



BORD OIDEACHAIS
AGUS OILIÚNA CHIARRAÍ

KERRY EDUCATION
AND TRAINING BOARD

KERRY EDUCATION AND TRAINING BOARD

PROVIDER PROFILE

Submitted in advance of
Inaugural Review of
Quality Assurance in ETBs

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1 | Introduction and Background

Introduction

In preparation for its inaugural review of quality assurance, Kerry Education and Training Board (ETB) has prepared this Provider Profile. This document provides information on Kerry ETB and the contexts in which it operates. The purpose of this document is to provide the QQI Review Panel with information on Kerry ETB, the area and region in which it operates, the people it serves and its key stakeholders and partners.

Section one provides an overview of Kerry ETB's legislative context and the shape and scope of provision. The key milestones in Kerry ETB Further Education and Training provision (FET), including the development of Kerry College, are articulated.

Section two outlines the mission and values of Kerry ETB and the strategic focus underpinned by these values. The FET Quality Assurance strategic focus is also documented.

Section three provides information on the governance of Kerry ETB and the operational and management structures for the organisation. It provides a specific focus on the governance and management of quality assurance within Kerry ETB.

Section four documents the regional and county level economic, social and cultural contexts within which Kerry ETB operates.

Section five illustrates Kerry ETB FET provision by focusing on clusters/fields of learning, National Framework of Qualifications (NFQ) levels, centre level statistics and data on additional FET services.

Section six focuses on the Kerry ETB learner. It provides a profile of ETB FET learners in relation to their socioeconomic status, employment profile, educational attainment and perspectives in relation to barriers to engagement and attainment.

Section seven provides an overview of Kerry ETB staffing levels and details FET staffing levels for the period 2018-2020 by service/Centre type. The section also outlines the ratio of staff to learner over the same period.

Section eight highlights the key strategic partners that collaborate with Kerry ETB in its work to promote and develop a lifelong learning society.

Background

Kerry ETB is one of sixteen statutory bodies in Ireland that has responsibility for education and training, youth work and a range of other functions. It manages and operates multi-faith community national schools, post-primary level schools, further education colleges and a range of adult and further education centres delivering education and training programmes. The statutory functions of Kerry ETB are set out in the Education and Training Boards Act 2013.

Kerry ETB provides opportunities for people to engage across seven streams of further education and training namely:

- Kerry College
- Apprenticeship
- Part-time Programmes
- Youthreach/CTC
- Pathways
- Adult Literacy
- Community Education

Kerry ETB operates Kerry College which combines under one structure the former Kerry ETB Training Centre, the Outdoor Education Centre and former Post Leaving Certificate Colleges. FET courses are delivered in multiple centres located across the county; there are five Rural FET centres, four VTOS Centres, four Youthreach Centres, one Community Training Centre, one Specialist Training Provision Centre and one hundred community outreach locations.



Kerry ETB has Centres in ten towns which are shown in Figure One:

- | | |
|-----------------|----------------|
| 1. Tralee | 6. Killorglin |
| 2. Killarney | 7. Dingle |
| 3. Listowel | 8. Caherciveen |
| 4. Castleisland | 9. Waterville |
| 5. Causeway | 10. Kenmare |

Kerry ETB holds the responsibility for the delivery of education and training services in County Kerry.



Scope of Provision

Ensuring that citizens can access education is critical to the realisation of Kerry ETB's Mission statement. Each centre has its own unique niche, capitalising on the advantages of its rural location. Some FET centres have community gardens and horticulture facilities, another is a specialist in community arts, others are in Gaeltacht areas, while others are in the heart of either a prime agricultural area or the Wild Atlantic Way.

Kerry ETB's work and effort is primarily focused on the SOLAS FET Strategy and the Kerry ETB Statement of Strategy 2018 - 2022 which inform the work of the organisation on a daily basis.

In addition Kerry ETB's work is informed by the National Skills Strategy; Action Plan for Jobs; Action Plan for Rural Development; FET Literacy and Numeracy Strategy; SOLAS TEL Strategy; SOLAS Professional Development Strategy and the Public Sector Equality and Human Rights Duty.

Kerry ETB recognises the importance of having a strong inclusion role, through specific programmes such as Community Education, Adult Literacy and Basic Education, FET Co-operation Hours, Community and Specialist Training Provision. Inclusion is also a key integrated theme throughout its work which is evidenced through measures such as Open Learning Centres, Learner Care Teams, Adult Guidance and Information, Universal Design for Learning, Reasonable Accommodations, Literacy and Numeracy Supports for Apprentices, Counselling Supports and Wellbeing/Mental Health Initiatives in its centres and Kerry College campuses.

Kerry ETB, as a statutory agency, holds the responsibility for the delivery of education and training services in Kerry to anyone over the age of 16, who is no longer in full time post primary education. Indeed, Kerry ETB serves a population of 147,707 people. The services currently provided by Kerry ETB include Post Primary Education, FET, Community Based Education and Support Services. Kerry ETB also provides primary level education under the Community National Schools model. All services are delivered at local level.

Kerry ETB Further Education and Training programmes aim to raise the standard of education of all adults in the context of economic growth and the sustainability and the development of communities. Many FET programmes provide an opportunity for adults to return to education.

FET in Kerry ETB focuses on the needs of:

- Learners who have less than upper second-level qualifications with a low level of literacy, numeracy and IT skills.
- Learners who have not completed upper second-level education, but whose level of literacy, numeracy and IT skills means that they are well placed to engage in a programme at NFQ Level 4.
- Learners who have an upper secondary level education qualification, or a qualification placed at NFQ Level 4, enabling them to engage successfully in programmes at NFQ Level 5. These learners are aiming to obtain employment or to continue their learning to the next level when they have completed the programme.
- Learners who have achieved a qualification at NFQ Level 5 and who are seeking to further their learning through achieving a qualification at NFQ Level 6. These learners will also be aiming to obtain employment or to access a programme at NFQ Level 7-8.
- Learners seeking to update their skills and qualifications.

Overview of Kerry Education and Training Board

Kerry ETB is a statutory education authority, established and governed according to the Education and Training Boards Act 2013. Kerry ETB was formed through the amalgamation of former Vocational Education Committee and integration of former FÁS-SOLAS Training Centres. It is a provider for SOLAS for the National Craft Apprenticeship programmes and delivers a range of education and training programmes. As a statutory agency, Kerry ETB holds the responsibility for the delivery of education and training services in Kerry.

Kerry ETB has a corporate structure which is made up of a democratically appointed Board and a Management Executive Team. The Board of Kerry ETB comprises twenty one members - twelve of whom are local authority representatives, two staff representatives, two parent representatives and five representatives with special interest in/or knowledge of education and training. The functions of the ETB are divided between Reserve (Section 12, ETB Act 2013) and Executive functions (Section 13, ETB Act 2013).

The Board meets ten times each year and the ETB Head Office is located at Centrepoint Building, John Joe Sheehy Road, Tralee, County Kerry.

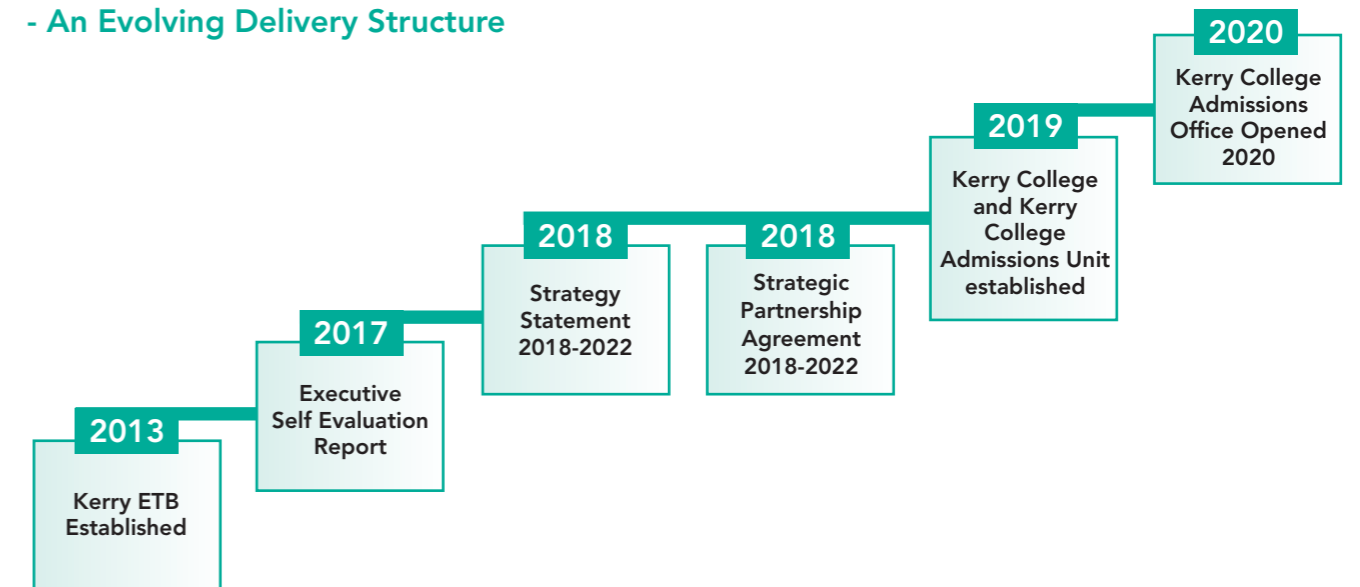
Legislative Context

Kerry ETB's work is informed by the legislative context in which it operates. The Education and Training Boards Act (2013) sets out the functions of the ETB Board to include:

‘plan, provide, co-ordinate and review the provision of education and training, including education and training for the purpose of employment, and services ancillary thereto in its functional area in (i) recognised schools or centres for education maintained by it’.

Kerry ETB has specific responsibilities under ‘The Qualifications and Quality Assurance (Education and Training) Act 2012’. For instance Kerry ETB is required, in accordance with Section 30 of The Qualifications and Quality Assurance (Education and Training) Act 2012 to request approval of its quality assurance (QA) procedures. The Kerry ETB QA procedures were approved by QQI in June 2018.

Key Milestones and Timelines in Kerry ETB Provision - An Evolving Delivery Structure



Kerry ETB was established in 2013 and commenced a process of transfer and transition from former VEC and former FÁS provision.

In 2017 Kerry ETB developed its **Executive Self Evaluation Report** as part of its re-engagement with QQI. This document outlined the quality assurance mechanisms across FET. This informed the development of the Quality Improvement Plan (2018-2022) which provides a focus on quality improvement and enhancements.

In 2018 Kerry ETB launched its **Strategy Statement 2018-2022**. This document represented the commencement of the transformation stage of Kerry ETB, having previously transferred functions of the former VEC and FÁS and transitioned to a new entity. This Strategy Statement was developed in response to a requirement of Section 27 of the Education and Training Board Act 2013. It articulates the objectives of the Board and the way in which they are to be achieved.

In 2018 Kerry ETB FET Services entered into a **Strategic Partnership Agreement 2018-2020** with SOLAS. This specifies the priorities for Kerry ETB FET provision, while providing a context for delivery.

In 2019 Kerry ETB completed the establishment of **Kerry College**. This new entity was established as a mechanism to centrally meet local needs to:

- plan delivery
- develop standardised courses
- develop a centralised approach to employer engagement and work placements
- review learner income support

In September 2019 Kerry College Admissions Unit was established with responsibility for the management of learner admissions for all Kerry College campuses. The focus in the unit is on Marketing / PR and Information; Course Recruitment; PLSS and Learner Registrations. In 2020 Kerry College Admissions Office opened in Denny Street.

2 | Mission, Values, Focus and Indicators

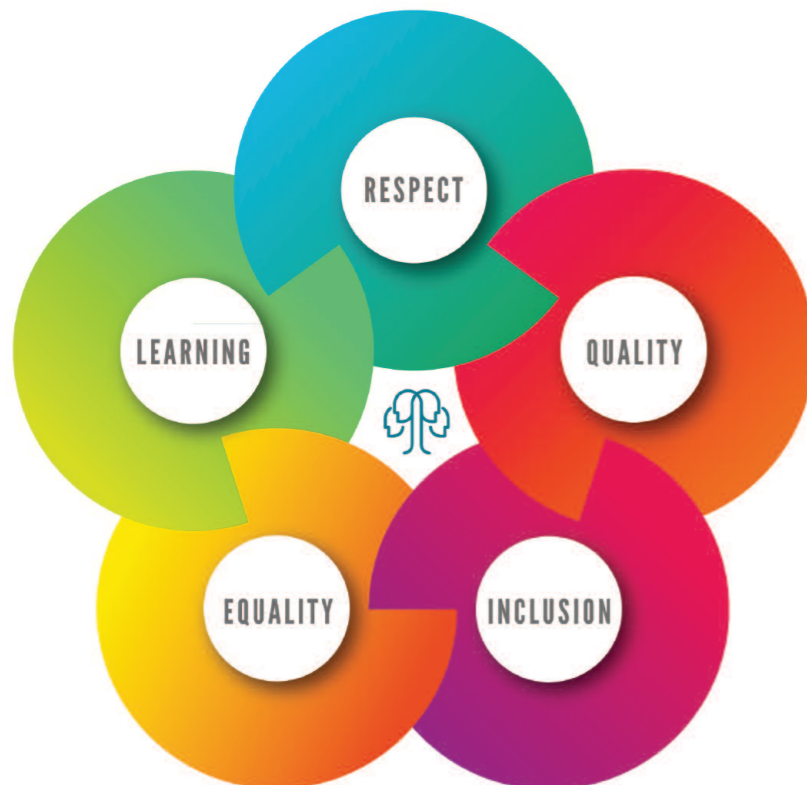
Mission, Values, Strategic Focus and Key Performance Indicators

It is the mission of Kerry ETB “to create and promote the development of a lifelong learning society in Kerry, so that all who live in Kerry have access to the education and training required to fulfil their potential and meet their personal, social, cultural, economic and civic needs”.

Core Values

The core values of Kerry ETB centre on ensuring that every person has a right to access education and training opportunities to realise their potential. These values are Respect, Quality, Inclusion, Equality and Learning.

Figure 1.1 | Kerry ETB Values



Kerry ETB Core Values in Action

	Respect	Quality	Inclusion	Equality	Learning
What it means:	We continually adopt a respectful and inclusive approach to our pupils, students, learners and staff.	We are continually committed to quality in everything that we do. We put our learners' needs first. We are focused on continuous improvement in our services and programmes.	Our services and supports are available and open and accessible to all who can derive benefit from them.	We are an equal opportunities organisation and we respect the right to equal treatment of all persons who avail of our services and our own staff.	We focus on providing learning and development opportunities to enable people realise their full potential and progress further in education, training, employment and personal development.
We expect our people to:	Support colleagues and treat people well. Support those who need it and be optimistic. Deal with issues promptly and be part of the solution.	Provide a high quality service. Respond positively to ideas and look out for opportunities to innovate. Drive change, be flexible, and seek to improve. Find solutions to problems and seek new ideas.	Support all pupils, students and learners to achieve their potential. Be genuine, empathetic, approachable, sensitive and understanding. Be flexible and provide special accommodation where needed. Encourage a diversity of ideas.	Actively encourage diversity in how services are delivered and implemented. Treat people well and fairly. Use objective criteria to make decisions.	Go the extra mile to put learners first. Engage with learners to understand their needs. Ask for feedback and listen to suggestions through self-evaluation. Be fully committed to learning from self-evaluation and educational theory and research.
What Kerry ETB will do:	Consult with staff and learners through review and self-evaluation. Keep staff informed and updated about local and national developments. Provide access to individual personal support for staff through Employee Assistance Service.	Set up a Kerry ETB Quality Assurance and Curriculum Development Unit (FET) to support the ongoing maintenance of quality across all programmes. Engage with DES Inspectorate Looking at Your School (LAYS) and schools Inspectorate feedback to set and improve quality standards in schools.	Support and monitor progression pathways for students/learners experiencing barriers through social, economic disadvantage, rural isolation or disability. Engage strategically with relevant agencies to facilitate progression pathways.	Treat all staff, pupils, students and learners with fairness and equity. Equality proof all organisation plans.	Provide and engage with relevant annual CPD to ensure continuous improvement. Provide senior management with opportunities for ongoing reflective practice and CPD. Support and encourage a culture of self-evaluation, reflective practice, and learning from best practice in education and training theory.

Kerry ETB Strategic Focus

In 2018 Kerry ETB launched its Strategy Statement 2018-2022¹ which sets out the strategic objectives and priorities for Kerry ETB across the three service pillars. It identified nine strategic goals and priority focus areas:

STRATEGIC GOAL	FOCUS
Nationally and internationally recognised and quality assured programmes	Designing and delivering education and training programmes that are nationally and internationally certified, recognised and quality assured.
Quality Teaching and Learning	Continually enhancing our teaching and learning capabilities and promoting a culture of continuous improvement and organisational learning so that all stakeholders have confidence in the quality and relevance of our programmes and courses.
Innovative Education and Training Responses	The development of innovative and creative solutions and responses to the learning and developmental needs of young people and adults in a changing society.
Access and Progression	Supporting students and learners to access and sustain participation in education and training opportunities and to achieve progression in education, employment and/or personal development.
Develop Productive Partnerships	Developing new and enhancing existing partnerships with relevant bodies at local, community, national and international level to optimise our capability to meet education, training and youth work needs in Kerry
Stakeholder Engagement	Communicating with learners, staff, employers, partners, the community and other agencies and education providers to enhance the quality, focus and relevance of our services.
Effectiveness and Accountability in Governance and Leadership	Ensure our strategic objectives are effectively supported by our management and administrative processes to ensure the highest standards of accountability, compliance and transparency.
Marketing, Branding and Communication	Effectively market our services, develop our brand and communicate with all of our stakeholders.
Enhancing the Working and Learning Environment	Continually develop and enhance the training and development opportunities and facilities available to staff, and improve the environment in which staff work and learners learn.

¹ <http://www.kerryetb.ie/wp-content/uploads/2019/01/KerryETBEducationandTrainingStrategy2018-2022English.pdf>

Performance Indicators

In developing the Kerry ETB Strategy Statement 2018-2022 a number of key outcome measures were identified to help in the evaluation of the effectiveness of the strategies across the lifetime of the Plan.

KEY OUTCOME MEASURES USED TO EVALUATE THE EFFECTIVENESS OF THE STRATEGIC PLAN

- Increased learner enrolment, retention and progression
- Increased recognition of the Kerry ETB brand
- Improved internal and external communications
- Greater responsiveness to local skill demands
- Evidence of innovation in teaching and learning
- Improved use of technology for learning, planning and resource allocation
- Enhanced inter-agency collaboration
- Enhanced staff engagement and morale
- Development of stronger relationships with employers.

In 2019 Kerry ETB published the Annual Report 2019² which outlines the statement of services, the goals and strategic actions and details what was achieved in 2019.

² https://www.kerryetb.ie/sdm_downloads/kerry-etb-annual-report-2019/

FET Quality Assurance Strategic Focus

In 2018 a five-year Quality Improvement Plan 2018 to 2022 was approved by QQI. This identifies areas for improvement and is aligned with the Kerry ETB Education and Training Strategy 2018 - 2022. The Quality Improvement Plan (QIP), defines the structures for improvement planning, the governance of quality, and quality enhancement. The plan also defined the structures that will conduct the self-evaluation of programmes and services and how evidence emerging from the process will inform continuous improvement measures.

Five priority areas are identified in the Quality Improvement Plan (QIP) 2018-22 as follows:

- a) The Governance and Management of Quality across Further Education and Training Provision
- b) The Delivery of Further Education and Training Programmes and Services
- c) The Learner Experience
- d) Information and Data Management
- e) Relationships with Other Parties Involved in Education and Training.

The Director of Further Education and Training holds the responsibility for the approval for all associated activities and the allocation of resources associated with the implementation of the QIP. Implementation and development activities which bring into effect Kerry ETB's Quality Assurance Procedures in any given year build on work undertaken in previous years. This plan is reviewed annually and Self-Evaluation Reports are prepared and submitted to QQI, followed by dialogue meetings with QQI.

3 | Governance and Executive Management

Governance and Executive Management Structures

This section commences with an outline of the governance and management structures in Kerry ETB and focuses in particular on the FET Management structures. It focuses also on the governance and management of quality assurance in FET in Kerry ETB.

The Board of Kerry ETB

The functions of the ETB are divided between Reserve (Section 12 ETB Act 2013) and Executive functions (Section 13 ETB Act 2013). In relation to the reserved functions the Board is responsible for the strategic direction and management of Kerry ETB and in this regard oversees the work of the executive in this implementation. It brings an informed, independent judgement on both performance and conformance. The Board also manages risk for the organisation through a structured risk management framework. There are a number of sub-committees of the Board that assist its functions. The Board of Kerry ETB ensures the governance structure is such that it can fulfil its duties effectively. It meets ten times each year and the ETB Head Office is located at Centrepoint Building, John Joe Sheehy Road, Tralee, County Kerry. The term of office for the current Board came into effect on 26th July 2019.

The Executive of Kerry ETB

The Executive of Kerry ETB is led by the Chief Executive Officer (CEO), Mr. Colm McEvoy. The CEO is responsible for the executive management of the ETB and is supported in his role by three Directors: Director of FET, Mr. Owen O'Donnell; Director of Schools, Youth and Music, Ms. Ann O'Dwyer and Director of Organisational Support and Development, Ms. Maria Brennan. Figure 3.1 outlines the executive management structure.

Management of Further Education and Training

The management of further education and training in Kerry ETB is led by Mr. Owen O'Donnell who is supported in his role by the FET Management Team. Each member of the FET Management Team has responsibility for individual programmes, campuses or services within FET. The group meets with the Director on a monthly basis.

A middle management group of FET managers with responsibility for the day to day management of programmes, centres or services report to the FET Management Team. This group meets four times a year in the FET Forum and in team meetings with the FET Management. Programme/Centre level meetings are also held regularly. Figure 3.2 outlines the FET Management structure.

Governance and Management of FET Quality Assurance

The purpose of Kerry ETB's FET Quality Assurance Governance System is to ensure that teaching, learning and assessment are quality assured, including work-based learning and assessment. The overarching governance unit is the Kerry ETB FET Quality Council. A number of governance units report to the FET Quality Council. Arrangements that apply to responsibilities, membership, appointment, rotation and agenda are set out in the terms of reference for each of the governance units.

FET Quality Council

The FET Quality Council is the primary governance structure to oversee the planning, co-ordination, quality, development and improvements in all aspects of further education and training provision in Kerry ETB. Figure 3.3 illustrates where the FET Quality Council fits in the organisational structure and shows the FET Quality Council governance sub-structures that assist it in fulfilling its role.

Figure 3.1 | Kerry ETB Executive Management Structure

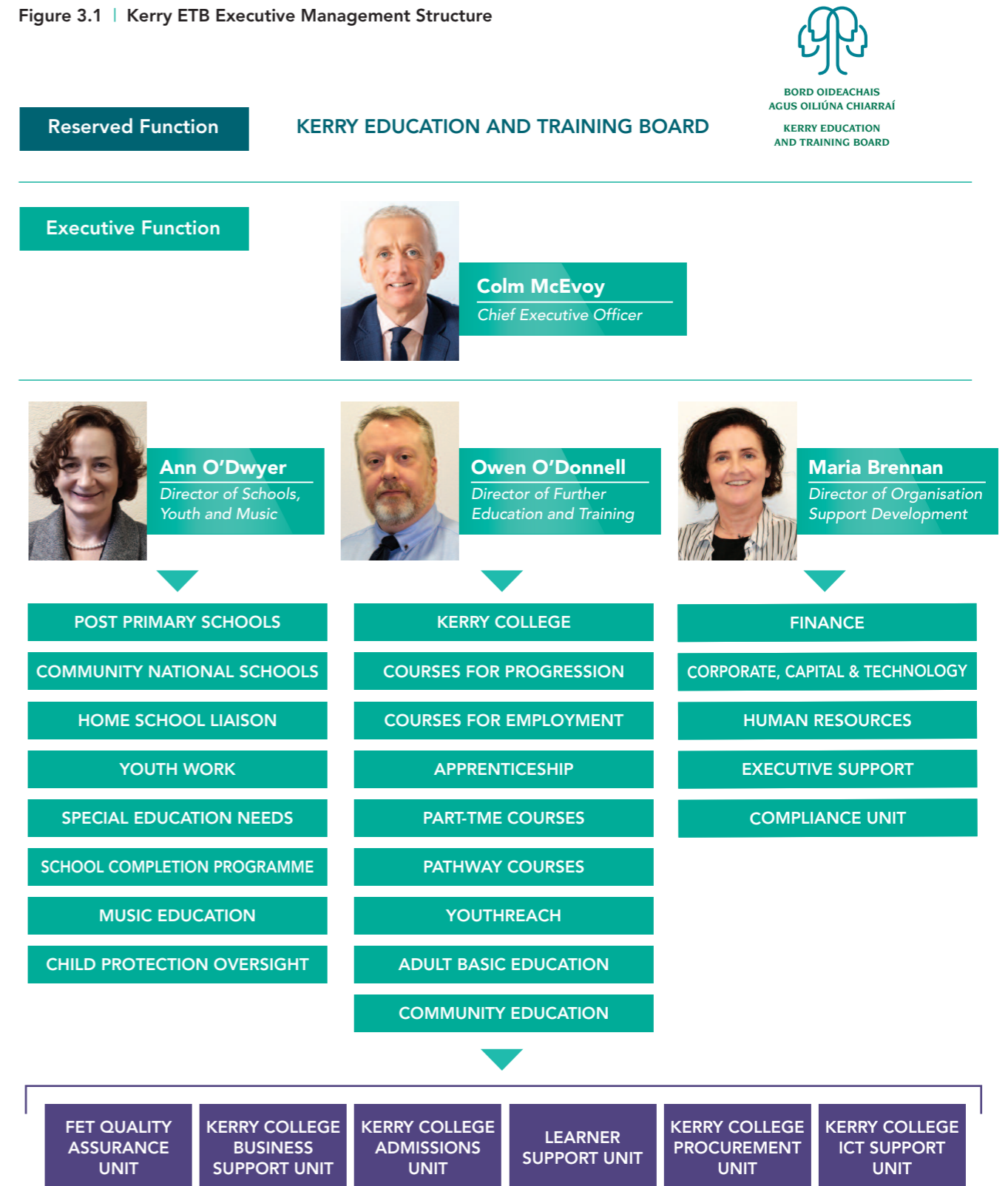
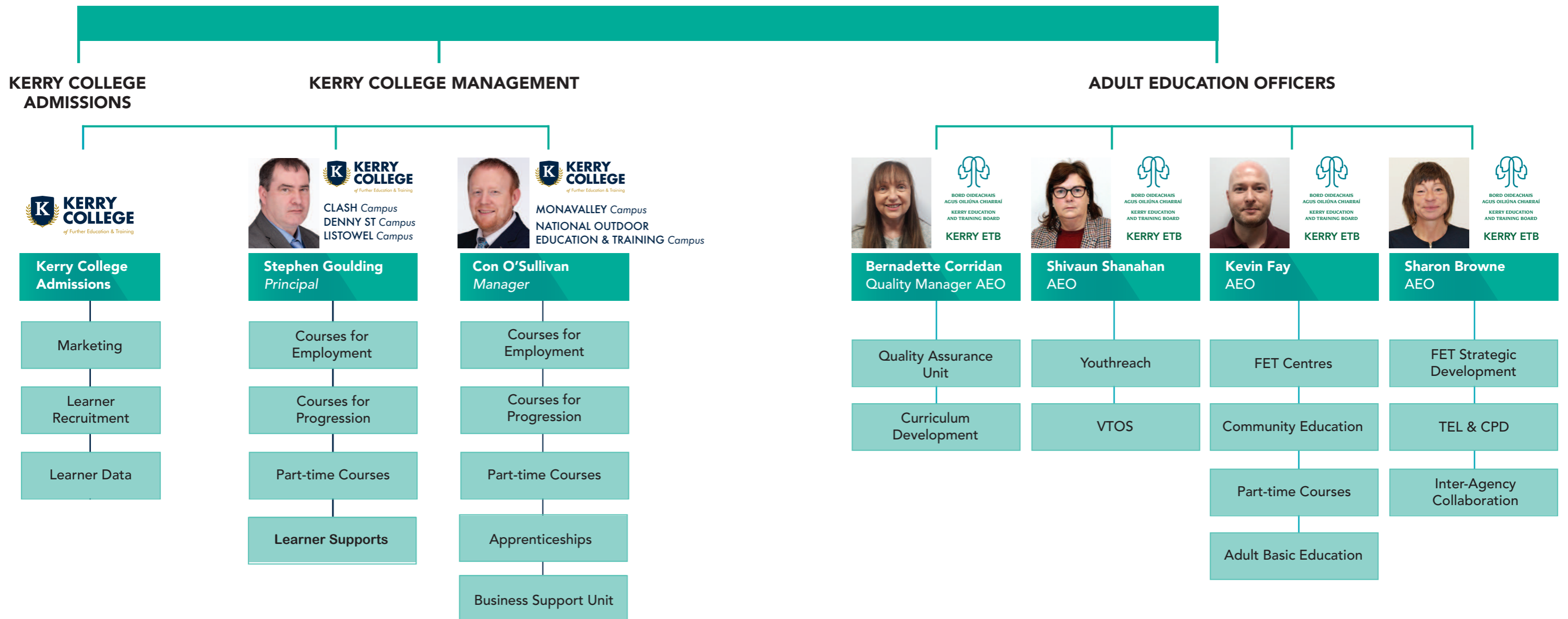
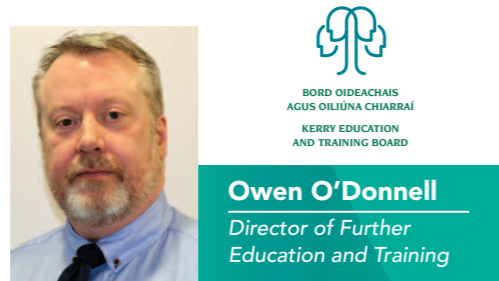


Figure 3.2 | FET Management Structure



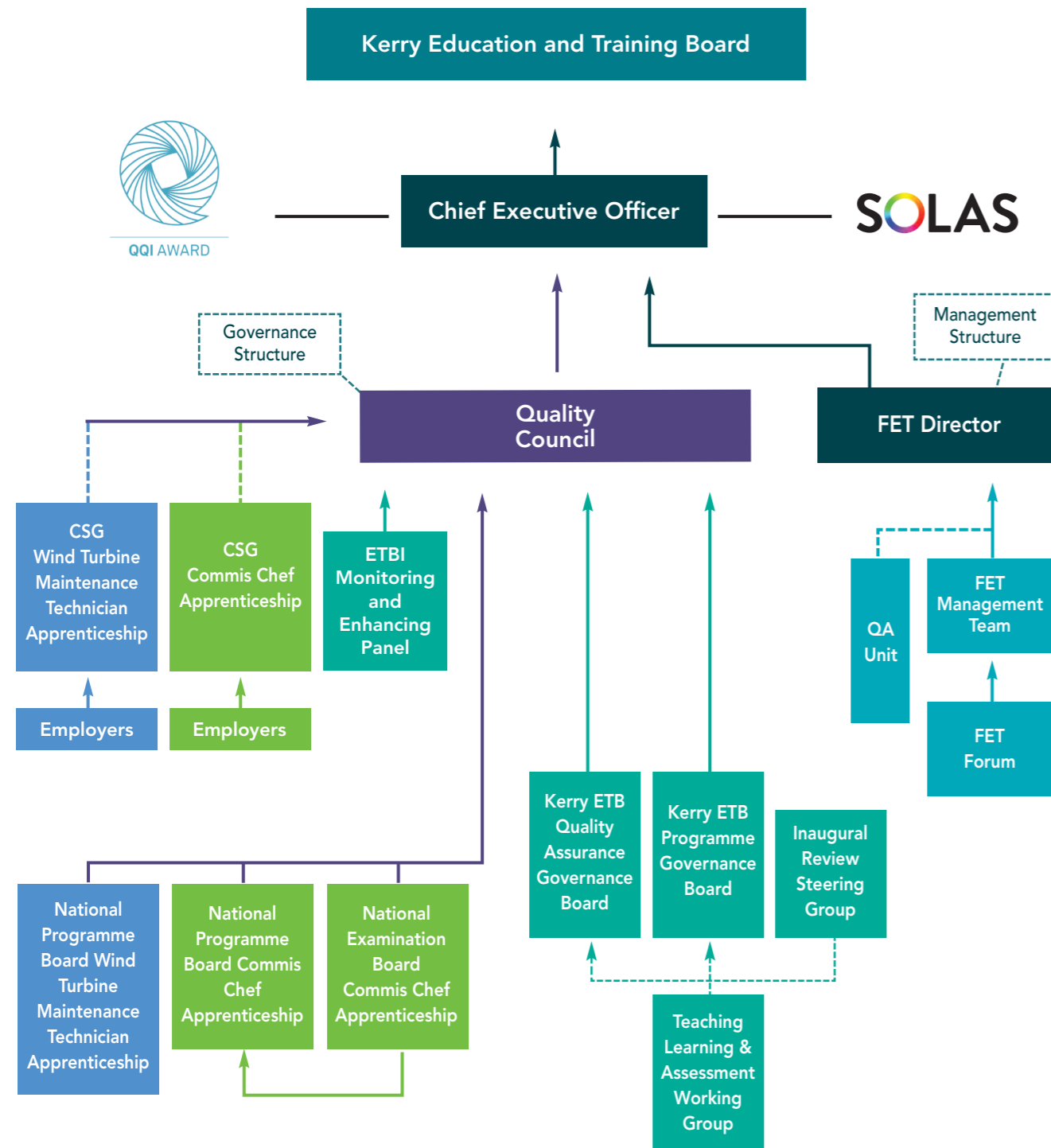


Figure 3.3 | FET Quality Assurance Governance

The FET Quality Council protects, maintains and develops the standards of education and training programmes and related activities in Kerry ETB to ensure that, as far as possible, all learners receive an equivalent experience. The Council also has overall responsibility for all new apprenticeship programmes.

Kerry ETB maximises external involvement in this governance structure which comprises of twelve members and is chaired by an external Chairperson, Mr Brendan Tuohy. Membership include the FET Director and Management, FET Staff and partner representatives including ETBI and Industry representatives. Learners attend every Quality Council meeting on a rotating basis. The terms of reference provide clarity on the purpose and structure for the FET Quality Council.

The FET Quality Council is responsible for a range of governance matters such as:

- Approving policies and procedures as recommended by the Quality Assurance Governance Board
- Recommending programme proposals to the CEO
- Approving programme documentation prior to its submission to the awarding body for validation, as recommended by the Programme Board
- Making recommendations for staff professional development where it is necessary or needed for improved delivery or development of programmes
- Receiving reports of quality reviews from the Quality Assurance Governance Board
- Approving annual review documentation before its submission to QQI and other awarding bodies.

The FET Quality Council also receives reports of the authentication process and appeals processes, confirming that Kerry ETB QA assessment procedures have been upheld. The Council ratifies assessment results prior to their submission to the awarding body. The Council reserves a section of its agenda to fulfil its role of 'Apprenticeship' Quality Council - considering reports from Consortium Steering Groups established by the Apprenticeship Council and proposals from the National Apprenticeship Programme Board for new partnerships and new members of partnerships. The Council reserves a portion of each meeting to meet a learner.

To effectively fulfil its role the FET Quality Council has established a number of governance sub-structures and ad-hoc working groups. The governance sub-structures of note are as follows:

- Quality Assurance Governance Board
- Programme Governance Board
- National Programme Board for the Commis Chef Apprenticeship Programme
- National Examination Board for the Commis Chef Apprenticeship Programme
- National Programme Board for the Wind Turbine Maintenance Technician Apprenticeship.

Each governance structure has its own terms of reference which outlines its remit, role, responsibilities and operations. Figure 3.4 shows these sub-structures and also illustrates the clear distinction between FET governance and operational structures.

Governance Structure | Central Relationships

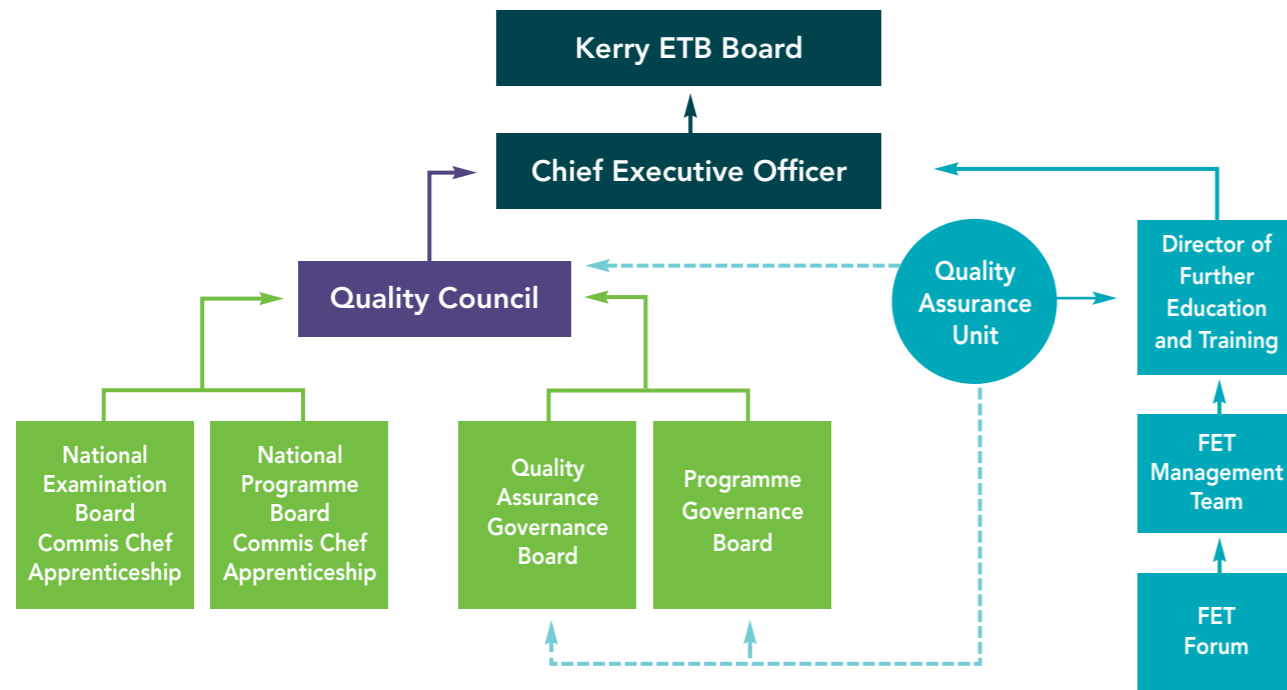


Figure 3.4 | Governance Structures Central Relationships

The Quality Assurance Governance Board

The Quality Assurance Governance Board is responsible for maintaining and developing the standards of Kerry ETB programmes. The board recommends quality assurance policies and procedures to the FET Quality Council. It makes recommendations to the FET Quality Council on quality improvement actions. It is responsible for the programme review process, making recommendations to the Quality Council on follow-up actions arising from quality reviews, including identifying areas of risk associated with the quality assurance of programmes. The Quality Assurance Governance Board monitors the implementation of the Quality Improvement Plan and reports on its progress to the FET Quality Council.

The Programme Governance Board

The Programme Governance Board is responsible for the oversight, planning, co-ordination, development and quality of Kerry ETB programmes. Where modifications to programme assessment are proposed, assessment instruments are reviewed by the Quality Assurance (QA) Unit and approved by the Programme Governance Board. The Programme Governance Board reviews reports on teaching and learning from the Quality Assurance Governance Board and makes recommendations for quality improvement to the Quality Council. It receives reports in relation to the Communities of Practice and Programme Specification Working groups.

Quality Assurance Unit

The work of the FET Quality Council is supported by the QA Unit. The supportive relationship between both structures ensures that the operational and governance remit of FET are fully realised. The Unit was established in 2018 and is based in Kerry ETB Head Office. The Unit is led by the Quality Assurance Manager who is a senior member of staff at AEO grade and reports to the Director of FET. It acts as the first point of contact for awarding bodies, communicating information received from awarding bodies to the relevant governance units. The QA Unit also has responsibilities in respect of governance, risk management and disseminating good practice. These responsibilities can be detailed as follows:

- Governance - as per agreed terms of reference
- Risk Management - contributing to the risk register of Kerry ETB
- Facilitating QA enhancement activities - serving as a vehicle for gathering, sharing, and highlighting good practice in conjunction with centres.

The QA Unit places a strong emphasis on building an understanding of the implementation of QIP across FET provision as part of continuous improvement. The Unit's relationship with centres is a reciprocal one premised on providing mutual support in a multi-layered governance environment.

The four key functions of the QA Unit are in relation to:

- QA policy and procedure
- Kerry ETB programmes
- Assessment
- Monitoring and review

The QA Unit is focused on supporting and assisting in the continuous improvement in Further Education Standards, Training Standards and Curriculum Development. This focus is reflected in its staff structure (see Figure 3.5).

Line Management | Structure Quality Assurance Unit

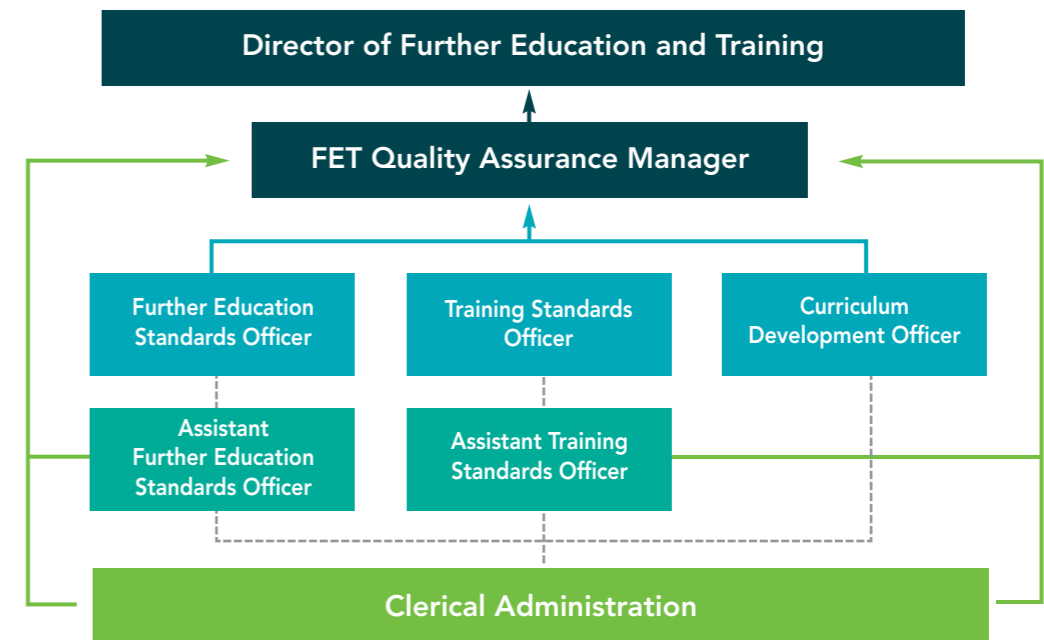


Figure 3.5 | Line Management Structure Quality Assurance Unit

4 | Kerry ETB and its Region

The QA Unit's relationship with campuses and centres is of key importance. Emphasis is placed on developing and building an understanding of implementing policies and procedures in the context of a continuous improvement approach. Continued dialogue is imperative to ensure a continuous cycle of improvement.

The QA Unit works to achieve a key organisational goal of continuous improvement and further development in FET Quality Assurance. In this regard the continual enhancement of Kerry ETB's teaching and learning capabilities, the promotion of a culture of continuous improvement and organisational learning are all central to ensuring that all stakeholders can have confidence in the quality and relevance of Kerry ETB's programmes and courses. The QA Unit also responds to organisational programme needs and drives validation processes.

Priorities which have underpinned the work of the QA Unit are as follows:

- Development of a new overarching FET Quality Assurance system
- Development of a FET Quality Assurance Handbook
- Implementation of the Quality Improvement Plan
- Supporting the priorities of the QA governance structures
- Development of standardised QA Assessment Procedures through collaborative processes
- Development of standardised QA Assessment templates
- Development and facilitation of Communities of Practice
- Development of new programmes to meet local and national market needs
- Supporting QA professional development through the delivery of QA Briefing Sessions and the identification and organisation of specific QA professional development interventions.

The QA Unit uses the comprehensive programme data recorded in PLSS to inform the decision making process.

Management of Quality Assurance

Responsibility for Quality Assurance rests with all staff in Kerry ETB. Therefore a system of devolved responsibility for the day to day management and implementation of FET QA policies and procedures exists. QA staff and management are supported in their role by the QA Unit.

Indeed, it was this system of devolved responsibilities that allowed Kerry ETB to respond efficiently and effectively to the operational challenges presented by the COVID 19 pandemic. Challenges such as the development and approval of alternative assessments and Common Award System (CAS) modifications during COVID 19 public health restrictions.

Geography

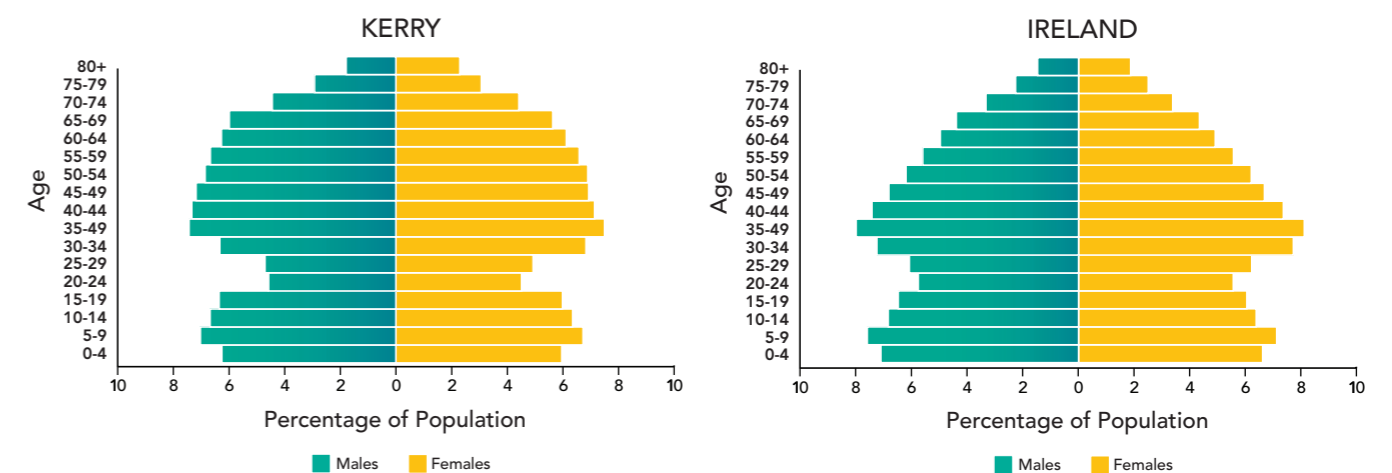
Kerry is situated on the southwest coast of Ireland. It is the fifth largest county in Ireland by area at 4,809.1 km² but in contrast it is the fourth most sparsely populated county in the state. Geographically, it is bounded on the west by the Atlantic Ocean, to the north by the Shannon estuary and to the east by Counties Limerick and Cork. It can be divided geographically into lowlands in the north and rugged hills and mountains in the south and west. The county has **three** peninsulas: Corca Duibhne, the Iveragh Peninsula and the Beara Peninsula. Traditional Irish culture and Gaeilge are strong in the county, indeed the Gaeltachtaí are settings where language, heritage and culture underpin everyday life. County Kerry is predominantly rural with 64% of the population living in rural areas. Three main urban areas dominate, these are: Tralee as the county town, Killarney as the main tourist town and Listowel as a market town. It is noteworthy that smaller urban areas also exist throughout the county.

Population

The population of County Kerry is 147,707 (CSO, 2016) which is an increase of 1.5% on the 2011 census and a 17.1% increase on the 1996 census (Kerry County Council, 2020). The population profile shows a lower proportion of younger working age cohorts when compared to the national figure, suggesting out-migration of younger populations (Indecon, 2020). Analysis of the population pyramid indicates that Kerry has a larger proportional share of its population within the older age (70+) profile.

It is worth noting that Kerry has the highest average age in the country at 40.2 (CSO, 2016). Kerry has a low population density which poses significant challenges for the provision of training and education programmes particularly in the context of disadvantaged learners who may not have access to appropriate and/or affordable transport.

Figure 4.1 | Population Distribution in Kerry and Ireland



The population profile varies across the county in that it is not evenly distributed. This has resulted in varying dependency rates across the county in terms of age and stage, for example Killorglin is the town with the highest Youth Dependency Rate (CSO, 2016). These dependency ratios are outlined in Table 4.1 Age Dependency Ratios Census 2016 Kerry Compared to the State Average.

Table 4.1 | Age Dependency Ratios Census 2016 Kerry Compared to the State Average

KERRY	RATIO KERRY	RATIO STATE	STATE
Both sexes			Both sexes
All Ages (Ratio)	57.3	52.7	All Ages (Ratio)
Persons aged 0-14 (Ratio)	30.7	32.3	Persons aged 0-14 (Ratio)
Persons aged 65 years & over (Ratio)	26.7	20.4	Persons aged 65 years & over (Ratio)

Ethnicity

For the purposes of the 2016 census, the majority of people in County Kerry categorised their ethnic and cultural background as white Irish. Less than 1% (0.65) of the population (968 people) identified their ethnic and cultural background as Irish Traveller, 0.47% of the population (801 people) identified as black or black Irish, 1.2% (1,796 people) as Asian or Asian Irish and 1.45% (1,697 people) indicated they were of mixed background (CSO, 2016).

Disability

A total of 13.5% of the population in Kerry indicated that they had a disability in 2016 (19,965 people). A total of 13.7% of the female population in Kerry had a disability in 2016. The highest rate of females with a disability resided in Tralee. Meanwhile, a total of 13.3% of the male population in Kerry indicated that they had a disability in 2016. The highest rate of males with a disability resided in Listowel.

Education

According to Census 2016 there is a significant difference between education attainment levels in Kerry and the national attainment levels (See Table 4.2). Overall Kerry has more people with qualifications at ordinary degree level than the national average. Conversely, there are more people in Kerry with no formal education or only primary or lower secondary education when compared with the national average. It should also be noted that within the county there are pockets of educational disadvantage, especially in the small towns and rural areas.

The variance in terms of educational profile is illustrated when the following statistics are considered:

- 2.6% of the population in Killorglin and 1.9% in Listowel have no formal education.
- 16% of Waterville and 14.7% of Listowel have primary education only.
- 9.4% of Castleisland and 18.6% of Causeway have lower secondary education only.
- 10% of the population of Caherciveen and Kenmare have a technical or vocational qualification as their highest level.
- Dingle has the highest rates of Bachelor ordinary degrees at 9.7%, followed by Killarney at 8.7%.
- Dingle, Tralee and Killorglin have the highest with honours degrees.
- Castleisland, Caherciveen and Causeway have the lower rates of people with degrees (Kerry ETB Service Plan, 2018).

The CSO Educational Attainment Thematic Report shows that the national employment rate has increased as education levels have risen (Indecon, 2020). People with a third level qualification had an employment rate of 85% in Q2 2017, compared with a rate of 35% for those with primary/no formal education. The significance of education as a predictor of employment and positive health outcomes is clear from the census findings, leading Indecon (2020) to conclude that Kerry ETB has a significant role to play in contributing to the quality of life of people in Kerry.

Table 4.2 | Highest Level of Education Completed in Kerry and Ireland

HIGHEST LEVEL OF EDUCATION COMPLETED	KERRY #	KERRY %	STATE #	STATE %
No formal education	1786	1.8%	52,214	1.7%
Primary education	11704	11.6%	334,284	10.8%
Lower secondary	15839	15.7%	449,766	14.5%
Upper secondary	18981	18.8%	573,643	18.5%
Technical or vocational qualification	9106	9.0%	271,532	8.8%
Advanced certificate/Completed apprenticeship	6809	6.8%	182,318	5.9%
Higher certificate	5302	5.3%	153,351	5.0%
Ordinary bachelor degree or national diploma	8113	8.0%	237,117	7.7%
Honours bachelor degree, professional qualification or both	8616	8.5%	331,293	10.7%
Postgraduate diploma or degree	6277	6.2%	284,107	9.2%
Doctorate (Ph.D) or higher	535	0.5%	28,759	0.9%
Not stated	7745	7.7%	198,668	6.4%

Deprivation and Affluence

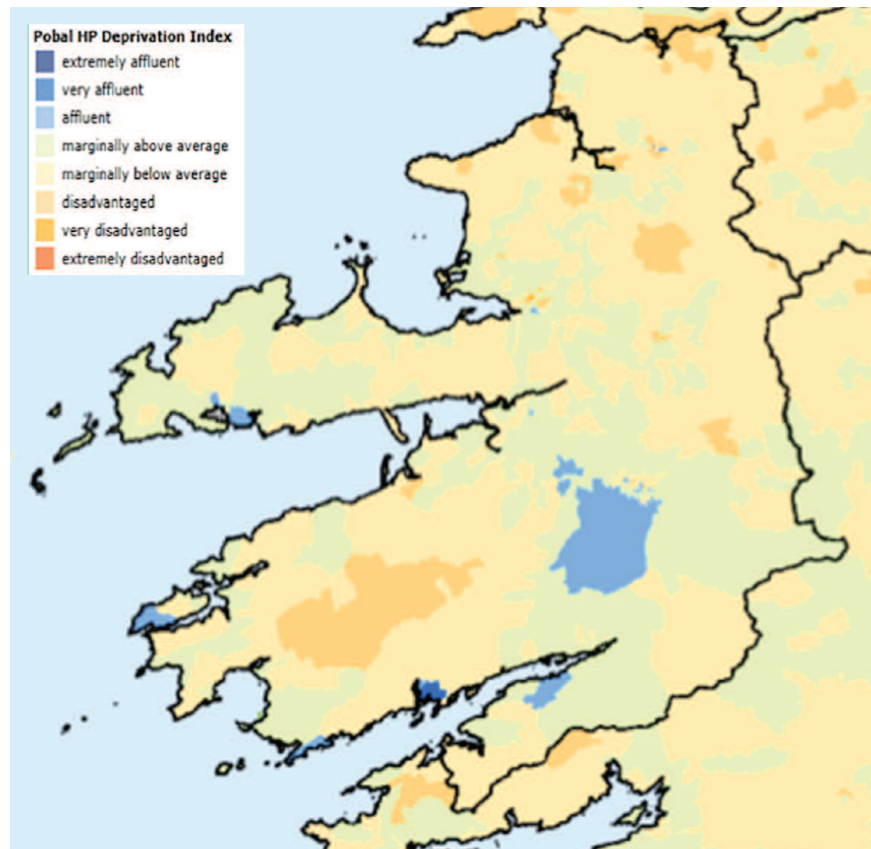
People in Kerry are more likely to come from areas of deprivation than those in the rest of the country (Indecon, 2020). The 2011 Pobal HP Deprivation Index (Haase and Pratschke 2016) shows the level of overall affluence and deprivation at the level of 18,488 Small Areas (SAs) in 2011 in Ireland. Based on the Relative Index Scores for 2016, Kerry's score of 1.3 is marginally below average. This is below the State score of 1.6 (marginally above average) and below the South-West regional score of 1.7 (marginally above average). Within Kerry there is a distinct distribution pattern of the 2016 Relative Index Scores with the most affluent areas adjacent to Killarney, Tralee and Sneem. These areas were classed within the 'Affluent' (4.3% of SAs) group. The most disadvantaged SAs are predominantly either in rural areas such as Caherciveen and the Iveragh Peninsula or in the main urban centres of

Listowel and Tralee. Figure 4.1 shows a visual representation of deprivation/affluence mapped across the geographical area of County Kerry. It is also worth noting that 12.5% OF SAs in Kerry were classed as 'very disadvantaged' or 'disadvantaged' and that 28.5% of the population living in these areas are under 24 years of age.

Specific deprivation/affluence levels of Kerry ETB learners are discussed in Section Six - The Kerry ETB learner.

Incomes

It is interesting to note that in County Kerry primary incomes are 20% below those nationally (Kerry County Council, 2020). In relative terms Kerry is one of the lowest income counties in the country (Kerry County Council, 2020).



Source: Pobal

Figure 4.2 | Pobal Deprivation Index, 2016

-1.3
was the Pobal HP Relative Deprivation Index score for Kerry in 2016

12.5%
of Small Areas in Kerry were classed as 'very disadvantaged' or 'disadvantaged'

28.5%
of the population living in 'disadvantaged' or 'very disadvantaged' areas are aged under 24 years

Economy

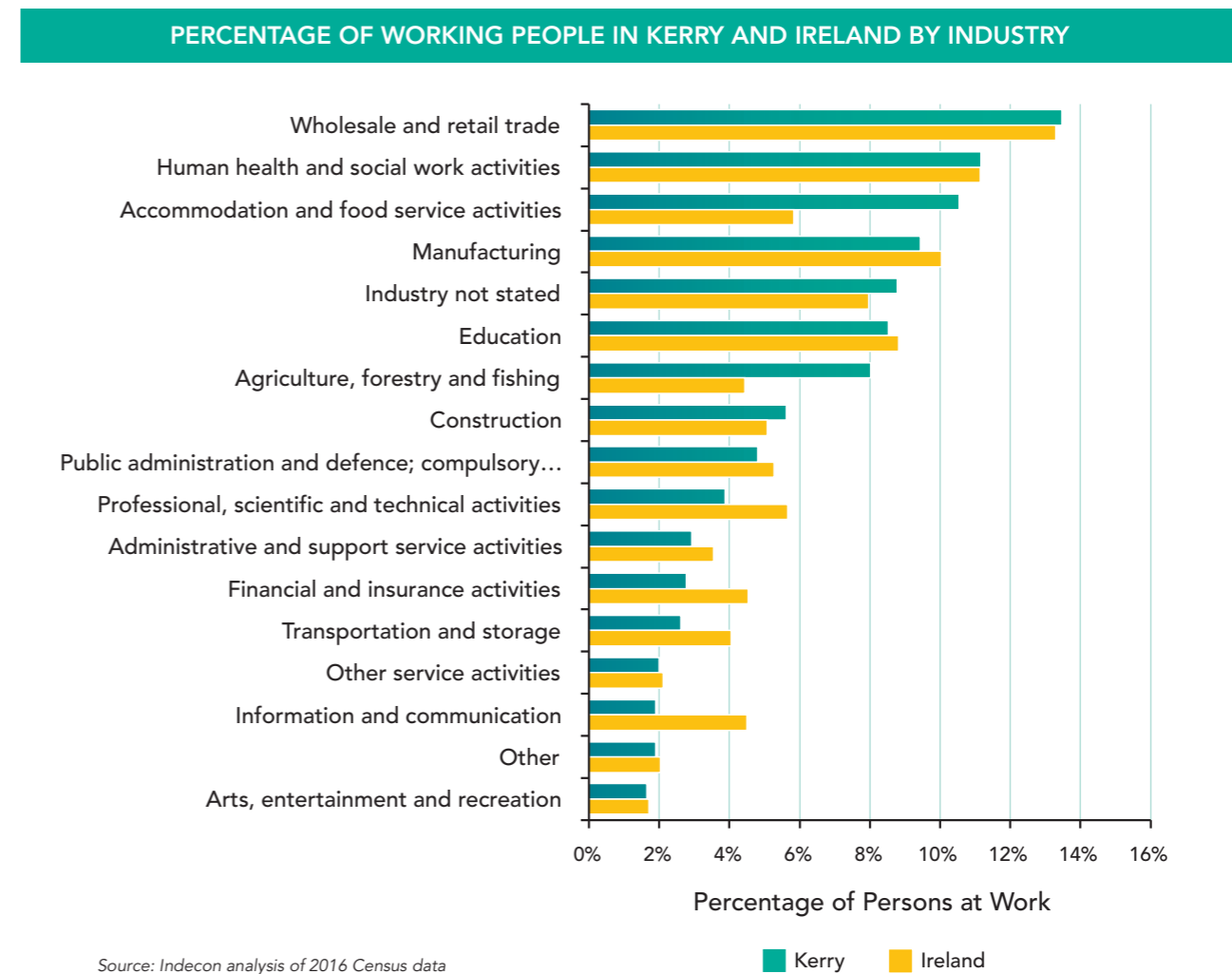
Tourism is a key driver of economic activity in Kerry and along with agriculture accounts for a significant portion of the economic activity in the county. Other sectors such as wholesale and retail, manufacturing and local services also contribute to economic activity. In 2015, Kerry welcomed over 1.2 million overseas visitors making it the fourth most visited county in Ireland. These visitors are estimated to have contributed €337 million to the local economy.

Employment

Tourism and Agriculture are among the largest employers in Kerry. One in every five jobs and businesses rely on tourism. Kerry is more dependent on tourism than any other county in Ireland.

Over 90% of the active enterprises in the South West and Kerry employ less than 10 people. County Kerry shows significant differences with the State average in terms of the percentage of working people by industry. Table 4.3 shows the percentage of working people in Kerry and Ireland by industry. It highlights some interesting distinctions in County Kerry, for example that the working population in accommodation and food service activities at 10.5% is almost double that of the national figure. 93% of active enterprises in Kerry are micro-enterprises and employ less than 10 people (Kerry County Council, 2020).

Table 4.3 | Outlines the Number of Working People in Kerry and Ireland by Industry



Source: Indecon analysis of 2016 Census data

Labour Force

The 2016 Census showed that the labour force in Kerry was 69,923 people and 61,222 of these were at work and 8,701 were unemployed. Construction and manufacturing were the main sectors to be negatively impacted by the economic crises of 2008 while the wholesale/retail, accommodation/food and construction sectors were the most negatively impacted by COVID-19 in the South West Region. This impact has been greatest in County Kerry with those receiving income supports accounting for 47% of those previously employed (SOLAS, 2020).

Almost 1 in 5 jobs in Kerry are dependent on tourism (Kerry County Council, 2020). In this regard Kerry ETB provision has provided targeted courses to assist the development of the tourism and other sectors of the regional economy. However 2020 saw a major downturn in economic activity for many sectors with the tourism sector being most severely affected (Kerry County Council, 2020).

Table 4.4 | Persons at Work by Industry and Sex

INDUSTRY	MALE	FEMALE	TOTAL
Agriculture, Forestry and Fishing	4,491	422	4,913
Building and Construction	3,259	180	3,439
Manufacturing Industries	5,078	1,565	6,643
Commerce and Trade	6,201	6,326	12,527
Transport and Communications	2,114	647	2,761
Public Administration	1,514	1,437	2,951
Professional Services	3,515	10,330	13,845
Other	6,800	7,343	14,143
TOTAL	32,972	28,250	61,222

CSO (2016)

In May 2021 there were 9,627 people on the live register in County Kerry. It should be noted that these figures do not include emergency payments such as the Pandemic Unemployment Payment (PUP). Table 4.5 shows the Live register figures by area in County Kerry in May 2021.

Table 4.5 | Live Register Kerry May 2021

LOCATION	MALE	FEMALE	TOTAL
Tralee	2068	2047	4115
Listowel	877	917	1794
Killarney	867	886	1753
Killorglin	385	355	740
Dingle	262	290	552
Cahersiveen	191	142	333
Kenmare	152	188	340
Kerry County	4802	4825	9627

Kerry ETB Services to Business Development

Kerry ETB plays a significant role in providing skills for the local economy. The Indecon survey (2020) indicates that a high number of respondents indicated that Kerry ETB has had a 'very significant' or 'significant' impact on business development. Table 4.6 below outlines responses from learners, employers, community organisations and Kerry ETB employees.

Table 4.6 | Percentage of Respondents Indicating Kerry ETB as had 'Very Significant' or 'Significant' Impact on Business Development

PERCENTAGE OF RESPONDENTS INDICATING KERRY ETB HAS HAD VERY SIGNIFICANT OR SIGNIFICANT IMPACT ON BUSINESS DEVELOPMENT				
	Learners	Employers	Community Orgs	Kerry ETB Employees
Providing skills for local and regional business and industry	86.3%	88.2%	84.4%	82.6%
Supporting the development of new businesses in the region	78.5%	92.9%	77.8%	61.4%
Assisting the development of local business sectors	77.5%	93.3%	82.3%	67.0%

Source: Indecon Surveys (2020) of Learners, Employers, Community Organisations and Kerry ETB Employees

5 | Kerry ETB Provider Profile

Kerry ETB caters for learners who are engaged in FET courses that are provided in Kerry College, Further Education and Training centres and community based locations across Kerry. Kerry ETB provides opportunities for people to engage across seven streams of further education and training namely:

1. Kerry College
2. Apprenticeship
3. Part-time Courses
4. Youthreach/CTC
5. Pathways
6. Adult Literacy
7. Community Education

This section provides data on Kerry ETB provision in centres, by fields of learning and certified outcomes. Kerry ETB FET services to learners, staff and employers are detailed.

Learner Type, Number and Location

In 2020 Kerry ETB provided education and training to 10,848 learners. 31% of learners attended full-time courses and 63% attended on a part-time basis. During 2020, a total of 6% of learners attended online. It is noteworthy that over one fifth (22%) of all learners in Kerry ETB are engaged in Community Education programmes (Indecon, 2020). Table 5.1 provides an outline of the learners by centre type, learner type and learner numbers.

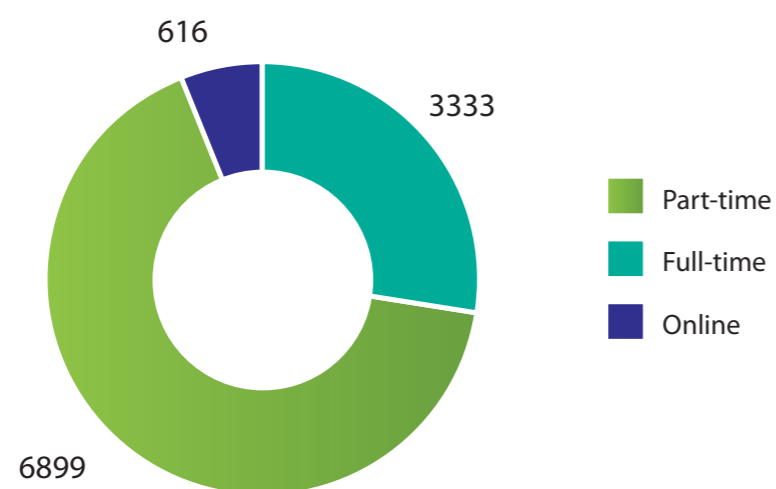
Kerry ETB provides opportunities for people to engage across seven streams of further education and training.

Table 5.1 | Kerry ETB Centre Type, Learner Type and Learner Numbers

NAME OF CENTRE/PROGRAMME	CENTRE TYPE	F/T LEARNERS 2020	P/T LEARNERS 2020	ONLINE LEARNERS 2020	TOTAL LEARNERS
Kerry College of Further Education & Training Monavalley Campus	FET College	1471	3274	611	5356
Kerry College of Further Education & Training Listowel Campus	FET College	232	24		256
Kerry College of Further Education & Training Clash and Denny St Campus	FET College	1231			1231
Dingle Further Education & Training Centre	FET Centre		58		58
An Tochar Further Education & Training Centre	FET Centre		393		393
Tech Amergin Further Education & Training Centre	FET Centre		327		327
O' Connell Further Education & Training Centre	FET Centre		278		278
Kenmare Further Education & Training Centre	FET Centre		259		259
Tralee VTOS	VTOS Centre	60			60
Killarney VTOS	VTOS Centre	67			67
Listowel VTOS	VTOS Centre	31			31
South Kerry VTOS	VTOS Centre	24			24
South Kerry Youthreach	Youthreach Centre	21			21
Tralee Youthreach	Youthreach Centre	47			47
Leaving Cert Applied Tralee	Youthreach Centre	49			49
Killarney Youthreach	Youthreach Centre	40			40
Listowel Youthreach	Youthreach Centre	38			38
Tralee Adult Basic Education & Literacy Centre	Adult Literacy Centre		212		212
Killorglin Adult Literacy Centre	Adult Literacy Centre		114		114
Kenmare Adult Literacy Centre	Adult Literacy Centre		223		223
Castleisland Adult Literacy Centre	Adult Literacy Centre		21		21
Cahersiveen Adult Literacy Centre	Adult Literacy Centre		80		80
Killarney Adult Literacy Centre	Adult Literacy Centre		187		187
Dingle Adult Literacy Centre	Adult Literacy Centre		27		27
Listowel Adult Basic Education & Literacy Centre	Adult Literacy Centre		107		107
Killarney Community College	FET College	22			22
Back to Education Initiative (BTEI)	Outreach		540		540
Community Education	Outreach		603	5	608
ESOL	Adult Literacy Centre		153		153
FET Co-operation Hours	Partnership		19		19
TOTAL		3333	6899	616	10848

Figure 5.1 illustrates a breakdown of learner engagement into full-time, part-time and on-line provision.

Figure 5.1 | Visual Representation of Scale of Full-time and Part-time Learners



Kerry ETB also delivers some of its provision through contracted/external provision arrangements and while this is reported as part of the Kerry College Monavalley Campus figures it is extracted in Table 5.2. This provision was provided to a total of 606 learners in 2020, 84% of whom attended full-time courses, while 16% attended part-time courses.

Table 5.2 | Contracted/External Provision with which Kerry ETB is Engaged

PROVIDER/ PROVISION TYPE	PROGRAMME	F/T LEARNERS (2020)	P/T LEARNERS (2020)	TOTAL LEARNERS
Kerry College Monavalley Campus	Bridging and Foundation Training	13		13
	Recognition of Prior Learning	7	5	12
	Specific Skills Training	359		359
	Traineeship Training	132		132
	Skills to Advance	0	80	80
	Evening Training		10	10
	TOTAL		511	95

Cluster (Field of Learning)

Kerry ETB offers a wide range of choices to learners across a broad range of clusters or fields of learning. Table 5.3 below provides an overview of the Kerry ETB provision (beneficiaries) by cluster in 2018, 2019 and 2020.

FIELDS OF LEARNING	BENEFICIARIES 2018	BENEFICIARIES 2019	BENEFICIARIES 2020
Agriculture, Horticulture and Mariculture	223	414	229
Animal Science	100	81	70
Arts & Crafts	338	262	249
Built Environment	117	147	105
Business, Administration	675	733	569
Core ICT	320	241	202
Core Personal	3,271	3,143	1,955
Engineering	70	54	47
Engineering (Electrical)	80	49	31
Engineering (IT)	21	0	0
Engineering (Mechanical)	168	132	106
Engineering (Transport)	0	0	0
Entrepreneurship	0	0	0
Financial Services	47	54	52
Food and Beverage	153	176	2,506
General Learning	3,075	2,554	1,164
Hairdressing, Beauty and Complementary Therapies	259	223	169
Health, Family other Social Services	1,775	1,665	2,044
Information Technology	108	140	104
Management	60	72	58
Media Graphics Communications	210	228	217
Natural Resources	0	0	0
Research and Education-Training	48	66	39
Sales and Marketing	27	36	22
Science and Technology	26	35	52
Security, Guarding and Emergency Services	59	61	0
Skills Sampling	123	119	44
Sport and Leisure	220	184	171
Tourism	200	134	89
Transport, Distribution and Logistics	31	62	71
Web Development and Design	62	30	28
TOTAL	11,866	11,095	10,393

*Excludes Apprenticeship

Table 5.3 | Kerry ETB Provision by Cluster

Cluster Breakdown | 2020

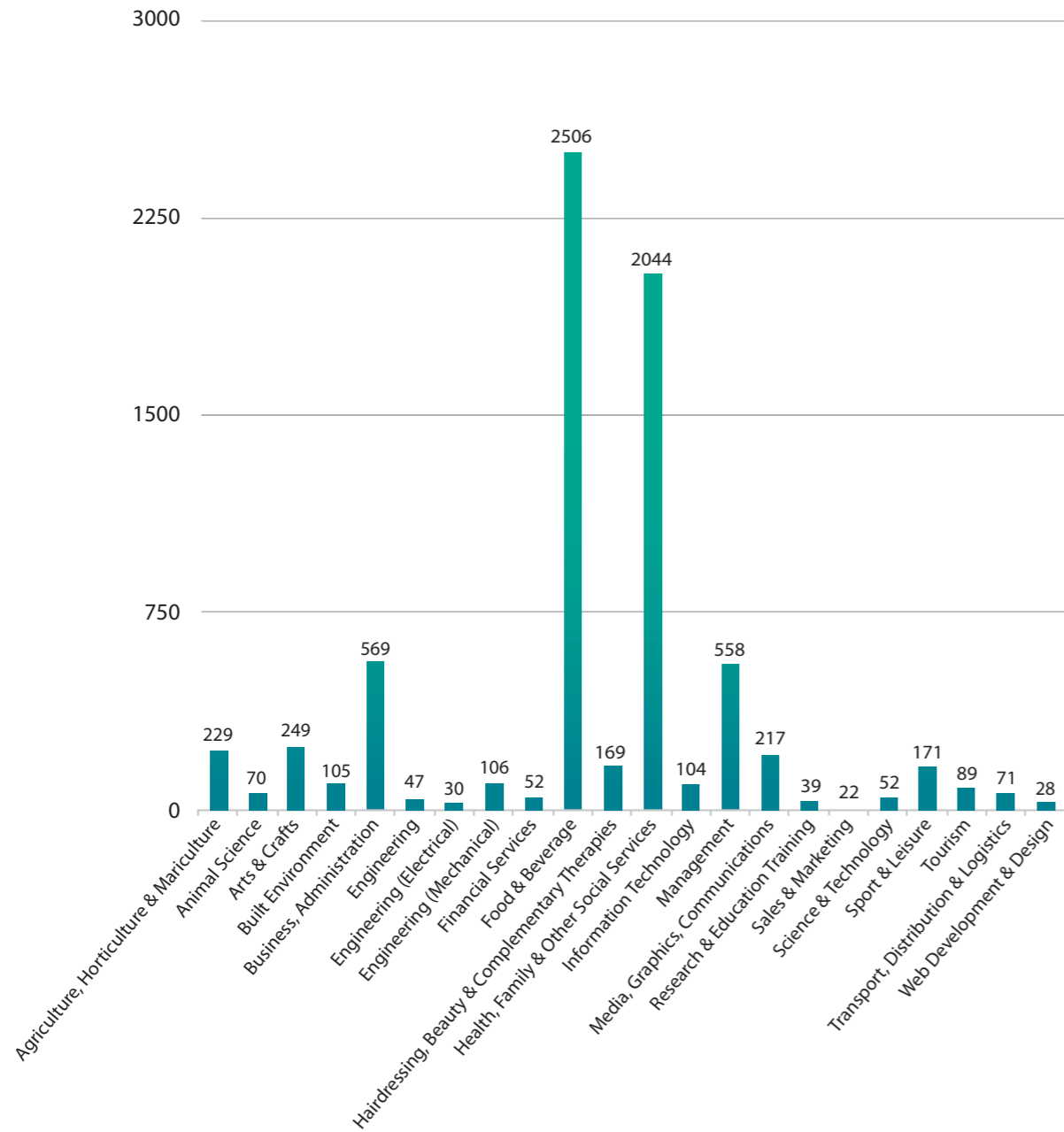


Figure 5.2 | Cluster Breakdown in 2020

Kerry ETB Provision by National Framework of Qualifications (NFQ) Level

Table 5.4 provides an overview of Kerry ETB's provision by NFQ level from 2018-2020. Figure 5.3 presents this information graphically.

NFQ LEVEL	BENEFICIARIES		
	2018	2019	2020
1		14	40
2	393	528	343
3	1,210	1,271	775
4	1,006	912	659
5	3,280	3,240	3,001
6	575	590	457
TOTAL	6,464	6,555	5,275

Note: 26 learners completed LCA certification which is at the NFQ Levels 4 and 5

Table 5.4 | Kerry ETB Provision by NFQ Level

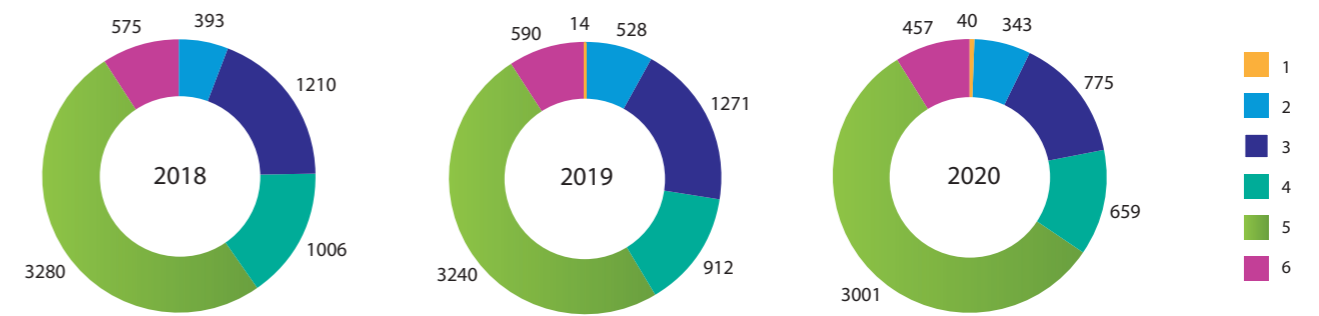
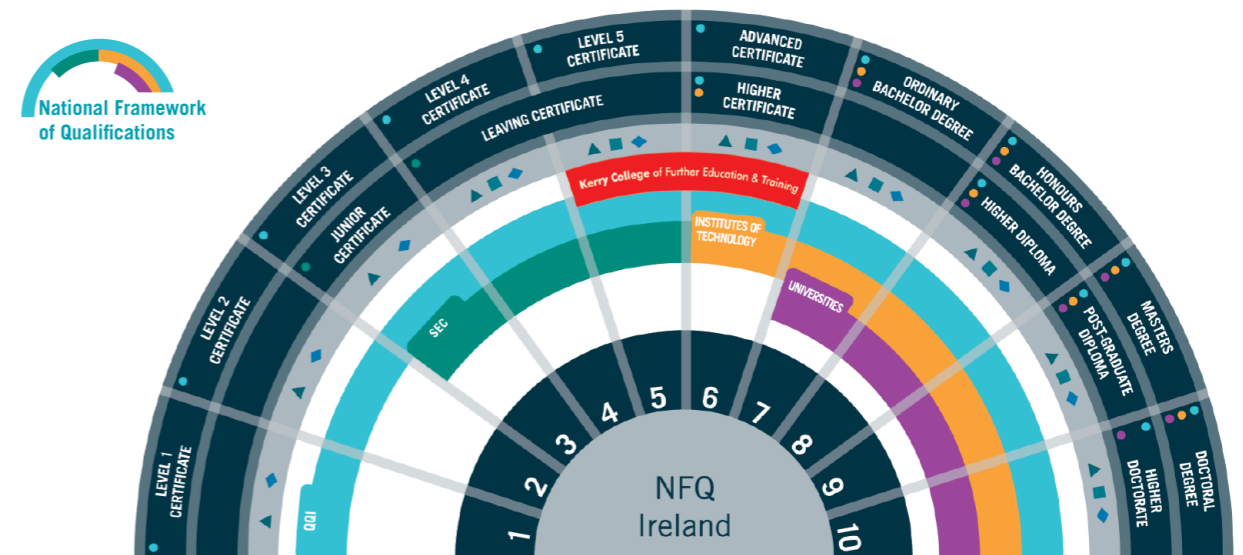


Figure 5.3 | Beneficiaries by NFQ Level in 2018, 2019 and 2020



Awarding Bodies

Kerry ETB delivers education and training programmes leading to certification with awarding bodies in addition to QQI. Table 5.5 provides a summary of these bodies and the number of awards for Kerry ETB learners over a three year period between 2018-2020. It is worth noting that in 2020, 80% of awards were provided by QQI, a significant increase on previous years. This is presented in Figure 5.4 along with a visual representation of other awards.

AWARDING BODY	AWARDS 2018		AWARDS 2019		AWARDS 2020	
	NO	%	NO	%	NO	%
QQI-FE	4,908	71.50	4,432	70.25	5,275	80.00
City and Guilds	1,154	16.81	668	10.59	749	11.36
PHECC	76	1.11	225	3.57	32	0.49
ICS Skills	357	5.20	437	6.93	72	1.09
Approved EN Certifying Body	167	2.43	127	2.01	79	1.20
ITEC	34	0.49	165	2.62	94	1.43
CompTIA A+, CompTIA Networks	-00	-00	85	1.35	104	1.58
ATI	57	0.83	24	0.38	52	0.79
Department of Education & Skills	15	0.22	-00	-00	-00	-00
Edinburgh Napier University	-00	-00	14	0.22	-00	-00
CIDESCO	-00	-00	15	0.24	11	0.17
CISCO	3	0.04	5	0.08	-00	-00
Mountaineering Ireland (BOSM)	33	0.48	63	1.00	35	0.53
RTITB	18	0.26	34	0.54	32	0.49
CIBTAC	-00	-00	15	0.24	10	0.15
Surf Inst 1	23	0.34	-00	-00	-00	-00
RSA (Road Safety Association)	-00	-00	-00	-00	33	0.50
Microsoft	4	0.06	24	0	16	0.24
VTCT	15	0.22	36	0.57	-00	-00
TOTAL	6,864	100	6,369	100	6,594	100

Table 5.5 | Kerry ETB Awards by Awarding Bodies

Awards | by Awarding Bodies 2020

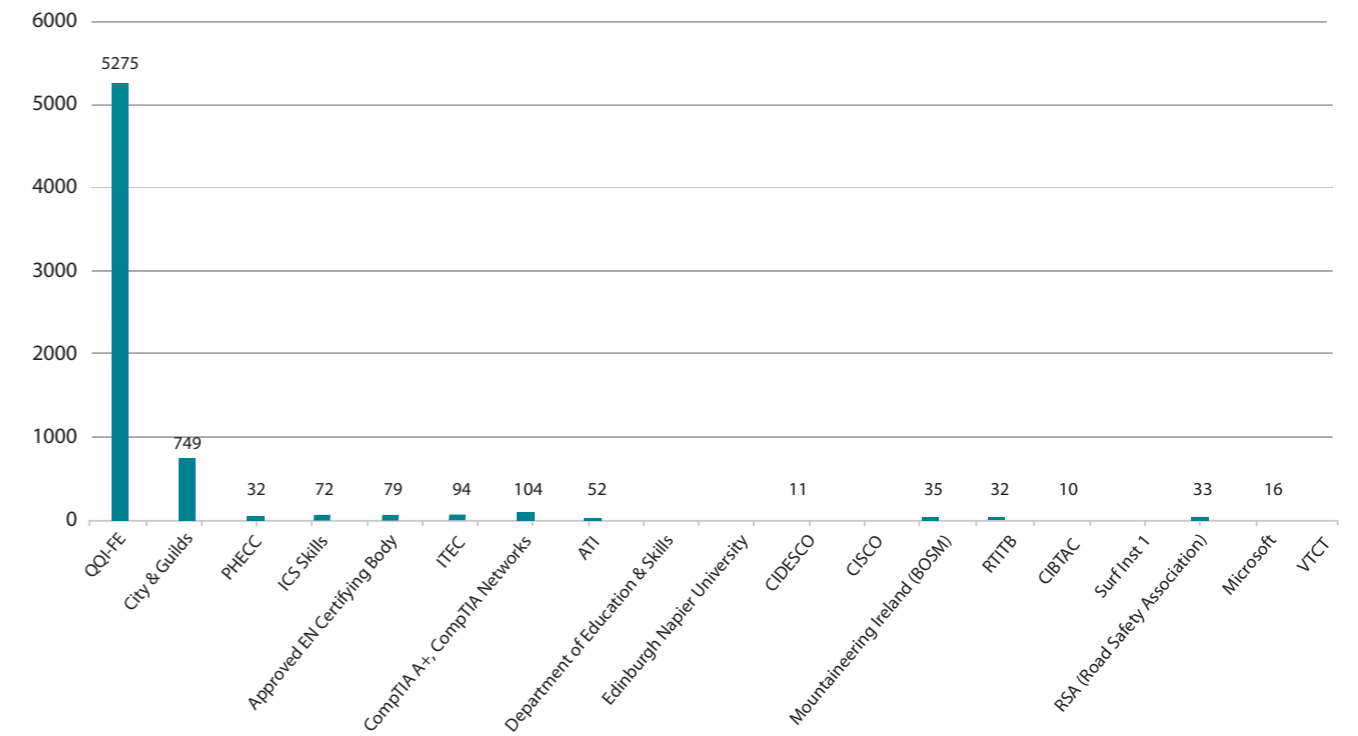


Figure 5.4 | Awards by Awarding Bodies 2020

Kerry ETB Services

Kerry ETB provides learners with a number of services to support them in their education and training achievements. Services are also provided to staff, the general public and employers and these are outlined in table 5.6.

Table 5.6 | Kerry ETB Services and Descriptions

SERVICE	DESCRIPTION
Guidance Supports	<p>Guidance supports are available to learners through the following:</p> <ul style="list-style-type: none"> • One full-time Guidance Counsellor with Kerry Adult Guidance and Information Service based at Kerry College Monavalley Campus. • Part-Time Adult Guidance staff member at Kerry College Listowel Campus. • Full-Time Adult Guidance Counsellor for Kerry College Campuses at Clash Road and Denny Street in Tralee. • Adult Guidance Counsellors in the VTOS Programme. • The Kerry ETB Mentor Project is a dedicated service with two full-time staff providing longitudinal support and guidance to young people.
Psychological Support Services	<p>Year on year an increasing number of FET learners require access to counselling services for issues such as anxiety, self-harm, suicidal ideation, loss and bereavement. Access to counselling is granted on a needs basis, usually organised through Learning Support Offices, Care Teams and the Centre Manager. The following are the arrangements for counselling services for our learners.</p> <ul style="list-style-type: none"> • Southwest Counselling Centre were awarded a tender specifically for Youthreach. • Kerry Adolescent Counselling Centre was awarded the tender for Kerry College and VTOS. • Counselling for other learners is available through tender arrangements.
Academic Learning Support	<p>This service focuses on learners with disabilities, and/or diagnosed learning support needs, as well as additional learners who require learning support. This type of support is promoted actively by the College Principals/Campus Manager/FET Centre Manager. Learners come together with a tutor to work on areas such as numeracy, structuring written responses, oral presentation skills, and basic information technology skills. Additional tutorial support does not focus on specific assignments or programme topics. Additionally proofreading or advice on dealing with programme assessment fall outside of the remit of this support. In 2020 160 staff were engaged in CPD on the theme of learner support for a total of 1776 hours. Appendix One provides an overview of the supports offered by campus/programme and the numbers of learners involved.</p>
Kerry College Admissions Office	<p>Kerry College Admissions Office opened in March 2020. It has responsibility for marketing/PR, information provision, course recruitment, PLSS data management and registrations of learners.</p>

SERVICE	DESCRIPTION
Community Education	<p>Community Education supports community groups and issue based groups to access education in their own community. It aims to enhance learning, foster empowerment and enables civil society to play a role in non-formal education. Community Education is rooted in equality, justice and empowerment and creates a voice for those who are furthest from the education system.</p>
Technology Enhanced Learning (TEL)	<p>Kerry Education and Training Board's Further Education ICT Strategy 2019/2022 prioritises 'Teaching and Learning' and 'Continuous Professional Development (CPD)' for Staff. Kerry ETB developed its Technology Enhanced Learning (TEL) Plan in 2018 and commenced implementation in 2019. A TEL Officer was appointed in 2019. There is currently a focus on developing staff TEL capacity across the organisation and a support for TEL Champions to assist staff. Kerry ETB Blended Learning Handbooks for learners and staff were produced in 2020 to guide learners in technology enhanced learning and included an Acceptable Usage Policy and the Bring your Own Device for Learning Policy.</p>
Universal Design for Learning (UDL)	<p>Kerry ETB has developed a strategic approach to building the professional development of staff in Universal Design for Learning (UDL) with the aim to cater for the diversity of needs of learners through flexible teaching, assessment and service provision methods. In 2021 Kerry ETB embarked on a project to train UDL Champions and to develop a micro-credential for staff on a pilot basis.</p>
FET Professional Development	<p>Kerry ETB has a FET PD Co-ordinator at AEO level who has responsibility for developing strategic and responsive approaches to CPD across FET and developing an annual PD calendar for all FET staff.</p>
Business Support Unit	<p>To fulfil its role in providing education and training for employed people who wish to upskills or change roles, Kerry ETB established the Business Support Unit in 2020. The Unit assists employers to conduct Training Needs Analysis and Professional Development Planning for staff. The Unit also designs bespoke programmes to meet industry needs in collaboration with employers.</p>
Quality Assurance Unit	<p>The Quality Assurance Unit provides support to staff in Kerry ETB in implementing quality assurance policies and procedures. The QA Unit facilitates Communities of Practice for staff and organises external authentication processes centrally. The QA Unit also organises professional development to support quality assurance roles across the organisation. The QA Unit facilitates RPL and Appeals processes for Kerry ETB learners.</p>

6 | The Kerry ETB Learner

Kerry ETB Sustainability and Climate Change

In 2021, Kerry ETB is driving the implementation of its Sustainability Strategy 2020-2022 through the scheme-wide promotion and modelling of green initiatives. These initiatives support a range of innovations from electric vehicle (EV) charging points in all centres for cars and bicycles, to biodiversity sanctuary spaces and bee gardens. Kerry ETB's commitment is also evidenced across FET centres which deliver sustainability focused courses such as Horticulture, Poultry Keeping and Beekeeping, Biodiversity Planning, Organic Production. Indeed 2021 provision includes upskilling courses for electric car maintenance, domestic renewable energy technologies, smart homes and precision agriculture.



Kerry ETB learners come from both within and outside the county and are from a wide variety of social, economic and cultural backgrounds. The learner profile can be broadly categorised into the following groups:

- **Foundation Learners (Pre-Vocational)**

These learners are often unemployed, early school leavers or individuals with less than upper second-level qualifications. Learners with less effective literacy, numeracy and IT skills usually availing of education programmes pitched between Level 1 and Level 3 of the National Framework for Qualifications (NFQ).

- **Progression Learners (NFQ Level 4)**

These learners typically have not completed upper second-level education; however, they do not have major literacy or numeracy issues. They usually participate in Level 4 programmes to prepare for progression to vocational programmes at Level 5.

- **Vocational Learners (NFQ Levels 5 & 6)**

These learners will have achieved upper secondary level education qualifications. Learners may come straight from post-primary school and will opt for a Further Education programme at Level 5/6. Successful completion of these programmes may provide progression to apprenticeships, employment or higher education programmes at Level 7/8.

- **Specific Skills Development Learners**

These learners participate in upskilling programmes in the workplace and participate in Traineeships and Apprenticeship training sponsored by an employer.

- **Workforce Development**

These Learners participate on a range of flexible or tailored programmes such as sponsored training for companies, evening training and Skills for Work all of which are designed to upskill learners in the workforce.

Overview of Kerry ETB Learner

In 2020 Kerry ETB offered training to 10,393 learners, 38% of whom were male and 62% were female. The age profiles of the Kerry ETB learners over three years 2018-2020 is outlined in Table 6.2 and the Kerry ETB Learner Nationality Profile is outlined in Table 6.3.

LEARNER GENDER	2018	2019	2020
Female	7,566	6,863	6,398
Male	4,300	4,232	3,995
Other/Not Specified			
TOTAL	11,866	11,095	10,393

*Excludes Apprenticeship

Table 6.1 | Kerry ETB Learner Gender

Table 6.2 | Kerry ETB Learner Age Profile

LEARNER AGE	2018	2019	2020
<15-19	1,407	1,365	1,381
20-24	1,056	1,096	1,205
25-29	836	736	796
30-34	869	799	905
35-39	1,036	950	1,010
40-44	1,038	1,000	1,096
45-49	1,184	1,062	983
50-54	1,142	1,004	869
55-59	1,051	979	815
60-65	940	919	660
>65	1,307	1,185	673
TOTAL	11,866	11,095	10,393

*Excludes Apprenticeship

Table 6.3 | Kerry ETB Learner Nationality Profile

REGION	2018	2019	2020
Ireland	4,648	4,519	4,285
GB	238	261	238
Europe	496	510	660
Non EU	36	46	64
Africa	144	197	204
Asia	139	138	70
North America	23	36	26
Oceania	5	2	8
South America	10	13	26
Unknown	1,904	1,254	2,252
TOTAL	7,643	6,976	7,834

Learner Employment Profile

Figure 6.1 illustrates that one in four (25%) of Kerry ETB learners were in employment prior to commencing a FET course, while one in three (32.3%) were unemployed. The remaining 40% were out of the labour market prior to enrolment for a variety of reasons, such as: Retirement (10.4%), Engagement in home duties (6.2%), Engagement in education or training (12.6%) (Indecon, 2020).

Figure 6.1 | Learner Profile, Principal Economic Status

Source: SOLAS

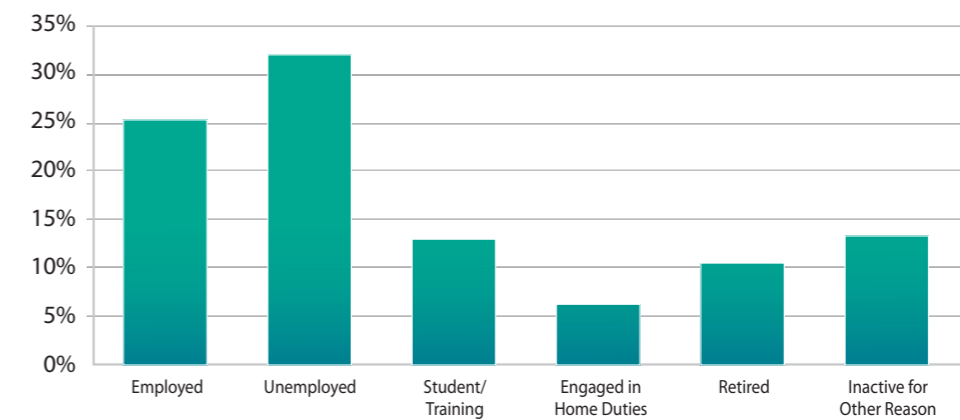
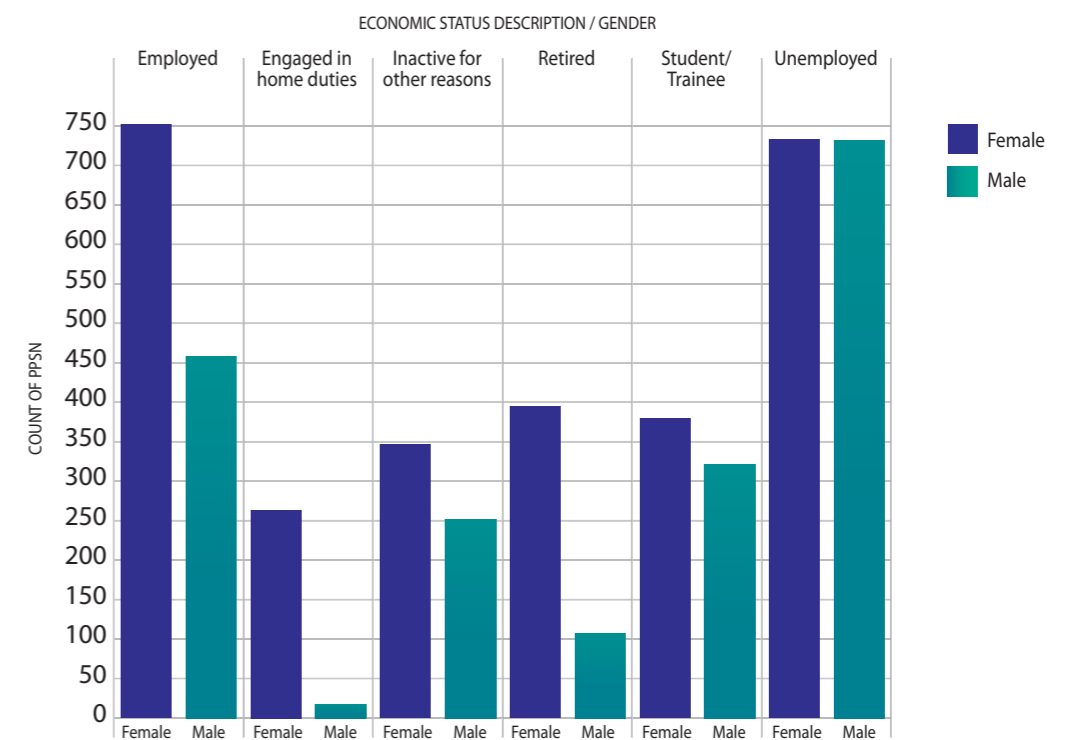


Figure 6.2 | Learner Profile, Level of Education Attainment

Indecon, 2020

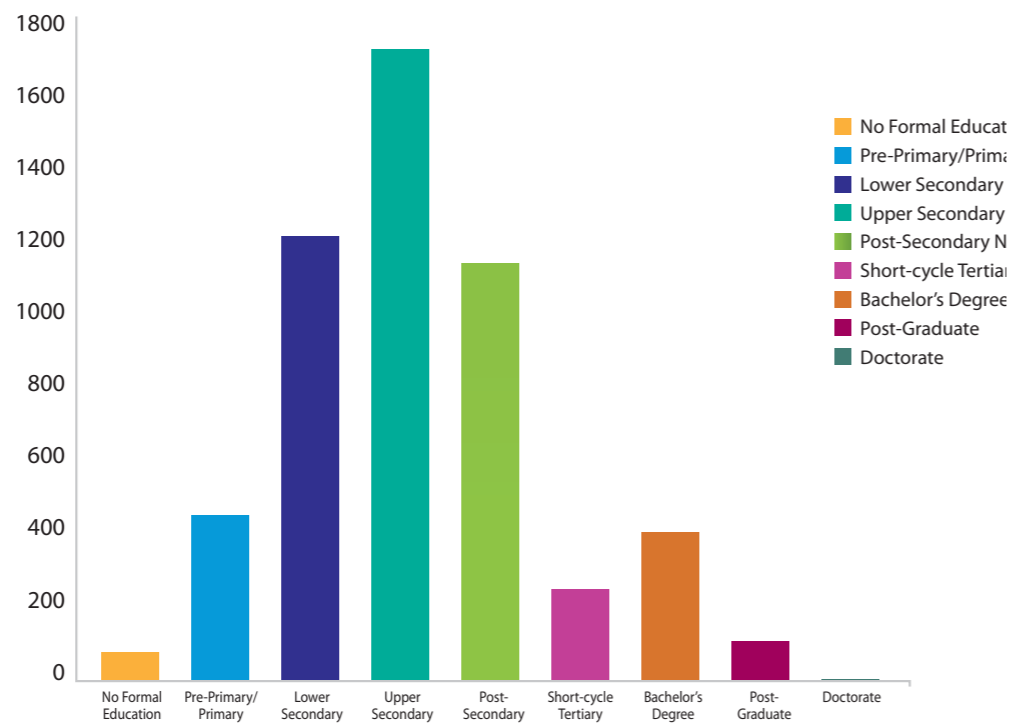


Educational Attainment of the Kerry ETB Learner

Kerry ETB has more people with qualifications at ordinary degree levels than the national average but also has more people with lower levels of education than the national average. Further details are provided in Section Four. Figure 6.3 illustrates the educational attainment of Kerry ETB learners.

Figure 6.3 | Kerry ETB Learner Level of Educational Attainment

Source: SOLAS

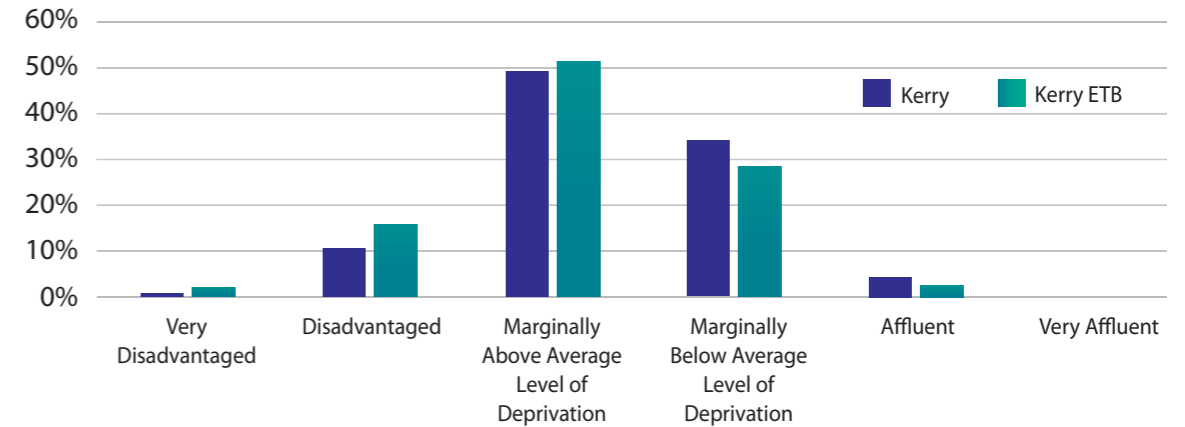


Affluence/Deprivation of Kerry ETB Learners

Research for an Indecon Study (2020) indicates that Kerry ETB learners are far more likely to come from disadvantaged/very disadvantaged areas of the county and less likely to come from relatively affluent areas. This is relevant to understanding the social impact of Kerry ETB for key disadvantaged groups in society. The difference between the Kerry ETB learner and the general population is outlined in Figure 6.4 overleaf.

Figure 6.4 | Deprivation/ Affluence Levels in Kerry and Kerry ETB Learner

Source: SOLAS data completed for Indecon Review in conjunction with Pobal

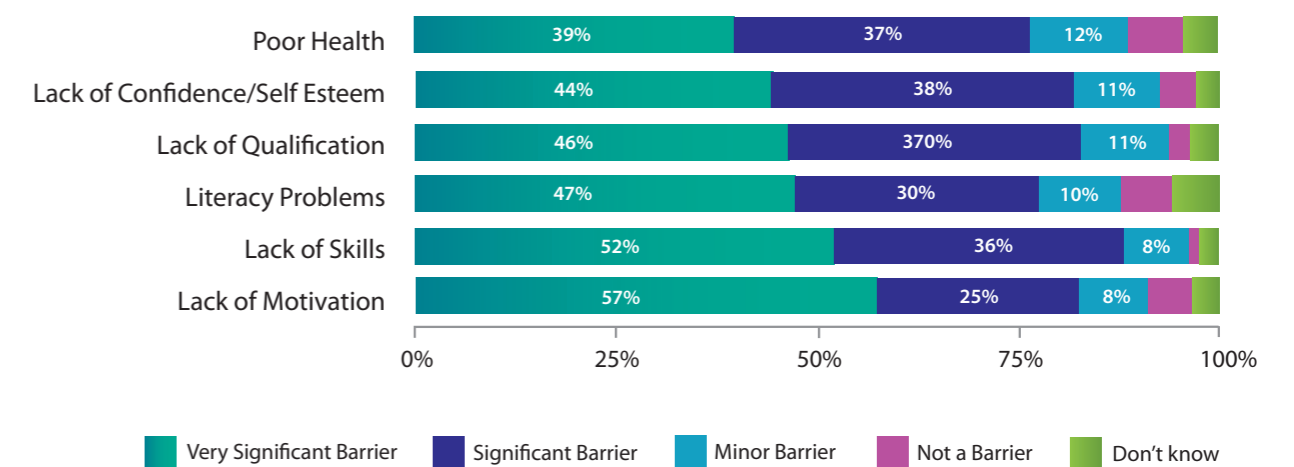


Barriers to Engagement in Education and Training

There is a raft of academic studies to indicate that deprivation/socioeconomic disadvantage is a significant influential factor in terms of educational retention, attainment and progression (Lynch and Baker, 2005); (Lynch and Crean, 2008); (Smyth and McCoy, 2009); (Social Justice Ireland, 2019). Figure 6.5 illustrates the barriers to participation identified by the learners engaged in Kerry ETB FET courses.

Figure 6.5 | Barriers to Participating in Education and Training

Source Indecon 2020



Kerry ETB provides education and training opportunities for disadvantaged groups at risk of marginalisation in the county. These groups include members of the following cohorts: The Travelling Community, The Roma Community, People with disabilities, People with literacy difficulties, Programme Refugees. Enrolments of learners from the cohorts were recorded in 2020. Thirty people identified as Irish Travellers, participating in courses in Kerry College, Youthreach/CTC and the Adult Literacy programme. Thirteen people, who identified as members of the Roma Community, participated in courses in Kerry College, Youthreach/CTC, the Adult Literacy programme and a part-time programme. The inclusion of learners with a disability is further explored in Table 6.4 which identified the type of disability for learners enrolled in 2020.

Table 6.4 | Breakdown of Disability Type for Learners Enrolled in 2020

LONG LASTING CONDITION	DISTINCT LEARNER	BENEFICIARIES
Hearing disability	31	40
Intellectual disability	105	161
Learning or remembering difficulty	108	176
Mobility impairment	55	93
Other illness or condition	100	134
Psychological disability	68	93
Vision disability	12	14
Totals in 2020 (from PLSS)	479	711

Please note a learner may have more than one long lasting condition and be included in the Distinct Learner column for more than one long lasting condition.

³ [http://www.solas.ie/SolasPdfLibrary/FET in Numbers 2018 Traveller Community.pdf](http://www.solas.ie/SolasPdfLibrary/FET%20in%20Numbers%2018%20Traveller%20Community.pdf)

⁴ [http://www.solas.ie/SolasPdfLibrary/FET in Numbers 2018 Roma Community.pdf](http://www.solas.ie/SolasPdfLibrary/FET%20in%20Numbers%2018%20Roma%20Community.pdf)

⁵ [http://www.solas.ie/SolasPdfLibrary/Learners with Disabilities 2018.pdf](http://www.solas.ie/SolasPdfLibrary/Learners%20with%20Disabilities%202018.pdf)

⁶ Sum of those who undertook Adult Basic Education (Literacy) and Voluntary Literary Tuition in 2017. Source: <https://www.kerryetb.ie/wp-content/uploads/2019/01/KerryETBEducationandTrainingStrategy2018-2022English-1.pdf>

⁷ <https://www.kerryetb.ie/wp-content/uploads/2019/01/KerryETBEducationandTrainingStrategy2018-2022English-1.pdf>

Employment Outcomes for Kerry ETB Learners

There is strong evidence to suggest that participation in Kerry ETB courses provides learners with positive employment outcomes.

Figure 6.6 illustrates that 60% of Kerry ETB course completers had paid employment, with a majority earning the equivalent of a full time wage (Indecon, 2020). Of the 86% who had found employment on completion of their FET course with Kerry ETB, almost one third (29%) of graduates indicated that they 'probably' or 'definitely' would not have found employment without completing their FET course. Meanwhile 23% indicated that they would not have found employment as quickly without their ETB FET qualification. Over one-third or 34% indicated that they would have found employment anyway. Figure 6.7 illustrates these views.

Table 6.6 shows progression of Kerry ETB course completers over the period 2017-2019 by cluster while Figure 6.8 focuses on the employment outcomes for Kerry ETB apprenticeship completers.

Figure 6.6 | Employment Outcomes of Kerry ETB Course Completers Learner

Source: Indecon Analysis of Kerry ETB Data. Broad employment is defined as employment for over 12 weeks.

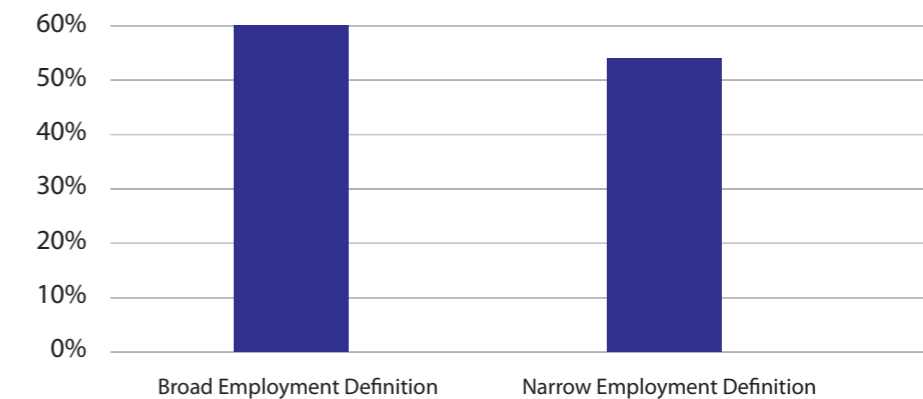
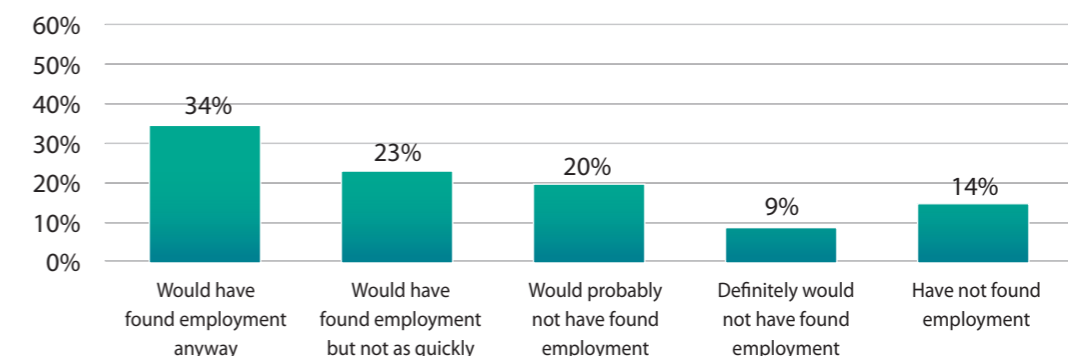


Figure 6.7 | Views of Employment Outcome Course Learners on whether Kerry ETB training improved their Employment Prospects more than if they had not done their training Completers Learner

Source: Indecon Survey of Learners



The Kerry ETB Strategic Performance Agreement with SOLAS set a target to increase by 22% the number of learners achieving employment from courses designed for direct labour market access¹. The intention was that by 2020 an additional 100 learners more than the 2017 baseline would have secured employment.

By the end of 2019 an additional 925 learners more than the 2017 baseline had in fact secured employment. This represents a 208% increase².

The table below shows the numbers of Kerry ETB learners that were estimated (planned) to gain employment upon completion of their course and the numbers who actually gained employment on completion of their course from 2017 to 2019.

Table 6.5 | Progression to Employment by Cluster in 2017-2019

PROGRESSION OF KERRY ETB LEARNERS TO EMPLOYMENT						
CLUSTER DESCRIPTION	PLANNED 2017	ACTUAL 2017	PLANNED 2018	ACTUAL 2018	PLANNED 2019	ACTUAL 2019
Animal Science	13	14	14	25	16	17
Arts & Crafts	11	64	12	80	12	80
Built Environment	0	14	6	32	8	55
Business Administration	61	190	64	183	66	222
Engineering	4	22	5	29	6	19
Engineering (Electrical)	24	30	26	34	26	28
Engineering (IT)	4	9	4	10	4	0
Engineering (Mechanical)	21	77	24	81	24	55
Financial Services	11	17	12	7	12	14
Food and Beverage	23	42	26	41	26	44
Hairdressing, Beauty, Complementary Therapies	24	67	28	79	28	66
Health, Family other Social Services	124	193	130	270	130	350
Information Technology	7	20	8	29	8	26
Management	0	54	6	35	6	46
Media Graphics Communications	0	54	0	86	0	116
Research and Education-Training	8	10	10	5	10	17
Sales & Marketing	4	12	6	9	6	10
Science and Technology	0	0	0	8	0	6
Security, Guarding & Emergency Services	2	27	4	39	4	27
Sport and Leisure	43	67	44	77	46	53
Tourism	27	110	30	98	30	92
Transport, Distribution & Logistics	30	24	32	10	32	20
Web Development & Design	4	19	4	16	6	7
TOTAL	445	1,136	495	1,283	514	1,370

Employment Outcome | for Kerry ETB Apprenticeships

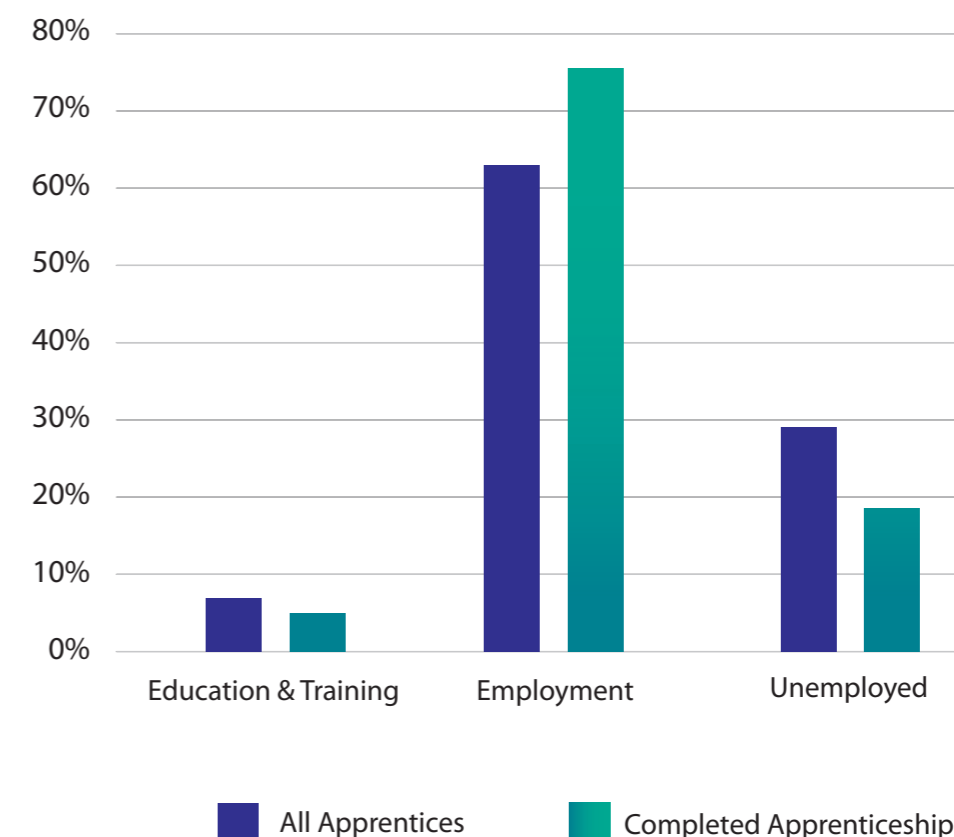


Figure 6.8 | Employment Outcome for Kerry ETB Apprenticeships Completers Learner

Source: Data provided to Indecon by SOLAS compiled by matching apprenticeships with DEASP longitudinal database

¹The SOLAS definition of courses for employment in the Strategic Performance Agreement are: Apprenticeship, Traineeship, Specific Skills Training, PLC, VTOS, Blended, LTI, Evening Training, eCollege. All clusters are included except Core Personal/ICT, General Learning, Key Skills, Skill Sampling, Languages.
²CSO and SOLAS data for the number of learners who gained employment. Evidence for this is generated by tracking unique PPS numbers for FET learners on DSP and Revenue Commissioner Data management systems. Employment means a learner was in employment for at least 12 consecutive weeks within 12 months of finishing her/his course. These results are generated by Data Analytics Unit (SOLAS) in collaboration with the CSO.

7 | The Kerry ETB Staff Team

Staffing Profile

In total Kerry ETB employs over 1,123 people, 583 full-time and 540 part-time which is the equivalent to 853 fulltime employees (Indecon, 2020).

In Further Education and Training (2020) there were 150 teaching staff employed by Kerry ETB, 3.5 Guidance Counsellors and 48 administrative staff. The staffing numbers in 2019 and 2020 have remained relatively static across the FET sector but have shown an increase of approximately 20% teaching/tutor/instructor staff. This data is illustrated in Table 7.1.

Table 7.1 | Kerry ETB FET Staffing Overview

ROLE	2018	2019	2020
Teacher/Tutor/Instructor FTE	122.05	152.12	150.33
Guidance Counsellor FTE	3.5	3.5	3.5
Administrative FTE	43.38	46.27	48.18
TOTAL	168.93	201.89	202.01

Equally, the level of learners enrolled reflected the fluctuations in teaching staff. Learner levels increased from 7643 in 2018 to 10,393 in 2020. The ratio of teaching staff to learners was 1:69 in 2018 and 1:71 in 2020.

Table 7.2 | Kerry ETB Teaching Staff: Learner Ratio

	2018	2019	2020
Teacher/Tutor/Instructor FET	122.05	152.12	150.33
Learners	7643	6976	7833
Ratio	1:69	1:63	1:71

Table 7.3 provides information on the teaching staff numbers by centre/ programme. The academic staffing levels by service and centre type.

Table 7.3 | Kerry ETB Teaching Staff by Service/Centre Type

TEACHER/TUTOR/INSTRUCTOR FTE	SERVICE	SERVICE	SERVICE	SERVICE
	CENTRE TYPE A	CENTRE TYPE B	CENTRE TYPE C	CENTRE TYPE D
2018	VTOS Centre	Youthreach Centre	Kerry College	FET Centres
	15.06	4.76	72.63	29.6
2019	VTOS Centre	Youthreach Centre	Kerry College	FET Centres
	14.39	25.47	84.71	24.55
2020	VTOS Centre	Youthreach Centre	Kerry College	FET Centres
	14.41	24.35	97.06	14.51

8 | Kerry ETB Partners

Kerry ETB values significant partnerships with a number of national, regional and local agencies and organisations. Kerry ETB has developed a number of Memoranda of Understanding with partners and the list of those pertaining to FET are contained in Appendix Two.

Collaborations and Partnerships

NATIONAL PARTNERSHIPS

SOLAS

SOLAS is the state organisation responsible for funding, planning and co-ordinating the national FET strategy. Kerry ETB has developed a positive and progressive working relationship with SOLAS to realise a shared vision to build a world class Further Education and Training sector in Ireland. The Strategic Performance Agreement 2020 -2023 has set priorities for investment and development of FET the sector. These priorities give direction to Kerry ETB in respect of the development of its FET services.

QQI

QQI is responsible for promoting quality and accountability in education and training services in Ireland. Kerry ETB is mindful of the role of QQI in ensuring that its organisational responsibilities are met as set out in the Qualifications and Quality Assurance (Education and Training) Act 2012, amended in 2019. Kerry ETB undertook an Executive Self Evaluation process as part of the reengagement process with QQI in 2017 and is committed to the inaugural statutory review of Kerry ETB in 2021. Kerry ETB is appreciative of both QQI's recognition of the significant organisational change underway across our Further Education and Training (FET) provision and its support of Kerry ETB's work in progressing an integrated procedural framework.

ETBI

Education and Training Boards Ireland (ETBI) is the national representative association for ETBs in Ireland. It co-ordinates and supports ETBs through the facilitation of collaboration, staff development, quality assurance networking and the co-ordination of policy development. Kerry ETB participates in a number of fora and working groups facilitated by ETBI.

NALA

The National Adult Literacy Agency (NALA) campaigns and lobbies on adult literacy issues and is involved in tutor training, developing teaching materials, distance education services, policy making, research and campaigns to raise awareness of the causes, extent and responses to adult literacy difficulties in Ireland. Kerry ETB is a member of NALA.

Aontas

Aontas is the national adult learning organisation and advocates and lobbies for the development of a quality service for adult learners. It also promotes the value and benefits of adult learning. Kerry ETB is a member of Aontas.

LOCAL AND REGIONAL PARTNERS

Third Level Providers

Kerry ETB has strategic relationships with a number of third level providers including University College Cork and Munster Technological University (formerly Institute of Technology, Tralee). The relationships are formalised in Memoranda of Understanding.

Community Partners

Kerry ETB values its engagement and collaboration with a vast number of community partners who assist the organisation in the identification of needs and the co-ordination and delivery of multiple FET programmes. Community partners include family resource centres, active retired groups, communities of interest, advocacy groups, sporting, cultural and heritage organisations.

Enterprise Partners

Kerry ETB works in collaboration with a number of employers and enterprises across the county to help in the identification of industry and sector specific education and training needs. In this way bespoke programmes are developed and delivered. Solid relationships for work placement purposes are well established and initiatives such as 'Skills for Work' and 'Skills to Advance' offer support to vulnerable groups in the workforce. The Indecon survey (2020) illustrated that over 70% of employers indicated that Kerry ETB provide a consistent quality of training and over 60% indicated that this meets the specific skills needs of their organisations.

South West Regional Skills Forum

Kerry ETB participates in the South West Regional Skills Forum¹⁰ engaging in structured dialogue with enterprise agencies, sectoral groups, Higher Education providers and state support agencies with a view to agreeing tailored FET courses.

Kerry Local Community Development Committee

Kerry Local Community Development Committee (LCDC) was established in July 2014 to develop, coordinate and implement an integrated approach to local and community development. It brings Kerry ETB together with local authority members and officials, state agencies and others actively working with local development, community development, and economic, cultural and environmental organisations to implement a joined-up, cross-sectoral approach to local and community development programming.



¹⁰ <https://www.regionalskills.ie/regions/southwest>



Appendix | 1

OTHER PARTNERSHIPS/NETWORKS

COLLABORATING PROVIDERS

Commis Chef Apprenticeship Programme

Kerry ETB is the co-ordinating provider for the Advanced Certificate in Culinary Arts. Memorandums of Agreement are in place with collaborating providers. Quarterly consolidated reports on the delivery of the programme come before the National Programme Board. Reports on apprentices' progress; including results, come before the National Examination Board for recommendation to the Quality Council. National results for the achievement of the Advanced Certificate in Culinary Arts are ratified by the Quality Council.

Consortium Steering Groups - New Apprenticeship Programmes

Kerry ETB works with employers through the relevant consortia to ensure that new apprenticeships offer a valuable educational experience that is consistent with the occupational profile, in compliance with the agreed QQI standards and criteria set out for the respective programmes. Kerry ETB has been appointed by the Consortium Steering Group for the Commis Chef Apprenticeship Programme as the co-ordinating provider to deliver the new apprenticeship programmes. Kerry ETB has also been appointed by the Consortium Steering Group for the planned Wind Turbine Maintenance Technician Apprenticeship to develop this programme, and will be the co-ordinating provider when the programme is validated by QQI.

Other Awarding Bodies

Courses associated with other awarding bodies operate under our Quality Assurance Procedures. The Kerry ETB quality assurance (QA) arrangements are provider owned and comprehensive - covering all courses and related services, regardless of whether or not these lead to QQI awards and/or other awards recognised within the qualifications framework. Kerry ETB currently has QA arrangements with the following awarding bodies:

- City and Guilds
- CIDESCO
- ITEC and CIBTAC

Other awarding bodies of note are:

- PHECC
- ICS Skills
- Approved EN Certifying Body
- CompTIA
- Department of Education and Skills
- Accounting Technicians Ireland (ATI)
- Mountaineering Ireland/Bord Oilunt Sleibhe(BOS)
- CISCO
- Vocational Training Charitable Trust (VTCT)
- Edinburgh Napier University
- Irish Surfing Association
- Irish Sailing Association (ISA)
- Road Safety Authority (RSA)
- RTITB

This is an overview of the learner supports offered by campus/centre/programme and the numbers of learners involved. It is supplementary information to that provided in Section Five.

Kerry ETB Learner Supports 2020/21

2020/2021	Campus Name	Learners with a Documented Disability ⁸	Additional Learners Availing of Learning Support ⁹
Established Kerry College Learner Support Units	Kerry College Listowel	30	50
	Kerry College Clash Road	49	100
	Kerry College Denny Street	19	37
Started & Developing	Monavalley Campus	15	21
Well Established	NLN	81	0*
FET Coop Hrs / Established	CTC	1	23
FET Coop Hrs / Established	Enable Ireland	10	0
Well Established	VTOS	22	30
Well Established	Youthreach	32	40
All Known / Declared Disabilities	TOTAL	259	301

*The figure is 0 as 100% of learners receive support.

⁸ Data Sources: PLSS learner records via ETBI. Evidence for learners with a documented / diagnosed disability (medical and / or educational psychologist) comes from Kerry College / Students with Disability Fund (PLC) records.

⁹ Figures for additional number of learners who avail of learning support some from Learner Support records at various Kerry College campuses / FET centres.

Appendix | 2

MOU Arrangements in Kerry ETB

Name of Project	Area	Type of Arrangement	Kerry ETB Accounting Officer	Period covered by arrangement
Munster Technological University	FET	MOU	Owen O'Donnell	Under Review
Department of Social Protection	FET	MOU	Owen O'Donnell	September 23rd 2017 to September 23rd 2021
Bons Secours Hospital Tralee	FET	MOU	Owen O'Donnell	January 17th 2019 to January 17th 2022

SLA/Grantor/Grantee Agreements in Kerry ETB in 2019

Community Training Centre	FET	SLA	Owen O'Donnell	January 1st 2019 to December 31st 2019
National Learning Network	FET	SLA	Owen O'Donnell	January 1st 2019 to December 31st 2019
DESSA	FET	SLA	Owen O'Donnell	January 1st 2019 to December 31st 2019
DFI	FET	SLA	Owen O'Donnell	January 1st 2019 to December 31st 2019
TEG Irish Language Diploma	FET	SLA	Owen O'Donnell	January 1st 2019 to December 31st 2019
SHEP (Social & Health Education Project)	FET	SLA	Owen O'Donnell	January 1st 2019 to December 31st 2019
HSE	FET	SLA	Owen O'Donnell	January 1st 2019 to December 31st 2019
Dingle Choir	FET	SLA/Grant Agreement	Owen O'Donnell	January 2019 to December 2019
Ballylongford Bardic Festival	FET	SLA/Grant Agreement	Owen O'Donnell	March 25th 2019 to March 27th 2019
Eamonn Kelly Storytelling Weekend	FET	SLA/Grant Agreement	Owen O'Donnell	October 2019
Holy Wells Project	FET	SLA/Grant Agreement	Owen O'Donnell	January 1st 2019 to December 31st 2019
Kerry Writers' Museum	FET	SLA/Grant Agreement	Owen O'Donnell	January 1st 2019 to December 31st 2019
Ceiliuri na Blascaoid	FET	SLA/Grant Agreement	Owen O'Donnell	October 2019

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