



*Bord Oideachais agus Oiliúna
an Longfoirt agus na hIarmhí*
Longford and Westmeath
Education and Training Board

Longford and Westmeath Education and Training Board

Strategy Statement 2017-2022

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1. Message from the Chairperson of Longford and Westmeath Education and Training Board



Cllr. Frankie Keena

It is with great pleasure that I introduce Longford and Westmeath Education and Training Board's (LWETB) Strategy Statement 2017 – 2022. This is a significant document as it is the first Strategy Statement for our new organisation. It builds on a long tradition of responding professionally to the diverse needs of learners and communities in counties Longford and Westmeath. I believe this strategy will enable us to grow and develop effectively as a new organisation and help us provide education and training that is vibrant and of high quality over the next five years.

I would like to commend the members of Longford and Westmeath Education and Training Board, the Chief Executive, Dr. Christy Duffy, and all of our staff for their continuing hard work and their commitment to the development of this strategy. I wish all our learners and staff every success as we work together to deliver diverse and innovative education and training services over the next 5 years.

A handwritten signature in black ink that reads "Cllr. Frankie Keena".

Cllr. Frankie Keena
Chairperson

2. Foreword from the Chief Executive



Dr. Christy Duffy

Longford and Westmeath Education and Training Board's first ever Strategy Statement 2017-2022 is a high-level statement which sets out the direction for LWETB over the next five years. Most importantly, this Strategy Statement outlines the vision, mission and goals of LWETB as a new organisation with statutory responsibility for education and training services in Longford and Westmeath. It also sets out the core values of LWETB across all our services in every area of the region.

This Strategy Statement is guided by a number of national policy documents from both the Department of Education and Skills and SOLAS. It is grounded in the current socio-economic and educational reality of life for people living in the region. LWETB is committed to working with all our partners and stakeholders over the next five years to improve the delivery of education and training services for young people and adults in Longford and Westmeath.

Key to this Strategy Statement is a focus on continuously improving the quality of learning experiences for all our learners over the coming five years. LWETB will progress towards maturing as a living, learning organisation which can respond dynamically to ever-changing emerging needs locally, nationally and internationally. To achieve this we will continue working in a collaborative environment where we support each other to advance towards the vision outlined in this document. This will mean ongoing reflection on, and refinement of, our goals and services over the coming years so that we can develop into the vibrant, innovative, professional organisation outlined in this Strategy.

A handwritten signature in black ink, reading "Christy Duffy".

Christy Duffy
Chief Executive LWETB

3. Executive Summary

OUR MISSION

To provide dynamic, diverse and innovative education and training services

OUR VISION

To develop and deliver nationally and internationally recognised high quality, vibrant, professional education and training services



OUR STRATEGIC GOALS 2017-2022	
Goal 1	Deliver professional, high quality, learner-centred education and training services
Goal 2	Enhance the learning experiences and outcomes for learners
Goal 3	Foster effective communication, collaboration and partnerships
Goal 4	Progress the development of effective organisational structures
Goal 5	Support a culture of continuous development with staff

4. Background to Education and Training in Ireland

4.1 Introduction and Legislative Context

In recent years there have been some significant changes in the legislation governing education and training in Ireland. The Education and Training Boards Act 2013 led to the establishment of 16 Education and Training Boards (ETBs). A code of governance for these newly-established ETBs has also been introduced. Other major developments arising from the Further Education and Training Act 2013 were the establishment of An tSeirbhís Oideachais Leanúnaigh agus Scileanna (SOLAS) as the national further education and training authority. Finally, the Qualifications and Quality Assurance (Education and Training) Act 2012 established Quality and Qualifications Ireland (QQI) as the independent State agency with responsibility for promoting quality and accountability in education and training services in Ireland.

4.2 Policy Landscape

Education and training are seen as key to recovery and economic development in Ireland, in addition to fostering an environment where individuals can fulfil their potential. Recent documents have highlighted the link between education and economic growth but also the key role of education in promoting social inclusion.

A number of key policies are currently shaping provision in education and training in Ireland. The Department of Education and Skills (DES) Action Plan for Education 2016 – 2019 outlines the ambition of Ireland becoming the best education service in Europe over the next decade. In terms of second level education it outlines the proposed implementation of the new Framework for Junior Cycle and also the development of a new plan for schools offering the DEIS programme to support achievement and progression.

The SOLAS Further Education and Training Strategy 2014-2019 has set out a new direction for the development of FET in Ireland. This has resulted in a range of subsequent important initiatives such as a national database of courses and learners (PLSS) and an online course hub (fetchcourses.ie). Finally, Ireland's National Skills Strategy 2023 has resulted in the formation of a Regional Skills Forum to bring together employers with FET and Higher Education providers within each region. These forums are critical to each region developing a broad spectrum of skills and aligning FET provision with labour market needs in an improving economic climate in keeping with the Action Plan for Jobs.

Digital skills have featured strongly in recent policy developments both within the school sector and FET. This digital theme is outlined in the Department of Education and Skills' Digital Strategy for Schools 2015 – 2020 and the SOLAS Strategy for Technology-enhanced Learning for Further Education and Training 2016–2019.

4.3 Public Sector Reform

The Department of Public Expenditure and Reform is centrally coordinating reform across a range of issues including leadership, mobility, shared services, procurement, alternative models of service delivery and eGovernment. Since the first Public Service Reform Plan was published in 2011 a comprehensive programme of reform has been implemented across the public sector in Ireland. Within the ETB sector the Department of Education and Skills has established a Programme Management Office (PMO) to oversee the establishment and development of ETBs across the country.

Both private sector and international public sector experience illustrates the extensive benefits associated with improved shared services. This has been reflected in the ETB sector with the establishment of an education shared business services project both in terms of finance and payroll. The move towards shared services both in finance and payroll will emerge over the course of this Strategy Statement and be reflected in the future organisational structure of LWETB.

The above factors, summarised below, have helped frame the development of this Strategy Statement 2017-2022 and to shape our five strategic goals.

Legislation and Regulation	Policy Development	Public Sector Reform
<ul style="list-style-type: none">• Education and Training Boards Act 2013• Further Education and Training Act 2013• Qualifications and Quality Assurance (Education and Training) Act 2012	<ul style="list-style-type: none">• DES Action Plan for Education 2016-2019• DES Digital Strategy for Schools 2015-2020• SOLAS Technology-Enhanced Learning in Further Education and Training Strategy 2016-2019• SOLAS The Further Education and Training Strategy 2014-2019• Ireland's National Skills Strategy 2025• Action Plan for Jobs	<ul style="list-style-type: none">• Public Service Reform Plan 2011• PMO• eGovernment• Public Sector Shared Services

5. Profile of LWETB

5.1 Introduction and Governance Framework

Longford and Westmeath ETB is a local statutory, education and training authority established under the Education and Training Boards Act 2013. Longford and Westmeath Education and Training Board was established on 1st July 2013 through the amalgamation of Longford Vocational Education Committee (VEC) and Westmeath VEC. On July 1st 2014 the SOLAS/ FÁS Training Centre in Athlone and its services were incorporated into LWETB.

LWETB is governed by a Board comprising of 21 members. This includes 12 representatives from the local county councils of Longford and Westmeath; 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 full list of Board Members is available in Appendix 1. The Board also has an Audit Committee, a Finance Committee and an advisory Youth Committee all of which are composed of external members in addition to board members. The work of the Board is further supported by Boards of Management in each of LWETB's 8 post primary schools. The general functions of an Education and Training Board are stipulated in the Education and Training Boards Act 2013.

5.2 Local Socio-Economic Environment

The LWETB region has the smallest population of any ETB in Ireland. In 2011 the population was 125,164 which rose to 129,643 in 2016. This increase of 3.4% is slightly lower than the national average increase in population for the state as a whole which was 3.8%. There are high levels of youth population within the region with 31,015 or 23.9% under the age of 15 and 38,711 or 29.8% under the age of 20. There is a considerable number of non-nationals in both counties with the figures from the 2011 census being slightly above the national average of 12%.

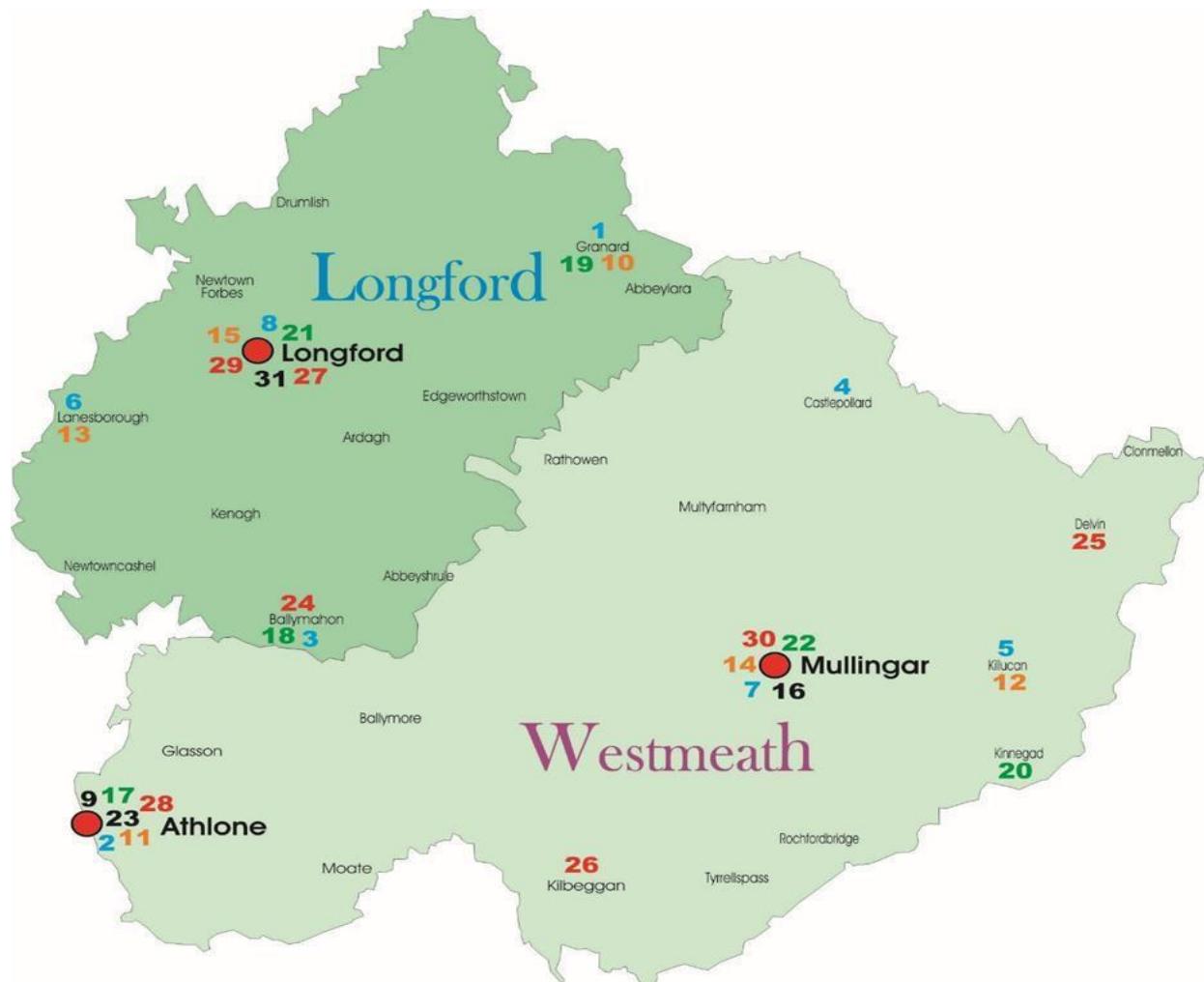
There are also high levels of the population with low educational attainment. In 2016 there was a total of 9% of the population in Longford and Westmeath over 15 years of age whose education had ceased at primary level or had no formal education, which is slightly above the national average of 8%. Finally, unemployment remains a significant feature of life in both counties with higher unemployment rates for males than females according to the 2016 census figures. The key socio-economic statistics for Longford and Westmeath are illustrated below.

	LONGFORD	WESTMEATH	LWETB TOTAL
Population (2016 Census)	40,873	88,770	129,643
Population (2011 Census)	39,000	86,164	125,164
Population increase	3.8% (1,873)	3% (2,606)	3.4% (4,479)
Non- nationals (2011 Census)	14.1%	12%	12.6%
Unemployment rate (2016 Census-Female)	19%	15.5%	16.6%
Unemployment rate (2016 Census-Male)	20.2%	16.6%	17.7%
Population under 15 years	10,065	20,950	31,015
Population under 20 years	12,450	26, 261	38,711
Population aged 15 years and over with no formal education	648 (1.6%)	1,175 (1.3%)	1,823 (1.4%)
Population aged 15 years and over with primary education only	3,656 (8.9%)	6,225 (7%)	9,881 (7.6%)

5.3 Overview of LWETB

LWETB's headquarters are located in Mullingar with administrative offices also located in Longford town. LWETB provides education and training services to a population of 129,643 across the two counties. LWETB is a significant employer within the region employing a total staff of 652 people. Of these 408 staff members are employed full-time while 244 are employed on a part-time basis.

Recent years have seen a significant increase in the range of education and training services delivered by LWETB, in line with the developing socio-economic demographics outlined above. The full range of LWETB services is summarised below while the following section outlines some of the key facts and figures in relation to LWETB in 2016.

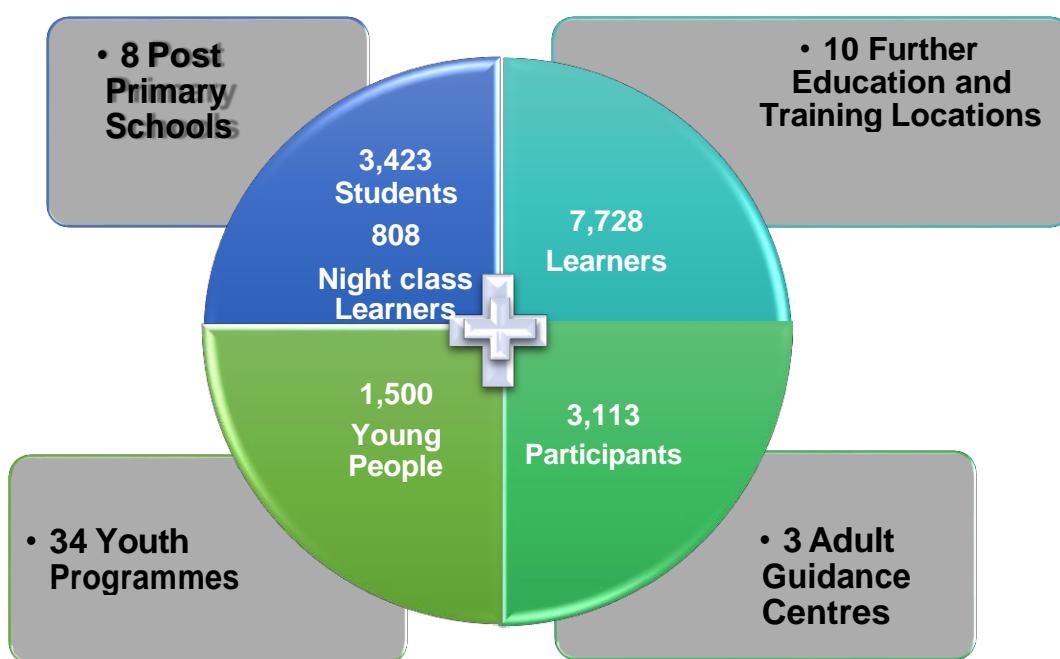


Schools	Further Education and Training Centres
1 Ardscoil Phádraig, Granard 2 Athlone Community College 3 Ballymahon Vocational School 4 Castlepollard Community College 5 Columba College, Killucan 6 Lanesboro Community College 7 Mullingar Community College 8 Templemichael College, Longford	17 Athlone FET Centre* 18 Ballymahon FET Centre 19 Granard FET Centre 20 Kinnegad FET Centre 21 Longford FETCentre* 22 Mullingar FETCentre*
9 St Anthony's JEC	23 Athlone Training Centre*
PLC Provision	Youthreach and VTOS
10 Ardscoil Phádraig, Granard 11 Athlone Community College 12 Columba College, Killucan 13 Lanesboro Community College 14 Mullingar Community College 15 Templemichael College, Longford	24 Ballymahon Youthreach* 25 Delvin Youthreach* 26 Kilbeggan Youthreach* 27 Longford Youthreach* 28 Athlone VTOS 29 Longford VTOS 30 Mullingar VTOS
16 LWETB Head Office Mullingar	31 Longford Office

*These centres include programmes that are co-funded by the Irish Government, the European Social Fund and the Youth Employment Initiative as part of the ESF Programme for Employability Inclusion and Learning 2014 - 2020

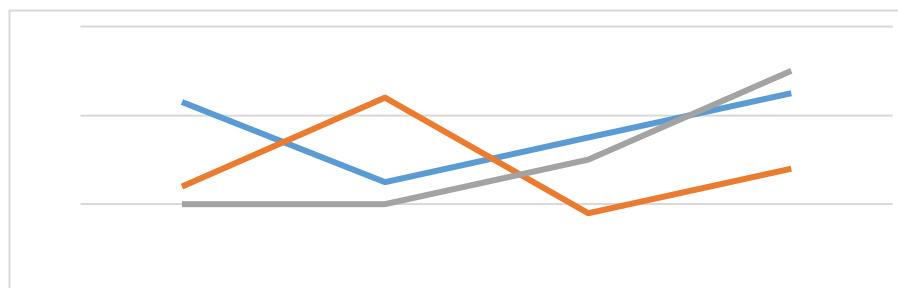


5.4 Key Facts and Figures (2016)



652 LWETB Staff in 2016

Annual Expenditure 2016: €52.9 million



6. Strategy Statement 2017-2022

6.1 Approach to Developing the Strategy Statement

The LWETB Strategy Statement 2017-2022 was developed as a result of intensive background work and an extensive consultation process including a range of actions outlined below:

- Background exploratory research and desktop investigations
- Preliminary consideration by LWETB Senior Management Team
- Agreement on draft framework to be utilised for Strategy Statement in conjunction with other ETBs
- Initial meetings and consultation with senior management and other LWETB staff
- Online surveys of LWETB staff
- Correlation of survey results and development of Draft Strategy Statement
- Presentation of Draft Strategy Statement to the LWETB Board
- Identification of key stakeholders and development of stakeholder surveys
- Public consultation on the draft Strategy Statement
- Revision of Draft Strategy Statement
- Presentation of Strategy Statement to the LWETB Board for adoption
- The approved Strategy Statement submitted to the Department of Education and Skills and published

6.2 Our Mission, Vision and Values



OUR MISSION

To provide dynamic, diverse and innovative education and training services

The LWETB Mission Statement is a written statement of our core purpose as an organisation. It defines what it is we try to accomplish in our everyday work and also what those who experience our services can hope to experience. Our mission statement is the same for all the services delivered by LWETB. Most importantly, the mission statement underlines the work carried out by every employee of LWETB, regardless of their job title or occupation. Our mission as LWETB is to provide dynamic, diverse and innovative education and training services.



The LWETB Vision Statement outlines what LWETB as an organisation needs to do to achieve our mission. It outlines the journey we need to undertake or pursue to accomplish our mission. Our vision is to develop and deliver nationally and internationally recognised high quality, vibrant, professional education and training services. We endeavour to ensure that our dynamic and innovative services will meet the needs of young people and adults across the LWETB region. The essential operational values which guide us in providing this progressive range of services are detailed below.



- **Learner Centred:** We place the learner at the centre of everything we do.
- **Celebrates Inclusion:** We celebrate equality and welcome all learners.
- **Acts with Integrity:** We operate in a manner that is ethical, transparent and accountable.
- **Leads with Innovation:** We lead innovation by fostering new ideas and promoting creativity.

6.3 Our Strategic Goals 2017-2022

OUR STRATEGIC GOALS 2017-2022	
Goal 1	Deliver professional, high quality, learner-centred education and training services
Goal 2	Enhance the learning experiences and outcomes for learners
Goal 3	Foster effective communication, collaboration and partnerships
Goal 4	Progress the development of effective organisational structures
Goal 5	Support a culture of continuous development with staff

Goal 1: Deliver professional high quality, learner-centred education and training services

	Actions	Timescale	Lead	Outputs
1.1 Create a Learner Charter for LWETB				
1.1	Establish Learner Charters that best describe the standard of service learners can expect when engaging with LWETB	2018 – 2020	Director of Schools (DOS) /School Leaders/Director FET (DFET) /FET leaders	LWETB Learners' Charter
1.2 Develop a LWETB Teaching and Learning Strategy				
1.2.1	Develop a Teaching and Learning Policy and Guidelines for all LWETB Services	2018 – 2019	DOS/School Leaders/ DFET /FET Leaders	LWETB Teaching and Learning Policy and Guidelines
1.2.2	Develop a LWETB ICT Strategy with particular focus on the use of ICT in learning	2018 – 2021	DOS/School Leaders/DFET/FET Leaders	LWETB ICT Strategy and Action Plan
1.3 Planning and coordination of programmes				
1.3.1	Develop Annual Service Plans that embed and develop the Goals of the Strategy Statement	2017 – 2022	CE / Directors	Annual Service Plans
1.3.2	Develop Annual submission to SOLAS for FET funding	2017 – 2022	DFET /FET Leaders	Annual SOLAS Submission
1.3.3	Develop 5 Year LWETB Youth Work Plan	2017 – 2018	Youth Officer.	Agreed Youth Work 5 Year Plan
1.4 Quality assurance provision				
1.4.1	Establish Quality Assurance (QA) Teams in all sectors to ensure quality provision and results	2018 – 2020	DOS/DFET	QA Teams
1.4.2	Implement New QQI Standard for FET	2017 – 2022	DFET /FET Leaders	Operational QQI Standards

1.4.3	Implementation of DCYA National Quality Standards Frameworks (NQSF) in the Youth Work Sector	2017 – 2022	Youth Officer	Compliance with annual DCYA NQSF reporting requirements
1.5 Identify innovative responses to current and future needs				
1.5.1	Establish an Enterprise Engagement team to develop the relationship between schools/FET and enterprise/employers	2017 – 2018	DFET/ DOS	Enterprise Engagement Team
1.5.2	Engage with DES and local stakeholders on School Reconfiguration for Diversity process in primary sector	2017 – 2020	CE/DOS	Report to DES on School Reconfiguration Process
1.5.3	Apply for patronage of primary and post-primary schools in Longford and Westmeath	2017 – 2022	CE/DOS/DOSD	Prepare template for Patronage submission and apply as appropriate
1.5.4	Identify emerging youth work needs in the LWETB area	2017 – 2018	Youth Officer	Additional funding secured for new/expanded services

Goal 2: Enhance the learning experiences and outcomes for learners

	Actions	Timescale	Lead	Outputs
2.1 Feedback from learners and parents				
2.1.1	Explore mechanisms to establish parent/learner feedback that inform and support delivery of quality education in schools/FET services	2018 – 2022	DOS/School Leaders. DFET/ FET Leaders	LWETB Parent and Learner Mechanisms that support student and parent voice
2.1.2	Establish tools/surveys for students and parents to provide/receive feedback on student progress	2018 – 2021	All Directors and School/FET Leaders	Surveys and tools developed
2.2 ICT-Enhanced Learning				
2.2.1	Conduct a benchmarking exercise to support the development of a Technology Enhanced Learning (TEL) Action Plan	2017 – 2018	DFET/FET Leaders	LWETB TEL Action Plan
2.2.2	Implement Digital Strategy for Schools 2015 -2020 to enhance teaching and learning across LWETB schools	2017– 2020	DOS/School Leaders	LWETB ICT Strategy and Action Plan
2.3 Tracking and Reporting on outputs				
2.3.1	Develop a tracking system to monitor attainment of students at both junior and senior level	2017 – 2022	DOS/School Leaders	A tracking system created and an annual reports generated
2.3.2	Disseminate and use data obtained through WSE, DEIS Reports, SSE etc. to review, support and enhance teaching and learning	2017 – 2022	DOS/ School Leaders	Inspection reports and regular briefing updates to leaders

2.3.3	Input data using appropriate systems which provide statistics on FET learner outcomes for LWETB, SOLAS and DES purposes	2017 – 2022	DFET/FET Leaders	Verified set of statistics on learner outcomes
2.4 Improving facilities and resources				
2.4.1	Review the physical environment of schools and centres	2018 – 2022	All Directors and School/FET Leaders	Annual maintenance plans/building upgrade plans
2.5 Staff CPD/Mentoring				
2.5.1	Provide support and opportunity for staff to engage with CPD, mentoring and coaching initiatives	2017 – 2022	DOS /School Leaders	Staff CPD Plan
2.5.2	Develop and deliver a FET CPD Plan in conjunction with SOLAS	2017 – 2022	DFET/FET Leaders	FET CPD Plan

Goal 3: Foster effective communication, collaboration and partnerships

	Actions	Timescale	Lead	Outputs
3.1 ICT Strategy including structure re use of systems and programmes				
3.1.1	Develop a framework for ICT to enhance communication, information sharing and networking internally and externally	2017 – 2020	CE/All Directors	LWETB ICT Strategy and Action Plan
3.2 Develop a Communications strategy				
3.2.1	Develop an overall Communication Strategy for LWETB	2018 – 2019	All Directors	LWETB Communication Strategy
3.3 Create Collaborative teams				
3.3.1	Establish subject specific learning communities	2017 – 2022	DOS/DFET	Subject Specific Learning Communities
3.3.2	Support collaborative management through leaders meetings and events	2017 – 2020	DOS/DFET	Minutes of Leaders Meeting
3.4 Enhance partnerships and alliances with external stakeholders and bodies				
3.4.1	Support and participate in interagency collaboration	2017 – 2022	Youth Officer	Active member of local committees
3.4.2	Participate and represent LWETB on national, regional and local forums	2017 – 2022	All Directors/staff	Membership of Directors at National Regional and Local Forums
3.4.3	Engage with stakeholders and agencies to enhance educational and FET services	2017 – 2022	DOS/DFET.	Links with Stakeholders and Agencies.

Goal 4: Progress the development of effective organisational structures

	Actions	Timescale	Lead	Outputs
4.1 Progress the development of organisational structure				
4.1.1	Engage with the PMO and DES on the Organisational Design Phase II	2017 – 2020	CE /All Directors	New organisational design appropriate to LWETB
4.1.2	Review of LWETB organisation structure reflecting evolving needs	2017 – 2022	All Directors	Renewed LWETB organisational structure
4.2 Develop an approach that builds capacity for change management				
4.2.1	Provide support and professional development for staff with leadership roles and/or posts of responsibility across the organisation	2017 – 2020	All Directors	Professional leadership training
4.3 Embed good governance across LWETB				
4.3.1	Work with the DOSD forum to develop appropriate Health and Safety policies and procedures	2017– 2019	All Directors	H&S policies embedded in the LWETB operations manual
4.3.2	Continue to embed good governance across the organisation in line with code of governance for ETB sector	2017-2022	All Directors	LWETB operations manual
4.3.3	Administer and carry out appropriate oversight of funding on behalf of DCYA and DoH	Ongoing	Youth Officer/ Head Office Staff	Oversight reports
4.4 Participate in national initiatives and fora				
4.4.1	Collaborate with relevant forums to network and keep abreast of upcoming trends and initiatives	2017– 2022	All Directors	Forum Representation
4.4.2	Enhance links with relevant local and national bodies, agencies and stakeholders	2017– 2020	All Directors	Participation by LWETB is evident

Goal 5 Support a culture of continuous development with staff

	Actions	Timescale	Lead	Outputs
5.1 CPD Strategy for LWETB				
5.1.1	Review staff skillset and develop staff CPD Plan	2018 – 2022	All Directors	CPD Plan for staff
5.1.2	Provide on-going support to leaders through targeted mentoring and CPD	2018 – 2022	All Directors	Annual CPD Plan
5.1.3	Develop a framework and annual plan for CPD which identifies specific priority areas of development	2018 – 2022	All Directors	Annual CPD plan Annual Review of CPD plan
5.2 Develop cross functional teams to promote a culture of innovation				
5.2.1	Create cross functional teams to identify areas of potential development	2017 – 2021	All Directors	Cross functional groups to provide summary of actions taken by LWETB
5.2.2	Design new apprenticeship and career traineeship programmes by establishing a team working approach both within LWETB and with other ETBs	2017 – 2022	DFET	New apprenticeships and career traineeships offered

6.4 Implementation and Monitoring of Strategy Statement

This Strategy establishes a range of ambitious but realistic goals and objectives for the development of education, training, youth and ancillary services in Longford and Westmeath over the coming five years. LWETB acknowledges that the implementation of this Strategy will hinge on many factors including the necessary resources being available. This section outlines how LWETB will manage the implementation of the Strategy.

- Each annual Service Plan will set out the specific actions that LWETB proposes to undertake in providing and developing its services in that year, as well as the related budgets. Accordingly, the annual Service Plan will be a key implementation tool to ensure that the actions identified in the Strategy are rolled out systematically over the five year period.
- The preparation of an Annual Report will act as a monitoring mechanism, whereby the performance of LWETB in each year is measured against the actions of the related Service Plan and the Strategy Statement.
- LWETB will undertake a mid-term Review of the Strategy Statement in early 2020. This review will assess progress in the achievement of goals and make proposals, as necessary, to ensure LWETB is responsive and dynamic.

Abbreviations

AHEAD	Association for Higher Education Access and Disability
CE	Chief Executive
CPD	Continuing Professional Development
CFE	College of Further Education
DCYA	Department of Children and Youth Affairs
DEIS	Delivering Equality of Opportunity in Schools
DES	Department of Education and Skills
DFET	Director of Further Education and Training
DFI	Disability Federation of Ireland
DoH	Department of Health
DOS	Director of Schools
DOSD	Director of Organisation Support and Development
ETB	Education and Training Board
ETBI	Education and Training Boards Ireland
FÁS	Foras Áiseanna Saothaoir
FET	Further Education and Training
H&S	Health and Safety
ICT	Information and Communication Technology
ICTU	Irish Congress of Trade Unions
JEC	Junior Education Centre
LWETB	Longford and Westmeath Education and Training Board
NALA	National Adult Literacy Agency
NQSF	National Quality Standards Framework
OSD	Organisation Support and Development
PMO	Project Management Office
QA	Quality Assurance
QQI	Quality and Qualifications Ireland
SEN	Special Educational Needs
SOLAS	An tSeirbhís Oideachais Leanúnaigh agus Scileanna
SSE	School Self Evaluation
TEL	Technology Enhanced Learning
VEC	Vocational Education Committee
VTOS	Vocational Training Opportunities Scheme
WSE	Whole School Evaluation

Appendix 1: LWETB Board Members

Nominating Body	Name
Elected by Westmeath County Council	Cllr. Frankie Keena (Chairman)
Elected by Longford County Council	Cllr. Seamus Butler
Elected by Longford County Council	Cllr. Peggy Nolan
Elected by Longford County Council	Cllr. Pat O'Toole
Elected by Longford County Council	Cllr. Mae Sexton
Elected by Westmeath County Council	Cllr. Sorca Clarke
Elected by Westmeath County Council	Cllr. Una D'Arcy
Elected by Westmeath County Council	Cllr. Michael Dollard
Elected by Westmeath County Council	Cllr. Tom Farrell
Elected by Westmeath County Council	Cllr. Ken Glynn
Elected by Westmeath County Council	Cllr. Liam McDaniel
Elected by Westmeath County Council	VACANT
Staff Representative	Mr. Declan Flanagan
Staff Representative	Ms. Denise Watkins
Parents Representative	Mr. Willie Dennigan
Parents Representative	Ms. Helen Macken
Bodies Specified by the Minister (Joint Managerial Body, Association of Community and comprehensive Schools and National Association of Principals and Deputy Principals)	Fr. Paul Connell
Bodies Specified by the Minister (Irish Congress of Trade Unions (ICTU))	Ms. Celine Kearney Medforth
Bodies Specified by the Minister (Chambers Ireland)	Ms. Laura Leonard
Bodies Specified by the Minister (National Adult Literacy Agency (NALA))	Mr. James O'Keeffe
Bodies Specified by the Minister (AHEAD and DFI)	Mr. Pat O'Rourke



Ireland's European Structural and
Investment Funds Programmes
2014-2020

Co-funded by the Irish Government
and the European Union



EUROPEAN UNION
Investing in your future
European Social Fund



SOLAS

An tSeirbhís Oideachais Leanúnach agus Scileanna
Further Education and Training Authority



An Roinn Leanúnach agus Gnóthai Óige
Department of
Children and Youth Affairs





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Longford and Westmeath
Education and Training Board

Bord Oideachais agus Oiliúna an Longfoirt agus na hIarmhí

Ráiteas Straitéise 2017-2022

Clár Ábhar

1. Teachtaireacht ó Chathaoirleach BOOLI	28
2. Réamhrá ón bPríomhfheidhmeannach	29
3. Achoimre Fheidhmeach	30
4. An Cúlra maidir le hOideachas agus Oiliúint in Éirinn	32
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4.2 An Tírdhreach Beartais	32
4.3 Athchóiriú na hEarnála Poiblí	33
5. Próifíl BOOLI	34
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5.2 An Timpeallacht Áitiúil Shocheacnamaíoch	34
5.3 Forléargas ar BOOLI	35
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6.1 Cur Chuige maidir leis an Ráiteas Straitéise a Fhorbairt	38
6.2 Ár Misin, ár bhFís agus ár Luachanna	38
6.3 Ár Spriocanna Straitéise 2017-2022	40
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1. Teachtaireacht ó Cathaoirleach Bhord Oideachais agus Oiliúna an Longfoirt agus na hIarmhí



An Comhairleoir Frankie Keena

Is mór an pléisiúir dom Ráiteas Straitéise 2017 – 2022 de chuid Bhord Oideachais agus Oiliúna an Longfoirt agus na hIarmhí (BOOLI) a chur i láthair. Is doiciméad suntasach é seo mar is é an chéad Ráiteas Straitéise dár n-eagraíocht nua é. Cuirtear sa doiciméad le traidisiún fada de fhreagra gairmiúil a thabhairt ar riachtanais éagsúla foghlaimeoirí agus pobail i gContaetha an Longfoirt agus na hIarmhí. Creidim go gcuirfear ar ár gcumas, leis an straitéis seo, forás agus forbairt éifeachtach a dhéanamh mar eagraíocht nua agus cabhrófar linn oideachas agus oiliúint a sholáthar a bheidh beomhar agus ar ardcháilíocht sna cúig bliana amach romhainn.

Is mian liom comhaltaí Bhord Oideachais agus Oiliúna an Longfoirt agus na hIarmhí, an Príomhfheidhmeannach, an Dr. Christy Duffy, agus an fhoireann go léir a mholadh as an dian-obair leanúnach agus a dtiomantas d'fhorbairt na straitéis seo. Is mian liom gach rath a ghuí ar ár gcuid foghlaimeoirí agus baill foirne agus sinn ag obair le chéile chun seirbhísí oideachais agus oiliúna éagsúla agus nuálacha a sholáthar sna cúig bliana amach romhainn.

A handwritten signature in black ink that reads "Dr. Frankie Keena".

An Comhairleoir Frankie Keena

Cathaoirleach

2. Réamhrá ón bPríomhfheidhmeannach



An Dr. Christy Duffy

Is ionann an chéad Ráiteas Straitéise 2017-2022 de chuid Bord Oideachais agus Oiliúna an Longfoirt agus na hIarmhí agus ráiteas ardleibhéal ina leagtar amach treo do BOOLI sna cúig bliana amach romhainn. An rud is tábhactaí, tugtar imlíne sa Ráiteas Straitéise seo ar fhís, ar mhisean agus ar spriocanna BOOLI mar eagraíocht nua a bhfuil freagracht reachtúil uirthi as seirbhísí oideachais agus oiliúna sa Longfort agus san Iarmhí. Leagtar amach ann freisin bunluachanna BOOLI ar feadh ár gcuid seirbhísí go léir i ngach ceantar den réigiún.

Gheobhaidh an Ráiteas Straitéise seo treoir ó roinnt doiciméad beartais náisiúnta ón Roinn Oideachais agus Scileanna agus ó SOLAS. Tá sé bunaithe ar réaltacht an tsaoil reatha do dhaoine a chónaíonn sa réigiún, ó thaobh cúrsaí socheacnamaíocha agus oideachais de. Tá BOOLI tiomanta oibriú le gach ceann dár gcomhpháirtithe agus dár bpáirtithe leasmhara sna cúig bliana amach romhainn chun feabhas a chur ar an soláthar seirbhísí oideachais agus oiliúna do dhaoine óga agus d'aoساigh sa Longfort agus san Iarmhí.

Cuid lárnach den Ráiteas Straitéise seo díriú ar feabhas leanúnach a chur ar chálíocht na n-eispéireas foghlama dár gcuid foghlaimeoirí go léir sna cúig bliana amach romhainn. Déanfaidh BOOLI dul chun cinn i dtreo teacht in aibíocht mar eagraíocht bheo atá ag foghlaim agus atá in ann freagra bríomhar a thabhairt ar riachtanais síorathraitheacha a thagann chun cinn go háitiúil, go náisiúnta agus go hidirnáisiúnta. Chun an méid sin a bhaint amach, leanfaimid orainn ag obair i dtimpeallacht chomhoibritheach áit a dtacóimid lena chéile chun dul chun cinn a dhéanamh i dtreo an fhís a leagtar amach sa doiciméad seo. Ciallóidh sin machnamh a dhéanamh go leanúnach ar ár spriocanna agus ar ár seirbhísí sna blianta amach romhainn agus iad a leasú ionas go bhféadfaimid forbairt a dhéanamh le bheith mar an eagraíocht bheomhar, nuálach agus ghairmiúil arna leagan amach sa Straitéis seo.

Two handwritten signatures in black ink. The first signature on the left reads "Christy" and the second signature on the right reads "Duffy".

Christy Duffy
Príomhfheidhmeannach BOOLI

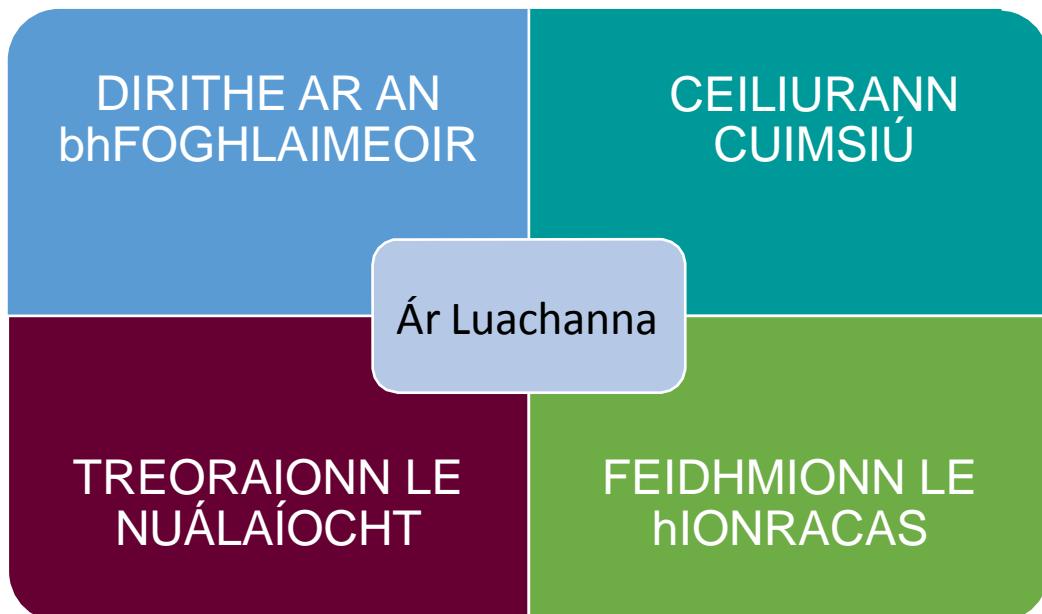
3. Achoimre Fheidhmeach

ÁR MISEAN

**Seirbhísí
oideachais
agus oliúna
atá bríomhar,
ilchineálach
agus nuálach
a sholáthar**

ÁR bhFÍS

**Seirbhísí oideachais
agus oliúna atá
gairmiúil, beomhar,
ar ardcháillíocht agus
a aithnítear go
náisiúnta agus go
hidirnáisiúnta a
sholáthar**



ÁR SPRIOCANNA STRAITÉISEACHA 2017-2022	
Sprioc 1	Seirbhísí oideachais agus oiliúna atá gairmiúil, ar ardcháilíocht agus dirithe ar an bhfoghlameoir a sholáthar
Sprioc 2	Eispéiris agus torthaí foghlama d'fhoghlameoirí a fheabhsú
Sprioc 3	Comhpháirtíochtaí, comhoibriú agus cumarsáid éifeachtach a chothú
Sprioc 4	Forbairt ar struchtúir eagrúcháin éifeachtúla a bhrú chun cinn
Sprioc 5	Tacú le cultúr d'fhorbairt leanúnach leis an bhfoireann

4. An Cúlra maidir le hOideachas agus Oiliúint in Éirinn

4.1 Réamhrá agus Comhthéacs Reachtúil

Rinneadh roinnt athruithe suntasacha ar an reachtaíocht a rialaíonn oideachas agus oiliúint in Éirinn le blianta beaga anuas. Bunaíodh 16 Bhord Oideachais agus Oiliúna (BOOÉ) mar thoradh ar an Acht um Boird Oideachais agus Oiliúna 2013. Tugadh isteach cód rialachais do na BOOÉanna nua sin freisin. Ar na forbairtí móra a d'eascair as an Acht um Boird Oideachais agus Oiliúna 2013 freisin bhí bunú na Seirbhise Oideachais Leanúnaigh agus Scileanna (SOLAS) mar an údarás náisiúnta breisoideachais agus breisoiliúna. Ar deireadh, bunaíodh Dearbhú Cáilíochta agus Cáilíochtaí Éireann (DCCÉ) leis an Acht um Cháilíochtaí agus Dearbhú Cáilíochta (Oideachas agus Oiliúint 2012 mar an ghníomhaireacht Stáit neamhspleách atá freagrach as cáilíocht agus cuntasacht i seirbhísí oideachais agus oiliúna in Éirinn a chur chun cinn.

4.2 An Tírdhreach Beartais

Féachtar ar oideachas agus oiliúint mar an eochair maidir le téarnamh agus forbairt eacnamaíoch in Éirinn, chomh maith le timpeallacht a chothú ina mbeidh daoine in ann a lánacmhainneacht a bhaint amach. Tá aird tarraingthe ag doiciméid le déanaí ar an nasc idir oideachas agus fás eacnamaíoch ach freisin an príomhról atá ag oideachais maidir le cuimsiú sóisialta a chur chun cinn.

Tá roinnt príomhbheartas ag múnlú an soláthar oideachais agus oiliúna in Éirinn. Tugtar imlíne i bPlean Gníomhaíochta don Oideachas 2016 – 2019 de chuid na Roinne Oideachais agus Scileanna (ROS) ar uaillmhian na hÉireann bheith ar an tseirbhís oideachais is fearr san Eoraip sna deich mbliana amach romhainn. Maidir leis an oideachas dara leibhéal tugtar imlíne ar chur i bhfeidhm beartaithe an Chreata nua don tSraith Shóisearach agus forbairt ar phlean nua do scoileanna a thairgeann an clár DEIS chun tacú le gnóthachtáil agus dul chun cinn.

Tá treoir nua d'fhorbairt BO in Éirinn leagtha amach i Straitéis SOLAS um Bhreisoideachais agus Oiliúna 2014-2019. Tá mar thoradh air sin raon tionscnamh tábhachtach mar shampla bunachar sonraí náisiúnta de chúrsaí agus d'fhoghlaimeoirí (PLSS) agus mol cúrsaí ar líne (BOchcourses.ie). Ar deireadh, mar thoradh ar Straitéis Náisiúnta Scileanna na hÉireann 2023 bunaíodh Fóram Réigiúnach Scileanna chun fostóirí a thabhairt le chéile le soláthraithe Breisoideachais agus Oiliúna agus Ardoideachais i ngach réigiún. Tá fóraim ríthábhachtach do gach réigiún chun raon leathan scileanna a fhorbairt agus chun soláthar BO a ailíniú le riachtanais an mhargaidh saothair i dtimpeallacht eacnamaíoch atá ag feabhsú, ag teacht leis an bPlean Gníomhaíochta do Phoist.

Bhí scileanna digiteacha chun tosaigh go mór i bhforbairtí beartais le déanaí san earnáil scoileanna agus san earnáil bhreisoideachais agus oiliúna. Tugtar imlíne ar an téama digiteach seo i Straitéis Digiteach do Scoileanna 2015 – 2020 na Roinne Oideachais agus Scileanna agus i Straitéis SOLAS d'Fhoghlaim atá Breisithe ag Teicneolaíocht le haghaidh Breisoideachais agus Oiliúna 2016–2019.

4.3 Athchóiriú na hEarnála Poiblí

Tá an Roinn Caiteachais Phoiblí agus Athchóirithe ag déanamh comhordú lárnach ar athchóiriú thar raon saincheisteanna, lena n-áirítear ceannaireacht, soghluaiseacht, seirbhísí comhroinnt, soláthar, múnlai éagsúla de sholáthar seirbhísí agus ríomhRialtas. Ó foilsíodh an chéad Phlean um Athchóiriú na Seirbhíse Poiblí in 2011, tá clár cuimsitheach athchóirithe curtha i bhfeidhm ar fud na hearnála poiblí in Éirinn. Laistigh den earnáil BOOÉ tá Oifig Bainistíochta Clár (OBT) bunaithe ag an Roinn Oideachais agus Scileanna chun maoirseacht a dhéanamh ar bhunú agus ar fhorbairt BOOÉ-anna ar fud na tíre.

Tá sé léirithe ag taithí san earnáil phríobháideach agus san earnáil phoiblí idirnáisiúnta an tairbhe ollmhór a bhaineann le seirbhísí comhroinnt feabhsaithe. Léiríodh sin san earnáil BOOÉ nuair a bunaíodh tionscadal seirbhísí gnó comhroinnt oideachais, i dtéarmaí airgeadais agus párolla araon. Tiocfaidh an għluaiseacht i dtreо sheirbhísí comhroinnt in airgeadas agus i bpárolla chun cinn le linn tréimhse an Ráitis Straitéise seo agus léireofar í i struchtúr eagraíochtúil BOOLI amach anseo.

Tugtar achoimre thíos ar na factóirí thuasluaité sin agus chabhraigh siad le forbairt an Ráitis Straitéise 2017-2022 agus lenár gcúig sprioc straitéiseacha a mhúnlú

Reachtaíocht agus Rialú	Forbairt Bheartais	Athchóiriú na hEarnála Poiblí
<ul style="list-style-type: none"> An tAcht um Boird Oideachais agus Oiliúna 2013 An tAcht um Breisoideachais agus Oiliúna 2013 An tAcht um Cháilíochtaí agus Dearbhú Cáilíochta (Oideachas agus Oiliúint) 2012 	<ul style="list-style-type: none"> Plean Gníomhaíochta ROS don Oideachas 2016-2019 Straitéis Dhigiteach ROS do Scoileanna 2015-2020 Straitéis SOLAS d'Fhoghlaim atá Breisithe ag Teicneolaíocht le haghaidh Breisoideachais agus Oiliúna 2016-2019 Straitéis SOLAS um Bhreisoideachas agus Oiliúna 2014-2019 Straitéis Náisiúnta Scileanna na hÉireann 2025 Plean Gníomhaíochta do Phoist 	<ul style="list-style-type: none"> Plean um Athchóiriú na Seirbhíse Poiblí 2011 OBT ríomhRialtas Seirbhísí Comhroinnt na hEarnála Poiblí

5. Próifíl BOOLI

5.1 Réamhrá agus Creat Rialachais

Is údarás oideachais agus oiliúna áitiúil agus reachtúil é BOOÉ an Longfoirt agus na hIarmhí a bunaíodh faoin Acht um Boird Oideachais agus Oiliúna 2013. Bunaíodh Bord Oideachais agus Oiliúna an Longfoirt agus na hIarmhí an 1 Iúil 2013 nuair a cónascadh Coiste Gairmoideachais an Longfoirt (CGO) agus CGO na hIarmhí. In 2014 cuimsíodh Ionad Oiliúna SOLAS/FÁS i mBaile Átha Luain agus a chuid seirbhísí isteach i BOOLI.

Rialaitear BOOLI ag Board ar a bhfuil 21 comhalta. Ina measc tá 12 ionadaí ó chomhairlí contae áitiúla an Longfoirt agus na hIarmhí; beirt comhaltaí a toghadh ó na baill fairne; beirt ionadaithe ar tuismitheoirí iad; agus cúigear comhaltaí a bhfuil saineolas acu ar chúrsaí oideachais agus oiliúna, ina measc ionadaí as lucht na bhfoghlaimeoirí agus ionadaí ón lucht gnó. Tá liosta ionlán na gComhaltaí Boird ar fáil in Agusín 1. Tá Coiste Iniúchta, Coiste Airgeadais agus Coiste comhairleach Óige ag an mbord freisin. Tá comhaltaí seachtracha chomh maith le comhaltaí boird ar gach ceann de na coistí sin. Tugtar tacú breise d'obair an bhoird ag na Boird Bhainistíochta i ngach ceann de na 8 mbunscoil de chuid BOOLI. Leagtar amach feidhmeanna ginearálta Bhord Oideachais agus Oiliúna san Acht um Boird Oideachais agus Oiliúna 2013.

5.2 An Timpeallacht Áitiúil Shocheacnamaíoch

Is i réigiún BOOLI atá an daonra is lú as gach BOOÉ in Éirinn. In 2011, b'ionann an daonra agus 125,164 agus tháinig ardú air sin go dtí 129,643 in 2016. Tá an t-ardú 3.4% sin beagán níos ísle ná an meán-ardú náisiúnta ar an daonra don stát go léir, arb ionann é agus 3.8%. Tá líon ard daoine óga sa réigiún le 31,015 nó 23.9% faoin bhun 15 bliana d'aois agus 38,711 nó 29.8% faoi bhun 20 bliana d'aois. Tá líon suntasach neamhnáisiúnach sa dá chontae agus tá na figiúirí i ndaonáireamh 2011 beagán os cionn an meánlíon náisiúnta de 12%.

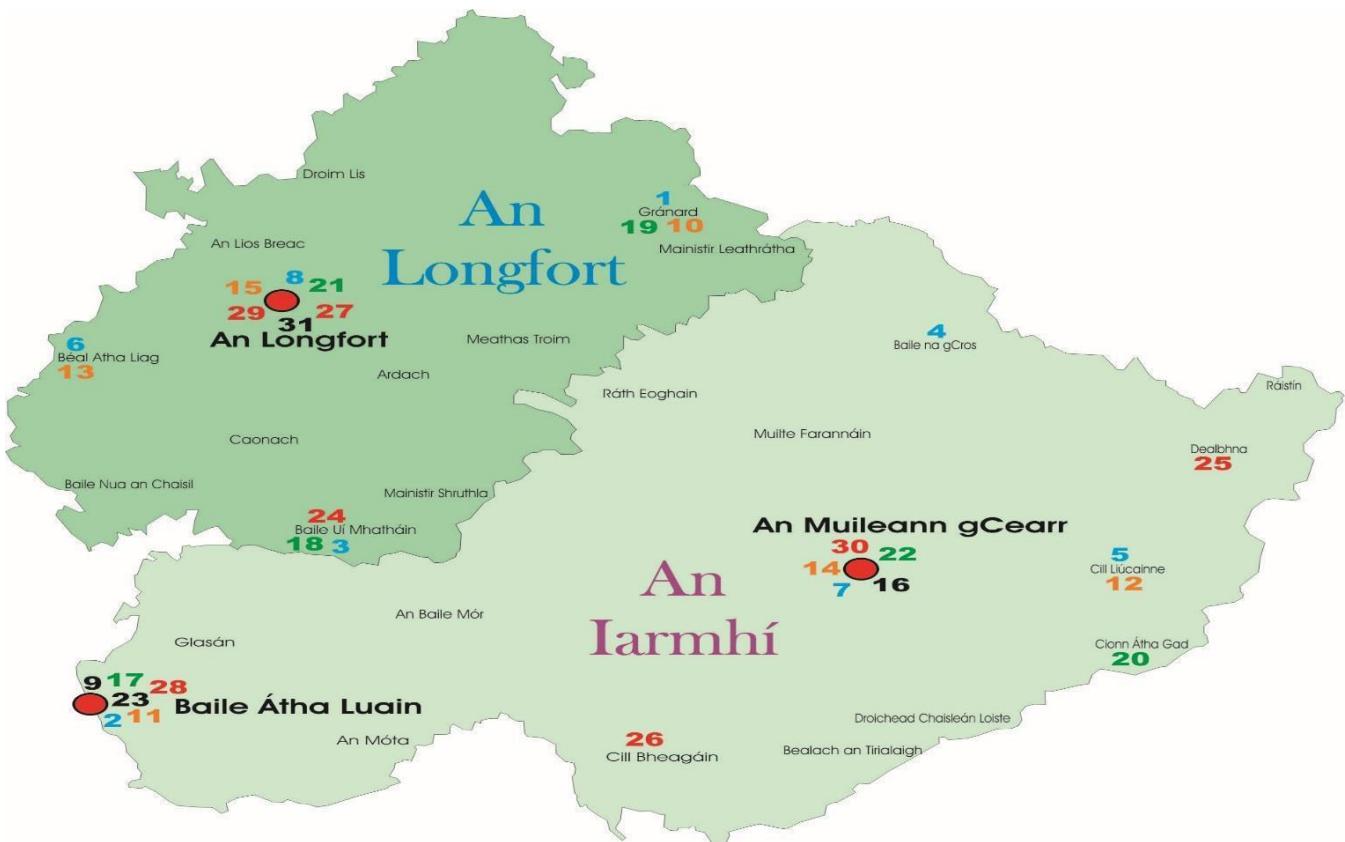
Baineann gnóthachtáil oideachais íseal le líon ard den daonra. In 2016, bhí 9% den daonra sa Longfort agus san Iarmhí a bhí os cionn 15 bliana d'aois ar scoir a gcuid oideachais ag bunleibhéal, nó nach raibh oideachas foirmiúil ar bith acu. Tá an figiúr sin beagán os cionn an meánfhigiúr náisiúnta de 8%. Ar deireadh, tá difhostaíocht fós ina gné suntasach den saol sa dá chontae agus tá níos mó fear ná ban difhostaithe, de réir na bhfigiúirí i ndaonáireamh 2016. Léirítéar na príomh staitisticí socheacnamaíocha don Longfort agus don Iarmhí thíos.

	AN LONGFORT	AN IARMHÍ	IOMLÁN BOOLI
Daonra (Daonáireamh 2016)	40,873	88,770	129,643
Daonra (Daonáireamh 2011)	39,000	86,164	125,164
Ardú ar an Daonra	3.8% (1,873)	3% (2,606)	3.4% (4,479)
Neamhnáisiúnaigh (Daonáireamh 2011)	14.1%	12%	12.6%
Ráta Dífhostaíochta (Daonáireamh 2016-Mná)	19%	15.5%	16.6%
Ráta Dífhostaíochta (Daonáireamh 2016-Fir)	20.2%	16.6%	17.7%
Daonra faoi 15 bliana	10,065	20,950	31,015
Daonra faoi 20 bliana	12,450	26, 261	38,711
Daonra 15 bliana d'aois agus os a chionn gan aon oideachas foirmiúil	648 (1.6%)	1,175 (1.3%)	1,823 (1.4%)
Daonra 15 bliana d'aois agus os a chionn le bunoideachas amháin	3,656 (8.9%)	6,225 (7%)	9,881 (7.6%)

5.3 Forléargas ar BOOLI

Tá ceanncheathrú BOOLI lonnaithe sa Mhuileann gcearr agus tá oifigí riarracháin i mbaile an Longfoirt freisin. Soláthraíonn BOOLI seirbhísí oideachais agus oiliúna do dhaonra 129,643 duine sa dá chontae. Is fostóir mór é BOOLI sa réigiún, le 652 ball foirne fostaithe aige. Astu sin, tá 408 ball foirne fostaithe go lánimseartha agus tá 244 fostaithe ar bhonn páirt-aimseartha.

Tá ardú suntasach tagtha ar an raon seirbhísí oideachais agus oiliúna arna soláthar ag BOOLI le blianta beaga anuas, ag teacht leis an déimeagrafaic shocheacnamaíoch thuasluaite atá ag teacht chun cinn. Tugtar achoimre thíos ar raon iomlán sheirbhísí BOOLI agus sa chéad chuid eile den ráiteas straitéise seo tá roinnt de na Príomhfhíricí agus Fígiúirí i ndáil le BOOLI in 2016.



Scoileanna	Ionaid Bhreisoideachais agus Oiliúna
1 Ardscoil Phádraig, Gránard	17 Ionad Breisoideachais agus Oiliúna Bhaile Átha Luain*
2 Coláiste Pobail Bhaile Átha Luain	18 Ionad Breisoideachais agus Oiliúna Bhaile Uí Mhatháin
3 Gairmscoil Bhaile Uí Mhatháin	19 Ionad Breisoideachais agus Oiliúna Ghránaírd
4 Coláiste Pobail Bhaile na gCros	20 Ionad Breisoideachais agus Oiliúna Chionn Átha Gad
5 Coláiste Cholumba, Chill Liúcainne	21 Ionad Breisoideachais agus Oiliúna an Longfoirt*
6 Coláiste Pobail Bhéal Átha Liag	22 Ionad Breisoideachais agus Oiliúna an Mhuilinn Chearr*
7 Coláiste Pobail an Mhuilinn Chearr	23 Ionad Oiliúna Bhaile Átha Luain*
8 Coláiste Theampall Mhichíl, An Longfort	Ógtheagháil agus SDOG
9 JEC Naomh Antaine	24 Ógtheagháil Bhaile Uí Mhatháin*
Soláthar CIA	25 Ógtheagháil Dhealbhna*
10 Ardscoil Phádraig, Gránard	26 Ógtheagháil Chill Bheagáin*
11 Coláiste Pobail Bhaile Átha Luain	27 Ógtheagháil an Longfoirt*
12 Coláiste Cholumba, Chill Liúcainne	28 SDOG Bhaile Átha Luain
13 Coláiste Pobail Bhéal Átha Liag	29 SDOG an Longfoirt
14 Coláiste Pobail an Mhuilinn Chearr	30 SDOG an Mhuilinn Chearr
15 Coláiste Theampall Mhichíl, An Longfort	31 Oifig an Longfoirt
16 Ceannoifig BOOLI, an Muileann gCearr	

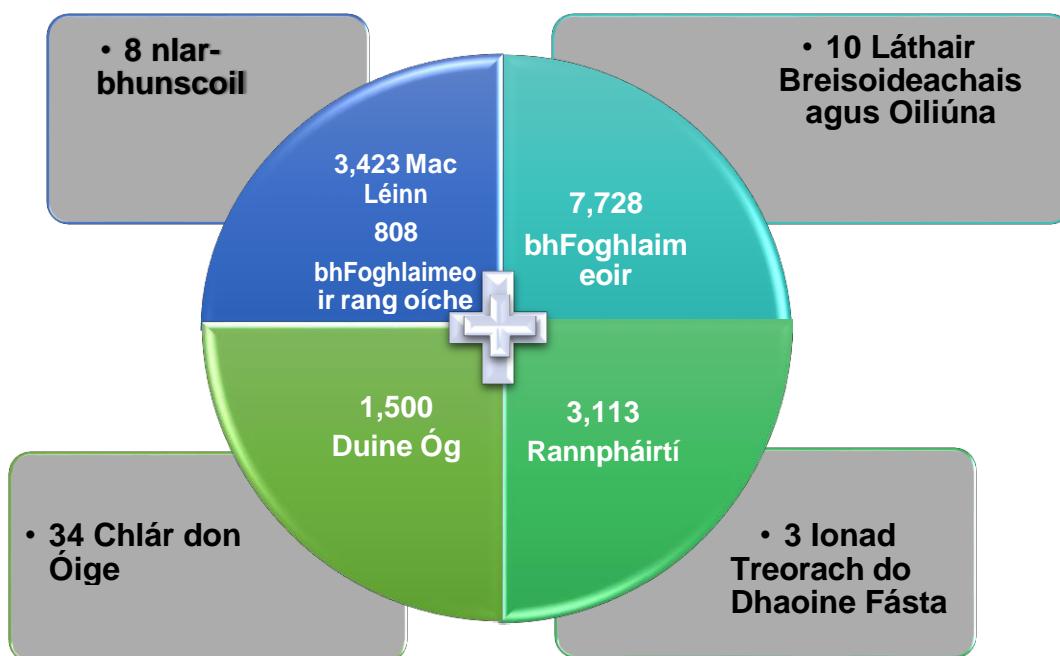
*Le tacaíocht ó Rialtas na hÉireann, ón gCiste Sóisialta Eorpach agus Tionscnamh Fostaíochta don Ógra mar chuid den Chlár ESF d'Infhostaíochta, Cuimsiú agus Foghlaim 2014-2020



AONTAS EORPACH

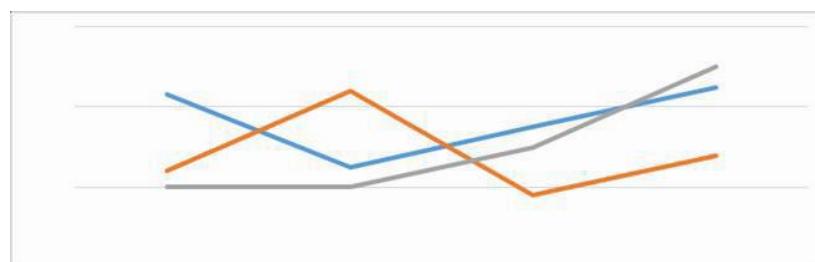
Ag infheistiú i do dhán
Ciste Sóisialta na hEorpa

5.4 Príomhfhíricí agus Figiúirí (2016)



652 Ball Foirne BOOLI in 2016

Caiteachas Bliantúil 2016: €52.9 milliún



32 Ráiteas Straitéise 2017-2022

• Cur Chuige maidir leis an Ráiteas Straitéise a forbairt

Forbraíodh Ráiteas Straitéise 2017-2022 BOOLI mar thoradh ar dhianobair chúlra agus próiseas comhairliúcháin fairsing, lenar áiríodh raon gníomhartha mar a luaitear thíos:

- Taighde cúnlaíoch agus imscrúduithe DEISCE.
- Réamhbhreithniú ag Foireann Bainistíochta Sinsearaí BOOLI.
- Comhaontú ar an dréacht-chreat atá le húsáid don Ráiteas Straitéise i gcomhar le BOOÉ-anna eile.
- Cruinnithe agus comhairliúcháin tosaigh le bainistíocht shinsearach agus baill foirne eile de chuid BOOLI.
- Suirbhéanna ar líne de bhaill foirne BOOLI.
- Torthaí suirbhéanna a chur i dtoll a chéile agus forbairt ar an Dréacht-Ráiteas Straitéise.
- An Dréacht-Ráiteas Straitéise a chur faoi bhráid Bhord BOOLI
- Príomhpháirtithe leasmhara a shainaithint agus suirbhéanna ar pháirtithe leasmhara a forbairt.
- Comhairliúchán poiblí ar an Dréacht-Ráiteas Straitéise
- Athbhreithniú ar an Dréacht-Ráiteas Straitéise
- An Ráiteas Straitéise a chur faoi bhráid Bhord BOOLI lena ghlacadh.
- An Ráiteas Straitéise faofa a chur ar aghaidh chuig an Róinn Oideachais agus Scileanna agus é a fhoilsiú.

• Ár Misean, ár bhFís agus ár Luachanna

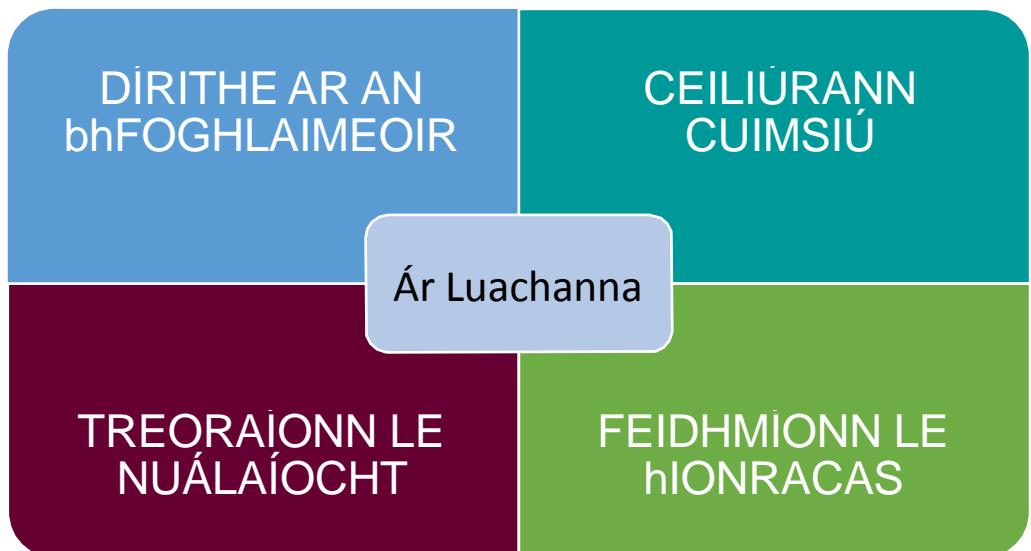
ÁR MISEAN

**Seirbhísí oideachais
agus oliúna atá
bríomhar, ilchineálach
agus nuálach a
sholáthar**

Is éard atá i Ráiteas Misin BOOLI ráiteas i scríbhinn dár mbunchuspóir mar eagraíocht. Sainmhínítear ann an méid a dhéanaimid iarracht a bhaint amach inár gcuid oibre ó lá go lá, chomh maith leis an méid a bhféadfaidh na daoine a mbaineann leas as ár seirbhísí a bheith ag súil leis. Is é an ráiteas misin céanna a bhaineann le gach seirbhís arna soláthar ag BOOLI. An rud is tábhactaí, tá an ráiteas misin mar bhonn ag an obair a dhéanann gach fostáí de chuid BOOLI, beag beann ar theideal a phoist nó a ghairme. Ár misean mar BOOLI ná seirbhísí oideachais agus oiliúna atá bríomhar, ilchineálach agus nuálach a sholáthar.



Tugtar imlíne i Ráiteas Físe BOOLI ar an méid is gá le BOOLI a dhéanamh mar eagraíocht chun ár misean a bhaint amach. Tugtar imlíne ar an aistear nach mór dúinn tabhairt faoi chun ár misean a thabhairt chun críche. Ár bhfís ná seirbhísí oideachais agus oiliúna atá gairmiúil, beomhar agus ardcháilíochta agus a aithnítear go náisiúnta agus go hidirnáisiúnta a fhorbairt agus a sholáthar. Féachaimid lena chinntíú go gcomhlíonfaidh ár seirbhísí bríomhara agus nuálacha ar riachtanais daoine óga agus aosaigh fásta ar fud réigiún BOOLI. Tugtar mionsonraí thíos faoi na luachanna oibríochta riachtanacha atá mar threoir dúinn chun an raon forásach seirbhísí seo a sholáthar.



- **Dírithe ar an bhFoghlameoir:** Cuirimid an foghlameoir i gcroílár gach a ndéanaimid.
- **Ceiliúrann Cuimsiú:** Ceiliúraimid comhionannas agus cuirimid fáilte roimh gach fhoghlameoir.
- **Feidhmíonn le hIonracas:** Oibrímid ar bhealach atá eiticiúil, follasach agus cuntasach.
- **Treoraíonn le Nuálaíocht:** Treoraímid le nuálaíocht ach smaointe nua a chothú. agus cruthaitheachta a chur chun cinn.
- **Ár Spriocanna Straitéise 2017-2022**

ÁR SPRIOCANNA STRAITÉISE 2017-2022	
Sprioc 1	Seirbhísí oideachais agus oliúna atá dírithe ar an bhfoghlameoir, ar ardcháilíocht agus gairmiúil a sholáthar
Sprioc 2	Eispéiris agus torthaí foghlama a fheabhsú d'fhoghlameoirí
Sprioc 3	Comhpháirtíochtaí, comhoibriú agus cumarsáid éifeachtach a chothú
Sprioc 4	Forbairt ar struchtúir eagrúcháin a bhrú chun cinn
Sprioc 5	Tacú le cultúr d'fhorbairt leanúnach leis an bhfoireann

Sprioc 1: Seirbhísí oideachais agus oliúna atá dírithe ar an bhfoghlaimeoir, ar ardcháilíocht agus gairmiúil a sholáthar

	Gníomhartha	Scála Ama	Faoi Stiúir	Aschuir
1.3 Cairt d'Fhoghlaimeoirí a chruthú do BOOLI				
1.1	Cairteacha d'Fhoghlaimeoirí a bhunú a thugann an tuairisc is fearr ar an gcaighdeán seirbhíse is féidir le foghlaimeoirí a bheith ag súil leis agus iad i mbun caidrimh le BOOLI.	2018-2020	Stiúrthóir Scoile/ Ceannairí Scoile/Stiúrthóir BO/ Ceannairí BO.	Cairt d'Fhoghlaimeoirí BOOLI.
1.4 Straitéis um Theagasc agus Foghlaim a fhorbairt do BOOLI				
1.2.1	Treoirínte agus Beartas um Theagasc agus Foghlaim a fhorbairt do gach Seirbhís BOOLI.	2018-2019	Stiúrthóir Scoile/ Ceannairí Scoile/ Stiúrthóir BO/ Ceannairí BO.	Treoirínte agus Beartas um Theagasc agus Foghlaim BOOLI.
1.2.2	Straitéis TFC a fhorbairt do BOOLI ag díriú go sonrach ar TFC a úsáid san foghlaim.	2018-2021	Stiúrthóir Scoile/ Ceannairí Scoile/ Stiúrthóir BO/ Ceannairí	Straitéis agus Plean Gníomhaíochta TFC BOOLI.
1.3 Cláir a phleanáil agus a chomhordú				
1.3.1	Pleananna Seirbhíse Bliantúla a fhorbairt a neadaítear iontu Spriocanna an Ráitis Straitéise.	2017-2022	PF / Stiúrthóirí.	Pleananna Seirbhíse Bliantúla.
1.3.2	Aighneacht Bhliantúil chuig SOLAS do mhaoiniú BO a fhorbairt.	2017-2022	Stiúrthóir BO / Ceannairí BO.	Aighneacht Bhliantúil chuig SOLAS.
1.3.3	Plean Oibre 5 Bliana don Óige BOOLI a fhorbairt.	2017-2018	Oifigeach Óige.	Plean Oibre 5 Bliana don Óige Comhaontaithe.
1.4 Soláthar dearbhú cálíochta				
1.4.1	Foirne Dearbhú Cálíochta (QA) a bhunú i ngach earnáil chun soláthar agus torthaí cálíochta a chinntiú.	2018-2020	Stiúrthóir Scoile/ Stiúrthóir BO.	Foirne QA.

1.4.2	Caighdeán DCCÉ Nua do breisoideachas agus oliúint a chur i bhfeidhm.	2017-2022	Stiúrthóir BO/ Ceannairí BO.	Caighdeán DCCÉ Oibríochta.
1.4.3	Creat um Chaighdeán Cháilíochta Náisiúnta (NQSF) RLGO a chur i bhfeidhm in earnáil na hoibre don óige.	2017-2022	Oifigeach Óige.	Riachtanais tuairiscithe bliantúla NQSF RLGO a chomhlíonadh.

1.5 Freagraí nuálacha a thabhairt ar riachtanais atá agus a bheidh ann

1.5.1	Foireann Rannpháirtíochta Fiontraíochta a bhunú chun an caidreamh idir scoileanna/breisoideachas agus oliúint agus fiontraíocht/fostóirí a fhorbairt.	2017-2018	Stiúrthóir BO/ Stiúrthóir Scoile.	Foireann Rannpháirtíochta Fiontraíochta.
1.5.2	Rannpháirtíocht le ROS agus le páirtithe leasmhara áitiúla maidir le hAthchumrú Scoileanna don phróiseas Éagsúlachta san earnáil bunoideachais.	2017-2020	PF/Stiúrthóir Scoile.	Tuairisc chug ROS maidir leis an bPróiseas Athchumraithe Scoileanna.
1.5.3	Iarratas a dhéanamh ar phátrúnacht bhunscoileanna agus iarbunscoileanna sa Longfort agus san larmhí.	2017-2022	PF/SS/STEF.	Teimpléad d'aighneacht phátrúnachta a ullmhú agus iarratas a dhéanamh mar is cuí.
1.5.4	Riachtanais in obair óige atá ag teacht chun cinn sa limistéar BOOLI a shainaithint.	2017-2018	Oifigeach Óige.	Maoliniú breise faighte do sheirbhísí nua/breisithe.

Sprioc 2: Eispéiris agus torthaí foghlama d'fhoghlaimeoirí a fheabhsú

	Gníomhartha	Scála Ama	Faoi Stiúir	Aschuir
2.1 Aiseolas ó fhoghlaimeoirí agus tuismitheoirí				
2.1.1	Meicníochtaí a imscrídú chun aiseolas a fháil ó foghlaimeoirí/tuismitheoirí a bheidh mar fhaisnéis agus mar thacaíocht d'oideachas ardcháilfóchta a sholáthar i scoileanna/seirbhísí BO.	2018-2022	SS/Ceannairí Scoileanna. DBO/Ceannairí BO.	Meicníochtaí Foghlaimeoirí agus Tuismitheoirí BOOLI a thacaíonn le guth an mhic léinn agus an tuismitheora.
2.1.2	Uirlisí/ suirbhéanna a bhunú le go bhféadfaidh mic léinn agus tuismitheoirí aiseolas a thabhairt agus a fháil ar dhul chun cinn na mac léinn.	2018-2021	Gach Stiúrthóir agus Ceannaire Scoile/BO.	Suirbhéanna agus uirlisí forbartha.
2.2 Foghlaim atá Breisithe ag TFC				
2.2.1	Cleachtadh tagarmhairc a dhéanamh chun tacú le Plean Gníomhaíochta d'Fhoghlaim atá Breisithe ag Teicneolaíocht (FBT) a fhorbairt.	2017-2018	Ceannairí DBO/BO.	Plean Gníomhaíochta BOOLI FBT.
2.2.2	An Straitéis Dhigiteach do Scoileanna 2015-2020 a chur i bhfeidhm chun teagasc agus foghlaim a fheabhsú ar feadh scoileanna BOOLI.	2017–2020	SS/ Ceannairí Scoile.	Straitéis TFC agus Plean Gníomhaíochta BOOLI.
2.3 Aschuir a Rianú agus a Thuairisciú				
2.3.1	Córas rianaithe a fhorbairt chun monatóireacht a dhéanamh ar ghnóthachtáil mac léinn ag an leibhéal sóisearach agus sinsearach.	2017-2022	SS/ Ceannairí Scoile.	Córas rianaithe cruthaithe agus tuarascálacha bliantúla tárgthe.
2.3.2	Na sonraí a fhaightear ó WSE, Tuarascálacha DEIS, SSE etc. a scaipeadh agus a úsáid chun athbhreithniú a dhéanamh ar theagasc agus ar foghlaim,	2017-2022	SS/ Ceannairí Scoile.	Tuairiscí cigireachta agus nuashonraithe rialta chuir Ceannairí.

	chun tacú leo agus chun iad a fheabhsú.			
2.3.3	Sonraí a chur isteach agus úsáid á baint as córais chuí a sholáthraíonn staitisticí ar thorthaí foghlaimmeora BO chun críocha BOOLI, SOLAS agus ROS.	2017-2022	DBO/Ceannairí BO.	Sraith staitisticí fíoraithe ar thorthaí foghlaimmeora.
2.4 Saoráidí agus acmhainní a fheabhsú				
2.4.1	Athbhreithniú a dhéanamh ar thimpeallacht fhisiciúil scoileanna agus ionad.	2018-2022	Gach Stiúrthóir agus Ceannaire Scoile/BO.	Pleananna cothabhála bliantúla/pleananna uasghrádaithe foirgneamh.
2.5 CPD/Meantóireacht don Fhoireann				
2.5.1	Tacaíocht agus DEIS seanna a chur ar fáil don fhoireann tabhairt faoi CPD, meantóireacht agus tionscnaimh chóitseála.	2017-2022	SS / Ceannairí Scoile.	Plean CPD don Fhoireann.
2.5.2	Plean CPD BO a forbairt agus a sholáthar i gcomhar le SOLAS.	2017-2022	Ceannairí DBO/BO.	Plean CPD BO.

Sprioc 3: Comhpháirtíochtaí, comhoibriú agus cumarsáid éifeachtach a chothú

	Gníomhartha	Scála Ama	Faoi Stiúir	Aschuir
3.1 Straitéis TFC lena n-áirítear athúsáid a bhaint as córais agus cláir				
3.1.1	Creat a fhorbairt don TFC d'fhoinn cumarsáid, roinnt faisnéise agus líonrú seachtrach agus inmheánach a fheabhsú.	2017- 2020	PF/Gach Stiúrthóir.	Straitéis agus Plean Gníomhaíochta BOOLI maidir le TFC.
3.2 Straitéis chumarsáide a fhorbairt				
3.2.1	Straitéis Chumarsáide foriomlán a fhorbairt do BOOLI.	2018-2019	Gach Stiúrthóir.	Straitéis Chumarsáide BOOLI
3.3 Foirne Comhoibríocha a Chruthú				
3.3.1	Pobail foghlama a bhaineann go sonrach le hábhair a bhunú.	2017- 2022	SS/SBOO.	Pobail Foghlama a Bhaineann go Sonrach le hÁbhair.
3.3.2	Tacú le bainistíocht chomhoibríoch trí bhíthin cruinntithe agus imeachtaí ceannairí	2017- 2020	SS/SBOO.	Miontuairisci ó Chruinnithe Ceannairí.
3.4 Cur le comhpháirtíochtaí agus comhghuaillíochtaí le comhlachtaí agus páirtithe leasmhara seachtracha				
3.4.1	A bheith rannpháirteach i gcomhoibriú idir gníomhaireachtaí agus tacú leis.	2017-2022	Oifigeach Óige.	Comhalta gníomhach ar choistí áitiúla.
3.4.2	A bheith rannpháirteach i bhfóram réigiúnacha, áitiúla agus náisiúnta, agus ionadaíocht a dhéanamh ar BOOLI iontu.	2017-2022	Gach Stiúrthóir/ball foirne.	Stiúrthóirí ina gComhaltaí d'fhóram Réigiúnacha, Áitiúla agus Náisiúnta.
3.4.3	A bheith rannpháirteach le páirtithe leasmhara agus le gníomhaireachtaí chun cur le seirbhísí oideachais agus BO.	2017-2022	SS/SBBO.	Naisc le Páirtithe Leasmhara agus le Gníomhaireachtaí.

Sprioc 4: Forbairt ar struchtúir eagrúcháin a bhrú chun cinn

	Gníomhartha	Scála Ama	Faoi Stiúir	Aschuir
4.1 Forbairt ar struchtúr eagrúcháin a bhrú chun cinn				
4.1.1	A bheith rannpháirteach le OBT agus ROS maidir le Dearadh Eagrúcháin Céim II.	2017 - 2020	PF /Gach Stiúrthóir.	Dearadh eagrúcháin nua a bheidh iomchuí do BOOLI.
4.1.2	Athbhreithniú ar struchtúr eagrúcháin BOOLI, ag léiriú riachtanais a thagann chun cinn.	2017-2022	Gach Stiúrthóir.	Struchtúr eagrúcháin BOOLI athnuachana.
4.2 Cur chuige a fhorbairt a chuirfidh le cumas maidir le bainistíocht athruithe				
4.2.1	Tacaíocht agus forbairt ghairmiúil a sholáthar do bhaill foirne a bhfuil róil cheannaireachta nó poist freagrachta acu ar fud na heagraíochta.	2017-2020	Gach Stiúrthóir.	Oiliúint i gCeannaireacht ghairmiúil.
4.3 Dea-rialachas a neadú ar fud BOOLI				
4.3.1	Oibriú le fóram an STEF chun beartais agus nósanna imeachta Sláinte agus Sábháilteachta iomchuí a fhorbairt.	2017-2019	Gach Stiúrthóir.	Beartais SS neadaithe i lámhleabhar oibríochtaí BOOLI.
4.3.2	Leanúint le dea-rialachas a neadú ar fud na heagraíochta ag teacht leis an gcód rialachais don earnáil BOOÉ.	2017-2022	Gach Stiúrthóir.	Lámhleabhar oibríochtaí BOOLI.
4.3.3	Maoirseacht iomchuí a riar agus a dhéanamh maidir le maoiniú thar ceann RLGO agus RS.	Leanúnach	Oifigeach Óige/Baill Foirne na ceannoifige.	Tuarascálacha Maoirseachta.
4.4 A bheith rannpháirteach i dtionscnaimh agus fóraim náisiúnta				
4.4.1	Comhoibriú le fóraim náisiúnta chun líonrú a dhéanamh agus chun coinneáil cothrom le dáta le treochartaí agus tionscnaimh atá ag teacht chun cinn.	2017-2022	Gach Stiúrthóir.	Ionadaíocht ar Phóraim.
4.4.2	Naisc a fheabhsú le comhlacthaí, gníomhaireachtaí agus páirtithe	2017-2020	Gach Stiúrthóir.	Is léir Ionadaíocht BOOLI.

Sprioc 5 Tacú le cultúr d'fhorbairt leanúnach leis an bhfoireann

	Gníomhartha	Scála Ama	Faoi Stiúir	Aschuir
5.1 Straitéis CPD do BOOLI				
5.1.1	Athbhreithniú ar scileanna na foirne agus Plean CPD don fhoireann a fhorbairt.	2018- 2022	Gach Stiúrthóir.	Plean CPD don fhoireann.
5.1.2	Tacaíocht leanúnach a sholáthar do cheannairí trí bhíthin meantóireacht shaindírithe agus CPD.	2018 - 2022	Gach Stiúrthóir.	Plean CPD Bliantúil.
5.1.3	Creat agus plean bliantúil a fhorbairt do CPD ina n-aithneofar réimsí tosaíochta sainiúlalena bhforbairt.	2018-2022	Gach Stiúrthóir.	Plean CPD Bliantúil. Athbhreithniú bliantúil ar Phlean CPD.
5.2 Foirne ilréimsiúla a fhorbairt chun cultúr nuálaíochta a chur chun cinn				
5.2.1	Foirne ilréimsiúla a chruthú chun réimsí a d'fhéadfaí a fhorbairt a shainaithint.	2017-2021	Gach Stiúrthóir.	Grúpaí ilréimsiúla chun achoimre a thabhairt ar ghníomhartha déanta ag BOOLI.
5.2.2	Cláir phrintíseachta agus gairmoiliúna nua a dhearadhtrí bhíthin cur chuige de bheith ag obair mar fhoireann a bhunú, laistigh de BOOLI agus le BOOÉ-anna eile.	2017 - 2022	DBO.	Printíseachtaí agus Cúrsaí Gairmoiliúna Nua a Thairiscint.

- **Cur i bhFeidhm agus Monatóireacht an Ráitis Straitéise**

Bunaíttear leis an Straitéis seo raon spriocanna agus cuspóirí atá uaillmhianach agus réadúil, maidir le seirbhísí oideachais, oliúna, óige agus coimhdeacha a forbairt sa Longfort agus san larmhí sna cúig bliana amach romhainn. Admhaíonn BOOLI go mbeidh cur i bhfeidhm na Straitéise seo ag brath ar go leor factóirí, lena n-áirítear na hacmhainní riachtanacha a bheith ar fáil. Tugtar imlíne sa chuid seo ar an tslí a ndéanfaidh BOOLI bainistiú ar chur i bhFeidhm na Straitéise.

- Leagfar amach i ngach Plean Seirbhíse bliantúil na gníomhartha sonracha a bhfuil sé beartaithe ag BOOLI tabhairt fúthu chun a sheirbhísí a sholáthar agus a forbairt an bliain sin, chomh maith leis na buiséid a bhaineann leo. Dá réir sin, beidh an Plean Seirbhíse bliantúil ina phríomh-uirlis feidhmithe lena chinntiú go seolfar na gníomhartha a aithnítear sa Straitéis ar bhonn córasach sa tréimhse cúig bliana amach romhainn.
- Beidh ullmhúchán Thuarascáil Bhliantúil ina mheicníocht monatóireachta ina ndéanfar feidhmíocht BOOLI gach bliain a thomhas i leith ghníomhartha an Ráitis Straitéise agus an Phlean Seirbhíse a bhaineann léi.
- Tabharfaidh BOOLI faoi Athbhreithniú lártéarma ar an Ráiteas Straitéise go luath in 2020. Déanfaidh measúnú san athbhreithniú sin ar an dul chun cinn maidir le baint amach spriocanna agus tabharfar moltaí, de réir mar is cuí, lena chinntiú go mbeidh BOOLI freagrúil agus bríomhar.

Giorrúcháin

AHEAD	Association for Higher Education Access and Disability
PF	Príomhfheidhmeannach
FGL	Forbairt Ghairmiúil Leanúnach
CBO	Coláiste Breisoideachais
RLGO	An Roinn Leanaí agus Gnóthaí Óige
DEIS	Ag Soláthar Comhdheisceanna i Scoileanna
ROS	An Roinn Oideachais agus Scileanna
SBOO	Stiúrthóir Breisoideachais agus Oiliúna
CÉM	Cónaídhm na hÉireann um Míchumas
RS	An Roinn Sláinte
SS	Stiúrthóir Scoile
STEF	Stiúrthóir Tacaíochta Eagrúcháin agus Forbartha
BTB	Béarla mar Theanga Bhreise
BOO	Bord Oideachais agus Oiliúna
BOOÉ	Boird Oideachais agus Oiliúna Éireann
FÁS	Foras Áiseanna Saothair
BO	Breisoideachas agus Oiliúna
SS	Sláinte agus Sábháilteachta
TFC	Teicneolaíocht Faisnéise agus Cumarsáide
CCC	Comhdháil na gCeardchumann
BOOLI	Bord Oideachais agus Oiliúna an Longfoirt agus na hIarmhí
ANLA	An Áisíneacht Náisiúnta Litearthachta d'Aosaigh
CCCN	An Creat um Chaighdeáin Cháilíochta Náisiúnta
TFE	Tacaíocht agus Forbairt Eagrúcháin
OBT	Oifig Bainistíochta Tionscadail
DC	Dearbhú Cáilíochta
DCCÉ	Dearbhú Cáilíochta agus Cáilíochtaí Éireann
RSO	Riachtanais Speisialta Oideachais
SOLAS	An tSeirbhís Oideachais Leanúnaigh agus Scileanna
FMS	Féinmheastóireacht Scoile
FBT	Foghlaim atá Breisithe ag Teicneolaíocht
CGO	Coiste Gairmoideachais
MSU	Meastóireacht ar an Scoil Uile

Agisín 1: Comhaltaí Boird BOOLI

Comhlacht Ainmniúcháin

Arna thoghadh ag Comhairle Contae na hIarmhí
(Cathaoirleach)

Arna thoghadh ag Comhairle Contae an Longfoirt

Arna thoghadh ag Comhairle Contae na hIarmhí

Ionadaí Foirne

Ionadaí Foirne

Ionadaí Tuismitheora

Ionadaí Tuismitheora

Comhlachtaí arna sonrú ag an Aire
(Comhchoiste na mBainisteoirí, Cumann na Scoileanna
Pobail is Cuimsitheacha agus Cumann Náisiúnta
na bPríomhoidí agus na Leas-Phríomhoidí)

Comhlachtaí arna Sonrú ag an Aire
(Comhdháil na gceardchumann (CCC))

Comhlachtaí arna Sonrú ag an Aire
(Cumann Chomhlachais Tráchtála na hÉireann)

Comhlachtaí arna Sonrú ag an Aire
(An Áiséineacht Náisiúnta Litearthachta d'Aosaigh (ANLA))

Comhlachtaí arna Sonrú ag an Aire
(AHEAD agus CÉM)

Ainm

An Comhairleoir Frankie Keena

An Comhairleoir Seamus Butler

An Comhairleoir Peggy Nolan

An Comhairleoir Pat O'Toole

An Comhairleoir Mae Sexton

An Comhairleoir Sorca Clarke

An Comhairleoir Una D'Arcy

An Comhairleoir Michael Dollard

An Comhairleoir Tom Farrell

An Comhairleoir Ken Glynn

An Comhairleoir Liam McDaniel

FOLÚNTAS

Declan Flanagan Uasal

Denise Watkins Uasal

Willie Dennigan Uasal

Helen Macken Uasal

An tAth. Paul Connell

Celine Kearney Medforth Uasal

Laura Leonard Uasal

James O'Keeffe Uasal

Pat O'Rourke Uasal



Clár Chistí Eorpacha Struchtúrtha
agus Infheistiochta na hÉireann
2014–2020

Cómhaoinithe ag Rialtas na hÉireann
agus ag an Aontas Eorpach



AONTAS EORPACH

Ag infheistiú i do dhán
Ciste Sóisialta na hEorpa



QQI AWARD

SOLAS

An tSeirbhís Oideachais Leanúnaigh agus Scileanna
Further Education and Training Authority



An Roinn Leanaí
agus Gnóthai Óige
Department of
Children and Youth Affairs



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