

Strategic Performance Agreement 2018 – 2020

Laois Offaly Education and Training Board

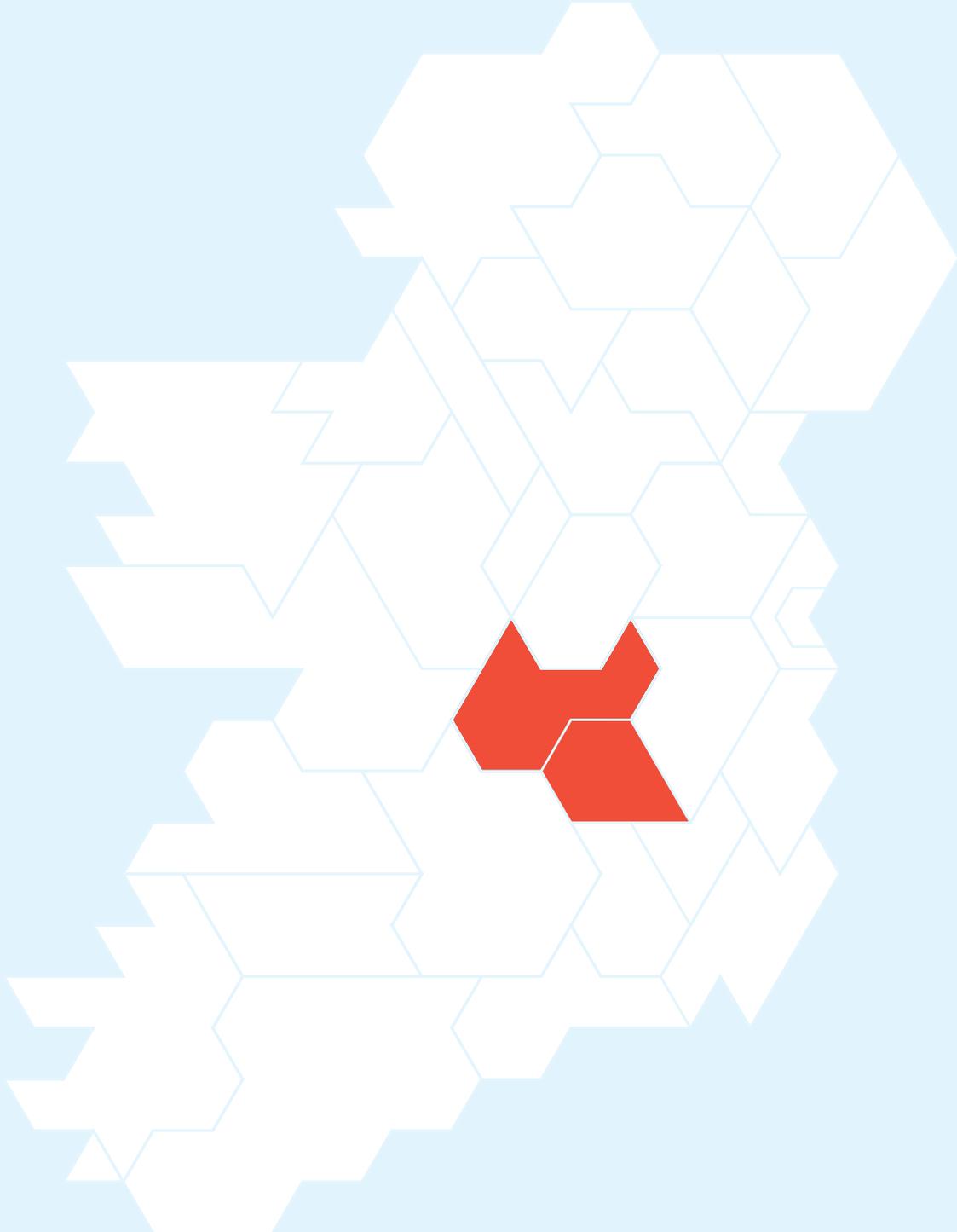


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1. Introduction



Introduction

This agreement between SOLAS and Laois Offaly Education and Training Board (LOETB) sets out the context, strategic priorities and ETB contribution to achievement of key national further education and training (FET) sector targets over the period 2018-20. It also articulates the ETB's commitment to supporting the implementation of a range of national policies and strategies relevant to FET provision and identifies the key risks and challenges which must be mitigated and addressed in order to ensure successful delivery of this agreement. The agreement is the product of extensive dialogue and engagement between SOLAS and LOETB, with independent input and validation from a panel of experts with an understanding of Irish and international good practice in further education and training systems.

2. Profile of the ETB Region



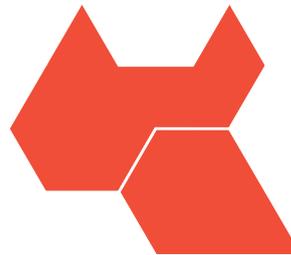
Section 2

Profile of the ETB Region

Offaly is a predominantly rural county with a population of 77,961 (census 2016), an increase of 1,314 persons (1.7%) since 2011 census. There are 27,343 households in Offaly. Offaly accounts for 1.64% of the total population of Ireland (which is 4,761,865, an increase of 3.8% on the 2011 population). Therefore the rate of population growth in Offaly (between 2011 and 2016) was less than half of that of the State as a whole. The 2016 population of **Laois** was 84,697 consisting of 42,811 males and 41,886 females - an increase of 5.2% (4,138) on 2011 compared to a national increase of only 3.7% in the same period. This increase follows and even greater population surge in the county between 2006 and 2011, when Laois experienced a 20% population growth. The population of Laois has grown by 60% since 1996, putting services and facilities under persistent pressure.

FET programmes are delivered to a wide range of target learners: early school leavers, learners with intellectual disabilities, recent school leavers with Leaving Certificate, adults returning to education after many years, and the long-term unemployed. Programmes may be offered on a part-time or full-time basis, as appropriate. While most programmes are classroom-based, others, such as traineeship programmes, combine classroom-based learning with a significant element of work-based learning.

LOETB Area 2016



POPULATION

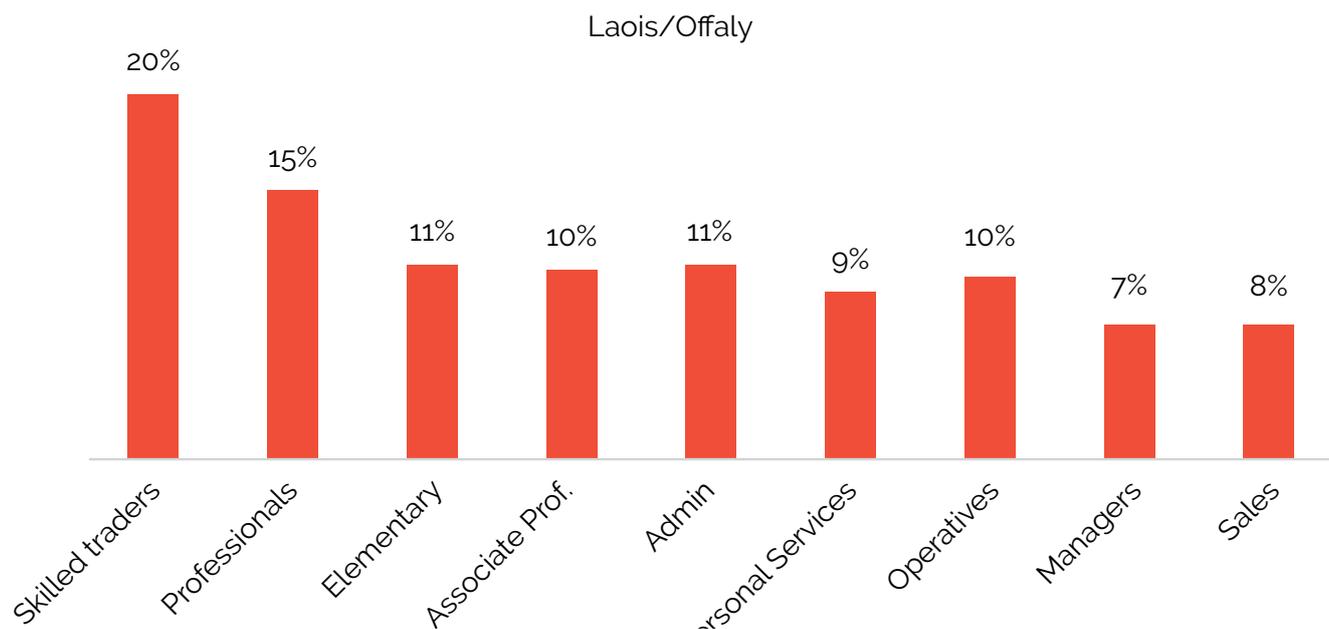
162,658

UNEMPLOYMENT

15.6%

(Source: 2016 Census)

One-fifth of employment in the midlands region is within the industry category, with wholesale and retail (14%), health (12%), education (9%) and agriculture (8%) also important. Employment by occupation in the Laois/Offaly area is set out in the diagram below.



3. ETB FET Provision



Section 3

ETB FET Provision

3.1 Staffing and Infrastructure

LOETB employs 770 staff (498 full-time and 272 part-time) in total. Around 40 of these employees are deployed for FET, with resources including:

- Further Education manager, training centre manager, training managers and training officers
- Programme coordinators, including for VTOS, Youthreach, Skills for Work
- Community education facilitator and prison education resources
- Adult education guidance service
- Quality assurance manager and support
- Administration support

Meeting the current FET requirements and obligations with current staffing levels is proving to be a considerable challenge. The FET structure currently operating in LOETB is reliant upon redeployed staff (where possible) and existing staff taking on additional responsibilities. At present, LOETB does not have

the staffing levels required to manage an increasing workload. As a result, it is becoming more challenging to deliver on the legislative requirements relating to SOLAS, QQI, QA, governance and management in the FET sector.

LOETB FET Services consists of 9 FET Centres, 2 Centres on the Midlands Prison campus (Portlaoise Education Centre and Midlands Education Centre), Birr Outdoor Education Centre and the National Construction Training Centre, Mount Lucas. At present, 6 of these FET centres are located in former Vocational school buildings, which require significant maintenance to ensure that they remain fit-for-purpose given the changes in Health and Safety legislation. The main FET locations are set out on the map opposite. Whilst LOETB has undertaken a significant refurbishment of these centres in the last five years to enhance the learning environment, the lack of a FET capital budget continues to be a significant challenge to the delivery of an effective and responsive FET service.



3.2 FET Provision

LOETB offers a comprehensive range of courses from part-time learning to full-time study, leading onto higher education, training or employment. Each of our centres (listed below) offer a multiplicity of onsite programmes, including PLC, VTOS, Traineeships, LTIs, BTEI and Youthreach as well as outreach supports from our other services (e.g. literacy, guidance). Our FET services are profiled below.

LOETB FET Centres	LOETB FET Services
– Abbeyleix FET Centre	– Adult Educational Guidance & Information Service
– Banagher FET Centre	– Adult Literacy Service
– Birr FET Centre	– Apprenticeship Services
– Birr Outdoor Education Centre	– Community Education Service
– Clara FET Centre	– Community Training – STP, LTI, CTC
– Edenderry FET Centre	– Contract Training Services – Traineeships, SST
– Mountmellick FET Centre	– Quality Assurance
– National Construction Training Centre, Mount Lucas	– Prison Education (Midlands & Portlaoise Prisons)
– Portarlinton FET Centre	– Services to Employers
– Portlaoise FET Centre	– Skills for Work
– Tullamore FET Centre	

LOETB received €18.4m of SOLAS funding in 2017 and supported over 10,000 beneficiaries¹. LOETB is in the process of strategically aligning FET provision to the skills clusters relevant to the Laois and Offaly region. In doing so we have identified Engineering, Bio Pharma/Medtech, Health, Family other Social Services, Built Environment, Hairdressing, Beauty & Complementary, Sport and Leisure, Tourism, Business Administration.

By 2020 we will have established clear pathways through our service to support learners with progression options in education and employment within these cluster areas. Provision in 2017 by skills cluster is set out in the table below. While this illustrates the importance of development of core skills of learners across FET provision, it also highlights areas of strength in the built environment, business and hairdressing and beauty which can be built upon via the strategy noted above.

LOETB 2017

NOS COMMENCING COURSES

6,634

NOS COMPLETING COURSES

3,726

NO OF OVERALL BENEFICIARIES

10,461

¹ Beneficiary numbers include those already enrolled at 1st January 2017

2017 Provision by Skills Cluster

	Total Actual Beneficiaries	% of Total Beneficiaries
Agriculture, Horticulture and Mariculture	40	0.38%
Art, Craft and Media		
Arts & Crafts	182	1.74%
Built Environment	359	3.43%
Business, Admin & Management		
Business, Administration	433	4.14%
Core ICT	106	1.01%
Core Personal	5,310	50.76%
Engineering	54	0.52%
Engineering (IT)		
Engineering (Mechanical)	14	0.13%
Engineering (Transport)		
Financial Services	55	0.53%
Food and Beverage	81	0.77%
General Learning	2,097	20.05%
Hairdressing, Beauty and Complementary Therapies	242	2.31%
Health, Family other Social Services	1,091	10.43%
Information Technology	62	0.59%
Manufacturing	33	0.32%
Media Graphics Communications	39	0.37%
Media, Graphics & Communications Design		
Research and Education-Training		
Sales & Marketing	88	0.84%
Science and Technology	39	0.37%
Security, Guarding & Emergency Services	22	0.21%
Skills Sampling, General Learning & Core Personal	8	0.08%
Sport and Leisure	106	1.01%
Tourism and Sport		
Transport, Distribution & Logistics		
Total	10,461	

4. ETB Strategic Priorities



Section 4

ETB Strategic Priorities

4.1 ETB FET Strategic Priorities

A Statement of Strategy for the years 2018-2022 has been developed by LOETB. This was led by the Senior Management Team, and included a consultative process with all sectors within LOETB, and key external stakeholders, and was approved by the Board in December 2017. The strategy sets out four strategic goals, with a range of strategic priorities to further the achievement of those goals.

1. Excellent education and training programmes
2. Excellent experience for learners
3. Organisation Transformation
4. Staff Development

This strategy will inform future decision-making processes and further facilitate the prioritisation of target areas for development, particularly with respect to governance, quality assurance, and the policies and procedures needed to ensure appropriate oversight of all FET programmes.

As a result of the consultative process carried out by the SMT during the development of the Statement of Strategy, the FET Forum agreed to establish sub-groups to work on identified target areas and strategic priorities. The groups identified are as follows:

- Literacy and Numeracy
- Communications
- Technology Enhanced Learning (TEL)
- Quality Provision
- Employer Engagement
- Learner Information / Recruitment

These groups are, at present, chaired by a member of the FET SMT and focus on the implementation of the agreed goals and priorities. Each group is currently working on agreed actions linked to the strategy to achieve the four strategic goals. Some of the priorities include:

- Provide quality programmes with high levels of learner retention, achievement, and progression.
- Expand the FET Centre model of integrated provision of programmes and services on single sites.
- Review existing progression pathways and identify additional progression options for all students.
- Ensure consistency of information to students and provide increased opportunities for feedback from students in FET.
- Ensure consistency of student entry across all FET Services.

A cornerstone of LOETB's strategic approach to service provision and enhancing the learner experience is the development of the FET Centre model. This multiplex model of provision offers the learner multiple FET services on a single site, allowing for ease of Access, Transfer and Progression. This approach will be further developed over the next three years and by 2020 it is our intention to have this model of provision in all nine of our FET centres.

In line with the above approach, four core strategic priorities for FET over the period 2018-2020 are set out in the following sections.

4.1.1 Development of Governance and Planning Structures

The FET Services are led by the FET Director who reports directly to the Chief Executive. The FET Director is supported by the FET Senior Management Team (SMT). The FET SMT consists of the Quality Assurance Manager, Further Education Manager and the Training Manager. In 2018, LOETB will formalise a robust FET governance structure. This structure will provide a platform for strategic planning and the continuous formal review of provision. Within this structure, the FET SMT will provide leadership and oversight for all aspects of the FET services. The FET Forum (consisting of the FET SMT and all programme/service management staff) will be used to strategically plan changes to provision and oversee the implementation and review of the FET strategy. The FET Forum meets once a quarter and holds an annual two-day planning workshop for all management staff.

A FET Programme Advisory Forum will be established to provide a forum for the ongoing review of existing provision and a mechanism for an evidence-based approach to developing new courses and programmes. This board will include external members (e.g. Regional Skills Forum Manager, Employers, HEI representatives) to provide an independent voice throughout the planning process. LOETB will ensure that the learner has a voice in the planning and development of relevant programmes through the establishment of learner councils at FET centre level, learner focus groups and learner representatives being invited onto the sub-groups.

4.1.2 Quality Assurance

The Quality Assurance Manager is responsible for the development and oversight of all LOETB QA policies and procedures. The QA Manager is the chairperson of LOETBs QA Forum and reports to the FET Director. In late 2017, an Executive Self-Evaluation was conducted of the governance and management of quality assurance within the delivery of FET provision in LOETB. The Self-Evaluation Process was conducted in line with the QQI Statutory Core Quality Assurance and Sector Specific QA Guidelines for ETBs. The purpose of the process was to evaluate the governance and management of quality assurance, and the effectiveness of quality assurance systems within the FET service. The results of the process contributed to the development of a Quality Improvement Plan (QIP).

The QIP consists of a range of identified actions which are required to take place throughout 2018. The actions identified in the QIP come under the following themes:

- Governance
- Excellent Experience for Learners
- Excellent Education and Training
- Effective Communication and Collaboration

At the end of 2018, a review of the progress of the QIP will be conducted, and arising from that, actions will be identified for 2019. The FET Service will be focussed on the development/review of quality, flexible, responsive programmes, while working towards the achievement of its identified targets for the period 2018-2020. All programmes will be quality assured and delivered to the highest standard by qualified and experienced tutors/trainers.

4.1.3 Professional Development

In 2019, LOETB will assign a member of staff to the post of CPD Co-ordinator charged with:

- Developing an annual CPD calendar for all staff
- Researching and scheduling appropriate professional development courses
- Working with the SMT to ensure that all CPD is in line with the strategic direction of the organisation.

The FET service currently has a number of initiatives to assist in the professional development of its employees:

As part of a renewed cooperation agreement with IT Carlow, LOETB are offering FET staff the opportunity to complete a Masters in Teaching & Learning. The programme will be offered on a modular basis and will allow staff the choice of completing all modules, or just modules relevant to their area. Some modules included on the programme are; Academic Leadership, Curriculum Design, Assessment and Feedback, Teaching and Learning and Technology-Enhanced Teaching and Learning.

The Adult Literacy Service is providing a number of CPD Interventions to FET staff which include; Literacy Awareness and Integration of Literacy Training, Dyslexia Awareness Training and Dyslexia Assessment Training. The Literacy Service have also organised an internal conference for late 2018 to allow staff to exchange, highlight and promote samples of best practice in Literacy and Numeracy.

LOETB will also continue to focus professional development on the national priority areas – technology enhanced learning; quality assurance; vocational upskilling, management training, enterprise engagement, ICT and working with and Supporting Adult Learners. Strategically, LOETB will also concentrate CPD resources on the further development of Technology Enhanced Learning and Literacy Awareness for the 2018-2020 period. A system of monitoring and recording PD activity of staff will also be considered.

4.1.4 Programme Development

LOETB has noted its focus on re-aligning provision towards key skills clusters and programme reform and development will play a major part in this. LOETB will work on the reform of PLC provision in line with the findings of the national programme evaluation published by SOLAS in January 2018. This will include the rebalancing of PLC provision towards skills areas with a greater labour market focus and a more consistent approach to work placement.

LOETB is also prioritising the expansion of apprenticeship provision, with the development of a new scaffolding apprenticeship and of traineeship provision. As set out in the proposed LOETB contribution to target 6, a 143% increase in learners commencing Traineeship programmes is envisaged by 2020. From 98 starters in 2017 we will achieve 252 starters in 2018 and again in 2019 and 2020. In terms of financial investment, the allocation to Traineeship has increased by 140% on 2017 funding.

LOETB has identified Traineeship provision as its most versatile tool to support the development of a contemporary training service that meets the changing needs of employers and skills clusters, supports the individual and collective development of learners and contributes to the social and economic landscape of the region. LOETB has identified skills clusters where local employers are experiencing skills shortages, where DEASP and Jobpath client profiles may provide a match, clusters that have been identified as integral to the economic development of the region: Engineering, Science and Technology [Bio Pharma / Med-tech Traineeship], Health, Family other Social Services, Built Environment, Hairdressing, Beauty & Complementary Therapies, Sport and Leisure, Tourism / Food and Beverage, and Business Administration. In order to base Traineeship provision on the best possible evidence of skills needs and new employment opportunities we are recruiting a researcher for Maternity Leave Cover to undertake Research and Analysis of the Economic, Employment and Social Profile of Laois and Offaly.

Also recognising the crucial role of employer engagement in this regard LOETB has dedicated the work of a Training Officer to employer engagement whose role includes the coordination of employer relations in the region. However, each skills cluster also requires a person with sufficient broad knowledge of the area (the specific industry/skills cluster, traineeship models, curriculum content) to explore all elements of the traineeship with employers and LOETB is engaging internal and external Subject Matter Experts to support the employer to engage as a full partner in all elements of Traineeship provision.

LOETB is exploring opportunities that extended Traineeship eligibility has opened to us. We are currently working with Family Carers Ireland, The Irish Association for the Social Integration of Offenders (IASIO), The Probation Service, and the HSE to develop innovative responses to the needs of their respective constituents, focussing on Traineeship as an effective tool to support employee development.

4.2 Risks and Challenges

LOETB has identified a series of risks and challenges to be addressed over the period 2018-20 and these are set out below.

- **Staffing:** The FET Service in LOETB is underpinned by staff employed through agency. Much time is spent on training of these staff on use of FET systems and modes of operations which is lost when these staff members access more attractive employment opportunities elsewhere. In fostering further change within the FET sector, LOETB must be cognisant of the contractual terms and conditions of majority of teaching/tutoring staff. This presents a challenge in terms of flexibility of provision and the pace of change. LOETB is committed to achieving the targets outlined in this agreement subject to the necessary staffing and resources for implementation.
- **Reporting:** The development of the PLSS and FARR reporting structures, alongside the new Strategic Dialogue process with SOLAS, and the demands of the forthcoming statutory review with QQI, has led to a considerable increase in the reporting requirements placed on LOETB, without a commensurate increase in staff resources.
- **Recruitment of Learners:** With the economy heading towards full employment, the pool of learners available to enrol onto courses has reduced in size significantly. The remaining tend to be Long-Term Unemployed clients who are more than one FET intervention away from employment.
- **Development of New Programmes:** The current validation process for all new programmes militates against an agile responsive FET Service in terms of the duration and repetitive nature of the process.
- **Incompatibility between Expectations of Employers and Learners:** Given the current rate of unemployment, the national issue of training learners for jobs at lower levels presents a challenge in terms of learners' wage expectations. For example, while there is a demand for Healthcare employees, the average wage offered to graduates of a Healthcare course, typically 33 weeks in duration with a significant amount of free work placement, tends to be unsatisfactory and unattractive.

4.3 Delivering on FET Relevant National Policies and Strategies

ETBs are central to the realisation of government policy on employment, education and training. The government's National Skills Strategy 2025 set out a number of significant challenges for ETBs. In particular, the strategy proposes that all education and training providers will need to place a stronger emphasis on providing skills development opportunities that meets the needs of learners, society and the economy. ETBs are mandated to develop new programmes including new apprenticeships and traineeships, greater engagement with employers, deeper engagement with learners and increased focus on active inclusion, the enhancement and evaluation of teaching and learning, and the effective use of technology to increase access to and attractiveness of educational provision.

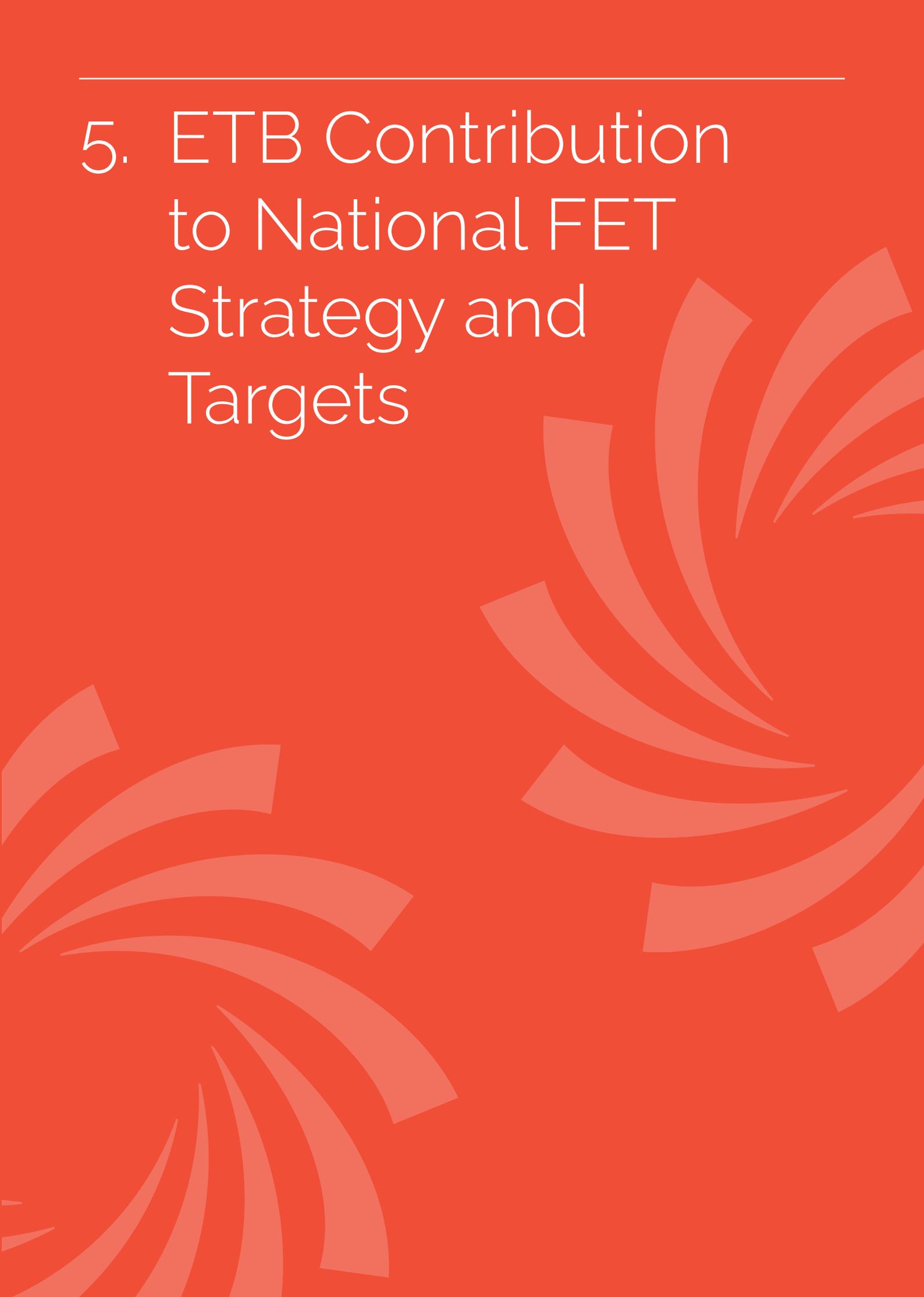
In developing our strategic performance agreement, LOETB used the following policy documents to inform the process:

- LOETB Statement of Strategy 2018 - 2020
- Further Education & Training Strategy 2014 - 2019
- National Skills Strategy 2018 - 2020
- Action Plan for Jobs 2018
- Action Plan for Education 2018
- Action Plan for Expansion of Apprenticeship & Traineeship 2016 - 2020
- Laois Local Economic & Community Plan 2016 – 2021
- Offaly Local Economic & Community Plan 2016 – 2021
- SOLAS Barriers to Participation in FET Programmes 2017
- FET Professional Development Strategy 2017 – 2019
- Strategy for Technology Enhanced Learning in Further Education & Training 2016 – 2019
- National Disability Inclusion Strategy 2017-2021
- Migrant Integration Strategy 2017 - 2020
- The National Traveller and Roma Inclusion Strategy 2017 – 2021
- Supporting Working Lives and Enterprise Growth in Ireland
- Integrating Literacy and Numeracy Final Report

We are also committed to the wider process of programme reform across the FET sector and of responding to the findings and recommendations arising from programme reviews, evaluations and subsequent SOLAS responses and guidelines. In particular we note:

- Evaluation of Post-Leaving Certificate (PLC) provision and SOLAS response
- Reviews of and guidelines issued on traineeship provision
- Evaluation of Youthreach/CTC provision (to be published in 2018)
- Evaluation of VTOS/SST provision (to be published in 2019)
- Evaluation of BTEI (to be published in 2019)
- Evaluation of Specialist Training provision (to be published in 2019)

5. ETB Contribution to National FET Strategy and Targets



Section 5

ETB Contribution to National FET Strategy and Targets

5.1 Skills for the Economy

LOETB will continue its partnership with individual employers, regional and county employer networks and with industry bodies to ensure FET provision is informed by employer perspectives and responsive to current and emerging labour market challenges. LOETB will continue to actively participate in county and regional fora (e.g. LCDC and Regional Skills Forum structures, for example) as well as availing of all available labour market data to plan provision effectively.

LOETB's focus on developing strategic partnerships with employers (HSE, Laois and Offaly County Councils) and representative organisations (Family Carers Ireland, ISOA – Irish Association for the Social Integration of Offenders) - is creating an opportunity to develop innovative programmes that will impact positively on unemployed people and others not in the labour force, as well as employees.

Key to this approach is a dedicated Employer Engagement Officer (EEO) whose role includes coordination and management of a panel of Subject Matter Experts (SMEs). The SMEs work with specific skill clusters where needs are often technical and having the capacity to engage knowledgably with employers is key to sustained engagement. The EEO will act as chair of the employer engagement working group, lead the team implementing actions to support more effective employer engagement, and manage a CRM tool providing a database of LOETB's extensive engagement with employers for work placement and work practice. This CRM tool will facilitate and support sharing of all interactions with a specific employer, grouping employers or learners by industry, geographical area or course type so that they can be contacted as a group. The EEO will also manage LOETB's evening training provision and will lead the implementation of its Workplace Learning/Workforce Development Strategy presently. Further impetus will be provided by the launch of 'Supporting Working Lives and Enterprise Growth', a 2018-2021 FET policy framework for skills development of people in employment, and LOETB will work with SOLAS to support its effective implementation over this period.

Initial contact with an employer is generally made by the EEO or a Centre/Service Manager. The SME will then act as LOETB's Liaison Officer – independent of the centre/service/contract training company providing the service. Their focus is to provide clarity on the employer needs and assist in all elements of programme development (in Traineeship), review and evaluate the programme with employers and providers

and recommend changes for future provision. These Liaison Officers have emerged internally where FE tutors, with their agreement, have been reassigned duties generally based on expertise and experience in the industry (e.g. Hospitality and Healthcare skill clusters) or engaged as external Subject Matter Experts for the specific purpose when the experience and expertise required is not available internally (for example in Bio-pharma and Med-Tech where we have engaged the former Vic-President of Boston Scientific, and in Lean Construction where the author of The Financial Times' *'FT Guide to Lean: How to streamline your organisation, engage employees and create a competitive edge'* has joined LOETB's team).

The strategic approach presented is achieving progress but its ultimate success is dependent on significant culture change internally as well as within industry. Traditionally education services may have viewed employers as service providers (of work experience for learners particularly) rather than service recipients and FET programme development and provision was frequently based on internal structures and resources with external need a secondary consideration at best. The approach being pursued by LOETB places the employer in the role of equal partner – as key contributor and beneficiary of service provision. Currently Contract Training and Traineeship development is being utilised as the model to best illustrate this approach internally. This partnership process is focused on achieving outcomes that meet all the stakeholder needs.

LOETB will continue to work to gain the required trust of employers, assuring them, through action, that partnership is equal and investment from each participant will enable everyone reach their required outcome. We are utilising the challenge of Brexit as one opportunity of a visible 'win' in this regard – with the generally agreed necessity for a lean approach by Irish business an opportunity for LOETB to play a role in enhancing the local employment and industry landscape and meet individual employer immediate need simultaneously. LOETB is also working with employers in utilising the broadening of Traineeship criteria to develop programmes and services that enable employers respond to the demand for more flexible, blended or part-time opportunities that facilitate work-life balance for potential employees and assist in overcoming skills shortages in an innovative manner.

The further development of high level agreements with Athlone IT and IT Carlow provides transparent pathways for learners into courses that meet the skills needs of

the local and regional economy at the higher levels. For example, the development of Level 5 and 6 provision in science (and STEM) as an access course for advanced entry to Level 7 and 8 HE provision meets the needs of the Bio-Pharma and Med Tech industry locally. This agreement will be further developed to encompass other skills needs in the region.

LOETB has projected the following planned improvements to course outcomes and learner outcomes:

- 59% increase in learners securing employment from provision which primarily serves the labour market.
- 20% increase in learners securing relevant qualifications in sectors where employment growth/skills needs have been identified.

5.2 Active Inclusion

One of LOETB's key tools in engaging the hardest to reach is Community Training and particularly Local Training Initiatives. LOETB has identified two key areas to maximise the potential of LTIs to contribute to active inclusion.

a. Strategic Alliance with Local Partnership Companies

Development of a strategic alliance with local partnership companies (OLDC and Laois Partnership) that facilitates alignment between Local Training Initiatives and the national Local Development Social Inclusion Programme. This supports a flexible, fluid approach in both counties in terms of locations and community involvement, and ensures each partner achieves its aims (ETB as funder and statutory service provider and Partnership Company as the bridge between the statutory provider and key service user, in this instance the 'hardest to reach', with whom community development workers are engaged). Significantly, this approach promotes innovative approaches to meet changing demands of those 'hardest to reach' who are the LTI target group – using short-term LTI programmes as an engagement tool, LTI as a pre-Traineeship intervention that enhances the employability outcome of those with the capacity to progress to an employment-focussed programme, and LTI as a community development tool that offers those requiring more than one further intervention before being employment-ready the opportunity to play a role in key community activity.

b. National Protocol with DEASP

Currently DEASP Tullamore, OLDC and LOETB are undertaking an initiative that will focus on one of Offaly's unemployment/disengagement perceived blackspots; Birr. Each of the partners will utilise its resources – DEASP will ascertain the precise nature of the issue and make initial contact with the identified target group encouraging them to attend a partnership event that will aim to understand the interests and capacity of the target group and promote potential programmes likely to engage

them – while planning a variety of potential pathways from those short-term programmes to employment. Other partners may be invited to participate in this initiative as required e.g. the community transport provider – Laois Offaly Local-link – may respond to needs if it is determined that the target group is primarily rural-based.

In terms of service provision that promotes Active Inclusion, the recommendations from the DES Implementation Plan for Adult Literacy and Numeracy (2013), have informed the actions and provision of LOETB in the following ways:

1. LOETB have agreed contact points and fostered positive relations with the DEASP in both counties in order to ensure ease of access to the Literacy Service by unemployed people.
2. LOETB are making considerable changes to ESOL provision, including progressing with the recommendations of the review of ESOL provision published by ETBI and SOLAS in March 2018. The assessment process for all ESOL Programmes utilises the Common European Framework of Reference for Languages for recognition of English language proficiency. ESOL is now co-ordinated across the two counties by nominated staff members to ensure consistency across the service. QQI Level 1 certification is being explored with ESOL beginners and certification is being offered, with the majority of weaker learners working towards Level 1 Major Awards. Learners who complete ESOL are encouraged to participate in mainstream programmes once their English reaches the required level. This integrated approach introduces alternative means of language development. For example, this year a group of ESOL learners completing Intercultural Awareness course at Level 3 following ESOL Level 3 and are now working towards a full Award at Level 3. Learners from a range of nationalities that started on ESOL programmes progress to BTEI Programmes at Level 4 (mainly General Learning and Employment Skills) and have vast opportunities to develop wider skills alongside language development.
3. LOETB promote group rather than one-to-one delivery at entry and provide options at Levels 1 to 3. However, in addition to this, the way one to ones are organised and monitored has changed. Traditionally voluntary tutors provided non-accredited tuition to the majority of one-to-one learners. While supported by nominated staff, these encounters were sporadic in nature. Now, through internal meetings, the voluntary tutors have been introduced to the Level 1 modules and are being supported to work towards small group tuition and certification with the learner. Literacy staff will complete additional work required (such as paperwork for Quality Assurance). Paid tutors also had a role with learners requiring one to one support and this will reduce significantly from September 2018, with capable learners being encouraged to join small groups.

4. LOETB are providing a number of numeracy interventions in an integrated capacity:
 - Maths through Darts – allows learners to develop maths skills through the medium of Darts.
 - Maths for Parents - this course to look at how Maths is delivered to children from Junior Infants right up to the senior cycle at second level and provides parents with strategies for helping children with their homework.
 - Maths for Trades – A programme for current and potential apprentices who require extra numeracy supports to successfully complete their apprenticeship.
5. LOETB will advertise a part time resource position in September; part of this role will support the co-ordination and inclusion of people with disabilities in FET. Currently learners can avail of numerous services in FET, e.g. NLN and the Literacy Service. This new role will liaise with organisations involved locally (e.g. Muiriosa Foundation, Dove House, HSE) to co-ordinate services for people with disabilities and therefore monitor the learner's journey and progression more effectively. In a similar fashion to how certification is being introduced to one to one learners, tutors are now offering a range of QQI Level 1 modules to people with disabilities who want and are capable of certification.
6. LOETB are reviewing additional literacy support for learners with the development of a CPD Calendar for staff including literacy awareness/ integration, dyslexia training and equality and diversity training. Also, all learners are assessed when they apply for a course using the BKSB model. This model is being used as a learning tool within classrooms in FET, to increase literacy skills. Where a learner presents for a programme and needs literacy support, this support is provided by the literacy service as an integrated part of a programme. Where a learner is deemed unsuitable for a programme, LOETB are now offering a range of courses at a lower, more suitable level. This supports the learner in working towards their goal, while also ensures LOETB place the right learner on the right programme.
7. LOETB is providing a range of Family Learning courses in consultation with Home School Liaison Co-Ordinators in a range of areas across Laois and Offaly. Unravelling Laois, which commenced when a group of parents in Scoil Bhríde Portlaoise used their family learning project to develop an interest in history. This programme supported these parents in visiting a range of historical sites in Laois during the autumn months of 2017, with LOETB collaborating with the HSCL, Laois Arts Office and Laois Offaly Local Link. After each trip, the parents reflected on their adventures through art and creative writing. They created artwork and compiled a book that captured all their experiences throughout the project. The project developed further and it was decided that the group publish a "Passport" at the end of their travels for parents to use when bringing their children to each of the sites during the summer months. This Passport was developed and published with the assistance of Laois Heritage Office and is now available in tourist

sites, a range of hotels and primary schools across Laois. LOETB has also delivered the following family learning initiatives:

- Health and Fitness for Parents
- Irish/ Maths for Parents
- ESOL for Parents
- Creative Writing and Art
- Storysacks

LOETB will continue to consider and prioritise support to address the needs of particular cohorts of learners including the long-term unemployed, people with disabilities, lone parents, jobless households, travellers and other under-represented groups. It will deploy the best practice toolkit in the assessment of literacy and numeracy at levels 1-3 which was produced by ETBI and SOLAS in March 2018.

The priorities and goals that determine the above provision are set out in LOETBs Literacy and Numeracy Strategy, LOETBs Statement of Strategy and are being implemented through the LOETB Literacy and Numeracy Sub-Group. LOETB has projected the following planned improvements to course outcomes and learner outcomes:

- 21% increase in the rate of certification on courses primarily focused on transversal (social mobility) skills development.
- 53% of Adult Literacy provision in LOETB will be accredited. Of this figure, 30% will involve intensive tuition.
- Of the remaining 47% of provision, at least 20% of this activity will involve literacy supports on accredited programmes.

5.3 Quality Provision

LOETB established a QA Department in 2016. This department is currently responsible for:

- Implementation of the QQI Executive Self Evaluation & Programme Improvement Plan
- Preparation for the forthcoming Statutory Review
- Implementation of LOETBs FET strategy in relation to Quality Provision
- Overseeing the development of the new Scaffolding Apprenticeship
- Managing the increased reporting required through PLSS and FAR and recognising the importance of data as a driver of knowledge and ensuring the quality of data input around PLSS.

LOETB has identified the following improvements in relation to Quality Provision:

- Implementation of the agreed Quality Improvement Plan by end 2018
- Implementation of QQI Statutory Review, 2019-2020
- In 2019, LOETB will assign a member of staff to the post of CPD Co-ordinator charged with developing an annual CPD calendar for all staff, researching

and scheduling appropriate professional development courses and working with the SMT to ensure that all CPD is in line with the strategic direction of the organisation.

- A pilot TEL CPD project is underway in one centre, which will be rolled out in other centres from September 2018.
- Priorities have been identified in terms of the TEL CPD needs of FET Staff, ranging from basic IT needs to more advanced TEL planning.

A Business Case will be made to SOLAS to obtain sanction for the expansion of the QA Department to include a Training Standards Officer and related clerical support in order to ensure the smooth introduction and running of the Phase 2 Electrical Apprenticeships and expansion beyond.

5.4 Outcomes-based Planning and Funding

The consultative process in the establishment of targets, including the two-day workshop provided by SOLAS, contributed significantly to a coordinated, integrated approach to the setting of targets and an increased focus on outputs and outcomes. As we continue this teamwork approach, we are confident that the outcomes-based Planning and Funding approach will be welcomed and will serve as a source of direction and a motivator for centre and service management. LOETB also sees the potential value of linking PLSS to CSO administrative datasets via SOLAS which should also provide a platform for more effective outcomes-based funding. The changes to the FET forum and establishment of Programme Advisory Forum will help to ensure that a strategic approach is taken to the planning of provision across the two counties, avoiding duplication and ensuring the skills needs of the area are being met.

LOETB has projected the following planned improvements to course outcomes and learner outcomes in relation to the outcomes based approach:

- Retention targets have been identified with each service/programme staff team (e.g. Youthreach retention rate: 75%). These targets are aligned to changes in the recruitment, enrolment and induction process including the use of assessment and interview across all services to ensure that the right person is on the right course at the right level.
- 222% increase in learners progressing to other further or higher education courses from provision which is primarily focused on this purpose.
- BKSB Assessment will be used as part of learner application process in all LOETB FET Centres

5.5 Standing of FET

Organisational Transformation is Goal 3 of the LOETB Statement of Strategy 2018 – 2022. Strategic Priority 3.3 sets out the intention of this organisation to 'Enhance the LOETB brand'. It is envisaged that this will be done by carrying out the following actions over the coming years:

- Develop a Public Relations/Social Media strategy to provide consistency of communication with external stakeholders
- Develop the LOETB brand and implement a marketing strategy across the Organisation
- Improve provision of information to the public and develop a Customer Service Action Plan

In addition LOETB will work with SOLAS to maximise the value and impact of a national campaign to promote further education and training in 2018 and 2019.

The employer engagement work referenced in section 5.1 will also play a key role in enhancing the LOETB brand. LOETB's employer engagement strategy focuses on developing positive relationships with regional employers and it will commence an awareness raising campaign, focusing on opportunities for employers to benefit from engagement with LOETB; initially promoting Workplace Development / Traineeship / and Apprenticeship. High profile Training Needs Analysis projects are also planned to identify the training needs and skills gaps specific to Laois and Offaly employers in the Hospitality, Engineering and Med-Tech sectors.

5.6 ETB Contribution to National FET Targets

LOETB commits to making the specific contribution to each of the six core national FET targets over the period 2018-2020 set out below. A summary showing how the contribution to each target is driven by activity within different skills clusters is provided as Appendix A. The definition underpinning each target is detailed in Appendix B.

Target	National Sectoral Target	LOETB Contribution
1. More learners securing employment from provision which primarily serves the labour market	10% over 3 years	59% over 3 years, equating to 390 learners securing employment in 2020
2. More learners progressing to other further or higher education courses from provision which is primarily focused on this purpose	10% over 3 years	222% over 3 years, equating to 2,350 learners progressing to other courses in 2020
3. Increase in the rate of certification on courses primarily focused on transversal (social mobility) skills development	10% over 3 years	21% over 3 years, equating to 1,135 completers certified in 2020
4. Increase in adults seeking FET level provision engaging in lifelong learning interventions	10% over 3 years	12% over 3 years, equating to 3,568 starting LLL relevant programmes in 2020
5. Increase in learners securing relevant qualifications in sectors where employment growth/skills needs have been identified	10,000 learners per annum	Average increase of 472 per annum across the 3 years and a 77% increase in learners in 2020 compared with 2017
6. New apprenticeship and trainee registrations in the period 2018 to 2020	13,900 over 3 years	774 over 3 years, almost doubling the current level of provision

6. Performance Agreement



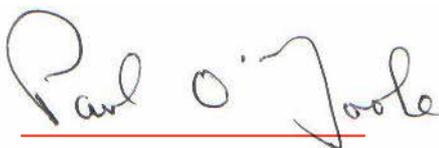
Section 6

Performance Agreement

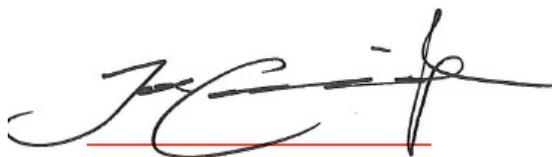
In entering this agreement, Laois Offaly ETB commits pursuing the priorities and actions set out in the previous sections and making the stipulated contribution to each of the six core FET targets over the period 2018 to 2020, subject to the risks and challenges identified and set out in Section 4.2 of the agreement. LOETB also commits to adherence to legislative requirements, the Overarching Planning and Funding Requirements for FET and SOLAS funding Terms and Conditions.

SOLAS commits to supporting the delivery of these priorities, actions and targets wherever practical subject to and within its existing resource constraints and competing commitments. The realisation of the targets will be monitored on an ongoing basis via the PLSS and FARR systems, and it is proposed that a formal mid-term review will be undertaken in September 2019, including a further strategic dialogue session between the two parties at this point.

Signed:



Paul O'Toole
Chief Executive, SOLAS



Joe Cunningham
Chief Executive, Laois Offaly
Education and Training Board

Date: 21/09/2018

Date: 21/09/2018

Appendix A



Appendix A

LOETB Contribution to National FET Sector Targets by Skills Cluster

Further Education & Training Provision	Target 1		Target 2		Target 3	
	2018-2020		2018-2020		2018-2020	
	Sector Provision 10% More Learners will secure employment from provision which primarily serves the labour market.		Sector Provision 10% more learners will progress to other further or higher education courses from provision which is primarily focused on this purpose.		Sector Provision 10% increase in the rate of certification on courses primarily focused on transversal (social mobility) skills Development.	
	Expected overall Increase in Completers Securing Employment		Expected overall increase in Completers Progressing to FET or HET		Expected overall increase in Completers certified	
Skill Clusters	Number	%	Number	%	Number	%
Agriculture, Horticulture and Mariculture	0	0%	0	0%		
Animal Science	0	0%	0	0%		
Arts and Crafts	0	0%	88	183%		
Built Environment	20	50%	0	0%		
Business Administration	10	31%	356	349%		
Engineering	0	0%	18	225%		
Engineering (Electrical)	0	0%	0	0%		
Engineering (IT)	0	0%	0	0%		
Engineering (Mechanical)	14	350%	0	0%		
Engineering (Transport)	0	0%	0	0%		
Entrepreneurship	0	0%	36	0%		
Financial Services	0	0%	0	0%		
Food and Beverage	1	20%	56	0%		
Hairdressing, Beauty and Complementary Therapies	12	32%	68	142%		
Health, Family other Social Services	39	39%	506	261%		
Information Technology	6	150%	150	176%		
Management	0	0%	0	0%		
Manufacturing	0	0%	0	0%		
Media, Graphics Communications	0	0%	0	0%		
Natural Resources	0	0%	0	0%		
Research and Education-Training	0	0%	0	0%		
Sales & Marketing	5	45%	54	0%		
Science and Technology	14	700%	32	0%		
Security, Guarding & Emergency Services	-2		10	0%		
Sport and Leisure	6	150%	22	0%		
Tourism	20	0%	0	0%		
Transport, Distribution & Logistics	0	0%	0	0%		
Web Development & Design	0	0%	0	0%		
Core ICT			20	53%	930	11%
Core Personal			-10	-28%	390	13%
General Learning			57	98%	150	39%
Language			0	0%	205	19%
Skills Sampling,			20	57%	590	34%
Key Skills			137	176%	960	24%
TOTAL	145	59%	1620	222%	3225	21%

[1] This target could be subject to upward revision following the benchmarking process.

Target 4		Target 5		Target 6	
2018-2020		2018-2020		2018-2020	
Sector Provision 10% increase of adults, who are seeking FET level provision, engaging in lifelong learning interventions[1]		Sector Provision Increase in Relevant Qualifications across FET programmes. Increase of 10,000 learners per annum securing relevant qualifications in sectors where employment growth/skills needs have been identified.		Traineeship Programmes. Traineeship National Target of 19,000 (2016-2020) - 13,900 - (2018-2020) Commencements on Traineeship (Skill Clusters By Starters) Labour Market Skills	
Expected overall contribution to the National Target for increase in Starters and ETB capacity %		Expected overall annual average contribution to National Target for Completers Certified & ETB Capacity %		Expected overall contribution to National Target and ETB capacity %	
Number	%	Number	%	Number	%
5	11%			0	0%
0	0%			0	0%
0	0%			0	0%
30	10%	-10	6%	252	-1%
9	10%			84	0%
-35	-100%	13	67%	0	0%
0	0%	0	0%	0	0%
0	0%	0	0%	0	0%
0	0%	0	0%	112	223%
0	0%	0	0%	0	0%
0	0%	0	0%	0	0%
0	0%			0	0%
20	11%	21	329%	0	0%
16	20%			42	0%
58	14%	306	99%	102	0%
45	16%	104	78%	0	0%
0	0%			0	0%
0	0%	0	0%	0	0%
0	0%	3	27%	0	0%
0	0%			0	0%
0	0%			0	0%
2	10%	0	0%	0	0%
42	210%	20	120%	84	0%
-7	-100%			0	0%
14	16%	0	0%	14	0%
-7	-100%	15	114%	84	0%
0	0%			0	0%
0	0%	0	0%	0	0%
30	19%				
32	13%				
35	26%				
25	8%				
30	14%				
30	16%				
374	12%	472	77%	774	171%

Appendix B



Appendix B

Explaining the Targets

In agreeing the SOLAS Corporate Plan 2017-19, the Department for Education and Skills specified a range of targets to be met by the further education and training sector over a three year period:

- **Target 1 – Employment Outcomes:** 10% more learners will secure employment from provision which primarily serves the labour market.
- **Target 2 – Progression:** 10% more learners will progress to other further or higher education courses from provision which is primarily focused on this purpose.
- **Target 3 – Transversal Skills Development:** 10% increase in the rate of certification on courses primarily focused on transversal (social mobility) skills development.
- **Target 4 – Lifelong Learning:** 10% increase of adults, who are seeking FET level provision, engaging in lifelong learning interventions (this target could be subject to upward revision following the benchmarking process).
- **Target 5 – Relevant Qualifications:** From 2018, for three years, an average increase of 10,000 learners per annum securing relevant qualifications (e.g. special purpose awards) in sectors where employment growth / skills needs have been identified (e.g. Construction, ICT, Food and Beverages, Hospitality, Wholesale / Retail, Biopharma / Pharmachem, Health / Other Care, Digital Media, Sport and Fitness, Engineering, Enterprise Skills needs).
- **Target 6 – Apprenticeship and Traineeship Provision:** 30,500 new apprentice and trainee registrations in the period 2017 to 2019 which will represent an increase in registrations from circa 6,000 in 2016 to circa 12,400 in 2019.

Also in 2017, the Department of Public Expenditure & Reform (D-PER) conducted a spending review of further education and training. A key aspect of this review involved analysis of programmes delivered by the ETBs by categorizing each programme as one of the following:-

- Predominately Labour Market Focus FET Programmes
- Predominately Progression Focus FET Programmes
- Predominately Social Mobility (Individual Transversal skills) FET Programmes

The setting of these three year national sectoral targets and broad categorisation of targets provided a framework by which strategic performance agreements between SOLAS and ETBs could be developed, highlighting the planned contribution of each ETB to their realisation. However to ensure that this

contribution could be clearly understood and linked to development of activity across FET programmes, some definitions and parameters were placed around each target, and these are discussed for each in turn below.

Target 1: Employment Outcomes

This target takes a broad strategic approach by considering FET provision in terms of the programmes that are primarily focused on leading to employment. The D-PER spending review identified programmes which had a predominantly labour market focus and to ensure consistency with this review, the measuring of employment outcomes under Target 1 was related only to programmes within this category:

Full-Time	Apprenticeship Training	Blended Training
	Local Training Initiatives	PLC
	Specific Skills Training	Traineeships Training
	VTOS	VSCCS PLC
Part-time	Evening Training	On-line Learning (eCollege)

The target itself is calculated by looking at the actual completers from these programmes in 2017 logged on PLSS or via FARR who were recording as achieving an employment outcome, and then asking each ETB to set out a plan for the numbers completing who it expects to achieve an employment outcome in 2018, 2019 and 2020, calculating the expected change from this 2017 baseline. Currently therefore the contribution is self-declared by the ETB, based on its understanding of a learner outcome and with the assumption that all employment outcomes have been logged comprehensively within the system. It is however acknowledged that work to integrate FARR and PLSS and to ensure comprehensive and quality learner data input into PLSS is still progressing, and it is likely that the baseline for each ETB in 2017 may be higher than initially estimated.

SOLAS and the ETBs intend to move to a more robust method of setting the baseline by using access to revenue and jobseekers databases held by the CSO to establish independently the employment outcomes of learners on these programmes in 2017. This should not change the ambition for number of completers securing employment outcomes in 2018, 2019 and

2020 but could revise the baseline which will mean the overall ETB contribution to meeting the target (i.e. the percentage change in completers securing employment outcomes) over the three year period could be updated.

Target 2: Progression

This target takes a broad strategic approach by considering FET Provision in terms of the programmes that are primarily focused on facilitating progression to other further education and training and higher education courses. The D-PER spending review identified programmes which had a predominantly progression focus and to ensure consistency with this review, the measuring of progression outcomes under Target 2 was related only to programmes within this category.

Full-Time	Justice Workshops	Youthreach
	Bridging & Foundation Training	Community Training Centres
	Specialist Training Programmes	
Part-time	BTEI Groups VSCCS BTEI	Skills for Work

The target itself is calculated by looking at the actual completers from these programmes in 2017 logged on PLSS or via FARR who were recorded as having progressed to other further and higher education courses, and then asking each ETB to set out a plan for the numbers completing who it expects to achieve such a progression outcome in 2018, 2019 and 2020, calculating the expected change from this 2017 baseline. As with Target 1, currently the contribution is self-declared by the ETB, based on its understanding of a learner outcome and with the assumption that all progression outcomes have been logged comprehensively within the system. It is however acknowledged that work to integrate FARR and PLSS and to ensure comprehensive and quality learner data input into PLSS is still progressing, and it is likely that the baseline for each ETB in 2017 may be higher than initially estimated.

As with target 1, the baseline may be revised once learner outcome data from access to CSO databases (which also includes higher education learner data) is available. This should not change the ambition for number of completers securing progression outcomes in 2018, 2019 and 2020 but could mean the overall ETB contribution to meeting the target (i.e. the percentage change in completers securing progression outcomes) over the three year period could be updated.

It is also acknowledged that PLC provision has an important role in facilitating progression, particularly to higher education, yet the categorisation approach to ensure consistency with the spending review within the targets, where a programme can only be either predominantly labour market focused **OR** predominantly progression focused, meant that it was only included in the former when setting proposed ETB contributions in the formal target template. However, each ETB has been asked to articulate the current level of progression from PLC provision, and state any ambition for change in the progression rate over the lifetime of the agreement. Given the focus on this area and wider national work of FET to HE transitions, it is expected that the current rate of progression to HE from PLC across all ETBS will be at least maintained between 2018 and 2020.

Target 3: Transversal Skills Development

This target takes the same strategic approach as Targets 1 and 2 by considering FET Provision where the aim is primarily focused on programmes which build transversal skills. The D-PER spending review identified programmes which had a primary focus on transversal skills development and to ensure consistency with this review, the measuring increases in the rate of certification under Target 3 was related only to programmes within this category.

Full-Time	Irish Deaf Society provision	
Part-time	Adult Literacy	ESOL
	FET Co-operation Hours	ITABE
	Libraries Training	Refugee Resettlement
	Voluntary Literacy Tuition	NALA Write on (p/t on line)

The target itself is calculated by looking at the actual completers from these programmes in 2017 logged on PLSS or via FARR who were recorded as having achieved certification, and then asking each ETB to set out a plan for the numbers completing who it expects to achieve such a certification outcome in 2018, 2019 and 2020, calculating the expected change from this 2017 baseline. In contrast with Target 1 and 2, the data should for 2017 should be robust as it relates to certification rather than perceived outcomes.

Target 4: Lifelong Learning

The lifelong learning activity measured under Target 4 used the EU definition of lifelong learning which relates to people over 25 years. As comprehensive data for all FET learners aged over 25 is not available in 2017 (as the PLSS was rolled out during the year), the target focuses on activity (measured by numbers starting courses) within programmes that predominantly address the needs of learners over 25. This base can be reviewed at the end of 2018 when there is a full dataset available through PLSS, and where it should be possible to isolate the cohort of learners aged over 25 across all FET. In the meantime, the baseline and plans have been build up those starting or expected to start courses in the following programmes over the period 2018-2020.

Blended Training	Specific Skills Training
Traineeships Training	Traineeship Employed
VTOS	Evening Training
On-line Learning (eCollege) (p/t)	Bridging & Foundation Training
Specialist Training Programmes	BTEI Groups
Irish Deaf Society	NALA Write on (p/t on line)
Skills for Work	Adult Literacy
Voluntary Literacy	LTI
ITABE	Refugee Resettlement
Community Education	

Deriving the target in this way means that it does not fully compare to wider national lifelong learning targets, or to new targets for employee development and workforce upskilling, but it does nonetheless provide an insight and ambition to grow lifelong provision across FET in a way that can be robustly tracked over the course of the performance agreement.

It is also important to note that FARR and PLSS does not currently record the self-financed evening course provision which takes place in FET facilities, most commonly in PLC further education colleges. SOLAS has asked ETBs to estimate the extent of this cohort if possible within the agreements.

Target 5: Relevant Qualifications

This target attempts to increase the focus of FET provision on key skills areas with an ambition to grow qualifications in these areas by an average increase of 10,000 learners per annum. Relevant qualifications can include special purpose awards and are measured in the following skills clusters as part of this target.

Built Environment (Construction)	Engineering
Engineering (Electrical)	Engineering (IT)
Engineering (Mechanical)	Engineering (Transport)
Entrepreneurship/ Enterprise Skills	Food and Beverage - Hospitality
Health, Family other Social Services	Information Technology - ICT
Manufacturing	Media, Graphics Communications - Digital Media
Sales & Marketing - Wholesale/ Retail	Science and Technology - Biopharma/Pharmachem
Sport and Leisure - Sports and Fitness	Tourism - Hospitality
Web Development & Design	

The number of certificates awarded in 2017 sets the baseline for this target and ETBs are then asked to project the number of certificates within these skills clusters that they expect to award in 2018, 2019 and 2020.

Target 6: Apprenticeships and Traineeships

Drawn from the Action Plan to Expand Apprenticeships and Traineeships 2016-2020, this sets a national target of 30,500 new apprentice and trainee registrations in the period 2018 to 2020. Pre 2016 apprenticeships are coordinated centrally by SOLAS while new apprenticeships are in a development stage and more difficult to plan in terms of specific course roll-out. In the performance agreements therefore, we have asked ETBs to focus on three year plans for expanding traineeship provision, asking them to project numbers starting traineeships in 2018, 2019 and 2020. The Action Plan defines a target over the period 2018-2020 of 13,900 new registrations.

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