

# Strategy Statement 2023–2027

Building Your Future







Welcome to Kerry ETB, the state education and training authority for County Kerry.



HALLA SPÓIRT

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# Introduction by Chairperson

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As the Chairperson of Kerry ETB, I am delighted to introduce the Strategy Statement 2023-2027. In accordance with Section 27 of the Education and Training Boards (ETB) Act 2013, it is a statutory requirement for our ETB to adopt and publish a strategy statement every five years.

Kerry ETB's Strategy Statement 2023-2027 is our second strategy, which aims to build upon the solid foundation laid by our first strategy and the progress made since our establishment in 2013. As an ETB, we place significant emphasis on innovation, forward-thinking, embracing change, and ensuring that those who engage in our services receive the highest quality education and training experiences.

Kerry ETB is an essential public service in Kerry, with approximately 670 part-time and 590 full-time staff providing services throughout the county. In 2022, our primary and post-primary schools had enrolments of circa 2,900 students. Additionally, circa 14,000 further education and training beneficiaries<sup>1</sup> enrolled in 2022. Our schools and centres are present in nearly every area of the county, contributing to a county-wide education and training infrastructure. Kerry ETB's role in delivering education and training services to local communities across this infrastructure is essential to the support of the county's ongoing social and economic development. This strategy presents numerous opportunities for us to strengthen, expand, and further develop this infrastructure.

Strategy Statement 2023-2027 outlines ambitious strategic objectives for the next five years to establish Kerry ETB as a leader in education and training provision. To achieve this goal, we

will focus on enhancing the learner experience through prioritising high-quality service delivery and supports, reinforcing organisational cohesiveness, and improving communication with the public. An inclusive, respectful culture will be the cornerstone for successfully implementing this strategy.

The strategy's implementation will be reviewed and assessed annually, with each implementation report, service plan, and annual report documenting progress across each strategic area. Successful implementation of this strategy will reinforce Kerry ETB's role as a leader in education and training provision, maximising educational and training opportunities for people of all ages across the county.

I wish to thank all involved in developing and publishing the strategy. I look forward to working with Board members, the Chief Executive Officer, directors, senior management, management, the entire staff team and all relevant stakeholders in successfully implementing this strategy, enriching the lives of our learners throughout Kerry.

**Councillor Jim Finucane**  
**Chairperson**

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<sup>1</sup> Beneficiaries refers to the total number of places taken up in the year. It is calculated by adding enrolments as on January 1st and all subsequent enrolments throughout the year.



“An inclusive, respectful culture will be the cornerstone for successfully implementing this strategy.”



# Foreword by Our Chief Executive Officer

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I am delighted to welcome you to the Kerry ETB Strategy Statement 2023-2027, which sets out the roadmap for the continued development of our organisation over the next five years.

In developing this strategy, we endeavoured to follow a “future back” process, differing somewhat from the traditional “present forward” approach, which was followed for the previous strategy statement. Essentially, the “future back” process focused on creating a shared vision for the organisation’s positioning in 2027 and identifying the strategic objectives that need to be prioritised over the next five years to realise this shared vision.

Experiences from recent years and extraordinary world events like the COVID-19 pandemic have highlighted the need for all strategic planning to remain agile and responsive while maintaining a clear concentration on strategic direction. Developing our strategy, we are placing significant emphasis on enhancing our agility, responsiveness, and proactiveness.

ETBs were established on July 1st 2013, and the training function was integrated later on January 1st 2014. With such sectoral reform, we understood there would be a transition period followed by a period of transformation. The “present forward” approach adopted in developing the Kerry ETB Strategy Statement 2018-2022 was primarily grounded in consolidating these reforms. This new strategy is very much focused on the transformation we want to have achieved by 2027.

The strategy’s five goals are underpinned by the requirements of transformation, which, while achievable, may be challenging due to the very

nature of change. The importance of positioning the organisation as an innovative provider of education and training services that meet the future needs of learners cannot be underestimated. As an organisation, we need to remain innovative and energised in ensuring our primary, post-primary, further education and training, and corporate support services evolve and adapt to meet the needs of our stakeholders.

The development of this strategy involved extensive consultation with contributions from the ETB Board and subcommittees, directors, senior management, staff, learners, parents, and other stakeholders. I thank all involved in the process for their contributions, and I am confident that by continuing to work together, we can realise our shared vision for Kerry ETB’s positioning in 2027.

**Colm McEvoy**  
**Chief Executive Officer**





“As an organisation, we need to remain innovative and energised in ensuring our primary, post-primary, further education and training, and corporate support services evolve and adapt to meet the needs of our stakeholders.”



# Kerry ETB: Our Community

## Profile of the Kerry ETB

Kerry ETB was established on July 1st 2013, in line with the ETB Act 2013. In accordance with this Act, vocational education committees across Ireland were dissolved, with all service delivery transferring to the 16 newly founded ETBs. On January 1st 2014, the training function, formerly provided by FÁS, was integrated into Kerry ETB.

Our mission at Kerry ETB is to promote the development of a lifelong and life-wide society in Kerry so that all who live here have access to education and training.

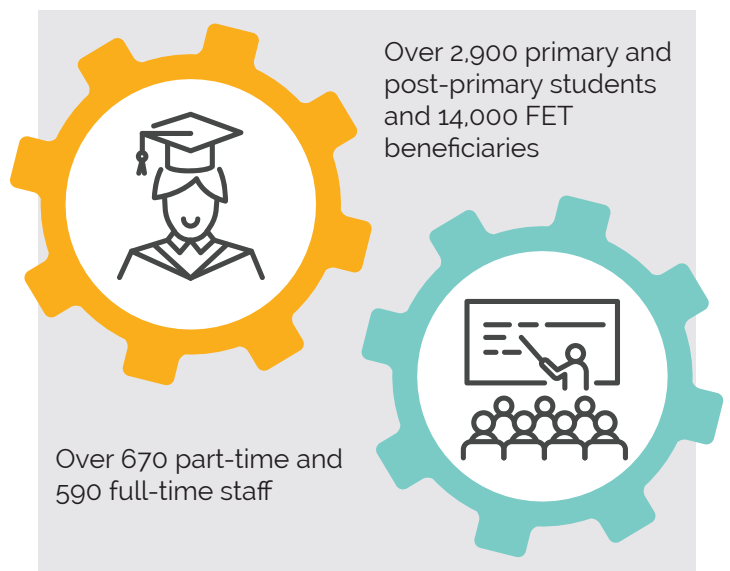
Kerry ETB delivers the full range of education and training services to learners of all ages. Our wide-ranging services are delivered throughout the county and extend to include:

- Primary (community national school) education
- Post-primary (second-level) education
- Youthreach
- Further education and training
- Outdoor recreation and education
- Learner supports
- Regional Education and Language Team (REALT)
- Youth
- Creativity and music
- Irish language
- Corporate supports

Kerry ETB adopts a multifaceted approach and works with the Department of Education, Department of Further and Higher Education, Research, Innovation and Science, Department of Children, Equality, Disability, Inclusion and Youth, and SOLAS (The State Agency for Further Education and Training). In addition, we also work with other local stakeholders across the community, voluntary, business, industry, education and commercial sectors. Kerry ETB provides services to the community, providing all services at the local level to meet local demands.

As a large education and training provider, we currently have approximately 2,900 primary and post-primary students and 14,000 further education and training beneficiaries<sup>2</sup> enrolled annually, with circa 670 part-time and 590 full-time staff working across the breadth of the county.

Kerry ETB also has designated charitable status (registered charity number: 20083243).



<sup>2</sup> Beneficiaries refers to the total number of places taken up in the year. It is calculated by adding enrolments as on January 1st and all subsequent enrolments throughout the year.



## Our Vision

Our shared vision is that Kerry ETB will be an innovative leader in the design and delivery of quality-assured and sustainably delivered education and training opportunities in Kerry.

## Our Mission

To achieve our vision, Kerry ETB will continue to promote the development of a lifelong and life-wide<sup>3</sup> learning society in Kerry so that all persons have equal access to education and training opportunities.

Our previous core mission has not changed under this new strategy; however, we are placing a stronger emphasis on working more closely with our internal and external stakeholders, particularly marginalised groups.

## Our Values

Our core values, **Inclusion, Respect, Equality, Quality,** and **Excellence in Learning,** will underpin our actions and behaviours as we work towards achieving our mission and vision over the term of this strategy. These values are centred on the belief that every person should have the right to access education and training opportunities to help them realise their potential and meet their personal, social, civic, cultural and economic needs.

We are committed to actively implementing these values through our actions and behaviours and continuously monitoring the effectiveness of this implementation.

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<sup>3</sup> Life-wide learning includes all types of learning and personal development – learning and development in formal educational environments which is directed or self-managed, and learning and development in informal (non-educational) situations.



## Inclusion

**What it means:**

Inclusion is about visibility, voice, and connectedness. It involves recognising and celebrating diversity and being aware of and responsive to different needs.

**What our priority is:**

Create accessible pathways and ensure a sense of belonging for all our stakeholders.

**What we will do:**

We will create spaces for dialogue with all internal and external stakeholders that involve listening and actively challenging bias.

We will recognise and value the contribution of the full diversity of our learners, staff and external stakeholders.

## Respect

### What it means:

Respect is about empathy, care and understanding. It involves listening, being fair and open-minded.

### What our priority is:

Foster a culture of respect throughout the organisation, ensuring our learners and staff can learn and work to their full potential.

### What we will do:

We will maintain a learning and workplace environment where people are treated fairly and with dignity and where their rights are respected.

We will encourage and support positive relationships and interactions that uphold the dignity of our learners and staff.

## Equality

### What it means:

Equality is about ensuring access and outcomes for all. It involves fairness, inclusion, and providing opportunities.

### What our priority is:

Prioritise the deployment of our resources based on need so that our learners and staff can learn and work to their full potential.

### What we will do:

We will ensure a shared organisational understanding of and commitment to implementing the Public Sector Equality and Human Rights Duty.

We will support one another and ensure that learners and staff can contribute to our ambitions for equality.

## Quality

### What it means:

Quality is about continuous improvement. It involves integrity, innovation and responsiveness.

### What our priority is:

Achieve the highest standards of delivery and operation across our education and training services.

### What we will do:

We will employ measurable, realistic and evidence-based targets in responding to the needs of our stakeholders.

We will be proactive and flexible in our work, embracing new ideas and ensuring adaptive leadership across all our services.

## Excellence in Learning

### What it means:

Excellence in learning is about learner-centred holistic education. It involves innovation, creativity, and reflection.

### What our priority is :

Maintain a nurturing and proactive learning environment that supports our learners and staff to meet current and future needs.

### What we will do:

We will maintain a respectful and inclusive learning environment where innovation, creativity and continuous improvement are encouraged and enabled.

We will engage in reflective practice and commit to being respectful, responsive, and professional across our services.

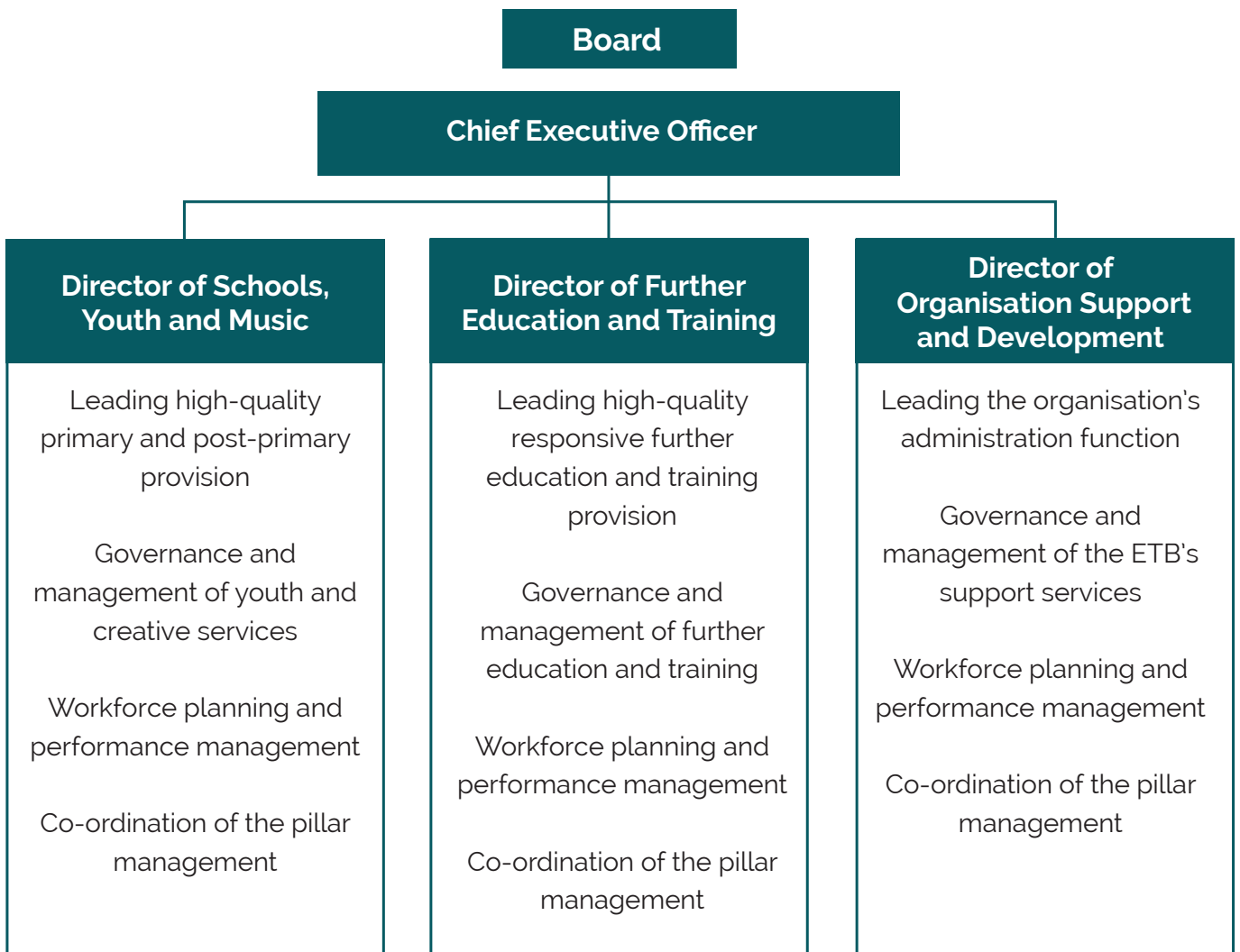
## Organisational Structure

The Chief Executive Officer is responsible for the executive management of the organisation and is supported in this role by three directors, namely:

- Director of Schools, Youth and Music
- Director of Further Education and Training
- Director of Organisation Support and Development

The three director roles reflect the three pillars of service delivery, with each director formally delegated authority in their role as per Section 16 of the ETB Act 2013.

The following chart depicts the high-level organisation structure of Kerry ETB in 2023:





## Key Achievements 2018-2022

Significant progress has been made since 2018 in implementing the strategic goals and associated objectives identified in Kerry ETB's first strategy statement. The strategy marked the commencement of our 'transformation' phase,

in which internal and external stakeholders collaborated for the first time to develop a strategic plan for the next five years.

The following are some of our key achievements from the past five years (non-exhaustive):

Two new community national schools, Scoil and Ghleann and Tahilla, were transferred under our patronage

Kerry College of Further Education and Training (Kerry College), the first integrated FET College in Ireland, was established

Our inaugural Sustainability Strategy (2020-2022) and second ICT Strategy (2019-2022) were launched

A new standalone Kerry College Listowel Campus was purchased with the support of SOLAS and both Departments

Our new school builds for the Department, Gaelcholáiste Chiarraí Nua (internal) and Listellick National School (external), were completed

The new Board and c. 17 subcommittees were inducted following the 2019 local election

Transferred our payroll to Education Shared Business Services (ESBS), with our financial system transferring to SUN

Our new [www.kerryetb.ie](http://www.kerryetb.ie) website was launched

Successfully continued delivering education and training services throughout the COVID-19 pandemic





Higher Education Authority Approved  
**K** **KERRY**  
**COLLEGE**  
of Further Education & Training

Higher Education Authority Approved  
**K** **KERRY**  
**COLLEGE**  
of Further Education & Training

# Strategic Development Process

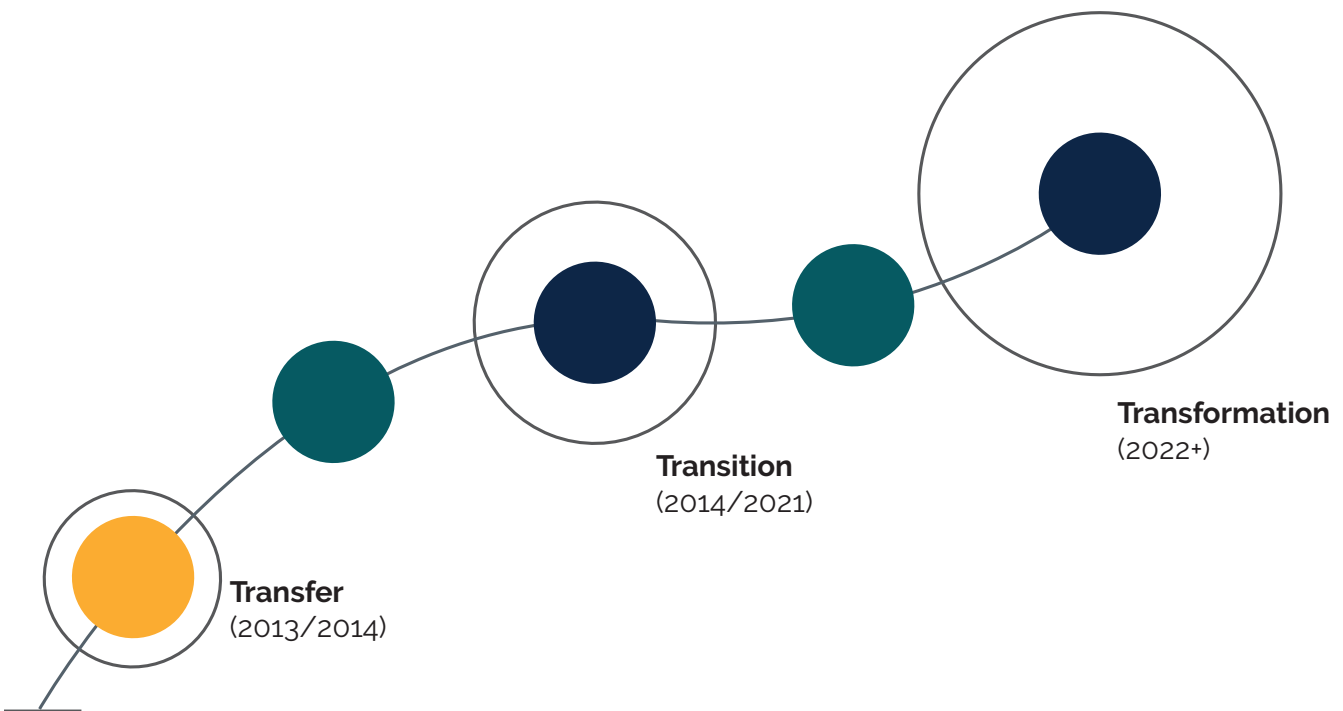
## Context

In March 2018, Kerry ETB launched its first Strategy Statement (2018–2022), which was primarily shaped by our experiences since establishment in July 2013. Considerable progress has been made in implementing the strategic goals and associated objectives since 2018, laying a solid foundation for the Strategy Statement 2023–2027.

Nevertheless, the development approach for this new strategy diverges significantly from the previous one, adopting a “future back” approach in 2022 instead of the “present forward” approach employed in 2018.

The challenge in crafting this strategy using the “future back” approach has been to clarify the vision and articulate where Kerry ETB needs to be concerning development and service delivery in 2027, encapsulating our vision for a transformative strategy statement.

The necessity for a transformative strategy became apparent as the organisation entered its tenth year and was compounded by the substantial growth and development experienced through the change processes since 2013, i.e. the transfer of the training function (January 1st 2014), transition to the current structures and now period of transformation (set out diagrammatically below).



Kerry ETB has evolved significantly since 2013. Nevertheless, our expectations for future growth align with the development experienced thus far, and our central focus continues to be meeting learners' needs by delivering a genuine, well-rounded, high-quality and supportive education and training experience.

The onset of the pandemic in March 2020 emphasised the need for this new strategy to extend beyond linear development. The learnings from the pandemic in terms of the need for Kerry ETB to be able to pivot service delivery have helped inform the development of Strategy Statement 2023-2027.

While progressing through the phases, a framework for engagement was followed that involved the ETB Board, subcommittees, senior management teams, staff groups, learner groups, and parents/guardians. The draft strategy's content was further refined through public consultations with employers, industry, statutory bodies, and local community groups, as per Section 27 (4) of the ETB Act 2013.

Support from external advisers and facilitators was essential in effectively and efficiently working through this process.

In terms of the approach adopted, the following phases summarise the key stages of development:

**Phase I:** Aligning the starting point

**Phase II:** Understand what the future holds for the Kerry ETB and wider sector

**Phase III:** Develop the vision and strategy with a "future back" approach

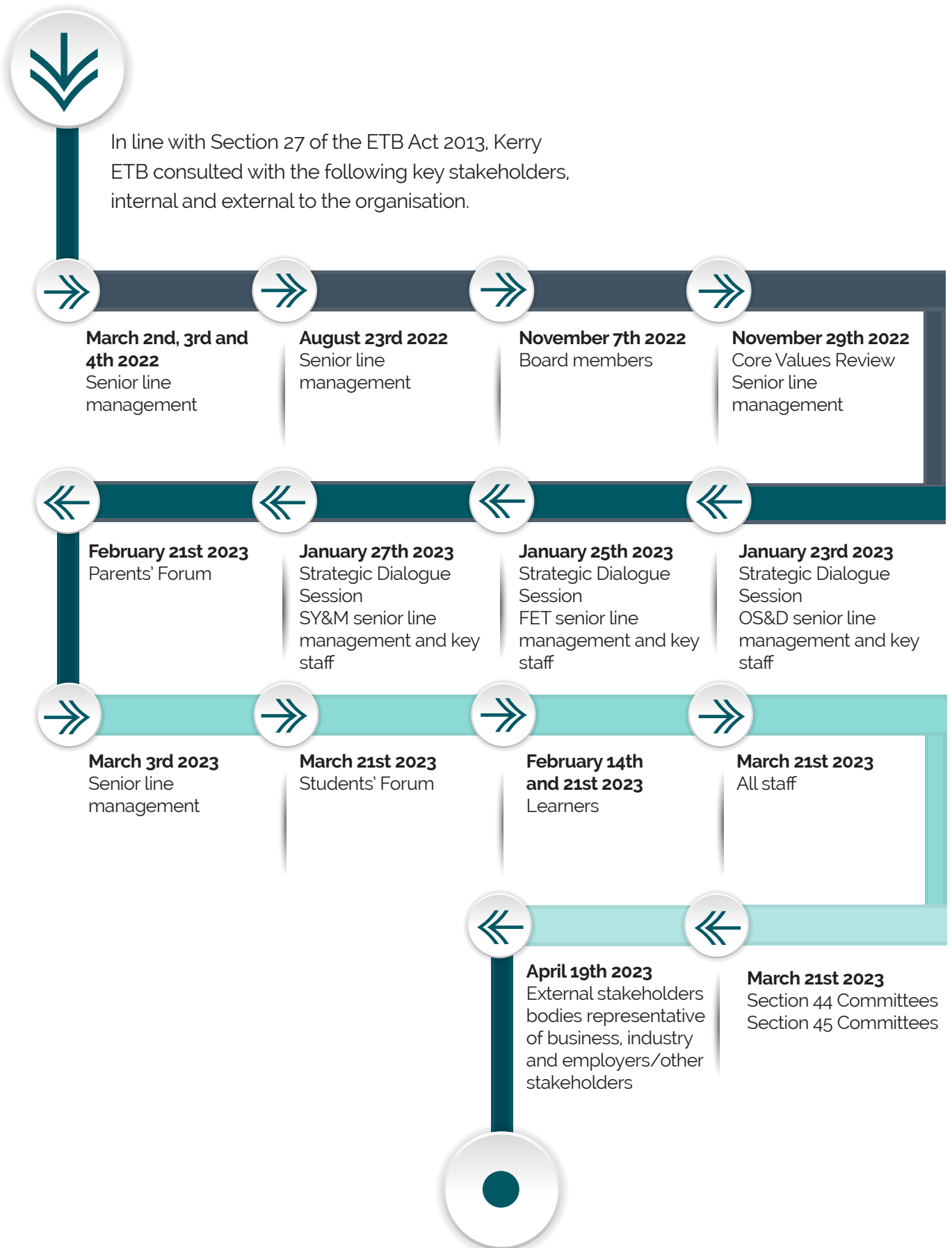
**Phase IV:** Setting out commitments to implementation and measurement





**Our Senior Management Team 2023**

## Engagement Framework



## Key Drivers



### 01 Changes in the Education and Training Landscape

In education and training, change remains the only constant. While this statement may appear paradoxical, it is grounded in fact, and Kerry ETB, as a resilient organisation, must maintain agility and adaptability in response to the ever-evolving work environment.

At a high level, our provision includes primary, post-primary, further education and training (FET), music, and youth services. Kerry ETB’s work is consistently shaped and driven by national policies implemented at the local level. As an organisation, we collaborate with the Department of Education (DE), the Department of Further and Higher Education, Research, Innovation and Science (DFHERIS), and the Department of Children, Equality, Disability,

Integration and Youth (DCEDIY). Following the local election in 2019, DFHERIS was established as a new government department, with SOLAS continuing to fund the provision of FET across the sector. Kerry ETB holds performance agreements with the DE and SOLAS, respectively.

Youth services are growing in importance for Kerry ETB as new programmes receive approval for implementation across the county.<sup>4</sup> Our inaugural Kerry ETB Youth Work Development Plan, which will be launched in Quarter 3, 2023, signifies the importance of this area. Greater integration of the “informal education” of the youth services with the “formal education” provided by primary, post-primary and FET is a key objective prioritised in the plan.

<sup>4</sup> Two new youth work UBU programmes have been established in North and South Kerry.

## 02 Current and Future National Policy Priorities

Strategy Statement 2023-2027 is significantly informed by national policy priorities set forth by the DE, DFHERIS, DCEDIY, SOLAS, and other essential policy stakeholders. In developing this strategy statement, key policy developments across the full range of education and training services offered by our ETB include:

### Primary Education (Community National Schools)

As Irish society becomes increasingly diverse, the demand for expanded choices in education provision through the community national school model continues to grow. Kerry ETB is proactive and cognizant of our responsibilities in this area, with plans to substantially increase the number of community national schools throughout County Kerry.

This presents a significant growth opportunity for Kerry ETB.

### Post-Primary Education

Curriculum reform continues to be a key policy area for post-primary provision. In recent years, junior cycle reform has been embedded in schools, with the focus now shifting toward senior cycle reform. Lessons learned from the pandemic significantly influence the pace of this reform, particularly regarding the rapid growth of information and communications technology (ICT) literacy among learners and the heightened emphasis on wellness and well-being to support a holistic educational experience for our learners. Furthermore, the revised SPHE (Social, Personal and Health Education) and RSE (Relationships and Sexuality Education) curricula aim to provide learners with a comprehensive understanding of

personal development, healthy relationships, and responsible decision-making within the school environment, ultimately empowering them to lead fulfilling lives as informed and responsible citizens.

For Kerry ETB, ensuring that our schools have the necessary resources for this journey towards 2027 was a vital consideration in developing this strategy. The opportunities for the organisation to be a leader and innovator in post-primary provision are immense and eagerly embraced.

### Further Education and Training

The establishment of DFHERIS in 2020 marked a significant development for the ETB sector, particularly in terms of FET provision. While SOLAS continues to fund and monitor performance targets for ETBs in alignment with FET strategies, the new department is increasingly influencing policy direction. Having a single department structure encompassing the areas of further and higher education promotes the advancement of a cohesive vision for tertiary education in Ireland. Coupled with a growing emphasis on expanding and modernising the apprenticeship system and reforming learner supports, there is considerable momentum for transformation and increased opportunities for learners.

Kerry ETB has been proactive in these areas with the establishment in 2019 of Kerry College of Further Education and Training (Kerry College), integrating the former provision of PLC (Post-Leaving Certificate) and the training centre. To achieve its potential by 2027 in terms of this transformation policy direction, we must remain open to change and take an early adaptive approach where possible in leading change. The transformation policy direction at the national level offers significant opportunities for our FET services.

## Organisation Support and Development

As an organisation, we rely heavily on the corporate support services provided by the Organisation Support and Development (OS&D) Departments to ensure efficient service delivery across the Schools, Youth and Music (SY&M) and FET pillars. In recent years, there has been a significant shift towards adopting shared services models for payroll and finance across the ETB sector, which aims to streamline processes and improve efficiency. The shared services model offers benefits such as cost savings, resource sharing, and standardisation. The local ETB OS&D Departments continue to work alongside shared services, ensuring that necessary local support, knowledge, and expertise are provided to schools and centres within the ETB.

As with any reform/change cycle, it leads to a new thought process around legacy processes and approaches to addressing areas that require modernisation. For Kerry ETB, this thinking is crystallised through the strategic development of our support services to enable local school/centre management to focus on quality-assured learner-facing service delivery to the greatest extent possible.

The development of the centralised procurement and purchasing function, expanded capital, buildings and technology services coupled with embedding the shared services for payroll and a new financial system were vital steps for the organisation. To position itself as a leader in the sector by 2027, we must continue to build upon these developments, ensuring efficient resource management, streamlined processes, and innovative solutions that cater to the evolving needs of our learners and the local community.

The advancement of policy to give real effect to the provision of these support services to non-ETB schools and centres of education and training in Kerry, as envisaged in Section 22 of the ETB Act 2013, is a key strategic objective and area of opportunity for the ETB.

## 03 Broader European and Global Context

The overall direction of Irish education and training policy is naturally aligned with European policy, as European policy is essentially cascaded to the local level through Government policy developments/reforms, i.e. the policy direction set by the Irish Government.

Reform is the fundamental tenant of current policy as it seeks to ensure that education and training services evolve to meet the demands of the rapidly changing world in terms of digitisation, economic development and extraordinary world events. The need for organisation proactiveness, agility, and adaptability within a robust governance framework that fosters greater integration between European nations is very important.

For Kerry ETB, placing a greater emphasis on European mobility for learners and staff is a natural area for development. Experiencing other cultures and education and training systems can be of benefit for a learning organisation.

## 04 Climate Action

It has become clear that climate change is not merely a looming threat but a shared reality for our generation. The scientific evidence is overwhelming, as we witness increased occurrences of extreme weather events, air



pollution, flooding, and rising sea levels. The Climate Change Advisory Council has urged prompt and decisive action to safeguard vulnerable people and communities.

In Ireland, the Climate Action and Low Carbon Development (Amendment) Act 2021 sets out the legal framework for climate action and requires public bodies to develop and implement sectoral adaptation plans and greenhouse gas mitigation plans. In addition to the Act, the Climate Action Plan 2021 and subsequent climate action plans have established clear targets on emission reduction and energy efficiency for the sector. These targets are a 51% reduction in overall greenhouse gas emissions by 2030 and a 50% improvement in public sector energy efficiency, setting us on a path to reach net-zero emissions by 2050. The Public Sector Climate Action Mandate 2022 sets out to support public sector bodies lead by example on climate action. The targets included in the plan are included in Appendix IV.

Kerry ETB acknowledges the urgency of addressing climate change to mitigate its immediate effects and secure a brighter future for subsequent generations. Having developed a Kerry ETB Sustainability Strategy 2020-2022, the organisation will publish a new separate Sustainability Strategy for 2023-2025. The theme of sustainable practices underpins every goal and objective of this new Strategy Statement 2023-2027.

In the coming years, it is crucial that we continue to collaborate with our management, staff, learners, and stakeholders to strengthen existing sustainable practices and adopt new innovative ones. United, the Kerry ETB community will contribute to the “greener economy and society” envisioned in the Government’s Climate Action Plan.



## Challenges for ETBs

In terms of the challenges faced by Kerry ETB in realising its potential for 2027, the following arise:

- The development of a revised organisational design structure that reflects the changed and expanding ETB sector.
- As evidenced by the recent pandemic, extraordinary world events demand high-level organisational agility and strong proactiveness.
- To maintain cohesiveness as Kerry ETB continues to grow, develop and adapt to new department structures and reporting relationships, with the emphasis on avoiding fragmentation of service delivery.
- To communicate a clear message embedding a good understanding with the public of the work of Kerry ETB.
- To design and deliver new education and training services that add value to Kerry ETB and the local community.
- To address all aspects of the United Nations Sustainable Development Goals.
- To ensure that Kerry ETB is consistently positively addressing its environmental impact.
- The increasing complexity and layering of reporting relationships could restrict autonomy and leadership capacity.

Opportunities for continued growth and development lie within each of these challenges.

06

Risk Appetite

Due to the nature of our work, a certain level of risk needs to be considered. Risk is the effect of uncertainty on objectives, and the results can be either positive or negative. Kerry ETB accepts that reasoned and reasonable risk appetite is required to achieve our strategic goals and objectives.

Our risk appetite varies depending on the activity being undertaken. In accepting risk, to pursue goals/objectives, we must ensure that the potential benefits and risks are understood and that astute measures and actions are adopted and implemented.

Kerry ETB is committed to ensuring that no unnecessary or unacceptable risks are taken which might expose the organisation or any of its stakeholders or jeopardise overall strategic performance. As an ETB, we value innovation and a forward-thinking approach. Consequently, it is recognised that an overly conservative/risk-averse approach should not dominate, the preference is for a reasoned and proportional approach to risk.



A woman with shoulder-length brown hair and bangs, wearing a beige knitted scarf and a black and white patterned jacket, holds a large white sign with teal text. The sign reads '#Kerry ETB'. The background is a plain, light-colored wall. On the right side of the image, there is a vertical decorative bar with segments of purple, teal, and yellow.

#Kerry ETB

"Kerry ETB provides services to the community, providing all services at the local level to meet local demands."



# Our Strategic Themes and Goals

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When the time came to document the strategy, i.e. phase III, we had successfully identified six consensus-driven themes to underpin our five mutually agreed goals. These themes are pivotal to achieving the vision and mission of this strategy.

The six essential themes are **Adaptive Leadership, Creativity, Economic Efficiency, Proactiveness, Strong Governance** and **Sustainable Practices**. These themes are our strategy’s foundational pillars, providing deliberate strategic guidance for our Board members, staff, and stakeholders over the next five years. By adhering to these themes, we can effectively support the implementation of our strategy and work cohesively toward achieving its goals and objectives. .

## ADAPTIVE LEADERSHIP

An informed, proactive and strategic approach to leadership as opposed to reactive

## CREATIVITY

Encouragement of original, inventive ideas both internally and externally

## ECONOMIC EFFICIENCY

Obtaining value for money from all planned and actual expenditure of public funds

## PROACTIVENESS

The ability and agility of the organisation to deal with the changing world in which we live and to anticipate future changes

## STRONG GOVERNANCE

Principles, processes and attitudes informed by an understanding of good governance

## SUSTAINABLE PRACTICES

All activities conducted in a more sustainable and responsible manner



"I feel I have grown so much as a person in my time here, and wherever my journey in life takes me, it will have started here in Kerry."



## Goal 1: Excellence in Education and Training Services

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**Goal descriptor:** We aim to ensure the continued review, design, delivery and support of quality-assured education and training opportunities to meet all learners' evolving lifelong and life-wide learning needs.

### Objectives:

To achieve this goal, we will:

- a) Create a high-quality, holistic education and training environment informed by learners' voice and actively addressing access for all.
- b) Provide comprehensive guidance to all learners, offering academic, employment and personal support.
- c) Provide widely accessible education and training opportunities in a range of areas, including creativity and music.
- d) Provide excellent responsive delivery to support the local and national economy taking account of local and national labour shortages and delivering programmes to best meet this skills gap.
- e) Adapt and develop our education and training as new learning approaches and technologies emerge.
- f) Design and deliver a career development programme for staff.
- g) Research and implement future educational reforms in line with government policy and international best practices.
- h) Ensure that the capital and buildings programme is delivered and that all new projects are designed to comply with Department guidelines and the highest standards for energy efficiency.

## Goal 2: Strong, Inclusive and Respectful Organisational Culture

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**Goal descriptor:** We aim to ensure our structures, processes, and behaviours underpin an environment that is safe, supportive and inclusive of all people, regardless of identity, background or circumstance.

### Objectives:

To achieve this goal, we will:

- a) Complete an organisation-wide culture audit and address recommendations.
- b) Promote a culture that is inclusive, non-discriminatory and respectful of human and civic rights.
- c) Ensure our core values guide the organisation's behaviours and are the lived experience for all our stakeholders.
- d) Support our learners and staff by strengthening access to and raising awareness of support services.
- e) Ensure our structures actively promote inclusion and provide accessible and appropriate support for people with disabilities.
- f) Build stronger relationships with other regional agencies to proactively address barriers to inclusion for marginalised individuals or groups.
- g) Work to meet the needs arising from the Irish Refugee Protection Programme and provision for international protection applicants.
- h) Create opportunities for learners and staff to access equality, diversity and inclusion education and training opportunities.



"I chose Kerry ETB because of the employment opportunities that it can lead to."



## Goal 3: Opportunities for Greater Organisational Synergies

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**Goal descriptor:** We aim to strengthen integration across our three pillars in a planned and strategic manner, adopting more cohesive and unified approaches.

### Objectives:

To achieve this goal, we will:

- a) Develop a structure to facilitate shared understanding across the organisation's three pillars.
- b) Create opportunities for closer cross-pillar collaboration to strengthen synergies and promote shared objectives.
- c) Ensure greater integration of management and staff teams across the organisation.
- d) Achieve excellence in the delivery of support services fully aligned to legislation.<sup>5,6</sup>
- e) Establish a dedicated evidence-based research and development function to support decision-making.
- f) Establish more linkages for the integration of youth services with schools and FET.
- g) Create more opportunities to engage with all our stakeholders to better understand their needs and address specific requirements and expectations.

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<sup>5</sup> The support services provided by an ETB are set out in Section 22 (9) of the ETB Act 2013, and include the following: the holding, management, maintenance or development of land, project management, giving of assistance in relation to the purchase or procurement of goods and services, human resources, financial services, legal services, information and communications technology, and corporate governance.

<sup>6</sup> The Climate Action and Low Carbon Development (Amendment) Act 2021 legally underpins climate action in the public sector. It requires all public bodies to perform their functions in a manner consistent in line with the Government's climate ambitions.

## Goal 4: A Leader in Education and Training Provision

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**Goal descriptor:** We aim to establish ourselves as a leader in the development of education and training at both regional and national levels.

### Objectives:

To achieve this goal, we will:

- a) Proactively expand the accessibility of the ETB's support services to non-Kerry ETB schools and centres.
- b) Promote Kerry ETB as a key regional employer to prospective job applicants.
- c) Demonstrate innovative leadership in identifying and delivering future local and national development skills in response to local and national labour trends.
- d) Build stronger relationships with employers in the region through the establishment of a Kerry ETB Employers Forum.
- e) Publish the second Kerry ETB Sustainability Strategy 2023–2025 and establish a sustainability support function to address sustainability matters.
- f) Build on existing relationships with the local Gaeltacht and non-Gaeltacht communities to support the use of Irish as a living language.
- g) Foster and develop mainstream European and international opportunities for learners and staff.
- h) Strengthen existing and build new relationships with government departments, funders, ETBs, universities, community organisations and other education and training providers.



## Goal 5: Communications, Brand Awareness and Shared Understanding of Kerry ETB

**Goal descriptor:** We aim to develop Kerry ETB into a widely recognised brand underpinned by high-quality communications with internal and external stakeholders.

### Objectives:

To achieve this goal, we will:

- a) Promote Kerry ETB as the first-choice education and training provider in Kerry.
- b) Transition from a fragmented communications model to a fully resourced, dedicated Kerry ETB communications function.
- c) Adopt and launch a new Kerry ETB brand to enhance awareness and highlight the range of education and training services available to all learner cohorts.
- d) Enhance communications with internal stakeholders in a structured manner.
- e) Enhance communications with external stakeholders in a structured manner.
- f) Ensure all Kerry ETB materials publications are widely available, accessible and understood.
- g) Maximise opportunities to communicate our culture and core values across internal and external audiences.
- h) Support management and staff to become key communicators.



# Implementation and Monitoring

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## Implementation Reports

Effective strategy implementation requires a continuous process of monitoring performance and adapting to changes in both internal and external environments. As part of the development process, strategic dialogue sessions have been completed with management and staff, and a high-level future-

back reporting template has been drafted. To measure our performance over the next five years, we will use this comprehensive future-back report, which outlines management's identified key actions and the resources needed to achieve our objectives. However, it's essential to recognise that strategic planning is an ongoing process, and we must remain agile and adaptable to changes that may arise in the future.



Therefore, we will continuously monitor our performance against our established goals and objectives, regularly reviewing our strategies to ensure they remain relevant and effective. By doing so, we will be better equipped to respond to changes in our internal and external environments and ultimately achieve our long-term goals.

The identification of these annual performance measures will form part of Kerry ETB's annual service plan to the DE, as per Section 47 of the ETB Act 2013, with an evaluation of performance being addressed in the annual report (as per Section 28, ETB Act 2013). This annual strategic planning process will ensure that our objectives

and actions align with the organisation's strategic goals and financial resources.

Our strategic themes, adaptive leadership, climate action, creativity, economic efficiency, responsiveness, and strong governance, are foundational pillars that will guide our members, staff, and stakeholders over the next five years. Ensuring these themes and the strategy's goals are a lived reality for internal and external stakeholders will be a key driver underpinning this document's implementation.

To ensure that we meet our performance measures to a high standard, the Board and executive staff will collaborate closely alongside our key funders. We are committed to monitoring our progress and making necessary adjustments to achieve our strategic objectives effectively and collaboratively as a single organisation.

We will continue to work proactively with the Departments and funders to successfully implement this strategy, giving real effect to national policy at the local level. The successful implementation of the strategy is directly linked to adequate resourcing in terms of recurrent budgets and, where necessary, capital investment coupled with the staffing resources required to underpin the current ambitious reform within the sector.



“Feeling comfortable enough to know I can reach out for help and will be supported has improved my learning and overall success academically to no avail.”



## Other Supporting Strategic Documentation

Strategy Statement 2023-2027 focuses on the key goals and objectives shared across the organisation for the reporting period. For our organisation to maximise the fullness of our objectives, it is important to acknowledge the importance of our other supporting strategies/plans. Each of the following documents plays a vital role in helping us achieve our overall mission:

- Scéim Teanga
- ICT Strategy
- Sustainability Strategy (incorporating our Climate Action Plan)
- Youth Work Development Plan

The implementation of these documents is underpinned by an implementation report submitted annually to the executive to monitor performance.



## Appendix I: Board and Executive Members

### Kerry ETB Board 2023

Cllr Aoife Thornton  
 Cllr Cathal Foley  
 Cllr Deirdre Ferris  
 Cllr Fionnán Fitzgerald  
 Cllr. Jim Finucane  
 (Chairperson)  
 Cllr Johnnie Wall  
 Cllr Marie Moloney

Cllr Maura Healy-Rae  
 Cllr Michael Cahill  
 Cllr Niall O'Callaghan  
 Cllr Norma Moriarty  
 Cllr Terry O'Brien  
 (Deputy Chairperson)  
 Ms Celia O'Shea  
 Ms Joan McCrohan

Mr John O'Roarke  
 Mr Joseph Brennan  
 Ms Maria O'Gorman  
 Mr Niall Lucey  
 Ms Tara Donoghue  
 Mr Tim Daly  
 Mr Zaid Kassoob

### Kerry ETB Executive 2023

Thank you to the following management and staff for their support in the strategy development process:

Ms Aileen O'Connor  
 Ms Ann O'Dwyer  
 Ms Anne O'Connor  
 Ms Ann Marie Killen  
 Ms Aoidhnait Carroll  
 Ms Aoife McCormack  
 Ms Betty Corkey  
 Ms Brenda Kelly  
 Ms Carmel Kelly  
 Mr Cathal Fitzgerald  
 Ms Catherine Barry  
 Ms Catherine Dineen  
 Ms Catherine Horgan  
 Mr Colm McEvoy  
 Mr Con O'Sullivan  
 Mr Conall Ó Cruadhlaoidh  
 Mr Danny Kerins  
 Ms Deirdre Enright  
 Ms Deirdre Johnson  
 Mr Donal Rooney

Mr Edward O'Connor  
 Mr Edward O'Neill  
 Ms Eilish O'Leary  
 Ms Elaine O'Connor  
 Ms Fiona O'Brien  
 Ms Heather Shanahan  
 Ms Helen O'Mahony  
 Mr Joseph Nestor  
 Ms Iseult Glynn  
 Mr Jeremy Wrenn  
 Mr John Skinner  
 Mr John Herlihy  
 Ms Karen O'Connor  
 Ms Karen Griffin  
 Mr Kevin Fay  
 Mr Kevin O'Mahony  
 Mr Liam McGill  
 Ms Máire de Cogáin  
 Ms Máiréad Corridon  
 Ms Maria Brennan  
 Ms Mary O'Sullivan  
 Mr Maurice Fitzgerald  
 Ms Mollie Burke  
 Ms Niamh Dowling  
 Ms Nicola Horan

Mr Owen O'Donnell  
 Mr Pdraig O'Sullivan  
 Mr Pat O'Sullivan  
 Mr Paudie Fleming  
 Mr Ruairí Ó Cinnéide  
 Mr Seamus Whitty  
 Ms Sharon Browne  
 Ms Shivaun Shanahan  
 Ms Sorcha Ni Chatháin  
 Ms Stella Loughnane  
 Mr Stephen Goulding  
 Mr Tadhg Flynn  
 Ms Teresa Kerins  
 Ms Teresa Lonergan  
 Mr Tommy Conroy  
 Ms Trisha Tierney  
 Ms Vera Kerrisk  
 Ms Yvonne Cronin

With the support of:  
 Ms Mary Kiernan, Ms Muireann Kelliher, Ms Tessa Dennison and Mr Ted Owens

## Appendix II: Board Subcommittees

### Kerry ETB Section 44 Committees

#### Boards of Management

Two Mile Community National School  
 Tahilla Community National School  
 Scoil an Ghleanna  
 Castleisland Community College  
 Causeway Comprehensive School  
 Coláiste Gleann Lí  
 Coláiste na Ríochta  
 Coláiste na Sceilge  
 Gaelcholáiste Chiarraí  
 Killarney Community College  
 Killorglin Community College  
 Youthreach

#### Governance Boards

Further Education and Training Centres  
 Kerry College of Further Education and Training

#### Committees

Youth Work  
 Music Generation Kerry  
 Capital and Buildings

### Kerry ETB Section 45 Committees

Audit and Risk Committee  
 Finance Committee

## Appendix III: Glossary of Terms

Term	Definition
<b>CLLR</b>	Councillor
<b>DCEDIY</b>	Department of Children Equality, Disability, Integration and Youth
<b>DE</b>	Department of Education
<b>DFHERIS</b>	Department of Further and Higher Education, Innovation, Research and Science
<b>ESBS</b>	Education Shared Business Services
<b>ETB</b>	Education and Training Board
<b>FET</b>	Further Education and Training
<b>ICT</b>	Information and Communications Technology
<b>OS&amp;D</b>	Organisation Support and Development
<b>PLC</b>	Post Leaving Certificate
<b>REALT</b>	Regional English and Language Team
<b>RSE</b>	Relationships and Sexuality Education
<b>SPHE</b>	Social, Personal and Health Education
<b>SY&amp;M</b>	Schools, Youth and Music

## Appendix IV: Public Sector Climate Action Targets 2030

The Public Sector Climate Action Mandate 2022 sets out to support public sector bodies leading by example on climate action. The targets included in the plan are as follows:

### Our Targets

- Reduce greenhouse gas emissions by 51% in 2030
- Increase the improvement in energy efficiency in the public sector from the 33% target in 2020 to 50% by 2030
- Put in place a Climate Action Plan

### Our People

- Establish and resource Green Teams, reporting to senior management, to become integrated drivers of sustainability in every public sector body
- Nominate a member of the Management Board as the Climate and Sustainability Champion with responsibility for implementing and reporting on the Mandate
- Incorporate appropriate climate action and sustainability training (technical and behavioural) into learning and development strategies for staff
- Organise staff workshops (at least annually) to engage on climate issues, including a focus on decreasing the organisation's carbon footprint

### Our Way of Working

- Report greenhouse gas emissions and sustainability activities in the annual report
- Review any paper-based processes, and evaluate the possibilities for digitisation so it becomes the default approach
- Achieve formal environmental accreditation for large public sector bodies, such as ISO 50001 (Energy Management Standard) or ISO 14001 (Environmental Management System)

### Our Buildings and Vehicles

- Create bicycle friendly buildings for employees and visitors, by putting bicycle parking in place by 2022 –which is secure, accessible, and simple for cyclists to recognise and use
- Display an up-to-date Display Energy Certificate in every public building that is open to the public to clearly show energy use
- The public sector will not install heating systems that use fossil fuels after 2023, unless at least one of the following exceptions applies:
  - o the fossil-fuel use is only through the use of electricity from the grid
  - o there is no technically viable non-fossil alternative (generally only related to applications for a purpose other than space heating)
  - o the installation of a renewable space heating system would increase final CO<sub>2</sub> emissions
  - o the fossil-fuel use is provided for backup, peaking, or operational purposes (and makes up less than 10% of annual heating energy)
  - o where the direct replacement of existing fossil fuel heating is required for an emergency maintenance purpose
- Purchase only zero-emission vehicles where available and operationally feasible from end of 2022, enabling Ireland to go beyond the requirements of the Clean Vehicle Directive and act as an international leader in this area.

## Appendix V: Areas of Responsibility

### Community National Schools

- Scoil an Ghleanna Pobal Scoil Náisiúnta
- Tahilla Community National School
- Two Mile Community National School

### Post-Primary Schools

- Castleisland Community College
- Causeway Comprehensive School
- Coláiste Gleann Lí
- Coláiste na Ríochta
- Coláiste na Sceilge
- Gaelcholáiste Chiarraí
- Killarney Community College
- Killorglin Community College

### Youth Development Office

- Local Creative Youth Partnership
- Music Generation Kerry

### Kerry College of Further Education and Training

- Kerry College, Tralee Admissions Office
- Kerry College, Killarney Admissions Office
- Kerry College, Clash Road Campus
- Kerry College, Denny Street Campus
- Kerry College, Listowel Campus
- Kerry College, Monavalley Campus
- Kerry College, Killorglin Campus (OETC)
- Pathway Programmes:
  - Killarney
  - Killorglin
  - Listowel
  - Tralee
- Units:
  - Business Support Unit
  - Learner Support Unit

### Further Education and Training Centres

- An Tóchar Further Education and Training Centre
- Ionad Breisoideachais agus Oiliúna an Daingin
- Kenmare Further Education and Training Centre
- O'Connell Further Education and Training Centre
- Tech Amergin Further Education and Training Centre

### Adult Literacy and Basic Education Centres

- Castleisland Adult Literacy and Basic Education Centre
- Caherciveen Adult Literacy and Basic Education Centre
- Dingle Adult Literacy and Basic Education Centre
- Kenmare Adult Literacy and Basic Education Centre
- Killarney Adult Literacy and Basic Education Centre
- Killorglin Adult Literacy and Basic Education Centre
- Listowel Adult Literacy and Basic Education Centre
- Tralee Adult Literacy and Basic Education Centre

### Youthreach

- Killarney Youthreach
- Listowel Youthreach
- Tralee Leaving Certificate Applied Youthreach
- Tralee Youthreach



## **Community Education**

## **Back to Education Initiative**

## **Quality Assurance**

## **Head Office Departments**

- Corporate, Capital and Technology
- Human Resources
- Finance
- Units:
  - Audit and Compliance Unit
  - Centralised Procurement and Purchasing Unit
  - Executive Support Unit
  - Irish Language Unit

## **Sports Centre**

Tralee Regional Sports and Leisure Company  
Limited by Guarantee

