

Provider Profile

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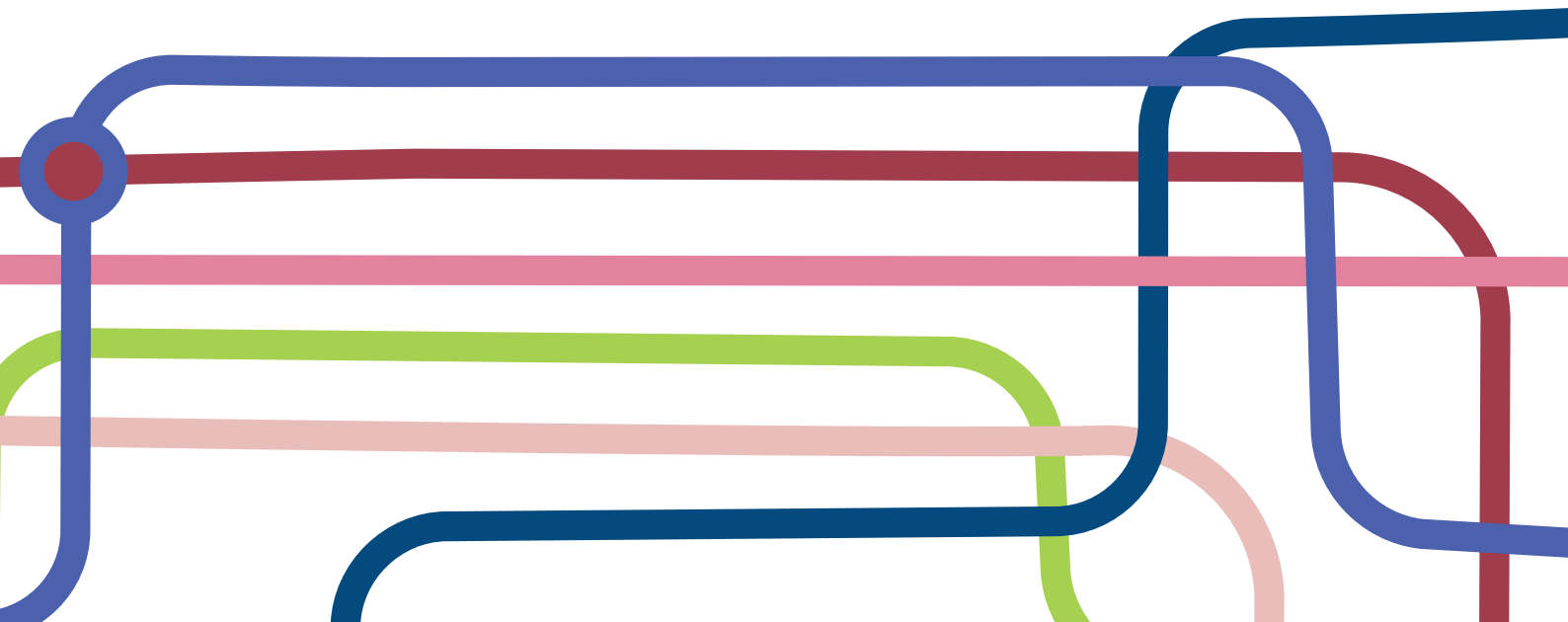
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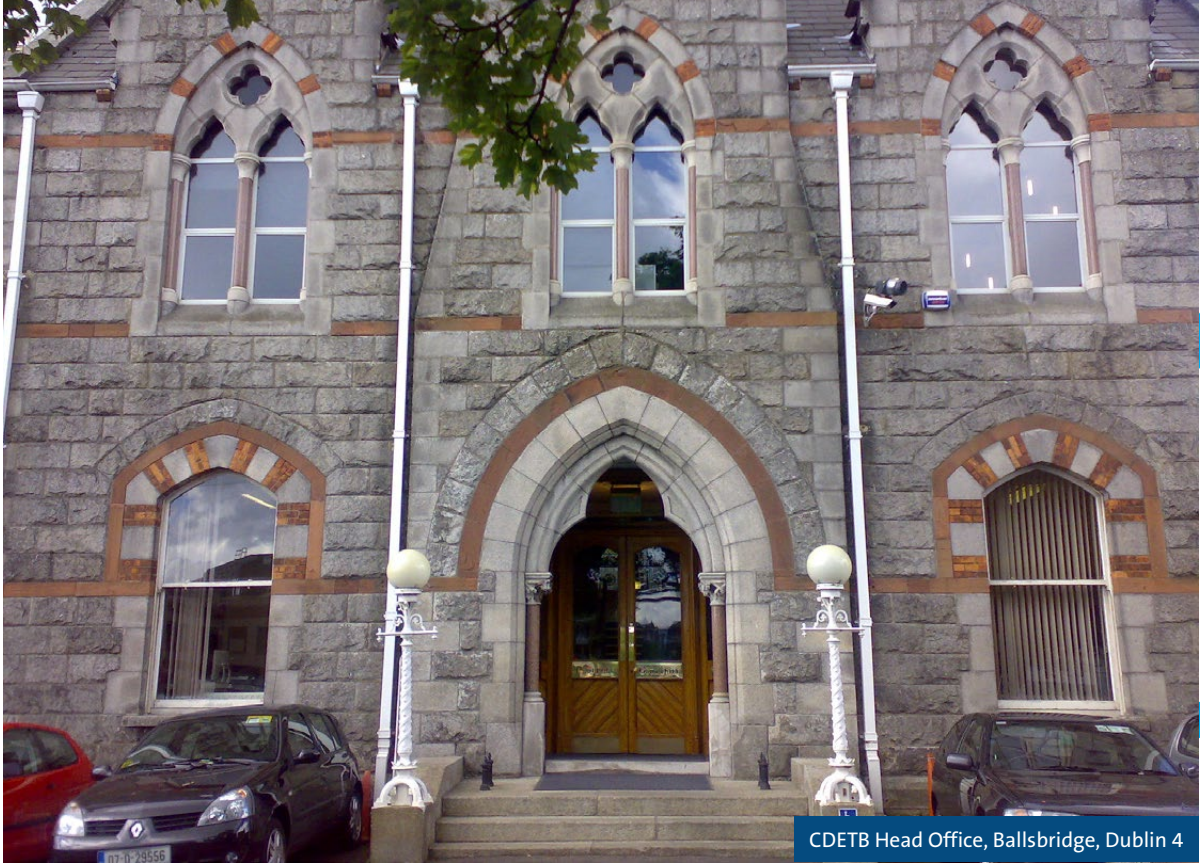
Introduction

This Profile has been prepared as a briefing document for the panel members undertaking the institutional review of CDETБ under the Qualifications and Quality Assurance Act 2012 as amended and appointed by Quality and Qualifications Ireland (QQI). The purpose of the Profile is to give the reader a descriptive overview and understanding of CDETБ, its context, focusing in particular on the provision of Further Education and Training (FET) by CDETБ.

The delivery, governance and management structures of CDETБ are outlined as well as the organisation's strategic focus and approach to the Quality Assurance (QA) of FET. The range and type of FET programmes and courses which CDETБ provides and an overview of FET learners are also included in the Profile in particular for the years 2018, 2019 and 2020.

The information and data presented in the Profile was sourced from within and without CDETБ and every effort has been made to ensure the accuracy of the contents. Data was sourced from central systems including the Programme Learner Support System (PLSS), Funding Allocation Request and Reporting System (FARR) and HR recording systems. The PLSS system was developed by SOLAS, the funding body for FET and is used to record learner data from courses which are funded by SOLAS. While it captures the majority of the activity of CDETБ, it does not capture all programmes, in particular those that are self-financing or funded by other statutory bodies or departments of state.





CDET Head Office, Ballsbridge, Dublin 4

1 Background

1. Background

The City of Dublin Education and Training Board (CDETБ) was established on 1st July 2013 following the enactment of the Education and Training Boards Act, 2013 and the Further Education and Training Act 2013. It is one of sixteen Education and Training Boards (ETBs) established under the 2013 Act. CDETБ brought together under one corporate structure, the former City of Dublin Vocational Education Committee (CDVEC) and the training centre network of FÁS (former state training authority¹) which were located within the city of Dublin with the latter joining the CDETБ in 2014. CDETБ's corporate structure is made up of a democratically appointed committee (board) and a senior leadership (executive) team. QQI was established in 2012 and represents an amalgamation of statutory bodies responsible for awards in further education and training, higher education and the Irish qualifications authority, while SOLAS the funding body for FET was established in 2014. All newly established statutory bodies² took on new responsibilities and a new regulatory landscape for Further Education and Training (FET) in Ireland came into being at this time which is ever evolving.

The Education and Training Boards Act 2013 outlines a number of key statutory responsibilities and functions for CDETБ within the realm of FET which include:

- To establish, maintain and or resource recognised schools, colleges of further education, and education and training centres and facilities in Dublin city
- To plan, provide, coordinate and review the provision of education and training, including education and training for the purpose of employment in Dublin City
- To provide support services to other education and training providers

In addition, CDETБ provides second level and primary school education, supports the provision, co-ordination, administration and assessment of youth work services in Dublin City, and also has responsibility for the Student Universal Support Ireland (SUSI). SUSI is the national awarding authority for all higher and further education student grants in Ireland and in some cases abroad. These services, do not come within the remit of CDETБ's FET provision and are subject to separate and distinct regulatory regimes.

CDETБ where it considers it appropriate in the performance of its functions under Section 10(2) of the 2013 Act shall consult with the following stakeholders:

- a. boards of management of recognised schools maintained by it,

1 See [FÁS is Dissolved \(fas.ie\)](#) Following on from the dissolution of FÁS, the training facilities and their staff transferred to ETBs, other members of staff went to INTREO, the public employment service and SOLAS which became the funding body for FET and still oversees craft apprenticeships nationally as part of persisting statutory obligations.

2 Statutory bodies are bodies established under legislation enacted by the Irish Parliament. As statutory bodies they are bound to carry out the functions prescribed to them using the powers prescribed.

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- b. persons performing functions which are the same as, or substantially the same as, functions exercised by boards of management referred to in paragraph (a), in relation to—
 - i. centres for education maintained by it,
 - ii. education or training facilities maintained or resourced by it,
 - iii. children detention schools, prisons, education or training facilities or facilities maintained by other public service bodies where the board provides education or training,
 - c. students of recognised schools or centres for education maintained by it,
 - d. learners in children detention schools, prisons, education or training facilities or in facilities maintained by other public service bodies where the board provides education or training,
 - e. parents of students referred to in paragraph (c) and parents of learners referred to in paragraph (d) where the students or learners have not attained the age of 18 years,
 - f. members of its staff,
 - g. bodies representative of business, industry and employers,
 - h. persons who have a particular interest in, or knowledge of, education and training provided in recognised schools or centres for education maintained by it, or education or training facilities maintained or resourced by it, and
 - i. any other person it considers is likely to be affected by the performance of its functions.

While the Institutional Review is being conducted to meet requirements under the Qualifications and Quality Assurance (Education and Training) Act 2012 as amended, CDETБ has placed a strong focus on stakeholder consultation and engagement regarding the statutory functions, mission, vision and strategic goals of the organisation. CDETБ considers this to be aligned with and fulfilling its statutory obligations under Section 10(2) of the Education and Training Boards Act 2013.

1.1 Scope of Provision/FET Service Spheres

CDET B serves the geographic and administrative area covered by the local government authority Dublin City Council. This area stretches from Finglas and Coolock (north and north-east of the city) to Ringsend and Ballyfermot (south and south-east of the city). CDET B provides, delivers and supports a very diverse and wide range of educational, training and development services catering for those aged ten years and older. Further Education and Training (FET) provision in CDET B comprises five principal service spheres namely:

- 13 Colleges of Further Education (CFEs) and 4 second level community colleges that deliver part-time/evening FET provision
- 2 Training Centres (TCs) inclusive of second provider provision in 9 Community Training Centres (CTCs), 5 Local Training Initiatives (LTIs), 5 Specialist Training Programmes (STPs), and 2 Department of Justice Workshops
- An Adult Education Service (AES) comprised of 5 regional areas inclusive of 4 Adult Education Guidance Services and up to 235 community partners³ in receipt of grant aid and/or tutor support
- 9 Youthreach Centres
- An Education Service to Prisons (ESP) which is delivered in six prisons and one post release support service

FET programmes and courses are delivered on an annual basis to over 40,000 learners in a normal (i.e. non-COVID 19) year of which approximately 40% are full-time and approximately 60% are part-time. All FET provision in CDET B (inclusive of colleges, centres and specialist services) are supported by corporate, administrative and support staff (such as HR and IT) who are based in CDET B Head Office, Ballsbridge Dublin 4.

3 In general, community partners fall into three categories; there is a collaborative arrangement where CDET B delivers a FET programme to the service users of the community partner, or the community partner delivers programmes of further education on behalf of CDET B as a second provider or the community partner delivers their own FET programmes as providers in their own right funded by CDET B.

Map in progress

Table 1: Overview of CDET B's five Principal FET Service Spheres

Colleges of Further Education (CFEs) and other College Based FET Provision	Training Centres (TCs)	Adult Education Service (AES)
17 Locations	2 Locations	5 Regional Areas
<p>There are 13 Colleges of Further Education (CFEs) operating across Dublin, seven on the south-side of the city and six on the north-side of the city. The CFEs range in size and capacity with differing numbers of learners catered for in each college. Four other CDET B second level community colleges also deliver some FET programmes.</p> <p>CFEs provide specific programmes and courses that attract learners in areas such as Business Administration, Health and Welfare, Services, Arts and Humanities and Information Technology. Programmes can be offered as full-time, part-time or evening school programmes.</p> <p>CFEs are an integral part of the communities in which they are located and engage with a broad range of local second level schools, employers and statutory and community organisations. Central to the approach of CFEs is to provide learners with quality assured learning which can deliver opportunities for progression to employment, higher education or further training.</p> <p>Programmes and courses provided by CFEs range from Level 4 to 8 on the NFQ⁴ with the majority of provision at level 5.</p>	<p>There are 2 Training Centres (TCs) in CDET B, one based in Ballyfermot on the south-side of the city and the other based in Finglas on the north-side of the city. They are open all year round operating a staggered intake model with courses starting and ending throughout the year. The Training Centres' primary purpose is to get learners 'job ready' through the provision of vocational training for the unemployed, employed and career changers with many referred directly by statutory employment services or employers.</p> <p>The primary delivery model of the training centres is to provide learners with the opportunity to develop work related skills and competencies in environments as close as possible to the industry 'real life' experience. The TCs primarily utilise practical and experiential learning methodologies, for example workshop demonstrations and practice using specialist equipment for courses like Aircraft Maintenance Technician, Hairdressing or carpentry apprenticeships. Both Training Centres also offer a range of evening courses.</p>	<p>The CDET B Adult Education Service (AES) is a city wide service structured into five designated regional areas. The main programmes provided under the auspices of the AES are Adult Literacy, Community Education, ESOL (English for Speakers of Other Languages), ITABE (Intensive Tuition in Adult Basic Education), Back to Education Initiative, basic workplace education and voluntary literacy provision. These programmes and courses are provided across each of the five AES regional areas to approximately 10,000 learners on an annual basis. The AES also operates and delivers a free, impartial and confidential Adult Education and Guidance Service to adults living in the five regional areas.</p> <p>The AES provides a year-round service, operating a staggered intake model with courses starting and ending throughout the year. Its primary purpose is to provide basic education programmes to adults who are returning to education, many of whom are at risk of, or are experiencing, social exclusion.</p>

⁴ National Framework of Qualifications see <https://nfq.qqi.ie/>

	Youthreach Centres (YCs)	Education Service to Prisons (ESP)
	9 Locations	7 Locations
	<p>There are 9 Youthreach centres in CDETБ six on the north-side of the city and three on the south-side of the city. They tend to be located in communities of Dublin city which face social and economic challenges or areas which may have high numbers of early school leavers.</p> <p>Youthreach centres offer second chance education, training and progression opportunities to early school leavers aged 16 to 20 years of age. In some circumstances and under specific conditions Youthreach centres may enrol learners younger than 16 years.</p> <p>Teaching and support staff in the Youthreach centres create and provide tailored educational opportunities for learners in a safe, structured and supportive learning environment.</p> <p>Learners participating in Youthreach centres must be unemployed and out of school and are paid an age-related allowance for attendance and participation.</p> <p>Youthreach centres provide a range of certified courses at Levels 3 and 4 on the NFQ (and some individual modules at Level 5) in areas such as catering, IT, woodwork, health related fitness. Learners also receive support and tutoring with literacy and numeracy.</p>	<p>The CDETБ Education Service to Prisons (ESP) is a partnership between the City of Dublin Education and Training Board (CDETБ) and the Irish Prison Service.</p> <p>The ESP operates in 7 centres in Dublin city, 6 of which are prisons and places of detention. The ESP provides education opportunities to learners ranging from basic education level to QQI, Junior Certificate, Leaving Certificate, ECDL, and Degree Level (Open University). In terms of courses provided there is a particularly strong emphasis on literacy and creative arts in areas such as art, music, drama and writing.</p> <p>Many of the programmes offered are short courses allowing the learner to build up their skills and interests and acquire certification in a manageable and empowering way.</p> <p>The teaching and tutoring staff in the ESP are very innovative and responsive to the needs of learners and the circumstances in which they are participating in education.</p> <p>They are adept at customizing programmes and courses to maximize the benefits to learners.</p>

Colleges of Further Education (CFEs) and other College Based FET Provision	Training Centres (TCs)	Adult Education Service (AES)
17 Locations	2 Locations	5 Regional Areas
<p>CFEs work in partnership with the other service spheres in CDETБ and provide progression routes for learners emerging from Youthreach centres, second level schools, Adult Education Services and second providers and specialist provision. CFEs also provide educational opportunities for learners in need of additional support, for example through the Vocational Training Opportunities Scheme (VTOS), the Back to Education Initiative (BTEI) and the Skills to Advance/ Compete programmes. CFEs also deliver Traineeships and post 2016 Apprenticeship programmes.</p> <p>Many school leavers and adult returners choose programmes and courses provided in CFEs to help them develop an aptitude for a particular career. Some learners undertake vocational courses in order to commence their working life or upskill or progress in their industry. CFEs primarily operate on an annual academic year basis.</p> <p>To see the location of the Colleges, click on the link</p> <p>https://www.google.com/maps/d/edit?mid=105YCS-ezXck7152wK3Yd-ctLdPM-zEs&usp=sharing</p>	<p>The Finglas Training Centre grant aids and has oversight responsibility for 9 Community Training Centres (CTCs) 5 Local Training Initiatives, (LTIs), 5 Specialist Training Programmes (STPs) and 2 Department of Justice Workshops. These local community-based and managed second provider programmes play an important role in the provision of FET by providing training opportunities for early school leavers, learners who are overcoming disabilities and second chance education for learners who have been out of the labour market for 6 months or more. Learners on these second provider programmes may receive an allowance for attendance and participation.</p> <p>The programmes and courses delivered directly in the TCs or supported by the TCs through second providers range from Level 3 to 6 on the NFQ.</p> <p>To see the location of the Training Centres, click on the link</p> <p>https://www.google.com/maps/d/edit?mid=1OT2_uJdD40TfpsimXy0ObPp4W_4cKEI&usp=sharing</p>	<p>The AES works from a holistic, learner-centred and supportive perspective. The AES provides a wide range of part-time programmes from Levels 1-5 on the NFQ in addition to unaccredited programmes with the majority of accredited programmes at Levels 3 and 4. This allows for internal progression pathways within the AES in addition to progression routes into FET programmes in CFEs and TCs. Learners do not receive an allowance for attendance in AES provision and accreditation may not be the primary motivating factor for their participation.</p> <p>In addition to its own directly managed and delivered programmes and courses, the AES also supports a very wide range of independent community-based centres, services and statutory bodies with the provision of adult education. Up to eighteen organisations are supported by way of annual grant aid. And a further two hundred organisations by the provision of CDETБ tutors to assist with the provision of adult education.</p> <p>To see the location of the area offices of the Adult Education Services, click on the link</p> <p>https://www.google.com/maps/d/edit?mid=1wC6T2wbJl0fuouQNW3xXkaZV8USmN-lk&usp=sharing</p>

	Youthreach Centres (YCs)	Education Service to Prisons (ESP)
	9 Locations	7 Locations
	<p>One Youthreach centre in the city centre (the Transition Centre) delivers the Leaving Certificate Applied Programme.</p> <p>To see the location of the Youthreach Centres, click on the link</p> <p>https://www.google.com/maps/d/edit?mid=1uYBTM-3Rbq7bobzsuM2mzOU0W-syhip5&usp=sharing</p>	<p>ESP staff have built up a great deal of expertise in teaching in a prison setting. They have developed resources and produced publications based on the work and engagement between learners and teachers.</p> <p>The Education Service to Prisons has been operating for many years and the programmes it provides and the approaches it employs takes account of the complexity of prison life and the diverse nature of the prison population.</p> <p>To see the location of the Education Service to Prisons, click on the link</p> <p>https://www.google.com/maps/d/edit?mid=1rAlpzy6Zn7DZT4LjOlWTSxLPZZcFbiJ_&usp=sharing</p>

Each of the five service spheres has its own leadership, management, operational and delivery structures which link into and report to the CDET B Senior Leadership Team (SLT). These leadership structures and reporting lines are further outlined in Section 3 below.

Within CDET B they are also cross-organisational structures and fora which afford staff at different levels from across the various colleges, centres and service spheres opportunities to meet, discuss and review ongoing work and educational and training issues. Examples of these structures include Communities of Practice (COPs)⁵, Professional Learning Networks (PLNs), College/Centre Leadership and Management meetings and Principals/Head of Centre meetings. Currently there are over twelve Communities of Practice (COPs) in operation in CDET B based on a faculty structure involving over two hundred staff. There is also a Community of Practice for FET Managers from across the five service spheres which meets on a monthly basis. To ensure connectivity, structures are in place for the COPs and the PLNs to feed into governance units through the FET Development Unit.

1.2 Specialist Services and Supports

Working across and alongside the five principal service spheres, are a range of specialist services/supports which operate in CDET B and these are outlined in Table 2. These specialist/support services have specific purposes, target groups and functions and all contribute to supporting FET provision in CDET B. An example of these specialist services and supports is the Psychological Service which offers tailored support and training to staff in CFEs, Youthreach Centres and other service spheres regarding particular needs or challenges which they may encounter in their engagement with learners. Similarly, the FET Development Unit supports and resources management and staff across the five spheres regarding issues of quality assurance and enhancement, research, policy and Professional Learning and Development (PLD). Other examples are The Foundations Project and the Youth and Education Service for Refugees and Migrants (YES) which engage with youth services, Youthreach Centres and Community Training Centres (CTCs) regarding education, training or development opportunities for the homeless or young migrants.

⁵ CoPs are based on sharing practice and involve 3 dimensions- Domain (in this case it would be the subject area); Practice (the teaching practice that the group are engaged in) and Community (the shared physical or online “space” and relationships that the group engages with and within). CoPs usually comprise of 10-15 people sharing a domain and a set of “conventions” are agreed between the members regarding participation/interactions. Autonomy and trust are key.

Table 2: Overview of CDETБ Specialist Services/Supports

Specialist Service/ Support	Purpose/Target Group
Buildings Maintenance Unit	Maintains and upkeepс CDETБ colleges, centres and premises and undertakes scheduled and emergency repairs and maintenance as required
City of Dublin Youth Service Board (CDYSB)	Supports “the provision, coordination, administration and assessment of youth work services” across the city of Dublin for young people aged ten to twenty five years
Curriculum Development Unit	Acts as a resource to FET provision within CDETБ by providing support to teachers, trainers and tutors with curriculum development and research
Disability Support Service	Joint educational service provided by CDETБ and the National Learning Network (NLN) which supports learners who are having temporary or ongoing difficulty in accessing continuing education
Drug Treatment Court	CDETБ staffed and Court supervised initiative to help drug dependent offenders aged over seventeen years to address their addictions and offending behaviour through a specifically designed education programme
Employer Engagement Unit (Workforce Development)	Works with employers to ensure their businesses can keep pace in a changing environment by giving them and their employees access to a range of high-quality education and training opportunities

Specialist Service/ Support

Purpose/Target Group

English for Speakers of Other Languages (ESOL) Development Unit

The ESOL Development Unit provides a support service to CDETБ schools, colleges and centres in their provision of programmes which include learners of migrant, refugee and asylum-seeking backgrounds

FET Development Unit

Resource and support for FET provision in CDETБ in key areas such as quality assurance/enhancement, programme development, policy review, evaluation and Professional Learning and Development (PLD)

Further Education and Support Service (FESS)

FESS provides professional development opportunities, consultancy and support to publicly funded FET providers. Five ETБs, of which CDETБ is one, deliver the service on a regional basis throughout the state

Foundations Project

Partnership between CDETБ, homeless services and other agencies to increase access to education for those who are homeless. The project offers a range of programmes to adults and children who are homeless

International Desk

Education support service supporting change and innovation by engagement with a variety of local, national and international networks and through the development of models of good practice

Music Centre

Based in a CDETБ community college, the centre offers tuition in a wide range of musical instruments, voice, speech/drama. Learners are taught in one-to-one and group settings and are aged six to eighteen years

Outdoor Education Unit

Provides planned and structured programmes of outdoor education and pursuits in areas such as hill walking, orienteering, rock climbing and canoeing for learners in CDETБ colleges and centres

Specialist Service/ Support	Purpose/Target Group
Pathways	Outreach initiative of the Education Service to Prisons which aims to facilitate the re-integration of former prisoners through guidance counselling, educational programmes, addiction counselling and peer support
Psychological Service	Provides a comprehensive psychological service to CDETБ schools, colleges and centres by using a systemic approach involving participation in learner support teams and the provision of staff support and training
Research and Data Analytics Unit	Provides data and statistics to CDETБ for effective planning, review and funding purposes. The Unit supports leadership and management teams to evaluate, plan, review and report on outcomes and services provided
Sports and Cultural Council (SCC)	Promotes and co-ordinates sporting and cultural events, inclusive of competitions, workshops and exhibitions for full-time CDETБ learners. The SCC provides a range of solo and team sports at varying levels
TEL Coordination	TEL Coordinator engages in the practice of embedding digital technologies into teaching, learning and assessment. Supports staff to access digital resources and the Senior Leadership Team with the incorporation of TEL into the delivery of CDETБ services
Technology Enhanced Learning Mentoring Support (TELMS)	The ten step model recognises that teaching staff need to be supported to embed technology into their classroom practice and it facilitates trained TEL mentors to work on a one to one basis with their teaching peers in the classroom. TELMs developed out of an Erasmus+ programme.
Youth and Education Service (YES) for Refugees and Migrants	Provides a range of education and youth-work activities for young refugees and migrants. The service aims to support young people realise their potential and successfully navigate their new life in Ireland



2 CDETB Mission, Vision and Strategic Focus

2. CDETБ Mission, Vision and Strategic Focus

2.1 Context

In 2019/2020 CDETБ undertook a review of its Strategy Statement which covered the period 2014 – 2019. The review and consultation process was led by the Senior Leadership Team (SLT) and overseen by a cross-organisational steering group comprised of staff from the five service spheres. The review involved the CDETБ board, CDETБ senior leadership, service sphere management, staff, learners and external stakeholders. It was concerned with and focused on reviewing and updating CDETБ's existing mission, vision and strategic goals. Arising from the review, consultation and engagement with the various stakeholders the concept of CDETБ as a Learning Community emerged. That is an education and training community that is focused on facilitating and enabling learners to learn, grow and develop while simultaneously being attuned to ongoing organisational review, reflection and learning. In short, the vision of CDETБ as a Learning Community across all service spheres and levels of the organisation and for all stakeholders both internal and external. On completion of the review process a **new Strategy Statement** for the period 2021 – 2025 was developed and formally adopted by the board of CDETБ at its November 2020 meeting. The Strategy Statement re-stated the mission of CDETБ as:

2.2 Mission

To provide professional high quality education and training services for people in Dublin city that contributes both to the personal development of the individual as well as to the overall social, economic and cultural development of the city – helping you Learn, helping you Grow, helping you Develop

2.3 Vision

The strategy statement for 2021-2025 articulated a vision for CDETБ as:

- Leading on the development and delivery of education provision in Dublin city
- Actively providing inclusive, professional, high quality education and training in Dublin city
- Responding to the developing and emerging need for education provision in Dublin city
- Delivering programmes that provide suitable qualifications for, and progression routes into more advanced education courses, training programmes and employment
- Developing a comprehensive Youth Service in Dublin City
- Delivering a well-managed, efficient and fully accountable national awarding authority for student grants

Both the mission and vision statements are reinforced and underlined by CDET B's core belief which states that:

Every person has a right to access education and training opportunities that will enable them to achieve their full potential.

To support learners to achieve their potential and for CDET B as a service provider to fulfil its mission, vision and core belief the organisation is required to be:

Inclusive: Open to all learners who can benefit from the courses that CDET B offers and who come within the legislative scope of its' services.

Respectful: Respecting the right to equal treatment for all persons availing of its' services, respecting the rights of the individual including respecting the person and their right to privacy.

Responsive: Responding to the changing needs of people and society especially the needs of people who are socially disadvantaged and/or unemployed

Enabling: Providing opportunities to enable people to achieve their education and training potential.

2.4 Commitments

As outlined in the Statement of Strategy 2021 – 2025, CDET B as the main provider of Further Education and Training (FET)⁶ in the City of Dublin is committed to delivering high quality programmes and courses for learners and wider society by:

- promoting professional excellence in teaching and training, and quality outcomes in learning
- providing a positive, agile, empowering working environment
- encouraging staff development
- recognising achievements at every level
- promoting professional excellence in education and training support services and in administration
- promoting professional excellence and quality outcomes in youth work services
- delivering education, training and supporting youth services that are inclusive, multi-denominational, and bound by an appropriate relationship of care and respect
- responding to the needs of the learner as economic, societal and employment needs emerge

⁶ [Publications and Reports | City of Dublin Education & Training Board \(etb.ie\)](#)

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- responding to economic and societal demands
 - embracing individuality, diversity and inclusivity
 - advocating civic, social, community and global responsibilities
 - advocating for student, staff, parent and community participation in CDETБ education, training and youth services
 - promoting professional excellence in processing and delivering student grants through Student Universal Support Ireland (SUSI)

2.5 Strategic Goals

Following the review and consultation process four key pillars for the CDETБ strategy for the period 2021 – 2025 emerged namely:

- 1. Profile:** to include Identity, organisational vision and communication
- 2. People:** to include organisational culture, staff, learners, staff and student voice and staff development
- 3. Pedagogy:** to include andragogy, teaching, learning, assessment and student supports
- 4. Processes:** to include administration, organisation and support systems, quality assurance and governance

Under the four pillars a total of twenty-three high level strategic goals were identified which give focus and substance to the Statement of Strategy for CDETБ for the period 2021-2025. The strategic goals under each pillar are outlined in Tables 3 and 4 and are not listed in order of priority.

Table 3: CDET B Strategic Goals - Profile and People

Profile	People
<p>Strategic Goal 1</p> <p>Promote the organisational vision and identity of CDET B as the provider of choice for the delivery of high quality education and training services and facilitator of youth services, in the City of Dublin</p>	<p>Strategic Goal 1</p> <p>Invest in staff development in order to build professional capacity and foster a positive organisational culture in CDET B</p>
<p>Strategic Goal 2</p> <p>Raise the profile of CDET B locally, regionally and nationally and contribute to shaping and delivering national education and training policy</p>	<p>Strategic Goal 2</p> <p>Harness and embrace the student/learner voice and the voice of staff in the strategic direction and leadership of CDET B</p>
<p>Strategic Goal 3</p> <p>Develop and enhance the core values of CDET B and embed these values into daily routines and practices so as to deliver highly effective service and supports for all students, learners and stakeholders</p>	<p><u>Strategic Goal 3</u></p> <p>Promote and facilitate, through staff collaboration, professional development including new ways of working and delivery</p>
<p>Strategic Goal 4</p> <p>Foster highly effective communication and collaboration within and without the organisation</p>	<p>Strategic Goal 4</p> <p>Foster a culture of innovation and creativity that promotes and supports personal growth and wellbeing and raises the aspirations of all staff, students and learners</p>
<p>Strategic Goal 5</p> <p>Promote active and responsive strategic networks and partnerships with key stakeholders in the context of a changing economy and society</p>	<p>Strategic Goal 5</p> <p>Develop leadership capacity within the organisation and build strong and capable leadership teams</p>

Table 4: CDETБ Strategic Goals - Pedagogy and Processes

Pedagogy	Processes
<p>Strategic Goal 1</p> <p>Deliver high quality education and training based on best practice in pedagogy and andragogy</p>	<p>Strategic Goal 1</p> <p>Create, develop and maintain high quality assured learning environments and infrastructure so as to enhance the learner experience in CDETБ</p>
<p>Strategic Goal 2</p> <p>Foster cultural awareness and promote the Irish language</p>	<p>Strategic Goal 2</p> <p>Pursue the modernisation and improvement of systems, processes and structures to support Schools, Colleges and Centres in their delivery of education and training</p>
<p>Strategic Goal 3</p> <p>Promote creativity, innovation and diversity of approach in learning, teaching and training, for example using digital tools</p>	<p><u>Strategic Goal 3</u></p> <p>Pursue the modernisation and improvement of systems, processes and structures to support SUSI in the processing of student grants</p>
<p>Strategic Goal 4</p> <p>Develop and support international partnerships in learning, teaching and training</p>	<p>Strategic Goal 4</p> <p>Foster and support a culture of creativity and innovation which embraces adaptation and change to new circumstances and contexts</p>
<p>Strategic Goal 5</p> <p>Further develop highly effective, practical and impactful student support services at local and national levels</p>	<p>Strategic Goal 5</p> <p>Deliver on the effective and efficient governance and deployment of resources (human and physical) to enhance the delivery of education, training and support services</p>

Pedagogy	Processes
<p>Strategic Goal 6</p> <p>Promote and avail of opportunities to expand and enhance the provision of education and training services in the city of Dublin</p>	<p>Strategic Goal 6</p> <p>Create and develop CDETБ area-based structures and staff teams so as to facilitate greater integration and cohesion in the provision and delivery of education, training and support services</p>
<p>Strategic Goal 7</p> <p>Pursue and support excellence in teaching, learning and assessment practices that are learner centred and evidence based</p>	

The achievement of the strategic goals is intrinsically linked to objectives and targets which are contained in CDETБ's annual Service Plan.⁷ The Service Plan assigns specific responsibilities and time bound actions which are linked to the four pillars and the strategic goals. CDETБ Annual Reports will monitor and track the implementation of the strategic goals. The Strategic goals and their implementation may be subject to realignment or amendment by the Board of CDETБ on the basis of the needs and priorities arising from and evidenced within the CDETБ Annual Report.

2.6 Outcomes

CDETБ is not only concerned with the achievement of learning outcomes for learners at college, centre or service sphere level. It is also aware of the need to contribute to national developments in FET and education at primary and second levels so as to achieve corporate and organisational outcomes and to foster a culture of participation and innovation. In the Statement of Strategy 2021 – 2015 a series of outcomes are articulated which CDETБ will work towards over the five-year period namely:

- Co-ordinate education, training and youth services in order to meet the needs of the people we serve in a more efficient and effective manner
- Encourage and accommodate innovation and development in our education, training and youth services

-
- Create clear and transparent progression routes and pathways for our learners into employment and/or into more advanced education and training programmes
 - Undertake and support research and development initiatives and share findings and learning within and beyond CDETБ so to assist the development of policy and practice in our education, training and youth services
 - Develop effective consultation and communication processes with staff, learners and stakeholders
 - Support the professional development of all our staff in the City of Dublin Education and Training Board, recognising their professional contribution to the development of our organisation and the services we deliver
 - Progressively and positively inform and influence the development of national policy and practice in education, training and youth services
 - Engage with other organisations in co-ordinating education, training and youth services that address educational disadvantage, access, social inclusion and employment
 - Improve accountability and responsibility at all levels within the organisation
 - Provide data and statistics required for effective planning and funding purposes
 - Actively pursue the required level of resources necessary to achieve the delivery objectives of our education, training and youth services
 - Maximise the use of our resources in an efficient and effective manner
 - Support the awarding body (SUSI) in efficiently delivering student grants nationally



3 CDETБ Governance, Leadership and Management Structures

3. CDETБ Governance, Leadership and Management Structures

3.1 CDETБ Board

The board is the supreme governance authority within CDETБ and performs its role and functions as per the Education and Training Boards Act 2013, the Codes of Practice for the Governance of Education and Training Boards 2015 and 2019⁸ and other relevant government circulars and letters. There are twenty-one members on the board of CDETБ of which twelve are elected councillors on Dublin City Council. The composition of the board is defined as per sections 30 of the 2013 Act with the non-councillor members nominated by or appointed by particular stakeholder interest groups. Five members of the board have been nominated by interest groups and bodies such as the Association of Community and Comprehensive Schools/Joint Managerial Body/National Association for Principals and Deputies, the Irish Congress of Trade Unions, Accounting Technicians Ireland, Technological Higher Education Ireland, and the Immigrant Council of Ireland. Of the four other members of the board, the two parent representatives were appointed by the National Parents Association while the two staff representatives were elected by colleagues in CDETБ. Two of the councillors, perform the duties of Chairperson and Vice-Chairperson of the board. The composition of the board as of 2021 is outlined in Table 5.

Table 5: CDETБ Board Members

Dublin City Councillors	Interest Group Representatives	Parent Representatives	Staff Representatives
Cllr. Keith Connolly (Chairperson)	Mr. Michael Blanchfield (nominated by ACCS/JMB/NAPD)	Ms. Diane Cronin (appointed by National Parents Association)	Ms. Audrey Cepeda (elected by CDETБ staff)
Cllr. Vincent Jackson (Vice Chairperson)	Mr. John Carr (nominated by Irish Congress of Trade Unions)	Dr. Bryan MacDonald (appointed by National Parents Association)	Mr. Noel McDonagh (elected by CDETБ staff)
Cllr. Mary Callaghan	Dr. Shira Mehlman (nominated by Accounting Technicians Ireland)		
Cllr. Caroline Conroy	Dr. Noel O Connor (nominated by Technological Higher Education Association)		

⁸ [cl0002_2019.pdf \(education.ie\)](#)

Dublin City Councillors	Interest Group Representatives	Parent Representatives	Staff Representatives
Cllr. Joe Costello	Ms. Joanna Siewierska (nominated by Immigrant Council of Ireland)		
Cllr. Anne Feeney			
Cllr. Dermot Lacey			
Cllr. John Lyons			
Cllr. Michael Mac Donncha			
Cllr. Declan Meenagh			
Cllr. Sophie Nicoullaud			
Cllr. Catherine Stocker			

Sections 10 to 16 of the 2013 Act, outline the specific areas of responsibility between the board (reserved functions) and the Chief Executive Officer (executive functions). The Act states that “a chief executive (CE) of an education and training board shall perform the executive functions of the board.” In turn the CE can “delegate any of his or her functions to a specified member of staff of the board and that member of staff shall be accountable to the chief executive for the performance of the function so delegated”. The CE receives his executive authority and defined role from the Act and the board and in practice gives ongoing leadership and direction to CDET B.

3.2 CDET B Senior Leadership Team (SLT)

To support the CE in undertaking his role, he is assisted and supported by five Directors who have particular remits and areas of responsibility. The CE and the five Directors function as the Senior Leadership Team (SLT) of CDET B, meet regularly and provide overall leadership, direction and management to the organisation. They attend monthly meetings of the CDET B board in order to provide reports/updates and review the ongoing work and provision of CDET B.

Table 6: CDET B Senior Leadership Team (SLT) July 2021

Name	Title	Remit/Area of Responsibility
Dr. Christy Duffy	Chief Executive (CE)	Leader of CDET B Senior Leader Team (SLT) with executive authority and responsibility for the direction, leadership and management of CDET B
Mr. Blake Hodkinson	Director of Further Education and Training	Member of CDET B Senior Leadership Team with delegated responsibility for specific areas of FET provision such as Colleges of Further Education, Adult Education Service, Education Service to Prisons, VTOS and BTEI provision, Grant Management, Quality Assurance, NEIC representative, Professional Learning and Development (PLD) and Risk
Ms. Ann Gilton	Director of Further Education and Training	Member of CDET B Senior Leadership Team with delegated responsibility for specific areas of FET provision such as Colleges of Further Education, Strategic Performance Agreements, Training Centres, Youthreach Centres, Employer Engagement, Apprenticeships, Traineeships and TEL
Mr. Mark McDonald	Director of Schools	Member of CDET B Senior Leadership Team with delegated responsibility for primary and second level college provision, School Completion Programme, Sports and Cultural Council, teacher allocation/ utilisation, Winstead (Psychological Service), Music Generation and JCSP library project
Ms. Kay Cullinan	Director of Organisation Support and Development	Member of CDET B Senior Leadership Team with delegated responsibility for HR, Corporate Services, IT and Physical Environment
Ms. Aideen O'Riordan	Director of Organisation Support and Development - Finance	Member of CDET B Senior Leadership Team with delegated responsibility for Financial Control, Payments and Procurement

3.3 Service Sphere Leadership and Management Structures

Beyond the CDET B Senior Leadership Team, leadership and management structures operate within each CDET B college, centre and service sphere. These take different forms and are based on the mode of governance, scale and type of provision.

Colleges of Further Education

The thirteen Colleges of further education (CFEs) have local boards of management which have representative governance structures inclusive of local community and elected staff representation. The boards of CFEs operate to defined terms of reference, are not separate legal entities or distinct corporate bodies but rather function as committees of the board of CDET B. The CFE boards do not have responsibility for finance or staffing and the minutes of their meetings are subject to confirmation at the board meetings of CDET B. In each CFE, a Principal along with a number of Deputy Principals, (depending on the size of the college) function as the leadership and management team and provide direction and support to college staff. In addition, Assistant Principals (again depending on the size of the college) can have responsibility for particular aspects of college provision and delivery. In CFEs with evening provision, a Director of Adult Education functions as the member of staff with overall coordinating and management responsibility for the staff and the provision.

Training Centres

The two CDET B Training Centres, Finglas TC and Ballyfermot TC each have an Area Manager who is responsible for the management and operation of centre provision both internally and externally. External provision such as contracted training, community (second providers) and apprenticeship services to the Dublin region come within their remit. Each centre also has a number of Assistant Managers who have responsibility for core operational areas, such as evening provision and report to the Area Manager regarding their areas of work. Other centre staff can also have specific responsibility for designated work and programme areas. The Area Manager along with the Assistant Managers function as the leadership and management team in both centres with the former reporting to a Director of FET.

Adult Education Service

Each of the five Adult Education Service (AES) regional areas has an appointed Adult Education Officer (AEO) who is the senior staff member. The AEO manages and works alongside Adult Literacy Organisers (ALOs), Community Education Facilitators (CEFs), guidance counsellors and workplace coordinators to provide leadership and management to CDET B staff in the five areas. The five Adult Education Officers have scheduled and collective meetings with a Director of FET where they discuss, plan and review ongoing work.

Each of the Adult Education Officers report to and update the Director regarding the adult education service in their designated regional areas both within CDETБ premises and centres and also in grant aided/supported local community providers, centres and services.

Youthreach Centres

Each of the nine Youthreach Centres is managed by a Centre Coordinator. Their role is to oversee the provision of programmes and courses and lead and manage the staff team in each centre. Centre Coordinators in turn report to the CDETБ Regional Youthreach Coordinator who in turn reports to a Director of FET. The Regional Coordinator and the nine centre Coordinators meet on a monthly basis to discuss, plan and review common approaches to Youthreach provision. The Director of FET responsible for Youthreach attends these meetings as well as the CDETБ Senior Psychologist.

Education Service to Prisons

The Organiser of the Education Service to Prisons (ESP) has overall responsibility for the Service. In each of the six prison locations where CDETБ programmes and courses are delivered there is a Head Teacher and a number of Deputy and Assistant Head Teachers with particular areas of responsibility. The Organiser of the Education Service to Prisons along with the six Head Teachers and the Manager of the Pathways post release programme function as the leadership and management team for the ESP and meet on a regular basis to plan and review ongoing provision. The Organiser of the Education Service to Prisons reports to a Director of FET.

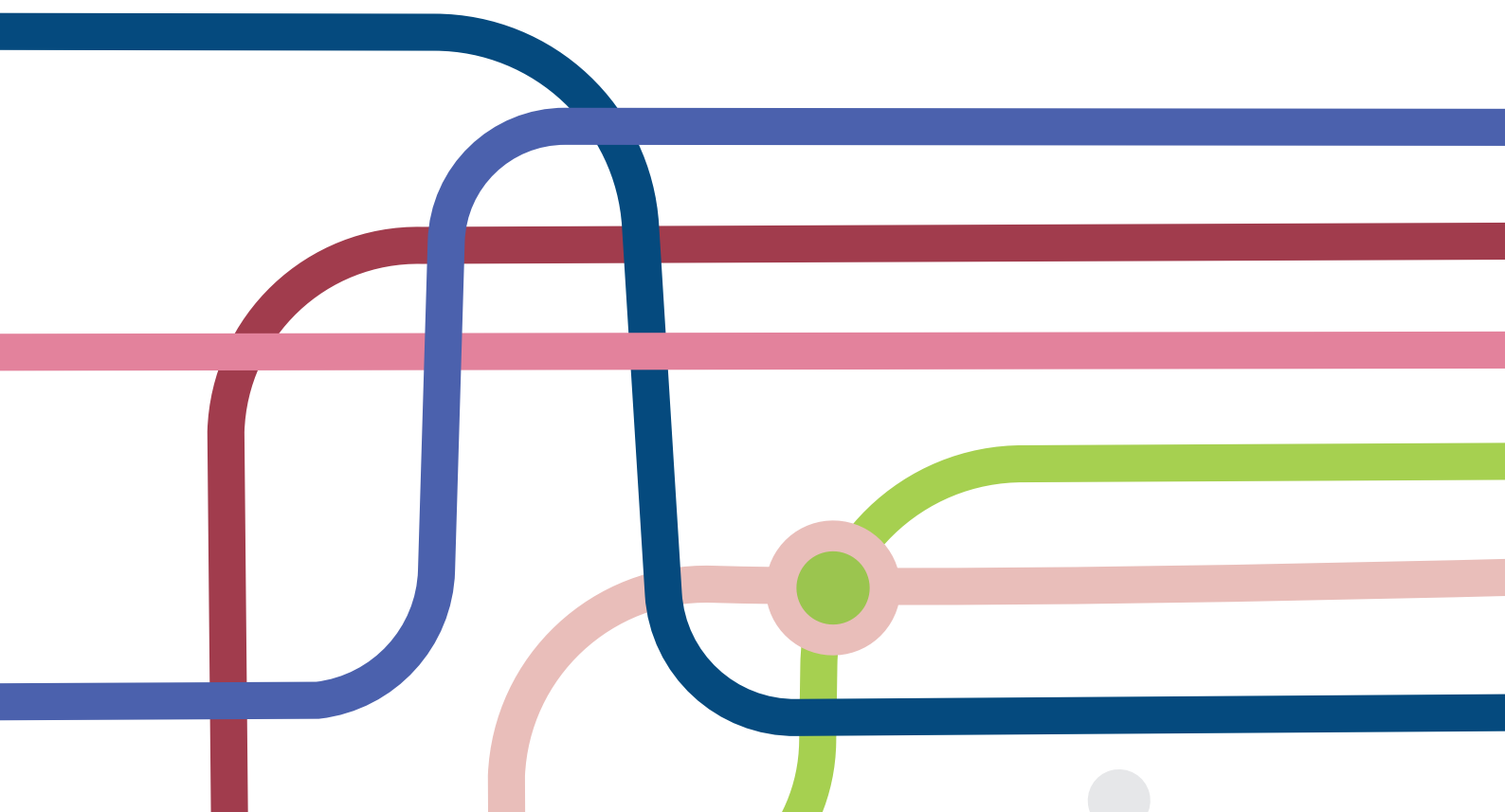
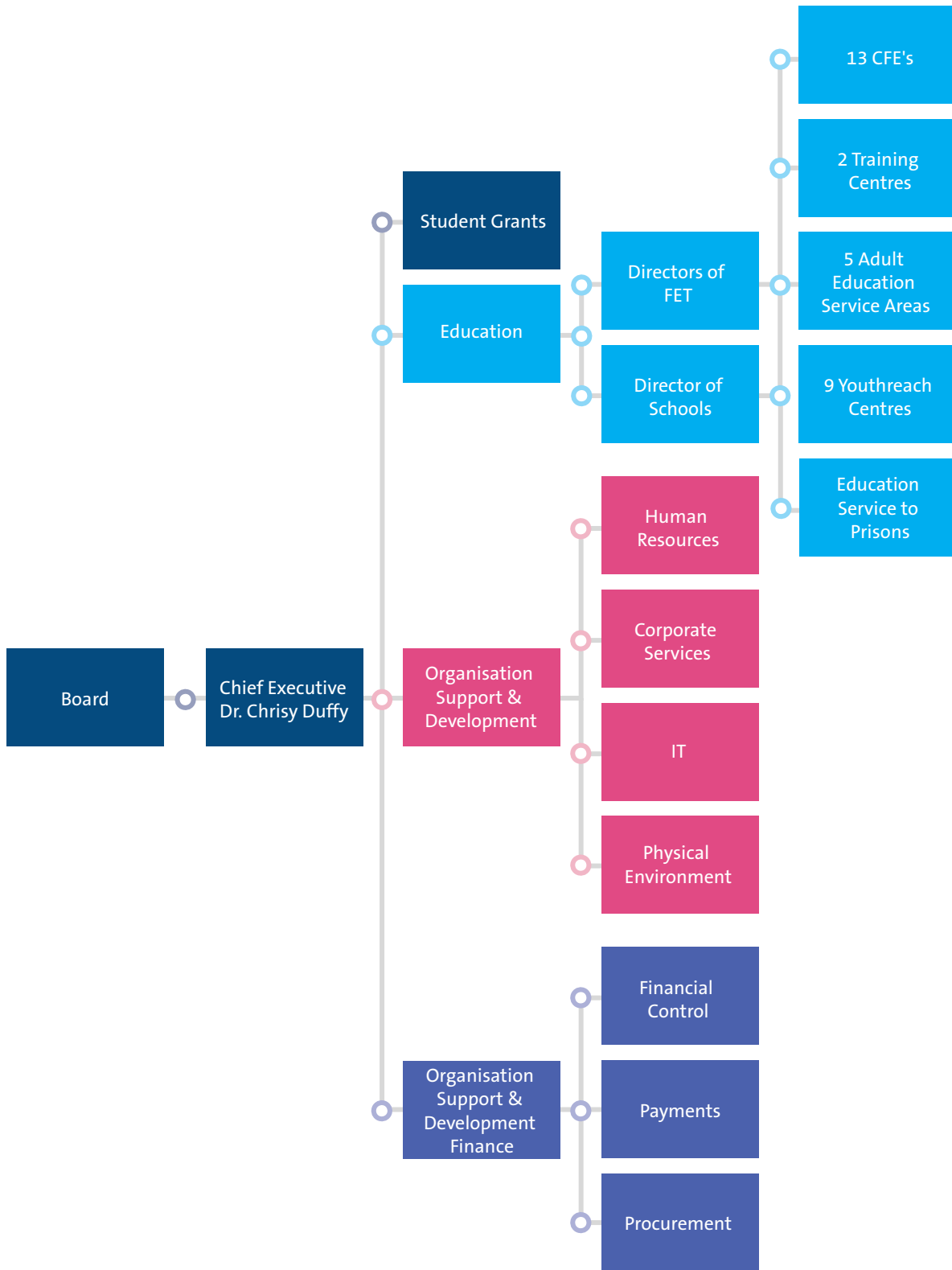


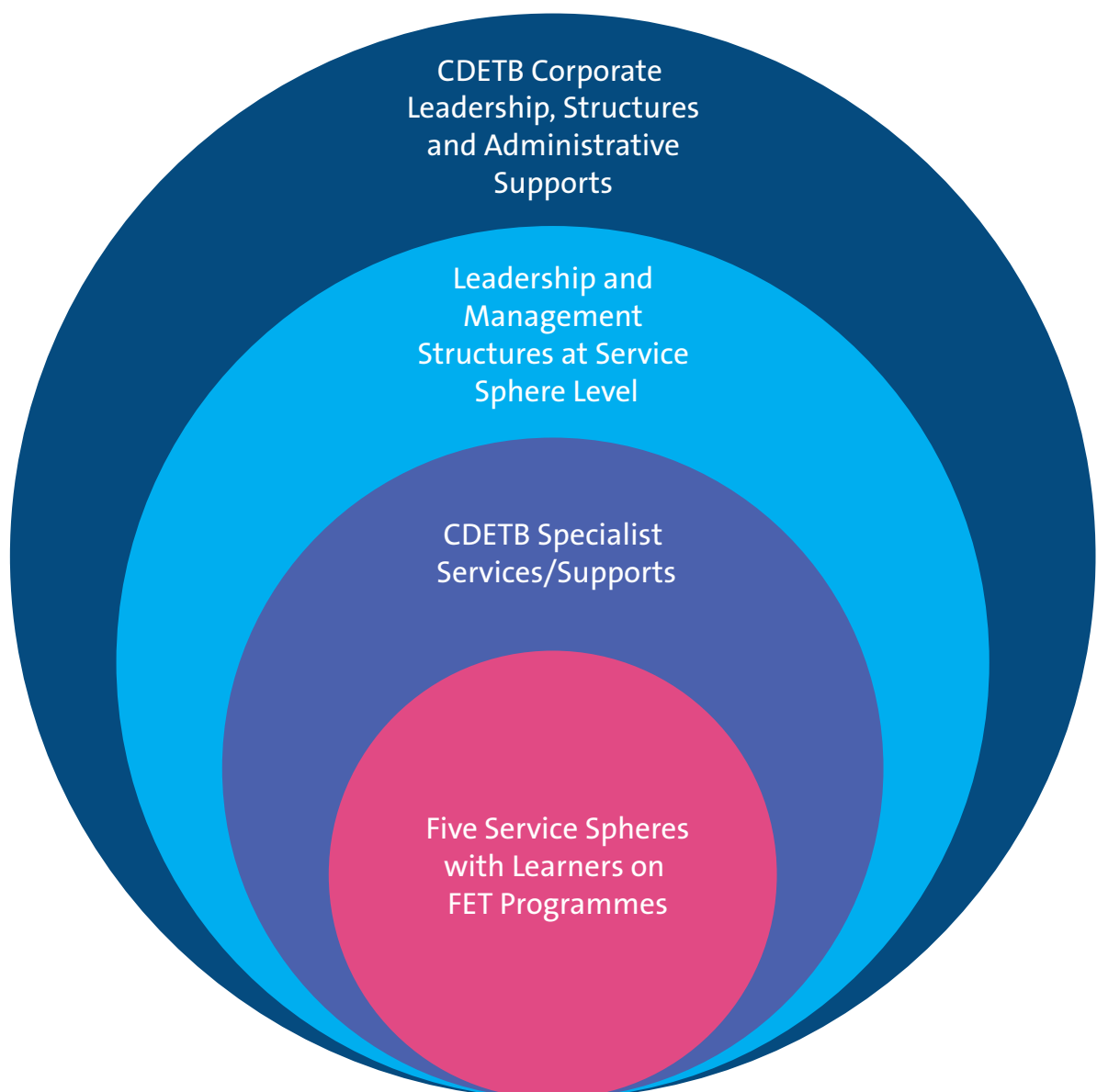
Figure 1 CDETБ Organisational and Reporting Structures



The organisational chart outlined in Figure 1 details the reporting lines and relationships across CDETБ. All FET provision in colleges, centres and service spheres report in to a Director of FET.

The graphic in figure 2 outlines the developing interconnectedness of CDETb FET provision. This interconnected approach has progressed over the last number of years as staff in management and leadership positions and staff at other levels within CDETb operate and work within cross-service sphere initiatives such as QA governance structures, Communities of Practice and Professional Learning Networks. This approach envisages FET learners at the centre of the five principal service spheres who are then further supported by the other CDETb specialist services and supports. FET Staff and learners are in turn further serviced and supported by service sphere leadership and management structures and by CDETb corporate leadership, management and administrative structures.

Figure 2: CDETb Interconnected FET Provision, Delivery and Support Structures





4 CDET B Approach to Quality Assurance and Enhancement

4. CDETБ Approach to Quality Assurance and Enhancement

4.1 Context

CDETБ has responsibility for ensuring corporate governance, oversight and monitoring in relation to the quality assurance and enhancement for the programmes, courses and services delivered through its colleges, centres and service spheres. This means that the primary responsibility for Quality Assurance (QA) procedures rests with CDETБ as a corporate entity rather than with individual CDETБ colleges, centres or service spheres. However, there is recognition within CDETБ that quality assurance, maintenance and enhancement is a cross organisational and collective requirement and responsibility. CDETБ is obliged to work towards achieving greater levels of consistency in terms of the learner experience and also to co-ordinate services in pursuit of the most positive experience and outcomes for learners. This does not necessarily mean the same approach can be taken in all service spheres as they can be quite different due to their mode of delivery and engagement with diverse learner cohorts.

4.2 CDETБ Quality Assurance, Maintenance and Enhancement Structures and Processes

The term “quality assurance” describes *“the processes that seek to ensure that the learning environment (including teaching and research) reaches an acceptable threshold of quality. Quality assurance is also used to describe the enhancement of education provision and the standards attained by learners. UNESCO defines quality assurance (QA) as “...an ongoing, continuous process of evaluating (assessing, monitoring, guaranteeing, maintaining and improving) the quality of ... [an] education system, institution or program.”*⁹

Prior to 2014, the former CDVEC (now CDETБ) centres had direct quality assurance (QA) agreements with the Further Education Training Awards Council (FETAC) for the delivery of programmes leading to FETAC awards. At the time FETAC was the main awarding body for Further Education and Training in the Republic of Ireland. In addition, the two Training Centres which were previously regional training centres of FAS (former state training agency) had a QA agreement which was the same for all such centres nationally. This QA system was called Transitional Quality Assurance System (TQAS) as it was updated at the point at which all such centres were integrated into the newly established Education and Training Boards (ETBs) in 2013. CDETБ took on responsibility for the operation of this service specific QA system when the two Training Centres in the Dublin city area became part of CDETБ in 2014. All of these agreements were in line with FETAC’s statutory Quality Assurance guidelines. FETAC was subsumed into Quality and Qualifications Ireland (QQI) when it was established in 2012.

⁹ QQI Policy on Quality Assurance Guidelines, April 2016/QP.10-V3, page 3

In 2014, CDETБ signed regularisation of arrangements agreements with QQI which resulted in CDETБ taking on 'provider' status and agreeing to take responsibility for the 22 legacy QA agreements which had previously been in place directly with the centres/services. CDETБ also agreed to move to a more unified quality assurance system with the 22 former providers becoming classed as CDETБ certification centres.

CDETБ as a provider of Further Education and Training (FET) has clear obligations under the [Qualifications and Quality Assurance Act 2012](#). Furthermore, CDETБ's approach to Quality Assurance is guided by the statutory Quality Assurance Guidelines¹⁰ issued by QQI in December 2016 and the sectoral specific quality assurance guidelines for ETBs issued in May 2017¹¹. QQI also developed topic specific quality assurance guidelines which also apply to FET providers, these include blended learning quality assurance guidelines¹² for programmes being offered using a blended mode of delivery which includes a combination of face-to-face and online delivery. In developing its QA procedures and structures CDETБ takes into account the clear obligations set down by the statutory QA guidelines. As a result of the issuing of the new QA guidelines, all providers were required to re-engage with QQI, by demonstrating an ability to meet the requirements under the new guidelines. Within CDETБ this involved considerable work and engagement at corporate/Head Office level and with and by all the service spheres. The new guidelines place a far greater focus on corporate level governance, which is a significant change to the previous model of centres/services being providers in their own right.

The ethos underpinning CDETБ's approach to quality assurance maintenance and enhancement is to work with our management, quality teams and staff to find solutions and to promote and support collaboration and innovation. This approach recognises:

- That there should be an appropriate balance struck between corporate oversight and centre autonomy
- The principle of subsidiarity: allowing decisions within a system of governance to be made at the most appropriate level
- That all services are not the same, quality assurance procedures should fit and be appropriate within the context of the type of service to which they apply
- The importance of achieving consistency in standards of quality within and across services versus pursuing a wholly standardised approach to quality. A 'one-size fits all' approach cannot work across a diverse range of services with diverse cohorts of learners

A number of key objectives were set for the ongoing revision and review of CDETБ's QA system namely:

- To develop a more unified approach to QA in consultation with colleges, centres and service spheres while maintaining the quality of the existing system

¹⁰ [Core Statutory Quality Assurance Guidelines.pdf \(qqi.ie\)](#)

¹¹ [Sector specific QA Guidelines for ETBs.pdf \(qqi.ie\)](#)

¹² [Statutory QA Guidelines for Blended Learning Programmes.pdf \(qqi.ie\)](#)

- To consolidate and build on current best practice, recognising and showcasing the quality of existing systems, getting buy in from staff and thus achieving the most positive outcomes for learners
- To review developed policies and procedures on an ongoing basis with management teams and staff
- To establish an effective system for communicating with staff, ensuring that staff are aware of QA policy and procedural development and its impact at college, centre and service sphere level

Programme Development leading to QQI Awards

In addition to the new statutory QA guidelines, QQI also issued a new programme validation policy and criteria in 2016, which applied to all Higher Education and Training (HET) and FET programmes leading to QQI awards from September 2018¹³. This represented a significant change of approach to programme development and validation and is more akin to the higher education model. Delegated Responsibility (DR) which had previously applied to ETBs under Programme Approval Agreements (PAAs) was suspended. DR had allowed ETBs to develop modules and approve them under their own processes without recourse to an independent validation panel. The latter now applies to all programmes. This has posed a significant challenge to ETBs including CDET B and has lengthened the process from development of programmes to delivery.

Further Education Training Strategy and FET Funding

SOLAS¹⁴ is the funding body for FET and is also tasked with devising the national strategy for FET¹⁵. The key aim of these strategies is to improve the standing, the quality of and access to FET nationally, which has impact for state resourcing of FET. In furtherance of these functions, in 2015 CDET B implemented SOLAS devised systems for requesting funding by course, centre and ETB known as the Funding Allocation Requests and Reporting System (FARR).

In 2017/18 the Programme Learner Support System (PLSS) system was introduced with the National Course Calendar first, then the learner database and finally FETCH (the Further Education and Training Course Hub) in 2018/19. The latter is the public facing website for learners.¹⁶ All of these systems were subject to extensive discourse through national fora and required significant time and resources to implement including training for every centre management and staff. Since their inception, there has been an attempt to streamline both systems. Additional functionality is introduced on a phased basis, and requires additional training and capacity building within the ETB to implement and manage at each point.

13 [Application for Validation \(FET\) \(qqi.ie\)](https://www.qqi.ie)

14 <https://www.solas.ie/>

15 <https://www.education.ie/en/Publications/Policy-Reports/Further-Education-and-Training-Strategy-2014-2019.pdf> and the most recent available at https://www.solas.ie/f/70398/x/64d0718c9e/solas_fet_strategy_web.pdf

16 <https://www.fetchcourses.ie/>

CDET B entered a Strategic Performance Agreement with SOLAS in 2018¹⁷ which involved the setting out of national targets by SOLAS for ETBs including CDET B. The systems are designed to capture performance related data. Since 2019, the function of running reports within the PLSS system has come on stream, allowing data to be manipulated and used. Additional functionality was introduced early in 2021, in relation to certain programmes where learners are in receipt of additional payments through the Department of Social Protection. It is anticipated that a new strategic performance agreement will be agreed again with new targets between SOLAS and ETBs following consultation.

Re-engagement with QQI

CDET B as part of the re-engagement process with QQI which took place in 2017/18, conducted an Executive Self-Evaluation (ESE) culminating in an ESE Report¹⁸. As part of this process CDET B moved from 22 Quality Assurance Agreements to four distinct sets of centre level quality assurance procedures¹⁹ which apply to the following service spheres:

- Colleges of Further Education
- Training Centres
- The Adult Education Service and the Education Service to Prisons
- Youthreach

Corporate level quality assurance policies and procedures²⁰ applicable to all service spheres had also been developed, which include CDET B's approach to:

- Quality Assurance, Maintenance and Enhancement including procedures for the development of new quality assurance policies and procedures
- Quality Assurance Governance
- Programme Development and Management
- Co-ordination of Course Delivery and Approval
- The Advertising of Courses
- Blended Learning, including delivery of blended programmes
- Assessment Malpractice, Extensions, Compassionate Consideration and Repeats
- Learner Complaints and Appeals

17 https://www.regionalskills.ie/imagelibrary/dublin-region-images/14717_solas_etb_city_of_dublin_web.pdf

18 [3-link-CDET B-Executive-Self-Evaluation-Report-1-Reduced-file-size_Redacted-2.pdf](#)

19 [Centre Level Quality Assurance Procedures | City of Dublin Education & Training Board \(etb.ie\)](#)

20 [Corporate Level Quality Assurance Policies and Procedures | City of Dublin Education & Training Board \(etb.ie\)](#)

Arising from the Executive Self Evaluation process, CDETБ published all relevant quality assurance policies and procedures via its website²¹. CDETБ also committed to reviewing and revising its QA structures and processes and included these actions in its Quality Assurance Improvement Plan (QIP). Progress reports in relation to the QIP were completed in 2019²² and 2020²³.

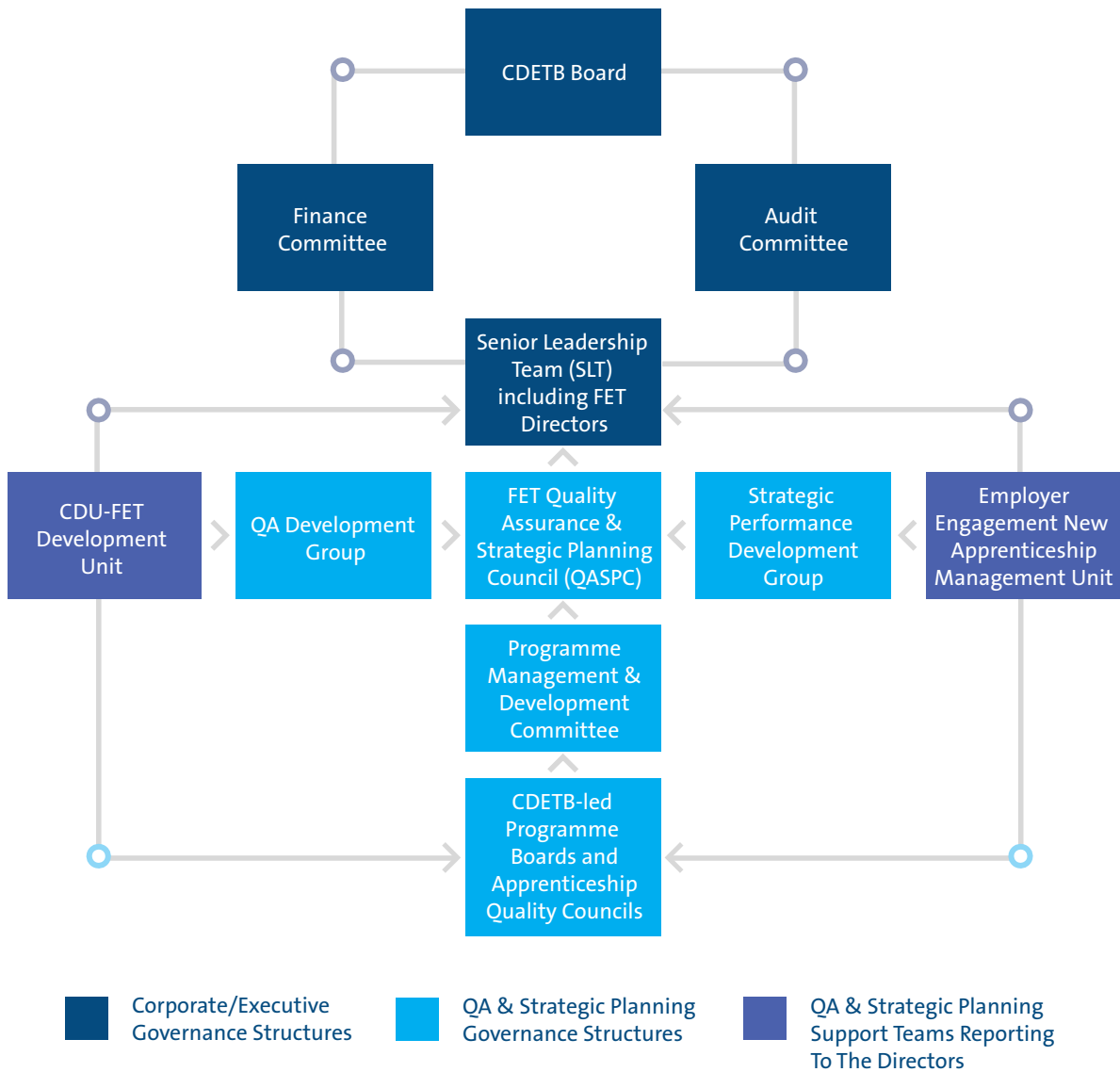
CDETБ Governance Structures

With the new more extensive and developed regulatory environment, the challenge as defined by CDETБ was to find a way to meet the requests and requirements emanating from the different statutory agencies in a more coherent manner. During 2019, building on existing processes and procedures, CDETБ refined, enhanced and further developed its' QA governance structures. The new structures built on the previous ones while taking into account the need for a more unified governance system which would combine the requirements for QA oversight and enhancement with strategic planning for FET and are outlined in the following diagram.

²¹ [Quality Assurance | City of Dublin Education & Training Board \(etb.ie\)](#).

²² [CDETБ-QIP-Progress-Report-Final-2019.pdf](#)

²³ [CDETБ - Quality Improvement Plan 2020 \(etb.ie\)](#)

Figure 1 CDETБ Organisational and Reporting Structures

The units of the QA Strategic Planning and Governance Structures are outlined in light blue in the diagram and the manner in which they link and connect to the Corporate/Executive Governance Structures (dark blue). The key QA and strategic planning support units are also outlined in purple shade in the diagram. Central to the CDETБ structure is the FET Quality Assurance and Strategic Planning Council (QASPC) which has a key role in terms of quality assurance, governance, oversight and strategic planning and performance. Each element of the QA and planning structure has defined terms of reference which outline role, purpose, membership and operating procedures²⁴. Membership of the various units are a mix of management and staff from across the colleges, centres and service spheres within CDETБ.

The two Directors of FET play a central role in the facilitation and chairing of many of the QA governance and oversight units and take the lead role on the Quality Assurance and Strategic Planning Council (QASPC). The various units within the CDET B Quality Assurance Governance and Strategic Planning structure are serviced and supported by the FET Development Unit, the Employer Engagement Unit and the Research and Data Analytics Unit. The key role and function of each of the quality assurance and planning components are briefly outlined below.

FET Quality Assurance and Strategic Planning Council (QASPC)

The main role and function of the FET Quality Assurance and Strategic Planning Council (QASPC) is to advise and make recommendations to the Senior Leadership Team (SLT) on the quality, development and improvement of all aspects of the FET offering of CDET B. The QASPC assists the SLT to establish a clear vision for the future development of FET in CDET B, by examining the education and training needs of the city of Dublin and ensuring the current range of CDET B provision is appropriate to the needs of learners, employers and other stakeholders such as QQI, SOLAS, Department of Further and Higher Education, Research, Innovation and Science and the Department of Education.

The QASPC supports the SLT to protect, maintain and develop the standards of FET programmes and assessment, so as to ensure that as far as possible, all learners receive an equivalent high quality learning and assessment experience.

The QASPC acts as the guarantor of quality and consistency for programmes and assessment for which QQI or other awards are made and also provides support and oversight for the implementation of the Strategic Performance Agreement with SOLAS. The key responsibilities of the QASPC are to:

- Oversee the further development and implementation of the quality assurance policies and procedures of CDET B
- Oversee the further development and implementation of the Strategic Performance Agreement of CDET B
- Review the reports of Groups, Subgroups and Working Groups and make recommendations on implementation
- Bring forward recommendations to the SLT on improvements to QA policy and procedures
- Bring forward recommendations on areas for programme development including new Apprenticeship and Traineeship proposals to the Programme Development and Management Committee (PDMC)
- Bring forward recommendations on implementation of actions in the Strategic Performance Agreement
- Review all of the above to ensure delivery/support for the Quality Assurance Improvement Plan, Statutory Review and the Strategic Performance Agreement

- Ensure that consultation has occurred with appropriate internal and external stakeholders on new developments in QA procedures and/or programme initiatives/development/applications
- Liaise with the FET support units and services, e.g. QA, Employer Engagement, Programme Learner Support System (PLSS) and receive relevant reviews, reports and updates
- Review, on a bi-annual basis, the terms of reference, workings and membership of multi-level Working Groups
- Contribute to the strategic planning of further education and training services delivered or supported by CDETБ
- Provide a concise annual report to the CE and SLT, which gives an overview of the work of the Council and makes recommendations to the CE and SLT as appropriate
- Bring issues of Risk in relation to further education and training to the attention of the CE and SLT

As highlighted in the Quality Assurance and Strategic Planning structure a range of sub-groups and support units are linked and report into the QASPC and a brief outline of their roles and remits are outlined below.

Quality Assurance Development Group (QADG)

The role of the QADG is to review and develop the QA policies and procedures operating in CDETБ, ensure that all procedures are robust and consistent across FET provision in CDETБ and to make recommendations to the QASPC regarding these matters. The QADG also works with all centres in reviewing current best practices and establishing procedures that can be applied consistently across FET. The key responsibilities of the QADG are to:

- Make recommendations to the QASPC for the revision of existing procedures or the development of new procedures
- Review proposed draft legislation relevant to FET and develop a draft CDETБ position paper for consideration by the QASPC
- Make recommendations for staff Professional Learning and Development (PLD) where it is necessary and desirable for the improved delivery or development of programmes
- Participate in the QA Statutory Review, with oversight of the implementation of Quality Assurance Improvement Planning, and involvement in self-evaluation processes

Strategic Performance Development Group (SPDG)

The role of the Strategic Performance Development Group (SPDG) is to provide a mechanism to assist with FET Strategic Planning in CDETБ and to support the implementation of the CDETБ-SOLAS Strategic Performance Agreement²⁵.

²⁵ [14717_solas_etb_city_of_dublin_web.pdf \(regionalskills.ie\)](#)

The SPDG has overall responsibility for monitoring and supporting the achievement of agreed CDETБ-SOLAS FET targets. The SPDG supports, monitors and assists CDETБs' commitments to deliver the Strategic Performance Agreement and the Quality Assurance Improvement Plan and makes recommendations to the QASPC regarding these matters.

Programme Management and Development Committee (PMDC)

The role of the Programme Management and Development Committee (PMDC) is to provide the necessary corporate governance and oversight for modifications to existing CDETБ programmes and programme modules and the development of new CDETБ programmes, programme modules and awards. The PMDC does not have a role in relation to apprenticeships and traineeships which operate according to Apprenticeship Quality Council terms of reference. The key responsibilities of the PMDC are to:

- Make recommendations to the QASPC for the development and support of new programmes which are consistent with the mission and strategic plan of CDETБ and the CDETБ-SOLAS Strategic Performance Agreement, and which are informed by the relevant CDETБ QA and planning Subgroups
- Review and approve programme documentation prior to its submission to the awarding body for validation
- Approve programme and organisational review documentation prior to its submission to the awarding body
- Make recommendations for staff development where it is necessary or desirable for the improved delivery or development of programmes

CDETБ-led Programme Boards and Apprenticeship Quality Councils

The key role of programme boards and apprenticeships councils is to report on the quality and delivery of validated programmes for which CDETБ is the lead/coordinating provider. The Apprenticeship in Auctioneering and Property Services which was launched in 2018 and which CDETБ was the lead ETБ in its development is one example of an apprenticeship council in operation. Key responsibilities of programme boards and apprenticeships councils are to:

- Consider reports and updates from other CDETБ-led Programme Boards
- Fulfil any reporting requirements to external bodies on programme activities
- Make recommendations to the CE and SLT in relation to the management of the CDETБ validated programmes
- Make recommendations on the possible development of new programmes/ apprenticeships/ traineeships to the PMDC

FET Consultation Working Group

The QASPC established a FET Consultation Working Group comprised of staff from across the five service spheres. The purpose of the Working Group is to consider applications/requests from colleges, centres and service spheres in relation to:

- New course applications
- Requests to change course title/s
- Change of mode of delivery²⁶
- Changes/movement to current offerings taking place across the CDETБ FET system

The Working Group provides applicant colleges, centres and service spheres with the opportunity to attend its meetings. This in order to facilitate consultation and the provision of additional information for consideration by the Directors of FET.

Quality Teams

A further innovation which CDETБ progressed during 2019 was the formal establishment of quality teams at college, centre and service sphere level. This was a practical application of the principle to directly involve staff at direct provision/centre level in the development, oversight and maintenance of good quality assurance practices and policies²⁷. To date up to thirty quality teams have been established with the purpose and remit to:

- Promote, enhance, develop, coordinate and support quality assurance in a specific college, centre or service sphere and
- Foster and embed a culture of quality improvement in the provision and delivery in the college, centre or service sphere

Membership of the quality teams comprise college/centre/service sphere management, staff and those with a particular remit or role in relation to QA at local level. Quality teams play an important bridging/linking role between colleges, centres and service spheres and the corporate QA governance units and structures and are important conduits for the dissemination and embedding of new QA policies and procedures.

Connected and Supported Structures

Overall, the CDETБ quality assurance and enhancement structures and processes aim to balance central corporate QA governance, oversight and responsibility with local college, centre and service sphere involvement and input.

²⁶ From traditional face to face to a blended mode which combines face to face and online delivery.

²⁷ [CDETБ Quality Assurance Governance and Strategic Planning | City of Dublin Education & Training Board](#)

Quality Assurance governance structures, policies and procedures within CDETБ communicate and reinforce the key principle that quality assurance maintenance and enhancement is a collective, shared and cross organisational requirement and responsibility. In addition, local leadership and management structures at college, centre and service sphere levels are vital components in overseeing and ensuring the quality of CDETБ's FET provision to learners.

FET Development Unit

The FET Development Unit was established in 2015 with a remit to:

- Support and enable CDETБ and its staff to meet the challenges and opportunities which present themselves within the FET Sector
- Provide a supportive and resourceful presence at all levels of CDETБ and across its various service spheres
- Maintain the educational ethos and core values of CDETБ

The unit actively supports and resources FET provision in CDETБ in areas such as quality assurance/enhancement, programme development, policy review, research/evaluation and Professional Learning and Development (PLD). A key aspect of the unit's role is supporting and servicing the QASPC and the various sub groups and units linked to it in particular those concerned with quality assurance.

Employer Engagement Unit

The CDETБ Employer Engagement Unit was established to:

- Provide a cohesive education led structure for employers to access and avail of the full range of services available to them across all of CDETБ's provision
- Actively promote CDETБ's training and education programmes including pre-entry level and upskilling of current employees
- Identify skills gaps and training needs and develop solutions for employers in specific industry sectors including traineeships and apprenticeships

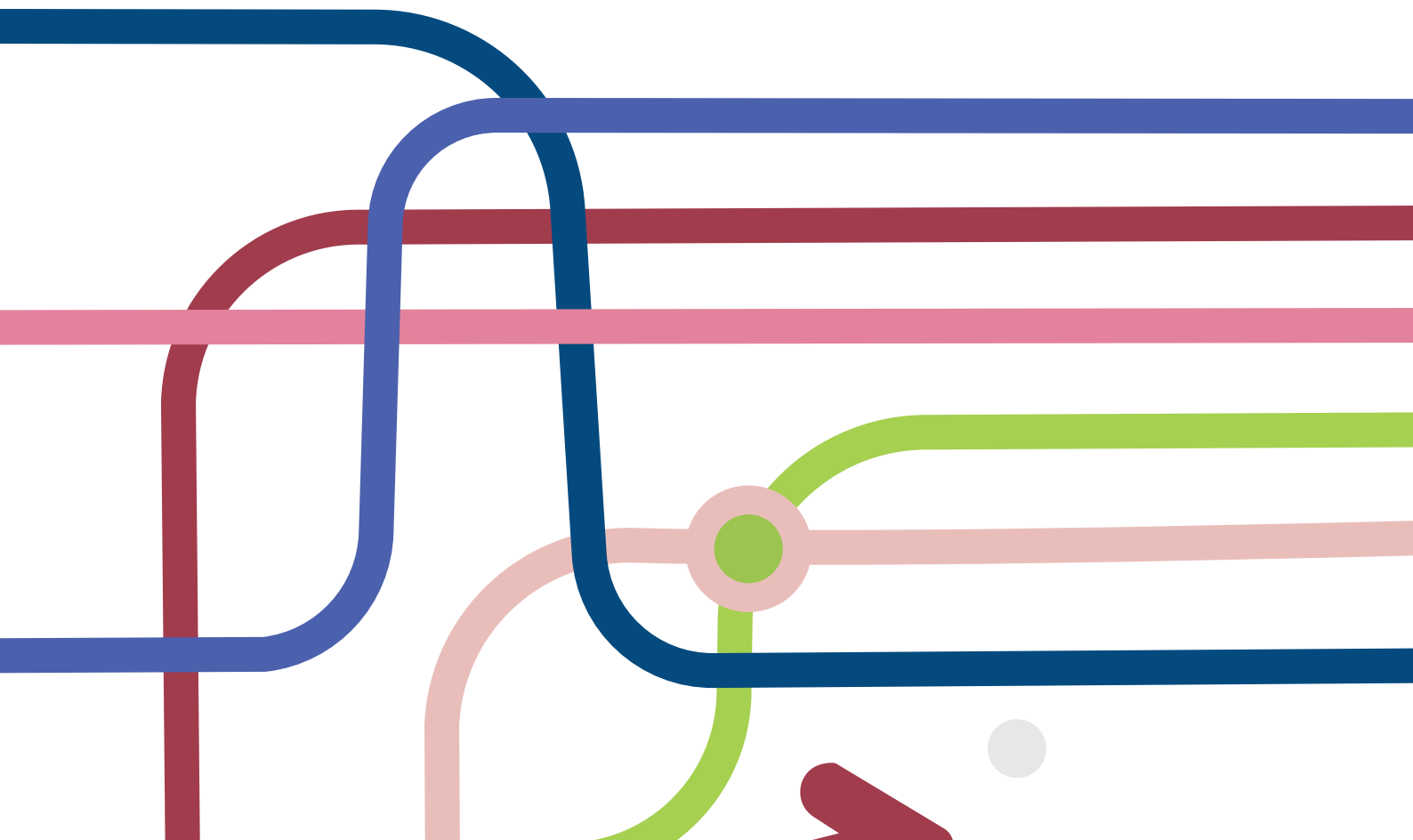
The unit has been instrumental in the collaborative process of developing and hosting diverse and innovative Traineeships through CDETБ's Colleges of Further Education and Training Centres and supporting colleges in their response to a call to develop PLC Pathways to Apprenticeships.

Research and Data Analytics Unit

The Research and Data Analytics Unit has a remit to:

- Provide data and statistics required by CDETБ for effective planning, funding purposes and the maximisation of the use of resources
- Support CDETБ to evaluate, review, plan and report on outcomes and services provided
- Provide data to assist decisions on FET new course applications that colleges or centres may wish to deliver
- Ensure that both the Programme Learner Support System (PLSS) and Funding Allocation Requests and Reporting System (FARR) systems are embedded into local business processes at college and centre level and that staff are trained to effectively use these data sources

The Unit enables CDETБ to produce reliable data for evidence based decisions and to meet the planning/funding requirements set by SOLAS under the Strategic Performance Agreement model.





Overview of the City of Dublin

5 Regional Profile

5. Regional Profile

Dublin city is the political, administrative, commercial and cultural capital of the Republic of Ireland. It is the seat of national government and has a varied business and commercial profile comprising older established enterprises (e.g. brewing and transport) alongside more recently developed sectors such as Information Communications and Technology (ICT) and financial services. The city has a population of 554,554 as recorded in Census 2016 of which 325,385 live on the north-side of the city and 229,169 live on the south-side of the city. The area of Dublin city covers approximately 115 square kilometres. Dublin city comes under the administrative authority of Dublin City Council. The city is located in the county of Dublin which has three other local government authorities covering administrative areas beyond the city boundary. Overall, the Dublin city and county area has a population of over 1.4 million. The population of the city is steadily increasing and in the period 2011 to 2016 grew by approximately 25,400 people or almost 5%. The growth in population is not uniform across the city with the greatest increase occurring in the city centre in older established areas particularly on the north-side of the city. These areas have been subject to extensive development in terms of the location of new industries (e.g. financial services) and the construction of new housing apartments and accommodation. Conversely the south inner city and the surrounding older established south-side suburbs recorded the lowest population increase in the city at less than 3%. By 2026 the population of Dublin city is projected to increase by up to 70,000 people. According to data outlined in the Dublin City Council Strategic Issues Paper prepared as part of the consultation phase for the Dublin City Development Plan 2022-2028²⁸ a number of key factors will influence and shape the future of the city namely:

- The dependency ratio (i.e. the proportion of people aged 0 to 4 and over 65 as a percentage of the working age population, those aged 15 to 64 years) in Dublin City is lower than the rest of the state particularly for the lower age cohort. The dependency ratio for the state as a whole was 53% as compared to a total dependency ratio for Dublin City of 39%
- Almost 60% of the population of Dublin City aged over 15 years were at work with labour force participation rates quite high at almost 65%.
- The largest socio-economic group in Dublin city according to the 2016 Census were non-manual at 20% of the workforce while “own account workers” and the “unskilled” made up 4% each and were the lowest proportion of all persons
- Over a third (36%) of Dublin City residents were classified as employers, managers or professionals
- CSO data identifies seven unemployment blackspots within Dublin City with unemployment rates of over 30% placing the city in third place as regards the number of unemployment black spots nationally

²⁸ Available at <https://www.dublincity.ie/sites/default/files/2021-01/full-document-pre-draft-consultation-strategic-issues-paper.pdf>

The Strategic Issues Paper succinctly outlines the challenges facing the city when it states:

“The City nonetheless faces many challenges. Infrastructure constraints, limited public transport capacity and a constrained supply of high quality housing are barriers to the continued economic growth of the capital. Prosperity in the capital is also not equitable, and there remain areas and communities of disadvantage. The Covid-19 pandemic, Brexit and climate change bring further challenges and there is no doubt, that the City is facing an unprecedented period of uncertainty”

Table 7: Employment in Dublin City by sector 2016

Employment Sector 2016	Dublin City
Agriculture, forestry and fishing (A) plus mining and quarrying (B)	454
Manufacturing (C)	11,751
Electricity, gas, steam and air conditioning supply (D)	1,726
Water supply; sewerage, waste management and remediation activities (E)	869
Construction (F)	7,955
Wholesale and retail trade; repair of motor vehicles and motorcycles (G)	27,332
Transportation and storage (H)	11,180
Accommodation and food service activities (I)	17,173
Information and communication (J)	22,507
Financial and insurance activities (K)	20,186
Real estate activities (L)	1,582
Professional, scientific and technical activities (M)	22,734
Administrative and support service activities (N)	12,127
Public administration and defence; compulsory social security (O)	14,015
Education (P)	20,850
Human health and social work activities (Q)	28,278
Arts, entertainment and recreation (R)	5,752
Other service activities (S)	4,939
Activities of households as employers producing activities of households for own use (T)	387
Activities of extraterritorial organisations and bodies (U)	359
Industry not stated	33,514
Unemployed looking for first regular job	4,686
Unemployed, having lost or given up previous job	34,514
Total in Labour Force	304,870

The total Dublin City labour force of 304,870 and their employment sectors as recorded in Census 2016 are outlined in Table 7 above. Prominent employment sectors include human health and social work activities (H), wholesale and retail; repair of motor vehicles and motorcycles (G), professional, scientific and technical activities (M), information and communication (J), Education (P) and Financial and Insurance activities (K). Significantly manufacturing (C) is in the mid-range in terms of the number of people employed in this sector.

Table 8: Top five employment sectors in the Dublin city and county region Q3 2020

Sector	Total Employed Q3 2020	%Change from Q1 to Q3 2020
Health	89,800	Increased by 1%
Wholesale and Retail	89,700	Increased by 14%
ICT	66,300	Decreased by 11%
Financial Services	61,900	Increased by 4%
Education	57,400	Decreased by 2%

(Source www.regionalskills.ie/regions/Dublin and www.solas.ie)

The top five employment sectors in the Dublin city and county region as of Q3, 2020 are outlined in Table 8 above. The different sectors did not experience the COVID 19 pandemic in the same way. For example, the Wholesale and Retail sector experienced an increase of employment of 14% between Q1 and Q3 of 2020. Conversely the ICT sector experienced a decrease of 11% in the same period. The numbers of unemployed in the Dublin city and county region in Q3 2020 was 61,300 which represented an increase of 26,500 or 3.6 percentage points from Q1 2020 reflecting the impact of COVID 19 on unemployment levels. Overall the unemployment rate at the end of Q3 2020 in the Dublin city and county region was 8.2%. Another key indicator of the impact of COVID 19 was the number of people on the government sponsored Pandemic Unemployment Payment (PUP) a social welfare payment for employees and self-employed people who lost their employment due to the pandemic public health emergency. The number of people claiming this payment in May 2020 was 175,500 with particular sectors experiencing more pronounced impacts. According to trends recorded by SOLAS “the professional, scientific and technical activities sector saw the largest absolute decline in employment (12,000 persons or an 18% decrease), with the wholesale and retail sector recording the largest increase (11,100 persons)”.

The specific challenges facing Dublin City and the greater Dublin region arising from the COVID 19 pandemic are articulated in the Dublin Economic Monitor²⁹, a quarterly publication produced for Dublin City Council and the three other local government authorities in the wider Dublin county area. The June 2021 edition of the Monitor notes:

²⁹ Available at <https://www.dublineconomy.ie/>

“The volume of online postings for jobs in the Dublin region continued to recover in May 2021, albeit at a slower rate when compared to the rest of the country. According to Indeed data, postings remained 15.6% lower in Dublin than the pre-pandemic baseline of February 2020 but remained on an upward trend from the trough of June 2020. Despite the broadly positive movements in the Capital, it is evident that the jobs recovery is far stronger outside of Dublin. Job postings for the Rest of Ireland were up by 20.2% on the pre-pandemic baseline and have consistently outperformed over the past year”

According to the Dublin Economic Monitor in Q2, 2021 there were over 690,000 people employed in the labour market in the greater Dublin area inclusive of the four local authorities for the city and county. The broad sectoral breakdown was 62% employed in Private Sector Services, 27% employed in the Public Sector, 7% employed in Industry and 4% employed in construction. Due to the importance of the Dublin city and county economy for the development and well-being of Irish society, a speedy recovery from the serious impacts of COVID 19 is a key goal for all interest groups including the education and training sector.





6 Provision Profile

6. Provision Profile

The overview of FET provision outlined in this section will broadly reflect the five CDET B service spheres and is based on data sourced from the PLSS and FARR data base systems which capture FET provision funded by SOLAS. During 2020 the COVID 19 pandemic impacted the provision of FET right across CDET B. The introduction of social distance protocol measures, reductions in class room/centre capacity and the temporary closure of colleges and centres all contributed to new ways of engaging with learners. All service spheres within CDET B responded to the changed circumstances by shifting to emergency remote teaching and learning. This necessitated extensive and rapid upskilling and professional learning and development of CDET B staff which was overseen by the PLD Coordinator. The CDET B experience of COVID 19 during 2020 was captured in the review document, "[Informing the Future](#)"

Table 9: Full Time and Part Time FET Learners in Colleges of Further Education (CFEs) and other Colleges providing FET 2020

Colleges of Further Education (CFEs) and other Colleges	Number of Full Time Learners (2020)	%	Number of Part Time Learners (2020)	%	Total Learners	%
Ballsbridge CFE	681	97%	24	3%	705	100%
Ballyfermot CFE	1,811	99%	18	1%	1,829	100%
Cabra Community College	69	54%	59	46%	128	100%
Clogher Road Community College	0	0%	52	100%	52	100%
Colaiste Dhulaigh CFE	2,168	96%	79	4%	2,247	100%
Colaiste Ide CFE	1,198	73%	452	27%	1,650	100%
Crumlin CFE	725	99%	7	1%	732	100%
Inchicore CFE	1,650	91%	157	9%	1,807	100%
Killester CFE	595	91%	62	9%	657	100%
Kylemore College	9	100%	0	0%	9	100%
Liberties CFE	1,157	98%	21	2%	1,178	100%
Marino CFE	514	84%	95	16%	609	100%
Pearse CFE	597	77%	176	23%	773	100%
Plunket CFE	345	68%	161	32%	506	100%
Rathmines CFE	950	98%	20	2%	970	100%
Ringsend College	17	52%	16	48%	33	100%
Whitehall CFE	673	99%	9	1%	682	100%
Total	13,159	90%	1,408	10%	14,567	100%

The term learner used in sections 6 and 7 describes the total number who benefit from interventions provided through SOLAS funded FET in a given calendar year, irrespective of whether they are present at the start of the year or join a course during the year. This is a requirement of SOLAS as it reflects the level of FET activity that they fund in a given year. In the 13 CFEs the number of full time learners ranged from Colaiste Dhulaigh to Plunket reflecting the size and capacity of the different colleges. Of the total of 14,567 learners in 2020, 13,159 (90%) were full time while 1,408 (10%) were part-time. CFEs also engage learners in self-financing part-time evening schools and through programmes funded by state bodies and agencies such as Springboard³⁰.

Table 10: Full Time and Part Time FET Learners in the Adult Education Service, Training Centres, Youthreach Centres and two specialist services 2020

Selected FET Providers	Number of Full Time Learners (2020)	%	Number of Part Time Learners (2020)	%	Total Learners	%
Adult Education Service Area 1			1,375	100%	1,375	100%
Adult Education Service Area 2			2,394	100%	2,394	100%
Adult Education Service Area 3			1,843	100%	1,843	100%
Adult Education Service Area 4			2,360	100%	2,360	100%
Adult Education Service Area 5			1,246	100%	1,246	100%
CDET B Ballyfermot Training Centre	1,034	74%	371	26%	1,405	100%
CDET B Finglas Training Centre	460	67%	228	33%	688	100%
Ballyfermot Youthreach	65	100%			65	100%
Ballymun Youthreach	105	100%			105	100%
Cabra Youthreach	32	100%			32	100%
Coolock Youthreach	19	100%			19	100%
Crumlin Youthreach	93	100%			93	100%
Harmonstown Youthreach	78	100%			78	100%
North Great George's Street Youthreach	102	100%			102	100%
Pleasant Street Youthreach	155	100%			155	100%
Transition Centre Youthreach	103	100%			103	100%
Drug Treatment Court			53	100%	53	100%
Youth and Education Service for Refugees & Migrants			53	100%	53	100%
Total	2,246	18%	9,923	82%	12,169	100%

³⁰ For further information on Springboard please see <https://springboardcourses.ie/f>

The number of full time and part-time FET learners who engaged in the five Adult Education Service areas, two Training Centres, nine Youthreach Centres and two other specialist services in 2020 is outlined in Table 10. Of the total of 9,218 learners who participated in the Adult Education Service all were part-time. Conversely all 752 Youthreach learners were full time. These figures reflect the nature and mode of provision of both these services. Of the total of 2,093 learners who engaged in FET in the two Training Centres, 71% were full time and 29% were part-time. A total of 106 part-time learners participated in the education programmes provided through the Drugs Court and the Youth and Education Service for Refugees and Migrants. Overall 12,169 learners engaged in FET in the range of CDET B services and centres detailed in Table 10 of which 9,923 (82%) were part-time and 2,246 (18%) were full time.

Table 11: Part Time FET Learners in the Education Service to Prisons 2020

Education Service to Prisons (ESP)	Number of Part time Learners (2020)	%
Service delivered in 7 Locations	7,747	100%
Total	7,747	100%

The Education Service to Prisons (ESP) engaged a total of 7747 part-time learners in 2020 in the range of certified and non-certified courses across the seven sites where the ESP is delivered. Due to the provision of FET within a prison system and setting, ESP staff are flexible and innovative in terms of their delivery and engagement with learners.

Table 12: Part Time FET Learners in a range of Community Providers supported by the Adult Education Service in 2020

Community Provider	Number of Part Time Learners (2020)	%
Ballymun Adult Read & Write Scheme (BARWS)	586	100%
Ballymun Regional Youth Resource	27	100%
Community Afterschools Project (CASPr)	37	100%
Dublin 8 Community Education Centre	186	100%
Dublin Adult Learning Centre (DALC)	386	100%
Focus Ireland	41	100%
Foundations Project	127	100%
Gateway Project	103	100%
Henrietta Adult & Community Education (HACE)	177	100%
KLEAR	333	100%
Larkin Unemployed Centre	256	100%
One Family	139	100%
SIPTU	168	100%
Spiritan Asylum Services Initiative (SPIRASI)	110	100%
Warrenmount Community Education & Development Centre	670	100%
Whitefriar Aungier Area Community Council (WAACC)	34	100%
Total	3380	100%

Table 12 outlines the FET learner numbers in 2020 in a range of community providers of adult and community education that were in receipt of grant aid or support from CDETБ via the Adult Education Service. With the exception of the Foundations Project, which is a directly managed CDETБ service working with the homeless, these providers are independent legal entities operating under their own management and governance structures. All are located across the city of Dublin particularly in areas with high scores on indices of deprivation. Across all sixteen providers a total of 3380 learners were engaged with in 2020. Significantly all learners were part-time, reflecting the flexible, adult and social inclusion focused and skills development approach of these providers. From a quality assurance perspective, in general where community providers are grant aided, FET programmes are delivered under their own quality assurance system as registered providers with QQI, and are therefore quality assured by these providers under their approved QA processes.

Where a community organisation receives support from CDETБ in the form of tutor hours, then the FET programmes are delivered by CDETБ staff in those centres and are delivered under CDETБ's quality assurance system applicable to the Adult Education Service, and are therefore quality assured by CDETБ.

Table 13: Full Time FET Learners in a range of Second Providers supported by the two Training Centres in 2020

Community Provider	Number of Full Time Learners (2020)	%
10 Community Training Centres (CTCs)	528	100%
5 Specialist Training Programmes (STPs)	558	100%
5 Local Training Initiatives (LTIs)	138	100%
2 Justice Workshops	28	100%
Total	1,252	100%

The two Training Centres grant aided and supported twenty-two second providers in 2020. These providers are constituted legal entities operating in the community and voluntary sector. They cater for particular cohorts and categories of learners. For example, the ten CTCs cater for early school leavers in a broadly similar manner and approach to the Youthreach Centres while the LTIs and STPs target specific target groups such as the long term unemployed or learners with additional and particular needs. In 2020 these second providers engaged 1,252 learners in full time FET provision. The FET programmes delivered in these centres are delivered under CDETБ's QA system which operates in the Training Centres and are therefore quality assured by CDETБ.

Table 14: Field of Learning by FET Learners 2018, 2019 and 2020

Field of Learning	Learners 2018	Learners 2019	Learners 2020
Agriculture, Horticulture and Mari-culture	329	367	293
Animal Science	254	212	201
Arts & Crafts	1,557	1,589	1,552
Built Environment	1,063	995	945
Business, Administration	3,125	2,911	2,332
Core ICT	759	956	290
Core Personal³¹	16,079	17,000	11,926
Engineering	118	134	122
Engineering (Electrical)	580	1,310	803
Engineering (IT)	18	19	16
Engineering (Mechanical)	561	584	430
Engineering (Transport)	655	1,222	817
Entrepreneurship	111	0	0
Financial Services	222	565	394
Food and Beverage	302	344	346
General Learning	11,478	12,380	8,500
Hairdressing, Beauty and Complementary Therapies	746	712	634
Health, Family other Social Services	4,578	4,786	4,700
Information Technology	884	912	815
Management	150	141	91
Media Graphics Communications	2,050	1,945	1,574
Research and Education-Training	27	29	20
Sales & Marketing	348	435	332
Science and Technology	379	388	356
Security, Guarding & Emergency Services	282	232	68
Sport and Leisure	1,060	1,044	917
Tourism	690	680	523
Transport, Distribution & Logistics	21	52	42
Web Development & Design	85	80	76
Total	48,511	52,024	39,115

31 Programmes of general learning and core skills would come within this field of learning, in particular at the lower levels of the NFQ.

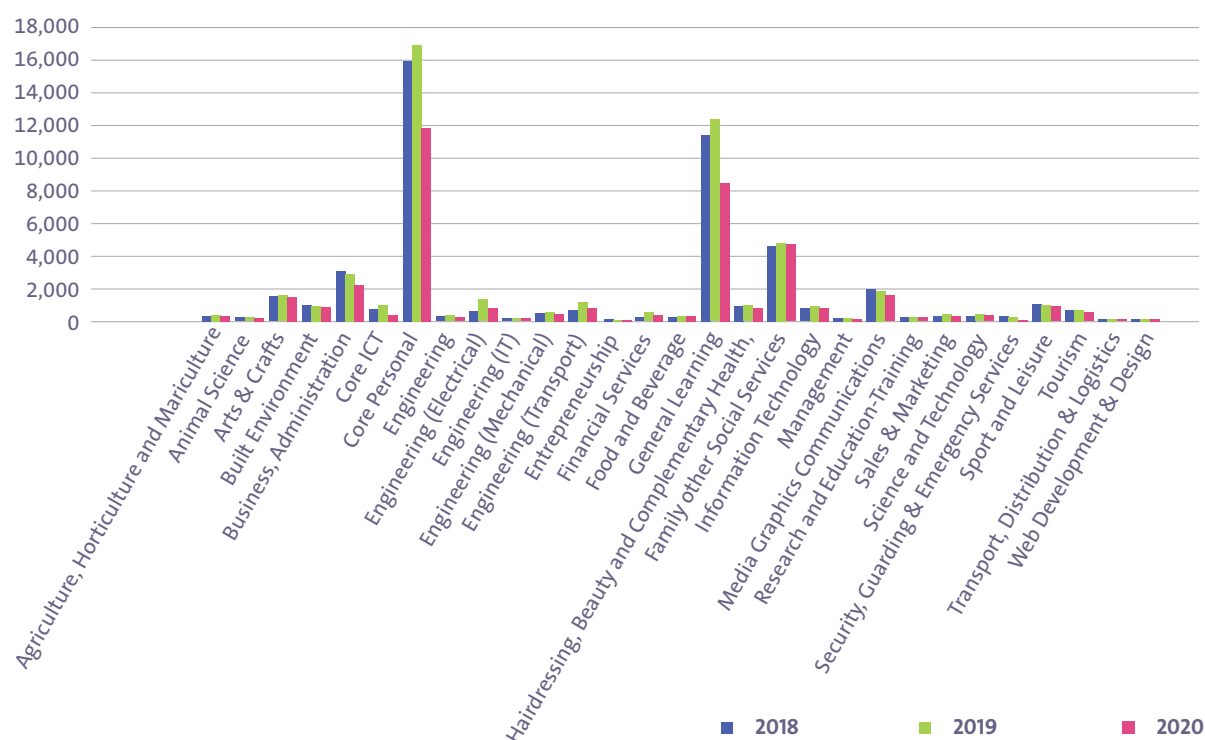
Figure 4: Field of Learning by FET Learners 2018, 2019, 2020

Table 14 and Figure 4 outline the Fields of Learning and total FET learners for 2018, 2019 and 2020. Core Personal and General Learning remained the consistently high fields of learning over the three-year period although the drop in 2020 in both types of provision is marked. This is a reflection of the impact of COVID 19 on the provision of the Adult Education Service and the Education Service to Prisons. Health, Family other Social Services remained remarkably consistent and stable over the three-year period. Small reductions are recorded in the fields of Business, Administration and Media Graphics and Communication. Overall the total number of learners in the various Fields of Learning fell from 52,024 in 2019 to 39,115 in 2020 a clear reflection of the challenges, restrictions and impact of COVID 19 on CDETb's provision of FET during 2020.

Table 15: FET Provision by NFQ Levels for 2018, 2019 and 2020

Course Level	2018	2019	2020
NFQ Level 1	4	8	8
NFQ Level 2	216	172	185
NFQ Level 3	442	332	319
NFQ Level 4	335	285	253
NFQ Level 4/5	28	24	23
NFQ Level 5	463	451	400
NFQ Level 6	193	191	170
Honours Bachelor Degree/Higher Diploma	1	2	2
Uncertified Courses	1,469	1,309	1,061
Total	3,151	2,774	2,421

FET provision by National Framework of Qualifications (NFQ) [https://www.qqi.ie/Articles/Pages/National-Framework-of-Qualifications-\(NFQ\).aspx](https://www.qqi.ie/Articles/Pages/National-Framework-of-Qualifications-(NFQ).aspx) level for the years 2018, 2019, 2020 is outlined in Table 15 and the Bar Chart below. They fell from a total of 3,151 courses in 2018 to a total of 2,421 courses in 2020 representing a reduction of 13% over the three-year period. The biggest reduction was in Uncertified Courses from 1,309 in 2019 to 1,061 in 2020 representing a reduction of 19%. This reflects the impact of COVID 19 on CDETБ's ability to deliver general education and uncertified courses during 2020 and the particular effect on service spheres such as the Adult Education Service and the Education Service to Prisons.

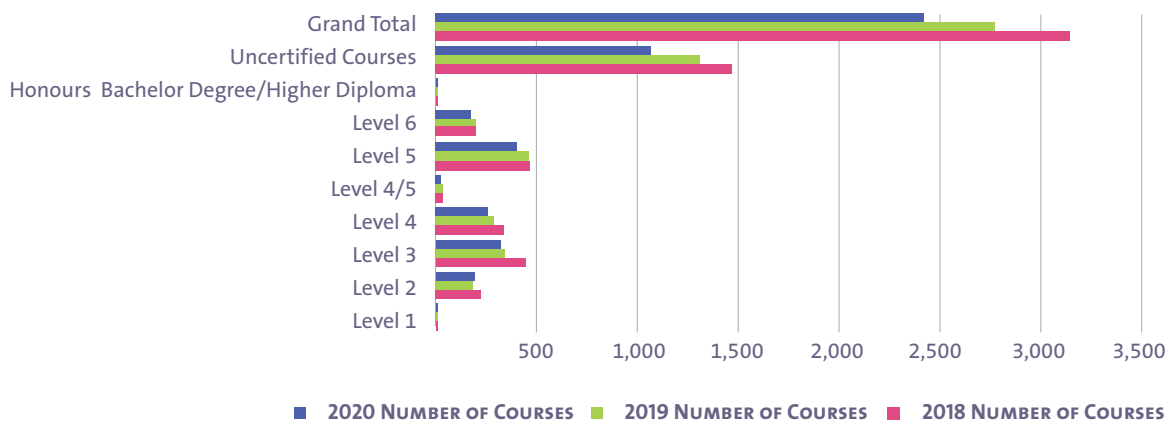
Figure 5: Provision by NFQ Course Levels 2018, 2019, 2020

Table 16: Number of Courses by Awarding Body for 2018, 2019 and 2020

Awarding Body	2018	2019	2020	
	Number of Courses	Number of Courses	Number of Courses	% of Total 2020
QQI-FE	1,521	1,334	1,232	50.9%
Uncertified Courses	1,348	1,194	989	40.9%
Pearson	83	69	64	2.6%
ICS SKILLS	63	49	25	1.0%
Department of Education & Skills	49	42	44	1.8%
Approved EN Certifying Body	25	27	21	0.9%
City & Guilds	19	12	5	0.2%
PHECC	13	12	8	0.3%
ATI	7	7	8	0.3%
ERS	5	8	8	0.3%
CITB (Construction Industry Training Board)	3	1	1	0.0%
MICROSOFT	3	1		0.0%
OFTEC	3	4	4	0.2%
British Horse Society	2	2		0.0%
CompTIA	2	3	1	0.0%
ITEC	2	2	3	0.1%
Dublin City University	1	1	1	0.0%
EASA	1	4	1	0.0%
Oracle	1			0.0%
Autodesk			1	0.0%
CISCO			1	0.0%
EHAI (Environmental Health Association Ireland)		1	2	0.1%
GQA Qualifications			1	0.0%
University of Dundee		1	1	0.0%
Total	3,151	2,774	2,421	100%

CDETB engaged with a broad range of awarding bodies in 2018, 2019 and 2020. Of the total of 2,421 course offerings in 2020, 1,232 (50.9%) were QQI validated. Uncertified courses in 2020 were 989 (40.9%) reflective of general education provision in the AES and Education Service to Prisons.



Diverse and Inclusive Learning



Diverse and Inclusive Learning

7 Learner Profile

7. Learner Profile

As is clear from the data detailed above in Section 6, COVID 19 directly impacted on the number of learners engaging in and benefiting from SOLAS funded FET programmes and courses delivered by CDETb in 2020. This is clearly reflected in reduced learner numbers for 2020 as detailed below in Table 17.

Table 17: Full Time and Part-Time FET Learners 2018, 2019 and 2020

Learners	2018	2019	2020	%2020
Full Time	19,592	19,494	16,657	43
Part Time	28,919	32,530	22,458	57
Total	48,511	52,024	39,115	100

In 2019 CDETb FET learner numbers peaked at 52,024 of which 19,494 (37%) were full time and 32,530 (63%) were part time. Total learners in 2020 was 39,115, a reduction of 25% on 2019 but with the larger part of this reduction occurring in the number of part time learners. This larger reduction reflects the greater impact of COVID 19 on the service spheres with the higher number of part time learners, namely the Adult Education Service, Education Service to Prison and to a lesser extent the two Training Centres. The number of full time learners in 2020 was 16,657 (43%) and the number of part-time learners was 22,458 (57%).

Table 18: Full Time Learners by type of FET Provision

Full Time Learners	2018	2019	2020
Apprenticeship Phase 2/4/6	1,676	1,712	963
Apprenticeship Phase 7	218	348	307
2016+Apprenticeship	176	358	227
Bridging and Foundation	0	8	21
Community Training Centres	703	697	528
Justice Workshop	68	48	28
Local Training Initiatives	129	145	138
PLC Provision	13,509	13,349	12,337
Specialist Training Providers	616	732	558
Specific Skills Training	580	456	259
Traineeship Training	255	222	141
Vocational Training Opportunities Scheme (Core VTOS)	840	554	398
Youthreach	822	865	752
Total	19,592	19,494	16,657

The type of FET provision full time learners engaged in for 2018, 2019 and 2020 is outlined in the above table. Post Leaving Certificate (PLC) provision fell from 13,349 learners in 2019 to 12,337 in 2020 an 8% reduction between the two years. Other types of provision had larger percentage reductions in the number of learners due in large measure to the impacts of COVID 19. For example, Apprenticeship Phase 2/4/6 fell from 1,712 to 963 a 44% reduction between 2019 and 2020 while Specialist Training Providers learner numbers fell from 732 to 558 a 24 % reduction in the same period. Other categories experienced similar marked declines, Core VTOS provision fell from 554 learners in 2019 to 398 learners in 2020 a reduction of 28%, while Specific Skills Training fell from 456 learners in 2019 to 259 learners in 2020 a reduction of 43%.

Table 19: Part Time Learners by type of FET Provision

Part Time Learners	2018	2019	2020
Adult Literacy Groups	5,409	6,235	4,121
Back To Education Initiative (BTEI)	1,991	2,224	1,784
Community Education	7,648	7,902	5,377
English Speakers of Other Languages (ESOL)	2,244	2,538	1,744
Evening Training	2,369	2,014	675
FET Co-Op Hours (Prison Education)	8,381	10,656	7,747
Intensive Tuition in Adult Basic Education (ITABE)	324	328	246
Skills to Advance	0	48	431
Skills for Work	102	182	100
Voluntary Literacy Tuition	451	403	233
Total	28,919	32,530	22,458

The restrictions and impacts of COVID 19 on the number of part time learners participating in FET provision as between 2019 and 2020 is clearly highlighted in Table 19. It fell from a peak of 32,530 part-time learners in 2019 to 22,458 part-time learners in 2020, an overall reduction of 31%. The reduction, however, is not uniform across all forms and types of provision. Some provision experienced substantial reductions in the number of participating learners between 2019 and 2020. For example, Evening Training fell from 2,014 learners in 2019 to 675 learners in 2020, a reduction of 66%, Adult Literacy provision fell from 6,235 learners in 2019 to 4,121 learners in 2020 a reduction of 34%, Community Education fell from 7,902 learners in 2019 to 5,377 learners in 2020 a reduction of 32% while Prison Education fell from 10,656 learners in 2019 to 7,747 in 2020 a reduction of 27%.

Table 20: Female and Male Learners 2018, 2019 and 2020

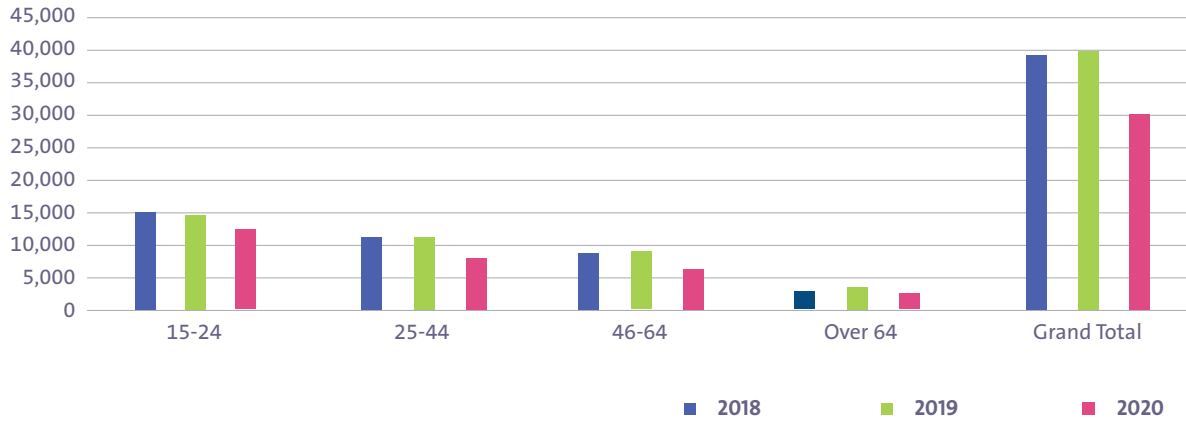
Gender	2018	%2018	2019	%2019	2020	%2020
Female	22,200	58	23,244	59	17,853	60
Male	16,260	42	15,902	41	12,131	40
Other/Not Specified	0	0	0	0	0	0
Total	38,460	100	39,146	100	29,984	100

The female/male breakdown for FET learners for the years 2018, 2019 and 2020, where the data is available, is outlined in Table 20. The table does not include the breakdown for the Education Service to Prisons or those learners involved in apprenticeships as the PLSS system does not record this data. Given this caveat the data outlined in the Table does indicate an established trend. For example, female learners were recorded as 58% in 2018, 59% in 2019 and 60% in 2020. Even though the individual total number of learners vary quite substantially over the three-year period, the gender breakdown as between male and female is remarkably consistent.

Table 21: Learner Age Categories 2018, 2019, 2020

Learner Age Categories	2018	%2018	2019	%2019	2020	%2020
15-24	14,737	38	14,606	37	12,667	42
25-44	11,500	30	11,524	30	8,128	27
45-64	8,794	23	9,036	23	6,242	21
Over 64	3,429	9	3,980	10	2,947	10
Total	38,460	100	39,146	100	29,984	100

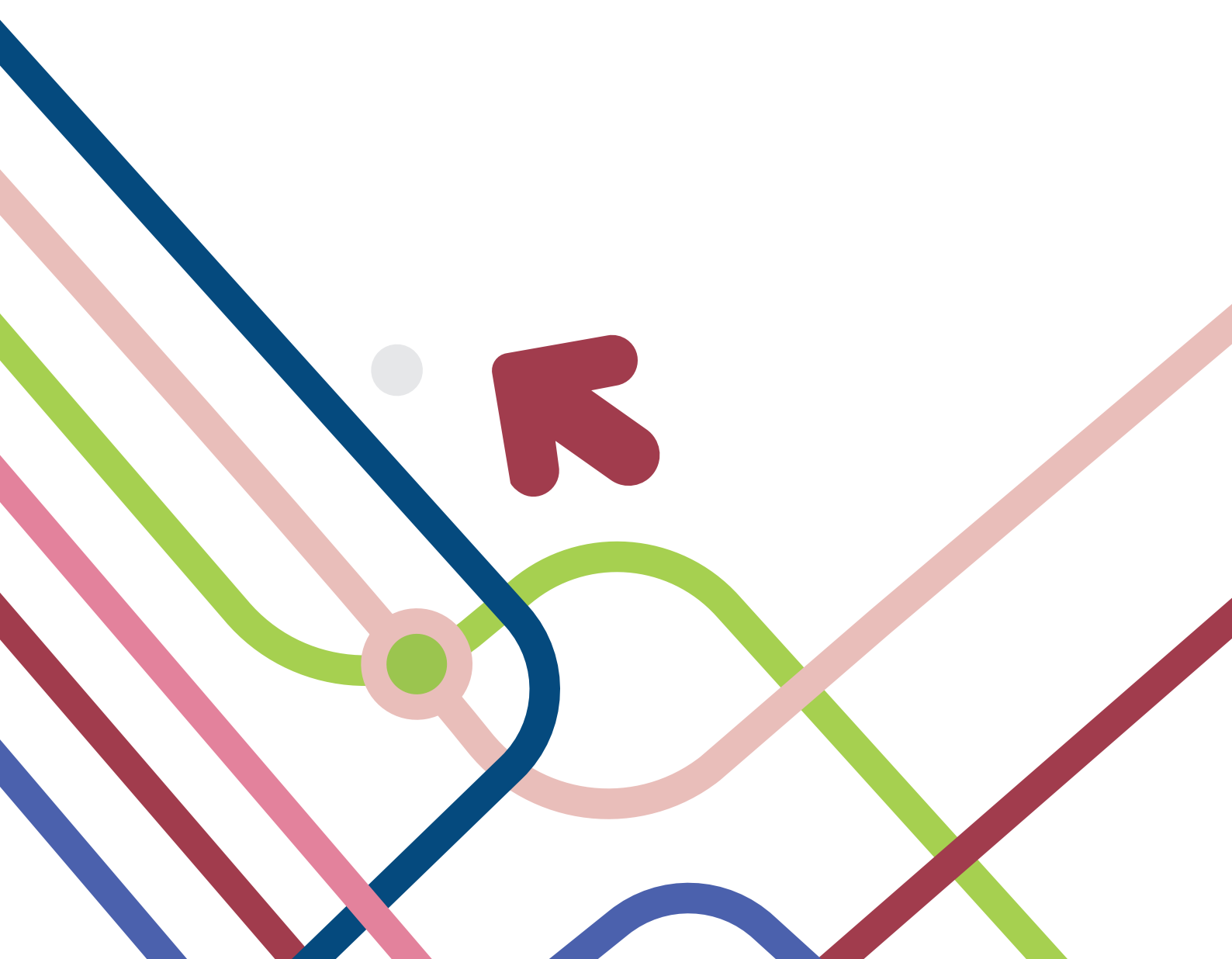
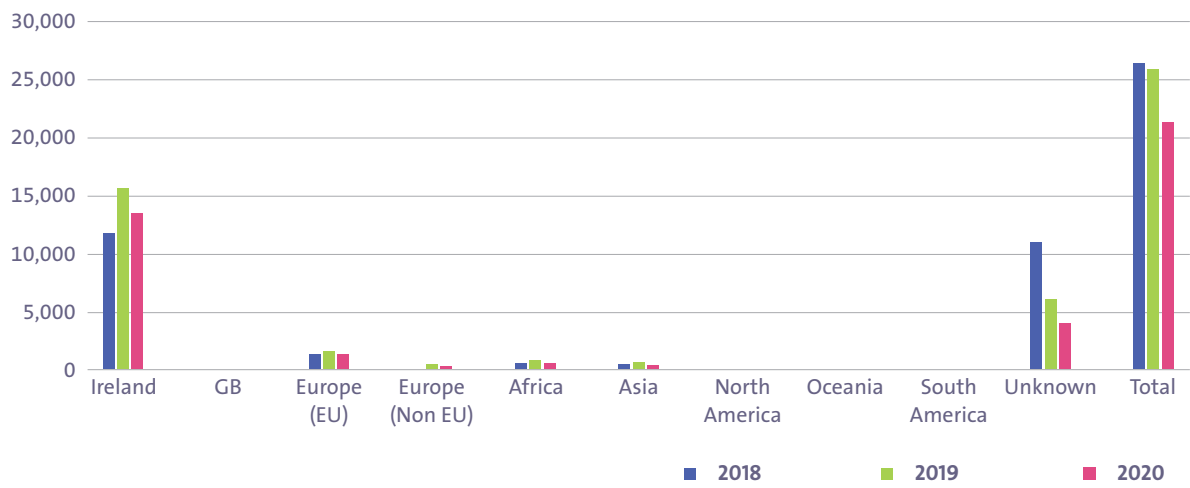
The breakdown of learner age categories is outlined in the above table. The age breakdown does not include participants involved in the Education Service to Prisons or those participating in apprenticeships as they are not included in the PLSS data base. Although there is a reduction in learner numbers for 2020 the relative age categories across the three years displays a level of consistency. For example, the age category 15-24 was 38% in 2018, 37% in 2019 and 42% in 2020. The age category 25-44 shows similar consistency across the three years at 30%, 30% and 27% respectively. Almost a third (31%) of learners in 2020, were aged 45 years and older. The percentage breakdown for the individual age categories for 2020 shows that 90% of learners in that year (where the data is available) were aged between 15 and 64 years of age. The comparative age profiles for the three years is graphically displayed in Figure 6.

Figure 6: Learner Age Categories 2018,2019,2020**Table 22: Learner Region/Country of Origin 2018, 2019, 2020**

Region/Country	2018	2019	2020	% of Total 2020
Ireland	11,990	15,814	13,878	65
Europe (EU)	1,495	1,714	1,410	6
Africa	771	915	800	4
Asia	574	667	540	2
Europe (Non EU)	181	442	320	1.5
South America	134	226	180	.8
Great Britain (GB)	145	155	127	.6
North America	45	55	20	.1
Oceania	9	12	9	.0
Unknown	11,042	6,146	4,208	20
Total	26,386	26,146	21,492	100

Table 22 outlines the region or country of origin of learners for 2018, 2019 and 2020 which was made available to CDET B by SOLAS. The data in the table does not include learners participating in the Education Service to Prisons or those involved in apprenticeships. The percentage breakdown for 2020 is displayed and of the 21,492 learners in that year where data is available, 13,878 or 65% were from Ireland followed by EU countries at 1,410 or 6%. The other regions combined constitute a total of 1,996 or 9%. In 2020 the region/country of origin of a significant number of learners was unknown at 4,208 or 20%. This is a declining trend however, as the percentages for the same category in 2018 and 2019 were 45% and 24% respectively. The region/country of origin of learners for 2018, 2019 and 2020 where the data is available is graphically displayed in Figure 7.

Figure 7: Learner Region/Country of Origin 2018,2019, 2020





Professional and Committed Staff

8 Staffing Profile

8. Staffing Profile

This section outlines the number of CDETБ staff designated to directly deliver and support the provision of FET within the five service spheres for the years 2018, 2019 and 2020. For clarity and ease of comparison staffing allocations have been rounded down to the nearest whole or full time equivalent³². In other words, a total of 100 whole/full time equivalent staff may in fact represent a total of more than 100 individuals. The recording system at corporate level reflects most readily and accurately approved allocation versus exact numbers of staff which make up the allocation.

Table 23: Staff Allocation by Service Sphere 2018, 2019, 2020³³

Service Sphere	2018	2019	2020
Colleges of Further Education	570	562	553
Training Centres	152	160	141
Adult Education Service	46	45	47
Youthreach Centres	95	95	91
Education Service to Prisons	91	90	90
Total	954	952	922

Table 23 outlines what may be termed the “core” staff allocation for the five principal service spheres for 2018, 2019 and 2020. In 2020 they range from a high of 553 in the case of the Colleges of Further Education to a low of 47 in the case of the Adult Education Service (AES). In addition to the “core” staffing allocation in the AES outlined in the table above, it is important to note that the service has a pool of over two hundred and fifty part-time tutors that are engaged across the five AES regional areas to deliver FET in CDETБ centres and grant aided and supported community providers. This enables the AES to flexibly respond to the demand for the provision of adult and community education. The AES also has a pool of trained volunteers who support literacy provision. The staffing complement for the two Training Centres is inclusive of staff who deliver and support evening school provision in areas such as management and assessment. Overall, 922 “core” staff inclusive of teaching, instructing, administrative, maintenance and support staff were involved in FET provision in CDETБ in 2020 a small reduction of 30 (3%) on the 2019 total of 952.

³² For example, 22 hours in a College of FE is deemed to be whole-time. Therefore 2 staff members could have a contract for 10 hours and 12 hours and are equivalent to a whole-time contract.

³³ The figures are subject to fluctuation due to learner demand and represent academic, support and maintenance staff for centres delivering FET programmes within CDETБ, funded through SOLAS. The figures do not include other areas of service delivery such as primary or secondary schools, other types of staff including corporate level staff.

Table 24: Teaching, Training and Resource Staff by Service Sphere 2018, 2019, 2020

Service Sphere	2018	2019	2020
Colleges of Further Education	472	462	454
Training Centres	73	84	71
Adult Education Service	31	31	34
Youthreach Centres	82	81	79
Education Service to Prisons	90	89	89
Total	748	747	727

Table 24 outlines the number of CDETБ staff involved in a direct FET role with learners for the years 2018, 2019 and 2020. In the case of the Youthreach Centres the numbers are inclusive of approximately 40 resource staff who teach learners for twenty hours per week. Similarly, in the case of the Adult Education Service the numbers are inclusive of ten staff members who have specific roles in relation to Adult Education Guidance. The staff numbers have remained reasonably stable, with only slight variations over the three-year period for each of the service spheres. Overall a total of 727 staff were directly involved in teaching, instructing, resource and educational guidance work in 2020, a small reduction on the 747 total for 2019.

Table 25: Staff to Learner teaching/instructing ratios and norms in the five service spheres

Colleges of Further Education (CFEs)	Training Centres (TCs)	Adult Education Service (AES)	Youthreach Centres (YCs)	Education Service to Prisons (ESP)
1 teacher to 19 learners	1 Instructor to 14 Apprentices	1 tutor to 6 learners in adult literacy group	1 teacher to 10 to 12 learners	1 teacher to 6 to 8 learners on average
	1 Instructor to 20 adults on a training programme	1 tutor to 10 to 15 learners in a community education course	Literacy classes and support can range from 1 teacher to less than 12 learners to 1 to 1 tuition depending on learner needs and ability	Higher staff to learner ratios may apply in some courses and provision such as physical education
		1 tutor to 10 to 15 learners in ESOL classes depending on the level of the classes		1 to 1 tuition may be required in some courses and provision depending on individual learner needs and ability
		1 to 1 provision may be required in literacy provision depending on individual learner needs and ability		

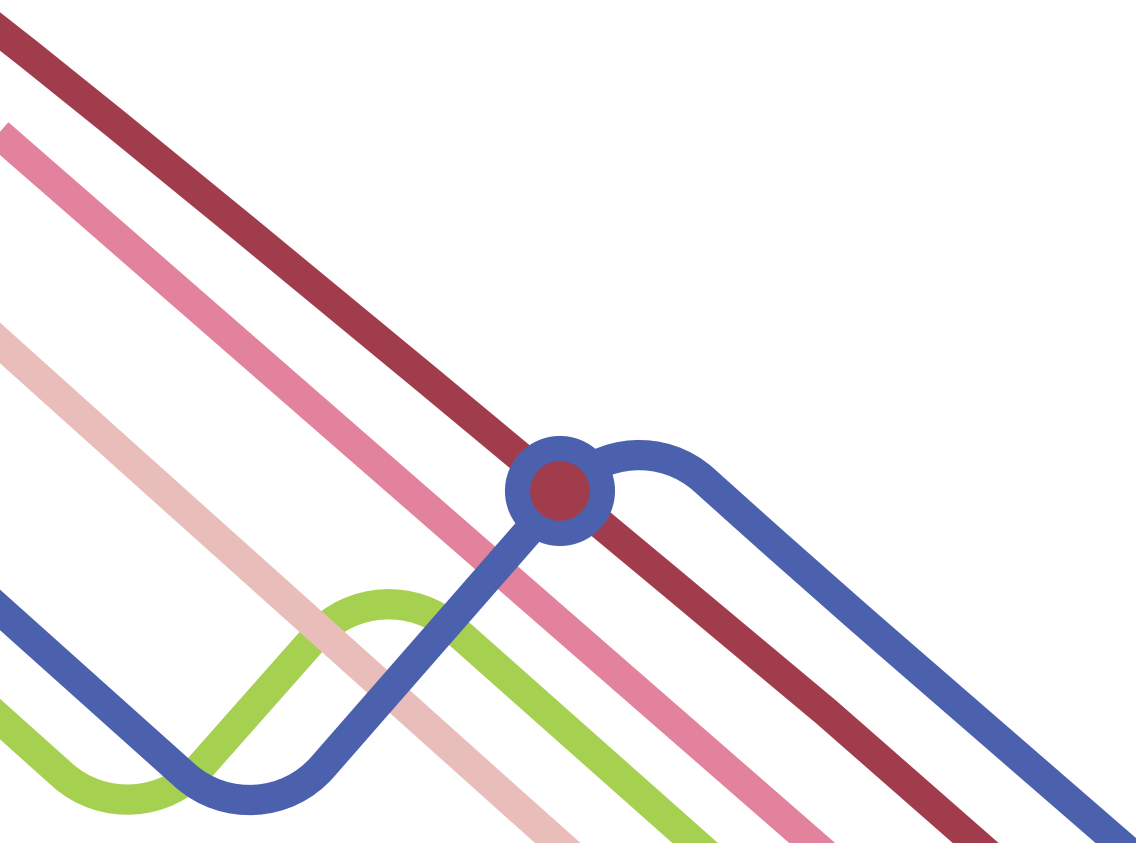
Table 25 outlines the general staff to learner ratios and operating norms and practices within

the five service spheres. For example, in the CFEs the general norm is one teacher to nineteen learners, while in the Training Centres, apprenticeship training has a ratio of one instructor to fourteen apprentices and one instructor to twenty learners on an adult training programme. The Adult Education Service has a ratio of one tutor to six learners in literacy classes or between ten to fifteen learners in a community education course. Literacy tuition in the AES in particular can require smaller ratios than the norm and in some instances one to one provision. Youthreach Centres operate a norm of one staff member to ten to twelve learners and smaller ratios for literacy provision. The Education Service to Prisons has a general operating norm of one teacher to six to eight learners and on occasion lower or higher ratios depending on the type of course and learner needs and ability. As a general rule the needs of learners and their ability and capacity will influence the ratios which will apply.

Table 26: Administration, Maintenance and Support Staff by Service Sphere 2018, 2019, 2020

Service Sphere	2018	2019	2020
Colleges of Further Education	98	100	99
Training Centres	79	76	70
Adult Education Service	15	14	13
Youthreach Centres	13	14	12
Education Service to Prisons	1	1	1
Total	206	205	195

Table 26 outlines the number of staff involved in clerical, administrative, maintenance and support roles in the five service spheres for 2018, 2019 and 2020. For 2020 it ranges from a high of ninety nine for the Colleges of Further Education to a low of one for the Education Service to Prisons.





9 Collaborations and Partnerships

9. Collaborations and Partnerships

The City of Dublin Education and Training Board (CDET B), as the largest of the sixteen ETBs that were established on foot of the 2013 ETBs Act, has very wide ranging and diverse collaborations and partnerships. It is important to note that under the 2013 Act ETBs are statutorily required to collaborate with other providers including to ‘resource education or training facilities in its functional area’³⁴ and to ‘enter into arrangements with, and provide support services to, education or training providers’. CDET B collaborations and partnerships involve ongoing engagement with other statutory bodies, departments of state, other FET/HE providers, representative bodies and bodies and organisations at EU and international levels. These collaborations and partnerships operate at international, EU, national, city and local level and involve staff from corporate/Head Office level and staff at service sphere levels.

In order to capture the diversity of these structured and strategic relationships it is necessary to outline them from a number of levels and perspectives. In the information and overview that follows, while not every single CDET B collaboration and partnership is outlined, the key formal and contractual corporate/Head Office ones are, alongside a number of examples from the five services spheres.

9.1 Corporate/Head Office Collaborations and Partnerships

Table 27: Corporate/Head Office Collaborations and Partnerships

International/Interstate/EU Level:	Function and Purpose	CDET B Contribution/ Involvement
Belfast Metropolitan College (Belfast Met)	Belfast Met is a further and higher education institution based in Northern Ireland which offers both vocational and academic qualifications. Its mission is to make a fundamental impact on the economic and social success of the city of Belfast and beyond by equipping its people, employers and communities with the education and skills to work	CDET B has an agreed Memorandum of Understanding (MOU) with Belfast MET. Members of the CDET B’s Senior Leadership Team (SLT), college principals and FET managers have visited the institution and the agreement is designed to aid both organisations to learn from each other
Global Schoolroom Partnership	The Global Schoolroom Partnership is designed to promote cooperation in the areas of research and practice within Mentoring Programmes for education staff in less developed countries	CDET B shared a programme for the recognition of prior learning of teachers with countries such as Sierra Leone to enable them to develop their capacity in this area

³⁴ . [Education and Training Boards Act 2013, Section 10 \(irishstatutebook.ie\)](#)

Leargas (Irish National Agency)	Leargas works under the remit of the Department of Further and Higher Education, Research, Innovation, and Science with a board appointed by the Minister. It manages international and national exchange programmes in education, youth and community work, and vocational education and training with the intention to connect people in different communities and countries and bring an international dimension to the work of their organisations	CDETБ has extensive engagement with Leargas. The organisation has facilitated and supported CDETБ and its staff to avail of opportunities for international study visits, work placements, attendance at conferences and the development of transnational partnerships, initiatives and programmes particularly in the EU and wider countries of Europe. CDETБ is fully committed to advancing and developing international relationships and contacts and availing of opportunities under the Erasmus+ programme
National Level: Agencies, Government Departments and Services	Function and Purpose	CDETБ Contribution/ Involvement
AHEAD	AHEAD is an independent non-profit organisation working to create inclusive environments in education and employment for people with disabilities. The main focus of the organisation's work is further education and training, higher education and graduate employment	A CDETБ Director of FET is a member of the Board of AHEAD and contributes to the work of the organisation
Aontas	Aontas is the National Adult Learning Organisation which advocates for the right of all adults in Ireland to quality learning throughout their lives and which promotes the value and benefits of lifelong learning	CDETБ Head Office staff and staff from the Adult Education Service contribute to the work of Aontas
Department of Children, Equality, Disability, Integration and Youth (DCEDIY)	The mission of the Department of Children, Equality, Disability, Integration and Youth is to enhance the lives of children, young people, adults, families and communities, recognising diversity and promoting equality of opportunity	CDETБ delivers programmes and other initiatives on behalf of DCEDIY and there is ongoing engagement with the Department regarding their implementation

Department of Education (DE)	The mission of the Department of Education is to facilitate children and young people, through learning to achieve their full potential and contribute to Ireland's social, economic and cultural development. The Department is responsible for primary and second level education	CDETБ delivers programmes and other initiatives on behalf of DE and there is ongoing engagement with the Department regarding their implementation
Department of Further and Higher Education, Research, Innovation and Science (DFHRIS)	The Department of Further and Higher Education, Research, Innovation and Science funds and creates policy for the higher and further education and research sectors and also oversees the work of the state agencies and public institutions operating in these areas	CDETБ delivers programmes and other initiatives on behalf of DFHRIS and there is ongoing engagement with the Department regarding their implementation
Dublin Regional Enterprise Plan to 2024	The Dublin Regional Enterprise Plan is a "bottoms up" approach to planning for the Dublin region (inclusive of Dublin city) which is sponsored by the Department of Enterprise Trade and Employment. The development and implementation of the plan brings together representatives from a diverse range of stakeholders inclusive of local government authorities, enterprise agencies, the private sector and the education and training sector	A Director of FET is on the working group to deliver Strategic Goal 4 of the plan which is concerned with the inclusion of disadvantaged/ minority/marginalised communities
Education Training Boards Ireland (ETBI)	Education Training Boards Ireland is the national representative body for member ETBs and negotiates on behalf of the ETB sector at various forums both within the education sector, the wider public service and at EU level. The principal objective of ETBI is to promote the development of education, training and youth work in Ireland	CDETБ staff from FET Director level and lower are engaged in various ETBI committees and national working groups. Examples include the ICT Steering Group, Digital Library Group, Apprenticeship Backlog Oversight Group
Further Education Support Service (FESS)	The role of the Further Education and Support Service is to provide professional development opportunities, consultancy and support to publicly funded FET providers. Five ETBs, of which CDETБ is one, deliver the service on a regional basis throughout the state	CDETБ has a management role in the delivery of FESS

Irish Prison Service (IPS)	Political responsibility for the Prison System in Ireland is vested in the Minister for Justice. The Irish Prison Service operates as an executive office within the Department of Justice	CDET B through its Education Service to Prisons (ESP) operates and supports a range of education programmes and post release supports for former prisoners in conjunction with the Irish Prison Service
National Adult Literacy Agency (NALA)	The National Adult Literacy Agency is an independent charity committed to being the voice of adult literacy in Ireland. In conjunction with its partners it aims to influence policy and practice to support people in developing their literacy	CDET B staff at various levels engage with NALA projects and initiatives
National Centre for Guidance in Education (NCGE)	The National Centre for Guidance in Education is an agency of the Department of Education with responsibility to support and develop guidance practice in all areas of education and to inform the policy of the Department in the field of guidance	CDET B staff at various levels contribute to and participate in the work of the NCGE
National Youth Council of Ireland (NYCI)	The National Youth Council of Ireland is the representative body for voluntary youth organisations in Ireland. It's mission is to represent the collective voice of the youth work sector and build capacity, leadership and influence to deliver better outcomes for young people	CDET B is involved in the Science Technology Engineering Arts and Maths (STEAM) Youthreach Pilot Initiative which is funded by Science Foundation Ireland and led out by NYCI
Qualifications and Quality Ireland (QQI)	Qualifications and Quality Ireland is an independent State agency responsible for promoting quality and accountability in education and training services in Ireland. The mission of QQI is twofold: (1) to promote the enhancement of quality in Ireland's further and higher education and training, and quality assure providers, (2) to support and promote a qualifications system that benefits learners and other stakeholders	A CDET B Director of FET is a member of the Board of QQI. CDET B at Head Office level engages with QQI on an ongoing basis and staff from the FET Development Unit engage in QQI initiatives

SOLAS	SOLAS was established in 2013 under the Further Education and Training Act as an agency of the Department of Further and Higher Education, Research, Innovation and Science. The mission of SOLAS is to fund, coordinate and monitor Further Education and Training in Ireland and to support the development of a FET sector that is innovative, flexible and responsive to the needs of learners and employers	CDET B at the highest level engages with SOLAS on an ongoing basis regarding funding and the delivery of FET in the city of Dublin CDET B supports the achievement of the SOLAS developed Future FET: Transforming Learning The National Further Education and Training (FET) Strategy 2020-2024 ³⁵ CDET B Directors of FET have ongoing engagement with SOLAS regarding such areas as Strategic Performance Agreement/s, annual funding, New Apprenticeships, Traineeships, Skills to Advance, Learner supports, PLSS
Regional (Dublin City Level)	Function and Purpose	CDET B Contribution/ Involvement
Cherry Orchard Development Group	Dublin City Council is preparing an action plan for Cherry Orchard, an area on the south-side of the city with social deprivation challenges. The intention of the action plan is to provide a framework for community regeneration and the future development of Cherry Orchard	CDET B is represented on the Steering Group for the implementation of the area action plan
Children and Young Peoples Services Committees (CYPSCs)	There are two Children and Young Peoples Services Committees (CYPSCs) in Dublin city, one on the north-side of the city and one on the south-side of the city. CYPSCs are county-level committees that bring together the main statutory, community and voluntary providers of services to children and young people. They provide a forum for joint planning and coordination of services for children, young people and families	CDET B staff from a number of services are involved in the work of the two CYPSCs

³⁵ https://www.solas.ie/f/70398/x/64d0718c9e/solas_fet_strategy_web.pdf

Community Partners	<p>CDET B is of the belief that community partners are essential in the successful delivery of FET programmes especially at the lower levels on the National Framework of Qualifications (NFQ). These partner organisations are key to achieving European and national goals in terms of achieving greater participation in FET programmes by educationally disadvantaged and socially excluded groups³⁶</p> <p>CDET B through the Adult Education Service collaborates with a myriad of community partners including the provision of support in the form of 'tutor hours'. This involves CDET B delivering programmes to the service users of these community partners, often in their premises</p>	CDET B provides funding and support to Community partners.
	<p>CDET B provides 'grant aid' to a number of community providers (CTCs, LTIs, STPs) as second providers. This is managed directly through Finglas Training Centre as these providers operate under the quality assurance system for CDET B Training Centres. CDET B also 'grant aids' a number of community providers that deliver their own programmes under their own quality assurance systems. This is managed through the Adult Education Service</p>	
Contracted Training Providers	<p>CDET B does not currently use any contracted training services. However, there is a new national framework being established for all ETBs which is supported by the Office of Government Procurement³⁷</p>	Contracted training will be directly managed through Ballyfermot Training Centre

³⁶ The learner group classification term of educationally disadvantaged and socially excluded is provided for under the Operational Guidelines Department of Education, Skills Community Education Programme, Operational Guidelines for Providers 2012. This learner group classification corresponds with indicator 8 of the European Quality Assurance Framework (EQAVET) - the prevalence of vulnerable groups in further education groups to which Ireland is a signatory.

³⁷ Please see <https://irl.eu-supply.com/ctm/Supplier/PublicPurchase/109652/0/0?returnUrl=&b=>

Darndale Socio-Economic and Community Plan	Darndale is an area on the north-side of the city of predominantly social housing which faces acute social and economic challenges. Dublin City Council (DCC) are overseeing an initiative to redevelop and regenerate the area	CDETБ staff are involved in the DCC initiative
Dublin City University (DCU) and Trinity College Dublin (TCD)	Dublin City University and Trinity College Dublin are long established universities in Dublin city	CDETБ has engaged with both universities regarding Professional Learning and Development opportunities for its staff through course design and creation
Dublin Regional Skills Forum (DRSF)	The Dublin Regional Skills Forum was established, as one of a network of Regional Skills Fora, as part of the Government's National Skills Strategy. It provides an opportunity for employers and the education and training system to work together to meet the emerging skills needs of the Dublin region. The forum is a single contact point to assist employers connect with the range of services and supports available across the education and training sector	CDETБ at management level and through the Employer Engagement Unit are represented on the DRSF and actively contribute to the work of the Forum
Google	Google which has its' European headquarters in Dublin's south city docks area approached CDETБ to enter a partnership to manage the administration of their Google Professional certificates. Up to 1,000 certificates have been offered free to learners in Ireland. Google and CDETБ will work with the Local Employment Service (LES) in the south docks area to ensure local people can be recruited to avail of this training opportunity. The opportunity will also be available to learners right across the city and beyond	CDETБ developing training and possible employment opportunities for residents in the south docks area and further afield

Kilmainham/Inchicore Regeneration Project	Kilmainham/Inchicore is an area on the south-side of the city with particular housing needs and social and economic challenges. Dublin City Council (DCC) have established a consultative forum involving a wide range of statutory agencies and community organisations to begin the process of meeting the community and housing needs of the area	CDET B staff are involved in the consultative forum
Local Community Development Committee (LCDC)	Dublin City Local Community Development Committee (LCDC) was established in 2014 in line with government policy. The LCDC is comprised of representatives from Dublin City Council, statutory agencies and social and economic partners. Support for the LCDC is provided by the Community and Social Development Section of Dublin City Council	A Director of FET is a member of the LCDC and is involved in implementing actions to support the work of the committee
Music Generation	Music Generation is a national partnership programme whose mission is to create inspiring experiences for children and young people through music. The programme is rolled out on a county or city basis	Music Generation Dublin City is managed by Dublin City Music Education Partnership, led by CDET B in partnership with Dublin City Council and involving such bodies as the National Concert Hall, Royal Irish Academy of Music and Technological University Dublin
National Learning Network (NLN)	The National Learning Network provides training and specialist support to people who, for a variety of reasons, may find it difficult to gain employment	CDET B provides funding to the NLN for the delivery of training for learners with special needs

North East Inner City (NEIC) Task Force	The North East Inner City (NEIC) Task force was established by government in 2017 in order to tackle the social and economic challenges facing this area of the city. The Task Force is a collaborative initiative involving government departments, statutory agencies and local community representatives. The vision of the NEIC Task Force ³⁸ is to make the North East Inner City a safe, attractive and vibrant living and working environment for the community and its families with opportunities for all to lead full lives	A CDET B Director of FET, and a range of other CDET B leadership and management staff are involved in various sub groups and working groups of the NEIC Task Force particularly in relation to Adult Education, employment, new communities and opportunities for young people
Oireachtas (Houses of the Irish Parliament)	The Oireachtas Work Learning (OWL) programme is an applied Learning Development and Socialisation programme for young adults with an intellectual disability. The Oireachtas is the first Parliament in the world to offer such an innovative programme	CDET B is a key partner with the disability services W.A.L.K. and K.A.R.E. and the Health Service Executive (HSE) in the delivery of this programme
Technological University Dublin (TUD)	The newly established Technological University Dublin represents the coming together of a number of existing institutes of technology in the Dublin region into one unified third level institution	CDET B is represented on the board of TUD
Other Networks/ Partnerships	Function and Purpose	CDET B Contribution/ Involvement
National Apprenticeship Accounting Technicians Ireland (ATI)	The apprenticeship enables participants to qualify as an Accounting Technician and graduate with an industry-recognised Level 6 QQI Advanced Certificate in Accounting. CDET B delivers this apprenticeship in one of its Colleges of Further Education	CDET B is a member of the ATI National Apprenticeship Consortium Steering Group

³⁸ <http://www.neic.ie/news/neic-2019-progress-report-and-neic-strategic-plan-2020-2022-launched>

National Auctioneering and Property Services Apprenticeship	The National Auctioneering and Property Services Apprenticeship was launched in 2018. It is a pathway to a career in Auctioneering, Estate Agency, Property Management and Property Letting where apprentices are mentored by industry through a two year, work based learning programme allied to study in a College of Further Education. The apprenticeship is delivered in a CDETБ College of Further Education and in a number of ETBs across the country	A CDETБ Director of FET is Chair of the Programme and CDETБ as the national coordinating provider, hosts and participates as members of the National Apprenticeship Consortium Steering Group
National Commis-Chef Apprenticeship (Kerry ETB)	The apprenticeship is a two year programme which involves three to four days on-the-job training allied one to two-days study in a College of Further Education. CDETБ delivers this apprenticeship in one of its Colleges of Further Education	CDETБ is a member of the Commis Chef National Apprenticeship Consortium Steering Group

9.2 Service Sphere Level Collaborations, Partnerships and Networks

In order to illustrate the dynamic and responsive manner in which CDETБ service spheres collaborate, partner and network, the experience of a number of colleges, centres and services are outlined below. The examples demonstrate the wide ranging nature of these collaborations and engagements and the ways in which the different service spheres are linked into and network with community, commercial, education and training services and structures.

Table 28: Collaborations, Partnerships and Networks of Ballyfermot College of Further Education (BCFE)

Ballyfermot CFE	Collaborations, Partnerships and Networks
National	
Animation Ireland provides access to industry, Professional Learning and Development (PLD) and graduate access for employment through interaction with teachers in Ballyfermot CFE	
Muscular Dystrophy Ireland (MDI) is a support organisation for individuals with Muscular Dystrophy and their families. MDI partners with BCFE in training students on how to deal with this condition and with other neuromuscular conditions	
National Learning Network (NLN) provides disability support and guidance to BCFE students	
Screen Skills Ireland provides access to industry, PLD and graduate access for employment through teacher interaction	

SOLAS Washington Ireland Programme (WIP) is a programme focused on developing future leaders and BCFE participates in the programme
St Vincent De Paul Society is a national registered charity which partners with BCFE in educating and training students for charity associated work and social justice activities
Regional
BCFE Arts Department and Sculpture Ireland collaborate with Dublin City Council in relation to Ballyfermot Adult Learning Together (BALT) creative arts project
Memorandum Of Understanding (MOU) is in place between BCFE and the Institute of Art Design and Technology (IADT) for TV and Film courses
Memorandum Of Understanding (MOU) is in place between BCFE and Technological University Dublin (TUD) for Business Studies students
Other Partnerships Networks
Aras Chronain is an Irish cultural centre and BCFE networks with the centre in relation to traditional Irish music
Ballyfermot/Chapelizod Partnership is a company limited by guarantee with a wide range of statutory, community, voluntary and local politicians represented in its governance structures. The role of the Partnership is to advocate and work on behalf of the communities in Ballyfermot/Chapelizod/Cherry Orchard - Dublin 10 area, in order to enhance the social and economic development of the area and thereby increase education, employment and life options for local people. BCFE liaises with the Partnership particularly as regards educational opportunities for people living in the area. BCFE is also involved in other community based initiatives such as the D10 Education Task Force, Familibase and Basement Productions Cherry Orchard
International Partners
Epic Portugal: Media Erasmus Partner
Evelyn Hone College, Zambia Irish Aid Project: Validation of a Level 6 Programme in Sound Production with TEVETA (QQI counterpart) in Zambia and overseeing the installation of sound production rooms
German Red Cross Vocational Training Centre, Rhineland: Social Care Erasmus Partner
Graphisch Lyseum Utrecht, Netherlands: Games Erasmus Partner
Helsinki Business College Finland; Business Erasmus Partner
Heritage Malta: Art and Tourism Erasmus Partner
ISE Mare Nostrum, Alicante Spain: Business, Tourism and Graphic Design Erasmus Partner
Kainuu Vocational College, Finland: Tourism, Business and Social Care Erasmus Partner
KAMK Kajannui University Finland: MOU in place in relation to Digital Innovation and Erasmus Partner
KidsScreen Canada: Mentorship Programme for Animation Students
Popakademie, University of Popular Music and Music Business, Mannheim Germany: Link between BCFE and the International and Camo at Popakademie
Stieglitz Art Academy, St Petersburg, Russia: Art Erasmus Partner and MOU in place

Table 29: Collaborations, Partnerships and Networks of Pearse College of Further Education (CFE)

Pearse CFE	Collaborations, Partnerships and Networks
	National
	Networking with the Teachers Union of Ireland (TUI) so as to be compliant with all arrangements and agreed procedures regarding recruitment, terms and conditions and practice
	Networking with the Teaching Council to ensure the recruitment of teachers that are registered with the council

Regional
<p>Pearse CFE have worked with the Trinity College Access Programme (TAP) for nearly two decades. Students who apply to the TAP for a foundation programme are also referred to Pearse College to complete a University Access Programme (QQI Level 5). During the year the Pearse College students visit Trinity College for a Trinity mini-week, where they access some lectures and the library. Students, on completion of the Pearse CFE Access Programme, can, if they have met the requirements, gain facilitated entry into any of the undergraduate degrees in Liberal Arts and Social Sciences in Trinity College. The students also attend a TAP graduation and Pearse College have review meetings with the TAP access office. Pearse CFE introduced a community mentoring programme where past students from Pearse College, who are now in Trinity College, mentored current University Access students</p>
Other Partnerships/Networks
<p>D12 Local Employment Service (LES) The LES coordinator often guides and directs learners to programmes such as VTOS and BTEI which are delivered in the college. The LES Coordinator is also on the Board of Management of Pearse CFE</p>
<p>Matt Talbot Trust, a community education agency, refers learners to Pearse CFE through their liaison workers. The trust will support the learner regarding fees, equipment and books and liaises with the college and the learner to ensure that he/she is progressing</p>
<p>W.A.L.K. is a local disability support agency in Dublin 12 that directs learners to Pearse CFE BTEI programmes and will often support learners with assistance in the college by providing a support worker</p>

Table 30: Collaborations, Partnerships and Networks of Adult Education Service Area (AES) 1

Adult Education Service (AES) Area 1	Collaborations, Partnerships and Networks
National	
<p>Adult Education Officers Association (AEOA) is the professional representative association for Adult Education Officers. The Adult Education Officer in AES Area 1 is a member of the executive committee of the AEOA</p>	
<p>Community Education Facilitators Association (CEFA) is the professional representative association for Community Education Facilitators. The Community Education Facilitator in AES Area 1 is a member of the executive committee of CEFA</p>	
<p>Drugs Advisory Group is a national group chaired by the Employments Programme and Incentives Division of the Department of Social Protection in relation to special Community Employment Schemes. The Adult Education Officer (AEO) is a member of the Drugs Advisory Group</p>	
<p>Institute of Guidance Counsellors (IGC) is the professional body for guidance counsellors in Ireland, practicing across a variety of settings including Further Education and Training colleges. The Adult Education Guidance Counsellor in AES Area 1 is a member of the Institute</p>	
<p>National Adult Literacy Agency (NALA) is an independent charity committed to making sure people with literacy and numeracy difficulties can fully take part in society and have access to learning opportunities that meet their needs. The Adult Education Officer in AES Area 1 is a member of the board of NALA</p>	
<p>The aim of the Adult Guidance Association (AGA) is to accurately and appropriately represent the views of its members to ensure the continued development of professional Adult Educational Guidance in Ireland. The Adult Education Guidance Counsellor in AES Area 1 is a member of the Association</p>	
Other Partnerships/Networks	
<p>Darndale Belcamp Village Centre is a company limited by guarantee which provides a range of projects and services to support the needs of the local community in Dublin 9. The Adult Literacy Organiser in AES Area 1 is a member of the board of the company</p>	

Killester College of Further Education: The Adult Education Officer of AES Area 1 is a member of the board of the college
The Dublin North Partnership is a company working with local people, representatives from communities, the state, employers, trade unions and elected representatives. It is funded by the Irish Government, charitable organisations and private sources. The Community Education Facilitator and the Adult Education Guidance Counsellor in AES Area 1 are members of the Education Practitioner Network of the Partnership
The role of the Dublin North East Drugs and Alcohol Task Force role is to combat the threat from drug use. It is comprised of statutory, voluntary, community and public representatives who work in partnership to provide a system of supports and services for individuals, families and communities. The Adult Education Officer of AES Area 1 is a member of the board of the Drugs Task Force
Trinity Comprehensive School, Ballymun: The Adult Education Officer of AES Area 1 is a member of the board of the school

Table 31: Collaborations, Partnerships and Networks of Adult Education Service (AES) Area 4

Adult Education Service Area 4	Collaborations, Partnerships and Networks
National	
	Adult Education Officers Association (AEOA) is the professional representative association for Adult Education Officers. The Adult Education Officer in AES Area 4 is a member of the executive committee of the AEOA
	Adult Guidance Association (AGA) aims to accurately and appropriately represent the views of its members to ensure the continued development of professional Adult Educational Guidance in Ireland. The Guidance Coordinator and the Guidance Counsellor in AES Area 4 are members of the AGA
	Adult Literacy Organisers Association (ALOA) provides collective representation of Adult Literacy Organisers who manage adult literacy and basic education services throughout the Republic of Ireland under the auspices of Education and Training Boards. The Adult Literacy Organiser in AES Area 4 is the vice chair of the ALOA
	Institute of Guidance Counsellors (IGC) is the professional body for guidance counsellors in Ireland, practicing across a variety of settings including Further Education and Training colleges. The Guidance Coordinator in AES Area 4 is a member of the IGC
	National Adult Literacy Agency (NALA) is an independent charity committed to ensuring people with literacy and numeracy difficulties can fully take part in society and have access to learning opportunities that meet their needs. The Adult Education Officer in AES Area 4 is a member of the board of NALA
	National Centre for Guidance in Education (NCGE) is an agency of the Department of Education, with responsibility to support and develop guidance practice in all areas of education and to inform the policy of the Department in the field of guidance. The Guidance Counsellor in AES area 4 is a member of the NCGE
	National Children's Hospital Oversight Committee: The development of the new National Children's Hospital is a major advance in the provision of high quality medical and nursing care for children in Ireland. It brings together a number of existing hospitals and facilities into one integrated healthcare campus in Dublin 8. The Adult Education Officer in AES Area 4 is a member of the oversight committee for the development of the hospital. The Guidance Counsellor in AES Area 4 is a member of the employment and training sub-committee of the Hospital Development Board
Other Partnerships/Networks	
	Dublin 12 Drugs Task Force aims to provide an integrated response to the problems posed by drug misuse and to facilitate a more effective response to the drug problem in the Dublin 12 area. The Adult Education Officer in AES Area 4 is a member of the board of the Task Force
	Dublin 10 Education Task Force aims to provide a forum for communication, co-operation and collaboration for education providers in Dublin 10 and to lobby on education issues in the area. The Adult Literacy Officer in AES Area 4 is a member of the Task Force

Dublin 10 Festival is a local community event which is held annually. The Adult Literacy Organiser in AES Area 4 is a member of the Festival Committee
EVE Services is a programme within the HSE (statutory health services) whose primary ethos is to provide community-based recovery-orientated programmes for adults who experience mental health difficulties, intellectual difficulties, Asperger's Syndrome and physical and sensory disabilities The Adult Literacy Organiser in AES Area 4 is the education advisor for the EVE Services advisory committee
The Inchicore Regeneration Consultative Forum in consultation with Dublin City Council is supporting the development of a high quality, vibrant, mixed use urban quarter in Inchicore Dublin 8 and facilitating consultation with the local community. The Adult Education Officer in AES Area 4 is a member of the education sub-committee of the Consultative Forum and the Guidance Coordinator has also attended sub-committee meetings

Table 32: Collaborations, Partnerships and Networks of Crumlin Youthreach Centre

Crumlin Youthreach Centre	Collaborations, Partnerships and Networks
National	
	Barnardos the child and family welfare organisation has on occasion worked in collaboration with the Crumlin Youthreach centre in relation to some individual learners
	Belong-To-Youth Services is the national organisation supporting lesbian, gay, bisexual, transgender and intersex (LGBTI+) young people in Ireland. The organisation have given inputs to the learners in the centre
	JigSaw is a national youth mental health organisation which gives expert advice and support to young people 12 – 25 years old. The organisation has given inputs to learners in the centre
	National Association of Youthreach Coordinators (NAYC) is the professional association of Youthreach Coordinators, the Coordinator of the Crumlin Youthreach centre is the treasurer of NAYC
	TUSLA Child and Family Agency is the statutory agency responsible for the protection and welfare of children and young people. The centre receives referrals from TUSLA and on occasion makes referrals to the agency, the Education Welfare Service and the local Social Work department
Regional	
	Addiction Response Crumlin (ARC) is a project working with people misusing drugs. Crumlin Youthreach collaborates with ARC on an ongoing basis
	Dublin 12 Local Drugs & Alcohol Task Force was established to facilitate a more effective response to the drug problem in the Dublin 12 area. The Youthreach Centre Coordinator is a member of the Education and Prevention committee of the Task Force
	Dublin 12 Local Employment Service (LES) refer young people to Crumlin Youthreach and often assists with the funding and provision of specific training such as barista or Safepass courses, the latter which is required for employment on construction sites
	Microsoft - Dreamspace: Some learners have attended this mentoring programme designed to get young girls interested in STE(A)M. The academic manager for Microsoft is also a member of the Youthreach Sub-Committee of the board of CDET B
	Technological University Dublin (Tallaght): Crumlin Youthreach Centre has established links with one of the lecturers in the university who has assisted learners with coding and coding camps. He has also undertaken some training with centre staff and assisted with some initial programme development
	W.A.L.K. is a voluntary organisation located in Dublin 12 which works with people with disabilities and is committed to empowering them to live self-determined lives in an equal and inclusive society. Crumlin Youthreach centre collaborates with W.A.L.K. on various initiatives on an ongoing basis

Walkinstown Greenhills Resource Centre Dublin 12 is a community based initiative providing information, support and counselling for those affected by substance misuse and mental health difficulties. There is ongoing collaboration between Crumlin Youthreach Centre and the Resource Centre as regards referrals and other pieces of work that arise from time to time

Other Partnerships/Networks

Garda Juvenile Liaison Officer (JLO) and Garda Youth Diversion Projects (GYDPs): the centre is in contact with these youth justice diversionary initiatives and also with the youth workers involved in the GYDPs

Local schools: the centre is in contact with all the local schools in the Crumlin/Dublin 12 area

Meitheal is the statutory approved case co-ordination process for families with additional needs who require multi-agency intervention but who do not meet the threshold of referral to the statutory Social Work Department. The centre is periodically involved in Meitheal processes

Table 33: Collaborations, Partnerships and Networks of the Education Service to Prisons (ESP)

Education Service to Prisons (ESP)	Collaborations, Partnerships and Networks
National	
<p>Arts Council: Artists & Writers in Prison Scheme. CDETb Education Service to Prisons (ESP) teachers work in partnership with the Irish Prison Service and artists funded by the Arts Council to deliver workshops in Irish prisons</p>	
<p>Irish Prison Service (IPS) In partnership with various ETB's though out the country, including CDETb is providing a comprehensive education service to prisoners</p>	
<p>Irish Red Cross; Community Based Health and First Aid (CBHFA) This a partnership between The Irish Red Cross, CDETb (and other ETB's), and the Irish Prison Service which delivers a peer- based community health programme to prisoners in Irish prisons</p>	
<p>Leargas has facilitated the Education Service to Prisons to access various European job shadow and PLD opportunities as well facilitating ESP staff to attend conferences with other European educators working in prisons</p>	
<p>Listowel Writers Week CDETb and other ETB's across the country work with the Irish Prison Service to give access to writers in prison to a special category as part of Writer's Week</p>	
<p>National University of Ireland Maynooth/ Mountjoy Campus Partnership A partnership has been established between Maynooth University and prisons in the Mountjoy Campus in central Dublin to support the progression to the college of learners in prison education centres</p>	
<p>Open University Supported by CDETb teachers and funded by the Irish Prison Service, the Open University provides third level accreditation opportunities for prisoners in Irish Prisons</p>	
<p>Pre-Hospital Emergency Care Council (PHECC) This body provides recognised accreditation for first aid in the workplace, and its QA is coordinated for CDETb by the ESP Health Education Coordinator</p>	
<p>QQI and State Examinations Commission Both bodies provide important accreditation opportunities for learners in prison education centres</p>	
<p>SOLAS, on the direct initiative of Minister Simon Harris (DFHEIRS) is at present drawing up a strategic plan to improve progression opportunities for prisoners who wish to progress to further education, apprenticeship and training as well as third level education. CDETb represents ETB's on the working group</p>	
<p>St. Stephen's Green Trust: Travellers in Prison Initiative. This is a partnership between various agencies working in Irish prisons (including CDETb's Education Service to Prisons) to improve outcomes for this marginalised ethnic group</p>	

Regional
<p>Bridge Project</p> <p>This project provides training and other supports for those who have come into contact with the criminal justice system and its key aim is to reduce rates of recidivism. CDETБ provides the educational input through a teaching allocation. The Organiser of the CDETБ Education Service to Prisons is a Board member of the Bridge Project</p>
<p>CDETБ Sports & Cultural Council</p> <p>Learners in Prison education centres serviced by the Education Service to Prisons participate in exhibitions and competitions organised by the Council</p>
<p>PACE</p> <p>CDETБ provides a teaching allocation to this voluntary sector organisation that works with people with convictions for a wide range of criminal offences</p>

Table 34: Collaborations, Partnerships and Networks of Ballyfermot Training Centre (BTC)

Ballyfermot Training Centre	Collaborations, Partnerships and Networks
National	
The function of the Association of Irish Riding Establishments (AIRE) is to approve/accredit and promote riding, trekking and facility centres in Ireland. The Ballyfermot Training Centre liaises with this association	
Civil Service: BTC is working with the civil service regarding the conversion of three courses to Traineeships	
Construction Industry Federation (CIF) is the Irish construction industry’s representative body. The BTC is engaged with the CIF regarding training provision and apprenticeship development	
Construction Federation Magazine have published articles about sustainable construction and courses provided by BTC	
Curtain Wall Consortium is a group of construction sector employers and a sub-committee of the CIF, who are engaged with BTC in relation to the Certificate in Curtain Wall and Glazing Installer Level 4 Course	
Department of Social Protection: BTC has ongoing engagement with the Department regarding trainee, learner and apprenticeship referrals and entitlements	
Instructor Advisory Groups: Apprentice Instructors engage with these groups	
Irish Foodservice Suppliers Alliance (IFSA) is a recognised hub and voice for suppliers and end users in the food service sector and BTC engages with the alliance in relation to traineeship development	
National Irish Safety Organisation (NISO): BTC engages with NISO in relation to occupational health and safety matters	
Roofing and Cladding Contractors Association (RCCA): BTC engages with the RCCA in relation to apprenticeship development	
SOLAS: BTC engages with SOLAS regarding a range of areas including clearing the backlog of apprentices built up during COVID 19 downtime, the Moodle Admin Group and the provision of apprenticeship services	
Regional	
Dublin City Council (DCC): BTC is engaged with DCC regarding the conversion of a Sports and Recreation Course to a Traineeship	
Dublin and Dun Laoghaire ETБ (DDLETБ): BTC engages with DDLETБ regarding the provision and administration of Apprenticeship services	

Ballyfermot Training Centre engages with the following representative organisations and employers' bodies regarding the provision and administration of apprenticeships and services:

- Accounting Technicians Ireland (ATI)
- Associated Craft Butchers of Ireland
- Combilift (Engineering Company)
- Dublin Docklands Project
- Financial Services Ireland (FSI)
- Freight Transport Association of Ireland (FTAI)
- Hairdressing Council of Ireland
- Insurance Institute of Ireland
- Irish Hotels Federation (IHF)
- Kilcoyne Tree Care
- National Recruitment Federation
- Restaurant Association of Ireland (RAI)
- Retail Ireland
- Sales Sense (Marketing)
- Stryker (Medical Technology)

Other Partnerships/Networks

Ballyfermot INTREO (public employment services) - engagement with the local office currently inactive due to COVID 19

Local Community Working Group with Cherry Orchard/Ballyfermot Partnership - engagement with the group currently inactive due to COVID 19

Local Drugs Task Force - engagement with the Task Force currently inactive due to COVID 19



QQI AWARD

CDETb

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