



**gretb**

Bord Oideachais agus Oiliúna  
na Gaillimhe agus Ros Comáin  
*Galway and Roscommon  
Education and Training Board*



# **GRETb STRATEGY STATEMENT 2017 – 2021**



**EMPOWERING PEOPLE FOR LIFE**



# EMPOWERING PEOPLE FOR LIFE



# Galway and Roscommon Education and Training Board - Statement Strategy 2017 – 2021

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## 1.1 Message from the Chairperson of Galway and Roscommon Education and Training Board



As Chairperson of Galway and Roscommon Education and Training Board (GRETB) it is my great privilege to welcome the first Strategy Statement for our new organisation. This strategy embraces the value and diversity of community-wide lifelong learning opportunities for all our learners across the region. It also builds on a long tradition of innovation and responsiveness to the learners and communities of Galway and Roscommon on the part of the three former VEC's and the training centre which merged to form GRETB.

This strategy comes at a time of great change and emerging challenges for Education and Training Boards. I believe it will enable us to grow and develop as a new organisation, to meet any challenges and to assist us in providing high quality, inclusive education and training over the next five years.

I wish to thank the staff of GRETB under the leadership of the Chief Executive David Leahy, the dedicated committee which I have the honour of chairing, and the students, learners, parents and other stakeholders for their input into this Strategy.

I wish all our staff and stakeholders every success, as we work together to empower the lives of the people of the region through education and training.

**Michael Maher.**

**Chairperson**

## 1.2 Foreword by the Chief Executive



Galway and Roscommon Training Board through this Strategy Statement are setting goals and priorities which will assist us in providing high quality education and training services in Galway and Roscommon over the course of the next five years. To this end, we will work with our funding partners in the Department of Education and Skills and SOLAS to ensure we continue to improve all aspects of our performance and services.

We have been committed to this change agenda since our establishment as an Education and Training Board in 2013, and we continue to contribute to the work of Education and Training Boards Ireland in achieving its objectives in this regard. It is expected that this change agenda will see us move to a shared services model in finance and payroll operations during the course of this strategy.

Our focus will be to guide implementation of the strategy at schools centre and programme level. Each service will be able to evaluate and plan in the context of our overarching goals, priorities and actions. The services will report on their achievements in implementing the strategy on an ongoing basis.

Our aim is to deliver a high quality learning experience. It is heartening to see that the five core values (leadership, inclusivity, collaboration, innovation and accountability) identified by the consultative process which fed into this strategy, reflect what we already saw as the very essence of what we do. Each value resonates with the best of what we are trying to achieve.

I commend this strategy to you in the knowledge that it will help us to improve the experience of all our learners and staff up until 2021.

**David Leahy**

**Chief Executive**

## 2 Education and Training Boards – A Sectoral Overview

Education and Training Boards (ETBs) are Ireland's sixteen statutory regional education authorities operating under the aegis of the Department of Education and Skills. They were established by the Education and Training Boards Act 2013 (ETBs Act 2013) and replaced the Vocational Education Committees (VECs) (and their predecessors) which have been providing formal technical and vocational education in Ireland since 1902. Following the commencement of the ETBs Act 2013 and the transfer of the former FÁS training centres to ETBs, between 2013/14, ETBs became statutorily responsible for the provision of state-funded further education and training (FET) in Ireland.

ETBs deliver a wide range of services across many educational levels throughout Ireland. They manage and operate second-level schools, post leaving certificate (PLC) colleges, community national schools and a range of further education and training centres delivering a range of programmes, such as apprenticeships, traineeships, Youthreach, Back to Education Initiatives, Vocational Training Opportunities schemes (VTOS), Literacy, 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.

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

Establishment of Education and Training Boards Ireland (ETBI)

### 2.1 The National Context

#### Establishment of Education and Training Boards Ireland (ETBI)

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

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 any additional services as required by the sector and the Minister for Education and Skills.

ETBI fulfils its role through collaborative practice 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.

## 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 as the main providers of FET in Ireland interact with SOLAS on three main areas:

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

## Establishment of Quality and Qualifications Ireland (QQI)

QQI 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, which in the Further Education and Training sector including those provided by ETBs. 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.

## 2.2 National Policies and Strategies

A number of key national education and training strategies are driving the planning and implementation of significant changes by the Government across the continuum of education. The Department of Education and Skills (DES) “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:

- DES Statement of Strategy 2015 -2017
- DES Action Plan for Education 2016 -2019
- Further Education and Training Strategy 2014 – 2019
- National Skills Strategy 2025
- National Strategy on Literacy and Numeracy for Learning and Life 2011-2020
- Digital Strategy for Schools 2015-2020
- Framework for Junior Cycle
- 20-Year Strategy for the Irish Language 2010-2030
- Policy on Gaeltacht Education 2017 -2022
- DEIS (Delivering Equality of Opportunity in Schools) Review

## 2.3 The role of ETBs in a changing context

As well as 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 are also implementing a number of sectoral priorities that have come to the fore, such as:

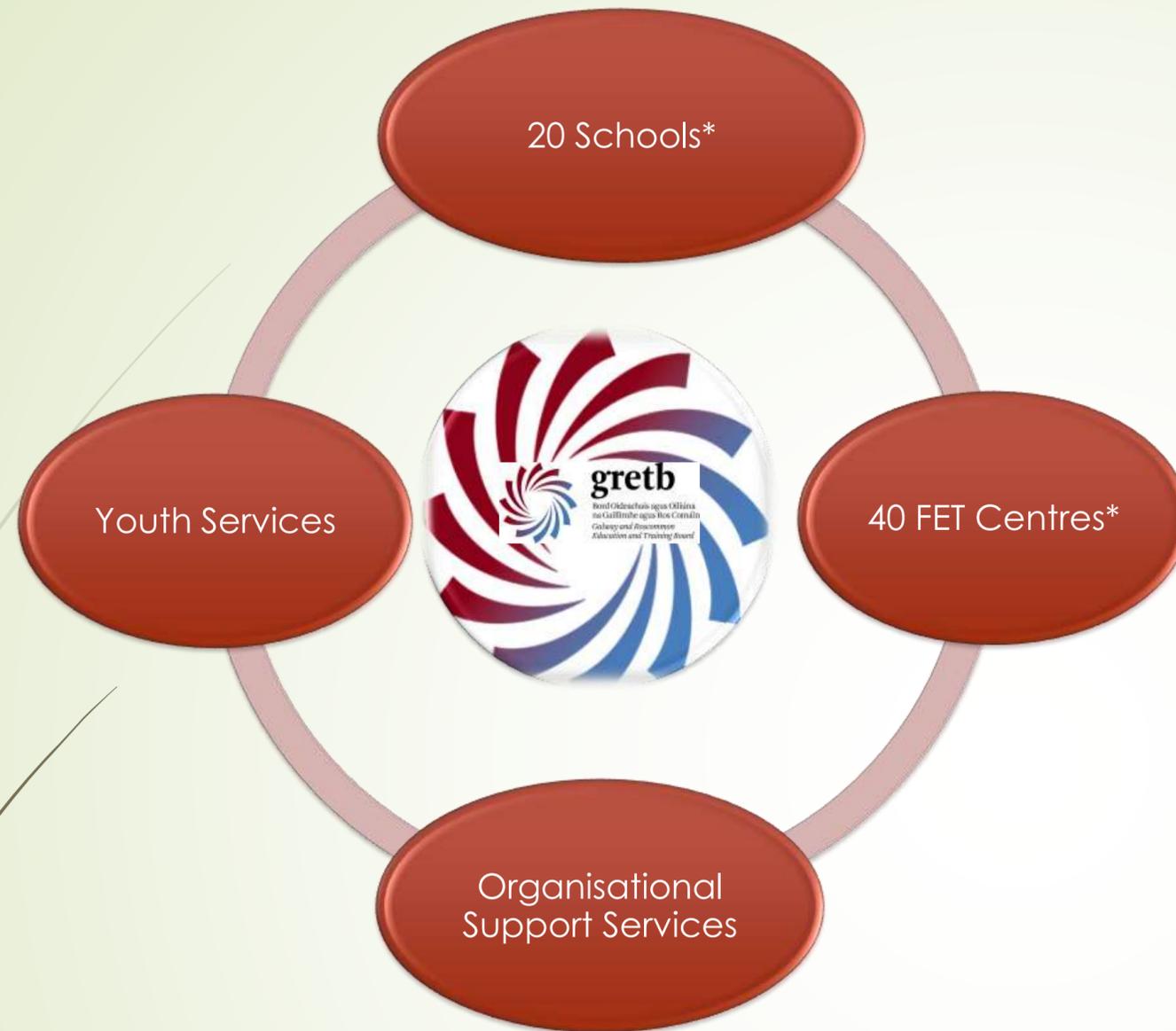
- **Multidenominational state primary schools:** In September 2016 the Minister transferred full patronage of the Community National Schools (CNS) to the associated ETBs, and going forward ETBs have the responsibility to establish and grow the CNS model throughout the state.
- **New forms of apprenticeships:** In the Action Plan for Education the Minister has set ambitious targets for the expansion of apprenticeships into new sectors of the economy and increased enrolments on these programmes. Several ETBs are currently in the process of developing, with relevant industrial partners, proposals for new apprenticeships in new sectors (catering, insurance, IT).
- **Traineeships and work-related training programmes:** In parallel with working to bring on-stream new apprenticeships, ETBs are also collaborating with local industries to develop a range of new traineeships and work-related training programmes. This is in line with the government's initiative to promote a well-educated, highly skilled and adaptable Irish workforce in the National Skills Strategy 2025.
- **Junior Cycle Reform:** This is currently being rolled out nationally and features newly developed subjects and short courses, a focus on literacy, numeracy and key skills, and new approaches for assessment and reporting.

All of this legalisation, national policies and strategies, and sectoral priorities have helped shape our strategy statement.

## 3. GRETB at a Glance

Galway and Roscommon Education and Training Board (GRETB), was established on 1st July 2013 under the Education and Training Boards Act, 2013, as an amalgamation of three Vocational Education Committees (Galway City, County Galway and County Roscommon). The former FAS Training Centre, Mervue, Galway, came under the auspices of GRETB in July 2014. Our Head Office is located in Athenry and sub-office in Roscommon town.

GRETB provide a wide range of education services across a very large region in the West of Ireland. We cater for a diverse population with different educational, social and cultural needs. We provide educational services to a population of over 323,000 (CSO 2016). These services include second-level education (20 schools- see appendix 1), further education and training (40 Centres – see appendix 1), and community based education programmes, training and services. GRETB runs and manages Petersburg Outdoor Education Centre, a Centre in Castlerea Prison and an Education Centre for refugees in Ballaghaderreen. In accordance with the Education and Training Boards Act 2013, we are also responsible for supporting the provision, coordination, administration and assessment of youth work services in counties Galway and Roscommon. GRETB administers an annual budget of approximately €90 million, has almost 1,800 staff and over 20,000 learners, trainees and beneficiaries.



We appreciate that much of the work of our organisation is made possible by our excellent teachers, tutors and instructors, the support and administrative staff in our schools, centres and services, and the key functions at our Head Office and sub-office. We place a very high value on the contribution made by the various Boards of Management which support GRETB at organisational level and at the level of our schools, further education colleges and Youthreach. We also work in partnership with key organisations and agencies at local and national level in pursuit of quality service provision to our learners and trainees.

**\*See appendix 1 and 2 for details**

### 3.1 Governance

GRETB is governed by a Board comprising of 21 members. This includes 12 representatives from the three local authorities: Galway City Council, Galway County Council and Roscommon County Council; two members elected from staff; two parent representatives; and five members with a special knowledge of education and training including a learner representative and a business representative. The work of the organisation is also supported by the Finance, Audit, FET and Youth sub-committees of the Board, as well as Boards of Management in GRETB's schools, further education colleges and Youthreach.

### 3.2 Geography and Demographics



GRETB is the second largest ETB in the country, in terms of geographical area, and includes three islands. It extends from Boyle in Co Roscommon, to Connemara in the West, Galway City and to Portumna in the east of Galway. Our region is renowned as a place where arts and culture are celebrated. Galway City has been designated as the European Capital of Culture 2020, and GRETB is leading a new and exciting orchestral project called “Symphonic Waves”, which was conceived under the Galway 2020 bid.

County Galway has the single largest and most populous Gaeltacht area in the country. Promoting Gaelge is an essential element of GRETB's core service. We have eight Coláistí Lán-Ghaeilge and a number of our Further Education and Training centres in Connemara, operate through Irish.

Population 2016	Galway	Roscommon
Population 2016	258,552	64,544
Population Change (2011-2016)	3.00%	0.70%
Population Density (2016) Source: CSO Census of Population 2016	42.04 persons per sq km	25.33 persons per sq km
Enterprise (2014)		
Number of Active Enterprises	13,049	2,908
Percentage of Micro-Enterprises (10 or fewer employees)	92.80%	94.70%

Employment 2017 Q1		
Persons aged 15 years and over classified by CSO regions and ILO Economic Status		
Q1 2017	West*	State
In employment ('000)	194.9	2,045.1
Unemployed ('000)	14.3	146.2
In labour force ('000)	209.1	2,191.4
Unemployment rate (%) (aged 15-74)	6.9	6.7
*(categorised by CSO as Galway, Roscommon and Mayo) <b>Source CSO Quarterly National Household Survey Q1 17</b>		

## 4.1 Our Approach to Developing the Strategy

In preparing this Strategy Statement, key national strategies, such as the DES's Action Plan for Education 2016–2019, the FET Strategy 2014-2019, and the DES's Statement of Strategy 2015-2017 were considered. Common themes across these were identified and these formed the basis for the development of GRETB's strategy (see appendix 3).

A collaborative cross-sectoral consultation process took place with key stakeholders. Consultation consisted of meetings with the Board, the Principals and Deputies, FET Senior Management, Centre Managers and Managers of Administrative Departments. Focus groups involving key stakeholders were conducted. An online survey of learners, parents, staff, board members, industry and employer representatives and other stakeholders was a key element of the consultation process.

Arising from this process, strategic goals and priorities have been identified, and an action plan has been developed and time lined for GRETB. These goals, priorities and actions will form the basis of implementation plans for each strand of the organisation. Progress on the actions will be monitored on an annual basis by the Senior Management Team.



## 4.2 Vision, Mission and Core Values



### Vision

- To actively lead the provision of high quality education and training programmes and services that respond to the changing needs of learners and society



### Mission

- To support individuals through learning, to achieve their full potential and contribute to social, cultural and economic development



### Values

- Leadership, inclusivity, collaboration, innovation, and accountability



### 4.3 Core Values



**Leadership** – Actively leading in the provision of education and training in the region and influencing the future direction of the sector.

**Inclusivity** – Openness, respectful and inclusive in the treatment of our learners, stakeholders and staff. A culture where diversity is welcomed and valued.

**Collaboration** - Strong, mutually beneficial partnerships and teamwork, facilitating the sharing of knowledge, ideas, expertise and skills.

**Innovation** – Creative and innovative thinking by encouraging new ideas, trying out different approaches and responding to change.

**Accountability** – Responsible decision-making, open, honest and transparent in all activities.

## 4.4 Strategic Goals

The GRETB Strategy Statement sets high level objectives for the organisation under four strategic goals, which are in line with national strategies on education:

**GOAL**

**1**

**IMPROVE THE LEARNING EXPERIENCE AND SUCCESS OF LEARNERS**

**2**

**IMPROVE THE PROGRESS OF LEARNERS AT RISK OF DISADVANTAGE, THOSE WITH SPECIAL NEEDS OR WITH LANGUAGE, CULTURAL OR SOCIAL DIFFERENCES**

**3**

**PROVIDE HIGH QUALITY EDUCATION AND TRAINING PROGRAMMES**

**4**

**ENSURE OUR ORGANISATIONAL INFRASTRUCTURE (PEOPLE, PROCESS AND STRUCTURE) IS EFFICIENT AND EFFECTIVE**

Each goal has its own set of strategic priorities which will be met through a series of supporting actions. These goals and priorities have been designed to assist GRETB to avail of the opportunities which will arise and to meet the challenges it faces over the next five years.

# GRETB's Strategic Goals and Priorities 2017 - 2021

## Strategic Goals



## Strategic Priorities



1. Improve the learning experience and success of learners

2. Improve the progress of learners at risk of disadvantage, those with special needs or with language, cultural and social differences

3. Provide high quality education and training programmes

4. Ensure our organisational infrastructure (people, process and structure) is efficient and effective.

1.1 Provide responsive and innovative programmes

2.1 Promote equality and active inclusion

3.1 Promote quality assurance in our education and training programmes

4.1 Ensure the ETB has the capacity to successfully meet the current demands and to influence the future direction of the sector

1.2 Provide relevant knowledge and skills for lifelong learning, personal development, progression and employment

2.2 Provide accessible and flexible education and training programmes

3.2 Support staff in the pursuit of quality teaching and learning standards

4.2 Enhance our internal and external communication systems

1.3 Promote positive learning experiences and environments

2.3 Provide high quality inclusive education with improved learning outcomes

3.3 Increase the use of quality data, analysis, research and evaluation to inform service delivery and identify emerging issues

4.3 Provide the best possible teaching, learning and working environments while maximising resources

1.4 Provide technology-enhanced learning environments

2.4 Improve the transition of learners at critical stages in the education and training system

3.4 Promote leadership, innovation, continuous improvement and sharing of knowledge

4.4 Ensure best practice in corporate governance throughout GRETB.

## 4.5 Strategic Actions

### Strategic Goal 1: Improve the learning experience and success of learners

#### Strategic Priority 1.1: Provide responsive and innovative programmes

Strategic Actions	Lead	Timeframe
1.1.1 Develop and roll out of new apprenticeship and career traineeship programmes.	Director of FET / Training Centre Manager	2017 - 2021
1.1.2 Increase employer and community engagement.	Director of FET Training Centre Manager /AEOs	2017 - 2021
1.1.3 Embed the vision and key skills of the new Junior Cycle Framework in our second level schools supported by CPD for staff.	Director of Schools Principal	2017 - 2020
1.1.4 Provide greater opportunities for students to engage in music development and performance	Youth Officer	2017 – 2018

#### Strategic Priority 1.2: Provide relevant knowledge and skills for lifelong learning, personal development, progression and employment

1.2.1. Promote entrepreneurial and digital skills across our programmes.	Principals, Managers & AEOs	2017 - 2021
1.2.2 Implement the Value for Money (VfM) scheme across our youth projects (as appropriate) and prepare a development plan for youth services in GRETB.	Youth Officers	2017 - 2019
1.2.3 Ensure clear pathways of progression for learners and roll-out the National Guidance Strategy for FET.	Guidance Coordinator/Counsellors	2017 - 2018
1.2.4 Develop new community based programmes to enhance lifelong learning engagement.	Director of FET	2017 - 2021

### Strategic Priority 1.3: Promote positive learning experiences and environments

Strategic Actions	Lead	Timeframe
1.3.1 Expand and enhance our outdoor education and training opportunities and facilities.	Director of FET / Outdoor Education Manager	2017 - 2019
1.3.2 Promote positive mental health and well-being across all programmes and services	Principals / Managers / AEOs	2017 - 2021
1.3.3 Develop GRETBs eight Coláistí lán-Ghaeilge, including GRETB's and Coláistí in Gaeltacht areas, as centres of excellence in Irish medium education	Director of Schools	2017 - 2021
1.3.4 Create an environment where small schools can operate effectively, and are resourced sufficiently (recognising that GRETB is unique in having eight (8) small schools, including six of which have less than 100 pupils, and three of which are offshore Islands).	Director of Schools	2017 – 2018

### Strategic Priority 1.4: Provide technology enhanced learning environments

1.4.1. Develop new virtual learning course delivery options and provide CPD for staff.	Director of FET	2017 - 2021
1.4.2. Implement the digital strategy for schools.	Director of Schools, Principals	2017 - 2020
1.4.3. Develop and implement technology-enhanced learning (TEL) across the organisation	Principals, Managers and AEOs	2017 - 2021

## Strategic Goal 2 : Improve the progress of learners at risk of disadvantage, those with special needs or with language, cultural and social differences.

### Strategic Priority 2.1: Promote equality and active inclusion

Strategic Actions	Lead	Timeframe
2.1.1 Continue to support specialist education and training providers in the provision of services to disadvantaged groups.	Principals, Managers & AEOs	2017 - 2021
2.1.2 Co-operate with the DES in the national re-configuration of a number of primary schools	CE, Director of Schools and OSD	2017 - 2021
2.1.3 Provide a positive integration experience for refugee resettlement participants on our programmes.	Director of FET	2017
2.1.4 Promote and support our schools with regards to their characteristic spirit and multi-denominational ethos.	Director of Schools, Principals	2017 – 2021

### Strategic Priority 2.2: Provide accessible and flexible education and training programmes

2.2.1 Develop learning programmes and materials to accommodate learners from different cultural and social backgrounds, including increased provision of technology enhanced learning opportunities.	Director of FET	2017 - 2021
2.2.2 Ensure building are accessible to all based on resources available.	Buildings Manager	2017 - 2021
2.2.3 Provide greater access to education and training opportunities to those geographically and socially isolated.	Principals, Managers & AEOs	2017 - 2021
2.2.4 Improve the educational opportunities for GRETB's three Island schools, including securing permanent school status for Coláiste Naomh Eoin as an independent school.	Director of Schools	2017 - 2018

## Strategic Priority 2.3: Promote high quality inclusive education with improved learning outcomes

Strategic Actions	Lead	Timeframe
2.3.1 Continue the implementation of the Literacy and Numeracy Strategy	Director of FET	2017 - 2021
2.3.2 Provide learner-centred supports as necessary in the provision of special and inclusive education and addressing educational disadvantage.	Director of Schools / Director of FET	2017 - 2021
2.3.3 Develop and implement QA systems, ensuring the highest standards and best practice.	QA Management Team	2018-2020
2.3.4 Expand the QQI level 1 and 2 provision in school settings as required	Director of Schools	2018 - 2020

## Strategic Priority 2.4: Improve the transition of learners at critical stages in the education and training system

2.4.1 Build on relationships with primary schools to ensure the successful transition to second-level education.	Principals	2017 - 2021
2.4.2 Provide alternative education and training experiences for 12-15 year olds who do not successfully transfer from primary to second-level education.	Directors of Schools	2019 - 2021
2.4.3 Broker relationships with employers and High Education providers to facilitate progression from our provision to the workplace or third-level education.	Principals, Managers	2017 - 2021
2.4.4 Enhance GRETB's education and training programmes within IPS to assist participants to reintegrate successfully in society.	Director of FET	2017 - 2019

## Strategic Goal 3: Provide high quality education and training programmes

### Strategic Priority 3.1: Promote high quality assurances in our education and training programmes

Strategic Actions	Lead	Timeframe
3.1.1 Develop, implement, and monitor QA processes for all education and training programmes	Principals / Managers and QA Coordinator	2017 - 2021
3.1.2 Ensure a shared understanding of QA systems and processes across all our providers through targeted CPD.	Principals / Managers QA Coordinator	2017 - 2021
3.1.3 Promote schools self-evaluation to enable continuous improvement in the quality of our education provision	Director of Schools	2017 - 2021
3.1.4 Actively engage and cooperate with the DES's Inspectorate, in the implementation of new curriculum	Director of Schools and Principals	2017 - 2021

### Strategic Priority 3.2: Support staff in the pursuit of quality teaching and learning standards

3.2.1 Provide and expand professional learning networks and school cluster groups for second level teachers on key themes including DEIS, SEN, and Junior Cycle. Further develop the structures for middle management in schools.	Director of Schools	2017 - 2021
3.2.2 Develop teaching, training and learning strategies and resources. Disseminate good practice and assist GRETB professional networks in supporting teaching and learning.	Director of Schools and Director of FET	2017 - 2021
3.2.3 Develop a framework and annual plan for CPD which identifies specific priority areas	Director of Schools and FET	2017 - 2021
3.2.4 Work toward the establishment of a curriculum development and assessment unit	Director of FET	2019 - 2021

### Strategic Priority 3.3. Increase the use of quality data, analysis, research and evaluation to inform service delivery and identify emerging issues

Strategic Actions	Lead	Timeframe
3.3.1 Use data from school's self-evaluations, inspection report etc to review and enhance teaching and learning in our schools.	Director of Schools	2017 - 2021
3.3.2 Use MIS to inform programme management, and external data on demographics and economic trends to plan provision.	SMT	2017 - 2021
3.3.3 Continue participation on Regional Skills Forum to identify emerging local economic trends	Director of FET	2017
3.3.4 Establish GRETB learners/parents forums to include representatives from each school, college, centre and service with a focus on discussing teaching and learning.	Director of FET and Schools	2018 - 2019

### Strategic Priority 3.4: Promote leadership, innovation, continuous improvement and sharing of knowledge

3.4.1 Lead out on new and innovative programme development in collaboration with industry and education partners.	Director of FET	2017 - 2021
3.4.2 Assist ETBI in creating and sustaining relevant professional networks and Fora to enable GRETB to promote continuous learning and sharing of knowledge	CE	2017 - 2021
3.4.3 Continually evaluate to ensure programme improvement (plan – do – review).	Principals, Managers, AEO	2017 - 2021
3.4.4 Foster a culture of innovation, openness to change and leadership.	CE and Directors	2017 - 2021

## Strategic Goal 4 : Ensure our organisational infrastructure (people, processes and structure ) is efficient and effective

### Strategic Priority 4.1: Ensure GRETB has the capacity to successfully meet the current demands and to influence the future direction of the sector

Strategic Actions	Lead	Timeframe
4.1.1 Support CDP for all staff in line with strategic objectives.	Directors and HR Manager	2017 - 2021
4.1.2 Work with ETBI and the DES to ensure GRETB has an appropriate organisational structure to achieve its strategic objectives and national priorities.	CE, Director of OSD	2017 - 2021
4.1.3 Work with our funding stakeholders to ensure our budget is appropriate for all our learners and trainees.	Director of OSD & Finance Manager	2017 - 2021
4.1.4 Develop and embed a formal system of probation for all new staff	Principals, Managers and HR Manager	2017 - 2019

### Strategic Priority 4.2: Enhance our internal and external communication systems

4.2.1 Develop and implement a branding and marketing strategy for GRETB.	Director of OSD & Corporate Services Manager	2017 - 2018
4.2.2 Improve consultation and feedback mechanisms for learners, parents, staff and stakeholder to ensure their needs are met.	Principals, Managers, AEO's and SMT	2017 - 2021
4.2.3 Enhance links with relevant local an national bodies, agencies and stakeholders to support our provision	SMT & Principals, Managers	2017 - 2021



### Strategic Priority 4.3: Provide the best possible teaching, learning and working environments while maximising resources

Strategic Actions	Lead	Timeframe
4.3.1 Ensure all facilities are of the highest standards based on the resources available. Continue to seek a capital budget for FET	Building Manager Director of FET and OSD	2017 - 2021
4.3.2 Increase the use of IT to improve operational efficiencies and decision making.	Director of OSD & IT Manager	2017 - 2020
4.3.3 Work with the PMO on the shared services projects to ensure their IT systems meet our operational and governance needs.	Director of OSD	2017 - 2020

### Strategic Priority 4.4: Ensure best practice in corporate governance throughout GRETB

4.4.1. Embed good governance and proactive risk management across GRETB.	CE, Directors - OSD, Schools and FET	2017 - 2021
4.4.2. Ensure that cost and quality are always balanced against the needs of the end user in order to deliver value for money.	Directors, Principal and Managers	2017 - 2021

## Appendix 1 – Schools and FET Centres

Archbishop McHale College	Athenry Rd., Tuam, Co. Galway
Coláiste an Chreagáin	Mountbellew, Ballinasloe, Co. Galway
Coláiste an Eachréidh	An Coiléar Bán, Baile Átha an Rí, Co. na Gaillimhe
Clarín College	Caheroyn Road, Athenry, Co. Galway.
Coláiste Bhaile Chláir, Claregalway	Claregalway Business Park, Claregalway, Co. Galway.
St. Brigid's College	Mt Pleasant, Loughrea, Co. Galway.
St. Killian's College New Inn	Ballinasloe, Co. Galway
Coláiste Cholmcille	Indreabhán, Co na Gaillimhe
Coláiste Ghobnait	Inis Oirr, Oileáin Árann, Co. na Gaillimhe
Coláiste Mhuirlinne/ Merlin College	Doughiska Rd, Co. Galway
Coláiste na bPiarsach	Ros Muc, Co. na Gaillimhe.
Coláiste na Coiribe	Bóthar Bhaile na mBúrcach, Knocknacarra, Co. na Gaillimhe
Colaiste Naomh Éinne	Cill Rónain, Oileáin Árann, Co. na Gaillimhe
Coláiste Naomh Eoin	Inis Meáin, Oileáin Árann, Co. na Gaillimhe
Coláiste Naomh Feichín	Corr na Móna, Co. na Gaillimhe
Elphin Community College	Elphin, Castlerea, Co. Roscommon
Galway Community College	Moneenageisha, Co. Galway
Abbey Community College	Marian Rd, Boyle, Co. Roscommon
Roscommon Community College	Lisnamult, Roscommon, Co. Roscommon
Galway Technical Institute	Fr. Griffin Rd, Claddagh, Co. Galway

## Further Education and Training Centres

### Vocational Training Opportunities Scheme (VTOS):

Ballinasloe	Castlerea
Boyle	Roscommon town
Letterfrack	Rosmuc Ionad Breisoideachais Rosmuc
Galway City	Tuam

## Further Education and Training Centres

### Back to Education Initiative

Galway City	Roscommon
Loughrea	Tuam
Ballinasloe	Portumna
Gort	Oughterard/ Moycullen

## Training Centre, Mervue, Galway

Apprenticeship	Specific Skills Training
Traineeships	Community/ Justice Workshops
Evening Training	Specialist Training Provision

## Prison Education

Education Unit, Castlerea Prison, Harristown, Co. Roscommon

## Refugee Resettlement Programme

Abbey Hotel, Ballaghaderreen, Co. Roscommon

## Further Education and Training Centres

### Youthreach

Ballinasloe	Portumna
Ballaghaderreen	Roscommon town
Letterfrack	Leitir Móir
Galway City	Tuam

## Further Education and Training Centres

### Adult Literacy

Loughrea	An Cheathrú Rua
Galway City	Moycullen / Oughterard
Roscommon	Tuam
Breacadh	Headford /Dunmore

## Further Education and Training Centres

### Adult Education Guidance Service

Galway	Oranmore
Oughterard	Roscommon

## Outdoor Education and Training Centre

Petersburg Outdoor Education & Training Centre, Clonbur, Co. Galway

## Appendix 2 – Post Primary Enrolments 2016 /17

Archbishop McHale College	201
Coláiste an Chreagáin	83
Coláiste an Eachréidh	178
Clarín College	542
Coláiste Bhaile Chláir, Claregalway	774
St. Brigid's College	609
St. Killian's College New Inn	169
Coláiste Cholmcille	232
Coláiste Naomh Eoin Inis Meáin (Aonad to Colaiste Cholmcille)	
Coláiste Mhuirlinne/ Merlin College	366
Coláiste na bPiarsach	83
Coláiste na Coiribe	542
Colaiste Naomh Éinne	57
Coláiste Ghobnait	28
Coláiste Naomh Feichín	87
Elphin Community College	134
Galway Community College	615
Abbey Community College	350
Roscommon Community College	394
Galway Technical Institute	1088
<b>Total</b>	<b>6,532</b>

GRETB Further Education and Training		Actual Figures 2016	
Programme		2016 Reported Actuals	
	Enrolled (Already Started)	Starters	Total Reported Beneficiaries* 2016
FET Provision			
Apprenticeship Training	66	322	388
Blended Training	13	40	53
Bridging and Foundation Training	14	0	14
Community Training Centres	29	41	70
Justice Workshop	25	60	85
Local Training Initiatives	140	177	317
PLC	1,604	1,703	3,307
Specialist Training Providers	91	84	175
Specific Skills Training	258	678	936
Traineeship Training	61	82	143
VTOS Core	339	529	868
Youthreach	181	273	454
<b>Totals Full time</b>	<b>2,821</b>	<b>3,989</b>	<b>6,810</b>
Adult Literacy Groups	606	1,827	2,433
BTEI Groups	722	2,397	3,119
ESOL	156	854	1,010
Evening Training	11	1,222	1,233
FET Cooperation Hours	1,195	668	1,863
ITABE	13	219	232
Libraries Training	19	93	112
Refugee Resettlement	0	24	24
Skills for Work	24	202	226
Voluntary Literacy Tuition	24	57	81
<b>Total Part-time</b>	<b>2,770</b>	<b>7,563</b>	<b>10,333</b>
Community Education	0	3,628	<b>3,628</b>
<b>Total for GRETB</b>	<b>5,591</b>	<b>15,180</b>	<b>20,771*</b>

\* Beneficiaries refer to the total number of participants on our programmes from the 1st January 2016 to the 31st of December 2016

## Appendix 3 - National Strategy Statements- Strategic Goals

### DES Strategy 2015-2017

<p><b>Learning for Life</b></p> <p>We want an education and training system that provides all learners with the knowledge and skills they need to participate fully in society and the economy</p>	<p><b>Supporting Inclusion and Diversity</b></p> <p>We want an education and training system that welcomes and meaningfully includes learners with disabilities and special educational needs, learners from disadvantaged communities/backgrounds, and those with language, cultural and social differences</p>	<p><b>Improving Quality and Accountability</b></p> <p>We want to provide for the delivery of a high quality education and training experience for everyone and improve accountability for educational outcomes across the system</p>	<p><b>Building the right systems and infrastructure</b></p> <p>We want a modern, flexible education and training system which makes the best use of available resources</p>
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### DES Action Plan 2017

<p>Improve the learning experience and success of learners</p>	<p>Improve the progress of learners at risk of disadvantage or learners with special needs</p>	<p>Help those delivering education services to continuously improve</p>	<p>Building stronger bridges between education and the wider community</p>	<p>Improve national planning and support services</p>
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### FET Strategy 2014- 19

<p><b>Skills for the Economy</b></p> <p>The aim of this goal is that FET will address the current and future needs of learners, jobseekers, employers and employees and will contribute to national economic development.</p>	<p><b>Active Inclusion</b></p> <p>The aim of this goal is that FET provision will support the active inclusion of people of all abilities in society with special reference to literacy and numeracy</p>	<p><b>Quality Provision</b></p> <p>The aim of this goal is that FET will provide high quality education and training programmes and will meet the appropriate national and international quality standards</p>	<p><b>Integrated Planning and Funding</b></p> <p>The aim of this goal is that FET provision will be planned and funded on the basis of objective analysis of needs and evidence of social and economic impact</p>	<p><b>Standing of FET</b></p> <p>The aim of this goal is to ensure a valued learning path leading to agreed employment, career, developmental, personal and social options.</p>
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