



The Voice of
Adult Learning

Submission to the Tertiary Education Strategy

AONTAS - the National Adult Learning
Organisation

September 2025

About AONTAS

AONTAS is the National Adult Learning Organisation of Ireland, founded in 1969 and passionately working ever since to make education equal and accessible for all. Backed by our robust research and focused community work, we advocate and lobby for quality education for all adults and raise awareness of the impact of adult learning on people's lives and on society. We work on behalf of our members, who connect with all communities across the island of Ireland. Our members and adult learners inform all our research and campaigns for social change.

Key Recommendations

This submission calls for the promotion of a unified tertiary education system grounded in parity of esteem across Higher Education (HE), Further Education and Training (FET), and community education as part of the Tertiary Education Strategy. The submission makes the following recommendations:

1. Expand flexible provision and ensure equal and consistent credit accumulation between all FET and HE providers in Tertiary Education. Support innovation to widen pathways and promote access and progression throughout the tertiary system.
2. Resource and expand collaborative networks and a community of practice for community education practitioners who support the delivery of higher education.
3. Reform Access, Transfer and Progression (ATP) policies to support flexible and part-time learning and inclusive pathways for all.
4. Review and reform the financial supports available for adult learners to ensure there are no barriers to progression throughout the tertiary sector.
5. Establish a representative advisory group to ensure equity in policy and governance of Access, Transfer and Progression (ATP) in wider unified tertiary and education sector
6. Invest in wraparound supports (academic, social, wellbeing) as core components of progression pathways, particularly focused on NQF Levels 1-5.
7. Improve data-sharing and analysis (HEA, SOLAS, QQI, CSO, CAO) to track and understand learner journeys.
8. Ensure that community education is recognised as a public good within the wider tertiary education sector, valued both for progression and for wellbeing outcomes.

The Importance of a Unified Tertiary Education and Training Sector

A unified tertiary education sector is essential to achieving equitable access to education and equipping society to adapt to rapid social, economic, and technological change (OECD, 2017; OECD, 2024; Social Justice Ireland, 2023). In an era of widening inequality, demographic shifts, and evolving labour markets, tertiary education must provide flexible and inclusive pathways that recognise diverse learner journeys (OECD, 2017; OECD, 2025; UNESCO, 2022; Social Justice Ireland, 2024). An integrated system can ensure that education is not limited to the privileged few or confined to a single stage of life but is instead a public good accessible to all.

Within this vision, Further Education and Training (FET), and community education in particular, provide critical entry points into learning for those most distant from formal education (SOLAS, 2025; SOLAS, 2024a). By supporting personal development, community wellbeing, and progression opportunities, community education plays a unique role in strengthening both individual and social resilience (Meyler et al., 2024; Cobain et al., 2021; Doody et al., 2021).

Education is recognised globally as a universal right (UNESCO, 2022). Community education puts this principle in practice by offering holistic supports, creating pathways for marginalised learners, and preparing participants for civic engagement as well as further study (Murray & Brennan, 2023; Gallagher et al., 2025; Doody, 2021).

The DFHERIS discussion paper on a Unified Tertiary System (2023) underscores this transformative potential of integration between higher and further education and training:

- **For learners:** diverse, flexible pathways that promote access and inclusion.
- **For public bodies:** greater collaboration and efficiency in achieving shared policy goals.
- **For society:** an education system capable of responding to social transformation, sustainability, and global competitiveness.

However, an overemphasis on linear progression to higher education risks reinforcing perceptions of FET as “second-best” and undermining the contribution of community

education (DFHERIS, 2023). This submission argues that the wider FET sector, and community education in particular, must be recognised as a vital pillar of the unified tertiary system. Parity of esteem in policy, planning, and funding would enable the sector to fully realise its potential in advancing equity, inclusion, and participation in education under the forthcoming Tertiary Strategy. A truly unified tertiary education system must open doors for everyone, at every stage of life, not just the few who follow traditional pathways.

Recommendation 1: Expand flexible provision and increase innovation through equal and consistent credit accumulation between all FET and HE providers in Tertiary Education. Supporting progression and access nationally, including pathways for wider participation.

Rationale

While progress has been made in developing tertiary pathways, much of the focus has been on full-time or linear progression. Learners often require flexible and part-time access points that allow them to combine work, care, and education (Meyler et al., 2023 LLL). A report on student demographics from the Higher Education Authority affirms that disadvantaged learners are significantly underrepresented in higher education, with only 9% of students classified as disadvantaged between 2021–2024. There are also statistical differences in progression routes to higher education. Analysis of the Pobal Deprivation Index shows that 78% of affluent students entered higher education directly from secondary school over this period compared to 61% of disadvantaged students (HEA, 2022a).

The wider FET system, and community education in particular, foster the inclusion of a broad range of diverse learners. The further development of linkage and bridging programmes between HE and FET can help address the goals of the National Access Plan (2022-2028). The FET sector successfully engages target cohorts of the NAP. Up to one-third of adult learners in the FET sector are in receipt of a social welfare payment, and there is a high rate of inclusion of people with disabilities, and members of the Traveller community (SOLAS 2025; SOLAS, 2024b; SOLAS, 2024c).

The NFQ Level 5 Major Award, or Post-Leaving Cert (PLC) course, is one of the main avenues for access and progression for adults in the tertiary education system. In [2024 QQI made 18,220 awards](#) at this level demonstrating its significance as an award. However, out of 1860

Level 5 Major Award programmes listed on Qualifax, only 30, or 1.6% are listed as part-time. Meanwhile, the Leaving Cert for Adults courses have all but disappeared.

Part-time bridging and linkage courses at Level 5 in this sector can provide a crucial route into education for adults with unmet literacy or numeracy needs, migrants, returners, and those from low-income households (SOLAS, 2024a; Doody, 2021). However, to enable the development of inclusive pathways that enable social inclusion a review of Level 3 and 4 programmes is needed as these provide vital preparation for progression to Level 5.

In an era of full employment, there is a need for more part time Level 5 courses, split over two or three years, run in the evenings, weekends, or in concentrated blocks of learning. Existing initiatives such as SOLAS Micro-Qualifications, the Micro-Creds programme in HE and the National Tertiary Office's programmes show the potential of modular and stackable credits for ongoing engagement with learning (DFHERIS, 2023). This is particularly important in an era where engaging in ongoing education is crucial to support individuals and society through social change (OECD, 2023).

These part-time Level 5 programmes can provide ATP opportunities for the most underrepresented groups in Higher Education. This major change would also provide options for adults with caring responsibilities or working full time who could not do a Level 5 otherwise (Meyler et al., 2023; NALA, 2024). Pathways could be expanded within community education, and the wider FET sector, which has a proven capacity to attract, retain, and support learners furthest from education (Doody, 2021; Murray & Brennan, 2023).

Proposed Outcomes, Actions, and Indicators

- *Outcomes:* Expanded flexible pathways at Level 5; greater participation of disadvantaged learners in tertiary progression.
- *Actions:* Fund and pilot part time Level 5 bridging/linkage courses- run through existing FET centres/colleges and community education providers in partnership with HEIs and ETBs.
- *Indicators:* Number of new part-time bridging/linkage programmes established; Numbers of adults studying part time; participation rates of target cohorts; progression rates into further or higher education.

Recommendation 2: Create and resource collaborative networks and a community of practice for community education practitioners to strengthen sectoral partnerships.

Rationale

Examples exist of effective collaborations that support participation across the higher education and community education through bridging and linkage programmes. Ireland's community education sector has developed a rich network of partnerships with universities to expand access to higher education for underrepresented groups. Notable collaborations include [SETU and Women's Collective Ireland](#), which offer a [Level 6 Certificate in Advocacy](#) to empower women in community leadership roles. Similarly, [UCD's Think Again programme](#) works with WCI and other grassroots organisations to support mature women from low-income households in accessing university education. [UCD's Gender Studies Outreach](#) also partners with WCI Ronanstown to deliver a [Level 7 Certificate in Women, Gender and Social Justice](#). Another standout model is An Cosán's partnership with SETU, which delivers a flexible, blended [Certificate in Personal and Professional Development](#) to learners facing socio-economic disadvantage. This programme has received national recognition and €1 million in HEA funding for its impact. There are also examples of cross border collaborations Rural Community Network NI delivering a [Level 7 Community Development Practice](#) that is accredited by the University of Galway. These programmes focus on the skills to support community building, and could directly contribute to the [civic society goals of the Shared Island Initiative](#) if collaboration between tertiary partners were further developed.

Together, these initiatives demonstrate the potential of collaboration in delivering to support progression into higher education through an inclusive community education approach. Through collaboration, universities and community organisations co-created pathways that are flexible, empowering, and responsive to learners' lived experiences. The success of these programmes can be seen in high retention and completion rates, strong learner empowerment and the development of learner's academic capacities (Murray & Brennan, 2023; Gallagher et al.,2025).

Proposed Outcomes, Actions, and Indicators

- *Outcomes:* Stronger collaboration across sectors that make up the unified tertiary system; further development of inclusive collaborative practices; greater access to pathways to, and through higher education for adults from under resourced communities.
- *Actions:* Develop and fund a national practitioner network; convene annual practice-sharing forums between HEIs, FET, and community education. AONTAS are well placed to support this potential action.
- *Indicators:* Number of collaborative initiatives supported; reported improvements in cross-sectoral practice; learner outcomes linked to network activity.

Recommendation 3: Reform Access, Transfer and Progression (ATP) policies to support flexible and part-time learning.

Rationale

There is a need to address access, transfer and progression barriers and inequities. Current ATP frameworks disadvantage FET learners. Currently NFQ Level 6 FET qualification is not treated as equivalent to an NFQ Level 6 HE qualification. Advanced Certificate holders (FET) often face limited progression routes compared to Higher Certificate (HE) holders, who benefit from integrated pathways into degrees (QQI, 2025). Students progressing from FET to HE using the Higher Education Links Scheme (HELS) scheme are only allowed to compete with a maximum of 390 points (O’Sullivan, 2021). This means that in 2025 every single UCD and TCD undergraduate programme was out of reach for FET applicants coming through the CAO using HELS. Addressing the disparity in weighting systems given to awards in the FET sector would improve access, transfer, and progression, enhance parity of esteem and support a more integrated tertiary education system (QQI, 2025; O’Sullivan, 2021).

Current access, transfer and progression processes are also overly linear and do not reflect the reality of learners who exit Higher Education Institutions (HEIs) early (Pritchard & Geoghegan, 2025). For example, course choice is consistently the strongest predictor of non-completion, with students frequently citing mismatched expectations, difficulty with course content, or a desire to transfer to a different discipline. (Pritchard & Geoghegan, [2025](#)).

Currently, students within HE are expected to transfer between courses at a similar level. There are no links or collaborations between higher institutions and the FET system which would support transfers from HE to FET without interruption to the learner's journey. Developing such initiatives could support the retention of students within a unified tertiary sector.

Proposed Outcomes, Actions, and Indicators

- *Outcomes:* Greater parity of esteem between FET and HE qualifications; equitable progression for part-time learners.
- *Actions:* Review and revise ATP policies to unify equivalent awards
- *Indicators:* Policy reforms implemented; number of FET learners progressing into HE; reduction in reported barriers to part-time learning; improved retention and success of learners across the tertiary sector.

Recommendation 4: Review and reform the financial supports available for adult learners to ensure there are no barriers to progression throughout the tertiary sector.

Furthermore, socio-economic and personal barriers amplify structural inequities. There is currently a mismatch in terms of financial support between FET and HE, and a lack of support for participation in part-time options at this level. Flexible funding supports are essential to ensure disadvantaged learners can participate in non-linear pathways without penalty (Indecon, 2022; Pritchard & Geoghegan, 2025; Sartori & Bloom, 2023; DFHERIS, 2024). The current [Programme for Government](#) has committed to a review of financial supports for adult learners. This is urgently needed to ensure that learners can engage in a unified tertiary system, without being disadvantaged through their choice of learning programmes, or personal circumstance (Indecon, 2022; Meyler et al., Sartori & Bloom, 2023). This will ensure that flexible learning options are accessible to all.

Proposed Outcomes, Actions, and Indicators

- *Outcomes:* Greater parity of esteem between FET and HE qualifications; equitable progression for part-time learners.

- *Actions:* Review supports to make sure that there is no disparity in the level of support accessed by learners transitioning for between HE and FET; expand student support eligibility for part-time learners.
- *Indicators:* Policy reforms implemented; number of FET learners progressing into HE; reduction in reported barriers to part-time learning; improved retention and success of learners across the tertiary sector.

Recommendation 5: Establish a representative tertiary education advisory group to ensure equity in policy and governance of ATP.

Rationale

Governance structures risk reinforcing privilege unless equity and lived experience are central. Research shows learner voice is essential for designing relevant policy and practice (Dowdall et al., 2019; QQI, 2023). A representative advisory group, with strong community education, learner, and civil society participation, would ensure ATP policies address inequalities and uphold obligations under the Equal Status Acts (2000–2018).

The engagement of learner voices in the development and evaluation processes for Access, Transfer and Progression can ensure that these processes recognise what matters most to learners on their journey and the complexity of their experience. Active participation in decision-making and planning processes can ensure that policy and practices in educational settings are relevant and effective and rooted in learner needs (Dowdall et al., 2019). Using qualitative data collection, including learner voice, will support both provider engagement and the involvement of learners from underrepresented groups (QQI, 2023:73).

AONTAS plays a central role in embedding learner perspectives within Ireland’s tertiary education system. Through the National FET Learner Forum, AONTAS provides a structured mechanism for thousands of adult learners across the country to share their experiences and influence policy. The Forum has become a recognised model of good practice in ensuring that the voices of underrepresented groups are heard in decision-making (QQI, 2023). By gathering lived experience evidence at scale, AONTAS can ensure that policy and practice reforms are rooted in what matters most to learners, from access and progression to the quality of supports along their educational journey. Integrating this model into wider governance of Access, Transfer and Progression would ensure that learner voice remains a

cornerstone of a unified tertiary system that prioritises equality, inclusion, and responsiveness.

Proposed Outcomes, Actions, and Indicators

- *Outcomes:* More equitable governance of ATP policies; learner needs embedded in system design.
- *Actions:* Establish an Equality, Diversity, and Inclusion Taskforce with representation from across tertiary sectors, civil society organisations, and learner groups; Expand Learner Voice activity across a unified tertiary sector supported by AONTAS.
- *Indicators:* Representation of learners and marginalised groups in governance; policy changes influenced by advisory group recommendations.

Recommendation 6: Invest in wraparound supports (academic, social, wellbeing) as core components of progression pathways, particularly focused on NQF Levels 1–5.

Rationale

Community education success is rooted in holistic support models, including counselling, academic skills, and social supports. These supports underpin engagement, retention, and progression for disadvantaged learners but are unsustainable without state investment (AONTAS, 2025; Murray & Brennan, 2023; Doody, 2021; Mcgrath & Fitzsimons, 2019). Evidence shows that community education achieves the highest learner engagement and retention across FET provision, particularly among those most distant from education (Doody, 2021). These programmes are often the first point of engagement for disadvantaged learners, migrants, returners, and those with unmet literacy and numeracy needs (SOLAS, 2024a, SOLAS 2025; NALA, 2024). However, these supports are labour intensive, time consuming and require increased levels of financial support to maintain (Cobain et al., 2024; Magrath & Fitzsimons, 2019). The forthcoming tertiary education strategy must recognise the importance of these supports and commit to expanding these across the tertiary sector, with particular emphasis on community education.

Proposed Outcomes, Actions, and Indicators

- *Outcomes:* Improved learner retention and progression; reduction in early leaving.

- *Actions:* Ring-fence funding for wraparound supports in community education; integrate wellbeing supports into ATP frameworks.
- *Indicators:* Uptake of supports; retention and completion rates at Levels 1–5; learner satisfaction surveys.

Recommendation 7: Improve data-sharing and analysis (HEA, SOLAS, QQI, CSO, CAO) to track and understand learner journeys.

Rationale

Robust data is essential to identify learners at risk of non-progression and to evaluate equity outcomes (Pritchard & Geoghegan, 2025; , 2022b). However, fragmented systems and inconsistent data collection limit insights into progression, particularly for marginalised cohorts (HEA, 2022b). If a truly unified tertiary sector is to be achieved, then wider collaboration across both the HEA, SOLAS, QQI, the CAO, and CSO is needed to support an overarching view of learner progressions across the systems. This is particularly important in light of the proposed expansion of learner pathways included in this submission and the dearth of data around particular cohorts of learners (HEA, 2022b) and diversity in data collection practices across institutions and bodies (Pritchard & Geoghegan, 2025). Stronger collaboration between key stakeholders at a governance level could unlock data insights that would support the enhanced engagement of learners in educational pathways.

Proposed Outcomes, Actions, and Indicators

- *Outcomes:* Better understanding of learner progression; improved policy responsiveness.
- *Actions:* Develop a cross-sectoral/agency learner data framework; supplement improved qualitative data collation by integrating learner voice into decision-making processes through national fora.
- *Indicators:* Publication of cross-sectoral learner progression data; disaggregated equity reporting; use of data in policy reforms.

Recommendation 8: Ensure that community education is recognised as a public good, valued both for progression and for wellbeing outcomes in the tertiary education sector.

Rationale

Community education supports civic participation, social cohesion and wellbeing, as well as progression through education and to employment (Cobain et al., 2023; Doody, 2021, Roe, 2021). Yet, despite accounting for 20% of all FET learners, it receives only 2.1% of overall FET funding (AONTAS, 2025; SOLAS, 2025). Despite having a disproportionately low level of funding relative to learner enrolment, this funding has been reduced in the last budgetary cycle. In 2023, approximately 43,000 learners took part in community education (SOLAS, 2022b). That figure has since increased to 46,000 learners in 2024, whilst overall funding has decreased over the same period. This chronic underinvestment undermines the sector's ability to contribute fully to the unified tertiary system and support social adaptability at a time of global change and uncertainty (UNESCO, 2022; Social Justice Ireland, 2023).

Recognising education in general, and community education in particular as a public good must be supported by funding allocations and budgetary decisions that can support its dual role in supporting social inclusion and educationstatal participation (Doody, 2021; Maloney, 2020).

Proposed Outcomes, Actions, and Indicators

- *Outcomes:* Greater visibility and parity of esteem for community education within tertiary education policy; sustainable funding base.
- *Actions:* Rebalance FET funding allocations to reflect participation rates; explicitly recognise community education's social role in policy frameworks.
- *Indicators:* Increased funding allocation; inclusion of wellbeing and civic outcomes in national performance frameworks.

Conclusion

A unified tertiary education system will only succeed if it is genuinely inclusive, accessible, and responsive to the needs of all learners. Community education in particular, and the FET sector in general, is central to this vision. By creating pathways for those most excluded from

education, offering holistic supports, and fostering active citizenship, community education ensures that lifelong learning is not just an aspiration but a lived reality.

To achieve this goal, the forthcoming Tertiary Strategy must centre learner voice and give parity of esteem to community education in policy, planning, and funding. Doing so will unlock the unified tertiary education sector's full potential to drive inclusion, support progression, and strengthen Ireland's capacity to meet both national and global challenges.

References

AONTAS (2025) **Pre-Budget Submission 2026**. Available at: [Budget 2026 A Fair Deal for Adult and Community Education.pdf](#)

Cobain, E., Cullinane, S., & Kyle, S. (2024) **Towards a grounded practice: Community Education in Ireland Today** in *Fitzsimons, C., & O'Neill, J. (Eds.). (2024). Critical perspectives on further education and training*. London: Anthem Press

Cobain, E., Dowdall, L., O'Reilly, N and Suzuki, A (2021) **CEN CENSUS 2020 Community Education in a Time of COVID-19**. Available at: [15525 AONTAS CEN Census V12-Sept.pdf](#)

Department of Further and Higher Education (2023) **Discussion Paper 1: Progressing a Unified Tertiary System for Learning, Skills and Knowledge**. Available at: [Progressing a Unified Tertiary System for Learning, Skills and Knowledge](#)

Department of Further and Higher Education (2024) **Funding the Future: An annual options paper on reducing the cost of education**. Available at: [funding-the-future-an-annual-options-paper-on-the-cost-of-higher-education-2024.pdf](#)

Doody, S. (2021) **A Study of the Role, Contribution and Impact of Education and Training Board (ETB) Further Education and Training Provision and Support Services in Community Education in Ireland**. Available at: <https://www.etbi.ie/wp-content/uploads/2021/11/ETBI-Community-Education-Position-A4.pdf?x13376>

Dowdall, L. Sheerin, E., & O'Reilly (2019) **The National Further Education and Training (FET) Learner Forum: the Benefits and Challenges of Transforming Learner Voice into Policy Change** in *The Irish Journal of Adult and Community Education – Adult Learner 2019*. Available at: [15010 Aontas Adult Learner 2019 WEB.pdf](#)

Government of Ireland (2020) **Equal Status Acts (2000–2018)**. Dublin.

Gallagher, B., Bladacchino, R., Ní Chatháin, R., Saxenberger, C. & Farrell, S. (2025) **Feminist Community University Education UCD and WCI Ronanstown Women's 25 Year Impact Evaluation Report**. Available at: [ImpactEvaluationReport_FINAL-PRINT.pdf](#)

Higher Education Authority (2022b) **Socio-Economic Profiles 2021/22 to 2023/24**. Available at: [Socio-Economic Profiles 2021/22-2023/24 | Statistics | Higher Education Authority](#)

Higher Education Authority (2022b) **National Access Plan: A Strategic Action Plan for Equity of Access, Participation and Success In Higher Education 2022-2028**. Available at: [National Access Plan 2022-2028 | Policy | Higher Education Authority](#)

NALA (2024) **Learning with NALA: Profile and experience of Learn with NALA users, March 2020-November 2022**. Available at: [Learning with NALA - NALA](#)

Indecon (2022) **Review of the Student Grant Scheme**. Available at: [\[MAIN HEADING\]](#)

Maloney, F. (2020) **Adult and Community Education as a Pathway to Further Study Lifelong learning in support of social inclusion and access to work-based learning in Ireland's Education Yearbook 2020**. Available at: [YB2020-FET-7.pdf](#)

Magrath, C., & Fitzsimons, C. (2019) **Funding community education in Ireland - Making the case for a needs-based approach** in *Journal of Social Science Education*. 18(4), pp. 38-50.

Meyler, A., Cobain, E., Budds, C., & Lovejoy, L. (2023b) **FET Learners and Mental Health in Ireland: Identifying Supports**. Available at: [Mental health report FINAL.pdf](#)

Meyler, A., Lovejoy, L., & Swan, L. (2023a) **Lifelong Learning Participation in Ireland- A focus on marginalised and vulnerable groups**. Available at: [AONTAS LLL Research Report Final Digital Launch.pdf](#)

Meyler, A., Farrell, K., Lovejoy, L., & Murray, T., (2024) **Learner Voices Across Ireland National FET Learner Forum Report 2023-2024**. Available at: [AONTAS Learner Report2024 Web AW.pdf](#)

Murray, T., & Brennan, R. (2023) **Igniting Community-Based Higher Education: An evaluation of the Certificate in Personal and Professional Development award offered by An Cosán as a Linked Provider of the South East Technological University**. Available at: [Igniting Community Based Higher Education Report-FINAL.pdf](#)

Staunton (2021) **The Recognition of Prior Learning in the Community Education Sector** in *the Irish Journal of Adult and Community Education 2021*. Available at: [The FET to HE Pathway: A Tale of Two Certifications](#)

OECD (2024) **Do Adults Have the Skills They Need to Thrive in a Changing World?: Survey of Adult Skills 2023**. *OECD Skills Studies*. Available at: <https://doi.org/10.1787/b263dc5d-en>

OECD (2023) **OECD Skills Strategy Ireland: Assessment and Recommendations**. *OECD Skills Studies*. Available at: <https://doi.org/10.1787/d7b8b40b-en>.

OECD (2025) **Trends in Adult Learning: New Data from the 2023 Survey of Adult Skills, Getting Skills Right**. Available at: <https://doi.org/10.1787/ec0624a6-en>.

OECD (2017) **Educational Research and Innovation: Educational Opportunity for All – Overcoming Inequality throughout the Life Course**. Available at: [Educational Opportunity for All | OECD](#)

Pritchard, R. & Geoghegan, R. (2025) **Analysis of Student Progression in Higher Education Case Studies: Report on key trends and themes for the policy forum in student progression on higher education.** Available at: [Analysis-of-HEI-Case-Studies-on-Student-Progression-Report.pdf](#)

Quality and Qualifications Ireland (2023) **QQI Insights - From Counting to Cultivating Successful Participation A Review of the Landscape of Practice Supporting Access Transfer and Progression in Irish Education and Training.** Available at: [qqi-insights_from-counting-to-cultivating-successful-participation-a-review-of-the-landscape-of-practice-supporting-access-transfer-and-progression-in-irish-education-and-training-2023.pdf](#)

Quality and Qualifications Ireland (2025) **Green Paper on Intermediate Qualifications at NFQ Levels 5 and 6.** Available at: [qqi-green-paper-on-intermediate-qualifications-at-nfq-levels-5-6-1.pdf](#)

Roe, S. (2021) **A Study of the role, contribution and impact of Education and Training Board (ETB) Further Education and Training (FET) Services on Active Inclusion in Ireland.** Available at: [ETBI-Active-Inclusion-A4.pdf](#)

Sartori, S., Demir Bloom, D. (2023) **A Community Needs Analysis with Further Education Students: Thoughts Around Progression from Further Education and Training Higher Education.** Available at: [A Community Needs Analysis with Further Education Education Students: Thoughts Around Progression From Further Education and Training Higher Education - MURAL - Maynooth University Research Archive Library](#)

Social Justice Ireland (2023) **Europe from Pandemic to Polycrisis - Review of the Social Situation in Europe and Considerations for a More Sustainable and Inclusive Future.** *European Research Series.* Available at: [Europe from Pandemic to Polycrisis July 2023 Final WEB version.pdf](#)

Social Justice Ireland (2024) **Inequality and Social Cohesion: The potential impact of economic inequality on integration.** Available at: [Inequality and Social Cohesion Final.pdf](#)

SOLAS, (2024c) **This is FET Traveller Community 2023.** Available at: [This is FET](#)

SOLAS (2025) **This is FET Facts and Figures 2024.** Available at: [This is FET Facts and Figures 2024](#)

SOLAS (2024a) **Community Education Framework.** Available at: [FET Community Education Report](#)

SOLAS (2024b) **This is FET Learners with Disabilities 2024.** Available at: [This is FET Learners with Disabilities](#)

United Nations Educational, Scientific and Cultural Organization(2022) **5th Global Report on Adult Learning and Education: Citizenship Education: Empowering Adults for Change.** Available at: [5th global report on adult learning and education: citizenship education: empowering adults for change - UNESCO Digital Library](#)



The Voice of
Adult Learning

AONTAS,
The National Adult Learning Organisation
2nd Floor, 83-87 Main Street,
Ranelagh, Dublin 6
D06 E0H1

01 406 8220
mail@aontas.com
www.aontas.com

Chy. Reg. 6719
Co. Reg. 80958
RCN 20013042

Follow our work on:

