



**SOLAS**  
learning works



**etb**  
Bord Oideachais agus  
Oiliúna Dhún na nGall  
Donegal Education and  
Training Board

# Donegal Education and Training Board

Strategic Performance Agreement 2022-2024



“They talk to you about what you want to do and how to get there. They found a course for me and told me what to do to get there, how to apply.”

DETB Learner



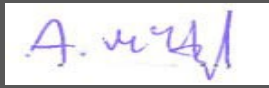
**Future FET**  
The vision for the National FET Strategy 2022 - 2024.

**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 Donegal Education and Training Board (ETB). 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, Donegal ETB responded to this challenge in many ways, and continued to grow outcomes and impact, particularly in supporting jobs and increasing the number of places addressing key skill needs. In 2022, as we move back into a more normal operating environment and continue to make progress in implementing the FET strategy document, *Future FET: Transforming Learning*, we have the perfect opportunity to strategically plan areas of focus for Donegal ETB over the next three years.



Anne McHugh  
Chief Executive Donegal ETB



Andrew Brownlee  
CEO SOLAS



# Agreement Themes

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

01

## Donegal ETB 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

Donegal ETB strategic plans and proposed contribution to the Building Skills 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.*

04

## FET Strategy – Fostering Inclusion

Donegal ETB 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

Donegal ETB 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

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

APPENDIX 1 – FET STRATEGY FUTURE FET OUTCOMES

APPENDIX 2 – SYSTEM TARGETS AND DEFINITIONS

APPENDIX 3 – SYSTEM INFRASTRUCTURE AND FRAMEWORK FOR MEASURING PERFORMANCE

APPENDIX 4 – DONEGAL ETB STRATEGIC AMBITION 2022-2024 AT A GLANCE



01

## Donegal ETB in profile

Donegal is a predominantly rural county with low population density and dispersed settlement which provides challenges for public service delivery. It has a population of 166,321 (census 2022, preliminary figures). This shows a growth of 4.5% or 7,129 persons since 2016, following on from a fall of 1,945 or -1.2% between 2011 and 2016 (CSO). Although the population has experienced growth of 4.5%, this is still lower than the national growth for the period of 7.6%. Donegal accounts for 3.25% of the State population, down slightly from 3.3% in 2016 and returning to the same level as per the 2011 census. Donegal accounts for approximately 40% of the Border region population, alongside Cavan (19.5%), Monaghan (15%), Sligo (17%) and Leitrim (8.5%).

### Population

166,000

### Employment

85,000

As the census for 2022 is completed 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.

Of the 193,600 persons in employment in the Border region in Q1 2022, it is estimated based on 2016 county distributions that 44% were in Co. Donegal, representing approximately **85,200** persons.

## Border region employment Q3 2021

Sector	Donegal (Estimate)	Border	State
Accommodation/food	8%	8%	7%
Admin and support	3%	3%	4%
Agriculture	8%	9%	4%
Construction	6%	6%	6%
Education	8%	8%	8%
Finance etc	4%	4%	6%
Health	13%	13%	12%
ICT*			6%
Industry	14%	14%	12%
Other NACE	6%	6%	5%
Professional Services	5%	5%	7%
Public admin and defence	6%	6%	5%
Transport	4%	4%	4%
Wholesale/retail	13%	13%	13%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

\*Numbers too small to report

The largest sectors of employment in Co. Donegal were industry, wholesale and retail and health, which combined accounted for an estimated 40% of total employment in the area; this is in line with the Border region overall (39%) and slightly higher than the State average (37%).

Compared to the State average, Co. Donegal had higher shares employed in agriculture, industry, accommodation/food, health, other NACE activities (e.g. hairdressing, fitness) and public admin/defence, but comparatively lower shares in admin/support activities, finance and professional services (e.g. accounting, legal services, etc.).

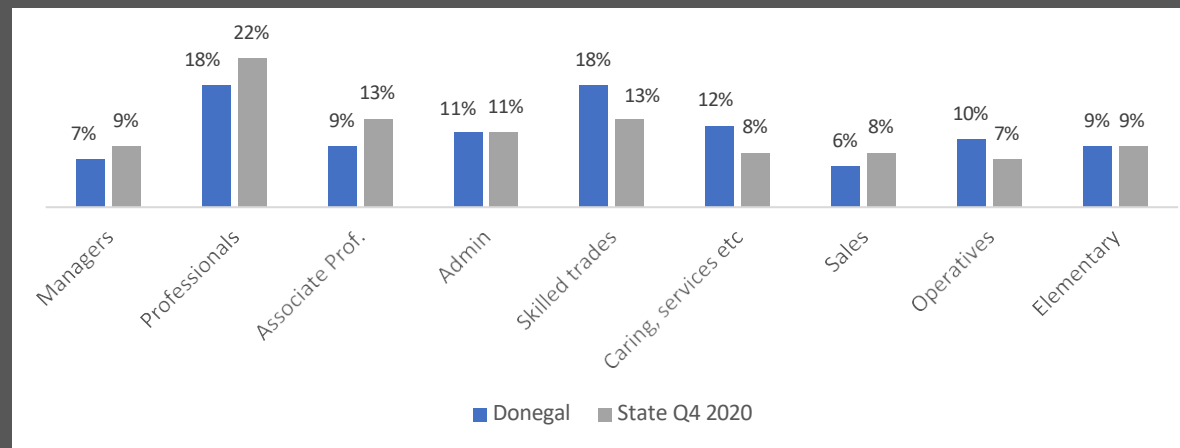
## Educational Attainment

In Q2 2021, the Midlands region (along with the Mid-West region) had the highest share of persons holding FET qualifications (NFQ 4-6) at 16% compared to a national average of 14%. In contrast, the Midlands and Border regions had the lowest share of adults holding higher education qualifications.

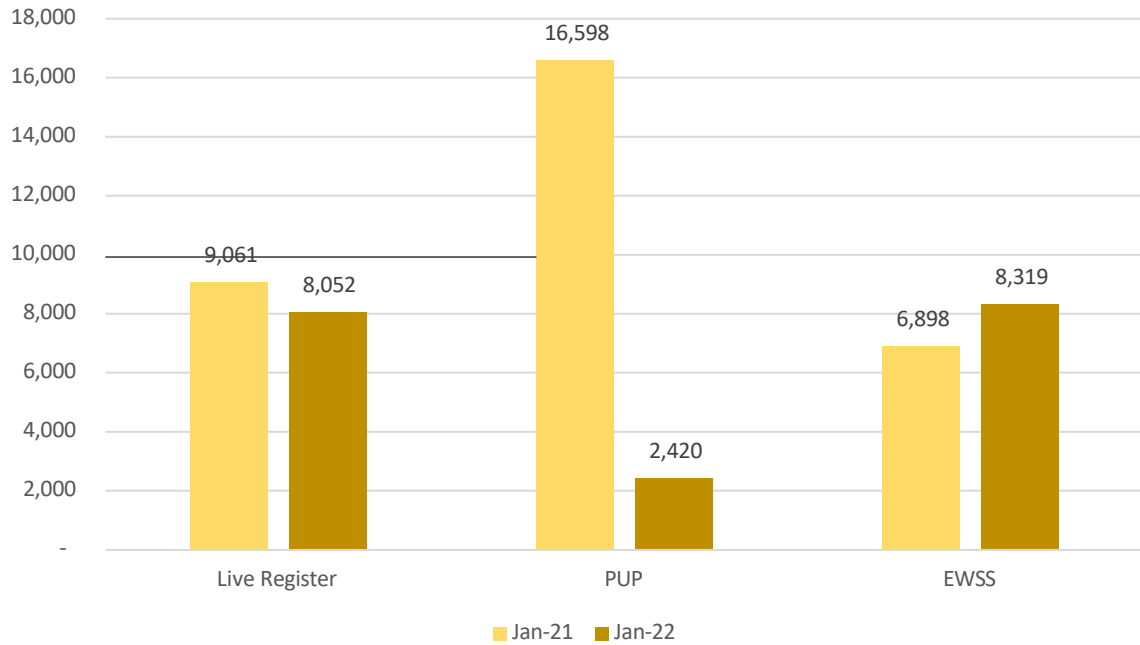
## Lifelong Learning

In Q4 2021, the lifelong learning rate for adults aged 25-64 years participating in learning activities in the previous four weeks in the Border region stood at 12.3%, on a par with the national average (12% with Dublin excluded, 13.1% with Dublin included).

## National Employment Analysis



## Live Register and Pandemic Supports



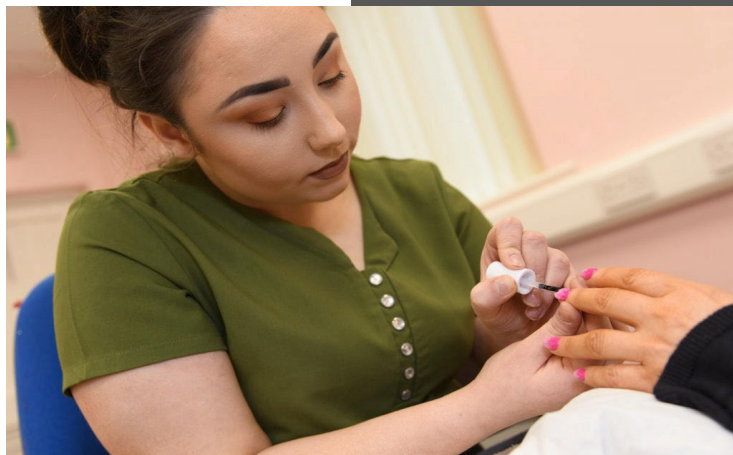
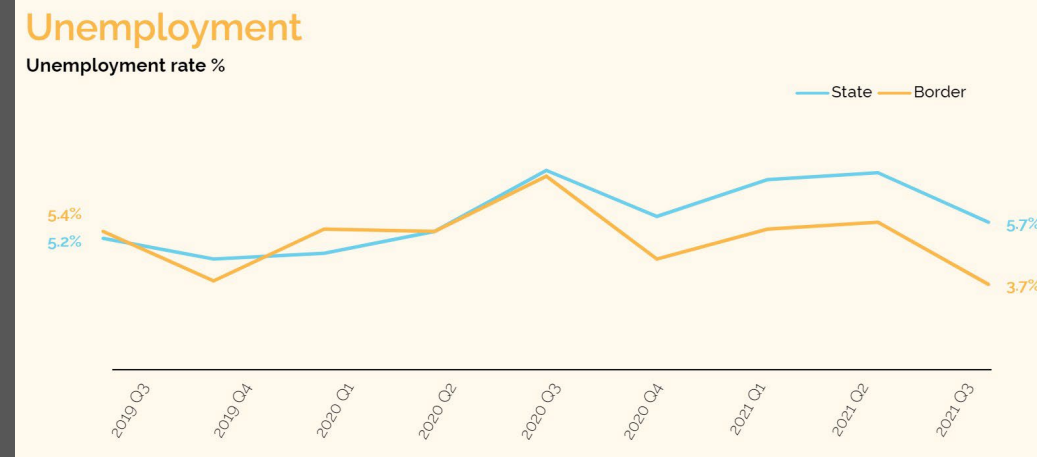
Persons on the Live Register and in receipt of PUP and EWSS: Donegal, end Jan 2021 and 2022 (EWSS data refers to November 2020 and 2021, latest available at time of calculation).

## Donegal

At the end of January 2022, there were 8,052 persons in Donegal on the Live Register, a fall of approximately 1,000 persons from 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 14,000 to just over 2,400 persons.

## Unemployment Analysis

The CSO Labour Force Survey statistics indicate that the rate of unemployment in the Border region was around the national average before the outbreak of the COVID-19 pandemic (5.4% compared to 5.2% respectively in Q3 2019). Since Q3 2020 the Border region rate has fallen below the state average, reaching 3.7% compared to 5.7% by Q3 2021. By Q1 2022 it had risen again to 4.8%, on a par with the state average.



At the end of November 2021, there were 8,319 persons in receipt of the Employment Wage Subsidy Scheme (EWSS) administered by Revenue, an increase of approximately 1,400 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. While the economic situation and outlook remains volatile and risk of increased unemployment remains, this will constrain demand for some courses designed to support people back into employment.

## Impact of the Pandemic on Enrolments

Since the onset of the COVID-19 pandemic, Donegal ETB enrolments evidence significant resilience, including increased enrolments in Level 5 and Level 6 courses; the number of learners enrolled in Level 5 courses increased from 1,882 to 2,057 and Level 6 courses increased from 369 to 607 in 2020 vis-à-vis 2018. These figures compare favourably to the national picture where, for example, Level 5 enrolments decreased by 8.5%.

## Donegal ETB FET Infrastructure

Donegal ETB has 26 separate buildings over 19 FET locations in total, including Gartan Outdoor Education and Training Centre. At present, 11 of these sites are owned either by freehold or leasehold agreements, seven are leased (including one by the HSE) and one building is part of a longstanding historical agreement. This is in line with the sector average in terms of proportion of sites leased (37% against 42% across all ETBs' FET). The Donegal ETB estate also includes one site that is of architectural and heritage significance.

A number of the buildings require significant maintenance to ensure that they remain fit-for-purpose and most rely on fossil fuels for heating, so there are challenges in moving to more sustainable energy sources. However, all buildings have the potential for solar energy systems to be installed. A recent FET estates survey confirmed that almost all of the buildings are of good quality with only minor remedial works needed. Only one was deemed in need of significant development.

All of the sites have good quality IT infrastructure, which is important given the geographical spread of this county and the rural element of current FET provision.

The FET estate provides an overall space of 21,239 sqm, of which 9,270 sqm (44%) is teaching space. Accessibility may become an issue as several of the two-storey buildings have no lifts, with six of the sites including prefab/modular buildings. The annual rental costs for this ETB are approximately €128,248 p.a.

One of the premises includes some second-level provision alongside FET. Donegal ETB has been exploring how the separation of resources (in particular human resources) can be progressed as part of the reform agenda so that teaching staff are extricated from dual provision.

Donegal ETB needs to develop an overall estates strategy that underpins integration between further education and training, particularly in Level 5 and 6 provision over the next three years.



### FET Centres (Clockwise from Glengad)

1.	Youthreach Centre	Glengad
2.	FET Centre Bunrana	Bunrana
3.	Youthreach Centre	Bunrana
4.	FET Centre Letterkenny	Letterkenny
5.	Errigal College (PLCs)	Letterkenny
6.	Training Centre Letterkenny	Letterkenny
7.	Youthreach Centre	Letterkenny
8.	Youthreach Centre	Lifford
9.	FET Centre Finn Valley	Stranorlar
10.	Finn Valley College (PLCs)	Stranorlar
11.	FET Centre Donegal Town	Donegal Town
12.	FET Centre (Ard Scoil na gCeithre Máistir)	Donegal Town
13.	FET Centre Ballyshannon	Ballyshannon
14.	St. Catherine's Vocational School (PLCs)	Killybegs
15.	Training Centre Gaoth Dobhair	Gaoth Dobhair
16.	FET Centre Gort a Choirce	Gort a Choirce
17.	FET Centre Milford	Milford

## Relative Regional FET Supply

In terms of relative Level 5 and Level 6 provision which this FET estate supports, analysis of 2019 full-time provision showed 1,841 people undertaking Phase 2 apprenticeship training, PLC or other FET provision at this level. When we consider this base of provision relative to the population and employment of the region in comparison to the concentration of FET provision across all ETB regions nationally, it produces the indices shown opposite.

This suggests an undersupply of FET provision in the ETB area. However, it should be noted that Donegal's border location means that there is a flow of learners to both further and higher education institutions in Northern Ireland.

Nevertheless, Donegal ETB intends to progress plans to explore the potential to co-locate provision in a joint campus if current provision is removed from a second-level school site. This will be considered as part of the development of the overall FET estates strategy.

Level 5/6  
Provision  
Relative to  
Population  
Index

0.86

Level 5/6  
Provision  
Relative to  
Employment  
Index

0.94



## Staffing and Strategic Structure

Donegal ETB's Further Education and Training Service has a clear ambition to grow and strengthen centralisation of services over the course of this agreement. This, aligned with the identification of professional learning and development, needs to ensure upskilling and reskilling to meet the future labour market requirements from FET.

Donegal ETB will also grow and further develop the quality assurance infrastructure to enable the provision of integrated FET delivery.

There is a requirement for Donegal ETB to explore integration of provision, irrespective of current terms and conditions of staff, as this will be addressed as part of the overall FET structure and framework to support further implementation of the FET Strategy. Donegal ETB will also engage in a process of ensuring that senior FET managers are aware of the strategic requirements of the FET strategy and the role senior staff play in delivering same.



## Focus of Provision

Key areas of industry activity in which Donegal ETB specialise include:

Business and Administration

Health and Welfare

Engineering

ICT

There is also a strong focus on community education, while apprenticeship provision covers the following areas:

- Electrical
- Motor Mechanics
- Plumbing
- Carpentry / Joinery
- Electronic Security Systems



## Funding Profile

2021  
€25.5m

## Learner Activity

2021  
7,187

## Staffing

522  
FET  
Staff

This section presents an overview of the performance against national system targets by Donegal 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.

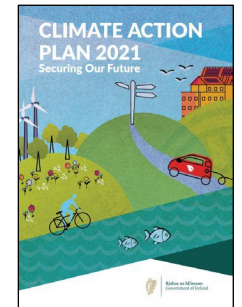
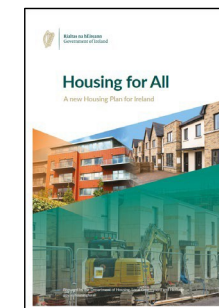
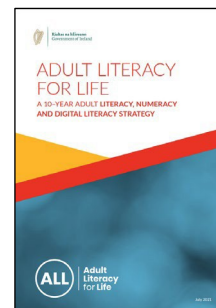
Given the nature of the pandemic, the 2019 figures will form the key baselines for performance ambition across 2022-2024, with the first aim for most ETBs to 'reboot' to these pre-pandemic levels. It is important to note that the system targets analysis relate only to certain areas of the FET system (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 Donegal ETB 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.



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
<b>Supporting Jobs</b>			
<b>Jobs:</b> Return employment outcomes to 2019 levels and grow by a further 10% by 2024	27,410	28,830	30,172
<b>Skills to Compete:</b> 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
<b>Creating Pathways</b>			
<b>Progression within FET:</b> Return progression movements within FET to 2019 levels and grow by a further 10% by 2024	30,219	33,419	35,958
<b>Progression from FET-HE:</b> Grow levels of progression from FET-HE by 10% by 2024	5,859	6,238	6,672
<b>Fostering Inclusion</b>			
<b>Transversal Skills:</b> Return certification at NFQ levels 1-3 to 2019 levels and grow by a further 10% by 2024	25,378	29,639	32,398
<b>Widening Participation:</b> Return participation levels by key target groups to 2019 levels and resume growth	16,788	18,266	19,474
<b>Adult Literacy for Life (ALL):</b> Increase provision for literacy and numeracy	59,316	64,987	70,095
<b>Upskilling Through Lifetimes &amp; Careers</b>			
<b>Lifelong Learning:</b> Return engagement in lifelong learning to 2019 levels and grow by a further 10% by 2024	97,325	106,176	113,605
<b>Skills to Advance:</b> Continue to grow workforce upskilling enrolments	14,854	18,501	22,290
<b>Targeting Key Skills Needs</b>			
<b>Key Skills Needs:</b> Grow the number of places addressing key skills needs	29,667	32,502	35,008
<b>Retrofitting Skills:</b> Expansion of reskilling provision to meet retrofitting needs	3,006	5,270	7,150
<b>Green Skills for All:</b> 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

Progression within FET despite the challenges of the pandemic.

Managing to better maintain employment outcomes through COVID-19 in comparison to the rest of FET.

Impressive growth in the number of places addressing key skills needs over the course of the last agreements.

## Donegal ETB 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 of the targets is provided for 2018-2021 where available.

TARGET	2018	2019	2020	2021	ETB Change
<b>Supporting Jobs</b>					
<b>Jobs:</b> Return employment outcomes to 2019 levels and grow by a further 10% by 2024	421	545	338	Not yet available	-19.71%
<b>Skills to Compete:</b> Deliver 50,000 places to support those who lost their job to find a pathway back to sustainable work	-	-	-	602	-
<b>Creating Pathways</b>					
<b>Progression within FET:</b> Return progression movements within FET to 2019 levels and grow by a further 10% by 2024	1,029	1,352	1,142	991	-3.69%
<b>Progression from FET-HE:</b> Grow levels of progression from FET-HE by 10% by 2024	91	63	63	Not yet available	-30.77%
<b>Fostering Inclusion</b>					
<b>Transversal Skills:</b> Return certification at NFQ Levels 1-3 to 2019 levels and grow by a further 10% by 2024	1,722	2,074	1,689	1,054	-38.79%
<b>Widening Participation:</b> Return participation levels by key target groups to 2019 levels and resume growth	376	481	394	431	14.63%
<b>Adult Literacy for Life (ALL):</b> Increase provision for literacy and numeracy	2,313	2,647	1,669	1,659	-28.27%
<b>Upskilling Through Lifetimes &amp; Careers</b>					
<b>Lifelong Learning:</b> Return engagement in lifelong learning to 2019 levels and grow by a further 10% by 2024	5,006	5,396	3,343	3,300	-34.08%
<b>Skills to Advance:</b> Continue to grow workforce upskilling enrolments	-	242	396	370	-
<b>Targeting Key Skills Needs</b>					
<b>Key Skills Needs:</b> Grow the number of places addressing key skills needs	502	907	1,087	1,013	101.79%

'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.

## Donegal ETB Key Achievements 2018-2021

Donegal ETB maintained and significantly increased its **apprenticeship provision** throughout an incredibly challenging period during the pandemic.

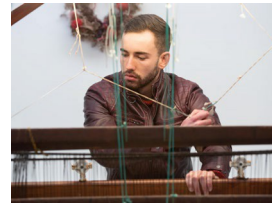
A most significant achievement during this period was the innovative approach to responding to the needs of industry with the development of the **first ever traineeship** in Ireland in **weaving**.

Strong and focused commitment to **Quality Assurance** and the independent QA process with QQI in 2021.

Donegal ETB came through the pandemic, by utilising the **TEL strategy** and CPD-supported infrastructure to ensure Donegal ETB could adapt and respond to the changeable nature of the pandemic.

Another key response to the pandemic evidenced by Donegal ETB was the work of the Skills to Advance team that led out the development and delivery of new sector-specific **Infection Prevention and Control** training for Childcare providers.

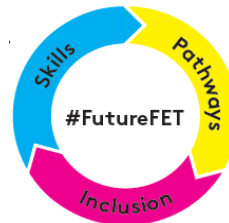
There is strong focus on continuing to use the **data infrastructure** to obtain more real-time analysis to enable ongoing tracking and monitoring of data.



The ETB is using the *Future FET: Transforming Learning* strategy document 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

#### Staffing and Structures

- Future Staffing Framework
- Quality Cross-FET Provision
- Cross-FET Funding/Guidelines

#### Digital Transformation

- Learner Access and Delivery
- Data Driven
- Management Systems

#### Learner and Performance Centred

- Performance Framework
- Distance Travelled
- Learner Engagement

#### Capital Infrastructure

- Address Deficits
- Consolidate Provision
- Flagship Developments

## Donegal ETB 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 Donegal ETB for delivery under this strategic performance agreement.

TARGET	2022	2023	2024
<b>Supporting Jobs</b>			
<b>Jobs:</b> Return employment outcomes to 2019 levels and grow by a further 10% by 2024	500	550	600
<b>Skills to Compete:</b> Deliver 50,000 places to support those who lost their job to find a pathway back to sustainable work	650	700	750
<b>Creating Pathways</b>			
<b>Progression within FET:</b> Return progression movements within FET to 2019 levels and grow by a further 10% by 2024	1,352	1,420	1,487
<b>Progression from FET-HE:</b> Grow levels of progression from FET-HE by 10% by 2024	91	95	100
<b>Fostering Inclusion</b>			
<b>Transversal Skills:</b> Return certification at NFQ Levels 1-3 to 2019 levels and grow by a further 10% by 2024	2,074	2,178	2,281
<b>Widening Participation:</b> Return participation levels by key target groups to 2019 levels and resume growth	481	505	529
<b>Adult Literacy for Life (ALL):</b> Increase provision for literacy and numeracy	2,647	2,779	2,912
<b>Upskilling Through Lifetimes &amp; Careers</b>			
<b>Lifelong Learning:</b> Return engagement in lifelong learning to 2019 levels and grow by a further 10% by 2024	5,396	5,666	5,936
<b>Skills to Advance:</b> Continue to grow workforce upskilling enrolments	515	630	750
<b>Targeting Key Skills Needs</b>			
<b>Key Skills Needs:</b> Grow the number of places addressing key skills needs	1,100	1,200	1,330
<b>Green Skills for All:</b> Embedding of core green skills module across FET courses	750	2,000	3,000

# 03

## FET Strategy – Building Skills

Donegal ETB has established an integrated management approach to skills involving cross-cutting thematic groups. While the integrated planning working group enables horizon scanning and prevents duplication, it also explores the future skills possibilities and the potential new provision required. Donegal ETB has excellent relationships with the IDA, LEO, DSP, Donegal County Council and the Regional Skills Forum. It needs to harness all of these resources to resume growth in upskilling for both the employed and unemployed and continue to drive apprenticeship development in the county.

### A New Level 5/6 Proposition

Donegal ETB is currently investigating all options to identify where the FET College of the Future can be progressed. The decoupling of a number of PLC courses from the post-primary provision, along with the relocation of provision to a fully integrated site, is also being explored in at least two areas. Over the period of this agreement, Donegal ETB will seek to move away from the remaining PLC provision in dual (FET/school) settings and look to integrate this within a consolidated FET College of the Future in Letterkenny in the first instance. This FET College will offer a Level 5/6 proposition which will offer pathways either directly into careers or into further study in higher education, and it should also include apprenticeship training onsite. It will include both classroom-based and technical courses in one single site. This will further build on Donegal ETB's recent success in maintaining employment outcomes and focusing on key skills needs.

### Upskilling the Workforce

The future world of work and the rapid pace of economic and societal change will require upskilling throughout lifetimes and careers. Donegal ETB has driven significant efforts around workforce upskilling and is contributing to Skills to Advance outcomes. Donegal ETB has led out innovative upskilling initiatives around fibre optic installation with the introduction of a traineeship and has further plans to develop a network planning traineeship with the same company.

A Level 5 'Public Works' traineeship is also being created with Donegal County Council which could have more relevance for other ETBs. One last example of innovation in the area of upskilling is the Marine Engineering traineeship, which is planned in conjunction with Killybegs Harbour Generation. The enterprise engagement infrastructure built up by Donegal ETB will be a key resource, and it will build on this by using the sectoral CRM tool to strategically manage this activity. Donegal ETB will increase upskilling and reskilling opportunities for small and medium companies in the region using a targeted strategic approach to enterprise engagement. Donegal ETB is of the view that industry requires a different suite of offerings at present, options that are more agile and flexible, and 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.

### 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. While the labour market impact has not yet arisen in the way envisaged, SOLAS and Donegal ETB 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.

### FET Leader Case Study

*Donegal ETB showed incredible innovation in apprenticeship in order to respond to the pandemic. It used a blended delivery model to keep the learning flowing and it has continued this approach even now when restrictions on onsite provision have ended. Most theory-based components of Phase 2 provision are now delivered online and are scheduled to reduce the travelling burden on apprentices (e.g. on Mondays so that they are not required to travel to Donegal on Tuesday). The feedback is extremely positive from apprentices. The adaptability in Donegal around apprenticeships is also shown by the commitment to the emergency three intake model to address waiting lists built up during the pandemic.*



## Delivering on Apprenticeship

Donegal ETB has evidenced real leadership in apprenticeship throughout the pandemic, demonstrating considerable flexibility in adapting and responding to the emergency environment through the use of blended learning, as well as showing expansion of numbers by some 50%, in Electrical, Plumbing and Carpentry and Joinery. Significant expansion was highlighted in Plumbing, which has increased from 28 to 63 places and also increased provision within the Motor Mechanic Phase 2 delivery. Over the course of this agreement Donegal ETB will aim to progress further expansion in Phase 2 delivery. In addition, Donegal ETB has developed a joint proposal with Atlantic TU for a new facility on a new site to jointly provide for Metal Fabrication and Electrical Apprenticeships. This initiative will also be progressed further in collaboration with SOLAS and the HEA.

## Enhanced Integration

One key area for development for Donegal ETB is around greater collaboration and integration with all elements of FET in this ETB. The siloed nature of further education and training needs to be explored and unpacked to result in the maximisation of resources and widespread use of the innovative and creative approaches used in some specific areas. The development of a FET estates strategy will be a key driver of change in this area and should be a priority focus in driving the integration agenda.

## Developing Horticulture

A key skills area which has been significantly developed within Donegal ETB's FET Centres is Horticulture. As well as being a unique and certified training offering, it underpins a sustainability culture across the ETB and also works as a platform to support and aid wellbeing for both learners and practitioners. The substantial outside site supporting this activity is a clear indication of the principles of collaboration and integration embedded with Donegal ETB.

There is potential to develop links and pathways around horticulture with the College of Agriculture, Food and Rural Enterprise (CAFRE) in Northern Ireland and this will be pursued over the next three years.

Over the course of this agreement Donegal ETB will continue to drive and embed sustainable practice, promote well-being and support a vision of integration and collaboration through the delivery of horticulture.

## Learner Voice

“

*“I was applying for jobs and not getting anywhere, so being on a course gave me a sense of purpose and allowed me to try out something different.”*

## Developing Green Skills

Donegal ETB is fully committed to being a key driver of green skills. The forward thinking of the Motor Mechanic Instructors has resulted in the IMI accreditation at three different levels in EV maintenance being offered as an extra night class. This training will also be offered to local employers and others involved in the motor industry, demonstrating cross pollination in delivery and anticipating the future skills needs in the area of the Green Economy.

Training Services are also currently exploring opportunities which will allow for further optional training being offered to Phase 2 Apprentices in the area of Retro Fitting and NZEB whilst they complete their Phase 2 training in Donegal.

From Autumn 2022, a wholly online green skills module will be available via eCollege, and Donegal ETB will encourage all learners to undertake this learning. The ETB will also seek differential validation to deliver the Level 4 micro qualification in Sustainability and roll this out across FET provision.



# 04

## FET Strategy – Fostering Inclusion

Donegal ETB experienced one of the greatest declines of all ETBs in overall FET learner and beneficiary numbers through the pandemic and a major goal must be to get these numbers back to 2019 levels as soon as possible. COVID-19 restrictions had a particular impact on those learners most at risk of marginalisation, many of whom were ill-suited to purely online learning and who found the prevailing environment immensely challenging. Donegal ETB ‘lost’ a base of these learners, but there are some signs of re-engagement in 2021. However, a renewed and re-energised approach needs to be implemented to increase participation and to target the hardest to reach groups, ensuring consistent learner support for all and embedding inclusive practice across provision.

### Embedding Inclusive Practice

Donegal ETB will continue to place emphasis on the formation of a Universal Design for Learning approach across the FET service with a community of practice of FET practitioners formed. This approach will continue to be supported by ensuring that mentors are available and accessible to teaching staff in FET Centres.

Donegal ETB will also 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
- 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, and community education has always been a real strength of Donegal ETB. The Mitigating Against Educational Disadvantage Fund (MAEDF), now the Reach fund, made a real difference to communities throughout Donegal. It is the intention of Donegal ETB to extend engagement to a wider range of community groups this year and encourage new groups to apply, particularly in areas such as Innovative Green Projects, Adult Literacy and Refugee Groups. Collaboration with key community education partners will be underpinned by the development of Memorandums of Understanding (MoUs). It must be noted that ETBs are increasingly being asked to take on a community development role and this must be carefully managed and planned with partner agencies at national and local levels.

### Ensuring Consistent Learner Support

Donegal ETB is committed to placing a major focus on ensuring that all FET learners have access to the same learning environment and same level of support regardless of facility or programme. It will continue to develop the approach to consistent learner support.

Donegal ETB has recently tendered for counselling and psychological support services for FET learners as a result of increased demand and in order to support FET learners with the necessary wrap-around supports.

It will also roll-out the fund for students with disabilities, previously only applicable to PLC provision, across all of FET.

### Targeting Priority Cohorts

Donegal ETB has developed a digital citizenship programme to allow learners and staff to become more digitally aware. Plans are in place to do a joint validation at Level 4 for a micro qualification award in this area.

In targeting priority cohorts, Donegal ETB approaches acknowledge the importance of access to our smaller rural centres and the associated digital hubs. Continued attention to re-engaging with older learners in rural communities must be a strategic priority in order to get back to 2019 targets and beyond.

Donegal ETB are investigating routes to re-engage young people who have been unable to complete their secondary education due to anxiety following the COVID-19 pandemic, and consideration is also being given to embedding a unique approach to increasing transversal skills development using the outdoor education and training service as a complementary approach to re-engagement.

### FET Leader Case Study

*Donegal ETB has been encouraging the sector to re-engage by facilitating clusters of community groups for collaboration. They have also established seven Donegal ETB-owned digital hubs throughout the county and have assisted in establishing over 10 more community-based digital hubs to enable engagement.*

## Pathways for People with Disabilities

In early 2021, Donegal ETB identified a training need among young autistic adults transitioning from second-level education. These young adults have specific needs and interests and require inclusive progression routes to further education, higher education and jobs. The National Learning Network collaborated with Donegal ETB in designing a response to this need. This service is called The Collective and the first intake of this one-year pilot programme commenced in September 2021. Donegal ETB, through the Collective, provides an instructional collaborative space to nurture and promote self-driven development, where students can pursue their own interests whilst gaining practical and transferable skills, using a range of technologies from high tech through to no tech and everything in between. The Collective provides a space for creativity, learning, exploring and sharing.

The students are given the opportunity to achieve industry-recognized certification from a wide range of qualifications, including ICDL, Adobe, Digital Citizenship, etc. This will facilitate students' access to higher training, universities, apprenticeships and jobs in the region.

If appropriate, students can also engage with industry partners and host company placements locally, where they will have the opportunity to practice their skills in new environments. It is envisaged that in addition to gaining qualifications, students will develop real-world practical transferable skills to support lifelong learning.

## Targeting the Drop in Learners and Certification

Donegal ETB has always been a sector leader in ensuring learners at all levels are given the option of accreditation for their learning. Inevitably, certification levels have fallen steeply in line with a decline in overall learner numbers. While it still has a relatively high base of certification outcomes due to its focus on this area in the past, an action plan will be developed to target increasing certification back to previous levels.

## 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.

Donegal ETB has a long track record in supporting literacy, numeracy and digital inclusion across its region. Donegal ETB engagement with literacy learners was really impacted by the pandemic with learners citing their preference for face-to-face learning in preference to any kind of on-line engagement. Over the course of this agreement, Donegal ETB will get back to 2019 numbers and grow this by a further 10%, contributing to the overall expansion of literacy investment and provision sought in the ALL strategy. 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.

### Learner Voice

*"We are always recommending books to each other. Any materials that we found really good for ourselves, we recommended to each other."*

Specifically, Donegal ETB 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 further build digital capabilities and use of digital hubs in rural communities despite broadband and Wi-Fi challenges.
- 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 of literacy needs of those in employment via Skills to Advance.
- Continue to provide integrated literacy supports in the delivery of apprenticeships.





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. Donegal ETB has invested significantly in improving access and facilitating a more seamless learner journey through its provision. 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. Putting a system in place which allows pathways into FET throughout lifetimes and careers will be essential to meet the demands of our rapidly evolving economy and society.

### Pathways within FET

The Future FET integrated approach is based on a clear strategy to facilitate progression within FET from one course to another, advancing along the National Framework of Qualifications, with learner guidance and support and quality assurance playing an important role in ensuring that potential pathways are transparent from the outset. Donegal ETB has always placed a strong emphasis on progression within FET and has proved remarkably resilient in maintaining progression levels despite a significant fall in learner numbers through COVID-19, outperforming the sectoral average by a big margin. Key elements of this approach include:

- The integration of adult guidance services with course delivery and wider learner support.
- Recognition of the importance of transversal skills.
- A focus on vocational and occupational awareness and labour market readiness.
- Clearly defined progression pathways for learners at Levels 3-6.
- A commitment to certification at all levels of learning across the NFQ.

The transition to the FET funding model will also further a move to integrated FET pathways with programme guidelines that act as barriers being removed. Donegal ETB will continue to work to deliver and enhance its FET pathway progression strategy in this context.

### School to FET Pathways

Donegal ETB engages with a range of post-primary schools both through visits to schools and arranging tours of training centres. Training services have also provided basic welding training on Friday afternoons to a number of cohorts of Transition Year students from post-primary schools to further enhance the schools-to-FET pathway and utilise the opportunity to market wider FET provision to a targeted audience.

Donegal ETB will begin to deliver TY modules across a range of areas, including health and beauty, following on from the success of the basic welding training.

Donegal ETB has identified a cohort of students who have dropped out of post-primary provision and will consider what supports can be provided for these students to engage with FET through traineeships or other FET programmes.



### FET-HE Pathways

A unique feature of Donegal ETB is its proximity to Northern Ireland and the border, in particular to HE and FET colleges based there. Donegal ETB levels of progression to HE are higher than learner records when movement to Colleges in the North is taken into account. There is an MoU in place since 2018 between Donegal ETB, ATU, North West Regional College and Ulster University. Donegal ETB will engage with SOLAS to potentially build in data that could reflect this progression, which is not currently captured within the FET system data infrastructure.

Donegal ETB will focus on ensuring that all learners who progress to HE are captured for the duration of this agreement and that the fall in FET-HE progression in 2018-21 is addressed.

### FET Leader Case Study

The 'Maps and Gaps' project formed in collaboration with ATU (Letterkenny campus) has provided an opportunity for FET students to progress into an expanded range of NFQ Levels 7 and 8 within the Higher Education Links Scheme. ATU Letterkenny has been proactive in removing barriers for progression within the range of their suite of programmes offered.

## Addressing Gaps in the FET Pathway

Despite the strong FET progression strategy referenced on the previous page, Donegal ETB has identified areas where it can reinforce learning pathways. Over the course of this agreement, it is targeting a gap in Level 4 provision, which can often be a critical bridge between transversal and employability skills development, and building the vocational and technical knowledge and labour market readiness to prepare learners to move into employment. In a similar vein, Donegal ETB will continue to offer taster modules in its Training Centre to Youthreach learners to prepare and encourage them for vocational pathways.

As can be seen from the table opposite, this type of approach is also reflected in strong pathways into employment in key regional sectors. There are significant progression levels into the construction industry, healthcare, food and hospitality and business. The work to build these outcomes as a destination from learning pathways at a very early stage is important. It will also continue to use learner/graduate testimonials to demonstrate the power of FET and where it can take you.



*Based on the joint work carried out by SOLAS in collaboration with the CSO, the learners who have completed their course during 2019 in health and welfare, engineering, manufacturing and construction, business administration and services accounted for over 90% of the learners who were in substantial employment within 12 months.\**

ISCED Description	2019	Cluster	2019
Arts and Humanities	1%	Arts & Crafts	0.0%
		Media Graphics Communications	0.9%
		Business Administration	14.2%
Business and administration and law	16%	Financial services	1.9%
		Sales & Marketing	0.0%
		Research and Education – Training	3.3%
Education	3%	Research and Education – Training	3.3%
Engineering, manufacturing and construction	32%	Built Environment	18.1%
		Engineering	1.9%
		Engineering (Electrical)	0.5%
		Engineering (Mechanical)	7.3%
		Engineering (Transport)	0.8%
		Manufacturing	3.3%
		Health and welfare	30%
Information and Communication Technologies	2%	Information Technology	2%
Natural sciences, mathematics and statistics	3%	Science and Technology	3%
Services	13%	Food and Beverage	8.3%
		Security, Guarding & Emergency Services	0.6%
		Sport and Leisure	3.9%
		Transport, Distribution & Logistics	0.2%

*\*This table is based on the analysis that was carried out within the CSO using Target 1 employment definitions for the Strategic Performance Agreements.*

## Learner Voice

“I would definitely recommend the programme to other Personal Assistants or carers who have experience, but no qualifications. The support received from the mentor was exceptional – encouraging and providing feedback on drafts with clarity.”

## Lifelong Learning Pathways

Work-based learning is a critical component of Donegal ETB provision. Developing a collaborative model with industry will embed this further.

Continued emphasis on strong growth and positive outcomes for traineeships is part of Donegal ETB's efforts to create an agile and flexible offering which will meet the needs of people in the region throughout their lifetimes and careers. Donegal ETB will also explore opportunities for developing and rolling out micro qualifications to facilitate a 'dip in, dip out' system.

A major asset of Donegal ETB is its expertise in Recognition of Prior Learning (RPL) and ability to deliver this at scale. It has enabled hundreds of people to re-engage with education and embark on learning pathways and will continue to be given a strong focus. Donegal ETB will lead sectoral efforts to develop cross-tertiary approaches, including the human capital initiative HE project on RPL. It will also explore initiatives which are similar to the outstanding successes achieved with redundant workers from Ulster Bank.

There is clear evidence that Donegal ETB staff put the needs of learners at the heart of everything they do. However, Donegal ETB highlights the challenge associated with transforming service delivery whilst the limitations associated with legacy arrangements remain in place. As we enter the next phase of the 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. Donegal ETB 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

Donegal ETB will work with SOLAS and DFHERIS at a national level to advance a FET management structure that reflects priorities set out in the FET Strategy. This new structure will have to allow for flexibility around re-assignment of roles based on service need and Donegal ETB will support the introduction of a FET practitioner role as required. It has specific concern about the appropriateness of the continued use of the CEF grade as a generic FET management and development resource. Donegal has also identified a critical need for IT and health and safety FET staff to support continued effective operations.

Donegal ETB 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 and the provision of green skills training for all Donegal ETB staff.

Donegal ETB will support work to reform the FET funding model, which reflects the move away from programme brands and silos to a more generalised approach to funding and rewarding performance and innovation.

### Digital Transformation

Donegal ETB responded as well as possible 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. However, as previously referenced, some learners were lost due to the on-line environment.

Donegal ETB is committed to having a dedicated blended learning policy built within the framework of the quality assurance infrastructure. As well as utilising digital innovations to deliver on professional development, there is an ambition to have a TEL mentor in all centres and, while Donegal ETB has seven Digital Hubs in the county, they would like to extend this to all FET centres.

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 2022 - 2024.

### Quality, Agile FET

Donegal ETB successfully completed its inaugural review of quality assurance with QQI. It has committed senior management responsibility and significant support infrastructure in order to establish an integrated quality assurance structure across FET.

Donegal ETB acknowledges that further growth and development of the quality assurance infrastructure will be necessary to enable the provision of an integrated FET service. This will also become a driver of agile curriculum development in collaboration with partner ETBs. The ETB and SOLAS acknowledge that this will require investment, although re-skilling and deployment of currently surplus teaching staff could be considered. Investing in professional development support for all its practitioners on new pedagogical approaches is a key priority. This will help staff to understand that learning needs to be designed differently in order to deliver it effectively online.





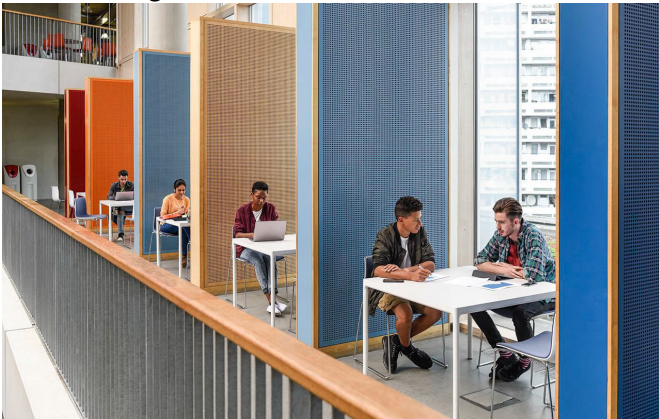
## Capital Development

Donegal ETB will begin a programme of investment in FET capital infrastructure to ensure that all FET settings have the same look and feel no matter what FET centre the learner enters.

The development of an estates strategy will be central to a pipeline of projects for Donegal ETB, coupled with the requirement to fully expend the annual devolved capital budget.

A specific focus will be placed on making strategic decisions on delivering integrated and consolidated provision and moving towards identifying the Donegal ETB FET College of the Future. In this regard, priority will be given to moving away from dual provision models towards dedicated FET- only sites.

SOLAS will continue to develop capital processes to ensure application of the public spending code along with a clear process for capital funding streams and application and approval processes to support Donegal ETB in this regard.



## Learner and Performance Centred

The Learner continues to drive everything Donegal ETB does, as evidenced by the expansion and strengthening of the Learner Voice across the ETB which was an area for action highlighted as part of the Self Evaluation Report.

Immense value is placed on the Aontas Independent Learner Voice, as well as the Donegal ETB learner feedback mechanisms and activities. Both will continue over the course of this agreement. National activity will continue to be supported by SOLAS and Donegal ETB will engage with any new initiatives introduced in relation to strengthening the learner voice across the ETB sector.

Donegal ETB will continue to work with SOLAS to advance a model of provision that reduces barriers to learning and will continue to enhance collaboration across education and welfare services locally.

SOLAS will provide the necessary support for curriculum development, which has been identified as a key enabler for Future FET.



## Learner Voice

“The course equipped me with the skills required for the workplace. The whole experience has been great. Staff, facilities and teaching have been excellent.”



## 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.

# 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)

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**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 then 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

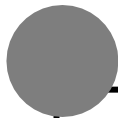


### Fostering Inclusion

**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 1<sup>st</sup> 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

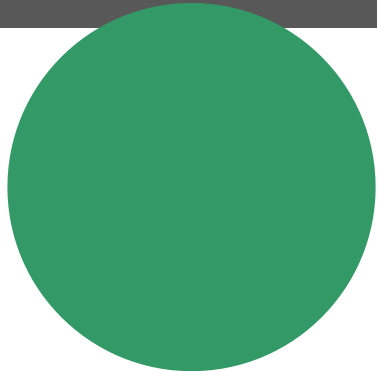


### Targeting Key Skills Needs

**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 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

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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



# Donegal ETB Ambition 2022-2024 at a glance

- Develop a FET College of the Future proposition that moves Donegal ETB away from dual provision and builds on the success, and widens the reach, of its current offering.
- Focus on more flexible and online offerings to significantly increase Skills to Advance provision.
- Embed and promote one single offering for upskilling the unemployed across Donegal and remove associated programme silos.
- Deliver consistent learner support, including access to psychological support, adult guidance and the roll-out of the Fund for Students with Disabilities approach across all FET provision.
- Launch 'The Collective', an initiative to support transition of learners with autism from school to FET.
- Develop an action plan to re-engage with learners and return Level 1-3 certification to pre-pandemic levels.
- Work on FET-HE progression via better cross-border pathways and monitoring of these pathways, and consider opportunities for co-development and co-delivery of degree programmes with HEI partners.
- Be one of the key leaders in the sector to drive the implementation of the ALL strategy and expand literacy provision.
- Use the capacity built up in quality assurance to drive agile programme development in partnership with industry and other ETBs.
- Develop school-FET pathways by promoting a wide range of courses including the CAO-linked resource and by further developing TY experiential offerings across all schools.



# Glossary

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

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