

Structure of the Irish Education System

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[Source: Mr. Pat O'Mahony, Irish Vocational Education Association (ivea.ie)]

Ireland - Population 2008

Republic of Ireland	4,350,000
Northern Ireland	1,750,000
Total	6,100,000

All Ireland - Population 1841

8,175,000

Full Time Students in Department of Education and Science (DES) Funded Institutions 10/11

First Level	509,652	(3,305)
Second Level	356,107	(729)
Voluntary Secondary	186,622	(383)
Community & Comprehensive	54,724	(92)
Vocational (33 Vocational Educational Committees (VEC))	114,761	(254)
Third Level	138,362	
Institutes of Technology	62,114	(15)
Higher Education Authority Colleges – University`s . (excluding Royal College of Surgeons Ireland)	88,308	(7)
Other - incl. teacher training	2,786	(7)
Total	943,599	
FET	?????	

School Patrons

Responsible for School Ethos

- 95% of Primary Schools – Church the patron**
- 99.9% of Primary Schools – Privately Managed**
- Educate Together – Religion outside of school curriculum**
- Community National School – VEC as State Patron**
- Most Post Primary Schools – Catholic Ethos**

Full Time 'Teachers' in Institutions Funded by the DES 10/11

First Level	32,489
Second Level	26,185
Total	58,674
Further Education Tutors /Teachers	5,000

Full Time Under Graduate Students Entering 3rd Level - 1st Time 10/11

Universities	19,986
Technology Sector	18,910
Total	38,896
Teacher Training	1,663

Further Education & Training	45,000
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VET - FET

❖ In Ireland,

Vocational Education and Training
(VET) is called

Further Education and Training
(FET)

Irish Vocational Educational Training

- ❖ Ireland has no formally-defined Further Educational & Training Sector (FET) but new FET AUTHORITY (SOLAS) being established....

Further Education & Training (FET) Provision

- ❖ FET in Ireland is divided between:
 - Further Education, provided by the VECs (local education committees) in schools, colleges, centres .
- ❖ Further Training, provided by the industrial training bodies, eg FÁS, Failte Ireland, Teagasc, employers, private providers, etc.

Post Leaving Certificate courses (PLCs) Full Time since 1985)

**To enhance prospects of securing lasting,
full-time employment,
or to enable progression to other studies.**

Business, Secretarial, Computer Studies, Construction, Art Craft and Design, Multi-Media Production, Theatre and Stage Production, Performing Arts, Child-care and Community Care, Sport and Leisure, Tourism and Hotel and Catering, Sport and Leisure, Equestrian Studies, Electronics, Catering, Horticulture, Applied Languages and Information Technology, Nursing & Paramedic Studies.

APPRENTICESHIPS

Very narrow range – mainly in construction, motor mechanics, hairdressing

Huge Decline in apprenticeships due to the recent economic downturn

Specific Skills Training Courses Full Time

Provided by FÁS

(National Training Authority).

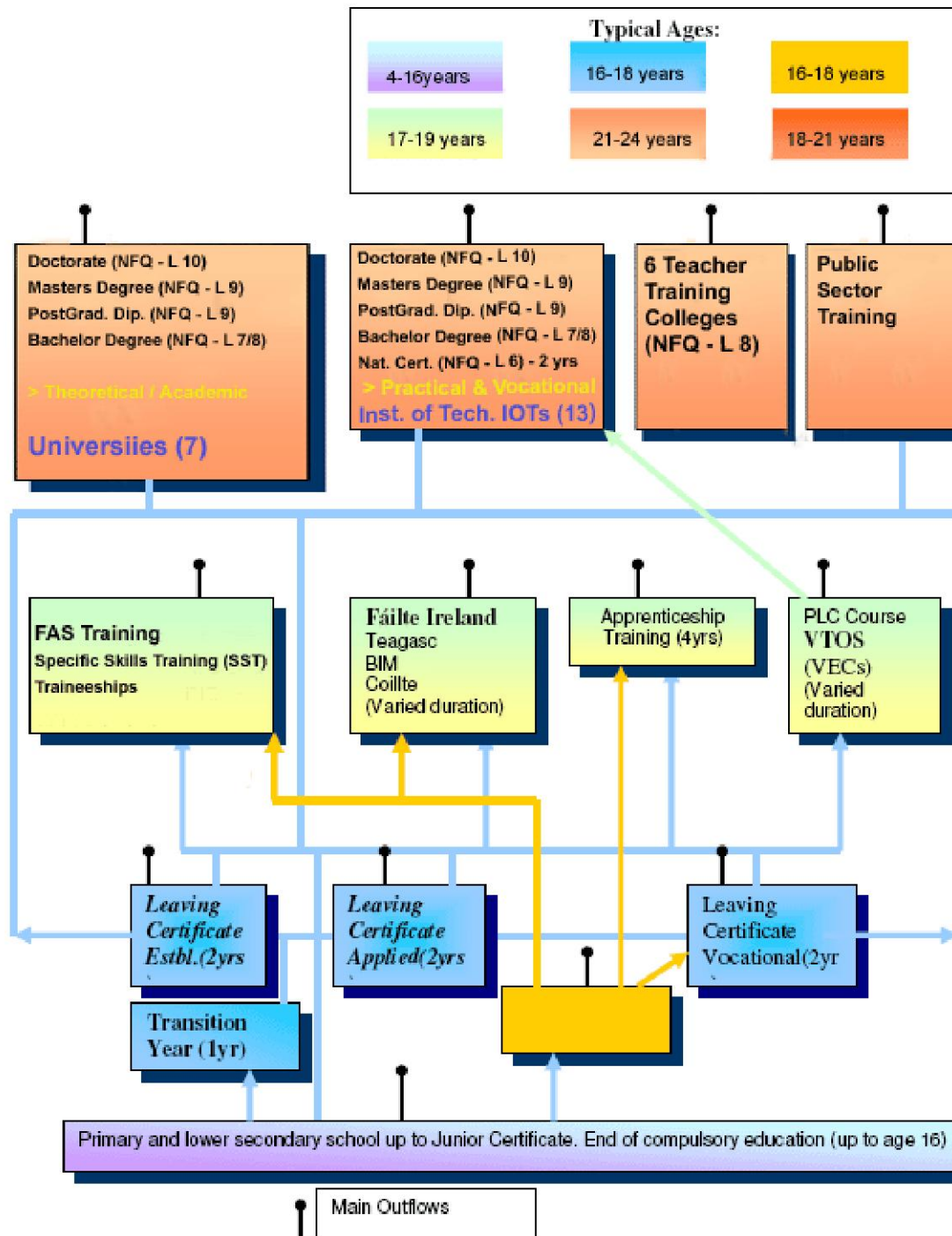
(Changing to the new Authority - Solas)

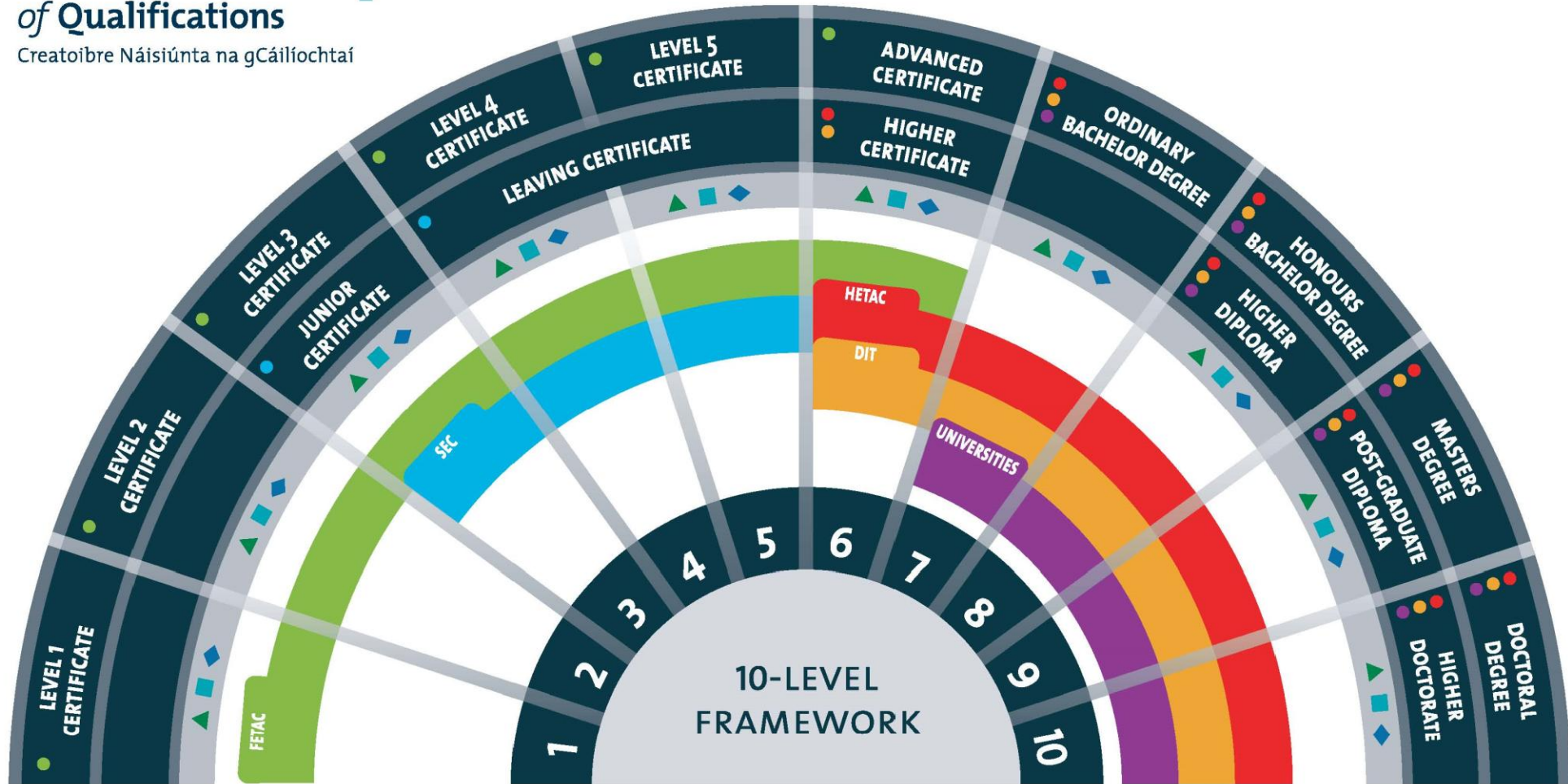
Levels 4, 5 & 6 on National Framework of
Qualifications.

Pathways within IVET in Ireland

Adapted from similar diagram included in Draft Report by FAS on behalf of CEDEFOP on Initial V.E.T. in Ireland -

September 2005





KEY

- FETAC - Further Education and Training Awards Council
- SEC - State Examinations Commission (Department of Education & Science)
- HETAC - Higher Education and Training Awards Council
- DIT - Dublin Institute of Technology
- Universities

AWARDS IN THE FRAMEWORK

There are four types of award in the National Framework of Qualifications:

- ◐ Major Awards: are the principal class of awards made at a level
- ▲ Minor Awards: are for partial completion of the outcomes for a Major Award
- ◑ Supplemental Awards: are for learning that is additional to a Major Award
- ◆ Special Purpose Awards: are for relatively narrow or purpose-specific achievement

National Framework of Qualifications

- **Blue band – General Education**
 - **(mainstream primary and second-level education)**
- **Green Band – Further Education Training sector**
- **Red/Orange/Purple Bands – Higher Education**

National Framework of Qualifications

- **Level 1 – FET-only Certificate**

- **Level 2 – FET-only Certificate**

(no formal certification at end of primary school)

National Framework of Qualifications

- **Level 3 – Junior Cert (2nd Level State Exam)**
- **Level 4 – Leaving Cert - Pass
(2nd Level State Exam)**
- **Level 4 – Further Education & Training Awards
Council (FETAC)**

National Framework of Qualifications

- **Level 5 – Leaving Cert – Honours
(2nd Level State Exam)**
- **Level 5 – Further Education & Training Awards
Council (FETAC)**

National Framework of Qualifications

- **Level 6 – Higher Certificate**
- **Level 6 – FETAC Level 6 Advanced Cert**
- **Level 6 – Apprenticeship awards –
Electrician, Plumber etc.**

National Framework of Qualifications

- **Level 7 – Ordinary Bachelor Degree**
- **Level 8 – Honours Bachelor Degree / Higher Diploma**
- **Level 9 – Masters Degree / Post-Graduate Diploma**
- **Level 10 – Doctoral Degree/Higher Doctoral Degree**

Under National Qualifications Framework system, all prior learning (irrespective of how, when or where gained) should count towards obtaining nationally recognised qualifications - should incentivise learners to keep learning, once they put their foot on the qualifications / learning ladder.

HOW?

Previously, the prospect of commencing on the bottom rung of the ladder, unless one possessed relevant prior qualifications, was a major deterrent to adults returning to learning - especially those who left education early.

Common Award System (CAS) -

previously a number of awarding bodies and awards were/are exclusive to each awarding body. Now all awards on CAS will be available to all providers.

Award development -

Urgent need for new broad-spectrum awards, especially towards lower end of National Qualification Framework.

Problems with moving away from existing awards as they have acceptance in the marketplace.

Programme Development - sharing of best practice, economies of scale, etc.

Provision needs to be supported - appropriate use of ICT.

- Upskilling the workforce will require the widespread provision of education/training programmes that meet the felt needs of learners and employers in terms of how, when and where training programmes are delivered.
- In particular, both programme design and delivery will need to reflect the reality that adult learners have to fit their learning around their work (or seeking work), their family and their community commitments.

VEC Adult & Further Education Provision - 2007

FORMAL

Second Level Schools

Post Leaving Cert Colleges
Levels 5 - 6

NON-FORMAL

Adult Education Services
Levels 1 - 5

Outdoor Education Centres

TARGET GROUPS

- Parent Education
- Self-financing Adult Education
- Traditional PLC Students
- Mature PLC Students

- Traditional PLC Students
- Mature PLC Students
- Self-financing Adult Education

Early School Leavers:

- Youthreach
- Senior Traveller Training Centres (STTCs)

Second Chance Adult Learners

- Back to Education Initiative (BTEI)
- Adult Literacy Schemes
- Prisoner Education
- Vocational Training Opportunities Scheme (VTOS)

Self-financing Adult Education

Programmes for Adults

VEC-WIDE Provision

Community Education

Targeted through Community Education Facilitators (CEFs) at those traditionally ignored by adult education providers

Adult Guidance Service

Supporting all Adult & Further Education programmes

Workplace Learning

Adult Basic Education (ABE) & general upskilling of workforce

VEC Further Educ. Stats 2010

Post Leaving Certificate (Full Time)	38,774
Vocational Training Opportunity Scheme (Full Time)	5,775
Youthreach (Full Time)	3,692
Back To Education Initiative (Part Time)	27,959
Adult Literacy (Part Time)	41,800
English Speakers of Other Languages (Part Time)	11,053
Community Education (Part Time)	54,084
TOTAL PARTICIPANTS	134,000

OUTSTANDING ISSUES

- ✓ **Establish Real connection to business world – to ensure FET delivers what business requires - Sector Skills Councils – Future Skills Needs**
- ✓ **Need for good data-base around what is happening in FET – outcomes orientated - inform future planning. Also, mechanism for identifying & capturing best practice (home & abroad) and disseminating that information.**

OUTSTANDING ISSUES

- ✓ **Need for an integrated FET system – with one stop shop access Currently a multiplicity of providers and no common language totally confusing to prospective learners**
- ✓ **Establish clear progression paths for all learners ...**
- ✓ **Worthwhile looking at dual system option – Norway, Germany,**

And Finally.....

**✓ Thank you very much
for your time**

✓ Your questions, please