



Bord Oideachais & Oiliúna  
**LUIMNIGH & AN CHLÁIR**

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**LIMERICK & CLARE**  
Education & Training Board

**SERVICE PLAN**  
**2022**



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## 1. Foreword by the Chief Executive

Limerick and Clare Education and Training Board is the state education and training authority for the Limerick and Clare Region. The Limerick and Clare Education and Training Board Service Plan for 2022, has been prepared in compliance with the statutory requirements outlined in Section 47 of the Education and Training Boards Act 2013. Section 47(1) states that:



*A chief executive of an education and training board shall, on the basis of the provisional expenditure limit notified to the board under section 46(1)(a), within one month of receipt of such notification, prepare and submit to the board a plan setting out:*

- a) The services that the board proposes to provide, and*
- b) An estimate of income and expenditure of the board*

This Service Plan, taking cognizance of our newly adopted Strategy Statement 2022-2026, which is a roadmap for the development of our organisation and our services to meet the ever-changing education and training needs of our students/learners, society and the economy. This recently published strategy comes at a time of great change, particularly in a time of a global pandemic. Our Service Plan for 2022 will reflect this progressive and innovative strategy that will enable us to ensure the highest quality teaching and learning experiences across our schools, FET campuses and programmes

This Service Plan details the planned activities, expenditure and income for the authority in 2022 and has been developed in consideration of the funding being made available to the ETB in 2022. The plan seeks to balance priorities across all the aspects of the authority's work including Organisation Support and Development, Schools, and Further Education and Training. Planned delivery will be in accordance with the funding limits as advised to the authority by the Department of Education and the Department of Further and Higher Education, Research, Innovation and Science.

In preparing this plan, the authority has, notwithstanding the considerable challenges associated with the COVID-19 pandemic, ensured that the Service Plan 2022 addresses the requirements of the Performance Delivery Agreement between the Department of Education and the Department of Further and Higher Education, Research, Innovation and Science, and Limerick and Clare Education and Training Board. This Performance Delivery Agreement sets out the management and accountability framework between the Department of Education and the ETB. In doing so, the Agreement supports specific high level goals and objectives of the Department and the ETB and sets out a number of targets for the authority in line with its Strategy Statement 2022 - 2026 and work plan for 2022.

The goals and priorities outlined in the ETB's Strategy Statement 2022/2026 have been aligned to the goals and priorities laid out in the Performance Delivery Agreement between the Department of Education and the ETB and the Strategic Performance Agreement with SOLAS on behalf of the Department of Further and Higher Education, Research, Innovation and Science. Specific actions in 2022 have been articulated, along with performance indicators and targets to be achieved this year. These targets will be monitored and analysed through structured action plans, which will report progress on a regular basis. Achieving the targets outlined in the Service Plan 2022 will require commitment and collaboration across all of the authority's stakeholders including ETB staff, students/learners, managers, administrators, boards of management and all of the ETB's key partners. In working to achieve the stated targets, Limerick and Clare Education and Training Board commits to the highest possible standards of corporate governance outlined in the Code of Practice for Governance of Education and Training Boards (Circular Letter 0002/2019).

Due to the challenges posed by the current pandemic, a key priority will be to build on and increase the digital capacity of staff, students and learners to ensure that Limerick and Clare Education and Training Board has the capacity to develop and deliver a curriculum that meets the demands of all of our stakeholders as well as responding to potential societal and economic instabilities as they arise.

I would like to acknowledge the members of the ETB Board, who, along with the senior management team and staff throughout the organisation, continue to give generously of their time and talents.

George O'Callaghan  
Chief Executive  
**Limerick and Clare Education and Training Board**

## 2. Profile/Background

Limerick and Clare Education and Training Board is the state education and training authority for the Limerick and Clare region in Ireland. It is one of 16 statutory regional education authorities established by the Education and Training Boards Act 2013. It was created following the amalgamation of three Vocational Education Committees, which provided post-primary, adult and community education in Limerick City, County Limerick, and County Clare since 1902. The authority was established on 1st July 2013 and assumed responsibility from SOLAS of two former Training Centres in Raheen, Limerick and Shannon, Co. Clare on 1st July 2014.

The function of the ETB is to establish and maintain recognised primary and post-primary schools, centres for education, and education or training facilities in its functional area. The ETB is also required to plan, provide, co-ordinate and review the provision of education and training, including education and training for the purpose of employment and services in its functional area. The ETB also supports the provision, co-ordination, administration and assessment of youth work services in its functional area.

Limerick and Clare Education and Training Board is involved directly in the provision of primary education in two Community National Schools, plus provision in one satellite location as a pilot on behalf of the Department of Education. Post-Primary education is provided in 18 locations. Further Education and Training is provided in 28 campuses across the region. Schools and FET campuses are strategically located to ensure that each rural locality has easy access to the most qualitative learning opportunities and infrastructural facilities. Limerick and Clare Education and Training Board is also co-patron of a number of Community Schools including John the Baptist Community School, Hospital, Kilrush Community School, St Caimin's Community School, Shannon, and St Patrick's Comprehensive School, Shannon.

Our students and learners are at the core of what we do as an ETB, as well as the evolving needs of employers, local partnerships and all our stakeholders.

### Statutory Responsibilities

The general functions of an Education and Training Board, stated under the Education and Training Boards Act 2013, are to:

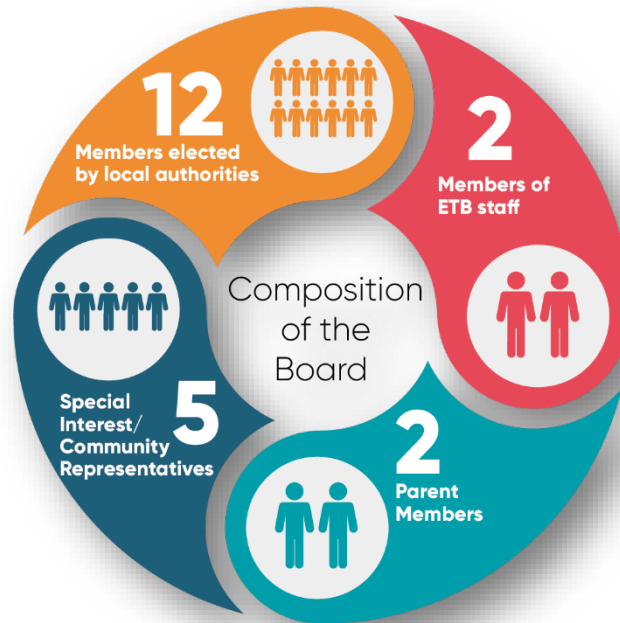
- a) establish and maintain recognised schools, centres for education and training or training facilities in its functional area.
- b) when directed to do so by the Minister:
  - i. establish and maintain recognised schools in its functional area,
  - ii. establish and maintain centres for education in its functional area,
  - iii. maintain centres for education or recognised schools in its functional area, and
  - iv. establish, maintain or resource education and training facilities in its functional area

- c) plan, provide, coordinate and review the provision of education and training, including education and training for the purpose of employment, and services ancillary thereto in its functional area in:
  - i. recognised schools or centres for education maintained by it,
  - ii. education or training facilities maintained or resourced by it,
  - iii. children detention schools,
  - iv. prisons, and
  - v. facilities maintained by other public service bodies,
- d) enter into arrangements with, and provide support services to, education or training providers,
- e) establish scholarships,
- f) adopt a strategy statement,
- g) adopt an annual service plan,
- h) cooperate with anybody nominated to carry out internal audit functions,
- i) provide education and training at the request of, and on behalf of, anybody which funds training out of money provided to that body by the Oireachtas,
- j) support the provision, coordination, administration and assessment of youth work services in its functional area and provide such information as may be requested by the Minister for Children and Youth Affairs in relation to such support, and
- k) assess whether the manner in which it performs its functions is economical, efficient and effective.

## Board Composition

In compliance with legislation, the authority's Board consists of 21 members in total:

- 12 members elected by local authorities,
- 2 staff members of Limerick and Clare Education and Training Board,
- 2 parent members,
- 5 special interest/community representatives.



## Board Membership

Cllr	Kieran	O'Hanlon	Limerick City and Council Local Authority - <b>Chairperson</b>
Cllr	Clare	Colleran Molloy	County Clare Local Authority
Mr	Michael	Cregan	Member from Bodies as per Section 30 (11) (b) of the Education and Training Boards Act (2013)
Cllr	Michael	Donegan	Limerick City and Council Local Authority
Ms	Elaina	Fitzgerald	Member from Bodies as per Section 30 (11) (b) of the Education and Training Boards Act (2013)
Cllr	Liam	Galvin	Limerick City and Council Local Authority
Mr	Michael	Guilfoyle	Staff Representative
Ms	Kate	Hehir	Staff Representative
Ms	Sheila	Hickey	Parent Representative
Cllr	Gabriel	Keating	County Clare Local Authority
Cllr	Sarah	Kiely	Limerick City and Council Local Authority
Cllr	Joe	Killeen	County Clare Local Authority
Mr	Seán	McMahon	Member from Bodies as per Section 30 (11) (b) of the Education and Training Boards Act (2013)
Cllr	Paul	Murphy	County Clare Local Authority
Cllr.	Ann	Norton	County Clare Local Authority
Mr	Mark	O'Dea	Member from Bodies as per Section 30 (11) (b) of the Education and Training Boards Act (2013)
Mr	Donal	Ó hAiniféin	Parent Representative
Ms	Marian	Petty	Member from Bodies as per Section 30 (11) (b) of the Education and Training Boards Act (2013)
Cllr	Elena	Secas	Limerick City and Council Local Authority
Cllr	John	Sheahan	Limerick City and Council Local Authority
Cllr	Brigid	Teefy	Limerick City and Council Local Authority

## Attendance at Meetings

As per Section 3.8 of the Code of Practice for the Governance of Education and Training Boards, Board Members bring a range of specific knowledge, skills, experience and expertise to the deliberations of the Board and its Committees and this is only possible if Members attend all meetings and contribute as appropriate. Therefore, it is an expectation of Limerick and Clare Education and Training Board that there is a 100% attendance at all board meetings. Records of attendance at Board meetings is disclosed in the annual accounts and will be made available to nominating bodies should re-appointment of an existing board be proposed. As part of the induction process for all Boards, the expectation of 100% attendance at all board meetings is clearly outlined.

## Board Self-Assessment

The Board will also carry out a self-assessment in 2022, as required by the Code of Practice for the Governance of Education and Training Boards (template provided in Appendix 16 of the Code).

## Finance and Audit and Risk Committees

As per the Code, appointment to these Committees incorporate Members who have the specialist skills, knowledge and experience in these relevant areas. All appointments are made by the Board in consultation with Committee Chairpersons. Procurement of specialist advice at reasonable and approved expense to the ETB to assist the Committees with specific areas of its business is made available if required.

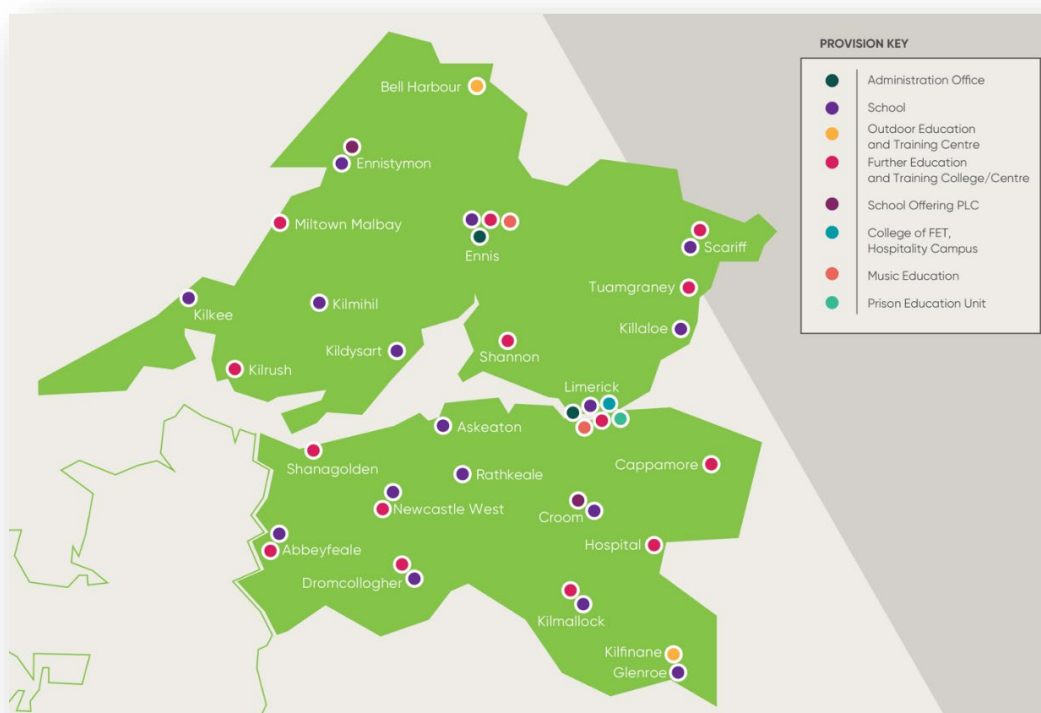
The Chairperson of each committee ensures that Board Members are provided with written reports on the work carried out by the Finance and Audit and Risk Committees, as required under the Code of Practice for Governance of ETBs.

Limerick and Clare Education and Training Board has a process in place designed to identify and address significant risks involved in achieving the entity's outcomes. The Audit and Risk Committee supports the Board in this role.

The Board of Limerick and Clare Education and Training Board ensures that it receives regular and adequate reports that specify controls are operating as intended. The Board of Limerick and Clare Education and Training Board ensures that there is an on-going process designed to identify and address significant risks involved in achieving the entity's outcomes. The Audit and Risk Committee provides on-going support to the Board in this role.

The Chairpersons of the Audit & Risk Committee and the Finance Committee, supported by the Director of Organisation Support and Development and the Finance Manager, will ensure that a self-assessment exercise is completed annually, as required under the Code of Practice for the Governance of ETBs.

## Geographical Map of Limerick and Clare Education and Training Board Provision



## Profile of the Limerick and Clare Education and Training Board Region

### Population

In compiling this section, we are mindful that following a Government decision, taken in consultation with the Central Statistics Office (CSO), the Census due to take place in April 2021 was postponed for one year, with a new Census date set for Sunday, 3rd April 2022. Limerick and Clare Education and Training Board recognises the need for up-to-date population figures to inform our planning and review cycle. This Service Plan will be reviewed pending up-to-date data becoming available in late-2022.

Based on the last Census, which was conducted in 2016, the total population of the Limerick and Clare region was 313,802. County Limerick's total population was 195,175, of which 94,192 people live in Limerick City and suburban areas while County Clare had a population of 118,627. Limerick is the third most populous urban area in the state, and the fourth most populous city on the island of Ireland.

### Challenges

On the 12th March 2020 the Irish Government announced a 2-week closure of schools, crèches and Colleges of Further Education and Training along with other measures to slow the spread of COVID 19. As part of the delay phase of the pandemic, these closures were further extended to include additional measures such as remote working and social distancing. Over the last 20 months, much of our effort has focussed on providing support to students, learners and staff, recognising the diversity of responses required while also operationalising strategies to ensure the quality of teaching and learning is being maintained. In light of these necessary restrictions, Limerick and Clare Education and Training Board put in place a range of measures designed to support our students and learners to complete their studies, achieve certification and offer guidance and support to all our teaching and support staff, and the broader staff team.

After suffering a very sharp fall in economic activity during 2020, the Central Bank's latest Quarterly Economic Bulletin (October 2021) suggests the economy has already shaken off much of the immediate impact of the COVID-19 crisis. Government supports for employees and businesses have helped to ease the burden of severe restrictions. Limerick and Clare Education and Training Board is proud to have been part of the national response in supporting our learning communities to continue their engagement with education and training. The ETB provided over €500k to community groups in 2020 under the SOLAS Mitigating Against Educational Disadvantage Fund (MAEDF) to support educationally-disadvantaged learners in accessing and participating in education. The fund is operating again in 2022, with over €300k already distributed at the time of publication of this Strategy Statement.

The COVID-19 crisis has accelerated the impact of key trends and shifts that will shape both the education and training environment and the way we work and deliver our services. It is increasingly clear that education and training is central to building the resilience and growth of individuals, communities and the economy. The latest Limerick Economic Monitor (May 2021), covering the six months to the end of March 2021, reveals the continued disruption to the local economy. The most impacted sectors remain retail and tourism. However, Limerick has performed relatively well compared to other counties during COVID-19, with the predominance of remote-enabled sectors in the city more resilient to the disruption of the pandemic.

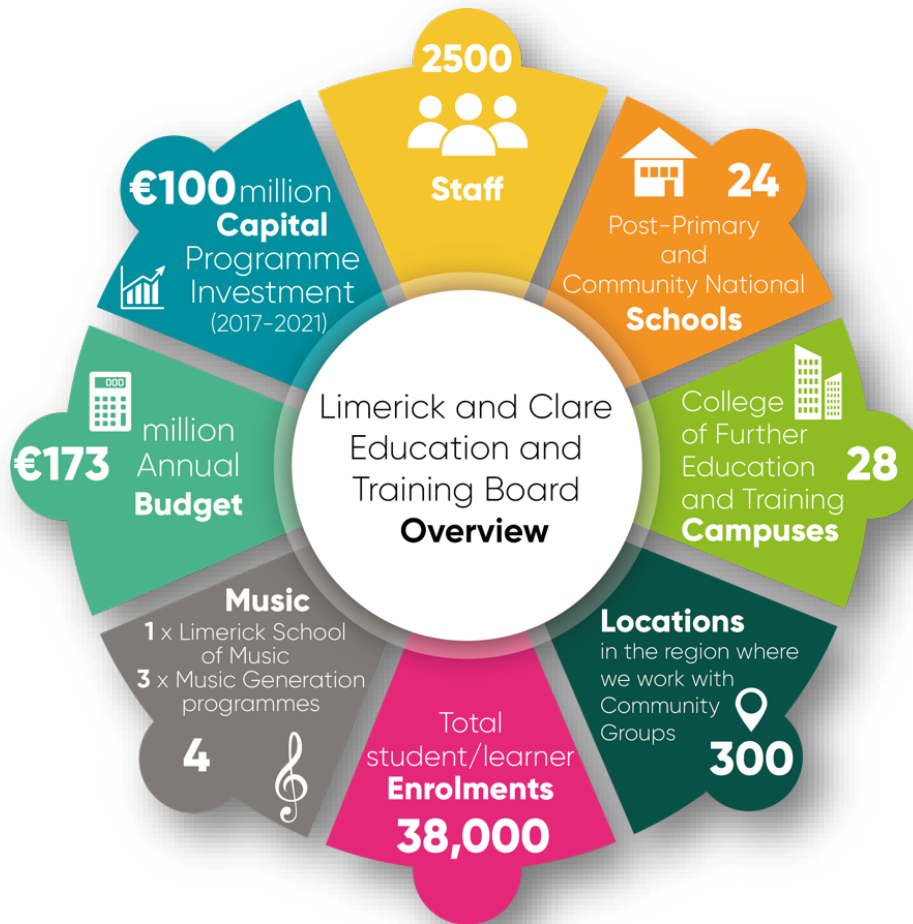
## Economy

The ETB sector is central to government policy on education, training and skills. ETBs have responsibility to develop new FET programmes, including new apprenticeships and traineeships, and play a key role in promoting social inclusion, employment generation and socio-economic development. Limerick and Clare Education and Training Board is supporting key growth areas by our strategic contribution to the Regional Skills Forum. We work in a meaningful and engaging partnership with employers to develop a well-skilled economy in this region by providing specific skills in areas where job opportunities exist and upskilling is required. Other government-led strategies and directives will set priorities for the ETB including the Department of Education, the SOLAS Further Education and Training Strategy, and the Department of Further and Higher Education, Research, Innovation and Skills. Similarly, at EU level, the promotion of lifelong learning and the development of transferable skills and competencies are priorities, and the ETB will continue to engage with EU-policy initiatives.

## Job Creation

Post-pandemic there will be an increased emphasis on connectivity and hybrid working, with an associated investment required both in terms of infrastructure and skills development. Investment is required to reduce carbon emissions, facilitating remote working through broadband investment, and providing funding to make homes more sustainable. The Government has set ambitious targets to retrofit 300,000 homes by 2030, making homes more energy efficient and reducing their carbon footprint. In December 2020, the Minister for Further and Higher Education, Research, Innovation and Science, Simon Harris TD, announced Limerick and Clare Education and Training Board as a location for one of four national retrofitting centres of excellence. Retrofit skills training, including Nearly Zero - Energy Buildings (nZEB) skills, are being developed to ensure a supply of highly-skilled workers for this important growth area of the economy.

The Limerick and Clare region constitutes one of the finest environments for the creation of jobs. The main employment sector in Limerick and Clare remains the services sector, followed by commerce and trade and manufacturing industries. In 2016, small and medium enterprises represented 92% of active enterprises in the Mid-West, accounting for 36% of persons in employment in the business economy. The Regional Skills Forum has identified the current strengths and future growth prospects in the regional economy in biotechnology, medical technology, ICT, aerospace, tourism, agri-business and logistics. The Forum has also identified skills clusters in hospitality, engineering, film and ICT. These employer-led skills clusters identify current and future skills needs with the support of education and training providers.



Limerick and Clare Education and Training Board provides an extensive range of education, training and support services across both counties. A full listing of schools, further education and training and services is provided in Appendix 1.

### 3. Strategy Statement 2022 - 2026

The Limerick and Clare Education and Training Board Strategy Statement 2022 - 2026 is designed to chart the path for the authority's education and training provision, youth work and other statutory functions over a five-year period from 2022 to 2026. It was the product of a consultative process, which gave opportunities to the ETB board, boards of management, staff, students, learners, parents, community partners and representative bodies of business, industry and employers in Limerick and Clare to have a say in the future direction of the authority. It defines the vision statement for the authority as follows:

#### *Vision Statement*

**Limerick and Clare Education and Training Board plays a leading role in the provision of high-quality lifelong education, training and enterprise skills needs. We achieve this by providing caring, effective, innovative, flexible and inclusive pathways for all our students and learners, which are reflective of the diverse needs of our community.**

#### *Mission Statement:*

**Limerick and Clare Education and Training Board provides and facilitates the delivery of quality lifelong education and training in a caring, inclusive, supportive and safe environment. We nurture effective, innovative, flexible learning pathways for all, and foster partnerships, which address the evolving needs and skills of students and learners in the region.**

The Strategy Statement is built around key operating principles of personal and professional integrity, empowerment, quality and partnership, focussed at all times on the needs of all our learners and communities.

Each goal has its own set of strategic actions designed to assist the ETB in achieving the ambitions outlined. Success will hinge on many factors, including Ireland's economic performance over the 5-year period 2022 - 2026, the availability of the necessary resources and the ongoing strategic reform of the public sector.

As a statutory framework, the Limerick and Clare Education and Training Board Strategy Statement 2022 - 2026 sets out four strategic goals to be achieved over the five-year lifespan of the strategy, namely:



Bord Oideachais & Ollíúna  
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**LIMERICK & CLARE**  
Education & Training Board

# OUR STRATEGIC GOALS

## GOAL 1

High Quality Student  
and Learner Experiences



## GOAL 2

Staff Support and  
Organisational  
Development



## GOAL 3

Good  
Governance



## GOAL 4

Partnership



### Priority Goals Summary

#### Strategic Goal 1

#### High Quality Student and Learner Experiences

To promote and provide comprehensive high-quality education, training and lifelong learning opportunities as a pathway to address the personal, academic, social, economic and employability needs of people in our community.

*This is about ensuring the highest quality learning and teaching experiences across our schools, FET campuses, and programmes.*

#### Strategic Goal 2

#### Staff Support and Organisational Development

To provide a collaborative, supportive, inclusive, caring, safe and healthy working environment for all staff, through the provision of relevant responsive supports, open communication and appropriate policies and procedures, underpinned by a culture of respect, dignity, equality and continuous professional development.

*This is about creating a positive working environment underpinned by a culture of respect, dignity and equality.*

#### Strategic Goal 3 Good Governance

To provide a governance and support framework that underpins the effective and efficient delivery of high quality education and training services

*This is about ensuring that the quality of the ETB's education and training provision is supported by management and administration systems that meet the highest standards of governance, in terms of accountability, transparency, compliance, equity and value for money.*

#### Strategic Goal 4 Partnership

To develop organisation-wide collaboration and to work in partnership with all government departments and agencies, education partners, as well as industry and community stakeholders, to deliver innovative solutions which respond to the changing social, economic and environmental needs of the region.

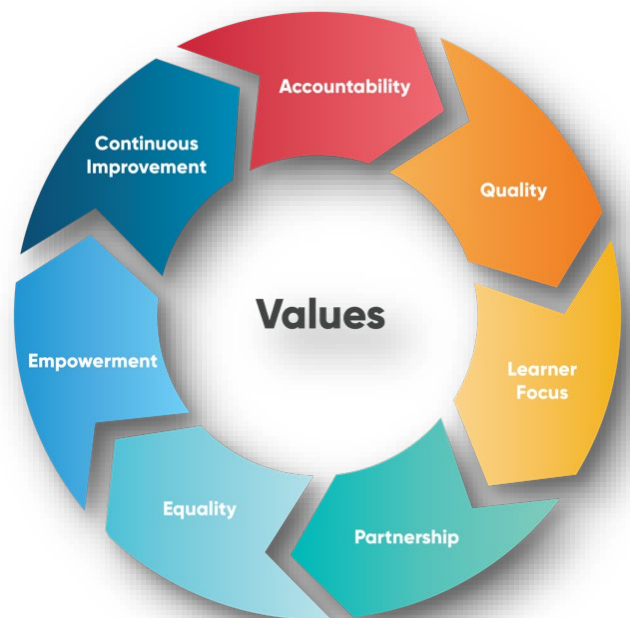
*This is about responding to statutory obligations and building relevant partnerships to create effective pathways and promote the role of education and training in developing the economic competitiveness and social inclusion of our region.*

Limerick and Clare Education and Training Board is committed to its Public Sector Duty as specified in the Irish Human Rights and Equality Commission Act 2014. The ETB recognises that the Equality and Human Rights Public Sector Duty is an ongoing obligation, which must be continually engaged with and is integral to operational and planning processes. The ETB is committed to eliminating discrimination, promoting equality of opportunity and treatment of staff and the persons to whom the organisation provides services, and protecting the human rights of board members, staff and the persons to whom the ETB provides services.



### Core Values

- ✓ We commit to facilitate the empowerment of the community we serve through inclusive, respectful, supportive and holistic education and training.
- ✓ We commit to the highest standards of governance, ethical behaviour, integrity and accountability.
- ✓ We commit to the delivery of accessible high-quality services, and to working in a progressive, innovative, sustainable and creative manner.
- ✓ We commit to focus and respect the student/learner in the design, delivery and evaluation of our programmes and services.
- ✓ We commit to work in a spirit of partnership, mutual respect, openness and transparency.
- ✓ We commit to equality of opportunity and respect the rights, dignity and diversity of all our stakeholders.
- ✓ We recognise and support the central role of our staff team, and are committed to a culture of continuous professional development and wellbeing.
- ✓ We commit to adapt and respond to the ever-changing social and employment needs of our communities.



The Limerick and Clare Education and Training Board Strategy Statement 2022 – 2026 expresses a clear ambition for the authority to play a leading role in transforming the lives of its students and learners, its communities and the social and economic prosperity of its region. Each goal has been written with its own set of strategic actions, which are designed to assist the authority in achieving this ambition.

The goals and priorities outlined in the Strategy Statement have been aligned to the goals and priorities laid out in the Performance Delivery Agreement between the Department of Education and the authority. Specific actions in 2022 have been articulated, along with performance indicators and targets to be achieved this year. These targets will be monitored and analysed through structured action plans, which will report progress on a regular basis.

Achieving the targets outlined in the Service Plan 2022 will require commitment and collaboration across all ETB stakeholders including staff, students/learners, managers, administrators, boards of management and all key partners. In working to achieve the stated targets, the ETB commits to the highest possible standards of corporate governance outlined in the Code of Practice for Governance of Education and Training Boards (Circular Letter 0002/2019) revised in February 2019.

## **Implementation and Monitoring Provisions**

### **Implementation**

The Service Plan 2022 has been developed to support the implementation of the Limerick and Clare Education and Training Board Strategy Statement 2022 – 2026. While the Strategy Statement sets out the ETB's priorities and goals over a 5-year period, it is important that there is a process in place to support their delivery. Implementation of the strategy by the management of Limerick and Clare Education and Training Board is supported through an annual planning and budgeting cycle. Resources used to deliver on the Strategy Statement will come from existing operational budgets and, where required, additional funding will be sought. As we emerge from a global pandemic, we are cognisant that there may be budgetary constraints and we may have to adjust our strategy and plans accordingly.

The Board of the ETB approves the annual plan and budget; and a formal evaluation of actual performance referenced to the service plan and budget is reported on an annual basis by publication of the Limerick and Clare Education and Training Board Annual Report and Financial Statements.

### **Consultation**

In developing the Service Plan 2022, a consultation process was again undertaken with Senior Managers and Principals across the ETB to ensure that the actions set out for delivery during the Service Plan cycle are appropriate to the overall priorities and aims set out in the Limerick and Clare Education and Training Board Strategy Statement 2022 – 2026. The consultation process also ensures that the outcomes set out for 2022 are achievable and are owned by the Senior Managers and Principals in their respective areas of service provision.

## Monitoring

The following groups are in place to ensure that outcomes are delivered and reported upon:

- ETB Board
- ETB Finance Committee
- ETB Audit and Risk Committee
- Executive Group
- Senior Management Group
  - ICT Steering Group
  - Shared Services Working Group
- FET Steering Group (monitors implementation of the SOLAS/FET Strategic Performance Agreement)
- FET Strategic Regional Planning Network
- Principals and Deputy Principals Group
- FET Implementation Groups (with action plans) for
  - Technology-Enhanced Learning
  - Quality Assurance
  - Continuous Professional Development
  - Information Recruitment and Guidance
  - Active Inclusion
  - Enterprise Engagement.

## Reporting

The publication of the Limerick and Clare Education and Training Board Annual Report and Financial Statements is the primary expression of public accountability for the ETB. The annual report, comprising the financial statements and commentary, provides a comprehensive report of the ETB's activities throughout the preceding year. It provides the authority's stakeholders with information regarding the activities and financial performance of the ETB and, because of this, it is important to utilise the annual reporting process to ensure transparency and clarity of purpose. The planning and reporting process provides stakeholders with the reassurance that Limerick and Clare Education and Training Board is focused on actively working to deliver what it has set out to achieve over the lifetime of its Strategy Statement.

It is also a priority for 2022 to ensure reporting deadlines set by the Department of Education continue to be fully adhered to.

## Strategy Statement 2022 - 2026

This Strategy Statement is a roadmap for the development of our organisation and our services to meet the ever-changing education and training needs of our students/learners, society and the economy. This strategy comes at a time of great change, particularly in a time of a global pandemic. This Statement will enable us to ensure the highest quality teaching and learning experiences across our schools, FET campuses and programmes, and empower us to meet any challenges over the next five years. This Strategy Statement has regard to the policy directions of the Minister and the financial resources that are available to give effect to this new strategy statement.

## 4. Statement of Services 2022

Under the terms of the Performance Delivery Agreement between the Department of Education and Limerick and Clare Education and Training Board, the following goals and priorities were identified and aligned to the goals and priorities outlined in the ETB’s Strategy Statement 2022 - 2026. The specific actions for the achievement of these priorities, together with the associated performance indicators and targets to be delivered are as follows:

<b>Performance Delivery Agreement (PDA) Goal 1: Optimise Student/Learner Experience</b> Links to -> <b>Limerick and Clare Education and Training Board Strategy Statement 2022 – 2022 Goal 1: High Quality Student and Learner Experiences</b> To promote and provide comprehensive high-quality education, training and lifelong learning opportunities as a pathway to address the personal, academic, social, economic and employability needs of people in our community. This is about ensuring the highest quality learning and teaching experiences across our schools, FET campuses and programmes.  This is about ensuring the highest quality learning and teaching experiences across our schools, FET campuses and programmes.			
Priority	Action	Performance Indicator	Target
1.1 To provide equal access for all to education and training for the benefit of our communities.	During 2022, each of the sections within <b>LCETB Organisational Support and Development</b> Directorate (Finance, ICT, HR, Capital and Procurement and Corporate Services) will work with the Director of Schools and the Director of FET to ensure that all schools and FET Centres have access to the resources (financial, infrastructure and personnel) to enable them to provide a positive learning experience for all learners, including learners from marginalised groups. Specific actions in 2022 include: <ul style="list-style-type: none"> <li>Continuing a planned cycle of improvements to facilities through the summer works</li> </ul>	Performance and progress in 2022 will be monitored and evidenced through: <ul style="list-style-type: none"> <li>Positive working relationships with School Principals/Centre Managers to identify immediate repair and refurbishment needs in Schools and Centres.</li> <li>To complete a facilities database of all LCETB FET Centres.</li> <li>Assess and plan for the future repair and refurbishment needs of school buildings and develop a multi-year approach to this work.</li> </ul>	To have an excellent working relationship between Head Office functions and the Directorates of Schools & FET to work collaboratively on all appropriate projects for the good of our students/learners and the entire organisation.

	<p>scheme, the emergency works scheme and the Sports Capital Grants Scheme.</p> <ul style="list-style-type: none"> <li>Working with the DoE to further develop ICT capabilities across our schools and FET Centres, including accessing grants for ICT equipment, and advice and support materials</li> </ul> <p>Working within each team, APOs will agree individual goals, maintaining a record of provision of appropriate CPD and development opportunities and feedback in order to support best practice.</p>	<ul style="list-style-type: none"> <li>Seek the necessary funding for these improvements</li> <li>Ensure compliance with LCETB's Procurement Policy.</li> <li>Ensure value for money is achieved in expenditure across the organisation</li> <li>Manage all capital investment to ensure a timely and earliest possible completion date for such projects.</li> </ul>	(Contd.)
	<p>The ETB's Schools Division will support schools in 2022 to continue the development of inclusive school practices including on-going support of School Boards of Management, School leaders and the development of Student Support Teams and Co-ordinators in order to support students and staff at school level. Specific actions in 2022 include:</p> <ul style="list-style-type: none"> <li>Further development of patronage campaigns in accordance with Department of Education Strategy for Reconfiguration and consultation with other regional patrons.</li> <li>The continued establishment and development of ASD provision and Special Classes in ETB schools and colleges.</li> <li>The review, modification and ratification of admissions policies and procedures that promote inclusion and emphasise supports for marginalised groups.</li> <li>The provision of training for new members of Student Support Teams and additional</li> </ul>	<p>Performance and progress in 2022 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>Increased number of schools due to reconfiguration.</li> <li>Increased enrolments. Increased enrolments in ASD and Special Classes.</li> <li>Weekly meetings via Zoom for all Principals and Deputy Principals. Evidence of promotion of diversity in admissions policies and procedures in 2022.</li> <li>Number of tailored training events held for Student Support Teams in 2022.</li> <li>Number of staff attending Student Support Team training in 2022.</li> <li>Number of information and guidance digital resources developed and rolled out in 2022.</li> </ul>	<p>Additional Community National Schools via divestment. All schools to have provision for Special Classes if required by community. Identification of opportunities for sharing good practice between Schools and Centres. Diversity-Focused admissions policies. Student Support Team Training to be completed for all team members. Continued development of a digital portal for schools within StaffCONNECT.</p>

	<p>training tailored for established Student Support Teams in respect of critical incidents.</p> <ul style="list-style-type: none"> <li>• On-going development and rollout of digital supports providing information and guidance.</li> <li>• Working closely with other state agencies to support students during out of school-time - e.g., Tusla, HSE, Barnardos, CAMHS, Jigsaw.</li> <li>• Training for Boards of Management on the Admissions Act 2020 and the Characteristic Spirit of ETB schools will be provided.</li> <li>• Plan for changing demographics.</li> </ul>	<ul style="list-style-type: none"> <li>• Developed links and channels with the state agencies listed.</li> <li>• Members of school Boards of Management will be clear on their understanding of the Admissions Act 2020 and the Characteristic Spirit of ETB schools.</li> <li>• Further engagement with stakeholders regarding patronage campaigns and Reconfiguration.</li> </ul>	(Contd.)
	<p>During 2022, the ETB's <b>ICT Department</b> under the <b>OSD Directorate</b> will provide collaborative opportunities incorporating online platforms, which include the ETB's StaffCONNECT (MS SharePoint) system to support ETB schools and centres. During 2022, the ICT Department will support the following actions:</p> <p>The continued maintenance of specific SharePoint sites for each school with associated training and support.</p> <p>Delivery of continuous professional development to support the rollout of Office 365, including the use of MS Teams for remote teaching and learning.</p> <p>Continue to work with the DE to further develop ICT capabilities across ETB schools and FET Colleges/Centres, including accessing grants for ICT equipment, and advice and support materials.</p> <p>Configuring secure remote access through the ETB's Portal, allowing specific staff to connect to the ETB's</p>	<p>Performance and progress in 2022 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• The numbers of staff using StaffCONNECT (MS SharePoint) including all sites developed for schools.</li> <li>• The number of CPD opportunities delivered to support the rollout of Office 365.</li> <li>• The number of staff engaging with and utilising Office 365 by the end of 2022.</li> <li>• Number of Staff signed up for Multi factor Authentication</li> <li>• The use of MS Teams for delivery of remote teaching where COVID-19 restrictions are in place and to aid the</li> </ul>	<p>Analysis of the take-up of MS SharePoint in schools and its impact.</p> <p>Analysis of the number of staff engaging with Office 365 and its impact.</p> <p>The record of the number and impact of new ICT infrastructure projects.</p> <p>The number of Staff accessing the ETB's ICT infrastructure through the secure portal.</p> <p>Number of Staff signed up for Multi factor Authentication</p> <p>The number of contacts in relation to school/centre needs around ICT procurement.</p> <p>Number of upgrades carried out in 2022</p>

	<p>ICT infrastructure for the purposes of supporting ETB objectives.          Provide an advisory support around ICT procurement.          Monitoring of ETB hardware/software and upgrades for same.          Roll out of Multi Factor Authentication across LCETB</p>	<p>blended learning approach also in 2022.</p> <ul style="list-style-type: none"> <li>• The number of new ICT infrastructure projects in place by the end of 2022.</li> <li>• The volume of staff accessing the ETB Portal in 2022 for the number of Schools and Centres contacting the ICT Department in relation to their ICT needs and relevant procurement of same.</li> <li>• Number of upgrades carried out in 2022</li> </ul>	<p>(Contd.)</p>
	<p>Planning of full-time training course provision is informed by the Roadmap for Social Inclusion 2020-2025 (parameter 3.37) and is cognisant of the findings of the Barriers to Participation in FET Programmes report (2017). There are twenty-one Unemployment Blackspots located within its geographic area of Limerick and Clare. This represents 27% of the national unemployment black-spots with eight of the top ten national unemployment black-spots in Limerick City.</p> <p>Across the FET division, we recognise that many of the barriers experienced by our learners and those who don't engage with us arise from a complex interplay of barriers, personal and family circumstances and individual aspects of the education system itself.</p> <ol style="list-style-type: none"> <li>1. As part of our Public Sector Duty Assessment Phase, in September 2021, the ETB</li> </ol>	<p>Performance and progress in 2022 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Number of learning hubs</li> <li>• Number of learners requesting supports.</li> <li>• Range of learner supports provided and accessed by learners</li> <li>• Disability awareness training</li> <li>• Take up of pathways to apprenticeships courses</li> </ul>	<p>New Access, Transfer and Progression FET Policy will be developed outlining clearly the role of the IRGS , Provision and Support Services. ensuring inclusivity and equality of opportunity for our prospective and current learners.</p> <p><u>ACTIVE INCLUSION LEARNING HUBS:</u></p> <p>Complete and open the Learning Hub at the College of FET, Kilmallock Road Campus, Limerick</p>

	<p>published our assessment of the human rights and equality issues faced by stakeholders from across the 9 grounds and those experiencing socio economic disadvantage.</p> <p>2. The Active Inclusion Support Service’s goal is to ensure that, as far as is reasonably possible, all learners are provided with the supports required to allow them to fully participate and benefit from the educational opportunities available while participating in a Further Education and Training course.</p> <p>Limerick and Clare Education and Training Board FET Division aims to ensure that, as far as is reasonably possible, all learners are provided with the individualised supports required to allow them to fully participate and benefit from the educational opportunities available to them. This is particularly important for learners attending from educationally disadvantaged backgrounds or those who may require additional supports in respect of a disability or other issue. Learners can register for supports if:</p> <ul style="list-style-type: none"> <li>• they require learning support or reasonable examination accommodations due to a diagnosed disability, an on-going physical or mental health condition, or a learning difficulty;</li> <li>• they need access to computers or technology to help participate on their provision;</li> </ul>	<p>(Contd.)</p>	<p>Refurbish the Learning Hub at College of FET, O’Connell Ave, Limerick</p> <p>Have 8 Learning Hubs in operation by year end 2022</p> <p>Launch the Framework for Mental Health and Wellbeing as a joint FET Centre and Learning Hub project across the region.</p> <p>Provide disability training to FET practitioners in each Learning Hub.</p> <p>Add members to the AISS Team.</p> <p>Provide resources to support learners on apprentices.</p> <p>Learning Hub Network will continue to focus on ensuring device equity across our provision and building the digital skills of learners, in order to enhance access to FET.</p>
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	<ul style="list-style-type: none"> <li>• they need help with reading, writing, maths, study skills, computer skills or in improving their English language skills;</li> <li>• they would like to access career or educational advice and information.</li> <li>• they would like to access the learner counselling service.</li> </ul> <p>A dedicated network of staffed learning hubs has been established across Limerick and Clare. the range of individual supports available through these is based geographically on the unemployment blackspot/ deprivation information available and the complex needs of our diverse learning group. During 2020, over 1100 learners accessed a range of supports facilitated by the Learning hubs.</p> <p>3. The AISS have and will continue to develop resources and deliver disability awareness training and supports to staff in respect of learners with disabilities.</p> <p>All staff members in the learning hubs will have completed the AHEAD Start Needs Assessment training by April 2022 while 6 staff completed a Level 6 in Assistive Technology with Enable Ireland / TU Dublin in Autumn 2021. Learners who disclose a disability are offered supports like those funded under the Fund for Students with Disabilities. On disclosure, learners are offered a needs assessment facilitated through the learning hubs. When this has been completed a Learner Educational Needs Summary Report (LENS) is shared</p>	(Contd.)	(Contd.)
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	<p>with the learners and relevant provision staff detailing what additional supports are required for the learner – including tips for teaching staff and any additional assistive technology or personal supports are required.</p> <ol style="list-style-type: none"> <li>4. The FET Division will continue to enhance accessibility to FET courses through the provision of transport when required. For instance, a bus service is available to Kilrush learners (unemployment blackspot) so that they can avail of specific evening courses, not readily available in Kilrush.</li> <li>5. An online and Blended learning officer has been appointed to develop the FET capacity to offer online/blended delivery to facilitate access to FET courses.</li> <li>6. The FET Division will continue to develop pathways to apprenticeships/traineeships programmes, offering a range of courses that one can take in advance of an apprenticeship. In 2022, there will be 4 pathways programmes including engineering, construction, hairdressing, and culinary skills.</li> </ol>	(Contd.)	(Contd.)
	<p>Adult Literacy for Life – a 10-year adult literacy, numeracy and digital literacy strategy was launched by Minister Simon Harris TD on 8th September 2021. The Strategy aims to ensure where every adult has the necessary literacy, numeracy and digital literacy to fully engage in society and realise their potential.</p>	<p>Performance and progress in 2022 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Increase in the number of learners engaging with literacy and language support by 20,000 by</li> </ul>	<p>Priority 1 of our own FET Framework for the Integration of Language, Literacy and Numeracy (IILN) is <i>To engage proactively with the Solas National FET Literacy and</i></p>

	<p>Limerick and Clare ETB engaged with the development of the strategy. Supplemental literacy, numeracy and digital supports are available and promoted to all learners with distinct referral pathways available across all provision. In 2022 the ETB will engage with the Framework for Action on ALL Strategy. A review of the current Initial Assessment processes will take place in 2022 a streamlined approach adopted across the region and provision.</p> <p>During 2022, the Learning Hubs will work with provision managers to support learners and staff in identifying where technology can assist in learning and literacy and numeracy development. In addition, the FET division is providing Needs Assessment for learners with Learning Difficulties/Disabilities, helping them and relevant learning practitioners to target specific learning and teaching strategies for success in literacy and numeracy. Furthermore, plans are in place to enhance structures and resources at individual centre and provision level to support an inclusive learning environment.</p> <p>Work is ongoing to ensure existing tuition includes use of methods that allow for Learners who experience: Poor working Memory, Slow Processing Speed, Weak reading comprehension (but good listening comprehension) and Poor Executive Function skills. Learning Practitioners are encouraged to work together, using a Community of Practice' approach to raise the visibility of language,</p>	<p>expanding the range of courses available over the first half of the strategy's lifetime.</p> <ul style="list-style-type: none"> <li>• Reduction in the number of people adults in Ireland with unmet literacy needs, from 18% to 7%.</li> <li>• Reduction in the number of adults in Ireland with unmet numeracy needs from 25% to 12%.</li> <li>• Reduction in the share of adults in Ireland without basic digital skills from 47% to 20%.</li> </ul>	<p><i>Numeracy Strategy.</i> Supplemental literacy, numeracy and digital supports are available and promoted to all learners with distinct referral pathways available across all provision.</p> <p>Learning Hubs will work with provision managers to support learners and staff in identifying where technology can assist in learning and literacy and numeracy development. In addition, the FET division is providing Needs Assessment for learners with Learning Difficulties/Disabilities, helping them and relevant learning practitioners to target specific learning and teaching strategies for success in literacy and numeracy.</p> <p>Adopt a Community of Practice' approach to raise the visibility of language, literacy, numeracy and digital skills in relation to course content, materials, activities and assessment.</p>
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	<p>literacy, numeracy and digital skills in relation to course content, materials, activities and assessment. A high priority also given to learners having LLN support appropriate to the content and level of their course. The use of Universal Design for Learning (UDL) is encouraged and increasingly evident in course design, delivery, assessment, and progression, and consequently Differentiated Learning in response to diversity of learner experience is supported in course design, content, methodologies, and communication structures.</p> <p>Limerick and Clare ETB will continue to engage with other agencies to promote and create awareness of provision exploring approaches that will further remove barriers to participation. In 2022 the ETB will continue to develop partnerships with relevant partners. A new business process has been introduced in Q4 of 2021 and the ETB plan to build on this in 2022 by facilitating and supporting community-based adult learning and a wide range of groups across the region to access provision within their communities. Community Partners will be facilitated to express interest in becoming partners through our web site <a href="https://lcteb.ie/communities/">https://lcteb.ie/communities/</a> this will be promoted throughout 2022</p>	(Contd.)	Promote and create awareness of provision exploring approaches that will further remove barriers to participation.
	The Irish Refugee Protection Programme (IRPP) is guided by an Interagency working group comprising of the Local Authority, Department of Social Protection, the Education and Training Board, TUSLA Child and Family Agency, the Gardai, County Childcare Committee, Health Services Executive,	Performance and progress in 2022 will be monitored and evidenced through:  New ESOL and Migrant Learner Framework will be put in place to support the planning and delivery of	Ensure the needs of priority target groups Migrants and refugees are being addressed through access, transfer and progression policy of this cohort.

	<p>Department of Justice and Equality and Respond (Support) CLG. Such interagency cooperation ensures that the families are adequately supported in their integration.</p> <p>Since September 2021, four families have settled in Shannon and three in Ennis through the RRP.</p> <p>Core Skills in Ennis and Shannon are working closely with the Resettlement workers responsible for helping these families to settle into their local communities. In addition, there are also several initiatives provided for this cohort of learner via other funding / projects (AMIF/ESOL/FL).</p> <p>In 2021 there were 137 learners in 17 groups.</p> <p>For 2022 this provision will be expanded to start including themed ESOL Literacy to help develop language in a practical manner. All learners will be offered 6 hours of language provision as minimum per week. A new Pathways from School to FET will be developed with Post Primary Migrant Learners from Autumn 2022 to mainstream lessons emerging from the Asylum Migrant Integration Fund (AMIF) Project.</p>	<p>inclusive, effective teaching, learning and assessment to Migrant Learners who are accessing a wide range of FET courses, including ESOL.</p> <p>The Framework will cover:</p> <ul style="list-style-type: none"> <li>• Provision Planning</li> <li>• Access and initial Assessment</li> <li>• Assessment and Accreditation,</li> <li>• Curriculum and Materials Development</li> <li>• Staff Development</li> </ul>	<p>Plan and advertise their course provision must consider the guidance and access needs.</p> <p>Support and offer guidance to refugees with an entitlement to work.</p> <p>Engage in supporting the Department of Justice Refugee Resettlement Programme should ensure their provision of ESOL and Adult Literacy provision reflects the needs and requirements of this cohort.</p>
<p>1.2 To ensure the highest educational, training and ethical standards are</p>	<p>The ETB's <b>Schools Division</b> will continue to scaffold the learning and experience from supporting schools through its Principals and Deputy Principals Forum, Advisory Group on self-evaluation to ensure quality</p>	<p>Performance and progress in 2022 will be monitored and evidenced through:</p>	<p>Fully implement recommendations of School Inspection Reports.</p>

<p>maintained across the organisation's schools and FET campuses.</p>	<p>assurance in maintaining high standards in teaching and learning. The Division's Support Team will support the continued implementation of the Leading School Improvement (LSI) initiative and the Curriculum Leaders' initiative in 2022 to enable our schools to engage proactively with self-evaluation, School Improvement Plans and DEIS planning.</p> <p>Actions in 2022 include:</p> <ol style="list-style-type: none"> <li>1. Implementing the School Self-Evaluation process.</li> <li>2. Supporting preparation for Whole School Evaluations (WSE) and subject evaluations through the Leading Teaching and Learning initiative.</li> <li>3. Promoting teacher professional collaboration through the Leading Teaching and Learning Initiative.</li> <li>4. Meetings with the Department of Education Inspectorate on best-practice models will also be arranged for schools.</li> <li>5. Establish Student Voice Leaders in all ETB schools across Limerick and Clare and embed a Student Charter for all students.</li> </ol> <p>Provide professional development to Student Voice Leaders.</p>	<ul style="list-style-type: none"> <li>• Meeting with SSE Coordinators and Principals in schools.</li> <li>• Engagement and activity under the Leading Inclusive Learning and Teaching &amp; Assessment Initiative including.</li> <li>• Number of meetings and events in 2022.</li> <li>• Number of collaborative initiatives.</li> <li>• Meetings with Student Councils across ETB.S</li> <li>• student Councils to address Board of Management meetings.</li> </ul>	<p>Evidence of having analysed and shared best practice across our schools.</p> <p>Analysis of Leaving Cert results and appropriate corrective action.</p>
<p>1.3 To respond to identified personal, academic, social, economic and employability needs of our stakeholders.</p>	<p>In line with the Mid-West Regional Skills Forum (MWRSF), the National Skills Strategy and the Action Plan for jobs, the ETB's FET Division has an established <b>Enterprise Engagement Support Service (EESS)</b>. During 2022, the EESS will continue to engage with a broad range of stakeholders, employers and learners in order to increase employer engagement between the ETB and bodies</p>	<p>Performance and progress in 2022 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Outcomes of Enterprise Engagement Activity in 2022 will be managed and monitored internally by the EESS Implementation Team.</li> </ul>	<p>Analysis of outcomes of enterprise engagement activity.</p> <p>Delivery of new Explore Programme in conjunction with MWRSF.</p>

	<p>such as MWRSF, Chambers of Commerce, LEOs, IBEC, IDA and DSP, thus enabling the ETB address specific training needs and design bespoke programmes where required.</p> <p>During 2022 the EESS will:</p> <ul style="list-style-type: none"> <li>• Continue to be an active member of the Mid-West Regional Skills Forum.</li> <li>• Continue to ensure that industry requirements are matched to education providers through ETB representation on the Chambers, Mid-West Regional Skills Forum, LEOs, EI, IBEC.</li> <li>• Continue to develop industry cluster groups in the Mid-West i.e. Hospitality and Tourism, Engineering, IT, Retail.</li> <li>• Work with ‘Limerick for Engineering’ providing a direct link to employers in developing a pipeline of apprentices, technicians and engineers to meet the specific demands of the engineering sector in the Mid-West.</li> <li>• Introduce additional customs awareness and higher level customs clearance training for staff in logistics as the implications of Brexit become clearer during 2022.</li> <li>• Strengthen the skills base of employees in Hospitality, Tourism and Recreation through the College of Further Education and Training Hospitality Campus and other provision in delivering a number of initiatives in 2022.</li> </ul>	<ul style="list-style-type: none"> <li>• New programmes will be developed in 2022 in response to needs of industry cluster groups – specifically in Engineering, IT, Retail and Hospitality and Tourism.</li> </ul>	<p>Delivery of programmes in response to industry cluster needs:</p> <ul style="list-style-type: none"> <li>• HGV Motor Technology Traineeship</li> <li>• HGV Professional Driver Traineeship</li> <li>• E-Bike Mechanic</li> <li>• Hydrocarbons Safety Training</li> <li>• RSA Approved Driving Instructor</li> <li>• Work Boat Master Traineeship</li> <li>• Façade Design traineeship</li> <li>• Electronics Manufacturing Traineeship</li> <li>• Maintenance Skills Technology</li> <li>• Pathways to Apprenticeship – Hairdressing, Culinary Skills, Accounting</li> <li>• The National Hairdressing Apprenticeship</li> <li>• Sports Science</li> <li>• Science with Environmental Studies</li> <li>• Customer Experience (Cx)</li> <li>• Women in Coding</li> </ul>
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	<ul style="list-style-type: none"> <li>Participate in the development of the Strategic Employer Engagement Development (SEED) CRM with Mayo, Sligo, Leitrim ETB.</li> </ul>	(Contd.)	<ul style="list-style-type: none"> <li>SOLAS Sustainability Award</li> <li>Pathways to a Career in the Outdoors</li> <li>Outdoor Education for FET learners</li> <li>Community Outdoor Education</li> </ul>
<p>1.4 To nurture the development of the individual as a whole person to maximise their potential at each stage of the learning process.</p>	<p>The ETB's <b>Schools Division</b> will work to ensure that our schools deliver the highest quality learning, teaching, assessment, and wellbeing experiences in 2022. Specific initiatives in 2022 include:</p> <ol style="list-style-type: none"> <li>Schools will continue to receive support from the Cluster Groups and Advisory Groups that were established in 2020 to advise on best-practice and effective strategies to enhance student experiences.</li> <li>Working with the Mid-West Regional Skills Forum with the objective of enhancing partnership between schools and business and industry and the research community.</li> <li>Working with the Department of Education and 4 ETB Schools to implement Phase 1 of the new Physical Education for Senior Cycle.</li> <li>Ensuring that additional schools prepare to offer Leaving Certificate Physical Education, Computer Science and Politics and Society for Senior Cycle.</li> <li>Continuing to support the introduction of Leaving Certificate Computer Science as a subject in 2 Limerick and Clare Education</li> </ol>	<p>Performance and progress in 2022 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>Reports from the Cluster Groups and Advisory Groups on the impact of the cluster events organised for schools.</li> <li>Meetings with Principals and Deputy Principals.</li> <li>School visits and discussions with Student Support Teams.</li> <li>Number of students participating in the PE for Senior Cycle programme.</li> <li>Number of students taking Computer Science as a Leaving Cert Subject in 2022.</li> <li>Development of a Memorandum of Agreement (MOA) with the Education Department in UL in 2022.</li> </ul>	<p>To having increased the number of students participating in Leaving Certificate Physical Education, Computer Science and Politics and Society for Senior Cycle school year 2022/23. Members of school Boards of Management having a clear understanding of Teaching, Learning and Assessment in Limerick and Clare Education and Training Board schools.</p> <p><b>2</b></p>

	<p>and Training Board post-primary schools in 2021.</p> <p>6. Continue to work with the Education Department of University of Limerick to formulate a Memorandum of Understanding between the Education Department of University of Limerick and Limerick and Clare Education and Training Board.</p> <p>7. The implementation of various national policies will be through the SSE process linked to the LAOS quality framework, respectful of each school community.</p> <p>8. Continued partnership with the University of Limerick Health Sciences Academy in raising awareness on wellbeing.</p> <p>9. Presentation to all school Boards of Management on the core values of Teaching, Learning and Assessment in our schools.</p>	<ul style="list-style-type: none"> <li>• Feedback from Boards of Management on presentation to Boards.</li> </ul>	(Contd.)
	<p>As an ETB we are proactive in our approach to providing upskilling and reskilling training opportunities, we collaborate with a wide range of community groups and organisations, to target both the long-term unemployed and socio-economically vulnerable individuals, such as early school leavers, who are at risk of becoming long-term unemployed.</p> <p><b>1. Continue to embed core skills into all FET provision</b></p> <p>Career preparation, literacy, numeracy, communications, team-work and personal</p>	<p>Performance and progress in 2022 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• PLSS-Review and monitoring progress reports.</li> <li>• Integration activities of language, literacy and numeracy across provision.</li> <li>• Range of interagency relationships through schools, DSP, Turas Nua, County Councils, Development groups.</li> </ul>	<p>Strategic performance agreement</p> <p>PD in Integrating Literacy; TESOL; Universal Design for learning February 2022</p> <p>LMI integrated service in 8 ETB Youthreach centres, involving 100 staff and 267 learners</p>

	<p>effectiveness are embedded in all courses. Learners are identified for these courses through community workers and case-workers with the DSP. We work in co-operation with the regeneration section of Limerick City Council and engage with employers through our Employer Engagement and Support Services to secure work placements and employment opportunities.</p> <p><b>2. In 2022, the FET Learner Mental Health and Wellbeing Framework will be developed.</b></p> <p><b>3. Learner Mentoring Initiative (LMI)</b></p> <p>Funding has been secured to expand the range of supports traditionally available through the Special Education Needs Initiative (SENI) to all 8 Youthreach centres. The aim of the programme is to help participants develop skills, competencies and explore pathways to employment.</p> <p>The LMI is supported by the AISS fund and the Professional Development Support Service. The completion of the roll-out of this initiative in Spring 2022 will ensure that the ETB is delivering a high-quality Further Education and Training LMI integrated</p>	<ul style="list-style-type: none"> <li>• FET Division Learner Mental Health and Wellbeing Framework developed and published</li> <li>• Number of Youthreach learners beneficiaries of LMI project</li> </ul>	<p>(Contd.)</p>
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	<p>service in its eight ETB Youthreach Provision centres, involving 100 staff and 267 learners.</p> <p>4. In 2022, <b>Recognition of Prior Learning</b> will continue to be prioritised and enhanced, supported by an RPL Support Officer in the QA Support Service. Organisational capacity will be enhanced through training, policy and procedures development, etc.</p>	(Contd.)	(Contd.)
<p>1.5 To provide high quality information, guidance, counselling and student/learner support services across the organisation's schools and FET campuses.</p>	<p>The ETB's <b>Schools Division</b> will support schools in developing a whole school guidance framework and will further develop links with FET and Third Level Institutions through the Guidance Counsellors Forum (established in October 2019). Actions for 2022 include:</p> <ol style="list-style-type: none"> <li>1. The development of a Whole School Guidance Framework. This will incorporate the following areas of learning: <ul style="list-style-type: none"> <li>- Developing &amp; maintaining self-esteem &amp; a positive self-concept.</li> <li>- Interacting effectively with others (face-to-face &amp; online).</li> <li>- Developing &amp; growing throughout life.</li> <li>- Employing effective personal learning/exam strategies.</li> <li>- Making educational choices in line with career aspirations.</li> <li>- Using career-related information &amp; sources appropriately.</li> </ul> </li> </ol>	<p>Performance and progress in 2022 will be monitored and evidenced through:</p> <ol style="list-style-type: none"> <li>1. Whole School Guidance Framework review by end of 2022.</li> <li>2. Number of events and meetings in 2022 of the Guidance Counsellors Forum.</li> <li>3. Number of Guidance Counsellors participating in the Guidance Counsellors Forum Events in 2022.</li> <li>4. Number of initiatives/resources developed in 2022.</li> <li>5. Meetings and professional development opportunities for Guidance Counsellors in 2022.</li> </ol>	<p>An established School Guidance Framework. Good attendance and participation at Guidance Counsellors Forum. Evidence of development of new initiatives/resources</p>

	<ul style="list-style-type: none"> <li>- Understanding the world of work &amp; life roles.</li> <li>- Managing career development &amp; decision making.</li> <li>- On-going support and Development of the newly formed Guidance Counsellor Forum.</li> </ul>	(Contd.)	(Contd.)
	<p>The ETB's <b>Schools Division</b> will develop teaching and learning strategies and resources to promote autonomous learning and collaborative learning for students in its schools by promoting professional networking opportunities for staff across Limerick and Clare.</p> <p>The Schools Division will continue to develop resources and supports for schools to deploy at school level to address the risk of educational disadvantage.</p> <p>Schools will continue to be supported with training for Student Support Teams in all schools to help students who may be at risk.</p> <p>The Schools Division will work with the Department of Education, the Department of Health and other Departments in 2022 to implement the recommendations of the National Taskforce on Youth Mental Health, the Youth Mental Health Pathfinder Project and the Connecting for Life Strategy (2015-2021).</p>	<p>Performance and progress in 2022 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Meetings of Principals and Deputy Principals to promote best-practice.</li> <li>• Review meetings with Student Support Teams via the regular SST Forum meetings.</li> <li>• Surveys of schools.</li> <li>• Meetings with HSE Connecting for Life (CfL) Team.</li> </ul>	<p>Surveys with Student Support Team Coordinators.</p> <p>Evidence of implementation of the recommendations of the National Taskforce on Youth Mental Health Strategy (2015-2021) etc.</p> <p>Review of progress with HSE Connecting for Life (CfL) Team.</p>
	<p>The ETB's <b>FET Information, Recruitment and Guidance Support Service</b> aims to ensure that information and guidance is an integral part of all planning and delivery of FET provision. The ETB's FET IRG teams will continue to work with learners in</p>	<p>Performance and progress in 2022 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Numbers accessing Information, Recruitment and Guidance Support Services on an</li> </ul>	<p>Record of numbers accessing Information, Recruitment and Guidance Support Services.</p>

	<p>2022 to develop progression pathways and address issues as they arise.</p> <p>Information Hubs have been opened in Limerick and Ennis and our FET website <a href="http://learningandskills.ie/contact/">http://learningandskills.ie/contact/</a> directs learners to a portal space for booking appointments/making queries, while a freephone number 1800 70 70 77 is also available for learners and the general public. Based on the Information Recruitment &amp; Guidance Support Service Strategic Framework 2021 – 2025, key work in 2022 will include:</p> <ul style="list-style-type: none"> <li>• Industry briefings for Guidance Counsellors.</li> <li>• Social media marketing campaigns signposting FET courses</li> <li>• Online Guidance and Information was offered to all inquirers;</li> <li>• Enhanced links between IRGSS and participants on Skills to Advance programmes.</li> <li>• Work with PAUL Partnership to review Guidance delivery across Limerick City and collaboration with SICAP.</li> <li>• Enhanced links with 19 ETB schools</li> </ul> <p>Single Portal for CAO and Further Education options The portal was launched on November 5th, and it is hoped that it will give parity of esteem to all study options and allow students to apply directly for higher and further education courses. Limerick and Clare ETB have responded very positively to this</p>	<p>individual 1-2-1 basis will be captured for 2022.</p> <ul style="list-style-type: none"> <li>• Numbers accessing Information, Recruitment and Guidance Support Services through group guidance delivery will be captured for 2022.</li> </ul>	<p>(Contd.)</p>

	<p>project and currently has approximately 720 courses available through the CAO across a broad range of disciplines. This is a pilot project but is likely to expand to all our courses next year. It will further raise the profile of further education courses and apprenticeships not only in Limerick and Clare but nationwide.</p>	(Contd.)	(Contd.)
<p>1.6 To promote a culture of lifelong learning through recognising the value of formal and non-formal education, including outdoor and music education and the transformative role of Youth Work in our communities.</p>	<p><b>Schools Division</b> and <b>Youth Work Provision</b> will seek to ensure that young people across the region have access to quality youth work. This will be achieved by:</p> <ul style="list-style-type: none"> <li>• Contributing to, supporting the implementation of and monitoring the Continuous Improvement process of the UBU Your Place Your Space targeted funding scheme.</li> <li>• Supporting the implementation of Quality Standards for Volunteer-led Youth Work groups.</li> </ul>	<p>Performance and progress in 2022 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Supporting organisations in the delivery of quality youth work under the Continuous Improvement process of the targeted schemes managed by the ETB.</li> <li>• Meetings of the Youth Work Coordination Group at Head Office.</li> <li>• Evidence of administration of the Local Youth Club Grant Scheme for Volunteer-led Youth Clubs 2022.</li> <li>• Meetings with clubs and groups that access the Youth Club Grant Scheme 2022 on the implementation of the Quality Standards framework.</li> <li>• Number of Youth Work Committee Meetings in 2022.</li> </ul>	<p>Implementation and full compliance with Quality Standards for Youth Groups and National Quality Standards Framework. Evidence of supports provided to the Youth Work Committee of the ETB. Documented Review of progress of implementation of the Youth Work Plan.</p>
	<p>The ETB Schools Division was one of 3 chosen pilot ETBs nationally to receive Creative Youth Funding under the Creative Ireland programme to establish a Creative Youth Partnership. The objective of this</p>	<p>Performance and progress in 2022 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Evaluation programmes at local and national level carried out by</li> </ul>	<p>Evidence of alignment of activities with aims from the Local Creative Youth Partnership Strategic Plan.</p>

	<p>partnership is to combine a wide range of resources to provide out-of-school creative opportunities for children and young people that complement and work with formal school settings.</p> <p>The first strategic plan was launched in 2021 establishing goals and actions that draw on Limerick and Clare Education and Training Board's Youth Work Plan 2018-2021 as well as Creative Ireland's Creative Youth Plan which recognises that 'cultural and creative activity, promotes individual, community and national wellbeing'</p> <p>During 2022, the ETB, through the Local Creative Youth Partnership Co-ordinator will provide out-of-school creative activities for children and young people with particular focus on marginalised communities.</p>	<p>the Local Creative Youth Partnership and Creative Ireland, respectively.</p> <ul style="list-style-type: none"> <li>• Number of Local Creative Youth Events organised in 2022.</li> <li>• Number of children and young people engaging in Local Creative Youth Events in 2022.</li> <li>• Partnership with key stakeholders and co-funding organisations.</li> <li>• Meetings of the LCYP Steering Committee.</li> </ul>	<p>Evidence of increased numbers of children and young people engaged in Local Creative Youth Events.</p>
	<p>The ETB's <b>Schools Division</b> will continue to develop the physical education supports and awareness for schools through our two Outdoor Education and Training Centres in 2022. It will ensure that students are offered opportunities to engage in the outdoor classroom as a powerful and unique medium for learning and development. During 2022, specific actions include:</p> <ol style="list-style-type: none"> <li>1. Progressing the GAA Going Well programme on Wellbeing in partnership with Clare County Council and the Michael Cusack Centre to develop a package for schools to avail of wellbeing supports.</li> <li>2. Supporting schools to engage with the OETCs in supporting students undertaking the Gaisce (President's Award). The mission</li> </ol>	<p>Performance and progress in 2022 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Meetings with the partners in Clare County Council, Michael Cusack Centre and GAA in developing GAA Going Well programme at the Outdoor Education and Training Centre, The Burren.</li> <li>• Number of ETB Schools students attending Gaisce programmes in the OETCs during 2022.</li> <li>• Numbers of ETB School students attending curricula-linked courses in 2022.</li> </ul>	<p>Record of number of schools and students attending Gaisce programmes.</p> <p>Evidence of linkage between schools' curricula and courses on offer by each OETC.</p>

	<p>of The President’s Award is “to provide opportunities for young people to realise their potential through personal challenges, facilitating the transition from young person to young adult and enhancing their potential and contribution as active participants in society.”</p> <p>3. Promoting curricula-linked courses across ETB schools including</p> <ul style="list-style-type: none"> <li>- Outdoor Learning to support PE &amp; Wellbeing.</li> <li>- Delivery of the Junior Cycle Orienteering Short Course for the Orienteering CBA (Classroom Based Assessments).</li> <li>- Annual Schools Orienteering event.</li> <li>- Schools Bouldering competition.</li> <li>- Formulating remote learning packages for schools to provide additional theory-based programmes for schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Meetings with Advisory Group and managers of OETCs on the development of remote-learning modules.</li> <li>• Meetings with Limerick and Clare Education and Training Board and Community School Transition Year Coordinators.</li> </ul>	(Contd.)
	<p><b>LCETB Capital and Procurement Section</b> will continue to support the development of our two Outdoor Education Centres in 2022 through the provision of support to identify funding opportunities for investment in the Centres’ infrastructure and to meet repair &amp; maintenance needs.</p>	<p>Performance and progress in 2022 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Assist with delivery of Sports Capital Programme</li> <li>• Identify funding and proceed to tender for the development of overnight staff accommodation.</li> </ul>	<p>Investment in the Centre facilities and updating of equipment.</p>
	<p>The FET Division will <b>promote the role of experiential learning</b> as a pathway to further education and employment through its outdoor education (Kayak4Dads with Traveller dads and mums in 2022; Core skills Clare/SICAP with for Traveller women from</p>	<p>Performance and progress in 2022 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Learner Voice</li> <li>• Continuous self-improvement plans</li> </ul>	<p>Provision of new innovative curriculum based on the needs of communities, learners and employers</p>

	<p>Childers Road and Castletroy using crafts and cookery for team building; In collaboration with Drugs Education Prevention Strategy/Limerick City CDP a horse-care course for Traveller men and their sons; campervan conversion project) and music education provision;</p> <p>LCETB is chair of the <b>Learning Limerick partnership</b> to advance Limerick's progress as a Learning Region. Membership includes Local Government, Higher Education, Further Education and Training, Local Development, Community Education, Culture and Arts, Youth Work, Social Welfare, Childcare, Migrant Integration, Mental Health Services and Limerick Chamber Skillnet. In 2022, the partnership led by the ETB, Limerick City and County Council, and the PAUL Partnership will carry out a new Limerick Learning Festival and associated initiatives.</p>	<ul style="list-style-type: none"> <li>• Curriculum Review and Evaluation.</li> <li>• ETB Chair of Learning Limerick Committee</li> <li>• Number of ETB events held for the Learning Limerick Festival</li> </ul>	<p>The FET Division will be fully engaged and promote the 2022 Learning Limerick Festival to be held in April 2022.</p>
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**Performance Delivery Agreement (PDA) Goal 2: Staff Support**

Links to->

**Limerick and Clare Education and Training Board Strategy Statement 2017 – 2026 Goal 2: Staff Support and Organisational Development**

To provide a collaborative, supportive, inclusive, caring, safe and healthy working environment for all staff, through the provision of relevant responsive supports, open communication and appropriate policies and procedures, underpinned by a culture of respect, dignity, equality and continuous professional development.

This is about creating a positive working environment underpinned by a culture of respect, dignity and equality

Priority	Action	Performance Indicator	Target
2.1 To attract, recruit and retain staff of the highest calibre, by developing flexible recruitment and on-boarding strategies.	The ETB's <b>Human Resources Department</b> will ensure best practice in the recruitment and selection of staff across the organisation during 2022. This process includes high quality person specification, job descriptions, competency-based interview documentation to support the interview process, recruitment and selection policies and training for interview board members.	Performance and progress in 2022 will be monitored and evidenced through: <ul style="list-style-type: none"> <li>The number of newly-appointed ETB Board Members, Managers and those involved in the recruitment process who receive training/refresher training on recruitment, selection and competency-based interviewing during 2022. This will include training in the use of ICT platforms to support remote interviewing.</li> <li>A 2022 recruitment plan developed across the ETB.</li> <li>Recruitment and Selection templates reviewed in 2021 to ensure continued compliance with legislation and GDPR will continue to be reviewed in 2022 in line with legislation and best practice.</li> </ul>	Provision of appropriate training for all interview board members. Development and/or updating current job descriptions and person specifications for all categories of staff. Agreed recruitment plan to coincide with staffing requirements of OSD, Schools & FET.
	The ETB's <b>Schools Division</b> will facilitate an induction event (on-line) in early September 2022 to outline the supports that are available for newly appointed teachers and SNAs to Limerick	Performance and progress in 2022 will be monitored and evidenced through: <ul style="list-style-type: none"> <li>Meetings with Principals and Deputy Principals on the impact of the induction.</li> </ul>	Evidence of feedback from Principals and Deputy Principals in schools.

	<p>and Clare Education and Training Board schools in the areas of:</p> <ul style="list-style-type: none"> <li>• Teaching, Learning and Assessment strategies.</li> <li>• Professional Development supports from Limerick and Clare Education and Training Board.</li> <li>• Guidance on classroom management strategies.</li> <li>• Use of technology enhanced learning.</li> <li>• Wellbeing.</li> <li>• Personal wellbeing and supports that are available to staff as part of the Limerick and Clare Education and Training Board Employee Assistance Service.</li> </ul>	<p>Surveys with newly appointed staff on the benefit of the induction event</p>	<p>Evidence of numbers attending event.</p>
<p>2.2 To implement and maintain a relevant continuous professional development policy, which reflects the organisation’s objectives and its commitment to employee growth and development.</p>	<p>The ETB’s <b>Schools Division</b> will continue the best-practice of supporting schools through cluster days, which started in September 2019. Specific actions in 2022 include:</p> <ul style="list-style-type: none"> <li>• Schools will have access to advice and support via the schools portal within StaffCONNECT.</li> <li>• The Digital Leaders forum will be supported with opportunities to be fully appraised and upskilled to lead digital learning initiatives at school level.</li> <li>• Schools which use MS Office 365, will be offered tailored supports in utilising MS SharePoint sites for their schools and MS Teams.</li> <li>• The ETB will continue to develop the Google Education Group Ireland forum to support schools across our ETB and Ireland.</li> <li>• An update to the suite of supports to promote best practice on strategies in using Remote</li> </ul>	<p>Performance and progress in 2022 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Number of staff/schools accessing advice and supports through StaffCONNECT and LCETBSchools.com in 2022.</li> <li>• Number of training events/ supports provided in 2022 to support MS SharePoint and MS Teams.</li> <li>• Continued development of Google Education Groups Ireland Forum in 2022.</li> <li>• Number of schools engaging in new forum in 2022.</li> <li>• Regular contact with schools on identifying gaps that need to be addressed in schools.</li> <li>• Cluster Day sharing of best practice with Digital Leaders of schools.</li> <li>• Surveys with Principals and Deputy Principals on implementation of on-line Parent Teacher meetings.</li> </ul>	<p>Analysis of usage and benefit of accessing StaffCONNECT, MS SharePoint and MS Teams. Use of qualitative and quantitative data from School Self Evaluations, Inspection reports to review and enhance teaching and learning in our schools.</p>

	<p>Learning (RL) will be undertaken and updated as required.</p> <ul style="list-style-type: none"> <li>• Provide parents of our learners in schools with regular feedback on their child's progress.</li> <li>• Move all Parent Teacher meetings in schools to video-conferencing meetings using Zoom, Microsoft Teams or Google Meets.</li> <li>• Engage with learners to seek feedback on our provision and services to inform continuous improvement and programme development.</li> </ul>	(Contd.)	(Contd.)
2.2 To implement and maintain a relevant continuous professional development policy, which reflects the organisation's objectives and its commitment to employee growth and development.	The ETB's <b>Organisation Support and Development Directorate</b> will ensure that all grades of staff across the organisation continue to be offered professional development opportunities in 2022 as part of their on-going professional development.	<p>Performance and progress in 2022 will be monitored and evidenced through</p> <ul style="list-style-type: none"> <li>• Number of staff getting financial support through the Staff Professional Development Fund in 2022.</li> <li>• Number of staff availing of opportunities through VLE platforms such as Moodle and CORE University in 2022.</li> <li>• Number of training events for staff in Shared Services software packages in 2022.</li> <li>• Number of staff availing of GDPR training via Privacy Engine.</li> </ul>	<p>Support all relevant applications to Staff Professional Development Fund. Deliver appropriate in-house training as required. Targeted provision of appropriate learning and development initiatives for all. Continue to support established internal Forums across OSD, Schools &amp; Centres.</p>
	<p>The ETB's <b>FET Division Professional Development:</b> During 2022, the Professional Development Implementation team will provide opportunities for FET staff to ensure that they are meeting the needs of learners using appropriate and up-to-date skills and methodologies. Actions in 2022 will include:</p>	<p>Performance and progress in 2022 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Number of staff engaging in FET PD</li> <li>• Number of staff and learners engaging in Erasmus+ programmes.</li> <li>• FET PD Calendar</li> </ul>	<p>To increase numbers engaging in Erasmus+ programmes. TNA developed and implemented.</p>

	<ul style="list-style-type: none"> <li>• Engaging with EU Erasmus+ Programme in order to provide staff and learners with opportunities to learn in different VET contexts in Europe.</li> <li>• Working with the Implementation Teams, Corporate Services and Managers to undertake a training needs analysis to develop the 2022 Professional Development Calendar.</li> <li>• Implementation of the SOLAS FET Professional Learning and Development Framework for FET in 2022.</li> </ul>	(Contd.)	FET PLD Action Plan developed and implemented.
2.3 To foster, promote and incentivise staff to participate in continuous professional development.	The ETB's <b>Organisation Support and Development Directorate</b> will ensure that all grades of staff across the organisation continue to be offered professional development opportunities in 2022 as part of their on-going professional development.	Performance and progress in 2022 will be monitored and evidenced through: <ul style="list-style-type: none"> <li>• Number of staff getting financial support through the Staff Professional Development Fund in 2022.</li> <li>• Number of staff availing of opportunities through VLE platforms such as Moodle and CORE University in 2022.</li> <li>• Number of training events for staff in Shared Services software packages in 2022.</li> <li>• Number of staff availing of GDPR training via Privacy Engine.</li> </ul>	Support all relevant applications to Staff Professional Development Fund. Deliver appropriate in-house training as required. Targeted provision of appropriate learning and development initiatives for all. Continue to support established internal Forums across OSD, Schools & Centres.
	Professional Development (PD) opportunities during 2022. Actions in 2022 will include: <ul style="list-style-type: none"> <li>• Providing additional support to newly appointed principals and deputy principals</li> </ul>	Performance and progress in 2022 will be monitored and evidenced through:	Develop an internal mentoring programme and online resource in

	<p>through the ETB Schools Leaders' mentoring programme.</p> <ul style="list-style-type: none"> <li>• Principal, Deputy Principal, and teacher probation process undertaken across all schools in addition NIPT Quality Assurance Programmes.</li> <li>• Implementation of additional training and support plan for Curriculum Leaders, Leading School Improvement (LSI) coordinators and Digital Leaders.</li> <li>• Continued development of a Transition Year Co-ordinators' Forum to support the Transition Year programme.</li> <li>• Further development of teachers as leaders in areas such as curriculum, digital, inclusivity and student support.</li> <li>• Implement revised programme of Support Team professional development plan for schools to include: <ul style="list-style-type: none"> <li>- DEIS School Support.</li> <li>- Professional Development on promoting Ethos in schools.</li> <li>- Resources and up-skilling for Special Classes.</li> <li>- Student Voice professional development programme for schools.</li> <li>- Student Council training for schools PE and Wellbeing Support network.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Number of events planned in 2022 to support meetings of Digital Leaders and Curriculum Leaders.</li> <li>• Number of Transition Year Co-ordinators attending meetings.</li> <li>• Number of teaching staff engaging in CPD (Continuous Professional Development) events in 2022.</li> </ul>	<p>support of all newly appointed Principals/FET Managers. Increased Droichead capacity across all schools.</p>
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<p>2.4 To encourage and promote a culture underpinned by our values of leadership, coaching and mentoring for all staff.</p>	<p>The ETB's <b>Organisational Support and Development</b> structure is designed to promote leadership and innovation across all grades of staff. During 2022, the practice of regular structured team meetings, both departmentally and cross-sectional, will continue. Additional actions in 2022 include: Supporting the engagement of staff with various national forums, networks and working groups, thus providing opportunities for the development of policies and procedures as well as the promotion of good practice.</p>	<p>Performance and progress in 2022 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Number of national fora ETB Staff are engaged with during 2022 and attendance at events.</li> <li>• New resources developed in 2022 through engagement with the above.</li> </ul>	<p>The ETB will continue to seek to identify aspiring leaders and encourage them to avail of appropriate professional development. Delivery of regular in-house training sessions, workshops and supports to foster high quality leadership.</p>
	<p>The ETB's <b>Schools Division</b> will support school communities in 2022 to develop leadership and expertise through the following actions:</p> <ul style="list-style-type: none"> <li>- Regular Principals and Deputy Principals Forum meetings will continue to be organised in 2022.</li> <li>- Supports to implement distributed leadership will be implemented at the appropriate level during 2022 incorporating the inclusion of both Principals and Deputy Principals at all School Leaders' meetings.</li> <li>- Training of mentor Principals and Deputy Principals to work with newly appointed Principals and Deputy Principals will take place in 2022.</li> <li>- Develop, organise, and deliver a Middle Leaders programme (online) to Assistant Principals across the network of schools in</li> </ul>	<p>Performance and progress in 2022 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Number of School Leaders' meetings and attendance at these during 2022.</li> <li>• Number of mentoring training sessions organised in 2022 to support newly appointed Principals and Deputy Principals in 2022.</li> <li>• Number of webinars for Assistant Principals in 2022.</li> </ul>	<p>Continued support of ETB Principals &amp; Deputy Principals Forum. Establishment of networking culture initiated by mentoring programme. Development of online resources for mentors and mentees. Design, organise and deliver online a series of webinars for Assistant Principals in 2022.</p>

	<p>association with Mary Immaculate College, Thurles.</p> <ul style="list-style-type: none"> <li>- Compile a mailing group of all Assistant Principals to share relevant content on leadership matters.</li> <li>- Schools staff will be facilitated to engage with and contribute to National Forums including the ETBI Principals Network, the Annual Education Conference for Principals and Deputy Principals and the ETBI Induction Programme for new Principals and Deputy Principals.</li> </ul>	(Contd.)	(Contd.)
<p>2.5 To implement, as part of our Public Sector Duty, our Equality, Diversity and Inclusion Action Plan.</p>	<p>Ensure that our Assessment Report published in 2021 informs and is embedded into key moments in Limerick and Clare Education and Training Board’s planning and review cycle</p>	<p>Performance and progress in 2022 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Ensuring agreed implementation process is following at key moments in Limerick and Clare Education and Training Board’s planning and review cycle.</li> </ul>	<p>All planning and review documentation is reviewed to ensure they adequately and appropriately address each of the equality and human rights issues identified. No planned activity will include any provision that might run counter to our equality and human rights values or to an effective response to the equality and human rights issues identified</p>

	<p>As part of our Public Sector Duty Assessment Phase, in September 2021, the ETB published our assessment of the human rights and equality issues faced by stakeholders from across the 9 grounds and those experiencing socio economic disadvantage. <a href="#">Limerick &amp; Clare ETB Public Sector Duty Assessment Report (lcetb.ie)</a></p> <p>As a response, Limerick and Clare Education and Training Board FET Division aims to ensure that, as far as is reasonably possible, all learners are provided with the individualised supports required to allow them to fully participate and benefit from the educational opportunities available to them.</p> <p>Public Sector Duty requires the ETB to Assess, Address and Report on how we are embedding Equality and Human Rights issues into our planning and reporting processes.</p>	<p>Performance and progress in 2022 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Ensuring agreed implementation process is following at key moments in Limerick and Clare Education and Training Board’s planning and review cycle.</li> <li>• PSD Action Plan</li> <li>• Assessment Document</li> <li>• Implementation Process</li> </ul>	<p>All planning and review documentation is reviewed to ensure same is adequately and appropriately address each of the equality and human rights issues identified. No planned activity will include any provision that might run counter to our equality and human rights values or to an effective response to the equality and human rights issues identified</p>
<p>2.6 To ensure that all ETB buildings are of the highest standard for all.</p>	<p>LCETB Capital and Procurement Section will continue to implement the multi-annual Capital Investment Programme in all Schools and Centres across LCETB during 2022 in order to ensure Students, Learners and Staff have access to the highest quality educational facilities. This involves a significant Capital investment in both schools and Centres.</p> <p>School Capital projects in 2022 include:</p> <ul style="list-style-type: none"> <li>• Completion of the new Ennis Community College.</li> </ul>	<p>Performance and progress in 2022 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Management of the construction of the various projects on site in 2022 to ensure completion on programme and on budget.</li> <li>• The employment of a Grade VII Buildings Officer to focus on the FET Capital Programme</li> <li>• Ensuring projects progress to delivery by implementing effective project management strategies.</li> </ul>	<p>Completion of all Capital Projects due for completion and hand over in 2022. Progress report indicating on time delivery on all capital projects due for completion at a date beyond 2022.</p>

	<ul style="list-style-type: none"> <li>• New Gaelcholáiste Luimnigh Campus for 750 students.</li> <li>• New 1,000 student Mungret Community College.</li> <li>• Mol an Oige CNS New School Development.</li> <li>• Raheen Woods CNS New School Development.</li> <li>• Extension to Thomond Community College.</li> <li>• Extension to Scarriff Community College.</li> <li>• Extension to St. John Bosco Community College.</li> </ul> <p>In addition, LCETB Capital and Procurement Section will support non-ETB schools in 2022 including:</p> <ul style="list-style-type: none"> <li>• Gaelscoil Mhichil Ciosog.</li> <li>• Sacred Heart National School Monaleen.</li> <li>• Gaelscoil Donncha Rua, Shannon.</li> <li>• St. Mary's National School, Limerick.</li> <li>• Salesian College, Pallaskenry.</li> <li>• St. Brigid's National School, Limerick.</li> <li>• St. Patrick's Comprehensive School, Shannon</li> </ul> <p>The C &amp; P Section will develop the following major FET projects in 2022:</p> <ul style="list-style-type: none"> <li>• FETC Raheen Campus</li> <li>• FETC Shannon Campus</li> <li>• FETC Newcastlewest Campus</li> <li>• FETC Scariff Campus</li> </ul> <p>During 2022, LCETB Capital and Procurement Section will also continue a planned cycle of</p>	<ul style="list-style-type: none"> <li>• Ongoing liaison with the Department of Education to maximise investment in LCETB facilities.</li> <li>• Active engagement between C &amp; P and Schools/Centres to identify and prioritise capital investment.</li> </ul>	(Contd.)
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	<p>improvements to facilities through the summer works scheme, the emergency works scheme and the Sports Capital Grants Scheme in various locations.</p>	(Contd.)	(Contd.)
	<p><b>Further Education and Training Infrastructure:</b> The ETB has 26 FET Colleges and Centres. Several of these buildings date back to the early 1900s and are in need of significant refurbishment and constant repair and maintenance. This requires a continual programme of repairs and re-development with projects being prioritised in response to needs.</p> <p>During 2022, the following infrastructure projects will be undertaken: FET Centre, O’Connell Avenue: In order to comply with Part M compliance, there is a need to install a lift within the building with external wheelchair access ramps. In order to respond to increased demand, additional Electrical Apprenticeship Workshops and Equipment will be put in place. The development of an NZEB Training Demonstration Workshop in the FET Centre, Green Innovation Campus. Progression of developments at the FET Centre, Raheen Campus and at the FET Centre, Shannon Campus. Progression of developments at the former Eircom site adjacent to Limerick College of Further Education in Limerick City</p>	<p>Performance and progress in 2022 will be monitored and evidenced through</p> <ul style="list-style-type: none"> <li>• Number of individual infrastructure projects will be captured in 2022 including:</li> <li>• FET Centre, O’Connell Avenue: lift installation completed.</li> <li>• Electrical Apprenticeship Workshops will be put in place.</li> <li>• The ETB’s NZEB Training Demonstration Workshop in the FET Centre, Green Innovation Campus.</li> <li>• Refurbishment of the former Coláiste Chiaráin Campus as a new College of FET.</li> </ul>	<p>To have lift installed in FET Centre, O’Connell Avenue Campus. Installation of NZEB Training Demo Workshop. Installation of required apprenticeship workshops. Establishment of new College of FET, Croom Campus.</p>

<p>2.7 To promote active awareness of health, safety, welfare and wellbeing for all staff at a personal and organisational level.</p>	<p>LCETB Capital and Procurement Section will ensure that there are sufficient supplies of appropriate PPE in all LCETB locations to keep all students and staff safe from the potential impact of COVID 19.</p> <p>C &amp; P Section will constantly liaise with all Principals and Centre Managers to ensure continuity of supply.</p> <p>There will be close engagement with the Finance Section to comply with procurement requirements and maximise allocated budgets.</p>	<p>Performance and progress in 2022 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Use of the Department Framework to guarantee availability of supplies to all locations.</li> <li>• Review availability of supplies in each location.</li> <li>• Engage with suppliers to guarantee delivery and maximise value for money.</li> </ul>	<p>To have sufficient supplies of appropriate PPE in all locations to meet the needs of staff and students.</p>
	<p>The ETB's <b>FET Division</b> will support the rollout of campus-wide Wellbeing Initiatives including:</p> <ul style="list-style-type: none"> <li>• Programmes connecting Outdoor Education, Sport and Wellbeing.</li> <li>• Programmes connecting Music and Wellbeing.</li> <li>• FET Centres hosting mental health awareness events.</li> </ul>	<p>Performance and progress in 2022 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Number of staff wellbeing initiatives undertaken in 2022.</li> <li>• Number of staff attending Wellbeing initiatives.</li> <li>• Number of FET Centres engaging in Mental Health Awareness events.</li> </ul>	<p>To increase the number of staff participating in wellbeing events and promotional campaigns.</p>
	<p>The ETB's <b>Schools Division</b> will support a positive and supportive work environment in 2022 through the continued development of advisory groups to provide support in the following key areas:</p> <ul style="list-style-type: none"> <li>- Risk Register including Safeguarding</li> <li>- Health &amp; Safety</li> <li>- Special Education Needs</li> <li>- Scoileanna lán-Ghaeilge</li> <li>- Parents &amp; Guardians</li> <li>- Digital Learning</li> <li>- Curriculum including Teaching &amp; Learning</li> </ul>	<p>Performance and progress in 2022 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Number and length of professional development sessions delivered</li> <li>• Number of staff attending</li> <li>• Added resources produced</li> <li>• New initiatives emerging</li> <li>• Evaluations and feedback of training sessions.</li> <li>• Number of meetings with NEPS and SST Teams and Principals and Deputy Principals.</li> </ul>	<p>Monitoring of number and length of professional development sessions.</p> <p>Recording resources produced</p> <p>Monitoring of feedback and evaluations and actions arising from same.</p>

	- Continued engagement with NEPS (National Educational Psychological Service)	(Contd.)	Monitoring number of meetings with stakeholders.
	The ETB's <b>Schools Division</b> will work with the Department of Education and its Support Services to implement and embed the Department of Education <i>Wellbeing Framework for Practice in Schools</i> to promote and support student wellbeing in our schools.	Performance and progress in 2022 will be monitored and evidenced through: <ul style="list-style-type: none"> <li>Confirmation that ETB Schools are delivering the required 400 hours of wellbeing at Junior Cycle from 2022 onwards.</li> </ul>	Monitoring that Schools are delivering the required number of hours.
2.8 To continue to explore the potential of modern and flexible work practices that support organisational goals, productivity, staff fulfilment and wellbeing.	The ETB's <b>Organisation Support and Development Directorate</b> supported staff through training and the infrastructure to support remote working to ensure the smooth delivery of teaching and learning and the continuity of ETB provision across the ETB's Schools and FET divisions.	Performance and progress in 2022 will be monitored and evidenced through: <ul style="list-style-type: none"> <li>the continued provision of supports and training to support remote working.</li> </ul>	Monitoring of staff availing of training and supports.
2.9 To continue to support organisational design process at local and national level, to achieve more consistency and coherence in staffing structures and organisational design across the ETB sector.	The ETB's <b>Organisation Support and Development Directorate</b> will ensure that all grades of staff across the organisation continue to be offered professional development opportunities in 2022 as part of their on-going professional development.	Performance and progress in 2022 will be monitored and evidenced through: <ul style="list-style-type: none"> <li>Number of staff getting financial support through the Staff Professional Development Fund in 2022.</li> <li>Number of staff availing of opportunities through VLE platforms such as Moodle and CORE University in 2022.</li> <li>Number of training events for staff in Shared Services software packages in 2022.</li> <li>Number of staff availing of GDPR training via Privacy Engine.</li> <li>Number of staff availing of Health and Safety Training via Privacy Engine in 2022.</li> </ul>	Support all relevant Staff Professional Development Fund applications. Deliver appropriate in-house training. Targeted provision of appropriate learning and development initiatives for all. Continue to support established internal Forums across OSD, Schools & Centres.

**Performance Delivery Agreement (PDA) Goal 3: Governance**

Links to ->

**Limerick and Clare Education and Training Board Strategy Statement 2022 – 2026 Goal 3: Good Governance**

To provide a governance and support framework that underpins the effective and efficient delivery of high quality education and training services.

This is about ensuring that the quality of the ETB’s education and training provision is supported by management and administration systems that meet the highest standards of governance in terms of accountability, transparency, compliance, equity and value for money.

Priority	Action	Performance Indicator	Target
<p>3.1 To ensure that our structures are supported by robust systems and procedures, that are aligned with evolving strategic priorities.</p>	<p>The ETB’s <b>Organisation Support and Development Directorate</b> is working across the organisation to ensure preparedness for the move to shared services.</p> <p>HR/Payroll inter-department collaboration on the implementation of the transition to Shared Services commenced in 2019, and engagement to continue in 2022. A transition lead in both HR and Payroll was identified and these Transition Leads are collaborating and completing the pre-transition work required in preparing the ETB for its transition to Shared Services in 2022.</p>	<p>Performance and progress in 2022 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>In 2020 the review of HR ICT system parameters commenced in preparation for migration to Shared Services System in 2022. System upgrade work was undertaken and this will continue with migration in 2022.</li> <li>Implementation of the move to shared services in line with national timelines</li> </ul>	<p>Be as prepared as possible for migration to Shared Services. Collaborate with Financial Shared Services to implement the national plan for migration.</p>
	<p>The ETB’s <b>Corporate Services Department</b> under the <b>Organisation Support and Development Directorate</b> will continue to implement the policy review cycle during 2022 to ensure all policy documentation is reviewed and updated within a 3-year timeframe.</p>	<p>Performance and progress in 2022 will be monitored and evidenced through: Documented confirmation of policies reviewed in 2022 in line with the ETB 3-year policy review cycle.</p>	<p>On-going review and archiving of documentation in line with Records Retention Policy. On-going GDPR &amp; H&amp;S Training for all staff. Review of policies.</p>

	<p>During 2022, the ETB's <b>ICT Department</b> will provide collaborative opportunities incorporating online platforms which include StaffCONNECT to support our schools and centres. During 2022 the ICT Department will support the following actions:</p> <ul style="list-style-type: none"> <li>- Continue the development of specific MS SharePoint sites for each school, with associated training and support.</li> <li>- Delivery of continuous professional development to support the rollout of Office 365.</li> <li>- Work with the Department of Education to further develop ICT capabilities across our schools and FET Colleges/Centres, including accessing grants for ICT equipment, and advice and support materials.</li> <li>- Roll out of Multi Factor Authentication across LCETB.</li> </ul>	<p>Performance and progress in 2022 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Number of new MS SharePoint sites developed for schools in 2022.</li> <li>• Number of CPD opportunities delivered to support the rollout of Office 365 in 2022</li> <li>• Number of staff engaging with Office 365 by end of 2022</li> <li>• Number of Staff signed up for Multi factor Authentication</li> <li>• Number of new ICT infrastructure projects in place by the end of 2022</li> </ul>	<p>Analysis of the take-up of MS SharePoint in schools and its impact. Analysis of number of staff engaging with Office 365 and its impact. Number of Staff signed up for Multi factor Authentication</p> <p>Record of number and impact of new ICT infrastructure projects</p>
<ul style="list-style-type: none"> <li>•</li> </ul>	<p>Governance/Finance/HR/ as designated items on agenda for principal meetings with inputs from Director of OSD and APOs.</p> <p>The ETB's Youth Work Committee will review the previous strategic Youth Work Plan and will develop a new strategic Plan for the next three years (2022 – 2025). The main aim of the plan is to ensure the ETB succeeds in its responsibilities to support the provision, co-ordination, administration and assessment of youth work services in the Limerick and Clare region.</p> <p>2022 will be year two of the UBU Your Place Your Space scheme. The scheme will make new demands of organisations in terms of the levels of reporting and accountability to be completed. The ETB will work closely and in partnership with all the</p>	<p>Performance and progress in 2022 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Time allocated at Principals and Deputy Principals meetings for OSD updates.</li> <li>• Develop a new strategic plan for Youth Work in the region.</li> <li>• Regular Quarterly Review meetings with all projects to ensure maximum effectiveness of the targeted programme and full compliance with the rules of the scheme.</li> </ul>	<p>Monitoring of time allocated to SMTs. Development of strategic plan for Youth Work in the region. Monitoring of quarterly review meetings. Monitoring compliance and accountability.</p>

	<p>organisations to support them to meet these requirements.</p> <p>The LCETB Youth Work Team will conduct quarterly meetings with the LCETB Finance Section to review and track all finance expenditure.</p>	<ul style="list-style-type: none"> <li>Compliance and accountability for public funds.</li> </ul>	(Contd.)
•	<p>The ETB's <b>FET Division Strategic Regional Planning Network, FET Steering Group and FET Implementation Teams</b> structure is designed to be inclusive. The model of implementation teams for specific strategies and frameworks provides staff with opportunities to engage in actions related to their area of interest or expertise on a cross-provision basis. During 2022, staff will be engaging with the development of new structured action planning in:</p> <ul style="list-style-type: none"> <li>Technology-Enhanced Learning.</li> <li>Professional Learning and Development.</li> <li>Enterprise Engagement.</li> <li>Information, Recruitment and Guidance.</li> <li>Quality Assurance.</li> <li>Active Inclusion.</li> </ul>	<p>Performance and progress in 2022 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>Number and length of professional development sessions delivered.</li> <li>Number of staff attending.</li> <li>New resources produced.</li> <li>New initiatives emerging.</li> <li>Evaluations and feedback of training sessions.</li> <li>New Action Plans produced.</li> </ul>	<p>To increase numbers engaging in PD events.</p> <p>To produce the various Support Service Action Plans.</p>
3.2 To continue to innovate and strengthen strategic business planning processes to achieve organisational priorities	<p>The ETB's Schools and FET Divisions will work with the Finance and Audit and Risk Committees during 2022 to actively identify, assess, monitor and manage risk in the context of all of its operations and will ensure that formal and transparent arrangements are in place for both internal and external audit. During 2022, the ETB's Schools and FET Divisions will ensure that the Schools Risk Register / FET Risk Register will be an agenda item for meetings and will be regularly reviewed by Principals and Deputy Principals and Provision Managers.</p>	<p>Performance and progress in 2022 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>Evidenced Agenda Item at Schools and FET Meetings in 2022.</li> <li>Evidenced updating of the risk register in 2022.</li> <li>Evidence of actions to mitigate risks in 2022.</li> </ul>	<p>Heighten awareness of risk identification and management through Risk Register. Follow through on actions to mitigate risks</p>

	Continue to collaborate with other ETBs on the <b>development of CRM/database</b> for the management or organisational data re. QA and employer engagement.	Performance and progress in 2022 will be monitored and evidenced through: <ul style="list-style-type: none"> <li>Quality Council (QA) subgroup meeting updates from system development team.</li> </ul>	CRM/database system developed / implemented / evaluated.
3.3 To promote the highest standards of financial and risk management through internal monitoring controls and audits.	As per the Code, the Board shall ensure appointment to the Audit and Risk and Finance Committees incorporate members who have the specialist skills, knowledge and experience in these relevant areas. All appointments are made by the Board in consultation with Committee Chairs. Procurement of specialist advice at reasonable and approved expense to the ETB to assist the Committees with specific areas of its business is made available, if required.	Performance and progress in 2022 will be evidenced through: <ul style="list-style-type: none"> <li>Procurement of specialist advice, should the need arise.</li> </ul>	Procurement of specialist advice, should the need arise
	<b>Risk Management:</b> Working with the Finance and Audit and Risk Committees; during 2022 the ETB will actively identify, assess, monitor and manage risk in the context of all of its operations and will ensure that formal and transparent arrangements are in place for both internal and external audit. The ETB has a process in place designed to identify and address significant risks involved in achieving the entity's outcomes. The Audit and Risk Committee supports the Board in this role.	Performance and progress in 2022 will be monitored and evidenced through: <ul style="list-style-type: none"> <li>Risk Register is an Agenda item for all Management Meetings.</li> <li>Regular updates to the Risk Register.</li> <li>Mitigation of Risks evidenced.</li> <li>Identify and address significant risks involved in achieving an entity's outcomes.</li> <li>Risk Business Plan reviewed on a quarterly basis and forms</li> </ul>	Risks to the achievement of the ETB's strategic and operational objectives are identified, assessed, managed and monitored to support the demonstration of good governance in compliance with legislation, codes of practice, standards, guidance and relevant Department circulars.

	(Contd.)	<p>part of reporting to the Audit and Risk Committee.</p> <ul style="list-style-type: none"> <li>• Business Continuity Plan reviewed and adapted for evolving needs.</li> <li>• Support to the Board from the Audit and Risk Committees in this role.</li> </ul>	Assurance to the Board that adequate, specific controls are operating as intended. Changes in Risk Business Plan and Business Continuity Plan.
•	LCETB Capital and Procurement Section will manage LCETB's properties, both owned and leased, to ensure compliance with all Statutory, Department and Governance requirements. This will involve working closely with LCETB Schools and FET Divisions to ensure the accommodation needs of the organisation are met and all Schools and FET Buildings are fit for purpose.	<p>Performance and progress in 2022 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Keeping fully up to date LCETB's Property Asset Register.</li> <li>• Regular engagement with the Department of Education's Property Section.</li> <li>• Monitoring of Leases and ensuring compliance with terms</li> </ul>	<p>Property Asset Register kept up to date.</p> <p>Compliance with all Statutory requirements</p>
3.4 To maximise the efficient use of public resources.	<p>The <b>CE and Directors of Schools, FET and OSD</b> will ensure that schools, centres and services are supported to use central procurement frameworks and contracts that are put in place by the Office of Government Procurement (OGP) during 2022.</p> <p>LCETB Capital and Procurement Section and LCETB Finance Section will ensure that during 2022 there will be continued close cooperation between the Financial and Procurement functions to ensure the highest standards of compliance with Public Procurement Procedures, Guidelines and Legislation.</p>	<p>Performance and progress in 2022 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Evidence of use of OGP Frameworks wherever possible during 2022 to ensure compliance and value for money.</li> <li>• LCETB's Multiannual Procurement Plan (MAPP) will be completed by 1st September 2022.</li> </ul>	<p>Adherence to procurement guidelines.</p> <p>Adherence to OGP Framework requirements.</p> <p>Keeping up-to-date with requirements through attendance at national Fora.</p>

	<p>This will involve continuing to identify and implement a range of procurement solutions that will deliver compliance, value, efficiency and best practice on behalf of the authority during 2022.</p> <p>Implementation of National ETB Procurement Policy (including the suite of template documents for tendering above and below the EU Thresholds) will be on-going in 2022.</p> <p>LCETB Capital and Procurement Section and LCETB IT Section will ensure that during 2022 there will be continued close cooperation between the Procurement IT functions to ensure the highest standards of compliance with Public Procurement Procedures, Guidelines and Legislation.</p> <p>Implementation of National ETB Procurement Policy (including the suite of template documents for tendering above and below the EU Thresholds) will be on-going in 2022 in relation to procurement of IT services and equipment.</p>	<ul style="list-style-type: none"> <li>• LCETB’s MAPP will be refined and further developed during 2022 in order to best plan future Procurement Requirements and prepare a Pipeline of Tenders to be undertaken.</li> <li>• All relevant Policies and Procedures re Procurement to be updated on an ongoing basis via StaffConnect during 2022.</li> <li>• Identify areas of aggregation where OGP contracts or frameworks are not in place and progress competitive procurement for LCETB in these areas.</li> <li>• Report to the Department of Education in relation to capital expenditure.</li> <li>• Management of new IT Support Services Contract.</li> <li>• Ongoing review of IT procurement across LCETB.</li> <li>• Review and update of all specifications and technical requirements.</li> <li>• Use of OGP and other appropriate national frameworks for purchase IT equipment.</li> </ul>	<p>Completion of MAPP. Continual review of MAPP. Full compliance relative to Procurement, up to date changes in technology and Governance.</p>
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<p>3.5 To maintain effective data protection, confidentiality and record management processes.</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p>A new system has been procured (Privacy Engine) to assist and enable ETB Compliance with GDPR. This will automate the implementation of a Compliance Workbook and, during 2022, the Corporate Services Department will provide assistance in Training and Audit of Schools and Centres around GDPR compliance.</p>	<p>Performance and progress in 2022 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Number of 2022 training events in respect of GDPR Compliance.</li> <li>• Number of staff engaging with above in 2022.</li> <li>• Number and type of new resources developed in 2022 to support GDPR.</li> <li>• Continued implementation of the GDPR Compliance Workbook in 2022.</li> <li>• Updating records of processing activities as per Art. 30 GDPR.</li> </ul>	<p>Continue towards full utilisation of the facilities within Privacy Engine to assist with GDPR compliance.</p>
<ul style="list-style-type: none"> <li>•</li> </ul>	<p>The ETB's <b>Corporate Services Department</b> will ensure the on-going review and implementation of the Records Management System (DSM) during 2022 in accordance with the ETB's Record Retention Policy and Records Management Policy.</p>	<p>Performance and progress in 2022 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Confirmation of the 2022 review and implementation of DSM Records Management System by Corporate Services.</li> <li>• Audit to ensure records are destroyed in line with Records Retention Policy in all Schools and Centres.</li> </ul>	<p>Continue towards full Implementation of Records Management and Retention Policy.</p>
<p>3.6 To maintain, enhance and embed an effective communications strategy.</p>	<p>The ETB's OSD Directorate will develop a Communication Framework in 2022 to include an Internal Communication matrix that clarifies organisational structures, roles and responsibilities, and sets out effective communication and decision-</p>	<p>Performance and progress in 2022 will be monitored and evidenced through:</p>	<p>Develop Communications Framework.</p>

	<p>making processes within Limerick and Clare Education and Training Board including FET, OSD and the Schools Division. Additional 2022 actions include:</p> <ul style="list-style-type: none"> <li>• Supporting the management and staff of the ETB through provision of latest and most effective technologies to enhance communication, along with the necessary training.</li> <li>• Continued implementation of the Plain English Strategy.</li> <li>• On-going development of the LCETB.ie website and other social media to ensure that the ETB is providing pertinent, relevant information to its staff and stakeholders.</li> <li>• On-going stakeholder engagement and networking at a local, regional and national level (see 1.8).</li> </ul>	<ul style="list-style-type: none"> <li>• Formal Communications Framework will be put in place in 2022.</li> <li>• Evidence of traffic through the website/social media.</li> </ul>	(Contd.)
<p>3.7 To maintain and monitor service level agreements/memoranda of understanding and protocols with external agencies to whom we provide grants/resources.</p>	<p>The ETB's Finance Department will ensure that all external agencies to whom the authority provides grants/resources will have a formal SLA/MOU in place in compliance with DPER Circular 13/2014. Where appropriate, this will include a Data Protection Addendum in respect of Article 28 GDPR Controller to Processor Transfers of Personal Data.</p>	<p>Performance and progress in 2022 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Signed Data Protection Addendum in respect of Article 28 GDPR Controller to Processor Transfers of Personal Data is appended to relevant SLA's in 2022.</li> </ul>	<p>To have an appropriate SLA/MOU on file in compliance with DPER 13/2014</p>

	The Capital and Procurement Section will develop a Contract Management System in cooperation with ESBS to meet the needs of the organisation	Performance and progress in 2022 will be monitored and evidenced through: <ul style="list-style-type: none"> <li>new CMS will be designed specifically to meet the needs of LCETB and will include Contract Administration, Service Delivery and Relationship Management.</li> </ul>	A Contract Management System will be procured for LCETB.
•	The ETB's <b>FET Division</b> will continue to use SLAs with external stakeholders to whom it provides grants and resources. It will also consist of the evaluation and monitoring of the delivery of FET activities by these external stakeholders.	Performance and progress in 2022 will be monitored and evidenced through: <ul style="list-style-type: none"> <li>the establishment, monitoring and evaluation of SLAs.</li> </ul>	To be fully compliant with Statutory requirements per DPER CL 03/14.
3.8 To continue to promote a culture of self-evaluation across the organisation to inform a process of continuous improvement through regularly evaluating the effectiveness of administrative systems and practices.	The <b>CE</b> and <b>Director of OSD</b> will carry out a self-assessment in 2022 as required by the Code of Practice for the Governance of Education and Training Boards.	Performance and progress in 2022 will be evidenced through: <ul style="list-style-type: none"> <li>feedback and actions arising from self-assessment</li> <li>The ETB's <b>Schools Division</b> will ensure the implementation of the various national policies during 2022 will be through the School Self Evaluation (SSE) process linked to the Looking at Our Schools (LAOS) quality framework, respectful of each school community.</li> <li>Results in State Examinations</li> <li>Number of staff availing of CPD</li> </ul>	Completion of self-assessment and action plan on improvements.

<ul style="list-style-type: none"> <li>•</li> </ul>	<p>In 2022, the FET Division will launch its new Strategic Framework 2022-2025 which will chart the direction for all FET provision and support services. As part of this, a centralised FET Monitoring and evaluation matrix/masterplan with key indicators of success/progress, effectiveness, and associated metrics for data collection will be developed.</p> <p>In 2022, the FET Division will also establish enhanced mechanisms to capture learners' feedback in a consistent manner across its FET provision.</p> <p>In addition, the FET Division will draft a new Strategic Performance Agreement with SOLAS, agreeing targets in key performance areas, which will be continuously monitored and evaluated at national level through the PLSS/FARR systems.</p>	<p>Performance and progress in 2022 will be evidenced through:</p> <ul style="list-style-type: none"> <li>• Establishment of FET M&amp;E policy steering group</li> <li>• Reports and updates to Quality council subgroup (QA) and Quality Council on outputs and recommendations.</li> </ul>	<p>FET M&amp;E Policy, based on a masterplan of all FET monitoring and evaluation activities, and highlighting key roles and involvements of all stakeholders</p> <p>Audit of existing FET learner consultation mechanisms Set up a Steering Group to develop and pilot a consistent approach and tools for learner consultations across the FET Division.</p> <p>Roll out of new learner feedback mechanism across all FET Campuses</p> <p>New SPA agreement (2022-2024) with SOLAS</p>
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<p>3.9 To ensure compliance in line with legislation.</p>	<p>The ETB's Finance and Human Resources Departments under OSD will continue to work with the National Pensions project team in response to national policy requirements in 2022. The CE and Director of OSD in 2022 will commence preparation for the planning, consultation and submission of its Strategy Statement for 2022-2026, as per the Education and Training Boards Act 2013.</p>	<p>Performance and progress in 2022 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>Continued engagement by the ETB with the National Pensions Project Team in 2022.</li> </ul>	<p>Full adherence to and compliance with all statutory and regulatory requirements across the organisation.</p>
<ul style="list-style-type: none"> <li></li> </ul>	<p>The CE and Director of OSD in 2022 will commence preparation for the planning, consultation and submission of its Strategy Statement for 2022-2026, as per the Education and Training Boards Act 2013.</p>	<p>Performance and progress in 2022 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>Development of Strategy Statement</li> <li>Appointment of Internal Strategy Development Team.</li> <li>Consultation with relevant entities of the Board.</li> <li>Adherence to policy directions of the Minister and the financial resources that are likely to be available to give effect.</li> </ul>	<p>Develop a Strategy Statement fully adherent to and in compliance with all statutory and regulatory reporting deadlines.</p>
<p>3.10 To promote corporate social responsibility and environment sustainable ethos ensuring that this is reflected across the organisation.</p>	<p>During 2022, the ETB's <b>Schools Division</b> will ensure that schools are supported to engage with An Taisce's Green Schools Initiative, providing environmental management and education.</p>	<p>Performance and progress in 2022 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>Number of ETB Schools engaging with the Green Schools Initiative in 2022.</li> </ul>	<p>Continue to work towards all schools engaging with Green Schools Initiative. Complete M&amp;R Returns to SEAI.</p>

	<p><b>LCETB Capital and Procurement Section</b>, in accordance with responsibilities as a Public Sector Body, will strive to achieve the target of a 50% reduction in energy usage and 50% reduction in CO<sub>2</sub> by 2030. During 2022, LCETB will continue to promote ongoing investment in energy-reduction measures through participation in relevant initiatives including the National Pathfinder Programme and SEAI Programmes.</p> <p>LCETB will continue to engage with the Department of Education Building Unit during 2022 to maximise investment in LCETB Schools and Centres in order to ensure our facilities comply with all relevant legislation, regulations and the highest standards of energy efficiency.</p>	<ul style="list-style-type: none"> <li>• Report on LCETB 2021 energy usage by completing M &amp; R Returns to SEAI in 2022.</li> <li>• Monitor and review energy performance across LCETB.</li> <li>• Actively participating in appropriate investment opportunities to identify ways of improving energy performance during 2022.</li> <li>• Evidence of a greater understanding and knowledge of the key issues through ongoing investment in staff development during 2022.</li> </ul>	<p>Monitor energy performance across LCETB with a view to improvement and maximising energy efficiency.</p> <p>Heighten awareness and understanding of energy efficiency within LCETB staff</p>
	<p><b>1. Midwest Renewable Energy Training and Education Network:</b> Limerick and Clare Education and Training Board is a member of the Midwest Renewable Energy Training and Education Network, under the guidance of Limerick County Development Plan.</p> <p>This group, includes multiple education providers across NFQ levels (TUS, UL, Limerick and Clare ETB, Maritime College), and will be working with Renewable Energy stakeholders to understand and plan for the current and future talent pipeline in this sector.</p> <p><b>2. Green Innovation Campus Centre of Excellence - NZEB and Retrofit Facility – Roxboro Campus</b></p>	<p>Performance and progress in 2022 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Currently developing Limerick and Clare ETB Sustainability Action Plan in line with National Strategy for Education for Sustainable Development 2014-2020, Climate Action Plan 2021 and UNESCO Sustainable Development Goals.</li> <li>• Lead out on pilot Green Campus initiative.</li> </ul>	<p>A number of innovative FET provision initiatives will embed green skills development into FET courses.</p>

	<p>The NZEB and Retrofit Centre of Excellence will provide training courses in sustainable construction and retrofit for the long-term unemployed on the Southside of Limerick City (Parameters 4.6 and 4.7). We will link in with community agencies in Southill to identify long-term unemployed individuals interested in skills training and with local employers to support successful transition to employment.</p> <p><b>3.In 2022, the FET Division will implement a number of initiatives:</b></p> <ul style="list-style-type: none"> <li>- SMART Limerick and Digital Strategy</li> </ul> <p>Limerick and Clare ETB is a partner agency in SMART Limerick and the Limerick Digital Strategy. It also chairs the Digital Inclusion strand of the strategy. As part of SMART Limerick, the City is engaged in a European project aimed at becoming Ireland’s first Energy Positive SMART City.</p> <ul style="list-style-type: none"> <li>- Limerick and Clare ETB are currently working with Limerick City and County Council and Innovate Limerick to develop suitable courses on Energy Management and the retrofitting of buildings within the identified pilot zone of the Limerick Digital Georgian Quarter and sections of Public Housing estates.</li> </ul> <p>Course Provision</p> <ul style="list-style-type: none"> <li>- Further development of F-Gas training provision, as the only FET provider in Ireland of QQI certified F-gas programmes.</li> <li>- Developed and delivered a 6-week sustainable energy course through Community Education, aimed at building local capacity and awareness in the green agenda and local sustainable energy initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>• Further expansion and delivery of courses delivered in 2022.</li> </ul>	(Contd.)
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	<ul style="list-style-type: none"> <li>- Limerick and Clare Education and Training Board in partnership with Limerick Enterprise Development Partnership provided Frontline Office and Technical Support Training for the Environmental Services Sector. This is a unique accredited 14-week full-time course, and the training was enhanced by private industry input and support.</li> <li>- Gardening for Biodiversity courses</li> <li>- Organic Horticulture courses</li> <li>- Introduction to Beekeeping</li> <li>- Introduction to Marine Biology and local seawaters.</li> <li>- Environmental Studies QQI Level 5</li> <li>- Sustainability in the workplace QQI Level 5 and level 4 through STA.</li> <li>- Driven by Government targets to enable adoption of zero emission cars and vans, Limerick and Clare ETB will develop programmes in 2022 offering training in servicing and maintenance of electric/hybrid vehicles.</li> </ul> <p><b>4.Green Economy – Procurement Processes</b> Limerick and Clare ETB will promote and develop programmes to encourage the implementation of green elements into procurement processes to initially include energy, food and catering services, cleaning products and services, office IT equipment and paper.</p>	(Contd.)	(Contd.)
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**Performance Delivery Agreement (PDA) Goal 4: Partnership**

Links to ->

**Limerick and Clare Education and Training Board Strategy Statement 2022 – 2026 Goal 4: Partnership**

To develop organisation-wide collaboration and to work in partnership with all government departments and agencies, education partners, as well as industry and community stakeholders, to deliver innovative solutions which respond to the changing social, economic and environmental needs of the region.

This is about responding to statutory obligations and building relevant partnerships to create effective pathways and promote the role of education and training in developing the economic competitiveness and social inclusion of our region.

Priority	Action	Performance Indicator	Target
4.1 To enrich an organisation-wide culture of collaboration.	To facilitate intersection collaboration and encourage the use of internal resources, facilities and services to enhance the staff, student and learner experience.	Performance and progress in 2022 will be monitored and evidenced through: <ul style="list-style-type: none"> <li>Increased awareness and use of internal resources, facilities and services by staff, student and learners.</li> </ul>	Evidence of increased numbers availing of internal resources, facilities and services by staff, student and learners.
4.2 To promote a culture of collaboration, innovation and partnership in order to enhance opportunities for all our stakeholders in the region.	Youthwork will work in partnership across a range of fora within the region and outside to: <ul style="list-style-type: none"> <li>Contribute to the development in policy in relation to youth work and related areas.</li> <li>Highlight the value and visibility of youth work as an intervention for all young people.</li> <li>Ensure effective communication between all organisations working with young people in the region.</li> </ul>	Performance and progress in 2022 will be monitored and evidenced through:                     Participation in ETBI structures – Youth Officer Network and ad hoc consultations as arranged by DCEDIY. <ul style="list-style-type: none"> <li>Participation on committees, boards, consultative groups, e.g., Drug Task Force, Comhairle na nÓg, other support networks.</li> </ul>	Monitoring participation in youth committees, support networks and boards at national and local level Progression of projects through design phase and on time or before time delivery and hand over of all capital

	<p>LCETB Capital and Procurement Section will continue to manage and deliver projects for non-LCETB Schools during 2022 to ensure the most cost-effective and efficient use of public funding.</p> <p>LCETB will work with the following non-ETB schools in 2022 in order to ensure projects progress to delivery by implementing effective project management strategies:</p> <ul style="list-style-type: none"> <li>• Gaelscoil Sheoirse Clancy.</li> <li>• Gaelscoil Mhichil Ciosog.</li> <li>• Sacred Heart National School Monaleen.</li> <li>• Gaelscoil Donncha Rua.</li> <li>• St. Brigid's National School.</li> <li>• St. Mary's National School, Limerick.</li> <li>• Salesian College, Pallaskenry.</li> </ul>	<ul style="list-style-type: none"> <li>• Record of project management supports put in place by LCETB in respect of non ETB schools listed.</li> </ul>	<p>projects scheduled for completion in 2022.</p>
	<p>The FET Enterprise Engagement support service is a member of the MidWest Regional Skills Fora enabling access to Skills Cluster Groups i.e.: Limerick for Engineering, Limerick for IT, Limerick for Manufacturing, Limerick for Film and Limerick for Hospitality. This results in the delivery of programmes specific to the training needs of these sectors.</p> <p>It also engages with the MidWest Regional Skills Fora Implementation Plan, Limerick Development Plan 2022-2028 and Regional Enterprise Plan. This enables FET options like Skills to Advance to be promoted as a funding opportunity for training in line with Springboard and Skillsnet. By engaging with stakeholders such as the Ballyhoura Group and West Limerick Resources, PAUL Partnership, LEO Enterprises, STA target SME's and develop courses to address their upskilling needs. Local links are also developed by working closely with our Limerick and Clare Education and Training coordinators throughout the region enabling local business connections at local level.</p>	<p>Performance and progress in 2022 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>- Number of initiatives developed in partnership with Industry</li> <li>- Skills to Advance provision and numbers of beneficiaries</li> </ul>	<p>Innovative initiatives developed in the key areas of STEM, Engineering, retail and Hospitality</p>

<p>4.3 To continue to build on local, regional, national and international partnerships, to share best practice and enhance our profile as a leading provider of quality education and training.</p>	<p>In 2022, the FET Division will carry out <b>Erasmus+ learning mobility</b> projects under the Programme’s Key Action 1 to support organisations in delivering professional and personal development opportunities for staff teachers, trainers and other education staff. Accreditation will provide an opportunity for us to avail of stable funding over a 5 to 6 year period and allows us to prepare simplified applications on a yearly basis for international travel.</p> <p>Objectives – linked to our FET Strategy 2021-2025 and QAIR:</p> <ul style="list-style-type: none"> <li>- Increase Internationalisation and build capacity around E+</li> <li>- Staff Development opportunities in Teaching and Learning</li> <li>- Development of New Curricula</li> <li>- Developing Digital Capacity and ensuring digital inclusion</li> <li>- Build new networks – information exchange – potential project partners etc.</li> </ul> <p>In 2022, the FET Division will continue to <b>share best practice at local, national and international levels</b> through conferences, training and papers shared with learning providers.</p>	<p>Performance and progress in 2022 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Number and range of staff participating in mobility</li> <li>• Number of staff new to Erasmus projects</li> <li>• Evidence of dissemination and sharing of learning and best practice</li> <li>• Evidence of pilot projects and new initiatives e.g., RPL, Micro-Credentials</li> <li>• Evidence of new networks and partnerships</li> <li>• Evidence of adoption of UDL approaches across adult ed provision</li> <li>• RPL certification offered to a wider cohort of adult learners</li> </ul>	<p>Short-term (1-3 years) at individual level we expect to see growth in awareness of E+ projects, increased uptake of places and involvement of staff new to Erasmus Projects. Longer Term (3-5 years) we hope to see mobility participants take part in pilots and new initiatives related to the objective.</p>
<p>4.4 To continue to develop initiatives in response to national policy requirements of the Department of Education and the Department of Further and Higher Education, Research, Innovation and Science.</p>	<p>During 2022, the ETB’s <b>FET Division</b> will liaise with SOLAS in relation to the implementation of the three-year strategic performance agreement. Specific actions in 2022 are outlined in the Funding Allocations Requests Template 2022 submitted to SOLAS.</p>	<p>Performance and progress in 2022 will be monitored and evidenced through: PLSS and FAR Reporting Systems and Structures in accordance with the SOLAS/Limerick and Clare Education and Training Board Strategic Performance Agreement.</p>	<p>New SPA 2022-2025 to be signed with SOLAS</p>

<p>4.5 To continue to strengthen linkages with enterprise in order to maximise opportunities for our students/learners and contribute to the development of the skills ecosystem for the Mid-West region.</p>	<p>The FET Enterprise Engagement support service is a member of the MidWest Regional Skills Fora enabling access to Skills Cluster Groups i.e.: Limerick for Engineering, Limerick for IT, Limerick for Manufacturing, Limerick for Film and Limerick for Hospitality. This results in the delivery of programmes specific to the training needs of these sectors. It also engages with the MidWest Regional Skills Fora Implementation Plan, Limerick Development Plan 2022-2028 and Regional Enterprise Plan. This enables FET options like Skills to Advance to be promoted as a funding opportunity for training in line with Springboard and Skillsnet.</p> <p>The Limerick and Clare region constitutes one of the foremost environments for the creation of jobs. In the last two years, the Mid-West region benefited from 17 FDI announcements outperforming the rest of the country. The main employment sector in Limerick and Clare remains the services sector, followed by commerce and trade and manufacturing industries. The Regional Skills Forum has identified the current strengths and future growth prospects in the regional economy in biotechnology, medical technology, ICT, aerospace, tourism, agri-business and logistics. The Forum has also identified skills clusters in Hospitality, Engineering, Film and ICT. These employer-led skills clusters identify current and future skills needs with the support of education and training providers.</p> <p>Through Skills to Advance, the FET Division will continue to use accredited QQI programmes, City, and Guilds programmes to develop new courses to meet the needs of industry.</p>	<p>Performance and progress in 2022 will be monitored and evidenced through: EESS is working with SOLAS on the strategic development of sustainability and hospitality programmes. This national approach enables the swift movement of QA-assured programmes at a national level that STA can provide regionally.</p>	<p>Innovative initiatives developed in the key areas of STEM, Engineering, retail and Hospitality</p>
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<p>4.6 To continue to foster and strengthen links with other agencies and bodies, including networking with other ETBs and third level institutions, in the delivery of public services throughout the region to promote and support learning and transitions.</p>	<p>The FET Division will continue to work with key education partners to promote and develop transitions pathways for learners. This includes working with schools to promote FET as a valuable route for secondary students. Particular attention will be paid to promoting apprenticeships as a valuable progression path from PLC, transition year and HE, via taster courses and liaison with guidance counsellors.</p>	<p>Performance and progress in 2022 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Range of engagement between Information, Recruitment and Guidance Support service and key stakeholders</li> <li>• MoUs with HEIs</li> </ul>	<p>Innovative Taster courses developed for school pupils</p> <p>Enhanced range of initiatives around communication and information on career pathways</p>
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The above includes the nationally-agreed goals and priorities, as well as the specific strategic priorities for Limerick and Clare Education and Training Board, all of which will be either commenced or delivered during 2022 to ensure advancement of the overall Strategy Statement.

## 5. Overview of Services 2022

The services provided by Limerick and Clare Education and Training Board include Community National Schools, Post-Primary education, Youth-related services, Outdoor Education and Training, Further Education and Training, Prison Education and other Community-based education programmes and services (see Appendix 1 for a full list of locations, provision and services). All services are delivered at local level.

The ETB's target clients are:

- Students and/or their parents/guardians
- Learners over 16 years of age
- Communities throughout the region
- Young people and volunteers
- Applicants and grant recipients under the various student support schemes administered directly by the ETB
- Voluntary, community and sporting organisations.

The ETB manages and operates:

- 2 Community National Schools
- 18 post-primary schools
- 25 Further Education and Training Centres (including 1 Further Education College and 2 former SOLAS Training Centres) delivering varied full-time, part-time and evening provision
- 1 Prison Education Centre
- 2 Outdoor Education and Training Centres
- 3 Music Generation Local Music Education Partnerships
- 1 School of Music

The ETB is represented on the Board of Management as a Joint Patron and Trustee of the following Community Schools:

- John the Baptist Community School, Hospital, County Limerick
- Kilrush Community School, Kilrush, County Clare
- St Caimin's Community School, Shannon, County Clare

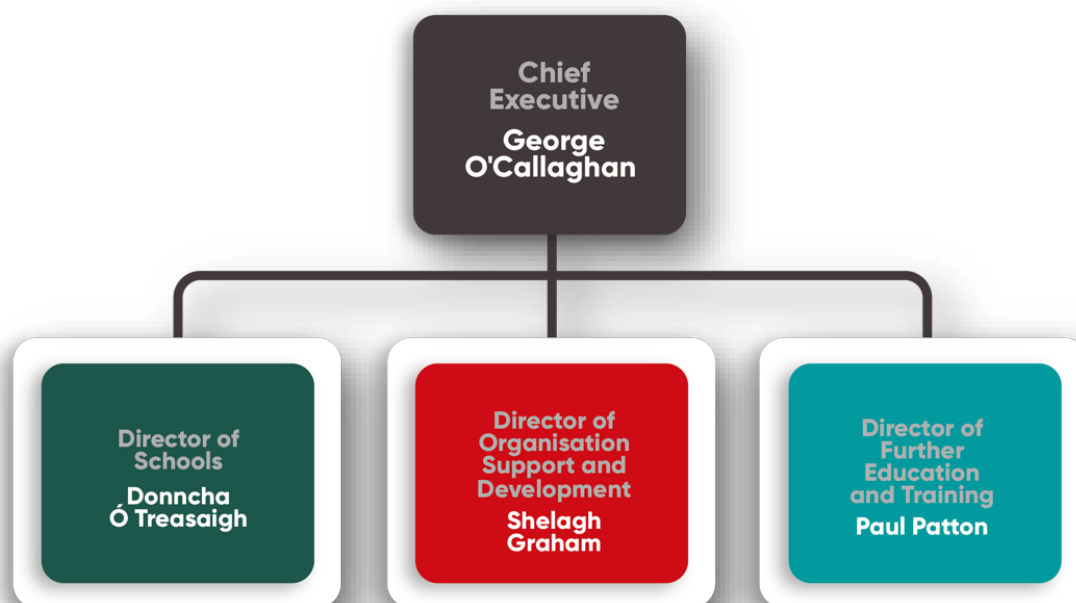
In addition, the ETB is represented on the Board of Management of the following post-primary schools:

- St Patrick’s Comprehensive School, Shannon, County Clare  
The ETB is a Co-Trustee and has one nominee on the Board of Management. The Chief Executive of Limerick and Clare Education and Training Board is also a board member and ex-officio Secretary to the Board of Management.
- Scoil na Trionóide Naofa, Doon, County Limerick  
Limerick and Clare Education and Training Board has a nominee on the Board of Management by invitation of the Patron.

The ETB works in partnership with a range of public bodies, voluntary and community organisations in Limerick and Clare. These include the Local Authorities in Clare and Limerick, the Department of Social Protection and the four local Partnership Companies (Clare Local Development Company, West Limerick Resources, Ballyhoura Development and PAUL Partnership). The ETB has representation on the Governing Bodies of Technological University of the Shannon: Midlands Midwest (TUS), Munster Technological University and Galway Mayo Institute of Technology.

### Organisational Structure

The work of Limerick and Clare Education and Training Board is structured across 3 separate, but interlinked, divisions: Organisation Support and Development, Schools and Further Education and Training, with the Director of each division reporting to the Chief Executive.



## Organisation Support and Development

The Organisation Support and Development directorate has responsibility for 5 departments operating at 2 locations: Limerick (the authority's Head Office) and Ennis.

### Organisation Support & Development



The role of the Organisational Support and Development directorate is to lead on the delivery of organisational and strategic administrative initiatives (structures, policy, systems, initiatives and interventions) which enhance the capability of Limerick and Clare Education and Training Board to deliver on the 4 key goals articulated in the Strategy Statement 2022 – 2026, namely:

- High Quality Student and Learner Experiences
- Staff Support and Organisational Development
- Good Governance
- Partnership

Working in collaboration with the Schools and FET Divisions, the Organisation Support and Development directorate aims to ensure best practice in terms of the ETB's Corporate Governance and the delivery of increased value to the ETB. It achieves this through the development and enhancement of sound and coherent policies, systems and engagement processes, which ensure that the ETB is compliant with legislation, attracts and retains high quality staff, demonstrates excellence in governance and supports the achievement of the ETB's vision as defined in the Strategy Statement.

## Schools Division



The ETB is responsible for the management and operation of 18 post-primary Community Colleges and 3 Community National Schools in Limerick and Clare. The role of the ETB's Schools Division is to lead innovation and development in its schools across the region. This is achieved through leading and supporting the work of its community national schools and its post-primary schools in their core work of providing high quality learning opportunities for students. The ETB is co-patron of four Community Schools, which it supports in association with its respective co-patron bodies. The ETB helps to inform the development of local and national education policy and strategy for the sector.

The Schools Division works closely with both the Organisation Support and Development directorate and the Further Education and Training Division to deliver on the four goals outlined in the ETB's Strategy Statement.

### Actual and Projected Enrolments (Primary)

There are two Community National Schools under the patronage of Limerick and Clare ETB. Two national schools in Co Clare, which are Steiner inspired, transferred from their previous patron Lifeways Ireland to the patronage of Limerick and Clare Education and Training Board on 1st September 2019. Mol an Óige Community National School, Ennistymon, and Raheen Wood Community National School, Tuamgraney. Limerick and Clare Education and Training Board re-opened the former Glenroe National School in Co Limerick on 1 September 2020, which is a pilot initiative and is a satellite classroom under the auspices of Mol an Oige CNS, Ennistymon.

Community National Schools are co-educational, multidenominational schools underpinned by the core values of excellence in education, care, respect, equality and community.

### Actual and Projected Enrolments (Primary)

Roll Number	School	Enrolment 2021	Projected Enrolment 2022
20313J	Mol an Óige Community National School, Engnistymon, Co Clare	115	112
	Glenroe Satellite Classroom, Glenroe, Co Limerick (Under auspices of Mol an Óige Community National School, Ennistymon, Co Clare)	21	26
20312H	Raheen Wood Community National School, Tuamgraney, Co Clare	108	108

### Actual and Projected Enrolments (Post-Primary)

The Department of Education estimates that the number of post-primary students will increase over the next 3 years, with an expected increase of 47,500 students. The post-primary school population is expected to peak in 2025 at 417,000. In September 2021, the recognised student enrolment in Limerick and Clare Education and Training Board schools was 9,137 students.

ETB schools project increasing enrolments for September 2022 to reach approximately 9590 students. The table below outlines the increased enrolments across ETB schools:

Roll Number	School	Enrolment 30th Sept '21	Enrolment 30th Sept '22
70830N	Ennis Community College, Ennis, Co Clare	534	582
70840Q	Ennistymon Vocational School, Ennistymon, Co Clare	193	193
70860W	St Michael's Community College, Kilmihil, Co Clare	268	279
70880F	St Joseph's Community College, Kilkee, Co Clare	140	201
70900I	Scariff Community College, Scariff, Co Clare	406	432
70901K	St Anne's Community College, Killaloe, Co Clare	591	636
71700F	Coláiste Mhuire, Askeaton, Co Limerick	339	311
71790J	Desmond College, Newcastle West, Co Limerick	408	460
71840V	Coláiste Chiaráin, Croom, Co Limerick	693	723
71850B	Hazelwood College, Dromcollogher, Co Limerick	577	611
76061W	Coláiste no Trócaire, Rathkeale, Co Limerick	482	490
76070A	Coláiste Iosaef, Kilmallock, Co Limerick	445	454
76073G	Castletroy College, Castletroy, Limerick	1233	1239
76075K	St John Bosco Community College, Kildysart, Co Clare	265	270
76093M	Coláiste Íde agus Iosef, Abbeyfeale, Co Limerick	682	671
76101I	Gaelcholáiste Luimnigh, Sir Harry's Mall, Limerick	661	651
76414G	Thomond Community College, Moylish Park, Limerick	573	586
76476F	Mungret Community College, Mungret, Limerick	647	801
<b>TOTALS</b>		<b>9137</b>	<b>9590</b>

## FET Division



The *Further Education and Training Act 2013* established SOLAS to manage, co-ordinate and support the delivery of an integrated Further Education and Training strategy by the 16 Education and Training Boards (ETBs). The work of the ETB's Further Education and Training Division is underpinned by the strategic direction and targets laid out in the Strategic Performance Agreement between Limerick and Clare Education and Training Board and SOLAS.

In 2022, a new Strategic Performance Agreement, 2022-2023, will be agreed and implemented. The Strategic Performance Agreement (SPA) between SOLAS and Limerick and Clare Education and Training Board sets out the context, strategic priorities and the ETB's contribution to the achievement of key national Further Education and Training sector targets over the period 2022-2023. It also articulates the ETB's commitment to supporting the implementation of a range of national policies and strategies relevant to FET provision and identifies the key risks and challenges which must be mitigated and addressed in order to ensure successful delivery of this agreement.

Within this context, and working closely with a range of partners including DFHERIS, SOLAS, DSP, Enterprise and Community Partners, the FET Division delivers a suite of provision (both full-time and part-time) in over 300 locations in Limerick and Clare. The Director of FET works closely with both the Director of Schools and the Director of Organisation Support and Development to deliver on the 4 goals outlined in the Strategy Statement. Over the next 12 months, the FET Division will focus on delivering and implementing the strategic reforms embedded in the 2022 goals and actions under various national and local strategies, particularly those impacting on targets under the SOLAS Strategic Performance Agreement and the investment priorities outlined in the SOLAS Further Education and Training Strategy 2020 – 2024.

## 6. Projected Receipts and Expenditure 2022

### Limerick and Clare Education and Training Board

#### Budget allocations and projected spending

	Forecast Year ended 31/12/2022	Outturn Year ended 31/12/2021
	€	€
<b>RECEIPTS</b>		
Schools & Head Office Grants	79,988,973	76,000,522
Primary Schools	121,213	120,132
Further Education and Training Grants	80,817,596	69,152,682
Student Support Services Grants	0	3,755
Youth Services Grants	4,071,923	4,031,541
Agencies & Self-Financing Projects	6,102,157	5,655,305
Capital	42,840,449	15,463,101
	<b>213,942,311</b>	<b>170,427,038</b>
<b>PAYMENTS</b>		
Schools & Head Office	79,182,549	75,292,682
Primary Schools	121,213	164,605
Further Education and Training	80,817,596	68,460,785
Student Support Services Grants	0	3,755
Youth Services	4,071,923	4,100,841
Agencies & Self-Financing Projects	6,102,157	5,214,536
Capital	42,840,449	15,554,740
	<b>213,135,887</b>	<b>168,791,944</b>
<b>Cash Surplus / ( Deficit) For Period</b>	806,424	1,635,094

**Limerick and Clare Education and Training Board  
Projected Expenditures – Post-Primary Schools and Head Office**

**Programme Activity**

	Forecast Year Ended 31/12/2022			Outturn Year Ended 31/12/2021
	Pay	Non Pay	Total	Total
Schools & Head Office Payments	€	€	€	€
<b>PAY</b>				
Instruction	62,707,407		62,707,407	58,597,756
Special Needs Assistants	3,607,179		3,607,179	3,209,634
Administration	4,191,326		4,191,326	3,998,301
Maintenance	1,645,383		1,645,383	1,620,339
	<u>72,151,295</u>		<u>72,151,295</u>	<u>67,426,030</u>
<b>NON PAY</b>				
Administration		1,000,000	1,000,000	1,086,669
Instruction		450,000	450,000	473,886
Maintenance		1,787,335	1,787,335	2,483,845
		<u>3,237,335</u>	<u>3,237,335</u>	<u>4,044,400</u>
<b>ASSOCIATED PROGRAMMES</b>				
School Services Support Fund	120,000	740,000	860,000	823,503
Book Grant - Needy Pupils	0	550,000	550,000	477,934
Transition Year Grant	0	450,000	450,000	387,973
Deis Funding	23,000	117,000	140,000	117,108
Deis Summer Programme	0	0	0	23,737
PLC Government Levy	0	102,000	102,000	44,443
LCA/LCVP Equipment	0	26,576	26,576	17,893
Special Equipment CL M14/05	0	0	0	26,048
Traveller Capitation Grant	0	60,000	60,000	55,712
Junior Certificate School Programme	0	55,000	55,000	42,466
LCPE - Leaving Cert PE	0	0	0	231
LCCS - Leaving Cert Comp Science	0	628	628	857
Science Grant	0	10,000	10,000	8,214
Foreign Language Assistant	0	15,000	15,000	17,442
Special Class Grant	0	18,000	18,000	17,770
Junior Cycle Profile of Achievement	0	0	0	2,813
Covid-19 Employing an Aide Grant	0	0	0	2,383
Covid-19 Cleaning Support Grant	66,000	40,000	106,000	243,260

Covid-19 Enhanced Supervision Grant	388,950	0	388,950	763,189
Covid-19 Sanitiser & PPE Grant	0	397,265	397,265	511,694
Covid-19 Air Cleaners	0	0	0	29,280
Inservice Courses	0	500	500	48
Bus Escort	12,000	0	12,000	11,315
DES Refunds/Recoupment	103,200	0	103,200	26,568
ICT Grant & Digital Divide	0	415,000	415,000	79,182
Explore Programme (DE)	0	80,000	80,000	91,189
School of Excellence	0	3,800	3,800	0
	713,150	3,080,769	3,793,919	3,822,252
			<b>79,182,549</b>	<b>75,292,682</b>

**Limerick and Clare Education and Training Board  
Projected Expenditures – Primary Schools  
Programme Activity**

<b>Community National Schools Payments</b>	<b>Forecast Year Ended 31/12/2022</b>			<b>Outturn Year Ended 31/12/2021</b>
	<b>Pay €</b>	<b>Non Pay €</b>	<b>Total €</b>	<b>Total €</b>
CNS Capitation Grant	0	36,676	36,676	37,998
CNS Ancillary Service Grant	39,771	0	39,771	83,033
CNS DEIS Grant	0	8,200	8,200	6,145
CNS Standardised Testing	0	2,000	2,000	718
CNS School Book Scheme	0	3,482	3,482	7,442
CNS Covid-19 Employing an Aide Grant	0	0	0	287
CNS Covid-19 Cleaning Support Grant	6,099	0	6,099	10,944
CNS Covid-19 Sanitiser & PPE Grant	0	8,394	8,394	5,976
CNS Special Education Needs	0	618	618	618
CNS IT Grant	0	15,973	15,973	11,444
	<b>45,870</b>	<b>75,343</b>	<b>121,213</b>	<b>164,605</b>

<b>STUDENT SUPPORT SERVICES PAYMENTS</b>	<b>Forecast Year Ended 31/12/2022</b>				<b>Outturn Year Ended 31/12/2021</b>
	<b>Pay €</b>	<b>Non Pay €</b>	<b>Allowances €</b>	<b>Total €</b>	<b>Total €</b>
Grants and Scholarships	0	0	0	0	3,755
	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3,755</b>

<b>YOUTH SERVICES PAYMENTS</b>	<b>Pay €</b>	<b>Non Pay €</b>	<b>Allowances €</b>	<b>Total €</b>	<b>Total €</b>
	Youth Work Act (Youth Work Development Plan)	320,000	30,125	0	350,125
Youth Club Grant (Sports Dept.)	0	160,140	0	160,140	141,787
Regional Task Force	0	150,982	0	150,982	150,707
RYFS - Revised Youth Funding Scheme	0	0	0	0	603
TYFS - Targeted Youth Funding Scheme	0	0	0	0	15,754
Youth Information Centre Scheme	0	110,447	0	110,447	120,375
UBU - Your Place Your Space	0	3,011,600	0	3,011,600	2,813,868
UBU - Resilience and Effectiveness Initiative	0	60,833	0	60,833	20,277
Youth Capital Funding	0	0	0	0	194,967
Youth Employability Initiative	0	117,958	0	117,958	10,000
Local Creative Youth Partnership	75,000	27,073	0	102,073	106,946
2020 Stimulus Package	0	765	0	765	60,064
Minor Covid-19 Grant	0	0	0	0	100,510
ICT Investment Grant	0	0	0	0	7,538
LGBTI Youth Grant	0	7,000	0	7,000	7,000
	<b>395,000</b>	<b>3,676,923</b>	<b>0</b>	<b>4,071,923</b>	<b>4,100,841</b>

**Limerick and Clare Education and Training Board**  
**Projected Expenditures – Further Education and Training**

<b>FURTHER EDUCATION AND TRAINING PAYMENTS</b>	<b>Forecast Year Ended 31/12/2022</b>				<b>Outturn Year Ended 31/12/2021</b>
<b>Further Education</b>	<b>Pay €</b>	<b>Non Pay €</b>	<b>Allowances €</b>	<b>Total €</b>	<b>Total €</b>
VTOS	3,522,016	871,366	2,392,000	6,785,382	6,317,478
Youthreach, SEN, Guidance, Mentoring	3,428,861	1,549,585	950,000	5,928,446	5,440,650
PLC Enhanced Capitation	0	228,210	0	228,210	208,565
PLC Rent	0	159,232	0	159,232	198,922
PLC Pay	6,057,153	0	0	6,057,153	5,819,380
PLC Non Pay	0	171,340	0	171,340	165,678
PLC School Support Services	0	127,846	0	127,846	110,621
Co-operation Hours (External Bodies)	1,793,275	0	0	1,793,275	1,755,160
FET Pathways from School	191,200	308,300	0	499,500	220,044
Back to Education Initiative	771,836	0	0	771,836	723,506
Employability Skills Development	1,135,786	468,634	0	1,604,420	1,596,307
Adult Literacy Development Fund/Core Skills	2,923,601	500,000	0	3,423,601	3,034,529
Intercultural Limerick ESOL	433,422	20,000	0	453,422	415,164
Community Education	979,302	160,500	0	1,139,802	1,038,621
Unemployment Blackspots	369,820	630,180	0	1,000,000	583,858
Adult Education Guidance Service	630,144	130,000	0	760,144	633,880
Childcare/Creche Legacy	265,416	0	0	265,416	259,775
Youthreach National Co-ordinator	150,000	25,000	0	175,000	167,289
FET Building Management Costs	0	1,000,000	0	1,000,000	1,018,998
FE Quality Assurance (Framework)	220,000	140,000	0	360,000	381,260
FE CPD	170,000	150,000	0	320,000	158,812
RPL	100,000	50,000	0	150,000	11,640
Fund for Learners with Disabilities	155,000	10,000	0	165,000	103,575
Refugee Programmes	50,034	0	0	50,034	48,970
Innovative Projects - Part-time	0	100,000	0	100,000	100,000
Mitigating Against Educational Disadvantage Fund	0	400,000	0	400,000	481,452
Covid-19 FET Overheads	0	65,970	0	65,970	417,760
Curriculum Development	180,000	50,000	0	230,000	79,947
Learner Support	291,698	208,302	0	500,000	469,256
Technology Enhanced Learning (TEL)	216,000	270,571	0	486,571	340,206
Energy Audits	0	100,000	0	100,000	0
FE QQI Authentication/Certification/QA	370,000	0	0	370,000	184,385
FE Operational Costs	0	1,500,000	0	1,500,000	1,573,538
	24,404,564	9,395,036	3,342,000	37,141,600	34,059,226

**Training Full-time Provision**

Specialist Training Providers (STP)	0	1,900,000	1,244,000	3,144,000	3,024,795
Local Training Initiatives	0	241,000	270,000	511,000	418,024
Community Training Centres	0	1,904,960	955,000	2,859,960	2,732,902
TC Staff & Operations	7,201,986	2,909,000	0	10,110,986	8,163,760
Traineeships	0	739,862	1,038,788	1,778,650	865,878
Traineeships Employed Direct Provision	0	0	0	0	0
Traineeships Contracted Provision	0	2,468,865	1,014,675	3,483,540	3,480,921
Apprenticeship	120,000	2,358,820	11,070,830	13,549,650	9,924,044
Apprenticeship 2016+	524,190	952,160	0	1,476,350	732,830
Apprenticeship 2016+ Consortia & Co-ord Provider Support	200,000	280,000	0	480,000	386,351
Skills Training (Direct Provision)	0	1,510,408	346,192	1,856,600	1,010,077
Skills Training (Contracted Provision)	0	1,680,050	384,895	2,064,945	1,968,112
Skills to Advance Route 3	484,550	100,000	0	584,550	433,361
Justice Workshops	0	0	130,000	130,000	103,020
	<u>8,530,726</u>	<u>17,045,125</u>	<u>16,454,380</u>	<u>42,030,231</u>	<u>33,244,075</u>

**Training Part-time Provision**

Skills to Advance Routes 1	186,015	490,000	0	676,015	521,358
Evening Courses	751,550	218,200	0	969,750	636,126
	<u>937,565</u>	<u>708,200</u>	<u>0</u>	<u>1,645,765</u>	<u>1,157,484</u>

**Total**

<b><u>33,872,855</u></b>	<b><u>27,148,361</u></b>	<b><u>19,796,380</u></b>	<b><u>80,817,596</u></b>	<b><u>68,460,785</u></b>
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**Limerick and Clare Education and Training Board**  
**Projected Expenditures – Agencies and Self-Financing Projects**

<b>AGENCY PAYMENTS</b>	<b>Forecast Year Ended 31/12/2022</b>				<b>Outturn Year Ended 31/12/2021</b>
	<b>Pay</b>	<b>Non Pay</b>	<b>Allowances</b>	<b>Total</b>	<b>Total</b>
	<b>€</b>	<b>€</b>	<b>€</b>	<b>€</b>	<b>€</b>
Music Generation Lim City & Clare	725,000	495,000	0	1,220,000	1,036,110
School Meals - DEASP	0	480,000	0	480,000	573,910
Examination Bodies SEC	325,000	6,000	0	331,000	306,788
School Completion Programme	240,000	25,000	0	265,000	256,557
Hospitality Skills (Non Pay)	0	0	0	0	95,679
European Projects	0	170,000	0	170,000	64,651
HSE Art Therapists	64,000	0	0	64,000	63,566
Regeneration Grant	78,000	5,000	0	83,000	80,614
Anti Graffiti Project	0	1,300	0	1,300	0
The Community Foundation for Ireland	0	25,000	0	25,000	8,214
Creative School Project	0	5,100	0	5,100	0
Community Environment Fund	0	500	0	500	0
Music Capital Scheme	0	0	0	0	17,051
STEAM in Youthreach	0	2,500	0	2,500	0
Creative Cluster (CEC)	0	570	0	570	0
Other	0	32,187	0	32,187	98,878
Asylum Migration AMI Fund	75,000	29,000	0	104,000	126,073
Insurance Settlements	0	0	0	0	118,953
Ballyhoura Health Care Programme	7,500	500	0	8,000	5,507
	<b>1,514,500</b>	<b>1,277,657</b>	<b>0</b>	<b>2,792,157</b>	<b>2,852,551</b>
<b>SELF-FINANCING PAYMENTS</b>	<b>Pay</b>	<b>Non Pay</b>	<b>Allowances</b>	<b>Total</b>	<b>Total</b>
	<b>€</b>	<b>€</b>	<b>€</b>	<b>€</b>	<b>€</b>
School Levies/Fees/Donations	110,000	1,900,000	0	2,010,000	1,384,751
Outdoor Education Centres	850,000	175,000	0	1,025,000	801,011
Homework/Study club	160,000	0	0	160,000	121,735
Third Party Examination Fees	0	30,000	0	30,000	13,847
School Canteen/Vending Machines	0	60,000	0	60,000	20,903
Hire of PE Hall & Rooms	0	25,000	0	25,000	19,738
	<b>1,120,000</b>	<b>2,190,000</b>	<b>0</b>	<b>3,310,000</b>	<b>2,361,985</b>
				<b>6,102,157</b>	<b>5,214,536</b>

**Limerick and Clare Education and Training Board  
Projected Expenditures – Capital Programme**

		Forecast Year Ended	Outturn Year Ended
<b>CAPITAL</b>		<b>31/12/2022</b>	<b>31/12/2021</b>
<b>Receipts</b>		€	€
Department of Education		42,140,449	13,760,386
SOLAS		580,000	1,582,715
Self-financing		120,000	120,000
		<b>42,840,449</b>	<b>15,463,101</b>
<b>Payments</b>			
<b>New School</b>			
Coláiste Chiaráin, Croom, Limerick	Building	718,409	939,287
Gaelcholaiste Luimnigh	Building	13,445,437	497,723
Mungret CC	New School Build	7,500,187	494,644
Mol an Oige	New School Build	250,502	0
Raheen Wood NS	New School Build	248,172	0
<b>Extensions and Minor Building Works</b>			
St. Josephs, Kilkee	Summer Works - Roof	87,909	0
Gaelcholaiste Luimnigh	Emergency Works - Fire	6,071	0
St. Annes Community College, Clare	Extension	870,693	0
Desmond College, NCW, Limerick	Summer Works - Roof Works	655,475	0
Ennis Community College, Clare	Extension	1,338,078	5,973,909
Colaiste Iosaef, Kilmallock	Summer Works - Science	83,993	0
Thomond Community College	ASD Unit	36,033	322,068
Limerick College of Further Education	Emergency Works - Electrical	700,752	0
Kilfinane OEC, Kilfinane	Emergency Works - Fire Alarm	79,120	0
St. Michael's, Kilmihil, Clare	Windows/Prefab/Summer Works	218,320	0
Kildysart Community College	Summer Works	0	25,697
Scariff Community College	Extension/Summer Works Electrical/Pipework/Toilet	1,561,052	16,277
Colaiste na Trocaire, Rathkeale	Upgrade	70,704	52,033
Colaiste Muire, Askeaton	Summer Works - Roof	753,907	0
Castletroy College, Limerick	Summer Works - Roof	8,512	0
Hazelwood College, Dromcollogher	Summer Works - Roof	316,013	0
Raheenwood CNS	Fire Alarm & Emergency Lighting	17,403	0
Glenroe CNS	School Refurbishment EW	64,328	416,016
Covid-19 Grants	Minor Works	0	595,206
St. John Boscós Community College, Kildysart	Extension	95,810	0
Percent for Art Projects	Various Projects	193,667	19,333
Other		0	5,232
<b>Non ETB Schools</b>			
Gaelscoil Donncha Rua Devolved	Devolved	957,538	53,444
Gaelscoil Mhicil Ciosog	Devolved	440,316	8,309
Gaelscoil Ui Comihin, Kilrush, Co. Clare	Devolved	123,682	0

Monaleen NS	Devolved	419,942	166,745
St. Marys National School, Limerick	Refurbishment	127,539	6,617
Salesian College, Pallaskenry	Additional School Accommodation	140,948	34,531
St. Brigids NS limerick	Additional School Accommodation	165,849	0
St Clements College, Limerick	Accommodation	74,412	0
St. Patricks Comprehensive College, Shannon	Additional School Accommodation	76,000	0
<b>Energy Efficiency Projects</b>			
Energy Efficiency	Various Projects	7,300,870	1,105,387
<b>Furniture and Equipment</b>			
School Extensions	Furniture	1,122,780	1,587,242
<b>ICT Equipment</b>			
Various Schools	ICT	221,414	793,904
<b>FET Campus</b>			
FET Centres	Equipment & Building Works	580,000	1,570,035
<b>Temporary Accommodation</b>			
Mungret CC	Additional Accommodation	231,954	231,954
Gaelcholáiste Luimnigh		359,852	359,852
Coláiste Chiaráin, Croom, Limerick		6,300	6,300
Ennistymon Vocational School		15,860	15,860
Kildysart		0	74,137
Scariff Community College, Clare		15,226	0
Raheenwood		65,438	65,438
Mol an Óige		112,117	112,117
<b>Site Acquisition</b>			
Coláiste Iosaef, Killmallock, Limerick		266,142	0
Mungret CC		450,000	0
Site - Sale of Property		0	5,441
<b>Sports Capital Dept of Tourism</b>			
	Kilmihil - Upgrade of Athletics Track	59,600	0
	PE Facilities	186,123	0
		<b>42,840,449</b>	<b>15,554,740</b>

## 7. Appendix Provision and Services

### SCHOOLS

#### **Community National Schools**

Mol an Óige CNS, Ennistymon, Co. Clare (incorporating Glenroe Satellite Classroom, Glenroe, Co. Limerick)

Raheen Wood CNS, Tuamgraney, Co. Clare

#### **Community Colleges**

Castletroy College, Castletroy, Limerick

Coláiste Chiaráin, Croom, Co. Limerick

Coláiste Íde agus Iosef, Abbeyfeale, Co. Limerick

Coláiste Iósaef, Kilmallock, Co. Limerick

Coláiste Mhuire, Askeaton, Co. Limerick

Coláiste na Trócaire, Rathkeale, Co. Limerick

Desmond College/Gaelcholáiste Uí Chonba, Newcastle West, Co. Limerick

Ennis Community College/Gaelcholáiste an Chláir, Ennis, Co. Clare

Ennistymon Vocational School, Ennistymon, Co. Clare

Gaelcholáiste Luimnigh, Sir Harry's Mall, Limerick

Hazelwood College, Dromcollogher, Co. Limerick

Mungret Community College, Mungret, Co. Limerick

Scariff Community College, Scariff, Co. Clare

St. Anne's Community College, Killaloe, Co. Clare

St. John Bosco Community College, Kildysart, Co. Clare

St. Joseph's Community College, Kilkee, Co. Clare

St. Michael's Community College, Kilmihil, Co. Clare

Thomond Community College, Moylish Park, Limerick

#### **Community Schools<sup>1</sup>**

John the Baptist Community School, Hospital, Co. Limerick

Kilrush Community School, Kilrush, Co. Clare

St. Caimin's Community School, Shannon, Co. Clare

St. Patrick's Comprehensive School, Shannon, Co. Clare

### YOUTH WORK FUNCTION

#### **Services for Limerick City and County**

College of Further Education & Training, O'Connell Avenue Campus, Limerick

#### **Services for County Clare**

Limerick and Clare Education and Training Board, Station Road, Ennis, Co. Clare

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<sup>1</sup> Under the co-patronage of the ETB

## **COLLEGE OF FURTHER EDUCATION & TRAINING**

Abbeyfeale Campus, Mountmahon, Abbeyfeale, Co. Limerick  
Cappamore Campus, Dromsally, Cappamore, Co. Limerick  
Croom Campus, High Street, Croom, Co. Limerick  
Organic Campus/An t-Ionad Glas, Carraward West, Dromcollogher, Co. Limerick  
Ennis Campus, Clonroad Business Park, Clon Road, Ennis, Co. Clare  
Ennistymon Campus, Church Street, Ennistymon, Co. Clare  
Hospital Campus, Main Street, Hospital, Co. Limerick  
Hospitality Campus, LEDP Park, Roxboro, Limerick  
Kilmallock Road Campus, Kilmallock Road, Limerick  
Kilmallock Town Campus, Railway Road, Kilmallock, Co. Limerick  
Kilrush Campus, Cooraclare Road, Kilrush, Co. Clare  
Miltown Malbay Campus, Ballard Road, Miltown Malbay, Co. Clare  
LCFE Mulgrave Street Campus, Mulgrave Street, Limerick  
Newcastle West Campus, Station Road/St Mary's Road, Newcastle West, Co. Limerick  
O'Connell Avenue Campus, Technical Institute, O'Connell Avenue, Limerick  
Raheen Campus, Cloughkeating Avenue, Raheen Business Park, Limerick  
Green Innovation Campus, LEDP Park, Roxboro, Limerick  
Moyross Youth Academy Campus, The Bays, Knockalisheen Road, Moyross, Limerick  
Scariff Campus, Drewsborough, Scariff, Co. Clare  
Shanagolden Campus, Main Street, Shanagolden, Co. Limerick  
Shannon Campus, Shannon Industrial Estate, Shannon, Co. Clare  
Shannon Town Campus, Brú na Sionna, Shannon, Co. Clare  
Tuamgraney Campus, Áras Bhriain Bhóru, Main Street, Tuamgraney, Co. Clare  
Watch House Cross Campus, Kileely Road, Limerick

### **Community Training Centres**

Limerick City - under the auspices of Limerick Youth Service  
Ennis - under the auspices of Clare Youth Service

## **FURTHER EDUCATION & TRAINING SUPPORT SERVICES**

### **Information, Recruitment and Guidance Support Service**

Limerick City and County - College of FET, O'Connell Avenue Campus, Limerick City  
County Clare - College of FET, Ennis Campus, Ennis, Co. Clare

### **Enterprise Engagement Support Service**

College of FET, Raheen Campus, Limerick

### **Active Inclusion Support Service**

College of FET, Kilmallock Road Campus, Limerick

### **Innovation, Development and Quality Support Service**

Research, Technology-Enhanced Learning and Professional Development - College of FET, Kilmallock Road Campus, Limerick  
Quality Assurance - College of FET, Ennis Campus, Ennis, Co. Clare

**OUTDOOR EDUCATION & TRAINING PROVISION**

Outdoor Education & Training Centre The Burren, Bell Harbour, Co. Clare

Outdoor Education & Training Centre Kilfinane, Kilfinane, Co. Limerick

**MUSIC EDUCATION PROVISION**

Limerick School of Music

Music Generation Limerick City

Music Generation Limerick County

Music Generation Clare

**PRISON EDUCATION PROVISION**

Education Centre, Limerick Prison, Mulgrave Street, Limerick

## Glossary of Abbreviations

AEGI	Adult Education Guidance Initiative
AMIF	Asylum, Migration and Integration Fund
BTEI	Back to Education Initiative
CBA	Classroom-Based Assessment
CE	Chief Executive
CC	Community College
CEFR	Common European Framework of Reference to Languages
CFE	College of Further Education
CGVU	Central Garda Vetting Unit
CL	Circular Letter
CNS	Community National Schools
CPD	Continuous Professional Development
CSO	Central Statistics Office
DCEDIY	Department of Children, Equality, Disability, Integration and Youth
DEASP	Department of Employment Affairs and Social Protection
DEIS	Delivering Equal Opportunity In Schools
DE	Department of Education
DFHERIS	Department of Further and Higher Education, Research, Innovation and Science
DLP	Designated Liaison Person
DPER	Department of Public Expenditure and Reform
ESOL	English for Speakers of Other Languages
FARR	Funding Allocation Request and Reporting
FET	Further Education and Training
GDPR	General Data Protection Regulation
GV	Garda Vetting
H&S	Health and Safety
IA	Initial Assessment
ICT	Information and Communication Technology
IRG	Information, Recruitment and Guidance
LAOS	Looking at Our Schools Quality Framework

LCDC	Local Community Development Committee
LDC	Local Development Company
LECP	Local Economic and Community Plan
MAPP	Multi-Annual Procurement Plan
MOU	Memorandum of Understanding
MWRSF	Mid-West Regional Skills Forum
NALA	National Adult Literacy Agency
nZEB	Nearly-Zero Energy Building Standard
OETC	Outdoor Education and Training Centre
OGP	Office for Government Procurement
OSD	Organisation Support and Development
PD	Professional Development
PDA	Performance Delivery Agreement
PDST	Professional Development Service for Teachers
PLC	Post-Leaving Certificate
PLSS	Programme Learner Support System
QA	Quality Assurance
QQI	Quality and Qualifications Ireland
SLA	Service Level Agreement
SMT	Senior Management Team
SPA	Strategic Performance Agreement
SOLAS	An tSeirbhís Oideachais Leanúnaigh agus Scileanna
SSE	Schools Self Evaluation
STEAM	Science, Technology, Engineering, Art and Maths
STEM	Science, Technology, Engineering and Maths
TEL	Technology-Enhanced Learning
TESOL	Teaching English to Speakers of Other Languages
TNA	Training Needs Analysis
UDL	Universal Design for Learning
VLE	Virtual Learning Environment
VEC	Vocational Education Committee
VTOS	Vocational Training Opportunities Scheme
WSE	Whole School Evaluation

