

NATIONAL FET LEARNER FORUM REGIONAL EVENT

Limerick and Clare Education and Training Board (LCETB)
5th March 2019
Regional Report
Prepared by Dr Leah Dowdall and Edel Sheerin





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EXECUTIVE SUMMARY

This report is developed from the National Further Education and Training (FET) Learner Forum (NFLF) Limerick and Clare Education and Training Board (LCETB) regional event. The event was held at the FET Centre Kilmallock Road Campus in Limerick 5th March 2019. This Forum event brought together 54 learners from full-time programmes within LCETB. Each learner was asked to reflect on their experiences in their FET courses. Featured below is a summary table of the key topics that emerged:

WHAT WAS YOUR EXPERIENCE OF ENTERING FURTHER EDUCATION AND TRAINING?	
Advertisement	<ul style="list-style-type: none">– Learners heard about their course through a variety of advertisement methods, however, they cautioned against an overdependence on word-of-mouth referrals as a key form of advertisement
Department of Employment Affairs and Social Protection (DEASP)	<ul style="list-style-type: none">– Learners requested that the DEASP take a more learner-centered approach when referring learners into FET
Reasons for Entering FET	<ul style="list-style-type: none">– Learners entered FET to gain new skills, enter the workforce, get out of the house, and to upskill– For learners seeking employment, they asked that all course content match current work practices
Course Expectations	<ul style="list-style-type: none">– Learners were clear on their course expectations and felt supported by LCETB to meet these expectations

HOW HAS YOUR FURTHER EDUCATION AND TRAINING PROGRAMME MET YOUR NEEDS AS A LEARNER?

<p>Guidance Services</p>	<ul style="list-style-type: none"> - Learners had a positive experience with LCETB guidance services - Learners would like to see LCETB guidance services promoted more to learners across all LCETB courses
<p>Additional Course Costs</p>	<ul style="list-style-type: none"> - Learners felt that LCETB should cover costs of photocopying and printing
<p>Travel</p>	<ul style="list-style-type: none"> - Learners argued that current travel allowances did not cover the real cost of travel - Learners welcomed the addition of bus services organised by LCETB to other centers
<p>Tutors</p>	<ul style="list-style-type: none"> - Learners had mixed reactions about tutors and would like to see equality between tutor and learner maintained by all tutors
<p>Progression to Higher Education</p>	<ul style="list-style-type: none"> - Learners would like clear and up-to-date information about progression options, grants, and allowances for higher education to be provided by LCETB
<p>Wider Benefits of FET</p>	<ul style="list-style-type: none"> - Through FET, learners are increasing their confidence, making new friends and would recommend FET to others



INTRODUCTION

The following results developed from the National Further Education and Training (FET) Learner Forum (NFLF) Limerick and Clare Education and Training Board (LCETB) regional event. This meeting occurred after AONTAS sent an invitation to Paul Patton, the Director of FET for LCETB. Triona Lynch, FET Manager, FET Centre, Kilmallock Road Campus and Maud Baritaud, Research, Planning and Evaluation Officer, FET Centre Kilmallock Road Campus, were then identified as key contacts and worked directly with AONTAS to recruit learners to participate in this event.

The NFLF brings together learners from across the FET sector to ask their views on FET services in Ireland. The project, which is funded by SOLAS and delivered by AONTAS, is developed directly from the FET Strategy 2014-2019, Goal 3, Objective 3.1, Action 3.1.2 which sets out to 'systematically benchmark learner's views and satisfaction with their FET programme on an on-going basis through the establishment of a Learner Forum and appropriate Learner Surveys.' While this is a national project, a series of regional fora are held across the country in an effort to reach a diverse and representative group within the FET sector. This event therefore rests within the context of a much broader national project.

This report features five key sections. They are as follows:

- Methodology
- Detailed Results
- Survey Results
- Learner Reactions to the Event
- Conclusion

In addition to this core report, the appendix features Learner Questionnaires (Appendix 1) and Questionnaire Results (Appendix 2).

METHODOLOGY

The key aim of this project is to ensure learners are given a safe space to share their voice and that all voices are respected. Since learners are not selected at random and participation at this event is voluntary, not all FET programmes are represented. As Figure 1 shows, 54 learners chose to participate in this event. They came from following three FET programmes: Post Leaving Certificate (PLC), VTOS, and Youthreach. As Figure 2 shows, all the learners who participated in this event were from full-time programmes. The statements generated in this event, therefore, should be used only as a measure of the cohort of learners featured at this event and not for programmes not featured (eg Apprenticeship, Skills for Work, Community Education, Adult Literacy, etc). Nevertheless, the findings from this event give valuable insight into what a learner's experience can be like in FET.

Prior to the event, each learner received a preparation pack detailing what to expect on the day. Upon arrival, learners were asked to give consent to learner discussions being audio recorded and asked to provide further optional consent for photography. Learners were then assigned a number at random to identify their discussion group.

The event began with AONTAS giving a short presentation to introduce the Forum and explain the role learner voice plays in FET policy at the national and regional level. Learners were then divided into six groups. Each group was assigned a trained facilitator who posed the following questions:

Figure 1: Learner Representation by Programme

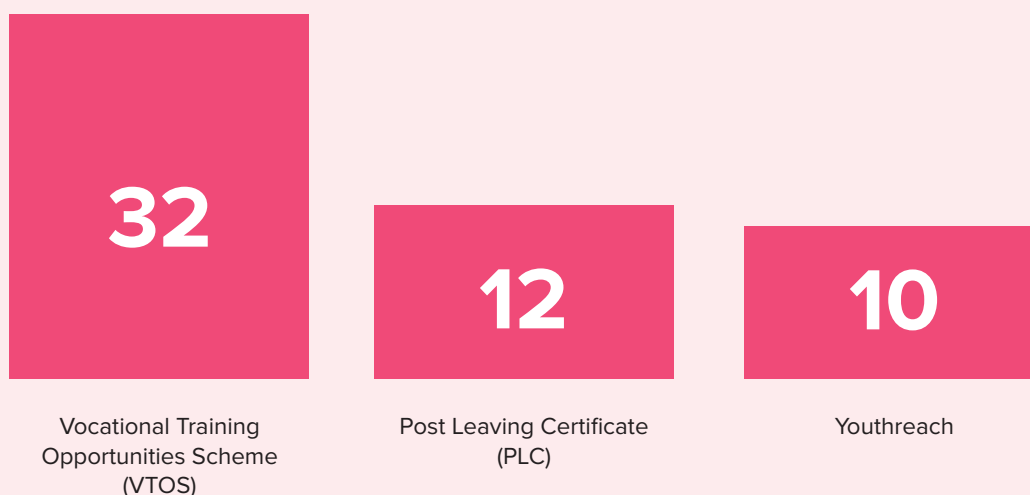
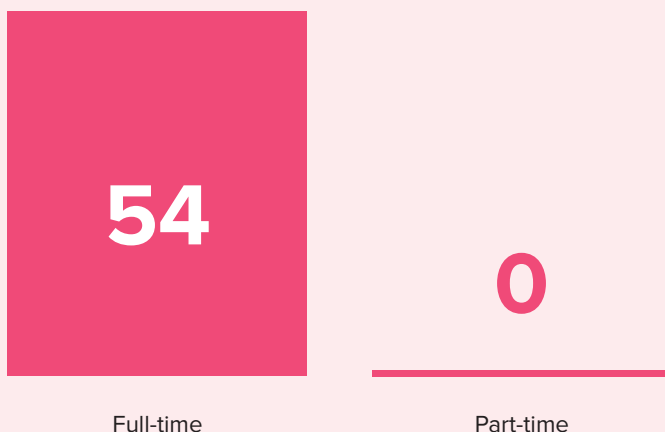


Figure 2: Full-Time and Part-Time Provision



Question 1: What was your experience entering Further Education and Training?

Question 2: How has your Further Education and Training programme met your needs as a learner?

Facilitated discussions lasted one hour. All conversations were audio recorded and transcribed for reporting purposes. At the conclusion of these discussions learners responded to a survey collaboratively designed by SOLAS and AONTAS. This survey (Appendix 1) and its results (Appendix 2) are included in the appendices featured at the end of this report. Where applicable, results from this survey have been incorporated into the 'Detailed Results' section of this report. A summary of survey findings can be found in the 'Survey Results' section of this report.

The key findings from this event have been developed through a qualitative analysis of learner discussion. Learner voice is used throughout the 'Detailed Results' section of the report and to provide context to the key findings generated. The points raised in this report will be combined with all participating regional events in the annual report to provide a broad overview of learner voice in FET for 2019.

DETAILED RESULTS

This section has been divided into two parts based on the two overarching questions that learners addressed during discussions. Learner statements have been integrated throughout to provide context for the feedback given. It is important to note, that some of the areas highlighted in this report touch upon experiences or barriers learners faced before entering LCETB. These have been included here to remain true to the voices of learners at the event. While these barriers may be beyond the capacity of the ETB to fix, they can be used to paint a better picture of the challenges learners face in accessing ETB services.

Discussion One: What was your experience of entering Further Education and Training?

When asked about how they first heard of their courses, learners referred to a variety of **advertisement** methods. The majority of learners heard about their course through word-of-mouth references, while other learners were told about FET by a secondary school guidance counsellor or a FET guidance counsellor. Other sources included online or through the Department of Employment Affairs and Social Protection (DEASP). Some learners also visited their local FET centre. Learners raised concern about the over dependency on word-of-mouth references, however. As one learner explained, “I found out about it through one of the lads who did it the previous year because I’d have never known

about it like. I think it wasn’t advertised very well.” While learners saw word-of-mouth referrals as playing a vital role FET promotion, they felt that additional advertisement was necessary to ensure all potential learners knew about FET.

Although the majority of learners appeared satisfied with the entry processes in place at LCETB, some learners who entered FET through the **DEASP** took part in lengthy debates about their experience. On the one hand, some learners felt the DEASP were “blocking” people from entering FET; yet, other learners claimed “they’re forcing people into courses, which is taking up spaces of people who genuinely want to do the course.” One learner who believed the DEASP were blocking people from entering FET explained:

“For myself, I’ve been working since I was 16 years of age. I finished up employment. I took a redundancy in 2017. I’m a person who doesn’t like being idle. I want to keep going. So I went around to a few colleges asking about education and all that, but I seem to have been hit back by social welfare. They said, ‘you can’t go on this, you can’t go on that.’ You’ve to be so many months unemployed before you’re entitled to go on a course, which I think is very discouraging. It’s very maddening really.”

In contrast to this, one learner argued, “if you are on social welfare for a certain period of time, they are pushing you to courses that you may not want to do.” Learners believed that either way, one would be “hitting a wall” when accessing FET through the DEASP. Learners believed a more learner-centred approach to referrals would help alleviate both these issues.

During discussions, learners spoke of many **reasons for entering FET**. A number of learners were recently made redundant or recently retired. For these learners, they looked at FET as an opportunity to get out of the house and to gain new skills. As one learner shared, “I was made redundant after a long number of years with work, so it was just to upskill I suppose.” Other learners saw FET as an opportunity to transition into third-level education. One learner stated, “I’m using it as a stepping stone to get into college.” Other learners explained how the desire to obtain their Leaving Certificate motivated them to enter FET. A learner who had been employed for a number of years without having completed the Leaving Cert shared this reason for entering FET. As s/he explained,

“My job finished up, I was in it for 12 years. I found it [FET] because I left school at 14 and I wanted a break away from what I had been doing so any place I went; the Leaving Cert was holding me back.”

The desire to upskill and enter, or re-enter, the workforce described during discussions, was supported by survey responses where out of 133 responses, 30 learners indicated that they took their course ‘to learn new skill’ and an additional 23 learners indicating that they took their course ‘to find employment.’

The discussion on employment led to a discussion on course content. A number of learners felt some of the content covered in modules was not relevant to current employment practices or in some cases, outdated. As one learner stated, it has to be “relevant to what you need when you leave that course. Do you know what I mean? It’s okay getting all your assignments done while you’re in that course but are they going to be helpful when you leave that course?” More learners echoed this statement by saying,

“It’s the relevance. What I’m trying to say is, I’m not trying to be negative but, the relevance of the content of each module needs to be relevant for today’s environment. For today’s work environment.” and “It’s really about knowing what an employer would want when you go out working in today’s practice because things have changed so much and they change all the time.”

As a large number of learners at the event were taking their course in the hope of gaining employment, it was important for them to be learning up-to-date and relevant content. Learners also expressed grievances towards the communications module in particular. Almost all learners who spoke of the module did not approve of the content or work load associated. As one learner explained, “It’s actually one of the hardest modules. It’s the most work, most assignments. I’m getting the most assignments out of that class and I really don’t need it.”

Overall, learners felt they were clear on their **course expectations**. Most learners noted receiving general information at the beginning of their course. Learners who did not receive this information still felt prepared for their course because their tutors provided great support. As one learner explained, “when I went in I wasn’t sure what to expect because I was going in from a basic level, but I found the tutors at the beginning were great.” Overall, learners felt clear LCETB made an effort to ensure each learner was aware of what to expect.

Discussion Two: How has your Further Education and Training programme met your needs as a learner?

Learners described positive encounters with LCETB **guidance services**. As one learner explained,

“Last year when I started out, if I wasn’t sure of something, I could just walk into the office, or book a time to see the guidance counsellor and ask for advice. She was brilliant.”

Another learner explained how s/he was availing of guidance services to help identify other courses s/he is interested in pursuing. As s/he explained, “my guidance counsellor, on the course I’m doing now, helped do some research for an apprenticeship that I’m interested in doing. She was able to get me a lot of information.” While not all learners availed of guidance services within LCETB, of those who did, each described it as a positive experience. After hearing about these positive experiences, one learner explained how s/he “didn’t even know we had a guidance counsellor until last week.” It was noted by some learners that the availability of the guidance services should be promoted more across LCETB.

Additional course costs and travel were the most often cited as barriers learners faced within FET. Additional costs were often defined as the hidden costs required to complete a course, such as the cost of computer access, photocopying, etc. As one learner

described, “the financial issue is a big thing. When you’re not working and you’re expected to use a computer and photocopy. All that isn’t supplied.” Another learner further cited examples of additional costs, “everyone’s water bottle wasn’t working. We shouldn’t have to then pay extra. The college could actually organise that.” Learners felt they should not have to pay to access these services. Similarly, learners on courses where they were required to pay for equipment at the beginning of the course (ie hairdressing equipment), felt it was unfair that they be required to pay extra when the equipment became faulty.

Travel was broken down into two separate issues: travel costs and access to transport. With regards to travel costs, one learner exclaimed, “the travel allowances aren’t enough. They don’t cover it.” This learner described how s/he receives a five-euro travel allowance per week; however, the real cost of travel was €1.40 each way. Another learner explained how it was difficult to access some FET centres. As s/he stated, “I think transport is a big problem. It’s a one year course and I’m 10 kilometres away in another town. If you don’t drive, there’s no way of getting there.” Learners then had a discussion on transport in their areas. Learners from Kilmallock and Kilrush noted the limited availability of public transport. Learners did, however, acknowledge the positive development of Local Link bus service set up by LCETB to bring learners to the Shannon Training Centre. They believed this was a good service and should be replicated throughout other centres within LCETB.

Learners expressed mixed opinions on the level of support they received from tutors. Learners in one centre demonstrated dissatisfaction with the way they were treated by tutors, with some learners describing it as a “hierarchy thing.” Another learner expanded on this by stating:

“I’ve only got one child and she’s a teacher, so I’m not knocking teachers but when I went back to this I couldn’t figure it, they have never moved on. We’re being treated as if we are children. They’ve separate toilets; that’s the teachers’ toilet. They have a separate canteen. The worst one of all is the parking. There could be a class on, you know, “who parked in the teacher’s parking space?” I worked for a company and the top guy was on about seven hundred thousand euro a year and he didn’t get his own parking space. He parked in the car park the same as everybody else. He was in the same canteen as everybody else.”

Another learner added, “even the kettle. I mean, I noticed, we have to pay for our tea, yet the teachers come in with their kettle and get it for nothing.” Although learners felt this treatment was unfair, learners from other centres did not share the same experience. One learner who described him/herself as being “actually gobsmacked” by the examples

given arguing there was a very different culture in their centre. As s/he explained, we have “integrated toilets and parking and teachers are in the canteen with us. We all interact with them.” Another learner described a tutor going above and beyond to meet the needs of the learners, by actively seeking out and responding to the needs of learners in the class. As s/he explained:

“One of the tutors is there this year, s/he wasn’t there last year. S/he could see we were struggling so s/he did a reflection kind of sheet about her/himself for everyone. So you tick numbers like five being the best and gave us boxes to fill in that asked ‘how can I improve?’ Since we did that with him/her, s/he’s done a lot better. S/he took our feedback and s/he’s been a lot better since. S/he gives us the briefs; s/he’s explaining them more.”

The learners really appreciated the approach taken by this tutor and praised the way the tutor sought out and actively responded to their feedback.

Most learners disclosed that they planned to **progress** within FET, into third-level education or into employment. Some of those who wanted to progress into third-level education, expressed confusion about what they should do during the summer when courses were not in session. As one learner explained:

“One thing for me is that we have the guidance counsellor, or teacher, or whatever. So we can make an appointment. But I feel a bit confused about what to do this summer before you start college because you obviously have to sign on to the DEASP and my concern is, do I tell them that I’m starting a course in September? But if I do, I’m not actually job-seeking, I’m not looking for a job. Or do I say nothing? Because I’ve been told different things by different people.”

This learner expressed worry over the possibility of missing out on DEASP payments over the summer as a result of the lack of clarity. Learners explained that they were not actually sure of their own positions in terms of their entitlements. Of those who sought further information from a FET guidance counsellor, the DEASP, or Turas Nua, they felt they were still provided unclear information on next steps. Learners believed that each party should have clear and up-to-date information procedures in place for learners who want to progress into third-level education. As one learner asserted, “make it clear about what you’re entitled to because some people are talking about grants and some people are talking about back to education allowance and you don’t know which to apply for and which is which.”

Learners were asked to reflect on the **wider benefits of FET**. Learners focused on the positive and far-reaching impacts of taking their courses. Learners cited skill development, confidence building, and positive social interaction all as examples. For those taking English courses, they highlighted the importance of their learning, “It’s very good in the English. It’s improving our English very much.” A learner on another course explained how s/he “gained more confidence.” As s/he explained, “I went back to work after nine years after having my kids. So when I went into work to do my work experience the first week, I was really thrown, but it kind of gives me good motivation to do it.” Furthermore, learners enjoyed the overall atmosphere fostered in their centres, “there’s an atmosphere of comradery. Everyone is kind of, you know, going in the same direction, assisting each other.” Overall, learners would recommend FET to other people and as one learner summarised “it’s never too late to jump in and it’s worth it.”

SURVEY RESULTS

A total of 52 learners at the LCETB event completed the optional surveys distributed at the conclusion of discussions. Survey findings revealed that when asked what their **reason was for taking their course**, learners selected a range of options. The most common reason was 'to learn a new skill' (30) while the next most common answer was 'to find work' (23). Following this, learners also cited social reasons for taking a course. For instance, 18 learners selected 'to meet new people' as their reason for taking their course.

Learner satisfaction on courses was high based on the survey results. Overall, learners were enjoying their course, with only two learners either selecting 'disagree' or 'strongly disagree' to this question. Learners did not find the content of their course too difficult, as 29 learners selecting either 'disagree' or 'strongly disagree' to this statement. Learners also stated that they believed they were gaining skills that they were looking for through their courses, with 30 learners selecting 'strongly agree' and 'agree' to this statement. Although learners were satisfied with their courses and the skills they were gaining, some wrote in comments stating that modules could be updated. For example, one learner commented, "content is

dated in a number of modules - modules need to reflect what employers want." This was echoed in the discussion circles where learners made similar statements.

Although **learner supports** were not brought up by learners during discussions, learners did demonstrate a desire for additional support in certain areas through the survey. For example, 33 learners selected 'neutral' to 'strong agreement' to the statement 'I need more support with my technology skills'. Similarly, 22 learners selected 'neutral' to 'strong agreement' to the statement 'I do not have access to enough resources to support my learning'. These statements suggest that learners could benefit from increasing learners supports in the area of technology skills and general learning.

Learners' knowledge on **progression options** within FET, into third-level education, and into employment was mixed. While most learners stated they were clear on these options, one-fifth of learners who responded to this question stated they were not clear on progression within FET or into third level.



LEARNER REACTIONS TO THE EVENT

At the conclusion of the event, learners were provided with an evaluation form. The evaluations demonstrated that overall, learners enjoyed the event and saw it as a positive experience. As one learner stated, “we are here for our voices to be heard.” Learners stated that they enjoyed interacting with, and learning from, other learners. As they noted, they enjoyed “hearing others’ views and sharing mine”, “the honesty and openness of the group discussion” and the “very informative, open, encouraging discussion.” Overall, the 50 learners who completed the evaluation demonstrated their support for the Forum in rating the event either excellent (22), very good (20) or good (8).





CONCLUSION

Overall learners at LCETB were happy with their experience in FET. While learners felt some of the course content should be updated to match current employment skills demands, overall learners felt they were gaining important skills through FET and they felt the ETB was making a positive effort to set them up for success in their course. Since learners were interested in progression options, particularly into higher education, learners requested that more information on progression options be made available to learners completing a course.

Learners identified challenges to their learning both outside the scope of the ETB and within the ETB. Learners identified barriers with the DEASP, access to travel and travel allowances. Within the ETB, learners felt that additional course costs associated with completing a course were a burden. They would like the ETB to explore ways to alleviate some of these costs. Learners also felt that course content should be updated and that there should be more information on progression options, especially into higher education. Learners were happy to recommend FET to others and provided positive experiences of meeting new people, increasing confidence and learning new skills.

These results will be incorporated into a final report that collates results from regional events held over the course of 2019. The ETB will receive a copy of this report upon its final production in April 2020. AONTAS would like to take this opportunity to thank LCETB for their support of the National FET Learner Forum and your clear commitment to the promotion of learner voice. We hope you find these results beneficial to your future planning and development. If you have any questions about the information contained in this report please feel free to contact Leah Dowdall, Head of Research, at ldowdall@aontas.com or Edel Sheerin, Project Officer at esheerin@aontas.com.

APPENDICES

Appendix 1: Learner Questionnaires

Reason For Taking Your Course	
Which option best describes your reason for taking your course? (Please tick (✓) all that apply)	
To find work	<input type="checkbox"/> YES
To meet new people	<input type="checkbox"/> YES
To get out of the house	<input type="checkbox"/> YES
To learn a new skill	<input type="checkbox"/> YES
To improve my English language skills	<input type="checkbox"/> YES
For the love of learning	<input type="checkbox"/> YES
To upskill for my employment	<input type="checkbox"/> YES
To improve my mental health	<input type="checkbox"/> YES
Required to by the Department of Employment Affairs and Social Protection (DEASP)	<input type="checkbox"/> YES
Other (please list):	

Further Education And Training (FET) Satisfaction					
Please read the following statements on FET satisfaction and tick the response that best represents your views on the statement. (Please tick (✓) one response for each statement).					
Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I enjoyed my course.					
I found my course content too difficult.					
I gained the skills I wanted from my course.					
Comments					

Barriers To Learning

Listed below are some issues that could arise when people plan to take a course. Did any apply to you? Please tick (✓) a selection for each potential barrier).

Potential Barrier	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I cannot afford my course.					
The course I wanted is not available in my area.					
My course requires too much time.					
I do not have home internet access.					
I do not have access to enough resources to support my learning.					
I need more English language support.					
I need more support with support with reading and writing (literacy skills).					
I need more support with my technology skills.					
My home caring responsibilities prevent me from taking a course.					
Transportation costs required to get to class are too high.					
I had to relocate to take my course and accommodation costs are too high in this area.					
Any other challenges/comments (Please write in space below):					

Progression Options					
Please read the following statements on progression options and tick the response that best represents your views on the statement. (Please tick (✓) one response for each statement).					
Progression Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I am clear on how to progress from my course onto another FET course.					
I am clear on how to progress from my course into higher education (Universities or Institutes of Technology)					
I believe my course will help me progress into employment.					
Comments (Please write in space below):					

Appendix 2: Questionnaire Results

National FET Learner Forum Regional Event Limerick and Clare ETB (5 March 2019) Survey Results	
The following results reflect the responses recorded on the questionnaires distributed to learners at the conclusion of their facilitated discussions. These figures have been reported as raw data since the sample size is less than 100. A full percentage view will be available in national reporting.	
Total Learners At The Event	Total Surveys Submitted
54	52

Reason For Taking Your Course	
Which option best describes your reason for taking your course? (Please tick (✓) all that apply)	
To find work	23
To upskill for employment	17
To improve my English language skills	13
To get out of the house	9
Required by the DEASP	2
To learn a new skill	30
To meet new people	18
To improve my mental health	5
For the love of learning	11
Other	5

Comments
<ul style="list-style-type: none"> - To help me get my desired university degree - To gain access to the higher education course I want to do - Move onto hairdressing business - Looking to go onto Leaving Cert then I can go to University - Looking to do a Leaving Cert

Further Education And Training (FET) Satisfaction

Please read the following statements on FET satisfaction and tick the response that best represents your views on the statement. (Please tick (✓) one response for each statement).

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I enjoyed my course.	20	20	9	1	1
I found my course content too difficult.	0	4	16	18	11
I gained the skills I wanted from my course.	16	14	14	3	2

Comments

- I had very few expectations going into the course but I still found some of the content irrelevant
- Content is dated in a number of modules - modules need to reflect what employers want
- I absolutely love my course – there are some improvements to be made, but overall I loved it
- My course has everything that I needed and helped me solidify which career (and therefore degree) I want to pursue
- I agree that I gained the skills that I wanted up to a point. I feel that I gained personal skills more than the classes that are being taught.
- Course content too broad it needs to be more intensive on particular aspects to gain adequate skills for the specific area of employment - too much over-lapping which gets confusing and is time wasting.
- (One person wrote 'mixed' under Strongly Agree for both I found the course too difficult and I gained the skills I wanted from the course. No further comments added)

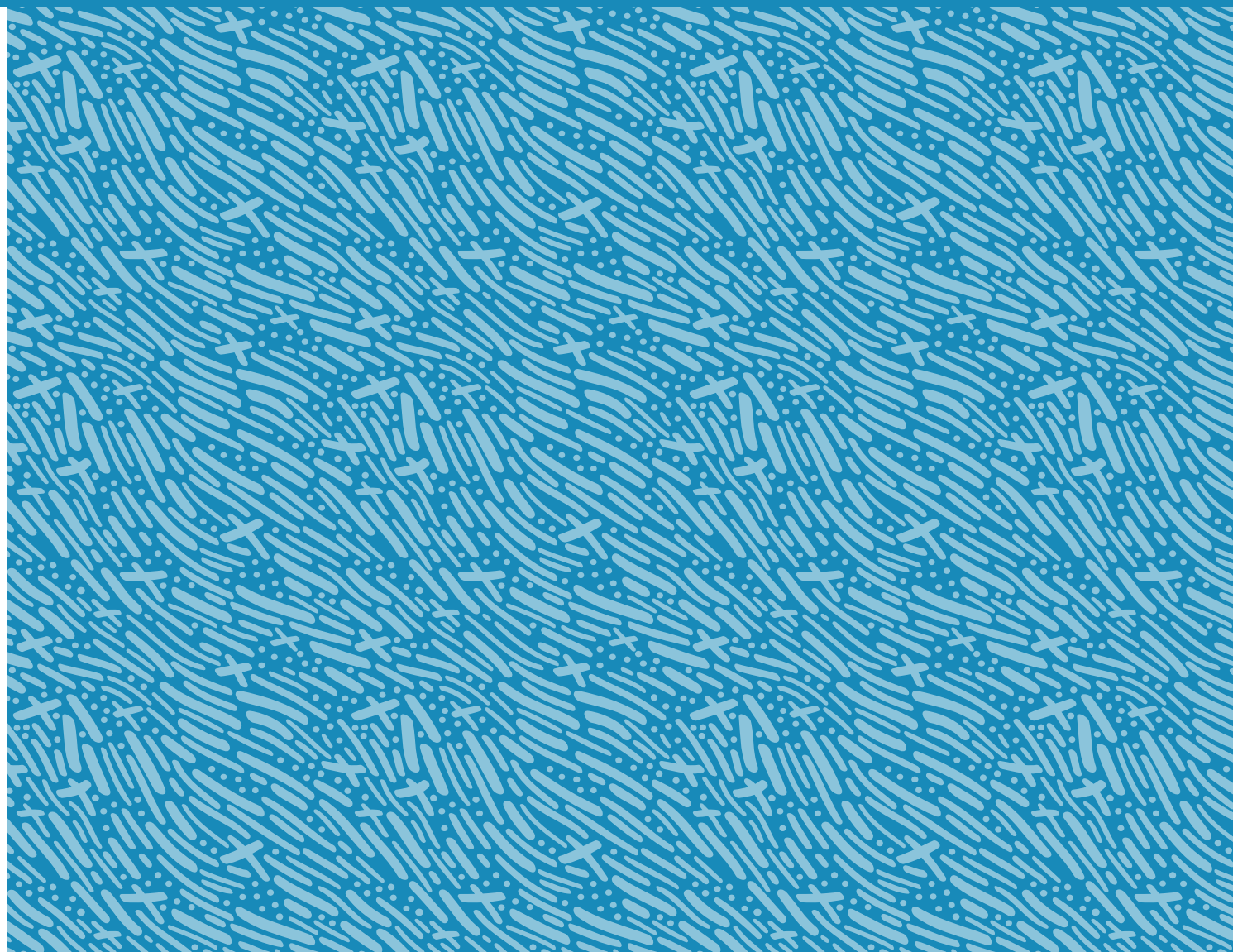
Barriers To Learning

Listed below are some issues that could arise when people plan to take a course. Did any apply to you? Please tick (✓) a selection for each potential barrier).

Potential Barrier	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I cannot afford my course.	2	4	6	18	15
The course I wanted is not available in my area.	8	10	7	13	10
My course requires too much time.	3	5	18	19	3
I do not have home internet access.	3	7	5	17	16

I do not have access to enough resources to support my learning.	4	7	11	19	6
I need more English language support.	3	6	2	16	21
I need more support with support with reading and writing (literacy skills).	4	10	4	13	17
I need more support with my technology skills.	5	14	14	7	9
My home caring responsibilities prevent me from taking a course.	3	4	6	21	14
Transportation costs required to get to class are too high.	9	10	7	11	14
I had to relocate to take my course and accommodation costs are too high in this area.	4	4	6	15	18
Comments					
– Wish to relocate to be in Ennis where my course is run but cannot get any accommodation					

Progression Options					
Please read the following statements on progression options and tick the response that best represents your views on the statement. (Please tick (✓) one response for each statement).					
Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I am clear on how to progress from my course onto another FET course.	10	13	13	9	4
I am clear on how to progress from my course into higher education (Universities or Institutes of Technology).	11	17	11	7	3
I believe my course will help me progress into employment.	14	19	10	5	1
Comments					
<ul style="list-style-type: none"> – I'm not sure if I want to do hairdressing and I didn't get told when I started that I can't do another Level 5. – I am still unclear about how to progress, but that's due to my own indecision, not lack of support/information provided by the course coordinator – Jobseekers are not playing on a level playing field with other groups of people who want to go to third level (ie maintenance grant) 					



Contact us:

AONTAS
The National Adult Learning Organisation
2nd Floor, 83-87 Main Street,
Ranelagh, Dublin 6

T: 01 406 8220
E: mail@aontas.com
www.aontas.com

Charity Reg: 6719
Company Reg: 80958

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