

2016 Follow up survey of FET programme participants

Report prepared for:

SOLAS

Further Education & Training Authority

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Contents

1.	Executive summary	4
2.	Introduction and background	11
3.	Our approach	16
	Status prior to FET course	
5.	Completion rates and certification rates	28
6.	Current economic status	33
7.	Course contribution to current or most recently held job	59
8.	Course impact and advocacy	67
Ap	pendix A	73
Ap	pendix B	74
Ap	pendix C	79

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1. Executive summary

Introduction

Perceptive Insight was commissioned by SOLAS to conduct a follow-up survey of former Further Education and Training (FET) programme participants who exited training in the period January 2016 to March 2016.

The aim of the follow-up study was to establish what happens to participants after they leave the FET training and employment programmes, and to gather an accurate assessment of the number of job placements arising from these programmes. The survey also provides feedback on the views of participants regarding the training that they received.

Profile of FET trainees

- Three quarters (74%) of FET trainees were over the age of 25 at the commencement of the FET course.
- FET trainees are also more likely to be male (61%) and live in the South East region (NUTS 2) (69%).
- In terms of highest level of education achieved prior to beginning a FET course, 54% of 17 to 24 year olds had a Leaving Cert.
- Older trainees (aged 25 and over) had a higher level of education overall, with 22% of 25 to 34 year olds, 27% of 35 to 49 year olds, and 24% of those aged 50 and above having a third level qualification compared with just 5% of 17 to 24 year olds.

Status prior to FET course

- Almost eight in ten (77%) were unemployed prior to beginning their FET course, 13% were in employment, 4% were students, 2% were inactive and 4% were on a scheme¹.
- Males were more likely to have been unemployed (80%) than females (71%).
- Three quarters (73%) of unemployed trainees had been in employment in the past.
- Of those who were in employment immediately before beginning a FET course (13%), more than three quarters (81%) were in a permanent position and just under two thirds (65%) were in full-time employment.
- Of the 4% of participants who were in education or training prior to commencing a FET course, the majority were studying at NQF Level 5 or below.

Completion and certification rates

- Three quarters (75%) of FET trainees confirmed that they completed their course. Of those failed to complete, 18% found the course to be unsuitable but almost one quarter (22%) left the course because they took up employment.
- Over eight in ten participants (84%) completing their FET course received a certificate.
 Full-time training (FTT) (86%), STP courses (83%) and evening courses (83%) had higher certification rates than online training courses (72%).



4

¹ An unemployed person may be eligible for certain job schemes. They are classified as government, employment, or social welfare scheme. Their purpose is to encourage people getting unemployment and certain other social welfare payments to take up employment.

Current economic status

- Overall four in ten (41%) of FET trainees are now in employment compared with 13% who were employed before participating in a FET course.
- Employment among 25 to 34 year olds increased substantially from just 14% precourse to 47% post-course.
- Almost four in ten of FET trainees who were unemployed prior to beginning their course are now in employment (38%). A further 7% are students and 5% are on a scheme. For further analysis of those that were unemployed for more than or less than a year, please refer to Appendix C Table C4.

Table 1.1: Current economic status versus economic status prior to training²

Base: All respondents

Current	Total		Economic	status prior to F	ET course	
employment status		Employed	Unemployed	Student	Inactive/other	On a scheme
Unweighted	2047	250	1582	107	57	51
Weighted	2047	260	1573	87	52	75
Employed	41%	70%	38%	27%	22%	33%
Unemployed	40%	21%	46%	22%	18%	20%
Student	8%	5%	7%	38%	17%	4%
Inactive/Other	5%	2%	4%	8%	43%	0%
On a scheme	6%	2%	5%	4%	0%	44%
Total	100%	100%	100%	100%	100%	100%

- TRN courses have the highest percentage of participants currently employed (61%);
- STL courses are closely followed by STS courses (50% and 48% respectively).
- CTC courses have the highest rate of unemployed former participants (55%).³

Table 1.2: Current economic status by course code

Base: All respondents

Current economic	Total				C	ourse cod	е			
status		BRI	СТС	EVC	LTI	OLB	STL	STS	TRN	STP
Unweighted	2047	175	121	365	154	300	330	263	180	159
Weighted	2047	96	78	737	108	278	347	183	129	90
Employed	41%	31%	22%	36%	33%	46%	50%	48%	61%	26%
Unemployed	40%	49%	55%	44%	47%	35%	36%	32%	32%	31%
Student	8%	12%	16%	6%	8%	8%	7%	12%	2%	15%
Inactive/Other	5%	5%	2%	3%	6%	6%	3%	6%	4%	24%
On a scheme	6%	3%	4%	11%	6%	4%	4%	2%	2%	4%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%



² Please note that due to rounding percentages, totals may add to 99% - 101%. This is applicable to all tables in this report.

³ A further analysis can be found in Table C3 in Appendix C.

More than half of those who participated in progression to employment courses (51%) are currently employed compared with 28% of those who took a social inclusion course. Social inclusion courses resulted in the highest percentage of participants moving on to further study (12%).

Table 1.3: Current economic status by FET Course objective

Base: All respondents

	Total	С	ourse Primary Objective	/e
Current economic status		Progression to employment (STS, STL and TRN)	Social inclusion (STP, CTC, LTI and BRI)	Other (OLB and EVC)
Unweighted	2047	773	609	665
Weighted	2047	660	372	1015
Employed	41%	51%	28%	39%
Unemployed	40%	34%	45%	42%
Student	8%	7%	12%	7%
Inactive/other	5%	4%	9%	4%
On a scheme	6%	3%	5%	9%
Total	100%	100%	100%	100%

 Participants on progression to employment courses are not only more likely to have been employed (51% versus 41% overall), they are least likely to have remained unemployed/inactive after completing the course.

Table 1.4: Economic status: overall picture by FET course objective

Base: All respondents

	Total	C	ourse Primary Objectiv	/e
Current economic status		Progression to employment (STS, STL and TRN)	Social inclusion (STP, CTC, LTI and BRI)	Other (OLB and EVC)
Unweighted	2047	773	609	665
Weighted	2047	660	372	1015
Currently employed	41%	51%	28%	39%
Currently student	8%	7%	12%	7%
Currently unemployed or inactive but was employed post-FET course	3%	3%	4%	2%
Currently unemployed or inactive but was a student for a time after the course	6%	4%	9%	6%
Unemployed or inactive at all times since the course	36%	31%	42%	37%
Currently on a scheme	6%	3%	5%	9%
Total	100%	100%	100%	100%



 Table 1.5 shows the progression into employment by course type. Those on labour orientated courses, and online/evening course, were more likely to progress into employment, education or on to a scheme when compared to those on social inclusion courses.

Table 1.5: Summary of economic status by type of course

Base: All respondents

base. All respon	Idonto						Course	e code					
			1	1									
Current economic status	Total	STS	STL	TRN	All labour market orientated	BRI	стс	LTI	STP	All social inclusion	OLB	EVC	All others
Unweighted	2047	263	330	180	773	175	121	154	159	609	300	365	665
Weighted	2047	183	347	129	660	96	78	108	90	372	278	737	1015
Employed	41%	48%	50%	61%	51%	31%	22%	33%	26%	28%	46%	36%	39%
Student	8%	12%	7%	2%	7%	12%	16%	8%	15%	12%	8%	6%	7%
On a scheme	6%	2%	4%	2%	3%	3%	4%	6%	4%	5%	4%	11%	9%
Progress to employment, education or a scheme	55%	62%	61%	65%	61%	46%	42%	47%	45%	45%	58%	53%	55%
Unemployed	40%	32%	36%	32%	34%	49%	55%	47%	31%	45%	35%	44%	42%
Inactive	5%	6%	3%	4%	4%	5%	2%	6%	24%	9%	6%	3%	4%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

• CTC course participants (81%), STS course participants (80%), STL course participants (79%) and TRN course participants (79%) are more likely than average (73%) to be working in full-time roles. All courses have more than half of their participants in full-time employment.

Table 1.6: Current employment status by course code

Base: Respondents who are currently in employment

	Total		Carrenting	<u>'</u>		ourse Cod	е			
Current employment status		BRI	стс	EVC	LTI	OLB	STL	STS	TRN	STP
Unweighted	843	54	27	133	51	139	164	125	109	41
Weighted	841	29	17	269	36	129	173	87	78	23
Full-time	73%	54%	81%	68%	67%	73%	79%	80%	79%	54%
Part-time	27%	46%	19%	32%	31%	26%	20%	18%	21%	44%
Other	0%	0%	0%	0%	2%	1%	0%	0%	0%	2%
Not sure	0%	0%	0%	0%	0%	0%	1%	2%	0%	0%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

• Participation in a FET course has also increased the number of FET trainees in education or training. Only 4% were students prior to taking a course but this increased to 8% post-course.



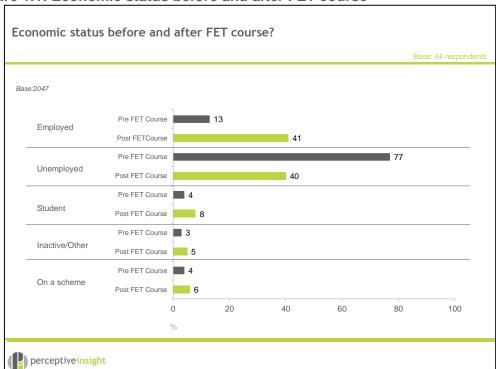


Figure 1.1: Economic status before and after FET course

- Over half of those in employment (58%) found a job within 3 months of completing their course
- 80% of the jobs secured since completing a FET course are permanent and almost three quarters (73%) are full-time.
- Of those who were employed prior to commencing a FET course (13%), 70% are currently in employment, 7% are students/on a scheme, and 23% are unemployed / inactive.
- Of those who were employed prior to training, 23% did not complete the training. Of this group, the largest percentage left the course either to take up employment (22%) or because the course was not suitable (22%), 16% are still on the course, 7% left due to illness and 5% left due to pregnancy.
- In terms of hourly rate of pay, more than one third (36%) of participants on a FET course claimed they are being paid more in their current job when compared to what they received in previous employment prior to their course.
- Overall, at the time of the survey, 41% of participants in a FET course are currently still in work following the completion of their course. This rises to 45% of 35 to 49 year olds and 47% of those aged 25 to 34 years old. A further 3% had a job since exiting the course but were not in employment at the time of the survey

Course contribution to current or most recently held job

- Over one quarter of trainees (27%) had never worked before enrolling on a FET course. Of that percentage, 44% are now students and a further one fifth are in employment (20%).
- One third of participants (33%) who gained employment following their FET course believe the course helped them a lot in gaining a job.



- The majority of course participants (81%) claim they use the skills learned at least some of the time in their job.
- Almost one third (31%) of those who had experienced employment prior to completing a FET course, and who subsequently returned to employment, stated that their current occupation requires a higher level of skill than any previous job that they were engaged in before starting the course. This rises to 40% of 25 to 34 year olds.
- 32% of participants required a course certificate to get the job they obtained following completion.

Course feedback

- The greatest impact of FET programmes has been on participants' enhanced confidence and job skills with most (79% and 80% respectively) reporting at least some improvement in these areas. The majority of those on BRI and CTC courses (58%) reported some improvement in literacy skills and 57% of BRI and CTC course participants reported some improvement in numeracy skills.
- Overall views on FET courses are very positive with the vast majority of participants (88%) claiming they would probably or definitely recommend their course to a friend or family member if they found themselves in similar circumstances.

Comparison with 2014/2015 survey results

- 41% of former FET trainees are in employment in 2017 (at the time of the survey) compared with 30% of former FÁS course participants in 2014/2015.
- The percentage of formerly unemployed trainees that gained employment in 2016/2017, following their FET training, also compares favourably to the percentage of unemployed trainees that gained employment in 2014/2015 following their FÁS training (38% vs 20% respectively).
- The vast majority of former course participants in 2016/2017 (81%) claimed they use the skills learned at least some of the time in their job compared with 57% of 2014/2015 participants.



Introduction and background



2. Introduction and background

Introduction

Perceptive Insight was commissioned by SOLAS to conduct a follow-up survey of former FET programme participants who completed training in the period January 2016 to March 2016.

The aim of the follow-up survey was to establish what happens to participants after they leave the FET training and employment programmes, and to gather an estimated assessment of the number of job placements arising from these programmes. The study also provides feedback on the views of participants regarding the training that they have received.

Background to SOLAS

SOLAS is the Further Education and Training (FET) Authority in Ireland. It was established in October 2013 following the dissolution of FÁS ⁴.

The aim of SOLAS is to develop and give strategic direction to the FET sector in Ireland. It is responsible for funding, planning and co-ordinating a wide range of training and further education programmes with a mandate to ensure the provision of 21st century high-quality programmes to jobseekers and other learners.

The core objective of the establishment of SOLAS is to strengthen the FET sector. Within that, SOLAS has three strategic objectives which include:

- Leading and co-ordinating the change management process of integrating FET institutions and programmes;
- Co-ordinating and managing the funding and performance of FET programmes; and
- Leading the modernisation of FET programmes to ensure that they are focused on the lifelong needs of learners, especially jobseekers, and are flexible and relevant to the needs of an evolving economy.

To achieve this, SOLAS have outlined five strategic goals within the Further Education and Training Strategy 2014-2019:

- Skills for the economy
- Active Inclusion, Literacy and Numeracy strategy
- Quality provision
- Integrated planning and funding
- Standing of FET

⁴ FÁS was the state agency in Ireland with responsibility for assisting those seeking employment. Part of the role of FÁS was to provide a range of training programmes for persons who would like to join or remain in the Irish labour market. These included: local training initiatives; community training centres; specific skills training (short and long duration); and Bridging Foundation, amongst others.



SOLAS Corporate Plan (2014-2016)

The SOLAS Corporate Plan sets out its vision, mission, and the core principles defining how SOLAS will operate. The vision of SOLAS is: "a well-recognised FET sector, valued for its quality and for the delivery of education, training and skills that enable learners to succeed in the labour market and thrive in society".

The mission of SOLAS is "to fund, co-ordinate and monitor a range of FET provision to ensure economic and social wellbeing; and to play our part in progressing, influencing and supporting the development of a FET sector that is more responsive to the needs of learners and employers and is innovative, flexible and demand-led".

In order to realise the vision and the mission of SOLAS, the following core principles underpin the SOLAS Corporate Plan.

- **Evidence-based:** Ensuring there is robust intelligence to inform the planning, funding and design of new and existing FET provision;
- **Responsive and flexible:** Promoting innovation and the funding of provision that meets identified needs;
- Outward-looking and learner-centred: Being open to new ideas, proactive in seeking out
 evidence of 'what works' in FET, and ensuring that the learner experience is at the centre
 of decision-making;
- **Collaborative:** Focusing on adding value by fostering collaboration across the FET sector, sharing learning and empowering delivery organisations; and
- Focused on excellence: Maintaining a central focus on standards and quality in FET, including excellence in programme development and the on-going professional development of the FET workforce, as well as promoting and embodying best practice in corporate governance.

It should be noted that different programmes have different target audiences, and consistent with this, different aims. For the purposes of this report, the programmes have been grouped together under the broad categories similar to those used in the 2014 follow-up survey of former FAS trainees. This is displayed in Figure 2.1. (A list of each programme and its corresponding acronym is included in Appendix A.)



Figure 2.1: FET Programme categories





Profile of programme participants

During the period under study, i.e. January 2016 to March 2016, 15,344 FET programme participants exited training. The demographic profile of these FET participants is included in Table 2.1 overleaf.

Almost three quarters (74%) were aged over 25 at the commencement of the programme, and the majority were male (61% male versus 39% female). Seven in ten (71%) lived in the South East (SE) and 29% lived in the Border, Midland and Western region (BMW). Three quarters had been unemployed for less than 1 year compared with one quarter who had been unemployed for more than a year at the start of the training (75% and 25% respectively).

In terms of programme, just over a third (36%) of FET participants were involved in Evening Courses (EVC), 17% in Specific Skills Long (STL), 14% in online courses (OLB), and 9% in Specific Skills Short (STS).



Table 2.1: Demographic profile of FET participants

			Ag	ge	Ger	nder	NU [*]	TS2	Unemplo	oyment
Programme	Total (Base)	Total (%)	Under 25	Over 25	Male	Female	BMW	SE	Less than 1 year	More than 1 Year
	15344	100%	3935	11409	9396	5948	4510	10829	11550	3794
BRI	716	5%	42%	58%	65%	35%	28%	72%	93%	7%
СТС	585	4%	99%	1%	55%	45%	20%	80%	94%	6%
EVC	5527	36%	14%	86%	61%	39%	29%	71%	44%	56%
LTI	809	5%	52%	48%	60%	40%	42%	58%	90%	10%
OLB	2085	14%	10%	90%	51%	49%	29%	71%	100%	0%
STL	2603	17%	27%	73%	74%	26%	27%	73%	88%	12%
STP	678	4%	44%	56%	63%	37%	30%	70%	92%	8%
STS	1371	9%	27%	73%	75%	25%	28%	72%	92%	8%
TRN	970	6%	32%	68%	32%	68%	37%	63%	92%	8%
Total	15344	100%	26%	74%	61%	39%	29%	71%	75%	25%

Previous research

Previous research with former FAS programme participants was conducted by SOLAS and Perceptive Insight in 2014 to provide insight into the impact of the training programmes.

Key salient points to note include:

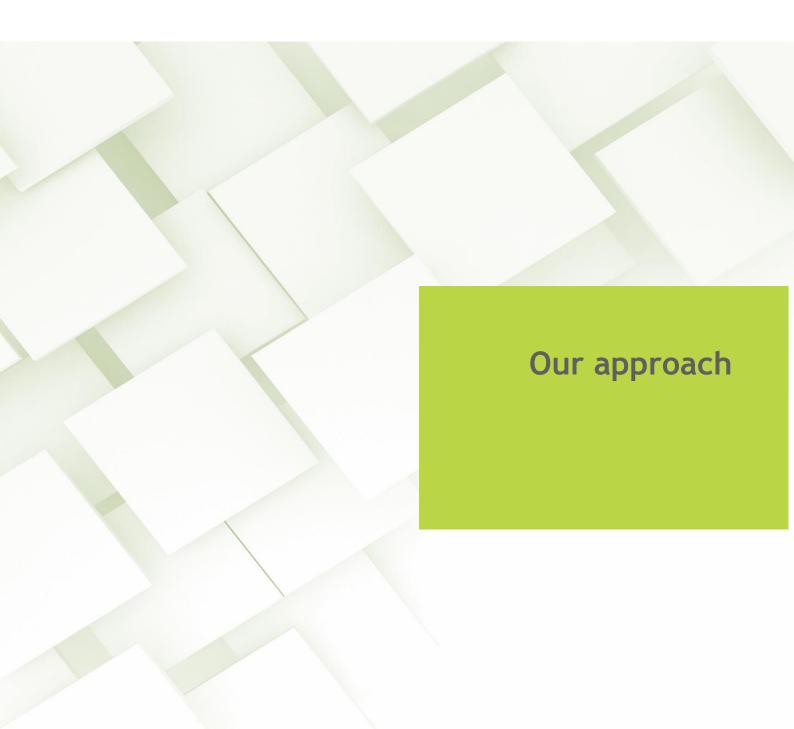
- Almost one in three (30%) FAS trainees were in employment compared to just 13% who were employed before taking a FAS course. Employment among 17 to 24 year olds increased substantially from just 6% pre-course to 26% post-course.
- Over half of those in employment (54%) found a job within 3 months of completing their course.
- Overall, 34% of participants on a FAS course were either in work at the time of the study or found employment at the completion of their course, which had subsequently ceased. This rises to 40% of those aged 25 to 34 years old.
- Almost one third (31%) who gained employment following their FET course believed it helped them a lot in gaining a job.
- SOLAS programmes have made a positive impact on participants' confidence and job skills, with eight in ten (80%) reporting at least a little improvement in these areas.
 Fewer reported improvements in literacy (34%) and numeracy (29%) in BRI and CTC courses.

Terms of reference

SOLAS commissioned Perceptive Insight to conduct a follow-up survey of former FET programmes participants who exited training in the period January to March 2016. There were two distinct elements to the sample design and implementation, as outlined below:

- A telephone survey of a representative sample of FET programme participants who completed training.
- A customised survey to gain feedback from participants with a disability who participated in Specialist Training Programmes (STP).







3. Our approach

In this section, we provide an overview of the key tasks that were undertaken in conducting the project. In summary 2,047 interviews were conducted with participants who completed FET programmes between January and March 2016.

Questionnaire design

A draft questionnaire was provided by SOLAS and was developed/amended in consultation with Perceptive Insight. The questionnaire was scripted for CATI/CAWI (computer assisted telephone/web-based interviewing). The use of this technology meant that respondents were routed to answer only those questions relevant to their situation thus reducing the burden of responding, and making the study more efficient and effective overall. The survey took approximately 10 minutes to complete and consisted of 6 sections relating to:

- FET programme details;
- Demographics and background;
- Status prior to start of course;
- Current economic status;
- Course contribution to current or most recently held job; and
- Course feedback.

A short pilot of the draft questionnaire was conducted to test respondent comprehension, to streamline questions and to improve the flow of the interview. Feedback from the pilot was incorporated into the final version of the questionnaire.

Sample design

SOLAS provided a database listing the name and contact details for all persons who finished a FET programme between January 2016 and March 2016 (see Table 2.1 for a profile of participants). Based on this information, targets were set for the number of interviews conducted by course, gender, age, location and length of time unemployed, as shown in Table 3.1, to ensure that the survey was representative. Stratification was set by programme to ensure there was a sufficient number of interviews for sub-analysis. It should be noted that the data was weighted at the analysis stage to take account of this stratification. This ensured that the overall findings are representative of all course participants.



Table 3.1: Stratification of sample and target number of interviews

T abio of	ii otiati	iioatioii o	1 Juinpic	arra tar	9001110	111201	/I IIIIC	01 110110		
			Age		Gender		NUTS2		Unemployed	
	Adjusted									
	targets to									
	allow sub									
	analysis	% of target	Under 25	Over 25	Female	Male	BMW	SE	Under 1 Year	Over 1 Year
BRI	150	8%	63	87	53	97	43	107	139	11
CTC	150	8%	149	1	67	83	30	120	141	9
EVC	350	18%	48	302	137	213	101	249	155	195
LTI	150	8%	78	72	59	91	64	86	135	15
***OLB	300	15%	16	49	51	34	40	41	54	0
STL	300	15%	80	220	78	222	80	219	264	36
**STP	150	8%	65	85	56	94	45	105	138	12
STS	275	14%	26	24	16	30	24	25	30	8
TRN	175	9%	56	119	119	56	65	110	162	13
Total	2000	100%	513	1487	775	1225	588	1411	1505	495
%			26%	74%	39%	61%	29%	71%	75%	25%

^{*} JWS, APP, LIB, MOM and NULL have been omitted from this analysis

When conducting a survey we make statistical inferences on the reliability of the findings. The following reference table details the sampling errors based on a range of sample sizes and a 95% confidence level. The table shows the maximum margin of error that would be expected 95 times out of 100 if the survey was replicated. So, for a random survey of 2,000 respondents the findings would lie within a maximum range of + or -2.15%.

Sample size	Margin of error
1,000	+/- 3.07%
1,500	+/- 2.49%
2,000	+/- 2.15%

For example, in this study 41% of respondents told us that they were in employment after exiting their course. Therefore we are 95% certain that in the population of former trainees, the percentage that are in employment is somewhere between 39% and 43%.

Survey implementation

Interviewing was carried out by trained and experienced members of the Perceptive Insight interviewing team. Interviews took place between the 16th May and 27th of June 2017. A total of 2047 surveys were conducted. Table 3.2 details the number of completed surveys by type of FET programme.

Participation in the survey was voluntary. Respondents were informed that the aim of the research was to obtain information on the outcomes of further education and training. They were also assured that information given would not be passed on to any other organisation/individual.



^{**} STS includes STS and SPO respondents

^{***}OLB included OLB and CTPR2

Table 3.2: Achieved number of interviews

	Interv	/iews	A	ge	Ger	nder	NU	TS2	Unemp	loyed
Programme	(n)	%	Under 25	Over 25	Male	Female	BMW	SE	Under 1 Year	Over 1 Year
BRI	175	9%	70	105	116	59	47	128	165	10
СТС	121	6%	117	4	65	56	30	91	114	7
EVC*	365	18%	37	328	220	145	113	252	153	212
LTI*	154	8%	67	87	92	62	64	90	138	16
OLB	300	15%	28	272	162	138	85	215	300	0
STL*	330	16%	71	259	245	85	92	238	290	40
STP	159	8%	65	94	96	63	54	105	145	14
STS*	263	13%	82	181	201	62	75	188	252	11
TRN	180	9%	56	124	57	123	73	107	165	15
Total	2047	100%	593	1454	1254	793	633	1414	1722	325

The vast majority of interviews were conducted by telephone. Additional steps were taken to facilitate participation by those who took part in the STP programme by phoning each participant to explain the research and the ways in which they could participate. This group was provided with the choice of undertaking the survey by the telephone at a convenient time for them, by email via an online link, or face to face with a trained interviewer.

Data processing and analysis

All data was processed in accordance with the Data Protection Act 1988 and the Data Protection Amendment Act 2003. Consent was obtained from all individuals with respect to the processing of their personal information in line with meeting the objectives of the research. The data set from the completed surveys was cleaned and coded prior to analysis using a specialist statistical software package. The interviews were grouped by programme area. Data tables were then produced detailing the responses to each question and were broken down by age, gender, area, highest level of qualification and length of time unemployed.

The remainder of this report details the key findings from the survey.







4. Status prior to FET course

The following section provides an overview of the status of participants prior to participating on their FET course. This section is presented under the following headings:

- Highest level of qualification prior to FET course;
- Place of residence;
- Economic status immediately prior to FET course;
- Type of employment held immediately prior to FET course;
- Incidence of those unemployed prior to FET course having held previous employments; and
- Level of the course undertaken by those who were students prior to FET course.

Highest level of qualification prior to FET course

In terms of the highest level of education achieved prior to the FET course, just over one in five (22%) FET trainees have attained the Junior Cert or below (which includes no formal education or training). Almost seven in ten (77%) have already obtained a Leaving Cert or above, whilst 41% already hold a Post Leaving Cert level of education or above.

Perhaps not surprisingly, there are differences by age and gender in relation to the highest level of qualification held. Younger participants (aged under 25) are less likely to have attained a Leaving Cert and higher qualification than older participants. Although one in five of both males and females have already attained a post secondary non tertiary level of education, females are more likely than males to hold a third level qualification.

Table 4.1: Highest level of education by age, gender and location

Base: All respondents

	Total		Ag	ge		Ger	ıder	NU [*]	TS2 ition
Level of education		17 - 24	25 - 34	35 - 49	50 and above	Male	Female	BMW	SE
Unweighted	2047	546	423	614	464	1254	793	633	1414
Weighted	2047	426	441	665	515	1258	789	629	1418
Junior Cert and below	22%	21%	17%	21%	28%	25%	18%	20%	23%
Leaving Cert	36%	54%	35%	30%	28%	36%	35%	39%	34%
Post secondary non tertiary level inc. technical/vocational	20%	20%	24%	20%	18%	20%	20%	19%	21%
Third level	21%	5%	22%	27%	24%	18%	25%	20%	21%
DK/Ref/Other	1%	0%	1%	2%	1%	1%	1%	1%	1%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%

(A detailed breakdown of respondents' level of education prior to the FET course can be found in Table C.1 in Appendix C. In addition, a summary breakdown of FET course levels can be found in Table C.2.)



Place of residence

Almost all FET trainees lived in the Republic of Ireland as their permanent place of residence prior to the start of their course.

Table 4.2: Permanent place of residence by age, gender and location

Base: All respondents

	Total		A	ge		Gender		NUTS2 location	
Place of residence		17 - 24	25 - 34	35 - 49	50 and above	Male	Female	BMW	SE
Unweighted	2047	546	423	614	464	1254	793	633	1414
Weighted	2047	426	441	665	515	1258	789	629	1418
Republic of Ireland	100%	100%	100%	100%	99%	100%	100%	100%	100%
Northern Ireland	0%	0%	0%	0%	0%	0%	0%	0%	0%
England	0%	0%	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%

Economic status immediately prior to FET course

Participants in the survey were asked to confirm their economic status immediately prior to commencing the FET course. Over three quarters (77%) were unemployed, 13% were in employment, 4% were studying, 4% were on a job scheme and 3% classed themselves as inactive or 'other'.

Although there is a higher percentage of males than females who were unemployed prior to the commencement of their course (80% and 71% respectively), females were more likely to classify their status as 'inactive' or 'other' (5%) compared to males (1%).

Table 4.3: Economic status prior to FET Course by age, gender and location

Base: All respondents

	Total		Ą	ge		Ger	nder	NUTS2 location	
Previous economic status		17 - 24	25 - 34	35 - 49	50 and above	Male	Female	BMW	SE
Unweighted	2047	546	423	614	464	1254	793	633	1414
Weighted	2047	426	441	665	515	1258	789	629	1418
Employed	13%	10%	14%	13%	13%	12%	14%	13%	13%
Unemployed	77%	76%	77%	77%	77%	80%	71%	76%	77%
Student	4%	12%	4%	2%	1%	4%	4%	4%	4%
Inactive/other	3%	2%	1%	3%	4%	1%	5%	1%	3%
On a scheme	4%	0%	3%	5%	5%	2%	6%	6%	3%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%

With respect to the type of FET programmes; Full Time Training, Online Training, Evening Courses and Specialist Training Programme, each had a similar profile of participant economic status types, with STP respondents the least likely to be in employment (as shown in Table 4.4).



Table 4.4: Economic status prior to FET Course by programme

Base: All respondents

	Total		FET Pro	gramme	
Previous economic status		Full-time Training (FTT)	Online training courses	Evening courses	Specialist Training Programme
Unweighted	2047	1223	300	365	159
Weighted	2047	941	278	737	90
Employed	13%	13%	15%	13%	4%
Unemployed	77%	78%	75%	75%	79%
Student	4%	6%	5%	2%	8%
Inactive/other	3%	2%	3%	2%	8%
On a scheme	4%	1%	3%	8%	1%
Total	100%	100%	100%	100%	100%

Type of employment held immediately prior to FET course

Those in employment immediately prior to the FET course were asked if their employment was full or part-time. Almost two thirds (65%) were working full-time, and 35% worked on a part-time basis.

Males were more likely to be engaged in full-time employment (72%) compared to part-time employment (28%). In contrast, the number of females in full-time employment (56%) is only marginally higher than those that were engaged in part-time employment (44%).

Table 4.5: Employment status prior to FET Course by age, gender and location

Base: Respondents who were in employment prior to FET course

respondent	Total		Ag				nder	NUTS2	location
Previous employment status		17 - 24	25 - 34	35 - 49	50 and above	Male	Female	BMW	SE
Unweighted	250	48	57	79	66	151	99	82	168
Weighted	260	42	62	88	69	148	112	80	180
Full-time	65%	62%	62%	66%	68%	72%	56%	59%	68%
Part-time	35%	38%	38%	34%	32%	28%	44%	41%	32%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%
Not sure	0%	0%	0%	0%	0%	0%	0%	0%	0%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%

Of those in employment prior to the FET programme, those who engaged in a full-time training course or online training were more likely to have had a full-time position rather than a part-time position. However those enrolled in evening courses were more evenly split between full-time and part-time employment.



Table 4.6: Employment status prior to FET Course by programme

Base: Respondents who were in employment prior to FET course

·	Total		FET Pro	gramme	
Previous employment status		Full-time Training (FTT)	Online training courses	Evening courses	Specialist Training Programme
Unweighted	250	151	45	48	6
Weighted	260	118	42	97	Not reported - small base
Full-time	65%	71%	80%	52%	-
Part-time	35%	29%	20%	48%	-
Other	0%	0%	0%	0%	-
Not sure	0%	0%	0%	0%	-
Total	100%	100%	100%	100%	-

Of those who had been in part-time employment immediately prior to commencing the course (35%), three in five (60%) would have preferred to have been working full-time hours.

The majority of survey respondents reported that the work in which they had previously been engaged was of permanent duration (81%). Approximately one in five workers (19%) were contracted on a temporary capacity. Those most likely to find themselves on a temporary contract were aged 17 to 24 (35% compared to 12% of 25 to 34 year olds, 15% of 35 to 49 year olds and 22% of those aged over 50).

Table 4.7: Employment basis prior to FET Course by age, gender and location

Base: Respondents who were in employment prior to FET course

	Total		Ag	e		Ge	nder	NUTS2	location
Previous employment basis		17 - 24	25 - 34	35 - 49	50 and above	Male	Female	BMW	SE
Unweighted	250	48	57	79	66	151	99	82	168
Weighted	260	42	62	88	69	148	112	80	180
Permanent	81%	65%	88%	85%	78%	79%	82%	80%	81%
Temporary	19%	35%	12%	15%	22%	21%	18%	20%	19%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%
Not sure	0%	0%	0%	0%	0%	0%	0%	0%	0%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%

Over four in five FET trainees participating in online training courses (82%), evening courses (81%) and FTT courses (80%) were in permanent employment prior to their FET course.



Table 4.8: Employment basis prior to FET Course by programme

Base: Respondents who were in employment prior to FET course

	Total		FET Pro	gramme	
Previous employment basis		Full-time Training (FTT)	Online training courses	Evening courses	Specialist Training Programme
Unweighted	250	151	45	48	6
Weighted	260	118	42	97	Not reported - small base
Permanent	81%	80%	82%	81%	-
Temporary	19%	20%	18%	19%	-
Other	0%	0%	0%	0%	-
Not sure	0%	0%	0%	0%	-
Total	100%	100%	100%	100%	-

Of those in employment before beginning their FET course, 86% were employees, 12% were self-employed and 2% were on a job scheme.

Prevalence of those unemployed prior to FET course having held previous employments

As highlighted in Table 4.3, 77% of FET trainees were unemployed before beginning a FET course.

Almost three quarters (73%) of those unemployed prior to beginning a FET course had been in employment previously. However, this varies across the age bands, with just 34% of 17 to 24 year olds having previously worked in contrast to 90% of those aged over 50. Obviously time is a factor in this and younger participants will have had less time since leaving education to seek employment. However, the percentage grows to more than double (75%) within the next age band (25 to 34 year olds). A greater number of males have had previous jobs than females (75% and 69% respectively) but there is very little variance in terms of location.

Table 4.9: Previous employment prior to FET course by age, gender and area

Base: Respondents who were unemployed prior to FET course

	Total		A	ge		Ger	nder		TS2 ition
Previous employment		17 - 24	25 - 34	35 - 49	50 and above	Male	Female	BMW	SE
Unweighted	1582	416	333	479	354	999	583	488	1094
Weighted	1573	325	341	512	395	1010	563	479	1094
Yes	73%	34%	75%	84%	90%	75%	69%	72%	74%
No	27%	66%	25%	16%	10%	25%	31%	28%	26%
Not sure	0%	0%	0%	0%	0%	0%	0%	0%	0%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%

Unemployed STP participants were least likely to have worked previously. More than half (59%) had previous employment experience compared with 86% of online training course participants, 81% of evening course participants and 65% of FTT participants.



Table 4.10: Previous employment prior to FET course by programme

Base: Respondents who were unemployed prior to FET course

·	Total	injerey eu jerrer te		gramme	
Previous employment		Full-time Training (FTT)	Online training courses	Evening courses	Specialist Training Programme
Unweighted	1582	956	225	275	126
Weighted	1573	737	209	556	72
Yes	73%	65%	86%	81%	59%
No	27%	35%	14%	19%	41%
Not sure	0%	0%	0%	0%	0%
Total	100%	100%	100%	100%	100%

A comparative analysis of prior employment status and current employment status indicates that 80% of those that were previously employed are currently in employment. One fifth (20%) of those who were previously unemployed are currently employed, whilst 44% of those who were previously unemployed have moved onto further studying. (See table B.2 at Appendix B).

Level of qualification studied by those who were students prior to FET course

As highlighted in Table 4.3, 4% of FET trainees were students before beginning a FET course; of these 8% were studying at NFQ Level 3 (Junior Cert or equivalent), almost a quarter (23%) were studying a Level 4/Level 5 technical or vocational qualification prior to starting their FET course, and 27% engaged in studies to Level 5 Leaving Cert level. Significantly, the highest proportion of respondents were studying for higher level qualifications (NFQ Levels 6-10). Over one third (35%) of students had completed Level 6 or above.



Table 4.11: NFQ level studied prior to FET course by age, gender and area

Base: Respondents who were students prior to FET course

(NB low bases)

IND IOW Dasi										
		Total		Ag	ge		Gei	nder	NUTS2	location
NF	Q Level		17 – 24	25 - 34	35 - 49	50 and abov e	Male	Female	BMW	SE
Unweighted		107	70	16	16	5	67	40	31	76
Weighted		87	49	17	16	5	56	31	26	61
Level 3 - Junior	Cert or equivalent	8%	8%	4%	-	43%	11%	2%	5%	9%
	Leaving Cert	27%	45%	4%	0%	0%	25%	29%	39%	22%
Level 4 / 5	Post secondary (inc. technical & vocational)	23%	17%	32%	27%	45%	26%	19%	18%	26%
Level 6 - Advan Certificate ⁵	ced/Higher	12%	9%	18%	17%	0%	10%	16%	15%	10%
Level 7 - Diplom	ıa	9%	9%	8%	12%	12%	9%	10%	9%	10%
Level 8-10 - Hor Degree or above		14%	2%	29%	37%	0%	12%	17%	6%	17%
Other		1%	1%	0%	0%	0%	1%	0%	0%	1%
None		1%	3%	0%	0%	0%	1%	2%	0%	2%
Not sure		5%	6%	4%	7%	0%	6%	4%	8%	4%
Total		100%	100%	100%	100%	100%	100%	100%	100%	100%

Participants on evening courses and specialist training programmes appear more likely to have been engaged in lower level qualifications than participants of full-time training and online training courses. However, care should be taken when interpreting Table 4.12 due to low base numbers.

Table 4.12: NFQ level studied prior to FET course by programme

Base: Respondents who were students prior to FET course

		Total		FET Pro	gramme	
NI	FQ Level		Full-time Training (FTT)	Online training courses	Evening courses	Specialist Training Programme
Unweighted		107	74	14	6	13
Weighted		87	54	13	12	7
Level 3 - Junio	or Cert or equivalent	8%	7%	0%	17%	8%
	Leaving Cert	27%	35%	7%	0%	46%
Level 4 / 5	Post secondary (inc. technical & vocational)	23%	25%	14%	17%	38%
Level 6 - Adva Certificate	anced/Higher	12%	8%	29%	17%	0%
Level 7 - Diplo	ma	9%	7%	14%	17%	8%
Level 8-10 - Ho Degree or abo	onours Bachelor ve	14%	6%	36%	33%	0%
Other		1%	1%	0%	0%	0%
None			2%	0%	0%	0%
Not sure		5%	8%	0%	0%	0%
Total		100%	100%	100%	100%	100%

⁵ Non-tertiary and third level have been grouped into one category as per NFQ.



26





5. Completion rates and certification rates

Completion rates

Three quarters (75%) of those who were enrolled on a FET course completed it. A higher percentage of males completed the course than females (79% and 70% respectively). Participants aged 50 and above were most likely to complete the course (78%), whereas participants aged 17-24 were the age group with the highest occurrence of non-completion (28%).

Of those who reported non-completion of the course, almost one in ten (9%) completed more than 90%, a further 13% completed more than three quarters of the course, and an additional 29% completed more than 50% (See Table B12 in Appendix B for a detailed analysis of completion rates).

Table 5.1: Prevalence of completing the FET course by age, gender and area

Q.A3a: Did you complete the FET course you enrolled in?

Base: All respondents

Jasc. All respondents									
	Total		Age				Gender		location
Completion of course		17 - 24	25 - 34	35 - 49	50 and above	Male	Female	BMW	SE
Unweighted	2047	546	423	614	464	1254	793	633	1414
Weighted	2047	426	441	665	515	1258	789	629	1418
Yes	75%	72%	76%	75%	78%	79%	70%	75%	75%
No	25%	28%	24%	25%	22%	21%	30%	25%	25%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%

Completion rates vary depending on the FET programme that participants were enrolled on. While a high percentage of those on evening courses (84%) and full-time training (82%) completed their course, just 63% of those on specialist training programmes did so; and less than one third (32%) of those enrolled on online training courses.



Table 5.2: Prevalence of completing the FET course by programme

Q.A3a: Did you complete the FET course you enrolled in?

Base: All respondents

·	Total	FET Programme								
Completion of course		Full-time Training (FTT)	Online training courses	Evening courses	Specialist Training Programme					
Unweighted	2047	1223	300	365	159					
Weighted	2047	941	278	737	90					
Yes	75%	82%	32%	84%	63%					
No	25%	18%	68%	16%	37%					
Not sure	0%	0%	0%	0%	0%					
Total	100%	100%	100%	100%	100%					

Almost one quarter (22%) left the course because they took up employment. This reason accounted for 30% of 25-34 year old's non-completion of the course. 7% claimed that they are still on the course.

One in five (18%) did not complete the FET course because they found the course unsuitable. Individuals in the age range 50 and above were more likely to leave a FET course early due to illness than their younger counterparts (20%). For a full breakdown of reasons for not completing the course, please see Table B1 in Appendix B.

Table 5.3: Reasons for not completing the FET course by age, gender and area

Q.A3b: What was the main reason why you did not complete the further education and training course?

Base: Respondents who did not complete the course

	Total		Ag	ge		Ger	ıder	NUTS2	location	
Reason for not completing		17 - 24	25 - 34	35 - 49	50 and above	Male	Female	BMW	SE	
Unweighted	538	152	110	165	111	284	254	165	373	
Weighted	504	119	106	164	115	270	234	157	348	
Home / caring duties / personal issues / family bereavement / moved location	12%	12%	13%	12%	10%	10%	13%	12%	11%	
Course not suitable / joined another course / technology issues / course ended or changed before it began / timetable not suitable /	32%	28%	24%	36%	39%	36%	29%	32%	32%	
Tutor / other student issues / not enough support & interaction / course was too easy / too difficult / Didn't complete exams / didn't get the right grades / other	8%	5%	12%	3%	13%	7%	8%	8%	8%	
Took up employment	22%	23%	30%	23%	15%	22%	23%	16%	25%	
Illness / pregnancy	18%	20%	15%	17%	20%	16%	20%	19%	18%	
Travel / transport / cost issues /	1%	3%	0%	1%	0%	1%	1%	1%	1%	
Still on the SAME programme/course	7%	9%	6%	8%	3%	7%	7%	10%	5%	
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	



More than a quarter of participants on online and FTT courses left to take up employment (27% and 26% respectively). However, only 10% left an STP due to finding a job; 31% of STP participants left due to illness. Similarly, one in five (19%) evening course participants left due to health issues. 7% claim to still be on the course. Only 5% of participants who did not complete their online training course did so because of technology issues.

Table 5.4: Reasons for not completing the FET course by age, gender and area

Q.A3b: What was the main reason why you did not complete the further education and training course?

Base: Respondents who did not complete the course

	Total		FET Pro	gramme	
Reason for not completing		Full-time Training (FTT)	Online training courses	Evening courses	Specialist Training Programme
Unweighted	538	219	203	57	59
Weighted	504	167	188	115	34
Home duties	4%	6%	2%	5%	2%
Course not suitable	18%	17%	16%	23%	20%
Joined another course	5%	3%	9%	2%	5%
Took up employment	22%	26%	27%	14%	10%
Moved location	1%	2%	0%	0%	2%
Illness	14%	12%	10%	19%	31%
Technology issues	3%	0%	5%	2%	0%
Pregnancy	4%	5%	1%	5%	3%
Travel/transport/cost issues	1%	3%	0%	0%	2%
Tutor / other student issues	3%	2%	1%	4%	8%
Course ended/changed before it could be completed	2%	1%	2%	4%	0%
Caring duties i.e. caring for family members	3%	5%	1%	4%	2%
Timetable not suitable	4%	3%	6%	5%	0%
Still on the SAME programme/course	7%	4%	7%	9%	8%
Family bereavement	2%	1%	1%	5%	2%
Personal issues	2%	3%	1%	0%	2%
Not enough support/interaction	2%	1%	5%	0%	0%
Course was too easy/too difficult	2%	3%	1%	0%	3%
Didn't complete exams/didn't get the right grades	1%	1%	2%	0%	0%
Other	0%	0%	0%	0%	0%
Total	100%	100%	100%	100%	100%



Certification rates

Of those who completed their FET course, over eight in ten (84%) received a certificate and for a further 4%, certificates are pending.

Table 5.5: Prevalence of receiving a certificate for completing the FET course by age, gender and area

Q.A5: Did you receive a certificate for completing the FET course?

Base: Respondents who completed the course

	Total	Age				Ger	nder	NUTS2 location	
Certificate received		17 - 24	25 - 34	35 - 49	50 and above	Male	Female	BMW	SE
Unweighted	1509	394	313	449	353	970	539	468	1041
Weighted	1543	307	335	500	401	987	555	473	1070
Yes	84%	84%	83%	85%	83%	84%	84%	84%	84%
No	10%	11%	10%	10%	10%	10%	11%	10%	10%
Not applicable - Certificates are not issued for this course	1%	1%	0%	1%	2%	1%	1%	1%	1%
Not yet, but pending (e.g. met relevant criteria)	4%	4%	5%	3%	4%	5%	3%	5%	4%
Not sure	1%	0%	2%	1%	1%	1%	1%	1%	1%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%

Certification rates remain consistently high across all programmes. Online courses are slightly lower (72%) but this may be explained due to 7% of participants still awaiting their certificates.

Table 5.6: Prevalence of receiving a certificate for completing the FET course by programme

Base: Respondents who completed the course

	Total	FET Programme						
Certificate received		Full-time Training (FTT)	Online training courses	Evening courses	Specialist Training Programme			
Unweighted	1509	1004	97	308	100			
Weighted	1543	774	90	622	57			
Yes	84%	86%	72%	83%	83%			
No	10%	9%	20%	10%	9%			
Not applicable - Certificates are not issued for this course	1%	1%	0%	1%	1%			
Not yet, but pending (e.g. met relevant criteria and due to receive a certificates for this course)	4%	3%	7%	4%	6%			
Not sure	1%	0%	1%	2%	1%			
Total	100%	100%	100%	100%	100%			







6. Current economic status

This section details the current economic status of FET trainees after completing their FET course. It is presented under the following headings:

- Economic status following completion of FET course;
- Welfare payments received following participation on a FET course;
- Type of employment held post-FET course;
- Length of time to find a job following completion of FET course;
- Impact of FET course on hourly rate of pay;
- Incidence of FET trainees unemployed post-FET course seeking employment;
- Level of education studied by those who are students post-FET course;
- Reasons for FET trainees being inactive post-FET course; and
- Inactive or unemployed FET trainees' previous employment details post-FET course.

Economic status following completion of FET course

Around two fifths (41%) of all FET trainees are now in employment compared to just 13% who were employed before participating in a FET course. Although 40% remain unemployed, this is a considerable reduction from 77% pre-course. Participation in a FET course has also had a positive impact on FET trainees entering education and training; just 4% were students precourse but this increased to 8% post-course.

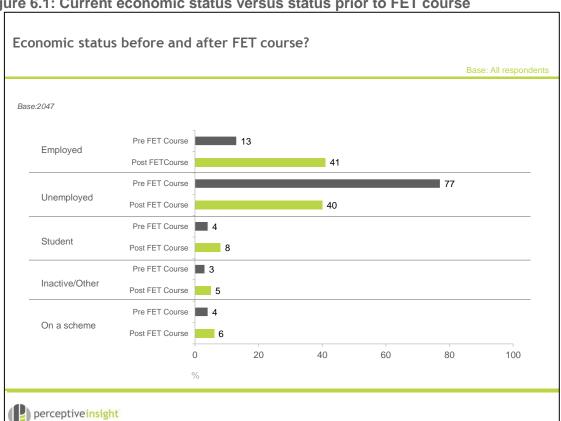


Figure 6.1: Current economic status versus status prior to FET course



Almost half of 25 to 34 year olds (47%) are now in employment compared with 45% of those aged 35 to 49, 36% of those aged 17 to 24, and 35% of those over 50. A slightly higher proportion of men (42%) are now in employment relative to women (39%).

In comparison with the economic status prior to beginning a FET course, employment increased from just 10% of 17 to 24 year olds pre-FET course to 36% post-FET course. Encouragingly, employment also increased in 25 to 34 year olds from 14% to 47%, whilst significant improvements were observed too in the 35 to 49 year olds (13% rises to 45%) and the over 50 year olds (13% rises to 35%).

Table 6.1: Current economic status by age, gender and location

Base: All respondents

·	Total	Age			Gender		NUTS2 location		
Current economic status		17 - 24	25 – 34	35 - 49	50 and above	Male	Female	BMW	SE
Unweighted	2047	546	423	614	464	1254	793	633	1414
Weighted	2047	426	441	665	515	1258	789	629	1418
Employed	41%	36%	47%	45%	35%	42%	39%	44%	40%
Unemployed	40%	43%	35%	37%	44%	40%	39%	38%	41%
Student	8%	13%	8%	7%	5%	8%	8%	7%	8%
Inactive/Other	5%	4%	4%	5%	6%	4%	7%	5%	5%
On a scheme	6%	3%	5%	7%	9%	6%	6%	7%	6%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%

In terms of FET course objective, courses designed for progression to employment have the highest proportion of participants moving into employment (51%). This is expected as the other courses are designed with the aim of supporting social inclusion.

Table 6.2: Current economic status by FET Course objective

Base: All respondents

	Total	Course primary objective						
Current economic status		Progression to employment	Social inclusion	Other				
Unweighted	2047	773	609	665				
Weighted	2047	660	372	1015				
Employed	41%	51%	28%	39%				
Unemployed	40%	34%	45%	42%				
Student	8%	7%	12%	7%				
Inactive/other	5%	4%	9%	4%				
On a scheme	6%	3%	5%	9%				
Total	100%	100%	100%	100%				

Overall, online training courses had the largest increase in employment among participants. 15% were employed before beginning a course compared with 46% following completion. FTT course participants were similarly less likely to remain unemployed; the percentage of participants unemployed increased from 13% pre-course to 45% post course. A significant increase was also witnessed in STP participants; employment rose from 4% to 26%. Just



over one third (36%) of participants on evening courses are now employed compared with 13% pre-course.

Table 6.3: Current employment status by programme

Base: All respondents

	Total	FET Programme								
Current employment status		Full-time Training (FTT)	Online training courses	Evening courses	Specialist Training Programme					
Unweighted	2047	1223	300	365	159					
Weighted	2047	941	278	737	90					
Employed	41%	45%	46%	36%	26%					
Unemployed	40%	39%	35%	44%	31%					
Student	8%	9%	8%	6%	15%					
Inactive/Other	5%	4%	6%	3%	24%					
On a scheme	6%	4%	4%	11%	4%					
Total	100%	100%	100%	100%	100%					

In terms of course, 61% of TRN (Traineeship) participants are now in employment. Additionally, other courses with elevated percentages in employment are STL (Specific Skills Long) (50%), and STS (Specific Skills Short) (48%).

Table 6.4: Current economic status by course code

Base: All respondents

Dase. All les	sponden	113								
Current	Total	Total Course Code								
economic status		BRI	СТС	EVC	LTI	OLB	STL	STS	TRN	STP
Unweighted	2047	175	121	365	154	300	330	263	180	159
Weighted	2047	96	78	737	108	278	347	183	129	90
Employed	41%	31%	22%	36%	33%	46%	50%	48%	61%	26%
Unemployed	40%	49%	55%	44%	47%	35%	36%	32%	32%	31%
Student	8%	12%	16%	6%	8%	8%	7%	12%	2%	15%
Inactive/Other	5%	5%	2%	3%	6%	6%	3%	6%	4%	24%
On a scheme	6%	3%	4%	11%	6%	4%	4%	2%	2%	4%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

FET trainees studying courses at NFQ Level 6 (56%) and Level 7 (49%) are more likely to be in employment than those who participated in courses at Level 3 (35%) or Level 4 (39%).



Table 6.5: Current economic status by NFQ Level

Base: All respondents

	Total		NFQ level of FET course							
Current economic status		Level 3 Junior Cert or equiv.	Leaving Cert	Technical or vocational	Level 6 Advanced/ Higher Certificate	Level 7 Diploma	Other	None	Not sure	
Unweighted	2047	374	814	473	69	17	19	14	163	
Weighted	2047	413	768	455	82	14	18	13	185	
Employed	41%	35%	44%	39%	56%	49%	50%	35%	42%	
Unemployed	40%	47%	36%	43%	27%	33%	27%	17%	41%	
Student	8%	7%	10%	7%	5%	10%	14%	33%	4%	
Inactive/Other	5%	5%	5%	5%	1%	0%	9%	8%	5%	
On a scheme	6%	6%	6%	6%	11%	7%	0%	7%	8%	
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	

As mentioned earlier in this report, 41% of FET trainees are currently in employment. However there are some differences by course cluster. Table 6.6 illustrates that almost two thirds of those who completed a course in health, family or social services are in full time employment (62%). More than half of those who participated in each of the following courses also succeeded in finding full time employment:

- Tourism and Sport (58%);
- Engineering and Manuafacturing (54%);
- Financial Services (53%); and
- Transport, Distribution and Logistics (50%).

Sampling Skills and General Learning course participants were the least successful in gaining full-time work (27% each).

A comparative examination of the cluster of FET course taken and the cluster of job obtained following completion reveals that the largest number of trainees are, generally speaking, working in a field that is connected with the skills they have learnt on their respective courses. Courses in the areas of IT, web development and media, logistics, financial services, engineering & manufacturing, tourism and especially health have better than average employment shares. Over three quarters (78%) of those classed in the health, family and other social services course cluster gained employment in their field. However, the employment sector clearly recognises the validity of transferable skills as many courses feed other employment sectors. For example, core ICT trainees are spread across almost all job types.

Further analysis by Standard Occupational Classification (SOC) for the course taken by the job obtained shows that generally students that completed FET courses that could be classified as leading towards specific occupations have led to employment in these occupations. Those most likely to gain employment in their occupational area of study are those who took courses in caring, leisure and other services (46%), skilled trades (45%) and elementary occupations (42%).



Table 6.6: Current economic status by course cluster

Dase. All responder	110																	
	Total								Coi	urse Clus	ter							
Current economic status		IT, Web dev, Media	Core ICT	Transport, Distribution & Logistics	Sales & Marketing	Built Environment	Financial Services	Business, Admin & Mgmt.	Engineering & Manufact.	Sampling Skills	Agriculture, Horticulture and Mariculture	Hairdressing & Beauty	Health, Family other Social Services	Tourism & Sport	Food & Beverage	General Learning	Security	Other
Unweighted	2047	204	354	120	58	95	46	303	169	374	39	36	112	46	16	18	33	24
Weighted	2047	196	381	110	59	84	42	333	212	311	27	51	82	36	12	12	67	32
Employed	41%	47%	30%	50%	30%	44%	53%	47%	54%	27%	46%	29%	62%	58%	29%	27%	42%	41%
Unemployed	40%	34%	49%	35%	54%	43%	31%	32%	31%	49%	29%	56%	25%	31%	55%	69%	30%	37%
Student	8%	9%	6%	9%	6%	4%	4%	9%	5%	13%	7%	4%	3%	8%	11%	5%	12%	6%
Inactive/Other	5%	5%	8%	5%	6%	0%	7%	4%	2%	5%	3%	8%	7%	2%	5%	0%	3%	0%
On a scheme	6%	5%	6%	1%	5%	10%	4%	7%	8%	6%	16%	2%	3%	0%	0%	0%	12%	16%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%



Table 6.7: Cluster of job obtained of those currently employed, by course cluster

Base: Respondents who are currently employed

base. Respondents w	Total		, ,	,					Co	ourse Clus	ter							
Job cluster		IT, Web dev, Media	Core ICT	Transport, Distribution & Logistics	Sales & Marketing	Built Environment	Financial Services	Business, Admin & Mgmt.	Engineering & Manufact.	Sampling Skills	Agriculture, Horticulture and	Hairdressing & Beauty	Health, Family other Social	Tourism & Sport	Food & Beverage	General Learning	Security	Other
Unweighted	818	93	110	58	19	40	25	133	93	92	16	13	66	26	5	5	13	11
Weighted	817	92	109	55	17	35	22	157	110	81	11	15	47	21	3	3	26	13
IT, Web dev, Media	4%	20%	6%	1%	0%	5%	0%	2%	0%	3%	0%	0%	0%	3%	20%	0%	0%	15%
Core ICT	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Transport, Distribution & Logistics	8%	8%	3%	54%	12%	8%	4%	2%	5%	7%	0%	0%	3%	3%	0%	0%	8%	8%
Sales & Marketing	8%	8%	13%	7%	10%	4%	8%	7%	0%	12%	13%	28%	2%	13%	0%	39%	8%	0%
Built Environment	0%	3%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Financial Services	5%	2%	1%	0%	12%	9%	28%	11%	1%	3%	6%	0%	0%	0%	20%	0%	0%	15%
Business, Admin & Mgmt.	13%	13%	22%	9%	23%	6%	16%	27%	5%	4%	6%	0%	5%	3%	0%	0%	8%	0%
Engineering & Manufact.	23%	24%	18%	12%	4%	42%	12%	15%	57%	17%	26%	5%	3%	3%	20%	0%	31%	36%
Sampling Skills	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Agriculture, Horticulture and	2%	1%	5%	0%	0%	3%	0%	0%	4%	5%	12%	0%	3%	3%	0%	0%	0%	0%
Hairdressing & Beauty	2%	0%	0%	0%	0%	0%	0%	3%	0%	4%	0%	35%	0%	0%	0%	0%	0%	0%
Health, Family other Social	12%	5%	7%	2%	15%	2%	12%	9%	6%	17%	0%	5%	78%	3%	20%	0%	0%	20%
Tourism & Sport	3%	3%	1%	4%	0%	0%	0%	1%	1%	7%	0%	0%	2%	38%	0%	0%	0%	0%
Food & Beverage	7%	8%	9%	3%	3%	7%	7%	7%	5%	7%	13%	27%	3%	15%	20%	39%	8%	0%
General Learning	7%	1%	9%	6%	4%	13%	12%	5%	10%	8%	19%	0%	0%	14%	0%	22%	0%	5%
Security	4%	1%	4%	2%	0%	0%	0%	4%	0%	5%	5%	0%	3%	0%	0%	0%	38%	0%
Other	3%	3%	3%	1%	16%	2%	0%	5%	5%	1%	0%	0%	0%	0%	0%	0%	0%	0%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%



Table 6.8: SOC level 1 of job obtained of those currently employed by SOC level 1 of course

Base: Respondents who are currently employed

Base: Respondents who are current	iy employ	ea										
	Total						Course SOC					
Job SOC		Basic skills	Group 1 - Managers, directors and senior officials	Group 2 - Prof occupations	Group 3 - Assoc prof and tech occupations	Group 4 - Admin, secretarial occupations	Group 5 - Skilled trades	Group 6 - Caring, leisure and other	Group 7 - Sales and customer service	Group 8 - Process, plant and machine operatives	Elementary Occupations	Unknown
Unweighted	838	213	0%	70	104	120	71	98	15	112	23	12
Weighted	837	200	0%	74	103	127	58	78	13	125	35	24
Basic skills	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Group 1 - Managers, directors, senior officials	4%	3%	0%	3%	3%	6%	6%	7%	0%	4%	0%	0%
Group 2 - Prof occupations	9%	5%	0%	25%	21%	10%	9%	0%	0%	3%	2%	17%
Group 3 - Assoc prof and tech occupations	11%	5%	0%	14%	18%	20%	8%	7%	21%	3%	8%	25%
Group 4 - Admin and secretarial	10%	11%	0%	5%	15%	23%	2%	4%	23%	3%	2%	17%
Group 5 - Skilled trades	21%	17%	0%	14%	19%	8%	45%	4%	10%	43%	35%	25%
Group 6 - Caring, leisure and other service	12%	14%	0%	7%	7%	8%	1%	46%	30%	3%	0%	8%
Group 7 - Sales and customer service	9%	15%	0%	9%	7%	10%	2%	9%	5%	5%	6%	0%
Group 8 - Process, plant and machine operatives	6%	3%	0%	6%	1%	5%	7%	3%	11%	22%	0%	0%
Group 9 - Elementary occupations	16%	23%	0%	18%	10%	8%	16%	16%	0%	12%	42%	8%
Unknown	2%	3%	0%	0%	1%	0%	4%	5%	0%	3%	6%	0%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%



Welfare payments received following participation on a FET course

Just over one third (35%) of former FET trainees are currently in receipt of Job Seekers Allowance and 5% are in receipt of disability/illness related payments. Overall, nearly one half (44%) claim to receive 'none of the above'.

There is little variance amidst the age groups with respect to Job Seekers Allowance. Long term unemployment is claimed mostly by 35 to 49 year olds (3%). 5% of females are receiving the one-parent family allowance compared with 1% of men. However, 38% of men receive unemployment allowance compared with 30% of women.

Table 6.9: Social welfare payments by age, gender and location

Base: All respondents

ase: All respondents									
	Total		Ą	ge		Ger	nder		TS2 Ition
Social welfare payment		17 - 24	25 - 34	35 - 49	50 and above	Male	Female	BMW	SE
Unweighted	2047	546	423	614	464	1254	793	633	1414
Weighted	2047	426	441	665	515	1258	789	629	1418
Job Seekers	35%	40%	33%	32%	35%	38%	30%	35%	35%
Long term unemployment	2%	1%	1%	3%	2%	1%	2%	3%	1%
In work credits	4%	4%	6%	5%	3%	5%	4%	4%	4%
Disability / illness	5%	6%	5%	4%	5%	5%	5%	5%	5%
One-parent family allowances	2%	4%	3%	2%	1%	1%	5%	1%	3%
Pension / retirement	2%	0%	0%	1%	5%	1%	2%	1%	2%
Education	2%	3%	1%	1%	1%	1%	2%	1%	2%
Community employment / services	4%	2%	4%	5%	6%	4%	6%	5%	4%
Other	2%	1%	1%	3%	2%	2%	2%	2%	2%
None of the above	44%	42%	47%	46%	40%	44%	44%	44%	44%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%

Similarly, there is little variance in terms of social welfare payments across the FET programmes. Not surprisingly, participants on Specialist Training Programmes are much more likely to be in receipt of disability/illness payments than average (42%) and have a lower claim on Job Seekers (14%).



Table 6.10: Social welfare payments by programme

,	Total	FET Programme							
Social welfare payment		Full-time Training (FTT)	Online training courses	Evening courses	Specialist Training Programme				
Unweighted	2047	1223	300	365	159				
Weighted	2047	941	278	737	90				
Job Seekers	35%	35%	26%	40%	14%				
Long term unemployment	2%	2%	2%	1%	2%				
In work credits	4%	2%	4%	7%	3%				
Disability / illness	5%	3%	5%	3%	42%				
One-parent family allowances	2%	2%	3%	2%	2%				
Pension / retirement	2%	1%	1%	2%	8%				
Education	2%	1%	3%	1%	6%				
Community employment / services	4%	3%	3%	7%	3%				
Other	2%	1%	3%	2%	2%				
None of the above	44%	50%	52%	36%	25%				
Total	100%	100%	100%	100%	100%				

Type of employment held post-FET course

As shown in Table 6.1 four in ten (41%) have gained employment since completing the FET course. The majority of those employed post-completion of their FET course are working full-time (73%) with 27% working part-time. A greater proportion of 25 to 34 year olds (80%) and males (76%) are working full-time compared with females (66%).

Table 6.11: Employment status: full time / part time by age, gender and location

Base: Respondents who are currently in employment

	Total	Age				Ger	nder	NUTS2 location	
Employment status		17 - 24	25 - 34	35 - 49	50 and above	Male	Female	BMW	SE
Unweighted	843	193	195	279	176	527	316	271	572
Weighted	841	154	209	296	182	530	311	274	568
Full-time	73%	70%	80%	70%	70%	76%	66%	69%	75%
Part-time	27%	28%	20%	29%	30%	23%	33%	30%	25%
Other	0%	0%	0%	0%	0%	0%	0%	1%	0%
Not sure	0%	1%	0%	0%	0%	0%	1%	1%	0%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%

Almost four fifths (77%) of participants on FTT programmes that moved into employment gained full-time work and a similar proportion of participants on online courses (73%) are also now working full-time. However, on this occasion STP participants are less likely to be working full-time, with just 54% of STP participants in full-time employment.



Table 6.12: Employment status: full time / part time by programme

Base: Respondents who are currently in employment

	Total	FET Programme								
Employment status		Full-time Training (FTT)	Online training courses	Evening courses	Specialist Training Programme					
Unweighted	843	530	139	133	41					
Weighted	841	420	129	269	23					
Full-time	73%	77%	73%	68%	54%					
Part-time	27%	23%	26%	32%	44%					
Other	0%	0%	1%	0%	2%					
Not sure	0%	0%	0%	0%	0%					
Total	100%	100%	100%	100%	100%					

Full-time employment is highest among CTC (81%), STS (80%), STL (79%) and TRN (79%) participants. Just over half of those who were involved in an STP or BRI course are now in full time employment (54%).

Table 6.13: Employment status: full time / part time by course code

Base: Respondents who are currently in employment

Dasc. Resp	orraorra	s willo ar	o oarror	itiy iii Oi	прісупп	0110				
	Total					Course Co	ode			
Employment status		BRI	СТС	EVC	LTI	OLB	STL	STS	TRN	STP
Unweighted	843	54	27	133	51	139	164	125	109	41
Weighted	841	29	17	269	36	129	173	87	78	23
Full-time	73%	54%	81%	68%	67%	73%	79%	80%	79%	54%
Part-time	27%	46%	19%	32%	31%	26%	20%	18%	21%	44%
Other	0%	0%	0%	0%	2%	1%	0%	0%	0%	2%
Not sure	0%	0%	0%-	0%	0%	0%	1%	2%	0%	0%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Of those employed part-time, almost seven in ten (69%) were available to work full time. This is compared to 60% of those working part-time hours prior to course participation.

On a positive note, 80% of the jobs gained by those completing a FET course are permanent compared with just 65% of those employed before starting a course. More than 80% of over 50s are in permanent employment in line with their younger counterparts. However, this figure falls to 71% of 17 to 24 year olds. Females were more successful in gaining permanent employment (85%); whilst 77% of males took up permanent posts.



Table 6.14: Employment status: permanent / temporary by age, gender and location

Base: Respondents who are currently in employment

	Total	Age			Ger	nder	NUTS2 location		
Employment status		17 - 24	25 - 34	35 - 49	50 and above	Male	Female	BMW	SE
Unweighted	843	193	195	279	176	527	316	271	572
Weighted	841	154	209	296	182	530	311	274	568
Permanent	80%	71%	83%	81%	81%	77%	85%	78%	81%
Temporary	20%	27%	17%	19%	19%	23%	14%	22%	19%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%
Not sure	0%	2%	0%	0%	0%	0%	1%	1%	0%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%

With the exception of the STP participants, a majority of participants who gained employment moved into permanent roles following completion of their course. This ranged from 79% of FTT course participants to 86% of online training course participants. Almost half of STP participants (49%) were successful in gaining permanent employment.

Table 6.15: Employment status: permanent / temporary by programme

Base: Respondents who are currently in employment

	Total		FET Pr	ogramme	
Employment status		Full-time Training (FTT)	Online training courses	Evening courses	Specialist Training Programme
Unweighted	843	530	139	133	41
Weighted	841	420	129	269	23
Permanent	80%	79%	86%	80%	49%
Temporary	20%	20%	13%	20%	51%
Other	0%	0%	0%	0%	0%
Not sure	0%	1%	1%	0%	0%
Total	100%	100%	100%	100%	100%

Of those who have found employment since completing their FET course almost nine in ten (87%) are working as an employee with 10% self-employed. Interestingly, females are more likely to be self-employed (12%) than males (9%), and there is no variance on the percentage of self-employed individuals after the age of 25 (12%).

Table 6.16: Employment status: role type by age, gender and location

Base: Respondents who are currently in employment

	Total	Age				Ger	ıder		TS2 ition
Employment status		17 - 24	25 - 34	35 - 49	50 and above	Male	Female	BMW	SE
Unweighted	843	193	195	279	176	527	316	271	572
Weighted	841	154	209	296	182	530	311	274	568
An employee	87%	94%	86%	85%	85%	88%	85%	86%	87%
Self-employed	10%	2%	12%	12%	12%	9%	12%	11%	10%
A Job Scheme employee	2%	2%	2%	3%	2%	2%	3%	2%	2%
Other	1%	1%	0%	1%	1%	1%	0%	1%	1%
Not sure	0%	1%	0%	0%	0%	0%	1%	1%	0%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%



Almost all (95%) STP participants who gained employment are employed as an employee compared with 82% of evening course participants. 89% of FTT participants and 88% of online training course participants are also employees. Evening course participants are much more likely than any other FET programme to be self-employed (15%).

Table 6.17: Employment status: role type by programme

Base: Respondents who are currently in employment

	Total	FET Programme								
Employment status		Full-time Training (FTT)	Online training courses	Evening courses	Specialist Training Programme					
Unweighted	843	530	139	133	41					
Weighted	841	420	129	269	23					
An employee	87%	89%	88%	82%	95%					
Self-employed	10%	7%	10%	15%	5%					
A Job Scheme employee	2%	3%	1%	2%	0%					
Other (inc. voluntary/internship/work experience	1%	1%	1%	1%	0%					
Not sure	0%	1%	0%	0%	0%					
Total	100%	100%	100%	100%	100%					

Length of time to find a job following completion of FET course

Approximately three in five (58%) of FET trainees took less than three months to find a job following their FET course. Individuals aged 25 to 34 (65%), and 17 to 24 (60%), women (60%) and those living in the Border, Midland and Western region (62%) are more likely to find employment within this timeframe. Almost a fifth (18%) took more than six months to find a job with the largest percentage being those aged 35 to 49 (20%).

Table 6.18: Length of time to find a job by age, gender and location

Base: Respondents who are currently in employment

	Total		A	ge		Ger	nder	NUTS2 location	
Length of time to find job		17 - 24	25 - 34	35 - 49	50 and above	Male	Female	BMW	SE
Unweighted	843	193	195	279	176	527	316	271	572
Weighted	841	154	209	296	182	530	311	274	568
Less than 3 months	58%	60%	65%	57%	51%	57%	60%	62%	56%
3 to 6 months	20%	23%	18%	17%	26%	22%	18%	18%	21%
More than 6 months	18%	16%	15%	20%	18%	18%	17%	17%	18%
Not sure	4%	2%	2%	6%	4%	3%	5%	3%	4%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%

Participants on FTT training courses were, on this occasion, most likely to find a job within three months of completing their course (64%), followed by online courses (63%). Just over half (51%) of evening course participants found a job in less than three months. However, only 17% of STP participants took less than three months with the majority of employed STP participants taking more than six months (54%).



Table 6.19: Length of time to find a job by programme

Base: Respondents who are currently in employment

	Total		FET Pro	gramme	
Length of time to find job		Full-time Training (FTT)	Online training courses	Evening courses	Specialist Training Programme
Unweighted	843	530	139	133	41
Weighted	841	420	129	269	23
Less than 3 months	58%	64%	63%	51%	17%
3 to 6 months	20%	20%	16%	23%	24%
More than 6 months	18%	13%	18%	21%	54%
Not sure	4%	3%	4%	5%	5%
Total	100%	100%	100%	100%	100%

In an examination of the time it took for respondents to find a job by course objective, Progression to Employment course students were most likely to find a job in the shortest timeframe. Almost two thirds (64%) found a job within three months and over four fifths (83%) had found a job within six months.

Table 6.20: Length of time to find a job by FET course objective

Base: Respondents who are currently in employment

Dase. Respondents	WITO GIO C	arrendy in employn	TOTAL	
	Total		Course Primary Object	ive
Length of time to find job		Progression to employment (STS, STL and TRN)	Social inclusion (STP, CTC, LTI and BRI)	Other (OLB and EVC)
Unweighted	843	398	173	272
Weighted	841	338	106	398
Less than 3 months	58%	64%	51%	55%
3 to 6 months	20%	19%	26%	20%
More than 6 months	18%	14%	21%	20%
Not sure	4%	3%	2%	5%
Total	100%	100%	100%	100%

Former training course participants were most likely to find a job within three months, with over four fifths from TRN courses (82%) procuring employment. A similar proportion of CTC course participants (78%) also secured employment within three months.

Table 6.21: Length of time to find a job by course code

Base: Respondents who are currently in employment

Dage. Reop	- Contracting	dente who are currently in employment										
Length of	Total					Course Co	de					
time to find job		BRI	СТС	EVC	LTI	OLB	STL	STS	TRN	STP		
Unweighted	843	54	27	133	51	139	164	125	109	41		
Weighted	841	29	17	269	36	129	173	87	78	23		
Less than 3 months	58%	43%	78%	51%	67%	63%	61%	55%	82%	17%		
3 to 6 months	20%	43%	15%	23%	18%	16%	21%	22%	9%	24%		
More than 6 months	18%	13%	7%	21%	14%	18%	14%	18%	8%	54%		
Not sure	4%	2%	0%	5%	2%	4%	4%	4%	1%	5%		
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%		



Impact of FET course on hourly rate of pay

In terms of hourly rate of pay, one third of FET trainees (36%) indicated that they are paid more in their current job than what they received in previous employment prior to starting a FET course. The greatest impact of FET courses on rate of pay is among 17 to 24 year olds and 25 to 34 and year olds. Both age ranges claim they are being paid more in their new job, 49% and 50% respectively, compared with just 26% of those over 50. 40% of males say they are being paid more per hour now compared with 30% of females. However, more than a quarter of females (27%) and slightly less than a quarter of 35 to 49 year olds (24%) claim that they are now being paid less.

Table 6.22: Hourly rate of pay in new job by age, gender and location

Base: Respondents who were in employment prior to FET and who gained employment following FET course

Jourse									
	Total		Age				nder	NUTS2 location	
Hourly rate of pay		17 - 24	25 - 34	35 - 49	50 and above	Male	Female	BMW	SE
Unweighted	646	88	159	237	162	412	234	205	441
Weighted	664	74	171	250	169	426	238	210	454
More	36%	49%	50%	30%	26%	40%	30%	38%	35%
Less	22%	11%	14%	24%	33%	20%	27%	24%	22%
About the same	39%	40%	34%	41%	40%	39%	39%	36%	40%
Not sure	2%	0%	1%	5%	1%	1%	5%	1%	3%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%

Following the course, a greater percentage of all course participants reported that their renumeration had increased rather than decreased. 38% of FTT, Evening and STP course participants report that their pay increased in their new job. The only exception is online training courses with 29% saying their pay had increased. However, 41% on online training courses claimed their renumeration remained the same. A point to note is that one third of STP participants (34%) reported that their renumeration was less following their course.

Table 6.23: Hourly rate of pay in new job by programme

Base: Respondents who were in employment prior to FET and who gained employment following FET course

Jourse					
	Total		FET Pr	ogramme	
Hourly rate of pay		Full-time Training (FTT)	Online training courses	Evening courses	Specialist Training Programme
Unweighted	646	381	121	112	32
Weighted	664	308	112	226	18
More	36%	38%	29%	38%	38%
Less	22%	22%	26%	21%	34%
About the same	39%	38%	41%	39%	22%
Not sure	2%	2%	3%	3%	6%
Total	100%	100%	100%	100%	100%



Analysis by the assigned SOC of the course shows that those in the elementary occupations (53%), process, plant and machine occupations (46%) and caring, leisure and other services (40%) were more likley to gain a higher rate of pay on completion of the course.

Table 6.24: Hourly rate of pay in new job by course SOC

Base: Respondents who were in employment prior to FET and who gained employment following FET course

000100											
	Total				Co	ourse SO	С				
Hourly rate of pay		Basic skills	Group 2 - Prof occupations	Group 3 - Assoc prof and tech occupations	Group 4 - Admin, secretarial	Group 5 - Skilled trades	Group 6 - Caring, leisure and other	Group 7 - Sales and customer service	Group 8 - Process, plant and machine	Elementary Occupations	Unknown
Unweighted	646	151	57	85	97	55	72	8	93	19	9
Weighted	664	155	60	84	104	44	55	7	107	28	18
More	36%	31%	32%	33%	35%	21%	40%	37%	46%	53%	67%
Less	22%	24%	16%	23%	29%	20%	27%	41%	16%	19%	22%
About the same	39%	43%	48%	38%	37%	56%	27%	22%	37%	28%	11%
Not sure	1%	2%	3%	0%	0%	1%	0%	0%	0%	0%	0%
Refused	2%	0%	2%	6%	0%	1%	6%	0%	1%	0%	0%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Currently, the national minimum wage in Ireland for an experienced adult employee is €9.25 per hour and the living wage has been calculated as €11.70 per hour. At the time of the survey, the majority of participants were earning at least €9.25 per hour (84%). However, almost one in ten (9%) were earning less than this, while 6% were unsure of their rate of pay.

Just less than half of respondents (48%) were earning close to the living wage of at least €11.50 per hour. To some extent, younger respondents aged 17 to 24 appear to have a lower rate of pay compared with their contemporaries. This may be explained by their lack of experience.



Table 6.25: Hourly rate of pay in new job by age, gender and location

Base: Respondents who are currently in employment

	Total		A	ge		Ger	nder	NUTS2 location	
Hourly rate of pay		17 - 24	25 - 34	35 - 49	50 and above	Male	Female	BMW	SE
Unweighted	843	193	195	279	176	527	316	271	572
Weighted	841	154	209	296	182	530	311	274	568
Less than €7.40 per hour	2%	4%	1%	2%	3%	3%	2%	2%	3%
€7.40 per hour	1%	4%	1%	1%	0%	1%	2%	2%	1%
More than €7.40 but less than €9.25 per hour	6%	15%	4%	4%	4%	6%	6%	7%	5%
€9.25 per hour	10%	19%	12%	6%	7%	10%	10%	9%	11%
More than €9.25 but less than €11.50 per hour	26%	31%	24%	27%	22%	26%	25%	23%	27%
€11.50 per hour	8%	8%	6%	6%	12%	8%	7%	10%	7%
More than €11.50 per hour	40%	14%	46%	45%	49%	42%	37%	38%	41%
Not sure	6%	5%	7%	7%	3%	3%	10%	7%	5%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%

An examination of respondents' responses by programme indicates that both the majority of full-time training courses and online training course attendees earn more than €9.25 per hour (87% respectively). Online training course respondents were most likely to earn more than €11.50 per hour (57%).

Table 6.26: Hourly rate of pay in new job by programme

Base: Respondents who are currently in employment

	Total		FET Programme								
Hourly rate of pay		Full-time Training (FTT)	Online training courses	Evening courses	Specialist Training Programme						
Unweighted	843	530	139	133	41						
Weighted	841	420	129	269	23						
Less than €7.40 per hour	2%	2%	2%	3%	5%						
€7.40 per hour	1%	2%	0%	1%	2%						
More than €7.40 but less than €9.25 per hour	6%	5%	4%	8%	7%						
€9.25 per hour	10%	14%	9%	5%	27%						
More than €9.25 but less than €11.50 per hour	26%	27%	19%	28%	27%						
€11.50 per hour	8%	10%	2%	8%	7%						
More than €11.50 per hour	40%	36%	57%	41%	17%						
Not sure	6%	5%	8%	7%	7%						
Total	100%	100%	100%	100%	100%						



Of those who gained employment after their course but are no longer in employment over four fifths, 88%, earned more than €7.40 per hour. Half (50%) of the share earned more than €9.25 per hour, and 17% of the share earned more than €11.50 per hour. Over one quarter (27%) claimed that this was more than what they had earned in the job prior to the course. A smilar share (27%) said that they earned less, while four in ten (40%) said that they earned the same.

Prevalence of FET trainees unemployed post-FET course seeking employment

Two fifths (40%) are currently unemployed having completed the FET course. The majority of FET trainees who are unemployed following the completion of a FET course have looked for a job (78%). Just one in five (21%) have not looked for a job, with individuals over 50 (29%) and women (27%) more likely than average to have not looked for employment. Of those who have not looked for a job home duties (44%) and disability/illness (44%) were the main reasons for not doing so. Only 1% claimed that they were too discouraged.

Table 6.27: Searched for a job by age, gender and location

Base: Respondents who are currently unemployed

Jaco. Reoportaerite with	o are carrer	ing dirion	npioy ou						
	Total		A	ge		Gender		NUTS2 location	
Job search		17 - 24	25 - 34	35 - 49	50 and above	Male	Female	BMW	SE
Unweighted	800	233	156	218	193	498	302	238	562
Weighted	815	185	156	247	227	504	311	239	576
Yes	78%	81%	85%	80%	70%	82%	73%	76%	79%
No	21%	19%	15%	20%	29%	18%	27%	23%	20%
Not sure	0%	0%	0%	0%	1%	0%	1%	0%	0%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%

Participants on STP courses are less likely than average to have searched for job since completing their course, with just under half (48%) having looked for a job compared with 81% of FTT participants, 80% of evening course participants and 73% of online training course participants. This contrasts with the 2014 study whereby 73% of STP participants had searched for employment.

Table 6.28: Searched for a job by programme

Base: Respondents who are currently unemployed

	Total		FET Pr	ogramme	
Job search		Full-time Training (FTT)	Online training courses	Evening courses	Specialist Training Programme
Unweighted	800	483	106	161	50
Weighted	815	363	98	325	28
Yes	78%	81%	73%	80%	48%
No	21%	19%	26%	20%	52%
Not sure	0%	0%	1%	0%	0%
Total	100%	100%	100%	100%	100%



In terms of methods used to search for jobs, job finder websites proved the most popular method used to seek employment. Six in ten (62%) unemployed respondents used thse sites, with 17 to 24 year olds most likely to use this medium (67%). Over 50s (58%) were less likely to use job finder websites than any other age group, but were most likely of the age ranges to use word of mouth and personal contacts (28%).

Interestingly, more 17 to 24 year olds chose handing out CVs as a preferred method of job seeking (58%) than internet/website searches (47%). However internet/website searches proved more popular with women (54%) than handing out CVs (42%).

Table 6.29: Methods used to search for a job by age, gender and location

Base: Respondents who are currently unemployed who have searched for a job

base. Respondents who are	curreritiy	urrently unemployed who have searched for a job								
	Total		Age	е		Gender		_	TS2 ition	
Methods used for job search		17 - 24	25 - 34	35 - 49	50 and above	Male	Female	BMW	SE	
Unweighted	622	189	128	173	132	405	217	177	445	
Weighted	639	150	133	198	159	413	226	182	457	
Job finder websites	62%	67%	62%	62%	58%	63%	60%	60%	63%	
Newspapers	22%	18%	16%	28%	26%	25%	18%	24%	22%	
Recruitment Agencies	38%	33%	40%	42%	35%	39%	35%	41%	37%	
Public Employment Services (PES)	22%	17%	25%	22%	25%	19%	27%	25%	21%	
Word of mouth / personal contacts	23%	24%	18%	23%	28%	26%	18%	26%	22%	
Handing out CVs	44%	58%	40%	40%	41%	46%	42%	41%	46%	
Internet / website searches	49%	47%	54%	51%	43%	46%	54%	41%	52%	
Television	1%	2%	1%	0%	2%	1%	1%	3%	1%	
Not sure	0%	0%	0%	1%	1%	0%	0%	1%	0%	
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	

Participants on evening courses (53%) are less likely than average to have used job finder websites to search for a job.



Table 6.30: Methods used to search for a job by programme

Base: Respondents who are currently unemployed who have searched for a job

	Total		FET Progr	ramme	
Methods used for job search		Full-time Training (FTT)	Online training courses	Evening courses	Specialist Training Programme
Unweighted	622	392	77	129	24
Weighted	639	294	71	261	14
Job finder websites	62%	69%	66%	53%	75%
Newspapers	22%	23%	19%	23%	13%
Recruitment Agencies	38%	39%	47%	34%	29%
Public Employment Services (PES)	22%	19%	26%	25%	13%
Word of mouth / personal contacts	23%	22%	27%	23%	38%
Handing out CVs	44%	50%	43%	39%	46%
Internet / website searches	49%	47%	74%	43%	71%
Television	1%	1%	3%	1%	0%
Not sure	0%	1%	0%	0%	0%
Other	0%	0%	0%	0%	0%
Total	100%	100%	100%	100%	100%

Of those unemployed at present, almost seven in ten (69%) have not had a job interview since completing their FET course. Of those who have had interviews, 25 to 34 year olds have had most success (32%) in attending one or more.

Table 6.31: Number of interviews attended by age, gender and location

Base: Respondents who are currently unemployed who have searched for a job

pase. Respondents with	are curren	ne currently unemployed who have searched for a job									
	Total		A	ge		Ger	nder	_	TS2 Ition		
Number of interviews		17 - 24	25 - 34	35 - 49	50 and above	Male	Female	BMW	SE		
Unweighted	622	189	128	173	132	405	217	177	445		
Weighted	639	150	133	198	159	413	226	182	457		
None	69%	73%	65%	70%	68%	71%	66%	69%	70%		
One	12%	12%	17%	10%	10%	12%	12%	14%	11%		
Two	9%	8%	6%	13%	8%	8%	11%	10%	9%		
Three	4%	5%	5%	3%	6%	5%	4%	5%	4%		
Four	2%	0%	1%	2%	4%	1%	3%	1%	2%		
Five or more	2%	2%	3%	1%	3%	2%	3%	1%	3%		
Not sure	1%	0%	2%	1%	0%	0%	2%	0%	1%		
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%		

FTT course participants are more likely to have had one or more job offers (31%) than participants on any other course. Only 9% of STP participants had one job offer.



Table 6.32: Number of job offers attained by programme

Base: Respondents who are currently unemployed who have had a job offer

	Total		FET P	rogramme	
Number of interviews		Full-time Training (FTT)	Online training courses	Evening courses	Specialist Training Programme
Unweighted	196	115	32	38	11
Weighted	196	84	30	77	6
None	77%	68%	88%	82%	91%
One	18%	29%	13%	11%	9%
Two	1%	0%	0%	3%	0%
Three	0%	1%	0%	0%	0%
Four	0%	0%	0%	0%	0%
Five or more	0%	1%	0%	0%	0%
Not sure	3%	2%	0%	5%	0%
Total	100%	100%	100%	100%	100%

Level of education studied by those who are students post-FET course

There is a significant uplift in the NFQ level being studied by students who have completed a FET course compared with those who were studying before starting the course.

- Students studying for Level 7 qualifications have increased from 9% pre-course, to 20% post course;
- The percentage of students studying for Level 6 qualifications has increased from 12% to 14%; and
- Those studying for Level 4/5 Leaving Cert have increased from 23% to 40%.
- 17 to 24 year old students moving to Level 4/5 technical or vocation courses have increased significantly from 17% to 53%.
- Those studying for Level 3 have decreased from 8% to 6%.



Table 6.33: NFQ level studied post FET course by age, gender and area

Base: Respondents who are currently students post FET course

base. Respond	acins who are	currernity .	Staderite	posti	LT COU	30				
		Total		Ag	ge		Ger	der	NUTS2	location
NFQ	Level		17 - 24	25 - 34	35 - 49	50 and abov e	Male	Female	BMW	SE
Unweighted		181	81	34	45	21	109	72	53	128
Weighted		162	57	35	44	26	99	62	42	120
Level 3 - Junior (equivalent	Cert or	6%	7%	2%	9%	3%	7%	4%	5%	6%
	Leaving Cert	12%	15%	3%	6%	28%	10%	15%	10%	13%
Level 4/5	Post secondary inc.technical or vocational	40%	53%	34%	26%	43%	40%	40%	51%	36%
Level 6 - Advand Certificate	ced/Higher	14%	12%	25%	18%	0%	17%	11%	7%	17%
Level 7 - Diploma	a	20%	8%	30%	28%	19%	15%	28%	21%	20%
Other		0%	1%	0%	0%	0%	1%	0%	0%	1%
None		1%	1%	3%	0%	0%	1%	2%	0%	1%
Not sure		6%	3%	3%	13%	7%	10%	1%	6%	7%
Total		100%	100%	100%	100%	100%	100%	100%	100%	100%

Evening course participants studying at Level 7 increased from 17% to 23% post-course. Participation in online Level 7 courses increased from 14% to 50%, and Level 7 FTT also increased from 7% to 14%.

Table 6.34: NFQ level studied post FET course by programme

Base: Respondents who are currently students post FET course

		Total		FET Prog	gramme	
NFQ	Level		Full-time Training (FTT)	Online training courses	Evening courses	Specialist Training Programme
Unweighted	Unweighted		111	24	22	24
Weighted		162	81	22	44	14
Level 3 - Junior Cert o	or equivalent	6%	4%	0%	14%	0%
Laval 4/F	Leaving Cert	12%	10%	8%	18%	8%
Level 4/5	Post secondary inc. technical or vocational	40%	47%	17%	27%	79%
Level 6 - Advanced/H	ligher Certificate	14%	15%	25%	9%	8%
Level 7 - Diploma		20%	14%	50%	23%	0%
Other		0%	1%	0%	0%	0%
None		1%	2%	0%	0%	0%
Not sure		6%	7%	0%	9%	4%
Total		100%	100%	100%	100%	100%

Over four in ten (41%) trainees from a Level 6 FET course are currently studying at Level 7 or above. Overall, FET trainees that are now students are either studying at the same level, have moved into a technical or vocational qualification, or have progressed on to a higher level of study.



Table 6.35: NFQ level studied post FET course by NFQ level of FET course

Base: Respondents who are currently students post FET course

Dase. I	обронионно	mio are ea	rronning ottata	ento post i Li	000100			
		Total			NFQ level o	of FET course		
			Level 3 -		Level 5	Level 6 -		
			Junior	Level 4 -	-	Advanced/		
		NB: Low	Cert or	Technical or	Leaving	Higher	Level 7 -	
NF	Q Level	bases	equiv.	Vocational	Cert	Certificate	Diploma	Other
Unweight	red	181	32	36	83	7	3	20
Weighted	1	162	27	31	78	5	3	18
Level 3 - J	lunior Cert or							
equiv.		6%	8%	7%	7%	0%	0%	0%
	Leaving	100/	000/	000/	00/	00/	00/	00/
Level	Cert	12%	28%	30%	3%	0%	0%	0%
4/5	Technical							200/
	or Vocational	40%	37%	39%	46%	28%	36%	26%
Level 6 -	VUCational	40 /0	31 /0	3970	40 /0	20 /0		
Advanced	/Higher							
Certificate	U	14%	8%	5%	21%	20%	0%	9%
Level 7 - [Diploma	20%	17%	19%	16%	41%	64%	30%
Not sure /	other/refused	7%	2%	0%	6%	10%	0%	36%
Total		100%	100%	100%	100%	100%	100%	100%

Reasons for FET trainees being inactive post-FET course

One in twenty (5%) are 'inactive/other' having completed the FET course. The main reasons for this are attributed to home duties and disability/illness (44% and 44% respectively). In addition, 14% are retired and 2% have moved onto voluntary work or an internship.

54% of men are currently 'inactive/other' due to disability or illness compared with 36% of women. However, 54% of women are 'inactive/other' as a result of home duties in contrast with only 30% of men. Disability and illness is more of a factor among participants in the Border, Midland and Western region than in the South East. Similarly more individuals are 'inactive/other' in the BMW region due to home duties (49%), yet a considerably higher percentage are 'inactive/other' in the SE due to retirement (18%).

Table 6.36: Main reason for being currently inactive by age, gender and location

Base: Respondents who are currently inactive post FET course

	Total		Ag	ge		Ger	nder	NUTS2 location	
Main reason for inactivity		17 - 24	25 - 34	35 - 49	50 and above	Male	Female	BMW	SE
Unweighted	119	26	21	35	37	52	67	37	82
Weighted	98	18	18	30	31	43	56	30	68
Retired	14%	0%	0%	0%	42%	14%	14%	4%	18%
Home duties	44%	44%	53%	60%	23%	30%	54%	49%	41%
Disability/illness	44%	61%	58%	40%	30%	54%	36%	51%	41%
Voluntary work / internship	2%	0%	0%	3%	3%	0%	3%	0%	3%
Did not look for work because there are no jobs for you / you lack the education or skills	2%	7%	3%	0%	2%	3%	2%	2%	3%



Other/Not sure	0%	0%	0%	0%	0%	0%	0%	0%	0%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%

Home duties was the main reason for economic inactivity across all programmes but was rated the highest among evening course participants (70%). A significant percentage of participants on a STP course attributed inactivity to disability or illness (86%).

Table 6.37: Main reason for being currently inactive by programme (NB low bases)

Base: Respondents who are currently inactive post FET course

	Total	FET Programme									
Main reason for inactivity		Full-time Training (FTT)	Online training courses	Evening courses	Specialist Training Programme						
Unweighted	119	54	18	10	37						
Weighted	98	40	17	20	21						
Home duties	44%	42%	61%	70%	8%						
Did not look for work because there are no jobs for you	1%	2%	0%	0%	0%						
Disability/Illness	44%	37%	11%	40%	86%						
Retired	14%	18%	17%	10%	5%						
Voluntary work / internship/abroad	2%	0%	11%	0%	0%						
Did not look for work because you lack the education or skills	2%	3%	0%	0%	3%						
Other/Not sure	0%	0%	0%	0%	0%						
Total	100%	100%	100%	100%	100%						

Currently inactive or unemployed FET trainees' previous employment post-FET course

Approximately one in twenty (6%) of those currently unemployed or inactive FET trainees who completed a FET course, were employed for a time after their course. A slightly higher percentage of males (7%) found a job than females (5%).

Table 6.38: Employment since completing FET course by age, gender and location

Base: Respondents who are currently unemployed or inactive post FET course

	Total		Ag	ge		Gen	nder	NUTS2 location	
Employment gained		17 - 24	25 - 34	35 - 49	50 and above	Male	Female	BMW	SE
Unweighted	919	259	177	253	230	550	369	275	644
Weighted	914	203	175	277	258	547	367	269	644
Yes	6%	8%	7%	6%	4%	7%	5%	7%	6%
No	94%	92%	93%	94%	95%	93%	95%	93%	94%
Not sure	0%	0%	0%	0%	1%	0%	0%	0%	0%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%

Participants in FTT courses (8%) are most likely to have had some form of employment since completing their course but are now unemployed or inactive. Just 1% of inactive STP participants and online training course trainees have had employment since completing their course.



Table 6.39: Employment since completing FET course by programme

Base: Respondents who are currently unemployed or inactive post FET course

	Total		FET P	rogramme	
Employment gained		Full-time Training (FTT)	Online training courses	Evening courses	Specialist Training Programme
Unweighted	919	537	124	171	87
Weighted	914	404	115	345	49
Yes	6%	8%	1%	6%	1%
No	94%	91%	98%	94%	99%
Not sure	0%	1%	1%	0%	0%
Total	100%	100%	100%	100%	100%

Over one third (36%) confirmed that they had been unemployed or inactive at all times since completing their course. This was highest for those who were CTC (48%) and LTI (45%) course participants.

Table 6.40: Economic status: overall picture since completing FET course

Base: All respondents

·	Total				С	ourse Cod	le			
Economic status		BRI	СТС	EVC	LTI	OLB	STL	STS	TRN	STP
Unweighted	2047	175	121	365	154	300	330	263	180	159
Weighted	2047	96	78	737	108	278	347	183	129	90
Currently employed	41%	31%	22%	36%	33%	46%	50%	48%	61%	26%
Currently student	8%	12%	16%	6%	8%	8%	7%	12%	2%	15%
Currently unemployed or inactive but was employed post-FET course	3%	5%	7%	3%	4%	0%	3%	2%	3%	1%
Currently unemployed or inactive but was a student for a time after the course	6%	13%	3%	5%	3%	7%	3%	6%	4%	15%
Unemployed or inactive at all times since the course	36%	35%	48%	39%	45%	34%	33%	30%	28%	39%
Currently on a scheme	6%	3%	4%	11%	6%	4%	4%	2%	2%	4%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Participants on Progression to Employment courses are not only more likely to have been employed (51% versus 41% overall), they are also the least likely to have been unemployed at all times post-course (31% versus 36%) overall.



Table 6.41: Economic status: overall picture by FET course objective

		Total	С	ourse Primary Objective	/e
Econor	Economic status		Progression to employment (STS, STL and TRN)	Social inclusion (STP, CTC, LTI and BRI)	Other (OLB and EVC)
Unweighted		2047	773	609	665
Weighted		2047	660	372	1015
	Currently employed	41%	51%	28%	39%
Employment	Was employed post-course but not at present	3%	3%	4%	2%
	Currently a student	8%	7%	12%	7%
Education / further study	Currently unemployed or inactive but was a student post-course	6%	4%	9%	6%
Currently on a s	scheme	6%	3%	5%	9%
Unemployed at the course	all times since	32%	27%	35%	34%
Inactive at all tir course	mes since the	4%	4%	7%	4%
Other		0%	0%	0%	0%
Total		100%	100%	100%	100%

Over two in five (42%) confirmed that their employment post-FET course was permanent; participants aged 35 to 49 (60%) were more likely to have had a permanent job than other age groups. Women were also more likely to have had a permanent job than men (55% compared to 35%).

Those on progression to employment and other courses were more likely to have gained permanent employment (82% each) compared to those on a social inclusion course (63%).

Table 6.42: Employment status: overall picture by FET course objective

Base: Respondents who are currently employed

	Total	Course Primary Objective							
Employment status		Progression to employment (STS, STL and TRN)	Social inclusion (STP, CTC, LTI and BRI)	Other (OLB and EVC)					
Unweighted	843	398	173	272					
Weighted	841	338	106	398					
Permanent	80%	82%	63%	82%					
Temporary	20%	17%	36%	17%					
Not sure	0%	1%	1%	0%					
Total	100%	100%	100%	100%					







7. Course contribution to current or most recently held job

This section details the extent to which the FET course made a contribution to participants' current or most recently held job.

Three quarters (74%) of those who gained employment following participation on a FET course believe it helped them a lot (33%) or to some extent (41%) in gaining their job. Males found the FET course particularly helpful with 35% thinking it helped a lot compared with 30% of females. Trainees living in the South East region (34%) were more likely to say the FET course helped them a lot to gain employment than those living in the BMW area (30%).

Table 7.1: Contribution of FET course to gaining employment by age, gender and location

Q.E1: To what extent, if at all, would you say the FET course has contributed to you gaining your current/most recent job?

Base: Respondents who gained employment following FET course

	Total		Age			Gender		NUTS2 location	
Course contribution		17 - 24	25 - 34	35 - 49	50 and above	Male	Female	BMW	SE
Unweighted	900	216	206	292	186	564	336	289	611
Weighted	897	171	221	312	193	567	331	292	606
helped a lot	33%	34%	32%	32%	34%	35%	30%	30%	34%
helped in some ways	41%	41%	44%	41%	39%	39%	44%	43%	40%
did not help at all	24%	23%	22%	25%	27%	25%	24%	25%	24%
Not sure	1%	1%	2%	2%	0%	1%	2%	1%	1%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%

STP participants (57%) were most likely to report that their course has helped a lot in gaining employment, followed by participants of FTT courses. A lesser percentage of both evening course respondents (28%) and online course respondents (15%) felt that their course helped a lot with half (50%) of evening course participants thinking the course helped in some ways. However, 49% of online training course participants reported that the course 'did not help at all' in terms of gaining employment post-course.



Table 7.2: Contribution of FET course to gaining employment by programme

Q.E1: To what extent, if at all, would you say the FET course has contributed to you gaining your current/most recent job?

Base: Respondents who gained employment following FET course

	Total	FET Programme							
Course contribution		Full-time Training (FTT)	Online training courses	Evening courses	Specialist Training Programme				
Unweighted	900	574	140	144	42				
Weighted	897	453	130	291	24				
Helped a lot	33%	40%	15%	28%	57%				
helped in some ways	41%	37%	36%	50%	33%				
did not help at all	24%	21%	49%	21%	10%				
Not sure	1%	2%	1%	1%	0%				
Total	100%	100%	100%	100%	100%				

Over two fifths of Progression to Employment respondents (41%) claimed that the course had helped a lot in contributing to them gaining their current/most recent job. A similar share of Social Inclusion participants agreed also that their course had helped a lot (42%).

Table 7.3: Contribution of FET course to gaining employment by course objective

Q.E1: To what extent, if at all, would you say the FET course has contributed to you gaining your current/most recent job?

Base: Respondents who gained employment following FET course

	Total	С	ourse Primary Objective	/e
Course contribution		Progression to employment (STS, STL and TRN)	Social inclusion (STP, CTC, LTI and BRI)	Other (OLB and EVC)
Unweighted	900	419	197	284
Weighted	897	356	121	421
Helped a lot	33%	41%	42%	24%
helped in some ways	41%	37%	38%	46%
did not help at all	24%	20%	19%	29%
Not sure	1%	2%	1%	1%
Total	100%	100%	100%	100%

Overall, the majority (81%) of FET trainees who participated in a FET course claimed they use the skills learned at least some of the time in their job. Almost a third (32%) claimed to use these skills all of the time in their job role; this increases to 34% of those aged over 50.



Table 7.4: Skills learned by age, gender and location

Q.E2: How often do you use the skills learned on the FET course in your current/most recent job?

Base: Respondents who gained employment following FET course

	Total		Age			Gender		NUTS2 location	
Frequency of using skills learned		17 - 24	25 - 34	35 - 49	50 and above	Male	Female	BMW	SE
Unweighted	900	216	206	292	186	564	336	289	611
Weighted	897	171	221	312	193	567	331	292	606
All of the time	32%	26%	33%	32%	34%	33%	30%	27%	34%
Often	25%	24%	27%	25%	22%	23%	28%	28%	23%
Sometimes	24%	22%	20%	25%	28%	24%	23%	22%	24%
Never	19%	27%	19%	17%	17%	20%	18%	22%	18%
Not sure	1%	1%	0%	2%	0%	0%	1%	1%	1%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%

Again, it is FTT course participants who are most likely to confirm they use the skills learned in their current job role. Four in ten (39%) say they use their skills all of the time compared with just 26% of evening course participants and 18% of online training course participants. Only one in ten of STP participants (10%) say that they never use the skills they acquired on the course in their current job.

Table 7.5: Skills learned by programme

Q.E2: How often do you use the skills learned on the FET course in your current/most recent job?

Base: Respondents who gained employment following FET course

,	Total	J	FET Prog	gramme	
Frequency of using skills learned		Full-time Training (FTT)	Online training courses	Evening courses	Specialist Training Programme
Unweighted	900	574	140	144	42
Weighted	897	453	130	291	24
All of the time	32%	39%	18%	26%	36%
Often	25%	23%	21%	28%	29%
Sometimes	24%	20%	28%	28%	24%
Never	19%	18%	34%	15%	10%
Not sure	1%	0%	0%	1%	2%
Total	100%	100%	100%	100%	100%

In an examination of respondents' attitude to how often they used the skills that they have learned on their FET course, two fifths (40%) of Progression to Employment attendees believe that they use the skills acquired all of the time. One quarter believed that they use their skills often and a further 18% felt that they use their skills sometimes. Over three in ten of Social Inclusion course respondents (34%) felt that they use their skills all of the time, while one fifth (21%) felt that they use their skills often.



Table 7.6: Skills learned by course objective

Q.E2: How often do you use the skills learned on the FET course in your current/most recent job?

Base: Respondents who gained employment following FET course

	Total	Course Primary Objective						
Frequency of using skills learned		Progression to employment (STS, STL and TRN)	Social inclusion (STP, CTC, LTI and BRI)	Other (OLB and EVC)				
Unweighted	900	419	197	284				
Weighted	897	356	121	421				
All of the time	32%	40%	34%	24%				
Often	25%	25%	21%	26%				
Sometimes	24%	18%	24%	28%				
Never	19%	16%	21%	21%				
Not sure	1%	0%	0%	1%				
Total	100%	100%	100%	100%				

Three in ten (31%) of those who completed a FET course went into employment that requires a higher level of skill than the job they had before starting the course. Those aged between 25 and 34 (40%) are more likely to be in a higher skilled job after completing their courses than any other sub-group. Males were also more likely to be in a higher skilled job (33%) than their female counterparts (29%). Males also stated that their remuneration stayed the same or improved in contrast to a lesser proportion of females (79% vs 69%). 68% of those aged 50 and over felt the skill level remained the same.

Table 7.7: Comparison of skills by age, gender and location

Q.E3: How would you compare the skill level needed in your current job compared to the skill level of your pre-course job?

Base: Respondents who gained employment following FET course

base. Respondents with	Total	Age			Gender		NUTS2 location		
Comparison of skill		17 - 24	25 - 34	35 - 49	50 and above	Male	Female	BMW	SE
Unweighted	900	216	206	292	186	564	336	289	611
Weighted	897	171	221	312	193	567	331	292	606
Higher than pre-course job	31%	31%	40%	31%	23%	33%	29%	30%	32%
Same	50%	39%	48%	53%	58%	48%	54%	52%	49%
Lower than pre-course job	7%	4%	4%	9%	10%	7%	7%	6%	7%
Did not have a pre-course job	7%	21%	5%	4%	2%	7%	6%	7%	7%
Not sure	5%	5%	3%	5%	7%	5%	5%	6%	4%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%

In alignment with the share of those respondents who claimed that their pay reportedly increased, 31% claimed that the skill level needed in their current job was higher than the skill level needed for the pre-course job. Just under one third of FTT (31%) and evening course (30%) participants reported that they are now working in a job that requires a higher level of skill than their previous employment. In contrast, the majority of evening course participants



(56%) are working in a role that requires the same levels of skills they had in employment prior to their course.

Table 7.8: Comparison of skills by programme

Q.E3: How would you compare the skill level needed in your current job compared to the skill level of you pre-course job?

Base: Respondents who gained employment following FET course

	Total		FET Pr	ogramme	
Comparison of skill		Full-time Training (FTT)	Online training courses	Evening courses	Specialist Training Programme
Unweighted	900	574	140	144	42
Weighted	897	453	130	291	24
Higher than pre-course job	31%	31%	28%	30%	74%
Same	50%	46%	59%	56%	17%
Lower than pre-course job	7%	6%	9%	8%	0%
Did not have a pre-course job	7%	11%	3%	3%	7%
Not sure	5%	6%	2%	3%	2%
Total	100%	100%	100%	100%	100%

Not only are 25 to 34 year olds more likely to be working in a job that requires higher skills than before the FET course, but they are also more likely to believe the course helped them a lot to identify job opportunities. Similarly, 50% of this age group reported that they were paid more since their course. Overall, 26% of FET trainees in employment think the FET course they attended helped a lot in identifying job opportunities compared with 31% of those aged between 25 and 34.

Table 7.9: Contribution of FET course in identifying job opportunities by age, gender and location

Q.E4: To what extent did the FET course contribute in identifying job opportunities?

Base: Respondents who gained employment following FET course

,	Total	Age			Gender		NUTS2 location		
Course contribution		17 - 24	25 - 34	35 - 49	50 and above	Male	Female	BMW	SE
Unweighted	900	216	206	292	186	564	336	289	611
Weighted	897	171	221	312	193	567	331	292	606
Helped a lot	26%	28%	31%	24%	23%	28%	23%	23%	28%
Helped in some ways	58%	62%	59%	54%	59%	58%	57%	60%	56%
Did not help at all	14%	9%	8%	21%	15%	12%	18%	14%	14%
Not sure	2%	1%	3%	1%	3%	2%	2%	3%	2%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%

STP and FTT course participants were most likely to feel that their course helped them to identify job opportunities. Almost half of STP participants (45%) felt that the course helped them a lot, with another 45% of participants stating that it helped in some ways. 20% of evening course participants indicated that it helped them a lot, in contrast to 8% of online course participants.



Table 7.10: Contribution of FET course in identifying job opportunities by programme

Q.E4: To what extent did the FET course contribute in identifying job opportunities?

Base: Respondents who gained employment following FET course

	Total	FET Programme								
Course contribution		Full-time Training (FTT)	Online training courses	Evening courses	Specialist Training Programme					
Unweighted	900	574	140	144	42					
Weighted	897	453	130	291	24					
Helped a lot	26%	35%	8%	20%	45%					
Helped in some ways	58%	52%	59%	66%	45%					
Did not help at all	14%	11%	29%	12%	10%					
Not sure	2%	1%	4%	2%	0%					
Total	100%	100%	100%	100%	100%					

Over one third (36%) of Progression to Employment respondents believed that their course helped a lot in identifying job opportunities. One third of Social Inclusion course respondents (33%) also felt that their course helped a lot in identifying job opportunities.

Table 7.11: Contribution of FET course in identifying job opportunities by objective

Q.E4: To what extent did the FET course contribute in identifying job opportunities?

Base: Respondents who gained employment following FET course

	Total	С	ourse Primary Objective	/e
Course contribution		Progression to employment (STS, STL and TRN)	Social inclusion (STP, CTC, LTI and BRI)	Other (OLB and EVC)
Unweighted	900	419	197	284
Weighted	897	356	121	421
Helped a lot	26%	36%	33%	16%
Helped in some ways	58%	51%	57%	64%
Did not help at all	14%	12%	10%	17%
Not sure	2%	2%	0%	3%
Total	100%	100%	100%	100%

Little variance exists in the rates of course completion and certification between males and females. Almost eight in ten males completed the course (79%), while seven in ten females completed the course (70%). Certification rates were the same for both males and females. Eight in ten of respondents achieved a certificate for their course (84%).

Of those trainees who completed a FET course and received a certificate, almost one third (32%) required the certificate to get the job they obtained following the completion of their course. Males (33%) and the over 50 sub group (35%) were most likely to to require a certificate for their job role.



Table 7.12: Course certificate by age, gender and location

Q.E5: (If certificate issued) Was the certificate that you received required for the job you obtained?

Base: Respondents who completed a FET course and received a certificate

	Total		Ag	ge		Gender		NUTS2 location	
Certificate required?		17 - 24	25 - 34	35 - 49	50 and above	Male	Female	BMW	SE
Unweighted	607	151	138	192	126	395	212	204	403
Weighted	611	120	149	211	130	400	211	203	408
Yes	32%	29%	34%	31%	35%	33%	30%	34%	31%
No	66%	70%	65%	67%	64%	66%	68%	65%	67%
Not sure	2%	1%	2%	2%	1%	1%	2%	1%	2%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%

FTT course participants were most likely to need their course certificate (40%). Interestingly, this is followed by over one third of online course respondents participants (36%) that required their course certificate to get the job they obtained.

Table 7.13: Course certificate by programme

Q.E5: (If certificate issued) Was the certificate that you received required for the job you obtained?

Base: Respondents who completed a FET course and received a certificate

	Total		FET Programme								
		Full-time	Online		Specialist						
		Training	training	Evening	Training						
Certificate required?		(FTT)	courses	courses	Programme						
Unweighted	607	441	33	108	25						
Weighted	611	348	31	218	14						
Yes	32%	40%	36%	19%	32%						
No	66%	57%	61%	81%	64%						
Not sure	2%	2%	3%	0%	4%						
Total	100%	100%	100%	100%	100%						







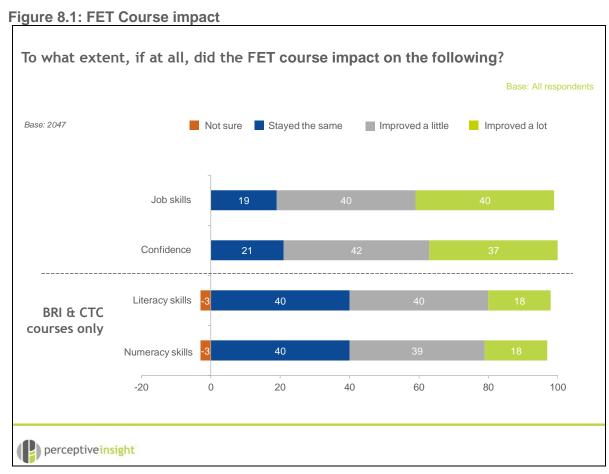
8. Course impact and advocacy

This section details the impact the FET course had on participants' skills and presents participants views of the course. This section is presented under the following headings:

- Course impact; and
- Course advocacy.

Course impact

FET courses have had the greatest impact on FET trainees' confidence and job skills, with four fifths of respondents reporting some improvement in these areas. The only courses designed to specifically improve literacy and numeracy are BRI and CTC, and over 50% of participants in these courses reported that it improved their literacy and numeracy skills to some degree.



25 to 34 year olds (43%) are most likely to say that the course they participated in improved their jobs skills a lot. However, across all sub-groups the proportion indicating their course improved their job skills a lot is consistently high.



Table 8.1: FET Course impact – Job skills by age, gender and location

	Total		Ag	ge		Ger	Gender		TS2 tion
FET course impact		17 - 24	25 - 34	35 - 49	50 and above	Male	Female	BMW	SE
Unweighted	2047	546	423	614	464	1254	793	633	1414
Weighted	2047	426	441	665	515	1258	789	629	1418
Improved a lot	40%	41%	43%	38%	40%	41%	39%	38%	41%
Improved a little	40%	43%	39%	39%	39%	39%	41%	42%	39%
Stayed the same	19%	15%	18%	23%	21%	19%	20%	20%	19%
Not sure	0%	1%	0%	1%	0%	0%	0%	0%	0%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%

In terms of FET programme, FTT courses have had the greatest impact on jobs skills. Almost one half (47%) of FTT participants felt that their training course improved their job skills a lot. Similarly, 45% of STP respondents and 36% of evening course participants felt that their abilities improved a lot.

Table 8.2: FET Course impact – Job skills by programme

Base: All respondents

	Total		FET Pr	ogramme	
FET course impact		Full-time Training (FTT)	Online training courses	Evening courses	Specialist Training Programme
Unweighted	2047	1223	300	365	159
Weighted	2047	941	278	737	90
Improved a lot	40%	47%	27%	36%	45%
Improved a little	40%	37%	38%	45%	36%
Stayed the same	19%	16%	36%	18%	19%
Not sure	0%	1%	0%	1%	0%
Total	100%	100%	100%	100%	100%

In terms of FET course objectives, 84% of progression to employment attendees stated that their job skills had improved either a little or a lot. A similar number of participants on social inclusion courses felt that their job skills had improved a little or a lot (82%).

Table 8.3: FET Course impact – Job skills by course objective

	Total		Course objective)
FET course impact		Progression to employment	Social inclusion	Other
Unweighted	2047	773	609	665
Weighted	2047	660	372	1015
Improved a lot	40%	51%	39%	33%
Improved a little	40%	33%	43%	43%
Stayed the same	19%	16%	16%	23%
Not sure Total	0% 100%	0% 100%	1% 100%	0% 100%



In terms of impact on confidence, 17 to 24 year olds (40%) were the most likely age range to say that the FET course in which they had participated had improved their confidence a lot.

Table 8.4: FET Course impact – Confidence by age gender and location

Base: All respondents

	Total		Ag	ge		Gender		NUTS2 location	
FET course impact		17 - 24	25 - 34	35 - 49	50 and above	Male	Female	BMW	SE
Unweighted	2047	546	423	614	464	1254	793	633	1414
Weighted	2047	426	441	665	515	1258	789	629	1418
Improved a lot	37%	40%	38%	34%	36%	37%	37%	33%	38%
Improved a little	42%	44%	42%	41%	42%	43%	42%	44%	41%
Stayed the same	21%	15%	20%	24%	22%	21%	21%	23%	20%
Not sure	0%	1%	0%	1%	0%	0%	0%	0%	0%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%

STP participants provided the highest proportion of positive responses with respect to improvement in levels of confidence. Over half of respondents stipulated that the programme had improved their confidence a lot in contrast to only 23% of online training course participants.

Table 8.5: FET Course impact – Confidence by programme

Base: All respondents

Sado. Till reaponderne					
	Total			ogramme	
		Full-time	Online		Specialist
		Training	training	Evening	Training
FET course impact		(FTT)	courses	courses	Programme
Unweighted	2047	1223	300	365	159
Weighted	2047	941	278	737	90
Improved a lot	37%	45%	23%	29%	51%
Improved a little	42%	37%	41%	51%	33%
Stayed the same	21%	18%	37%	20%	16%
Not sure	0%	0%	0%	1%	0%
Total	100%	100%	100%	100%	100%

17 to 24 year olds were more likely to say the FET course (BRI or CTC) improved their literacy and numeracy skills (either a little or a lot) than any other age group.



Table 8.6: FET Course impact – Literacy skills by age, gender and location (BRI and CTC courses only)

Base: Respondents who undertook BRI or CTC courses

	Total		Age				Gender		TS2 ition
FET course impact		17 - 24	25 - 34	35 - 49	50 and above	Male	Female	BMW	SE
Unweighted	296	183	39	38	36	181	115	77	219
Weighted	174	111	22	21	20	105	68	45	129
Improved a lot	18%	18%	18%	13%	22%	18%	18%	14%	19%
Improved a little	40%	43%	33%	37%	33%	38%	43%	38%	40%
Stayed the same	40%	37%	49%	42%	39%	42%	36%	44%	38%
Not sure	3%	2%	0%	8%	6%	3%	3%	4%	2%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%

In terms of numeracy skills, just over one half (57%) reported some improvement in their skills. More females reported improvement than males (58% and 56% respectively).

Table 8.7: FET Course impact – Numeracy skills by age, gender and location (BRI and CTC courses only)

Base: Respondents who undertook BRI or CTC courses

	Total		A	ge		Gender		NUTS2 location	
FET course impact		17 - 24	25 - 34	35 - 49	50 and above	Male	Female	BMW	SE
Unweighted	296	183	39	38	36	181	115	77	219
Weighted	174	111	22	21	20	105	68	45	129
Improved a lot	18%	17%	21%	13%	22%	17%	19%	12%	20%
Improved a little	39%	42%	33%	37%	33%	39%	39%	36%	41%
Stayed the same	40%	39%	46%	42%	36%	41%	38%	47%	37%
Not sure	3%	2%	0%	8%	8%	3%	3%	5%	2%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%

Course advocacy

Views on FET courses are very positive with three fifths (60%) of trainees saying they would definitely recommend their course or a similar FET course to a friend in the same circumstances. In fact, more than 85% of all the sub-group respondents state that either they probably or definitely will recommend their course to family and friends.

Table 8.8 and Table 8.9 highlight just how consistent advocacy regarding FET programmes is among the different sub-groups. Variance is very slight.



Table 8.8: FET Course advocacy by age, gender, location and unemployment status

Q.F2: Based on your experience with <course>, would you recommend this or similar further education and training course to a friend or a relative (i.e. friends or relatives that were/are in similar circumstances as yourself)?

Base: All respondents

base. All responden	10								
	Total		A	ge		Ger	nder	NUTS2 Id	cation
Recommendation		17 - 24	25 - 34	35 - 49	50 and above	Male	Female	BMW	SE
Unweighted	2047	546	423	614	464	1254	793	633	1414
Weighted	2047	426	441	665	515	1258	789	629	1418
Definitely will	63%	61%	63%	62%	64%	63%	62%	64%	62%
Probably will	25%	30%	24%	25%	22%	25%	25%	23%	26%
Might / might not	5%	4%	7%	6%	5%	6%	5%	7%	5%
Probably will not	2%	3%	2%	2%	2%	2%	3%	3%	2%
Definitely will not	4%	2%	4%	4%	6%	4%	4%	3%	4%
Not sure	1%	0%	1%	1%	0%	1%	1%	0%	1%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%

Two thirds (66%) of FFT participants would definitely recommend the course to family and friends, which is slightly higher than evening course participants (62%) and STP participants (59%). One in ten (11%) online training course participants say they would be unlikely to recommend the FET course.

Table 8.9: FET Course advocacy by programme

	Total	FET Programme								
Recommendation		Full-time Training (FTT)	Online training courses	Evening courses	Specialist Training Programme					
Unweighted	2047	1223	300	365	159					
Weighted	2047	941	278	737	90					
Definitely will	63%	66%	54%	62%	59%					
Probably will	25%	23%	28%	27%	21%					
Might / might not	5%	4%	8%	5%	9%					
Probably will not	2%	2%	5%	1%	4%					
Definitely will not	4%	4%	6%	3%	6%					
Not sure	1%	0%	0%	1%	0%					
Total	100%	100%	100%	100%	100%					







Appendix A

Table A.1: Programme acronyms

<u> </u>	
Programme	Programme acronym
Bridging/Foundation Courses	BRI
Community Training Centres	СТС
Evening Courses	EVC
Local Training Initiatives	LTI
Specific Skills Long	STL
Specific Skills Short	STS
Traineeship	TRN
Online / Blended Learning (eCollege)	OLB
Specialist Training Providers	STP



Appendix B

Table B1: Reasons for not completing the FET course by age, gender and area

Q.A3b: What was the main reason why you did not complete the further education and training course?

Base: Respondents who did not complete the FET course

ase. Respondents who did th	Total			ge		Ge	nder	NUTS2	location
Reasons for not completing		17 - 24	25 - 34	35 - 49	50 and above	Male	Female	BMW	SE
Unweighted	538	152	110	165	111	284	254	165	373
Weighted	504	119	106	164	115	270	234	157	348
Home duties	4%	6%	4%	5%	0%	3%	6%	5%	4%
Course not suitable	18%	15%	13%	19%	25%	19%	18%	19%	18%
Joined another course	5%	8%	3%	5%	5%	6%	4%	3%	6%
Took up employment	22%	23%	30%	23%	15%	22%	23%	16%	25%
Moved location	1%	2%	2%	0%	0%	1%	1%	0%	1%
Illness	14%	12%	11%	13%	20%	15%	13%	15%	14%
Technology issues	3%	1%	1%	5%	2%	2%	3%	4%	2%
Pregnancy	4%	8%	4%	4%	0%	1%	7%	4%	4%
Travel/transport/cost issues	1%	3%	0%	1%	0%	1%	1%	1%	1%
Tutor / other student issues	3%	1%	2%	1%	6%	2%	4%	2%	3%
Course ended/changed before it could be completed	2%	1%	2%	3%	1%	3%	1%	2%	1%
Caring duties i.e. caring for family members	3%	2%	3%	4%	3%	2%	4%	3%	3%
Timetable not suitable	4%	3%	6%	4%	5%	6%	3%	4%	5%
Still on the SAME programme/course	7%	9%	6%	8%	3%	7%	7%	10%	5%
Family bereavement	2%	0%	1%	1%	6%	2%	1%	3%	1%
Personal issues	2%	2%	3%	2%	1%	2%	1%	1%	2%
Not enough support/interaction	2%	1%	4%	1%	3%	1%	3%	2%	2%
Course was too easy/too difficult	2%	2%	3%	0%	2%	3%	0%	4%	1%
Didn't complete exams/didn't get the right grades	1%	1%	3%	1%	2%	1%	1%	0%	2%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%

Table B2: Previous employment prior to FET course by current status

Base: Respondents who were unemployed prior to FET course

	Total		Current economic status								
Previous employment		Employed	Unemployed	Student	Inactive/other	On a scheme					
Unweighted	1582	607	705	119	81	70					
Weighted	1573	601	716	104	67	85					
Yes	73%	80%	68%	56%	75%	82%					
No	27%	20%	32%	44%	25%	18%					
Not sure	0%	0%	0%	0%	0%	0%					
Total	100%	100%	100%	100%	100%	100%					



Table B3: Main reason for not completing further education and training course by current status

Base: Respondents who did not complete the FET course

e. Respondents who d	Total		nomic status			
Reason for not completing course		Employed	Unemployed	Student	Inactive/ Other	On a scheme
Unweighted	538	199	218	50	51	20
Weighted	504	190	206	40	41	27
Home duties	4%	2%	7%	0%	4%	0%
Course not suitable	18%	18%	17%	14%	14%	40%
Joined another course	5%	2%	7%	15%	4%	2%
Took up employment	22%	43%	10%	15%	0%	15%
Moved location	1%	1%	1%	1%	0%	0%
Illness/own health issues	14%	6%	22%	4%	22%	15%
Technology issues	3%	2%	3%	2%	7%	0%
Pregnancy	4%	1%	4%	1%	21%	0%
Travel/transport /cost of attending issues	1%	2%	1%	2%	0%	0%
Tutor /other student issues	3%	2%	2%	9%	3%	0%
Course ended /changed before it could be completed	2%	0%	3%	2%	0%	8%
Caring duties i.e. caring for family members	3%	2%	4%	2%	5%	0%
Timetable not suitable	4%	6%	4%	5%	2%	0%
Still on the SAME programme/course	7%	7%	4%	21%	12%	3%
Family bereavement	2%	1%	3%	0%	0%	8%
Personal issues	2%	1%	1%	3%	1%	6%
Not enough support/interaction	2%	2%	2%	2%	2%	3%
Course was too easy/too difficult	2%	1%	3%	0%	2%	0%
Didn't complete exams/didn't get the right grades	1%	1%	1%	2%	0%-	0%



Table B4: Earnings post FET course - €9.25 per hour by age, gender, location. (those currently unemployed or inactive but who had a job post-course)

Base: Respondents who are currently unemployed or inactive but who had a job post FET course

Earnings post FET	Total		Ą	ge		Ger	nder	NUTS2 location	
course		17 - 24	25 - 34	35 - 49	50 and above	Male	Female	BMW	SE
Unweighted	57	23	11	13	10	37	20	18	39
Weighted	56	17	12	16	11	37	19	18	38
I earned more	50%	34%	34%	60%	77%	50%	49%	26%	61%
I earned less	12%	26%	9%	0%	13%	15%	6%	14%	12%
I earned this rate	29%	34%	41%	27%	10%	31%	24%	49%	19%
Not sure	9%	7%	16%	13%	0%	3%	21%	11%	8%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%

Table B5: Earnings post FET course - €9.25 per hour by course programme (those currently unemployed or inactive but who had a job post-course)

Base: Respondents who are currently unemployed or inactive but who had a job post FET course

,	Total	FET Programme							
Earnings post FET course		Full-time Training (FTT)	Online training courses	Evening courses	Specialist Training Programme				
Unweighted	57	44	1	11	1				
Weighted	56	32	1	22	1				
I earned more	50%	45%	100%	55%	0%				
I earned less	12%	21%	0%	0%	0%				
I earned this rate	29%	30%	0%	27%	100%				
Not sure	9%	4%	0%	18%	0%				
Total	100%	100%	100%	100%	100%				

Table B6: Earnings post FET course - €11.50 per hour by age, gender, location (those currently unemployed or inactive but who had a job post-course)

Base: Respondents who are currently unemployed or inactive but who had a job post FET course

	Total	Age				Ger	nder	NUTS2 location	
Earnings post FET course		17 - 24	25 - 34	35 - 49	50 and above	Male	Female	BMW	SE
Unweighted	57	23	11	13	10	37	20	18	39
Weighted	56	17	12	16	11	37	19	18	38
I earned more	17%	0%	9%	25%	41%	12%	26%	7%	21%
I earned less	71%	89%	75%	56%	59%	82%	49%	78%	67%
I earned this rate	3%	4%	0%	7%	0%	3%	4%	4%	3%
Not sure	9%	7%	16%	13%	0%	3%	21%	11%	8%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%



Table B7: Earnings post FET course - €11.50 per hour by course programme (those currently unemployed or inactive but who had a job post-course)

Base: Respondents who are currently unemployed or inactive but who had a job post FET course

	Total	FET Programme							
Earnings post FET course		Full-time Training (FTT)	Online training courses	Evening courses	Specialist Training Programme				
Unweighted	57	44	1	11	1				
Weighted	56	32	1	22	1				
I earned more	17%	14%	100%	18%	0%				
I earned less	71%	77%	0%	64%	100%				
I earned this rate	3%	5%	0%	0%	0%				
Not sure	9%	4%	0%	18%	0%				
Total	100%	100%	100%	100%	100%				

Table B8: Earnings post FET course - €9.25 per hour by age, gender, location (those currently employed)

Base: Respondents who are currently employed

pase. Respondents with	are currently employed								
	Total		Age				ıder	NUTS2 location	
Earnings post FET course		17 - 24	25 - 34	35 - 49	50 and above	Male	Female	BMW	SE
Unweighted	843	193	195	279	176	527	316	271	572
Weighted	841	154	209	296	182	530	311	274	568
I earned more	74%	54%	76%	79%	83%	77%	70%	72%	75%
I earned less	9%	22%	6%	7%	7%	9%	9%	11%	9%
I earned this rate	11%	20%	12%	7%	7%	11%	11%	10%	11%
Not sure	6%	5%	6%	7%	3%	3%	10%	7%	5%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%

Table B9: Earnings post FET course - €9.25 per hour by course programme (those currently employed)

Base: Respondents who are currently employed

	Total	FET Programme							
Earnings post FET course		Full-time Training (FTT)	Online training courses	Evening courses	Specialist Training Programme				
Unweighted	843	530	139	133	41				
Weighted	841	420	129	269	23				
I earned more	74%	73%	78%	77%	54%				
I earned less	9%	9%	4%	12%	10%				
I earned this rate	11%	14%	10%	5%	29%				
Not sure	6%	4%	7%	7%	7%				
Total	100%	100%	100%	100%	100%				



Table B10: Earnings post FET course - €11.50 per hour by age, gender, location (Those currently employed)

Base: Respondents who are currently employed

	Total	Age				Gen	ıder	NUTS2 location	
Earnings post FET course		17 - 24	25 - 34	35 - 49	50 and above	Male	Female	BMW	SE
Unweighted	843	193	195	279	176	527	316	271	572
Weighted	841	154	209	296	182	530	311	274	568
I earned more	41%	14%	46%	45%	49%	42%	38%	38%	42%
I earned less	46%	73%	41%	41%	35%	46%	45%	44%	47%
I earned this rate	8%	8%	6%	6%	12%	8%	7%	10%	7%
Not sure	6%	5%	7%	7%	3%	3%	10%	8%	5%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%

Table B11: Earnings post FET course - €11.50 per hour by course programme (Those currently employed)

Base: Respondents who are currently employed

	Total	FET Programme								
Earnings post FET course		Full-time Training (FTT)	Online training courses	Evening courses	Specialist Training Programme					
Unweighted	843	530	139	133	41					
Weighted	841	420	129	269	23					
I earned more	41%	36%	58%	41%	17%					
I earned less	46%	50%	32%	44%	68%					
I earned this rate	8%	10%	2%	8%	7%					
Not sure	6%	5%	8%	7%	7%					
Total	100%	100%	100%	100%	100%					

Table B12: Percentage of FET Course completed by age, gender and location

Base: Respondents who did not complete the FET course

,	Total	Age				Ger	nder	NUTS2 location	
% of FET course completed		17 - 24	25 - 34	35 - 49	50 and above	Male	Female	BMW	SE
Unweighted	538	152	110	165	111	284	254	165	373
Weighted	504	119	106	164	115	270	234	157	348
Less than 10%	6%	5%	8%	6%	6%	5%	7%	3%	7%
More than 10% and up to 25%	12%	12%	8%	14%	13%	12%	12%	14%	11%
More than 25% and up to 50%	29%	23%	29%	30%	36%	30%	29%	31%	29%
More than 50% and up to 75%	29%	33%	29%	31%	20%	31%	26%	23%	31%
More than 75% and up to 90%	13%	16%	15%	10%	15%	12%	15%	20%	10%
More than 90% but did not complete in full	9%	11%	10%	9%	7%	8%	10%	6%	11%
Not sure	1%	0%	1%	1%	2%	1%	1%	1%	1%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%



Appendix C

Table C.1: Highest level of education you had successfully completed before the start of the course

Jaco. 7 III reopondente	Takal	Ago		0	al a a	NUTS2 location			
	Total	17 -	25 -	\ge	50 and	Ger	nder	NU152	location
Level of education		24	34	35 - 49	above	Male	Female	BMW	SE
Unweighted	2047	546	423	614	464	1254	793	633	1414
Weighted	2047	426	441	665	515	1258	789	629	1418
Pre-Primary education/Primary education (or FETAC Certificate at NFQ level 1 or 2) Note:ISCED 1, NFQ 1, 2	3%	2%	1%	4%	5%	4%	2%	3%	3%
Junior Cert or equivalent (Junior/Inter/Group Certificate, NCVA foundation Certificate, FAS Introductory Skills Certificate or FETAC / Further Education and Training Award / Certificate Certificate at NFQ level 3; O-levels)	16%	17%	13%	15%	21%	18%	13%	15%	17%
Leaving Cert	36%	54%	35%	30%	28%	36%	35%	39%	34%
Technical or Vocational (e.g. Secretarial courses, Certificate in Hotel Operations, PLCs, FAS National Skills/ Specific Skills Certificate or Further Education and Training Certificate / FETAC Certificate at NFQ level 4, or 5 A-levels); Note: Post secondary but non-Third Level	13%	15%	16%	12%	11%	13%	14%	12%	14%
Advanced Certificate (Completed apprenticeships, Teagasc Farming or Horticulture Certificate, National Craft Certificate, FETAC / Further Education and Training Certificate; QQI Advanced Certificate, at NFQ Level 6); Note: non-Third Level, ISCED 4	7%	5%	8%	7%	7%	7%	7%	7%	7%
Higher Certificate National Certificate (NCEA/DIT/IOT), Cadetship (army, air corps or naval service) or HETAC/DIT Higher Certificate at NFQ level 6 / Higher Education and Training Certificate); Note: Third Level (non-degree), ISCED 5	3%	1%	3%	3%	5%	4%	3%	2%	4%
Diploma (e.g. National Diploma (HETAC/NCEA), Diploma in Police Studies, 3 year Diploma or Ordinary Bachelor Degree at NFQ level 7); Higher Education and Training Award; Note:Third Level, ISCED 6	5%	2%	5%	7%	7%	5%	7%	7%	5%
Honours Bachelor Degree or above (NFQ level 8-10) Note: ISCED 6, 7, 8	12%	2%	13%	18%	12%	9%	16%	11%	12%
Other	1%	0%	1%	0%	1%	0%	1%	0%	1%
No formal education or training Note: ISCED 0	2%	2%	3%	3%	2%	3%	2%	2%	3%
Not sure	1%	0%	0%	1%	0%	1%	0%	1%	1%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%



Table C.2A: Summary of NFQ Level of FET course

	Total	Age				Ger	nder	NUTS2 location	
NFQ Level of course		17 - 24	25 - 34	35 - 49	50 and above	Male	Female	BMW	SE
Unweighted	2047	546	423	614	464	1254	793	633	1414
Weighted	2047	426	441	665	515	1258	789	629	1418
Junior Cert and below	29%	28%	25%	30%	33%	32%	25%	27%	30%
Leaving Cert	22%	27%	23%	20%	21%	22%	23%	22%	22%
Post secondary non tertiary level inc. technical/vocational	42%	41%	45%	42%	38%	39%	46%	44%	40%
Third level	2%	1%	1%	2%	2%	2%	2%	2%	2%
DK/Ref/Other	5%	3%	6%	6%	6%	6%	4%	5%	6%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%

Table C.2B: Detailed NFQ Level of FET course

		Total	Age				Gender		NUTS2 location	
NFQ Level of course			17 - 24	25 - 34	35 - 49	50 and above	Male	Female	BMW	SE
Unweight	ed	2047	546	423	614	464	1254	793	633	1414
Weighted		2047	426	441	665	515	1258	789	629	1418
Level 3 – C	Junior Cert or equiv.	20%	22%	17%	19%	22%	21%	19%	17%	22%
	Leaving Cert	22%	27%	23%	20%	21%	22%	23%	22%	22%
Level4/5	Post secondary inc technical or vocational	38%	38%	41%	38%	34%	35%	41%	40%	36%
Level 6 – A	Advanced Certificate	4%	3%	4%	4%	4%	3%	5%	4%	4%
Level 6 – I	Higher Certificate	1%	1%	0%	1%	1%	1%	1%	0%	1%
Level 7 - D	Diploma	1%	0%	1%	2%	0%	1%	1%	1%	1%
None		9%	6%	9%	10%	11%	11%	6%	10%	8%
Not sure		5%	2%	5%	6%	5%	5%	4%	5%	5%
Total		100%	100%	100%	100%	100%	100%	100%	100%	100%



Table C.2C: Highest level of education you had successfully completed before the start of the course by level of course

	Total	tal NFQ level of FET course							
	Total				VOI OI I E I CO	urse			
Prior level of education Unweighted	2047	Level 3 Junior Cert or equiv.	Leaving Cert 473	Technical or vocational 814	Level 6 Advanced/ Higher Certificate	Level 7 Diploma	Other 19	None 163	Not sure
Weighted Pre-Primary education/Primary education (or FETAC Certificate at NFQ level 1 or 2) Note:ISCED 1, NFQ 1, 2	3%	413 8%	455 3%	768 2%	82	14	18	185 7%	98 1%
Junior Cert or equivalent (Junior/Inter/Group Certificate, NCVA foundation Certificate, FAS Introductory Skills Certificate or FETAC / Further Education and Training Award / Certificate Certificate at NFQ level 3; O-levels)	16%	25%	20%	11%	1%	-	11%	19%	13%
Leaving Cert	36%	31%	38%	40%	24%	30%	5%	33%	33%
Technical or Vocational (e.g. Secretarial courses, Certificate in Hotel Operations, PLCs, FAS National Skills/ Specific Skills Certificate or Further Education and Training Certificate / FETAC Certificate at NFQ level 4, or 5 A-levels); Note: Post secondary but non-Third Level	13%	13%	11%	16%	17%	18%	14%	11%	7%
Advanced Certificate (Completed apprenticeships, Teagasc Farming or Horticulture Certificate, National Craft Certificate, FETAC / Further Education and Training Certificate; QQI Advanced Certificate, at NFQ Level 6);						100	1657		
Note: non-Third Level, ISCED 4	7%	4%	8%	7%	23%	13%	16%	2%	6%
Higher Certificate National Certificate (NCEA/DIT/IOT), Cadetship (army, air corps or naval service) or HETAC/DIT Higher Certificate at NFQ level 6 / Higher Education and Training Certificate); Note: Third Level (non-degree), ISCED 5	3%	2%	3%	3%	14%	4%	4%	4%	3%
Diploma (e.g. National Diploma (HETAC/NCEA), Diploma in Police Studies, 3 year Diploma or Ordinary Bachelor Degree at NFQ level 7); Higher Education and Training Award; Note:Third Level, ISCED 6	5%	3%	4%	5%	10%	21%	21%	7%	9%
Honours Bachelor Degree or above (NFQ level 8-10) Note: ISCED 6, 7, 8	12%	7%	11%	13%	12%	14%	29%	14%	19%
Other	1%	0%	-	1%	-	_	-	0%	-
No formal education or training Note: ISCED 0	2%	6%	2%	1%	-	-	-	1%	4%
Not sure	1%	-	1%	0%	-	-	-	0%	5%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%



Table C.3: Current economic status versus economic status prior to training

Base: All respondents												
	To	otal		Economic status prior to FET course								
		Employed		Unemployed		Student		Inactive/ other		On a scheme		
Current economic status	Unemployed for > 1yr	Unemployed for < 1yr	Unemployed for > 1yr	Unemployed for < 1yr	Unemployed for > 1yr	Unemployed for < 1yr	Unemployed for > 1yr	Unemployed for < 1 yr	Unemployed for > 1yr	Unemployed for < 1yr	Unemployed for > 1yr	Unemployed for < 1yr
Unweighted	325	1722	33	217	263	1319	8	99	4	53	17	34
Weighted	518	1529	57	203	414	1159	9	78	7	45	32	44
Employed	33%	44%	70%	69%	29%	42%	24%	27%	0%	25%	34%	32%
Unemployed	48%	37%	20%	22%	55%	42%	22%	22%	30%	16%	13%	25%
Student	5%	9%	5%	5%	5%	7%	47%	37%	0%	20%	0%	6%
Inactive/other	3%	6%	0%	2%	3%	5%	0%	9%	70%	39%	0%	0%
On a scheme	11%	5%	5%	1%	8%	4%	7%	4%	0%	0%	53%	37%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%



Table C.4: Current economic status by course programme

,	Total	Course programme							
Current economic status		Full time training (FTT)	Online training courses	Evening courses	Specialist training programme				
Unweighted	2047	1223	300	365	159				
Weighted	2047	941	278	737	90				
Currently employed	41%	45%	46%	36%	26%				
Currently student	8%	9%	8%	6%	15%				
Currently unemployed or inactive but was employed post-FET course	3%	3%	0%	3%	1%				
Currently unemployed or inactive but was a student for a time after the course	6%	5%	7%	5%	15%				
Unemployed or inactive at all times since the course	36%	35%	34%	39%	39%				
Currently on a scheme	6%	4%	4%	11%	4%				
Other	0%	0%	0%	0%	0%				
Total	100%	100%	100%	100%	100%				

Table C5: Job skill level by usage of skills

Base: Those who have worked since finishing the course

	Total	Frequency of skills used								
Level of skill in current job		All of the time	Often	Sometimes	Never/Did not use the skills at all in current/most recent job					
Unweighted	900	299	213	205	178					
Weighted	897	284	222	214	172					
Higher than pre-course job	31%	54%	22%	23%	18%					
Same	50%	34%	63%	54%	56%					
Lower than pre-course job	7%	3%	5%	11%	12%					
Did not have a pre-course job	7%	5%	7%	8%	8%					
Not sure	5%	4%	3%	5%	6%					
Total	100%	100%	100%	100%	100%					

