



lmetb

*Bord Oideachais agus
Oiliúna Lú agus na Mí*
Louth and Meath Education
and Training Board

Louth and Meath Education and Training Board

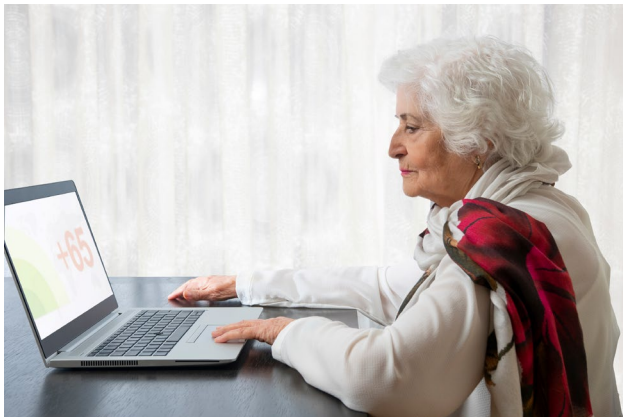
Strategic Performance Agreement 2022-2024

Introduction from Louth and Meath ETB and SOLAS

“

“LMETB is a lifeline for our group, and we have availed of numerous courses over the years. We are mostly an elderly group and especially during COVID-19 restrictions the online aspect was hugely helpful.”

LMETB Learner



Future FET

The vision for the
National FET Strategy
2022 - 2024

Outcomes

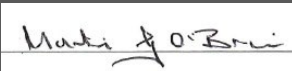
Outcomes link
national system
targets to the
Future FET vision
by 2024

Transformation

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

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

Despite this, LMETB was remarkably resilient, and managed to continue to grow its outcomes and impact, as highlighted opposite. 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 Louth and Meath over the next three years.



Martin O'Brien
Chief Executive, LMETB





Andrew Brownlee
CEO, SOLAS



Agreement Themes

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

01

LMETB 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

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

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

04

FET Strategy – Fostering Inclusion

LMETB 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

LMETB 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

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

APPENDIX 1 – FET STRATEGY FUTURE FET OUTCOMES

APPENDIX 2 – SYSTEM TARGETS AND DEFINITIONS

APPENDIX 3 – SYSTEM INFRASTRUCTURE AND FRAMEWORK FOR MEASURING PERFORMANCE

APPENDIX 4 – LMETB STRATEGIC AMBITION 2022-2024 AT A GLANCE

Louth has a population of 139,100 (census 2022), an increase of 10,216 (7.9%) since the 2016 census which had in turn been an increase of 6,000 (4.9%) since the 2011 census. This was above the national average growth of 3.8% from 2011-2016 and close to the national average of 7.6% from 2016-2022. Louth accounts for 2.7% of the total population of Ireland, no change from 2016 or 2011.

The 2022 population of **Meath** is 220,296, an increase of 25,252 (12.9%) on the 2016 population of 195,044. Between 2011 and 2016 the population of Meath grew by around 10,000 or 5.9%, compared to the national average of 3.8%, and has grown proportionally even faster from 2016-2022 at 12.9% compared to the national average of 7.6%. Meath accounts for 4.3% of the national population, up slightly from 4.1% in 2016 and 4.0% in 2011.

The two counties' combined population of 359,395 shows a growth rate of almost 11% on 2016, well above the national average of 7.6%. Louth and Meath have a diverse population ranging from rural dwellers to the Dublin commuter belt, and the large urban centres of Dundalk, Drogheda and Navan.

Population

359.4k

Employment

170.7k

Of the 363,300 persons in employment in the Mid-East region in Q1 2022, it is estimated, based on 2016 county distributions, that 47% were in either Co. Louth or Co. Meath, representing approximately 170,751 persons.

As further information is released from the 2022 census it will be possible to update this demographic picture further.

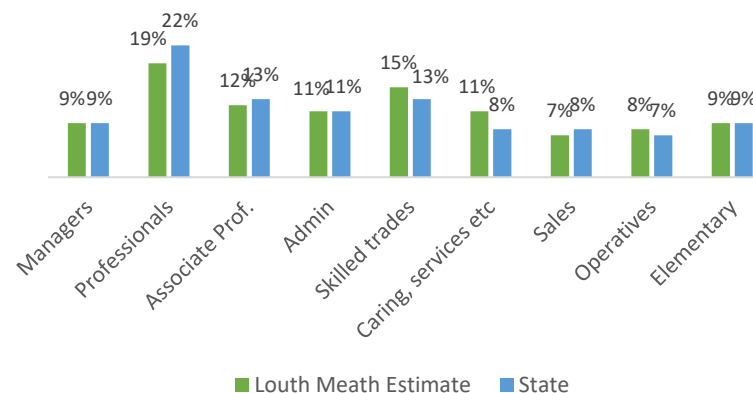
Mid-East Employment Q3 2021

Sector	Louth Meath	Mid-East	State
Accommodation/food	6%	6%	7%
Admin and support	4%	4%	4%
Agriculture	4%	3%	4%
Construction	9%	9%	6%
Education	8%	8%	8%
Finance etc	5%	6%	6%
Health	12%	12%	12%
ICT	5%	6%	6%
Industry	12%	11%	12%
Other NACE	5%	5%	5%
Professional Services	5%	6%	7%
Public admin and defence	6%	6%	5%
Transport	6%	5%	4%
Wholesale/retail	13%	13%	13%

Estimated sectoral employment breakdown for Louth-Meath based on county distribution of employment from Census 2016 – This data is only collected at regional level outside of the census.

In counties Louth and Meath, the share of employment in professional occupations was slightly smaller than the State average (due to a slightly smaller share of persons working in business and STEM related occupations). In contrast, compared to the State average, counties Louth and Meath had slightly higher shares of persons working in skilled trades (due to comparatively higher shares in construction and metal/electronic trades) and in caring and services occupations.

National Employment Analysis



Analysis of Q4 2020 Labour Force Survey and Census 2016 data

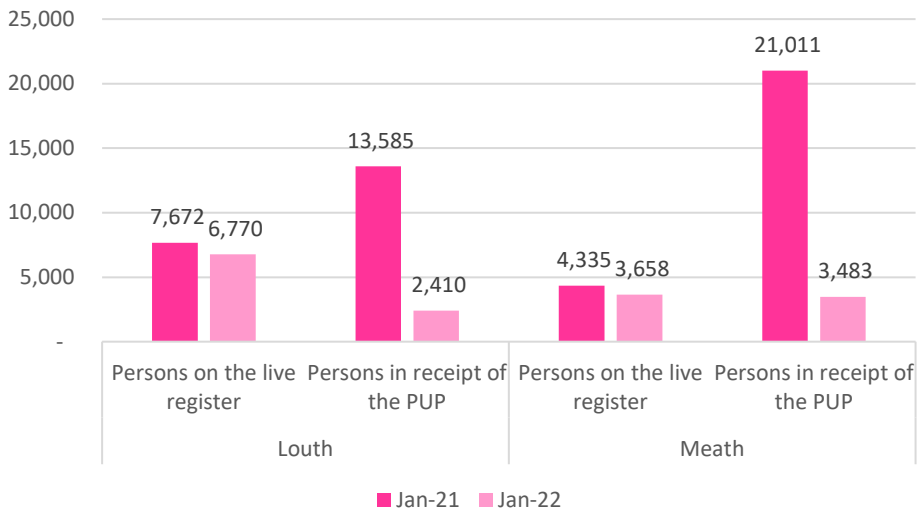
Educational Attainment

In Q2 2021, 14% of the adult population of the Mid-East region held FET qualifications (NFQ 4-6), the same as the national average of 14%. In contrast, in the Mid-East region 44% of adults held higher education qualifications, lower than the national average of 47%, although along with the South-West this is the highest share outside of Dublin.

Lifelong Learning

In Q4 2021, 11.1% of adults aged 25-64 years in the Mid-East region had participated in learning activities in the preceding four weeks. This is slightly lower than the national average for the quarter of 13.1% (or 12% excluding the Dublin region which has the highest participation rate).

Live Register and Pandemic Supports



Meath

At the end of January 2022, there were 3,658 persons in Meath on the Live Register, a fall of almost 700 persons 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 17,500 over the 12-month period. At the end of November 2021, there were 10,424 persons in receipt of the Employment Wage Subsidy Scheme (EWSS) administered by Revenue, which was a decline of approximately 900 on the previous year.

Louth

At the end of January 2022, there were 6,770 persons in Louth on the Live Register, a fall of almost 1,000 persons on the same period in the previous year. The number of people in receipt of Pandemic Unemployment Payments (PUP) fell by over 11,100 persons over the 12-month period to approximately 2,400. At the end of November 2021, there were 6,751 persons in receipt of the Employment Wage Subsidy Scheme (EWSS), a decline of over 500 persons on the same period in the previous year.

Unemployment Analysis

The CSO Labour Force Survey statistics indicate that in Q3 of 2019, the unemployment rate in the Mid-East was 6.1% compared to 5.2% nationally. During the COVID-19 pandemic the unemployment rate in the Mid-East dropped below the national average although it broadly tracked the national trends. By Q3 2021 it had again risen above the national average of 5.7% to 6.2%. The latest figures from Q1 2022 show it at 4.8%, the same as the national average.

Unemployment



Impact of the Pandemic on Enrolments

Since the onset of the pandemic, LMETB enrolments have remained strong, showing a slight shift from part-time to full-time provision, and including growth in some areas including increased enrolments at Level 5 and Level 6. Even in areas where provision fell, such as literacy, Level 1-3 provision and lifelong learning, LMETB showed a lower drop than the national average.

LMETB FET Infrastructure

LMETB is currently operating out of 38 FET locations in total, 12 of which are owned, with the remainder of which are held on a variety of lease or rental agreements. Annual rental costs in 2019 were €1,368,448. With over two-thirds of sites leased, this is well above the sector average of 42%. Almost half of the sites are rented to other parties in addition to the ETB. While this entire portfolio includes outreach and administrative facilities, the 21 core FET centres/colleges across the ETB are set out in the diagram opposite.

Ten of the buildings, which date from the 1960s or earlier, are of architectural or historic significance, with consequent implications for further development. Several of the older buildings are two storey but have no lift, with consequences for full accessibility. Discounting the Dunboyne Business Park properties, the heating for 19 of the 23 remaining properties is oil or natural gas. Two properties already host photovoltaic panels for solar energy and fifteen additional buildings have the potential to also have that infrastructure. All but three premises have good quality Wi-Fi. Twelve of the sites include prefab/modular buildings, mostly in classroom use, with a few older prefabs no longer suitable for use.

The overall FET estate area is 52,274 metres squared, providing 383 teaching spaces/rooms and 148 admin spaces/rooms in 53 individual buildings across the 38 sites. Only one site, Ó Fiaich Institute in Dundalk, is shared with a second-level school. The capacity of the FET facilities varies considerably, with around 35-50 beneficiaries per year accommodated in several of the Youthreach centres to 4-5,000 in the FET Centres in Dundalk, Drogheda and Navan. In the 2019 FET estates survey, not counting the 15 buildings in use in the Dunboyne Business Centre (which all require development), 15 are in good condition with limited remedial work required if any, with eight requiring development.

Recent capital infrastructure and innovative initiatives include the new Advanced Manufacturing Training Centre of Excellence established in 2020 in Dundalk, which is shown opposite.

Location of FET Centres in LMETB



Key

- | | |
|--|--|
| 1 FET Campus, Chapel St, Dundalk | 11 Youthreach Laytown/ Bettystown |
| 2 Youthreach Dundalk | 12 FET Centre, Mosney Village |
| 3 Regional Skills and Training Centre | 13 FET Centre Kells |
| 4 Advanced Manufacturing Training Centre of Excellence | 14 Youthreach Kells |
| 5 O Fiaich Institute of Further Education | 15 Youthreach Navan |
| 6 Community Training Centre, Dundalk | 16 FET Campus, Railway St, Navan |
| 7 Youthreach Ardee | 17 FET Centre Athboy |
| 8 FET Campus, King Street | 18 Youthreach Trim |
| 9 Drogheda Institute of Further Education | 19 FET Centre Trim |
| 10 Youthreach Drogheda | 20 Youthreach Ashbourne |
| | 21 Dunboyne College of Further Education |



Relative Regional FET Supply

In terms of relative Level 5 and Level 6 provision which the LMETB FET estate supports, analysis of 2019 full-time provision showed 3,705 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. This suggests a slight undersupply of FET provision in the ETB area, which as we have noted has a rapidly growing population, expanding well beyond the national rate. Perhaps as a result of this, LMETB's percentage share of FET learners and FET beneficiaries has been growing over recent years.

OVERALL OUTPUTS	2018	2019	2020	2021
% Sectoral Share FET Learners	6.0%	5.9%	6.7%	7.1%
% Sectoral Share FET Beneficiaries	6.2%	5.9%	7.4%	7.9%

Level 5/6
Provision
Relative to
Population
Index
0.85

Level 5/6
Provision
Relative to
Employment
Index
0.86

Funding Profile

2021
€52.6m

Learner Activity

2021
17,508

Staffing

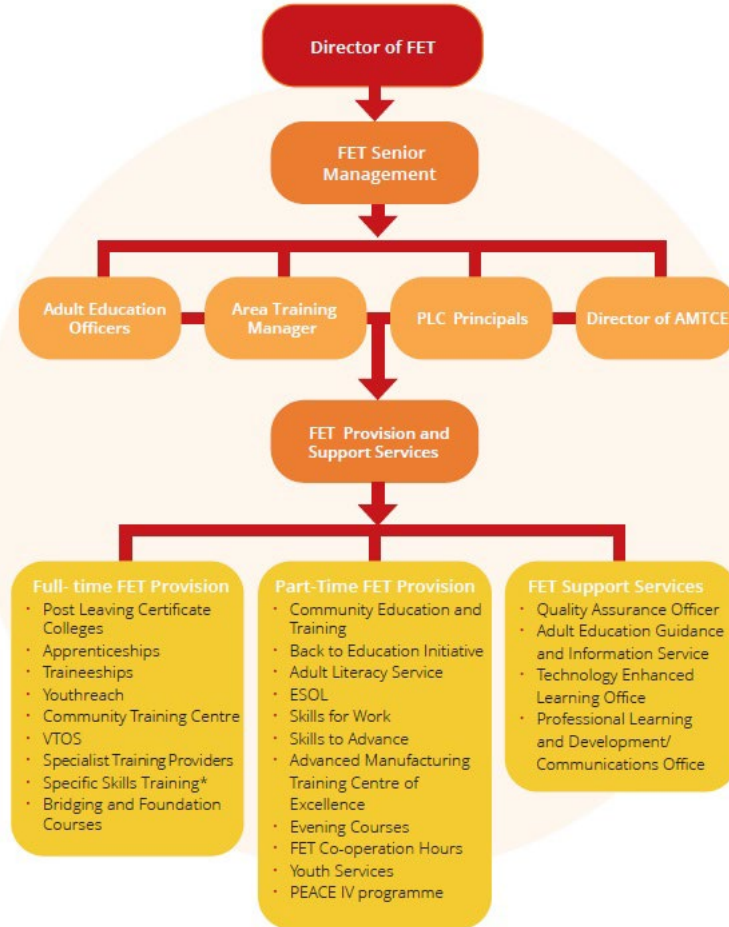
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FET
Staff

Staffing and Strategic Structure

The work of LMETB is structured across three pillars: Organisation Support and Development, Schools and Further Education and Training. Each pillar has a Director, who reports to the Chief Executive. The management structure for FET is presented below.

The Director of FET has overall responsibility for Quality Assurance, FET Provision and FET Support Services. The Director is supported in this work by the Senior Management Team in FET. Senior Management includes: two Adult Education Officers, one Area Training Manager, three PLC Principals and one Director of AMTCE. Within the FET SMT, each of the Adult Education Officers (AEOs) and Area Training Manager has responsibility for a number of programmes / services within FET.

There also exists a FET Forum which comprises of coordinators from a range of FET provision/services. It is chaired by the Senior Management Team and meets four times annually. Its purpose is to share information between SMT and FET Coordinators and to discuss key developments within FET in LMETB.



Focus of Provision

Key areas of industry activity in which LMETB specialize include:

Advanced
Manufacturing

ICT

Core Skills and
General
Learning

Animal Science

Health and
Social Care

Business and
Administration

Media,
Graphics and
Communication

Hairdressing
and Beauty

Sport and
Leisure



This section presents an overview of the performance against national system targets by Louth and Meath 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).

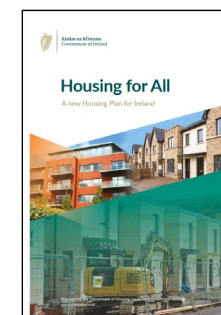
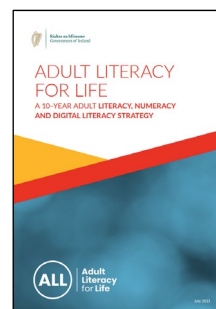
The national system targets for 2022-2024 are then presented with the indicative contribution that LMETB have committed to over the period of 2022-2024. An overview of the system targets and definitions is included in Appendix 2.

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

National System Targets 2022-2024



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



Performance and Targets

2022-2024 National FET System Targets

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

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

External Dependencies

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

Key Achievements

Maintained exceptional strong performance across all areas of the system targets

The continued growth in employment outcomes over this period is unique within the system and a significant achievement

LMETB 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	1,515	1,634	1,663	Not yet available	9.77%
Skills to Compete: Deliver 50,000 places to support those who lost their job to find a pathway back to sustainable work	-	-	-	2,142	-
Creating Pathways					
Progression within FET: Return progression movements within FET to 2019 levels and grow by a further 10% by 2024	1,894	2,158	2,034	2,084	10.03%
Progression from FET-HE: Grow levels of progression from FET-HE by 10% by 2024	568	565	766	Not yet available	34.86%
Fostering Inclusion					
Transversal Skills: Return certification at NFQ levels 1-3 to 2019 levels and grow by a further 10% by 2024	2,707	2,716	2,927	2,556	-5.58%
Widening Participation: Return participation levels by key target groups to 2019 levels and resume growth	1,065	1,671	1,507	1,488	39.72%
Adult Literacy for Life (ALL): Increase provision for literacy and numeracy	3,194	3,353	2,641	2,477	-22.45%
Upskilling Through Lifetimes & Careers					
Lifelong Learning: Return engagement in lifelong learning to 2019 levels and grow by a further 10% by 2024	5,497	5,115	4,831	5,168	-5.99%
Skills to Advance: Continue to grow workforce upskilling enrolments	12	197	696	1,378	-
Targeting Key Skills Needs					
Key Skills Needs: Grow the number of places addressing key skills needs	1,291	1,662	2,227	2,211	71.26%

'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.

LMETB Key Achievements 2018-2021

Significant achievements over the period include **innovation** and **advancement** of local and national ambition, demonstrated by the newly established Advanced Manufacturing and Training Centre of Excellence in Dundalk.

The incredible and outstanding response by all staff in LMETB in responding to the pandemic is acknowledged. This includes the level of outreach and supports provided to **learners** across the **community** and the resilience and creative approach to maintaining services, clearly evident in the trend and performance data for LMETB.

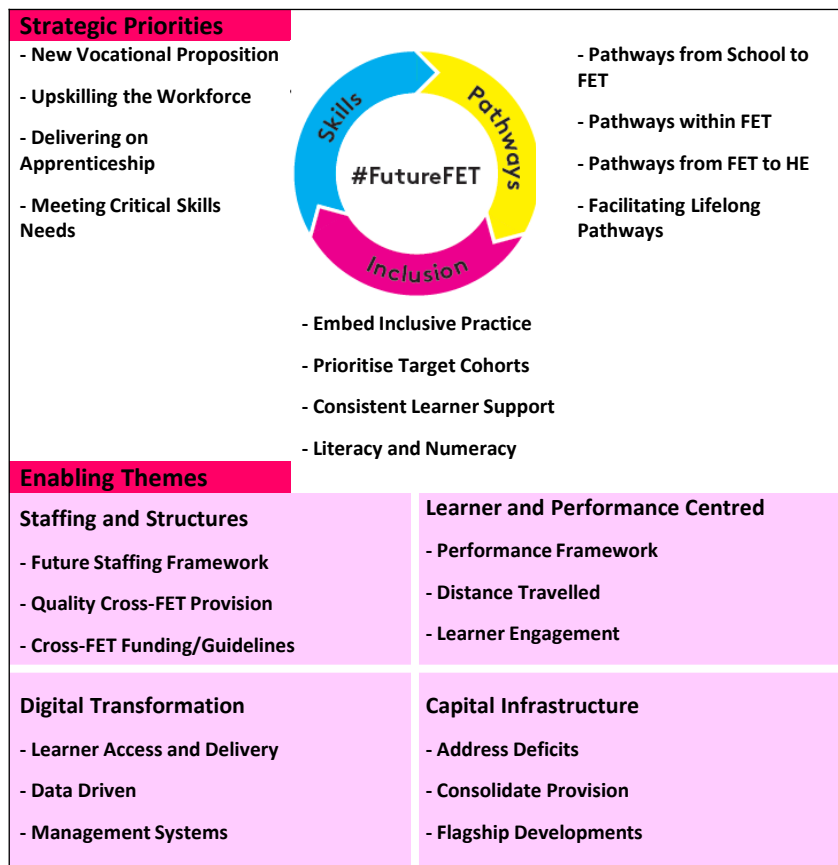
LMETB have substantially invested in both the commitment to **quality assurance** as well as in driving an evidenced based and **data driven** model to inform planning and strategy.

The significant commitment to initiatives in LMETB to support people **upskilling** in **employment** as well as in **unemployment** is evident through the performance in both the Skills to Advance and the Skills to Compete Initiatives.

Given the scale of the **population** growth, particularly in Meath and the large urban areas of Louth, LMETB have responded to the growing needs of the local communities where skills priorities have **evolved**. The future ambition of new Colleges of FET planned by LMETB reflect an exciting **vision** for the next few years.



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



Performance and Targets

LMETB 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 LMETB 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	1,660	1,750	1,850
Skills to Compete: Deliver 50,000 places to support those who lost their job to find a pathway back to sustainable work	2,142	2,227	2,316
Creating Pathways			
Progression within FET: Return progression movements within FET to 2019 levels and grow by a further 10% by 2024	2,150	2,250	2,400
Progression from FET-HE: Grow levels of progression from FET-HE by 10% by 2024	800	850	900
Fostering Inclusion			
Transversal Skills: Return certification at NFQ levels 1-3 to 2019 levels and grow by a further 10% by 2024	2,900	3,050	3,200
Widening Participation: Return participation levels by key target groups to 2019 levels and resume growth	1,650	1,750	1,850
Adult Literacy for Life (ALL): Increase provision for literacy and numeracy	3,200	3,400	3,600
Upskilling Through Lifetimes & Careers			
Lifelong Learning: Return engagement in lifelong learning to 2019 levels and grow by a further 10% by 2024	5,500	5,750	6,200
Skills to Advance: Continue to grow workforce upskilling enrolments	1,700	2,000	2,500
Targeting Key Skills Needs			
Key Skills Needs: Grow the number of places addressing key skills needs	2,400	2,500	2,600
Green Skills for All: Embedding of core green skills module across FET courses	1,500	3,000	5,000

LMETB has a well established further education and training offer, covering apprenticeship and innovative and unique skills courses in areas such as manufacturing and freight forwarding. Manufacturing in particular has been a key focus, developed partly in response to LMETB's unique position in the Border area of Ireland, with a platform to access key markets in both Ireland and the UK. This culminated in the creation of the Advanced Manufacturing Training Centre in Dundalk which will drive FET activity to meet the industry's needs. The increase of the population in urban areas, allied to strong and robust skills courses leading to employment or progression to HE, has resulted in a substantial increase in Level 5 PLC provision also, bucking the national trend.

A New Level 5/6 Proposition

Progress has been achieved to date in LMETB in advancing the new national L5/L6 proposition, this is evident through the strategic vision for the future as well as the evolving and changing dynamics across the ETB infrastructure. Already there are seven multi-use FET campuses/centres offering a range of FET programmes and services. The ambition to establish new Colleges of FET will further advance this agenda. Key initiatives include plans for a multipurpose tertiary education building in Drogheda and in Navan, both building on the existing strengths and innovations already in place for progression pathways, with the potential to further propel the skills consolidation agenda. The new College of FET planned for Dunboyne will also significantly contribute to this national priority. Nonetheless there is still some work to do to build what was traditionally FE activity and what was traditional training activity into a seamless FET proposition with classroom and practical education delivered from the same sites.

It is acknowledged that progression to employment is also an outcome of FET provision, at Levels 3 and 4. Although the national system target has an understandable focus of Level 5 and Level 6 provision, SOLAS will engage with LMETB to consider their individual learner outcomes as well as the period of time to track progression.

Upskilling the Workforce

The future world of work, and the rapid pace of economic and societal change, will require upskilling throughout lifetimes and careers. LMETB have driven significant efforts around workforce upskilling. Skills to Advance has been a key focus of provision, evidenced by the doubling of enrolments in 2021 which included 1,378 learners. LMETB has led out innovative upskilling initiatives in close partnership with industry and regional partners, including on an all-Island basis, such as in skills provision for Freight Forwarding. It will continue to play a leadership role in engaging with industry over the next three years, continuing to expand its Skills to Advance offering, and building on its ability to develop flexible online and blended offerings.

The enterprise engagement infrastructure built up by LMETB will be a key resource, and it will build on this by using the sectoral CRM tool to strategically manage this activity, in addition to its own well-established structure. LMETB will increase upskilling and reskilling opportunities for small and medium companies in the region using a targeted strategic approach to enterprise engagement. A mix of short and medium course durations will ensure a range of relevant upskilling opportunities for employers and provide labour market currency for employees. LMETB will continue to deploy its strategic promotions approach to raise awareness among employees and employers of how Skills to Advance opportunities can assist with economic challenges.

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 LMETB will work together to ensure that the legacy of a single initiative to support skills for employment is preserved, with Skills to Compete becoming the mainstream offering for those who need upskilling to find sustainable work. This will include targeting of long-term unemployed in line with FET Pathways to Work commitments.

FET Leader Case Study

To respond to emerging skills needs in innovation and digital technology, in partnership with industry through the Advanced Manufacturing and Training Centre of Excellence, LMETB have led on new micro qualifications at Level 6 in 'Utilising Robotics in Advanced Manufacturing'. This new skills offering which has been developed in collaboration with SOLAS, enterprise and QQI offers both a special purpose award and individual stand-alone accredited modules. These micro qualifications in robotics have been validated and will be rolled out over the course of this agreement.



Industry Partner Voice

"The establishment of the ATMCE is an exciting opportunity to accelerate our work in building competitive innovation, resilience and agility in DROMONE. The Advanced Manufacturing technology training capabilities offered by the AMTCE will enable DROMONE to upskill existing staff in the latest technologies, facilitating utilisation of generic technology platforms to maintain flexibility in our business"

William Egenton MD, Dromone

Delivering on Apprenticeship

LMETB has a strong commitment to apprenticeships, as evidenced in the extensive offering available in the Regional Skills and Training Centre in Dundalk. Currently eight trades are included within the LMETB apprenticeship portfolio, including Motor Mechanics, Electrical and Carpentry. Phase 2 and Phase 4 provision is currently offered in the Pipe Fitting Apprenticeship. It is committed to expanding provision further to address national craft capacity constraints and significant waiting lists. LMETB is also a collaborating provider on the new Hairdressing Apprenticeship with training being provided via the contracted training route.

The ETB is committed to delivery of the Government's Action Plan for Apprenticeships 2021-2025. As a component of this LMETB has an ambition to develop new apprenticeships over the course of this agreement, including exploring potential opportunities an all-Island apprenticeship, given its proximity and close connections to Northern Ireland. AMTCE is also currently at the development stage of a proposed Advanced Manufacturing Systems Technician Apprenticeship.

A unique relationship is in place with LMETB and Dundalk Institute of Technology (DKIT) whereby DKIT offers a range of apprenticeships in conjunction with LMETB, including in Electrical, Motor Mechanics, Plumbing and Carpentry.

Apprentices in LMETB FET can access inhouse Literacy and Numeracy supports managed through LMETB's Adult Literacy Organisers and tutors. The Regional Skills and Training Centre has a dedicated Learner Support Hub that, in conjunction with the Adult Literacy Service, offers specific supports to trainees either on a one-to-one basis or in a small group setting.

Developing Key Skills Needs

Innovation in skills delivery is evident in terms of bespoke and responsive skills solutions in LMETB, including a 14-week Amazon Logistics programme and a Level 4 Traineeship specialising in white goods operations. It intends to develop specialisms across each of its campuses. This approach will continue over the course of this agreement.

A number of construction related apprenticeships are currently available in LMETB. There is a commitment to consider how to embed green skills components across this apprenticeship offer. This includes the need for modernisation of the curriculum for Motor Mechanics in Electrical Vehicle (EV) provision, also evident given the forecasted skills needs for EV technicians. LMETB have plans to modernise provision in terms of the wider future skills landscape, for example by linking welding with robotic welding.

LMETB will, as part of the national skills needs agenda, commit to roll out of the new Level 4 micro qualification in Environmental Sustainability Awareness as a blended programme across FET provision from September 2022. From autumn 2022, there will also be a national wholly online green skills module available via eCollege, and LMETB will encourage all learners to undertake this learning.

A New FET Brand

Significant outreach and engagement takes place in LMETB to promote the wider FET and apprenticeship offering. Over 4,000 people attended the recent apprenticeship Expo in Trim, including a high number of parents attending with their children. AMTCE and its colleges of further education have strong brands developed, and LMETB will evaluate how best to embed the College of FET identity across its provision.

Realising the AMTCE Vision

The AMTCE is mould breaking in scale and level of activity in terms of industry engagement with a form of governance unique to the FET sector involving key stakeholders in industry and industrial development as members of a formal board. AMTCE is developing its training offerings in an international context through links with professional bodies and formal Memorandums of Understanding (MOUs) such as with Campus Connect (Pittsburgh USA) with a focus on training in Robotics and the Transition to Industry 4.0.

As SOLAS and LMETB set out on this agreement, there are, as yet, limited numbers of learners onsite at the AMTCE. It is an immediate and central priority to grow the learner base at the facility, take full advantage of the cutting edge technology and training equipment. This will be done in tandem with the state of the art virtual classroom environment which is already providing access to industry-focused blended and online courses via the AMTCE. By the end of 2024, the AMTCE should have realised its vision and be operating at full capacity, serving as a case study of best practice as a national specialist centre of skills excellence.

Learner Voice



"Studying Youth Work at LMETB was truly rewarding and fun, which worked around my other commitments. The experience has given me the knowledge and confidence to further my studies through Maynooth University by participating in a BA Degree in Community Studies."

Like all ETBs, the pandemic had an impact on those learners most at risk of marginalisation, many of whom were ill-suited to purely online learning and who found the prevailing environment immensely challenging. Although LMETB did increase their overall reach to learners in priority cohorts from 1,065 learners in 2018 to 1,488 learners in 2021, there was an understandable decrease from the levels reached in 2019, of around 200 learners. Of these ‘lost’ learners in LMETB, learners from the Traveller community are evident, however it should be noted also that LMETB did increase their reach to learners declaring they had a disability over this period, albeit this has not yet returned to 2019 levels. LMETB have a strong track record in supporting migrants and asylum seekers, this also increased during this period and is a significant strength in this ETB in terms of responding to the current crisis in Ukraine. There are tangible signs of increased engagement to date in 2022 and LMETB will continue to grow this, building on their highly successfully engagement across their communities during the most difficult times of the pandemic.

Embedding Inclusive Practice

LMETB will continue its commitment to rolling out FET Universal Design for Learning Badges across staff in collaboration with AHEAD. It will implement all the good practice guidelines and toolkits developed by the sector around assessment and provision to meet learner needs. These include:

- Universal Design for Learning
- English for Speakers of Other Languages
- People with Intellectual Disabilities
- Literacy and Numeracy support

Driving Community-based Approaches

Properly targeting the needs of the most vulnerable target groups requires working intensively at community level and with community-based organisations. The Mitigating Against Educational Disadvantage Fund (MAEDF) was a notable asset in making these connections and enhancing access to FET. This is critical and LMETB is committed to maximizing the reach of the fund in future and increasing participation now that it has been mainstreamed (and rebranded as the Reach fund). It will also build a platform for increased collaboration with key community education providers by putting in place MOUs to frame this partnership. It is noted that ETBs are increasingly being asked to take on a community development role and this must be carefully managed and planned with partner agencies at national and local level.

Transversal and Digital Skills

Significant potential exists within LMETB to develop and expand literacy and numeracy provision which could also support an infrastructure whereby digital skills are integrated into all courses. A level of this takes place already as literacy and numeracy skills are incorporated into more generic skills offerings, such as creative or digital initiatives. There is also an indication that low levels of digital skills exist in the area. The ALL Strategy therefore provides a fundamental mechanism for LMETB to aim to address this. Existing planned digital provision includes a project with Facebook which is due to commence in Meath.

One of the trends of greatest concern nationally has been the decline in certification of learning at NFQ Levels 1 to 3. LMETB did see a drop in this and will seek to increase levels in 2022. It should be noted, to the credit of the ETB, the decline in LMETB is significantly lower than the national average.

Ensuring Consistent Learner Support

LMETB provides a range of supports to all learners in its education, training, and youth services. Through these supports there is a pathway for every learner to become an autonomous, confident, and effective learner and to successfully meet their learning goals.

The management and quality assurance governance structures of LMETB include a specific focused area for Learner Support Resources within the Teaching and Learning Working Group. LMETB are committed to further developing consistency of practice in this area over the course of this agreement and in line with the QQI Quality Assurance Review. This will include common assessment of support needs and the roll-out of the fund for students with disabilities across all FET.

LMETB will also review and action accordingly the ongoing feedback from learners on existing supports,.

FET Leader Case Study

COVID-19 presented an immense challenge in supporting learners with disabilities and supporting learners with additional learning needs. As a result, the FET leadership in Ó Fiaich Institute (OFI), Dundalk completed a significant re-orientation of how support was provided. This led to analysis on a weekly basis, additional online check in support for priority learners, a counsellor being deployed, and individual education plans being put in place. Wellbeing referrals were also made to ensure the learner needs could be fully met during this time.

Targeting Key Cohorts

One of the most concerning trends nationally over the period of the pandemic has been the decline in reaching learners from priority cohorts and those most in need of engagement with ETB services. In LMETB, through their significant efforts to remain central to their communities, they have proved to be very resilient in maintaining their reach to learners, albeit there is a clear acknowledgement that some priority learners have been 'lost'. This is a key area of priority in LMETB.

Participation by learners from the Traveller community has declined during the pandemic and LMETB will focus on reengaging with those learners, given there are high numbers of people from both the Traveller and the Roma communities in the LMETB area. Community groups who engage locally with Travellers were hard to reach over the period of the pandemic, and some completely folded during this time, so supporting the reestablishment of this support will be a key priority.

In contrast to this however, the introduction of digital access as a result of the pandemic also led to new learners engaging with LMETB. This included learners who chose to participate in training and engaged from locations such as residential care homes, which previously would not have been possible.

In partnership with AHEAD, LMETB has rolled out an upskilling initiative across staff around Universal Design for Learning (UDL) to improve the way in which learning is developed and delivered for people with disabilities. Over the next three years, a major priority will be to improve pathways through FET for people with disabilities. A focus of development will be working with the National Learning Network to ensure that learners starting out with them as part of the Specialist Training Provision initiative have clear integrated pathways from the outset.

A high level of experience in supporting migrants and asylum seekers exists in LMETB due to their involvement with the Direct Provision hub in Mosney as well as the strong collaborative nature in place with a multitude of sectoral and strategic partners across Louth and Meath. This includes in health, childcare and welfare services. This will continue as a primary deliverable over the next three years.

Adult Literacy for Life (ALL)



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

LMETB has a long track record in supporting literacy, numeracy and digital inclusion across its region; however, as a result of the impact of the pandemic this provision has dropped significantly by over 22%, the only area where the ETB was not performing well ahead of the sector average. Over the course of this agreement, LMETB will initially commit to 'rebooting' to 2019 levels, with a further aim to grow this by 10%, contributing to the overall expansion of literacy investment and provision sought in the ALL strategy. There will be a requirement to provide English language support for Ukrainian refugees as part of this expansion, although the length of time for which such support is required remains unclear at the time of agreeing this SPA.

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

- Common assessment approach for literacy in line with national guidance
- Expansion of provision to build digital capabilities
- Working with partners, roll-out literacy awareness training in health, local government, social welfare, community development and other key public interface settings across the region
- Integration of literacy support with provision at NFQ Levels 4-6
- Support of literacy needs for those in employment via Skills to Advance

“My experience of DIFE was nothing but positive. I thoroughly enjoyed the course and found studying law fascinating. The tutors were all extremely encouraging and supportive, helping me to gain the skills and the confidence to further my academic studies at university. I was delighted to be accepted to Trinity College Dublin, where I will start my law degree in September. I would highly recommend DIFE to anyone considering returning to education. For me personally, it was one of the best decisions I have made.

Sharon Campbell (Class of 2021) Pre – University Law & Criminology Graduate

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

School-FET Pathways

LMETB undertakes significant outreach work and engagement with schools on FET including apprenticeship options and pathways. Over 4,000 people attended the recent apprenticeship Expo organised by LMETB in Trim, which included a high number of parents attending with their children. Guidance initiatives are also undertaken including Authorised Officers arranging visits for schools to attend the Training Centre for apprenticeship tasters.

LMETB detect a change in attitude in non-ETB schools, they now proactively invite them to come and talk about FET and apprenticeships. Building understanding of these pathways has included the delivery of Transition Year taster modules by Drogheda Institute in areas including engineering and the culinary arts. AMTCE is now rolling out a customized programme in manufacturing and IT for TY students. This is part of a plan to build up the AMTCE facilities as a hub and resource for schools, similar to the “DreamSpace” idea in Microsoft, to encourage innovation and ignite interest from young people in technology and future skills.

LMETB will continue to ramp up its school outreach work and develop this TY offering to increase the pipeline of young people into FET courses. It will also 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.

FET-HE Pathways

Through the development and collaborative partnerships of FE and HE clusters which include the North East Further and Higher Education Alliance (NEFHEA) and the Midlands and the East and North Dublin (MEND) clusters, LMETB are included in the MOUs incorporating Dublin City University, Athlone Institute of Technology (now Technological University of the Shannon, Dundalk Institute of Technology, Maynooth University and seven other ETBs. This has been fundamental to establishing the strong FET to HE pathways that exist currently. Despite COVID-19 restrictions in 2020, FET-HE progression grew strongly, by around a third. LMETB was also very proactive in promoting FET pathways as part of the school league tables coverage, releasing statistics on progression to Dunboyne College to highlight it as an equally valid pathway.

LMETB will continue to develop these pathways, further advancing progress in areas such as Initial Teacher Education (LMETB offer a Level 5 progression to this in Maynooth). There is also scope to target DCU pathways more robustly, with 64 programmes now having direct FET entry routes.

The FET-HE pathways already in place mean there is real potential for LMETB to explore co-development and co-delivery of degree programmes with HE partners. It will bring forward collaborative proposals in this regard over the course of the agreement.

LMETB also has a cohort of learners who progress on pathways to Higher Education in the UK and Northern Ireland. Though these figures are not captured in SOLAS-CSO data, LMETB will monitor the number of learners progressing to HE outside of the Republic of Ireland and share information with SOLAS.



FET Leader Case Study

A successful project is in place with schools and LMETB which includes the provision of a 3D printer and associated technologies. It incorporates a site visit and a competition which is celebrated in local and national media.

Pathways within FET

Progression within FET is arguably LMETB's strongest area of performance in recent years, with the ETB managing to grow levels through COVID-19 while the rest of the sector contracted. Transfer, Transition and Guidance Programmes and supports are provided by LMETB to all learners to ensure they make the right choices regarding career pathways and choices, and that they transition successfully from one phase of their educational journey to another.

There is continuous communication with learners regarding desired pathways. Teaching staff may carry out a variety of reviews through, for example, **Monthly Progression Forms**, **Learner Progression Forms**, and **Individual Learning Plans** (ILPs) to assist in supporting the learner to identify and develop their learning pathway.

Louth Meath Adult Educational Guidance Service also plays a central role in ensuring **learners are supported** on their journey. This service is open to learners across all provision and to adults wishing to assess their educational options. It is an important element in identifying opportunities suitable for individual learners when planning progression.

Progression pathways both internally from one programme to another within FET provision, and externally to other institutions, is clearly communicated to learners throughout their learning. The shift from three separate Youthreach centres to one base in Navan is one of the first steps towards wider integration and inclusive pathways for learners LMETB recognizes the critical 'bridging' role of Level 4 provision in ensuring **seamless pathways** within FET and is committed to continue to develop these offerings.

Learner Voice

“LMETB gave me the confidence and motivation to further my education and career opportunities through the Youth Work course. The tutor was always supportive and available to help me through my time with LMETB and inspired me to enrol for the BA Community Youth Work course in DkIT.”



Lifelong Learning Pathways

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

The Traineeship referenced above linked to White Goods is attracting a more diverse learner profile, this is an indication of how needs are evolving.

This will be further reviewed in terms of future planning as the pandemic has changed not just the profile of learners but also the skills needs, at both an individual as well as an industry and employer perspective. This will form part of LMETB's efforts to create an agile and flexible offering which will meet the needs of people in the region throughout their lifetimes and careers.

LMETB will also explore opportunities for Recognition of Prior Learning to further support this agenda.

The passion and expertise of staff in LMETB and their commitment to putting learners at the heart of everything is evident throughout its services. Whilst some progress has been achieved by engaging with staff to expand their remit delivering integrated service provision, there remain numerous legacy design matters that need to be resolved nationally. As we enter the next phase of FET Strategy Implementation these matters need to be tackled along with a clear sense of how ETB staffing and structures should evolve to deliver future FET. LMETB will work with SOLAS around the creation of a pipeline of capital projects and continue to place a focus on service provision being learner and performance centred.

Staffing, Structures and Capabilities

LMETB is committed to progressing the key elements of staffing, structures and capabilities necessary to advance the Future FET agenda. It has invested in key areas like capital development and data analytics in recent years and is reaping the benefits in terms of ability to progress key projects and deeper understanding of performance and how to drive this.

It will also 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 LMETB will support the introduction of a FET practitioner role as required. LMETB will produce baseline data for existing FET staffing levels to inform the national baseline, identify gaps across the ETBs and to develop the future FET staffing structure.

A strong focus will be placed on the role of Professional Development in terms of upskilling and reskilling staff, through engagement with the Professional Learning and Development hub and related training for LMETB staff. LMETB will also support work to reform the FET funding model.

Digital Transformation

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

Initiation of blended learning, as a result of the pandemic was transformational and provided an opportunity to expand blended learning at pace. LMETB will continue to build on this progress by establishing a formal blended learning policy.

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

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

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



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.

Quality FET

LMETB has invested considerably in quality assurance and successfully came through its inaugural review with QQI. As part of a wider approach to integration across FET, it is also committed to a single system of quality assurance. Allocating senior management responsibility for QA was an important step, and it will now use this infrastructure as a driver of agile curriculum development in collaboration with partner ETBs

FET Leader Case Study

In considering learner supports, innovation, access, as well as digital technologies is a key consideration. LMETB are committed to incorporating virtual reality in the future of provision.



The establishment of a proposed virtual classroom with seamless integration will be the first of its kind in Ireland and will be available at a multi-functional level including in the provision of Apprenticeship.

Capital Development

LMETB will continue its programme of investment in FET capital infrastructure in line with its ambition for the future and the national Future FET agenda. All of this should be brought together in a formal estates strategy which will frame the development of the pipeline of projects for LMETB. It will continue to fully expend the annual devolved capital budget and bring forward projects that can meet regional and national social and economic needs.

As referenced in this agreement plans by LMETB include a key number of capital infrastructure projects, incorporating priorities to establish new FET Colleges in key towns and areas, Navan, Drogheda and Dunboyne. These plans are central to their overall integration and consolidation goal which include expansion of Level 5 and 6 provision and apprenticeship. This includes developing further FET provision in Drogheda, the full development of AMTCE in Dundalk and the building of a new college in Dunboyne. The heavy reliance on leased sites for FET has been noted and, while it does often support more agile responses to emerging skills needs LMETB should also explore whether its consolidation of provision can help to reduce the overall level of dependence.

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 LMETB in this regard.

Learner and Performance Centred

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

LMETB recognises the value of the independent learner voice generated by the Aontas FET Learner Forum, as well as the LMETB learner feedback mechanisms and activities. Both will continue over the course of this agreement. National activity will continue to be supported by SOLAS. LMETB will engage with any new initiatives introduced in relation to further enhancement of strengthening the learner voice across the ETB sector.

LMETB will continue to work with SOLAS to progress a model of provision that reduces barriers to learning and will continue to enhance collaboration across education and welfare services.

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



Learner Voice

“

“This Year in DIFE, has taught me many skills and practices that are fundamental for my career of study. Doing a PLC really immerses you into what “college life” is like. It is a taster into the broader areas of study that can be explored in University or Institutes of Technology.”



FutureFET Outcomes 2020-2024

- FET is available in every community in Ireland, and offers a clear pathway to learners that can take them as far as they want to go *(Simplified pathways)*
- FET is transformed in its delivery and expands the portfolio of opportunities for learners at any level to further their education *(Easier access)*
- FET is for everyone and inspires people to believe in themselves to reach their potential *(Learner experience)*
- There is a greater awareness of FET and it is valued by learners, employers, Government and communities *(Powerful identity)*
- The economic and social impact of further education and training is strongly evidenced by producing a stream of graduates with the necessary skills required for the labour market *(Skills for local needs)*

System Targets and Definitions

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

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

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

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

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

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

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

2022-2024 Definitions and Targets



Supporting Jobs

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

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



Creating Pathways

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

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

2022-2024 Definitions and Targets

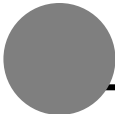


Fostering Inclusion

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

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

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



Upskilling Through Lifetimes and Careers

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

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

2022-2024 Definitions and Targets

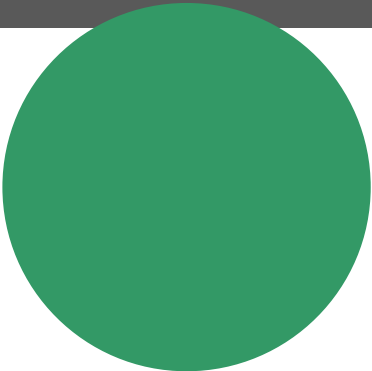


Targeting Key Skills Needs

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

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

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



System Infrastructure and Framework for Measuring Performance

System Infrastructure and Framework for Measuring Performance

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

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

Data Infrastructure

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

Review Mechanisms

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

System Infrastructure and Framework for Measuring Performance

Enabling Infrastructure & Design

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



LMETB Ambition 2022-2024 at a glance

-  Develop AMCTE to its full potential, with state of the art training facility full to capacity, driving cutting edge skills responses and encouraging young people to engage in manufacturing and technology
-  Increase the LMETB apprenticeship footprint by playing a major role in expanding craft capacity to address waiting lists, particularly for electrical apprentices, and embracing new apprenticeship opportunities
-  Develop initiatives to re-engage people from key target groups with education, including travellers, people with disabilities, migrants and older people
-  Reboot and grow provision in relation to Adult Literacy for Life, including adoption of a common assessment approach for literacy, numeracy and digital support needs
-  Continue to support school-FET pathways, by developing its outreach and TY initiatives, and in ensuring a strong offering of a wide range of Level 5/6 options via the CAO linked site
-  Improve and strengthen integration across the ETB, consolidating FET provision in single dedicated locations to better serve communities, building on the plans for FET infrastructure
-  Build on its strength in FET-HE pathways by bringing forward proposals for co-development and co-delivery of degree programmes with HE partners
-  Build an estates strategy around three strategic FET colleges of the future, expanding the FET footprint in Drogheda, consolidating provision and reducing reliance on leasing agreements
-  Utilise the capacity built up in quality assurance to put in place a single QA system and drive agile programme development in partnership with industry and other ETBs
-  Support the roll-out of the Green Skills for All initiative by offering the Level 4 programme in Environmental Sustainability Awareness, and in its ramp-up across all provision along with a new wholly online eCollege resource

Glossary

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

