

**etb**

Bord Oideachais agus Oiliúna  
Chill Chainnigh agus Cheatharlach  
*Kilkenny and Carlow  
Education and Training Board*



Kilkenny and Carlow Education and Training Board

Strategy Statement 2017-2021

Draft adopted by Board

13 July 2017

## Contents

### Part 1: KCETB Strategy 2017-2021

1. Foreword
2. Introduction
3. Profile of KCETB 2017
4. KCETB strategy 2017-2021

### Part 2: External context of our strategy

5. ETB sectoral context
6. National policy context
7. European policy context
8. Role of ETBs and ETBI in changing national and international context

### Appendix

Relevant statistical information for counties Carlow and Kilkenny

### 1. Foreword

We have great pleasure in publishing the first Strategy Statement of Kilkenny and Carlow Education and Training Board (KCETB), covering the period 2017-2021. It is a landmark publication, which sets out the vision and values that shape the work of our ETB, as well as the specific goals and objectives that we aim to achieve over the next five years.

In developing this statement of our strategy, KCETB has taken account of the national and international policy context within which all ETBs operate. We have also worked with the other ETBs and with ETBI to agree a set of values and strategic goals for the ETB sector in the coming years. Most importantly, we have considered the social, economic and cultural context of our two counties, Carlow and Kilkenny, to ensure that we continue to offer learning opportunities that meet the needs of the communities we serve.

The development of this Strategy Statement enables KCETB to build on the strengths that have been demonstrated through the successful past performance of our predecessor VECs; it also encourages us to meet our challenges with renewed commitment and to create the conditions that will promote excellence in teaching and learning throughout our two counties.

**Peter Cleere, Chairman**

**Cynthia Deane, Chief Executive**

**Kilkenny and Carlow Education and Training Board**

**July 2017**

## 2. Introduction

Under Section 27 of the Education and Training Boards Act 2013, an education and training board (ETB) is required to prepare a strategy statement for every five-year period. The strategy statement must specify the ETB's objectives for the next five years, the priorities of the specified objectives and the strategies for achieving those objectives.

At its meeting in January 2017, Kilkenny and Carlow Education and Training Board (KCETB) agreed that its strategy statement for 2017-2021 would be developed in the first half of 2017 in line with the process proposed by the chief executive.

In March 2017, the Board adopted a document setting out the major strategic goals and objectives for 2017-2021, based on a clear statement of KCETB's mission, vision and values.

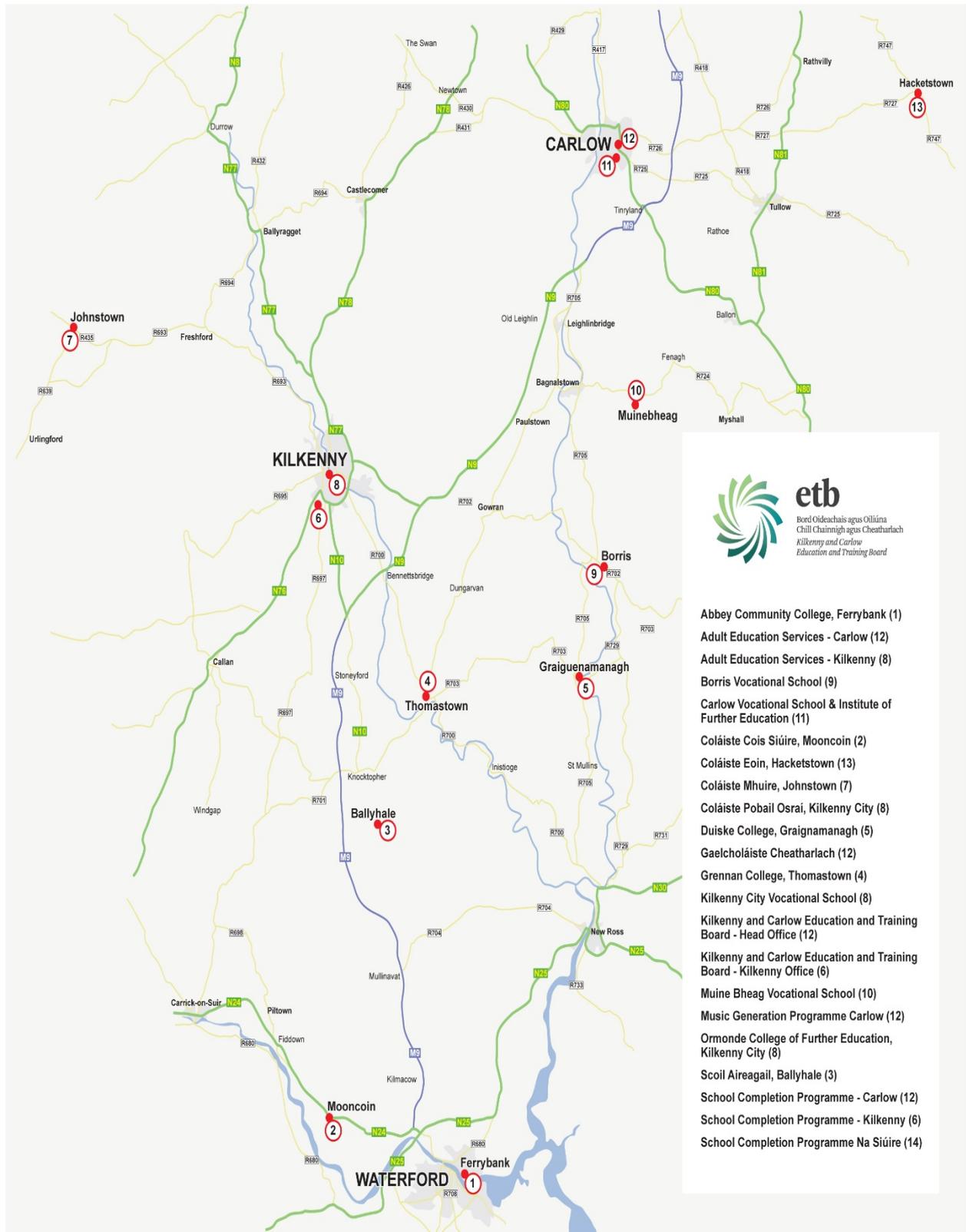
During the months of March and April 2017, the executive conducted a consultation process as required by the Act, engaging with the following groups:

- School boards of management
- Staff of the ETB
- Students, learners, trainees and parents
- Bodies representing business, industry and employers
- Others who are affected by or interested in the implementation of the ETB's strategy.

This final draft of the strategy statement incorporates the feedback received; it was adopted by the Board on 13 July 2017.

### 3. Profile of KCETB

#### Location of KCETB services 2017



Kilkenny and Carlow Education and Training Board was established on 1st July 2013 under the Education and Training Boards Act, 2013, as an amalgamation of Kilkenny and Carlow VECs. It has a corporate structure which is made up of a democratically appointed board and a management (executive) team. KCETB serves both counties of Kilkenny and Carlow with a population of circa 156,000 people.

This section of the strategy statement outlines the services currently provided by KCETB under its three directorates: schools; further education and training; organisation support and development. A summary of relevant background demographic statistics for the two counties is included in the Appendix.

### 3.1 Schools

Table 1 KCETB School Enrolments 2016-17		
School	Second level	Post-Leaving Certificate
Abbey Community College, Ferrybank	838	
Borris Vocational School	511	
Carlow Vocational School/Institute of Further Education	247	696
Coláiste Cois Siúire, Mooncoin	145	
Coláiste Eoin, Hacketstown	208	13
Coláiste Mhuire, Johnstown	509	13
Coláiste Pobail Osraí, Kilkenny	239	
Duiske College, Graiguenamanagh	135	39
Gaelcholáiste Cheatharlach	372	
Grennan College, Thomastown	332	48
Kilkenny City Vocational School/ Ormonde College of Further Education	159	294
Muine Bheag Vocational School	119	39
Scoil Aireagail, Ballyhale	201	7
<b>Total</b>	<b>4015</b>	<b>1149</b>

Kilkenny and Carlow Education and Training Board (KCETB) offers a comprehensive range of quality education programmes in our schools to meet the needs of young people and adults. Today, Kilkenny and Carlow ETB runs fourteen second-level schools providing a broad junior and senior cycle curriculum and a range of post-leaving certificate courses.

Our schools aim to provide a quality, inclusive, holistic education that will enable each individual to reach their full potential so that they may lead a fulfilling life and contribute to the development of society. The school communities strive to achieve this by offering:

- an extensive curriculum, catering for the intellectual, physical, social and personal development of students
- co-curricular education programmes
- pastoral care and programme supports.

The schools in Kilkenny and Carlow ETB were founded as a response to local educational need and this tradition of meeting the needs of students is ever-present throughout the school communities. The innovation and management of change is clear from the range of programmes on offer.

Partnership is also a key concept in the development of our schools and is apparent in our active Student Councils and Parents' Associations. We also work in partnership with other stakeholders, particularly in the youth, sport, religious, community development and business sectors to enhance the educational experiences of our students.

All schools offer the Junior Certificate and Leaving Certificate and a range of the following programmes: Junior Certificate Schools Programme (JCSP); Transition Year Programme (TY); Leaving Certificate Applied (LCA); Leaving Certificate Vocational Programme (LCVP); Post-Leaving Certificate (PLC)

In 2017, Kilkenny and Carlow ETB schools cater for 5164 students: 4015 in second level and 1149 in post-leaving certificate (see details in table 1 above).

In 2017 Kilkenny and Carlow ETB received sanction for an additional school on the new Carlow campus. Accordingly KCETB will have 14 schools in 2017, eight in Kilkenny and six in Carlow. The two new schools on the Carlow Campus, Tyndall College and Carlow Institute of Further Education and Training, can cater for one thousand students each. In addition a new extension to Abbey Community College will see the numbers increase in the next academic year. Kilkenny and Carlow ETB is well placed to accommodate the anticipated increase in student numbers in areas where the local population and demand for education places is growing.

### 3.2 Further Education & Training including Youth Services

Table 2: Participation in KCETB Further Education & Training Programmes 2017				
Programmes	Location	2017 Participants		
		Enrolled in 2016	New Starters	Total Projected
FET provision				
Apprenticeship Training	Phase 2 Kilkenny Phase 4 & 6 Carlow	30	140	170
Bridging and Foundation Training	Kilkenny & Carlow	0	69	69
Community Training Centres	Kilkenny & Carlow	140	110	250
Local Training Initiatives	10 locations Kilkenny & Carlow	129	139	268
PLC	(see table 1 above)	943	1149	2093
Specialist Training Providers	Kilkenny	15	15	30
Specific Skills Training	Kilkenny & Carlow	75	213	288
Traineeship Training	Kilkenny & Carlow	17	219	236
VTOS Core	Kilkenny & Carlow	122	100	222
Youthreach	Kilkenny & Carlow	50	20	70
<b>Total Full-time Participation</b>		<b>1,521</b>	<b>2,174</b>	<b>3,695</b>
Adult Literacy Groups	22 locations between Kilkenny & Carlow	675	1056	1731
BTEI Groups	10 + locations Kilkenny & Carlow	407	750	1157
ESOL	Kilkenny & Carlow	26	328	354
FET Cooperation Hours	Kilkenny & Carlow	0	200	200
ITABE	Kilkenny & Carlow	0	100	100
Skills for Work	10 + locations Kilkenny & Carlow	0	112	112
Voluntary Literacy Tuition	Kilkenny & Carlow	0	90	90
<b>Total Part-time Participation</b>		<b>1,108</b>	<b>2,636</b>	<b>3,744</b>
Community Education	50 + locations Kilkenny & Carlow	0	1755	1755
<b>Total Participation</b>		<b>2,629</b>	<b>6,566</b>	<b>9,194</b>

In addition to the above, an extra 10,000 participants are included in the Further Education and Training Services remit within the Adult Guidance and Information Service; Youth Services, and Music Generation (Carlow).

The KCETB Further Education and Training Service is committed to developing and leading integrated provision of FET throughout Kilkenny and Carlow. We aim to monitor, measure and analyse learner recruitment, enrolment, retention, attainment and progression in line with national policy objectives and emerging labour market requirements. We also adhere to the principles of equality and inclusion as set out in the national FET strategy and the DES Action Plan for Education.

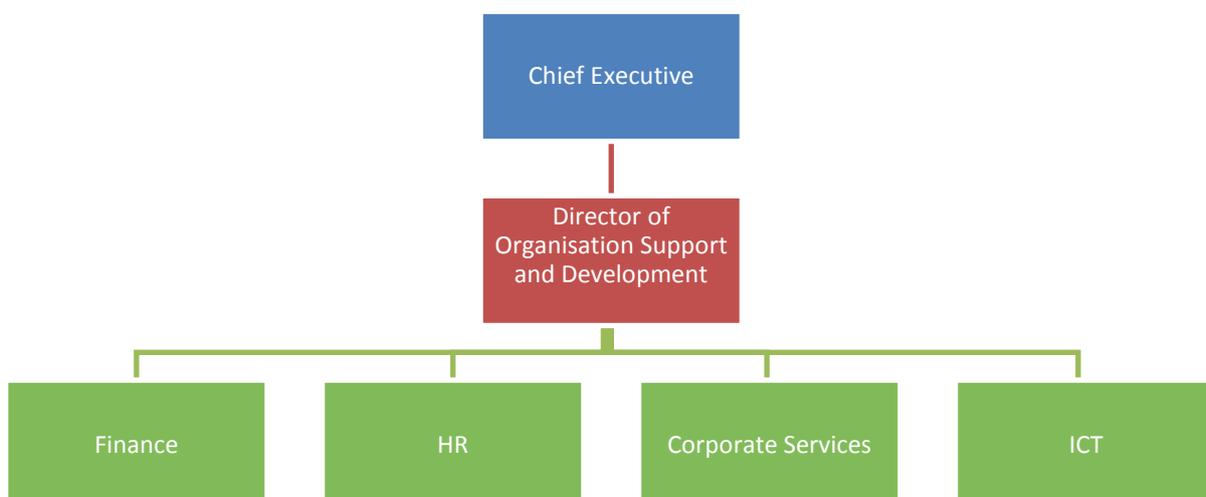
Throughout 2017 and beyond, the KCETB Further Education and Training Service will continue to work with priority cohorts of learners, such as the long-term unemployed and unemployed young people; the target participation rates above include these cohorts. Our FET programmes offer unemployed persons and other job-seekers opportunities to gain new skills, re-skill or up-skill which will equip them to participate effectively in the labour market.

### 3.3 Organisation Support and Development Services

The Directorate of Organisation Support and Development supports the Chief Executive in the delivery of corporate governance and management services including:

- Strategy development
- Organisational policies and procedures
- Co-ordination of organisation services
- Change management
- Human resources & workforce planning
- Financial management
- Capital projects
- Procurement
- Estates/buildings management
- Information and communications technologies (ICT)
- Health and safety
- Risk management.

The management structure of the directorate is shown in the diagram below.



Projected income and expenditure	Year ended 31/12/2017 €
<b>RECEIPTS</b>	
Schools & Head Office Grants	34,103,958
Further Education and Training Grants	16,836,451
Student Support Services Grants	15,455
Youth Services Grants	490,500
Agencies & Self-Financing Projects	3,750,000
Capital	3,875,807
	59,072,171
 <b>PAYMENTS</b>	
Schools & Head Office	34,103,958
Further Education and Training	17,384,563
Student Support Services	3,000
Youth Services	490,500
Agencies & Self-Financing Projects	3,750,000
Capital	3,838,712
	59,570,733
 <b>Cash Surplus / ( Deficit) For Period</b>	 (498,562)

*Human resources*

KCETB currently has the following staff

• Teachers, tutors and education support staff	1051
• Management and administration	97
• Specialist services support	66
<b>TOTAL</b>	<b>1214</b>

A review of staffing in ETBs is being conducted by the DES in 2017, as part of an organisation design and workforce planning exercise for the ETB sector. KCETB will provide relevant data about current staffing levels and projected future needs as requested by DES and will participate fully in the review process.

## 4. KCETB strategy 2017-2021

### 4.1 Mission, Vision, Values of KCETB

#### Our mission

Kilkenny and Carlow Education and Training Board enables learners to achieve their full potential and contributes to the social, cultural and economic development of our area and of the country.

#### Our vision

Our ambition for the future is to:

Lead the development of education and training opportunities throughout our two counties by engaging with learners and communities, creating positive learning environments and experiences for people at all stages of lifelong learning, and contributing to social and economic development.

In everything we do, we aim to be *“the education and training service that others use as a benchmark of excellence.”*

#### Our values

We value learning and recognise its role in the development, cohesion and wellbeing of society. Everything we do is guided by serving the best interests of learners.

We aim for excellence and are committed to continuous improvement throughout our organisation. We value relationships and working in collaboration within the education and training sector and with the wider community.

As a public service organisation, KCETB has a culture of accountability, integrity, fairness, openness and respect.

We adopt high standards of professionalism, honesty, objectivity and quality, which are central to serving all learners. We embrace diversity and we are open to new ideas.

## 4.2 Goals and objectives for 2017-2021

Based on an analysis of the external policy environment, the social and economic profile of our two counties and a review of our current services, there are three major themes for the KCETB 2017-2021 strategy:

- Teaching and learning
- Quality services
- External partnerships and linkages.

Using a systematic approach to planning, high-level strategic goals and priority objectives have been identified for each theme. The focus is on the outcomes that will be achieved over the next five years: the impact on learners and communities, the improvements in services and the changes that will be observed in the social, civic, economic and educational conditions in Carlow and Kilkenny as a result of what KCETB does.

The strategy is ambitious, and its successful implementation will require the commitment of a wide range of partners, including the Board, staff in schools and centres and in the administrative offices, learners and their families, and other agencies involved in the social and economic well-being of the communities in Carlow and Kilkenny.

## 4.3 Our strategic goals 2017-2021

### **Theme: Teaching and learning**

Goal 1: Improve the learning experience and outcomes for all learners

### **Theme: Quality services**

Goal 2: Ensure that all our education and training services meet high quality standards

### **Theme: External partnerships and linkages.**

Goal 3: Strengthen our links with the wider community.

## **Goal 1: Improve the learning experience and outcomes for all learners**

### **Objectives**

1. Uphold, encourage and support the achievement of the highest standards of teaching and learning in all education and training programmes
2. Implement curriculum reform that will develop the skills, knowledge and competences of our learners and equip them to participate in a changing world
3. Maximise the use of ICT to enhance the quality of teaching, learning and assessment
4. Support learners with additional needs and those affected by disadvantage to participate successfully in all education and training programmes
5. Promote wellbeing in our learning communities to support success in learning and in life
6. Increase participation in activities that nurture learners' creativity, including the arts, culture and heritage, craft and design, new technologies and creative enterprise
7. Foster activities that nurture learners' social, emotional and creative development.

## **Goal 2: Ensure that all KCETB services meet high quality standards**

### **Objectives**

1. Support all KCETB staff to perform their roles to the highest professional standards
2. Implement high standards of governance throughout KCETB's services
3. Create and maintain quality working and learning environments in all KCETB offices, schools and centres
4. Monitor the outcomes of education and training programmes to support continuing improvement
5. Implement support systems to ensure that schools, centres and programmes meet all relevant quality assurance requirements
6. Review organisational performance against best practice models, national and international
7. Increase the use of ICT within KCETB to enhance the quality of service.

## **Goal 3: Strengthen our links with the wider community**

### **Objectives**

1. Encourage parents, families and communities to take an active part in supporting learners' participation and success in education and training programmes
2. Strengthen links with the community, with statutory agencies and with business and industry to enhance the relevance of learning programmes and to maximise impact on social and economic development
3. Enhance our capacity to meet skills needs and contribute to economic development at local, regional and national levels
4. Create a stronger focus on creativity, innovation and entrepreneurship
5. Collaborate with DES, ETBI and with other ETBs to promote the implementation of ETB legislation, sectoral strategies and the public sector reform programme.

#### 4.4 Monitoring and measuring success

The strategy statement sets out the high-level the goals and objectives that KCETB aims to achieve in the period 2017-2021. It is acknowledged however that the real work of implementing the strategy starts when it becomes part of the planning process in each of KCETB's schools and services, and it begins to shape their work for the next five years. The Directors of Schools, Further Education and Training and Organisation Support and Development will lead the next phase of the process: ensuring that the strategy becomes part of the work of all KCETB services and that there are clear measures of success, which will show how well we are achieving our goals and objectives.

Under the guidance of the Directors, leadership teams in KCETB schools, services, centres and offices will prepare an action plan including annual targets linked to the goals and objectives of the strategy. The annual reports over the period of the plan will specifically monitor achievement of the plan's goals and completion of the proposed actions, at the level of each school, service, centre and office as well as at the corporate ETB level.

#### 4.5 Next steps: implementing the strategy

The KCETB Strategy Statement is being published at the beginning of the 2017-2018 academic year. It will be presented to Boards of Management and staff in all KCETB offices, schools and centres during the months of September and October 2017. Guided by the Directors, each school, service, centre and office will examine the plan and consider how they will put it into action by including it within their own planning process. Early in 2018 they will agree a set of actions and targets for the next five years that are clearly linked to the goals and objectives in the strategy statement; they will incorporate the actions into each year's service plan, and they will also develop the measures of success that they will use to assess their progress towards the goals each year in their annual reports.

#### Template for action planning by KCETB schools, services, centres and offices

The plans prepared by KCETB schools, services, centres and offices will include concrete actions and targets that are SMART (*specific, measurable, achievable, relevant and timed*). The action planning process will be aligned with the frameworks for school self-evaluation and for quality assurance in FET; it will also be reflected in annual service plans and with best practice management guidelines for corporate governance in ETBs.

Actions	Targets	Date: start-finish	People responsible
<b>Measures of success</b>			

#### 4.6 Implementation timeline

The following table shows the timing of the next steps in implementing the strategy

Date	Action	By whom
September 2017	Strategy Statement published	KCETB
September-October 2017	Strategy communicated to Boards of Management and staff in KCETB schools, services, centres and offices	Directors
November-December 2017	Consider how the strategy will be included within planning process in schools, services, centres and offices	KCETB schools, services, centres, offices: guided by Directors and leadership teams
January-February 2018	Agree actions, targets and measures of success	
March-June 2018	Monitor achievement of targets	
June 2018	Submit annual report to KCETB	
September 2018	Prepare report for 2017-2018: review outcomes for first year of strategy and set targets for coming year	Board, advised by CE and Directors
September 2018-June 2019 (and subsequent years)	Repeat cycle of Plan, Act, Report, Review	KCETB schools, centres, offices; Board

## Part 2: External context of our strategy

### 5. ETB sectoral context

#### 5.1 Introduction

Education and Training Boards (ETBs) are Ireland's sixteen statutory regional education authorities. They were established by the Education and Training Boards Act 2013 (ETB Act 2013) and replaced the Vocational Education Committees (VECs) which provided formal technical and vocational education in Ireland since the 1930s.

ETBs deliver a wide range of services across many educational levels throughout Ireland. They operate 278 second-level schools including the majority of the State's gaelcholáistí; Further Education colleges; vocational training centres, and over 500 adult and community education centres. ETBs are trustees of 92 Community Colleges. They also manage a growing number of multi-denominational primary-level Community National Schools. ETBs are involved in Youth Work, Youthreach programmes, prison education, Back to Education initiatives, Vocational Training Opportunities (VTOS) schemes, adult guidance, workplace learning programmes, outdoor education and training, adult and community education, and other educational programmes. There are ETB-run schools, colleges and centres in every corner of Ireland.

Following the commencement of the ETB Act 2013 and the subsequent transfer of the former FÁS training centres, ETBs became statutorily responsible for the provision of state-funded further education and training (FET) in Ireland. Across the country, ETBs deliver a range of programmes and courses at levels 1 to 6 on the National Framework of Qualifications (NFQ), as well as traineeships and apprenticeships.

This section of the KCETB Strategy Statement outlines the collective vision, mission and values for the ETB sector, as established through the work of ETBI at national level. It also summarises the main elements of the current national and international policy environments within which ETBs are working.

#### 5.2 Shared vision, mission and values of ETB sector

##### Vision for the ETB sector

The sixteen Education and Training Boards play a major role in the rapidly-changing world of Irish public-sector education and training. Within the coming years, ETBs will be the leading providers of high quality, locally responsive, inclusive and innovative public sector education and training in their areas.

##### Mission of Education and Training Boards

Education and Training Boards offer education and training programmes that enable learners to achieve their full potential. They aim to achieve excellent outcomes for learners at all stages of lifelong learning, and so enhance social and economic cohesion in the communities they serve.

ETBs are supported in this mission by Education and Training Boards Ireland (ETBI), which is a central resource for the ETB sector, providing, procuring and coordinating a range of support services which

are most appropriately and efficiently delivered at national level. It is a shared repository of best practice providing research, development and specialist expertise for the sector.

### Values of Education and Training Boards

The core values describe enduring, collective beliefs that underpin the work of ETBs and ETBI

- ETBs work collectively with ETBI to promote the development of a coherent unified education and training sector
- ETBs provide high-quality, locally responsive public sector education and training services in their areas, aimed at achieving national policy objectives and strategic targets
- ETBs promote an inclusive ethos of learning, underpinned by excellence and innovation
- ETBs operate in an environment of partnership, trust, integrity and respect, which guide and inform all aspects of their work
- ETBs' working relationships with their staff, Boards and other stakeholders are based on fairness, transparency and professionalism
- ETBs foster a sense of shared responsibility for the successful performance of their executive and reserved functions, in the interests of achieving the very best outcomes for all learners
- ETBs promote a culture of collaboration and collegiality between the professionals working in ETBs and the members of boards, based on common shared values and commitment to quality in education and training
- ETBs seek to build on the strong legacy of vocational education established over the past 80 years.

## 6. National Policy Context

### 6.1 Establishment of Education and Training Boards (ETBs)

The [Education and Training Boards Act 2013](#) established ETBs as statutory agencies operating under the aegis of the Department of Education and Skills, providing education and training locally in accordance with government policy and strategy, while having the flexibility to cater to local education and training needs. As mentioned above, ETBs manage and operate second-level schools, further education colleges, community national schools and a range of adult and further education centres delivering education and training programmes.

Under the Education and Training Boards Act 2013, Education and Training Boards Ireland (ETBI) was established as an association to collectively represent education and training boards and promote their interests.

### 6.2 Establishment of SOLAS

Under the [Further Education and Training Act 2013](#), SOLAS was established as a statutory agency of the Department of Education and Skills, with responsibility for funding, co-ordinating and monitoring further education and training (FET) provision and ensuring that it is responsive to the needs of learners and the requirements of a changing economy. ETBs now have a new set of interactions with SOLAS, with three main aspects:

- Planning and development of FET
- Administration and support of FET
- Governance and funding of FET.

In 2014, SOLAS published the [Further Education and Training Strategy 2014 - 2019](#) setting out five strategic goals for ETBs:

- Skills for the Economy
- Active Inclusion
- Quality provision
- Integrated Planning and Funding
- Enhanced Standing of FET.

The Strategy requires ETBs and SOLAS, as the main statutory authorities delivering FET in Ireland, to engage with learners to:

- Ensure that programmes and courses are learner-focussed
- Ensure that learners are equipped with the relevant knowledge so they can make informed choices about their participation in FET
- Ensure that all courses and programmes have easily-accessible progression options that provide for the needs of all learners.

### 6.3 Establishment of QQI

QQI (Quality and Qualifications Ireland) was established as a state agency under the [Quality Assurance and Qualifications \(Education and Training\) Act 2012](#). QQI is responsible for making awards and setting standards for awards in the National Framework of Qualifications. QQI also

validates education and training programmes in the Further Education and Training sector including those provided by Education and Training Boards.

In the area of quality assurance, QQI is responsible for reviewing the effectiveness of quality assurance in further and higher education providers in Ireland, including ETBs.

#### 6.4 The National Skills Strategy 2025<sup>1</sup>

The six chief objectives of the government's National Skills Strategy 2025 set a large number of challenges for the ETBs.

The very first of those objectives is that

*Education and training providers will place a stronger focus on providing skills development opportunities that are relevant to the needs of learners, society and the economy.*

This places a particular onus on ETBs to develop new programmes, including new apprenticeships and traineeships. The other objectives require deeper engagement with employers, deeper engagement with learners, increased focus on active inclusion, continual enhancement and evaluation of teaching and learning, and making effective use of technology to improve the relevance and attractiveness of educational provision. ETBs have responsibility for a large proportion of the hundreds of actions set out in the strategy to realise those objectives.

#### 6.5 The Action Plan for Education 2016-2019<sup>2</sup>

The central vision of the Action Plan for Education 2015-2019, published by the Department of Education in September 2016, is that the Irish Education and Training System should become the best in Europe over the next decade. The Plan sets challenges for stakeholders in education and training through a series of high-level goals and objectives, as well as hundreds of targets and indicators aimed at achieving those goals and objectives. The goals include:

- Improving the learning experience and the success of learners
- Improving the progress of learners at risk of educational disadvantage or learners with special educational needs
- Helping those delivering education services to continually improve
- Building stronger bridges between education and the wider community
- Improving national planning and support services.

Again, ETBs have responsibility for a large proportion of the hundreds of targets and deliverables in the Action Plan.

A Programme for a Partnership Government<sup>3</sup> was agreed in May 2016. Under the Programme, the Department of Education and Skills has a range of commitments, which are reflected in the actions outlined in the Action Plan for Education 2016-2019.

A number of key national education and training strategies are driving the planning and implementation of significant changes by the Department across the continuum of education. The

---

<sup>1</sup> [https://www.education.ie/en/Publications/Policy-Reports/pub\\_national\\_skills\\_strategy\\_2025.pdf](https://www.education.ie/en/Publications/Policy-Reports/pub_national_skills_strategy_2025.pdf)

<sup>2</sup> <https://www.education.ie/en/Publications/Corporate-Reports/Strategy-Statement/Department-of-Education-and-Skills-Strategy-Statement-2016-2019.pdf>

<sup>3</sup> [http://www.merrionstreet.ie/MerrionStreet/en/ImageLibrary/Programme\\_for\\_Partnership\\_Government.pdf](http://www.merrionstreet.ie/MerrionStreet/en/ImageLibrary/Programme_for_Partnership_Government.pdf)

Department's "whole-of-system" approach enables the integration of these strategies and the monitoring of their progress as they each contribute towards the Department's vision for education and training. These include:

- National Skills Strategy 2025
- National Strategy on Literacy and Numeracy for Learning and Life 2011-2020
- Digital Strategy for Schools 2015-2020
- Further Education and Training Strategy 2014 – 2019
- National Strategy for Higher Education to 2030
- Framework for Junior Cycle
- National Strategy on Education for Sustainable Development in Ireland, 2014-2020
- 20-Year Strategy for the Irish Language 2010-2030
- DEIS Plan 2017
- School Self-Evaluation Guidelines 2016-2020
- Looking at Our School 2016.

The Department has also developed the following strategies, which have yet to be published.

- Ireland's International Education Strategy
- Foreign Languages in Education Strategy
- Gaeltacht Education Strategy.

Each of these strategies has and will have implications for ETBs and their work.

## 7. European Policy Context

According to Article 165 of the 2012 [Treaty on the Functioning of the European Union](#), the European Community “shall contribute to the development of quality education by encouraging cooperation between Member States”. The Treaty also contains a commitment to promote life-long learning for all citizens of the Union.

There is a broad consensus that education and training are essential for Europe's economic vitality, driving the employability, productivity, innovativeness and entrepreneurial spirit of tomorrow's working population; its role in creating a better and more inclusive society is of equal importance.

In the Europe 2020 Strategy, the EU repeatedly underlines the significance of better equipping young people for the job market. It is within this framework that education policies have become closely linked to employment policies.

### The EU's role in education and training

Each EU country is responsible for its own education and training systems. EU policy is designed to support national action and help address common challenges, such as ageing societies, skills deficits in the workforce, technological developments and global competition.

[Education and Training 2020 \(ET 2020\)](#) is the European framework for cooperation in education and training. In 2009, ET 2020 set four common EU objectives to address challenges in education and training systems by 2020, which were (a) making lifelong learning and mobility a reality, (b) improving the quality and efficiency of education and training, (c) promoting equity, social cohesion, and active citizenship, and (d) enhancing creativity and innovation, including entrepreneurship, at all levels of education and training

These are matters that interest and concern the Education and Training Boards, and ETBs are determined to be part of the process of change where they can influence policy and processes in the EU. These concerns and this determination are also at the core of ETBI's involvement in Europe. Through its membership of the European Federation of Education Employers (EFEE), ETBI participates in the bi-partite (employers and unions) European Sectoral Social Dialogue in Education. ETBI is also a founder member of EUproVET, which voices the interests of providers of vocational education and training and adult education within the European Union, and works to contribute to the European agenda to achieve effective and feasible VET policy development for implementation in a unified manner across Europe.

## 8. The role of ETBs and ETBI in a changing national and international context

### 8.1 Education and Training Boards (ETBs)

The main challenges for ETBs arising from the implementation of the recent legislation fall under a number of major headings:

- Structural change and reform
- Strategic planning and implementation
- Capacity-building and leading change
- Partnership and collaboration
- Programme development in further education and training (FET).

Aside from meeting the internal and external challenges arising from the establishment of the ETBs, SOLAS and QQI, and the requirements of the new legislation already mentioned, the ETBs have also identified a number of sectoral priorities which require negotiations with the Department of Education and Skills (DES) and a number of other relevant stakeholders, as well as far-reaching actions by the ETBs. Among these priorities are three in particular:

- Multidenominational state primary schools: While some VECs were piloting the Community National School (CNS) model of state-sponsored primary school on behalf of the DES since 2008, the Minister has now transferred full patronage of the CNS schools to the ETBs. This means the ETBs now have the responsibility to establish and grow the CNS model throughout the country, which requires negotiations with the DES; negotiations with religious bodies regarding transfer of patronage; conducting and managing, on behalf of the DES, surveys of parents regarding preferences of primary school model in their local areas; purchasing of land; dealing with landlords; managing building and ancillary works; hiring and training of personnel; establishing the CNS ethos across the CNS schools; promotion of the CNS model to parents and the wider general public; and many other related issues.
- New forms of apprenticeships: Apprenticeship, as defined in the 2013 Review of Apprenticeship Training in Ireland <sup>44</sup>, is a programme of industry-led structured education and training which formally combines and alternates learning in the work place (on the job) with learning in an education or training centre, (off-the-job). Completion of an apprenticeship programme prepares the participant for a specific occupation and leads to an award, recognised under the National Framework of Qualifications from Level 5 to Level 10. The Apprenticeship Council, established in November 2014, is tasked with the expansion of Apprenticeship into new sectors of the economy and mapping out the sectors where new apprenticeships can make a real difference to both employers and employees. ETBI is represented on the Apprenticeship Council, and several ETBs are currently in the process of developing, with relevant industrial partners, proposals for new apprenticeships in new sectors. With QQI, the ETBs are also developing in parallel, quality assurance processes for these new apprenticeships. Once operational, it is hoped that these new apprenticeships will be rolled out in the other ETBs.

---

<sup>44</sup> <https://www.education.ie/en/Publications/Policy-Reports/Review-of-Apprenticeship-Training-in-Ireland.pdf>

- Traineeships and work-related training programmes: As part of the government initiative to promote a well-educated, highly skilled and adaptable Irish workforce under the National Skills Strategy 2025, ETBs are collaborating with local industries to develop a range of new traineeships and work-related training programmes. Providing these new programmes requires ETBs to work alongside local companies to develop and deliver courses, promote and recruit trainees, and provide tutors, mentoring and certification for trainees.

## 8.2 Education and Training Boards Ireland (ETBI)

Education and Training Boards Ireland (ETBI) is the national representative body for Ireland's sixteen regional Education and Training Boards (ETBs); it works to protect, promote and enhance the interests of member ETBs and of vocational education and training within the wider education sector in Ireland and in Europe.

In the period leading up to and immediately following the establishment of ETBs, there was an intensive focus on re-structuring ETBI's predecessor, the Irish Vocational Education Association (IVEA) as a new organisation, Education and Training Boards Ireland (ETBI), to support ETBs in the performance of their functions. There was strong and unanimous agreement among ETBs that the establishment of ETBI was an important element in reinforcing the success of ETBs over the coming years.

The new governance and corporate structure of ETBI is designed to ensure that the organisation is fit for its expanded role and functions. It is envisaged that with the re-imagining and re-invention of ETBI, the entire ETB sector will gain the following benefits:

- A strong, unified, dynamic, fit-for-purpose organisation that will position ETBs as a major force in Ireland's changing education and training landscape, by aligning its professional support structures to promote the effective implementation of the ETB legislation
- An enhanced culture of collaboration and collegiality among the professionals working in the sector, based on common shared values and commitment to excellence in education and training
- A renewed sense of purpose for all involved in ETBs, building on the strong legacy of VECs over the previous 80 years.

ETBI is a central resource for the ETB sector, providing, procuring and coordinating a range of support services which are most appropriately and efficiently delivered at national level. ETBI provides a range of coordinated and cost-effective services that include:

- Representation for the sector
- Staff negotiations
- Policy analysis, research and administrative support services
- Management services required by ETBs in the performance of their executive and reserved functions, with specific reference to schools, further education and training (FET) and organisational development and support;
- Specialised supports to assist ETBs in promoting equality of opportunity in education and training, and in responding to the needs of disadvantaged communities
- Services as required by the Minister for Education and Skills.

ETBI fulfils its role through collaboration between the secretariat staff and the expertise that exists within ETBs. It also promotes effective working partnerships among ETBs, the Department of Education and Skills, SOLAS and a large and diverse range of external bodies.

## Appendix

### Relevant statistical information for counties Carlow and Kilkenny

#### 1. Carlow and Kilkenny: demographic statistics (from Census 2016)

##### Carlow

Both sexes	
Population 2011 (Number)	54,612
Population 2016 (Number)	56,875
Actual change since previous census (Number)	2,263
Percentage change since previous census (%)	4.1

---

##### Kilkenny

Both sexes	
Population 2011 (Number)	95,419
Population 2016 (Number)	99,118
Actual change since previous census (Number)	3,699
Percentage change since previous census (%)	3.9

---

##### Carlow

Change in Population - Persons (Number)	2,263
Average annual rates per 1,000 - Natural increase (Number)	9.4

---

##### Kilkenny

Change in Population - Persons (Number)	3,699
Average annual rates per 1,000 - Natural increase (Number)	7.3

---

The figures in the tables above show that the population of both counties has grown by around 4 per cent since 2011.

2. Carlow and Kilkenny: population, social and economic profile (from Local Economic and Community Plans prepared by LCDC in each county))

## Carlow

### Population

Ireland has experienced a population growth of 30.1% over the past 20 years with the South East region population base increasing at a comparative rate (29.9%). Carlow however, has experienced higher levels of population growth at 33.4% over the same period. According to the 2011 Census the population of Carlow is 54,612, of which 27,431 (50%) are males and 27,181 (50%) are females. Table 1 highlights the population trends between 1996 and 2011.

**Table 1: Population Trends between 1996 – 2011**

Population Trends	State	Leinster	Carlow
1996	3,626,087	1,924,702	41,616
2002	3,917,203	2,105,579	46,014
2006	4,239,848	2,295,123	50,349
2011	4,588,252	2,504,814	54,612

Source: CSO 2006, 2011

The population growth that has been experienced in County Carlow can be largely attributed to external and internal migration (due to Carlow's proximity to Dublin) as well as a natural increase in population. The 2011 census data identified that the fastest growing EDs in Carlow, between the periods of 2006-2011, were rural namely, Myshall (52.9%), Fenagh (42.2%) and Tullow Rural (37.1%). However no ED experienced a doubling of its population as is typified in the fastest growing areas in other counties.

Linked to the strong population growth, County Carlow recorded a higher change in population density (30.9%) over the period 1996 – 2006, compared to the regional and national figures 27.1% and 29.3% respectively. (Table 2)

**Table 2 - Population Density Change 1996 – 2011**

Area	Population Density (Sq Km) 2011	Population Density (Sq Km) 2006	Population Density (Sq Km) 2002	Population Density (Sq Km) 1996	Percentage Population Density Change 1996-2002	Percentage Population Density Change 2002-2006	Percentage Population Density Change 2006-2011	Percentage Population Density Change 1996-2011
Carlow	61.0	56.4	51.5	46.6	10.6%	9.4%	8.1%	30.9%
South East	52.9	48.9	45.0	41.6	8.2%	8.8%	8.1%	27.1%
National	67.0	60.6	56.0	51.8	8.0%	8.2%	10.0%	29.3%

Source: CSO 2006, 2011

Notwithstanding the foregoing, the population density for County Carlow at 61.0 people per square kilometre is below the national level of 67.6, thus indicating a relatively high level of population dispersal in the County which gives rise to the issue of social inclusion and rural isolation. In fact some rural EDs (e.g. Rathanna) in the County have recorded a population density as low as 4.8 people per square kilometre.

### **Age Profile**

In Carlow 44% of the population are aged between 15-44 years which is higher than the South East regional level of 42%, but comparable to the national level at 44.2%. Further analysis of the age profile reveals that the proportion of people aged 75 years and older was higher in Carlow at 7.6% than the South East Region at 5.4% and the national figure of 5.2%.

There has been a continuous decline in the age dependency rate (the proportion of population under 15 years of age or over 64 as part of the total population) throughout Ireland in the period between 1991 and 2006, from 38.1% (1991) to 31.4% (2006) but this figure increased to 33.0% in 2011. There was a significant decline in County Carlow during the same period between 1991 and 2006 (39.0% to 31.5%) and similar to the national trend this figure increased to 33.6% in 2011. Most noticeably within Carlow, there exists a typical urban-rural differential with age dependency rates in Carlow Urban at 30.0% and age dependency rates exceeding 40% in four EDs, Kyle (42.5%), Ridge (40.7%), Rathrush (40.3%) and Haroldstown (40.2%).

### **Education**

In 2011, 1.9% of the total population of Carlow reported no formal or primary education compared to 1.4% at national level. More specifically, 14.3% cited educational attainment at lower secondary level

compared to 16.6% at national level. The table below further details the education attainment of the population in Carlow in 2011.

**Table 3 - Educational Attainment in Carlow 2011**

	Population no formal or primary education %	Population lower secondary education %	Population upper secondary education %	Population technical or vocational education %	Population 3rd level education %	Age education ceased < or = 15 %	Age education ceased > or = 20 %
Carlow	17.3	20.0	20.2	10.6	24.3	12.2	49.5%
South East	17.2	20.6	21.5	9.8	24.1	14.5	55.7%
National	16.9	17.4	21.0	9.0	30.6	12.9	50.3%

Source: CSO 2011

There has been a continuous improvement in the level of education amongst adults over the past 15 years throughout Ireland. In 1991, 36.7% of the adult population reported having primary education. This dropped to half that level (18.9%) in 2006 and dropped significantly in 2011 to 13.8%. This trend is continued in Carlow with a decline in the population with primary education from 38.1% in 1991 to 14.3% in 2011. This is a reduction of 23.9 % (compared to 22.9% percentage points nationally), and represents a level and rate of change just marginally above that of the national average.

Despite the improvement at county level, there are several rural EDs where considerable parts of the adult population have primary education only. These include Coonogue (34.8%), Ballymurphy (26.4%) and Graigue rural (26.4%).

### **DEIS Status**

There are 8 schools with DEIS status in Carlow namely;

- (1) Holy Family Girls and Boys National School in Askea,
- (2) Carlow Town Educate Together NS,
- (3) Bhríde National School
- (4) Scoil Naomh Abban in Carlow,
- (5) Carlow Vocational School,
- (6) St Joseph's Hacketstown,
- (7) Vocational School Muine Bheag
- (8) Naomh Fhingín in Bagenalstown.

The census 2011 figures show that 12.2% of the population of County Carlow ceased education and left the system at or before the age of 15 years, compared to 14.5 % in the South East Region and the state at 12.9%.

### Third level

In 1991, 13.0% of the national adult population had completed third level education growing to 30.6% in 2011. The proportion of Carlow's population who have availed of third level education has grown from 9.3% to 24.3% between 1991-2011. However despite this increase Carlow continues to lag behind in terms of third level attainment compared to the national level (30.6%) but is consistent with the South East region as a whole (24.1%)

**Table 4: Third Level Educational Attainment 2011**

Area	Population Education Ceased (excl 'not stated')	% Population with 3rd level education
Carlow	23288	24.3
South East	240,017	24.1
National	2,153,921	30.6

Source: CSO 2011

As noted in the Carlow rural development strategy 2007- 2013 the downward trend of the population leaving education before the age of 15 is welcome but does not in any way compensate for the low level of third level education attainment in the short to medium term. This continues to present a challenge to Carlow in that a highly skilled population will be necessary to attract new investment, particularly multi-nationals. This is key in order to offset the decline in the agricultural, manufacturing and construction sectors.

## Kilkenny

### Population

Census 2011 records the population of County Kilkenny as 95,419 which is an increase of 7,861 over the population recorded in 2006<sup>1</sup>. This is a 9% population increase for the county over the period and compares well with the State, which averaged an increase of 8%.

Kilkenny City (environs and borough area combined) recorded a population of 24,423 in 2011, which is an increase 2,244 (10.1%) over the population recorded in 2006.

**Table 1: Recorded Population 1996 - 2011**

	<b>1996</b>	<b>2002</b>	<b>2006</b>	<b>2011</b>
<b>Kilkenny County</b>	75,336	80,399	87,558	95,419
<b>Kilkenny City</b>	18,696	20,735	22,179	24,423

It is also significant to note that the Ferrybank area has consolidated itself as the second largest urban area within the county after Kilkenny City. Its population has increased by 123% since 2002.

**Table 2: Population of the main Kilkenny towns and Ferrybank area**

	<b>2002</b>	<b>2006</b>	<b>2011</b>
Callan	1,325	1,771	2,330
Castlecomer	1,482	1,531	1,456
Graigueamanna gh3	1,166	1,097	1,252
Thomastown	1,600	1,837	2,273
Ferrybank Area	2,142	3,465	4,787

The population of the county within aggregate town areas as defined by the census has increased from 35.3% in 2006 to 37% in 2011. This shows that the proportion of the population living in urban areas<sup>4</sup> is increasing.

### Population Forecasts

The 2011 Census recorded an actual population figure of 95,419 for the County. Accordingly Table 3 below gives a population target using the Regional Planning Guidelines (RPG) figures that have been adjusted to take account of the 2011 Census results.

**Table 3: Adjusted Regional Planning Guidelines figures**

	<b>2011</b>	<b>2012</b>	<b>2014<sup>s</sup></b>	<b>2016</b>	<b>2020</b>	<b>2022</b>
Kilkenny County	95,419	96,873	99,781	105,598	109,802	111,903
Kilkenny City	24,423	24,723	25,323	25,800	27,400	28,200
Ferrybank /Belview	4,787 <sup>6</sup>	4,953	5,287	5,412	6,412	6,500

## Education

### Primary Education Only

In Kilkenny County there have been decreases in the numbers of students who are leaving school with just a primary level education. This decrease has been due to a number of factors some of which are driven at a national policy level, e.g. where the age for leaving school increased to 16 and other local initiatives in Kilkenny, i.e. focused through programmes such as the School Liaison, Youthreach, NALA, and the ETB's.

Local Authority Area	Low Education 1991	Low Education 1996	Low Education 2002	Low Education 2006	Low Education 2011	% Change 2006-2011
Kilkenny	35.7 %	28.7 %	22.0 %	18.4 %	15.1 %	-17.9
National 15 years and over			12.66			

There have been determined efforts made in retaining pupils up to and past secondary education. However, despite the improvement at county level, there remain several rural areas where considerable parts of the adult population have primary education only. Examples include Freshford (26.8%), Goresbridge (25.6%), and Graiguenamanagh (25.2%).