



wwetb

Bord Oideachais agus Oiliúna
Phort Láirge agus Loch Garman
Waterford and Wexford
Education and Training Board

STRATEGY STATEMENT

2018-2022



A photograph of four students in school uniforms (black V-neck sweaters with red trim and white collared shirts) gathered around a computer workstation. One boy is seated at the desk, looking at the monitor. A girl stands behind him, leaning over and pointing at the screen. Another boy stands to the left, also looking at the screen. A girl with long blonde hair is seated to the right, looking towards the center. The background shows a window with a view of greenery. A semi-transparent dark green box is overlaid on the right side of the image, containing white text.

WWETB places learning and the learner at the heart of its education and training provision.

Table of Contents

Introduction	2
Welcome	3
Executive Summary	4
Profile of WWETB	8
Governance and Legislative Framework	14
The Education and Training Landscape in Ireland	15
Developing the Strategy Statement 2018-2022	20
Strategic Goals	21
Implementation and Monitoring	34
Appendices	35
1. WWETB Members	36
2. WWETB Colleges and Centres	37
3. WWETB Participation on External Committees and Structures	38
4. List of Abbreviations	39

Introduction

Message from the Chairperson of Waterford and Wexford Education and Training Board



It is with great pleasure that I introduce Waterford and Wexford Education and Training Board's Strategy Statement 2018-2022. This is the first strategy statement produced by our newly-formed organisation and sets out our core values, mission and strategic goals. This statement will shape and guide our organisation over a five year period as we continue to provide innovative and high quality education and training services to our community. We are proud to have played an essential role in our nation's recovery from the traumatic economic crises of the recent past and our services will continue to be of vital importance if the hard-earned gains of recent years are to continue.

With this in mind I commend this strategy statement. I wish to express my deeply-felt gratitude to my fellow members of the Waterford and Wexford Education and Training Board, to all of our staff and the multitude of stakeholders who have contributed to the development of this strategy. I have no doubt, that our people, working together, will continue to meet the challenge of providing high quality, inclusive, responsive and innovative education and training services for our community.

Le gach dea ghúí.

Cllr. Jim Moore

Cathaoirleach, WWETB

Welcome

Message from the Chief Executive of Waterford and Wexford Education and Training Board



Waterford and Wexford Education and Training Board (WWETB) approved its first ever Strategy Statement in May 2018. This document will provide the strategic direction of our organisation for the five year period, 2018 to 2022. The Strategy Statement is a culmination of almost a year of consultation among a wide group of interested parties including staff, parents/guardians, learners, Boards of Management, Board members, local and national statutory bodies, industry, business representatives and other education partners.

The process of consultation brought about a consensus in terms of Vision, Mission and Core Values for WWETB. It is my intention, with the support of my colleagues and the Board, to ensure that the agreed values of 'Respect', 'Accountability', 'Learner Focus' and 'Quality' become strongly associated with our work over the next five years. We have aligned our Strategic Goals with national policies such as the Department of Education Action Plan for Education Framework 2016-2019 and the associated annual plans, SOLAS Further Education and Training Strategy 2014-2019, and the SOLAS Corporate Plan 2017-2019 to ensure that the counties of Waterford and Wexford are to the forefront in making the Irish education and training system the best in Europe by 2026.

A Strategy Statement requires a strong implementation plan. Our three organisational pillars of Schools, Further Education and Training, and Organisation Support and Development will ensure that the strategy is brought to life across the organisation in every school, centre and programme and that the strategic priorities and goals are implemented during the period of the plan. We are determined to provide high quality education and training programmes for our students and learners and this plan sets out a robust, challenging and achievable method of ensuring that we lead learning and enhance our relevance to our community of over 260,000 people.

I wish to thank all of those who took the time to input into this process. It was very reassuring to note the great interest of our staff in ensuring that we promote ourselves as a professional, learner focused and emotionally intelligent organisation. We will now work to achieve the highest possible standard of implementation for our learners during the period 2018-2022 and beyond.

In conclusion, I wish to thank the Board of WWETB for working closely with the executive to produce this Strategy Statement. My colleagues and I will lead the process of implementing the plan to ensure that our Vision, Mission, Core Values and Strategic Goals are realised.

Kevin Lewis

Chief Executive, WWETB

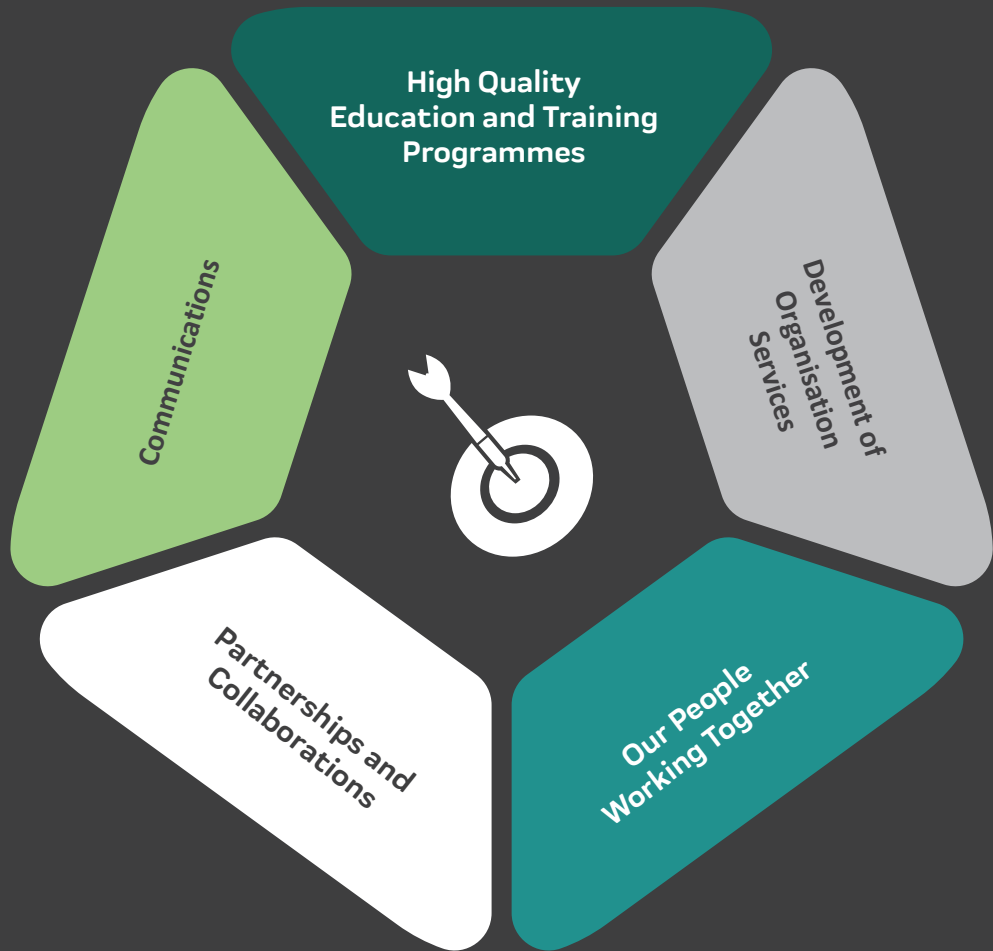
Executive Summary

The WWETB Strategy Statement is a high level document, intended to inform and guide the main areas for future planning within WWETB for the period 2018-2022. The Strategy Statement has been developed after a comprehensive consultation process involving the Board of WWETB, boards of management, staff, students, parents/guardians, adult learners, business and economic interests, employers, local authorities, third level institutes and other interested parties.

This process has played an important role in bringing together and giving voice to the considerable and varied expertise, experience and aspirations within our large and complex organisation. We can now explicitly state the vision, mission and core values which shape our five overarching strategic goals, each of which generates a series of strategic priorities which will be met through a number of supporting actions.

WWETB places learning and the learner at the heart of its education and training provision. In addition to meeting the needs of our learners and the evolving needs of employers, the needs of local, national and international communities and economies are also of critical importance to us.

The consultation process clearly demonstrated that staff and stakeholders are working towards a common goal: the development of an inclusive and supportive environment for students and learners to help them to reach their full potential. The principles of integrity and equality in our work and our dealings with stakeholders, are key to achieving our vision. Fundamentally, we believe that there is a path to learning for all and that the educational experience should be transformative for students and learners.



Strategic Goal 1: High Quality Education and Training Programmes

The provision of high quality education and training programmes is our core business. Our priorities and actions under this goal seek to continue our excellent work in this area. We will develop our capacity to meet our community’s evolving education and training needs, ensure access for all learners to appropriate programmes and implement the highest standards of quality assurance to maximise student and learner attainment. We will also develop strong links between formal and informal education and training providers.

WWETB will support a culture of self-evaluation and it will continue to implement education reform across a range of programmes. We will work with QQI to develop our own Quality Assurance Unit and a WWETB Quality Assurance Governance Board both of which will support our learners in their bid to attain the highest levels of achievement and accreditation. To that end we will also continue to develop strong sectoral collaboration within our organisation and partnerships with external bodies. New initiatives such as Music Generation, will enable us to greatly enhance the range and scope of WWETB’s education provision in each county.

Strategic Goal 2: Development of Organisation Services

An organisation as complex as WWETB, covering such a wide geographical area and involved in a multiplicity of educational settings, can only succeed within a fit for purpose organisational structure. We will continue to develop our support services to maximise efficiency and deliver professional supports to our frontline teachers and trainers. We will place a premium on high standards in relation to both leadership and work ethic within our organisation.

We take our corporate responsibilities seriously and our priorities and actions in this area will see us attaining the highest possible standards with regard to accountability, governance and compliance with statutory obligations. We will also continue to develop our risk management structures.

Within this strategic area we also deem it critical that we provide modern, state-of-the-art facilities for all of our colleges and centres. In some instances this will require new buildings, extensions and/or renovations to existing facilities.

Strategic Goal 3: Our People Working Together

Throughout the consultation process, all of our partners affirmed the importance of building strong relationships. These will be critical if we are to realise our ambition to not only provide a welcoming and productive learning environment for our students but to also empower our staff to meet their commitments to the organisation and our wider community within a satisfying and rewarding work environment.

Our actions and priorities in this area will involve the development of a Continuous Professional Development (CPD) Policy. We will provide opportunities for all of our staff to participate in relevant CPD that will both enhance our service provision to students and learners and will allow staff to maximise their own potential.

We will seek to recruit and retain excellent staff and to provide a modern, progressive workplace, where employee wellbeing is of paramount importance. We aim to make WWETB a preferred place of employment in an increasingly competitive recruitment environment.

Strategic Goal 4: Partnerships and Collaborations

Our fourth strategic goal focuses on one of our most important roles within the education sector: fostering and developing lasting partnerships and collaborations. As a leader of education and training services across a wide geographic area and a wide spectrum of education and training settings, effective partnerships will be critical to our success.

These partnerships will include those within our own organisation, with different sections working together to maximise learner outcomes. We have a proven track record of working with other government-funded agencies, including the Department of Education and Skills, other government departments, local authorities, NEPS, TUSLA, NCSE and other education and training providers. We work closely with trade unions and business interests; we also work closely with learners and their parents/guardians.

WWETB will leverage its central role in this network of stakeholders to maximise the resources available to our learning communities and to ensure these resources are utilised efficiently.

Strategic Goal 5: Communications

Under this strategic goal we will work to enhance our internal and external communications systems and practices. The rapidly evolving world of communications technology that is such a defining feature of 21st century life presents many challenges and exciting opportunities for efficient communication within and between our diverse education and training communities.

We have prioritised the establishment of an effective and formalised communications structure that will support not only the dissemination of information but also the gathering of parent/guardian and learner feedback required for ongoing self-evaluation and development.

We will also work to develop a strong WWETB brand identity, both within the organisation and among the wider public, thereby promoting a stronger awareness of who we are and what we do.

Profile of WWETB

Waterford and Wexford Education and Training Board (WWETB) was established on 1 July 2013. It officially incorporated Solas Training Centres in Waterford and Wexford to its range of services on 1 January 2014. Since then WWETB has been providing a comprehensive range of education and training services throughout Waterford and Wexford and it is the largest education and training provider across both counties through Second-Level Colleges, Further Education Colleges, Further Education and Training Centres, an Outdoor Education and Training Centre, Adult Education programmes, Community Education initiatives and Youth Services delivering education and training programmes.

With over 1,600 staff WWETB is also a significant employer in the south-east and prides itself on being an employer of choice for prospective employees.



VISION

WWETB aims to lead learning through the delivery of high quality, inclusive, responsive and innovative education and training services in our community.



MISSION

WWETB's mission is to provide a wide range of education and training programmes, services and supports for children, young people and adults across the Waterford-Wexford region.

The core values that guide us in providing our services are:

1

RESPECT

What it means:

We treat others as we would expect to be treated ourselves, we assume positive intent, consider everyone to be of value and treat all with courtesy.

How it works:

We value diversity and challenge all stakeholders to consistently demonstrate empathy and fairness; to reward effort; and to treat all equally.

2

ACCOUNTABILITY

What it means:

We take full ownership of the delivery of the delegated responsibilities of our roles and the collective responsibility of the immediate and wider team, with a view to achieving the highest professional standards.

How it works:

Being professional; being loyal to the organisation; striving for results in an open, honest and transparent way; and being fully compliant with statutory responsibilities.

3

LEARNER FOCUS

What it means:

Our focus is on enabling our learners to maximise their potential.

How it works:

Staff working together to provide an inclusive, responsive, innovative, positive and supportive service for learners.

4

QUALITY

What it means:

We strive to deliver the highest standards with a view to maximising learner potential.

How it works:

Quality assurance is achieved through leadership; by 'raising the bar'; setting high standards with regard to work ethic and demanding them of others; and being dedicated, professional and results-oriented.



23,625 STUDENTS & LEARNERS



1,629
STAFF



2,152
COURSES

24

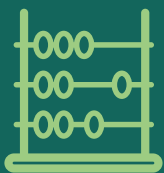
FURTHER
EDUCATION/
TRAINING
CENTRES

13

POST PRIMARY
COLLEGES
(INCL 1 PLC
COLLEGE)

3

COMMUNITY SCHOOLS
UNDER WWETB PATRONAGE



€100m

ANNUAL
BUDGET



392

COMPANIES
SUPPORTED



2

MUSIC
GENERATION
PROGRAMMES



30

APPRENTICESHIPS
SUPPORTED
(INCL 13 IN-HOUSE)



Supporting Our Staff

WWETB embraces its responsibilities with regard to supporting its staff and strives not only to be the preferred learning destination of our learners, but also a rewarding place to work. We are keenly aware that frontline staff in our colleges, centres and offices are central to the realisation of WWETB's vision. In this regard, WWETB aims to support its staff in their efforts to achieve their full potential and it is committed to the provision of continuing professional development opportunities for staff. WWETB also strives to ensure that staff wellbeing is at the forefront of its strategy to create a positive work environment.

Communications, Branding and Marketing

Given that WWETB is a relatively new organisation, this Strategy Statement places particular emphasis on the importance of building a strong reputation for the organisation, based on its record of leading learning through the delivery of high quality, inclusive, responsive and innovative education and training services. The positive impact that WWETB can have in its communities is significant and we will work hard to achieve the objectives set out in this Strategy Statement.

Relationships

Following extensive consultation with our stakeholders, it is clear that building and maintaining relationships should be at the core of our strategy and vision for the future; this view was expressed by students, learners, staff and management. Consequently,

WWETB places strong emphasis on the importance of facilitating the development of strong and mutually beneficial relationships at all levels of the organisation with a view to creating a strong and dynamic community which values the organisation's constituent parts.

Human Rights and Equality

Equality and human rights are central to our commitment to quality and high standards in the provision of education and training and in employment.

- WWETB will prioritise and respond to the needs and aspirations of the diverse communities and learners in our catchment area and of our staff;
- WWETB is committed to compliance in regard to its public sector duty (IHREC Act 2014) to eliminate discrimination, promote equality of opportunity and protect human rights in carrying out its functions;
- WWETB will embed a concern for equality and human rights in all its programmes and operations.

Music Generation

In 2017, WWETB secured significant funding for both County Waterford and County Wexford under the national Music Generation programme. This represents an opportunity to further develop and enhance educational provision for children from pre-school to upper secondary school age in both counties within a broad range of educational and youth service settings.



Governance and Legislative Framework

As set out in the Education and Training Boards Act 2013, Waterford and Wexford Education and Training Board is a local statutory, education and training authority. WWETB is governed by a board comprising twenty-one members. This includes twelve representatives from the local City and County Councils of Waterford and Wexford; two members elected from staff; two parent/guardian representatives; and five members with a special knowledge of education and training including a learner representative and a business representative. The work of the organisation is further supported by boards of management in each of WWETB's thirteen colleges.

In accordance with the reserved functions set out under Section 12(i) of the Act, WWETB has established a number of Committees to support its work. These are:

- Finance Committee
- Audit Committee
- Youth Work Committee
- Four Area Committees: West & Mid-Waterford, Waterford City & Tramore, South Wexford, North Wexford

The Strategy Statement for WWETB has been prepared in accordance with Section 27 of the ETB Act.

WWETB is governed by a Board of 21 members



The Education and Training Landscape in Ireland

Legislation and Regulation

At national level, education and training has been identified as a key priority by the government. The link between education and equality, as well as economic prosperity, is highlighted in the Programme for a Partnership Government 2016. Excellence and innovation in education and training are seen as key to enabling individuals to fulfil their potential and to ensuring our success as a country. In recent years, there have been a number of significant changes within education and training in Ireland. The Education and Training Boards Act 2013 led to the establishment of 16 Education and Training Boards (ETBs) as well as the introduction of a code of practice for governance of ETBs in 2015. An tSeirbhís Oideachais Leanúnaigh agus Scileanna (SOLAS) was established on foot of the Further Education and Training Act 2013, and The Qualifications and Quality Assurance (Education and Training) Act 2012 established Quality and Qualifications Ireland (QQI).

Policy Developments

A number of key factors are shaping provision in education and training in Ireland at present. In the Department of Education and Skills (DES) Action Plan for Education 2016–2019, specific reference is made to the implementation of the new Framework for Junior Cycle which establishes the teaching, learning and assessment practices associated with the junior-cycle programme. DEIS planning also has significant implications for opportunities and outcomes for those in communities at risk of disadvantage and social exclusion.

In the Further Education and Training (FET) sector, it is evident that change is also being driven by policy. The SOLAS Further Education Strategy 2016–19 and the SOLAS Corporate Plan 2017–19 aspire to the delivery of the best education and training service in Europe. In relation to methodologies, Education and Training Boards Ireland (ETBI), in partnership with SOLAS, recently published a strategy for technology-enhanced learning. A review of apprenticeships has led to the development of some new apprenticeships.

Socio-Economic Factors

As we emerge from the recession, Ireland's economy and labour market are changing. WWETB is working in a challenging environment in which it is required to deliver more with the available resources while also fulfilling its statutory obligations with regard to governance, compliance and reporting. The Public Service Reform Plan 2011 continues to have a major impact on the organisation and it will continue to affect some of the core functions of WWETB's organisational and financial services as we move towards shared services across the sector.

Technological Developments

Advances in information and communications technology are having a significant impact on education, training and administration. In recent years, there has been exponential growth in the use of wireless networks, cloud services, mobile devices and social media. The benefits and challenges of embedding technology and digital learning tools in the education and training sector are outlined in the Department's Digital Strategy for Schools 2015–2020 and SOLAS's Strategy for Technology Enhanced Learning for Further Education and Training 2016–2019.

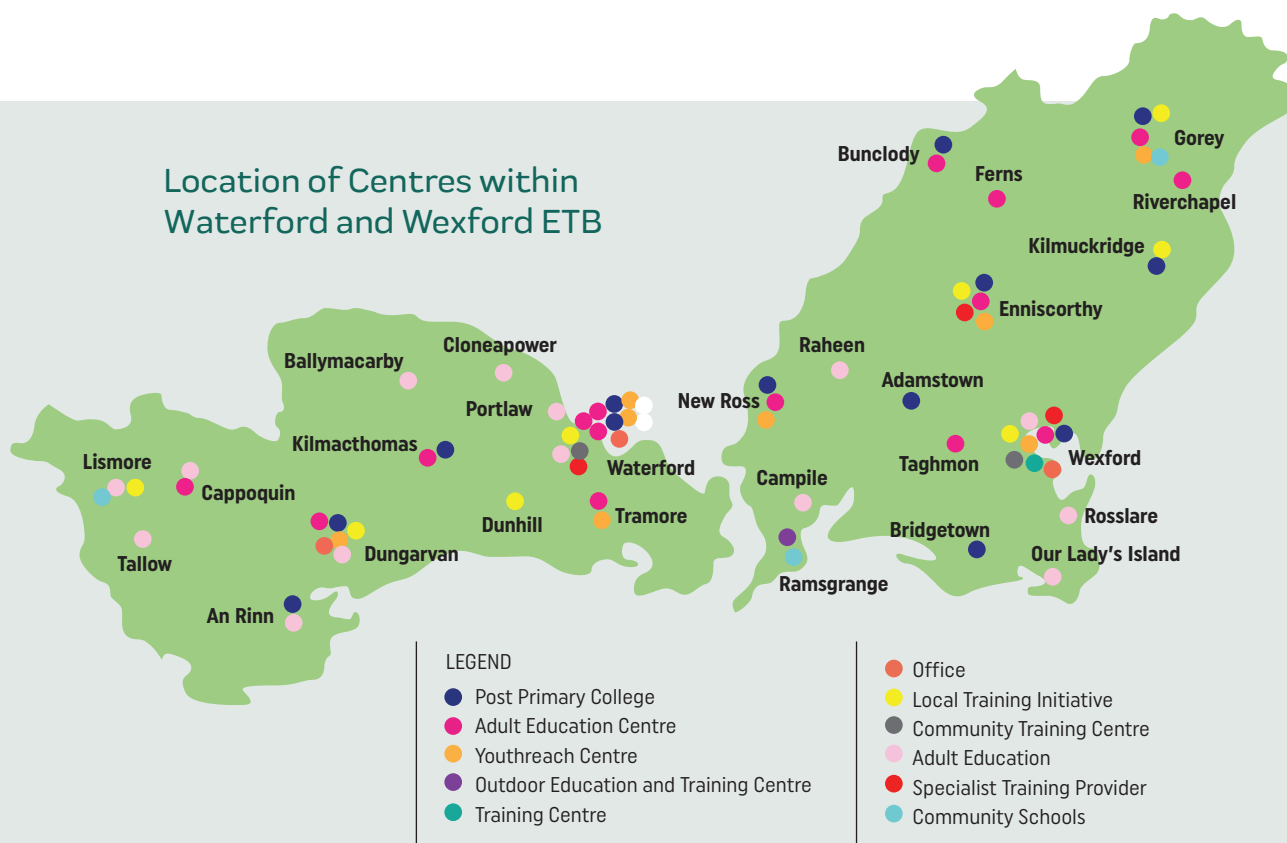
The Regional Perspective

In Waterford City and County, the Local Economic and Community Plan 2015–2020 (LECP) highlights the opportunity created through the amalgamation of Waterford City and County Councils to develop one vision for the region, a vision which would result in the region becoming a strong, sustainable and vibrant place in which to live, work and invest. Currently, only 18.6% of the population has a third level qualification or higher, compared with the national average of 24.6%. 16.2% have either no formal or only have primary level education. Waterford City and County has a relatively young population with 33% (23,580) under fourteen years of age. Although the Pobal HP index for Waterford indicates a broad range on the affluence/deprivation scale, Waterford's Metropolitan area is the second most deprived area in the south-east region, with twenty-nine of its thirty-seven electoral districts falling within the deprivation end of the scale. The overall unemployment rate for the county as a whole is above the national average and there are seven employment blackspots where unemployment is double the national average – five in Waterford City and two in the Tramore/Waterford City West area.

WWETB is well placed to respond to the challenges and opportunities which exist in the Waterford region in terms of education, training and lifelong learning and in terms of supporting the development of sustainable communities with a focus on social inclusion.

The Wexford Local Economic and Community Plan 2016–2021 (LECP) highlights the fact that 18.5% of those who completed their education in County Wexford, achieved the standard 'No Formal/Primary' and 20.7% were reported as having achieved 'Lower Secondary' (vs national averages of 15.2% and 16.6% respectively). Third level attainment in County Wexford is exceptionally low and currently stands at 20.9% - the third lowest in the State. With regard to employment, 17.2% of all employed persons commute out of County Wexford for work. In 2014, the total population classed as unemployed in County Wexford was 16,268 – an increase of 142% on the 2007 figure and one of the highest unemployment rates facing a local authority in Ireland in 2014.

Location of Centres within Waterford and Wexford ETB



Post Primary Colleges

- Bridgetown College
- Bunclody Vocational College
- Coláiste Abbáin
- Coláiste an Átha
- Coláiste Chathail Naofa
- Creagh College
- Enniscorthy Vocational College
- Kennedy College
- Meánscoil San Nioclás
- Selskar College
- St. Declan's Community College
- St. Paul's Community College

PLC College

- Waterford College of Further Education

Community Schools where WWETB are joint patrons

- Blackwater Community School
- Gorey Community School
- Ramsgrange Community School

Administration Centres

- Head Office, Ardcahan, Wexford
- Dungarvan Sub-Office
- Waterford Training Centre

Youthreach Centres

- Dungarvan
- Enniscorthy
- Gorey
- New Ross
- Subla Centre Waterford
- Tramore
- Waterford
- Wexford

Further Education and Training Centres

- Bunclody Further Education and Training Centre
- Cappoquin Further Education and Training Centre
- Dungarvan Further Education and Training Centre
- Enniscorthy Further Education and Training Centre
- Gorey Further Education and Training Centre
- Kilmacthomas Further Education and Training Centre
- New Ross Further Education and Training Centre
- Ozanam Street Further Education and Training Centre
- Tramore Further Education and Training Centre
- Wexford Adult Education Centre, Westgate, Wexford
- Wexford Further Education and Training Centre
- Dungarvan Adult Literacy Centre
- Railway Square Adult Education Centre, Waterford
- Waterford VTOS, Durands Court, Waterford
- WCFE VTOS, Burchall House, Waterford
- Waterford Training Centre
- Wexford Training Centre

Outdoor Education and Training

- Outdoor Education and Training Centre, Shielbaggan

In County Wexford, there is a lower than average number of households in higher socio-economic groups (employers and managers, higher professionals and lower professionals). Wexford has also witnessed the numbers of 'Non-Irish Nationals' increasing by 153% (+8,143) from 2002-2011. This rate of increase is higher than the national average of 143% and it represents a very significant challenge for service providers charged with promoting inclusivity and catering for cultural diversity.

The following Wexford needs and issues have been highlighted through the consultation process for the LECF and in the AIRO report:

- Educational attainment, lifelong learning, work readiness and access to employment
- Enhancing infrastructure and resource efficiency
- Growing the economy and attracting businesses
- Quality of life in County Wexford
- Social inclusion and sustainable communities
- Maximising the natural, built and cultural heritage of the county and developing the arts

WWETB is well placed to respond to; the needs and challenges identified in County Wexford in relation to educational attainment, lifelong learning, work readiness, access to employment, social inclusion and sustainable communities.

WWETB is represented on and works closely with steering committees and sub-committees of LCDC's in Waterford and Wexford, South-East Action Plan for Jobs, and South-East Regional Skills Forum. We also liaise closely with industry through membership of Chambers of Commerce and IBEC. Our Service to Business Unit supports hundreds of employers. Furthermore, we are represented on and work closely with Waterford Institute of Technology and Institute of Technology Carlow.

With the imminent enactment of the Technological Universities Bill, the drive towards regional development and jobs growth in the south-east is at a critical stage. It is expected that the establishment of a Technological University in the south-east will play a key role in driving job creation and regional development. The planned development centres on the creation of regional competitive advantage based on technological innovation and skills, research, and enterprise partnership. It presents exciting challenges and opportunities for WWETB in terms of determining its service offering and delivering excellent service to a range of stakeholders and communities.

Within the post-primary context, the publication of the Education (Admissions to School) Bill also presents important opportunities for WWETB colleges. Publication of the Bill delivers on a commitment in the Programme for Government to publish new school admissions legislation which places an onus on schools to publish school enrolment policies, to end waiting lists, introduce annual enrolment structures, and ensure transparency and fairness for pupils and their parents/guardians in relation to admissions. The Bill aims to make it easier for parents/guardians to enrol their children in a school that meets their needs. This is consistent with WWETB's aim to deliver learner-centred education in quality facilities that are a first choice option for students.

Youth Work

The Education and Training Board Act (2013), Section 10, outlines WWETB's legislative responsibility for Youth Work and tasks it with supporting the provision, coordination, administration and assessment of youth services.

WWETB's Youth Work Committee has developed a plan that establishes youth work as a non-formal educational process and a core part of lifelong learning. The plan seeks to develop closer links with other educational and training services including colleges, Youthreach centres, Community Training Centres and School Completion Programmes within WWETB. It also aims to develop closer links with inter-agency structures such as CYPSC and LCDC.

Currently, WWETB funds thirteen staff-led projects under Special Projects for Youth (SPY), Young People's Facilities and Services Fund (YPFSF) and Youth Information Service (YIS). In 2018, it is expected that WWETB will administer several staff-led projects currently being overseen by the HSE. WWETB plans to apply for both new and augmented projects under the Revised Youth Programme Funding model being rolled out by the Department of Children and Youth Affairs (DCYA).

There are currently around one hundred volunteer-led youth groups active in the WWETB area. Funding for these has historically been allocated through two separate schemes: the Annual Youth Service Grant in Waterford City, and the Local Youth Club Grant Scheme in counties Wexford and Waterford. From 2018, the groups will be funded under the Local Youth Club Grant Scheme.

Developing the Strategy Statement 2018 – 2022

This Strategy Statement is the result of a consultation process which has taken place throughout 2017. The research included both quantitative and qualitative data and analysis. WWETB has engaged with all stakeholder groups, thereby ensuring an inclusive process. The consultation phase consisted of meetings, focus group sessions, questionnaires and online surveys.

The following stakeholder groups were consulted as part of the development of the Strategy Statement.

Stakeholder Group	
Students in WWETB Colleges	Representatives of External Stakeholders including:
Parents/Guardians of WWETB Students	
Learners on Adult Education Programmes	
Teachers in WWETB Colleges	
Principals and Deputy Principals in WWETB Colleges	
Managers and Coordinators in WWETB FET Centres	
All WWETB Support Staff	
Boards of Management Members	
WWETB Members	

The final stage of the consultation process involved the circulation of drafts of the Strategy Statement to the stakeholder groups whose feedback informed the final version.

During the process vision and mission statements for WWETB were developed and attendant key strategic goals, priorities and actions were identified. The Strategy Statement will inform planning within WWETB for the period 2018–2022 and Annual Implementation Plans will reference the Strategy Statement and draw on the goals, actions and priorities therein.

Strategic Goals



1

STRATEGIC GOAL

To provide high quality education and training programmes for our students and learners. This will be achieved by ensuring accessibility and the provision of opportunities for our community to avail of excellence in teaching and learning.

Strategic Priority 1.1

The provision of high quality education and training programmes

Strategic Actions

-
- 1.1.1 Embed modern, progressive teaching, learning, and instruction methods including blended learning methodologies and technologies and formative instructive practices.

 - 1.1.2 Support good practice in teaching and learning in all our colleges and centres through continuing professional development (CPD).

 - 1.1.3 Develop a structure for subject-specific networks within WWETB where teachers can collaborate in the development of learning and teaching resources, interpretations of course/subject descriptors and share ideas, solutions and resources.

 - 1.1.4 Assist colleges in the roll-out of the new Junior Cycle Programme.

 - 1.1.5 Engage with the ongoing review of Senior Cycle programmes initiated by National Council for Curriculum and Assessment (NCCA) with a view to recommending areas for development in colleges and Youthreach centres.

 - 1.1.6 Strive to increase uptake of STEM subjects in colleges in line with the priority contained within the Department of Education and Skills Action Plan for Education.

 - 1.1.7 Provide high quality, modern and fit for purpose facilities for students, learners and staff, thereby maximising resources and supporting progression opportunities.

 - 1.1.8 Ensure the highest quality ICT infrastructure is in place, including high speed broadband, wireless networks, cloud based storage, internet usage protocols and policies.

Strategic Priority 1.2

To promote and support access for all learners

Strategic Actions

-
- 1.2.1 Focus on access and develop strategies that reduce barriers to participation in education and training and ensure equality of opportunity for all learners.

 - 1.2.2 Increase the number of relevant traineeships and the number of apprentices in training with WWETB, through enhanced engagement with local business, industry and statutory bodies.

 - 1.2.3 Enhance the provision of education and training services for refugees.

 - 1.2.4 Work with college and adult guidance counsellors to expand awareness of opportunities in third level education and in further education and training.

 - 1.2.5 Support the aims of the Department of Education and Skills 'Policy on Gaeltacht Education 2017-2022'.

STRATEGIC GOAL 1 CONTD.

- 1.2.6 In line with the Digital Strategy for Schools 2015-2020, and the TEL Strategy 2016-2019, develop and implement technology-enhanced teaching and learning across the organisation, and seek to identify areas where technology-enabled teaching and learning can decrease barriers to participation.
-
- 1.2.7 Introduce a restorative practice approach to managing conflict and contentious issues arising in colleges and centres.
-
- 1.2.8 Ensure equality of opportunity, experience and outcome for learners with additional learning needs, special educational needs or disabilities, so that they can avail of the full range of education and training opportunities that WWETB offers.
-
- 1.2.9 Encourage staff to take a pro-active approach to ensuring that learners' human rights and equality needs are met.

Strategic Priority 1.3

Quality-assured provision with high levels of achievement and accreditation by learners

Strategic Actions

- 1.3.1 Continue to support colleges and centres in their efforts to develop highly effective practice, using Inspection Reports and School Self-Evaluation Reports, in conjunction with 'Looking at Our Schools 2016'.
-
- 1.3.2 Embed subject planning, School Self-Evaluation (SSE), and school improvement planning in colleges and centres. Ensure compliance with the Professional Code of Conduct for Teachers in planning and implementing best practice in our colleges and centres.
-
- 1.3.3 Plan for the development of PLC courses by implementing the SOLAS response to the ESRI report (Study of PLC Programme Provision and Outcomes for Participants in PLC and Leaving Cert Programmes) and explore the most effective way for PLC students to get the best possible education and training outcomes including progression to third level education or employment.
-
- 1.3.4 Develop the WWETB Quality Assurance (QA) unit to support course development, innovation, data analytics and quality assurance across WWETB. In conjunction with QQI: prepare an Executive Self-Evaluation Report (ESER) and Quality Improvement Plan (QIP) which will support the development of a WWETB Quality Assurance Governance Board. Work with other accreditation bodies such as City & Guilds, Cidesco, Red Seal, etc. to develop innovative learning opportunities.

Strategic Priority 1.4

Promote and establish links between formal and non-formal education

Strategic Actions

- 1.4.1 Develop and implement a Youth Work Plan by compiling a comprehensive youth needs profile and developing a structure for the delivery of integrated provision of youth work services.

STRATEGIC GOAL 1 CONTD.

- 14.2 Support the provision of other services in the areas of highest need, where limited services currently exist.
-
- 14.3 Develop a model of best practice that links formal education and non-formal education (including School Completion Projects) to ensure a holistic approach when providing for young people, including those at risk of early school leaving.
-
- 14.4 Continue to develop links between our colleges and centres with Shielbaggan Outdoor Education and Training Centre, and the proposed new centre at Forth Mountain, Carrigfoyle, Wexford.
-
- 14.5 Actively work to ensure that Music Generation Wexford and Music Generation Waterford have a transformative impact on the lives of children within the community and embed music performance programmes in WWETB colleges and centres.
-
- 14.6 Supported by the 'Creative Ireland' programme and guided by the DES Arts in Education Charter (2013), to develop programmes which support the individuality, wellbeing and creative potential of young people in the community.
-

2

STRATEGIC GOAL

Development of Organisation Services: This will be achieved by ensuring we provide the highest quality leadership, executive and administrative supports to a motivated and highly skilled workforce enabling a high quality teaching and learning experience for learners and students.

Strategic Priority 2.1

Continued reform and development of organisational structure and design

Strategic Actions

-
- 2.1.1 Following the restructuring of the executive support services function across the four amalgamated organisations, work to consolidate the present structure with staff in permanent approved roles, pending the approved revised organisation design by DES.

 - 2.1.2 Work with DES and ETBI to develop a fit for purpose, properly staffed, corporate organisational design structure to meet current and future needs of our students/learners and organisation services. Fill necessary professional positions to ensure compliance with new and statutory functions.

 - 2.1.3 Ensure the inclusion of an approved ICT function to utilise cutting edge technologies to maximise learner attainment and promote ongoing modernisation across the organisation.

 - 2.1.4 Carry out a 'Skills Needs Analysis' for functions within a modern, fit-for-purpose education and training organisation and develop a plan for continuous professional development (CPD) and capacity building.

 - 2.1.5 Develop a coordinated structure for Further Education and Training (FET), and an associated Operational Plan, which will support the integration of WWETB FET functions, based around the concept of a 'team' approach to programme delivery and continuous improvement.

 - 2.1.6 Develop 'review and evaluation' systems to support innovation and continuous improvement in our customer services.

Strategic Priority 2.2

Efficiently managing and utilising all funding and payment models

Strategic Actions

-
- 2.2.1 Develop new accounting software systems and train managers and staff appropriately, to improve financial management reporting and budgeting for colleges. Prioritise the early implementation of online payment systems and automate processes such as part-time payroll and travel/subsistence payments.

 - 2.2.2 Develop a funding model for FET which is aligned to the SOLAS funding requirements and which adequately resources programmes, thereby meeting the needs of learners and providing improved budgeting and management reporting for FET.

 - 2.2.3 Achieve integrated centralised budgeting across all financial programmes.
-

STRATEGIC GOAL 2 CONTD.

Strategic Priority 2.3

Ongoing policy development and high standards of governance & compliance

Strategic Actions

- 2.3.1 Continue to prioritise the work of implementing robust governance across the organisation to achieve compliance with DES CL 18/15 (Code of Practice for the Governance of ETBs) and to meet audit and reporting requirements (C&AG, internal audit etc.).
-
- 2.3.2 The executive will work with the Chairperson of WWETB to ensure that the members of the Board of WWETB and all its committees have sufficient training, information and documentation to make informed reserved function decisions.
-
- 2.3.3 Establish and implement a procurement plan, an associated contracts database for the organisation and a structured contract management system to ensure value for money and compliance with national procurement guidelines.
-
- 2.3.4 Establish a database of policies and a process for reviewing, updating and approving policies on a systematic and rotational basis, with emphasis on the consultation and implementation phases.
-
- 2.3.5 Implement the principles of Scéim Teanga across the organisation.

Strategic Priority 2.4

Developing and implementing effective risk management structures

Strategic Actions

- 2.4.1 Embed a culture of risk management within the organisation and establish a Risk Management Team with responsibility for developing the Risk Management Business Plan, risk management training initiatives, and managing and reporting against the corporate, colleges and FET Risk Registers.
-
- 2.4.2 Develop Service Level Agreements and/or Memoranda of Understanding based on national and local needs with external agencies with whom we financially and strategically engage.
-
- 2.4.3 Implement an effective Health and Safety plan for the organisation, and engage with our colleges and centres, and our insurers, to minimise risk for users, contractors and customers of our organisation. Prioritise training for managers in the areas of health and safety awareness and expertise.

STRATEGIC GOAL 2 CONTD.

Strategic Priority 2.5

Infrastructure and buildings: Planning for current and future needs

Strategic Actions

- 2.5.1 Provide high quality new school buildings and/or large extensions for Selskar College, Waterford College of Further Education, Bridgetown College, Bunclody Vocational College, St. Paul's Community College, St. Declan's Community College, Meánscoil San Nioclás and Coláiste Chathail Naofa to meet modern educational needs.
-
- 2.5.2 Specific plans to be developed to detail current and proposed provision for a range of Further Education and Training programmes, including the development of a Youthreach centre for Gorey and new multiplex facilities in Wexford Town, Waterford City and Enniscorthy.
-
- 2.5.3 Develop strategic maintenance programmes for all colleges and centres.
-
- 2.5.4 Develop a new Outdoor Education and Training Centre at Forth Mountain, Carrigfoyle, Wexford in collaboration with Wexford County Council.
-
- 2.5.5 Work with Sustainable Energy Authority of Ireland (SEAI) to improve the energy performance of WWETB in support of the public sector energy efficiency strategy. Moving to paperless environment to be prioritised.
-

3

STRATEGIC GOAL

Our people working together: Create a positive working environment where well-qualified staff contribute to their maximum potential for the benefit of students and learners with due regard to the values of WWETB. This is centred on a culture of equality, respect and dignity in the workplace, continuous professional development, a 'can-do' attitude and an openness towards and respect for parents/guardians and co-operating external partners.

Strategic Priority 3.1 Continuing Professional Development

Strategic Actions

-
- 3.1.1 Develop a CPD policy for the organisation which supports the professional development of staff in general, prioritises areas of greatest need and includes a template for individual training plans.

 - 3.1.2 Prioritise opportunities for staff professional development for those with leadership roles and/or posts of responsibility within the organisation. Support and develop the potential for staff working with national ETBI networks for professional development.

 - 3.1.3 Work on the implementation of a Performance Management and Development System to enable opportunities for structured feedback.

 - 3.1.4 Promote the use of DES funded supports for teachers and school management, e.g. National Induction Programme for Teachers (NIPT), and services provided by the Teaching Council, Education Centres and the Centre for School Leadership.

 - 3.1.5 Develop an integrated and ETB-wide training and upskilling programme for all staff, which will include flexible on-line training that offers progression paths to participants to appropriate levels, including QQI certification and professional qualifications. Develop the use of networks/forums for sharing of knowledge, problem solving and sharing of resources.

 - 3.1.6 Develop a biannual Knowledge Exchange Forum for frontline volunteers and paid Youth Workers to share best practice.

 - 3.1.7 Develop capacity among our staff to include important 21st century skills in their programmes, including entrepreneurship, lifelong learning, digital skills and collaboration.

 - 3.1.8 Promote the realisation of our core values in the day-to-day work of our staff and to cultivate a strong sense of pride in the organisation among our staff and wider learning communities.

Strategic Priority 3.2 Providing for the recruitment and retention of high quality staff

Strategic Actions

-
- 3.2.1 Review all recruitment processes and develop appropriate systems and processes to ensure that they are serving the needs of the WWETB (e.g. online recruitment, timely advertising of posts).

 - 3.2.2 Develop and maintain a 'real time' area-based substitute teacher panel.

 - 3.2.3 Work with DES and internal stakeholders to develop a succession planning strategy to ensure continuity of service across the organisation.
-

STRATEGIC GOAL 3 CONTD.

- 3.24 Agree strategies for sourcing and recruiting teachers in an increasingly competitive job market including collaboration with Teacher Training Colleges. Ensure that recruited staff have the capacity and flexibility to carry out tasks in a modern workplace (e.g. IT skills, transversal skills) and that recruited staff respect the WWETB values highlighted in this Strategy Statement.
-
- 3.25 Explore opportunities for the awarding of postgraduate scholarships in critical subject areas.

Strategic Priority 3.3 Promoting a culture of health and wellbeing among staff

Strategic Actions

-
- 3.31 Develop initiatives to embed the culture of health and wellbeing at work. Actively encourage and support all staff in this regard. Work to ensure that the physical environment contributes to wellbeing at work.
-
- 3.32 Promote opportunities for all staff to avail of counselling services where appropriate to assist them in dealing and coping with difficult issues in the workplace.
-
- 3.33 Implement the WWETB statement of intent to demonstrate commitment to the principle of embedding equality and human rights in its work.
-
- 3.34 Ensure that annual retirement planning programmes are available to staff and recognition is given to staff on their retirement for service to the organisation.
-
- 3.35 Introduce initiatives and activities to promote team building and cross-organisational awareness at all levels across the organisation (e.g. 'In Harmony' Student and Staff Concert, WWETB Athletics Competition).
-

4

STRATEGIC GOAL

To foster and develop lasting partnerships and collaborations by being represented, and working well at national, regional and local level with relevant statutory bodies, agencies, business interests, trade unions, community groups and the voluntary sector.

Strategic Priority 4.1

Continued and enhanced strategic networking

Strategic Actions

- 4.1.1 Develop protocols to engage with government departments and agencies, local authorities, employer and employee representative bodies, trade unions and other stakeholders.

- 4.1.2 Nominate staff and/or members as appropriate to represent WWETB on external bodies and ensure an appropriate reporting procedure is in place.

- 4.1.3 Ensure that all agreements entered into by staff on behalf of WWETB with external agencies are agreed in advance with Senior Management.

- 4.1.4 Confirm and record all authorised documentation involving interactions with external agencies in a central library of resources.

Strategic Priority 4.2

Effective collaboration with statutory bodies and agencies

Strategic Actions

- 4.2.1 Collaborate with Department of Education and Skills, SOLAS, Department of Children and Youth Affairs, Department of Social Protection, TUSLA, Department of Justice and Equality, NEPS, NCSE, to ensure we work in accordance with national policy and to maximise resources for WWETB's mission.

 - 4.2.2 Collaborate closely with both Waterford City and County Council and Wexford County Council, to ensure local and regional alignment and co-operation about local priorities under the remit of WWETB.

 - 4.2.3 Collaborate with relevant regional forums to contribute to the ongoing development of the education and training sector (e.g. Local Community Development Committees, South East Regional Skills Forum, South-East Action Plan for Jobs).

 - 4.2.4 Foster and enhance closer collaboration with third level institutions particularly Waterford Institute of Technology and Institute of Technology Carlow in matters of mutual interest, including progression opportunities for students, the sharing of resources and exploration of solutions to teacher shortages in certain subject areas.
-

STRATEGIC GOAL 4 CONTD.

Strategic Priority 4.3

Effective collaboration with community and business interests

Strategic Actions

- 4.3.1 Actively seek out opportunities for community engagement to promote WWETB as a patron of Community National Schools across the region.

- 4.3.2 Develop and enhance relationships with local primary schools.

- 4.3.3 Establish a WWETB Parents' Forum and a Parents' Council in each WWETB college. Encourage parents/guardians to participate in relevant college activities and to integrate into the college community.

- 4.3.4 Explore opportunities for colleges to support their local communities through the utilisation of college buildings and facilities out of hours (e.g. for homework clubs, parent groups etc.).

- 4.3.5 Collaborate with business and industry interests including IBEC, Chambers of Commerce, IFA, Rotary Alliance, SICAP, LEADER, Youth Services and sporting organisations to ensure the relevance of our education and training programmes and to provide opportunities for students and learners.

- 4.3.6 Enter into partnerships with business and industry interests to identify and provide relevant upskilling programmes for current members of the workforce.

5

STRATEGIC GOAL

To develop effective internal and external communication. This will be achieved by providing a clear strategy, supported by a dedicated Communications Team, appropriate resources and development and awareness of the WWETB brand.

Strategic Priority 5.1

To provide targeted, accurate, clear and consistent information in a timely manner

Strategic Actions

-
- 5.1.1 Implement a communications structure including a steering group and a communications coordinator that will support the communications strategy.

 - 5.1.2 Provide the necessary resources to support the communications strategy, including training and financial support.

 - 5.1.3 Develop an Annual Communications Plan linked to the strategic objectives.

 - 5.1.4 Develop mechanisms for inviting and responding to feedback from learners, staff and external stakeholders.

 - 5.1.5 Standardise the WWETB website and college/centre websites, and manage the website and social media content to ensure that it is up-to-date and of high quality.

 - 5.1.6 Use appropriate and innovative technologies, including social media for effective and rapid communication.

Strategic Priority 5.2

To develop more effective internal communications mechanisms

Strategic Actions

-
- 5.2.1 Develop an intranet site for staff information and knowledge sharing.

 - 5.2.2 Develop an Internal Communications Calendar.

 - 5.2.3 Develop guidelines for staff to ensure clear and consistent internal communications, including best practice with regard to the use of a range of channels (newsletters, digital media, intranet, face-to-face communication, email, etc.) to deliver messages and information.

 - 5.2.4 Develop opportunities for more frequent face-to-face communication between executive staff and principals/senior managers in colleges and centres.

 - 5.2.5 Foster a strong sense of community among staff who work within WWETB.

 - 5.2.6 Foster the idea of community among learners, most especially our adult learners who are involved in small class groups.

 - 5.2.7 Develop mechanisms for keeping students, learners and parents/guardians up to date with achievements and developments within WWETB.
-

STRATEGIC GOAL 5 CONTD.

Strategic Priority 5.3

To develop more effective external communications mechanisms

Strategic Actions

- 5.3.1 Organise a series of information events for key external stakeholders, including media, employers and learners.

- 5.3.2 Develop a complete list of all courses on offer and ensure it is updated as necessary and easily accessible online.

- 5.3.3 Attendance by key staff at public exhibitions in the region with good quality displays and promotional material.

- 5.3.4 Promote information about activities of WWETB at school and centre public events such as graduations, launches and end of year events.

Strategic Priority 5.4

To enhance our branding and marketing of WWETB

Strategic Actions

- 5.4.1 Develop and implement a branding and marketing strategy for the organisation, including the development of a suite of promotional material to promote the services of WWETB.

 - 5.4.2 Deliver a strong brand identity for the organisation, backed up by a set of brand guidelines.

 - 5.4.3 Establish an organisation-wide team with responsibility for media activity, supported by appropriate training and implementation of guidelines.

 - 5.4.4 Organise post-primary and further education and training conferences in the region.
-

Implementation and Monitoring

The goals, priorities and actions outlined above will form the basis of Annual Implementation Plans that will be developed for WWETB (to be reviewed regularly). This detailed work programme will be developed in consultation with colleges, centres and support services of WWETB and will outline agreed Performance Indicators, which will be used to monitor progress against the Strategy Statement.





Appendices

1. WWETB Board and Committee Members	36
2. WWETB Colleges and Centres	37
3. WWETB Participation on External Committees and Structures	38
4. List of Abbreviations	39

Appendix 1

WWETB: BOARD MEMBERS

Elected by Waterford City and County Council

Cllr Mary Roche
Cllr Lola O'Sullivan
Cllr Pat Nugent
Cllr Michael J O'Ryan (Vice-Chairperson)
Cllr Tom Cronin

Elected by Wexford County Council

Cllr Barbara-Anne Murphy
Cllr Malcolm Byrne
Cllr Kathleen Codd-Nolan
Cllr Jim Moore (Chairperson)
Cllr Mary Farrell
Cllr Ger Carthy
Cllr Fionntán Ó'Súilleabháin

Staff Members

Ms Nessa Murphy
Mr Geoffrey Collins

Parent Members

Ms Finola Walsh
Mr David Doyle

Nominated from Bodies Specified

Mr Mark Fitzgerald	IBEC
Mr John Evoy	AONTAS
Ms Mary Ryan	JMB/ACCS/NAPD
Mr John Wall	AHEAD
Ms Áine Uí Fhoghlú	FORAS NA GAEILGE

WWETB's four Area Committees are supported by staff who attend in an advisory capacity:

Senior Management Team Representative
Principals of Post Primary Schools
Further Education and Training Representatives
Youth Services Representative

WWETB: COMMITTEES MEMBERS

Finance Committee

Mr Michael Veale (Chairperson)
Ms Anne Murray
Mr Padraig Hall
Mr David Doyle
Cllr Pat Nugent

Audit Committee

Mr Eddie Breen (Chairperson)
Ms Elaine Sheridan
Mr John Cuddihy
Cllr Kathleen Codd-Nolan
Cllr Ger Carthy
Cllr Michael J O'Ryan

Youth Work Committee

Cllr Mary Roche (Chairperson)	Mr Alan Byrne
Mr Geoffrey Collins	Ms Alison Parle
Mr David Doyle	Ms Róisín Hurney
Ms Mary Halligan	Ms Sophie O'Connor
Ms Gail O'Sullivan	Mr Sean Cooke
Ms Julie Somers	Mr Kieran Donohoe

West & Mid-Waterford Area Committee

Cllr Michael J O'Ryan (Chairperson)
Cllr Pat Nugent
Cllr Tom Cronin
Mr Geoffrey Collins
Ms Áine Uí Fhoghlú

Waterford City & Tramore Area Committee

Cllr Lola O'Sullivan (Chairperson)
Ms Mary Ryan
Cllr Mary Roche
Mr John Wall
Mr Mark Fitzgerald

South Wexford Area Committee

Cllr Ger Carthy (Chairperson)
Ms Nessa Murphy
Cllr Jim Moore
Mr David Doyle
Mr John Evoy

North Wexford Area Committee

Cllr Barbara Ann Murphy (Chairperson)
Cllr Mary Farrell
Cllr Kathleen Codd-Nolan
Cllr Fionntán Ó Suilleabháin
Cllr Malcolm Byrne

Appendix 2

WATERFORD AND WEXFORD COLLEGES AND CENTRES

Post Primary Colleges

Bridgetown College, Bridgetown, Co Wexford
Bunclody Vocational College, Co Wexford
Coláiste Abbain, Adamstown, Co Wexford
Coláiste an Átha, Kilmuckridge, Co Wexford
Coláiste Chathail Naofa, Dungarvan, Co Waterford
Creagh College, Gorey, Co Wexford
Enniscorthy Vocational College, Co Wexford
Kennedy College, New Ross, Co Wexford
Meánscoil San Nioclás, An Rinn, Co Waterford
Selskar College, Wexford Town
St. Declan's Community College, Kilmacthomas, Co Waterford
St. Paul's Community College, Waterford City

PLC College

Waterford College of Further Education, Waterford City

Community Schools where WWETB are joint patrons

Blackwater Community School, Co Waterford
Gorey Community School, Co Wexford
Ramsgrange Community School, Co Wexford

Outdoor Education and Training Centre

Outdoor Education and Training Centre, Shielbaggan, Ramsgrange, New Ross, Co Wexford

Youthreach Centres

Dungarvan Youthreach, Rinnasillogue Place, Dungarvan, Co Waterford
Enniscorthy Youthreach, Spring Valley, Enniscorthy, Co Wexford
Gorey Youthreach, The Avenue, Gorey, Co Wexford
New Ross Youthreach, Butlerland, Co Wexford
Youthreach Subla Centre, Lacken Road Business Park, Waterford
Tramore Youthreach, Seapoint Business Park, Tramore, Co Waterford
Waterford Youthreach, O'Connell Street, Waterford
Wexford Youthreach, Whitemill Industrial Estate, Wexford

Education and Training Centres

Bunclody Further Education and Training Centre, Ryland Road, Bunclody, Co Wexford
Cappoquin Further Education and Training Centre, Cappoquin Community Centre, Cappoquin, Co Waterford
Dungarvan Further Education and Training Centre, Wolfe Tone Road, Dungarvan, Co Waterford
Enniscorthy Further Education and Training Centre, Weafer Street, Enniscorthy, Co Wexford
Gorey Further Education and Training Centre, Gorey Civic Centre, The Avenue, Gorey, Co Wexford
Kilmacthomas Further Education and Training Centre, Union Road, Kilmacthomas, Co Waterford
New Ross Further Education and Training Centre, Butlerland, New Ross, Co Wexford
Ozanam Street Further Education and Training Centre, Waterford City
Railway Square Adult Education Centre, Waterford City
Tramore Further Education and Training Centre, Seapoint Business Park, Tramore, Co Waterford
Waterford Training Centre, Waterford Industrial Park, Cork Road, Waterford City
Waterford VTOS, Durands Court, Waterford City
Wexford Adult Education Centre, Westgate, Wexford
Wexford Training Centre, Whitemills North Industrial Estate, Wexford
Wexford Further Education and Training Centre, Ardavan, Wexford

Appendix 3

WWETB PARTICIPATION ON EXTERNAL COMMITTEES AND STRUCTURES

Adult and Further Education and Training Forum	SOLAS Contracted Training National Steering Group
Adult Education Officers Association	SOLAS ICT Working Group
Books4Babies Wexford	South Eastern Regional Action Plan for Jobs Steering Committee
Children and Young Peoples Services Committee (CYPSC Wexford)	South Eastern Regional Skills Forum Steering Committee
Clodiagh House Inter Agency Group	Training Centre Managers Forum
Co Waterford Community Childcare Facility	Treo
Co Wexford Education Network	Validation Policy Implementation Working Group
Comhairle na nÓg - Waterford Steering Group	Version 4 Apprenticeship Review Group
Comhairle na nÓg - Wexford Steering Group	Waterford Age Friendly Alliance
CYPSC Waterford	Waterford Area Partnership Board
CYPSC Waterford: Adolescence in the Community Sub-group	Waterford Area Partnership Employer Network
CYPSY Education Committee	Waterford Arts and Heritage Community Employment
Digital Sales and Marketing for Small Business Working Group	Waterford Chamber of Commerce
DSP and Waterford Chamber Skillnet	Waterford County and City Council – Creative/Artistic Committee
Dungarvan Community Youth Project Advisory Body	Waterford Employer Network
Engineering Career Traineeship Working Group	Waterford LCDC Skills Enhancement Group
ETBI FET Apprenticeship Group	Waterford Leadership Partnership
ETBI Finance Forum	Waterford Local Employment Service
ETBI ICT Working Group	Waterford Restorative Practice Network
ETBI QA Forum	Waterford Social Enterprise Network
ETBI View V4 Review Group	Waterford South Tipp Community Youth Service DAY Project
FLAG - Fisheries Local Action Group	Waterford Traveller Interagency
HSCL Wexford	Waterford Womens Centre
IBEC South Eastern Steering Committee	Waterford Youth Arts
Irish Youth Officers Association (IYOA)	West Waterford Area Planning Group
LCDC Skills Enhancement Sub-Group	Wexford Age Friendly Alliance
Local Community and Development Committee (LCDC) Waterford	Wexford Breakfast Network
Local Community and Development Committee (LCDC) Wexford	Wexford Interagency Group for Refugee Resettlement Programme
National Adult Literacy Forum	Wexford Local Development Board
Phase 4 and Phase 6 Implementation Planning Group	Wexford Local Development Education and Training Sub-committee
Pilot Traveller Roma Health/Social Care Programme	Wexford Public Participation Network
REACH - Resources Enterprise Arts Crafts Heritage Sector Waterford	Wexford Restorative Practice Partnership Steering Group
Refugee Inter-Agency Forum Waterford	Wexford Traveller Interagency Group
Refugee Inter-Agency Forum Wexford	Work Experience Review Working Group
Restorative Practice Ireland QA Team	World Skills Council
RPL Practitioners Network	Youthreach and CTC Evaluation Advisory Group

Appendix 4

ABBREVIATIONS

NEETs	(Young People aged 15–24) Not in Employment, Education or Training
AIRO	All-Island Research Observatory
SOLAS	An tSeirbhís Oideachais Leanúnaigh Agus Scileanna
TUSLA	Child and Family Agency
CYPSC	Children and Young People’s Services Committee
CFE	College of Further Education
CC	Community College
CPD	Continuous Professional Development
DEIS	Delivering Equal Opportunity in Schools
DES	Department of Education and Skills
ESRI	Economic and Social Research Institute
EAL	English as an Additional Language
ESOL	English for Speakers of Other Languages
ESER	Executive Self-Evaluation Report
FÁS	Foras Áiseanna Saothair
FET	Further Education and Training
FETAC	Further Education and Training Awards Council
HSE	Health Services Executive
HEA	Higher Education Authority
HSCL	Home School Community Liaison
ICT	Information and Communications Technology
ITABE	Intensive Tuition in Adult Basic Education
IBEC	Irish Business and Employers Confederation
IFA	Irish Farmers’ Association
IHREC	Irish Human Rights and Equality Commission
IPB	Irish Public Bodies
JCPA	Junior Cycle Profile of Achievement
LLN	Language, Literacy and Numeracy
LEADER	Liaison Entre Actions pour Développement de l’Économie Rurale
LCDC	Local Community Development Committee
LDC	Local Development Company
LECP	Local Economic Community Plan
LTI	Local Training Initiative
NCCA	National Council for Curriculum and Assessment
NCSE	National Council for Special Education
NEPS	National Educational Psychological Service
NFQ	National Framework of Qualifications
NIPT	National Induction Programme for Teachers
OSD	Organisation Support and Development
OEC	Outdoor Education Centre
PE	Physical Education
PLC	Post Leaving Cert
QQI	Quality and Qualifications Ireland
QA	Quality Assurance
QIP	Quality Improvement Plan
SSE	School Self-Evaluation
STEM	Science, Technology, Engineering and Mathematics
SICAP	Social Inclusion and Community Activation Programme

ABBREVIATIONS contd.

SEN	Special Educational Needs
SWS	Supported Wages System
SEAI	Sustainable Energy Authority of Ireland
TEL	Technology Enhanced Learning
TL21	Transfer Learning Programme
VEC	Vocational Education Committee
VTOS	Vocational Training Opportunities Scheme
WWETB	Waterford and Wexford Education and Training Board
WCCC	Waterford City and County Council
WCFE	Waterford College of Further Education
WIT	Waterford Institute of Technology
WLP	Waterford Leader Partnership
WCC	Wexford County Council
WLD	Wexford Local Development
YPFSF	Young People's Facilities and Services Fund





wwetb

Bord Oideachais agus Oiliúna
Phort Láirge agus Loch Garman
*Waterford and Wexford
Education and Training Board*

Waterford and Wexford
Education and Training Board
Ardcavan Business Park
Ardcavan
Wexford
Y35 P9EA
Phone: 053 9123799

Bord Oideachais agus Oiliúna
Phort Láirge agus Loch Garman
Páirc Gnó Ard Chaomháin
Ard Chaomháin
Loch Garman
Y35 P9EA
Fón: 053 9123799

www.waterfordwexford.etb.ie