> *"I enjoyed this traineeship – the class, meeting new friends and learning again – it has been a long time since I was in a classroom."*

Healthcare Traineeship CMETB Learner

Introduction from Cavan and Monaghan ETB and SOLAS

This is the second Strategic Performance Agreement (SPA) between SOLAS and Cavan and Monaghan Education and Training Board (CMETB). The first SPA ran from 2018-2020, a period that took us into unprecedented challenge and change, with the onset of the COVID-19 pandemic. The restrictions that this placed on the FET system and the uncertainty over how conditions would develop caused SOLAS and the ETBs to collectively pause the development of the next Strategic Performance Agreements in 2021.

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

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

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

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

Dr Fiona McGrath
Chief Executive CMETB

Andrew Brownlee
CEO SOLAS

Contents

Agreement Themes

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

01 **CMETB in Profile**

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

02 **Performance and Targets**

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

03 **FET Strategy – Building Skills**

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

04 **FET Strategy – Fostering Inclusion**

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

05 **FET Strategy – Creating Pathways**

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

06 **FET Strategy – Enabling Themes**

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

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

APPENDIX 1 – FET STRATEGY FUTURE FET OUTCOMES
APPENDIX 2 – SYSTEM TARGETS AND DEFINITIONS
APPENDIX 3 – SYSTEM INFRASTRUCTURE AND FRAMEWORK FOR MEASURING PERFORMANCE
APPENDIX 4 – CMETB STRATEGIC AMBITION 2022-2024 AT A GLANCE

01 CMETB in profile

Cavan and Monaghan are predominantly rural counties located in the Border region. According to preliminary figures from the 2022 Census, their combined population is 146,033, with 81,201 in Cavan and 64,832 in Monaghan. Cavan's population shows 6.6% growth since 2016 (5,025 people) and Monaghan has grown by 5.6% or 4,284 people. These growth rates are both below the national average of 7.6% over the same period. Cavan accounts for 1.58% of the state's population, and Monaghan for 1.27%, roughly the same as in 2016.

Population
146k
Employment
71.6k

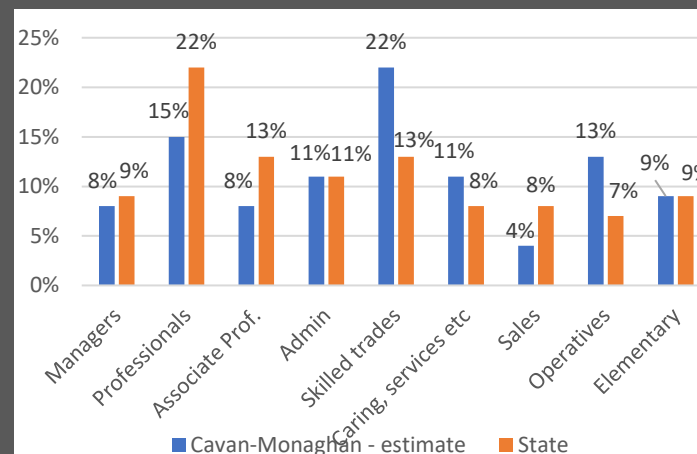**As the census for 2022 is completed a full updated profile will be available in addition to this population change.**

Border region employment Q3 2021

Sector	Cavan Monaghan (Estimate)	Border	State
Accommodation/food	6%	8%	7%
Admin & support	3%	3%	4%
Agriculture	12%	9%	4%
Construction	7%	6%	6%
Education	7%	8%	8%
Finance etc	3%	4%	6%
Health	11%	13%	12%
ICT	.	.	6%
Industry	18%	14%	12%
Other NACE	5%	6%	5%
Professional services	5%	5%	7%
Public admin & defence	5%	6%	5%
Transport	5%	4%	4%
Wholesale/retail	13%	13%	13%
Grand Total	100%	100%	100%

The occupational employment profile of the Cavan-Monaghan workforce differs from the State average in a number of areas. The share of workers employed in skilled trades, operatives and services occupations is considerably higher than the State average, driven primarily by persons working as farmers in the skilled trades occupations and as plant/process operatives. In contrast, the share of workers in professional and associate professional occupations is considerably smaller than the State average, largely due to smaller shares for persons working in business and public service professional and associate professional occupations.

National Employment Analysis

Bar chart showing: Managers (Cavan-Monaghan 8%, State 9%), Professionals (15%, 22%), Associate Prof. (8%, 13%), Admin (11%, 11%), Skilled trades (22%, 13%), Caring, services etc (11%, 8%), Sales (4%, 8%), Operatives (13%, 7%), Elementary (9%, 9%). Legend: Cavan-Monaghan - estimate; State

Educational Attainment

In Q2 2021, the Border region had a level of persons holding FET qualifications (NFQ 4-6) in line with the national average at 14%. In contrast, the Border region (along with the Midlands region) had the lowest share of adults holding higher education qualifications at 38% compared to a national average of 47%.
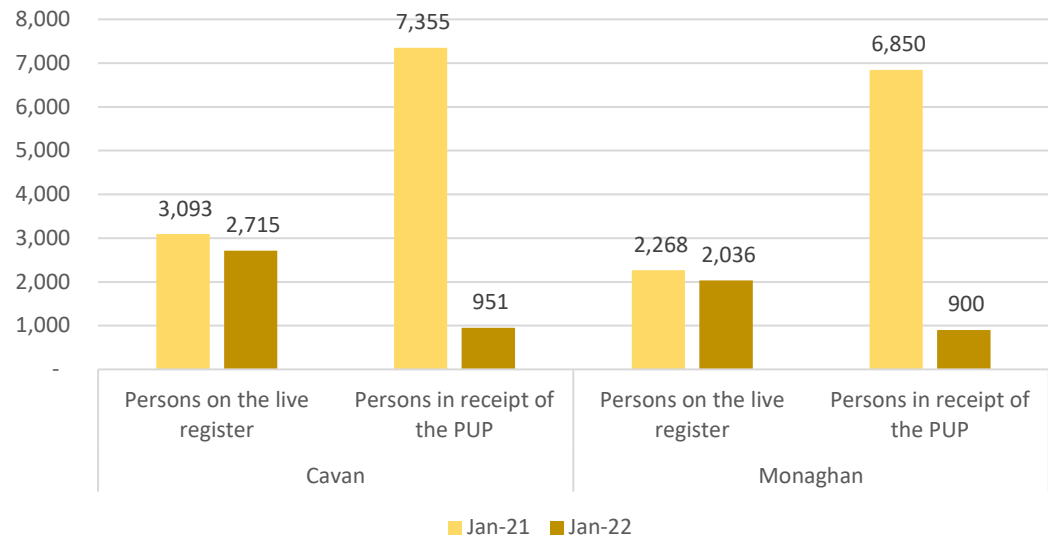
Lifelong Learning

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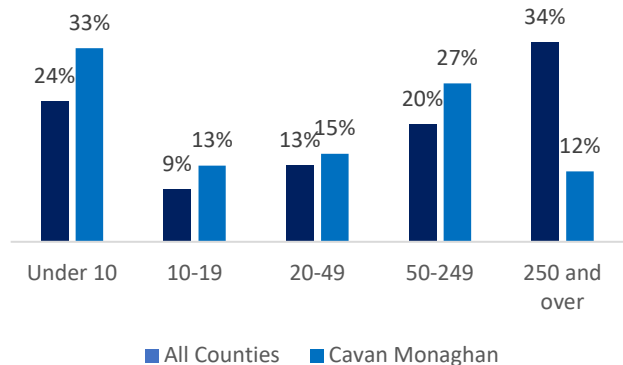
Employment

Of the 193,600 persons in employment in the Border region in quarter(Q) 1 2022, it is estimated, based on 2016 county distributions, that 37% were in Counties Cavan and Monaghan combined, representing approximately **71,600** persons.

4

Live Register and Pandemic Supports

Chart — Cavan and Monaghan, Jan-21 vs Jan-22:
- Cavan: Persons on the live register: 3,093 / 2,715; Persons in receipt of the PUP: 7,355 / 951
- Monaghan: Persons on the live register: 2,268 / 2,036; Persons in receipt of the PUP: 6,850 / 900

Legend: Jan-21, Jan-22

Cavan

At the end of January 2022, there were 2,715 persons in Cavan on the Live Register, a fall of 378 on the same period in the previous year. The fall in the number of people in receipt of Pandemic Unemployment Payments (PUP) was far greater, declining by over 6,400 over the 12-month period. At the end of November 2021 there were 3,304 persons in receipt of the Employment Wage Subsidy Scheme (EWSS) administered by Revenue, which was an increase of over 100 on the previous year.
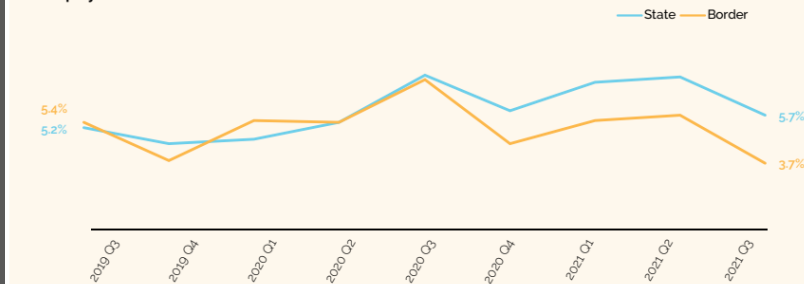
Monaghan

At the end of January 2022, there were 2,036 persons in Monaghan on the Live Register, a fall of over 200 persons on the same period in the previous year. The number of people in receipt of Pandemic Unemployment Payments (PUP) fell by almost 6,000 persons over the 12-month period to 900. At the end of November 2021 there were 2,761 persons in receipt of the Employment Wage Subsidy Scheme (EWSS), with a decline of over 400 on the same period in the previous year.

Unemployment Analysis

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

Unemployment
Unemployment rate %

Legend: State, Border
Data points noted: 5.4%, 5.2% (2019 Q3), 5.7%, 3.7% (2021 Q3)
X-axis: 2019 Q3, 2019 Q4, 2020 Q1, 2020 Q2, 2020 Q3, 2020 Q4, 2021 Q1, 2021 Q2, 2021 Q3

Business Demography

Compared to the national distribution, persons in counties Cavan and Monaghan tend to be engaged in smaller-sized firms and in particular in firms with fewer than 10 persons. Small and medium sized firms (i.e. all categories with fewer than 250 persons) accounted for 88% of all persons engaged in the business economy in Cavan and Monaghan, compared to 66% on average across all counties.

Chart — All Counties vs Cavan Monaghan:
- Under 10: 24% / 33%
- 10-19: 9% / 13%
- 20-49: 13% / 15%
- 50-249: 20% / 27%
- 250 and over: 34% / 12%

Legend: All Counties, Cavan Monaghan

The end of COVID-19 restrictions and associated welfare supports in 2022 means the ETB, like most of its counterparts, is faced with a situation of close to full employment in the county. This will inevitably affect demand for reskilling courses for the unemployed, but the volatility of the social and economic environment must also be acknowledged, and circumstances can change rapidly over the course of this agreement.

Impact of the Pandemic on Enrolments

CMETB saw a significant reduction in enrolments for community education and programmes at Levels 2 and 3, where these learners were not in a position to engage online. Practical skill programmes that couldn't take place online were also adversely affected. Attendance was impacted right across the sector where adhering to the COVID-19 guidelines resulted in lower attendance and non-engagement.

CMETB FET Infrastructure

CMETB has 18 FET locations in total, including Tanagh Outdoor Education and Training Centre, and Loughan House Prison Education. The different FET locations across the two counties are highlighted in the map opposite.

At present, seven of these FET sites are owned, with the remainder under lease or rental arrangements. The annual cost of the rental and lease agreements was €950,514. Six of the sites are part rented to other parties in addition to the ETB. Three of the sites (all leased or rented) are of historical or architectural significance.

A number of the buildings require significant maintenance to ensure they remain fit-for-purpose and the majority rely on fossil fuels for heating so there are challenges in moving to more sustainable energy sources, but most of the buildings have the potential for solar energy systems to be installed. All but two of the sites have good quality Wi-Fi. Accessibility may become an issue as several of the two storey buildings have no lifts.

Apart from Youthreach, none of the FET centres are co-located with second-level provision. The centres vary in annual capacity, with some as small as 30 beneficiaries per annum, and two catering for over 1,000 learners annually.

A recent FET Estates Survey confirmed that 12 of the buildings are in good condition with just three of those requiring some limited remedial work. Three further premises require significant development.

CMETB Strategy Statement 2022-2026

CMETB is aligning this performance agreement with its overall Strategy Statement 2022 – 2026 – *Empowerment Through Learning and Progression For All.* This sets out an ambitious roadmap for the development of CMETB and its services to meet the ever-changing education and training needs of learners, society and the wider economy. This strategy is built around four strategic goals:

1. T*eaching, Learning and Engagement*
2. *Wider CMETB Services, Our People – Development*
3. *Support and Wellbeing*
4. *Organisation Support and Development*

Relative Regional FET Supply

In terms of relative Level 5 and Level 6 provision which this FET estate supports, analysis of 2019 full-time provision showed 3,080 people undertaking Phase 2 apprenticeship training, PLC or other FET provision at this level.

When we consider this base of provision relative to the population and employment of the region in comparison to the concentration of FET provision across all ETB regions nationally, it produces the indices shown below. CMETB has a relatively strong presence of FET in its region, thanks to its large, well developed institutes of further education, and also the lack of any higher education provision, making them critical access points for the wider tertiary education system.

Level 5/6 Provision Relative to Population Index
1.68

Level 5/6 Provision Relative to Employment Index
1.71

Funding Profile

2021
€27.5m

Learner Activity

2021
10,342

Staffing

382
FET
Staff

Staffing and Strategic Structure

The CMETB Further Education and Training Service has a clear ambition to grow and strengthen the centralisation of services over the course of this agreement. The need for agile and flexible FET staffing structures, aligned with the identification of ongoing professional learning and development needs, will be addressed to ensure staff can deliver reskilling and upskilling programmes to meet future labour market requirements.

CMETB intends to further progress the area of Recognition of Prior Learning (RPL), through the appointment of dedicated staffing and enhancing the area of programme writing, development and validation.

CMETB will continue to build on the progress made to date with shared staff delivering PLC and training services programmes.
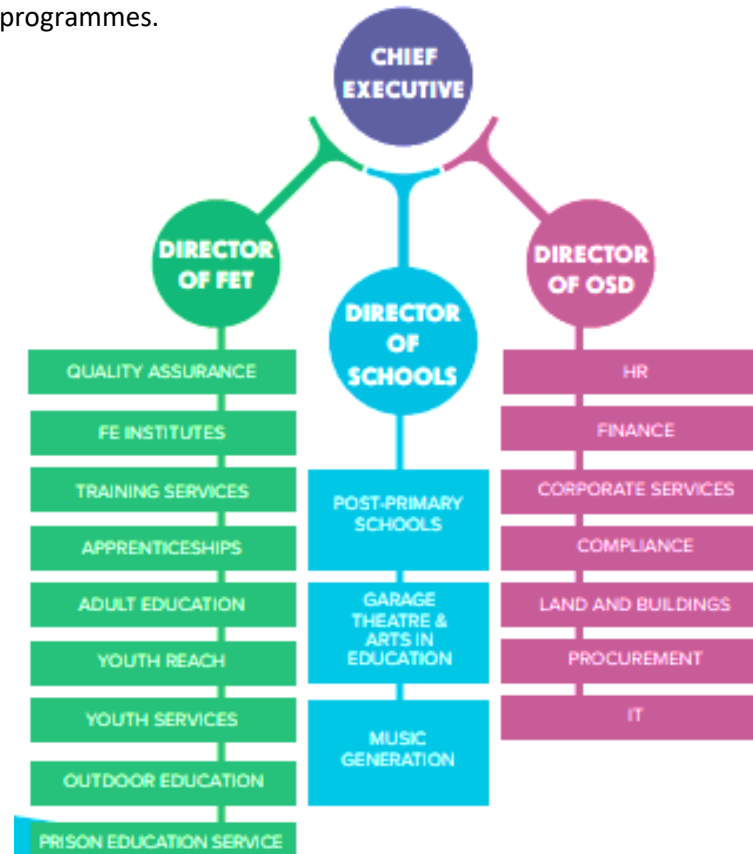
Focus of Provision

Key areas of industry activity in which CMETB specialise include:

- Healthcare, Social Care and Childcare
- Business Administration and Management
- Supply Chain and Logistics
- ICT and Media and Design

There is also a strong focus on:

- Beauty Therapy and Hairdressing
- Sports and Fitness
- Electrical Programmes
- CAD/SolidWorks/Autodesk
- Hospitality, Tourism and Culinary Arts
- Engineering and Construction

02 Performance and Targets

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

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

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

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

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

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

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

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

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

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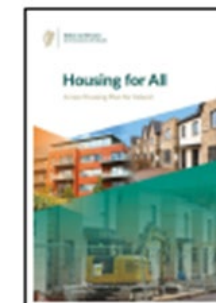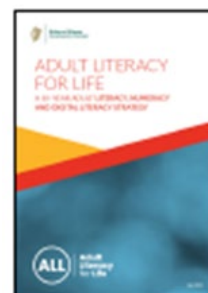
Performance and Targets

2022-2024 National FET System Targets

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

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

External Dependencies

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

Key Achievements

Maintained levels of provision to help address unmet literacy needs despite pandemic

Supported levels of lifelong learning participation ahead of sector average during the pandemic

CMETB Performance 2018-2021

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

TARGET	2018	2019	2020	2021	ETB Change
Supporting Jobs					
Jobs: Return employment outcomes to 2019 levels and grow by a further 10% by 2024	1,162	1,265	851	Not yet available	-26.76%
Skills to Compete: Deliver 50,000 places to support those who lost their job to find a pathway back to sustainable work	-	-	-	1,089	-
Creating Pathways					
Progression within FET: Return progression movements within FET to 2019 levels and grow by a further 10% by 2024	1,778	1,989	1,353	1,295	-27.17%
Progression from FET-HE: Grow levels of progression from FET-HE by 10% by 2024	296	229	255	Not yet available	-13.85%
Fostering Inclusion					
Transversal Skills: Return certification at NFQ levels 1-3 to 2019 levels and grow by a further 10% by 2024	1,785	1,836	1,152	1,005	-43.70%
Widening Participation: Return participation levels by key target groups to 2019 levels and resume growth	669	766	648	510	-23.77%
Adult Literacy for Life (ALL): Increase provision for literacy and numeracy	2,759	3,350	2,398	2,223	-19.43%
Upskilling Through Lifetimes & Careers					
Lifelong Learning: Return engagement in lifelong learning to 2019 levels and grow by a further 10% by 2024	4,329	5,020	3,626	3,732	-13.79%
Skills to Advance: Continue to grow workforce upskilling enrolments	27	601	423	703	-
Targeting Key Skills Needs					
Key Skills Needs: Grow the number of places addressing key skills needs	1,951	1,956	1,448	1,566	-19.73%

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

A real *strategic approach to FET*, with senior management responsibility allocated, and clear plans in place, to progress areas including enterprise engagement, learner support and quality assurance. This was also helped with the development of a *new strategy statement* for the ETB.

Establishment of a structured and integrated *quality assurance system*. Providing the basis for a successful inaugural quality review with QQI.

Throughout the pandemic CMETB was able to maintain its engagement with learners, with key learner-focused activities and infrastructure, leading to a maturing qualitative *learner voice* database to track progress and provide evidence for future decisions to be made around provision.

The *TEL Strategy* and supported infrastructure, together with significant upskilling of staff, were critical in ensuring CMETB could respond during the pandemic. Wider Professional Learning and Development (PL&D) supports are also being provided to assist in the upskilling and reskilling of FET staff in line with the FET College of the Future.

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

Strategic Priorities

- New Vocational Proposition
- Upskilling the Workforce
- Delivering on Apprenticeship
- Meeting Critical Skills Needs
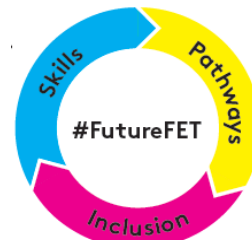
- Pathways from School to FET
  athways within FET
  athways from FET to HE
  acilitating Lifelong Pathways

#FutureFET

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

Enabling Themes

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

Learner and Performance Centred
- Performance Framework
- Distance Travelled
- Learner Engagement

Digital Transformation
- Learner Access and Delivery
- Data Driven
- Management Systems

Capital Infrastructure
- Address Deficits
- Consolidate Provision
- Flagship Developments

Performance and Targets

## CMETB Contribution to 2022-2024 FET System Targets

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

TARGET	2022	2023	2024
Supporting Jobs			
Jobs: Return employment outcomes to 2019 levels and grow by a further 10% by 2024	1,265	1,328	1,392
Skills to Compete: Deliver 50,000 places to support those who lost their job to find a pathway back to sustainable work	1,176	1,235	1,297
Creating Pathways			
Progression within FET: Return progression movements within FET to 2019 levels and grow by a further 10% by 2024	1,300	1,365	1,433
Progression from FET-HE: Grow levels of progression from FET-HE by 10% by 2024	255	275	300
Fostering Inclusion			
Transversal Skills: Return certification at NFQ levels 1-3 to 2019 levels and grow by a further 10% by 2024	1,200	1,260	1,323
Widening Participation: Return participation levels by key target groups to 2019 levels and resume growth	766	804	845
Adult Literacy for Life (ALL): Increase provision for literacy and numeracy	3,350	3,685	4,054
Upskilling Through Lifetimes & Careers			
Lifelong Learning: Return engagement in lifelong learning to 2019 levels and grow by a further 10% by 2024	4,300	5,000	5,500
Skills to Advance: Continue to grow workforce upskilling enrolments	760	800	850
Targeting Key Skills Needs			
Key Skills Needs: Grow the number of places addressing key skills needs	1,200	1,260	1,323
Green Skills for All: Embedding of core green skills module across FET courses	1,000	2,000	3,000

03 FET Strategy – Building Skills

CMETB has a well-established further education and training offering, which is demonstrated through the diverse provision across its FET Services. Whilst the level of skills provision was affected by the pandemic, CMETB has invested strongly in enterprise engagement infrastructure, and particularly on targeting SMEs . This offers it a good platform to build skills across its region over the course of this agreement.
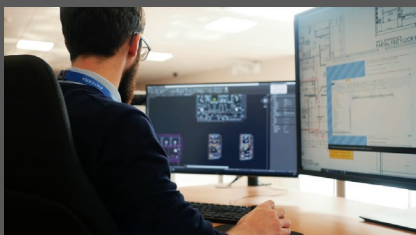
A New Level 5/6 Proposition

CMETB will ensure that there is a specialisation in specific programmes appropriate to the buildings/capital infrastructure. Skills provision is driven by its two institutes in Cavan and Monaghan and it is committed to continuing to offer a combination of both classroom and practical based learning from both facilities.

Adopting a FET college of the Future brand, identity and structure for all FET provision will be a priority for CMETB over the course of this agreement. A branding consultant will be engaged to progress this shared identity for CMETB. The objective of ensuring consistent learner support, thereby making FET more accessible to all, will be prioritised across CMETB.

Upskilling the Workforce

CMETB will continue to develop and roll out the Supply Chain, Logistics and Procurement (SCLP) Centre of Excellence. This will result in the establishment of a range of programmes to address the skills needs and the emerging technological requirements in SCLP.

CMETB is also exploring the introduction of two new traineeships, one in the area of furniture upholstery and the other in Building Information Modelling (BIM).

CMETB will work to increase enrolments on Skills To Advance (STA) programmes and to broaden the range of programmes on offer.

CMETB has continued to grow during the pandemic, with evening provision increasing to three nights per week based on demand and the requirements of employers.

One example of STA success was the development of a certificate in Supervisory Management (ILM accredited). A diploma programme is now being delivered across the region to address demand.

A Business Innovation and Market Creation micro qualification programme will be introduced by CMETB in response to the demand for bitesize programmes.

Skills for Employment

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

In delivering sector-specific skills as part of the Skills to Compete offering, traineeship programmes are particularly relevant (for example, homecare, youth, engineering, and laboratory assistance). Approximately 50% of CMETB PLC provision is employment-oriented and will be monitored to ensure that the linkages with employers and the Regional Skills Forum results in CMETB providing programmes that continue to meet the needs of industry and communities.

Learner Voice

66 *The most enjoyable aspect of this course for me personally was being able to learn while socially interacting with my colleagues."*

Digital Skills Traineeship Learner

Delivering on Apprenticeship

CMETB will continue to build on existing apprenticeships and grow the offering. The current apprenticeship portfolio has been built up despite no training centre infrastructure transferring over at the establishment of the ETBs. CMETB is currently offering OEM, Commis-chef and ATI apprenticeships using the new model and delivers electrical apprenticeships as the only craft-based apprenticeship. CMETB will commence the delivery of the Hairdressing Apprenticeship in September 2022.

As electrical is the only craft-based apprenticeship currently running in CMETB, expansion has been identified as a priority. Through engagement with SOLAS, it is hoped to progress the introduction of a carpentry and joinery apprenticeship reflecting the growth trend in registrations and demand for apprenticeships. Additional facilities are a key requirement of CMETB if this expansion is to be realised.

Enhanced Integration

CMETB will continue to progress integration among its further education and training services and programmes. The well established traineeships and apprenticeships that are delivered in CMETB institutes with shared staffing have created a solid base from which to develop a unified approach.

The development and expansion of centralised services and supports, e.g. TEL, QA, Learner Support, PL&D etc, and the operation of a range of governance structures and committees, facilitate and encourage greater collaboration and co-working among the various FET Services.

The plans for FET College of the Future, including shared branding, will serve to strengthen integration as will plans for development of additional centralised services such as RPL and Curriculum Development.

CMETB SCLP Centre of Excellence

The development of this Centre of Excellence will be the first of its kind in the ETB sector and is central to CMETB's efforts to build relevant, future focused skills across its region.

The Centre of Excellence will:

- strengthen the regional SCLP cluster, serve SCLP enterprise and practitioners nationally, and provide national leadership to the FET sector in these areas.

- play a key role in identifying, developing curricula and innovative delivery modes to address the skills needs in SCLP enterprises within the high value manufacturing and technology sectors.

- help SCLP enterprises to be pro-active in anticipating the challenges and seizing opportunities implicit in digitisation, zero carbon imperatives, Brexit and the reconstitution of supply chains.

- enhance the role of FET generally as an important provider of skills for modernising and energising a sector and set of economic activities that are integral to national prosperity.

- contribute, in collaboration with Enterprise Ireland and IDA, in the development of existing and attracting new SCLP enterprise and related services to the Border Region.

Developing Green Skills

CMETB is fully committed to being a key driver of green skills. The forward thinking of the motor mechanic instructors has resulted in the IMI accreditation at three different levels in Electrical Vehicle (EV) maintenance being offered as an extra night class. This training will also be offered to local employers and others involved in the motor industry. Demonstrating cross pollination in delivery and anticipating the future skills needs in the area of the Green Economy

CMETB is also exploring training around the installation of EV charging units. This will be explored further over the course of this agreement, with the development of a course being a priority.

CMETB is committed to the roll out and the ramp up needed nationally to deliver on Green Skills. The ETB will seek differential validation and upskill staff via train the trainer resources in order to embed the new Level 4 micro qualification on Sustainability across FET provision. There will also be a wholly online green skills module available via eCollege in autumn 2022 and CMETB is committed to encouraging all its learners to undertake this.

This potential to access both sources of provision is reflected in the CMETB contribution to FET system targets as referenced earlier.

04 FET Strategy – Fostering Inclusion

The pandemic had an impact on those learners most at risk of marginalisation, many of whom were unpractised in purely online learning and who found the prevailing environment immensely challenging. CMETB 'lost' a base of these learners, and while there were some signs of re-engagement in 2021, a renewed and re-energised approach needs to be implemented to increase participation and to target the hardest to reach groups, ensuring consistent learner support for all and embedding inclusive practice across provision.

Embedding Inclusive Practice

CMETB will continue to place emphasis on the formation of a Universal Design for Learning (UDL) approach across the FET service with a Community of Practice of FET practitioners formed. This approach will continue to be supported by ensuring that mentors are available and accessible to learners in FET centres.

CMETB will also implement all the good practice guidelines and toolkits developed by the sector around assessment and provision to meet learner needs. These include:
- Universal Design for Learning (UDL)
- English for Speakers of Other Languages (ESOL)
- People with Intellectual Disabilities
- Literacy and Numeracy support

Driving Community-based Approaches

Properly targeting the needs of the most vulnerable groups requires working intensively at community level and with community-based organisations. The Mitigating Against Educational Disadvantage Fund (MAEDF), now the Reach fund, made a real difference to communities throughout Cavan and Monaghan. It is the intention of CMETB to continue to extend engagement to a wider range of community groups and encourage new groups to apply particularly in areas such as Innovative Green Projects, Adult Literacy and Refugee Groups. It will also aim to put in place Memorandums of Understanding with key community education providers in order to embed a collaborative, partnership-based approach.

Ensuring Consistent Learner Support

CMETB is committed to progressing consistent learner support for all learners through the appointment of a Learner Support Officer. This Officer will work to ensure that learners have access to a wide range of supports, to enable them to successfully complete their programme of study.

This includes extending the supports offered under the Fund for Students with Disabilities (FSD) to part-time learners and also the roll out of a psychological counselling support service for all FET learners. As part of this initiative CMETB has established a wellbeing champion in each service. These champions will work to promote wellbeing amongst staff and students across all CMETB centres.

Transversal Skills

One concern both for CMETB and nationally, in terms of the impact of the pandemic has been a significant drop in certification of learning at NFQ Levels 1 to 3. Despite this being the focus of a specific target under the previous agreements, certification levels for CMETB dropped by over 40% from 2018 to 2021. CMETB will work towards increasing certification levels back towards pre-pandemic levels over 2022 and 2023 and target further growth in 2024. While not all learners at these levels desire certification, it should be an option across all courses for all learners, as a key enabler of learning pathways

FET Leader Case Study

As part of Ireland's response to the migration crisis in Europe, the Government established the Irish Refugee Protection Programme. As part of a multi-agency approach CMETB was involved in assessing and allocating ESOL Classes to a number of Syrian families in Cavan Town, Virginia and Bailieborough. Most participants were assessed as beginner level and started English classes when they arrived in Co. Cavan. Classes took place every day for four hours for an 18-month period. Along with English, learners participated in Computer Skills and were offered summer programmes with family learning options. During the COVID-19 pandemic the classes had to be moved online. Laptops were loaned out to the families so that they could participate in daily Zoom classes. Once restrictions were lifted all classes were moved back to a classroom setting. Tutors were also provided with training to equip them with the skillset to understand and deal with the complexities of refugees' lives. Training such as "Diversity Matters" and "Mental Health and Migrant Women" were some of the topics covered. After the 18 month programme all learners were reassessed and moved to mainstream ESOL classes, enabling the learners to integrate further in the local community.

Pathways for People with Disabilities

CMETB, through its adult education services, has very strong links with disability providers across the region, with the ETB delivering certified and uncertified programmes.

These relationships have always been strong throughout the region. The recently developed Autism Hub enables CMETB to work with the learners and services to progress to a place of potential engagement with other FET programmes.

FET staff are also supporting CMETB schools to deliver Level 3 programmes in Autism Units throughout the school system in CMETB.

CMETB will explore the development of an access programme for learners in this category across the ETB, however as the capital infrastructure improves the requirements for this could potentially be addressed.

It will extend the approach to fund for students with disabilities, which came across to FET funding purely linked to the PLC programme, across all provision over the course of this agreement.

Adult Literacy for Life (ALL)

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

CMETB is working on the delivery of a specific basic skills health and wellbeing programme for travellers. Another programme currently being delivered is the EU-EASI programme for targeted groups.

As noted earlier in this section, the pandemic resulted in a base of 'lost' learners and these were typically engaging with the programmes relevant to Adult Literacy for Life. CMETB will work, as an immediate priority, to reboot to attain 2019 learner numbers and grow this by a further 10% by 2024, contributing to the overall expansion of literacy investment and provision sought in the ALL strategy.

There will be a continuing requirement to provide English language support for Ukrainian refugees as part of this expansion, although the length of time for which such support is required remains unclear at the time of agreeing this SPA.

Specifically, CMETB is committed to the following core areas of development in support of the Adult Literacy for Life strategy:

- Common assessment approach for literacy in line with national guidance

- Expansion of provision to further build digital capabilities and use of digital hubs in rural communities despite broadband and Wi-Fi challenges

- Working with partners, roll-out literacy awareness training in health, local government, social welfare, community development and other key public interface settings across the region

- Integration of literacy support with provision at NFQ Levels 4-6

- Support the literacy needs of those in employment via Skills to Advance

- Continue to provide integrated literacy supports in the delivery of apprenticeships

Targeting Priority Cohorts

CMETB has continued to operate the MAEDF fund, to enhance and equip community facilities with IT and other essential needs to enable learners to engage in learning and to deliver programmes. One of the most significant initiatives introduced by CMETB in this area was the introduction of the Learner Assistance Fund. This fund provides small grants to individual full-time learners experiencing disadvantage to assist them to meet the costs of participating in education and training. This is part of ongoing efforts to ensure consistent and coordinated learner support across all FET provision

05 FET Strategy – Creating Pathways

Creating effective pathways into FET, within FET and from FET to higher education (HE) will be critical to realising the ambition and targets set out in this agreement. CMETB has invested significantly in improving access and facilitating a more seamless learner journey through the FET options it offers. The Government's commitment to a unified tertiary system requires this work to be built upon by developing closer links to HE partners in the region, while putting in place a system which allows pathways into FET throughout lifetimes and careers, will be essential to meet the demands of our rapidly evolving economy and society.

Integrated FET Pathways

Delivering on the integrated approach to FET delivery set out in *Transforming Learning* requires moving from a programmatic silo-based approach to a clear pathways strategy which actively targets progression from one FET course to another, with Learner Guidance, Literacy (learning) Support and Quality Assurance playing an important role in ensuring potential pathways are transparent from the outset. CMETB offers a wide range of supports across FET, including the development of transversal skills, vocational and occupational awareness, and progression pathways for learners at Levels 3-6. Labour market readiness is also a fundamental requirement to progressing this integrated approach. The transition to the new FET funding model will also further a move to integrated FET pathways with programme guidelines that act as barriers being removed.

School to FET Pathways

CMETB has developed a FET into Schools programme which includes a range of sampling opportunities e.g. electrical apprenticeship, digital marketing, engineering and personal care and presentation module to assist young people to prepare for seeking employment etc.

This programme also includes the Microsoft qualifications to support the provision of those programmes so young people leaving school are leaving with an accredited Microsoft qualification.

Going forward, CMETB will include Supply Chain, Logistics and Procurement (SCLP) workshops which will incorporate Virtual Reality (VR) into the FET into Schools programme.

CMETB will continue to ramp up its school outreach work to increase the pipeline of young people into FET courses. It will commit to developing an offering of all types of Level 5 and Level 6 programmes which can be pitched via the CAO-linked FET site designed for school leavers. This will also highlight the opportunities to continue on a pathway into HE, given the lack of a university within the region and the strong links already developed between CMETB's FET courses and degree programmes in HEIs.

FET-HE Pathways

CMETB has built excellent relationships with HE institutions in the region and across the border through its membership of the North-East Further and Higher Education Alliance (NEFHEA).

CMETB has well established linkages and collaborative agreements with HE Institutions which enable years one and two of some degree programmes to be delivered at Cavan and Monaghan Institutes. This has provided a platform from which a national commitment to growing such co-development and co-delivery arrangements for degree programmes. CMETB will take on a leadership role within the sector in pursuing the realisation of this policy.

CMETB will continue to build on existing relationships to ensure that the progression rates return to previous highs. This will be done by continuing to develop relationships with institutions participating in the Higher Education Links Scheme, as well universities overseas.

FET Leader Case Study

CMETB found a need for a pre-Level 5 preparation course for people who have gaps in their education, or for people who want to return to education after a long time away. These learners wanted something shorter than the full year long BTEI programme they had been offered. CMETB designed a new programme, entitled *'Pathways to Success,'* to run over 8-13 weeks, for three or four hours a day with modules in Communications, Career Planning and IT Skills. Progression from the course showed good results and these shorter courses will continue to be run at appropriate intervals alongside the full year programme.

Pathways within FET

CMETB has a variety of programmes that feed and link to other FET programmes, such as the OEM Traineeship leading to the OEM Apprenticeship programme, and the Hospitality Traineeship providing a path into the Commis Chef Apprenticeship. Likewise, there is a range of adult education programmes ranging from Levels 2-6 for people to progress through and equally to move to full-time provision and avail of a PLC course.

A dedicated programme for people to undertake a Level 4 in advance of undertaking a PLC programme – *Pathways to Success* – has also been established. This is directly aimed at learners who have been out of the education and training system for some time.

The PLC Access Programme provides a range of modules at Levels 4 and 5 including the opportunity to sample modules for young people who have completed Youthreach or Leaving Certificate Applied (LCA) and may not be just ready to engage in a full-time Level 5 programme. The results in the number of learners continuing on to Level 5 programmes have been encouraging, thus demonstrating the difference this approach is making. CMETB will continue to develop this programme based on the needs identified by learners.

Lifelong Learning Pathways

Work-based learning is a critical component of CMETB provision. Further engagement will take place on a collaborative model with industry to embed this further. Strong growth and positive outcomes for traineeships over this period are planned.

CMETB will, through its wide array of provision, offer learners the opportunity to engage in programmes that meet their needs, interests and availability at the different stages in their lives.

With full-time, part-time, day, evening and sometimes weekend provision, coupled with the option to engage in programmes online, CMETB FET Services aim to ensure there is something for everyone regardless of their age or stage in life.

Learner Voice

"In 2020/21 I was lucky enough to be accepted onto the Level 6 Advanced Building Design Traineeship at Monaghan Institute in partnership with Entekra Ireland. This was a big step for me as I was returning to education after being in full-time work for five plus years and was nervous about being the oldest student. Starting the course, I realised I wasn't the only one in that position as there were a number of my peers also looking for a career change and this course was definitely the best way to see if that's what you wanted.

After such a successful nine months within Monaghan Institute and placement company Entekra combined, I received distinctions in all modules and moved on to further my education at Ulster University Jordanstown completing a BSc Honours Degree in Architectural Technology and Management. The combined in class studies and on-site training really allowed me to experience the industry rather than just learning about it. The trainers really pushed the whole class to reach their highest potential and nothing was a problem for them which made the whole experience very valuable.

 I would highly recommend this course to anyone that is unsure of what to do when leaving school if they are interested in the architectural/building industry or if someone is similar to myself and is looking to explore a passion/career change."

Ciara McGuigan-O'Brien

FET Leader Case Study

CMETB launched an innovative **PLC Access Programme** in2019. Designed to help students who study in Youthreach transition to college in a supported environment, learners study core QQI Level 5 subjects and get the opportunity to sample other courses which will help them decide on the course that best fits them for the following year.

One of the many students who have reaped the benefits of this programme in Cavan Institute is Martin Maughan, a former student at Cavan Youthreach and a proud member of the Travelling Community. After completing his Youthreach course, Martin joined the Access Programme in 2019 and in that year, he became Student Council Rep for the class and took part and helped to organise various activities with the Student Council. He completed QQI certification in Communications and Word Processing at Level 5, Teamworking and Culinary Skills at Level 4, Safe TALK, Manual Handling and HEAT Fitness Certification.

Martin wanted to study Psychology and Social Sciences and the Access Programme enabled him to sit in on classes in this course, which he then went on to do in September 2020 at Cavan Institute. He successfully completed this course in May 2021 with Distinctions across all subjects studied. Martin then applied to study the BA in Applied Social Studies in Social Care. Year one of this course is run in Cavan Institute and students then progress directly to Year two in Athlone Institute of Technology (now TUS). Martin successfully secured a place in Cavan Institute on this course in September 2021. He again excelled by finishing year one of this degree course in May 2022 with Distinctions in many of the subjects he studied. Martin will continue the course in TUS Athlone in September and is confident that he will achieve the results needed to finish with a BA Hons qualification.

Martin is a very hard-working young man; however, he believes that this is not the sole reason for his success to date. He attributes the supports he received while studying in Youthreach, then the PLC Access Programme and the PLC course in Cavan Institute as being key factors in enabling him to strive to reach his full potential educationally and to develop social skills and build self -confidence. Martin is looking forward with confidence to the next chapter in his educational journey.

06 FET Strategy – Enabling Themes

CMETB has highlighted the key areas of focus for the period of the FET strategy in their ETB strategy statement for the enabling themes areas. The strategic approach is further underlined by the allocation of senior management responsibility for key areas like quality assurance, TEL, enterprise engagement, learner support and data analysis. Capital investment in recent years has allowed it to put in place a flagship FET college of the future in Monaghan which has been able to offer a range of classroom-based and technical opportunities, including apprenticeship. There has always been a strong commitment to ensuring the learner voice shapes provision and support and this will continue to be a key commitment. The structures are in place for further focused action across staffing, capital, digital infrastructure over the course of this agreement.

Staffing, Structures and Capabilities

CMETB will work with SOLAS and DFHERIS at a national level to advance a FET management structure that reflects priorities set out in the FET Strategy. This new structure will have to allow for flexibility around re-assignment of roles based on service need and CMETB will support the introduction of a FET practitioner role as required.

CMETB will produce baseline data for existing FET staffing levels to inform the national baseline, identify gaps across the ETB and to develop the future FET staffing structure. A review and development of CMETB systems and processes to support the recruitment and retention of the best staff with the necessary competencies will take place over the duration of this agreement.

CMETB are committed to working with the Professional Learning and Development (PL&D) team to develop and implement an over-arching PL&D Strategy integrating management, teaching, administrative and ancillary staff development. An annual PL&D Plan will be developed in consultation with all staff.

CMETB will revise and update its HR practices and procedures to provide for the progressive development of the workplace environment. CMETB will support work to reform the FET funding model, which reflects the move away from programme brands and silos to a more generalised approach to funding and rewarding performance and innovation.

Digital Transformation

CMETB responded as well as possible to the global pandemic in terms of innovation using digital technology. Engaging with hard-to-reach learners and supporting learners by making digital devices available further progressed this digital transformation, however as previously referenced some learners were lost in the online environment.

CMETB has invested heavily in prioritising the data infrastructure in relation to PLSS input and management. Further progress is required from SOLAS to provide more timely outcomes data, particularly from the CSO related system targets for progression to employment and progression to higher education.

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

Quality FET

CMETB has a strong commitment to quality assurance and has invested senior management time and significant infrastructure in establishing an integrated QA system. The ETB underwent a successful Inaugural Review by Quality and Qualifications Ireland in 2021, a key element of which related to the preparation of a self-evaluation report. This report sets out clear actions for CMETB FET to progress over the coming five years and these will be pursued.

Public Sector Equality and Human Rights Duty

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

FET Leader Case Study

CMETB FET Services, via its Professional Learning and Development (PL&D) programme has supported a range of staff to participate in certified programmes in the areas of Change Management, People Management and Programme Development and Validation. These programmes were identified as addressing key areas of need for CMETB in terms of supporting the move to the FET College of the Future. The learnings gained from these programmes is enabling CMETB to meet its key strategic targets in this respect.

Capital Development

CMETB will continue a programme of investment in FET capital infrastructure to ensure that all FET learners are accommodated in well equipped fit for purpose settings. Securing a new build for Cavan Institute, along with a sizeable extension for Monaghan Institute and the establishment of a dedicated Adult Education Centre in Cavan town, together with the SCLP Centre of Excellence are key capital priorities for CMETB. In addition, CMETB will work to progress the creation of apprenticeship workshops in both Cavan and Monaghan.

The development of an Estates Strategy will be central to the development of a pipeline of projects for CMETB, coupled with the requirement to fully expend the annual devolved capital budget.

A specific focus will be placed on making strategic decisions on delivering integrated and consolidated provision and progressing Cavan and Monaghan Institutes as FET colleges of the future.

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

Learner and Performance Centred

The learner continues to drive everything CMETB does. CMETB is committed to further expanding and strengthening the Learner Voice across the ETB, building on the success and impact to date, and the areas for action as highlighted in the QQI Inaugural Review.

The Aontas independent learner voice and CMETB's FET Learner Forum along with various learner feedback mechanisms and activities provide valuable insight into learners needs and interests. These fora and mechanisms will continue over the course of the SPA agreement. National activity will continue to be supported by SOLAS and CMETB will engage with any new initiatives introduced in relation to further strengthening of the learner voice across the ETB sector.

CMETB recognises that it is challenging to ensure a consistent learner voice at governance level given the nature and perhaps duration of the learner journey/engagement and will focus on capturing more qualitative outcomes at national level, which will require SOLAS support.

The Learner Voice at CMETB

As part of its commitment to the Learner Voice, CMETB has been developing a comprehensive learner database over the past three years. This interactive database has become a powerful tool for CMETB FET Services in terms of assessing the success and impact of its programmes and services. The database provides a complete picture of the learner experience from initial contact and induction right through to assessment and course completion.

The data that is being garnered from this database is providing key data to support the decision making process and thereby consistently enhancing the learner experience.

FutureFET Outcomes 2020-2024

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

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

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

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

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

System Targets and Definitions

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

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

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

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

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

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

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

2022-2024 Definitions and Targets

Supporting Jobs

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

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

Creating Pathways

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

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

2022-2024 Definitions and Targets

Fostering Inclusion

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

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

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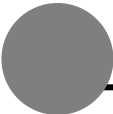
Upskilling Through Lifetimes and Careers

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

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

2022-2024 Definitions and Targets

Targeting Key Skills Needs

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

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

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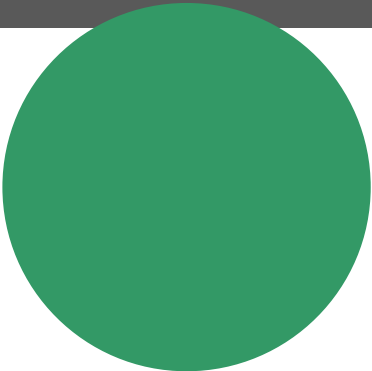
System Infrastructure and Framework for Measuring Performance

System Infrastructure and Framework for Measuring Performance

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

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

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

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

System Infrastructure and Framework for Measuring Performance

CMETB Ambition 2022-2024 at a glance

Further embed the FET College of the Future model via development and expansion of key integrated FET institutes and centres in Cavan and Monaghan.

Continue to centralise services to support more integrated and strategic approaches across FET, including RPL processes and systems, learner supports and wellbeing and curriculum/programme development.

Build skills by developing and expanding the Supply Chain Logistics and Procurement Centre of Excellence, highlighting its specialist expertise at a national level.

Enhance and expand the range of programmes available to school leavers, jobseekers, employers and the employed, focusing on agile programme development in response to regional needs.

Build on its leadership role in FET-HE pathways and joint delivery of degree programmes by bringing forward further co-development and co-delivery proposals with HEIs in response to national calls and by returning to growth in FET-HE progression levels.

Address the significant decline in certification at NFQ Levels 1-3 during the pandemic as a matter of urgency.

Further embed consistent learner support and develop enhanced supports for those with additional/special needs, including mainstreaming of the fund for students with disabilities across all FET provision.

Build on significant investment in structures, systems, processes and programmes to support progression within FET by returning these progression levels to pre-pandemic levels and growing them further.

Grow the CMETB apprenticeship footprint, increasing involvement in craft provision, further driving the OEM apprenticeship it coordinates, and offering accounting technician, hairdressing and commis-chef opportunities.

Be a key driver of the ALL strategy, growing linked provision to beyond pre-pandemic levels, ensuring access to supports throughout all CMETB services and working with local partners to ensure understanding, support and signposting across all local public services.

Glossary

ALL	Adult Literacy for Life
CAO	Central Applications Office
CSCS	Construction Skills Certification Scheme
CSO	Central Statistics Office
CTC	Community Training Centre
DFHERIS	Department of Further and Higher Education, Research, Innovation and Science
DSP	Department of Social Protection
ETB	Education and Training Board
EWSS	Employment Wage Subsidy Scheme
FET	Further Education and Training
HE	Higher Education
HEA	Higher Education Authority
ISCED	International Standard Classification of Education
KPI	Key Performance Indicators
MAEDF	Mitigating Against Educational Disadvantage Fund
NFQ	National Framework of Qualifications
NRRP	National Recovery and Resilience Plan
NTF	National Training Fund

NZEB	Near Zero Energy Building Standard
PLC	Post Leaving Certificate
PLD	Professional Learning and Development
PLSS	Programme and Learner Support System
PWD	Persons with a Disability
Q1	Quarter 1
QA	Quality Assurance
QQI	Quality and Qualifications Ireland
QSCS	Quarries Skills Certification Scheme
RPL	Recognition of Prior Learning
RPCL	Recognition of Prior Certified Learning
RPEL	Recognition of Prior Experiential Learning
SLMRU	Skills and Labour Market Research Unit
SOLAS	An tSeirbhís Oideachais Leanúnaigh Agus Scileanna
SPA	Strategic Performance Agreement
TU	Technological University
TY	Transition Year
UDL	Universal Design for Learning