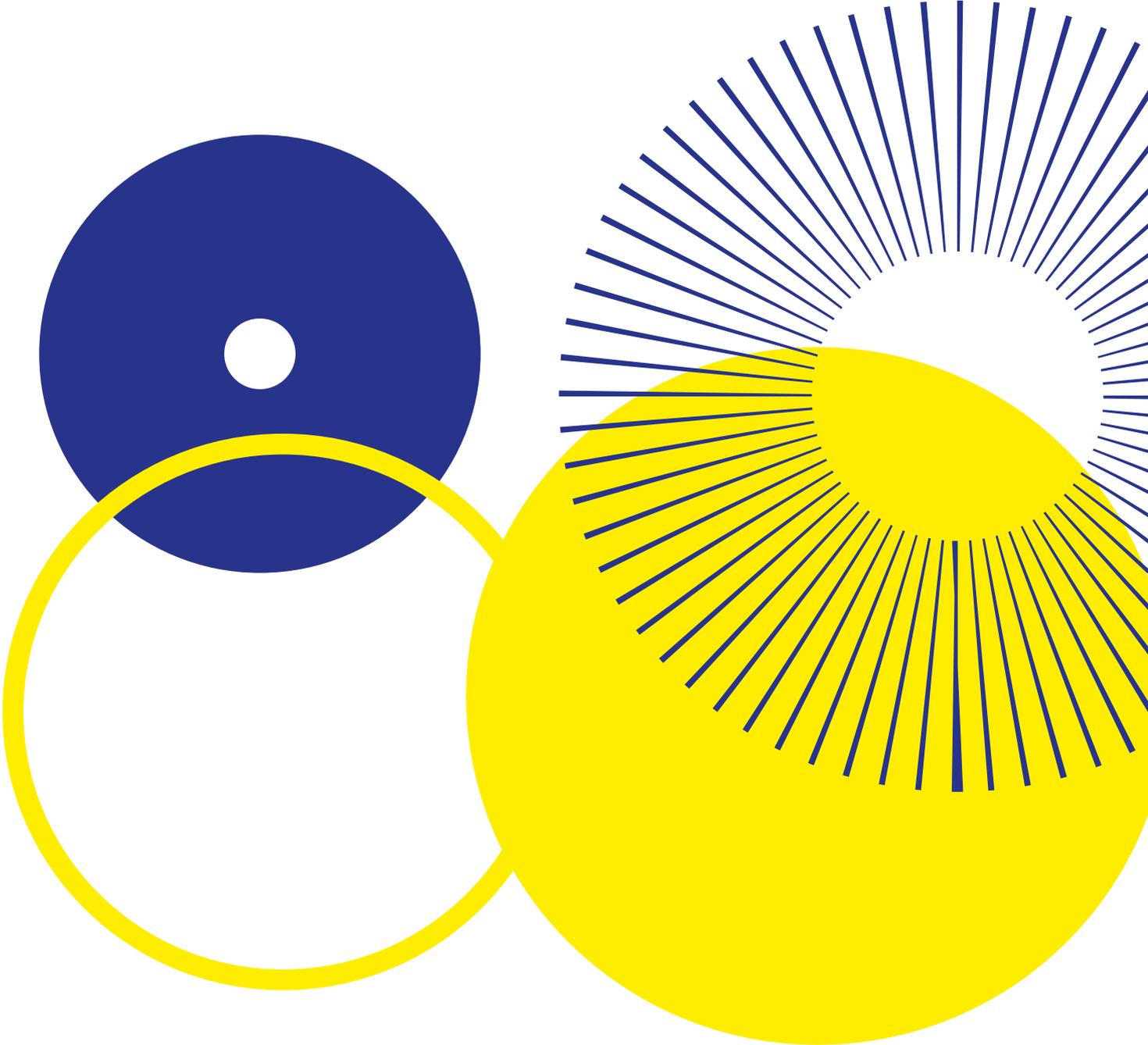


The 2019 Further Education and Training (FET) Services Plan



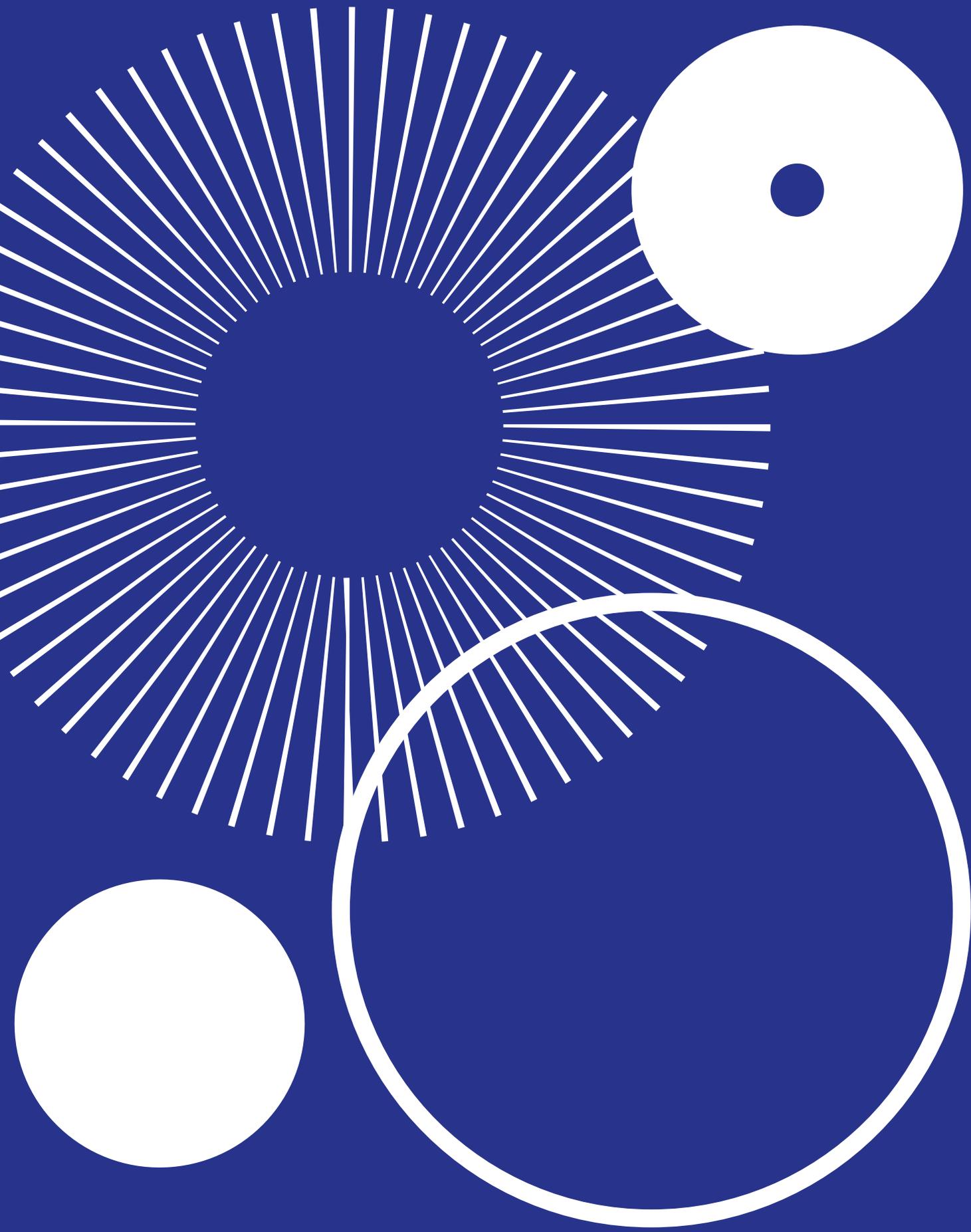
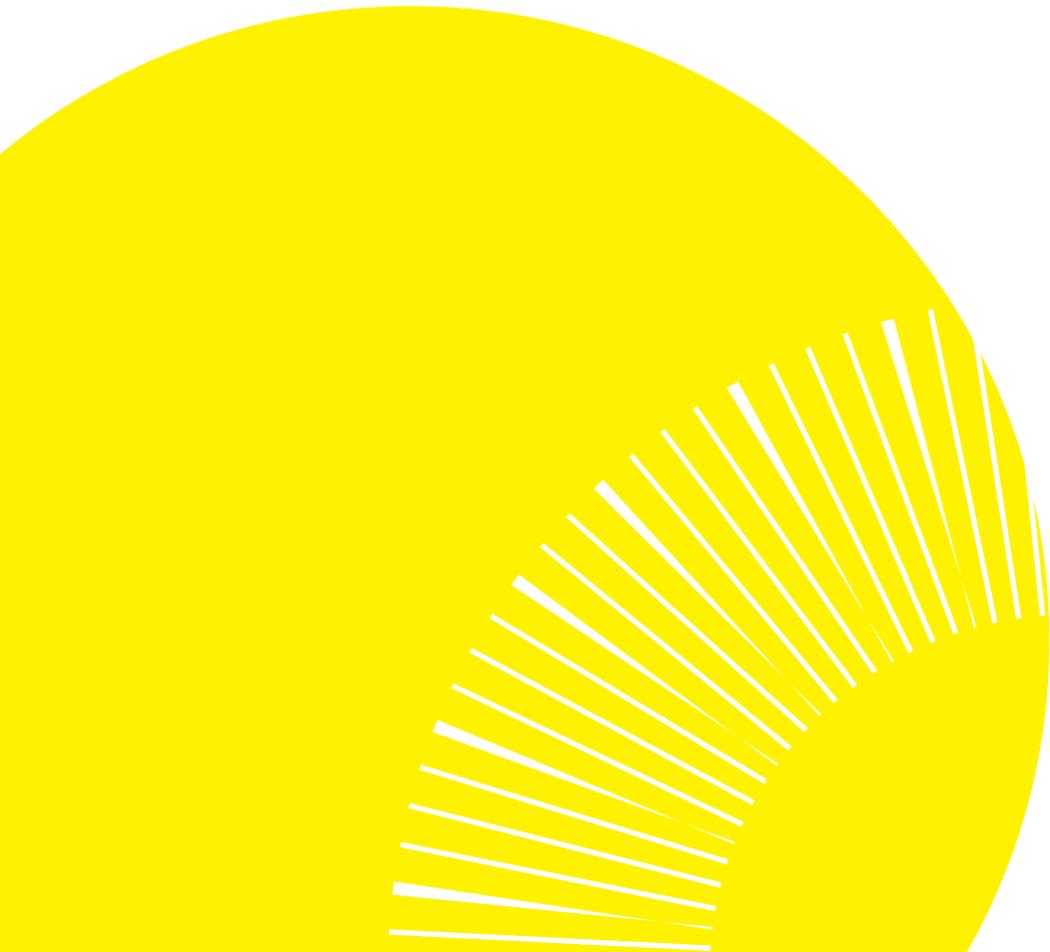


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- Cavan and Monaghan ETB
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- Donegal ETB
- Dublin and Dún Laoghaire ETB
- Galway and Roscommon ETB
- Kerry ETB
- Kildare and Wicklow ETB
- Kilkenny and Carlow ETB
- Laois and Offaly ETB
- Limerick and Clare ETB
- Longford and Westmeath ETB
- Louth and Meath ETB
- Mayo, Sligo and Leitrim ETB
- Tipperary ETB
- Waterford and Wexford ETB

The Voluntary Secondary Schools and Community and Comprehensive Schools (VSCCS):

- St Joseph's Secondary School, Spanish Point, Co. Clare
- Mary Immaculate Secondary School, Lisdoonvarna, Co. Clare
- Scoil Mhuire, Ennistymon, Co. Clare
- North Presentation Secondary School, Farranree, Cork
- Nagle Rice Secondary School, Doneraile, Co. Cork
- Central College, Sexton Street, Limerick
- Sancta Maria College, Louisburgh, Co. Mayo
- Donahies Community School, Streamville Road, Dublin 13
- St Michaels, Castlerea, Co. Roscommon

The Schools and Colleges to which grants are allocated through the DES Post-Primary Payment Section of the Department of Education and Skills:

- Ballyhaunis Community School, Co. Mayo
- Castlecomer Community School, Co. Kilkenny
- Castlerea Community School, Castlerea, Co. Roscommon
- Central College, Sexton Street, Limerick
- Scoil Phobail, Clifden Community School, Clifden, Co. Galway
- Coláiste Mhuire, Ballygar, Co. Galway
- Donahies Community School, Streamville Road, Dublin 13
- Dunmore Community School, Co. Galway

- Glenamaddy Community School, Co. Galway
- Gorey Community School, Gorey, Co. Wexford
- Jesus and Mary Secondary School, Enniscrone, Co. Sligo
- Kilrush Community School, Co. Clare
- Mary Immaculate Secondary School, Lisdoonvarna, Co. Clare
- Our Lady's College, Presentation Road, Galway
- Mercy College, Sligo
- Our Lady's Secondary School, Belmullet, Co. Mayo
- Ramsgrange Community School, New Ross, Co. Wexford
- Moate Business College, Moate, Co. Westmeath
- St Cuan's College, Castleblakeney, Ballinasloe, Co. Galway
- Coláiste Chiaráin, Summerhill, Athlone, Co. Roscommon
- St Louis Community School, Kiltimagh, Co. Mayo
- St Patrick's Comprehensive School, Shannon, Co. Clare
- Tullow Community School, Carlow
- Scoil Phobail Mhic Dara, Carna, Co. Galway
- Sancta Maria College, Louisburgh, Co. Mayo

Other FET Providers:

- The Irish Deaf Society

Other Organisations:

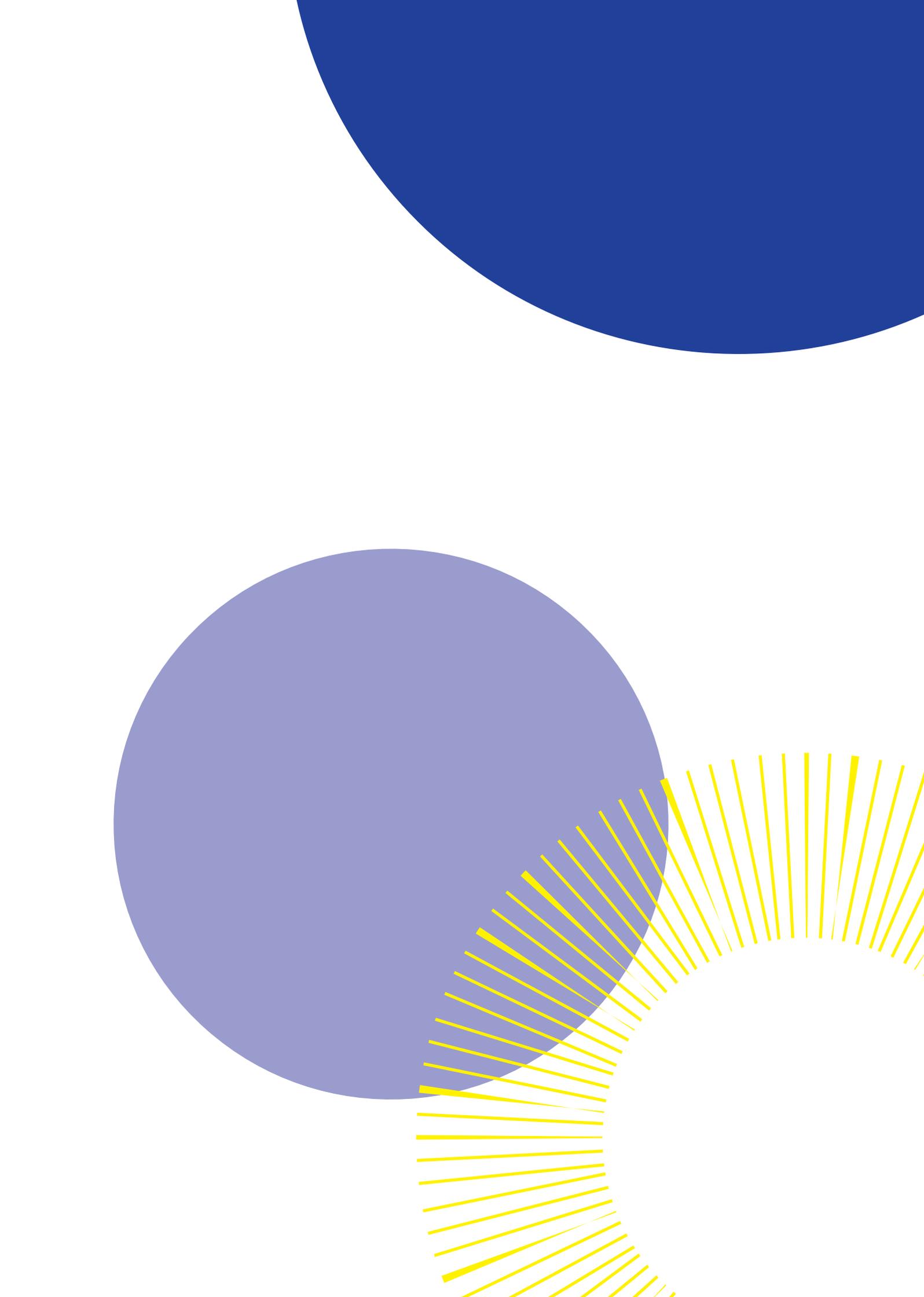
- The Joint Managerial Body (JMB) and Association of Community and Comprehensive Schools (ACCS)

Agencies and Bodies:

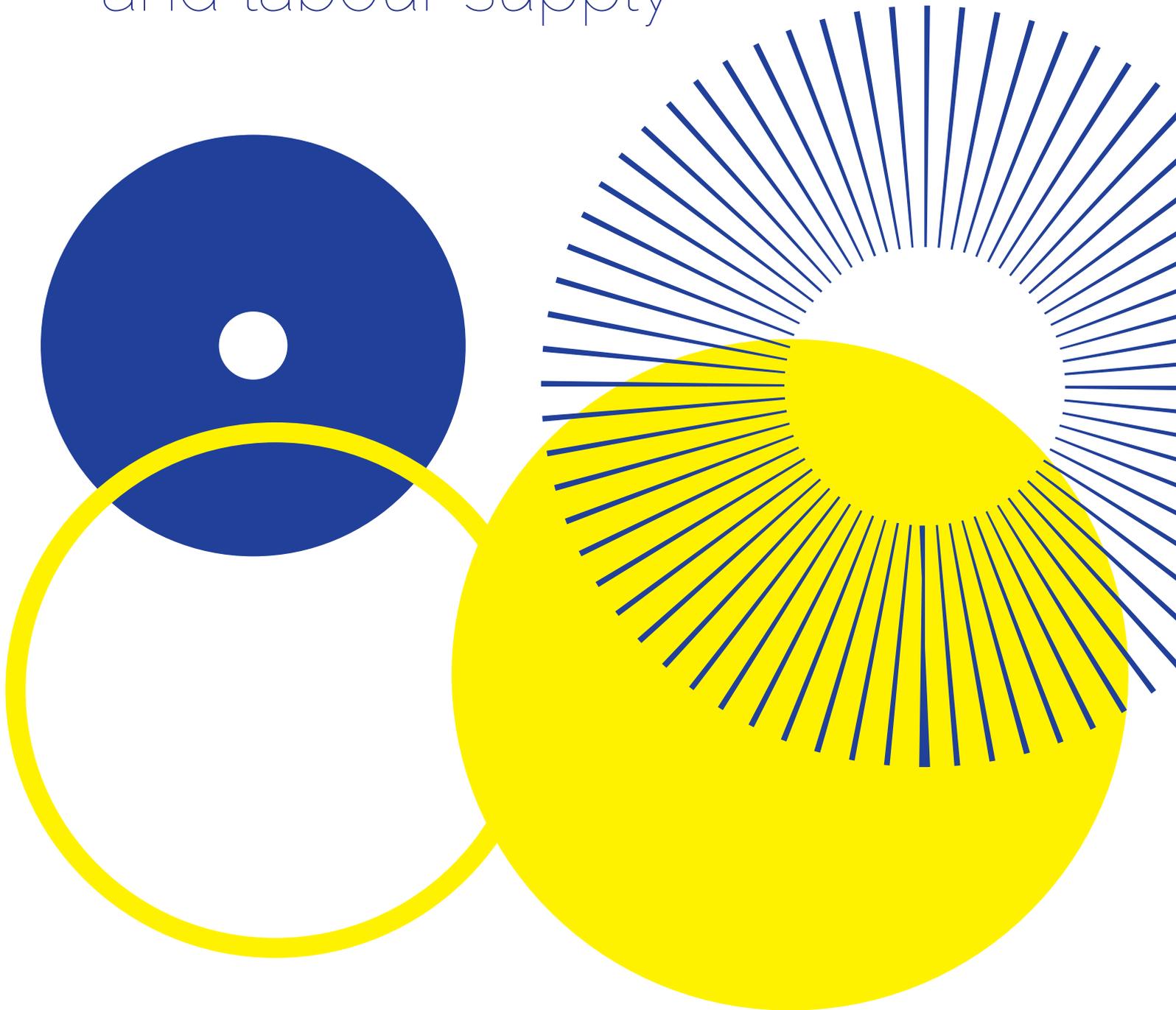
- Age Action Ireland
- Ahead
- AONTAS
- Dyslexia Association of Ireland
- Education and Training Boards Ireland (ETBI)
- Education and Training Boards Ireland – ITABE Co-ordinator
- European Agenda for Adult Learning
- Fast Track into Technology (FIT)
- National Association of Community Education Directors

FET – Lifelong Learning Opportunities:

- IACTO
- Irish Countrywomen's Association
- National Adult Literacy Agency
- National Centre for Guidance in Education
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The 2019 Services Plan
is informed by national
policies and strategies
and evidence-based
analyses of skills demand
and labour supply



Executive Summary

Section 1: Introduction

The 2019 Further Education and Training (FET) Services Plan was prepared by SOLAS in consultation with:

- Education and Training Boards (ETBs),
- Voluntary Secondary and Community and Comprehensive Schools (VSCCS), and
- other partner agencies and bodies funded or part funded by SOLAS.

The purpose of the plan is to set out how the State's investment in FET will be deployed across the ETBs, VSCCS and support agencies and bodies in 2019, and the outputs and outcomes that this investment is expected to deliver.

Since SOLAS and the ETBs were created in 2013, significant progress has been achieved in the development of organisations, structures, processes, systems and infrastructure that collectively now underpin the FET Sector. These new structures and systems provide evidence-based outcomes and impact data that are used to inform FET investment decisions. These systems also support a multiannual planning framework that provides clear strategic direction for FET provision. As the sector moves towards the next stage of development, which will be set out in the second National FET Strategy, it is prepared to meet the requirements and challenges of an evolving economic and social environment.

Section 2: Economy and labour market trends impacting FET

Ireland's labour market in 2019 continues to be characterised by strong employment growth and a continued decline in unemployment. Employment in Ireland reached 2.26 million in 2018, and the national rate of unemployment has fallen to 5.4 per cent. Economic expansion is expected to continue with a 2.1 per cent growth in employment forecast in 2019, and a further increase of 1.7 per cent in 2020. Potential changes in international taxation, escalating trade tensions between the US and China, and uncertainty surrounding Brexit are external challenges that may negatively impact Ireland's future growth and skills requirements.

As unemployment continues to fall and the labour supply continues to tighten, labour shortages have become more acute in certain sectors. The 2019 FET Services Plan details how SOLAS will pursue the dual objectives of improving the skills of those seeking to enter the labour market and the provision of upskilling opportunities for workers with low skills levels in order to adapt to the changing world of work.

In 2019, SOLAS will place an increased emphasis on lifelong learning, which will form an essential part of every person's working life to enable them to keep up to date with the rapid pace of change in job tasks and skills as a result of technological changes. For older workers to remain in the workforce, employers – in particular small and medium sized enterprises (SMEs) – SOLAS will provide support through the Skills to Advance and Skills for Work programmes. These programmes aim to identify and address the skills needs of employees, especially older workers with lower educational attainment working in jobs at risk of obsolescence due to automation.

Significant activity is also planned in new apprenticeship and traineeship development, as set out in the Action Plan to Expand Apprenticeship and Traineeship in Ireland 2016–2020. In partnership with ETBs and the Higher Education Authority (HEA), SOLAS is proactively working to support a successful expansion of the national apprenticeship system by 2020. New traineeships and apprenticeships continue to be developed in collaboration with education and training providers and industry to address current and emerging skill shortages.

Section 3: Policy and strategic framework underpinning FET provision

The first Further Education and Training Strategy 2014–2019 was published in May 2014 and set out a comprehensive roadmap for the development of the FET sector. Over the past five years, the strategy has provided direction and focus for the setting of investment priorities, and for the establishment and development of a strong, integrated FET sector that meets the needs of the learner, enterprise and the community.

SOLAS annual service planning is guided by the strategic priorities set out in the Further Education and Training Strategy 2014–2019 as well as a number of key national policies and Government sectoral strategies, focusing on areas such as rural and regional development, climate change, job creation, active inclusion and workforce development. These key directional strategies form the basis of a comprehensive set of Overarching Planning and Funding Parameters and Requirements that are provided to all SOLAS grantees at the beginning of the annual planning cycle. These parameters and requirements also reflect the key priorities of the SOLAS Corporate Plan 2017–2019, which specifies key FET Sector Targets and key FET Sector Improvements with associated timeframes to effectively meet the needs of the learner, enterprise and community. These are set out as follows:

- 10 per cent more learners will secure employment from FET provision that primarily serves the labour market.
- 10 per cent more learners will progress to other further or higher education programmes from provision that is primarily focused on this purpose.
- 10 per cent increase in the rate of certification on FET programmes primarily focused on transversal (social mobility) skills development.
- 10 per cent increase in the number of adults seeking FET level provision, engaging in lifelong learning interventions.
- From 2018, for three years to 2020, an average increase of 10,000 learners each year securing relevant qualifications (for example, special purpose awards) in sectors where employment growth/skills needs have been identified.
- 30,500 new apprentice and trainee registrations in the period 2017 to 2019, which will represent an increase in registrations from 6,000 in 2016 to 12,400 in 2019.
- SOLAS progress/monitoring reports on implementation of Strategic Performance Agreements over the lifetime of the agreements as appropriate.

In 2018, these targets were used as the foundation for the first three-year Strategic Performance Agreements between SOLAS and each of the 16 Education and Training Boards (ETBs), which collectively aspire to achieve these national targets.

Section 4: Top level analysis of 2019 funding allocations and provision

SOLAS funded further education and training provision in 2019 will amount to €683m. This comprises €430.3m in Exchequer funding, €249.1m from the National Training Fund (NTF), and SOLAS income of €3.6m. Following provision for SOLAS running costs, there is a budget available for distribution of €619.3m to ETBs, VSCCS and other FET organisations.

In 2019, a capital budget of €12.7m is available to ETBs to meet carryover capital commitments from 2018 and to fund capital investment projects. In 2019, SOLAS will make €606.6m available for FET programme provision, and it is estimated that 247,855 individual learners will commence a FET programme in 2019. Many will participate in FET more than once, and, in this regard, the total number of beneficiaries of FET programmes is estimated at 329,293 – which is almost 7 per cent more than the reported number in 2018.

ETBs will cater for nearly all of the increase in planned beneficiary numbers in 2019. The Services Plan provides comprehensive analysis for estimated retention, completion and accreditation rates by programme for the ETBs and other providers for 2019. Analysis is also provided on planned participation rates for the priority groups of the long-term unemployed, refugees, disabled learners and learners in need of literacy and numeracy skills.

In 2019, a new measurement of full-time equivalency (FTE) has been introduced which takes account of the number of participation hours required for the completion of each FET programme. It is envisaged that this new measurement, which provides a different lens to view planned provision in the sector, will lead to a more transparent approach in measuring inputs, outputs and outcomes and will, therefore, inform future FET investment decisions.

Section 5: FET Provision Supporting Skills for the Economy and Employment

FET provision is informed by consultation with employers and other stakeholders to identify short- to medium-term skills needs that can be addressed through FET provision. The Services Plan describes how FET providers support business sectors through the provision of a wide range of programmes, which are tracked and mapped to 33 specific skills clusters – 28 of which are linked to the labour market, with the remaining five linked to transversal skills development.

All FET programmes are tracked within the Programme and Learner Support System (PLSS), and are mapped to a specific skills cluster using Standard Occupational Classification (SOC) codes. This system enables the generation of comprehensive tracking data for FET provision across the 33 skills clusters. There is strong evidence to suggest that ETBs are developing innovative programmes in collaboration with their stakeholders that identify and address existing and emerging skills needs.

Section 6: FET Supports

In 2019, SOLAS will co-ordinate and administer a number of national systems, services and strategies that support the development of a strong FET Sector. SOLAS administers the national Construction Skills Certification Scheme (CSCS), Quarrying Skills Certification Scheme (QSCS) and Safe Pass programmes. In early 2019, SOLAS established a dedicated Quality Assurance Services (QAS) Unit to manage a systematic monitoring service that validates the effectiveness of the SOLAS quality assurance systems for pre-2016 apprenticeship programmes, CSCS and QSCS programmes. In 2019, SOLAS will maintain its focus on lifelong learning by funding the SOLAS eCollege online learning service. This service delivered training free of charge to over 15,000 beneficiaries in 2018.

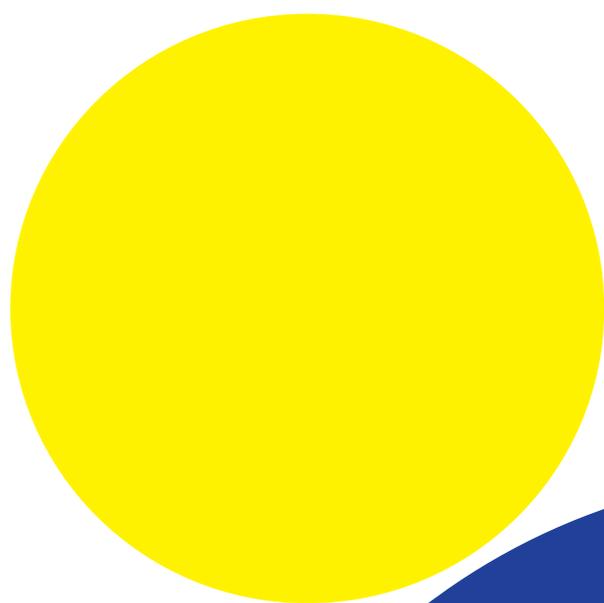
A significant development in 2019 has been the rollout of Skills to Advance. This initiative was developed in conjunction with the Department of Education and Skills (DES) and, following extensive consultation with stakeholders, the programme was launched in September 2018. This initiative has a dual approach which enables targeted support for vulnerable groups in the Irish workforce to advance in their working lives and careers, and it also supports SMEs who need some assistance to invest in and develop their workforce.

SOLAS will also continue to fund the Skills for Work employee development programme which provides skills training for employees to enable them to achieve the basic skills needs of the workplace. Both programmes are supported by funding received from the National Training Fund, and €11m and €2.74m is being made available in 2019 to fund the Skills to Advance initiative and Skills for Work programme respectively.

In 2019, SOLAS will continue to provide funding to support the FET Professional Development Strategy which aims to enhance the skills of those involved in the delivery, administration and management of FET programmes, through strategically targeted and consistent training and development. Additionally, the SOLAS Technology Enhanced Learning (TEL) Support Unit works closely with the sector in supporting implementation of each ETB's TEL Strategy 2016–2019. The unit aims to support the enhancement of FET provision by building on existing good practice in the sector.

During 2019, SOLAS will continue to develop and refine the Programme and Learner Support System (PLSS) which provides detailed information to support ETBs in their planning and scheduling at a local level. Since 2018, SOLAS has used formal data sharing agreements with other Government agencies to collect robust data on progression rates, certification and employment outcomes. This data is used to support FET investment decisions.

One of the key strengths of Education and Training Boards and the Further Education and Training system is its agility and ability to respond to the changing economic and social environment



Section 1

Introduction

The purpose of this services plan is to set out how State investment in FET will be deployed across ETBs, VSCCS, and support agencies and bodies in 2019, and the outputs and outcomes that this investment is expected to deliver. SOLAS annual service planning is informed by national policies and strategies and evidence-based analyses of skills demand and labour supply, balanced against the funding allocated to the FET sector.

This report:

- Sets out the evolving economic, social and labour market context in which FET is being provided during 2019 (Section 2)
- Highlights the policy and strategic framework within which FET provision is planned, and the multi-annual approach to strategic planning and performance (Section 3)
- Provides an overview of projected FET provision in 2019, with detailed analysis via a series of tables and charts on the focus and nature of that provision (Section 4)
- Discusses some of the qualitative aspects of provision to offer further insight into the role of FET across learners, enterprises and communities (Section 5)
- Summarises some of the other supports and programmes that contribute to the effective delivery of FET (Section 6)

2019 is a pivotal year for further education and training. It marks:

- The first full year for which strategic performance agreements were in operation, providing a new multi-annual planning framework where ETBs, in partnership with SOLAS, have set out the unique characteristics of their regions and a clear strategic direction in order to respond to these needs
- The second year in which comprehensive real time information on actual learner profiles and trends has been available from the learner database PLSS, allowing detailed comparisons between 2017 and 2018 and the linking of this database to higher education, employment and revenue datasets to generate evidence of FET outcomes and impacts
- An opportunity to fundamentally review the funding model for further education and training, with an independent expert panel to be appointed during the year to advise on an appropriate future approach to drive FET performance and impact
- A series of initiatives from ETBs to establish integrated FET facilities across all levels of provision, gradually moving away from a programme-focused approach to delivery settings, and breaking down barriers between previously separate training and further education activities
- A commitment by the DES to establish an integrated tertiary education framework that considers how FET and higher education should, together, meet the future needs of school leavers and adult learners

All of these milestones signal the end of the establishment and development phase of a strategic and integrated FET system following years of work to establish effective organisations, structures, processes, systems and infrastructure since SOLAS and the ETBs were created in 2013. A summary of such developments is set out in the following diagram. Furthermore, SOLAS has a legislative responsibility to propose a new five-year FET strategy to the Minister of Education and Skills before the end of the year, making this an opportune moment to set out a clear and ambitious vision for the next phase of FET development.

Although the process to develop the strategy is ongoing, clear themes are already emerging that will underpin the future direction of FET services, including:

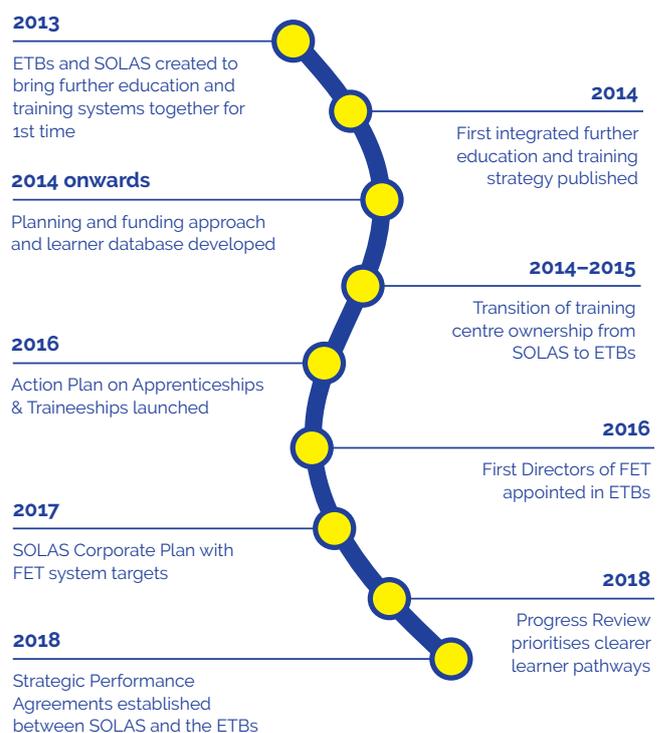
- The continued integration of FET provision
- A less complex programme structure making FET more understandable and accessible
- Clearer and more consistent learning pathways into, within and from FET
- A more consistent and comprehensive approach to learner support

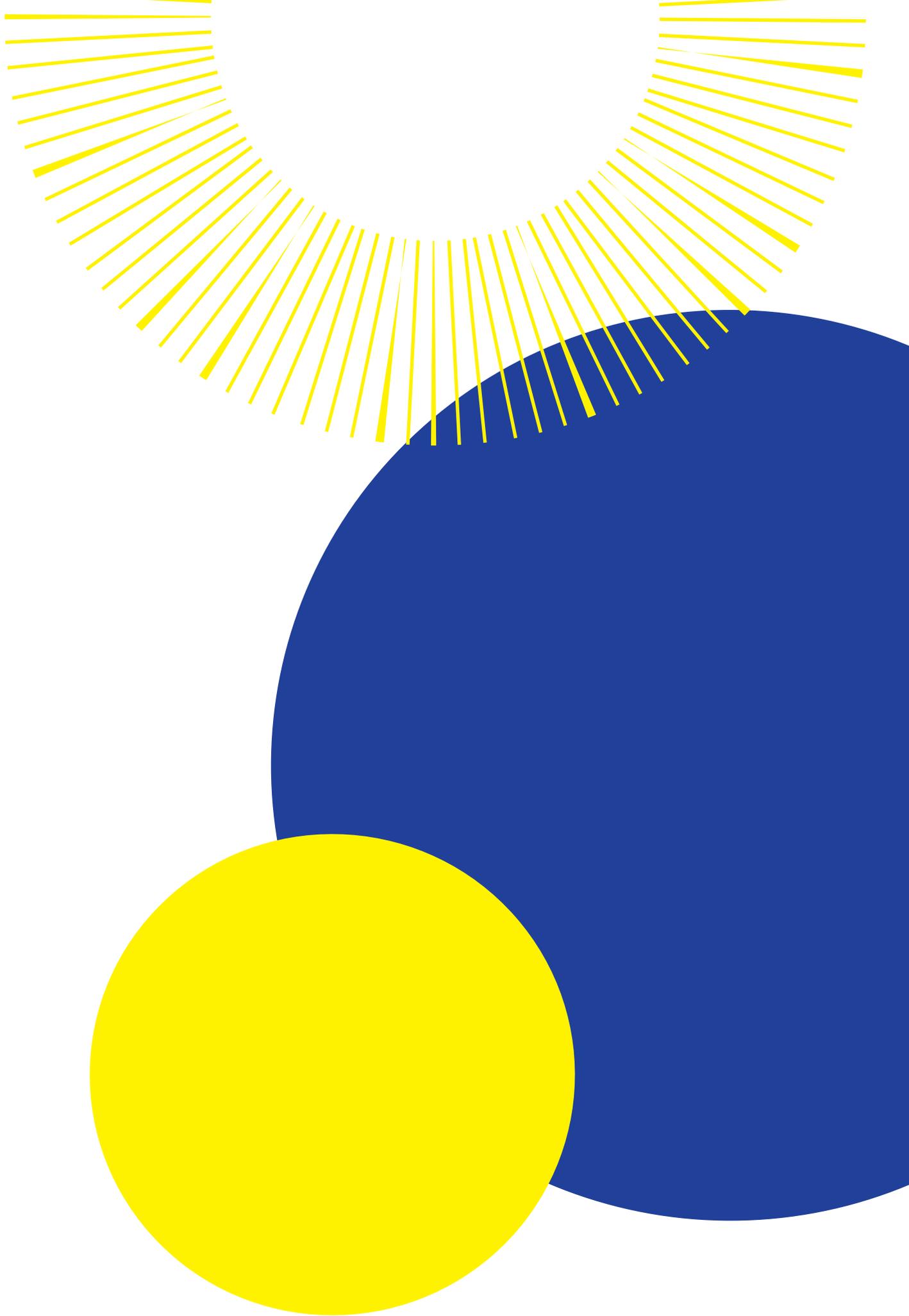
The annual planning and funding system is the glue that ensures that FET remains strategic, and aligns and evolves with all of the developments noted above, while maintaining efficient and effective operations that take account of all of the operational considerations and constraints that influence and impact on day-to-day provision. The annual Funding Allocation Request (FAR) system allows ETBs to set out plans for meeting both strategic and operational requirements, and ensures that they are adequately funded to deliver on these plans.

These plans reflect movements within wider FET strategy, which was reaffirmed within the parameters and guidelines set down by SOLAS for organisations in receipt of funding, namely to:

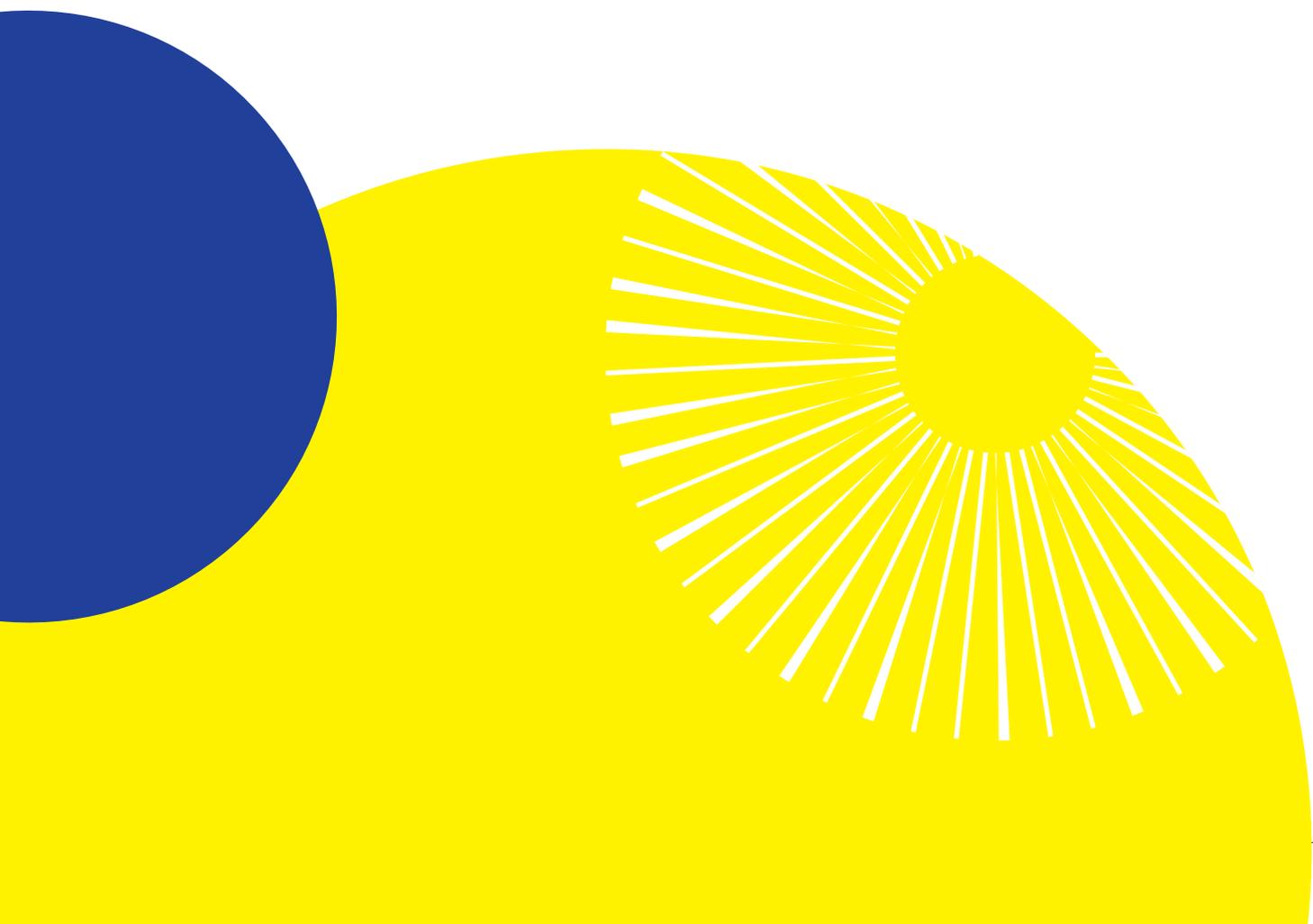
- reform programmes (for example, PLC, traineeships)
- to move from generic to specific skills-focused FET
- to continue to rebalance provision from 'for employment' to 'in employment', particularly via the rollout of the Skills to Advance employee development initiative

One of the key strengths of ETBs and the FET system is its agility and ability to respond to the changing economic and social environment. While there remain relatively favourable economic conditions with a situation approaching full employment, SOLAS is aware of the serious and immediate risk of Brexit, particularly under a 'no deal' scenario. In this regard, SOLAS has been in regular liaison with ETBs to ensure that capacity exists and that contingency plans can be put in place to ensure that activity can be quickly increased to respond to a sudden economic shock. This is, of course, coupled with an ongoing system of regular monitoring and reporting which always allows ETBs to adapt and refocus provision in response to changing needs and demands. This services plan, therefore, reflects a robust and responsive approach to FET in 2019 which provides a platform for realising the exciting and ambitious new strategy for FET which will be set out for the next five years.





As the economy approaches full employment, and in the context of evolving work practices, the demand for FET provision is shifting towards focusing on those in employment and those who can be attracted back to the workforce



Section 2

Economy and Labour Market

Trends Impacting FET

General economic outlook for the Irish Economy and the labour market

Ireland's labour market in 2018 was characterised by strong employment growth and a continued decline in unemployment. Employment in Ireland reached 2.26 million in 2018, exceeding the level observed during the peak of the Celtic Tiger years. Between 2017 and 2018, there were an additional 63,000 people in employment. Growth is expected to continue, with the Central Bank of Ireland forecasting a 2.1 per cent growth in employment in 2019, and a further increase of 1.7 per cent for 2020. However, potential changes in international taxation, escalating trade tensions between the US and China, and uncertainty surrounding Brexit, are external challenges that may impact Ireland's future growth.

Employment

Construction was one of the strongest sectors in the economy in 2018, with employment growing annually by over 14,000. Most of this growth related to skilled trades occupations. While the number registering for apprenticeships in construction-related trades is increasing, demand for some of these skills is still outweighing supply.

Employment growth has also been strong in other sectors in the past year, namely the accommodation and food sector and the administrative support services sector, with one year growth rates of 7.4 per cent and 11.6 per cent respectively, compared to 2.9 per cent for the economy as a whole. By the end of 2018, the unemployment rate had fallen to 5.4 per cent – similar to that observed prior to the recession. The overall number of unemployed was 128,800 at the end of 2018. Of these, 50,100 were long-term unemployed (that is, unemployed for one year or more), although this number has declined by 10,000 since Quarter 4 of 2017. Youth unemployment stood at 33,800 in Quarter 4 of 2018. At 12 per cent, the youth unemployment rate continued to decline.

Skills shortages

The National Skills Bulletin 2018, produced by the SOLAS Skills and Labour Market Research Unit (SLMRU) on behalf of the National Skills Council, identified skills shortages across many occupations and sectors in the economy. These ranged from construction project managers and quantity surveyors, engineers and scientists working in pharmaceuticals and medical

devices, a wide range of IT professionals across sectors, to financial services occupations.

The demand for FET

As the economy approaches full employment, and in the context of evolving work practices due to automation, robotics and AI, the demand for FET provision is shifting towards focusing on those in employment and those who can be attracted back to the workforce.

Low skilled workers

There are over 900,000 in employment in Ireland with, at most, a Level 5 qualification. Research on the impact of automation and robotics on employment indicates that, although most jobs will be impacted in some way, those in low-skilled jobs are most at risk of skills obsolescence. As such, the FET sector has a key role in ensuring that those employed receive the necessary upskilling and reskilling to adapt to the changing world of work.

Increasing participation rates

Within the framework of Future Jobs Ireland 2019, the Government has a focus on boosting the participation of women, older workers and those with disabilities in the labour force. A recent SOLAS report (Quarterly Skills Bulletin Q1 2019) identified approximately 16,000 women currently on home duties who may be willing to return to work. For many, a lack of recent work experience, if any, is a key issue. As such, providing work-based learning through FET could be key in attracting these women back to work.

Ireland is an ageing economy, with an additional 190,000 in the population aged 65 years and above in the ten years since 2008. For older workers to remain in the workforce, they may need education and training interventions in order to adapt to the changing world of work. Many workers aged over 50 have lower than third level education and may not have engaged with the education system for a significant number of years.

Lifelong learning

In the future, lifelong learning will become an increasingly important part of every person's working life to enable them to keep up to date with the rapid pace of change in job tasks and skills that will be

required as a result of advances in technology. In Quarter 4 of 2017, the share of adults aged 25–64 years who had participated in lifelong learning was 14 per cent. This is higher than the target for 2020 of 10 per cent set in the National Skills Strategy, and almost at the 15 per cent set for 2025. Nonetheless, lower participation rates have been observed for certain groups, namely older people (9 per cent), those with low educational attainment (4 per cent), and those working in low skilled occupations – for example, operatives and elementary workers (6 per cent). Employers, in particular SMEs, will require support to identify and address the skills needs of employees, especially those who are in the older age cohorts, with lower educational attainment, and working in jobs at risk of obsolescence due to automation.

Work-based learning

Significant activity is planned in new apprenticeship and traineeship development as set out in the Action Plan to Expand Apprenticeship and Traineeship in Ireland 2016–2020. This activity aims to establish work-based learning as a core contributor to skills development, employment and economic growth.

Apprenticeship

SOLAS has statutory responsibility for the co-ordination and oversight of the national apprenticeship system under the Industrial Training Act, 1967. Apprenticeship provides structured training in the workplace and off the job, leading to an award on the National Framework of Qualifications. Apprentices are employed for the duration of their apprenticeship.

In addition to its statutory role, SOLAS is the designated co-ordinating provider for development, delivery and maintenance of 25 craft-based apprenticeships. These apprenticeships are modular in structure, and generally comprise seven alternating phases of on-the-job and off-the-job training. On successful completion of a craft-based apprenticeship, apprentices receive a QQI Advanced Certificate – Craft (Major Award Level 6). The standing and value of this certificate is recognised nationally and internationally. A total of 1,924 apprentices were awarded an Advanced Certificate Craft in 2018.

Throughout 2018, SOLAS registered 5,648 apprentices for training, of which 5,058 were registered on craft-based apprenticeships. This was an increase of 12 per cent on the number of registrations in 2017. The forecast for apprentice registrations in 2019 and up to 2020 remains strong.

In April 2016, SOLAS in partnership with the ETB network, commenced the process of implementing a revised curriculum (Version 4) for five craft-based apprenticeships, and work is ongoing to continue revision of all programmes. Further work is being

carried out on quality assurance, with all policies and procedures being reviewed and enhanced.

Following the 2013 Review of Apprenticeship Training in Ireland and publication of the Action Plan to Expand Apprenticeship and Traineeship in Ireland 2016–2020, apprenticeships are being developed in new industry areas leading to awards from Levels 5 to 10 on the National Framework of Qualifications. A national Apprenticeship Council oversees the development work. SOLAS is represented on the Council and provides secretariat support. By the end of 2018, 19 new apprenticeship programmes were validated, and 17 were live. It is planned that a further 30+ apprenticeships will be introduced in 2019 with another seven in the pipeline.

As part of its statutory function, SOLAS is responsible for the creation of Industrial Training Orders (ITOs) to designate specific industrial activities for apprenticeship. Four new ITOs were created in 2018 and up to 22 further ITOs are due to be created from 2019 to 2020. SOLAS also provides the funding to all consortia for development of their apprenticeships.

In parallel with the development of new apprenticeships, the governance and administrative arrangements for all apprenticeships, and the validation and accreditation processes necessary to support new and existing apprenticeships, are being supported and enhanced.

In partnership with ETBs and the HEA, SOLAS is proactively working to support a successful expansion of the national apprenticeship system to 2020, and to achieve the targets and goals as set out in the abovementioned action plan from 2016–2020.

The Action Plan for Apprenticeship and Traineeship 2016–2020 included a commitment to review pathways to participation in apprenticeship in Ireland. The review was undertaken, and the Pathways to Participation in Apprenticeship report was published in 2018. This report presents the findings from the review, and includes next steps to support and promote maximum diversity in the Irish apprentice population as it grows to 2020 and beyond.

Traineeship

Traineeships have been a key feature of the Irish education and training system for decades, serving the needs of all stakeholders including industry, employers and learners. Their primary aim is to provide learning in partnership with employers, improve employment outcomes for participants and increase retention and productivity within industry.

ETBs, in partnership with employers and employer representative bodies, have developed traineeships in areas such as engineering, ICT, hospitality, construction, retail, business, logistics, sports and leisure, fashion and

beauty, and finance. New traineeships are developed on an ongoing basis in response to identified skill needs. Such collaboration between education and training providers and industry enhances the performance of programmes and ensures the skill needs of industry are being met, as well as maintaining Ireland's competitiveness, underpinned by a highly skilled workforce.

The key features of a traineeship in Ireland are that they:

- respond to an identified industry skills need
- lead to an award at Levels 4–6 on the National Framework of Qualifications, or equivalent
- are between 6–20 months' duration
- have at least 30 per cent of learning on the job
- combine transversal and technical skills development
- are designed for flexible delivery: online, face to face, blended learning
- provide open access to prospective trainees, including people in employment

A review of traineeship, completed in 2018, identified priority areas of work that will support continued expansion and improvement of traineeship in Ireland.

These priorities include:

- a further review of traineeships in the context of the key features identified in the Guide to Traineeship in Ireland
- consistent use of terminology, as and where appropriate
- recording and communicating examples of good practice
- undertaking other research on traineeship and other forms of work-based learning at local, regional and national levels on an ongoing basis
- implementation of a promotional campaign for traineeship

Twenty-eight new traineeship programmes were notified to SOLAS in 2018 in areas such as animal care, broadcasting, HGV driving, digital media, and engineering. New traineeships were also developed specifically for people in employment, including, for example, Barista and Supervisory Management. Plans are in place for additional traineeships in 2019 in areas such as Machine Tool Operations, Cleanroom Packaging Operations, and Computer Network Installation and Maintenance.

A promotional campaign will be rolled out in 2019 with the purpose of increasing awareness of traineeships in the FET sector.



SOLAS annual service planning is informed by national policies and strategies and evidence-based analyses of skills demand and labour supply, balanced against the funding allocated to the Further Education and Training Sector

Section 3

Policy and Strategic Framework Underpinning FET Provision

The Tertiary Education Section of the Department of Education and Skills has responsibility for overall policy development and oversight of the FET Sector, which includes delivery of the overall FET Strategy 2014–2019. SOLAS annual service planning is informed by national policies, strategies and evidence based analyses of skills demand and labour supply, all of which are considered within the constraints of the funding allocated to the FET sector.

The Further Education and Training (FET) Strategy 2014–2019

The Further Education and Training Act 2013 stipulates that SOLAS will, every five years, prepare and submit a strategy in respect of further education and training to the Minister for Education and Skills. The first such strategy (Further Education and Training Strategy 2014–2019) was published in May 2014 and set out a comprehensive roadmap for the development of the FET sector. Over the last five years, significant progress has been achieved in the development of the FET sector. The strategy has provided a direction and a focus for the setting of investment priorities, and for the establishment and development of a strong integrated FET sector that meets the needs of the learner, enterprise and the community.

Independent progress review of the FET Strategy

In 2017, SOLAS commissioned an independent progress review of the FET strategy. This high-level review was tasked with considering the FET and labour market operating environment, international FET comparators, the appropriateness and relevance of the strategic goals and objectives, progression of the strategy, and governance and oversight mechanisms. The review highlighted a significant number of key achievements arising from the strategy. These included the rollout of new apprenticeship and traineeship models, the development of the Literacy and Numeracy Strategy, the development of the strategic dialogue process between SOLAS and the ETBs, the advancement of data management systems including the Programme and Learner Support System (PLSS) and Funding Allocations Requests and Reporting (FARR), and the establishment of the National FET Learner Forum.

The Further Education and Training (FET) Strategy 2020–2024

With the current strategy concluding at the end of 2019, work has commenced on the development of a new Further Education and Training Strategy for the period 2020–2024. As part of the initial development process, a public call for submissions alongside a series of one-to-one meetings with key stakeholders from government, education, enterprise, community and the advocacy sectors was undertaken between April and August 2019. In addition, SOLAS began work on gathering intelligence on international Vocational Education and Training (VET) and examples of best practice to complement the new strategy. Clear themes are already emerging, which will underpin the future direction of FET. In addition, SOLAS invited submissions from interested parties and stakeholders through an open consultation process. The process also involves significant ongoing engagement with ETB and ETBI partners. The new strategy will be published in Quarter 1 of 2020.

Action Plan for Education 2019

The Action Plan for Education 2019 reinforced many of the commitments within the FET strategy and set out clear ambitions for Ireland to become the best education and training service in Europe over the next decade. SOLAS is working in partnership with a wide range of stakeholders including ETBs, other Further Education and Training providers and the Department of Education and Skills to realise this ambition.

The SOLAS Corporate Plan 2017–2019

The SOLAS Corporate Plan 2017–2019 aligns FET provision with the needs of the labour market, the promotion of economic growth, and social inclusion. The Plan also takes account of the needs of those seeking to enter the labour market in sectors that are experiencing skills shortages, or where significant employment opportunities exist. The targets agreed between the Minister for Education and Skills and SOLAS within the corporate plan have been used as a foundation in the development of strategic performance agreements with the 16 ETBs.

Ireland's National Skills Strategy 2025

The National Skills Strategy 2025 aims to underpin Ireland's growth as an economy and as a society over the coming years. Through the vision, actions and targets set out, the strategy will support development of a well-educated, well-skilled and adaptable labour force, creating and sustaining a strong pool of talented people of all ages living in Ireland. A fundamental aspect of this strategy is developing synergy between FET and Higher Education (HE).

Future Jobs Ireland 2019

The Government is focused on building a workforce that can meet the economic challenges that will emerge by 2025. Future Jobs Ireland 2019, published by the Department of Business, Enterprise and Innovation (DBEI), seeks a doubling of participation in lifelong learning by 2025 to reach the EU average in terms of the percentage of the population with at least basic digital skills. Further education plays a key role in this by promoting lifelong learning and upskilling.

Climate Action Plan 2019

The Climate Action Plan, published by the Department of Communications, Climate Action and Environment (DCCAE), sets out an ambitious course of action over the coming years to address climate disruption. Ireland's target under the EU Effort Sharing Decision (ESD) is to achieve a 20 per cent reduction in greenhouse gas emissions by 2020. The Expert Group on Future Skills Needs (EGFSN) will examine the skills needs of enterprises to successfully operate in a green-growth and low-carbon economy. Regional Skills Forums will provide an opportunity for employers and education and training providers to work together to meet skills needs in these areas. The FET sector will focus on the provision of the skills needed in the low carbon emission economies and expand existing apprenticeship and traineeship capacity to meet the growing demand for skilled workers in a low carbon economy.

Strategic Framework

Overarching Planning and Funding Parameters and Requirements

The requirements of the core strategic documents listed above are complemented by a series of FET relevant Government and sectoral strategies, focusing on areas including rural and regional development, job creation, active inclusion and workforce upskilling. SOLAS translates these requirements into the comprehensive Overarching Planning and Funding Parameters and Requirements document that is provided to all SOLAS grantees. The Overarching Planning and Funding Parameters and Requirements shape FET provision and are reflected in both the

service planning process and in the 16 ETB strategic performance agreements.

Data Capture

Systems to support the strategic planning process and the capture of data have been developed and are refined on an ongoing basis.

SOLAS uses a number of data capture mechanisms in the management of FET provision:

- Qualitative data is captured through a series of Word and Excel templates.
- Financial data is captured through the FAR 4 planning tool.
- Quantitative data is captured through the Funding Allocation Request and Reporting system (FARR) which is a macro-planning tool that provides an overall view of FET provision.

The Results Capture and Certification Request System (RCCRS) is also a resource for data pertaining to certification and awards.

Quantitative data is also captured through PLSS which provides a suite of tools for FET providers that enables them to manage and administer programme provision. The system has three major components:

- The National Programme Database (NPD)
- The National Course Calendar (NCC)
- The Learner Database

Quantitative data is also available through the Jobseekers Longitudinal Database (JLD) from the Department of Employment Affairs and Social Protection (DEASP), as well as the Quarterly National Household Survey (QNHS) published by the Central Statistics Office (CSO) which includes the official measure of employment and unemployment in the State.

In addition, a data exchange agreement has been signed with the CSO. Through this agreement, robust data on key performance indicators, such as progression rates and employment outcomes, is available to SOLAS. This data will be shared with ETBs and will be used to evaluate performance and inform future FET investment decisions.

Key National Further Education and Training (FET)

Sector Targets 2018–2020

The targets agreed between the Minister for Education and Skills and SOLAS have been used as a foundation in the development of strategic performance agreements with the 16 ETBs, and have provided support for ETBs when planning for a rebalancing of provision over the period 2018–2020.

The national targets set for the FET sector are as follows:

- 10 per cent more learners will secure employment from FET provision that primarily serves the labour market.
- 10 per cent more learners will progress to other further or higher education programmes from provision that is primarily focused on this purpose.
- 10 per cent increase in the rate of certification on FET programmes primarily focused on transversal (social mobility) skills development.
- 10 per cent 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).
- From 2018, for three years to 2020, an average increase of 10,000 learners every year securing relevant qualifications (for example, special purpose awards) in sectors where employment growth exists or skills needs have been identified.
- 30,500 new apprentice and trainee registrations in the period 2017 to 2019 which will represent an increase in registrations from about 6,000 in 2016 to about 12,400 in 2019.

SOLAS recognises that some ETBs will contribute more than others to the achievement of national FET Sector Targets, and this will be a feature of new SOLAS funding arrangements for FET. This approach reflects and takes into account, local conditions over which the ETB has no control, such as different socio-economic profiles within individual ETB catchment areas; different FET learner profiles; different levels and type of unemployment; different types and scale of industry and occupations. SOLAS will collate the individual responses to assess whether, in aggregate, national objectives will be met, and will mediate if required.

Strategic performance agreements

In 2018, the first strategic performance agreements between SOLAS and each of the 16 ETBs were established. These agreements set out the context, strategic priorities and individual ETB contributions to the achievement of key national FET sector targets over the period 2018–2020. They also articulate each ETB's commitment to supporting the implementation of a range of national policies and strategies relevant to FET provision. Furthermore, they identify the key risks and challenges that must be mitigated and addressed in order to ensure successful delivery of these agreements. The agreements are the product of extensive dialogue and engagement between SOLAS and each ETB, with independent input and validation from a panel of experts who have an understanding of Irish and international good practice in FET systems.

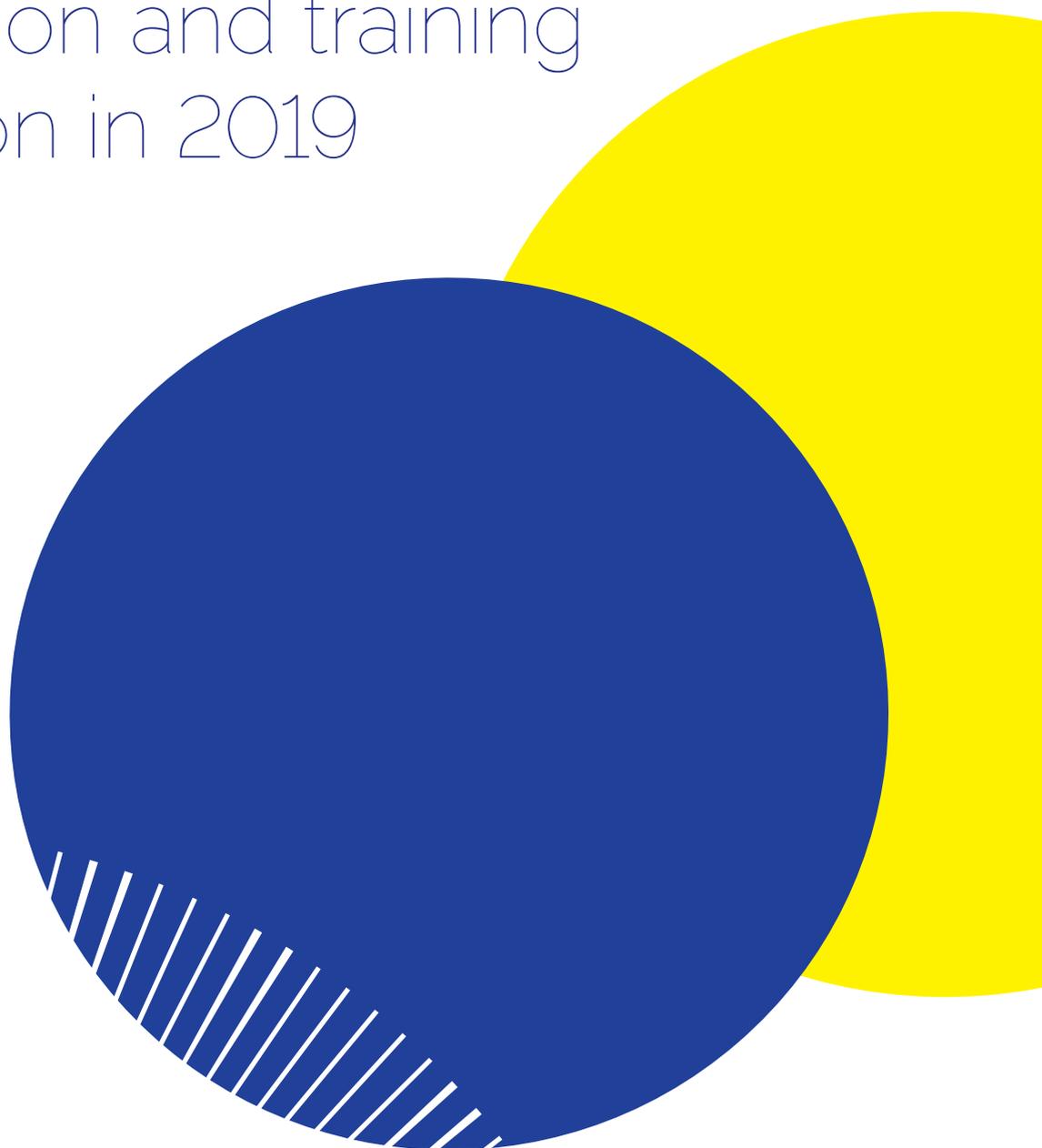
The 16 individual strategic performance agreements cumulatively aspire to achieve the overall national FET sector targets.

Each individual agreement:

- reflects the unique characteristics and needs of the area served by the ETB
- sets out the resources and infrastructure available to the ETB to meet these needs
- summarises the baseline in terms of FET provision
- sets out the ETB's strategic priorities for FET over the three-year period
- identifies the challenges and risks in the context of providing FET
- highlights the contribution to be made by the ETB to deliver on national policies and strategies and individual FET strategy objectives
- identifies and agrees performance estimates and provision targets that take local demographics into account, and supports the achievement of national targets
- identifies planned changes to provision to reflect the evolving needs of the area

The development and evolution of the framework underpinning FET provision processes that commenced in 2014 will continue to evolve. The strategic performance agreements and associated strategic dialogue process will ensure that there is a focused, effective, transparent and dynamic relationship between SOLAS and the ETBs. This relationship can provide a platform for an agile FET sector, maximising its impact on the economy and society. It is expected that these processes will be strengthened over the period to 2020 as new systems come on stream and familiarity with the new strategic approach becomes established.

The 2019 Further Education and Training Services Plan provides for a total budget allocation of €683m which will be made available for SOLAS-funded further education and training provision in 2019



Section 4

Top-Level Analysis of 2019 Funding Allocations and Provision

Budget allocation for 2019

The 2019 FET Services Plan provides for a total budget allocation of €683m. This comprises €430.3m in Exchequer funding, €249.1m from the National Training Fund (NTF), and SOLAS income of €3.6m.

Table 4.1 SOLAS grant allocation for 2019

SOLAS grant allocation for 2019	
SOLAS Grant allocation for 2019 (Exchequer and National Training Fund)	€679.4m
SOLAS income	€3.6m
Total	€683m

Funding allocations

Following provision for SOLAS running costs, SOLAS capital costs and direct programme cost (apprenticeship, eCollege, and construction services, and so on) there is a budget available for distribution of €619.3m.

Table 4.2 provides summary detail of how the grant allocation will be utilised in terms of grants to ETBs and FET grants to non-ETB organisations.

Table 4.2 Total projected expenditure for FET provision 2019

Total projected expenditure for FET provision 2019	
SOLAS direct costs (including eCollege and EGF funding)	€63.4m
SOLAS capital	€0.3m
Total SOLAS costs and capital	€63.7m
Grant allocation after SOLAS direct costs	€619.3m
Total ETB FET grants provision	€595.7m ¹
FET grants to non-ETB organisations	
<i>Other FET Providers</i>	€1.332m
<i>FET support organisations</i>	€4.530m
<i>FET lifelong learning opportunities</i>	€0.199m
<i>FET staff representative organisations</i>	€0.081m
<i>FET CPD provision</i>	€0.508m
<i>EU and other specific organisations</i>	€2.065m
<i>2016+ Apprenticeships (profiled but yet unallocated)</i>	€0.836m
<i>FET support projects</i>	€1.353m
Total FET Grants to non-ETB Organisations	€10.9m
ETB capital grant allocations	€12.7m
Total FET provision and capital grant allocations	€619.3m
Total grant allocation and SOLAS costs	€683.0m

2019 capital funding

A capital budget of €13m is available for 2019. SOLAS capital costs are €0.3m and €1.65m is required to meet capital carryover commitments from 2018. The remaining €11.05m is available for distribution to support 2019 capital investment across ETBs. In line with a more strategic approach to planning and funding, and in recognition of the fact that ETBs are best placed to identify and respond to the most pressing capital needs within their regions, each ETB received a dedicated devolved capital funding allocation in 2019.

The devolved capital funding allocations for each ETB totalling €3.95m was determined using three funding bands reflecting their overall scale.

ETBs with overall funding provision grants of up to €30m received a devolved capital funding allocation of €200,000; ETBs with overall funding provision grants up to €30m received €250,000 and ETBs with overall funding provision grants in excess of €50m received €300,000.

¹ This figure includes Skills to Advance funding

Following the provision for devolved capital funding allocations, the remaining €7.1m was distributed based on specific funding requests received from ETBs. These requests were analysed and prioritised based on funding requirements for emergency health and safety building works, apprenticeship training equipment, non-apprenticeship training equipment, non-training equipment and other projects. The following table provides a breakdown of the total capital funding allocated to each ETB in 2019.

Table 4.3 **Total ETB capital funding allocation 2019**

Total ETB capital funding allocation 2019			
ETB	Devolved funding	Requested funding	Total allocation
CMETB	€200,000	€850,000	€1,050,000
CDETB	€300,000	€490,000	€790,000
CETB	€300,000	€750,000	€1,050,000
DETB	€200,000	€391,000	€591,000
DDLETB	€300,000	€270,000	€570,000
GRETB	€250,000	€400,000	€650,000
KCETB	€200,000	€174,000	€374,000
KETB	€250,000	€271,000	€521,000
KWETB	€250,000	€500,000	€750,000
LOETB	€200,000	€800,000	€1,000,000
LCETB	€300,000	€400,000	€700,000
LWETB	€200,000	€550,000	€750,000
LMETB	€250,000	€445,000	€695,000
MSLETB	€250,000	€100,000	€350,000
TETB	€200,000	€348,000	€548,000
WWETB	€300,000	€360,000	€660,000
Total capital allocation	€3,950,000	€7,099,000	€11,049,000

Analysis of data submitted through the Funding Allocations Requests and Reporting (FARR) System

The following section provides top-level analysis of the 2019 FET grant allocations and projected FET provision in regard to inputs, outputs and outcomes. Throughout this section the term 'course' is used to describe a specific training event, and the term 'programme' is used to define several courses that are aligned or related to particular activities, for example the Apprenticeship Programme, the Skills for Work Programme or the Traineeship Programme.

No single metric can describe the overall picture of FET provision. To aid analysis, the term 'beneficiary' is used to describe the total number of individuals who will benefit from interventions provided through FET funding in a given year, irrespective of whether they are present at the start of the year or join a course during the year.

Consideration must also be given to the degree of participation, as some learners will partake in a full-time course – for example, a 42-week course delivered over an academic year – while others may participate in a part-time course delivered over a number of weeks for five hours a week. Both examples are considered equally when the term 'beneficiary' is used. It is intended that future FET planning processes will encompass analysis of data to determine full-time equivalents within FET provision. This will facilitate a broader picture of the capacity of FET provision.

The Funding Allocations Requests and Reporting (FARR) system was used to capture planning data for 2019 to support the planning and funding process. FARR is a browser-based application linked to a database that captures quantitative data in a questionnaire format. The FARR system, which is now integrated with the PLSS, facilitated the capture of quantitative data by the ETBs to support their 2019 Funding Allocations Requests. The VSCCS and eCollege quantitative planning data is also captured in FARR for 2019.

Data available through the FARR database was collated, and is set out in a series of tables as detailed later in this section. This analysis shows that 2019 planned FET provision is expected to cater for 329,293 beneficiaries (also referred to as learners), which is almost 7 per cent more (21,475) than the reported number in 2018 (307,818). ETBs will cater for nearly all of the increase in planned beneficiaries numbers in 2019 (21,356). The main changes relating to ETBs are in full-time provision, with plans for an estimated 12,655 more beneficiaries in 2019 (11.9 per cent increase) compared to 2018 reported outturn, part-time provision is also expected to increase by 4.8 per cent or 6,478 beneficiaries and Community Education (CE) is expected to cater for 2,223 or 4.5 per cent more beneficiaries.

For full-time provision compared to 2018 reported outturn, post 2016 apprenticeships and traineeships are planning for increased beneficiary numbers respectively of 660 (201 per cent) and 1,579 (14 per cent). The influence of the new Skills to Advance programme is apparent, with initiatives for workforce upskilling embedded across many programmes, together with 865 additional numbers in dedicated courses in response to enterprise and regional skills development needs. Other planned increases in beneficiary numbers are the Vocational Training Opportunities Scheme (VTOS) core by almost 14 per cent (943) and Youthreach by 13 per cent (825).

In response to Post Leaving Certificate (PLC) evaluation recommendations, PLC planning for 2019 had a particular focus on the programme orientation. PLC courses that are clearly defined as having an employment orientation are expected to cater for 36 per cent (12,524) of the planned PLC starters, and progression-oriented courses to cater for 45 per cent (15,616) of the starters. The overall PLC planned beneficiary numbers are higher than the 2018 reported outturn by 13 per cent (7,308), both for ETBs and VSCCS. This is reflected in the planned starter numbers of 36,076 which is a 22.8 per cent (6,704) increase on the reported starters for 2018.

PLC schools and colleges have a tendency to plan for additional courses that are aimed and marketed at potential beneficiaries who may avail of student grant support through Student Universal Support Ireland (SUSI). To ensure inclusion in the SUSI system, the planned starter numbers are assigned to these courses, giving rise to the almost 23 per cent increase in starter numbers compared to the 2018 outturn. The PLC places approved for 2019/2020 academic year is just over 30,000.

For part-time provision, compared to the 2018 reported outturn, the main increases in beneficiary numbers are for English for Speakers of Other Languages (ESOL) 16.5 per cent (2,539), Adult Literacy 11.5 per cent (4,058), BTEI 5.2 per cent (1,827), Community Education 4.5 per cent (2,223) and Skills for Work 22 per cent (725). Recognition of Prior Learning (RPL) has been introduced as a programme category supporting individuals to attain accreditation based on their work history and qualifications. In 2019 ETBs expect to support 246 beneficiaries through RPL. In addition, Skills to Advance (Route 1 – Direct employee access) aims to support 1,410 learners through FET provision in 2019.

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

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Further Education and Training outputs and outcomes

To support understanding of the concept of outputs and outcomes, explanatory notes are presented below.

Further Education and Training outputs

FET retention

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

The term retention describes those who are estimated to be retained past 25 per cent of the course duration

(for example, have left the course early) in 2019. In the tables that follow, the percentage retention for beneficiaries is calculated as follows: the number of beneficiaries completing more than 25 per cent of the course duration and content, divided by the total number of beneficiaries.

FET completion

To understand the population base for the outputs and outcomes values from FET provision in 2019, it is necessary to establish the number of learners retained on courses that are scheduled to finish (complete) in 2019. The concept of both 'scheduled course completion' and the concept of 'individual learner completion' on these courses need to be considered.

FET courses can span a two year period. In relation to 'scheduled programme completion':

- some of the courses funded in 2019 commenced prior to 2019 and will complete in 2019
- some of the courses funded in 2019 will commence in 2019 and will complete in 2019
- some courses funded in 2019 will commence in 2019 and will complete after 2019

Only learners that are estimated to complete/finish in 2019 will be considered in the calculation of completion values for 2019.

In relation to 'individual learner completion' on courses scheduled to complete in 2019, the following must be considered:

- Learners who will fully complete a course
- Learners who will partially complete a course of study – that is, have completed a significant portion of a course but left/exited prior to its completion and may have some success level in terms of outputs and outcomes
- Learners who will complete a course after 2019 and, therefore, will not be included in the 2019 completion values

Where the tables in Section 3 refer to the percentage for completion, it is calculated by: the number of learners/beneficiaries estimated to finish/complete in 2019 less the estimated number of learners that have left the course early.

Taking into account the 'completion statistics' is important, as they form the population base for determining all the other output and outcomes values for 2019 FET provision.

FET accreditation

The term 'accreditation' describes the number of beneficiaries on courses that are scheduled to finish in 2019 and who will achieve certification by the end of the course.

The percentage certification rate is calculated based on the above number of beneficiaries on accredited courses

that are estimated/expected to achieve certification, either QQI full or component awards and/or other awarding body (non-QQI) awards, divided by the number of beneficiaries that will complete the course in 2019.

Further Education and Training outcomes

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

FET into employment

The term 'into employment' describes the number of beneficiaries who will enter employment after participating on a course.

The percentage is calculated by: the number of beneficiaries who will complete a course in 2019 and are estimated/expected to enter employment on either a full-time, part-time or self-employment basis, (excluding apprenticeship completers, as they are already employed and community education completers, as the course is not an active FET employment programme), divided by the number of beneficiaries that will complete their course of study in 2019.

FET progressing to another course in FET or HET

The term 'progressing to another course in FET or HET' describes the number of beneficiaries who complete their course and progress to a Further Education and Training (FET) or Higher Education and Training (HET) course after their 2019 FET course participation. The percentage numbers of beneficiaries progressing to another course in FET or HET is divided by the number of beneficiaries that will complete their course of study in 2019.

FET personal progression

The term 'personal progression' describes the number of beneficiaries who complete their course and progress on a personal level – for example through either voluntary work or an employment scheme. The percentage numbers of beneficiaries achieving personal progression are calculated without the inclusion of apprenticeship completers by dividing the number of learners achieving a personal progression by the number of beneficiaries that will complete their course of study in 2019.

Table 4.4 provides estimated data for FET provision inputs and outputs for 2019. The table provides detail regarding estimated numbers provided by the ETBs, VSCCS, NALA, Irish Deaf Society and eCollege, for 2019. The data is presented by provider on a part-time and full-time basis.

Notes

Tables 4.4 and 4.5 are views of the data pertaining to projected provision for 2019 by FET providers and programmes respectively. The data is presented on a

full-time, part-time and community education basis. The data also includes the number of projected starters and beneficiaries, and percentage analysis of projected data relating to retained starters and completers.

Table 4.4 provides a breakdown of beneficiary numbers and grant allocations by ETB and other FET providers for 2019. Estimated numbers of starters, completers and certification rates on a full-time, part-time and community education basis by ETB and other providers

are presented. Funding figures do not include the full cost of PLC provision (please refer to budget allocations later in this section).

The percentage analysis of starters retained and completers achieving accreditation is based on the planning data entered in FARR. The retained beneficiaries calculations are based on the early-leaver estimates recorded in FARR.

Table 4.4 **Education and Training Boards and other FET providers: Overview of provision inputs and outputs 2019**

Education and Training Boards and other FET providers: Overview of provision inputs and outputs 2019								
FET Provision in 2019		Estimate of Inputs in 2019				Estimate of Outputs in 2019		
Provider	Provision Type	Number of Beneficiaries			Funding	Retention	Completion	Accreditation
		Enrolled/ Started on 1st January 2019	Starting Courses During 2019	Beneficiaries of FET Provision in 2019	Funding for FET Provision in 2019	Percentage of Beneficiaries retained on their course during 2019	Percentage of retained learners/ beneficiaries scheduled to finish courses in 2019	Accreditation rate for learners/ beneficiaries completing courses in 2019
Cavan and Monaghan ETB	Full-time	1,747	2,658	4,405	€11,765,283	92.1%	53.7%	90.5%
	Part-time	468	6,483	6,951	€2,671,321	72.5%	78.0%	56.9%
	Community Education	58	1,463	1,521	€415,818	79.9%	89.7%	1.6%
	Innovation projects				€190,446			
	Provision supports				€352,410			
	ETB FET operational costs, staff pay & overheads				€2,731,269			
	ETB Guidance services				€406,913			
	Profiled but unallocated				€0			
		2,273	10,604	12,877	€18,533,460			
City of Dublin ETB	Full-time	9,101	13,623	22,724	€57,898,000	91.1%	57.7%	77.4%
	Part-time	4,262	18,491	22,753	€8,877,000	88.0%	72.4%	34.8%
	Community Education	861	7,537	8,398	€2,176,000	95.4%	82.6%	8.2%
	Innovation projects				€1,430,000			
	Provision supports				€145,000			
	ETB FET operational costs, staff pay & overheads				€9,697,000			
	ETB Guidance services				€471,000			
	Profiled but unallocated				€0			
		14,224	39,651	53,875	€80,694,000			
Cork ETB	Full-time	5,102	10,760	15,862	€34,119,253	93.4%	67.3%	67.0%
	Part-time	2,457	7,847	10,304	€4,850,088	85.2%	78.4%	46.9%
	Community Education	192	4,646	4,838	€1,193,000	87.4%	86.8%	3.8%
	Innovation projects				€331,000			
	Provision supports				€1,333,090			
	ETB FET operational costs, staff pay & overheads				€8,452,855			
	ETB Guidance services				€430,000			
	Profiled but unallocated				€0			
		7,751	23,253	31,004	€50,709,286			
Donegal ETB	Full-time	802	1,495	2,297	€13,772,160	92.1%	63.5%	78.6%
	Part-time	1,233	3,025	4,258	€2,201,298	88.1%	84.4%	50.7%
	Community Education	255	4,322	4,577	€404,940	100.0%	98.9%	2.1%
	Innovation projects				€0			
	Provision supports				€440,380			
	ETB FET operational costs, staff pay & overheads				€5,039,610			
	ETB Guidance services				€241,612			
	Profiled but unallocated				€0			
		2,290	8,842	11,132	€22,100,000			

Table 4.4 ctd

Education and Training Boards and other FET Providers: Overview of Provision Inputs and Outputs 2019								
FET Provision in 2018		Estimate of Inputs in 2019				Estimate of Outputs in 2019		
Provider	Provision Type	Number of Beneficiaries			Funding	Retention	Completion	Accreditation
		Enrolled/ Started on 1st January 2019	Starting Courses During 2019	Beneficiaries of FET Provision in 2019	Funding for FET Provision in 2019	Percentage of Beneficiaries retained on their course during 2019	Percentage of retained learners/ beneficiaries scheduled to finish courses in 2019	Accreditation rate for learners/ beneficiaries completing courses in 2019
Dublin and Dun Laoghaire ETB	Full-time	4,776	8,221	12,997	€38,528,603	85.2%	68.0%	83.8%
	Part-time	1,730	10,567	12,297	€7,900,322	83.0%	82.8%	49.0%
	Community Education	68	4,696	4,764	€1,587,906	76.9%	99.7%	1.4%
	Innovation projects				€0			
	Provision supports				€486,250			
	ETB FET operational costs, staff pay & overheads				€11,413,690			
	ETB Guidance services				€707,171			
	Profiled but unallocated				€136,316			
		6,574	23,484	30,058	€60,760,257			
Galway and Roscommon ETB	Full-time	2,435	4,407	6,842	€23,811,988	88.4%	50.2%	78.0%
	Part-time	2,139	9,667	11,806	€5,656,779	82.3%	80.7%	52.0%
	Community Education	81	4,120	4,201	€520,275	88.7%	97.2%	0.2%
	Innovation projects				€169,400			
	Provision supports				€1,027,935			
	ETB FET operational costs, staff pay & overheads				€4,074,524			
	ETB Guidance services				€289,100			
	Profiled but unallocated				€0			
		4,655	18,194	22,849	€35,550,001			
Kerry ETB	Full-time	1,579	2,502	4,081	€18,122,495	89.3%	58.5%	63.6%
	Part-time	1,087	3,760	4,847	€1,317,150	84.5%	89.0%	54.6%
	Community Education	0	1,756	1,756	€219,800	88.7%	101.1%	0.0%
	Innovation projects				€0			
	Provision supports				€678,147			
	ETB FET operational costs, staff pay & overheads				€7,666,580			
	ETB Guidance services				€195,828			
	Profiled but unallocated				€0			
		2,666	8,018	10,684	€28,200,000			
Kildare and Wicklow ETB	Full-time	2,269	4,363	6,632	€24,215,550	91.6%	51.0%	81.1%
	Part-time	935	7,212	8,147	€3,492,671	87.3%	76.1%	45.6%
	Community Education	66	1,167	1,233	€513,061	89.9%	87.7%	5.0%
	Innovation projects				€0			
	Provision supports				€170,200			
	ETB FET operational costs, staff pay & overheads				€2,349,480			
	ETB Guidance services				€459,087			
	Profiled but unallocated				€0			
		3,270	12,742	16,012	€31,200,049			
Kilkenny and Carlow ETB	Full-time	1,635	2,365	4,000	€13,675,315	83.1%	56.8%	77.5%
	Part-time	983	2,785	3,768	€2,557,071	88.3%	78.5%	43.2%
	Community Education	17	2,016	2,033	€345,000	94.6%	95.6%	9.1%
	Innovation projects				€0			
	Provision supports				€290,500			
	ETB FET operational costs, staff pay & overheads				€1,582,114			
	ETB Guidance services				€650,000			
	Profiled but unallocated				€0			
		2,635	7,166	9,801	€19,100,000			

Table 4.4 ctd

Education and Training Boards and other FET Providers: Overview of Provision Inputs and Outputs 2019								
FET Provision in 2018		Estimate of Inputs in 2019				Estimate of Outputs in 2019		
Provider	Provision Type	Number of Beneficiaries			Funding	Retention	Completion	Accreditation
		Enrolled/ Started on 1st January 2019	Starting Courses During 2019	Beneficiaries of FET Provision in 2019	Funding for FET Provision in 2019	Percentage of Beneficiaries retained on their course during 2019	Percentage of retained learners/ beneficiaries scheduled to finish courses in 2019	Accreditation rate for learners/ beneficiaries completing courses in 2019
Laois and Offaly ETB	Full-time	872	1,486	2,358	€13,754,204	82.9%	55.9%	97.0%
	Part-time	2,746	5,884	8,630	€1,750,772	76.3%	64.8%	51.2%
	Community Education	45	421	466	€213,000	78.5%	95.1%	4.3%
	Innovation projects				€0			
	Provision supports				€213,724			
	ETB FET operational costs, staff pay & overheads				€3,938,300			
	ETB Guidance services				€230,000			
	Profiled but unallocated				€0			
		3,663	7,791	11,454	€20,100,000			
Limerick and Clare ETB	Full-time	2,861	5,063	7,924	€36,768,011	94.2%	59.5%	62.9%
	Part-time	2,146	10,443	12,589	€5,910,950	84.0%	79.4%	46.4%
	Community Education	26	4,509	4,535	€854,306	92.4%	100.2%	0.1%
	Innovation projects				€305,555			
	Provision supports				€2,193,435			
	ETB FET operational costs, staff pay & overheads				€9,755,329			
	ETB Guidance services				€671,164			
	Profiled but unallocated				€0			
		5,033	20,015	25,048	€56,458,750			
Longford and Westmeath ETB	Full-time	1,124	2,372	3,496	€17,819,406	64.0%	67.5%	71.3%
	Part-time	1,303	2,978	4,281	€2,794,932	83.8%	71.7%	47.8%
	Community Education	30	238	268	€244,982	95.1%	96.9%	5.7%
	Innovation projects				€0			
	Provision supports				€141,000			
	ETB FET operational costs, staff pay & overheads				€3,849,555			
	ETB Guidance services				€350,125			
	Profiled but unallocated				€0			
		2,457	5,588	8,045	€25,200,000			
Louth and Meath ETB	Full-time	3,068	5,387	8,455	€22,959,976	87.4%	59.9%	59.4%
	Part-time	1,371	8,835	10,206	€3,605,896	83.8%	79.7%	30.3%
	Community Education	53	3,080	3,133	€420,043	88.6%	95.5%	15.2%
	Innovation projects				€191,066			
	Provision supports				€719,775			
	ETB FET operational costs, staff pay & overheads				€4,645,918			
	ETB Guidance services				€431,809			
	Profiled but unallocated				€0			
		4,492	17,302	21,794	€32,974,483			
Mayo Sligo and Leitrim ETB	Full-time	1,926	3,324	5,250	€23,561,426	91.0%	61.8%	68.3%
	Part-time	861	6,332	7,193	€3,483,133	84.5%	97.0%	55.8%
	Community Education	35	4,350	4,385	€574,000	92.7%	98.2%	1.1%
	Innovation projects				€50,000			
	Provision supports				€763,779			
	ETB FET operational costs, staff pay & overheads				€4,423,400			
	ETB Guidance services				€444,263			
	Profiled but unallocated				€0			
		2,822	14,006	16,828	€33,300,001			

Table 4.4 ctd

Education and Training Boards and other FET Providers: Overview of Provision Inputs and Outputs 2019								
FET Provision in 2018		Estimate of Inputs in 2019				Estimate of Outputs in 2019		
Provider	Provision Type	Number of Beneficiaries			Funding	Retention	Completion	Accreditation
		Enrolled/ Started on 1st January 2019	Starting Courses During 2019	Beneficiaries of FET Provision in 2019	Funding for FET Provision in 2019	Percentage of Beneficiaries retained on their course during 2019	Percentage of retained learners/ beneficiaries scheduled to finish courses in 2019	Accreditation rate for learners/ beneficiaries completing courses in 2019
Tipperary ETB	Full-time	1,303	1,945	3,248	€18,173,988	86.9%	66.1%	78.1%
	Part-time	1,035	4,171	5,206	€3,425,732	71.3%	77.5%	53.9%
	Community Education	0	3,432	3,432	€526,322	75.2%	83.5%	1.7%
	Innovation projects				€18,000			
	Provision supports				€310,000			
	ETB FET operational costs, staff pay & overheads				€2,051,353			
	ETB Guidance services				€295,000			
	Profiled but unallocated				€0			
		2,338	9,548	11,886	€24,800,395			
Waterford and Wexford ETB	Full-time	3,046	5,219	8,265	€37,851,133	87.6%	47.5%	58.3%
	Part-time	2,923	4,895	7,818	€5,610,786	89.5%	70.3%	37.0%
	Community Education	261	1,356	1,617	€670,500	82.8%	82.4%	1.2%
	Innovation projects				€546,960			
	Provision supports				€2,009,295			
	ETB FET operational costs, staff pay & overheads				€7,931,890			
	ETB Guidance services				€429,300			
	Profiled but unallocated				€0			
		6,230	11,470	17,700	€55,049,864			
Total ETB Provision		73,373	237,674	311,047	€594,730,546			
Voluntary Secondary and Community and Comprehensive Schools*	Full-time	1,243	1,663	2,906	€326,400	93.8%	47.5%	96.4%
	Part-time	310	588	898	€372,511	90.3%	68.4%	67.7%
	Total	1,553	2,251	3,804	€698,911			
Irish Deaf Society	Full-time	195	334	529	€317,144	100.0%	93.6%	42.2%
NALA	Part-time	0	1,130	1,130	€200,000	100.0%	100.0%	94.1%
Total additional provision		195	1,464	1,659	€517,144			
eCollege**	Part-time	6,317	6,466	12,783	€1,850,000	59.0%	59.0%	46.1%
Total national programmes provision		6,317	6,466	12,783	€1,850,000			
FET Provision totals	Full-time	45,084	77,187	122,271	€407,440,336	89.14%	59.32%	73.42%
	Part-time	34,306	121,559	155,865	€68,528,411	83.66%	81.16%	33.46%
	Community Education	2,048	49,109	51,157	€10,878,953	89.12%	92.71%	3.78%
	Voluntary Secondary and Community and Comprehensive Schools				€698,911			
	Innovation projects				€3,232,427			
	Provision supports				€11,274,920			
	ETB FET operational costs, staff pay & overheads				€89,602,867			
	ETB Guidance services				€6,702,372			
	Profiled but unallocated				€136,316			
Totals		81,438	247,855	329,293	€597,796,601			

* Voluntary Secondary and Community and Comprehensive Schools PLC enhanced capitation only

** eCollege funded through SOLAS allocation

Table 4.5 presents information on provision inputs and outputs on a programme basis. The information is in relation to full-time, part-time and community education provision across FET programmes. The table provides an overview of the planned numbers relating to FET Provision for 2019 for ETBs, VSCCS, NALA, Irish Deaf Society and eCollege. In addition, the funding allocations are outlined for 2019 and 2018 with a comparative analysis of the data. This table indicates

that the estimated overall total number of beneficiaries of FET provision for 2019 will be 329,293 at a total cost of €597,796,601. The estimated overall beneficiary number of 329,293 includes the projected number of starters in 2019 of 247,855. This table also provides information on the estimated retention, completion and accreditation rates across the Education and Training Boards and other providers by programme for 2019.

Table 4.5 Overview of FET provision: Inputs, outputs and funding allocation for 2019

Overview of FET provision: Inputs, outputs and funding allocation for 2019								
All providers	Planned Inputs			Funding allocations		Output analysis 2019		
Programme	Enrolled as @ 01/01/2019	Projected starters during 2019	Total beneficiaries projected for 2019	2018 Funding allocation	2019 Funding allocation	Projected % of Beneficiaries Retained on all Courses	Projected % of Completers (full & partial) with an Outcome	Projected % of Completers (full & partial) on all Courses achieving Certification
2016 + Apprenticeships	221	767	988	€3,040,616	€7,014,241	93%	95%	73%
Apprenticeship Phase 7	811	1,606	2,417	€0	€0	98%	90%	92%
Apprenticeship Phases 2/4/6	1,545	9,640	11,185	€64,267,935	€75,273,964	87%	67%	6%
Blended Training	224	293	517	€1,044,169	€558,563	91%	55%	75%
Bridging and Foundation Training	148	399	547	€735,408	€1,009,370	86%	58%	36%
Community Training Centres	1,486	1,592	3,078	€33,204,933	€33,966,632	69%	62%	66%
Justice Workshops	114	176	290	€747,217	€768,066	68%	68%	71%
Local Training Initiatives	1,420	1,972	3,392	€23,003,876	€21,354,979	83%	69%	81%
PLC (pre-2019)	26,009	2,510	28,519	€6,974,082	€7,921,488	99%	86%	91%
PLC - Employment Oriented*∅	99	12,425	12,524		€0	86%	56%	64%
PLC - Not determined*∅	0	3,577	3,577		€0	87%	70%	21%
PLC - Pre-Apprenticeship*∅	11	285	296		€0	86%	73%	73%
PLC - Progression Oriented*∅	72	15,616	15,688		€0	88%	41%	59%
Specialist Training Providers	1,757	1,853	3,610	€45,736,130	€45,032,290	86%	72%	79%
Specific Skills Training	1,757	8,487	10,244	€42,615,421	€33,124,066	84%	75%	84%
STA Route 2 - Enterprise*∅	24	569	593		€3,755,311	86%	33%	80%
STA Route 3 - Regional & Sectoral*∅	0	272	272		€3,200,506	96%	42%	69%
Traineeship Employed	119	622	741	€0	€734,493	95%	0%	60%
Traineeship Training	2,000	3,465	5,465	€37,655,963	€36,353,742	86%	78%	83%
VTOS Core	3,041	4,680	7,721	€71,722,823	€69,784,551	88%	82%	88%
Youthreach	2,788	4,384	7,172	€66,335,038	€66,944,529	82%	69%	62%
ETB Full-time Programmes Total	43,646	75,190	118,836	€397,083,611	€406,796,792	89%	77%	73%

Table 4.5 ctd

Overview of FET provision: Inputs, outputs and funding allocation for 2019								
All providers	Planned Inputs			Funding allocations		Output analysis 2019		
Programme	Enrolled as @ 01/01/2019	Projected starters during 2019	Total beneficiaries projected for 2019	2018 Funding allocation	2019 Funding allocation	Projected % of Beneficiaries Retained on all Courses	Projected % of Completers (full & partial) with an Outcome	Projected % of Completers (full & partial) on all Courses achieving Certification
Adult Literacy	8,307	31,003	39,310	€26,312,079	€25,201,424	85%	65%	34%
BTEI Groups	10,614	26,626	37,240	€30,924,392	€24,902,206	83%	73%	77%
ESOL	3,724	14,212	17,936	€2,341,231	€3,619,471	79%	61%	27%
Evening Training	605	14,730	15,335	€5,562,679	€5,295,392	86%	42%	65%
FET Co-operation Hours	3,665	17,096	20,761	€0	€0	84%	51%	13%
ITABE	70	2,518	2,588	€1,569,483	€1,595,775	84%	71%	31%
Libraries Training	0	0	0	€11,500	€0	0%	0%	0%
RPL [∅]	49	197	246		€167,000	100%	27%	99%
Refugee Resettlement	205	953	1,158	€2,991,243	€2,581,007	86%	74%	13%
Skills for Work	280	3,734	4,014	€2,532,281	€2,743,625	87%	55%	34%
STA Route 1 - Direct [∅]	12	1,398	1,410		€2,728,751 ^{**}	97%	77%	86%
Voluntary Literacy Tuition	148	908	1,056	€0	€0	80%	70%	1%
Community Education (Variable time)	2,048	49,109	51,157	€10,869,060	€10,878,953	89%	44%	4%
ETB Part-time/ Variable time Programmes Total	29,727	162,484	192,211	€83,113,948	€76,984,852	85%	56%	32%
VSCCS PLC (pre-2019)	1,243	16	1,259	€320,000	€326,400	99%	94%	97%
VSCCS PLC - Employment Oriented [∅]	0	545	545			89%	88%	100%
VSCCS PLC - Not determined [∅]	0	234	234			85%	43%	43%
VSCCS PLC - Pre-Apprenticeship [∅]	0	0	0			0%	0%	0%
VSCCS PLC - Progression Oriented [∅]	0	868	868			91%	74%	100%
VSCCS Full-time Programmes Total	1,243	1,663	2,906	€320,000	€326,400	94%	93%	96%
VSCCS BTEI	310	588	898	€396,487	€372,511	90%	93%	68%
VSCCS Part-time Programmes Total	310	588	898	€396,487	€372,511	90%	93%	68%
All PLC Programmes Total	27,434	36,076	63,510	€7,294,082	€8,247,888	93%	86%	91%
All BTEI Programmes Total	10,924	27,214	38,138	€31,320,879	€25,274,717	83%	73%	77%

Table 4.5 ctd

Overview of FET provision: Inputs, outputs and funding allocation for 2019								
All providers	Planned Inputs			Funding allocations		Output analysis 2019		
Programme	Enrolled as @ 01/01/2019	Projected starters during 2019	Total beneficiaries projected for 2019	2018 Funding allocation	2019 Funding allocation	Projected % of Beneficiaries Retained on all Courses	Projected % of Completers (full & partial) with an Outcome	Projected % of Completers (full & partial) on all Courses achieving Certification
Irish Deaf Society (f/t)	195	334	529	€241,000	€317,144	100%	34%	42%
Other Full-time Programmes Total	195	334	529	€241,000	€317,144	100%	34%	42%
All Full-time Programmes Total	45,084	77,187	122,271	€397,644,611	€407,440,336	89%	77%	73%
NALA Write on (p/t)	0	1,130	1,130	€260,000	€200,000	100%	30%	94%
Online Learning (eCollege) (p/t)	6,317	6,466	12,783	€1,972,000	€1,850,000	59%	49%	46%
Other Part-time Programmes Total	6,317	7,596	13,913	€2,232,000	€2,050,000	62%	45%	56%
All Part-time Programmes Total	36,354	170,668	207,022	€85,742,435	€79,407,363	84%	56%	33%
Voluntary Secondary and Community and Comprehensive Schools				€716,487	€698,911			
Innovation Projects					€3,232,427			
ETB Provision Supports					€11,274,920			
ETB FET Operational Costs, Staff Pay & Overheads.				€79,197,598	€89,602,867			
ETB Guidance Service				€6,849,769	€6,702,372			
Profiled but Unallocated				€150,074	€136,316			
Total All Programmes	81,438	247,855	329,293	€569,584,487	€597,796,601			

*PLC funding relates to all PLC categories

** Skills to Advance - Dispersed route 1 - funding presented and not included in total.

◇ New Programme categories

Table 4.6 Estimate of changes in FET Programme provision planned for 2019 compared to 2018 reported outturn

Changes in FET Programme Provision Planned for 2019 Compared to 2018 Reported Outturn									
All providers	Planned inputs 2019		Reported outturn		Funding allocation		Analysis of variance		
Programme	Projected Starters during 2019	Total Beneficiaries Projected for 2019	Total Reported Starters Outturn of FET Provision for 2018	Total Reported Beneficiaries Outturn of FET Provision for 2018	2018 Funding Allocation	2019 Funding Allocation	Percentage Variance of 2018 Reported Outturn V Planned 2019 Starters	Percentage Variance of Reported Outturn 2018 V Planned 2019 Beneficiaries	Percentage Variance of 2018 V 2019 Funding Allocations
Full Time Provision									
2016+ Apprenticeships	767	988	287	328	€3,040,616	€7,014,241	167%	201%	131%
Apprenticeship Phases 7	1,606	2,417	1,864	2,046			-14%	18%	0%
Apprenticeship Phases 2/4/6	9,640	11,185	8,949	10,090	€64,267,935	€75,273,964	8%	11%	17%
Blended Training	293	517	449	655	€1,044,169	€558,563	-35%	-21%	-47%
Bridging and Foundation Training	399	547	497	615	€735,408	€1,009,370	-20%	-11%	37%
Community Training Centres	1,592	3,078	1,600	3,142	€33,204,933	€33,966,632	-1%	-2%	2%
Justice Workshops	176	290	141	217	€747,217	€768,066	25%	34%	3%
Local Training Initiatives	1,972	3,392	1,906	3,541	€23,003,876	€21,354,979	3%	-4%	-7%
PLC (pre-2019)*	2,510	28,519	28,064	53,653	€6,974,082	€7,921,488	-91%	-47%	14%
PLC - Employment Oriented	12,425	12,524	0	0			0%	0%	0%
PLC - Not determined	3,577	3,577	0	0			0%	0%	0%
PLC - Pre-Apprenticeship	285	296	0	0			0%	0%	0%
PLC - Progression Oriented	15,616	15,688	0	0			0%	0%	0%
Specialist Training Programmes	1,853	3,610	1,728	3,671	€45,736,130	€45,032,290	7%	-2%	-2%
Specific Skills Training	8,487	10,244	7,824	10,456	€42,615,421	€33,124,066	8%	-2%	-22%
Skills to Advance Route 2	569	593	10	10		€3,755,311	5590%	5830%	0%
Skills to Advance Route 3	272	272	5	5		€3,200,506	5340%	5340%	0%
Traineeship Employed	622	741	153	153		€734,493	307%	384%	0%
Traineeship Training	3,465	5,465	2,915	4,474	€37,655,963	€36,353,742	19%	22%	-3%
VTOS	4,680	7,721	3,728	6,778	€71,722,823	€69,784,551	26%	14%	-3%
Youthreach	4,384	7,172	3,822	6,347	€66,335,038	€66,944,529	15%	13%	1%
ETB Full-time Programmes Total	75,190	118,836	63,942	106,181	€397,083,611	€406,796,792	18%	12%	2%
Part-time Provision									
Adult Literacy	31,003	39,310	29,003	35,252	€26,312,079	€25,201,424	7%	12%	-4%
BTEI Groups	26,626	37,240	25,883	35,413	€30,924,392	€24,902,206	3%	5%	-19%
ESOL	14,212	17,936	13,262	15,397	€2,341,231	€3,619,471	7%	16%	55%
Evening Training	14,730	15,335	14,407	14,860	€5,562,679	€5,295,392	2%	3%	-5%
FET Co-operation Hours	17,096	20,761	19,347	25,235	€0	€0	-12%	-18%	0%
ITABE	2,518	2,588	2,638	2,754	€1,569,483	€1,595,775	-5%	-6%	2%
Libraries Training	0	0	0	0	€11,500	€0	0%	0%	-100%
Recognition of Prior Learning	197	246	78	87	€0	€167,000	153%	183%	0%
Refugee Resettlement	953	1,158	905	1,196	€2,991,243	€2,581,007	5%	-3%	-14%

Table 4.6 ctd

Changes in FET Programme Provision Planned for 2019 Compared to 2018 Reported Outturn									
All providers	Planned inputs 2019		Reported outturn		Funding allocation		Analysis of variance		
Programme	Projected starters during 2019	Total beneficiaries projected for 2019	Total reported Starters outturn of FET provision for 2018	Total reported beneficiaries outturn of FET provision for 2018	2018 funding allocation	2019 funding allocation	Percentage variance of 2018 reported outturn versus planned 2019 starters	Percentage variance of reported outturn 2018 versus Planned 2019 beneficiaries	Percentage variance of 2018 versus 2019 funding allocations
Skills for Work	3,734	4,014	3,062	3,289	€2,532,281	€2,743,625	22%	22%	8%
Skills to Advance Route 1**	1,398	1,410	27	27	€0	€2,728,751**	5078%	5122%	0%
Voluntary Literacy Tuition	908	1,056	956	1,066	€0	€0	-5%	-1%	0%
Community Education (Variable Time)	49,109	51,157	47,408	48,934	€10,869,060	€10,878,953	4%	5%	0%
ETB Part-time/ Variable Time Programmes Total	162,484	192,211	156,976	183,510	€83,113,948	€76,984,852	4%	5%	-7%
VSCCS Provision									
VSCCS PLC	16	1,259	1,308	2,549	€320,000	€326,400	-99%	-51%	2%
VSCCS PLC - Employment Oriented	545	545	0	0	€0	€0	0%	0%	0%
VSCCS PLC - Not determined	234	234	0	0	€0	€0	0%	0%	0%
VSCCS PLC - Pre-Apprenticeship	0	0	0	0	€0	€0	0%	0%	0%
VSCCS PLC - Progression Oriented	868	868	0	0	€0	€0	0%	0%	0%
VSCCS Full-time Programmes Total	1,663	2,906	1,308	2,549	€320,000	€326,400	27%	14%	2%
VSCCS BTEI	588	898	438	700	€396,487	€372,511	34%	28%	-6%
VSCCS Part-time Programmes Total	588	898	438	700	€396,487	€372,511	34%	28%	-6%
Total VSCCS Provision	2,251	3,804	1,746	3,249	€716,487	€698,911	29%	17%	-2%
National Programmes Provision									
Online Learning (eCollege) (p/t)	6,466	12,783	8,355	13,859	€1,972,000	€1,850,000	-23%	-8%	-6%
National Programmes Part-time Total	6,466	12,783	8,355	13,859	€1,972,000	€1,850,000	-23%	-8%	-6%
Other Programme Provision									
Irish Deaf Society (f/t)	334	529	161	161	€241,000	€317,144	107%	229%	32%
NALA Write on (p/t)	1,130	1,130	858	858	€260,000	€200,000	32%	32%	-23%
Other Programme Provision Total	1,464	1,659	1,019	1,019	€501,000	€517,144	44%	63%	3%
Voluntary Secondary and Community and Comprehensive Schools					€716,487	€698,911			
ETB Guidance service					€6,849,769	€6,702,372			
ETB FET operational costs, staff pay & overheads					€79,197,598	€89,602,867			
Innovation projects					€0	€3,232,427			
ETB provision supports					€0	€11,274,920			
Profiled but unallocated					€150,074	€136,316			
Total All Programmes	247,855	329,293	232,038	307,818	€569,584,487	€597,796,601			

* PLC funding relates to all PLC categories

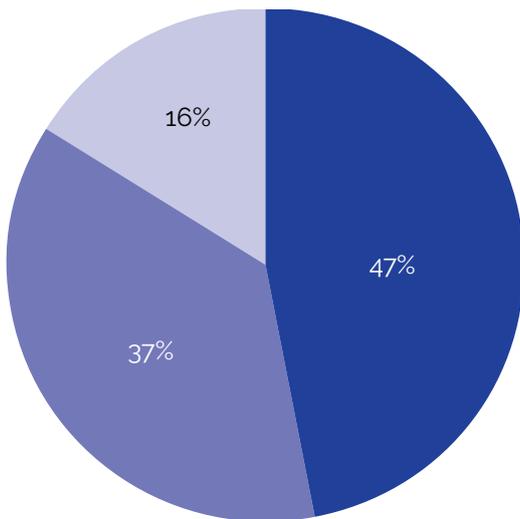
** Skills to Advance - Dispersed route 1 - funding presented and not included in total.

FET provision and outcomes for 2019

The charts below provide information on FET provision outcomes with a focus on estimates-related beneficiary, completion/exit, and progression outcomes for 2019.

Chart 4.1 provides overall data in percentage terms in relation to the estimated number of beneficiaries expected to participate in FET programmes in 2019 on a full-time, part-time basis and through community education.

Chart 4.1: Estimated percentages of beneficiaries expected to participate in FET programmes in 2019 by provision type



- All Full-time Programmes
- All Part-time Programmes
- Community Education Total

Note: The data represents the projected figures provided by FET providers for 2019.

Estimate of FET outputs for beneficiary completions/exits during 2019

Chart 4.2 presents a breakdown, in percentage terms, of estimated completions and exits of total beneficiaries in full-time, part-time and community education programmes.

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

- 53 per cent of beneficiaries will be 'full completers'
- 10 per cent of beneficiaries will be 'partial completers'
- 14 per cent of beneficiaries will be 'early leavers'
- 23 per cent of beneficiaries will not complete in 2019 and will continue their studies into 2020.

4.2 Estimate of FET outputs for beneficiary completions/exits during 2019 by provision type

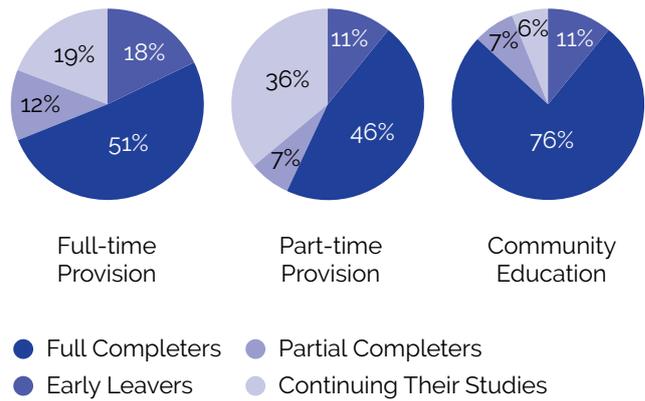
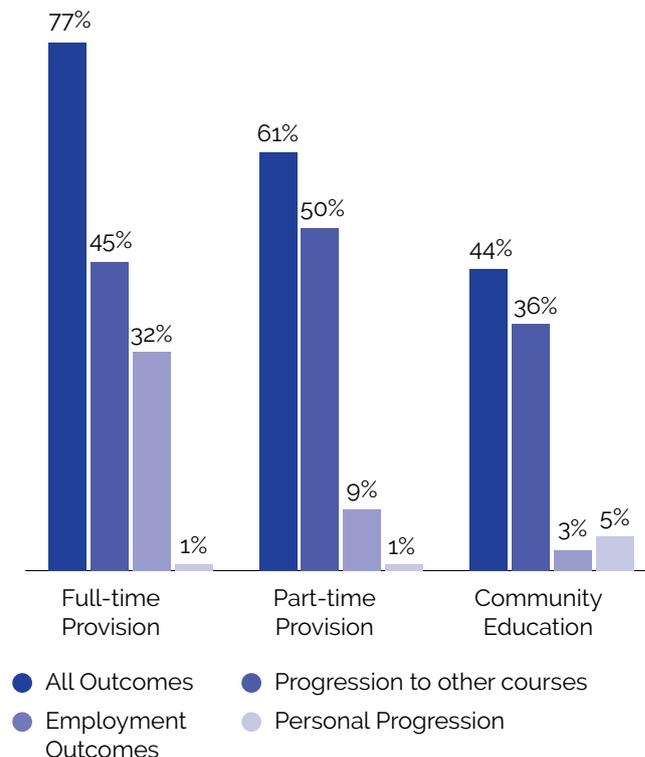


Chart 4.3 provides an estimate of outcomes in the context of full-time, part-time and community education provision in 2019 for beneficiaries:

- gaining employment
- progressing to further studies/learning and
- personal progression

The estimated outcomes for those completing FET courses during 2019 indicates that 46 per cent are expected to progress to other courses at the same or higher level, and 15 per cent are expected to enter employment.

Chart 4.3: Estimate of outcomes for beneficiaries completing FET provision during 2019



FET provision for literacy and numeracy

The delivery and enhancement of literacy and numeracy provision in the FET Sector is being driven by the implementation of the Further Education and Training (FET) Literacy and Numeracy Strategy, which is contained within the FET Strategy 2014–2019, and which states that: 'FET provision will support the active inclusion of people of all abilities with special reference to literacy and numeracy.'

SOLAS, the ETBs and their partners in this strategy² are collaborating in the ongoing development of the structures required to progress the implementation of the FET Sector's Literacy and Numeracy Strategy, and continue to focus on increasing levels of literacy and numeracy for learners. Literacy and numeracy are important skills in supporting participation in society and gaining and sustaining employment.

Strategy elements include:

- Raising awareness of literacy and numeracy supports
- Adopting fit-for-purpose screening and assessment systems
- Increasing participation, achievement and progression for learners at NFAQ Levels 1–3
- Broadening access and range of provision at NFAQ Levels 1–3
- Literacy and numeracy for personal, family, social and community contexts
- ESOL provision and initial competency assessment for low-qualified and unemployed migrants
- Improved data collection and analysis via PLSS
- Staff support through ongoing Continuing Professional Development (CPD) and review of existing CPD structures
- Research into the practice and impact of integrating literacy and numeracy into all FET programmes
- Increased numeracy offered as integrated and standalone options

SOLAS, in partnership with providers and other agencies, will support the realisation of these outcomes throughout 2019 and into the next Further Education and Training Strategy.

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

FET Provision for the Long Term Unemployed (LTU)

The number of unemployed continued to decrease by 15,200³ in the year to Quarter 4 of 2018.

The available data suggests this decline will continue for 2019. The long-term unemployment rate decreased from 2.5 per cent to 2.1 per cent over the year to Quarter 4 of 2018. However, high levels of long-term unemployment persist⁴. It is estimated that 21 per cent of starters on FET provision in 2019 will be long-term unemployed.

Table 4.7 provides estimates relating to planned starters reporting as long-term unemployed and learners with a disability expected to participate in FET provision in 2019. The overall planned starter numbers are included also in the table. The data is presented by programme category.

Refugee Resettlement Programme

The Refugee Resettlement Programme began following an announcement in July 2015 by the Tánaiste and Minister for Justice and Equality which confirmed that a total of 1,040 Syrian refugees would be selected for resettlement in Ireland. Ireland has committed to supporting the relocation of a further 1,723 people for relocation and resettlement in 2019. In addition, a new Family Reunification Humanitarian Admission Programme will see 530 family members of refugees come to Ireland. The Adult Refugee Resettlement Programme strives to effectively enable those with refugee status to integrate into Irish society through the provision of English language and orientation training. In 2019, SOLAS will provide funding of €2.58m to ETBs for the delivery of this programme.

Participation in the programme is available for a period of up to 1 year, 20 hours per week. Adults are expected to attend classes for the duration of their orientation (approximately 8–10 weeks). On relocation to their new homes, regardless of location, all adult refugees are provided with access to ESOL (English for Speakers of Other Languages) training to enable them to achieve the levels of English fluency required to progress to further education or employment.

FET provision for people with a disability

SOLAS, through the SOLAS/ETB Strategic Performance Agreements & Planning Framework 2018–2020, and in conjunction with the Department of Education and Skills, the Department of Employment Affairs and Social Protection/Intreo, supports the achievement of the goal of active inclusion as set out in the SOLAS FET Strategy 2014–2019. The National Disability Inclusion Strategy 2017–2021 and the Comprehensive Employment Strategy for People with Disabilities 2015–2024 shape the actions taken by the FET sector to achieve this goal.

² SOLAS' partners in implementing the FET Literacy and Numeracy Strategy include ETBI and its member ETBs, NALA, AONTAS, and a range of other key stakeholders funded by SOLAS.

³ CSO Labour Force Survey, Quarter 4, 2018 (19 February 2019)

⁴ Long-term unemployment accounted for 38.9% of total unemployment in Quarter 4 (Labour Force Survey Quarter 4 2018).

The Further Education and Training sector supports the active inclusion of learners with disabilities in the following ways:

- FET programmes are available to all learners, including those with a disability, who meet the eligibility criteria and the guidelines provided for each FET programme.
- Specific FET programmes are provided for persons with a disability who require more intensive support, through Specialist Training Providers (STPs).
- Community Education assists learners with a disability to participate in FET provision by adapting programme content, resources and teaching methodologies to suit their abilities.

In accordance with the relevant legislation, all FET providers offer reasonable accommodation to learners

with disabilities. The nature of those accommodations varies depending on the identified needs of individual learners. For those learners with disabilities on PLC courses, funding for specific supports can be obtained via the Higher Education Authority's Fund for Students with Disabilities, which allocates funding to further and higher education colleges for the provision of services and supports to full-time students with disabilities.

Estimate for specific target groups participating in FET provision in 2019

Table 4.7 details the estimated number of long-term unemployed beneficiaries and beneficiaries with a disability expected to start a FET programme in 2019.

Table 4.7 **Estimates for specific target groups participating in FET provision in 2019**

Estimates for specific target groups participating in FET provision in 2019			
Programmes	Total projected starters in 2019	Projected beneficiary number for long-term unemployed persons starting programmes during 2019	Projected beneficiary number of persons having a disability starting programmes during 2019
Full-time provision			
2016 + Apprenticeships	767	8	3
Apprenticeship Phase 7	1,606	0	26
Apprenticeship Phases (2/4/6)	9,640	0	86
Blended Training	293	28	4
Bridging and Foundation Training	399	157	24
Community Training Centres	1,592	91	44
Justice Workshops	176	78	16
Local Training Initiatives	1,972	801	116
PLC (pre-2019)	2,510	0	0
PLC - Employment Oriented	12,425	1,245	932
PLC - Not determined	3,577	309	217
PLC - Pre-Apprenticeship	285	17	11
PLC - Progression Oriented	15,616	1,529	1,075
Specialist Training Providers	1,853	498	1,451
Specific Skills Training	8,487	3,121	250
STA Route 2 - Enterprise	569	0	3
STA Route 3 - Regional & Sectoral	272	0	0
Traineeships Employed	622	0	17
Traineeship Training	3,465	1,006	119
VTOS Core	4,680	2,450	452
Youthreach	4,384	123	210
Full-time programmes provision total	75,190	11,461	5,056

Estimates for specific target groups participating in FET provision in 2019			
Programmes	Total projected starters in 2019	Projected beneficiary number for long-term unemployed persons starting programmes during 2019	Projected beneficiary number of persons having a disability starting programmes during 2019
Part-time provision			
Adult Literacy Groups	31,003	9,555	3,983
BTEI Groups	26,626	6,460	2,107
ESOL	14,212	4,668	531
Evening Training	14,730	3,684	439
FET Co-operation Hours	17,096	1,842	1,487
ITABE	2,518	1,099	212
RPL	197	1	1
Refugee Resettlement	953	154	38
Skills for Work	3,734	33	45
STA Route 1 - Direct	1,398	0	14
Voluntary Literacy Tuition	908	326	98
Part-time Programmes provision total	113,375	27,822	8,955
Community Education provision			
Community Education	49,109	8,755	8,471
Community Education provision total	49,109	8,755	8,471
VSCCS Provision			
VSCCS PLC	16	4	1
VSCCS PLC - Employment Oriented	545	140	43
VSCCS PLC - Not determined	234	51	16
VSCCS PLC - Pre-Apprenticeship	0	0	0
VSCCS PLC - Progression Oriented	868	131	88
VSCCS BTEI	588	232	87
VSCCS provision total	2,251	558	235
National provision			
Online Learning (eCollege) (p/t)	6,466	2,134	65
National provision total	6,466	2,134	65
Other provision			
Irish Deaf Society (Adult Literacy)	334	117	167
NALA Write on (Adult Literacy)	1,130	0	226
Other provision total	1,464	117	393
All provision total	247,855	50,847	23,179

Full-time Equivalent

The full-time equivalent (FTE) measure provides a different lens to view planned provision. The planned beneficiary numbers for 2019 is 329,293 and the full-time equivalence for this beneficiary number is 121,007. The FTE measure takes account of the learner participation hours in 2019 for each programme. Part-time provision on programmes such as Adult Literacy and Community Education have respectively planned

beneficiary numbers of 40,969 and 51,157. However, when calculated, the full-time equivalences for these programmes are 2,534 and 3,051 respectively.

The full-time equivalence is based on the PLC norm of 735 tuition hours per annum. Table 4.8 sets out the calculated full-time equivalence for each skills cluster and programme category based on the estimated beneficiary number and planning data provided.

Table 4.8 **Estimated 2019 FET provision beneficiary numbers full-time equivalent by skills cluster and programme category**

Estimated 2019 FET provision beneficiary numbers full-time equivalent by skills cluster and programme category					
1 FTE = 735 Hours of provision of funding purposes.					
Skills cluster	Planned beneficiary number	FTE	Programme category	Planned beneficiary number	FTE
Agriculture, Horticulture and Mariculture	2,944	1,461	2016+ Apprenticeship	988	820
Animal Science	2,769	1,878	Adult Literacy Groups	40,969	2,534
Arts & Crafts	7,594	4,495	Apprenticeship Phase 7	2,417	1,539
Built Environment	6,327	3,583	Apprenticeship Phases (2,4,6)	11,185	7,139
Business, Administration	23,125	11,417	Blended Training	517	367
Core ICT	9,293	3,584	Bridging and Foundation Training	547	271
Core Personal	95,647	18,558	BTEI Groups	38,138	5,400
Engineering	1,188	697	Community Education	51,157	3,051
Engineering (Electrical)	5,689	3,656	Community Training Centres	3,078	5,092
Engineering (IT)	299	185	ESOL	17,936	1,434
Engineering (Mechanical)	4,065	1,702	Evening Training	15,335	1,030
Engineering (Transport)	3,568	2,354	FET Cooperation Hours	20,761	7,789
Entrepreneurship	875	93	ITABE	2,588	264
Financial Services	3,185	2,113	Justice Workshop	290	427
Food and Beverage	3,839	2,597	Local Training Initiatives	3,392	3,705
General Learning	71,104	15,297	PLC	29,778	20,097
Hairdressing, Beauty and Complementary Therapies	7,567	4,497	PLC - Employment Oriented	13,069	7,029
Health, Family other Social Services	36,334	14,479	PLC - Not determined	3,811	2,064
Information Technology	8,042	7,313	PLC - Pre-Apprenticeship	296	165
Language	8	1	PLC - Progression Oriented	16,556	9,059
Management	3,590	1,836	Refugee Resettlement	1,158	329
Manufacturing	1,501	889	RPL	246	10
Media Graphics Communications	7,368	5,067	Skills for Work	4,014	223
Natural Resources	0	0	Specialist Training Providers	3,610	6,039
Research and Education-Training	846	153	Specific Skills Training	10,244	5,534
Sales & Marketing	4,991	3,289	Skills to Advance Route 1 - Direct	1,410	110
Science and Technology	1,633	985	Skills to Advance Route 2 - Enterprise	593	82
Security, Guarding & Emergency Services	1,405	323	Skills to Advance Route 3 - Regional	272	37
Skills Sampling	1,382	615	Traineeship Employed	741	520
Sport and Leisure	5,481	3,873	Traineeship Training	5,465	6,132
Tourism	3,295	1,891	Voluntary Literacy Tuition	1,056	125
Transport, Distribution & Logistics	2,927	1,209	VTOS Core	7,721	5,449
Web Development & Design	1,412	917	Youthreach	7,172	6,688
			Online Learning (eCollege)	12,783	10,449
Total	329,293	121,007	Total	329,293	121,007

Voluntary Secondary and Community and Comprehensive Schools (VSCCS)

Grant allocations will be provided to nine VSCCS in 2019. The grant allocations will be used for the purpose of providing the Back to Education Initiative (BTEI). Table 4.9 outlines the VSCCS that will be in receipt of grant allocations for the provision of BTEI during 2019.

Table 4.9 **2019 BTEI grant allocations for Voluntary Secondary and Community and Comprehensive Schools**

2019 BTEI grant allocations for Voluntary Secondary and Community and Comprehensive Schools	
School/College	Funding allocations
Central College, Sexton Street, Limerick	€58,991
Donahies Community School, Streamville Road, Dublin 13	€57,630
Mary Immaculate Secondary School, Lisdoonvarna, Co. Clare	€57,500
Nagle Rice Secondary School, Doneraile, Co. Cork	€19,380
North Presentation Secondary School, Farranree, Cork	€75,480
Sancta Maria College, Louisburgh, Co. Mayo	€14,280
Scoil Mhuire, Ennistymon, Co. Clare	€13,770
St Joseph's Secondary School, Spanish Point, Co. Clare	€44,880
St Michael's School, Castlerea, Co. Roscommon	€30,600
Total	€372,511

The Department of Education and Skills will continue to fund all PLC and co-operation hours provision (teacher pay and student capitation), estimated at €156m for 2019.

SOLAS will have responsibility for Enhanced Capitation and Locally Devised Assessments (LDAs) payments to VSCCS. It will also approve the BTEI and PLC programmes. Table 4.10 summarises the approved PLC places for 2019 for VSCCS. Detail of the schools and colleges that will receive grant allocations through the DES Post-Primary Payment Section in 2019 is located in Appendix 4.

Voluntary Secondary and Community and Comprehensive Schools PLC approved places.

The number of approved PLC places for VSCCS in 2019 is set out in Table 4.10

Table 4.10 **2019 approved PLC places for Voluntary Secondary and Community and Comprehensive Schools**

2019 approved PLC places for Voluntary Secondary and Community and Comprehensive Schools	
Approved PLC places	1,387

Table 4.11 sets out the detail of grants in respect of other provision, which are made to the Irish Deaf Society and NALA. Due to the nature of the services provided – for example, provision of literacy programmes for the deaf community through Irish sign language (the Deaf Community's first/preferred language) – this provision has been included in the programme tables 4.4 and 4.5.

Table 4.11 **2019 Grant allocations for additional provision**

2019 Grant allocations for additional provision		
Providers	Programme	Funding
Irish Deaf Society	Adult Literacy	€317,144
NALA ('Write On' Provision)	Adult Literacy	€200,000
NALA ('Write On' Development)	Adult Literacy	€68,900
FIT (2016+ Apprenticeship On-the-job Assessments)	2016+ Apprenticeship	€46,640
PLC (Profiled – Not allocated)	Enhanced Capitation & LDAs	€326,400
Total		€959,084

2018 Further Education and Training provision reported outturn

In 2018, the SOLAS-funded FET provision set out to cater for 337,966 beneficiaries. The 2018 plan, when compared to the reported outturn for full-time programmes, shows that 90 per cent of the planned beneficiary numbers were achieved, whereas the outturn for part-time and community education shows that 90 per cent and 98 per cent respectively of the planned numbers were achieved. In 2018 there were 307,818 reported beneficiaries who availed of Further Education and Training, of which 289,691 availed of FET provision through ETBs. Just over 200,000 beneficiaries completed programmes in 2018, of which just over 197,000 completed programmes delivered through ETBs. Comparative analysis of the 2018 reported outturn compared to 2018 revised mid-year forecasted outturn is set out in Table 4.13.

Table 4.12 provides an overview of planned starters, completions and beneficiaries on FET full-time, part-time and community education provision for 2018 planned provision, compared with the reported outturn for 2018.

Table 4.12 **2018 Reported outturn compared to 2018 planned provision**

2018 Reported outturn compared to 2018 planned provision									
All providers	Planned			Reported data for 2018					
Summary	Planned inputs			Reported inputs			Analysis of 2018 reported output versus 2018 plan		
Provision type	Starters during 2018	Completers during 2018	Planned beneficiaries in 2018	Total starters year in 2018	Total all completers	Total reported beneficiaries	Reported starters V 2018 Plan	Reported completers V 2018 plan	Reported beneficiaries V 2018 plan
Full-time provision	76,443	52,626	120,678	65,411	57,639	108,891	86%	110%	90%
Part-time provision	126,361	98,124	167,259	119,219	99,866	149,993	94%	102%	90%
Community Education	48,587	41,872	50,029	47,408	45,487	48,934	98%	109%	98%
Total all FET provision	251,391	192,622	337,966	232,038	202,992	307,818	94%	105%	91%

2018 FET provision reported outturn versus revised mid-year forecasted outturn

The FET planning process includes a mid-year review by FET providers and SOLAS, which can result in

revisions to planned activity. The revised forecasted outturn is subject to SOLAS Board approval. Table 4.13 provides analysis of the mid-year revised forecasted outturn for FET provision against the 2018 FET reported outturn.

Table 4.13 **FET provision reported outturn compared to the revised mid-year forecasted outturn**

FET provision reported outturn compared to the revised mid-year forecasted outturn						
All Providers	Planned		Reported data for 2018			
Summary	2018 revised mid-year plan		2018 reported outturn		Analysis of 2018 reported output versus 2018 forecast	
Programme	Revised planned starters	Revised planned beneficiaries	Total starters year to date	Total reported beneficiaries	Beneficiary variance: reported outturn versus revised planned outturn	Starters variance: reported outturn versus revised planned outturn
Full-time FET provision	68,827	112,307	65,411	108,891	-3,416	-3,416
Part-time FET provision	130,653	161,427	119,219	149,993	-11,434	-11,434
Community Education	45,637	47,163	47,408	48,934	1,771	1,771
Total all FET provision	245,117	320,897	232,038	307,818	-13,079	-13,079

Analysis of changes in the 2019 FET provision plan compared to the FET provision plan and reported outturn for 2018.

Table 4.14 provides analysis of inputs reported for 2018 versus the 2019 FET planned full-time, part-time and community education provision. It shows the beneficiaries enrolled at the start of the year and the additional starters enrolling throughout the year.

It is estimated that there will be an overall increase in beneficiary numbers of just over 7 per cent in 2019 compared to the reported outturn for 2018. The higher percentage increases in the estimated number of beneficiaries in 2019 compared to the 2018 reported outturn relate to the following:

- Traineeship training (22 per cent or 991 beneficiaries),

- 2016+ Apprenticeships (201 per cent or 660 beneficiaries),
- Post Leaving Certificate (13 per cent or 6,951 beneficiaries),
- VTOS (13.9 per cent or 943 beneficiaries),
- Adult Literacy (11.5 per cent or 4,058 beneficiaries),
- ESOL (16.5 per cent or 2,539),
- Skills for Work (22 per cent or 725 beneficiaries), and
- Youthreach (13 per cent or 825 beneficiaries).

Decreases in the projected number of beneficiaries are in:

- Specific Skills (-2 per cent or -212 beneficiaries),
- Bridging and Foundation Training (-11 per cent or -68 beneficiaries),
- Local Training Initiatives (-4.2 per cent or -149 beneficiaries),
- ITABE (-6 per cent or -166 beneficiaries).

Table 4.14 Changes in FET programme provision planned for 2019 compared to 2018

Changes in FET programme provision planned for 2019 compared to 2018						
All providers	Planned inputs 2019		Reported outturn 2018		Analysis of variance	
Programme	Projected starters during 2019	Total beneficiaries projected for 2019	Reported 2018 starters outturn	Total reported 2018 beneficiaries outturn	Percentage variance of 2018 reported outturn V planned 2019 starters	Percentage variance of reported outturn 2018 V planned 2019 beneficiaries
Full-time provision						
2016+ Apprenticeships	767	988	287	328	167.2%	201.2%
Apprenticeship Phases 7	1,606	2,417	1,864	2,046	-13.8%	18.1%
Apprenticeship Phases 2/4/6	9,640	11,185	8,949	10,090	7.7%	10.9%
Blended Training	293	517	449	655	-34.7%	-21.1%
Bridging and Foundation Training	399	547	497	615	-19.7%	-11.1%
Community Training Centres	1,592	3,078	1,600	3,142	-0.5%	-2.0%
Justice Workshops	176	290	141	217	24.8%	33.6%
Local Training Initiatives	1,972	3,392	1,906	3,541	3.5%	-4.2%
PLC (pre-2019)	2,510	28,519	28,064	53,653	-91.1%	-46.8%
PLC - Employment Oriented	12,425	12,524	0	0	0.0%	0.0%
PLC - Not determined	3,577	3,577	0	0	0.0%	0.0%
PLC - Pre-Apprenticeship	285	296	0	0	0.0%	0.0%
PLC - Progression Oriented	15,616	15,688	0	0	0.0%	0.0%
Specialist Training Programmes	1,853	3,610	1,728	3,671	7.2%	-1.7%
Specific Skills Training	8,487	10,244	7,824	10,456	8.5%	-2.0%
Skills to Advance Route 2	569	593	10	10	5590.0%	5830.0%
Skills to Advance Route 3	272	272	5	5	5340.0%	5340.0%
Traineeship Employed	622	741	153	153	306.5%	384.3%
Traineeship Training	3,465	5,465	2,915	4,474	18.9%	22.2%
VTOS	4,680	7,721	3,728	6,778	25.5%	13.9%
Youthreach	4,384	7,172	3,822	6,347	14.7%	13.0%
Subtotal full-time programmes	75,190	118,836	63,942	106,181	17.6%	11.9%
Part-time provision						
Adult Literacy	31,003	39,310	29,003	35,252	6.9%	11.5%
BTEI Groups	26,626	37,240	25,883	35,413	2.9%	5.2%
ESOL	14,212	17,936	13,262	15,397	7.2%	16.5%
Evening Training	14,730	15,335	14,407	14,860	2.2%	3.2%
FET Co-operation Hours	17,096	20,761	19,347	25,235	-11.6%	-17.7%
ITABE	2,518	2,588	2,638	2,754	-4.5%	-6.0%
Libraries Training	0	0	0	0	0.0%	0.0%
Recognition of Prior Learning	197	246	78	87	152.6%	182.8%
Refugee Resettlement	953	1,158	905	1,196	5.3%	-3.2%
Skills for Work	3,734	4,014	3,062	3,289	21.9%	22.0%
Skills to Advance Route 1**	1,398	1,410	27	27	5077.8%	5122.2%
Voluntary Literacy Tuition	908	1,056	956	1,066	-5.0%	-0.9%
Subtotal part-time programmes	113,375	141,054	109,568	134,576	3.5%	4.8%

Table 4.14 ctd

Changes in FET programme provision planned for 2019 compared to 2018						
All providers	Planned inputs 2019		Reported outturn 2018		Analysis of variance	
Programme	Projected starters during 2019	Total beneficiaries projected for 2019	Reported 2018 starters outturn	Total reported 2018 beneficiaries outturn	Percentage variance of 2018 reported outturn V planned 2019 starters	Percentage variance of reported outturn 2018 V planned 2019 beneficiaries
Variable time provision						
Community Education	49,109	51,157	47,408	48,934	3.6%	4.5%
Total Community Education	49,109	51,157	47,408	48,934	3.6%	4.5%
VSCCS provision						
VSCCS PLC	16	1,259	1,308	2,549	-98.8%	-50.6%
VSCCS PLC - Employment Oriented	545	545	0	0	0.0%	0.0%
VSCCS PLC - Not determined	234	234	0	0	0.0%	0.0%
VSCCS PLC - Pre-Apprenticeship	0	0	0	0	0.0%	0.0%
VSCCS PLC - Progression Oriented	868	868	0	0	0.0%	0.0%
VSCCS BTEI	588	898	438	700	34.2%	28.3%
VSCCS provision total	2,251	3,804	1,746	3,249	28.9%	17.1%
National programmes provision						
On-line Learning (eCollege) (p/t)	6,466	12,783	8,355	13,859	-22.6%	-7.8%
National programmes part-time total	6,466	12,783	8,355	13,859	-22.6%	-7.8%
Other programme provision						
Irish Deaf Society (f/t)	334	529	161	161	107.5%	228.6%
NALA Write on (p/t)	1,130	1,130	858	858	31.7%	31.7%
Other programme provision total	1,464	1,659	1,019	1,019	43.7%	62.8%
Total all programmes	247,855	329,293	232,038	307,818		

SOLAS grant allocations to agencies and bodies in the FET sector

A portion of the funding that SOLAS will receive from the Department of Education and Skills (DES) during 2019 will be allocated to a number of agencies and bodies that support and provide services to the FET sector.

To facilitate funding in 2019, SOLAS developed a guideline document titled 'Overarching Parameters and Guidelines Document for 2019 Grant Allocations by SOLAS to Agencies in the FET Sector'. The document was issued to a range of agencies whose organisational objectives are closely aligned to the Further Education and Training Strategy 2014–2019.

The agencies were asked to outline their proposed activities for 2019 with reference to the Further Education and Training Strategy 2014–2019, and to list the expected outcomes and the grant required. The guideline document sets out the protocols and procedures for grant allocations in 2019.

SOLAS evaluated the submissions received and the grants requested from agencies and bodies. Grants were approved based on the alignment of planned activities to the overall FET Strategy. The following tables provide a list of the agencies and bodies grouped according to the type of activities planned for 2019 and their grant allocations

FET Support Organisations

Table 4.15 FET Support organisations

FET Support organisations		
Agency/body	Illustration of key activities planned for 2019	Grant €
AHEAD	Finalising literature review and research report. Producing guidelines for FET on inclusive learning environments using universal design for learning as a framework.	Up to €57,920
AONTAS	Extending advocacy and representation for learners across the FET sector. Co-ordinating and supporting national and European projects. Promoting the value and benefits of adult learning. Providing an information and referral service to adult learners. Managing the 2019 National FET Learners Forum.	€1,210,667
Dyslexia Association of Ireland	Providing specialist support to learners with dyslexia to improve access to and opportunities in further education and employment. Providing information and advice to learners, educators, employers and communities.	€130,500
Fast Track into Technology	Developing market-orientated curricula in response to the needs of client groups and industry. Providing information, guidance and support for marginalised job seekers and programme participants. Supporting local organisations within disadvantaged communities through train the trainer and e-Inclusion programmes. Carrying out research to inform ICT skills development policy and practice. The overall grant to FIT is €2,253,715. FIT Associate Professional Support €80,000 & FIT 2016+ Apprenticeship 2019 Consortia Spend €999,707 are accounted for in Table 4.20. FIT 2016+ Apprenticeship On the Job Assessments €46,640 is accounted for in Table 4.11.	€1,127,368
National Adult Literacy Agency	Building awareness of the importance of literacy in society. Leading innovation in teaching and learning for adult literacy, numeracy and digital skills. Advocating for further investment in literacy skills. The overall grant to NALA is €1,994,350. NALA Write On Development of €68,900 and Write On Provision of €200,000 are accounted for in Table 4.11.	€1,725,450
National Centre for Guidance in Education	Informing and supporting the development of lifelong guidance policy in the education and training sector. Developing and supporting quality guidance practice in post-primary schools and the FET sector. Promoting and supporting a national and EU focus to guidance policy provision and practice.	€ 278,000
Total		€4,529,905

FET staff representative organisations (ETBI administered)

Since 2017, to support the critical contribution of FET Professional Associations within the ETB sector and as part of the implementation of the FET Strategy,

funding for FET Professional Associations has been channelled through ETBI. This approach reflects the changing structures, new governance requirements and emerging demands on the FET sector. Table 4.16 sets out the FET staff representative organisations to be supported in 2019 and the key activities planned.

Table 4.16 **Staff representative organisations (ETBI administered)**

Staff representative organisations (ETBI administered)	
Agency/body	Illustration of key activities planned for 2019
Adult Education Guidance Association of Ireland (AEGAI)	Representing the views of members, and working with relevant stakeholders in the implementation of a FET guidance service as outlined in the FET Guidance Strategy.
Adult Education Officers' Association	Providing continuous professional development for members, and representing their views at a national level.
Adult Literacy Organisers Association (ALOA)	Assisting members to develop their professional competencies in adult literacy, and sharing knowledge and experience through networking.
Community Education Facilitators Association	Promoting community education, and supporting members through CPD and networking activities.
National Association of VTOS Co-ordinators	Raising awareness of the developmental needs of adult learners, and sharing best practice among co-ordinators.
National Association of Youthreach Co-ordinators	Raising the profile of Youthreach through its website, publications and social media.
Total	€60,400

FET staff representative organisations (SOLAS administered)

SOLAS will continue to administer FET grants to the FET staff representative association detailed in Table 4.17.

Table 4.17 **Staff representative organisations (SOLAS administered)**

Staff representative organisations (SOLAS administered)		
Agency/body	Illustration of key activities planned for 2019	Grant €
National Association of Adult and Community Education Directors	Providing continuing professional development, networking opportunities and other support services for members. Increasing awareness of, access to, and participation in adult education programmes.	€21,000
Total		€21,000

FET Lifelong learning opportunities

Table 4.18 outlines the funding to organisations that assist people undertaking new learning experiences.

Table 4.18 **Lifelong learning opportunities**

Lifelong learning opportunities		
Agency/body	Illustration of key activities planned for 2019	Grant €
Age Action Ireland	Promoting the active involvement of older people in lifelong learning through the development of personal, social and related skills in areas ranging from computer training classes to physical activity programmes. Supporting the nationwide U3A (University of the Third Age) network to signpost members to literacy, IT and exercise programmes run by Age Action which facilitate older people to remain engaged with and contribute to their own community.	€66,500
Irish Country-women's Association	Providing members and non-members with support, personal development, education and life-long learning opportunities.	€21,000
The People's College	Supporting the provision of lifelong learning to adults through a wide range of programmes.	€112,000
Total		€199,500

FET professional development provision

The Waterford Institute of Technology/NALA Accreditation Project provides higher-education qualifications to those working in the national adult literacy service; the detail is set out in Table 4.19.

Table 4.19 **FET CPD provision**

FET CPD provision		
Agency/body	Illustration of key activities planned for 2019	Grant €
Waterford Institute of Technology (to support the WIT/NALA Project)	Designing and delivering nationally recognised qualifications that offer flexible models of study, progression routes and innovative modes of delivery for adult and further education practitioners with a focus on adult literacy and numeracy support.	€508,300
Total		€508,300

EU and specific projects details

The projects listed in Table 4.20 assist adults, practitioners, policy makers, and others to access information about the further education and training sector.

Table 4.20 2019 EU and specific projects

2019 EU and specific projects		
Organisation	Activities	Grant €
Fast Track into Technology (FIT)	FIT Associate Professional: Two-year dual education pilot project comprising software development and computer systems networking programmes delivered by a number of ETBs.	€80,000
Fast Track into Technology (FIT)	FIT 2016+ Apprenticeships: Cybersecurity, ICT Associate Network Engineer and ICT Associate Software Developer. Apprenticeships Consortia Funding for 2019 activity.	€999,707
Irish Association of Community Training Organisations (IACTO)	Providing advice and support to Community Training Centres (CTC) Boards of Management in their employer function. Representing CTC Boards in collective negotiations. Providing management services to promote and enhance the delivery of quality training outcomes.	€162,000
Central Statistics Office (CSO)	Programme for the International Assessment of Adult Competencies (PIAAC)	€259,536
Irish National Organisation for the Unemployed (INO)	Publication and distribution of Working for Work 2019	€20,000
Accounting Technicians Ireland	2016+ Apprenticeships Consortia and co-ordinating Provider	€543,882
Total		€2,065,125

Agency/Body - FET Support Projects

Table 4.21 provides an overview of the planned support activities in 2019, and the FET agency or body that is funded to provide support.

Table 4.21 Agency/Body - FET support projects

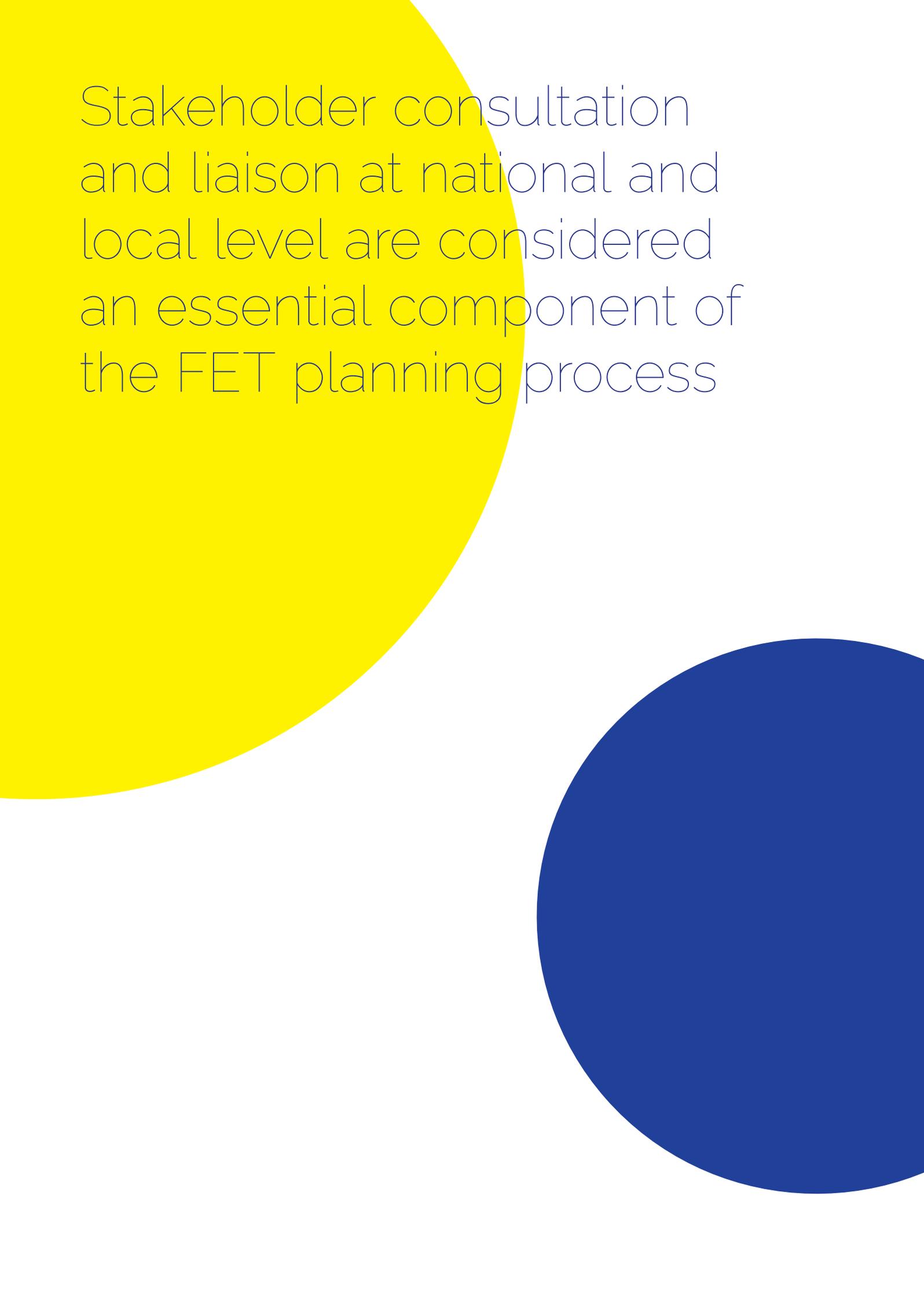
Agency/Body - FET support projects		
Agency/body	Illustration of key activities planned for 2019	Grant €
ETBI	National representative body for the 16 Education and Training Boards. Providing collective representation, training and a range of additional FET-related supports to ETBs.	€1,200,000
JFERG	Establishment of a FET Support Unit for ACCS (Association of Community and Comprehensive Schools) and JMB (Joint Managerial Body) Schools.	€153,000
Total		€1,353,000

Summary of specific grant allocations for 2019

Table 4.22 sets out a summary of specific grant allocations for 2019 by classification of the grants.

Table 4.22 Summary of specific grant allocations for 2019

Summary of specific grant allocations for 2019	
Classification	Grant allocation €
FET support organisations	€4,529,905
FET lifelong learning opportunities	€199,500
FET staff representative organisations (SOLAS administered)	€21,000
FET staff representative organisations (ETBI administered)	€60,400
FET CPD provision	€508,300
EU and specific projects	€2,065,125
FET additional provision	€959,084
Agency/Body - FET support projects	€1,353,000
Total	€9,696,314



Stakeholder consultation and liaison at national and local level are considered an essential component of the FET planning process

Section 5

FET Provision Supporting Skills for the Economy and Employment

Stakeholder consultation and liaison at national and local level is considered an essential component of the FET planning process.

It is, therefore, crucial that when planning FET provision, SOLAS and FET providers are fully aware of:

- the needs of their stakeholders and their changing environments;
- reductions or increases in unemployment at local and national level; and
- changes in the needs of enterprise.

The FET Strategy 2014–2019 also highlights the importance for stakeholders to collaborate with employers to identify short to medium-term skill needs that can be addressed through FET provision.

Additionally, FET provision is guided and informed by the following national and EU policy initiatives, strategies and circulars:

National Policies and Strategies - Education and Employment

- SOLAS Overarching Planning and Funding Parameters and Requirements for FET Provision
- EGFSN Addressing the Skills Needs Arising from the Potential Trade Implications of Brexit
- Action Plan for Jobless Households 2017
- National Skills Strategy 2015–2025: Ireland's Future
- Pathways to Work 2016–2020
- Strategy for Technology Enhanced Learning (TEL) in FET 2016–2019
- EGFSN High Level ICT Demand Forecast 2017–2022
- The FET Professional Development Strategy 2017–2019
- Action Plan for Jobs 2018
- Action Plan for Education 2018
- FET Policy Framework for Skills Development of People in Employment 2018–2021

National Policies and Strategies - Active Inclusion

- National Disability Inclusion Strategy 2017–2021
- Comprehensive Employment Strategy for People with Disabilities 2015–2024
- National Action Plan for Social Inclusion 2015–2017
- National Positive Ageing Strategy
- National Youth Strategy 2015–2020
- National Strategy for Women and Girls 2017–2020
- National Traveller and Roma Inclusion Strategy

2017–2021, including the *Common Basic Principles on Roma Inclusion*

- Migrant Integration Strategy
- Carers' Strategy
- EGFSN Monitoring Ireland's Skills Supply, Trends in Education and Training Outputs (November 2017)
- EGFSN Vacancy Overview 2016 (May 2017)

Skills for the economy and labour market skills clusters

FET provision supports business sectors by providing a wide range of programmes. All programmes that are delivered by FET providers are tracked within PLSS and mapped to a skills cluster using Standard Occupational Classification (SOC) codes. There are a total of 33 skills clusters, 28 of which are linked to the Labour Market. The remaining five are linked to transversal skills, and these clusters are general and personal in direction. This classification system enables the mapping of each scheduled programme against a particular programme to be categorised by a skills cluster. The breakdown of projected beneficiaries of FET provision between labour market and transversal skills for 2019 is 46 per cent and 54 per cent respectively. As part of a general increase in planned beneficiaries in FET for 2019, an analysis of the labour market clusters shows that there are over 5,000 more planned beneficiaries compared to the 2018 plan and 12 per cent (16,212) more than the reported outturn for 2018.

Table 5.1 provides information on the estimated number of beneficiaries both enrolled and starting in 2019 by skills cluster, and the percentage proportion of beneficiaries by skills cluster. The table also provides an analysis of the changes in skills clusters from the 2018 reported outturn compared to the 2019 plan. The labour market focused share of the overall planned provision remains relatively consistent with some movement across individual clusters. Examples of these movements are set out here.

Business and Administration

Programmes making up the Business, Administration cluster are responsible for just over 7 per cent of the total projected provision (15.2 per cent of total beneficiaries relating to labour-market-focused skills clusters) in 2019. The proportion of the projected total for labour market skills clusters has increased by 0.36 per cent when compared to 2018 projections. The National Skills Bulletin 2018 identified this area as one where vacancies will continue to exist due to significant churn.

Engineering

There are five engineering clusters in the skills cluster categories:

- Engineering
- Engineering (Electrical)
- Engineering (IT)
- Engineering (Mechanical)
- Engineering (Transport)

Approximately 4.5 per cent of projected provision is planned across these five engineering skills clusters – almost 10 per cent of total beneficiaries relating to labour-market-focused skills clusters.

This is a sector that continues to experience skills shortages (National Skills Bulletins 2017 & 2018). While there has been some fluctuation across the individual engineering clusters, there is an overall increase of 5 per cent in total projected beneficiary numbers across these clusters when compared to the 2018 plan and compared to the 2018 outturn – a 12.5 per cent (2,532) increase. The percentage of the labour market skills clusters that the combined engineering clusters constitute has increased 0.4 per cent from the 2018 plan to 2019. The largest increases are in Engineering (Electrical) and Engineering (Transport), areas in which the skills shortages have been identified (National Skills Bulletins 2017 & 2018)

ICT

The Information Technology and Web Development & Design skills clusters make up almost 3 per cent of the overall planned beneficiary count for FET provision for 2019 (over 6 per cent of the total beneficiary count relating to labour-market-focused clusters). While the projected numbers in these clusters show a small increase from the 2018 plan, it should be noted that the

12 per cent increase in beneficiary numbers that took place across these clusters between the 2017 and 2018 data is being maintained.

Sales and Marketing

This cluster accounts for approximately 1.5 per cent (over 3 per cent of labour-market-focused skills clusters) of the total projected beneficiaries for 2019. When compared to the 2018 plan, there is an 8 per cent reduction in the planned beneficiary numbers. The projected proportion of the total labour market skills clusters attributed to Sales and Marketing has decreased by approximately 0.66 per cent from 2018 to 2019.

Transversal Skills Clusters

FET Provision with transversal skills focus continues to be concentrated within two skills clusters – Core Personal (54 per cent) and General Learning (40 per cent). These are compared to 53 per cent and 40 per cent respectively in the reported outturn for 2018. However, while the percentage share of the overall transversal skills remains quite similar, the projected total beneficiaries in 2019 in both skills clusters has increased when compared to the 2018 planned data. The respective increases are 4.7 per cent for Core Personal and 2.3 per cent for General Learning.

Table 5.1 Planned FET skills cluster provision for 2019

Skills cluster	Projected Inputs			Analysis		
	Beneficiaries enrolled/ started as @ 1st January 2019	Beneficiaries starting courses during 2019	Total number of beneficiaries of FET provision during 2019	Percentage proportion of 2019 projected beneficiaries by skills cluster focus	Percentage proportion of beneficiaries projected to complete courses in 2019 by skills cluster focus	Percentage change in 2019 projected beneficiaries compared to 2018 reported outturn
Agriculture, Horticulture and Mariculture	988	1,956	2,944	2%	1%	14%
Animal Science	1,112	1,657	2,769	2%	1%	21%
Arts & Crafts	3,062	4,532	7,594	5%	2%	15%
Built Environment	1,126	5,201	6,327	4%	3%	14%
Business, Administration	7,730	15,395	23,125	15%	8%	12%
Engineering	391	797	1,188	1%	0%	34%
Engineering (Electrical)	1,175	4,514	5,689	4%	3%	19%
Engineering (IT)	84	215	299	0%	0%	15%
Engineering (Mechanical)	464	3,601	4,065	3%	2%	-2%

Engineering (Transport)	720	2,848	3,568	2%	2%	9%
Entrepreneurship	48	827	875	1%	0%	-10%
Financial Services	1,597	1,588	3,185	2%	1%	17%
Food and Beverage	1,106	2,733	3,839	3%	1%	23%
Hairdressing, Beauty and Complementary Therapies	2,756	4,430	7,186	5%	2%	8%
Health, Family other Social Services	12,958	23,757	36,715	24%	14%	8%
Information Technology	3,157	4,885	8,042	5%	2%	9%
Management	1,006	2,584	3,590	2%	1%	60%
Manufacturing	306	1,195	1,501	1%	1%	33%
Media Graphics Communications	3,102	4,266	7,368	5%	2%	15%
Natural Resources	0	0	0	0%	0%	-100%
Research and Education-Training	152	694	846	1%	0%	19%
Sales & Marketing	1,591	3,400	4,991	3%	2%	2%
Science and Technology	708	925	1,633	1%	0%	13%
Security, Guarding & Emergency Services	202	1,416	1,618	1%	1%	-3%
Sport and Leisure	2,237	3,244	5,481	4%	2%	11%
Tourism	1,238	2,057	3,295	2%	1%	23%
Transport, Distribution & Logistics	456	2,471	2,927	2%	2%	9%
Web Development & Design	523	889	1,412	1%	0%	9%
Total Labour Market Skills focus	49,995	102,077	152,072			12%
Core ICT	2,432	6,861	9,293	5%	3%	-4%
Core Personal	21,413	74,234	95,647	54%	34%	5%
General Learning	7,358	63,746	71,104	40%	30%	2%
Language	0	8	8	0%	0%	0%
Skills Sampling	240	929	1,169	1%	1%	-16%
Total Transversal Skills focus	31,443	145,778	177,221			3%
Total all Skills clusters	81,438	247,855	329,293			7%

Programme innovation and expanded delivery in 2019

In addition to the skills cluster analysis, the 2019 funding allocations requests process sought information from ETBs in relation to FET plans for provision of new, innovative programmes that address short to medium-term skill requirements. Set out below are some examples of these new programmes that will be provided by various ETBs during 2019.

City of Dublin ETB

A new programme for traditional Irish music instrument making has been developed by Ballyfermot College and is planned for delivery in 2019. Musical Instrument Making and Performance is a 2-year programme and will concentrate on the areas of uilleann pipe, flute and whistle making.

The aim of this programme is to cater for a skills shortage within the traditional music community in terms of instrument making, and also to enable learners to develop their musical skills and understanding of Irish traditional music. The programme will equip learners with the skills and academic qualifications to enable them to have a successful career in the music industry. Graduates who achieve a merit or distinctions

on the programme will be eligible for entry to the final year of the college's BA (Hons) in Media Production Management programme which is accredited by Dublin City University.

Cork ETB

In 2019, Cork ETB plans to provide a QQI Level 4 Horse Care programme for young members of the travelling community. This programme will provide a clear progression route to a QQI Level 5 Equine Studies in Coláiste Stiofáin Naofa College of Further Education. On successful completion of this programme, participants may progress to Higher Education programmes offered by the University of Limerick or to the successful RACE (Race Academy Centre of Education) programme in the Curragh.

This initiative is an inter-agency approach which aims to build trust and engage young members of the travelling community to promote responsible horse ownership through education. The programme will include components in Animal Welfare, Equine Hoof Care, Horse Breeding and Horse Riding as well as literacy and numeracy supports.

Cavan Monaghan ETB

CMETB, in collaboration with Children and Young People's Services Committees (CYPSC) and the School Completion Programme, has developed a PLC access programme to support Youthreach participants in progressing to PLC programmes. The programme will commence in Cavan Institute in September and will provide participants with the opportunity to undertake two core PLC modules at Level 5, which will assist learners making the transition from Youthreach to full PLC programmes. The programme will also provide learners with the opportunity to sample skills in other areas such as motor mechanics, animal care, hair and beauty and undertake other certified programmes and life skills programmes.

Dublin Dún Laoghaire ETB

To respond to the growing demand for skills in the data centre management sector, Collinstown Park Community College, Clondalkin, in collaboration with Microsoft, will implement a Microsoft Data Centre Academy in 2019. This initiative will be the first Microsoft Data Centre Academy outside of North America. The Academy will provide IT skills, and combine academic learning and hands-on practical experience for learners. The first intake of learners is scheduled for September 2019, and the programme will be delivered using a Traineeship model which combines classroom learning with real-world work experience. Initially, the Traineeship will be offered at Level 5 with potential for expansion to include an introductory programme at Level 4 and a progression option at Level 6. Although the Traineeship is supported by Microsoft, Collinstown Park Community College is actively engaged with a range of local companies that operate in the IT and data centre sector.

Donegal ETB

Following the success of a Recognition of Prior Learning (RPL) programme with Defence Forces personnel in 2017 and 2018, Donegal Education and Training Board will extend this programme in 2019 focusing on personnel in two companies that operate in the food production sector. RPL describes a process used to evaluate skills and knowledge gained through life outside of formal education and training, for the purpose of recognising life achievements against a given set of standards.

Galway Roscommon ETB

GRETB and Screen Skills Ireland have collaborated to develop a Media Production Assistant Traineeship which will be delivered primarily through the medium of Irish. This programme responds to a recognised skills gap identified by TV and film companies in the West of Ireland. Screen Skills Ireland will deliver a one-week Passport to Film module as part of the Traineeship, as well as delivering regular workshops with industry experts. The traineeship also offers the learner a three-

month work placement with a production company following completion of the accredited learning.

Kilkenny Carlow ETB

In 2019, Carlow Institute of Further Education and Training, in collaboration with Carlow VISUAL, will provide a QQI Level 5 programme in Theatre Production. This programme will provide training in the areas of lighting, set design, set construction, live sound, stage management and front of house operations. Participants will also have the opportunity to work in professional venues and receive training in the processes, skills and technologies that underpin the production of film and theatre events. As part of this programme, participants will also receive support in preparing work portfolios to aid their progression to specialist programmes in production arts.

Kerry ETB

A Marine Engineering Traineeship is scheduled to commence in 2019 in Fenit, Co Kerry. This programme will provide foundation level training in small engine maintenance, and an introduction to boat building and boat maintenance. This City & Guilds Level 2 certificate programme in Marine Construction, Systems Engineering and Maintenance provides training for learners who work, or want to work, in the marine engineering and boatbuilding sector.

Kildare Wicklow ETB

KWETB has developed a new Professional Culinary Entrepreneurship programme which combines the practical skills of running a live community café with culinary skills. Marine House Training Centre in Wicklow Town is offering this programme, which prepares students for entry into the hospitality industry, and helps them develop the entrepreneurial toolkit to open their own business. Students will gain both knowledge and first-hand experience in the hospitality industry while working in the busy and popular Riverwalk Café at Marine House in Wicklow Town.

Limerick Clare ETB

Following the success of the Pathway to Engineering programme which provides an alternative entry route for participants who wish to pursue a career in engineering, LCETB is planning to introduce a Pathways to Aviation programme in 2019. This programme carries European Union Aviation Safety Agency (EASA) certification and will prepare participants to meet the entry qualifications required for the mainstream aircraft maintenance programmes. Successful learners will also have the option to progress to the Aircraft Maintenance Technician programme or to the Aircraft Structures programme.

Louth Meath ETB

In 2019, LMETB plans to build on the success of their Apprenticeship Support Hub programme which was launched in 2018. The Support Hub provides integrated FET services for apprentices which supports them through their training. There is also a pre-apprenticeship aspect of the service which provides potential apprentices with the opportunity to explore other apprenticeships as they participate in taster programme options. The pre-apprenticeship programme provides core skills modules, which supports potential participants to gain the necessary entrance requirements for the apprenticeship programme.

Laois Offaly ETB

LOETB has introduced a Motor Technology Traineeship offering the opportunity for young people graduating from early school leaver provision (Youthreach, CTC, and other youth projects) to gain the required technical skills and avail of work placement in the motor or engineering sectors. Work placements are organised with employers who have traditionally employed apprentices in these sectors. The programme offers the opportunity for participants to gain a major QQI Level 5 Award and additional modules including welding, metal fabrication and maths for trades.

Longford Westmeath ETB

LWETB is developing online modules for Medical and Legal Administration, Comptia, Web Design, Project Management and Software Testing. This is a response to employment opportunities in the region and the demand for more flexible training options. Athlone Training Centre is developing specific online material that will be available through a blended learning option, offering modules at Levels 5 and 6.

Mayo Sligo Leitrim ETB

MSLETB have agreed to work closely with Mayo County Council and the new Marine and Energy Research Centre in Belmullet, Co. Mayo (which incorporates a climate change monitoring station) to provide training in the areas of renewable energy and wave technology. Participants on this programme will gain a fundamental knowledge of renewable energy technologies to include solar thermal, biomass, wind power, heat pumps and wave technology.

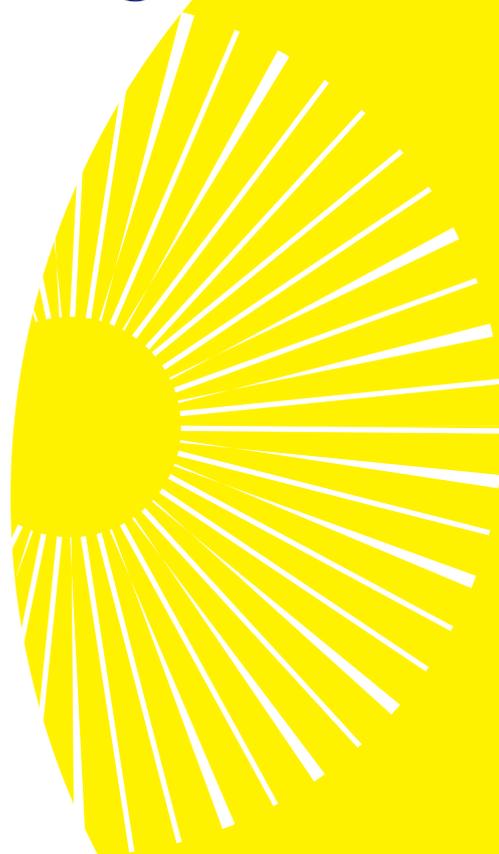
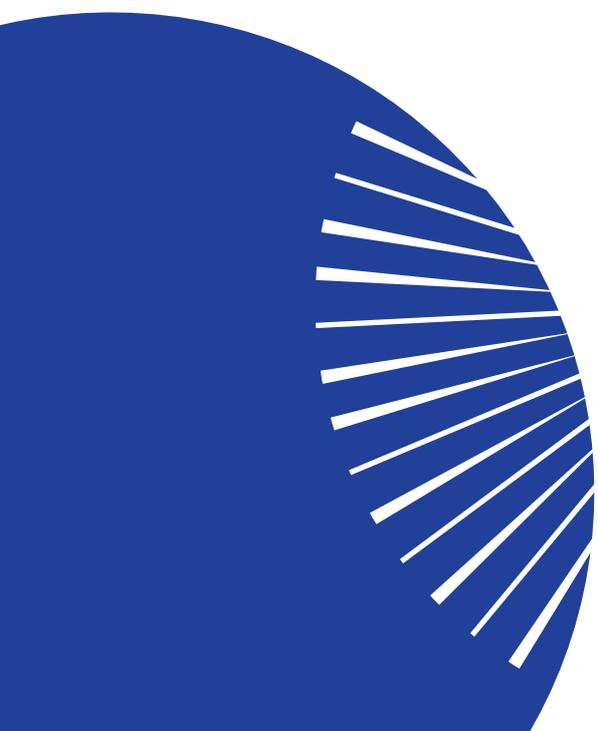
Tipperary ETB

Following on from a successful pilot, TETB will commence a second ICT Support Specialist Traineeship in September 2019 at its new FET Centre in Thurles. This programme will provide an opportunity for participants to establish a career in IT or enhance their existing IT professional skills. The programme consists of internationally recognised industry certification and offers candidates an opportunity to work as Technical Support Specialists, Field Service Technicians, IT Support Technicians or IT Support Administrators.

Waterford Wexford ETB

WWETB had developed the national skills specifications for NZEB (Nearly Zero Energy Buildings) for electrical, plumbing, brick laying, carpentry and plastering. Nearly Zero Energy Buildings are buildings that have a very high energy performance, and the energy required by these buildings is sourced to a very significant extent from renewable energy sources. In 2019, WWETB will provide a suite of NZEB programmes in a newly established facility in Enniscorthy, Co. Wexford.

Significant activity is planned in new apprenticeship and traineeship development as set out in the Action Plan to Expand Apprenticeship and Traineeship in Ireland 2016–2020, which aims to establish work-based learning as a core contributor to skills development, employment and economic growth



Section 6

FET Supports

This section provides an overview of national systems, services and strategies that support the development of a strong FET Sector.

National construction schemes and the Safe Pass programme

SOLAS is responsible for the governance of the national Construction Skills Certification Scheme (CSCS), Quarrying Skills Certification Scheme (QSCS) and Safe Pass programmes. The CSCS Programme provides for the training, assessment, certification and registration of non-craft operatives within the construction sector, and is covered under the provisions of Schedule 5 of the Safety, Health and Welfare at Work (Construction) Regulations 2013 to 2019.

The QSCS programme provides for the training, assessment, certification and registration of non-craft operatives within the construction sector, and is covered under the provisions of Schedule 1 of the Safety, Health and Welfare at Work (Quarry) Regulations 2008 and 2019.

The Safe Pass Programme is a one-day health and safety awareness training programme aimed primarily at construction sector workers, including new entrants. The Safe Pass Programme is covered under the provisions of Schedule 4 of the Safety, Health and Welfare at Work (Construction) Regulations 2013 to 2019.

SOLAS is responsible for the maintenance of the national database and the processing of applications for Safe Pass, CSCS and QSCS cards. Participants who successfully complete their respective programmes are registered on the relevant database and are issued with their cards. In 2018, a total of 21,281 CSCS cards, 667 QSCS cards and 107,481 Safe Pass cards were issued.

SOLAS will continue to maintain the mutual recognition agreement with Construction Industry Training Board (CITB) UK, Construction Employers Federation (CEF) NI, and process applications for recognition of qualifications, in compliance with S.I. No. 8 of 2017 regulations.

SOLAS Quality Assurance Services Unit

SOLAS, as an approved Quality and Qualifications Ireland (QQI) co-ordinating provider of pre-2016 apprenticeships programmes, Construction Skills

Certification Scheme (CSCS) and Quarry Skills Certification Scheme (QSCS), is required by its governance obligations to undertake comprehensive independent monitoring and evaluation of programme delivery, including assessment processes and associated services. Accordingly, SOLAS has identified the monitoring of collaborating providers as a priority objective. In this regard, SOLAS established a dedicated Quality Assurance Services (QAS) Unit in early 2019.

The QAS Unit operates and manages a systematic monitoring service that validates the effectiveness of the SOLAS quality assurance systems for pre-2016 apprenticeship programmes, CSCS and QSCS programmes. The objective of systematically monitoring is to provide public confidence in SOLAS programmes by ensuring quality assurance safeguards are being adhered to by both SOLAS and its assigned collaborating provider networks. Monitoring also promotes best practices and continuous improvements, which identify and address areas needing improvement or correction. The proposed type and number of monitoring events to be undertaken in 2019 are outlined below:

Apprenticeship	
Monitoring Type	Monitoring Events
Process	216
Observational	104

Construction	
Monitoring Types	Monitoring Events
Process	120
Observational	210

The QAS Unit is committed to employing a consistency of approach and equity of treatment in the operation of monitoring activities. All monitoring activities are independent, transparent and traceable, while monitoring outcomes and determinations are evidence based.

The QAS Unit ensures all quality assurance monitoring activities are conducted by trained, competent and experienced SOLAS authorised monitors. SOLAS authorised monitors exercise their professional judgment when engaging in monitoring activities, and will balance the need for consistent monitoring with the flexibility needed to respond to the uniqueness of each circumstance.

eCollege

eCollege is a fully online learning service which delivered training free of charge to over 15,000 beneficiaries in 2018. eCollege programmes are aligned to professional and industry certifications, and are particularly suited to continuous professional development and lifelong learning objectives.

eCollege programmes are available anytime, anywhere and this continuous intake model means no waiting lists and flexible programme duration. Learners are given access to a virtual learning environment (Moodle) and remote tutor support. These 'etutors' support the learner at each step of the way, from activating accounts, to setting and correcting assignments. The etutors also help learners going forward for certification to identify their most convenient test centre, and support progression to further education, training or employment.

The Moodle virtual learning environment allows for communications and collaboration online between learners, and between learners and tutors. Programmes contain all supports required to complete examination objectives – such as online tutorials, simulations, videos, animations, eBooks, virtual labs, assessments and assignments. Where specialist software is necessary, the learner will also be given access to this. Learners can interact in real time via live video conferencing, and can also watch previously recorded training sessions. Programmes are free to jobseekers and to eligible employed individuals under the Skills to Advance initiative.

Workforce development strategy

Following the publication of the National Skills Strategy in January 2016, SOLAS agreed with the Department of Education and Skills to develop a FET Policy Framework to guide ETBs in relation to employee development in alignment with the objectives of the National Skills Strategy.

Employee development policy framework

The Further Education and Training Policy Framework for Employee Development Supporting Working Lives and Enterprise Growth in Ireland and a background research paper were published in July 2018. This was developed in conjunction with the Department of Education and Skills following extensive consultation with ETBs, ETBI and other relevant stakeholders including Regional Skills Forums, Enterprise Ireland, LEOs, IDA, IBEC, NALA, Skillnet Ireland, SFA, ISME and ICTU. The policy framework promoted as Skills to Advance was launched in September 2018.

This policy has a dual approach which provides targeted support for vulnerable groups in the Irish workforce to enable them to advance in their working

lives and careers, to sustain their employment. The policy also supports SMEs who need some assistance to invest in and develop their workforce. A target has been set of having over 40,000 workers in lower-skilled work engaged in ETB supported skills development programmes by 2021. The NTF contributed €11m to commence implementation of this policy initiative in 2019. Workshops were conducted with ETBs in late 2018 to support implementation, with further sectoral information and support workshops planned for 2019. Partnerships to extend employee and employer reach are being activated at local and national level with key stakeholders. A range of resource materials has been created to assist with the rollout of Skills to Advance. A calendar of national and local promotional opportunities for 2019 and a national campaign is in development.

Skills for Work

Skills for Work is a national programme that aims to provide employees with skills training to meet the basic needs of the workplace. ETBs participating in the programme develop budgets for their planned provision in line with the Funding Allocation Request process. The 2019 budget allocation for Skills to Work is €2.74m, and 4,014 beneficiaries are planned for 2019.

FET professional development strategy

The FET Professional Development Strategy and an implementation plan were published by SOLAS and ETBI in November 2016. The aim of the strategy is to enhance the skills of those involved in the delivery, administration and management of FET programmes, through strategically targeted and consistent training and development.

It has three strategic goals:

- Creating the infrastructure and delivery systems for high-quality professional development
- Increasing FET sector capability through relevant, targeted professional development
- Securing sustainable funding and the resourcing of professional development

SOLAS, in conjunction with ETBI and ETBs, is responsible for the implementation of the strategy, which is overseen by a National Steering Group, chaired by DES.

Implementation is underway, with significant progress across all areas. Pilot programmes of support in management development, technology-enhanced learning and enterprise engagement were rolled out in 2018. Development work also progressed in a number of areas, such as quality assurance, ICT, vocational upskilling/reskilling and working with and supporting the adult learner.

A professional development (PD) planning process has been put in place by each ETB as part of the service planning process, and is aligned with the FET skills profile and the PD Strategy to ensure that skills to deliver, manage and support FET provision are updated on a continual basis.

TEL Strategy

The SOLAS Technology Enhanced Learning (TEL) Support Unit works closely with the further education and training sector in supporting the implementation of each Education and Training Board's TEL Strategy 2016–2019. The unit aims to support the enhancement of FET provision by building on existing good practice in the sector, while encouraging the dissemination of good practice and fostering a culture of creative collaboration across the ETB network. The TEL Strategy is part of the National Skills Strategy 2025.

SOLAS has implemented and is supporting the use of a central technology infrastructure providing ETBs with access to a virtual learning environment that is increasingly being used to facilitate FET blended learning provision. ETBs have completed an action planning process targeting funding at specific TEL activities focused around the four areas identified in the TEL Strategy: ICT infrastructure; professional development; learning content; and organisational structure. A TEL Action Support Group has been formed to identify the supports required to achieve the ambitions of the action plans by facilitating collaboration, avoiding duplication, and supporting a common approach to the adoption of TEL into existing activities.

Systems and strategies currently in development to support FET

Programme and Learner Support System

The Programme and Learner Support System (PLSS) is a joint initiative between SOLAS and ETBI. It is an ICT system which provides a suite of tools for FET providers to manage and administer the programmes they offer. ETBs can also use the PLSS system to completely manage the applicant and learner lifecycle.

Within PLSS there are three major components:

- The National Programme Database (NPD)
- The National Course Calendar (NCC)
- The Learner Database

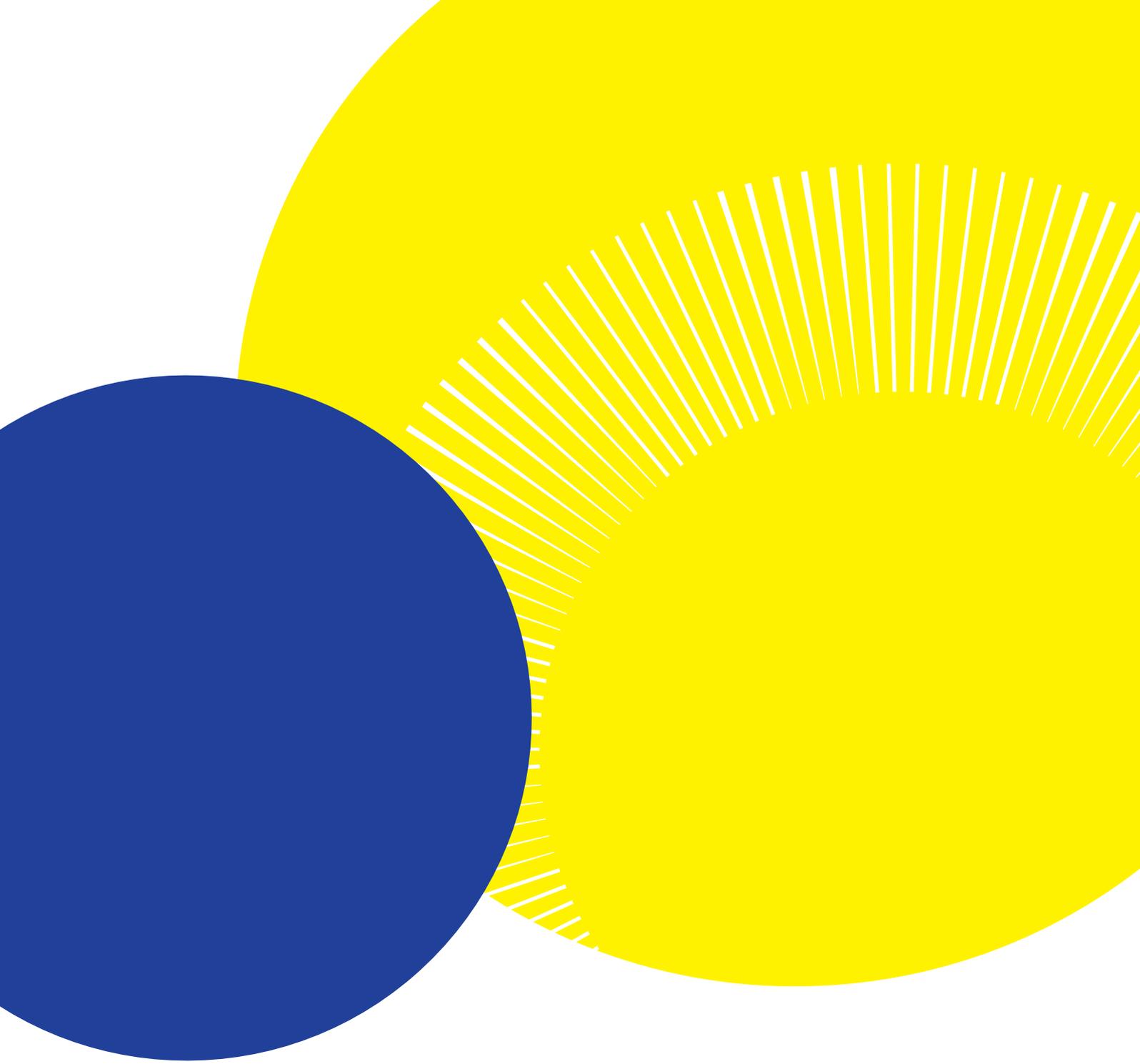
At the end of 2017, all three components were operational throughout the FET sector. The system has been further developed to include a reporting module, which provides detailed information to support the ETBs in their planning and scheduling at a local level. Enhancements to all three components are ongoing.

A PLSS Management Information System (MIS) is currently being rolled out to the ETBs. This will give context to the data that PLSS collects, and will support the management and decision making processes for both SOLAS and the ETBs.

PLSS also provides secure web interfacing facilities for inter-operability with third party systems. DEASP can refer clients directly into the application process of FET programmes and learners. Furthermore, work is underway on integrating elearning features into PLSS, whereby learners, once registered for a programme, will be given access to their local elearning resource on the Moodle platform.

The import and export facilities in PLSS allow third party systems to load and extract data to and from PLSS. This facilitates the export of the PLC October returns data to the Department of Education and Skills (DES). This functionality also provided the groundwork for the eCohesion programme, which the ETBs use to submit their ESF returns. PLSS also integrates with the funding, allocations, requests and reporting (FARR) planning process.

Fetchcourses.ie is the Further Education and Training Course Hub, which is fully integrated with PLSS. During 2018, there were over 500,000 visits to the site, of which about 231,000 were unique users. FET providers now have the option to accept online applications via fetchcourses.ie. Learners can apply for a diverse range of programmes run by different FET providers all through a single website, and can completely manage their application process online. Functionality to provide an online payment facility for the Fetchcourses.ie site is ongoing.



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Appendix 2: Summary of the Further Education and Training (FET) support organisations planned activities for 2019

Table 1 provides a list of support agencies and bodies in receipt of SOLAS funding along with the details of the activities planned for 2019.

Table 1

Agency/Body	2019 Planned Activities
<p>National Adult Literacy Agency (NALA)</p> <p>An independent charity working in partnership with government departments, organisations, tutors and learners to advance adult literacy policy. NALA ensures that adults with literacy and numeracy difficulties can fully take part in society and access learning opportunities that meet their needs.</p>	<ul style="list-style-type: none"> • Facilitate accreditation for 1,000 adult literacy and numeracy learners leading to the achievement of 3,300 minor awards at Level 2 and 600 minor awards at Level 3. • Engage with 250 learners through the distance learning service. • 175 learners' to avail of student development days, and 1,500 learners to participate in student development activities. • Engage and collaborate with individual ETBs, ETBI, SOLAS, AONTAS and other stakeholders. • Publish and disseminate 'Family Literacy' and 'Benefits of Lifelong Learning' research. • Increase participation in training and events, and increase the numbers availing of the student development fund. • Increase use of the Write On service by centres and individual learners. • Roll out and adopt Guidelines on Inclusion of People with Intellectual Disabilities in adult literacy services. • Roll out national awareness campaigns, using traditional and digital marketing tactics, to promote learning opportunities available through 'Take the First Step' and 'Help my Kid Learn'.
<p>Dyslexia Association of Ireland</p> <p>Membership-based association representing over 2,000 families and individuals affected by dyslexia all over Ireland. Membership also includes teachers, psychologists and other professionals. DAI advocates and raises awareness on behalf of people affected by dyslexia, and has a nationwide network of 37 branches and workshops providing information, assessment, training and support services.</p>	<ul style="list-style-type: none"> • Provide subsidised educational psychology assessments for disadvantaged adults. • Develop and deliver expanded CPD training on assessing needs in the FET Sector. • Develop part-time and evening delivery versions of 'Career Paths'. • Provide daily specialist literacy and numeracy tuition to learners on Career Paths programmes. • Facilitate learner progression to education and the workplace through specialist support and training. • Provide a free specialist information service on adult dyslexia, including helpline, drop-in service and information seminars. • Promote new website, podcast and webinars. • Provide training for 10–12 ETBs around dyslexia assessment and supports. • Continue to engage with the FET sector, employers and policy makers to drive policy and new initiatives for learners with dyslexia.

Agency/Body	2019 Planned Activities
<p>AONTAS</p> <p>Non-governmental voluntary membership organisation with over 500 members from the formal and non-formal adult and community education sector and the lifelong learning spectrum. AONTAS advocates and lobbies for the development of a quality service for adult learners, promoting the value and benefits of adult learning and broadening participation in lifelong learning. AONTAS ensures quality learning opportunities are offered to those who are educationally disadvantaged, and ensures that adult learners are central to adult learning policies.</p>	<ul style="list-style-type: none"> • Advocate for learners through representation at national and European level. • Engage in and disseminate FET policy-related research. • Provide opportunities for adult learning providers (FET/HE/CE) and learners to meet and reflect on the implementation of the FET Strategy. • Develop a stakeholder engagement strategy to effectively collaborate with key FET stakeholders at national level. • Support excellence and quality in the Community Education network through practitioner engagement and provision of support and resources. • Develop and disseminate the Adult Learner Journal. • Promote adult learning through the One Step Up project, website, social media and e-bulletins. • Organise and promote the 2019 National Learners Festival, AONTAS STAR awards and National Learners Forum.
<p>Fast Track Into Technology (FIT)</p> <p>Industry led, not for profit organisation that develops and promotes technology-based programmes and career development opportunities for job seekers. FIT works in collaboration with government, education and training providers and disadvantaged communities to improve access to employment for marginalised job seekers and those at risk of long-term unemployment.</p>	<ul style="list-style-type: none"> • Promote programmes to over 50,000 potential learners. • Provide information sessions and aptitude assessments for 3,500 learners with the opportunity to progress to ETB training programmes. • Organise job placements for 540 trainees. • Provide access to Accenture and Salesforce supported programmes for 500 learners. • Mobilise marginalised job seekers through information and guidance. • Develop and review market-orientated curricula and programmes in response to the needs of learners and industry. • Pilot Cisco ICT taster online resources as a progression step from initial eInclusion programmes. • Roll out Digital Skills for Citizens programme to benefit 3,000 learners in 2019. • Disseminate research supporting the development of new FET initiatives and apprenticeships to respond to a growing tech skills shortage. • Participate in policy steering groups and advocate for the development of ICT apprenticeships. • Promote capacity building within disadvantaged communities to address the digital divide, supporting local organisations with train the trainer and eInclusion programmes.
<p>National Centre for Guidance in Education (NCGE)</p> <p>Agency of the Department of Education and Skills, under the aegis of Léargas, responsible for supporting and developing guidance practice in all areas of education, and informing the guidance policy of the DES. NCGE hosts the Euroguidance Centre Ireland and represents Ireland/DES at the European Lifelong Guidance Policy Network.</p>	<ul style="list-style-type: none"> • Support DES in the development of FET guidance provision policy. • Adapt and develop strategic objectives based on the outcome of the DES Review of Careers Information and Tools. • Provide information and advice to DES and SOLAS on the FET Integrated Guidance Strategy. • Collaborate with ETBI on the support and development of quality guidance provision in line with the FET Strategy. • Develop the Adult Guidance Management System (AGMS) as a FET Guidance Management System. • Develop and deliver resources and CPD to FET guidance practitioners. • Collaborate with Euroguidance to support and promote mobility in the FET sector.

Table 2 provides a list of agencies and bodies in receipt of SOLAS Funding relating to lifelong learning opportunities, along with the details of the activities planned for 2019.

Table 2 Further Education and Training - lifelong learning opportunities

Agency/Body	2019 Planned Activities
<p>Age Action Ireland</p> <p>National non-governmental, membership-based organisation concerned with ageing and older people. With 3,660 members, it acts as a network of organisations and individuals including older people and carers of older people. Age Action is a development agency promoting better policies and services for older people.</p>	<ul style="list-style-type: none"> • Increase the number of University of the 3rd Age (U3A) groups nationally by five to 35 by the end of 2019. • Organise 250 community-based events throughout the country during Positive Ageing Week. • Expand the Age Action/Suas literacy pilot project involving older volunteers working with pupils of DEIS schools to improve literacy and numeracy levels. • Commence the EU LGBTI+ programme, a 2-year research programme in conjunction with five other European countries.
<p>Irish Countrywomen's Association</p> <p>The Association is the largest membership organisation of women in Ireland. The Association's Adult Education College, An Grianán, plays a key role in the education of the Association's members and the wider public providing access to a broad range of programmes.</p>	<ul style="list-style-type: none"> • Provide administrative support to 6,000 learners facilitating access to and participation in education and personal development programmes of learning.
<p>Irish Deaf Society</p> <p>The Society seeks to achieve equality for and promote the rights of deaf people in Ireland, and to achieve full access to citizenship and society for the deaf community.</p>	<ul style="list-style-type: none"> • Provide QQI certified and non-certified CPD and personal development training interventions and workshops for approximately 333 learners who are members of the deaf community. • Provide Irish Sign Language programmes for approximately 620 deaf and hearing learners nationally. • Develop work-placement programmes to increase language and deaf awareness in the workplace. • Introduce teacher and tutor CPD to improve the quality of classroom teaching.
<p>People's College</p> <p>Voluntary body that provides general adult education, personal development and communication skills to trade unionists, their families and the general public.</p>	<ul style="list-style-type: none"> • Continue to grow the student base for 2019, expanding the range of daytime programmes and promoting new programmes in health and wellbeing, arts, music, and a series of short-term beginner programmes in IT. • Continue to work with local libraries to promote programmes to people in their areas. • Choir and Debating societies will continue to represent and promote the college in both Ireland and Europe. • Liaise with unions and organisations such as Age Action and NALA to develop programmes to suit the needs of learners and clients. • Continue to reach out to communities in areas of social deprivation to promote intercultural activities and learning opportunities.

Table 3 provides a list of Staff Representative Organisations in receipt of SOLAS funding along with the details of the activities planned for 2019.

Table 3 FET staff representative organisation

Organisation	2019 Planned Activities
<p>National Association of Adult and Community Education Directors</p> <p>Voluntary membership-based organisation that provides support and networking for Directors of Adult Education in Community and Comprehensive schools.</p>	<ul style="list-style-type: none"> • Provide CPD for members and second level schools providing adult and community education programmes. • Promote Adult Education through the NAACED website, social media and at national adult education events.

Table 4 provides detail of a professional development project in receipt of SOLAS funding along with the details of the activities planned for 2019.

Table 4 FET Professional Development Project

Organisation	2019 Planned Activities
<p>Waterford Institute of Technology (support for WIT/NALA Project)</p> <p>Adult literacy accreditation project that provides third level programmes for practitioners in the adult literacy field. The centre collaborates with stakeholder groups to heighten awareness of the value of adult literacy and the CPD needs of practitioners.</p>	<ul style="list-style-type: none"> • Deliver 39 modules across five adult and further education programmes, offering flexible models of study, progression routes and innovative modes of delivery (12 through blended learning). • Develop new programmes leading to QQI Level 6 Minor Awards to address needs identified in the Professional Development Strategy for FET. • Engage with ETBs regarding the provision of tailor-made, onsite options and the delivery of literacy and numeracy specific CPD for FE practitioners working in their services. • Enhance access and advanced entry to LDC programmes through the recognition of prior certified and experiential learning. • Engage with and contribute to research projects and disseminate findings and practitioner supports from individual research and national and European research partnerships.

Table 5 provides detail of projects in receipt of SOLAS funding for FET EU and Specific Projects and details of the activities planned for 2019.

Table 5 FET EU and Specific Projects

Project/Agency/Body	2019 Planned Activities
<p>FIT - ICT Associate Professional</p> <p>Co-ordinating the final year of the ICT Associate Professional Pilot Programme.</p>	<ul style="list-style-type: none"> • Co-ordinate completion of the ICTAP pilot programme supporting 66 learners on four programmes in Dublin, Cork, Galway and Limerick. • Manage the on-the-job elements of the dual education programme involving 42 sponsor employers. • Facilitate employers in sponsoring the new national ICT Apprenticeships in Software Development, Network Engineering and Cybersecurity.

Project/Agency/Body	2019 Planned Activities
<p>Irish Association of Community Training Organisations (IACTO)</p> <p>IACTO is the representative body for Boards of Management of Community Training Centres.</p>	<ul style="list-style-type: none"> • Support the CTC sector in the delivery of FET services through regional information forums, innovation and working group meetings and strategic planning workshops. • Continue to support 12 CTCs in the implementation of two innovation pilots regarding a Quality Framework Initiative and blended learning. • Provide professional development training and HR/IR consultancy services to Board members, managers and staff. • Support the implementation of collective bargaining procedures and IR related agreements. • Represent the sector at local and national level (ETBs, ETBI, SOLAS, DES) and participate in collaborative projects with national organisations, for example, Léargas and An Cosán.
<p>CSO - Programme for the International Assessment of Adult Competencies (PIAAC)</p> <p>PIAAC is co-ordinated in Ireland by the Central Statistics Office (CSO). CSO provides statistical information to Government for the formation and monitoring of policy and programmes at a national, regional and local level, and serves the needs of the wider national and international community.</p>	<ul style="list-style-type: none"> • Participate in an international survey of adult skills measuring cognitive and workplace skills necessary for individuals to participate in society and for economies to prosper. The results of the survey assist educators, policy makers and labour economists to develop economic, education and social policies that will enhance the skills of adults.
<p>Working for Work 2019 Publication - Irish National Organisation of the Unemployed</p> <p>Federation of 216 member groups including community-based resource centres, Citizens Information Services, Money Advice and Budgetary Services, national NGOs, trade unions and unemployed people. Promotes and campaigns for policies to achieve full employment for all and for an acceptable standard of living for unemployed people and their dependants.</p>	<ul style="list-style-type: none"> • Produce and distribute 25,000 copies of Working for Work to individual unemployed people, INOU member organisations, Education and Training Boards, DEASP Intreo and local offices, Citizens Information Centres, MABS and a wide range of other organisations and groups closely associated with education and training support services including: Springboard, FIT, Skillnets, LES (Local Employment Services), Jobs Clubs and colleges and universities. • Support the ongoing development of the online version of Working for Work.
<p>AHEAD - Association for Higher Education Access & Disability</p> <p>Non-profit organisation working to promote full access to and participation in further and higher education for students with disabilities, and to enhance their employment prospects on graduation. AHEAD also provide information on disability issues in education to students and graduates with disabilities, teachers, guidance counsellors and parents.</p>	<ul style="list-style-type: none"> • Completion of literature review and Theoretic Framework for Universal Design for Learning (UDL) as a toolkit for managing diversity in FET. • Identification of key features and learning strategies characteristic of UDL practices. • Completion of research into current good practices and development of a framework and guidelines around UDL for FET. Provide evidence based theoretical model for moving towards UDL as a framework for managing diversity in FET.

Table 6 provides detail of projects in receipt of SOLAS funding for FET EU and Specific Projects and details of the activities planned for 2019.

Table 6 FET organisations - support

Agency/Body	2019 Planned Activities
<p>ETBI</p> <p>National Representative body for the 16 Education and Training Boards. ETBI provides collective representation, training and a range of additional FET-related supports to ETBs.</p>	<ul style="list-style-type: none"> • Identify and promote quality assurance supports and opportunities for collaborative practice and service sharing across the ETBs specifically around: QA systems development and enhancement; curriculum and programme design, development, approval and governance; assessment and authentication; self-evaluation; statutory reviews. • Deliver the FET sectoral supports set out in the ETBI strategy including the implementation of the FET Professional Development Strategy. • Develop and enhance capacity across the sector to implement the national Literacy and Numeracy Strategy. • Facilitate a cohesive and strategic approach to the planning, development and implementation of apprenticeships within the ETB sector. • Co-ordinate and support FET management systems including PLSS, Data Collection Action Plan and an Online Payments System to establish a robust evidence-based data system.
<p>Joint Further Education Representative Group (JFERG)</p> <p>A strategic partnership between the Association of Community and Comprehensive Schools (ACCS) and the Joint Managerial Body (JMB).The Joint Further Education Representative Group (JFERG) represents schools from both sectors in negotiations with DES, SOLAS, QQI, FESS and ETBI.</p>	<ul style="list-style-type: none"> • Establish arrangements with JFERG schools, both regionally and nationally, to work effectively with ETB and SOLAS structures. • Co-ordinate and support schools in relation to planning and refocusing provision in consultation with SOLAS and in response to the recommendations of the PLC evaluation. • Co-ordinate the provision of relevant CPD to JFERG schools. • Provide a communication channel facilitating the exchange of information between JFERG, ETBs, ETBI, SOLAS, QQI and other relevant stakeholders. • Support JFERG schools with the process of QQI quality assurance, re-engagement and programme validation. • Collaborate in the development of mechanisms to support and encourage cohesive, integrated local planning and delivery.

Appendix 3: Grant allocations for Voluntary Secondary and Community and Comprehensive Schools

2019 BTEI grant allocations for Voluntary Secondary and Community and Comprehensive Schools	
School/College	Funding Allocations
Central College, Sexton Street, Limerick	€58,991
Donahies Community School, Streamville Road, Dublin 13	€57,630
Mary Immaculate Secondary School, Lisdoonvarna, Co. Clare	€57,500
Nagle Rice Secondary School, Doneraile, Co. Cork	€19,380
North Presentation Secondary School, Farranree, Cork	€75,480
Sancta Maria College, Louisburgh, Co. Mayo	€14,280
Scoil Mhuire, Ennistymon, Co. Clare	€13,770
St Joseph's Secondary School, Spanish Point, Co. Clare	€44,880
St Michael's School, Castlerea, Co. Roscommon	€30,600
Total	€372,511

Appendix 4: List of Voluntary Secondary and Community and Comprehensive Schools that grants are allocated to through the Department of Education and Skills post-primary payment section for the PLC programme.

List of Voluntary Secondary and Community and Comprehensive Schools that grants are allocated to through the Department of Education and Skills post-primary payment section for the PLC programme.	
Schools/Colleges	Places (2019)
Ballyhaunis, Community School, Co. Mayo	20
Castlecomer, Community School, Co. Kilkenny	14
Castlerea Community School, Castlerea, Co. Roscommon	9
Central College, Sexton Street, Limerick	236
Coláiste Chiaráin, Summerhill, Athlone, Co. Westmeath	34
Coláiste Mhuire, Ballygar, Co. Galway	13
Donahies Community School, Streamville Road, Dublin 13	11
Dunmore, Community School, Co. Galway	11
Glenamaddy Community School, Co. Galway	50
Gorey Community School, Gorey, Co. Wexford	89
Jesus and Mary Secondary School, Enniscrone, Co. Sligo	75
Kilrush, Community School, Co. Clare	20
Mary Immaculate Secondary School, Lisdoonvarna, Co. Clare	37
Mercy College, Sligo	45
Moate Business College, Moate, Co. Westmeath	430
Our Lady's College, Presentation Road, Galway	10
Our Lady's Secondary School, Belmullet, Co. Mayo	16
Ramsgrange Community School, New Ross, Co. Wexford	14
Sancta Maria College, Louisburgh, Co. Mayo	17
Scoil Phobail, Clifden Community School, Clifden, Co. Galway	15
St Cuan's College, Castleblakeney, Ballinasloe, Co. Galway	38
St Louis Community School, Kiltimagh, Co. Mayo	136
St Patricks Comprehensive School, Shannon	10
Scoil Phobail Mhic Dara, Carna, Co. Galway	6
Tullow Community School, Carlow	31
Total	1,387

Appendix 5: Supports provided for FET learners

A number of supports are provided for learners engaging in Further Education and Training programmes. The following examples are not definitive:

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

Appendix 6: Definitions

Definitions	
Full-time Further Education and Training programmes	
Post Leaving Certificate (PLC)	
Starter definition	The counting of each learner in this category on the date the learner commenced tuition on their programme of study (typically in September/October).
Completer definition	The counting of each learner in this category on the date the learner finished their programme of study (typically in May).
Note	In the case of multi-year PLC programmes, each year is a standalone year and should be considered independently. If the programme crosses the calendar year, this has no impact.
The Vocational Training Opportunities Scheme (VTOS)	
Starter definition	The counting of each learner in this category on the date the learner commenced tuition on their programme of study.
Completer definition	The counting of each learner in this category on the date the learner finished their programme of study.
Note	In the case of multi-year VTOS programmes, each year is a standalone year and should be considered independently. If the programme crosses the calendar year, this has no impact.
Youthreach	
Starter definition	The counting of each learner in this category on the date the learner commenced tuition on their programme of study.
Completer definition	The counting of each learner in this category on the date the learner finished their programme of study.
Note	<p>Youthreach is organised on an academic year/semester basis therefore:</p> <ul style="list-style-type: none"> • Completion of the summer programme should be considered as the completion of the year. • Resumption of the Youthreach programme after summer break should be considered as the start of the next year. • If the programme crosses the calendar year, this has no impact.
Bridging, Foundation, Specific Skills Training (SST), Traineeship Programmes, Local Training Initiatives (LTIs), Apprenticeship	
Starter definition	The counting of each learner in this category on the date the learner commenced tuition on their programme of study.
Completer definition	The counting of each learner in this category on the date the learner finished their programme of study.
Note	If the programme crosses the calendar year, this has no impact.
Community Training Centres (CTCs)	
Starter definition	The counting of each learner in this category on the date the learner commenced tuition on their programme of study.
Completer definition	The counting of each learner in this category, on date the learner finished their course of study.

Note	If the programme crosses the calendar year, this has no impact. The commencement of subsequent years occurs on the anniversary date of the learner's initial registration on the programme.
Specialist training providers	
Starter definition	The counting of each learner in this category, on the date the learner commenced tuition on their programme of study.
Completer definition	The counting of each learner in this category on the date the learner finished their programme of study.
Note	If the programme crosses the calendar year, this has no impact. The commencement of subsequent years occurs on the anniversary date of the learner's initial registration on the programme.

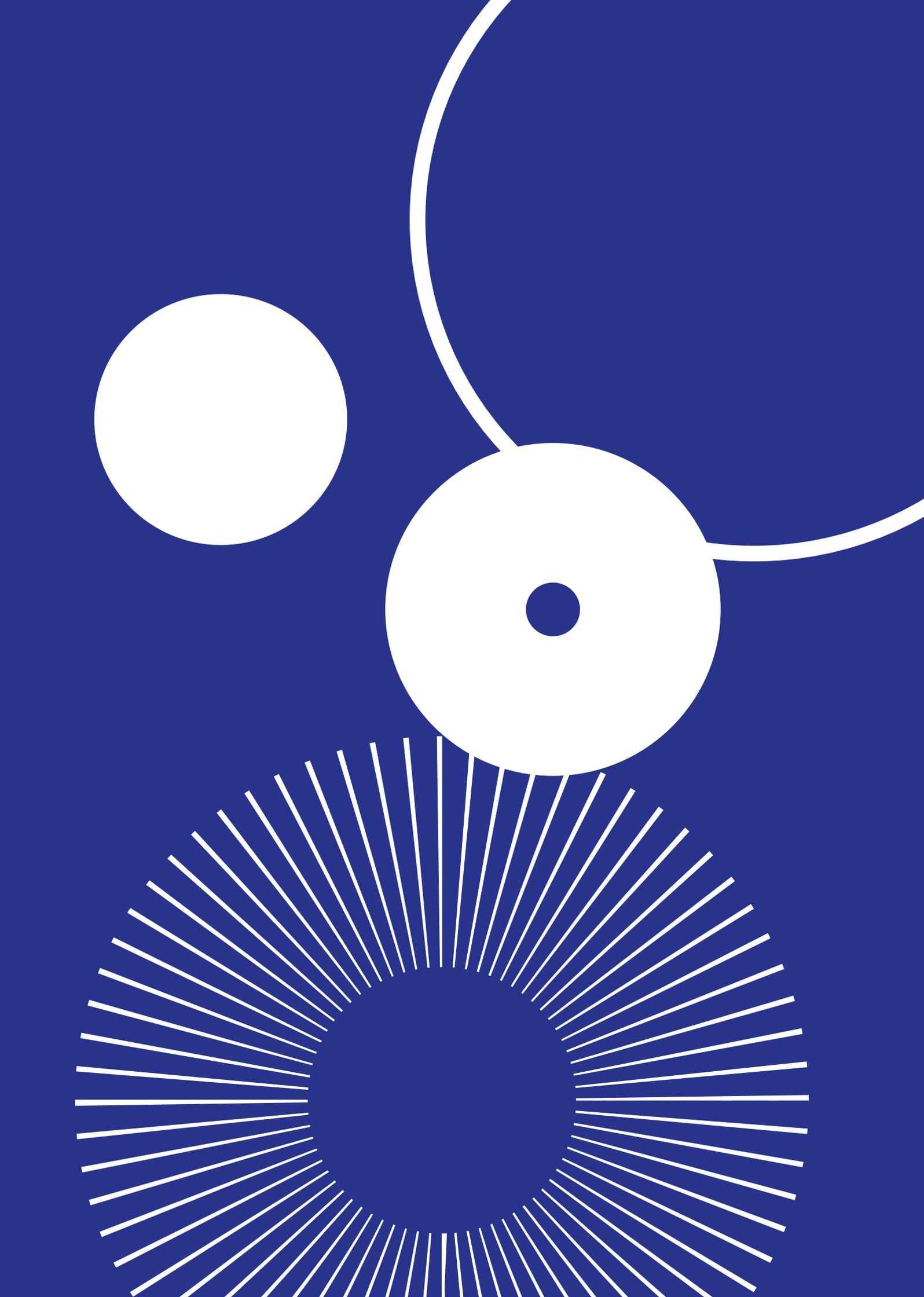
Acronyms

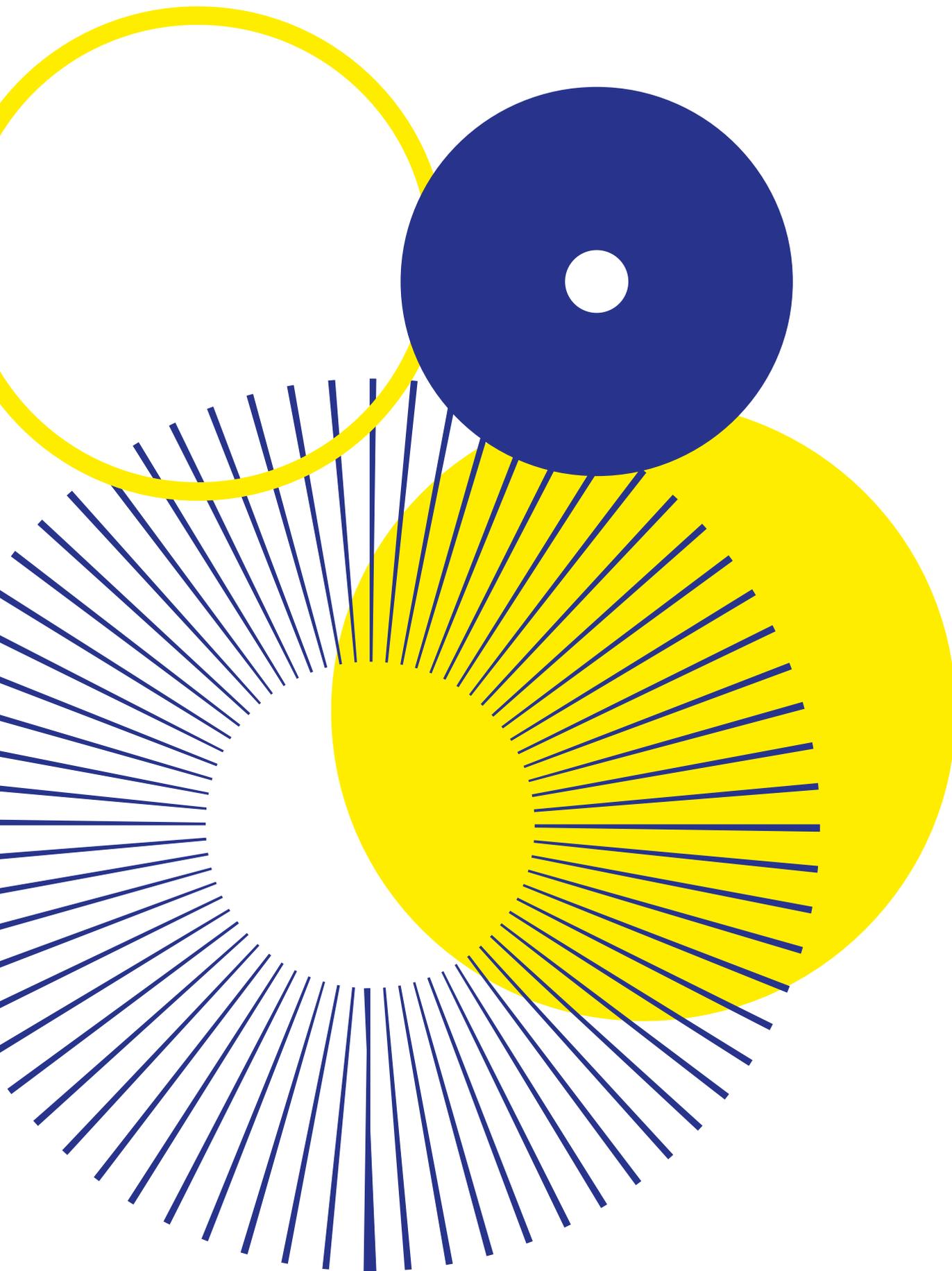
Acronyms	
ACCS	Association of Community and Comprehensive Schools
AEGAI	Adult Education Guidance Association of Ireland
AGMS	Adult Guidance Management System
AI	Artificial Intelligence
ALOA	Adult Literacy Organisers Association
ATI	Accounting Technicians Ireland
BTEI	Back to Education Initiative
CE	Community Education
CEF	Construction Employers Federation
CETS	Childcare in Education and Training Scheme
CITB	Construction Industry Training Board
CPD	Continuing Professional Development
CSCS	Construction Skills Certification Scheme
CSO	Central Statistics Office
CTC	Community Training Centre
CYPSC	Children and Young People's Services Committees
DAI	Dyslexia Association of Ireland
DBEI	Department of Business, Enterprise and Innovation
DCCAE	Department of Communications, Climate Action and Environment
DCYA	Department of Children and Youth Affairs
DEASP	Department of Employment Affairs and Social Protection

DES	Department of Education and Skills
EASA	European Union Aviation Safety Agency
EGFSN	Expert Group on Future Skills Needs
ESD	Effort Sharing Decision
ESOL	English for Speakers of Other Languages
ETBI	Education and Training Boards Ireland
FAR	Funding Allocation Request
FARR	Funding Allocations Requests and Reporting
FESS	Further Education Support Service
FET	Further Education and Training
FIT	Fast Track into Technology
FTE	Full time Equivalent
HE	Higher Education
HEA	Higher Education Authority
HR	Human Resources
IACTO	Irish Association of Community Training Organisations
IBEC	Irish Business and Employers Confederation
ICA	Irish Countrywomen's Association
ICT	Information Communication Technology
ICTAP	Information Communication Technology Associate Professional
ICTU	Irish Congress of Trade Unions
IDA	Industrial Development Authority
INOUE	Irish National Organisation of the Unemployed

ISME	Irish Small and Medium Enterprises Association
ITABE	Intensive Tuition in Adult Basic Education
ITO	Industrial Training Order
JLD	Jobseekers Longitudinal Database
JMB	Joint Managerial Body
LDA	Locally Devised Assessments
LEO	Local Enterprise Office
LES	Local Employment Services
LTI	Local Training Initiatives
NACED	National Association of Community Education Directors
NALA	National Adult Literacy Agency
NCC	National Course Calendar
NCGE	National Centre for Guidance in Education
NPD	National Programme Database
NTF	National Training Fund
NZEB	Nearly Zero Energy Buildings
PIAAC	Programme for the International Assessment of Adult Competencies
PLC	Post Leaving Certificate
PLSS	Programme and Learner Support System
QAS	Quality Assurance Services
QNHS	Quarterly National Household Survey
QQI	Quality and Qualifications Ireland

QSCS	Quarrying Skills Certification Scheme
RCCRS	Results Capture and Certification Request System
RPL	Recognition of Prior Learning
SFA	Small Firms Association
SLMRU	Skills and Labour Market Research Unit
SME	Small/medium sized enterprise
SOC	Standard Occupational Classification
SOLAS	An tSeirbhís Oideachais Leanúnaigh agus Scileanna (Further Education and Training Authority)
SST	Specific Skills Training
STA	Skills to Advance
STP	Specialist Training Provider
SUSI	Student Universal Support Ireland
TEL	Technology Enhanced Learning
UDL	Universal Design for Learning
VET	Vocational Education and Training
VSCCS	The Voluntary Secondary Schools and Community and Comprehensive Schools
VTOS	Vocational Training Opportunities Scheme
WIT	Waterford Institute of Technology





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