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

Waterford and Wexford Education and Training Board

SERVICE PLAN
2026

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



As Chairperson of Waterford and Wexford Education and Training Board (WWETB), I am pleased to introduce our Service Plan for 2026. Over the past year, our Board, working closely with the Executive, has continued to provide steady guidance as we progress the priorities set out in our Strategy Statement 2023–2027. This leadership has helped ensure that WWETB remains focused, consistent in purpose, and well positioned to support learners and communities across Waterford and Wexford.

The 2026 Service Plan places a strong emphasis on delivery. It outlines our key actions for the year ahead as we remain committed to providing high-quality, inclusive, and innovative education and training opportunities across Waterford and Wexford. While the plan provides a clear direction, WWETB remains agile and responsive, ensuring it can continue to meet the changing needs of our learners, communities, and the wider region.

I would like to acknowledge the dedication of the Board, whose ongoing leadership supports our ambition and progress. I also extend my sincere thanks to our staff and the many partners and stakeholders who contribute tirelessly to our work. Together, we remain focused on delivering meaningful, high-impact educational services that support learning, growth, and opportunity throughout our communities.

Cllr Lola O'Sullivan
Chairperson

2. Foreword by the Chief Executive



I am pleased to present the 2026 WWETB Service Plan**.** While the Service Plan continues to meet the statutory requirements of the Education and Training Boards Act 2013, it also serves a critical role as we focus on the implementation of our five-year Strategic Statement (2023–2027).

With the strategy now moving into a mature phase, 2026 will be characterised by consolidation, delivery, and visible progress across all of our priority areas: Quality, Schools and FET Colleges of the Future, Communications and Marketing, Health and Wellbeing, Climate Action and Sustainability, and Technology-Enhanced/Digital Learning. These pillars are now firmly embedded in the organisation's operational planning and culture, guiding the decisions and developments that will shape our future.

Our Board, in place since 2024, is now well established and continues to provide robust oversight, direction, and support as we work collectively to realise our strategic ambitions.

The past year also saw changes within our senior leadership team. I acknowledge the contributions of Alan Quirke and Lindsay Malone who departed in 2025 after supporting significant organisational development and transformation. Their work has contributed to the strong foundations on which we now build.

Looking ahead, 2026 presents exciting new opportunities. Amongst them is our collaborative work with SETU on the development of a new tertiary campus for Wexford—a project that has the potential to transform educational access, regional skills pipelines, and economic development across the southeast. We will continue to progress this initiative throughout the year, ensuring that planning, consultation, and partnership structures are firmly in place to support its successful realisation.

Our core values of Respect, Accountability, Quality, Sustainability, and Learner Focused remain central to the culture we are building. They guide how we work, how we lead, and how we deliver for our learners and communities.

I wish to extend my sincere thanks to all WWETB staff for their dedication, professionalism, and commitment to excellence across all of our services. Our work is strengthened by the invaluable partnerships we maintain with organisations, communities, and stakeholders throughout Waterford and Wexford, and we look forward to deepening those collaborations in the year ahead.

As we enter 2026 with a mature strategy, a strong governance structure, and an organisation fully focused on delivery and progress, I am confident that we will continue to build on our achievements and seize the opportunities that lie ahead.

Karina Daly

Dr. Karina Daly
Chief Executive

3. Profile/Background 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 into its range of services on 1 July 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 primary-level education, special education, second-level colleges, Further Education and Training Colleges and Centres, an Outdoor Education and Training Centre, and Youth Services delivering education and training programmes. With 1746 staff, WWETB is also a significant employer in the South-East and prides itself on being an employer of choice for prospective employees.

The WWETB Strategy Statement 2023-2027 outlines the following core values:

Core Values		
Respect	**What it means**	**How it works**
	We treat all others as we would expect to be treated ourselves, we assume positive intent, treat everyone equitably and with courtesy.	Valuing diversity, demonstrating empathy, fairness and rewarding effort and treating all equitably.
Accountability	We take full ownership for the delivery of the delegated responsibilities of our role, and we hold ourselves and those that we work with to the highest professional standards.	Being professional, driving for results in an open, honest and transparent way.
Learner Focused	We place the learner at the core of everything we do.	Being inclusive, supportive, respectful, responsive, innovative and caring.
Quality	We strive for continuous quality enhancement in the delivery of our services. We review and monitor the delivery of our services against the highest standards for ourselves and others in the pursuit of maximising the learner's potential.	Striving to be leaders, demanding higher expectations of ourselves, being dedicated and professional with a focus on outcomes.
Sustainability	We strive to inspire behavioural change and embed sustainability in the way we teach and in the way we work.	Staff and learners working together to embed sustainability in everything we do – towards a better future for all.

3.1 Geographical Map of WWETB



3.2 Location of WWETB Services

WWETB Locations 2026
Community National School
Kilnamanagh Community National School, Wexford
Special School
Gorey Hill, Co. Wexford
Post Primary and PLC Education
Bridgetown College, Co. Wexford
Bunclody Community College, Co. Wexford
Coláiste Abbáin, Adamstown, Co. Wexford
Coláiste an Átha, Kilmuckridge, Co. Wexford (incl. PLC)
Creagh College, Gorey, Co. Wexford
Dungarvan College - Coláiste Dhún Garbhán (incl. PLC)
Enniscorthy Community College, Co. Wexford (incl. PLC)
Kennedy College, New Ross, Co. Wexford

Meánscoil San Nioclás, Waterford
Selskar College, Wexford Town (incl. PLC)
St Declan's Community College, Kilmacthomas, Co. Waterford
St Paul's Community College, Waterford
Waterford College of Further Education *PLC Only*
Further Education and Training Centres*
Bunclody Further Education and Training Centre, Wexford
Cappoquin Further Education and Training Centre, Waterford
Dungarvan Further Education and Training Centre, Waterford
Durand's Further Education and Training Centre, Waterford
Enniscorthy Further Education and Training Centre, Wexford
Gorey Further Education and Training Centre, Wexford
FabLab Enniscorthy, Wexford
FabLab New Ross, Wexford
Kilmacthomas Further Education and Training Centre, Waterford
Lismore Further Education and Training Centre, Waterford
Michael Street Further Education and Training Centre, New Ross, Wexford
New Ross Further Education and Training Centre, Wexford
NZEB (Nearly Zero Energy Building) Enniscorthy, Wexford
Ozanam Street Further Education and Training Centre, Waterford
Railway Square Further Education and Training Centre, Waterford
Seandún Further Education and Training Centre, Dungarvan, Waterford
Tramore Further Education and Training Centre, Waterford
Wexford College of Further Education and Training, Whitemill, Wexford
Whitemill Further Education and Training Centre, Wexford
Training Centres
Kilcohan Training Centre, Waterford
Waterford Training Centre, Waterford
Wexford Training Centre, Wexford
Outdoor Education and Training
Bunclody Outdoor Education and Training Centre, Adventure Hub, Wexford
WWETB Dungarvan Adventure Hub, Waterford
Shielbaggan Outdoor Education and Training Centre, Wexford
Youthreach Centres
Dungarvan Youthreach, Waterford
Enniscorthy Youthreach, Wexford
Gorey Youthreach, Wexford
New Ross Youthreach, Wexford

Subla Youthreach, Waterford City
Tramore Youthreach
Waterford Youthreach
Wexford Youthreach
Administrative Offices
Ardcavan, Wexford
Dungarvan, Waterford
Waterford Training Centre
Community Schools (where WWETB are joint patrons)
Blackwater Community School, Lismore, Waterford
Gorey Community School, Wexford
Ramsgrange Community School, Wexford

* Further Education and Training Centres include some or all of the following programmes: VTOS, BTEI, Adult Literacy, Community Education & Refugee/Asylum seekers programmes.

3.3 The Regional Perspective Update

The WWETB Strategy Statement 2023-2027 outlines our priorities for development. We have been successful in securing funding for major infrastructural projects in Waterford and Wexford, including a new building for carpentry and joinery in the Waterford Training Centre campus which is due to be completed in 2026. In 2025 WWETB also opened phase 2 of building 2 in the Waterford Training Centre Campus. These buildings will cater for increased numbers of courses and learners in apprenticeships, traineeships, retrofitting and many other courses to support regional upskilling.The standard of the facilities provided to our students and learners will continue to improve as we invest in our infrastructure.

WWETB is committed to its responsibilities for energy and carbon reduction by 2030 and has secured funding for a number of energy efficiency projects in 2026.

In 2025 Waterford officially launched its status as a UNESCO Learning City, marking a major step in the region's long-standing commitment to lifelong learning and educational inclusion. WWETB is proud to have collaborated on this initiative with key partners, South East Technological University (SETU) and Waterford City and County Council, who together spearheaded the initiative. Furthermore, WWETB partners with many industries in the region and these partnerships are going from strength to strength.

The following major education and further education and training projects remain priorities for WWETB:

- New education campus at Ballynagee, Wexford town, with a 1000-pupil replacement school for Selskar College and a 16-classroom primary school for Educate Together, both schools with Special Education Needs specialist facilities.
- Major extensions projects for Bunclody Community College and Bridgetown College.
- New large scale accommodation projects for Coláiste Abbáin, Adamstown and Coláiste an Átha, Kilmuckridge, St. Declan's Community College, Kilmacthomas, St. Paul's Community College in Waterford City, Meánscoil San Nioclás in An Rinn and Dungarvan College-Coláiste Dhún Garbhán.
- Planning for a new Further Education and Training College in Waterford City located at the present South East Technological University (SETU) College Street site when those facilities

are vacated by SETU.

- Planning for a new centre of excellence for Nearly Zero Energy Buildings (NZEB) training and other green skills programmes e.g., heat pump and ventilation skills in collaboration with Wexford County Council and the High-Performance Buildings Alliance (HPBA).
- Relocation of Shielbaggan Outdoor Education and Training Centre to Forth Mountain for water-based activities and training.
- Progressing plans for the development of a new tertiary campus with SETU on a shared campus at Ballynagee, Wexford.

4. Strategy Statement

4.1 Vision and Mission

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.

4.2 WWETB Strategic Goals

The Strategy Statement sets out six key strategic goals and a range of subsequent priorities and actions that guide the organisation's work in realising its vision and mission statements.

In articulating our strategic goals, we have looked beyond the lifetime of this Strategic Statement. We have agreed statements of intent - where we aspire to be by the year 2030. Our plans are, in equal measure, ambitious, and achievable.



Strategic Goal 1: Quality
By 2030, Quality is embedded in everything that we do. WWETB has a robust structure and governance model in place to manage quality across all areas. We recruit highly and appropriately qualified staff to deliver education and training, and we provide access to Professional Learning and Development opportunities to enhance their professional practice. Through consultation, we know that our staff feel that it is important for WWETB to demonstrate *how* it achieves quality and what measures we put in place to assure quality. Everything matters – especially the small things. We have empowered staff to manage quality across the organisation. Quality is now a fundamental part of our culture.

Why? The reputation of WWETB centres on the quality of our education and training. We are striving to enhance our reputation by putting measures in place to demonstrate that quality is embedded in everything that we do – our education, training, the recruitment of our staff, our support systems and our levels of customer service.

Strategic Goal 2: Schools and FET Colleges of the Future
By 2030, WWETB has state-of-the-art facilities for our staff and students/adult learners. WWETB has worked closely with the Department of Education, SOLAS and the Department of Further and Higher Education, Research, Innovation and Science (DFHERIS) to ensure that there is appropriate and significant investment in our physical infrastructure. We now have facilities across Waterford and Wexford that our staff are proud of and in which our students/adult learners are inspired to learn. Within the counties of Waterford and Wexford, we have brought Further Education and Training (FET) provision together where it makes sense to do so. We have flexible teaching and learning spaces, and our colleges and centres have become important hubs in their communities. We have looked beyond the confines of the physical infrastructure in our strategy, knowing however that our facilities are important hubs and meeting places for students/adult learners, who build friendships and connections through social and cultural interactions. We have developed our facilities in line with the broader green agenda and we have been to the fore in innovation in this regard.

Why? Our ambition is to create optimal learning environments, and flexible pathways through our programmes and beyond. We know that quality facilities enhance quality learning.

Strategic Goal 3: Communications and Marketing
By 2030, WWETB is renowned across Waterford and Wexford for our delivery of quality education and training programmes for all ages. We have a personal and engaging brand image that is easily recognisable and professional. It is easy for prospective students/adult learners to find the exact information that they are looking for. WWETB has very strong links with partners across Waterford and Wexford and most of all, it has very strong links with its local communities and industries/services that support them. We invest in marketing and the visibility of our schools and Further Education and Training centres has improved, due to targeted marketing and the demonstration of our offering – modern buildings, excellent education and training delivered by quality teachers/tutors/instructors and supported by many managers and staff. At the core, WWETB is synonymous with quality, options, community and opportunity for those starting out or those starting over.

Why? It is important to build a strong brand for WWETB in line with our aspirations to be a leader in the delivery of quality education and training in the south-east.

Strategic Goal 4: Health and Wellbeing
By 2030, WWETB is renowned for being a great place to work and to learn. Across all of our schools and centres, there is a commonality among staff and students/adult learners with regard to how they feel about WWETB – they are *seen,* they are *heard* and they are *appreciated*. There is a sense that, once they are part of the WWETB community, our staff feel supported – their school or centre understands who they are, valuing their strengths and supporting their weaknesses. Equality, Diversity and Inclusion is now in the DNA of the organisation.

Why? WWETB is a busy and diverse workplace and it has a service to deliver to many stakeholder groups. Through consultation, we know that our staff and students/adult learners want to be part of a community that supports individuality, celebrates successes and provides support through difficult times. This requires empathy and emotional intelligence to be embedded in our organisation. Furthermore, we know that staff health and wellbeing greatly assists teaching and learning.

Strategic Goal 5: Climate Action and Sustainability
By 2030, WWETB is renowned for its climate culture. Across our schools and further education and training facilities we have inspired behavioural change. Sustainability is embedded in the way we teach, in what we teach, in how we communicate to the wider community. We are sustainable in how we act. We are proud of the achievements and are proud to share them with others. Our people work with climate and environmental constraints as a way of life. They work from inspiration, with ambassadors across our schools, centres and offices who collaborate to inspire further actions. We measure what we do. We achieve this by having ambassadors across our facilities, staff who are working fulltime on these projects, a steering group that has responsibility for the coordination of the work and a budget to support the work.

Why? All around us we see evidence of the need to live and work sustainably. This is urgent and becoming increasingly the case. Legislation is changing in a way that penalises the wrong behaviours, and more globally there is an increasing moral argument to halt the destruction of natural systems. Doing nothing is not an option. People increasingly want to work in places where the environment is prioritised. Right now we are in the midst of an energy crisis and while this may be short term it heralds the rise in risk of being dependent on fossil fuels.

We work with people from lots of different backgrounds and we have to be part of the solution in helping those who are not as wealthy to understand and access sustainable life choices. That aspect of climate justice means that we must think of how to help people reduce bills as well as the pressure on the environment. Reducing consumerism and the desire to acquire stuff can be a key part of the education programme. We know that we are good at reacting to crises and there is an opportunity now with the current energy crises to
make a difference that will endure.

The jobs of the future will be dedicated towards creating and enabling sustainable lifestyles – from creativity to engineering. We therefore have to help our students/adult learners to access this work by preparing them through the courses we deliver and the way we teach.

Strategic Goal 6: Technology Enhanced Learning/Digital Learning
By 2030, the advances in information and communications technology have a profound effect on how WWETB conducts its teaching, training and business. It is not so easy to predict what the landscape might look like as the pace of change is so rapid. In recent years, there has been exponential growth in the use of cloud services, mobile devices and online teaching tools. The Covid-19 pandemic put greater impetus on the use of digital technologies for teaching, learning and management. WWETB reacted well to the challenges associated with the rapid uptake of remote working/learning digital technologies during Covid-19. However, many processes within WWETB remain manual and paper-based and the challenge is to seize the full potential of digital technologies not only to enhance the teaching and assessment of students/adult learners but also improve the management and processes within the WWETB business environment and to support sustainability.

Why? Technology currently fulfils a 'business as usual' function in WWETB. However, the current capacity to analyse data efficiently and implement digital processes and new technologies is limited. An overall IT strategy is required, along with an operating model review, to chart the journey for a full transformation of IT within WWETB.

4.3 Implementation and Monitoring Provisions

This Service Plan is developed to support the implementation of the WWETB Strategy Statement 2023-2027. While the Strategy Statement sets out our priorities and aims over a 5-year period, it is important that there is a process in place to support their delivery. Implementation of the strategy by the Senior Management Team of WWETB is supported through an annual planning and budgeting cycle. The Board of WWETB approves an annual plan and budget and formally undertakes an evaluation of actual performance by reference to the plan and budget on an annual basis.

The Implementation Plan is broken down into 4 phases:

1. Planning Phase
2. Review Phase
3. Evaluation Phase
4. Reporting Phase



Phase 1: Planning Phase

The planning phase involved setting up the structure to ensure that WWETB meets the objectives as outlined in the Strategy Statement. This was done through the following structure:

- Defined Goals/Objectives
- Scheduled Milestones
- Allocated Resources
- Designated Team Member Responsibilities
- Defined Metrics for Success/KPIs

The Senior Management Team (SMT) works through the existing governance structures to identify sub-actions, associated timelines and metrics for success. The executive governance structure of WWETB includes the following groups:

- SMT
- Principals and Deputy Principals
- FET Managers
- Internal Steering and Working Groups
- Operations Team: HR, Finance, Corporate Services

The planning phase takes place on an annual basis.

Phase 2: Review Phase

The review phase assists the Senior Management Team in understanding if and how it is tracking against the identified actions and priorities. Any remedial action is planned as appropriate following the review phase.

The review phase takes the following structure:

Consultation	Responsibility	Frequency
Meetings	SMT Strategy Review	Bi-annually
Meetings	Principals	Bi-annually
Meetings	FET Managers	Bi-annually
Meetings	Operations Team	Bi-annually
Meetings	Multidisciplinary Steering and Working Groups	4-6 meetings per year
Meetings	Board of WWETB	Mid-term review
Focus group sessions/survey	Internal stakeholder groups	Mid-term review
Focus group sessions/survey/engagement	External stakeholder groups	Mid-term review

(The annual planning meetings, as outlined above, can overlap with some of the review meetings)

Phase 3: Evaluation Phase

The purpose of the evaluation phase is to draw conclusions from the review phase and to identify whether we are on the right path with regard to our goals, priorities and our ability to deliver within the timeframes outlined. The evaluation phase also reviews whether our KPIs are being achieved. The Senior Management Team is responsible for the evaluation phase and an annual session is facilitated.

Phase 4: Reporting Phase
As per our obligations under the ETB Act of 2013 and the Code of Practice for the Governance of ETBs, WWETB reports annually to the Minister. The Annual Report includes updates on progress achieved against objectives outlined in the Strategy Statement. The Senior Management Team, as Implementation Group for the Strategy Statement, also presents annually to the Board on progress against the agreed strategic goals.

5. Overview of Services 2026:

5.1 Primary, Post Primary incl. Post Leaving Certificate (PLC), and Special School

WWETB is patron and managing authority of 12 post-primary schools, one Community National School (CNS) and one special school. WWETB provides educational, financial, human resources, ICT and building and facilities advice and support to each of these schools in addition to support for their overall governance and management. WWETB is also co-patron for three community schools in Waterford and Wexford.

During 2026 all WWETB schools will continue to be supported through the Realising Inclusive Special Education (RISE) Programme, nationally coordinated through ETBI. This ongoing support enables schools to develop data-informed, systematic and collaborative approaches to meeting a diverse range of students' needs and provides schools with access to guidance, resources, workshops, and professional learning to enable them to collect and analyse data from staff, students and parents about inclusive education. WWETB schools are now at the review stage of this cyclical process. In 2026, updated data will be analysed to inform school improvement and identify the resources and professional learning and support needed to continue to respond to identified needs. This work is integrated into Delivering Equality of Opportunity Schools (DEIS) targets/School Improvement Plans**.**

Aligned with the RISE process, WWETB schools have been supported to advance significant school policies including the Whole School Guidance Plan and Programme and Whole School Inclusion Policy through the provision of collaboratively developed high quality policy templates. In 2026, a Teaching, Learning, Assessment and Reporting policy template will be developed using a similar collaborative approach.

In 2025, WWETB established a new Teaching, Learning, Assessment and Reporting (TLAR) Community of Practice. Each school nominated a TLAR lead, and it is planned to meet three times per academic year to collaborate on a three-to-five-year development plan. Priority areas identified by this group and senior school leaders are integrated with areas for improvement identified through the RISE provision mapping process.

Arising from the 2025 WWETB School Leadership for Transition Year and Leaving Certification Applied Coordinators, communities of practice were established for both groups. A toolkit was developed to support schools in reviewing their Transition Year (TY) and Leaving Certificate Applied (LCA) Programmes in line with updated DEY programme statements. This support will continue in 2026.

The WWETB Ethos Coordinator continues to work with ethos leadership teams to further embed the core values in WWETB schools.

An opportunity to participate in The Magenta principles programme will be available to teachers in 2026. The art teacher's community of practice have identified opportunities for peer-to-peer training within the group. Guidance teachers and Special Education Teachers will be offered training on specific screening and diagnostic testing. Music teachers will collaborate to produce a show at the National Opera House in March 2026. The English as an Additional Language (EAL) Community of Practice established in 2025 continues to collaborate online.

In 2026, students will be offered opportunities to participate in a range of cross-college events, such as rounders, chess and cross-country competitions, as well as performing in the National Opera House.
It is planned to replace the Digital Learning Coordinator role in 2026.

Enrolment for Post Primary (incl. PLC), Primary and Special School:

Post Primary Schools

Post Primary School (incl. PLC)	Enrolment as at October 2025	
	Post Primary Schools	PLC Colleges
Bridgetown College	631	
Bunclody CC	310	
Coláiste Abbáin	501	
Coláiste an Átha	349	52
Creagh College	1061	
Dungarvan College	247	130
Enniscorthy CC	492	217
Kennedy College	189	
Meánscoil San Nicolás	159	
Selskar College	377	70
St Declan's CC	783	
St Paul's CC	792	
WCFE	/	702
TOTAL	**5891**	**1171**

Enrolment for Tertiary Programme – PLC Colleges

Post Primary School	Enrolment as at October 2025
Dungarvan College	8
WCFE	15
Total	23

Enrolment for Primary School:

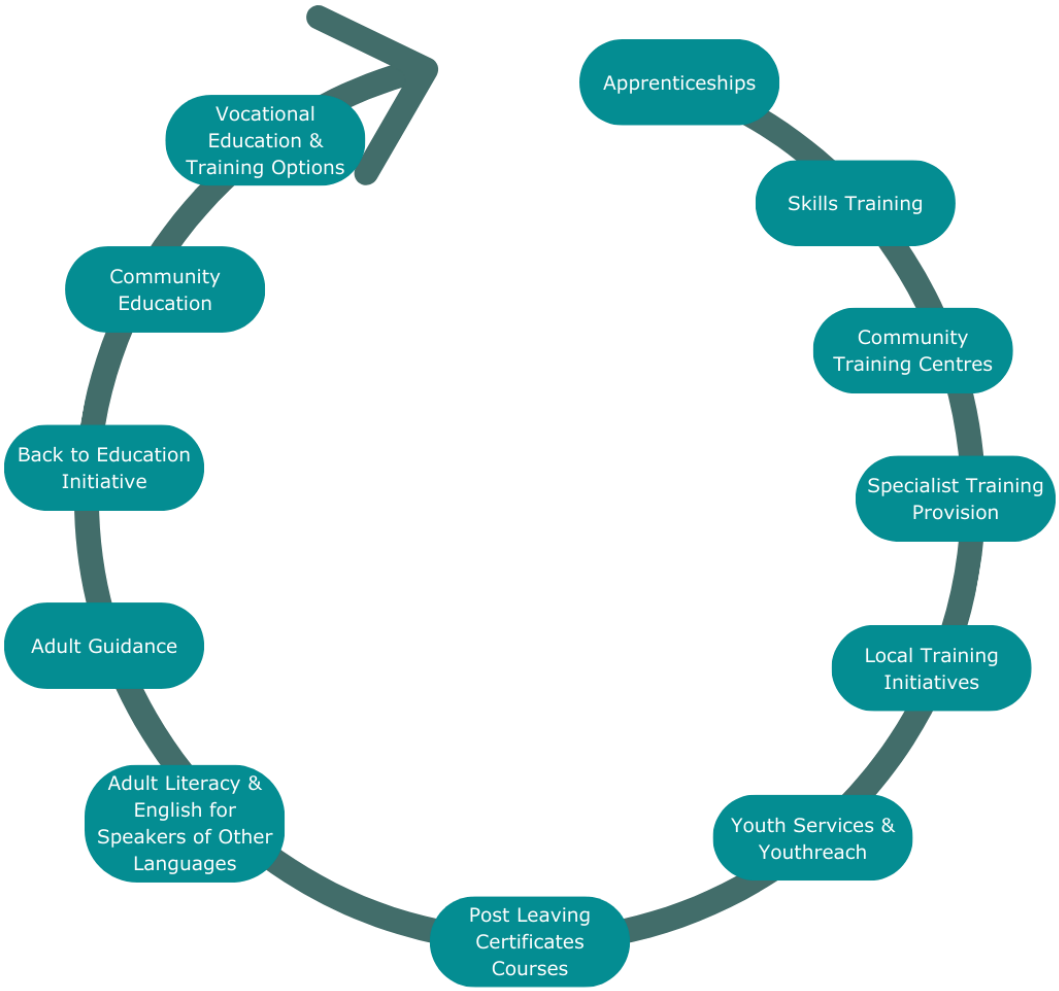
Primary School	Enrolment as at October 2025
Kilnamanagh Community National School	32

Enrolment for Special School:

School Name	Enrolment as at October 2025
Gorey Hill	37

5.2 Further Education and Training (including Post Leaving Certificate)

Statement of Services – Further Education and Training 2026



Further Education and Training (FET) in Waterford and Wexford is provided through our multitude of programmes which are delivered across over 40 WWETB sites, as well as many community settings.

The FET division in WWETB will continue to improve the quality of its existing services, will provide additional provision in communities where needs arise and will improve the infrastructure in which its services are provided.

WWETB is a learner focused organisation that is committed to providing programmes which focus on building skills for the future, fostering inclusion and creating pathways for all learners. WWETB seeks to deliver high quality services and is committed to continuous improvement. All of our programmes aim to make the best use of the available resources and give value for money.

WWETB will continue to focus on its provision of apprenticeships across Waterford and Wexford. WWETB will continue to expand on its further education provision through full and part time provision. WWETB will continue to expand its provision of learner support by providing more consistent support to learners. WWETB will continue to support young people through its Youthreach, Community Training Centre and Youth Affairs Provision. WWETB remains committed to the Adult Literacy for Life strategy and it will ensure that people from across Waterford and Wexford with unmet literacy needs are supported as well as supporting new communities to engage in programmes focused on English for Speakers of Other Languages.

Further Education and Training 2026 Programmes

Programmes	**Total Courses**	**Learners**
Adult Literacy Groups	724	4066
Apprenticeship Training	132	1935
Bridging and Foundation Training	1	10
BTEI Groups	338	3003
Community Education	689	7077
Community Training Centres	19	249
English for Speakers of Other Languages	351	3882
Evening Training	85	627
FET Cooperation Hours	3	122
FET Pathways from School	10	421
Local Training Initiatives	19	262
Online eCollege	1	1
Other Funding	17	438
Skills to Advance	187	1610
Skills to Work	4	18
Specialist Training Providers	10	165
Specific Skills Training	40	400
Tertiary	3	37
Traineeship Training	7	106
Vocational Training Opportunities	50	512
Youthreach	44	626
PLC	146	-
Total	**2880**	**25557**

5.3 Youth Work Affairs

The Youth Work Affairs team in WWETB is a support service to youth work organisations. The goal is to promote and support quality non-formal educational projects and services to young people across the two counties.

There are currently three full time youth officers, one full time and one part time administration support staff within WWETB all of whom are supported by the Adult Education Officer with responsibility for Youth Services. The youth work team is managed primarily on an area-based format with Youth Officers based in Waterford City, County Waterford and County Wexford.

The core programme funded by WWETB is *UBU Your Place Your Space*. The mission of *UBU Your Place Your Space* is to provide out-of-school supports to marginalised, disadvantaged or vulnerable young people (aged between 10 and 24) in their communities to enable them to overcome adverse circumstances and achieve their full potential. These supports must be provided in line with the values, goals, objectives, and rules of the scheme and in response to the needs of young people as identified by WWETB. WWETB oversees the governance and compliance of the management of *UBU Your Place Your Space* funding provided by the Department of Education and Youth to twenty six staff-led projects across the two counties. WWETB youth ffficers play a crucial role in supporting, developing, and monitoring the local youth services. The youth officers engage directly with the youth organisations and their youth workers in their area to provide support and guidance.

WWETB continues to support the work of the voluntary-led youth groups through the Department of Education and Youths standards process and by providing funding through the Local Youth Club Grant Scheme (LYCGS) and other grant schemes when made available.

The key actions underpinning Youth Work Affairs include:

- Administering grants for the provision of youth work including *UBU Your Place Your Space*, Local Youth Club Grant Scheme, Capital Equipment Grant, and Targeted Youth Employment Support Initiative, Minor Grant Scheme, Integration Grant and Youth Information Centres.
- Providing governance and oversight to administration of youth work funding.
- Managing and administering Department of Children, Disability and Equality (DCEDIY) funds for projects in a timely and efficient manner.
- Exploring ways of introducing efficiencies into reporting processes to maximise the use of resources and to create more user-friendly online reporting systems for both staff-led projects and volunteer-led clubs.
- Consistently exploring opportunities to address identified needs of young people through youth work where there are limited services.
- Supporting the National Quality Standards for youth clubs and projects delivering youth work.
- Signposting youth workers and youth work volunteers to youth work resources and programme material.

5.4 Organisation Support and Development

The function of Organisation Support and Development at WWETB is to put systems and structures in place to support the delivery of WWETB's education and training services and programmes. This is done through supporting a culture of continuous improvement. As per the Strategy Statement 2023-2027, a number of work programmes have been and will be developed to assist in the delivery of the strategy. These work programmes span the following functions:

1. Human Resources
2. Finance
3. Corporate Services
4. Music Generation

1. Human Resources

In 2026, HR Operations will focus on embedding and optimising the newly implemented candidate management system (e-recruitment) to ensure full adoption and maximum efficiency across the organisation. We will continue the refinement of standardised HR processes, with particular emphasis on improving data quality, strengthening compliance and enhancing reporting capabilities. A key priority for the year will be the continuous improvement of onboarding and induction, including role-specific supports, improved manager toolkits and regular feedback mechanisms to ensure new staff are fully supported on their journey into WWETB.

2. Finance

The finance and procurement team will continue to deliver a high-quality service to all areas, making use of modern reporting and data systems where possible. These reporting systems will be developed in collaboration with ESBS and ETBs nationally.

Finance will also maintain ongoing engagement with ESBS regarding the planned migration of our creditor payment runs to shared services, which is anticipated to take place in 2026.

Finally, as a team we remain committed to streamlining our processes in line with best practice and the recommendations of The Office of the Comptroller and Auditor General (C&AG) and the Internal Audit Unit (IAU).

3. Corporate Services

The corporate services team will focus on:

- The development of an Information and Communications Technology (ICT) strategy in 2026, encompassing the technology enhanced learning strategy and the digital learning in our schools strategy.

- The establishment of an Information Security Management System (ISMS) and the implementation of the policies and procedures associated with it across the organisation.

There are a number of ongoing priority infrastructural programmes, spanning our schools and FET provision. The buildings team will continue to align its structure and work closely with the Department of Education and SOLAS to meet the needs of these extensive building programmes. All of our infrastructural programs for 2026 have incorporated the requirements of our environmental targets for 2030 as a key deliverable.

WWETB's corporate website remains a vital channel for engaging with prospective learners and our existing communities. In 2026, we will prioritise delivering an enhanced user experience by making the site more intuitive, and easy to navigate. We will also strengthen our social media engagement by leveraging compelling imagery and dynamic video content, working collaboratively with content owners across the organisation. Additionally, we will develop a strategic communications plan that clearly defines key messages for our priority audiences.

4. Music Generation

Consultants have been appointed to facilitate the development of a five-year strategy for Music Generation Wexford, and one for Music Generation Waterford, commencing in 2026. To support the development of these strategies, Local Music Education Partnerships (LMEPs) will be formed in both Wexford and Waterford, which will have representation from multiple stakeholder groups. The LMEPs will help guide music education and performance and support the reach and impact of Music Generation on thousands of young musicians in Wexford and Waterford.

6. Statement of Services 2026

Under the terms of the Performance Delivery Agreement between the Department of Education and Youth and WWETB, the following goals and priorities were identified. The specific actions for the achievement of these priorities, together with the associated performance indicators and targets to be delivered are as follows:

Goal	Priority	Action	Performance Indicator	Target
Optimise Student/ Learner Experience	Provide a positive learning experience for all learners, including learners from marginalised groups.	The work of the FET learner council, will be supported.	Regular meetings of the FET Learner Council.	Regular meeting of the FET Learner Council undertaken in 2026.
		The ethos ambassador programme will be expanded to all post primary schools.	No of schools participating.	Ten schools participating in the programme.
		A series of initiatives will be developed and rolled out by the health and wellbeing co-ordinator within the learner support unit	Learners that participate in initiatives.	Develop new health and wellbeing initiatives.
	Support students/learners at risk of educational disadvantage in line with current national policy.	The development of shared templates for student support will continue to be developed by the special educational needs co-ordinators' community of practice. Continued input from the digital learning team around accessibility tools in the MS Suite.	Continuation of community of practice activities such as peer-to-peer/ shadowing for screening/diagnostic testing/(Reasonable Accommodations at Certificate Examinations) RACE.	Pairing teachers together based on needs/experience Sourcing of Continuing Professional Development (CPD) on specific tests where required. Data review phase for all schools. Education Co-ordinator/Inclusion Co-ordinator school visits ongoing where required.
		Further CPD/Training on screening and diagnostic testing	Continuation of meetings and training of Community of Practice for inclusion leads.	Delivery of CPD as requested by the team.

Goal	Priority	Action	Performance Indicator	Target
		Continuation of ETBIs Provision Mapping Initiative within all post-primary schools as part of the RISE programme.	Increase uptake of support offered.	
		Recruit a digital learning lead to support the embedding of accessibility tools within our Communities of Practice (CoP), as requested.	Digital learning support slots offered as needed.	
		Continued facilitation and growth of the CoP for EAL (English as an additional language) teachers.	Formal establishment of EAL CoP with inaugural in-person meeting in Q1 2025. Monitoring/ uploading of relevant information and guidelines for the online EAL CoP by REALT Co-ordinator, Digital Learning Co-ordinator and Education Co-ordinator.	
	Ensure all necessary child safeguarding measures are in place in accordance with the Child Protection Procedures for Primary and Post-Primary Schools.	Annual review and audit of child safeguarding statement and associated risk assessments carried out.	Annual review and audit carried out by Boards of Management.	Maintaining standards that are in place.
		Child safeguarding inspections – assisting in monitoring the process in schools.	Safeguarding inspections in schools.	Safeguarding inspections undertaken.
		Child Protection Oversight Report Training for Boards of Management completed by school principals.	Child Protection Oversight Report training for Boards of Management undertaken.	Training for Boards of Management completed.

Goal	Priority	Action	Performance Indicator	Target
	Ensure full compliance with the Child Protection Procedures for Primary and Post-Primary Schools (Revised 2025)	Annual review and audit of child safeguarding statement and associated risk assessments carried out. Child safeguarding inspections – assisting in monitoring the process in schools. Child Protection Oversight Report Training for Boards of Management completed by school principals. Ensure that all WWETB schools have adopted and implemented the Child Protection Procedures for Schools 2025 and that appropriate child protection and safeguarding arrangements are in place in accordance with national requirements.	Annual review and audit carried out by Boards of Management. Safeguarding inspections in schools. Child Protection Oversight Report training for Boards of Management undertaken. No. of WWETB schools compliant with the Child Protection Procedures for Schools 2025	Maintaining standards that are in place. Safeguarding inspections undertaken. Training for Boards of Management completed. By the end of 2026, all WWETB schools will have formally adopted the Child Protection Procedures for Schools 2025 and will confirm that the appropriate procedures for child protection and safeguarding are in place in line with the Child Protection Procedures for Schools 2025.
Protection Programmes	Assist the Department of Education and Youth (DEY), as needed, to meet the needs arising from the Irish Refugee Protection Programme and provision for international protection applicants.	Schools will continue to enrol Irish Refugee Protection Programme and IPAS students in accordance with their admissions policies. WWETB will continue to employ the REALT co-ordinator. WWETB will continue to encourage membership of the Schools of Sanctuary.	Schools progress to achieve Schools of Sanctuary Champion School status.	Increase the number of schools with Schools of Sanctuary Champion School status.

Goal	Priority	Action	Performance Indicator	Target
Governance	Attendance rates at board meetings	Individual boards should re-emphasise the requirement for attendance at all board meetings as per the Code of Practice for Governance of ETBs.	Quorum achieved for all WWETB Board meetings.	Quorum achieved for all WWETB Board meetings.
	Board Self Assessments	All boards should carry out self-assessments, using the questionnaire included in the Code of Practice, to identify areas where improvements are required.	Self-assessment questionnaire carried out individually by Board members and composite report agreed.	Annual self-assessment questionnaire completed.
	Financial expertise on audit and finance committees	Appointments to audit and finance committees should be made by the board in consultation with committee chairs. External members of committees should bring the required audit and financial skills and experience to the role.	Best practice composition of Finance and Audit and Risk Committees.	Best practice composition of finance and audit and risk committees.
	Board appraisal of work carried out by Finance and Audit & Risk Committees	The chair of each board should ensure that board members are provided with written reports on the work carried out by finance and audit & risk committees as required under the Code of Practice for Governance of ETBs.	Reports provided to the Board routinely from Finance and Audit and Risk Committees.	Reports provided on time to the Board.
	Self-Assessment by Finance and Audit & Risk Committees	The chairs of both the Audit & Risk Committee and the Finance Committee should ensure that a self-assessment exercise is completed annually as required under the Code of Practice for the Governance of ETBs.	Self-assessment exercise completed annually by Finance and Audit and Risk Committees.	Self-assessment exercises completed annually.
	Staff Development*	The Chief Executive should ensure that; -a member of staff is appointed as the training manager -training needs analysis in financial management is carried out on an annual basis - a training programme on financial management is developed and implemented.	Finance Manager fulfilling the role as training manager for Finance team and training programme scoped and implemented.	Training Manager in place and training programme on financial management implemented.
	Departmental returns and reporting deadlines	Returns to the Department must be accurate and reporting deadline adhered to.	Department of Education reporting deadlines met.	Department of Education reporting deadlines met.

Goal	Priority	Action	Performance Indicator	Target
	Risk Management Policy	The board of each ETB should ensure that there is an ongoing process designed to identify and address significant risks involved in achieving an entity's outcomes. The audit and risk committee should support the board in this role.	Risk Management and business plan implemented and process for identifying and addressing any risk agreed.	Risk Management and business plan implemented and process for identifying and addressing any risk agreed.
	Internal Controls	The board of each ETB should ensure that it receives adequate assurance that specified controls are operating as intended.	Assurance received by the Board that specified controls are in place.	Internal controls in place and Statement on Internal Controls approved by the Board.

*This refers to an ETB ensuring that a member of its existing staff is assigned overall responsibility for the oversight and implementation of training across the ETB with the objective of ensuring a strategic, coherent and efficient approach to training across all functional areas. Such a role can fit in with existing structures and arrangements across the ETB and it is not a requirement that it be a fulltime role. The key issue is to have a member of staff that has overall responsibility and oversight for the training programme.

In addition to the above nationally agreed goals and priorities, the following specific strategic priorities for WWETB will be either commenced or delivered during 2026 to ensure advancement of the overall Strategy Statement.

*Note: The numbering below refers to the accompanying strategic action in the Strategy Statement 2023-2027 – it is not always chronological.

Strategic Goal 1
Quality

By 2030, Quality is embedded in everything that we do. WWETB has a robust structure and governance model in place to manage quality across all areas. We recruit highly and appropriately qualified staff to deliver education and training, and we provide access to Professional Learning and Development opportunities to enhance their professional practice. Through consultation, we know that our staff feel that it is important for WWETB to demonstrate how it achieves quality and what measures it puts in place to assure quality. Everything matters – especially the small things. We have empowered staff to manage quality across the organisation. Quality is now a fundamental part of our culture.

Why? The reputation of WWETB centres on the quality of our education and training. We are striving to enhance our reputation by putting measures in place to demonstrate that quality is embedded in everything that we do – our education, training, the recruitment of our staff, our support systems and our levels of customer service.

1.1 Strategic Priority: Structure and Governance (incl. organisational services)

	Strategic Actions	2026 Actions	Key Performance Indicators	Targets
1.1.1	Expand the remit of the WWETB Quality Office to manage quality and provide support across the entire organisation – including monitoring and review – Institutional, School/Unit, Programme.	Identify and share best quality practice examples across FET and schools. Review strategic action and steps.	Pilot projects are fully operational. Presentations have been made on examples of best practice.	Defined, measured and showing improvement against broader quality goals and objectives. Two presentations have been made Target has been updated and clarified.
1.1.2	Develop and publish a Statement of WWETB's commitment to Quality – visible in every School and Centre.	Statement of Quality published	Statement visible in all WWETB schools and centres.	Statement visible in all WWETB schools and centres.
1.1.4	Establish a FET Programme Development Office, aligning with SOLAS strategy of supporting jobs, learning pathways, facilitating inclusion, upskilling through life and careers and targeting key skills needs. To include programme validation and review, including review of learning outcomes, aligned with SOLAS and WWETB overall strategy.	With the appointment of a Programme Development Officer in 2025, establish a Programme Development Office, aligned to tertiary degree programme development. Explore and progress further tertiary programme(s) in 2026, building on our Business and Intellectual Disability Nursing tertiary offerings.	Programme Development Office established. Expansion of tertiary programmes introduced in September 2026. Application submitted for blended learning approval in FET.	Programme Development Office established. WWETB will continue to work with SETU to develop and expand the tertiary programmes. Application submitted for blended learning approval in FET.

	Strategic Actions	2026 Actions	Key Performance Indicators	Targets
1.1.5	Enhance critical relationships and links with relevant government departments, local authorities and other agencies and evaluate the effectiveness of these relationships, particularly with industry bodies.	Continue to engage on a formal basis with key government departments, local authorities, industry bodies and others, including the Regional Skills Forum, Local Sports Partnerships and Community Safety Partnerships. Active engagement with industry and potential learners by Service to Business unit during 2026 with planned events. Review membership of external bodies by members of WWETB staff to ensure that the right personnel are engaged and that all external commitments align with and support the strategic aims of WWETB.	Regular formal feedback and dissemination to the SMT and Senior Leadership teams (where relevant). Number of events Number of memberships reviewed.	Active participation in multi-agency teams/committees. Events planned and organised for potential learners and industry partners during 2026. External body memberships held by WWETB staff reviewed
1.1.6	Whole of system approach to Risk Management and management of Internal Controls – across all areas and levels of the organisation. This includes assessing potential partnerships (e.g. contractors, third party providers) for risk and putting agreements in place with all stakeholders.	Risk Management Business Plan updated. Risk Appetite Statement updated. Risk Management Policy reviewed. Develop a corporate risk register.	Risk Management Business Plan updated. Risk Appetite Statement updated. Risk Management policy in place and reviewed. Corporate Risk Register in place.	Risk Management Business Plan in place. Risk Appetite Statement in place. Risk Management policy in place and reviewed. Corporate Risk Register in place.
1.1.7	Review all WWETB	The membership of Boards of Management (BOM) and	All schools' Boards of	All schools compliant with their

	Strategic Actions	2026 Actions	Key Performance Indicators	Targets
	Boards and Committees, including membership and Terms of Reference of all internal Boards, Committees and networks. Board/Committee self-assessments to be carried out on an annual basis. Templates developed for standardised agendas and minutes.	committees will be reviewed to ensure compliance with the relevant guidelines. The terms of reference of committees will be reviewed. An annual self-evaluation of the Board and its committees will be carried out. Standard agenda and minute template for school board of management meetings will be developed and training provided	Management and committees will be correctly constituted. Terms of reference of committees reviewed. Self-assessments completed Number of people trained Templates developed and used.	BoM requirements. All committees compliant with their terms of reference. An annual review of the terms of reference of the Board and its committees. Board and committees to carry out self-assessment. Training provided for Boards of management. Templates developed.
1.1.8	Review the work of the WWETB Board and Section 45 Committees (Audit and Risk, Finance) and determine how they will continue to play a strategic role into the future.	The Board will undertake an evaluation of its own performance and that of its committees.	Completed evaluation for WWETB Board and Audit and Risk and Finance committees.	Evaluations completed by the end of 2026.
1.1.9	Increase student/learner voice participation across WWETB governance structures.	The FET Learner Council will be supported by the learner support and quality assurance functions. A campaign will support canvassing for and accepting new members. In line with a quality commitment (QQI external review action), the learner council mechanism will be formally reviewed in 2026. (The review plan is complete). Roll out the learner end of course survey. The survey was successfully piloted with learners in 2025.	A poster campaign for new members is complete. Regular meetings of the FET Learner Council. Review of the FET Council and student councils completed.	Increased awareness of Learner Council and new membership. Review of the Council informs its effectiveness and impact. Regular effective meetings of the FET Learner Council in 2026. Learner voice participation across WWETB governance structures is supported
1.1.10	Implement an Agile approach to quality – promoting excellence, continuous improvement	Build on the work of the Quality Steering Group which introduced quality improvement pilot projects in key areas across the organisation.	Improvement initiatives launched.	Improvement initiatives established across the organisation.

	Strategic Actions	2026 Actions	Key Performance Indicators	Targets
	and business transformation.			
1.1.11	Develop an Innovation framework and establish an Innovation team. Develop review and evaluation systems to support innovation across the organisation.	Enhance the frameworks developed in 2025 to include staffing and estates.	Framework is established and operational as a communication and innovation tool.	Innovation framework established and operational across all programmes and provisions.
1.1.12	Full implementation of the WWETB Customer Charter across all areas.	The WWETB Customer Charter will continue to be promoted across WWETB.	The Customer Charter is promoted and visibly displayed in all schools and centres across WWETB.	The Customer Charter is promoted and visibly displayed in all schools and centres across WWETB.
1.1.13	Establish a Continuous Improvement team – Organisation oversight on continuous improvement and quality, including in the delivery of customer service.	The 2026 work of the Quality Steering Group continues to build on the 2025 initiatives for quality improvement, across key areas of the organisation.	Improvements are defined and measured against the broader quality agenda for WWETB.	Improvements are defined and measured against the broader quality agenda for WWETB.
1.1.14	Development of programme to implement Reflective practices and Restorative practices across all areas of WWETB.	The strategic action will be reviewed to separate the implementation of reflective practices from the implementation of restorative practices. Focus on adopting the developed QQI5 Restorative Practice Module. Identify opportunities for train the trainer model delivery in selected areas in 2026, with the intention to roll it out.	Establishment of a schools working group for restorative practices only.	By the end of academic year 2025/26, an assessment of current implementation of restorative practice in schools is planned.
1.1.15	Implementation of enhanced programme in the area Safety, Health and Welfare – audits and review, training schedule implemented, and templates forms	Refresher health and safety training will be provided as required to ensure people remain qualified. This training will include first aid, manual handling, working at heights, chemical awareness, administration of medication, safe patient handling and other training as identified Health and safety awareness, on its legal and regulatory	At least 100 people trained. Senior Management Team	Health and safety certification is up to date for all staff. Health and Safety training

	Strategic Actions	2026 Actions	Key Performance Indicators	Targets
	developed.	responsibilities, will be delivered to the senior management team Any risk assessment templates for activities not included in the health and safety statement will be developed when necessary.	training complete. The number of risk assessment templates developed.	completed. Risk assessment templates are developed as required.
1.1.18	Implementation of structured approach to policy development, implementation and review.	A Red Amber Green (RAG) system to coordinate school policy development and review will be developed. Centrally developed policy templates for school policies will be provided where possible. Continue work to clarify existing policies and procedures common to FET.	Policies developed or reviewed.	The following school policy templates will be reviewed and/or developed during academic year 2025/26 or 2026/27 in some cases, contingent on publication of relevant national guidelines are published: Whole School Inclusion Policy (incorporating English as an Additional Language (EAL)), Teaching, Learning and Assessment Policy, One to One Policy template, Code of Behaviour incorporating Behaviours of Concern and Child Safeguarding Statement.
1.1.19	Implementation of Irish Language Standards across WWETB through development of programmes and implementation of training for staff.	A survey will be carried out on Irish language competence across the organisation and this will be used as a benchmark for establishing training requirements.	Completion of survey.	Survey completed.
1.1.22	Collaborate with Education Business Shared Services to assist and plan for the future delivery of a shared service model solution for finance operations.	WWETB will engage with ESBS Finance Shared Services to plan for future wave roll-out of shared service solutions.	New solutions successfully implemented.	Implement any solutions identified for the year.

	Strategic Actions	2026 Actions	Key Performance Indicators	Targets
1.1.23	Expand the capability and use of the finance dashboard reporting to give senior management the up-to-date financial information to aid decision-making.	The use of financial information to aid senior management decision making will be reviewed.	A robust financial dashboard in place.	Use of financial data in decision making.
1.1.24	Implement centralised budgeting for FET which is aligned to the new SOLAS funding model funding requirements to adequately resource programmes, meet the needs of learners and provide improved budgeting and management reporting for FET.	SOLAS continue to revise their budgeting requirements, and a new standard template is currently being developed in collaboration with ESBS and SOLAS for FET reporting. This template will support more accurate budgeting and reporting, ensuring that our processes align with funding requirements.	Centralised budget for FET, aligned with SOLAS funding model.	Centralised budget for FET, aligned with SOLAS funding model.
1.1.26	Implement statutory pensions reporting requirements in conjunction with Education Business Shared Services, National Shared Services Office and ETBI Pension Task Group.	This work is being led by ESBS and National Shared Services Office (NSSO) as well as the ETB Pension Task Group which WWETB will liaise with. To support this work in 2026, WWETB will seek to get a full actuarial valuation including annual benefit statements for members and updating employee service history.	ESBS milestones reached.	ESBS milestones reached.
1.1.27	Support schools in the implementation of the Looking at our Schools 2022 strategy through the school self-evaluation process.	Continue to allocate time at Principals/Deputy Principals' meetings/briefings for discussion of Looking at Our Schools (LAOS) (2022), School Self Evaluation (SSE)/Delivering Equality of Opportunity in Schools (DEIS) planning. At all WWETB Community of Practice meetings, teachers explicitly link the activity or initiative with LAOS/SSE.	Regular reviews undertaken.	Regular reviews undertaken of progress at Community of Practice meetings.
1.1.28	Promotion of WWETB Schools ethos across all schools.	Further embed the Patron's Framework in schools in a structured way in accordance with their local School Improvement/Delivering Equality of Opportunity in Schools (DEIS) plan. Build on the activities and events from 2025.	Regular Community of Practice meetings and individual school meetings undertaken.	Schools will have achieved some of their targets set out in their School Improvement Programme/DEIS plan related to ethos. WWETB Ethos and Inclusion

	Strategic Actions	2026 Actions	Key Performance Indicators	Targets
		Schools will be supported to introduce the Patron's Curriculum as appropriate. The development of the School Ethos Team, the LIFT student leadership programme and Ethos Ambassadors will be encouraged.		Coordinators to attend ETBI shared learning event.
1.1.29	Promote STEAM/STEM across our schools – strive to increase participation.	Continue to provide WWETB Science Research Grant funding for Schools to encourage research projects in STEM subjects. The roll-out of the Biodiversity Modules (Citizen Science and Hedgerows) to all schools and relevant centres will be continued.	Information will be circulated and promoted to all schools.	Increase the numbers of grant applications of schools from seven to nine.
1.1.32	Develop WWETB's Outdoor Education and Training programme, commensurate with the vision for the new state-of-the-art facility at Forth Mountain, Wexford.	WWETB will work with Wexford County Council to develop a new boathouse at Forth Mountain for the delivery of water-based Outdoor Education and Training (OET). Commence work on the Strategic Plan for WWETB Outdoor Education and Training.	Facility in place and operational. Facility operational and Forth Mountain OET activities are evident. Strategic plan.	Operational boathouse facility a hub for increased water-based activities and connections with other organisations. Courses up and running by Easter 2026 at Forth Mountain. Work facilitated with partner organisations Autumn 2026. Strategic plan.
1.1.34	Develop and implement a five-year strategy for Music Generation Wexford, in line with the objectives of the national Music Generation strategy and put in place a Local Music Education Partnership to support the programme.	Complete and launch a five-year strategy for Music Generation Wexford supported by Local Music Education Partnership. Facilitate and support the work of the Local Music Education Partnership.	Consultation complete and strategy launched. Good attendance at Local Music Education Partnership meetings.	Consultation complete and strategy drafted. Terms of Reference agreed and Local Music Education Partnership in place.

	Strategic Actions	2026 Actions	Key Performance Indicators	Targets
1.1.35	Develop and implement a five-year strategy for Music Generation Waterford, in line with the objectives of the national Music Generation strategy and put in place a Local Music Education Partnership to support the programme.	Complete and launch a five-year strategy for Music Generation Wexford supported by Local Music Education Partnership. Facilitate and support the work of the Local Music Education Partnership.	Consultation complete and strategy launched. Good attendance at Local Music Education Partnership meetings.	Consultation complete and strategy drafted. Terms of Reference agreed and Local Music Education Partnership in place.
1.1.36	Develop opportunities for WWETB students/adult learners, through competition and exhibition, to build on the idea of a coherent WWETB community.	Plan and deliver cross-college activities including In Harmony 2026, WWETB Rounders event, WWETB chess event, WWETB cross country event, WWETB staff GAA teams, WWETB GAEL events.	Successful events have taken place.	In Harmony March 2026. WWETB Rounders event May 2026. WWETB Chess event April 2026 WWETB Cross country event November 2026. WWETB staff GAA teams. WWETB GAEL events - during 2025-26 school year and 2026-27 school year depending on review of 2025-26.

1.2 Strategic Priority: Quality in Teaching and Learning

	Strategic Actions	2026 Actions	Key Performance Indicators	Targets
1.2.1	Embed an inclusive approach to education and training and develop strategies to reduce barriers to participation.	The development and review of shared templates for student support will continue to be developed by the special educational needs co-ordinators community of practice including templates within a pilot AI platform. Further CPD/Training on screening and diagnostic testing Continuation of ETBI's Realising Inclusive Special Education (RISE) initiative to all WWETB post-primary schools. Support schools with the review of the first	Continuation of community of practice activities such as peer-to-peer/ shadowing for screening/diagnostic testing/Reasonable Accommodation at Certificate Examinations (RACE). Continuation of meetings and training of Community of Practice for inclusion	Deployment of CPD on specific tests where required. Data gathering phase for 10 schools ongoing. Education Coordinator/Inclusion Coordinator school visits ongoing where required.

	Strategic Actions	2026 Actions	Key Performance Indicators	Targets
		phase and target setting for the current or next cycle in the context of updated national guidelines.	leads. Increase the uptake of support offered.	Delivery of CPD as requested by the team.
		Continued development and growth of the Community of Practice for English as an Additional Language (EAL) teachers.	Continue to encourage Meánscoil San Nioclás to avail of opportunities provided by ETBI for Irish-medium schools. Learner retention and achievement increased. Recognition of support through learner surveys.	
		Ensure that all funding, teacher allocation and other supports provided by the Department for Meánscoil San Nioclás under the Gaeltacht School Recognition Scheme are utilised appropriately.		
		Ensure FET learners have access to Learner Needs identification and supports guided by EDI-learner support services.		Every learner is assessed on entry and their support needs are met where resources allow.
		WWETB will engage with the DEY, Tusla Education Support Services (TESS) and ETBI to support the development and implementation of a new employment and delivery framework for the School Completion Programme (SCP), in preparation for the transition to a Section 56 commissioned service model within the ETB sector.	Evidence of WWETB engagement and preparedness for the implementation of the emerging national SCP policy and commissioning framework.	WWETB participation in all relevant DEY / TESS / ETBI SCP engagement and consultation processes.
1.2.3	Develop structure to support the analysis of academic achievement across WWETB schools.	With reference to 1.1.1 – A process for the review of attainment in schools will be developed.	A process for review of attainment in schools developed.	Develop a process for review of attainment in schools.
1.2.4	Develop an institutional policy with regard to Blended Learning across WWETB FET programmes.	Steering Committee established to further WWETB's Blended Learning Action Plan (linked to Action 6.1.1). FET Blended Learning Strategy, Policy and Procedure approved and in place.	Approval of Blended Learning Scope of Provision.	Validation of initial blended programmes. Increase of capacity for blended learning provision.

	Strategic Actions	2026 Actions	Key Performance Indicators	Targets
1.2.5	Embed modern and progressive teaching, learning, instruction and assessment methods, including blended learning methodologies and technologies.	A teaching, learning and assessment policy for WWETB post-primary schools will be developed collaboratively.	Draft policy development. Recently established Teaching, Learning, Assessment and Reporting (TLAR) to develop a draft policy.	Draft teaching, learning and assessment policy by the end of academic year 2025/26.
1.2.6	Increase female participation across WWETB traineeship and apprenticeship programmes.	Promote WWETB female only craft scholarship. Produce short video with current female apprentice testimonials /storytelling. Facilitate female apprentice visits to previous post primary school.	Promotional Material 2026 prepared. Soft launch of promotional video. A.O accompanied apprentice to school talks.	Promotional material distributed to all schools, FET centres, youth service and employers aware of scholarship. Publish to all WWETB social media channels. Visited the majority of all female and co-educational schools where the female apprentices studied.
1.2.8	Develop robust structure for engaging with employers with regard to work experience and work placements, including consistent work placement/work experience reviews. Ensure that the work experience policy is implemented consistently across all Colleges and Centres.	Work experience policies will be updated and implemented consistently across all WWETB schools. Explore the introduction of a CRM system to manage effective engagement with employers.	Review current policy and procedures. Working group to be established led by Corporate Services. System set up to manage communication with key employers. WWETB learners benefitting from system potential.	New policy in place for start of academic year 2025/26. A system to engage with a wide range of employers is being trialed.

1.3 Strategic Priority: Recruitment and Onboarding

	Strategic Actions	2026 Actions	Key Performance Indicators	Targets
1.3.1	Standardise all recruitment processes and documentation in line with best practice in the public sector.	Research best practices in public sector recruitment, including legal requirements, diversity, equity, and inclusion standards. Identify key areas for improvement and innovation.	Implement disability friendly application processes. Implement advertising plan in places to attract a diverse workforce.	Research best practice and identify key areas for improvement.
1.3.2	Manage transition to E-Recruitment for all recruitment competitions.	The HR team will explore the use of the new E-Recruit system to its utmost usage, moving to reporting on recruitment metrics, automating connecting workflows and generating reports to support data-driven decision-making.	E-Recruitment reporting capacity. E-recruit usage for agency and sub panels.	The e-Recruitment application system is in place. It will now move forward in using it to its utmost capability.
1.3.4	Through the recruitment process, ensure that 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 the Strategy Statement.	The competency-based interview structure will continue and will prioritise identifying candidates with strong IT competencies, adaptability, and transversal skills such as problem-solving, collaboration, and communication to meet the demands of a modern workplace.	The attraction and retention of staff with the necessary skills to support the delivery of WWETB's strategic priorities.	Competency-based interview training is completed for interview board members.
1.3.5	Broaden pool of interview panel members, to ensure a wide area of expertise. Interview training in place for staff involved in Interview Panels – areas to include competency-based training, Equality, Diversity and Inclusion training, Unconscious Bias and Access training.	The recruitment and selection process will be strengthened by diversifying the pool of interview panel members to include individuals with varied expertise and perspectives. A structured training programme will be implemented for all staff participating in interview panels, covering key areas such as competency-based interviewing techniques, Equality, Diversity and Inclusion (EDI) principles, unconscious bias awareness etc.	Adequate number of people trained in competency-based interviews and unconscious bias.	New interview panel members identified and competency-based training provided. Extend interview training modules to unconscious bias.

	Strategic Actions	2026 Actions	Key Performance Indicators	Targets
1.3.6	Development of WWETB-wide Induction programme for new staff.	Develop and implement a comprehensive WWETB wide corporate induction and local induction programme that supports new staff in seamlessly integrating into the organisation and aligns them with its values, mission and goals.	Finalise induction policies and checklists. Induction checklists rolled out. Induction policy rolled out. Corporate induction finalised and ready for implementation.	Corporate induction programme developed and implemented.
1.3.7	Development of WWETB-wide Onboarding programme, including tailored support for new employees and development of a 'buddy' system.	A WWETB-wide onboarding programme that supports new employees in their transition to the organisation through structured guidance, tailored resources, and peer-to-peer support will be developed and implemented. A 'buddy' system will be established to pair new staff with experienced colleagues who can provide practical advice, answer questions, and foster a welcoming environment. Regular feedback will be collected to refine and enhance the induction experience, ensuring it remains relevant and effective in supporting new employees.	Implementation of a new starter booklet with key contacts etc. and key policy booklet to be sent from HR onboarding team. Buddy system developed. Evaluation and feedback structure in place.	A review will be undertaken to identify other items to be added to onboarding. Buddy system developed and roll out to be commenced. New starter induction evaluation process developed and to be implemented and review feedback on a regular basis.
1.3.8	Implement a WWETB Equality, Diversity and Inclusion charter, to support a diverse workforce.	An Equality Diversity and Inclusion (EDI) strategy will be developed and the Access and Disability (A&D) Officer will be supported to implement same.	EDI policy developed.	EDI policy implemented.

1.4 Strategic Priority: Professional Learning and Development/Continuing Professional Development

	Strategic Actions	2026 Actions	Key Performance Indicators	Targets
1.4.1	Undertake a skills needs analysis for each functional area, leading to a planned approach for staff PLD.	Wider PLD review for the entire organisation to be agreed. Areas of CPD will be identified within each schools' Community of Practice. Review the Professional Learning and Development (PLD policy to recognise priority CPD needs of the organisation. Finance Training Manager – skills needs analysis for Senior Managers, including Principals.	Complete review of PLD structure and approach. CPD sourced and arranged where need is identified.	Top-down review of PLD to be actioned for the organisation. Next steps agreed re implementation. Increase in numbers of school staff availing of PLD funding.
1.4.2	Further develop Communities of Practice model across the organisation to enhance collaborative practice, including for the purposes of forming supportive networks across teaching and administrative services.	Ongoing development and growth of Teaching & Learning teams in each school. Continuation of further development of cross-college Communities of Practice, subject specific and coordinators.	Attendance and participation at in-person events and on-line MS team. Increase in the uploading/sharing of resources/ideas in lead practitioner online team and individual school teams.	Teaching, Learning, Assessment and reporting (TLAR) team in each school by end 2025-26 school year.
1.4.3	Governance training for Committees, WWETB Board, Managers and staff representing WWETB on governance and oversight Boards/Committees.	Governance Training will be provided to school boards of management. Governance Training will be provided to Youth Reach and Youth Work Committees.	Number of people receiving training. Number of people receiving training.	Training provided to boards of management and committees. Training provided to committee members.
1.4.4	Continue to engage fully with ETBI working groups and communities of practice for knowledge sharing and professional	Continue to represent schools on the ETBI Provision Mapping/Inclusion Coordinator Task Group. Director of Schools to participate in/co-chair relevant fora and/or working groups.	Attendance at all meetings.	Regular/Full attendance at these by the appropriate staff representing WWETB.

	Strategic Actions	2026 Actions	Key Performance Indicators	Targets
	development.	Ensure engagement with all ETBI working groups including Corporate Services, Buildings, FOI/Data Protection, IT and Procurement networks.		
1.4.5	Build on relationship developed with South East Technological University to support professional development and building towards unified tertiary education**.**	WWETB will continue to work with SETU to support staff to engage in professional development through engagement in accredited programmes with SETU and attendance at relevant seminars and conferences.	Staff registered to professional development programmes with SETU and attendance at conferences and seminars.	Completion of relevant professional development programmes. Attendance at these by the appropriate staff representing WWETB.
		Expand tertiary degree programmes for 2026.	Strong collaboration on identification of tertiary programme opportunities.	WWETB tertiary degree programme offer extended.
		Progress the development of a tertiary campus in Wexford.	Business case finalised.	Finalise a business case for tertiary campus.
1.4.6	Develop organisation-wide feedback mechanisms and structured consultation, including opportunities to engage with the student/adult learner voice.	Facilitate WWETB Learner Council.	Learner Council functioning well.	Council meets regularly.
		Establish Student Disability Advisory Committee.	Increased disability voice.	Disability Advisory Committee established.
		Engage with AONTAS National Learner Forum.	Learner Forum events are well attended and effective.	Strong representation at Forum from across provisions.
		Support the introduction of QA Course Survey.	End of course survey operational.	> 30% return on learner surveys.
		Explore the development of a learner WWETB app.	WWETB learner app is trialed.	Learner app is designed and trialed.

	Strategic Actions	2026 Actions	Key Performance Indicators	Targets
1.4.7	Implement Schools Leadership programme across all Schools and Colleges.	School senior leaders will embed the annual process of reflection, review and planning with school middle leaders as set out in CL 0003/2018. The ETBI Summer School for middle leaders will be promoted by school leaders.	School leadership annual report submitted at end of 2025/26 academic year.	School leadership annual report submitted at end of 2025/26 academic year. Middle leaders take part in ETBI Summer School 2026.

Strategic Goal 2
Schools and FET Colleges of the Future

By 2030, WWETB has state-of-the-art facilities for our staff and students/adult learners. WWETB has worked closely with the Department of Education, SOLAS and the Department of Further and Higher Education, Research, Innovation and Science (DFHERIS) to ensure that there is appropriate and significant investment in our physical infrastructure. We now have facilities across Waterford and Wexford that our staff are proud of and in which our students/adult learners are inspired to learn. Within the counties of Waterford and Wexford, we have brought Further Education and Training (FET) provision together where it makes sense to do so. We have flexible teaching and learning spaces, and our Colleges and Centres have become important hubs in their communities. We have looked beyond the confines of the physical infrastructure in our strategy, knowing however that our facilities are important hubs and meeting places for students/adult learners, who build friendships and connections through the social and cultural interactions. We have developed our facilities in line with the broader green agenda and we have been to the fore in innovation in this regard.
Why? Our ambition is to create optimal learning environments, and flexible pathways through our programmes and beyond. We know that quality facilities enhance quality learning.

2.1 Strategic Priority: Facilities

	Strategic Actions	2026 Actions	Key Performance Indicators	Targets
2.1.1	Deliver on planned schools and centres, through proactive engagement with DoE and SOLAS, DFHERIS regarding approved infrastructural projects. Priority projects in FET include: Wexford town FET College of the Future (Whitemills), Waterford Training Centre (Techniform project), Waterford City FET College of the Future/SETU College Street facility, High Performance Building Alliance/NZEB Centre in Enniscorthy, Further Education and Training Centre in Tramore and FabLab Centre in Lismore, Waterford.	All major projects will be progressed through the relevant project phases. Obtain approval to proceed with the development of Centre of Excellence for Nearly Zero Energy Building (NZEB) in Enniscorthy. Explore the potential of College Street, Waterford as a location for consolidation of parts of WWETB provision in Waterford city.	Milestones met.	Progress all projects with the objectives of meeting milestones in the best possible timeframe.
2.1.2	Priority projects for Schools include: New 1,000 student school for St. Declan's Community College, Kilmacthomas, Co. Waterford; Large extension and reconfiguration of St. Paul's Community College, Waterford City to cater for 1,000 students; Extensions to Dungarvan College-Coláiste Dhún Garbhán and Meánscoil San Nioclás, An Rinn, Waterford; Wexford town Education campus including 1,000 student replacement school for Selskar College; Large	All major projects will be progressed through the relevant project phases; • Bridgetown College – obtain stage 2b approval, tender and appoint contractors. • Bunclody Community College: obtain stage 2b approval, tender and appoint contractors • Ballinagee (Selskar College): Progress design phase to stage 2a (Detailed Design) • St Paul's Community College Progress design to stage 1 approval • St Declan's Community College: Submit Business case for new school building • Additional Accomodation Projects (Colaiste Abbain, Colaiste An Atha, Kennedy College) to have achieved Stage 1 approval • Meanscoil San Nioclás – to progress to tender stage.	Milestones met.	Progress all projects with the objectives of meeting milestones in the best possible timeframe.

	Strategic Actions	2026 Actions	Key Performance Indicators	Targets
	extensions to post-primary schools to cater for increased enrolment in Bridgetown College, Bunclody Vocational College and Coláiste an Átha, Kilmuckridge, Wexford; Extension to Kilnamanagh Community National School to cater for increased enrolments.			
2.1.3	Implement the SOLAS strategy of developing Colleges of the Future for FET programmes, in Wexford and Waterford.	Develop a plan for the relocation to College Street in conjunction with SETU, Waterford as a location for consolidation of parts of WWETB provision in Waterford city, in line with the Solas College of the Future Strategy for FET programmes.	Strategy in place for WWETB's approach to provision of FET programmes in Waterford city.	Strategy in place for WWETB's approach to provision of FE programmes in Waterford city.
2.1.4	Enhance the buildings team within WWETB, to include professional roles such as qualified Quantity Surveyor and architect, to support management with the portfolio of buildings programmes across colleges and centres.	Hiring of staff is now complete. Focus for the team in 2026 will be to deliver on strategic projects to enhance the service provided such as facilities management system.	Facilities management process implemented.	Facilities management process initialised.
2.1.5	Develop a blueprint for future development - long term strategic planning, including review of purchase, build or rent/lease opportunities. To review the location of all colleges and centres and modes of transport used to access these facilities.	An estate strategy document will be progressed. The first stage of this will be achieved by establishing the baseline data in the form of a detailed asset register.	Dataset in place.	Estate strategy and associated data being used as a tool in the decision-making process.
2.1.6	Support the development of a network of caretakers and General Assistants to facilitate greater collaboration across sites.	As part of the development of a facilities management project meetings/training days will be convened specifically for these staff.	Meetings established.	Minimum of two meetings held in 2026.

	Strategic Actions	2026 Actions	Key Performance Indicators	Targets
2.1.8	Seek funding opportunities to invest in best industrial standard equipment across colleges and centres.	Continue to leverage funding programmes across FET and Department of Education and also external grants such as through SEAI to maximise potential in this area.	Number of additional projects	Two additional programmes funded by external bodies.
2.1.9	Audit colleges and centres for disability access and develop a plan for remedial works, including seeking funding for any upgrades required.	Disability Audit to be carried out in 2026.	10 audits undertaken.	Audits completed for 10 colleges/centres in 2026.
2.1.11	Analysis of changes in part-time V full-time provision to support development of facilities, taking into consideration multi-functional or change of use over a period of time. Also consider Advanced Learning Environments for group teaching in colleges and centres.	This is to be carried out as part of the estate's strategy outlined in item 2.1.5.	Dataset in place.	Estate strategy and associated data being used as a tool in the decision-making process.
2.1.13	State-of-the-art audio-visual equipment in classrooms for optimal learning.	Facilities will be upgraded as funding allows.	Audio-visual improvement included on all projects.	Upgrades in line with funding allocated.
2.1.16	Make provision for electric charging points at all colleges, centres and offices.	Deliver on the priorities identified to install and utilise the charging points available.	Charging points operational.	Charging points operational in five FET locations with options identified at other sites.
2.1.17	Improve ventilation systems across all colleges, centres and offices.	Ventilation systems will be reviewed as part of ongoing maintenance programme.	Number of locations reviewed.	Systems in at least six locations will be reviewed.
2.1.19	Work closely with Wexford County Council on the development of the state-of-the-art Outdoor Education and Training Centre at Forth Mountain and associated programme of activities at the new	New boathouse in operation at Forth Mountain to deliver water-based activities at a new location.	Facility operational. Courses scheduled for new Forth Mountain location.	Facility operational. Courses up and running for Summer 2026 at Forth Mountain.

	Strategic Actions	2026 Actions	Key Performance Indicators	Targets
	location.			
2.1.21	Explore opportunities for colleges and centres to support their local communities through the utilisation of college buildings and facilities out of hours.	Using the information obtained in recent surveys, the opportunities identified in each location will be explored and used to maximise the potential of our facilities.	Number of initiatives rolled out.	Initiatives rolled out in five schools/centres.
2.1.22	Actively seek out opportunities for community engagement to promote WWETB as a patron of Community National Schools across the region.	WWETB will respond to queries on Community National Schools and engage with other patrons in both counties. It is expected that the results of a national survey on school patronage, conducted by the DEY in 2025 will be published in 2026 and WWETB will engage with stakeholders when the findings of the survey are issued.	KPI's will be identified following the completion of the survey.	Targets will be identified following completion of the survey.

2.2 Strategic Priority: Green Agenda

	Strategic Actions	2026 Actions	Key Performance Indicators	Targets
2.2.1	Establish an organisation-wide Green Campus Committee, including students/adult learners and members of the community, linking in with existing structures in colleges and centres.	Green committees will be rolled out across all our schools and centres, where practical.	Number of committees established.	A minimum of 10 new green committees set up.
2.2.2	Engage with Sustainable Energy Authority of Ireland (SEAI) pathfinder projects to deliver sustainable solutions and improve energy performance, including installation of solar panels on roofs of WWETB-owned buildings	Delivery of three projects involving WWETB schools • Southeast Biomass • Heating upgrade • Regional fabric upgrade Solar panel installations to be completed at three FET locations. With further locations to be identified in 2026.	Projects completed Projects completed.	Three projects completed for WWETB schools. Maximise the locations where solar power can be installed.

	Strategic Actions	2026 Actions	Key Performance Indicators	Targets
	and buildings with long leases and installation of heat pumps.			

2.3 Strategic Priority: Maintenance Programme

	Strategic Actions	2026 Actions	Key Performance Indicators	Targets
2.3.1	Develop a centralised facilities management system and strategic maintenance programme structure to service all colleges and centres, managed through the Buildings and Facilities team and working closely with caretakers, General Assistants and other support staff responsible for the maintenance of WWETB owned and leased buildings. To include standard plan preventative maintenance.	To ensure a structured approach to maintaining and improving the physical infrastructure of schools, training centres, and administrative buildings a project plan for the development of a facilities management system will be developed. This project will encompass planned maintenance, asset management, health and safety compliance, sustainability initiatives, and emergency response planning.	Project scoped and commenced.	Project plan in place.

Strategic Goal 3
Communications and Marketing

By 2030, WWETB is renowned across Waterford and Wexford for its delivery of quality education and training programmes for all ages. We have a personal and engaging brand image that is easily recognisable and professional. It is easy for prospective students/adult learners to find the exact information that they are looking for. WWETB has very strong links with partners across Waterford and Wexford and most of all, it has very strong links with its local communities and industries/services that support them. We invest in marketing and the visibility of our schools and Further Education and Training Centres has improved, due to targeted marketing and the demonstration of our offering – modern buildings, excellent education and training delivered by quality teachers/tutors/instructors and supported by many managers and staff. At the core, WWETB is synonymous with quality, options, community and opportunity for those starting out or starting over.
Why? It is important to build a strong brand for WWETB in line with our aspirations to be a leader in the delivery of quality education and training in the Southeast.

3.1 Strategic Priority: Foundations

	Strategic Actions	2026 Actions	Key Performance Indicators	Targets
3.1.2	Develop a repository of content, photography and stories for use across the organisation.	Plan to engage external resource through video RFQ to be in place February 2026 to assist in creating a bank of videos.	Creating a minimum of four professional videos in 2026.	A suite of videos to be created that represent the wide range of education across WWETB through storytelling.
3.1.3	Develop a toolkit of enhanced marketing assets, including advertisements and social media templates.	Plan to engage an external graphic design agency to consolidate design services across the organisation and create a suite of templates in keeping with brand guidelines. Communications to project manage the creation of existing WWETB documents and design assets.	Centres/programmes engaging with agency to create consistent on brand and accessible designs.	Staff are using centrally designed assets for their campaigns.
3.1.5	Launch of new WWETB website and ensure clear ownership of content and effective search engine optimisation (SEO).	Organisational website- user experience and navigation improvements is an ongoing project. Consolidation of websites and audit of content.	New webpages/ sub-domain for WWETB Training Centre and NZEB.	New webpages/ subdomain for WWETB Training Centre and NZEB.
3.1.6	Develop and implement a social media strategy, including clear content development strategy.	The dissemination of WWETB's social media strategy.	Training of page owners and content creators.	All programmes and centres implementing the strategy on their social media pages.

	Strategic Actions	2026 Actions	Key Performance Indicators	Targets
3.1.7	Establish key super users (communications and content developers) in the organisation and organise training and development and incentives for engagement with this.	Tailored training module to be designed for school stakeholders. Scope incentives to encourage improved content.	Training to be undertaken for a number of assistant principal 1 or 2 posts with responsibility for PR of school.	Improved engaging content based on training.
3.1.9	Invest in new brand/digital marketing resource.	Scope possibility of external digital marketing expertise.	Scope possibility of external digital marketing expertise.	Scope possibility of external digital marketing expertise.
3.1.11	Develop a revised marketing brief to agency to develop suite of key messages and clear definition on individual FET course/programme branding, co-branding and WWETB institutional branding.	Work with Business Development Manager to create key messages based on personas/audience or field of learning rather than programmes.	A suite of key messages for each persona or field of learning.	A suite of key messages for each persona or field of learning.
3.1.12	Development of digital marketing strategy, including partner sites and media.	The dissemination of the digital media strategy to those responsible for managing centre or programme pages and sites	Work with programmes on their web pages.	Focus on *Google my business* pages and ensure up to date web pages.

3.2 Strategic Priority: Engaging the Audience

	Strategic Actions	2026 Actions	Key Performance Indicators	Targets
3.2.1	Development of an innovation campaign focus with hashtag, and development of innovation story bank and case studies that highlight this.	Identify innovation story and work with relevant team on a plan to create a campaign.	Work with relevant teams to identify public interest innovation stories in WWETB.	A campaign plan for one innovation story campaign.

	Strategic Actions	2026 Actions	Key Performance Indicators	Targets
3.2.4	Develop a clear statement of intent to promote WWETB's role in the community, in the arts, youthwork, music, sport and its commitment to wellbeing.	Communications to contribute to the promotion of these areas by planning campaigns around sharing with the public the work WWETB is doing in these areas.	Have a plan in pace to promote WWETB in these areas.	Plan for youth.
3.2.6	Develop specific communications stream for guidance counsellors and extend invitation to guidance counsellors in other schools.	The existing MS Teams Channel for schools will be utilised in 2026.	The sharing of communications information is well received.	Information is shared throughout the year i.e. tertiary or PLC info.

Strategic Goal 4
Health and Wellbeing

By 2030, WWETB is renowned for being a great place to work and to learn. Across all of our schools and centres, there is a commonality among staff and students/adult learners with regard to how they feel about WWETB – they are seen and they are heard and they are appreciated. There is a sense that, once they are part of the WWETB community, our staff feel supported – their school or centre understands who they are, valuing their strengths and supporting their weaknesses. Equality, Diversity and Inclusion is now in the DNA of the organisation.
Why? WWETB is a busy and diverse workplace and it has a service to deliver to many stakeholder groups. Through consultation, we know that our staff and students/adult learners want to be part of a community that supports individuality, celebrates successes and provides support through difficult times. This requires empathy and emotional intelligence to be embedded in our organisation. Furthermore, we know that staff health and wellbeing greatly assists teaching and learning.

4.1 Strategic Priority: Foundation – Culture, Systems and Procedures

	Strategic Actions	2026 Actions	Key Performance Indicators	Targets
4.1.1	Establishment of a Health and Wellbeing Committee in WWETB, with representation from students/adult learners and staff.	Health and Wellbeing Awareness Week to be held.	All staff to be aware of Health and Wellbeing Awareness Week and invited to take part.	Health and Wellbeing Awareness Week to take place.
4.1.2	Regular promotion of the Employee Assistance Programme to all staff members and make clear that the service is also available to their families.	Employee Assistance Programme will be promoted through multiple communication channels.	All staff to be aware of Employee Assistance.	Employee Assistance Programme is regularly promoted through multiple channels including via email, newsletter and staff hub.
4.1.3	Promote a culture of wellbeing at work through existing governance structures.	Health and Wellbeing will be promoted through the KeepWell Mark initiative. Continue to promote wellbeing as a standing agenda item across existing governance structures such as the SMT, Operations team, FET Management meetings and Principals meetings.	Health and Wellbeing included as an agenda item at meetings.	Health & Wellbeing included as an agenda item at meetings.
4.1.4	Implement the 'Keep Well' mark in	Final meetings to take place with IBEC post the securing of the accreditation.	Assessment of wellbeing within	IBEC accreditation secured.

	Strategic Actions	2026 Actions	Key Performance Indicators	Targets
	WWETB, with support from IBEC.		three pilot locations under the eight pillars.	
4.1.5	Update and disseminate all WWETB policies relating to Health and Wellbeing.	Review of any Health and Wellbeing policies as required.	Health and Wellbeing Policies updated and made available to all staff.	Staff are aware of all Health and Wellbeing policies and have easy access to them.
4.1.6	Implement a WWETB Equality, Diversity and Inclusion charter, to support a diverse workforce.	Staff awareness of the Equality, Diversity and Inclusion (EDI) policy following its development.	Staff awareness of the Equality, Diversity and Inclusion Charter.	Staff are aware of the Equality, Diversity and Inclusion Charter implemented.
4.1.7	Develop mechanism for staff recognition across all staff groups as part of the culture (e.g. customer service excellence award), including annual awards and achievement ceremony and long service recognition.	The WWETB Values Recognition Awards Framework was rolled out in May 2025 and repeated again in December 2025. Two nomination windows are to take place in 2026.	Further award winners selected in May and December 2026.	Staff are valued and recognised.
4.1.8	Continue to promote the WWETB Customer Charter and ensure that the Charter is disseminated to, and understood by, all staff.	The updated WWETB Customer Charter will be promoted across WWETB, for implementation by all staff.	Awareness of the Customer Charter across WWETB.	Dissemination of the Customer Charter across WWETB.
4.1.9	Support the induction, onboarding and work journey through	Following the Tutor to Adult Educator conversion in 2025, information will be displayed on the staff hub pertaining to policies, employee handbook, staff onboarding etc.	Key information availability on staff hub.	Dissemination of information via staff hub

	Strategic Actions	2026 Actions	Key Performance Indicators	Targets
	WWETB of tutors as part-time members of staff and actively empower and encourage tutors to act as ambassadors for WWETB.			
4.1.10	Implementation of Blended/Remote working policy across WWETB.	The current blended/remote working policy is in line with the new Workplace Relation Committee (WRC) code. Monitor for any additional changes to the WRC code that might occur in 2026.	Blended/remote working policy continues to work effectively across WWETB.	Monitor for any future WRC code changes.
4.1.11	Professional learning and development undertaken by all managers in supervision and leadership.	Continued promotion of various Professional Learning and Development (PLD) training opportunities. Continued support for managers to attend various national conferences creating opportunities for collaborative learnings and new ideas. Continued promotion of Professional Learning and Development policy.	Number of managers engaging in PLD.	Support management level in their professional development.
4.1.12	Environmental audit of each facility from a health and wellbeing perspective – smoke free zones, canteen refresh, sensory spaces, social interaction spaces, walking areas, colours, natural light and ventilation.	Following the physical survey of buildings carried out in 2025, a survey is to be rolled out to each building to assess how such spaces are managed.	Number of survey outputs for each building.	Collect data re space utilisation from a health and wellbeing perspective.
4.1.13	Develop a process of routinely conducting exit interviews for staff to support WWETB in improving its support to staff.	Continue with best practise in carrying out exit interviews for all staff leaving the organisation in 2026 and reviewing results for any potential improvements that can be rolled out.	Number of exit interviews and review of exit interviews completed.	Carry out exit interviews for all staff leaving the organisation.

	Strategic Actions	2026 Actions	Key Performance Indicators	Targets
4.1.14	Update intranet contact details and 'Meet the team' information for all staff to build awareness of the teams and team structure in WWETB.	Staff contact details will be updated on the staff hub.	Up to date information on staff hub for staff contacts.	Update of contact details on staff hub.
4.1.15	Development of WWETB-wide onboarding programme, including tailored support for new employees and development of a 'buddy' system.	Review and implementation of the corporate induction programme. Regular feedback will be collected to refine and enhance the induction experience, ensuring it remains relevant and effective in supporting new employees.	Implementation of a corporate induction programme.	Corporate induction programme in place for new employees which is reviewed on a periodic basis.
4.1.16	Actively seek to encourage staff to engage in Professional Learning and Development to support them in areas where growth is required.	Continued sharing of Professional Learning and Development (PLD) opportunities which are available to staff.	Increase in numbers of staff availing of the professional learning and development.	Further develop staff.
4.1.17	Implement Public Sector Equality and Human Rights policy across WWETB and facilitate training for staff.	Relevant human rights and equality issues will be assessed, and policies, plans and actions will be identified to meet requirements in accordance with the public sector equality and human rights duty. Irish Human Rights and Equality Commission (IHREC) working group across the various divisions to be established to progress these items.	IHREC working group in place to oversee report.	Human rights and equality report with recommendations.
4.1.18	Development of programme to implement Reflective practices and Restorative practices across all areas of WWETB.	Continued delivery of the restorative practise course to staff within WWETB. Next course scheduled for February 2026.	Staff attending the restorative practise course.	Train up staff on restorative practise.
4.1.19	Development of a pro-active	Continued focus on the pillars within the KeepWell Mark initiative, where accreditation was secured in 2025.	Continued focus on the pillars	Focus on the KeepWell Mark pillars having secured the

	Strategic Actions	2026 Actions	Key Performance Indicators	Targets
	programme to support staff in busy work environments.		within the KeepWell Mark.	accreditation.
4.1.20	Support staff who are nearing retirement by organising routine retirement planning seminars and recognise their important contribution to the organisation by hosting an annual retirement ceremony for staff that are retiring.	Retirement planning sessions will be organised and promoted. An annual retirement function will be held, to mark the contribution of staff on their retirement.	Retirement planning sessions organised and information shared with staff. Annual retirement function is organised.	Retirement planning sessions completed and annual retirement function held.
4.1.21	Development of a calendar of wellbeing initiatives and events for staff and students/adult learners.	A calendar of wellbeing events will be developed and published on the staff hub.	Calendar of wellbeing events and initiatives organised for staff.	Develop a calendar of wellbeing events and initiatives and published on the staff hub.
4.1.22	Development of a Welcome and Induction handbook/app for each student/adult learner and new staff member.	Employee induction handbook launched in 2025 will continue to be updated as required.	Handbook available for new staff.	Up to date handbook for new staff members.
4.1.23	Develop a strategy for the delivery of guidance services to students/adult learners across WWETB.	Analyse results from the survey rolled out in 2025 and incorporate into the guidance strategy.	A strategy which incorporates feedback points from the survey.	Develop a guidance strategy following a review of the survey results.
4.1.24	Review the requirements of students/adult learners with regard	Analyse results from the survey rolled out in 2025 and incorporate into career guidance plan.	Plan which incorporates feedback points from the survey.	Develop career guidance plan following review of the survey results.

	Strategic Actions	2026 Actions	Key Performance Indicators	Targets
	to career guidance support and develop plan to tailor the support to meet the needs of students/adult learners.			
4.1.25	Work with Music Generation Wexford and Music Generation Waterford to enable colleges, centres and programmes to engage with the Music Generation programme for the benefit of their students/adult learners.	Promote Music Generation across Schools and programmes and introduce the Music Generation programme into areas to support non-formal education where beneficial to do so.	Engagement of schools and Centres with Music Generation Wexford and Waterford.	Music Generation working across a number of WWETB schools and centres.
4.1.26	Work with Wexford GAA to enable colleges to engage with the GAA 'Going WeLL' programme for the benefit of students/adult learners.	The partnership with Wexford GAA will be continued supporting all eight Wexford post primary schools in relation to student participation, progress and performance in sport in line with the Service Level Agreement.	Schools engaged with this initiative and students getting support.	All WWETB schools will have some support from the GAA.
4.1.27	All Colleges to engage with the Amber Flag initiative to build awareness, at a local level, of the importance of supporting mental	Further FET centres/colleges to engage with the Amber Flag initiative.	Number of colleges participating	Increased numbers participating.

	Strategic Actions	2026 Actions	Key Performance Indicators	Targets
	wellbeing among students/adult learners.			
4.1.28	Focus on our students/adult learners as partners – develop organisation-wide feedback mechanisms and structured consultation.	Rollout of quality assurance course survey for learners. Continue to engage with Aontas National Learner Forum. Establishment of a student disability advisory group. Continuation of the WWETB Learner Council.	Feedback mechanisms in place.	Capture learner/student feedback.
4.1.29	Organisation-wide approach to annual awards ceremonies and socializing achievement of students/adult learners.	Capture what happens currently across the different FET programmes and schools with respect to their annual award ceremonies and a review for any proposed changes.	Schools and FET programmes covered by the review.	Complete the review and recommend any proposed changes.
4.1.31	Development of a wellbeing programme that incorporates socialising, mindfulness, wellness, team building, extracurricular, onsite health and wellness, society for students/adult learners across all colleges and centres. Support colleges and centres to implement programme locally.	The newly appointed Health and Wellbeing coordinator within the Learner Support unit will coordinate and lead out on a number of health and wellbeing initiatives for the learners.	Number of initiatives rolled out, and learners positively impacted by those initiatives.	Dedicated resources are in place to drive this action item.

	Strategic Actions	2026 Actions	Key Performance Indicators	Targets
4.1.32	Taster/Starter courses offered to help adult learners re-engage in education.	Creation of a pack that can be utilised by centres to assist with the set-up of courses and promoting the value of running taster courses.	Pack completion.	To compile a pack that can be leveraged by centres.
4.1.33	Seek out partnerships to support the Health and Wellbeing strategy of WWETB, including partnering with the Healthy County initiatives of Wexford County Council and Waterford City and County Council.	Further connections with Wexford County Council and Waterford City and County Council to allow us to deliver on our Health and Wellbeing Strategy.	Connections with Wexford County Council and Waterford City and County Council.	Seek out partnership opportunities.

4.2 Strategic Priority: Response – Additional Supports and Pathways

	Strategic Actions	2026 Actions	Key Performance Indicators	Targets
4.2.2	Develop a structure for clear and defined pathways to emotional, psychological and psychotherapy supports for students/adult learners where required.	Continue with Spectrum Life support in 2026 and Mental Health First Aid investment (MHFA)for the benefit of our learners/students.	Number of learners/students availing of mental health supports. Number of staff trained up in MHFA.	Provide mental health support to learners/students via external and internal means.

Strategic Goal 5
Climate Action and Sustainability

By 2030, WWETB is renowned for its climate culture. Across our schools and further education and training facilities we have inspired behavioural change. Sustainability is embedded in the way we teach, in what we teach, in how we communicate to the wider community. We are sustainable in what we teach and how. We are proud of the achievements and are proud to share them with others. Our people work with climate and environmental constraints as a way of life. They work from inspiration, with ambassadors across our schools, centres and offices who collaborate to inspire further actions. We measure what we do. We achieve this by having ambassadors across our facilities, staff who are working full time on these projects, a steering group that has responsibility for the co-ordination of the work and a budget to support the work.

Why? All around us we see evidence of the need to live and work sustainably. This is urgent and becoming increasingly the case. Legislation is changing in a way that penalises the wrong behaviours, and more globally there is an increasing moral argument to halt the destruction of natural systems. Doing nothing is not an option. People increasingly want to work in places where the environment is prioritised. Right now we are in the midst of an energy crisis and while this may be short term it heralds the rise in risk of being dependent on fossil fuels.
We work with people from lots of different backgrounds and we have to be part of the solution in helping those who are not as wealthy to understand and access sustainable life choices. That aspect of climate justice means that we must think of how to help people reduce bills as well as the pressure on the environment. Reducing consumerism and the desire to acquire "stuff" can be a key part of the education programme. We know that we are good at reacting to crises and there is an opportunity now with the current energy crises to make a difference that will endure.
The jobs of the future will be dedicated towards creating and enabling sustainable lifestyles – from creativity to engineering. We therefore have to help our students/adult learners to access this work by preparing them through the courses we deliver and the way we teach.

5.1 Strategic Priority: Foundations/Structure

	Strategic Actions	2026 Actions	Key Performance Indicators	Targets
5.1.1	Develop appropriate structure for the implementation of Climate Action and Sustainability strategy – Climate Action and Sustainability Steering Group, with representation from students/adult learners group, staff and external expertise. Develop local Green Committees in every college, centre and office. Develop partnerships with community groups to support the strategic agenda.	The work of the Climate Action and Sustainability Steering Group and associated working groups will be supported. Seek to create new partnerships to support WWETB's strategic agenda in the area of climate action and sustainability. Develop new green committees and expand existing green committees in colleges, centres and offices.	Regular meetings taking place and actions arising. Work programme developed.	Regular meetings of the steering group to take place in 2026. Work programme developed.
5.1.3	Training for Steering Group, Green Committees, Managers, caretakers and maintenance staff – project and programme management structure to achieving objectives across all strategic priorities.	Ongoing training programmes for individual categories of staff will be provided, based on individual group requirements.	Number of people trained.	Training programme in place.
5.1.4	Research opportunities for strategic partnerships and seek to engage with bodies that can support the strategic agenda of WWETB.	Strategic partnership opportunities will be assessed in conjunction with key partners such SEAI, SETU, EPA and other public and private research organisations.	Register of opportunities and project funding opportunities with strategic partners.	Register of opportunities and project funding opportunities with strategic partners.
5.1.5	Identify resource to support the applications process for funding and grant awards to support the strategic agenda of WWETB.	WWETB will support these applications and grant awards.	Funding applications completed.	Successful grant and funding awards.
5.1.6	Communication of details of any projects undertaken and benefits to all staff and students/adult learners. Survey staff and students/adult learners for any change in understanding and attitudes on Climate Action and Sustainability. Highlight and share success stories – branding the campaign.	Internal communication of success stories to be built into communications work in 2026. Survey undertaken in 2025 to be furthered in 2026.	Articles/new stories published on successful projects arising from climate action and sustainability work.	Spotlighting of best practices to result in positive spillovers across organisation.

5.2 Strategic Priority: Renewable Energy

	Strategic Actions	2026 Actions	Key Performance Indicators	Targets
5.2.1	Undertake a desk research exercise into appropriate solutions across the WWETB sites. Identify possible locations and undertake site survey - with support from teachers and external experts. Implement any recommendations.	Renewable energy solutions to be progressed in DoEY and DFHERIS Pathfinder and SOLAS Green Devolved funding projects in 2026.	Increased number of WWETB sites with renewable energy.	Meeting organisation climate targets, fossil fuel energy use reduced.
5.2.2	Business case created with costs and revenue including displacement.	Business cases with return on investment and levels of energy sufficiency will be developed with Pathfinder and Green Devolved funding requirement for projects in 2026.	Increased number of sites with renewable energy.	Meeting organisation climate targets, fossil fuel energy use reduced.
5.2.3	Identify potential funding streams (i.e. payback or investment) and apply for relevant grants.	Identify potential funding streams. Funding streams have been applied for and more to be sought in 2026.	Number of funding applications developed.	Access funding streams and apply for grants.
5.2.4	Install solar panels on roofs of WWETB-owned buildings and buildings with long leases.	All WWETB owned FET properties with potential for photovoltaic panels (PV) will be identified. Funding secured and projects progressed in 2026.	Reduction in electricity usage.	Five FET centres to have (PV) systems installed.
5.2.5	Develop and implement an awareness campaign around energy efficient behaviors, using intranet, website and social media to engage with staff and students/adult learners.	Schools and FET centres will be encouraged to engage in energy awareness campaigns. This includes the SEAI reduce your use campaign and local energy saving initiatives.	Fossil fuel energy use is reduced.	All schools and FET centres will become proficient in monitoring their energy usage and adapting behaviors to reduce their usage.

5.3 Strategic Priority: Energy Efficiency

	Strategic Actions	2026 Actions	Key performance Indicators	Targets
5.3.1	Carry out regular energy audits – weekly audits/quarterly audits/visual surveys/walk arounds/one-off pre-energy audit	An Energy Consultant has been appointed to act on WWETB's behalf for all energy audits, certification and energy efficient design studies.	Number of audits carried out.	Energy consultants have been appointed and audits to be carried out (building strong energy management systems)
5.3.2	Establish an energy use baseline for each building within WWETB.	The SI426 audits will be followed up and a baseline developed on each building audited.	Findings of audits reviewed and register of	New audits due in schools and FET locations.

	Strategic Actions	2026 Actions	Key performance Indicators	Targets
			opportunities to be developed.	
5.3.4	Retro fit suitable buildings to bring them up to appropriate efficiency including heating controls.	Complete register of opportunities and identify priorities and prepare a plan to implement the recommendations of the audits. Funding streams have been applied for and more to be sought in 2026 to undertake works.	Plans in place on a school and centre level. Improve progress towards our Fossil CO2 targets and total CO2 targets.	Plans in place on a school and programme level.
5.3.5	Invest in energy efficiency visual apps/information screens for buildings.	The implementation of energy management systems in WWETB's building stock will be investigated. New Smart metering of all locations electrical, heating and water systems will be installed for centralised monitoring.	Energy management assessment tools.	Better management of WWETB's building stock and energy usage data assembling for all WWETB locations.
5.3.6	Put in place a league table for WWETB buildings Display Energy Certificates (DECs)	Work ongoing on DECs in WWETB buildings in 2026. Framework Energy Consultant has been appointed to act on WWETB behalf for all energy audits, certification and energy efficient design studies.	Display energy certificates in place.	Display energy certificates in place.
5.3.7	Plan for the elimination of all incandescent and halogen lights.	All owned FET buildings have replaced incandescent and halogen lights with LED fittings in 2025. Plans for replacement in non-owned building to be reviewed with SOLAS and landlords. Survey of lighting to be put in place in all buildings.	The number of LED lights installed as replacements. Reduction in electrical demands from CO2 fuel based energy providers.	LED lights as replacement in all cases going forward.
5.3.8	Develop an energy awareness campaign around PC shutdown in all colleges, centres and offices - behavioural change by individuals.	A campaign was rolled out in 2024 and 2025 by the APO for Climate and Sustainability. This campaign is to be developed and further initiatives pushed out for all locations in 2026.	Campaign rollout.	Campaign resulting in behavioural impacts.
5.3.9	Embed the Take 1 programme and the Sustainable Development Goals into the sustainability strategy for WWETB and encourage school participation in same.	Continued promotion of same to WWETB schools. Explore further collaboration with the Irish Schools Sustainability Network.	Circulation of information through the relevant Communities of Practice (CoPs) and fora. Review the uptake/usage of the programme in schools.	Increase numbers of schools using the materials. Once baseline data has been gathered, specific targets will be set.

	Strategic Actions	2026 Actions	Key performance Indicators	Targets
5.3.10	Development of specific Climate Action plans for FET and for Schools, in line with DoE/DFHERIS/SOLAS and broader government strategies.	The existing WWETB Climate Action Plan will be updated annually in tandem with WWETB 2025 Climate Policy document.	2026 updated WWETB Climate Action Plan developed.	2026 updated Climate Action Plan developed.

5.4 Strategic Priority: Travel

	Strategic Actions	2026 Actions	Key performance Indicators	Targets
5.4.1	Develop an awareness campaign around encouraging walking and cycling to Colleges, Centres and Offices, car-pooling and increased usage of school and public transport. Campaign to engage with parents also. To include campaign for park and cycle facilities in a close radius of schools with dedicated cycle lanes. Include cycling workshops, road safety tips, trips to the Greenway to encourage participation. Installation of bike racks in every WWETB site.	The travel working group will review this in 2026.	Regular meetings of the group to take place in 2026.	Regular meetings taking place and actions arising.
5.4.3	Make provision for electric charging points at all Colleges, Centres and Offices.	Baseline standards on all new buildings will be established and a plan will be developed to bring all centres up to similar levels within five years. Framework tender to be issued for the provision of a Service Level Agreement for Maintenance and payment processing for all EV points.	Plan in place for provision of electric charging points at all centres.	Plan agreed for the provision of electric charging points at all WWETB centres.

5.5 Strategic Priority: Biodiversity

	Strategic Actions	2026 Actions	Key Performance Indicators	Targets
5.5.1	Develop an awareness campaign around biodiversity, including the development and implementation of an e-Learning module and introductory training for staff and students/adult learners.	Continued promotion and roll-out of the WWETB/National Biodiversity Data Centre modules on Citizen Science and Hedgerows. Continued collaboration with the National Biodiversity Data Centre.	Circulation of same through the relevant communities of and fora. Review the uptake/usage of the modules in schools.	Increase numbers of schools using the materials.
5.5.2	Create an organisation-wide system of biodiversity ambassadors and a champion within the Senior Management Team, including assigning allocated hours for a biodiversity role (i.e. coordinator).	This will be progressed by the Biodiversity Working Group, APO for Climate and Sustainability and Senior Management Team.	Regular Group meetings to take place in 2026.	Regular meetings taking place and actions arising.
5.5.3	Put in place a Community of Practice forum to focus on the area of Biodiversity.	The Biodiversity Working Group will progress this action in 2026.	Regular Group meetings to take place in 2026.	Regular meetings taking place and actions arising.
5.5.4	Develop materials relating to the strategic focus on Biodiversity for all schools – handouts and induction programmes for new staff and students/adult learners.	Best practice in biodiversity will be part of the WWETB internal communications campaign.	Strong collateral in place – including as part of induction programmes.	Biodiversity strategic focus is clearly articulated.
5.5.5	Assess college, centre and office sites for suitability to establish wildlife zones/areas and establish zones in all possible areas.	This action is linked to the survey carried out by the Schools and Colleges of the Future steering group. Work will be undertaken to collate and plan locations with available green space in 2026.	The number of centres/schools with wildlife zones.	Wildlife zones at a number of WWETB schools.
5.5.6	Carry out annual Biodiversity audits and develop associated	The Biodiversity Working Group will progress this action in 2026.	Regular Group meetings to take place in 2026.	Regular meetings taking place and actions arising.

	Strategic Actions	2026 Actions	Key Performance Indicators	Targets
	pollinator plans at each site.			
5.5.7	Work with partner organisations with expertise in biodiversity programmes and carry out site visits to other locations to gather best practice ideas for implementation.	Ongoing review of list of partner organisations with expertise in biodiversity, including Wexford County Council and Waterford City and County Council and National Biodiversity Centre	List of partner organisations agreed and initial meetings held.	List of partner organisations agreed and initial meetings held.

5.6 Strategic Priority: Waste Reduction

	Strategic Actions	2026 Actions	Key Performance Indicators	Targets
5.6.2	Reduce the use of photocopying to essential purposes only (e.g. tests) – utilise online resources such as teams for sharing documents.	Review the use of photocopying at all sites and make statistics available in an internal communications campaign around reducing the use of photocopying where possible. Audit numbers of photocopying to be interrogated and plan developed on a site by site basis.	Review undertaken and statistics shared.	Review undertaken, statistics shared and reduction achieved.
5.6.4	Develop a protocol for the donation of unused food to food banks/charities.	Work to be looked at further in waste reduction working group, in conjunction with contracted catering service providers. Working group to prepare an exploratory survey to be undertaken with our contracted FET training centre canteen supplier and all food / canteen suppliers in our School locations. Working group to link in with local food banks / charities to gain an understanding of what food types and protocols they have in place which WWETB could link and donate to if possible.	Regular group meetings to take place in 2026.	Regular meetings taking place and actions arising
5.6.5	Introduce compost bins for food waste/renewable energy.	Compost bins to be introduced across schools and centres, where possible, including head office. Local bins provided and will communicate with waste service providers around the provision of compost collection services.	Compost bins introduced locally and provision of compost collection services by waste providers	Compost bins introduced.
5.6.6	Ensure college canteens are using reusable containers where possible (recyclable and	Communicate with canteen service providers around the use of reusable containers where possible.	Communication to all canteen service providers around WWETB's objective.	Communication to all canteen service providers around WWETB's objective.

	Strategic Actions	2026 Actions	Key Performance Indicators	Targets
	compostable less favorable).			
5.6.8	Develop incentive schemes for colleges, centres and offices to support them in achieving targets with regard to waste reduction.	Work to be looked at further in Waste Reduction Working Group, in particular through the potential use of internal communications campaign	Regular group meetings to take place in 2026.	Regular meetings taking place and actions arising.
5.6.9	Develop campaigns and provide training for staff and students/adult learners on how to dispose of waste correctly for maximising recycling rates.	Work to be looked at further in the Waste Reduction Working Group, in particular through the potential use of internal communications campaign.	Regular group meetings to take place in 2026.	Regular meetings taking place and actions arising.
5.6.10	Rainwater harvesting incorporated into all new buildings and review of feasibility to harvest rainwater at existing buildings. Implement rainwater harvesting where possible.	As part of Environmental Efficient Design (EED) rainwater harvesting as a source of clean water for toilets, gardens and site wash down to be assessed for all new build projects. Appointed energy consultants to undertake the role of EED and integrated as a specialist within design teams moving forward where applicable.	Increased number of WWETB sites with rainwater harvesting systems.	Meeting the organisation's climate targets and fossil fuel energy use reduced.

5.7 Strategic Priority: Circular Economy

	Strategic Actions	2026 Actions	Key Performance Indicators	Targets
5.7.3	Procurement to move away from cost to sustainability as a measure of value.	The procurement team will prepare tender documents to highlight a move away from cost only, to sustainability as a measure of value in line with Green Public Procurement (GPP) guidelines.	New communications to potential service providers regarding the importance of	New communications to potential service providers regarding the importance of sustainability as a measure of value.

	Strategic Actions	2026 Actions	Key Performance Indicators	Targets
			sustainability as a measure of value.	
5.7.7	Develop a WWETB protocol to encourage second life for uniforms and books in WWETB Colleges.	Requirements for school crested items will be reviewed, including costing of school uniforms in all schools with a focus on sustainability/circular economy and cost.	All schools will have participated in the review process.	Reduced costs of uniforms and review single use/items that cannot be passed on or donated.
5.7.8	Create awareness of value of 'waste'.	Promotion and roll-out of the WWETB circular economy value awareness, in line with EPA guidance on the circular economy and 'Rethinking Consumption' action points.	Circulation of same through the relevant communities, schools, centres and offices.	Increase numbers of schools using the materials.
5.7.9	Develop plan to provide training in NZEB fundamentals across a wide variety of programmes and courses. Embed in training programmes and in post-primary modules where feasible.	The NZEB fundamental course will be promoted, including within schools to practical teachers and to WWETB staff.	Information circulated at school leaders meetings and to WWETB staff via newsletters, email and staff hub.	Interested teachers provided with the opportunity to participate.

5.8 Strategic Priority: Curriculum Integrated with Sustainability for Classroom Based Assessments

	Strategic Actions	2026 Actions	Key Performance Indicators	Targets
5.8.2	Explore the classroom based assessment model and advocacy with National Council for Curriculum Assessment (NCCA), particularly in subjects such as Maths, Geography and Sciences. Map	The work of the working group around curriculum will be supported and aligned with the Take 1 programme.	Regular meetings held in 2026.	Meetings held and actions agreed for implementation across all WWETB schools.

	Strategic Actions	2026 Actions	Key Performance Indicators	Targets
	current activity in schools as baseline.			
5.8.3	Access resources that already exist and build stronger partnerships for specific purposes (e.g. Environmental Protection Agency, National Biodiversity Centre, green schools, leave no trace campaign, local authorities).	Continued promotion of same to WWETB schools and FET Centre. Explore further collaboration with the IBEC, Irish Schools Sustainability Network, Environmental Protection Agency, National Biodiversity Centre and local authorities to develop on the presentation and information exchanges started in 2025.	Circulation of information through the relevant Communities of Practice.	Increase numbers of schools and FET Centre using the materials.
5.8.4	Sustainable courses integrated across multiple FET programmes, including the Green Skills module.	WWETB will continue to integrate sustainable programmes into its FET provision, including the SOLAS greenskills module and the NZEB Fundamentals. WWETB will continue to promote and deliver its range of sustainable programmes which to include Domestic Heat Pump Installation, NZEB Fundamentals, Ventilation, Retrofit, Electrical, Plumbing, Carpentry, Bricklaying and Plastering.	Number of learners who complete the training programmes.	Number of learners who complete the training programmes.

Strategic Goal 6
Technology Enhanced Learning/Digital Learning

By 2030, the advances in information and communications technology will have a profound effect on how WWETB conducts its teaching, training and business. It is not so easy to predict what the landscape might look like as the pace of change is so rapid. In recent years, there has been exponential growth in the use of cloud services, mobile devices and online teaching tools. The Covid–19 pandemic put greater impetus on the use of digital technologies for teaching, learning and management. WWETB reacted well to the challenges associated with the rapid uptake of remote working/learning digital technologies during Covid-19. However, many processes within WWETB remain manual and paper-based and the challenge is to seize the full potential of digital technologies not only to enhance the teaching and assessment of students/adult learners but also improve the management and processes within the WWETB business environment and to support sustainability.

Why? Technology currently fulfils a 'business as usual' function in WWETB. However, the current capacity to analyse data efficiently and implement digital processes and new technologies is limited. An overall IT strategy is required, along with an operating model review, to chart the journey for a full transformation of IT at WWETB.

6.1 Strategic Priority: Governance

	Strategic Actions	2026 Actions	Key Performance Indicators	Targets
6.1.1	Successful management and governance of the IT function in WWETB, including establishment of an IT Steering Committee, comprising business and IT leadership.	A steering committee will be established to further WWETB's blended learning action Plan. Establish IT strategy steering group to plan the WWETB technology roadmap for the future.	Committee in place. Steering group in place.	Work commenced on IT strategy document. Invitations/nominations sent and meetings scheduled.
6.1.2	Ensure consistency in IT support by implementing appropriate policies and procedures.	The delivery of policies in line with information security management system (ISMS) will be continued and maintained in 2026. Existing policies and procedures will be reviewed and updated in an ongoing fashion in line with the recommendations of ISMS.	Increased number of policies approved.	Full suite of policies to support ISMS requirements. All expired policies and procedures reviews as scheduled 2026.

6.1.3	Enable the organisation to use data for accurate reporting, by developing a formal data governance procedure to standardise how data is collected and processed within internal systems.	All organisation digital information will be migrated to SharePoint. A data classification process in finance will be piloted	Digital information migrated to sharepoint. Proof of concept project to migrate and consolidate finance data.	Migrate all digital information to sharepoint. Complete Finance Data project in 2026.

6.2 Strategic Priority: Organisation Structure

	Strategic Actions	2026 Actions	Key Performance Indicators	Targets
6.2.1	Develop a defined business change team with responsibility for the specific targets, tasks and projects within the WWETB IT function.	A business change team for project management and convergence of IT functions will be established.	Business change team in place.	Team in place for Q4 2025.
6.2.3	Focus on succession planning and talent management within the IT team and engage the IT team in the strategic focus for 2023 and beyond.	Create a full suite of technical documents and knowledgebase repository for IT staff training and upskilling. Utilising the documentation created as part of the ISMS process.	Technical documents in place and staff upskilled.	Technical documents prepared and staff upskilling undertaken.

6.3 Strategic Priority: Delivery Model

	Strategic Actions	2026 Actions	Key performance Indicators	Targets
6.3.2	Source IT security services as required to ensure independent review and alignment to evolving IT security best practices.	Source IT security services as required to ensure independent review and alignment to evolving IT security best practices. Additionally, these resources will be used to support the development of the ISMS and aligned to the National Cyber Security Centre Cybersecurity baseline standards.	Additional services added in 2026 as resources allow.	Input from third parties to develop our security stance and gain understanding of new technologies i.e. Artificial intelligence (AI)

6.4 Strategic Priority: Capabilities

	Strategic Actions	2026 Actions	Key Performance Indicators	Targets
6.4.1	Build the IT management capabilities within WWETB to ensure that IT activities are planned and managed in line with the business strategy, and to provide challenge to mandated solutions to ensure that WWETB requirements are considered and alternative solutions assessed.	Continue to develop skills within the IT management team Development of project management methodologies for IT projects.	Number of people trained. Project management (PM) documentation.	Formalised professional training to support project delivery. Creation of PM documentation and implementation of tools.
6.4.2	Deliver strategic, transformational change projects within the IT function.	An IT strategic roadmap will be developed in consultation with WWETB department heads and directors.	Roadmap created and timeline identified for delivery of projects.	Approval by SMT of IT roadmap.
6.4.3	Ensure basic level of IT skills for all staff through training and development.	Recruit a digital lead for schools to support schools to achieve the targets set out in the digital strategy for schools by providing advice and guidance in relation to SSE and LAOS in this regard and continue with the digital learning support and ICT for Schools.	School leaders seek the support of the digital learning team should they need assistance.	Every school to be progressing through the targets set out in digital strategy by the end of the academic year 2025/6 and 2026/7.
6.4.4	Enable the organisation to use data for accurate reporting. Build data analytics capabilities within the organisation to consistently extract reliable data for reporting and generating business insights.	All organisational digital information will be migrated to SharePoint. A data classification pilot initiative in the finance section will be implemented to correctly structure data and user permissions/access.	Engage with a business analyst to review and report. Pilot completed	Use report to identify plan to improve accuracy of reporting. Initiation of data classification project.
6.4.5	Plan for the design and development of blended	To be considered as part of steering group that is looking at blended learning.	Plan for design and development of	Approval granted by QQI for blended programme delivery.

	Strategic Actions	2026 Actions	Key Performance Indicators	Targets
	learning in line with QQI and curriculum requirements.		blended learning.	
6.4.7	Improve IT service efficiencies and ensure accurate tracking of the service provided.	Ongoing monitoring of helpdesk statistics.	Efficiency metrics to be gathered from helpdesk information.	Data used to formulate automatic solutions to common IT issues.

Projected Receipts and Expenditure 2025

	Note	Projected Year Ended 31/12/2026	Projected Year Ended 31/12/2025
Receipts			
Schools & Head Office Grants		67,446,118	60,337,353
Further Education and Training Grants		91,790,649	90,231,084
Youth Services Grant		4,382,914	4,163,696
Agencies & Self-Financing Projects		5,904,609	5,655,082
Capital		36,912,267	6,552,681
		206,436,559	**166,939,897**
Payments			
Schools & Head Office	1	67,446,118	60,337,353
Further Education and Training	2	91,790,651	90,231,084
Youth Services	3	4,382,914	4,163,696
Agencies & Self-Financing Projects	4	5,904,609	5,655,082
Capital	5	36,912,267	6,552,681
		206,436,559	**166,939,897**
Cash Surplus/(Deficit) for Period		0	0

Note 1 – Schools & Head Office Payments	Projected Year Ended 31/12/2026	Projected Year Ended 31/12/2025
Pay		
Instruction	55,632,898	49,576,790
Administration	4,480,408	4,404,173
Maintenance	968,643	941,906
Subtotal	61,081,949	54,922,869
Non-Pay	3,606,816	3,443,592
Associated Programmes		
School Services Support Fund	561,924	561,627
Social Inclusion Payments	200,000	200,000
Senior Cycle Book Grant	362,421	86,952
Junior Cycle Book Grant	842,032	503,700
Admin Support for Book Grant	47,711	-
Transition Year Post Primary Schoolbooks Scheme	35,166	-

ICT Policy Unit Funding	219,416	305,011
Transition Year	85,300	77,235
Leaving Certificate Applied	41,499	39,411
Junior Certificate Schools Programme	25,389	25,920
Traveller Pupil Grant	25,812	24,329
Gaeltacht Education Funding	82,924	101,565
Senior Cycle Science Grant	38,925	4,186
Teacher Education T&S	1,800	1,636
Home School Liaison Officer	8,000	8,000
Licensing Costs	118,228	-
Professional Services Costs	20,000	-
Subtotal	2,716,545	1,939,572
Community National School	40,808	31,320
Total	**67,446,118**	**60,337,353**

Note 2 – Further Education and Training Payments

	Projected Year Ended 31/12/2026	**Projected Year Ended 31/12/2025**
VTOS	6,494,391	7,332,857
Youthreach	6,881,953	6,873,192
PLC	7,641,307	7,504,945
Adult Literacy	2,237,682	2,791,826
ESOL	1,074,259	1,595,904
Back to Education Initiative	2,703,818	2,513,387
Community Education	1,023,466	1,106,183
Refugee & International Protection Applicants Programmes	209,784	269,367
Innovation & Other FE Provision	115,475	316,005
Subtotal - Further Education	**28,382,134**	**30,303,666**
Skills to Advance	2,006,515	2,280,520
Bridging and Foundation Training	33,143	332,602
Community Training Centres	2,173,741	2,303,241
Skills Training	2,624,035	3,033,729
Traineeship	862,045	844,867
Local Training Initiatives	2,636,321	2,647,670

Specialist Training Providers	2,428,052	2,552,134
Apprenticeship	32,262,452	28,505,324
Online Blended Learning (FABLAB)	55,023	46,839
Evening Training Courses	371,229	615,041
Subtotal - Training	**45,452,556**	**43,161,967**
Adult Guidance	514,651	565,613
Provision Support Funding	1,820,692	1,729,347
TEL	418,342	542,378
FET Quality Assurance & Authentication Costs	580,848	632,051
Continuous Professional Development	209,059	215,831
FET Repairs, Health & Safety, Covid supports	805,375	616,500
Operational Costs - Non-Pay	2,421,907	3,565,143
Operational Costs - Pay	10,940,930	8,682,499
Outdoor Education	244,155	216,089
Subtotal - Support Costs	**17,955,958**	**16,765,450**
Total	**91,790,649**	**90,231,084**

Note 3 – Youth Services Payments

	Projected Year Ended 31/12/2026	**Projected Year Ended 31/12/2025**
Youth Services Payments		
UBU Your Place Your Space	3,498,883	3,353,680
UBU Resilience	43,295	43,295
Youth Work Functions	373,738	359,363
Local Youth Club Grant Scheme	155,751	155,751
Youth Information Centres	128,262	125,747
Summer Holiday Meals	27,125	-
Youth Night	30,000	-
Integration Fund	60,860	60,860
Targeted Youth Employability Support Initiative	65,000	65,000
Total Youth Services	**4,382,914**	**4,163,696**

Note 4 – Agencies & Self Financing Programme Payments

	Projected Year Ended 31/12/2026	Projected Year Ended 31/12/2025
Agency Programmes		
School Meals Programme	1,591,094	1,473,407
Music Generation - Waterford	597,995	571,977
Music Generation - Wexford	559,459	492,783
Leargas Programmes	240,479	228,172
School Completion Programme	174,325	125,763
Libraries JCSP	56,697	58,307
JCSP Initiatives - DDLETB	17,369	19,413
Examination Bodies	211,191	194,934
Secondment Recoupment	452,098	457,591
UCC Gaeltacht Scholarship	3,162	4,214
Creative Schools Award	6,885	8,446
"SoundCrowd" (formerly "Brass Off") - Music Gen W'	58,866	56,386
Sports Partnership Funding - Wexford Co Co	19,624	15,574
Worldwide Global Schools Gorta	1,106	1,393
UCC - TRAVELLER MENTORING PROG	7,372	3,132
NAPD - Creative Engagement Project	-	1,108
UCC - PLUS Programme Schools Outreach	-	5,065
UCC - PATH 5 fund	1,500	1,292
Trinity College - Schools of Distinction Award	1,345	590
UCD/Irish research council program funding	-	2,750
Woodstown CCC	-	16,664
MG Waterford Strand 1	-	320
HEA Tertiary Programme - Coordinate	7,135	15,640
SCP - Healthy Ireland Initiative 2023	4,454	3,068
Tertiary Degrees - NTO funded	13,398	-
TUI Bridgetown Erasmus	498	-
Total Agency	**4,026,051**	**3,757,987**

Self-Financing Programme Payments

	Projected Year Ended 31/12/2026	Projected Year Ended 31/12/2025
Self-Financing Programmes		
Student Services Fund (incl Book Rental)	909,969	930,223
Shielbaggan OEC	189,401	175,848
School Tours	48,574	58,995
PLC Students - Class Materials	106,266	135,051
Students Union / Sports & Cultural	59,549	43,185
Agri Course Kilmuckridge	57,198	62,821
Transition Year	208,231	183,797
Mock Exam Fees	72,155	69,441
Homework Club	54,629	51,037
PLC Students - Exam Fees	5,025	6,879
Cycle to Work Scheme	43,568	39,576
School Canteen	2,381	5,368
Parents Accounts	5,362	23,509
WCFE Hairdressing	22,673	32,534
WCFE Beauty Therapy	4,379	15,207
Fundraising & Donations	16,756	9,904
Hire of PE Hall & Rooms	6,068 -	
Insurance claims/Settlements	4,043	13,833
STUDENT BOOK RENTAL SCHEME	18,641	19,116
STUDENT STATIONARY FUND	528 -	
LAWLESS TRUST	2,000	5,000
SF LCA CONTRIBUTION	1,442	1,189
STUDENT UNION S/F ACCOUNTS	-	2,853
S/F SCHOOL ACCOUNTS	27,859	620
SELF FINANCING WOODWORK CLASS	2,626	4,533
South Co. Wexford Craft Apprenticeship Trowel Trade	4,333	2,500
Bunclody VC New Building Fund	4,428	4,074
School Extra Curric Activities	475 -	
Total Self-Financing	**1,878,557**	**1,897,095**
Total Agency & Self Financing	**5,904,609**	**5,655,082**

Note 5 –Capital Payments

	Projected Year Ended	**Projected Year Ended**
	31/12/2026	**31/12/2025**
DES Funded Projects		
St Paul's Modular Accom	-	5,133
Coláiste Abbain Modular Accom	-	115,948
St Declan's Modular	159,178	662,340
Bunclody Conack Modular	-	15,892
Selskar College Modular Building	-	24,171
Bridgetown College Major Project	24,699	417,396
St Canice's Convent New Ross	427,323	428,491
St Catherine's Special School	25,833,255	140,344
Meanscoil Additional Accommodation	151,823	151,823
Dungarvan College ASD	2,129,153	62,658
Shared Education Campus at Clonard	1,139,565	1,198,895
Bunclody Vocational College Major Project	334,017	422,590
Subtotal - DES Funded Projects	**30,199,012**	**3,645,681**
SOLAS Funded Projects		
Devolved Allocation	870,000	580,000
Green Devolved Allocation	2,610,000	580,000
PM Services	119,000	100,000
Waterford T.C Workshop & Classroom for C & J (Building)	709,439	1,547,000
Pathfinder Project	-	100,000
Dungarvan FET Centre - Mechanical Works	567,293	-
Waterford CFE - Heating System Upgrade	842,318	-
Apprenticeship Pipefitting Revalidation	424,134	-
Apprenticeship Plastering Revalidation	56,689	-

Apprenticeship Automotive Technician Revalidation	80,000	-
Apprenticeship MAMF Revalidation	271,634	-
Apprenticeship Agri Mechanic Revalidation	96,000	-
Apprenticeship Revalidation - Multi	18,040	-
Apprenticeship Sheet Metalwork Revalidation	48,708	-
Subtotal - SOLAS Funded Projects	**6,713,255**	**2,907,000**
Total Capital	**36,912,267**	**6,552,681**

7. FET Service Plan

Overview of Further Education and Training (FET) in WWETB

Further Education and Training (FET) in Waterford and Wexford is provided through our multitude of programmes which are delivered across over 40 WWETB sites, as well as many community settings. There are seventeen FET centres along with two training centres in Waterford City and another in Wexford Town. In youth provision there are eight Youthreach centres and two Community Training Centres. Learners access Post Leaving Certificate (PLC) provision in five locations including Waterford College of Further Education (WCFE) a standalone PLC in Waterford. Aside from the Centres themselves, WWETB literacy, REACH and Community Education support provision is accessed by learners in community groups and premises across the two counties. In 2026 there will be an estimated 26000 beneficiaries of WWETB FET programmes. A more detailed overview of FET provision is provided in section 5 of the Service Plan.

FET Priorities in 2026

WWETB's 2026 FET priorities demonstrate clear alignment with the core objectives of the FET Strategy 2026–2030, supporting future-ready skills, inclusive participation, quality-led innovation, and collaborative delivery at regional and national level

Future-Ready Knowledge & Skills

WWETB is ambitious and committed to meeting the emerging needs of industry and employers. To achieve this, WWETB will continually improve the established apprenticeships, introducing modern methods of construction to support our craft apprenticeships. Apprentices training through WWETB will provide the skilled resources to meet housing and infrastructure targets in the South-East. WWETB will work with partners to respond to green skills requirements in solar, water and exciting opportunities identified through the recent offshore wind announcement. WWETB will support industry and learners in new areas of apprenticeship, utilising our range of provisions to provide awareness and pathways to new opportunities. Through systematic research and strategic networks, we will stay close to emerging trends. WWETB will improve internal data interrogation and accessibility, supporting data informed decision making and effective, agile programme delivery.

Inclusion for Prosperity and Cohesion

WWETB is an inclusive organisation with programmes and initiatives that welcome people of all ages, cultural and socio-economic backgrounds. There are changes to the profile of learners and data will help us to track and respond to these changes. Learning methods are adapting too and in 2026 WWETB will increase its appreciation, skills and use of technologies to enhance learning experience. The Equality, Diversity and Integration (EDI) team was established to champion access and inclusion, engaging each WWETB learner and their learning needs. This support is available to each learner accessing one of WWETB's FET programmes. The work of the EDI team and experience of WWETB trainers has encouraged CPD training and the adoption of Universal Designs for Learning practices. This will steadily transform practice that WWETB is committed to embedding. A new learner survey in 2026 for completing learners will strengthen current

learner feedback and learner voice fora to ensure the highest quality learner experience and progression.

Quality with Innovation

Work will continue in 2026 on the consolidation of learning spaces and provisions. The benefits of a co-located learning facility demonstrated by the Wexford FET College have reinforced the commitment to pursuing plans for a new Further Education and Training College in Waterford City located at the College Street site of South East Technological University (SETU). WWETB has recognised expertise in Nearly Zero Energy Buildings (NZEB) and work is ongoing on an innovative Greenskills specialist centre for NZEB training and concentrated quality green skills programmes in Enniscorthy. Recently acquired capital funding for innovative micro qualifications will enable WWETB to develop facilities, training and capacity in language proficiencies and immersive technologies to meet emerging industry needs. An innovative template for each provision will identify the unique selling point of programmes and responses, partners and priorities. It will be supported by purposeful data analysis and include estate and staffing data. While adapting to external influences, learner voice and feedback will contribute to WWETB's commitment to quality innovative delivery and systems.

Collaborating for Impact

WWETB has a broad reach across two counties, working in partnership with communities and industry from basic introductory courses to advanced and specific courses tailored to industry needs. The South East Regional Skills Forum and other forums facilitate exchanges of challenges, ideas and shared responses. Communicating the breadth of FET services can be a challenge. The implementation of the Enterprise Connect initiative will involve a change management process to secure and enrich WWETB's collaboration with industry and employers. The impact of this will be improved clarity in communication leading to shared purpose and objectives.

The anticipated Tertiary Strategy and the announcement of plans for a tertiary campus in Wexford will require new relationships and offer transformative partnership opportunities with SETU. In 2026 WWETB will ensure that stakeholder reviews are held to identify partnerships and explore how they can contribute to current work and future goals. The FET Leadership Team members are experienced and connected to other ETBs and networks, sharing best national practice and engaging in international best practice sharing where possible. Where resources are limited, the impact of such collaborations will be seen to shape effective delivery of Further and Education and Training to the people of Waterford and Wexford.

Funding Allocation for 2026

Waterford and Wexford Education and Training Board WWETB receives funding for the provision of FET Services annually from the Department of Further and Higher Education, Research, Innovation and Science via SOLAS.

Allocation for WWETB	**2025 Final Allocation**	**2026 Allocation**			
	TOTAL €	**Pay €**	**Non-Pay €**	**Allowances €**	**Total €**
Core Funding for a Strategic & Effective ETB	12,123,997	6,703,335	5,571,550		12,274,885
Workforce Skills Development & Transformation	13,508,999	7,660,578	4,536,715	1,079,872	13,277,165
FET Pathways	28,121,453	14,602,329	5,776,503	6,694,680	27,073,512
Apprenticeship	35,714,913	6,601,270	12,140,935	19,130,185	37,872,390
Strategic Investment	1,291,001	47,694	1,245,003		1,292,697
Overall Allocation	**90,760,363**	**35,615,206**	**29,270,706**	**26,904,737**	**91,790,649**

In 2026 WWETB will utilise this funding to deliver:

CORE
Funding for a Strategic and Effective ETB

<u>Learner Support and Guidance</u>

WWETB Learner Support Service

WWETB is committed to widening participation and promoting equality in access, participation, and progression across all FET provisions. This includes supporting individuals protected under the nine equality grounds, under-represented groups, learners experiencing disadvantage, care-experienced young people, mature learners, and those from diverse or minority backgrounds.

In September 2024, an EDI Learner Support Service was established within WWETB to co-ordinate and advance this work. The EDI Learner Support Service ensures that every FET learner can access inclusive, high-quality supports that enable full engagement, successful progression, and equitable outcomes. This work aligns with national and organisational priorities, including WWETB's Strategy Statement, the SOLAS FET Strategy, the ETBI/SOLAS Learner Support Framework, the Adult Literacy for Life (ALL) Strategy, the FET Learner Mental Health Framework, National Adult Safeguarding for FET, Irish Human Rights and Equality Commission (IHREC) Public Sector Duty, the Altitude Charter, and the National Review of Reasonable Accommodations.

In 2026, the EDI Learner Support Service will:

- Continue implementing a consistent learner experience and appropriate supports across all FET provision, including apprenticeships, under three core strands: Academic Supports, Disability Supports, and Health, Wellbeing & Learner Engagement.
- Co-ordinate tuition hours to provide academic and study support tailored to learners and apprentices.
- Support learners with disabilities in accessing FET courses and services in line with Section 26 of the Disability Act 2005. This includes access officer duties, assessments of need, LENS reports, Fund for Students with Disabilities (FSD) coordination for PLCs, reasonable accommodations (outside FSD), assistive technology, and promoting Universal Design for Learning (UDL) across learning environments.
- Deliver initiatives that enhance learner mental health, wellbeing, and engagement, including Spectrum Life, Student ID rollout, tuition hours for Learner Councils and the Learner Disability Advisory Committee, and targeted wellbeing interventions.
- Co-ordinate and deliver access and bridging programmes to strengthen participation, transfer, and progression, with a focus on priority cohorts.
- Lead EDI initiatives across FET, including progressing the Altitude Charter, contributing to the national review of reasonable accommodations, and supporting the development of policies, action plans, and procedures.
- Support compliance with the Public Sector Equality and Human Rights Duty across all FET settings.
- Map and report on learner support and EDI activity across FET, capturing both EDI Learner Support Service activity and locally delivered initiatives at programme level.

Delivery will be carried out in collaboration with FET centres and colleges, training services, employer engagement, FET programmes, the Quality Assurance (QA) team, adult guidance, community partners, and national bodies such as ETBI, SOLAS, As I Am and the National Disability Authority (NDA).

Adult Education Guidance Information Service (AEGIS)

The requirement for Adult Guidance continues to grow. With the number of options available to learners in FET and the tertiary space there is a need to have signposting and guidance for these pathways.

For 2026, the use of immersive technologies using AI platforms to support career guidance and career tasters is one initiative planned. Established relationships with secondary schools around career fairs will continue to be an important feature to ensure the FET pathways from school are highlighted.

The Adult Education Guidance Information Service (AEGIS) provides an impartial service to all their clients and can offer information and guidance on many areas of FET and beyond.

Estimated beneficiaries to access the AEGIS for 2026: 3200

Property and Buildings

WWETB is actively working on an estates strategy to address the number of rented buildings and to consolidate provisions in centres to improve efficiencies and allow for sustainable investment in buildings. Strategic projects and work to be undertaken in 2026 (see also extensive climate action initiatives below) include:

- Rollout of a proactive maintenance and upgrade programme across all FET centres through the WWETB repairs and maintenance fund, facilitating minor repairs, mechanical and electrical upgrades or replacements as required, and targeted surface finish renewals aligned with the long-term estate strategy.
- Review of 2026 capital project requests from FET centres in collaboration with the Director of FET and Director of Organisation Support and Development with responsibility for Corporate Services to prioritise initiatives that update centres, classrooms and equipment and ensure programme and learner needs are met at centre level.
- Alterations to local room fit outs, where required, to support programme delivery.
- Expansion of learner-focused spaces such as breakout areas, adaptable classrooms, sensory spaces and social interaction hubs aligned to objectives to continually improve learner experience and well-being.

Quality/ Certification

Key FET Quality Strategic projects for 2026:

- Extension of scope of provision for blended learning and development of programmes to be submitted to QQI for validation for blended delivery.
- Expansion of FET Technology Enhanced Learning (TEL) /Digital learning support and training.
- Assessment Instrument Specification (AIS) redevelopment.
- Authentic assessment project with consideration on use of generative artificial intelligence (Gen. AI).
- Review and implementation of version 6 apprenticeship curriculum.
- Engage with the redevelopment of FET programmes in healthcare, nursing and youthwork because of QQI deactivation and new award standards.
- Redevelopment of agriculture programmes/awards.
- Rollout of SOLAS micro qualifications.
- Engage with the review of tertiary degree pilot.
- Continued engagement with SETU (and other Higer Education Institutes) around tertiary degree and progression pathway opportunities.
- Mapping of WWETB to SETU programmes.
- Data review of higher education-FET progression between WWETB and SETU.
- Academic integrity framework development & roll-out.
- Development of academic integrity and AI guidance videos.
- Review and ensure accessibility of public QA documents.
- Participate in reasonable accommodation (RA) for learners' maturity model. Review RA in assessment procedures.
- Review the effectiveness of the Learner Council.
- Engage with new contracted training framework.
- Continued support and quality enhancement of operational processes covering the teaching/learning/assessment/authentication/certification of all of FET provision.

Other central supports

In 2026, WWETB's central support services will continue to provide the essential organisational infrastructure that enables the FET Service to deliver responsive, high-quality education and training across Waterford and Wexford. Central support functions including human resources, recruitment, payroll administration, finance, corporate services, information technology, and compliance will play a critical role in sustaining the operational effectiveness of the FET Service. These functions will underpin day-to-day operations by ensuring that FET centres and programmes are supported by timely staffing processes, effective financial planning, secure digital systems, and clear governance standards. Through strengthened coordination between central teams and FET management, WWETB will ensure that resources, processes, and supports remain aligned with learner needs, national policy requirements, and the evolving operational environment of Further Education and Training.

WORKFORCE SKILLS DEVELOPMENT/ TRANSFORMATION
FET for Employment, Higher Education Transition and Employee Upskilling

Learning for Employment Progression

Post Leaving Certificate (PLC)

WWETB provides for QQ Level 5 full time training courses through PLC in five centres. Four of these, Enniscorthy, Dungarvan, Selskar and Kilmuckridge are dual provision connected to a WWETB school, with Waterford College of Further Education (WCFE), the largest and only stand-alone PLC provision, located in the heart of Waterford City.

WWETB's 146 PLC courses in 2025 comprise of both progression and employment-oriented programmes, with a higher ratio of progression-oriented courses particularly in WCFE. In 2026 courses will be further categorised to facilitate analysis and planning towards ensuring that 55% of PLC provision is related to employment or a career path in a specific occupation or industry. At the start of 2026, there were over 1000 learners on PLC programmes across the five PLCs.

Traineeships

Traineeships provide occupation specific training and integrate formal classroom training and workplace coaching with a host employer. Courses are full time and all year round to facilitate those entering the labour market for the first time and persons wishing to update or acquire new skills.

All programmes lead to accreditation at levels 4-6 on the NFQ or certification from a recognised external accredited body. WWETB delivers traineeships in the areas of life sciences and welding fabrication.

Specific Skills Training

Specific Skills Training (SST) courses are designed to meet the needs of industry across a range of sectors leading to accreditation at levels 4-6 on the NFQ or certification from an Industry accrediting body.

Courses are full time and all year round. Examples of courses to be delivered by WWETB include:

- Bus driving
- HGV driving
- Film and TV skills courses
- Basic to advanced Welding

Tertiary

- WWETB will engage with the national review of the National Tertiary Office (NTO) and the tertiary degree programmes in 2026.
- WWETB will continue to offer its current two Tertiary Degree Programmes. Learners on both degrees BA (Hons) Intellectual Disability Nursing at Waterford College of Further Education (WCFE) and BA Business Studies (Dungarvan) commence their studies with WWETB and complete their studies with South East Technological University (SETU).
- WWETB will continue to explore the opportunity for further tertiary degrees with our technical university partners and are investigating potential programmes in engineering, business and digital arts.

- WWETB will engage in programme mapping and investigate progression and tertiary pathways relating to the planned development of the new shared SETU-WWETB tertiary campus in Wexford.

Learning in Employment

Skills To Advance

Skills to Advance aims to equip existing employees with the skills they need to progress in their current role or to adapt to the changing job market. Waterford and Wexford Education and Training Board is fully committed to working with all small, medium and multinational companies in our region by providing subsided, flexible education and training opportunities to their workforce addressing digital, transversal, technical and skills. This engagement will be supported through the introduction of a Customer Relations Management (CRM) process and system.

This initiative of upskilling/reskilling is facilitated through WWETB's services to business unit and supports employers' investment in its workforce and develops an employee's ability to adapt to market changes, embrace new technologies and learn new ways of working.

Programmes on offer range from QQI level 4 to level 6, industry micro qualifications, City and Guilds level 2 to level 3 and vendor certified industry qualifications. It is anticipated that in 2026 WWETB will deliver up to 30 Skills To Advance programmes to approximately 300 beneficiaries.

Skills To Advance strategies and programmes will adapt to recommendations in the forthcoming *Supporting Working Lives and Enterprise Growth in Ireland* training policy framework for skills development of people in employment.

Funding for FET PATHWAYS

Pathways

VTOS

WWETB delivers VTOS provision in four locations in Wexford and two in Waterford. In 2026, WWETB will undertake a targeted review of VTOS provision to ensure continued alignment with SPA commitments, learner demand, and the evolving SOLAS funding model. This will include exploring more flexible, modular and part-time delivery options where appropriate, to support learner choice, access, and progression.

Where learners require a full-time, employment-focused pathway, WWETB will utilise Specific Skills Training and other Workforce Skills Development and Transformation provision, ensuring continuity of access and alignment with labour market outcomes. Any adjustments will be implemented on a phased basis, informed by SOLAS guidance, funding requirements, and regional skills needs.

Local Training Initiatives

ETBs support community-based groups to undertake Local Training Initiatives (LTIs) to provide a range of learner-centred training and related services to assist individuals to enter or re-enter the labour market. LTIs address the identified training needs of groups and individuals experiencing exclusion and labour market disadvantage. An LTI programme is a community-based training programme targeted at learners who are economically, socially, geographically or educationally disadvantaged.

LTIs are primarily targeted at specific individuals and groups who are distanced from the labour market, including for example, people who are long-term unemployed, early school leavers, homeless people, those who are recovering from substance dependence, prisoners and Travellers.

In general, the level of award offered by LTI programmes ranges from QQI level 3 to QQI level 5 major awards.
WWETB has nine LTIs – three in Co. Wexford and six in Co. Waterford.

It is anticipated that there will be similar numbers in 2026 this is based on insights from 2025 data and performance as follows:

- 262 beneficiaries and 222 unique learners participating in LTIs in 2025.
- 93 Major Awards were achieved, and 191 component awards were achieved.
- LTIs have provided a learning pathway to Post Leaving Cert (PLCs)/further education/apprenticeships/higher education and employment.

Specialist Training Providers (STP)

The work of the specialist training providers is important as WWETB learners are supported to enter or re-enter the labour market primarily through National Learning Network provision. As a targeted and specific training response, initial learner assessments will be retained, and the Specialist Training Provider will be supported and monitored to ensure that they maximise the utilisation of WWETB resources and supports. Ten programmes in 2026 are expected to provide for 165 trainees.

Back to Education Initiative (BTEI)

Part time learning options continue to attract new learners. With the new SOLAS micro credentials coming into play, BTEI can offer some of these which provides learners with

future ready knowledge and skills. The restructuring of VTOS could also allow BTEI to offer new modules or part time options for the full-time provision within VTOS. Collaboration and innovation in this space will see sustainability and green skills being incorporated into the provision.

There were 1549 distinct learners on 3007 BTEI programmes across Waterford and Wexford in 2025. These numbers are expected to increase to 1850 in 2026 with the restructuring of VTOS into part-time learning options.

Youth Provision

Youthreach

In 2026 there are a range of initiatives being progressed:

- Collaboration with PLCs to start a programme of taster days where learners can attend the PLC for a day and experience what it's like and sit in on classes.
- A 'Moving on' event will be facilitated where former learners are invited back to Youthreach centres to present to current learners how they have moved on and what they are doing now. Learners that are involved in PLC, apprenticeship, other FET provision or employment will feature.
- Continue to collaborate with Adult Guidance, apprenticeship, PLCs, training centres and EDI.
- Collaborate with WWETB Communications team to raise the profile of the service and to update the information on the website.
- Initiate 'Elephant in the Room' Initiative, a bespoke 4ft sculpted elephant piece that provides opportunities for discussion around mental health in young people. Waterford Youthreach worked on a model design, and it will now be painted up by the art department there. Mental fitness champions from each centre will undergo training and develop a community of practice to raise awareness and build capacity for the skills needed for mental fitness.
- Develop a brochure on the service.
- Full youth services networking day.

Community Training Centre

Waterford Youth Training and Education centre (WYTEC) will operate a City and Guilds pilot programme in 2026 to provide more effective skills for the construction industry. Learners will be more prepared to go directly into the workforce as skilled labourers or will be more prepared for an apprenticeship.

FET Pathways from School

The FET Pathways from School provision will develop further through WWETB's Outdoor Education and Training supports including:

- Three-day FET pathways programme to build confidence, skills and ambition.
- Comprehensive overview of FET opportunities in the WWETB and beyond.
- Signposting to additional information providers to support effective decision making about futures in FET.
- Anticipated number of learners engaged in pathways: 330

Community Education

Community education provision is informed by 2013 Operational Guidelines and the SOLAS Community Education Framework. WWETB supports community education provision through grants and tutor hours. The aim is to engage those most distant from education at a community level.

Community Education in WWETB is delivered through a variety of mediums such as horticulture/ arts/ crafts/ well-being/ cookery.

In 2025 through community education grants WWETB supported 101 groups through 187 education and training programmes and engaged with1953 beneficiaries. By providing tutor hours, 69 groups and 577 beneficiaries were supported by WWETB.

A similar level of beneficiaries is expected in 2026.

Outdoor Education and Training (OET)

Plans for the OET team in 2026 will include work to:

- Strengthen three-day "Pathways to FET" programme and roll out to all WWETB transition year (TY) learners. This will be integrated with an Initial Vocational Education and Training (IVET) module. Gaisce opportunities will be considered.
- Engage Maudlintown community in eight week summer sailing programme with South End Family Resource Centre.
- Progress and implement QQI level 3 outdoor recreation module and progression pathway.
- Develop tailored outdoor education programmes and access for Youthreach centres, VTOS, and other WWETB FET centres (QQI accredited -personal effectiveness, canoeing, kayaking, orienteering etc.).
- Enhance environmental education offering. "Health & Wellbeing in Nature" programmes to align with WWETB wellbeing initiatives.
- Continue to strengthen and develop relationships with higher education.
- Develop an estates plan with 'hub and spoke' model with each location having its unique selling point.
- Expand accessibility, capacity and infrastructure at Forth Mountain. Develop the boathouse facility at Forth Mountain as a high-quality outdoor provision for secondary and national schools with particular emphasis on WWETB schools.
- Focus on programmes which have an educational or partnership focus e.g. the Road Safety Authority (RSA) Cycleright programme or classroom-based assessments at Junior cert.
- Continue to develop initiatives for support services e.g. Health Service Executive's Child and Adolescent Mental Health Service (CAMHS) programme.
- Build capacity for service professionals such as CAMHS Occupational Therapists – lowland walking for example.
- Contribute to action research, research papers and initiatives to enhance the benefits of OET for people dealing with personal challenges.
- Enhance our industry training offering, further develop partnerships and collaboration with the following and others as appropriate including Wexford County Council, Civil Defence, Sport Ireland (Canoeing Ireland, Cycling Ireland, Mountaineering Ireland.
- Strengthen engagement with Aiseiri Ceimeile and continue to develop this area of WWETB OET service.
- Develop capacity and establish additional QQI awarded programmes in Waterford.
- Enhance the offering for disability groups particularly on the Greenway at New Ross.
- Strengthen and expand the services presence in Waterford by developing regional outdoor education and training hubs Kilmacthomas and Dungarvan.
- Continued collaboration with schools, youth services, and FET providers to embed outdoor learning and create further access for WWETB learners in Waterford.

Adult Literacy for Life

The Adult Literacy Service targets level 3 and lower on the National Framework of Qualifications (NFQ). It includes those with primary education or less and will particularly target the following potentially vulnerable cohort:

Older Adults (55+)	*Persons recovering from addiction*
Members of the Traveller Community	*Long-term unemployed*
Persons with disabilities	*Migrants*
Low-paid workers	*Incarcerated persons and ex-offenders*
Carers	*International protection applicants*
One-parent households	*People with Language Needs.*

The programme will deliver QQI programmes from level 1 – 3, plus non-certified courses in the areas of reading, writing, numeracy, ICT, themed literacy and English for Speakers of other Languages (ESOL).

A primary focus is preparation for progression onto further education programmes and employment.

In 2026 WWETB aims to maintain delivery on the Adult Literacy for Life (ALL) Strategy for literacy provision.

Due to the discontinuing of emergency funding for English for Speakers of Other Languages (ESOL), WWETB's response to the needs of migrants will be examined and reviewed through the provision of literacy training.

WWETB will continue to support the Department of Justice Refugee Resettlement Programme thus ensuring the provision of ESOL reflects the needs and requirements of this cohort.

2025	2026
Distinct Literacy Learners 1359	Projected Literacy Learners 1359
Literacy Beneficiaries 2367	Projected Literacy Beneficiaries 2367
Distinct ESOL Learners 1795	Projected ESOL Learners 900
ESOL Beneficiaries 3882	Projected ESOL Beneficiaries 1950

Skills for work

Skills for work is targeted at low skilled part-time or full-time workers who may not have the confidence in their own skills to embrace change in the workplace. WWETB's literacy service recognises this and supports employees to learn new skills to transfer to their working and personal life. Programmes will range from QQI level 1 to level 3.

APPRENTICESHIP FUNDING

Craft Apprenticeship

WWETB will continue to focus on its provision of apprenticeships across Waterford and Wexford as part of its core services and support for apprentices. This affirms that apprenticeships remain a key component of FET services for 2026.

Investment in facilities, including the new carpentry and joinery workshop and project area scheduled to open in March 2026, demonstrates ongoing capacity building to support the expansion of the apprenticeship programme.

The rollout of Version 6 of the craft trades curriculum represents an important development in 2026. This will be supported by SOLAS with significant investment in updated equipment and machinery to ensure workshops align with current industry technologies.

In parallel, staff upskilling has commenced to support the delivery of the revised curricula. Instructors have also contributed, through participation in national steering groups, to the development of several trades, including pipefitting, industrial insulation, and plastering.

The unified apprenticeship system proposes a significant change for craft apprenticeships, delivery and programming. This will require focus and collaboration in WWETB to make progress in line with the forthcoming plan for apprenticeship.

Consortia-Led Apprenticeship (CLA)

The Service to Business team in WWETB creates a wide range of occasions and events to promote apprenticeships to employers and potential learners. The team actively promotes the range of consortia-led apprenticeship though its work in specific geographical areas of Waterford and Wexford. Regionally available data will be used effectively to inform emerging skills shortages and collaborations with industry.

WWETB appointed SOLAS authorised officers appointed by WWETB will continue to support consortia and employers in seeking approval to train apprentices and manage the formal registration of apprentices on the SOLAS National Register of Apprentices. The team will advise potential employers on the 10-step apprenticeship development process for economic sectors and occupations. Advice will be provided on grants /incentives and WWETB will be responsible for administering bursaries.

Waterford College of Further Education (WCFE) and Enniscorthy FET are collaborating providers for hairdressing while WCFE is a collaborating partner for accountancy. The work in support of the consortia-led apprenticeships will include monitoring apprentices progress and wellbeing while in the workplace while acting as a single point of contact for employers and apprentices.

WWETB will work with employers to provide advice and management of the SOLAS online portal and procedures to consortiums. The dedicated team will protect and uphold the integrity of apprenticeship.

As part of ongoing quality development WWETB will assess staff skills capacity in current WWETB provision and potential (with investment) to adapt to emerging needs. Communication and experience sharing with other ETBs will assist in meeting challenges and pursuing opportunities in consortia-led apprenticeships.

STRATEGIC INVESTMENT

Reach

Reach provision is informed by the SOLAS issued Reach guidelines.

The purpose is to engage with learners who are most distant from education and to provide simplified learner pathways. The key target groups for Reach funding, in line with those identified in the national Community Education Framework 2024, are learners under 25 years of age, long term unemployed, people with disabilities, migrants and refugees.

Through Reach WWETB supported 46 groups through 416 education and training programmes in 2025 and engaged with 4304 beneficiaries. WWETB is currently advertising for Reach 2026 and allocation will be determined by March 2026.

Greenskills including climate action initiatives

WWETB is exploring strategic partnerships in the sectors of water and energy to identify training needs and respond collaboratively. The expertise established through NZEB training delivery will be enhanced. WWETB is focusing attention on strategic opportunities in Enniscorthy to consolidate training and develop a Greenskills specialist centre with up-to-date training informed by industry and emerging Modern Methods of Construction (MMC) and Greenskills practice.

In terms of strategic investment across WWETB properties, works will include:

- Installation and commissioning of digital smart metering systems in all FET centres to improve data collection across the built estate.
- Installation of over 2000 sq.m of PV solar renewable energy systems across five FET locations, including our largest training centre, to reduce energy usage across the FET estate.
- Targeted energy retrofit project at Waterford Training Centre, our largest consumer of fossil fuels and energy. Proposed works include insulated recladding of elevations, installation of new thermally efficient windows, doors and roller shutters, and upgrading the heating system from gas to an electrically based system.
- Rollout of a programme to undertake SI426 energy audits, Building Energy Rating (BER) certificates and Display Energy Certificate (DEC) certificates for all WWETB-owned FET properties, delivered through appointed energy consultants.
- General minor repair and energy efficiency improvement works identified through energy audits.
- Existing heating systems at all locations to undergo regular maintenance, rebalancing and retro-commissioning to improve operational efficiency.
- Installation of thermostatic valves on hot water systems, insulation of all existing hot water pipework, and time-switch controls on all direct hot water heaters and Burco boilers.

Innovation Projects

Industry developments and learning preference changes require innovations in delivery and content. WWETB Quality will examine proposed changes to programmes in a strategic way. There are 38 new micro qualifications submitted to QQI or prepared for

submission. Further work in 2026 will establish robust processes for identifying and enacting appropriate innovations for programmes.

WWETB will engage with the innovative Micro Qualifications (MQs) recommended by SOLAS that are in the process of validation. The Healthcare XR programme will further enhance the Virtual Learning Environments (VLEs) availed of by WWETB healthcare learners. Building staff capacity and familiarity with VLEs will be a feature in 2026. The MQs in immersive technology and wind energy will facilitate professional development as well being an innovative means of promoting FET pathways to learners in WWETB youth provision.

Language courses to support workers in healthcare, manufacturing and hospitality are being developed in 2026 and with SOLAS capital, WWETB will have the infrastructure to offer innovative language lab training to workers needing enhanced language skills to contribute fully and progress in their employment sector.

ETB Specific Initiatives

WWETB has an established reputation for quality delivery and engagement across Waterford and Wexford. There are major projects with potential transformational impacts. The new tertiary strategy should support the collaborative work that WWETB and SETU have commenced to deliver a tertiary campus in Wexford.

WWETB has identified that the buildings that accommodate WWETB provisions in Waterford City are dispersed and mostly rented. Initial views and surveys of the SETU College Street Campus have reinforced the value of such a centralised learning and training location that would accommodate a FET campus, build FET identity across Waterford and facilitate FET pathways progression.

WWETB in Enniscorthy Wexford was an initiator of NZEB in Ireland. The National Development Plan commits to complete a network of regional NZEB Centres of Excellence across Ireland. A specific initiative in 2026 is to actively explore relocating the current temporary NZEB premises in Enniscorthy and Waterford into one facility in Enniscorthy. This would provide a more strategic approach to addressing increasing demand for skills in the construction and green skills sector, while consolidating WWETB's training offer in adjacent areas of growing demand such as Zero Emissions Buildings (ZEB), Modern Methods of Construction (MMC), solar energy, offshore renewable energy, water utilities etc. aligning to the SOLAS Green Skills 2030 strategy.

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