



Dublin and Dún Laoghaire Education and Training Board

Strategic Performance Agreement 2022-2024

Introduction from Dublin and Dún Laoghaire ETB and SOLAS

“

“I was hesitant to start studying again at the age of 40, but I found many people on my course that were in the exact position as me. It was an amazing year – probably one of the best years of my life.”

DDLETB Learner

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

This is the second strategic performance agreement between SOLAS and Dublin and Dún Laoghaire Education and Training Board (DDLETB). 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.

Despite this, DDLETB was remarkably resilient, keeping learning flowing, learners supported and maintaining strong inputs and outcomes in many areas. 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 and Dún Laoghaire over the next three years.



Catriona Murphy
Chief Executive, DDLETB



Andrew Brownlee
CEO, SOLAS



Agreement Themes

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

01

DDLETB in 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

DDLETB 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

DDLETB 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

DDLETB 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

DDLETB 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.

01

DDLETB in profile

Dublin and Dún Laoghaire Education and Training Board (DDLETB) serves the three local authority areas of Fingal, South Dublin County and Dún Laoghaire-Rathdown. The administrative area extends from Balbriggan in the north to Lucan in the west and Bray in the south. DDLETB's catchment area has an overall population of 862,468 people (CSO, 2022), 17% of the national population and almost 60% of the population in Dublin.



Of the 2.47 million persons in employment in Ireland in quarter(Q) 3 2021, **almost 762,800 were in the Dublin region served by both DDLETB and CDET**. Although employment in Dublin fell sharply (by nearly 53,000 persons, or 7%) between Q2 2019 and Q2 2020 (coinciding with the onset of the pandemic), levels recovered subsequently, reaching the highest level to date by Q3 2021.

Population

862,468

Employment

762,800

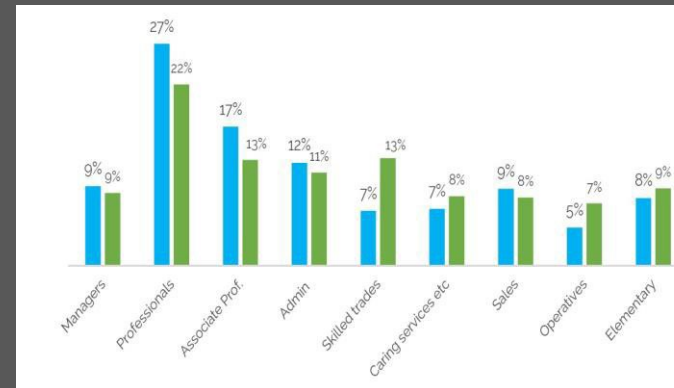
Sectoral Distribution of Employment Dublin and Dún Laoghaire Q3 2021

Sector	Dublin (000s)	Dublin %	State %
Accommodation/food	49.1	7%	7%
Admin & 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 & defence	40.6	5%	5%
Transport	38.9	5%	4%
Wholesale/retail	83.9	11%	13%
Grand Total	747.9	100%	100%

*numbers too small to report

The largest sectors in the Dublin region in Q3 2021 were health, wholesale/retail and ICT; combined these sectors accounted for 33% of total employment in the region, slightly more than the State average (31%). When compared to the State average, Dublin had larger shares of employment in finance, ICT, and professional services; in fact, although 30% of total national employment in Q3 2021 was in the Dublin region, Dublin accounted for more than one half of total national employment in the ICT and finance sectors.

National Employment Analysis



Educational Attainment

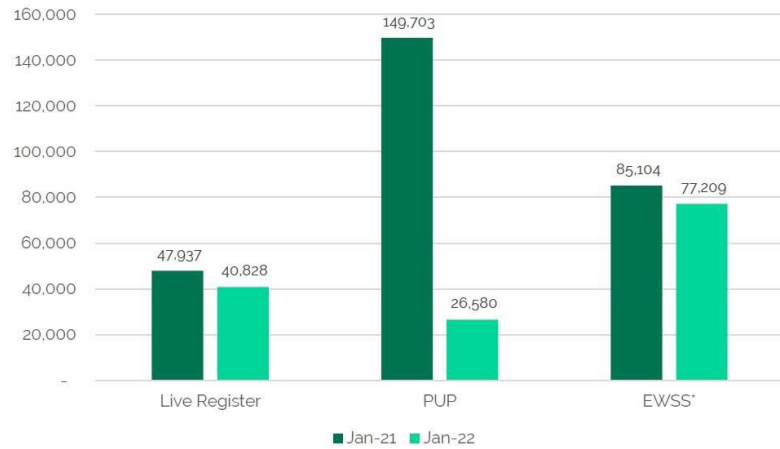
At 11% in the Dublin region, the share of adults holding at most a FET qualification was below the national average (14%), and was the smallest share observed across all regions. In contrast, Dublin had the highest share of adults who had attained higher education qualifications (55%), well above the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



Live Register and Pandemic Supports



Demographics

There was an increase of over 69,000 people between the last two censuses, demonstrating the pace of demographic growth in the administrative area, which is higher than the national average. Fingal has shown the highest growth of any county in Ireland over the past 20 years with an increase of over 79% and growth of 11% between 2016 and 2022. The Fingal County Council area has the third highest population in the country. The population of Dún Laoghaire-Rathdown grew 7% and South Dublin County 8% between 2016 and 2022.

*2022 CSO population census data references are preliminary

Dublin

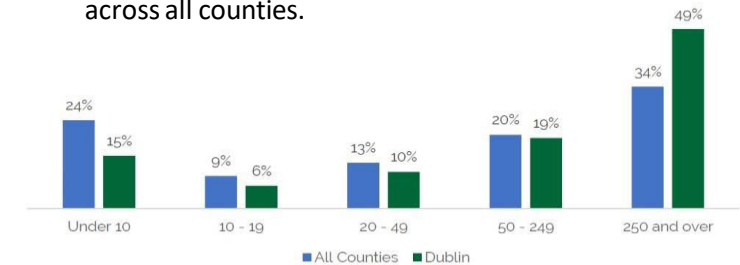
At the end of January 2022, there were 40,828 persons in Dublin on the **Live Register**, a fall of approximately 7,100 persons on the same period in the previous year. There was a significant fall in the number of people in receipt of **Pandemic Unemployment Payments (PUP)** over the 12-month period, 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.



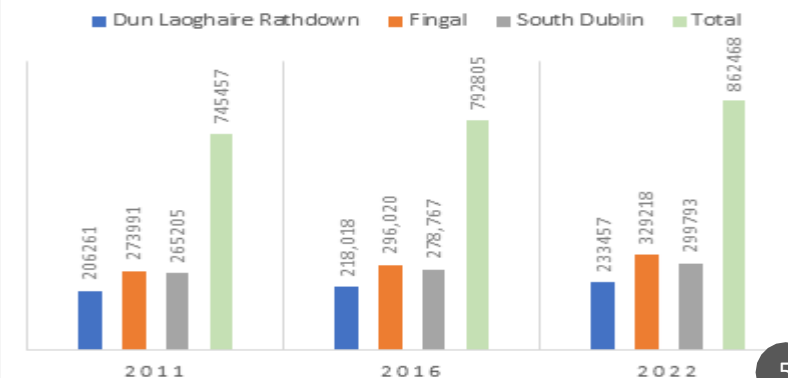
Business Demography

The table below shows the distribution of persons engaged by company size in the Dublin region and compares it with the average across all counties. Nearly one half of persons engaged 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.



DDLETB Population Growth



DDLETB FET Infrastructure

The FET sector in DDLETB consists of four services located across 40 centres, each with its own distinct identity and learner target group.

In Fingal, FET is delivered from 12 centres including six Adult Education Centres, four Youthreach centres, a Dual Provision school and Baldoyle Training Centre.

The FET provision in Dún Laoghaire-Rathdown is delivered in seven larger buildings, including five Further Education colleges, Loughlinstown Training Centre and one Youthreach centre. All of these centres are relatively close together in proximity. The Adult Education Service in this area is located in the Training Centre and one of the FE colleges.

In the South Dublin County region, FET provision is most dispersed and is provided in 13 centres including five Dual Provision schools, three Youthreach centres, four Adult Education centres (including two more Youthreach centres) as well as Tallaght Training Centre.

A number of FET sites include prefab/modular buildings and some are of architectural or heritage significance. Several are very old and in need of investment to ensure accessibility for all. Most of the buildings are owned by DDLETB but some of the more recently opened centres are leased.

Further Education and Training Locations

The Dublin and Dún Laoghaire ETB region encompasses the three local authority areas of Fingal, South Dublin and Dún Laoghaire Rathdown



Regional FET Supply

SOLAS has undertaken analysis on FET provision at Level 5 and Level 6 provision within each ETB area relative to estimated population and employment in each area. This is to help identify regional gaps in FET provision across the country and help guide future capital investment strategy. While this can only serve as a proxy indicator which is dependent on those population and employment estimates and the robustness of Level 5 and Level 6 data recorded by ETBs, it does nonetheless provide a useful guide which reinforces some of the known FET investment requirements in different regions.

SOLAS turned this analysis into an index, where overall national FET provision relative to national population and employment produced an index of 1.0, with the equivalent position for each individual ETB then calculated relative to this index. For DDLETB, analysis of 2019 full-time provision showed 8,237 learners undertaking Phase 2 apprenticeship training, PLC and other FET provision at this level. An additional 12,837 learners participated in part time provision in 2019. Using the methodology deployed by SOLAS to identify an index of relative FET provision, this analysis produced indices for DDLETB of 0.75 relative to employment and 0.78 relative to provision. This reflects the incredible population growth in North County Dublin over the last few years and the limited FET legacy infrastructure available to service this rapidly expanding population. Targeting increased provision here will be a key focus over the course of this agreement.

This demonstrates the future potential of DDLETB in promoting FET and apprenticeship options and pathways as destinations of choice for local people of all ages. It has the fastest growing population in Ireland in Fingal, yet there is no major FET resource to serve this catchment area, and the ETB wants to address this as a major priority.

In 2020, DDLETB delivered 9.4% of all QQI certificates issued by ETBs nationally, with certification levels at Levels 4 and 5 higher than the national average. This provision is specifically focused on enabling learners to progress to employment or Higher Education.

Funding Profile

2021
€71.9m

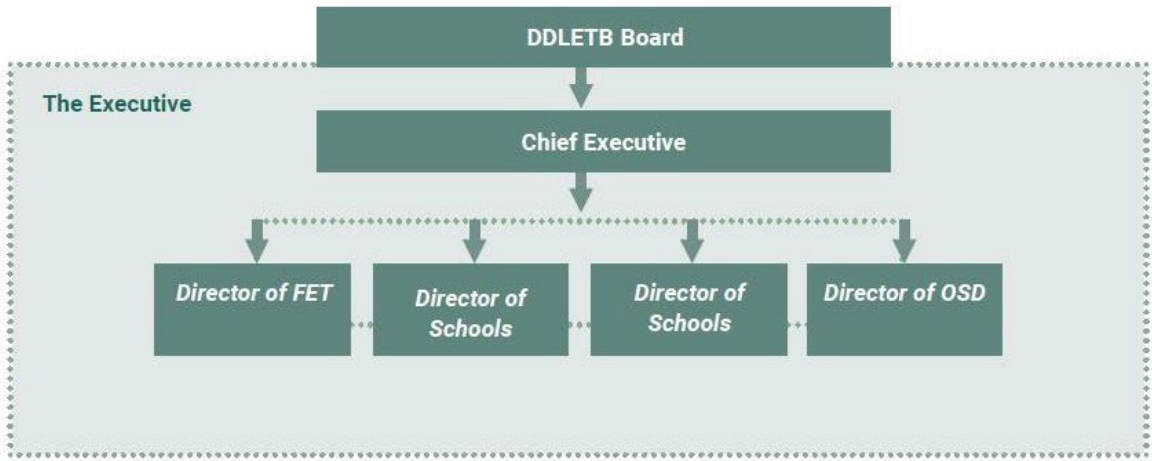
Learner Activity

2021
23,324

Staffing

1,000+
FET
Staff

Staffing and Strategic Structure



The Director of FET oversees the delivery of FET programmes and services delivered by the FET Management Team (FMT) and their staff.

Chaired by the Chief Executive (CE), the FMT meets regularly to review implementation of strategic and operational issues. Quality assurance and data for evidence based decision making and planning are priorities and are always included on the FET agenda. See details of the FMT adjacent.

Further Education and Training Management Team	FET Service
Adult Education Services (AES) Adult Education Officers	Adult Education Service North East Adult Education Service North West Adult Education Service South East Adult Education Service South West
Further Education College – Principals	Dundrum College of Further Education Stillorgan College of Further Education Sallynoggin College of Further Education Dún Laoghaire Further Education Institute Blackrock Further Education Institute
Dual Provision Schools – Principals	Collinstown Park Community College Greenhills Community College Grange Community College Deansrath Community College Mount Seskin Community College St Kevin's Community College
Training Centre Managers	Tallaght Training Centre Baldoyle Training Centre Loughlinstown Training Centre
Youthreach Regional Coordinator	Coordinator of 11 Youthreach Centres
Quality Assurance Manager	Supports the FMT
Strategy and Planning Manager	Supports the FMT

Focus of Provision

DDLETB provides a wide range of courses, qualifications and labour market activation programmes aligned to growth sectors, and sectors where job opportunities exist. This includes in the following sectors.

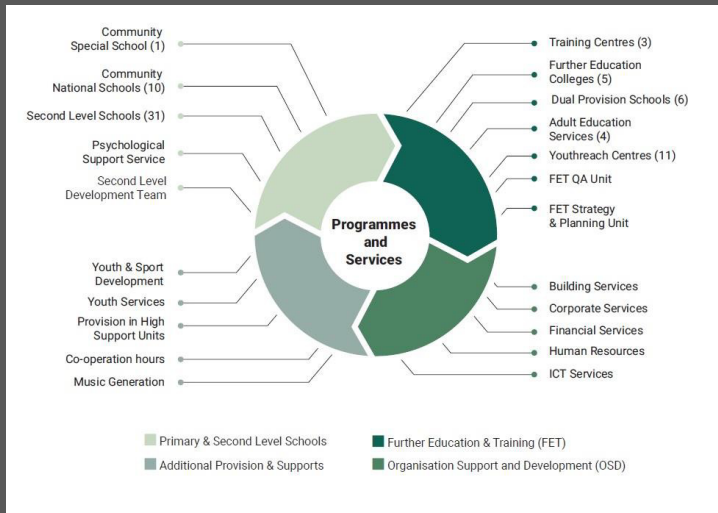
Professional

Construction

Transportation

Business

A significant proportion of FET provision in DDLETB is designed to encourage a return to education, build basic skills and provide progression routes to facilitate the further development of skills and encourage progression to higher levels of accredited provision in further education and training. This includes a particular focus on progression to employment and higher education pathways.



This section presents an overview of the performance against national system targets by Dublin and Dún Laoghaire 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).

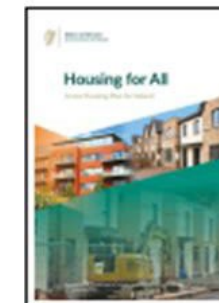
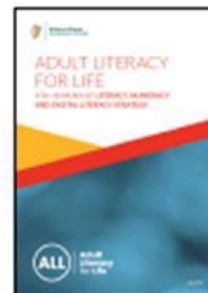
The national system targets for 2022-2024 are then presented with the indicative contribution that DDLETB have committed to over the period of 2022-2024. An overview of the system targets and definitions is included in Appendix 2.

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

National System Targets 2022-2024



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

Maintained strong performance on progression within FET and from FET-HE despite COVID-19 restrictions

Continued strong focus on provision in identified key skills needs, growing the offering despite a decline in overall FET provision due to the pandemic

Overview of DDLETB 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 analysis against all targets is provided for 2018-2021 where available. In relation to the table below trends indicate that DDLETB performed better than sectoral trends and shows strong performance in Key Skills Needs, Widening Participation, Progression within FET and Progression from FET to HE. DDLETB performed on a par with the sector in relation to Lifelong Learning and Adult Literacy for Life (ALL) and is slightly below national performance in relation to employment i.e. due to the impact of the pandemic on the economy served by this ETB. DDLETB acknowledges that the Transversal Skills target was impacted severely by the pandemic and has been slow to recover. However, steps are being taken to address this and DDLETB is committed to increasing certification rates at NFQ levels 1-3 to 2019 levels and grow by a further 10% by 2024 in order to meet agreed targets over the term of the 2022-2024 Strategic Performance Agreement.

TARGET	2018	2019	2020	2021
Supporting Jobs				
Jobs: Return employment outcomes to 2019 levels and grow by a further 10% by 2024	3,236	3,553	2,347	Not yet available
Skills to Compete: Deliver 50,000 places to support those who lost their job to find a pathway back to sustainable work	-	-	-	2,848
Creating Pathways				
Progression within FET: Return progression movements within FET to 2019 levels and grow by a further 10% by 2024	2,916	2,937	2,492	2,694
Progression from FET-HE: Grow levels of progression from FET-HE by 10% by 2024	440	482	507	Not yet available
Fostering Inclusion				
Transversal Skills: Return certification at NFQ levels 1-3 to 2019 levels and grow by a further 10% by 2024	1,497	1,474	1,204	826
Widening Participation: Return participation levels by key target groups to 2019 levels and resume growth	358	1,130	1,350	1,427
Adult Literacy for Life (ALL): Increase provision for literacy and numeracy	4,015	4,810	3,437	3,075
Upskilling Through Lifetimes & Careers				
Lifelong Learning: Return engagement in lifelong learning to 2019 levels and grow by a further 10% by 2024	12,172	12,684	10,259	9,932
Skills to Advance: Continue to grow workforce upskilling enrolments	147	955	1,229	1,535
Targeting Key Skills Needs				
Key Skills Needs: Grow the number of places addressing key skills needs	2,480	3,041	2,803	3,200

DDLETB Key Achievements 2018-2021

DDLETB is committed to keeping the learner at the heart of everything they do with a strong focus on the learner voice, to ensure the **learner experience** and **learner outcomes** will continue to be the priority in all aspects of the ETB.

The ambition of the new Strategic Performance Agreement as well as the pending QQI Quality Assurance Report will underpin the FET Strategy: Transforming Learning, the new FET vision based around the three core pillars of building skills fostering inclusion and facilitating pathways.

DDLETBs **leadership** of the development of two new Early Learning and Care programmes on behalf of 16 ETBs resulted in the validation of a L6 Advanced Certificate in Early Learning and Care and a stand alone Level 5 Certificate in Early Learning and Care which represents best practice in the sector and responded to a **critical skills need**.

High levels of **certification** were achieved by learners with 9,198 awards in 2020. and 9,990 in 2021. A key component in achieving this outcome for learners included the success within DDLETB in terms of amending award structures to take account of work experience.



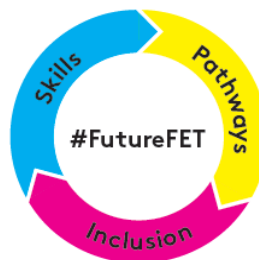
The organisations **response to the pandemic** clearly demonstrated the commitment and dedication of all staff across DDLETB to the learner experience. DDLETB is committed to using the lessons learned during this period in its approach to the digital transformation of FET in the future.



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:

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



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

Enabling Themes

- | | |
|---|--|
| <ul style="list-style-type: none"> - Staffing and Structures - Future Staffing Framework - Quality Cross-FET Provision - Cross-FET Funding/Guidelines | <ul style="list-style-type: none"> - Learner and Performance Centred - Performance Framework - Distance Travelled - Learner Engagement |
| <ul style="list-style-type: none"> - Digital Transformation - Learner Access and Delivery - Data Driven - Management Systems | <ul style="list-style-type: none"> - Capital Infrastructure - Address Deficits - Consolidate Provision - Flagship Developments |

DDLETB 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 2018-2020, the following targets have been agreed between SOLAS and DDLETB 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	2,800	3,000	3,100
Skills to Compete: Deliver 50,000 places to support those who lost their job to find a pathway back to sustainable work	2,600	3,000	3,150
Creating Pathways			
Progression within FET: Return progression movements within FET to 2019 levels and grow by a further 10% by 2024	2,900	3,000	3,200
Progression from FET-HE: Grow levels of progression from FET-HE by 10% by 2024	513	550	600
Fostering Inclusion			
Transversal Skills: Return certification at NFQ levels 1-3 to 2019 levels and grow by a further 10% by 2024	900	1,800	2,025
Widening Participation: Return participation levels by key target groups to 2019 levels and resume growth	1,427	1,500	1,580
Adult Literacy for Life (ALL): Increase provision for literacy and numeracy	4,800	5,000	5,300
Upskilling Through Lifetimes & Careers			
Lifelong Learning: Return engagement in lifelong learning to 2019 levels and grow by a further 10% by 2024	10,529	11,000	11,500
Skills to Advance: Continue to grow workforce upskilling enrolments	1,535	1,663	1,842
Targeting Key Skills Needs			
Key Skills Needs: Grow the number of places addressing key skills needs	3,041	3,039	3,345
Green Skills for All: Embedding of core green skills module across FET courses	500	1,500	2,500

DDLETB has a well-established FET offering and provides a wide portfolio of courses and qualifications aimed at encouraging labour market activation, driving economic growth and social development in the region. With its wide range of further education and training offering across all of its provision, DDLETB is committed to address critical skills gaps and provide relevant training opportunities to meet rapidly evolving regional and national needs. This is particularly strongly demonstrated through its Training Centres and FET Colleges across the county. This presents a strong foundation for the strategic ambition for DDLETB over the course of this agreement to establish three new Colleges in FET in areas served by the ETB; Fingal, Dún Laoghaire –Rathdown and South Dublin County.

A Level 5/6 Proposition

There is a clear commitment within DDLETB to advance the L5/L6 proposition within the overall vision for the new FET Colleges of the Future. DDLETB will continue to advance this agenda over the course of this agreement, focusing on, and promoting offerings based on NFQ level, discipline and outcome, in terms of facilitating progression into further FET or HE study or exciting careers. The new FET college of the future vision which is linked to distinct communities, will reinforce the move to a refreshed Level 5/6 offering in a vibrant dedicated campus environment. Capital investment is required to deliver this vision. The Erasmus Plus experience is recognised as an important mechanism to facilitate an international dimension to work placement and two FET Centres have recently achieved Erasmus Plus accreditation status which will further develop their capacity to engage in projects in the future.

Upskilling the Workforce

DDLETB has a history of employer engagement and innovative and responsive provision and has extensively grown and expanded their Skills to Advance offer since its introduction. Unique industry partnerships are in place with a range of large and small companies, e.g. Applegreen and Microsoft.

Examples of recent successes include engagement with a pharmacy chain which has an ambitious strategy to open 20 new sites over the next 12 – 18 months. DDLETB supported the employer locally in recruitment, induction, provision of skills in Retail Pharmacy and are now progressing an offer of Supervisory Management training. The ETB is committed to further growing this activity.

Key partnerships and strategic alliances are in place and are acknowledged as a key strength for DDLETB. This includes the strategic partnership with Fingal County Council and the Fingal Skills Strategy, as well as the Regional Skills Fora, Enterprise Ireland and IDA. DDLETB is represented on all three Local Community Development Committees (LCDCs) in the region.

The enterprise engagement infrastructure developed by DDLETB will be a key resource. A mix of short and medium course durations will ensure a range of relevant upskilling opportunities for employers and provide labour market currency for employees. The ETB will also implement the two year 'Virtual Reality (VR) in Healthcare' project developed with support from the SOLAS Innovation fund.

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 the programme infrastructure that exists to offer the employability, digital and sector-specific skills required by those who lost their jobs to find a pathway back into sustainable work.

DDLETB is committed to continue to work with SOLAS to ensure that Skills to Compete is the mainstream offering for those who need upskilling to find sustainable work. With the support of the DSP, DDLETB will continue to target the long-term unemployed in line with FET Pathways to Work commitments and support progression routes to sustainable employment and access to further life long learning opportunities while in employment.

Leadership in supporting the health system during the pandemic

One of DDLETB's training centres during the lockdown offered substantial support to the health system by expanding training for Hospice and Healthcare sector employees, by moving to online delivery. The Head of Human Resources in Our Lady's Hospice and Care Services acknowledged the Training Centre's clear commitment to developing healthcare leaders for the future through the QQI Level 6 Team Leadership programme, despite the constraints of lockdown.



Renata Wacyra

Renata Wacyra is a DDLETB learner who chose to make her transition to become a healthcare worker. Renata's story has been identified as a best practice example for the European Pillar of Social Rights.

Delivering on Apprenticeship

The Training Centres have extensive provision for craft apprenticeships and are responding to the backlog that arose during the pandemic. Craft apprenticeship delivery by the Training Centres includes provision at Phase 2 in the areas, for example of, carpentry and joinery, electrical, electrical instrumentation, plumbing, motor mechanics and heavy vehicle mechanics, and wood manufacturing and finishing. In addition, Dún Laoghaire Further Education Institute delivers Phases 4 and 6 training for the trade of carpentry and joinery. DDLETB will continue to work with all ETBs, ETBI and the HE sector in relation to the future plans for craft apprenticeship in line with the Action Plan for Apprenticeship strategy.

DDLETB is a collaborating provider in several new apprenticeships, including ICT, Hairdressing and Accounting Technician. DDLETB has expanded provision of the 2016+ Apprenticeship beyond Training Centres and into PLC colleges, with a further apprenticeship planned in Sallynoggin College of Further Education.

The need for a more targeted and consistent approach to learner supports for apprentices is a key area of focus for DDLETB over the next three years. This builds on current innovations and initiatives already in place, such as assistive technology provision which is being piloted in some training centres and the FET Study Skills Unit (collaboration between Adult Education Services and Training Centres) to provide literacy/numeracy and general study skills support to Phase 2 apprentices.

In terms of the skills requirements to support the Housing for All Strategy, the need for growth in apprenticeship provision is acknowledged by DDLETB as well as the potential to embed retrofitting into apprenticeship. There is a commitment to further extend apprenticeship provision over the course of this agreement.

Responding to the Green Skills Agenda

DDLETB are committed to the roll out and the ramp up needed nationally to deliver on Green Skills. The ETB were one of the lead ETBs who collaborated with SOLAS in responding to the need for increased provision of green skills. The delivery of the Level 4 micro qualification in Sustainability will commence in September. There will also be an online green skills module made available by SOLAS via eCollege in autumn 2022 and DDLETB is committed to encouraging suitable learners to undertake this programme. This potential to access both sources of provision is reflected in the DDLETB contribution to FET system targets as referenced earlier.

DDLETB already has several initiatives that support the sustainability agenda. The ETB was a pioneer in establishing and providing training in electric vehicle maintenance.



Green campuses are a key ambition for DDLETB and a number of FET centres have a Green Campus programme led by a Green Committee consisting of staff and learners working towards being awarded Green Campus recognition. DDLETB will encourage all FET centres to engage in similar green skills initiatives. DDLETB will continue to advance this area also through their membership of the newly established National Green Skills Working Group which will support aspects of the national ambition.

Agile Skills Responses

Due to the presence of a strong agricultural sector in the Fingal area, farming and related industries are an important employer. DDLETB aims to meet the skills needs of their employees by delivering a range of provision including ESOL, communication and IT skills as well as bespoke programmes for local employers e.g. Explore and DigiEco.

A recent partnership between Keeling's and the Adult Education Service in Fingal resulted in a national award from IITD for 'Best Learning and Development Collaboration' in 2022.

Ongoing engagement with SMEs is supported both through targeted and modular flexible learning options. For example, DDLETB developed a bespoke course which moved to online delivery during the pandemic which enabled more employees to engage and participate.

As the lead ETB in the development of the national Early Learning Care (ELC) provision for the FET sector, DDLETB exhibited leadership in curriculum development, cross-sectoral collaboration, innovative delivery and project management at a national level.

A number of key areas in terms of skills development are highlighted by DDLETB for further progression over the next three years.

DDLETB FET provision aims to balance the needs of skills for work with the just as critical skills for life through provision that supports citizenship and prosperity across communities and develops social capital. During the pandemic, online interventions were utilised where appropriate to maintain learner engagement, particularly with the most vulnerable learners.

To its credit, DDLETB managed to increase the number of learners in priority cohorts over this period which saw an increase to 1,427 in 2021 from 1,130 learners in 2019. DDLETB will however continue to build on this by working to target the hardest to reach groups, ensuring consistent learner support for all and embedding inclusive practice across provision.

Embedding Inclusive Practice

Learner supports and equality, diversity and inclusion are strategic priorities for DDLETB in the current and future statements of strategy;

These priorities include:

- Implementing universal design for learning across all our settings, enhancing accessibility and flexibility through the integration of technology; improving resources to promote language, literacy and numeracy; and the provision of information and guidance to learners.
- Enhancing strategies and resources which reduce barriers to participation, address educational disadvantage, and support those with special and additional educational needs, and ensure our policies and practices promote fairness and transparency.

Driving Community-based Approaches

DDLETB's Adult Education Services and Youthreach Centres continuously support the needs of the most vulnerable target groups which 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 DDLETB through the Adult Education Services 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).



FET Leader Case Study

The "Mental Health Champions" programme entitled 'Recovery: Learning Together' was designed to support the engagement in non-formal education, of people marginalised because of mental health distress. The programme provided a platform for participants to build on their capacity to develop their own bespoke recovery tools, and act as a pathway to further education and training opportunities.

This programme was designed and delivered in partnership with the Recovery College, DCU and the Community Education Facilitators (Adult Education Services) in Fingal.

Ensuring Consistent Learner Support

The ambition of DDLETB to establish three College of FET in areas they serve of Fingal, Dún Laoghaire-Rathdown and South Dublin County will include a centralised and consistent approach to Learner Support. This ambition was outlined in a recent capital submission to SOLAS.

DDLETB will provide a centralised admissions and access system to encourage wider participation. This will co-ordinate assistance to potential learners with difficult circumstances. A dedicated learner support unit will also act as a point of contact for people with specific needs who wish to access FET services. It is anticipated some aspects of learner support will be technology enabled, building on the successful impact of how these supports and interventions were delivered over the course of the pandemic, including online guidance and supports.

DDLETB is committed to mainstreaming UDL across provision. In order to progress this, a Wayfinder pilot project is underway to begin assessing FET buildings as a whole with respect to universal design principles. This will be further explored in the context of the future ambition of the ETB.

There is also a commitment for the funding to support learners with a disability to be rolled out across all provision. DDLETB will work in collaboration with SOLAS in order to advance this key priority area in 2022.



Targeting Key Cohorts

While it is recognised that during the pandemic there was a decline in the reach to learners from priority groups across the FET system nationally, DDLETB proved to be remarkably resilient in how they continued to engage successfully with learners over this period. For example, Youthreach centres and Community Education services worked innovatively to ensure disengaged learners, including those who live in unemployment blackspot areas, were supported and contact was maintained. However, DDLETB acknowledges that digital online learning opportunities are not appropriate to all learners and have taken steps to encourage the participation of priority cohorts, including through an innovative skills intervention delivering a “Healthcare at Home” course being provided for women from the Traveller Community. Another example of an innovative pilot to support the priority cohorts is DDLETB’s work with The Together Academy, a Local Training Initiatives (LTI) community programme. This is an initiative of the Down Syndrome Centre that provides tailored training and employment opportunities for adults with learning disabilities. Over the next three years, a major priority will also be to improve pathways through FET for people with disabilities. A focus of development will be working with all specialist and community providers to ensure that learners starting out with them have clear integrated pathways from the outset. This will also build on the commitment from DDLETB to continue their upskilling initiative for staff in Universal Design for Learning (UDL) to improve the way in which learning is developed and delivered for people with disabilities.



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.

DDLETB has a long track record in supporting literacy, numeracy and digital inclusion across its region and welcome the planned additional resourcing to support this at local ETB level.

The newly appointed ALL Regional Coordinator, together with the local Adult Education Services will continue to provide English language support for migrants and refugees as well as the Ukrainian families, although the length of time for which such support is required remains unclear at the time of agreeing this SPA.

“

Learner Voice

“I did my course here...fantastic facilities, great group of people...amazing tutor, she went over and above to ensure that people understood what was being discussed. It had been nearly 20 years since I was last in education.”

Specifically, DDLETB 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
- Working 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 of literacy support with provision at NFQ Levels 4-6
- Support literacy needs of those in employment via Skills to Advance

Certifying Outcomes at Levels 1-3

One of the trends of greatest concern in DDLETB has been the decline in certification of learning at NFQ Levels 1 to 3. DDLETB acknowledges that the Transversal Skills target was impacted severely by the pandemic and has been slow to recover. However, steps are being taken to address this and DDLETB is committed to increasing certification rates at NFQ levels 1-3 to 2019 levels and to grow by a further 10% by 2024 in order to meet agreed targets over the term of the 2022-2024 Strategic Performance Agreement. The reasons for the stark decline will be addressed via learner supports and the REACH fund. 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.

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. DDLETB has invested significantly in improving access and facilitating a more seamless learner journey through the FET it offers. The Government commitment to a unified tertiary system requires this work to be built upon by developing closer links to HE partners in the region, with 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.

The Role of Guidance in FET Pathways

The Future FET integrated approach is based on a clear strategy to facilitate progression from one FET course to another, with Learner Guidance, Literacy (learning) Support and Quality Assurance playing an important role in ensuring potential pathways are transparent from the outset.

The DDLETB Adult Education Guidance and Information Service (AEGIS) offers support to learners to help overcome barriers and encourage participation. One of their functions is to provide support and advice regarding progression options and all opportunities available to learners.

There are four Adult Education Guidance Services (AEGIS) in DDLETB, providing access to quality, free, impartial, confidential, and professional guidance counselling services. The information service provides information on education, careers, skills and the job market to applicants and learners. Guidance Counsellors in schools and colleges support applicants to access courses too, and they provide information and advice to learners in relation to career and progression options on completion of the course. In addition, recruitment services are embedded in the Training Centre network to support learners with course selection and provide advice to learners on opportunities to train or retrain in areas where job opportunities exist.

School to FET Pathways

There are 31 post-primary schools across DDLETB and the ETB puts a strong emphasis on promoting pathways into FET from them all. It also engages with a range of non-ETB second level schools both through visits to schools and by arranging tours to the training centres for second level students. Strong and positive relationships exist with schools, evidenced by initiatives such as the *Our Balbriggan Loves Learning* festival.

A new pilot with TY students is being planned with schools in Tallaght to focus on key areas of provision which will be effectively championed. This will include for example ICT and green skills/sustainability skills. DDLETB have highlighted a scheme in place which links industry and progression to HE: *Power to Progress* in Collinstown Park Community College. It is possible this type of mentoring initiative will be considered by SOLAS for the FET system in advancing the pathways agenda.

DDLETB is cognisant of the increased interest shown by schools to FET and welcomes the invitations it receives to visit the schools to discuss and promote FET and apprenticeship options. DDLETB will continue to enhance its school outreach work to increase the number of young people into FET courses. It will commit to further developing Level 5 and Level 6 programmes, including traineeship-type courses alongside classroom-based options, which can be pitched via the CAO-linked FET site designed for school leavers.

FET Leader Case Study

Between 2017 and 2020, DDLETB participated in *Tobar*, a national project in the Recognition of Prior Learning (RPL), involving the Defence Forces and ten other ETBs. The aim of the project was to provide a pathway to potential certification for staff members who had extensive on-the-job learning and experience but no formal accreditation. This experience, and the roll-out of an RPL policy for the new ELC programme will inform the development of an ETB-wide RPL policy. In addition, processes are being applied to support people from Ukraine in assessing skills and skill gaps, as well as pathways to advance, particularly to employment through RPL and European Recognition of Prior Learning (ERPL). With the roll-out of a Recognition of Prior Learning policy for the new Early Learning and Care programme, valuable learning will be gained, which will inform the development of an ETB-wide RPL policy.



Integrated FET Pathways

DDLETB has placed a strong focus on building pathways within FET for Youthreach and Community Training Centres (CTC) learners. The ETB meets the needs of these young people who are not in education, employment or training (NEET) through means such as:-

- A General Education L4 programme offered to learners which then enables progression into L5 and L6 programmes.
- FET-to-FET progression routes for early school leavers in CTCs is explored. The idea is to offer a transition/bridging programme to learners ready to move from the CTC into other parts of the FET system and to ultimately prepare them for work.

This, allied with the strong integrated guidance approach referenced on the previous page, has enabled DDLETB to maintain strong progression levels within FET in spite of COVID-19, and in contrast to the wider sectoral situation. It is targeting strong FET progression growth over the course of this agreement.

“

Learner Voice

“I left school at 14 because I struggled a lot and I hated it. I just thought I wasn’t good enough. So I rang up and met this lovely lady who encouraged me to go into a class. I did communications and computer literacy, then went the following year and did the business course.”

FET-HE Pathways

The ability of DDLETB to continue to grow FET-HE progression levels in 2020 despite COVID-19 was very encouraging and is testimony to the strong links it has with higher education partners. There are three third-level institutions located in the DDLETB area (University College Dublin, Technological University Dublin (TUD) and Dún Laoghaire Institute of Art, Design and Technology). There are 11 additional third level providers and many other private providers in the wider Dublin area.

Strong local relationships are in place between DDLETB and HEI, including pathways to support progression for Year 2 in ICT in TUD, ATU, TUSE and MTU. The ETB welcomes the decision by DCU to wider access for FET graduates to 64 of its programmes.

The work which DDLETB led on early childhood education curriculum development in line with new national standards-based pathway offers a model that could be built on for other disciplines and sectors.

DDLETB recognises there is real potential for co-development and co-delivery of programmes with HEIs and will respond positively to the calls that are expected to be issued to pilot development of programmes during this agreement. It will also target continued strong growth in FET-HE progression.

Lifelong Learning Pathways

DDLETB describes the age profile of its learners as aged 4-98 so clearly it promotes a culture of lifelong learning and recognises the importance of the FET offering in the area of lifelong learning. DDLETB will continue to develop an agile and flexible offering which will meet the needs of people in the region throughout their lifetimes and careers. DDLETB will also continue to improve access to impartial guidance and information on education, training, employment and careers to learners across the three Colleges of FET. FET will continue exploring opportunities for developing and rolling out digital badging and micro qualifications to facilitate accessibility.

As set out in the FET leader case study, DDLETB recognises the potential for RPL to increase participation in lifelong learning. Despite a big fall in overall lifelong learning participation during the pandemic, the ETB commits to almost reaching 2019 baseline plus 10% by the end of 2024.



FET Strategy – Enabling Themes

The passion and expertise of staff in DDLETB and their commitment to putting learners at the heart of everything is evident throughout its services. Whilst progress has been achieved by engaging with staff to expand their remit delivering integrated service provision, there remain numerous legacy design matters that need to be resolved nationally. As we enter the next phase of FET Strategy Implementation these matters need to be tackled along with a clear sense of how ETB staffing and structures should evolve to deliver future FET. DDLETB will 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.

Staffing, Structures and Capabilities

DDLETB is committed to progressing the key elements of staffing, structures and capabilities necessary to advance the Future FET agenda. Supports and further resources are deemed necessary in certain areas. Of most urgent priority are research and data, communications, and employer engagement areas. The reliance on short-term contracts in the FET Sector also needs to be addressed.

DDLETB will work with various working groups tasked with agreeing and proposing new staffing structures for FET. It acknowledges that a national approach is deemed essential in relation to any future staffing structures. To effectively deliver on the Transforming Learning agenda, DDLETB will continue to work co-operatively with SOLAS and DFHERIS in relation to workforce planning including the provision of baseline data for existing FET staff levels, the identification of gaps in the staffing structures across ETBs and the development of appropriate staffing structures to ensure they are fit for purpose.

While DDLETB welcomes the provision of additional change lead resources for FET, it will also seek external change management support to assist with the transformation required. The ETB will submit a business case and rationale for additional resources to address key gaps and the future needs in line with the new Strategic Performance Agreement 2022-2024 and new DDLETB Statement of Strategy.

A strong focus will continue to be placed on the role of Professional Development in terms of upskilling and reskilling staff, through engagement with the Professional Learning and Development hub and related training for DDLETB staff. SOLAS will provide the necessary support for curriculum development which has been identified as a key enabler for Future FET. DDLETB continues to support and inform transition to the new FET funding model.

Digital Transformation

DDLETB responded well to the global pandemic in terms of innovation using digital technology. Engaging with hard-to-reach learners and supporting learners by making digital devices available further progressed this digital transformation.

Initiation of blended learning, as a result of the pandemic was transformational and provided an opportunity to expand blended learning at pace. The ETB noted that 61% of learners want a blended component to their learning. DDLETB will continue to build on this progress by establishing a formal blended learning policy.

DDLETB are committed to continuing to focus on the quality of data and maintaining robust and timely PLSS data entry and reporting to ensure quality measurement of targets and alignment with SOLAS data.

Enabled data infrastructure is required from SOLAS to provide more timely outcomes data, particularly from the CSO related system targets for progression to employment and progression to higher education.

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



FET Support Units

DDLETB has established the Quality Assurance Unit and the Strategy and Planning Unit to support the achievement of the strategic goals. The QA unit will continue to support the ongoing development of the QA system, while the Strategy and Planning Unit will facilitate the analysis of data to enable evidence-based decision making and the achievement of strategic priorities and goals across FET. DDLETB plan to increase resourcing of both of these teams and other key priority areas.

FET Leader Case Study

Digital Connect is a digital learning support project that was rolled out in 2020 as a response to support teaching, learning and assessment using Microsoft Office 365 during the COVID-19 lockdown.

Since March 2020, over 800 online sessions have been delivered across a range of topics to over 10,154 participants from across the entire organisation including FET, with many staff members attending several different sessions.

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

A clear integrated, inclusive and ambitious plan exists within DDLETB, built on the opportunities recognised through the emerging Colleges of FET.

This includes a vision to establish three new Colleges of FET in the areas served by the ETB - in Fingal, Dún Laoghaire-Rathdown and South Dublin County, with centralised services, including centralised admissions and learner support. The objective is for the new FET Colleges to raise awareness of FET in communities, make it easier to brand and market FET, make FET a more attractive option for all learners and facilitate a more streamlined inclusive learner experience with simplified pathways.

DDLETB recognised the importance of establishing a pipeline of capital projects for the future. Consequently DDLETB responded to the SOLAS call for capital submissions for the FET College of the Future. This submission included a rationale for investment in FET DDLETB and proposals to build flagship developments in areas with high population growth and poor quality FET infrastructure, including Fingal and South Dublin County.

While DDLETB acknowledges that these applications are at a very early stage in the capital development process, the proposals to build new flagship FET Colleges of scale that will make FET an attractive offering to school leavers are critical to the future development and expansion of FET in DDLETB. A key next step will be to conduct a full feasibility study around the Fingal flagship development to meet the critical gap in FET provision in this area.



Learner and Performance Centred

The need to capture the wider benefits of learning (WBL) is highlighted by the ETB as an issue. While not all outcomes can be easily measured, it is important to use metrics other than completion and certification, and DDLETB will continue to pilot a WBL tool for this purpose with a view to full roll-out. SOLAS will support ETBs to capture qualitative learner outcomes at a national level via this WBL tool. DDLETB will continue to work with SOLAS to progress a model of provision that reduces barriers to learning and will continue to enhance collaboration across education and welfare services.

Learner Voice

The inclusion of the learner voice and the need to continue to seek regular feedback and use this to inform provision, planning and decision-making by the ETB has been identified as a strategic priority in the new DDLETB Statement of Strategy.

Therefore, it is clear that the learner continues to drive everything DDLETB does and the ETB is committed to expanding and strengthening the Learner Voice across the ETB, building on the success and impact to date, as evidenced in the QQI Quality Assurance Review.

The independent learner voice gained as part of the AONTAS learner forum is a valuable part of the national feedback mechanism and DDLETB will continue to encourage participation in these forums over the course of this agreement.



“

“I can honestly say if you are looking for a rewarding career that will change your life forever, please apply for this traineeship.

If it were

not for my course and work placement, I would not be in my dream job.”

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 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

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.

2022-2024 Definitions and Targets

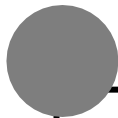


Fostering Inclusion

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

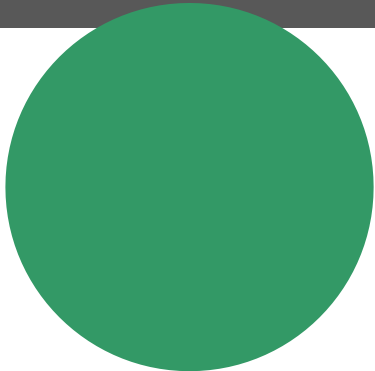


Targeting Key Skills Needs

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

Enabling Infrastructure & Design

Governance, monitoring, data sets, proposed infrastructure to enable success as well as provide a clear process for revision, review and possible performance oversight and action



DDLETB Ambition 2022-2024 at a glance



Establish three new Colleges of FET in areas served by DDLETB, in Fingal, Dún Laoghaire-Rathdown and South Dublin County, with centralised services, including in admissions and learner support. This is a major strategic initiative for DDLETB and additional funding from SOLAS will be required for capital and staffing infrastructure.



DDLETB will continue to work with all ETBs, ETBI and the HE sector in relation to the future plans for craft apprenticeship in line with the Action Plan for Apprenticeship strategy.



Roll out green campuses across FET courses and drive green skills via specialist provision and embedding modules across all courses.



Continue to support the unemployed to access tailored education and training opportunities through the Skills to Compete offering.



Embed consistent learner support, including centralised approaches to admissions and access and the roll-out of the fund for students with disabilities across all FET.



Strengthen school-FET pathways by developing TY modules and expanding the portfolio of courses promoted via the CAO-linked site, including traineeship as well as classroom-based offerings.



Increase certification outcomes for Levels 2 and 3 by providing a consistent learner support to meet the needs of these learners who were most impacted by the pandemic and need time to re-engage.



Build on strong FET-HE pathways through further growth and co-development and co-delivery of programmes with HEI partners (e.g. ELC programme development).



Use the inhouse DDLETB expertise, knowledge and experience to drive agile programme development in partnership with industry and other ETBs with the support of an expanded team.



Embark on a transformation process, with internal and external change management support to deliver on strategic priorities and enablers identified in Future FET-Transforming Learning strategy including the future Colleges of FET.

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

SOLAS
learning works

ddletb 
Bord Oideachais agus Oiliúna Dublin and Dún Laoghaire
Átha Cliath agus Dhún Laoghaire Education and Training Board