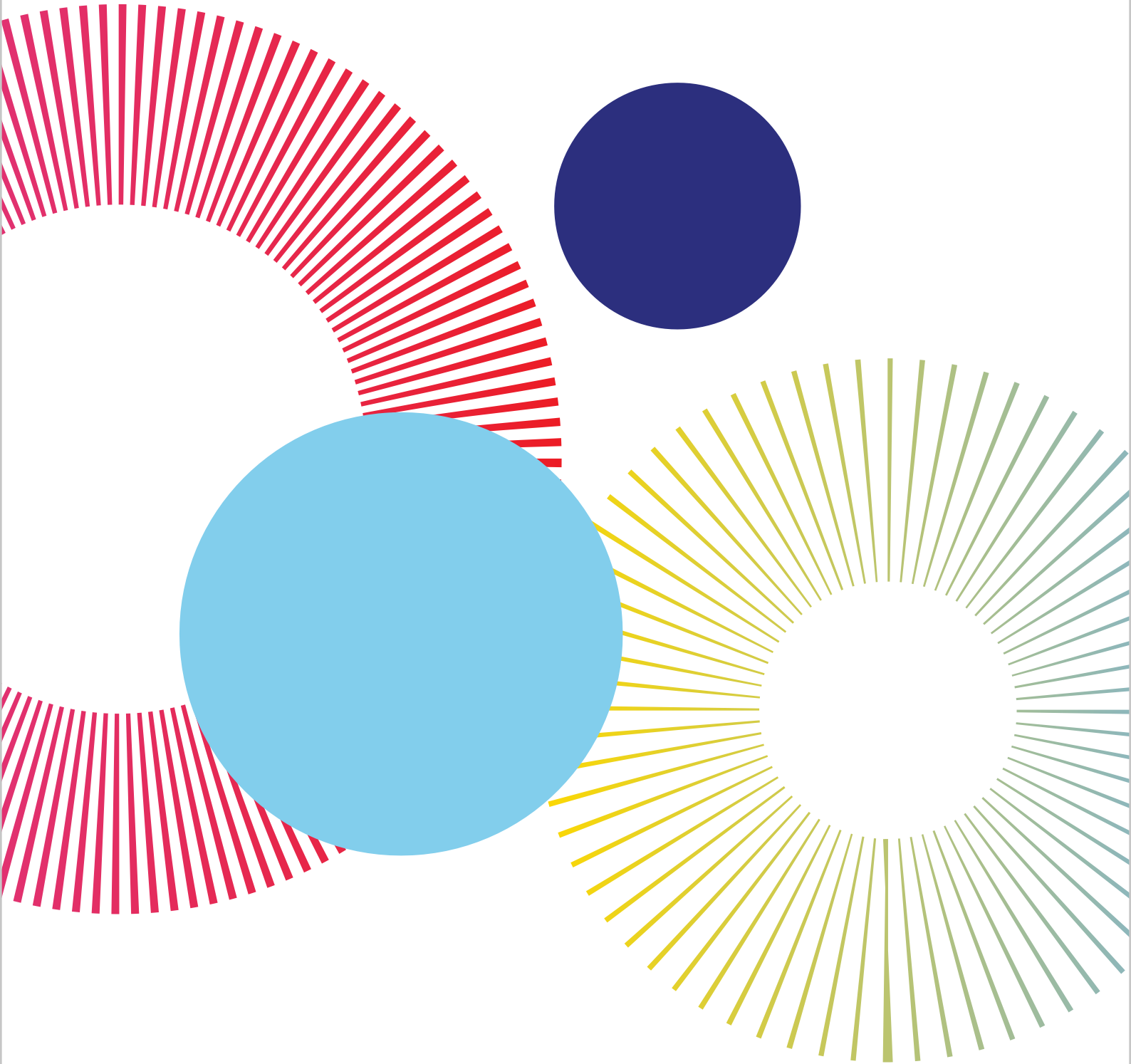


# The 2022 Further Education and Training (FET) Services Plan

---



# **The 2022 Further Education and Training (FET) Services Plan**

# Table of Contents

Acknowledgements	3
Foreword	7
Executive Summary	9
Section 1 – Top Level Analysis of 2022 Funding Allocations and Provision	12
– Budget allocations	12
– Capital funding	15
– Analysis of data submitted through the Funding Allocations Requests and Reporting (FARR) System	18
– SOLAS grant allocations to other FET providers, agencies and bodies in the Further Education and Training sector	50
Section 2 – FET Supports	77
Section 3 – Appendices	85
Glossary	100

# Acknowledgements

**SOLAS wishes to acknowledge the feedback and support received throughout the development of the Further Education and Training (FET) Services Plan 2022 from:**

- The Department of Further and Higher Education, Research, Innovation and Science
- The Department of Education
- The Department of Social Protection
- The Department of Children, Equality, Disability, Integration and Youth
- The Department of Public Expenditure and Reform

**SOLAS would also like to acknowledge our stakeholders' contributions to the 2022 Further Education and Training Services Plan. Our thanks to:**

**The 16 Education and Training Boards (ETBs) and particularly their Directors of Further Education and Training:**

- Cavan and Monaghan
- City of Dublin
- Cork
- Donegal
- Dublin and Dún Laoghaire
- Galway and Roscommon
- Kerry
- Kildare and Wicklow
- Kilkenny and Carlow
- Laois and Offaly
- Limerick and Clare
- Longford and Westmeath
- Louth and Meath
- Mayo, Sligo and Leitrim
- Tipperary
- Waterford and Wexford

## **The Voluntary Secondary Schools and Community and Comprehensive Schools (VSCCS):**

- Donahies Community School, Streamville Road, Dublin 13
- Gorey Community School, Gorey, Co. Wexford
- Mary Immaculate Secondary School, Lisdoonvarna, Co. Clare
- Nagle Rice Secondary School, Doneraile, Co. Cork
- North Presentation Secondary School, Farranree, Co. Cork
- Sancta Maria College, Louisburgh, Co. Mayo
- Scoil Mhuire, Ennistymon, Co. Clare
- St Joseph's Secondary School, Spanish Point, Co. Clare
- St Michaels, Castlerea, Co. Roscommon

## **PLC Schools and Colleges to which grants are administered through the Dept. of Education**

- Central College, Sexton Street, Limerick
- Coláiste Chiaráin, Summerhill, Athlone, Co. Roscommon
- Coláiste Mhuire, Ballygar, Co. Galway
- Donahies Community School, Streamville Road, Dublin 13
- Glenamaddy Community School, Co. Galway
- Gorey Community School, Gorey, Co. Wexford
- Jesus and Mary Secondary School, Enniscrone, Co. Sligo
- Kilrush Community School, Co. Clare
- Mary Immaculate Secondary School, Lisdoonvarna, Co. Clare
- Mercy College, Sligo
- Moate Business College, Moate, Co. Westmeath
- Sancta Maria College, Louisburgh, Co. Mayo
- St Cuan's College, Castleblakeney, Ballinasloe, Co. Galway
- Tullow Community School, Carlow

## **Further Education and Training - support organisations:**

- AHEAD
- AONTAS
- Fasttrack into Information Technology (FIT)
- National Adult Literacy Agency
- National Centre for Guidance in Education
- Pavee Point

### **Further Education and Training – staff representative organisation:**

- National Association of Adult and Community Education Directors

### **Further Education and Training – lifelong learning opportunities:**

- Age Action Ireland
- An Cosán
- Irish Countrywomen’s Association
- The People’s College

### **Further Education and Training – professional development project:**

- South East Technological University (SETU)/National Adult Literacy Agency
- Irish Deaf Society

### **Further Education and Training specific projects - EU and other projects:**

- AONTAS
- Central Statistics Office - Programme for the International Assessment of Adult Competencies (PIAAC)
- Department of Foreign Affairs – OECD - Programme for the International Assessment of Adult Competencies (PIAAC)
- Irish Association of Community Training Organisations (IACTO)
- Irish National Organisation for the Unemployed

### **Further Education and Training – learning pathways:**

- Construction Industry Federation
- Down Syndrome Ireland
- Dyslexia Association of Ireland
- National Adult Literacy Agency
- Third Age

### **Further Education and Training organisations – FET support projects:**

- Association of Community and Comprehensive Schools & Joint Managerial Body for VSCCS (Further Education Support Unit)
- Education and Training Boards Ireland (ETBI)

### **Further Education and Training organisations – 2016+ Apprenticeship:**

- Accounting Technicians Ireland
- Fasttrack into Information Technology (FIT)
- Retail Ireland Skillnet

**Further Education and Training organisations – other FET providers:**

- Irish Deaf Society (IDS)
- National Adult Literacy Agency
- Trinity Centre for People with Intellectual Disabilities (TCPID)



## Foreword

Emerging from COVID, FET service provision has bounced back with a renewed vigour and drive to meet the needs of FET learners, whilst continuing on the journey of reform and continuously improving how service is delivered. ETBs have continued to support and engage with learners to build confidence in returning to learning and to increase the current range of offerings.

The SOLAS FET services plan set out in this document demonstrates how the ETBs and all of the providers across FET have managed their provision and intend to do so for the year ahead. The plans are initially informed by requirements at the start of the year, but they naturally evolve during any given year, and typically reflect the balance of provision across providers and programmes within the FET system.

The FET learners are now back to full onsite provision with elements of blended delivery where appropriate. The key areas of focus for 2022 centre around addressing the increasing number of apprenticeship registrations and re-engaging with our most marginalised learners for whom a wholly online learning experience during COVID was really challenging. The development of strategic performance agreements over the course of 2022 is also a key priority. These agreements between SOLAS and ETBs, will guide the next three years of FET planning and implementation of 'Transforming Learning', the Future FET strategy, through the setting of targets in the specific areas listed below:

Supporting Jobs

Skills to Compete: Deliver

Creating Pathways

Fostering Inclusion

Widening Participation:

Adult Literacy for Life (ALL)

Upskilling

Targeting Key Skills Needs

This services plan sets out in detail the different aspects of provision and support which comprise FET services, and the outcomes this generates. It is a guide to the current nature and focus of further education and training, and we hope you find it a useful resource. Most

importantly, it reflects the incredible efforts by staff within SOLAS, the ETBs and other FET providers and support agencies to continue to build the contribution and impact of FET across our communities, and reform existing provision to meet emerging and changing needs of our learners.

A handwritten signature in black ink that reads "Andrew Brownlee". The signature is written in a cursive, flowing style.

Andrew Brownlee

CEO

# Executive summary

The 2022 Further Education and Training (FET) Services Plan was prepared by SOLAS in consultation with Education and Training Boards (ETBs), Voluntary Secondary and Community and Comprehensive Schools (VSCCS), and other partner agencies and bodies funded, or part funded, by SOLAS. The purpose of the plan is to set out how the State’s investment in FET will be deployed across the ETBs, VSCCS and support agencies and bodies in 2022, and the outputs and outcomes that this investment is expected to deliver.

## Section 1: Top level analysis of 2022 funding allocations and provision

The budget available for SOLAS funded further education and training provision in 2022 will amount to €948.8m which is an increase on the 2021 budget.

This commitment includes a capital allocation of €47.5m. Within the FET sector, the medium-term priorities are to secure and consolidate FET provision in modern, fit for purpose facilities and for the expansion, upgrade and renewal of facilities and equipment required to meet growing demands.

Through the Funding Allocations Requests and Reporting (FARR) system, FET providers estimate that there will be 316,835 beneficiaries of the 2022 further education and training budget, with 244,624 new entrants expected to participate in FET courses. The vast majority of these learners will access their provision through the ETB network. The total estimated operating cost of FET provision in 2022 is €888,430,209.

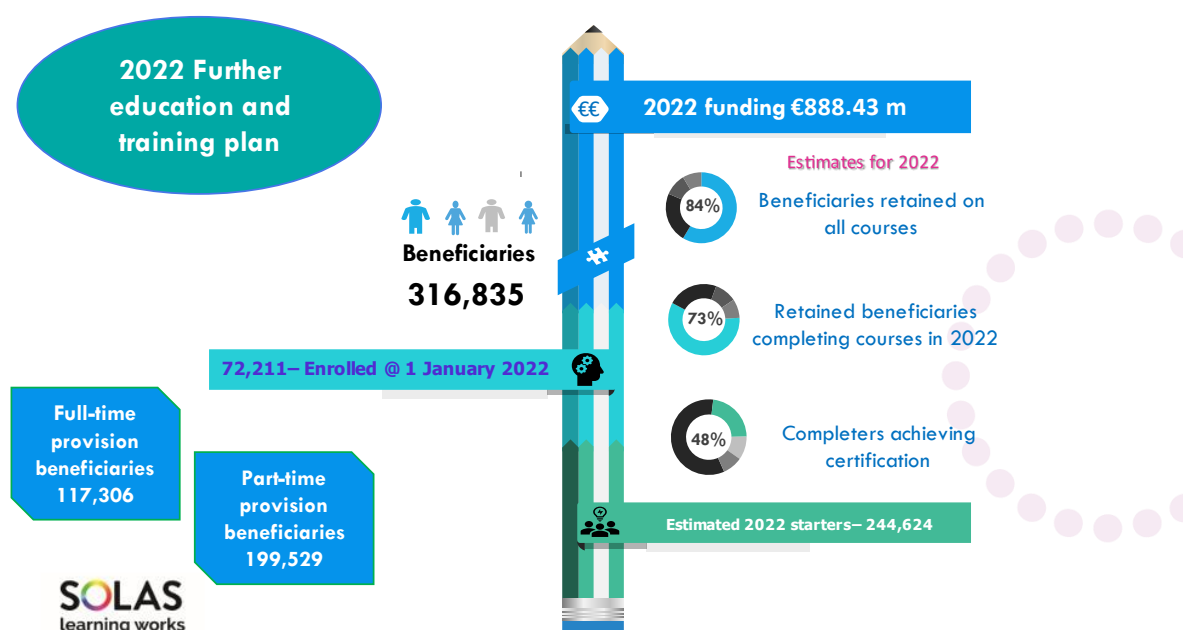


Figure 1: 2022 Further education and training plan

FET provision is informed by consultation with employers and other stakeholders to identify short to medium-term skills needs that can be addressed through FET provision. The extent of this influence is demonstrated through a mapping function within PLSS, the learner database, that links each of the individual courses delivered by FET providers to one of 33 skills clusters. Twenty-eight of these are linked to the labour market which places an enterprise-focused lens on FET data, and also facilitates analysis of how this provision corresponds to national skills shortages. The remaining five are linked to transversal skills development.

The FET Services Plan provides comprehensive analysis for estimated retention, completion and accreditation rates by programme for the ETBs and other providers for 2022. Analysis is also provided on planned participation rates for the priority groups of the long term unemployed and learners with a disability.

In relation to non-ETB allocations these include funding for PLC (teacher pay and student capitation) for the Voluntary Secondary and Community and Comprehensive Schools (circa €3.4m in 2022) which will continue to be administered by The Department of Education for 2022. Specific detail is also provided on the portion of the 2022 funding that is allocated to a number of agencies and bodies that support and provide services to the FET sector.

## **Section 2: FET supports**

A number of national systems, services and strategies that support the development of a strong FET sector are administered or co-ordinated by SOLAS.

SOLAS has statutory responsibility for the co-ordination and oversight of the national apprenticeship system under the Industrial Training Act, 1967. Apprenticeship provides structured training in the workplace and outside it, leading to an award on the National Framework of Qualifications (NFQ). Apprentices are employed for the duration of their apprenticeship.

The Skills to Advance initiative provides targeted skill development for employees in the Irish workforce, particularly those who have lower skills levels, work in vulnerable sectors and who need more opportunities to advance in their working lives and careers, to sustain their employment and to avoid displacement or to avail of emerging job opportunities

eCollege is the national further education and training online learning service. It operates on a continuous intake basis and offers flexible, fully online learning opportunities leading to certification. As an emergency response to Covid-19, eCollege has been open to public applications with over 60,000 new entrants joining courses since March 2020. eCollege is available to unemployed learners via the Department of Social Protection (DSP) and employed learners under Skills to Advance via ETBs. The Technology Enhanced Learning (TEL) Support unit continues to offer key strategic supports to FET providers including a federated Moodle infrastructure of over 100 local sites, and framework agreements for courseware, software and certification which support online, blended and in classroom learning.

The national Construction Skills Certification Scheme (CSCS), Quarrying Skills Certification Scheme (QSCS) and Safe Pass programmes are administered by the Construction Services Unit who operate and manage a systematic monitoring service. This service validates the effectiveness of the SOLAS quality assurance systems for Safe Pass, CSCS and QSCS programmes.

A very significant development in 2021 was the introduction of a 10-Year National Strategy for Adult Literacy, Numeracy and Digital Literacy (Adult Literacy for Life) developed by SOLAS and launched in September. This strategy established a “Whole-of-Government” approach to this area and sets out a vision of an Ireland where every adult has the necessary literacy, numeracy and digital literacy to fully engage in society and realise their potential.

The Programme and Learner Support System (PLSS) is a joint initiative between SOLAS and ETBI. It is an ICT system which provides a suite of tools for FET providers to manage and administer the programmes they offer. ETBs can also use the PLSS system to completely manage the applicant and learner lifecycle. This system is constantly evolving to meet the needs of the sector, including introducing new functionality to improve the data collection and user experience.

## Section 1

# Top-level Analysis of 2022 Funding Allocations and Planned Provision

This section provides top-level analysis of the 2022 FET **grant allocations** and projected FET provision relating to **inputs, outputs** and **outcomes**.

### **Budget allocations**

The 2022 FET Services Plan provides for a total budget allocation of €948.8m which will be made available for SOLAS funded further education and training provision in 2022.

- The Department of Education will continue to administer funding for PLC (teacher pay and student capitation) for the Voluntary Secondary and Community and Comprehensive Schools (circa €3.4m in 2022)
- For 2022, it is envisaged that some 316,835 beneficiaries (325,102 beneficiaries were planned for in 2021) will benefit from SOLAS funded FET programmes and services with 244,624 new entrants (241,621 new entrants were planned for in 2021) expected to participate in FET courses.

### **Budget availability for 2022 FET grants**

The total amount allocated to SOLAS in 2022 is €1,036.871m. This is comprised of €658.275m in Exchequer funding, €370.5m from the National Training Fund and SOLAS income of €4.105m along with funding drawdowns/savings in 2021 relating to Covid-19 testing regime and Debenhams training fund circa €3.99m. The funding available to SOLAS for FET grants and the source of this funding is set out below.

### **Funding allocations**

Tables 1.1 and 1.2 provide summary details of the SOLAS grant allocation and how the grant allocation will be utilised in terms of grants to:

- Education and Training Boards (ETBs)
- Voluntary Secondary and Community and Comprehensive Schools (VSCCS)
- Other FET organisations funded by SOLAS.

## Grant allocations and expenditure

Table 1.1 Shows the funding allocation to SOLAS and other cash resources to be used in funding the full FET provision and services for 2022.

**Table 1.1 SOLAS grant allocation for 2022**

SOLAS grant allocation 2022	
	€
SOLAS grant allocation (Exchequer & NTF)	€1,028,777,000
SOLAS income	€4,104,000
Drawdowns /savings in 2021 - Covid-19 testing regime and Debenhams training fund	€3,990,000
<b>Total</b>	<b>€1,036,871,000</b>

Table 1.2 indicates the projected expenditure for the full FET provision and services for 2022 and the funding retained centrally.

**Table 1.2: Total projected expenditure for FET provision for 2022**

Total projected expenditure for FET provision 2022		2022
<b>Budget available to SOLAS</b>		<b>€1,036,871,000</b>
SOLAS direct costs (including programme costs)	€87,556,217	
SOLAS capital	€500,000	
<b>Total SOLAS direct costs and capital</b>		<b>€88,056,217</b>
<b>Budget available after SOLAS direct costs for grant allocation</b>		<b>€948,814,783</b>
ETB FET grants for provision	€879,439,455	
ETB FET grants for capital	€47,500,000	
<b>Total ETB FET grants for provision and capital</b>		<b>€926,939,455</b>
<b>FET grants for FET specific projects</b>		
Additional FET provision	€6,010,754	
FET support organisations	€3,472,318	
FET lifelong learning opportunities	€924,779	
FET staff representative organisations	€101,400	
FET CPD provision	€571,900	
EU and specific projects	€1,284,729	
FET learning pathways	€2,741,245	
Organisation - FET support projects	€2,121,061	
2016+ Apprenticeships (consortia, lead/coordinating providers)	€2,847,141	
<b>Total FET grants for FET specific projects (non-ETB)</b>		<b>€20,075,328</b>
<b>Grants profiled - yet to be allocated</b>		
Agency grants	€1,800,000	
<b>Total FET provision grants - yet to be allocated</b>		<b>€1,800,000</b>
<b>Total FET grants</b>		<b>€948,814,783</b>
<b>TOTAL FET grant allocations and SOLAS costs</b>		<b>€1,036,871,000</b>

## **Capital funding**

The FET strategy sets out an ambitious agenda for the FET sector as a driver of economic development and cohesion. A key enabling theme set out in the FET strategy is the transformation and the enhancement of FET infrastructure, which will be achieved by a very significant increase in capital investment over the next five years. Within the FET sector, the medium-term priorities are to secure and consolidate FET provision in modern, fit for purpose facilities and for the expansion, upgrade and renewal of facilities and equipment required to meet growing demands. Further strategic expansion of FET facilities will be informed by population and job growth, more ambitious climate targets and the requirements of the National Planning Framework.

Recent years have shown a significant commitment to develop the capital infrastructure through which Further Education and Training is delivered in Ireland, with a commitment of €300 million over the period of the current National Development Plan. In this regard the sector is in a transitional period as SOLAS work with the ETBs to progress funding programmes in a new administrative context.

Traditionally, there was a small funding envelope available for FET capital projects each calendar year. The Public Spending Code (PSC) sets out the rules and procedures which govern all public funds, with a phased approach to project progression. 2020 saw first time engagement with the DES (subsequently DFHERIS) Planning and Buildings Unit administration and technical teams, where their experience in schools sector programmes and their understanding of the Public Spending Code and the Capital Works Management Framework was applied to ETB funding proposals. Under the PSC, The Department of Further & Higher Education, Research, Innovation and Skills is overall Approving Authority for capital projects and programmes in the Further Education and Training sector. SOLAS supports DFHERIS in discharging its role as Approving Authority, with a number of Approving Authority functions explicitly devolved to SOLAS in line with the Agency's broader oversight remit for the sector. Education and Training Boards (ETBs) fulfil the role of Sponsoring Agency in relation to capital projects.

In 2021 SOLAS also established a FET Capital & Property Working Group with representation from SOLAS, DFHERIS, ETBs and ETBI. The role of this group is to have cross party input into the development of processes around application for funding for FET capital projects in ETBs within the overall context of the Public Spending Code and Capital Works Management Framework. The Working Group acts as a consultative forum for new initiatives and strategies and the consideration of sectoral capacity issues.

## 2022 Capital budget

In line with the commitment outlined in the National Development Plan 2018 - 2027 the total SOLAS capital allocation for 2022 is €48.0m, €47.5m to cover ETB capital requirements and €0.5m to cover SOLAS capital requirements. In 2022, SOLAS and DFHERIS will establish three new funding streams, The College of the Future Fund, Strategic Infrastructure Upgrade Fund and the Climate Action Pathfinder Fund. These are in addition to the existing Emergency and Health & Safety Works Fund, Apprenticeship Fund and the Legacy Projects.

### Devolved capital funding stream

The devolved capital allocation funding stream was introduced in 2018 and is intended to support ETBs in addressing the most urgent infrastructural requirements, including maintenance and refurbishment of facilities; replacement and upgrade of equipment, including ICT equipment; and small-scale building works. The devolved capital funding allocations of €8.047m is determined using three funding bands reflecting the overall scale of each ETB. Table 1.3 details the 2022 devolved funding allocation to ETBs by funding band.

**Table 1.3: Devolved capital funding to ETBs for 2022**

Devolved capital funding to ETBs for 2022			
Funding Band	ETBs	Allocation	Allocation per funding band
1	CDETB, CETB, DDLETB, LCETB, WWETB	€580,000	€2,900,000
2	GRETB, KETB, KWETB, LMETB, MSLETB	€507,500	€2,537,500
3	CMETB, DETB, KCETB, LOETB, LWETB, TETB	€435,000	€2,610,000
<b>Total 2022 devolved funding allocation to ETBs</b>			<b>€8,047,500</b>

### Emergency and Health & Safety Works Grant

In 2022 SOLAS are allocating €3m to the dedicated funding Stream for Emergency and Health & Safety Works. The aim of funding allocated under this stream is to address the most urgent health and safety requirements of ETBs during 2022.

### Apprenticeship funding stream

A spend of €4.5m in respect of Apprenticeship capital funding is expected in 2022. This is in addition to the Apprenticeship Lease costs incurred under the SOLAS Operational Budget. Throughout 2022 SOLAS will work closely with ETBs to progress projects with the opening of

a New Apprentice Facility in Drogheda, an upgrade of existing facilities and a general apprenticeship equipment call to meet the requirement of all ETBs.

### **Legacy funding stream**

The existing legacy project funding in 2022 is planned to be €32m. A significant proportion of this funding is allocated for purchase and refurbishment works at the Advanced Manufacturing Training Centre of Excellence (AMTCE) in LMETB. This is a significant investment in training facilities on cutting edge technology that is needed by industry now and into the future. In addition to the AMTCE, funding is also allocated for the installation of Modular buildings in Cavan and Sligo to ensure the delivery of services in these regions from September 2022 onward. Other funding allocated under the legacy funding stream is for existing project commitments including the completion of the NZEB Centres of Excellence in Cork and Limerick.

### **Strategic Infrastructure Upgrade Fund (SIUF)**

The Strategic Infrastructure Upgrade Fund (SIUF) will be launched in the early 2022, to support a strategic approach to investment in the upgrade of existing buildings based on medium to long term objectives. The SIUF fund is for Capital Building Projects between €100k and €5m. Funding of €79m has been identified under the NDP for this programme with each ETB being invited to submit two applications for consideration. All applications received will be reviewed by the SIUF evaluation group, those recommended, will be progressed to the design stage under the Public Sector Code (DG1).

### **College of the Future**

The College of the Future Fund (COTF) is expected to be launched in early 2022 with the SIUF to identify strategic €5m+ investment projects that would act as a catalyst for the reform of the FET Sector in line with the Future Strategy, addressing climate action and other government priorities. Under this fund each ETB will be invited to submit two strategic applications. Applications will be reviewed by an evaluation panel, the projects recommended for progression to the next stage which involves the development of a preliminary business case under the Public Spending Code (DG0).

### **Climate Action Pathfinder Fund**

The FET Climate Action Pathfinder Fund is planned to be launched in 2022. To support the administration of the FET climate pathfinder fund, a steering group will be established consisting of members from SEAI, SOLAS, DFHERIS and ETBI. This fund will have 50/50 joint funding from both SOLAS and the SEAI as a pathfinder to establish the best way to upgrade the energy efficiency of the current FET building stock.

### **Estate strategy**

As part of the College of the Future (COTF) and Strategic Infrastructure Upgrade Fund (SIUF) calls for proposals, ETBs will develop and submit a long-term estate strategy by Q1 2023. As part of the COTF and SIUF Calls for Proposals, ETBs are also requested to complete a strategic assessment of their proposals against the criteria linked to the FET strategy.

## **Analysis of data submitted through the Funding Allocations Requests and Reporting (FARR) System**

The following sub-section provides top-level analysis of the 2022 FET grant allocations and projected FET provision regarding inputs, outputs and outcomes. Throughout this section the term 'course' is used to describe a specific training event, and the term 'programme' is used to define several courses that are aligned or related to particular activities, for example the Apprenticeship Programme, the Skills for Work Programme or the Traineeship Programme.

No single metric can describe the overall picture of FET provision. To aid analysis, the term 'beneficiary' is used to describe the total number of learners who will benefit from interventions provided through FET funding in a given year, irrespective of whether they are present at the start of the year or join a course during the year. Consideration must also be given to the degree of participation, as some learners will partake in a full-time course, for example, a 42-week course delivered over an academic year, while others may participate in a part-time course delivered over a number of weeks for five hours a week. Both examples are considered equally when the term 'beneficiary' is used.

The Funding Allocations Requests and Reporting (FARR) system is used to capture planning data for 2022 to support the planning and funding process. FARR is a browser-based application linked to a database that captures quantitative data in a questionnaire format. The FARR system, which is integrated with the PLSS and the Apprenticeship Client Services System (ACSS), facilitated the capture of quantitative data by the ETBs to support their 2022 Funding Allocations Requests. The Voluntary Secondary and Community and Comprehensive Schools (VSCCS) and other FET providers' quantitative planning data is also captured in FARR for 2022.

The Covid-19 pandemic continued to have an impact on FET provision in 2021. As FET centres reopen and people return to the workplace, however, a clear plan is evident, in line with the FET Strategy, for FET to offer opportunities to reskill and upskill in response to labour market changes resulting from the pandemic.

Data available through the FARR database was collated and is set out in a series of tables as detailed later in this section. This analysis shows that there is a projected increase in the number of beneficiaries for 2022. Planned FET provision in 2022 is expected to cater for 316,835 beneficiaries (also referred to as learners), which is 13.5 percent (37,582) more than the reported number in 2021 (279,253). ETBs will cater for nearly all the planned increase in beneficiaries in 2022 with an overall increase of almost 27 percent (60,697).

Projected full-time provision for 2022, for all providers, compared to the 2021 reported outturn indicates that there will be an increase of 19.4 percent (19,094) in the number of beneficiaries and a projected increase in part-time provision of 9.4 percent (13,554). In relation to ETBs, there are projected increases across all provision types, with plans for an estimated 18,062 (18.8 percent) more full-time beneficiaries in 2022 compared to the 2021 reported outturn. ETB part-time provision is expected to increase by 37,701 (40.43 percent) beneficiaries and Community Education is expected to increase by 4,934 (13.5 percent) beneficiaries, compared to the 2021 reported outturn.

Among the full-time provision programmes in 2022 showing a planned increase in beneficiary numbers when compared to the 2021 reported outturn are Apprenticeships and Youthreach with projected increases of 3,172 (29.2 percent) and 1,069 (19 percent) respectively.

The reopening of society and the influence of the new Skills to Advance full-time programmes continues to be apparent, with initiatives for workforce upskilling embedded across many programmes, together with 1,759 additional beneficiaries in dedicated courses in response to enterprise and regional skills development needs, a 45 percent increase on 2021 reported outturns. Other planned increases in beneficiary numbers in full-time provision are VTOS Core by over 23 percent (962), Specific Skills Training by just over seven percent (785) and Traineeship by 11 percent (557).

The response to PLC Evaluation recommendations continues to be evident in PLC planning for 2022. PLC courses that are clearly defined as having an employment orientation are projected to cater for 38 percent (12,054) of the planned PLC starters and progression-oriented courses to cater for 59 percent (19,356) of the starters. The overall PLC planned beneficiary numbers are higher than the 2021 reported outturn both for ETBs and VSCCS by just over 15 percent (7,256). This is reflected in the planned starter numbers of 32,809 which is a 34.7 percent (8,459) increase on the reported starters for 2021. PLC schools/colleges tend to plan for additional courses that are aimed and marketed at potential beneficiaries who may avail of student grant support through SUSI. To ensure inclusion in the SUSI system, planned starter numbers are assigned to these courses, giving rise to the almost 35 percent increase in starter numbers compared to the 2021 outturn. The number of PLC places approved for the 2022/2023 academic year is 30,000.

For part-time provision, compared to the 2021 reported outturn, the main increases in beneficiary numbers are for Literacy 20.6 percent (5,675), Community Education 13.5 percent (4,934), Evening Training 70 percent (4,456), ESOL 18.5 percent (2,731) and BTEI Programmes (including VSCCS) 8 percent (2,047).

Set out below is a list of tables and charts that reflect the information obtained through the FARR system. In some instances, additional funding detail provided through the Funding Allocations Requests process is also included in these tables.

- **Table 1.4: Overview of 2022 funding allocated and estimates of provision inputs and outputs for ETBs and other FET Providers.** This table provides a breakdown of beneficiary numbers by ETB and other providers for 2022 as entered in the FARR system. Estimated numbers of starters, completers and accreditation rate by ETBs and other providers and the funding allocation is presented. The information on provision is presented in relation to full-time, part- time and Community Education. Funding information is also presented for all FET providers and for ETBs for innovation projects, provision supports, FET operational costs, including staff pay and overheads, and guidance services. This table is presented over a number of pages.
- **Table 1.5: Overview of 2022 funding allocated and estimates of provision inputs and outputs by programme for ETBs and other FET Providers.** The table presents information related to estimated inputs and funding allocated by programme provided by the ETBs, Voluntary Secondary and Community and Comprehensive Schools, National Adult Literacy Agency, Irish Deaf Society, Trinity Centre for People with Intellectual Disabilities and eCollege, for 2022. This table is presented over a number of pages.
- **Table 1.6: Estimate of changes in FET provision planned for 2022 compared to 2021 reported outturn.** Table 1.6 provides information on changes that ETBs and other providers indicated in their plans as likely to occur during 2022 compared to 2021 in relation to FET beneficiary numbers. Comparative funding allocations for 2022 and 2021 is provided also. The information is presented in relation to full-time and part/variable time provision across FET programmes. This table is presented over a number of pages.
- **Chart 1.1: Estimated percentages of beneficiaries expected to participate in FET programmes in 2022 by provision type.** This chart provides overall data in percentage terms in relation to the estimated number of beneficiaries expected to participate in FET programmes in 2022 on a full-time and part-time basis and through Community Education.
- **Chart 1.2: Estimate of FET outputs for beneficiary completions/exits during 2022 by provision type.** This chart provides a breakdown, in percentage terms, of estimated completers both full and partial in addition to early leavers and those continuing their studies into next year. The data is presented by provision type; full-time, part-time and Community Education (variable time).

- **Chart 1.3: Estimate of FET employment and progression outcomes for completers in 2022.** This chart provides an estimate of beneficiaries completing FET full-time and part-time courses with either an employment or progression outcome during 2022.
- **Chart 1.4: Estimate of all outcomes for beneficiaries completing FET provision during 2022.** This chart provides an estimate of all outcomes in the context of full-time and part-time provision in 2022.
- **Chart 1.5: Estimate of employment and progression outcomes for completers on Community Education courses in 2022.** This chart provides an estimate of outcomes in the context of Community Education provision in 2022.
- **Table 1.7: Estimate of specific target groups participating in FET provision during 2022.** This table provides estimates related to learners reported as long term unemployed and learners reported as persons with disabilities starting a FET course in 2022. The table is presented over two pages.
- **Table 1.8: FET planned provision for 2022 by Skills Cluster.** The table provides information on the estimated number of beneficiaries by skills cluster and the percentage of beneficiaries by skills cluster expected to complete courses in 2022 and to progress to FET/HET or enter employment.
- **Table 1.9: 2021 FET provision reported outturn compared to 2021 planned provision.** This table provides an overview of the planned **starters**, **beneficiaries** and **completers** on FET full-time, part-time and variable-time provision for 2021 provision, compared with the reported outturn for 2021.
- **Table 1.10: FET provision reported outturn compared to the revised outturn at mid-year for 2021.** This table provides analysis of the mid-year revised forecasted outturn for FET provision against the 2021 FET reported outturn. The data is presented by full-time, part-time and variable-time provision for 2021.

## **FET Outputs and Outcomes**

To support understanding of the concept of outputs and outcomes, explanatory notes are presented below.

### **Outputs**

#### **FET Retention**

In this plan the concept of ‘retention’ captures the positive reality of learners progressing through their studies while also acknowledging the reality that some learners will leave the course early without completing a significant portion of the course.

The term retention describes those who are estimated to be retained past 25 percent of the course duration, i.e., it excludes those that have left the course early in 2022. In the tables that follow, the percentage retention for beneficiaries is calculated as follows: the number of course beneficiaries completing more than 25 percent of the course duration and content, divided by the total number of course beneficiaries.

#### **Completion**

To understand the population base for the outputs and outcomes values from FET provision in 2022, it is necessary to establish the number of learners retained on courses that are scheduled to finish (complete) in 2022. The concept of both ‘scheduled course completion’ and ‘individual learner completion’ on these courses need to be considered.

FET courses can span a two-year period. In relation to “*scheduled course completion*”

- Some of the courses funded in 2022, commenced prior to 2022 and will complete in 2022
- Some of the courses funded in 2022, will commence in 2022 and will complete in 2022
- Some courses funded in 2022, will commence in 2022 and will complete after 2022.

Only learners that are estimated to complete/finish in 2022 will be considered in the calculation of completion values for 2022.

In relation to “individual learner completion” in 2022, the following must be considered:

- The learners who will fully complete their course of study
- The learners who will partially complete their course of study, i.e., have completed a significant portion of the course but left/exited the course prior to its completion and may have some success level in terms of outputs and outcomes
- The learners who will complete their course after 2022 and, therefore, will not be included in the 2022 completion values.

Where the tables in this Services Plan refer to the percentage for completion, it is calculated by: the number of learners/beneficiaries estimated to finish/complete in 2022, less the estimated number of learners that have left their course early in 2022.

Taking 'completion statistics' into account is important as they form the population base for determining all the other output and outcomes values for 2022 FET provision.

### **Accreditation**

The term 'accreditation' describes the number of beneficiaries (learners) which are estimated to complete courses and achieve certification during 2022. The percentage certification rates are calculated based on the above number of beneficiaries (learners) on accredited provision that are estimated/expected to achieve certification, either QQI full or component awards and/or other awarding body (non-QQI) awards, divided by the number of beneficiaries (learners) that will complete their accredited course of study in 2022.

### **FET Outcomes**

FET outcomes include employment, progression to another course in FET or HET and personal progression. Details are outlined below:

#### **Into Employment**

The term 'into employment' describes the number of beneficiaries (learners) who are projected to enter employment post-course participation. The percentage is calculated by: the number of beneficiaries (learners) who will complete their course in 2022 and are estimated/expected to enter employment on either a full-time, part-time or self-employment basis, divided by the number of beneficiaries (learners) that will complete their courses of study in 2022. This figure excludes completers of 2016+ Apprenticeship, Apprenticeship Phases 2, 4 and 6, Skills to Advance and Skills for Work courses as they are already employed. It also excludes Community Education completers, as the programme is not an active FET employment programme.

#### **Progressing to another course in FET or HET**

The term 'progressing to another course in FET or HET' describes the number of beneficiaries (learners) who complete their course and progress to a Further Education and Training (FET) or Higher Education and Training (HET) course, post their 2022 FET course participation, excluding 2016+ Apprenticeship, Apprenticeship Phases 2, 4 and 6, Skills to Advance and Skills for Work completers. The percentage numbers of beneficiaries (learners) progressing to another course in FET or HET is divided by the number of beneficiaries (learners) that will complete their course of study in 2022.

## **Personal progression**

The term 'personal progression' describes the number of beneficiaries (learners) who complete their course and progress on a personal level, for example through either voluntary work or an employment scheme. The percentage numbers of beneficiaries (learners) achieving personal progression are calculated, without the inclusion of 2016+ Apprenticeship, Apprenticeship Phases 2, 4 and 6, Skills to Advance and Skills for Work completers, by dividing the number of learners achieving a personal progression outcome by the number of beneficiaries (learners) that will complete their course of study in 2022.

## **Notes**

Tables 1.4 and 1.5 are views of the data pertaining to projected provision for 2022 by FET providers and programmes respectively. The data is presented on a full-time, part-time and community education basis. The data also includes the number of projected starters and beneficiaries and percentage analysis of projected data, relating to retained starters and completers.

Table 1.4 is presented over a number of pages and provides estimated data for FET provision inputs and outputs for 2022. The table provides detail relating to funding allocated and estimated numbers provided by the ETBs, VSCCS, NALA, Irish Deaf Society, Trinity Centre for People with Intellectual Disabilities and eCollege, for 2022. The data is presented by provider on a part-time and full-time basis.

**Table 1.4: Overview of 2022 funding allocated and estimates of provision inputs and outputs for ETBs and other FET providers**

Overview of 2022 funding allocated and estimates of provision inputs and outputs for ETBs and other FET Providers								
FET provision in 2022		Estimate of Inputs during 2022			Funding	Estimate of Outputs for beneficiaries during 2022		
		Number of beneficiaries				Retention	Completion	Accreditation
Provider	Provision type	Enrolled/ started on 1st January 2022	Starting courses during 2022	Total for FET provision in 2022	2022 Funding for FET provision	Percentage retained on courses	Percentage scheduled (of retained) to finish courses	Accredited courses accreditation rate for course completions
Cavan and Monaghan ETB	Full-time	1,480	2,393	3,873	€19,596,419	91%	64%	97%
	Part-time	847	4,277	5,124	€3,647,946	93%	82%	98%
	Community Education	78	538	616	€465,694	87%	100%	0%
	ETB innovation projects				€200,000			
	ETB provision supports				€1,691,629			
	ETB FET operational costs, staff pay and overheads				€4,603,779			
	ETB guidance services				€335,500			
		2,405	7,208	9,613	€30,540,967			
City of Dublin ETB	Full-time	7,548	12,787	20,335	€95,484,340	92%	49%	96%
	Part-time	4,714	18,111	22,825	€17,966,000	89%	69%	66%
	Community Education	1,247	6,586	7,833	€4,360,000	88%	91%	62%
	ETB innovation projects				€130,000			
	ETB provision supports				€4,655,000			
	ETB FET operational costs, staff pay and overheads				€15,533,660			
	ETB guidance services				€640,000			
		13,509	37,484	50,993	€138,769,000			
Cork ETB	Full-time	3,464	9,858	13,322	€59,241,359	85%	67%	94%
	Part-time	1,103	10,261	11,364	€8,530,542	81%	90%	72%
	Community Education	91	5,265	5,356	€1,775,000	86%	59%	40%
	ETB innovation projects				€145,000			
	ETB provision supports				€4,022,277			
	ETB FET operational costs, staff pay and overheads				€11,681,177			
	ETB guidance services				€457,400			
		4,658	25,384	30,042	€85,852,755			
Donegal ETB	Full-time	520	1,529	2,049	€17,726,992	92%	61%	95%
	Part-time	1,376	2,380	3,756	€3,030,439	85%	83%	72%
	Community Education	141	3,360	3,501	€360,000	86%	99%	100%
	ETB innovation projects				€5,000			
	ETB provision supports				€1,017,834			
	ETB FET operational costs, staff pay and overheads				€6,042,571			
	ETB guidance services				€312,500			
		2,037	7,269	9,306	€28,495,336			

Table 1.4 ctd

Overview of 2022 funding allocated and estimates of provision inputs and outputs for ETBs and other FET Providers								
FET provision in 2022		Estimate of Inputs during 2022			Funding	Estimate of Outputs for beneficiaries during 2022		
		Number of beneficiaries				Retention	Completion	Accreditation
Provider	Provision type	Enrolled/ started on 1st January 2022	Starting courses during 2022	Total for FET provision in 2022	2022 Funding for FET provision	Percentage retained on courses	Percentage scheduled (of retained) to finish courses	Accredited courses accreditation rate for course completions
Dublin and Dun Laoghaire ETB	Full-time	3,998	9,440	13,438	€53,225,838	86%	70%	84%
	Part-time	1,263	10,516	11,779	€12,106,074	84%	87%	83%
	Community Education	21	4,243	4,264	€2,329,803	2%	100%	73%
	ETB innovation projects				€25,000			
	ETB provision supports				€1,377,927			
	ETB FET operational costs, staff pay and overheads				€13,056,630			
	ETB guidance services				€850,000			
			5,282	24,199	29,481	€82,971,272		
Galway and Roscommon ETB	Full-time	2,079	4,395	6,474	€31,015,145	83%	51%	73%
	Part-time	2,200	7,581	9,781	€11,858,500	77%	65%	72%
	Community Education	0	2,086	2,086	€520,000	83%	108%	0%
	ETB innovation projects				€25,000			
	ETB provision supports				€2,139,573			
	ETB FET operational costs, staff pay and overheads				€6,621,823			
	ETB guidance services				€580,000			
			4,279	14,062	18,341	€52,760,041		
Kerry ETB	Full-time	1,238	2,692	3,930	€27,607,255	92%	48%	96%
	Part-time	464	3,533	3,997	€1,528,077	82%	89%	84%
	Community Education	64	1,115	1,179	€202,864	87%	102%	0%
	ETB innovation projects				€0			
	ETB provision supports				€1,472,438			
	ETB FET operational costs, staff pay and overheads				€10,425,469			
	ETB guidance services				€130,632			
			1,766	7,340	9,106	€41,366,735		
Kildare and Wicklow ETB	Full-time	1,872	5,980	7,852	€23,415,545	91%	65%	95%
	Part-time	498	4,171	4,669	€4,284,910	90%	77%	89%
	Community Education	58	818	876	€507,500	88%	105%	78%
	ETB innovation projects				€130,000			
	ETB provision supports				€1,737,000			
	ETB FET operational costs, staff pay and overheads				€3,837,586			
	ETB guidance services				€612,460			
			2,428	10,969	13,397	€34,525,001		

Table 1.4 ctd

Overview of 2022 funding allocated and estimates of provision inputs and outputs for ETBs and other FET Providers								
FET provision in 2022		Estimate of Inputs during 2022			Funding	Estimate of Outputs for beneficiaries during 2022		
		Number of beneficiaries				Retention	Completion	Accreditation
Provider	Provision type	Enrolled/ started on 1st January 2022	Starting courses during 2022	Total for FET provision in 2022	2022 Funding for FET provision	Percentage retained on courses	Percentage scheduled (of retained) to finish courses	Accredited courses accreditation rate for course completions
Kilkenny and Carlow ETB	Full-time	1,293	2,482	3,775	€18,212,711	90%	54%	73%
	Part-time	720	3,428	4,148	€3,069,124	90%	82%	77%
	Community Education	53	788	841	€315,711	95%	99%	91%
	ETB innovation projects				€75,000			
	ETB provision supports				€485,771			
	ETB FET operational costs, staff pay and overheads				€3,681,915			
	ETB guidance services				€642,271			
			2,066	6,698	8,764	€26,482,503		
Laois and Offaly ETB	Full-time	1,044	1,824	2,868	€20,812,286	86%	70%	99%
	Part-time	2,069	6,256	8,325	€7,204,440	83%	71%	81%
	Community Education	0	842	842	€231,800	83%	105%	0%
	ETB innovation projects				€0			
	ETB provision supports				€620,000			
	ETB FET operational costs, staff pay and overheads				€8,226,372			
	ETB guidance services				€385,000			
			3,113	8,922	12,035	€37,479,898		
Limerick and Clare ETB	Full-time	2,315	4,347	6,662	€50,794,627	93%	59%	84%
	Part-time	2,213	12,154	14,367	€10,350,588	85%	80%	74%
	Community Education	22	4,244	4,266	€1,139,802	86%	100%	0%
	ETB innovation projects				€100,000			
	ETB provision supports				€3,920,000			
	ETB FET operational costs, staff pay and overheads				€13,689,212			
	ETB guidance services				€750,000			
			4,550	20,745	25,295	€80,744,229		
Longford and Westmeath ETB	Full-time	1,102	2,188	3,290	€22,368,291	82%	53%	83%
	Part-time	797	2,609	3,406	€3,468,370	85%	79%	80%
	Community Education	0	589	589	€385,000	100%	83%	100%
	ETB innovation projects				€0			
	ETB provision supports				€942,342			
	ETB FET operational costs, staff pay and overheads				€5,670,567			
	ETB guidance services				€405,500			
			1,899	5,386	7,285	€33,240,070		

Table 1.4 ctd

Overview of 2022 funding allocated and estimates of provision inputs and outputs for ETBs and other FET Providers								
FET provision in 2022		Estimate of Inputs during 2022			Funding	Estimate of Outputs for beneficiaries during 2022		
		Number of beneficiaries				Retention	Completion	Accreditation
Provider	Provision type	Enrolled/ started on 1st January 2022	Starting courses during 2022	Total for FET provision in 2022	2022 Funding for FET provision	Percentage retained on courses	Percentage scheduled (of retained) to finish courses	Accredited courses accreditation rate for course completions
Louth and Meath ETB	Full-time	3,170	8,396	11,566	€37,757,403	86%	53%	75%
	Part-time	1,126	7,992	9,118	€3,993,430	84%	78%	64%
	Community Education	81	2,418	2,499	€474,555	99%	89%	100%
	ETB innovation projects				€3,702,140			
	ETB provision supports				€3,203,627			
	ETB FET operational costs, staff pay and overheads				€7,586,740			
	ETB guidance services				€419,000			
			4,377	18,806	23,183	€57,136,895		
Mayo Sligo and Leitrim ETB	Full-time	1,774	3,282	5,056	€33,219,917	90%	61%	91%
	Part-time	933	5,433	6,366	€5,530,930	88%	88%	78%
	Community Education	53	3,294	3,347	€571,393	99%	87%	87%
	ETB innovation projects				€50,000			
	ETB provision supports				€1,307,561			
	ETB FET operational costs, staff pay and overheads				€6,135,669			
	ETB guidance services				€460,546			
			2,760	12,009	14,769	€47,276,016		
Tipperary ETB	Full-time	1,068	2,350	3,418	€21,947,727	81%	68%	83%
	Part-time	1,140	3,295	4,435	€3,778,364	81%	81%	96%
	Community Education	0	2,395	2,395	€631,340	84%	83%	80%
	ETB innovation projects				€0			
	ETB provision supports				€650,000			
	ETB FET operational costs, staff pay and overheads				€4,512,560			
	ETB guidance services				€205,000			
			2,208	8,040	10,248	€31,724,991		
Waterford and Wexford ETB	Full-time	2,023	4,263	6,286	€50,656,000	86%	57%	91%
	Part-time	2,440	5,051	7,491	€5,637,016	94%	70%	72%
	Community Education	303	746	1,049	€769,000	95%	101%	100%
	ETB innovation projects				€335,000			
	ETB provision supports				€2,189,266			
	ETB FET operational costs, staff pay and overheads				€10,077,464			
	ETB guidance services				€410,000			
			4,766	10,060	14,826	€70,073,746		
Total ETB Provision		62,103	224,581	286,684	€879,439,455			

Table 1.4 ctd

Overview of 2022 funding allocated and estimates of provision inputs and outputs for ETBs and other FET Providers								
FET provision in 2022		Estimate of Inputs during 2022			Funding	Estimate of Outputs for beneficiaries during 2022		
		Number of beneficiaries				Retention	Completion	Accreditation
Provider	Provision type	Enrolled/ started on 1st January 2022	Starting courses during 2022	Total for FET provision in 2022	2022 Funding for FET provision	Percentage retained on courses	Percentage scheduled (of retained) to finish courses	Accredited courses accreditation rate for course completions
VSCCS <sup>1</sup>	Full-time	701	1,094	1,795	€4,291,000	92%	43%	96%
	Part-time	319	453	772	€528,774	95%	50%	75%
	<b>Total</b>	<b>1,020</b>	<b>1,547</b>	<b>2,567</b>	<b>€4,819,774</b>			
IDS <sup>2</sup>	Full-time	281	996	1,277	€630,980	76%	71%	100%
TCPID <sup>3</sup>	Full-time	20	20	40	€160,000	100%	50%	100%
NALA <sup>4</sup>	Part-time	0	2,150	2,150	€200,000	70%	95%	91%
<b>Total Additional Provision</b>		<b>301</b>	<b>3,166</b>	<b>3,467</b>	<b>€990,980</b>			
eCollege <sup>5</sup>	Part-time	8,787	15,330	24,117	€3,180,000	60%	100%	24%
<b>Total National Programmes</b>		<b>8,787</b>	<b>15,330</b>	<b>24,117</b>	<b>€3,180,000</b>			
<b>FET provision totals</b>	All Providers full-time	36,990	80,316	117,306	€588,163,835	88%	58%	89%
	All Providers part-time	33,009	124,981	157,990	€109,893,524	81%	80%	66%
	Community Education	2,212	39,327	41,539	€15,039,462	80%	90%	72%
	VSCCS	1,020	1,547	2,567	€4,819,774			
	Other FET Providers (IDS, NALA, TCPID, eCollege)	9,088	18,496	27,584	€4,170,980			
	ETB provision total	62,103	224,581	286,684	€704,106,067			
	ETB innovation projects				€4,922,140			
	ETB provision supports				€31,432,245			
	ETB FET operational costs, staff pay and overheads				€131,383,194			
	ETB guidance services				€7,595,809			
	<b>Totals</b>		<b>72,211</b>	<b>244,624</b>	<b>316,835</b>	<b>€888,430,209</b>	<b>84%</b>	<b>73%</b>

Table 1.5 is presented over a number of pages and provides information on funding allocated and provision inputs and outputs on a programme basis. The information is presented by programme in relation to full-time, part and variable-time provision. The table provides an overview of the planned numbers relating to FET Provision for 2022 for Education and Training Boards (ETBs), Voluntary Secondary and Community and Comprehensive Schools (VSCCS), National Adult Literacy Agency (NALA), Irish Deaf Society (IDS), Trinity Centre for People with Intellectual Disabilities (TCPID) and eCollege. This table indicates that the estimated overall total number of beneficiaries of FET provision for 2022 will be **316,835** at a total cost of **€888,430,209**. The estimated overall beneficiary number of **316,835** includes the projected number of starters in 2022 of **244,624**. This table also provides information on the estimated retention, completion and certification rates across the ETBs and other providers by programme for 2022. Certification percentage is calculated based on the estimated number of completers achieving certification divided by the total number of completers for

all courses in 2022. The percentage analysis of beneficiaries retained and completers achieving accreditation is based on the planning data entered in FARR.

**Table 1.5: Overview of FET 2022 funding allocated and estimates of provision inputs and outputs by programme for ETBs and other FET providers**

Overview of FET 2022 funding allocated and estimates of inputs and outputs by programme for ETBs and other FET providers							
Programme	Planned beneficiary inputs			Funding	Output analysis		
	Enrolled as @ 1st January 2022	Projected Starters during 2022	Total Projected for 2022	2022 Funding Allocation	Projected % of Beneficiaries Retained on all Courses	Projected % of Retained Beneficiaries Completing Courses in 2022	Projected % of Completers (full & partial) on all Courses achieving Certification during 2022
<b>ETB provision</b>							
2016+ Apprenticeship	580	1,216	1,796	€10,344,375	87%	43%	83%
Apprenticeship Phase 2	1,354	5,246	6,600	€118,834,613	97%	72%	
Apprenticeship Phase 4	0	1,809	1,809		97%	99%	
Apprenticeship Phase 6	70	1,405	1,475		98%	95%	
Apprenticeship Phase 7	0	2,357	2,357		98%	95%	
Blended Training	237	588	825		€2,412,955	86%	
Bridging and Foundation Training	35	339	374	€686,996	89%	89%	32%
Community Training Centres	1,106	1,554	2,660	€33,598,060	77%	61%	86%
e-Learning	0	0	0	€502,000	0%	0%	0%
Employment	331	893	1,224	€10,128,180	90%	15%	95%
Justice Workshop	89	83	172	€761,000	66%	54%	77%
Local Training Initiatives	871	1,605	2,476	€16,830,329	80%	65%	81%
PLC - Employment Oriented	8,230	11,592	19,822	€145,148,749	86%	46%	91%
PLC - Pathways to Apprenticeship	331	564	895		84%	44%	86%
PLC - Progression Oriented	12,265	18,747	31,012		89%	46%	93%
PLC - Not determined	795	812	1,607		83%	45%	88%
Progression	371	459	830	€3,809,028	89%	45%	95%
Specialist Training Providers	1,449	2,083	3,532	€43,984,033	87%	58%	78%
Specific Skills Training	1,513	10,070	11,583	€30,031,594	87%	81%	78%
STA Route 2 – Enterprise	302	2,763	3,065	€2,918,222	91%	97%	67%
STA Route 3 - Regional & Sectoral	323	2,262	2,585	€3,477,897	94%	82%	55%
STA – Open Call	0	0	0	€1,732,497	0%	0%	0%
Traineeship Training	1,268	2,996	4,264	€30,006,566	85%	51%	92%
Traineeship Employed	482	822	1,304	€2,086,920	89%	71%	86%
VTOS Core	1,699	3,525	5,224	€55,695,331	83%	45%	80%
VTOS Core - Dispersed	0	0	1,642	€0	0%	0%	0%
Youthreach	2,287	4,416	6,703	€70,092,510	85%	58%	67%
<b>ETB Full-time total</b>	<b>35,988</b>	<b>78,206</b>	<b>114,194</b>	<b>€583,081,855</b>	<b>88%</b>	<b>59%</b>	<b>73%</b>

*PLC funding relates to all PLC programme orientations*

*Dispersed numbers - presented and not included in total.*

Table 1.5 ctd

Overview of FET 2022 funding allocated and estimates of inputs and outputs by programme for ETBs and other FET providers							
Programme	Planned beneficiary inputs			Funding	Output analysis		
	Enrolled as @ 1st January 2022	Projected Starters during 2022	Total Projected for 2022	2022 Funding Allocation	Projected % of Beneficiaries Retained on all Courses	Projected % of Retained Beneficiaries Completing Courses in 2022	Projected % of Completers (full & partial) on all Courses achieving Certification during 2022
<b>ETB provision</b>							
BTEI Groups	6,383	20,510	26,893	€27,674,807	85%	76%	82%
Core Skills	968	3,743	4,711	€3,423,601	85%	74%	35%
ESOL	3,467	13,994	17,461	€4,252,620	83%	79%	33%
Evening Training	441	10,383	10,824	€4,087,753	85%	97%	72%
FET Cooperation Hours	4,315	17,096	21,411	€24,318,733	86%	67%	20%
FET Cooperation Hours - Dispersed <sup>2</sup>	0	0	296	€0	0%	0%	0%
FET Pathways from School	256	908	1,164	€835,464	99%	71%	35%
Literacy	6,162	27,114	33,276	€31,023,128	84%	79%	34%
RPL	158	134	292	€294,766	98%	92%	96%
Refugee Resettlement	216	379	595	€1,702,637	87%	76%	22%
Skills for Work	894	4,434	5,328	€3,380,309	87%	78%	42%
STA Route 1 – Direct	555	7,823	8,378	€4,990,932	89%	87%	78%
STA Route 1 – Direct - Online eCollege	72	262	334	€0	93%	70%	93%
STA Route 1 – Dispersed <sup>2</sup>	0	0	1,712	€623,892	0%	0%	0%
Voluntary Literacy Tuition	16	268	284	€0	77%	43%	5%
<b>ETB Part-time total</b>	<b>23,903</b>	<b>107,048</b>	<b>130,951</b>	<b>€105,984,750</b>	<b>85%</b>	<b>78%</b>	<b>49%</b>
Community Education	2,212	39,327	41,539	€15,039,462	80%	90%	5%
<b>ETB Variable-time total</b>	<b>2,212</b>	<b>39,327</b>	<b>41,539</b>	<b>€15,039,462</b>	<b>80%</b>	<b>90%</b>	<b>5%</b>
<b>Total ETB provision</b>	<b>62,103</b>	<b>224,581</b>	<b>286,684</b>	<b>€704,106,067</b>			
<b>VSCCS provision</b>							
PLC - Employment Oriented	0	462	665	€4,291,000	94%	35%	95%
PLC - Progression Oriented	0	609	1,073		91%	47%	97%
PLC - Not determined	0	23	57		91%	54%	93%
<b>VSCCS Full-time total</b>	<b>701</b>	<b>1,094</b>	<b>1,795</b>	<b>€4,291,000</b>	<b>92%</b>	<b>43%</b>	<b>96%</b>
VSCCS BTEI	319	453	772	€528,774	95%	50%	75%
<b>VSCCS Part-time total</b>	<b>319</b>	<b>453</b>	<b>772</b>	<b>€528,774</b>	<b>95%</b>	<b>50%</b>	<b>75%</b>
<b>Total VSCCS provision</b>	<b>1,020</b>	<b>1,547</b>	<b>2,567</b>	<b>€4,819,774</b>			
<b>All PLC total</b>	<b>22,322</b>	<b>32,809</b>	<b>55,131</b>	<b>€149,439,749</b>	<b>88%</b>	<b>46%</b>	<b>92%</b>
<b>All BTEI total</b>	<b>6,702</b>	<b>20,963</b>	<b>27,665</b>	<b>€28,203,581</b>	<b>85%</b>	<b>75%</b>	<b>82%</b>

PLC funding relates to all PLC programme orientations  
 Dispersed numbers - presented and not included in total.

Table 1.5 ctd

Overview of FET 2022 funding allocated and estimates of inputs and outputs by programme for ETBs and other FET providers							
Programme	Planned beneficiary inputs			Funding	Output analysis		
	Enrolled as @ 1st January 2022	Projected Starters during 2022	Total Projected for 2022		2022 Funding Allocation	Projected % of Beneficiaries Retained on all Courses	Projected % of Retained Beneficiaries Completing Courses in 2022
<b>Additional FET provision</b>							
Irish Deaf Society	281	996	1,277	€630,980	76%	71%	57%
Trinity Centre for People with Intellectual Disabilities	20	20	40	€160,000	100%	50%	100%
<b>Additional FET provision full-time total</b>	<b>301</b>	<b>1,016</b>	<b>1,317</b>	<b>€790,980</b>	<b>77%</b>	<b>70%</b>	<b>58%</b>
NALA 'Write on'	0	2,150	2,150	€200,000	70%	95%	40%
eCollege on-line learning	8,787	15,330	24,117	€3,180,000	60%	100%	24%
<b>Additional FET provision Part-time total</b>	<b>8,787</b>	<b>17,480</b>	<b>26,267</b>	<b>€3,380,000</b>	<b>61%</b>	<b>100%</b>	<b>25%</b>
<b>Total additional FET provision</b>	<b>9,088</b>	<b>18,496</b>	<b>27,584</b>	<b>€4,170,980</b>			
<b>Total all full-time provision</b>	<b>36,990</b>	<b>80,316</b>	<b>117,306</b>	<b>€588,163,835</b>			
<b>Total all part-time/variable-time provision</b>	<b>35,221</b>	<b>164,308</b>	<b>199,529</b>	<b>€124,932,986</b>			
<b>Summary FET provision funding</b>							
Voluntary Secondary and Community and Comprehensive Schools				€4,819,774			
Other FET Providers (IDS, TCPID, NALA, eCollege)				€4,170,980			
ETB Provision Total				€704,106,067			
ETB innovation projects				€4,922,140			
ETB provision supports				€31,432,245			
ETB FET operational costs, staff pay & overheads				€131,383,194			
ETB guidance service				€7,595,809			
<b>Total All Programmes</b>	<b>72,211</b>	<b>244,624</b>	<b>316,835</b>	<b>€888,430,209</b>	<b>84%</b>	<b>73%</b>	<b>48%</b>

**Table 1.6: Estimate of changes in FET provision planned for 2022 compared to 2021 reported outturn**

Estimate of changes in FET provision planned for 2022 compared to 2021 reported outturn									
All Providers	Planned Inputs in 2022		Planned Inputs in 2021		Funding Allocation		Analysis of Variance		
Programme	Starters projected during 2022	Beneficiaries projected for 2022	Reported starters outturn of FET provision for 2021	Reported beneficiaries outturn of FET provision for 2021	2022 Funding Allocation	2021 Initial Funding Allocation	Percentage Variance for 2022 Planned Starters V 2021 Reported Outturn	Percentage Variance for 2022 Planned Beneficiaries V 2021 Reported Outturn	Percentage Variance for 2022 v 2021 Funding Allocation
<b>Full-time Provision</b>									
2016 + Apprenticeships	1,216	1,796	533	925	€10,344,375	€8,729,985	128%	94%	18%
Apprenticeship Phases 2/4/6	8,460	9,884	6,924	7,939	€118,834,613	€81,602,445	22%	24%	46%
Apprenticeship Phase 7	2,357	2,357	1,315	2,000			79%	18%	
Blended Training	588	825	700	1,413	€2,412,955	€1,452,067	-16%	-42%	66%
Bridging and Foundation Training	339	374	303	340	€686,996	€852,700	12%	10%	-19%
Community Training Centres	1,554	2,660	1,021	2,336	€33,598,060	€33,871,155	52%	14%	-1%
Employment	893	1,224	0	0	€10,128,180	€7,950,611	0%	0%	27%
eLearning	0	0	0	0	€502,000		0%	0%	-43%
Justice Workshops	83	172	88	173	€761,000	€882,608	-6%	-1%	0%
Local Training Initiatives	1,605	2,476	1,156	2,070	€16,830,329	€18,963,596	39%	20%	-11%
PLC	0	0	0	0			0%	0%	0%
PLC - Employment Oriented	11,592	19,822	8,957	17,744	€145,148,749	€124,910,687	29%	12%	16%
PLC - Pathways to Apprenticeship	564	895	370	603			52%	48%	
PLC - Progression Oriented	18,747	31,012	13,429	25,827			40%	20%	
PLC - Not determined	812	1,607	824	2,177			-1%	-26%	
Progression	459	830	0	0	€3,809,028	€5,140,695	0%	0%	-26%
Specialist Training Providers	2,083	3,532	1,536	2,989	€43,984,033	€43,806,084	36%	18%	0%
Specific Skills Training	10,070	11,583	8,994	10,798	€30,031,594	€31,667,725	12%	7%	-5%
STA Route 2 - Enterprise	2,763	3,065	1,859	2,037	€2,918,222	€4,084,785	49%	50%	-29%
STA Route 3 - Regional & Sectoral	2,262	2,585	1,624	1,811	€3,477,897	€2,900,122	39%	43%	20%
STA - Open Call (Special Initiatives)	0	0	40	43	€1,732,497	€1,767,869	-100%	-100%	-2%
Traineeship Training	2,996	4,264	1,752	3,182	€30,006,566	€36,663,221	71%	34%	-18%
Traineeship Employed	822	1,304	1,209	1,829	€2,086,920	€2,106,687	-32%	-29%	-1%
VTOS Core	3,525	5,224	2,150	4,262	€55,695,331	€66,231,751	64%	23%	-16%
VTOS Dispersed*		1,642	1,259	2,474			-100%	-34%	0%
Youthreach	4,416	6,703	3,244	5,634	€70,092,510	€70,984,936	36%	19%	-1%
<b>Total Full-time Provision</b>	<b>78,206</b>	<b>114,194</b>	<b>58,028</b>	<b>96,132</b>	<b>€583,081,855</b>	<b>€544,569,729</b>	<b>35%</b>	<b>19%</b>	<b>7%</b>

*PLC funding relates to all PLC programme orientations  
Dispersed numbers - presented and not included in total.*

Table 1.6 ctd

Estimate of changes in FET provision planned for 2022 compared to 2021 reported outturn									
All Providers	Planned Inputs in 2022		Planned Inputs in 2021		Funding Allocation		Analysis of Variance		
Programme	Starters projected during 2022	Beneficiaries projected for 2022	Reported starters outturn of FET provision for 2021	Reported beneficiaries outturn of FET provision for 2021	2022 Funding Allocation	2021 Initial Funding Allocation	Percentage Variance for 2022 Planned Starters V 2021 Reported Outturn	Percentage Variance for 2022 Planned Beneficiaries V 2021 Reported Outturn	Percentage Variance for 2022 v 2021 Funding Allocation
<b>Part-time Provision</b>									
BTEI Groups	20,510	26,893	18,409	24,963	€27,674,807	€26,322,095	11%	8%	5%
Core Skills	3,743	4,711	0	0	€3,423,601	€3,201,110	0%	0%	7%
ESOL	13,994	17,461	11,972	14,740	€4,252,620	€4,182,531	17%	18%	2%
Evening Training	10,383	10,824	5,939	6,368	€4,087,753	€4,080,703	75%	70%	0%
FET Co-operation Hours	17,096	21,411	4,217	5,907	€24,318,733	€24,342,658	305%	262%	0%
FET Co-operation Hours - Dispersed		296	0	0			0%	0%	0%
FET Pathways from School	908	1,164	239	401	€835,464	€407,605	280%	190%	105%
Libraries Training	0	0	0	8	€0	€0	0%	-100%	0%
Literacy	27,114	33,276	22,312	27,601	€31,023,128	€27,213,976	22%	21%	-99%
RPL	134	292	586	608	€294,766	€144,500	-77%	-52%	1078%
Refugee Resettlement	379	595	664	915	€1,702,637	€1,987,481	-43%	-35%	70%
Skills for Work	4,434	5,328	4,005	4,817	€3,380,309	€3,540,411	11%	11%	41%
STA Route 1 - Direct	7,823	8,378	5,706	6,659	€4,990,932	€3,017,960	37%	26%	-100%
STA Route 1 Direct - On-line eCollege	262	334	155	164	€0	€0	69%	104%	0%
STA Route 1 - Dispersed <sup>1</sup>		1,712	2,572	2,974	€623,892	€1,049,567	-100%	-42%	-41%
Voluntary Literacy Tuition	268	284	90	99	€0	€0	198%	187%	0%
Online Learning	0	0	0	0	€0	€530,000	0%	0%	-100%
<b>Total Part-time Provision</b>	<b>107,048</b>	<b>130,951</b>	<b>74,294</b>	<b>93,250</b>	<b>€105,984,750</b>	<b>€98,971,030</b>	<b>44%</b>	<b>40%</b>	<b>7%</b>
<b>Variable-time Provision</b>									
Community Education	39,327	41,539	35,278	36,605	€15,039,462	€12,315,507	11%	13%	22%
<b>Total Variable-time Provision</b>	<b>39,327</b>	<b>41,539</b>	<b>35,278</b>	<b>36,605</b>	<b>€15,039,462</b>	<b>€12,315,507</b>	<b>11%</b>	<b>13%</b>	<b>22%</b>
<b>Total ETB Provision</b>	<b>224,581</b>	<b>286,684</b>	<b>167,600</b>	<b>225,987</b>	<b>704,106,067</b>	<b>655,856,266</b>	<b>34%</b>	<b>27%</b>	<b>7%</b>

*Dispersed numbers - presented and not included in total.*

Table 1.6 ctd

Estimate of changes in FET provision planned for 2022 compared to 2021 reported outturn									
All Providers	Planned Inputs in 2022		Planned Inputs in 2021		Funding Allocation		Analysis of Variance		
Programme	Starters projected during 2022	Beneficiaries projected for 2022	Reported starters outturn of FET provision for 2021	Reported beneficiaries outturn of FET provision for 2021	2022 Funding Allocation	2021 Initial Funding Allocation	Percentage Variance for 2022 Planned Starters V 2021 Reported Outturn	Percentage Variance for 2022 Planned Beneficiaries V 2021 Reported Outturn	Percentage Variance for 2022 v 2021 Funding Allocation
<b>VSCCS Full-time Provision</b>									
PLC - Employment Oriented	462	665	226	446	€4,291,000	€4,244,878	104%	49%	1%
PLC - Pathways to Apprenticeship	0	0	0	0			0%	0%	
PLC - Progression Oriented	609	1,073	510	1,010			19%	6%	
PLC - Not determined	23	57	34	68			-32%	-16%	
<b>Total VSCCS Full-time Provision</b>	<b>1,094</b>	<b>1,795</b>	<b>770</b>	<b>1,524</b>	<b>4,291,000</b>	<b>4,244,878</b>	<b>42%</b>	<b>18%</b>	<b>1%</b>
<b>VSCCS Part-time Provision</b>									
VSCCS BTEI	453	772	329	655	€528,774	€347,356	38%	18%	52%
<b>Total VSCCS Part-time Provision</b>	<b>453</b>	<b>772</b>	<b>329</b>	<b>655</b>	<b>528,774</b>	<b>347,356</b>	<b>38%</b>	<b>18%</b>	<b>52%</b>
<b>Total VSCCS Provision</b>	<b>1,547</b>	<b>2,567</b>	<b>1,099</b>	<b>2,179</b>	<b>4,819,774</b>	<b>4,592,234</b>	<b>41%</b>	<b>18%</b>	<b>5%</b>
<b>Other FET Full-time Provision</b>									
Irish Deaf Society	996	1,277	450	520	€630,980	€452,460	121%	146%	39%
TCPID	20	40	20	36	€160,000	€160,000	0%	11%	0%
<b>Total Other FET Full-time Provision</b>	<b>1016</b>	<b>1317</b>	<b>470</b>	<b>556</b>	<b>790980</b>	<b>612460</b>	<b>116%</b>	<b>137%</b>	<b>29%</b>
<b>Other FET Part-time Provision</b>									
NALA 'Write on'	2,150	2,150	1,181	1,698	€200,000	€170,000	82%	27%	18%
On-line Learning (eCollege)	15,330	24,117	31,101	48,833	€3,180,000	€3,180,000	-51%	-51%	0%
<b>Other FET Part-time Provision Total</b>	<b>17,480</b>	<b>26,267</b>	<b>32,282</b>	<b>50,531</b>	<b>€3,380,000</b>	<b>€3,350,000</b>	<b>-46%</b>	<b>-48%</b>	<b>1%</b>
<b>Total Other FET Provision</b>	<b>18,496</b>	<b>27,584</b>	<b>32,752</b>	<b>51,087</b>	<b>4,170,980</b>	<b>3,962,460</b>	<b>-44%</b>	<b>-46%</b>	<b>5%</b>
<b>Summary FET Provision</b>									
ETB Provision Total	224,581	286,684	167,600	225,987	€704,106,067	€655,856,266	34%	27%	7%
VSCCS	1,547	2,567	1,099	2,179	€4,819,774	€4,592,234	41%	18%	5%
Other FET Provision	18,496	27,584	32,752	51,087	€4,170,980	€3,962,460	-44%	-46%	5%
ETB Innovation Projects					€4,922,140	€6,049,981			
ETB Provision Supports					€31,432,245	€24,699,116			
ETB FET Operational Costs, Staff Pay & Overheads					€131,383,194	€123,738,205			
ETB Guidance Service					€7,595,809	€7,709,109			
ETB Profiled yet to be allocated					€0	€655,950			
<b>Total All Programmes</b>	<b>244,624</b>	<b>316,835</b>	<b>201,451</b>	<b>279,253</b>	<b>€888,430,209</b>	<b>€827,263,321</b>			

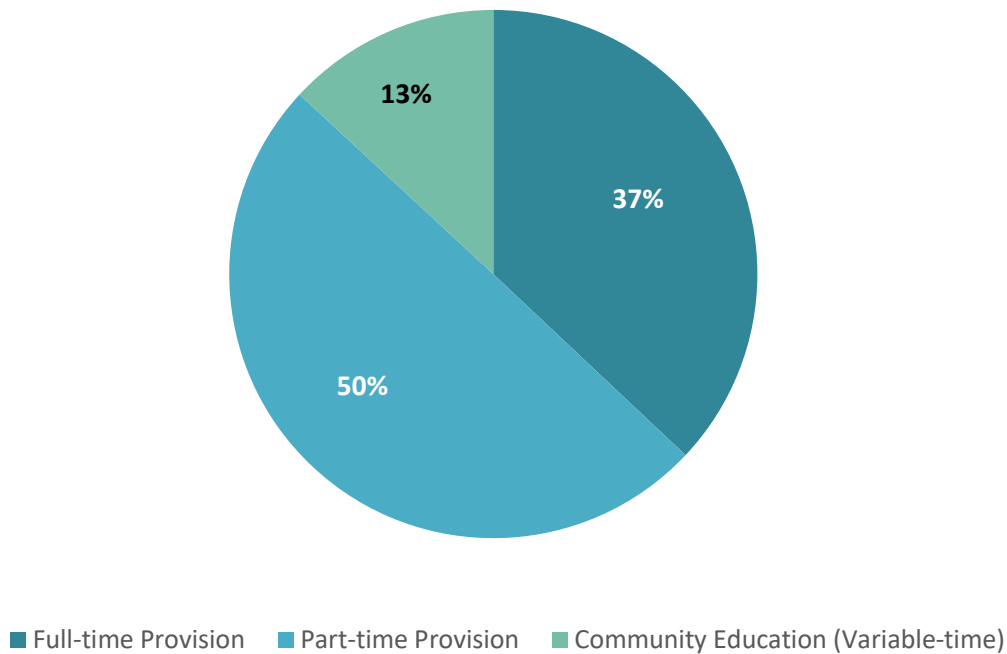
PLC funding relates to all PLC programme orientations.

## FET Provision and Outcomes Estimates for 2022

The charts below provide information on FET provision outcomes with a focus on estimates related to beneficiary, completion/exit, and progression outcomes for 2022.

Chart 1.1 provides overall data in percentage terms in relation to the estimated number of beneficiaries expected to participate in FET programmes in 2022 on a full-time and part-time basis and through Community Education.

**Chart 1.1 Estimated percentages of beneficiaries expected to participate in FET programmes in 2022 by provision type**



Note: The data represents the estimated figures provided by FET providers for 2022

### Estimate of FET Outputs for Beneficiaries during 2022

The estimates of FET outputs relating to the number of beneficiaries continuing their studies into next year indicates that for all provision, an average of:

- 49 percent of beneficiaries will be 'full completers'
- 12 percent of beneficiaries will be 'partial completers'
- 16 percent of beneficiaries will be 'early leavers'
- 23 percent of beneficiaries will not complete in 2022 and will continue their studies into 2023.

Chart 1.2 presents a breakdown, in percentage term, of estimated completers, full and partial and early leavers, of total beneficiaries across all FET provision duration types.

**Chart 1.2. Estimate of FET outputs for beneficiary completions/exits during 2022 by provision type**

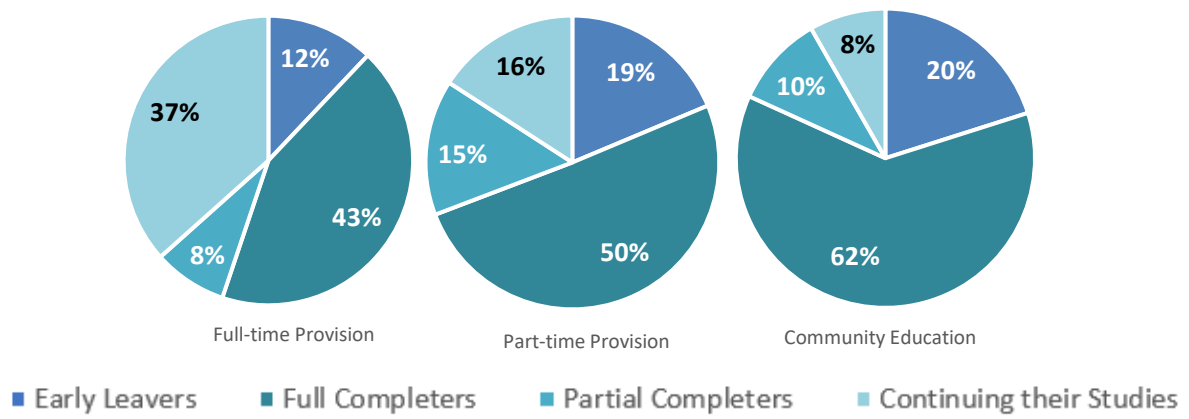


Chart 1.3 provides an estimate of beneficiaries completing FET full-time and part-time courses with either an employment or progression outcome during 2022<sup>1</sup>. The data indicates that the estimated outcomes for those completing full and part-time FET courses during 2022 is for 48 percent to progress to other courses at the same or higher level, and 22 percent to enter employment.

<sup>1</sup> Excludes completers already in employment

**Chart 1.3 Estimate of FET employment and progression outcomes for completers in 2022**

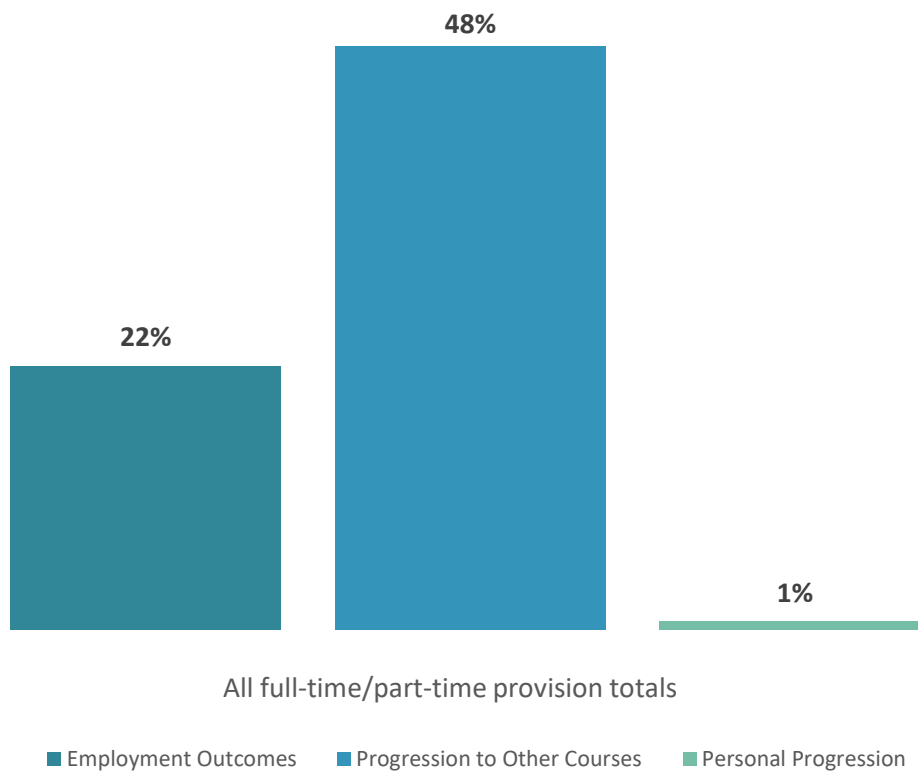


Chart 1.4 provides an estimate of outcomes in the context of full-time and part-time provision in 2022 for beneficiaries<sup>1</sup>:

- Gaining employment
- Progressing to further studies/learning
- Personal progression

**Chart 1.4 Estimate of all outcomes for beneficiaries completing FET provision during 2022**

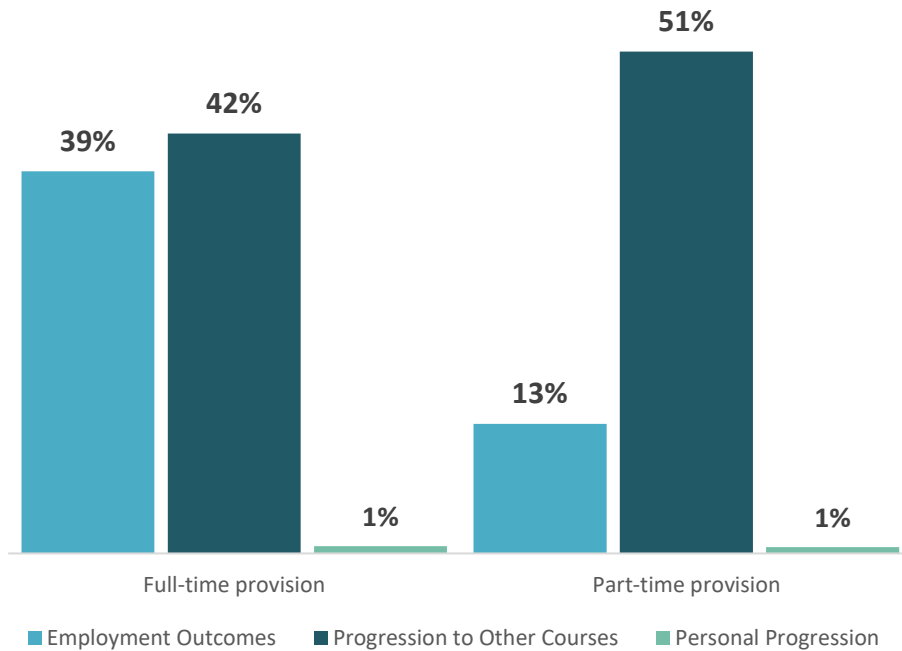
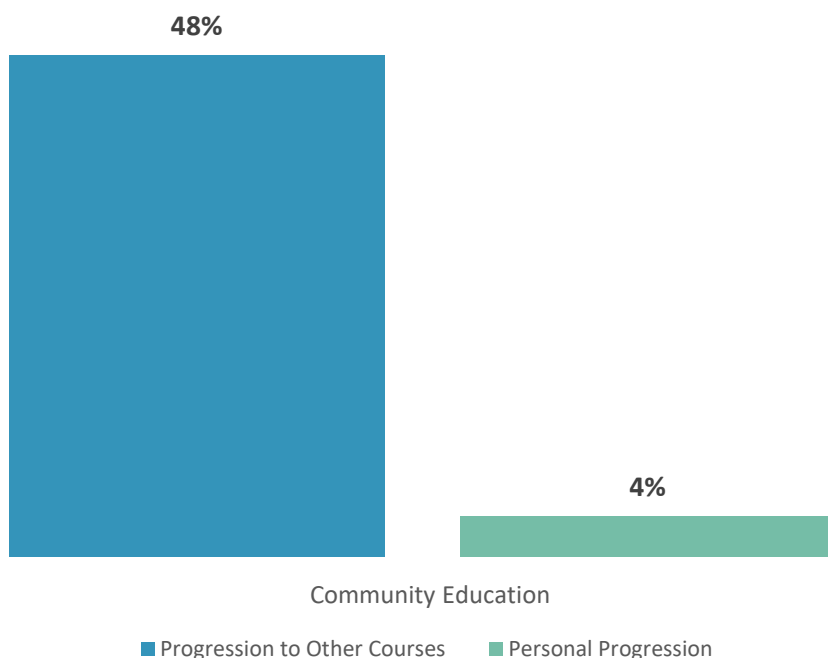


Chart 1.5 provides an estimate of beneficiaries completing Community Education provision during 2022 with a progression outcome. The data indicates that the estimated outcomes for those completing Community Education courses during 2022 is for 48 percent to progress to other courses at the same or higher level, and 4 percent to progress on a personal level.

**Chart 1.5: Estimate of FET employment and progression outcomes for completers on Community Education courses in 2022**



## **Estimates for specific target groups participating in FET provision in 2022**

### **FET Provision for the Long-Term Unemployed (LTU)**

The number of unemployed people aged 15-74 decreased by 14,400 (-10.1 percent) to 127,400 in the year to Quarter 4 2021. Official unemployment and long-term unemployed data do not fully reflect those not at work as a result of Covid-19. The official unemployment rate was 4.9 percent over the year to Quarter 4 2021 (down from 5.7 percent in quarter 4 of 2020). At the end of December 2021, the Covid-19 adjusted number of unemployed persons aged 15-74 is estimated to have been 195,313, with an associated Covid-19 adjusted unemployment rate of 7.4 percent<sup>2</sup>.

The long-term unemployment rate increased from 1.5 percent to 1.7 percent between Q4 2020 and Quarter 4 2021. Over a third (34.8 percent) of unemployed persons were in long-term unemployment in Quarter 4 2021 which is up from 26 percent a year earlier. It is estimated that 21 percent of starters on FET provision in 2022 will be long-term unemployed.

---

<sup>2</sup> CSO Labour Force Survey (LFS) Quarter 4 2021.

## **FET provision for people with a disability**

Active inclusion and community development have always been a central tenet of the work of ETBs and FET providers, with an extensive reach into, and across local communities. The FET sector is committed to developing more consistent supports for learners, that are tailored to meet the needs of all learners, especially those with disabilities. Fostering inclusion is a key pillar of the FET Strategy 2020 – 2024 and the actions taken by the FET sector are shaped by the National Disability Inclusion Strategy 2017-2021 and the Comprehensive Employment Strategy for People with Disabilities 2015-2025.

The FET sector supports the inclusion of learners with disabilities in the following ways:

- FET programmes are available to all learners, including those with a disability, who meet the eligibility criteria and the guidelines provided for each FET programme.
- Community Education, which assists learners with a disability to participate in FET provision by adapting course content, resources, and teaching methodologies to suit their abilities.
- The principles of UDL are considered across all programme planning in ETBs. UDL encourages inclusive education and training systems that fulfil every learner's potential by:
  - lowering the barriers that learners experience,
  - offering multiple ways of engagement, representation, action and expression,
  - providing necessary accommodations to remove obstacles to learning as well as, where required, one-to-one supports and assistive technologies to support differentiated learning.
- Specific FET programmes are provided for persons with a disability who require more intensive support through Specialist Training Providers (STPs).

In accordance with the relevant legislation, all FET providers offer reasonable accommodation to learners with disabilities. The nature of those accommodations varies depending on the identified needs of individual learners. For those learners with disabilities on PLC programmes, funding for specific supports can be obtained via the “Fund for Students with Disabilities”, which allocates funding to further and higher education colleges for the provision of services and supports to full-time students with disabilities.

Table 1.7 provides estimates relating to planned starters reporting as long-term unemployed and learners with a disability expected to participate in FET provision in 2022. The overall planned starter numbers are also included in the table. The data is presented by programme category.

**Table 1.7: Estimate of specific target groups participating in FET provision during 2022**

Estimate of specific target groups participating in FET provision during 2022			
Projected Beneficiaries Starting Courses During 2022			
Programme	All Starters	Number for Long-term Unemployed Persons	Number of Persons with Disabilities
<b>ETB provision</b>			
2016+ Apprenticeships	1,216	20	7
Apprenticeship Phase 2	5,246		74
Apprenticeship Phase 4	1,809		19
Apprenticeship Phase 6	1,405		14
Apprenticeship Phase 7	2,357		27
Blended Training	588	156	15
Bridging and Foundation Training	339	134	26
Community Training Centres	1,554	93	45
Employment	893	312	45
Justice Workshops	83	34	7
Local Training Initiatives	1,605	848	76
PLC - Employment Oriented	11,592	1,823	701
PLC - Pre-Apprenticeship	564	64	30
PLC - Progression Oriented	18,747	2,546	1,264
PLC - Not determined	812	242	54
Progression	459	46	24
Specialist Training Providers	2,083	265	1,930
Specific Skills Training	10,070	4,150	710
Skills to Advance Route 2 - Enterprise	2,763		16
Skills to Advance Route 3 - Regional & Sectoral	2,262		23
Skills to Advance - Open Call	0		0
Traineeship Training	2,996	1,038	145
Traineeship Employed	822	0	35
VTOS Core	3,525	1,788	363
Youthreach	4,416	128	211
<b>ETB Full-time Total</b>	<b>78,206</b>	<b>13,687</b>	<b>5,861</b>

Table 1.7 ctd

Estimate of specific target groups participating in FET provision during 2022			
Projected Beneficiaries Starting Courses During 2022			
Programme	All Starters	Number for Long-term Unemployed Persons	Number of Persons with Disabilities
<b>ETB provision</b>			
BTEI Groups	20,510	5,585	1,353
Core Skills	3,743	1,533	370
ESOL	13,994	3,910	588
Evening Training	10,383	1,976	425
FET Co-Operation Hours	17,096	3,286	1,678
FET Pathways from School	908		5
Literacy	27,114	8,682	3,690
RPL	134	18	6
Refugee Resettlement	379	40	19
Skills for Work	4,434	376	182
STA Route 1 - Direct	7,823		115
STA Route 1 - Direct - On-line eCollege	262	8	4
Voluntary Literacy Tuition	268	75	26
<b>ETB Part-time Total</b>	<b>107,048</b>	<b>25,489</b>	<b>8,461</b>
Community Education	39,327	10,118	6,179
<b>ETB Variable-time Total</b>	<b>39,327</b>	<b>10,118</b>	<b>6,179</b>
<b>ETB provision totals</b>	<b>224,581</b>	<b>49,294</b>	<b>20,501</b>
<b>VSCCS provision</b>			
PLC - Employment Oriented	462	179	40
PLC - Progression Oriented	609	51	76
PLC - Not determined	23	14	1
<b>VSCCS Full-time Total</b>	<b>1,094</b>	<b>244</b>	<b>117</b>
BTEI	453	177	65
<b>VSCCS Part-time Total</b>	<b>453</b>	<b>177</b>	<b>65</b>
<b>VSCCS provision totals</b>	<b>1,547</b>	<b>421</b>	<b>182</b>
<b>Additional FET provision</b>			
Irish Deaf Society	996	349	498
TCPID	20	6	20
<b>Additional FET Provision Full-time Total</b>	<b>1,016</b>	<b>355</b>	<b>518</b>
On-line Learning (eCollege)	15,330	1,533	0
NALA 'Write on'	2,150	108	323
<b>Additional FET Provision Part-time Total</b>	<b>17,480</b>	<b>1,641</b>	<b>323</b>
<b>Other Provision Total</b>	<b>18,496</b>	<b>1,996</b>	<b>841</b>
<b>All FET Provision Totals</b>	<b>244,624</b>	<b>51,711</b>	<b>21,524</b>

## **Analysis of planned FET Provision in 2022 by Skills Cluster**

### **Background**

All programmes within the PLSS are mapped to a skills cluster using Standard Occupational Classification (SOC) codes. This enables each course scheduled against a particular programme to be categorised by a skills cluster. The skills clusters and SOC code alignment provides enriched data on existing and future skills demands and, more pertinently, the FET response to those demands. This is because the labour market research data is linked to the course provision both nationally and within each ETB at course level.

There is a total of 33 skills clusters, 28 of which are linked to the Labour Market. The remaining five are linked to transversal skills and these clusters are general and personal in direction.

### **2022 Labour Market Focus Skills Clusters and Transversal Skills Focus Clusters**

The breakdown of projected 2022 beneficiaries of FET provision between labour market and transversal skills is 49 percent and 51 percent respectively compared to the 2021 split which was 52 percent labour market skills focus and 48 percent transversal skills focus. While this analysis represents a reduction in planned labour market activity, this needs to be viewed in the context of the curtailing of planned eCollege activity in response to a more positive social distancing outlook.

### **Labour Market Skills Clusters**

The following commentary analyses some of the larger labour market clusters as well as others where the most significant of the changes, from last year's activity, are projected. It also considers how this provision aligns to the findings of the National Skills Bulletin 2021.

#### **Information Technology**

This cluster saw a significant increase in beneficiary numbers in 2021 due to the acceleration of eCollege delivery in response to COVID-19. While the number of eCollege learners is set to reduce somewhat for 2022, this cluster is still projected to deliver approximately 8 percent of total planned Labour Market beneficiaries in 2022, with a 22 percent increase in ETB delivered provision in the cluster, when compared to the 2021 reported out turn.

The National Skills Bulletin 2021 reported that ICT occupations had the highest annual average employment growth compared to all other occupations in the period 2015 to 2020.<sup>3</sup>

---

<sup>3</sup> National Skills Bulletin 2021 P. 114

This growth does not appear to have been impacted by the pandemic and is in fact likely to be sustained. With the significant take-up of working from home amongst those in ICT occupations, accessing skills from outside Ireland without the requirement to be located here may alleviate some of the issues in sourcing suitably qualified staff.<sup>4</sup>

Provision in this area provides skills relating to several IT roles including Support, Software and Network functions.

### **Health, Family and Social Services**

This cluster continues to contribute the largest number of beneficiaries to the overall Labour Market Skills Cluster total with 22 percent of all planned Labour Market beneficiaries.

Those employed in social and care occupations typically provide care to the very young and older age categories. As in previous editions, the National Skills Bulletin 2021<sup>5</sup> observes that there are significant turnover and churn issues in the childminding and care worker fields and that changes to government funded health services along with Irelands' ageing demographics will give rise to a continued growth in demand for social and care service personnel. The bulletin also observes that there are a high volume of vacancies relating primarily to healthcare assistants, mainly in hospital settings, for which demand is expected to continue.<sup>6</sup>

Full-time offerings through the PLC programme and part-time options in BTEI are the main drivers of provision in this area.

### **Business Administration**

The Business Administration cluster accounts for 16 percent of total Labour Market projected beneficiaries for 2022.

The National Skills Bulletin 2021 observes that recent hires in the general business administration area outweighed employment growth, indicating that a level of turnover is occurring<sup>7</sup> here. Furthermore, in relation to the financial administration area it stresses that although jobs in these areas are at risk of automation, those employed in this occupation work across a wide range of sectors, and given the size of the occupation, job opportunities are likely to continue to arise due to replacement demand alone.<sup>8</sup>

---

<sup>4</sup> Ibid., P. 114

<sup>5</sup> Ibid., P. 123

<sup>6</sup> Ibid., P. 123

<sup>7</sup> Ibid., P. 141

<sup>8</sup> Ibid., P. 117

The FET sector delivers a broad suite of programmes in this cluster including general administration, secretarial, office skills and Accounts/Payroll courses.

### **Built Environment**

The planned provision for this skills cluster for 2022 incorporates a 31 percent increase on the reported outturn for 2021 reflecting the return to full operation that has driven a quick recovery for the construction sector.

The National Skills Bulletin 2021<sup>9</sup> observes how plans to significantly address housing supply in the next decade, are likely to lead to an increase in demand for construction related skills. It also discusses how significant national targets including the installation of renewable energy heating sources and retrofit to B2 BER of housing stock have been set in the Climate Action Plan and the Programme for Government which will lead to a requirement for reskilling and upskilling of those already employed in the sector.

Planned provision in this cluster retains its Apprenticeship centred focus with over 40 percent of the projected beneficiaries in 2022 participating in Apprenticeship programmes. However, a significant projected increase in built environment related Skills to Advance activity also reflects the commitment to upskill those already in the industry. The balance of provision in this sector is mainly targeted at jobseekers and offers an extensive and diverse suite of courses for learners seeking employment in both the commercial and residential sectors.

### **Engineering**

There are five Engineering cluster categories: Engineering; Engineering (Electrical); Engineering (IT); Engineering (Mechanical) and Engineering (Transport). In total, the Engineering clusters account for 9 percent of all planned labour market delivery. Engineering (Electrical) is the highest represented cluster, contributing to 4 percent of the overall planned provision with an increase in planned beneficiaries of 21 percent when compared to last year's reported out turn.

The National Skills Bulletin 2021<sup>10</sup> predicts that a further increase in demand for Electricians will be driven by the Government's Climate Change Agenda in relation to retrofit activities and the installation of heat pumps and solar panels.

Almost 90 percent of planned beneficiaries for 2022 in the Engineering Electrical cluster will be participating on Apprenticeship programmes. When considering the balance of projected

---

<sup>9</sup> Ibid., P. 127

<sup>10</sup> Ibid., P. 130

activity, Evening training is not insignificant, demonstrating that upskilling and re-skilling of those already employed in the sector is also taking place.

### **Transversal Skills Clusters**

FET Provision with transversal skills focus continues to be concentrated within two skills clusters, Core Personal (55 percent) and General Learning (37 percent). These are compared to 52 percent and 34 percent respectively in the planned numbers for 2021.

The Core ICT cluster shows a significant decrease (26 percent) on the 2021 reported outturn. This reduction is entirely driven by a projected decrease in eCollege participants while ETB delivery is projected to increase by almost 25 percent on the 2021 reported out turn.

**Table 1.8: FET planned provision for 2022 by Skills Cluster.** The table provides information on the estimated number of beneficiaries by skills cluster and the percentage of beneficiaries by skills cluster expected to complete courses in 2022 and to progress to FET/HET or enter employment.

**Table 1.8: Further Education and Training Planned Provision for 2022 by Skills Cluster**

Further Education and Training Planned Provision for 2022 by Skills Cluster						
All Providers	INPUTS, OUTPUTS AND OUTCOMES				ANALYSIS	
Skills Cluster	Projected beneficiaries starting courses during 2022	Total number of projected beneficiaries of FET provision during 2022	Projected number of beneficiaries expected to complete courses in 2022	Projected number of beneficiaries expected to complete courses in 2022 progressing to FET/HET or entering employment	Percentage of beneficiaries expected to complete courses in 2022	Percentage of beneficiaries expected to complete courses in 2022 progressing to FET/HET or entering employment
Agriculture, Horticulture and Mariculture	1,731	2,520	1,374	1,094	64%	80%
Animal Science	1,582	2,708	1,151	976	49%	85%
Arts & Crafts	4,390	7,255	3,153	2,646	50%	84%
Built Environment	6,918	8,003	5,843	3,676	80%	63%
Business, Administration	17,839	25,183	13,895	9,527	68%	69%
Engineering	571	907	419	346	53%	83%
Engineering (Electrical)	5,499	6,169	4,928	3,723	84%	76%
Engineering (IT)	140	244	113	85	53%	75%
Engineering (Mechanical)	2,904	3,222	2,515	1,509	86%	60%
Engineering (Transport)	2,469	3,072	2,232	1,625	78%	73%
Entrepreneurship	480	525	364	191	81%	52%
Financial Services	2,271	2,932	1,714	1,400	66%	82%
Food and Beverage	4,475	5,536	3,942	2,232	80%	57%
Hairdressing, Beauty and Complementary Therapies	3,661	5,904	2,566	1,920	51%	75%
Health, Family other Social Services	24,160	34,368	19,527	14,865	65%	76%
Information Technology	8,058	12,445	6,840	4,526	75%	66%
Management	4,467	5,877	4,046	2,139	91%	53%
Manufacturing	2,176	2,477	1,862	523	81%	28%
Media Graphics Communications	5,717	8,794	4,241	3,029	62%	71%
Natural Resources	0	0	0	0	0%	0%
Research and Education-Training	1,232	1,361	1,041	463	88%	44%
Sales & Marketing	2,515	3,468	1,878	1,162	64%	62%
Science and Technology	1,342	2,074	781	680	42%	87%
Security, Guarding & Emergency Services	721	961	607	293	74%	48%
Sport and Leisure	2,739	4,432	1,898	1,538	49%	81%
Tourism	1,530	2,233	910	689	47%	76%
Transport, Distribution & Logistics	2,571	2,907	2,146	1,437	84%	67%
Web Development & Design	420	809	409	303	61%	74%
<b>Total Labour Market Skills Focus</b>	<b>112,578</b>	<b>156,386</b>	<b>90,395</b>	<b>62,597</b>		
Core ICT	8,435	11,748	7,214	4,468	84%	62%
Core Personal	69,944	87,988	55,659	38,145	75%	69%
General Learning	53,193	60,089	39,718	23,378	82%	59%
Language	80	138	58	44	49%	76%
Skills Sampling	394	486	349	72	83%	21%
<b>Total Transversal Skills Focus</b>	<b>132,046</b>	<b>160,449</b>	<b>102,998</b>	<b>66,107</b>		
<b>Total all skills clusters</b>	<b>244,624</b>	<b>316,835</b>	<b>193,393</b>	<b>128,704</b>		

## 2021 Further Education and Training provision reported outturn

In 2021, the SOLAS funded FET provision set out to cater for 325,102 beneficiaries. This plan was generated without any clear knowledge of how the Covid-19 pandemic would progress throughout the year, and this uncertainty is reflected in the outturn data. The 2021 plan, when compared to the reported outturn, shows that of the planned beneficiary numbers, full-time provision attained 84 percent and part-time 87 percent. In 2021 there were 279,253 reported beneficiaries that availed of FET, of which 225,987 availed of FET provision through ETBs. As was the case in 2020 eCollege made a very significant contribution to the overall learner count with over 48,000 beneficiaries participating on eCollege courses during 2021. Over 168,000 beneficiaries completed courses in 2021 of which 90 percent completed courses delivered through ETBs. Comparative analysis of the 2021 plan against the 2021 FET reported outturn is set out in Table 1.9.

**Table 1.9: 2021 FET provision reported outturn compared to 2021 planned provision**

2021 FET Provision reported outturn compared to the plan									
SUMMARY	Planned During 2021			Reported Outturn for 2021			Analysis of 2021 Reported Outturn V Plan		
Provision Type	Projected Starters	Projected Number of Beneficiaries	Projected Completers	Reported Starters	Reported Number of Beneficiaries	Reported Completers	Reported Starters V Plan	Reported Beneficiaries V Plan	Reported Completers V Plan
Full-time	75,704	116,556	58,810	59,268	98,212	55,312	78%	84%	94%
Part-time	131,349	172,584	105,361	106,905	144,436	81,072	81%	84%	77%
Variable-time	34,568	35,962	27,169	35,278	36,605	31,826	102%	102%	117%
<b>Total</b>	<b>241,621</b>	<b>325,102</b>	<b>191,340</b>	<b>201,451</b>	<b>279,253</b>	<b>168,210</b>	<b>83%</b>	<b>86%</b>	<b>88%</b>

## 2021 FET provision reported outturn versus revised mid-year forecasted outturn

The FET planning process includes a mid-year review by FET providers and SOLAS, which can result in revisions to planned activity. The revised forecasted outturn is subject to the Board of SOLAS approval. Table 1.10 provides analysis of the mid-year revised forecasted outturn for FET provision against the 2021 FET reported outturn.

**Table 1.10: FET provision reported outturn compared to revised outturn at mid-year for 2021**

2021 FET Provision reported outturn compared to the revised mid-year plan					
Summary	2021 Plan revised at mid-year		2021 Reported outturn at year-end		Analysis of beneficiary variance
	Planned Starters	Planned Beneficiary Numbers	Reported Starters	Reported Number of Beneficiaries	Reported Outturn@ year-end V Revised mid-year Plan
Full-time provision	67,300	106,022	59,268	98,212	-7,810
Part-time provision	112,057	149,043	106,905	144,436	-4,607
Variable-time provision	28,852	30,171	35,278	36,605	6,434
<b>Totals</b>	<b>208,209</b>	<b>285,236</b>	<b>201,451</b>	<b>279,253</b>	<b>-5,983</b>

## SOLAS grant allocations to other FET providers, agencies and bodies.

A portion of the 2022 funding that SOLAS receives from the DFHERIS is allocated to a number of other FET providers, agencies and bodies that deliver additional provision and/or support and provide services to the FET sector.

### SOLAS grant allocations for additional provision

#### Voluntary Secondary and Community and Comprehensive Schools (VSCCS)

Grant allocations will be provided to nine VSCCS in 2022. The grant allocations will be used for the purpose of provision of the Back to Education Initiative (BTEI). Table 1.11 outlines the VSCCS that will be in receipt of grant allocations for the provision of BTEI during 2022.

**Table 1.11: Additional FET provision VSCCS grant allocations for BTEI**

<b>Additional FET provision VSCCS grant allocations for BTEI</b>	
<b>VSCCS - college/school</b>	<b>2022 Grant allocation</b>
Donahies Community School, Dublin 13	€62,339
Gorey Community School, Gorey, Co Wexford	€43,983
Mary Immaculate Secondary School, Lisdoonvarna, Co Clare	€171,000
Nagle Rice Secondary School, Doneraile, Co Cork	€20,963
North Presentation Secondary School, Cork	(up to) €81,648
Santa Maria College, Louisburgh, Co Mayo	€10,298
Scoil Mhuire, Ennistymon, Co Clare	€14,895
St Joseph's Secondary School, Spanish Point, Co Clare	€48,548
St Michaels, Castlerea, Co Roscommon	€33,100
<b>Sub-total additional FET provision (BTEI)</b>	<b>€486,774</b>
QQI re-engagement (profiled yet to be allocated)	€42,000
<b>Total additional FET provision (BTEI)</b>	<b>€528,774</b>

**Summary of VSCCS PLC approved places.**

SOLAS will fund the PLC for the VSCCS (circa €4.82m in 2022), however teacher pay, payments for locally devised assessments (LDAs) and student capitation grants will be paid through the Dept. of Education. Detail of the schools and colleges that will receive grants administered through the Dept. of Education in 2022 is set out in Appendix 3. SOLAS will have responsibility for administering other grants such as Enhanced Capitation and Fund for Students with Disabilities directly for VSCCS. Table 1.12 summarises the approved PLC places for 2022 for VSCCS.

**Table 1.12: VSCCS approved PLC places for 2022**

<b>VSCCS 2022 approved PLC places</b>	
<b>Approved PLC places</b>	<b>1,277</b>

## **Summary of additional provision**

Table 1.13 sets out the detail of grants in respect of additional provision, which are made to FIT, IDS, NALA, TCPID and VSCCS. Detail associated with these allocations is also included in Tables 1.4 to 1.6 and in Table 1.11 relating to VSCCS BTEI grants. Included in this table are 2022 grant details to Accounting Technicians Ireland and Retail Ireland Skillnet for additional provision as 2016+ Apprenticeship collaborating providers.

**Table 1.13: Other FET providers grants for additional provision in 2022**

Other FET providers grants for additional provision in 2022			
Other FET providers	FET provision	Programme	2022 Grant allocation
FIT - Fasttrack into Information Technology	FET Provision - assessments	2016+ Apprenticeship	€200,000
Irish Deaf Society <sup>1</sup>	FET Provision	Adult Literacy	€630,980
National Adult Literacy Agency <sup>1</sup>	FET Provision	Adult Literacy	€200,000
Trinity Centre for People with Intellectual Disabilities <sup>1</sup>	FET Provision	Progression	€160,000
VSCCS <sup>1</sup>	FET Provision - BTEI	BTEI	€486,774
VSCCS <sup>1</sup>	BTEI Provision - QQI re-engagement	BTEI	€42,000
VSCCS <sup>1</sup>	FET Provision (LDA & Enhanced Capitation)	PLC	€330,000
VSCCS <sup>1</sup>	FET Provision (PLC Pay & Capitation Grant)	PLC	€3,377,000
VSCCS <sup>1</sup>	PLC Provision - QQI re-engagement	PLC	€84,000
VSCCS <sup>1</sup>	Fund for students with disabilities	PLC	€500,000
<b>Sub-total additional FET provision grants</b>			<b>€6,010,754</b>
Accounting Technicians Ireland	2016+ Apprenticeship collaborating provider supports	Accounting technician	€236,756
Retail Ireland Skillnet	2016+ Apprenticeship collaborating provider supports	Retail supervision	€884,601
<b>Sub-total additional FET provision grants for collaborating providers - Apprenticeship 2016+</b>			<b>€1,121,357</b>
<b>Total additional FET provision</b>			<b>€7,132,111</b>

## **SOLAS grant allocations to agencies and bodies in the Further Education and Training sector**

In addition to ETBs and other FET providers, SOLAS also provides grant allocations to a number of agencies and bodies that support and provide services to the FET sector.

SOLAS developed the *'Overarching Parameters and Guidelines Document for 2022 Grant Allocations by SOLAS to Agencies in the FET Sector'* and the *'Overarching Parameters and Guidelines Document for 2022 Grant Allocations by SOLAS for 2016+ Apprenticeships'* to support the funding process. The relevant parameters and requirements guidelines documents were issued to a range of Agencies whose organisational objectives are closely aligned to the Further Education and Training Strategy 2020-2024. The Agencies were asked, to outline their proposed activities for 2022 with reference to the Further Education and Training Strategy 2020-2024, list the expected outcomes and the identify the grant required. The guideline document sets out the protocols and procedures for grant allocations in 2022.

SOLAS evaluated the submissions received and the grants requested from Agencies and Bodies. Grants were approved based on the alignment of planned activities to the overall FET Strategy details of which are set out in the following series of tables 1.14 to 1.23.

### **Further Education and Training - Support Organisations**

Table 1.14 provides an outline of the key activities planned for 2022 and the grant allocation for the organisation listed in the table; AHEAD, AONTAS, Fasttrack into Information Technology (FIT), National Adult Literacy Agency (NALA), National Centre for Guidance in Education (NCGE) and Pavee Point.

**Table 1.14: Grant allocations to organisations that provide support within the FET sector**

Grant allocations to organisations that provide support within the FET sector		
Organisation	Key activities planned for 2022	2022 Grant allocation
AHEAD	AHEAD will support the FET Sector in 2022 to work towards its strategic priority of fostering inclusion by updating and maintaining web-based supports for learners with disabilities, advising SOLAS, ETBs and FET centres, and providing practitioners with support, tools and the CPD they need to implement universal design for learning, assistive technology and accessibility strategies.	€244,050
AONTAS	<p>In line with our Strategic Plan, AONTAS will effectively deliver work under three overarching goals of learner voice for action; a thriving community education sector; and lifelong learning for sustainability.</p> <ul style="list-style-type: none"> <li>• AONTAS will work to create greater educational equality for all adult learners through advocacy, communications, capacity building and research activities.</li> <li>• As a civil society organisation, we will support the implementation of the FET Strategy and other national policy by offering learner-informed, evidence-driven critical analysis of policy and practice pertaining to educational equality for adults.</li> <li>• In 2022, specific focus will centre on supporting the Community Education Framework, strengthening the voice of FET and FET learners, and monitoring the impact of COVID 19 on marginalised adult learning and proposing actions for inclusion.</li> <li>• In summary, the work areas cover: representation, publishing the Adult Learner Journal, coordinating the AONTAS Community Education Network, communication including the Adult Learners’ Festival, EU projects, learner voice and information service.</li> </ul>	€1,259,316

**Table 1.14 ctd**

<b>Grant allocations to organisations that provide support within the FET sector</b>		
<b>Organisation</b>	<b>Key activities planned for 2022</b>	<b>2022 Grant allocation</b>
AONTAS	<p>The purpose of the National FET Learner Forum (NFLF) project is twofold: to gain independent FET learner perspectives through a mixed methods research project, capturing what is working well and improvements needed for a continually responsive FET learner system. Learners as Leaders (LAL) programme aims to build capacity of learners to articulate their experiences at local and regional level and to support meaningful learner representation and supports QQI quality reviews.</p> <p>This work is carried with the support of an advisory and an academic expert group (8 meetings).</p> <p>Subject to ETB engagement, we aim to gather 500 qualitative &amp; 1500 questionnaires across 12 ETBs, through 14 meetings resulting in 12 individual ETB reports.</p> <p>A national event to launch the Annual Synthesis Report</p> <p>The LAL training programmes will be held with six ETBs, through 12 meetings reaching 40 learners. Through a communications strategy, social media and blogs the success of the NFLF will be widely disseminated.</p>	€336,384
FIT - Fasttrack into Information Technology	<p>A. FIT Industry linkage and Programme Development. Develop market orientated curricula. Maintain and expand industry engagement in the FIT initiative.</p> <p>B. FIT ‘Wrap-around’ course supports for disadvantaged learners; Mobilise &amp; support marginalised job seekers. QA of FIT programmes to ensure the progression of participants.</p> <p>C. FIT Support for Learner Progression; Provide learners with preparation for work placement and progression supports.</p> <p>D. Support Inclusion in FET; Promote capacity building within disadvantaged communities &amp; address the digital divide.</p> <p>E. FIT Input to Policy Development Influence Policy &amp; Practice based on the needs identified.</p>	€1,127,368

Table 1.14 ctd

Grant allocations to organisations that provide support within the FET sector		
Organisation	Key activities planned for 2022	2022 Grant allocation
National Adult Literacy Agency	<p>Under this project, experienced Literacy Development workers will devise and deliver tailored programmes for those most at risk of social exclusion and where unmet literacy, numeracy and digital literacy needs are most significant. This will include:</p> <ul style="list-style-type: none"> <li>• Incarcerated persons and ex-offenders</li> <li>• Persons recovering from addiction</li> <li>• Migrants, International protected applicants, People with language needs</li> <li>• Members of the Traveller community</li> <li>• Persons with disabilities</li> <li>• Low-paid workers</li> <li>• One-parent households</li> <li>• Older adults</li> </ul> <p>Drawing on NALA’s experience and work with LOETB, DALC and SETU led Prison Peer Programme, the Literacy Development workers will develop integrated strategies and actions, working with ETBs, NGOs and community development organisations to reach, identify and develop specific and innovative supports for individuals and groups who are most at risk of marginalisation and hardest to reach.</p>	€83,000

Table 1.14 ctd

Grant allocations to organisations that provide support within the FET sector		
Organisation	Key activities planned for 2022	2022 Grant allocation
National Adult Literacy Agency	<ul style="list-style-type: none"> <li>• The Student Development Fund contributes to the delivery of the Further Education and Training Strategy (2020-2024) as it relates to adult literacy, numeracy, and digital skills.</li> <li>• The Student Development Fund provides a grant to adult education centres where literacy or English for Speakers of Other Languages (ESOL) tuition takes place.</li> <li>• The fund is a subsidy towards a non-tuition group activity outside the classroom for adults and young people improving their literacy and numeracy skills, or for new technology to support adult literacy and numeracy students.</li> <li>• These activities provide an opportunity for students to do and learn something new and share experiences with fellow learners.</li> <li>• Centres who receive the fund agree to gather student feedback which NALA then summarises and shares with SOLAS, ETBI and other organisations to add value to the implementation of the FET Strategy (Creating and enabling literacy, numeracy and digital skills pathways, Objective 1).</li> </ul>	€40,000
National Centre for Guidance in Education	<p>Delivery of NCGE FET Guidance Programme in accordance with agreed requirements of DE and DFHERIS: Informing work with DE and DFHERIS on development of national guidance strategy to ensure lifelong guidance approach; Collaboration with SOLAS/ ETBI /ETBs on development of Future FET Guidance policies and systems development in accordance with national strategy; Provision of CPD, resources &amp; guidelines for quality practice; Continued management &amp; co-ordination of AGMS while establishment with SOLAS / ETBI / ETBs of appropriate FET- GMS system to support future monitoring / evaluation of ETB FET guidance services; Inform &amp; advise on guidance policies in accordance with all relevant national strategies</p>	(Up to) €278,000

**Table 1.14 ctd**

<b>Grant allocations to organisations that provide support within the FET sector</b>		
<b>Organisation</b>	<b>Key activities planned for 2022</b>	<b>2022 Grant allocation</b>
Pavee Point	<p>This project adopts a community development approach to widen Traveller and Roma participation in FET, in particular through supporting Traveller and Roma organisations and initiatives and other groups involved in this work</p> <p>Objectives:</p> <ol style="list-style-type: none"> <li>1. Establish a baseline for Traveller and Roma engagement and participation in FET</li> <li>2. Increase awareness of engagement and participation in FET among Traveller and Roma communities and organisations</li> <li>3. Engage with service providers for the purpose of considering special initiatives for Travellers and Roma</li> <li>4. Based on previous engagement in this area, inform relevant policy, strategy and initiatives at national and regional levels, including FET and associated literacy strategy</li> <li>5. Improve knowledge base and responses to Traveller and Roma FET needs</li> </ol> <p>The project is national in its scope and pays specific attention to intersectionality, particularly the needs and issues of Traveller and Roma women, those with a disability, and LGBTQI Travellers and Roma.</p>	€104,200
<b>Total grants to organisations providing support within FET sector</b>		<b>€3,472,318</b>

**FET – Staff Representative Organisations (ETBI Administered)**

Since 2017, to support the critical contribution of FET Professional Associations within the ETB sector and as part of the implementation of the FET Strategy, funding for FET Professional Associations has been channelled through ETBI. This approach reflects the changing structures, new governance requirements and emerging demands on the FET sector. Table 1.15 provides an overview, of the grant allocation to FET Staff Representative associations and their activities. This grant is administered by ETBI to the following associations; Adult Education Guidance Association of Ireland (AEGAI), Adult Education Officers Association, Adult Literacy Organisers Association (ALOA), Community Education Facilitators Association, National Association of VTOS Coordinators and National Association of Youthreach Coordinators.

**Table 1.15: Grant allocations to FET staff representative organisations (ETBI administered)**

<b>Grant allocation to FET staff representative organisations (ETBI administered)</b>	
<b>Association</b>	<b>Illustration of key activities planned for 2022</b>
<b>Adult Education Guidance Association of Ireland (AEGAI)</b>	Representing the views of members and working with relevant stakeholders in the implementation of a FET guidance service as outlined in the FET Guidance Strategy.
<b>Adult Education Officers' Association</b>	Providing continuous professional development for members and representing their views at a national level.
<b>Adult Literacy Organisers Association (ALOA)</b>	Assisting members to develop their professional competencies in adult literacy and sharing knowledge and experience through networking.
<b>Community Education Facilitators Association</b>	Promoting community education and supporting members through CPD and networking activities.
<b>National Association of VTOS Coordinators</b>	Raising awareness of the developmental needs of adult learners and sharing best practice among coordinators.
<b>National Association of Youthreach Coordinators</b>	Raising the profile of Youthreach through its website, publications and social media.
<b>Total grant amount</b>	<b>€60,400</b>

**FET Staff Representative Organisations (SOLAS Administered)**

SOLAS will continue to administer FET grants to the FET Staff Representative organisations detailed in Table 1.16 the National Association of Adult and Community Education Directors.

**Table 1.16: Grant allocations to FET staff representative organisations (SOLAS administered)**

<b>Grant allocations to FET staff representatives' organisations - SOLAS administered</b>		
<b>Organisation</b>	<b>Key activities planned for 2022</b>	<b>2022 Grant allocation</b>
The National Association of Adult & Community Education Directors	1) Hold a face-to-face conference to take place in May/June to facilitate CPD in the areas of leadership, advertising using various social media platforms and providing a forum for Directors. 2) Set up a sub-committee to target more NACED schools to offer night classes.	€21,000
The National Association of Adult & Community Education Directors	1) Collaboration between hub and satellite school to offer QQI courses. 2) To develop a working model between hub and satellite school while maintaining the integrity and standards of QQI.	€20,000
<b>Total grant amount</b>		<b>€41,000</b>

### **FET - Lifelong Learning Opportunities**

Table 1.17 provides an overview of the key activities planned for 2022 and the grant allocation for the organisations listed in the table; Age Action Ireland, An Cosán, Irish Countrywomen’s Association and The People’s College.

**Table 1.17: Grant allocations to organisations supporting lifelong learning opportunities within the FET sector**

Grant allocations to organisations supporting lifelong learning within FET sector		
Organisation	Key activities planned for 2022	2022 Grant allocation
Age Action Ireland	Under the umbrella of Lifelong Learning, Age Action proposes: - the continuation of the U3A programme, facilitating more than 2000 older learners to come together when they choose to as micro learning circles, building confidence, knowledge, social connectedness while highlighting the value of self-empowered ageing; and, - building on Age Action's experience of providing one-to-one digital skills training to over 40,000 people, evolving the delivery of informal education by researching, developing and testing a competence-based digital learning curriculum focused on developing learners' skills and facilitating lifelong pathways.	€131,730
An Cosán	1. Progress the Digital Transformation of An Cosán's ACE model: Develop pathways within FET that facilitate lifelong learning for disadvantaged learners, including An Cosán's National Community Partner network. 2. Support FET through the development and production of Resources: Develop new 'good practice' guides/toolkits on UDL, Assistive Technology, Digital Literacy, Digital Skills Training, and Technology-Enhanced Learning. 3. Digital Literacy: Build on the SOLAS-supported 2020 'Digital Stepping Stones' (assessment tool) campaign with a national 'Let's Get Digital' campaign, including supports for community organisations. 4. National Advocacy and Policy framework: Advocate nationally on digital literacy, women's community education issues with policy research to support the FET and ALL 2030 strategies, and the adult learners we serve.	€510,049

Table 1.17 ctd

Grant allocations to organisations supporting lifelong learning within FET sector		
Organisation	Key activities planned for 2022	2022 Grant allocation
An Cosán	<p>Organisational capacity building: An Cosán's proposed service is to develop our core organisational capacity to ensure we continue to deliver on the priorities of FET. Increased capacity in 2022 will ensure An Cosán can deliver on the FET Strategy through leadership, expanded corporate and financial services, policy development, increased and diversified funding capacity, enhanced programme delivery, quality assurance systems, and a strengthened advocacy voice with national reach.</p> <p>This development and growth of An Cosán's Adult Community Education capacity will:</p> <ul style="list-style-type: none"> <li>• Continue to be led by the CEO and the renewed organisational structure with an expanded and enhanced senior management team.</li> <li>• Require an expanded range of services, supports, and systems to ensure the successful delivery of the entire adult education programme.</li> </ul>	€150,000
Irish Countrywomens Association	<p>The activity/service proposed for 2022 is the continuation of the employment of front office staff whose support in An Grianán Adult Education College is vital for the college to continue as a source of education and development for members of the ICA and non-members alike. An Grianán is the jewel in the crown of the Association since 1954 when An Grianán opened its doors. Since then, the college has offered courses and the possibility of relaxation to members and non-members alike. When passing through the gates of An Grianán, they enter into a world of relaxation and a stress-free atmosphere where they can learn new skills and crafts.</p>	€21,000

Table 1.17 ctd

Grant allocations to organisations supporting lifelong learning within FET sector		
Organisation	Key activities planned for 2022	2022 Grant allocation
The People's College	<p>The funding will be used to ensure that we can provide adequate staffing, venues and materials to allow us to continue to deliver and improve on adult education day and evening course choices, expand our outreach, and continue to keep our students engaged in lifelong learning through active and social inclusion. We plan to create and deliver more accessible and flexible learning opportunities and environments for our learners. We also plan to deliver more multi-cultural educational courses and activities to improve integration and equality within our current and future student base.</p> <p>In 2022 we will continue to reach out to both the working/retired communities and those communities with socially and educationally disadvantaged adult learners to help develop intercultural activities and learning opportunities for people in the Inner City Centre and surrounding areas and communities.</p> <p>We will continue to support student activities for our Choir, Debating Society and our Drama Group.</p>	€112,000
<b>Total grants to organisations supporting lifelong learning opportunities within FET sector</b>		<b>€924,779</b>

### FET – Professional Development provision

The South East Technological University /NALA Accreditation Project provides higher-education qualifications to those working in the national adult literacy service, Irish Deaf Society is developing an ISL tutor course in partnership with the Centre for Deaf Studies, the detail is set out in Table 1.18.

**Table 1.18: Grant allocations for continuous professional development provision**

<b>Grant allocation for continuous professional development provision</b>		
<b>Organisation</b>	<b>Key activities planned for 2022</b>	<b>2022 Grant allocation</b>
South East Technological University - National Adult Literacy Agency	<p>The Literacy Development Centre bases proposed activity and planned deliverables on 2 key things. 1) how we can support our learners (FET practitioners) and employers in their work in FET and 2) how we can directly support the key strategies driving the sector. In doing so we propose deliverables across 4 key activity steams:</p> <ol style="list-style-type: none"> <li>1. Programme Delivery to c220 students to both our core student base and an outreach basis to ETBs nationally thereby supporting practitioners on the ground &amp; their employers;</li> <li>2. Supporting the Access &amp; Participation of learners to access our programmes which are designed in a way that reflects &amp; supports the particular needs of adult learners;</li> <li>3. To continually develop our Programme Innovation to reflect learner needs &amp; emerging pedagogical practice;</li> <li>4. To make a positive Research Contribution in areas of literacy and FET practice through student research, desk-based research and involvement in national &amp; EU research partnerships.</li> </ol>	€525,900
Irish Deaf Society	<p>ISL Tutor Course Development in Partnership with Centre for Deaf Studies (CDS): IDS partner with CDS to develop teacher training for Deaf ISL teachers. IDS will collaborate with Centre for Deaf Studies TCD (CDS) to develop an 18-month QQI level 7 blended learning Irish Sign Language teaching programme. This course will address a national shortage of ISL teachers which continues to impact on our ability to meet demand.</p>	€46,000
<b>Total grant for FET CPD provision</b>		<b>€571,900</b>

### Specific projects: EU and other projects details

The EU and other projects assist adults, practitioners, policy makers and others access information about the further education and training sector. Table 1.19 provides details of the key activities planned for 2022 and the grant allocation for the organisations listed in the table; AONTAS, CSO – PIAAC, Dept of Foreign Affairs – PIAAC, Irish Association of Community Training Organisations (IACTO) and Irish National Organisation of the Unemployed (INOU).

**Table 1.19: Grant allocations for specific projects - EU and specific projects**

Grant allocations for specific projects - EU and other projects		
Organisation	Key activities planned for 2022	2022 Grant allocation
AONTAS	AONTAS is designated by DFHERIS as the National Coordinator of the European Agenda for Adult Learning. This ERASMUS+ KA3 project aims to deliver the approved workplan by the European Commission. The main aim of the Project is to tackle educational inequalities widened by the Covid-19 pandemic. The Project will involve learner-centred assessments and activities, effective stakeholder engagement, capacity building and well-being programmes, a community of practice for educators, and the development of communications materials, study visits and conference. It will support the implementation of Irish and European adult learning policy, promote and enable lifelong learning, and support marginalised learners.	€54,361
Central Statistics Office	The OECD, in conjunction with member countries, is implementing the 2nd Cycle of the Survey of Adult Skills (PIAAC) administered in Ireland by CSO. The Survey measures adults' proficiency in key information-processing skills and gathers information and collects data on the extent to which adults use these skills and other generic skills at work and in everyday life and their relationships with social and economic outcomes.	€938,368
Dept. of Foreign Affairs	Cycle 2 - PIAAC; Ireland's contribution to OECD towards the costs of the international co-ordination of the survey for the period 2018 to 2023.	€110,000

Table 1.19 ctd

Grant allocations for specific projects - EU and other projects		
Organisation	Key activities planned for 2022	2022 Grant allocation
Irish Association of Community Training Organisations	<p>1)Enable consistency in the application of national policy across the CTC sector and support continuous improvement and change management strategies</p> <p>2)Improve capacity of Boards to meet their employer obligations by providing training and support</p> <p>3)Support improved communication strategies to build strong, diverse and connected communities in CTCs through project groups and leading out on projects</p> <p>4)Minimise IR risk and exposure to CTCs as employer by providing expert advice</p> <p>5)Support implementation of collective bargaining across CTC sector</p> <p>6)Provide effective early intervention Alternative Dispute Resolution support</p> <p>7)Collaborate with CTC Boards and their local ETBs to mitigate against educational disadvantage in the delivery of services to learners</p>	€162,000
Irish National Organisation of the Unemployed	<p>Working for Work: Supporting the publication and distribution of 25,000 copies of Working for Work. The publication provides unemployed people, agencies and organisations working with unemployed people, with the information and knowledge necessary to identify supports and options available to assist unemployed people in their progression from welfare, education, and training and work experience into employment. INOU website: To support the ongoing work of the development of the online version of Working for Work.</p>	€20,000
<b>Total grant allocations for FET specific projects - EU and other projects</b>		<b>€1,284,729</b>

## FET learning pathways

FET learning pathways projects provide and raise awareness of access routes and supports to assist learners pursue learning opportunities and career options. Table 1.20 provides details of the organisations and activity/projects planned for 2022 and the grant allocation to Construction Industry Federation, Down Syndrome Ireland, Dyslexia Association of Ireland, National Adult Literacy Agency and Third Age.

**Table 1.20: Grant allocations for FET learning pathways**

Grant allocations for FET learning pathways		
Organisation	Key activities planned for 2022	2022 Grant allocation
Construction Industry Federation	CIF is part of the Construction Sector Group, charged with ensuring the delivery of the National Development Plan (S 6.9). A key element of ensuring the capability of the construction sector to deliver the required projects, is a skilled workforce. The CIF have drawn up a three-year plan seeking to address this skills need to consist of three elements 1. an outreach programme to second level schools to highlight the industry and to engage with students regarding the opportunities in the sector 2. A construction based competition targeted at second level students and Youthreach centres 3. An ongoing promotional campaign via various platforms to promote the careers in the sector. These promotional activities are designed to highlight the full range of career paths available to young people so they can make the most informed choice about a career in any construction related fields.	€83,000
Down Syndrome Ireland	<ul style="list-style-type: none"> <li>• Linking with SOLAS and ETBI to support increased participation of learners with Down syndrome in local further education provision</li> <li>• Sharing knowledge and expertise from Down Syndrome Ireland's experience of developing and delivering structured Further Education courses for adults with Down syndrome.</li> <li>• Linking with teens and adults with Down syndrome and their families to ensure that their voices are heard and their needs considered and addressed in the Further Education system.</li> <li>• Supporting SOLAS and the ETBI with disability awareness across the further education sector.</li> <li>• Increasing awareness of further education opportunities and pathways among school leavers with Down syndrome.</li> </ul>	€140,000

Table 1.20 ctd

Grant allocations for FET learning pathways		
Organisation	Key activities planned for 2022	2022 Grant allocation
Dyslexia Association of Ireland	<ol style="list-style-type: none"> <li>1. Continued provision of subsidised dyslexia assessments for disadvantaged adults, and roll-out of our Assessment of Needs training course to upskill FET sector staff on dyslexia identification.</li> <li>2. Delivery of a free information service on adult dyslexia (including website, helpline, social media, and information seminars).</li> <li>3. Ongoing development work by our two existing Adult Dyslexia Coordinators (ADCs) plus recruitment of 2 additional ADCs (to build a team of 4) focused on developing dyslexia awareness within the FET, HE and employment sectors, provision of training to support inclusion, accessibility and progression, including recognition of the impact on mental health.</li> <li>4. Development of a new online learning hub for adults with dyslexia - enabling access to learning and literacy resources, mental health support and guidance – featuring a range of voices of adults with dyslexia.</li> <li>5. Nationwide public awareness campaign on adult dyslexia in tandem with launching the online hub.</li> </ol>	€191,000
National Adult Literacy Agency	<p>NALA will work in partnership with SOLAS, ETBI, ETBs and other organisations, to add value to the delivery of the FET strategy (2020-2024) as it relates to adult literacy, numeracy, and digital skills. We will promote available learning opportunities and expand learning opportunities through our distance learning and eLearning platform to support ETBs, other centres and individuals; We will deliver a diverse programme of training, workshops and events to support practitioner professional development, knowledge sharing and networking; We will produce and disseminate teaching and learning resources and workbooks to ETBs and other organisations providing services to support individuals with literacy needs. We will support learner independence by facilitating events and activities, undertake research and share learner feedback to help inform decision-making in the FET sector. We will provide services to organisations providing information and services to individuals with literacy needs.</p>	€2,086,000

Table 1.20 ctd

Grant allocations for FET learning pathways		
Organisation	Key activities planned for 2022	2022 Grant allocation
Third Age	<p>Fáilte Isteach is a community project involving trained volunteer tutors welcoming migrants through free conversational English classes. The project provides the necessary language skills to new migrants in a student-centred, welcoming and inclusive manner.</p> <p>Fáilte Isteach:</p> <ul style="list-style-type: none"> <li>- delivers online and in person classes across 105 communities in all 26 counties</li> <li>- launches new groups in areas not yet serviced by the project</li> <li>- creates promotional material (including posters, social posts etc) to recruit volunteers and reach potential learners</li> <li>- supports new volunteers with a comprehensive starter pack and induction training</li> <li>- delivers ongoing volunteer training for tutors and coordinators</li> <li>- supports all groups with tutoring materials and learner resources specifically designed for Fáilte Isteach [in both print and digital formats]</li> <li>- supports marginalised groups with their language, social, personal and integration needs, thereby benefiting learners, employers and communities.</li> </ul>	€241,245
<b>Total grant allocations for FET learning pathways</b>		<b>€2,741,245</b>

### FET support projects/organisations

Table 1.21 provides details of the organisations and activity/projects planned for 2022 and the grant allocation to Education and Training Boards Ireland (ETBI) and the Further Education Support Unit (FESU) of the Association of Community and Comprehensive Schools and Joint Managerial Body for Voluntary Secondary Schools.

**Table 1.21: Grant allocations for other FET organisations/support projects**

Grant allocations for other FET organisations/support projects			
Organisation	Project	Key activities planned for 2022	2022 Grant allocation
Association of Community and Comprehensive Schools & Joint Managerial Body for Voluntary Secondary Schools - Further Education Support Unit of ACCS/JMB	Specific supports core funding	<p>Support Voluntary Secondary Community Comprehensive Schools (VSCCS) in their delivery of FE courses.</p> <p>Support VSCCS schools and Colleges with QQI Quality Assurance Re-engagement.</p> <p>Assisting VSCCS to complete QQI programme validation applications. Recommending validation applications for approval and submitting VSCCS validation applications to QQI on behalf of VSCCS.</p> <p>PLSS and FARR - CPD and Support to VSCCS.</p> <p>SOLAS / QQI link person for VSCCS.</p> <p>Work collaboratively with ETBI and VSCCS on the CAO / FET project.</p> <p>Approve VSCCS Fund for Students with Disabilities applications on behalf of SOLAS.</p> <p>Agree the format and use of the new ELC Award by VSCCS schools / colleges with Regional ETB's.</p> <p>Provide support to VSCCS schools / colleges with the implementation of the new ELC Award.</p> <p>Facilitate and promote increased provision of QQI programmes across VSCCS using the Hub &amp; Satellite centre model.</p>	€172,182

Table 1.21 ctd

Grant allocations for other FET organisations/support projects			
Organisation	Project	Key activities planned for 2022	2022 Grant allocation
Association of Community and Comprehensive Schools & Joint Managerial Body for Voluntary Secondary Schools - Further Education Support Unit of ACCS/JMB	ELC programme manager	<p>Liaising with the VSCCS Further Education Support Service Director, DDLETB and the following local ETB's (LCETB, LWETB, GRETB, MSLETB) to secure access to the new ELC 'sharable curriculum'.</p> <p>Documenting MOU's / agreements with the lead provider DDLETB and local ETB's regarding the use of the sharable curriculum and the ongoing monitoring / maintenance of the programme. Providing CPD on the QQI ELC Validation process (differential validation process) to VSCCS schools / colleges.</p> <p>Supporting VSCCS schools / colleges with the QQI validation applications for new minor and / or special purpose awards relating to ELC.</p> <p>Assisting VSCCS schools in implementing the new ELC curriculum. Documenting Quality Assurance policies and procedures relating to the ELC Professional Class Award.</p> <p>Identifying best practice regarding policy and practice in ELC FET and facilitating the dissemination of this across VSCCS schools / centres.</p>	€58,836
Education and Training Boards Ireland	National Programme Database Co-ordinator	National Programme Database Co-ordinator	€70,000
Education and Training Boards Ireland	FET work-based learning	<ul style="list-style-type: none"> <li>• Support the sector in the implementation of FET strategy 2020-2024.</li> <li>• Advise on national and emerging issues pertaining to Further Education and Training.</li> <li>• Develop common frameworks and shared services as appropriate.</li> <li>• Support the sector in the implementation of the Action Plan for Apprenticeship 2021-2025</li> </ul>	€338,334

Table 1.21 ctd

Grant allocations for other FET organisations/support projects			
Organisation	Project	Key activities planned for 2022	2022 Grant allocation
Education and Training Boards Ireland	FET strategy and policy implementation	<ul style="list-style-type: none"> <li>• Support the sector in the implementation of FET strategy 2020-2024.</li> <li>• Advise on national and emerging issues pertaining to Further Education and Training.</li> <li>• Develop common frameworks and shared services as appropriate.</li> <li>• Support the sector in the implementation of FET PLD Strategy.</li> <li>• Provide a medium for the communication and development of shared approaches, solutions and ideas and they help to build strong communities of professional practice across the sector.</li> <li>• Design and lead European and international mobilities for FET and Senior Management.</li> <li>• Enhance the working of the FET Directorate and FET Forum.</li> <li>• Lead the development of sectoral communication initiatives that build and promote a shared sectoral identity and brand in 2022 including a key FET event raising awareness of ETB FET provision.</li> </ul>	€321,294
Education and Training Boards Ireland	FET quality assurance	<p>The ETBI FET Quality unit will facilitate and support identification, development and promotion of Quality Assurance supports and opportunities for collaborative practice and service sharing across the ETBs specifically around:</p> <ul style="list-style-type: none"> <li>-QA Systems Development and Enhancement</li> <li>-Programme design, modalities, development, approval and governance</li> <li>-Assessment and authentication</li> <li>-Quality Improvement Planning, Self-evaluation and statutory review</li> </ul>	€358,329

Table 1.21 ctd

Grant allocations for other FET organisations/support projects			
Organisation	Project	Key activities planned for 2022	2022 Grant allocation
Education and Training Boards Ireland	FET active inclusion	<ul style="list-style-type: none"> <li>• Support the implementation of the 10 year Adult Literacy Numeracy and Digital Skills Work Plan across FET</li> <li>• Support the sector to embed UDL Practices across FET</li> <li>• Support the mainstreaming and embedding of RPL across FET provision</li> <li>• Develop Research papers relevant to Active Inclusion,</li> <li>• Support the embedding of Upskilling Pathways Recommendations</li> <li>• Develop a Wider Benefits of Learning Framework for ETB Further Education and Training</li> <li>• Support the implementation of recommendations from SOLAS -ETBI Research Papers</li> <li>• Support the development of a Community Education Framework</li> <li>• Support the embedding of Consistent Learner Supports across ETB FET</li> <li>• Support DFET Forum Networks and Committees in advancing Active Inclusion across FET</li> <li>• Liaise with internal and external stakeholders to promote Literacy, Numeracy and Digital Skills at national, regional and local level</li> </ul>	€281,542
Education and Training Boards Ireland	Support resources and digital library	<p>Funding for Planning Resourcing and Reporting will support the commitment to continuous evaluation and improvement across FET Systems and the ongoing implementation of reforms. This remit includes fully supporting the ETB sector in implementing the FET Strategy 2020 - 2024</p> <p>Maintenance and ongoing development of FET Digital Library, including:</p> <ul style="list-style-type: none"> <li>• Initial population of sectoral repository</li> <li>• Establishment of peer-reviewed open access journal</li> <li>• Acquisition of library resources, including eBooks for use by learners across 16 ETBs</li> </ul>	€520,544
<b>Total grant allocations for other FET organisations/support projects</b>			<b>€2,121,061</b>

## Non-ETB Organisations – 2016+ Apprenticeship Consortia, Lead agency/Coordinating Provider

Table 1.22 outlines the grant allocation in 2022 to non-ETB organisations supporting 2016+ Apprenticeship delivery through a consortium or as a lead/coordinating provider. Grant allocation details to the organisations are listed in the table; Accounting Technicians Ireland (ATI), Fasttrack into Information Technology (FIT) and Retail Ireland Skillnet.

**Table 1.22: Grant allocations for 2016+ Apprenticeship consortia, lead/co-ordinating non-ETB providers**

<b>Summary non-ETB grant allocation by 2016+ apprenticeship support role: consortia and lead agency/co-ordinating provider</b>	
<b>Organisation</b>	<b>2022 Grant allocation</b>
Accounting Technicians Ireland	€665,399
FIT - Fasttrack into Information Technology	€760,000
Retail Ireland Skillnet	€300,385
<b>Total grant for non-ETB 2016+ Apprenticeship consortia and lead agency/co-ordinating providers</b>	<b>€1,725,784</b>

## Summary of specific grant allocations for 2022

Set out in Table 1.23 is a summary of specific grant allocations for 2022 by classification of the grants.

**Table 1.23: Summary 2022 FET specific grant allocations**

<b>Summary of proposed 2022 FET specific grants</b>	
<b>FET Specific Grants</b>	<b>2022 Allocation</b>
Additional FET provision (see table 1.13)	€6,010,754
FET support organisations (see table 1.14)	€3,472,318
FET staff representative organisations (see tables 1.15 and 1.16)	€101,400
FET lifelong learning opportunities (see table 1.17)	€924,779
FET CPD provision (see table 1.18)	€571,900
Specific projects - EU and other projects (see table 1.19)	€1,284,729
FET learning pathways (see table 1.20)	€2,741,245
FET organisations/support projects (see table 1.21)	€2,121,061
2016+ Apprenticeships - collaborating provider (see table 1.13)	€1,121,357
2016+ Apprenticeships – consortia and lead agency/co-ordinating non-ETB provider (see table 1.22)	€1,725,784
<b>Total specific grants</b>	<b>€20,075,328</b>

## Section 2

### FET Supports

This section provides an overview of national systems, services, strategies and initiatives that support the development of a strong FET sector.

#### Apprenticeship

The expansion of apprenticeship provision continues with the launch of a new Action Plan for Apprenticeship 2021-2025 in April 2021 by Mr. Simon Harris, Minister for Further and Higher Education, Research, Innovation and Science.

The Action Plan sets out a five-year strategy to deliver on the Programme for Government commitment to reaching 10,000 new apprentice registrations per year by 2025. The plan provides a roadmap to a single apprenticeship system and new supports for employers and apprentices.

5 high level objectives of the plan are as follows:

**1: A high quality and innovative approach objective:** System Apprenticeship will deliver the highest quality of work-based learning, supporting and demonstrating innovation to empower apprentices and employers to meet current and emerging skills needs.

**2: Employer-driven responses objective:** Apprenticeship will be recognised and valued by employers across all sectors of the economy as a key mechanism for building a highly skilled workforce, contributing to productivity and sustainable growth.

**3: Apprenticeship for all objective:** The profile of the apprenticeship population will more closely reflect the profile of the general population.

**4: A valued option objective:** Apprenticeships will be available and recognised as a work based learning opportunity, providing sought after qualifications across the tertiary education and training sector.

**5: A single, coherent objective:** There will be a single apprenticeship system underpinned by a clear governance framework with strong stakeholder input.

Under the plan a National Apprenticeship Office is a new body to be established jointly by SOLAS and the Higher Education Authority to implement the Action Plan for Apprenticeship 2021-2025.

SOLAS has statutory responsibility for the co-ordination and oversight of the national apprenticeship system under the Industrial Training Act, 1967. Apprenticeship provides structured training in the workplace and outside it, leading to an award on the National Framework of Qualifications (NFQ). Apprentices are employed for the duration of their apprenticeship.

In addition to its statutory role, SOLAS is the designated co-ordinating provider for the development, delivery, and maintenance of 25 craft-based apprenticeships. These

apprenticeships are modular in structure, and generally comprise of seven alternating phases of on-the-job and off-the-job training. On successful completion of a craft-based apprenticeship apprentices receive a QQI Advanced Certificate: Craft (Major Award Level 6).

The standing and value of this certificate is recognised nationally and internationally. A total of 1,798 apprentices were awarded an Advanced Certificate Craft in 2021. Lower certification figures in 2021 are a result of the impact of Covid-19 emergency, which saw craft apprenticeship training facilities in further and higher education providers closed for 10 of the following 15 months as per public health advice due to the Covid-19 pandemic.

At the end of December 2021, the apprentice population was 24,212 apprentices. Throughout 2021, SOLAS registered 8,607 apprentices for training, of which 6,955 were registered on craft-based apprenticeships. These are the highest registration figures since 2007. The launch of the Apprenticeship Incentivisation Scheme in 2020 as part of the government's job stimulus package and the subsequent termination of the Apprenticeship Incentivisation Scheme in December 2021 contributed significantly to the surge in registrations in 2021.

A key introduction following the publication of the National Action Plan for Apprenticeship 2021-2025, has been the introduction of Apprenticeship as part of the CAO process for Leaving Certificate Candidates.

It is expected that there will be 65 apprenticeships available in early 2022, 25 craft and 40 consortia-led apprenticeships.

## **Skills to Advance**

Since the Skills to Advance employee development policy framework was introduced in 2019, it has provided upskilling and reskilling opportunities to over 25,000 people in the Irish workforce. In 2022 a further 14,000 opportunities will be made available through 16 Education and Training Boards (ETBs) across Ireland.

Skills to Advance provides targeted skill development for employees in the Irish workforce, particularly those who have lower skills levels, work in vulnerable sectors and who need more opportunities to advance in their working lives and careers, to sustain their employment and to avoid displacement or to avail of emerging job opportunities. The policy also supports small and medium-sized enterprises (SMEs) who need some assistance to invest in and develop their workforce. Skills to Advance primarily targets employees who need upskilling to Level 5 and 6 on the NFQ.

The policy draws on a vision of the workplace in Ireland where upskilling during one's working life is considered normal practice and has a direct correlation with enhanced job security, higher earnings and autonomy at work for employees. The focus is to assist those facing changes in their work due to technology advances, changing work practices and market diversification.

Further education and training opportunities offered through Skills to Advance incorporate digital, socio-emotional and technical skills development to enhance employee skills and support increased productivity and competitiveness in Irish SMEs.

Initiatives such as Skills to Advance are critical to respond effectively to the external challenges facing businesses such as retention of skilled staff in an increasingly tight labour market. The structure of our workforce is changing dramatically and will continue to evolve hence the need to futureproof our workforce by continuously developing key skills. The current business environment requires a workforce that is highly adaptable and flexible. To ensure that workers can achieve this agility, there is a real need for continuous upskilling and reskilling to equip them to adapt their skills to changing tasks and jobs and to sustain and grow business.

In 2022 ETBs will offer over 1,500 Skills to Advance courses; there is high demand for targeted training in areas including business and administration, management, healthcare support, basic digital skills, training and development, project management and near zero energy building.

To boost uptake of training, a number of strategic sectoral and regional initiatives have been collaboratively developed with the Education and Training Boards, employer bodies and key stakeholders. Such initiatives including **Leadership and Management, Developing Leaders for Hospitality and Tourism, Green Sustainability Skills** and **Digital Skills for Business Improvement** will continue to be expanded in 2022 to ensure agile and flexible courses are available in critical skills areas for employees and employers.

In response to demand from businesses for short, focused training for their employees, SOLAS in collaboration with the ETBs and industry partners has developed a model to support new, agile micro training and qualifications in priority skills areas. Through newly developed FET micro-qualifications, employees and employers will be able to access short, targeted training in critical areas such as Environmental Sustainability in the Workplace, Lean for Green Practices, Resource Efficiency, Digital Business Skills, Utilising Robotics, Innovation in Product and Service Development.

The focus on agile upskilling to future proof our workforce in vulnerable occupations, businesses and sectors and optimising opportunities in emerging areas is central to the core mission of the Skills to Advance Initiative. Those in vulnerable sectors run the risk of being most impacted by disruption in the economy and need to be engaged in targeted learning to develop their skill set and increase employability.

Skills to Advance supports ETBs to innovate, working in partnership with, and systematically involving employers in the planning, design, and delivery of relevant FET provision. The **Innovation Through Collaboration Fund** was introduced in 2019 as a new competitive funding mechanism to develop innovative FET provision under Skills to Advance. Ten projects led by ETBs with a range of enterprise partners were successful in obtaining funding in the first round and are now reaching completion. Mainstreaming of the outcomes of these projects will be spearheaded in 2022. Following a second call in 2021, three new collaborative projects from ETBs and collaborative partners will be rolled out in 2022 and will test innovative solutions to

the challenges of workforce development in critical sectors as energy and healthcare while utilising virtual and augmented reality as a delivery mechanism.

The overall target for Skills to Advance participation in 2022 is 14,000 participants based on a budget allocation of €20.3m including the Innovation through Collaboration funding. A significant drive is planned to maximise participation, including strengthening stakeholder engagement, increasing ETB capacity and raising awareness of the opportunities available to both employers and employees.

## **Online and Digital Learning**

### **eCollege**

eCollege is the national further education and training online learning service. It operates on a continuous intake basis and offers flexible, fully online learning opportunities leading to certification. As an emergency response to Covid-19, eCollege has been open to public applications with over 60,000 new entrants joining courses since March 2020. Demand has sustained as Covid-19 restrictions continued, with 29,505 new entrants to the service over 2021.

eCollege offers very flexible online learning and is ideal for those wishing to study at their own pace around their work and life commitments. eCollege offers courses in office productivity, business, web and graphic design, computer programming, data science and IT professional subject areas. eCollege offers courses for those setting out on their digital journeys, those looking to improve their digital skills, and those looking to build in depth knowledge in particular digital domains.

The most popular areas of interest to new entrants in 2021 were digital literacy, office productivity and transversal business skills. eCollege offers pathways to a host of internationally recognised certifications including: Adobe Certified Associate, CompTIA, Microsoft Office Specialist, Cisco, Pearson IT Specialist, International Software Testing Qualifications Board (ISTQB), Project Management Institute (PMI), Digital Marketing Institute (DMI) and International Computer Driving Licence (ICDL).

eCollege is available to unemployed learners via the Department of Social Protection (DSP) and employed learners under Skills to Advance via ETBs.

eCollege was identified as a key element of the digital transformation agenda in *Future FET: Transforming Learning*. In consultation with stakeholders SOLAS is working to improve the reach, range and quality of the service, to ensure a sustainable and expanded portfolio of online and blended learning opportunities are available to an increasing number of FET learners.

## TEL Support

Following on from the TEL Strategy 2016-2019, the thematic focus on embedding technology in combination with innovative pedagogical approaches to enhance the learner experience has been continued in the Digital Transformation agenda outlined in *Future FET: Transforming Learning*. The TEL Support unit continues to offer key strategic supports to FET providers including a federated Moodle infrastructure of over 100 local sites, and framework agreements for courseware, software and certification which support online, blended and in classroom learning. The major pivot to online learning in 2020 continued to place significant demands on the Moodle infrastructure and other digital supports in 2021. The unit works closely with the IT team to ensure a stable, efficient and secure structure remains in place to support future developments.

## FET provision for literacy, numeracy, language, and digital literacy

Further Education and Training continues to have a critical role in supporting social inclusion and providing access to education for the most vulnerable groups and individuals in our society. Literacy, numeracy, and digital literacy provision in FET is being further prioritised, with the 10-Year National Strategy for Adult Literacy, Numeracy and Digital Literacy (Adult Literacy for Life) developed by SOLAS and launched in September 2021. This strategy established a “Whole-of-Government” approach to this area and sets out a vision of an Ireland where every adult has the necessary literacy, numeracy and digital literacy to fully engage in society and realise their potential. The *ALL Strategy Implementation Cross-Government Group* chaired by the Minister of Further and Higher Education Research, Innovation and Science will meet in early 2022 to oversee the initial implementation phase. €3 million has been allocated for the implementation of the ALL Strategy in Budget 2022. It is anticipated that this investment will enable the establishment of the necessary partnership structures, such as the ALL National Programme Office and the network of Regional Literacy Coordinators.

Notable areas of progress in 2021 were the publication of a comprehensive series of reports and practical guidance resources and documents on assessment of literacy and numeracy as well as supports for learners with intellectual disabilities, namely:

- Screening and Assessment of Literacy and Numeracy for FET programmes at NFQ levels 4, 5, and 6 Guidelines, Toolkit and Research Report.
- Initial and Ongoing Assessment of English Language Competency of Migrant Learners in Further Education and Training: Research Report, Guidelines and Toolkit.
- Good Practice Guidelines for Integrated and Standalone Numeracy Provision for Adults with Low Qualification Levels.
- UDL for FET Practitioners: Guidance for Implementing Universal Design for Learning in Irish Further Education and Training.

- Background report and case studies on the Implementation of Guidelines on the Inclusion of Learners with Intellectual Disabilities in Adult Literacy Services.

Work in 2022 will focus on facilitating and ensuring the good practices outlined in these reports and guidance documents are embedded into the FET sector. The SOLAS Learner Support Team will continue to work with partners and stakeholders to encourage, develop and promote inclusive learning environments within FET. This will include a focus on improving and developing more consistent learner supports across FET and in ensuring greater equity of access to our services and provision, with a particular focus on people with a disability. The SOLAS Learner Support Team works collaboratively with all stakeholders to support literacy, numeracy, language, and digital literacy, the realisation of commitments emphasised in the FET Strategy 2020-2024, and the recommendations outlined in the Adult Literacy for Life Strategy.

## **National construction schemes and the Safe Pass programme**

SOLAS is responsible for the governance of the national Construction Skills Certification Scheme (CSCS), Quarrying Skills Certification Scheme (QSCS) and Safe Pass programmes.

The CSCS Programme provides for the training, assessment, certification, and registration of non-craft operatives within the construction sector and is covered under the provisions of Schedule 5 of the Safety, Health and Welfare at Work (Construction) Regulations 2013.

The QSCS programme provides for the training, assessment, certification, and registration of non-craft operatives within the quarrying sector and is covered under the provisions of Schedule 1 of the Safety, Health and Welfare at Work (Quarry) Regulations 2008.

The Safe Pass Programme is a one-day health and safety awareness training programme aimed primarily at construction sector workers, including new entrants. The Safe Pass Programme is covered under the provisions of Schedule 4 of the Safety, Health and Welfare at Work (Construction) Regulations 2013.

SOLAS is responsible for the maintenance of the national database and the processing of applications for Safe Pass, CSCS and QSCS cards. Participants who successfully complete their respective programmes are registered on the SOLAS National Construction Schemes Database and are issued with their cards. In 2021, a total of 16,341 CSCS cards, 710 QSCS cards and 84,202 Safe Pass cards were issued.

SOLAS will continue to maintain the mutual recognition agreement with Construction Industry Training Board (CITB) UK, Construction Employers Federation (CEF) NI, and process applications for recognition of qualifications, in compliance with S.I. No. 8 / 2017 European Union (Recognition of Professional Qualifications) Regulations 2017.

## **Construction Services Unit /Quality Assurance**

As an approved Quality and Qualifications Ireland (QQI) co-ordinating Provider of Construction Skills Certification Scheme (CSCS) and Quarry Skills Certification Scheme (QSCS), SOLAS is required by its governance obligations to undertake comprehensive independent monitoring and evaluation of programme delivery, including assessment processes and associated services. Accordingly, SOLAS continues to prioritise monitoring of all construction programmes. In this regard, SOLAS Construction Services Unit operates and manages a systematic monitoring service that validates the effectiveness of the SOLAS quality assurance systems for Safe Pass, CSCS and QSCS programmes.

The objective of systematic monitoring is to provide public confidence in SOLAS programmes by ensuring quality assurance safeguards are being adhered to by both SOLAS and its assigned collaborating provider networks. Monitoring also promotes best practices and continuous improvements which identify and address areas needing improvement or correction.

The Construction Services Unit is committed to employing a consistency of approach and equity of treatment in the operation of all monitoring activities. All monitoring activities are independent, transparent, and traceable, while monitoring outcomes and determinations are evidence based.

The Construction Services Unit ensures all quality assurance monitoring activities are conducted by trained, competent and experienced SOLAS authorised monitors. SOLAS authorised monitors exercise their professional judgment when engaging in monitoring activities and balance the need for consistent monitoring with the flexibility needed to respond to the uniqueness of each circumstance.

## **Programme and Learner Support System**

The Programme and Learner Support System (PLSS) is a joint initiative between SOLAS and ETBI. It is an ICT system which provides a suite of tools for FET providers to manage and administer the programmes they offer. ETBs can also use the PLSS system to completely manage the applicant and learner lifecycle.

Within PLSS there are three major components:

- The National Programme Database (NPD)
- The National Course Calendar (NCC)
- The Learner Database

The system went live in 2017 and is widely used across the FET sector. This system is constantly evolving to meet the needs of the sector, including introducing new functionality to improve the data collection and user experience. Geocoding functionality was introduced

to the system in 2020 allowing detailed geographical reporting on learners within an ETB, as well as other mapping opportunities.

A PLSS Management Information System (MIS) is available for all ETBs. This reporting tool allows local management to query the data in PLSS and use filtering tools, like those available in Excel, to manipulate their data. 'Tableau' has been rolled out to the sector allowing visual and custom reports to be generated at an ETB level, supporting local business decision making processes.

PLSS provides secure web interfacing facilities for inter-operability with third party systems. DSP can refer clients directly into the application process of FET programmes and learners. Developments to link PLSS to eCollege have been completed, allowing learners to be transferred to the eCollege platform from PLSS.

The import and export facilities in the PLSS allow third party systems to load and extract data to and from the PLSS. This facilitates the export of the PLC October returns data to the Department of Education. This functionality also provided the groundwork for the eCohesion programme, which the ETBs use to submit their ESF returns. PLSS also integrates with the Funding Allocations Requests and Reporting (FARR) planning process.

Fetchcourses.ie is the Further Education and Training Course Hub, which is fully integrated with PLSS. During 2021, there were just under 1.4 million visits to the site, of which about 622,000 were unique users. FET providers now have the option to accept online applications via fetchcourses.ie. Learners can apply for a diverse range of programmes run by different FET providers all through a single website and can completely manage their application process online. Additional functionality to provide an online payment facility for the Fetchcourses.ie site is now live.

## **Section 3**

### **Appendices**

#### **Appendix 1**

List of tables and charts – section 1

#### **Appendix 2**

Overview of support organisations funded through FET in 2022

#### **Appendix 3**

List of Voluntary Secondary and Community and Comprehensive Schools to which PLC grants are administered through the Department of Education

#### **Appendix 4**

Supports provided for FET learners

#### **Appendix 5**

Definitions

## Appendix 1: List of tables and charts – section 1

List of tables and charts in section 1	
Table	Table Title
1.1	SOLAS grant allocation for 2022
1.2	Total projected expenditure for FET provision for 2022
1.3	Devolved capital funding to ETBs for 2022
1.4	Overview of 2022 funding allocated and estimates of provision inputs and outputs for ETBs and other FET providers
1.5	Overview of 2022 funding allocated and estimates of provision inputs and outputs by programme for ETBs and other FET providers
1.6	Estimate of changes in FET provision planned for 2022 compared to 2021 reported outturn
1.7	Estimates for specific target groups participating in FET provision in 2022
1.8	Further Education and Training Planned Provision for 2022 by Skills Cluster
1.9	2021 FET provision reported outturn compared to 2021 planned provision
1.10	FET provision reported outturn compared to the revised outturn at mid-year for 2021
1.11	Additional FET provision VSCCS grant allocations for BTEI
1.12	VSCCS 2022 approved PLC places
1.13	Other FET providers grant for additional provision in 2022
1.14	Grant allocations to organisations that provide support within the FET sector
1.15	Grant allocations FET staff representative organisations (ETBI administered)

List of tables and charts in section 1	
Table	Table Title
1.16	Grant allocations FET staff representative organisations (SOLAS administered)
1.17	Grant allocations to organisations supporting lifelong learning opportunities within the FET sector
1.18	Grant allocations for continuous professional development provision
1.19	Grant allocations for specific projects - EU and other projects
1.20	Grant allocations for FET learning pathways
1.21	Grant allocations for other FET organisations/ support projects
1.22	Grant allocations for 2016+ Apprenticeships - consortia, lead/co-ordinating non-ETB providers
1.23	Summary of 2022 FET specific grant allocations
Chart	Chart Title
1.1	Estimated percentages of beneficiaries expected to participate in FET programmes in 2022 by provision type
1.2	Estimate of FET outputs for beneficiary completions/exits during 2022 by provision type
1.3	Estimate of FET employment and progression outcomes for completers in 2022
1.4	Estimate of all outcomes for beneficiaries completing FET provision during 2022
1.5	Estimate of FET employment and progression outcomes for completers on Community Education courses in 2022

## Appendix 2: Overview of support organisations funded through FET in 2022

### FET Organisations -support organisations

Table 1. provides an overview of support Agencies and Bodies in receipt of SOLAS funding in 2022.

**Table 1. – FET - support organisations**

FET - support organisations	
Agency/Body	Overview of agency/body
<b>AHEAD - Association for Higher Education Access and Disability</b>	Non-profit organisation working to promote full access to and participation in further and higher education for students with disabilities and to enhance their employment prospects on graduation. Providing information on disability issues in education to students and graduates with disabilities, teachers, guidance counsellors and parents.
<b>AONTAS</b>	Non-governmental voluntary membership organisation with over 500 members from the formal and non- formal adult and community education sector and the lifelong learning spectrum. Advocating and lobbying for the development of a quality service for adult learners, promoting the value and benefits of adult learning and broadening participation in lifelong learning, ensuring quality learning opportunities are offered to those who are educationally disadvantaged. Ensuring adult learners are central to adult learning policies.
<b>Fasttrack into Information Technology (FIT)</b>	Industry-led, not for profit organisation that develops and promotes technology-based programmes and career development opportunities for job seekers. Works in collaboration with government, education and training providers and disadvantaged communities to improve access to employment for marginalised job seekers and those at risk of long-term unemployment.
<b>National Adult Literacy Agency (NALA)</b>	An independent charity working in partnership with government departments, organisations, tutors and learners to advance adult literacy policy. Ensuring that adults with literacy and numeracy difficulties can fully take part in society and access learning opportunities that meet their needs.

**Table 1. ctd**

<b>FET - support organisations</b>	
<b>Agency/Body</b>	<b>Overview of agency/body</b>
<b>National Centre for Guidance in Education (NCGE)</b>	Agency of the Department of Education, under the aegis of Léargas, responsible for supporting and developing guidance practice in all areas of education and informing the guidance policy of the DE. Hosts the Euroguidance Centre Ireland and represents Ireland/DE at the European Lifelong Guidance Policy Network.
<b>Pavee Point</b>	Pavee Point is a national non-governmental organisation committed to the attainment of human rights for Irish Travellers and Roma. The organisation is comprised of Travellers, Roma and members of the majority settled population working in partnership to address the needs of Travellers and Roma as minority ethnic groups experiencing exclusion and marginalisation.

**FET Organisations – staff representative organisations**

Table 2. provides an overview of the staff representative association in receipt of SOLAS funding for 2022.

**Table 2. FET – staff representative organisation**

<b>FET – staff representative organisation – SOLAS administered</b>	
<b>Agency/Body</b>	<b>Overview of association</b>
<b>National Association of Adult and Community Education Directors</b>	Voluntary, membership-based organisation that provides support and networking for Directors of Adult Education in Community and Comprehensive schools.

## FET Organisations - lifelong learning opportunities

Table 3. provides a list of Agencies and Bodies receipt of SOLAS funding relating to lifelong learning opportunities in 2022.

**Table 3. FET – lifelong learning opportunities**

FET – lifelong learning opportunities	
Agency/Body	Overview of agency/Body
<b>Age Action Ireland</b>	National non-governmental, membership-based organisation concerned with ageing and older people. With 3,660 members it acts as a network of organisations and individuals including older people and carers of older people. Age Action is a development agency promoting better policies and services for older people.
<b>An Cosán</b>	Community based provider of alternative paths back to education for a wide range of individuals and organisations, offering basic, further and higher education through blended learning. Programmes are delivered through a personalised model of online learning combining live virtual classroom activities with access to online resources, tasks, assignments, face-to-face workshops, mentoring, and academic support, all at a pace that suits the learner.
<b>Irish Countrywomen’s Association</b>	The Association is the largest membership organisation of women in Ireland. The Association’s Adult Education College, An Grianán, plays a key role in the education of the Association’s members and the wider public providing access to a broad range of courses.
<b>The People’s College</b>	Voluntary body that provides general adult education, personal development and communication skills to trade unionists, their families and the general public.

## FET – Professional development project

Table 4. provides detail of a professional development project in receipt of SOLAS Funding for 2022 provided through Southeast Technological University (SETU), NALA and Irish Deaf Society.

**Table 4. FET – professional development project**

FET CPD provision	
Agency/Body	Overview of agency/body
South East Technological University (SETU)/NALA	The Adult Literacy Accreditation Project provides third level programmes for practitioners in the field of adult literacy. The centre collaborates with stakeholder groups to heighten awareness of the value of adult literacy and the CPD needs of practitioners.
<b>Irish Deaf Society</b>	The Society seeks to achieve equality for and promote the rights of Deaf people in Ireland and to achieve full access to citizenship and society for the Deaf community.

## FET specific project – EU and other projects

Table 5. provides an overview of the organisations/specific EU and other projects in receipt of SOLAS funding for 2022.

**Table 5. FET specific projects – EU and other projects**

Specific projects - EU and other projects	
Agency/Body	Overview of agency/body
<b>AONTAS</b>	See table 1.
<b>CSO - Programme for the International Assessment of Adult Competencies (PIAAC)</b>	PIAAC is co-ordinated in Ireland by the Central Statistics Office (CSO). CSO provide statistical information to Government for the formation and monitoring of policy and programmes at a national, regional and local level and serve the needs of the wider national and international community.
<b>Dept. of Foreign Affairs</b>	Cycle 2 - PIAAC; Ireland's contribution to OECD towards the costs of the international co-ordination of the survey.
<b>IACTO</b>	IACTO is the representative body for Boards of Management of Community Training Centres.
<b>Irish National Organisation of the Unemployed (INOUE)</b> <i>(‘Working for Work 2022’ Publication)</i>	Federation of over 200 member groups including community-based resource centres, Citizens Information Services, Money Advice and Budgetary Services, national NGOs, trade unions and unemployed people. Promotes and campaigns for policies to achieve full employment for all and for an acceptable standard of living for unemployed people and their dependants.

## FET - learning pathways

Table 6. provides an overview of the agencies and bodies in receipt of SOLAS funding for 2022 in relation to facilitating learning pathways.

**Table 6. FET organisations – learning pathways**

<b>FET organisations – learning pathways</b>	
<b>Agency/Body</b>	<b>Overview of agency/body</b>
<b>Construction Industry Federation (CIF)</b>	Representative body for the Irish construction industry, representing members in all sectors of the industry. The Federation provides a broad range of services that assist members in navigating the political, business, economic and regulatory environment associated with the construction industry in Ireland and abroad. The CIF has a particular interest in training and upskilling for the sector to ensure that skilled personnel are available to meet the challenging needs of the Irish economy.
<b>Dyslexia Association of Ireland</b>	Membership based association representing over 2,000 families and individuals affected by dyslexia all over Ireland. Membership also includes teachers, psychologists and other professionals. Advocates and raises awareness on behalf of people affected by dyslexia. DAI has a nationwide network of 37 branches and workshops providing information, assessment, training and support services.
<b>Down Syndrome Ireland</b>	National organisation with 3,500 members representing people with Down syndrome and their families, across the lifespan. Promoting and supporting inclusion in all aspects of education and learning. Creating and developing pathways for adults with Down syndrome who may not otherwise have considered further education. Enabling educators to develop their skills in teaching learners with diverse educational needs. Upholding the rights of people with Down syndrome to access lifelong learning which meets their needs while respecting their autonomy as adult learners.
<b>NALA</b>	See table 1.
<b>Third Age</b>	National voluntary organisation celebrating the third age in life. Third Age provides opportunities for lifelong learning, volunteering, community development, and social inclusion for older people. Fáilte Isteach is a Third Age community project with 137 branches throughout Ireland involving predominantly older volunteers welcoming migrants through conversational English classes and providing supports for migrants both seeking and in employment.

## FET organisations – FET support projects

Table 7. provides an overview of support organisations in receipt of SOLAS funding for 2022.

**Table 7. FET organisations – FET support projects**

FET support projects/organisations	
Agency/Body	Overview of agency/body
<b>ACCS/JMB - Further Education Support Unit (FESU)</b>	A strategic partnership between the Association of Community and Comprehensive Schools (ACCS) and the Joint Managerial Body (JMB), the Further Education Support Unit (FESU) represents schools from both sectors in negotiations with the Dept. of Further and Higher Education, Research, Innovation and Science, Dept. of Education, SOLAS, QQI, FESS and ETBI.
<b>Education and Training Boards Ireland (ETBI)</b>	National Representative body for the 16 Education and Training Boards (ETBs). Provides collective representation, training and a range of additional FET related supports to ETBs.

## FET – 2016+ Apprenticeships

Table 8. provides a list of organisations in receipt of SOLAS funding as 2016+ Apprenticeship consortia and lead agency/co-ordinating providers:

**Table 8. FET organisations – 2016+ Apprenticeships**

2016+ Apprenticeships non-ETB support roles	
Agency/Body	Overview of agency/body
<b>Accounting Technicians Ireland</b>	Lead agency/co-ordinating provider supporting the 2016+ Apprenticeship Scheme for Accounting Technicians.
<b>FIT (Fasttrack into Information Technology)</b>	Lead agency/co-ordinating provider supporting the 2016+ Apprenticeship Scheme for ICT Associate Software Developer, ICT Associate Network Engineer and Cybersecurity.
<b>Retail Ireland Skillnet</b>	Lead agency/co-ordinating provider supporting the 2016+ Apprenticeship Scheme for Retail Supervision.

**FET Organisations – Other FET Providers**

Table 9. provides an overview of other FET Providers in receipt of SOLAS funding for 2022.

**Table 9. FET Organisations – other FET providers**

Other FET providers	
Agency/Body	Overview of agency/body
<b>FIT</b>	See table 1.
<b>Irish Deaf Society</b>	See table 4.
<b>Trinity Centre for People with Intellectual Disabilities (TCPID)</b>	Situated within the School of Education, Trinity College Dublin, TCPID aims to promote the inclusion of people with intellectual disabilities in education and society. TCPID enables people with an intellectual disability to develop their potential through a combination of high-quality research, dissemination of new knowledge, lifelong learning and professional training.
<b>NALA</b>	See table 1.

**Appendix 3: List of VSCCS that PLC grants are administered through the Dept. of Education.**

<b>List of VSCCS that the PLC programme grants are administered through the Dept. of Education</b>	
<b>Schools/Colleges</b>	<b>Approved places for 2022</b>
Cabinteely Community School, Dublin 18.	40
Central College, Sexton Street, Limerick.	236
Coláiste Chiaráin, Summerhill, Athlone, Co. Westmeath.	47
Coláiste Mhuire, Ballygar, Co Galway.	16
Donahies Community School, Streamville Road, Dublin 13.	11
Glenamaddy Community School, Co. Galway.	50
Gorey Community School, Gorey, Co. Wexford.	89
Jesus & Mary Secondary School, Enniscrone, Co. Sligo.	75
Kilrush Community School, Co. Clare.	20
Mary Immaculate Secondary School, Lisdoonvarna, Co. Clare.	130
Mercy College, Sligo	45
Moate Business College, Moate, Co. Westmeath.	430
Sancta Maria College, Louisburgh, Co. Mayo	17
St Cuan's College, Castleblakeney, Ballinasloe, Co. Galway.	40
Tullow Community School, Carlow.	31
<b>Total</b>	<b>1,277</b>

#### **Appendix 4: Supports provided for FET learners**

A number of supports are provided for learners engaging in FET programmes. The following examples are not definitive:

The Adult Education Guidance and Information Service (AEGIS), which provides nationwide guidance for learners before, during and after they participate in BTEI, Adult Literacy, Community Education or VTOS programmes. This service also supports the provision of quality AEGS guidance and information services to people aged 16 and over.

Participants in Youthreach, VTOS, or BTEI are eligible for low-cost childcare under the Childcare in Education and Training Scheme (CETS), operated by the Department of Children, Equality Disability, Integration and Youth.

The Fund for Students with Disabilities (FSD) can provide support for students with a disability. This fund allocates funding to further education colleges for services and supports to full-time students with disabilities. The fund aims to ensure that students can participate fully in their academic programmes and are not disadvantaged by reason of a disability.

The Guidance, Counselling and Psychological Service in Youthreach and Community Training Centres mainly provide counselling for young people on these programmes.

The Intreo service, administered by the Department of Social Protection, provides a single point of contact for all employment and income supports. It also offers employment services and supports for both jobseekers and employers.

The Advocacy Service provides a network of full-time advocates whose role is to support Youthreach participants in decision-making, referral, progression and placement. Advocates are also instrumental in organising work experience and monitoring students on work experience.

## Appendix 5: Definitions

Definitions	
Full-Time FET Programmes	
<b>Post Leaving Certificate (PLC)</b>	
Starter Definition	The counting of each learner in this category on the date the learner commenced tuition on their programme of study (typically in September/October).
Completer Definition	The counting of each learner in this category on the date the learner finished their programme of study (typically in May).
Note	In the case of multi-year PLC programmes, each year is a standalone year and should be considered independently. If the programme crosses the calendar year, this has no impact.
<b>The Vocational Training Opportunities Scheme (VTOS)</b>	
Starter Definition	The counting of each learner in this category on the date the learner commenced tuition on their programme of study.
Completer Definition	The counting of each learner in this category on the date the learner finished their programme of study.
Note	In the case of multi-year VTOS programmes, each year is a standalone year and should be considered independently. If the programme crosses the calendar year, this has no impact.
<b>Youthreach</b>	
Starter Definition	The counting of each learner in this category on the date the learner commenced tuition on their programme of study.
Completer Definition	The counting of each learner in this category on the date the learner finished their programme of study.
Note	Youthreach is organised on an academic year/semester basis therefore: Completion of the summer programme should be considered as the completion of the year. Resumption of the Youthreach programme after summer break should be considered as the start of the next year If the programme crosses the calendar year, this has no impact.
<b>Bridging, Foundation, Specific Skills Training (SST), Traineeship Programmes, Local Training Initiatives (LTI), Apprenticeship</b>	
Starter Definition	The counting of each learner in this category on the date the learner commenced tuition on their programme of study.
Completer Definition	The counting of each learner in this category on the date the learner finished their programme of study.
Note	If the programme crosses the calendar year, this has no impact.

<b>Community Training Centres (CTCs)</b>	
Starter Definition	The counting of each learner in this category on the date the learner commenced tuition on their programme of study.
Completer Definition	The counting of each learner in this category on the date the learner finished their programme of study.
Note	If the programme crosses the calendar year, this has no impact. The commencement of subsequent years occurs on the anniversary date of the learner's initial registration on the programme.
<b>Specialist Training Providers</b>	
Starter Definition	The counting of each learner in this category, on the date the learner commenced tuition on their programme of study.
Completer Definition	The counting of each learner in this category on the date the learner finished their programme of study.
Note	If the programme crosses the calendar year, this has no impact. The commencement of subsequent years occurs on the anniversary date of the learner's initial registration on the programme.

## Glossary

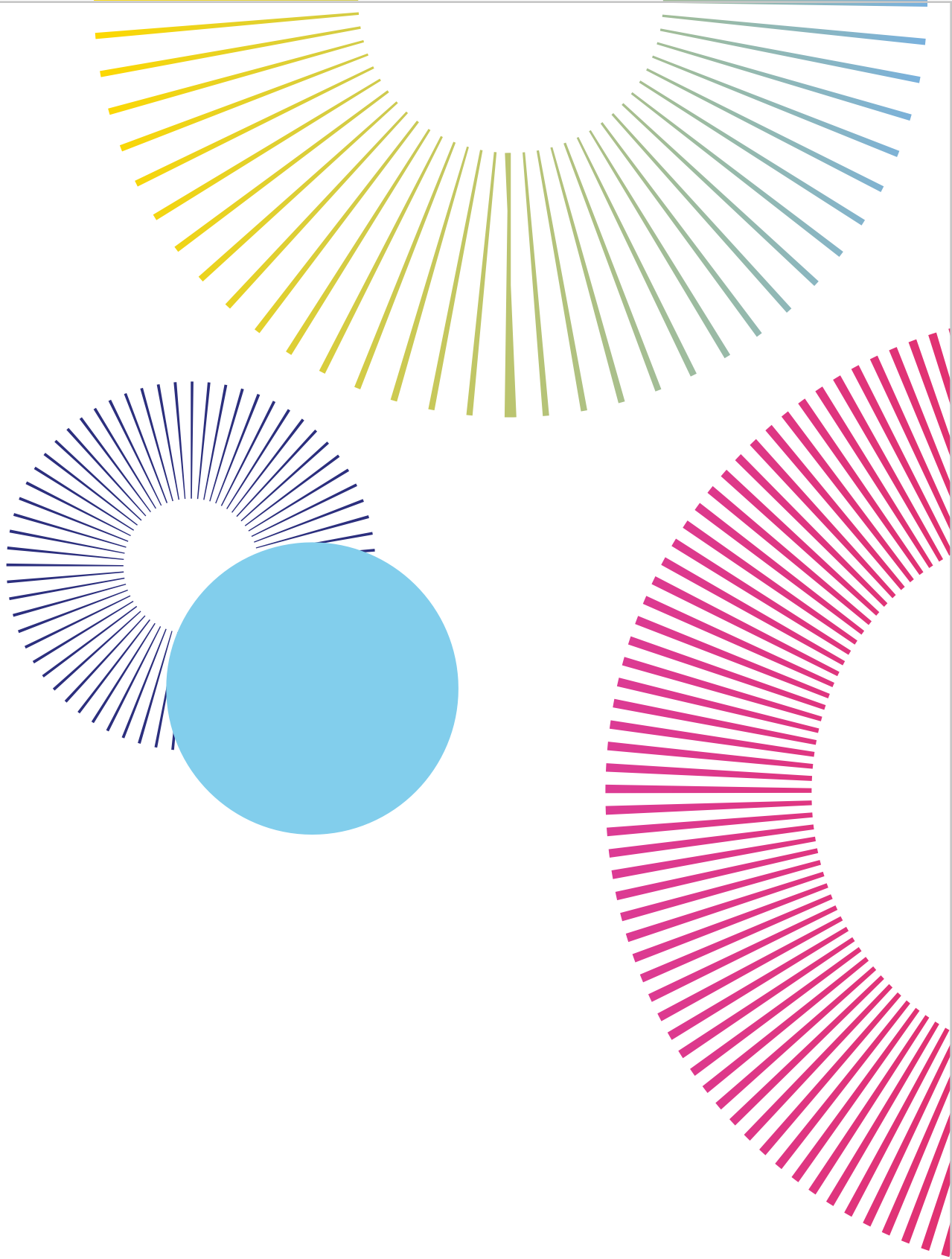
ACCS	Association of Community and Comprehensive Schools
ACE	Adult Community Education
ACSS	Apprenticeship Client Services System
ADC	Adult Dyslexia Coordinators
AEGAI	Adult Education Guidance Association of Ireland
AEGIS	The Adult Education Guidance and Information Service
AGMS	Adult Guidance Management System
AHEAD	Association for Higher Education Access and Disability
ALL	Adult Literacy for Life
ALOA	Adult Literacy Organisers Association
AMTCE	Advanced Manufacturing Training Centre of Excellence
ATI	Accounting Technicians Ireland
BER	Buildings Energy Rating
BTEI	Back to Education Initiative
CAO	Central Applications Office
CDETБ	City of Dublin Education and Training Board
CDS	Centre for Deaf Studies
CEF	Construction Employers Federation
CETB	Cork Education and Training Board
CETS	Childcare in Education and Training Scheme
CIF	Construction Industry Federation
CITB	Construction Industry Training Board
CMETB	Cavan and Monaghan Education and Training Board
COTF	College of the Future Fund
CPD	Continuing Professional Development
CSCS	Construction Skills Certification Scheme
CSO	Central Statistics Office

CTC	Community Training Centre
DAI	Dyslexia Association of Ireland
DALC	Dublin Adult Learning Centre
DDLETB	Dublin and Dún Laoghaire Education and Training Board
DE	Department of Education
DES	Department of Education & Skills
DETB	Donegal Education and Training Board
DFET	Directors of Further Education and Training
DFHERIS	Department of Further and Higher Education, Research, Innovation and Science
DG	Decision Gate
DMI	Digital Marketing Institute
DSP	Department of Social Protection
ELC	Early Learning and Care
ESF	European Social Fund
ESOL	English for Speakers of Other Languages
ETB	Education and Training Board
ETBI	Education and Training Boards Ireland
FARR	Funding Allocations Requests and Reporting
FESS	Further Education Support Service
FESU	Further Education Support Unit
FET	Further Education and Training
FIT	Fast Track into Information Technology
FSD	Fund for Students with Disabilities
GMS	Guidance Monitoring System
GRETB	Galway and Roscommon Education and Training Board
HET	Higher Education and Training
IACTO	Irish Association of Community Training Organisations
ICA	Irish Countrywomen's Association
ICDL	International Computer Driving Licence
ICT	Information Communication Technology

IDS	Irish Deaf Society
INO	Irish National Organisation of the Unemployed
ISL	Irish Sign Language
ISTQB	International Software Testing Qualifications Board
JMB	Joint Managerial Body
KCETB	Kilkenny and Carlow Education and Training Board
KETB	Kerry Education and Training Board
KWETB	Kildare and Wicklow Education and Training Board
LCETB	Limerick and Clare Education and Training Board
LAL	Learners as Leaders
LDA	Locally Devised Assessments
LFS	Labour Force Survey
LMETB	Louth and Meath Education and Training Board
LOETB	Laois and Offaly Education and Training Board
LTI	Local Training Initiatives
LWETB	Longford and Westmeath Education and Training Board
LTU	Long Term Unemployed
MIS	Management Information System
MSLETB	Mayo Sligo and Leitrim Education and Training Board
NACED	The National Association of Adult & Community Education Directors
NALA	National Adult Literacy Agency
NCC	National Course Calendar
NCGE	National Centre for Guidance in Education
NFLF	National Further Education and Training Learner Forum
NFQ	National Framework of Qualifications
NGO	Non Government Organisation
NPD	National Programme Database
NTF	National Training Fund
NZEB	Nearly Zero Energy Buildings
OECD	Organisation for Economic Cooperation and Development

PIAAC	Programme for the International Assessment of Adult Competencies
PLC	Post Leaving Certificate
PLD	Professional Learning and Development
PLSS	Programme and Learner Support System
PMI	Project Management Institute
PSC	Public Spending Code
QA	Quality Assurance
QQI	Quality and Qualifications Ireland
QSCS	Quarrying Skills Certification Scheme
RPL	Recognition of Prior Learning
SEAI	Sustainable Energy Authority of Ireland
SETU	Southeast Technological University
SIUF	Strategic Infrastructure Upgrade Fund
SME	Small/medium sized enterprise
SOC	Standard Occupational Classification
SOLAS	An tSeirbhís Oideachais Leanúnaigh agus Scileanna (Further Education and Training Authority)
SST	Specific Skills Training
STA	Skills to Advance
STP	Specialist Training Provider
SUSI	Student Universal Support Ireland
TCD	Trinity College Dublin
TCPID	Trinity Centre for People with Intellectual Disabilities
TEL	Technology Enhanced Learning
TETB	Tipperary Education and Training Board
U3A	University of the Third Age
UDL	Universal Design for Learning
VSCCS	Voluntary Secondary and Community and Comprehensive Schools
VTOS	Vocational Training Opportunities Scheme
WWETB	Waterford and Wexford Education and Training Board





**SOLAS**

**An tSeirbhís Oideachais Leanúnaigh agus Scileanna  
Further Education and Training Authority**

Castleforbes House, Castleforbes Road, Dublin D01 A8N0  
+ 353 (0) 1 533 2500 / [www.solas.ie](http://www.solas.ie) / [info@solas.ie](mailto:info@solas.ie)

---