

Further Education and Training

INOU Discussion Forum

April 2022



Department of Rural and
Community Development



*An Roinn Forbartha
Tuaithe agus Pobail*



pobal

government supporting communities

The Scheme to Support National Organisations is funded by the Government of Ireland through the Department of Rural and Community Development.

Further Education and Training

- Further Education and Training Strategy 2020-2024
- Adult Literacy For Life: A 10-year Adult Literacy, Numeracy and Digital Literacy Strategy, published July 2021
- Action Plan for Apprenticeship 2021–2025
- OECD Skills Strategy Ireland, working over a fifteen month period to Quarter 1 2023

Future FET: Transforming Learning The National Further Education and Training Strategy

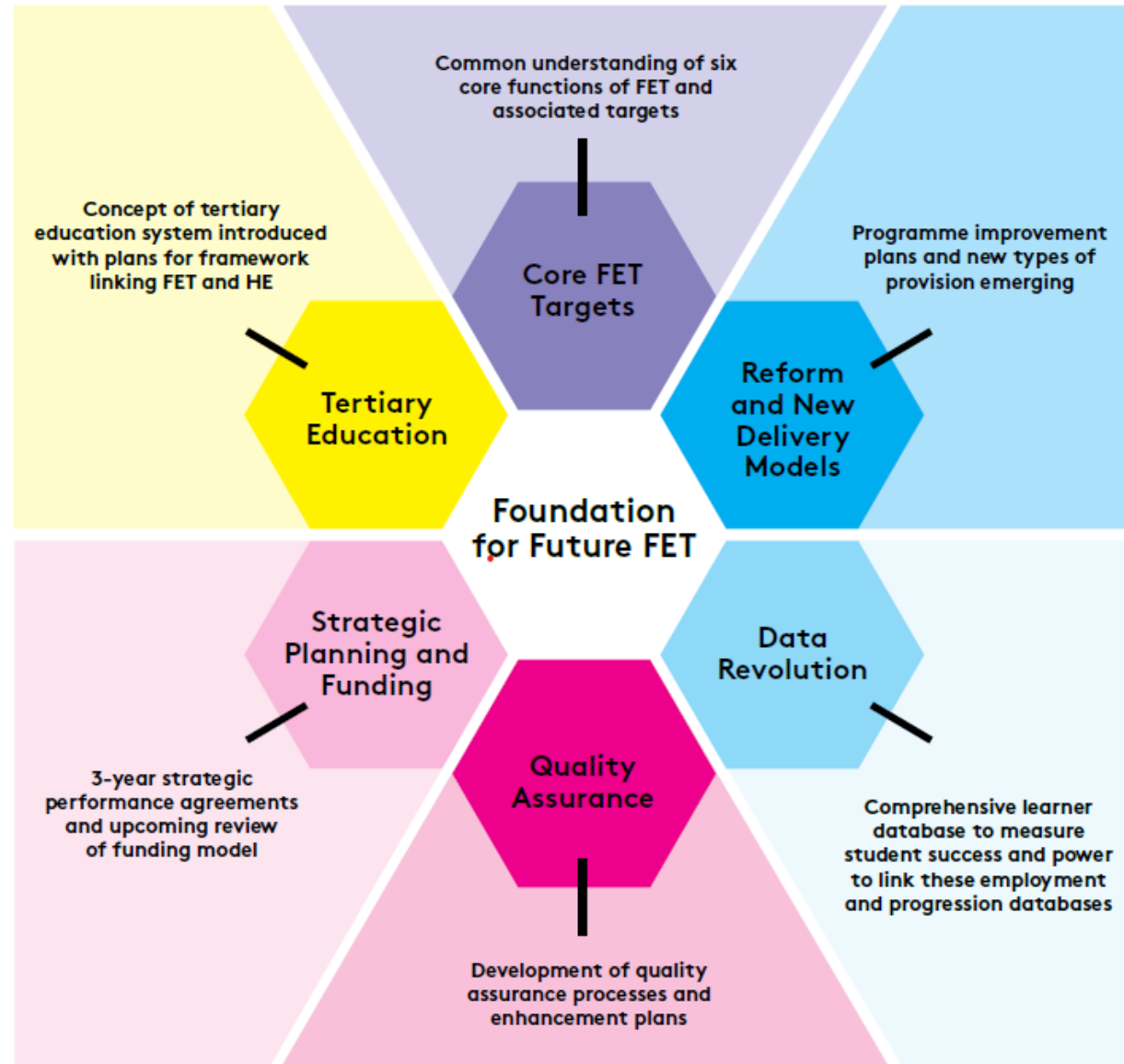


Figure 12: The Foundation for Future FET

A Vision for FET

- FET will provide pathways for everyone. It will empower learners to participate fully in society and to become active citizens, and drive vibrant and diverse communities.
- FET will become the smart choice for school leavers, employees looking to up-skill and learners at all stages of their lives, with future FET colleges recognised as dynamic, modern and high-quality learning environments.
- FET will prepare people for work and successful careers, facilitate progress through tertiary education, and equip its graduates for a lifetime of continual learning and development.
- In five years FET will have grown its profile, with FET colleges serving as beacons of learning within communities which are widely recognised as a major driver of Ireland's next critical phase of economic and social development. (p36)

FET Strategic Priorities and Enabling Mechanisms

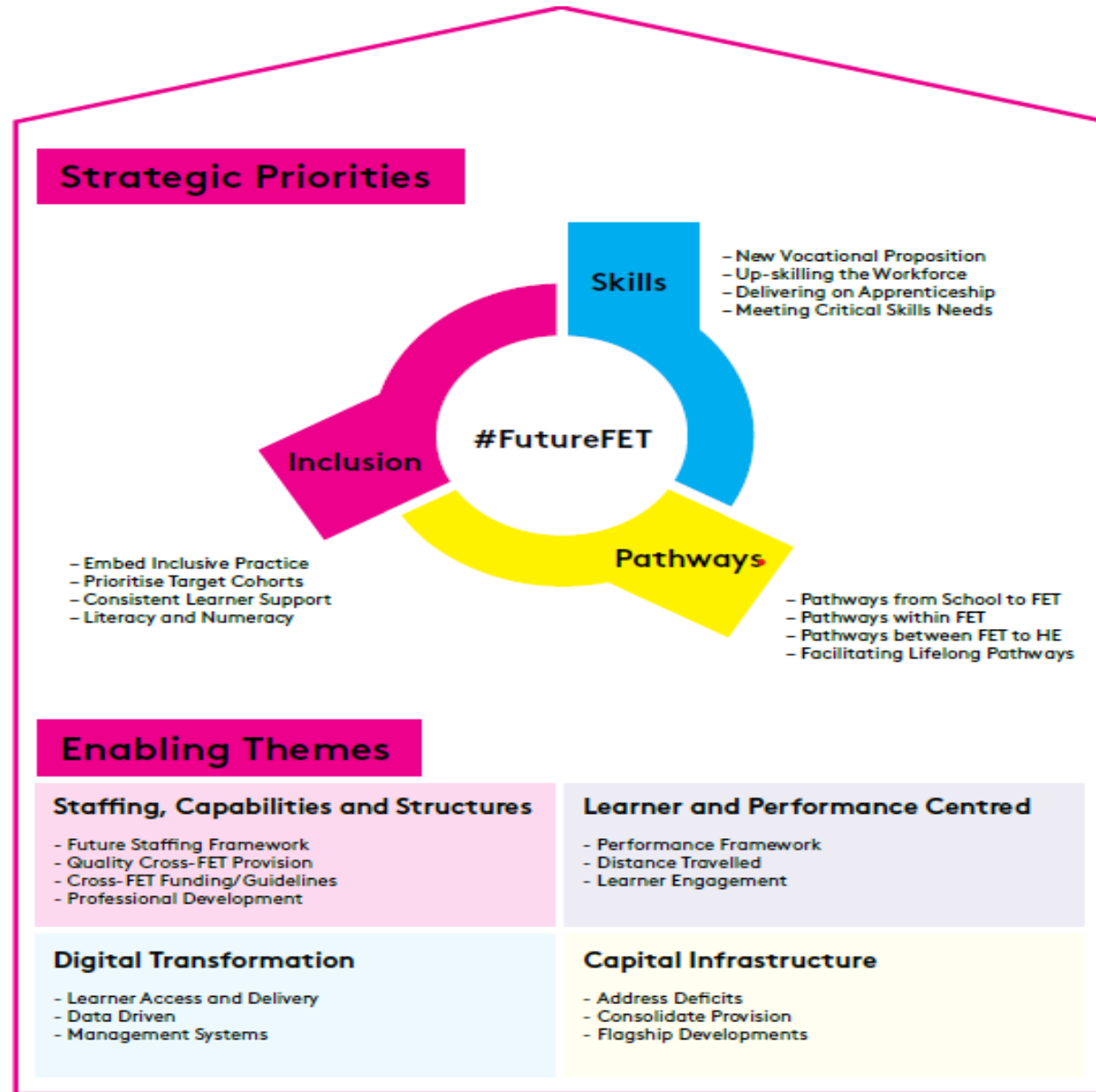


Figure 13: Future FET Strategic Framework

Strategic Priority: Fostering Inclusion

- There are many cohorts with diverse needs, such as people with disabilities, new migrants, Travellers, the long-term unemployed, ex-offenders and women returners. All these require focused types of support to address their particular circumstances and needs.
- For such groups, the FET system should adopt a more targeted approach to addressing barriers around participation, completion and progression for marginalised and prioritised cohorts.
- ETBs should work in partnership with community and voluntary organisations who can represent or reach out to particular groups and facilitate a pathway to re-engage with education through FET. (p47)

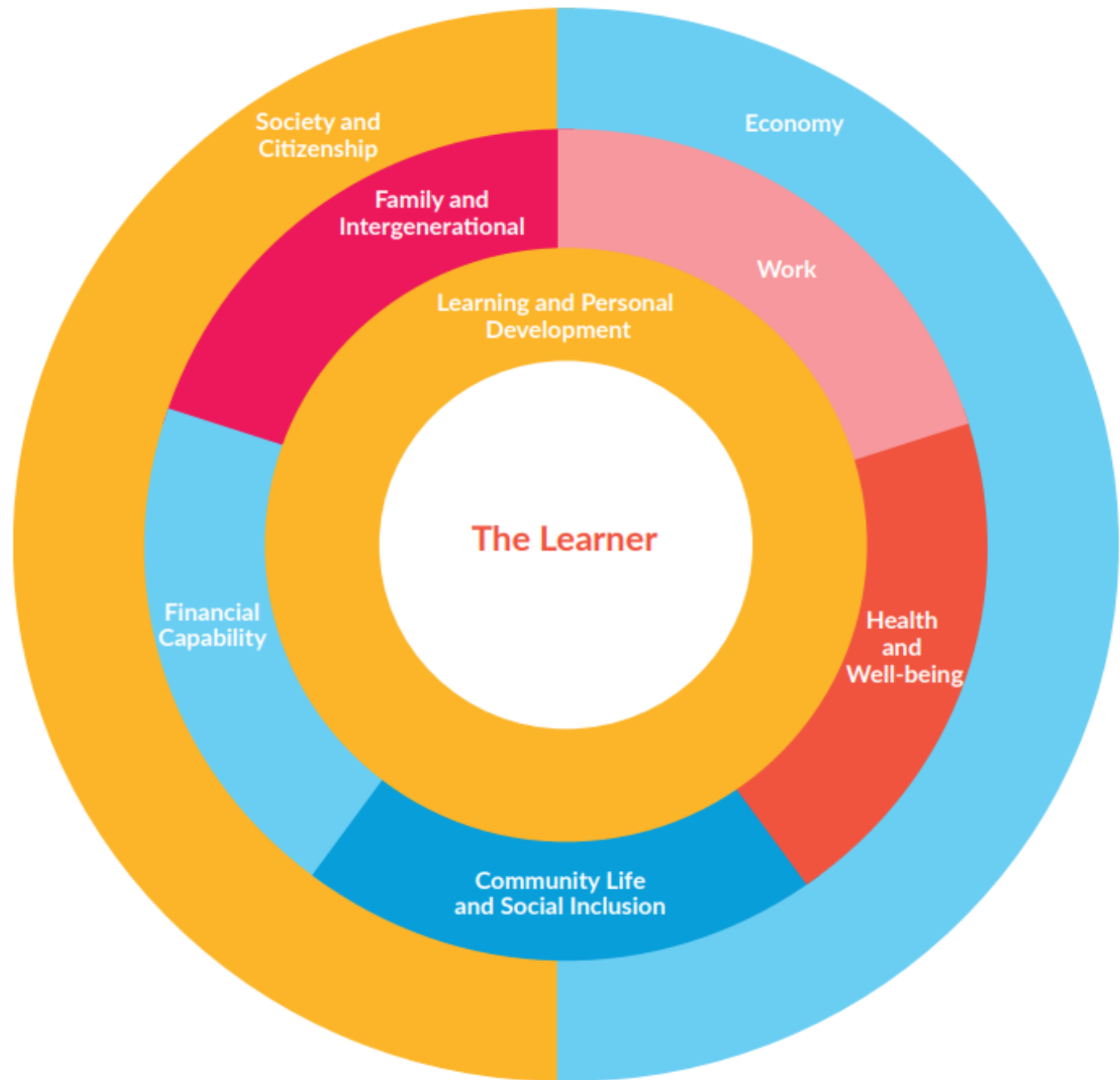
Community Education Framework



A Strategy for ALL - Adult Literacy for Life

- Minister's Foreword
 - Literacy is a form of power.
 - It offers a person the opportunity to carve out a place for themselves in the world.
 - The ability to read and write, work with numbers and navigate the digital sphere can unleash an individual's potential.
- There is now widespread recognition of Ireland's literacy challenge, with an incredible commitment to addressing this need at a national, regional and local level.
- There are many great examples of supports and learning opportunities that make a real difference in improving individual situations and helping people to lead more fulfilled lives.
- However, too much of this activity happens in isolation.
- In contrast, it needs to be more connected to wider education, health, community development, employment and local government support to make a substantial and sustainable impact. (p9)

ALL – Key Adult Literacy Domains



A Strategy for ALL - Adult Literacy for Life



Ministerial Sponsorship

Programme Office with a
Cross-Government remit

Cross-Government
Implementation Committee

National Literacy Coalition

Regional Literacy Coalition

Regional Literacy Coordinators

Dedicated Funding for Collaboration

ALL –
Measure
Success
Cross
Government
Society
Economy

UNDERSTAND

- National Campaign
- One-Stop-Shop
- Proactive Local Services
- Common Assessment Approach

1

ACCESS

- Plain and Accessible Content
- Accessible Technology
- Integrated Supports in Work and Education
- Universal Design Approach

2

EXPAND

- Focus on Numeracy
- Drive Digital Competency
- Support Skilled Practitioners
- Innovate and Enhance Provision

3

EMPOWER

- Person-centred Pathways
- Target Vulnerable Groups
- Support Community Initiatives
- Link to Health and Well-being

4

A Strategy for ALL - Adult Literacy for Life

- The Economic and Social Research Institute (ERSI) research report on literacy, numeracy and activation among the unemployed shows that work-specific training in literacy and numeracy enhances employment prospects by up to three times the average. (p30)
- Literacy and numeracy issues are faced not only by those experiencing social exclusion or unemployment, but those in the workforce, particularly amongst older workers who may have limited previous levels of formal education. It is also becoming increasingly apparent that basic digital literacy will be required for almost every type of employment in the future. (p49)

ALL –
Potential
Vulnerable
Cohorts for
Targeted
Funding

Older Adults
(55+)

Members of the
Traveller
Community

Persons with
Disabilities

Low-paid
Workers

Carers

One-parent
Households

Incarcerated
Persons and
Ex-Offenders

Persons
Recovering
from Addiction

Long-term
Unemployed

Migrants

International
Protection
Applicants

People with
Language
Needs

Action Plan for Apprenticeship 2021–2025

- An ambitious target of 10,000 new apprentice registrations per annum by 2025 underlines this Government's commitment to reforming the position of apprenticeship in the wider education and training sector.
- **This plan will set out a structure for an apprenticeship system that is flexible and responsive, providing a strong value proposition for employers and potential apprentices, is attractive and easy to engage with, and delivers high standards and sought-after qualifications.**
- Apprenticeship is a work based learning opportunity and delivery of this Plan is dependent on engagement by employers, industry partners and the education and training sector.

Five Objectives

**Objective 1:
A High Quality and
Innovative Approach**

Apprenticeship will deliver the highest quality of work-based learning, supporting and demonstrating innovation to empower apprentices and employers to meet current and emerging skills needs

**Objective 2:
Employer-driven
Responses**

Apprenticeship will be recognised and valued by employers across all sectors of the economy as a key mechanism for building a highly skilled workforce, contributing to productivity and sustainable growth

**Objective 3:
Apprenticeship for All**

The profile of the apprenticeship population will more closely reflect the profile of the general population

**Objective 4:
A Valued Option**

Apprenticeships will be available and recognised as a work based learning opportunity, providing sought after qualifications across the tertiary education and training sector

**Objective 5:
A Single, Coherent
System**

There will be a single apprenticeship system underpinned by a clear governance framework with strong stakeholder input

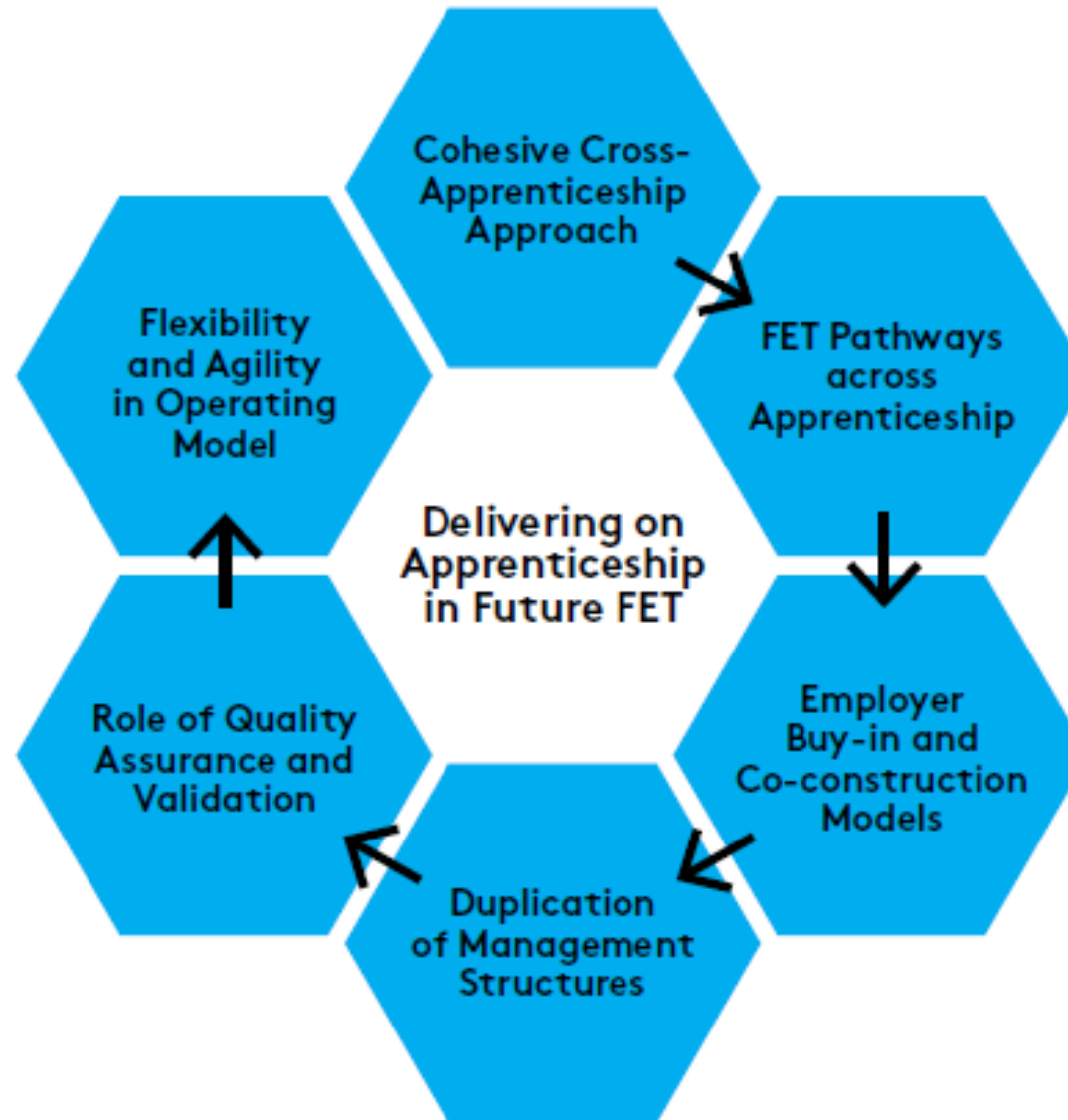
Thirteen Key Deliverables: 1 to 6

- A strong framework of quality assurance
- A robust data collection and performance framework will provide an evidence base for continuous improvement of the apprenticeship system
- An agile system, responsive to workplace change and evolving skills needs
- Address barriers to employer participation through financial and non-financial measures
- Increase participation in apprenticeship by employers across all sectors of the economy
- Demonstrate Government commitment and leadership through increased availability of apprenticeships across the public sector

Thirteen Key Deliverables: 7 to 13

- Include the voice of underrepresented cohorts in apprenticeship
- An inclusive apprenticeship access and delivery structure
- Monitor and assess targets
- Apprenticeship will be visible, and recognised by learners and influencers (parents, friends and family and career guidance professionals) as an attractive route to qualifications and a career
- Apprentices will be supported to complete their programmes through clear communication, support networks and increased ownership of their learning journey
- A coherent, representative, governance framework and structure
- All apprenticeships will be delivered through the single system

Delivering Apprenticeships



OECD Skills Strategy Ireland

- Lead Department: Further and Higher Education, Research, Innovation and Science
- Infrastructure: Cross-Departmental project team; National Skills Council; nine Regional Skills Fora
- OECD Skills Strategy will concentrate on:
 - Securing balance in skills through a responsive and diversified supply of skills
 - Fostering greater participation in lifelong learning in and outside of the workplace
 - Strengthening the governance across a joined up skills ecosystem
 - Leveraging skills to drive innovation and strengthen the performance of firms
- OECD public consultation first survey available at end of <https://www.gov.ie/en/press-release/56830-national-skills-council-holds-extraordinary-meeting-with-the-oecd-to-discuss-skills-challenges-facing-ireland/#public-consultation>