CDETB Learner

Introduction from City of Dublin ETB and SOLAS

This is the second strategic performance agreement between SOLAS and City of Dublin Education and Training Board (CDETB). The first ran over the period 2018-2020, a period that took us into unprecedented challenge and change, with the onset of the COVID-19 pandemic. The restrictions that this placed on the FET system and the uncertainty over how conditions would develop caused SOLAS and the ETBs to collectively pause the development of the next strategic performance agreement in 2021.

The pandemic had a major impact on learner numbers and key outcomes across FET, despite the resilience and commitment of staff in keeping learning flowing and supporting learners during this period. Now in 2022, as we seem to be moving back into a more normal operating environment, and with a new FET strategy, Transforming Learning, in place from 2020, we have the perfect framework to plot out the development of FET in Dublin city over the next three years.

Future FET

The vision for the National FET Strategy 2022 - 2024

Outcomes

Outcomes link national system targets to the Future FET vision by 2024

Transformation

Continuing the transformation of FET to grow its contribution and impact in addressing Ireland's social, economic and climate challenges is central to the Strategic Performance Agreement

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Agreement Themes

The SOLAS and City of Dublin Education and Training Board Strategic Performance Agreement 2022-2024 is set out across the following areas:

01 **CDETB Profile**

Overview of the geographical and provision map of the ETB with a focus on learner profiles and infrastructure.

02 **Performance and Targets**

Focus on the achievements of the ETB across 2018-2020, including reflections from the period of the pandemic and detail on strategic ambition to 2024.

03 **FET Strategy – Building Skills**

CDETB strategic plans and proposed contribution to the Building Skills objective of the FET Strategy, FET Leader Case Studies and related system targets.

04 **FET Strategy – Fostering Inclusion**

CDETB strategic plans and proposed contribution to the Fostering Inclusion objective of the FET Strategy, FET Leader Case Studies and related system targets.

05 **FET Strategy – Creating Pathways**

CDETB strategic plans and proposed contribution to the Creating Pathways objective of the FET Strategy, FET Leader Case Studies and related system targets.

06 **FET Strategy – Enabling Themes**

CDETB strategic plans and proposed contribution to the Enabling Themes objective of the FET Strategy, FET Leader Case Studies and related system targets.

Data sources: PLSS and Apprenticeship learner databases, SOLAS financial reporting, FET Estates Survey, QQI inaugural reviews of QA in ETBs, and SOLAS SLMRU analysis of population, employment/unemployment, business demography, lifelong learning and educational attainment data from CSO Census reports and CSO Labour Force Survey.

CDETB in profile

Dublin City local authority area, which CDETB serves, has a population of 588,233 (preliminary census data 2022) up 33,679 from 2016, an increase of 6%. This is slightly below the national population increase of 8%. Nevertheless, Dublin City remains one of the most populous local authority areas, at 11.5% of the total population.

The other local authority areas in Dublin (Fingal, South Dublin and Dun Laoghaire-Rathdown) are served by the Dublin and Dun Laoghaire Education and Training Board (DDLETB). However, there is some overlap, as people resident in the DDLETB area may attend courses provided by CDETB and vice versa. Fingal is the fastest growing of these areas, at 11.5%, with South Dublin and Dun Laoghaire-Rathdown growing at 7.5% and 7.1% respectively. The overall population of the Dublin area is 1,450,701 (census 2022), up over 100k from 1,347,359 in 2016.

Population
588.2k
Employment
328k

As the census for 2022 is complete, an updated profile will be available. The impact of the COVID-19 pandemic on the profile nationally and locally is yet to be fully determined but analysis on this has been considered, within the overall county demographics.

The Dublin region (all four local authority areas) Q1 2022 unemployment rate was 5.8%, slightly above the national average of 4.8%. In Q1 2022, 762,800 people were in employment in the region – extrapolating from the 2016 county distributions, the CDETB area would have approximately 328k in employment, up from 303k in 2016.

Dublin Region Employment Q3 2021

Sector	Dublin (000s)	Dublin %	State %
Accommodation/Food	49.1	7%	7%
Admin and support	33.4	4%	4%
Agriculture	*	*	4%
Construction	32.6	4%	6%
Education	62.8	8%	8%
Finance etc.	72.8	10%	6%
Health	84.3	11%	12%
ICT	75.4	10%	6%
Industry	58.6	8%	12%
Other NACE	38.5	5%	5%
Professional services	73.9	10%	7%
Public admin and defence	40.6	5%	5%
Transport	38.9	5%	5%
Wholesale/retail	83.9	11%	13%
TOTAL	**747.9**	**100%**	**100%**

* Figures too small to report for Dublin

Dublin has a much higher share of employment in the financial, ICT and professional services' sectors than the national average. Conversely, it has much lower shares of employment in agriculture, construction and industry, and slightly lower shares of health and wholesale/retail employment. Nearly half of the persons engaged in business (not including public-sector and agriculture) in Dublin were working in large-sized firms (i.e., those with 250 persons or more), considerably more than the national average of approximately one third.

For all other firm-size categories, however, the share of persons engaged was smaller in Dublin compared to the State average. This was particularly the case for micro-enterprises (fewer than 10 persons) which accounted for 15% of persons engaged in Dublin, but almost a quarter across all counties.
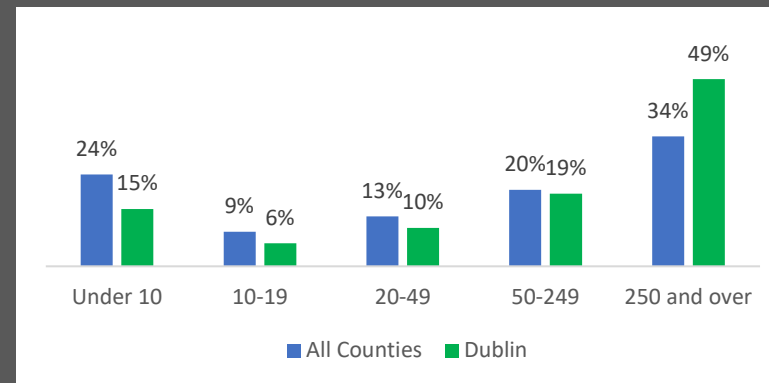

Share of persons engaged by company size in the Dublin region compared to all counties, CSO, 2019
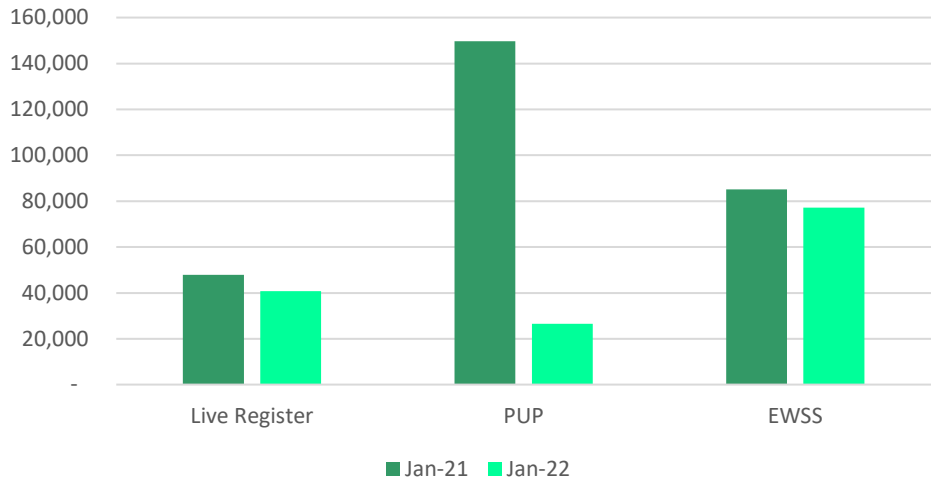
Educational Attainment

At 11% in the Dublin region, the share of adults holding at most a FET qualification was below the national average (14%), and was the smallest share observed across all regions. In contrast, Dublin had the highest share of adults who had attained higher education qualifications (55%), well above the national average (47%). (Q2, 2021)

Lifelong Learning
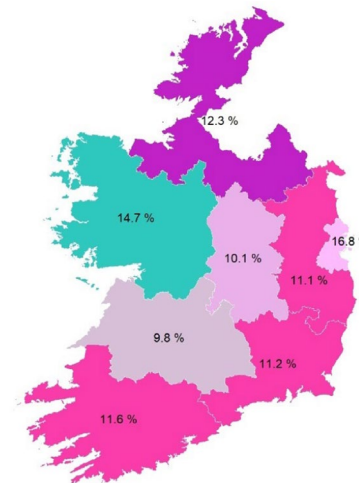
In Q4 2021, 132,700 people in the Dublin Region had engaged in lifelong learning in the preceding four weeks, translating into a lifelong learning participation rate of 16.8%, well above the national average of 13.1%, and the highest observed across all regions.

4

Live Register and Pandemic Supports chart (Live Register, PUP, EWSS) with legend: Jan-21, Jan-22

At the end of January 2022, there were 40,828 persons in Dublin on the Live Register, a fall of approximately 7,100 persons on the same period in the previous year. There was a significant fall in the number of people in receipt of Pandemic Unemployment Payments (PUP) over the 12-month period, declining by over 123,000 to approximately 26,500 persons. Despite this decline, Dublin's share of persons in receipt of PUP increased; 35% of all PUP recipients in Ireland were in Dublin in January 2022, compared to 31% in January 2021. At the end of November 2021, there were 77,209 persons in receipt of the Employment Wage Subsidy Scheme (EWSS) administered by Revenue, a decline of almost 8,000 on the previous year.

In line with the elimination of COVID-19 related supports through 2022, there was expected to be a major increase in unemployment. In contrast, Ireland is approaching full employment. Figures for Q1 2022 show a State-wide unemployment rate of 4.8%, although the Dublin region has one of the highest rates at 5.8%. While the economic situation and outlook remains volatile and the risk of increased unemployment remains, this will constrain demand for some courses designed to support people back into employment.
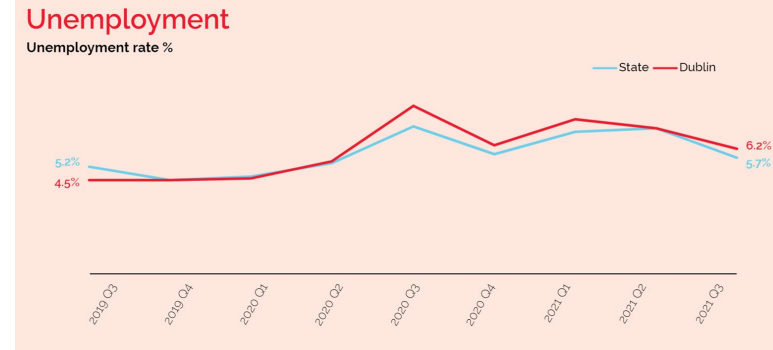
The unemployment rate in Dublin has been slightly above the national average since the start of the COVID-19 pandemic. Nevertheless, at 6.2% in Q3 2021, it is significantly down from the rate of 12.9% recorded at the 2016 Census.

Unemployment

Unemployment rate % — State, Dublin. 5.2%, 4.5%, 6.2%, 5.7%. Quarters 2019 Q3 to 2021 Q3.

Analysis completed in Q3 2021 showed that the Dublin region accounted for 30% of employment in Ireland, with the top five sectors and their change over the period of COVID-19 highlighted in the below left.

Since the onset of the pandemic, while CDETB's overall beneficiary numbers have been resilient, this has mainly been due to the growth in part-time provision, with full-time numbers reduced by over 1,000.

Employment

Dublin accounts for 30% of employment in Ireland (747,900 persons)

Top 5 Sectors	Total Employed	Q3 2019-Q3 2021
Health & social work	84,300	-4% ▼
Wholesale & retail	83,900	-5% ▼
ICT	75,400	No change
Professional activities	73,900	35% ▲
Financial activities	72,800	13% ▲

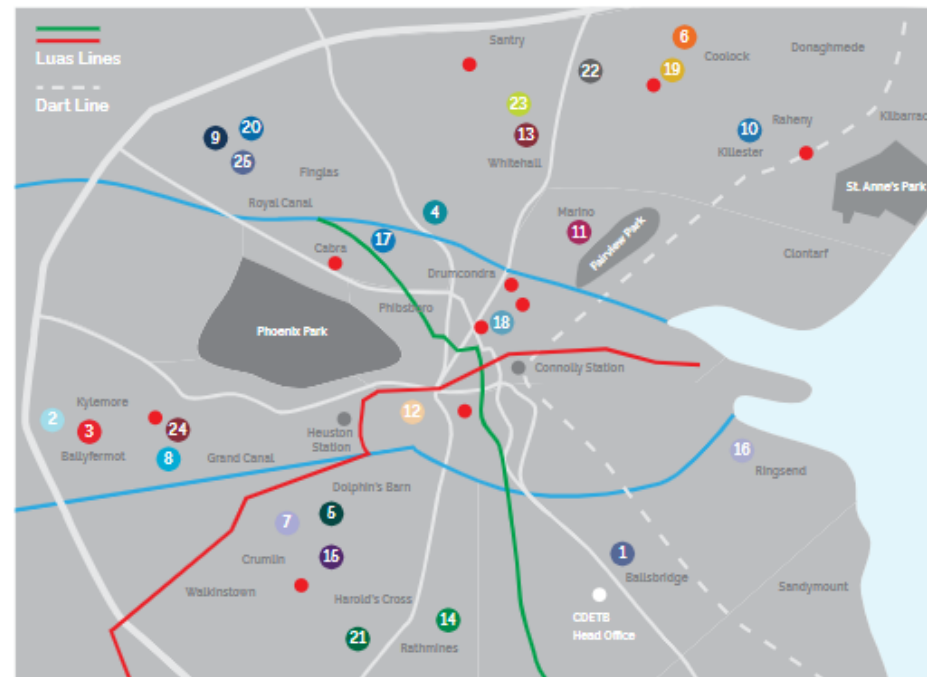| Beneficiaries of FET provision	2018	2019	2020
Full time	23,166	22,724	21,910
Part time	21,543	22,753	24,736
Community Education	8,312	8,398	8,824
TOTAL	53,021	53,875	55,470

CDETB FET Infrastructure

In its return to the national survey of FET estates conducted in 2019, CDETB identified 39 sites used for FET, consisting of 58 individual buildings, with a total space of approximately 370,730 square metres. In contrast to nearly all of the other ETBs, the vast majority of sites (37/39) are owned by the ETB, with 26 on a freehold basis and 11 on leasehold. For one of the only two sites on lease agreements, the annual rental cost in 2019 was €117.5k, while the other is part of a no-cost agreement with the OPW. This means that only 5% of the estate is leased, compared to 42% of FET sites across the system. While there is an advantage to almost wholly owning the estate, allowing long-term development planning and leasing has been shown to have a valuable role elsewhere in facilitating agile skill responses in locations that can be adapted and equipped with very short lead-in times.

Five of the sites are part-leased to other parties, and seven sites also provide second-level education. Two sites, both sports halls, are managed by Dublin City Council and a number of other sites are shared with other public services, such as family support or drugs support services.

In the FET estates survey, 29 of the 39 sites were considered of good quality, needing only minimal remedial work. The remaining 10 were considered in need of significant development. Eleven of the sites are of architectural or historic significance which could impact development.

There is good quality Wi-Fi across most sites, although significant challenges may arise in moving to more sustainable energy sources and making all of the buildings fully accessible.

Luas Lines
Dart Line

1 Ballsbridge College of Further Education
2 Ballyfermot College of Further Education
3 Kylemore College, Ballyfermot
4 Whitehall College of Further Education
5 St. Kevin's College , Clogher Road
6 Coláiste Dhúlaigh College of Further Education, Coolock
7 Crumlin College of Further Education
8 Inchicore College of Further Education
9 Coláiste Íde College of Further Education, Finglas
10 Killester College of Further Education
11 Marino College of Further Education
12 Liberties College
13 Plunket College, Whitehall
14 Rathmines College of Further Education
15 Pearse College of Further Education, Crumlin
16 Ringsend College
17 Cabra Community College
18 Larkin Community College, Dublin 1
19 Coláiste Dhúlaigh Post Primary, Coolock
20 Coláiste Eoin, Finglas
21 Presentation Community College, Terenure
22 Margaret Aylward Community College, Whitehall
23 Clonturk Community College
24 Ballyfermot Training Centre
26 Finglas Training Centre
● Youthreach Centres

The capacity of the FET facilities varies considerably, with some premises having only a couple of teaching spaces, to large colleges, with up to 50 teaching spaces. Learners served by the facilities vary from 10-50 per annum for some of the Youthreach spaces, to almost 2000 per annum at the largest centres. Eleven premises serve fewer than 100 learners a year, sixteen serve between 100-1,000 learners annually and twelve serve over 1,000 learners per year.

Relative Regional FET Supply

An analysis of 2019 full-time FET provision showed that 10,061 people undertook Phase 2 apprenticeship training, PLC or other FET provision at Level 5 or Level 6 which was supported by this FET estate. When we consider this provision base relative to the population and the employment of the region compared to the concentration of FET provision across all ETB regions nationally, it produces the indices shown below. While this suggests CDETB is somewhat above the national average in terms of FET supply, this is a natural status for the centre of a capital city, with tertiary education provision expected to be concentrated along natural commuting patterns.

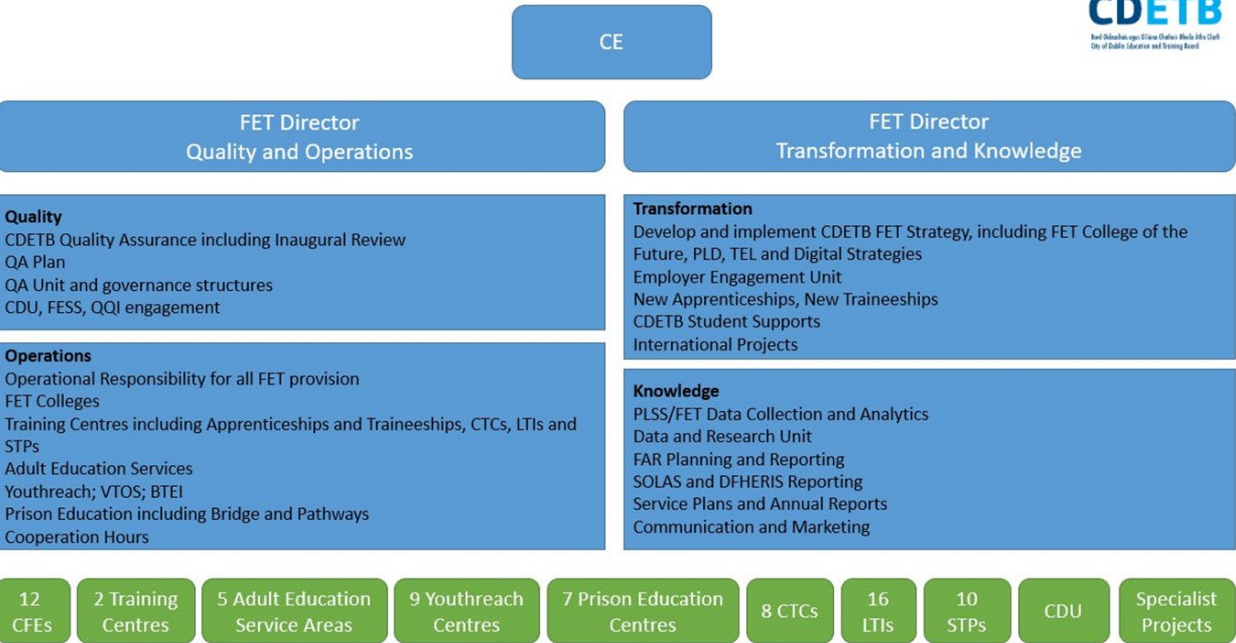| Level 5/6 Provision Relative to Population Index	Level 5/6 Provision Relative to Employment Index
1.37	1.20

CDETB is currently implementing a new organization structure for FET to bring more structure and focus on the need for transformation. Two FET Directors report to the CEO, one responsible for Quality and Operations and one for Transformation and Knowledge.

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

In each CFE, a Principal along with a number of Deputy Principals, (depending on the size of the college) function as the leadership and management team. The two CDETB Training Centres, Finglas TC and Ballyfermot TC, each have an Area Manager who is responsible for the management and operation of centre provision. Each of the five Adult Education Service (AES) regional areas has an appointed Adult Education Officer (AEO) who is the senior manager. Each of the nine Youthreach Centres is managed by a Centre Coordinator. The Organiser of the Education Service to Prisons (ESP) has overall responsibility for the Service.

The overall FET structure is highlighted in the diagram below.

CDETB
Bord Oideachais agus Oiliúna Chathair Bhaile Átha Cliath
City of Dublin Education and Training Board

CE

FET Director Quality and Operations	FET Director Transformation and Knowledge
Quality CDETB Quality Assurance including Inaugural Review QA Plan QA Unit and governance structures CDU, FESS, QQI engagement	**Transformation** Develop and implement CDETB FET Strategy, including FET College of the Future, PLD, TEL and Digital Strategies Employer Engagement Unit New Apprenticeships, New Traineeships CDETB Student Supports International Projects
Operations Operational Responsibility for all FET provision FET Colleges Training Centres including Apprenticeships and Traineeships, CTCs, LTIs and STPs Adult Education Services Youthreach; VTOS; BTEI Prison Education including Bridge and Pathways Cooperation Hours	**Knowledge** PLSS/FET Data Collection and Analytics Data and Research Unit FAR Planning and Reporting SOLAS and DFHERIS Reporting Service Plans and Annual Reports Communication and Marketing

12 CFEs	2 Training Centres	5 Adult Education Service Areas	9 Youthreach Centres	7 Prison Education Centres	8 CTCs	16 LTIs	10 STPs	CDU	Specialist Projects

Funding Profile

2021 €126m

Learner Activity

2021 28,141

Staffing

945 FET Staff

Focus of Provision

Because of its scale, CDETB has a wide portfolio of courses covering most disciplines and skills areas across FET. Some of its colleges and centres have specific specialisms in areas like healthcare, technology and business , which draw learners to them. Some of the key areas of provision are highlighted below.

Technology

Business

Healthcare

Childcare

Media

CDETB also has a large base of apprenticeship provision including:

Construction

Motor Mechanics

Auctioneering and Property

Electrical

Accounting Technician

Carpentry and Joinery

02 Performance and Targets

This section presents an overview of the performance against national system targets by City of Dublin ETB across 2018-2021. This provides critical context in setting new targets for the period 2022-24. While the focus of some of the targets remains the same as for the previous agreement (jobs; pathways; transversal certification; lifelong learning; key skills needs) definitions have changed to break the link between targets and programme silos and think in terms of overall outcomes from an integrated FET service by the ETB. The trend information shown reflects the new definitions to better inform target setting and to facilitate longer-term analysis.

Given the nature of the pandemic, the 2019 figures will form the key baselines for performance ambition across 2022-2024, with the first aim for most ETBs to 'reboot' to these pre-pandemic levels. It is important to note that the system targets analysis relate only to certain areas of the FET system (e.g., employment outcomes refer to Level 5 and 6 provision).

The national system targets for 2022-2024 are then presented with the indicative contribution that CDETB have committed to over the period of 2022-2024. An overview of the system targets and definitions is included in Appendix 2.

This target data is further considered in sections 3 - 6 in the context of the Future FET strategy *Transforming Learning*, where relevant.

Supporting Jobs
Employment Outcomes Increase by 10% from 2019 baseline
50,000 places in Skills to Compete

Learning Pathways
Progression within FET
Progression from FET to HE Increase by 10% from 2019 baseline

Facilitating Inclusion
Transversal Skills Widening Participation Increase by 10% from 2019 baseline
Adult Literacy for Life Targets

Upskilling Through Life & Careers
Lifelong Learning Increase by 10% from 2019 baseline
Skills to Advance Targets

Targeting Key Skills Needs
Key Skills Needs Retrofitting & FET Green Skills Construction Skills
Apprenticeship

Underpinned by the National Future FET Strategy with synergy to relevant national policy as highlighted below
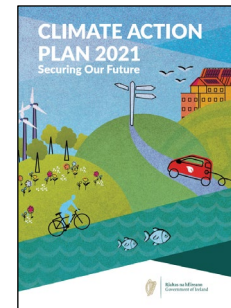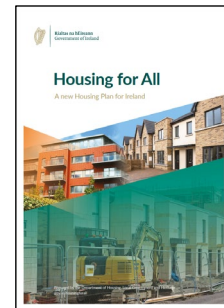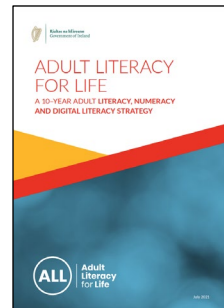
Performance and Targets

2022-2024 National FET System Targets

A range of FET system targets have been agreed with the Department of Further and Higher Education, Research, Innovation and Science (DFHERIS) to reflect the objectives of the Future FET strategy, Transforming Learning, and other key Government policy imperatives. These targets are to be met by ETBs over the period 2022-24 as set out below.

TARGET	2022	2023	2024
Supporting Jobs			
Jobs: Return employment outcomes to 2019 levels and grow by a further 10% by 2024	27,410	28,830	30,172
Skills to Compete: Deliver 50,000 places to support those who lost their job to find a pathway back to sustainable work	20,065	21,637	22,956
Creating Pathways			
Progression within FET: Return progression movements within FET to 2019 levels and grow by a further 10% by 2024	30,219	33,419	35,958
Progression from FET-HE: Grow levels of progression from FET-HE by 10% by 2024	5,859	6,238	6,672
Fostering Inclusion			
Transversal Skills: Return certification at NFQ levels 1-3 to 2019 levels and grow by a further 10% by 2024	25,378	29,639	32,398
Widening Participation: Return participation levels by key target groups to 2019 levels and resume growth	16,788	18,266	19,474
Adult Literacy for Life (ALL): Increase provision for literacy and numeracy	59,316	64,987	70,095
Upskilling Through Lifetimes & Careers			
Lifelong Learning: Return engagement in lifelong learning to 2019 levels and grow by a further 10% by 2024	97,325	106,176	113,605
Skills to Advance: Continue to grow workforce upskilling enrolments	14,854	18,501	22,290
Targeting Key Skills Needs			
Key Skills Needs: Grow the number of places addressing key skills needs	29,667	32,502	35,008
Retrofitting Skills: Expansion of reskilling provision to meet retrofitting needs	3,006	5,270	7,150
Green Skills for All: Embedding of core green skills module across FET courses	18,428	41,000	64,000

External Dependencies

It is acknowledged that reaching some of the targets will be dependent on factors outside the ETB's control. Realising the Skills to Compete ambition will be related to the base of unemployed people available for reskilling; retrofitting skills will depend on available demand from industry; green skills will be dependent on SOLAS making an online module available via eCollege. This will be taken into account along with the volatile and rapidly changing external environment, with the appropriateness of the ETB targets continuously monitored and adjusted if required.

Key Achievements

Significant success in maintaining FET-HE progression outcomes and despite pandemic restrictions

Sustained a good base of provision in relation to literacy, numeracy and digital skills throughout the pandemic

CDETB Performance 2018-2021

Five of the national system targets (jobs; progression within FET; transversal skills; lifelong learning; and key skills needs) were also the focus of the first strategic performance agreements, albeit with definitions set when data infrastructure was at an early stage of maturity. The definitions have been updated as set out in Appendix 2 and trend analyses against all of the targets is provided for 2018-2021 where available.

TARGET	2018	2019	2020	2021	ETB Change
Supporting Jobs					
Jobs: Return employment outcomes to 2019 levels and grow by a further 10% by 2024	4,642	5,010	3,232	Not yet available	**-30.37%**
Skills to Compete: Deliver 50,000 places to support those who lost their job to find a pathway back to sustainable work	-	-	-	944	-
Creating Pathways					
Progression within FET: Return progression movements within FET to 2019 levels and grow by a further 10% by 2024	4,830	4,785	3,489	3,560	**-26.29%**
Progression from FET-HE: Grow levels of progression from FET-HE by 10% by 2024	1,036	1,187	1,169	Not yet available	**12.84%**
Fostering Inclusion					
Transversal Skills: Return certification at NFQ levels 1-3 to 2019 levels and grow by a further 10% by 2024	2,736	2,916	2,216	1,609	**-41.19%**
Widening Participation: Return participation levels by key target groups to 2019 levels and resume growth	1,779	2,749	2,237	1,934	**8.71%**
Adult Literacy for Life (ALL): Increase provision for literacy and numeracy	5,904	7,087	5,409	4,600	**-22.09%**
Upskilling Through Lifetimes & Careers					
Lifelong Learning: Return engagement in lifelong learning to 2019 levels and grow by a further 10% by 2024	12,738	12,528	9,678	8,707	**-31.65%**
Skills to Advance: Continue to grow workforce upskilling enrolments	-	108	420	286	-
Targeting Key Skills Needs					
Key Skills Needs: Grow the number of places addressing key skills needs	4,488	4,459	4,081	3,744	**-16.58%**

'ETB Change' indicates percentage change between 2018 and 2022 where available. Some figures shown indicate percentage change between 2018-2021 where 2022 figures are not yet published. Figures shown in green indicate where the ETB has outperformed the average FET sector trend, red indicates where it lags behind, and amber indicates if the ETB is within 1% of the sector trend.

CDETB Key Achievements 2018-2021

Real success has been achieved in building formal pathways with higher education partners which has allowed CDETB to outperform the sector in FET-HE progression

Resilience of staff in responding to the pandemic, and now to the Ukrainian refugee crisis. This kept learning flowing, and learners supported while restrictions remained in place on onsite provision, with significant outreach to CDETB's 'network of neighbourhoods.'

Based on a European Project managed by CDETB's International Desk, a TEL strategy was developed and rolled out to all centres. The strategy included provision of hardware for both staff and learners, continuing professional development for staff and the development of blended learning tools and policies. The strategy was tested immediately with the advent of the COVID-19 pandemic and proved to be a significant asset to CDETB during this time.

Developing new models of provision, such as serving as coordinating provider for the Property and Auctioneering Apprenticeship and establishing the Dental Nursing Traineeship.
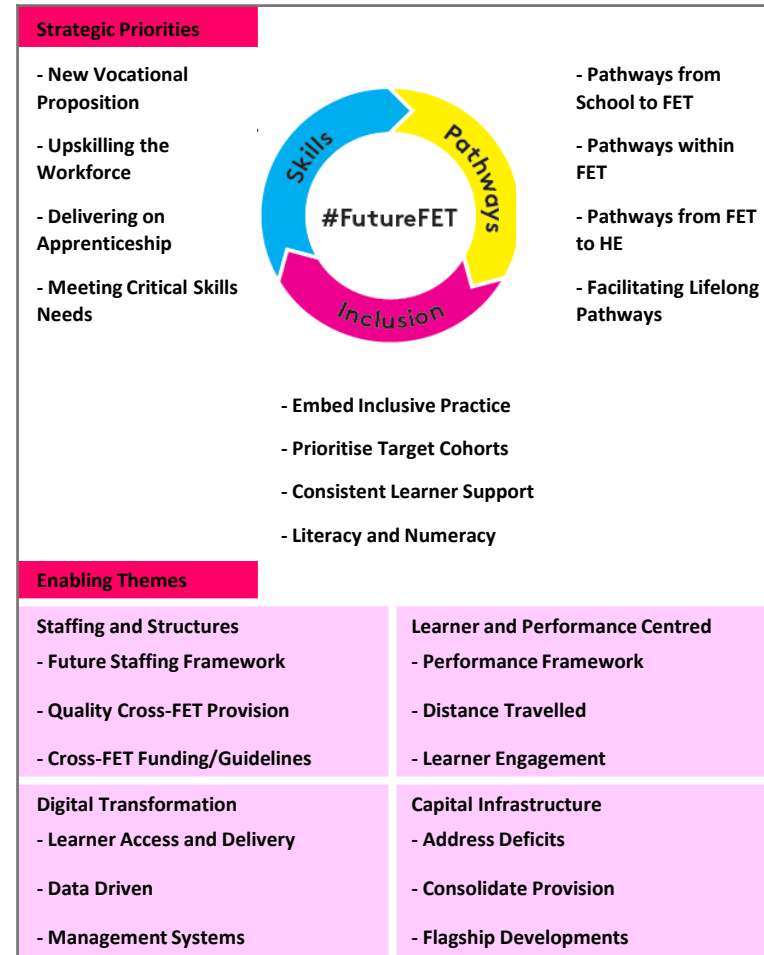
Maintaining apprenticeship provision throughout the pandemic, with innovative approaches to supporting apprentices during restrictions.

CDETB Revised its Professional learning and development (PLD) provision, providing staff with a range of online direct/synchronous delivery of PLD opportunities, as well as access to externally provided courses. In the 2020-2021 period CDETB provided online CPD in 86 individual sessions to 1,218 participants in a variety of areas.

Leading the development and roll-out of blended and online learning in FET, with a blended learning policy approved by QQI before the pandemic and 30% of its programmes using blended delivery models, equipping it well for the digital transformation of FET in the last two years.

The ETB is using *Transforming Learning*, the Future FET strategy, as a central reference point in driving its development and this agreement is structured in line with this strategic framework below:

Future FET: Transforming Learning
The National Further Education and Training (FET) Strategy
2020–24

Strategic Priorities

- New Vocational Proposition
- Upskilling the Workforce
- Delivering on Apprenticeship
- Meeting Critical Skills Needs

- Pathways from School to FET
- Pathways within FET
- Pathways from FET to HE
- Facilitating Lifelong Pathways

Skills | Pathways | Inclusion — #FutureFET

- Embed Inclusive Practice
- Prioritise Target Cohorts
- Consistent Learner Support
- Literacy and Numeracy

Enabling Themes

Staffing and Structures	Learner and Performance Centred
- Future Staffing Framework	- Performance Framework
- Quality Cross-FET Provision	- Distance Travelled
- Cross-FET Funding/Guidelines	- Learner Engagement
Digital Transformation	**Capital Infrastructure**
- Learner Access and Delivery	- Address Deficits
- Data Driven	- Consolidate Provision
- Management Systems	- Flagship Developments

Performance and Targets

CDETB Contribution to 2022-2024 FET System Targets

Given the overall national FET system targets set for 2022-24 and the trends across each of these indicators over the period 2018-2021, the following targets have been agreed between SOLAS and CDETB for delivery under this strategic performance agreement.

TARGET	2022	2023	2024
Supporting Jobs			
Jobs: Return employment outcomes to 2019 levels and grow by a further 10% by 2024	5,010	5,261	5,511
Skills to Compete: Deliver 50,000 places to support those who lost their job to find a pathway back to sustainable work	1,200	1,300	1,400
Creating Pathways			
Progression within FET: Return progression movements within FET to 2019 levels and grow by a further 10% by 2024	4,200	4,800	5,300
Progression from FET-HE: Grow levels of progression from FET-HE by 10% by 2024	1,187	1,246	1,308
Fostering Inclusion			
Transversal Skills: Return certification at NFQ levels 1-3 to 2019 levels and grow by a further 10% by 2024	2,400	2,900	3,200
Widening Participation: Return participation levels by key target groups to 2019 levels and resume growth	2,749	2,886	3,030
Adult Literacy for Life (ALL): Increase provision for literacy and numeracy	7,087	7,440	7,813
Upskilling Through Lifetimes & Careers			
Lifelong Learning: Return engagement in lifelong learning to 2019 levels and grow by a further 10% by 2024	12,000	13,000	14,000
Skills to Advance: Continue to grow workforce upskilling enrolments	1,300	1,600	1,900
Targeting Key Skills Needs			
Key Skills Needs: Grow the number of places addressing key skills needs	4,500	4,750	5,000
Retrofitting Skills: Expansion of reskilling provision to meet retrofitting needs		200	500
Green Skills for All: Embedding of core green skills module across FET courses	2,000	5,000	8,000

03 FET Strategy – Building Skills

As the largest ETB, City of Dublin has a wealth of skills development infrastructure spread across the city. Building on the strong community footprint of its long-established colleges of further education and training and training centres, it will embrace a more integrated FET College of the Future model to build its profile and offer to become the 'go to' place for skills development in the capital.

Rebooting Skills Provision

The first challenge for CDETB, in common with many of the ETBs, is to ensure provision returns to pre-pandemic levels, following the closure of some facilities, restricted capacity and the reluctance of some learners to engage over the last two years. Unsurprisingly, the level of direct employment outcomes reduced significantly in 2020, with the damage done to hospitality and retail sectors perhaps contributing to an even worse picture in Dublin city than across other regions. The Skills to Compete initiative, an initiative designed to break down programme silos and focus on the holistic upskilling required by those left out of work as a result of COVID-19 to get back into sustainable employment, got off to a slow start in Dublin. In 2022, just 944 places were filled, below the contribution that would be expected given CDETB's relative scale, funding and provision in comparison to the wider sector. Over the three-year period of this agreement CDETB will develop its profile as a driver of skills and a key resource for enterprise across Dublin.

Upskilling the Workforce

CDETB has the biggest centre of commerce on its doorstep. It has colleges and centres with decades of experience in collaborating with industry and responding to skills needs. This should place it right at the heart of national workforce upskilling efforts. To date, the commitment to Skills to Advance has been slow, and the outcomes have been very low for an ETB of the scale of City of Dublin. This has been attributed to limited centralised enterprise engagement resources within the ETB, with partnerships driven at local college and centre level. CDETB is committed to investing in this area and taking advantage of its industry hinterland, growing Skills to Advance in Dublin significantly.

CDETB will increase the upskilling and reskilling opportunities for companies in the region using a strategic approach to enterprise engagement, combined with an integrated, flexible delivery system. The range of programmes will be expanded for employees and employers to enhance workforce development and agility. This will be achieved through a structured strategic, planned approach to identify skill needs in priority sectors and occupations, supported by an expanded team and a CRM system.

A New Level 5/6 Proposition

There is a major opportunity to develop CDETB as a beacon of learning and skills in the city with the consolidation of provision in a City of Dublin College of FET on the Cathal Brugha Street site. The successful development of a college offering a range of Level 5 and 6 courses and apprenticeships which provided pathways into higher education or directly into exciting careers, with a prominent city centre location, could be a game changer in driving the demand for FET. CDETB will also work to embed a range of Level 5 and 6 offerings across all of its key 'FET college' sites, regardless of whether they were previously an FE college or a training centre, with a focus on discipline, outcome and NFQ level rather than a particular programme type or brand.

FET Leader Case Study

Ballsbridge College of Further Education is the ETB lead for the Auctioneering and Property Services Apprenticeship. The Auctioneering and Property Services Apprenticeship was launched in September 2018 and is a new pathway to a career in Auctioneering, Estate Agency, Property Management and Property Letting, where apprentices are mentored by industry through a two-year, work-based learning programme. This is a two-year 'earn and learn' programme, combining on-the-job training with academic study which leads to an Advanced Certificate in Auctioneering and Property Services.

Cork ETB and Galway and Roscommon ETB are Collaborating Providers for this Apprenticeship.

Delivering on Apprenticeship

CDETB has had a long and significant role in the delivery of apprenticeships in Ireland, centred around its two training centres in Ballyfermot and Finglas. It delivers Phase 2 off-the-job training for a range of craft apprenticeships including:

- Electrical
- Carpentry/Joinery
- Painting and Decorating
- Plumbing
- Motor Mechanics
- Vehicle Body Repairs
- M.A.M.F

The ETB has played a key role in ramping up its capacity to address craft apprenticeship waiting lists that built up as a result of the pandemic. The two training centres have moved to an emergency three intake delivery model, new instructors have been recruited and extra workshop space has been provided. CDETB is committed to continuing to ramp up capacity to meet the ongoing demand for craft apprenticeships.

CDETB has led the development of the new auctioneering and property services apprenticeship. It has also embraced many of the other 2016+ programmes as a collaborating provider including:

- Tech apprenticeships in cybersecurity, network engineering and software development
- Accounting technician
- Hairdressing

CDETB continue to innovate in apprenticeship provision and are currently supporting the development of a number of new apprenticeship proposals in construction and healthcare.

Skills for Employment

Skills to Compete was launched as an initiative to cope with the structural labour market change brought about by the pandemic, building on existing programme infrastructure to offer the employability, digital and sector-specific skills required by those who lost their jobs to help them find a pathway back into sustainable work. While the labour market impact has not yet arisen in the way envisaged, SOLAS and CDETB will work together to ensure that the legacy of a single initiative to support skills for employment is preserved, with Skills to Compete becoming the mainstream offering for those who need upskilling to find sustainable work. This will include targeting of long-term unemployed in line with FET Pathways to Work commitments.

Driving Green Skills

CDETB will establish the sixth NZEB/retrofitting centre of excellence in Finglas Training Centre in 2023. There should be capacity to ramp this up during 2023 and 2024, and to link it to its craft apprenticeship provision, ensuring all apprentices have capabilities in NZEB fundamentals.

CDETB is seeking differentiated validation to provide the new Level 4 micro qualification in Sustainability. It will now upskill staff via the 'train the trainer' resources and roll this out as a blended programme as quickly as possible. From Autumn 2022, there will also be a national wholly online green skills module available via eCollege, and CDETB will encourage all learners to undertake this learning. This builds on an already strong commitment by CDETB to develop an understanding of green skills and sustainability issues as part of its adult education service.

New Skills Delivery Models

CDETB has demonstrated commitment to evolving the traditional focus on classroom-based activity across its colleges of further education and has changed to encompass traineeship and apprenticeship offerings. This has helped to compensate for a decline in PLC demand, with enrolments falling from 7,190 in 2018 to 6,253 in 2021. The ETB has also taken advantage of its expertise in blended and online provision by embedding this as part of new skills delivery models.

Nonetheless it acknowledges that the 800 distinct FET courses currently available could be consolidated and simplified in order to make provision more accessible and more intricately linked to key skills needs. It will review this portfolio as a priority.

One key difference in the approach between CDETB and other ETBs in skills delivery models has been the use of contracted training provision in order to provide agile skills responses to emerging needs. CDETB has now joined the overall national framework for contracted training and will use this model to a much more significant extent for skills provision over the course of this agreement.

" Learner Voice

"I always had an interest in the property sector and hoped to find a course that was property related. During my research of various colleges, I came across the Auctioneering, Estate Agency and Valuation Apprenticeship in Ballsbridge College and I was immediately drawn to it. The course gripped me from the very beginning right and right to the end of my college year. It was thoroughly enjoyable."

04 FET Strategy – Fostering Inclusion

CDETB has a rich history in supporting those most at risk of social exclusion across the city. Some highly successful initiatives have been put in place across different settings and programmes and with different target groups. The key now is to build on this to ensure consistent learner support across all CDETB provision and that the ETBs finds ways to connect with the hardest to reach and help them embark on FET pathways.

Embedding Inclusive Practice

CDETB will continue its commitment to rolling out FET Universal Design for Learning Badges across staff in collaboration with AHEAD. It will implement all the good practice guidelines and toolkits developed by the sector around assessment and provision to meet learner needs. These include:
- Universal Design for Learning
- English for Speakers of Other Languages
- People with Intellectual Disabilities
- Literacy and Numeracy support

Driving Community-based Approaches

Properly targeting the needs of the most vulnerable target groups requires working intensively at community level and with community-based organisations. The Mitigating Against Educational Disadvantage Fund (MAEDF) was a notable asset in making these connections and enhancing access to FET. This is critical and CDETB is committed to maximizing the reach of the fund in future and increasing participation now that it has been mainstreamed (and rebranded as the Reach fund). Relationships with key community education partners will be underpinned by Memorandums of Understanding (MoUs) to reflect a spirit of partnership.

Certifying Outcomes at Levels 1-3

One of the trends of greatest concern in CDETB has been the decline in certification of learning at NFQ Levels 1 to 3. Despite this being the focus of a specific target under the previous strategic performance agreements, certification levels dropped by 41% from 2018 to 2021, with the position significantly worsening in 2021. Increasing certification levels back towards historic pre-pandemic levels must now be a critical focus. The reasons why such a stark decline has resulted should be identified and addressed. While not all learners at these levels desire certification, it should be an option across all courses for all learners, as a key enabler of learning pathways

Ensuring Consistent Learner Support

A Universal Design for Learning approach has been placed at the heart of FET by CDETB. Upskilling of staff in UDL has been a key priority and will continue in 2022. A high proportion of learners cite mental health issues and CDETB benefits from having a dedicated unit for psychological support. It will review and evolve this service in response rapidly changing needs of its learners.

Outside of this service, there is a need for more consistent learner support across FET in Dublin. The ETB will develop communities of practice to share ideas and good practice around support. It will also establish a central learner support office, with dedicated resources to ensure FET support. This will include the roll-out of the Fund for Students with Disabilities across all provision.

FET Leader Case Study

CDETB has a strong tradition of fostering inclusion and diversity across our provision. In 2020, CDETB approached TCD and suggested the development of a new Level 9 Diploma in Inclusion in Diversity for FET practitioners. A collaborative design process was undertaken and in September 2021 35 CDETB staff began studying as the inaugural class. TCD and CDETB are further developing the course through feedback received. In 2023, the Diploma will become available for all FET practitioners to study.

Prioritising Target Cohorts

CDETB serves an area with significant pockets of social and economic disadvantage, and where targeted initiatives are required to engage the hardest to reach in FET. Participation in FET by key target groups including people seeking international protection, the Roma and Traveller communities, and people with disabilities, has declined as a result of the pandemic. Many were not suited to wholly online learning and required face-to-face contact and onsite support to continue to engage. There is an immediate imperative to re-engage with these lost learners, with adult education services focusing on outreach initiatives, and by using REACH and other funding to ensure community education partners can support these groups effectively.

The ETB will continue to work with the National Learning Network on specialist training provision to support people with disabilities. Linking this learning more effectively to wider learning pathways through FET and beyond will be a key objective over the course of this agreement.

Learner Voice

" "ICFE is an all-inclusive college which provided me with the opportunity to meet students from all different backgrounds. I like the fact the classes are small, and the teachers are extremely supportive, caring, flexible and go above and beyond to assist students to reach their fullest potential, even during a global pandemic. Attending ICFE was the perfect platform for me to further my education as a mature student and has given me the confidence to continue in my journey to become a Mental Health Nurse."

Adult Literacy for Life (ALL)

The new ALL Strategy, launched by Government in September 2021, set out an ambitious 10-year cross-Government and cross-society approach to addressing unmet literacy needs. ETBs have a pivotal role in the delivery of the strategy, hosting new Regional Literacy Coordinators who will drive collaboration with local stakeholders via a Regional Literacy Coalition and produce a Literacy Action Plan which will feed into a new national ALL programme office.

CDETB has a long history in supporting literacy, numeracy and digital inclusion across its region. The ETB has struggled to maintain levels of literacy provision through the pandemic, and a first task will be to re-engage with learners in need of support. It will aim to bridge this gap by 2023, and then focus on finding ways to target the hardest to reach who do not present to the ETB for support. It will do this by working in partnership with other agencies using the new regional infrastructure and will target growth of a further 10% in the final year of the agreement. There will be a requirement to provide English language support for Ukrainian refugees as part of this expansion, although the length of time for which such support is required remains unclear at the time of agreeing this SPA.

Specifically, CDETB is committed to the following core areas of development in literacy:

- Common assessment approach for literacy in line with national guidance
- Expansion of provision to build digital capabilities
- Collaborating with partners, roll-out literacy awareness training in health, local government, social welfare, community development and other key public interface settings across the region
- Integration the literacy support across all programmes
- Support the literacy needs of those in employment via Skills to Advance

05 FET Strategy – Creating Pathways

Creating effective pathways into FET, within FET, and from FET to Higher Education will be critical to realising the ambition and targets set out in this agreement. CDETB has led national efforts to build enhanced transition arrangements between FET and Higher Education (HE), with these efforts rewarded through stronger outcomes despite the pandemic. Putting in place a system which allows pathways into FET throughout lifetimes and careers will be essential to meet the demands of our rapidly evolving economy and society.

Integrated FET Pathways

One of the key imperatives in the Future FET strategy is to move away from any continued separation between 'further education' and 'training' activities, a legacy of the two separate systems before the creation of the ETB. This should also help minimize the risk of courses being accessed in isolation without any sense of the learning pathway through FET available after completion. The trends for CDETB indicate a steep fall of 26% in progression movements along such FET pathways between 2018-2020, although there are signs of this stabilizing in 2021. It is critical that FET pathways are prioritized in 2022 and the next two years. The first task will be to get these levels back to those in 2018 and 2019, and given the scale of the upturn still required, CDETB is targeting 2023 as the year when this can be achieved, with further 10% growth pursued in 2024.

A move towards enhanced FET pathways will also be supported by programme harmonization. CDETB will consider opportunities for a more integrated approach across Youthreach and Community Training Centres. It will also support sector consolidation of literacy support, upskilling for the unemployed, workforce upskilling, Level 5/6 provision, moving away from reference to, and promotion of, a multitude of complex individual programme brands.

School to FET Pathways

CDETB actively targets schools throughout the city with visits and recruitment campaigns, with strong levels of progression, in particular from its own second level schools. It runs a highly successful FET Expo day annually which attracts over 3,000 students. The ETB will target raising awareness across all Dublin schools over the next three years as part of the ethos that 'FET is for everyone'. It will focus on the strong outcomes from FET courses both in terms of employment and HE progression.

Unlike other ETBs, CDETB has not yet piloted vocational taster programmes which can be delivered as part of transition year. This will now be a priority.

The opportunity to offer CDETB courses via a prominent link from the CAO website was warmly welcomed, and CDETB commits to leading efforts to include more technical traineeship type offerings alongside PLCs as part of this initiative from 2022 onwards. It will also consider how courses which offer clear FET-HE pathways can be clearly identified via this source and link it to its own branding and promotional efforts (such as around a new City of Dublin College).

Lifelong Learning Pathways

CDETB still has quite a rigid full-time or part-time focus to its provision dependent on the specific FET programme to which it is linked. There have been some efforts to move to more modular provision within its colleges, and the delivery of short courses has always been a strength of its training provision. Industry collaboration has also facilitated additional modular offerings and certification for FET learners. A partnership with Google facilitated over 1,000 professional certificates in design for FET learners.

CDETB commits to further developing this approach, including the development and roll-out of micro qualifications, to facilitate the dip in, dip out FET system that will be essential to meet upskilling needs throughout lifetimes and careers. CDETB has also identified Recognition of Prior Learning (RPL) as a key lever to support re-engagement in education and a link to learning pathways. CDETB it is committed to developing RPL over 2022-2024.
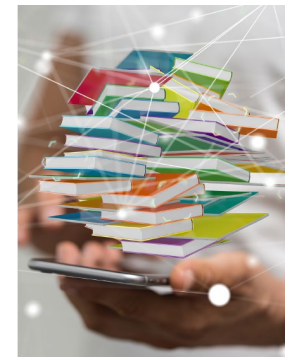
FET-HE Pathways

Although the pandemic has severely impacted on the levels of many key outcomes generated from FET by CDETB, one area where they have been sustained, and indeed where CDETB has significantly outperformed the rest of the FET sector, is in FET-HE pathways. CDETB FET-HE transitions grew by almost 13% between 2018-2020, despite the decline in overall PLC provision noted earlier in this document.

There is scope now to grow from this position of strength over the period of this agreement, and target expansion by more than the 10% system target. This will be facilitated by the work undertaken by CDETB via the Dublin Regional Skills Forum and FE-HE Transitions Group, where a Memorandum of Understanding has been signed between CDETB and HEI partners, with work being progressed on points equivalence, rather than reliance on a limited quota-based entry system. Already this has led to DCU opening 64 courses for wider FET entry, with TUD also looking to expand access.

Current progression pathways are almost solely focused around the substantial base of existing PLC provision, with some further pathways from Youthreach and adult education. There is an opportunity to explore and promote more higher education progression from training centre courses and CDETB will develop an initiative in this regard.

Co-development and Co-delivery with HE

It has already been signaled that, as part of Government commitment to a unified tertiary system, proposals will be sought from HE and FET partners to co-develop and co-deliver degree programmes in specific thematic areas.

With the strength of its partnerships and performance in FET-HE transition, CDETB is in position to take advantage of this call. It will proactively work with higher education institutions to bring forward proposals to develop a degree programme that commences in a FET college and concludes in a university, building on a model seen in many other international tertiary systems. Indeed, there is already an example of a university degree programme being delivered wholly within one of CDETB's colleges, with the Level 8 honours degree in media production management delivered in Ballyfermot and validated by DCU.

In targeting the co-development agenda over the lifetime of this agreement, there are particular opportunities that could be explored in business, teacher education, media and technology.

FET Leader Case Study

City of Dublin ETB has a range of colleges of further education with established links to higher education institutions. The ETB is working more strategically to build on the individual relationships established with a more consistent and universal system of transition from FET-HE in Dublin. A partnership with DCU has led to changes in entry requirements to facilitate more of these pathways. Ballyfermot College of Further Education has developed a Media Degree in partnership with Dublin City University which allows students who have completed Level 6 (HND) programmes to complete two additional years to achieve a BA Honours Degree in line with FE-HE 2+2 models.

Learner Voice

"The course opened my eyes to many different cultures and to many career opportunities. The classes were the perfect steppingstone from school to college and gave me a better understanding as to what university would ask of me."

FET Strategy – Enabling Themes

The passion and expertise of staff in CDETB and their commitment to putting learners at the heart of everything is evident throughout its services. However, for a truly strategic and integrated further education and training system, there remain numerous legacy organisational matters that need to be resolved both at ETB level and nationally. As we enter the next phase of FET Strategy Implementation these matters need to be addressed along with a clear sense of how ETB staffing and structures should evolve to deliver future FET. CDETB will also work with SOLAS around the creation of a pipeline of capital projects and continue to place a focus on service provision being learner and performance centred.

Digital Transformation

CDETB responded well to the pandemic in terms of innovation, using digital technology. As we have noted it was in a good position to switch to online learning, with a blended learning policy already agreed with QQI. Engaging with hard-to-reach learners and supporting learners by making digital devices available further progressed this digital transformation.

CDETB has used this platform to continue to expand its online offerings now that COVID-19 restrictions are over. It is currently piloting a more systematic approach to blended learning with courses categorized as 'light' (with digital support requirements managed locally by the college/centre); 'medium' (with a clear timetable for structured online components and central monitoring) and 'strong' (where CDETB has a strong and centralized role in overseeing significant blended and online activity). Online courses offer an additional selling point to industry for workforce upskilling and should be a big part of CDETB's efforts to substantially grow the scale of its Skills to Advance portfolio.

CDETB is committed to continuing to focus on the quality of data and maintaining a robust and timely Programme and Learner Support System, to ensure quality measurement of targets and alignment with SOLAS data.

Staffing, Structures and Capabilities

CDETB is arguably the most complex ETB in terms of legacy responsibilities, structures and staffing. While acknowledging this complexity and the many legacy issues which still mean roles, terms and conditions being linked to specific FET programmes in many cases, this has not stopped other ETBs from aligning management roles with strategic responsibilities (e.g. learner support, enterprise engagement, programme development), or even with the three specific strategic priorities of the Transforming Learning strategy (e.g. appointing leads for Building Skills, Creating Pathways and Fostering Inclusion). CDETB will complete a review of FET structures and staffing in order to align the approach with strategic priorities rather than the current area-based model. It will also continue to advance an exercise to centralise administrative functions, facilitating support functions across FET rather than at college or centre level.

Specific needs have been identified by CDETB for resources in enterprise engagement and learner support and SOLAS will work to support this.

CDETB will also work with SOLAS and DFHERIS at a national level to advance a consistent long-term FET organisational structure, including the development and introduction of a new FET practitioner role as required. CDETB will produce baseline data for existing FET staffing levels to inform the national baseline, identify gaps across the ETBs and to develop the future FET staffing structure.

A strong focus will be placed on the role of Professional Development in terms of upskilling and reskilling staff, through engagement with the Professional Learning and Development hub.

QQI Review Recommendations

QQI have undertaken an inaugural review of FET Quality Assurance in CDETB. This has been the most in-depth review undertaken in the history of the ETB. Numerous actions that will have significant positive on learners will be undertaken to meet the recommendations of the International Review panel. At the time of writing the final report is due but recommendations in the area of learning support, management systems and branding have all been suggested.

## Public Sector Equality and Human Rights Duty

The ETB is committed to implementing the Public Sector Equality and Human Rights Duty in line with Irish Human Rights and Equality Commission guidance.

Capital Development

The agreement to lease Cathal Brugha Street to establish a City of Dublin College of FET presents a significant opportunity for CDETB. As well as the potential around consolidating learner and organisational support services and integrating provision under the FET College of the Future model, it makes a clear national statement for FET to have a high profile, a highly visible facility just off the capital's main street. SOLAS will work with CDETB to ensure that the College can be effectively established and grown to its full potential.

The development of an estate's strategy is very important for CDETB, and the ETB should consider, as part of a review, divestment of some of the large stock of older buildings and the potential use of leased facilities as part of agile skills responses. The sale of land and buildings to finance key FET capital developments by CDETB should be explored, with the consolidation of provision around the city a key starting point.

SOLAS will continue to review capital processes to try to ensure efficient decision-making and that expenditure thresholds reflect market conditions.
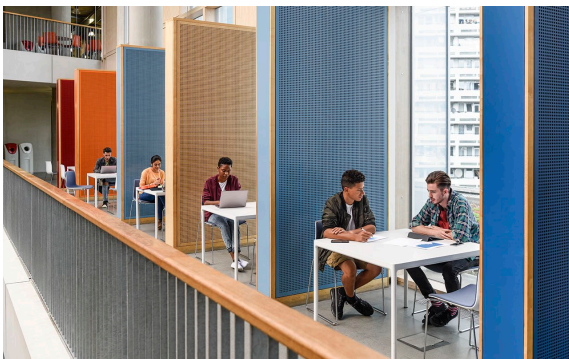
Learner and Performance Centred

The learner voice is hugely important to CDETB. Around 3,000 learners engage annually to provide feedback and input in some way, with a strong focus on actions linked to this feedback. There are formal student representative bodies in place in some of the colleges of further education, and CDETB will examine whether a FET wide representative structure could be explored over the course of this agreement. The ETB is committed to expanding and strengthening the Learner Voice across the ETB and will continue to work with Aontas to ensure the CDETB learner voice feeds into the work of the National FET Learner Forum. It also provides training to learners to allow them to maximise their contribution to ETB boards and committees and CDETB will continue to ramp-up this involvement.

This performance agreement will be used as a central and ongoing reference point for key staff across the ETB. Progress against it will be regularly tracked at management meetings and via the CDETB Board. The concerning trends across the range of FET indicators, however, also necessitates immediate short-term attention on why City of Dublin is so far behind the sector trends in some areas, and what can be done to address this as soon as possible. CDETB will work to agree an immediate action plan with SOLAS to address the significant falls in FET progression, certification, lifelong learning and key skills provision in recent years.

Learner Voice

> " It feels completely different from school. I wish I had come here years ago

Data and Funding

CDETB acknowledges the need to better understand the costs and funding flows around various aspects of its FET provision, and the relationship between costs/funding and the learner outcomes this produces. It will progress an exercise to understand these drivers fully and robustly. It will also commit to ensure the timely submission of funding and financial reports to SOLAS.

Enabled data infrastructure is required from SOLAS to provide more timely outcomes information, particularly from the CSO related system targets, for progression to employment and progression to higher education. It will also be important to develop PLSS to simplify data requirements for community education and literacy learners and ensure fuller records of participation.

A mechanism/dashboard will be developed by SOLAS for ETBs to track progress on national system targets 2022 - 2024.

CDETB will support work to reform the FET funding model by feeding into key data consistency initiatives around learners, costs and funding. This will reflect the CDETB and wider FET approach to move away from programme brands and silos.

FutureFET Outcomes 2020-2024

- FET is available in every community in Ireland and offers a clear pathway to learners that can take them as far as they want to go   *(Simplified pathways)*

- FET is transformed in its delivery and expands the portfolio of opportunities for learners at any level to further their education   *(Easier access)*

- FET is for everyone and inspires people to believe in themselves to reach their potential   *(Learner experience)*

- There is a greater awareness of FET and it is valued by learners, employers, Government and communities   *(Powerful identity)*

- The economic and social impact of further education and training is strongly evidenced by producing a stream of graduates with the necessary skills required for the labour market   *(Skills for local needs)*

System Targets and Definitions

2018 – 2020 Definitions (as revised in the mid-year process)

Target 1, Progression to Employment Based on specific ETB programmes and reported as ISCED and Skills Clusters and provided by the CSO. (Data tracked by the ETB to capture employment outcomes outside of the CSO data set and the 2018-2020 definitions are to be reflected in the new agreement as it progresses.)

Target 2, Progression within FET and progression from FET to HE. Includes all programme provision for FET, measured on PLSS. Progression from FET to HE provided by the CSO. The FET to HE progression measure includes anyone who had a finish date in the same year, e.g., learner in FET in 2018 who enrolled in HE in 2018. Now includes all PLC as a progression pathway.

Target 3, Transversal Skills progression, measured by certification levels within specific programme categories.

Target 4, Lifelong Learning engagement. Revised (as had been anticipated) as over 25 year olds (in line with EU definition) participation became available from PLSS.

Target 5, Key Skills Needs, measured by defined skills clusters and skills certification.

Target 6, New Models of Provision, measured by traineeship starters. (Additional information is available on Apprenticeship progression in the ETB over the period 2018 – 2021).

2022-2024 Definitions and Targets

Supporting Jobs

Employment Outcomes: Return employment outcomes to 2019 levels and grow by a further 10% by 2024. Specific reports will be provided to the ETB by SOLAS on this target from the CSO via ISCED/Skills Cluster annually and earlier if possible. Learners can be tracked across Levels 5 and 6 and will no longer be specific to only certain types of provision, (or skills cluster) in line with the FET Strategy. Employment is defined as continuous 12 weeks employment within 12 months of exit from FET and may include multiple employers. Will include early leavers as well as completers from 2022. The initial target number is the 2019 trend baseline of 26,776 with a further 12.7% increase to 30,172 by 2024.

Skills to Compete: To deliver 50,000 places to support those who lost their job to find a pathway back to sustainable work (building on the commitments set out in the National Recovery and Resilience Plan 2021-2022 and the Pathways to Work Strategy). Skills to Compete, initially designed as a response to the Pandemic, is now the national FET system Initiative to support unemployed people. Learner numbers will be tracked from PLSS in the new learner dashboard and will be defined as the agreed definitions within the Skills to Compete Implementation Guidance (July 2021) until any further guidance overrides this. As per the National Recovery and Resilience Plan the target number for 2022 includes a minimum requirement to deliver 8,900 enrolments and achieve 16,700 Skills to Compete places by the end of 2022. The target agreed for this is 22,956 by 2024.

Creating Pathways

Progression from FET-HE: Grow levels of progression from FET-HE by at least 10% by 2024, 2019 trend baseline of 5,364. Specific reports will be provided to the ETB by SOLAS on this target from the CSO annually. The FET to HE progression measure includes anyone who had a finish date in the same year, e.g., learner in FET in 2022 who enrolled in HE in 2022. The initial target number is the 2019 trend baseline of 5,364 with then a further 24% increase of 6,672 by 2024.

Progression within FET: Return progression movements within FET to 2019 levels and grow by up to a further 10% by 2024. Includes learners who progress at the same level or higher across all provision. Learner numbers can be tracked from PLSS in the new learner dashboard. The initial target number is the 2019 trend baseline of 33,675, with then an initial further 6.7% increase of 35,958 by 2024. This target will be reviewed in late 2022 to aim to increase to the national 10% target of 37,042 by 2024

2022-2024 Definitions and Targets

Fostering Inclusion

Transversal Skills: Return certification at NFQ levels 1-3 to 2019 levels and grow by at least a further 10% by 2024. Learner numbers can be tracked from PLSS in the new learner dashboard. Levels 1-3 completion and partial completion. The initial target number is the 2019 trend baseline of 29,328 with then a further 10.5% increase of 32,398 by 2024.

Widening Participation: Return participation levels by key target groups to 2019 and resume growth. Includes, learners who self-declare they have a disability, are from the Roma Community, are from the Traveller Community, are a declared refugee or asylum seeker. Learner numbers can be tracked from PLSS in the new Learner dashboard. The initial target number is the 2019 trend baseline of 17,271 with then a further 12.8% increase of 19,474 by 2024.

Adult Literacy for Life (ALL): Increase provision for literacy and numeracy in line with the 10 year ALL Strategy. Specific targets to be measured against the indicative ALL Strategy targets. Return to 2019 levels of 60,000 and develop in line with the ALL Strategy ambition. The target for 2024 is 70,095 which is an increase of 16.8% from the baseline established in 2019.
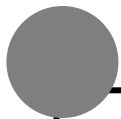
Upskilling Through Lifetimes and Careers

Lifelong Learning: Return engagement in lifelong learning to 2019 trend levels and grow by up to a further 10% by 2024. Age restrictions only, 25 to 64 (unique learner count). Total enrolments (starters plus those who started on a course before 1st Jan but were still on course during the next year). Learner numbers can be tracked from PLSS in the new learner dashboard. The initial target number is the 2019 trend baseline of 105,783 with then a further 7.4% increase of 113,605 by 2024. This target will be reviewed in late 2022 to aim to increase to the national 10% target of 116,361 by 2024.

Skills to Advance: Continue to grow workforce upskilling enrolments based on the growth to date. Specific national targets are indicated for each year 2022-2024. Learner numbers can be tracked from PLSS in the new learner dashboard. The target number for 2022 is 14,934 with an increase of up to 22,290 by 2024.

2022-2024 Definitions and Targets

Targeting Key Skills Needs

Key Skills Needs: Grow the number of places addressing key skills needs by at least 10% based on 2019 trend baseline. To include certification completions based on key skills clusters (to be revised for 2023). Learner numbers can be tracked from PLSS in the new learner dashboard. The initial target number is the 2019 trend baseline of 30,290 with then a further 15.6% increase of 35,008 by 2024.

Retrofitting Skills Provision: Stimulate industry demand to deliver NZEB/retrofitting upskilling places. To tie in with commitments in the National Recovery and Resilience Plan 2021-2022 and the Housing for All Strategy. Learner numbers can be tracked from PLSS in the new learner dashboard. Minimum target of 2,650 registrations in 2022 in line with the National Recovery and Resilience Plan and the SOLAS Green Skills Action Programme. Targets set for 2024 are 7,150.

Green Skills for All: Embedding of a core green skills module across FET courses. To include the new eCollege Green Skills Module to be added to PLSS in 2022 and the micro qualifications in this area. Learner numbers can be tracked from PLSS in the new Learner dashboard. Target of 60,000 learners in line with the National Recovery and Resilience Plan and the SOLAS Green Skills Action Programme. Target set of 64,000 by 2024.
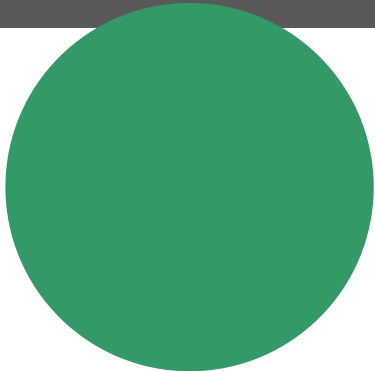
System Infrastructure and Framework for Measuring Performance

System Infrastructure and Framework for Measuring Performance

Good performance management requires continuous monitoring of outcomes, feedback, dissemination and learning from results. Open and constructive relationships between SOLAS and the ETBs will also lead to good performance management. SOLAS will engage with all ETBs throughout the period of these Strategic Performance Agreements both formally and informally. In turn ETBs are asked to engage all staff and their Boards in the implementation and the ambition of the Agreements as a mechanism to achieve the vision of the National FET Strategy 2020 - 2024. To achieve the desired performance all must be involved in shaping Strategic Performance Agreement enactment at local level.

The accompanying national system report to the Strategic Performance Agreements includes a detailed overview of the overall governance arrangements.

Data Infrastructure
Also central to good performance management is data infrastructure. A live data dashboard using Tableau and the PLSS management information system will be developed so that performance data can be viewed by both SOLAS and ETBs in real time. This will support self-evaluation on the part of ETBs and allow adjustments to be made in ETB planning prior to mid term review of the Agreements and closing off Agreements at a later date.

Review Mechanisms
The mid term review is scheduled for Q4 2023, this will provide an opportunity to review targets and national and local ambition.

System Infrastructure and Framework for Measuring Performance

CDETB Ambition 2022-2024 at a glance

- Develop Cathal Brugha Street as a flagship City of Dublin College which can build a stronger identity for FET in the city and drive consolidation and integration of provision.

- Agree an immediate action plan with SOLAS to address the significant falls in FET progression, certification, lifelong learning and key skills provision in recent years.

- Invest in more extensive centralized employer engagement resources and ramp up Skills to Advance activity considerably to reflect the scale of the ETB and the enterprise base it potentially serves.

- Continue to evolve the skills delivery model with a variety of classroom, practical and work-based learning offerings across all college and centre settings and ramp up the contracted training model to ensure agile skills responses.

- Develop stronger pathways into FET by expanding the CAO-linked CDETB offering for school leavers, developing Transition Year taster modules for roll-out to schools and investing in school outreach activities.

- Continue to take a leadership role on FET-HE pathways in realizing the Government vision for a unified tertiary system, including piloting co-development and co-delivery of programmes with HEIs.

- Create an action plan to drive changes suggested within QQI Inaugural Review of CDETB FET QA.

- Build a centralized and consistent approach to learner support across all FET provision, including common assessment approaches and the roll-out of the Fund for Students with Disabilities outside PLC.

- Complete a review of FET structures and staffing in order to align the approach with strategic priorities rather than the current model.

- Undertake robust analysis of costs and funding flows across all CDETB FET provision and analyze how this relates to the learner outcomes generated.

Glossary

ALL	Adult Literacy for Life		**NZEB**	Near Zero Energy Building Standard
CAO	Central Applications Office		**PLC**	Post Leaving Certificate
CSCS	Construction Skills Certification Scheme		**PLD**	Professional Learning and Development
CSO	Central Statistics Office		**PLSS**	Programme and Learner Support System
CTC	Community Training Centre		**PWD**	Persons with a Disability
DFHERIS	Department of Further and Higher Education, Research, Innovation and Science		**Q1**	Quarter 1
DSP	Department of Social Protection		**QA**	Quality Assurance
ETB	Education and Training Board		**QQI**	Quality and Qualifications Ireland
EWSS	Employment Wage Subsidy Scheme		**QSCS**	Quarries Skills Certification Scheme
FET	Further Education and Training		**RPL**	Recognition of Prior Learning
HE	Higher Education		**RPCL**	Recognition of Prior Certified Learning
HEA	Higher Education Authority		**RPEL**	Recognition of Prior Experiential Learning
ISCED	International Standard Classification of Education		**SLMRU**	Skills and Labour Market Research Unit
KPI	Key Performance Indicators		**SOLAS**	An tSeirbhís Oideachais Leanúnaigh Agus Scileanna
MAEDF	Mitigating Against Educational Disadvantage Fund		**SPA**	Strategic Performance Agreement
NFQ	National Framework of Qualifications		**TU**	Technological University
NRRP	National Recovery and Resilience Plan		**TY**	Transition Year
NTF	National Training Fund		**UDL**	Universal Design for Learning