



Active Inclusion and Guidance in FET

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NCGE: CPD Event

28th March 2019

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What we will cover today;

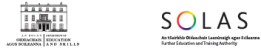
- About SOLAS & the FET Strategic Planning Process
- “Active Inclusion” in FET
- Inclusion challenges facing the FET Sector
- Opportunities
- Guidance and Inclusion

SOLAS

Established in 2013, SOLAS, the Further Education and Training Authority, is an Agency of the Department of Education and Skills.

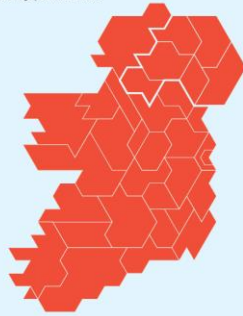


Further Education and Training Strategy 2014 – 2019



Future Ready Learning

Strategic Performance Agreements:
Developing the Further Education and Training System 2018 – 2020



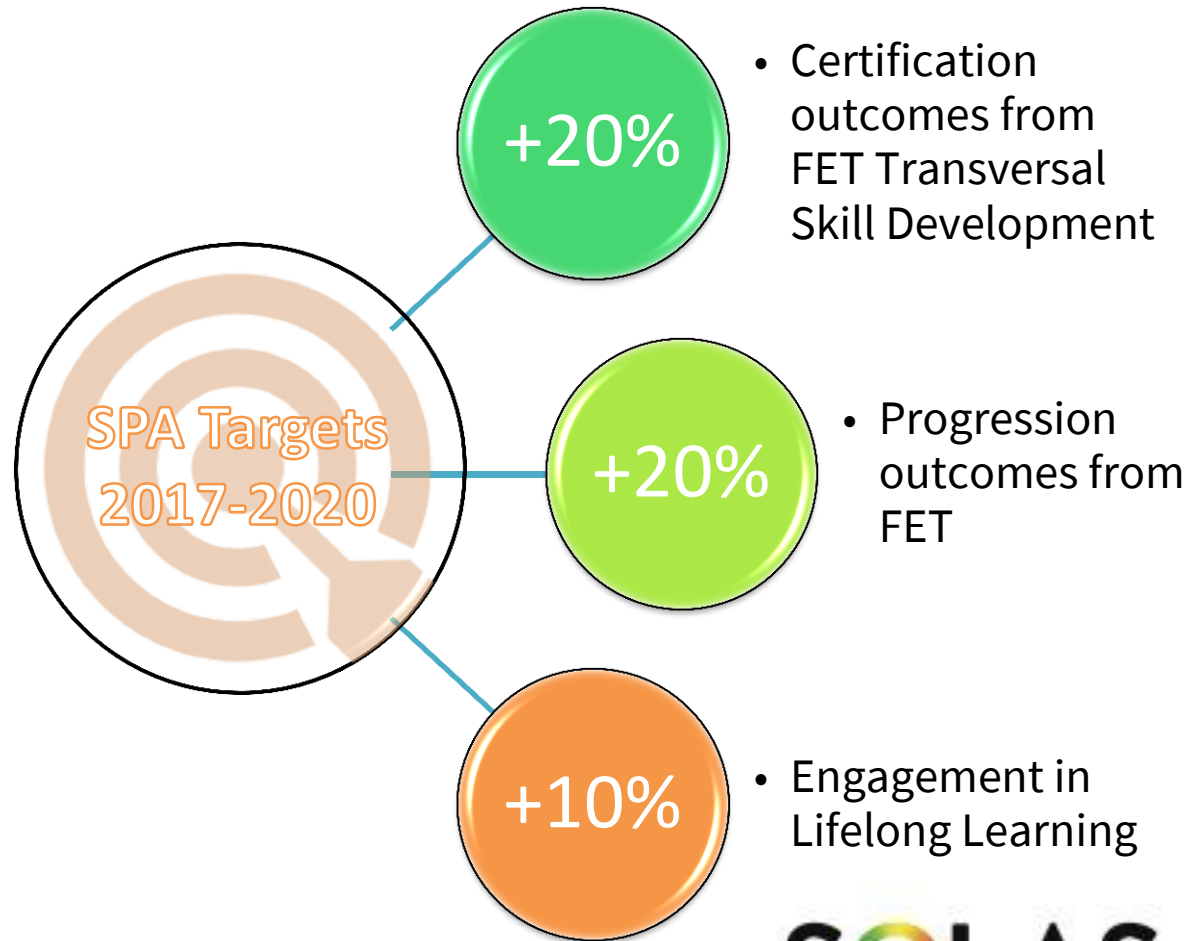
16 Individual Strategic Performance Agreements

Strategic Performance Agreement 2018 – 2020	Strategic Performance Agreement 2018 – 2020	Strategic Performance Agreement 2018 – 2020	Strategic Performance Agreement 2018 – 2020
Midlands Education and Training Board	Donegal Education and Training Board	Clack Education and Training Board	City of Dublin Education and Training Board
Galway and Inghinis Education and Training Board	Longford and Sligo Education and Training Board	Dublin and Dún Laoghaire Education and Training Board	City of South Education and Training Board
Louth and Down Education and Training Board	Wexford Education and Training Board	Wexford Education and Training Board	Wexford Education and Training Board
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Strategic Performance Agreements- Sectoral Targets

In 2017, 50% of FET beneficiaries were identified within **Transversal Skills** clusters like general learning, core ICT and personal development, including **Family Learning**



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Active Inclusion in FET

“Active Inclusion”

- Active Inclusion is an Irish Government priority and applies to the FET sector;
- For this sector, it means enabling every citizen, including those with barriers to accessing the labour market, to
 - fully participate in society;
 - access a range of quality services, including education and training;
 - to have a job.

SOLAS Active Inclusion Unit

The Active Inclusion Unit was set up as part of Goal 2 of the SOLAS Corporate Plan.

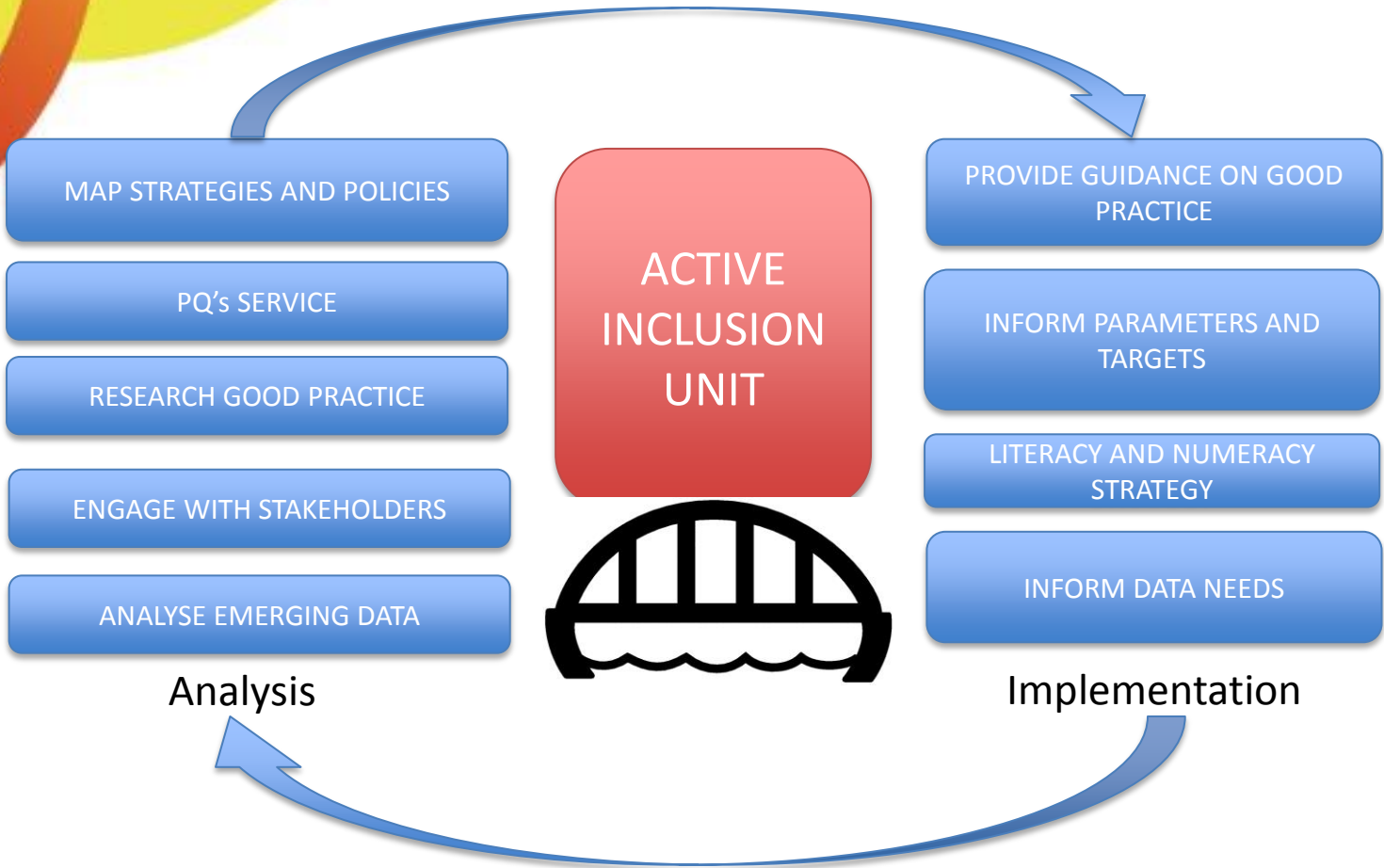


GOAL 2: "Ensure FET provision is equitable and inclusive, and reflects government policies, leading to enhanced access and participation for individuals who are socially, economically or educationally disadvantaged."



Aims of SOLAS Active Inclusion Unit

- To act as bridge between the range of government policies which relate to social inclusion and the FET providers;
- To oversee and direct the implementation of the literacy and numeracy strategy;
- To provide leadership, advice and guidance to colleagues and stakeholders about equity and inclusion in FET provision.



The Policy Landscape

- The Active Inclusion unit maps over 40 policies that have an impact on the FET Sector in relation to inclusion and seeks to embed these into the development of good practice guidelines and to inform the FET parameters.



Policy Reference Document

- The Active Inclusion unit maintains a working reference document to assist FET practitioners to locate relevant policy recommendations and actions.



Priority Groups

- Linking with relevant polices, priority target groups emerge within FET, for example;
 - People with a disability;
 - Long term unemployed people;
 - Those with lower skills or qualifications;
 - Returners to the workforce, including women and lone parents;
 - Travellers and Roma;
 - Young People (NEET)s;
 - Older people;
 - Migrants;
 - Refugees;
 - and more..???



Barriers to Further Education and Training with Particular Reference to Long Term Unemployed Persons and Other Vulnerable Individuals (2017)

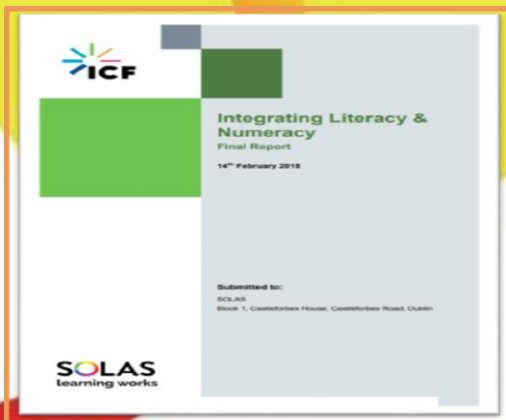
Types of Barrier

Motivational / Dispositional

Economic / Social Welfare

Organisational

Informational and Guidance



‘Integrating Literacy and Numeracy Report’ (2018)

‘Adult Literacy and Numeracy: Guidelines, Toolkit and Research Report’ (2018)



‘English language provision and language assessment for low-skilled and unemployed migrants: recommendations for good practice at NFQ level 1-3 in ETBs’ (2018)



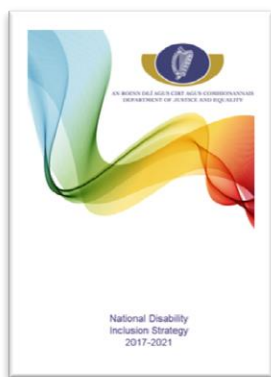
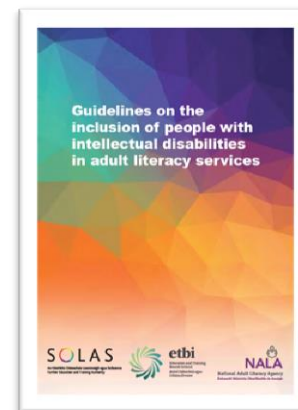
Take the First Step: Literacy and Numeracy awareness-raising campaign 2016-2019
(funded by SOLAS managed by NALA)

‘Supporting Working Lives and Enterprise Growth in Ireland: Skills to Advance’ (2018)

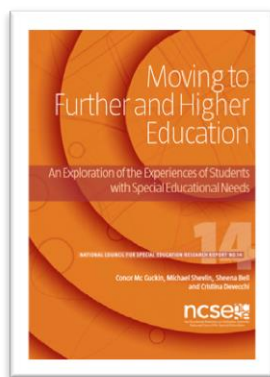


‘Review of Pathways to Participation in Apprenticeship’ (2018)

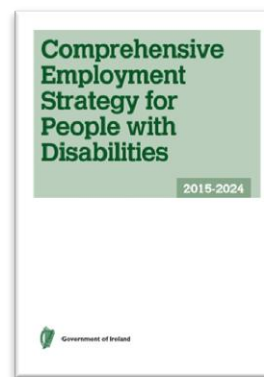
- Guidelines for inclusion of people with intellectual disabilities in adult literacy services. NALA 2018.
- Further work ongoing- **Universal Design for Learning in FET.**



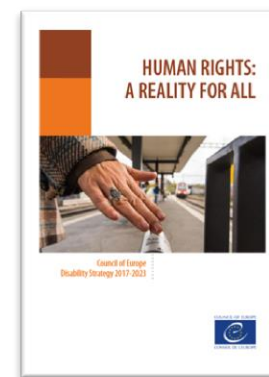
National Disability Inclusion Strategy 2017-2021.



Moving to Further and Higher Education, An Exploration of the Experiences of Students with SEN's. 2013



Comprehensive Employment Strategy for People with Disabilities 2015-2024.



Council of Europe: Disability Strategy 2017-2023



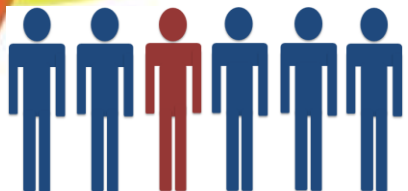
In development:

- Guidelines for Family Literacy in Practice in ETBs
- Guidelines for Initial Assessment of English Language Competency for Low-Qualified / Unemployed Migrants
- Guidelines for Screening and Assessment of Literacy and Numeracy at NFQ Levels 4-6 in Education and Training Boards.
- Guidelines for Integrated and Standalone Numeracy Provision for Adults with Low Qualification Levels.



Inclusion challenges facing the FET sector

Literacy and numeracy challenges prevail and there is an urgent need for action to upskill the existing workforce...



18% of Irish Adults with literacy at Level 1 or below



25% with numeracy at Level 1 or below*

Also, a large base of existing employees in need of upskilling**

Q3 2017	NFQ 4/5 or below	NFQ 3 or below
Number of employees	898,700	277,100

CSO released a listing of “unemployment blackspots”, where the unemployment rate was greater than 27%. (Census, 2016 data)

*Results from OECD PIAAC (CSO) Survey 2013

** 2017 SOLAS/SLMRU Analysis of Labour Force Survey

Is there room for improvement: Digital Literacy?

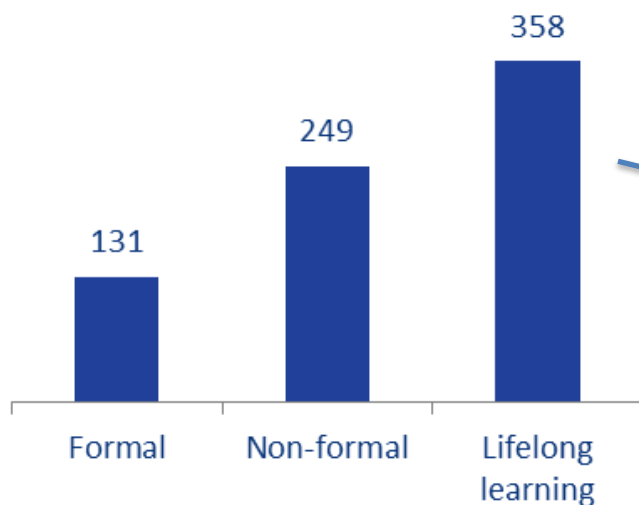
- The importance of ICT skills for every citizen is evidently growing, yet half of the EU adult population (56%) have no ICT skills or can only fulfil the simplest set of tasks in a technology-rich environment (Level 1).
- Percentage of Irish population 16-65 years of age at ICT Level 1 = 57% (at level 2 or above = 25%).*



*OECD PIAAC Survey 2013

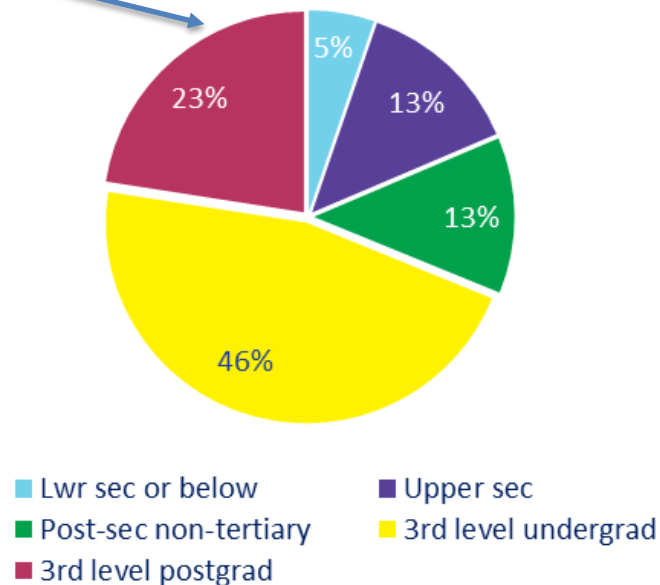
Getting those with lower levels of educational attainment to re-engage with learning is a major challenge...

Lifelong learning participants (000s)
by learning type, Q4 2017



Non-formal learning a critical component of lifelong learning

Those with lower levels of education less likely to engage



The Big Picture- Trends

- Unemployment is not just about the effects of the recent recession.
- Jobs and careers (and therefore skill sets) have been changing rapidly for the past 20 years.
- Globalisation and technological change are destroying some jobs and creating others.
- Technology is advancing so fast that many firms and education and training systems are finding it hard to keep up.

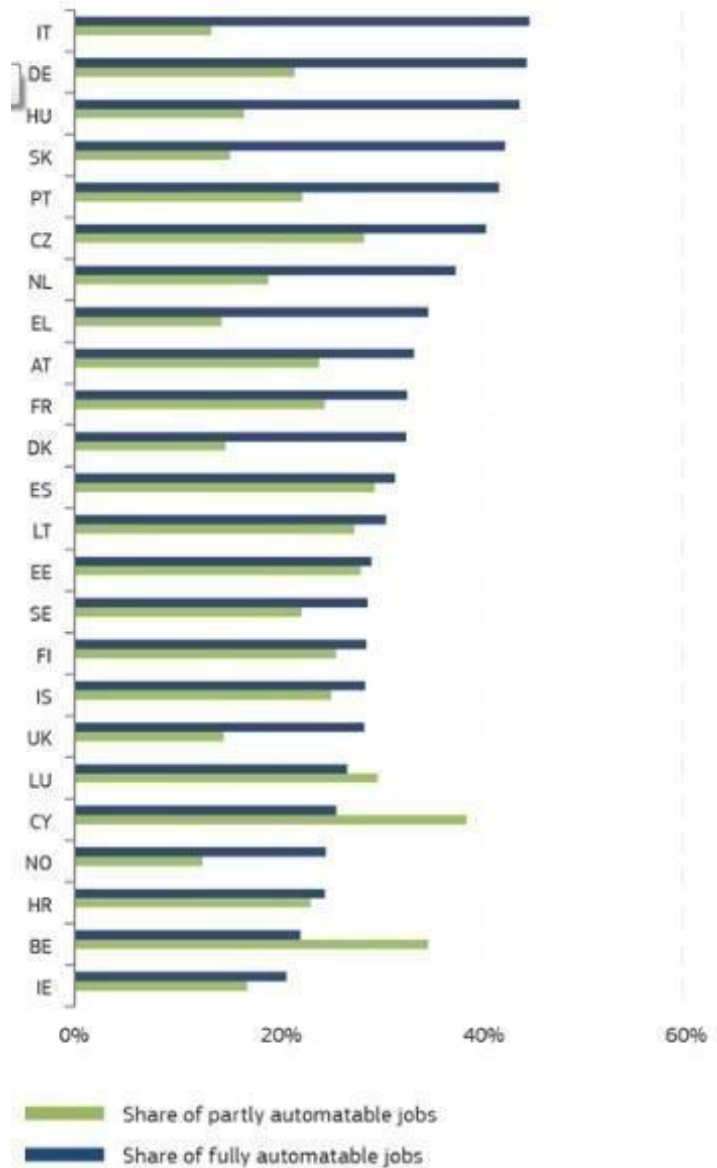


A fully **automated** pay-at-the-pump service station - no staff.
Business Strategy - lower prices



- In Census 2016, the category **sales and retail assistants, cashiers and checkout operators** was the top occupational group with 90,746 persons.

Estimated shares of
partly automatable and
fully automatable jobs ,
by county.



Source: Lordan, G. and Josten, C. (2017), Technology at Work: Occupations and Skills that may be replaced by technology in the next decade

Labour Force Trends

In Ireland, employment levels are reverting to 'Celtic Tiger' levels:

- Employment increased in 10 of the 14 sectors of the economy in the year until Q4 2018.
- Unemployment decreased by 15,200 (-10.5%) in the year to Q4 2018 , bringing the total number of persons unemployed to 128,800
- Seasonally adjusted unemployment rate Q4 2018 = 5.7%
- Youth unemployment rate decreased from 12.2% to 12% in the year to Q4 2018
- In the year to Q4 2018 the number of Long Term Unemployed people (LTU) decreased by 9,000 (-16.4%) to 50,100.

CSO Labour Force Survey Q4 2018

Labour Force Trends

- Educational attainment is increasing over time.
- Age profile is rising in most countries.
- Young people not in Employment, Education or Training (NEET) has dropped from 19.4% in 2011 to 10.9% in 2017.*

*LFS/Eurostat

Labour Force Trends

- Ireland has experienced employment growth above the EU average.
- Much of the net new employment created most recently is in lower-paid jobs.
- In Ireland Q4 2018 over 240,000- around 10% of the labour force. (LFS data) are in “elementary” occupations.
- Since 2013, greater growth occurring at the bottom of the wage distribution.*
- Precarious work more common.** (*Pseudo self-employment, informal work and casual work are the relationships most commonly associated with precarious work*).
- Rise of ‘Gig’ economy & ‘Platform’ economy
- Use of ‘Crowd Sourcing’ (crowd + outsourcing)
- More involuntary part-time and temporary work for elementary workers (and increasingly at higher levels of work).***




*Occupational change and wage inequality: European Jobs Monitor 2017 – Eurofound.

(findings for Ireland being cross referenced by SLMRU via CSO Labour Force Survey Q3 2017).

**Study on Precarious work and social rights Carried out for the European Commission (VT/2010/084) Working Lives Research Institute, Faculty of Social Sciences and Humanities, London Metropolitan University.

***NERI: A time-series analysis of precarious work in the elementary professions in Ireland, 2017.

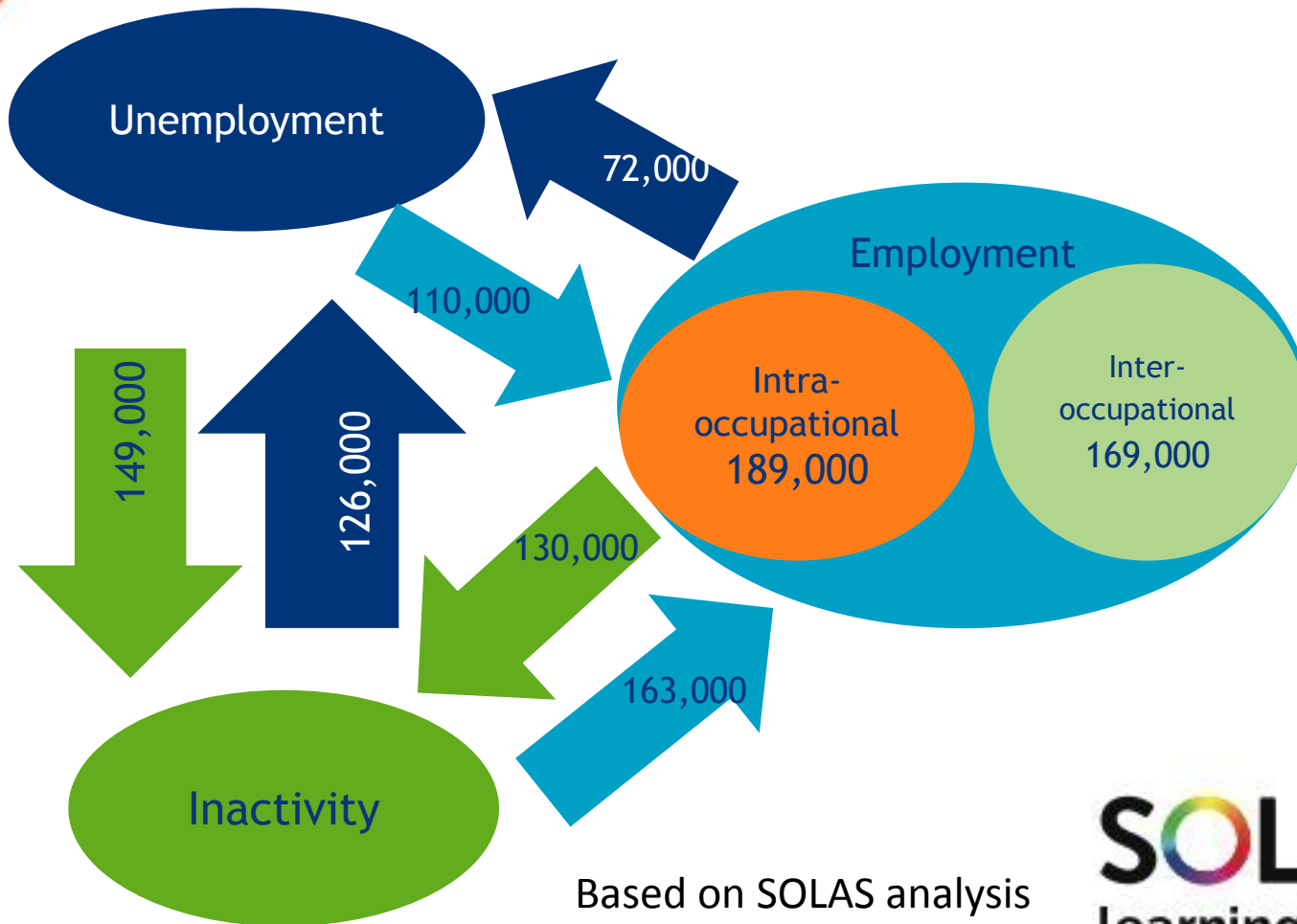
Crowdsourcing, MIT Press , Darren Brabham 2017. Crowdsourcing : Sourcing information or input into a particular task or project by enlisting the services of a large number of people, either paid or unpaid, typically via the Internet.



Low-skilled jobs will continue to exist, but they will require better literacy, numeracy and other basic skills.

- Skills are the combination of education, training and experience obtained throughout working lives.
- Learning is a goal in its own right, providing individuals with the ability to participate as fully as possible in adult life, including work.
- **People with skills at upper-secondary and post-secondary, non-tertiary education level have significantly higher employment rates than those with low skills.**
- Low-skilled jobs will continue to exist, but they will require better literacy, numeracy and other basic skills.

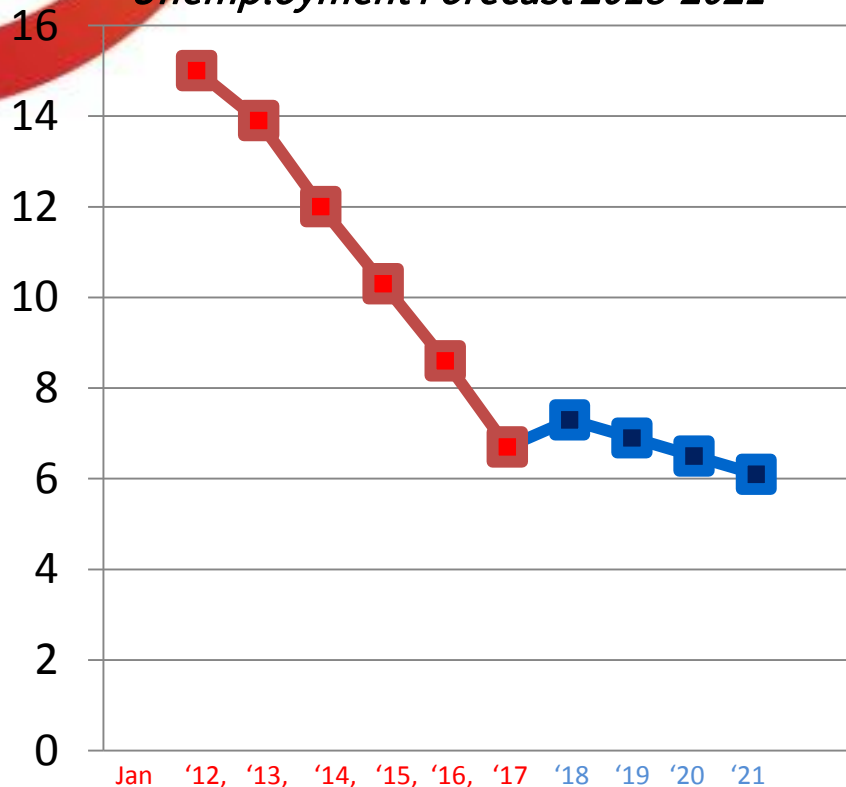
Labour Market Transitions



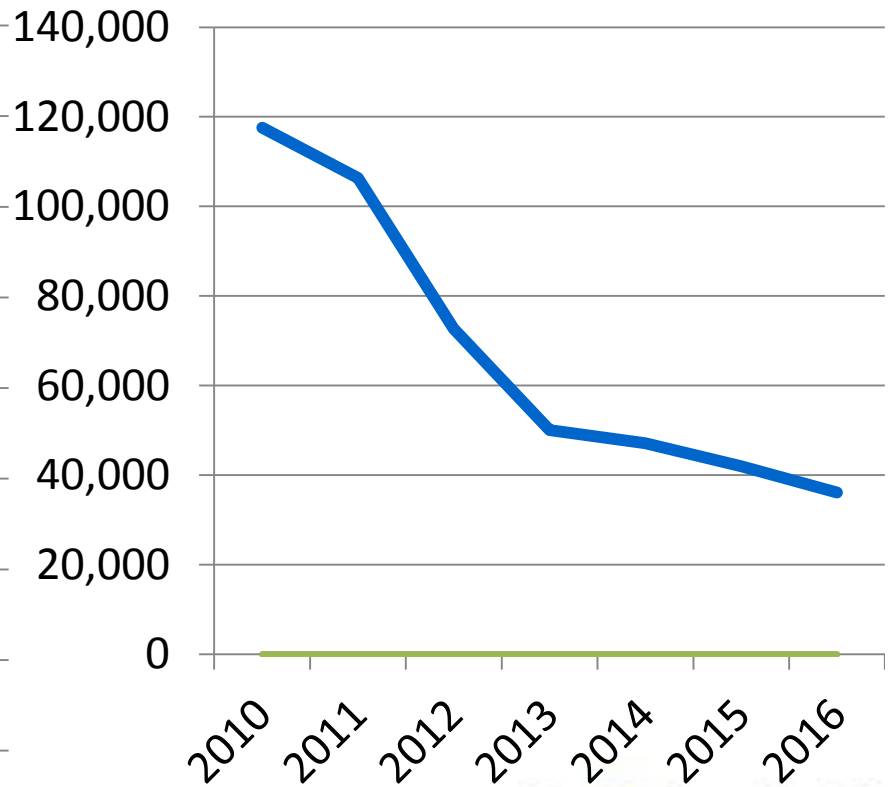
Based on SOLAS analysis of QNHS, 2016

Unemployment & FET Referral

Unemployment Jan 2012-Jan 2017
Unemployment Forecast 2018-2021



Course referrals 2010-2016




CSO Live Register Updates

2012 -2016 DSP / ETB Referrals

BUDGET 2017 ECONOMIC AND FISCAL OUTLOOK (Incorporating the Department of Finance's Autumn Forecasts)

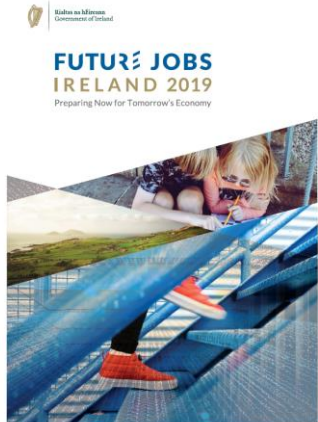




Opportunities

Ambitions

- **Enterprise 2025 Ambitions, DBEI**
 - 2.18 million people at work by the end of 2020
 - Already achieved.



- **Future Jobs Ireland 2019, DBEI**
 - Refreshing the Action Plan for Jobs series in the new labour force context.
 - Emphasis on embracing technological change;
 - A labour force participation focus (PALF);
 - As of Q4 2018, PALF = 108,300

Ambitions

Share of persons with NFQ Level 3 as the highest level of education attained- strategy baseline 15.4%

(Contribute to the Target 7%).

Percentage of Adults scoring at Level 1 literacy or below, strategy Baseline 17.5% *(Contribute to the Target 12%).*

25-64 year-olds participating in lifelong learning by 2020 – strategy baseline 6.7%.

(Contribute to the Target 15%)

50,000 apprenticeship and traineeship new registrations up to 2020

(Major contribution to these targets)



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New Data Infrastructure

- Programme and Learner Support System
 - Beginning to see new capabilities;
 - “Target Group” specific data emerging;
 - Work is ongoing.
 - Possibilities and synergies may emerge.

Broad range of access options with a tailored and flexible provision

- Vocational education and training, including traineeship and apprenticeships;
- Continuing education opportunities for adults, including literacy and basic education;
- Work based and workplace e learning opportunities;
- Community education and training;
- Unaccredited options for adult learning.

Tailored and Flexible Provision

- Local provision and outreach
- Online provision
- Strong local referral links, e.g. Intreo
- Raising the profile of FET
 - Literacy and Numeracy awareness campaign
- AEGS Services provide supports across a wide range of the provision types above.



Guidance and Inclusion

Rewind.....to the Barriers to FET for marginalised individuals.

- Information and Guidance -one of the four main areas where a barrier to FET can occur.
- Therefore... quality information and guidance is central to reducing barriers to FET for marginalised or “at risk” individuals;
 - The work of AEGS, supported by NCGE addresses a very significant barrier to FET.
- SOLAS funds NCGE to support and develop guidance practice in education and inform policy and to provide the Adult Education Guidance (AEG) programme for guidance practitioners.
- SOLAS funds guidance services across all ETBs.

The ambition for an integrated FET guidance strategy and service was set out in the first further education and training strategy...

Devise and implement an integrated FET Guidance Strategy for the FET sector. A FET Guidance Service ought to build on current AEGI integrated guidance counselling aims; to offer a guidance service to adults and young people over the age of 16 who have left post primary school early, which includes impartial adult education information, one-to-one guidance and group guidance which will help people to make informed educational career and life choices.

*Further Education and Training
Strategy 2014-2019*



A lot of work between NCGE and ETBs to put in place foundation for effective FET strategy



Process put on hold pending completion of wider Indecon review of career guidance

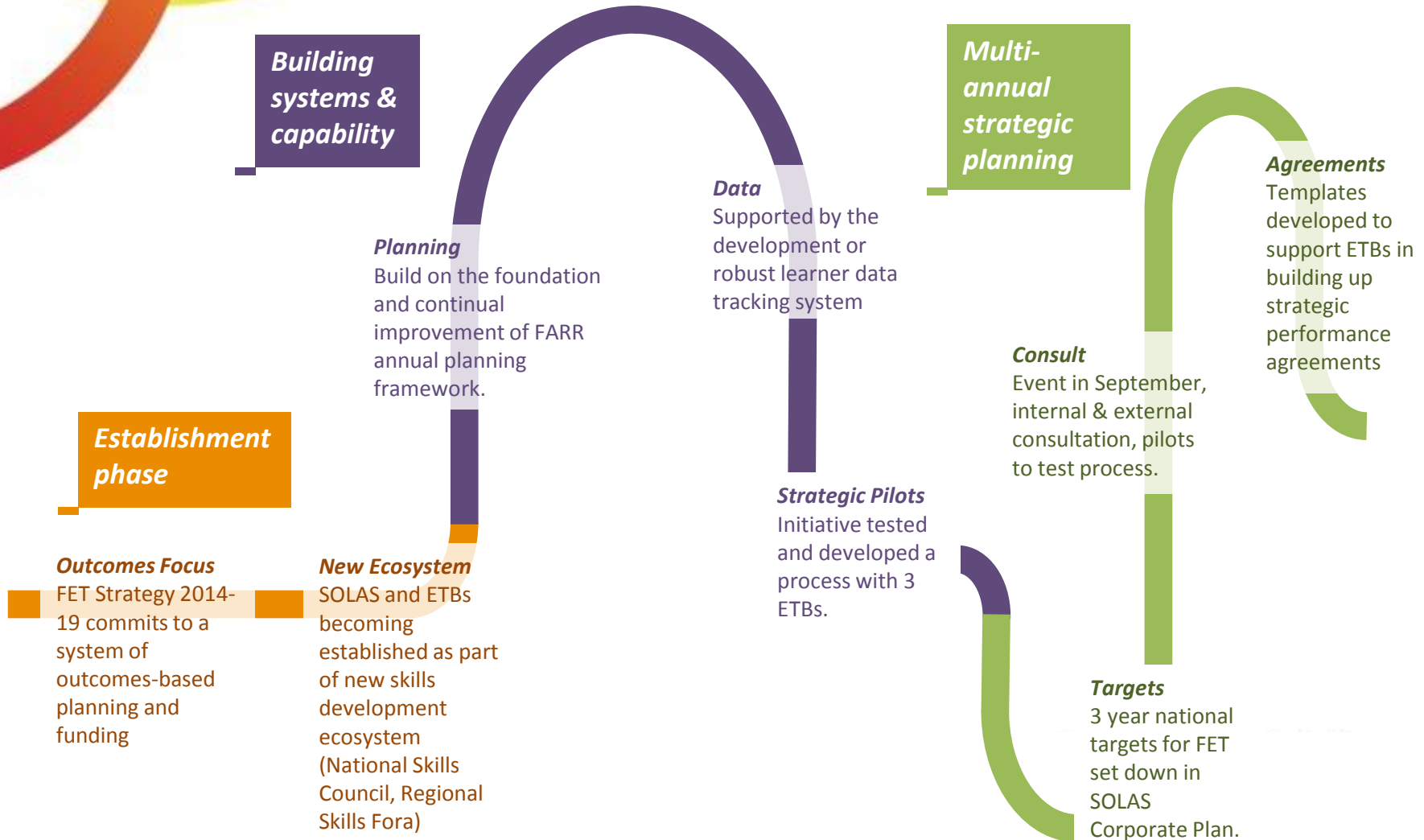


Progress review of FET strategy by Prospectus reaffirms need for integrated strategy and recommends clearer learner pathways into, within and from FET

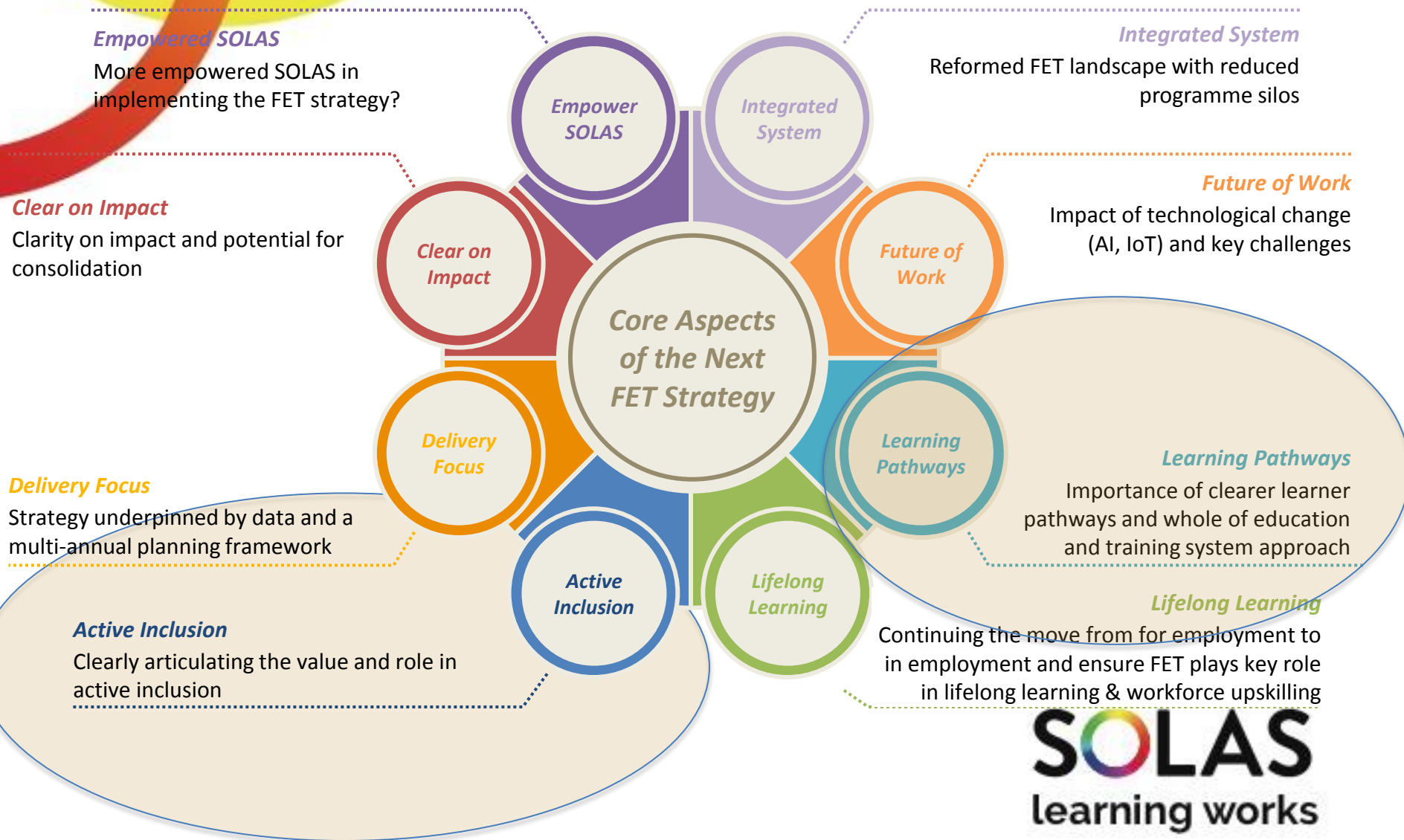


Need to work towards an effective integrated guidance strategy as soon as possible which ETBs, NCGE and SOLAS can work collaboratively

There is a major ongoing process of integration and transformation in fully developing the further education and training system...



An effective new Further Education and Training strategy will be a critical to achieving on the inclusion parameters



The six core targets around which they are based reinforce the idea of multiple learner pathways and move away from silo'd approach...

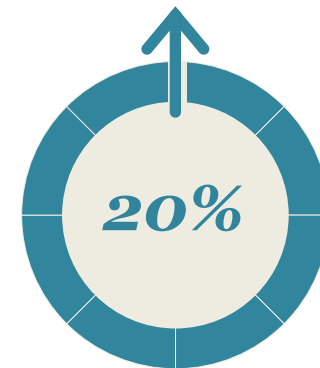
Employment Outcomes from FET 2017 - 2020



Progression Outcomes from FET 2017 - 2020



Certification Outcomes from FET Transversal Skills Development 2017 - 2020



Engagement in FET Lifelong Learning 2017 - 2020



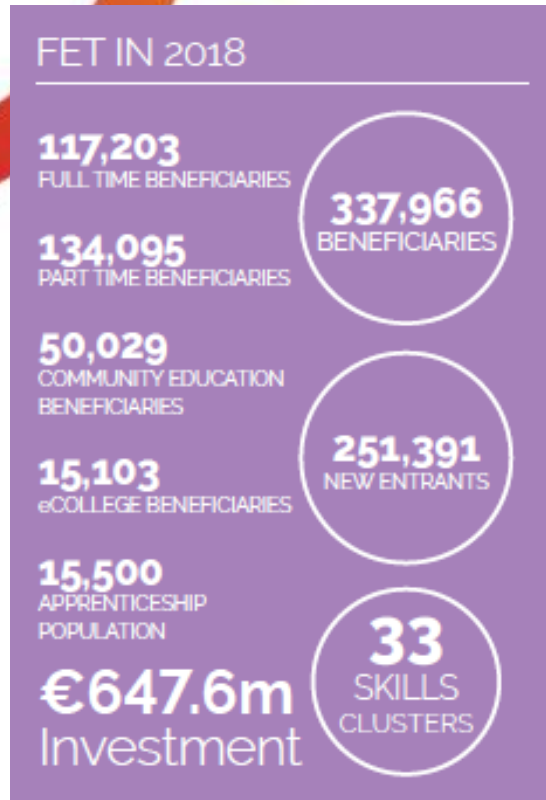
Additional FET Qualifications in Key Skills Areas Annually



New Traineeship Registrations 2018-2020



But further education and training remains complex and multi-faceted and this is a challenge in defining learning pathways...



- Student cohort roughly equivalent to that of higher education (circa 200k)
- However 340k beneficiaries, meaning many accessing more than one course
- Many part-time and short-term courses (maximum duration of a FET course is 1 year)
- Community based model characterised by small scale provision
- Work-based components of much provision
- Large proportion of adult learners with competing demands
- Too many programmes making FET as a concept inaccessible

Integration is central to establishing clearer learning pathways into, within and from further education and training...

- A whole of education and training system approach with clear and consistent approach to guidance linking all parts of that system
- Consistent and integrated career guidance across FET
 - Fully integrated learner guidance and support service across FET should be expedited
 - Break down inconsistencies between different programme provision and ensure learners can avail of the same support regardless of setting
 - Ensure that learners can avail of impartial guidance and support across all FET settings.
 - Underpinned by a quality framework or Code of Practice to ensure consistent and quality provision.
 - Use of technology to impart information and guidance given the fragmented nature of FET and need to provide access to those not yet engaging in education and training

The role of labour market intelligence in effective guidance and communicating learning and career pathways must evolve...

SLMRU produce a range of material at national and regional level but could be more accessible to learners and guidance professional

Accessible portal needs to be in place with easy reference point for potential career pathways and potential rewards

Development of regional skills advisory infrastructure and labour market analysis must be fully utilised by career guidance and information services.

Build ongoing performance and impact evaluation work and tracking of outcomes and impacts to be built into guidance

Development of employer engagement mechanisms to ensure that relevant information provided to the learner

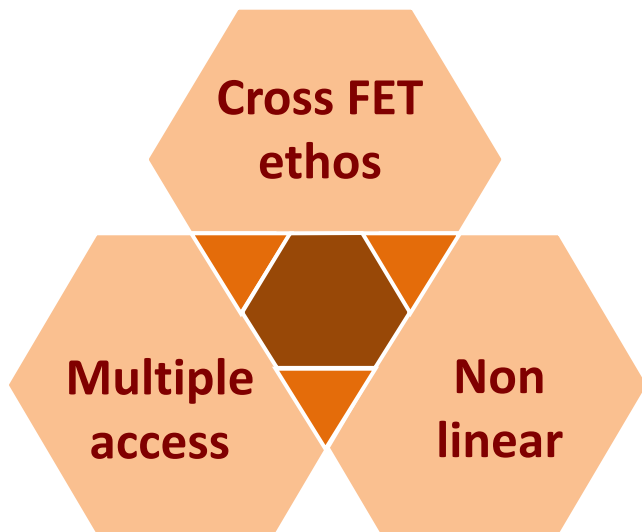
Pathways must be connected to improving the standing of FET and wider recognition of work-based learning options...

- Learners and potential learners need to know what routes are available to them, and what the most likely outcomes are, including relevant career pathways and the relative earning potential for potential occupations.
- Advice should be available and imparted at relevant points / stages, with guidance and support made available to learners and potential learners at each stage along the learning pathway, including for those in employment looking to upskill.
- Added focus on work-based learning and apprenticeship opportunities in guidance with consideration given to establishing a national forum to develop a suitable framework to collectively present, promote and articulate all careers options to learners and adults, particularly in the areas of apprenticeship and traineeship.
- Benefits of engaging with the FET system should be conveyed across the guidance services, with particular focus on the role of guidance within post-primary settings in ensuring that FET is portrayed as a valid alternative option for school leavers with clear pathways and positive outcomes for those that make that choice.
- Emphasis on the increasing role of FET in lifelong learning and workforce upskilling.

Added value impacts of adult guidance services for inclusion?

- Local knowledge & referral linkages can be especially important when dealing with the most marginalised individuals;
 - One organisation in isolation can not address all issues;
 - Immersion in the local agency ecosystems and interaction with programmes and other support services such as Intreo, SICAP, MABS, Citizens Information etc.
 - Linking individuals in with other support services can increase the prospects of a more successful FET engagement, improving uptake, retention and attainment on FET programmes.
 - Impact of changing labour market?

Emerging data on progression reinforces the role of FET in supporting learner pathways...



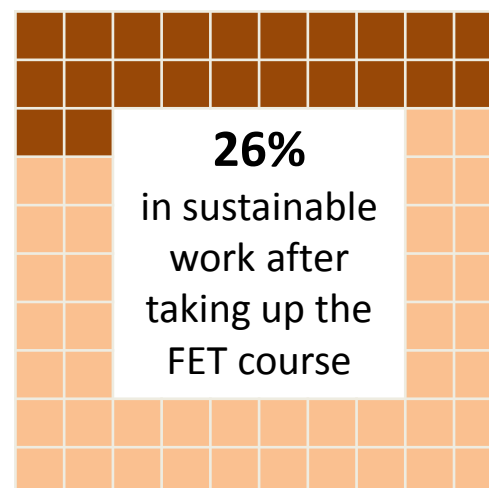
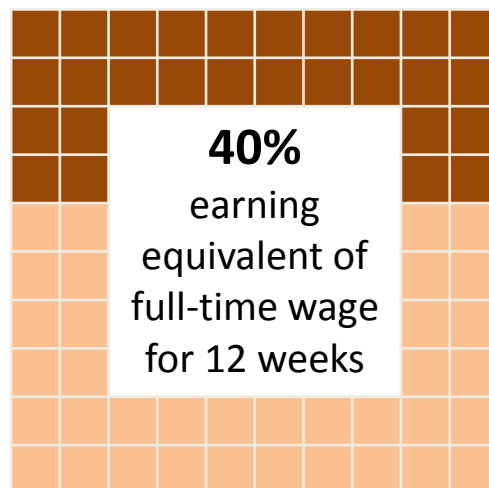
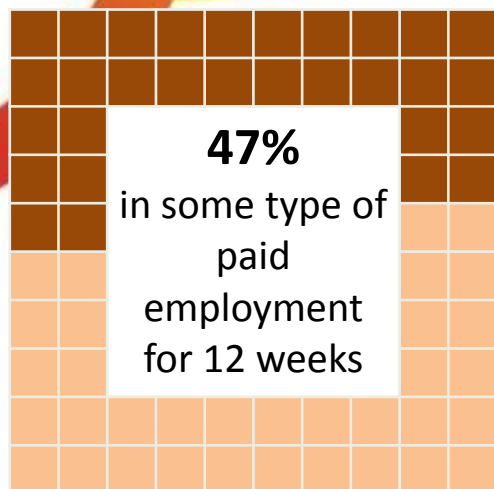
External Progression

- Almost one-fifth of PLC 2017 completers progressed to Irish higher education
- Around 500 secured advanced entry
- Does not include progression to UK HEIs
- 300 progress from other FET provision

Internal Progression

- Cross FET Ethos: 44k progression movements by 29k unique learners
- In Target 2 programmes 18k progression movements by 7k unique learners
- Substantial movement up and down the NFQ Framework

...and new evidence is already emerging that employment outcomes from FET are significant.



Even if we use the most conservative definition here the plans in place from ETBs should mean that by 2020 they will generate over

**4,700 jobs
per annum**

The text '4,700 jobs per annum' is displayed in a large, bold, dark red font. Behind the text is a grid of 47 small, orange human-like icons, arranged in 10 rows and 5 columns, with the last row containing only 2 icons, representing the number 47.

Thank you!

