



Teachers' Union of Ireland

Response to invitation by the Department of Enterprise, Tourism and Employment to make a submission on the review of the Critical Skills Occupations List.

(September 2025)

Introduction

The TUI would like to thank the Department of Enterprise, Tourism and Employment for the opportunity to make this submission.

The TUI represents teachers, lecturers and staff (21,500+) in Education and Training Boards (ETBs), voluntary secondary schools, Community and Comprehensive (C&C) schools, Youthreach, institutes of technology and technological universities and those working in out of school services.

Background

Ireland has an internationally acknowledged, high-performing education system and a respected teaching profession (Teaching Council, 2010; OECD, 2013; DES, 2018a; OECD, 2015a; Comhairle na nOg, 2017; Growing Up in Ireland, 2017; Boyle, 2017; Boyle, 2019; Scanlon & McKenna, 2018; Kantar Millward Brown, 2018; EU Commission, 2018; EU Commission, 2019a; EU Commission, 2019b; Social Progress Initiative, 2018; United Nations Development Programme, 2018; HEA, 2019; Coolahan, 2017; Eivers, 2019; CSO, 2019a; McKeown et al., 2019; CSO, 2020b; OECD, 2020a; Eurofound, 2020; McNamara et al., 2020; Clerkin and Perkins, 2020; Clark & Kavanagh, 2021; OECD, 2021a; CSO, 2021; EU Commission/EACEA/Eurydice, 2021; Indecon, 2020; Purdy et al., 2021; CSO, 2022a; DE, 2021b; Smyth et al., 2022; Gabriel et al., 2022; Clark et al., 2022; Delaney et al., 2022; Clark et al., 2023; OECD, 2023a; OECD, 2024b; DoE, 2025; Singleton, 2025; Gilmore & Singleton,

2024; OECD, 2025c; McHugh et al., 2024; Conroy, 2025). Conroy (2025: 54) pointedly states that in relation to its education system

“Ireland spends less than the European average but delivers above-average results. This suggests strong efficiency in education spending”.

Ireland’s high performance has continued in a remarkably stable manner despite the unprecedented disruption to learning and life caused by the COVID-19 pandemic (McHugh et al., 2024). A Medical Council survey in 2023 found that teachers were the most trusted profession in Ireland (RTE News, November 1st, 2023). Boyle (2023) found that teachers were the most trusted public servants after doctors and nurses. An OECD study (2025c) found that Ireland had the seventh highest level of trust in the education system of all OECD-study country data examined in 2023.

All this was achieved despite Ireland spending relatively little on education (OECD, 2015b; SJI, 2018; NERI, 2018; OECD, 2019a; UNDP, 2019; OECD, 2021a; Kovacic et al., 2021; CSO, 2022a; Clark et al., 2022; OECD, 2023b; OECD, 2024b; Gilmore & Singleton, 2024; OECD, 2025c) and experiencing historic underinvestment (DES, 2018b). DCEDIY (2024) has reported that the proportion of GDP spent on education in Ireland actually fell from 3.58% in 2016 to 2.87% in 2021 despite rising student enrolments (CSO, 2023c). QQI (2023) also acknowledged a need for significant capital investment, especially in FE buildings in the ETB sector. The CSO (2022a) has stated that real expenditure per student in post-primary fell 5.8% between 2008 and 2018, and real expenditure per student in higher education fell 35%. Ireland also has the 8th largest class sizes in upper secondary in all of the EU/EFTA and EU candidate countries. In higher education, Ireland has extraordinarily large class sizes by international comparison i.e. 23:1 compared to 15:1 (OECD, 2021a). Despite this, citizen satisfaction with the education system in Ireland is the highest of any of 22 European countries studied by Boyle (2018) whilst parent satisfaction with the Irish education system was the second highest out of fifty-six countries in Clerkin et al. (2020). Boyle (2021; 2023) found a high level of citizenship satisfaction with the education system in Ireland as well as Ireland being fourth in Europe in its ability to meet the needs of a competitive economy and also a greater ability by students in Ireland than the European

average to deal with unusual situations and to overcome difficulties. Boyle et al. (2022) made broadly similar findings.

It is also worthwhile noting that 2019 data (OECD, 2019b) shows that both citizen satisfaction with the education system, and the economic return to the taxpayer of investment in education, are both extraordinarily high in Ireland compared to international norms (see also Smyth et al., 2022). An Ipsos MRBI survey in 2019 found extraordinarily high levels of public trust in teachers, much higher than for journalists, Gardai, civil servants, politicians, business leaders, social media influencers, bankers or even the “ordinary person in the street” (Irish Times January 31st, 2019). ESRI (2020) found very high levels of trust of young people in the Irish education system.

Ireland has a very young population (Eurostat, 2015; Government of Ireland, 2019; DCYA, 2020; DCEDIY, 2024; Conroy, 2025) despite some declines in younger age groups recently (CSO, 2024a). DCEDIY (2024: 19) noted that

“In 2023, Ireland had the highest estimated proportion of children in the European Union (23.4%). The EU-27 average was 18.0%.”

The previously high birth rate in Ireland (CSO, 2017; Eurostat, 2017; Government of Ireland, 2019) and ongoing rate of natural increase (CSO, 2022c; CSO, 2022d) indicates that the population of young people is likely to remain high for the foreseeable future, especially after factoring in recent increases in inward migration (CSO, 2024b). The DE (2021a) has estimated that the student population in post- primary will rise by approximately seven thousand students per year until reaching a peak enrolment of c.408k in 2024/25. However, recent migration figures indicate that the peak is now likely to peak in 2026 (DoE, 2024a; DoE, 2024b). Student numbers in higher education are also projected to rise substantially (DES, 2018d). In this context, it is not credible to suggest that a world-class learner-centred public education system can be achieved with inadequate resources of time or personnel. Population growth generally is very significant, and this has implications for the entire lifelong learning agenda. CSO data has shown that the overall population rose 97,600 in the year to April 2023, and one-fifth of the rise was natural increase (Irish Times, September 26th, 2023). CSO (2024b) found another increase in population of almost 100,000 people in

the year to April 2024. However, in terms of overall expenditure on education Ireland has a history of chronic under-investment. Ireland and Greece were the only EU member states in 2015 to spend significantly less than the UN SDG 4 minimum of 4% of GDP on education (UNESCO, 2022). The DES (2018b) has itself acknowledged “historic underinvestment”. Conroy (2025) has also pointed to historic under-investment in the Irish education system especially when adjusted for the size of the youth population. Conroy (2025) also points to the high financial return achieved from investment in education in Ireland, especially in the higher education system.

The growing economy (ESRI, 2021; EU Commission, 2021; OECD, 2021b; IBEC, 2021; Central Bank, 2022; IMF, 2021; CSO, 2022b; ESRI, 2022a; ESRI, 2022b; CSO, 2023a; IBEC, 2023; Central Bank, 2023, EU Commission, 2024; Central Bank, 2024a; ESRI, 2024; Central Bank, 2024b; McQuinn et al., 2024; OECD, 2025a; CSO, 2025a; KPMG, 2025; Conroy, 2025), and healthy Government finances (CSO, 2023b) means that Government is in a good position to make a meaningful contribution to continued support for students from under-represented target groups and/or migrant and refugee communities. This positive economic outlook is projected to continue despite recent turmoil in international trade (Central Bank, 2025a; ESRI, 2025). GDP and unemployment data in Ireland continue to be encouraging (Eurostat, 2025). Conroy (2025) has noted that the current strong labour market demand in the economy generally requires ongoing inward migration.

Teacher Supply

Education is a key supply-side economic factor for Ireland (Hamilton, 2005). Research has clearly shown that the highly educated Irish population is a vital attraction for foreign direct investment (see for example EY, 2022). The Central Bank (2025b: 3) has noted that education has been a

“significant contributor to growth in Ireland through its positive impact on labour force participation, employment and productivity.”

It is important that Ireland maintain such economic advantage by ensuring a sufficient supply of qualified teachers. OECD (2021c) has noted that two of the key reasons why teachers leave

the profession are workload and pay. It's important to note that even without rising student numbers, any teacher leaving must be replaced by another teacher.

The OECD (2024a: 16) has stated explicitly that

“Teacher shortages across some OECD countries and economies have reached critical levels in recent years. Data from PISA 2022 show that nearly half of students now attend schools where principals report that teacher shortages hinder the schools’ capacity to provide instruction, a sharp rise from 29% in 2015. There is an urgent need for effective, long-term policy solutions to balance teacher supply with educational quality.”

OECD (2020e) highlighted the issue of shortages being caused in large part by attrition in the early years of teaching. It points to attrition of one-third to one-half of all teachers in some jurisdictions leaving the profession within the first five years post-qualification. It also states that attrition “can have a detrimental impact on student learning” and “a negative impact on school climate and on the implementation of the curriculum” (OECD, 2020e: 100) and hence has opportunity and financial costs for the education system as a whole as time and money must be spent recruiting and training new staff.

It is important to note that Ireland had the highest proportion of schools affected by teacher shortages in all of the 44 countries involved in the OECD study. All countries experiencing teacher shortages are attempting to attract appropriately qualified teachers in any way that they can. It is important that Ireland maintain its excellent education system by continuing to attract teachers. Putting teachers on the critical skills list would support this. It would also facilitate Ireland in having a more diverse teaching workforce to reflect its diverse student population. Research (see for example Heinz and Keane, 2018) has shown that the Irish teaching workforce tends to be female, young, Irish, White, Catholic, middle class, high-achievers and that there is hence a ‘diversity gap’ with the increasingly diverse student cohort.

OECD (2020d) makes clear the significant negative effects for students of the continuing failure to appropriately resource Irish schools. Specifically, the report highlights that 44.8% of students are enrolled in Irish schools whose principal reported that learning is hindered by a lack of teaching staff, a figure way above the OECD average of 27.1%. This is hardly surprising given the continuing failure to invest appropriately in Irish education.

There has been a recruitment and retention crisis in second level schools for several years now, mainly due initially to the damaging inequity of the two-tier pay system imposed as an austerity measure in 2010 which saw those appointed after 1st January 2011 earn significantly less than their colleagues and be afflicted by a significantly worse pension scheme. A TUI survey carried out among principals in September 2020 showed that 98% of schools had experienced difficulties employing substitute teachers over the previous twelve months. 81% of these believe that pay discrimination is a significant factor in this. Teaching Council research (2017) also demonstrated difficulties in teacher supply, as did TUI (2018). As cited in Education International (2024: 4)

“Viac and Fraser pithily describe the current context of the teaching profession as: “high attrition, shortages and low attractiveness”.”

EU Commission (2018) statistics, when extrapolated, seem to indicate that approximately three thousand Irish teachers emigrated each year between 2011 and 2016.

A survey of principals and deputy principals in 111 second level schools was carried out by the TUI between September and November 2024 and represents a strong sample of the sector’s approximately 730 schools.

Key findings included:

- 75% of schools advertised positions in the previous six months for which no teacher applied; 64% had unfilled vacancies due to recruitment and retention difficulties; 20% had been forced to drop subjects.

- 3% of schools experienced teacher recruitment difficulties in the previous six months; 58% of schools experienced teacher retention difficulties in the previous six months.
- Just 3% believed that enough was being done at Government level to tackle the crisis; 84% believe more could be done to tackle bureaucratic/incremental credit barriers preventing Irish teachers living in other jurisdictions from returning home.

The Department of Education and Youth has publicly recognised that there is a serious teacher shortage in Ireland and, in March 2018, established a high level Teacher Supply Steering Group to consider appropriate responses. Sadly there haven't been many substantive and urgent solutions emerging from the high level Teacher Supply Steering Group and hence, as recently as August 2025, Conroy (2025) noted the continuing existence of teacher shortages in Ireland. Token gestures such as a small refund on initial teacher education fee costs (a refund which is then taxed at the taxpayer's marginal rate) have fallen far short of the ambition required. The TUI has encouraged the Department's steering group to consider adding teaching to the critical skills list in order to make Ireland attractive to teachers working abroad. The Department of Education and Youth has belatedly initiated a limited response to the teacher supply crisis but the actions taken are so minimal as to have almost no impact. As noted by Harford and Fleming in an article for RTE News on August 28th 2024:

“A range of initiatives emerged in the years that followed. These included upskilling programmes, allowing teachers to take classes over and above the usual maximum hours, facilitating those on career breaks or job sharing to take on substitute work, allowing those who qualified abroad to apply for registration and complete their induction in Ireland and the establishment of panels to address the issue of substitute teaching duties.

The most recent measure is the move to award newly qualified teachers with a €2,000 incentive payment (taxable) if they take up full-time posts. Although a number of the initiatives proposed proved of some value, the range of remedies collectively did little to address the core underlying issues.”

Excellent and innovative education require a high quality teaching profession. The research evidence is unequivocal: the quality of teaching in schools is the single most important school-level variable in student achievement and the promotion of quality schooling.

The quality of teaching is determined by a range of factors: recruitment into, and retention within, the profession; attractiveness of teaching as a profession; status of teaching in society; pay and conditions for teachers; career development and promotional opportunities; teacher professional autonomy; a collegial school culture; manageable and professionally valid workload. These factors are interrelated and a dysfunctionality in one can impact on several other factors.

The problem is pervasive in relation to the recruitment of teachers at post-primary level. It is manifested every day in the widespread inability of school management to obtain substitute teachers for casual and part-time vacancies and, increasingly, for vacancies arising from the absence of teachers on approved leave, on assignment to Home School Community Liaison and Behavioural Support Service positions or on maternity leave. It is further manifested in the inability of school management to fill full-time teaching posts, including posts that are, in some instances, permanent.

The TUI is strongly of the view that the root causes of the ongoing decline in the attractiveness of teaching require further study. This includes workload, encroachment on personal time, inhospitable school culture, exposure to trial without process by social media, the inferior “single” pension scheme, the continued prevalence of initial appointment to part-time work and the death of opportunities for promotion/career advancement.

Recruitment trends in teaching are best measured by examining data on entry into the profession – trends in applications for third level teacher education programmes – and data on exit from teaching in Ireland. Data on entry into post-primary teaching is provided from

the Central Applications Office (CAO) for under-graduate degree programmes and the Post-Graduate Applications Centre (PAC) for post-graduate programmes (recently closed), such as the Professional Master of Education (PME). Entry trends since 2011 indicate a dramatic collapse in applications. The collapse in applications over the last decade is of the order of 50%-66% depending on college. Conway et al. (2024) notes that the fall-off in applications for post-graduate initial teacher education programmes is connected to the cost of same. Conway et al. (2024) also cite HEA statistics which show one-sixth of initial teacher education graduates are not working in the education system five years after graduation.

There are multiple sources of evidence of recruitment difficulties across the education sector. Authoritative sources include school management bodies, the Teaching Council, the Department of Education and Youth, the Higher Education Institutions (HEIs) and the Higher Education Authority (HEA) and the teacher unions.

The **Principals and Deputy Principals Association of the Teachers' Union of Ireland** conducted a survey of their members in early 2018. Ninety-six percent of respondents were experiencing difficulties in recruiting teachers. There were difficulties in virtually all subjects but the worst affected (in no particular order) were English, STEM, languages, Irish and Home Economics. Over the last decade, management bodies such as the JMB, ACCS and ETBI have repeatedly highlighted the chronic shortage of teachers across a broad range of subjects.

Post-Primary: Entry trend

Those who applied for initial teacher education through the PAC had already completed a three/four year primary degree in, for example, arts/science/business. Upon graduating from their undergraduate specialism, they will make a hard-nosed decision about what career they would like to pursue, but also what career is likely to provide them with financial security.

A frequently overlooked aspect of the drastic salary cuts imposed on new entrants in 2011 and 2012 was the fear that it could happen again. It is hardly surprising that that sense of

fear, combined with a sense of injustice at being on a different salary scale to their colleague teachers, led many to decide not to apply for initial teacher education. Furthermore, HEA (2018) found that graduates in the areas of natural sciences/maths/statistics, ICT, engineering/manufacturing/construction, agriculture/forestry/fishing/veterinary and health/welfare are likely to be earning more, shortly after graduation, than honours degree education graduates.

It is clear from the above that there are serious difficulties in recruiting graduates to the teaching profession. It is clear that differential and discriminatory pay scales for those who entered the profession since 2011 was, for some ten years, the single most important contributory factor to these difficulties. Notwithstanding resolution of this matter as a result of the campaign conducted by the TUI, the difficulties remain and teacher shortages are everywhere in evidence. The root causes need to be analysed and understood. One can reasonably surmise that the significant contributing factors are the financial and the opportunity cost created by the longer period of teacher training (now two years for the PME) and by the absence of full-time and permanent posts upon initial appointment (despite implementation of the Ward Report recommendations and Circular Letter 59/16). The combination of factors has made the teaching profession unattractive.

Since her appointment in early 2025, Minister McEntee has reached agreement with the TUI on changes to CIDs as a measure to address teacher supply and to support implementation of Senior Cycle Redevelopment. Both Minister McEntee and her predecessor Minister Foley introduced measures such as the Teaching Hours Extension Scheme in order to minimise the risk of students having no teacher at all.

Effects of the above shortages of Post-Primary teachers:

- students missing out on learning as either a teacher with the subject specialism is not available or no teacher is available

- students experiencing fractured service as a consequence of having several different teachers in particular subject areas with resultant problems of lack of continuity, an absence of attention to individual learning needs of students, disruption of the learning culture in the class/school, decreased student motivation and diminished discipline
- subject loss and/or restriction of subject options for students
- curtailment of out-of-class learning activities, e.g., debates, enterprise education, Transition Year projects and cultural events
- curtailment of sports, games and other extra-curricular activities
- teacher unions have encountered difficulty in securing release of union members to participate on curriculum development groups established by the National Council for Curriculum and Assessment (NCCA). If chronic teacher shortages mean that teachers cannot participate in essential curricular development work then a real danger arises for the integrity and relevance of curriculum
- the absence of subject specialist teachers to cover for colleagues who are engaged in work for agencies related to the DEY poses great risk to a number of DEY initiatives. For example, continuing professional development is provided by agencies such as Oide. Such agencies are heavily dependent on full-time and part-time secondees. These secondees deliver the essential training to teachers that enables them to provide best service to students. However, it is becoming increasingly difficult for Oide or NCCA to get agreement from schools to release teachers to take up full-time or even part-time roles as the schools fear not being able to find a qualified substitute teacher.
- teachers unable to attend CPD as they have to cover for shortages
- student teachers being deployed to teach at too early a stage during their school placement
- student teachers being allocated exam classes

- State Examinations Commission (SEC) having extreme difficulty in recruiting examiners to assess elements of the state certificate exams during school time due to refusal by school management to release teachers owing to lack of substitutes. As a result of the difficulty encountered by the SEC in recruiting examiners, the SEC has had to launch multiple rounds of recruitment. It has encountered particular difficulty in securing release of teachers to act as examiners for State Oral Examinations in languages, or Practical Examinations in, for example, the Technology suite of subjects.
- Teachers unable to engage in QQI external authentication as management is unable to get substitution cover.
- Extensification and intensification of the workload of teachers, including Principal teachers, due to the recruitment and retention difficulties.

Across all sectors, staff shortages and teacher churn negatively impact on the overall climate of the school/centre in terms of disrupting the necessary continuity, making collaborative teamwork virtually impossible, increasing pressure on school management regularly to revise timetables and other aspects of the school calendar; increasing teacher workload and associated stress; curtailment of out-of-class activities for students; reduction of support structures for students and rendering the process of integrating students with special needs and international students very difficult. It must also be stressed that staff shortages undermine the relationships between the school and parents and can lead to unnecessary misunderstandings as to why students had a “free class” or “were sent to other teachers’ classes”.

There is also a high risk of even more dramatic impacts on schools/centres if teacher shortages persist. For example, the rate of loss of subjects and/or of subject option lines available to students could increase. Programmes such as the Leaving Certificate Applied, which cater for particular cohorts of students, could be dropped by schools. Subjects newly developed may not be available as widely as anticipated. For example, Politics and Society was introduced in 2017 and both Computer Science and Physical Education were introduced

as examinable subjects in September 2018. There is a real risk that such subjects will not be widely available across schools if schools, because of the lack of teachers, are having to reduce subject choice rather than increase it. It is also a significant concern as it may impair the ability of the system to introduce or expand the provision of new subjects such as Climate Action and Sustainable Development, Politics and Society or Drama/Film and Theatre Studies. Furthermore, teacher shortages lead to a degradation of pastoral/student support systems as teachers with pastoral duties have to cover other gaps in provision. There is also a growing concern arising from the ageing of the teacher force in some subjects. The current redevelopment of curricula at both primary and post-primary will also require substantial deployment of teaching resources to attend and deliver in-service CPD.

Shortages in FET and HE

Shortages in those skills required to deliver on current policy and national initiatives are particularly pronounced in the Further Education and Training (FET) sector, which plays a vital role in delivering inclusive, flexible learning opportunities that support lifelong learning, upskilling, and social inclusion. FET is a cornerstone of Ireland's education system, serving diverse learners including early school leavers, adult returners, migrants, and those seeking to reskill or upskill in response to labour market changes.

Despite its importance, the FET sector faces significant recruitment and retention challenges. Tutors and adult educators often work under precarious contracts, with limited access to full-time hours, professional development, or career progression. These conditions contribute to high turnover, burnout, and difficulty attracting new entrants to the profession. The sector's capacity to deliver high-quality, learner-centred education is increasingly constrained, undermining national goals for inclusion, equity, and economic resilience.

Apprenticeship education is another area of urgent concern. Ireland has seen a substantial increase in apprenticeship registrations up 34% since 2019 which was driven by demand in construction, engineering, manufacturing, and emerging green technologies. (NAO 2023, CSO

2025b) However, this growth has not been matched by investment in staffing and infrastructure. As of April 2025, over 1,700 apprentices were waiting more than six months for Phase 2 training, despite the creation of 134 new instructor posts in late 2023. (Oireachtas.ie, 2025) The backlog reflects a systemic shortage of qualified apprenticeship lecturers and vocational instructors.

Delivering modern apprenticeships requires specialised staff capable of engaging with industry, coordinating complex training schedules, and supporting learners across diverse pathways. Yet institutions struggle to recruit and retain such staff due to resource constraints, lack of recognition, and limited career structures. The result is a bottleneck in training delivery, delayed qualifications, and missed opportunities to address Ireland's critical skills gaps in construction, housing, and infrastructure.

In higher education, the expansion of apprenticeship and work-based learning models has placed additional pressure on academic staff. These programmes are more resource-intensive than traditional degrees, requiring greater coordination, employer engagement, and learner support. However, staffing models have not evolved to reflect these demands, leading to unsustainable workloads and difficulty recruiting lecturers with the necessary industry experience and pedagogical expertise.

The exclusion of these professions from the Critical Skills Occupations List limits the ability of institutions to recruit internationally and undermines efforts to stabilise and professionalise the education workforce. Including these roles would signal a commitment to addressing systemic shortages, improving educational outcomes, and supporting Ireland's broader economic and social goals.

The inclusion of FE Tutors, Adult Educators, and Apprenticeship Lecturers would enable targeted international recruitment, support retention through improved recognition and career pathways, and align policy with the realities facing Ireland's education and training

sector. It would also reflect the strategic importance of education in achieving national goals related to housing, climate action, digital transformation, and inclusive economic growth.

Danger of de-professionalising teaching

A key element of teaching's attractiveness is its reputation as a pillar profession. It is losing that reputation. It is now seen by an increasing number of those graduates we need to recruit and retain as a low-status, poorly paid job to which one, if wise, should not commit. Parents, including parents who are teachers, are advising their daughters and sons not to choose teaching as a career. The medium and long-term effects on quality in the education system, and eventually on society, of allowing this trend to develop is truly frightening.

Staff shortages negatively impact on the overall climate of the school in terms of increased stress on school management to re-jig' timetables and other aspects of the school calendar; increased stress across teaching staff due to increased workload; curtailment of out-of-class activities upsetting for pupils and students.

Conclusion

As noted by Keane et al. (2023: 8), diversifying the teaching profession is of "international concern". There is an international crisis in teacher supply and Ireland is seriously affected. Education is key to attracting foreign direct investment. All countries are trying to recruit teachers. Ireland needs to be in the competition. Education is a key supply-side economic factor as well as a social imperative. Putting teachers on the critical skills list will contribute significantly to that.

Ends

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Glossary

ACCS	Association of Community and Comprehensive Schools
CAO	Central Applications Office
C&C	Community and Comprehensive
CPD	Continuing Professional Development
CSO	Central Statistics Office
DCDE	Department of Children, Disability and Equality
DCEDIY	Department of Children, Equality, Disability, Integration and Youth (now DCDE)
DCYA	Department of Children and Youth Affairs (now DCDE)
DE	Department of Education (Now DEY)
DEIS	Delivering Equality of Opportunity in Schools
DES	Department of Education and Skills (Now DEY)
DEY	Department of Education and Youth
EFTA	European Free Trade Association
ESRI	Economic and Social Research Institute
ETB	Education and Training Board
ETBI	Education and Training Boards Ireland
EU	European Union
GDP	Gross Domestic Product
HEA	Higher Education Authority
HEI	Higher Education Institution
IBEC	Irish Business and Employers Confederation
ICT	Information and Communications Technology

IT	Information Technology
IMF	International Monetary Fund
IoT	Institute of Technology
JMB	Joint Managerial Body
NAPD	National Association of Principals and Deputy Principals
NERI	Nevin Economic Research Institute
OECD	Organisation for Economic Co-operation and Development
PAC	Postgraduate Applications Centre (now ceased)
PDA	Principals and Deputy Principals Association
PISA	Programme for International Student Assessment
PME	Professional Master of Education
QQI	Quality and Qualifications Ireland
RTE	Radio Teilifis Eireann
SDG	Sustainable Development Goal
SJI	Social Justice Ireland
STEM	Science, Technology, Engineering and Mathematics
UCD	University College Dublin
UNDP	United Nations Development Programme
UNESCO	United Nations Educational Scientific and Cultural Organisation

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