



Kerry Education & Training Board

Education & Training Strategy

2018–2022



Ireland's European Structural and
Investment Funds Programmes
2014–2020
Co-funded by the Irish Government
and the European Union



EUROPEAN UNION
Investing in your future
European Social Fund





**BORD OIDEACHAIS
AGUS OILIÚNA CHIARRAÍ**
**KERRY EDUCATION
AND TRAINING BOARD**



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**AN BOINN OIDEACHAIS
AGUS SCILEANNA** | **DEPARTMENT OF
EDUCATION
AND SKILLS**



QQI AWARD

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Providing Education and Training Opportunities Across the County



BORD OIDEACHAIS
AGUS OILIÚNA CHIARRAÍ
KERRY EDUCATION
AND TRAINING BOARD



SECTION 1

Message from the Chair

I am pleased to present the Kerry Education & Training Board Strategy Statement 2018-2022 which will chart the path for our priorities, services and programmes over the next five years. The final strategy is the product of an extensive consultation process where board members, learners, students, managers, staff, parents, industry and community partners in Kerry provided key inputs on their vision for Kerry Education and Training Board (Kerry ETB). The strategy is underpinned by the philosophy and belief that education and training enhances individuals, communities, the economy and society as a whole.

The strategy emphasises the role of Kerry ETB in promoting life-long learning and is based on the guiding principles of Respect, Quality, Inclusion, Equality and Learning. The Strategy aims to promote a shared vision across all of Kerry ETB's programmes,

centres, colleges, schools and services so as to ensure an integrated and seamless approach to the provision of education and training.

Nine Strategic Goals are clearly set out in this Strategy Statement: 1) Nationally and Internationally recognised and Quality Assured Programmes; 2) Quality Teaching and Learning; 3) Innovative Education and Training Responses; 4) Access and Progression; 5) Develop Productive Partnerships; 6) Stakeholder Engagement; 7) Effectiveness and Accountability in Governance and Leadership; 8) Marketing, Branding and Communication; 9) Enhancing the Working and Learning Environment.

For each strategic goal the strategy identifies the driver and what Kerry ETB will do to successfully implement same. In addition the strategy

specifies both economic and social outcomes that require commitment and collaboration from Kerry ETB learners, staff, managers, and all partner groups.

As the Chairperson of Kerry ETB I wish to thank the CEO, the Directors and all involved in the development of this Strategy. I look forward to working with all stakeholders in giving practical reality to the nine strategic goals in the years ahead.

“Education is the most powerful weapon which you can use to change the world”.

Nelson Mandela

Cllr. Jim Finucane
An Cathaoirleach

SECTION 2

Foreword by Chief Executive

Kerry Education and Training Board (Kerry ETB) was established on July 1st 2013 following the restructuring of the Vocational Education Committees (VECs) with the functions of the Education and Training Board set out in the Education and Training Boards Act 2013. The Act, in addition to integrating new areas of responsibility such as training into the sector – often described as enabling legislation – sets out a framework for the development of the sector in the years ahead.

Since July 2013, the members and staff of Kerry ETB have been working diligently, embracing and embedding the impact of this change process. In many ways the following three terms describe the experience of Kerry ETB over the past five years: Transfer, Transition and Transformation.

2012/13 marked the transfer phase as we prepared for the establishment of the new structure and with integration of new functions, such as the training function from SOLAS. Between 2014 and 2017 we transitioned through to the new reality, embedding the new structures, functions and responsibilities while at the same time keeping the needs of the student and learner at the centre of our planning, development and delivery.

The development of the Kerry ETB Strategy Statement in 2017 represented the commencement of the transformation phase. It gave the entire organisation, internal stakeholders and external partners an opportunity to reflect this change process and chart in a very strategic manner the way forward for the organisation over the next five years.



In developing this Strategy Statement the methodology followed was designed to ensure extensive consultation with our board members, parents, staff, students, learners and external partners. Our aim was to develop a strategy that captures in a very real manner the shared strategic goals for the development of the organisation over the next five years, thereby ensuring a collective sense of ownership of the Strategy Statement.

The organisation's education and training services are organised in three pillars:

- Schools, Youth and Music
- Further Education and Training
- Organisational Support and Development

Each of the three pillars will develop an implementation plan for the strategic goals including an annual progress report in implementing the strategy.

As Chief Executive of the organisation I am confident that the strategic goals set out in the Strategy Statement are grounded in our core values of Respect, Learning, Quality, Inclusion and Equality, and set out a clear strategic path for our development until 2022. I look forward to working with the board members, the directors, the staff, our students and learners and all our partners in progressing the implementation of the strategy.

Finally, I wish to thank all involved in the development of this Strategy Statement, in particular, the Director of Organisational Support and Development, Maria Brennan, who led this very important task for the organisation. Kerry ETB is well placed to successfully transform its service delivery to meet current, new and emerging needs in the years ahead.

Colm Mc Evoy
Chief Executive

SECTION 3

Directors

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

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

The three Director roles reflect the three pillars of service delivery of the ETB, with each Director formally delegated authority in their role, in accordance with Section 16 of the Education and Training Boards Act 2013.



Chief Executive
Colm McEvoy



**Director of Schools,
Youth and Music**
Ann O'Dwyer

Post Primary Schools,
Home School Liaison,
Youth Work, Special Education Needs,
Local School Completion, Music
Education, Irish Language Office,
Community National Schools



**Director of
Further Education
and Training**
Owen O'Donnell

Adult Education Provision, Post
Leaving Certificate, Training Services,
Outdoor and Environmental Education
and Training



**Director of
Organisational
Support and
Development**
Maria Brennan

Finance, Corporate Services and
Capital Development, Further
Education and Training Services,
Human Resources, Information and
Communications Technology

SECTION 4

Executive Summary

Context

ETBs play a major role in the rapidly changing world of education and training. They are leading providers of high-quality, locally responsive, inclusive and innovative education and training provision, and operate within a complex national and international context.

Kerry Education and Training Strategy 2018–2022

Section 27 of the Education and Training Board Act 2013 requires that Kerry ETB prepare and submit to the Board a 5-year strategy statement. The Strategy Statement must specify the objectives of the board, the priorities of the specified objectives, and the strategies for achieving those objectives.

Kerry ETB Mission

To create and promote the development of a lifelong learning society in Kerry, so that all who live there have access to the education and training required to fulfil their potential and to meet their personal, social, cultural, economic and civic needs.

Values

Our core values centre on ensuring that every person has a right to access education and training opportunities to realise their potential. These values are Respect, Quality, Inclusion, Equality and Learning.

Consultation Process

This Strategy Statement was based on an extensive consultation process with a wide range of internal and external stakeholders that included students, learners, board members, staff, employers, industry, relevant statutory bodies, local and community groups.



Strategic Goals

GOAL 1: NATIONALLY & INTERNATIONALLY RECOGNISED AND QUALITY ASSURED PROGRAMMES

Focus: The design and delivery of education and training programmes that are nationally and internationally certified, recognised and quality assured.

GOAL 2: QUALITY TEACHING AND LEARNING

Focus: To continually enhance our teaching and learning capabilities and promote a culture of continuous improvement and organisational learning so that all stakeholders have confidence in the quality and relevance of our programmes and courses.

GOAL 3: INNOVATIVE EDUCATION AND TRAINING RESPONSES

Focus: The development of innovative and creative solutions and responses to the learning and developmental needs of young people and adults in a changing society.

GOAL 4: ACCESS AND PROGRESSION

Focus: Supporting students and learners to access and sustain participation in education and training opportunities and to achieve progression in education, employment and/or personal development.

GOAL 5: DEVELOP PRODUCTIVE PARTNERSHIPS

Focus: Developing new and enhancing existing partnerships with relevant bodies at local, community, national and international level to optimise our capability to meet education, training and youth work needs in Kerry.

GOAL 6: STAKEHOLDER ENGAGEMENT

Focus: Communicating with learners, staff, employers, partners, the community and other agencies and education providers to enhance the quality, focus and relevance of our services.

GOAL 7: EFFECTIVENESS AND ACCOUNTABILITY IN GOVERNANCE AND LEADERSHIP

Focus: Ensuring our strategic goals are effectively supported by our management and administrative processes to ensure the highest standards of accountability, compliance and transparency.

GOAL 8: MARKETING, BRANDING AND COMMUNICATION

Focus: Effectively marketing our services, developing our brand and communicating with all of our stakeholders.

GOAL 9: ENHANCING THE WORKING AND LEARNING ENVIRONMENT

Focus: Developing and enhancing the training and development opportunities and facilities available to staff, to improve the environment that staff work in and learners learn in.

Ongoing Planning, Monitoring and Evaluation

For each strategic goal, measureable performance indicators, both quantitative and qualitative, will be developed, aligned to the three pillars;

- i. Schools, Youth and Music,
- ii. Further Education and Training and
- iii. Organisational Support and Development, and reviewed on an on-going basis.

This process will help Kerry ETB to define, measure, and monitor progress towards the realisation of the Strategy Statement across the three pillar areas.

SECTION 5

National and European Context

National Context

In a national context ETBs are central to the realisation of government policy around employment, education and training. The government's recently published National Skills Strategy 2025 set out a number of significant challenges for ETBs. In particular, the strategy proposes that all education and training providers will place a stronger emphasis on providing skills development opportunities that fit the needs of learners, society and the economy. ETBs are mandated to develop new programmes including new apprenticeships and traineeships, greater engagement with employers, deeper engagement with learners and increased focus on active inclusion, the enhancement and evaluation of teaching and learning, and the effective use of technology to increase access to and attractiveness of educational provision. Within this wider brief a number of specific initiatives are highlighted below:

- The use of education and training to address unemployment challenges, to provide targeted skills programmes for job-seekers, to reskill and upskill in order to avail of new employment opportunities.
- Articulation of national priorities in the Action Plan for Jobs, Pathways to Work and wider policy reform in education and training.
- Response to the needs of unemployed people, in particular the long-term unemployed and young unemployed.

There are also significant debates around skills: as a resource for economic growth; as drivers for economic growth and productivity; their role in smartening of the economy; as a driver of social inclusion and mobility; and as an insulator from unemployment. For example, the vision of the Action Plan for Education 2015–2019 notes specific goals: around improving the learning experience and success of learners; improving the progression of learners at risk of educational disadvantage and learners with special education needs; building stronger bridges between education and the wider community; and enhancing support services for youth initiatives. Other national policy initiatives and debates centre around Community National Schools, the implementation of the new junior cycle, the role of the Irish language (Scéim Teanga), the Forum on Patronage and Pluralism in the Primary Sector, the role of ICT in education and the Department of Children and Youth Affairs (DCYA) value for money and policy review of youth programmes. At a more micro level there are initiatives around new management structures for ETBs, greater levels of employer engagement and stronger relationships with business. In preparation of this Strategy Statement consideration was given to the priority actions outlined in the Kerry Local Economic and Community Plan 2016–2021.

European Context

There is a strong consensus that education is essential for the economic, social and political development of Europe. A strong emphasis is placed on the promotion of life-long learning, the implementation of the European Framework for Quality in Education and the development of transversal skills and competencies. At all levels within Europe, policy-makers, teachers, education leaders and managers are focused on enhancing both the quality and capacity of education and training. These policy priorities are emphasised in a variety of reports including Europe 2020, Youth on the Move, New Skills for New Jobs and Towards a Job Rich Recovery. These reports cumulatively emphasise life-long learning and investment in skills. On-going European sectoral social dialogue

is fundamental to the development of a sustainable labour market. There are also significant EU policy initiatives around skill deficits in the workforce, ageing societies, multicultural societies, technological developments and global competition. Furthermore, debates around life-long learning and mobility remain.

Opportunities and Challenges for ETBs

The main challenges for ETBs arising from the above national and European context fall into a number of areas:

- Major structural change and reform including capacity building and change management.
- The fostering of partnerships and collaborations with major stakeholders.
- Multi-denominational state primary and post-primary schools.
- The development of new forms of apprenticeships.
- Innovation with respect to traineeships and work-related training programmes.
- Responding proactively and creatively to the Post Leaving Certificate review.
- Optimising the use of financial, human and technological resources.
- Responding to changes in the local and national economy, e.g., moving towards full employment, rural development and changing demographics, etc.
- Junior Cycle reform and Curriculum reform for Post Primary.

SECTION 6

Consultation Process

The development of the Strategy Statement involved an extensive consultation process with a wide range of internal and external stakeholders. The content of the strategic plan was further refined through a public consultation process with employers, industry, relevant statutory bodies, local and community groups.

Stakeholders included:

- Bodies representative of industry, employees and employers
- Relevant Trade Unions
- Department of Education and Skills
- SOLAS – The Further Education and Training Authority
- Institute of Technology Tralee
- Department of Social Protection
- INTREO
- Kerry Diocesan Youth Service
- Disability Services
- South West Regional Skills
- Local Community Development Committees
- NEWKD
- South Kerry Development Partnership
- Local Enterprise Office
- Kerry County Council

Internal Stakeholders included:

- Parents Forum
- Kerry ETB Board
- Students and Learners
- School Boards of Management
- School Principals and Deputy Principals
- Centre Managers
- Heads of Department
- Programme Managers
- Chief Executive and Directors
- Senior Management Team
- Further Education and Training Management Team
- Staff

Methodology

A series of consultation workshops were conducted with internal stakeholders. These workshops covered a broad range of issues relating to education and training in Kerry, the internal and external context of Kerry ETB, and the future vision, mission, objectives and strategies for Kerry ETB. In particular participants in the workshops were asked to provide their vision of what Kerry ETB would look like in five years' time?

In addition the draft Strategy Statement was circulated for external consultation to the external stakeholders listed. The feedback from this process proved very valuable and welcome, and enabled the refinement of the final Strategy Statement.

SECTION 7

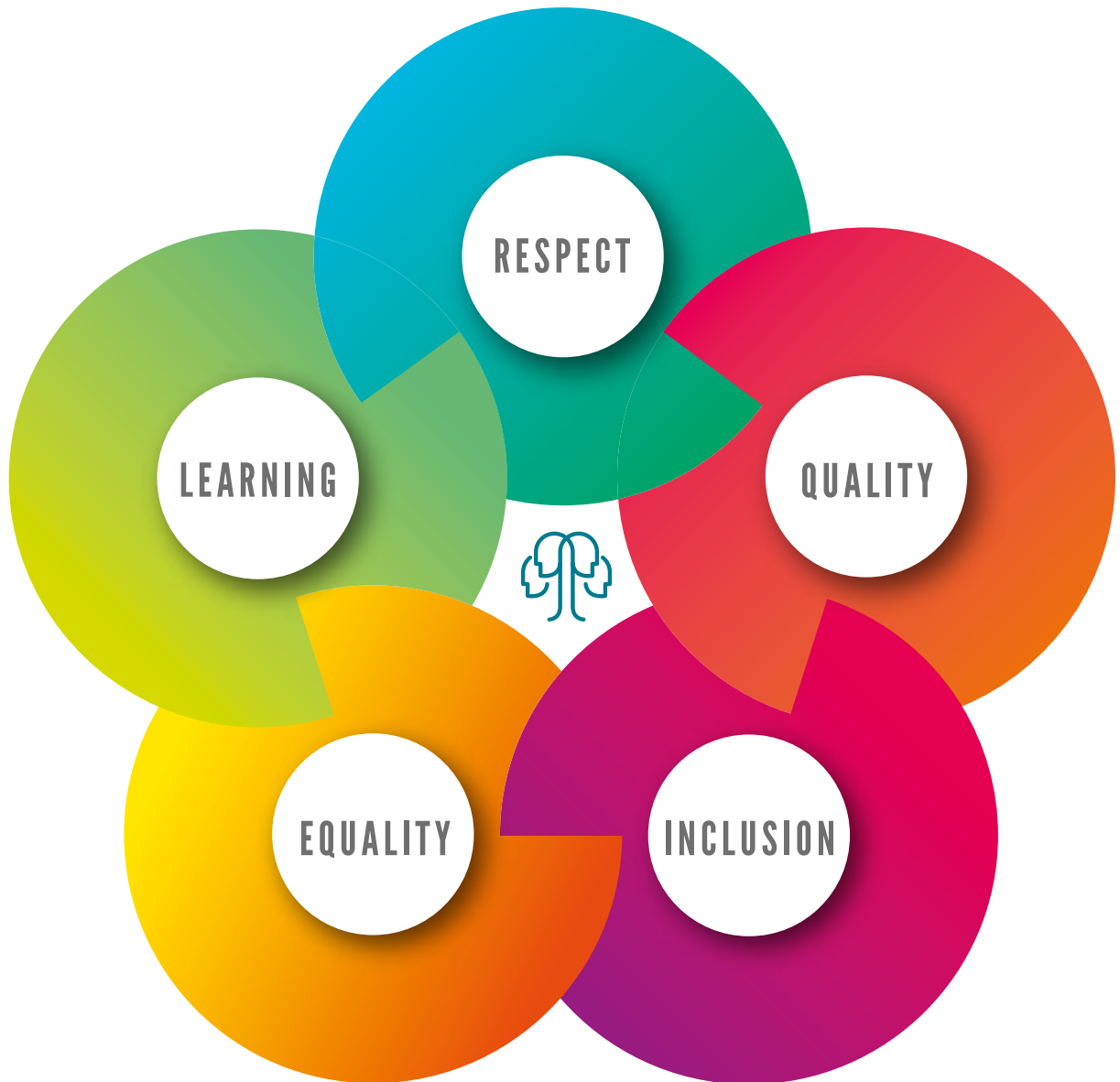
Profile of Kerry Education & Training Board

Our Mission

To create and promote the development of a lifelong learning society in Kerry, so that all who live there have access to the education and training required to fulfil their potential and to meet their personal, social, cultural, economic and civic needs.

Our Vision

- To continue to work with our stakeholders to develop and provide inclusive, professional high-quality education, training and youth services in Kerry.
- To deliver education and training programmes that provide learners and students with quality-assured qualifications, with progression routes to more advanced education/training programmes and employment opportunities.
- To be recognised as the primary provider of education and training programmes and courses in Co. Kerry.
- To provide strong educational and training services through our network of primary, post-primary schools and post-leaving certificate programmes and further education training centres.



- To have a well-managed, efficient and fully accountable organisation that is responsive, ethical, compliant and effectively governed and managed.
- To work collaboratively with other education and training agencies and community development bodies to meet the personal, social, cultural, economic and civic needs of pupils, students and learners.
- To partner with employers to respond to the skills needs in a rapidly changing economy.

Our Values

Our core values centre on ensuring that every person has a right to access education and training opportunities to realise their potential. We will actively implement these values through our actions and behaviours.

Value	Respect	Quality
<p>What it means:</p>	<p>We continually adopt a respectful and inclusive approach to our pupils, students, learners and staff.</p>	<p>We are continually committed to quality in everything that we do. We put our learners' needs first. We are focused on continuous improvement in our services and programmes.</p>
<p>We expect our people to:</p>	<p>Support colleagues and treat people well.</p> <p>Support those who need it and be optimistic.</p> <p>Deal with issues promptly and be part of the solution.</p>	<p>Provide a high quality service.</p> <p>Respond positively to ideas and look out for opportunities to innovate.</p> <p>Drive change, be flexible, and seek to improve.</p> <p>Find solutions to problems and seek new ideas.</p>
<p>What Kerry ETB will do:</p>	<p>Consult with staff and learners through review and self-evaluation.</p> <p>Keep staff informed and updated about local and national developments.</p> <p>Provide access to individual personal support for staff through Employee Assistance Programme.</p>	<p>Set up a Kerry ETB Quality Assurance and Curriculum Development Unit (FET) to support the ongoing maintenance of quality across all programmes.</p> <p>Engage with DES Inspectorate Looking at Your School (LAYS) and schools Inspectorate feedback to set and improve quality standards in schools.</p>

Inclusion	Equality	Learning
<p>Our services and supports are available, open and accessible to all who can derive benefit from them.</p>	<p>We are an equal opportunities organisation and we respect the right to equal treatment of all persons who avail of our services and our own staff.</p>	<p>We focus on providing learning and development opportunities to enable people realise their full potential and progress further in education, training, employment and personal development.</p>
<p>Support all pupils, students and learners to achieve their potential.</p> <p>Be genuine, empathetic, approachable, sensitive and understanding.</p> <p>Be flexible and provide special accommodation where needed.</p> <p>Encourage a diversity of ideas.</p>	<p>Actively encourage diversity in how services are delivered and implemented.</p> <p>Treat people well and fairly.</p> <p>Use objective criteria to make decisions.</p>	<p>Go the extra mile to put learners first.</p> <p>Engage with learners to understand their needs.</p> <p>Ask for feedback and listen to suggestions through self-evaluation.</p> <p>Be fully committed to learning from self-evaluation and educational theory and research.</p>
<p>Support and monitor progression pathways for students/learners experiencing barriers through social, economic disadvantage, rural isolation or disability.</p> <p>Engage strategically with relevant agencies to facilitate progression pathways.</p>	<p>Treat all staff, pupils, students and learners with fairness and equity.</p> <p>Equality proof all organisation plans.</p>	<p>Provide and engage with relevant annual CPD to ensure continuous improvement.</p> <p>Provide senior management with opportunities for ongoing reflective practice and CPD.</p> <p>Support and encourage a culture of self-evaluation, reflective practice, and learning from best practice in education and training theory.</p>

Our Commitments

We commit to:

- Continually promoting excellence in teaching and training to achieve quality learning outcomes.
- Promoting professionalism and responsiveness in our education and training support services and in our administration.
- Embracing individuality, diversity, showing respect and a focus on developing the whole person as a general principle of what we do.
- Delivering education, training and youth services that are both inclusive and multi-denominational and delivered with care and respect.
- Advocating civic, social, community and global responsibilities and continually recognising the role of the student, parent and community in the delivery of our services.
- Promoting the five national outcomes for children and youth articulated in the government's national policy framework for children and young people 2014-2020.
- Partnering with industry to address the skills needs of employers in the context of a changing economy and support.
- Promoting the Irish language through Kerry ETB's services.

Our Role

The role of the ETB is set out in Section 10 of the Education and Training Boards Act, 2013 including to:

- Establish and maintain recognised schools, centres for education and education or training facilities in its functional area.
- Plan, provide, coordinate and review the provision of education and training, including education and training for the purpose of employment, and services ancillary thereto in its functional area.
- Enter into arrangements with, and provide support services to, education or training providers, in accordance with Section 22 of the Act.
- Establish scholarships in accordance with Section 24 of the Act.
- Adopt a strategy statement in accordance with Section 27 of the Act.
- Adopt an annual service plan in accordance with Section 47 of the Act.
- Cooperate with any body nominated to carry out the internal audit functions under Section 52 of the Act.
- Provide education and training at the request of, and on behalf of, any body which funds training out of money provided to that body by the Oireachtas.
- Support the provision, coordination, administration and assessment of youth work services in its functional area and provide such information as may be requested by the Minister for Children and Youth Affairs in relation to such support.
- Assess whether the manner in which it performs its functions is economical, efficient and effective.

SECTION 8

Our Students, Learners and Stakeholders

Our Students and Learners

Community National Schools

These pupils will complete the National School syllabus and progress to post-primary education.

Mainstream Post-Primary Students

These students will complete the Junior Certificate and progress to complete the Leaving Certificate (Established), Leaving Certificate (Applied) and Leaving Certificate (Vocational) in our post-primary schools.

Further Education and Training Learners

We focus on the needs of four groups of learners:

- **Foundation Learners (Pre-Vocational).** These learners tend to be unemployed, early school leavers or individuals with less than upper second-level qualifications. Learners with less effective literacy, numeracy and IT skills usually availing of our education programmes pitched between Level 1 and Level 3 of the National Framework for Qualifications (NFQ).
- **Progression Learners (NFQ Level 4).** These learners typically have not completed upper second-level education, however, they do not have major literacy or numeracy issues. They usually participate in Level 4 programmes to prepare for progression to vocational programmes at Level 5.

- Vocational Learners (NFQ Levels 5 & 6). These learners will have achieved upper secondary-level education qualifications. Learners may come straight from post-primary school and will opt for a Further Education programme at Level 5/6. Successful completion of these programmes may provide progression to apprenticeships, employment or higher education programmes at Level 7/8.
- Specific Skills Development Learners. These learners will participate in programmes in upskilling programmes in the workplace and participate in apprenticeship training sponsored by an employer.

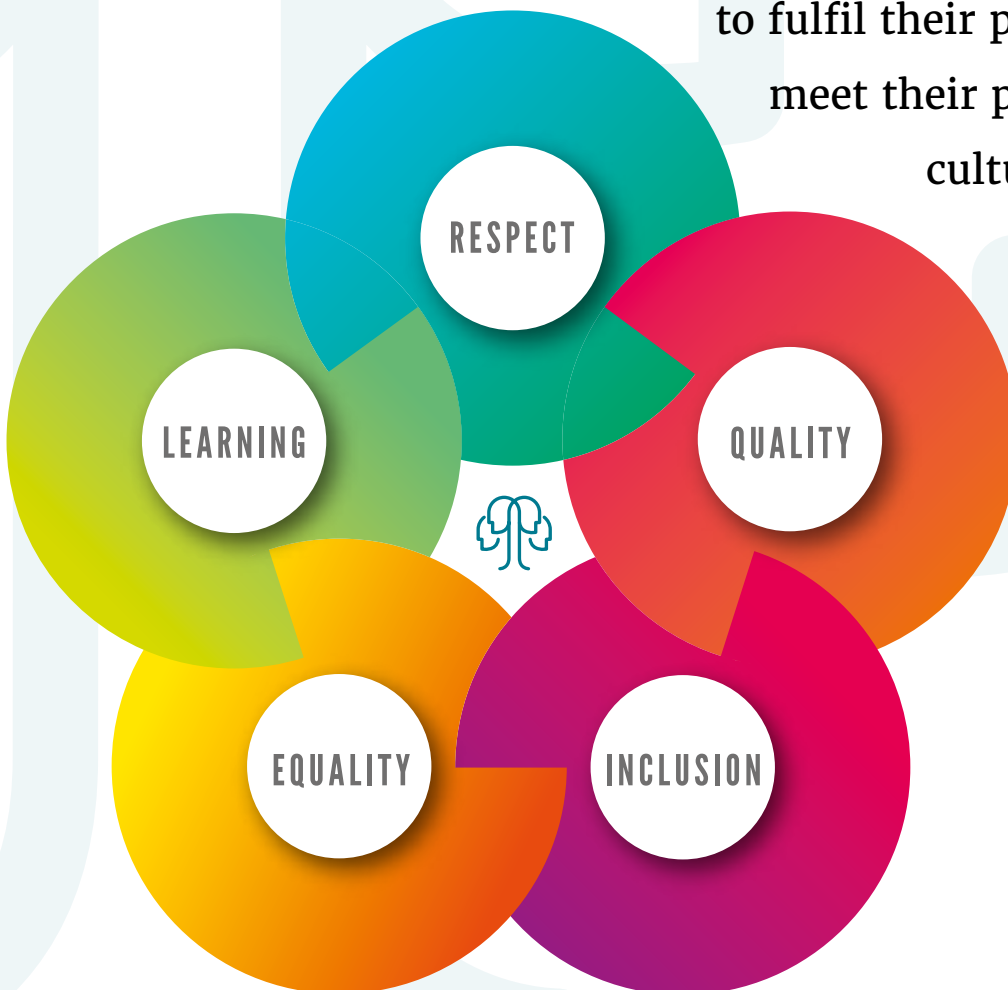
Our Stakeholders

We continually work with multiple stakeholders in all sectors of education and training both nationally and internationally (as evidenced through our Leargas and Erasmus projects). These include, but are not confined to, students, learners, parents, guardians, government departments, education institutions, state agencies, funding bodies, regulatory and professional bodies, and sectoral and representative bodies.

Mission Statement, Values and Goals

Mission Statement

To create and promote the development of a lifelong learning society in Kerry, so that all who live there have access to the education and training required to fulfil their potential and meet their personal, social, cultural, economic and civic needs.





SECTION 10

Our Strategic Goals

**GOAL 1:
NATIONALLY AND INTERNATIONALLY RECOGNISED
AND QUALITY ASSURED PROGRAMMES**

Focus: Designing and delivering education and training programmes that are nationally and internationally certified, recognised and quality assured.

What we will do:

1. Review our current further education and training programmes and course offerings to ensure that they are aligned with the National Framework for Qualifications and are internationally recognised.
2. Continue to ensure that appropriate school planning and school self-evaluation procedures and processes are implemented in all of our post-primary schools.
3. Continue to support the effective development and implementation of the National Quality Standards Framework for the youth work sector.
4. Ensure the consistent implementation of quality assurance procedures in all of our education and training programmes at all levels.
5. Continue to prepare our schools/colleges/centres for external inspections, advisory and quality assurance monitoring visits and ensure the effective implementation of the recommendations/outcomes of these inspections/visits.



**GOAL 2:
QUALITY TEACHING AND LEARNING**

Focus: Continually enhancing our teaching and learning capabilities and promoting a culture of continuous improvement and organisational learning so that all stakeholders have confidence in the quality and relevance of our programmes and courses.

What we will do:

1. Support and develop quality assurance Continuous Professional Development (CPD) strategies for all involved in programme delivery.
2. Support and resource inclusive/differentiated teaching and learning practices in all of our schools/colleges/centres/programmes.
3. Support the holistic development of students and learners by providing quality physical education at all levels i.e. primary, post primary and further education and training.
4. Promote a culture of innovation and reflective practice including the development of learning networks, communities of practice and the sharing of best practice.
5. Integrate new and emerging technologies to enhance the quality of teaching and learning.
6. Create opportunities to facilitate students/learners in actively planning and reviewing their learning.
7. Create a culture where both learner and staff excellence and achievements are celebrated.
8. Implement approaches to curriculum and programme development that emphasise customisation of content to the needs of learners, employees, communities and key regional skills priorities.
9. Ensure that all Kerry ETB students and learners can learn in a safe, modern learning environment.

10. Follow and promote national wellbeing guidelines and ensure adequate support for pupils, students and learners.

**GOAL 3:
INNOVATIVE EDUCATION AND TRAINING
RESPONSES**

Focus: The development of innovative and creative solutions and responses to the learning and developmental needs of young people and adults in a changing society.

What we will do:

1. Continually respond to the changing demographics in Kerry and plan our service provision accordingly, where possible.
2. Effectively respond to the needs of employers and the economy through innovative and creative solutions.
3. Develop our capability to be responsive to the challenges of a multicultural society.
4. Continue to renew and develop new responses to enhance engagement in education and training activities.
5. Promote the use of flexible learning opportunities including online, blended, semesterised and evening programme provision.
6. In collaboration with SOLAS and in line with the Further Education and Training Strategy 2014-2019 identify and provide education and training programmes to prepare young people and adults for progression and future employment opportunities.
7. Encourage and resource the development of strategies to address the challenges that students may face transitioning from the primary school system into our post primary schools and colleges.
8. Continue to support the development of needs based youth work responses in Kerry.

**GOAL 4:
ACCESS AND PROGRESSION**

Focus: Supporting students and learners to access and sustain participation in education and training opportunities and to achieve progression in education, employment and/or personal development.

What we will do:

1. Recognise prior learning in line with national guidelines to facilitate access to education and training programmes.
2. Provide education and career guidance support to learners to maximise access and progression opportunities.
3. Enhance our learner enrolment strategies within FET to optimise learner placement, participation and retention on programmes.
4. Utilise technology more effectively to track learner progression and outcomes.
5. Implement strategies and commit resources to ensure that core literacies (literacy, numeracy, critical thinking, digital and computer literacy and employability skills) are embedded within all of our programmes and courses.
6. Develop and implement a suite of learner supports including disability supports, placements and referrals to other agencies to address barriers to participation, retention and progression.

**GOAL 5:
DEVELOP PRODUCTIVE PARTNERSHIPS**

Focus: Developing new and enhancing existing partnerships with relevant bodies at local, community, national and international level to optimise our capability to meet education, training and youth work needs in Kerry.

What we will do:

1. Continue to develop effective relationships with employer bodies, trade unions and other relevant organisations to provide quality work experience and placements for our students and learners.
2. Continue to work in close partnership with the Department of Education and Skills, Department of Children and Youth Affairs, Department of Social Protection, TUSLA, SOLAS, QQI and ETBI.

3. Continue to work in close partnership with relevant unions to enhance the quality of services that we deliver.
4. Continue to review and amend where appropriate our partnership processes, protocols and procedures.
5. Develop new and continue to have strong relationships with other relevant statutory bodies and voluntary youth and community organisations to enhance our services to youth.
6. Develop relationships with relevant international agencies and partnerships through European Union programmes.
7. Work in conjunction with Kerry Recreation and Sports Partnership to realise greater participation in sport and physical activity.
8. Work in partnership with relevant Arts bodies to promote arts in education.
9. Develop links with employers to ensure effective responses to their needs in a changing economy.
10. Work in close partnership with the Local Community Development Committee to ensure a more joined-up approach to the implementation of local and community development programmes.

GOAL 6: STAKEHOLDER ENGAGEMENT

Focus: Communicating with learners, staff, employers, partners, the community and other agencies and education providers to enhance the quality, focus and relevance of our services.

What we will do:

1. Review and enhance student councils in each of our schools, colleges and centres.
2. Review and enhance parent councils in each of our schools, colleges and centres.
3. Continue to develop and implement customised and inclusive consultation mechanisms with all of our stakeholders.
4. Engage in strategic dialogue with SOLAS to implement national and local strategies for further education and training.
5. Continue to utilise the feedback from stakeholders to inform the types of services we provide and to enhance current provisions.
6. Continue to enhance our employer engagement strategy so as to realise a more effective alignment of the needs of employers with our skill development strategies.
7. Continue to dialogue with awarding bodies including QQI to enhance the learning opportunities available to our learners.
8. Engage effectively with our staff to enhance service quality, build competencies and capabilities and achieve excellence in our people management.
9. Measure our stakeholder engagement activities to encourage joined-up planning and delivery of programmes and services to meet needs in Kerry.

**GOAL 7:
EFFECTIVENESS AND ACCOUNTABILITY IN GOVERNANCE AND
LEADERSHIP**

Focus: Ensure our strategic objectives are effectively supported by our management and administrative processes to ensure the highest standards of accountability, compliance and transparency.

What we will do:

1. Review current internal communications, refine and develop a coherent internal communication strategy that communicates our strategic goals, clarifies organisational structures, roles and responsibilities at all levels and highlights decision making processes.
2. Review and improve structures and processes to enhance the effectiveness of our organisation and how well we communicate with all stakeholders.
3. Review and enhance our current human resources practices and policies to meet the strategic needs of Kerry ETB.
4. Develop our leadership, management and supervisory capabilities and competencies to realise our strategic goals.
5. Enhance our resource planning and operational management capacity at all levels of the organisation. We will utilise training, CPD and more appropriate organisational structures.
6. Enhance our management information systems to provide up-to-date, relevant and accurate data throughout our organisation to enhance planning, service provision and fit with our strategy.
7. Continue to develop the strategic compliance and governance capabilities of our Board and associated committees.
8. To promote a culture of continuous improvement and reflective practice.



GOAL 8: MARKETING, BRANDING AND COMMUNICATION

Focus: Effectively market our services, develop our brand and communicate with all of our stakeholders.

What we will do:

1. Audit and review all current Kerry ETB communication and public relations strategies and mechanisms.
2. Establish a dedicated communications function within Kerry ETB to enhance internal and external communications.
3. Develop a Kerry ETB public relations and marketing strategy to enhance advertising, branding and learner recruitment.
4. Implement the Kerry ETB Scéim Teanga.
5. Develop a strategy to make more effective use of social media technology to brand and promote the organisation.
6. Develop an extensive Kerry ETB App for use by internal and external audiences.
7. Map out the wide range of learner progression options within Kerry ETB programmes.
8. Develop and prepare appropriate publications in a variety of accessible formats for students and parents that explain the award system, the awarding body, the assessment required to achieve the award and the progression options associated with the award.
9. Enhance the overall internal and external communications approach.

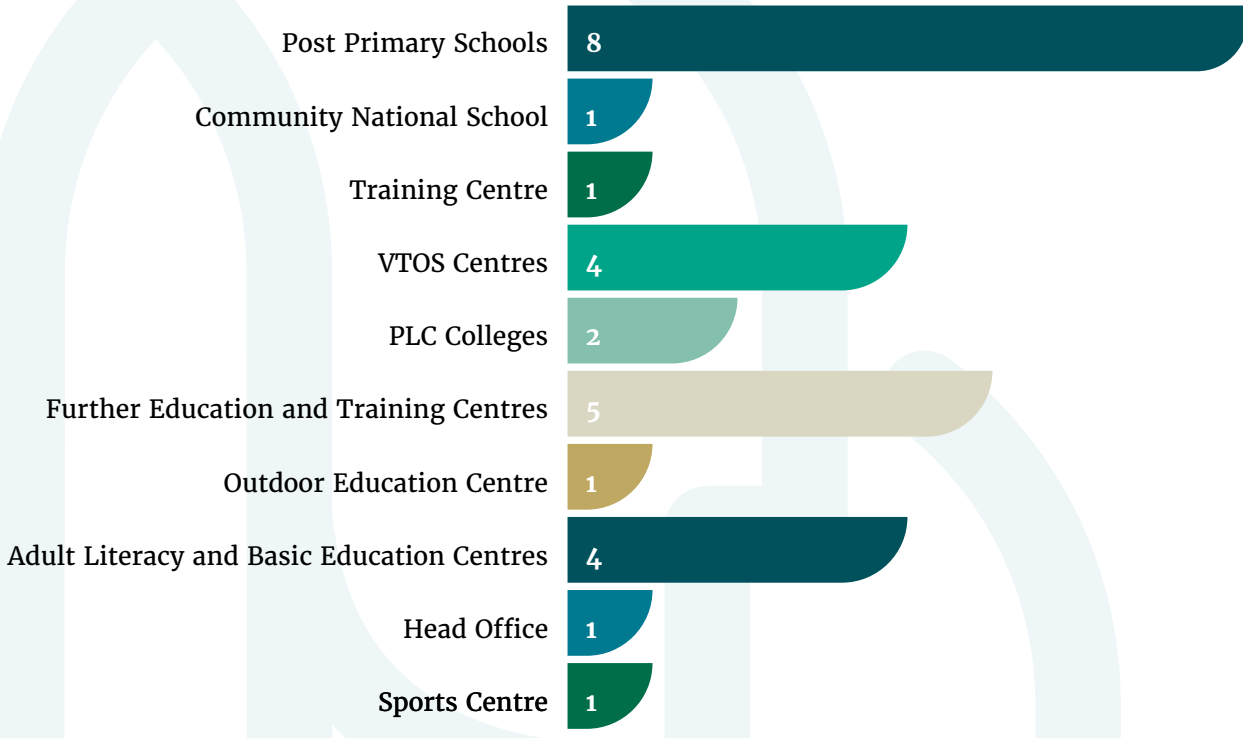
GOAL 9: ENHANCING THE WORKING AND LEARNING ENVIRONMENT

Focus: Continually develop and enhance the training and development opportunities and facilities available to staff, and improve the environment in which staff work and learners learn.

What we will do:

1. Achieve Excellence Through People accreditation across the organisation.
2. Conduct an organisational review focusing on policies, structures and roles to ensure a good fit with the education and training strategy for Kerry ETB.
3. Continue to design and deliver specific training and development programmes to meet needs identified through the performance management process.
4. Continue to support the staff welfare scheme and support staff career development and job transfer opportunities.
5. Continue to develop programmes and a range of preventative and proactive strategies to enhance the positive mental health of students, learners and staff.
6. Maximise and improve the use of our facilities and undertake regular health and safety audits to maximise the quality of the work and learning environments.
7. Develop programmes and resources to support Continuous Professional Development for programmes.
8. Ensure, within the resources provided, that each of our buildings is appropriate to the needs of the services provided.
9. Prioritise capital/building projects that support greater integration on the delivery of Further Education and Training Programmes.

KERRY ETB CENTRES



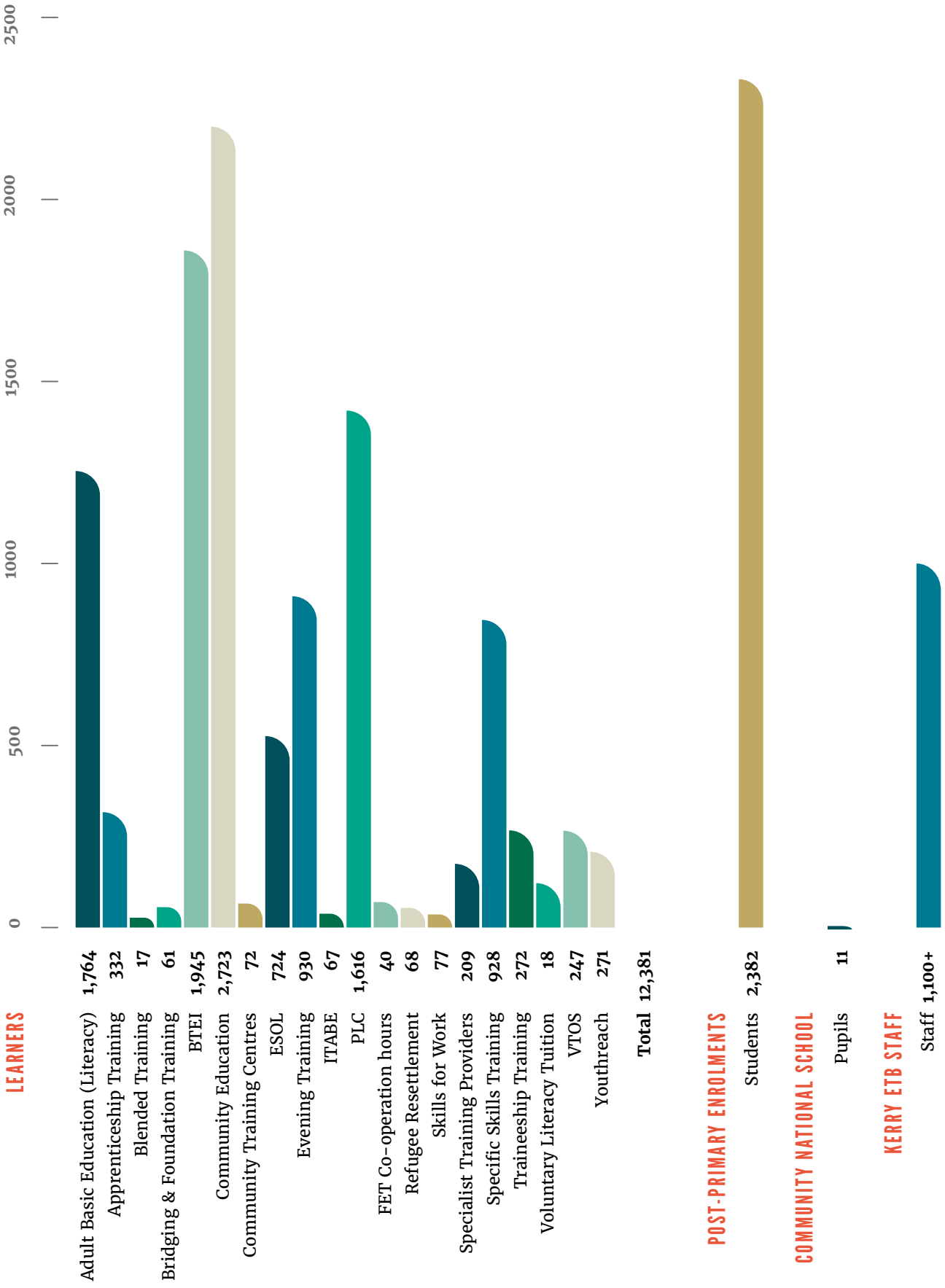
OUTREACH CENTRES

Over 100 across the county.

KERRY ETB PARTNERSHIP SCHOOLS

- Pobalscoil Inbhear Scéine
- Pobalscoil Chorca Dhuibhne
- Scoil Phobail Sliabh Luachra
- Tarbert Comprehensive School

2017 FIGURES



SECTION 11

Ongoing Planning, Monitoring and Evaluation

For each strategic goal, set out above, measureable performance indicators, both quantitative and qualitative, will be developed and aligned to the three pillars: Schools, Youth and Music; Further Education and Training; and Organisational Support and Development. They will be reviewed on an on-going basis. This process will help Kerry ETB to define, measure, and monitor progress towards the realisation of the Strategy Statement.

Process

The following ongoing planning and monitoring processes will be put in place:

1. Evaluate on an annual basis the effectiveness of the delivery of our services and how they align with the Strategy Statement.
2. Support and resource the effective development, implementation and monitoring of planning processes and procedures developed and aligned to the three pillars of Schools, Youth and Music, Further Education and Training and Organisational Support and Development.
3. Develop mechanisms to gather comprehensive, valid and reliable data on our services and their effectiveness.
4. Encourage and support relevant research projects to enhance our understanding of effective service delivery.

Outcomes of the Strategic Plan

The following are key outcome measures that will be used to evaluate the effectiveness of the Strategic Plan:

1. Increased learner enrolment, retention and progression.
2. Increased recognition of the Kerry ETB brand.
3. Improved internal and external communications.
4. Greater responsiveness to local skill demands.
5. Evidence of innovation in teaching and learning.
6. Improved use of technology for learning, planning and resource allocation.
7. Enhanced inter-agency collaboration.
8. Enhanced staff engagement and morale.
9. Development of stronger relationships with employers.

Dissemination of Findings

Performance metrics and findings will be shared with all stakeholders to highlight the contribution of education and training in Kerry.

Members of Kerry ETB Board

(as at December 1st 2017)

Cllr. Jim Finucane

Cllr. Seámus Cosáí Fitzgerald

Cllr. Damian Quigg

Cllr. Norma Moriarty

Cllr. John Francis Flynn

Cllr. Pa Daly

Ms. Bríd McElligott

Mr. Eugene Moriarty

Ms. Maria O’Gorman

Ms. Francisse Walsh

Cllr. Terry O’Brien

Cllr. Jimmy Moloney

Cllr. Norma Foley

Cllr. Michael Cahill

Cllr. Aoife Thornton

Cllr. Niall Kelleher

Ms. Mary McGillicuddy

Mr. Noel Keenan

Ms. Mary Anne Slattery

Fr. Ger Godley

Mr. Leonard O’Donnell, RIP

APPENDICES | APPENDIX 02

Schools, Colleges, Centres & Services in Kerry ETB

Primary

Two Mile Community National School

Post Primary

Castleisland Community College
Causeway Comprehensive School
Coláiste na Sceilge, Cahersiveen
Gaelcholáiste Chiarraí, Tralee
Killarney Community College
Killorglin Community College
Coláiste na Ríochta, Listowel
Coláiste Gleann Lí, Tralee

Post Leaving Certificate (PLC)

Coláiste na Sceilge, Cahersiveen
Killarney Community College
North Kerry College of Further Education, Listowel
Kerry College of Further Education in Tralee

Training Centre

Kerry ETB Training Centre, Monavalley, Tralee.

Further Education and Training Centres

O'Connell Adult Education Centre, Cahersiveen
An Tóchar Adult Education Centre, Causeway
Kenmare Adult Education Centre
Tech Amergin Community Arts
and Education Centre, Waterville
Ionad Breisoideachais agus Oiliúna an Daingin

Vocational Training Opportunity Scheme (VTOS)

Tralee VTOS, Clash West, Tralee, Co. Kerry
Killarney VTOS, Ivy House, New Street Carpark,
Killarney, Co. Kerry.
Listowel VTOS, North Kerry College of Further
Education, Listowel, Co. Kerry.
South Kerry VTOS & Youthreach,
The Lodge, Market Street, Killorglin
O'Connell Adult Education Centre,
Cahersiveen, Co. Kerry.

Youthreach

Kerry ETB provides Youthreach in Kerry ETB
Centres in Killarney, South Kerry, Tralee and also in
partnership with the Kerry Diocesan Youth Service
(KDYS) in Tralee, Killarney and Listowel.

Adult Literacy & Basic Education

Tralee Adult Literacy and Basic Educaiton Centre,
Áras An Phobail, Dean's Lane, Tralee, Co Kerry
O'Connell Adult Education Centre, Cahersiveen, Co Kerry
Castleisland Community Centre, Killegane, Castleisland, Co Kerry
Ionad Breisoideachais agus Oiliúna an Daingin, Teach na Ríseach,
Sráid na nGabhar, An Daingean, Co Chiarraí
Kenmare Adult Education Centre, Bell Height, Kenmare, Co Kerry
Killarney Adult Learning Service, 1st Floor, 37 High Street,
Killarney, Co Kerry
Killorglin Adult Education Service, The Lodge, Market Street,
Killorglin, Co Kerry
Listowel Adult and Basic Education, 58 Church Street,
Listowel, Co Kerry

Back to Education Initiative (BTEI)

Delivered in Kerry ETB Centres and in outreach centres throughout the county.

Community Education

Delivered in Kerry ETB Centres and in communities throughout the county.

Night Class Programme

Coláiste Gleann Lí, Tralee
Killarney Community College
Killorglin Community College
Coláiste na Ríochta, Listowel
Five Further Education and Training Centres

Adult Guidance and Information Service

Countywide

Outdoor and Environmental Education and Training

Cappanalea Outdoor Education Training Centre
Killarney National Park Education Centre

Sports

Tralee Regional Sports & Leisure Centre Limited by Guarantee jointly owned by Kerry ETB and Kerry County Council.

Ongoing Planning, Monitoring and Evaluation Template

GOAL	FOCUS	ACTIONS	ACHIEVED IN 2018	LEAD
		WHAT WE WILL DO		
Goal 1 Nationally and Internationally Recognised and Quality Assured Programmes	Designing and delivering education and training programmes that are nationally and internationally certified, recognised and quality assured.	1. Review our current further education and training programmes and course offerings to ensure that they are aligned with the National Framework for Qualifications and are internationally recognised.		
		2. Continue to ensure that appropriate school planning and school self-evaluation procedures and processes are implemented in all of our post-primary schools.		
		3. Continue to support the effective development and implementation of the National Quality Standards Framework for the youth work sector.		
		4. Ensure the consistent implementation of quality assurance procedures in all of our education and training programmes at all levels.		
		5. Continue to prepare our schools/colleges/centres for external inspections, advisory and quality assurance monitoring visits and ensure the effective implementation of the recommendations/outcomes of these inspections/visits.		



BORD OIDEACHAIS
AGUS OILIÚNA CHIARRAÍ
KERRY EDUCATION
AND TRAINING BOARD