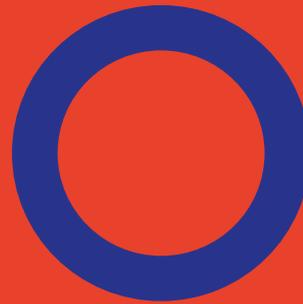


The 2016 Further Education and Training Services Plan



SOLAS

An tSeirbhís Oideachais Leanúnaigh agus Scileanna
Further Education and Training Authority

Published by

SOLAS

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Table of Contents

Foreword	2
Acknowledgements	3
Executive Summary	5
Section 1 — Introduction	
How Information will be presented	10
Section 2 — FET Planning and Funding – 2016	
SOLAS Strategic Funding Approach	14
FET Service Plan Development	14
Key Considerations	14
Investment Priorities for SOLAS	15
The Planning and Funding Allocations Process for 2016	15
Funding Allocations Requests (FARs)	15
New Funding and Governance Developments for 2016 and onwards	16
Section 3 — Top Level Analysis of 2016 Funding Allocations and Provision	
Budget Allocations	18
Budget Availability for 2016 FET Grants	18
Funding Allocations	18
Grant Allocations and Expenditure	18
Analysis of Data Submitted through the Funding Allocations Requests and Reporting (FARR) System	19
Further Education and Training Outputs and Outcomes	19
FET Provision Supporting Skills for the Economy and Employment	27
ETB Collaborative Projects	28
Wider Benefits of Learning	30
FET Provision for Literacy and Numeracy	30
FET – Support Organisations	35
Section 4 — Further Education and Training (FET) – Responding to the needs of the Learner, Employer and Community	
Benefits of ETB FET Provision – The Learner	40
Benefits of ETB FET Provision – The Employer	43
Benefits of ETB FET Provision – The Community	46
Voluntary Secondary and Community and Comprehensive Schools (VSCCS)	47
Benefits of VSCCS FET Provision – The Learner	47
Benefits of VSCCS FET Provision – The Employer	48
Benefits of VSCCS FET Provision – The Community	48
Section 5 — Further Supports and Developments	
High Level Supports and Developments	50
FET Supports	50
Section 6 — Appendices	
Appendix 1. List of Tables and Charts	56
Appendix 2. List of Education and Training Boards	57
Appendix 3. Summary of the Further Education and Training (FET) Support Organisations Planned Activities for 2016	58
Appendix 4. List of Voluntary Secondary and Community and Comprehensive Schools and Colleges approved PLC places	65
Appendix 5. FET Supports Provided for Further Education and Training Learners	66
Appendix 6. Definitions	67
Appendix 7. Acronyms/Glossary	70

Foreword

The Further Education and Training (FET) Sector holds a unique position in the Irish education system. This sector is not dedicated to one specific group of learners in the context of age or stage in their educational development. It is available to all learners aged 16 to 65 and facilitates lifelong learning, social inclusion and access to education and training opportunities, which can result in the learner gaining qualifications at level 1 to 6 on the National Framework of Qualifications (NFQ), progressing to programmes of higher education and training, gaining employment, up-skilling and re-skilling.

The past three years have seen momentous changes in the FET sector which have included the introduction of the Further Education and Training Act 2013, the amalgamation of the Vocational Education Committees to establish the sixteen Education and Training Boards (ETBs), the dissolution of FÁS and the establishment of SOLAS, all of which occurred within the context of Government reform of the Public Services.

The effect of the recent changes on the FET sector should not be underestimated, as they have impacted on the structure, governance, strategy, focus and funding of FET provision and it is testament to the commitment of those working in the sector that during this time of change FET programmes of education and training were provided to in excess of 300,000 learners annually without disruption.

The FET strategy 2014 to 2019 is providing direction for the sector and has created a roadmap which is supporting the change process and the achievement of the overall FET strategic aim, which is to develop an integrated system of Further Education and Training in Ireland that will meet the needs of the learner, enterprise and the community.

The FET sector continues to be informed by the work of the SOLAS Skills and Labour Market Research Unit (SLMRU) who provide a valuable data gathering, analytical and research resource and valuable information has been provided to the sector through the publication of the new *National Skills Strategy 2025 – Ireland's Future*. The projected skills needs of the economy are clearly set out in the new strategy and ambitious targets have been set for FET, for example, in relation to apprenticeship, traineeship, adult literacy and numeracy, up-skilling of employees and lifelong learning.

This 2016 FET Services Plan provides information on how the FET sector is working in unison to implement the FET strategy 2014 to 2019 and meet the needs of our changing economy. In addition, the Services Plan presents information related to programme and course provision, current and planned beneficiaries of FET provision, grants, grantees, systems that support the sector now and systems in development to support the sector in the future. Tangible examples of how the FET sector benefits the learner, enterprise and the community are also provided within the services plan.

Acknowledgements

FET Operational Planning, Liaison & Grant Assurance Unit wish to acknowledge the feedback and support received in the development of the Further Education and Training (FET) Services Plan 2016 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/ETB Planning Group

The SOLAS Units as follows:

Finance Unit

IT Unit

The FARR Database Development Team

Communications Unit

FET Strategy and Evaluation Unit

National Programme Innovation, CPD and Workforce Development Units

National Programmes Units

Apprenticeship Services and Construction Services Unit

EGF Unit

Education and Training Boards Ireland (ETBI)

We would also like to acknowledge the contributions submitted by stakeholders for inclusion in the 2016 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 Voluntary Secondary Schools and Community and Comprehensive Schools (VSCCS)

- 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 Michael's, Castlerea, Co Roscommon.

The Schools/Colleges to which Grants are allocated through the DES Post-Primary Payment Section

- Coláiste Mhuire, Ballygar, Co Galway
- St Cuan's College, Castleblakeney, Ballinasloe, Co Galway
- Mean Scoil Mhuire, Newtownsmith, Galway
- 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
- 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.

Other Providers

The Irish Deaf Society

Other Organisations

The Joint Managerial Body (JMB) and Association of Community and Comprehensive Schools (ACCs)

Agencies and Bodies

Adult Education Guidance Association of Ireland (AEGAI)

Adult Literacy Organisers Association (ALOA)

Age Action Ireland

AONTAS

Community Education Facilitators Association

Dyslexia Association of Ireland

Education and Training Board Ireland – ITABE
Co-ordinator

European Agenda for Adult Learning (funding to AONTAS)

Fast Track into Technology

FET – Lifelong Learning Opportunities

The FET Operational Planning, Liaison & Grant Assurance Unit

IACTO

Irish Countrywomen's Association

Léargas EPALE element of Erasmus+

National Adult Literacy Agency

National Association of Adult and Community Education Directors

National Association of VTOS Coordinators

National Association of Youthreach Coordinators

National Centre for Guidance in Education

People's College

WIT/NALA

WIT/REGSA

Working for Work Publication (Irish National Organisation for the Unemployed).

Executive Summary

Section 1

Introduction

The profile of FET provision as set out in this the 2016 Service Plan reflects key challenges and opportunities that face education in general and further education and training more particularly. The 2016 annual service planning exercise was conducted in the context of Government economic and social policy and the public service reform agenda including education, and in that regard, ongoing policy and structural reforms within further education and training.

The 2016 annual service planning exercise has been informed by Government economic and social policy, the public service reform agenda, the FET Strategy 2014 to 2019, the adult literacy and numeracy strategy, Government policy initiatives such as the Action Plan for Jobs 2016, the Pathways to Work 2015 and the DSP-led Youth Guarantee/Youth Employment Initiative, the Comprehensive Employment Strategy for People with Disabilities, and the new National Skills Strategy 2025 – Ireland's Future which sets out the projected skills needs of the economy and builds on existing skills identification infrastructure where a new National Skills Council will address emerging skills gaps.

The overall aim of the 2016 FET Services Plan is to provide detail on how the State's investment in Education and Training will be applied across the Further Education and Training sector in the context of Education and Training provision and the supports and services that will be funded by SOLAS and delivered by the Education and Training Boards, the Voluntary Secondary and Community and Comprehensive Schools, and support agencies and bodies in 2016. Planning estimates for FET Provision in 2016 indicate that a potential 339,283 individuals (369,523 individual beneficiaries were planned for in 2015) will participate in FET programmes/courses and that subject to demand a potential 245,400 will be new starters.

Section 2

FET Planning and Funding – 2016

FET Service Plan Development

The 2016 FET Services Plan is the **third** integrated Services Plan for Further Education and Training developed by SOLAS. This plan sets out high level detail of the FET provision to be funded by SOLAS, who will deliver it, when and where it will be delivered, how much it will cost, the estimated outputs in terms of completion and certification rates and the outcomes in regard to progression to further or higher education

and placement into employment for 2016. In addition, this FET Services Plan provides examples of how Further Education and Training can benefit the Learner, the Employer and the Community.

Investment Priorities for SOLAS

The 'Further Education and Training Strategy 2014-2019' provides a focus for SOLAS annual funding and investment priorities. The relevant priorities for 2016 are reflected in the 2016 Further Education and Training Services Plan. These are:

- Provision of FET programmes to skill, reskill or upskill unemployed persons as well as other job seekers to find a job and/or progress to higher/ further education and training that will equip them to compete in the labour market.
- Provision of FET programmes to support a diverse range of individuals seeking personal, social and developmental skills to enable them to engage or re-engage in learning, or to enable them to make a meaningful contribution to society and to their communities, or to progress to further education and training.
- Priority cohorts identified such as the long term unemployed and unemployed youth and target participation rates across FET provision as agreed with the Department of Education and Skills (DES) and the Department of Social Protection (DSP). The target for people who have been unemployed for a long time remains at the 2015 level of circa 52,000.

Information on how FET provision benefits the Learner, Enterprise and Communities is also presented in the Plan.

Significant Change to the Planning and Funding Allocations Process for 2016

Significant change took place in the planning and funding allocations process in 2015 and changes made will continue to apply in 2016. The process incorporates a strategic approach to planning and funding requiring consideration of FET provision in its entirety rather than on a singular programme basis. The aim of this approach is to facilitate the identification of gaps and overlaps in provision and where provision need was met as required. In 2016 stakeholders in receipt of funding will operate within their fixed funding allocation as set by SOLAS. The ETBs and other stakeholders requested funding through compilation of a Funding Allocations Requests (FARs) for submission to SOLAS.

New Funding and Governance Developments for 2016 and onwards

The overall long-term goal is to develop a fit-for-purpose planning, funding and reporting process for Further Education and Training. The planning process

for 2016 is the second year of a three-year cycle in developing a new planning and funding model. It seeks to learn from the previous process and embark on a collaborative journey working with the Education and Training Boards, Voluntary Secondary Schools and Community and Comprehensive Schools to achieve this goal.

Section 3

Top Level Analysis of 2016 Funding Allocations and Provision

This section of the FET Services Plan provides top level analysis of the 2016 grant allocations for FET and analysis of the 2016 projected FET provision, **inputs, outputs and outcomes**.

No single metric can describe the overall picture of FET provision. For the purpose of this document the term “Beneficiary” is used to describe the total number of interventions provided for through the FET budget which individuals will benefit from in a given year irrespective of whether they are present at the start of the year or join a course during the year. Consideration must be also given to the degree of the participation, as some learners will partake in a full-time academic course of 33 weeks, while others may participate in a five-hour a week part-time literacy course. Both scenarios are considered equally when the term beneficiary is used. In the future FET planning processes will encompass analysis of data to determine full-time equivalents within FET provision. This will facilitate a broader picture of the capacity of FET provision.

The 2016 FET Services Plan provides for a total budget allocation of €634.436m, which will be made available for SOLAS funded further-education and training provision in 2016.

- Department of Education and Skills will continue to fund the PLC and Co-Operation Hours Provision (Teacher Pay and student capitation) (circa €186m in 2015)
- For 2016 it is envisaged that approximately 339,283 individuals (369,523 individual beneficiaries were planned for in 2015) will benefit from SOLAS-funded FET programmes and services in 2016 with 245,400 new entrants (231,234 new entrants were planned for in 2015) expected to participate in provision
- Approximately 60% will be individuals who require introductory level courses / supports (up to level 4 on NFQ or equivalent) to assist them with progression back to employment over a longer timeframe.

- 6,989 apprentices will benefit from phases 2, 4 & 6 training provision in 2016. The overall population of apprentices at various stages of their apprenticeship is expected to increase to circa 10,700.

Analysis of Data Submitted through the ‘Funding Allocations Requests and Reporting’ (FARR) Mechanism

The ‘Funding Allocations Requests and Reporting’ (FARR) was developed to support the planning and funding allocation process. FARR is a web application linked to a database which has the capacity to capture quantitative data. Data available through the FARR database has been collated and presented as follows:

- **Table 3.3 Education and Training Boards and other FET Providers:** Overview of Provision Inputs and Outputs 2016. This table provides a breakdown of beneficiary numbers and grant allocations by ETB and other providers for 2016. Estimated numbers of starters, completers and certification rates by ETB and other providers is also presented, (pg. 30-31)
- **Table 3.4 Overview of FET 2016 Programme Provision Inputs, Outputs and Funding Allocation.** This table presents information related to projected figures provided by the ETBs, VSCCS and SOLAS National Programmes for 2016, (pg. 33)
- **Table 3.5 Estimate of Changes in FET 2016 Programme Projected Provision from 2015 Reported Outturn.** This table provides information on changes that ETBs and other providers indicated in their plans as likely to occur during 2016 in relation to FET beneficiary / participant numbers. The information provided is presented in relation to full-time, part-time and unaccredited provision across FET programmes, (pg. 34)
- **Table 3.6 Estimate of Changes to FET 2016 Career Cluster Provision from 2015 Reported Outturn.** This table provides information on changes that the ETBs and other providers have indicated in their plans that are likely to occur during 2016 in relation to FET beneficiary / participant numbers in the context of movement across career clusters, (pg. 35)
- **Table 3.7 General Learning Cluster - Key Contributors.** The main contributors to the general learning cluster are presented in this table, (pg.36)

- **Table 3.8 New Programmes/Courses to be offered in 2016.** This table presents some examples provided by the ETBs in relation to planned new programmes/courses and collaborative projects for 2016, (pg. 38)
 - **Chart 3.1 Estimated Percentage of Beneficiaries expected to participate in FET Programmes in 2016.** This chart provides a projected breakdown in percentage terms of beneficiaries expected to participate in full-time, part-time and Community Education FET Programmes in 2016, (pg. 40)
 - **Chart 3.2 Estimate of FET Outputs for Beneficiary Completions/Exits during 2016.** This chart presents a breakdown in percentage terms in relation to estimated completions and exits of total beneficiaries in full-time, part-time, and Community Education programmes in 2016, (pg. 40)
 - **Chart 3.3 Estimate of Outcomes for Beneficiaries Completing FET Provision 2016.** This chart provides an estimate of outcomes in the context of full-time, part-time and Community Education provision in 2016 for beneficiaries, (pg. 41)
 - **Table 3.9 Estimate for Specific Target Groups Participating in FET Provision in 2016.** This table provides estimated detail related to learners reported as long-term unemployed and learners reported as persons with a disability participating in FET provision in 2016, (pg. 44)
 - **Table 3.10 Voluntary Secondary and Community and Comprehensive Schools – BTEI Grant Allocations.** This table provides a list of Voluntary Secondary and Community and Comprehensive Schools that will receive grant allocations through SOLAS during 2016 for the purpose of BTEI provision, (pg. 45)
 - **Table 3.11 Summary of the Voluntary Secondary & Community and Comprehensive Schools Approved PLC Places.** This table provides details of the total number of Voluntary Secondary and Community and Comprehensive Schools approved PLC places for 2016, (pg. 46).
 - **Table 3.12 Grant Allocations in 2016 for Additional Provision.** This table provides grant details related to the services provided by the Irish Deaf Society e.g. provision of literacy courses for the deaf community through the medium of Irish Sign Language (The Deaf community's first/preferred language), (pg. 46)
 - **Table 3.13 2015 FET Provision Reported Outturn versus 2015 Planned Provision.** This table provides an analysis of the FET provision for planned for 2015 against the reported outturn for 2015, (pg. 47)
 - **Table 3.14 2015 FET Provision Reported Outturn versus Revised Mid-Year Forecasted Outturn.** This table provides an analysis of the 2015 FET provision based on the mid-year forecasted outturn compared with the reported outturn, (pg. 47)
 - **Table 3.15 Analysis of FET Provision Planned for 2016 compared to the 2015 Reported Outturn.** This table provides the details of the comparison of the 2015 reported outturn for FET provision to the 2016 FET planned provision (pg. 48)
- SOLAS Grant Allocations to Agencies and Bodies in the Further Education and Training Sector**
- **Tables 3.16 FET Support Organisations.** This table provides details of grant allocations to FET support organisations and an overview of the key activities planned for 2016, (pg. 50)
 - **Table 3.17 FET Staff Representatives Organisations.** This table provides details of grant allocations to FET Staff Representatives organisations providing support to practitioners in the FET sector, (pg. 51)
 - **Table 3.18 FET Lifelong Learning Opportunities.** This table provides details of grant allocations to agencies and bodies providing FET assistance to people undertaking new learning experiences, (pg. 52)
 - **Table 3.19 FET CPD Provision. This table provides the details of grant allocation to WIT/NALA accreditation project which supports those working in the National Adult Literacy Service,** (pg. 52)
 - **Table 3.20 EU and Specific Projects Details.** This table provides the details of grant allocations to agencies and bodies assisting adults, practitioners and others with accessing information appropriate to the FET Sector, (pg. 53)
 - **Table 3.21 Overall Summary total of specific Budget Allocations for 2016.** This table provides a summary of specific grant allocations for 2016 for FET support organisations, lifelong learning opportunities, staff representative organisations and associations, CPD provision and EU and specific projects (pg. 53).

Section 4

Further Education and Training (FET) – Responding to the needs of the Learner, Employer and Community

SOLAS as part of the 2016 Funding Allocations Requests process, sought to identify some tangible examples of the benefits of FET provision in the context of the **learner**, the **employer** and **communities**.

This section of the FET Services Plan presents a range of examples provided by the Education and Training Boards (ETBs) and the Voluntary Secondary, Community and Comprehensive Schools (VSCCS) through their 2016 FAR submissions across the three identified categories.

Section 5

Further Supports and Developments

Section 5 of the FET Services Plan 2016 describes a number of high level developments and supports that have been put in place to support the economy, with particular emphasis on job creation and job retention. This section of the document also presents additional programme information and provides an overview of strategies and systems currently in development.

Section 6

Appendices

Lists of tables and charts, etc., are located in the appendices section of the document.

Section 1

Introduction



Introduction

The overall aim of the 2016 Further Education and Training Services Plan is to provide detail on how the State investment in Education and Training will be applied across the Further Education and Training sector in the context of Education and Training provision and the supports and services that will be funded by SOLAS and delivered by the Education and Training Boards, the Voluntary Secondary and Community and Comprehensive Schools, and support agencies and bodies in 2016.

The profile of FET provision set out in the 2016 Service Plan reflects key challenges and opportunities that face education in general and further education and training more particularly. The aim is to ensure that all who engage with FET can fulfill their potential by being able to contribute to the economy, their community and to society. FET provision and services on offer in 2016 also reflects an improving economic environment and the need to ensure that appropriate FET-related skill needs of employers are being met, particularly at local level.

The 2016 annual service planning exercise was conducted in the context of Government economic and social policy and the public service reform agenda including education and, in that regard, ongoing policy and structural reforms within further education and training. The FET Strategy continues to provide clear direction to the ETBs and the FET sector as a whole in relation to the overarching priorities for SOLAS funding for the period 2014-2019. A range of bodies are working together to oversee the successful implementation of the strategy including the full implementation of the adult literacy and numeracy strategy. All of the above factors, among others, have helped shape the profile of FET programmes and services on offer in 2016. Some of the more relevant aspects are now highlighted.

Government policy initiatives such as the Action Plan for Jobs 2015, the Pathways to Work 2015 and the DSP-led Youth Guarantee/Youth Employment Initiative incorporate commitments made by the education sector, including SOLAS and the ETBs to support their successful implementation. The Comprehensive Employment Strategy for People with Disabilities brings together actions by different departments and state agencies, including SOLAS and ETBs in a concerted effort to address the barriers and challenges that impact on employment of people with disabilities. A new Department of Education-led national and regional skills identification architecture has emerged.

SOLAS welcomes the publication of the new 'National Skills Strategy 2025 – Ireland's Future' that builds on progress made under the previous strategy 'Towards Tomorrow's Skills' published in 2007. The projected skills needs of the economy are clearly set out in the new strategy. It builds on existing skills identification infrastructure where a new National Skills Council will address emerging skills gaps. Ambitious targets have been set for FET in the new strategy, for example, in relation to apprenticeship, traineeship, adult literacy and numeracy, up-skilling of employees and lifelong learning. The National Apprenticeship Council will continue with its important work in the renewal and expansion of the apprenticeship system.

The mandate of the Expert Group on Future Skills Needs (EGFSN) is to be refreshed. The group advises the Irish Government on current and future skills needs of the economy through its sectoral studies and a series of annual publications on national and regional labour markets skills supply and demand. The SOLAS Skills and Labour Market Research Unit (SLMRU) continues to provide a data gathering, analytical and research resource to support the work of the EGFSN. A number of important EGFSN studies were published in 2015. These include studies on the future skills requirements of the hospitality sector; existing and future demand for skills in the freight transport, distribution and logistics sector in Ireland; future skills needs of the marine and maritime economy; the National Skills Bulletin, and the 2014 Vacancy Overview.

The Department of Education and Skills (DES) has established a network of nine Regional Skills Fora in the North-West, North-East, South-West, South-East, Midlands, Mid-East, Mid-West, West and Dublin. A national Project Advisory Group chaired by DES¹ is overseeing the process to establish the Fora. Funding has been allocated to support the establishment and work of the network in 2016.

The economic recovery that has taken place since 2012 has outpaced projected growth under the most optimistic scenario considered in the SOLAS Occupational Employment Projections to 2020². Employment in the year to the fourth quarter of 2015 increased in twelve of the fourteen economic sectors over the year³. The largest rates of increase were recorded in the 'Construction' and 'Other NACE Activities' sectors, while the greatest rate of decline in employment was recorded in the 'Financial, Insurance and Real Estate' Activities sector. Unemployment continues to decrease and more people are finding work, mostly in full-time employment⁴. However, significant challenges remain.

High levels of long-term unemployment persist⁵. The rate of youth unemployment is just below 19%. Furthermore, while significant progress has been made since 2005 in relation to the education profile of working age persons participating in the labour force, the challenge remains in relation to the share of persons with NFQ level 3. This share stands at over 15% and remains over eight percentage points above the target set in the national skills strategy 'Towards Tomorrow's Skills' published in 2007. This target has been carried into the new 'National Skills Strategy 2025 – Ireland's Future' and is set to be reviewed again in 2020 and an appropriate target set for the period to 2025.

The PIAAC survey showed that, while the proportion of Irish adults scoring at lower levels when tested for literacy skills dropped by 4% compared with the adjusted results of the 1996 IALS study, approximately 18% of adults still scored at or below Level 1, placing Ireland seventeenth out of the twenty-four countries which took part in the survey. With regard to numeracy just over 25% of Irish adults scored at or below Level 1 compared to an average of just over 20% for participating countries, placing it nineteenth out of the twenty-four participating countries. Again, the new national skills strategy targets a significant improvement in this area.

ETBs are represented on, and participating in, Local Community Development (LCD) Committees. Protocols with Local Enterprise Offices are also in place in ETBs. A draft DSP interagency Protocol with CDET and DDLETB to include processes for a two-way flow of information is being finalised for roll-out across the ETB network. This is being conducted in the context of the development of an overall FET Guidance Strategy as set out in the FET Strategy 2014–2019.

Our main partners in the provision of FET programmes and services, the ETBs and the Voluntary Secondary and Community and Comprehensive Schools, have engaged with SOLAS in adopting a strategic approach to FET provision. The strategic planning framework and processes are in the second year of a three-year cycle. The aim is to embed strategic planning systems facilitated by a culture of continuous improvement, innovation and quality assurance that will enable ETBs to anticipate and respond more effectively to changing economic and social needs, leading to better outcomes for learners, employers and communities.

In that regard ETBs, as agreed with Quality and Qualifications Ireland (QQI), are adhering to transitional quality assurance arrangements, including processes for programme development, evaluation and approval. They are also consulting with QQI on the establishment of new QA guidelines for the sector, and on a new validation policy and criteria.

On-going assistance will continue to be provided in 2016 by SOLAS to the ETBs, particularly those without a training centre, on a range of transition and other supports. SOLAS will also continue to provide IT supports to the Department of Social Protection (DSP) in line with an agreed timetable for the eventual withdrawal of these supports throughout 2016 as DSP technology infrastructure comes on stream.

In addition to its core functions as defined under the Further Education and Training Act 2013, SOLAS retains responsibility for managing and administering existing Apprenticeship and construction-related programmes⁶. SOLAS also administers e-College and manages the MOMENTUM Programme on behalf of DES.

This 2016 FET 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, SOLAS, the Education and Training Boards, the Department of Social Protection (DSP), the Department of Public Expenditure and Reform (DPER), Department of Jobs, Enterprise & Innovation (DJEI), Education and Training Boards Ireland (ETBI) and management and staff across all the FET providers and FET sector planning and representative groups, as appropriate.

- 1 Including representatives from SOLAS, HEA, IDA, EI, ETBI, IUA, IOTI and employer representatives.
- 2 Providing an indication of how economic growth outlined in the ESRI's Medium Term Review 2013-2020 was likely to impact on employment at occupational level.
- 3 Quarterly National Household Survey, fourth Quarter 2015, CSO.
- 4 There was an annual increase in employment of 2.3% or 44,100 in the year to the fourth quarter of 2015, bringing total employment to just under two million.
- 5 There were 102,100 persons classified as long-term unemployed accounting for 54.5% of total unemployment in Q4 2015.
- 6 Safe Pass, Construction Skills Certification Scheme (CSCS) and Quarrying Skills Certification Scheme (QSCS).

How information will be presented

This document will provide high level information related to:

- The approach to funding and planning for 2016 and the external environment at the time the document was drafted
- Top level analysis of 2016 Funding Allocations and Provision
- Analysis of Data Submitted through the 'Funding Allocations Requests and Reporting' (FARR) system.

Appendices to the document will include:

- List of Tables and Charts
- List of Education and Training Boards
- Summary of the Further Education and Training (FET) Support Organisations Planned Activities for 2016
- List of Voluntary Secondary and Community and Comprehensive Schools and Colleges approved PLC places
- FET Supports Provided for Further Education and Training Learners
- Definitions
- Acronyms/Glossary.

This document will be available on the SOLAS website through the following url:

www.solas.ie/servicesplan

Section 2

FET Planning and Funding 2016



FET Planning and Funding – 2016

The 2016 Further Education and Training Services Plan provides information on the planning cycle and process, funding allocations, programmes, services and supports and projected programme inputs, outputs and outcomes for the period January to December 2016.

SOLAS Strategic Funding Approach

FET is part of the national education infrastructure. It focuses on contributing to both the collective good (social) and the economy, and recognises that the success of one is often dependent on and contributes directly to the success of the other. Both the learner and the economy are viewed as part of an integrated perspective that sees FET contributing to the wellbeing of society as a whole by meeting the needs of the Learner, Enterprise and Communities.

FET Service Plan Development

The 2016 FET Services Plan is the third integrated Services Plan for Further Education and Training developed by SOLAS. This plan provides an overview of the type and volume of estimated FET programmes and services that will be provided by ETBs, (the primary providers of SOLAS-funded FET provision), and by a small number of Voluntary Secondary, Community and Comprehensive schools and colleges. It also provides an overview of the range of FET-related services provided by other agencies and bodies, within the grants allocated by SOLAS, having taken into account:

- On-going reforms of the FET sector
- Implementation of the FET Strategy 2014–2019 (development of a new outcomes-based funding and planning model)
- The economic, employment and social inclusion priorities of Government
- The volume and range of programmes and services to be provided.

This Further Education and Training Services Plan sets out high level detail of the FET provision to be funded by SOLAS, who will deliver it, when and where it will be delivered, how much it will cost, the estimated outputs in terms of completion and certification rates and the outcomes in regard to progression to further or higher education and placement into employment for 2016. In addition, the Services Plan provides examples of how Further Education and Training can benefit the Learner, the Employer and the Community.

Key Considerations

The 2016 planning process identified and considered a number of key developments and emerging needs which have the potential to impact on FET provision in 2016 and beyond which included:

- National Skills Strategy 2025 – Ireland's Future
- EU2020 Strategy
- The 2013 Survey of Adult Skills (PIAAC)
- Key priorities and challenges for Ireland as set out in the National Reform Programme 2015
- The Further Education and Training Strategy 2014–2019 which provides a roadmap for the FET sector
- The need to focus on progressing the relevant FET Strategy actions under Strategic Goal 1; Skills for the Economy, Goal 2; Active Inclusion and Literacy and Numeracy, Goal 3; Quality Provision, Goal 4; Integrated Planning and Funding, and Goal 5; Standing of FET as set out in the *Detailed SOLAS Implementation Plan*
- Progressing the FET Strategy through implementation of the new strategic planning process
- The changing landscape as a result of the economy entering a period of recovery and a return to growth
- The needs of the individual learner in the context of the advent of a recovering economy
- Meeting the needs of employers and the Long-Term Unemployed (LTU)
- Ensuring targets and commitments in the context of the Long-Term Unemployed (LTU), etc., are progressed
- The ability to meet labour market skill needs while at the same time meeting the goal of active inclusion
- The Action Plan for Jobs 2016
- Pathways to Work 2016
- The DPER circular 13/2014 September 2014
- Eligibility Rules for the 2014–2020 European Social Fund and Youth Employment Eligibility Initiative (relevant DES circulars)
- Progressing an outcomes-based funding model
- Implementing the literacy and numeracy strategy
- Ensuring commitments/targets relating to ETBs and SOLAS in the 2013 National Disability Strategy are progressed
- Support initiatives and roll-out of the Youth Guarantee (YG).

Investment Priorities for SOLAS

The 'Further Education and Training Strategy 2014-2019' provides a focus for SOLAS annual funding and investment priorities. The relevant priorities for 2016 are reflected in the 2016 Further Education and Training Services Plan. These are:

- Provision of FET programmes to skill, reskill or up-skill unemployed persons as well as other job seekers to find a job and/or progress to higher/ further education and training that will equip them to compete in the labour market
- Provision of FET programmes to support a diverse range of individuals seeking personal, social and developmental skills to enable them to engage or re-engage in learning, or to enable them to make a meaningful contribution to society and to their communities, or to progress to further education and training
- Priority cohorts identified, such as the Long-Term Unemployed and unemployed youth and target participation rates across FET provision, as agreed with the Department of Education and Skills (DES).

Through the agreed FET service planning parameters and requirements documentation, specific information was sought from the ETBs and other bodies, e.g. examples of relevant new programmes to be developed/offered in 2016 (and in subsequent years) to meet identified local, regional and national skill needs and job opportunities relating to specific business sectors. Information on how FET provision benefits the Learner, Enterprise and Communities was also sought. Summary analysis of the Information received in response to these requests is presented in this document (See section 4).

FET provision and the FET Services Plan is also informed by a bottom up approach where the emphasis by ETBs is on capturing local education, training and skill needs identified through their own local/regional employer and community networks.

The Planning and Funding Allocations Process for 2016

Historically, funding allocations were agreed by the Department of Education and Skills on a programme by programme basis with individual VECs/ETBs. Given the significant structural reforms that have taken place across the FET sector it became necessary to review, in its totality, the approach to agreement of grant allocations. Significant change took place in the planning and funding allocations process in 2015 and changes made continued to apply in 2016. The grant allocation process incorporates a strategic approach to planning and funding requiring consideration of FET provision in its entirety rather than on a singular

programme basis. The aim of this approach is to facilitate the identification of gaps and overlaps in provision and where provision need was met as required. Grantees operate within their fixed funding allocation as set by SOLAS and request funding through compilation of a *Funding Allocations Requests* (FARs) for submission to SOLAS.

Funding Allocations Requests (FARs)

The purpose of the *Funding Allocations Requests* is:

- To provide a coherent mechanism through which funding can be requested by the ETBs, Voluntary Secondary Schools and Community and Comprehensive Schools and agencies and bodies for all proposed FET provision and funded supports and services
- To provide a coherent mechanism through which *Funding Allocations Requests* can be presented for approval to the SOLAS Board
- To ensure that required statistical information/data related to FET provision is available for collation by SOLAS to inform future planning and for provision to other stakeholders, for example Department of Education (DES), Department of Social Protection (DSP), Department of Public Expenditure and Reform (DPER), etc.

To support the compilation and submission of 2016 *Funding Allocations Requests*, stakeholder specific Overarching Planning and Funding Parameters and Requirements documents were developed for the following:

- Education and Training Boards (ETBs)
- Voluntary Secondary Schools and Community and Comprehensive Schools
- Agencies and bodies.

The ETB FET providers have access to the FARR (Funding Allocations Requests and Reporting) database system, through which proposed provision is captured by programme and course type. Estimated quantitative details of inputs, outputs and outcomes for 2016 is provided through the FARR system. The FARR Database has supported the completion of a summary *Funding Allocations Request* by each provider within their overall fixed funding allocation for 2016.

Information on the overarching planning and funding parameters and requirements and support mechanisms was disseminated by SOLAS to the relevant stakeholder groups through provision of seminars and briefings as appropriate. In addition, the Funding Allocation Request and Reporting system (FARR) was updated arising from feedback from providers to assist in the recording of required provision activity data.

New Funding and Governance Developments for 2016 and onwards

The Further Education and Training Strategy commits to the replacement of the legacy funding formula through development of a *strategic inputs/outcomes based* funding model for all FET provision. This new funding model will evolve over time and will be informed by feedback on existing funding models, relevant stakeholders and national and international best practice.

The key principle of the planning process is that the grantee (ETB or other FET organisation) reviews and builds upon their FET services provision. Part of the 2016 planning process requires ETBs to take cognisance of local and national education and training and labour market needs, the SOLAS Overarching Planning and Funding Parameters and Requirements and the total grant allocation set by SOLAS. In addition, grantees take into consideration the learners' and employers' education and training requirements and, through their Funding Allocations Requests, demonstrate value for money.

The overall long-term goal is to develop a fit-for-purpose Planning, Funding and Reporting process for Further Education and Training. The planning process for 2016 is the second year of a three-year cycle in developing a new planning and funding model. It seeks to learn from the previous process and embark on a collaborative journey working with the Education and Training Boards, Voluntary Secondary Schools and Community and Comprehensive Schools to achieve this goal.

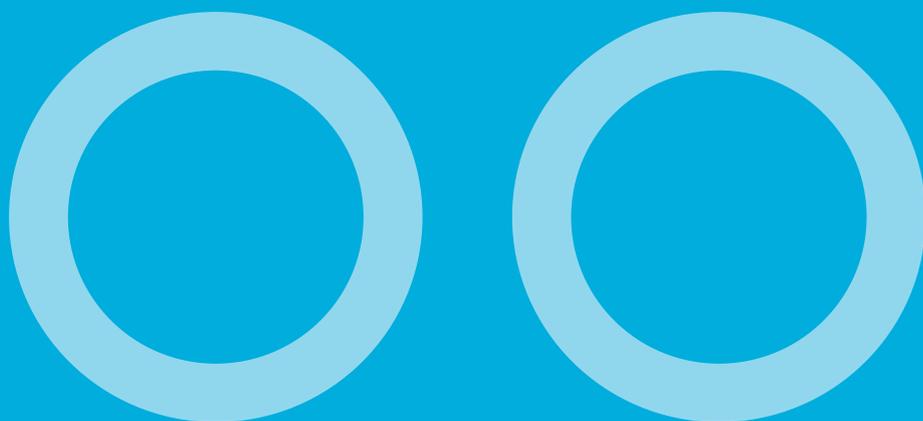
Key to successful planning is the availability of reliable data. While the 2016 Further Education and Training Services Plan represents a significant move forward in terms of embedding a new planning model/process, the data yielded at this point are estimates from the professionals in the field generated without the aid of a comprehensive IT System.

Planned developments related to ICT systems will support the availability of data locally in the future and these developments will assist and improve the estimation process in the context of future planning.

The funding allocation detail that follows is based on estimates from the professionals in the field. The capability to estimate will be improved greatly over the coming years through the roll-out of the Programme and Learner Support System (PLSS) and its linkage to the FARR database.

Section 3

Top Level Analysis of
2016 Funding Allocations
and Provision



Top Level Analysis of 2016 Funding Allocations and Provision

This section of the Further Education and Training Services Plan provides top level analysis of the 2016 FET grant allocations and projected FET provision in regard to inputs, outputs and outcomes. No single metric can describe the overall picture of FET provision. For the purpose of this document the term 'Beneficiary' is used to describe the total number of interventions provided for through FET funding which individuals will benefit from in a given year, irrespective of whether they are present at the start of the year or join a course during the year. Consideration must be also given to the degree of participation as some learners will partake in a full-time course, for example, a thirty-three week course delivered over an academic year, while others may participate in a part-time course for example delivered over a number of weeks for five hours a week. Both examples are considered equally when the term beneficiary is used. It is intended that future FET planning processes will encompass analysis of data to determine full-time equivalents within FET provision. This will facilitate a broader picture of the capacity of FET provision.

Budget Allocations

The 2016 Further Education and Training Services Plan provides for a total budget allocation of €634.436m, which will be made available for SOLAS funded further education and training provision in 2016.

- The Department of Education and Skills will continue to fund the PLC and Co-Operation Hours Provision (Teacher Pay and student capitation) (€186m in 2015)
- For 2016 it is envisaged that approximately 339,283 individuals (369,523 individual beneficiaries were planned for in 2015) will benefit from SOLAS-funded FET programmes and services in 2016 with 245,400 new entrants (231,234 new entrants were planned for in 2015) expected to participate in provision
- Approximately 60% will be individuals that require introductory level courses / supports (up to level 4 on NFQ or equivalent) to assist them with progression back to employment over a longer time frame
- 6,989 apprentices will benefit from phase 2, 4 & 6 training provision in 2016. The overall population of apprentices across all phases of their apprenticeship is expected to increase to circa 10,700.

Budget Availability for 2016 FET Grants

The total amount allocated to SOLAS in 2016 is €634.436m, including capital of €3.0m. This is comprised of €328.758m in Exchequer funding and €302.636m from the National Training Fund. Estimated other income of €3.042m will allow a budget of circa €634.436m to be set. The available funding to SOLAS for FET grants and the source of this funding is set out below.

Funding Allocations

Tables 3.1 and 3.2 provide summary details of the SOLAS grant allocation and how the grant allocation will be utilised in terms of grants to:

- Education and Training Boards
- Voluntary Secondary Schools and Community and Comprehensive Schools
- Other FET Organisations funded by SOLAS.

In addition Table 3.2 indicates the funding retained centrally and other cash resources to be utilised in funding the full FET provision and services for 2016.

Grant Allocations and Expenditure

SOLAS Grant Allocation 2016

Overall Grant Allocation Detail	Total
Total Grant Allocation 2016	€631,394,000
SOLAS Income	€3,042,000
Total	€634,436,000

Table 3.1

Total Projected Expenditure for FET Provision 2016

SOLAS costs (including eCollege,	€66,700,000*
ETB FET Grants Provision 2016	€553,260,000**
Funding Provision Profiled (yet to be allocated)	
Existing SBA Apprenticeship Provision	€1,000,000
New Apprenticeship Development and Promotion	€800,000
VSCC Schools, LDA Payments	€120,000
Construction Skills Provision	€1,500,000
Refugee Resettlement (contingency)	€600,000
Other FET Organisations - Grants	€5,765,726
Other Providers - Grants	
Voluntary Secondary & Community and Comprehensive Schools	€409,490
Irish Deaf Society	€215,000
Cork Institute Of Technology	€400,000
NALA Write On provision	€203,987
Balance not yet profiled	€961,797
FET Capital costs	€2,500,000
Total Grant Allocation and SOLAS costs	€634,436,000

Table 3.2

*This includes €32.6m for Legacy Pensions

** This includes €184m for Learner Income Supports

Analysis of Data Submitted through the 'Funding Allocations Requests and Reporting' (FARR) System

Funding Allocations Requests and Reporting system (FARR) was used to capture planning data for 2016 and reporting data for 2015 to support the planning and funding process. FARR is a browser-based application linked to a database which captures quantitative data in a questionnaire format. The FARR system facilitated the capture of quantitative data by the Education and Training Boards (ETBs) to support their 2016 'Funding Allocations Requests'. The Voluntary Secondary and Community and Comprehensive Schools (VSCCS), e-college and MOMENTUM quantitative data is also captured in FARR for 2016.

Set out below is a list of tables and charts which reflect the information obtained through the FARR system and 'Funding Allocations Requests' submissions.

- **Table 3.3:** Education and Training Boards and other FET Providers: Overview of Provision Inputs and Outputs 2016
- **Table 3.4:** Overview of FET 2016 Programme Provision Inputs, Outputs and Funding Allocation
- **Table 3.5:** Estimate of Changes in FET 2016 Programme Projected Provision from 2015 Reported Outturn
- **Table 3.6:** Estimate of Changes to FET 2016 Career Cluster Provision from 2015 Reported Outturn.
- **Table 3.7:** General Learning Cluster - Key Contributors
- **Table 3.8:** New Programmes/Courses to be offered in 2016
- **Chart 3.1:** Estimated Percentage of Beneficiaries expected to Participate in FET Programmes in 2016
- **Chart 3.2:** Estimate of FET Outputs for Beneficiary Completions/Exits during 2016
- **Chart 3.3:** Estimate of Outcomes for Beneficiaries Completing FET Provision During 2016
- **Table 3.9:** Estimate for Specific Target Groups participating in FET Provision in 2016
- **Table 3.10:** Voluntary Secondary and Community and Comprehensive Schools (VSCCS) BTEI Grant Allocations
- **Table 3.11:** Summary of the Voluntary Secondary and Community and Comprehensive Schools approved PLC places
- **Table 3.12:** Grant Allocations in 2016 for Additional Provision
- **Table 3.13:** 2015 FET Provision Reported Outturn versus 2015 Planned Provision
- **Table 3.14:** 2015 FET Provision Reported Outturn versus Revised Mid-Year Forecasted Outturn
- **Table 3.15:** Analysis of FET Provision Planned for 2016 compared to the 2015 Reported Outturn
- **Table 3.16:** FET Support Organisations
- **Table 3.17:** FET Staff Representatives Organisations
- **Table 3.18:** FET Lifelong Learning Opportunities
- **Table 3.19:** FET CPD Provision
- **Table 3.20:** EU and Specific Projects Details
- **Table 3.21:** Overall summary total of specific budget allocations for 2016.

Further Education and Training Outputs and Outcomes

To support understanding of the concept of Outputs and Outcomes and what these terms represent, a number of explanatory notes are presented below.

Further Education and Training Outputs

FET Retention

For the purpose of this document the concept of 'retention' is used, as opposed to the more common concept of 'dropout'. The concept of 'retention' captures the positive reality of learners progressing through their studies while also acknowledging the reality that some learners will leave the course early without completing a significant portion of the course.

In this document the term retention describes the number of learners who are estimated to start their course in 2016 and will be retained past 25% of the course duration (e.g. have not dropped off the course early). In the tables that follow, the percentage for retention is calculated as follows; the number of course starters completing more than 25% of the course duration, divided by the total number of course starters. (See table 3.3)

FET Completion

To understand the population base for the Outputs and Outcomes values from FET provision in 2016, it is necessary to establish the number of learners retained on courses that are scheduled to finish (complete) in 2016. The concept of both '*scheduled course completion*' and concept of '*individual learner completion*' on these courses needs to be considered.

FET courses can span a two-year period. In relation to '*scheduled course completion*'

- Some of the courses funded in 2016, commenced in 2015 and will complete in 2016
- Some of the courses funded in 2016, will commence in 2016 and will complete 2016
- Some courses funded in 2016, will commence in 2016 and will complete in 2017.

Only courses that are scheduled to complete/finish in 2016 will be considered in the calculation of completion values for 2016.

In relation to '*individual learner completion*' on the courses scheduled to complete in 2016 the following must be considered:

- The Learners who will fully complete their course of study
- The Learners who will partially complete their course of study e.g. (have not dropped off the course early but left/exited the course prior to its completion and may have some success level in terms of outputs and outcomes)
- The Learners who will complete their course in 2017 and will therefore not be included in the 2016 completion values.

Where the tables in Section 3 refer to the percentage for completion, it is calculated by; the number of Learners /Beneficiaries on courses scheduled to finish/ complete in 2016 less the number of Learners that have left their course early.

Taking cognisance of the '*completion statistics*' is important as they form the population base for determining all the other Output and Outcomes values for 2016 FET provision.

FET Accreditation

For the purpose of this document the term '*accreditation*' describes the number of beneficiaries (learners) on courses that are scheduled to finish in 2016 who will achieve certification by the end of their course. The percentage certification rates is calculated based on the above number of beneficiaries (learners) on accredited programmes that are estimated to achieve certification, either QQI full or component awards and/or other (non-QQI) awards, divided by the number of beneficiaries (learners) that will complete their course of study in 2016.

Further Education and Training Outcomes

FET outcomes include employment, progression to another course in FET or HET and personal progression, details outlined below:

FET into Employment

For the purpose of this document the term '*into employment*', describes the number of beneficiaries (learners) who will enter employment post course participation. The percentage is calculated by; the number of beneficiaries (learners) who will complete their course in 2016 and are estimated will enter employment on either a full-time, part-time or self-employment basis, (excluding Apprenticeship completers, as they are already employed and

Community Education completers, as the programme is not an active FET employment programme), divided by the number of beneficiaries (learners) that will complete their course of study in 2016.

FET Progressing to another Course in FET or HET

For the purpose of this document the term '*Progressing to another Course in FET or HET*' describes the number of beneficiaries (learners) who complete their course and progress to an FET or HET course, post their 2016 FET course participation. The percentage numbers of beneficiaries (learners) progressing to another course in FET or HET is divided by the number of beneficiaries (learners) that will complete their course of study in 2016.

FET Personal Progression

For the purpose of this document the term '*Personal Progression*' describes the number of beneficiaries (learners) who complete their course and progress on a personal level e.g. through either voluntary work or an employment scheme. The percentage numbers of beneficiaries (learners) achieving personal progression are calculated without the inclusion of Apprenticeship completers by dividing the number of learners achieving a personal progression by the number of beneficiaries (learners) that will complete their course of study in 2016.

Table 3.3 is presented over two pages and provides estimated data for FET provision Inputs and Outputs for 2016. (*see pages 27-29 for explanatory notes)

The data presented in the tables that follow represents as appropriate the projected estimated figures as provided by the ETBs, Voluntary Secondary, Community and Comprehensive Schools and SOLAS National Programmes for 2016.

Table 3.3: Education and Training Boards and other FET Providers: View of Provision Inputs and Outputs 2016

FET PROVISION IN 2016		Estimate of Inputs in 2016				Estimate of Outputs in 2016			
		Number of Beneficiaries		Funding		Retention	Completion	Accreditation	
Provider	Provision Type	Enrolled/ Started on 1st January 2016	Starting Courses During 2016	Beneficiaries of FET Provision in 2016	Funding for FET Provision in 2016	*Percentage of starters retained on their course during 2016	*Percentage of retained learners/ beneficiaries scheduled to finish courses in 2016	*Accreditation rate for learners/ beneficiaries completing courses in 2016	
Cavan and Monaghan ETB	Full Time	2,527	3,071	5,598	€10,289,790	92.51%	54.47%	54.34%	
	Part Time	718	5,135	5,853	€2,129,257	92.29%	96.04%	44.84%	
	Community Education	0	1,510	1,510	€394,000	96.69%	100.00%	6.16%	
	ETB FET Operational Costs including Guidance Services					€1,696,953			
			3,245	9,716	12,961	€14,510,000			
City of Dublin ETB	Full Time	10,402	14,388	24,790	€63,916,060	93.31%	53.55%	81.44%	
	Part Time	3,701	18,445	22,146	€10,072,240	84.48%	92.35%	39.16%	
	Community Education	242	8,544	8,786	€1,746,000	86.38%	96.77%	7.31%	
	ETB FET Operational Costs including Guidance Services					€10,585,700			
			14,345	41,377	55,722	€86,320,000			
Cork ETB	Full Time	6,254	10,242	16,496	€37,592,331	95.45%	48.02%	65.71%	
	Part Time	1,194	9,596	10,790	€4,827,850	90.13%	97.05%	97.05%	
	Community Education	0	8,228	8,228	€1,073,000	90.00%	100.00%	0.00%	
	ETB FET Operational Costs including Guidance Services					€8,356,819			
			7,448	28,066	35,514	€51,850,000			
Donegal ETB	Full Time	811	1,365	2,176	€15,406,586	89.96%	86.27%	59.47%	
	Part Time	1,203	2,606	3,809	€2,460,977	90.71%	93.33%	48.93%	
	Community Education	812	3,813	4,625	€500,000	86.02%	100.00%	5.38%	
	ETB FET Operational Costs including Guidance Services					€4,112,437			
			2,826	7,784	10,610	€22,480,000			
Dublin and Dun Laoghaire ETB	Full Time	5,092	8,426	13,518	€42,426,385	93.90%	64.80%	82.11%	
	Part Time	1,068	9,628	10,696	€9,448,639	91.29%	76.43%	46.76%	
	Community Education	82	4,061	4,143	€1,650,000	90.35%	99.25%	3.20%	
	ETB FET Operational Costs including Guidance Services					€12,384,976			
			6,242	22,115	28,357	€65,910,000			
Galway and Roscommon ETB	Full Time	2,629	3,543	6,172	€22,911,748	93.51%	48.00%	65.04%	
	Part Time	3,027	6,110	9,137	€4,675,573	93.65%	68.04%	34.08%	
	Community Education	0	2,534	2,534	€525,000	83.43%	100.00%	5.72%	
	ETB FET Operational Costs including Guidance Services					€4,657,679			
			5,656	12,187	17,843	€32,770,000			
Kerry ETB	Full Time	1,565	2,353	3,918	€17,817,597	98.13%	50.08%	74.90%	
	Part Time	1,404	2,104	3,508	€2,970,224	94.82%	98.29%	52.02%	
	Community Education	0	2,310	2,310	€418,000	100.00%	100.00%	0.00%	
	ETB FET Operational Costs including Guidance Services					€3,854,179			
			2,969	6,767	9,736	€25,060,000			
Kildare and Wicklow ETB	Full Time	2,415	4,976	7,391	€22,397,492	88.55%	47.18%	79.24%	
	Part Time	1,374	6,441	7,815	€3,087,318	93.31%	83.37%	41.44%	
	Community Education	133	2,408	2,541	€601,000	94.23%	98.98%	1.67%	
	ETB FET Operational Costs including Guidance Services					€2,394,190			
			3,922	13,825	17,747	€28,480,000			
Kilkenny and Carlow ETB	Full Time	1,650	2,636	4,286	€12,465,427	99.70%	50.54%	90.52%	
	Part Time	866	2,070	2,936	€2,110,005	88.74%	94.89%	52.55%	
	Community Education	0	1,770	1,770	€337,000	99.89%	100.00%	3.37%	
	ETB FET Operational Costs including Guidance Services					€2,027,568			
			2,516	6,476	8,992	€16,940,000			
Laois and Offaly ETB	Full Time	911	1,270	2,181	€10,752,395	93.86%	64.81%	88.85%	
	Part Time	3,256	4,062	7,318	€2,043,008	87.08%	78.76%	44.07%	
	Community Education	0	841	841	€295,715	92.75%	98.72%	0.00%	
	ETB FET Operational Costs including Guidance Services					€2,208,882			
			4,167	6,173	10,340	€15,300,000			

Table 3.3 (continued on next page)

Table 3.3: (continued) Education and Training Boards and other FET Providers: View of Provision Inputs and Outputs 2016

FET PROVISION IN 2016		Estimate of Inputs in 2016				Estimate of Outputs in 2016		
		Number of Beneficiaries			Funding	Retention	Completion	Accreditation
Provider	Provision Type	Enrolled/ Started on 1st January 2016	Starting Courses During 2016	Beneficiaries of FET Provision in 2016	Funding for FET Provision in 2016	*Percentage of starters retained on their course during 2016	*Percentage of retained learners/ beneficiaries scheduled to finish courses in 2016	*Accreditation rate for learners/ beneficiaries completing courses in 2016
Limerick and Clare ETB	Full Time	3,271	5,047	8,318	€34,710,999	92.47%	61.72%	73.22%
	Part Time	4,504	12,988	17,492	€5,551,349	81.64%	76.83%	45.95%
	Community Education	0	3,976	3,976	€816,500	88.83%	100.00%	0.00%
	ETB FET Operational Costs including Guidance Services				€8,881,152			
		7,775	22,011	29,786	€49,960,000			
Longford and Westmeath ETB	Full Time	1,197	1,677	2,874	€16,471,440	94.10%	71.03%	97.41%
	Part Time	1,467	2,890	4,357	€2,436,937	90.69%	76.71%	63.01%
	Community Education	43	418	461	€225,200	98.56%	67.03%	0.00%
	ETB FET Operational Costs including Guidance Services				€4,386,423			
		2,707	4,985	7,692	€23,520,000			
Louth and Meath ETB	Full Time	2,699	4,165	6,864	€21,122,612	92.41%	90.41%	73.11%
	Part Time	934	8,153	9,087	€3,785,381	89.19%	80.83%	31.25%
	Community Education	181	2,611	2,792	€620,816	94.60%	95.02%	12.31%
	ETB FET Operational Costs including Guidance Services				€4,111,191			
		3,814	14,929	18,743	€29,640,000			
Mayo Sligo and Leitrim ETB	Full Time	2,493	3,522	6,015	€22,653,240	93.36%	61.15%	85.83%
	Part Time	1,927	4,286	6,213	€2,909,434	97.81%	96.18%	51.93%
	Community Education	0	3,454	3,454	€574,000	100.00%	100.00%	0.00%
	ETB FET Operational Costs including Guidance Services				€4,113,326			
		4,420	11,262	15,682	€30,250,000			
Tipperary ETB	Full Time	1,481	2,387	3,868	€11,409,753	95.73%	49.65%	86.31%
	Part Time	1,061	3,120	4,181	€2,285,386	90.77%	89.34%	77.00%
	Community Education	0	2,406	2,406	€381,500	90.36%	86.31%	0.00%
	ETB FET Operational Costs including Guidance Services				€1,413,361			
		2,542	7,913	10,455	€15,490,000			
Waterford and Wexford ETB	Full Time	3,258	5,156	8,414	€33,086,205	98.68%	59.12%	79.08%
	Part Time	2,500	5,458	7,958	€4,170,460	96.37%	63.80%	78.15%
	Community Education	241	1,381	1,622	€570,000	100.00%	98.83%	0.00%
	ETB FET Operational Costs including Guidance Services				€6,953,335			
		5,999	11,995	17,994	€44,780,000			
Total ETB Provision		80,593	227,581	308,174	€553,260,000			
Voluntary Secondary and Community and Comprehensive Schools	Full Time	1,531	1,711	3,242	€0	86.09%	98.10%	88.50%
	Part Time	678	865	1,543	€409,490	96.88%	99.14%	81.64%
	Total	2,209	2,576	4,785	€409,490			
Irish Deaf Society	Full Time	191	29	220	€215,000	83.50%	16.04%	100.00%
Cork Institute of Technology	Full Time	0	32	32	€400,000	100.00%	100.00%	n/a
NALA	Part Time	9,130	6,170	15,300	€203,987	85.00%	7.84%	85.83%
Total Additional Provision		11,530	8,807	20,337	€1,228,477			
Momentum	Full Time	351	441	792	€7,100,000	100.00%	100.00%	76.66%
eCollege	Part Time	1,409	8,571	9,980	€2,000,000	54.46%	95.13%	3.18%
Total National Programmes Provision		1,760	9,012	10,772	€9,100,000			
FET Provision Totals	Full Time	50,728	76,437	127,165	€403,145,060	93.85%	59.19%	77.31%
	Part Time	41,421	118,698	160,119	€67,577,515	87.35%	76.50%	43.60%
	Community Education	1,734	50,265	51,999	€10,727,731	91.23%	98.73%	3.19%
	ETB FET Operational Costs including Guidance Services				€82,138,171			
	TOTALS	93,883	245,400	339,283	€563,588,477			

Table 3.3

This table provides a breakdown of beneficiary numbers and grant allocations by ETB and other FET providers for 2016. Estimated numbers of starters, completers and certification rates for full-time, part-time and Community Education provision by ETB and other providers is also presented. Funding values do not include the full cost of PLC provision please refer to 'Budget Allocations' on page 24.

ETBs without a Training Centre – Training Provision

Considerable work was carried out in 2015 on what is commonly known as the 'Phase 3, Transfer of Training Function process' which has made the necessary arrangements to transfer the responsibility of training functions to the following ETBs:

- Cavan and Monaghan ETB (from October 2015)
- Kildare and Wicklow ETB (from November 2015)
- Laois and Offaly ETB (from March 2016)
- Kilkenny and Carlow ETB (from April 2016)
- Tipperary ETB (from April 2016).

The funding allocations in 2016 to all ETBs now fully reflect their requirements for Further Education and Training. A small amount of funding transfer will still be required until the Phase 3 transfer process is complete in April 2016. These arrangements will continue to be based on the arrangements agreed and in place in 2015 for ETBs without a Training Centre.

Programme Provision Inputs, Outputs and Funding Allocations

The table 3.4 presents information related to provision inputs and outputs on a programme basis. The information provided is presented in relation to full-time, part-time and unaccredited provision across FET programmes. This table also indicates that the estimated overall total number of beneficiaries of FET provision for 2016 will be circa **339,283** at a total cost of €568,570,274. The estimated overall beneficiary number of **339,283** is comprised of **93,883** 'Enrolled /Started Learners' on 1st January 2016 and **245,400** learners projected to start programmes during 2016. This table also provides information on the estimated **Retention, Completion and Accreditation** rates across the Education and Training Boards and other providers by programme for 2016.

Table 3.4 Programmatic View of Provision Inputs and Outputs

FET PROVISION IN 2016	Estimate of Inputs into FET Provision in 2016				Estimate of Outputs from FET Provision in 2016		
	Number of Learners			Funding	Utilisation	Completion	FET Certification
Full Time Provision	Enrolled/Started 1st January 2016	Starting Courses During 2016	Beneficiaries of FET Provision in 2016	SOLAS Funding for FET Provision in 2016	*Percentage of Course Starters retained on courses during 2016	*Percentage of Beneficiaries completing course in 2016 (Full & Partial)	*Accreditation Rate for Beneficiaries completing their course in 2016
Apprenticeship	1,215	5,774	6,989	€40,615,563	98.28%	91.56%	n/a
Blended Learning	120	193	313	€342,156	94.30%	82.45%	37.75%
Bridging and Foundation Training	257	1,593	1,850	€4,434,977	90.21%	90.14%	82.25%
Community Training Centres	1,540	1,244	2,784	€35,190,133	91.64%	67.39%	83.72%
Justice Workshops	176	129	305	€1,005,968	75.19%	79.85%	69.27%
Local Training Initiatives	1,878	2,533	4,411	€27,536,192	94.63%	52.89%	80.19%
PLC	30,501	39,301	69,802	€7,408,057	93.05%	46.44%	92.18%
Specialist Training Providers	1,735	1,567	3,302	€47,681,199	95.02%	63.90%	76.31%
Specific Skills Training	3,420	11,970	15,390	€61,590,158	94.28%	85.30%	77.93%
Traineeship Training	1,818	2,687	4,505	€29,398,301	92.59%	82.98%	91.10%
VTOS Core	4,168	4,727	8,895	€73,996,487	96.45%	51.69%	89.03%
Youthreach (incl Advocacy)	3,358	4,249	7,607	€66,630,869	93.36%	68.87%	47.53%
Full Time Provision Total	50,186	75,967	126,153	€395,830,060			
Part Time Provision							
Adult Literacy Groups (incl Family Literacy)	8,680	29,248	37,928	€24,897,653	89.32%	84.93%	33.24%
BTEI (incl Breacadh & Innovation Projects)	11,505	25,123	36,628	€27,229,099	90.14%	75.90%	76.79%
ESOL	3,435	9,797	13,232	€1,363,375	86.93%	77.38%	31.25%
Evening Training	168	15,664	15,832	€5,801,911	93.21%	91.35%	58.30%
FET Co-operation Hours	6,391	15,241	21,632	€0	83.81%	94.29%	25.35%
ITABE	116	2,844	2,960	€1,955,781	89.03%	93.09%	46.57%
Libraries Training	94	296	390	€94,437	100.00%	40.00%	0.00%
Refugee Resettlement (ESOL)	49	510	559	€1,281,273	98.04%	63.57%	7.16%
Skills For Work	138	2,915	3,053	€2,750,000	95.09%	86.70%	36.23%
Voluntary Literacy Tuition	306	2,319	2,625	€0	89.82%	93.80%	1.56%
Part Time Provision Total	30,882	103,957	134,839	€65,373,528			
Part Time Unaccredited Provision							
Community Education	1,734	50,265	51,999	€10,727,731	91.23%	98.73%	3.19%
Part Time Unaccredited Provision Total	1,734	50,265	51,999	€10,727,731			
National Programmes Provision							
Momentum	351	441	792	€7,100,000	100.00%	100.00%	77.00%
eCollege	1,409	8,571	9,980	€2,000,000	54.46%	95.13%	3.18%
National Programmes Provision Total	1,760	9,012	10,772	€9,100,000			
Additional Provision							
Irish Deaf Society (Adult Literacy)	191	29	220	€215,000	85.00%	14.00%	100.00%
NALA (Write On /Phone Tuition)	9,130	6,170	15,300	€203,987	85.00%	8.00%	86.00%
Additional Provision Total	9,321	6,199	15,520	€418,987			
Adult Guidance Service				€6,558,650			
ETB Staff and other Operational Costs				€75,579,521			
Voluntary Secondary and Community and Comprehensive Schools				€120,000			
(LDA, QA & Enhanced Capitation)				€120,000			
Profiled for Existing SBA Provision				€1,000,000			
Profiled for New Apprenticeship Development & Promotional Fund				€800,000			
Profiled for Construction Skills				€1,500,000			
Profiled For Refugees				€600,000			
Funding not yet profiled				€961,797			
FET Programme Provision Totals	93,883	245,400	339,283	€568,570,274			

Table 3.4 Note: (FET Funds Retained and FET Funds not Profiled by SOLAS are not included in Table 3.4 as they have not as yet been profiled within ETBs allocations).

Table 3.5: Changes in FET Programme 2016 Projected Provision from 2015 Reported Outturn

FET PROVISION IN 2016	Changes in FET Programme 2016 Projected Provision from 2015 Reported Outturn						
	Number of Beneficiaries						
Programme	Projected Beneficiaries Enrolled/ Started as at 1st January 2016	Projected Beneficiaries Starting Courses During 2016	Projected Beneficiaries of FET Provision in 2016	Reported Outturn for Beneficiaries of FET Provision in 2015	Percentage Change in Beneficiaries Projected for 2016 from 2015 Reported Outturn	Percentage Proportion of Reported Outturn for Beneficiaries of FET Provision in 2015	Percentage Proportion of Projected Beneficiaries of FET Provision in 2016
Apprenticeship Training	1,215	5,774	6,989	5,598	24.85%	4.63%	5.54%
Blended Learning	120	193	313	535	-41.50%	0.44%	0.25%
Bridging and Foundation Training	257	1,593	1,850	2,231	-17.08%	1.85%	1.47%
Community Training Centres	1,540	1,244	2,784	2,646	5.22%	2.19%	2.21%
Justice Workshops	176	129	305	290	5.17%	0.24%	0.24%
Local Training Initiatives	1,878	2,533	4,411	4,071	8.35%	3.37%	3.50%
PLC	30,501	39,301	69,802	65,219	7.03%	53.98%	55.33%
Specialist Training Providers	1,735	1,567	3,302	3,124	5.70%	2.59%	2.62%
Specific Skills Training	3,420	11,970	15,390	13,693	12.39%	11.33%	12.20%
Traineeship Training	1,818	2,687	4,505	4,079	10.44%	3.38%	3.57%
VTOS Core	4,168	4,727	8,895	9,285	-4.20%	7.69%	7.05%
Youthreach (including Advocacy)	3,358	4,249	7,607	10,047	-24.29%	8.32%	6.03%
Full Time Provision Total	50,186	75,967	126,153	120,818	4.42%		
Part Time Provision							
Adult Literacy Groups (incl Family Literacy)	8,680	29,248	37,928	41,759	-9.17%	29.14%	28.13%
BTEI (incl Breacadh & Innovation Projects)	11,505	25,123	36,628	37,397	-2.06%	26.10%	27.16%
ESOL	3,435	9,797	13,232	16,136	-18.00%	11.26%	9.81%
Evening Training	168	15,664	15,832	17,228	-8.10%	12.02%	11.74%
FET Co-operation Hours	6,391	15,241	21,632	20,192	7.13%	14.09%	16.04%
ITABE	116	2,844	2,960	3,807	-22.25%	2.66%	2.20%
Libraries Training	94	296	390	364	7.14%	0.25%	0.29%
Refugee Resettlement (ESOL)	49	510	559	105	432.38%	0.07%	0.41%
Skills For Work	138	2,915	3,053	3,155	-3.23%	2.20%	2.26%
Voluntary Literacy Tuition	306	2,319	2,625	3,141	-16.43%	2.19%	1.95%
Part Time Provision Total	30,882	103,957	134,839	143,284	-5.89%		
Part Time Unaccredited Provision							
Community Education	1,734	50,265	51,999	66,616	-21.94%	100.00%	100.00%
Part Time Unaccredited Provision Total	1,734	50,265	51,999	66,616	-21.94%		
National Programmes Provision							
Momentum (Full Time)	351	441	792	5,553	-85.74%	38.35%	7.35%
eCollege (Part Time)	1,409	8,571	9,980	8,928	11.78%	61.65%	92.65%
National Programmes Provision Total	1,760	9,012	10,772	14,481	-25.61%		
Other Programme Provision							
Irish Deaf Society (Adult Literacy)	191	29	220	196	12.24%	100.00%	100.00%
NALA (Write On / Phone Tuition)	9,130	6,170	15,300	n/a	n/a	n/a	n/a
Other Programme Provision Total	9,321	6,199	15,520	196	12.24%		
FET Programme Provision Totals	93,883	245,400	339,283	345,395			

Table 3.5 provides information on changes projected in the 2016 plan against the 2015 reported outturn, that ETBs and other providers indicated as likely to occur during 2016 in relation to FET beneficiary / participant numbers, e.g. it is expected that apprenticeship numbers will rise considerably in 2016.

Table 3.6: Changes to FET 2016 Projected Career Cluster Provision against 2015 Reported Outturn.

CAREER CLUSTER	Changes to FET 2016 Projected Career Cluster Provision against 2015 Reported Outturn					
	Number of Beneficiaries					
	Projected Beneficiaries Enrolled/ Started as at 1st January 2016	Projected Beneficiaries Starting Courses During 2016	Projected Total Number of Beneficiaries of FET Provision in 2016	Percentage Change in Beneficiaries for 2016 Projected against 2015 Reported Outturn	Percentage Proportion of Reported Outturn Beneficiaries by FET Provision Career Cluster for 2015	Percentage Proportion of Projected Beneficiaries by FET Provision Career Cluster in 2016
Agriculture, Horticulture and Mariculture	1,220	3,153	4,373	3.87%	1.22%	1.29%
Animal Science	934	1,152	2,086	6.21%	0.57%	0.61%
Art, Craft and Media	7,393	14,733	22,126	-5.95%	6.81%	6.52%
Built Environment	1,699	6,588	8,287	29.89%	1.85%	2.44%
Business, Admin and Management	7,545	16,303	23,848	-17.80%	8.40%	7.03%
Financial Services	494	1,267	1,761	-16.74%	0.61%	0.52%
Food and Beverage	981	2,327	3,308	19.51%	0.80%	0.97%
General Learning	39,118	118,596	157,714	-0.85%	46.05%	46.48%
Hairdressing, Beauty and Complementary Therapies	3,693	5,556	9,249	-0.74%	2.70%	2.73%
Health, Family and other Social Services	15,756	30,505	46,261	-6.36%	14.30%	13.63%
Information Technology	7,084	23,618	30,702	9.83%	8.09%	9.05%
Manufacturing	1,162	6,324	7,486	13.73%	1.91%	2.21%
Natural Resources	51	303	354	-48.17%	0.20%	0.10%
Sales and Marketing	624	1,793	2,417	-37.33%	1.12%	0.71%
Sampling Skills	603	2,509	3,112	-32.96%	1.34%	0.92%
Science and Technology	1,189	1,760	2,949	52.64%	0.56%	0.87%
Tourism and Sport	3,490	5,494	8,984	9.57%	2.37%	2.65%
Transport, Distribution and Logistics	847	3,419	4,266	12.59%	1.10%	1.26%
Total	93,883	245,400	339,283			

Table 3.6 provides information on changes projected in the 2016 plan against the 2015 reported outturn, which ETBs and other FET providers have indicated in their plans that are likely to occur during 2016 in relation to FET beneficiary/participant numbers in the context of movement across career clusters.

General Learning

The ETBs have indicated that, in 2016, the numbers engaging in general learning is likely to be slightly less (0.85%) than 2015. Analysis of the FARR database suggests that there is a definition issue in that a considerable number of beneficiaries classified as general learning could be redistributed across the career clusters. The data indicates that Sampling Skills career cluster will decrease by 33% in 2016 compared to 2015. The main contributors to the general learning career cluster are presented in table 3.7.

General Learning Cluster – Key Contributors

FET Programme	Beneficiary Numbers
Youthreach	6,948
BTEI	14,254
Adult Literacy	36,675
ESOL	13,232
FET Co-operation hours	17,661
Community Education	34,250
NALA Write on	15,300

Table 3.7

Notable Changes in Provision within Career Clusters in Line with the Labour Market and EGFSN Forecast

The following projected FET provision is in clusters that show an increase in 2016 over 2015 planned or reported outturn provision is as follows:

- Built environment projected provision has increased by circa 30% equating to approximately 1,900 beneficiaries. Apprenticeship Training, Specific Skills Training and PLC programmes account for the majority of beneficiaries circa 3,350, 1,846 and 1,071 respectively that are estimated to undertake courses within the Built Environment career cluster
- Science and Technology expects to have almost a 53% increase in the number of beneficiaries equating to just over 1,000 beneficiaries. The PLC programme accounts for the largest portion at just over 2,500 beneficiaries undertaking studies within the Science and Technology career cluster
- Food and Beverage has increased by about 20%, equating to 540 beneficiaries. The data indicates that PLC and BTEI will have the largest volume of beneficiaries on courses within this career cluster at 894 and 927 respectively
- Business, Administration and Management has a projected decrease of almost 18% equating to about 5,000 beneficiaries. Programmes with the projected largest number of beneficiaries

undertaking studies within this career cluster are: PLC (10,200), Evening Training (3,723), BTEI (2,330) and VTOS (2,126)

- Sales and Marketing projected numbers are expected to decline by 37%, equating to circa 1,400 beneficiaries. Programmes with the largest volume beneficiaries in this career cluster are; Specific Skills Training (605), PLC (532), Evening Training (330) and BTEI (207).

FET Provision Supporting Skills for the Economy and Employment

FET Strategy 2014 - 2019 identifies the need for stakeholders, such as SOLAS and the ETBs to enter into a dialogue with employers to establish the short-to-medium term skill needs for their companies.

The ETB FARs submissions provided qualitative data related to the identification of emerging skills needs. The information submitted was based on local labour market intelligence which was obtained by the ETBs through their interaction with local and regional employer networks, other educational institutions, relevant organisations and community groups. The ETBs also indicated that, as part of their 2016 planning process, consideration was given to the information provided in the following publications:

- *The Expert Group on Future Skills Needs National Skills Bulletin 2015*
- *The Expert Group on Future Skills Needs Monitoring Ireland's Skills Supply, Trends in Education and Training Outputs* (August 2014)
- *The Expert Group on Future Skills Needs Regional Labour Market Bulletin 2015*
- *National Skills Strategy 2025 – Ireland's Future*
- *The Action Plan for Jobs 2016*
- *Pathways to Work 2016*.

FET Provision to address Emerging Skill Needs

FET provision supports Business Sectors through the provision of a wide range of programmes and courses. In addition, the FET sector interacts and collaborates with a variety of stakeholder's e.g. Government departments and organisations, Chambers of Commerce, local development groups, local employers and community groups such as Tidy Towns, active retirement and Traveller support groups for the purpose of ensuring that the Sector maintains an awareness of changing needs in the context of FET provision.

The ETBs are currently reviewing existing provision for the purpose of matching capacity with potential demand for specific programmes/courses e.g. apprenticeship, engineering, entrepreneurship, IT etc. and for the purpose of realignment of course provision to meet identified skills shortages through the inclusion of additional/alternative modules in existing courses.

New Programmes/Courses to be offered in 2016

The 2016 'Funding Allocations Requests' (FAR) process through the FAR documentation sought information on FET plans in relation to provision of new education and training opportunities to be delivered in 2016. Set out in table 3.8 are some examples of the planned new programmes/courses for 2016 in this regard. This list should not be considered definitive as it is presented for the purpose of example only.

Business Sectors	Programmes/ Courses
Healthcare, Childcare	A Level 5 Healthcare, Wellbeing & Nutrition course is planned, as is a Level 6 in both Childhood Education and Childhood Development.
Entrepreneurship	Start your own business modules are being included across a range of courses to facilitate participants in setting up their own business. Workshops, guest speakers, liaison with Local Enterprise Offices (LEOs), greater interaction with employers to ensure quality work placements, student projects for Arts weeks and local craft fairs are also being provided.
Information Technology	A new Level 5 in pre-university computing is to be delivered as is a new higher national diploma (HND) in visual effects.
Built Environment	Due to the growing focus on renewable energy and sustainability, there is a greater provision of related training, including retrofitting of domestic buildings, thermal insulation, passive house, air tightness, wind turbine maintenance and solar power.
Tourism & Hospitality	Several courses have been introduced in response to the Assessment of Future Skills Requirements in the Hospitality Sector, including professional cookery, reception and guest services and a traineeship in food and beverages. A number of ETBs have collaborated with Fáilte Ireland to develop a tour guiding course.
Manufacturing	Introduction of a traineeship in engineering (toolmaking/precision engineering) and additional CNC, Computer Aided Engineering, modules are offered with updates to meet changing manufacturing requirements. Following an approach from an aviation company, an aircraft spray painting course has commenced.
Business & Finance	A CPA accounting traineeship is to be introduced in a number of ETB locations.
Sports	An introduction to sports training is to be introduced as a pilot scheme. A course in sports performance and coaching is to be expanded to include qualifications in soccer, rugby, GAA and athletics.

Table 3.8

ETB Collaborative Projects

In addition to the new courses planned for delivery in 2016, collaboration is on-going between the ETBs and Government departments, local business, agencies such as FIT, and third level colleges, all with a view to enhancing opportunities through participation in FET provision.

Some examples of collaborative projects are set out below:

- Healthcare Security Officer course in development with St. James' Hospital
- Level 6 Advanced Manufacturing Techniques course under development with FIT to provide learners with the skills to work within a wide range of industries
- A Forestry course is being developed with Coillte to provide operator level skills for employment in this growth sector
- A ten-week course is being developed in conjunction with key stakeholders in the cruise liner and ferry industry
- A course is being developed with Diageo for the bar and hospitality sector, aimed at the Long-Term Unemployed (LTU) 19 to 35-year-olds
- A Call Centre Operations / Customer Services Skills course will be introduced in 2016. This programme was specifically identified by the IDA and the DSP as a need within a particular region, to service existing employers and to support possible expansions in the coming year
- A Welding/Fabrication course is in development with Udaras na Gaeltachta and Mayo County Council
- A new pilot Traineeship in Retail Associate will take place in conjunction with a large retail multinational corporation with on-the-job structured training
- PLC colleges and VTOS centres are actively engaged with Higher Education (HE) providers who are located near them to offer PLC and VTOS students enhanced progression routes into HE courses on completion of their courses
- A major Level 6 award in Journalism has been developed in response to industry demand.

Additional information and examples are presented in Section 4 of this document.

FET Provision and Outcomes for 2016

The charts below provide information on FET provision outcomes with a focus on estimates related to beneficiary, completion/exit and progression outcomes for 2016.

Estimated Percentage of Beneficiaries expected to Participate in FET Programmes in 2016

Chart 3.1 provides overall data in percentage terms in relation to the estimated number of beneficiaries expected to participate in FET programmes in 2016 on a full-time, part-time basis and through Community Education.

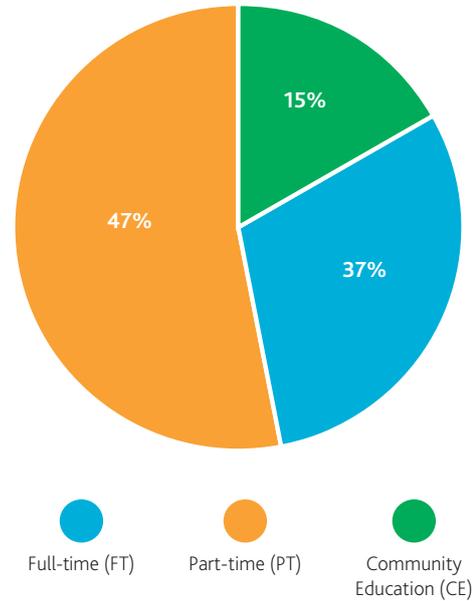


Chart 3.1 Note: The information presented represents projected figures as provided by FET Providers for 2016.

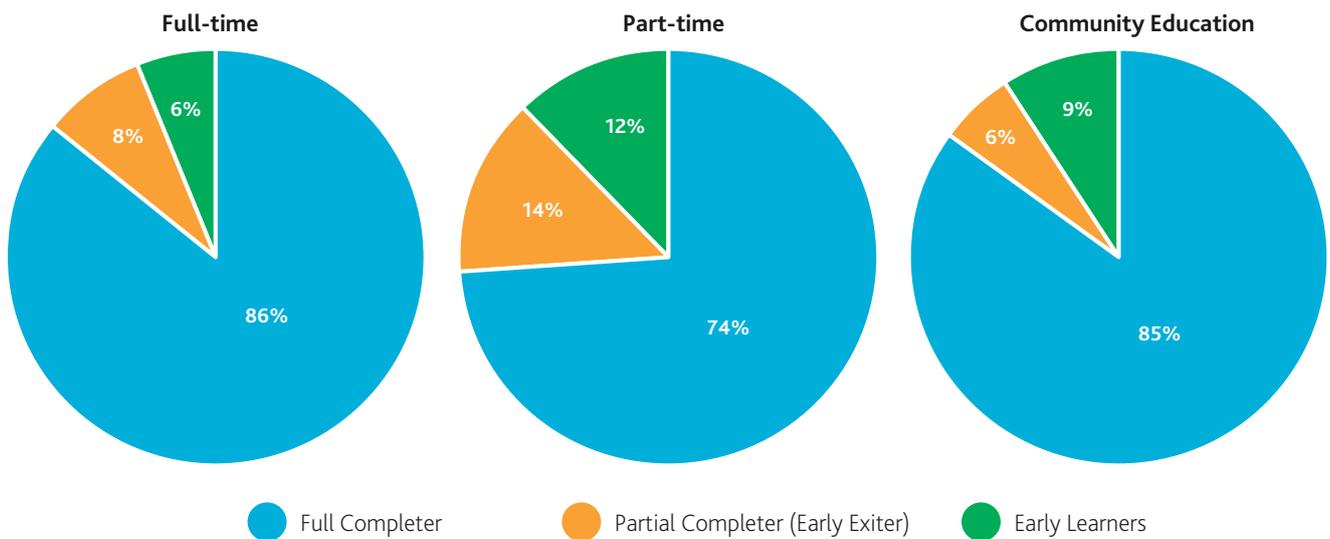


Chart 3.2

Estimate of FET Outputs for Beneficiary Completions/Exits during 2016

The chart 3.2 presents a breakdown in percentage terms in relation to estimated completions and exits of total beneficiaries in Full-time, Part-time, and Community Education programmes.

The data available indicates that across the three programmes duration types, an average of:

- 60% of beneficiaries will be 'Full completers'
- 8% of beneficiaries will be 'Partial completers'
- 7% of beneficiaries will be 'Early Leavers'
- 25% of beneficiaries will not complete in 2016 and will continue their studies into 2017.

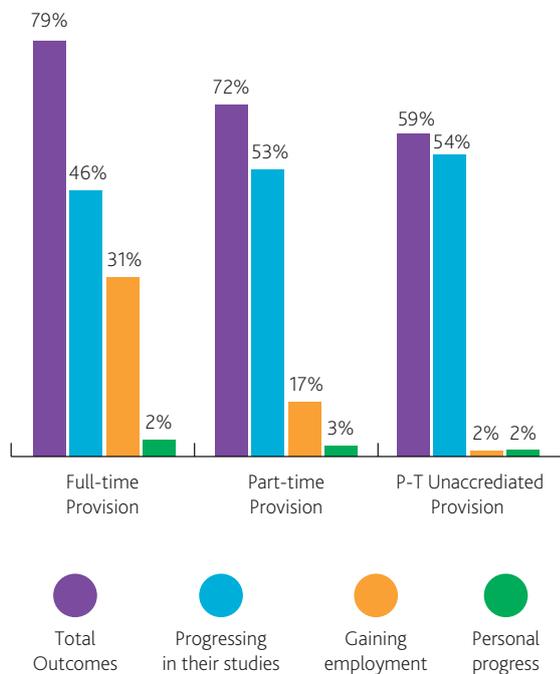


Chart 3.3

Chart 3.3 provides an estimate of outcomes in the context of full-time, part-time and Community Education provision in 2016 for beneficiaries;

- Gaining employment
- Progressing to further studies/learning
- Personal progression.

Wider Benefits of Learning

The impacts of learning extend beyond purely economic values such as earnings, employment and increased productivity. There are many individual and societal benefits over and above the 'earnings' aspect. These include better communication skills, civic participation and physical and mental health benefits. Adult learning is linked more broadly to such diverse areas, as increases in social inclusion, more equitable income distribution and savings in social welfare and medical costs. Participation in FET programmes can result in the learner gaining accreditation, qualifications on the NFQ, employment, and opportunities to participate in higher level FET and HET programmes. The wider benefits of learning are internationally recognised as having the capacity to contribute to a social return on FET investment. More data and evidence on the wider benefits of learning as they relate to FET would be very beneficial in terms of policy making, evaluation, planning and funding.

Some of the wider benefits of learning have been identified as:

- Promoting active inclusion and reducing isolation particularly in rural areas
- Building knowledge skill and competence that, in the future, may support learner progression

- Addressing skill gaps in the context of IT for utilisation in everyday life and in employment
- Increasing self-confidence particularly for those seeking a return to work
- Providing opportunities for inclusion through assisting learners in keeping up with an ever-changing society.

FET Provision for Literacy and Numeracy

Literacy and numeracy skills are important in supporting participation in employment and the ability to function within society. The FET Strategy 2014 to 2019 states ... 'FET provision will support the active inclusion of people of all abilities with special reference to literacy and numeracy...'

The funding for literacy and numeracy provision will be sustained, and will remain in place, until an agreed strategic inputs/outcomes-based funding model has been trialled and tested on other types of FET provision.

Literacy and numeracy provision is committed to the best possible outcomes for a diverse learner group, including:

- Advertising and promotion of literacy and numeracy
- Fit for purpose screening and assessment systems.
- Broader access and range of provision for learners with basic skills needs
- Increased participation, completion and attainment at NFQ Levels 1-3 for learners
- Literacy and numeracy for personal, family, social and community contexts
- ESOL.

SOLAS, in partnership with providers and other agencies, will support the achievement of these outcomes throughout 2016 and over the remainder of the Further Education and Training Strategy.

FET Provision for the Long-term Unemployed (LTU)

The number of unemployed persons declined by 26,100 in the year to Quarter 4 2015⁷. Available data suggests that this decline will continue in 2016. However, high levels of long-term unemployment continue to persist⁸. The 2016 target FET provision participation rate for people who are long-term unemployed remains for 2016 at the 2014 level of 52,711.

⁷ Quarterly National Household Survey Quarter 4 2015

⁸ There were 102,100 persons classified as long-term unemployed accounting for 54.5% of total unemployment in Q4 2015 (Quarterly National Household Survey Quarter 4 2015).

FET Provision for Persons with a Disability

SOLAS, through the FET planning process and in conjunction with the FET sector, DES, DSP/INTREO and the disability sector, supports the implementation of the high level goal related to supporting active inclusion set out in the *The National Disability Implementation Plan (2013 to 2016)* and this is reflected in the *SOLAS FET strategy (2014 to 2019)*.

Details of how the FET sector will support the active inclusion of persons with disability in 2016 is set out below:

- FET programmes are available to all learners including persons with a disability who meet the eligibility criteria and the guidelines provided for each FET programme
- Specific FET programmes are provided for persons with a disability through Specialist Training Providers (STPs) and Community Education
- ETBs intend increasing the range and number of programmes available at NFQ Levels 1, 2 and 3, as well as non-accredited programmes, as appropriate, for persons with a disability
- The HEA Fund for Students with Disabilities can provide support for students with disability. This fund allocates funding to further and higher education colleges for the provision of services and supports to full-time students with disabilities. The fund aims to ensure that students can participate fully in their academic programmes and are not disadvantaged by reason of a disability.

FET PROVISION IN 2016	Estimate for Specific Target Groups Participating in FET Provision in 2016 (Note - no targets set at this point in relation to provision for beneficiaries reported as having a disability)						
	Beneficiaries reported as Long-term Unemployed who were enrolled on the 1st of January 2016	Beneficiaries reported as Long-term Unemployed starting courses during 2016	Long-term Unemployed Beneficiaries of FET provision in 2016	Targets for Long Term Unemployed beneficiaries starting FET courses in 2016	Beneficiaries reported as having disability who were enrolled on the 1st of January 2016	Beneficiaries reported as having a disability starting courses during 2016	Beneficiaries reported as having a disability and benefiting from FET provision in 2016
Full Time Provision							
Apprenticeship Training	0	10	10	0	0	2	2
Blended Learning	21	47	68	180	5	10	15
Bridging & Foundation Training	187	590	777	300	5	45	50
Community Training Centres	282	65	347	0	73	16	89
Justice Workshop	14	7	21	0	0	0	0
Local Training Initiatives	886	610	1,496	1,220	167	91	258
PLC	3,023	4,236	7,259	4,800	1,544	1,931	3,475
Specialist Training Providers	166	700	866	150	1,181	583	1,764
Specific Skills Training	1,426	3,813	5,239	7,500	48	177	225
Traineeship Training	592	620	1,212	1,000	25	17	42
VTOS Core	1,321	2,094	3,415	2,300	220	318	538
Youthreach (including Advocacy)	36	46	82	0	198	269	467
Full-Time Provision Total	7,954	12,838	20,792	17,450	3,466	3,459	6,925
Part Time Provision							
Adult Literacy Groups (incl DEIS & Deaf Literacy)	3,421	8,886	12,307	7,650	1,085	2,458	3,543
BTEI Groups (incl Breacadh & Innovation Projects)	3,234	6,864	10,098	6,150	844	1,611	2,455
ESOL	1,428	3,395	4,823	4,000	107	223	330
Evening Training	625	1,377	2,002	2,500	0	27	27
FET Cooperation Hours (DES funds Teacher Pay)	541	813	1,354	600	702	952	1,654
ITABE	145	1,126	1,271	500	29	234	263
Libraries Training	24	42	66	50	0	0	0
Refugee Resettlement (ESOL)	0	0	0	0	1	11	12
Skills for Work	0	15	15	0	0	38	38
Voluntary Literacy Tuition	99	736	835	500	24	158	182
Part-Time Provision Total	9,517	23,254	32,771	21,950	2,792	5,712	8,504
Part-Time Community Education Provision							
Community Education	255	7,869	8,124	8,750	142	4,923	5,065
Part-Time Community Education Total	255	7,869	8,124	8,750	142	4,923	5,065
National Programmes Provision							
eCollege	120	700	820	700	7	33	40
Momentum	351	441	792	3,860	0	0	0
National Programmes Provision Total	471	1,141	1,612	4,560	7	33	40
FET Programmes Provision Totals	18,197	45,102	63,299	52,710	6,407	14,127	20,534

Table 3.9

Set out on the previous page is a summary detail of the supports available to persons with a disability (as appropriate) as outlined by the ETBs:

- Sign Language Services
- Assisted technology
- Visual Aids
- Sign Language Services
- Staff Supports/Staff Development
- Accessibility
- Personal Assistants/Small Group Support
- Student 'buddy' system
- Transport (where necessary/appropriate)
- Psychological/Counselling Supports / Guidance
- Reasonable Accommodation
- Specialist Training Providers
- Inclusive Environment based on strong Equality Policy
- Community education which assists learners with a disability to participate in FET provision by enabling adaption of course content, resources and teaching methodologies to suit learner abilities / needs
- Participation in the HSE New Direction Group with a view to the mainstream inclusion of people with disabilities.

Table 3.9 provides the estimated reported number of Long-term Unemployed beneficiaries and beneficiaries with a disability expected to participate in FET provision in 2016.

Voluntary Secondary and Community and Comprehensive Schools (VSCCS)

Grant Allocations will be provided to twelve Voluntary Secondary and Community and Comprehensive Schools in 2016. The grant allocations will be used for the purpose of provision of the Back to Education Initiative (BTEI). Table 3.10 outlines the Voluntary Secondary and Community and Comprehensive Schools that will be in receipt of grant allocations for the provision of BTEI during 2016.

Voluntary Secondary and Community and Comprehensive Schools BTEI Grant Allocations

School / College	Funding
Central College, Sexton Street, Limerick	€54,000
Donahies Community School, Streamville Road, Dublin 13	€52,500
Mary Immaculate Secondary School, Lisdoonvarna, Co Clare	€39,390
Nagle Centre Presentation Secondary School, Cannon Street, Waterford	€32,500
Nagle Rice Secondary School, Doneraile, Co Cork	€17,300
North Presentation Secondary School, Farranree, Cork	€69,000
Sacred Heart Secondary School, Clonakilty, Co Cork	€39,000
Sancta Maria College, Louisburgh, Co Mayo	€12,800
Scoil Bernadette, Montenotte, Cork	€11,500
Scoil Mhuire, Ennistymon, Co Clare	€12,500
St Joseph's Secondary School, Spanish Point, Co Clare	€41,000
St Michael's School, Castlerea, Co Roscommon	€28,000
Total	€409,490

Table 3.10

Department of Education and Skills will continue to fund all PLC and Co-Operation Hours Provision (Teacher Pay and student capitation) estimated at €186m for 2016.

SOLAS will have responsibility for payments related to Voluntary Secondary and Community and Comprehensive Schools 'Enhanced Capitation' and 'Locally Devised Assessments' (LDAs). SOLAS will also have responsibility for approval of the BTEI and PLC programmes. Table 3.11 sets out a summary of the approved PLC places for 2016 for Voluntary Secondary and Community and Comprehensive Schools. Details of the schools and colleges that will receive grant allocations through the DES Post-Primary Payment Section in 2016 is located in Appendix 3 of this document.

Summary of Voluntary Secondary and Community and Comprehensive Schools - 2016 Approved PLC Places

Approved Programme Places	Number of Places Approved
Post Leaving Certificate Programme	1,662

Table 3.11

Table 3.12 sets out the detail of grants in respect of other provision, which include grants to the Irish Deaf Society, NALA and Cork Institute of Technology. Due to the nature of the services provided by the Irish Deaf Society e.g. provision of literacy courses for the deaf community through the medium of Irish Sign Language (The Deaf community first/preferred language) this provision has been included in the programme tables 3.3 and 3.4.

Grant Allocations in 2016 for Additional Provision

Providers	Programme	Funding
Irish Deaf Society	Literacy	€215,000
NALA (Write On)	Literacy	€203,987
Cork Institute of Technology	Standard Based Apprenticeship	€400,000
Total		€818,987

Table 3.12

2015 FET Provision Reported Outturn

In 2015 the FET sector achieved 93% of its planned target for Beneficiaries of the FET planned provision. Table 3.13 provides an overview of planned Starters, Completions and Beneficiaries on FET Full Time, Part Time & Community Education Provision for 2015 planned provision compared with the reported outturn for 2015.

Detail of the actual data reported by FET Providers for their 2015 Provision

2015 FET PROVISION OUTTURN										
Provision Type	2015 FET Plan			2015 FET Reported Outturn			Analysis of 2015 FET Provision			
	Starters During 2015	Completions During 2015	Beneficiaries During 2015	Starters During 2015	Completions During 2015	Beneficiaries During 2015	Beneficiary Variance	Actual Starters v 2015 Plan	Actual Completions v 2015 Plan	Actual Beneficiaries v 2015 Plan
Full Time FET Provision	73,257	89,506	137,806	80,519	68,677	126,567	-11,239	110%	77%	92%
Part Time FET Provision	111,667	117,200	173,134	117,711	116,431	152,212	-20,922	105%	99%	88%
Community Education	46,310	45,188	58,583	60,683	50,316	66,616	8,033	131%	111%	114%
Total	231,234	251,894	369,523	258,913	235,424	345,395	-24,128	112%	93%	93%

Table 3.13

The FET planning process encompasses a mid-year review by FET providers and SOLAS, the output of the process can result in revisions to planned activity. The revised forecasted outturn is subject to SOLAS Board approval, and table 3.14 provides analysis of the mid-year revised forecasted outturn for FET provision against the 2015 FET reported outturn.

2015 FET Provision Reported Outturn versus Revised Mid-Year Forecasted Outturn

Provision Type	2015 FET Revised Mid-Year Plan			2015 FET Reported Outturn			Analysis of 2015 Reported FET Provision			
	*Revised Starters During 2015	Completions During 2015	*Beneficiaries During 2015	Starters in 2015	Completions in 2015	Beneficiaries in 2015	Beneficiary Variance Reported Outturn V Revised Plan Outturn	Reported Outturn Starters v 2015 Revised Plan	Reported Outturn Completions v 2015 Plan	Reported Outturn Beneficiaries v 2015 Plan
Full Time FET Provision	84,481	89,506	134,894	80,519	68,677	126,567	-8,327	95%	77%	94%
Part Time FET Provision	134,861	117,200	170,460	117,711	116,431	152,212	-18,248	87%	99%	89%
Community Education	50,594	45,188	56,527	60,683	50,316	66,616	10,089	120%	111%	118%
Total	269,936	251,894	361,881	258,913	235,424	345,395	-16,486	96%	93%	95%

Table 3.14 *The number of starters on FET Programmes for 2015 was revised at the mid-year review.

FET PROVISION IN 2016	Estimate of Inputs into FET Provision for 2016 Planned v 2015 Reported Outturn								
	Number of Learners 2016 (Planned)			Number of Learners 2015 (Reported Outturn)			Differences 2015 v 2016		
Full Time Provision	Enrolled/ Started 1st January 2016	Starting Courses During 2016	Beneficiaries of FET Provision in 2016	Enrolled/ Started 1st January 2015	Starting Courses During 2015	Beneficiaries of FET Provision in 2015	Enrolled/ Started 1st January 2016	Starting Courses During 2016	Beneficiaries of FET Provision in 2016
Apprenticeship	1,215	5,774	6,989	633	4,965	5,598	582	809	1,391
Blended Learning	120	193	313	114	421	535	6	-228	-222
Bridging and Foundation	257	1,593	1,850	275	1,956	2,231	-18	-363	-381
Community Training Centres	1,540	1,244	2,784	1,213	1,433	2,646	327	-189	138
Justice Workshops	176	129	305	101	189	290	75	-60	15
Local Training Initiatives	1,878	2,533	4,411	1,643	2,428	4,071	235	105	340
PLC	30,501	39,301	69,802	26,357	38,862	65,219	4,144	439	4,583
Specialist Training Providers	1,735	1,567	3,302	1,295	1,829	3,124	440	-262	178
Specific Skills Training	3,420	11,970	15,390	3,098	10,595	13,693	322	1,375	1,697
Traineeship Training	1,818	2,687	4,505	1,729	2,350	4,079	89	337	426
VTOS Core	4,168	4,727	8,895	4,052	5,233	9,285	116	-506	-390
Youthreach	3,358	4,249	7,607	3,512	6,535	10,047	-154	-2,286	-2,440
Full Time Provision Total	50,186	75,967	126,153	44,022	76,796	120,818	6,164	-829	5,335
Part Time Provision									
Adult Literacy	8,680	29,248	37,928	11,392	30,367	41,759	-2,712	-1,119	-3,831
BTEI	11,505	25,123	36,628	11,736	25,661	37,397	-231	-538	-769
ESOL	3,435	9,797	13,232	3,843	12,293	16,136	-408	-2,496	-2,904
Evening Training	168	15,664	15,832	368	16,860	17,228	-200	-1,196	-1,396
FET Co-operation Hours	6,391	15,241	21,632	4,482	15,710	20,192	1,909	-469	1,440
ITABE	116	2,844	2,960	390	3,417	3,807	-274	-573	-847
Libraries Training	94	296	390	110	254	364	-16	42	26
Refugee Resettlement (ESOL)	49	510	559	0	105	105	49	405	454
Skills For Work	138	2,915	3,053	136	3,019	3,155	2	-104	-102
Voluntary Literacy Tuition	306	2,319	2,625	475	2,666	3,141	-169	-347	-516
Part Time Provision Total	30,882	103,957	134,839	32,932	110,352	143,284	-2,050	-6,395	-8,445
Part Time Unaccredited Provision									
Community Education	1,734	50,265	51,999	5,933	60,683	66,616	-4,199	-10,418	-14,617
Part Time Unaccredited Provision Total	1,734	50,265	51,999	5,933	60,683	66,616	-4,199	-10,418	-14,617
National Programmes Provision									
Momentum	351	441	792	1,996	3,557	5,553	-1,645	-3,116	-4,761
eCollege	1,409	8,571	9,980	1,569	7,359	8,928	-160	1,212	1,052
National Programmes Provision Total	1,760	9,012	10,772	3,565	10,916	14,481	-1,805	-1,904	-3,709
Additional Provision									
Irish Deaf Society (Adult Literacy)	191	29	220	30	166	196	161	-137	24
NALA (Write On / Phone Tuition)	9,130	6,170	15,300	n/a	n/a	n/a	n/a	n/a	n/a
Additional Provision Total	9,321	6,199	15,520	30	166	196	161	-137	24
FET Programme Provision Totals	93,883	245,400	339,283	86,482	258,913	345,395	-1,729	-19,683	-21,412

Table 3.15

Note: Includes detail of the 2015 reported outturn by ETBs, other FET Providers and SOLAS National Programmes.

Analysis of Changes in 2016 FET Provision Plan Compared to the 2015 FET Provision Plan and Reported Outturn

Table 3.15 provides analysis of inputs reported for 2015 versus 2016 FET planned provision in terms of full-time, part-time, and unaccredited provision. The view presented shows the Beneficiaries enrolled at the start of the year and the additional starters enrolling throughout the year.

Notable changes in the estimated number of beneficiaries in 2016 compared to the 2015 reported outturn relates to training programmes with increased numbers projected for; Apprenticeship 'off the job' Training (25%), Traineeships Training (10%), Specific Skills Training (12%) and online learning (12%) equating to approximately 1,390, 420, 1,700 and 1,000 respectively. Significant decreases in the estimated number of beneficiaries are in the MOMENTUM programme with a decrease of 85% in projected numbers, other reductions in programme numbers relate to Community Education (22%), Youthreach (24%), ESOL (18%), ITABE (22%) and Voluntary Literacy Tuition (16%) equating in beneficiary numbers of approximately 14,600, 2,400, 2,900, 840 and 500 respectively.

It is estimated that there will be a decrease of 829 starters on full-time courses in 2016. However the projected number of beneficiaries that had already started (started their course in 2015) at the beginning of January 2016 has increased by 12% compared to the same period in 2015, with PLC accounting for the largest number at just over 4,100. The overall estimated number of beneficiaries in 2016 for full-time programmes will increase by 4% equating to circa 5,300. The projected numbers for part-time programmes delivered through ETBs are estimated to decrease by approximately 6% or just over 8,400 beneficiaries. However, the overall part-time provision taking into account all providers is on par with 2015 numbers.

FET – Support Organisations SOLAS Grant Allocations to Agencies and Bodies in the Further Education and Training Sector

A portion of the funding that SOLAS will receive from the Department of Education and Skills (DES) during 2016 will be allocated to a number of Agencies and Bodies who support and provide services to the FET sector.

To facilitate funding in 2016 SOLAS developed a guideline document titled *Overarching Parameters and Guidelines Document for 2016 Grant Allocations by SOLAS to Agencies in the FET Sector*. The document was issued to a range of Agencies whose organisational objectives are closely aligned to the Further Education and Training Strategy 2014-2019. Agencies were requested to state their proposed activities for 2016 with reference to the FET Strategy, the expected outcomes and the grant required. A separate guideline document titled *Overarching Parameters and Guidelines Document for 2016 Grant Allocations by SOLAS to Staff Associations in the FET Sector* was issued to a number of Staff Associations which provide support services to the FET sector. Both documents set out the protocols and procedures for grant allocations in 2016.

SOLAS evaluated the submissions received and the grants requested from Agencies and Bodies. Grants were approved based on the alignment of planned activities to the overall FET Strategy. The following tables provide a list of the Agencies and Bodies grouped according to the type of activities planned for 2016 and the grant allocations; 3.16 support organisations, 3.17 staff representatives associations, 3.18 lifelong learning opportunities, and 3.19 CPD provision. Table 3.20 identifies a number of EU and specific projects which will be co-funded/grant supported in 2016. Additional information on the 2016 planned activities for which grants have been approved is provided later in this document. Table 3.21 provides a summary of the specific grant allocations for 2016.

Further Education and Training – Support Organisations

Agency/ Body	Illustration of Key Activities Planned for 2016	2016 Grant €
AONTAS	Advocacy organisation for Learners for the formal and non-formal adult and community education sector. Develop a National Adult Learners Forum in collaboration with the ETBs and other key stakeholders as part of the new FET Strategy.	1,086,454
Dyslexia Association of Ireland	Provide services and supports to people with dyslexia to access further education and training.	129,272
Fast Track into Technology	Provide activation and employment supports for marginalised job seekers and placement and industry engagement.	1,144,000
National Adult Literacy Agency	Work in partnership with a range of organisations to influence policy and practice to support people in developing their literacy and numeracy skills. Support the implementation of the National Literacy and Numeracy Strategy and the promotional strategy as set out in the FET Strategy 2014-2019.	1,846,098
National Centre for Guidance in Education	Supports and develops guidance practice in education and informs policy. Provides the Adult Education Guidance (AEG) programme for guidance practitioners.	276,573
Waterford Institute of Technology (to support the WIT/ REGSA Project)	Provide an educational guidance service for adults in the Waterford area.	134,308
Total		4,616,705

Table 3.16

FET – Staff Representative Organisations

These Associations support practitioners in the FET sector.

Agency/ Body	Illustration of Key Activities Planned for 2016	2016 Grant €
Adult Education Guidance Association of Ireland (AEGAI)	Represent the views of members and work with relevant stakeholders in the implementation of a FET Guidance Service as outlined in the FET Guidance Strategy.	4,750
Adult Education Officers' Association	Provide continuous professional development for members and represent their views at a national level.	9,500
Adult Literacy Organisers Association (ALOA)	Assist members to develop their professional competencies in Adult Literacy and share knowledge and experience through networking.	12,900
Community Education Facilitators Association	Promote community education and support members through CPD and networking activities.	4,750
National Association of Adult and Community Education Directors	Provide a support structure and networking arrangement for Directors of Adult and Community Education within the Community and Comprehensive School Sector.	4,000
National Association of VTOS Coordinators	Raise awareness of the developmental needs of adult learners and share best practice among Coordinators	9,500
National Association of Youthreach Coordinators	Raise the profile of Youthreach through its website, publications and social media.	19,000
Total		64,400

Table 3.17

FET – Lifelong Learning Opportunities

These organisations assist people to undertake new learning experiences.

Agency/Body	Illustration of Key Activities Planned for 2016	2016 Grant €
Age Action Ireland	Provides lifelong learning opportunities through its education programme – The University of the Third Age (U3A) and Generations Together.	66,500
The Educational Trust	Provides support to ex-prisoners and ex-offenders to access education and training.	18,050
Irish Countrywomen's Association	Provides support, personal development, education and lifelong learning opportunities.	20,900
People's College	Support the provision of lifelong learning to adults through a wide range of courses.	92,150
Total		197,600

Table 3.18

FET – CPD Provision

The WIT/NALA Accreditation Project provides higher education qualifications to those working in the national adult literacy service.

Agency/Body	Illustration of Key Activities Planned for 2016	2016 Grant €
Waterford Institute of Technology (to support the WIT/NALA Project)	Provide third level CPD programmes for adult literacy practitioners.	494,000
Total		494,000

Table 3.19

EU and Specific Projects details

The projects listed in table 3.20 assist adults, practitioners, policy makers and others with accessing information appropriate to the further education and training sector.

EU and Specific Projects details

Organisation	2016 Grant €
AONTAS (EU project co-funding requested by DES for the European Agenda for Adult Learning Project).	53,833
FIT Associate Professional* – two-year dual education pilot project comprising of a number of Software Development or Computer Systems Networking courses delivered by a number of ETBs.	315,000
IACTO - support the CTC Boards of Management in human resource advisory services, industrial relations and board of management support.	150,000
Léargas – EU project co-funding requested by DES for the EPALE element of Erasmus+	28,175
Programme for the International Assessment of Adult Competencies (PIAAC-related fee)	30,000
Irish National Organisation for the Unemployed (INOUE) for the publication Working for Work 2016.	20,000
Total	597,008

Table 3.20

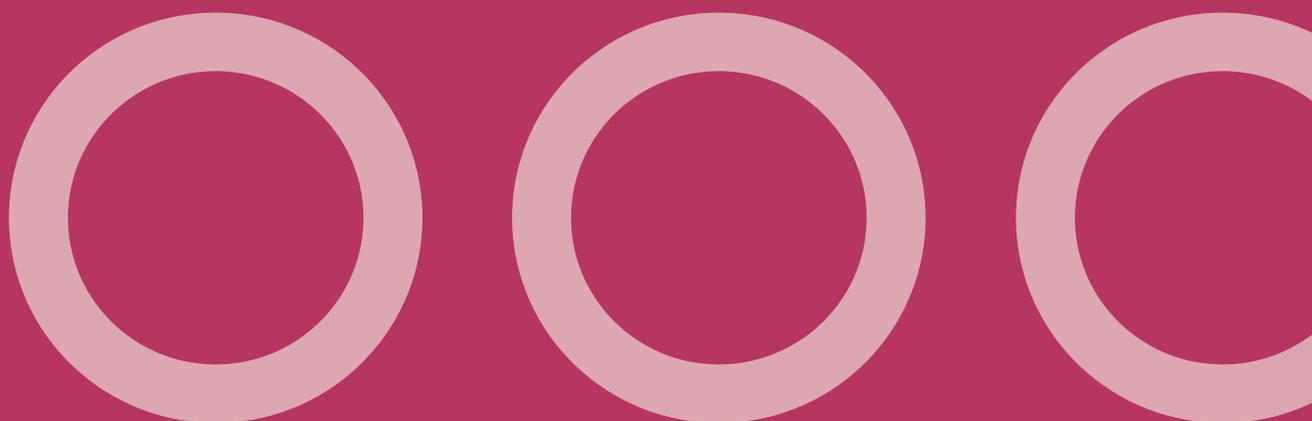
Overall Summary Total of Specific Budget Allocations for 2016

Classification	Grant Allocation €
FET Support Organisations	4,616,705
FET Staff Representative Organisations	64,400
FET Lifelong Learning Opportunities	197,600
FET CPD Provision	494,000
EU and Specific Projects	597,008
Total	5,969,713

Table 3.21

Section 4

Further Education and Training
(FET) – Responding to the
needs of the Learner, Employer
and Community



Further Education and Training (FET) – Responding to the needs of the Learner, Employer and Community

The indications are that Ireland has turned a corner and is returning to economic stability and growth. Fundamental to sustaining this recovery will be the availability of a highly-skilled workforce. The Further Education and Training (FET) sector will have a key role to play in this regard. The FET Strategy 2014 to 2019 describes the role of FET as follows:

...FET provides education and training and related supports to assist individuals to gain qualifications at Levels 1 to 6 on the NFQ or equivalent, to attain and refresh economically valuable skills, to access and sustain all types of employment, tackling skills shortages and boosting the future growth and competitiveness of the Irish economy. It provides a range of skills for labour market returners, for those interested in a new career direction, for those wishing to access 'second chance' education, and to prepare school leavers and others for higher education. FET also plays an important role in helping people to lead fulfilling lives, supporting some of the hard to reach individuals and groups to achieve their potential and reducing the costs to society of exclusion.

SOLAS, as part of the 2016 Funding Allocations Requests process, sought to identify some tangible examples of the benefits of FET provision, in the context of the **learner**, the **employer** and **communities**. A wide and varied range of excellent examples across the three identified categories were provided by the SOLAS grantees. Set out below are some of the examples provided by the Education and Training Boards (ETBs) and the Voluntary Secondary, Community and Comprehensive Schools (VSCCS). The examples provided should not be considered definitive as, while individual ETBs have been mentioned, many of the examples provided apply across the full complement of ETBs.

Benefits of ETB FET Provision – The Learner

A recurring theme in the information provided by the ETBs in their 2016 Funding Allocation Request submissions was that FET provision affords opportunity for the learner to:

- Gain qualifications
- Participate in a range of programmes
- Participate in courses locally
- Participate in courses aligned to local employment opportunities
- Reskill and up-skill
- Enhance literacy and numeracy skills
- Engage in lifelong learning.

The information that follows presents some of the examples provided by the ETBs in relation to the identified themes.

1. Gain Qualifications

Through ETB FET provision learners can attain qualifications across a range of disciplines from Levels 1 to 6 on the National Framework of Qualifications (NFQ). Programme information is presented in Section 2 of this document. All programmes/courses available through FET provision are recorded on the SOLAS 'Funding Allocations Requests and Reporting Database' (FARR).

2. Participate in a Range of Programmes

Through the sixteen **Education and Training Boards (ETBs)** learners can participate in a range of programmes which include Apprenticeship, Career Traineeship, Specific Skills Training, Youthreach, VTOS, PLC, BTEI etc. Examples of courses delivered through these programmes are set out below:

- **Dublin and Dun Laoghaire ETB (DDLETB)** (among others) offer/deliver apprenticeships in Construction Plant Fitting, Electrical Instrumentation, Heavy Vehicle Maintenance, Motor Mechanics, Phase 2 Electrical and will also support Electrical Phases 4 and 6 in 2016. **Cork ETB (CETB)** is involved both directly and indirectly as delivery partners for new apprenticeship proposals. Work is being undertaken in conjunction with **Donegal ETB (DETB)** in relation to a welding apprenticeship. In addition, **CETB** is involved in the development of new apprenticeship courses related to Accounting Technician (partnering with ATI). This apprenticeship will commence once approved by the Apprenticeship Council. **CETB** is also involved in the development of an apprenticeship in Computer Numeric Control (CNC) /Milling & Turning – a priority for the manufacturing sector
- **Cavan and Monaghan ETB (CMETB)**, among others, will provide the new FIT ICT Associate Professional Apprenticeship in Systems and Networks which will commence in 2016.

The Career Traineeship initiative has been developed by the **SOLAS National Innovation Unit** in partnership with seven of the Education and Training Boards (ETBs) and businesses in the Hospitality and Engineering industries, to develop an effective model of work-based learning, primarily at National Framework of Qualifications (NFQ) Levels 4 and 5. For example, **Cavan and Monaghan ETB (CMETB)** are providing opportunities for participation in the Level 5 Engineering OEM Career Traineeship which

encompasses twenty-two weeks work practice in Combilift Ltd. A Level 5 Hairdressing Award and Junior Trades, Hairdressing Career Traineeship is also proposed and is expected to commence in **CMETB** in Sept. 2016.

Laois and Offaly ETB (LOETB) commenced a pilot Hospitality Career Traineeship Programme in the last quarter of 2015, with the trainees aiming to achieve a QQI Level 5 Major Award in 2016. This pilot traineeship is being developed in partnership with ETBs, SOLAS, the Irish Hotel Federation, Fáilte Ireland and local hoteliers.

Programmes delivered through BTEI, VTOS, PLC etc. provide opportunities for progression and work experience through work placement as part of the programme etc.

- **The Kilkenny and Carlow ETB, (KCETB)** BTEI programme provides learners with the opportunity to develop skills sought after by employers, e.g. Infection Prevention and Control, HACCP
- **Limerick and Clare ETB (LCETB)** has opened a Further Education & Training Centre, (Kilmallock Road Campus). This facility will host staff and learners from Youthreach, VTOS and LCFE (PLC) for some day and night classes
- **Waterford and Wexford ETB (WWETB)** is providing a QQI Level 5 Engineering PLC in Dungarvan, and a QQI Level 5 PLC in Science in Waterford City and, through the BTEI, a QQI Level 5 Call Centre Training course in Wexford Town in conjunction with Eishtec Ltd.

3. Participate in Courses Locally

The ETBs provided examples of how learners are being facilitated to participate in courses locally, e.g.

- **Mayo, Sligo, Leitrim ETB (MSLETB)** commenced delivery of a Welding/Fabrication training programme for learners in the Belmullet/Rosspoint catchment area, aimed at meeting the ongoing needs of learners in this region who have difficulty in reaching training provision in large urban areas. In addition, MSLETB, PLC colleges and VTOS centres actively engaged with Higher Education (HE) providers who were located near them to offer PLC and VTOS students enhanced progression routes into HE courses on completion of their PLC course. Collaboration took place between Sligo College of Further Education and Sligo IT and also Castlebar College of FE and GMIT. Castlebar VTOS centre also co-delivers an access course into GMIT.

- **Dublin and Dun Laoghaire ETB (DDLETB)** indicated that courses and certification have been more closely aligned to labour market needs, thus providing better progression to employment opportunities.
- **Tipperary ETB (TETB)** has engaged in area-based planning and review of FET courses by location, the aim of which was to examine the options available to learners in individual locations.

4. Participate in Courses Aligned to Local Employment Opportunities

Increasingly ETBs are working to align the courses they provide with local employment opportunities

- **Cork ETB (CETB)** is developing new training material related to employment opportunities in Forestry with Coillte. This course is particularly focused on addressing operator level skills for employment within this growth sector. CETB is also working in conjunction with Diageo in relation to development of a ten-week entry level skills course for the bar and hospitality sector. This course, which was piloted by Diageo in their centres in Dublin and Dundalk, is aimed at young long-term unemployed (19 to 35-year-olds) with less than upper secondary education. It provides learners with the basic skills for a number of roles within the hospitality sector, including bar and food skills, barista training and customer service capabilities. The ten-week programme is followed by a four-week work placement in industry, with a significant permanent placement rate emerging from the pilots.
- **Dublin and Dun Laoghaire ETB (DDLETB)** have developed a major Level 6 award in Journalism in response to industry demand. Minor awards at Levels 5 & 6 in Computer Numeric Control (CNC) & Technical Drawing have also been developed by this ETB. **DDLETB** has also indicated that it will provide a wide range of new programmes in response to local labour market needs through provision of courses related to: Employability Skills Level 4 (NEET target group), Business Studies, Office Informatics and ESOL, Legal and Medical Secretary, Introduction to JAVA, Digital Marketing, Network Security Professional Cisco CCNA Security+, Cyber Security Specialist, Pre-University Science (Laboratory Techniques) Level 5, Professional Cookery, Hotel Reception and Guest Services Level 5, Health, Wellbeing and Nutrition L5, Childhood Education & Training Level 6 and Child Development Level 6.
- Kilkenny and Carlow ETB (KCETB) has identified new progression routes, examples of which are a QQI Level 5 course in Product and Industrial Design that provides a direct progression pathway to an

IT Carlow, degree course, and local employment in the engineering sector and a Local Training Initiative with the Young Irish Film Makers group in Kilkenny which will provide accreditation in both General Learning and Digital Media.

- **Laois and Offaly ETB (LOETB)** and an employer (retail) in the region are working in partnership to deliver a course which will lead to a Major award at QQI Level 5 (Retail Skills), and all successful participants will be offered a managerial role in the partner company.

5. Reskill and up-skill

The need to ensure that the skill base of learners continues to meet the needs of a smart economy and to provide some protection from future unemployment was described in the ETB submissions. Some examples of opportunities for reskilling/up-skilling were provided as follows:

- **Cavan and Monaghan ETB (CMETB)** in partnership with St. James' Hospital will launch a new course Healthcare Security Officer which encompasses work experience at this hospital
- **Kildare and Wicklow ETB (KWETB)**, and indeed many other ETBs, provide flexible, part-time education provision which has allowed many full-time employees retrain and upskill on courses in their own time and at their own pace
- The Further Education and Training Management Team within **Galway and Roscommon ETB (GRETB)**, among others, is liaising with the Department of Social Protection to ensure the identified training needs of the Long Term Unemployed are matched to relevant education and training provision. In 2016, GRETB will focus on programmes to support employment in ICT, digital media, healthcare and social services, the green economy, food processing and sales and marketing and management
- **Kerry ETB**, has put in place a Microsoft Campus Licencing & Office 365 facility which will enable Kerry ETB learners to have free access to the most up-to-date MSOffice software for the duration of their course
- **Limerick and Clare ETB (LCETB)**, BTEI and Mary Immaculate College (MIC) Pilot Teacher Education Access Programme had its second successful year in 2015. It offers direct access to the B.Ed. for mature students who otherwise would not qualify for entry.

6. Enhance Literacy and Numeracy Skills to Support Progression

The significance of literacy and numeracy skills in the context of supporting participation in employment, the ability to function within society and to function on a personal level on a daily basis has long been established. Some of the examples provided in relation to literacy and numeracy support and provision were as follows:

- **Mayo, Sligo, Leitrim ETB (MSLETB)** Adult Literacy service developed a number of themed literacy programmes to attract learners to participate in courses that have a large literacy content but are delivered through a variety of vocational subjects. This has been very successful in Sligo and it is hoped to replicate this approach in Mayo and Leitrim
- **Galway and Roscommon ETB (GRETB)** launched its Literacy, Numeracy, ICT Strategy which is being implemented to support FET learners across a range of programmes
- **Louth and Meath ETB (LMETB)** intends to further embed integration strategies for Literacy, Numeracy and ICT within their FET provision with a focus in 2016 on Pre-Apprenticeship, Apprenticeship, Transition/bridging programmes and LTI's
- **Kerry ETB** has established two Open Learning Centres, one in the Kerry College of Further Education (KCFE), and a second in Tralee & North Kerry College, Listowel. The role of the Open Learning Centres is to support learners, improve the FET experience for the learner, increase the Major award accreditation levels and retention rates, which in turn positively impacts on learner outcomes
- **City of Dublin ETB (CDETB)** is expanding the 'DoIT' profiler utilised in Youthreach centres to support the literacy and numeracy provision for learners in the CTCs.

7. Provision of Opportunities for Lifelong Learning

Examples of enhanced opportunities for learners to engage in lifelong learning as a result of the availability of flexible learning options to suit the individual learner were provided, e.g.

- **Louth and Meath ETB (LMETB)** have developed learner engagement programmes which are designed to meet the needs of persons most removed from the education/training environment. Courses combine both education and skills training content, affording participants the opportunity to

- engage in active learning in an environment which is welcoming and supportive of their learning needs
- **Galway and Roscommon ETB (GRETB)**, among others, increased flexibility in relation to course delivery by providing courses at times to suit the learner, e.g. weekends, evenings, part-time, full-time
 - **Kilkenny and Carlow ETB (KCETB)**, through their Back to Education initiative (BTEI), increased outreach provision and introduced new part-time programmes as well as timetabling study and ICT skills and academic literacy support across all Level 3 and 4 provision. Enhanced pre-assessment policies and procedures were also introduced to support the identification of best fit programmes and award levels for the learner
 - **Kildare and Wicklow ETB (KWETB)** is modularising the VTOS programme across the KWETB (commencing in September 2016) which will mean that learners will have the opportunity to achieve certification much earlier than is now the case and will also allow learners to enter the programme at two points in the year rather than the current single annual enrolment period.

Benefits of ETB FET Provision – The Employer

A recurring theme in the information provided by the ETBs in the context of benefits of FET provision for the employer was that FET affords benefit and opportunity for the employer in the context of:

- Increased and improved networking
- Ensuring the availability of highly educated/trained staff
- Working with employers to develop bespoke programmes
- Provision of the Apprenticeship, Career Traineeships, Specific Skills Training programmes etc.
- Provision of opportunities for employees to upskill/re-skill
- Provision of flexible learning options.

The information that follows is an overview of the examples provided by the ETBs which describe the benefits of ETB FET Provision in the context of the employer.

1. Increased and Improved Networking

The opportunity for increased and improved networking (national and local) between the employer and the ETBs was described in many of the examples provided by the ETBs. A number of references were

made to the creation of the National Network of Regional Skills Fora in support of the Government's Action Plan for Jobs strategy. The aim of this approach is to provide a more systematic way for employers and the education and training system to work together.

At local level the ETBs have indicated that they are increasingly working to forge new relationships and strengthening existing relationships with employers. In this regard Employer Liaison offices have been established in City of Dublin ETB, Cork ETB, and Laois and Offaly ETB.

The ETBs are also working to increase engagement with the Department of Social Protection (DSP), for example:

- **Cork ETB (CETB)** has increased engagement and integration with the DSP and employers which has benefited the learner and helped identify pathways to progression
- **Kildare and Wicklow ETB (KWETB)** enhanced engagement with colleagues in DSP which resulted in a more positive, coherent experience for learners who were unemployed
- In support of learner work placement, **Laois and Offaly ETB (LOETB)** engaged in a work experience forum with a view to ensuring consistency and improving LOETB relationships with employers that provide learners work placement opportunities
- **Galway and Roscommon ETB (GRETB)** have engaged in meetings with the Galway Chamber of Commerce, Roscommon Leader Partnership, and Regional Skills Fora. In addition, through a close working relationship with IDA West, GRETB played a key role in the location of 'Shopify' by providing training space for this organisation's new hires. The role GRETB played was acknowledged by the CEO of this multinational
- **Limerick and Clare ETB (LCETB)** engage in monthly stakeholder engagement meetings with the DSP in relation to course recruitment and provision. A series of initiatives have emerged from this engagement, including the Youth Developmental Internship/First Steps – a mandatory programme administered by the DSP, intended as a developmental internship variant for the most disadvantaged young people
- In addition **GRETB**, in partnership with Kerry ETB and Fáilte Ireland are in the process of developing the standards for the new QQI National Certificate in Tour Guiding Level 6 and plan to roll this programme out in September 2016

- **Donegal ETB (DETB)** indicated that their on-going employer liaison ensured programmes delivered were relevant to the types of employment available in Donegal and that certification was industry recognised. As a direct result of this approach, DETB developed three new pilot programmes in 2015 – a Social Media, Multimedia Training Course and a Hospitality Operations Programme and piloted an Electronic Security Systems, Phase 4, Apprenticeship in Letterkenny Training Centre
- **Limerick and Clare ETB (LCETB)** have indicated that the LCETB FET Employer Engagement Strategy will be finalised in 2016. Cavan and Monaghan ETB (CMETB) created a jobs noticeboard and a text messaging service to help connect students/graduates with prospective employers. In 2015, this ETB saw a surge in the numbers of employers making contact directly looking for graduates
- **Tipperary ETB (TETB)** was a key partner on the organising Committee of the 'Tipperary Enterprise Week' which ran in May 2015. The 'Who to Talk To' Events held in Clonmel and Roscrea, linked the ETB with industry.

2. Ensuring the Availability of Highly Educated/Trained Staff

The role FET will play in ensuring the availability of a pool of trained staff to meet current and future needs of industry and a smart economy is crucial to our economic recovery. Examples of some of the initiatives being undertaken by the ETBs included the following:

- **Kildare and Wicklow ETB (KWETB)** provide industry specific courses such as tourism in County Wicklow and Equine in County Kildare. Provision of these courses ensures a steady stream of trained employees for these indigenous industries and ensures the availability of work locally for the employee/learner
- **Waterford and Wexford ETB (WWETB)** have developed three new courses e.g. one for the insurance Industry with Zurich Insurance in Wexford Town, another with Waterford Crystal Manufacturing and a third related to Aircraft Floor Assembly with SCHIVO (a Precision Engineering Company based in Waterford)
- **Kerry ETB** has developed a database of employers who host work experience placements along with details of the cluster areas they facilitate. This ETB, in response to demand for more cooks and chefs in local hospitality and tourism centres, invested in a new culinary arts teaching and learning facility in Tralee. Kerry ETB reports that the demand for their qualified skilled learners is constant from employers

- **Longford and Westmeath ETB (LWETB)** recognised the growth of social media in the context of business and have developed a City and Guilds Level 3 Diploma in Social Media for Business (Marketing). The diploma includes units that cover a range of knowledge and skills to support understanding of the impact and power of social media and digital marketing in the world of business. In addition, to meet growing need in relation to tourism as a result of Fáilte Ireland initiatives and proposed local development LWETB has planned a full-time tourism and Hospitality programme in Athlone Training Centre and a part-time Tourism and Business course at QQI Level 5 through BTEI in Athlone. These courses will have the potential to provide progression routes for learners to third level education in the Athlone Institute of Technology and Moate Business College and to employment locally.

3. Working with Employers to Develop Bespoke Programmes

ETBs are increasingly working with employers to develop bespoke programmes that address specific labour market need and support the continuous improvement in the quality and range of FET provision.

- **Louth and Meath ETB (LMETB)** developed bespoke Employee Mentoring Programmes. The award winning programme, supports employees who have been identified by a company as persons to act as mentors for new recruits/those on work experience
- **Kerry ETB** through the Skills for Work programme provided benefits to employers of low-skilled workers in retail, catering, farming and fisheries sectors
- **Mayo, Sligo, Leitrim ETB (MSLETB)** will run a programme in Call Centre Operations/ Customer Services Skills in 2016. This programme was specifically identified by IDA and DSP as a need within the region, to service existing employers and to support possible expansions in the coming year. In addition, the MSLETB Career Traineeship Pilot project in the areas of Hospitality and Catering are leading to enhanced benefits to employers within the region. The Hospitality Operations Local Training Initiative in Co Leitrim being delivered by MSLETB in collaboration with The Leitrim Development Company and The Food Hub in Drumshanbo, Co Leitrim was presented as an example of a training programme which helps employers to source workers for the Hospitality industry locally

- **Kildare and Wicklow (KWETB)**, as part of their planned Specific Skills Training programme has worked in partnership with FIT to develop a course leading to a Level 6 major QQI award, Certificate in Maintenance Skills Technology. This course has been developed in partnership with Intel and Intel has confirmed that it will accept the major award as an entry level qualification for employment as a technician in its plant in Leixlip. This is a major stride forward for KWETB in the development of industry links
- **Cork ETB (CETB)** indicates that collaboration with employers will impact on course content, work experience opportunities and job placements and that, as a result of this collaborative approach, a new pilot Traineeship in Retail Associate, will take place in conjunction with a large retail multinational corporation with on-the-job structured training
- **Waterford and Wexford ETB (WWETB)** joined the local Healthcare Forum in Waterford City which gave insight into the industry and networking. This participation led to adjustment in the range of modules on offer. Subsequently, thirteen of fifteen learners who completed a QQI Major Award in Healthcare with WWETB secured employment
- **Galway and Roscommon (GRETB)** indicates that they work closely with Údarás na Gaeltachta, Bord Iascaigh Mhara and Teagasc in designing programmes to suit the local economy
- **Longford and Westmeath ETB (LWETB)** worked in collaboration with Supervalu Athlone to develop a retail sales course which incorporated the key skills needed to work in a modern day retail facility. Twenty-four learners recently completed the course and gained valuable work experience in the process through the Supervalu Athlone store.

4. Provision of the Apprenticeship, Career Traineeships, Specific Skills Training Programmes, BTEI etc.

Examples of the benefits of the above programmes to the employer were provided as follows: ETBs are reporting an overall increase in numbers in apprenticeship registrations e.g. **Limerick and Clare ETB (LCETB)** has reported an increase in registrations in 2015 of 36% over the same period in 2014. This will result in an increased pool of qualified employees. To improve awareness of apprenticeship, traineeship etc. among employers various initiatives were undertaken, e.g. a number of **City of Dublin (CDETB)** Colleges held Employers Fairs to display the work of the students and introduce the learners to perspective

employers. Some colleges also introduced business breakfast meetings with employers in specific fields of learning to profile their work, develop a relationship with the employers and to identify current and future needs. This led to the development of a number of new Apprenticeship proposals which were successful in the first phase and will be developed in 2016. **Galway and Roscommon (GRETB)** are working on new Career Traineeships in Engineering and artisan food and craft marketing support as part of second phase of traineeships. **Louth and Meath ETB (LMETB)** in partnership with FIT are working to develop opportunities in the ICT networks/support and gaming area.

5. Provision of Opportunities for Employees to Up-skill/reskill

Opportunities for employees to up-skill/reskill through participation in the Skills for Work programme/BTEI, Evening Training benefit both the employee and the employer. In the context of up-skilling a number of ETBs have engaged in the Skills for Work programme. The Skills for Work project in support of the Action Plan for Jobs is co-ordinated nationally by **Dublin and Dun Laoghaire ETB (DDLETB)** in which the Skills for Work Administration Unit is based. The budget for Skills for Work funding is circa **€2.8m**, as per 2015. A number of examples of the *Skills for Work* programme were provided, some of which follows:

- **City of Dublin ETB (CDETB)** established a new Skills for Work Project with a focus on engagement with employers to improve the content of the work experience programme for learners
- **Tipperary ETB (TETB)** participated in the New Skills for Work Programme for a new cohort of employers which has widened the TETB employer network
- **Galway and Roscommon ETB (GRETB)** worked directly with employers and employees to deliver their Skills for Work programme
- **Dublin and Dun Laoghaire ETB (DDLETB)** provided a range of accreditation options for learners in the workplace through the Skills for Work programme. In addition, DDLETB among others delivered a range of part-time and evening programmes which enabled employees to attend further education and training in their own time, thus enabling learners to develop their skills without impacting on their work commitments.

6. Provision of Flexible Learning Options

More and more flexible learning options which suit both the employer and the employee are being provided, such as: weekend, online, blended learning,

in-house training etc. eCollege also provides a flexible learning option. eCollege is the National Online Learning Service which delivers training free of charge to approximately 10,000 unemployed learners annually and delivers on a fee paying basis to approximately 700 employed learners annually. With flexible start and finish dates, learners can work at their own pace online in achieving industry-recognised certification in occupations in demand by employers.

Benefits of ETB FET Provision – The Community

The FET sector is also responding to the needs of the Community. The benefits of FET for the community were described in the context of:

- Engaging with local groups
- Interaction with a wide range of stakeholders
- Creating links
- Community based training
- Supporting integration.

The information that follows is an overview of the examples provided by the ETBs to describe the benefits of ETB FET Provision in the context of the Community.

1. Engaging with Local Groups

Examples of ETBs engaging with local groups to identify local education and training need and the provision of targeted training to address that need included the following:

- **City of Dublin ETB (CDETB)** among others provide community organisations with free access to meeting rooms in colleges and centres cross the city. In addition, CDETB operates four specialist projects targeting very specific groups of adults disadvantaged in society, such as homeless individuals and families, recovering drug takers and those referred by the Drugs Court, asylum seekers and migrants. These projects provide essential supports to these adults to enable them to engage in education and training and begin to re-engage in society
- **Louth and Meath ETB (LMETB)** delivers Community Education programmes based on clear need identified by the community. The focus of Community Education Programmes provided by this ETB in 2015 was to enable participation, breaking down barriers to engagement and ensuring adequate supports were in place to sustain FET learners. Work in this regard is ongoing
- **Tipperary ETB (TETB)** is in discussion with Teagasc to offer core components of a QQI Level 5 Award in Agriculture. Agriculture is third largest industry in Tipperary.

Interaction with a Wide Range of Stakeholders

The ETBs have indicated that interaction and collaborations take place with a wide range of stakeholders, such as. Government departments and organisations, Chambers of Commerce, local development groups, local employers and community groups such as tidy towns, active retirement and traveller support groups. Laois and Offaly ETB (LOETB) provided an example of engagement with the wider community which provides opportunities for inter-generational activities between Active Retirement Group Members and Youthreach participants. Laois and Offaly (LOETB) also actively promotes community participation that enables young people to work towards gaining Gaisce or UNESCO recognition.

2. Creating Links

Links created with other providers/colleges to facilitate progression routes locally were identified as a benefit to the community. One of the examples in this regard was provided by:

- **Limerick and Clare ETB (LCETB)** who signed a Memorandum of Understanding between LCETB and Limerick Institute of Technology (LIT) in February 2015, new streamlined progression links between LCETB and LIT have been approved by LIT's Academic Council. This will greatly benefit LCETB learners, by creating smooth and seamless progression pathways. Another example was provided by:
- **Cavan and Monaghan ETB (CMETB)** who have established the 'Honeycomb – Your Creative Future' project which is a joint venture between Cavan Institute, Dundalk Institute of Technology and University of Ulster to promote the range of careers available in the area of digital media.

3. Provision of Community Based Training

Provision of Community Based Training which aims to assist members of disadvantaged groups, e.g. early school leavers, people with a disability, travellers, ex-offenders and refugees, among others, was also identified as a key benefit to the community. Examples provided included the following:

- **Longford and Westmeath ETB (LWETB)**, among others, offer learning opportunities for the most marginalised communities, e.g. Young, long-term unemployed, young people at risk of offending/ re-offending, the traveller community and people with disability through the medium of a range of courses including drama, aromatherapy, art, crafts, yoga and gardening

- **Cork ETB (CETB)** increased the provision of Outreach programmes for rural communities. Dublin and Dun Laoghaire ETB (DDLETB) “Provided a broad range of outreach programmes particularly in DEIS/disadvantaged areas which enabled access to education and upskilling opportunities for specific target groups in familiar settings, and contributed to the development of local communities”
- **Mayo, Sligo, Leitrim (MSLETB)** delivered Local Training Initiatives (LTIs) in sixteen different locations throughout the region during 2014/2015. These programmes have a local community focus and provide specific skills training related to: Organic Horticulture, Hospitality, Catering and Culinary Skills, Soccer/Sport coaching, Local Heritage and ICT, Multimedia and other areas. The programmes are proposed by the community organisations using a bottom up-approach and are delivered by MSLETB
- **Tipperary ETB (TETB)** is using social media to reach the community and have increased their promotional campaign through a new TETB website and an online newsletter. A trained TETB staff member promotes FET via Twitter and Facebook.

4. Supporting Integration

The importance of providing education and training interventions that support integration, the needs of diverse communities, supporting social inclusion and to assist in combating isolation was highlighted in the examples provided, which follow:

- **Donegal ETB (DETB)** worked in partnership with 120+ community groups to provide 440+ courses across the County, primarily with a social inclusion and ‘first-steps’ focus. In addition, through DETB, an LTI programme in catering was introduced in partnership with the Inishowen Development Company to respond to the high unemployment needs of the area
- In 2015, Longford and **Westmeath ETB (LWETB)** Community Education Service continued to offer learning opportunities for the most marginalised communities, e.g. Young, long-term unemployed, the Roma community in Athlone through provision of English language classes, young people at risk of offending/re-offending and long-term substance mis-users through provision of courses related to art and craft as a reintroduction to Education and Training. In addition, LWETB provided courses for people with disability which included drama, aromatherapy, art, crafts, etc.

Voluntary Secondary and Community and Comprehensive Schools (VSCCS)

The Voluntary Secondary and Community and Comprehensive Schools (VSCCS) also have a role to play in supporting the economic recovery, through the provision of Post Leaving Certificate Courses (PLC) and the Back to Education initiative (BTEI) to meet immediate and emerging skill needs. Learners participating in PLC and BTEI programmes are in the main:

- Young learners who have completed their Leaving Certificate and are seeking to continue their education and training through participation in PLC for the purpose of identification of a career path and/or progression to higher education
- Learners, many of whom were early school leavers, seeking second chance education opportunities
- Learners seeking upskilling to enhance their skill base and facilitate a change in career path
- Learners seeking support in their endeavours to return to work
- People who have been Long-term Unemployed
- Learners with a disability.

The Voluntary Secondary and Community and Comprehensive Schools (VSCCS) provided examples of how VSCCS FET provision benefits the Learner, Employer and the community. The information that follows is a summary/overview of said examples.

Benefits of VSCCS FET Provision – The Learner

Participation in Voluntary Secondary and Community and Comprehensive Schools (VSCCS) PLC and BTEI FET provision can provide the learner with the opportunity to gain qualifications on the National Framework of Qualifications (NFQ). Examples of some of the courses provided by the VSCCS through the PLC and BTEI are set out below. This list should not be considered definitive: Nursing Studies, Applied Social Studies, Early Childhood Education & Care Skills, Community Health, Business Studies, Business Administration, Interior Design, e-business, Information Technology, General Learning, ESOL, Maths Levels 3 and 4, Spanish Levels 3 and 4, English and Communications Levels 3 and 4.

Courses provided by the VSCCS are, in many cases, aligned with local employment opportunities and, as a result, the learner can benefit through gaining work experience and progression to employment locally on completion of their course.

Benefits of VSCCS FET Provision – The Employer

Strong links have been developed between the VSCCS and employers through an increased emphasis on networking and on the identification of employer needs. Contact between the VSCCS and local employers through work placement programmes, surveys and networking with employers provide the opportunity for identification of employers current and future skills needs. Feedback received through VSCCS employer links is used to identify skill gaps and, where appropriate, the VSCCS works to design and or redesign course content and/or identify new courses to meet the identified need.

In support of local enterprise, the VSCCS make facilities available to local employers to support up-skilling and reskilling of employees in areas such as ICT and mandatory training, such as Manual Handling and Health and Safety. Collaboration of this kind provides flexible cost effective education and training options for the employer as the facilities are made available outside of normal working hours. Local enterprise is also supported through participation of VSCCS learners in work placement or experience and ultimately through the availability of staff that matches local enterprise needs.

Benefits of VSCCS FET Provision – Community

The VSCCS support the local community through developing and maintaining relationships with local business and through interaction with a wide range of stakeholders such as the Department of Social Protection (INTREO Offices), Chambers of Commerce, local development groups, local employers and community groups such as Tidy Towns, Active Retirement and Traveller support groups.

The VSCCS provide opportunities for the delivery of ICT training for individuals who are older, disadvantaged or in isolated areas to assist them in becoming computer literate and to enable them to remain in touch with the local and the wider community. The schools also work within the community to provide information and as a point of support and contact for businesses and voluntary groups.

VSCCS FET provision can facilitate young people to remain in their own area and participate in education and training opportunities related to their chosen field and provide opportunity for older members of the community to re-skill, upskill etc. thereby retaining a young presence in the community and assisting in combatting rural isolation.

Section 5

Further Supports and Developments



High Level Supports and Developments

Economic forecasts indicate that the economic recovery will continue, employment will grow, and the unemployment rate could fall to below 8% in the period 2015 to 2017.

Key to supporting continued economic recovery will be the availability of a highly skilled workforce. At the launch of the *Path Ways to Work 2016 – 2020* strategy the Minister for Education and skills, Jan O Sullivan, welcomed the increased focus on the role Education and Training can play in ensuring the availability of the... “*right skills to attract, retain and grow job opportunities*” ... Government departments are working at a high level together and independently to put in place mechanisms to support the development of the required skill base for the future e.g. Department of Social Protection, (DSP), Department of Public Expenditure and Reform (D-per), the Department of Jobs, Enterprise and Innovation (DJEI), Department of Education and Skills, (DES), and a number of developments have taken place such as:

- *The Action Plan for Jobs*, the focus of which is to maintain jobs already secured, to continue to create employment opportunities and to ensure that the long term unemployed receive the support needed for re-entry to employment
- *The Further Education and Training Strategy 2014 to 2019* which represents the voice of Government, employers, learners, unemployed people and FET providers the overall aim of which is to develop an integrated system of Further Education and Training in Ireland that will meet the needs of the learner, enterprise and the community
- The development of an integrated SOLAS and ETB planning process which considers annual FET provision based on available local and national data in the context of labour market need, learner need, FET programmes, courses, places, progression and costs
- The establishment of the *Apprenticeship Council* which is comprised of representatives from Further Education and Training bodies, the Department of Education and Skills (DES), the Trade Unions and Enterprise. The aim of the Council is to put in place a system which facilitates the expansion of apprenticeship through the development of a range of new apprenticeships to support the learner/ employee and the employer need
- The *National Skills Strategy 2025 – Ireland’s Future* which sets out a ten year strategy for skills development which recognises that there will be a need for people to up-skill and reskill and consider more than one career path during their working life.

- The Pathways to Work 2016 to 2020 initiative which has developed an action plan for 2016 to 2020 and which has a six-strand focus:
- Strand 1: Enhanced engagement with unemployed people of working age
- Strand 2: Increase the employment focus of activation programmes and opportunities
- Strand 3. Making work pay – Incentivise the take-up of opportunities
- Strand 4: Incentivise employers to offer jobs and opportunities to unemployed people
- Strand 5: Build organisation capability to deliver high quality services to unemployed people
- Strand 6: Building the workforce
- The introduction of JobPath Services for Jobseekers, the aim of which is to support participants in overcoming barriers to gaining and retaining employment
- The Regional Skills Fora which was developed as part of the Government’s Action Plan for Jobs, which will provide a framework for the education and training system and employers to work more closely together in the context of communication, identification of skills need, and provision of education and training opportunities to address identified needs.

The overall aim of the high level supports and developments described above is to support the retention of existing jobs, to develop a skilled workforce and to insulate against unemployment in the future. Set out below are some examples of how the strategic aims and objectives of these initiatives translate on the ground through the Further Education and Training sector provision.

FET Supports and Developments

FET Supports

Momentum

Momentum is a SOLAS initiative for people who are a year or more unemployed and who are looking for help to get their careers moving. MOMENTUM provides people with an opportunity to get jobs in sectors of the economy that are growing and are in need of skilled employees. The initiative funds the running of free training courses, which include skills training, certification, work placement and after-course supports for participants. <http://www.momentumskills.ie>

Contracted Training

In addition to the FET provision already detailed in this document the ETBs can utilise Contracted Training to support and address identified need. Contracted training can be utilised to:

- Support innovation
- Facilitate responsiveness in the context of acting quickly to address local, regional, hard to predict, and specific need
- Provide flexibility in programme delivery.

European Globalisation Adjustment Fund

The European Globalisation Adjustment Fund (EGF) continues to support those unfortunate enough to lose their employment through redundancy caused by the effects of globalisation and changes in the world economic patterns. To date, Ireland has made ten successful applications to the European Commission under EGF and, in the process, has assisted over 10,000 redundant workers. Each of the ten EGF programmes was planned and implemented by the SOLAS EGF Unit.

The SOLAS EGF Unit supports the EGF Managing Authority of the Department of Education and Skills with the implementation of EGF programmes on a national basis. Under the new round of EGF funding for the period 2014-2020, member states may support cohorts of young persons or those under 25, not in employment, education or training (NEETS). In an Irish context, the EGF Managing Authority has included 446 Young Persons {NEETS} nationally to date.

Young Persons (NEETS)

The SOLAS EGF Unit, in collaboration with the EGF Managing Authority and the Department of Social Protection will continue to develop strategies and support mechanisms to engage with the NEET cohort nationally.

Programme and Learner Support System (PLSS)

Work on the National FET Programme Database and National Course Calendar System is complete. All national programmes (programmes that are offered in two or more ETBs), offering national awards, have been published on the National Programme Database. This equates to 142 national programmes with over 1,205 modules at the end of 2015.

PLSS scheduling of courses and manual referrals from DSP, through programme data available through the National Programme Database (NPD) and National Course Calendar (NCC), has commenced in all ETBs. In 2015, ETBs scheduled 1,656 courses through PLSS, resulting in 2,656 referrals.

In 2016, SOLAS will support the establishment of a FET Learner Database across the spectrum of SOLAS funded FET provision, in conjunction with ETBI. The FET Learner Database will record “touch points” for learners as they progress through the application process in getting onto courses and milestones during their participation on the course, including certification outputs. Outcomes will be secured through data sharing linkages with Department of Social Protection, Revenue and Higher Education Authority.

FET Developments

Work Based Learning

The Career Traineeship initiative has been developed by the SOLAS National Innovation Unit, in partnership with Education and Training Boards (ETBs) and enterprise, to develop an effective model of work-based learning, primarily at National Framework of Qualifications (NFQ) Levels 4 and 5, incorporating best national and international research and practice. The Career Traineeship model of work-based learning is currently being piloted with the Hospitality and Engineering sectors. Networks of employers have been created to facilitate partnerships between ETBs and employers in identifying the training needs, designing relevant training programmes, recruitment of learners and delivery of training on and off the job. In 2015, four ETBs commenced Hospitality Career Traineeship programmes and another ETB started an Engineering Career Traineeship programme. A range of programmes are in development for 2016 in collaboration with ETBs and enterprise.

Workforce Development Strategy

In accordance with the FET Strategy, the National Innovation Unit in SOLAS has undertaken the commissioning of a Workforce Development Strategy. The strategy is being developed in consultation with enterprise and education and training providers regionally and nationally.

FET Professional Development Strategy

During 2015, SOLAS, in collaboration with the ETBs, implemented a project to capture a profile of ETB staff involved in the provision of FET programmes nationally. During the first quarter of 2016 each ETB will be issued with a report on the profile of its FET staff.

The information from the profile reports will provide a rich source of evidence to support the development of a Professional Development strategy for FET staff. The strategy development process commences in March 2016 and will include a comprehensive consultation process with FET stakeholders. A draft strategy will be

completed by June 2016, to be followed by a detailed implementation plan by the end of the third quarter 2016.

In parallel with the Professional Development Strategy process, SOLAS is working with two ETBs to pilot a project to develop a methodology for capturing the development needs of staff in confirmed priority skills areas. It is intended that the evaluated methodology will be capable of application to all identified priority skill areas.

TEL Strategy

In 2015 eCollege, in conjunction with the further education and training sector, commenced the development of a Technology Enhanced Learning (TEL) strategy for the sector. This TEL strategy will be launched in 2016 and will build on the existing good practice in the application of technology in enhancing FET provision and will assist in expanding the range and flexibility of FET provision in the future.

Apprenticeship

SOLAS has statutory responsibility for the co-ordination and control of designated apprenticeships under the Industrial Training Act, 1967 and the Labour Services Act, 1987. Apprenticeship is a demand driven educational and training programme for employed people.

The Minister for Education and Skills established the Apprenticeship Council in November 2014. In January 2015, the Apprenticeship Council invited proposals for new apprenticeship programmes. An examination of the eighty-six submissions demonstrates there is strong demand for apprenticeship training, across an array of sectors and across a range of qualification levels.

During 2015, SOLAS, in consultation with stakeholders, commenced the process of developing draft occupational standards for the craft apprenticeships and undertook a comprehensive programme review of all craft apprenticeships. SOLAS plans to submit eighteen existing craft apprenticeship programmes to QQI for validation by June 2016. SOLAS also introduced two new craft apprenticeship programmes, Stonecutting and Stonemasonry and Pipefitting during 2015.

The Apprenticeship Council submitted its recommendations to the Minister for Education and Skills in June, 2015. Subsequently, the Minister launched the approval for the initial development of a potential twenty-five new apprenticeships in July 2015. Since the Minister's launch the Apprenticeship Council invited the nominated proposers to commence

the development phase of their proposal. The Council has considered the proposers' project plans and commenced the process of releasing development funds to the respective consortia in February 2016.

The Council, in consultation with the relevant agencies and stakeholders, will consider the governance arrangements for the new apprenticeship system. The Council will also examine apprenticeship contracts and consider issues such as IT support systems, which will be required to facilitate diverse models of apprenticeship programme delivery.

SOLAS in partnerships with the ETBs and the HEA are building provision capacity in response to the increase in apprentice registrations for existing apprenticeship programmes. At the end of 2015, overall apprentice registrations were up 17% on 2014 registrations. This positive trend in apprentice registrations is continuing across the majority of craft apprenticeships. The prognosis and forecast for future apprenticeship registrations remains strong and it is predicted that craft-based apprentice registrations will continue to grow incrementally up to and including 2018.

CSCS, QSCS and Safe Pass Programme

SOLAS is responsible for governance of the national Construction Skills Certification Scheme (CSCS), Quarrying Skills Certification Scheme (QSCS) and Safe Pass programmes. The CSCS programme 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 QSCS programme 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 (Quarry) Regulations 2008. The Safe Pass Programme is a one-day Health and Safety awareness training programme aimed primarily at construction sector workers, including new entrants. The Safe Pass programme is covered under the provisions of Schedule 4 of the Safety, Health and Welfare at Work (Construction) Regulations 2013.

Skills for Work Programme

Skills for Work is a national programme the aim of which is to provide employees with skills training that meets the basic demands of the workplace. This programme is co-ordinated nationally by Dublin and Dun Laoghaire ETB (DDLETB), where the Administration Unit for the Skills for Work project is based. The budget allocation for 2016 for Skills for Work will be €2.75m. ETBs participating in the Skills for Work programme develop and budget for their planned response to the Skills for Work projects. SOLAS provides the agreed funding related to Skills for Work projects in line with the Funding Allocations Requests process, to DDLETB for distribution to the relevant ETBs.

eCollege

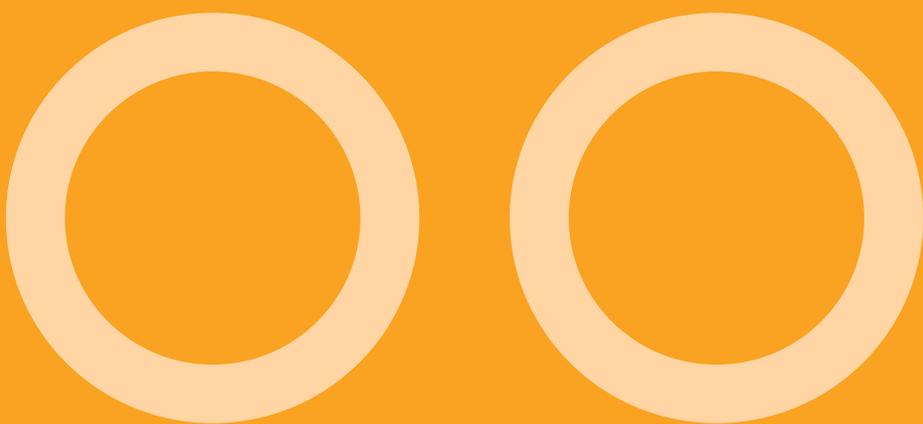
eCollege courses are available on a continuous intake basis with no waiting list. All eCollege courses are supported by eTutors that assist learners in activating their account and in progressing through their course materials, including setting and correcting assignments. When an individual learner completes their course, their eTutor identifies a test centre where they can complete their certification and the eTutor can then assist them in progressing to further education, training or employment.

Courses are delivered through 'Moodle', a Learning Management System (LMS) that contains communication and collaboration tools. Courses contain online tutorials, simulations, videos, animations, eBooks, virtual labs and assessments and assignments. Learners are also provided with software where required. Virtual Classroom software is used to facilitate live video conferencing type interaction between tutors and learners, including the ability for learners to view previously recorded training sessions.

eCollege is the National Online Learning service delivering training free of charge to approximately 8,000 jobseekers and over 1,000 employed learners in 2015. eCollege is increasingly used as a service for continuous professional development (CPD). In the last quarter of 2015 over 300 Teachers/Trainers from the Education and Training Boards (ETBs) commenced eCollege courses as part of their CPD.

Section 6

Appendices



Appendices

Appendix 1. List of Tables and Charts	56
Appendix 2. List of Education and Training Boards	57
Appendix 3. Summary of the Further Education and Training (FET) Support Organisations Planned Activities for 2016	58
Appendix 4. List of Voluntary Secondary and Community and Comprehensive Schools and Colleges approved PLC places	65
Appendix 5. FET Supports Provided for Further Education and Training Learners	66
Appendix 6. Definitions	67
Appendix 7. Acronyms/Glossary	70

Appendix 1

List of Tables and Charts

Tables

Table	Table Title	Page
Section 3 - Top Level Analysis of 2016 Funding Allocations and Provision		
Table 3.1	SOLAS Grant Allocation 2016	18
Table 3.2	Total projected Expenditure Breakdown 2016	18
Table 3.3	Overview of Education and Training Boards and other FET Providers Provision relating to Inputs and Outputs	21/22
Table 3.4	Overview of FET 2016 Programme Provision Inputs, Outputs and Funding Allocation	24
Table 3.5	Estimate of Changes in FET 2016 Programme Projected Provision from 2015 Reported Outturn	25
Table 3.6	Estimate of Changes to FET 2016 Career Cluster Projected Provision from 2015 Reported Outturn	25
Table 3.7	General Learning Cluster - Key Contributors	27
Table 3.8	New Programmes/Courses to be offered in 2016	28
Table 3.9	Estimate for Specific Target Groups participating in FET Provision in 2016	31
Table 3.10	Voluntary Secondary and Community and Comprehensive Schools (VSCCS) BTEI Grant Allocations	32
Table 3.11	Summary of the Voluntary Secondary and Community and Comprehensive Schools approved PLC places	32
Table 3.12	Grant Allocations in 2016 for Additional Provision	32
Table 3.13	2015 FET Provision Reported Outturn versus 2015 Planned Provision	33
Table 3.14	2015 FET Provision Reported Outturn versus Revised Mid-Year Forecasted Outturn	33
Table 3.15	Analysis of FET Provision Planned for 2016 compared to the 2015 Reported Outturn	34
Table 3.16	FET Support Organisations	36
Table 3.17	FET Staff Representatives Organisations	36
Table 3.18	FET Lifelong Learning Organisations	37
Table 3.19	FET CPD Provision	37
Table 3.20	EU and Specific Projects	37
Table 3.21	Summary of Grant allocations for Specific Activities planned by Agencies and Bodies	37

Charts

Chart	Chart Title	Page
Chart 3.1	Estimated Percentage of Beneficiaries expected to Participate in FET Programmes in 2016	29
Chart 3.2	Estimate of FET Outputs for Beneficiary Completions/Exits during 2016	29
Chart 3.3	Estimate of Outcomes for Beneficiaries Completing FET Provision During 2016	30

Appendix 2

List of Education and Training Boards (ETBs)

Cavan and Monaghan Education and Training Board
City of Dublin Education and Training Board
Cork 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

Appendix 3

Summary of the Further Education and Training (FET) Support Organisations Planned Activities for 2016

FET Support Organisations

Agency / Body	2016 Planned Activities
<p>AONTAS A nationwide umbrella membership organisation with over 550 members from the formal and non-formal adult and community education sector. The membership profile includes statutory, voluntary and community organisations as well as individual members including adult learners, tutors, facilitators, organisers and advocates of adult learning.</p>	<ul style="list-style-type: none"> — Advocate and lobby for the development of a quality service for adult learners — Organise the Adult Learners Festival — Build on its Learner Support Strategy to develop a National Adult Learners Forum in collaboration with the ETBs and other key stakeholders as part of the new Further Education and Training Strategy — Continue to deliver a web-based information service for adults and to further develop this promotional project as a part of the Further Education and Training Strategy.
<p>Dyslexia Association of Ireland Works with and for people affected by dyslexia by providing information, offering appropriate support services, engaging in advocacy and raising awareness of dyslexia.</p>	<ul style="list-style-type: none"> — Provide a target of 40 subsidised educational psychology assessments and support for disadvantaged adults that support unemployed and low-paid young people to access further education and training — Provide an information service and outreach programme on adult dyslexia — Design, develop and distribute an information leaflet and poster to raise awareness of adult dyslexia and the supports available — Provide specialist literacy tuition for learners attending at the Career Paths Centre.
<p>National Adult Literacy Agency (NALA) Works in partnership with a range of organisations to influence policy and practice to support people in developing their literacy and numeracy skills.</p>	<ul style="list-style-type: none"> — Support the implementation of policies affecting people with literacy and numeracy difficulties — Improve the quality of teaching, learning and information provision — Build public awareness of the importance of strong literacy and numeracy skills.

FET Support Organisations

Agency / Body	2016 Planned Activities
<p>Fast Track Into Technology (FIT) Promotes an inclusive Smart Economy by creating a fast track to marketable technical skills for those at risk of unemployment long term. Work in collaboration with government, education & training providers and disadvantaged communities to enable greater access to employment for marginalised job seekers.</p>	<ul style="list-style-type: none"> — Initiate recruitment and selection programmes and promote digital literacy/ foundational training as part of wider mobilisation/community engagement interventions — Engage with employers and review industry skill needs surveys to identify curriculum development opportunities responsive to employment/growth opportunities — Liaise with employers with regard to employment and work experience opportunities.
<p>National Centre for Guidance in Education (NCGE) Operates under the aegis of Léargas – The Exchange Bureau. The Centre supports and develops guidance practice in all areas of education and informs the policy of the Department of Education and Skills in the field of guidance. NCGE hosts the EU funded Euroguidance Centre Ireland and is the representative for Ireland/DES at the European Lifelong Guidance Policy Network.</p>	<ul style="list-style-type: none"> — Continue provision of the Adult Education Guidance Initiative (AEGI) support programme for guidance practitioners in the education sector — Review and up-date NCGE's Adult Guidance Management System to improve monitoring and report generation. — Re-launch the AEGI online Handbook for wider Adult Guidance Sector — Co-ordinate and provide Continuous Professional Development (CPD) for guidance practitioners.
<p>Waterford Institute of Technology/ Regional Educational Guidance Service for Adults The WIT/REGSA service provides an educational guidance service for adults, especially those at risk of social exclusion.</p>	<ul style="list-style-type: none"> — Provide an educational guidance service for adults and expand the number of adult education groups the service is engaging with and increase the number of new clients attending guidance appointments. Negotiate a formalised referral procedure from INTREO case managers — Conduct surveys to establish clients' experience of the service to include a longitudinal survey of former clients from the 2008/2009 period; an exit survey with approximately fifty clients to capture their experience immediately after the service; the annual postal survey to capture information on whether clients start a course — Hold guidance workshops to support clients in accessing third level education — Purchase equipment to support the work of the service — Contribute to the setting up of a joint guidance website with the guidance services under the Waterford Wexford ETB

FET – Lifelong Learning Opportunities

Agency / Body	2016 Planned Activities
<p>Age Action Ireland Has 3,393 members and is made up of people of all ages, statutory bodies, NGOs and private/commercial bodies. The organisation engages with a variety of people who have an interest in the ageing sector and work with Government Departments, Universities, Health Care Professionals, Private Commercial Bodies, Banks and Insurance Companies.</p>	<ul style="list-style-type: none"> — Prioritise the needs of unemployed people of all ages and socially excluded groups in the two strands of the organisation's education programme – The University of the Third Age (U3A) and Generations Together — Strengthen activities that promote numeracy and literacy with socially excluded people of all ages through the U3A and Intergenerational programmes — Promote the benefits and raise the profile of lifelong learning with learners and employers
<p>The Educational Trust A charitable trust providing access to further education and training for ex-prisoners and ex-offenders.</p>	<ul style="list-style-type: none"> — Payment of fees/costs relating to study/training undertaken by ex-prisoners and ex-offenders — Provide advice/guidance to ex-prisoners and ex-offenders.
<p>Irish Countrywomen's Association The Association is the largest membership organisation of women in Ireland. The Association's Adult Education College An Grianán plays a key role in the education of the Association's members and the wider public.</p>	<ul style="list-style-type: none"> — Provide members and non-members with support, personal development, education and life-long learning opportunities.
<p>Irish Deaf Society Provides literacy classes to empower Deaf adults to engage in meaningful participation in society through the medium of the Deaf/Hard of Hearing community's preferred language of Irish Sign Language and/or Lip-Reading</p>	<ul style="list-style-type: none"> — Increase the number of classes to 40 which will accommodate between 220 and 250 students nationwide — Introduce workshops for students unable to attend weekly classes. The workshops will give students a 'taster' of courses provided by the Society — Provide In-Service Training and staff training.
<p>People's College Provides lifelong learning opportunities for trade unionists, their families and the public in general. Courses include Languages, Politics, and Economics, etc.</p>	<ul style="list-style-type: none"> — Support the provision of Lifelong Learning to adults through a wide range of courses.

FET – Staff Representative Organisations

Agency / Body	2016 Planned Activities
<p>Adult Education Guidance Association of Ireland (AEGAI)</p> <p>Supports Guidance Co-ordinators, Guidance Counsellors and Information Officers employed by the Adult Education Guidance Services within the Education and Training Boards (ETBs) and the Waterford Institute of Technology (WIT). The Association represents the views of its members to ensure the continued development of professional adult guidance services in Ireland.</p>	<ul style="list-style-type: none"> — Realign the purpose and role of the Association to reflect the FET Guidance Strategy — Host the Association's Annual General Meeting and hold a number of Executive meetings — Maintain the association's website.
<p>Adult Education Officers' Association (AEOA)</p> <p>Representative body for Adult Education Officers employed by the Education and Training Boards. The association's aim is to advance the principle of life-long learning and achieve formal recognition for adult education within the educational system.</p>	<ul style="list-style-type: none"> — Provide a platform for the collective opinion of Adult Education Officers — Provide a certified training programme for members (CPD) — Ensure the FET Service is promoted and provided in a manner that keeps FET central to local and regional development, economic needs and the social inclusion agenda.
<p>Adult Literacy Organisers Association (ALOA)</p> <p>Professional representative body for Adult Literacy Organisers' managing adult literacy and basic education services throughout the Republic of Ireland as part of an integrated Education and Training Boards Adult Education Service. The association comprises of an Executive Committee and six Regional Committees. The association's aim is to enhance the status of Adult Literacy provision within the Adult Education system.</p>	<ul style="list-style-type: none"> — Host an Annual Forum for members to share, network and gain knowledge and skills to support their work — Assist members to develop their professional competencies through CPD — Create a positive public awareness of the needs and benefits of adult literacy — Maintain the association's website.

FET – Staff Representative Organisations

Agency / Body	2016 Planned Activities
<p>Community Education Facilitators Association (CEFA) Represents Community Education Facilitators employed in the ETBs. The aim of the Association is to influence policy and share/develop good practice in community education and promote the professional development of Community Education Facilitators.</p>	<ul style="list-style-type: none"> — Provide continuous professional development (CPD) for its members — Host the CEFA AGM for members — Produce a report on the implementation of the pilot phase of the Limerick ETB WBL.
<p>National Association of Adult and Community Education Directors Provides a support structure and networking arrangement for Directors of Adult and Community Education within the Community and Comprehensive School Sector.</p>	<ul style="list-style-type: none"> — Provide CPD for Directors and Assistant Directors — Host an AGM for members and hold a number of National Executive planning meetings — Maintain the association's website.
<p>National Association of VTOS Coordinators Provides a forum for VTOS co-ordinators to promote a greater understanding and awareness of the development needs of adult learners and to support coordination and development of services and facilities for participants.</p>	<ul style="list-style-type: none"> — Organise a National Conference — Organise eight regional meetings and four executive meetings — Maintain the organisation's website — Participate at meetings organised by ETBI, DES.
<p>National Association of Youthreach Coordinators Represents its members at national meetings and provides a contact point for Youthreach co-ordinators. The association promotes the work of Youthreach by utilising social media channels and it provides a platform for members to share best practice and engage in relevant CPD.</p>	<ul style="list-style-type: none"> — Host an AGM for members and hold a number of Executive and regional representative meetings — Produce four runs of the Youthreach newsletter for distribution to all Youthreach centres — Organise a national Youthreach soccer competition and a poetry competition — Maintain the associations website.

FET – CPD Provision

Agency / Body	2016 Planned Activities
<p>Waterford Institute of Technology (to support the WIT/NALA Project)</p> <p>The WIT/NALA Adult Literacy Accreditation Project provides third level programmes to practitioners in the adult literacy field e.g. managers, tutors, organisers, resource workers. The centre collaborates with stakeholder groups to heighten awareness of the value of adult Literacy and the CPD needs of practitioners.</p>	<ul style="list-style-type: none"> — Provide third level CPD programmes for adult literacy practitioners — Collaborate with stakeholders to promote awareness about adult literacy, numeracy, FET and CPD for practitioners — Conduct research into adult literacy, adult basic education and further education.

EU and Specific Projects

Agency / Body	2016 Planned Activities
<p>European Agenda for Adult Learning (EAAL)</p> <p>AONTAS/European Agenda for Adult Learning</p>	<p>AONTAS is the National Co-ordinator for the EAAL promotional project, co-ordinated by DES, on delivering a web-based information service on FET services to assist adults navigate the resources and services available to them online, including via ETBs and other organisations.</p>
<p>FIT – ICT Associate Professional</p>	<p>The ICT Associate Professional initiative is designed as a two-year dual education pilot project in which 200 learners will participate on a number of Software Development or Computer Systems Networking courses delivered by particular Education and Training Boards.</p>
<p>Irish Association of Community Training Organisations (IACTO)</p> <p>Representative body for Boards of Management of CTCs. The Board of Directors of IACTO operate in a voluntary capacity.</p>	<p>IACTO will provide support and advice to the CTC Boards of Management with regard to human resource advisory support; industrial relations and board of management support.</p>
<p>Electronic Platform for Adult Learning in Europe (EPALE)</p> <p>Léargas- co-funding for EPALE element of Erasmus+Léargas is the National Support Service for EPALE in Ireland</p>	<p>The Electronic Platform for Adult Learning in Europe (EPALE) is a multilingual online community funded by the European Commission. It is designed to assist teachers, trainers, researchers, academics and policy makers and those with an interest in adult learning.</p>

FET – Staff Representative Organisations

Agency / Body	2016 Planned Activities
<p>Programme for the International Assessment of Adult Competencies (PIAAC)</p> <p>Central Statistics Office - Programme for the International Assessment of Adult Competencies (PIAAC).</p> <p>CSO is the national statistical office and provides statistical information to Government for the formation and monitoring of policy and programmes at a national /regional /local level and serves the needs of the wider national and international community.</p>	<p>International survey of adult skills conducted in thirty-three countries which measures cognitive and workplace skills needed for individuals to participate in society and for economies to prosper. The results of the survey assist educators, policymakers and labour economists to develop economic, education and social policies that will enhance the skills of adults.</p>
<p>'Working for Work 2016' Publication</p> <p><i>Working for Work 2016</i> Publication (Irish National Organisation of the Unemployed)</p> <p>The INOU is a federation of unemployed people, unemployed centres, unemployed groups, community organisations and trade unions. The INOU promotes and campaigns for policies to achieve full employment for all and for an acceptable standard of living for unemployed people and their dependents.</p>	<p>The INOU will produce and distribute 25,000 copies of <i>Working for Work</i> to individual unemployed people, INOU member organisations, ETBs, DSP Intreo and local offices, Citizen Information Centres, MABS and a wide range of other organisations such as Springboard, FIT, Skillsnet, LES and Jobs Clubs. The provision of quality information to jobseekers and other social welfare recipients, on their education and training options, supports the 'skills for the economy and active inclusion' initiative.</p>

Appendix 4

List of Voluntary Secondary and Community and Comprehensive Schools and Colleges approved PLC places

List of Voluntary Secondary and Community and Comprehensive Schools that Grants are Allocated to through the Department of Education and Skills Post-Primary Payment Section for the PLC Programme	2016 Places
Schools/Colleges	
Ballyhaunis, Community School, Co Mayo	20
Cabinteely, Community School, Dublin 18	40
Castlecomer, Community School, Co Kilkenny	28
Castlerea Community School, Castlerea, Co Roscommon	16
Central College, Sexton Street, Limerick	240
Clifden Community School, Clifden, Co Galway	18
Coláiste Mhuire, Ballygar, Co Galway	16
Donaghies, Community School, Streamville Road, Dublin 13	30
Dunmore, Community School, Co Galway	20
Glenamaddy Community School, Co Galway	50
Gorey Community School, Gorey, Co Wexford	96
Jesus & Mary Secondary School, Enniscrone, Co Sligo	75
Kilrush, Community School, Co Clare	20
Kinsale Community School, Kinsale, Co Cork	20
Mary Immaculate Secondary School, Lisdoonvarna, Co Clare	40
Mean Scoil Mhuire, Newtownsmith, Galway	34
Mercy College, Sligo	60
Moate Business College, Moate, Co Westmeath	430
Our Lady's Secondary School, Belmullet, Co Mayo	16
Ramsgrange Community School, New Ross, Co Wexford	24
Sancta Maria College, Louisburgh, Co Mayo	30
St Cuan's College, Castleblakeney, Ballinasloe, Co Galway	38
St. Joseph's College, Summerhill, Athlone, Co Westmeath	34
St Louis Community School, Kiltimagh, Co Mayo	145
St Joseph's Secondary School, Ballybunion, Co Kerry	32
St. Tiernan's Community School, Parkvale, Sandyford, Dublin 16	24
Scoil Phobail Mhic Dara, Carna, Co Galway	16
Tullow Community School, Carlow	50
Total	1,662

Appendix 5

FET Supports Provided for Further Education and Training Learners

A number of supports are provided for learners engaging in Further Education and Training programmes, the examples set out below should not be considered definitive.

- The Adult Education Guidance and Information Service (AEGIS) which provides nationwide guidance for learners before, during and after they participate in BTEI, Adult Literacy, Community Education or VTOS programmes. This service also supports the provision of quality AEGS guidance and information services to people aged 16+
- Participants in Youthreach, VTOS, or BTEI 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)
- The HEA 'Fund for Students with Disabilities' can provide support for students with disability. This fund allocates funding to further and higher education colleges for the provision of services and supports to full-time students with disabilities. The Fund aims to ensure that students can participate fully in their academic programmes and are not disadvantaged by reason of a disability
- The 'Guidance, Counselling and Psychological Service in Youthreach and Community Training Centres' is, in the main, used for the provision of counselling for young people on these programmes
- The INTREO service, administered by the Department of Social Protection, provides a single point of contact for all employment and income supports and provides employment services and supports for both jobseekers and employers
- The Advocacy Service provides a network of full-time advocates whose role is to support participants on the Youthreach programme in decision-making, referral, progression and placement. Advocates are also instrumental in organising work experience and monitoring students while on work experience.

Appendix 6

Defintions

Full-time Further Education and Training Programmes

Post Leaving Certificate (PLC)	
Starter Definition	The counting of each learner in this category, on the date the learner commenced tuition on their course of study (typically in September/October)
Completer Definition	The counting of each learner in this category, on date the learner finished their course of study (typically in May)
Note	In the case of multiyear PLC programmes, each year is a standalone year and should be considered independently. (If the course crosses the calendar year this has no impact)
The Vocational Training Opportunities Scheme (VTOS)	
Starter Definition	The counting of each learner in this category, on the date the learner commenced tuition on their course of study.
Completer Definition	The counting of each learner in this category, on date the learner finished their course of study
Note	In the case of multiyear VTOS programmes, each year is a standalone year and should be considered independently. (If the course crosses the calendar year this has no impact)
Youthreach	
Starter Definition	The counting of each learner in this category, on the date the learner commenced tuition on their course of study.
Completer Definition	The counting of each learner in this category, on date the learner finished their course of study
Note	<p>Youthreach is organised on an academic year / semester basis therefore:</p> <p>Completion of the summer programme should be considered as the completion of the year</p> <p>Resumption of the Youthreach programme post summer break should be considered as the start of the next year</p> <p>If the course crosses the calendar year this has no impact.</p>

Bridging, Foundation, Specific Skills Training (SST), Traineeship Programmes, Local Training Initiatives (LTIs), Apprenticeship.	
Starter Definition	The counting of each learner in this category, on the date the learner commenced tuition on their course of study.
Completer Definition	The counting of each learner in this category, on date the learner finished their course of study.
Note	If the course crosses the calendar year this has no impact.
Community Training Centres (CTCs)	
Starter Definition	The counting of each learner in this category, on the date the learner commenced tuition on their course of study.
Completer Definition	The counting of each learner in this category, on date the learner finished their course of study
Note	If the course crosses the calendar year this has no impact. The commencement of subsequent years occurs on the anniversary date of the Learners initial registration on the course.
Specialist Training Providers	
Starter Definition	The counting of each learner in this category, on the date the learner commenced tuition on their course of study.
Completer Definition	The counting of each learner in this category, on date the learner finished their course of study.
Note	If the course crosses the calendar year this has no impact. The commencement of subsequent years occurs on the anniversary date of the Learners initial registration on the course.

Part-time Further Education and Training Programmes

The Back to Education Initiative (BTEI)	
Starter Definition	The counting of each learner in this category, on the date the learner commenced tuition on their course of study.
Completer Definition	The counting of each learner in this category, on date the learner finished their course of study.
Note	The course of study is whatever the learner sets out to complete, i.e. this could be 1 module or any number of modules.

Adult Literacy (including ITABE, ESOL and DEIS, Skills for Work initiatives)	
Starter Definition	The counting of each learner in this category, on the date the learner commenced tuition on their course of study.
Completer Definition	The counting of each learner in this category, on date the learner finished their course of study.
Note	On completion of their course (perhaps involving only 1 module) the learner is considered to have progressed and is therefore considered to be a starter at the beginning of any additional course undertaken.
FET Co-operation Hours	
Starter Definition	The counting of each learner in this category, on the date the learner commenced tuition on their course of study.
Completer Definition	The counting of each learner in this category, on date the learner finished their course of study.
Note	In the case of multiyear programmes, each year is a standalone year and should be considered independently. (If the course crosses the calendar year this has no impact).
Evening Courses, Online Learning and Blended Courses	
Starter Definition	The counting of each learner in this category, on the date the learner commenced tuition on their course of study.
Completer Definition	The counting of each learner in this category, on date the learner finished their course of study.
Note	If the course crosses the calendar year this has no impact.
Community Education Provision	
Starter Definition	The counting of each learner in this category, on the date the learner commenced tuition on their course of study.
Completer Definition	The counting of each learner in this category, on date the learner finished their course of study.
Note	On completion of their course (perhaps involving only 1 module) the learner is considered to have progressed and is therefore considered to be a starter at the beginning of any additional course undertaken. If the course crosses the calendar year this has no impact.

Appendix 7

Acronyms/Glossary

AEGI	Adult Education Guidance Initiative
AEGIS	Adult Education and Guidance Information Service
AES	Adult Education Service
ALCES	Adult Literacy and Community Education Scheme
BTEI	Back to Education Initiative
CETS	Childcare in Education and Training Scheme
CPD	Continuing Professional Development
CSCS	Construction Skills Certification Scheme
CSO	Central Statistics Office
CTCs	Community Training Centres
DCYA	Department of Children and Youth Affairs
DEIS	Delivering Equality of Opportunity in Schools
DES	Department of Education and Skills
DJEI	Department of Jobs, Enterprise and Innovation
DPER	Department of Public Expenditure and Reform
DSP	Department of Social Protection
EGF	European Globalisation Adjustment Fund
EGFSN	The Expert Group on Future Skills Needs
ERP	Enterprise Resource Planning
ESF	European Social Fund
ESOL	English for Speakers of Other Languages
ETB	Education and Training Board
FAR	Funding Allocations Requests
FE	Further Education
FET	Further Education and Training
FIT	Fast Track Into Technology
GDP	Gross Domestic Product
GNP	Gross National Product
HET	Higher Education and Training
INTREO	DSP Service offering a single point of contact for all employment and income supports
IOT	Institute of Technology
ISCED	International Standard Classification of Education
ITABE	Intensive Tuition in Adult Basic Education
LEO	Local Enterprise Office

LTI	Local Training Initiative
LTU	Long Term Unemployed
NALA	National Adult Literacy Agency
NEET	Not in Education, Employment or Training
NFQ	National Framework of Qualifications
PLC	Post Leaving Certificate
P-POD	Post-Primary Online Database
QQI	Quality and Qualifications Ireland
QSCS	Quarry Skills Certification Scheme
SLMRU	Skills and Labour Market Research Unit
SOLAS	An tSeirbhís Oideachais Leanúnaigh agus Scileanna (Further Education and Training Authority)
SST	Specific Skills Training
STP	Specialist Training Providers
SUSI	Student Universal Support Ireland
VTOS	Vocational Training Opportunities Scheme
VSSCCS	Voluntary Secondary Schools and Community and Comprehensive Schools
YDI	Youth Development Internship
YG	Youth Guarantee

SOLAS

An tSeirbhís Oideachais Leanúnaigh agus Scileanna
Further Education and Training Authority