

Active Inclusion Support Service

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(AISS) Framework



Bord Oideachais & Oiliúna
LUIMNIGH & AN CHLÁIR
LIMERICK & CLARE
Education & Training Board

Vision

Excellent quality further education and training will inspire people to realise their personal and professional potential and contribute to the social, cultural and economic development of the region.

Purpose

We provide relevant and innovative further education and training opportunities that address the needs and aspirations of our learners, local communities and employers.

Active Inclusion Support Service Framework

This document, the Active Inclusion Support Service Framework, provides an overview of the role of the Active Inclusion Support Service, placing it within the governance and management structures of the Further Education and Training Division (FET Division). It defines what is meant by active inclusion and outlines, in broad terms, the aims and objectives of the AISS. It provides an overview of the approach which is taken to the development and implementation of a range of partnership practices, interventions and supports to meet the needs of all learners who participate in the programme strands that comprise the Limerick and Clare Education and Training Board Further Education and Training Division. The Framework also highlights linkages between the role of the Active Inclusion Support Service and the work being undertaken within the FET Division as part of our responsibilities under a range of national strategies and other local frameworks, implementation and action plans.

Aim of the Active Inclusion Support Service

The Further Education and Training Act 2013 required SOLAS to develop a 5-year strategy for the provision of further education and training. This strategy, the Further Education and Training Strategy 2014 – 2019¹ identified 5 strategic goals, one of which is Active Inclusion. The other 4 goals are: Skills for the Economy; Quality Provision; Integrated Planning and Funding and the Enhanced Standing of Further Education and Training.

The establishment of the Further Education and Training Active inclusion Support Service

Framework is thus part of a wider national strategy which aims to *'increase levels of active inclusion through the provision of high-quality, more accessible and flexible education, training and development interventions and supports to suit the individual'* (SOLAS Further Education and Training Strategy 2014 – 2019, p.91).

The overall aim of Limerick and Clare Education and Training Board FET Division AISS is to contribute to breaking the cycles of disadvantage that can prevent some from fulfilling their full potential and to foster an on-going organisational commitment to strengthen our inclusive practices and policies.

Background to the Active Inclusion Support Service

The FET Division works in partnership with communities and learners from a diverse range of target groups including community groups, employers, youth initiatives, prison education, special education and specific disadvantaged groups including the unemployed, particularly the priority groups identified as part of the Government's activation agenda. We provide a wide range of education and training options, both full-time and part-time and learning is based in a variety of locations including training workshops, classrooms, community centres or workplaces.

The National Further Education and Training Strategy states that *'Active inclusion means enabling every citizen, notably the most disadvantaged, to fully participate in society, including having a job.'* (SOLAS, p. 91). In a further education context, 'active inclusion' means enabling every learner to fully participate in the educational opportunities available to them.

¹<http://www.solas.ie/SolasPdfLibrary/FETStrategy2014-2019.pdf>

Barriers to Participation in FET

To examine the extrinsic and intrinsic barriers to participation in FET, SOLAS commissioned a national research project to examine “Barriers to Further Education and Training with Particular Reference to Long Term Unemployed Persons and Other Vulnerable Individuals” which was published in July 2017². The findings suggest that FET has undergone significant change and there are serious challenges encountered by learners from vulnerable groups seeking to engage with FET. These groups include the under-25s, the long-term unemployed, people with disabilities, and members of migrant communities. It also reinforced the existing view of the particular importance of including these vulnerable groups in education. The research found that there are deep-seated socio-cultural barriers among these cohorts which prevent members of these groups from attending, remaining within, and/or employing the FET education they have completed to its maximum benefit.

■ Motivational/dispositional barriers

including age, mental health, learning difficulties, confidence, stigma, self-esteem, a lack of fundamental skills (ICT, literacy, numeracy), and a negative experience of education resulting in a lack of value placed on education.

■ Organisational barriers

including the course length, availability and flexibility, accessibility, and the impression that people were being registered on courses simply to get them off the live register.

■ Economic/social welfare barrier

including confusion around social welfare implications, childcare, and transport while highlighting other issues such as the costs associated with course attendance and materials.

■ Information and guidance barriers

including lack of clear information about the courses, a lack of information regarding retention of social welfare payments, a lack of awareness of SOLAS and their role in FET, and clarity about the value of FET in attaining employment or accessing higher education.

²<http://www.solas.ie/SolasPdfLibrary/Barriers%20to%20FET%20Final%20June%202017.pdf>

Our Learners and our communities

Limerick and Clare Education and Training Board FET learners are not a homogenous group and learner diversity covers a range of dimensions including previous education, personal disposition, current circumstances and cultural heritage, some examples of which are summarised below:

Learner Diversity dimensions	Examples
Educational	Level/type of entry qualifications; skills; ability; knowledge; educational experience; life and work experience; learning approaches.
Dispositional	Identity; self-esteem; confidence; motivation; aspirations; expectations; preferences; attitudes; assumptions; beliefs; emotional intelligence; maturity; learning styles; perspectives; interests; self-awareness; gender; sexuality.
Circumstantial	Age; disability; paid/voluntary employment; caring responsibilities; geographical location; access to IT and transport services; flexibility; time available; entitlements; financial background and means; marital status.
Cultural	Language; values; cultural capital; religion and belief; country of origin/residence; ethnicity/race; social background

Active Inclusion Definition

Active inclusion means enabling every citizen, notably the most disadvantaged, to fully participate in society, including having a job. In practical terms, that means:

- adequate income support together with help to get a job. This could be by linking out-of-work and in-work benefits, and by helping people to access the benefits they are entitled to
- inclusive labour markets – making it easier for people to join the workforce, tackling in-work poverty, avoiding poverty traps and disincentives to work
- access to quality services helping people participate actively in society, including getting back to work³

Active inclusion processes are designed to address a range of challenges including:

- Poverty
- Social exclusion
- In-work poverty
- Labour market segmentation
- Long-term unemployment
- Gender inequalities

Social Inclusion Definition

Social inclusion is embedded within the definition of active inclusion. The EU define social inclusion as *“a process which ensures that those at risk of poverty and social exclusion gain the opportunities and resources necessary to participate fully in economic, social, political and cultural life and to enjoy a standard of*

living that is considered normal in the society in which they live. It ensures that they have greater participation in decision making which affects their lives and access to their fundamental rights”⁴.

Barriers to Social Inclusion

Research published by the ESRI and Pobal in July 2018⁵ examined who is most likely to experience at least one of five barriers to social inclusion. The barriers examined include:

- belonging to a jobless household,
- being a lone parent,
- having a disability,
- being homeless or affected by housing exclusion and
- belonging to an ethnic minority.

The study found that people with low levels of educational attainment are more likely to face all five barriers. People educated to above Leaving Certificate level are 10 per cent less likely to belong to a jobless household, be a lone parent, or have a disability. In establishing the AISS, we recognise that many of the barriers experienced by our learners and those who don't engage with us arise from a complex interplay of barriers, personal and family circumstances and individual aspects of the education system itself. These can include the relevance of our educational offering to the lives of learners/those who don't engage, the ways in which our programmes are currently organised, the forms of teaching that are provided, the learning environment, and the ways in which learners' progress is supported and evaluated.

³<http://ec.europa.eu/social/main.jsp?langId=en&catId=1059>

⁴http://ec.europa.eu/employment_social/soc-prot/soc-incl/final_joint_inclusion_report_2003_en.pdf_p.9

⁵<https://www.esri.ie/pubs/RS71.pdf>

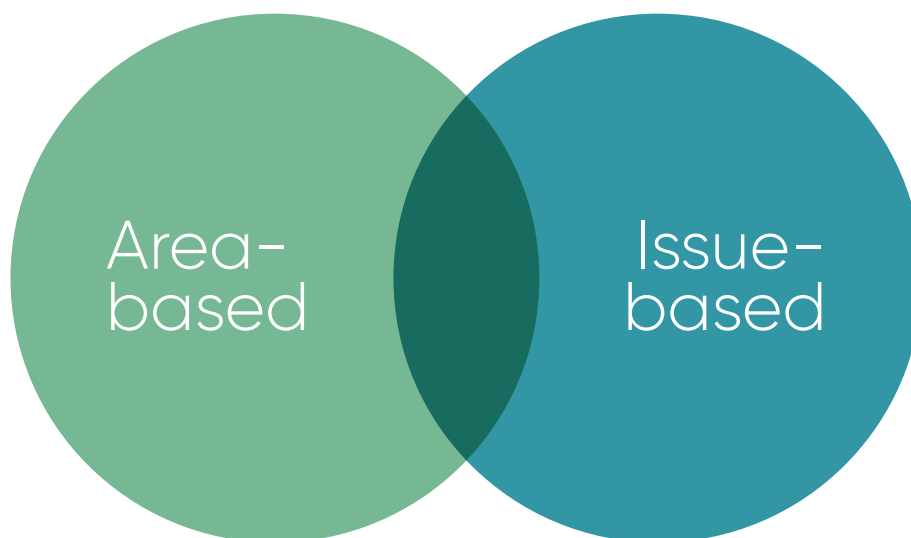
Even more important is translating this recognition into concrete reforms, seeing individual differences not as problems to be fixed, but as opportunities for democratising and enriching learning. Differences can act as a catalyst for innovation that can benefit all learners, whatever their personal characteristics and home circumstances

Unemployment Blackspots

Of particular relevance to the Limerick and Clare Education and Training Board FET Division is the evidence in the above ESRI/POBAL research that people in urban areas were more likely than their rural equivalents to report experiencing all barriers (except having a disability). This was true even after accounting for other factors, suggesting that urban environments increase an individual's likelihood of experiencing barriers irrespective of the population density and deprivation level of an area. Disadvantage is experienced more strongly by particular groups of people in society and in particular

geographic communities. This means that a dual approach (looking at specific geographic areas and specific barriers) is taken in designing interventions to address active inclusion.

Limerick and Clare Education and Training Board has 21 Unemployment Blackspots⁶ located within its geographic area of Limerick and Clare. This represents 27% of the national unemployment blackspots, with 8 of the top 10 national unemployment blackspots in Limerick City. There are 17 unemployment blackspots in Limerick City with unemployment rates ranging from 58.3% to 27.3%, with an average unemployment rate of 35.7% compared to a county unemployment rate of 14.4%. There are 3 unemployment blackspots in County Clare (again in urban areas) with unemployment rates ranging from 29.7% to 28.1%, with an average unemployment rate of 29.2% compared to a county unemployment rate of 12.4% (see Appendix 1).



⁶ A blackspot refers to an area with at least 200 people in the labour force where the unemployment rate is 27% or higher.

Education and Social Mobility in Europe

The AISS recognises the need to get in-depth understanding of deprivation data available in the unemployment blackspots in Limerick and Clare, in order to identify key barriers to participation to education and/or employment, and in turn to identify effective and sustainable Further Education and Training solutions, tailor-made to each area.

High levels of inter-generational persistence of the poorer socio-economic outcomes evidenced in the 21 unemployment blackspots demonstrates how outcomes of children are defined by their parents' background (and are not a reflection of personal effort and investment). The consequences of inter-generational persistence can be severe, as it leads to a waste of personal potential, harming not only the individual but society and the economy as a whole. Recent research undertaken by the WWWforEurope project on Education and Social Mobility in Europe⁷ makes 4 main policy recommendations on how to curb inter-generational persistence and contribute to income per capita growth in Europe. These are:

- universal and high-quality childcare and pre-school programmes;
- later tracking and more access to vocational training, with a focus on avoiding skill mismatch and facilitating technology development;
- integration programmes for migrants;
- a 2-pronged government spending approach: investment should target education and social support policies at the same time. (Social Investment Package).

AISS as part of the Social Investment Package

The Social Investment Package (SIP) is the policy response at EU Level and stresses the importance of activating and enabling services, which include job training and search assistance and adequate income support. Social investment is about investing in people. It means policies designed to strengthen people's skills and capacities and support them to participate fully in employment and social life. Key policy areas include: education, quality childcare, healthcare, training, job-search assistance and rehabilitation.

Limerick and Clare Education and Training Board, in developing this Active Inclusion Support Service Framework, is mindful that it is part of a national social investment package of activating and enabling services. This includes a range of regional and national objectives for the Further Education and Training sector, which are embedded in a variety of government initiatives designed to boost active inclusion by targeting specific groups. These include: the *Review of the Limerick Regeneration Framework Implementation Plan*⁸; the *Action Plan for Rural Development 2017*; the *Migrant integration Strategy 2017 – 2020*; the *National Strategy for Women and Girls 2017-2020* and the *National Traveller and Roma Inclusion Strategy (2017-2020)* (see Appendix 2 for some examples of FET-related actions as outlined in relevant Government Social Inclusion policies and strategies).

⁷ http://epub.wu.ac.at/4720/1/WWWforEurope_WPS_no080_MS19.pdf

⁸ https://www.limerick.ie/sites/default/files/media/documents/2017-05/limerick_regeneration_framework_implementation_plan_review_0.pdf

The publication in 2016 of the National Skills Strategy and the Action Plan for Education, as well as the Action Plan for Jobs and Pathways to Work highlights the key role education plays in *“helping Ireland to successfully weather the exceptional economic crash. It will be central to our ambitions as a nation (economic, cultural, scientific and social) over the coming years. It will allow us to lead in innovation. It will help us to achieve social inclusion.”* (Action Plan for Education 2016 – 2019)⁹

Who benefits from the Social Investment Package?

- *Children and young people* – early support to break the inter-generational transmission of disadvantage and address the severe youth unemployment problem
- *Jobseekers* – integrated and more accessible support for finding work, such as skills development
- *Women* – more equal opportunities, better access to the labour market and thus better social protection, notably in retirement
- *Older people* – more opportunities for active participation in society and the economy
- *People with disabilities* – support for independent living and adapted workplaces
- *Homeless people* – help with re-integration into society and work
- *Employers* – a larger, healthier and more skilled workforce
- *Our societies* – higher productivity, higher employment, better health and social inclusion, more prosperity and a better life for all.

AISS Links to internal frameworks and action plans

The complex and individual nature of a person’s learning journey and the variety of experiences that underpin the learning process requires a multi-layered response from the Limerick and Clare Education and Training Board FET Division. We are committed to expanding Further Education and Training access for socially, economically or educationally disadvantaged groups, such as long-term unemployed people, those facing literacy and numeracy challenges, people with disabilities, low-skilled workers and those aged 18 – 24 who are not in education, employment or training. Internally, the work of the Active Inclusion Support Service is underpinned by:

- *Limerick and Clare Education and Training Board Strategy Statement 2017 – 2021* adopted by the authority, in accordance with section 27 of the Education and Training Boards Act 2013;
- *Limerick and Clare Education and Training Board Further Education and Training Strategic Framework 2015 – 2020* and the Mid Term Review of the Strategic Framework 2018;
- *Limerick and Clare Education and Training Board FET Framework for the Integration of Language, Literacy and Numeracy (LLN)*, which outlines a range of interventions and supports designed to increase access to education, training and skill development opportunities by introducing language, literacy and numeracy supports across all programmes;

⁹ <https://www.education.ie/en/Publications/Corporate-Reports/Strategy-Statement/Department-of-Education-and-Skills-Strategy-Statement-2016-2019.pdf>

- *Limerick and Clare Education and Training Board FET Technology Enhanced Learning Action Plan* and the *enhanced Limerick and Clare Education and Training Board FET Quality Assurance Procedures and Processes* are supporting the development and delivery of enhanced teaching and learning processes and delivery modes;
- *Limerick and Clare Education and Training Board FET Professional Development Framework* provides opportunities for volunteers, staff and educators to ensure that they are meeting the needs of learners by developing and maintaining appropriate and up-to-date skills and methodologies. This includes supporting the development of consistently good teaching and learning, strong assessment practice, detailed feedback and effective and on-going support for learners;
- The work being done under the *Limerick and Clare Education and Training Board FET Enterprise Engagement Framework* focuses on the currency of our curriculum and creates potential links with employers while a planned *Programme of Capital and Infrastructure Investment* across our Further Education and Training centres is designed to improve the "on course" experience for our learners and ensure our facilities are welcoming and fit-for-purpose.

AISS - Public Sector Duty

Limerick and Clare Education and Training Board is committed to its public sector duty as specified in the Irish Human Rights and Equality Commission Act 2014. The authority is committed to eliminating discrimination, promoting equality of opportunity and treatment of staff and the persons to whom the organisation provides services, and protecting the human rights of board members, staff and the persons to whom the authority provides services. The Public Sector Duty is reflected in the following shared values, as outlined in the *Limerick and Clare Education and Training Board Strategy Statement 2017 – 2021*.

AISS - Core Values

The Active Inclusion Support Service Framework is underpinned by a commitment from all staff to the following shared values:

Core Values

We commit to *empower* the community we serve through education and training

We commit to the highest standards of *ethical behaviour, integrity and accountability*

We commit to achieving high quality in our work and to working in a *progressive, innovative and creative manner*

We commit to *focus on the learner in the design, delivery and evaluation* of our programmes and services

We work in a spirit of partnership, *mutual respect, openness and transparency*

We commit to *equality of opportunity* and respect the *rights, dignity and diversity* of all our stakeholders

We recognise the important role of all our staff and are committed to a *culture of continuous professional development*

AISS Approach

Limerick and Clare Education and Training Board Further Education and Training Division recognises and respects the rights of all learners and staff within our division. We value the ability, individuality and cultural background of our learners by providing each learner with the opportunities they need to reach their full potential as an active learner within an inclusive ethos/culture. We aim to actively promote equality of access and participation and eliminate discrimination on the grounds of gender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Travelling Community.

The overall aim of Limerick and Clare Education and Training Board FET Division AISS is to contribute to breaking the cycles of disadvantage that can prevent some from fulfilling their full potential and to foster an on-going organisational commitment to strengthen our inclusive practices and policies. This requires strong inter-agency co-operation and a commitment to a partnership process involving:

- contact stakeholders – who facilitate contact with the vulnerable groups (for example, school, probation services);
- service provider stakeholders – that cover the ‘complex and multiple needs’ (for example, employment agencies, community development organisations and more);
- funding stakeholders (for example, local authorities, DEASP, Regeneration agencies and more);
- employers – who facilitate on-the-job training and work placements.

AISS - Staffing

Overall management of the service is the responsibility of the AISS FET Manager who reports to the Director of Further Education and Training. The AISS Manager is a member of the FET Steering Group.

Resource Workers are responsible for the implementation of a range of partnership practices, interventions and supports which contribute to breaking the cycles of disadvantage that can prevent some from fulfilling their full potential. This contributes to our on-going organisational commitment to strengthen the inclusive practices and policies adopted by Limerick and Clare Education and Training Board.

AISS - Location:

The AISS office is based in the FET Centre, Kilmallock Road Campus (AISS FET Manager and Limerick-based development worker), with an outreach office in the Miltown Malbay Campus (Clare-based development worker).

AISS- Implementation Team:

An AISS Implementation Team has been established to ensure representation of management, learning practitioners, development and support staff across part-time and full-time provision in Limerick and Clare Education and Training Board. The group has a key role in contributing to the ongoing monitoring, review and development of the AISS Action Plan whilst also providing feedback at programme/service level. The AISS implementation team meets regularly in order to:

- provide leadership and make decisions on implementation priorities;
- implement monitoring and evaluation activities to show evidence of change/ impact of action plan;
- identify barriers to implementation and report to FET Steering Group;
- review progress and suggest changes as appropriate;
- nominate sub-groups to manage specific projects (events, pilot projects, and more).

The Implementation Team includes the following:

- Director of FET
- FET Training Service Managers (Raheen Campus and Shannon Campus)
- FET Managers X 3
- AISS Development Workers
- Representatives from Full and Part-Time Provision

AISS Action Plan

The Limerick and Clare Education and Training Board AISS Action Plan was developed by the AISS team and the FET Steering Group and takes

account of our statutory reporting and funding responsibilities defined under the Limerick and Clare Education and Training Board FET/ SOLAS Strategic Performance Agreement and the role the FET Division plays nationally as part of a wider social investment package designed to address active inclusion and social mobility.

The AISS Action Plan is structured around the Limerick and Clare Education and Training Board FET Strategic Framework 2015 - 2020 and the mid-term review of the FET Strategic Framework (2018) which outlines 4 service-wide strategic priorities, which are in line with the Limerick and Clare Education and Training Board Strategy Statement and the SOLAS Strategy 2014 - 2019:

<p>Strategic Priority 1: Access and Progression</p> <p>This is about supporting learners to access and sustain participation in education and training and to progress in key aspects of their lives, including personal development, further education and/or employment.</p>	1	<p>Strategic Priority 2: Quality Teaching and Learning</p> <p>This is about promoting a culture of continuous improvement and organisational learning in the Limerick and Clare Education and Training Board FET Division, so that staff, learners, enterprise and communities have confidence in the quality and relevance of Further Education and Training in Limerick and Clare.</p>	2
<p>Strategic Priority 3: Stakeholder Engagement</p> <p>This is about communicating with learners, staff, community partners, employers, other agencies and education providers and using feedback to enhance the quality and relevance of our work.</p>	3	<p>Strategic Priority 4: Effectiveness and Accountability in Governance and Leadership</p> <p>This is about ensuring that the quality of our education and training provision is supported by Limerick and Clare Education and Training Board management and administration systems that meet the highest standards of accountability, transparency and compliance.</p>	4

It is also accountable under the 4 priority Strategic Goals in the Limerick and Clare Education and Training Board Strategy Statement 2017 – 2021. These are:

Priority Goals Summary

Strategic Goal 1:
High Quality Student and Learner Experiences

1

To provide comprehensive high-quality education, training and lifelong learning opportunities to address the personal, social, economic and employability needs of people in our community.

This is about ensuring the highest quality learning and teaching experiences across our schools, centres and programmes.

Strategic Goal 2:
Staff Support and Organisational Development

2

To provide a supportive, collaborative, safe and healthy working environment for all staff through the provision of relevant, responsive supports, appropriate policies and procedures which are underpinned by a culture of continuous professional development.

This is about creating a positive working environment underpinned by a culture of respect, dignity and equality.

Strategic Goal 3:
Good Governance

3

To provide a governance and support framework that facilitates the effective and efficient delivery of all education and training services.

This is about ensuring that the quality of the authority's education and training provision is supported by management and administration systems that meet the highest standards of governance, in terms of accountability, transparency, compliance, equity and value for money.

Strategic Goal 4:
Partnership

4

To provide relevant responses and supports as required by the Department of Education and Skills, the Department of Children and Youth Affairs, other Government departments and agencies and to develop effective partnerships which respond to the evolving education and training needs of the region.

This is about responding to statutory obligations and building relevant partnerships to promote the role of education and training in developing the economic competitiveness and social inclusion of our region.

AISS – Implementation Priorities

The Active Inclusion Support Service aims to strengthen supports for all areas of FET in relation to community engagement and builds on current good practice in this area. Using a Universal Design for Learning (UDL) approach, implementation priorities include:

- *Access and Engagement:* This area is focussed on developing enhanced outreach activity and support at key transition points in order to widen access to and participation in Limerick and Clare Education and Training Board FET provision by under-represented groups in the community. This includes developing pilot projects* targeting learners from socio-economically disadvantaged backgrounds (including unemployment blackspot areas) lone parents, members of the Irish Traveller community, vulnerable migrants, learners progressing within FET provision and people with disabilities.
- *Learner Health and Wellbeing:* Actions under this area will ensure that Limerick and Clare Education and Training Board FET provision is mindful of and responds appropriately to learner's emotional, behavioural, health and mental well-being needs and contribute to learner persistence.
- *Learning Support:* Building on current good practice, actions will ensure that Limerick and Clare Education and Training Board FET learners are given the supports needed to become autonomous, confident and effective learners and successfully meet their learning goals.
- *Equality, Diversity and Inclusion Practice:* Activity in this area will support learners and staff to work together to achieve a culture of equality, inclusivity and diversity.

*Active Inclusion Pilot Projects

The funding priority is 'tackling poverty and social exclusion' by increasing labour market participation and helping people to access sustainable employment (for over-25s) and 'youth employment attainment' (for 16-24 year olds). The pilot projects target those who are designated long-term unemployed or economically inactive and have complex barriers to employment (for over-25s) or are not in employment, education or training (for 16-24 year olds).

Active Inclusion Pilot Projects - Criteria

Applications should be for collaborative projects that have a focus on active inclusion

Applications should be to target participants within specific unemployment blackspot areas or areas of high deprivation

Applications should model new ways of engaging with participants furthest from the labour market

Applications should demonstrate innovation either in terms of the curriculum, the project structure, or certification offered

Applications should include significant work placement (where possible) tied to the area of certification

Applications should facilitate and promote job searches and help participants to increase their employability skills

Active Inclusion Pilot Projects Application Process

Applications for collaborative projects that have a focus on active inclusion may be brought forward through community groups, support services (EESS, QA, AISS) or directly from full/ part-time provision. The process involves 3 key stages:

1 Initial Project Scoping: An initial project scoping exercise will assess eligibility for AISS support

2 Application form: Following initial approval a detailed project proposal is drafted and submitted

3 Decision: The AISS Implementation Group agrees projects to be funded

On approval, the AISS Implementation Group assigns the lead Limerick and Clare Education and Training Board FET Provision tasked with operationalising the project and the Access and Engagement Working Group is responsible for the monitoring and evaluation of Pilot Projects. The purpose of the evaluation will be to capture any mainstreaming lessons which can be applied to the broader FET provision.

Action Plan Implementation

The implementation of the Action Plan is based on the monitoring template for implementation of FET Plans. The monitoring of the goals, priorities and actions is the responsibility of the AISS Implementation Group. The AISSIG will nominate 4 thematic sub-groups to manage specific projects (events, pilot projects, and more).

These thematic sub groups are:

- Access and Engagement (Pilot Projects);
- Learner Health and Wellbeing;
- Learning Support Service;
- Equality, Diversity and Inclusion Practice.

Actions from the AISS implementation plans are integrated into the FET Planning Process at division, centre and service level. Implementation of actions are subject to the availability of resources.

Electoral Division	Unemployment rate	Electoral Division	Unemployment rate
John's A, Limerick City	58.3%	Roanmore, Waterford City	30.8%
Galvone B, Limerick City	45.0%	Dock A, Limerick City	30.7%
Ballynanty, Limerick City	43.6%	Gort an Choirce, Donegal	30.4%
Abbey C, Limerick City	41.9%	Mount Sion, Waterford City	30.0%
Prospect B, Limerick City	40.7%	An Geata Mór Theas, Mayo	29.9%
Glentworth C, Limerick City	40.2%	Kilmore C, Dublin City	29.9%
Longford No. 1 Urban, Longford	39.7%	Fair Hill B, Cork City	29.7%
St. Laurence, Limerick City	39.2%	Ceannanus Mór (Kells) Urban, Meath	29.7%
Killeely A, Limerick City	38.8%	Kilrush Urban, Clare	29.7%
Larchville, Waterford City	37.6%	Cnoc na Lobhar, Mayo	29.6%
Priorswood B, Dublin City	36.2%	Kingsmeadow, Waterford	29.3%
Cavan Urban, Cavan	35.8%	Raphoe, Donegal	29.2%
Mín an Chladaigh, Donegal	35.3%	Carrick-on-Suir Urban, Tipperary	29.2%
Athy West Urban, Kildare	35.0%	Ennis No. 2 Urban, Clare	29.1%
Scainimh, Galway	34.3%	Finglas North A, Dublin City	28.9%
Tipperary East Urban, South Tipperary	34.0%	Finglas South C, Dublin City	28.7%
Rathbane, Limerick City	33.8%	Farranferris B, Cork City	28.6%
Glentworth A, Limerick City	33.7%	Blanchardstown-Tyrrelstown, Fingal	28.1%
Singland A, Limerick City	33.6%	Kilkee, Clare	28.1%
Knocknaheeny, Cork City	33.5%	Tallaght-Fettercairn, South Dublin	28.0%
Belturbet Urban, Cavan	33.5%	Dundalk Urban No. 2, Louth	28.0%
Mullingar North Urban, Westmeath	33.4%	Ballymun C, Dublin City	28.0%
Mayfield, Cork City	33.2%	Meathas Truim, Longford	27.7%
Prospect A, Limerick City	33.1%	Ballina Urban, Mayo	27.7%
The Glen A, Cork City	33.1%	Castleblayney Urban, Monaghan	27.7%
Tallaght-Killinardan, South Dublin	32.9%	Shannon B, Limerick City	27.5%
Morrisson's Road, Waterford	32.6%	Urlingford, Kilkenny	27.5%
Newport's Square, Waterford City	32.3%	Longford Rural, Longford	27.4%
Clondalkin-Cappaghmore, South Dublin	32.2%	Letterkenny Urban, Donegal	27.4%
Enniscorthy Urban, Wexford	32.1%	Custom House, Limerick City	27.3%
Ballymun D, Dublin City	32.1%	Tralee Urban, Kerry	27.2%
Garmna, Galway County	31.8%	Clondalkin-Rowlagh, South Dublin	27.2%
Ballymun B, Dublin City	31.8%	Rathmichael (Bray), Wicklow	27.2%
Lisduggan, Waterford City	31.5%	Killincooly, Wexford	27.2%
John's B, Limerick City	31.4%	Leitir Mhic an Bhaird, Donegal	27.1%
Ardnaree South Urban, Mayo	31.4%	Boyle Urban, Roscommon	27.1%
Killeely B, Limerick City	31.1%	Cnoc na Ráithe, Mayo	27.0%
Rathkeale Urban, Limerick	31.1%		
Ballybeg North, Waterford City	30.9%		
Clonleigh South, Donegal	30.9%		
The Glen, Waterford City	30.9%		
Rosbercon Urban, Wexford	30.8%		

Updated National Action Plan for Social Inclusion 2015 – 2017

Goal 5: Labour Market Activation

- Provide all registered unemployed people with efficient, work-focused income supports together with the supports and direction required to help them plan and implement a pathway into employment.
- In particular provide people who are long-term unemployed and young unemployed with opportunities to enhance their job prospects through value-adding job search, guidance, work experience, education and training activities.

National Disability Inclusion Strategy 2017-2021

- Point 46 – Assist persons with disabilities by providing proper guidance concerning further education, training, and career options.

The Migrant Integration Strategy 2017-2020

- Action 16 – Government Departments and State Agencies will ensure that staff are trained to inform migrants accurately of their entitlements;
- Action 32 – The provision of ESOL (English for Speakers of Other Languages) classes to cater for the language needs of adults from ethnic minorities will be reviewed following the development of ESOL policy guidelines;
- Action 35 – The use of the Common European Framework of Reference for Languages for recognition of English language proficiency will be extended so that people can assess their progress;
- Action 37 – Follow-on ESOL programmes will be delivered to enable migrants to acquire more intensive language skills to assist their integration into the workplace;
- Action 39 – The Further Education and Training Authority (SOLAS) will through its funding and reporting requirements, require the Education and Training Boards to ensure that their Further Education and Training course provision meets the specific needs of migrants e.g. language acquisition, knowledge of the Irish working

environment, interview skills, CV preparation etc. This provision will be either directly on their principal courses or through part-time modular provision parallel to the learners' participation on their principal courses as appropriate;

- Action 40 – Education or training programmes specifically catering for unemployed migrants whose language skills require development will contain a language component.

Better Outcomes Brighter Futures: The National Policy Framework for Children and Young People 2014 – 2020

- 2.17 – Provide opportunities for early school leavers to engage with further education and training within the framework of youth and educational welfare services, Education and Training Boards and SOLAS.

Children and Youth Strategy

- Action 4 – Reduce the % of 15-24 NEET to European Average by 2020

National Youth Strategy 2015-2020

Outcome 2, Objective 4

- Promoting innovative projects and initiatives which support young people at critical transition points in their lives;
- Address issues of transition from second-level to third-level education, including career guidance;
- Place more emphasis on career guidance and information provision;
- Support transitions through the education system and from education to work.

Action Plan for Education 2017

- 1.1 – Review and issue the DES policy statement and practice framework with regard to the promotion of Wellbeing in schools, Youthreach and other centres for education, consistent with the 2016 Quality Framework for Schools, the “Wellbeing in Post-Primary Schools Guidelines for Mental Health Promotion and Suicide Prevention” (2013), the “Wellbeing in Primary Schools Guidelines for Mental Health Promotion” (2015) and the “Guidelines for Wellbeing in Junior Cycle”;

- Action 103 – Further Education and Training providers and Higher Education Institutions to provide employability statements for courses / disciplines to better inform students, parents and employers.

Healthy Ireland – Men Action Plan 2017-2021

- 3.2 – Fully Implement Social Personal and Health Education (SPHE) in Youthreach settings, including the implementation of the Physical Education programme, and the Active School flag initiative;
- 3.8 – Develop a training programme to support those in the youth sector to facilitate the development of self-awareness and emotional intelligence among young men;
- T.3 – Build capacity with those who work with men and boys to adopt a gender competent approach to engaging men and boys at both an individual and an organisational level;
- 3.8 – Develop a training programme to support those in the youth sector to facilitate the development of self-awareness and emotional intelligence among young men.

National Traveller and Roma Inclusion Strategy 2017 – 2021

Access, participation and outcomes for Travellers and Roma in education should be improved to achieve outcomes that are equal to those for the majority population.

- Continue to provide training and education that supports Traveller men and women to develop literacy, numeracy and “soft” skills, in line with the Further Education and Training (FET) strategy;
- The Department of Justice and Equality, in collaboration with Traveller and Roma organisations and employer bodies, will promote greater Traveller and Roma participation in apprenticeship and traineeships.

National Positive Ageing Strategy 2013-2020

Objective 1.2

- Promote access to a wide range of

opportunities for continued learning and education for older people.

National Carers’ Strategy: Recognised, Supported, Empowered

- Objective 3.2 – Provide relevant and accessible carer training opportunities for carers;
- Objective 4.2 – Enable carers to remain in touch with the labour market to the greatest extent possible.

Connecting for Life – Ireland’s National Strategy to Reduce Suicide 2015-2020

- 3.3.1 – Support the implementation of the relevant guidelines for mental health promotion and suicide prevention across primary and post-primary schools, and the development of guidelines for Centres of Education;
- 5.4.2 – Deliver training in suicide prevention to staff in government departments and agencies who are likely to come into contact with people who are vulnerable to/at risk of suicidal behaviour.

National Strategy for Women and Girls 2017 – 2020

- 1.07 – Increased access to training opportunities for women – Fund the provision of locally-delivered courses for women, comprising a series of training opportunities on self-development and work-related skills, to assist a return to the labour market and promote entrepreneurship;
- 1.13 – Consider an action specifically directed at increasing the employment rate of women, having regard to the different needs of different groups (for example, lone parents);
- 1.20 – Improved access to education, training and employment opportunities for Traveller and Roma Women – Include actions in the National Traveller and Roma Inclusion Strategy (2017-2020) to support initiatives in relation to Traveller and Roma women’s education and employment, including by provision of community-based supports for retention of Traveller and Roma children in the education system.