and housekeepers.

Public Administration and Defence (PAD), Health and Education

Over the period 2012-2020, employment in public administration and defence (PAD), health and education is expected to grow below average. In the recovery, employment, which is expected to continue to be affected by tight fiscal policy, although growing, is expected to lag behind most other sectors.

Within PAD, the share of Gardaí, elementary security occupations and regulatory inspectors is projected to increase, with the share of administrators and secretaries projected to decrease.

Education and Training Context 2014

In 2013, the Irish Government funded circa 450,000 education and training places across the range of provision in the higher and further education and training sectors, and includes places for school leavers as well as self-referred clients. This is similar to the levels provided in 2013. These levels are likely to be maintained in 2014. Given that many of the 140,000 places in the Higher Education are accessed by school leavers, the actual numbers on offer to unemployed persons is considerably less than 450,000. In 2014, it is estimated that circa 88,000 places will be allocated for unemployed persons commencing Further Education and Training Programmes. The Irish Government will prioritise places in the further education and training sector specifically for those on the Live Register for twelve months or more, and consideration will be given between Government departments and agencies involved in activation to the further targeting youth provision for certain programmes. This is already the case with regard to the Momentum programme which will provide 2,000 places in 2014. Priority in relation to this group will also be given through the implementation of the “Government Youth Guarantee” and through the Pathways to Work strategy to reduce unemployment.

NESC Recommendations - Strategic Review of FET Provision and the Unemployed

In preparation for the twelfth review of Ireland’s Memorandum of Understanding with the EU, ECB and IMF, (Troika) the Irish authorities were asked to carry out, ‘a strategic review of the training and education provision offered by Education and Training Boards (ETBs)’ that would evaluate the FET provision in terms of its relevance for labour activation purposes, i.e. whether it is suited to the needs and abilities of the large pool of unemployed, in particular the long-term unemployed, and to the prospective skills needs of the economy.

The Department of Education and Skills (DES) took responsibility for the review and chaired a Steering Group on which the Department of Public Expenditure and Reform and Department of Social Protection were represented along with Forfás and the interim group charged with the establishment of SOLAS.

The main recommendations proposed in the NESC Strategic Review were:

- Prioritisation of the LTU, in accordance with Government policy, with due regard to the needs of school leavers and those in employment.

- Alignment of FET with local and regional skills demand and labour market intelligence.
- Close involvement of enterprise in the design and delivery of programmes.
- Seamless linkages between INTREO offices and their local ETBs.
- High level strategic co-operation between SOLAS and INTREO about the design of relevant FET provision and referral arrangements.
- Movement towards flexible provision with shorter duration, dualist delivery models incorporating extended work placements and on the job training.
- Comprehensive data collection and evaluation of all courses against appropriate metrics of progression or employment.
- Utilisation of competitive tendering and payment on results where appropriate, with ETBs becoming regional hubs for FET procurement.
- Re-organisation of provision around effective programmes using the strategic funding responsibility of SOLAS.

Emerging FET Strategy

Further Education and Training (FET) Strategy and associated Implementation Plan

In the Further Education and Training Act 2013, Section 7 (1) specifies the requirement of SOLAS to, 'prepare and submit to the Minister a strategy in respect of the provision of further education and training in accordance with Section 9'.

The FET Strategy development process commenced in August 2013 with the ESRI assisting SOLAS with this important initiative of setting out a roadmap for the FET sector from 2014 – 2019. The FET Strategy is due for submission to the Minister of Education and Skills on the 25th March 2014.

The Strategy development is being overseen by:

- Government/Department of Education and Skills;
- SOLAS Board;
- FET Strategy Advisory Committee & Technical Sub-group;
- Management (SOLAS Executive).

The FET Strategy Advisory Committee was established to oversee and guide the FET Strategy Development process. This Committee is made up of key FET stakeholders including representatives of ETBs, SOLAS, Government departments and agencies, private providers, advocacy groups and representatives of higher education, employers and trade unions.

In addition, a Technical Sub-group was established to assist the FET Strategy Advisory Committee in its work. This group comprises of representatives from relevant FET stakeholder groups such as DES, ETBs, QQI and DSP with the technical skills and expertise in the associated data and/or associated statistics.

The work to-date has included the first-ever scoping study of FET in Ireland undertaken by the ESRI including comparisons/observations on Irish FET from international experts on FET in Australia, the Netherlands, the UK and Germany, 50 one-to-one interviews with key FET

informants and nine consultation workshops which were part of a wider exercise to elicit insights and data on FET.

While there were many data gaps, the ESRI were nevertheless able to provide a picture of what the FET system currently looks like. The ESRI summarised key findings from its scoping study under four themes: (1) nature of FET provision; (2) outcomes from that provision; (3) employer engagement with FET; (4) the standing/status of FET in Ireland. The findings provided the basis for the nine consultation workshops which were aimed at key policy makers, Government departments and agencies, FET providers and other FET stakeholders including learners, as follows:

- Workshop 1 – Government Departments and Agencies
- Workshop 2 – Higher Education and Private Providers
- Workshop 3 – Community and Voluntary Sector
- Workshop 4 – Industry and Trade Unions
- Workshop 5 – Learners
- Workshop 6 – ETBs, Private Providers, QQI
- Workshop 7 – FET Advisory Committee
- Workshop 8 – SOLAS Staff
- Workshop 9 – SOLAS Board

A first draft of the FET Strategic Plan and associated Implementation Plan is due to be circulated to the FET Strategy Advisory Group by the end of February 2014 and to the SOLAS Board for 'sign off' in March 2014 prior to being submitted to the Minister of Education and Skills for consideration.

The FET Five-Year Strategy will be launched and published following Ministerial approval.

Emerging SOLAS Strategy

The Further Education and Training Act 2013, Section 7 states that SOLAS shall, *"not later than six months after the commencement of this section, prepare and submit to the Minister a strategy statement in respect of the period of three years immediately following the year in which the strategy statement is so submitted."*

To this end SOLAS is now preparing such a Strategy Statement which will be ready for submission to the Minister by the 26th of April 2014. ICF GHK Consultants are assisting SOLAS with the development of the SOLAS Strategy Statement.

A Strategy Statement as set out in the Act means a statement that specifies the key objectives, outputs and related strategies including use of resources of An tSeirbhís. The SOLAS Strategic Plan will seek to embody best practice in the organisation and management of FET to ensure that the new organisation is fit for purpose, has a clearly communicated strategic direction and is able to demonstrate success against its overall mission and strategic objectives.

The SOLAS Strategy Statement will set out a number of high level goals and measurement criteria to achieve the SOLAS mission over a three-year period. These goals will be based

around a set of defining principles for SOLAS. The Strategy Statement will be informed by, inter alia, the SOLAS Action Plan which was developed by the SOLAS Implementation Group in 2012, and by the feedback received from the SOLAS Consultation Process conducted by the Department of Education and Skills in 2012.

To date, a thematic analysis of the responses to the Department of Education and Skills led consultation process was carried out and this was followed up in January 2014 by interviews with Chief Executive Officers of each ETB to determine to what extent - if any - their views may have evolved since their initial consultation submissions. A comparative analysis of international organisations having broadly similar remits to SOLAS was also carried out.

Based on the outcomes of the above an initial draft Strategy was presented for internal consultation with key informants in January/February 2014. Workshops with SOLAS divisional teams were then conducted in February based on the initial draft. Feedback from the consultations and workshops will be incorporated into a second draft of the Strategy which will be produced by mid-February. A final draft will be available by March 31st.

A Board Advisory Sub-committee has been established, chaired by the CEO of SOLAS, which will oversee the development of the Strategy Statement. Work in progress also includes the preparation of an Implementation plan to support the adoption and roll out of the strategy; setting out priorities for action, resource implications, clear milestones and timelines. The SOLAS Three-Year Strategy will be launched and published following Government approval.

Section 5. SOLAS Funding of Related and Further Education and Training Services

The total 2014 budget allocation from the Department of Education and Skills (DES) to the Further Education and Training (FET) sector will be **€826m**. SOLAS will be responsible for the budget allocation in the context of service provision. There will however be some differences in how budget allocations will be made/distributed within the FET sector.

SOLAS will receive for direct distribution **€640m** of the overall budget allocation and will engage with the FET sector in 2014 in relation to budget submissions and allocations. The majority of this budget will be allocated to the Education and Training Boards (ETBs). A portion of the budget allocation will be allocated to a range of additional stakeholders that services related to:

- Continuing Professional Development (CPD), Planning and Support.
- FET Agencies and bodies.
- Non-ETB Schools.

List of Organisations and Key Objectives Funding Arrangements and Proposals

Tables 5.1 to 5.5 below provide a list of the organisations that will receive a SOLAS budget allocation in 2014. These Tables also provide data related to key objectives, funding arrangements and proposals. Additional information related to these stakeholders is contained in Appendix 3 of this document.

Budget allocations related to these organisations and bodies were approved by the Department of Education and Skills in 2013 on an “as-is” basis for 2014. SOLAS will co-ordinate funding of the relevant organisations in 2014 and will engage with this stakeholder group as part of the 2015 planning process.

List of CPD/ Planning / Support Organisations

CPD/ Planning / Support Organisations	Key Objectives	Funding Arrangements & Proposals 2014
WIT/NALA	Adult Literacy organiser and tutor development	€520,000
WIT / AGEI	Educational Guidance	€158,930
Adult Literacy Officers Association	Representation	€13,600
Total		€692,530

Table 5.1

Budget allocations related to the above organisations/associations support the following:

- WIT/NALA – Delivery of higher education qualifications at Levels 6, 7 & 8 on the NFQ to Adult Literacy Organisers (ALOs) and adult literacy tutors working in the literacy service in Ireland.
- WIT/AGEI.

- Adult Literacy Officers Association.

List of Agencies and Bodies

Set out in Table 5.2 below is data related to agencies and bodies within the Further Education Sector that will receive budget allocations through SOLAS in 2014. Additional information on the work carried out by these organisation and bodies is contained in Appendix 4 of this document.

Budget allocations related to FET Provision by non-ETB Providers was also approved by the Department of Education and Skills in 2013 on an “as-is basis” for 2014. SOLAS will co-ordinate funding of the relevant providers in 2014 and will engage with this stakeholder group as part of the 2015 planning process.

List of Agencies and Bodies	Service	Funding Arrangements & Proposals
Adult Education Guidance Association Of Ireland (AEGAI)	Guidance, Support and Development	€5,000
Age Action Ireland Limited	Active Ageing Support	€70,000
AONTAS	To promote high quality Adult Learning system(s)	€885,000
Dyslexia Association of Ireland	Information provision and services support	€137,000
ETBI	Co-ordination	€50,000
Educational Trust (PACE)	To facilitate learner access to Education and Training	€19,000
Irish Countrywomen’s Association	Service provision	€22,000
Irish Deaf Society	Provision of Adult Literacy Services	€187,000
Irish National Organisation for the Unemployed	Information provision through INOU publication(s)	€20,000
National Assoc. of Adult and Community Education Directors	Representation	€4,000
National Adult Literacy Agency	Co-ordination, campaigning and training	€1,686,400
National Centre for Guidance in Education	Co-ordination	€188,420
Peoples’ College	Adult education course provision	€97,000
Local Authority National Partnership Advisory Group (LANPAG)	Support	€50,000
European Agenda for Adult Learning	Co-ordination and policy promotion	€60,000
Total		€3,480,820

Table 5.2

Non-ETB Schools/Colleges

Set out below is the list of Non-ETB Schools to which funding will be allocated through SOLAS in 2014.

List of Non-ETB Schools/Colleges

Non-ETB Schools/Colleges	Programme	Funding Arrangements & Proposals
St Joseph's Secondary School, Spanish Point, Co Clare	BTEI	€41,000
Mary Immaculate Secondary School, Lisdoonvarna, Co Clare	BTEI	€28,000
Scoil Mhuire, Ennistymon, Co Clare	BTEI + PLC	€12,500
North Presentation Secondary School, Farranree, Cork	BTEI + PLC	€69,000
Sacred Heart Secondary School, Clonakilty, Co Cork	BTEI	€39,000
Nagle Rice Secondary School, Doneraile, Co Cork	BTEI	€17,300
Central College, Sexton Street, Limerick	BTEI + PLC	€54,000
Sancta Maria College, Louisburgh, Co Mayo	BTEI	€12,800
Nagle Centre Presentation Secondary School, Cannon Street, Waterford	BTEI	€32,500
Donahies Community School, Streamville Road, Dublin 13	BTEI	€52,500
Scoil Bernadette, Montenotte, Cork	BTEI	€11,500
St Michaels, Castlerea, Co Roscommon	BTEI	€28,000
Total		€398,100

Table 5.3

The twelve schools/colleges listed above provide opportunities for learners through provision related to BTEI and PLC courses.

SOLAS will also co-ordinate funding of specific organisations within the Education and Training sector during 2014, details of which are set out in Table 5.4 below.

List of Organisations within the Training Sector	Key Objectives	Funding Arrangements and Proposals
Fast Track to Technology (FIT)	Provision of Training	€950,000
IACTO	Representation	€111,000
TOTAL		€1,061,000

Table 5.4

Budget allocations related to the above organisations support the following:

- **Fast Track to Technology (FIT)** – An activation service relevant market training interventions and a progression support service to marginalised jobseekers, particularly in disadvantaged areas.
- **IACTO** - National Representation for the voluntary Boards of Directors of Community Training Centres.

Summary

Set out in Table 5.5 below is summary detail of the total budget allocation for 2014 to: CPD/Planning/Support Organisations, Agencies and Bodies, Non-ETB Schools/Colleges and Organisations within the Training Sector that will be in receipt of support through SOLAS funding in 2014.

Summary of Specific Budget Allocations	
CPD/Planning/Support Organisations	€692,530
List of Agencies and Bodies	€3,480,820
Non-ETB Schools/Colleges	€398,100
List of Organisations within the Training Sector	€1,061,000
TOTAL	€5,632,450

Table 5.5

Section 6. FET Provision by non-ETB Providers

A total of **€186m** of €826m overall budget allocation will be utilised to provide for teacher salaries in the context of PLC courses and co-operation hours. In this regard SOLAS will not receive or allocate monies. This portion of the allocated budget will be distributed through the Department of Education and Skills (DES) Post-Primary Payment Section. SOLAS will however have responsibility for approval of the BTEI and PLC programmes. Set out in Table 6.1 below are details of schools and colleges that will receive budget allocations through the DES Post-Primary Payment Section in 2014.

List of Schools / Colleges for which Budgets are allocated through the Post-Primary Payment Section

Schools/Colleges for which budget is allocated through Post-Primary Payment Section	Programmes	Places	Funding Arrangements & Proposals
Coláiste Mhuire, Ballygar, Co Galway	PLC	16	Post Primary Payments
St Cuan's College, Castleblakeney, Ballinasloe, Co. Galway	PLC	38	As above
Mean Scoil Mhuire, Newtownsmith, Galway	PLC	34	As above
St. Joseph's College, Summerhill, Athlone, Co. Westmeath	PLC	34	As above
Our Lady's Secondary School, Belmullet, Co. Mayo	PLC	16	As above
Scoil Na Bráithre, Dungarvan, Co. Waterford	PLC	30	As above
Jesus & Mary Secondary School, Enniscrone, Co. Sligo	PLC	75	As above
Mercy College, Sligo	PLC	60	As above
St. Patrick's Comprehensive School, Shannon, Co. Clare	PLC	42	As above
Community School, Cabinteely, Dublin 18	PLC	40	As above
St. Aidan's Community School, Brookfield, Tallaght, Dublin 24	PLC	16	As above
St. Tiernan's Community School, Parkvale, Sandyford, Dublin 16	PLC	24	As above
Community School, Tullow, Co. Carlow	PLC	50	As above
Community School, Castlecomer, Co. Kilkenny	PLC	28	As above
Scoil Phobail Mhic Dara, Carna, Co. Galway	PLC	16	As above
Clifden Community School, Clifden, Co. Galway	PLC	18	As above

Schools/Colleges for which budget is allocated through Post-Primary Payment Section	Programmes	Places	Funding Arrangements & Proposals
Community School, Dunmore, Co. Galway	PLC	20	Post Primary Payments
Ramsgrange Community School, New Ross, Co. Wexford	PLC	24	As above
Community School, Kilrush, Co. Clare	PLC	20	As above
Community School Ballyhaunis, Co. Mayo	PLC	20	As above
Gorey Community School, Gorey, Co. Wexford	PLC	96	As above
Castlerea Community School, Castlerea, Co. Roscommon	PLC	16	As above
St Louis Community School, Kiltimagh, Co. Mayo	PLC	145	As above
Kinsale Community School, Kinsale, Co. Cork	PLC	20	As above
Moate Business College, Moate, Co. Westmeath	PLC	430	As above
Boyne Community School, Trim, Co. Meath	PLC	22	As above
Glenamaddy Community School, Co. Galway	PLC	50	As above
St Joseph's Secondary School, Ballybunion, Co. Kerry	PLC	32	As above
Central College, Sexton Street, Limerick	PLC	240	As above
Mary Immaculate Secondary School, Lisdoonvarna, Co. Clare	PLC	40	As above
St. Joseph's Secondary School, Spanish Point, Co. Clare	PLC	20	As above
Sancta Maria College, Louisburgh, Co. Mayo	PLC	30	As above
Community School, The Donaghies, Streamville Road, Dublin 13	PLC	30	As above
Total		1,792	

Table 6.1

Section 7. Summary of Total Further Education and Training Provision

The purpose of the Further Education and Training Services Plan is to present detailed high level integrated information related to 2014 Further Education and Training provision. The Further Education and Training sectors have until recent legislative change been distinctly separate, and therefore have conducted their annual planning process individually with the Department of Education and Skills.

Information was provided to SOLAS separately by Further Education and Training providers in relation to 2014 provision in formats that were determined and agreed through consultation.

On receipt of the data provided by the FET providers, the SOLAS Planning Unit collated and integrated the information to provide a high-level overview of FET provision in 2014.

Given the separate nature of the planning processes within each sector, at this point it is only possible to aggregate Further Education and Training data using the career cluster framework and input level categorisations.

Table 7.1 below contains summary data and provides an overview of combined provision for Further Education and Training in 2014.

Cluster Framework for Total FET Provision Summary	The Number of individual Courses to be Delivered in 2014	Inputs		
		Estimated Number of Learners in Further Education and Training on the 1st January 2014	Estimated Number of Learners Starting Courses in 2014	Estimated Number of Beneficiaries in 2014
Science and Technology	121	1,077	1,452	2,529
Animal Science	60	909	937	1,846
Agriculture, Horticulture and Mariculture	302	1,580	2,699	4,279
Hairdressing, Beauty and Complementary Therapies	338	3,969	4,527	8,496
Art, Craft and Media	2,154	14,682	21,952	36,634
Information Technology	1,519	9,846	19,118	28,964
Transport, Distribution & Logistics	133	285	1,374	1,659
Sales & Marketing	140	967	1,567	2,534
Health, Family, other Social Services	2,805	23,406	31,063	54,469
Built Environment	546	1,424	6,047	7,471
Financial Services	176	1,343	2,791	4,134
Business Admin & Management	1,398	10,570	23,239	33,809
Manufacturing	538	1,253	6,288	7,541
Natural Resources	89	546	728	1,274
Tourism & Sport	140	1,140	1,812	2,952
Food and Beverage	309	1,637	2,939	4,576
Sampling Skills	724	7,209	7,907	15,116
General Learning	10,470	43,813	72,519	116,332
Yet to be allocated	342	141	6,970	7,111
Totals	22,303	125,797	215,929	341,726
Total as a Percentage	100.00%	36.81%	63.19%	100.00%

Table 7.1

Further Education Provision

The information below is presented in the main under three overarching headings: Career Cluster; Inputs; and Outputs.

- **Career Cluster** is used to facilitate the categorisation of courses and to align these courses to the relevant industry.
- **Inputs** is used to provide information related to the number of courses to be provided, the number of beneficiaries, and budget allocation detail.
- **Outputs** provides information related to budget, certification and activity days.

Tables 7.2 to 7.9 below provides high-level integrated detail of combined data related to the Further Education Provision by the Education and Training Boards and the Voluntary Secondary and Community Schools.

Tables Description

- Table 7.2 illustrates the Total Further Education Provision Summary across the Career Cluster Framework.
- Table 7.3 illustrates the Total Further Education Programme Provision Summary and gives consideration to the balance between full- and part-time provision.
- Table 7.4 illustrates the Total Further Education Provision Summary by the Education and Training Boards.
- Table 7.5 illustrates the Total Further Education Provision by Voluntary Secondary and Community Schools Summary across the Career Cluster Framework.
- Table 7.6 illustrates the Further Education Provision and Support Allocations by Programme to the Education and Training Boards, and the Voluntary Secondary and Community Schools.

Interpretation of Tables

A guide to calculations used to obtain percentage detail presented in the above Tables is contained in Appendix 9 of this document.

*Data presented in the Tables that follow is rounded as appropriate.

Table 7.2 below illustrates the Total Further Education Provision Summary across the Career Cluster Framework

Cluster Framework for Total FE Provision Summary	Inputs				Outputs				Outcomes		
	The Number of individual Courses to be Delivered in 2014	Number of Learners in Further Education on 1st January 2014	Estimated Number of Learners Starting Courses in 2014	Estimated Number of Beneficiaries in 2014	Estimated Number of Learners retained on Courses during 2014	Estimated Number of Learners Completing Courses during 2014 that will achieve Full Award Certification	Estimated Number of Learners Completing Courses during 2014 that will achieve Component Award Certification	Estimated Number of Learners Completing Courses during 2014 that will achieve either Full Awards or Component Awards Certification (combined number)	Estimated Number of Learners Completing Courses during 2014 that will enter into Employment	Estimated Number of Learners Completing Courses during 2014 that will progress to and start a relevant course	Estimated Number of Learners Completing Courses during 2014 that will either enter employment or progress to & start a relevant course (combined Number)
Science and Technology	121	1,077	1,452	2,529	1,871	682	342	1,024	249	581	830
Animal Science	60	909	937	1,846	1,528	582	286	868	289	436	725
Agriculture, Horticulture and Mariculture	302	1,580	2,699	4,279	3,169	594	702	1,296	360	917	1,277
Hairdressing, Beauty and Complementary Therapies	338	3,969	4,527	8,496	6,367	2,239	890	3,129	1,410	1,475	2,885
Art, Craft and Media	2,154	14,682	21,952	36,634	28,908	4,493	3,536	8,029	2,059	8,610	10,669
Information Technology	1,064	7,111	9,312	16,423	12,603	2,618	4,524	7,142	1,224	5,563	6,787
Transport, Distribution & Logistics	15	134	210	344	233	92	26	118	39	73	112
Sales & Marketing	64	381	704	1,085	859	249	126	375	102	233	335
Health, Family, other Social Services	2,190	21,297	23,618	44,915	34,778	9,350	8,979	18,329	6,960	10,357	17,317
Built Environment	102	682	1,079	1,761	1,323	306	198	504	166	336	502
Financial Services	30	343	382	725	603	210	73	283	97	161	258
Business Admin & Management	724	7,370	8,515	15,885	11,700	4,720	2,437	7,157	2,294	3,872	6,166
Manufacturing	41	324	501	825	497	121	214	335	82	244	326
Natural Resources	41	346	277	623	579	56	230	286	42	274	316
Tourism & Sport	140	1,140	1,812	2,952	2,205	777	436	1,213	431	644	1,075
Food and Beverage	308	1,625	2,939	4,564	3,597	331	530	841	338	894	1,232
Sampling Skills	307	1,311	2,935	4,246	2,792	135	765	900	168	1,287	1,455
General Learning (including Literacy, Numeracy and ICT skills)	10,470	43,813	72,519	116,332	86,673	6,697	21,833	28,530	3,475	40,054	43,529
Totals	18,471	108,094	156,370	264,464	200,285	34,252	46,127	80,359	19,785	76,011	95,796
Total as a Percentage	100.00%	40.87%	59.13%	100.00%	75.73%	21.30%	28.68%	49.98%	12.30%	47.26%	59.56%

Table 7.2

Table 7.3 below illustrates the Total Further Education Programme Provision Summary

Total FE Programme Provision Summary	The Number of individual Courses to be Delivered in 2014	Inputs			Outputs					Outcomes		
		Number of Learners in Further Education on 1st January 2014	Estimated Number of Learners Starting Courses in 2014	Estimated Number of Beneficiaries in 2014	Estimated Percentage of Learners retained on Courses during 2014	Estimated Number of Beneficiaries completing courses in 2014	Estimated Percentage of Learners Completing Courses during 2014 that will achieve Full Award Certification	Estimated Percentage of Learners Completing Courses during 2014 that will achieve Component Award Certification	Estimated Percentage of Learners Completing Courses during 2014 that will achieve either Full Awards or Component Awards Certification (combined %)	Estimated Percentage of Learners Completing Courses during 2014 that will enter into Employment	Estimated Percentage of Learners Completing Courses during 2014 that will progress to and start a relevant course	Estimated Percentage of Learners Completing Courses during 2014 that will either enter employment or progress to & start a relevant course (combined %)
Post Leaving Certificate	2,601	31,844	37,218	69,062	76%	32,305	67%	24%	91%	32%	48%	79%
Vocational Training Opportunities Scheme (VTOS)	387	4,378	3,869	8,247	78%	4,843	66%	23%	89%	26%	45%	71%
Youthreach	564	3,483	2,491	5,974	75%	3,464	39%	54%	93%	15%	53%	68%
Sub Total Full - time Provision	3,552	39,705	43,578	83,283	76%	40,612	64%	27%	91%	30%	48%	77%
Back to Education Initiative (BTEI)	2,752	17,239	19,988	37,227	79%	24,893	20%	71%	91%	19%	54%	74%
Community Education	4,902	19,339	52,113	71,452	79%	52,407	0%	6%	6%	3%	34%	37%
Adult Literacy	5,456	20,887	24,981	45,868	72%	26,772	9%	35%	44%	3%	60%	63%
English for Speakers of Other Languages (ESOL)	931	5,079	7,608	12,687	63%	7,546	0%	38%	38%	8%	66%	74%
Youth Provision	102	0	1,907	1,907	98%	1,907	0%	0%	0%	0%	0%	0%
Arts Education	31	372	400	772	76%	500	3%	0%	3%	0%	1%	1%
Co-Operation Hours	745	5,473	5,795	11,268	65%	6,198	8%	42%	50%	4%	68%	72%
Sub Total Part - time Provision	14,919	68,389	112,792	181,181	76%	120,223	7%	29%	36%	6%	47%	54%
Total Further Education Provision	18,471	108,094	156,370	264,464	200,285	160,835	34,252	46,127	80,359	19,785	76,011	95,796
Total as a Percentage	100.00%	40.87%	59.13%	100.00%	76%	61%	21%	28.68%	50%	12%	47%	60%

Table 7.3

Table 7.4 below illustrates the Total Further Education Provision Summary by the Education and Training Boards

Total Further Education Provision Summary by Education and Training Boards	Inputs					Outputs						Outcomes		
	The Number of individual Courses to be Delivered in 2014	Number of Learners in Further Education on 1st January 2014	Estimated Numbers of Learners Starting Courses in 2014	Estimated Number of Beneficiaries in 2014	Further Education Allocation €	Cost per Beneficiary €	Estimated Number of Beneficiaries Completing Courses in 2014	Estimated Percentage of Learners Retained on Courses during 2014	Estimated Percentage of Learners Completing Courses during 2014 that will achieve Full Award Certification	Estimated Percentage of Learners Completing Courses during 2014 that will achieve Component Award Certification	Estimated Percentage of Learners Completing Courses during 2014 that will achieve either Full Awards or Component Awards Certification (combined %)	Estimated & Target Percentage of Learners Completing Courses during 2014 that will enter into Employment	Estimated & Target Percentage of Learners Completing Courses during 2014 that will progress to and start a relevant course	Estimated & Target Percentage of Learners Completing Courses during 2014 that will either enter employment or progress to & start a relevant course (combined %)
Cavan Monaghan ETB	835	3,297	6,293	9,590	€6,833,421	€712.56	5,633	81%	22.63%	41.19%	63.82%	10.47%	57.84%	68.31%
City of Dublin ETB	3,380	17,344	23,802	41,146	€36,130,603	€878.11	25,393	80%	22.84%	33.33%	56.17%	14.26%	55.39%	69.65%
Cork ETB	991	9,165	20,349	29,514	€17,663,214	€598.47	18,475	84%	24.94%	17.55%	42.50%	13.54%	56.86%	70.40%
Donegal ETB	830	1,754	7,415	9,169	€8,104,312	€883.88	7,843	93%	12.38%	19.33%	31.71%	5.84%	22.75%	28.59%
Dublin Dun Laoghaire ETB	1,862	7,047	18,132	25,179	€24,081,575	€956.42	14,278	77%	20.40%	19.77%	40.17%	14.27%	36.15%	50.42%
Galway Roscommon ETB	1,100	11,463	12,293	23,756	€15,764,154	€663.59	11,659	47%	26.96%	19.30%	46.26%	13.53%	58.92%	72.44%
Kerry ETB	1,399	6,692	6,936	13,628	€8,248,650	€605.27	8,651	88%	11.13%	59.55%	70.69%	19.51%	65.85%	85.37%
Kildare Wicklow ETB	999	6,813	5,793	12,606	€16,844,898	€1,336.26	7,466	69%	18.46%	25.66%	44.12%	14.08%	29.37%	43.45%
Kilkenny Carlow ETB	810	7,086	6,193	13,279	€7,072,218	€532.59	5,488	63%	18.33%	21.14%	39.47%	8.67%	25.95%	34.62%
Laois Offaly ETB	348	2,845	2,982	5,827	€7,172,184	€1,230.85	2,996	69%	22.80%	46.86%	69.66%	10.18%	61.65%	71.83%
Limerick Clare ETB	1,160	11,573	11,044	22,617	€18,835,186	€832.79	13,869	75%	13.67%	19.86%	33.53%	6.01%	19.86%	25.87%
Longford Westmeath ETB	592	3,054	4,107	7,161	€7,451,611	€1,040.58	2,646	86%	23.43%	40.33%	63.76%	10.39%	56.20%	66.59%
Louth Meath ETB	1,111	5,042	8,269	13,311	€10,849,849	€815.10	11,088	78%	20.29%	27.30%	47.59%	4.40%	60.21%	64.61%
Mayo Sligo Leitrim ETB	819	5,164	7,699	12,863	€11,001,581	€855.29	9,524	75%	24.83%	33.32%	58.15%	12.94%	52.34%	65.28%
Tipperary ETB	634	2,803	4,759	7,562	€6,637,854	€877.79	4,981	73%	27.18%	30.92%	58.10%	14.82%	45.39%	60.21%
Waterford Wexford ETB	1,337	4,902	7,496	12,398	€17,548,859	€1,415.46	7,954	83%	21.06%	40.81%	61.87%	13.60%	42.20%	55.80%
Total Further Education Provision	18,207	106,044	153,562	259,606	€220,240,169	€848.36	157,944	76%	21.30%	28.68%	49.98%	12.30%	47.26%	59.56%
Total as a Percentage	100.00%	40.85%	59.15%	100%	100%	€848.36	61%	76%	21%	29%	50%	12%	47%	60%

Table 7.4

Table 7.5 below illustrates the Total Further Education Provision by Voluntary Secondary & Community Schools Summary across the Career Cluster Framework

Total Further Education Provision by Voluntary & Community Schools Summary across the Career Cluster Framework	Inputs				Outputs				Outcomes		
	The Number of individual Courses to be Delivered in 2014	Number of Learners in Further Education on 1st January 2014	Estimated Number of Learners Starting Courses in 2014	Estimated Number of Beneficiaries in 2014	Estimated Number of Learners Retained on Courses during 2014	Estimated Number of Learners Completing Courses during 2014 that will achieve Full Award Certification	Estimated Number of Learners Completing Courses during 2014 that will achieve Component Award Certification	Estimated Number of Learners Completing Courses during 2014 that will achieve either Full Awards or Component Awards Certification (combined number)	Estimated Number of Learners Completing Courses during 2014 that will enter into Employment	Estimated Number of Learners Completing Courses during 2014 that will progress to and start a relevant course	Estimated Number of Learners Completing Courses during 2014 that will either enter employment or progress to & start a relevant course (combined number)
Science and Technology	1	4	4	8	2	8	8	16	1	0	1
Hairdressing, Beauty and Complementary Therapies	10	70	133	203	174	50	37	87	33	42	75
Art, Craft and Media	6	141	136	277	259	82	83	165	48	92	140
Information Technology	18	73	217	290	251	170	85	255	9	244	253
Transport, Distribution & Logistics	0	0	0	0	0	0	0	0	0	0	0
Sales & Marketing	0	0	20	20	18	0	18	18	9	9	18
Health, Family, other Social Services	64	691	932	1,623	1,357	575	323	898	383	467	850
Built Environment	5	29	30	59	33	12	21	33	17	10	27
Business Admin & Management	61	538	705	1,243	838	356	198	554	193	288	481
Manufacturing	1	5	7	12	4	2	2	4	3	1	4
Tourism & Sport	10	90	152	242	180	63	40	103	38	55	93
Food and Beverage	0	0	20	20	18	0	18	18	9	9	18
General Learning (including Literacy, Numeracy and ICT skills)	51	306	555	861	759	185	344	529	103	410	513
Totals	227	1,947	2,911	4,858	3,893	1,503	1,177	2,680	846	1,627	2,473
Total as a Percentage	100%	40%	60%	100%	80%	53%	41%	94%	30%	57%	87%

Table 7.5

Table 7.6 below illustrates the Further Education Provision & Support Allocations by Programme to the Education and Training Boards and the Voluntary Secondary and Community Schools.

Further Education Provision & Support Allocation by Programme to Education and Training Boards and Voluntary Secondary and Community Schools											
Programme type	Standard Programme Allocation	Intensive Tuition Allocation	Workplace Basic Education Fund Allocation	Other Programmes / Misc. Allocation	Adult Guidance Allocation	Innovation Projects Allocation	Voluntary Secondary and Community Schools	To be claimed by ETBs	Total Allocation for Provision	Further Education Support Allocation	Total Allocations by Type
Further Education and Training Supports to ETBs	€0	€0	€0	€0	€0	€0	€0	€0	€0	€500,000	€500,000
Further Education and Training Supports to other Organisations	€0	€0	€0	€0	€0	€0	€0	€0	€0	€4,173,350	€4,173,350
Innovation Projects Allocation to ETBs	€0	€0	€0	€0	€0	€1,488,614	€0	€0	€1,488,614	€0	€1,488,614
1 Post Leaving Certificate	€610,000	€0	€0	€0	€914,885	€0	€0	€0	€1,524,885	€0	€1,524,885
2 Vocational Training Opportunities Scheme	€79,260,000	€0	€0	€0	€202,726	€0	€0	€0	€79,462,726	€0	€79,462,726
3 Youthreach	€69,322,055	€0	€0	€0	€146,852	€0	€0	€0	€69,468,906	€0	€69,468,906
4 Back to Education Initiative	€22,527,000	€0	€0	€0	€490,063	€0	€398,100	€0	€23,415,163	€0	€23,415,163
5 Community Education	€10,224,000	€0	€0	€0	€1,758,631	€0	€0	€0	€11,982,631	€0	€11,982,631
6 Adult Literacy / ESOL / Co Operation Hours / Youth Provision / Arts Education	€24,500,000	€2,000,000	€2,800,000	€507,500	€2,987,844	€0	€0	€0	€32,795,344	€0	€32,795,344
2014 Further Education funding not profiled	€0	€0	€0	€0	€0	€0	€0	€10,089,000	€10,089,000	€0	€10,089,000
Totals	€206,443,055	€2,000,000	€2,800,000	€507,500	€6,501,000	€1,488,614	€398,100	€10,089,000	€230,227,269	€4,673,350	€234,900,619

Table 7.6

*Line 1, PLC represents SOLAS funding only, also see Section 3, *Strategy, Funding and Planning Underpinning the FET Services Plan*, on page 27 of this publication.

Training Provision

Tables 7.7 to 7.10 below provide high-level integrated detail of combined data related to the Training Centre Network and SOLAS National Programmes. The information is presented under three overarching headings: Career Cluster; Inputs; and Outputs.

- **Career Cluster** is used to facilitate the categorisation of courses and to align these courses to relevant industry.
- **Inputs** is used to provide information related to the number of courses to be provided, the number of beneficiaries and budget allocation detail.
- **Outputs** provides information related to budget, certification and activity days.

Tables Description

- Table 7.7 presents combined data related to the Training Centre Network and SOLAS National Programme Provision for 2014.
- Table 7.8 provides data specifically related to the Training Centre network.
- Table 7.9 provides data specifically related to SOLAS National Programmes.
- Table 7.10 provides data specifically related to training that will be provided within each ETB area.

Interpretation of Tables

A guide to calculations used to obtain percentage detail presented in the above tables is contained in Appendix 9 of this document.

* Data presented in the tables that follow is rounded as appropriate.

Table 7.7 below contains summary data and provides an overview of combined **Training Provision** for 2014.

Total Training Provision

Career Clusters	Inputs						Outputs			
2014 Training Total Provision Combined Training for Employment and Training in Employment	Distribution of training interventions (Number of Courses to be delivered in 2014)	Estimated Number in Training on the 1st January 2014	Estimated Number of Starters during 2014	Estimated Number of Beneficiaries in 2014	Estimated Budget Costs €m	Estimated Cost Per Day €	Estimated Cost Per Beneficiary €	Estimated Budget Throughput 2014	Estimated Certification Rate	Estimated Budget Activity Days
1. Information Technology	455	2,735	9,806	12,541	€23,449,470	€36.11	€1,870	9,001	90%	649,381
2. Transport, Distribution & Logistics	118	151	1,164	1,315	€5,125,045	€84.56	€3,897	1,034	90%	60,611
3. Sales & Marketing	76	586	863	1,449	€6,152,891	€51.87	€4,246	1,133	90%	118,622
4. Health, Family, other Social Services	615	2,109	7,445	9,554	€34,651,993	€58.22	€3,627	7,932	90%	595,166
5. Built Environment	444	742	4,968	5,710	€18,661,702	€72.43	€3,268	4,949	90%	257,634
6. Financial Services	146	1,000	2,409	3,409	€8,872,739	€37.34	€2,603	2,546	90%	237,602
7. Business Admin & Management	674	3,200	14,724	17,924	€20,812,259	€28.18	€1,161	13,999	90%	738,585
8. Manufacturing	497	929	5,787	6,716	€24,011,582	€70.36	€3,575	5,910	90%	341,289
9. Natural Resources	48	200	451	651	€4,253,403	€77.44	€6,534	466	90%	54,925
10. Supported training	417	5,898	4,972	10,870	€117,039,409	€76.22	€10,767	6,242	75%	1,535,562
11. Tourism	0	0	0	0	€0	€0.00	€0	0	0%	0
12. Food and Beverage	1	12	0	12	€91,037	€53.52	€7,586	11	0%	1,701
Yet to be allocated (Market / Client Led only)	342	141	6,970	7,111	€15,999,469	€36.29	€2,250	967	0%	440,903
Grand Total	3,832	17,703	59,559	77,262	279,121,000	€55.47	€3,613	54,190	87%	5,031,982
MOMENTUM unallocated in 2014					€6,891,000					
Grand Total					€286,012,000					

Table 7.7

Table 7.8 below contains summary data and provides an overview of combined **Training Centre Network Provision** for 2014.

Training Centre Network

Clusters	Inputs						Outputs			
Training Centre Network Total Provision Combined Training for Employment and Training in Employment	Distribution of training interventions (Number of Courses to be delivered in 2014)	Estimated Number in Training on the 1st January 2014	Estimated Number of Starters during 2014	Estimated Number of Beneficiaries in 2014	Estimated Budget Costs €m	Estimate d Cost Per Day €	Estimated Cost Per Beneficiary €	Estimated Budget Throughput 2014	Estimated Certification Rate	Estimated Budget Activity Days
1. Information Technology	393	1,427	5,827	7,254	€20,950,470	€55.09	€2,888	5,804	90%	380,311
2. Transport, Distribution & Logistics	114	91	1,124	1,215	€4,755,045	€97.35	€3,914	974	0%	48,846
3. Sales & Marketing	59	336	813	1,149	€5,052,891	€60.41	€4,398	883	90%	83,646
4. Health, Family, other Social Services	600	1,889	7,445	9,334	€33,841,993	€59.43	€3,626	7,712	90%	569,411
5. Built Environment	444	742	4,968	5,710	€18,661,702	€72.43	€3,268	4,949	0%	257,634
6. Financial Services	142	579	2,109	2,688	€8,005,739	€53.43	€2,978	2,216	90%	149,835
7. Business Admin & Management	659	2,004	9,212	11,216	€19,957,259	€42.87	€1,779	9,626	90%	465,525
8. Manufacturing	493	869	5,787	6,656	€23,791,582	€71.17	€3,574	5,850	0%	334,294
9. Natural Resources	44	140	451	591	€4,033,403	€84.15	€6,825	406	90%	47,930
10. Supported training	417	5,848	4,972	10,820	€116,859,409	€76.39	€10,800	6,192	90%	1,529,839
11. Tourism	0	0	0	0	€0	€0.00	€0	0	0%	0
12. Food and Beverage	1	12	0	12	€91,037	€53.52	€7,586	11	0%	1,701
Yet to be allocated (Market / Client Led only)	42	141	470	611	€3,999,469	€67.39	€6,546	467	0%	59,345
Grand Total	3,408	14,078	43,178	57,256	€260,000,000	€66.19	€4,541	45,090	90%	3,928,317

Table 7.8

Table 7.9 below contains summary data and provides an overview of combined **SOLAS National Programmes** for 2014.

SOLAS National Programmes

Clusters	Inputs						Outputs			
	Distribution of training interventions (Number of Courses to be delivered in 2014)	Estimated Number in Training on the 1st January 2014	Estimated Number of Starters during 2014	Estimated Number of Beneficiaries in 2014	Estimated Budget Costs €m	Estimated Cost Per Day €	Estimated Cost Per Beneficiary €	Estimated Budget Throughput 2014	Estimated Certification Rate	Estimated Budget Activity Days
National Programmes Provision Training for Employment and Training in Employment										
1. Information Technology	62	1,308	3,979	5,287	€2,499,000	€9.29	€473	3,197	85%	269,070
2. Transport, Distribution & Logistics	4	60	40	100	€370,000	€31.45	€3,700	60	85%	11,765
3. Sales & Marketing	17	250	50	300	€1,100,000	€31.45	€3,667	250	85%	34,976
4. Health, Family, other Social Services	15	220	0	220	€810,000	€31.45	€3,682	220	85%	25,755
5. Built Environment	0	0	0	0	€0	€0.00	€0	0	0%	0
6. Financial Services	4	421	300	721	€867,000	€9.88	€1,202	330	85%	87,767
7. Business Admin & Management	15	1,196	5,512	6,708	€855,000	€3.13	€127	4,373	85%	273,060
8. Manufacturing	4	60	0	60	€220,000	€31.45	€3,667	60	85%	6,995
9. Natural Resources	4	60	0	60	€220,000	€31.45	€3,667	60	85%	6,995
10. Supported training	0	50	0	50	€180,000	€31.45	€3,600	50	85%	5,723
11. Tourism	0	0	0	0	€0	€0.00	€0	0	0%	0
12. Food and Beverage	0	0	0	0	€0	€0.00	€0	0	0%	0
Yet to be allocated (Market / Client Led only)	300	0	6,500	6,500	€18,891,000	€49.51	€2,906	500	85%	381,558
Grand Total	424	3,625	16,381	20,006	€26,012,000	€23.57	€1,300	9,100	85%	1,103,665

Table 7.9

Table 7.10 below contains summary data and provides an overview of combined **Training Provision by ETB Area** for 2014.

SECTION 7. SUMMARY OF TOTAL FURTHER EDUCATION AND TRAINING PROVISION

Total Training Centre Network Provision Summary	Inputs						Outputs			
	Distribution of training interventions (Number of Courses to be delivered in 2014)	Estimated Number in Training on the 1st January 2014	Estimated Number of Starters during 2014	Estimated Number of Beneficiaries in 2014	Estimated Budget Costs €m	Estimated Cost Per Day €	Estimated Cost Per Beneficiary €	Estimated Budget Throughput 2014	Estimated Certification Rate	Estimated Budget Activity Days
Cavan Monaghan ETB Area	63	412	483	895	€6,846,331	€67.41	€7,650	643	90%	101,566
City of Dublin ETB	619	1,998	7,961	9,959	€39,560,998	€66.74	€3,972	7,408	85%	592,776
Cork ETB	301	1,023	4,635	5,658	€26,813,841	€66.02	€4,739	4,227	90%	406,130
Donegal ETB Area	121	612	1,761	2,373	€10,397,795	€65.39	€4,382	2,112	88%	159,004
Dublin Dun Laoghaire ETB	515	1,948	7,647	9,595	€32,856,038	€56.77	€3,424	7,972	90%	578,733
Galway Roscommon ETB Area	82	668	2,099	2,767	€12,518,682	€67.79	€4,524	2,015	87%	184,678
Kerry ETB	138	492	2,120	2,612	€12,034,873	€68.68	€4,608	2,171	88%	175,239
Kildare Wicklow ETB Area	58	482	647	1,129	€9,556,613	€72.30	€8,465	797	90%	132,188
Kilkenny Carlow ETB Area	75	623	779	1,402	€9,066,372	€68.27	€6,467	1,191	84%	132,806
Laois Offaly ETB Area	110	265	651	916	€6,208,090	€76.09	€6,777	640	90%	81,585
Limerick Clare ETB Area	345	1,257	3,803	5,060	€21,985,000	€64.45	€4,345	4,250	88%	341,098
Longford Westmeath ETB Area	164	692	1,995	2,687	€12,471,992	€68.79	€4,642	1,919	90%	181,303
Louth Meath ETB Area	209	896	2,019	2,915	€13,827,592	€66.38	€4,744	2,256	90%	208,294
Mayo Sligo Leitrim ETB Area	170	794	2,191	2,985	€16,073,065	€73.47	€5,385	2,355	90%	218,775
Tipperary ETB Area	80	458	958	1,416	€8,018,090	€66.03	€5,662	1,266	90%	121,427
Waterford Wexford ETB Area	358	1,458	3,429	4,887	€21,764,628	€69.60	€4,454	3,868	90%	312,715
National Programmes SOLAS	424	3,625	16,381	20,006	€26,012,000	€23.57	€1,300	9,100	85%	1,103,665
Total Further Education Provision	3,832	17,703	59,559	77,262	€286,012,000	€56.84	€3,702	54,190	87%	5,031,982

Table 7.10

Section 8. Analysis of Total Further Education & Training Provision

The purpose of this Section is to provide analysis of the 2014 Further Education and Training provision as described in Section 7. Provision was described in Section 7 in terms of Career Clusters by provider groups. Through development of the 2014 Further Education and Training Services Plan it was established that Further Education and Training provision could be grouped under three Drivers as follows:

- Economic: Market-Led
- Social Inclusion: Individual Learner/Community-Led
- Lifelong Learning: Progression-Led – within the National Framework of Qualifications.

The utilisation of the Driver concept has the capacity to provide a basis for evaluation of FET provision. On-going analysis and review can ensure that FET provision continues to address stakeholder need. Analysis of FET provision can assist in determining how learner success and achievement can be supported through the identification of key strategic, economic and social inclusion societal objectives underpinning the provision.

Data related to the planned **Outcomes and Impacts** designed to meet learners' needs and the broader needs of employers and society has been considered in the analysis of 2014 data.

For the purpose of clarity a **Driver** system has been utilised e.g. '**Driver Views**' such as '**Market-Led**' and '**Individual/Community-Led**' views. In the context of Further Education Provision, analysis by the National Framework of Qualifications (NFQ) '**NFQ Levels**' has also been utilised.

The Driver objective therefore is to identify where the demand for is coming from and where provision is being targeted. Utilisation of Drivers facilitates the linking of provision to the rationale for providing funding.

The style of Tables and Charts which follow vary due to the nature of the data collection/format across the separate provider types.

Analysis of provision is presented in three sections:

- Further Education and Training combined provision
- Further Education Provision
- Training Provision.

Tables 8.1 to 8.6 provide high-level insight to the integrated combined data related to the Further Education and Training Provision by the Education and Training Boards, the Voluntary Secondary and Community Schools and SOLAS National Programmes.

Tables Description

- Table 8.1 provides Funding Driver detail for all of Further Education and Training Combined Provision.
- Table 8.2 provides Funding Driver detail for Further Education Provision.
- Table 8.3 provides National Framework of Qualifications Framework (NFQ) detail for Further Education Provision.
- Table 8.4 below provides data on the Total Further Education Provision Summary across the Career Cluster Framework.
- Table 8.5 below provides data on the Analysis of the Further Education Provision by Voluntary Secondary & Community Schools Summary by Funding Driver.
- Table 8.6 below provides data on the training provision focusing on both training “for” and “in” employment using the Funding Driver.

Interpretation of Tables

A guide to calculations used to obtain percentage detail presented in the above Tables is contained in Appendix 9 of this document.

* Data presented in the tables that follow is rounded as appropriate.

Tables 8.1 provides Funding Driver detail for all of Further Education and Training Combined Provision

All Learners Participating on Further Education and Training provision in 2014									
Analysis of the projected inputs for the total Further Education and Training Provision by Funding Driver				The number of individual courses delivered in 2014	Estimated Number of Learners in Further Education & Training on 1st January 2014	Estimated Number & Percentage of Learners Starting Courses in 2014	Estimated Number & Percentage of Beneficiaries in 2014	Estimated Number & Percentage of Learners retained on Courses during 2014	Estimated Number & Percentage of Beneficiaries Completing Courses in 2014
Drivers of Further Education and Training Provision	Economic	Market Led	5&6	6,536	54,795	88,222	143,017	113,562	82,875
				29.31%	38.31%	61.69%	41.85%	79.40%	57.95%
	Social Inclusion	Individual & Community Led	UC to 4	15,767	71,002	127,706	198,708	150,545	132,150
				70.69%	35.73%	64.27%	58.15%	75.76%	66.50%
	Totals			22,303	125,797	215,929	341,726	264,107	215,025
				100%	37%	63%	100%	77%	63%
For Learners completing their studies in 2014									
Analysis of the projected outputs and outcomes for the total Further Education and Training Provision 2014 by Funding Driver				Estimated Number & Percentage of Beneficiaries in 2014	Estimated Number & Percentage of Beneficiaries Completing Courses in 2014	Estimated Number & Percentage of Learners Completing Courses during 2014 that will achieve either Full Awards or Component Awards Certification (combined number & %)	Estimated Number & Percentage of Learners Completing Courses during 2014 that will enter into Employment	Estimated Number & Percentage of Learners Completing Courses during 2014 that will progress to and start a relevant course	Estimated Number & Percentage of Learners Completing Courses during 2014 that will either enter employment or progress to & start a relevant course (combined Number & %)
Drivers of Further Education and Training Provision	Economic	Market Led	5&6	143,017	82,875	75,144	30,374	31,903	62,277
				41.85%	57.95%	90.67%	36.65%	38.50%	75.15%
	Social Inclusion	Individual & Community Led	UC to 4	198,708	132,150	51,685	11,496	59,627	71,123
				58.15%	66.50%	39.11%	8.70%	45.12%	53.82%
	Totals			341,726	215,025	126,829	41,870	91,530	133,400
				100%	63%	59%	19%	43%	62%

Table 8.1

Tables 8.2 provides Funding Driver detail for Further Education Provision

All Learners Participating on Further Education in 2014									
Analysis of the projected inputs for the total Further Education Provision by Funding Driver				The Number & Percentage of individual Courses to be Delivered in 2014	Number of & Percentage of Learners in Further Education on 1st January 2014	Estimated Number & Percentage of Learners Starting Courses in 2014	Estimated Number & Percentage of Beneficiaries in 2014	Estimated Number & Percentage of Learners retained on Courses during 2014	Estimated Number & Percentage of Beneficiaries Completing Courses in 2014
Drivers of Further Education Provision	Economic	Market Led	5&6	4,022	44,030	48,677	92,707	71,301	48,230
				21.77%	47.49%	52.51%	35.05%	76.91%	52.02%
	Social Inclusion	Individual & Community Led	UC to 4	14,449	64,064	107,693	171,757	128,984	112,605
				78.23%	37.30%	62.70%	64.95%	75.10%	65.56%
	Totals			18,471	108,094	156,370	264,464	200,285	160,835
				100%	41%	59%	100%	76%	61%
For Learners completing their studies in 2014									
Analysis of the projected outputs and outcomes for the total Further Education Provision by Funding Driver				Estimated Number & Percentage of Learners Completing Courses during 2014 that will achieve Full Award Certification	Estimated Number & Percentage of Learners Completing Courses during 2014 that will achieve Component Award Certification	Estimated Number & Percentage of Learners Completing Courses during 2014 that will achieve either Full Awards or Component Awards Certification (combined number & %)	Estimated Number & Percentage of Learners Completing Courses during 2014 that will enter into Employment	Estimated Number & Percentage of Learners Completing Courses during 2014 that will progress to and start a relevant course	Estimated Number & Percentage of Learners Completing Courses during 2014 that will either enter employment or progress to & start a relevant course (combined number & %)
Drivers of Further Education Provision	Economic	Market Led	5&6	26,697	17,613	44,310	15,130	21,856	36,986
				55.35%	36.52%	91.87%	31.37%	45.32%	76.69%
	Social Inclusion	Individual & Community Led	UC to 4	7,555	28,514	36,049	4,655	54,155	58,810
				6.71%	25.32%	32.01%	4.13%	48.09%	52.23%
	Totals			34,252	46,127	80,359	19,785	76,011	95,796
				21.30%	28.68%	49.96%	12.30%	47.26%	59.56%

Table 8.2

Table 8.3 Analysis of the Further Education Provision by Voluntary Secondary & Community Schools Summary by Funding Driver

Learners Participating on Further Education in 2014 with the Voluntary Secondary & Community Schools									
Analysis of the Further Education Provision by Voluntary Secondary & Community Schools Summary by Funding Driver				The Number & Percentage of individual Courses to be delivered in 2014	Estimated Number and Percentage in Further Education on 1st January 2014	Estimated Number & Percentage of Starters in 2014	Estimated Number & Percentage of Beneficiaries in 2014	Estimated Number & Percentage of Learners Retained on Courses during 2014	Estimated Number of Beneficiaries Completing Courses in 2014
Drivers of Further Education Provision	Economic	Market Led	Levels 5 & 6	161	1,692	2,523	4,215	3,329	2,288
				71%	40%	60%	100%	79%	91%
	Social Inclusion	Individual & Community Led	UC to Level 4	66	255	388	643	564	566
				29%	40%	60%	100%	88%	88%
Totals				227	1,947	2,911	4,858	3,893	2,854
				100%	40%	60%	100%	80%	59%
For Learners completing their studies in 2014									
Analysis of the Further Education Provision by Voluntary Secondary & Community Schools Summary by Funding Driver				Estimated Number & Percentage of Learners Completing Courses during 2014 that will achieve Full Award Certification	Estimated Number & Percentage of Learners Completing Courses during 2014 that will achieve Component Award Certification	Estimated Number & Percentage of Learners Completing Courses during 2014 that will achieve either Full Awards or Component Awards Certification (combined number & %)	Estimated Number & Percentage of Learners Completing Courses during 2014 that will enter into Employment	Estimated Number & Percentage of Learners Completing Courses during 2014 that will progress to and start a relevant course	Estimated Number & Percentage of Learners Completing Courses during 2014 that will enter employment or progress to and start a relevant course
Drivers of Further Education Provision	Economic	Market Led	Levels 5 & 6	1,310	921	2,231	798	1,140	1,938
				57%	40%	98%	35%	50%	85%
	Social Inclusion	Individual & Community Led	UC to Level 4	193	256	449	48	487	535
				34%	45%	79%	8%	86%	95%
Totals				1,503	1,177	2,680	846	1,627	2,473
				53%	41%	94%	30%	57%	87%

Table 8.3

Table 8.4 provides National Framework of Qualifications Framework (NFQ) detail for Further Education Provision

For All learners Participating in 2014						For Learners completing their studies in 2014					
Further Education Provision by NFQ Level	The of number of individual courses to be delivered in 2014	Number of Learners in Further Education on 1st January 2014	Estimated Number of Learners Starting Courses in 2014	Estimated Number of Beneficiaries in 2014	Estimated Percentage of Learners retained on Courses during 2014	Estimated Percentage of Learners Completing Courses during 2014 that will achieve Full Award Certification	Estimated Percentage of Learners Completing Courses during 2014 that will achieve Component Award Certification	Estimated Percentage of Learners Completing Courses during 2014 that will achieve either Full Awards or Component Awards Certification (combined %)	Estimated Percentage of Learners Completing Courses during 2014 that will enter into Employment	Estimated Percentage of Learners Completing Courses during 2014 that will progress to and start a relevant course	Estimated Number of Beneficiaries Completing Courses in 2014
Level 6	790	8,563	10,334	18,897	79%	65%	24%	89%	36%	40%	8,923
Level 5	3,232	35,467	38,343	73,810	76%	53%	39%	93%	30%	47%	39,307
Level 4	1,639	9,365	11,355	20,720	75%	23%	65%	88%	13%	57%	12,749
Level 3	3,359	16,209	20,667	36,876	73%	11%	72%	83%	6%	63%	22,267
Level 2	1,121	5,665	6,161	11,826	72%	23%	54%	77%	3%	66%	6,841
Level 1	332	1,269	1,154	2,423	67%	36%	47%	83%	2%	72%	1,338
Uncertified	7,998	31,556	68,356	99,912	76%				2%	39%	69,410
Total	18,471	108,094	156,370	264,464	76%	21%	29%	50%	12%	47%	160,835
						200,285	34,252	46,127	80,359	19,785	76,011

Table 8.4

Table 8.5 below provides data on the training provision focusing on both training “for” and “in” employment using the FUNDING Driver categories.

Funding Driver		Inputs						Outputs					Outcomes		
Training For and In Employment		Distribution of training interventions (Number of courses to be delivered in 2014)	Estimate of the number In Training on the 1st January 2014	Estimate of Starters during 2014	Estimate of the number of Beneficiaries 2014	Estimate of the Budget Costs €m	Estimate of cost per training day (CPD)	Estimate of cost per Beneficiary	Estimate of Budget t/Put 2014	Estimate of Certification Rate	Estimate of Budget Activity Days	Target for Completions	Target for Employment	Target for Progression	Combined Outcome success target
Training for Employment	Market Led	2,154	9,880	35,129	45,009	€ 128,416,935	€ 45.08	2,853	30,155	90%	2,848,909	85%	45%	29%	74%
	Individual / Community Led Total	1,317	6,884	19,932	26,816	€ 125,000,293	€ 67.09	€ 4,661	19,475	80%	1,863,119	80%	35%	28%	63%
Training For Employment Total		3,471	16,764	55,062	71,826	€ 253,417,228	€53.78	€3,528	49,630	86.1%	4,712,028	85%	41.3%	28.6%	69.9%
Training in Employment	Market Led	360	885	4,416	5,301	€25,709,772	€80.70	€4,850	4,490	88%	318,574	85%	45%	29%	74%
	Individual / Community Led	1	54	81	135	-€6,000	-€4.35	-€44.44	70	40%	1380	80%	35%	28%	63%
Training in Employment Total		361	939	4,497	5,436	€25,703,772	€76	€4,806	4,560	87.00%	319,954	85%	44.7%	28.9%	73.1%
Total Training Provision	Market Led	2,514	10,765	39,545	50,310	€154,126,707	€48.66	€3,064	34,645	89%	3,167,483	84%	44%	29%	73%
	Individual / Community Led	1,318	6,938	20,013	26,951	€124,994,293	€67.04	€4,638	19,545	80%	1,864,499	80%	35%	28%	63%
Total Training Provision		3,832	17,703	59,559	77,262	€279,121,000	€55.47	€3,613	54,190	86.7%	5,031,982	84.8%	42.0%	28.7%	70.0%

Table 8.5

Table 8.6 Total Training Provision by Programme and Funding Driver

New Driver		Inputs						Outputs					Outcomes			
	Training For Employment	Distribution of training interventions (Number of Courses to be delivered in 2014)	Estimate of the number In Training on the 1st January 2014	Estimate of Starters during 2014	Estimate of the number of Beneficiaries 2014	Estimate of the Budget Costs €m	Estimate of Cost per Day	Estimate of Cost per Beneficiary	Estimate of Budget t/Put 2014	Estimate of Certification Rate	Estimate of Budget Activity Days	Target for Completions	Target for Employment	Target for Progression	Combined Outcome success target	
Market Led	Market Led	2,154	9,880	35,129	45,009	€128,416,935	€45.08	€2,853.11	30,155	90%	2,848,909	85%	45%	29%	74%	
	Traineeship	235	2,139	2,568	4,707	€32,117,986	€59.07	€6,822.87	3,210	90%	543,710	90%	60%	21%	81%	
	SST (long)	518	3,034	6,759	9,793	€52,358,040	€61.19	€5,346.48	7,021	90%	855,723	90%	43%	28%	71%	
	SST (Short)	457	1,067	5,132	6,199	€15,475,013	€60.69	€2,496.37	5,164	90%	254,996	90%	40%	33%	73%	
	Blended	17	0	215	215	€187,572	€10.34	€872.43	168	90%	18,133	80%	45%	34%	79%	
	Evening (levels 5-6)	411	242	5,457	5,699	€2,314,243	€29.92	€406.08	5,906	90%	77,344	70%	44%	25%	69%	
	CDM	67	3	499	502	€228,895	€49.12	€455.97	465	90%	4,660	95%	80%	10%	90%	
	Refresher	3	0	30	30	€16,253	€74.90	€541.77	27	90%	217	95%	43%	25%	68%	
	LTI Level 5	41	505	494	999	€6,791,933	€64.97	€6,798.73	573	90%	104,547	85%	30%	34%	64%	
	eCollege	34	1,770	7,235	9,005	€1,937,000	€4.31	€215.10	6,001	40%	449,356	70%	45%	34%	79%	
	MOMENTUM	371	1,120	6,740	7,860	€16,990,000	€31.45	€2,161.58	1,620	0%	540,223	80%	40%	30%	70%	
	Yet to be Allocated	0	0	0	0	€0	€0.00	€0.00	0	0%	0	0%	0%	0%	0%	
	Individual / Community Led	Client-led	757	933	12,891	13,824	€7,045,847	€23.73	€509.70	11,176	85%	296,902	71%	40%	27%	67%
		Evening (levels 3-4)	738	16	10,545	10,561	€3,732,216	€353.41	€353.41	9,669	85%	127,697	70%	44%	25%	69%
EGF		0	0	0	0	€0	€0.00	€0.00	0	0%	0	0%	0%	0%	0%	
LTI Level 4-5		18	252	210	462	€3,095,521	€50.42	€6,700.26	251	85%	61,393	85%	30%	34%	64%	
eCollege		1	665	2,136	2,801	€202,000	€1.88	€72.12	1,256	40%	107,412	70%	45%	34%	79%	
MOMENTUM		0	0	0	0	€0	€0.00	€0.00	0	0%	0	0%	0%	0%	0%	
Yet to be Allocated		0	0	0	0	€16,110	€40.28	€0.00	0	0%	400	0%	0%	0%	0%	
Pre-Market led		219	589	2,886	3,475	€7,792,394	€52.50	€2,242.67	3,000	72%	148,417	86%	28%	39%	66%	
Bridging		121	256	1,853	2,109	€5,088,784	€59.26	€2,413.35	1,873	70%	85,876	90%	29%	38%	67%	
Foundation		7	10	122	132	€14,214	€16.41	€107.68	93	75%	866	90%	29%	38%	67%	
Return to Work		0	0	0	0	€0	€0.00	€0.00	0	0%	0	0%	0%	0%	0%	
LTI Level 4		10	176	164	340	€2,364,500	€57.57	€6,954.41	202	70%	41,074	85%	30%	44%	74%	
Libraries		81	147	747	894	€324,896	€15.77	€363.42	832	75%	20,601	60%	15%	50%	65%	
Support Led		341	5,362	4,156	9,518	€110,162,052	€77.70	€11,574.08	5,299	83%	1,417,800	80%	28%	32%	60%	
CTC		78	2,012	1,234	3,246	€38,597,391	€78.33	€11,890.75	1,731	80%	492,758	80%	26%	28%	54%	
STP		140	1,970	1,407	3,377	€50,668,146	€98.69	€15,003.89	1,824	80%	513,419	80%	30%	40%	70%	
LTI (level 3-4)		112	1,206	1,356	2,562	€19,543,720	€53.78	€7,628.31	1,598	90%	363,420	85%	29%	34%	63%	
Justice Workshops	11	174	159	333	€1,352,795	€28.06	€4,062.45	146	0%	48,203	80%	26%	28%	54%		
Individual / Community Led Total		1,317	6,884	19,932	26,816	€125,000,293	€67.09	€4,661.37	19,475	80%	1,863,119	80%	35%	28%	63%	
Training For Employment Total		3,471	16,764	55,062	71,826	€253,417,228	€53.78	€3,528	49,630	86.1%	4,712,028	85%	41%	29%	70%	
Training in Employment	Individual / Community Led	1	54	81	135	-€6,000	-€4.35	-€44	70	40%	1380	80%	35%	28%	63%	
	Market Led	360	885	4,416	5,301	€25,709,772	€80.70	€4,850	4,490	88%	318,574	85%	45%	29%	74%	
Training in Employment		361	939	4,497	5,436	€25,703,772	€76.35	€4,806	4,560	87.00%	319,954	85%	45%	29%	73%	
Total Training for and in Employment Provision		3,832	17,703	59,559	77,262	€279,121,000	€55.47	€3,613	54,190	86.7%	5,031,982	85%	42%	29%	70%	
Individual / Community Led		1,318	6,938	20,013	26,951	€124,994,293	€67.04	€4,638	19,545	80%	1,864,499	80%	35%	28%	63%	
Market Led		2,514	10,765	39,545	50,310	€154,126,707	€48.66	€3,064	34,645	89%	3,167,483	84%	44%	29%	73%	
Total Training Provision		3,832	17,703	59,559	77,262	€279,121,000	€55.47	€3,613	54,190	86.7%	5,031,982	84.8%	42.0%	28.7%	70.0%	

Table 8.6

Part B - The 2014 Further Education and Training Services Plan

Overview of Further Education and Training Planned Provision for ETB Areas

Introduction

Part A, Section 1, *Introduction* and Section 2, *Background* of this document has outlined the momentous change that has taken place in the Further Education and Training sector. Some of these changes relate to the establishment of the sixteen Education and Training Boards and the establishment of SOLAS each of which is a statutory body with its own corporate status.

SOLAS, in partnership with the sixteen ETBs, is responsible for the integration, co-ordination and funding of a wide range of training and further education programmes in Ireland. The 2014 Further Education and Training Services Plan is the start of the integration, co-ordination and funding process that is focused on achieving greater coherence in the State investment in Further Education and Training provision.

ETB Service Plan Submissions

The 2014 Further Education and Training Services Plan has been developed through deliberation and collaboration. Stakeholders have participated in the development of the services plan through submission of data as requested and through submission of ETB-approved individual service plans which have been summarised and formatted by the SOLAS Planning Unit for presentation in this document and for presentation to the Board of SOLAS.

Sections 9 to 24 of this document provide summary data related to local demographics, programmes, courses, target learner profiles, National Framework of Qualification levels etc; which reflect the information provided in the individual submissions received from the sixteen ETBs. These individual sections provide a local level perspective on ETB, FET provision for 2014.

Information related to the ETBs and the former FÁS training centres has been combined as appropriate to provide an integrated view of Further Education and Training provision in 2014. The summary documents present an overview of each individual Education and Training Board area, based on the information received.

The Further Education sector provides a range of Further Education opportunities. The overarching programme objectives are to:

- Meet the needs of young early school-leavers.
- Provide second-chance education for people who did not complete upper-second-level.
- Provide vocational preparation and training for labour market entrants and re-entrants.

There are six principal Programme categories within Further Education Provision and under each programme category a diverse range of full-time and part-time courses are made available to learners. In 2014 an estimated 83,283 beneficiaries will participate in full-time provision. This provision will be provided at an estimated cost of €150,456,517. In the

context of part-time provision, an estimated 181,181 beneficiaries will participate at an estimated cost of €68,193,138. Additional information is contained in Section 3. *Strategy, Funding and Planning Underpinning the FET Services Plan*, page 29 of this publication.

Set out in tables 8.7 and 8.8 below are details of these six programme categories and a short summary of the individual programme category aims and objectives.

Full-time Further Education Programmes	
Programme Title	Programme Aims and Objectives
Post Leaving Certificate (PLC)	PLC programmes cater for learners over 16 years of age who have completed the Leaving Certificate (LC) or equivalent or who are adults returning to education. A PLC course is designed to assist participants to upskill or re-skill for entry or re-entry to the labour market. Courses are generally of one year's duration. Providing general education, vocational training and work experience leading to stable, full-time employment. Major awards (Levels 5-6).
The Vocational Training Opportunities Scheme (VTOS)	VTOS was introduced in late 1989 to provide second chance full-time education/training courses of up to two years duration for people who are 21 years of age or over, and who are at least six months unemployed. Participants receive a training allowance in lieu of their Social Welfare payment as well as travel and meal allowances, and can access childcare and guidance supports. Tuition, books and materials are provided free of charge. The provision of education/training leading to major awards and then employment or progression (Levels 3-5).
Youthreach	The Youthreach programme provides two years integrated education, training and work experience for unemployed early school leavers without any qualifications or vocational training who are between 15 and 20 years of age. This opportunity outside of main school system to acquire major awards leading to further study/training or employment (Levels 3-4).

Table 8.7

Further Education programmes are delivered in a large number of centres across the ETBs. There are 193 approved PLC centres most of which are standalone centres. Approximately 8% of PLC places are delivered by the community and comprehensive or voluntary secondary school sector known as mixed-provision, i.e., PLC alongside second-level on the same campus.

There are just over 105 Youthreach centres and 115 VTOS centres nationwide.

Part- time Further Education Programmes

Programme Title	Programme Aims and Objectives
The Back to Education Initiative (BTEI)	The Back to Education Initiative (BTEI) provides a range of part-time options across Further Education programmes. It is free for adults with less than upper-second-level education. Target groups include adults with disabilities, lone parents, early school-leavers, unemployed, travellers, ex-offenders, homeless and people with literacy difficulties. Participants can access guidance and childcare supports. This provision facilitates return part-time to FET to gain minor awards in areas of core skills and key competencies that aid progression or employment (Levels 3-5).
Adult Literacy (AL)	AL provides support for adults with specific needs in basic skills areas and includes English as a Second Language (ESOL) provision. This programme facilitates adults to achieve in the context of literacy/numeracy and progress to wider, deeper learning, when accredited. (Levels 1-3). The ESOL provision facilitates English language competence sufficient for living and working in Ireland.
Community Education	Community Education provides informal and non-formal education for hard-to-reach adults. This provision builds confidence and imparts core skills in informal and non-formal learning environments (Levels 1- 3).

Table 8.8

Part-time further education can be delivered in dedicated adult education centres or outreach settings such as community centres.

It should be noted that in the context of programmes that lead to awards at Levels 1 to 3 and indeed sometimes Level 4 on the National Framework of Qualifications, particular focus can be placed on attainment of component awards to support progression.

Additional ETB and programme information can be located on the individual ETB websites. A list of ETB websites is located in Appendix 10 of this document.

Supports Provided for Further Education Learners

A number of supports are provided for learners engaging in course participation. The Adult Education Guidance Initiative (AEGI) provides nationwide guidance for learners before, during and after they participate in BTEI, Adult Literacy, Community Education or VTOS programmes.

Participants in the Youthreach, VTOS, or BTEI, programmes are eligible for low-cost childcare under the Childcare in Education and Training Scheme (CETS), operated by the Department of Children and Youth Affairs (DCYA).

SOLAS National Programme Funding

Section 26 of this document provides summary detail related to SOLAS National Programme funding and provision and presents information related to:

- eCollege,
- Momentum Funding,
- Analysis of SOLAS National Programmes,
- CSCS/QSCS/Safe Pass,
- Apprenticeship.

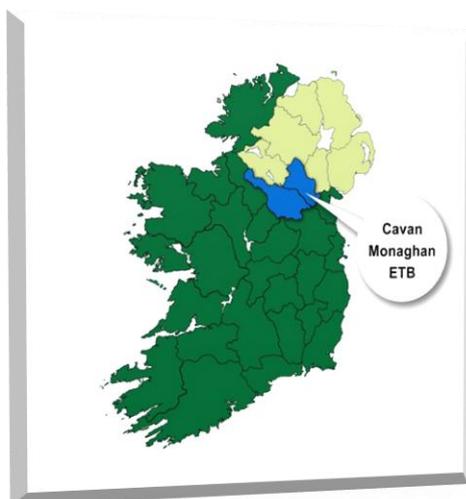
Section 9. The Cavan and Monaghan Education and Training Board Area

Area Profile

Cavan and Monaghan are two Border counties with a combined population of 133,666 (Cavan 73,183, Monaghan 60,483). Both counties have experienced significant population growth since 2006 rising by 4,000 in Monaghan and 7,000 in Cavan. CSO census 2011 results identify population trends of relevance to FET service provision. Like every other part of the country, Cavan and Monaghan have been severely affected by the economic downturn since 2007. This is reflected in an absolute deprivation score¹⁷ of -11.0 (Cavan) and -11.1 (Monaghan) in 2011. This represents a drop of approximately 8 points from 2006, compared to a nationwide drop of 6.5.

Cavan and Monaghan are predominantly rural counties with approximately 75% of the population living in rural areas. This is hugely different from the State average where 62% of the population live in urban areas. This rural dominance reinforces the importance of providing accessible education and training in outreach locations/centres throughout the counties and via a range of flexible training options.

The effects of the downturn are very evident throughout Cavan and Monaghan. In April 2013, there were 6,961 people unemployed in Cavan and 6,368 in Monaghan. According to the CSO census (2011), the unemployment rate for Cavan was 21.2%, for Monaghan 21%.



These figures are above the national average rate of 19%. Also within both counties unemployment rates in certain individual EDs reached levels well above others within the county. Furthermore, youth unemployment rates are relatively high for this area with 43% of 15-24 year olds in Co. Cavan and 40% in Co. Monaghan being unemployed. Both figures are higher than the national average, which stands at 39%. More recent statistics do not show an improved picture. The National Skills Bulletin (July 2013) highlights changes in employment levels during the last quarter of 2011–last quarter of 2012. There was an overall reduction of 5% in the Border Region, while other areas, e.g. Midlands and Southwest, experienced increases of 3% in employment.

Chart 9.1 shows the number of daytime workers in each of the counties by industry type. As per CSO 2011, the largest percentage of persons employed are in professional services along with commercial and trades industries for both counties.

¹⁷ Pobal HP Deprivation Index

Compared to the national average of 15.2% leaving school with Primary Education only, the corresponding percentage in Cavan and Monaghan is 21%. In both counties only approx. 57% of those over 15 attained second-level education. The national average for successful completion of third-level education is 24.6%; the corresponding figure for Cavan and Monaghan is 21.8%. It is recognised that the age at which education ceased is an important indicator of education levels within the workforce and of the workforce capacity to meet the requirements of higher level jobs.

Persons at Work by Industry Type in counties Cavan and Monaghan (CSO 2011)

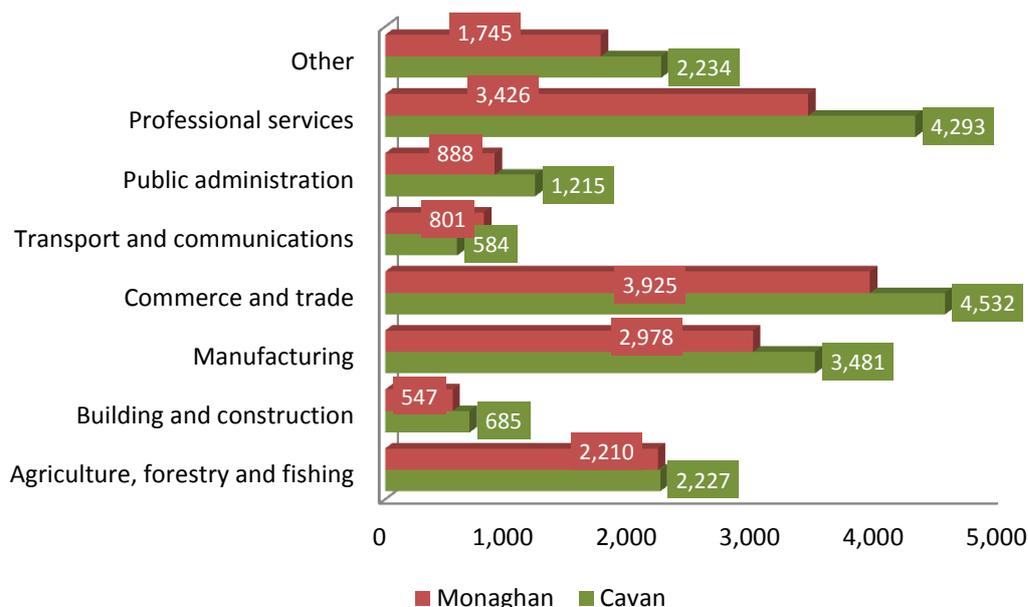


Chart 9.1

Overview of Further Education and Training Provision

At the time of planning and writing, the associated training provision relating to Counties Cavan and Monaghan had not transferred to the Education and Training Board. The transfer is scheduled to take place mid-year. Consequently the planning for the training provision was carried out as a separate process. However, the training element of the plan was finalised in consultation with the Cavan and Monaghan ETB. The planned further education and training provision will consist of about 900 courses catering for almost 9,600 learners. Of the SOLAS-funded further education and training courses, the provision in this ETB area represents: 4% of the national course provision, 3% of the beneficiaries and 3% (€13.680m) of the national investment. The further education and training provision is provided through a range of programmes outlined in Table 9.1.

Courses within programmes are categorised according to their degree of orientation towards the labour market i.e. market-led or client/learner-led. Programmes that lead to awards at Levels 5 or 6 on the National Framework of Qualifications are considered to be market-led. In addition, an occupational or career cluster classification is used to describe the course content focus.

Number of Further Education and Training Courses Planned by Programme Type			
Further Education Programmes	Number of Courses	Training Programmes	Number of Courses
Post Leaving Certificate (PLC)	211	Traineeships	6
Youthreach	60	Specific Skills Training (SST) (Long & Short)	32
Back to Education Initiative (BTEI)	145	Evening	12
Adult Literacy	202	Local Training Initiative (LTI)	5
Community Education	125	Specialist Training Programme (STP)	8
English for Speakers of Other Languages (ESOL)	49		
Co-operation Hours	43		
Total Further Education Courses	835	Total Training Courses	63

Table 9.1

Planned Further Education Provision

Further Education provision planned for 2014 includes a mix of both full-time (32%) and part-time (68%) courses. The breakdown of the percentage number of courses by programme type is outlined in the Chart 9.2.

Programmes with the highest number of courses planned are part-time and are: Adult Literacy, Community Education and Back to Education Initiative, which represent 84% of the part-time course provision. 67% of the projected number of all new course starter places available this year are on part-time courses (circa 4,200) of which almost 81% are available on the above programmes.

The majority of the part-time courses are individually-focused, based on learner needs. Part-time course provision will cater for 58% of the ETB further education beneficiaries (9,500 approximately) in 2014. Of those completing part-time programmes in 2014, the estimated average progression level is that 57% of learners will either progress to another relevant course or obtain employment, with the majority pursuing further studies. Individually some of the programmes have a much higher estimate for progression - BTEI is 93%, of which 89% are estimated to pursue further studies; Adult Literacy is 71%.

Of the part-time programme provision the Back to Education Initiative (BTEI) includes courses (16%) that have a market-led focus. The estimated outcomes from BTEI programmes for learners include: 93% achieving either a full major award or a component certificate; 4% obtaining employment and 89% progressing to another relevant course.

The full-time course provision is provided on the following programmes: Post-Leaving Certificate (PLC) which includes dispersed VTOS and Youthreach. These programmes will

cater for just over 4,000 beneficiaries, 42% of the Cavan and Monaghan ETB beneficiaries in 2014.

The Youthreach provision is provided in six centres and is aimed at early school leavers aged between 15 and 20 years. All of the provision is learner-led. It is estimated that 99% of the learners completing the programme will obtain certification, either a full major award (38%) or component certificate (61%). Youthreach will cater for 236 beneficiaries, of whom 38% are new starters.

The PLC suite of courses will provide further education to just over 3,800 people in 2014. All of the PLC courses have a market-led focus, leading to a Major Award at either Level 5 or 6 on the National Framework of Qualifications. Of the 211 PLC courses planned, almost 2,000 places are available for new starters. It is projected that nearly 100% of learners completing PLC courses will achieve certification, with 69% achieving full awards and the remainder achieving component awards. The projected progression from PLC courses is that two thirds pursue further studies and a third enter employment.

A number of the programmes provided by the Cavan and Monaghan ETB are aimed

Planned Further Education Provision by Programme Type

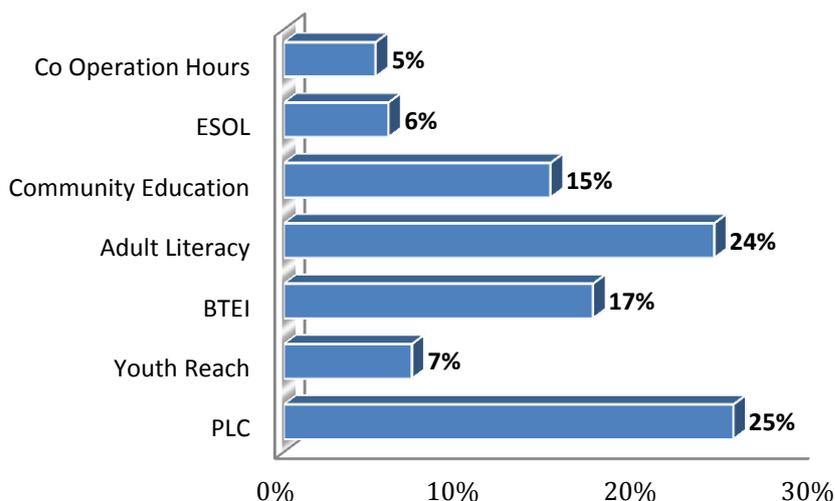


Chart 9.2

specifically at long-term unemployed persons and youth. In line with the “Pathways to Work Activation Policy” and the “Youth Guarantee Implementation Plan” specific targets and allocations have been determined for these discrete cohorts. The ETB through its various programmes progressively

targets those who have left school early and who are out of the workforce to re-engage with education. The ETB works in partnership with the DSP (Department of Social Protection), employer organisations and local businesses in order to maintain awareness of current trends and openings in the employment sector which may suit learners at various levels.

Tables 9.2 and 9.3 below provide information from the following perspective: career clusters, FE, programme type and provision. In the context of programme provision both full- and part-time courses are considered.

The Cavan and Monaghan ETB provides a range of further education courses across 15 of the 18 career clusters as outlined in Table 9.2. below.

Further Education Provision by Career Cluster			
Career Clusters	Number of Courses Planned for 2014	Estimated Number of Beneficiaries in 2014	Estimated Number of New Starter Places
Science and Technology	10	153	80
Animal Science	12	243	127
Agriculture, Horticulture and Mariculture	7	85	74
Hairdressing, Beauty and Complementary Therapies	42	747	406
Art, Craft and Media	74	887	631
Information Technology	72	833	449
Transport, Distribution & Logistics	6	118	62
Health, Family, other Social Services	90	1,605	916
Built Environment	13	189	140
Financial Services	4	61	32
Business Administration and Management	27	400	217
Tourism	6	66	34
Food and Beverage	27	292	227
Sampling Skills	13	104	96
General Learning (including Literacy, Numeracy and ICT skills)	432	3,807	2,802
Total	835	9,590	6,293

Table 9.2

Table 9.3 below provides summary data related to the Cavan Monaghan ETB Further Education provision, giving consideration to both full- and part-time Programmes.

SUMMARY OVERVIEW OF FURTHER EDUCATION PROGRAMME PROVISION

The Cavan and Monaghan ETB Area		INPUTS				OUTPUTS					OUTCOMES		
Further Education Programme Type		Number of Individual Courses to be Delivered in 2014	Number of Learners in Further Education on the 1st January 2014	Estimated Number of Learners Starting Courses in 2014	Estimated Number of Beneficiaries in 2014	Estimated Percentage of Learners Retained on Courses during 2014	Estimated Number of Beneficiaries Completing Courses in 2014	Estimated Percentage of Learners Completing Courses during 2014 that will achieve Full Award Certification	Estimated Percentage of Learners Completing Courses during 2014 that will achieve Component Award Certification	Estimated Percentage of Learners Completing Courses during 2014 that will achieve either Full Awards or Component Awards Certification (combined %)	Estimated Percentage of Learners Completing Courses during 2014 that will enter into Employment	Estimated Percentage of Learners Completing Courses during 2014 that will progress to and start a relevant course	Estimated Percentage of Learners Completing Courses during 2014 that will either enter Employment or progress to & start a relevant course (combined %)
Full-time	Post Leaving Certificate	211	1,831	1,979	3,810	83%	1,496	69%	30%	100%	33%	66%	99%
	Youthreach	60	146	90	236	97%	143	38%	61%	99%	13%	52%	66%
Sub total Full time		271	1,977	2,069	4,046	84%	1,639	67%	33%	100%	32%	65%	96%
Part-time	Back to Education Initiative	145	489	1,168	1,657	80%	1,027	13%	80%	93%	4%	89%	93%
	Adult Literacy	202	474	1,171	1,645	76%	1,258	3%	49%	53%	0%	71%	71%
	Community Education	125	70	1,078	1,148	74%	843	0%	7%	7%	2%	25%	27%
	English for Speakers of other Languages	49	189	290	479	73%	297	2%	60%	63%	3%	64%	67%
	Cooperation Hours	43	98	517	615	93%	569	0%	18%	18%	0%	0%	0%
Sub total Part-time		564	1,320	4,224	5,544	78%	3,994	5%	45%	49%	2%	55%	57%
All	Total All	835	3,297	6,293	9,590	81%	5,633	23%	41%	64%	10%	58%	68%

Table 9.3

The investment funded through SOLAS to the Cavan and Monaghan ETB for further education provision amounts to €6.833m for 2014. The outcomes are focused on accreditation (full awards and partial/component awards) along with employment and progression (progress to and start another relevant course). The estimated outcomes from the further education provision for learners completing courses are outlined in Charts 9.3 and 9.4.

Estimated Certification Outcomes for Further Education Provision

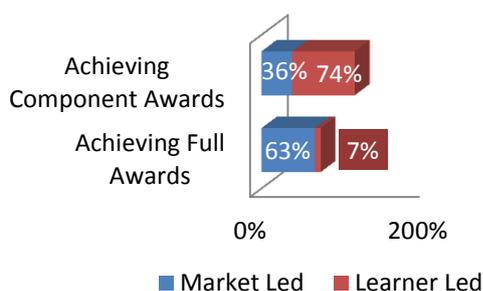


Chart 9.3

Estimated Employment/ Progression for Further Education Provision

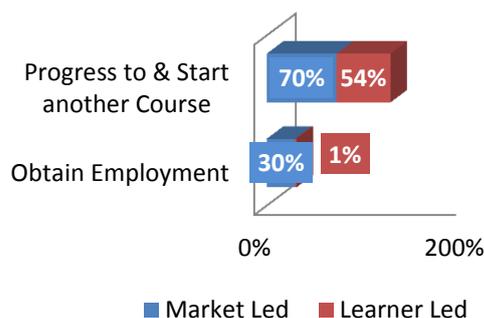


Chart 9.4

Planned Training Provision

A range of training interventions are provided, including specific skills training, traineeship and community-based training to meet the identified requirements of the individual learner and the labour market. The majority of the provision (60%) has a market-led focus equating to 38 courses and just over 570 learners. Breakdown of the provision is outlined in Chart 9.5.

All programmes have target outcomes in regard to either obtaining employment or progression to another relevant course. Excluding apprenticeship, the target percentage of learners expected to obtain employment is on average 45%.

For individual programmes this is higher e.g. traineeship (60%). The combined targeted outcome average for market-led programmes for learners obtaining a job or pursuing another course is 74%. Specific Skills Training (SST) Courses (short) are of varying durations less than six months. The courses are generally focused on delivery of a single module or few modules. SST Courses (long) typically take six months or longer to complete and are designed to meet the needs of industry across a range of sectors.

Planned Volume of Market-Led Training Programmes by Type

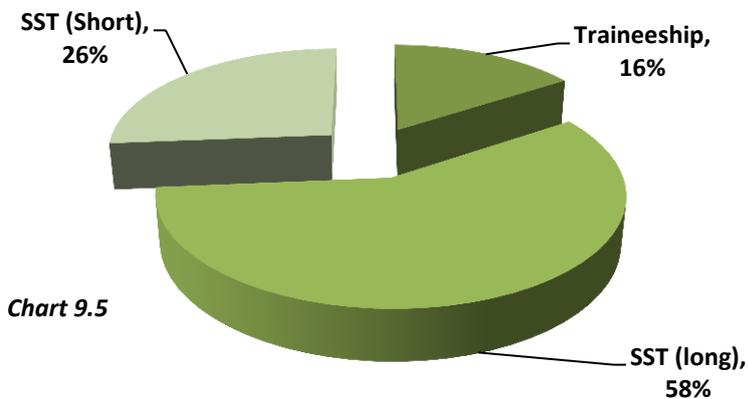


Chart 9.5

It is anticipated that just over 460 learners, 58% of whom are new starters, will participate in SST courses during 2014. Traineeships typically take from four to nine months to complete and provide occupation-specific training and integrate formal training and workplace coaching with a host employer. The projected beneficiaries for

Traineeships are just over 100.

Client- or learner-led type programmes make up 40% of course provision and are delivered through a range of programmes detailed in Chart 9.6.

Evening courses are provided on a part-time basis, - generally three hours per evening, one evening a week. The suite of evening courses is expected to cater for 134 beneficiaries. The Specialist Training Programme provides training for persons with a disability, through dedicated training facilities in the towns of Cavan and Monaghan catering for 85 beneficiaries with a third of the places available for new starters.

Planned Volume of Learner-Led Training Programmes by Type

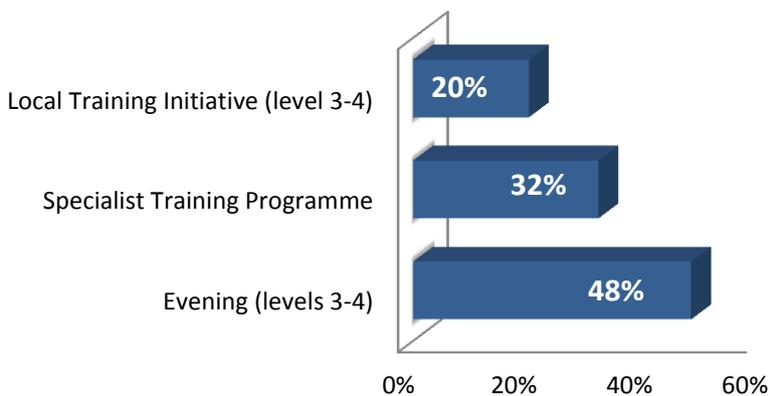


Chart 9.6

It is projected that 100 learners will partake in LTI courses and about 50% are new starters. The LTI programme is designed for people who are unemployed, primarily those aged 18–35 years who are experiencing difficulty in gaining entry to the labour market due to personal, social or geographic disadvantage.

The array of training provision across both market and client led courses will enable learners to acquire relevant technical and/or generic skills at various levels. The provision mix provided through a range of accredited courses, is designed to meet the needs of a variety of workplaces and occupations. Training is provided in 6 of the 18 Career Clusters - see details in Table 9.4.

Training Provision by Career Cluster			
Career Cluster	Number of Courses Planned 2014	Estimated Number of Beneficiaries	Estimated Number of New Starter Places
Information Technology	8	144	72
Health, Family, other Social Services	4	72	0
Built Environment	1	18	18
Financial Services	3	54	0
Business Administration and Management	22	274	202
Supported training	13	185	79
Yet to be allocated (Market-/Client-Led only)	12	148	112
Total	63	895	483

Table 9.4

The investment in training provision funded through SOLAS in Counties Cavan and Monaghan amounts to €6.846m for 2014. The outcomes are focused on accreditation (full awards and partial/component awards) along with employment and progression (progress to and start another relevant course). The targeted outcomes (overall average percentage) for the training provision in regard to learners completing courses are outlined in Charts 9.7 and 9.8.

Targeted Training Provision Certification Outcomes

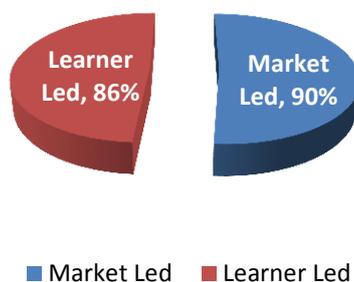


Chart 9.7

Targeted Training Provision Employment/ Progression Outcomes

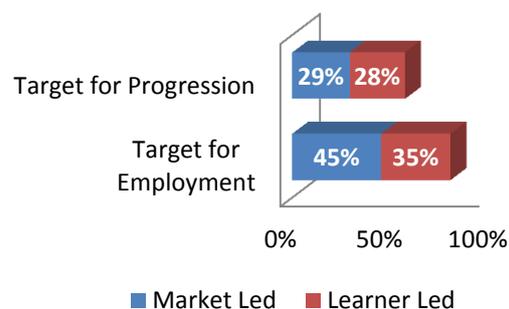


Chart 9.8

Summary of Further Education and Training Provision

A wide range of further education and training interventions will be delivered in counties Cavan and Monaghan in 2014. Through the various programmes it is intended to provide learning opportunities for a number of learner cohorts and the expected number of beneficiaries will be approximately 10,500 spread over 890plus courses. It is estimated that approximately 65% of the beneficiaries are new starters. The overall investment in further education and training for counties Cavan and Monaghan will be €13.680m. Table 9.5 outlines the overall average percentage outcomes relating to the estimates for further education and the targets for training provision for learners completing courses; for certification combining both full awards and partial awards; and for learners obtaining employment or progressing i.e. progress to and start another relevant course.

Summary of Further Education and Training Provision Outcomes

Provision	Certification Total	Employment/Progression Total
Further Education Estimates	89%*	70%
Training Targets	87%	69%**

Table 9.5

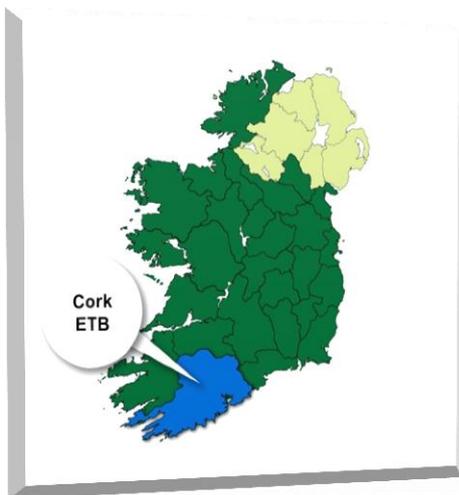
* Summary of Further Education certification estimates relate to courses at Levels 1-6 only on the NFQ.

** Training employment and progression targets are based on the "2013 Follow-Up Survey of FÁS Clients".

Section 10. The Cork Education and Training Board

Area Profile

Cork ETB serves a diverse population of in excess of 519,032 people (CSO Census 2011). Cork County is the largest county by area in the country. Cork City, with a population of 119,230 is the largest urban centre in the region. Population concentrations outside of Cork City are extremely diverse, with large (and increasing) population in the towns and regions covered by the Cork Area Strategic Plan (CASP¹⁸), including the towns of Midleton, Carrigtwohill, Carrigaline, Ballincollig and Blarney, and



the ring towns and rural hinterlands of Bandon, Macroom, Mallow, Fermoy, Youghal and Kinsale. Outside of the CASP area population concentrations are significantly lower and more widely dispersed.

Within the region, over 40% of the population is under 25 years of age. The total second level school population in Cork County was 43,594 in 2012-13 (DES), with a consequent high level of school leavers coming onto the education and employment market year on year. The region has the lowest population of over 65s in Europe, at 11% of the total population. Population growth in the county is averaging 2.5% per annum, and while the unemployment rate for the county stands at 11.1%, this is below the national average.

As unemployment continues to impact significantly on Irish society, all research indicates that the most “at risk” group of unemployed are those who have not completed second-level education.

Analysis by the SOLAS SLMRU indicates that:

- 46% of unemployed persons were under 25, with the highest percentage (30%) aged 25-34.
- 28% of the unemployed had less than higher secondary education qualifications.
- 27% were previously employed in construction while a further 14% had been in the wholesale and retail trade and 11% in Industry.

¹⁸ CASP covers an area determined by a journey time of about 45 minutes from Cork City (CASP 2001)

Persons at Work by Industry Type in Cork (CSO 2011)

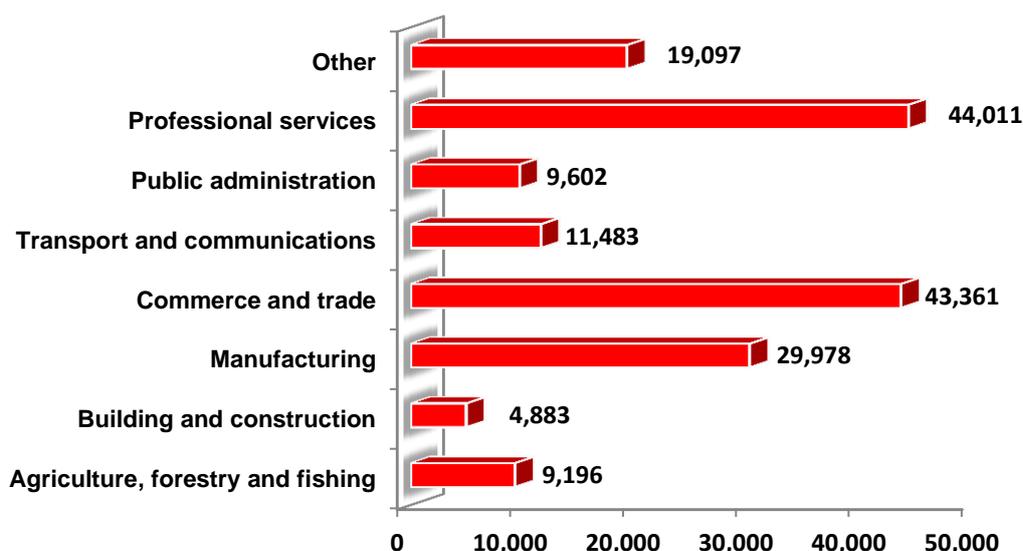


Chart 10.1

Overview of Further Education and Training Provision

At the time of planning the former FÁS Training Centre in Cork and the associated training provision had not transferred to the Education and Training Board. The transfer took place at the end of December 2013. Consequently, the planning for the training provision was carried out as a separate process. However the training element of the plan was finalised in collaboration with the Cork ETB. During 2014 the Cork ETB has planned further education and training provision of almost 1,300 courses, catering for just over 35,000 learners including nearly 700 apprentices. Of the SOLAS-funded further education and training courses, the provision in this ETB area represents 6% of the national course provision, 10% of the beneficiaries and 9% (€44.477m) of the national investment. The further education and training provision is provided through a range of programmes outlined in Table 10.1. The provision includes apprenticeship training at phases two, four and six.

Courses within programmes are categorised according to their degree of orientation towards the labour market i.e. market-led or client/learner-led. Programmes that lead to awards at Levels 5 or 6 on the National Framework of Qualifications are considered to be market-led. In addition, an occupational or Career Cluster classification is used to describe the course content focus.

Number of Further Education and Training Courses Planned by Programme Type			
Further Education Programmes	Number of Courses	Training Programmes	Number of Courses
Post Leaving Certificate (PLC)	211	Traineeships	18
Vocational Training Opportunities Scheme (VTOS)	9	Specific Skills Training (SST) (Long & Short)	102
Youthreach	44	Blended	1
Back to Education Initiative (BTEI)	184	Evening	43
Adult Literacy	331	Sponsored	26
Community Education	110	Refresher	3
Youth Provision	102	Community Training Centre (CTC)	12
		Local Training Initiative (LTI)	20
		Specialist Training Programme (STP)	17
		Libraries	6
		Bridging	5
		Apprenticeship	48
Total Further Education Courses	991	Total Training Courses	301

Table 10.1

Planned Further Education Provision

Further Education provision planned for 2014 includes a mix of both full-time (27%) and part-time (73%) courses. The breakdown of the percentage number of courses by programme type is outlined in Chart 10.2. The highest volume of part-time courses planned are Adult Literacy and BTEI. 70% of the projected number of all new course starter places available this year are on part-time courses (circa 14,300). The majority (96%) of the part-time courses are focused on learner needs. Part-time course provision will cater for 62% of the ETB further education beneficiaries (18,400 approximately) in 2014.

The Adult Literacy programme is expected to cater for almost 6,000 learners, of which just over two-thirds of the places are available for new starters. The Adult Literacy Service provides a range of options for learners with literacy, numeracy and basic education deficits. The majority of the programmes provided are at Levels 2 and 3 on the National Framework of Qualifications and lead towards the General Learning Award. The estimated outcomes for this programme are 59% attaining certification and 74% progressing to another relevant course. The Community Education courses are mainly uncertified and are provided in a wide range of locations across the city and county. Approximately 8,500 learners will avail of learning opportunities on this programme. 37% of the Cork ETB further education new starter places are available through this programme. Estimated outcome for learners completing this programme is for 79% to progress to further studies.

Planned Further Education Provision by Programme Type

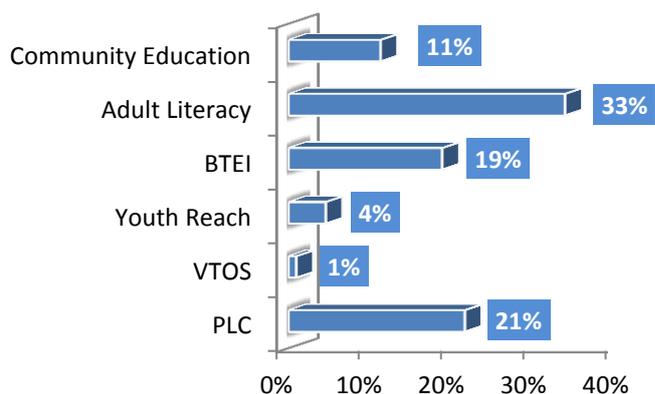


Chart 10.2

Of those completing part-time programmes in 2014, the estimated progression level is 66% of learners either progressing to another relevant course or obtaining employment, with the majority (63%) pursuing further studies.

The part-time provision includes programmes with market-led courses. These programmes include in their provision: employment focused courses; the Back to Education Initiative (BTEI) (15%) with almost 400 beneficiaries; and Community Education (5%) with 76 beneficiaries. The estimated outcomes from the BTEI suite of courses include 55% of learners either obtaining employment or progressing to another relevant course and 85% achieving certification. Of the learners completing BTEI market-led programmes it is expected that 20% will enter into employment with a further 39% pursuing another relevant course and 93% achieving certification.

The full-time course provision is provided on the following programmes; Post Leaving Certificate (PLC), Vocational Training Opportunities Scheme (VTOS) and Youthreach. These programmes will cater for just over 11,000 beneficiaries, i.e. 38% of Cork ETB beneficiaries in 2014.

The PLC suite of courses will provide further education to just over 10,000 people in 2014 and has the highest volume of learners associated with it. The courses are delivered in 16 colleges throughout the city and county. All of the PLC courses have a market-led focus, leading to a Major Award at either Level 5 or 6 on the National Framework of Qualifications. Of the 211 PLC courses planned, nearly 5,700 places are available for new starters. It is projected that nearly 91% of learners completing PLC courses will either achieve a full award (71%) or component awards (20%). The estimated combined outcome for PLC courses in regard to learners obtaining employment or pursuing another relevant course is 82%.

Just under half of the VTOS course provision is market-led. Expected beneficiaries are about 80, of whom three-quarters are new course starters. The Youthreach provision is all learner-led and is provided in eleven centres. The programme is aimed at early school leavers aged between 15 and 20 years. The learner-focused course delivery through VTOS and Youthreach will cater for about an additional 687 beneficiaries of whom nearly 270 are new starters. Estimated outcomes, combined for employment and progression to another course, for all VTOS and Youthreach courses are 100% and 77% respectively.

A number of the programmes provided by the Cork ETB are aimed specifically at long-term unemployed persons and youth. In line with the "Pathways to Work Activation Policy" and

the “Youth Guarantee Implementation Plan”, specific targets and allocations have been determined for these discrete cohorts. Active engagement with DSP (Department of Social Protection) has taken place to agree overall approaches and strategies. This engagement will continue to ensure that provision meets the needs of the local learner, community and employers.

Tables 10.2 and 10.3 below provide information from the following perspective; career clusters, FE, programme type and provision. In the context of programme provision both full- and part-time courses are considered.

The Cork ETB provides a range of further education courses across 17 of 18 Career Clusters as outlined in Table 10.2. below.

Further Education Provision by Career Cluster			
Career Clusters	Number of Courses Planned for 2014	Estimated Number of Beneficiaries in 2014	Estimated Number of New Starter Places
Science and Technology	5	214	120
Animal Science	7	419	229
Agriculture, Horticulture and Mariculture	15	395	199
Hairdressing, Beauty and Complementary Therapies	18	1,335	714
Art, Craft and Media	124	2,769	1,354
Information Technology	66	1,354	808
Transport, Distribution & Logistics	1	40	22
Sales and Marketing	9	184	97
Health, Family, other Social Services	95	3,558	1,805
Built Environment	2	70	39
Financial Services	2	126	69
Business Administration and Management	57	1,731	979
Natural Resources	10	149	24
Tourism	12	433	245
Food and Beverage	12	361	167
Sampling Skills	41	431	360
General Learning (including Literacy, Numeracy and ICT skills)	515	15,945	13,118
Total	991	29,514	20,349

Table 10.2

Table 10.3 below provides summary data related to the Cork ETB Further Education provision, giving consideration to both full- and part-time Programmes.

SUMMARY OVERVIEW OF FURTHER EDUCATION PROGRAMME PROVISION

The Cork ETB		INPUTS				OUTPUTS					OUTCOMES		
Further Education Programme Type		Number of Individual Courses to be Delivered in 2014	Number of Learners in Further Education on the 1st January 2014	Estimated Number of Learners Starting Courses in 2014	Estimated Number of Beneficiaries in 2014	Estimated Percentage of Learners Retained on Courses during 2014	Estimated Number of Beneficiaries Completing Courses in 2014	Estimated Percentage of Learners Completing Courses during 2014 that will achieve Full Award Certification	Estimated Percentage of Learners Completing Courses during 2014 that will achieve Component Award Certification	Estimated Percentage of Learners Completing Courses during 2014 that will achieve either Full Awards or Component Awards Certification (combined %)	Estimated Percentage of Learners Completing Courses during 2014 that will enter into Employment	Estimated Percentage of Learners Completing Courses during 2014 that will progress to and start a relevant course	Estimated Percentage of Learners Completing Courses during 2014 that will either enter Employment or progress to & start a relevant course (combined %)
Full-time	Post Leaving Certificate Vocational Training Opportunities Scheme	211	4,671	5,699	10,370	82%	4,671	71%	20%	91%	43%	39%	82%
	Youthreach	9	54	100	154	100%	54	100%	0%	100%	35%	65%	100%
		44	382	230	612	87%	290	48%	35%	83%	26%	50%	77%
	Sub total Full time	264	5,107	6,029	11,136	83%	5,015	70%	20%	90%	42%	40%	82%
Part-time	Back to Education Initiative	184	1,034	1,167	2,201	84%	1,255	24%	61%	85%	10%	44%	55%
	Adult Literacy	331	2,032	3,748	5,780	83%	3,212	23%	36%	59%	6%	74%	80%
	Community Education	110	992	7,498	8,490	84%	7,086	1%	4%	5%	1%	79%	80%
	Youth Provision	102	0	1,907	1,907	98%	1,907	0%	0%	0%	0%	0%	0%
Sub total Part-time	727	4,058	14,320	18,378	85%	13,460	8%	17%	25%	3%	63%	66%	
All	Total All	991	9,165	20,349	29,514	84%	18,475	25%	18%	42%	14%	57%	70%

Table 10.3

The investment funded through SOLAS to the Cork ETB for further education provision amounts to €17.663m for 2014. The outcomes are focused on accreditation (full awards and partial/component awards) along with employment and progression (progress to and start another relevant course). The estimated overall average percentage outcomes from the further education provision for learners completing courses are outlined in Charts 10.3 and 10.4.

Estimated Certification Outcomes for Further Education Provision

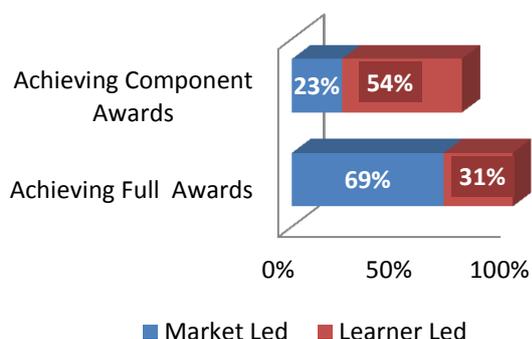


Chart 10.3

Estimated Employment/ Progression Outcomes for Further Education Provision

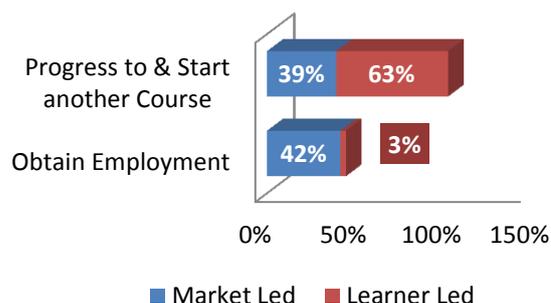


Chart 10.4

Planned Training Provision

A range of training interventions are provided including; specific skills training, traineeship, apprenticeship and community-based training to meet the identified requirements of the individual learner and the labour market. Most of the provision (including apprenticeship) has a market-led focus (66%) equating to 200 courses and almost 4,000 learners. Breakdown of the provision is outlined in Chart 10.5.

All programmes have set target outcomes for obtaining employment or progression to another relevant course. Excluding apprenticeship, the target percentage of learners expected to obtain employment is on average 45%. For individual programmes this is higher e.g. traineeship (60%). The combined targeted outcome (average) for market-led programmes (excluding apprenticeship) for learners obtaining a job or pursuing another course is 74%.

Planned Volume of Market Led Training Programmes by Type

Specific Skills Training (SST) Courses (short) are of varying durations less than six months. The courses are generally focused on delivery of a single module or few modules.

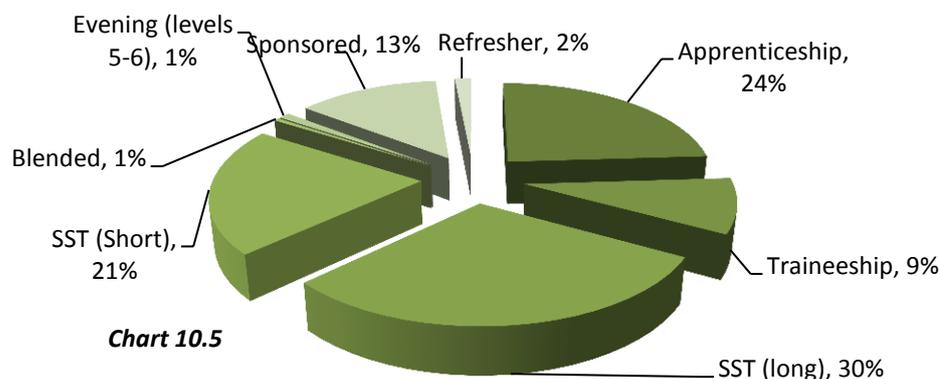


Chart 10.5

SST Courses (long) typically take six months or longer to complete and are designed to meet the needs of industry across a range of sectors. It is anticipated that just over 1,800 learners will participate in both long and short SST courses during 2014 and 84% of the places available are for new starters. The target outcomes from SST courses are: for employment, 40% for short courses and 43% for long courses; and for learners pursuing further studies, 33% and 28% respectively.

Client- or learner-led type programmes make up 34% of course provision and are delivered through a range of programmes detailed in Chart 10.6. Evening courses are provided on a part-time basis, generally three hours per evening, one evening a week. Forty one Evening courses at Levels 3-4 on the NFQ are planned and the expected number of beneficiaries will be just over 600, equating to a third of all learner-led course beneficiaries. Targeted employment outcome is 44%.

Local Training Initiatives (LTI) at Levels 3-4 on the NFQ will provide training for about 400 learners, with two-thirds of the places available for new starters.

Planned Volume of Learner Led Programmes by Type

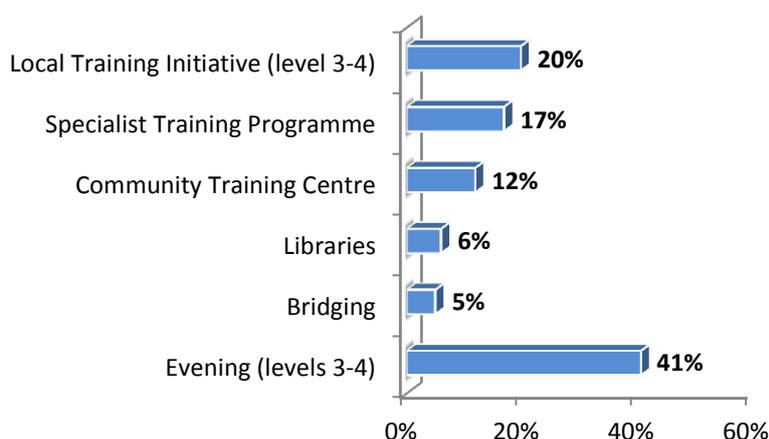


Chart 10.6

Centres providing learning opportunities for over 200 beneficiaries. These courses are designed to meet the needs of early school leavers. The combined overall targeted outcomes for learners completing courses, obtaining employment or progressing to another relevant course are for LTI 63%; STP 70%; and CTC 54%.

The array of training provision across both market- and client-led courses will enable learners to acquire relevant technical and/or generic skills at various levels. The provision mix provided through a range of accredited courses, is designed to meet the needs of a variety of workplaces and occupations. Training is provided in 10 of the 18 Career Clusters, see details in Table 10.4.

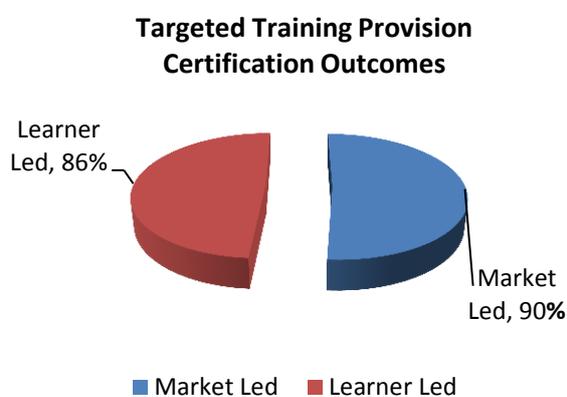
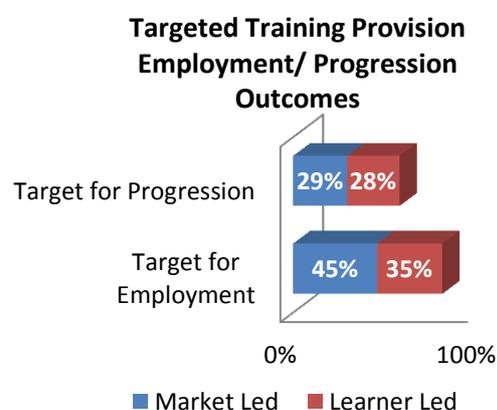
The Specialist Training Programme (STP) provides training for persons with a disability, through dedicated training facilities in five locations. About 300 learners will avail of training through the STP suite of courses, of which a third of the places are available for new starters.

The Cork ETB has three Community Training

Training Provision by Career Cluster			
Career Cluster	Number of Courses Planned 2014	Estimated Number of Beneficiaries	Estimated Number of New Starter Places
Information Technology	36	662	592
Transport, Distribution & Logistics	18	286	246
Sales and Marketing	5	93	36
Health, Family, other Social Services	40	645	573
Built Environment	44	890	867
Financial Services	6	114	114
Business Administration and Management	40	989	824
Manufacturing	49	903	809
Natural Resources	15	128	128
Supported training	48	948	446
Total	301	5,658	4,635

Table 10.4

The investment funded through SOLAS to the Cork ETB for training provision amounts to €26.814m for 2014. The outcomes are focused on accreditation (full awards and partial/component awards) along with employment and progression (progress to and start another relevant course). The targeted outcomes from the training provision for learners completing courses are outlined in Charts 10.7 and 10.8.

**Chart 10.7****Chart 10.8**

The training centre in Cork provides Apprenticeship Phase Two training courses. The Apprenticeship Phase Two training planned represents 5% of the overall training provision. During 2014, 700 apprentices are scheduled to partake in off-the-job training at phases two (188), four (272) and six (240). Table 10.5 shows the family of trades in which the 700 apprentices are engaged.

Off-the-Job Apprenticeship Training by Family of Trade			
Family of Trade	Phase 2	Phase 4	Phase 6
Motor	✓	✓	✓
Construction	✓	✓	✓
Electrical	✓	✓	✓
Engineering		✓	✓

Table 10.5

The investment in Apprenticeship training in the region is €3.648m. The Career Clusters associated with the apprenticeship training are outlined in Table 10.6.

Off-the-Job Apprenticeship Training by Career Cluster		
All phases	Number of Courses	Estimated Number of Beneficiaries
Built Environment	23	353
Manufacturing	25	347
Total	48	700

Table 10.6

Summary of Further Education and Training Provision

A wide range of further education and training interventions will be delivered by the Cork ETB in 2014. Through the various programmes it is intended to provide learning opportunities for a number of learner cohorts and the expected number of beneficiaries will be in excess of 35,000, spread over almost 1,300 courses. It is estimated that 71% of the beneficiaries will be new starters. The overall investment in further education and training provision funded through SOLAS for the Cork ETB area amounts to €44.477m. Table 10.7 outlines the overall average percentage outcomes relating to the estimates for further education and the targets for training provision for learners completing courses; for certification combining both full awards and partial awards; and for learners obtaining employment or progressing i.e. progress to and start another relevant course.

Summary of Further Education and Training Provision Outcomes		
Provision	Certification Total	Employment/Progression Total
Further Education Estimates	88%*	70%
Training Targets	87%	69%**

Table 10.7

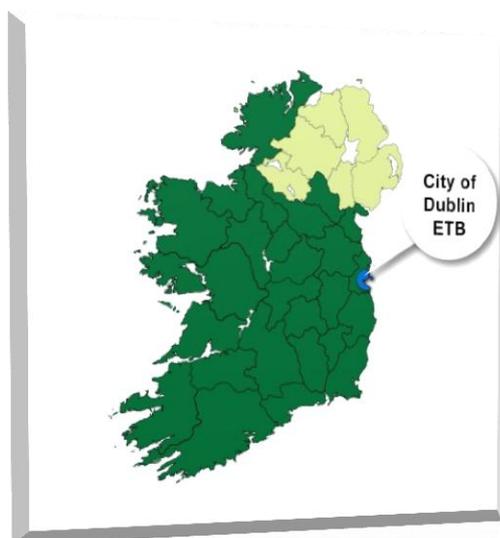
* Summary of Further Education certification estimates relate to courses at Levels 1-6 only on the NFQ.

** Training employment and progression targets are based on the "2013 Follow-Up Survey of FÁS Clients".

Section 11. The City of Dublin Education and Training Board

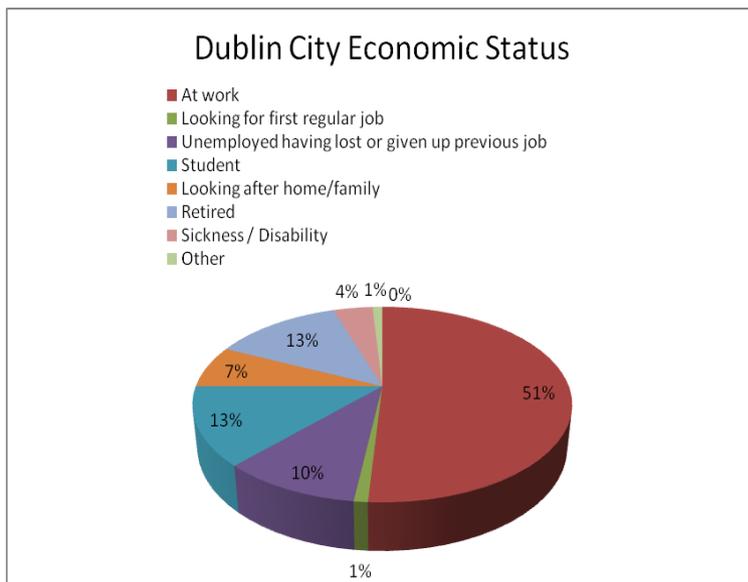
Area Profile

Census 2011 showed that Dublin City has a total population of 527,612. This is an increase of 21,401 from Census 2006. The age cohorts at the time were: 15-24 year olds, 76,620; 25-44 year olds, 196,090; and 45-64 year olds, 108,383. It is important to note that there is a drop in the 15-25 age group and a corresponding increase in the 25-44 age group. The 2011 Census also showed that 4,635 adults (1.3% of adults over 15 years of age) stated that they have no formal education level; 56,817 (15.8%) stated that they have only achieved primary education; and 50,840 (14.2%) state that they have achieved less than upper-second-level. This indicates that almost 31.3% of the adult population has less than second-level attainment. The link between education attainment and employment opportunities is clear, and those adults who have lost their jobs in the economic downturn run the serious risk of becoming long-term unemployed.



While the Dublin region is the most affluent region of Ireland, Dublin City is the second most disadvantaged local authority area within the region. (*2011 Pobal HP Deprivation Index February 2013*). This study, measuring affluence/deprivation, shows that of the 162 electoral districts in Dublin City, 49 are marginally above average and 49 are below average. However 24 electoral districts fall into the category of being disadvantaged and three as being 'very disadvantaged'. The most disadvantaged parts of the city are Coolock, Darndale, Ballymun, Finglas, Cabra, Kilmainham, Cherry Orchard and Walkinstown. Dublin Inner City contains significant clusters of high deprivation.

Over the past five years, male unemployment in Dublin City has almost doubled, reaching 22.3% in 2011. Female unemployment rates increased by 5.3%, reaching 14.3% in 2011. Unemployment rates in individual electoral districts reached levels well above those prevailing country-wide. Electoral districts with rates of unemployment exceeding 20% include; Ballymun, Priorswood, Kilmore, Finglas and Cherry Orchard.

**Chart 11.1**

The Labour market in Dublin is still strongly influenced by the economic downturn and a large number of jobs are expected to arise only from replacement demand. However, in light of the most recent Forfás report (2013), modest recovery is expected in the construction sector. Labour market analyses also indicate opportunities in retail, the ICT sector, creative industries, sustainable energy, construction and business services. Individuals will be required to have a combination of technical expertise with

personal effectiveness, development of relationships that are more international and cross cultural as opposed to local and national. Reports from Forfás indicate that there will be future skills requirements in the green economy, food and beverage, wholesale and retail sectors.

Overview of Further Education and Training Provision

At the time of planning, the former FÁS Training Centres in Finglas and Ballyfermot and the associated provision relating to City of Dublin had not transferred to the Education and Training Board. The transfer took place at the end of December 2013. Consequently, the planning for the training provision was carried out as a separate process. However the training element of the plan was finalised in collaboration with the City of Dublin ETB. During 2014 the City of Dublin ETB has planned further education and training provision of almost 4,000 courses catering for just over 51,000 learners, including nearly 1,100 apprentices. Of the SOLAS-funded further education and training courses, the provision in this ETB area represents 18% of the national course provision, 15% of the beneficiaries and 15% (€75.192m) of the national investment. The FET provision is provided through a range of programmes outlined in Table 11.1. The provision includes apprenticeship training at phases two, four and six.

Courses within programmes are categorised according to their degree of orientation towards the labour market i.e. market-led or client/learner-led. Programmes that lead to awards at Levels 5 or 6 on the National Framework of Qualifications are considered to be market-led. In addition, an occupational or Career Cluster classification is used to describe the course content focus.

Number of Further Education and Training Courses Planned by Programme Type			
Further Education Programmes	Number of Courses	Training Programmes	Number of Courses
Post Leaving Certificate (PLC)	760	Traineeships	39
Vocational Training Opportunities Scheme (VTOS)	100	Specific Skills Training (SST) (Long & Short)	141
Youthreach	60	Evening	243
Back to Education Initiative (BTEI)	274	Sponsored	15
Adult Literacy	935	Community Training Centre (CTC)	34
Community Education	742	Local Training Initiative (LTI)	17
English for Speakers of Other Languages (ESOL)	211	Specialist Training Programme (STP)	38
Cooperation Hours	298	Bridging	18
		Justice Workshops	2
		Apprenticeship	72
Total Further Education Courses	3,380	Total Training Courses	619

Table 11.1

Planned Further Education Provision

Further Education provision planned for 2014 includes a mix of both full-time (27%) and part-time (73%) courses. The breakdown of the percentage number of courses by programme type is outlined in Chart 11.2. The highest volume of part-time courses planned are Adult Literacy Programmes and Community Education. 57% of the projected number of all new course starter places available this year are on part-time courses (circa 13,500). The majority (94%) of the part-time courses are focused on learner needs. Part-time course provision will cater for 52% of the ETB further education beneficiaries (21,500 approx.) in 2014.

The Adult Literacy programme is expected to cater for 6,170 learners, of which just over half of the places available are for new starters. Just less than half of the learners in the literacy programmes are registered unemployed and a significant portion of them are long-term unemployed.

The Community Education courses are mainly uncertified, are provided in over 200 centres across the city, and will provide learning opportunities for nearly 7,000 learners. Just over a fifth of the City of Dublin ETB further education new starter places are available through this programme. The focus of this programme is two-fold. Firstly, to provide courses at community level, engaging the adult returning to education in an area of interest in the expectation that they will begin the return journey to certified education and training. Secondly, it provides courses to specific target groups in co-operation with other organisations targeting isolated older persons, people with disabilities, people suffering from homelessness or drug addiction.

Of those completing part-time programmes in 2014, the estimated progression level is 64% of learners that will either progress to another relevant course or obtain employment, with the majority (58%) pursuing further studies.

The part-time provision includes programmes with market-led courses. These programmes include in their provision: employment-focused courses; the Back to Education Initiative (BTEI) (35%) with 1,280 beneficiaries; Community Education (1%) with 176 beneficiaries; and English for Speakers of other Languages (ESOL) (2%) with 74 beneficiaries. The estimated outcomes from the BTEI suite of courses include for learners - 21% obtaining employment, 69% progressing to another relevant course, and 92% achieving certification. Of the learners completing BTEI market-led programmes it is expected that 22% will enter into employment with a further 75% pursuing another relevant course.

The full-time course provision is provided on the following programmes: Post Leaving Certificate (PLC), Vocational Training Opportunities Scheme (VTOS), and Youthreach. These programmes will cater for just over 19,600 beneficiaries - 48% of City of Dublin ETB further education beneficiaries in 2014. The PLC suite of courses will provide further education to just over 17,000 people in 2014, and has the highest volume of learners associated with it. All of the PLC courses have a market-led focus, leading to a Major Award at either Level 5 or

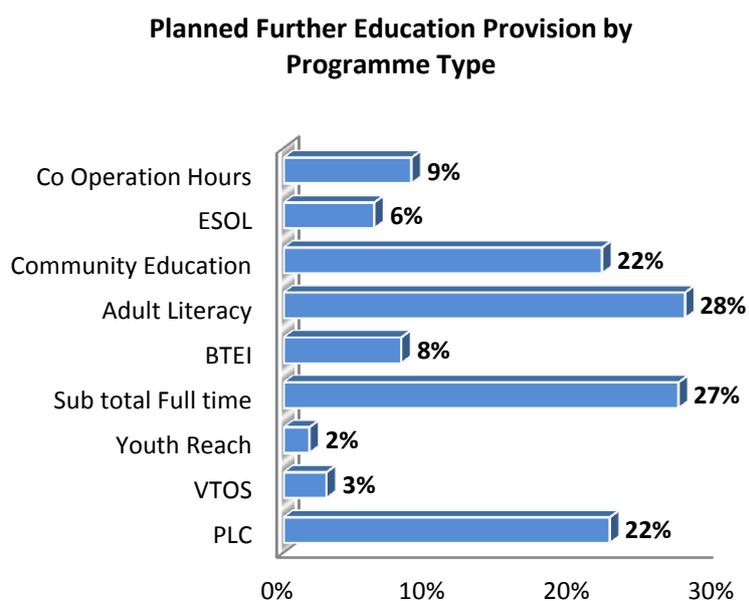


Chart 11.2

The Youthreach provision is provided in a number of centres and is aimed at early school-leavers aged between 15 and 20 years. 95% of the VTOS course provision is market-led, expected beneficiaries is about 1,500 of which 56% are new course starters. The learner-focused course delivery through VTOS and Youthreach will cater for about an additional 840 beneficiaries of which nearly 360 are new starters. Estimated outcomes combined for employment and progression to another course are; VTOS 82%, and Youthreach 65%.

A number of the programmes provided by City of Dublin ETB are aimed specifically at long-term unemployed persons and youth. In line with the "Pathways to Work Activation Policy" and the "Youth Guarantee Implementation Plan" specific targets and allocations have been determined for these discrete cohorts. To achieve this it is intended that consultation

6 on the National Framework of Qualifications. Of the 760 PLC courses planned, nearly 9,000 places are for new starters. It is projected that marginally above 87% of learners completing PLC courses will either achieve a full award (57%) or component awards (31%). The estimated combined outcome for PLC courses in regard to learners obtaining employment or pursuing another relevant course is 79%.

meetings with DSP (Department of Social Protection) are scheduled during 2014. The provision planned is intended to target the preliminary needs of learners who have been assigned low, medium and high PEX scores and support their re-integration into the workforce. A structured programme of information visits to the colleges and centres by case officers and management staff will ensure a best-fit referral to courses.

Tables 11.2 and 11.3 below provide information from the following perspective; career clusters, FE, programme type and provision. In the context of programme provision both full- and part-time courses are considered.

The City of Dublin ETB provides a range of further education courses across 17 of 18 career clusters as outlined in Table 11.2.

Further Education Provision by Career Cluster			
Career Clusters	Number of Courses Planned for 2014	Estimated Number of Beneficiaries in 2014	Estimated Number of New Starter Places
Science and Technology	23	467	247
Animal Science	6	141	72
Agriculture, Horticulture and Mariculture	45	571	408
Hairdressing, Beauty and Complementary Therapies	37	823	437
Art, Craft and Media	502	7,625	4,660
Information Technology	136	2,016	1,133
Sales and Marketing	9	150	87
Health, Family, other Social Services	426	7,782	4,288
Built Environment	11	198	120
Financial Services	16	293	153
Business Administration and Management	192	3,689	1,995
Manufacturing	2	48	25
Natural Resources	2	37	24
Tourism	28	573	343
Food and Beverage	31	412	250
Sampling Skills	51	781	487
General Learning (including Literacy, Numeracy and ICT skills)	1,863	15,540	9,073
Total	3,380	41,146	23,802

Table 11.2

Table 11.3 below provides summary data related to the City of Dublin ETB, Further Education provision giving consideration to both full- and part-time Programmes.

SUMMARY OVERVIEW OF FURTHER EDUCATION PROGRAMME PROVISION

The City of Dublin ETB		INPUTS				OUTPUTS					OUTCOMES		
Further Education Programme Type		Number of Individual Courses to be Delivered in 2014	Number of Learners in Further Education on the 1st January 2014	Estimated Number of Learners Starting Courses in 2014	Estimated Number of Beneficiaries in 2014	Estimated Percentage of Learners Retained on Courses during 2014	Estimated Number of Beneficiaries Completing Courses in 2014	Estimated Percentage of Learners Completing Courses during 2014 that will achieve Full Award Certification	Estimated Percentage of Learners Completing Courses during 2014 that will achieve Component Award Certification	Estimated Percentage of Learners Completing Courses during 2014 that will achieve either Full Awards or Component Awards Certification (combined %)	Estimated Percentage of Learners Completing Courses during 2014 that will enter into Employment	Estimated Percentage of Learners Completing Courses during 2014 that will progress to and start a relevant course	Estimated Percentage of Learners Completing Courses during 2014 that will either enter Employment or progress to & start a relevant course (combined %)
Full-time	Post Leaving Certificate Vocational Training Opportunities Scheme	760	8,152	8,983	17,135	79%	8,152	57%	31%	87%	28%	51%	79%
	Youthreach	100	715	877	1,592	70%	715	94%	0%	94%	33%	49%	82%
		60	499	395	894	58%	499	11%	88%	99%	18%	46%	65%
	Sub total Full time	920	9,366	10,255	19,621	78%	9,366	57%	31%	88%	28%	50%	78%
Part-time	Back to Education Initiative	274	1,402	2,271	3,673	74%	1,899	0%	92%	92%	21%	69%	90%
	Adult Literacy	935	2,913	3,257	6,170	91%	5,612	8%	29%	37%	3%	60%	63%
	Community Education	742	1,833	5,081	6,914	86%	5,891	0%	14%	14%	3%	43%	46%
	English for Speakers of other Languages	211	1,080	1,305	2,385	76%	1,080	0%	34%	34%	21%	76%	98%
	Cooperation Hours	298	750	1,633	2,383	65%	1,545	0%	60%	60%	0%	85%	85%
Sub total Part-time	2,460	7,978	13,547	21,525	82%	16,027	3%	34%	37%	6%	58%	64%	
All	Total All	3,380	17,344	23,802	41,146	80%	25,393	23%	33%	56%	14%	55%	70%

Table 11.3

The investment funded through SOLAS to the City of Dublin ETB for further education provision amounts to €35.631m for 2014. The outcomes are focused on accreditation (full awards and partial/component awards) along with employment and progression (progress to and start another relevant course). The estimated overall average percentage outcomes from the further education provision for learners completing courses are outlined in Charts 11.3 and 11.4.

Estimated Certification Outcomes for Further Education Provision

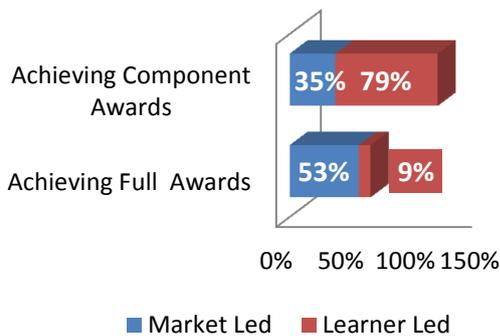


Chart 11.3

Estimated Employment/ Progression Outcomes for Further Education Provision

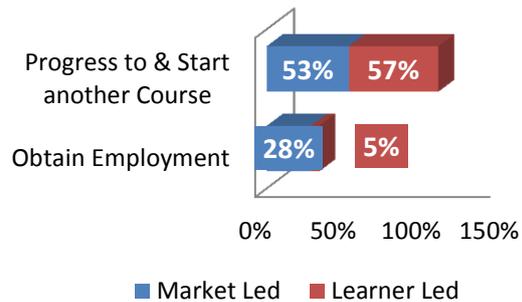


Chart 11.4

Planned Training Provision

A range of training interventions are provided, including specific skills training, traineeship, apprenticeship and community-based training to meet the identified requirements of the individual learner and the labour market. Most of the provision (including apprenticeship) has a market-led focus (54%) equating to just over 330 courses and 4,700 learners. Breakdown of the provision is outlined in Chart 11.5. All programmes have set target outcomes for obtaining employment or progression to another relevant course. Excluding apprenticeship the target percentage of learners expected to obtain employment is on average 45%. For individual programmes this is higher e.g. traineeship (60%). The combined targeted outcome (average) for market led programmes (excluding apprenticeship) for learners obtaining a job or pursuing another course is 74%.

Planned Volume of Market Led Programmes by Type

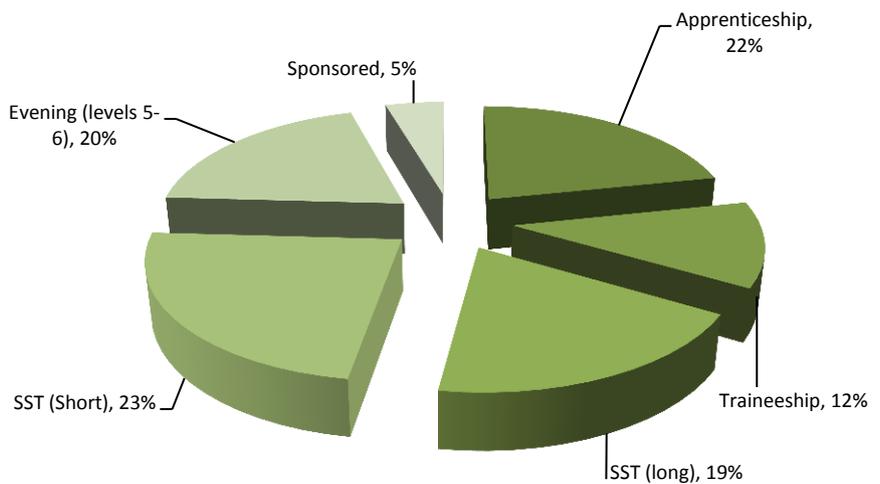


Chart 11.5

Specific Skills Training (SST) Courses (short) are of varying durations less than six months. The courses are generally focused on delivery of a single module or few modules. SST Courses (long) typically take six months or longer to complete and are designed to meet the needs of industry across a range of sectors. It is anticipated that just over 2,000 learners will participate in both long and short SST courses during 2014 and 80% of the places available are for new starters. The target outcomes from SST courses are for employment, 40% for short courses and 43% for long courses; and for learners pursuing further studies, 33% and 28% respectively.

Client- or learner-led type programmes make up 46% of course provision and are delivered through a range of programmes detailed in Chart 11.6. Evening courses are provided on a part-time basis, generally three hours per evening, one evening a week. A total of 178 Evening courses at Levels 3-4 on the NFQ are planned and the expected number of beneficiaries will be just over 2,300 equating to 45%, of all learner-led course beneficiaries.

The Specialist Training Programme (STP) provides training for persons with a disability, through dedicated training facilities in the City. The training is delivered through five specialist providers. About 800 learners will avail of training

through the STP suite of courses, of which 433 places will be available for new starters. The City of Dublin ETB has 13 Community Training Centres providing learning opportunities for almost 1,100 beneficiaries and is designed to meet the needs of early school-leavers.

The array of training provision across both market- and client-led courses will enable learners to acquire relevant technical and/or generic skills at various levels. The provision mix provided through a range of accredited courses is designed to meet the needs of a variety of workplaces and occupations. Training is provided in 10 of the 18 Career Clusters. See details in Table 11.4.

Planned Volume of Learner-Led Programmes by Type

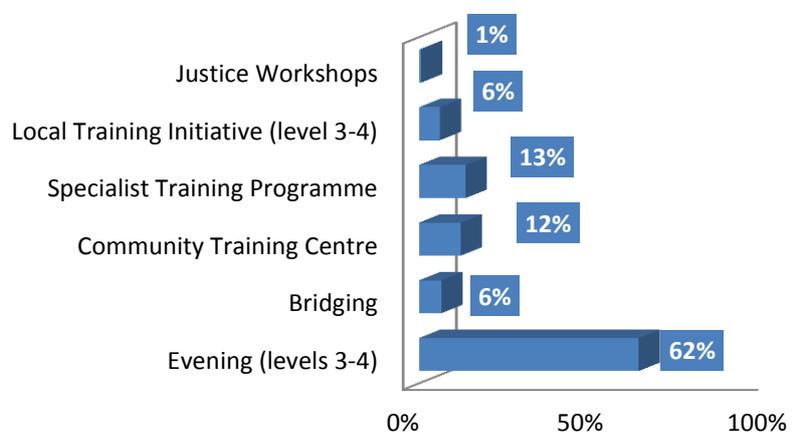
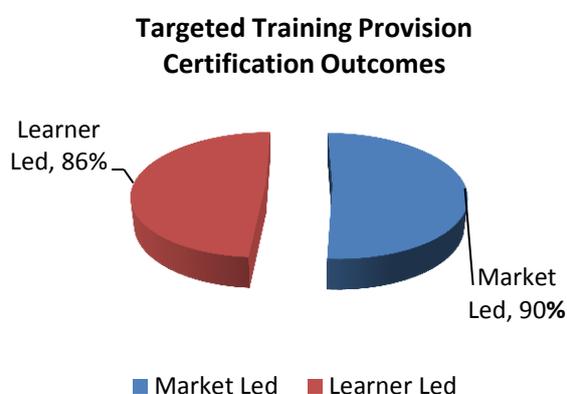
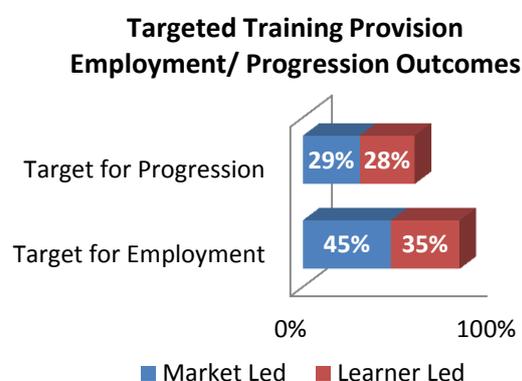


Chart 11.6

Training Provision by Career Cluster			
Career Cluster	Number of Courses Planned 2014	Estimated Number of Beneficiaries	Estimated Number of New Starter Places
Information Technology	92	1,476	1,386
Transport, Distribution & Logistics	24	72	72
Sales and Marketing	5	68	68
Health, Family, other Social Services	90	1,136	1,044
Built Environment	104	1,535	1,401
Financial Services	10	110	92
Business Administration and Management	92	1,614	1,348
Manufacturing	96	1,235	1,145
Natural Resources	14	168	153
Supported training	92	2,545	1,252
Total	619	9,959	7,961

Table 11.4

The investment funded through SOLAS to the City of Dublin ETB for training provision amounts to €39.561m for 2014. The outcomes are focused on accreditation (full awards and partial/component awards) along with employment and progression (progress to and start another relevant course). The targeted outcomes from the training provision for learners completing courses are outlined in Charts 11.7 and 11.8.

**Chart 11.7****Chart 11.8**

The training centres in Finglas and Ballyfermot provide Apprenticeship Phase Two training courses. The Apprenticeship Phase Two training planned represents 4% of the overall training provision in the region. During 2014, 1,075 apprentices are scheduled to partake in off-the-job training at phases two (329), four (395) and six (351). Table 11.5 shows the family of trades in which the 1,075 apprentices are engaged.

Off-the-Job Apprenticeship Training by Family of Trade			
Family of Trade	Phase 2	Phase 4	Phase 6
Motor	✓	✓	✓
Construction	✓	✓	✓
Electrical	✓	✓	✓
Engineering	✓	✓	✓
Printing & Paper			✓

Table 11.5

The investment in Apprenticeship training in the region is €4.412m. The Career Clusters associated with the apprenticeship training are outlined in Table 11.6.

Off-the-Job Apprenticeship Training by Career Cluster		
All phases	Number of Courses	Estimated Number of Beneficiaries
Information Technology	2	24
Built Environment	32	466
Manufacturing	38	585
Total	72	1,075

Table 11.6

Summary of Further Education and Training Provision

A wide range of further education and training interventions will be delivered in the City of Dublin ETB area in 2014. Through the various programmes it is intended to provide learning opportunities for a number of learner cohorts and the expected number of beneficiaries will be in excess of 51,000 spread over almost 4,000 courses. It is estimated that 62% of the beneficiaries are new starters. The overall investment in further education and training provision funded through SOLAS for the City of Dublin ETB area amounts to €75.192m. Table 11.7 outlines the overall average percentage outcomes relating to the estimates for further education and the targets for training provision for learners completing courses; for certification combining both full awards and partial awards; and for learners obtaining employment or progressing i.e. progress to and start another relevant course.

Summary of Further Education and Training Provision Outcomes		
Provision	Certification Total	Employment/Progression Total
Further Education Estimates	88%*	70%
Training Targets	87%	69%**

Table 11.7

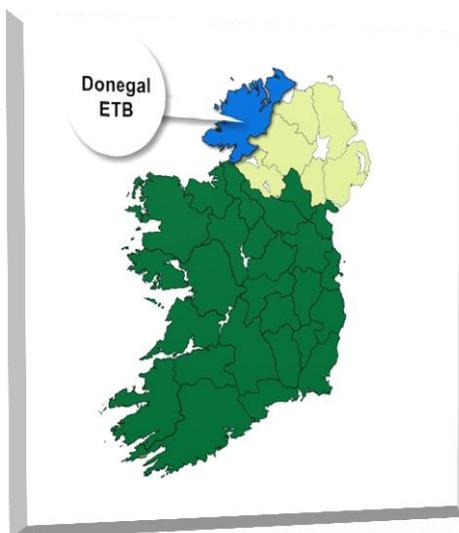
* Summary of Further Education certification estimates relate to courses at Levels 1-6 only on the NFQ.

** Training employment and progression targets are based on the "2013 Follow-Up Survey of FÁS Clients".

Section 12. The Donegal Education and Training Board Area

Area Profile

County Donegal is the fourth largest county in the country covering a land mass of 486,091 hectares or 6.9% of the total land area of the Republic. It contains the largest Gaeltacht in the country (with 17,132 Irish speakers) which covers one-third of the land area of the county and has the longest coastline, some 1,134 km or 17.1% of the national coastline. In addition the county encompasses two island communities of Tory and Arranmore. It is a largely rural county with most centres of population dotted around the county's borders and coastlines. It is connected to the rest of the country by only ten kilometres of land with the rest of the county bordering counties in Northern Ireland.



The population was 161,137 (CSO 2011), made up of 80,523 males and 80,614 females of which 12.2% (19,767) were young people aged 15-24 and 51.4% (82,950) were aged 25-64. In terms of unemployment, live register rates in Co Donegal in November 2013 stood at 19,556 persons (12,000 male and 7,556 female). Of this overall figure, 3,453 were under the age of 25 years (2,093 males and 1,360 females). Over the past five years, male unemployment in Donegal experienced more than a two-fold increase, reaching 31.4% in 2011. This compared to a national male unemployment rate of 22.3% in 2011 or a two-and-a-half fold increase since

2006. Correspondingly, the female unemployment rate almost doubled between 2006 and 2011, reaching 19.4%.

The Border Region is the most disadvantaged region of Ireland, and County Donegal is the most disadvantaged local authority area within the region. Like any other part of the country, Donegal has been greatly affected by the economic downturn after 2007, reflected in the drop in the absolute deprivation score according to the Trutz Haase Deprivation Index from -7.1 in 2006 to -13.2 in 2011. The Haase Deprivation Index shows that most of County Donegal is within the most deprived 40%, with only areas around Letterkenny, Donegal Town and North of Ballyshannon being affluent or approaching affluence. It should be noted that within these areas the statistics used to set the index are aggregated and thus conceal pockets of deprivation within them.

The CSO census 2011 reported that of those aged 15 years and over whose full-time education had ceased, 26.1% were educated to at most primary level only; a further 50.4% attained second-level while 23.5% were educated to third-level. Donegal remains the county with by far the largest share of population with primary education only, a full ten percentage points above the national average. Despite the considerable improvement at

county level, there remain several rural Electoral Districts where still extraordinarily large parts of the adult population have primary education only.

The economy of County Donegal has been driven by the traditional rural industries of farming and fishing, supplemented by seasonal emigration to the industrial centres of England and more particularly Glasgow. However due to a variety of reasons, these are in decline. About 60% of the land is poor quality upland or mountainous, with only about 40% good quality farmland. In relation to a developed economy, Donegal can no longer expect to compete on the basis of cost with low-cost developing economies. There is a requirement to develop competitive advantage in new knowledge-based sectors that are backed by innovative management capability and market knowledge. The industrial sector in Donegal and in turn the basic driving force of the county's local economic structure has relied to a large extent on low value-added activities in traditional sectors such as textiles, construction, agriculture, fishing and forestry.

Chart 12.1 shows the number of day time workers County Donegal by industry type. As per CSO 2011 the largest percentage of persons employed are in professional services along with commercial and trades industries.

Persons at Work by Industry Type in County Donegal (CSO 2011)

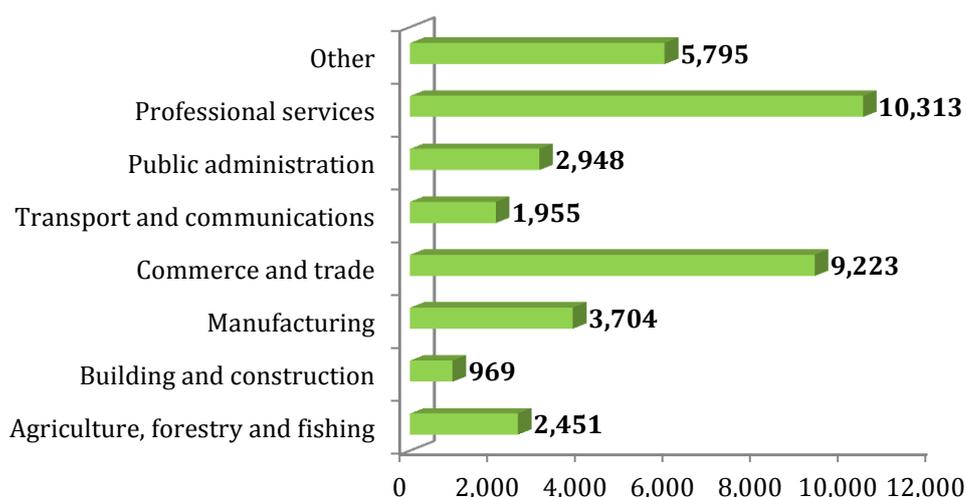


Chart 12.1

Overview of Further Education and Training Provision

At the time of planning and writing the former FÁS Training Centres and its associated provision relating to Donegal had not transferred to the Education and Training Board. The transfer is scheduled to take place mid-year. During 2014 in County Donegal, the planned further education and training provision is marginally over 950 courses catering for approximately 11,500 learners including apprentices. Of the SOLAS-funded further education and training courses, the provision in this ETB area represents 4% of the national course provision, 3% of the beneficiaries and 4% (€18.502m) of the national investment. The FET provision is provided through a range of programmes outlined in Table 12.1. The provision includes apprenticeship training at Phase Two.

Courses within programmes are categorised according to their degree of orientation towards the labour market i.e. market-led or client/learner-led. Programmes that lead to awards at Levels 5 or 6 on the National Framework of Qualifications are considered to be market-led. In addition an occupational or Career Cluster classification is used to describe the course content focus.

Number of Further Education and Training Courses Planned by Programme Type			
Further Education Programmes	Number of Courses	Training Programmes	Number of Courses
Post Leaving Certificate (PLC)	15	Traineeships	23
Vocational Training Opportunities Scheme (VTOS)	13	Specific Skills Training (SST) (Long & Short Duration)	24
Youthreach	18	Evening	40
Back to Education Initiative (BTEI)	48	Local Training Initiative (LTI)	3
Adult Literacy	263	Specialist Training Programme (STP)	9
Community Education	460	Bridging	16
English for Speakers of Other Languages (ESOL)	13	Apprenticeship	6
Total Further Education Courses	830	Total Training Courses	121

Table 12.1

Planned Further Education Provision

Further Education provision planned for 2014 includes a mix of both full-time (6%) and part-time (94%) courses. The breakdown of the percentage number of courses by programme type is outlined in Chart 12.2.

The programmes with the highest volume of courses are part-time and consist of Community Education and Adult Literacy, which between them represent 92% of the part-time provision. 94% of the projected number of all new course starter places available this year are on part-time courses (circa 6,970). The majority of the part-time courses are individually focused, based on learner needs.

Part-time course provision will cater for 91% of the ETB further education beneficiaries (circa 9,170) in 2014. Of those completing part-time programmes in 2014, the estimated progression level is 26% or 62% (excluding Community Education) of learners that will either progress to another relevant course or obtain employment. Some of the programmes individually have higher estimates for progression - e.g. 91% BTEI and 50% each for Adult Literacy and ESOL.

The Community Education Programme in the main is often considered to be first contact or taster courses for learners who are hardest to reach. Similar to last year's provision, a substantial range of non-accredited courses are offered to learners. 87% of learners

(excluding Community Education learners) are projected to achieve certification, either a major or component award on part-time courses.

Of the part-time programme provision the “Back to Education Initiative” (BTEI) includes courses (48%) that have a market-led focus. The estimated overall outcomes from BTEI programmes include learners obtaining employment (33%), and progressing to another relevant course (58%). Of the learners completing BTEI market-led programmes it is expected that 64% will enter into employment, with a further 17% pursuing another relevant course.

The full time course provision is provided on the following programmes; Post Leaving Certificate (PLC), Vocational Training Opportunities Scheme (VTOS) and Youthreach. These programmes will cater for 864 beneficiaries 9% of Donegal ETB beneficiaries in 2014. The Youthreach provision is provided in six centres and is aimed at early school leavers aged between 15 and 20 years, estimated beneficiaries is 240 of which just over 90 places will be available for new starters.

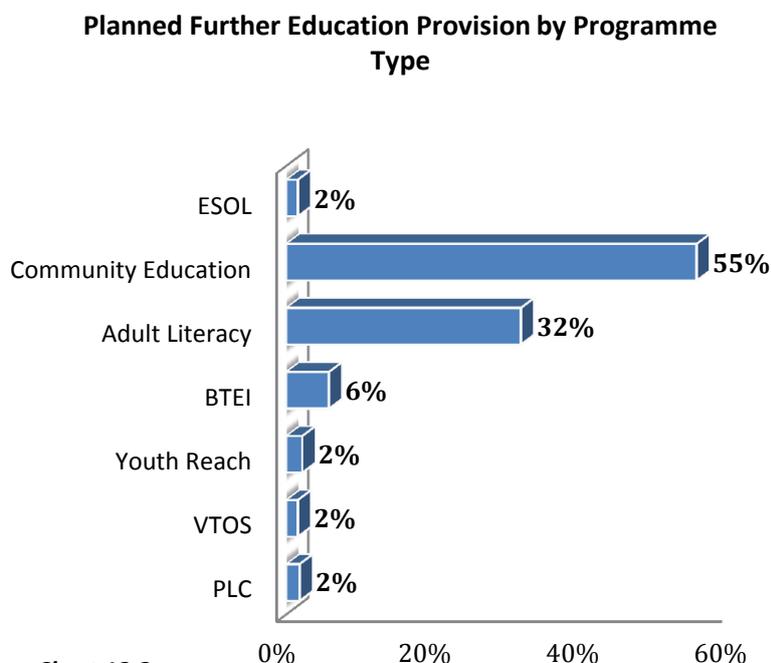


Chart 12.2

The PLC suite of courses will provide further education to nearly 400 people in 2014. All of the PLC courses have a market-led focus, leading to a Major Award at either Level 5 or 6 on the National Framework of Qualifications. Of the fifteen PLC courses planned, 280 places are available for new starters. It is projected that of those completing the PLC course, 22% will enter employment and a further 64% will pursue further studies. In addition it is expected that 71% of these learners will achieve full awards with a further 16% achieving component awards. 85% of the VTOS course provision is market-led, expected beneficiaries is 185, about a quarter of them new course starters. The learner-focused course delivery through VTOS and Youthreach will cater for an additional 284 beneficiaries of which 40% of the places available are for new starters.

A number of the programmes provided by Donegal ETB are aimed specifically at long-term unemployed persons and youth. In line with the “Pathways to Work Activation Policy” and the “Youth Guarantee Implementation Plan” specific targets and allocations have been determined for these discrete cohorts. To achieve this, it is intended that the expertise of the Donegal Adult Learner Guidance Service will continue to be engaged to ensure learners are placed on the appropriate programme, course and level. In addition, a broad range of

referral mechanisms will continue to be used including the interim protocol with DSP (Department of Social Protection). Tables 12.2 and 12.3 below provide information from the following perspective: Career Clusters, FE, programme type and provision. In the context of programme provision both full- and part-time courses are considered.

Donegal ETB provides a range of further education courses across 14 of 18 Career Clusters as outlined in Table 12.2.

Further Education Provision by Career Cluster			
Career Clusters	Number of Courses Planned for 2014	Estimated Number of Beneficiaries in 2014	Estimated Number of New Starter Places
Science and Technology	1	15	15
Agriculture, Horticulture and Mariculture	29	352	330
Hairdressing, Beauty and Complementary Therapies	6	72	72
Art, Craft and Media	227	2,733	2,725
Information Technology	43	549	454
Sales and Marketing	10	91	64
Health, Family, other Social Services	119	1,531	1,273
Built Environment	6	72	72
Business Administration and Management	19	271	166
Manufacturing	5	60	60
Tourism	11	105	84
Food and Beverage	29	351	351
Supported/Skills Sampling	22	198	198
General Learning	303	2,769	1,551
Total	830	9,169	7,415

Table 12.2

Table 12.3 below provides summary data related to the Donegal ETB Further Education provision, giving consideration to both full and part-time Programmes.

SUMMARY OVERVIEW OF FURTHER EDUCATION PROGRAMME PROVISION

The Donegal ETB Area		INPUTS				OUTPUTS					OUTCOMES		
Further Education Programme Type		Number of Individual Courses to be Delivered in 2014	Number of Learners in Further Education on the 1st January 2014	Estimated Number of Learners Starting Courses in 2014	Estimated Number of Beneficiaries in 2014	Estimated Percentage of Learners Retained on Courses during 2014	Estimated Number of Beneficiaries Completing Courses in 2014	Estimated Percentage of Learners Completing Courses during 2014 that will achieve Full Award Certification	Estimated Percentage of Learners Completing Courses during 2014 that will achieve Component Award Certification	Estimated Percentage of Learners Completing Courses during 2014 that will achieve either Full Awards or Component Awards Certification (combined %)	Estimated Percentage of Learners Completing Courses during 2014 that will enter into Employment	Estimated Percentage of Learners Completing Courses during 2014 that will progress to and start a relevant course	Estimated Percentage of Learners Completing Courses during 2014 that will either enter Employment or progress to & start a relevant course (combined %)
Full-time	Post Leaving Certificate Vocational Training Opportunities Scheme	15	115	280	395	86%	108	71%	16%	87%	22%	64%	86%
	Youthreach	13	161	68	229	93%	178	51%	49%	100%	24%	46%	70%
		18	147	93	240	74%	200	37%	64%	100%	19%	29%	48%
	Sub total Full time	46	423	441	864	84%	486	50%	48%	97%	22%	43%	64%
Part-time	Back to Education Initiative	48	297	312	609	90%	526	90%	10%	100%	33%	58%	91%
	Adult Literacy	263	972	1,080	2,052	81%	1,260	19%	64%	82%	7%	43%	50%
	Community Education	460	12	5,520	5,532	100%	5,507	0%	7%	7%	2%	12%	14%
	English for Speakers of other Languages	13	50	62	112	68%	64	13%	78%	91%	6%	44%	50%
	Sub total Part-time	784	1,331	6,974	8,305	94%	7,357	10%	17%	27%	5%	21%	26%
All	Total All	830	1,754	7,415	9,169	93%	7,843	12%	19%	32%	6%	23%	28%

Table 12.3

The investment in further education provision funded through SOLAS in County Donegal amounts to €8.104m for 2014. The outcomes are focused on accreditation (full awards and partial/component awards) along with employment and progression (progress to and start another relevant course). The estimated overall average percentage outcomes from the further education provision for learners completing courses are outlined in Charts 12.3 and 12.4

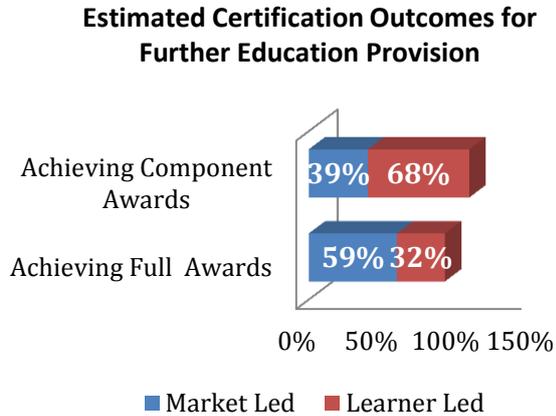


Chart 12.3

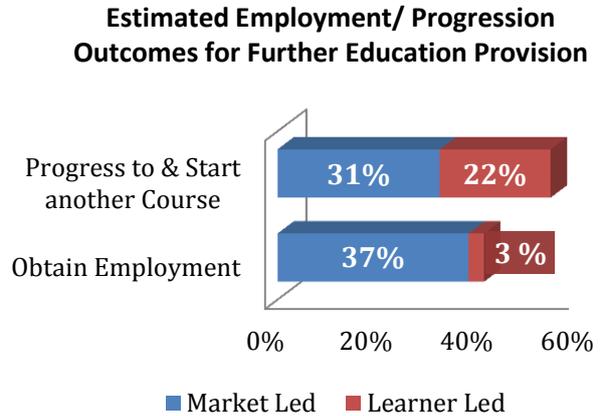


Chart 12.4

Planned Training Provision

A range of training interventions are provided, including specific skills training, traineeship, apprenticeship and community based training to meet the identified requirements of the individual learner and the labour market. Most of the training provision (including apprenticeship) has a market-led focus (57%) equating to 69 courses and just over 1,300 beneficiaries. Breakdown of the provision is outlined in Chart 12.5.

All programmes have set target outcomes for obtaining employment and/or progression to another relevant course. Excluding apprenticeship, the target percentage of learners expected to obtain employment is on average 45% with a further 29% pursuing further

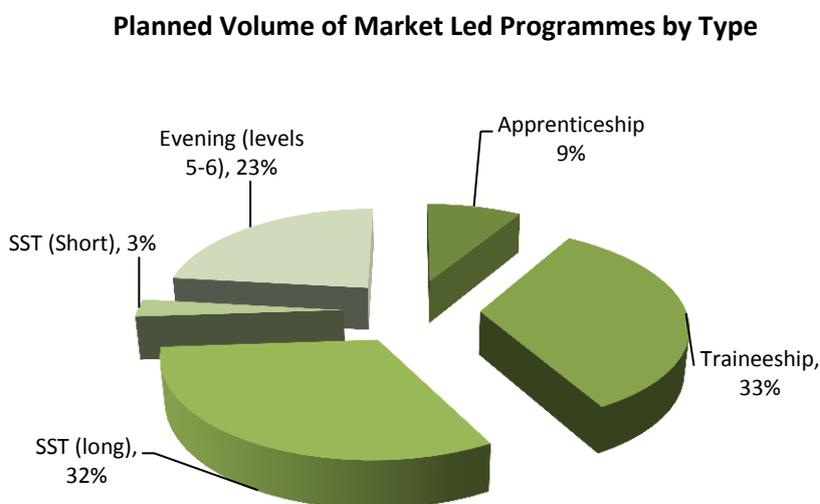


Chart 12.5

training. For individual programmes this is higher e.g. traineeship 60% to obtain employment. Traineeships typically take from four to nine months to complete. They provide occupation-specific training and integrate formal training and workplace coaching with a host employer. The projected beneficiaries for Traineeships in the region are just over 480 with

almost 50% of the places allocated to new starters.

Specific Skills Training (SST) Courses (long) typically take six months or longer to complete and are designed to meet the needs of industry across a range of sectors. It is anticipated that 440 learners will participate in SST courses (long) during 2014 and 58% of the places available are for new starters. Evening courses at Levels 5 to 6 on the NFQ are generally delivered one or two evenings (three hours) per week over a number of weeks and will cater for just over 300 learners.

Client- or learner-led type programmes make up 43% of course provision and these are delivered through a range of programmes detailed in Chart 12.6. Client-led evening courses (Levels 3-4 on NFQ) have a targeted outcome of 69%, with 44% targeted towards obtaining employment. The Bridging courses (16 courses) are designed to enable learners' progress to further education or training programmes. It is estimated that there will be just over 340 beneficiaries.

The Specialist Training Programme (STP) provides training for persons with a disability, through dedicated training facilities. About 100 learners will avail of training through the STP suite of courses, of which 37% of the places are available for new starters.

Planned Volume of Learner Led Programmes by Type

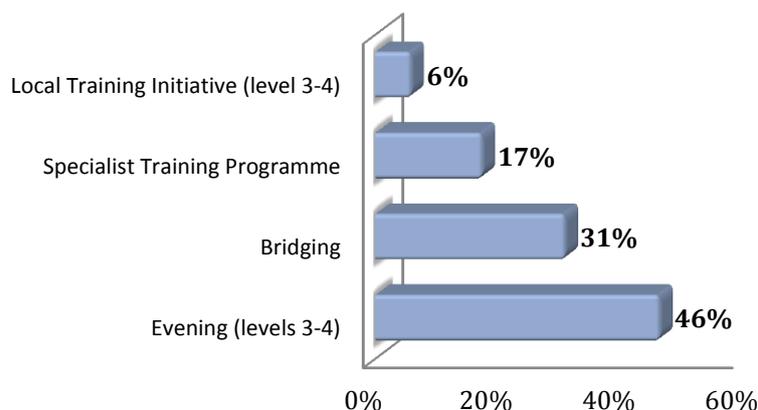


Chart 12.6

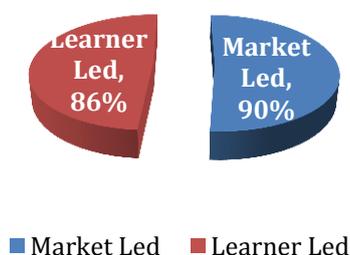
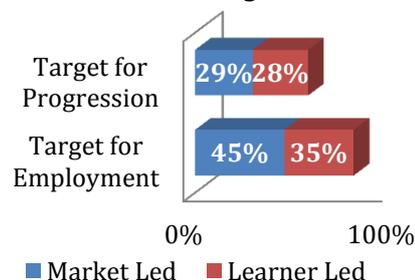
The array of training provision across both market and client led courses will enable learners to acquire relevant technical and/or generic skills at various levels. The provision mix provided through a range of accredited courses, is designed to meet the needs of various workplaces and occupations. Training is provided in 10 of the 18 Career Clusters see details in Table 12.4.

Training Provision by Career Cluster			
Career Cluster	Number of Courses Planned 2014	Estimated Number of Beneficiaries	Estimated Number of New Starter Places
Information Technology	16	313	239
Sales and Marketing	2	30	30
Health, Family, other Social Services	38	743	591
Built Environment	8	160	150
Financial Services	9	178	145
Business Administration and Management	29	581	378
Manufacturing	8	170	144
Natural Resources	2	26	26
Supported training	8	160	58
Food and Beverage	1	12	0
Total	121	2,373	1,761

Table 12.4

Off-the-job apprenticeship training is scheduled for 78 apprentices at Phase Two. The off-the-job training will be delivered in the former FÁS Training Centres in Donegal. The apprenticeship training represents 5% of the overall training provision in the region. The investment in Apprenticeship training is €0.505m.

The investment in training provision funded through SOLAS in County Donegal amounts to €10.398m for 2014. The outcomes are focused on accreditation (full awards and partial/component awards) along with employment and progression (progress to and start another relevant course). The targeted outcomes from the training provision for learners completing courses are outlined in Charts 12.7 and 12.8.

Targeted Certification Outcomes for Training Provision**Chart 12.7****Targeted Employment/ Progression Outcomes for Training Provision****Chart 12.8**

Summary of Further Education and Training Provision

A wide range of further education and training interventions will be delivered in County Donegal in 2014. Through the various programmes it is intended to provide learning opportunities for a number of learner cohorts and the expected number of beneficiaries will be in excess of 11,500 spread over 950 plus courses. It is estimated that 80% of the beneficiaries are new starters. The overall investment in further education and training funded through SOLAS for County Donegal will be €18.502m. Table 12.5 outlines the overall average percentage outcomes in regard to the estimates for further education and the targets for training provision for learners completing courses; for certification combining both full awards and partial awards; and for learners obtaining employment or progressing i.e. progress to and start another relevant course.

Summary of Further Education and Training Provision Outcomes		
Provision	Certification Total	Employment/Progression Total
Further Education Estimates	99%*	29%
Training Targets	87%	69%**

Table 12.5

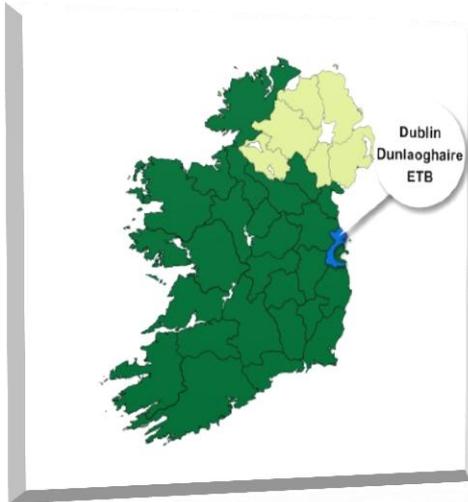
* Summary of Further Education certification estimates relate to courses at Levels 1-6 only on the NFQ.

** Training employment and progression targets are based on the "2013 Follow-Up Survey of FÁS Clients".

Section 13. The Dublin and Dun Laoghaire Education and Training Board

Area Profile

The Dublin & Dun Laoghaire ETB (DDLETB) area encompasses the three local authority areas of: South Dublin, Dun Laoghaire/Rathdown, and Fingal, reaching from Balbriggan in North County Dublin, to Dun Laoghaire (South County Dublin) & Lucan (West County Dublin).



In April 2011¹⁹ (CSO Area Profile) Dublin and Dun Laoghaire ETB area had a total population of 745,457, consisting of 362,599 males and 382,858 females. There are varying population trends throughout the county. While Dun Laoghaire/Rathdown has experienced a moderate population growth of 11.2% during the past 20 years, Fingal County has rapidly expanded by an exceptional 79.4%, which is by far the highest growth rate experienced by any county throughout Ireland. 26% of the population in the DDLETB area overall is under 18.

Across the DDLETB area, there are stark contrasts in terms of educational attainment and social disadvantage. Eleven electoral districts in the DDLETB area are classified as 'disadvantaged', while fifteen fall into the 'marginally below average' category. The disadvantaged areas are in the West Dublin and Balbriggan areas.

In Fingal, the proportion in the professional classes (38.2%) and the proportion in the lower skilled professions (13.6%) are at the upper end of class composition, making Fingal the second highest amongst all counties with Dun Laoghaire having the highest class composition. This strongly contrasts with the lowest class composition in Blanchardstown-Tyrrelstown (7.8%, 30.4%), Blanchardstown-Corduff (16.1%, 26.7%), Blanchardstown-Mulhuddart (19.1%, 24.0%), Blanchardstown-Coolmine (24.3%, 21.8%) and Balbriggan Urban (25.4%, 20.5%). In South County Dublin, the proportion in the professional classes (34.0%) and the proportion in the lower skilled professions (15.6%) mark a class composition just marginally below the national average with Tallaght-Killinarden having the lowest (10.0% professionals, 33.9% manual classes).

While the proportion of lone parents in Ireland was 21.6% nationally in 2011, the lone parent rate exceeded 40% in one ED of Dun Laoghaire and 50% in four EDs in West Dublin.

¹⁹ CSO Area Profile 2011

(Every second family with dependent children living in these areas is headed by a single parent). The average figures for unemployment are given in Table 13.1

Unemployment Rates in the Dublin Dun Laoghaire Area			
Local Authority Area	Male Unemployment	Female Unemployment	Average
South Dublin	22.9%	15.9%	19.4%
Fingal	17.6%	14%	15.8%
Dun Laoghaire/Rathdown	12.9%	9.3%	11.1%
Average	17.8%	13%	15.43%

(National rate 12.8)²⁰

Table 13.1

These figures hide areas of high unemployment as outlined in the Chart 13.1.

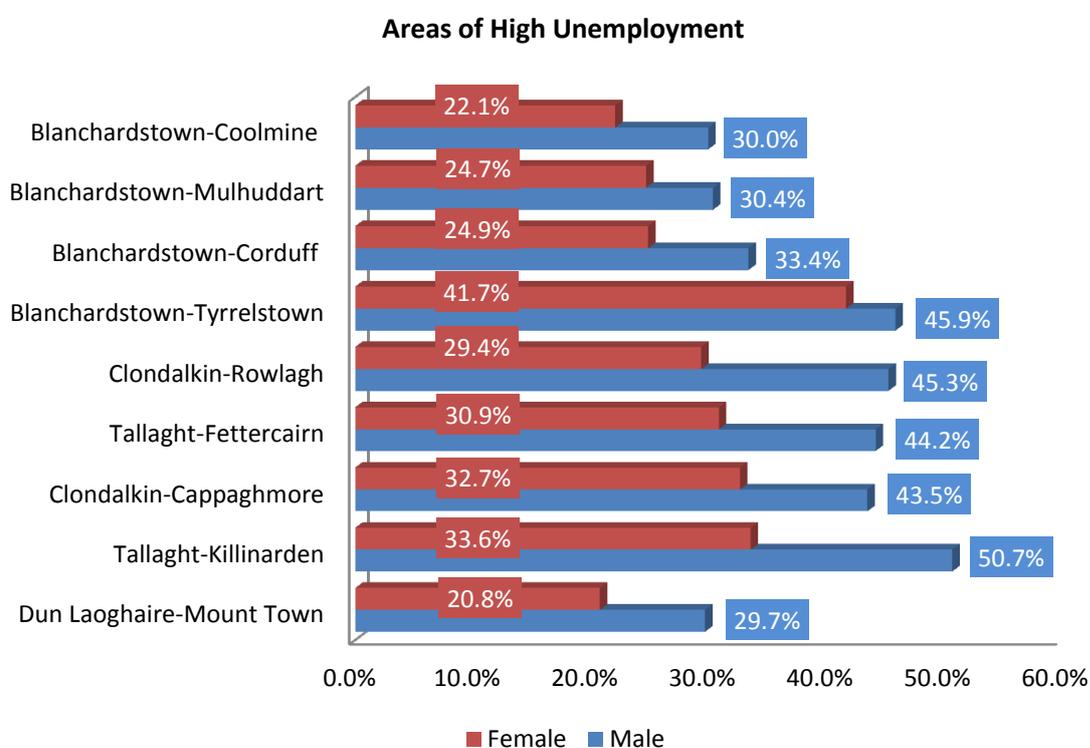


Chart 13.1

Almost one-third of unemployed persons held less than higher secondary education qualifications across the greater Dublin region²¹.

²⁰ Quarterly National Household Survey, Quarter 3 2013

²¹ Report prepared by the Skills and Labour Market Research Unit (FÁS)

Overview of Further Education and Training Provision

At the time of planning the former FÁS Training Centres located in Baldoyle, Tallaght and Loughlinstown, and the associated training provision had not transferred to the Education and Training Board. The transfer took place at the end of December 2013. Consequently, the planning for the training and further education provision was carried out as a separate process. However, the finalisation of the training element of the plan was completed in collaboration with the Dublin and Dun Laoghaire ETB. During 2014 the Dublin and Dun Laoghaire ETB has planned further education and training provision of just over 2,370 courses, catering for nearly 35,000 learners including apprentices. Of the SOLAS-funded further education and training courses, the provision in this ETB area represents 11% of the national course provision, 10% of the beneficiaries and 11% (€56.938m) of the national investment. The further education and training provision is provided through a range of programmes outlined in Table 13.2. The provision includes apprenticeship training at phases two, four and six.

Courses within programmes are categorised according to their degree of orientation towards the labour market i.e. market-led or client/learner-led. Programmes that lead to awards at Levels 5 or 6 on the National Framework of Qualifications are considered to be market-led. In addition an occupational or Career Cluster classification is used to describe the course content focus.

Number of Courses by Programme Type Planned for 2014			
Further Education Programmes	Number of Courses	Training Programmes	Number of Courses
Post Leaving Certificate (PLC)	167	Traineeships	29
Vocational Training Opportunities Scheme (VTOS)	18	Specific Skills Training (SST) (Long & Short)	164
Youthreach	43	Blended	6
Back to Education Initiative (BTEI)	162	Evening	216
Adult Literacy	443	Community Training Centre (CTC)	6
Community Education	844	Local Training Initiative	11
English for Speakers of Other Languages (ESOL)	185	Specialist Training Programme (STP)	7
		Libraries	15
		Bridging	34
		Justice Workshops	3
		Apprenticeship	24
Total Further Education Courses	1,862	Total Training Courses	515

Table 13.2

Planned Further Education Provision

Further Education provision planned for 2014 includes a mix of both full-time (12%) and part-time (88%) courses. The breakdown of the percentage number of courses by programme type is outlined in Chart 13.2. The programmes with the highest volume of courses are part-time and are Community Education and Adult Literacy Programmes. 77% of the projected number of all new course starter places available this year are on part-time courses (circa 13,900). The majority (97%) of the part-time courses are individually focused based on learner needs. Part-time course provision will cater for 70% of the ETB further education beneficiaries (circa 25,100) in 2014.

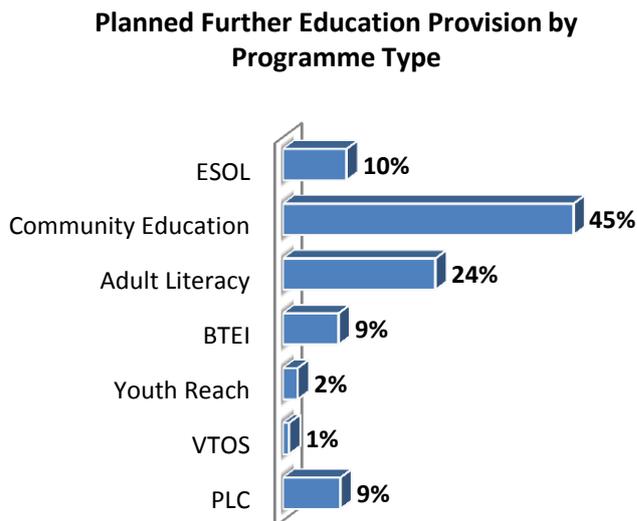


Chart 13.2

of which 70% of the places are available for new starters. The estimated outcome for these learners is for 37% achieving certification mainly component certification and 70% progressing to another relevant course and 6% obtaining employment.

Of those completing part-time programmes in 2014 the estimated progression level is 36% of learners that will either progress to another relevant course or obtain employment, with the majority pursuing further studies.

The part-time provision includes programmes with market-led courses. These programmes include in their provision: employment focused courses; the Back to Education Initiative (BTEI) (51 courses) with 1,140 beneficiaries, Community Education (one course) and English for Speakers of other Languages (ESOL) (three courses) the latter two programmes will have 51 beneficiaries. The estimated outcomes from the BTEI suite of courses include learners obtaining employment, 24%; progressing to another relevant course. 46%, and achieving certification, 91%. Of the learners completing BTEI market-led programmes it is expected that 38% will enter into employment and a further 33% pursue another relevant course.

The full-time course provision is provided on the following programmes; Post Leaving Certificate (PLC), Vocational Training Opportunities Scheme (VTOS) and Youthreach. These programmes will cater for just over 7,500 beneficiaries 30% of Dublin and Dun Laoghaire ETB beneficiaries in 2014. The PLC suite of courses will provide further education to almost 6,200 people in 2014. All of the PLC courses have a market-led focus, leading to a Major

The Community Education courses are mainly uncertified providing learning opportunities for just over 8,000 learners. 43% of the Dublin and Dun Laoghaire ETB further education new starter places are available through this programme. The focus of this programme is to provide courses at community level. These courses engage with hard-to-reach adults, provide the first step interventions to encourage and support the adult returning to education.

The Adult Literacy programme is expected to cater for 3,650 learners

Award at either Level 5 or 6 on the National Framework of Qualifications. Of the 167 PLC courses planned, 58% of the places are available for new starters. It is projected that 72% of learners completing PLC courses will either achieve full awards with a further 25% achieving component awards. The estimated combined outcome for PLC courses in regard to learners obtaining employment or pursuing another relevant course is 58%.

The Youthreach provision is provided in a number of centres and is aimed at early school leavers aged between 15 and 20 years. The provision is predominantly learner-led (93%). 83% of the VTOS course provision is market-led, expected beneficiaries is about 600, of which just over half will be new course starters. The learner-focused course delivery through VTOS and Youthreach will cater for about an additional 719 beneficiaries of which nearly 42% will be new starters. Projected outcomes from the programmes are: employment for VTOS learners, 33% and Youthreach, 27%; pursuing further studies 67% for VTOS and 68% for Youthreach; certification at 98% and 94% respectively for VTOS and Youthreach.

A number of the programmes provided by the Dublin and Dun Laoghaire ETB are aimed specifically at long-term unemployed persons and youth. In line with the “Pathways to Work Activation Policy” and the “Youth Guarantee Implementation Plan” specific targets and allocations have been determined for these discrete cohorts. To achieve this, it is intended that regular meetings with DSP (Department of Social Protection) will continue to be held. Engagement with local employers on a regular basis to promote the Dublin and Dun Laoghaire ETB programmes will continue.

Tables 13.3 and 13.4 below provide information from the following perspective; Career Clusters, FE, programme type and provision. In the context of programme provision both full- and part-time courses are considered.

The Dublin and Dun Laoghaire ETB provides a range of further education courses across 14 of 18 career clusters as outlined in Table 13.3.

Further Education Provision by Career Cluster			
Career Clusters	Number of Courses Planned for 2014	Estimated Number of Beneficiaries in 2014	Estimated Number of New Starter Places
Science and Technology	6	140	81
Animal Science	3	140	72
Agriculture, Horticulture and Mariculture	2	68	37
Hairdressing, Beauty and Complementary Therapies	21	675	376
Art, Craft and Media	41	1,568	872
Information Technology	52	1,462	829
Sales and Marketing	3	100	59
Health, Family, other Social Services	81	2,938	1,556
Built Environment	6	121	72
Business Administration and Management	38	1,198	700
Tourism	5	160	94
Food and Beverage	1	18	9
Sampling Skills	7	127	77
General Learning (including Literacy, Numeracy and ICT skills)	1,596	16,464	13,298
Total	1,862	25,179	18,132

Table 13.3

Table 13.4 below provides summary data related to the Dublin and Dun Laoghaire ETB Further Education Programme Provision, giving consideration to both full- and part-time Programmes.

SUMMARY OVERVIEW OF FURTHER EDUCATION PROGRAMME PROVISION

The Dublin & Dun Laoghaire ETB Region		INPUTS				OUTPUTS					OUTCOMES		
Further Education Programme Type	Number of Individual Courses to be Delivered in 2014.	Number of Learners in Further Education on the 1st January 2014.	Estimated Number of Learners Starting Courses in 2014.	Estimated Number of Beneficiaries in 2014.	Estimated Percentage of Learners Retained on Courses during 2014.	Estimated Number of Beneficiaries Completing Courses in 2014.	Estimated Percentage of Learners Completing Courses during 2014 that will achieve Full Award Certification.	Estimated Percentage of Learners Completing Courses during 2014 that will achieve Component Award Certification.	Estimated Percentage of Learners Completing Courses during 2014 that will achieve either Full Awards or Component Awards Certification (combined %).	Estimated Percentage of Learners Completing Courses during 2014 that will enter into Employment.	Estimated Percentage of Learners Completing Courses during 2014 that will progress to and start a relevant course.	Estimated Percentage of Learners Completing Courses during 2014 that will either enter employment or progress to & start a relevant course (combined %).	
Full-time	Post Leaving Certificate	167	2,594	3,571	6,165	77%	2,594	72%	25%	98%	42%	58%	100%
	Vocational Training Opportunities Scheme	18	330	366	696	85%	330	84%	15%	98%	33%	67%	100%
	Youthreach	43	399	284	683	76%	399	44%	51%	94%	27%	68%	94%
	Sub total Full time	228	3,323	4,221	7,544	78%	3,323	70%	27%	98%	40%	60%	99%
Part-time	Back to Education Initiative	162	1,729	1,558	3,287	76%	1,729	33%	58%	91%	24%	46%	70%
	Adult Literacy	443	1,081	2,573	3,654	78%	1,081	1%	36%	37%	6%	70%	77%
	Community Education	844	191	7,872	8,063	79%	6,140	0%	1%	1%	1%	2%	3%
	English for Speakers of other Languages	185	723	1,908	2,631	68%	2,005	0%	21%	21%	10%	74%	83%
	Youth Provision	0	0	0	0	0%	0	0%	0%	0%	0%	0%	0%
	Arts Education	0	0	0	0	0%	0	0%	0%	0%	0%	0%	0%
	Cooperation Hours	0	0	0	0	0%	0	0%	0%	0%	0%	0%	0%
	Sub total Part-time	1,634	3,724	13,911	17,635	77%	10,955	5%	17%	23%	7%	29%	36%
All	1,862	7,047	18,132	25,179	77%	14,278	20%	20%	40%	14%	36%	50%	

Table 13.4

The investment funded through SOLAS to the Dublin and Dun Laoghaire ETB for further education provision amounts to amounts to € 24.082m for 2014. The outcomes are focused on accreditation (full awards and partial/component awards), along with employment and progression (progress to and start another relevant course). The estimated overall average percentage outcomes from further education provision for learners completing courses are outlined in Charts 13.3 and 13.4.

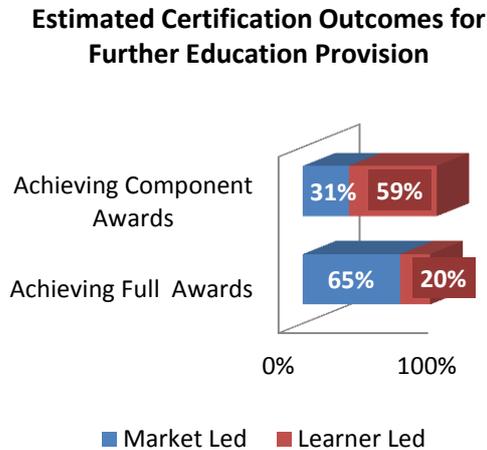


Chart 13.3

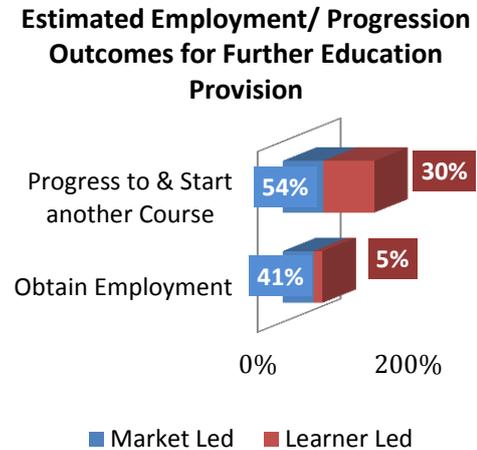


Chart 13.4

Planned Training Provision

A range of training interventions are provided, including specific skills training, traineeship, apprenticeship and community-based training to meet the identified requirements of the individual learner and the labour market. Most of the provision (including apprenticeship) has a market-led focus (58%), equating to almost 300 courses and 4,300 learners. Breakdown of the provision is outlined in Chart 13.5.

All programmes have set target outcomes for obtaining employment or progression to another relevant course. Excluding apprenticeship, the target percentage of learners expected to obtain employment is on average 45%. For individual programmes this is higher e.g. traineeship (60%). The combined targeted outcome (average) for market-led

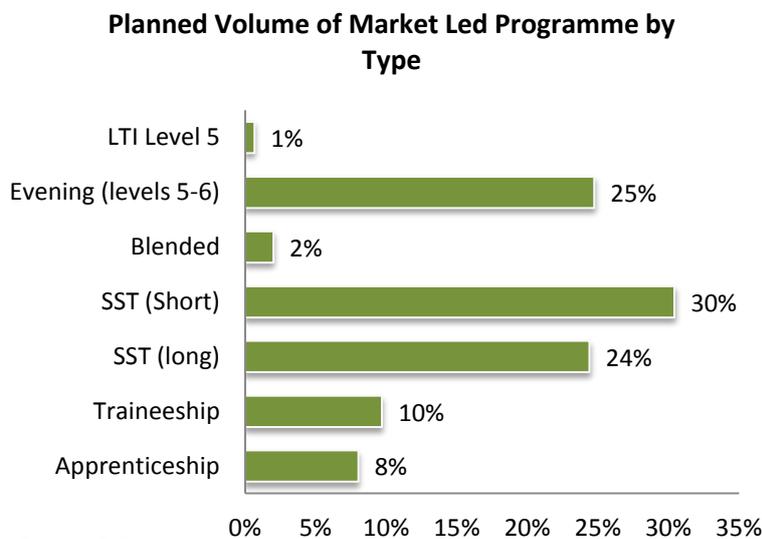


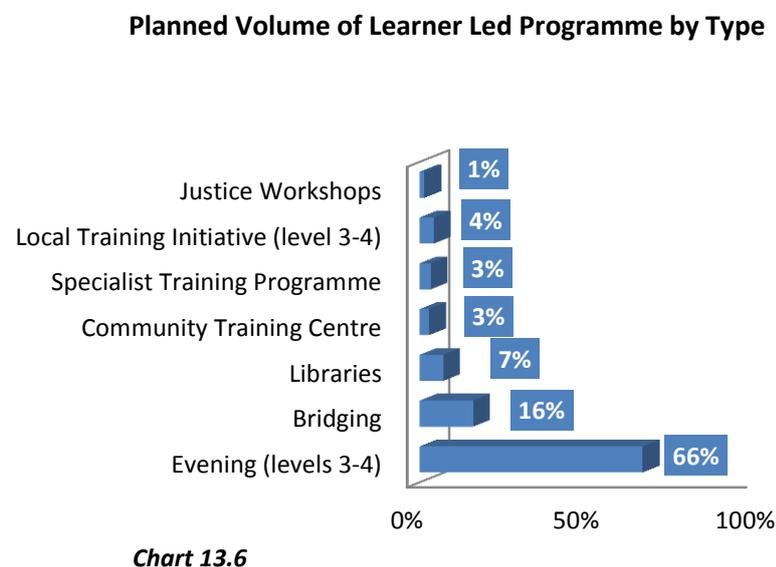
Chart 13.5

programmes (excluding apprenticeship) for learners obtaining a job or pursuing another course is 74%. Specific Skills Training (SST) Courses (short) are of varying durations less than six months. The courses are generally focused on delivery of a single module or few modules. SST Courses (long) typically take six months or longer to complete and are designed to meet the needs of industry across a range of sectors. It is anticipated that

just over 3,200 learners will participate in both long and short SST courses during 2014 and 78% of the places available are for new starters. The target outcomes from SST courses are in relation to employment 40% for short courses and 43% for long courses; and in the context of learners pursuing further studies, 33% and 28% respectively.

Evening courses are provided on a part-time basis, generally three hours per evening, one to two evenings a week. 74 Evening courses at Levels 5 to 6 on NFQ, all with a market-led focus are planned, and the expected number of beneficiaries is nearly 1,000. For learners completing evening courses the target outcome in regard to obtaining employment is 44%. Traineeships typically take from four to nine months to complete and provide occupation-specific training and integrate formal training and workplace coaching with a host employer. The projected beneficiaries for Traineeships in the region are just over 880, with over half the places available for new starters.

Client or learner led type programmes make up 42% of course provision, breakdown of provision by programme is outlined in Chart 13.6.



Evening courses at Levels 3-4 will cater for 2,135 beneficiaries. The Bridging courses are designed to enable learners progress to further education or training programmes, estimated beneficiaries is 650. The Specialist Training Programmes (STP) provide training for persons with a disability, through dedicated training facilities. About 400

learners will avail of training through the STP suite of courses, of which 180 places will be available for new starters. Community Training Centres provide learning opportunities for 330 beneficiaries and are designed to meet the needs of early school leavers. Targeted outcomes for learner-led programmes are 35% employment, and a further 28% pursuing further studies.

The array of training provision across both market- and client-led courses will enable learners to acquire relevant technical and/or generic skills at various levels. The provision mix provided through a range of accredited courses is designed to meet the needs of a variety of workplaces and occupations. Training is provided in nine of the 18 Career Clusters; see details in Table 13.5.

Training Provision by Career Cluster			
Career Cluster	Number of Courses Planned 2014	Estimated Number of Beneficiaries	Estimated Number of New Starter Places
Information Technology	80	1,538	1,264
Transport, Distribution & Logistics	21	316	281
Sales and Marketing	11	201	183
Health, Family, other Social Services	107	1,830	1,571
Built Environment	15	280	241
Financial Services	45	872	681
Business Administration and Management	151	2,660	2,281
Manufacturing	58	650	587
Supported training	27	1,248	558
Total	515	9,595	7,647

Table 13.5

The investment in training provision funded through SOLAS in the Dublin and Dun Laoghaire ETB area amounts to €32.856m for 2014. The outcomes are focused on accreditation (full awards and partial/component awards) and employment and progression (progress to and start another relevant course). The targeted outcomes from the training provision for learners completing courses are outlined in Charts 13.7 and 13.8.

Targeted Training Provision Certification Outcomes

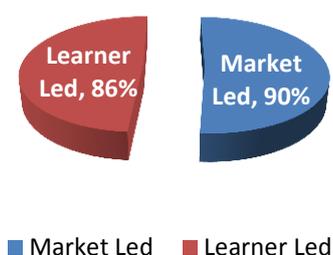


Chart 13.7

Targeted Training Provision Employment/ Progression Outcomes

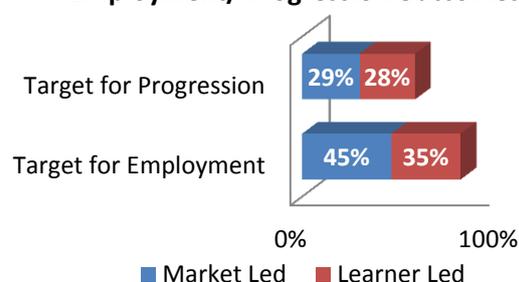


Chart 13.8

The training centres in Baldoyle, Loughlinstown and Tallaght provide Apprenticeship Phase two training courses. The Apprenticeship Phase Two training courses planned represents 4% of the overall training provision in the region. During 2014, 368 apprentices are scheduled to partake in off-the-job training at phases two (291), four (30) and six (47). Table 13.6 shows the family of trades in which the 368 apprentices are engaged.

Off-the-Job Apprenticeship Training by Family of Trade			
Family of Trade	Phase 2	Phase 4	Phase 6
Motor	✓		
Construction		✓	✓
Electrical	✓		

Table 13.6

The investment in Apprenticeship training in the region is €2.016m. The career clusters associated with the training are outlined in Table 13.7 below.

Off-the-Job Apprenticeship Training by Career Cluster		
All phases	Number of Courses	Estimates Number of Beneficiaries
Built Environment	16	242
Manufacturing	8	126
Total	24	368

Table 13.7

Summary of Further Education and Training Provision

A wide range of further education and training interventions will be delivered through the Dublin and Dun Laoghaire ETB in 2014. Through the various programmes it is intended to provide learning opportunities for a number of learner cohorts and the expected number of beneficiaries will be nearly 35,000 spread over 2,370 courses. It is estimated that 74% of the beneficiaries are new starters. The overall investment in further education and training funded through SOLAS for the Dublin and Dun Laoghaire ETB amounts to €56.938m. The Table below outlines the overall average percentage outcomes in regard to the estimates for further education and the targets for training provision for learners completing courses; for certification combining both full awards and partial awards; and for learners obtaining employment or progressing i.e. progress to and start another relevant course.

Summary of Further Education and Training Provision Outcomes		
Provision	Certification Total	Employment/Progression Total
Further Education Estimates	88%*	50%
Training Targets	87%	69%**

Table 13.8

* Summary of Further Education certification estimates relate to courses at Levels 1-6 only on the NFQ.

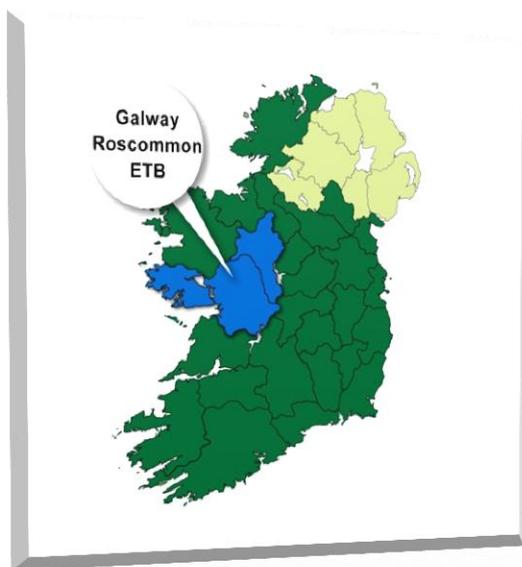
** Training employment and progression targets are based on the "2013 Follow-Up Survey of FÁS Clients".

Section 14. The Galway and Roscommon Education and Training Board Area

Area Profile

The region extends over 8,700 sq. km. and includes Galway City and Counties Galway and Roscommon. It stretches from Clifden in West Galway taking in Innis Boffin, the Aran Islands, the Gaeltacht region of south Connemara extending to Monksland on the Roscommon-Westmeath border and north easterly to include Arigna on the Roscommon-Leitrim border. It is an area of outstanding natural beauty and offers a mix of densely populated urban areas as well as rural areas that are sparsely populated.

In 2012 there were approximately 4,500 businesses in the Data Ireland (Compass) database



for County Galway, accounting for approximately 70,000 persons. Approximately 60% of those working in business were working in medium-large enterprises. This compares to a 68% share nationally. Excluding the public sector, the largest sectors, in terms of the number of employees, are:

High-tech manufacturing (e.g. medical devices, pharmaceuticals).

- Wholesale and retail trade.
- Accommodation and food services.
- Professional, scientific and technical services (e.g. legal and accounts activities, architectural and engineering activities, scientific RandD). (SLMRU, 2013).

Most of those employed in the high tech manufacturing, medical devices finance, information/communications and medium-tech manufacturing, sectors work in large companies (HP, CISCO, Oracle, SAP, Microsoft, Boston Scientific, Medtronic). By contrast, those in construction, accommodation and food services tend to work in micro or small business. More than one-half of businesses in the high technology manufacturing sector employ at least 50 people (TF Tooling, CandF Green Energy).

In County Roscommon there were approximately 1,000 businesses with approximately 8,000 employees. Less than 40% of employees were working in medium-to-large enterprises, this compares to a 68% share nationally. Excluding the public sector, the largest sectors in terms of the number of employees, are:

- Wholesale and retail trade.
- Manufacturing.
- Administrative and supportive activities (e.g. cleaning, landscaping and security).
- Accommodation and food service activities. (SLMRU, 2013).

Most of those employed in industry work in medium-sized companies while most of those employed in administration/support activities work in large companies. By contrast, most of those in the wholesale/retail trade, finance *etc.* activities information/communication, and the arts work in either micro or small-sized businesses. (SLMRU, 2013).

Population Data		
	Population	Number Unemployed ²²
Galway	250,656	20,174
Roscommon	64,065	3,882
Total	314,721	24,056

Table 14.1

Overview of Further Education and Training Provision

At the time of planning the former FÁS Training Centre in Galway and the associated provision had not transferred to the Education and Training Board. The transfer is scheduled to take place mid-year. Consequently, the planning for the training provision was carried out as a separate process. However, the training element of the plan was finalised in consultation with the Galway and Roscommon ETB. During 2014 the Galway and Roscommon ETB area has planned further education and training provision of 1,180 courses approximately, catering for just over 26,500 learners including apprentices. Of the SOLAS funded further education and training courses, the provision in this ETB area represents 5% of the national course provision, 8% of the beneficiaries and 5% (€28.282m) of the national investment. The further education and training provision is provided through a range of programmes outlined in Table 14.2. The provision includes apprenticeship training at phases two, four and six.

Courses within programmes are categorised according to their degree of orientation towards the labour market i.e. market-led or client/learner-led. Programmes that lead to awards at Levels 5 or 6 on the National Framework of Qualifications are considered to be market-led. In addition, an occupational or Career Cluster classification is used to describe the course content focus.

²² Live Register @ 01/02/2014

Number of Further Education and Training Courses Planned by Programme Type			
Further Education Programmes	Number of Courses	Training Programmes	Number of Courses
Post Leaving Certificate (PLC)	76	Traineeships	5
Vocational Training Opportunities Scheme (VTOS)	26	Specific Skills Training (SST) (Long & Short)	28
Youthreach	43	Blended	2
Back to Education Initiative (BTEI)	176	Evening	20
Adult Literacy	206	Community Training Centre (CTC)	1
Community Education	328	Local Training Initiative (LTI)	11
English for Speakers of Other Languages (ESOL)	62	Specialist Training Programme (STP)	2
Cooperation Hours	183	Justice Workshops	3
		Apprenticeship	10
Total Further Education Courses	1,100	Total Training Courses	82

Table 14.2

Planned Further Education Provision

Further Education provision planned for 2014 includes a mix of both full-time (13%) and part-time (87%) courses. The breakdown of the percentage number of courses by programme type is outlined in Chart 14.1. The programmes with the highest volume of part-time courses planned are: Community Education, Adult Literacy Programmes, Cooperation Hours; and the Back to Education Initiative (BTEI). 80% of the projected number of all further education new starter places available this year is on part-time courses (circa 9,800). The majority (89%) of the part-time courses are learner-led. Part-time course provision will cater for 80% of the ETB further education beneficiaries (19,000 approximately) in 2014.

The Community Education courses are by far the biggest volume of courses catering for over 7,500 learners. Community Education is provided to a broad spectrum of learners in various locations. Courses are provided at various Levels 1-6 on the National Framework of Qualifications. This year just over half of the places are available for new starters.

The Adult Literacy programme is expected to cater for about 3,200 learners of which 48% of places are available for new starters. Literacy courses are designed to address gaps in the literacy and numeracy standards of the participants. The estimated combined outcomes from these programmes are for 56% of Community Education learners and 47% of Adult Literacy 47% learners will either enter employment or progress to another relevant course. The ESOL programme will cater for a further 1,500 learners approximately, with 61% of the places available for new starters. Projected outcomes for this programme are for 52% of the learners to either progress to another course or obtain employment. Co-operation

Hours provision will cater for just over, 3,200 learners, half of the places are available for new course starters. The combined overall progression level for part-time provision is 55%.

The part-time provision includes programmes with market-led courses. The “Back to Education Initiative” (BTEI) with 39% market led courses is the largest with almost 1,400 beneficiaries. The estimated outcomes from BTEI suite of courses are: 21% obtaining employment; 65% progressing to another relevant course; and 94% achieving certification. For the BTEI market led courses the estimated outcomes are: progression to further studies 42%; employment 42%; and certification 99%.

The full-time course provision is provided on the following programmes; Post Leaving Certificate (PLC), Vocational Training Opportunities Scheme (VTOS) and Youthreach. These programmes will cater for just over 4,600 beneficiaries 20% of Galway and Roscommon ETB further education beneficiaries in 2014.

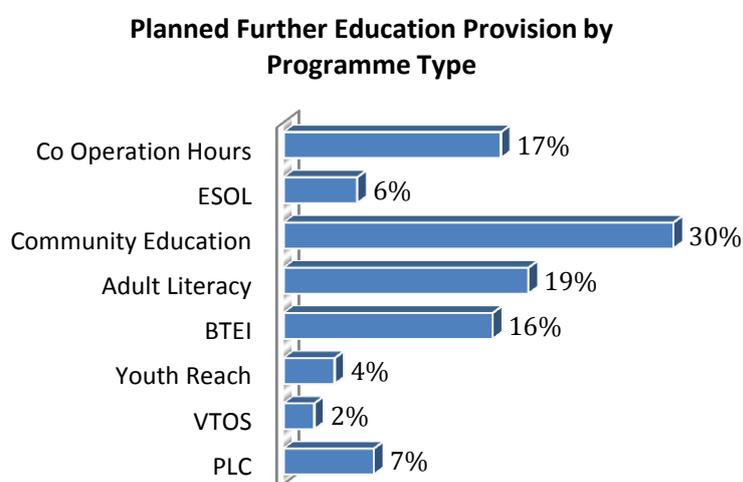


Chart 14.1

The PLC suite of courses will provide further education to almost 3,400 people in 2014. All of the PLC courses have a market-led focus, leading to a Major Award at either Level 5 or 6 on the National Framework of Qualifications. Of the 76 PLC courses planned, just over half of the places are available for new starters. It is projected that nearly all of learners completing PLC courses will achieve certification either a full award or component awards. The estimated combined outcome for PLC courses in regard to

learners obtaining employment or pursuing another relevant course is 98%. 81% of the VTOS course provision is market-led, expected beneficiaries is about 640, of which half are new course starters.

The Youthreach provision is aimed at early school leavers aged between 15 and 20 years. The majority of the courses are learner-led. The learner-focused course delivery through VTOS and Youthreach will cater for about an additional 580 beneficiaries of which nearly half are new starters. Estimated outcomes combined for employment and progression to another course are for all VTOS courses is 86% and for Youthreach is 75%.

A number of the programmes provided by Galway and Roscommon ETB are aimed specifically at long-term unemployed persons and youth. In line with the “Pathways to Work Activation Policy” and the “Youth Guarantee Implementation Plan” specific targets and allocations have been determined for these discrete cohorts. Referral protocols with the DSP/INTREO ensure ease of referral of those on the live register to the ETB programmes.

The approach of Galway and Roscommon ETB is to focus on integrating unemployed people into the labour market through learning and training in addition to supporting those in employment to manage their up-skilling and improve their career prospects while bearing in mind the three inter-connected goals of learning: 1) economic progress; 2) personal development; and 3) social inclusiveness.

Tables 14.3 and 14.4 below provide information from the following perspective; Career Clusters, FE, programme type and provision. In the context of programme provision both full- and part-time courses are considered.

Galway and Roscommon ETB provides a range of further education courses across 16 of 18 Career Clusters as outlined in Table 14.3.

Further Education Provision by Career Cluster			
Career Clusters	Number of Courses Planned for 2014	Estimated Number of Beneficiaries in 2014	Estimated Number of New Starter Places
Science and Technology	5	182	115
Animal Science	1	30	12
Agriculture, Horticulture and Mariculture	35	745	415
Hairdressing, Beauty and Complementary Therapies	20	540	287
Art, Craft and Media	158	3,548	1,786
Information Technology	76	1,798	956
Transport, Distribution & Logistics	5	132	87
Sales and Marketing	9	178	131
Health, Family, other Social Services	143	4,563	2,331
Built Environment	11	280	147
Business Administration and Management	32	1,087	561
Manufacturing	4	81	61
Tourism	5	178	120
Food and Beverage	20	435	251
Sampling Skills	53	1,419	820
General Learning (including Literacy, Numeracy and ICT skills)	523	8,560	4,213
Total	1,100	23,756	12,293

Table 14.3

Table 14.4 below provides summary data related to the Galway Roscommon ETB Further Education Programme Provision, giving consideration to both full- and part-time Programmes.

SUMMARY OVERVIEW OF FURTHER EDUCATION PROGRAMME PROVISION

The Galway and Roscommon ETB Area		INPUTS				OUTPUTS					OUTCOMES		
Further Education Programme Type		Number of Individual Courses to be Delivered in 2014	Number of Learners in Further Education on the 1st January 2014	Estimated Number of Learners Starting Courses in 2014	Estimated Number of Beneficiaries in 2014	Estimated Percentage of Learners Retained on Courses during 2014	Estimated Number of Beneficiaries Completing Courses in 2014	Estimated Percentage of Learners Completing Courses during 2014 that will achieve Full Award Certification	Estimated Percentage of Learners Completing Courses during 2014 that will achieve Component Award Certification	Estimated Percentage of Learners Completing Courses during 2014 that will achieve either Full Awards or Component Awards Certification (combined %)	Estimated Percentage of Learners Completing Courses during 2014 that will enter into Employment	Estimated Percentage of Learners Completing Courses during 2014 that will progress to and start a relevant course	Estimated Percentage of Learners Completing Courses during 2014 that will either enter Employment or progress to & start a relevant course (combined %)
Full-time	Post Leaving Certificate Vocational Training Opportunities Scheme	76	1,608	1,805	3,413	48%	1,608	89%	11%	100%	37%	61%	98%
	Youthreach	43	239	250	489	66%	239	59%	41%	100%	12%	63%	75%
	Sub total Full time	145	2,223	2,442	4,665	51%	2,223	82%	18%	100%	34%	59%	93%
	Part-time	Back to Education Initiative	176	1,595	1,839	3,434	72%	1,595	45%	49%	94%	21%	65%
Adult Literacy		206	1,693	1,534	3,227	56%	1,693	15%	11%	26%	9%	39%	47%
Community Education		328	3,734	3,896	7,630	26%	3,734	2%	6%	7%	4%	52%	56%
English for Speakers of other Languages		62	595	935	1,530	6%	595	0%	9%	9%	18%	34%	52%
Cooperation Hours		183	1,623	1,647	3,270	74%	1,819	15%	35%	50%	5%	94%	99%
Sub total Part-time	955	9,240	9,851	19,091	46%	9,436	14%	20%	34%	9%	59%	68%	
All	Total All	1,100	11,463	12,293	23,756	47%	11,659	27%	19%	46%	14%	59%	72%

Table 14.4

The investment funded through SOLAS to the Galway and Roscommon ETB for further education provision amounts to €15.764m in 2014. The outcomes are focused on accreditation, (full awards and partial/component awards) employment and progression (progress to and start another relevant course). The estimated overall average percentage outcomes from the further education provision for learners completing courses are outlined in Charts 14.2 and 14.3.

Estimated Certification Outcomes for Further Education Provision

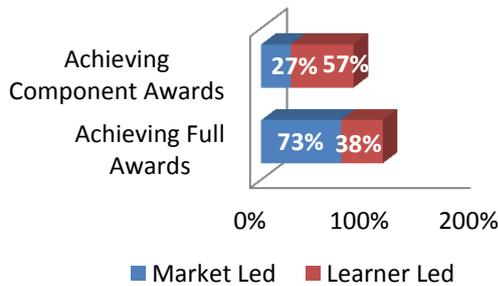


Chart 14.2

Estimated Employment/ Progression Outcomes for Further Education Provision

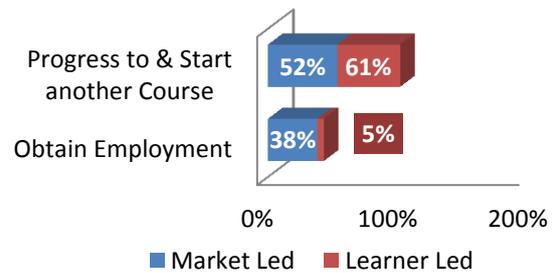


Chart 14.3

Planned Training Provision

A range of training interventions are provided, including specific skills training, traineeship, apprenticeship and community-based training to meet the identified requirements of the individual learner and the labour market. Most of the provision (including apprenticeship) has a market-led focus (65%) equating to 53 courses and 1,600 learners approximately. Breakdown of the provision is outlined in Chart 14.4.

All programmes have set target outcomes for obtaining employment or progression to another relevant course.

Excluding apprenticeship the target percentage of learners expected to obtain employment is on average 45%. For individual programmes it is higher e.g. traineeship (60%). The combined overall targeted outcome average percentage for market-led programmes (excluding apprenticeship) for learners obtaining a job or pursuing another course is 74%.

Planned Volume of Market Led Programmes by Type

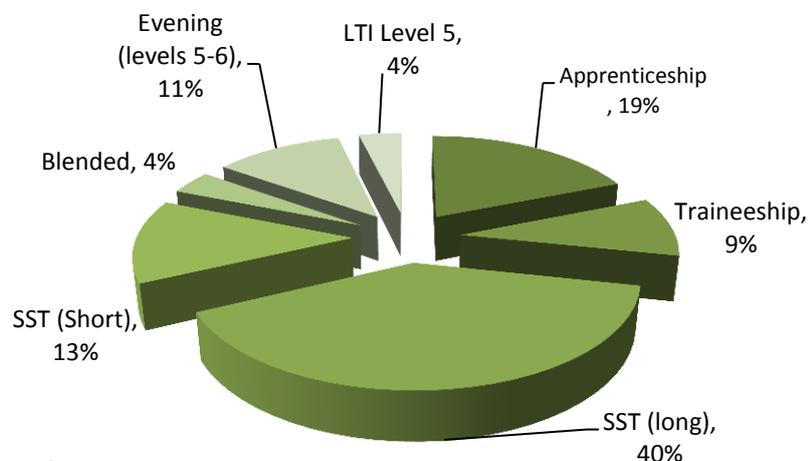


Chart 14.4

Specific Skills Training (SST) Courses (short) are of varying durations less than six months. SST Courses (long) typically take six months or longer to complete and are designed to meet the needs of industry across a range of sectors. It is anticipated that just under a 1,000 learners will participate in either a long or a short SST course during 2014, with 72% of the places available for new starters. The target outcomes from SST courses are for employment, 40% for short courses and 43% for long courses; and for learners pursuing further studies, 33% and 28% respectively.

Traineeships will cater for just over 140 beneficiaries. Evening courses are provided on a part-time basis, generally three hours per evening, one-to-two evenings per week. For the evening courses at Levels 5-6 on NFQ the expected beneficiaries are just over 200. Outcome targets are set at 44% to obtain jobs with 25% progressing to another relevant course.

Client- or learner-led type programmes make up 35% of the course provision delivered through range of programmes detailed in chart 14.5. Fourteen Evening courses at Levels 3-4 on NFQ are planned. The expected number of beneficiaries will be 654. Targeted outcomes include 70% certification and 69% either obtaining jobs or progressing to another course.

Community-based training will provide training for about 490 beneficiaries through: Local Training Initiatives (LTI), Specialist Training Programme (STP), Community Training Centres (CTC) and Justice Workshops.

**Planned Volume of Learner Led Programmes
by Type**

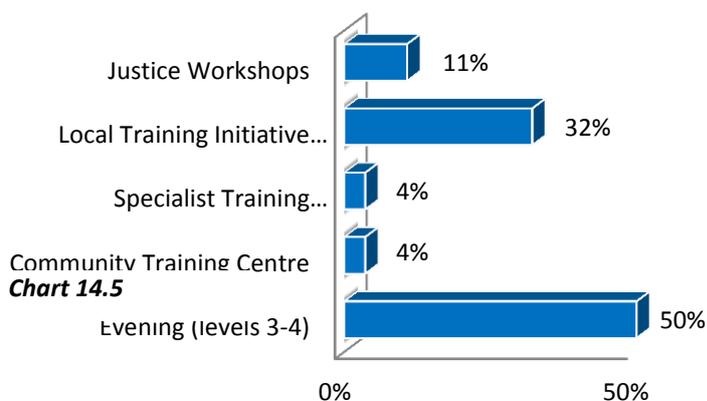


Chart 14.5

The STP provides training for persons with a disability, through dedicated training facilities. About 129 learners will avail of training through the STP suite of courses, of which a third of the places will be available for new starters.

The combined targeted outcomes for learners completing the courses to obtain employment or progress to another relevant course are LTI 63%, STP 70% and CTC 54%.

Justice Workshops will provide training for over 70 learners with almost half the places available for new starters. Outcome targets are set at 26% obtaining employment and 28% progressing to another course.

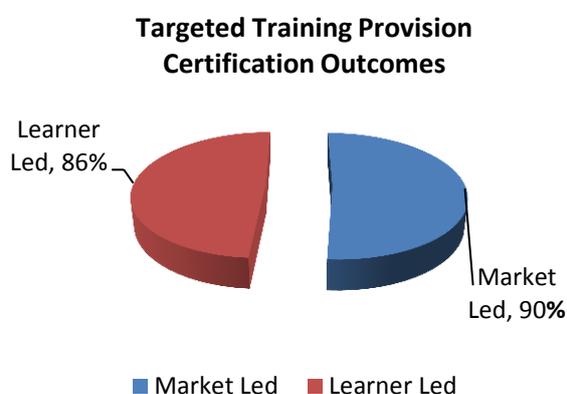
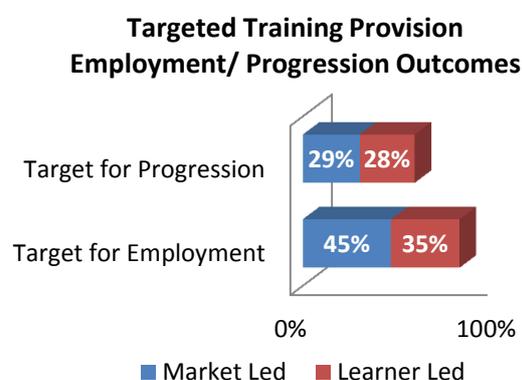
The array of training provision across both market and client led courses will enable learners to acquire relevant technical and/or generic skills at various levels. The provision mix provided through a range of accredited courses, is designed to meet the needs of a variety of workplaces and occupations.

Training is provided in 10 of the 18 Career Clusters - see details in Table 14.5.

Training Provision by Career Cluster			
Career Cluster	Number of Courses Planned 2014	Estimated Number of Beneficiaries	Estimated Number of New Starter Places
Information Technology	13	372	323
Transport, Distribution & Logistics	1	16	16
Sales and Marketing	2	69	38
Health, Family, other Social Services	6	206	180
Built Environment	13	308	253
Financial Services	8	238	167
Business Administration and Management	10	547	480
Manufacturing	13	436	379
Natural Resources	1	16	16
Supported training	15	559	247
Total	82	2,767	2,099

Table 14.5

The investment in training provision funded through SOLAS in the Galway and Roscommon ETB area amounts to €12.519m for 2014. The outcomes are focused on accreditation (full awards and partial/component awards) along with employment and progression (progress to and start another relevant course). The targeted outcomes from the training provision for learners completing courses are outlined in Charts 14.6 and 14.7.

**Chart 14.6****Chart 14.7**

The training centre in Galway provides Apprenticeship Phase Two training courses. The Apprenticeship Phase Two training planned represents 6% of the overall training provision provided by the Centre in the region. During 2014, 210 apprentices are scheduled to partake in off-the-job training at phases two (80), four (98) and six (32). Phases four and six are delivered through the Institutes of Technology. Table 14.6 shows the family of trades in which the 210 apprentices are engaged.

Off-the-Job Apprenticeship Training by Family of Trade			
Family of Trade	Phase 2	Phase 4	Phase 6
Construction	✓		
Electrical	✓	✓	
Motor	✓	✓	✓

Table 14.6

The investment in Apprenticeship training in the region is €1.049m. The Career Clusters associated with the apprenticeship training are outlined in Table 14.7.

Off-the-Job Apprenticeship Training by Career Cluster		
All phases	Number of Courses	Estimated Number of Beneficiaries
Built Environment	6	139
Manufacturing	4	71
Total	10	210

Table 14.7

Summary of Further Education and Training Provision

A wide range of further education and training interventions will be delivered in the Galway and Roscommon ETB area in 2014. Through the various programmes it is intended to provide learning opportunities for a number of learner cohorts and the expected number of beneficiaries will be marginally above 26,500 spread over about 1,180 courses. It is estimated that 54% of the beneficiaries are new starters. The overall investment in further education and training provision funded through SOLAS for the Galway and Roscommon ETB area amounts to €28.283m. Table 14.8 outlines the overall average percentage outcomes relating to the estimates for further education and the targets for training provision for learners completing courses; for certification combining both full awards and partial awards; and for learners obtaining employment or progressing i.e. progress to and start another relevant course.

Summary of Further Education and Training Provision Outcomes		
Provision	Certification Total	Employment/Progression Total
Further Education Estimates	97%*	72%
Training Targets	87%	69%**

Table 14.8

* Summary of Further Education certification estimates relate to courses at Levels 1-6 only on the NFQ.

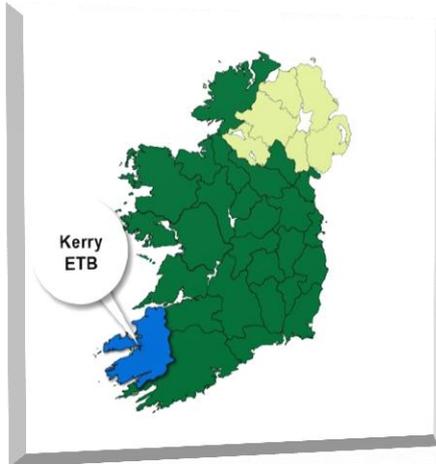
** Training employment and progression targets are based on the "2013 Follow-Up Survey of FÁS Clients".

Section 15. The Kerry Education and Training Board Area

Area Profile

Total population is 145,502 (CSO April 2011). The population is proportionately older than national trend in the 45-49 years bracket, and especially in the 60 - 64 years bracket. There are fewer 20-40 year olds than the national average. 75% live in rural locations. Only 25% live in the three main towns - Tralee, Killarney or Listowel.

Broadband and ICT skill levels are issues for the rural population. On average only 54.6% of households have connectivity compared to a national average of 63.8%. Research carried out by Teagasc for the Commission for the Economic Development of Rural Areas produced a special report on the impact of the recession in Kerry. It found that while levels of unemployment increased in the whole country, the increase was far steeper in rural areas. Teagasc figures show that Kerry's urban area unemployment increase by 144% between 2000-2011, in rural areas it increased by 192%. (ruralireland.ie)



There were 69,286 persons aged 15 years and over in the labour force and of these, 80.5% (55,767 persons) were at work. The unemployment rate for this area was 19.5% compared with a national average rate of 19.0%. Of the 46,864 persons aged 15 years and over who were outside the labour force, 25.1% were students, 24.8% were looking after the home/family and 38.2% were retired. Of the 55,767 workers enumerated in the Kerry Census 2011, 4,026 worked outside the area. The day-time working population (resident and non-resident) of Kerry was 40,891 with professional services being the largest industry (Chart 15.1).

Overall 17.4% of the people of Kerry have primary level education only. However there are several rural EDs where the proportion of adults with primary education only is at least twice the national average of 16.0%. These are Kilshenane (39.2%), Cloon/Daoire Ianna (37.4%), Portmagee (32.1%), Carker (30.5%) and Kerryhead (30.4%). 56.2% of the population has attained second-level education. 26.4% have a third-level degree. The national average is 30.6%. There are certain EDs where the level of third-level education is much lower, e.g. in Loughbrin (10.3%), Derreen (11.6%) and Kilshenane (12.4%). Tralee and Killarney have the highest level of people with no formal qualification, with Listowel coming close behind. Other towns with low levels of educational attainment include; An Daingean, Kenmare, Killorglin, Listowel, Ballybunion and Castleisland.

It should be remembered that Kerry is a large rural county. Within the overall statistics there are pockets of severe disadvantage. For example in the Census 2011 noted 16.4% unemployment in the Kerry South Constituency compared to the national average of 19%. Whereas in the Kerry North West Limerick Constituency it was 22.9% - significantly higher than the rest of the state. People from the Kerry North West Limerick Constituency

participate as learners in the Listowel/North Kerry ETB area. Unemployment is higher here pro rata than the rest of the county, and educational attainment levels are lower.

Unemployment rates in individual EDs reach levels well above those prevailing county-wide, and are highest in Tralee Urban District (42.0% male, 29.1% female), followed by Ballyduff (43.6% male, 24.0% female) and Ardferf (40.4% male, 23.4% female).

Chart 15.1 shows the number of day-time workers in County Kerry by industry type. As per CSO 2011, the largest percentage of persons employed are in professional services along with commercial and trades industries.

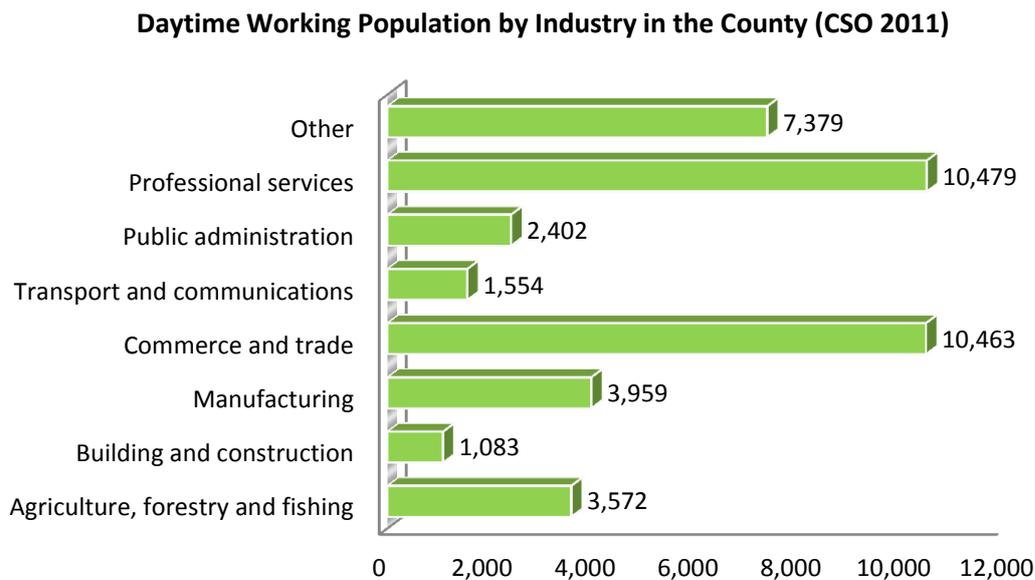


Chart 15.1

Overview of Further Education and Training Provision

At the time of planning the former FÁS Training Centre in Tralee and the associated provision had not transferred to the Education and Training Board. The transfer occurred at the end of December 2013. Consequently the planning for the training provision was carried out as a separate process. However the plan was finalised in collaboration with the Kerry ETB. During 2014 the Kerry ETB area has planned further education and training provision for over 1,500 courses, catering for just over 16,000 learners including apprentices. Of the SOLAS-funded further education and training courses, the provision in this ETB area represents 7% of the national course provision, 5% of the beneficiaries and 4% (€20.284m) of the national investment. The further education and training provision is provided through a range of programmes outlined in Table 15.1. The provision includes apprenticeship training at phases two and six.

Courses within programmes are categorised according to their degree of orientation towards the labour market i.e. market-led or client/learner-led. Programmes that lead to awards at Levels 5 or 6 on the National Framework of Qualifications are considered to be market-led. In addition an occupational or Career Cluster classification is used to describe the course content focus.

Number of Further Education and Training Courses Planned by Programme Type			
Further Education Programmes	Number of Courses	Training Programmes	Number of Courses
Post Leaving Certificate (PLC)	56	Traineeships	11
Vocational Training Opportunities Scheme (VTOS)	12	Specific Skills Training (SST) (Long & Short)	32
Youthreach	1 ²³	Blended	2
Back to Education Initiative (BTEI)	285	Evening	67
Adult Literacy	704	Community Training Centre (CTC) ²⁴	1
Community Education	293	Local Training Initiative (LTI)	1
English for Speakers of Other Languages (ESOL)	41	Specialist Training Programme (STP)	8
Cooperation Hours	7	Bridging	9
		Apprenticeship	7
Total Further Education Courses	1,399	Total Training Courses	138

Table 15.1

Planned Further Education Provision

Further Education provision planned for 2014 includes a mix of both full-time (5%) and part-time (95%) courses. The breakdown of the percentage number of courses by programme type is outlined in Chart 15.2. The programmes with the highest volume of part-time courses planned are; Adult Literacy, Community Education and Back to Education Initiative (BTEI). 85% of the projected number of all the further education new starter places available this year in the County is on part-time courses (circa 6,000). The majority (89%) of the part-time courses are learner-led. Part-time course provision will cater for 87% of the ETB further education beneficiaries (13,600 approximately) in 2014.

The Adult Literacy programme is expected to cater for 2,575 learners of which nearly two-thirds of the places are available for new starters. The estimated percentage of learners progressing to another course is 90%. The Adult Literacy Service provides a range of options for learners with literacy, numeracy and basic education deficits. The Community Education courses are mainly uncertified and provide learning opportunities for just over 3,000 learners, with an estimated 45% progressing to further studies.

The part-time provision includes the BTEI with market-led courses (53%) catering for 52% of the BTEI beneficiaries (2,800 plus). The BTEI programme has the largest number (40%) of

²³ Kerry ETB has five Youthreach courses. Four of the courses are provided by KDYS under a SLA. The four courses provided by KDYS are included in the Co-operation Hours provision.

²⁴ Community Training Centre number of courses refers to the number of CTCs. Training is provided on a holistic basis across a range of modules and is individually tailored to learner needs and mapped to an individual learner plan.

the Kerry ETB beneficiaries circa 5,500. The programme is aimed at adults who have left full-time education and particularly targeted at those with less than upper-second-level education. The estimated outcomes from the BTEI suite of courses are for all learners will achieve certification; 93% attaining component awards and the remainder achieving full awards; 97% progressing to another relevant course or obtaining employment.

Of those completing part-time programmes in 2014 the estimated progression level is 85% of learners that will either progress to another relevant course or obtain employment, with the majority (67%) pursuing further studies.

Planned Further Education Provision by Programme Type

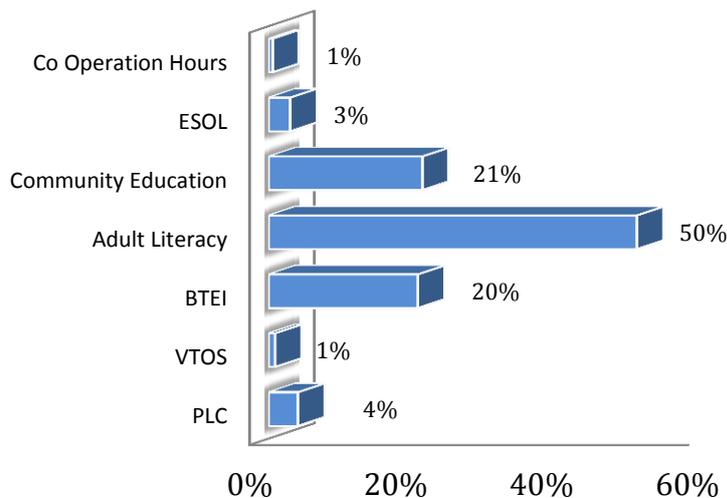


Chart 15.2

The full-time course provision is provided on the following programmes; Post Leaving Certificate (PLC), Vocational Training Opportunities Scheme (VTOS) and Youthreach. These programmes will cater for about 1,800 beneficiaries. The PLC suite of courses will provide further education to just less than 1,500 people in 2014. All of the PLC courses have a market-led focus, leading to a Major Award at either Level 5 or 6 on the National Framework of Qualifications. Of the 56 PLC courses planned, 59% of the places are available for new starters. It is projected that nearly all of the learners completing PLC courses will achieve certification either a full award or component awards. The estimated combined outcome for PLC courses in regard to learners obtaining employment or pursuing another relevant course is 89% (employment is 39%).

A quarter of the VTOS course provision is market-led and the expected beneficiaries for all VTOS courses is about 320. Estimated outcomes for all VTOS and Youthreach in terms of learner progression either to a job or pursuing further studies is 68% and 88% respectively.

A number of the programmes provided by Kerry ETB are aimed specifically at long-term unemployed persons and youth. In line with the "Pathways to Work Activation Policy" and the "Youth Guarantee Implementation Plan" specific targets and allocations have been determined for these discrete cohorts. To achieve this it is intended that the interim Protocol with DSP (Department of Social Protection) will continue to be operated. Through the four Adult Education centres and liaison with key interagency colleagues and stakeholders the ETB will, through the further education provision, aim to ensure that the needs of both the employers and learners are met.

Tables 15.2 and 15.3 below provide information from the following perspective; Career Clusters, FE, programme type and provision. In the context of programme provision both full- and part-time courses are considered.

The Kerry ETB provides a range of further education courses across 16 of 18 Career Clusters as outlined in Table 15.2.

Further Education Provision by Career Cluster			
Career Clusters	Number of Courses Planned for 2014	Estimated Number of Beneficiaries in 2014	Estimated Number of New Starter Places
Science and Technology	1	15	10
Animal Science	4	136	72
Agriculture, Horticulture and Mariculture	2	25	20
Hairdressing, Beauty and Complementary Therapies	2	62	33
Art, Craft and Media	157	2,058	1,099
Information Technology	132	2,108	934
Sales and Marketing	1	20	20
Health, Family, other Social Services	220	3,682	1,371
Built Environment	4	99	67
Financial Services	2	45	24
Business Administration and Management	16	488	296
Manufacturing	5	163	111
Natural Resources	8	193	90
Tourism	3	58	35
Food and Beverage	10	158	120
General Learning (including Literacy, Numeracy and ICT skills)	832	4,318	2,634
Total	1,399	13,628	6,936

Table 15.2

Table 15.3 below provides summary data related to the Kerry ETB Further Education Programme Provision, giving consideration to both full- and part-time Programmes.

SUMMARY OVERVIEW OF FURTHER EDUCATION PROGRAMME PROVISION

The Kerry ETB		INPUTS				OUTPUTS					OUTCOMES		
Further Education Programme Type	Number of Individual Courses to be Delivered in 2014	Number of Learners in Further Education on the 1st January 2014	Estimated Number of Learners Starting Courses in 2014	Estimated Number of Beneficiaries in 2014	Estimated Percentage of Learners Retained on Courses during 2014	Estimated Number of Beneficiaries Completing Courses in 2014	Estimated Percentage of Learners Completing Courses during 2014 that will achieve Full Award Certification	Estimated Percentage of Learners Completing Courses during 2014 that will achieve Award Certification	Estimated Percentage of Learners Completing Courses during 2014 that will achieve either Full Awards or Component Awards Certification (combined %)	Estimated Percentage of Learners Completing Courses during 2014 that will enter into Employment	Estimated Percentage of Learners Completing Courses during 2014 that will progress to and start a relevant course	Estimated Percentage of Learners Completing Courses during 2014 that will either enter Employment or progress to & start a relevant course (combined %)	
													Full-time
	Vocational Training Opportunities Scheme	12	172	150	322	78%	172	53%	15%	68%	9%	59%	68%
	Youthreach	1	8	8	16	75%	8	75%	25%	100%	13%	75%	88%
	Sub total Full time	69	786	1,026	1,812	71%	786	69%	24%	93%	32%	52%	84%
Part-time	Back to Education Initiative	285	3,222	2,236	5,458	94%	5,157	7%	93%	100%	28%	69%	97%
	Adult Literacy	704	914	1,661	2,575	80%	914	0%	13%	13%	0%	90%	90%
	Community Education	293	1,537	1,526	3,063	98%	1,537	0%	0%	0%	0%	45%	45%
	English for Speakers of other Languages	41	148	426	574	80%	172	0%	17%	17%	0%	77%	77%
	Cooperation Hours	7	85	61	146	34%	85	64%	29%	93%	8%	62%	71%
	Sub total Part-time	1,330	5,906	5,910	11,816	91%	7,865	5%	63%	68%	18%	67%	85%
All	Total All	1,399	6,692	6,936	13,628	88%	8,651	11%	60%	71%	20%	66%	85%

Table 15.3

The investment funded through SOLAS to the Kerry ETB for further education provision amounts to €8.249m in 2014. The outcomes are focused on accreditation (full awards and partial/component awards) along with employment and progression (progress to and start another relevant course). The estimated overall average percentage outcomes from the further education provision for learners completing courses are outlined in Charts 15.3 and 15.4.

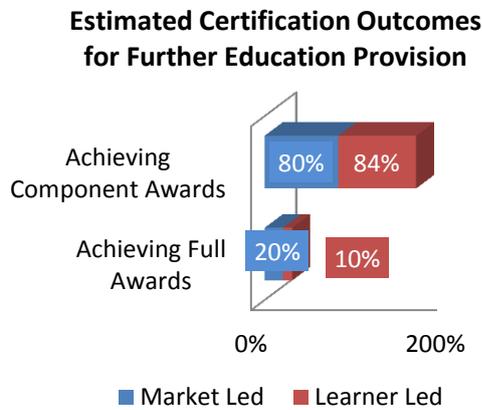


Chart 15.3

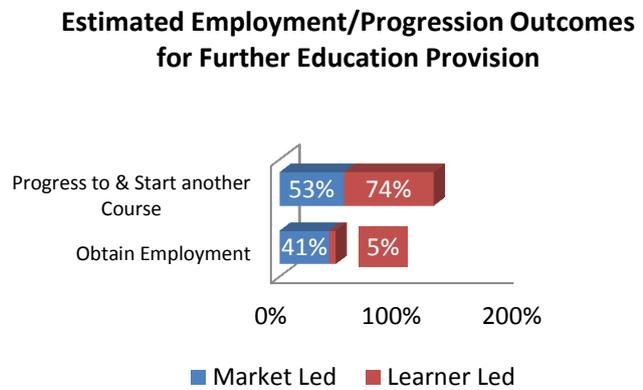


Chart 15.4

Planned Training Provision

A range of training interventions are provided, including specific skills training, traineeship, apprenticeship and community-based training to meet the identified requirements of the individual learner and the labour market. Most of the provision (including apprenticeship) has a learner-led focus (62%) equating to 86 courses and 1,300 learners. Breakdown of the provision is outlined in Chart 15.5.

All programmes have set target outcomes for obtaining employment or progression to another relevant course. The overall target percentage of learners expected to obtain employment from client-led programmes is 35%.

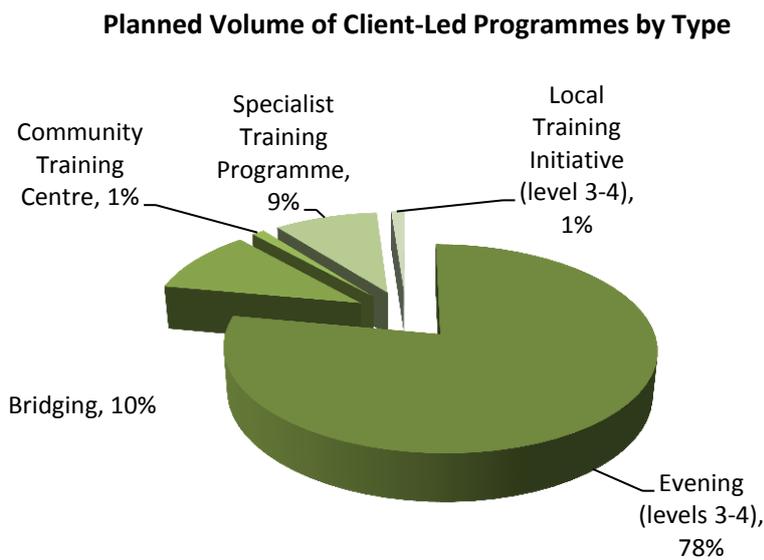


Chart 15.5

The combined targeted outcome (average) for learner led programmes for learners obtaining a job or pursuing another course is 63%.

Evening courses are provided on a part-time basis generally three hours per evening, one-to-two evenings per week. Evening courses at Levels 3-4 on NFQ make up 78% of the learner-led course provision with just over

900 beneficiaries. Outcome targets are set at 44% to obtain jobs and 25% progressing to another relevant course. Bridging courses will provide training for 155 beneficiaries.

Community-based training will provide training for about 200 beneficiaries through: Local Training Initiatives (LTI), Specialist Training Programme (STP) and the Community Training Centre (CTC).

The STP provides training for persons with a disability, through dedicated training facilities. About 120 learners will avail of training through the STP suite of courses, of which just over half of the places are available for new starters. The Community Training Centre based in Tralee with 74 beneficiaries is aimed at meeting the needs of early school leavers. The combined targeted outcomes for learners completing the courses to obtain employment or progress to another relevant course are for: LTI 63%, STP 70% and CTC 54%.

Planned Volume of Market-Led Programmes by Type

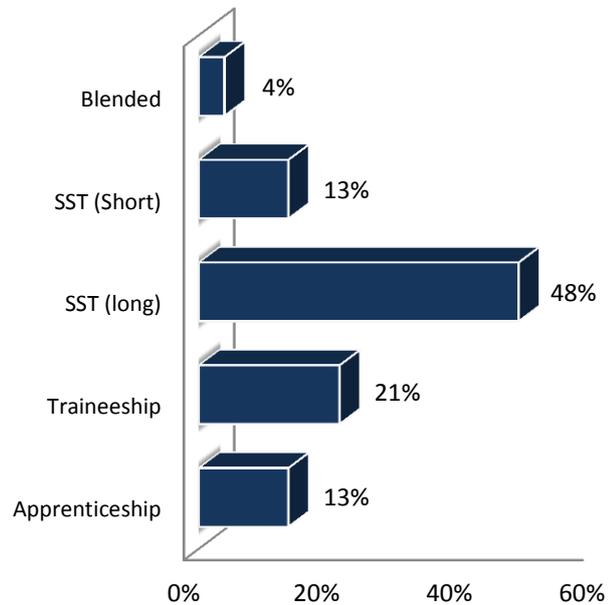


Chart 15.6

Of the market-led courses the Specific Skills Training (SST) courses (short and long SST combined) have the highest volume of courses (Chart 15.6). The SST courses (short) are of varying durations less than six months. The courses are generally focused on delivery of a single module or few modules. SST Courses (long) typically take six months or longer to complete and are designed to meet the needs of industry across a range of sectors. It is anticipated that just fewer than 900 learners will participate in either a long or a short SST course during 2014, and 71% of the places available are for new starters. The target outcomes from SST courses are for employment, 40% for short courses and 43% for long courses; and for learners pursuing further studies, 33% and 28% respectively.

The array of training provision across both market- and client-led courses will enable learners to acquire relevant technical and/or generic skills at various levels. The provision mix provided through a range of accredited courses, is designed to meet the needs of a variety of workplaces and occupations. Training is provided in 10 of the 18 Career Clusters - see details in Table 15.4.

Training Provision by Career Cluster			
Career Cluster	Number of Courses Planned 2014	Estimated Number of Beneficiaries	Estimated Number of New Starter Places
Information Technology	28	519	429
Transport, Distribution & Logistics	2	32	32
Sales and Marketing	5	120	85
Health, Family, other Social Services	33	613	510
Built Environment	8	155	112
Financial Services	9	184	144
Business Administration and Management	24	495	442
Manufacturing	17	260	224
Natural Resources	2	18	16
Supported training	10	216	126
Total	138	2,612	2,120

Table 15.4

The investment funded through SOLAS to the Kerry ETB for training provision amounts to €12.035m in 2014. The outcomes are focused on accreditation (full awards and partial/component awards) along with employment and progression (progress to and start another relevant course). The targeted outcomes from the training provision for learners completing courses are outlined in Charts 15.7 and 15.8.

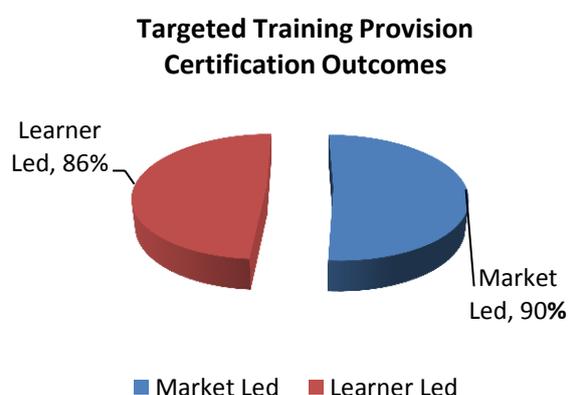


Chart 15.7

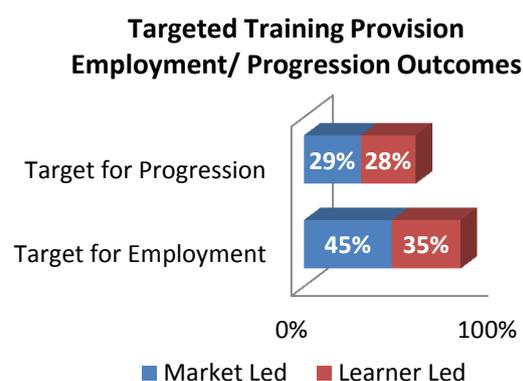


Chart 15.8

The training centre in Tralee provides Apprenticeship Phase Two training courses. The Apprenticeship Phase Two training planned represents 4% of the overall training provision in the region. During 2014, 120 apprentices are scheduled to partake in off-the-job training at phases two (106) and six (14).

Phase Six is delivered through the Institute of Technology. Table 15.5 shows the family of trades in which the 120 apprentices are engaged.

Off-the-Job Apprenticeship Training by Family of Trade		
Family of Trade	Phase 2	Phase 6
Motor	✓	✓
Electrical	✓	
Engineering	✓	

Table 15.5

The investment in Apprenticeship training in the region is €0.644m. The Career Clusters associated with the apprenticeship training are outlined in Table 15.6.

Off-the-Job Apprenticeship Training by Career Cluster		
All phases	Number of Courses	Estimated Number of Beneficiaries
Natural Resources	1	14
Built Environment	2	42
Manufacturing	4	64
Total	71	120

Table 15.6

Summary of Further Education and Training Provision

A wide range of further education and training interventions will be delivered in the Kerry ETB area in 2014. Through the various programmes it is intended to provide learning opportunities for a number of learner cohorts and the expected number of beneficiaries will be about 16,200 spread over 1,500 plus courses. It is estimated that 56% of the beneficiaries are new starters. The overall investment in further education and training provision funded through SOLAS for the Kerry ETB area amounts to €20.283m. Table 15.7 outlines the overall average percentage outcomes relating to the estimates for further education, and the targets for training provision for learners completing courses; for certification combining both full awards and partial awards; and for learners obtaining employment or progressing i.e. progress to and start another relevant course.

Summary of Further Education and Training Provision Outcomes		
Provision	Certification Total	Employment/Progression Total
Further Education Estimates	97%*	85%
Training Targets	87%	69%**

Table 15.7

* Summary of Further Education certification estimates relate to courses at Levels 1-6 only on the NFQ.

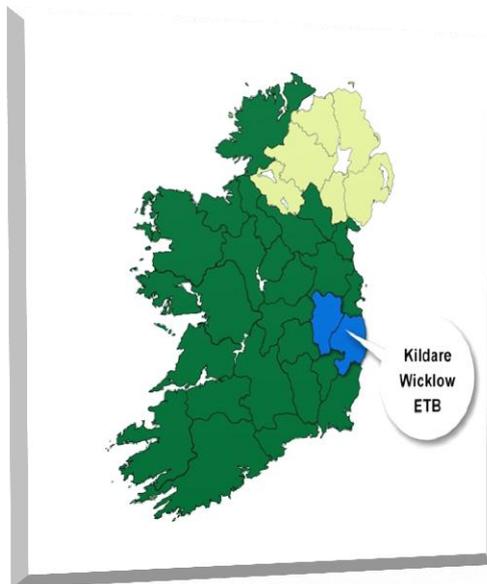
** Training employment and progression targets are based on the "2013 Follow-Up Survey of FÁS Clients".

Section 16. The Kildare and Wicklow Education and Training Board Area

Area Profile

County Kildare and County Wicklow cover an area of 371,126 hectares with a population of 346,952 people (County Kildare - 210,312 and County Wicklow - 136,640), consisting of 172,200 males and 174,752 females²⁵.

Both County Kildare and County Wicklow have experienced high population growth over the past 20 years; Wicklow's population has grown 40.5% and Kildare 71.5%. Commuting plays an important part in the economic makeup of both counties. Of the 138,494 workers resident in both Counties, 54,543 (39%) work outside the region.



While overall there has been an improvement in educational attainment across both Counties, County Kildare still has 12.3% of its population with primary education only and County Wicklow 14.1%.

An analysis of the socio-economic profile of County Kildare shows that there are traditional regional disparities within the county, due to the changing nature of employment and the dependence on agriculture and the manufacturing and services industries. These disparities have been accentuated by rapid population growth in the eastern part of the county and the establishment of highly skilled technology-based industries in the north east of the county²⁶.

County Kildare can be divided into three distinct areas:

- An affluent area in the North East with pre-dominantly high levels of educational attainment and skilled persons.
- The mid-region of County Kildare has a highly-skilled workforce and educational achievement levels above the national average. However, the area of Newbridge and its environs have a demography characterised by social and economic problems.
- South County Kildare continues to have low levels of educational attainment, high numbers of lone parents and chronic long-term unemployment²⁷.

County Wicklow has numerous multinational companies and Small-to-Medium Enterprises (SMEs) located within the county. The east of the county has attracted many significant

²⁵ CSO 2011 Census Statistics, www.cso.ie

²⁶ CKLP-Social-Inclusion-Strategic-Plan-2011-2013

²⁷ CKLP-Social-Inclusion-Strategic-Plan-2011-2013.

multinational operations due to the highly skilled workforce and excellent transport links (N11 and M50) to Dublin, as well as the airport and Dublin Port. The presence of large multinational companies in the county has had a positive effect, creating many spin-off jobs. Tourism remains a major service industry within the county, and agriculture, forestry and fishing are an important source of employment in rural areas. County Wicklow can be divided into two distinct areas:

- An affluent area along the east coast, with some major indigenous and multinational employers. The coastal area of County Wicklow has a highly skilled workforce and well developed transport infrastructure for commuters, via road and rail.
- The west of the county has suffered from a lack of major employers, mainly due to the rugged landscape and poor infrastructure.

Overview of Further Education and Training Provision

At the time of planning the associated training provision in counties Kildare and Wicklow had not transferred to the Education and Training Board. The transfer is scheduled to take place mid-year. Consequently, the planning for the training provision was carried out as a separate process. However the plan was finalised in consultation with the Kildare and Wicklow ETB. During 2014 the Kildare and Wicklow ETB area has planned further education and training provision for approximately 1,000 courses catering for just over 13,700 learners. Of the SOLAS-funded further education and training courses, the provision in this ETB area represents 5% of the national course provision, 4% of the beneficiaries and 5% (€26.402m) of the national investment. The further education and training provision is provided through a range of programmes outlined in Table 16.1. The provision includes apprenticeship training at phases two, four and six.

Courses within programmes are categorised according to their degree of orientation towards the labour market i.e. market-led or client/learner-led. Programmes that lead to awards at Levels 5 or 6 on the National Framework of Qualifications are considered to be market-led. In addition an occupational or Career Cluster classification is used to describe the course content focus.

Number of Further Education and Training Courses Planned by Programme Type			
Further Education Programmes	Number of Courses	Training Programmes	Number of Courses
Post Leaving Certificate (PLC)	140	Traineeships	9
Vocational Training Opportunities Scheme (VTOS)	45	Specific Skills Training (SST) (Long & Short)	10
Youthreach	57	Community Training Centre (CTC) ²⁸	1
Back to Education Initiative (BTEI)	112	Local Training Initiative (LTI)	26
Adult Literacy	321	Specialist Training Programme (STP)	6
Community Education	193	Bridging	3
English for Speakers of Other Languages (ESOL)	74	Apprenticeship	3
Cooperation Hours	57		
Total Further Education Courses	999	Total Training Courses	58

Table 16.1

Planned Further Education Provision

Further Education provision planned for 2014 in the region includes a mix of both full-time (24%) and part-time (76%) courses. The breakdown of the percentage number of courses by programme type is outlined in Chart 16.1. The programmes with the highest volume of part-time courses planned are; Adult Literacy, Community Education and Back to Education Initiative (BTEI). 58% of the projected further education new starter places available this year are on part-time courses (circa 3,400). The majority (93%) of the part-time courses are learner-led. Part-time course provision will cater for 63% of the ETB further education beneficiaries (12,600 approximately) in 2014.

The Adult Literacy programme is expected to cater for almost 2,000 beneficiaries, 42% of the places on the Literacy programme are available for new starters. The Community Education courses are mainly uncertified and will provide learning opportunities for almost 2,000 learners.

Of those completing part-time programmes in 2014, the overall average estimated progression level is that 35% of learners that will either progress to another relevant course or obtain employment, with the majority (27%) pursuing further studies.

The part-time provision includes programmes with market-led courses. The Back to Education Initiative (BTEI) has the largest volume (47%) in this grouping with employment

²⁸ Community Training Centre number of courses refers to the number of CTCs. Training is provided on a holistic basis across a range of modules and is individually tailored to the learner needs and mapped to an individual learner plan.

focused courses catering for 1,140 beneficiaries. The estimated outcomes from BTEI market-led courses are 35% obtaining employment; 18% progressing to another relevant course; and 60% achieving certification. For all the BTEI suite of courses the estimated outcomes are 62% either obtaining employment or progressing to another course, and 73% achieving certification.

The full-time course provision is provided on the following programmes; Post Leaving Certificate (PLC), Vocational Training Opportunities Scheme (VTOS) and Youthreach. These programmes will cater for almost 4,700 beneficiaries 37% of the Kildare and Wicklow ETB further education beneficiaries in 2014.

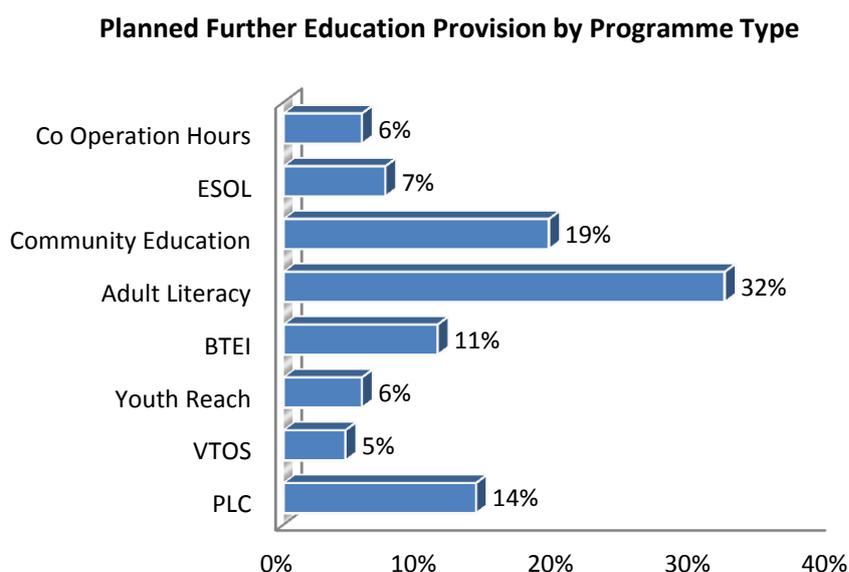


Chart 16.1

The PLC suite of courses will provide further education to just over 3,200 people in 2014 and has the highest volume of beneficiaries associated with it. All of the PLC courses have a market-led focus, leading to a Major Award at either Level 5 or 6 on the National Framework of Qualifications. Of the 140 PLC courses planned, 55% of the places are available for new starters. It is projected that 85% of learners completing PLC courses will achieve certification either a full award (65%) or component awards (20%). The estimated combined outcome for PLC courses in regard to learners obtaining employment or pursuing another relevant course is 62%.

87% of the VTOS course provision is market-led, expected beneficiaries is about 860 of which 45% will be new course starters. Of the market-led course provision, it is projected that 55% of learners completing VTOS courses will achieve certification either a full award or component awards. The estimated combined outcome regarding learners obtaining employment or pursuing another relevant course is 72%.

The Youthreach provision is provided in a number of centres and is aimed at early school leavers aged between 15 and 20 years. All of the courses are learner-led. The estimated outcomes combined for employment and progression to another course is 65% for Youthreach. Learner-focused course delivery through VTOS and Youthreach will cater for about an additional 580 beneficiaries of which nearly 46% of the places are for new starters.

A number of the programmes provided by Kildare and Wicklow ETB are aimed specifically at long-term unemployed persons and youth. In line with the "Pathways to Work Activation

Policy” and the “Youth Guarantee Implementation Plan” specific targets and allocations have been determined for these discrete cohorts. To achieve this, it is intended that the interim Protocol with DSP (Department of Social Protection) will continue to be operated in both counties. Liaison with DSP, INTREO, Local Employment Service Networks and Obair will continue. In addition, the ETB will continue to build strategic partnerships with enterprise and employers.

Tables 16.2 and 16.3 below provide information from the following perspective; Career Clusters, FE, programme type and provision. In the context of programme provision both full- and part-time courses are considered.

The Kildare and Wicklow ETB provides a range of further education courses across 14 of 18 Career Clusters as outlined in Table 16.2.

Further Education Provision by Career Cluster			
Career Clusters	Number of Courses Planned for 2014	Estimated Number of Beneficiaries in 2014	Estimated Number of New Starter Places
Science and Technology	2	87	56
Animal Science	6	136	72
Agriculture, Horticulture and Mariculture	15	202	93
Hairdressing, Beauty and Complementary Therapies	9	266	144
Art, Craft and Media	91	1,447	632
Information Technology	59	831	384
Sales and Marketing	1	8	8
Health, Family, other Social Services	179	2,767	1,196
Built Environment	10	105	63
Financial Services	2	60	30
Business Administration and Management	44	1,108	554
Tourism	6	79	60
Sampling Skills	13	183	62
General Learning (including Literacy, Numeracy and ICT skills)	562	5,327	2,439
Total	999	12,606	5,793

Table 16.2

Table 16.3 below provides summary data related to the Kildare and Wicklow ETB Further Education Programme Provision, giving consideration to both full and part-time Programmes.

SUMMARY OVERVIEW OF FURTHER EDUCATION PROGRAMME PROVISION

The Kildare & Wicklow ETB Region		INPUTS				OUTPUTS					OUTCOMES		
Further Education Programme Type	Number of Individual Courses to be Delivered in 2014.	Number of Learners in Further Education on the 1st January 2014.	Estimated Number of Learners Starting Courses in 2014.	Estimated Number of Beneficiaries in 2014.	Estimated Percentage of Learners Retained on Courses during 2014.	Estimated Number of Beneficiaries Completing Courses in 2014.	Estimated Percentage of Learners Completing Courses during 2014 that will achieve Full Award Certification.	Estimated Percentage of Learners Completing Courses during 2014 that will achieve Component Award Certification.	Estimated Percentage of Learners Completing Courses during 2014 that will achieve either Full Awards or Component Awards Certification (combined %).	Estimated Percentage of Learners Completing Courses during 2014 that will enter into Employment.	Estimated Percentage of Learners Completing Courses during 2014 that will progress to and start a relevant course.	Estimated Percentage of Learners Completing Courses during 2014 that will either enter employment or progress to & start a relevant course (combined %).	
Full-time	Post Leaving Certificate	140	1,464	1,777	3,241	64%	1,476	65%	20%	85%	28%	34%	62%
	Vocational Training Opportunities Scheme	45	541	453	994	77%	511	55%	29%	85%	36%	36%	72%
	Youthreach	57	251	200	451	75%	165	41%	59%	100%	18%	48%	65%
	Sub total Full time	242	2,256	2,430	4,686	68%	2,152	61%	25%	86%	29%	35%	65%
Part-time	Back to Education Initiative	112	1,019	737	1,756	81%	1,222	4%	68%	73%	28%	34%	62%
	Adult Literacy	321	1,157	831	1,988	58%	1,175	1%	14%	15%	2%	55%	56%
	Community Education	193	1,303	667	1,970	80%	1,970	0%	2%	2%	0%	0%	0%
	English for Speakers of other Languages	74	422	323	745	72%	470	0%	26%	26%	2%	49%	51%
	Youth Provision	0	0	0	0	0%	0	0%	0%	0%	0%	0%	0%
	Arts Education	0	0	0	0	0%	0	0%	0%	0%	0%	0%	0%
	Cooperation Hours	57	656	805	1,461	60%	477	0%	43%	43%	11%	30%	40%
Sub total Part-time	757	4,557	3,363	7,920	70%	5,314	1%	26%	27%	8%	27%	35%	
All	Total All	999	6,813	5,793	12,606	69%	7,466	18%	26%	44%	14%	29%	43%

Table 16.3

The investment funded through SOLAS to the Kildare and Wicklow ETB for further education provision amounts to €16.845m for 2014. The outcomes are focused on accreditation (full awards and partial/component awards) along with employment and progression (progress to and start another relevant course). The estimated overall average percentage outcomes from the further education provision for learners completing courses are outlined in Charts 16.2 and 16.3.

Estimated Certification Outcomes for Further Education Provision

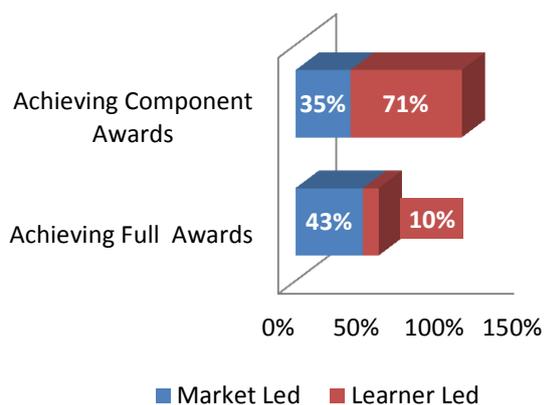


Chart 16.2

Estimated Employment/Progression Outcomes for Further Education Provision

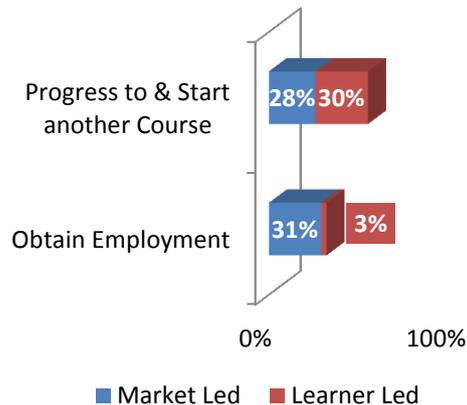
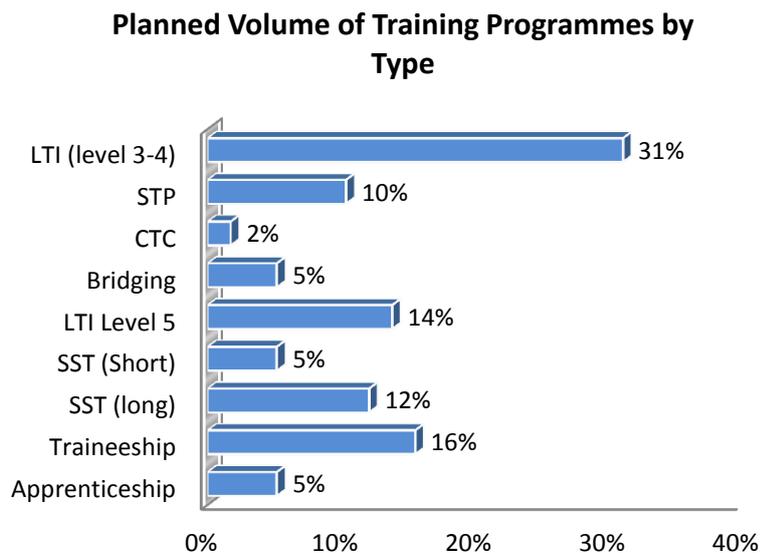


Chart 16.3

Planned Training Provision

A range of training interventions are provided, including specific skills training, traineeship, apprenticeship and community based training to meet the identified requirements of the individual learner and the labour market. The provision (including apprenticeship) is about the same in terms of the number of courses planned that are market-led (52%) and learner-led (48%), equating to a total of 58 courses and 1,100 learners approximately. Breakdown of the provision is outlined in Chart 16.4.

All programmes have set target outcomes for obtaining employment or progression to another relevant course. For market-led courses excluding apprenticeship the target percentage of learners expected to obtain employment is on average 45%. For individual programmes it is higher e.g. traineeship (60%). The combined targeted outcome (average) for market-led programmes (excluding apprenticeship) for learners obtaining a job or pursuing another course is 74%, and for learner-led courses it is 63%.

**Chart 16.4**

The target outcomes from SST courses are for employment; 40% for short courses, 43% for long courses; and for learners pursuing further studies, 33% and 28% respectively.

The Traineeship programme includes a 42 week residential course at Level 4 on the NFQ and is delivered by RACE (Racing Academy and Centre of Education). The training provided in horse care and riding equips learners with the skills and knowledge to pursue employment within the thoroughbred industry.

Community based training will provide training for about 520 beneficiaries through; Local Training Initiatives (LTI), Specialist Training Programme (STP) and Community Training Centre (CTC).

The STP provides training for persons with a disability, through dedicated training facilities. About 160 learners will avail of training through the STP suite of courses, about a third of the places are available for new starters. The CTC with 69 beneficiaries is aimed at meeting the needs of early school-leavers. The combined targeted outcomes for learners completing courses to obtain employment or progress to another relevant course are for: LTI, 63%; STP, 70%; and CTC, 54%.

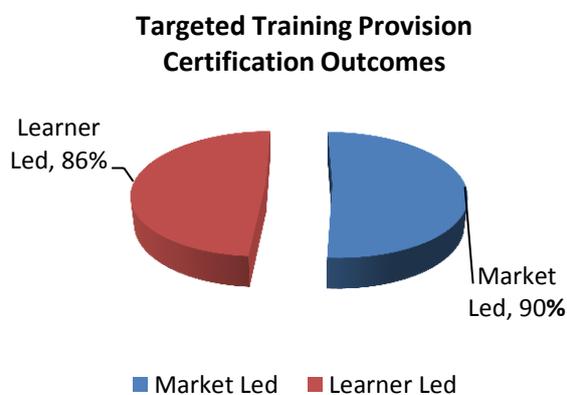
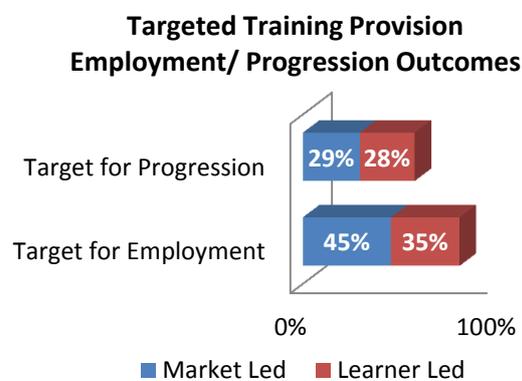
The array of training provision across both market- and client-led courses will enable learners to acquire relevant technical and/or generic skills at various levels. The provision mix provided through a range of accredited courses, is designed to meet the needs of a variety of workplaces and occupations. Training is provided in eight of the 18 Career Clusters - see details in Table 16.4.

Specific Skills Training (SST) Courses (short) are of varying durations, less than six months. The courses are generally focused on delivery of a single module or few modules. SST Courses (long) typically take six months or longer to complete and are designed to meet the needs of industry across a range of sectors. 200 learners will participate in either a long or short SST course during 2014, with 70% of the places available for new starters.

Training Provision by Career Cluster			
Career Cluster	Number of Courses Planned 2014	Estimated Number of Beneficiaries	Estimated Number of New Starter Places
Information Technology	5	120	80
Sales and Marketing	1	20	0
Health, Family, other Social Services	10	172	156
Financial Services	1	20	20
Business Administration and Management	3	58	40
Manufacturing	3	21	21
Natural Resources	2	58	30
Supported training	33	660	300
Total	58	1,129	647

Table 16.4

The investment in training provision funded through SOLAS in the Kildare and Wicklow ETB area amounts to €9.557m for 2014. The outcomes are focused on accreditation (full awards and partial/component awards) along with employment and progression (progress to and start another relevant course). The targeted outcomes from the training provision for learners completing courses are outlined in Charts 16.5 and 16.6.

**Chart 16.5****Chart 16.6**

Apprenticeship training in the region is delivered by the Irish Farriery School in Kildare Town. The Irish Farriery School delivers all the off-the-job phases for the Farriery Apprenticeship. During 2014, 21 apprentices are scheduled to partake in off-the-job training at phases two, four and six (seven apprentices at each of the phases). The investment in Apprenticeship training in the region is €0.242m.

Summary of Further Education and Training Provision

A wide range of further education and training interventions are planned for delivery in the Kildare and Wicklow ETB area in 2014. Through the various programmes it is intended to provide learning opportunities for a number of learner cohorts and the expected number of beneficiaries will be just over 13,700 spread over almost 1,060 courses. It is estimated that 47% of the beneficiaries will be new starters. The overall investment in further education and training provision funded through SOLAS for the Kildare and Wicklow ETB amounts to €26.402m. Table 16.5 outlines the overall average percentage outcomes relating to the estimates for further education and the targets for training provision for learners completing courses; for certification combining both full awards and partial awards; and for learners obtaining employment or progressing i.e. progress to and start another relevant course.

Summary of Further Education and Training Provision Outcomes		
Provision	Certification Total	Employment/Progression Total
Further Education Estimates	79%*	43%
Training Targets	87%	69%**

Table 16.5

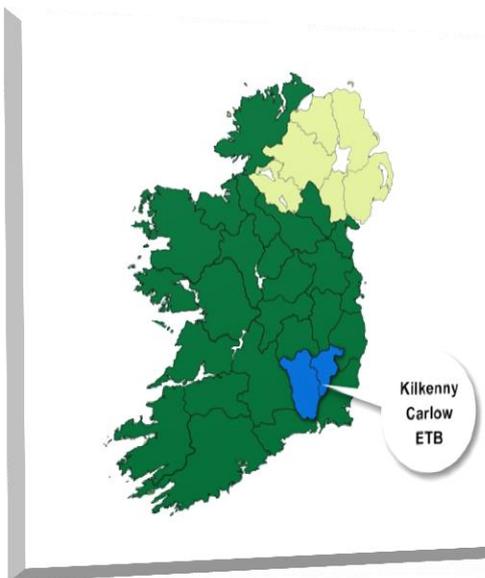
* Summary of Further Education certification estimates relate to courses at Levels 1-6 only on the NFQ.

** Training employment and progression targets are based on the "2013 Follow-Up Survey of FÁS Clients".

Section 17. The Kilkenny and Carlow Education and Training Board Area

Area Profile

The region covers a combined geographic area of 296,944 hectares of which 238,173 hectares accounts for farmed land. Census figures for 2011 indicated a population of 150,031 of which the number of persons aged 18 and over was 110,877. The CSO in 2011 reported that persons aged 15 years and over in the labour force were 25,410 for County Carlow and 46,265 for County Kilkenny, with 76.7% and 80.6% respectively at work. The figures of those at work were 15,026 (Carlow) and 27,485 (Kilkenny). The unemployment rate was 23.3% for Carlow and 19.4% for Kilkenny, compared with a national average rate of 19.0%.

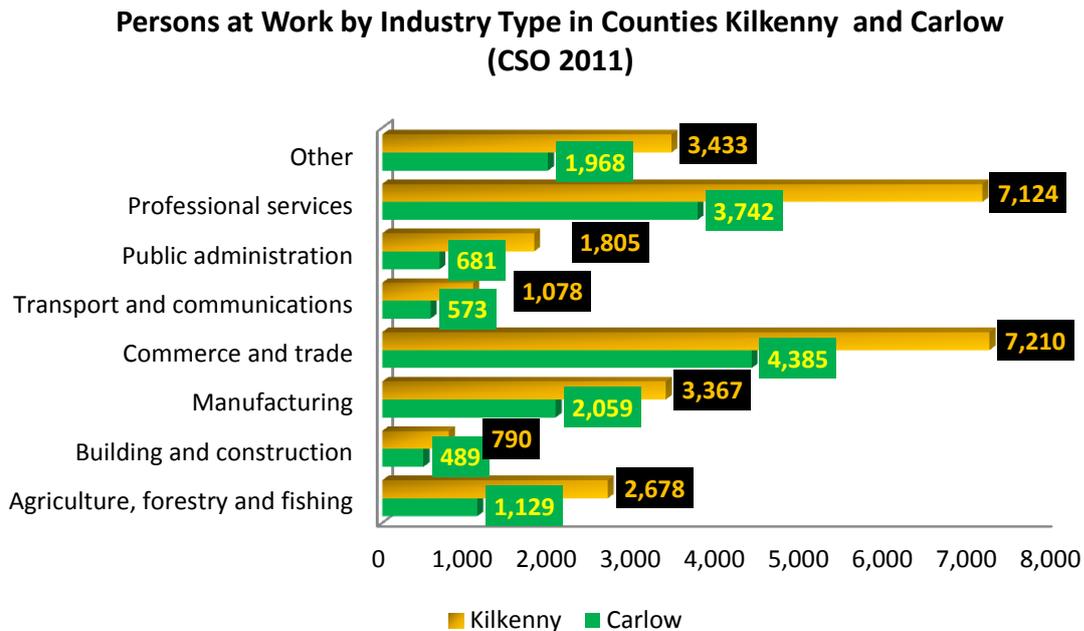


The Trutz Haase Profile Report (2013) indicates that male unemployment in Carlow experienced a threefold increase, reaching in 2011, 26.5% in Carlow and 23.2% in Kilkenny. This compared to a national male unemployment rate at that time of 22.3%. Correspondingly, the female unemployment rate doubled between 2006 and 2011, reaching 19.0% in Carlow and 14.7% in Kilkenny, compared to 15.0% nationally in 2011. Unemployment rates in individual EDs reached levels well above those prevailing county wide.

Of those aged 15 years and over whose full-time education had ceased, in County Carlow 17.4% and in County Kilkenny 15.1% were educated to at most primary-level only; a further 58.3% and 58.1% for the respective counties attained second-level. The reported education to third-level was 24.3% for County Carlow and 15.1% for County Kilkenny.

In the Kilkenny and Carlow region the highest number of medium-to-large enterprises (employing more than 50 persons) is in manufacturing, wholesale and retail, with some medium-to-large enterprises in accommodation and food services and in transport and storage. Additionally across the region there is a spread of Life Sciences companies.

Chart 17.1 shows the number of day-time workers in each of the counties by industry type. As per CSO 2011, the largest percentage of persons employed is in professional services along with commercial and trades industries for both counties.

**Chart 17.1**

Overview of Further Education and Training Provision

At the time of planning and writing the associated training provision relating to counties Kilkenny and Carlow had not transferred to the Education and Training Board. The transfer is scheduled to take place mid-year. During 2014 in counties Kilkenny and Carlow the planned further education and training provision is for 885 courses, catering for almost 14,700 learners including apprentices. Of the SOLAS-funded further education and training courses, the provision in this ETB area represents 4% of the national course provision, 4% of the beneficiaries and 3% (€16.139m) of the national investment. The further education and training provision is provided through a range of programmes outlined in Table 17.1. The provision includes apprenticeship off-the-job training at phases four and six delivered through the Institutes of Technology.

Courses within programmes are categorised according to their degree of orientation towards the labour market i.e. market-led or client/learner-led. Programmes that lead to awards at Levels 5 or 6 on the National Framework of Qualifications are considered to be market-led. In addition, an occupational or Career Cluster classification is used to describe the course content focus.

Number of Further Education and Training Courses Planned by Programme Type			
Further Education Programmes	Number of Courses	Training Programmes	Number of Courses
Post Leaving Certificate (PLC)	71	Traineeships	10
Vocational Training Opportunities Scheme (VTOS)	8	Specific Skills Training (Long & Short)	17
Youthreach	9	Evening	11
Back to Education Initiative (BTEI)	128	Community Training Centre (CTC)	8
Adult Literacy	163	Local Training Initiative (LTI)	8
Community Education	363	Specialist Training Programme (STP)	2
English for Speakers of Other Languages (ESOL)	28	Libraries	10
Arts Education	15	Bridging	2
Co-operation Hours	25	Apprenticeship	7
Total Further Education Courses	810	Total Training Courses	75

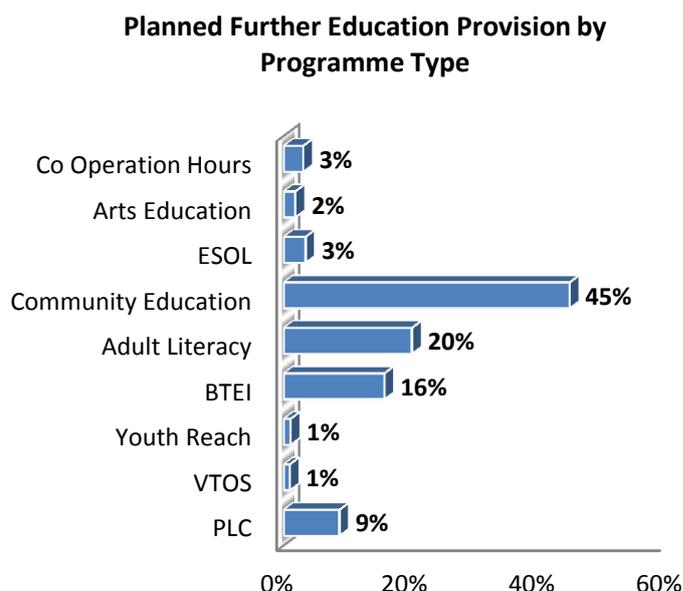
Table 17.1

Planned Further Education Provision

Further Education provision planned for 2014 includes a mix of both full-time (11%) and part-time (89%) courses. The breakdown of the percentage number of courses by programme type is outlined in Chart 17.2.

Programmes with the highest number of part-time courses planned are; Community Education, Adult Literacy Programme and Back to Education Initiatives, which represent 91% of the part-time course provision. 76% of the projected number of all new course starter places available this year will be on part-time courses (circa 4,700), of which almost 89% will be available on the above programmes. The majority of the part-time courses are individually focused based on learner needs. Part-time course provision will cater for 78% of the ETB further education beneficiaries (13,300 approximately) in 2014.

Of those completing part-time programmes in 2014 the estimated overall average progression level is that 27% of learners will either progress to another relevant course or obtain employment, with the majority pursuing further studies. Individually some of the programmes have a much higher estimate for progression: BTEI is 59%, of which 46% are estimated to pursue further studies; ESOL is 87%. Due to the high level of unemployment, and socio-economic disadvantage experienced by the region, education and up-skilling of the population has become increasingly important with Literacy and Community Education at the heart of integrating people back into education.

**Chart 17.2**

Of the part-time programme provision the Back to Education Initiative (BTEI) includes courses (37%) that have a market-led focus. The estimated outcomes from BTEI programmes include for learners: 96% achieving either a full major award or a component certificate; 14% obtaining employment; and 46% progressing to another relevant course. Of the learners completing BTEI market-led programmes it is expected that the combined outcomes will be 60% i.e. enter into employment or progress to and start another relevant course.

The full-time course provision is provided on the following programmes; Post-Leaving Certificate (PLC), Vocational Training Opportunities Scheme (VTOS) and Youthreach. These programmes will cater for nearly 2,900 beneficiaries, 22% of the Kilkenny and Carlow ETB beneficiaries in 2014. Half of the Youthreach places are available for new starters. The Youthreach provision is aimed at early school leavers aged between 15 and 20 years. It is estimated that 95% of the learners completing the programme will obtain certification; either a full major award (14%) or component certificate (81%). Similarly, the VTOS outcomes are estimated to be; 46% obtaining a full award and 54% obtaining component certification, with a third of the places available for new entrants.

The PLC suite of courses will provide further education to nearly 2,600 people in 2014. All of the PLC courses have a market-led focus, leading to a Major Award at either Level 5 or 6 on National Framework of Qualifications. Of the 71 PLC courses planned, just over 1,300 places are available for new starters. It is projected that 63% of learners completing PLC courses will achieve full awards and 30% achieving component awards. The projected progression from PLC courses is 60%: 37% pursuing further studies and 23% entering employment.

63% of the VTOS course provision is market-led, of which the expected beneficiaries is just over 140 with 50 places for new course starters. The learner-focused course delivery through VTOS and Youthreach will cater for an additional 159 beneficiaries of which 62 will be new starters.

A number of the programmes provided by the Kilkenny and Carlow ETB are aimed specifically at long-term unemployed persons and youth. In line with the "Pathways to Work Activation Policy" and the "Youth Guarantee Implementation Plan" specific targets and allocations have been determined for these discrete cohorts. The ETB through its various programmes progressively targets those who have left school early and who are out of the workforce to re-engage with education. By working in partnership with the DSP

(Department of Social Protection), employer organisations and local businesses in order to maintain awareness of current trends and openings in the employment sector which may suit learners at various levels.

Tables 17.2 and 17.3 below provide information from the following perspective; career clusters, FE, programme type and provision. In the context of programme provision both full- and part-time courses are considered.

The Kilkenny and Carlow ETB provides a range of further education courses across 15 of 18 career clusters as outlined in Table 17.2.

Further Education Provision by Career Cluster			
Career Clusters	Number of Courses Planned for 2014	Estimated Number of Beneficiaries in 2014	Estimated Number of New Starter Places
Science and Technology	2	80	40
Animal Science	3	140	72
Agriculture, Horticulture and Mariculture	40	563	306
Hairdressing, Beauty and Complementary Therapies	46	772	399
Art, Craft and Media	166	2,441	1,167
Information Technology	42	526	235
Sales and Marketing	5	77	72
Health, Family, other Social Services	105	2,191	869
Built Environment	3	83	49
Business Administration and Management	32	631	325
Manufacturing	1	26	19
Tourism	5	126	70
Food and Beverage	30	454	233
Sampling Skills	23	363	214
General Learning (including Literacy, Numeracy and ICT skills)	307	4,806	2,123
Total	810	13,279	6,193

Table 17.2

Table 17.3 below provides summary data related to the Kilkenny and Carlow ETB Further Education Programme Provision, giving consideration to both full- and part-time Programmes.

SUMMARY OVERVIEW OF FURTHER EDUCATION PROGRAMME PROVISION

The Kilkenny and Carlow ETB Area		INPUTS				OUTPUTS					OUTCOMES		
Further Education Programme Type	Number of Individual Courses to be Delivered in 2014	Number of Learners in Further Education on the 1st January 2014	Estimated Number of Learners Starting Courses in 2014	Estimated Number of Beneficiaries in 2014	Estimated Percentage of Learners Retained on Courses during 2014	Estimated Number of Beneficiaries Completing Courses in 2014	Estimated Percentage of Learners Completing Courses during 2014 that will achieve Full Award Certification	Estimated Percentage of Learners Completing Courses during 2014 that will achieve Component Award Certification	Estimated Percentage of Learners Completing Courses during 2014 that will achieve either Full Awards or Component Awards Certification (combined %)	Estimated Percentage of Learners Completing Courses during 2014 that will enter into Employment	Estimated Percentage of Learners Completing Courses during 2014 that will progress to and start a relevant course	Estimated Percentage of Learners Completing Courses during 2014 that will either enter Employment or progress to & start a relevant course (combined %)	
													Full-time
	Youthreach	8	145	70	215	77%	145	46%	54%	100%	16%	35%	51%
		9	50	50	100	62%	37	14%	81%	95%	3%	78%	81%
	Sub total Full time	88	1,401	1,474	2,875	71%	1,290	59%	34%	93%	22%	38%	59%
Part-time	Back to Education Initiative	128	928	719	1,647	68%	556	33%	63%	96%	14%	46%	59%
	Adult Literacy	163	1,399	1,478	2,877	47%	1,355	0%	17%	18%	6%	28%	33%
	Community Education	363	2,769	1,991	4,760	70%	1,772	0%	2%	2%	0%	3%	4%
	English for Speakers of other Languages	28	206	160	366	58%	214	0%	10%	10%	2%	86%	87%
	Arts Education	15	162	150	312	47%	150	11%	0%	11%	0%	5%	5%
	Cooperation Hours	25	221	221	442	44%	151	23%	47%	70%	25%	35%	60%
	Sub total Part-time	722	5,685	4,719	10,404	61%	4,198	6%	17%	23%	5%	22%	27%
All	Total All	810	7,086	6,193	13,279	63%	5,488	18%	21%	39%	9%	26%	35%

Table 17.3

The investment funded through SOLAS to the Kilkenny and Carlow ETB for further education provision amounts to €7.072m in 2014. The outcomes are focused on accreditation (full awards and partial/component awards) along with employment and progression (progress to and start another relevant course). The estimated overall average percentage outcomes from the further education provision for learners completing courses are outlined in Charts 17.3 and 17.4.

Estimated Certification Outcomes for Further Education Provision

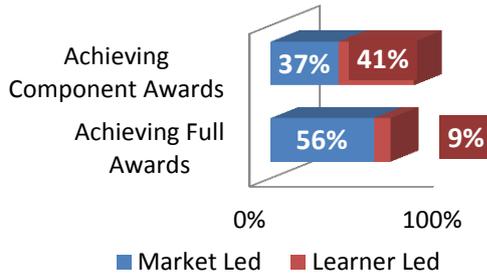


Chart 17.3

Estimated Employment/ Progression for Further Education Provision

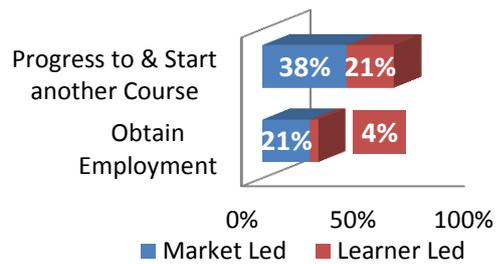


Chart 17.4

Planned Training Provision

A range of training interventions are provided, including specific skills training, traineeship apprenticeship and community-based training to meet the identified requirements of the individual learner and the labour market. The majority of the provision (56%) (including apprenticeship) has a market-led focus, equating to 42 courses and just over 650 learners. Breakdown of the provision is outlined in Chart 17.5.

All programmes have target outcomes in regard to either obtaining employment or progression to another relevant course. Excluding apprenticeship, the target percentage of learners expected to obtain employment is on average 45%.

Planned Volume of Market-Led Programmes by Type

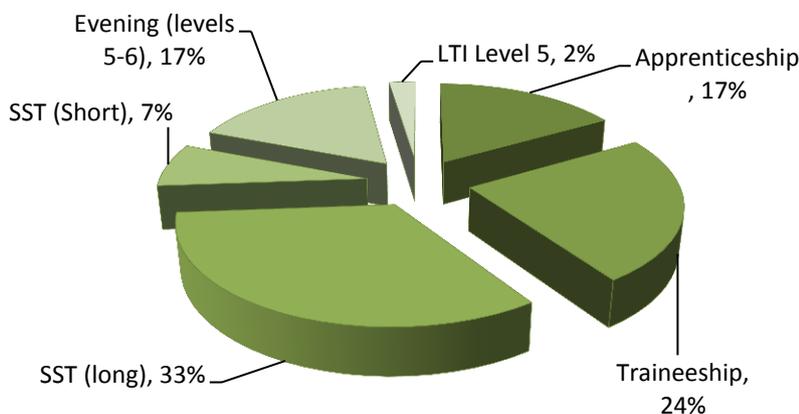


Chart 17.5

For individual programmes this is higher e.g. traineeship (60%). The combined targeted outcome average for market-led programmes (excluding apprenticeship) for learners obtaining a job or pursuing another course is

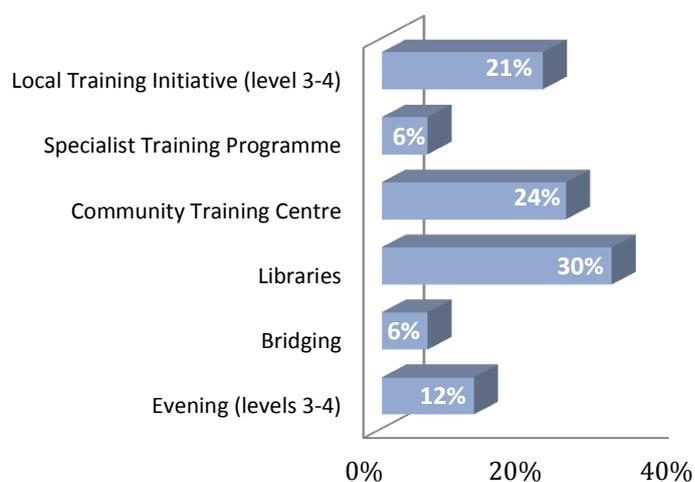
74%. Specific Skills Training (SST) Courses (long) typically take six months or longer to complete and are designed to meet the needs of industry across a range of sectors. It is anticipated that just over 200 learners, 64% of which are new starters, will participate in SST courses during 2014.

Traineeships typically take from four to nine months to complete and provide occupation-specific training and integrate formal training and workplace coaching with a host employer. The projected beneficiaries for Traineeships in the region is just over 160 and for evening courses is 82 learners. Evening courses are generally delivered one evening per week (three hours) over a number of weeks. Off-the-job training is scheduled for just over 130 apprentices at phase four (68 apprentices) and phase six (64 apprentices). The off-the-job training will be delivered through the Institute of Technology. The Career Clusters associated with the apprenticeship training include; the Built Environment, and Manufacturing and Engineering.

Client- or learner-led type programmes make up 44% of course provision and these are delivered through range of programmes detailed in Chart 17.6.

Training provided through the network of Libraries is focused on digital literacy. Training is provided on a part-time basis using a blended learning model of on-line learning combined

Planned Volume of Learner Led Programmes by Type



with tutor supported direct training. Delivery through this mode of training will cater for 175 beneficiaries and all are new starters.

Both Carlow and Kilkenny counties each have a Community Training Centre providing learning opportunities for just over 240 beneficiaries and is designed to meet the needs of early school leavers. 76 places are available for new starters.

Chart 17.6

The LTI plans to cater for 214 beneficiaries with 100 new starter places projected. The LTI programme is designed for people who are unemployed, primarily those aged 18 – 35 years who are experiencing difficulty in gaining entry to the labour market due to personal, social or geographic disadvantage.

Evening courses at Levels 3-4 on the NFQ are provided on a part-time basis generally three hours per evening, one evening a week. The Specialist Training Programme (STP) provides

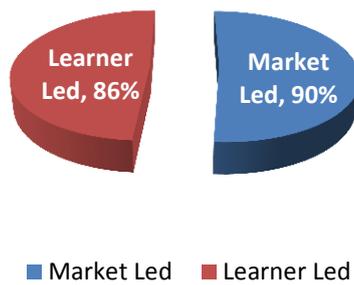
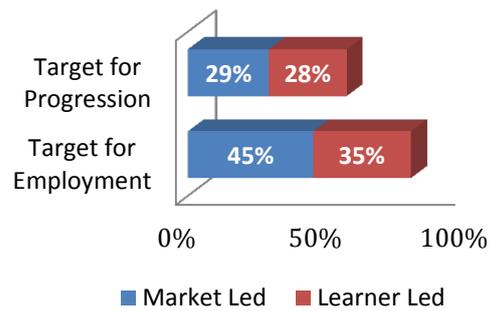
training for persons with a disability through dedicated training facilities. About 34 learners will avail of training through the STP courses, 10 places are available for new starters. The projected outcomes for learners completing client-led courses are: 86% obtaining certification; 35% going into employment; and 28% pursuing further studies.

The array of training provision across both market- and client-led courses will enable learners to acquire relevant technical and/or generic skills at various levels. The provision mix provided through a range of accredited courses, is designed to meet the needs of a variety of workplaces and occupations. Training is provided in nine of the 18 Career Clusters - see details in Table 17.4.

Training Provision by Career Cluster			
Career Cluster	Number of Courses Planned 2014	Estimated Number of Beneficiaries	Estimated Number of New Starter Places
Information Technology	4	61	32
Transport, Distribution and Logistics	2	20	20
Sales and Marketing	2	26	18
Health, Family, other Social Services	14	212	130
Built Environment	7	132	61
Financial Services	2	27	18
Business Administration and Management	24	372	283
Manufacturing	2	29	13
Supported Training	18	523	204
Total	75	1,402	779

Table 17.4

The investment in training provision funded through SOLAS in Counties Kilkenny and Carlow Kilkenny and Carlow amounts to €9.066m for 2014. The outcomes are focused on accreditation (full awards and partial/component awards) along with employment and progression (progress to and start another relevant course). The targeted outcomes from the training provision for learners completing courses are outlined in Charts 17.7 and 17.8.

**Targeted Training Provision
Certification Outcomes****Chart 17.7****Targeted Training Provision
Employment/ Progression Outcomes****Chart 17.8**

Summary of Further Education and Training Provision

A wide range of further education and training interventions will be delivered in counties Kilkenny and Carlow in 2014. Through the various programmes it is intended to provide learning opportunities for a number of learner cohorts and the expected number of beneficiaries will be in excess of 14,600, spread over 885 courses. It is estimated that approximately 47% of the beneficiaries are new starters. The overall investment in further education and training funded through SOLAS for counties Kilkenny and Carlow is €16.139m. Table 17.5 outlines the overall average percentage outcomes relating to the estimates for further education and the targets for training provision for learners completing courses; for certification combining both full awards and partial awards; and for learners obtaining employment or progressing i.e. progress to and start another relevant course.

Summary of Further Education and Training Provision Outcomes		
Provision	Certification Total	Employment/Progression Total
Further Education Estimates	73%*	35%
Training Targets	87%	69%**

Table 17.5

* Summary of Further Education certification estimates relate to courses at Levels 1-6 only on the NFQ.

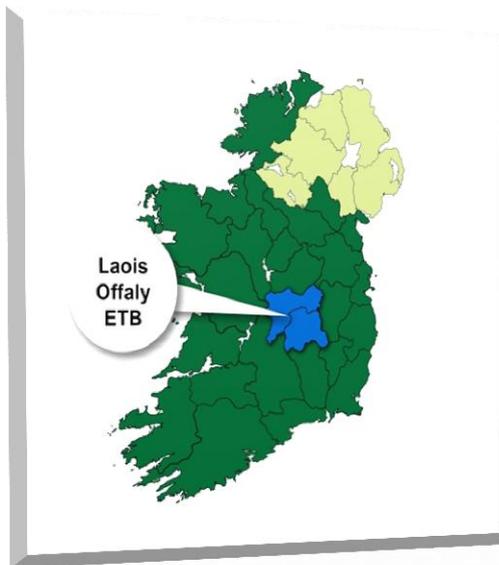
** Training employment and progression targets are based on the "2013 Follow-Up Survey of FÁS Clients".

Section 18. The Laois and Offaly Education and Training Board Area

Area Profile

Counties Laois and Offaly is a predominantly rural area of approximately 3,715km², with a population of 157,264. The most recent CSO figures show that the population has grown at a rate of 14.3% (with Laois recording the highest population growth in the country at 20%). There are 17,082 people on the live register in Laois and Offaly, with 2,964 under the age of 25 (1,801 (60%) of whom are males). From this total figure, approximately 35% are 'Long-Term Unemployed'. Of the total labour force in the region, in County Laois 78.6% (30,337) were at work and in County Offaly 76.8% (27,536) were at work .

In terms of employment and social class, 21,209 (37.6%) of the labour force are recorded as



being semi-skilled or unskilled. In relation to education disadvantage, the number of people aged 15 years and over whose full-time education had ceased: 16.3% in Laois and 18.8% in Offaly were educated to at most primary level only; a further 59.3% in Laois and 59.6% in Offaly attained second-level while 24.3% and 21.6% were educated to third-level in the respective counties of Laois and Offaly.

Table 18.1 shows the number of day-time workers in each of the counties by industry type. As per CSO 2011, the largest percentage of persons employed is in professional services along with commercial and trades industries for both counties. Recent job announcements; analysis provided in the Regional Labour Market Bulletin; analysis of advertised vacancies and training needs identified by the Department of Social Protection and industry

contacts suggest that, over the short-to-medium term, job opportunities will arise in manufacturing (particularly precision engineering in the pharmaceutical and agriculture sectors), Healthcare, ICT, Alternative Energies and in the Services Sectors (Retail, Catering, and Administration).

Persons at Work by Industry Type in Counties Laois and Offaly (CSO 2011)

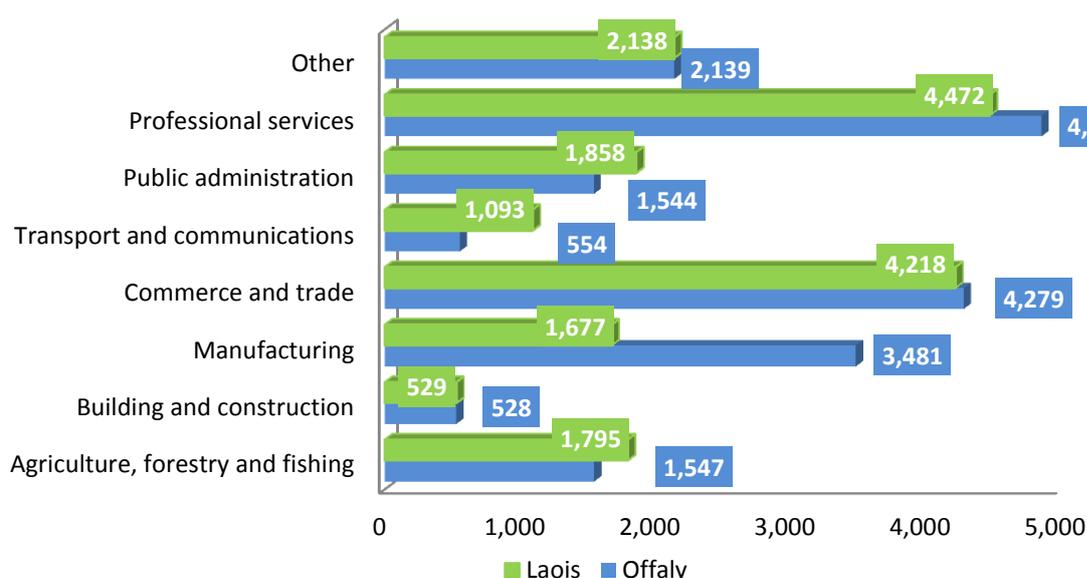


Chart 18.1

Overview of Further Education and Training Provision

At the time of planning and writing the associated training provision relating to Laois and Offaly had not transferred to the Education and Training Board. The transfer is scheduled to take place mid-year. The training provision transfer includes the training facility in Mount Lucas. The Mount Lucas training facility has a national dimension focused on the delivery of Construction Skills Certification Scheme²⁹ (CSCS) courses. The CSCS provides for the training, assessment, certification and registration of non-craft operatives within the construction sector.

During 2014 in counties Laois and Offaly, the planned further education and training provision is for 458 courses catering for just over 6,700 learners. Of the SOLAS-funded further education and training courses, the provision in this ETB area represents 2% of the national course provision, 2% of the beneficiaries and 3% (€13.380m) of the national investment. The further education and training provision is provided through a range of programmes outlined in Table 18.1.

Courses within programmes are categorised according to their degree of orientation towards the labour market i.e. market-led or client/learner-led. Programmes that lead to awards at Levels 5 or 6 on the National Framework of Qualifications are considered to be market-led. In addition, an occupational or career cluster classification is used to describe the course content focus.

²⁹ The CSCS Programmes were designed in response to Safety Health and Welfare at Work (Construction) Regulations.

Number of Further Education and Training Courses Planned by Programme Type			
Further Education Programmes	Number of Courses	Training Programmes	Number of Courses
Post Leaving Certificate (PLC)	23	Traineeships	6
Vocational Training Opportunities Scheme (VTOS)	15	Specific Skills Training (SST) (Long & Short)	83
Youthreach	6	Community Training Centre (CTC) ³⁰	1
Back to Education Initiative	82	Local Training Initiative (LTI)	10
Adult Literacy	94	Specialist Training Programme (STP)	10
Community Education	82		
English for Speakers of Other Languages	16		
Co-operation Hours	30		
Total Further Education Courses	348	Total Training Courses	110

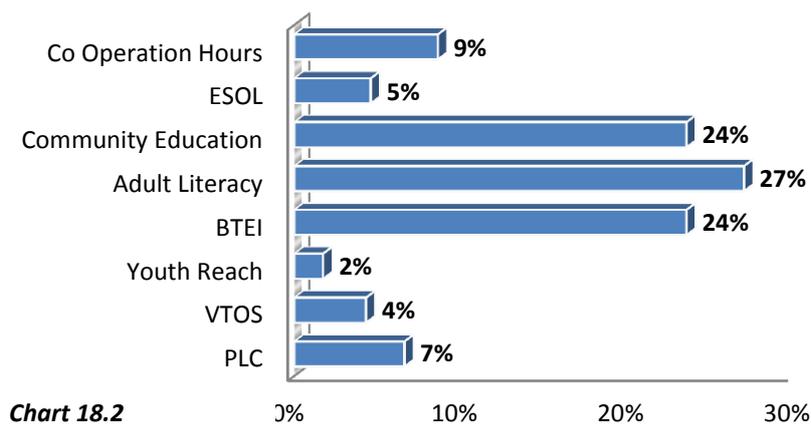
Table 18.1

Planned Further Education Provision

Further Education provision planned for 2014 includes a mix of both full-time (13%) and part-time (87%) courses. The breakdown of the percentage number of planned courses by programme type is outlined in Chart 18.2. The part-time provision has the highest volume of courses. Part-time courses are delivered during the day, evening, night and at weekends.

Programmes with the highest volume of part-time courses planned are: Adult Literacy Programmes, Back to Education Initiatives and Community Education. 75% of the projected number of all new course starter places available this year are on part-time courses (circa 2,240). The majority of the part-time courses are individually focused based on learner needs. Pre-Foundation courses and Levels 1 and 2 are predominantly provided through Adult Literacy, Prison Education and the Community Education service with a focus on developing key literacy and numeracy skills. This provision is mainly component-based at Level 1 for learners with specific learning needs; and at Level 2, where learners aim to achieve a General Learning Certificate.

³⁰ Community Training Centre number of courses refers to the number of CTCs. Training is provided on a holistic basis across a range of modules and is individually tailored to learner needs and mapped to an individual learner plan.

Planned Further Education Provision by Programme Type**Chart 18.2**

Given that the gap between Level 2 and 3 has proven to be challenging for learners, a pre-Level 3 programme in Numeracy and Literacy is available to prepare learners to progress to Level 3 successfully. The Adult Literacy Service is also responsible for ESOL, ITABE, Family Literacy and Skills for Work

provision. Part-time course provision will cater for 77% of the ETB further education beneficiaries (5,800 approximately) in 2014. Of those completing part-time programmes in 2014, the estimated overall average progression level is that 69% of learners will either progress to another relevant course or obtain employment, with the majority (64%) pursuing further studies.

Community Education provides opportunities for inter-generational learning, improving literacy, numeracy and ICT skills, building self-confidence and self-esteem, particularly for those with low skills or negative experiences of formal education. A key element of Community Education is that it provides a stepping stone for learners to access further education within the ETB structure. The projected number of beneficiaries is 860. The estimated outcome in terms of learners progressing to further studies is 80%.

Of the part-time programme provision the Back to Education Initiative (BTEI) includes courses (29%) that have a market-led focus. The estimated outcomes from BTEI programmes include learners either obtaining employment or progressing to another relevant course (63%). Of the learners completing BTEI market-led programmes it is expected that 32% will enter into employment and a further 32% pursuing another relevant course.

The market-led course provision focuses on the STEM subject areas, Healthcare, Nursing, Childcare, and Art, Craft & Design. The emphasis is on the provision of major certificate awards that are offered to learners over a one/two year period during the day, at night and at weekends to ensure that provision is flexible and has increased accessibility.

The full-time course provision is provided on the following programmes: Post Leaving Certificate (PLC), Vocational Training Opportunities Scheme (VTOS) and Youthreach. These programmes will cater for around 1,360 beneficiaries 23% of the Laois and Offaly ETB beneficiaries in 2014. The Youthreach provision is provided in four centres and is aimed at early school leavers aged between 15 and 20 years, 17% of the course provision is market-led. The PLC suite of courses will provide further education to over 900 people in 2014. All of the PLC courses have a market-led focus, leading to a major award at either Level 5 or 6

on National Framework of Qualifications. Of the 23 PLC courses planned, over 500 places are available for new starters. It is projected that nearly 74% of learners completing PLC courses will achieve full awards and the remainder achieving component awards. In addition 50% are projected to enter employment and a further 36% to pursue further studies. 53% of the VTOS course provision is market-led, the projected beneficiaries are 110 of which 56 are new course starters. Expected outcomes are; 71% progressing to do further studies; and 13% into employment. The learner-focused course delivery through VTOS and Youthreach will cater for an additional 300 beneficiaries approximately, of whom just over 130 are new starters.

A number of the programmes provided by the Laois and Offaly ETB are aimed specifically at long-term unemployed persons and youth. In line with the “Pathways to Work Activation Policy” and the “Youth Guarantee Implementation Plan” specific targets and allocations have been set for these discrete cohorts. A broad range of referral mechanisms in relation to learner recruitment are used. These include formal referrals through the agreed protocol with DSP (Department of Social Protection), external referrals from agencies such as the HSE and Local Development Companies, internal referrals from schools to centre and ‘walk-in’ referrals.

Tables 18.2 and 18.3 below provide information from the following perspective; career clusters, FE, programme type and provision. In the context of programme provision both full- and part-time courses are considered. The Laois and Offaly ETB provide a range of further education courses across 10 of 18 Career Clusters as outlined in Table 18.2.

Further Education Provision by Career Cluster			
Career Clusters	Number of Courses Planned for 2014	Estimated Number of Beneficiaries in 2014	Estimated Number of New Starter Places
Science and Technology	3	48	30
Hairdressing, Beauty and Complementary Therapies	5	171	99
Art, Craft and Media	12	174	78
Information Technology	53	899	375
Health, Family, other Social Services	18	620	323
Built Environment	2	52	39
Business Administration and Management	14	409	220
Manufacturing	1	10	0
Tourism	6	183	100
General Learning (including Literacy, Numeracy and ICT skills)	234	3,261	1,718
Total	348	5,827	2,982

Table 18.2

Table 18.3 below provides summary data related to the Laois and Offaly ETB Further Education Programme Provision, giving consideration to both full- and part-time Programmes.

SUMMARY OVERVIEW OF FURTHER EDUCATION PROGRAMME PROVISION

The Laois & Offaly ETB Area		INPUTS				OUTPUTS					OUTCOMES		
Further Education Programme Type	Number of Individual Courses to be Delivered in 2014.	Number of Learners in Further Education on the 1st January 2014.	Estimated Number of Learners Starting Courses in 2014.	Estimated Number of Beneficiaries in 2014.	Estimated Percentage of Learners Retained on Courses during 2014.	Estimated Number of Beneficiaries Completing Courses in 2014.	Estimated Percentage of Learners Completing Courses during 2014 that will achieve Full Award Certification.	Estimated Percentage of Learners Completing Courses during 2014 that will achieve Component Award Certification.	Estimated Percentage of Learners Completing Courses during 2014 that will achieve either Full Awards or Component Awards Certification (combined %).	Estimated Percentage of Learners Completing Courses during 2014 that will enter into Employment.	Estimated Percentage of Learners Completing Courses during 2014 that will progress to and start a relevant course.	Estimated Percentage of Learners Completing Courses during 2014 that will either enter employment or progress to & start a relevant course (combined %).	
Full-time	Post Leaving Certificate	23	390	551	941	70%	349	74%	26%	100%	50%	36%	85%
	Vocational Training Opportunities Scheme	15	140	139	279	70%	143	61%	30%	91%	13%	71%	83%
	Youthreach	6	100	49	149	70%	92	39%	61%	100%	2%	82%	84%
	Sub total Full time	44	630	739	1,369	70%	584	65%	33%	98%	33%	52%	85%
Part-time	Back to Education Initiative	82	788	915	1,703	70%	958	28%	40%	69%	12%	52%	63%
	Adult Literacy	94	422	380	802	70%	488	0%	99%	99%	0%	73%	73%
	Community Education	82	0	860	860	75%	500	0%	0%	0%	0%	80%	80%
	English for Speakers of other Languages	16	120	88	208	46%	127	0%	87%	87%	0%	47%	47%
	Cooperation Hours	30	885	0	885	63%	339	9%	70%	78%	0%	69%	69%
	Sub total Part-time	304	2,215	2,243	4,458	68%	2,412	13%	50%	63%	5%	64%	69%
All	Total All	348	2,845	2,982	5,827	69%	2,996	23%	47%	70%	10%	62%	72%

Table 18.3

The investment funded through SOLAS to the Laois and Offaly ETB for further education provision amounts to €7.172m in 2014. The outcomes are focused on accreditation (full awards and partial/component awards) along with employment and progression (progress to and start another relevant course). The estimated overall average outcomes from the further education provision for learners completing courses this year are outlined in the Charts 18.3 and 18.4.

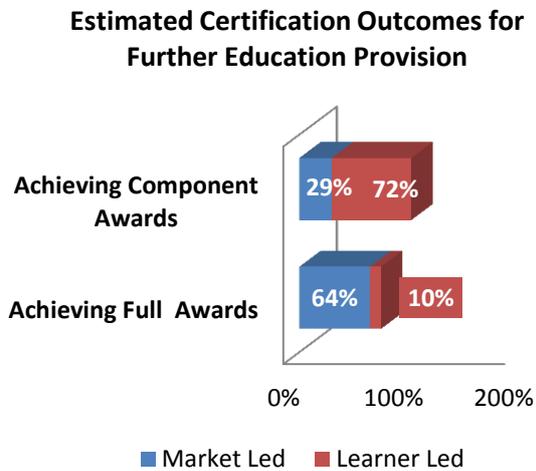


Chart 18.3

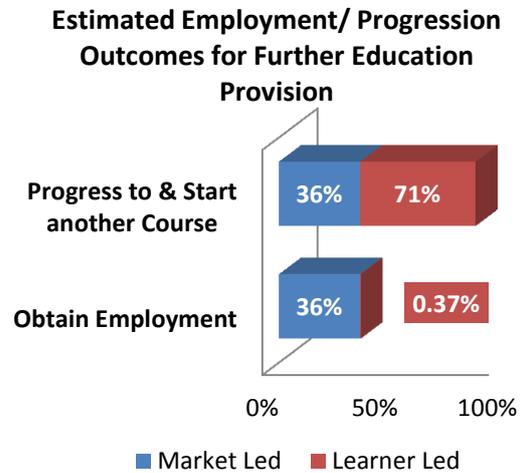


Chart 18.4

Planned Training Provision

A range of training interventions are provided, including specific skills training, traineeship and community-based training to meet the identified requirements of the individual learner and the labour market. The majority of the provision has a market-led focus (85%) equating to 93 courses and almost 600 beneficiaries. Breakdown of the provision by programme type is outlined in Chart 18.5.

The Specific Skills Training Courses (short duration) have the highest number of courses planned. The majority of these courses (95%) are in the Built Environment career cluster and are part of the CSCS programme. The CSCS programme suite of courses is market-led. All of these courses will be delivered in the Mount Lucas dedicated training facility and are expected to cater for 220 beneficiaries i.e. 73% of the programme beneficiaries.

Planned Volume of Market Led Programmes by Type

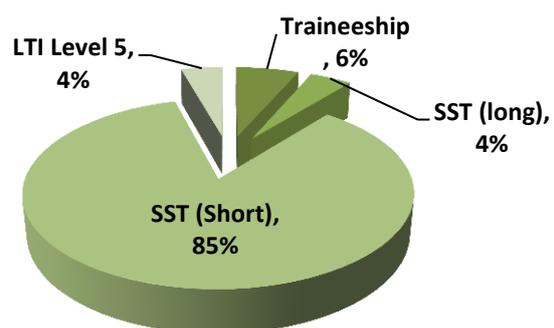


Chart 18.5

All programmes have target outcomes in regard to either obtaining employment or progression to another relevant course. The target percentage of learners expected to obtain employment is on average 45% for market-led programmes. For individual programmes this is higher e.g. traineeship (60%). The combined targeted outcome (%)

average) for these programmes in regard to learners obtaining a job or pursuing another course is 74%.

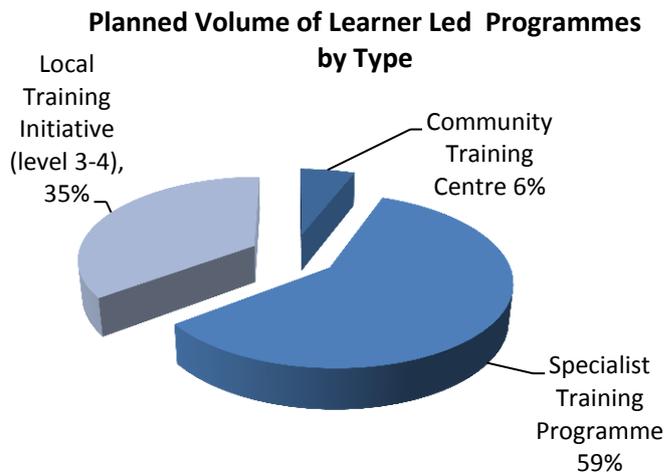


Chart 18.6

Client- or learner-led type programmes make up 15% of course provision delivered through a range of programmes detailed in Chart 18.6. The Specialist Training Programme provision is aimed at learners with a disability. A range of courses are delivered in dedicated training facilities in Portlaoise and Tullamore. The projected beneficiaries in 2014 are about 150 of which 55 are likely to be new starters on courses. The target outcome for employment from this programme is 30% with a further 40% progressing on to another course.

The Local Training Initiative is a community-based programme and six courses are planned across the region, catering for about 90 learners. The targeted outcomes from this programme include: 90% achieving certification; 29% obtaining employment; and 34% pursuing further studies.

County Offaly has one Community Training Centre providing learning opportunities for just over 80 beneficiaries and is designed to meet the needs of early school leavers. Projected outcomes include: 80% achieving certification; 26% obtaining employment; and 28% pursuing further studies.

The array of training provision across both market and client-led courses will enable learners to acquire relevant technical and/or generic skills at various levels. The provision mix provided through a range of accredited courses is designed to meet the needs of a variety of workplaces and occupations. Training is provided in 7 of the 18 Career Clusters - see details in Table 18.4.

Training Provision by Career Cluster			
Career Cluster	Number of Courses Planned 2014	Estimated Number of Beneficiaries	Estimated Number of New Starter Places
Information Technology	5	98	98
Sales and Marketing	1	20	20
Health, Family, other Social Services	6	166	110
Built Environment	75	220	220
Financial Services	1	20	20
Business Administration and Management	1	20	20
Supported Training	21	372	163
Total	110	916	651

Table 18.4

The investment in training provision in Counties Laois and Offaly will amount to €6.208m in 2014. The outcomes are focused on accreditation (full awards and partial/component awards) along with employment and progression (progress to and start another relevant course). The targeted outcomes (overall average percentages) for the training provision in regard to learners completing courses are outlined in Charts 18.7 and 18.8.

Targeted Training Provision Certification Outcomes

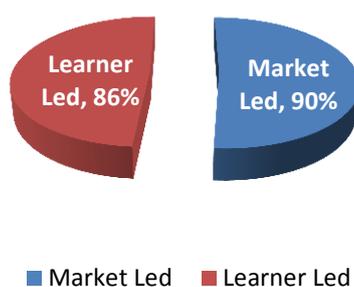


Chart 18.7

Targeted Training Provision Employment/ Progression Outcomes

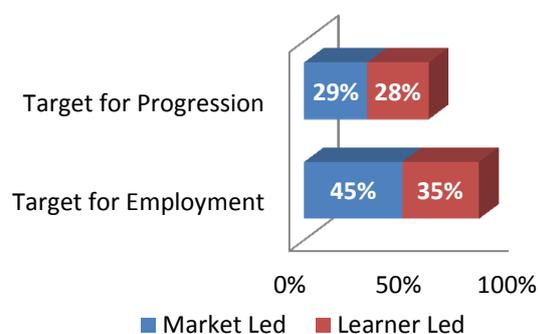


Chart 18.8

Summary of Further Education and Training Provision

A wide range of further education and training interventions will be delivered in counties Laois and Offaly in 2014. Through the various programmes it is intended to provide learning opportunities for a number of learner cohorts and the expected number of beneficiaries will be just over 6,700, spread over 458 courses. It is estimated that 54% of the beneficiaries are new starters. The overall investment in further education and training funded through SOLAS for counties Laois and Offaly will be €13.380m. Table 18.5 outlines: the overall average percentage outcomes relating to the estimates for further education and the targets for training provision for learners completing courses this year; for certification combining both full awards and partial awards; and for learners obtaining employment or progressing i.e. progress to and start another relevant course.

Summary of Further Education and Training Provision Outcomes		
Provision	Certification Total	Employment/Progression Total
Further Education Estimates	86%*	72%
Training Targets	87%	69%**

Table 18.5

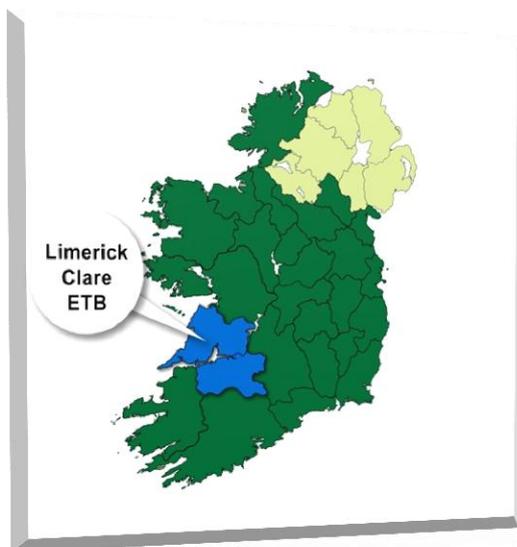
* Summary of Further Education certification estimates relate to courses at Levels 1-6 only on the NFQ.

** Training employment and progression targets are based on the "2013 Follow-Up Survey of FÁS Clients".

Section 19. The Limerick and Clare Education and Training Board Area

Area Profile

In April 2011, the total population living in Limerick City and Counties Limerick and Clare totalled 343,353, comprising 171,141 males and 172,212 females. The population aged 18 and over was 258,622.³¹ The 2011 CSO census sets down the socio-economic context for the region. It shows that Limerick City has the highest unemployment rate in the country at 23.8% (50% of whom are under the age of 25, compared to the national average of 30%). The unemployment rate was 17.5% in Co. Limerick and 18.8% in Co. Clare, compared to the national average of 19%. In addition, there are a total of 20 unemployment black spots in the region, 17 of which are in Limerick City — the highest for any local authority area in the country.



In County Clare, 67.4% of the population lives outside centres of 1,500+, indicating a high level of rurality.

Unemployment impacts differently but just as severely on both rural and urban communities. The continuing drive to restructure the economy and progress towards high-tech and increasingly knowledge-based economic activity, presents a particular challenge to people with low levels of educational attainment, poor skills and limited experience of 'new economy' employment

Significantly, an analysis of employment statistics points to the temporary nature of new jobs, with a significant share of transitions

to and from employment, as well as within employment, associated with lower-skilled jobs. Similarly, under-employment is known to be prevalent in rural locations. This presents a real challenge in terms of up-skilling, and for occupation specific skill development.

Despite these statistics, the Limerick /Clare Region constitutes one of the finest environments for the creation of jobs, with a strong Further Education and Training sector, including the Limerick College of Further Education, one of the top four FE Colleges in the country, and an innovative Adult Education Service, which is highly regarded at local and national level.

³¹ CSO 2011 Results for Co. Clare, Limerick City & County.

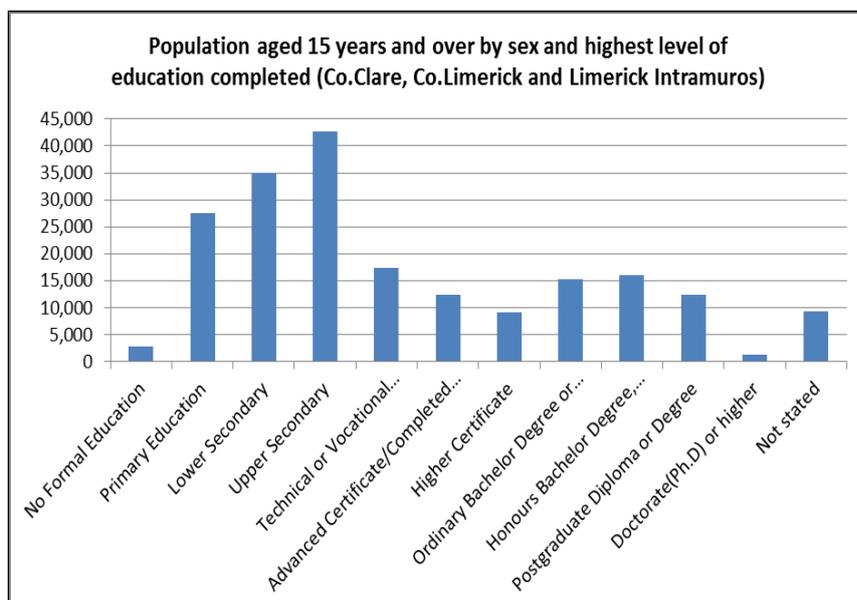


Chart 19.1

In addition, the region boasts three third-level institutions - University of Limerick, Mary Immaculate College and Limerick Institute of Technology.

The region also has Shannon International Airport, strategically placed on the Atlantic corridor, the Shannon Estuary with a 24-hour deep water port at Foynes and the port of Limerick.³² Tourism is

strong in the region with attractions such as the Burren, the Cliffs of Moher and St John's Castle. 2014 should see growth in this area, particularly with Limerick as the National City of Culture, which should bring positive outcomes for the Limerick/Clare Region.

In 2011, the Mid-West region³³ had the highest rate of persons working in the industrial sector at 17.5%. It has a strong economic base in manufacturing, industry and transport thanks to a number of multi-national companies attracted to the area by a competitive environment, transport networks, access to technologies, skilled labour force, etc.

Overview of Further Education and Training Provision

At the time of planning the former FÁS Training Centres in Limerick and Shannon and the associated training provision had not transferred to the Education and Training Board. The transfer is scheduled to take place mid-year. Consequently, the planning for the training provision was carried out as a separate process. However the plan was finalised in consultation with the Limerick and Clare ETB. The planned further education and training provision will consist of just over 1,500 courses catering for just over 27,500 learners including over 700 apprentices. Of the SOLAS-funded further education and training courses, the provision in this ETB area represents; 7% of the national course provision, 8% of the beneficiaries and 8% (€40.820m) of the national investment. The further education and training provision is provided through a range of programmes outlined in Table 19.1. The provision includes apprenticeship training at phases two, four and six.

Courses within programmes are categorised according to their degree of orientation towards the labour market i.e. market-led or client/learner-led. Programmes that lead to awards at Levels 5 or 6 on the National Framework of Qualifications are considered to be market-led. In addition, an occupational or Career Cluster classification is used to describe the course content focus.

³² 'Mid West Area Strategic Plan 2012-2030: Planning, Land Use and Transportation Strategy', 2013

³³ Please note this includes North Tipperary Area

Number of Further Education and Training Courses Planned by Programme Type			
Further Education Programmes	Number of Courses	Training Programmes	Number of Courses
Post Leaving Certificate (PLC)	71	Traineeships	22
Vocational Training Opportunities Scheme (VTOS)	32	Specific Skills Training (SST) (Long & Short)	87
Youthreach	31	Evening	148
Back to Education Initiative (BTEI)	170	Sponsored	21
Adult Literacy	413	Community Training Centre (CTC) ³⁴	2
Community Education	407	Local Training Initiative (LTI)	4
Co-operation Hours	36	Specialist Training Programme (STP)	3
		Libraries	1
		Justice Workshops	1
		Apprenticeship	56
Total Further Education Courses	1,160	Total Training Courses	345

Table 19.1

Planned Further Education Provision

Further Education provision planned for 2014 includes a mix of both full-time (12%) and part-time (88%) courses. The breakdown of the percentage number of courses by programme type is outlined in Chart 19.2. The highest volume of part-time courses planned are; Adult Literacy, Community Education and BTEI. 80% of the projected number of all new course starter places available this year are on part-time courses (circa 8,800). The majority (92%) of the part-time courses are learner-led. Part-time course provision will cater for 80% of the ETB further education beneficiaries (22,000 approximately) in 2014.

The Adult Literacy programme is expected to cater for almost 5,000 learners of which just over 46% of the places are available for new starters. The Adult Literacy Service provides a range of options for learners with literacy, numeracy and basic education deficits. 46% of the learners completing the courses are estimated to achieve certification and 65% progressing to further studies.

The Community Education Programme provides a wide range of courses that vary in duration, level and delivery mode, and is specially designed to meet the needs of learners who are distant from education and the labour market. Both accredited and non-accredited

³⁴ Community Training Centre number of courses refers to the number of CTCs. Training is provided on a holistic basis across a range of modules and is individually tailored to learner needs and mapped to an individual learner plan.

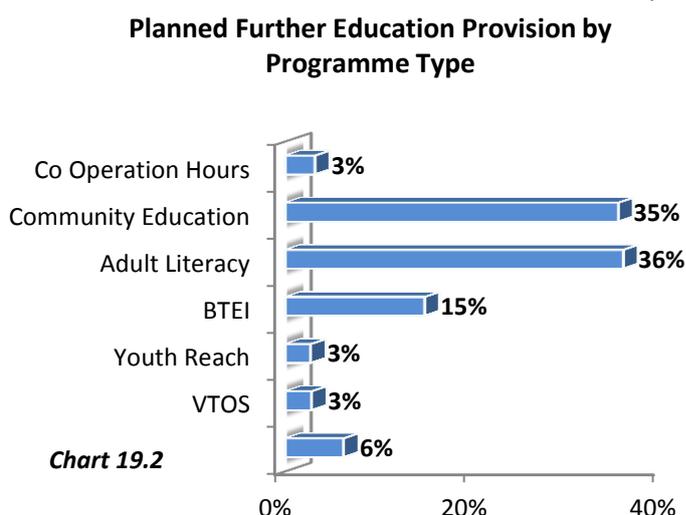
courses are provided. Projected beneficiaries of this programme are just over 9,500 with 53% of places available for new starters.

Of those completing part-time programmes in 2014, the estimated overall average progression level is that 24% of learners either progress to another relevant course or obtain employment, with the majority (19%) pursuing further studies.

The part-time provision includes programmes with market-led courses. The BTEI has the largest number (45%) of its part-time courses that are employment-led with just over 1,300 beneficiaries. The programme is aimed at adults who have left full-time education, and particularly targeted at those with less than upper second level education. All courses offer access to certification at Levels 1-6 through the National Framework of Qualifications. The estimated outcomes from the BTEI suite of courses include learners; 26% either obtaining employment or progressing to another relevant course and 87% achieving certification. Of the learners completing BTEI market led programmes it is expected that 27% will either enter into employment or pursue further studies and 89% will achieve certification.

The full-time course provision is provided on the following programmes; Post Leaving Certificate (PLC), Vocational Training Opportunities Scheme (VTOS) and Youthreach. These programmes will cater for just over 4,500 beneficiaries i.e. a fifth of the Limerick and Clare ETB further education beneficiaries in 2014. The PLC suite of courses will provide further education to approximately 3,200 people in 2014. All of the PLC courses have a market-led focus, leading to a Major Award at either Level 5 or 6 on the National Framework of Qualifications. Of the 71 PLC courses planned over half the places are available for new starters. It is projected that 89% of learners completing PLC courses will either achieve a full award (78%) or component awards (11%). 34% will either progress to another course or obtain employment.

Nearly three-quarters of the VTOS course provision is market-led. Expected beneficiaries on market-led courses are 500 with 37% of the places available for new starters. The



Youthreach provision is predominantly learner-led. The programme is aimed at early school leavers aged between 15 and 20 years. The learner-focused course delivery through VTOS and Youthreach will cater for about an additional 800 beneficiaries of which nearly 35% are new starters. Estimated outcomes combined for employment and progression to another course, for all VTOS and Youthreach courses are 32% and 27% respectively, in regard to certification it is 79% for VTOS and Youthreach is 87%.

A number of the programmes provided by Limerick and Clare ETB are aimed specifically at long-term unemployed persons and youth. In line with the “Pathways to Work Activation Policy” and the “Youth Guarantee Implementation Plan” specific targets and allocations have been determined for these discrete cohorts. The ETB will continue to work in collaboration and partnership with employers, community and voluntary groups and statutory agencies including DSP (Department of Social Protection), HSE and Local Development Companies to ensure courses meet the identified needs and local/regional demands.

Tables 19.2 and 19.3 below provides information from the following perspective; Career Clusters, FE, programme type and provision. In the context of programme provision both full- and part-time courses are considered.

The Limerick and Clare ETB provides a range of further education courses across 15 of 18 career clusters as outlined in Table 19.2.

Further Education Provision by Career Cluster			
Career Clusters	Number of Courses Planned for 2014	Estimated Number of Beneficiaries in 2014	Estimated Number of New Starter Places
Science and Technology	13	397	192
Animal Science	3	60	24
Agriculture, Horticulture and Mariculture	42	526	240
Hairdressing, Beauty and Complementary Therapies	41	1,043	544
Art, Craft and Media	197	4,925	2,561
Information Technology	19	312	138
Sales and Marketing	2	90	41
Health, Family, other Social Services	129	3,223	1,550
Built Environment	11	205	108
Financial Services	4	140	74
Business Administration and Management	36	970	472
Manufacturing	13	229	115
Tourism	2	98	52
Food and Beverage	51	1,059	536
General Learning (including Literacy, Numeracy and ICT skills)	597	9,340	4,397
Total	1,160	22,617	11,044

Table 19.2

Table 19.3 below provides summary data related to the Limerick and Clare ETB, Further Education Programme Provision giving consideration to both full- and part-time Programmes.

SUMMARY OVERVIEW OF FURTHER EDUCATION PROGRAMME PROVISION

The Limerick and Clare ETB Area		INPUTS				OUTPUTS					OUTCOMES		
Further Education Programme Type		Number of Individual Courses to be Delivered in 2014	Number of Learners in Further Education on the 1st January 2014	Estimated Number of Learners Starting Courses in 2014	Estimated Number of Beneficiaries in 2014	Estimated Percentage of Learners Retained on Courses during 2014	Estimated Number of Beneficiaries Completing Courses in 2014	Estimated Percentage of Learners Completing Courses during 2014 that will achieve Full Award Certification	Estimated Percentage of Learners Completing Courses during 2014 that will achieve Component Award Certification	Estimated Percentage of Learners Completing Courses during 2014 that will achieve either Full Awards or Component Awards Certification (combined %)	Estimated Percentage of Learners Completing Courses during 2014 that will enter into Employment	Estimated Percentage of Learners Completing Courses during 2014 that will progress to and start a relevant course	Estimated Percentage of Learners Completing Courses during 2014 that will either enter Employment or progress to & start a relevant course (combined %)
Full-time	Post Leaving Certificate Vocational Training Opportunities Scheme	71	1,512	1,682	3,194	82%	1,512	78%	11%	89%	12%	22%	34%
	Youthreach	32	558	324	882	91%	648	43%	37%	79%	9%	23%	32%
		31	337	174	511	76%	330	28%	59%	87%	8%	18%	27%
	Sub total Full time	134	2,407	2,180	4,587	83%	2,490	62%	24%	86%	11%	22%	32%
Part-time	Back to Education Initiative	170	1,571	1,075	2,646	71%	1,730	15%	72%	87%	9%	18%	26%
	Adult Literacy	413	2,697	2,263	4,960	54%	1,946	4%	42%	46%	0%	65%	65%
	Community Education	407	4,589	5,103	9,692	88%	7,396	0%	1%	1%	6%	9%	14%
	Cooperation Hours	36	309	423	732	0%	307	0%	0%	0%	0%	0%	0%
Sub total Part-time	1,026	9,166	8,864	18,030	73%	11,379	3%	19%	22%	5%	19%	24%	
All	Total All	1,160	11,573	11,044	22,617	75%	13,869	14%	20%	34%	6%	20%	26%

Table 19.3

The investment funded through SOLAS to the Limerick and Clare ETB area amounts to €18.835m in 2014. The outcomes are focused on accreditation (full awards and partial/component awards) along with employment and course progression (progress to and start another relevant course). The estimated overall average percentage outcomes from the further education provision for learners completing courses are outlined in Charts 19.3 and 19.4.

Estimated Certification Outcomes for Further Education Provision

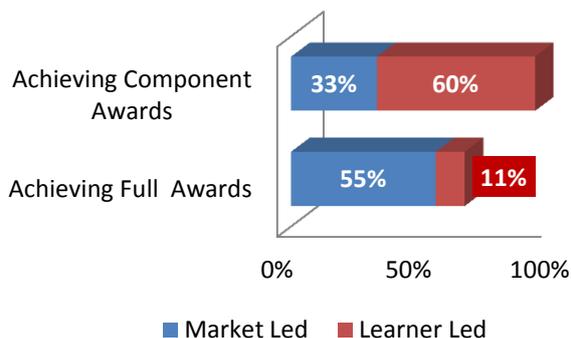


Chart 19.3

Estimated Employment/Progression Outcomes for Further Education Provision

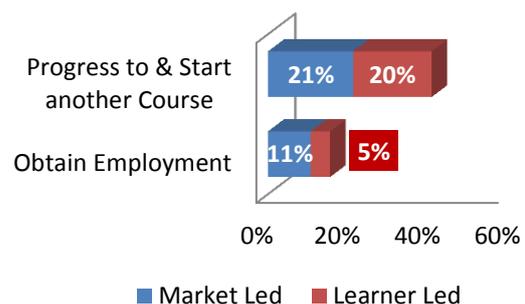


Chart 19.4

Planned Training Provision

A range of training interventions are provided, including specific skills training, traineeship, apprenticeship and community-based training to meet the identified requirements of the individual learner and the labour market. Most of the provision (including apprenticeship) has a market-led focus (70%) equating to 243 courses and about 3,200 learners. Breakdown of the provision is outlined in Chart 19.5.

All programmes have set target outcomes for obtaining employment and/or progression to another relevant course. Excluding apprenticeship the target percentage of learners expected to obtain employment is on average 45%. For individual programmes this is higher e.g. traineeship (60%). The combined targeted outcome (average) for market led programmes (excluding apprenticeship) for learners obtaining a job or pursuing another course is 74%.

Specific Skills Training (SST) Courses (short) are of varying durations less than six months. The courses are generally focused on delivery of a

Planned Volume of Market Led Courses by Programme Type

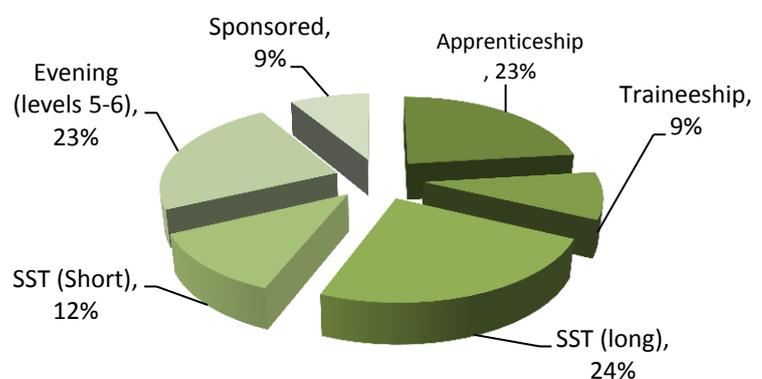


Chart 19.5

single module or few modules. SST Courses (long) typically take six months or longer to complete and are designed to meet the needs of industry across a range of sectors. It is anticipated that just over 1,300 learners will participate on SST courses (long & short) during 2014 and 68% of the places available are for new starters. The target outcomes from SST courses are for employment 40% for short courses and 43% for long courses; and for learners pursuing further studies, 33% and 28% respectively.

Client- or learner-led type programmes make up 30% of course provision and are delivered through range of programmes detailed in Chart 19.6.

Evening courses are provided on a part-time basis generally 3 hours per evening, one evening a week. 91 Evening courses at Levels 3-4 on the NFQ are planned and the expected number of beneficiaries will be just over 1,000 equating to a quarter of all training provision beneficiaries. Targeted employment outcome is 44% with a further 25% pursuing further studies.

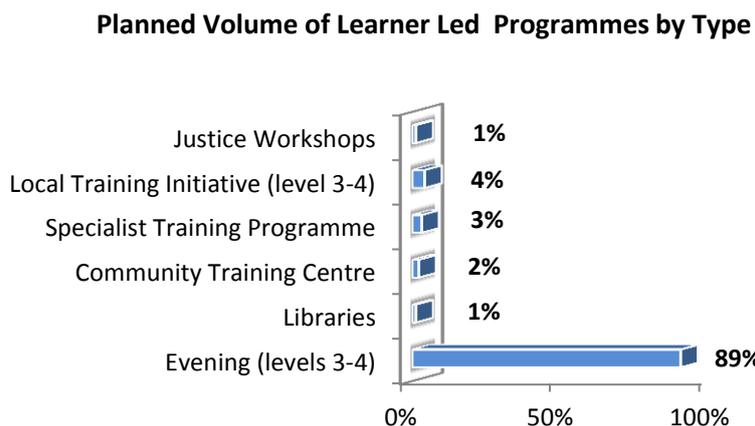


Chart 19.6

Local Training Initiatives (LTI) at Levels 3-4 on the NFQ will provide training for about 230 learners, with a quarter of the places available for new starters. The Specialist Training Programme (STP) provides training for persons with a disability through dedicated training facilities in three locations. About 200 learners will avail of training through the STP suite of courses, of which a little over a third of the places will be available for new starters.

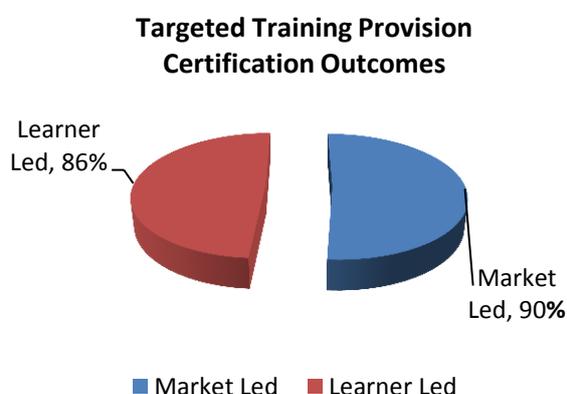
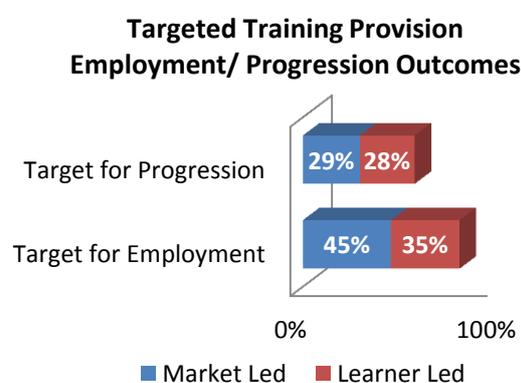
The Limerick and Clare ETB area Community Training Centres provide learning opportunities for over 200 beneficiaries and are designed to meet the needs of early school leavers. The combined targeted outcomes for learners completing community-based courses either to obtain employment or progress to another relevant course are for: LTI 63%, STP 70% and CTC 54%.

The array of training provision across both market- and client-led courses will enable learners to acquire relevant technical and/or generic skills at various levels. The provision mix provided through a range of accredited courses, is designed to meet the needs of a variety of workplaces and occupations. Training is provided in 10 of the 18 Career Clusters see details in Table 19.4.

Training Provision by Career Cluster			
Career Cluster	Number of Courses Planned 2014	Estimated Number of Beneficiaries	Estimated Number of New Starter Places
Information Technology	25	512	417
Transport, Distribution & Logistics	14	215	215
Sales and Marketing	6	130	65
Health, Family, other Social Services	52	851	548
Built Environment	73	536	454
Financial Services	17	426	330
Business Administration and Management	47	825	745
Manufacturing	78	922	767
Natural Resources	1	66	16
Supported training	32	577	246
Total	345	5,060	3,803

Table 19.4

The investment in training provision funded through SOLAS in the Limerick and Clare ETB region amounts to €21.985 in 2014. The outcomes are focused on accreditation (full awards and partial/component awards) along with employment and progression (progress to and start another relevant course). The targeted outcomes from the training provision for learners completing courses are outlined in Charts 19.7 and 19.8.

**Chart 19.7****Chart 19.8**

The training centres in Limerick and Shannon provide Apprenticeship Phase Two training courses. The Apprenticeship Phase Two training planned represents 11% of the overall training provision in the region. During 2014, 762 apprentices are scheduled to partake in off-the-job training at phases two (476), four (127) and six (159). The family of trades in which the 762 apprentices are engaged is outlined in Table 19.5.

Off-the-Job Apprenticeship Training by Family of Trade			
Family of Trade	Phase 2	Phase 4	Phase 6
Motor	✓	✓	✓
Construction	✓	✓	✓
Electrical	✓	✓	✓
Engineering	✓	✓	✓

Table 19.5

The investment in apprenticeship training in the region is €3.569m. The Career Clusters associated with the apprenticeship training are outlined in Table 19.6.

Off-the-Job Apprenticeship Training by Career Cluster		
All phases	Number of Courses	Estimate Number of Beneficiaries
Built Environment	25	354
Manufacturing	31	408
Total	56	762

Table 19.6

Summary of Further Education and Training Provision

A wide range of further education and training interventions will be delivered in the Limerick and Clare ETB area in 2014. Through the various programmes it is intended to provide learning opportunities for a number of learner cohorts and the expected number of beneficiaries will be in excess of 27,600 spread over almost 1,500 courses. It is estimated that 54% of the beneficiaries are new starters. The overall investment in further education and training provision funded through SOLAS for the Limerick and Clare ETB area amounts to €40.820m. Table 19.7 outlines the overall average percentage outcomes relating to the estimates for further education and the targets for training provision for learners completing courses; for certification combining both full awards and partial awards and for learners obtaining employment or progressing i.e. progress to and start another relevant course.

Summary of Further Education and Training Provision Outcomes		
Provision	Certification Total	Employment/Progression Total
Further Education Estimates	79%*	26%
Training Targets	87%	69%**

Table 19.7

* Summary of Further Education certification estimates relate to courses at Levels 1-6 only on the NFQ.

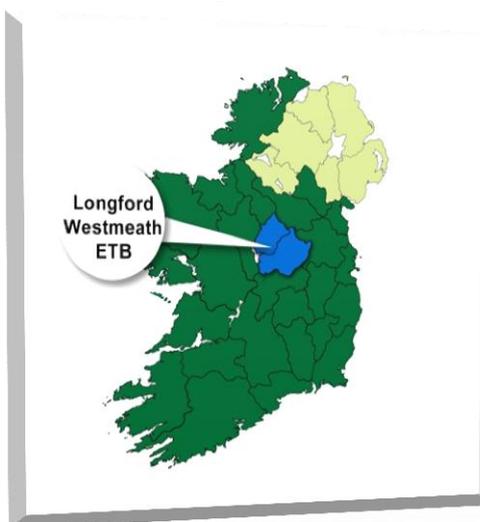
** Training employment and progression targets are based on the "2013 Follow-Up Survey of FÁS Clients".

Section 20. The Longford and Westmeath Education and Training Board Area

Area Profile

Longford and Westmeath Education and Training Board (LWETB) covers an area of 2,924km², with a population of 125,164 people, of whom 39,000 live in County Longford and 86,164 in County Westmeath according to latest CSO statistics. In Census 2011 the percentages of persons who left school with primary only or no formal education was 16.6% in Westmeath and 20.4% in Longford, compared with the national average of 16%. Longford and Westmeath ETB places particular emphasis in 2014 on attempting to remove literacy and numeracy deficits as barriers to labour market entry and progression as highlighted in EGFSN reports.

The Trutz Haase Profile Report (2013) shows that the Midlands Region is the third most deprived region of Ireland, and Longford is the most disadvantaged local authority area within the region. Census 2011 also shows that low skilled workers account for 20% of the population in Longford and 18% in Westmeath against the national average of 17.5%.



Longford No. 1 Urban and Athlone West Urban represent the highest percentage of low-skilled workers in the counties at 32.2% and 28.5% respectively. Further Education services in the Longford and Westmeath ETB area are designed with developing skills for employability across all the National Framework of Qualifications levels as a key target.

The 2011 Pobal HP Deprivation study identified the towns where further education provision is still crucial, these include the urban areas of Athlone West and Mullingar North and Longford Urban where the percentage of those with no second-level education is still greater than 24%. These statistics indicate the need for delivery of

programmes by Longford and Westmeath ETB at Levels 1-4 on the National Framework of Qualifications.

Chart 20.1 shows the current employment patterns for persons working in the Longford and Westmeath area. Course provision planned by Longford and Westmeath ETB at Levels 1-6 on the National Framework of Qualifications (NFQ) reflects strongly potential areas of growth and job opportunities. In the Regional Labour Market Bulletin 2012, Forfás suggest that short-to-medium term job opportunities will arise in the Midlands in manufacturing and services industries. This is true for DPD, IO Systems and Dealz in Athlone. A number of retail job opportunities have also been announced for Longford with the opening of Shaws Department store and Iceland supermarket.

Persons at Work by Industry Type in Counties Longford and Westmeath (CSO 2011)

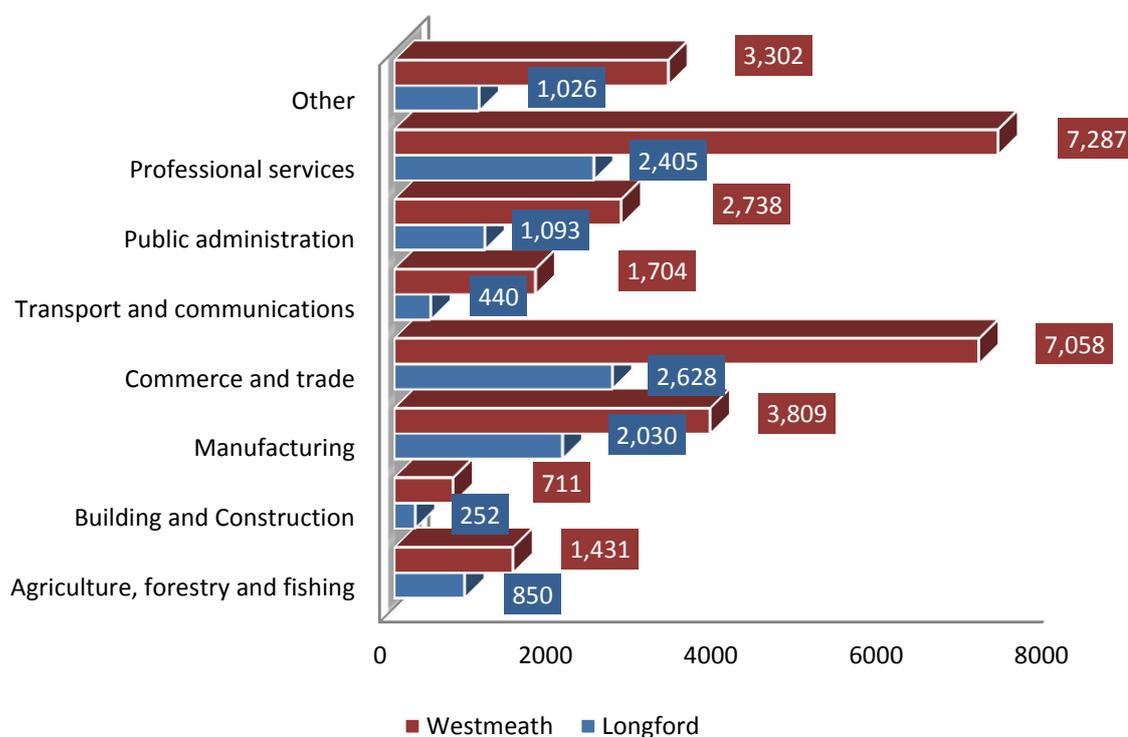


Chart 20.1

Overview of Further Education and Training Provision

At the time of planning and writing the former FÁS Training Centre in Athlone and its associated provision relating to Longford and Westmeath had not transferred to the Education and Training Board. The transfer is scheduled to take place mid-year. During 2014 in counties Longford and Westmeath, the planned further education and training provision is for just over 750 courses catering for approximately 9,800 learners including 279 apprentices. Of the SOLAS-funded further education and training courses, the provision in this ETB area represents, 3% of the national course provision, 3% of the beneficiaries and 4% (€19.924m) of the national investment. The further education and training provision is provided through a range of programmes outlined in Table 20.1. The provision includes apprenticeship training at phases two, four and six.

Courses within programmes are categorised according to their degree of orientation towards the labour market i.e. market-led or client/learner-led. Programmes that lead to awards at Levels 5 or 6 on the National Framework of Qualifications are considered to be market led. In addition, an occupational or Career Cluster classification is used to describe the course content focus.

Number of Further Education and Training Courses Planned by Programme Type			
Further Education Programmes	Number of Courses	Training Programmes	Number of Courses
Post Leaving Certificate (PLC)	50	Traineeships	13
Vocational Training Opportunities Scheme (VTOS)	18	Specific Skills Training (SST) (Long & Short courses)	41
Youthreach	11	Evening	42
Back to Education Initiative (BTEI)	92	Community Training Centre (CTC) ³⁵	2
Adult Literacy	253	Local Training Initiative (LTI)	10
Community Education	99	Specialist Training Programme	12
ESOL	40	Bridging	17
Arts Education	16	Foundation	7
Cooperation Hours	13	Justice Workshops	1
		Apprenticeship	19
Total Further Education Courses	592	Total Training Courses	164

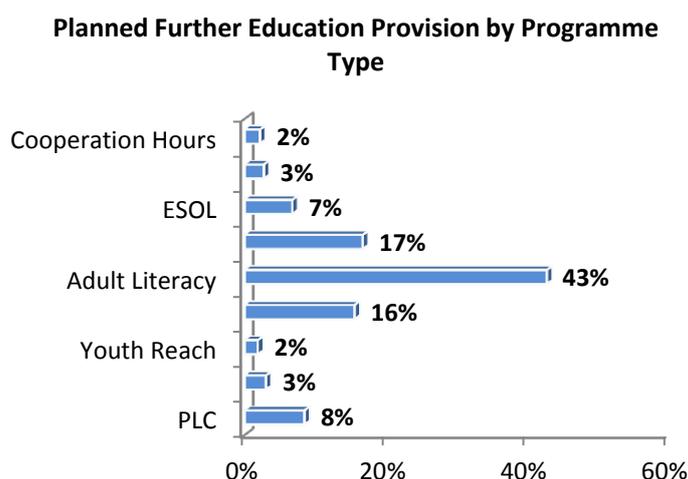
Table 20.1

Planned Further Education Provision

Further Education provision planned for 2014 includes a mix of both full-time (13%) and part-time (87%) courses a mix is broadly in line with last year's provision. The breakdown of the percentage number of courses by programme type is outlined in Chart 20.2.

The highest volume of courses planned are part-time and consist of; Adult Literacy Programmes, Community Education and Back to Education Initiatives. 83% of the projected number of all new course starter places available this year are on part-time courses (circa 3,400). The majority of the part-time courses are individually focused based on Learner needs. Part-time course provision will cater for 82% of the Longford and Westmeath ETB further education beneficiaries (7,160 approximately) in 2014.

³⁵ Community Training Centre number of courses refers to the number of CTCs. Training is provided on a holistic basis across a range of modules and is individually tailored to learner needs and mapped to an individual learner plan.

**Chart 20.2**

Community Education, Arts Education and Literacy Services. In addition to offering progression these courses provide a number of functions such as the promotion of lifelong learning, outreach and access for learners and first contact or taster courses for learners who are hardest to reach. It is projected that 94% (378) of learners completing Community Education courses will progress to another relevant course. The Adult Literacy programme has a strong focus on accreditation, with 81% (587) of those completing the programme estimated to obtain certification, predominately at component level. The progression estimates for this programme is 88% of learners pursuing further studies.

Of the part-time programme provision the Back to Education Initiative (BTEI) includes courses (36%) with a market-led focus. The estimated outcomes from BTEI programmes include learners obtaining employment (28%); and progressing to another relevant course (44%). Of the learners completing BTEI market-led programmes it is expected that 51% will enter into employment and a further 15% pursue another relevant course.

The full-time course provision is provided on the following programmes; Post Leaving Certificate (PLC), Vocational Training Opportunities Scheme (VTOS) and Youthreach. These programmes will cater for 1,288 beneficiaries equating to 18% of the Longford and Westmeath ETB further education beneficiaries in 2014.

The PLC suite of courses will provide further education to nearly 900 people in 2014. All of the PLC courses have a market-led focus, leading to a major award at either Level 5 or 6 on the National Framework of Qualifications. Of the 50 PLC courses planned, just over 500 places are available for new starters. It is projected that nearly 74% of learners completing PLC courses will achieve full awards and the remainder achieving component awards. The estimated outcomes are 31% obtaining employment and 30% of learners progressing to and starting another course.

83% of the VTOS course provision is market-led, expected beneficiaries is 200 of which 92 are new course starters. The learner-focused course delivery through VTOS and Youthreach will cater for an additional 196 beneficiaries of which 75 are new starters. Estimated

Of those completing part-time programmes in 2014 the estimated average progression level is 68% for learners either progressing to another relevant course or obtaining employment, with the majority (61%) pursuing further studies. Similar to last year's provision a substantial range of non-accredited courses are offered to learners. These courses are especially concentrated in

progression for VTOS is 62% and Youthreach is 75%. The Youthreach provision is provided in four centres and is aimed at early school leavers aged between 15 and 20 years.

A number of the programmes provided by Longford and Westmeath ETB are aimed specifically at long-term unemployed persons and youth. In line with the “Pathways to Work Activation Policy” and the “Youth Guarantee Implementation Plan” specific targets and allocations have been determined for these discrete cohorts. To achieve this it is intended that working arrangements with DSP (Department of Social Protection) will become more formalised and the ETB will work in a more systematic manner through group engagements and referrals to ensure course selection is the best possible fit to meet the needs of the individual.

Tables 20.2 and 20.3 below provide information from the following perspective; Career Clusters, FE, programme type and provision. In the context of programme provision both full- and part-time courses are considered.

The Longford and Westmeath ETB provides a range of further education courses across 14 of 18 Career Clusters as outlined in Table 20.2.

Further Education Provision by Career Cluster			
Career Clusters	Number of Courses Planned for 2014	Estimated Number of Beneficiaries in 2014	Estimated Number of New Starter Places
Science and Technology	11	155	115
Animal Science	2	30	15
Agriculture, Horticulture and Mariculture	1	10	10
Hairdressing, Beauty and Complementary Therapies	11	193	105
Art, Craft and Media	80	1,350	819
Information Technology	62	684	393
Sales and Marketing	2	28	10
Health, Family, other Social Services	88	1,564	1,057
Built Environment	1	8	0
Business Administration and Management	19	236	112
Natural Resources	19	232	133
Tourism	4	58	40
Food and Beverage	13	144	65
General Learning (including Literacy, Numeracy and ICT skills)	279	2,469	1,233
Total	592	7,161	4,107

Table 20.2

Table 20.3 below provides summary data related to the Longford and Westmeath ETB, Further Education Programme Provision giving consideration to both full- and part-time Programmes.

SUMMARY OVERVIEW OF FURTHER EDUCATION PROGRAMME PROVISION

The Longford and Westmeath ETB Area		INPUTS				OUTPUTS					OUTCOMES		
Further Education Programme Type		Number of Individual Courses to be Delivered in 2014	Number of Learners in Further Education on the 1st January 2014	Estimated Number of Learners Starting Courses in 2014	Estimated Number of Beneficiaries in 2014	Estimated Percentage of Learners Retained on Courses during 2014	Estimated Number of Beneficiaries Completing Courses in 2014	Estimated Percentage of Learners Completing Courses during 2014 that will achieve Full Award Certification	Estimated Percentage of Learners Completing Courses during 2014 that will achieve Component Award Certification	Estimated Percentage of Learners Completing Courses during 2014 that will achieve either Full Awards or Component Awards Certification (combined %)	Estimated Percentage of Learners Completing Courses during 2014 that will enter into Employment	Estimated Percentage of Learners Completing Courses during 2014 that will progress to and start a relevant course	Estimated Percentage of Learners Completing Courses during 2014 that will either enter Employment or progress to & start a relevant course (combined %)
Full-time	Post Leaving Certificate	50	377	515	892	83%	343	74%	26%	100%	31%	30%	61%
	Vocational Training Opportunities Scheme	18	127	118	245	88%	95	64%	34%	98%	13%	49%	62%
	Youthreach	11	102	49	151	83%	88	59%	41%	100%	16%	59%	75%
	Sub total Full time	79	606	682	1,288	84%	526	70%	30%	100%	25%	38%	63%
Part-time	Back to Education Initiative	92	563	600	1,163	84%	443	34%	63%	97%	28%	44%	71%
	Adult Literacy	253	917	1,028	1,945	84%	727	6%	74%	81%	0%	88%	88%
	Community Education	99	430	1,284	1,714	94%	403	0%	3%	3%	0%	94%	94%
	English for Speakers of other Languages	40	180	180	360	68%	110	0%	45%	45%	0%	23%	23%
	Arts Education	16	210	250	460	96%	350	0%	0%	0%	0%	0%	0%
	Cooperation Hours	13	148	83	231	74%	87	62%	33%	95%	20%	66%	85%
Sub total Part-time	513	2,448	3,425	5,873	86%	2,120	12%	43%	55%	7%	61%	68%	
All	Total All	592	3,054	4,107	7,161	86%	2,646	23%	40%	64%	10%	56%	67%

Table 20.3

The investment funded through SOLAS to the Longford and Westmeath ETB for further education provision amounts to €7.452m in 2014. The outcomes are focused on accreditation (full awards and partial/component awards) along with employment and progression (progress to and start another relevant course). The estimated overall average percentage outcomes from the further education provision for learners completing courses are outlined in Charts 20.3 and 20.4.

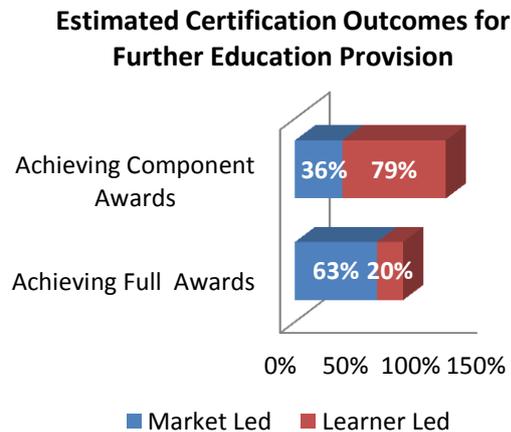


Chart 20.3

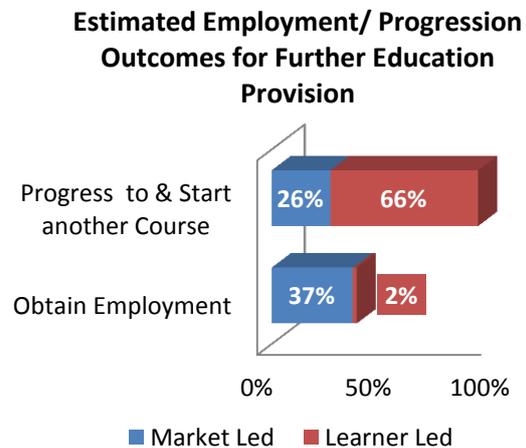


Chart 20.4

Planned Training Provision

A range of training interventions are provided, including specific skills training, traineeship, apprenticeship and community based training to meet the identified requirements of the individual learner and the labour market. The bulk of the provision (including apprenticeship) has a market-led focus (64%) equating to 105 courses and just over 1,700 learners. Breakdown of the provision is outlined in Chart 20.5.

All programmes have set target outcomes for obtaining employment or progression to another relevant course. Excluding apprenticeship, the target percentage of learners expected to obtain employment is on average 45%. For individual programmes this is higher e.g. traineeship (60%).

Specific Skills Training (SST) Courses (short) are of varying durations, less than six months. The courses are generally focused on delivery of a single module or few modules. SST Courses (long) typically take six months or longer to complete

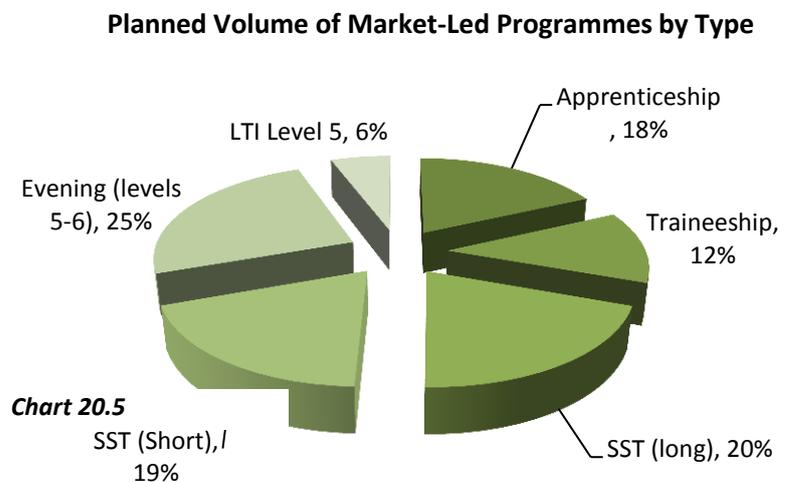


Chart 20.5

and are designed to meet the needs of industry across a range of sectors. The target outcomes from SST courses are for employment; 40% for short courses, 43% for long courses; and for learners pursuing further studies; 33% and 28% respectively. The combined targeted outcome (average) for market-led programmes (excluding apprenticeship) for learners obtaining a job or pursuing another course is 74%.

Client- or learner-led type programmes make up 36% of course provision and are delivered through a range of programmes detailed in Chart 20.6. The Bridging courses (17 courses) are designed to enable the learner progress to further education or training programmes. It is estimated that there will be 240 programme beneficiaries this year.

Evening courses are provided on a part-time basis generally three hours per evening, one evening a week.

Planned Volume of Learner Led Programmes by Type



Chart 20.6

The Specialist Training Programme (STP) provides training for persons with a disability, through dedicated training facilities in Longford, Athlone and Mullingar. About 180 learners will avail of training through the STP suite of courses, of which 71 places are available for new starters. County Westmeath has two Community Training Centres providing learning opportunities for just over 150 beneficiaries and is designed to meet the needs

of early school leavers. The combined targeted outcomes for learners completing courses to obtain employment or progress to another relevant course are for: LTI 63%, STP 70% and CTC 54%.

The array of training provision across both market- and client-led courses will enable learners to acquire relevant technical and/or generic skills at various levels. The provision mix provided through a range of accredited courses, is designed to meet the needs of a variety of workplaces and occupations.

Training is provided in nine of the 18 career clusters. See details in Table 20.4.

Training Provision by Career Cluster			
Career Cluster	Number of Courses Planned 2014	Estimated Number of Beneficiaries	Estimated Number of New Starter Places
Information Technology	25	504	350
Sales and Marketing	5	88	88
Health, Family, other Social Services	42	616	544
Natural Resources	2	36	24
Built Environment	17	248	230
Financial Services	1	16	0
Business Administration and Management	16	284	202
Manufacturing	31	404	360
Supported training	25	491	197
Total	164	2,687	1,995

Table 20.4

The investment in training provision funded through SOLAS in Counties Longford and Westmeath amounts to €12.472m for 2014. The outcomes are focused on accreditation (full awards and partial/component awards) along with employment and course progression (progress to and start another relevant course). The targeted outcomes from the training provision for learners completing courses are outlined in Charts 20.7 and 20.8.

Targeted Training Provision Certification Outcomes

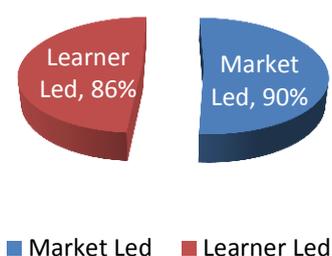


Chart 20.7

Targeted Training Provision Employment/ Progression Outcomes

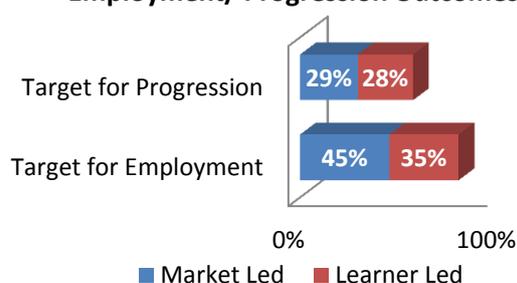


Chart 20.8

Athlone Training Centre provides Apprenticeship Phase Two training representing 5% of the overall training provision in the region. During 2014, 279 apprentices are scheduled to partake in off-the-job training at phases two (144), four (68) and six (67). The family of trades in which the 279 apprentices are engaged is outlined in Table 20.5.

Off-the-Job Apprenticeship Training by Family of Trade			
Family of Trade	Phase 2	Phase 4	Phase 6
Motor	✓	✓	✓
Construction	✓	✓	✓
Electrical	✓		
Engineering	✓		

Table 20.5

The investment in Apprenticeship training in the region is €1.482m. The career clusters associated with the Apprenticeship training are outlined in Table 20.6 below.

Off-the-Job Apprenticeship Training by Career Cluster		
All phases	Number of Courses	Estimated Number of Beneficiaries
Built Environment	8	120
Manufacturing	9	123
Natural Resources	2	36
Total	19	279

Table 20.6

Summary of Further Education and Training Provision

A wide range of further education and training interventions will be delivered in counties Longford and Westmeath in 2014. Through the various programmes it is intended to provide learning opportunities for a number of learner cohorts and the expected number of beneficiaries will be in excess of 9,800 spread over 750-plus courses. It is estimated that 62% of the beneficiaries are new starters. The overall investment in further education and training funded through SOLAS for counties Longford and Westmeath is €19.924m. Table 20.7 outlines: the overall average percentage outcomes relating to the estimates for further education and the targets for training provision for learners completing courses this year; for certification combining both full awards and partial awards; and for learners obtaining employment or progressing i.e. progress to and start another relevant course.

Summary of Further Education and Training Provision Outcomes		
Provision	Certification Total	Employment/Progression Total
Further Education Estimates	99%*	67%
Training Targets	87%	69%**

Table 20.7

* Summary of Further Education certification estimates relate to courses at Levels 1-6 only on the NFQ.

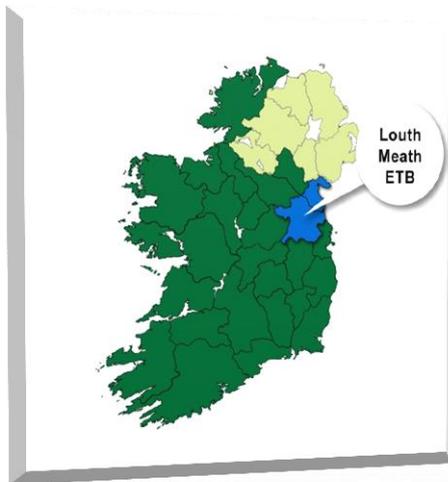
** Training employment and progression targets are based on the "2013 Follow-Up Survey of FÁS Clients".

Section 21. The Louth and Meath Education Training Board Area

Area Profile

Louth and Meath Educational Training Board services a population of 307,032 people (Louth 122,897, Meath 184,135). In the combined Louth Meath area there are 118,574 people employed. The unemployment rate for Louth is 23.8% and for Meath is 18% (27,880) compared with the national average of 19%.

The higher than national average of unemployed is compounded by significant deprivation indicators in both counties. The HAASE Deprivation Index lists Louth as being the ninth most disadvantaged local authority area nationally, with significant disadvantage to be found in urban areas of Dundalk and Drogheda paralleling RAPID designated areas. In respect to rural deprivation the areas of Castletown and Westgate have significantly high levels of unemployment and low educational completion rates for adult populations.

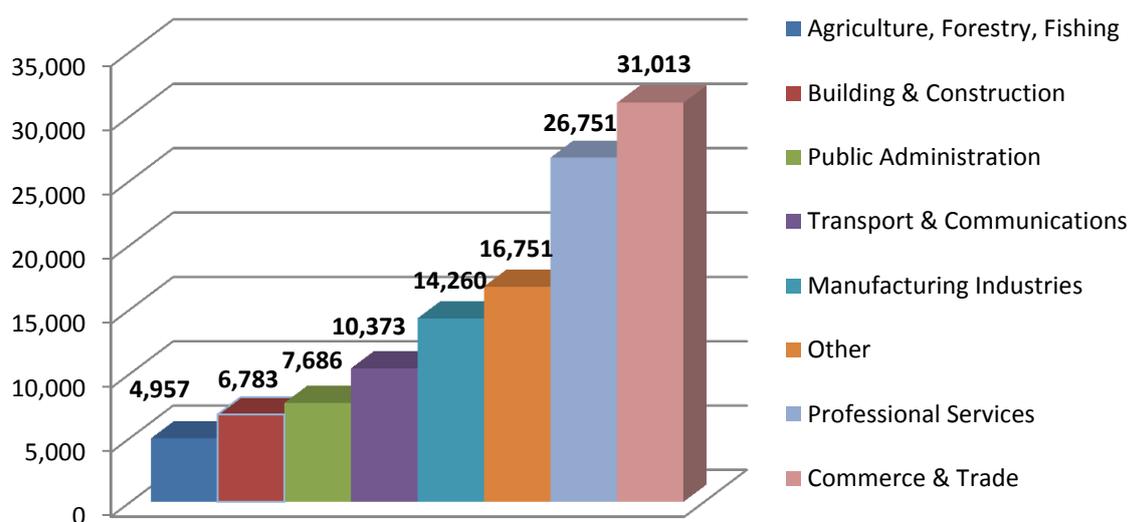


The fastest growing areas of population in Louth include Carlingford, Collon and Termonfeckin. In Meath, Dunboyne, Rathoath and Dunshaughlin which are commuter belts for Dublin, all have experienced significant growth.

Education has an important role to play in developing sustainable and balanced communities and encouraging families to participate fully in life within the Louth Meath area. Central to Ireland's economic success was the economic importance of education and this has encouraged and continues to deliver an increased output of high quality graduates into the labour force. In the Louth Meath area, CSO data confirms that 14.8% of persons aged 15 years and over have completed only primary level education, whilst 44.5% of the population (64,788) have attained only lower second-level

education.

As per CSO 2011 the largest percentage of persons employed were in Commercial and Trades Industries (26%) with Professional Services employing 22%; Manufacturing Industries employing 12%; Transport and Communications 9%; and Agriculture, Forestry and Fishing employing 4%. See Chart 21.1

Persons at Work by Industry Type in Counties Louth and Meath (CSO 2011)**Chart 21.1**

Overview of Further Education and Training Provision

At the time of planning and writing the former FÁS Training Centre in Dundalk and its associated provision relating to counties Louth and Meath had not transferred to the Education and Training Board. The transfer is scheduled to take place mid-year. During 2014 in counties Louth and Meath, the planned further education and training provision is for just over 1,300 courses catering for approximately 16,000 learners including just over 300 apprentices. Of the SOLAS-funded further education and training courses, the provision in this ETB area represents, 6% of the national course provision, 5% of the beneficiaries and 5% (€24.677m) of the national investment. The further education and training provision is provided through a range of programmes outlined in Table 21.1. The provision includes apprenticeship training at phases two, four, and six.

Courses within programmes are categorised according to their degree of orientation towards the labour market i.e. market-led or client/learner-led. Programmes that lead to awards at Levels 5 or 6 on the National Framework of Qualifications are considered to be market-led. In addition, an occupational or Career Cluster classification is used to describe the course content focus.

Number of Further Education and Training Courses Planned by Programme Type			
Further Education Programmes	Number of Courses	Training Programmes	Number of Courses
Post Leaving Certificate (PLC)	175	Traineeships	6
Vocational Training Opportunities Scheme (VTOS)	18	Specific Skills Training (Long & Short)	59
Youthreach	59	Evening	99
Back to Education Initiative (BTEI)	111	Community Training Centre (CTC) ³⁶	3
Adult Literacy	354	Local Training Initiative (LTI)	10
Community Education	281	Specialist Training Programme (STP)	8
English for Speakers of Other Languages (ESOL)	86	Apprenticeship	24
Co-operation Hours	27		
Total Further Education Courses	1,111	Total Training Courses	209

Table 21.1

Planned Further Education Provision

Further Education provision planned for 2014 includes a mix of both full-time (23%) and part-time (77%) courses. The breakdown of the percentage number of courses by programme type is outlined in the chart 21.2 below. The highest volume of part-time courses planned are Adult Literacy Programme and Community Education. Half of the projected number of all new course starter places available this year are on the above programmes (circa 4,100). The majority of the part-time courses are individually focused

Planned Further Education Provision by Programme Type

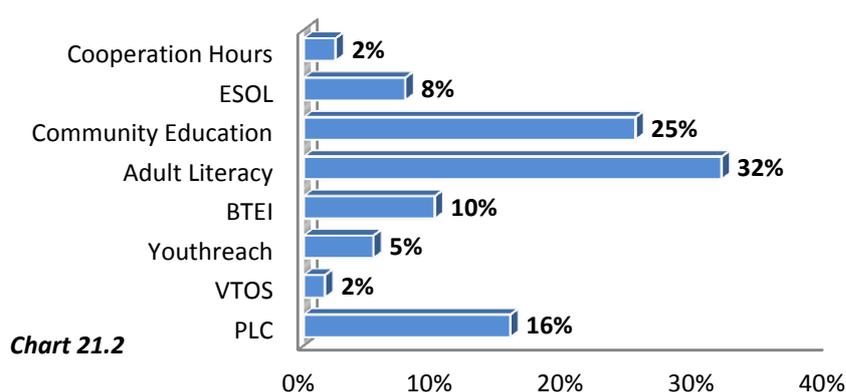


Chart 21.2

³⁶ Community Training Centre number of courses refers to the number of CTCs in the region (2). Training is provided on a holistic basis across a range of modules and is individually tailored to learner needs and mapped to an individual learner plan. A linked work experience course (1) which is associated with the CTC supports is included in the above courses count (3).

based on learner needs. Part-time course provision will cater for 65% of the ETB further education beneficiaries (13,200 approximately) in 2014.

Of those completing part-time programmes in 2014, the estimated progression level is that 65% of learners will either progress to another relevant course or obtain employment, with the majority pursuing further studies. Particular emphasis is placed on supporting learner progression. Learners are supported and encouraged to identify personal development plans which will define pathways towards attainment of personal goals. The estimated certification outcome for learners completing the Adult Literacy programme is 45% and the number of beneficiaries is expected to be just over 2,700; of this number 58% are new starters. The Community Education programme will provide learning opportunities for about 2,700, with the majority of the places (94%) available for new starters.

Of the part-time programme provision the Back to Education Initiative (BTEI) includes courses (22%) that have a market-led focus. The estimated outcomes combined from BTEI programmes include: learners obtaining employment and progressing to another relevant course, 68%; and 64% achieving certification. Of the learners completing BTEI market-led programmes it is expected that 26% will enter into employment and a further 41% pursuing another relevant course.

The full time course provision is provided on the following programmes; Post Leaving Certificate (PLC), Vocational Training Opportunities Scheme (VTOS) and Youthreach. These programmes will cater for just over 4,600 beneficiaries 35% of the Louth and Meath ETB further education beneficiaries in 2014. The Youthreach provision is provided in seven centres within the region and is aimed at early school leavers aged between 15 and 20 years. Courses will be provided for 434 learners on Youthreach with 41% of the places available for new starters. Both the Youthreach and VTOS provision contain both market- and learner-led courses. The learner-led element for the two programmes combined is 79% with 575 beneficiaries projected, of which new starter places equate to 44%.

The PLC courses have the largest number of programme beneficiaries (circa 3,800). All of these courses have a market-led focus, leading to a major award at either Level 5 or 6 on National Framework of Qualifications. Of the 175 PLC courses planned, just over 2,000 places are available for new starters. It is projected that 66% of learners completing PLC courses will achieve full awards and a further 19% achieving component awards. The estimated outcome in regard to obtaining employment or progression to another relevant course is 60%.

A number of the programmes provided by Louth and Meath ETB are aimed specifically at long-term unemployed persons and youth. In line with the "Pathways to Work Activation Policy" and the "Youth Guarantee Implementation Plan" specific targets and allocations have been determined for these discrete cohorts. To achieve this, it is intended that the established partnership approach with DSP (Department of Social Protection) will continue.

Tables 21.2 and 21.3 below provide information from the following perspective; Career Clusters, FE, programme type and provision. In the context of programme provision both full- and part-time courses are considered.

Louth and Meath ETB provide a range of further education courses across 15 of 18 Career Clusters as outlined in Table 21.2.

Further Education Provision by Career Cluster			
Career Clusters	Number of Courses Planned for 2014	Estimated Number of Beneficiaries in 2014	Estimated Number of New Starter Places
Science and Technology	10	152	89
Animal Science	7	190	80
Agriculture, Horticulture and Mariculture	5	66	39
Hairdressing, Beauty and Complementary Therapies	17	348	189
Art, Craft and Media	32	654	359
Information Technology	15	312	190
Sales and Marketing	4	92	48
Health, Family, other Social Services	72	1,525	788
Built Environment	2	38	20
Business Administration and Management	20	380	210
Manufacturing	6	132	68
Tourism	4	89	47
Food and Beverage	2	38	21
Sampling Skills	8	140	140
General Learning (including Literacy, Numeracy and ICT skills)	907	9,155	5,981
Total	1,111	13,311	8,269

Table 21.2

Table 21.3 below provides summary data related to the Louth and Meath ETB Further Education Programme Provision, giving consideration to both full- and part-time Programmes.

SUMMARY OVERVIEW OF FURTHER EDUCATION PROGRAMME PROVISION

The Louth and Meath ETB Area		INPUTS				OUTPUTS					OUTCOMES		
Further Education Programme Type		Number of Individual Courses to be Delivered in 2014	Number of Learners in Further Education on the 1st January 2014	Estimated Number of Learners Starting Courses in 2014	Estimated Number of Beneficiaries in 2014	Estimated Percentage of Learners Retained on Courses during 2014	Estimated Number of Beneficiaries Completing Courses in 2014	Estimated Percentage of Learners Completing Courses during 2014 that will achieve Full Award Certification	Estimated Percentage of Learners Completing Courses during 2014 that will achieve Component Award Certification	Estimated Percentage of Learners Completing Courses during 2014 that will achieve either Full Awards or Component Awards Certification (combined %)	Estimated Percentage of Learners Completing Courses during 2014 that will enter into Employment	Estimated Percentage of Learners Completing Courses during 2014 that will progress to and start a relevant course	Estimated Percentage of Learners Completing Courses during 2014 that will either enter Employment or progress to & start a relevant course (combined %)
Full-time	Post Leaving Certificate	175	1,801	2,043	3,844	78%	1,801	66%	19%	85%	17%	42%	60%
	Vocational Training Opportunities Scheme	18	173	180	353	92%	173	81%	12%	93%	13%	75%	87%
	Youthreach	59	256	178	434	90%	434	39%	32%	71%	7%	52%	59%
	Sub total Full time	252	2,230	2,401	4,631	80%	2,408	62%	21%	83%	15%	46%	61%
Part-time	Back to Education Initiative	111	428	880	1,308	69%	1,308	41%	23%	64%	8%	60%	68%
	Adult Literacy	354	1,147	1,598	2,745	72%	2,745	8%	36%	45%	0%	60%	60%
	Community Education	281	174	2,505	2,679	80%	2,679	0%	11%	11%	0%	70%	70%
	English for Speakers of other Languages	86	489	575	1,064	77%	1,064	0%	56%	56%	2%	64%	66%
	Cooperation Hours	27	574	310	884	93%	884	0%	37%	37%	0%	65%	65%
Sub total Part-time	859	2,812	5,868	8,680	77%	8,680	9%	29%	38%	1%	64%	65%	
All	Total All	1,111	5,042	8,269	13,311	78%	11,088	20%	27%	48%	4%	60%	65%

Table 21.3

The investment funded through SOLAS to the Louth and Meath ETB for further education provision amounts to €10.850m in 2014. The outcomes are focused on accreditation (full awards and partial/component awards) along with employment and progression (progress to and start another relevant course). The estimated outcomes (overall average) from the further education provision for learners completing courses are outlined in Charts 21.3 and 21.4.

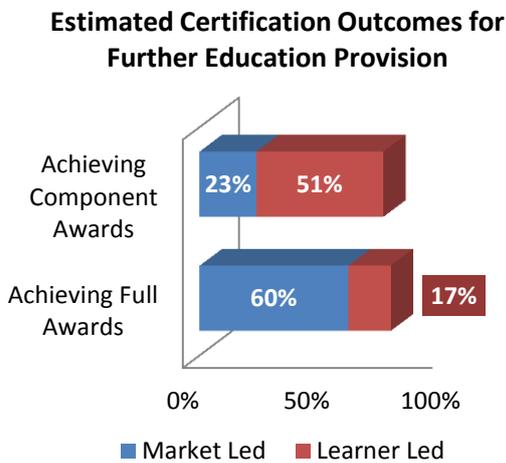


Chart 21.3

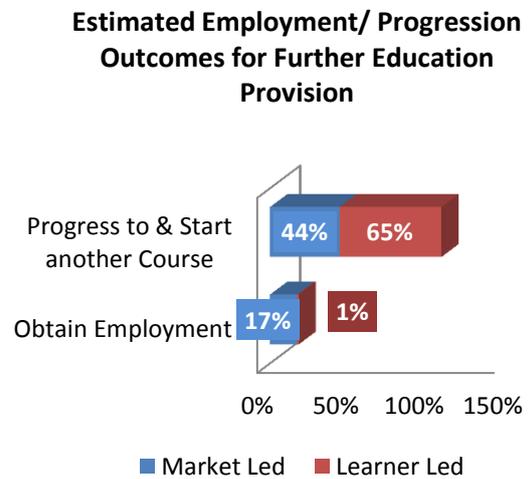


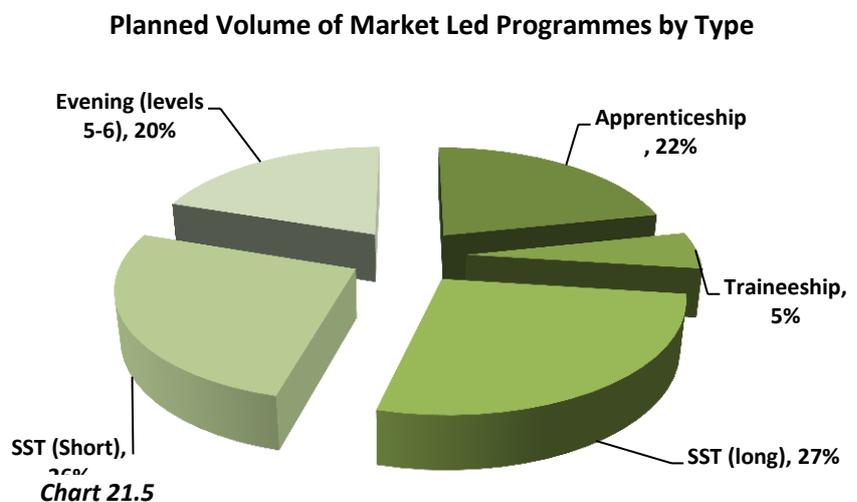
Chart 21.4

Planned Training Provision

A range of training interventions are provided, including specific skills training, traineeship, apprenticeship and community-based training, to meet the identified requirements of the individual learner and the labour market. Just over half of the provision (including apprenticeship) has a market-led focus equating to 111 courses and about 1,500 learners. Breakdown of the provision is outlined in Chart 21.5.

All programmes have set target outcomes for obtaining employment or progression to another relevant course. Excluding apprenticeship, the target percentage of learners expected to obtain employment is on average 45%. For individual programmes this is higher e.g. traineeship (60%). The combined target outcome (average) for market-led programmes (excluding apprenticeship) for learners obtaining a job or pursuing another course is 74%.

Specific Skills Training (SST) Courses (short) are of varying durations less than six months. The courses are generally focused on delivery of a single module or few modules. SST



Courses (long) typically take six months or longer to complete and are designed to meet the needs of industry across a range of sectors. It is anticipated that just over 900 learners will participate in both long and short SST courses during 2014, and 56% of the places available are for new starters. The target outcomes from SST courses are: for employment, 40% for short courses and 43% for long courses; and for learners pursuing further studies, 33% and 28% respectively.

Client- or learner-led type programmes make up 47% of course provision and are delivered through the programmes are detailed in Chart 21.6. The largest number of courses is evening courses at Levels 3-4 on the NFQ. These courses are provided on a part-time basis generally three hours per evening, one evening a week. The suite of evening courses is expected to cater for 88 beneficiaries. It is targeted that 44% of learners completing evening courses will obtain employment with a further 25% pursuing further studies. The STP provides training for persons with a disability through dedicated training facilities. About 145 learners will avail of training through the STP suite of courses, of which 50 places are available for new starters.

Planned Volume of Learner-Led Programmes by Type

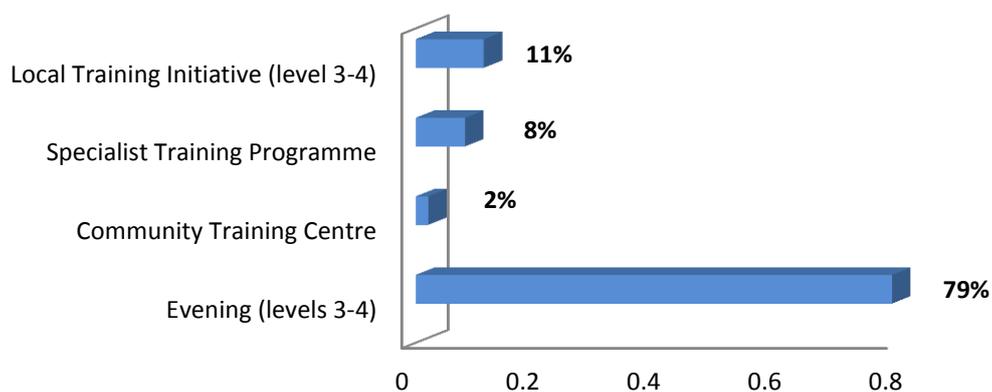


Chart 21.6

County Louth has two Community Training Centres (Dundalk and Drogheda) providing learning opportunities for almost 150 beneficiaries. The CTCs are designed to meet the needs of early school leavers.

The array of training provision across both market- and client-led courses will enable learners to acquire relevant technical and/or generic skills at various levels. The provision mix provided through a range of accredited courses, is designed to meet the needs of a variety of workplaces and occupations. Training is provided in eight of the 18 Career Clusters - see details in the Table 21.4.

Training Provision by Career Cluster			
Career Cluster	Number of Courses Planned 2014	Estimated Number of Beneficiaries	Estimated Number of New Starter Places
Information Technology	14	212	50
Transport, Distribution & Logistics	1	18	18
Health, Family, other Social Services	24	268	160
Built Environment	27	334	320
Financial Services	13	198	162
Business Administration and Management	50	538	414
Manufacturing	30	373	335
Supported training	21	526	202
Yet to be allocated (Market- / Client-Led only)	29	448	358
Total	209	2,915	2,019

Table 21.4

The investment in training provision funded through SOLAS in Counties Louth and Meath amounts to €13.828m in 2014. The outcomes are focused on accreditation (full awards and partial/component awards) along with employment and progression (progress to and start another relevant course). The targeted outcomes overall average percentage from the training provision for learners completing courses are outlined in Charts 21.7 and 21.8.

Targeted Training Provision Certification Outcomes

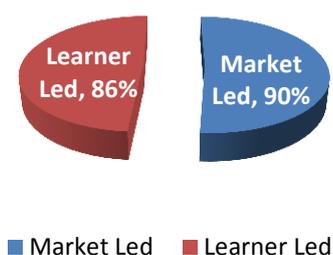


Chart 21.7

Targeted Training Provision Employment/ Progression Outcomes

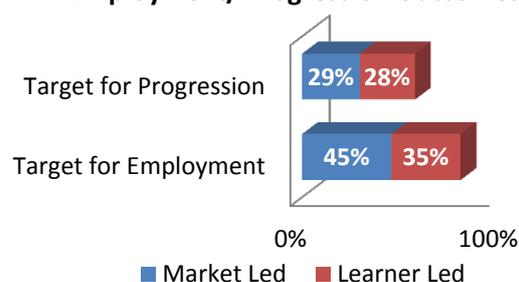


Chart 21.8

Dundalk Training Centre provides Apprenticeship Phase Two training courses representing 5% of the centre's overall training provision in the region. During 2014, 324 apprentices are scheduled to partake in off-the-job training at phases two (142), four (112) and six (70). The family of trades in which the 324 apprentices are engaged is as follows:

Off-the-Job Apprenticeship Training by Family of Trade

Family of Trade	Phase 2	Phase 4	Phase 6
Motor		✓	✓
Construction	✓	✓	✓
Electrical	✓	✓	✓
Engineering	✓		

Table 21.5

The investment in Apprenticeship training is €1.768m. The Career Clusters associated with the training are outlined in Table 21.6 below.

Off-the-Job Apprenticeship Training by Career Cluster		
All phases	Number of Courses	Estimated Number of Beneficiaries
Built Environment	16	224
Manufacturing	8	100
Total	24	324

Table 21.6

Summary of Further Education and Training Provision

A wide range of further education and training interventions will be delivered in counties Louth and Meath in 2014. Through the various programmes it is intended to provide learning opportunities for a number of learner cohorts and the expected number of beneficiaries will be in excess of 16,100 spread over 1,300 plus courses. Just over 63% of the beneficiaries are new starters. The overall investment funded through SOLAS in further education and training for counties Louth and Meath will be €24.677m. Table 21.7 outlines the overall average percentage outcomes in regard to the estimates for further education and the targets for training provision for learners completing courses; for certification combining both full awards and partial awards; and for learners obtaining employment or progressing i.e. progress to and start another relevant course.

Summary of Further Education and Training Provision Outcomes		
Provision	Certification Total	Employment/Progression Total
Further Education Estimates	73%*	65%
Training Targets	87%	69%**

Table 21.7

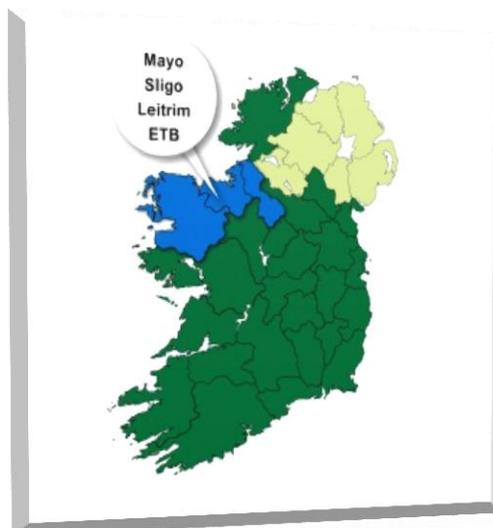
* Summary of Further Education certification estimates relate to courses at Levels 1-6 only on the NFQ.

** Training employment and progression targets are based on the "2013 Follow-Up Survey of FÁS Clients".

Section 22. The Mayo, Sligo and Leitrim ETB Education and Training Board Area

Area Profile

The region covers an area of 9,018 square kilometres. It stretches from the Drowse river near Bundoran to the Erris peninsula in the west, down to Killary harbour and across to the Shannon at Carrick-on-Shannon. The region covers a geographical area of 901,466 hectares which represents 12.83% of the land mass of the Republic of Ireland (osi.ie). The region also



has an extensive coastline to the Atlantic Ocean in which there are a number of inhabited islands.

The population of 227,829 consists of 113,999 males and 113,830 females (CSO, 2011). Mayo has approximately 57 % of the population, Sligo has 29% and Leitrim has 14%. The age profile (CSO, 2011) of the area is outlined in table 22.1.

According to the Pobal-Haase Deprivation Index which is based on the combination of three dimensions of relative affluence and deprivation namely, demographic profile, social class composition and labour market situation, the entire area is “marginally below average”. A further breakdown of this by county shows the following:

- Mayo has a relative deprivation score of -3.14;
- Sligo has a relative deprivation score of -0.17; and
- Leitrim has a relative deprivation score of -2.57.

Mayo, Sligo and Leitrim are very rural counties and Leitrim is the most rural county in Ireland with only 9% of the population living in aggregated town areas.

Highest Educational Attainment (Percentage)				
Level	Mayo (%)	Sligo (%)	Leitrim (%)	Average %
Primary Only	21.3	16.6	18.5	18.8
Second Only	54.7	53.5	55.2	54.5
Third	24	30	26.3	26.8

Table 22.1

Unemployment Rates				
	Mayo	Sligo	Leitrim	National Average Rate
Unemployment Rate in April 2011	19.5%	18.1%	20.3%	19%
Unemployment Rate in Q3 of 2013	13.5% (West Area)	15.2% (Border Area)	15.2% (Border Area)	13%

Table 22.2

Chart 22.1 shows that the biggest employment sector in the area is Professional Services. This illustrates the reliance on this region on public sector jobs. Not surprisingly, Building and Construction is ranked the lowest. Furthermore most people in the region are employed in small businesses. According to the National Labour Market Bulletin, December 2012, 93% of active enterprises in the Border/Western region respectively employed less than 10 persons and fewer than 1% employed more than 250 people.

Daytime Workers by Industry (CSO 2011)

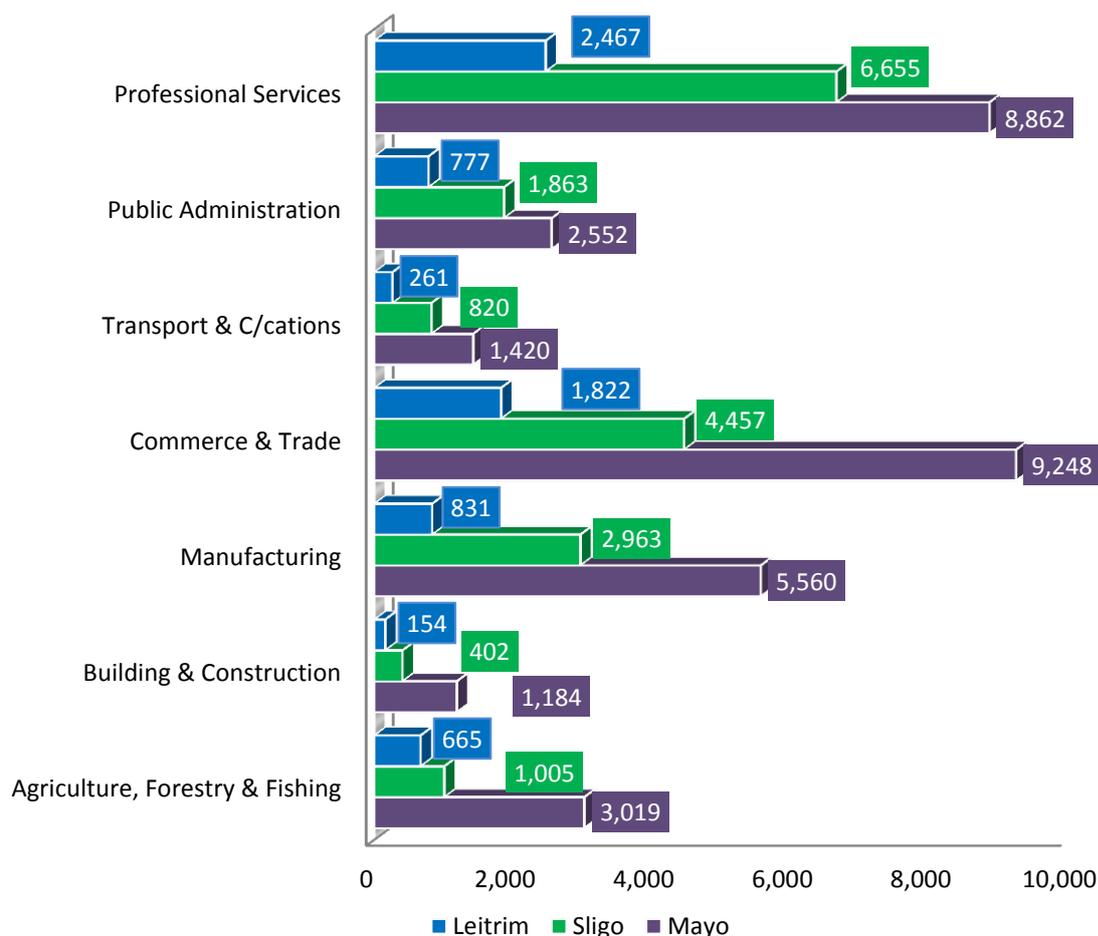


Chart 22.1

Overview of Further Education and Training Provision

At the time of planning the former FÁS Training Centres in Sligo and Ballina and the associated training provision had not transferred to the Education and Training Board. The transfer is scheduled to take place mid-year. Consequently, the planning for the training provision was carried out as a separate process. However, the plan was finalised in consultation with the Mayo, Sligo and Leitrim ETB. During 2014 the Mayo, Sligo and Leitrim ETB area has planned further education and training provision of almost 1,000 courses, catering for nearly 16,000 learners including apprentices. Of the SOLAS-funded further education and training courses, the provision in this ETB area represents 4% of the national course provision, 5% of the beneficiaries, and 5% (€27.075m) of the national investment. The FET provision is provided through a range of programmes outlined in Table 22.3. The provision includes apprenticeship training at phases two, four and six.

Courses within programmes are categorised according to their degree of orientation towards the labour market i.e. market-led or client/learner-led. Programmes that lead to awards at Levels 5 or 6 on the National Framework of Qualifications are considered to be market led. In addition an occupational or Career Cluster classification is used to describe the course content focus.

Number of Further Education and Training Courses Planned by Programme Type			
Further Education Programmes	Number of Courses	Training Programmes	Number of Courses
Post Leaving Certificate (PLC)	78	Traineeships	9
Vocational Training Opportunities Scheme (VTOS)	16	Specific Skills Training (SST) (Long & Short)	59
Youthreach	20	Evening	30
Back to Education Initiative (BTEI)	135	Sponsored	2
Adult Literacy	264	Community Training Centre (CTC) ³⁷	1
Community Education	247	Local Training Initiative	25
English for Speakers of Other Languages (ESOL)	56	Specialist Training Programme (STP) ³⁸	1
Cooperation Hours	3	Libraries	29
		Apprenticeship	16
Total Further Education Courses	819	Total Training Courses	172

Table 22.3

³⁷ The CTC Community Training Centre number of courses refers to the number of CTCs. Training is provided on a holistic basis across a range of modules and is individually tailored to learner needs and mapped to an individual learner plan.

³⁸ The STP provides training on a continuous in-take basis.

Planned Further Education Provision

Further Education provision planned for 2014 includes a mix of both full-time (14%) and part-time (86%) courses. The breakdown of the percentage number of courses by programme type is outlined in Chart 22.2. The programmes with the highest volume of part-time courses planned are; Community Education, Adult Literacy and Back to Education Initiative (BTEI). 77% of the projected number of all further education new starter places available this year will be on part-time courses (circa 5,900). The majority (91%) of the part-time courses are learner-led. Part-time course provision will cater for 73% of the ETB further education beneficiaries (12,900 approximately) in 2014.

The Community Education courses are by far the biggest volume of courses catering for over 4,000 learners. Community Education refers to adult education and learning, generally

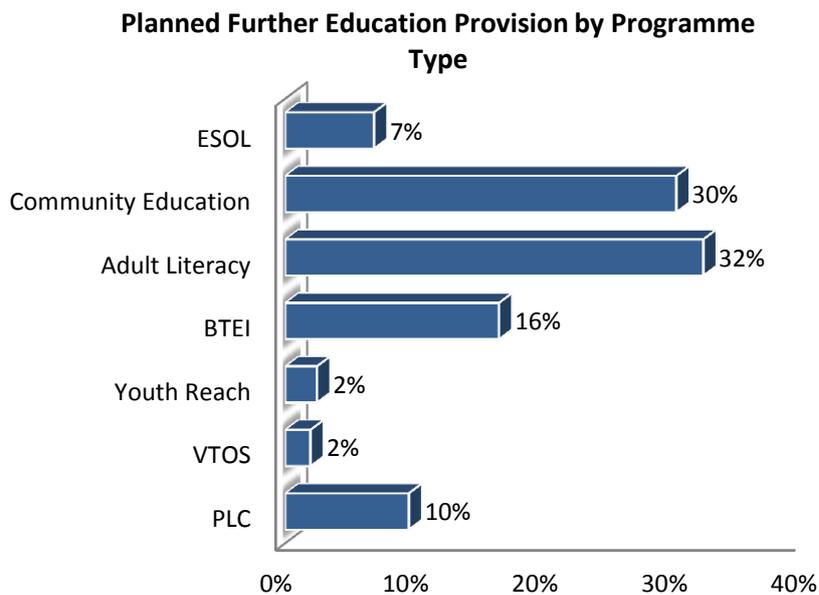


Chart 22.2

outside the formal education sector, with the aims of enhancing learning, empowerment and contributing to civic society. It is firmly community-based, with local groups taking responsibility for, and playing a key role in, organising courses and deciding on programme content. These courses are mainly uncertified and this year over three quarters of the places will be available for

new starters. The Adult Literacy programme is expected to cater for about 2,000 learners of which 57% of the places are available for new starters. Literacy courses are designed to address gaps in the literacy and numeracy standards of the participants. The estimated combined outcomes from these programmes are for Community Education 75% and Adult 45% of learners entering employment or progressing to another relevant course. The expected certification from the Adult Literacy programmes is 56%.

The part-time provision includes programmes with market-led courses. These programmes include in their provision employment-focused courses: the “Back to Education Initiative” (BTEI) (39%) with about 900 beneficiaries; and Adult Literacy along with Community Education and ESOL with 352 beneficiaries between them. The estimated outcomes from the BTEI suite of courses are 40% either obtaining employment or progressing to another relevant course, and all learners achieving certification. For the BTEI market-led courses, the estimated outcomes are progression to further studies 14%, employment 20% and certification 100%.

Of those completing part-time programmes in 2014 the overall average percentage estimated for progression is 59% of learners pursuing further studies or obtaining employment, with the majority (54%) pursuing further studies.

The full-time course provision is provided on the following programmes; Post Leaving Certificate (PLC), Vocational Training Opportunities Scheme (VTOS) and Youthreach. These programmes will cater for almost 3,500 beneficiaries 27% of the Mayo, Sligo and Leitrim ETB further education beneficiaries in 2014.

The PLC suite of courses will provide further education to almost 3,000 people in 2014. All of the PLC courses have a market-led focus, leading to a major award at either Level 5 or 6 on the National Framework of Qualifications. Of the 78 PLC courses planned, 54% of the places are available for new starters. It is projected that all of the learners completing PLC courses will achieve certification either a full award (78%) or component awards (22%). The estimated combined outcome for PLC courses in regard to learners obtaining employment or pursuing another relevant course is 87% (employment 39%).

94% of the VTOS course provision is market-led. Expected beneficiaries is about 340, of which 39% are new course starters.

The Youthreach provision is provided in four centres and is aimed at early school leavers aged between 15 and 20 years. All of the courses are learner-led. The learner focused course delivery through VTOS and Youthreach will cater for about an additional 260 beneficiaries of which 37% will be new starters. Estimated outcomes combined for employment and progression to another course are VTOS 69% and Youthreach 77%.

A number of the programmes provided by the Mayo, Sligo and Leitrim ETB are aimed specifically at long-term unemployed persons and youth. In line with the “Pathways to Work Activation Policy” and the “Youth Guarantee Implementation Plan” specific targets and allocations have been determined for these discrete cohorts. The ETB will work closely with local DSP (Department of Social Protection) and INTREO offices to refer learners to suitable further education courses and other progression routes.

Tables 22.4 and 22.5 below provide information from the following perspective; Career Clusters, FE, programme type and provision. In the context of programme provision both full and part-time courses are considered.

The Mayo, Sligo and Leitrim ETB provides a range of further education courses across 15 of 18 career clusters as outlined in Table 22.4.

Further Education Provision by Career Cluster			
Career Clusters	Number of Courses Planned for 2014	Estimated Number of Beneficiaries in 2014	Estimated Number of New Starter Places
Science and Technology	4	150	84
Animal Science	2	130	64
Agriculture, Horticulture and Mariculture	9	203	175
Hairdressing, Beauty and Complementary Therapies	20	582	307
Art, Craft and Media	107	1,988	1,326
Information Technology	58	987	583
Transport, Distribution & Logistics	1	30	15
Health, Family, other Social Services	84	2,315	1,171
Built Environment	6	106	64
Business Administration and Management	27	718	349
Manufacturing	2	32	20
Tourism	5	158	87
Food and Beverage	20	303	182
Sampling Skills	2	46	27
General Learning (including Literacy, Numeracy and ICT skills)	472	5,115	3,245
Total	819	12,863	7,699

Table 22.4

Table 22.5 below provides summary data related to the Mayo, Sligo and Leitrim ETB Further Education Programme Provision, giving consideration to both full- and part-time Programmes.

SUMMARY OVERVIEW OF FURTHER EDUCATION PROGRAMME PROVISION

The Mayo, Sligo and Leitrim ETB Area		INPUTS				OUTPUTS					OUTCOMES		
Further Education Programme Type		Number of Individual Courses to be Delivered in 2014	Number of Learners in Further Education on the 1st January 2014	Estimated Number of Learners Starting Courses in 2014	Estimated Number of Beneficiaries in 2014	Estimated Percentage of Learners Retained on Courses during 2014	Estimated Number of Beneficiaries Completing Courses in 2014	Estimated Percentage of Learners Completing Courses during 2014 that will achieve Full Award Certification	Estimated Percentage of Learners Completing Courses during 2014 that will achieve Component Award Certification	Estimated Percentage of Learners Completing Courses during 2014 that will achieve either Full Awards or Component Awards Certification (combined %)	Estimated Percentage of Learners Completing Courses during 2014 that will enter into Employment	Estimated Percentage of Learners Completing Courses during 2014 that will progress to and start a relevant course	Estimated Percentage of Learners Completing Courses during 2014 that will either enter Employment or progress to & start a relevant course (combined %)
Full-time	Post Leaving Certificate Vocational Training Opportunities Scheme	78	1,327	1,546	2,873	61%	1,811	78%	22%	100%	39%	47%	87%
	Youthreach	16	230	154	384	79%	376	57%	25%	82%	25%	43%	69%
		20	148	78	226	64%	145	83%	17%	100%	3%	74%	77%
	Sub total Full time	114	1,705	1,778	3,483	63%	2,332	75%	22%	97%	35%	48%	83%
Part-time	Back to Education Initiative	135	1,142	844	1,986	72%	1,616	24%	76%	100%	11%	30%	40%
	Adult Literacy	264	856	1,111	1,967	69%	1,385	16%	41%	56%	0%	45%	45%
	Community Education	247	940	3,205	4,145	91%	3,355	0%	13%	13%	7%	69%	75%
	English for Speakers of other Languages	56	471	729	1,200	67%	786	1%	56%	57%	1%	56%	57%
	Cooperation Hours	3	50	32	82	93%	50	0%	0%	0%	4%	48%	52%
Sub total Part-time	705	3,459	5,921	9,380	79%	7,192	9%	37%	46%	6%	54%	59%	
All	Total All	819	5,164	7,699	12,863	75%	9,524	25%	33%	58%	13%	52%	65%

Table 22.5

The investment funded through SOLAS to the Mayo, Sligo and Leitrim ETB for further education provision amounts to €11.002m in 2014. The outcomes are focused on accreditation (full awards and partial/component awards) along with employment and progression (progress to and start another relevant course). The estimated overall average percentage outcomes from the further education provision for learners completing courses are outlined in Charts 22.3 and 22.4.

Estimated Certification Outcomes for Further Education Provision

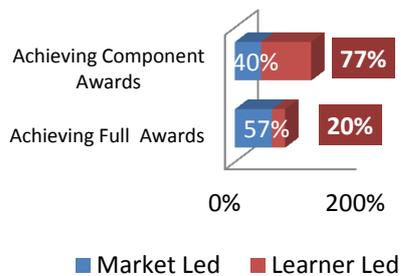


Chart 22.3

Estimated Employment/ Progression Outcomes for Further Education Provision

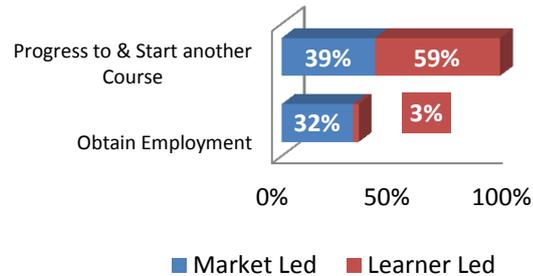


Chart 22.4

Planned Training Provision

A range of training interventions are provided, including; specific skills training, traineeship, apprenticeship and community-based training to meet the identified requirements of the individual learner and the labour market. Most of the provision (including apprenticeship) has a market-led focus (61%) equating to 105 courses and 1,800 learners. Breakdown of the provision is outlined in Chart 22.5. All programmes have set target outcomes for obtaining employment or progression to another relevant course. Excluding apprenticeship the target percentage of learners expected to obtain employment is on average 45%. For individual programmes it is higher e.g. traineeship (60%). The combined targeted outcome overall average percentage for market-led programmes (excluding apprenticeship) for learners obtaining a job or pursuing another course is 74%.

Specific Skills Training (SST) Courses (short) are of varying durations less than six months. The courses are generally focused on delivery of a single module or few modules. SST Courses (long) typically take six months or longer to complete and are designed to meet the needs of

Planned Volume of Market Led Programmes by Type

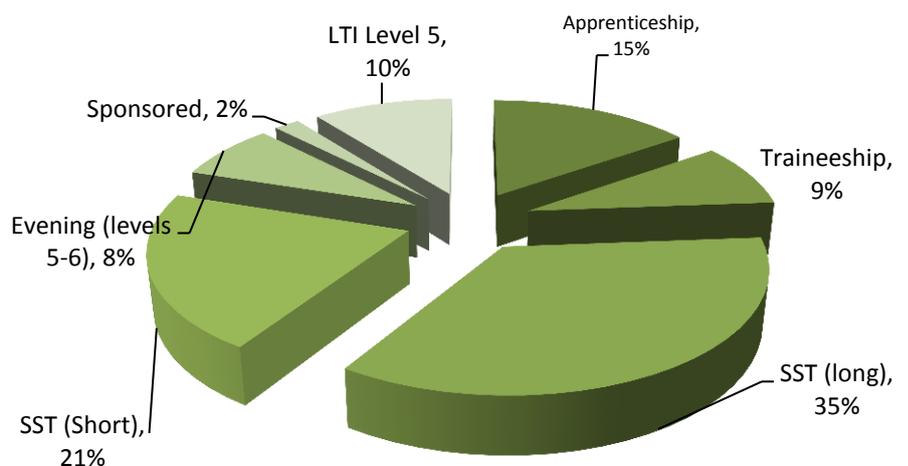


Chart 22.5

industry across a range of sectors. It is anticipated that just under a 1,000 learners will participate in either a long or a short SST course during 2014 and three-quarters of the places available are for new starters. The target outcomes from SST courses are: for employment, 40% for short courses and 43% for long courses; and for learners pursuing further studies, 33% and 28% respectively.

Traineeships will cater for just over 180 beneficiaries. Evening courses are provided on a part-time basis generally three hours per evening, one-to-two evenings per week. Evening courses at Levels 5-6 on the NFQ make up 5% of the training provision with just over 100 beneficiaries. Outcome targets are set at 44% to obtain jobs and 25% progressing to another relevant course.

Client- or learner-led type programmes make up 39% of the course provision delivered through range of programmes detailed in Chart 22.6. Twenty two evening courses at Levels 3-4 on the NFQ are planned. The expected number of beneficiaries will be almost 400. Targeted outcomes include 85% certification and 69% either obtain jobs or progress to another course.

Training provided through the network of Libraries is focused on digital literacy. Training is provided on a part-time basis using a blended learning model of on-line learning combined with tutor supported direct training. Delivery through this mode of training will cater for 135 beneficiaries and all will be new starters.

Community-based training will provide training for about 600 beneficiaries through; Local Training Initiatives (LTI), Specialist Training Programme (STP) and Community Training Centres (CTC). The STP provides training for persons with a disability, through

dedicated training facilities. About 280 learners will avail of training through the STP suite of courses, of which 43% of the places are available for new starters. The CTC in Sligo with projected beneficiaries of 180 is aimed at meeting the needs of early school leavers. The combined targeted outcomes for learners completing the courses to obtain employment or progress to another relevant course are for: LTI 63%, STP 70% and CTC 54%.

The array of training provision across both market- and client-led courses will enable learners to acquire relevant technical and/or generic skills at various levels. The provision mix provided through a range of accredited courses is designed to meet the needs of a variety of workplaces and occupations. Training is provided in ten of the 18 Career Clusters - see details in Table 22.6.

Planned Volume of Learner Led Programmes by Type

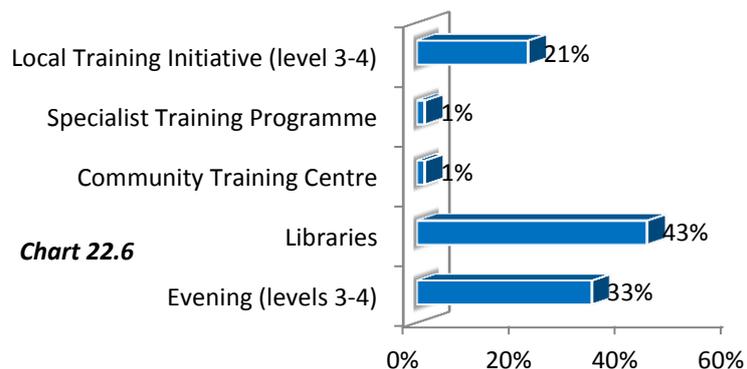


Chart 22.6

Training Provision by Career Cluster			
Career Cluster	Number of Courses Planned 2014	Estimated Number of Beneficiaries	Estimated Number of New Starter Places
Information Technology	19	355	219
Transport, Distribution & Logistics	4	68	52
Sales and Marketing	2	42	16
Health, Family, other Social Services	32	553	428
Built Environment	13	206	206
Financial Services	8	122	122
Business Administration and Management	50	498	382
Manufacturing	20	385	296
Natural Resources	3	51	30
Supported training	19	705	440
Total	170	2,985	2,191

Table 22.6³⁹

The investment in training provision funded through SOLAS in the Mayo, Sligo and Leitrim ETB area amounts to €16.073m for 2014. The outcomes are focused on accreditation (full awards and partial/component awards) and employment and progression (progress to and start another relevant course). The targeted outcomes from the training provision for learners completing courses are outlined in Charts 22.7 and 22.8.

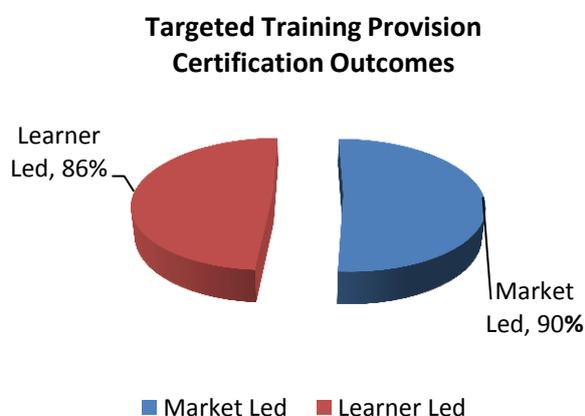


Chart 22.7

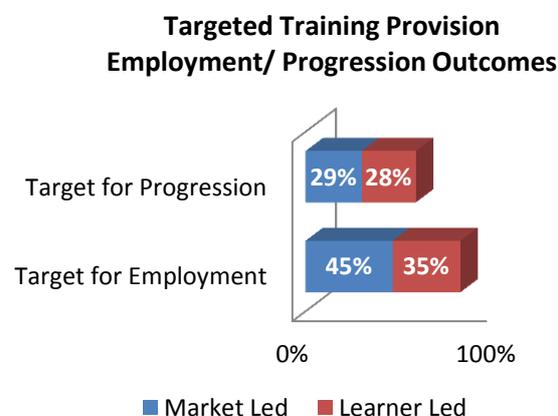


Chart 22.8

The training centres in Sligo and Ballina provide Apprenticeship Phase Two training courses. The Apprenticeship Phase Two training planned represents 1% of the overall training provision in the region. During 2014, 261 apprentices are scheduled to partake in off-the-job training at phases two (37), four (112) and six (112). Phases four and six are delivered through the Institutes of Technology. The family of trades in which the 261 apprentices are engaged is outlined in Table 22.7.

³⁹ Both CTC and STP are included in the beneficiary and new starter places numbers only in Table 22.6.

Off-the-Job Apprenticeship Training by Family of Trade			
Family of Trade	Phase 2	Phase 4	Phase 6
Construction		✓	✓
Electrical	✓	✓	✓
Engineering	✓	✓	✓

Table 22.7

The investment in apprenticeship training in the region is €1.167m. The Career Clusters associated with the apprenticeship training are outlined in Table 22.8.

Off-the-Job Apprenticeship Training by Career Cluster		
All phases	Number of Courses	Estimated Number of Beneficiaries
Built Environment	8	128
Manufacturing	8	133
Total	16	261

Table 22.8

Summary of Further Education and Training Provision

A wide range of further education and training interventions will be delivered in the Mayo, Sligo and Leitrim ETB area in 2014. Through the various programmes it is intended to provide learning opportunities for a number of learner cohorts and the expected number of beneficiaries will be marginally below 16,000, spread over almost 1,000 courses. It is estimated that 62% of the beneficiaries will be new starters. The overall investment in further education and training provision funded through SOLAS for the Mayo, Sligo and Leitrim ETB area amounts to €27.075m. Table 22.9 outlines the overall average percentage outcomes relating to the estimates for further education and the targets for training provision for learners completing courses; for certification combining both full awards and partial awards; and for learners obtaining employment or progressing i.e. progress to and start another relevant course.

Summary of Further Education and Training Provision Outcomes		
Provision	Certification Total	Employment/Progression Total
Further Education Estimates	97%*	65%
Training Targets	87%	69%**

Table 22.9

* Summary of Further Education certification estimates relate to courses at Levels 1-6 only on the NFQ.

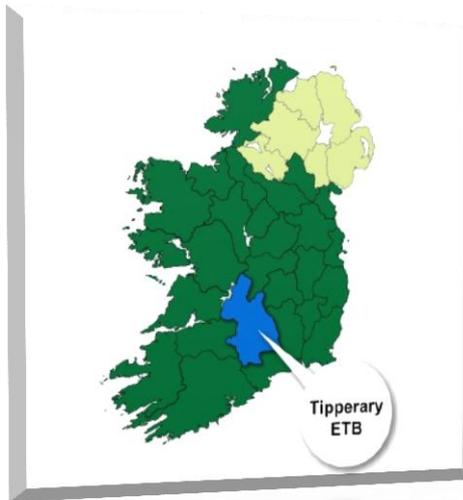
** Training employment and progression targets are based on the "2013 Follow-Up Survey of FÁS Clients".

Section 23. The Tipperary Education and Training Board Area

Area Profile

Tipperary has a population of 158,754 persons, males 79,584 and females 79,170. The 2011 census shows that there were 75,328 persons aged 15 years and over in the labour force. Of these 60,332 (80%) were at work.

The live register for October 2012 showed 8,919 people as signing on in South Tipperary.



This had fallen to 8,476 by October 2013 a drop of 4.97%. This compares to a national drop of 5.63%. The drop from 2011 to 2012 for the same period was 1.55%. 6,976 people are unemployed in North Tipperary (CSO 2013).

The number of people signing on at Nenagh D.S.P. has now passed the 3,000 mark and now stands at 3,021, up from 2,996 at the end of February last. According to updated figures from the CSO, there are now a total of 7,466 names on the live register and 1,475 people under the age of 25 signing on in North Tipperary.

Overall county totals show that 4,648 unemployed are male, while the female figure has now increased to 2,818. Newport has experienced population growth of approximately 29% over the last few years with population standing at 1,806 (Census 2011). Unemployment in the area stood at 18.6% (the national average rate is 19%). The percentage of Lone Parent families is higher than the national average. There is a high level of disadvantage in the community. Local statistics show an increase in unemployment in the Roscrea area to almost 19% of County unemployment (CSO 2011).

The age at which education ceased is an important indicator of the education levels within the workforce and the capacity of the workforce to meet the requirements of higher level jobs. South Tipperary has a higher proportion of people whose education ceased in their teens than the national average. It is also noticeable that the proportion of people who left school at 15 or under is significantly higher than the national average. Those aged 15 years and over whose full-time education had ceased in Tipperary North and Tipperary South respectively were: 16% and 17.2% educated to, at most, primary level only; a further 59.8% and 60.7% attained second-level; while 24.2% and 22% were educated to third-level. Despite the considerable improvement at county level, there remain several EDs where considerable parts of the adult population have primary education only. These are Farranrory (31.6%), Poyntstown (29.7%), Clonmel West Urban (26.6%), Tipperary East Urban (25.9%), Templeberry (33.0%), Ballymurreen (32.9%), Foilnahan (31.9%), Dolla (31.5%) and Graigue (31.2%).

The Chart 23.1 provides an overview of the number of persons working (daytime) in each of the sectors within the county. Both commerce and trade along with professional services are the largest industry.

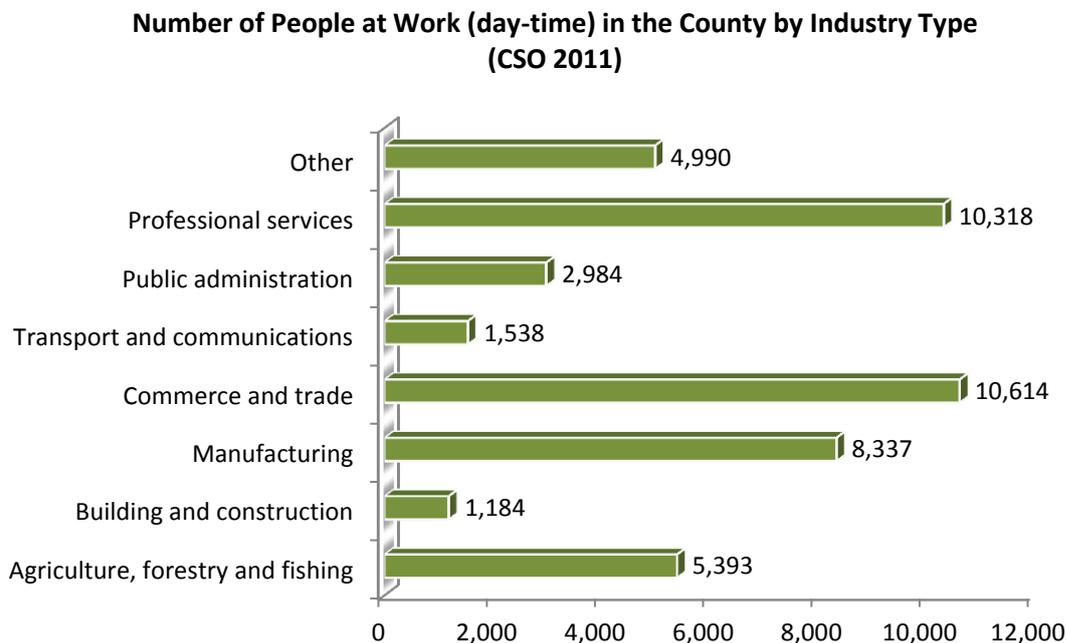


Chart 23.1

Overview of Further Education and Training Provision

At the time of planning the former FÁS training provision had not transferred to the Education and Training Board. The transfer is scheduled to take place mid-year. Consequently the planning for the training provision was carried out as a separate process. However the plan was finalised in consultation with the Tipperary ETB. The planned further education and training provision will consist of just over 700 courses catering for almost 9,000 learners. Of the SOLAS-funded further education and training courses, the provision in this ETB area represents 3% of the national course provision, 3% of the beneficiaries and 3% (€14.656m) of the national investment. The further education and training provision is provided through a range of programmes outlined in Table 23.1.

Courses within programmes are categorised according to their degree of orientation towards the labour market i.e. market-led or client/learner-led. Programmes that lead to awards at Levels 5 or 6 on the National Framework of Qualifications are considered to be market-led. In addition an occupational or Career Cluster classification is used to describe the course content focus.

Number of Further Education and Training Courses by Programme Type			
Further Education Programmes	Number of Courses	Training Programmes	Number of Courses
Post Leaving Certificate (PLC)	64	Traineeships	6
Vocational Training Opportunities Scheme (VTOS)	11	Specific Skills Training (SST) (Long & Short)	27
Youthreach	7	Evening	30
Back to Education Initiative (BTEI)	98	Community Training Centre (CTC)	3
Adult Literacy	224	Local Training Initiative (LTI)	7
Community Education	163	Specialist Training Programme (STP)	6
English for Speakers of Other Languages (ESOL)	44	Bridging	1
Co-operation Hours	23		
Total Further Education Courses	634	Total Training Courses	80

Table 23.1

Planned Further Education Provision

Further Education provision planned for 2014 in the region includes a mix of both full-time (13%) and part-time (87%) courses. The breakdown of the percentage number of courses by programme type is outlined in Chart 23.2. The highest volume of part-time courses planned are; Adult Literacy, Community Education and BTEI. Just over three-quarters of the projected number of all new course starter places available this year are on part-time courses (circa 3,600). The majority (92%) of the part-time courses are learner-led. Part-time course provision will cater for 71% of the ETB further education beneficiaries (7,500 approximately) in 2014.

The Adult Literacy programme is expected to cater for almost 1,200 learners of which 44% of the places are available for new starters. The Adult Literacy Service provides a range of options for learners with literacy, numeracy and basic education deficits. Tuition is geared at Levels 1-3 for Basic Core Skills. Courses are themed for target groups, i.e. Workplace Learning, Family Learning, 1:1 as well as small groups. 67% of the learners completing the course are estimated to achieve certification, with 89% progressing to further studies.

The Community Education Programme provides a wide range of courses that vary in duration, level and delivery mode, and is specially designed to meet the needs of learners who are distant from education and the labour market. Most of the courses are unaccredited and are short taster courses that offer a first-step back to learning. This programme has the highest number of projected beneficiaries (2,000 approximately) of the ETB further education provision.

Of those completing part-time programmes in 2014 the estimated overall average progression level is 52% of learners either progressing to another relevant course or obtaining employment, with the majority (42%) pursuing further studies.

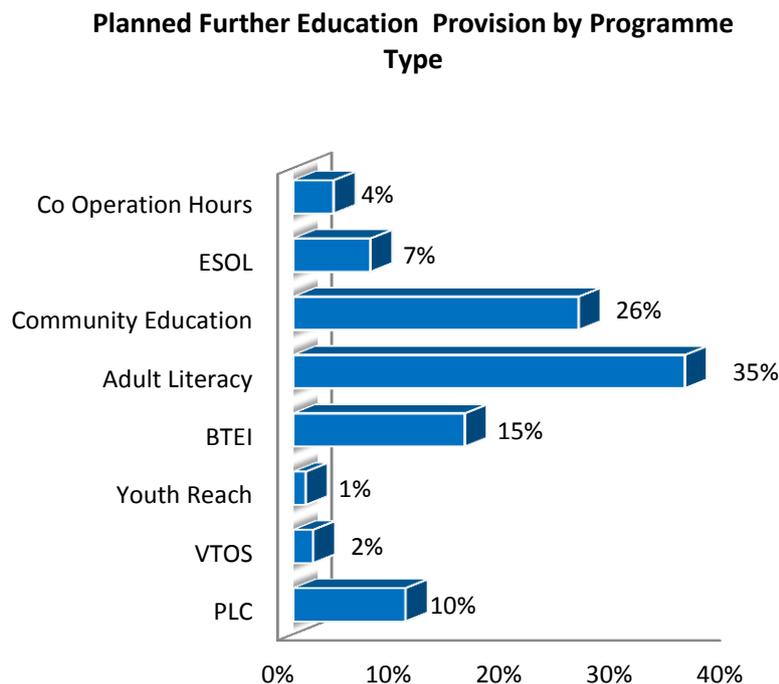


Chart 23.2

The part-time provision includes the BTEI with market-led courses (30%) catering for 28% of the BTEI beneficiaries (1,500 plus). The programme is aimed at adults who have left full-time education, and particularly targeted at those with less than upper second level education. All courses offer access to certification at Levels 3-5 through the National Framework of Qualifications. The estimated outcomes from BTEI suite of courses include: 84% of learners either obtaining employment or progressing to another relevant course, and 90% achieving certification. Of the learners completing BTEI market-led programmes it is expected that 51% will enter into employment with a further 36% pursuing another relevant course and all achieving certification.

The full-time course provision is provided on the following programmes; Post Leaving Certificate (PLC), Vocational Training Opportunities Scheme (VTOS) and Youthreach. These programmes will cater for almost 2,200 beneficiaries 29% Tipperary ETB further education beneficiaries in 2014. The PLC suite of courses will provide further education to approximately 1,800 people in 2014. All of the PLC courses have a market-led focus, leading to a Major Award at either Level 5 or 6 on the National Framework of Qualifications. Of the 64 PLC courses planned, over half the places are available for new starters. It is projected that 93% of learners completing PLC courses will either achieve a full award (80%) or component awards (13%). The estimated combined outcome for PLC courses in regard to learners obtaining employment or pursuing another relevant course is 81%.

The majority of the VTOS course provision is learner-led. The Youthreach provision is all learner-led. The programme is aimed at early school leavers aged between 15 and 20 years. The VTOS and Youthreach courses will cater for about an additional 380 beneficiaries of which 45% will be new starters. Estimated outcomes combined for all VTOS and Youthreach courses are: for employment and progression to another course, 79% and 88% respectively; and for certification, 71% and 98%.

A number of the programmes provided by the Tipperary ETB are aimed specifically at long-term unemployed persons and youth. In line with the “Pathways to Work Activation Policy” and the “Youth Guarantee Implementation Plan” specific targets and allocations have been determined for these discrete cohorts. The ETB will continue to work in collaboration and partnership with key stakeholders in the County to ensure provision meets the requirements of both the learner and labour market.

Tables 23.2 and 23.3 below provides information from the following perspective; Career Clusters, FE, programme type and provision. In the context of programme provision both full- and part-time courses are considered.

The Tipperary ETB provides a range of further education courses across 15 of 18 Career Clusters as outlined in Table 23.2.

Further Education Provision by Career Cluster			
Career Clusters	Number of Courses Planned for 2014	Estimated Number of Beneficiaries in 2014	Estimated Number of New Starter Places
Science and Technology	3	94	47
Animal Science	4	51	26
Agriculture, Horticulture and Mariculture	18	238	181
Hairdressing, Beauty and Complementary Therapies	11	266	163
Art, Craft and Media	81	1,091	973
Information Technology	21	310	218
Transport, Distribution & Logistics	2	24	24
Health, Family, other Social Services	87	1,506	1,075
Built Environment	1	12	7
Business Administration and Management	17	437	249
Manufacturing	1	32	15
Tourism	4	102	60
Food and Beverage	21	247	247
Sampling Skills	13	156	156
General Learning (including Literacy, Numeracy and ICT skills)	350	2,996	1,318
Total	634	7,562	4,759

Table 23.2

Table 23.3 below provides summary data related to the Tipperary ETB Further Education Programme Provision, giving consideration to both full- and part-time Programmes.

SUMMARY OVERVIEW OF FURTHER EDUCATION PROGRAMME PROVISION

The Tipperary ETB Area		INPUTS				OUTPUTS					OUTCOMES		
Further Education Programme Type		Number of Individual Courses to be Delivered in 2014	Number of Learners in Further Education on the 1st January 2014	Estimated Number of Learners Starting Courses in 2014	Estimated Number of Beneficiaries in 2014	Estimated Percentage of Learners Retained on Courses during 2014	Estimated Number of Beneficiaries Completing Courses in 2014	Estimated Percentage of Learners Completing Courses during 2014 that will achieve Full Award Certification	Estimated Percentage of Learners Completing Courses during 2014 that will achieve Component Award Certification	Estimated Percentage of Learners Completing Courses during 2014 that will achieve either Full Awards or Component Awards Certification (combined %)	Estimated Percentage of Learners Completing Courses during 2014 that will enter into Employment	Estimated Percentage of Learners Completing Courses during 2014 that will progress to and start a relevant course	Estimated Percentage of Learners Completing Courses during 2014 that will either enter Employment or progress to & start a relevant course (combined %)
Full-time	Post Leaving Certificate	64	852	959	1,811	59%	1,135	80%	13%	93%	33%	48%	81%
	Vocational Training Opportunities Scheme	11	115	130	245	84%	205	47%	24%	71%	16%	63%	79%
	Youthreach	7	95	43	138	79%	109	47%	51%	98%	5%	83%	88%
	Sub total Full time	82	1,062	1,132	2,194	63%	1,449	73%	18%	90%	28%	53%	81%
Part-time	Back to Education Initiative	98	580	954	1,534	79%	1,213	16%	74%	90%	25%	60%	84%
	Adult Literacy	224	681	544	1,225	77%	424	12%	54%	67%	0%	89%	89%
	Community Education	163	0	1,956	1,956	80%	1,563	0%	0%	0%	0%	9%	9%
	English for Speakers of other Languages	44	406	110	516	67%	251	0%	51%	51%	8%	80%	88%
	Cooperation Hours	23	74	63	137	59%	81	64%	36%	100%	15%	64%	79%
	Sub total Part-time	552	1,741	3,627	5,368	77%	3,532	9%	36%	45%	9%	42%	52%
All	Total All	634	2,803	4,759	7,562	73%	4,981	27%	31%	58%	15%	45%	60%

Table 23.3

The investment funded through SOLAS to the Tipperary ETB for further education provision amounts to €6.638m for 2014. The outcomes are focused on accreditation (full awards and partial/component awards) along with employment and progression (progress to and start another relevant course). The estimated overall average percentage outcomes from the further education provision for learners completing courses are outlined in Charts 23.3 and 23.4.

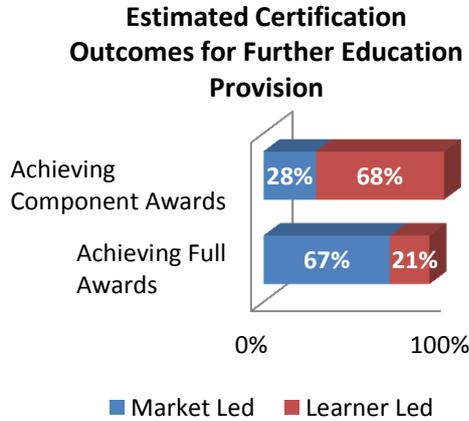


Chart 23.3

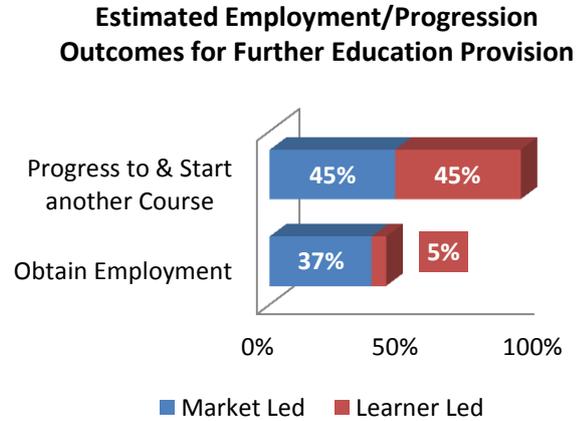


Chart 23.4

Planned Training Provision

A range of training interventions are provided, including specific skills training, traineeship, and community-based training to meet the identified requirements of the individual learner and the labour market. Most of the provision has a market-led focus (65%) equating to 52 courses and about 870 learners. Breakdown of the provision is outlined in Chart 23.5.

All programmes have set target outcomes for obtaining employment or progression to another relevant course. The target percentage of learners expected to obtain employment is on average 45%. For individual programmes this is higher e.g. traineeship (60%). The combined targeted outcome (average) for market-led programmes for learners obtaining a job or pursuing another course is 74%.

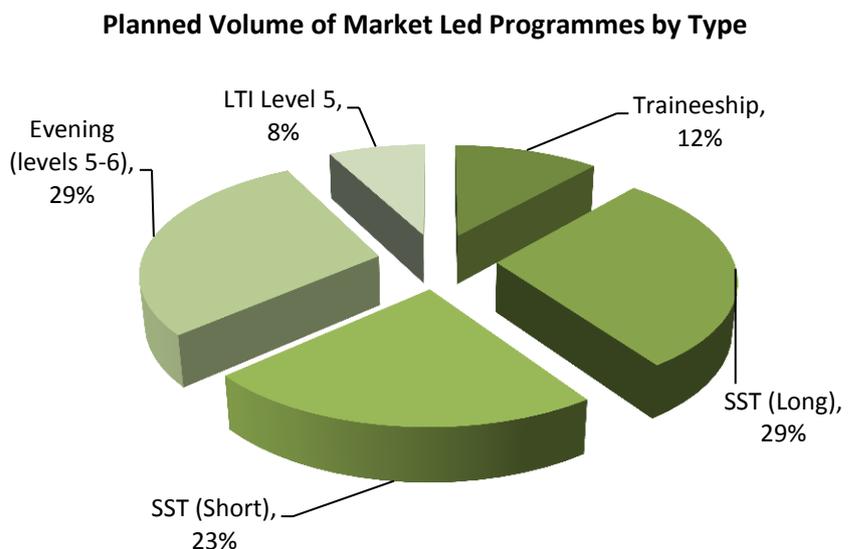


Chart 23.5

Specific Skills Training (SST) Courses (short) are of varying durations less than six months. The courses are generally focused on delivery of a single module or few modules. SST Courses (long) typically take six months or longer to complete

and are designed to meet the needs of industry across a range of sectors. It is anticipated that 440 learners will participate on SST courses (long and short) during 2014 and 71% of the places available will be for new starters. The target outcomes from SST courses are: for employment, 40% for short courses and 43% for long courses; and for learners pursuing further studies, 33% and 28% respectively.

Client- or learner-led type programmes make up 35% of course provision and are delivered through range of programmes detailed in Chart 23.6.

Evening courses are provided on a part-time basis generally three hours per evening, one evening a week. 15 Evening courses at Levels 3-4 on the NFQ are planned and the expected number of beneficiaries will be just over 171. Targeted employment outcome is 44% with a further 25% pursuing further studies.

Community-based training will provide training opportunities for about 360 beneficiaries through Local Training Initiatives (LTI), Specialist Training Programme (STP) and Community Training Centres (CTC). The STP provides training for persons with a disability through dedicated training facilities. About 70 learners will avail of training through the STP suite of

courses, with 42% of the places available for new starters. CTCs provide learning opportunities for almost 200 beneficiaries and are designed to meet the needs of early school leavers. The combined targeted outcomes for learners completing courses to obtain employment or progress to another relevant course are for LTI 63%, STP 70% and CTC 54%.

The array of training provision across both market- and client-led courses will enable learners to acquire relevant technical and/or generic skills at various levels. The provision mix provided through a range of accredited courses is designed to meet the needs of a variety of workplaces and occupations. Training is provided in 7 of the 18 Career Clusters - see details in Table 23.4.

Planned Volume of Learner-Led Programmes by Type

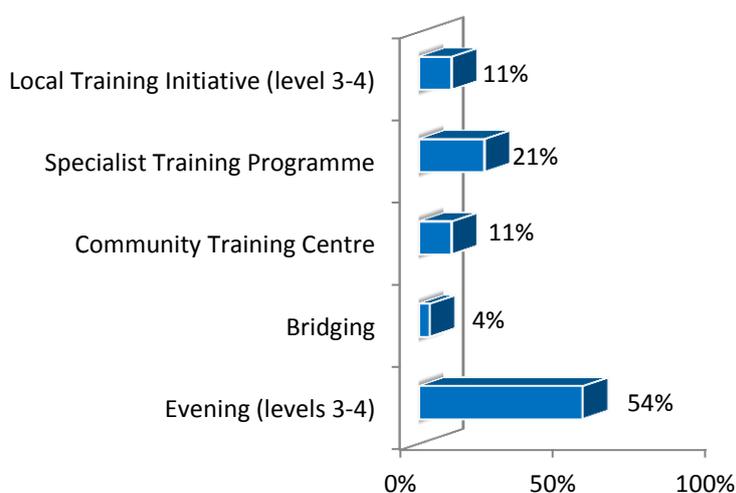


Chart 23.6

Training Provision by Career Cluster			
Career Cluster	Number of Courses Planned 2014	Estimated Number of Beneficiaries	Estimated Number of New Starter Places
Information Technology	5	99	80
Transport, Distribution & Logistics	4	60	60
Sales and Marketing	8	171	116
Health, Family, other Social Services	24	294	253
Financial Services	4	36	36
Business Administration and Management	19	299	219
Supported training	16	457	194
Total	80	1,416	958

Table 23.4

The investment in training provision funded through SOLAS in the Tipperary ETB area amounts to €8.018m for 2014. The outcomes are focused on accreditation (full awards and partial/component awards) along with employment and progression (progress to and start another relevant course). The targeted outcomes from the training provision for learners completing courses are outlined in Charts 23.7 and 23.8.

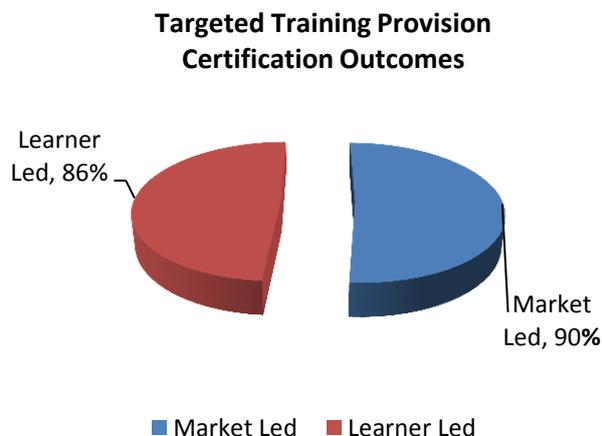


Chart 23.7

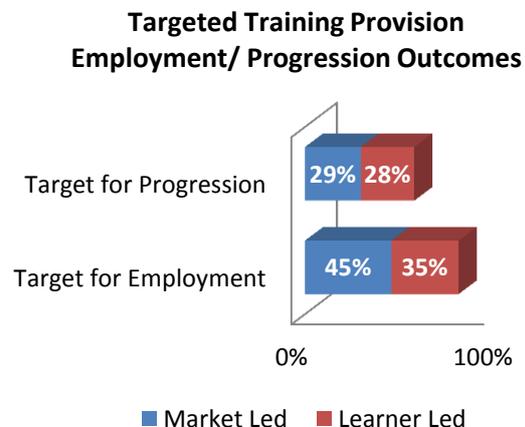


Chart 23.8

Summary of Further Education and Training Provision

A wide range of further education and training interventions are planned for delivery in the Tipperary ETB area in 2014. Through the various programmes it is intended to provide learning opportunities for a number of learners through 714 courses. It is estimated that 64% of the beneficiaries will be new starters. The overall investment in further education and training provision funded through SOLAS for the Tipperary ETB area amounts to €14.656m, catering for approximately 9,000 beneficiaries. Table 23.5 outlines the overall average percentage outcomes relating to the estimates for further education and the targets for training provision for learners completing courses; for certification combining both full awards and partial awards; and for learners obtaining employment or progressing i.e. progress to and start another relevant course.

Summary of Further Education and Training Provision Outcomes		
Provision	Certification Total	Employment/Progression Total
Further Education Estimates	92%*	60%
Training Targets	87%	69%**

Table 23.5

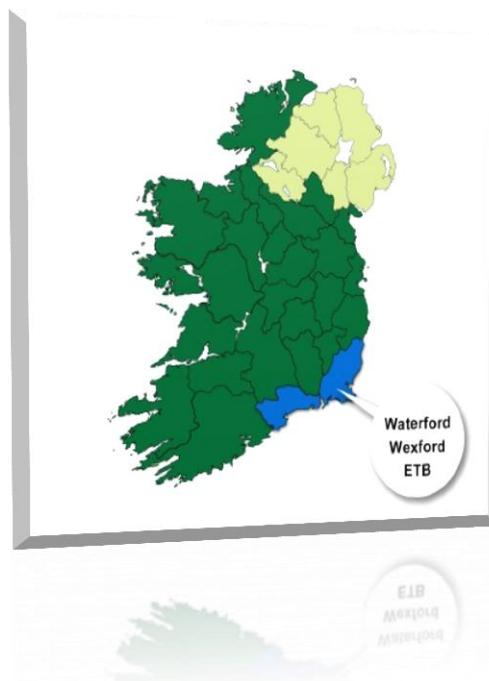
* Summary of Further Education certification estimates relate to courses at Levels 1-6 only on the NFQ.

** Training employment and progression targets are based on the "2013 Follow-Up Survey of FÁS Clients".

Section 24. The Waterford and Wexford Education and Training Board Area

Area Profile

The total population of counties Waterford and Wexford is 259,115 (Census 2011). Waterford City has a high proportion of 15 to 24 year olds (Table 24.1). The number of persons aged 18 year and over is 191,365. Those educated to third-level were: Wexford 21.6%; Waterford City 25.7%; and Waterford County 27.2%. Around one-third of unemployed people have less than higher secondary education qualifications. The following is the percentage of unemployed by levels of education:



- Below secondary 12%,
- Lower secondary 17%,
- Higher secondary 30%,
- Further Education and Training 18%,
- Third-level non honours degree 10%,
- Third-level honours degree or above 8% and
- 5% not stated.

Population Data				
County	15-24 (%)	25-44 (%)	45-64 (%)	Total Population
Waterford	11.3	28.2	24.7	67,100
Wexford	11.6	29.4	23.6	145,320
Waterford City	13.7	31.3	22.2	46,700
Total				259,120

Source: CSO Census of Population 2011

Table 24.1

According to Census 2011 there were 120,991 persons in the Labour Force. Waterford City had an unemployment rate of 25.1%, Wexford had 24% and Waterford County had 19.1%.

The most up-to-date live register figures are from December 2013 as outlined in Chart 24.1.

**Chart 24.1**

Overview of Further Education and Training Provision

At the time of planning the former FÁS Training Centres in Waterford and Wexford and the associated training provision had not transferred to the Education and Training Board. The transfer is scheduled to take place mid-year. Consequently the planning for the training provision was carried out as a separate process. However the plan was finalised in consultation with the Waterford and Wexford ETB. During 2014 the Waterford and Wexford ETB area has planned further education and training provision of almost 1,700 courses, catering for just over 17,000 learners including around 750 apprentices. Of the SOLAS-funded further education and training courses, the provision in this ETB area represents 8% of the national course provision, 5% of the beneficiaries and 8% (€39.313m) of the national investment. The FET provision is provided through a range of programmes outlined in Table 24.2. The provision includes apprenticeship training at phases two, four and six.

Courses within programmes are categorised according to their degree of orientation towards the labour market i.e. market-led or client/learner-led. Programmes that lead to awards at Levels 5 or 6 on the National Framework of Qualifications are considered to be market-led. In addition an occupational or Career Cluster classification is used to describe the course content focus.

Number of Further Education and Training Courses Planned by Programme Type			
Further Education Programmes	Number of Courses	Training Programmes	Number of Courses
Post Leaving Certificate (PLC)	291	Traineeships	23
Vocational Training Opportunities Scheme (VTOS)	46	Specific Skills Training (SST) (Long & Short)	69
Youthreach	58	Blended	6
Back to Education Initiative (BTEI)	465	Evening	148
Adult Literacy	286	Sponsored	3
Community Education	165	Community Training Centre (CTC)	5
English for Speakers of Other Languages (ESOL)	26	Local Training Initiative (LTI)	13
		Specialist Training Programme (STP)	4
		Libraries	20
		Bridging	16
		Apprenticeship	51
Total Further Education Courses	1,337	Total Training Courses	358

Table 24.2

Planned Further Education Provision

Further Education provision planned for 2014 in the region includes a mix of both full-time (30%) and part-time (70%) courses. The breakdown of the percentage number of courses by programme type is outlined in Chart 24.2. The programmes with the highest volume of part-time courses planned are; Back to Education Initiative (BTEI), Adult Literacy Programme and Community Education. 69% of the projected number of all further education course starter places available this year will be on part-time courses (circa 7,400). The majority (82%) of the part-time courses are learner-led. Part-time course provision will cater for 60% of the ETB further education beneficiaries (12,300 approximately) in 2014.

The part-time provision includes programmes with market-led courses. These programmes include in their provision employment focused courses: the “Back to Education Initiative” (BTEI) (34%) with 624 beneficiaries; Adult Literacy along with Community Education and ESOL, with 174 beneficiaries between them. The estimated outcomes from BTEI suite of courses and for BTEI market-led courses are broadly similar percentages; 19% obtaining employment; 39% and 38% respectively progressing to another relevant course; and virtually all learners achieving component certification. The BTEI has the highest volume of courses at 465, equating to 35% of the further education course provision in the area.

The Adult Literacy programme is expected to cater for 2,250 learners of which just under a third of the places will be available for new starters. The Community Education courses are mainly uncertified and will provide learning opportunities for nearly 2,750 learners.

Of those completing part-time programmes in 2014 the estimated progression level is that 46% of learners will either progress to another relevant course or obtain employment, with the majority (37%) pursuing further studies.

The full-time course provision is provided on the following programmes; Post Leaving Certificate (PLC), Vocational Training Opportunities Scheme (VTOS) and Youthreach. These programmes will cater for almost 5,000 beneficiaries 40% of the Waterford and Wexford ETB further education beneficiaries in 2014.

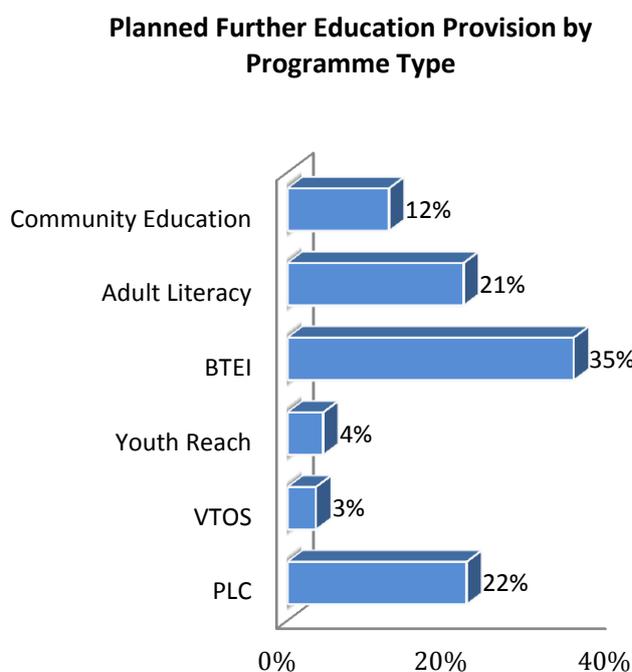


Chart 24.2

The PLC suite of courses will provide further education to just over 3,600 people in 2014 and the programme has the highest volume of learners associated with it. All of the PLC courses have a market led focus, leading to a Major Award at either Level 5 or 6 on the National Framework of Qualifications. Of the 291 PLC courses planned, nearly 1,800 places are available for new starters. It is projected that nearly 79% of learners completing PLC courses will achieve certification either a full award (46%) or component awards (33%). The estimated combined outcome for PLC courses in regard to learners obtaining employment or pursuing another relevant course is 73%.

70% of the VTOS course provision is market-led. Expected beneficiaries is about 660, of which 40% will be new course starters.

The Youthreach provision is provided in a number of centres and is aimed at early school leavers aged between 15 and 20 years. All of the courses are learner-led. The learner focused course delivery through VTOS, Youthreach and PLC will cater for about an additional 1,000 beneficiaries of which nearly 38% are new starters. Estimated outcomes combined for employment and progression to another course are, for all VTOS and Youthreach courses, 73% and 81% respectively.

A number of the programmes provided by the Waterford and Wexford ETB are aimed specifically at long-term unemployed persons and youth. In line with the "Pathways to Work Activation Policy" and the "Youth Guarantee Implementation Plan" specific targets and

allocations have been determined for these discrete cohorts. To achieve this it is intended that the interim Protocol with DSP (Department of Social Protection) will continue to be operated. The ETB aims to be more proactive in identifying progression paths and employment opportunities and in fostering relationships to assist with this process. Tables 24.3 and 24.4 below provide information from the following perspective; Career Clusters, FE, programme type and provision. In the context of programme provision both full- and part-time courses are considered.

The Waterford and Wexford ETB provides a range of further education courses across 14 of 18 Career Clusters as outlined in Table 24.3.

Further Education Provision by Career Cluster			
Career Clusters	Number of Courses Planned for 2014	Estimated Number of Beneficiaries in 2014	Estimated Number of New Starter Places
Science and Technology	21	172	127
Agriculture, Horticulture and Mariculture	37	230	172
Hairdressing, Beauty and Complementary Therapies	26	411	127
Art, Craft and Media	99	1,099	774
Information Technology	140	1,152	1,016
Sales and Marketing	9	47	47
Health, Family, other Social Services	190	1,922	1,117
Built Environment	8	64	42
Business Administration and Management	73	889	405
Natural Resources	2	12	6
Tourism	24	244	189
Food and Beverage	41	272	260
Sampling Skills	61	298	298
General Learning (including Literacy, Numeracy and ICT skills)	606	5,586	2,916
Total	1,337	12,398	7,496

Table 24.3

Table 24.4 below provides summary data related to the Waterford and Wexford ETB Further Education Programme Provision, giving consideration to both full- and part-time Programmes.

SUMMARY OVERVIEW OF FURTHER EDUCATION PROGRAMME PROVISION

The Waterford and Wexford ETB Area		INPUTS				OUTPUTS					OUTCOMES		
Further Education Programme Type		Number of Individual Courses to be Delivered in 2014	Number of Learners in Further Education on the 1st January 2014	Estimated Number of Learners Starting Courses in 2014	Estimated Number of Beneficiaries in 2014	Estimated Percentage of Learners Retained on Courses during 2014	Estimated Number of Beneficiaries Completing Courses in 2014	Estimated Percentage of Learners Completing Courses during 2014 that will achieve Full Award Certification	Estimated Percentage of Learners Completing Courses during 2014 that will achieve Component Award Certification	Estimated Percentage of Learners Completing Courses during 2014 that will achieve either Full Awards or Component Awards Certification (combined %)	Estimated Percentage of Learners Completing Courses during 2014 that will enter into Employment	Estimated Percentage of Learners Completing Courses during 2014 that will progress to and start a relevant course	Estimated Percentage of Learners Completing Courses during 2014 that will either enter Employment or progress to & start a relevant course (combined %)
Full-time	Post Leaving Certificate	291	1,843	1,773	3,616	89%	1,843	46%	33%	79%	18%	55%	73%
	Vocational Training Opportunities Scheme	46	541	353	894	81%	722	71%	19%	90%	36%	37%	73%
	Youthreach	58	221	198	419	81%	279	58%	39%	97%	9%	72%	81%
	Sub total Full time	395	2,605	2,324	4,929	87%	2,844	53%	30%	84%	22%	52%	74%
Part-time	Back to Education Initiative	465	0	1,860	1,860	89%	1,664	1%	99%	100%	19%	39%	58%
	Adult Literacy	286	1,532	724	2,256	66%	1,497	10%	23%	33%	0%	43%	43%
	Community Education	165	765	2,071	2,836	89%	1,638	0%	6%	6%	9%	17%	26%
	English for Speakers of other Languages	26	0	517	517	60%	311	0%	92%	92%	0%	100%	100%
Sub total Part-time	942	2,297	5,172	7,469	80%	5,110	3%	47%	50%	9%	37%	46%	
All	Total All	1,337	4,902	7,496	12,398	83%	7,954	21%	41%	62%	14%	42%	56%

Table 24.4

The investment in further education provision funded through SOLAS in the Waterford and Wexford ETB area amounts to €17.549m for 2014. The outcomes are focused on accreditation (full awards and partial/component awards) along with employment and progression (progress to and start another relevant course). The estimated overall average percentage outcomes from the further education provision for learners completing courses are outlined in Charts 24.3 and 24.4.

Estimated Certification Outcomes for Further Education Provision

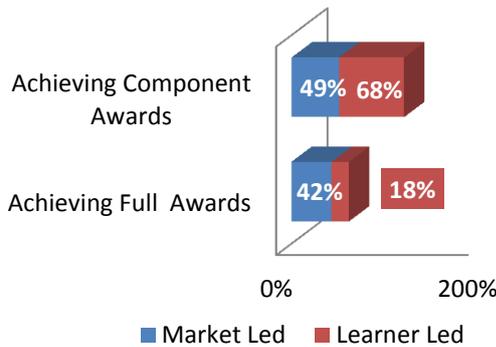


Chart 24.3

Estimated Employment/ Progression Outcomes for Further Education Provision

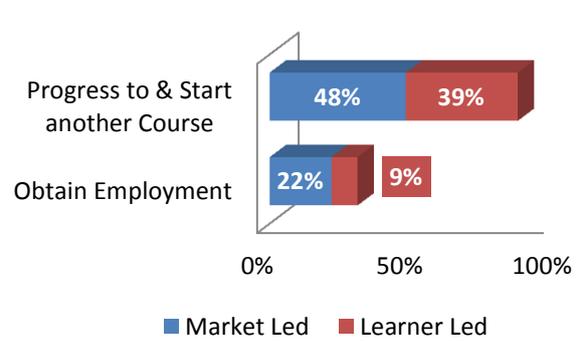


Chart 24.4

Planned Training Provision

A range of training interventions are provided, including specific skills training, traineeship, apprenticeship and community-based training to meet the identified requirements of the individual learner and the labour market. Most of the provision (including apprenticeship) has a market-led focus (75%) equating to just over 268 courses and 3,300 learners.

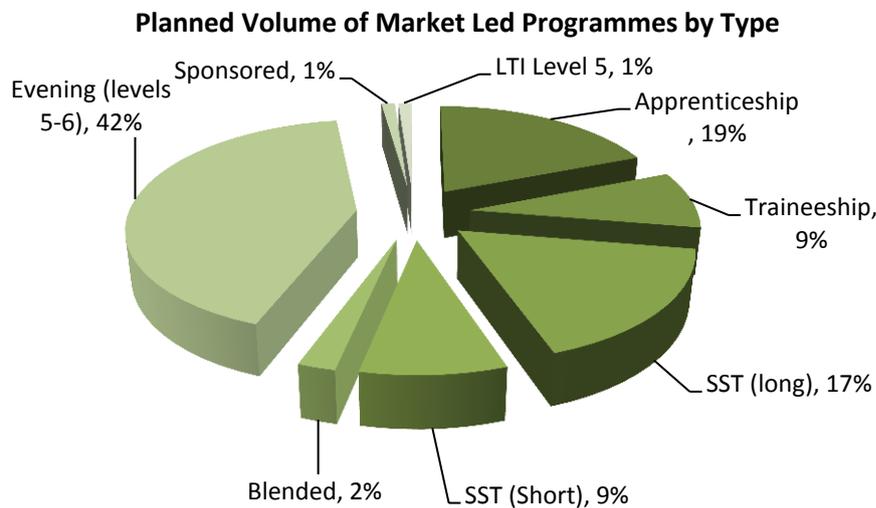


Chart 24.5

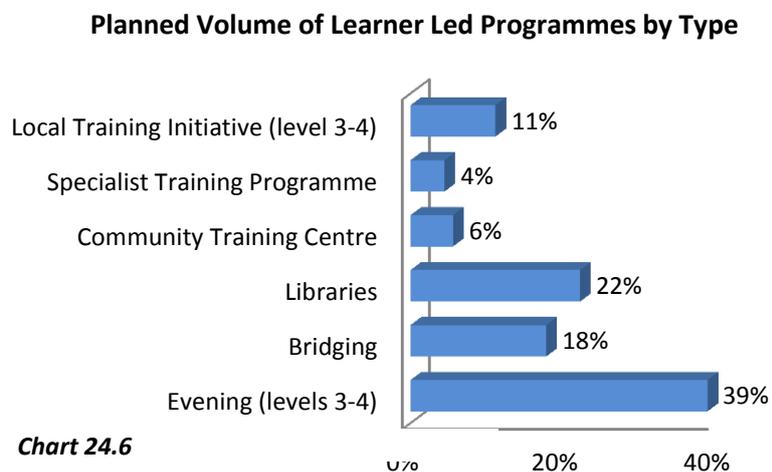
in Chart 24.5. All programmes have set target outcomes for obtaining employment or progression to another relevant course. Excluding apprenticeship, the target percentage of learners expected to obtain employment is on average 45%. For individual programmes it is higher e.g. traineeship (60%). The combined targeted outcome (average) for market-led

programmes (excluding apprenticeship) for learners obtaining a job or pursuing another course is 74%.

Evening courses are provided on a part-time basis generally three hours per evening, one-to-two evenings per week. Evening courses at Levels 5-6 on the NFQ make up 42% of the market-led course provision with about 1,000 beneficiaries. Targets are set at 44% for learners to obtain jobs, and 25% to progress to another relevant course.

Specific Skills Training (SST) Courses (short) are of varying durations less than six months. The courses are generally focused on delivery of a single module or few modules. SST Courses (long) typically take six months or longer to complete and are designed to meet the needs of industry across a range of sectors. It is anticipated that just fewer than 1,000 learners will participate in either a long or a short SST course during 2014 and 64% of the places available will be for new starters. The target outcomes from SST courses are: for employment, 40% for short courses, 43% for long courses; and for learners pursuing further studies, 33% and 28% respectively.

Client- or learner-led type programmes make up 25% of course provision and are delivered through a range of programmes detailed in Chart 24.6. 35 Evening courses at Levels 3-4 on NFQ are planned and 16 Bridging courses. The expected number of beneficiaries will be just over 400 for evening courses and 200 for bridging.



Community-based training will provide training for about 640 beneficiaries through Local Training Initiatives (LTI), Specialist Training Programme (STP) and Community Training Centres (CTC). The STP provides training for persons with a disability through dedicated training facilities. About 130 learners will avail of training through the STP suite of courses, of which 30% of the places will be available for new starters. CTCs with 190 beneficiaries are aimed at meeting the needs of early school leavers.

The combined targeted outcomes for learners completing courses to obtain employment or progress to another relevant course are for: LTI 63%, STP 70% and CTC 54%.

The array of training provision across both market and client led courses will enable learners to acquire relevant technical and/or generic skills at various levels. The provision mix provided through a range of accredited courses is designed to meet the needs of a variety of workplaces and occupations. Training is provided in 10 of the 18 Career Clusters - see details in Table 24.5.

Training Provision by Career Cluster			
Career Cluster	Number of Courses Planned 2014	Estimated Number of Beneficiaries	Estimated Number of New Starter Places
Information Technology	18	269	196
Transport, Distribution & Logistics	23	112	112
Sales and Marketing	4	71	50
Health, Family, other Social Services	78	957	647
Built Environment	39	688	431
Financial Services	5	73	58
Business Administration and Management	81	1,162	952
Manufacturing	85	832	687
Natural Resources	5	60	36
Supported Training	20	663	260
Total	358	4,887	3,429

Table 24.5

The investment in training provision funded through SOLAS in the Waterford and Wexford ETB area amounts to €21.765m for 2014. The outcomes are focused on accreditation (full awards and partial/component awards) along with employment and progression (progress to and start another relevant course). The targeted outcomes from the training provision for learners completing courses are outlined in Charts 24.7 and 24.8.

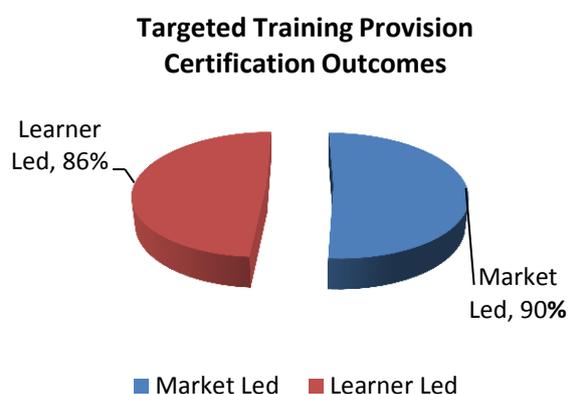


Chart 24.7

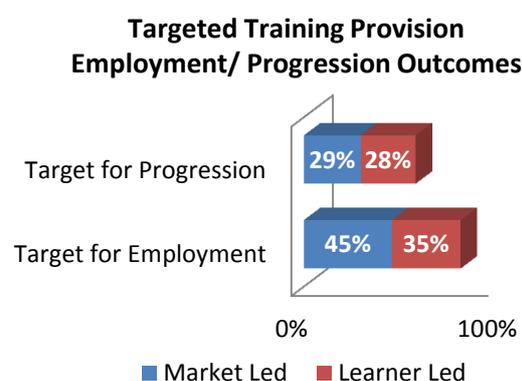


Chart 24.8

The training centres in Waterford and Wexford provide Apprenticeship Phase Two training courses. The Apprenticeship Phase Two training planned represents 11% of the overall training provision. During 2014, 758 apprentices are scheduled to partake in off-the-job training at phases two (454), four (145) and six (159). Phases four and six are delivered through the Institutes of Technology. The family of trades in which the 758 apprentices are engaged is outlined in Table 24.6.

Off-the-Job Apprenticeship Training by Family of Trade			
Family of Trade	Phase 2	Phase 4	Phase 6
Motor	✓	✓	
Construction	✓		
Electrical	✓	✓	✓

Table 24.6

The investment in apprenticeship training in the region is €4.610m. The Career Clusters associated with the apprenticeship training are outlined in Table 24.7.

Off-the-Job Apprenticeship Training by Career Cluster		
All phases	Number of Courses	Estimated Number of Beneficiaries 2014
Natural Resources	5	60
Built Environment	24	343
Manufacturing	22	355
Total	51	758

Table 24.7

Summary of Further Education and Training Provision

A wide range of further education and training interventions are planned for delivery in Waterford and Wexford ETB area in 2014. Through the various programmes it is intended to provide learning opportunities for a number of learner cohorts and the expected number of beneficiaries will be just above 17,000, spread over almost 1,700 courses. It is estimated that 63% of the beneficiaries will be new starters. The overall investment in further education and training provision funded through SOLAS for the Waterford and Wexford ETB area amounts to €39.313m. Table 24.8 outlines the overall average percentage outcomes relating to the estimates for further education and the targets for training provision for learners completing courses for certification combining both full awards and partial awards; and for learners obtaining employment or progressing i.e. progress to and start another relevant course.

Summary of Further Education and Training Provision Outcomes		
Provision	Certification Total	Employment/Progression Total
Further Education Estimates	89%*	56%
Training Targets	87%	69%**

Table 24.8

* Summary of Further Education certification estimates relate to courses at Levels 1-6 only on the NFAQ.

** Training employment and progression targets are based on the "2013 Follow-Up Survey of FÁS Clients".

Section 25. Voluntary Secondary and Community and Comprehensive Schools Further Education & Training Provision

In addition to the Further Education and Training provision provided by the Education and Training Boards, 13 Voluntary Secondary and 20 Community and Comprehensive Schools provide PLC and Back to Education Initiatives as set out in the tables below which provide information on places, teacher-pupil ratio, and costs.

Table 25.1 below provides detail of PLC provision and allocations by Voluntary Secondary and Community Schools.

Voluntary Secondary and Community and Comprehensive Schools		2014/15 PLC Places Approved	Teachers (19:1)	PLC & Teacher Costs	Total Allocated Costs
Secondary Schools	St Joseph's Secondary School Ballybunnion Co Kerry.	32	1.68	€147,964	€147,964
	Mary Immaculate Secondary School, Lisdoonvarna, Co. Clare.	40	2.11	€184,956	€184,956
	St. Joseph's Secondary School, Spanish Point, Co Clare.	20	1.05	€92,478	€92,478
	Coláiste Mhuire, Ballygar, Co Galway.	16	0.84	€73,982	€73,982
	St Cuan's College, Castleblakeney, Ballinasloe, Co Galway.	38	2.00	€175,708	€175,708
	Mean Scoil Mhuire, Newtownsmith, Galway.	34	1.79	€157,212	€157,212
	St. Joseph's College, Summerhill, Athlone, Co. Westmeath.	34	1.79	€157,212	€157,212
	Central College, Sexton St. Limerick.	240	12.63	€1,109,733	€1,109,733
	Our Lady's Secondary School, Belmullet Co. Mayo.	16	0.84	€73,982	€73,982
	Sancta Maria College, Louisburgh, Co. Mayo.	30	1.58	€138,717	€138,717
	Scoil Na Bráithre, Dungarvan, Co. Waterford.	30	1.58	€138,717	€138,717
	Jesus & Mary Secondary School, Enniscrone, Co. Sligo.	75	3.95	€346,792	€346,792
	Mercy College, Co. Sligo.	60	3.16	€277,433	€277,433
Community & Comprehensive Schools	St. Patrick's Comprehensive School, Shannon, Co. Clare.	42	2.21	€194,203	€194,203
	Community School, Cabinteely, Dublin 18.	40	2.11	€184,956	€184,956
	Community School, The Donaghies, Streamville Rd, Dublin 13.	30	1.58	€138,717	€138,717
	St. Aidan's Community School, Brookfield, Tallaght, Dublin 24.	16	0.84	€73,982	€73,982
	St. Tiernan's Community School, Parkvale, Sandyford, Dublin 16.	24	1.26	€110,973	€110,973
	Community School, Tullow, Co. Carlow.	50	2.63	€231,194	€231,194
	Community School, Castlecomer, Co. Kilkenny.	28	1.47	€129,469	€129,469
	Scoil Phobail Mhic Dara, Carna, Co. Galway.	16	0.84	€73,982	€73,982
	Clifden Community School, Clifden, Co. Galway.	18	0.95	€83,230	€83,230
	Community School, Dunmore, Co. Galway.	20	1.05	€92,478	€92,478
	Ramsgrange Community School, Ramsgrange, New Ross, Co. Wexford.	24	1.26	€110,973	€110,973
	Community School, Kilrush, Co. Clare.	20	1.05	€92,478	€92,478
	Ballyhaunis Community School, Knock Road, Ballyhaunis, Co Mayo.	20	1.05	€92,478	€92,478
	Gorey Community School, Gorey, Co. Wexford.	96	5.05	€443,893	€443,893
	Castlerea Community School, Castlerea, Co. Roscommon.	16	0.84	€73,982	€73,982
	St Louis Comm School, Kiltimagh, Co Mayo.	145	7.63	€670,464	€670,464
	Kinsale Community School, Kinsale, Co. Cork.	20	1.05	€92,478	€92,478
	Moate Business College, Moate, Co. Westmeath.	430	22.63	€1,988,272	€1,988,272
	Boyne Community School, Trim, Co. Meath.	22	1.16	€101,726	€101,726
	Glenamaddy Community School Co Galway.	50	2.63	€231,194	€231,194
Schools Total		1792	94.32	€8,286,007	€8,286,007

Table 25.1

Table 25.2 provides detail related to the BTEI allocations by Voluntary Secondary and Community Schools

Voluntary Secondary and Community Schools (BTEI)	School	BTEI Allocation
	St Josephs Secondary School	€41,000
	Mary Immaculate Secondary School	€28,000
	Scoil Mhuire	€12,500
	North Presentation Secondary School	€69,000
	Sacred Heart Secondary School	€39,000
	Nagle Rice Secondary School	€17,300
	Central College	€54,000
	Sancta Maria College	€12,800
	Presentation Secondary School	€32,500
	Donahies Community School	€52,500
	Scoil Bernadette	€11,500
	St Michaels Castlerea	€28,000
	Sub Total	€398,100
Total	€398,100	

Table 25.2

Combined, these schools will provide Further Education and Training opportunities for 4,858 Beneficiaries in 2014.

Tables 25.3 and 25.4 below detail the Further Education Provision by Voluntary Secondary and Community and Comprehensive Schools.

- Table 25.3 contains summary detail of the Total Further Education Provision Summary across the Career Cluster Framework.
- Table 25.4 contains summary detail of the Analysis of the Further Education Provision by Voluntary Secondary & Community and Comprehensive Schools Summary by Funding Driver.

Table 25.3 Total Further Education Provision Summary across the Career Cluster Framework

Total Further Education Provision by Voluntary & Community Schools Summary across the Career Cluster Framework	Inputs				Outputs				Outcomes		
	The Number of individual Courses to be Delivered in 2014	Number of Learners in Further Education on 1st January 2014	Estimated Number of Learners Starting Courses in 2014	Estimated Number of Beneficiaries in 2014	Estimated Number of Learners Retained on Courses during 2014	Estimated Number of Learners Completing Courses during 2014 that will achieve Full Award Certification	Estimated Number of Learners Completing Courses during 2014 that will achieve Component Award Certification	Estimated Number of Learners Completing Courses during 2014 that will achieve either Full Awards or Component Awards Certification (combined number)	Estimated Number of Learners Completing Courses during 2014 that will enter into Employment	Estimated Number of Learners Completing Courses during 2014 that will progress to and start a relevant course	Estimated Number of Learners Completing Courses during 2014 that will either enter employment or progress to & start a relevant course (combined number)
Science and Technology	1	4	4	8	2	8	8	16	1	0	1
Hairdressing, Beauty and Complementary Therapies	10	70	133	203	174	50	37	87	33	42	75
Art, Craft and Media	6	141	136	277	259	82	83	165	48	92	140
Information Technology	18	73	217	290	251	170	85	255	9	244	253
Transport, Distribution & Logistics	0	0	0	0	0	0	0	0	0	0	0
Sales & Marketing	0	0	20	20	18	0	18	18	9	9	18
Health, Family, other Social Services	64	691	932	1,623	1,357	575	323	898	383	467	850
Built Environment	5	29	30	59	33	12	21	33	17	10	27
Business Admin & Management	61	538	705	1,243	838	356	198	554	193	288	481
Manufacturing	1	5	7	12	4	2	2	4	3	1	4
Tourism & Sport	10	90	152	242	180	63	40	103	38	55	93
Food and Beverage	0	0	20	20	18	0	18	18	9	9	18
General Learning (including Literacy, Numeracy and ICT skills)	51	306	555	861	759	185	344	529	103	410	513
Totals	227	1,947	2,911	4,858	3,893	1,503	1,177	2,680	846	1,627	2,473
Total as a Percentage	100%	40%	60%	100%	80%	53%	41%	94%	30%	57%	87%

Table 25.3

Table 25.4 Analysis of the Further Education Provision by Voluntary Secondary & Community and Comprehensive Schools Summary by Funding Driver

Learners Participating on Further Education in 2014 with the Voluntary Secondary & Community Schools									
Analysis of the Further Education Provision by Voluntary Secondary & Community Schools Summary by Funding Driver				The Number & Percentage of individual Courses to be delivered in 2014	Estimated Number and Percentage in Further Education on 1st January 2014	Estimated Number & Percentage of Starters in 2014	Estimated Number & Percentage of Beneficiaries in 2014	Estimated Number & Percentage of Learners Retained on Courses during 2014	Estimated Number of Beneficiaries Completing Courses in 2014
Drivers of Further Education Provision	Economic	Market Led	Levels 5 & 6	161	1,692	2,523	4,215	3,329	2,288
				71%	40%	60%	100%	79%	91%
	Social Inclusion	Individual & Community Led	UC to Level 4	66	255	388	643	564	566
				29%	40%	60%	100%	88%	88%
	Totals			227	1,947	2,911	4,858	3,893	2,854
				100%	40%	60%	100%	80%	59%
For Learners completing their studies in 2014									
Analysis of the Further Education Provision by Voluntary Secondary & Community Schools Summary by Funding Driver				Estimated Number & Percentage of Learners Completing Courses during 2014 that will achieve Full Award Certification	Estimated Number & Percentage of Learners Completing Courses during 2014 that will achieve Component Award	Estimated Number & Percentage of Learners Completing Courses during 2014 that will achieve either Full Awards or Component Awards Certification (combined number & %)	Estimated Number & Percentage of Learners Completing Courses during 2014 that will enter into Employment	Estimated Number & Percentage of Learners Completing Courses during 2014 that will progress to and start a relevant course	Estimated Number & Percentage of Learners Completing Courses during 2014 that will enter employment or progress to and start a relevant course
Drivers of Further Education Provision	Economic	Market Led	Levels 5 & 6	1,310	921	2,231	798	1,140	1,938
				57%	40%	98%	35%	50%	85%
	Social Inclusion	Individual & Community Led	UC to Level 4	193	256	449	48	487	535
				34%	45%	79%	8%	86%	95%
	Totals			1,503	1,177	2,680	846	1,627	2,473
				53%	41%	94%	30%	57%	87%

Table 25.4

Section 26. SOLAS National Programme Funding and Provision

This section outlines details of SOLAS national programmes and planned programme provision. The SOLAS national programmes include:

- eCollege;
- Momentum;
- Construction Skills Certification Scheme (CSCS), Quarry Skills Certification Scheme (QSCS) and Safe Pass;
- Apprenticeship.

eCollege Provision

eCollege is the National Online Learning service. In 2013 eCollege delivered training to approximately 11,300 unemployed learners free of charge and also delivered training on a fee paying basis to 700 employed learners for an annual budget of approx. €2.5m. eCollege has a staff complement of twelve individuals and is based in SOLAS Head Office.

eCollege 2013

eCollege courses are available on a continuous intake basis with no waiting lists. DSP staff can register learners for a course at any time. Following learner registration an automated email is sent to the learner informing them of their username, password, logon instructions and conditions to activate their course. All eCollege courses are supported by eTutors who are subject matter experts in their particular field. The eTutors are provided with an automated list of learners that have been referred to their course. The eTutors assist learners in activating their account and in progressing through their course materials and also set and correct learner assignments. When the learner has completed their course the eTutor identifies an appropriate test centre for the learner to complete their assessments and gain certification.

Courses are delivered through “Moodle”, which is a Learning Management System (LMS) that contains communication and collaboration tools. Each course in the LMS is populated with content and resources drawn down from a Framework agreement with a variety of eLearning content suppliers. E-Learning content includes Online Tutorials, Simulations, Videos, Animations, Online eBooks, Virtual Labs (for hardware courses) and assessments and assignments developed by eTutors. A Text Messaging system and virtual classroom software introduced in 2013 increases the opportunity for interaction between eTutors and Learners. Learners are also provided with software where required (e.g. Learners on Microsoft Office courses are provided with a free copy of Microsoft Office Professional through Office 365 for the duration of their course). The recent 2012 impact Study found that on completion of their course, 45% of eCollege Online Learners were in Employment while a further 34% progressed on to CE, WPP, or Further Education.

In 2013 eCollege introduced a new course called “Changing Career to the IT sector”. This course contains a suitability test and an aptitude test as well as skills sampling opportunities to assist learners identify if they have an interest and aptitude to work in the IT sector. eTutors assist learners in identifying the occupational route to suit each individual’s learner needs. Learners are provided with an individual Learning Plan and are directed on to a

follow-on course, either online or through courses provided by other providers as appropriate. This course has proved to be very successful and has received very positive feedback from learners.

eCollege new course development is on-going. In 2013 an online accounting technician’s course and a web design course were added to the list of courses available.

Chart 26.1 below provides detail of the age profile of those engaging in eCollege courses during 2013.

Beneficiaries 2013 – Age Distribution

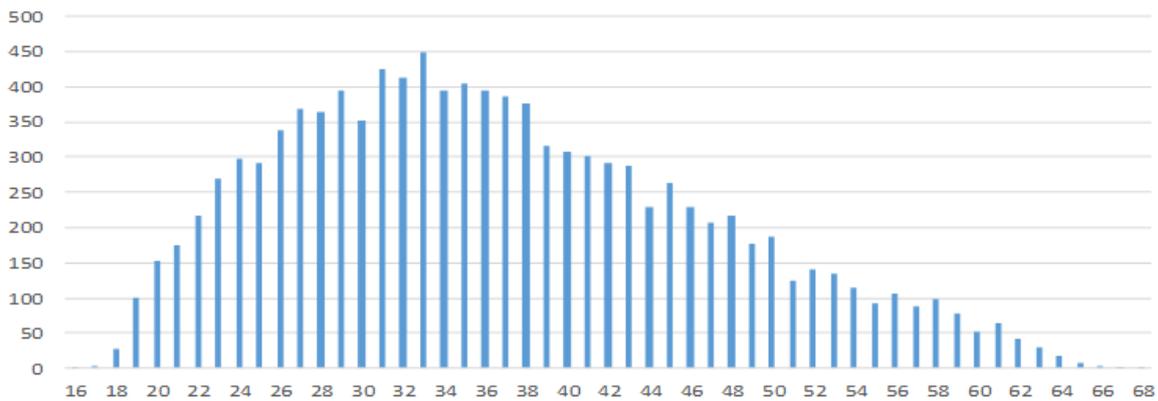


Chart 26.1

Research results indicate that in 2013, 54% of course participants were male while 46% were female. Research results also indicate that eCollege courses have been undertaken by learners across an age span of 18 to 65 years. Learners in the early 30’s age group however appear to be the most prolific eCollege participants.

2013 Beneficiaries by Education Level

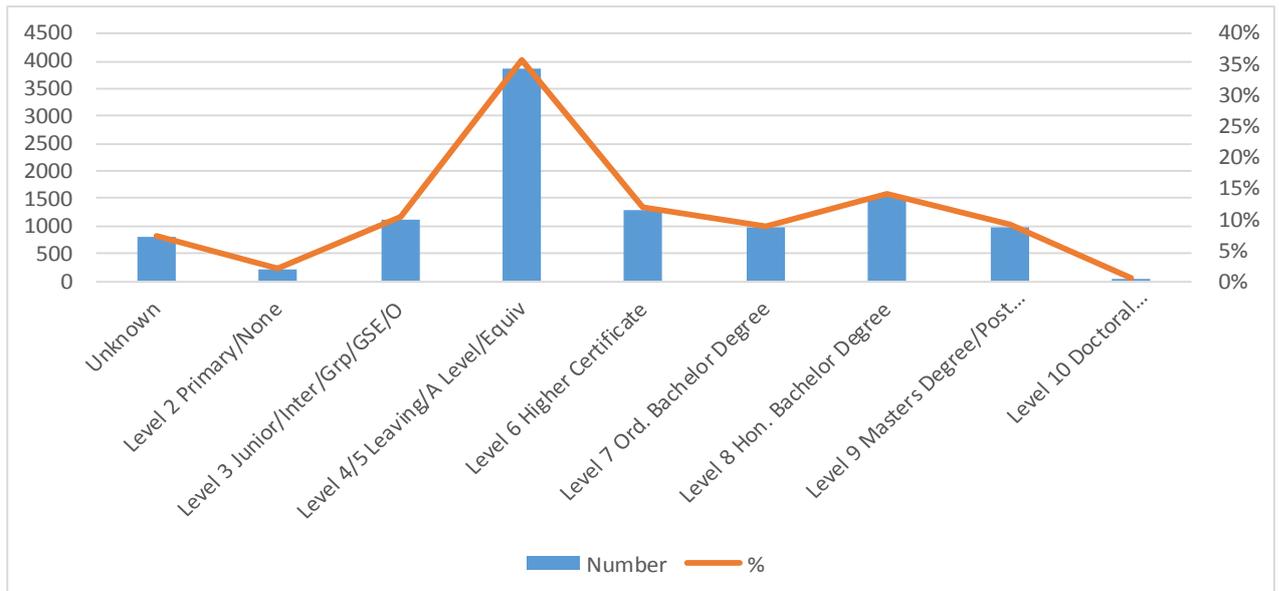


Chart 26.2

Chart 26.2 indicates that eCollege course participants have in the main previously attained certification and also indicates a diversity in eCollege participants which spans the full breadth of the National Framework of Qualifications. A list of eCollege courses/course beneficiary numbers for 2013 is contained in Appendix 7 of this document.

eCollege 2014

In 2014 eCollege will continue to improve the quality of online courses by incorporating new technologies into the delivery platform. eCollege will also extend the Changing Career course beyond the IT sector and will continue to increase the variety of online courses available to learners. These new courses will directly relate to identified job opportunities and will be suitability tested for delivery online.

2014 will also see eCollege pilot a course to assist learners develop their CVs, Interview, and Jobseeking skills. This course will also assist the learner in the creation of online profiles in social media sites including LinkedIn, ePortfolio etc. This course will develop closer ties between eCollege learners and employers and is expected to increase the placement rates from online course. eCollege also plans a major marketing exercise for 2014.

eCollege Provision 2014

In 2014 eCollege plans to deliver 52 courses across the IT, Financial and Business employment clusters providing training to approx. 12,000 at a budget of €2.1m, resulting in one of the most cost effective delivery methodologies across the FET sector. Although not suitable for all learners or all subject areas, online provision where appropriate, provides an efficient and effective addition to the spectrum of FET provision for jobseekers. See Table 26.1 and 26.2 for more information on eCollege costs and output targets for 2014.

eCollege Online Provision by Career Cluster

Career Clusters	Inputs						Outputs			
eCollege Training Total Provision Combined Training for Employment and Training in Employment	Distribution of training interventions (Number of Courses to be delivered in 2014)	Estimate of the number In Training on the 1st January 2014	Estimate of Starters during 2014	Estimate of the number of Beneficiaries 2014	Estimate of the Budget Costs €m	Estimate of Cost per Day	Estimate of Cost per Beneficiary	Estimate of Budget t/Put 2014	Estimate of Certification Rate	Estimate of Budget Activity Days
1. Information Technology	42	1,008	3,879	4,887	€1,029,000	€4.63	€211	2,897	40%	222,329
6. Financial Services	2	391	300	691	€757,000	€8.98	€1,096	300	40%	84,269
7. Business Admin & Management	9	1,106	5,462	6,568	€345,000	€1.34	€53	4,283	40%	256,844
Grand Total	53	2,505	9,641	12,146	€2,131,000	€3.78	€175	7,480	0%	563,442

Table 26.1

eCollege Online Provision by Funding Driver

Funding Driver		Inputs						Outputs				Outcomes			
eCollege Online Provision		Distribution of training interventions (Number of courses to be delivered in 2014)	Estimate of the number In Training on the 1st January 2014	Estimate of Starters during 2014	Estimate of the number of Beneficiaries 2014	Estimate of the Budget Costs €m	Estimate of cost per training day (CPD)	Estimate of cost per Beneficiary	Estimate of Budget t/Put 2014	Estimate of Certification Rate	Estimate of Budget Activity Days	Target for Completions	Target for Employment	Target for Progression	Combined Outcome success target
eCollege Online Provision	Market Led	51	1,786	7,424	9,210	€1,935,000	€4.26	€210.10	6,161	40%	454,650	70%	45%	34%	79%
	Individual / Community Led Total	1	665	2,136	2,801	€202,000	€1.88	€72.12	1,256	40%	107,412	70%	45%	34%	79%
Total eCollege Online Provision		52	2,451	9,560	12,011	€2,137,000	€3.80	€178	7,417	80%	562,062	70%	45.0%	34.0%	79.0%

Table 26.2

Momentum Funding

What is Momentum?

MOMENTUM is a publically-funded initiative delivered in partnership (collaboration) with both public and private education and training providers who have developed linkages with employers.

MOMENTUM Projects are part of the Government Jobs Initiative. They are designed to seek out viable education and training solutions from a broad range of public, not-for-profit and private education and training providers in response to identified Labour Market needs. MOMENTUM is specifically designed to represent a significant departure from traditional models of funding for Training and Education. The MOMENTUM funding model marries skills provision with on the job experience and employer involvement.

MOMENTUM was launched in December 2012 and initial projects commenced in 2013. Under MOMENTUM 1, SOLAS invited providers to propose education and training solutions that they deem will deliver high levels of employability for longer-term unemployed persons including the needs of young people under 25.

MOMENTUM 1 was developed with a key focus on the employment market. Projects included on-the job training in the form of work experience modules as well as the development of the workplace skills required to obtain and retain employment.

MOMENTUM 1 was designed to provide the type of projects with courses that longer-term unemployed people need in a rapidly changing economy. That is why the long-term unemployed are the primary target for MOMENTUM and within that primary target, the needs of those who are under 25 form a particular cohort. Targeting of resources will allow people who are unemployed to access high quality and relevant education and training.

MOMENTUM 1 Projects were tailored to both the needs of the long-term job-seeker and employers who are experiencing skills shortages. All further education and training projects delivered under MOMENTUM are free. Participants on programmes retain their social protection supports.

MOMENTUM 1 programmes also provide for an industry-recognised or accredited award on or aligned to the National Qualifications Framework.

MOMENTUM 1 utilises an outcomes-based funding model of education and training that sees best international practice adapted to an Irish context.

The payment system for MOMENTUM projects is weighted on deliverables at key stages of the programme. These deliverables are specified by the provider in their proposal and agreed with SOLAS. These deliverables include certification, employment outcomes, and progression at the end of the programme.

A key feature of this approach is the transfer of risk from the funding body onto the provider. This is particularly important at a time when there is an ever-increasing demand for education and training, but in a context where resources are scarce.

MOMENTUM operates a two-stage application process for providers, including a pre-qualification process and a second stage competitive application where value-for-money as well as quality form a major part of the evaluation process.

This is a rigorous process which looks closely at the areas in our economy where there are opportunities for jobs and where there are currently gaps in our skills. The combination of all these elements means that MOMENTUM represents a significant innovation in public funding on further education and training. Projects respond directly to the economic reality of the country.

MOMENTUM 1 2013

MOMENTUM 1 2013 assisted up to 6,500 long term unemployed jobseekers to gain in-demand skills, access work experience and have a better than average chance of successfully competing for job opportunities.

A total of 61 Education and Training providers from the private, not-for-profit and public sector are providing full-time and part-time MOMENTUM Projects across the country. These projects are in the expanding employment areas of ICT, digital media, healthcare and social services, the green economy, food processing and sales and marketing. The total cost for 2013 has been estimated at €16m.

MOMENTUM 2 2014

A budget of €20m has been assigned under MOMENTUM for the provision of a further 6,500 education and training places for long term unemployed persons in 2014. Of this, 2,000 places will be assigned for youth provision as part of the Youth Guarantee Scheme.

The first stage of the application process has been initiated. A Pre-qualification Questionnaire (PQQ) Notice was published on the Government Procurement website on 28th February 2014. The closing date for receipt of applications is 12 noon on 2nd April 2014. Providers currently listed on the Momentum Panel have a reduced application process. New providers seeking listing must demonstrate its standing as an experienced, solvent training provider and provide evidence of registration with awarding bodies on or aligned to the National Framework of Qualifications.

It is expected that the second stage of the application process, the 'Call for Proposals' will be published in April; proposal submissions will be evaluated in June and contracts issued to successful Tenderers by end of June.

Occupational Themes for funding will be identified in consultation with the Skills and Labour Market Research Unit. Regional selection of Proposals will be aligned to the Education and Training Board (ETB) areas.

On the job training, certification, employment outcomes and progression will continue to form key elements of projects.

Momentum Strategic Provision by Career Cluster

Career Clusters	Inputs						Outputs			
MOMENTUM Training Total Provision Training for Employment	Distribution of training interventions (Number of Courses to be delivered in 2014)	Estimate of the number In Training on the 1st January 2014	Estimate of Starters during 2014	Estimate of the number of Beneficiaries 2014	Estimate of the Budget Costs €m	Estimate of Cost per Day	Estimate of Cost per Beneficiary	Estimate of Budget t/Put 2014	Estimate of Certification Rate	Estimate of Budget Activity Days
1. Information Technology	20	300	100	400	€1,470,000	€31.45	€3,675	300	85%	46,741
2. Transport, Distribution & Logistics	4	60	40	100	€370,000	€31.45	€3,700	60	85%	11,765
3. Sales & Marketing	17	250	50	300	€1,100,000	€31.45	€3,667	250	85%	34,976
4. Health, Family, other Social Services	15	220	0	220	€810,000	€31.45	€3,682	220	85%	25,755
5. Built Environment	0	0	0	0	€0	€0.00	€0	0	0%	0
6. Financial Services	2	30	0	30	€110,000	€31.45	€3,667	30	85%	3,498
7. Business Admin & Management	6	90	50	140	€510,000	€31.45	€3,643	90	85%	16,216
8. Manufacturing	4	60	0	60	€220,000	€31.45	€3,667	60	85%	6,995
9. Natural Resources	4	60	0	60	€220,000	€31.45	€3,667	60	85%	6,995
10. Supported training	0	50	0	50	€180,000	€31.45	€3,600	50	85%	5,723
11. Tourism	0	0	0	0	€0	€0.00	€0	0	0%	0
12. Food and Beverage	0	0	0	0	€0	€0.00	€0	0	0%	0
Yet to be allocated (Market / Client Led only)	300	0	6,500	6,500	€12,000,000	€31.45	€1,846	500	85%	381,558
Grand Total	371	1,120	6,740	7,860	€16,990,000	€31.45	€2,162	1,620	85%	540,223

Table 26.3

Momentum Strategic Provision by Funding Driver

Funding Driver	Inputs						Outputs				Outcomes				
MOMENTUM Strategic Further Education and Training Provision	Distribution of training interventions (Number of courses to be delivered in 2014)	Estimate of the number In Training on the 1st January 2014	Estimate of Starters during 2014	Estimate of the number of Beneficiaries 2014	Estimate of the Budget Costs €m	Estimate of cost per training day (CPD)	Estimate of cost per Beneficiary	Estimate of Budget t/Put 2014	Estimate of Certification Rate	Estimate of Budget Activity Days	Target for Completions	Target for Employment	Target for Progression	Combined Outcome success target	
MOMENTUM Strategic Further Education and Training Provision	Market Led	371	1,120	6,740	7,860	€16,990,000	€31.45	€2,162	1,620	85%	540,223	70%	45%	34%	79%
MOMENTUM Strategic Further Education and Training Provision	Individual / Community Led Total	0	0	0	0	€0	€0.00	€0	0	0%	0	0%	0%	0%	0%
MOMENTUM Strategic Further Education and Training Provision		371	1,120	6,740	7,860	€16,990,000	€31.45	€2,162	1,620	85%	540,223	70%	45.0%	34.0%	79.0%

Table 26.4

CSCS/QSCS/Safe Pass

Background

The Construction Skills Certification Scheme (CSCS) provides for the training, assessment, certification and registration of non-craft operatives within the construction sector and is covered under the provisions of Schedule 5 of the Safety, Health and Welfare at Work (Construction) Regulations 2013.

The Quarry Skills Certification Scheme (QSCS) provides for the training, assessment, certification and registration of non-craft operatives within the construction sector and is covered under the provisions of Schedule 1 of the Safety, Health and Welfare at Work (Quarries) Regulations 2008.

The Safe Pass Programme is a one-day Safety Awareness Training programme aimed at all workers in construction, including new entrants, to ensure that they have a basic knowledge of health and safety. The programme is covered under the provisions of Schedule 4 of the Safety, Health and Welfare at Work (Construction) Regulations 2013.

SOLAS is charged with the responsibility and governance for the above programmes and has put into effect the necessary processes and control measures to ensure the integrity of the various health and safety schemes. Furthermore, SOLAS provides monitoring and mentoring for trainers; and develops and issues curriculum materials to Safe Pass Tutors and Approved Training Organisations (ATOs) for their use in keeping with approved codes of conduct and operating procedures. SOLAS also provides and maintains a complex and integrated information technology system to facilitate the processing of registration cards.

SOLAS Safe Pass Programme

The purpose of the SOLAS Safe Pass Health and Safety Awareness Training Programme is to ensure over the course of time, that all construction site and relevant Local Authority personnel will have a basic knowledge of health and safety and be able to work on site without being a risk to themselves or others who might be affected by their acts or omissions.

The SOLAS Safe Pass Programme has been developed following an initiative by the Construction Industry Training Committee. This initiative was incorporated into the Construction Industry Safety Partnership Plan, which was launched by Tom Kitt, T.D., Minister for Labour, Trade and Consumer Affairs in October 2000.

Detailed consultation took place between the relevant authority at the time, FÁS and Expert Working Groups representing the Social Partners, Dept. of Environment and the Health and Safety Authority, with the support of the Construction Industry Training Committee. The consultation focused on the content and delivery of the Safe Pass Programme and took into account the target group to whom it will be delivered.

It is important to note that the health and safety awareness training provided under the SOLAS Safe Pass Programme, while complying with the provisions of the Safety, Health and

Welfare at Work Act 2005, the Safety Health and Welfare at Work (General Application) Regulations 2007 and the Safety Health and Welfare at Work Construction Regulations 2013, must not be seen to relieve employers of their statutory duty to provide other appropriate health and safety training for their employees.

Upon successful completion of the SOLAS Safe Pass Safety Awareness Training Programme, participants will be registered in the SOLAS Safe Pass Scheme and issued with a registration card. It is a condition of renewal of the registration card that participants must update their Safety Awareness Training every four years.

Aims of the SOLAS Safe Pass Programme

The aims of the SOLAS Safe Pass Programme are to:

- Raise the standard of safety awareness in the Construction Industry.
- Ensure that all site personnel undergo basic health and safety awareness training with a view to making a positive contribution to the prevention of accidents and avoidance of health hazards.
- Maintain a national register of personnel who have received such training.
- Provide participants with a SOLAS Safe Pass registration card, which will indicate that the holder has attended a SOLAS Safe Pass Programme in health and safety awareness.

The SOLAS Safe Pass Tutors Programme

SOLAS provide training for tutors who wish to deliver the SOLAS Safe Pass Training Programme to Construction Industry personnel. All tutors who wish to deliver the Programme must be approved and registered in line with the Construction Industry experience and safety qualifications as set by the stakeholders.

Following approval by SOLAS, Tutors must attend a four-day SOLAS Safe Pass Tutor Programme and be registered by SOLAS as a Safe Pass Tutor. All tutors who fulfill the above criteria for Tutor Accreditation, as set out by the stakeholders, are then entitled to deliver the SOLAS Safe Pass Programme; to administer the required assessment to Construction Industry personnel; and to register those personnel who have successfully completed the safety and health training as required by legislation. Tutor accreditation is for a three-year period from date of registration.

SOLAS CSCS/QSCS Programme

The purpose of the SOLAS CSCS and QSCS Training Programme is to ensure, over the course of time, that construction and quarry site personnel who are involved in hazardous occupations will have the necessary knowledge and skill to be able to work on site without being a risk to themselves or others who might be affected by their acts or omissions.

The SOLAS CSCS Programme was first introduced in the Safety Health and Welfare at Work (Construction) Regulations 2001 and was subsequently transposed into the Construction Regulations 2006 and 2013. This legal imperative made it a mandatory requirement for any person engaged in any of the tasks/occupations listed in Schedule Five of the Construction Regulations 2013 to be in possession of the relevant CSCS registration card.

The Quarries Skills Certification Scheme (QSCS) was first introduced in the Safety Health and Welfare at Work (Quarries) Regulations 2008. As and from the 1st November 2009 it became a legal requirement for any person engaged in any of the fourteen tasks/occupations listed in Schedule One of the Quarries Regulations to be in possession of the relevant QSCS registration card.

Detailed consultation took place between the relevant authority at the time, FÁS and Expert Working Groups representing stakeholders which included the Social Partners, Dept. of Environment and the Health and Safety Authority, The consultation focused on the content and delivery of the Programmes and took into account the target group to whom it will be delivered.

It is important to note that the training and assessment provided under the SOLAS CSCS and QSCS Programmes, while complying with the provisions of the Safety, Health and Welfare at Work Act 2005, the Safety Health and Welfare at Work (Construction) Regulations 2013, and the Safety Health and Welfare at Work (General Application) Regulations 2007, the Safety Health and Welfare at Work (Quarries) Regulations 2008 must not be seen to relieve employers of their statutory duty to provide other appropriate training for their employees.

Upon successful completion of the SOLAS CSCS/QSCS Training Programme learners will be awarded a FETAC (QQI) certificate and will then be registered in the SOLAS CSCS/QSCS Scheme and issued with a SOLAS registration card. It is a condition of renewal of the registration card that learners must confirm their currency every five years.

Aims of the SOLAS CSCS and QSCS Programme

The aims of the SOLAS CSCS and QSCS Programme are to:

- Raise the standard of skill and safety awareness in the Construction and Quarry Industries.
- Ensure that all site personnel included in CSCS and QSCS undergo training and assessment with a view to making a positive contribution to efficiency and the prevention of accidents and avoidance of health hazards.
- Maintain a national register of personnel who have received such training.
- Provide learners with a SOLAS CSCS and QSCS registration card, which will indicate that the holder has attended a SOLAS Programme and met the required standard.

Approved Training Organisation Registration

Training Organisations wishing to apply for accreditation and registration on the SOLAS Trainer Registration System must submit the appropriate CSCS/QSCS Application Form fully completed together with supportive documentation in relation to:

- Training Organisation Profile (references, status, tax clearance etc.).
- If a limited liability Company, all affairs must be in order.
- Declaration that they have relevant and adequate insurance cover.
- Training Programmes Proposed.
- A Trained and Competent Internal Verifier.
- Named Trainer(s) and their Qualifications.

At least one person involved in the management of the Approved Training Organisation (whether director, managing partner or sole trader) must have experience of training/be a SOLAS-approved trainer/assessor.

Trainer Registration

Following approval by SOLAS, trainers must attend a one-day SOLAS Assessors Programme. They will also be required to undertake an assessment relevant to the category they wish to be registered by SOLAS as a trainer.

Trainers who fulfill the above criteria for Accreditation are then entitled to deliver the particular category of CSCS and/or QSCS Programme they have been approved to deliver and administer the required assessment. Trainer accreditation is for a three-year period from date of registration.

Card Management System

SOLAS Operations Division currently has national responsibility for the development, implementation, monitoring and administration of the Construction Skills Certification Scheme (CSCS), the Quarries Skills Certification Scheme (QSCS) and the Safe Pass safety awareness programme. The Safety, Health & Welfare at Work (Construction) Regulations 2001, and subsequently the 2006 and 2013 Regulations designated SOLAS as the authority with responsibility for these national programmes including the establishment and on-going maintenance of the National Register in respect of CSCS and Safe Pass. The Safety, Health & Welfare at Work (Quarries) Regulations 2008 also designated SOLAS as the authority with responsibility for the administration of registration cards in respect of QSCS.

CMS (Card Management and Administration Unit)

The CMU operates the card management system which is a complex and integrated system which supports programme operations management, card application administration and a Management Information System (MIS) database (approx. 300,000 cardholders). The CMU is responsible for the maintenance of the national database and for the processing of applications for CSCS, QSCS and Safe Pass Cards. Candidates who successfully complete their respective programmes are registered on the database and issued with their cards.

The CMS continues to process applications for the respective programmes and issue registration cards to facilitate applicants to gain access to employment in the construction sector.

The numbers of participants who completed the Safe Pass programme during the period from 2002 to 2013 total 1,289,102 and are illustrated Table 26.5.

Total Number of Participants who completed the Safe Pass Programme

Year	Number of Participants Trained
2002	112,540
2003	117,562
2004	178,870
2005	118,156
2006	207,748
2007	151,399
2008	78,264
2009	48,217
2010	88,079
2011	73,019
2012	54,680
2013	60,568
Total	1,289,102

Table 26.5

The throughput for CSCS/QSCS during the period from 2002 to 2013 total 155,998; with card renewals for the period 2011 to 2013 totalling 20,810 as illustrated below.

CSCS Throughput and Card Renewals 2002 to 2013

Year	No of Course Attendees	Number of Renewals Processed
2002	7,319	
2003	20,074	
2004	16,786	
2005	16,116	
2006	16,111	
2007	18,875	
2008	10,714	
2009	15,331	
2010	9,267	
2011	8,826	3,947
2012	8,555	5,902
2013	7,984	10,961
Total	155,998	20,810

Table 26.6

The throughput for Confined Space Risk Based Programmes during the period from 2011 to 2013 total 1,628 as illustrated in Table 26.7

Throughput - Confined Space Risk Based Programmes 2011 to 2013

Programme	Places
Low Risk Confined Space Entry	487
Medium Risk Confined Space Entry	615
High Risk Confined Space Entry	122
Confined Space Rescue	115
MRG 1 Managing Risk in Confined spaces - Entry	7
MRG 1 Managing Risk in Confined spaces - Non Entry	282
Total	1,628

Table 26.7

Construction Unit 2014

The construction unit will continue to develop and maintain CSCS/QSCS, Safe Pass and Confined Spaces programmes and systems in keeping with legislative requirements and in consultation with the Construction Safety Partnership, the Construction Industry Advisory Group and CSCS/QSCS, Safe Pass Steering and Technical Groups.

As part of this consultation process version seven of the Safe Pass programme will be completed and rolled out in the first six months of 2014. Safe Pass tutor training will be delivered on demand and all programmes will be monitored in keeping with relevant codes of conduct.

Following the Safe Pass model a revised registration process for all approved training organisations will be implemented within the first quarter of 2014.

The unit will continue to maintain the mutual recognition agreement with CITB UK and process applications for Recognition of Qualifications, in compliance with S.I. No. 139/2008 Regulations.

To streamline the processing of FETAC (QQI) certification for CSCS/QSCS a new centralised Training Standards Unit will be established and a new testing procedure will be introduced in keeping with industry requirements for the renewal of CSCS/QSCS cards.

Apprenticeship

Apprenticeship Programme

SOLAS has the statutory responsibility for the organisation and control of designated apprenticeships by the powers conferred on it by the Industrial Training Act 1967 and the Further Education and Training Act 2013. Apprenticeship is the recognised means by which people are trained to become craftspeople in Ireland. The main craft trades have been designated by SOLAS and come within the scope of the Statutory Apprenticeship System. Statutory Apprenticeship in Ireland is organised by SOLAS in co-operation with the Department of Education and Skills, employers and unions.

The Minister for Education and Skills established a Review Group in 2013 to undertake a review of Apprenticeship Training in Ireland. The terms of reference for the Group was to:

“determine whether the current model of apprenticeship should be retained, adapted or replaced by an alternative model of vocational education and training for apprentices – taking into account the needs of learners, the needs of employers, the needs of the economy and the need for cost effectiveness into the future.”

The Review Group report was submitted to the Minister of Education and Skills in December 2013, and the recommendations included the following:

- Expansion of apprenticeships to new business and industrial sectors.
- The role of employers in such an expansion is key, and they should identify the occupations which would be suitable for new apprentices.
- An Apprenticeship Council should also be established and employers should pay apprentices in the new areas for both on the job and off the job periods.
- Existing apprenticeships recommended that programme should be continued and adapted over time, with issues such as duration and the level of qualifications being decided on a trade by trade basis.
- The curriculum for trades should be examined and updated as a matter of urgency and, where feasible, common modules across apprenticeships should be provided.
- Other skills such as literacy, numeracy, maths, science and ICT should be integrated into courses.
- Gender balance in Apprenticeships

The Review Group also recommends that its proposals be discussed further with stakeholders to examine how implementation can be progressed as quickly as possible. The Department of Education and Skills will engage with SOLAS, the Higher Education Authority, Quality and Qualifications Ireland and representatives of business, trade unions and education providers to begin this process.

Apprentice Population

The numbers of apprentices employed in the various sectors have declined over the period 2007-2013 to reflect the lower level of activity in the economy generally, but in particular the construction sector. The number of apprentices in apprenticeship training with SOLAS at the end of December 2013 stood at 7,125 which included 1,414 redundant apprentices who were at the final stages of their apprenticeship training.

Trends in Apprenticeship Population 2007-2013

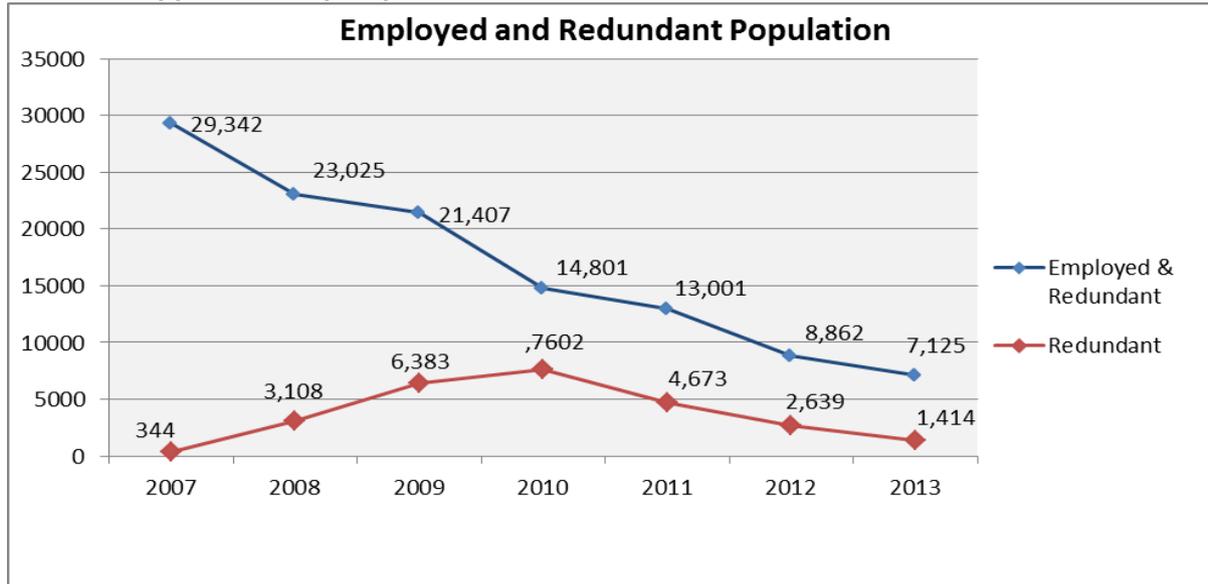
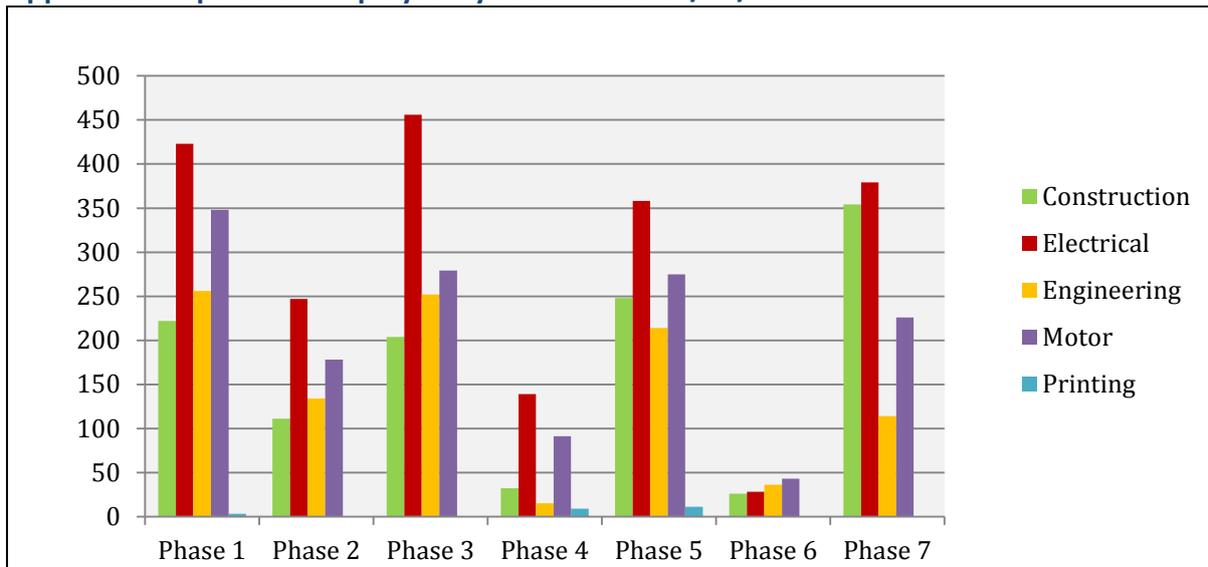


Chart 26.3

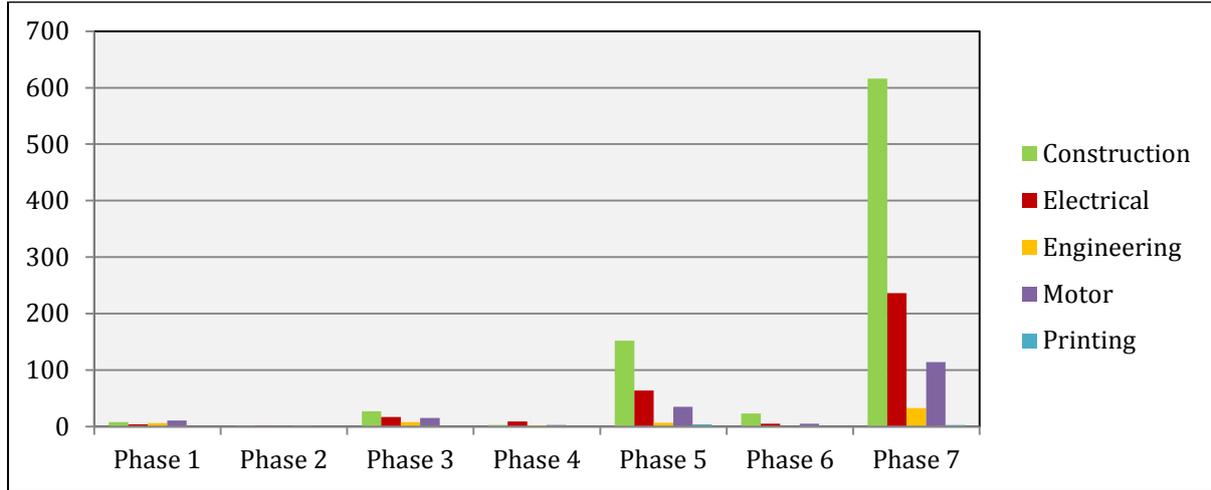
Apprentice Population Employed by Sector as at 31/12/2013



	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6	Phase 7	Total
Construction	222	111	204	32	248	26	354	1,197
Electrical	423	247	456	139	358	28	379	2,030
Engineering	256	134	252	15	214	36	114	1,021
Motor	348	178	279	91	275	43	226	1,440
Printing	3	0	0	9	11	0	0	23
Total:	1,252	670	1,191	286	1,106	133	1,073	5,711

Chart 26.4

Redundant Population Employed by Sector as at 31/12/2013



Sector	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6	Phase 7	Total
Construction	8	1	27	3	152	23	616	830
Electrical	4	1	17	9	64	5	236	336
Engineering	6	0	8	2	7	0	33	56
Motor	11	2	15	3	35	5	114	185
Printing	0	0	0	0	4	0	3	7
Total:	29	4	67	17	262	33	1,002	1,414

Chart 26.5

Apprentice Registrations

Apprentice registrations in 2013 increased by 35% compared to 2012. The increase in registrations were mainly in the Electrical, Engineering, in some Construction and Motor trades. It is expected that in 2014 registrations will be at a similar level to the level in 2013.

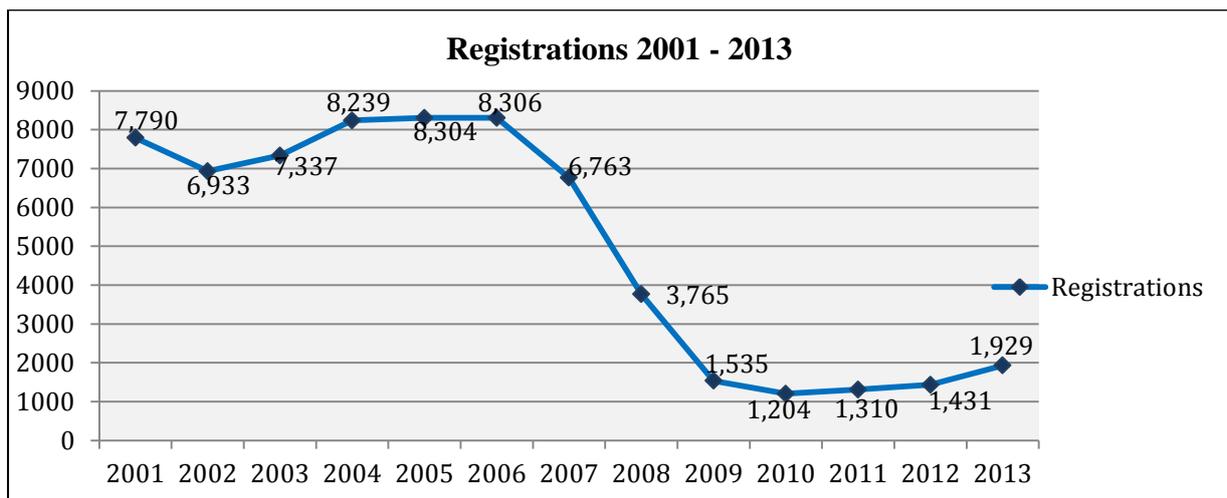


Chart 26.6

Training Provision off-the-Job Training

In 2014 apprenticeship programmes will continue to be provided for an estimated apprentice population of circa 7,000 apprentices with the support of SOLAS approved employers. Off-the-job training will be provided for circa 1,700 apprentices at Phase 2 and 2,400 apprentices at Phase 4 and Phase 6.

Advanced Certificate-Craft

The number of apprentices who were awarded Level 6 Advanced Certificate Craft in 2013 was 2,227 across all trades. The number of apprentices who are expected to be awarded the Level 6 Advanced Certificate Craft in 2014 is estimated at 1,500.

Budget 2014

The budget for the Apprenticeship Programme in 2014 is €28.23m including central costs and this compares to €30.3m in 2013 (excluding €4.2m for the Redundant Apprentice Placement Scheme which finished in December 2013.)

Keeping Apprenticeship Relevant

Apprenticeship curricula and assessments will continue to be updated to reflect changes in legislative or regulatory requirements during the course of the year. A systematic review of the national apprenticeship curriculum commenced in 2012, and the revised curriculum is expected to be introduced in September 2014 in the following trades:

- Carpentry and Joinery
- Electrical
- Heavy Vehicle Mechanic
- Metal Fabrication
- Plumbing

The review will also incorporate the recommendations of the National Apprenticeship Review Committee (NARC) and the requirements of QQI including the development of national outcome standards and assessment instruments. These are capable of measuring apprentice performance against these standards. The revised curriculum for each trade will also be placed on the National Framework of Qualifications on an individual basis following a determination by an independent panel with the support of SOLAS and QQI. The review will be ongoing and will in due course, encompass all trades. The second tranche of trades for review in 2014 are as follows:

- Toolmaking
- Mechanical Automation and Maintenance Fitting
- Sheet Metalworking
- Industrial Insulation
- Farriery

The review of Agricultural Mechanics will be undertaken later in 2014, subject to the availability of resources at that time.

Recognition of Prior Learning

In 2013 applications were received from 230 individuals who wished to have their qualifications/experience recognised under the Recognition of Prior Learning (RPL) arrangements. 182 applications were approved, 18 applications were rejected and 30 applications are in progress. SOLAS also progressed and granted 44 applications for phase exemptions in 2013. It is anticipated that approximately 280 applications will be received for RPL/Exemptions in 2014.

Redundant Apprentices

The majority of redundant apprentices are in the final stages of their apprenticeship, and redundant apprentices who have completed successfully all on and off-the-job phases of their apprenticeship but have an employment time deficit in their apprenticeship, may avail of the following initiatives:

- A “ Competency Determination Mechanism ⁴⁰” (CDM) have been developed for eight trades as follows; *Electrical, Carpentry and Joinery, Brick and Stonelaying, Cabinet Making, Plumbing, Metal Fabrication, Painting and Decorating, Motor Mechanics*. In 2013, 291 redundant apprentices had completed CDM and were submitted for the Advanced Certificate Craft.
- Redundant apprentices who have successfully completed all on and off-the-job phases of their apprenticeship but have an employment time deficit, and have completed trade related training/education and other trade-related work experience, may apply to the Redundant Apprentice Accreditation Committee (RAAC) for consideration for the Award of the Advanced Certificate Craft.
- Redundant Referred Apprentice - SOLAS and the Institutes of Technology have developed a short-duration refresher programme for redundant referred apprentices to help them prepare to repeat their outstanding assessments. This is expected to continue in 2014.

⁴⁰For eligible redundant apprentices who have successfully completed Phases 1-7 but have a time deficit in meeting the minimum requirement of four years (208 weeks) for the Award of the FETAC Level 6 Advanced Certificate-Craft.

2014 Standards Based Apprenticeship Total Provision

		Total Standard Based Apprenticeship (SBA) Provision by individual Trade													
		Provision within the Cluster of Occupations	Family of Trade	Standard Based Apprenticeship Type	Distribution of training interventions (Number of Courses)	Estimate of In Training 1st of January 2014	Estimate of Starters in 2014	Estimate of Beneficiaries 2014	Estimated Budget Costs €	Estimate of Cost per Day	Estimate of Cost per Beneficiary	Estimate of Budget t/Put 2014	Estimate of Budget Activity Days	Estimate of Success Rate	
SBA Apprenticeship Cluster Provision	Market Led	Natural Resources	Motor	Agricultural Mechanics	11	48	98	146	€1,217,007	€134.27	€8,336	94	9,064	90%	
			Engineering	Farriery	3	0	21	21	€241,981	€177.41	€11,523	21	1,364	87%	
		Built Environment	Construction	Brick and Stonelaying	4	4	36	40	€257,117	€133.08	€6,428	36	1,932	85%	
			Construction	Carpentry & Joinery	25	61	311	372	€1,801,018	€77.21	€4,841	343	23,325	87%	
			Motor	Construction Plant Fitting	8	0	108	108	€689,156	€91.64	€6,381	108	7,520	90%	
			Electrical	Electrical	85	247	1,113	1,360	€6,888,146	€83.19	€5,065	1,134	82,801	86%	
			Construction	Floor & Wall Tiling	0	0	0	0	€0	€0.00	€0	0	0	0%	
			Engineering	Industrial Insulation	1	0	8	8	€60,000	€75.00	€7,500	8	800	85%	
			Construction	Painting & Decorating	4	14	39	53	€183,150	€76.60	€3,456	39	2,391	90%	
			Construction	Plastering	4	4	36	40	€243,823	€191.38	€6,096	21	1,274	87%	
		Construction	Plumbing	36	93	462	555	€2,665,461	€77.76	€4,803	428	34,280	88%		
		Information Technology	Printing & Paper	Print Media	2	0	24	24	€108,069	€58.86	€4,503	24	1,836	92%	
		Manufacturing & Engineering	Electrical	Aircraft Mechanics	12	39	106	145	€837,099	€85.46	€5,773	110	9,795	90%	
			Electrical	Electrical Instrumentation	5	33	52	85	€547,262	€83.56	€6,438	74	6,549	92%	
			Electrical	Electronic Security Systems	3	38	38	76	€291,293	€57.02	€3,833	75	5,109	93%	
			Motor	Heavy Vehicle Mechanics	16	23	205	228	€1,080,255	€76.42	€4,738	206	14,136	90%	
			Electrical	Instrumentation	1	8	8	16	€90,000	€66.32	€5,625	16	1,357	88%	
			Engineering	Mechanical Automation and Maintenance Fitting	22	40	298	338	€1,779,707	€78.65	€5,265	297	22,627	88%	
			Engineering	Metal Fabrication	17	27	226	253	€1,232,396	€79.47	€4,871	224	15,507	85%	
			Motor	Motor Mechanics	46	118	558	676	€3,219,321	€77.33	€4,762	595	41,632	90%	
			Electrical	Refrigeration & Air Conditioning	10	11	128	139	€639,798	€82.10	€4,603	115	7,793	88%	
			Engineering	Sheet Metalworking	4	8	46	54	€199,042	€76.03	€3,686	40	2,618	85%	
			Engineering	Toolmaking	13	40	166	206	€798,875	€72.06	€3,878	184	11,087	88%	
			Motor	Vehicle Body Repairs	6	13	76	89	€370,503	€76.66	€4,163	75	4,833	88%	
		Construction	Wood Manufacturing and Finishing	5	0	64	64	€271,293	€74.33	€4,239	63	3,650	87%		
		Total Standard Based Apprenticeship (SBA) Provision by individual Trade				343	869	4,227	5,096	€25,711,772	€82.07	€5,045	4,330	313,280	88%

Table 26.8

Standard Based Apprenticeship Training Provision by Family of Trade

Total Standard Based Apprenticeship (SBA) Provision by Family of Trade													
SBA Apprenticeship	Standard Based Apprenticeship (SBA) Provision by Family of Trade		Standard Based Apprenticeship Family Type	Inputs					Outputs				
				Distribution of training interventions (Number of Courses)	Estimate of In Training 1st of January 2014	Estimate of Starters in 2014	Estimate of Beneficiaries 2014	Estimated Budget Costs €	Estimate of Cost per Day	Estimate of Cost per Beneficiary	Estimate of Budget t/Put 2014	Estimate of Budget Activity Days	Estimate of Success Rate at the end of the Phase
SBA Apprenticeship	Market Led	Family of trade	Construction	78	176	948	1,124	€5,421,862	€81.10	€4,824	930	66,852	90%
			Electrical	116	376	1,445	1,821	€9,293,598	€81.95	€5,104	1,524	113,404	91%
			Engineering	60	115	765	880	€4,312,001	€79.85	€4,900	774	54,003	86%
			Motor	87	202	1,045	1,247	€6,576,242	€85.20	€5,274	1,078	77,185	90%
			Printing & Paper	2	0	24	24	€108,069	€58.86	€4,503	24	1,836	92%
Total Standard Based Apprenticeship (SBA) Provision by Family of Trade				343	869	4,227	5,096	€25,711,772	€82.07	€5,045	4,330	313,280	88%

Table 26.9

Standard Based Apprenticeship Training Provision by Funding Driver

Funding Driver		Inputs						Outputs			
Standard Based Apprenticeship Training Provision		Distribution of training interventions (Number of Courses to be delivered in 2014)	Estimate of the number In Training on the 1st January 2014	Estimate of Starters during 2014	Estimated of the number of Beneficiaries 2014	Estimated of the Budget Costs €m	Estimate of Cost per Day	Estimated of Cost per Beneficiary	Estimate of Budget t/Put 2014	Estimated of Budget Activity Days	Estimate of Certification Rate
Standard Based Apprenticeship Training	Market Led	343	869	4227	5096	€25,711,772	€82.07	€5,045	4,330	313,280	88%
	Individual /Community Led	0	0	0	0	€0	€0.00	€0	0	0	0%
	Standard Based Apprenticeship Training	343	869	4,227	5,096	€25,711,772	€82.07	€5,045	4,330	313,280	88%

Table 26.10

Section 27. SOLAS Supports to the Education and Training Boards

SOLAS will continue to provide supports to ETBs in regard to transferred training centres. The predominant nature of the supports will relate to systems to support business continuity. Supports of an advisory nature will also be provided. As previously stated in this FET Services Plan, a number of training centres have transferred to ETBs and the remainder of the centres are scheduled to transfer in mid-2014. Significant preparation work was undertaken by SOLAS and ETBs to facilitate the first phase transfers and similarly the preparation work is underway for the next phase transfers. The preparatory work includes the:

- partitioning of many of the systems into 16 partitions and at the same time retaining the systems integration features and functionality.
- alignment of the system data in each of the partitions according to ETB geographic areas of responsibility.
- preparation of HR and payroll records for transfer.
- transfer of utility accounts, service contracts, training contracts, bank accounts and assets.
- communications with service providers, staff, learners, etc., in regard to the changes.

Supports to be provided during 2014 by SOLAS are as follows:

- Apprenticeship Support
- Quality Assurance Support
- Contracted Training Support
- IT Support
- Finance Support
- Adult and Community Training Curriculum and Assessment Transitional Supports

The details of the supports relating to each of above are outlined below.

Apprenticeship Programme Supports

SOLAS has statutory responsibility for the organisation and control of the Apprenticeship Programme. Following the transfer of the training centres to the ETBs, many of the administrative functions connected to the SOLAS Apprenticeship Programme will be carried out by ETBs. The SOLAS Apprenticeship Client Services System is the system used to manage and control the statutory apprenticeship programme. The system was developed in 1993 (by FÁS) with the introduction of the Standards-Based Apprenticeship Programme and has had a number of enhancements made to it. The system facilitates and supports the main Apprenticeship Programme functions and follows for:

- Approval of Apprentice Employers to train apprentices and the registration of apprentices.
- Scheduling of apprentices to off-the-job training.
- Tracking of the apprentice's progression for the duration of their apprenticeship.
- Recording of results.
- Monitoring of employers.
- Approval and recording of certification awarded (QQI Level 6 Advanced Certificate Craft).

The system is accessed through the SOLAS I.T. training network and the relevant data is being partitioned for defined access based on ETBs geographic boundaries. A number of administrative adjustments will be required to the ACSS and Standard Operating procedures in respect of the functions listed above to support the transition to ETBs. These administrative adjustments are necessary to ensure that the statutory requirements of the apprenticeship programme are fully met, and it is expected these will be completed in the near future.

The ACSS is integrated with a number of other sub-systems which are maintained by the Apprenticeship Curriculum and Assessment Development Unit (CADU) who have responsibility for all Apprenticeship Curricula and the development and distribution of Phase assessments. The Apprenticeship programme sub-systems include:

CARS – Curriculum Assessment Revision System, providing curriculum version control and curriculum and assessment specifications for each phase. CARS provides staff with the correct version of curricula and assessments. The information created in CARS is used to enable specific curriculum revision of a trade be scheduled in the Apprenticeship calendar. Scheduling involves the placing of apprentices in a class, timetabling of training delivery, and links the class to the appropriate version for the trade curriculum and assessments.

AADS – Assessment Authoring and Distribution System is web based, supporting the development and secure distribution of assessments, for both online and paper based tests, to external stakeholders via a standard web browser. AADS supports the authoring of assessment items to create Test Banks (banks of questions which are mapped to topics and learning outcomes in accordance with the Test specifications). These Test Banks support the automatic generation of assessments for both online and paper based distribution.

CAMS -Central Assessment Management System is a repository in SOLAS for all assessments leading to FETAC awards, designed to ensure the security and integrity of the assessment distribution.

SOLAS Apprenticeship Services with the support of IT is in the process of completing the conversion of the Apprenticeship Client Services System to a browser-based system to facilitate access for all system users. In addition the functionality of the System is being enhanced. The scheduled system enhancements are expected to be completed by the end of June 2014. Additionally SOLAS Apprenticeship Services in preparation for the transfer of training centres, have updated their Operational Procedures and are currently customising the system documentation, letters, etc., to include ETB logos and contact details. Access to Curriculum and Assessments will continue as-is i.e. Curriculum through the SOLAS (former FÁS) intranet portal, Phase 2 assessments through CAMS, Phase 2 online tests and Phases 4 & 6 assessments through AADS portal.

SOLAS Apprenticeship Services will maintain and support the functions provided through the Apprenticeship Client Services System and its sub-systems. In addition, SOLAS Apprenticeship Services will also continue to manage and support the following: the

national planning and co-ordination of off-the-job training phases 2, 4, & 6 and the national planning and scheduling for phases 2, 4 & 6; the national Apprenticeship Appeals Committee; Applications for Redundant Apprentice Accreditation Committee; the Recognition of Prior Learning and Curriculum and Assessment Development. SOLAS Apprenticeship Services will continue to provide the same level of supports as previously provided within FÁS to ETBs, in keeping with its statutory responsibility.

Quality Assurance Supports

Quality Assurance Supports include:

- Transition Quality Assurance System
- Results Capture and Certification System
- External Authenticators Pool

Transition Quality Assurance System

SOLAS developed a generic Quality Assurance system - 'Transition Quality Assurance System' (TQAS) as a support for transferred Training Centres. The Transition Quality Assurance System may be used by training centres post transfer to ETBs (if agreed with QQI). The TQAS addresses all of the nine quality assurance policy requirements of QQI (FETAC) however the element of ETB governance is not included in the generic system. To facilitate the inclusion of the governance element all the TQAS process maps, documents, forms, etc., were collated for issue (electronically) to the relevant ETBs. The TQAS is hosted on a SOLAS web portal and is a standalone system. When the remaining Training Centres transfer, the TQAS documentation will be issued to the relevant ETBs.

The TQAS contains the overarching Quality Assurance Manual and all required policies, processes/procedures and support documentation. The QA procedures and processes include those for direct training in-centre courses, for Contracted Training, Community Training (CTCs, LTIs and STPs) and Apprenticeship.

The web portal facilitates access by both internal and external system users including training centre personnel and second providers/contractors. The web portal presence and associated links requires maintenance, which SOLAS will continue to provide. Content for internal users within the Training Centre network is accessed through the former FÁS intranet and external users can access it through the internet.

Results Capture and Certification Request System

The Results Capture and Certification Request System⁴¹ (RCCRS) supports the TQAS assessment processes, QA (Quality Assurance) implementation and the management of risks associated assessments and certification. Development work relating to the system integration is on-going. The RCCRS has linkages with a number of other systems including; the Client Service System and its sub-systems, NCDB, the Trainee Apprentice Payroll System (TAPS), Trainee Apprentice Clocking System (TACS) and the Card Management System (CMS). The system facilitates the recording of learner certification results and consequently, supports the updating of each individual learners record in the Client Service System in regard to certification obtained. The RCCRS certificate request functions are currently only

⁴¹ Apprenticeship results are captured in a separate dedicated system (Apprenticeship Client Services System).

integrated with QQI business system and the integration with City & Guilds certificate requesting system is at an advanced stage. The certification data in the management information system (MIS) is extracted from the RCCRS.

The RCCRS is a browser-based system and can be accessed by all system users including internal Training Centre (Training Standards Office personnel and Instructors) and external second provider/contracted training personnel and allows users to directly input results into the RCCRS. These results can then be processed using the system through all stages from results input, to the Results Approval Process and on to the certificate requesting stage.

A number of manual tasks involved in assessment and results processing are being automated. The automation includes: the completion of test notifications, generation of work planners; population of learners' names on results sheets; facilitate marking of tests; determining overall test/module results and transfer of results to the RCCRS. The system development work associated with the automation of these processes is nearing completion. The roll-out phases for the introduction of these processes are planned for 2014. It is also planned that in the future outputs from these automated processes will be linked to the Apprenticeship Client Service System for phase 2 assessments.

Change/s to any systems or work practices requires significant support for a period of time. As assessments and assessments results processing is a high risk activity, a range of supports will be made available during and after the roll-out phases. These supports include:

- Training the various system users using the 'train the trainer' model. The system user groups include; System administrators, Forms administrators, Training standards office personnel, Instructors, Second providers and Contractors.
- Development of resource documentation such as; training manuals and guides.
- Provision of a help desk support to track and address any queries arising.

External Authenticators Pool

External authentication is an independent, authoritative confirmation of fair and consistent assessment of learners in line with national standards. This confirmation is carried out by an External Authenticator appointed by the provider. The requirement to carry out External Authentication forms part of the Quality Assurance Agreement with QQI. This agreement requires that the External Authenticator process is independent and external to programme delivery, assessment development and internal quality assurance.

To support the implementation of External Authentication in FÁS, a pool of External Authenticators, identified from the FETAC List of Authenticators, were briefed in FÁS assessment processes and procedures. This pool of trained External Authenticators will continue to be maintained by SOLAS as part of the transition supports. The maintenance involves ensuring that there is an adequate number of Authenticators for the different fields/domains of learning; and where required, to brief those that are new to the pool of External Authenticators on FÁS/SOLAS developed assessments and on the TQAS (section 6 Fair and Consistent Assessment of Learners).

Contracted Training System

The contracted training system is a Procurement System for outsourcing and management of external Training provision. The purpose of the Contracted Training system is to cater for additional required training volume, provide geographic reach for clients and a rapid response to emerging situations such as company closures, start-ups and new programme development.

The system consists of: a (CTTL) Contracted Trainer Tender list, which is the pre-qualification list for the procurement framework (panel) agreement⁴²; a (SRM) Supplier Relationship Module linked to SAP, to manage contracts and payments to the contractors and extending the use of (TACS) Trainee and Apprentice Clocking System; and (TAPS) Trainee Apprentice Payment System to pay learners.

The Contracted Training function is supported by a web-based portal that includes all policies procedures, forms and supporting documentation and it forms part of the overall (TQAS) Transition Quality Assurance System and programme delivery supports. SOLAS will provide the following supports:

- The continued maintenance of the Contracted Training Tender List (CTTL). This involves the pre-qualification of contractors through a tender process to determine their eligibility for inclusion on the tender list (framework panel). The Contracted Training framework panel is, as part of the transition supports, being renewed for a period of two years, to support business continuity and to allow ETBs time to decide on how they wish to manage Contracted Training procurement. ETBs will manage contracted training in their own catchment areas and the availability of a pre-qualified list of contractors will facilitate tendering by ETBs.
- The SRM module in SAP (facilitates contract production, linked to the CTTL and to SAP for tax clearance). In addition, the SRM module also facilitates the management and control of part payments aligned to business processes i.e. details the value of retentions outstanding against purchase orders (contracts).
- The Contracted Training Programme uses a 'Sanctions System' in regard to contract non-compliance, which is managed at training centre level. However, for ETB Training Centres (*transferred centres*), the application of the sanction system can impact on the CTTL, managed by SOLAS. Where a sanction impacts on the CTTL, this element of the business process will continue to be managed by SOLAS. The contracted training support functions will continue to be provided by SOLAS.
- Assistance and clarifications will continue to be responded to in regard to queries raised relating to the operation of the Contracted Training System.

In addition to above a process that supports the future management and procurement of training through a formal contract is planned for development in consultation with ETBs and SOLAS. Work in this regard is scheduled to commence later this year.

IT Systems, Network & Infrastructure Supports

The FÁS/SOLAS IT infrastructure has a series of IT programme management, quality assurance, certification and financial systems that are to a large degree integrated/linked to

⁴² The pre-qualification procurement framework (panel) meets the requirements of EU procurement and aggregation.

one another. These systems are all centrally managed but are locally available at each Training Centre location and are seen as critical to the Training Centre Management in the on-going running of operations. ICT systems and other systems infrastructure will need to be maintained in parallel for the interim period. I.T. systems are managed by the SOLAS I.T. Unit.

The SOLAS IT Unit provides the systems supports for all of the systems, including system updates, enhancements, maintenance, etc. In addition to the systems maintenance, SOLAS I.T. Unit also manages the I.T. network and infrastructure. The network includes both the staff and the training network. Supports include addressing all helpdesk calls relating to system support, connectivity, firewall, anti-virus, PC setup on the network. Monitoring and managing of the network on an operational basis including all that is involved with ensuring a high availability of the network and systems to enable business continuity.

The systems can be grouped as follows:

- Course Information and Recruitment System
- Financial and other systems
- Programme Delivery Systems

Course Information and Recruitment System

The Client Services System (CSS) is an integrated system which is made up of three sub-systems as follows:

- Client Registration
- Course Calendar System (CCS)
- Course Recruitment System (CRS)

Case Registration System

Client Registration is the primary tool used by staff in the DSP to manage client information and to add potential learners to waiting lists for ETB/SOLAS courses through the Course Recruitment System (CRS). The referral mechanism is still part of the internal Client Services System. At the moment, DSP users are set up on the SOLAS domain so that they can continue to use the system.

Course Calendar System (CCS)

The Course Calendar System is a SOLAS system which schedules planned Adult, Community programmes and Contracted Training courses. Courses cannot be scheduled in the CSS unless they exist in the National Course Database (NCDB). Management of the course calendar is part of the Client Services System (CSS). The CCS is also an internal system.

Course Recruitment System (CRS)

Training Centres use the CRS (Course Recruitment System) to call people for courses, open days, aptitude tests etc., build waiting lists, monitor waiting lists, business and course planning, and is linked back into the DSP CMS. The Course Recruitment System feeds into the Trainee Apprentice Payroll System (TAPS) for learners who have commenced on training courses. The CRS system integrates with the Results Capture and Certification Request System (RCCRS).

Financial and Other Systems

Systems forming part of this group include the following:

SAP. SAP receives a number of interfaced files from sub-systems in order to capture all financial and some statistical data

Learner registration systems. The learner registration and payments process is supported by two systems: (Trainee and Apprentice Payment System (TAPS) and Trainee and Apprentice Clocking System (TACS).

Garda Vetting system. The Garda Vetting system is used to assist the course recruitment process and facilitates the management of the Garda Vetting cycle.

Management Information System (MIS). The MIS pools data from a number of sub-systems, providing management information in regard to courses e.g. Course Waiting Lists data, number in training, placement/progression data, certification, finance, Apprenticeship and labour market.

Programme Delivery and Other Information Systems

Details of the systems are outlined in the relevant programme supports and the systems forming part of this group include the following:

Apprenticeship Client Services System. The SOLAS Apprenticeship Client Services System (ACSS) is the system used to manage and control the statutory apprenticeship programme. The ACSS includes a number of sub-systems.

National Course Database (NCDB). It is a linked system; facilitating course scheduling through the course calendar system (part of the Clients Service System), providing the course modules (awards data) for the Results Capture and Certification System and supplies the course data to enable course information to be published on the Jobseeker.ie website.

Central Assessment Management System (CAMS). The CAMS is a standalone system hosted on SOLAS servers, and can only be accessed through the training centre network. It is an assessment repository.

Contracted Training Tender List (CTTL). The system consists of: (CTTL) Contracted Trainer Tender list, which is the pre-qualification list for the procurement framework (panel) agreement; (SRM) Supplier Relationship Module linked to SAP, which is used to manage the contracts and payments to the contractors and extending the use of (TACS) Trainee and Apprentice Clocking System; and (TAPS) Trainee Apprentice Payment System to pay learners.

Results Capture and Certificate Request System (RCCRS). The RCCRS has linkages with a number of other systems including the Client Service System and its sub-systems, NCDB, the Trainee Apprentice Payroll System (TAPS), Trainee Apprentice Clocking System (TACS) and Construction Skills and Quarry Skills Certification Scheme (CSCS/QSCS) Card Management System. The RCCRS is a system used to record assessment results and request certification from QQI.

CSCS/QSCS Card Management System. The CCSCS/QSCS Card Management System supports the management of courses and the processing and tracking of registration cards.

Finance Supports

The main supports provided relate to the management and maintenance of the SAP system. The financial reporting system used by FÁS was SAP. The SAP including SRM (Supplier Relationship Module) system continues to be used by over 300 users spread across SOLAS and the network of former FÁS Training Centres. There are a number of modules within the core SAP system. Modules currently in use including the Supplier Relationship Module (SRM) are as follows:

Module	Purpose
MM - Materials Management/Purchasing	Procure all goods and services – issuing of POs and input of receipts
AP - Accounts Payable	Record and manage Creditor invoices and payments
AR - Accounts Receivable	Issue and manage Debtor invoices and receipts
AM - Asset Management	Record and manage the Assets of the organisation
GL - General Ledger	Record financial and statistical transactions from all modules above and those entered directly and interfaced
CO - Controlling	Creation of reporting hierarchies; Maintenance of budgets; Management Reporting
SRM - Supplier Relationship Management	Issuing of contracts to Contracted Trainers which then flow into the Purchasing Module of SAP

The SAP company structure has been re-configured to facilitate separate ETB legal entities, including an ETB Bank Account for the transferring of Training Provision funding. These company structures are totally independent of SOLAS and other ETBs and the first series of SAP re-configurations were completed for the four ETBs associated with the 1st phase transfers. The SAP re-configuration work catering for the remaining ETBs is underway and is expected to be completed prior to transfer of the remaining training centres.

The re-configuration of the existing singular SAP system consists of:

- Separate companies within the SAP Client
- Uniform Chart of Accounts for all ETBs (Direct Costs, Overheads Costs, Balance Sheet and Trial Balance by business area and company)
- Cost Structure (As existing – Cost centres (Overheads) Internal Order Programmes), all codes prefixed with business area code
- One Vendor file across all ETBs and SOLAS (common data for all, tax clearance checks by at SAP company level and all payments by EFT from SAP)
- One Customer file across all ETBs and SOLAS (common data for all)

Supports will continue to be provided for the SAP system relating to:

- Maintenance of master data
- Processing functions supports
- General supports

Adult and Community Training Curriculum and Assessment Transitional Supports

This Section focuses on transitional supports which will be provided to support curriculum and assessments developed by SOLAS and includes access to:

- Centrally devised FÁS curricula via the National Course Database (NCDB).
- FÁS centrally devised assessments via the Central Assessments Management System (CAMS).
- Learning resources via Moodle.
- Other Curriculum and Assessment advisory supports such as Framework Register for Curriculum and Assessment Writers and Reviewers, Assessment Instrument Specification Templates for the six assessment techniques set-out by QQI-FETAC for Common Awards and training interventions focused on increasing professional competence in assessment development.

The National Course Database Interim (iNCDB)

Development work will continue to be undertaken to enhance the National Course Database (iNCDB), including partitioning within the National Course Database to allow local development. This enhanced database will contain all Adult and Community Training Programmes and will transfer programmes previously held on the Development Database, for use by individual Training Centres, into a local partition. It is a linked system, facilitating course scheduling through the course calendar system (part of the Clients Service System); providing the course modules (awards data) for the Results Capture and Certification System; and supplying the course data to enable course information to be published on the Jobseeker.ie website. Additionally, individual Training Centres may develop programmes for local use and add them to the local partition, enabling them to appear on the Course Calendar System and the RCCRS. As per the National Course Database, this Database is hosted on SOLAS servers and can only be accessed through the training centre network.

The PLSS (Programme and Learner Support Systems), will replace the iNCDB (see below).

Central Assessment Management System

The Central Assessment Management System (CAMS) is a repository in SOLAS for all assessments leading to QQI-FETAC awards. It was designed to ensure the security and integrity of the assessment distribution within FÁS. Training Centres will continue to have access to CAMS during the transition period. SOLAS Training Centres will require access to CAMS to support delivery of programmes sourced through the iNCDB. A significant number of these programmes will remain valid beyond the transition timeframe.

The CAMS is a standalone system, hosted on SOLAS servers and can only be accessed through the training centre network. Only designated personnel have access to CAMS, and the setting up of designated personnel is managed by SOLAS. SOLAS will continue to manage access to assessments in CAMS via designation of personnel, as required. SOLAS will also review the assessments held on CAMS twice annually, and remove assessments that have become invalid because of changes in programme standards and/or the programme is no longer valid (all QQI-FETAC programmes are only valid for five years from the date of validation).

Learning Resources via Moodle

A range of specific learning resources is available to Community Training providers. The learning resources are designed to assist training delivery and include training notes and exercises relating to 86 modules. In addition, the full training specification relating to the FETAC validated programmes can also be accessed via Moodle. The management of the resource material along with the access to it will be supported by SOLAS Community Training Unit for the transition period.

Curriculum and Assessment Advisory Supports

Designated persons are assigned to assist with system queries relating to the National Course Database and CAMs and training interventions focused on increasing curriculum and assessment capacity.

Community Training Programme Support

Programme supports consist of transitional advisory supports in regard to Community Training Programmes processes. These advisory supports include Designated Officers, one for each of the programmes (LTI, CTC and STP), who are assigned to assist with queries arising from the up-dated processes in TQAS (Section 8).

Programme and Learner Support System (PLSS)

The SOLAS Implementation Group ICT Advisory Document (July 2012) sets out recommendations and proposals for National FET Programme Database (NPD), National Learner Database (NLD) and a FET Course Calendar Scheduling System (CCSS). Within this document, it was proposed that SOLAS will:

- Build a National FET Programme Database, FET Course Calendar Scheduling System and a National Learner Database to capture data on learners within the Further Education and Training system.
- Retain a learner database with appropriate information to facilitate data exchange to and from the Department of Social Protection (DSP), including learner certification and statistical processes.
- Define the data requirements, in consultation with the Department of Education and Skills (DES) and the Further Education Sector and build the exchange mechanism between DSP and Education and Training Boards (ETBs).

SOLAS is taking these projects forward under the guidance of a representative group of departments and other relevant stakeholders. Significant progress is expected through 2014 on the development of the National FET Programme Database and the FET Course Calendar Scheduling System, including the development of system prototype(s) and agreed business processes with the ETBs. The development of the National Learner Database is a more complex process. Nonetheless, recommended protocols and mechanisms for exchange of data should be completed by the end of 2014.

Other Supports

Other supports include:

eCollege

eCollege provides a range of on-line courses and learner supports. Blended learning courses use a training delivery mix of both on-line and classroom training. The licences for on-line courseware and examination vouchers relating to approximately 40 courses have been extended for 2014 to facilitate the continued use of the content by transferred training centres. Substantial cost savings accrue from these national licences. This courseware is hosted on the eCollege web platform. Multimedia rooms in training centres and some daytime and night training courses also make use of these resources. To support the continued delivery of training using the 'blended learning' model, eCollege has set up a separate Moodle site for each Training Centre, enabling the centres to store and manage their own course content. Supports being provided by eCollege include: the procurement of content and resources; hosting of individual Moodle platforms; training of local system administrators; provision of technical supports for end users; and the on-going maintenance of the sites. In addition eCollege hosts the content for the on-line common modules for the Apprenticeship Programme. The support provided in maintaining the system access will continue.

Skills Labour Market Research Unit (SLMRU)

Continuing supports will also be provided by SLMRU through its research, analysis and updates to assist the business planning process. Where requested briefings on labour market data trends, findings, etc. will be provided.

Health & Safety

The SOLAS Health & Safety Unit has updated all health and safety processes, guidelines, forms, etc. Governance elements have been removed from the generic documentation. To facilitate access, the documentation has been for transferred Training Centres and will be for the remaining Training Centres transferring, up-loaded to local servers. In response to queries clarification and guidance will be provided.

Specialist Supports

Specialist supports are being provided for two capital projects that are on-going in Cork and Tralee Training Centres. In addition, Tallaght Training Centre commenced a full building systems test to determine if there are any residual snagging items that need to be addressed during the 'Building Warranty' period. The monitoring support for the above is being provided by the central SOLAS Facilities Management team.

Human Resources

The HR Unit will provide a co-ordination role in regard to Higher Scales and the Employee Assistance Scheme. The Unit will provide clarification in regard to FÁS IR agreements and general HR queries, where required.

SECTION 28. List of Appendices

Appendix 1.	Overarching Planning Guidelines & Parameters for Training Provision
Appendix 2.	Allocations to FET Providers and other FET Organisations
Appendix 3.	Co-Operation hours for ETBs and Voluntary Secondary and Community Schools
Appendix 4.	Organisations, Agencies and Bodies in Receipt of funding through SOLAS in 2014
Appendix 5.	List of Programmes
Appendix 6.	List of Tables
Appendix 7.	List of eCollege Courses
Appendix 8.	List of Acronyms
Appendix 9.	Guide to Interpretation of Tables
Appendix 10	List of ETB Websites

Appendix 1

Overarching Planning Guidelines & Parameters for Training Provision

The Overarching Guidelines and Parameters which were issued at the commencement of the planning process in relation to training provision have informed the content of the 2014 FET Services Plan (subject to any amended/new DES/DSP post budget priorities that may arise) and have been agreed by the Executive.

- Training currently provided through SOLAS for unemployed persons apprentices, and National Programmes funded provision (MOMENTUM, eCollege managed by SOLAS and which remain within the SOLAS brief).
- The allocation of courses to be delivered in conjunction with Fast Track to Information Technology (FIT) will remain the same as in 2013 (500) places.
- Training Centres are asked to plan for 2014 on the same basis as 2013.
- Apprenticeship Programme will continue to be led, managed and administered by SOLAS until otherwise directed by DES⁴³ and subject to the apprenticeship review outcome.
- Apprenticeship is subject to a separate and established business planning process. Training Centres will liaise with Apprenticeship services centrally regarding their requirements for phases 2, 4 and 6. The Training Centres plan for apprenticeship will be inputted into the “training in employment” section of the FET 2014 Services Plan.
- Apprenticeship will be incorporated into the FET 2014 Services Plan.
- The training provision volumes of market-led, client-led, pre-market-led and supported training for unemployed persons for the 2014 FET Services Plan are set out as follows:
 - a. At least 50% market-led training courses;
 - b. Up to 20% client-led training courses;
 - c. Up to 8% pre-market-led training courses;
 - d. Up to 12% supported training courses (primarily CTCs, STPs and a number of LTIs).

Up to 10% “yet to be allocated”, to be determined locally in support of local business needs. This funding is to be used to support Market / Client led opportunities:

- New Business developments.
- Business threatened with closure.
- Common issues across business locally.

Learner Retention/Certification outputs and Employment/Progression outcomes are to be guided by the parameters by programme type as set out above.

In 2014 Safepass and Job club related provision will be maintained at 2013 levels. The key priorities identified in the 2014 FET Services Plan are subject to any amended or new DES/DSP priorities that may arise.

Targets have also been set for FE by the DES in the context of addressing the needs of the long term unemployed across a range of FE programmes e.g. Adult Literacy, ESOL, Community Ed, BTEI, VTOS, and PLC. Targets set for 2013 have been increased by 10% for 2014. See Table (28.1)

⁴³ The apprenticeship review was completed in January 2014.

FE Programme Target	2013	2014
Adult Literacy	20%	22%
ESOL	25%	27.5%
Community Education	15%	16.5%
BTEI	20%	22%
VTOS	52%	57.2%
PLC	15%	16.5%

Table 28.1

Appendix 2

Allocations to FET Providers and other FET Organisations

Organisation	Further Education Provision Allocations	Further Education Support Allocations	ETB Training Direct Costs	ETB Training Salary	ETB Training Overhead	SOLAS Training Direct costs Allocation	SOLAS Training Salary costs Allocation	SOLAS Training Overhead costs Allocation	SOLAS Training Support Allocations	SOLAS FET Provision Supports	SOLAS Salaries	SOLAS Overheads	Legacy Pensions paid by SOLAS	Total Allocations
City of Dublin ETB	€35,630,608	€300,000	€39,569,298	€6,414,756	€2,082,000	€0	€0	€0	€0	€0	€0	€0	€0	€84,188,367
Cork ETB	€17,669,214	€0	€26,313,814	€4,660,104	€2,030,000	€0	€0	€0	€0	€0	€0	€0	€0	€51,167,159
Dublin Dun Laoghaire ETB	€21,081,575	€0	€32,856,088	€8,451,862	€2,451,000	€0	€0	€0	€0	€0	€0	€0	€0	€67,839,975
Kerry ETB	€8,248,650	€0	€12,094,873	€2,053,768	€707,000	€0	€0	€0	€0	€0	€0	€0	€0	€23,054,291
Education and Training Boards														
Cavan Monaghan ETB Area	€5,838,421	€0	€0	€0	€0	€5,846,331	€0	€0	€0	€0	€0	€0	€0	€13,679,752
Donegal ETB Area	€3,101,312	€0	€0	€0	€0	€0,387,793	€1,945,075	€608,000	€0	€0	€0	€0	€0	€21,021,182
Galway Roscommon ETB Area	€15,764,154	€0	€0	€0	€0	€12,318,082	€2,707,978	€1,435,000	€0	€0	€0	€0	€0	€32,425,814
Kildare Wicklow ETB Area	€16,844,898	€0	€0	€0	€0	€9,556,618	€0	€0	€0	€0	€0	€0	€0	€26,401,511
Kilkenny Carlow ETB Area	€7,072,218	€0	€0	€0	€0	€9,066,372	€0	€0	€0	€0	€0	€0	€0	€16,138,590
Laois Offaly ETB Area	€7,172,181	€0	€0	€0	€0	€5,208,030	€0	€0	€0	€0	€0	€0	€0	€13,380,274
Limerick Clare ETB Area	€18,855,185	€0	€0	€0	€0	€21,985,000	€5,001,585	€1,990,000	€0	€0	€0	€0	€0	€47,811,771
Longford Westmeath ETB Area	€7,451,611	€0	€0	€0	€0	€12,471,992	€3,356,915	€1,318,000	€0	€0	€0	€0	€0	€24,598,518
Louth Meath ETB Area	€10,849,849	€0	€0	€0	€0	€3,827,582	€2,437,306	€1,022,000	€0	€0	€0	€0	€0	€28,136,747
Mayo Sligo Leitrim ETB Area	€11,001,581	€0	€0	€0	€0	€16,073,065	€2,207,546	€587,000	€0	€0	€0	€0	€0	€29,869,192
Tipperary ETB Area	€5,637,834	€0	€0	€0	€0	€8,018,030	€0	€0	€0	€0	€0	€0	€0	€14,655,944
Waterford Wexford ETB Area	€17,548,839	€0	€0	€0	€0	€21,764,628	€4,895,595	€1,443,000	€0	€0	€0	€0	€0	€45,652,082
Sub Total	€219,710,169	€300,000	€111,265,750	€21,590,000	€7,270,000	€148,734,250	€22,523,000	€8,398,000	€0	€0	€0	€0	€0	€540,021,169
Unallocated	€10,089,000	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€10,089,000
Total	€229,829,169	€300,000	€111,265,750	€21,590,000	€7,270,000	€148,734,250	€22,523,000	€8,398,000	€0	€0	€0	€0	€0	€550,110,169
Voluntary Secondary and Community Schools (BTE)														
St Joseph's Secondary School	€41,000	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€41,000
Mary Immaculate Secondary School	€28,000	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€28,000
Scoll Mhuirne	€12,500	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€12,500
North Presentation Secondary School	€69,000	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€69,000
Sacred Heart Secondary School	€39,000	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€39,000
Nagle Rice Secondary School	€17,300	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€17,300
Central College	€54,000	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€54,000
Santa Maria College	€12,800	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€12,800
Presentation Secondary School	€32,500	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€32,500
Donahis Community School	€52,500	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€52,500
Scoll Bernadette	€11,500	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€11,500
St Michael's Carrigra	€28,000	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€28,000
Sub Total	€398,100	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€398,100
Total	€398,100	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€398,100
Other Further Education and Training Funded Organisations														
ADULT EDUCATION GUIDANCE ASSOCIATION OF IRELAND	€0	€5,000	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€5,000
AGE ACTION IRELAND	€0	€70,000	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€70,000
AONTAS	€0	€885,000	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€885,000
DYSLEXIA ASSOCIATION OF IRELAND	€0	€137,000	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€137,000
EDUCATION AND TRAINING BOARDS IRELAND (ETBI) for ITABE Co-ordinator	€0	€50,000	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€50,000
EDUCATIONAL TRUST	€0	€19,000	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€19,000
IRISH COUNTRYWOMENS ASSOCIATION	€0	€22,000	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€22,000
IRISH DEAF SOCIETY	€0	€187,000	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€187,000
IRISH NATIONAL ORGANISATION OF THE UNEMPLOYED	€0	€20,000	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€20,000
NACED NATIONAL ASSOCIATION OF ADULT & COMMUNITY EDUCATION DIRECTORS	€0	€4,000	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€4,000
NALA NATIONAL ADULT LITERACY AGENCY	€0	€1,686,400	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€1,686,400
NATIONAL CENTRE FOR GUIDANCE IN EDUCATION (NCGE)	€0	€188,420	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€188,420
PEOPLES COLLEGE	€0	€97,000	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€97,000
WIT/NALA WATERFORD INSTITUTE OF TECHNOLOGY	€0	€520,000	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€520,000
WIT/ABSI	€0	€158,930	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€158,930
LANPAG	€0	€50,000	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€50,000
European Agenda for Adult Learning (funding to AONTAS / NALA / ETBI)	€0	€60,000	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€60,000
Adult Literacy Officer's Association (ALOA)	€0	€13,600	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€0	€13,600
Fast Track to Information Technology (FIT)	€0	€0	€0	€0	€0	€0	€0	€0	€950,000	€0	€0	€0	€0	€950,000
IACTO	€0	€0	€0	€0	€0	€0	€0	€0	€111,000	€0	€0	€0	€0	€111,000
Sub Total	€0	€4,173,350	€0	€0	€0	€0	€0	€0	€1,061,000	€0	€0	€0	€0	€5,234,350
Total	€0	€4,173,350	€0	€0	€0	€0	€0	€0	€1,061,000	€0	€0	€0	€0	€5,234,350
SOLAS National Programmes														
MOMENTUM	€0	€0	€0	€0	€0	€16,990,000	€0	€0	€0	€0	€0	€0	€0	€16,990,000
Unallocated MOMENTUM in 2014	€0	€0	€0	€0	€0	€6,891,000	€0	€0	€0	€0	€0	€0	€0	€6,891,000
eCollege	€0	€0	€0	€0	€0	€2,131,000	€0	€0	€0	€959,000	€0	€0	€0	€3,090,000
Sub Total	€0	€0	€0	€0	€0	€26,012,000	€0	€0	€0	€959,000	€0	€0	€0	€26,971,000
Total	€0	€0	€0	€0	€0	€26,012,000	€0	€0	€0	€959,000	€0	€0	€0	€26,971,000
Totals for Direct FET Provision	€230,227,269	€4,673,350	€111,265,750	€21,590,000	€7,270,000	€174,746,250	€22,523,000	€8,398,000	€1,061,000	€959,000	€0	€0	€0	€582,713,619
SOLAS COSTS	€0	€0	€0	€0	€0	€0	€0	€0	€0	€2,975,381	€15,160,000	€8,125,000	€31,026,000	€57,286,381
Total FET Budget	€230,227,269	€4,673,350	€111,265,750	€21,590,000	€7,270,000	€174,746,250	€22,523,000	€8,398,000	€1,061,000	€3,934,381	€15,160,000	€8,125,000	€31,026,000	€640,000,000

Table 28.2

Appendix 3

Co-operation hours for ETBs and Voluntary Secondary and Community Schools

ETB		Hours Approved 2014/15	Teacher Equiv. (1 Teacher = 735 hours)	Co-operation Hours Teacher Costs	2014/15 PLC Places Approved	Teachers (19:1)	PLC Teacher Costs	Total Teacher Allocated Costs
ETB	City of Dublin ETB	91,019	123.84	€10,879,823	7,778	409.37	€35,964,599	€46,844,422
ETB	Cork ETB	34,571	47.04	€4,132,646	5,384	283.37	€24,895,012	€29,027,658
ETB	Cavan Monaghan ETB	7,997	10.88	€955,850	1,642	86.42	€7,592,424	€8,548,274
ETB	Donegal ETB	0	0	€0	185	9.74	€855,419	€855,419
ETB	Dublin Dun Laoghaire ETB	22,159	30.15	€2,648,794	3,186	167.68	€14,731,706	€17,380,500
ETB	Galway Roscommon ETB	44,132	60.04	€5,274,746	1,483	78.05	€6,857,226	€12,131,972
ETB	Kilkenny Carlow ETB	4,084	5.56	€488,468	1,350	71.05	€6,242,248	€6,730,716
ETB	Kerry ETB	2,220	3.02	€265,319	624	32.84	€2,885,306	€3,150,625
ETB	Kildare Wicklow ETB	18,443	25.09	€2,204,254	1,397	73.53	€6,459,571	€8,663,825
ETB	Limerick Clare ETB	20,492	27.88	€2,449,366	1,418	74.63	€6,556,673	€9,006,039
ETB	Louth Meath ETB	6,600	8.98	€788,928	1,526	80.32	€7,056,053	€7,844,980
ETB	Laois Offaly ETB	36,275	49.35	€4,335,588	440	23.16	€2,034,511	€6,370,099
ETB	Longford Westmeath ETB	3,050	4.15	€364,594	515	27.11	€2,381,302	€2,745,896
ETB	Mayo Sligo Leitrim ETB	1,517	2.06	€180,979	1,106	58.21	€5,114,020	€5,294,999
ETB	Tipperary ETB	1,968	2.68	€235,448	945	49.74	€4,369,574	€4,605,022
ETB	Waterford Wexford ETB	2,640	3.59	€315,395	1,773	93.32	€8,198,153	€8,513,548
ETB Total	Total	297,167	404	€ 35,520,197	30,752	1618.53	€142,193,796	€177,713,993
Secondary Schools	St Joseph's Secondary School Ballybunnion Co Kerry			€0	32	1.68	€147,964	€147,964
Secondary Schools	Mary Immaculate Secondary School, Lisdoonvarna, Co.			€0	40	2.11	€184,956	€184,956
Secondary Schools	St. Joseph's Secondary School, Spanish Point,			€0	20	1.05	€92,478	€92,478
Secondary Schools	Coláiste Mhuire, Ballygar, Co Galway			€0	16	0.84	€73,982	€73,982
Secondary Schools	St Cuan's College, Castleblakeney, Ballinasloe, Co			€0	38	2.00	€175,708	€175,708
Secondary Schools	Mean Scoil Mhuire, Newtownsmith, Galway			€0	34	1.79	€157,212	€157,212
Secondary Schools	St. Joseph's College, Summerhill, Athlone, Co.			€0	34	1.79	€157,212	€157,212
Secondary Schools	Central College, Sexton St. Limerick.			€0	240	12.63	€1,109,733	€1,109,733
Secondary Schools	Our Lady's Secondary School, Belmullet			€0	16	0.84	€73,982	€73,982
Secondary Schools	Sancta Maria College, Louisburgh, Co. Mayo			€0	30	1.58	€138,717	€138,717
Secondary Schools	Scoil Na Bráithre, Dungarvan, Co. Waterford			€0	30	1.58	€138,717	€138,717
Secondary Schools	Jesus & Mary Secondary School, Enniscrone, Co. Sligo			€0	75	3.95	€346,792	€346,792
Secondary Schools	Mercy College, Sligo			€0	60	3.16	€277,433	€277,433
C&C Schools	St. Patrick's Comprehensive school, Shannon, Co. Clare			€0	42	2.21	€194,203	€194,203
C&C Schools	Community School, Cabinteely, Dublin 18			€0	40	2.11	€184,956	€184,956
C&C Schools	Community School, The Donaghies, Streamville Rd,			€0	30	1.58	€138,717	€138,717
C&C Schools	St. Aidan's Community School, Brookfield, Tallaght,			€0	16	0.84	€73,982	€73,982
C&C Schools	St. Tiernan's Community School, Parkvale, Sandford,			€0	24	1.26	€110,973	€110,973
C&C Schools	Community School, Tullow, Co. Carlow			€0	50	2.63	€231,194	€231,194
C&C Schools	Community School, Castlecomer, Co. Kilkenny			€0	28	1.47	€129,469	€129,469
C&C Schools	Scoil Phobail Mhic Dara, Carna, Co. Galway			€0	16	0.84	€73,982	€73,982
C&C Schools	Clifden Community School, Clifden, Co. Galway			€0	18	0.95	€83,230	€83,230
C&C Schools	Community School, Dunmore, Co. Galway			€0	20	1.05	€92,478	€92,478
C&C Schools	Ramsgrange Community School, Ramsgrange, New			€0	24	1.26	€110,973	€110,973
C&C Schools	Community School, Kilrush, Co. Clare			€0	20	1.05	€92,478	€92,478
C&C Schools	Ballyhaunis Community School, Knock Road,			€0	20	1.05	€92,478	€92,478
C&C Schools	Gorey Community School, Gorey, Co. Wexford			€0	96	5.05	€443,893	€443,893
C&C Schools	Castlerea Community School, Castlerea, Co.			€0	16	0.84	€73,982	€73,982
C&C Schools	St Louis Comm School, Kiltimagh, Co Mayo			€0	145	7.63	€670,464	€670,464
C&C Schools	Kinsale Community School, Kinsale, Co. Cork			€0	20	1.05	€92,478	€92,478
C&C Schools	Moate Business College, Moate, Co. Westmeath			€0	430	22.63	€1,988,272	€1,988,272
C&C Schools	Boyne Community School, Trim, Co. Meath			€0	22	1.16	€101,726	€101,726
C&C Schools	Glenamaddy Community School			€0	50	2.63	€231,194	€231,194
Schools Total		0	0	€0	1792	94.32	€8,286,007	€8,286,007
Totals		297,167	404	€35,520,197	32,544	1713	€150,479,803	€186,000,000

Table 28.3

Appendix 4

Organisations, Agencies and Bodies in Receipt of funding through SOLAS in 2014

Adult Education Guidance Association

The AEGAI was established in 2001 to represent the needs of Adult Education Guidance services nationwide and actively take part in professionalising the work. Part of the role of the AEGAI is to liaise between the guidance personnel on the ground and the national bodies who they work closely with and to raise concerns on behalf of their members.

Funding of €5,000 was approved for the AEGAI in 2013 as a contribution towards the cost of their AGM and National Executive Meetings.

Age Action Ireland Limited

The Department provides funding to Age Action Ireland for a project entitled University of the Third Age (U3A). This is part of an international movement to support active ageing through the development of self-help learning circles for older people who are no longer working full time. Learning activities include computer training for older people.

A funding submission is received from Age Action each year. Funding of €70,000 has been approved in 2013. The Department's grant is acknowledged in leaflets, brochures and other publications disseminated by Age Action Ireland. An activity report and audited accounts are requested on an annual basis.

AONTAS

AONTAS, the National Adult Learning Organisation is a voluntary body which aims to promote the development of an inclusive, accessible, high quality comprehensive system of adult learning. Membership includes management (including ETBs), practitioners, community interests and learners. AONTAS receives its core funding from the Department of Education and Skills, and makes a budget submission to the Minister for Training and Skills each year. An activity report and audited accounts are requested on an annual basis.

Dyslexia Association of Ireland

The Dyslexia Association of Ireland (DAI) lobbies for the provision of appropriate services by the state to all people with dyslexia. It provides a free information service to the public. Services offered include: psycho-educational assessment for adults; group and individual specialised tuition; in-service training for literacy tutors; summer schools; and speakers for schools and parents' groups.

The Department has funded the adult education activities of the DAI since 1998. The annual grant to the DAI is a contribution towards assessments for adults, the Career Path's programme, test equipment and teaching materials and in-service training for tutors. A funding submission is received from the Society each year. Funding of €137,000 has been approved for the Society in 2013. The Department's grant is acknowledged in leaflets, brochures and other publications disseminated by the Association. An activity report and audited accounts are requested on an annual basis.

ETBI

Funding is provided to ETB Ireland to meet the costs of various projects on Further Education and QQI matters.

Educational Trust (PACE)

The Educational Trust is a North/South charitable Trust which helps ex-offenders and ex-prisoners in Ireland to access education and training and is a funder of last resort.

A funding submission is received from the Trust each year. Funding of €19,000 has been approved for 2013. The Department's grant is acknowledged in leaflets, brochures and other publications disseminated by the Trust. An activity report and audited accounts are requested on an annual basis.

Irish Countrywomen's Association

The Department of Education and Skills has provided an annual grant to the Irish Countrywomen's Association towards the general running costs of An Grianán Adult Education Centre since 1971. The grant goes towards expenses, such as wages of office staff, stationery, telephones etc.

A funding submission is received from the Association each year. Funding of €22,000 has been approved for 2013. The Department's grant is acknowledged in leaflets, brochures and other publications disseminated by the Association. An activity report and audited accounts are requested on an annual basis.

Irish Deaf Society

The Department provides annual funding to the Irish Deaf Society for its Deaf Adult Literacy Services to cover the costs of administrative salary, WIT membership, promotional activities, classes and in-service training. A funding submission is received from the Society each year. Funding of €187,000 has been approved for the Society in 2013. The Department's grant is acknowledged in leaflets, brochures and other publications disseminated by the organisation. An activity report and audited accounts are requested on an annual basis.

Irish National Organisation for the Unemployed (INOUE)

The Department provides funding to the Irish National Organisation of the Unemployed (INOUE) to assist towards the publication costs of its Working for Work book. A funding submission is received from the Organisation each year. Funding of €20,000 has been approved for 2013. The Department's grant is acknowledged in the publication. An activity report and audited accounts are requested on an annual basis.

National Association of Adult and Community Education Directors

The National Association of Adult and Community Education Directors (NACED) represents the Directors of Adult and Community Education in Community and Comprehensive schools (but not those in secondary or vocational schools) where adult education classes are provided. The Department provides funding towards NACED's annual conference.

A funding submission is received from the Association each year. Funding of €4,000 has been approved for 2013. The Department's grant is acknowledged in leaflets, brochures and

other publications disseminated by the Association. An activity report and financial statement are requested on an annual basis.

National Adult Literacy Agency (NALA)

The National Adult Literacy Agency (NALA) is a voluntary body set up in 1980. It is a co-ordinating, campaigning and training body, and works with a large range of organisations that may come across adults with a literacy difficulty, and draws membership from these groups and from literacy learners. NALA receives its core funding from the Department of Education and Skills and makes a budget submission to the Minister for Training and Skills each year. The Department of Education and Skills will provide funding of €1.7 million to NALA in 2013. An activity report and audited accounts are requested on an annual basis.

National Centre for Guidance in Education (NCGE)

The National Centre for Guidance in Education (NCGE) was established in 1995. It operates under the aegis of Léargas – The Exchange Bureau, a company limited by guarantee. The Centre aims to support and develop guidance provision in all educational settings and to inform the policy of the Department in the field of guidance.

Funding is provided to the NCGE to co-ordinate the Adult Education Guidance Initiative service in ETBs and to advise the Department regarding best practice in the programme. The funding provided is for both pay and non-pay expenditure. In 2013, funding of €188,462 was provided to the NCGE.

People’s College

The People’s College is funded by the Department of Education under the Community Education programme for providing accessible and reasonably priced public adult education courses. Funding is provided in respect of the general expenses of the College. A funding submission is received from the College each year. Funding of €97,000 has been approved for the College in 2013. The Department’s grant is acknowledged in leaflets, brochures and other publications disseminated by the College. An activity report and audited accounts are requested on an annual basis.

WIT/NALA

The WIT/NALA Adult Literacy Accreditation Project is funded by the Department of Education and Skills and is administered by the Literacy Development Centre at Waterford Institute of Technology (WIT). It involves a partnership between the National Adult Literacy Agency (NALA) and WIT.

The Project delivers higher education qualifications at Levels 6, 7 & 8 on the NFQ to Adult Literacy Organisers (ALOs) and adult literacy tutors working in the literacy service in Ireland. The courses being delivered have been developed in close consultation with a number of key stakeholders – NALA, WIT, DES, the Adult Literacy Organisers Associations (ALOA) and Education and Training Boards Ireland (ETBI). A submission for funding is made to the Department each year. The Department of Education and Skills will provide funding of €520,000 to WIT in 2013. An activity report and audited accounts are requested on an annual basis.

WIT / AGEI

The Adult Education Guidance Initiative is managed, administered and delivered by the adult education guidance services based mainly within the ETBs. The service for City of Waterford is based in Waterford Institute of Technology.

The aim of the initiative is to provide a quality educational guidance service for participants in VTOS, BTEI and literacy/community education programmes. The service offers advice and guidance from qualified Guidance Counsellors on a one-to-one and group basis. The adult education guidance service is open to all adults.

Total funding of almost €6.5 million was provided for the AEG Service in 2013 of which, €158,930 was provided for the service in the Waterford Institute of Technology.

Local Authority National Partnership Advisory Group (LANPAG)

The Return to Learning Scheme (R2L) is a partnership initiative between local authorities (both management and trade unions), ETBs, the Local Authority National Partnership Advisory Group (LANPAG) and the Department, which aims to provide local authority manual outdoor workers with an opportunity to attend literacy courses. It is co-funded by local authorities, LANPAG and the Department.

Demand for the programme declined in 2012 and 2013, and DES provided no funding. However, LANPAG have indicated to the Department that it plans to recommence the programme in 2014.

European Agenda for Adult Learning

The focus of the European Agenda for Adult Learning is on raising awareness of adult learning and increasing participation of low-skilled or low-qualified adults in learning and developing their basic skills. The European Agenda for Adult Learning is being implemented in Ireland through the development of interlinked projects which together serve to increase awareness of adult learning as part of lifelong learning at both national and local levels. The projects will also raise awareness of the European Agenda for Adult Learning. The total cost of this two-year project, which is part-funded (75%) by the EU, is €195,000. The current phase of the EU project ends in August 2014. A call for proposals for another round of this project was recently issued by the EU Commission.

A steering group to oversee the implementation of the project was established by the Department of Education and Skills in 2012. Membership was drawn from the adult education sector and includes the ETBI, NCGE, NALA, AONTAS, Léargas and the Department. The initiatives are:

Online Calendar and Information Referral Project

- A new website called OneStepUp.ie has been developed to act as a portal for information on FET services which will help adults navigate the resources and services available to them online, including via ETBs and other organisations. The website will also include an online calendar of events which users can subscribe to to find out about the learning opportunities in their local area. The website will be supported by a Freephone information referral service.

- AONTAS have organised this element of the project which is estimated to cost €113,500. Funding of €96,750 has been provided to AONTAS to the end of 2013.

Learner Ambassador Project

A scheme designed to recruit and train adult learner ambassadors who will share their story about the benefits of returning to education with people in the community and motivate others to take up learning.

Adult Education Officer's Association (AEOA)

The Adult Education Officers Association (AEOA) is a representative association for Adult Education Officers (AEOs) who manage adult education services in ETBs.

A funding submission is received from the Association each year. Funding of €10,000 was provided in 2013 towards meeting the costs of in-service development seminars. The annual grant is acknowledged in leaflets, brochures and other publications disseminated by the Association. An activity report and financial statement are requested on an annual basis. (Funded through the Waterford and Wexford ETB budget allocation.)

Adult Literacy Organisers Association (ALOA)

The Adult Literacy Organisers Association (ALOA) is a representative association for Adult Literacy Organisers (ALOs) who have responsibility for managing the delivery of Adult Literacy programmes in ETBs.

No direct funding has been provided by the Department of Education and Skills to the ALOA. Funding was provided through NALA who has previously worked with the ALOA in the organisation of their Annual Forum. The ALOA is now seeking funding directly from SOLAS.

Appendix 5. List of Programmes

Further Education and Training Programme Structure

Training Programmes	Further Education Programmes
Traineeship	Full-Time Programmes
Specific Skills Training (SST)	Post Leaving Certificate (PLC)
Momentum	Vocational Training Opportunities Scheme (VTOS)
eCollege	Youthreach
Blended / online c/w workshops	
Evening Training	Part-time Programmes
Competency Determination Mechanism (CDM)	Back to Education Initiative (BTEI)
Refresher Craft updating	Community Education
European Globalisation Fund (EGF)	Adult Literacy
Bridging Training	English for Speakers of Other Languages (ESOL)
Foundation Training	Youth Provision
Return to Work (RTW)	Arts Education
Libraries	Cooperation Hours
Community Training Centre (CTC)	
Justice Workshops	
Specialist Training Programme (STP)	
Local Training Initiative (LTI)	
Apprenticeship	

Table 28.4

Appendix 6. List of Tables and Charts

Tables List

Section 3	Strategy, Funding and Planning underpinning the FET Services Plan	
Table 3.1	Further Education and Training Drivers	Page 32
Table 3.2	Market Driven Courses + Client, Premarket/Support Driven Courses	Page 33
Table 3.3	Further Education Career Clusters and Training Career Clusters	Page 34
Section 5	SOLAS Funding of related and Further Education Training and Services	
Table 5.1	List of CPD/Planning/Support Organisations	Page 52
Table 5.2	List of Agencies and Bodies	Page 53
Table 5.3	List of Non-ETB Schools/Colleges	Page 54
Table 5.4	List of Organisations within the Training Sector	Page 54
Table 5.5	Summary of Specific Budget Allocations	Page 55
Section 6	FET Provision by non ETB Providers	
Table 6.1	List of Schools/Colleges for which Budgets are allocated through the Post-Primary Payment Section	Page 56
Section 7	Summary of Total Further Education & Training Provision	
Table 7.1	Combined Provision for Further Education and Training	Page 58
Table 7.2	Total Further Education Provision Summary across the Career Cluster Framework	Page 60
Table 7.3	Total Further Education Programme Provision Summary	Page 61
Table 7.4	Total Further Education Provision Summary by Education and Training Boards	Page 62
Table 7.5	Total Further Education Provision by Voluntary & Secondary & Community Schools Summary across the Career Cluster Framework	Page 63
Table 7.6	Further Education Provision & Support Allocations by Programme to the Education and Training Boards and the Voluntary Secondary and Community Schools	Page 64
Table 7.7	Total Training Provision	Page 66
Table 7.8	Training Centre Network Provision	Page 67
Table 7.9	SOLAS National Programmes	Page 68
Table 7.10	Training Provision by ETB Area	Page 69
Section 8	Analysis of Total Further Education & Training Provision	
Table 8.1	Funding Driver Detail for all Further Education and Training Combined	Page 72
Table 8.2	Funding Driver Detail for Further Education Provision	Page 73

Table 8.3	Further Education Provision by Voluntary Secondary and Community Schools Summary	Page 74
Table 8.4	National Framework of Qualifications (NFQ) Framework for Further Education Provision	Page 75
Table 8.5	Analysis of the Training Provision focusing on both Training “for” and “in” Employment Summary by Funding Driver	Page 76
Table 8.6	Total Training Provision by Programme and Funding Driver	Page 77
Table 8.7	Full-time Further Education Programmes	Page 79
Table 8.8	Part-time Further Education Programmes	Page 80
Section 9	The Cavan and Monaghan Education and Training Board Region	
Table 9.1	Number of Further Education and Training Courses Planned by Programme Type	Page 84
Table 9.2	Further Education Provision by Career Cluster	Page 86
Table 9.3	Summary Overview of Further Education Programme Provision	Page 87
Table 9.4	Training Provision by Career Cluster	Page 90
Table 9.5	Summary of Further Education and Training Provision Outcomes	Page 91
Section 10	The Cork Education and Training Board Region	
Table 10.1	Number of Further Education and Training Courses Planned by Programme Type	Page 94
Table 10.2	Further Education Provision by Career Cluster	Page 96
Table 10.3	Summary Overview of Further Education Programme Provision	Page 97
Table 10.4	Training Provision by Career Cluster	Page 100
Table 10.5	Off-the-Job Apprenticeship Training by Family of Trade	Page 101
Table 10.6	Off-the-Job Apprenticeship Training by Career Cluster	Page 101
Table 10.7	Summary of Further Education and Training Provision Outcomes	Page 101
Section 11	The City of Dublin Education and Training Board Region	
Table 11.1	Number of Further Education and Training Courses Planned by Programme Type	Page 104
Table 11.2	Further Education Provision by Career Cluster	Page 106
Table 11.3	Summary Overview of Further Education Programme Provision	Page 107
Table 11.4	Training Provision by Career Cluster	Page 110
Table 11.5	Off-the-Job Apprenticeship Training by Family of Trade	Page 111
Table 11.6	Off-the-Job Apprenticeship Training by Career Cluster	Page 111
Table 11.7	Summary of Further Education and Training Provision Outcomes	Page 111
Section 12	The Donegal Education and Training Board Region	
Table 12.1	Number of Further Education and Training Courses Planned by Programme Type	Page 114
Table 12.2	Further Education Provision by Career Cluster	Page 116

Table 12.3	Summary Overview of Further Education Programme Provision	Page 117
Table 12.4	Training Provision by Career Cluster	Page 120
Table 12.5	Summary of Further Education and Training Provision Outcomes	Page 121
Section 13	The Dublin and Dun Laoghaire Education and Training Board Region	
Table 13.1	Unemployment Rates in the Dublin Dun Laoghaire Area	Page 123
Table 13.2	Number of Courses by Programme Type Planned for 2014	Page 124
Table 13.3	Further Education Provision by Career Cluster	Page 127
Table 13.4	Summary Overview of Further Education Programme Provision	Page 128
Table 13.5	Training Provision by Career Cluster	Page 131
Table 13.6	Off-the-Job Apprenticeship Training by Family of Trade	Page 132
Table 13.7	Off-the-Job Apprenticeship Training by Career Cluster	Page 132
Table 13.8	Summary of Further Education and Training Provision Outcomes	Page 132
Section 14	The Galway and Roscommon Education and Training Board Region	
Table 14.1	Population Data	Page 134
Table 14.2	Number of Further Education and Training Courses Planned by Programme Type	Page 135
Table 14.3	Further Education Provision by Career Cluster	Page 137
Table 14.4	Summary Overview of Further Education Programme Provision	Page 138
Table 14.5	Training Provision by Career Cluster	Page 141
Table 14.6	Off-the-Job Apprenticeship Training by Family of Trade	Page 142
Table 14.7	Off-the-Job Apprenticeship Training by Career Cluster	Page 142
Table 14.8	Summary of Further Education and Training Provision Outcomes	Page 142
Section 15	The Kerry Education and Training Board Region	
Table 15.1	Number of Further Education and Training Courses Planned by Programme Type	Page 145
Table 15.2	Further Education Provision by Career Cluster	Page 147
Table 15.3	Summary Overview of Further Education Programme Provision	Page 148
Table 15.4	Training Provision by Career Cluster	Page 151
Table 15.5	Off-the-Job Apprenticeship Training by Family of Trade	Page 152
Table 15.6	Off-the-Job Apprenticeship Training by Career Cluster	Page 152
Table 15.7	Summary of Further Education and Training Provision Outcomes	Page 152
Section 16	The Kildare and Wicklow Education and Training Board Region	
Table 16.1	Number of Further Education and Training Courses Planned by Programme Type	Page 155
Table 16.2	Further Education Provision by Career Cluster	Page 157

Table 16.3	Summary Overview of Further Education Programme Provision	Page 158
Table 16.4	Training Provision by Career Cluster	Page 161
Table 16.5	Summary of Further Education and Training Provision Outcomes	Page 162
Section 17	The Kilkenny and Carlow Education and Training Board Region	
Table 17.1	Number of Further Education and Training Courses Planned by Programme Type	Page 165
Table 17.2	Further Education Provision by Career Cluster	Page 167
Table 17.3	Summary Overview of Further Education Programme Provision	Page 168
Table 17.4	Training Provision by Career Cluster	Page 171
Table 17.5	Summary of Further Education and Training Provision Outcomes	Page 172
Section 18	The Laois and Offaly Education and Training Board Region	
Table 18.1	Number of Further Education and Training Courses Planned by Programme Type	Page 175
Table 18.2	Further Education Provision by Career Cluster	Page 177
Table 18.3	Summary Overview of Further Education Programme Provision	Page 178
Table 18.4	Training Provision by Career Cluster	Page 181
Table 18.5	Summary of Further Education and Training Provision Outcomes	Page 182
Section 19	The Limerick and Clare Education and Training Board Region	
Table 19.1	Number of Further Education and Training Courses Planned by Programme Type	Page 185
Table 19.2	Further Education Provision by Career Cluster	Page 187
Table 19.3	Summary Overview of Further Education Programme Provision	Page 188
Table 19.4	Training Provision by Career Cluster	Page 191
Table 19.5	Off-the-Job Apprenticeship Training by Family of Trade	Page 192
Table 19.6	Off-the-Job Apprenticeship Training by Career Cluster	Page 192
Table 19.7	Summary of Further Education and Training Provision Outcomes	Page 192
Section 20	The Longford and Westmeath Education and Training Board Region	
Table 20.1	Number of Further Education and Training Courses Planned by Programme Type	Page 195
Table 20.2	Further Education Provision by Career Cluster	Page 197
Table 20.3	Summary Overview of Further Education Programme Provision	Page 198
Table 20.4	Training Provision by Career Cluster	Page 201
Table 20.5	Off-the-Job Apprenticeship Training by Family of Trade	Page 202
Table 20.6	Off-the-Job Apprenticeship Training by Career Cluster	Page 202
Table 20.7	Summary of Further Education and Training Provision Outcomes	Page 202

Section 21	The Louth and Meath Education and Training Board Region	
Table 21.1	Number of Further Education and Training Courses Planned by Programme Type	Page 205
Table 21.2	Further Education Provision by Career Cluster	Page 207
Table 21.3	Summary Overview of Further Education Programme Provision	Page 208
Table 21.4	Training Provision by Career Cluster	Page 211
Table 21.5	Off-the-Job Apprenticeship Training by Family of Trade	Page 212
Table 21.6	Off-the-Job Apprenticeship Training by Career Cluster	Page 212
Table 21.7	Summary of Further Education and Training Provision Outcomes	Page 212
Section 22	The Mayo, Sligo and Leitrim Education and Training Board Region	
Table 22.1	Highest Educational Attainment (Percentage)	Page 213
Table 22.2	Unemployment Rates	Page 214
Table 22.3	Number of Further Education and Training Courses Planned by Programme Type	Page 215
Table 22.4	Further Education Provision by Career Cluster	Page 218
Table 22.5	Summary Overview of Further Education Programme Provision	Page 219
Table 22.6	Training Provision by Career Cluster	Page 222
Table 22.7	Off-the-Job Apprenticeship Training by Family of Trade	Page 223
Table 22.8	Off-the-Job Apprenticeship Training by Career Cluster	Page 223
Table 22.9	Summary of Further Education and Training Provision Outcomes	Page 223
Section 23	The Tipperary Education and Training Board Region	
Table 23.1	Number of Courses by Programme Type Planned for 2014	Page 226
Table 23.2	Further Education Provision by Career Cluster	Page 228
Table 23.3	Summary Overview of Further Education Programme Provision	Page 229
Table 23.4	Training Provision by Career Cluster	Page 232
Table 23.5	Summary of Further Education and Training Provision Outcomes	Page 233
Section 24	The Waterford and Wexford Education and Training Board Region	
Table 24.1	Population Data	Page 234
Table 24.2	Number of Further Education and Training Courses Planned by Programme Type	Page 236
Table 24.3	Further Education Provision by Career Cluster	Page 238
Table 24.4	Summary Overview of Further Education Programme Provision	Page 239
Table 24.5	Training Provision by Career Cluster	Page 242
Table 24.6	Off-the-Job Apprenticeship Training by Family of Trade	Page 243
Table 24.7	Off-the-Job Apprenticeship Training by Career Cluster	Page 243

Table 24.8	Summary of Further Education and Training Provision Outcomes	Page 243
Section 25	Voluntary Secondary and Community and Comprehensive Schools Further Education & Training Provision	
Table 25.1	PLC Provision and Allocations by Voluntary Secondary and Community Schools	Page 244
Table 25.2	BTEI Allocations by Voluntary Secondary and Community Schools	Page 245
Table 25.3	Total Further Education Provision Summary across the Career Cluster Framework	Page 246
Table 25.4	Analysis of the Further Education Provision by Voluntary Secondary & Community and Comprehensive Schools Summary by Funding Driver	Page 247
Section 26	SOLAS National Programme Funding and Provision	
Table 26.1	eCollege Online Provision by Career Cluster	Page 251
Table 26.2	eCollege Online Provision by Funding Driver	Page 251
Table 26.3	Momentum Strategic Provision by Career Cluster	Page 254
Table 26.4	Momentum Strategic Provision by Funding Driver	Page 254
Table 26.5	Total Number of Participants who completed the Safe Pass Programme	Page 259
Table 26.6	CSCS/Throughput and Card Renewals 2002 to 2013	Page 259
Table 26.7	Throughput - Confined Space Risk Based Programmes 2011 to 2013	Page 260
Table 26.8	2014 Standard-Based Apprenticeship Total Provision	Page 266
Table 26.9	Standard-Based Apprenticeship Training Provision by Family of Trade	Page 267
Table 26.10	Standard-Based Apprenticeship Training Provision by Funding Driver	Page 267
Section 28	Appendix 28	
Table 28.1	Long Term Unemployed Learner Targets Set by the DES for Further Education	Page 281
Table 28.2	Allocation to FET Providers and other FET Organisations	Page 282
Table 28.3	Co-operation Hours for ETBs and Voluntary Secondary and Community Schools	Page 283
Table 28.4	Further Education and Training Programme Structure	Page 289
Table 28.5	E College List of Courses/Course Beneficiary Detail	Page 301

Charts List

Section 9	The Cavan and Monaghan Education and Training Board Region	
Chart 9.1	Persons at Work by Industry Type in Counties Cavan and Monaghan	Page 83
Chart 9.2	Planned Further Education Provision by Programme Type	Page 85
Chart 9.3	Estimated Certification Outcomes for Further Education Provision	Page 88
Chart 9.4	Estimated Employment/ Progression Outcomes for Further Education Provision	Page 88
Chart 9.5	Planned Volume of Market-Led Training Programmes by Type	Page 89
Chart 9.6	Planned Volume of Learner-Led Training Programmes by Type	Page 89
Chart 9.7	Targeted Certification Outcomes for Training Provision	Page 90
Chart 9.8	Targeted Employment/Progression Outcomes for Training Provision	Page 90
Section 10	The Cork Education and Training Board Region	
Chart 10.1	Persons at Work by Industry Type in Cork	Page 93
Chart 10.2	Planned Further Education Provision by Programme Type	Page 95
Chart 10.3	Estimated Certification Outcomes for Further Education Provision	Page 98
Chart 10.4	Estimated Employment/Progression Outcomes for Further Education Provision	Page 98
Chart 10.5	Planned Volume of Market-Led Training Programmes by Type	Page 98
Chart 10.6	Planned Volume of Learner-Led Training Programmes by Type	Page 99
Chart 10.7	Targeted Certification Outcomes for Training Provision	Page 100
Chart 10.8	Targeted Employment/Progression Outcomes for Training Provision	Page 100
Section 11	The City of Dublin Education and Training Board Region	
Chart 11.1	Dublin City Economic Status	Page 103
Chart 11.2	Planned Further Education Provision by Programme Type	Page 105
Chart 11.3	Estimated Certification Outcomes for Further Education Provision	Page 108
Chart 11.4	Estimated Employment/Progression Outcomes for Further Education Provision	Page 108
Chart 11.5	Planned Volume of Market-Led Training Programmes by Type	Page 108
Chart 11.6	Planned Volume of Learner-Led Training Programmes by Type	Page 109
Chart 11.7	Targeted Certification Outcomes for Training Provision	Page 110
Chart 11.8	Targeted Employment/Progression Outcomes for Training Provision	Page 110
Section 12	The Donegal Education and Training Board Region	
Chart 12.1	Persons at Work by Industry Type in County Donegal	Page 113
Chart 12.2	Planned Further Education Provision by Programme Type	Page 115
Chart 12.3	Estimated Certification Outcomes for Further Education Provision	Page 118
Chart 12.4	Estimated Employment/Progression Outcomes for Further Education	Page 118

	Provision	
Chart 12.5	Planned Volume of Market-Led Training Programmes by Type	Page 118
Chart 12.6	Planned Volume of Learner-Led Training Programmes by Type	Page 119
Chart 12.7	Targeted Certification Outcomes for Training Provision	Page 120
Chart 12.8	Targeted Employment/Progression Outcomes for Training Provision	Page 120
Section 13	Dublin and Dun Laoghaire Education and Training Board Region	
Chart 13.1	Areas of High Unemployment	Page 123
Chart 13.2	Planned Further Education Provision by Programme type	Page 125
Chart 13.3	Estimated Certification Outcomes for Further Education Provision	Page 129
Chart 13.4	Estimated Employment/ Progression Outcomes for Further Education Provision	Page 129
Chart 13.5	Planned Volume of Market-Led Training Programmes by Type	Page 129
Chart 13.6	Planned Volume of Learner-Led Training Programmes by Type	Page 130
Chart 13.7	Targeted Certification Outcomes for Training Provision	Page 131
Chart 13.8	Targeted Employment/Progression Outcomes for Training Provision	Page 131
Section 14	The Galway and Roscommon Education and Training Board Region	
Chart 14.1	Planned Further Education Provision by Programme Type	Page 136
Chart 14.2	Estimated Certification Outcomes for Further Education Provision	Page 139
Chart 14.3	Estimated Employment/ Progression Outcomes for Further Education Provision	Page 139
Chart 14.4	Planned Volume of Market-Led Training Programmes by Type	Page 139
Chart 14.5	Planned Volume of Learner-Led Training Programmes by Type	Page 140
Chart 14.6	Targeted Certification Outcomes for Training Provision	Page 141
Chart 14.7	Targeted Employment/Progression Outcomes for Training Provision	Page 141
Section 15	The Kerry Education and Training Board Region	
Chart 15.1	Persons at Work by Industry Type in County Kerry	Page 144
Chart 15.2	Planned Further Education Provision by Programme Type	Page 146
Chart 15.3	Estimated Certification Outcomes for Further Education Provision	Page 149
Chart 15.4	Estimated Employment/ Progression Outcomes for Further Education Provision	Page 149
Chart 15.5	Planned Volume of Market-Led Training Programmes by Type	Page 149
Chart 15.6	Planned Volume of Learner-Led Training Programmes by Type	Page 150
Chart 15.7	Targeted Certification Outcomes for Training Provision	Page 151
Chart 15.8	Targeted Employment/Progression Outcomes for Training Provision	Page 151

Section 16	The Kildare and Wicklow Education and Training Board Region	
Chart 16.1	Planned Further Education Provision by Programme Type	Page 156
Chart 16.2	Estimated Certification Outcomes for Further Education Provision	Page 159
Chart 16.3	Estimated Employment/Progression Outcomes for Further Education Provision	Page 159
Chart 16.4	Planned Volume of Training Programmes by Type	Page 160
Chart 16.5	Targeted Certification Outcomes for Training Provision	Page 161
Chart 16.6	Targeted Employment/Progression Outcomes for Training Provision	Page 161
Section 17	The Kilkenny and Carlow Education and Training Board Region	
Chart 17.1	Persons at Work by Industry Type in Counties Kilkenny and Carlow	Page 164
Chart 17.2	Planned Further Education Provision by Programme Type	Page 166
Chart 17.3	Estimated Certification Outcomes for Further Education Provision	Page 169
Chart 17.4	Estimated Employment/Progression Outcomes for Further Education Provision	Page 169
Chart 17.5	Planned Volume of Market-Led Training Programmes by Type	Page 169
Chart 17.6	Planned Volume of Learner-Led Training Programmes by Type	Page 170
Chart 17.7	Targeted Certification Outcomes for Training Provision	Page 172
Chart 17.8	Targeted Employment/Progression Outcomes for Training Provision	Page 172
Section 18	The Laois and Offaly Education and Training Board Region	
Chart 18.1	Persons at Work by Industry Type in Counties Laois and Offaly	Page 174
Chart 18.2	Planned Further Education Provision by Programme Type	Page 176
Chart 18.3	Estimated Certification Outcomes for Further Education Provision	Page 179
Chart 18.4	Estimated Employment/ Progression Outcomes for Further Education Provision	Page 179
Chart 18.5	Planned Volume of Market-Led Training Programmes by Type	Page 179
Chart 18.6	Planned Volume of Learner-Led Training Programmes by Type	Page 180
Chart 18.7	Targeted Certification Outcomes for Training Provision	Page 181
Chart 18.8	Targeted Employment/Progression Outcomes for Training Provision	Page 181
Section 19	The Limerick and Clare Education and Training Board Region	
Chart 19.1	Population Aged 15 Years and over by sex and highest level of education completed (Co. Clare & Limerick)	Page 184
Chart 19.2	Planned Further Education Provision by Programme Type	Page 186
Chart 19.3	Estimated Certification Outcomes for Further Education Provision	Page 189
Chart 19.4	Estimated Employment/ Progression Outcomes for Further Education Provision	Page 189
Chart 19.5	Planned Volume of Market-Led Training Programmes by Type	Page 189
Chart 19.6	Planned Volume of Learner-Led Training Programmes by Type	Page 190

Chart 19.7	Targeted Certification Outcomes for Training Provision	Page 191
Chart 19.8	Targeted Employment/Progression Outcomes for Training Provision	Page 191
Section 20	The Longford and Westmeath Education and Training Board Region	
Chart 20.1	Persons at Work by Industry Type in Counties Longford and Westmeath	Page 194
Chart 20.2	Planned Further Education Provision by Programme Type	Page 196
Chart 20.3	Estimated Certification Outcomes for Further Education Provision	Page 199
Chart 20.4	Estimated Employment/Progression Outcomes for Further Education Provision	Page 199
Chart 20.5	Planned Volume of Market-Led Training Programmes by Type	Page 199
Chart 20.6	Planned Volume of Learner-Led Training Programmes by Type	Page 200
Chart 20.7	Targeted Certification Outcomes for Training Provision	Page 201
Chart 20.8	Targeted Employment/Progression Outcomes for Training Provision	Page 201
Section 21	The Louth and Meath Education and Training Board Region	
Chart 21.1	Persons at Work by Industry Type in Counties Louth and Meath	Page 204
Chart 21.2	Planned Further Education Provision by Programme Type	Page 205
Chart 21.3	Estimated Certification Outcomes for Further Education Provision	Page 209
Chart 21.4	Estimated Employment/Progression Outcomes for Further Education Provision	Page 209
Chart 21.5	Planned Volume of Market-Led Training Programmes by Type	Page 209
Chart 21.6	Planned Volume of Learner-Led Training Programmes by Type	Page 210
Chart 21.7	Targeted Certification Outcomes for Training Provision	Page 211
Chart 21.8	Targeted Employment/Progression Outcomes for Training Provision	Page 211
Section 22	The Mayo, Sligo and Leitrim Education and Training Board Region	
Chart 22.1	Persons at Work by Industry Type in Counties Sligo, Mayo and Leitrim	Page 214
Chart 22.2	Planned Further Education Provision by Programme Type	Page 216
Chart 22.3	Estimated Certification Outcomes for Further Education Provision	Page 220
Chart 22.4	Estimated Employment/ Progression Outcomes for Further Education Provision	Page 220
Chart 22.5	Planned Volume of Market-Led Training Programmes by Type	Page 220
Chart 22.6	Planned Volume of Learner-Led Training Programmes by Type	Page 221
Chart 22.7	Targeted Certification Outcomes for Training Provision	Page 222
Chart 22.8	Targeted Employment/Progression Outcomes for Training Provision	Page 222
Section 23	The Tipperary Education and Training Board Region	
Chart 23.1	Persons at Work by Industry Type in County Tipperary	Page 225
Chart 23.2	Planned Further Education Provision by Programme Type	Page 227

Chart 23.3	Estimated Certification Outcomes for Further Education Provision	Page 230
Chart 23.4	Estimated Employment/Progression Outcomes for Further Education Provision	Page 230
Chart 23.5	Planned Volume of Market-Led Training Programmes by Type	Page 230
Chart 23.6	Planned Volume of Learner-Led Training Programmes by Type	Page 231
Chart 23.7	Targeted Certification Outcomes for Training Provision	Page 232
Chart 23.8	Targeted Employment/Progression Outcomes for Training Provision	Page 232
Section 24	The Waterford and Wexford Education and Training Board Region	
Chart 24.1	Live Register Unemployment Data	Page 235
Chart 24.2	Planned Further Education Provision by Programme Type	Page 237
Chart 24.3	Estimated Certification Outcomes for Further Education Provision	Page 240
Chart 24.4	Estimated Employment/Progression Outcomes for Further Education Provision	Page 240
Chart 24.5	Planned Volume of Market-Led Training Programmes by Type	Page 240
Chart 24.6	Planned Volume of Learner-Led Training Programmes by Type	Page 241
Chart 24.7	Targeted Certification Outcomes for Training Provision	Page 242
Chart 24.8	Targeted Employment/Progression Outcomes for Training Provision	Page 242
Section 26	SOLAS National Programmes Funding and Provision	
Chart 26.1	eCollege Beneficiaries 2013 – Age Distribution	Page 249
Chart 26.2	eCollege Beneficiaries 2013 – Educational Level	Page 249
Chart 26.3	Trends in Apprenticeship Population Employed 2007-2013	Page 262
Chart 26.4	Apprentice Population Employed by Sector as at 31/12/2013	Page 262
Chart 26.5	Redundant Population Employed by Sector as at 31/12/2013	Page 263
Chart 26.6	Apprentice Registrations	Page 263

Appendix 7.eCollege List of Courses/Course Beneficiary Detail

QOI Level	Unknown	2	3	4/5	6	7	8	9	10	Total
Courses										
Comptia A+ (New)	26	12	45	150	51	25	35	22		366
Java SE7 (Associate)	63	9	50	281	98	84	204	126	9	924
Java SE7 (Professional)	4	2	3	13	4	8	19	9		62
Accounting Technician Yr1	20	11	35	154	68	33	38	28		387
Accounting Technician Yr2	7	1	7	51	18	16	21	6		127
Comptia Network + 2012	12	6	50	142	47	36	40	18		351
ECDL	283	82	450	1469	349	232	340	159	4	3368
MOS (Word)	39	6	58	195	63	34	43	43	1	482
MOS (Word Expert)	10	4	6	78	27	26	29	18	2	200
MOS (Excel)	61	10	48	234	95	77	125	120	2	772
MOS (Excel Expert)	42	3	18	93	39	38	63	60		356
MOS (PowerPoint)	12	2	16	42	16	14	25	21	1	149
MOS (Access)	6	1	11	32	26	23	23	19	2	143
MOS (Outlook)	2	3	3	27	9	6	9	10		69
CISCO ICND1	15	5	18	76	39	31	40	24		248
CISCO ICND2	1	1	3	11	6	6	4	5		37
Project Management	76	9	53	185	109	111	215	167	12	937
Generic Skills for Employment	1	2	2	4	1					10
Comptia Security+	10	7	28	71	21	15	20	10		182
Adobe Dreamweaver	28	12	40	121	46	30	78	33	2	390
Adobe Flash	9	3	7	30	14	14	22	11	1	111
Adobe Photoshop	36	18	61	180	63	59	84	53	2	556
Comptia A+ (Old)	19	7	63	123	42	26	23	7		310
Changing Career to IT sector	19	7	39	100	34	24	38	14		275
Grand Total	801	223	1,114	3,862	1,285	968	1538	983	38	10,812

Table 28.5

Appendix 8. List of Acronyms

Acronym	Description
AADS	Assessment Authoring and Distribution System
ACSS (relates to Apprenticeship)	Apprenticeship Client Services System
AEGI	Adult Education Guidance Initiative
AEGAI	Adult Education Guidance Association of Ireland
AEOA	Adult Education Officers Association
ALOs	Adult Literacy Organisers
ALOA	Adult Literacy Organisers Association
AONTAS	Irish National Adult Learning Organisation
ATO	Approved Training Organisation
BTEI	Back to Education Initiative
CADU	Curriculum and Assessment Development Unit
CAMS	Central Assessment Management System
CARS	Curriculum Assessment Revision System
CCS	Course Calendar System
CCSS	Course Calendar Scheduling System
CDM	Competency Determination Mechanism
CE	Community Employment
CEO	Chief Executive Officer
CMS	Card Management System
CO	Controlling
CPD	Continuing Professional Development
CRS	Course Recruitment System
CSO	Central Statistics Office
CSS	Client Services System
CSCS	Construction Skills Certification Scheme
CTC	Community Training Centre
CTTL	Contracted Training Tender List
DAI	Dyslexia Association of Ireland
DES	Department of Education and Skills
DSP	Department of Social Protection
ECDL	European Computer Driving Licence
ECF	Employment Control Framework
ESF	European Social Fund
ESOL	English for Speakers of other Languages
ESRI	Economic and Social Research Institute
ETB	Education and Training Board

List of Acronyms cont'd

ETBI	Education and Training Boards Ireland
EU	European Union
FÁS	FÁS Training and Employment Authority
FE	Further Education
FET	Further Education and Training
FETAC	Further Education and Training Awards Council
FIT	Fast Track to Information Technology
GDP	Gross Domestic Product
GL	General Ledger
GNP	Gross National Product
HETAC	Higher Education and Training Awards Council
IACTO	Irish Association of Community Training Organisations
ICT	Information and Communications Technology
IMF	International Monetary Fund
iNCDB	Interim National Course Database
INOUE	Irish National Organisation for the Unemployed
INTREO	Single point of contact for all employment and income supports
ITABE	Intensive Tuition in Adult Basic Education
IUQB	Irish Universities Quality Board
IVEA	Irish Vocational Education Association
LANPAG	Local Authority National Partnership Advisory Group
LTI	Local Training Initiative
LTU	Long-term Unemployed Person
MIS	Management Information System
MOU	Memorandum of Understanding
NACED	National Association of Adult and Community Education Directors
NALA	National Adult Literacy Association
NARC	National Apprenticeship Review Committee
NCDB	National Course Database
NEET	Not in Education, Employment or Training
NESC	National Economic and Social Council
NFQ	National Framework of Qualifications
NLD	National Learner Database
NPD	National Programme Database
NQAI	National Qualifications Authority of Ireland
PAD	Public Administration and Defence
PLC	Post Leaving Certificate
PLSS	Programme and Learner Support systems
PQQ	Pre-Qualification Questionnaire

List of Acronyms cont'd

QA	Quality Assurance
QQI	Quality and Qualifications Ireland
QSCS	Quarrying Skills Certification Scheme
RAAC	Redundant Apprentice Accreditation Committee
RAPID	Revitalising Areas by Planning, Investment and Development
RCCRS	Results Capture and Certification Request System
SAP	System Analysis and Program Development
SLMRU	Skills Labour Market Research Unit
SOLAS	An Seirbhís Oideachais Leanúnaigh Agus Scileanna
SRM	Supplier Relationship Module
SST	Specific Skills Training
STP	Specialist Training Programme
STEM	Science Technology Engineering and Mathematics
TACS	Trainee and Apprentice Clocking System
TAPS	Trainee and Apprentice Payment System
TQAS	Transition Quality Assurance Portal
VEC	Vocational Education Committee
VTOS	Vocational Training Opportunities Scheme
WIT	Waterford Institute of Technology
WPP	Work Placement Programme

Appendix 9. Guide to Interpretation of Tables

Section 7. Summary of Total Further Education and Training Provision

Planning information was provided to SOLAS separately by Further Education **and** Training providers in relation to 2014 provision. The utilisation of separate approaches has resulted in variations within the tables used to describe the inputs, Outputs and Outcomes for each provision type.

Cluster Tables (Further Education Provision)

Cluster tables 7.2, 7.4, and 7.5 relate to Further Education and provide data with regard to **Inputs, Outputs and Outcomes** against a series of Career Cluster categories (18 categories). Summary totals are available at the end of the table column by column.

Percentage detail (the line below the summary totals) should be considered as follows:-

- To calculate “Beneficiary Numbers” in percentage terms the **Input columns** and the **Number of Learners Retained column** have been divided by the Beneficiary Number.
- To calculate the number of learners that will complete their studies in 2014 in percentage terms the remaining Output and Outcome columns have been divided by the learner numbers (completers).
- Both the Outputs and the Outcomes data are calculated on the basis of the estimates provided in the Further Education programme submission details. The percentage calculated uses the completers as the divisor.

Note the number of Learners who will complete their courses during 2014 are based on the Further Education programme submission details. Completion numbers are located in table 7.3 Output section, entitled *Completion Numbers*.

Cluster Tables (Training Provision)

Cluster Tables 7.7, 7.8, 7.9 relate to Training, and provide data with regard to **Inputs and Outputs** against a series of Career Cluster categories (10 of 18 used in training).

The outputs and outcomes are calculated on the basis of targets set. The targets are based on the 2013 Follow up Survey of former FÁS Trainees who completed training in May and June 2012 equal to the results of the recently published results of the look back survey for Outcomes on Training programmes.

Section 8. Analysis of Total Further Education and Training Provision

The tables presented in Section 8 of the Further Education and Training Services Plan provide information related to **Inputs, Outputs and Outcomes** and also provide analysis using the Funding Driver views related to both Economic and Individual Drivers. The tables in this section have a common theme in relation to Further Education and Training.

- To calculate in percentage terms number of learner by the Funding Drivers (Market-Led and Individual/Community-Led) the Beneficiary totals for each driver is used as the divisor.
- To calculate in percentage terms the number of learners completing their studies in 2014 by the Funding Drivers (Market-Led and Individual/Community-Led) the completion totals for each driver is used as the divisor.

Appendix 10. List of ETB Websites

Education & Training Board	Website
Cavan and Monaghan ETB	www.cmetb.ie
Cork ETB	www.corketb.ie
City of Dublin ETB	www.cdetb.ie
Donegal ETB	www.donegaletb.ie
Dublin and Dun Laoghaire ETB	www.ddletb.ie
Galway and Roscommon ETB	www.gretb.ie
Kerry ETB	www.kerryetb.ie
Kildare and Wicklow ETB	www.kwetb.ie
Kilkenny and Carlow ETB	www.kcetb.ie
Laois and Offaly ETB	www.laoisoffalyetb.ie
Limerick and Clare ETB	<i>website currently under construction</i>
Longford and Westmeath ETB	<i>website currently under construction</i>
Louth and Meath ETB	www.lmetb.ie
Mayo, Sligo and Leitrim ETB	www.msletb.ie
Tipperary ETB	www.tipperaryetb.ie
Waterford & Wexford ETB	<i>website currently under construction</i>