

# DUBLIN AND DÚN LAOGHAIRE EDUCATION AND TRAINING BOARD PROFILE

FURTHER EDUCATION  
AND TRAINING

2022



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# **DUBLIN AND DÚN LAOGHAIRE EDUCATION AND TRAINING BOARD PROFILE**

FURTHER EDUCATION  
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2022

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# Glossary

Term	Definition
AEGIS	Adult Education Guidance and Information Service
AONTAS	Aos Oideachais Náisiúnta Trí Aontú Saorálach/National Adult Learning Organisation
BTEI	Back to Education Initiative
CAO	Central Applications Office
CompTIA	Computer Technology Industry Association
DRSF	Dublin Regional Skills Forum
DSP	Department of Social Protection
DEIS	Delivering Equality of Opportunity in Schools
EA	External Authentication/External Authenticator
ERT	Emergency Remote Teaching
ESER	Executive Self-Evaluation Report
ESF	European Social Fund
ESOL	English to Speakers of Other Languages
ETB	Education and Training Board
ETBI	Education and Training Boards Ireland
FARR	Funding Allocation Request and Reporting
FÁS	Foras Áiseanna Saothar
FE	Further Education
FESS	Further Education Support Services
FET	Further Education and Training
FSD	Fund for Students with Disabilities
HE	Higher Education
IT	Information Technology
ICT	Information and Communications Technology
ITABE	Intensive Tuition in Adult Basic Education
ITEC	International Therapy Examination Council
IV	Internal Verification/Internal Verifier
KPI	Key Performance Indicator

Term	Definition
MAEDF	Mitigating Against Educational Disadvantage Fund
MOU	Memorandum of Understanding
NFQ	National Framework of Qualifications
NALA	National Adult Literacy Agency
OSD	Organisation Support and Development
PHECC	Pre-Hospital Emergency Care Council
PD	Professional Development
PLC	Post Leaving Certificate
PLSS	Programme Learner Support System
QA	Quality Assurance
QIP	Quality Improvement Plan
QQI	Quality and Qualifications Ireland
RAP	Results Approval Panel
RPL	Recognition of Prior Learning
SEC	State Examinations Committee
SER	Self-Evaluation Report
SLA	Service Level Agreement
SLMRU	Skills and Labour Market Research Unit
SMT	Senior Management Team
SPA	Strategic Performance Agreement
SOLAS	An tSeirbhís Oideachais Leanúaigh agus Scileanna/Further Education and Training Skills Authority
TEL	Technology Enhanced Learning
TQAS	Transition Quality Assurance System
VEC	Vocational Education Committee
VTOS	Vocational Training Opportunities Scheme
YR	Youthreach



# 1 DUBLIN AND DÚN LAOGHAIRE EDUCATION AND TRAINING BOARD CONTEXT

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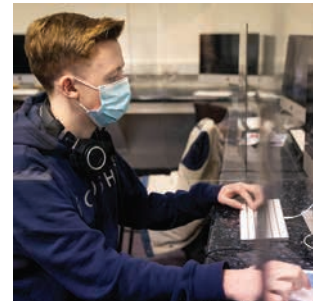
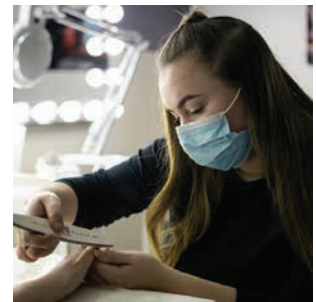
# Background

Dublin and Dún Laoghaire Education and Training Board (DDLETB) is one of sixteen (16) ETBs which were established under *The Education and Training Boards Act, 2013*. Following ministerial approval, County Dublin Vocational Education Committee (VEC) and Dún Laoghaire VEC were dissolved on 1<sup>st</sup> July 2013, and the Dublin and Dún Laoghaire Education and Training Board was officially established, encompassing the catchment area of the two VECs. Three (3) former FÁS Training Centres (Baldoyle Training Centre, Tallaght Training Centre and Loughlinstown Training Centre) were initially transferred to SOLAS and were amalgamated with the new Dublin and Dún Laoghaire Education and Training Board in January 2014.

## Areas of Responsibility

As a statutory body, DDLETB has responsibility for a wide and varied suite of education and training services, including:

- > Nine Primary Schools (Community National Schools)
- > One Community Special School
- > Thirty-one Second Level Schools (Community Colleges)
- > Education Centres in special care and detention settings
- > Five Further Education Colleges
- > Six Dual Provision Schools
- > Training Services (through a network of three Training Centres)
- > Four Adult Education Services (including Community Education)
- > Eleven Youthreach Centres
- > Youth Services
- > Youth and Sport Development Centres
- > National initiatives including, for example, the Music Generation programme.



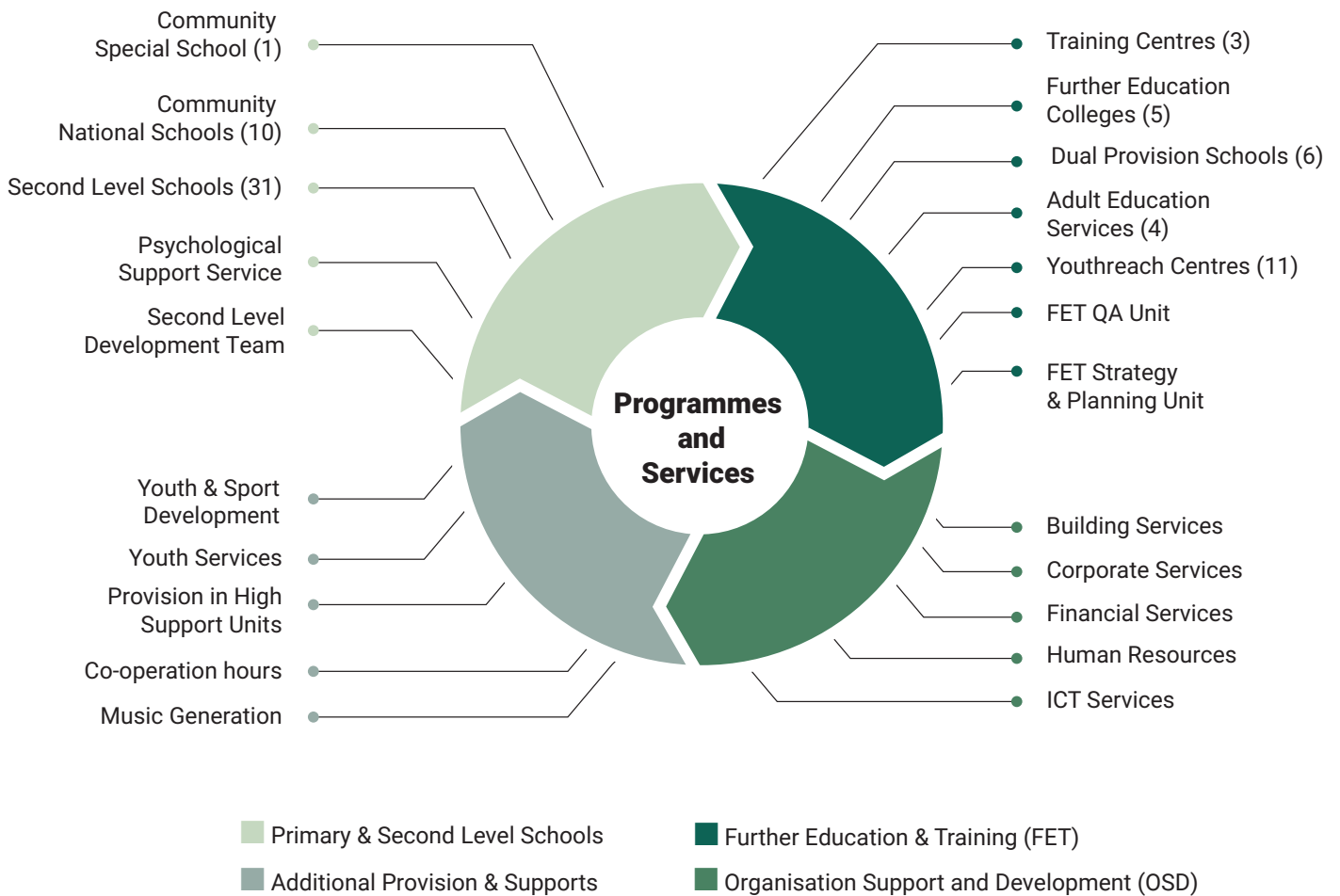
For a full list of DDLETB schools, centres, and colleges, see Appendix 1.



# Services and Locations

DDLETB serves a population of nearly 800,000 people, with a budget of circa €230m per year with 4,000 staff, delivering education and training to approximately 70,000 learners in 650 locations through a network of schools, colleges, centres, outreach and community-based settings in the DDLETB region.

DDLETB programmes and services are illustrated below.





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# Learners in DDLETB

The number of learners in DDLETB for both 2019 and 2020 are set out below.

**Table 1 Learner numbers in 2019 and 2020**

Education and Training Services	Learners in 2019	Learners in 2020
Further Education and Training	21,074	17,474
Primary Schools	2,995	3,208
Post Primary Schools	17,859	18,761
Youth Services	26,486	22,597
Self-financing Adult Night Classes	4,472	2,140

## Further Education and Training (FET)

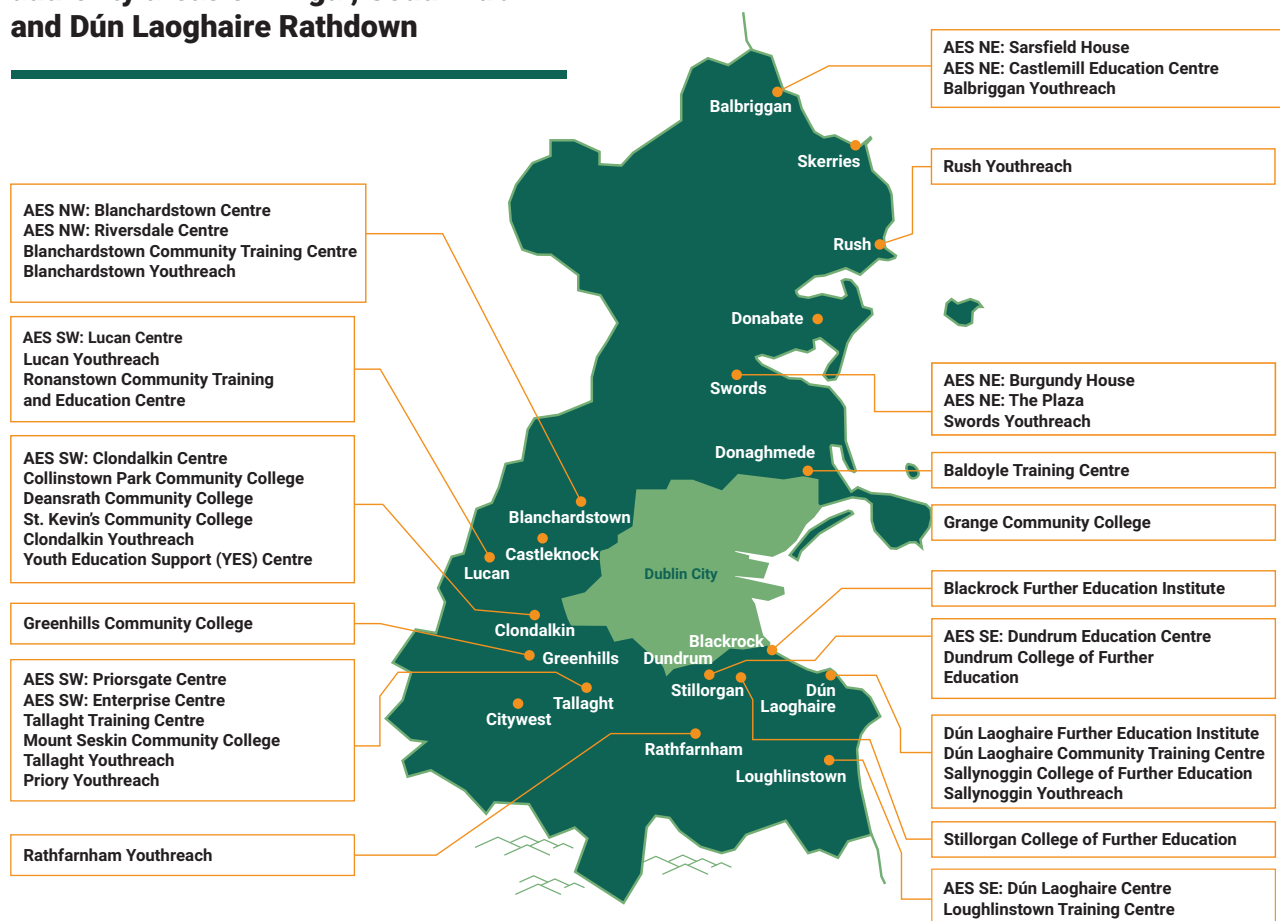
The FET sector in DDLETB consists of four services located in 40 centres, each with its own distinct identity and learner target groups:

- > The Adult Education Service (AES) comprises 4 geographically-based services and a total of 12 centres. The Community Education programmes managed by the Adult Education Services provide adult education to more than 150 additional community locations across the region.
- > The Further Education Service comprises of five (5) dedicated Further Education Colleges and six (6) Further Education Centres located in post-primary schools. These are known as Dual Provision schools, as they provide access to post primary education and further education and training.
- > The three (3) Training Centres located in Baldoyle, Tallaght and Loughlinstown provide a broad range of programmes. They support external providers contracted by DDLETB to provide education and training including 3 Community Training Centres, five (5) Specialist Training Providers, three (3) Justice Workshops and seven (7) Local Training Initiatives delivered in the community.
- > The 11 Youthreach Centres provide education services and support to young people between the ages of 15 and 20 years of age who are learning outside of the formal school setting.
- > DDLETB also provides a range of services through cooperation arrangements with other organisations, grants and other initiatives.

Further details of the range of FET provision are provided in Section 7 of this Provider Profile.

# Further Education and Training Locations

The Dublin and Dún Laoghaire ETB region encompasses the three local authority areas of Fingal, South Dublin and Dún Laoghaire Rathdown



Historically, there are various programmes in Further Education and Training. The table below outlines the number of part- and full-time learners who participated in FET programmes in 2019 and 2020.

The Programme Learner Support System (PLSS) is the national FET learner management system and provides a mechanism to plan provision, report on activity and inform evidence-based decision making. PLSS was developed as the integrated and coordinated mechanism for the achievement of Strategic Goal 4 of the Further Education and Training Strategy 2014-2019, which was to implement a new planning and funding model for further education and training. The data in the following tables was generated from PLSS.

**Table 2**

	2019	2020
Full-time	11,166	9,872
Part-time	19,165	13,934
Total number of FET beneficiaries <sup>1</sup>	30,331	23,806
Total number of FET learners	21,074	17,474

The range and diversity of DDLETB's Further Education and Training provision is evidenced in Table 3 which sets out the various FET programmes and beneficiary numbers for 2019 and 2020.

**Table 3**

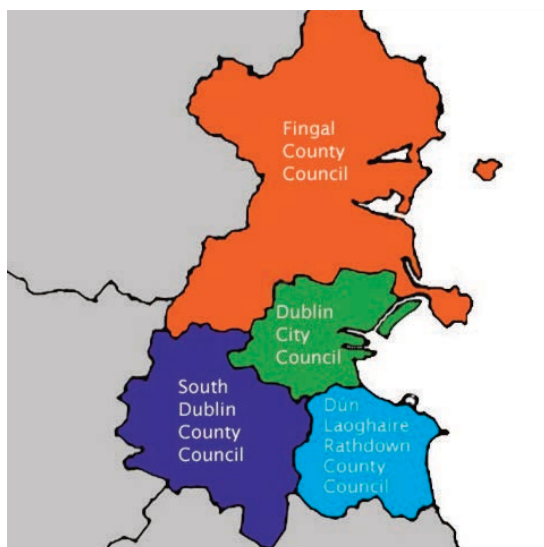
Programme Category	2019	2020
Post Leaving Certificate – PLC	5,048	5,038
Apprenticeship	1,467	1,358
Pre-apprenticeships	28	52
Bridging and Foundation Training	156	57
Traineeship	1,439	1,484
Specific Skills Training	1,736	1,504
Blended Training	391	376
Evening Training	2,853	1,581
Specialist Training Provision	373	295
Local Training Initiatives	271	232
Justice Workshops	49	37
Community Training Centres	268	199
Youthreach	631	579
Skills to Advance	605	1,028
Skills for Work	387	190
Community Education	5,199	2,597
Adult Literacy	1,969	1,321
Intensive Tuition in Adult Basic Education (ITABE)	402	351
Back to Education Initiative (BTEI)	3,018	2,592
Vocational Training Opportunities Scheme (VTOS)	375	360
English for Speakers of Other Languages – ESOL	3,604	2,527
FET Co-operation Hours	50	41
Recognition of Prior Learning (RPL)	12	7
<b>Total</b>	<b>30,331</b>	<b>23,806</b>

<sup>1</sup> Beneficiary numbers represent the total number of learners multiplied by the number of courses they participated in during 2019 and 2020.



## 2 DDLETB REGIONAL PROFILE

**DDLETB Administrative Area Map**



Dublin and Dún Laoghaire Education and Training Board (DDLETB) serves three separate administrative areas, namely Dún Laoghaire-Rathdown, Fingal and South County Dublin County Councils and is in close proximity to the neighbouring City of Dublin Education and Training Board (CDET), which serves the Dublin City Council area. See the map of administrative areas.<sup>2</sup> A close working relationship has developed between DDLETB and CDET given their dual responsibility in serving the FET needs in the greater Dublin area.

## Regional Population and Age Profile

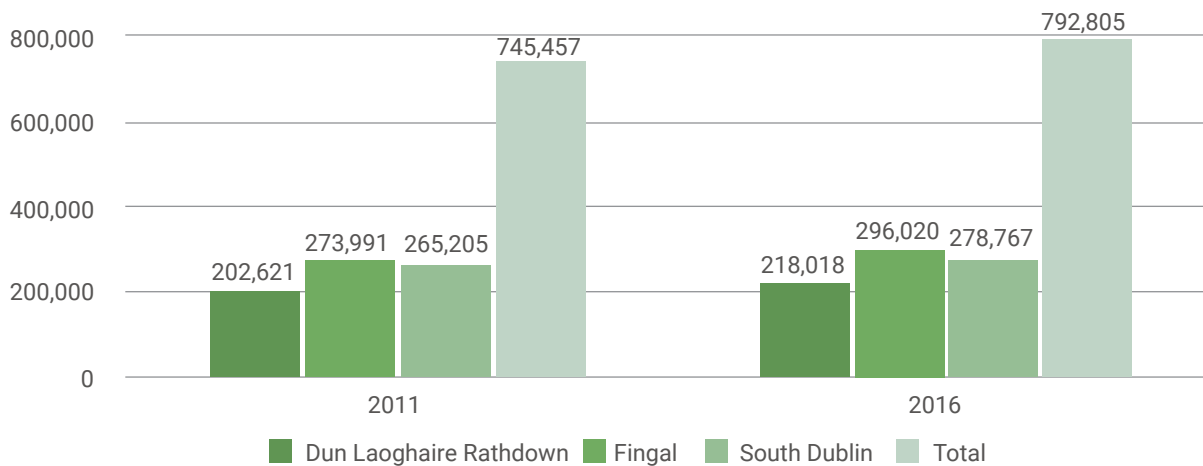
Dublin has a sizeable, and both linguistically and ethnically diverse population, as might be expected of a modern capital city. The population of almost 800,000 in the DDLETB catchment area represents 17% of the national population and 60% of the population of the Dublin region, according to the most recent census data.

There was an increase of over 45,000 people between the last two censuses, demonstrating the pace of demographic growth in the administrative area, which is higher than the national average. Fingal has shown the highest growth of any county in Ireland over the past 20 years with an increase of over 79% and growth of 8% between 2011 and 2016, more than twice that of the state overall. The Fingal County Council area has the third highest population in the country. The population of Dún Laoghaire-Rathdown and South Dublin has also grown by more than 5%. The population growth in the DDLETB region is illustrated in Graph 1.



<sup>2</sup> Source: Geographic Area | Promoting Civic Participation of Third Country Nationals through Local Authority Platforms (integratingdublin.ie)

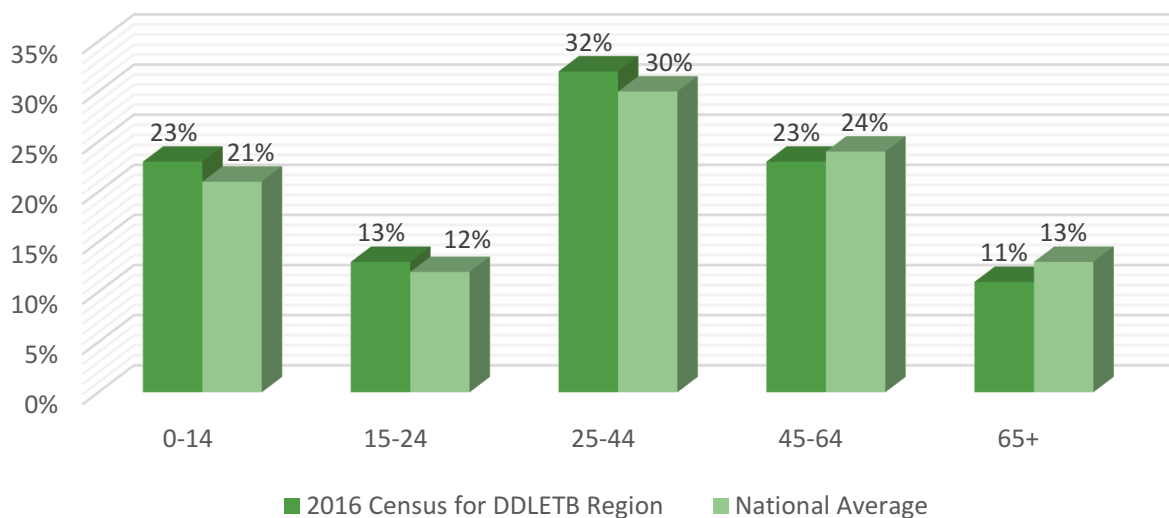
**Graph 1: Population Growth in the Region<sup>3</sup>**



The regional profile has a higher percentage of working-age younger adults compared to the national average and has a younger population overall than the national average. Fingal, as the youngest county in Ireland, has an average age of **34.3** and Balbriggan is the youngest town in Ireland with an average age of **30.8**.

In addition to having a young and growing population, the DDLETB region also has a considerable population of non-Irish nationals. In 2016, 11.1% of the population in the DDLETB region were non-Irish, only marginally smaller than the 11.6% of the overall population in Ireland who were non-Irish nationals. The number of non-Irish nationals living in Ireland increased slightly to 645,500 in April 2021 from 644,400 in April 2020, accounting for 12.9% of the total population<sup>4</sup>.

**Graph 2: Age Profile of the Region<sup>5</sup>**



<sup>3</sup> Sources: 2016: <https://www.cso.ie/en/census/census2016reports/census2016smallareapopulationstatistics/>; 2011: <https://www.cso.ie/en/census/census2011smallareapopulationstatistics/>

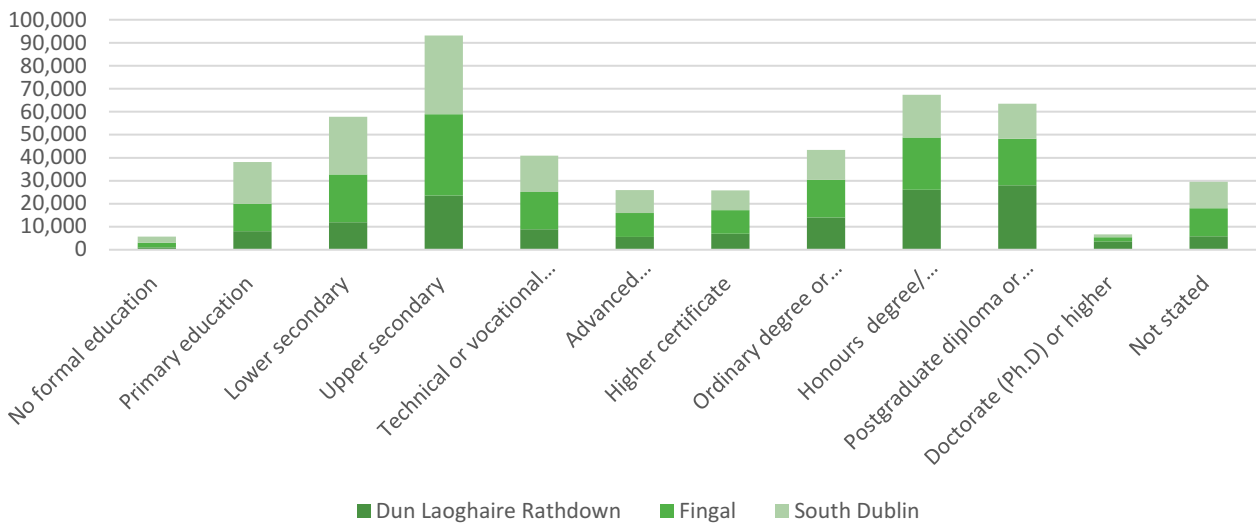
<sup>4</sup> (CSO Population and Migration Estimates, April 2021).

<sup>5</sup> <https://www.cso.ie/en/census/>

# Educational Attainment Profile of Regional Population

Dún Laoghaire-Rathdown had the highest percentage of persons with a third level qualification in Ireland at 61.1%. For Fingal, this was 48.7% while for South Dublin it was 41%. Dún Laoghaire-Rathdown also had the lowest percentage of persons with no formal or primary education at 6.6%. For Fingal, this was 8.3% and for South Dublin it was 12.8%. There were over 100,000 people aged 15 and over with less than upper secondary education and over 90,000 people aged over 15, with upper second level education as the highest level of attainment, as illustrated below.

**Graph 3: Educational Profile in the Region<sup>6</sup>**



<sup>6</sup> <https://www.cso.ie/en/>

# Designated Disadvantaged Electoral Divisions

Whilst there are areas of affluence within the DDLETB region, there are also areas of significant disadvantage, as typified by five unemployment blackspots as defined by the CSO<sup>7</sup>. See Table 4.

**Table 4: Disadvantaged electoral divisions (unemployment black spot areas) in DDLETB region<sup>8</sup>**

County	Electoral Division	Unemployment rate (2016 census)	Unemployment rate in the county, (2016 census)
South Dublin	Clondalkin-Cappaghmore	32.2%	13.3%
South Dublin	Clondalkin-Rowlagh	27.2%	13.3%
South Dublin	Tallaght-Fettercairn	28%	13.3%
South Dublin	Tallaght-Killinarden	32.9%	13.3%
Fingal	Blanchardstown-Tyrellstown	28.1%	10.3%

These indicators of economic, educational, and social disadvantage demonstrate the need for a partnership and collaborative approach with other agencies, community organisations and statutory bodies to supporting the multiple needs of priority learner cohorts, particularly through the provision of basic education programmes such as literacy and numeracy supports, thematic, outreach and community-based provision to support the hardest-to-reach learners.



<sup>7</sup> <https://www.cso.ie/en/csolatestnews/pressreleases/2017pressreleases/pressstatementcensus2016summaryresults-part2/>

<sup>8</sup> CSO Census Summary Result Chapter 2



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# Regional Economic and Employment Profile

As mentioned above, DDLETB's administrative area corresponds to three local authority areas. However, the Dublin region also includes Dublin City Council which is served by City of Dublin Education and Training Board. As a result, the data presented here covers all four counties in this region.

CSO data<sup>9</sup> for 2019 indicates Dublin had 83,467 active enterprises. As the capital city, Dublin is home to a diverse range of employers, varying in scale from major multinational companies, Irish small and medium enterprises (SMEs) and Dublin based start-ups with a small number of employees. Many international companies, notably pharmaceutical and tech companies have European headquarters and/or operational bases in Dublin, including Amazon, Google, Microsoft, eBay, Accenture, Paypal, Facebook, Twitter, MSD Biotech, Pfizer and Salesforce.

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**Table 5: Number of employers in small to medium enterprises in 2019**

No. of Employees	<10	10-19	20-49	50-249	250+
No. of Enterprises	74,894	3,836	2,726	1,574	437

Of the **83,467** active enterprises in Dublin, **74,894** employ less than 10 employees while only **437** enterprises employ more than 250 employees.



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<sup>9</sup> CSO Business Demography 2019

**Table 6: Industry Activity, Number of Enterprises and Employees in the Dublin region 2019<sup>10</sup>**

Activity Enterprises engaged in	Active Enterprises	Employees
Manufacturing	3,036	48,123
Water supply, sewerage, waste management and remediation	193	3,359
Construction	11,765	34,325
Wholesale and retail trade	11,800	175,343
Transportation and storage	10,305	54,033
Accommodation and food service activities	4,236	83,831
Information and communication	8,279	84,648
Financial and insurance activities	4,925	88,760
Real estate activities	4,908	14,129
Professional, scientific and technical activities	17,498	86,402
Administrative and support service activities	6,241	95,405
Education	3,802	42,252
ICT	6,614	80,251
Human health and social work activities	6,627	106,646
Arts, entertainment and recreation	3,860	17,397
Other service activities	4,962	23,299
<b>Total</b>	<b>83,467</b>	<b>777,240</b>

As DDLETB serves a large capital city, there is a heavy concentration of professional and service sector employment both in the DDLETB and wider Dublin area. Construction, Retail, Administrative and Support Activities, Healthcare and ICT are sectors of high employment. It is also worth noting the base of farming and food production activity in North Fingal within DDLETB's area. The latest SOLAS vacancy overview in 2021 <https://www.solas.ie/research-lp/skills-labour-market-research-slmru/research/>, highlights the demand for skills in the areas of IT, Construction, Healthcare, and Administrative activity. DDLETB monitors job vacancies at national and local level to inform and guide learners and to ensure FET provision is aligned to the labour market needs in the region.

DDLETB provides a wide range of courses, qualifications and labour market activation programmes aligned to growth sectors, and sectors where job opportunities exist. Please see Table 7 which outlines FET provision by skills cluster, showing a high level of provision aligned to business activity in the Dublin region. This provision is developed and specifically focused on progression to work, mainly at Levels 5 and 6 of the National Framework of Qualifications (see Appendix 2). Other courses at these levels are designed to facilitate progression to Higher Education. A significant proportion of FET provision is designed to encourage a return to education, build basic skills and provide progression routes to facilitate the further development of skills and encourage progression to higher levels of accredited provision in further education and training.

<sup>10</sup> CSO Business Demography 2019.

**Table 7: FET Provision by Skills Clusters**

<b>Provision by Skills Clusters</b>	<b>Beneficiaries 2019</b>	<b>Beneficiaries 2020</b>
Agriculture, Horticulture and Mariculture	120	101
Animal Science	227	201
Arts and Crafts	602	650
Built Environment	596	473
Business, Administration	2,382	2,057
Core ICT Skills	1,039	794
Core Personal Skills	8,200	6,053
Engineering	102	94
Engineering (Electrical)	610	544
Engineering (IT)	27	40
Engineering (Mechanical)	140	60
Engineering (Transport)	460	399
Entrepreneurship	500	369
Financial Services	554	463
Food and Beverage	183	75
General Learning	5,913	3,058
Hairdressing, Beauty and Complementary Therapies	903	713
Health, Family and Other Social Services	3,616	3,481
Information Technology	881	1,185
Management	721	794
Manufacturing	111	80
Media Graphics Communication	539	484
Research and Education	121	110
Sales and Marketing	209	268
Science and Technology	134	168
Security, Guarding and Emergency Services	183	143
Sport and Leisure	383	369
Tourism	250	177
Transport, Distribution and Logistics	588	376
Web Development and Design	37	27
<b>Total</b>	<b>30,331</b>	<b>23,806</b>

FET provision targeted at disadvantaged groups is designed to encourage engagement and a return to education and/or work and promote social inclusion. Community Education is specifically designed for this purpose. Courses leading to core skills are included and consist of a range of unaccredited programmes designed to build on very low-level language, literacy, and numeracy skills and encourage progression to accredited provision as appropriate to the needs of the learner. The general learning cluster includes a range of employability and general learning awards at NFQ Levels 2-5, designed to build on skills gained through unaccredited provision and encourage progression to vocationally focused provision.

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# Unemployment Rate

In December 2021, the CSO reported that Ireland's seasonally adjusted unemployment rate was at 5.1%, the lowest since May of 2020. However, the *COVID-19 Adjusted Measure of Unemployment* could indicate a rate as high as 7.5% if all claimants of the Pandemic Unemployment Payment<sup>11</sup> were classified as unemployed. This alternative measure edged higher from 6.9% in November, marking the first increase since January of 2021. The youth unemployment rate, measuring jobseekers aged 15-24, decreased to 10.6 % from a downwardly revised 10.7% in the previous month.

The Irish Economic and Social Research Council (ERSI)<sup>12</sup> have identified the COVID-19 impact on employment in the Dublin region as having a significantly higher proportion of long-term PUP claimants than the national average. The ERSI attribute this to the unique concentration of business activities in the Dublin region that were unable to restart their operations because of the pandemic. They are also of the view that long-term PUP claimants are the group most at risk of remaining unemployed after COVID-19 restrictions end. The Travel and Tourism, and Administrative and Support sectors were identified as the sectors most affected by the pandemic. This data highlights the importance of DDLETB's FET provision for those who have been made unemployed during the pandemic as well as ongoing collaboration with the Department of Social Protection. Intreo helps people who are unemployed to find and keep employment. Intreo works with a wide range of partners, including DDLETB, to refer clients to both skills training, education and work. See Pathways to Work 2021-2025, the government's overall framework for activation and employment support policy. DDLETB will work to upskill and reskill those who have permanently lost jobs as a result of the pandemic, the Skills to Compete programme is one initiative launched during Covid19 to support people. DDLETB will continue to support those who were unemployed before the pandemic, those looking to return to work or join the workforce and those facing additional barriers to work.



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<sup>11</sup> A social welfare payment for employees and self-employed people who lost their employment due to the COVID-19 public health emergency.

<sup>12</sup> The Economic and Social Review, Vol. 52, No. 2, Summer 2021, pp. 193-216.



## **3 MISSION, VALUES AND STRATEGIC PLANNING**

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## **DDLETB has articulated its vision and mission in the 2017-2021 Statement of Strategy:**

*“Our vision is to actively lead the provision of high-quality education and training”*

*“Our mission is to provide a wide range of education and training programmes, services and supports to children, young people and adults across the DDLETB region.”*

*“We put the learner at the heart of everything we do. We believe that lifelong learning is key to personal development and wellbeing, social inclusion and economic prosperity. Our overall aim is to enable our learners reach their potential. We strive to offer learning experiences which respond to the needs of learners of all ages.”*

---

## **Vision, Mission and Strategic Goals**

- 1 High quality education and training programmes**
- 2 High quality experience for learners**
- 3 Organisational and staff development**
- 4 Effective communication and collaboration**

The vision outlined above reflects DDLETB’s strategic goals. These goals not only reflect the value that DDLETB places on high quality teaching and learning, but also its commitment to enhancing the organisational and support systems which underpin that high-quality experience. Each goal has its own set of strategic priorities, which is being met through a series of supporting actions.

**Table 8: DDLETB Strategic Goals and Priorities**

Strategic Goals	Strategic Priorities
<b>High quality education and training programmes</b>	<ul style="list-style-type: none"> <li>&gt; Excellent teaching and learning for all</li> <li>&gt; Quality-assured provision with high levels of achievement and accreditation by learners</li> <li>&gt; Evidence-based planning, co-ordination and review</li> <li>&gt; Relevant, responsive, integrated and innovative programmes and initiatives</li> <li>&gt; Reflective practice to support improvement and sharing of knowledge, skills and resources</li> </ul>
<b>High quality experience for learners</b>	<ul style="list-style-type: none"> <li>&gt; Positive learning experiences and environments with suitable resources and premises</li> <li>&gt; Relevant knowledge and skills for lifelong learning, personal development, progression and employment</li> <li>&gt; Commitment to technology-enhanced learning to support independent and collaborative learning</li> <li>&gt; Feedback to and from learners and parents</li> <li>&gt; Equality and active social inclusion</li> </ul>
<b>Organisational and staff development</b>	<ul style="list-style-type: none"> <li>&gt; Identity as a leading provider and culture of innovation and improvement</li> <li>&gt; Ethical governance to ensure accountability and value for money</li> <li>&gt; Capacity building for active leadership</li> <li>&gt; Staff support, continuing professional and career development</li> </ul>
<b>Effective communication and collaboration</b>	<ul style="list-style-type: none"> <li>&gt; Enhanced internal and external communication systems</li> <li>&gt; Strategic networking and partnerships with key stakeholders</li> </ul>

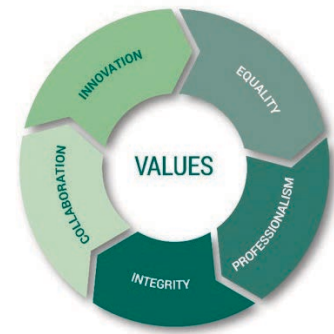


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# Values

Underpinning the strategy statement and mission goals are the core values of:

- > **Equality:** Fairness, respect and inclusion in the treatment of learners, stakeholders and staff, and a culture where diversity is welcomed and valued.
- > **Collaboration:** Working in partnership with learners, stakeholders and staff and facilitating the sharing of knowledge, expertise and skills.
- > **Innovation:** Remaining a leader in the provision of education and training by encouraging new ideas, trying out different approaches and responding to change.
- > **Professionalism:** Courtesy, efficiency and excellence in dealing with learners, stakeholders and staff and working to the highest standards in education and training.
- > **Integrity:** Honesty, transparency and confidentiality and meeting DDLETB's responsibilities as a provider of lifelong learning in a consistent and ethical fashion.



## Strategic Planning

The current strategic plan concluded in 2021; at the time of writing, an internal review of DDLETB's strategic goals has been completed and the new Strategy is in development. The process is being led by the Chief Executive and Senior Management Team with support from a DDLETB project manager. Overall, the strategy development project has 5 key phases:

- 1 To review the existing vision, mission and values which will underpin the deliverables,
- 2 To design and undertake internal and external stakeholder consultations
- 3 To evaluate findings from the consultation process and from a high-level environmental context analysis
- 4 To identify strategic priorities for the next five years
- 5 To produce a *Statement of Strategy* for approval by the Board of DDLETB, for submission to the Department of Education and Skills and for publication.

At the time of writing, the organisation is at phase four of the process with a plan for publication in Q2, 2022.

The DDLETB annual planning process ensures transparency, clarity of purpose and keeps a focus on actively working to deliver what DDLETB has set out to achieve over the lifetime of the strategy statement. It presents a clear, structured framework for the implementation of the strategic and operational objectives of the organisation. The annual services plan and annual reports are published on the DDLETB website.



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# Strategic Performance Agreements

In 2018, DDLETB agreed its first *Strategic Performance Agreement 2018-2020* with SOLAS for its FET provision. This *Strategic Performance Agreement (SPA)* was based on a strategic dialogue which defined the contribution by DDLETB to key national FET sector targets, and in delivering a range of strategies. The SPA reflected the national FET strategy and the unique characteristics and priorities for DDLETB at the time, and was also reviewed by an expert panel.

In 2020, SOLAS published the new national FET Strategy *Future FET: Transforming Learning for 2020-2024*, which is guiding DDLETB's direction and provision. Since then, DDLETB supported SOLAS's national COVID-19 contingency response during 2020 and 2021 and the new and changing priorities of the sector precipitated by the COVID lockdown. The next phase of strategic dialogue is due to commence with SOLAS in Q2, 2022.

## Annual Planning and Key Performance Indicators (KPIs)

DDLETB's annual service plan documents the specific actions for the achievement of both Department of Education (DoE) performance delivery agreements, and SOLAS Funding Allocations Requests and Reporting (FARR), together with the associated performance indicators and targets to be achieved. The FET service plan is governed by SOLAS' *Planning and Funding Parameters and Requirements* document. Annual FET planning meetings are held at regional and area level with the FET Management team. The purpose of these meetings is to share information on planned courses, new initiatives and ideas on an area basis, encouraging regional collaboration to meet learner needs and drive the FET Strategy.





## 4 FUNDING

DDLETB's Further Education and Training activities are largely funded through the exchequer, the National Training Fund (NTF), the National Recovery and Resilience Plan (NRRP) or under the European Social Fund Programme for Employability, Inclusion and Learning 2014-2020 (ESF PEIL). Exchequer-funded programmes include programmes such as Adult Literacy, Community Education, Community Training Centres, Youthreach, Back to Education Initiative (BTEI), Post Leaving Certificate (PLC), Blended Learning, Evening Training, and Skills to Advance, while the NTF-funded programmes include Apprenticeships, Traineeships and Skills for Work programmes. The Skills to Compete programme is funded under the NRRP. The ESF co-funds programmes for employability, inclusion and learning such as Youth Employment Initiative and Activation of the Unemployed. This includes Adult Literacy, Training for the Unemployed (Traineeships, Specific Skills Training, Bridging and Foundation), the Back to Education initiative and Youth Employability Initiative (Youthreach and Community Training Centres). The new ESF+ 2021-2027 Operational Programme Fund is in the planning stage, and DDLETB awaits its publication. In addition to ESF audits, DDLETB is subject to annual audits by the Comptroller & Auditor General. The Internal Audit Unit is responsible for auditing the ETB sector and DDLETB is audited in two or three areas each year. Table 9 outlines the funding received in the period 2019-2021.

**Table 9: DDLETB funding in 2019-2021**

Year	SOLAS Operational Funding	SOLAS Capital Funding	TOTAL Funding from all sources (Pg 15 Audited Accounts 2020)
2019	€60,389,969	€633,836	€222,292,787
2020	€73,429,379	€1,160,221	€238,054,929
2021	€71,912,710	€473,870	€236,515,734*

\* Not yet audited

The rapid development of the COVID-19 pandemic in 2020 and the measures taken to mitigate against the spread of the virus affected the way DDLETB operated and delivered services in 2020 and 2021. The increase in funding between 2019 and 2020 arose because in January 2020 SOLAS became responsible for the allocation of FET funding for the PLC programme in standalone colleges and co-operation hours. From January 2021, SOLAS also became responsible for the allocation of FET funding for the PLC programme in Dual Provision schools. The 2021 *Overarching Planning and Funding Parameters and Requirements* document introduced changes under capital funding which saw changes to the application procedure, although the devolved capital component remained at the discretion of DDLETB for smaller projects up to €75,000.

The SOLAS review of the FET funding model is currently underway. DDLETB was part of the initial consultation workshop held in March 2021 where the proposed new funding model structure was presented and discussed. DDLETB looks forward to the next phase of this project.



## **5 DDLETB GOVERNANCE AND MANAGEMENT**

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## Dublin and Dún Laoghaire Education and Training Board is governed by a Board of twenty-one (21) members, comprising:

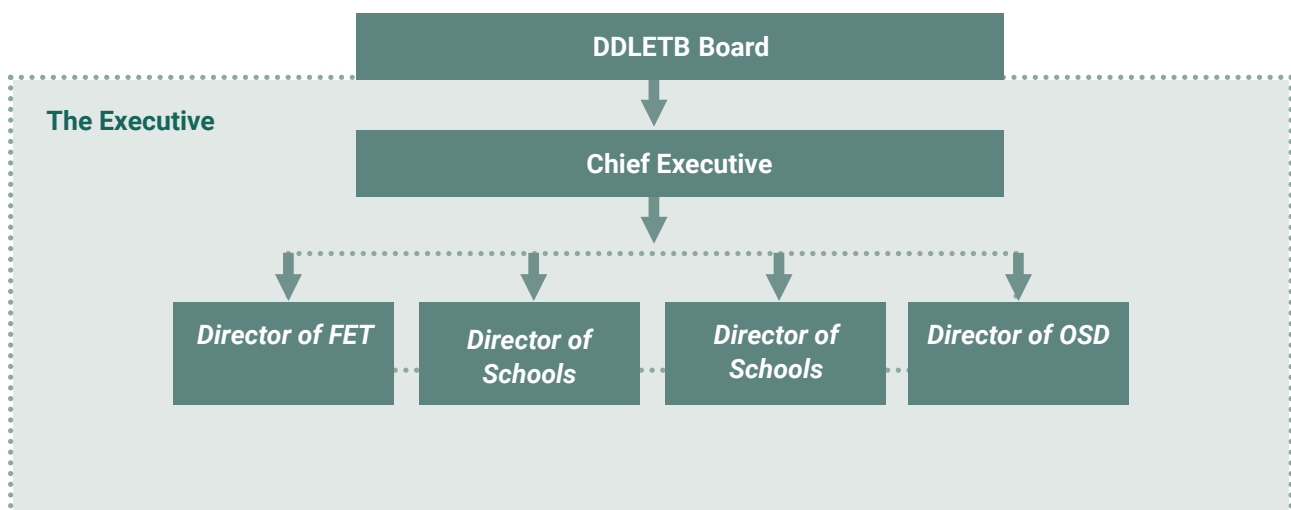
- > Twelve (12) representatives from the three county councils (Fingal County Council, South Dublin County Council and Dún Laoghaire Rathdown County council) in the administrative areas
- > Two (2) staff members
- > Two (2) parent representatives from the primary and secondary sector, and
- > Five (5) member nominated by the Minister shall represent business, industry and employers, learners, and persons engaged in the management of, or leadership in, recognised schools.

## Executive Level Governance

The functions of the Board and the Chief Executive are defined in the *Education and Training Boards Act 2013* as either 'reserved' or 'executive' functions. The Board is also governed by the Code of Practice for the Governance of ETBs as per Department of Education Circular 0002/2019. FET services, and the quality assurance systems that support those services, are an executive responsibility of the Chief Executive, the Directors and the FET Management Team. See the illustration of DDLETB's executive structure.

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### DDLETB Executive Structure



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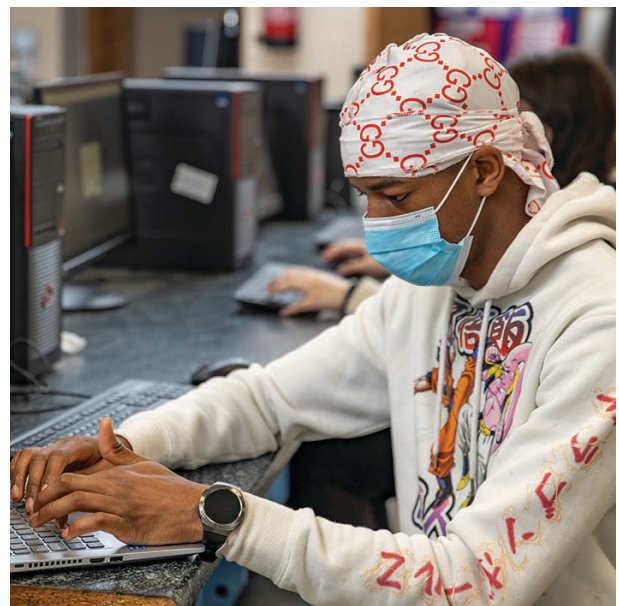
QQI's *Statutory Quality Assurance Guidelines for Education and Training Boards*, specifies that ETBs should develop QA procedures for governance and management which:

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*"...take account of the overall corporate responsibility of the ETB, vested in the Chief Executive and supported by the senior management of the ETB, in all aspects of the strategy, governance and management of quality assurance throughout the corporate entity. The corporate commitment to quality and the development of a quality culture is essential in this regard. This includes a resource base which is sufficient to ensure sustainability."*  
(QQI, 2017, p. 5)

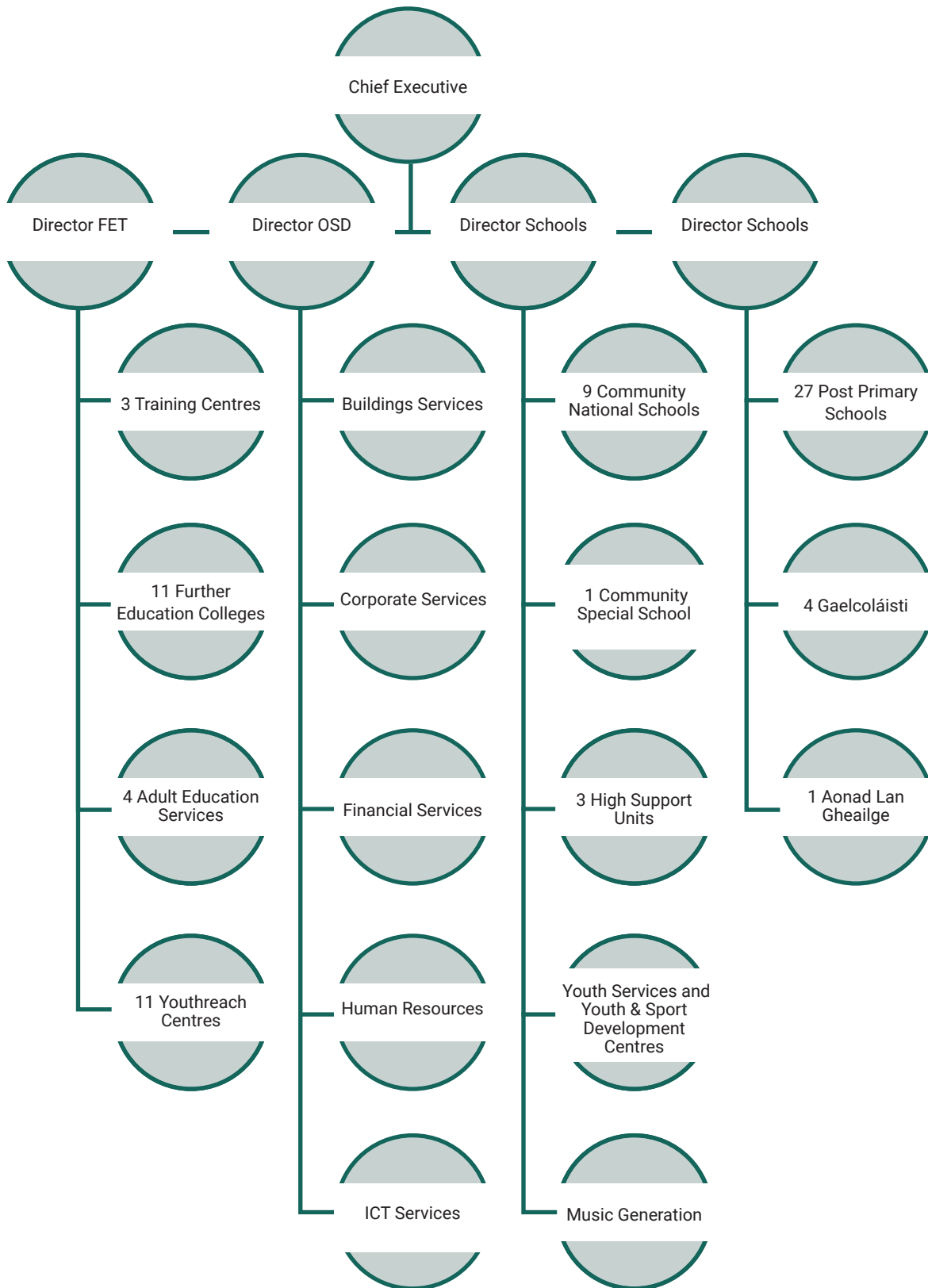
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To that end, DDLETB has designed governance structures which include reporting mechanisms to the Board.



# Roles of the Senior Management Team

The Chief Executive and the four Directors make up the Senior Management Team (SMT). This team has overall responsibility for all programmes and services in DDLETB as outlined below.



# Governance and Management of FET

The Director of FET oversees the delivery of FET programmes and services delivered by the FET Management Team (FMT) and their staff. Chaired by the Chief Executive (CE), the FMT meets regularly to review implementation of strategic and operational issues, and quality assurance is always included on the agenda. See details of the FMT below.

**Table 10: DDLETB FET Management Team**

Further Education and Training Management Team	FET Service
Adult Education Services (AES) Adult Education Officers	Adult Education Service North East Adult Education Service North West Adult Education Service South East Adult Education Service South West
Further Education College – Principals	Dundrum College of Further Education Stillorgan College of Further Education Sallynoggin College of Further Education Dún Laoghaire Further Education Institute Blackrock Further Education Institute
Dual Provision Schools – Principals	Collinstown Park Community College Greenhills Community College Grange Community College Deansrath Community College Mount Seskin Community College St Kevin’s Community College
Training Centre Managers	Tallaght Training Centre Baldoyle Training Centre Loughlinstown Training Centre
Youthreach Regional Coordinator	Coordinator of 11 Youthreach Centres
Quality Assurance Manager	Supports the FMT
Strategy and Planning Manager	Supports the FMT



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# Boards of Management

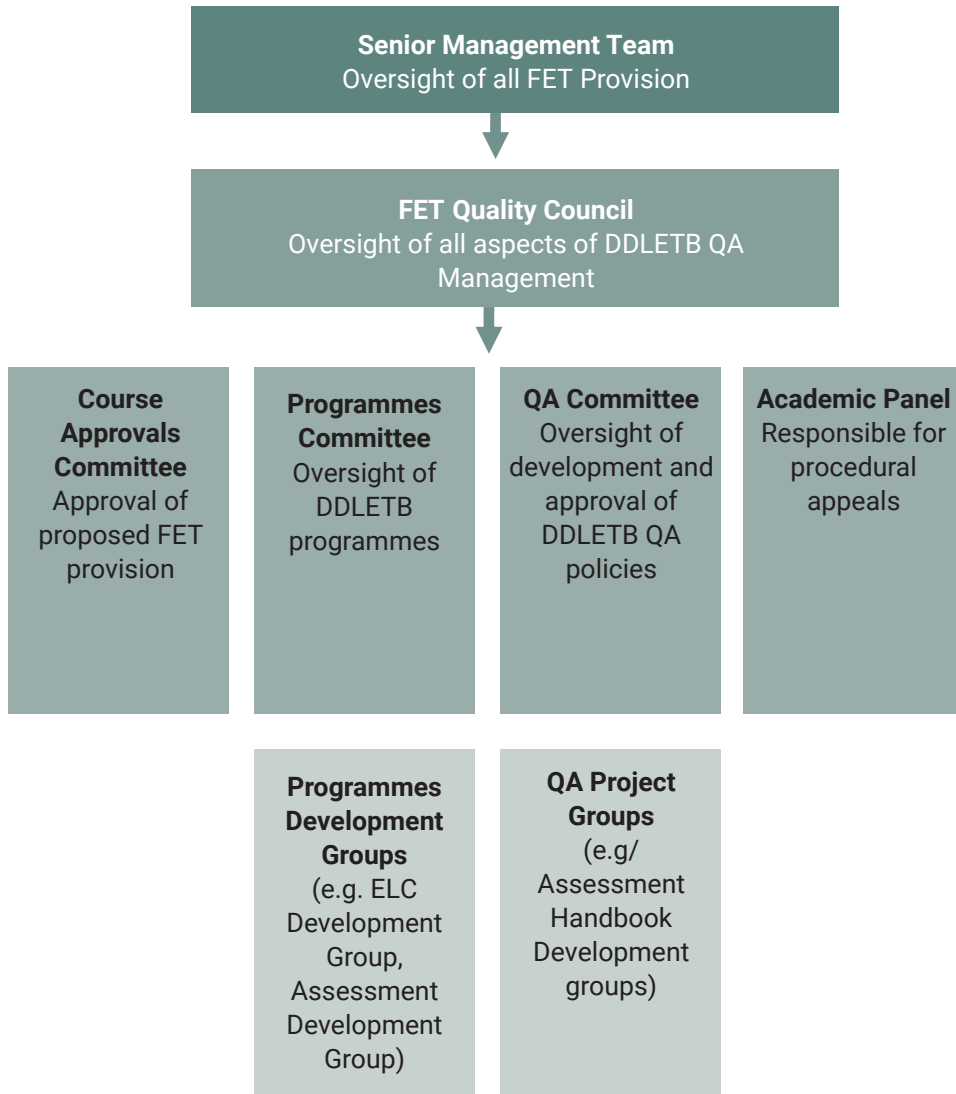
Boards of Management (BOM) are in place in Further Education Colleges and Dual Provision schools. BOMs are specific to second level governance structures. Youthreach are represented by two oversight committees, representing provision on the north and south side of the region.

## Governance of FET Quality Assurance (QA)

A governance system has been developed to have oversight of the operation and management of quality assured programmes of further education and training. This governance system aims to provide:

- > Oversight that actions have been taken in accordance with the approved quality assurance framework. As such, it seeks to ensure that it is operating within its agreed quality framework, and confirming that this is the case to internal and external stakeholders.
- > Identification of themes and trends arising in a given area of business (e.g. a governance unit may be responsible for approving all programme proposals, or all review documentation) with a view to making recommendations towards continuous improvement.
- > Opportunities for experienced and impacted individuals to participate in decision-making and to assist in the maintenance and improvement of standards, including through endorsing documentation and receiving reports on follow-up actions. Therefore, it is a key principle of the DDLETB QA governance system that all services should be represented in all committees, wherever possible.
- > Assurance for the continuity and quality of teaching, learning and assessment where COVID-19 or other contingency responses are required of DDLETB as provider. This includes the local implementation of QQI emergency procedures, instructions and guidelines, and the ongoing co-ordination, monitoring and review of emergency action plans from both QQI and other statutory agencies, particularly to safeguard both the integrity of assessment, and the health and safety of all stakeholders.
- > Within this system, the Quality Council is the overarching QA governance unit, consisting of senior management representatives from across all FET services and reports to the ETB's Senior Management Team. It is supported in its role by committees with responsibility for QA, programmes, course approvals and appeals. Working groups are available to support these committees.

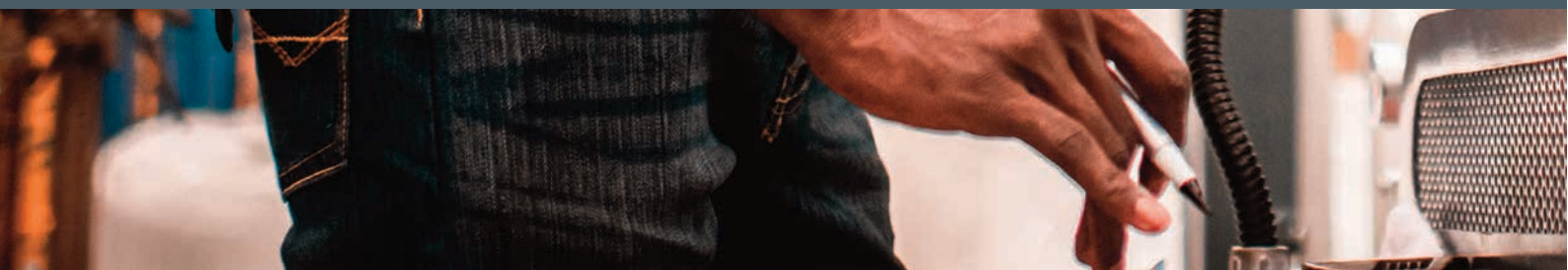
**The QA governance system**







## 6 APPROACH TO QUALITY



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# Culture of Quality

DDLETB FET services are committed to embedding a culture of quality across all levels and across all services of the ETB. This commitment is underpinned by three principles: that of keeping the learner at the heart of all that the ETB does, that of inclusive, cross-service representation in all governance units and finally, a consultative, cross-service approach to all development of policies and procedures.

This latter principle arose from the belief that:

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*“...through the inclusive co-creation of a common approach to quality assurance across all services, the developmental process will become transformative in terms of embedding a sustainable culture of quality; those who engage in the consultation processes and working groups will thus become champions of change in their own services and centres.”*

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(DDLETB Quality Improvement Plan, 2019, p.3).

In practice, this means that as a matter of principle, all DDLETB QA governance and working groups have representatives from all DDLETB FET services and, where appropriate, from a range of different roles across the services. Every effort is made to ensure that insofar as is possible, all services are represented in the QA system.

In conclusion, therefore, the three principles that underpin the philosophical approach to quality in DDLETB could be summed up as follows: *“Together, we are building a culture of quality, to keep the learner at the heart of all we do.”*



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## Quality and Qualifications Ireland (QQI)

QQI is the national awarding body for further education and training. As outlined in the Qualifications and Quality Assurance (Education and Training) Act, 2012, amongst its various responsibilities, QQI is required to maintain and implement the National Framework of Qualifications<sup>13</sup> (see Appendix 2), determine award standards, publish QA guidelines, and validate programmes of education and training. As a recognised provider since 2018, DDLETB delivers an extensive suite of QQI awards in line with the QA policies and procedures agreed with QQI.

### Executive Self-Evaluation

At the time of amalgamation, DDLETB operated under four (4) separate Quality Assurance (QA) agreements with Quality and Qualifications Ireland (QQI) including:

- > Co. Dublin VEC QA Agreement
- > Dún Laoghaire VEC FE Colleges QA Agreement
- > Dún Laoghaire VEC Adult Education QA Agreement
- > Training Centres -Transitional Quality Assurance System.

DDLETB underwent a re-engagement process with QQI in 2018 following the development of an *Executive Self-Evaluation Report* (ESER). This ESER was a high-level description of the existing DDLETB provision across its FET services at the time, underpinned by the four legacy QA systems. Following the submission of the ESER to the QQI Programmes and Awards Executive Committee (PAEC), DDLETB became a recognised provider in its own right in April 2018.

The ESER included the first of a series of Quality Improvement Plans (QIPs) which were developed based on a template provided by QQI and submitted annually from 2017-2019. The work of the ESER and the QIPs have supported the preparations for the Inaugural Review, of which this *Provider Profile* is an element.

### Quality Improvement Plans (QIPs) 2018-2020

In line with DDLETB's commitment to a foundational approach to the development of a Quality Assurance System, the primary goal of the *Quality Improvement Plan 2017-2018* was the development of a governance system for the management of QA, which would support all future development.

Further QIPs were developed annually, although the one for 2021 has been replaced by the *Inaugural Review Self-Evaluation Report*, at the request of QQI. As noted in the *Self-Evaluation Report*, the existence of the governance structures proved very effective during the COVID-19 pandemic, when DDLETB needed to adapt and approve emergency assessment procedures and contingency assessment measures in a timely manner.

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<sup>13</sup> The Irish National Framework of Qualifications (NFQ) is a 10-level system used to describe qualifications in the Irish education and training system. See Appendix 2 for an illustration of the NFQ.

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## Development of a QA Governance System

The new QA governance system was developed in line with the principle of adopting a consultative, cross-service approach. An external expert was engaged to facilitate a process whereby leaders from all FET services could be consulted upon, and involved in, the development of the new governance structures. This work took place during 2018, and the first tiers of those governance structures were rolled out in late 2018. In populating those governance units, the principle of cross-service representation was maintained.

## Further QIP Commitments

The annual QIPS that have been submitted since the re-engagement with QQI have built on that foundational development of a governance system. Commitments that were met included:

- > *Further embedding and reviewing of the governance system.* This required the further rolling out of governance groups, reviewing those already in existence after their first year to ensure they addressed operational realities and developing underpinning procedures to ensure the on-going maintenance of those governance processes.
- > *Embedding a culture of quality through a series of activities.* This included the Results Approval Panel (RAP) Conference, where the chairs of all RAPs came together to share learning and explore the role of governance within the certification process.
- > *The development of new programmes in line with the QQI 2016 Validation Policy and Criteria.* Between 2019 and 2021, DDLETB led the national development of two major awards in Early Learning and Care on behalf of the 16 ETBs and developed a new minor award in Garden and Parks Supervision. As part of that development, and the first step towards developing the structures required to gain devolved responsibility, the ETB developed governance structures to oversee the external evaluation of the programme documentation. Devolved responsibility means that QQI gives the provider responsibility for conducting the external evaluation of the programme rather than undertaking it themselves.
- > *Building on the governance structures developed to oversee programme development.* DDLETB embarked on a programme to review existing, or develop new, Assessment Specifications for the Training Centres. To date, 63 new or revised Assessment Specifications have been developed. For more information, see Section 4.5.1 of the *Self-Evaluation Report*.

DDLETB's commitment has been to work towards developing one common, overarching quality assurance system out of the four systems. That commitment remains, despite the challenges faced in recent times due to the COVID-19 pandemic. The challenges that were presented by the first and further lockdowns are explored further in Chapter 3 of the *Self-Evaluation Report*.



## **7 FURTHER EDUCATION AND TRAINING PROVISION IN DDLETB**



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This section provides a more detailed overview of Further Education and Training provision in DDLETB, as a provider delivering a broad range of programmes and services which are designed to drive both economic and social development across the Fingal, South County Dublin and Dún Laoghaire-Rathdown administrative areas. The range of programmes delivered in DDLETB settings is outlined and an overview of how DDLETB supports independent organisations in the region is provided.

## Adult Education Services (AES)

The adult education services in DDLETB are managed and coordinated on a regional basis which are aligned to the three (3) County Councils in the DDLETB catchment area as follows:

- > Adult Education Service South East (Dún Laoghaire-Rathdown)
- > Adult Education Service South West (South County Dublin)
- > Adult Education Service North East (Fingal)
- > Adult Education Service North West (Fingal).

The Adult Education Service (AES) in DDLETB delivers basic education programmes primarily during the day to priority cohorts in areas such as Adult Literacy, English for Speakers of Other Languages (ESOL), Vocational Training Opportunities Scheme (VTOS), Back to Education Initiative (BTEI) as well as Community Education and Workplace Education. DDLETB's role in delivering on the government's 10-year *Strategy for Adult Literacy for All* is a key priority for the organisation.



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## **Adult Literacy, English for Speakers of other Languages (ESOL) and Workplace Education**

The Adult Literacy Services focus on providing basic literacy, numeracy, and digital skills for those inside and outside of the labour market. Literacy tuition is often integrated throughout provision and is delivered on both a part time and more intensive basis through the Intensive Tuitions Adult Basic Education (ITABE) programme. Accredited options from NFQ Levels 2-4 are available to learners in the literacy service.

The demographics in many areas of DDLETB reflect the need for a significant provision of English language courses, including at literacy level for speakers of other languages as well.

New community members in Ireland come from a wide range of social, cultural, linguistic, and educational backgrounds. ESOL classes are provided across the county to meet the day-to-day social, cultural and work-related language needs of new community members. Priority is given to unemployed migrants, asylum seekers and refugees with limited or no English language skills. Workplace Education Coordinators work with employers to deliver educational courses focused on the needs of those with low levels of educational attainment or in low skilled employment. These are delivered under the Skills for Work programme.

### **Community Education**

The Community Education Service works in a collaborative way to ensure access to education for priority cohorts and disadvantaged communities offering a learner-centred approach involving personal supports and tuition leading to positive personal, social and economic outcomes. It focuses its work on people who have not been in employment or education for a long time. It has significantly extended DDLETB's reach and provision in disadvantaged communities across the county. For example, in 2019, the Community Education Service collectively worked in partnership with 152 organisations, delivering a range of programmes which are primarily unaccredited and focused on building confidence and personal development/soft skills and encouraging engagement in education and communities. Appendix 3 outlines the type and number of community partners for course delivery in Community Education.

### **Vocational Training Opportunities Scheme (VTOS)**

A range of QQI accredited programmes on the National Qualifications Framework (NFQ) are delivered under the Vocational Training Opportunities Scheme (VTOS) at NFQ Levels 3-5. These courses are designed to help people who are unemployed re-enter the workforce. Learners receive a training allowance equal to their social welfare payment and may qualify for additional payments.<sup>14</sup> The courses are full-time and are usually delivered over one or two academic years on a full-time basis. The courses aim to help participants improve their level of education, gain certification, develop their skills and prepare for employment, self-employment and further education and training. Some examples of courses include *ICT, Art and Design, Business Administration, Childcare, Healthcare, and Digital Media*.

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<sup>14</sup> <https://www.gov.ie/en/publication/83881e-operational-guidelines-vocational-training-opportunities-scheme-vtos/>

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## Back to Education Initiative (BTEI)

A range of programmes accredited at NFQ Levels 2-6 are delivered under the Back to Education Initiative (BTEI). To encourage participation and meet learner needs, most programmes offered are delivered on a part-time basis. The initiative aims to give participants an opportunity to combine a return to learning which facilitates family, work, and other responsibilities. Classes are offered throughout the year in the morning, afternoons, evenings and weekends. Learners who are in receipt of social welfare benefits and who can prove that the course is likely to increase their chances of getting employment, may be entitled to keep their social welfare benefits under the Part time Education Options Scheme.<sup>15</sup>

Participation in Adult Education Service (AES) classes was strong in 2019, with 14,966 beneficiaries in the AES, as Table 11 illustrates.

**Table 11: Adult Education Services**

Programme Category	2019	2020
Adult literacy/numeracy/digital skills	1,969	1,321
English for Speakers of other Languages (ESOL)	3,604	2,527
ITABE (Literacy)	402	351
Back to Education Initiative (BTEI)	3,018	2,592
Community Education	5,199	2,597
Workplace Education - Skills for work	387	190
Vocational Training Opportunities Scheme (VTOS)	375	360
Recognition of Prior Learning project	12	7
<b>Total Beneficiaries</b>	<b>14,966</b>	<b>9,945</b>
<b>Total Learners</b>	<b>8,610</b>	<b>5,733</b>

<sup>15</sup> <https://www.gov.ie/en/service/418e3f-back-to-education-allowance/>

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## Guidance, Counselling and Recruitment Services

Adults returning to education can experience many barriers to participation in education and the Adult Education Guidance and Information Service (AEGIS) offers support to help overcome these barriers and encourage participation. One of their functions is to provide support and advice regarding progression options and all opportunities available to learners. There are four (4) Adult Education Guidance Services (AEGIS) in DDLETB, providing access to quality, free, impartial, confidential, and professional guidance counselling services. The information service provides information on education, careers, skills and the job market to applicants and learners. Guidance Counsellors in schools and colleges support applicants to access courses too, and they provide information and advice to learners in relation to career and progression options on completion of the course. In addition, recruitment services are embedded in the Training Centre network to support learners with course selection and advice to learners on opportunities to train or retrain in areas where job opportunities exist.

## Further Education (FE) Colleges

### Post Leaving Certificate Programme

The FE Colleges in DDLETB provide innovative quality assured courses to school leavers and adults wishing to upskill and re-enter the labour market or progress to higher education under the Post Leaving Certificate (PLC) programme. In the main, courses last for one year on a full-time basis and offer an integrated approach, focusing on technical knowledge, core skills and work experience. The FE colleges deliver an innovative range of full time and part time courses, primarily at NFQ Levels 5-6, including courses in *Art and Design; Healthcare and Fitness; Software, Coding and Cybersecurity; Craft Design and Construction; Sustainable Applied Ecology; Special Needs Assisting and Disability Studies*.

The five (5) dedicated Further Education (FE) Colleges are:

- > Blackrock Further Education Institute
- > Dundrum College of Further Education
- > Dún Laoghaire Further Education Institute
- > Sallynoggin College of Further Education
- > Stillorgan College of Further Education.

The six (6) FET dual provision schools providing opportunities to meet the needs of the community are:

- > Collinstown Park Community College
- > Deansrath Community College
- > Grange Community College
- > Greenhills Community College
- > Mount Seskin Community College
- > St. Kevin's Community College.

The colleges also deliver opportunities under the Vocational Training Opportunities Scheme (VTOS) and the Back to Education Initiative (BTEI). Learners on VTOS programmes in receipt of social welfare payments receive a training allowance as outlined above.<sup>16</sup> Learners who are participating in certain courses can get financial support such as the BTEA<sup>17</sup> and SUSI.<sup>18</sup>

The Colleges of Further Education have also expanded to include the delivery of 2016 + apprenticeships<sup>19</sup> and traineeships including *Accounting Technician* and *Supervision in Early Childhood Care*. Since the inception of the Standards Based Apprenticeship in Ireland, Dún Laoghaire Further Education Institute (DFEi) is the only ETB provider of Phases 4 and 6 apprenticeship training for the trade of carpentry and joinery on the east coast.

**Table 12: FE College or Centre 2019 and 2020**

<b>PLC Beneficiaries</b>	<b>2019</b>	<b>2020</b>
Blackrock Further Education Institute	1,663	1610
Dundrum College of Further Education	433	581
Collinstown Park Community College	89	89
Deansrath Community College	90	104
Dún Laoghaire Further Education Institute	980	936
Grange Community College	120	110
Greenhills College	504	460
Sallynoggin College of Further Education	848	846
Stillorgan College of Further Education	321	302
<b>Total Beneficiaries</b>	<b>5048</b>	<b>5038</b>
<b>Total Learners</b>	<b>4605</b>	<b>4552</b>

Further Education Colleges in DDLETB have developed links with employers locally and regionally for work placement and progression opportunities for learners. A partnership between Collinstown Park Community College and Microsoft resulted in the development of a new Data Centre Academy in 2019. In addition, each college has established positive links with Higher Education Institutions to support progression for learners. For a list of memoranda of understanding with Higher Education Institutions, please see Appendix 4.

<sup>16</sup> <https://www.gov.ie/en/publication/83881e-operational-guidelines-vocational-training-opportunities-scheme-vtos/>.

<sup>17</sup> BTEA is the Back to Education Allowance Scheme <https://www.gov.ie/en/service/418e3f-back-to-education-allowance/>

<sup>18</sup> The Student Grant Scheme is the main financial support scheme for students studying in Ireland and abroad. It is also known as the SUSI grant because the Student Universal Support Ireland (SUSI) is the awarding authority for the Student Grant Scheme.

<sup>19</sup> Apprenticeship 2016+ are new apprenticeships that lead to an award between Level 5 –10 on the National Framework of Qualifications. Apprenticeships 2016 + can be between 2-4 years in duration. Their development and roll- out is overseen by industry- led groups (consortia) working with education and training providers and other partners. All new apprenticeships developed in Ireland after 2016 must follow this new approach.

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## Erasmus +, International Travel and Training Opportunities

Many of the FE colleges offer fully funded international travel and training opportunities to students through the Erasmus+ Programme. Partnerships have been established with FET colleges for work placements with employers in Norway, Spain, Greece, and the Netherlands. Erasmus + provides the opportunity to students to travel, gain an understanding of European cultures and learn professional skills through a work experience placement, which boosts the professional profile of students when they graduate.

## Training Centres and Services

Baldoyle, Loughlinstown and Tallaght Training Centres operate across DDLETB. Training Centres offer a wide range of courses which cater for diverse learners. Courses are delivered onsite within the Training Centres and in a variety of accessible training locations throughout the DDLETB catchment area. Learners in receipt of social welfare payments receive a training allowance equal to their social welfare payment prior to joining the course and may qualify for additional payments.<sup>20</sup> Courses are designed to equip learners with the skills necessary to progress to employment or to further education and training.

The Training Centres offer a wide range of part-time and full-time courses, targeted at upskilling unemployed people as well as those in employment. All courses are certified and lead to a variety of single or major awards which are certified by various awarding bodies including QQI, City & Guilds, CompTIA and Microsoft etc. Each Training Centre delivers a range of courses onsite, including Apprenticeships, Specific Skills Training, Bridging and Foundation, Traineeships and Evening Training.

Training Centres also work with several private training providers through a nationally procured framework. Structures and contracts are in place to manage the procurement and management of outsourced training provision which enables the delivery of education and training which is flexible and innovative, as well as responsive to the needs of people who are unemployed, under-employed, or those in employment who require new or enhanced skills shaped by labour-market needs.



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<sup>20</sup> <https://www.gov.ie/en/publication/83881e-operational-guidelines-vocational-training-opportunities-scheme-vtos/>

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# Apprenticeship

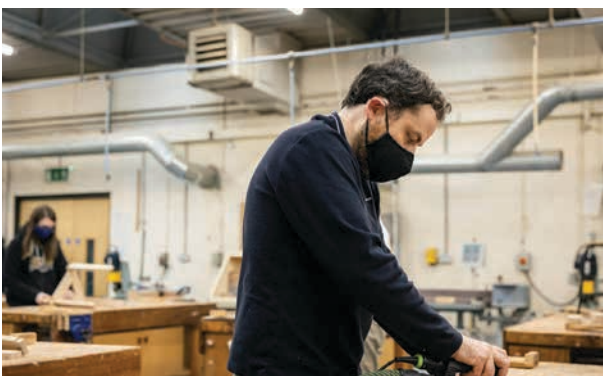
## Craft Apprenticeships

Apprenticeship is the recognised means by which people are trained to become craftspeople in Ireland. To become an apprentice, a person must first obtain employment in their chosen craft with an employer who is approved by SOLAS to provide workplace training for apprentices. The Craft Apprenticeship system is standards-based and consists of seven phases, three off-the-job and four on-the-job. Currently, the duration of a craft apprenticeship is typically four years.

Apprenticeship is governed by legislation and the Code of Practice for Employers and Apprenticeship, and is designed to provide apprentices with the knowledge, skills and competence required in their designated occupations. Employers have responsibility for providing on-the-job training at Phases 1, 3, 5 and 7. Phase 2 is delivered in an ETB Training Centre and phases 4 and 6 are delivered in a Technological University, Institute of Technology or Further Education College. On successful completion of an apprenticeship, a QQI Advanced Certificate is awarded; this is recognised nationally and internationally. The main craft trades and professions have been designated by SOLAS and come within the scope of the Statutory Apprenticeship system.

DDLETB Training Centres have a proud history of delivering craft apprenticeships at Phase 2 for the national craft apprenticeship programme. In addition, Dún Laoghaire Further Education Institute (DFEI) delivers Phases 4 and 6 training for the trade of carpentry and joinery. The Craft Apprenticeships delivered in DDLETB are:

- > Carpentry and Joinery
- > Construction Plant Fitter
- > Electrical
- > Electrical Instrumentation
- > Heavy Vehicle Mechanics
- > Motor Mechanic
- > Plumbing
- > Wood Manufacturing and Finishing.



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## Consortia-Led Apprenticeships

DDLETB, as a collaborating provider for the new consortia-led apprenticeships (2016+), deliver the following apprenticeships: Accounting Technician, Software Development, Hairdressing, Cyber Security and Network Engineering.

The number of apprentices in 2019 and 2020 is as follows:

**Table 13: DDLETB Apprenticeships**

Programme Category	2019	2020
Craft Apprenticeship	1,434	1,195
New Apprenticeships (post 2016)	33	163
<b>TOTAL Apprentices</b>	<b>1,467</b>	<b>1,358</b>

For more information on apprenticeships, see [www.apprenticeship.ie](http://www.apprenticeship.ie).

## Specific Skills Training

Specific Skills Training (SST) courses are designed to provide learners with a range of employability-related skills and formal vocational qualifications to facilitate those entering the labour market for the first time and for people wishing to update or acquire new skills. Courses lead to awards at NFQ Levels 4-6 and/or to industry recognised accreditation. The duration and delivery of courses vary, with courses delivered year-round to meet demand. Examples of courses currently being delivered under Specific Skills Training include: *Heavy Goods Vehicle Driving, Payroll, Digital Skills for Work, Supervisory Management, ICDL Professional, Social Media for Business, CompTIA Advanced Security Practitioner*, as well as *Remote Working Using Microsoft 365*.

## Traineeships

Traineeship programmes provide occupation-specific training, integrating formal classroom training and on-the-job learning. Courses are aimed at those entering the labour market for the first time and persons wishing to up-date or acquire new skills. All programmes lead to accreditation at NFQ Levels 4-6 or other industry recognised accreditation. Courses include *Medical Administration, Pharmacy Sales, Aircraft Spray Painting, Builder's Provider Sales*, and *IT Technician-Microsoft Data Centre Academy*. DDLETB also offer Traineeships to employed people including, for example, Management Development, Health Services Supervisory Management and Communications and Marketing.

## Evening Training

Part-time evening courses provide short specific skills upskilling modules for both unemployed and employed persons. Courses lead to accreditation at NFQ Levels 4-6 or to industry recognised accreditation. Examples of courses include *Project Management, Human Resource Management (HRM), Train the Trainer, Welding, Manual Handling, Food Safety, Image Editing* and *First Aid Responder*.





### Community Training Provision

Community Training provides training and development opportunities for people who are economically, socially, geographically or educationally disadvantaged. Training is provided across four (4) different programme types and often in partnership with other organisations. All learners participating in community training programmes are offered the opportunity to complete a QQI major award at NFQ Levels 3-5 as follows:

- > **Local Training Initiatives (LTI)** are project-based training and work experience programmes carried out in the local community run by local community groups for unemployed persons aged 16-35 years with low level education. The Training Centres are currently working with the *Football Association of Ireland (FAI)*, *Shelbourne Football Club* and the *Southside Travellers Action Group* to deliver LTI projects.
- > **Community Training Centres (CTC)** provide second chance education and training for early school leavers, aged 16–21 years. The Training Centres have an oversight role in CTCs but each centre has a manager that reports to the CTC Board of Management. There are three (3) CTCs in the DDLETB catchment area including *Blanchardstown CTC*, *Dún Laoghaire CTC* and *Ronanstown Community Training and Education Centre*.
- > **Justice Workshops** provide opportunities for people, referred by the probation service, to make positive choices concerning their future and to reduce re-offending through education and training. The Training Centres coordinate the training delivered by Justice Workshops in three probation services. Justice Workshops are based in Tallaght (Target), Dún Laoghaire (Tivoli) and the Tower Programme in Clondalkin.
- > **Specialist Training Providers (STPs)** provide learner-focused training and related services, to assist individuals to enter or re-enter the labour market. STPs address the identified training needs of people with disabilities who are experiencing exclusion and labour market

disadvantage. The programme's aim is to equip learners with personal, social, and work-related skills. Learners will progress to greater levels of independence, learn to manage their health and well-being, and be supported and encouraged to participate in their own communities, workplaces, and society. STPs address learner access needs by providing special transportation and adapted facilities and equipment for learners. Programme content, delivery and assessment are adapted to meet the needs of learners with disabilities ensuring a more tailored approach is available in STP locations. Specialist Training Providers (STP) including the National Learning Network in Swords and Tallaght, Eve Holdings, the Threshold Training Network and the Reach Training Programme with St. John of Gods Community Services.

## Recruitment Services

Training Centre recruitment teams are responsible for all aspects of recruitment, selection and admissions of learners onto Training Centre programmes. Marketing and promotion of the Training Centre services and programmes is undertaken across a variety of media channels, as well as through liaising with the Department of Social Protection Intreo Offices and other key stakeholders. The team provides comprehensive information and guidance service on all the centre's programmes, requirements, content, certification and progression pathways. Recruitment Services coordinate and manage the screening process, enabling access to applicants onto suitable training programmes.

**Table 14: Training Centre Programmes**

Programme Category	2019	2020
Evening Training	2,853	1,581
Specific Skills Training (including Blended Training)	2,127	1,880
All Traineeships	1,439	1,484
Specialist Training Providers	373	295
Local Training Initiatives	271	232
Community Training Centre	268	199
Bridging and Foundation	156	57
Justice Workshops	49	37
<b>Total Beneficiaries</b>	<b>7,536</b>	<b>5,765</b>
<b>Total Learners</b>	<b>6,795</b>	<b>5,283</b>

## Further Education and Training for Employed People

FET providers in DDLETB have worked closely with national, regional, and local employers for many years, building up strong relationships. These relationships have resulted in training options being delivered on an annual basis, ensuring employers have access to highly skilled and motivated employees.

The **Skills to Advance** national initiative provides upskilling and reskilling opportunities to employees in jobs undergoing change and to those currently employed in vulnerable sectors. The programmes aim to equip employees with the skills they need to progress in their current role or to adapt to the changing job market. Working collaboratively with small and medium-sized enterprises, Training Centres consult with employers helping them to identify their skills needs. Employers are supported to invest in their workforce, by providing subsidised education and training to staff. Some of the companies under the Skills to Advance initiative include those in the Hospitality, Retail, Childcare and Healthcare sectors including *Applegreen, Tiger Childcare, Chadwicks, St. John of Gods and Home Instead*. Courses delivered include, for example, *Project Management, Supervisory Skills Management, Team Leadership* and a range of IT skills at various levels as well as *Care Attendant, Care Skills and Care of the Older Person*.

The **Skills for Work** initiative is delivered through the Adult Education Services (AES) and offers skill development courses to those in lower skilled jobs. Courses may include a variety of subjects which support the educational needs of employees. All courses include literacy and numeracy elements integrated into a variety of subjects tailored to meet the needs of the group ranging from communications in the workplace, digital skills development, English language skills, interpersonal skills, problem-solving and report-writing. Skills for Work programmes can be delivered on the employer’s premises or at the local AES Centre as appropriate. Workplace Education Coordinators have worked in partnership with Keelings, Keoghs, City Bins, Dental Tech, Marks & Spencer and Debenhams to identify their skills needs and provide access to free basic education for their employees.

**Table 15: Further Education and Training for Employed People**

<b>Programme Category</b>	<b>2019</b>	<b>2020</b>
Skills for Work	387	190
Skills to Advance	996	1,383
Total Beneficiaries	1,383	1,573
<b>Total Learners</b>	<b>1,233</b>	<b>1,435</b>

In addition, the Apprenticeship Services units within the Training Centres have a team of eight Authorised Officers, acting on behalf of SOLAS, who liaise with, support and approve companies based in the Dublin region who are seeking or are employing apprentices. They engage with employers who want to register apprentices in the first instance, and they assess an employer’s suitability to recruit and train apprentices. Once the employer recruits the apprentice, the Authorised Officer supports the apprentice and the employer through all phases of the apprenticeship.

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# Youthreach Centres

There are (11) Youthreach Centres in DDLETB with a focus on meeting the educational needs of young learners aged 16 to 20. They offers courses addressing learners' individual needs, which balance academic, vocational and soft/personal skills development in an inclusive and positive learning environment. Courses leading to QQI major awards at NQF Levels 2-4 are delivered in the centres, including *Communication Skills* at Level 2; *General Learning* and *Employability Skills* at Level 3 and *Employment Skills* at Level 4. A special purpose award in *Culinary Operations* at Level 3 is also delivered in some Youthreach Centres. Non-certified modules are also delivered including the Instrumental Enrichment Life Skills Programme and Social Personal and Health Education. On completion of Youthreach programmes, the progression routes for young learners include traineeships, apprenticeships, and progression to PLC courses.

## Additional Services and Supports

The following additional services and supports are available to young learners in Youthreach centres:

- > Psychological Support Services provide counselling, educational assessments, and support for learners.
- > Basic Key Skills Builder (BKSB), an online assessment of skill levels for English, Math, and Information and Communication Technology (ICT).
- > Language, Literacy, and Numeracy support.
- > Support for learners with learning difficulties; this includes a variety of approaches specific to their course subject and a strong focus on Language, Literacy, and Numeracy (LLN).
- > Career Preparation, work experience and progression opportunities.
- > Sports/outdoor pursuits.
- > Referral to statutory and non-statutory services i.e. TUSLA (Child and Family Agency) and mental health services including CAMHS (Child and Adolescent Mental Health Service), Lucina, Pieta House and JIGSAW.
- > Special Education Needs Initiative (SENI) funded centres offer mentoring and guidance.

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## Approved Places in Youthreach

Every Youthreach centre has a number of learner places approved by the Department of Education. The approved places for Youthreach centres in DDLETB are outlined in Table 16 below. The total number of learners in Youthreach centres in 2019 was **491** and **408** in 2020.

**Table 16: Approved Places in Youthreach**

Youthreach Centre Locations	Approved Places
Balbriggan	25
Blanchardstown	70
Clondalkin	50
Lucan	37
Priory Tallaght	25
Rathfarnham	25
Rush	25
Sallynoggin	25
Swords	25
Killinarden Tallaght	50
Yes Centre Clondalkin	25

## Cooperation Arrangements with Other Organisations

In addition to provision in FET Colleges and centres, DDLETB also support the delivery of education and training to clients in organisations such as:

- > Mental health facilities
- > Probation services
- > Services for vulnerable groups such as
  - Young people in disadvantaged areas
  - Young people with disabilities
- > The travelling community.

FET Cooperation hours are tuition hours allocated to these organisations to enable them to provide access to education and training for their clients in their centres.

# Grants and Other Initiatives

## Grants to Community Organisations

A small number of not-for-profit independent Community Education Providers apply to DDLETB on an annual basis for grant aid to enable them to provide further education directly to learners in their centres. For example, grants have been administered from the BTEI and/or the Adult Literacy and Community Education fund to An Cosán<sup>21</sup>, the Flexible Training Unit (South Dublin Partnership)<sup>22</sup>, Ronanstown Women’s Group, Dundrum Adult Training and Education (DATE), the Palmerstown Active Retirement Association and the Adult Community Education (ACE) Network.

## Mitigating Against Educational Disadvantage Fund (MAEDF)

The Mitigating Against Educational Disadvantage Fund (MAEDF)<sup>23</sup> aims to provide funding to support educationally disadvantaged learners to access and participate in Community Education. Independent Community Education providers were invited to apply to ETBs for funding which enabled them, for example, to purchase laptops which were made available through loan schemes to those who did not have access to devices to enable them to participate in online learning opportunities. Grants approved under this scheme ranged in value from €1,500 to €40,000. There were 13 successful applicants in 2020 and they received a total of €134,510. In 2021, there were 27 successful applicants who received a total of €231,883 to support educationally disadvantaged learners. Some of the independent community education providers in County Dublin, who received funding from the MAEDF in 2020 and 2021 can be seen in Table 17.

**Table 17: Community Providers Funded under MAEDF in 2021/2022.**

Ronanstown Women’s Group D. 22	St. Kevin’s Family Resource Centre	South County Dublin Partnership Company	Lucan Women’s Network
Central Remedial Clinic	Women Together Tallaght Network	An Cosán, D.24	Southside Womens Action Group
Tallaght Traveller Community Development Project	Dublin Simon	Rowlagh Women’s Group, D. 22	Rosemount Family Resource Centre
Huntstown Community Centre D.15	Irish Wheelchair Association	Aster Family Resource Centre Balbriggan	Cairde Balbriggan
Empower (Partnership Company Fingal)	Enable Ireland	Community Enhancement Jobstown D.24	Southside Travellers Action Group

<sup>21</sup> An Cosán is an organisation based in Jobstown, Tallaght, which offers adult education and other services to women from disadvantaged areas and is Ireland’s largest community education organisation.

<sup>22</sup> South Dublin County Partnership is a local development company in South Dublin County, Ireland. DDLETB develops and delivers projects to tackle poverty and social exclusion in the area. It does this through working together with people, local groups and partner organisations to address the issues that matter most. The Flexible Training Unit is operated by South Dublin County Partnership and offers employment-related skills courses.

<sup>23</sup> <https://www.solas.ie/mitigating-against-educational-disadvantage-fund-2021>.

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## Self-financing Adult Education Classes

Since the 1980s, the adult education services have worked with several voluntary groups who provide adult education classes in all areas of DDLETB. Prior to the pandemic, six (6) voluntary groups were being supported by DDLETB to deliver 140 courses across the county. The AES South East support the Dundrum Adult Training and Education (DATE) committee in Dundrum to deliver classes on a self-financing basis, which provides opportunities for everyone but particularly the older population in the community to engage in hobby-type courses. Courses offered range from languages, art, philosophy, yoga etc.

The FE colleges also contribute to their communities by providing adult education classes at night, which are self-financing, and provide opportunities for everyone to engage in courses on a fee-paying basis. These courses range from bee keeping for beginners to a range of beauty, holistic therapies, and other courses.

The full- and part-time provision delivered in FET Colleges and Centres in 2019 and in 2020 by location is detailed in Appendix 5.





## 8 CERTIFICATION PROFILE



**DDLETB offers a wide range of certified courses to learners. While most certified programmes<sup>24</sup> delivered lead to QCI awards, there are also a variety of courses offered that lead to other industry recognised accreditation.**

## QCI Certification

As can be seen in Tables 18 and 19, in 2019, a total of **11,917** learners were awarded a QCI certificate (major, minor or special purpose award). In 2020, **9,198** were awarded QCI certificates (major, minor or special purpose).

**Table 18: QCI Certification by Level and Award Type in 2019**

	Major	Minor	Special Purpose	Total
Level 6	191	1,021	70	1,282
Level 5	1,371	5,129	0	6,500
Level 4	121	2,172	0	2,293
Level 3	112	1,275	2	1,389
Level 2	44	409	0	453
<b>Total</b>	<b>1839</b>	<b>10006</b>	<b>72</b>	<b>11917</b>

**Table 19: QCI Certification by Level and Award Type in 2020**

	Major	Minor	Special Purpose	Total
Level 6	208	1,165	92	1,465
Level 5	1,335	4,278	0	5,613
Level 4	71	1,334	0	1,405
Level 3	38	503	0	541
Level 2	11	163	0	174
<b>Total</b>	<b>1,663</b>	<b>7,443</b>	<b>92</b>	<b>9,198</b>

As a QCI recognised provider, DDLETB has validated programmes from NFQ Levels 2-6. There are **201** programmes validated at NFQ Levels 2-6, of which **195** lead to major awards and **15** lead to special purpose awards.

<sup>24</sup> The term 'programme' is being used here in the context of validation, to refer to the document which has been validated by QCI, in order to lead to a specific award. The programme describes the manner in which the learner will achieve that award (e.g. teaching and assessment strategies, access, transfer and progression requirements and opportunities etc.). The term 'course' refers to a specific iteration of that programme in a given location. Thus, DDLETB may run many courses, all offering the same programme, leading to the one award.

The list of the top 10 major and minor awards delivered in 2020 is strikingly consistent with the top 15 listed by QQI in its Annual Analysis of Awards Made by QQI 2020. This reflects the extent to which the ETB strives to meet learner demands, identify trends, and address wider societal and economic needs.

**Table 20: Top 10 QQI Major Awards Delivered in DDLETB in 2020<sup>25</sup>**

Major award	No. awarded
5M4468 Community Health Services	325
5M2009 Early Childhood Care and Education	229
5M4349 Nursing Studies	197
5M5146 Sports, Recreation and Exercise	181
5M2102 Business Studies	174
5M1997 Office Administration	158
6M2007 Early Childhood Care and Education	114
5M2768 Animal Care	106
5M3789 Legal Studies	87
5M3807 Laboratory Techniques	81

**Table 21: Top 10 QQI Minor Awards Delivered in DDLETB in 2020**

Minor award	No. awarded
Communications 5N0690	544
Work Experience 5N1356	660
Word Processing 5N1358	313
Special Needs Assisting 5N1786	293
Information Technology Skills 4N1125	197
Supervisory Management 6N4329	183
Payroll Manual and Computerised 5N1546	169
Child Development 5N1764	150
Bookkeeping Manual and Computerised 5N1354	129
Care of the Older Person 5N2706	126

<sup>25</sup> Source for tables 1.2-1.4: QQI Infographics

**Table 22: Special Purpose Awards Delivered in DDLETB in 2020**

Special Purpose Award	No. awarded
Regional Tour Guiding 6S20233	45
National Tour Guiding 6S20232	27
Training and Development 6S3372	20

## Reflecting on the National Picture

QQI have published their annual analysis of all Further Education and Higher Education QQI awards made in 2020. This allows for some comparison in Table 23 below and initial reflections on DDLETB's provision.

**Table 23: Comparison of DDLETB and National Certification Rates**

Level	Number of QQI awards in DDLETB in 2020	Percentage of total QQI awards in DDLETB in 2020	Percentage of total QQI awards nationally in 2020 <sup>26</sup>
Level 2	174	1.9%	2.6%
Level 3	541	5.9%	7.1%
Level 4	1,405	15.3%	12.9%
Level 5	5,613	61%	52.1%
Level 6	1,465	15.9%	18.8%

In 2020, DDLETB delivered 9.4 % of all QQI certificates issued by ETBs<sup>26</sup>. Interestingly, the percentage of awards achieved at NFQ Levels 2 and 3, at 1.9% and 5.9% respectively, are lower than the national percentage for those levels, at 2.6% and 7.1% respectively.

These differences may be due to demographic characteristics within DDLETB's catchment area as outlined in Section 2 of this Provider Profile. For example, Dún Laoghaire-Rathdown, has the highest percentage of persons with a third-level qualification in Ireland, and the lowest level of persons with no formal or primary education. This could account for the lower than national average rates of certification at NFQ Levels 2 and 3, and the considerably higher than average certification rates at NFQ Levels 4 and 5. This would indicate that FET provision is responsive to the learner profile. Equally, the fact that the region also has the highest percentage of persons with third-level qualifications may go some way to explaining the rate of Level 6 certification, which at 15.9%, is lower than the national average. Learners at Level 6 who might have chosen an ETB course had they lived in other areas, have a wide range of other options available to them, including Level 6 courses in Higher Education Institutes in the DDLETB region.

<sup>26</sup> Annual Analysis of Awards made by QQI 2020, (QQI, 2020, accessed 14.11.21)

## Other Awarding Bodies

Programmes in FET are accredited by several awarding bodies including those listed in Table 24 which shows the number of awards issued during 2019 and 2020.

**Table 24: Awarding Bodies**

Awarding Body	2019 Number	2020 Number
Amazon Web Services (AWS)	0	48
Approved EN Certifying Body	44	11
ATI	226	186
ALEXOS	144	153
City & Guilds	356	127
CompTIA	98	198
Department of Education	8	0
Environmental Health Association Ireland (EHA)	36	5
ICS Skills	362	154
Institute of the Motor Industry	46	22
ITEC	331	240
Life Insurance Association Ireland	32	31
Microsoft	138	151
Pearson	19	4
PHECC	34	14
Road Safety Authority (RSA)	212	82
RTITB	32	14
Speciality Coffee Association	25	18
Vocational Training Charitable Trust (VTCT)	0	8
<b>Total</b>	<b>2,143</b>	<b>1,466</b>

DDLETB also offers a range of uncertified courses to learners. These courses are delivered through the Community Education programme and Adult Literacy Service in the Adult Education Services and are focused on encouraging priority cohorts<sup>27</sup> to engage in education and training.

<sup>27</sup> [https://www.solas.ie/f/70398/x/64d0718c9e/solas\\_fet\\_strategy\\_web.pdf](https://www.solas.ie/f/70398/x/64d0718c9e/solas_fet_strategy_web.pdf).



## 9 LEARNER PROFILE

**DDLETB provides programmes of further education and training to a highly diverse group of learners of varying ages, and from a range of socio-economic, educational backgrounds. The DDLETB vision is to “put the learner at the heart of everything we do” so it is important that FET learners have access to range of programmes, supports and services that are appropriate to their needs.**

## **Learner Profile**

DDLETB learners include early school leavers, recent school leavers, apprentices, adults returning to education/training, learners with disabilities, unemployed people and long-term unemployed people. It also includes learners whose first language is not English and who may face many barriers to participation in education. It is the goal of DDLETB to provide an experience of the highest quality for each learner who chooses to embark on their learning journey with DDLETB. Equally, upskilling and reskilling those in low-skilled employment to ensure that their skills remain relevant in a rapidly evolving economy is a priority for DDLETB.

When looking at the gender profile, almost 65% of learners are female with the exception of the apprenticeship programme, where over 90% of apprentices are male.

**Table 25: Learner Gender Profile**

<b>Learner Gender</b>	<b>2019</b>	<b>2020</b>
Female	18,532	14,561
Male	10,332	7,887
<b>Total</b>	<b>28,864</b>	<b>22,448</b>

Over the years 2019 and 2020, DDLETB’s learners ranged in age from 15 to 98 years, with the greatest number of learners being in the 35-39 age bands across both years.



**Table 26: Learner Age Profile**

Learner Age	2019	2020
15-19	4,115	3,701
20-24	2,698	2,335
25-29	1,938	1,501
30-34	2,740	2,115
35-39	3,437	2,763
40-44	3,236	2,518
45-49	2,933	2,270
50-54	2,157	1,707
55-59	1,869	1,366
60-65	1,671	1,064
>65	2,070	1,108
<b>Total</b>	<b>28,864</b>	<b>22,448</b>

All learners fill out a nationally-agreed learner application form and are asked to indicate their economic status on entry to their preferred course. Table 27 below outlines the detail recorded in the Programme Learner and Support System (PLSS).

**Table 27: Learner Economic Status on Entry**

Economic status	2019		2020	
	Number	% of Total	Number	% of Total
Employed	5,190	18.0%	5,765	25.7%
Unemployed	8,404	29.1%	7250	32.3%
Engaged in home duties	2,433	8.4%	1,697	7.6%
Inactive for other reasons	2,857	9.9%	2,421	10.8%
Retired	2,193	7.6%	1,183	5.3%
Student/trainee	1,746	6.0%	2,161	9.6%
Unknown	6,041	20.9%	1,971	8.8%
<b>Total</b>	<b>28,864</b>	<b>100.0%</b>	<b>22,448</b>	<b>100.0%</b>

Learners are also asked to update their highest level of education attainment. Table 28 below outlines the detail recorded in PLSS.

**Table 28: Learners' Highest Level of Educational Attainment on Course Commencement**

Education attainment level on entry	2019		2020	
	Number	% of Total	Number	% of Total
No formal education or training	639	2.2%	464	2.1%
Primary Education	3,073	10.6%	1,932	8.6%
Certificate NFQ Level 1 and 2 (Full/Major Award)	8	0.0%	102	0.5%
Junior/Inter/Group Cert, GCSE, O Levels, NFQ Level 3 (Full/Major Award)	5,532	19.2%	3,267	14.6%
Transition Year	326	1.1%	281	1.3%
Leaving Certificate/ A Levels/Applied Leaving Certificate	7,012	24.3%	6,448	28.7%
Certificate NFQ Level 4 (Full/Major Award)	806	2.8%	656	2.9%
Certificate NFQ Level 5(Full/Major Award)	2,518	8.7%	2,146	9.6%
PLC NFQ Level 4 or 5	151	0.5%	80	0.4%
Advanced Certificate NFQ Level 6 (Full/Major Award)	912	3.2%	644	2.9%
Other non-NFQ aligned FET	175	0.6%	288	1.3%
Higher Certificate NFQ Level 6	612	2.1%	614	2.7%
Ordinary Bachelor Degree,Diploma NFQ Level 7	1,412	4.9%	1,338	6.0%
Honours Bachelor Degree	1,119	3.9%	1,247	5.6%
Professional (NFQ 8+)	283	1.0%	423	1.9%
Postgraduate	867	3.0%	923	4.1%
Unknown	3,419	11.8%	1,595	7.1%
<b>Total</b>	<b>28,864</b>	<b>100.0%</b>	<b>22,448</b>	<b>100.0%</b>

At the time of the last census, Fingal and South Dublin were among the counties with the highest distribution of non-Irish nationals. In 2019, FET in DDLETB provided further education and training to at least 128 nationalities. While 11.1% of DDLETB learners were non-Irish nationals, 17.7% of all learners chose not to answer this question.



**Table 29: Nationalities of DDLETB Learners**

Nationality	Beneficiaries	
	2019	2020
Ireland	17,528	13,442
UK	214	184
Remaining EU 27 <sup>29</sup>	3,269	2,651
Rest of World	2,869	2,269

## Learner Supports

DDLETB provides various support services to learners to help improve the learner experience and to ensure they are supported to achieve their goals. DDLETB is committed to the continual improvement and resourcing of learner supports, active inclusion and technology enhanced learning.

**Table 30: Some Examples of Learner Supports**

Service	Description
Adult Education Guidance and Information Service (AEGIS)	The AEGIS operates across the four Adult Education Services in DDLETB with: <ul style="list-style-type: none"> <li>&gt; Adult Guidance Counsellors/Coordinators</li> <li>&gt; Adult Guidance Counsellors</li> <li>&gt; Information Officers</li> </ul>
Course Recruitment Services	Course Recruitment Officers support learners with course selection and encourage learners to train or retrain in areas where job opportunities exist.
College Guidance Services	FE Colleges have an allocation for guidance provision within their overall staff allocation
Psychological Support Service	The Psychological Support Service is available to learners in DDLETB Youthreach centres, as well as further education and adult education centres
Literacy, numeracy, and digital skills support	Literacy, numeracy, and digital skills support is provided primarily by the adult education services and in Youthreach centres

<sup>28</sup> The EU countries are: Austria, Belgium, Bulgaria, Croatia, Cyprus, Czechia, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Poland, Portugal, Romania, Slovakia, Slovenia, Spain and Sweden.

Service	Description
English language services and supports	English to Speakers of Other Languages (ESOL) services are provided primarily by the Adult Education Services and in some colleges and centres
FET Study Skills Unit	Provision of literacy, numeracy, and study support skills for Phase 2 apprentices, delivered by adult education tutors
Fund for Students with Disabilities (FSD)	The <i>Fund for Students with Disabilities</i> (FSD) provides funding for the delivery of key services and supports for students with disabilities on full-time courses. Available to full-time learners in FE colleges/schools providing PLC courses
SUSI Grants	Learners who meet specific criteria and who are participating in certain courses can get financial support such as the SUSI <sup>30</sup> Grant.
Training Allowances	Subject to specific criteria, learners in FET programmes may be eligible to get a training allowance while participating in their course. Depending on the programme and their circumstances, learners may be eligible for a meal allowance, travel allowance and assistance with the cost of course books and materials.
IT and TEL supports	Induction for learners to support their engagement for both in-class and remote delivery.  Digital device loan scheme.
Free Service Text “ETB” to 50808.	Free 24/7 anonymous text support service through a HSE/ETB partnership.
National Childcare Scheme (NCS) <sup>31</sup>	Subject to certain criteria, FET learners may be entitled to the ‘Enhanced Hours’ subsidy as they are working, studying, or training and are entitled to up to 45 hours of subsidised childcare per week.
Quality Staff, Training Standards Officers, Assistant Training Standards Officers	QA Coordinators, Training Standards Officers and Assistant Training Standards Officers provide the supports to ensure that learners receive a quality assured learning experience.

<sup>29</sup> The Student Grant Scheme is the main financial support scheme for students studying in Ireland and abroad. It is also known as the SUSI grant because the Student Universal Support Ireland (SUSI) is the awarding authority for the Student Grant Scheme.

<sup>30</sup> [https://www.citizensinformation.ie/en/education/pre\\_school\\_education\\_and\\_childcare/national\\_childcare\\_scheme.html#lb85d5](https://www.citizensinformation.ie/en/education/pre_school_education_and_childcare/national_childcare_scheme.html#lb85d5)





# 10 STAFFING AND STAFF DEVELOPMENT

# Staffing

FET staff in DDLETB play a critical role in ensuring that the ETB can achieve its strategic goals, including the provision of a high-quality learning experience for learners. Therefore, the recruitment, support and development of staff in FET is key to delivering a high-quality service to learners. To ensure best practices are maintained throughout the organisation, the recruitment and selection process for DDLETB is managed by the Human Resources (HR) department. Further details are outlined in Chapter 4 of the Self-Evaluation Report.

Currently, DDLETB employs circa 4,000 staff on a full-time and part-time basis. Over 1,000 of those work in FET. This includes:

- > 330 staff within further education colleges and dual provision schools involved in the delivery of PLC and other further education programmes
- > 220 staff employed across the three training centres
- > 90 staff employed in Youthreach centres
- > 341 staff employed in the adult education services, which oversees adult education provision and the Adult Education Guidance and Information Services
- > 22 staff employed at the DDLETB head office, including staff whose duties are administrative and include supporting FET e.g., finance, administration, human resources etc.
- > DDLETB employs external authenticators on a temporary contract basis as required.

The table below outlines those involved directly in teaching/tutoring/instructing.

**Table 31: DDLETB Teachers/Tutors/Inststructors**

Role	Total Full-Time	Total Part-time	Total Full-time and Part-time	Total Full-time Equivalent
Teacher/Tutor/Instructor	326	345	671	385



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There are different and varied staff roles involved in the management, coordination and administration of FET services including, for example:

- > Adult Education Officers
- > College Principals
- > Deputy Principals
- > Training Centre Managers
- > Assistant Managers
- > Adult Literacy Organisers
- > Community Education Facilitators
- > Guidance Counsellors
- > Information Officers
- > Recruitment Officers
- > Contracted Training Officers
- > Training Standards Officers
- > Assistant Training Standards Officers
- > Authorised Officers
- > Community Development Officers
- > Youthreach Coordinators
- > Resource Workers
- > Programme Coordinators
- > Administration and clerical staff
- > General Assistants
- > Caretakers.

Requests for all posts must be sanctioned by SOLAS in line with the approved list of roles and titles.

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# Staff Development

Professional Development (PD) opportunities are planned and delivered at central and local level in DDLETB.

DDLETB is committed to the provision of professional development for its staff, which will ensure that it can continue to provide excellent teaching and learning which is both innovative and responsive to the needs of learners, the economy, and communities.

Professional development is identified as a priority for FET, and a Professional Development (PD) Coordinator was assigned to the FET Quality Assurance Team. The PD Coordinator liaises with internal support services such as the Psychological Support Service (PSS) and external organisations such as Further Education Support Service (FESS), ETBI, QQI and Institutes of Higher Education to identify, develop and coordinate PD opportunities that will help FET achieve its strategic priorities. Once identified, the PD opportunities are included in the annual Calendar of FET QA and CPD Events and communicated to all FET staff on a regular basis.

The Quality and Professional Development newsletter, *Quality Matters* is circulated regularly and is intended for all staff who are engaged in the delivery of education and training programmes in DDLETB FET services. The newsletter is used to communicate any changes in QA policies and procedures, provide a calendar of QA PD opportunities, outline new developments and news, and provide clarifications from QQI as required.

The Digital Connect Project and the Leadership Development programme below are examples of staff development opportunities designed and delivered by DDLETB.

## **The Digital Connect Project**

Digital Connect is a digital learning support project that was rolled out 2020 as a response to support teaching, learning and assessment using Microsoft Office 365 during the COVID-19 lockdown. Since March 2020, over 800 online sessions have been delivered across a range of topics to over 10,154 participants from across the entire organisation including FET, with many staff members attending several different sessions.

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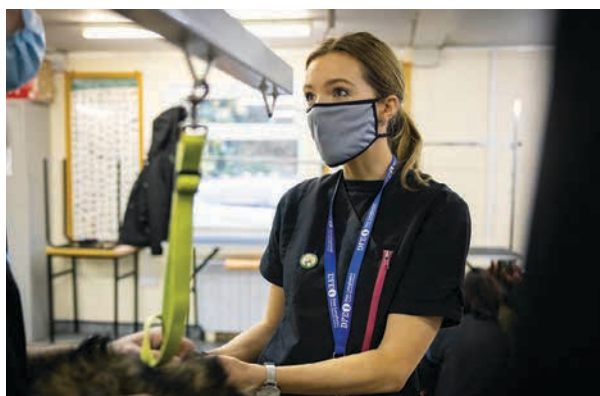
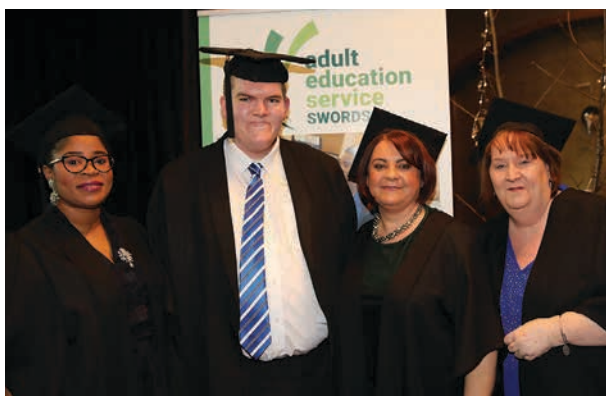
## Leadership Development in DDLETB

The FET Leadership Development Programme commenced in 2018, with 30 FET managers participating in a programme with a view to building stronger relationships, focusing on shared values, and developing the capacity for shared leadership. This programme continued online in 2021 with 40 FET management taking part in five (5) online sessions which focused on developing organisational capacity to lead in uncertain times.

## Further PD Opportunities

Other examples of PD opportunities delivered to FET staff and management include:

- > Level 8 Diploma in Change Management with National University of Ireland Galway (NUIG)
- > Level 8 Diploma Certificate in Technology Enhanced Learning (NUIG)
- > Level 8 Diploma in Learning and Technology
- > Level 7 Certificate in Technology Enhanced Learning with the National College of Ireland (NCI)
- > Level 6 Certificate in Learning and Technology (NCI)
- > Blended learning methodologies
- > Training for QA Coordinators
- > Middle Leadership Programme
- > Teacher Leadership Programme
- > Community of practice – e.g. for those delivering the new ELC programme, Youthreach etc.
- > Facilitation skills training – focused conversation method
- > Universal design workshops
- > Local center/service approach to PD.





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As well as the central approach to PD described above, local PD opportunities are organised and delivered at centre/service/school level, including induction training, information/training workshops on Quality Assurance policy and procedures, PLSS and Health and Safety. The Organisation Support and Development team provide online masterclasses aimed at supporting FET management and staff to adhere to policy and procedures particularly around procurement and finance. eCollege<sup>31</sup> courses were made available free of charge as additional support to FET staff and those impacted by COVID-19 measures. The move to Emergency Remote Teaching in 2020 meant that many FET staff took the opportunity to upskill, and eCollege provided an opportunity for them to do so.

### **Learner and Teacher Ratio**

The learner to teacher/tutor/instructor ratio in FET varies according to several factors including the learner profile, the level of the programme and the specific programme being delivered. However, the main factor in the learner to teacher/tutor/instructor ratio is the learner profile. As can be seen in the learner profile section above, FET learners are diverse in terms of age, level of education attainment, employment status and nationality on course commencement. All these factors will influence the level of the course the learner is participating in. For ESF-funded programmes, the eligibility criteria are outlined in the guidelines<sup>32</sup> and in line with the annual SOLAS *Parameters and Guidelines*.



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<sup>31</sup> eCollege is managed by SOLAS and is a leading learning platform that delivers online training courses in business, project management, information technology, graphic design, web design, digital marketing, software development and basic computer literacy.

<sup>32</sup> Operating guidelines are available for certain programmes. They specify eligibility criteria which determines the learner profile for the programme. The annual SOLAS parameters and guideline document is the overarching guideline for funding .

Some examples of the ratios in place are outlined below.

**Table 32: Examples of Teacher : Learner Ratios**

Programme	Learner Profile	Teacher: Learner ratio
Foundation/Basic Education programmes with a significant focus on developing literacy, digital, English language, and numeracy skills.	Learners may be early school leavers, unemployed or in low skilled employment, with less than upper second level qualifications who are often experiencing multiple barriers to participation and require a supportive learning environment.	Range 1:1 to 6:1
Youthreach and other progression focused programmes accredited at QQI programmes at Levels 3-4 and other non-accredited Community Education provision	Learners may have low levels of education, may be unemployed and/or be mature learners returning to education/training after many years who want to engage in their communities and/or prepare for progression to vocational focused programmes at the next level.	1:7 to 1:10
Vocationally-focused education and training programmes including programmes accredited at NFQ Levels 4-5.	Learners may have achieved Junior Certificate or upper secondary level qualifications and include mature learners returning to education/training to obtain a qualification and progress to HET or employment.	1:10-1:12
Post Leaving Certificate (PLC) provision is based on a Post-Primary school model, and this influences the learner to teacher ratio in FE College and schools delivering PLC provision.	Learners may have up to leaving certificate qualifications as well as recent experience in education. Learners participate in programmes primarily at NFQ Levels 5-6 before progressing primarily to higher education and/or employment.	1:19
Specific Skills Development Programmes for the employed e.g. Skills to Advance	The learner profile varies depending on the purpose and nature of the course. Learners are often in employment and can have post leaving certificate qualifications, experience in the workplace, and want to reskill or upskill for a specific skill required in the workplace. Training can be sponsored by the employer	1:15-1:20
Craft Apprenticeship	As per the Code of Conduct and Rules for Apprenticeship	1:14

Some examples of supports available to staff are outlined in Table 33 below.

**Table 33: Examples of Staff Supports**

Service	Description
Quality Assurance support	The QA Unit provides QA support and guidance, as well as PD workshops to all Further Education and Training (FET) centres
Planning, monitoring and reporting support	The FET Strategy and Planning Team supports centres to identify and deliver FET provision that achieves the targets and Key Performance Indicators for SOLAS and other funding.
Professional development support	Support is available to DDLETB FET staff to support them in upskilling and reskilling as part of their ongoing professional development. A PD calendar is updated and issued to FET staff on a regular basis.
Digital Connect (TEL) and IT support (also available to learners)	The Digital Learning Team offers professional development workshops for staff to support their engagement for both in-class and remote delivery
Psychological Support Services (also available to learners)	The Psychological Support Service offers a range of support and in-service training for DDLETB staff
Employee Assistance Service (EAS)	“Wellbeing Together.” The EAS provides advice to employees on a range of issues including wellbeing, legal, financial, bereavement, conflict, mediation etc. The EAS also provides advice and support to managers and delivers interventions to help them deal with health and wellbeing issues in the workplace. Freephone Helpline 1800 411 057 or text ‘Hi’ to 087 369 0010 to avail of EAS support on SMS and WhatsApp



## **11 COLLABORATIONS AND PARTNERSHIPS**



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**DDLETB engages with partners and stakeholders to ensure that the quality of provision is informed by stakeholder needs, feedback and evaluation. Key strategic partnerships and collaborations are built and maintained for public accountability and transparency, as well as to advocate for, and secure, the necessary resources and supports for a quality-led provision.**

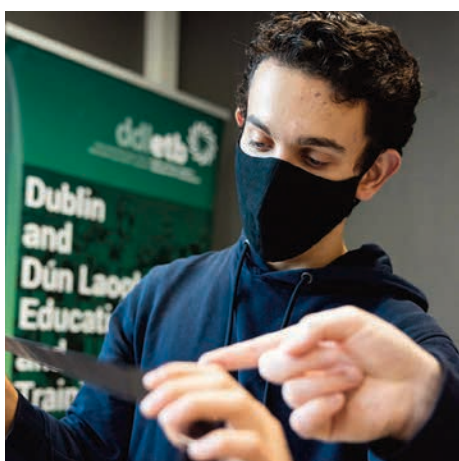
A short summary of examples of DDLETB's collaborations and partnerships is outlined below.



## **National Collaborations and Partnerships**

### **> SOLAS**

SOLAS is the national agency with responsibility to fund, coordinate and monitor FET in Ireland. DDLETB has developed a progressive working relationship with SOLAS which is crucial for the development of FET provision and the implementation of the national FET Strategy 2020 -2024 'Transforming Learning'. Annual Plans are submitted by DDLETB that set priorities and goals for the delivery of all FET provision. Subsequently, a request for a budget allocation is awarded to implement the agreed plan. In addition, SOLAS has statutory responsibility for craft apprenticeships under the *Industrial Training Act 1967* for the administration and management of the Craft Apprenticeship programmes.



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## **Education and Training Boards Ireland (ETBI)**

ETBI is the national representative body established to collectively represent 16 Education and Training Boards (ETBs) and promote their interests as per the *Education and Training Boards Act 2013*. Further Education and Training (FET) Support is one of three directorates within ETBI responsible for supporting the ETB sector across five strategic areas of Work-based Learning, Quality, Active Inclusion, Strategy and Policy and Planning, Resources and Reporting. DDLETB is currently represented on the Chief Executives' Forum, the Directors of FET Forum, as well as being represented on the Active Inclusion Strategy and the Quality Strategy groups by the Director of FET. The FET management team represent DDLETB on several FET Management and Coordination Networks convened by ETBI, including the Training Centre Manager Network, Principals Network the Adult Education Officer Network and the QA Network. DDLETB collaborates with neighbouring ETBs on many innovative and collaborative projects.

## **Quality and Qualifications Ireland (QQI)**

QQI is the national awarding body for further education and training. As outlined in the *Qualifications and Quality Assurance (Education and Training) Act, 2012*, QQI is responsible for maintaining and implementing the National Framework of Qualifications (Appendix 2), determining award standards, publishing QA guidelines, and validating programmes of education and training. As a recognised provider since 2018, DDLETB delivers an extensive suite of QQI awards in line with the QA policies and procedures agreed with QQI. In addition to providing certification for learners, DDLETB has collaborated closely with QQI in a range of projects such as the successful development of Early Learning and Care (ELC) awards at NFQ Levels 5 and 6 for the FET sector and developing and piloting a sustainable collaborative approach to programme development and validation for the ETB sector. DDLETB QA staff have also engaged in standards advisory groups as well as validation and re-engagement panels.

## **Department of Social Protection (DSP)**

The Department of Social Protection is a governmental department, tasked with administering Ireland's social welfare system. It oversees and promotes active participation and inclusion in society through the provision of income supports, employment services and other social services. Collaboration and partnership between DDLETB and the DSP is facilitated by a formal referral protocol and regular regional network meetings. Local and regional liaison with the DSP Intreo offices also ensure effective consultation for the planning and delivery of targeted FET provision or target cohorts of DSP clients/learners in each DSP regional area.

Collaborative partnerships with Intreo offices have resulted in several educational programmes being delivered by the Training Centres and the Adult Education Services, including New Horizons, ESOL initiatives and recently a taster programme to encourage unemployed clients under 25 years of age to engage with the Adult Education Guidance, Recruitment and Information Service and progress to FET programmes.

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# Collaborating Providers for Apprenticeships

## > **Fastrack to Information Technology (FIT)**

FIT is the National Coordinating Provider for ICT Technology apprenticeships developed by a consortium Steering Group. FIT is working in close collaboration with DDLETB to coordinate apprenticeships programmes in *Network Engineering*, *Software Development* and *Cyber Security* that are delivered through the three Training Centres.

## > **Limerick and Clare Education and Training Board (LCETB)**

LCETB is the National Coordinating Provider for the new Hairdressing Apprenticeship developed by a Consortium Steering Group led by LCETB. This apprenticeship was designed to deliver a nationally-recognised standard that is responsive to the needs of the Hairdressing industry. Currently, this apprenticeship is delivered by Tallaght Training Centre.

## > **Accounting Technicians Ireland (ATI)**

ATI is the leading professional body for Accounting Technicians Ireland and the National Coordinating Provider for the Accounting Technician apprenticeship. It is delivered through 70 approved partner colleges and training centres throughout Ireland and Northern Ireland. Currently, this apprenticeship is delivered in Blackrock Further Education Institute (BFEI).

## **Leargas**

Leargas is a national agency that manages international mobility and exchange programmes in education, youth, community work and vocational education and training under the EU funding programme called 'Erasmus +'. DDLETB colleges and centres participate in international exchange programmes in both learner and staff mobility (known as KA1 projects) and strategic partnerships with the EU partners (known as KA2 projects).

## **AONTAS**

AONTAS are the national Adult Learning Organisation advocating for the rights of adult learners in Ireland to quality lifelong learning. DDLETB works closely with national agencies that promote the learner's voice. In 2021, DDLETB worked closely with AONTAS to capture FET learners' feedback on the quality of their learning experience as part of the consultation for the Inaugural Review of Quality Assurance.

## **NALA**

NALA is the National Adult Literacy Agency which works to raise awareness of literacy services, and advance literacy policy through research and advocating for learners with literacy difficulties. Recently, to help ensure a positive experience for learners referred by NALA, a formal referral protocol was agreed between the Adult Education Services, DDLETB and NALA.

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## Regional Skills Forum

DDLETB is an active participant in the Regional Skills Forum<sup>33</sup> which focuses on the skills and development of the region through industry collaboration and engagement. This network provides an opportunity for employers and the education and training system to work together to meet the emerging skills needs of the region. DDLETB is working in partnership with other industry bodies including the IDA-Ireland, Enterprise Ireland, IBEC and Dublin Chambers of Commerce, focusing on upskilling and reskilling initiatives for employers and employees in the Dublin region.

Recently, the Education & Training Provider Group (ETPG) within the Dublin Regional Skills Forum agreed to draw up a single all-encompassing Memorandum of Understanding (MoU) to collaborate between the various institutions within DRSF. It is anticipated that as a result of this agreement, greater levels of co-operation and support will continue to develop between Higher Education (HE) and Further Education & Training (FET) educational providers. In addition, the internal MoU will support access to the broad range of opportunities available across all providers and enhance progression routes for learners.

## Higher Education (HE) Institutions

All FE colleges/centres/schools have established formal and informal connections with Higher Education Institutions to support progression and pathways for learners. The Higher Education Links Scheme (HELs) gives learners the opportunity to use their Level 5 or 6 major award to apply through the CAO, for a place in a higher education programme. Memoranda of Understanding (MoUs) are drawn up between individual ETB colleges/centres to support learner access transfer and progression. See Appendix 4 for the Higher Education Institutes who have an MoU with DDLETB. While there are three third-level institutions located in the DDLETB area (University College Dublin, Technological University Dublin (TUD) and Dún Laoghaire Institute of Art, Design and Technology) there are 11 additional third level providers and many other private providers in the wider Dublin area.

## Fingal Skills Strategy Group (FSSG)

FSSG Implementation Group was set up to deliver the objectives of the Fingal Skills Strategy, which was published in 2019. The implementation group brings together representatives from education and training providers, employers and industry, government agencies and Fingal County Council to ensure that Fingal has the right skills for the future. DDLETB is an active partner of this group ensuring that training provision aligns with industry needs.



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<sup>33</sup> <https://www.regionalskills.ie/>



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## Dublin Learning City (DLC)

DLC was established as part of a collaboration between six of Dublin's universities: Marino Institute of Education (MIE), Dún Laoghaire Institute of Art, Design and Technology (IADT), University College Dublin (UCD), Trinity College Dublin (TCD), National College of Art and Design (NCAD) and the Royal College of Surgeons in Ireland (RCSI). The organisation also collaborates with several others such as Dublin City Council, City of Dublin Education and Training Board (CDETB) and Dublin Dún Laoghaire Education and Training Board (DDLETB). As a result of this collaboration, DLC has received the Learning City Award from UNESCO (United Nations Educational, Scientific and Cultural Organisation) at its annual conference of learning cities in Yeosu, South Korea in October 2021. According to UNESCO, 'a Learning City effectively mobilizes its resources in every sector to promote inclusive learning from basic to higher education, revitalizes learning in families and communities, facilitates learning in workplace, extends the use of modern learning technologies, enhances quality and excellence in learning and fosters a culture of learning throughout life'.<sup>34</sup>

## County Councils

There are three county councils in DDLETB's administrative area. DDLETB plays an important role in relation to the training and education objectives or actions in the Local Economic and Community Plans (LECPs) 2016-2021 of Dún Laoghaire-Rathdown, Fingal and South Dublin County councils. DDLETB is also represented on the Local Community Development Committees (LCDCs) of each local authority and engages regularly with each council's Local Enterprise Office (LEO). DDLETB chairs the Employment, Education and Training Pillar Group of the *Our Balbriggan 2019-2025 Rejuvenation Plan* in Fingal, with Fingal County Council.

In 2020-2021, the "Mental Health Champions" initiative and the virtual "Balbriggan Loves Learning Festival" were further examples of projects that resulted from the AES working collaboratively with other agencies and organisations including Fingal County Council, Pobal and the Recovery College in DCU.

## Local Development Companies

There are three Local Development Companies in the DDLETB catchment area: Empower, South Dublin Partnership and Southside Partnership. DDLETB is represented on the Board of Management of each of these companies. DDLETB also has representatives on Social Inclusion and Community Activation Programme (SICAP) Oversight Committees and supports labour market activation provision.

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<sup>34</sup> <https://uil.unesco.org/lifelong-learning/learning-cities>

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## Other Networks and Partnerships

### Community Education Partnerships

In 2019, the Community Education Service collectively worked in partnership with 152 organisations across the DDLETB catchment area. These frequently target groups at risk of marginalization and are based in disadvantaged areas. These partnerships are governed by Service Level Agreements. Appendix 3 outlines the type and number of community partners in Community Education.

### Community Training Providers

The following course partnerships are governed by national agreements and are facilitated through the Training Centres:

- > Community Training Centres (CTC) in Blanchardstown, Dún Laoghaire and Ronanstown
- > Justice Workshops (JWs) in Tallaght (Target), Dún Laoghaire (Tivoli) and the Tower programme in Clondalkin
- > Local Training Initiatives (LTIs), with the Football Association of Ireland (FAI), Shelbourne Football Club and the Southside Travellers Action Group
- > Specialist Training Providers (STP) including the National Learning Network in Swords and Tallaght, Eve Holdings, the Threshold Training Network and the Reach Training Programme with St. John of Gods Community Services)
- > Sports development project delivered in Cabra.

### Local Inter-Agency Collaborations

Interagency collaboration at local level takes place via formal and informal networks. The purpose of these networks is primarily to raise awareness about FET provision and support and encourage other agencies to make referrals to DDLETB schools, colleges and centres. These networks have resulted in several projects targeting priority learner cohorts to access, participate in, or progress to FET.

Youthreach Coordinators also build strong connections with local agencies both statutory and non-statutory services including Home School liaisons in schools, the Garda Diversion Programmes, Foroige, Juvenile Liaison Officers (JLO's), Education and Welfare Officers and social workers in the area. Youthreach centres collaborate with FIT (Fastrack to Information Technology) resulting in increased awareness of careers available in the IT sector as well as additional access to online and in-centre IT skills providing upskilling and support for Youthreach learners.

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## Employer Engagement

There are a range of other local employers and industry links between FET Centres, reflecting regional skills needs, and the outreach, stakeholder engagement and relationship-building initiatives undertaken by FET managers/principals and key DDLETB staff.

Employee upskilling is important for boosting staff morale and retention rates, as well as creating a competitive advantage over competitors, therefore, DDLETB works in collaboration with employers and enterprises to provide work-based learning opportunities to support employee development. DDLETB's dedicated Employer Engagement Team supports businesses by identifying their training needs. Once this process is completed, DDLETB can offer access to an existing suite of high-quality education opportunities or develop a customised programme in conjunction with an employer to meet the required training needs.

Under the Skills to Advance and Skills for Work programmes, DDLETB can offer targeted support for vulnerable groups in the workplace, particularly those with lower skill levels who need more opportunities to advance their working lives. Support is available for micro, small and medium-sized enterprises (SMEs) who may need assistance to upskill or reskill their workforce.

The number of employers engaged with DDLETB under the Skills to Advance provision between 2019 and 2021 can be found in Table 34:

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**Table 34: Skills to Advance Provision**

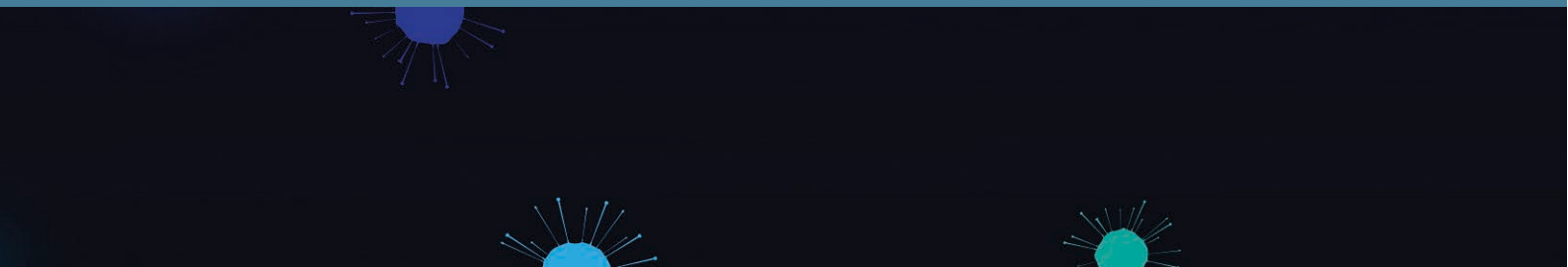
Type	Number of employees	Number of employers engaged with DDLETB
Microenterprise	1-9	15
Small enterprise	10- 49	23
Medium enterprise	50 -249	51
Large enterprise	250+	28
<b>Total</b>		<b>117</b>

These highly subsidised (often free) courses are available online, in-centre or in the workplace with a combination of tutor-led teaching and self-directed learning.

DDLETB recognises that employer engagement is crucial to its role in supporting enterprises and employment in the Dublin region and therefore continues to network and collaborate with a range of stakeholders including employer groups (Construction Industry Federation, Irish Hospitality Federation), Dublin Regional Skills Fora, education providers, state agencies (SOLAS, IDA, Enterprise Ireland, LEOs) and other representatives. This approach promotes and supports continuous improvement and change.



# 12 COVID RESPONSE



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**Since March 2020, the priority in DDLETB has been to ensure the safety and welfare of learners and staff. This has been balanced with the need to ensure continuity and quality of learning, integrity of assessment, certification, and learner progression.**

There were many challenges to overcome in 2020 and 2021. For example, Community Education which is normally delivered in community locations such as community centres, was impacted because these locations closed entirely for prolonged periods. The lack of access to digital devices and WIFI at home, combined with low levels of IT skills created new barriers to participation in any alternative remote learning opportunities. Participation in basic education, particularly Adult Literacy, Community Education, ESOL, and all provision at lower levels of the National Qualifications Framework (NFQ) was impacted negatively as a result.

Challenges arose for those participating in traineeships and those hoping to undertake work experience and work practice as part of their course, as it was difficult for employers to commit to taking on students due to COVID restrictions. Apprentices often have to travel for their off-the-job phases; they were all impacted by travel restrictions. All learners, but particularly those who were in the higher risk categories, were anxious about attending FET Centres even when restrictions were lifted on a phased basis.



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Some of the many challenges faced by learners and staff included:

- > Access to devices and/or broadband to engage in remote learning opportunities
- > Low levels of IT skills and experience for some FET learners made it difficult for them to engage in remote learning and delivery
- > Isolation and mental health and well-being challenges
- > Access to childcare support to enable learners to engage in learning at home
- > Access to practical workshops and on-the-job training with employers
- > Learning how to use new virtual learning environments (VLEs) and adapting teaching methodologies
- > Adapting assessment techniques, assessment materials and procedures to ensure everything could be carried out remotely where possible
- > Implementing changes to QA procedures in a rapidly changing environment
- > Maintaining the integrity of assessments which had been adapted, for example, from exams to assignments.

FET staff found innovative ways to keep learners engaged in their learning when centres had to close due to public health restrictions in March 2020. DDLETB implemented and maintained strong protective measures to enable a significant return to onsite activity in autumn 2021. DDLETB responded to these challenges, and significant interventions were taken to mitigate the impact of the COVID-19 lockdown and the consequent and immediate shift to remote learning for FET learners. For example:

- > DDLETB responded to safety measures and travel restrictions by supporting staff and learners to move to Emergency Remote Teaching and learning modes on a planned, flexible, and phased basis.
- > A total of 1218 laptops were purchased and issued to disadvantaged FET learners as well as to staff. An assessment laptop loan scheme was introduced in 2020-2021 for all FET centres.
- > Online support was provided for learners to help them use their Office 365 email addresses and online delivery platform.
- > Considerable online support was provided for learners in FET by the Information Officers and Guidance Counsellors, digital leaders, programme managers and teachers/tutors/instructors.
- > Considerable support for staff was provided through the Psychological Support Service and Employee Assistance Scheme.

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- > By agreement with QQI, the *Professional and Personal Development* modules at NFQ Levels 5 and 6 were delivered as an alternative to the corresponding *Work Experience* modules. This ensured that learners participating in programmes at Level 5 and Level 6 could complete certification. A new module was developed at Level 4 to replace Work Experience.
  - > Increased access to professional development was provided through the Digital Connect Project and TEL team.
  - > eCollege was provided free of charge by SOLAS and many staff engaged in upskilling opportunities that this presented to adapt teaching methodologies to remote delivery.
  - > The QA Governance structures facilitated the QA team to get approval for a range of emergency procedures and support local management to implement emergency procedures such as adapted assessments and remote IV and EA.
  - > Introduction of electronic detection software to detect plagiarism e.g. Urkund provided by SOLAS via Moodle.

While it has been a challenging two years, DDLETB has emerged and evolved and its planned learner numbers for 2022 are similar to those in 2019 prior to the Covid-19 pandemic.





Appendix

**APPENDICES**



# Appendix 1: DDLETB Schools, Centres and Colleges

## **COMMUNITY NATIONAL SCHOOLS**

Broadmeadow Community National School  
Citywest & Saggart Community National School  
Tallaght Community National School  
Lucan Community National School  
Scoil Aoife Community National School  
Scoil Choilm Community National School  
Scoil Chormaic Community National School  
Scoil Ghráinne Community National School  
River Valley Community National School

## **COMMUNITY SPECIAL SCHOOL**

Danu Community Special School

## **HIGH SUPPORT UNITS**

Crannog Nua Special Care School  
Ballydowd Special Care School  
Oberstown Children Detention Centre

## **SECOND LEVEL SCHOOLS**

Adamstown Community College  
Ardgillan Community College  
Balbriggan Community College  
Castleknock Community College  
Coláiste Pobail Fóla  
Coláiste Pobail Setanta  
Collinstown Park Community College  
Deansrath Community College  
Donabate Community College  
Eriú Community College  
Fingal Community College  
Firhouse Community College  
Grange Community College  
Greenhills College  
Griffen Community College  
Kingswood Community College  
Kishoge Community College  
Lucan Community College  
Lusk Community College  
Luttrellstown Community College  
Mount Seskin Community College  
Rath Dara Community College  
Skerries Community College  
St Finian's Community College  
St Kevin's Community College  
St Mac Dara's Community College  
Swords Community College

## **GAELCHOLAISTI**

Coláiste Chillíain Cluain Dolcáin  
Coláiste Cois Life Leamhcán  
Coláiste de hÍde Tamhlacht  
Gaelcholáiste Reachrann

## **FURTHER EDUCATION COLLEGES**

Blackrock Further Education Institute  
Dundrum College of Further Education  
Dún Laoghaire Further Education Institute  
Sallynoggin College of Further Education  
Stillorgan College of Further Education

## **DUAL PROVISION SCHOOLS**

Collinstown Park Community College  
Deansrath Community College  
Grange Community College  
Greenhills College  
Mount Seskin Community College  
St. Kevin's Community College

## **ADULT EDUCATION SERVICES**

Adult Education Service North East  
Adult Education Service North West  
Adult Education Service South East  
Adult Education Service South West

## **TRAINING CENTRES**

Baldoyle Training Centre  
Loughlinstown Training Centre  
Tallaght Training Centre

## **YOUTHREACH**

Balbriggan Youthreach  
Blanchardstown Youthreach  
Clondalkin Youthreach  
Lucan Youthreach  
Priory Youthreach (Tallaght)  
Rathfarnham Youthreach  
Rush Youthreach  
Sallynoggin Youthreach  
Swords Youthreach  
Tallaght Youthreach  
Youth Education Support (YES) Centre

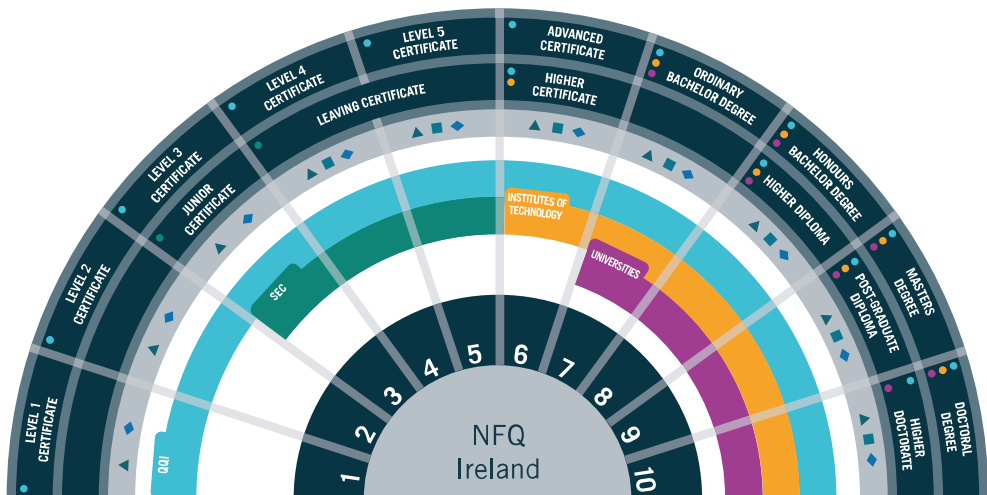
<p><b>COMMUNITY TRAINING CENTRES</b>  Blanchardstown Community Training Centre  Dún Laoghaire Community Training Centre  Ronanstown Community Training and Education Centre</p> <p><b>ADULT EDUCATION CLASSES (self-financing)</b>  Blackrock Further Education Institute  Castleknock Community College  Dún Laoghaire Further Education Institute  DATE (Dundrum Adult Training Education)  Fingal Community College  KAE (Kiltarnan Adult Education)  Lucan Community College  St Mac Dara's Community College</p>	<p><b>YOUTH &amp; SPORTS DEVELOPMENT FACILITIES</b>  Balbriggan Community College Sports Complex  Collinstown Park Sports Complex  Firhouse Sports Complex  Killinarden Community School Sports Complex  Palmerstown Community School Sports Complex  Phibblestown Community Centre</p> <p><b>MUSIC GENERATION</b>  Music Generation South Dublin (Tallaght)  Music Generation Fingal (coming soon)</p>
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DDLETB is also joint patron to the following 17 community and comprehensive schools in the region.

Ballinteer Community School
Blakestown Community School
Cabinteely Community School
Coolmine Community School
Donahies Community School
Hartstown Community School
Holy Family Community School
Killinarden Community School
Malahide Community School

Old Bawn Community School
Palmerstown Community School
Portmarnock Community School
St. Aidan's Community School
St. Colmcille's (Knocklyon) Community School
St. Marks Community School
St. Tiernan's Community School
Tallaght Community School

## Appendix 2: National Framework of Qualifications (NFQ)



## Appendix 3: Community Education Partners

This list below reflects the extent of inter-agency collaboration that takes place in community education which is part of the adult education services across the county. The community education service significantly extends DDLETB's reach and access to priority cohorts and results in significant community-based provision across the county.

Type of organisation	No of organisations supported across DDLETB
Active retirement groups	7
Addiction support services	6
Community/voluntary groups, including registered charities	17
Community centres, development projects and Tusla family resource centres	27
Defence Force - Irish air corps	1
DEIS primary schools – links with the school's home school liaison provision for parents/guardians/local community - includes national and Educate Together schools	34
DEIS secondary schools – links with the school's home school liaison provision for parents/guardians/local community - includes community and voluntary schools	10
Disability service providers including advocacy/voluntary groups and registered charities	15
Health, social care and other support services, including voluntary groups and registered charities	13
Probation services	3
Libraries (County Councils)	3
Local area partnerships	3
Men's groups	4
Sports organisations	2
Women's groups	7

## Appendix 4: Memoranda of Understanding with Higher Education Institutes and other Accrediting Bodies

DDLETB Centre	Higher Education Institute
Dundrum College of Further Education	<ul style="list-style-type: none"> <li>&gt; Institute of Art, Design and Technology</li> <li>&gt; National College of Ireland</li> <li>&gt; Technology University</li> <li>&gt; Dublin (Grangegorman)</li> <li>&gt; Technology University Dublin (Tallaght)</li> </ul>
Dún Laoghaire Further Education Institute (DFEI)	<ul style="list-style-type: none"> <li>&gt; Galway Mayo Institute of Technology</li> <li>&gt; Institute of Technology (IT) Carlow</li> <li>&gt; IT Tralee</li> <li>&gt; Technology University Dublin (Tallaght)</li> <li>&gt; Waterford IT</li> </ul>
Stillorgan College of Further Education	<ul style="list-style-type: none"> <li>&gt; Institute of Art, Design and Technology</li> <li>&gt; IT Carlow</li> </ul>
Sallynoggin College of Further Education	<ul style="list-style-type: none"> <li>&gt; Waterford IT</li> </ul>
Greenhills Community College	<ul style="list-style-type: none"> <li>&gt; Technology University Dublin</li> </ul>
Blackrock Further Education Institute	<ul style="list-style-type: none"> <li>&gt; Dundalk Institute of Technology</li> <li>&gt; Institute of Art, Design and Technology</li> <li>&gt; Waterford IT</li> </ul>

## Appendix 5: Full- and Part-Time Provision 2019 and in 2020

The level of full and part time provision delivered in FET schools/colleges and centres in 2019 and in 2020 by centre/school/college is provided in the tables below.

**FET DDLETB Provision by Centres/Services/Colleges Full-time, Part-time and Online learners in 2019**

Name of Centre	Centre Type	F/T Learners (2019)		P/T Learners (2019)		Online Learners (2019)		Total Learners	
		No	%	No	%	No	%	No	%
AES Northeast	Adult Education Service	111	4%	3,039	96%	0	0%	3,150	11%
AES Northwest	Adult Education Service	81	3%	2814	97%	0	0%	2,895	10%
AES Southeast	Adult Education Service	52	1%	3,809	99%	0	0%	3,861	13%
AES Southwest	Adult Education Service	85	2%	3,656	98%	0	0%	3,741	13%
<b>Total Adult Education Service</b>		<b>329</b>	<b>2%</b>	<b>13,318</b>	<b>98%</b>	<b>0</b>	<b>0</b>	<b>13,647</b>	<b>46%</b>
Mount Seskin Community College	Community College	0	0%	34	100%	0	0%	34	0%
St Kevins Community College	Community College	0	0%	13	100%	0	0%	13	0%
<b>Total Community College</b>		<b>0</b>	<b>0%</b>	<b>47</b>	<b>100%</b>	<b>0</b>	<b>0%</b>	<b>47</b>	<b>0%</b>

Name of Centre	Centre Type	F/T Learners (2019)		P/T Learners (2019)		Online Learners (2019)		Total Learners	
		No	%	No	%	No	%	No	%
Blackrock Further Education Institute	PLC College	1,639	99%	24	1%	0	0%	1663	6%
Dundrum College of Further Education	PLC College	433	82%	98	18%	0	0%	531	2%
Collinstown Park Community College	College	123	41%	176	59%	0	0%	299	1%
Deansrath Community College	College	116	33%	240	67%	0	0%	356	1%
Dún Laoghaire Further Education Institute (DFEI)	PLC College	1008	99%	6	1%	0	0%	1,014	3%
Grange Community College	College	128	56%	99	44%	0	0%	227	1%
Greenhills College	College	511	79%	134	21%	0	0%	645	2%
Sallynoggin College of Further Education	PLC College	848	100%	0	0%	0	0%	848	3%
Stillorgan College of Further Education	PLC College	321	92%	28	8%	0	0%	349	1%
<b>Total College</b>		<b>5,127</b>	<b>86%</b>	<b>805</b>	<b>14%</b>	<b>0</b>	<b>0%</b>	<b>5,932</b>	<b>20%</b>
Baldoyle Training Centre	Training Centre	2,446	63%	971	25%	441	11%	3,858	13%

Name of Centre	Centre Type	F/T Learners (2019)		P/T Learners (2019)		Online Learners (2019)		Total Learners	
		No	%	No	%	No	%	No	%
Loughlinstown Training Centre	Training Centre	1,758	67%	879	33%	0	0%	2,637	9%
Tallaght Training Centre	Training Centre	858	28%	1,951	63%	274	9%	3,083	10%
<b>Total Training Centre</b>		<b>5,062</b>	<b>53%</b>	<b>3,801</b>	<b>40%</b>	<b>715</b>	<b>7%</b>	<b>9,578</b>	<b>32%</b>
Balbriggan Youthreach	Youthreach Centre	58	100%	0	0%	0	0%	58	0%
Blanchardstown Youthreach	Youthreach Centre	120	100%	0	0%	0	0%	120	0%
Clondalkin Youthreach	Youthreach Centre	71	100%	0	0%	0	0%	71	0%
Lucan Youthreach	Youthreach Centre	43	100%	0	0%	0	0%	43	0%
Priory Youthreach	Youthreach Centre	63	100%	0	0%	0	0%	63	0%
Rathfarnham Youthreach	Youthreach Centre	19	100%	0	0%	0	0%	19	0%
Rush Youthreach	Youthreach Centre	40	100%	0	0%	0	0%	40	0%
Sportsreach	Youthreach Centre	25	100%	0	0%	0	0%	25	0%
Swords Youthreach	Youthreach Centre	52	100%	0	0%	0	0%	52	0%
Tallaght Youthreach	Youthreach Centre	94	100%	0	0%	0	0%	94	0%
Youth, Education and Support Centre	Youthreach Centre	46	100%	0	0%	0	0%	46	0%
<b>Total Youthreach</b>		<b>631</b>	<b>100%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>631</b>	<b>2%</b>
<b>Total</b>		<b>11,149</b>	<b>37%</b>	<b>17,971</b>	<b>60%</b>	<b>715</b>	<b>2%</b>	<b>29,835</b>	<b>100%</b>

**FET DDLETB provision by Centres/Services/Colleges Full-time, Part-time and Online Learners 2020**

Note re online learners: Due to COVID 19, many programmes that were scheduled to be delivered face to face/onsite had to be delivered using emergency remote delivery modes. As the programmes had already been scheduled on the National Course Calendar, this is not reflected in the data below.

Name of Centre	Centre Type	F/T Learners (2020)		P/T Learners (2020)		Online Learners (2020)		Total Learners	
		No	%	No	%	No	%	No	%
AES Northeast	Adult Education Service	107	4%	2,482	96%	0	0%	2,589	11%
AES Northwest	Adult Education Service	78	4%	2,094	96%	0	0%	2,172	9%
AES Southeast	Adult Education Service	75	4%	1,984	96%	0	0%	2,059	9%
AES Southwest	Adult Education Service	91	4%	2,008	96%	0	0%	2,099	9%
<b>Total Adult Education Service</b>		<b>351</b>	<b>4%</b>	<b>8,568</b>	<b>96%</b>	<b>0</b>	<b>0%</b>	<b>8,919</b>	<b>38%</b>
Mount Seskin Community College	Community College	0	0%	53	100%	0	0%	53	0%
St Kevins Community College	Community College	0	0%	19	100%	0	0%	19	0%
<b>Total Community College</b>		<b>0</b>	<b>0%</b>	<b>72</b>	<b>100%</b>	<b>0</b>	<b>0%</b>	<b>72</b>	<b>0%</b>
Blackrock Further Education Institute	PLC	1,658	100%	0	0%	0	0%	1,658	7%



Name of Centre	Centre Type	F/T Learners (2020)		P/T Learners (2020)		Online Learners (2020)		Total Learners	
		No	%	No	%	No	%	No	%
Dundrum College of Further Education	PLC	581	80%	141	20%	0	0%	722	3%
Collinstown Park Community College	PLC	127	42%	179	58%	0	0%	306	1%
Deansrath Community College	PLC	126	43%	168	57%	0	0%	294	1%
Dún Laoghaire Further Education Institute (DFEI)	PLC	988	100%	0	0%	0	0%	988	4%
Grange Community College	PLC	131	70%	55	30%	0	0%	186	1%
Greenhills College	PLC	478	81%	109	19%	2	0%	589	3%
Sallynoggin College of Further Education	PLC	846	100%	0	0%	0	0%	846	4%
Stillorgan College of Further Education	PLC	302	92%	27	8%	0	0%	329	1%
<b>Total PLC</b>		<b>5,237</b>	<b>88%</b>	<b>679</b>	<b>11%</b>	<b>2</b>	<b>0%</b>	<b>5,918</b>	<b>25%</b>
Baldoyle Training Centre	Training Centre	1,816	48%	1,172	31%	774	21%	3,762	16%
Loughlinstown Training Centre	Training Centre	1,326	60%	496	22%	397	18%	2,219	9%

Name of Centre	Centre Type	F/T Learners (2020)		P/T Learners (2020)		Online Learners (2020)		Total Learners	
		No	%	No	%	No	%	No	%
Tallaght Training Centre	Training Centre	563	28%	1,123	55%	340	17%	2,026	9%
<b>Total Training Centre</b>		<b>3,705</b>	<b>46%</b>	<b>2,791</b>	<b>35%</b>	<b>1,511</b>	<b>19%</b>	<b>8,007</b>	<b>34%</b>
Balbriggan Youthreach	Youthreach Centre	45	100%	0	0%	0	0%	45	0%
Blanchardstown Youthreach	Youthreach Centre	105	100%	0	0%	0	0%	105	0%
Clondalkin Youthreach	Youthreach Centre	47	100%	0	0%	0	0%	47	0%
Lucan Youthreach	Youthreach Centre	39	100%	0	0%	0	0%	39	0%
Priory Youthreach	Youthreach Centre	59	100%	0	0%	0	0%	59	0%
Rathfarnham Youthreach	Youthreach Centre	22	100%	0	0%	0	0%	22	0%
Rush Youthreach	Youthreach Centre	44	100%	0	0%	0	0%	44	0%
Sportsreach	Youthreach Centre	41	100%	0	0%	0	0%	41	0%
Swords Youthreach	Youthreach Centre	51	100%	0	0%	0	0%	51	0%
Tallaght Youthreach	Youthreach Centre	84	100%	0	0%	0	0%	84	0%
Youth, Education and Support Centre	Youthreach Centre	42	100%	0	0%	0	0%	42	0%
<b>Total Youthreach</b>		<b>579</b>	<b>100%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>579</b>	<b>2%</b>
<b>Total</b>		<b>9,872</b>	<b>42%</b>	<b>12,110</b>	<b>52%</b>	<b>1513</b>	<b>0%</b>	<b>23,495</b>	<b>100%</b>

**Contracted/External Provision with which DDLETB is Engaged 2019**

Provider/ Provision Type 2019	No. of Centres/ Locations	F/T Learners		P/T Learners		Online Learners		Total Learners	
		No	%	No	%	No	%	No	%
Community Provider	3	0	0%	446	9%	0	0%	446	9%
FET Co-operation Hours	12	17	0%	33	1%	0	0%	50	1%
Community Training Centre	3	268	5%	0	0%	0	0%	268	5%
Local Training Initiative	7	271	5%	0	0%	0	0%	271	5%
Specialist Training Providers	5	373	8%	0	0%	0	0%	373	8%
Justice Workshops	3	49	1%	0	0%	0	0%	49	1%
Baldoyle Training Centre	7	1,183	24%	302	6%	441	9%	1,926	39%
Loughlinstown Training Centre	3	489	10%	171	3%	0	0%	660	13%
Tallaght Training Centre	3	495	10%	156	3%	274	6%	925	19%
<b>Total</b>	<b>46</b>	<b>3,145</b>	<b>63%</b>	<b>1,108</b>	<b>22%</b>	<b>715</b>	<b>14%</b>	<b>4,968</b>	<b>100%</b>

**Contracted/External Provision with which DDLETB is Engaged 2020**

Provider/ Provision Type 2019	No. of Centres/ Locations	F/T Learners (2020)		P/T Learners (2020)		Online Learners (2020)		Total Learners	
		No	%	No	%	No	%	No	%
Community Provider	2	0	0%	270	6%	0	0%	270	6%
FET Co-operation Hours	12	0	0%	41	1%	0	0%	41	1%
Community Training Centre	3	199	4%	0	0%	0	0%	199	4%
Local Training Initiative	8	232	5%	0	0%	0	0%	232	5%
Specialist Training Providers	4	295	6%	0	0%	0	0%	295	6%
Justice Workshops	3	37	1%	0	0%	0	0%	37	1%
Baldoyle Training Centre	10	733	15%	666	14%	774	0%	2,173	45%
Loughlinstown Training Centre	4	253	5%	159	3%	382	0%	794	16%
Tallaght Training Centre	4	335	7%	149	3%	340	0%	824	17%
<b>Total</b>	<b>50</b>	<b>2,084</b>	<b>43%</b>	<b>1,285</b>	<b>26%</b>	<b>1,496</b>	<b>0</b>	<b>4,865</b>	<b>100%</b>

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# Notes



Bord Oideachais agus Oiliúna Dublin and Dún Laoghaire  
Átha Cliath agus Dhún Laoghaire Education and Training Board

**LEARN**  
**ACHIEVE**  
**SUCCEED**