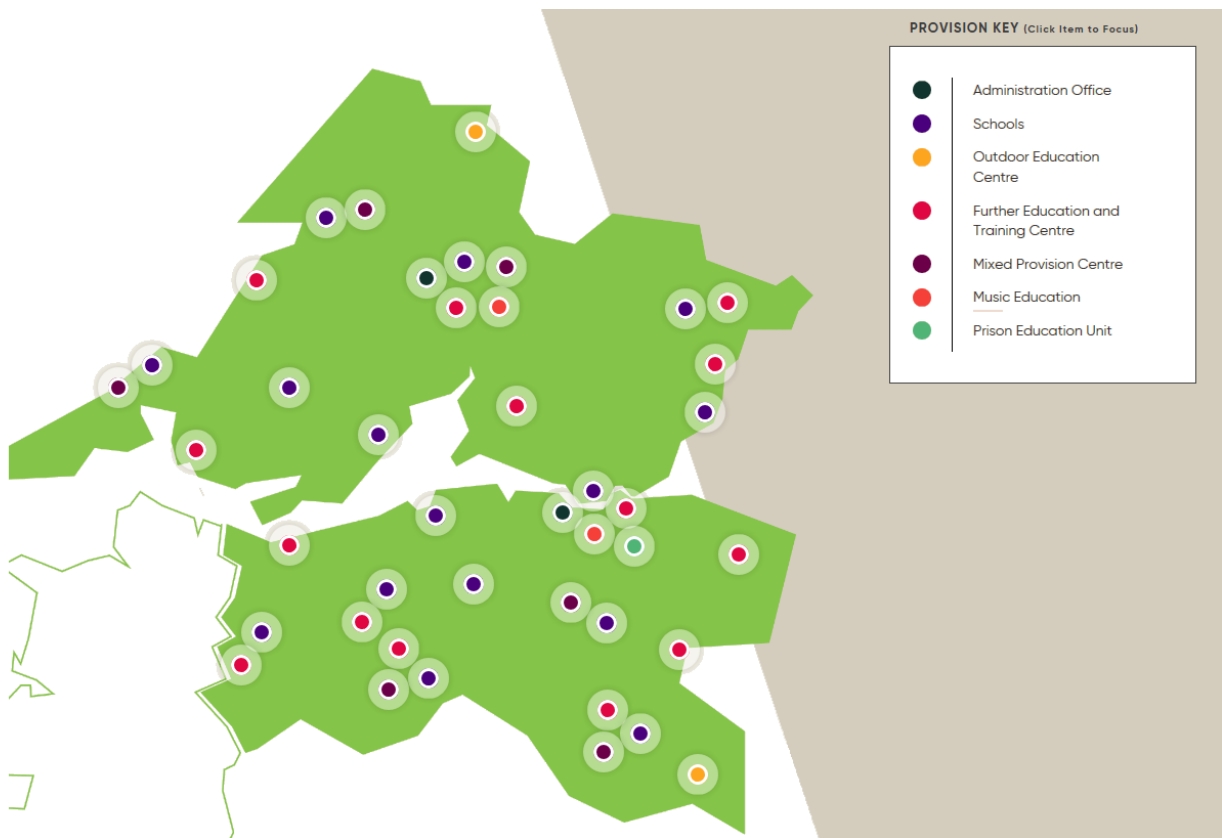




# Limerick and Clare Education and Training Board

## Service Plan 2019



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## Education and Training Boards

ETBs are statutory authorities which have responsibility for education and training, youth work and a range of other statutory functions. ETBs manage and operate second-level schools, further education colleges, multi-faith community national schools and a range of adult and further education and training centres delivering education and training programmes. The general functions of an Education and Training Board are set out in the Education and Training Boards Act 2013.

## Geographical Structure

There are a total of sixteen (16) ETBs throughout the country configured as follows:



## **First Level Education**

ETBs are the patron designates of a number of community national schools. Founded in local communities, these schools are child-centred, inclusive, multi-belief, State supported schools which strive to provide a high quality primary education for every child in line with the Primary School Curriculum and guidelines laid down by the Department of Education and Skills.

## **Second Level Education**

ETBs manage one third of all second level schools in the country – education for over 100,000 students. They operate inclusive enrolment policies and also cater for a significant number of students with special needs.

## **Further Education and Training**

ETBs provide further education and training to over 200,000 adults and young people annually. Services are delivered through a variety of provision to meet a diverse range of needs including literacy and numeracy, skills training, apprenticeship, Youthreach, Back to Education Initiatives and community based education/training etc.

## **Youth Services**

Youth Services deliver and support a range of programmes for young people.

## **Other Supports**

ETBs also co-operate with other statutory agencies and national and local stakeholder groups to deliver a variety of programmes catering to the diverse needs of client groups in local communities.

## **ETBI (Education and Training Boards Ireland)**

ETBI is the national representative body for member ETBs and negotiates on behalf of the ETB sector at various fora both within the education sector, the wider public service and at EU level.

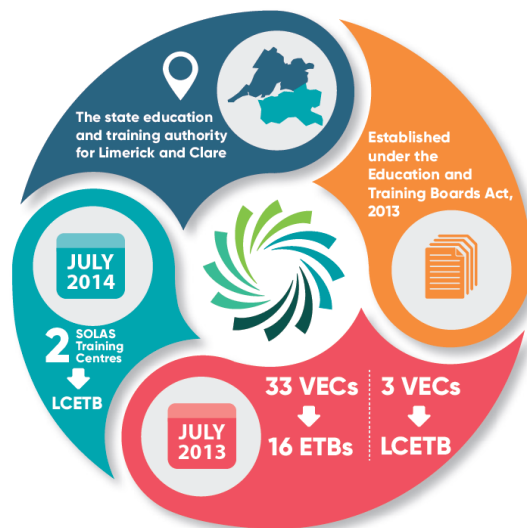
## Foreword from CE

Limerick and Clare Education and Training Board is the state education and training authority for the Limerick and Clare Region. This document, the Limerick and Clare Education and Training Board Service Plan for 2019, 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 details the planned activities, expenditure and income for the authority in 2019 and has been developed in consideration of the funding being made available to Limerick and Clare Education and Training Board in 2019. The plan seeks to balance priorities across all the aspects of our work including Schools, Organisational Support and Development, 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 Skills and SOLAS.



The Limerick and Clare Education and Training Board Service Plan for 2019 is structured around the four key goals articulated in the Limerick and Clare Statement of Strategy 2017 – 2021 namely:

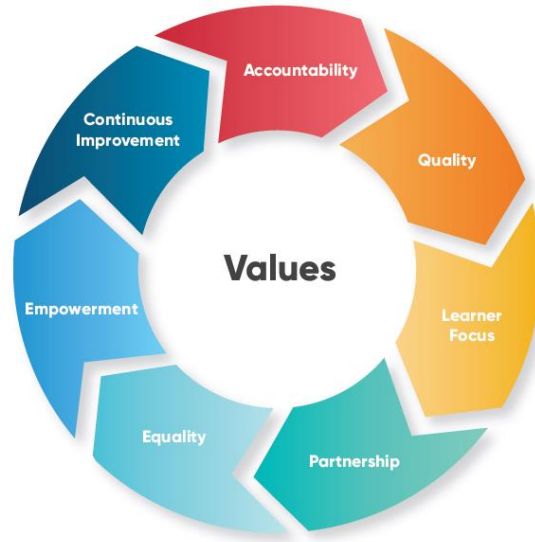
1. High Quality Student and Learner Experiences
2. Staff Support and Organisational Development
3. Good Governance
4. Partnership

The 2019 Service Plan has been framed within the context of further economic growth and an improving labour market. It is financially balanced and is responsive to the needs of the communities we serve. However, achieving the targets outlined will hinge on many factors, including the country's economic performance, the availability of resources and the on-going reform of the ETB sector. While unemployment is expected to continue to fall in 2019, (if current trends persist, the rate could fall below 5 per cent this year) a number of factors, the most significant of these being Brexit, could significantly impact economic growth.

While Brexit is likely to have a more significant impact and pose more challenges for ETBs operating adjacent to the Border, there are implications which may impact on planned provision in the Mid-West. During 2018, senior staff have attended several seminars / briefings on the possible implications of Brexit for the Mid-West businesses and industries

that are heavily dependent on links with the UK. The significant implications relate to the export sector, mainly in agriculture, international trading, transportation, logistics/ supply chain management, manufacturing and engineering.

During 2018, Limerick and Clare Education and Training Board welcomed the publication by the Department of Education and Skills of the *Wellbeing Policy Statement and Framework for Practice*. In 2019, schools and centres for education under the remit of Limerick and Clare Education and Training Board are ensuring that there is a focus on the promotion of wellbeing in our self-evaluation processes.



A key priority for 2019 will be to deliver on commitments outlined in the new Strategic Performance Agreement 2018 – 2020 between SOLAS and Limerick and Clare Education and Training Board, Further Education and Training Division. This agreement between SOLAS and Limerick and Clare Education and Training Board sets out the context, strategic priorities and Limerick and Clare Education and Training Board’s contribution to achievement of key national Further Education and Training (FET) sector targets over the period 2018-2020

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

George O’Callaghan, Chief Executive

## Geographic areas and locations

**Population:** Statistics from the 2016 census show that a total population of 313,802 (6.6% of the population of the state) lives in Limerick and Clare<sup>1</sup>. Clare has a population of 118,627 while Limerick County's total population is 195,175, of which 94,192 people live in the city and suburban areas. This makes Limerick the third most populous urban area in the state, and the fourth most populous city on the island of Ireland.<sup>2</sup>

**Location:** The National Spatial Strategy 2002-2020 highlights the position of Limerick/Shannon as a 'gateway' - a centre with a strategic location nationally and, relative to their surrounding areas, providing national-scale social and economic infrastructure and support services, with Ennis as a hub town and surrounding towns and villages supporting the regional economy. The Shannon Free Zone, Shannon International Airport, Shannon Estuary Ports, National Technology Park Limerick and major educational institutions such as the University of Limerick and Limerick Institute of Technology are all major drivers of the regional economy with growth prospects in Biotechnology and medical technology, ICT, aerospace, tourism, agribusiness and logistics. These strong national-level designations illustrate the current strength and future development potential of the Mid-West Region.

Figures from Census 2016 compiled by the Central Statistics Office (CSO), show that there are 79 unemployment blackspots<sup>3</sup> in Ireland. 21 of these 79 blackspot areas are in the Limerick and Clare Education and Training Board region (27% of the national unemployment black spot areas are in the authority's region). While 3 of these unemployment blackspots are in Clare (Kilrush Urban, 29.7%; Ennis No. 2, 29.1%; Kilkee, 28.1%), Limerick is the worst affected area nationally with a total of 18 unemployment blackspots. Indeed, 8 of the top 10 worst unemployment blackspots are in Limerick. These statistics all reflect the challenges faced by Limerick and Clare Education and Training Board in terms of its target groups.

As an ETB with both urban and rural areas, the authority is very aware that underemployment is prevalent in rural locations of Clare and Limerick. Indeed, rural disadvantage can be associated with limited employment opportunities, lack of transport and other services, high dependency levels and isolation. This presents a real challenge in terms of up-skilling and for occupation specific skill development in the region. The continuing drive to restructure the economy and progress towards high-tech and increasingly knowledge-based economic activity presents a particular challenge to people with low levels of educational attainment, low skills and limited experience of 'new economy' employment.

**Resources:** Notwithstanding the above, the Mid-West Region overall has a high level of educational attainment. The Regional Indicators Report 2013 shows that 62% of 30-34 years olds in the Mid-West Region have completed tertiary education. This exceeds both the European target of 40% and the national target of 60%. The Limerick/Clare Region constitutes one of the finest environments for the creation of jobs, with a strong Further Education and Training sector including Limerick College of Further Education, one of the top four further Education Colleges in the country, and an innovative Further Education and Training Division, which is highly regarded at local and national level. In addition, the region boasts 3 third-level institutions - University of Limerick (University of the Year 2015), Mary Immaculate College and Limerick Institute of Technology.

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 and further education and training services are provided in Appendix 1.

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<sup>1</sup> <http://www.cso.ie/en/releasesandpublications/ep/p-cpr/censusofpopulation2016-preliminaryresults/geochan/>

<sup>2</sup> [http://cso.ie/en/media/csoie/releasespublications/documents/population/2017/Chapter\\_2\\_Geographical\\_distribution.pdf](http://cso.ie/en/media/csoie/releasespublications/documents/population/2017/Chapter_2_Geographical_distribution.pdf)

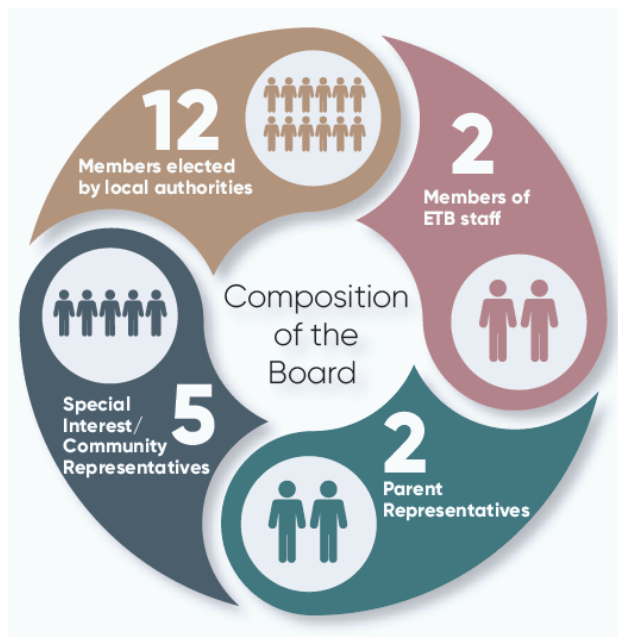
<sup>3</sup> A black spot refers to an area with at least 200 people in the labour force where the unemployment rate is 27% or higher

## Background & Statistical information

In July 2013, the Limerick and Clare Education and Training board was established under the Education and Training Boards Act, 2013 when the three former VECs (Clare, Limerick City and Limerick County) merged. In July 2014 the training centres (and associated services) in Raheen and Shannon were incorporated into LCETB, creating the final structure for the Limerick and Clare Education and Training Board. Limerick and Clare Education and Training Board has a corporate structure which is made up of a democratically appointed board and a senior management (executive) team.

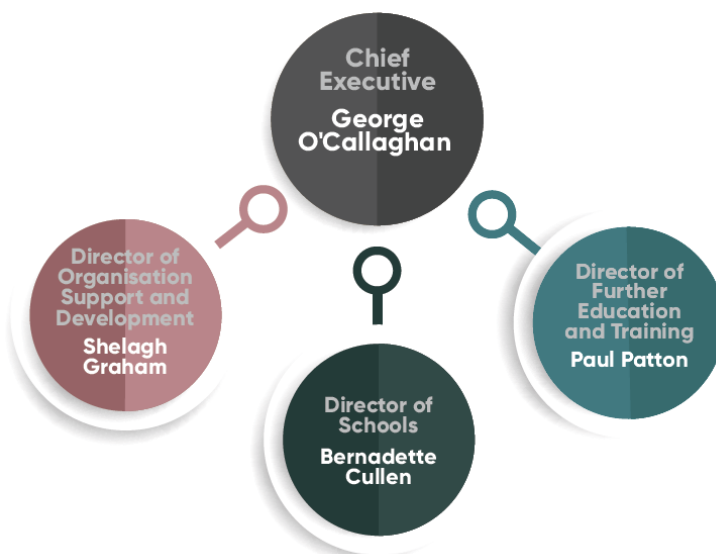
### The Board:

In compliance with legislation, the Limerick and Clare Education and Training Board consists of 21 members: 12 elected by local authorities in Limerick and Clare, 2 members of Limerick and Clare Education and Training Board Staff, 2 parent representatives and 5 special interest/ community representatives.



### Organisation Structure:

The work of Limerick and Clare Education and Training Board is structured across three pillars namely Organisational Support and Development, Schools and Further Education and Training with the Director of each pillar reporting to the Chief Executive.





## Services

The services provided by LCETB include second level education, youth related services, outdoor education, further education and training, prison education and other community based education programmes and services (see Appendix 1 for full list of locations, programmes and services). All services are delivered at local level.

LCETB 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

LCETB manages and operates:

- 18 second level schools including 5 with PLC provision and one standalone PLC college
- 33 Further Education and Training Centres (including the 2 former SOLAS Training Centres) delivering varied full-time, part-time and evening provision
- 1 Prison Education Centre
- 2 Outdoor Education Centres
- 2 Music Generation Programmes
- A range of community based further education and training centres

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

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

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

- Shannon Comprehensive School, Shannon, Co. Clare. LCETB is a Co-Trustee and has one nominee on the Board of Management. The Chief Executive of LCETB is also a Board member and ex officio Secretary to the Board of Management.
- Scoil na Trionoide Naofa, Doon, Co. Limerick. LCETB have a nominee on the Board of Management by invitation of the Patron.

LCETB works in partnership with a range of public bodies, voluntary and community organisations in Limerick and Clare. These include the Clare and Limerick Local Authorities, the Department of Employment Affairs and Social Protection and the four local Partnership Companies (Clare Local Development Company, West Limerick Resources, Ballyhoura Development and the Paul Partnership). LCETB has representation on the Governing Bodies of the Limerick Institute of Technology, the Institute of Technology Tralee and the Galway Mayo Institute of Technology.

### **The Limerick and Clare Education and Training Board Strategy Statement 2017 – 2021**

The Limerick and Clare Education and Training Board Strategy Statement expresses a clear ambition for the authority to play a leading role in transforming the lives of our students and learners, our communities and the social and economic prosperity of our region. Limerick and Clare Education and Training Board will achieve this by responding to learner, enterprise and community needs through the provision of high quality education and training. This Strategy Statement is designed to provide a roadmap to enable and support the authority to achieve this ambition.

The Limerick and Clare Education and Training Board Strategy Statement 2017 – 2021 sets out four priority goals to be achieved over the five-year lifespan of the strategy:



Each goal has its own set of strategic actions designed to assist the authority in achieving the ambitions outlined. Success will hinge on many factors, including Ireland’s economic performance over the five-year period 2017 - 2021, the availability of the necessary resources and the on-going strategic reform of the public sector outlined in the Development and Innovation Framework, *Our Public Service 2020*.

*Goal 1: High Quality Student and Learner Experiences* focuses on ensuring the highest quality learning and teaching experiences across our schools, centres and programmes. Actions which will support this goal include ensuring relevant school self-evaluation and quality assurance systems are implemented across all Limerick and Clare Education and Training Board provision.

*Goal 2: Staff Support and Organisational Development* concentrates on creating a positive working environment underpinned by a culture of respect, dignity and equality. Actions which will support this goal include developing the most appropriate infrastructure to meet the changing needs, approaches and working patterns of our diverse population of staff, students and learners.

*Goal 3: Good Governance* ensures that the quality of Limerick and Clare Education and Training Board’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.

*Goal 4: Partnership* commits Limerick and Clare Education and Training Board to prioritise the building of relevant partnerships which promote the role of education and training in developing the economic competitiveness and social inclusion of our region. Actions under this goal will include strengthening linkages with enterprise in order to maximise opportunities for our students and learners and contribute to the social and economic development of the region.

The implementation of the Limerick and Clare Education and Training Board Strategy Statement 2017 - 2021 is mapped in more detail in our Annual Service Plans. This document, the 2019 LCETB Service Plan is structured across the three pillars of the organisation and provides detail in relation to specific planned actions in 2019 related to each of the four goals outlined above. This service plan (2019), combined with the subsequent plans over the lifetime of the strategy constitute LCETB performance framework. Our annual reporting process is mapped against this performance framework ensuring that LCETB authority optimises value for money while also maintaining the highest standards of governance.

## Statement of Services – Schools - 2019 Service Plan

The Limerick and Clare Education and Training Board is responsible for the management and operation of eighteen post primary schools in Limerick and Clare. The role of the Schools Directorate within LCETB is to add value to existing and new post-primary school development across Limerick and Clare. This is achieved through leading and supporting the work of our eighteen post-primary schools in their core business of providing quality learning experiences for students and contributing to the development of local and national education policy and strategy for the sector.



LCETB schools provide a welcoming and inclusive environment, with a commitment to excellence in learning and teaching, provide progressive school leadership, an inviting school culture and are dedicated to ensuring each student reaches their potential. Individual schools are supported by LCETB to enhance their role in communities by increased collaboration and communication with all stakeholders including students, parents, and Boards of Management. Programmes being offered in LCETB Post Primary Schools include:

- Junior Certificate
- Transition Year Programmes
- Leaving Certificate
  - Leaving Certificate Vocational Programme
- Applied Leaving Certificate Programmes

Our schools provide the national curriculum in line with Department of Education and Skills and NCCA guidelines. Subjects on offer through the curriculum include science, technology, engineering, maths, languages, humanities and arts at both junior and senior levels. A focus on the holistic development of our students involves encouraging engagement in extra-curricular activities including sport, drama, music, science, entrepreneurship, debating and multimedia projects.

The Schools Division works closely with both the Organisational Support and Development and the Further Education and Training Divisions to deliver on the four goals outlined in the Limerick and Clare Education and Training Board Strategy Statement. These are



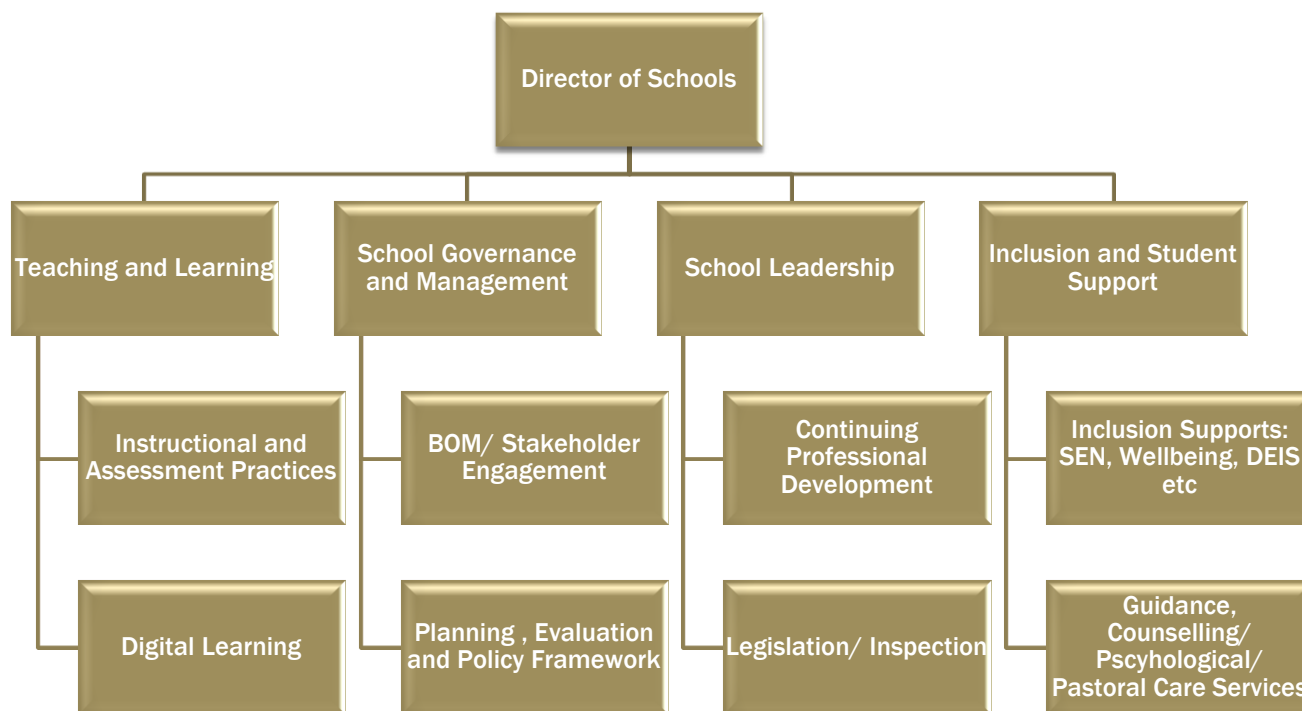
## Limerick and Clare Education and Training Board: Actual and Projected Enrolments:

According to the Department of Education and Skills the number of post-primary students will be increasing over the next number of years and by 2023 there is an expected increase of 47,500 students. The post primary school population is expected to peak in 2025 at 417,000.

Schools	Actual Enrolments 30th September 2018	Projected Enrolments 30th September 2019
<b>70830N</b> Ennis Community College, Ennis, Co. Clare	505	566
<b>70840Q</b> Ennistymon Vocational School, Ennistymon, Co. Clare	260	272
<b>70860W</b> St. Michael's Community College, Kilmihil, Co. Clare	228	224
<b>70880F</b> St. Joseph's Community College, Kilkee, Co Clare	134	134
<b>70900I</b> Scarriff Community College, Scarriff, Co. Clare	414	440
<b>70901K</b> St. Anne's Community College, Killaloe, Co. Clare	572	553
<b>71700F</b> Colaiste Mhuire, Askeaton, Co. Limerick	403	427
<b>71790J</b> Desmond College, Newcastle West, Co. Limerick	342	344
<b>71840V</b> Colaiste Chiarain, Croom, Co. Limerick	792	804
<b>71850B</b> Hazelwood College, Dromcollogher, Co. Limerick	532	592
<b>71930W</b> Limerick College of Further Education, Limerick	1119	1120
<b>76061W</b> Colaiste na Trocaire, Rathkeale, Co. Limerick	471	480
<b>76070A</b> Colaiste Iosaef, Kilmallock, Co. Limerick	424	441
<b>76073G</b> Castletroy College, Castletroy, Co. Limerick	1210	1212
<b>76075K</b> St. John Bosco Community College, Kildysart, Co. Clare	232	270
<b>76093M</b> Colaiste Ide agus Iosaef, Abbeyfeale, Co. Limerick	707	689
<b>76101I</b> Gaelcholaiste Luimnigh Meal Sior Anraí, Luimneach	636	650
<b>76414G</b> Thomond Community College, Moysih Park Moylish Limerick	506	519
<b>76476F</b> Mungret Community College	216	363
<b>TOTALS</b>	<b>9707</b>	<b>10,100</b>

In September 2018 the recognised student enrolment in our schools was 9707, while realisation of the projected enrolments is dependent on a number of factors, our schools are in overall terms projecting increasing enrolments for September 2019. This is evidence of the national trend of increasing post-primary enrolments up to 2025. Please note they are currently only projected enrolment figures for September 2019.

**Structure: Schools Division:**



**Schools Statement of Service Overview 2019:**

Through its education services, LCETB will provide a range of services to schools and services to young people, curricular and education planning, and leading teaching and learning, policy development, student support, staff support, BOM training and support. In addition to education services a range of administrative services and supports to our schools including financial, human resources, procurement, ICT, buildings and maintenance in addition to core curriculum and educational supports and In 2019, LCETB schools will be offered continuous professional development (CPD) opportunities which support the energy, commitment and professionalism required to sustain curricular changes and enhancements to student learning. CPD will include subject specific support, Special Education, Digital Leaders, English as an Additional Language as well as Leadership Development and Support Programmes for Principals, Deputy Principals, Post Holders and aspiring leaders and services to support parent and student voice. During 2019, LCETB will continue to offer a range of education services, administrative services and supports to our schools including financial, human resources, procurement, ICT, buildings and maintenance.



### Strategic Goal 1 High Quality Student and Learner Experience: Schools Statement of Service 2019:

High Quality Student and Learner Experiences: To provide comprehensive high-quality education, training and lifelong learning opportunities to address the personal, social, and economic and employability needs of people in our community. This is about ensuring the highest quality learning and teaching experiences across our schools, centres and programmes.

Objective	Actions in 2019	Department
1.1 Continue to enhance the student experience through assessment, the provision of a broad-based curriculum (including extra and co-curricular activities) and proactive and preventative student supports	2019: Continue to implement the leading learning and teaching initiative which supports schools with School Self Evaluation and School Improvement Plans and DEIS Planning	Director of Schools School Principals
	LCETB will continue to support the introduction of Leaving Certificate Computer Science as a subject in two LCETB post primary schools in 2019.	
	LCETB will work with DES and three pilot LCETB Physical Education Pilot Schools.	
	2019: Work with the DES and Mid West Regional Jobs Task Force to promote STEM	
	LCETB will continue to develop the physical education quality initiative for schools.	
	2019:LCETB Safeguarding Working Group will continue to support schools and centres on complying with Child safeguarding requirements.	
1.2 To support our schools and centres in self-evaluation and to ensure quality assurance systems are implemented across Limerick and Clare Education and Training Board to maintain the highest educational, training and ethical standards.	During 2019 LCETB will support schools in implementing the School Self-Evaluation process and in preparing for WSE and subject evaluations through the Leading Teaching and Learning initiative which will also continue to promote teacher professional collaboration.	Director of Schools School Principals
	During 2019 continue to evaluate the impact of LLT on student learning experiences and outcomes and teacher collaborative practice.	
1.3 Nurture the development of the student/learner as an individual and develop supports for students/learners at risk of educational disadvantage, in order to maximise their potential at each stage of the learning process.	During 2019, LCETB will work with the DES its support services and internal LCETB education services staff on the promotion of Student Wellbeing. Two LCETB schools will partake in a pilot on student engagement.	Director of Schools School Principals



**Strategic Goal 1 High Quality Student and Learner Experience: Schools Statement of Service 2019:**

High Quality Student and Learner Experiences: To provide comprehensive high-quality education, training and lifelong learning opportunities to address the personal, social, and economic and employability needs of people in our community. This is about ensuring the highest quality learning and teaching experiences across our schools, centres and programmes.

Objective	Actions in 2019	Department
1.4 Develop appropriate responses which meet the personal, social and employability needs of the people in our communities.	1. Schools will be supported in the development of inclusive school practices 2. The Student Support Team community of practice will continue to be supported. Publication of support resources for schools on Student Support Team Structures and Critical incidents.	Director of Schools School Principals
1.5 Provide high quality information, guidance, counselling and student/learner support services across our schools, centres and programmes.	LCETB will continue to work with the DES, the Department of Health and other Departments to implement the recommendations of the National Taskforce on Youth Mental Health, the Youth Mental Health Pathfinder Project and the Connecting for Life Strategy (2015-2020). LCETB will evaluate the pilot in six LCETB schools in leading a whole school strategic response to inclusive and special education in post primary schools Phase 1 in conjunction with Mary Immaculate College.	Director of Schools School Principals
1.6 Promote the benefits of education and training to the people in our region, in particular helping each learner define unique progression pathways provided by our schools, centres and programmes.	LCETB will support the schools in developing a whole school guidance framework and further develop links with FET and Third Level Institutes.	Director of Schools School Principals
1.7 Provide and maintain the highest quality facilities and appropriate technologies for our students and learners	2018: LCETB will work with the DES to further develop ICT capabilities across our schools including accessing grants for ICT equipment, and advice and support materials (primarily through the Professional Development Service for Teachers - Technology in Education (PDST- TiE) and other support services). LCETB will provide a digital leaders programme for teacher leaders. Digital Leaders programme will be linked to curriculum leaders and Special Education Needs Co-ordinators to increase the opportunities for professional collaboration both at individual school and scheme level.	Director of Schools School Principals
1.8 Develop a Youth Work Plan for the region	Continue to implement the Youth Work Plan  Establish a Local Creative Youth Partnership and integrate provision into existing formal and non-formal education programmes.	Director of Schools Youth Officers
1.9 Continue to promote and develop outdoor education as an integral element of the education services	During 2018 – the provision of programmes through the outdoor education centres will be promoted across both internally to LCETB schools and FET and externally to other relevant potential service users.	Director of Schools OEC Managers



### Strategic Goal 2 – Staff Support and Organisational Development: : Schools Statement of Service 2019:

Strategic Goal 2 – Staff Support and Organisational Development: To provide a supportive, collaborative, safe and healthy working environment for all staff through the provision of relevant responsive supports and appropriate policies and procedures which are underpinned by a culture of continuous professional development. This is about creating a positive working environment underpinned by a culture of respect, dignity and equality.

Objective	Actions in 2019	Department
2.1 Recruit, develop and retain staff of the highest calibre.	LCETB will provide recruitment, selection and interview training/ retraining in 2019 for LCETB Board members, managers and other staff involved in the recruitment process.	Director of Schools School Principals
2.2 Develop and implement a continuous staff development policy, which reflects the organisation's objectives and supports staff to maintain and develop their skills in line with the highest standards of professional practice.	2019: Further development of teachers as leaders in areas such as Curriculum, digital, inclusivity and student support.  Implement a training and support plan for Special Education Needs Co-ordinators.	Director of Schools School Principals
2.3 Foster, promote and encourage staff to critically reflect on their work, to engage in high quality individual and collaborative practice, and actively participate in continuous professional development opportunities, including engaging with educational evidence-based research.	2019: Support our teachers to engage with Continuing Professional Development (CPD) support in the area of exploring leadership, year head training and through the Junior Cycle for Teachers support service. Integrate critical reflections into all LCETB training	Director of Schools School Principals
2.4 Foster a culture of leadership, coaching and mentoring for all staff	Regular, Principals Forum meetings will continue to be organised in 2019 Supports to implement distributed leadership will be implemented at the appropriate level. Establishment and support of a Deputy Principals Forum. Working groups in Safeguarding, Leading Teaching and Learning, SEN will address the systemic priorities of the DES.	Director of Schools School Principals
2.5 Promote active awareness of health, safety, wellbeing and welfare for all staff, students and learners at a personal and organisational level.	The LCETB Safeguarding Working Group and Student Support Team Community of Practice will provide training and support schools in relation to Safeguarding, Student Support Team and Critical Incidents.	Director of Schools School Principals
	LCETB will support schools in engaging with the PDST programme of CPD to ensure the implementation of the revised Children First Guidelines in 2018	
2.6 Provide the most appropriate responses and resources to meet the changing needs, approaches and working patterns of our diverse population of staff, students and learners.	Publication of PHD research programme in relation to the impact of SPHE and CPSE on cultural awareness and competence. Implementation of supports to address the findings in association with UL and MIC	Director of Schools School Principals
	During 2019 LCETB will provide resources and facilitate the engagement by staff with LCETB pilot Wellbeing initiative	





**Strategic Goal 3: Governance: Schools Statement of Service 2019:**

Strategic Goal 3: Good Governance: To provide a governance and support framework that facilitates the effective and efficient delivery of all education and training services. This is about ensuring that the quality of the authority’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.

Objective	Actions in 2019	Department
3.1 Ensure that organisational structures, supported by robust administration systems, are aligned with evolving strategic priorities.	Schools will be supported to participate in LCETB led review of Policies on a rotational basis to ensure relevance in 2019. Policies for review will be prioritised by the Principals Forum.	Director of Schools Director of OSD
3.2 Strengthen strategic and organisation planning processes.	In 2019 LCETB will develop a Monitoring and Evaluation framework to facilitate annual monitoring and reporting on LCETB Statement of Strategy .	Director of Schools Director of OSD
3.3 Ensure high standards of financial and risk management, through internal/external auditing/monitoring controls, to support schools, centres and services to operate within funding and corporate governance guidelines/requirements.	Working with the Finance and Audit Committees, during 2018 LCETB 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. Schools Risk Register will be regularly reviewed by Principals Forum	Director of Schools Finance Officer
3.4 Maximise the efficient use of public resources and avoid duplication of services.	LCETB will ensure that, where possible during 2019, schools will be supported to use central procurement frameworks and contracts that are put in place by the Office of Government Procurement (OGP).	Director of Schools Capital & Procurement APO
3.5 Promote sustainability and environmental responsibility across the organisation.	During 2019, LCETB Schools will be supported to engage with An Taisce’s Green-Schools initiative providing environmental management and education.	Director of Schools
	During 2019, schools will continue to engage with LCETB European Energy Efficiency Fund (EEEF) Programme.	Director of Schools Capital & Procurement APO



**Strategic Goal 3: Governance: Schools Statement of Service 2018:**

Strategic Goal 3: Good Governance: To provide a governance and support framework that facilitates the effective and efficient delivery of all education and training services. This is about ensuring that the quality of the authority’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.

Objective	Actions in 2018	Department
3.7 Develop an effective communications strategy.	During 2019, LCETB will develop a Communication Framework to include an Internal Communication matrix that clarifies organisational structures, roles and responsibilities, and sets out effective communication and decision-making processes within LCETB including FET, LCETB Administrative pillars and the Schools Division	Director of Director of Schools of OSD
3.8 Develop service level agreements/memorandum of understanding protocols with external agencies to whom we provide grants/resources.	During 2019, LCETB will continue to facilitate the training and work placement of Student Teachers, Student Placements through the operation of joint vetting arrangements with relevant organisations.	Director of Director of Schools of OSD
3.9 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.	During 2019 LCETB will support schools in implementing the School Self-Evaluation process through leading teaching and learning initiative.	Director of Schools
	A monitoring and evaluation framework for LCETB Statement of Strategy will be developed in 2018. This will include effective monitoring and reporting systems which facilitate timely returns to national bodies and also inform planning.	Director of Schools Director of OSD



#### Strategic Goal 4: Partnership: Schools Statement of Service 2019:

Strategic Goal 4: Partnership: To provide relevant responses and supports as required by the Department of Education and Skills, other Government departments and agencies and to develop effective partnerships which respond to the evolving education and training needs of the region. This is about responding to statutory obligations and building relevant partnerships to promote the role of education and training in developing the economic competitiveness and social inclusion of our region.

Objective	Actions in 2019	Department
4.1 Develop initiatives in response to national policy requirements of the Department of Education and Skills, the Department of Children and Youth Affairs, other government departments and agencies.	The implementation of the various national policies will be through the SSE process linked to the LAOS quality framework, respectful of each school community.	Director of Schools School Principals
4.2 Promote a culture of collaboration, innovation and partnership in order to enhance opportunities for all our stakeholders in the region.	During 2019 LCETB will develop indicators to assess the effectiveness of our collaborative activities in enhancing opportunities for our stakeholders in Limerick and Clare	Director of Schools School Principals
4.3 Strengthen linkages with enterprise in order to maximise opportunities for our students and learners and contribute to the social and economic development of the region.	2019: Work with Mid-West Jobs Task Force enhancing partnership between schools and business and industry and the research community.	Director of Schools School Principals
4.4 Develop local, national and international partnerships to share best practice and enhance our profile as a leading provider of quality education and training.	During 2019 , LCETB will engage with local and national Fora and Working Groups including <ul style="list-style-type: none"> <li>- Principals Forum</li> <li>- DP Forum</li> <li>- Working Groups on LLT</li> <li>- Special Education Teaching</li> <li>- Communities of Practice in Curriculum Leaders, Digital, SEN and Student Support Team Co-ordinators.</li> </ul>	Director of Schools School Principals
4.5 Strengthen links with other agencies and bodies in the delivery of public services throughout the region and to promote and support student/learner and staff wellbeing.	During 2019, LCETB will actively support and develop wellbeing initiatives to ensure that resilience and personal wellbeing are integral parts of LCETB for students/ learners and staff.	Director of Schools Director of OSD



#### Strategic Goal 4: Partnership: Schools Statement of Service 2019:

Strategic Goal 4: Partnership: To provide relevant responses and supports as required by the Department of Education and Skills, other Government departments and agencies and to develop effective partnerships which respond to the evolving education and training needs of the region. This is about responding to statutory obligations and building relevant partnerships to promote the role of education and training in developing the economic competitiveness and social inclusion of our region.

Objective	Actions in 2019	Department
4.1 Develop initiatives in response to national policy requirements of the Department of Education and Skills, the Department of Children and Youth Affairs, other government departments and agencies.	The implementation of the various national policies will be through the SSE process linked to the LAOS quality framework, respectful of each school community.	Director of Schools School Principals
4.2 Promote a culture of collaboration, innovation and partnership in order to enhance opportunities for all our stakeholders in the region.	During 2019 LCETB will develop indicators to assess the effectiveness of our collaborative activities in enhancing opportunities for our stakeholders in Limerick and Clare	Director of Schools School Principals
4.3 Strengthen linkages with enterprise in order to maximise opportunities for our students and learners and contribute to the social and economic development of the region.	2019: Work with Mid-West Jobs Task Force enhancing partnership between schools and business and industry and the research community.	Director of Schools School Principals
4.4 Develop local, national and international partnerships to share best practice and enhance our profile as a leading provider of quality education and training.	During 2019 , LCETB will engage with local and national Fora and Working Groups including <ul style="list-style-type: none"> <li>- Principals Forum</li> <li>- DP Forum</li> <li>- Working Groups on LLT</li> <li>- Special Education Teaching</li> <li>- Communities of Practice in Curriculum Leaders, Digital, SEN and Student Support Team Co-ordinators.</li> </ul>	Director of Schools School Principals
4.5 Strengthen links with other agencies and bodies in the delivery of public services throughout the region and to promote and support student/learner and staff wellbeing.	During 2019, LCETB will actively support and develop wellbeing initiatives to ensure that resilience and personal wellbeing are integral parts of LCETB for students/ learners and staff.	Director of Schools Director of OSD

## Statement of Services –Further Education and Training - 2019 Service Plan

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 LCETB Further Education and Training (FET) Division is underpinned by the strategic direction set in the SOLAS Further Education and Training Strategy (2014 – 2019) and the SOLAS Corporate Plan (2017 – 2019). This work is operationalized locally through LCETB FET Division Strategic Framework 2015-2020.



Within this context and working closely with a range of partners including SOLAS, the DES, the DEASP, Enterprise and Community Partners , LCETB FET Division delivers a suite of programmes (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 Organisational Support and Development to deliver on the four goals outlined in the Limerick and Clare Education and Training Board Strategy Statement.



Over the next 12 months, LCETB FET Division will focus on delivering and implementing the strategic reforms embedded in the 2019 goals and actions under various national and local strategies. Of critical importance this year will be engaging with the new SOLAS Strategic Performance Agreements and Planning Framework 2018- 2020. This engagement will result in a new performance-based funding model which has been designed to enable FET programme objectives to become more responsive and innovative and to deliver value for money.



**Strategic Goal 1 High Quality Student and Learner Experience: FET Statement of Service 2019:**

High Quality Student and Learner Experiences: To provide comprehensive high-quality education, training and lifelong learning opportunities to address the personal, social, and economic and employability needs of people in our community. This is about ensuring the highest quality learning and teaching experiences across our schools, centres and programmes.

Objective	Actions in 2019	Department
1.1 Continue to enhance the student experience through assessment, the provision of a broad-based curriculum (including extra and co-curricular activities) and proactive and preventative student supports	During 2019, LCETB FET Division will continue to promote curriculum and programme development approaches that enable us to tailor our provision to meet the needs of learners, employers and communities, and prioritise key regional and national skills areas.	Director of FET
	LCETB FET Division will implement the 2019 actions in the “Technology-Enhanced Learning in the Further Education and Training Strategy 2016-2019”. <ul style="list-style-type: none"> <li>• Key focus of the Technology Enhanced Learning Action Plan in 2019 is Staff Professional Development - Initiatives include local responses devised &amp; delivered to meet core needs - 10 Technology Enhanced Learning Pilots to commence.</li> </ul>	Director of FET
	During 2019, LCETB FET Division will engage with the Action Plan to Expand Apprenticeship and Traineeship in Ireland 2016-2020 through the development and provision of new programmes including: <ul style="list-style-type: none"> <li>• Development and Rollout of the OEM and Hairdressing Apprenticeships- Development of Hair Dressing Apprenticeship will result in development approach and model for engagement with industry to develop new apprenticeship programmes into the future.</li> <li>• Second Commis Chef Apprenticeship to be run in partnership with employers and Kerry Education and Training Board, as Co-ordinating Provider.</li> <li>• PLC sector to explore pre-apprenticeship provision as outlined in the SOLAS Recommendations in PLC Review. LCFE to explore potential provision in traineeships and apprenticeships.</li> <li>• Working group between PLC and Training Centres to be convened.</li> <li>• Rollout of Apprenticeship App nationally.</li> </ul>	Director of FET
	LCETB FET Division will ensure that training and supports will be put in place for FET Youth Provision and Support to comply with the newly updated child protection procedures, which take into account the new statutory mandated reporting and child safeguarding requirements.	Director of FET



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High Quality Student and Learner Experiences: To provide comprehensive high-quality education, training and lifelong learning opportunities to address the personal, social, and economic and employability needs of people in our community. This is about ensuring the highest quality learning and teaching experiences across our schools, centres and programmes.

Objective	Actions in 2019	Department
1.2 To support our schools and centres in self-evaluation and to ensure quality assurance systems are implemented across Limerick and Clare Education and Training Board to maintain the highest educational, training and ethical standards.	<p>During 2019, LCETB FET Division will implement actions from the QQI ETB Executive Self-Evaluation and QA Improvement Plan (ETBs).</p> <ul style="list-style-type: none"> <li>• Establish LCETB QA Governance Structures and protocols as established by National Reference Handbook.</li> <li>• Implement nationally developed new Reference Framework for Assessment, incorporating 9 new procedures.</li> <li>• Align TQAS and legacy VEC QA policy and procedures.</li> <li>• Develop bank of Exemplars of assessment for all level 5 and 6 modules – Examination Assessment Technique.</li> <li>• QQI Statutory Review of ETB sector - ESER progress report, annual dialogue meeting, statutory self-evaluation process and report, external panel review</li> <li>• Preparation and submission for validation of Hairdressing Apprenticeship programme, supporting national implementation of programme, supporting ongoing QA compliance, curriculum and provision monitoring, review and development.</li> <li>• Integrating quality improvement instruments as outputted from centre Quality Improvement Plans.</li> <li>• Culture of Quality – Seminars, centre briefings, newsletter communications, QA professional development, Signage live, QA drop-in sessions, consultations, working groups etc.</li> </ul>	Director of FET
	LCETB FET Division will work with QQI in 2019 on the development and roll out of a new ETB sectoral approach and model for curriculum and programme development, assessment and validation.	Director of FET
	LCETB FET Division will engage with the ETBI findings on the pilot of the new ETB sectoral Model and Process of External Moderation/Authentication in 2019.	Director of FET



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Objective	Actions in 2019	Department
<p>1.3 Nurture the development of the student/learner as an individual and develop supports for students/learners at risk of educational disadvantage, in order to maximise their potential at each stage of the learning process.</p>	<p>During 2019, LCETB FET Division will continue to roll out and embed the Integrating Language, Literacy and Numeracy Framework across all FET provision by implementing the 2019 actions, with a particular focus on literacy and numeracy initial assessment of all FET learners.</p> <ul style="list-style-type: none"> <li>• Front line staff to be prioritised for PD to improve quality of teaching and learning e.g. integrating literacy training.</li> <li>• Internal FET Audit of initial assessment practice and procedures to be carried out across full-time and part-time provision.</li> <li>• Internal evaluation of ETBI Initial Assessment Guidelines to be carried out to assess roll out options.</li> <li>• Develop Plain English Strategy for FET and at Corporate level to feed back down to level of provision.</li> <li>• Further link the Training Services with Literacy Supports and LLN</li> </ul> <p>LCETB FET Division will support the development of the proposed up-skilling Pathways Plan – New Opportunities for Adults, which aims to help adults acquire a minimum level of literacy, numeracy and digital skills.</p> <p>In 2019, Limerick City will be one of eight planned pilot project areas under the Women Returning to the Workforce Initiative. LCETB FET have linked with the DEASP (who are leading the pilot project) and will provide support for learners under this voluntary scheme.</p> <p>The FET Active Inclusion Support Service was established in 2018, and a Framework and action plan will be in place in 2019 to link across all provision, and pilot alternative responses to social inclusion.</p> <p>During 2019, LCETB FET will develop and support enhanced outreach activity at key transition points in unemployment blackspot areas in order to widen access to and participation in LCETB FET Provision by under-represented groups in the community. Pilot projects will focus on:</p> <ul style="list-style-type: none"> <li>• Outreach and Access</li> <li>• Transitions: develop a LCETB FET Division wide approach to supporting learner transitions.</li> <li>• Sectoral Focused Pilot Projects targeted at employment in specific sectors including the built environment, hospitality and Pathways to Apprenticeship.</li> </ul>	<p>Director of FET</p> <p>Director of FET</p>
<p>1.4 Develop appropriate responses which meet the personal, social and employability needs of the people in our communities.</p>	<p>LCETB FET Division will continue to provide a range of learner supports in 2019 (e.g. referrals to other agencies, disability supports, placements, etc.), in order to address barriers to participation, retention and progression.</p>	<p>Director of FET</p>





### Strategic Goal 1 High Quality Student and Learner Experience FET Statement of Service 2019:

High Quality Student and Learner Experiences: To provide comprehensive high-quality education, training and lifelong learning opportunities to address the personal, social, and economic and employability needs of people in our community. This is about ensuring the highest quality learning and teaching experiences across our schools, centres and programmes.		
Objective	Actions in 2019	Department
1.5 Provide high quality information, guidance, counselling and student/learner support services across our schools, centres and programmes.	LCETB FET Division will continue to roll out and embed LCETB FET Information, Recruitment and Guidance Framework by implementing the 2019 actions.	Director of FET
	LCETB will engage with the national review of career guidance services during 2019.	Director of FET
	LCETB FET Division will work to provide employability statements for courses/disciplines in 2019 in order to better inform students, parents and employers.	Director of FET
1.6 Promote the benefits of education and training to the people in our region, in particular helping each learner define unique progression pathways provided by our schools, centres and programmes.	Following the success of the Pathway to Engineering course, which allows for an alternative entry route for people who wish to pursue a career in engineering, LCETB is planning to introduce a Pathway to Aviation course (EASA Certification) in 2019. This course will prepare people who do not meet the entry criteria for its mainstream aircraft maintenance courses.	
	As part of developing a further suite of Pathway Programmes, LCETB is exploring Traineeships opportunities for 2019 in the areas of Precision Engineering CNC, Machine Tool Operations and Welding; Business Administration/Finance; Retail Skills and Customer Support and childcare.	
	LCETB will continue to celebrate learner excellence and achievements to highlight the positive impact of our work. In 2019 this will include <ul style="list-style-type: none"> <li>○ Playing a key role in the Limerick Lifelong Learning Festival (9th Lifelong Learning Festival) which will run from Monday 8th April to Sunday 14th April 2019;</li> <li>○ Facilitating learners to engage with the National FET Learner Forum in 2019;</li> <li>○ Participating in the AONTAS Adult Learner Festival from the 4th March - 8th March 2019</li> <li>○ Active networking with local agencies, community groups and adult learners including the Limerick Community Education Network <a href="https://www.lcen.ie/">https://www.lcen.ie/</a> and the Clare Lifelong Learning Network <a href="http://www.clarelearningnetwork.org/">http://www.clarelearningnetwork.org/</a></li> <li>○ Other actions include promotion of the newly launched LCETB FET website <a href="http://learningandskills.ie/">http://learningandskills.ie/</a>, promotion of the wider benefits of learning open days, certification events, engagement with local structures including the Regional Skills Forum and the LCDCs.</li> <li>○ Progression to third level: Progression protocols in development with GMIT and MIC. Successful L9 Food and Nutrition pilot programme with UL in 2018 has sparked further cooperation planned for 2019.</li> <li>○ Mapping of progression routes across the FET Division into Hairdressing Apprenticeship- ( other areas to follow)</li> <li>○ Research Project on Progression and transitions for KRC - Will review how learners from the centre progress over time to determine where barriers to transitions exist and to identify ways support transitions from programme to programme or to employment.</li> <li>○ Strengthen RPL provision from learnings from TOBAR project and requirements/QAP for new apprenticeship programmes.</li> </ul>	Director of FET
1.7 Provide and maintain the highest quality facilities and appropriate technologies for our students and learners.	Subject to access to capital / project funding, in 2019, LCETB FET Division will continue to implement a series of planned improvements of LCETB FET facilities. This will ensure that LCETB FET learners have access to welcoming, safe and fit-for-purpose learning environments.	Director of FET



## Strategic Goal 2 – Staff Support and Organisational Development: FET Statement of Service 2019:

Strategic Goal 2 – Staff Support and Organisational Development: To provide a supportive, collaborative, safe and healthy working environment for all staff through the provision of relevant responsive supports and appropriate policies and procedures which are underpinned by a culture of continuous professional development. This is about creating a positive working environment underpinned by a culture of respect, dignity and equality.

Objective	Actions in 2019	Department
2.1 Recruit, develop and retain staff of the highest calibre.	During 2019, LCETB will provide recruitment, selection and interview training/ retraining in 2019 for LCETB Board members, managers and other staff involved in the FET recruitment process.	Director of FET Director of OSD
2.2 Develop and implement a continuous staff development policy, which reflects the organisation's objectives and supports staff to maintain and develop their skills in line with the highest standards of professional practice.	In 2019, LCETB FET Division will continue to implement the 2019 actions under the SOLAS Further Education and Training Professional Development Strategy 2017-2019. <ul style="list-style-type: none"> <li>• Publication of the new LCETB FET Professional Development Action Plan 2019-2021</li> <li>• Develop cross FET Induction Process.</li> <li>• Develop online induction resources and induction programmes to ensure consistent and quality induction of staff within LCETB FET</li> </ul>	Director of FET
2.3 Foster, promote and encourage staff to critically reflect on their work, to engage in high quality individual and collaborative practice, and actively participate in continuous professional development opportunities, including engaging with educational evidence-based research.	In 2019, LCETB FET will support communities of practice and networks, creating opportunities for all staff to exchange ideas and share best practice through use of on line platforms and 'badging' of CPD.	Director of FET
2.4 Foster a culture of leadership, coaching and mentoring for all staff	Regular, structured meetings will be organised in 2019 both at centre, provision and management level.	Director of FET
2.5 Promote active awareness of health, safety, wellbeing and welfare for all staff, students and learners at a personal and organisational level.	In 2019, LCETB FET Division will work with Head Office to ensure Health and Safety Committees in Place in all our centres and that staff receive opportunities to attend H&S Training ( both Mandatory and Additional)	Director of FET Director of OSD
	LCETB FET Division will support Youthreach Centres in engaging with planned CPD to ensure the implementation of the revised Children First Guidelines in 2019	Director of FET
	LCETB FET Division will ensure compliance of LCETB Youthreach Centres with the enhanced child protection and safeguarding requirements of the Department's 'Revised Child Protection Guidelines 2017'.	Director of FET



**Strategic Goal 2 – Staff Support and Organisational Development: FET Statement of Service 2019:**

Strategic Goal 2 – Staff Support and Organisational Development: To provide a supportive, collaborative, safe and healthy working environment for all staff through the provision of relevant responsive supports and appropriate policies and procedures which are underpinned by a culture of continuous professional development. This is about creating a positive working environment underpinned by a culture of respect, dignity and equality.

<p>2.6 Provide the most appropriate responses and resources to meet the changing needs, approaches and working patterns of our diverse population of staff, students and learners.</p>	<p>Increased focus on learners IN employment with low skills due to changes in economic situation, and those furthest away from employment.</p> <ul style="list-style-type: none"> <li>• Skills to Advance courses will be developed primarily targeted at the Manufacturing &amp; Construction sectors in areas such as Project Management, Goods Manufacturing Practice and Health &amp; Safety.</li> <li>• Employability Skills courses (e.g. Built environment, Level 3) will target those in unemployment blackspots as well as the long-term unemployed with a view to preparing them for the workplace and/or for progression to further education and training.</li> <li>• Provision managers will continue to constantly review provision to see what opportunities exist to further re-align provision with national targets agreed by the LCETB (Innovative provision must be developed and aligned to Targets 1-6)</li> <li>• Plan for Shannon TC/LETC Hospitality provision to be put in place for 2019. To look at all aspects of hospitality provision from on-the-job training to management up-skilling. Developing new systems and SOPs for industry departments.</li> <li>• HETC - 24 managers will participate in an industry upskill programme delivered one day per week. Participants are going to be released to attend with paid leave. It is a Management level 6 programme with duration of 8 months.</li> <li>• New Project Animation Process being developed between Training Centre and AISS</li> </ul>	<p>Director of FET</p>
	<p>During 2019, LCETB FET Division will provide resources and facilitate the engagement by staff with LCETB pilot Wellbeing initiative</p>	<p>Director of FET Director of OSD</p>



### Strategic Goal 3: Governance: FET Statement of Service 2019:

Strategic Goal 3: Good Governance: To provide a governance and support framework that facilitates the effective and efficient delivery of all education and training services. This is about ensuring that the quality of the authority'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.

Objective	Actions in 2019	Department
3.1 Ensure that organisational structures, supported by robust administration systems, are aligned with evolving strategic priorities.	In 2019, LCETB FET Division will work with the ESF Managing Authority and the Department of Public Expenditure and Reform to provide learner details using the new 'e-Cohesion System' as required under the regulations for the European Structural and Investments Funds (ESIF) 2014-2020.	Director of FET
	LCETB FET Division will be supported to participate in LCETB led review of all Policy Documentation to ensure currency and compliance in 2019 and establish a policy review cycle ensuring all policy documentation are reviewed and updated within a maximum 3 year cycle.	Director of FET Director of OSD
3.2 Strengthen strategic and organisation planning processes.	In 2019, LCETB will develop a Monitoring and Evaluation framework to facilitate annual monitoring and reporting on LCETB Statement of Strategy.	Director of FET Director of OSD
	During 2019, LCETB will ensure that Templates, Procedures and a Timeline are in place for the development of the Annual Service Plan and the Annual Report.	Director of FET Director of OSD
3.3 Ensure high standards of financial and risk management, through internal/external auditing/monitoring controls, to support schools, centres and services to operate within funding and corporate governance guidelines/requirements.	Working with the Finance and Audit Committees, during 2019 LCETB FET Division 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 <u>Plans for 2019:</u> <ul style="list-style-type: none"> <li>Budgeting and Finance Management Training and development to enhance our strategic planning capacity and to link with FARR and PLSS planning processes.</li> <li>All managers and coordinators to get more immersed in future planning and begin to use PLSS, FARR, P2P etc. as management tools on a more daily basis.</li> <li>TACS roll-out to VTOS and YR to commence now that pilot has been completed by LCETB. Roll-out in advance of development of new learner payment system in 2019.</li> <li>Roll-out of FET Critical Incident plan across FET Division.</li> <li>Provide Designated Liaison Person training to all FET provision coordinators (Child/Vulnerable adult Protection)</li> </ul>	Director of FET Finance Officer
3.4 Maximise the efficient use of public resources and avoid duplication of services.	LCETB will ensure that, where possible during 2019, centres and programmes will be supported to use central procurement frameworks and contracts that are put in place by the Office of Government Procurement (OGP).	Director of FET C&P APO



**Strategic Goal 3: Governance: FET Statement of Service 2019:**

Strategic Goal 3: Good Governance: To provide a governance and support framework that facilitates the effective and efficient delivery of all education and training services. This is about ensuring that the quality of the authority’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.

3.5 Promote sustainability and environmental responsibility across the organisation.	During 2019, LCETB FET Centres and Programmes will continue to engage with LCETB European Energy Efficiency Fund (EEEF) Programme.	Director of FET C&P APO
3.6 Ensure effective data protection, confidentiality and record management systems.	During 2019, LCETB FET Division will work with LCETB Data Protection Officer (DPO) to oversee the implementation of data protection strategy and implementation of and compliance with GDPR.	Director of FET Director of OSD
	During 2019, LCETB FET will provide training and supports to relevant staff on data protection legislation to ensure GDPR compliance and confirm that all personal data the programme/ centre currently holds is held in accordance with the General Data Protection Regulation GDPR.	Director of FET Director of OSD
3.7 Develop an effective communications strategy.	<p>During 2019, LCETB will develop a Communication Framework to include a LCETB wide Internal Communication matrix that clarifies organisational structures, roles and responsibilities, and sets out effective communication and decision-making processes within LCETB including FET, LCETB Administrative pillars and the Schools Division</p> <ul style="list-style-type: none"> <li>• Branding for LCETB has been finalised and will be rolled out across the FE Division</li> <li>• Develop Plain English Strategy for FET and at Corporate level to feed back down to level of provision</li> <li>• Further Development of Learning and Skills Website, Co-ordination of Online Social Media presence. Rollout of Digital Communications Strategy</li> <li>• Need to enhance usage, policy developed, consistent, structured localised social media presence.</li> </ul>	Director of FET Director of OSD
3.8 Develop service level agreements/memorandum of understanding protocols with external agencies to whom we provide grants/resources.	<p>During 2019 LCETB will review and adapt the current system of management, and oversight of all contracts in place for services and grants provided by LCETB. Management of SLAs within LCETB will include:</p> <ul style="list-style-type: none"> <li>- Contract Administration:</li> <li>- Service Delivery:</li> <li>- Relationship Management</li> </ul>	Director of FET Director of OSD
3.9 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.	During 2019, LCETB FET Division will engage with the DES / SOLAS evaluation of the Youthreach programme.	Director of FET
	LCETB FET Division will work with the DES/ SOLAS on the evaluation of the VTOS/SST programmes in 2019	Director of FET
	In 2019, the recommendations from the process Review of Limerick City Community Education provision (published in December 2018) will be implemented.	
	A monitoring and evaluation framework for the LCETB Strategy Statement and Service Plan will continue to be implemented in 2019. This will include effective monitoring and reporting systems which facilitate timely returns to national bodies and also inform planning.	Director of FET Director of OSD



#### Strategic Goal 4: Partnership: FET Statement of Service 2019:

Strategic Goal 4: Partnership: To provide relevant responses and supports as required by the Department of Education and Skills, other Government departments and agencies and to develop effective partnerships which respond to the evolving education and training needs of the region. This is about responding to statutory obligations and building relevant partnerships to promote the role of education and training in developing the economic competitiveness and social inclusion of our region.

Objective	Actions in 2019	Department
4.1 Develop initiatives in response to national policy requirements of the Department of Education and Skills, the Department of Children and Youth Affairs, other government departments and agencies.	During 2019, LCETB FET will liaise with SOLAS in relation to the implementation of the three year strategic performance agreement 2018- 2020	Director of FET
	<ul style="list-style-type: none"> <li>DES Explore project completed targeted at older workers at level 5 with no IT skills.</li> <li>TENRCS national assessment capture system is to roll-out in 2019 to former Training Centres.</li> <li>Further Development of the STEM Alliance between LCETB Schools and Colleges and Industry</li> <li>Setting up new linkages/renewing linkages with key agencies/ Stakeholder.</li> <li>Links to support transitions with agencies such as Garda Diversion, Probation, Bedford row and other community-based support services etc.</li> </ul>	Director of FET
4.2 Promote a culture of collaboration, innovation and partnership in order to enhance opportunities for all our stakeholders in the region.	In 2019, LCETB FET Division will continue to work with SOLAS/ DES and ETBI to further enhance the Programme Learner Support System.	Director of FET
	In 2019 LCETB FET Division will continue their active networking with local agencies, community groups and adult learners including the Limerick Community Education Network <a href="https://www.lcen.ie/">https://www.lcen.ie/</a> and the Clare Lifelong Learning Network <a href="http://www.clarelearningnetwork.org/">http://www.clarelearningnetwork.org/</a>	Director of FET
	In 2019, LCETB FET Division will play a key role in the Limerick Lifelong Learning Festival (9th Lifelong Learning Festival) which will run from Monday 8 <sup>th</sup> – Sunday 14 <sup>th</sup> April 2019.	Director of FET
	LCETB is represented on a number of inter-agency groups targeting the needs of priority cohorts including an inter-agency traveller specific working group, inter-agency refugee resettlement group, the older people's alliance and SICAP providers, including partnerships agencies - Paul Partnership (Limerick City), Ballyhoura Development (East Limerick), West Limerick Resources (West Limerick) and Clare Local Development Company (Clare).	
	In 2019, LCETB FET Division will chair the SMART Limerick Digital Inclusion subgroup to lead up on eInclusion and ensure that the actions relating to digital inclusion in the Limerick Council's <i>Building Ireland's First Digital City - Smart Limerick Roadmap</i> are achieved.	
4.3 Strengthen linkages with enterprise in order to maximise opportunities for our students and learners and contribute to the social and economic development of the region.	<ul style="list-style-type: none"> <li>In 2019, LCETB FET Division will continue to develop the Enterprise Engagement Support Service in line with the 2019 objectives in LCETB FET Enterprise Engagement Framework.</li> <li>Develop annual action plans to implement the Enterprise Engagement Framework in light of new national policy on workforce development and the new naming convention for FET provision delivery in this area, that is, Employability Skills Development.</li> <li>Develop an Enterprise Engagement Database to monitor and track</li> </ul>	Director of FET

	<p>engagement with industry across the FET Division, and related project management.</p> <ul style="list-style-type: none"> <li>• Cluster Approach to Innovative Employer-based Pilot Projects. In Limerick and Clare, industry clusters exist in the following areas: Limerick for Engineering; Limerick for ICT; Limerick for Hospitality; Limerick for Film; STEM Alliance; Retail Clusters; Healthcare Clusters.</li> <li>• FET Employer Engagement Toolkit which will outline process for engaging with industry developed and rolled out by June 2019</li> <li>• CPD for Staff with Enterprise Engagement remit</li> <li>• Under its <b>Skills to Advance</b> training initiative for the hospitality sector, LCETB will provide additional support for enterprise and employment. The initiative is focused on Route 2, STA Policy Framework (2018-2021) for skills development for people in employment.</li> </ul>	
	LCETB FET Division will continue to be an active member of the Mid-West Regional Skills Forum in 2019 in order to ensure the organisation continues to respond to the identified skills and training needs in the region. LCETB currently chair the forum (February 2019).	Director of FET
4.4 Develop local, national and international partnerships to share best practice and enhance our profile as a leading provider of quality education and training.	LCETB FET Division will work to support skills development for those in employment through the FET Policy Framework on Employee Development.	Director of FET
	In 2019, LCETB FET Division will produce a new European Project Development Plan for next 5 years, highlighting its engagement in EU Funded programmes and exchanges including Erasmus+ projects.	Director of FET
	LCETB FET Division will prioritise the agreement of learner referral and enrolment strategies at FET level during 2019 to ensure appropriate learner progression and enhance participation and retention	Director of FET
	In March 2019, The Further Education and Training division of Limerick and Clare Education and Training Board will host a two-day international conference on Family Learning. The conference aims to showcase models of good practice in Family Learning work in Ireland and in Europe and highlight the role of Family Learning in tackling educational disadvantage.	Director of FET
4.5 Strengthen links with other agencies and bodies in the delivery of public services throughout the region and to promote and support student/learner and staff wellbeing.	In 2019, LCETB will continue representation on local, regional and national fora to promote the strategic advancement of FET for social inclusion and economic development including protocols with the DEASP, membership of the LCDCs with Clare and Limerick Local Authorities.	Director of FET

## Statement of Services – Youth Work Provision - 2019 Service Plan

The youth work functions of the Limerick and Clare Education and Training Board are set out in the ETB Act 2013 which defines the role of the ETB as one that supports *“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”*. Within the Limerick and Clare Education and Training Board these functions fall under the remit of the Director of Schools supported by the Youth Officer team. Launched in May 2018 the Youth Work Plan 2018-2021 will guide the Limerick and Clare Education and Training Board as it seeks to fulfil its contribution to meeting the aims of Better Outcomes Brighter Futures in the task of making Ireland *“one of the best small countries in the world in which to grow up and raise a family, and where the rights of all children and young people are respected, protected and fulfilled; where their voices are heard and where they are supported to realise their maximum potential now and in the future”* (DCYA; 2014, 2).

The Youth Work Plan 2018-2021 sets out the strategic goals of the Limerick and Clare Education and Training Board in fulfilling its youth work functions remit. The Plan actively responds to the vision set out in Better Outcomes Brighter Futures and will contribute to meeting the five national outcomes, as set out in policy, for young people in this region. The Youth Work Plan will contribute to the Mid West as a place where young people:

1. Are active and healthy, with positive physical and mental wellbeing.
2. Are achieving their full potential in all areas of learning and development.
3. Are safe and protected from harm.
4. Have economic security and opportunity.
5. Are connected, respected and contributing to their world.

The Plan, development of which was supported and guided by the Youth Work Committee of the Authority, is the result of consultation and agreement between those organisations that work with young people across the region. The Youth Work Plan 2018-2021, which is informed by a range of national policies, recognises the important role of youth work as *“a planned programme of education designed for the purpose of aiding and enhancing the personal and social development of young persons through their voluntary participation, and which is complementary to their formal academic or vocational education and training; and is provided primarily by voluntary youth work organisations”*. This definition, set out in the Youth Work Act 2001 and incorporated into the ETB Act 2013, locates youth work along a continuum of lifelong learning and an element of non-formal learning that fits comfortably with the overall remit of the Limerick and Clare Education and Training Board. The Strategy Statement of the Board sees the organisation playing *“a leading role in the provision of high quality education and training in the Limerick and Clare region. The authority achieves this by transforming the lives our students, our learners, our communities and the social and economic prosperity of the region through responding to student/learner, community and enterprise need”*.

Guided by its youth work committee the Limerick and Clare Education and Training Board will, in 2019, seek to develop and advance the four key Strategic Goals of the Youth Work Plan with the aim of enhancing the experience of all young people who engage with youth work in the region. These goals are:

- Strategic Goal 1 High Quality Youth Work Provision and Practice.  
This goal will work with and support youth work providers to deliver a quality service that responds to young people and assists in empowering them as citizens. Central to the delivery of a high quality youth work experience is support for the development and on-going training for youth work practitioners – both volunteer and paid.
- Strategic Goal 2 Value and Visibility of Youth Work.  
This goal of LCETB Youth Work Plan will record and promote the value and importance of youth work as an educational provision that benefits all young people and the communities in which they live.



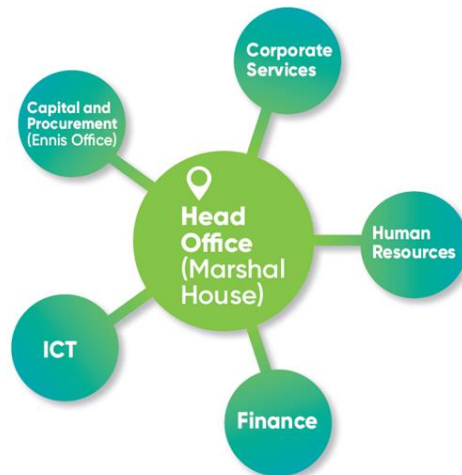
- Strategic Goal 3            Good Governance and Sustainability.  
Supporting good governance is central to ensuring that all involved in the educational endeavour that is youth work – young people and the adults that work with them – can feel safe, valued and respected.
  
- Strategic Goal 4            Networking, Connecting and Collaborating.  
This goal recognises that the primary deliverers of youth work are voluntary and community organisations. This action commits the Limerick and Clare Education and Training Board to work closely with all partners, to build positive relationships and identify opportunities for collaboration to enhance and promote youth work among young people and the wider community.

In the context of its Strategic Goals the Limerick and Clare Education and Training Board will work closely with the community and voluntary organisations that deliver youth work directly to young people in the region. Actions to improve the services which will, ultimately, be delivered to young people will include:

- a) Administration of funding for Youth Projects with a focus on disadvantage. This includes:
  - Support for long-standing projects as their funding criteria become subject to the TYFS terms and conditions,
  - Support for new and augmented projects which have been established under the TYFS terms and conditions,
  - Engage with DCYA and youth work organisations to ensure that the migration of funding from CDETB to Limerick and Clare Education and Training Board is as smooth and efficient as possible,
  - Maintenance of relationships to ensure that trust and shared values are fostered.
- b) Administer any other funding schemes as may become available from time to time.
- c) Intercultural youth work training for paid and voluntary youth work staff.
- d) Workshop to develop a Sexual Health Policy for youth work organisations.
- e) Dissemination of the learning arising from LGBTI+ research and identifying potential actions.
- f) Consideration of the implications for NQSF arising from national review and continued support for the further implementation of the Framework.
- g) Support to the Youth Work Committee of Limerick and Clare Education and Training Board so that it can carry out its function of over-seeing the implementation of the Youth Work Plan.
- h) Continue to support the roll out and implementation of the Quality Standards for Volunteer-led Youth Groups.
- i) Administration of the Local Youth Club Grant Scheme for Volunteer-led Youth Clubs 2019.
- j) Co-ordination of youth plans, proposals and activities in Limerick and Clare.
- k) Make recommendations on grant applications, registration and project allocations.

## Organisational Support and Development: 2019 Service Plan

Within the Limerick and Clare Education and Training Board, the Organisational Support and Development Directorate oversees the management of LCETB's resources across the Human Resources, Corporate Services, Finance, ICT and Capital and Procurement Sections.



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 LCETB to deliver on the four key goals articulated in the Limerick and Clare Statement of Strategy 2017 – 2021 namely:

1. High Quality Student and Learner Experiences
2. Staff Support and Organisational Development
3. Good Governance
4. Partnership

Working across all four goals and in collaboration with the Schools and FET Directorates, the Organisational Support and Development function aims to ensure best practice in terms of LCETB Corporate Governance and deliver increased value to LCETB. It achieves this through the development and enhancement of sound and coherent policies, systems and engagement processes which ensure that LCETB is compliant with legislation, attracts and retains high quality staff, demonstrates excellence in governance and supports the achievement of LCETBs vision as defined in the Statement of Strategy. During 2019, our focus will be on delivering the following actions under the four goals outlined in our Strategy Statement



### Strategic Goal 1 High Quality Student and Learner Experience: OSD Statement of Service 2019:

Objective		
1.1 Continue to enhance the student experience through assessment, the provision of a broad-based curriculum (including extra and co-curricular activities) and proactive and preventative student supports	In line with the <i>LCETB ICT Strategy 2017 -2020</i> , LCETB ICT Department will work with the Director of Schools and Director of FET to support our schools and FET centres in digital innovation.	OSD Director APOs Director of Schools Director of FET
1.2 To support our schools and centres in self-evaluation and to ensure quality assurance systems are implemented across Limerick and Clare Education and Training Board to maintain the highest educational, training and ethical standards.	LCETB will ensure all staff have opportunities to access training and supports required to comply with the newly updated legislation including GDPR and new statutory mandated reporting and child safeguarding requirements. An online system of training developed in 2018 in conjunction with ETBI and LCETB FET Division will continue to be rolled out in 2019 and will form part of the Induction Process for new staff in 2019.	OSD Director APOs Director of Schools Director of FET
	As part of LCETB ICT Strategy 2017 -2020, LCETB will provide collaborative opportunities incorporating online platforms which including LCETB <i>Staff Connect</i> system to support our schools and centres in self-evaluation and to ensure quality assurance systems are implemented across Limerick and Clare Education and Training Board. During 2019, this will include the rollout of Office 365 and also the movement to Windows 10 operating system.	
1.3 Nurture the development of the student/learner as an individual and develop supports for students/learners at risk of educational disadvantage, in order to maximise their potential at each stage of the learning process.	During 2019, each of the sections within LCETB Organisational Support and Development 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 implement DES Policy and Practice.	OSD Director APOs Director of Schools Director of FET
1.4 Develop appropriate responses which meet the personal, social and employability needs of the people in our communities.	During 2019, each of the sections within LCETB Organisational Support and Development 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 implement DES Policy and Practice.	OSD Director APOs Director of Schools Director of FET Os
1.5 Provide high quality information, guidance, counselling and student/learner support services across our schools, centres and programmes.		
1.6 Promote the benefits of education and training to the people in our region, in particular helping each learner define unique progression pathways provided by our schools, centres and programmes.		



**Strategic Goal 1 High Quality Student and Learner Experience: OSD Statement of Service 2019:**

High Quality Student and Learner Experiences: To provide comprehensive high-quality education, training and lifelong learning opportunities to address the personal, social, and economic and employability needs of people in our community. This is about ensuring the highest quality learning and teaching experiences across our schools, centres and programmes.

Objective	Actions in 2019	Department
1.7 Provide and maintain the highest quality facilities and appropriate technologies for our students and learners	LCETB Capital and Procurement will continue to support significant investment in capital and works designed to enhance the learner/ staff experience in LCETB schools, centres and head office. On-going capital projects in 2019 include new schools buildings projects in Coláiste Chiaráin, Croom, Mungret Community College, Gaelcholaiste Luimnigh. ASD unit in Thomond Community College and significant extensions in Scarriff Community College, Ennis Community College and St Annes Community College Killaloe. In addition, LCETB Capital and Procurement will support non ETB schools in capital procurement works in 2019 including Gaelscoil Sheoirse Clancy, Le Cheile NS , Gaelscoil Mhichil Ciosog, St Joseph's Secondary School, Spanish Point, Sacred Heart National School Monaleen.	OSD Director APOs Director of Schools Director of FET
	During 2019, LCETB Capital and Procurement will continue a planned cycle of improvements to facilities through the summer works scheme, the emergency works scheme and the Sports Capital Grants Scheme.	OSD Director APOs Director of Schools Director of FET s
	As part of the implementation of the LCETB ICT Strategy 2017 – 2020, LCETB will work with the DES to further develop ICT capabilities across our schools and FET Centres including accessing grants for ICT equipment, and advice and support materials	OSD Director APOs Director of Schools Director of FET
	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 2019.	OSD Director APOs Director of Schools Director of FET
	Review of the effectiveness of existing health and safety policies and practice in 2019 including an up to date register of H&S Committees at centre level and CPD record of mandatory/ additional training (see 2.5)	OSD Director APOs Director of Schools Director of FET
1.8 Develop a Youth Work Plan for the region	LCETB OSD directorate will provide on-going support for the implementation of the LCETB Youth Work Plan.	OSD Director APOs Director of Schools Director of FET
1.9 Continue to promote and develop outdoor education as an integral element of the education services	During 2019 – LCETB OSD Directorate will support the promotion of programmes offered through the outdoor education centres both internally to LCETB schools and FET and externally to other relevant potential service users.	OSD Director APOs Director of Schools Director of FET, APOs



**Strategic Goal 2 – Staff Support and Organisational Development: OSD Statement of Service 2019:**

Strategic Goal 2 – Staff Support and Organisational Development: To provide a supportive, collaborative, safe and healthy working environment for all staff through the provision of relevant responsive supports and appropriate policies and procedures which are underpinned by a culture of continuous professional development. This is about creating a positive working environment underpinned by a culture of respect, dignity and equality.

Objective	Actions in 2019	Department
2.1 Recruit, develop and retain staff of the highest calibre.	Recruitment and selection procedures and templates are being reviewed and updated in order to ensure best practice and relevance to the needs of the organisation and to ensure compliance with legislation and GDPR. The implementation in 2018 of CL 0003/2018 involved conducting a review of the needs and priorities of each Post-Primary school allocated Leadership and Management posts. During 2019, on-going training and refresher training will be conducted to support those Leadership and Management Post-holders allocated to our post primary schools.	OSD Director APOs Director of Schools Director of FET
	Provision of recruitment, selection and interview training/ retraining in 2019 for LCETB Board members, managers and all involved in the recruitment process.	
	Review and adaption of HR ICT system parameters in 2018 to ensure GDPR compliance. During 2019, the GDPR Compliance Workbook to be implemented to ensure GDPR compliance.	
2.2 Develop and implement a continuous staff development policy, which reflects the organisation's objectives and supports staff to maintain and develop their skills in line with the highest standards of professional practice	Undertake profiling of skill sets required within each OSD Department in 2019. This project commenced in 2018 with supervisory grades undertaking training and development in Supervisory Management. During 2019 this will continue and will be expanded to include other grades.	OSD Director APOs Director of Schools Director of FET
	Design and circulation (on Staff Connect) of a 2019 menu of Continuous Professional Development Opportunities for staff in each department.	
	Research and establish a CPD training records database in 2019.	
2.3 Foster, promote and encourage staff to critically reflect on their work, to engage in high quality individual and collaborative practice, and actively participate in continuous professional development opportunities, including engaging with communities of practice	Working within each team, APOs will agree individual goals, maintaining a record of provision of appropriate CPD and development opportunities and feedback. Staff are availing of CPD opportunities relevant to their sections and their workflows. This will be ongoing into 2019.	OSD Director APOs Director of Schools Director of FET
	Working with the newly established communications group, in 2019 priority will be to identify local strategies for sharing confidential, sensitive information to the appropriate level in a timely manner.	
	In 2019 LCETB will continue to deploy resources to equate to the revised structures as a consequence of shared services.	
	HR/Payroll inter departmental collaborative practice project was constituted in 2018 and is working on the implementation of the transition to Shared Services in 2019.	



**Strategic Goal 2 – Staff Support and Organisational Development: OSD Statement of Service 2019:**

Strategic Goal 2 – Staff Support and Organisational Development: To provide a supportive, collaborative, safe and healthy working environment for all staff through the provision of relevant responsive supports and appropriate policies and procedures which are underpinned by a culture of continuous professional development. This is about creating a positive working environment underpinned by a culture of respect, dignity and equality.

Objective	Actions in 2019	Department
2.4 Foster a culture of leadership, coaching and mentoring for all staff.	Regular, structured meetings (both within sections and cross sectional) will continue in 2019	OSD Director APOs Director of Schools Director of FET
2.5 Promote active awareness of health, safety, wellbeing and welfare for all staff, students and learners at a personal and organisational level.	A Health and Safety Management System (Pegasus) was procured by LCETB in 2018. During 2019, an audit of Health & Safety in schools centres will be conducted. This will include an evaluation of systems in place to manage the Health & Safety Training needs of staff.	OSD Director APOs Director of Schools Director of FET
2.6 Provide the most appropriate responses and resources to meet the changing needs, approaches and working patterns of our diverse population of staff, students and learners.	Research, develop and evaluate Equality Training for all staff in 2019. Ensure all policies are reviewed in the context of LCETB Public Sector Duty during 2019.	OSD Director APOs Director of Schools Director of FET



### Strategic Goal 3: Governance: OSD Statement of Service 2019:

Strategic Goal 3: Good Governance: To provide a governance and support framework that facilitates the effective and efficient delivery of all education and training services. This is about ensuring that the quality of the authority'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.

Objective	Actions in 2019	Department
3.1 Ensure that organisational structures, supported by robust administration systems, are aligned with evolving strategic priorities.	Review all LCETB Policy Documentation for currency and compliance in 2019 and establish a policy review cycle ensuring all policy documentation are reviewed and updated within a maximum 3 year cycle.	OSD Director APOs Director of Schools Director of FET
	Review and adaption of ICT system parameters in 2019 to ensure maximum efficiencies in line with the LCETB <i>ICT Strategy 2017- 2020</i>	
3.2 Strengthen strategic and organisation planning processes	In 2019 LCETB will develop a Monitoring and Evaluation framework to facilitate annual monitoring and reporting on LCETB Statement of Strategy	OSD Director APOs Director of Schools Director of FET
3.3 Ensure high standards of financial and risk management, through internal/external auditing/monitoring controls, to support schools, centres and services to operate within funding and corporate governance guidelines/requirements.	Working with the Finance and Audit Committees, during 2019 LCETB 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	OSD Director APOs Director of Schools Director of FET
3.4 Maximise the efficient use of public resources and avoid duplication of services.	LCETB will ensure that, where possible during 2019, it will use central procurement frameworks and contracts that are put in place by the Office of Government Procurement (OGP).	OSD Director APOs Director of Schools Director of FET
3.5 Promote sustainability and environmental responsibility across the organisation	During 2019, LCETB aim to improve energy efficiency and renewable energy through on-going engagement with initiatives such as European Energy Efficiency Fund (EEEF) Programme.	OSD Director APOs Director of Schools Director of FET
3.6 Ensure effective data protection, confidentiality and record management systems.	Implement a Records Management System across all LCETB locations in 2019 to include the following: <ul style="list-style-type: none"> <li>- A contractor (DSM) has been procured following a tender process in 2018. This project is on-going in 2019 with all Records moving to one secure site as part of the records retention schedule.</li> <li>- Records Management Policy template being implemented A comprehensive suite of statutory compliant records management policies, procedures and a software solution to support these.</li> <li>- A records retention schedule including digitization and confidential disposal.</li> <li>- A records management training program including manuals ensuring compliance with GDPR and Data Protection legislation.</li> </ul>	OSD Director APOs Director of Schools Director of FET



**Strategic Goal 3: Governance: OSD Statement of Service 2019:**

Strategic Goal 3: Good Governance: To provide a governance and support framework that facilitates the effective and efficient delivery of all education and training services. This is about ensuring that the quality of the authority’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.

Objective	Actions in 2019	Department
3.7 Develop an effective communications strategy. Strive to be pro-active in disseminating information both internally and externally through a wide variety of media, to a variety of stakeholders with a variety of messages for a variety of reasons.	During 2019, LCETB will implement a formal Communication Framework which clarifies organisational structures, roles and responsibilities, and sets out effective communication and decision-making processes within LCETB including FET, LCETB Administrative pillars and the Schools Division	OSD Director APOs Director of Schools Director of FET
	A new website was launched in 2018 and during 2019, this will continue to be developed to ensure that it provides pertinent, relevant information to our staff and stakeholders.	
	An LCETB Public Relations/ Marketing Strategy will be implemented in 2019 to facilitate advertising, branding and public awareness	
3.8 Develop service level agreements/memorandum of understanding protocols with external agencies to whom we provide grants/resources.	During 2019 LCETB will continue to review the system of management, and oversight of all contracts in place for services and works provided to LCETB. Management of SLAs within LCETB will include: <ul style="list-style-type: none"> <li>• Contract Administration:</li> <li>• Service Delivery:</li> <li>• Relationship Management:</li> </ul>	OSD Director APOs Director of Schools Director of FET
3.9 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.	Administrative structures, systems and procedures will be reviewed to ensure their relevance, effectiveness and efficiency	OSD Director APOs Director of Schools Director of FET





**Strategic Goal 4: Partnership: OSD Statement of Service 2019:**

Strategic Goal 4: Partnership: To provide relevant responses and supports as required by the Department of Education and Skills, other Government departments and agencies and to develop effective partnerships which respond to the evolving education and training needs of the region. This is about responding to statutory obligations and building relevant partnerships to promote the role of education and training in developing the economic competitiveness and social inclusion of our region.

Objective	Actions in 2019	Department
4.1 Develop initiatives in response to national policy requirements of the Department of Education and Skills, the Department of Children and Youth Affairs, other government departments and agencies.	LCETB will commence detailed planning for the implementation of the preferred solution for the purposes of upgrading the payroll function to shared service standards.	OSD Director APOs Director of Schools Director of FET
	National Pensions project – working with the national pension’s project in 2019, LCETB will work to establish a data bank.	
	GDPR Compliance Workbook to be implemented in 2019 to ensure GDPR compliance	
	There will be an Audit of Schools and Centres to ensure GDPR compliance 2019	
4.2 Promote a culture of collaboration, innovation and partnership in order to enhance opportunities for all our stakeholders in the region.	During 2019 LCETB will develop indicators to assess the effectiveness of our collaborative activities in enhancing opportunities for our stakeholders in Limerick and Clare	OSD Director APOs Director of Schools Director of FET
4.3 Strengthen linkages with enterprise in order to maximise opportunities for our students and learners and contribute to the social and economic development of the region	During 2019, LCETB will continue to facilitate the training and work placement of Student Teachers through the operation of joint vetting arrangements with relevant organisations.	OSD Director APOs Director of Schools Director of FET
4.4 Develop local, national and international partnerships to share best practice and enhance our profile as a leading provider of quality education and training	During 2019 , LCETB will engage with national ETBI led Fora and Working Groups including <ul style="list-style-type: none"> <li>- CE Forum</li> <li>- FET Forum</li> <li>- Schools Forum</li> <li>- OSD Forum</li> <li>- HR Network</li> <li>- Finance Network</li> <li>- Capital and Procurement Network</li> <li>- Corporate Services Network</li> <li>- ICT Network</li> </ul>	CE, OSD Director APOs Director of Schools Director of FET
4.5 Strengthen links with other agencies and bodies in the delivery of public services throughout the region and to promote and support student/learner and staff wellbeing.	During 2019, LCETB will actively support and develop wellbeing initiatives to ensure that mental resilience and personal wellbeing are integral parts of LCETB for staff and students/ learners.	OSD Director APOs Director of Schools Director of FET

## Limerick and Clare Education and Training Board

### Budget allocations and projected spending

	<b>Forecast Year ended 31/12/2019 €</b>	<b>Outturn Year ended 31/12/2018 €</b>
<b>RECEIPTS</b>		
Schools & Head Office Grants	73,172,643	72,741,560
Further Education and Training Grants	56,683,774	52,788,797
Youth Services Grants	2,785,720	2,678,924
Agencies & Self-Financing Projects	6,559,159	6,780,457
Capital	26,862,074	20,020,585
	166,063,370	155,010,323
<b>PAYMENTS</b>		
Schools & Head Office	75,467,598	73,195,702
Further Education and Training	57,731,945	52,971,252
Youth Services	2,785,720	2,684,371
Agencies & Self-Financing Projects	6,559,159	6,723,747
Capital	26,862,074	16,950,570
	169,406,496	152,525,642
<b>Cash Surplus / ( Deficit) For Period</b>	(3,343,126)	2,484,681

# Limerick and Clare Education and Training Board

## Main Scheme Programme Activity

Forecast Year Ended 31/12/2019

Outturn Year  
Ended  
31/12/2018

### Schools & Head Office Payments

Pay                      Non Pay                      Total

€                              €                              €

PAY	€	€	€	€
Instruction	60,572,965		60,572,965	58,449,859
Special Needs Assistants	2,889,749		2,889,749	2,566,571
Administration	4,060,853		4,060,853	3,993,337
Maintenance	<u>1,554,477</u>		<u>1,554,477</u>	<u>1,461,447</u>
	69,078,044		69,078,044	66,471,215

### NON PAY

Administration		2,115,117	2,115,117	2,167,296
Instruction		720,000	720,000	743,671
Maintenance		<u>1,200,000</u>	<u>1,200,000</u>	<u>1,313,867</u>
		4,035,117	4,035,117	4,224,834

### ASSOCIATED PROGRAMMES

School Services Support Fund	205,000	701,737	906,737	906,737
Book Grant - Needy Pupils		490,000	490,000	497,803
Transition Year Grant		450,000	450,000	472,953
Deis Funding	14,000	164,000	178,000	178,861
PLC Government Levy	11,000	127,000	138,000	139,027
LCA/LCVP Equipment		26,000	26,000	26,024
Special Equipment CL M14/05			0	7,727
Traveller Capitation Grant		21,000	21,000	21,970
Junior Certificate School Programme		53,000	53,000	53,566
LCPE - Leaving Cert PE		9,000	9,000	9,001
LCCS - Leaving Cert Comp Science		500	500	499
Science Grant		21,000	21,000	21,594
Foreign Language Assistant		31,000	31,000	31,634
Special Class Grant		12,000	12,000	12,196
Junior Cert Technology Grant		600	600	626
Junior Cycle Profile of Achievement	2,100		2,100	2,106
Inservice Courses		3,500	3,500	3,307
Bus Escort	10,000		10,000	10,687
Language Initiative			0	879
New School Start Up Grant			0	11,232
Mid-West Regional Skills			0	89,056
School of Excellence		2,000	2,000	<u>2,167</u>
	242,100	2,112,337	2,354,437	2,499,652

**75,467,598**

**73,195,701**

# Limerick and Clare Education and Training Board

## Further Education and Training Programme Activity

FURTHER EDUCATION AND TRAINING PAYMENTS	Forecast Year Ended 31/12/2019				Outturn Year Ended 31/12/2018
	Pay €	Non Pay €	Allowances €	Total €	Total €
<b>Further Education</b>					
VTOS	3,300,000	625,401	3,600,000	7,525,401	7,468,395
Youthreach, SEN, Guidance	3,200,000	1,056,625	1,100,000	5,356,625	5,277,578
PLC Enhanced Capitation		113,000		113,000	112,977
PLC Rent		31,800		31,800	31,800
Hospitality Skills Pay	305,555			305,555	296,979
Back to Education Initiative	1,643,439	272,000		1,915,439	1,894,946
Adult Literacy Development Fund/ITABE	2,480,934	500,000		2,980,934	2,907,524
Intercultural Limerick ESOL	358,050	41,950		400,000	397,214
Community Education	741,306	113,000		854,306	844,363
Employability Skills	137,460	108,000		245,460	170,197
Unemployment Blackspots	230,000	270,000		500,000	706,390
Adult Education Guidance Service	571,164	90,000		661,164	664,371
Childcare/Creche Legacy	245,431	0		245,431	240,973
Youthreach National Co-ordinator	145,500	29,500		175,000	167,134
FET Building Management Costs		850,000		850,000	1,387,735
FE Quality Assurance (Framework)	165,000	80,460		245,460	245,540
FE CPD	197,347			197,347	142,986
Learner Support		300,000		300,000	0
Technology Enhanced Learning (TEL)		260,000		260,000	48,983
FE QQI Authentication/Certification/QA	200,000	100,000		300,000	251,263
FE Operational Costs		600,000		600,000	602,164
	<u>14,181,186</u>	<u>5,181,736</u>	<u>4,700,000</u>	<u>24,062,922</u>	<u>23,859,512</u>
<b>Training Full-time Provision</b>					
Specialist Training Providers (STP)		1,880,702	1,221,355	3,102,057	3,118,368
Local Training Initiatives		304,509	1,219,862	1,524,371	1,579,464
Community Training Centres	170,316	1,753,338	880,432	2,804,086	2,869,166
TC Staff & Operations	4,739,982	2,890,754		7,630,736	7,630,736
Traineeships		2,034,024	2,307,346	4,341,370	2,243,960
Apprenticeship		2,523,781	7,378,911	9,902,692	8,214,152
Apprenticeship 2016+	151,297	624,500		775,797	48,393
Skills Training		1,043,332	941,188	1,984,520	2,539,410
Skills to Advance Route 2	166,025	85,475		251,500	0
Skills to Advance Route 3	175,300	104,700		280,000	0
Justice Workshops			145,000	145,000	143,435
	<u>5,402,920</u>	<u>13,245,115</u>	<u>14,094,094</u>	<u>32,742,129</u>	<u>28,387,084</u>
<b>Training Part-time Provision</b>					
Skills to Advance Route 1	88,650	160,230		248,880	0
Evening Courses	<u>582,000</u>	<u>96,014</u>		<u>678,014</u>	<u>724,656</u>
	670,650	256,244	0	926,894	724,656
<b>Total</b>	<u><b>20,254,756</b></u>	<u><b>18,683,095</b></u>	<u><b>18,794,094</b></u>	<u><b>57,731,945</b></u>	<u><b>52,971,252</b></u>
Youth Work Act (Youth Work Development Plan)	195,000	55,000		250,000	251,588
Youth Club Grant (Sports Dept.)		106,744		106,744	106,744
Regional Task Force		147,982		147,982	147,982
Y.P.F.S.F. STREAM 1		150,768		150,768	150,768
Y.P.F.S.F. STREAM 2	56,700	959,763		1,016,463	1,016,463
Special Projects Youth-SPY		619,092		619,092	619,092
RYFS - Revised Youth Funding Scheme		43,217		43,217	163,529
TYFS - Targeted Youth Funding Scheme		439,454		439,454	0
Youth Capital Funding				0	216,205
LGBTI Youth Grant		12,000		12,000	12,000
	<u>251,700</u>	<u>2,534,020</u>	<u>0</u>	<u>2,785,720</u>	<u>2,684,371</u>

## Limerick and Clare Education and Training Board

AGENCY PAYMENTS	Forecast Year Ended 31/12/2019				Outturn Year Ended 31/12/2018
	Pay €	Non Pay €	Allowances €	Total €	Total €
School Levies/Fees/Donations	105,000	2,500,000		2,605,000	2,622,170
Music Generation Lim City & Clare	540,000	150,000		690,000	660,871
School Meals - DSFA		465,000		465,000	461,080
Examination Bodies SEC	190,000	5,000		195,000	196,818
School Completion Programme	225,000	20,000		245,000	247,434
Hospitality Skills (Non Pay)	30,000	250,000		280,000	281,493
Homework/Study club	260,000			260,000	274,013
SKILLS ETB				0	9,796
European Projects		80,000		80,000	86,355
FSD/Third Level Access	74,000	30,000		104,000	103,885
HSE Art Therapists	67,300			67,300	67,311
Regeneration Grant	16,000	3,000		19,000	19,033
PAUL Partnership				0	36,496
Other				0	(632)
Insurance Settlements				0	15,059
Childcare Pobal		4,859		4,859	4,859
JP McManus Fund YR Hospital				0	10,000
SEAL 2019		300,000		300,000	326,034
RAPID Programme				0	36,682
Ballyhoura Health Care Programme				0	16,748
	<u>1,507,300</u>	<u>3,807,859</u>	<u>0</u>	<u>5,315,159</u>	<u>5,475,505</u>
<b>SELF-FINANCING PAYMENTS</b>					
Outdoor Education Centres	800,000	155,000		955,000	955,595
Third Party Examination Fees		143,000		143,000	143,694
School Canteen/Vending Machines		116,000		116,000	116,396
Hire of PE Hall & Rooms		30,000		30,000	29,464
Adult Education directory				0	3,093
	<u>800,000</u>	<u>444,000</u>	<u>0</u>	<u>1,244,000</u>	<u>1,248,242</u>
				<b>6,559,159</b>	<b>6,723,747</b>

**Agency and Self Financing Programme Activity Limerick and Clare Education and Training Board  
Capital Programme**

**Limerick and Clare Education and Training Board**

<b>CAPITAL</b>		<b>Forecast Year Ended 31/12/2019</b>	<b>Outturn Year Ended 31/12/2018</b>
		€	€
<b>Receipts</b>			
Dept. Education & Skills		26,862,074	19,469,482
SOLAS		300,000	424,089
Self-financing		<u>120,000</u>	<u>127,014</u>
		<b><u>27,282,074</u></b>	<b><u>20,020,585</u></b>
<b>Payments</b>			
<b>New School</b>			
Coláiste Chiaráin, Croom, Limerick	Building	16,000,000	606,034
Gaelcholaiste Luimnigh	Building	1,000,000	
Mungret CC	Building	200,000	
<b>Extensions and Minor Building Works</b>			
Coláiste Iosaef, Killmallock, Limerick	Extension	200,000	6,384,866
St. Annes Community College, Clare	Extension	2,000,000	3,513,790
Desmond College, NCW, Limerick	ASD Unit	50,000	1,324,689
Ennis Community College, Clare	Extension	2,500,000	538,866
Marshal House	Refurbishment	80,000	351,610
Thomond College	ASD Unit	250,000	4,810
St. Michael's, Kilmihil, Clare	Emergency Works	10,000	210,128
Scariff Community College	Extension	150,000	-
Hazelwood College, Dromcollogher, Limerick	Extension	50,000	2,662
St. Patricks Comprehensive College, Shannon	Extension		134,339
Colaiste na Trocaire, Rathkeale	Electrical Upgrade	100,000	-
Killmallock Road Campus	Demolition	8,062	12,121
Monaleen NS	Extension	150,000	-
Shannon Gaelscoil	Extension	50,000	-
Gaelscoil Mhicil Ciosog	Extension	100,000	-
Other	Upgrade Roof & Lift	304,392	115,987
<b>Energy Efficiency Projects</b>			
Energy Efficiency		650,000	671,470
<b>Furniture and Equipment</b>			
School Extensions	Furniture	400,000	649,348
<b>ICT Equipment</b>			
Various Schools	ICT	150,000	342,232
<b>FET Campus</b>			
FET Centres	Equipment & Building Works	300,000	748,691
<b>Temporary Accommodation</b>			
Mungret CC	Additional Accommodation	300,000	
Mungret CC		350,000	606,827
Gaelcholáiste Luimnigh		309,333	299,234
Coláiste Chiaráin, Croom, Limerick		304,030	39,847
Coláiste Iosaef, Killmallock, Limerick		40,590	33,825
Ennistymon Vocational School		30,316	25,415
Scariff Community College, Clare		15,350	
<b>Site Acquisition</b>			
Coláiste Iosaef, Killmallock, Limerick		290,000	29,000
Gaelcholáiste Luimnigh		-	153,841
Mungret CC		450,000	
Site - Sale of Property		-	150,938
<b>Other Works</b>		<u>70,000</u>	
		<b><u>26,862,074</u></b>	<b><u>16,950,570</u></b>

## APPENDIX 1

### LIMERICK AND CLARE EDUCATION AND TRAINING BOARD PROGRAMMES AND SERVICES:

#### LCETB: CORPORATE SERVICES

- Limerick and Clare Education and Training Board: Head Office Limerick (Corporate Services, ICT, Human Resources, Finance)
- Limerick and Clare Education and Training Board: Clare Office (Capital and Procurement)

#### LCETB: POST PRIMARY SCHOOLS:

1. Ennis Community College, Ennis, Co. Clare
2. Ennistymon Vocational School, Ennistymon, Co. Clare
3. St. Michael's Community College, Kilmihil, Co. Clare
4. St. Joseph's Community College, Kilkee, Co Clare
5. Scarriff Community College, Scarriff, Co. Clare
6. St. Anne's Community College, Killaloe, Co. Clare
7. Colaiste Mhuire, Askeaton, Co. Limerick
8. Desmond College, Newcastle West, Co. Limerick
9. Colaiste Chiarain, Croom, Co. Limerick
10. Hazelwood College, Drumcollogher, Co. Limerick
11. Thomond Community College, Moylish, Limerick
12. Limerick College of Further Education, Limerick (Post Leaving Certificate College)
13. Colaiste na Trocaire, Rathkeale, Co. Limerick
14. Colaiste Iosaef, Kilmallock, Co. Limerick
15. Castletroy College, Castletroy, Co. Limerick
16. St. John Bosco Community College, Kildysart, Co. Clare
17. Colaiste Ide agus Iosaef, Abbeyfeale, Co. Limerick
18. Gaelcholaiste Luimnigh Meal Sior Anrai, Luimneach
19. Mungret Community College

Community Schools where the Limerick and Clare Education and Training Board is represented on the Board of Management as a **Joint Patron and Trustee**:

1. John the Baptist Community School, Hospital, Co. Limerick
2. Kilrush Community School, Kilrush, Co. Clare
3. St. Caimin's Community School, Shannon, Co. Clare
4. St. Enda's Community School, Limerick (from 1<sup>st</sup> of September 2015 as Patron, Trustee and Owner).

Schools where the Limerick and Clare Education and Training Board is represented on the **Board of Management**:

1. Shannon Comprehensive School, Shannon, Co. Clare. LCETB are a Co-Trustee and have one nominee on the Board of Management. The Chief Executive of LCETB is also a Board member and ex officio Secretary to the Board of Management.
2. Scoil na Trionoide Naofa, Doon, Co. Limerick. LCETB have a nominee on the Board of Management by invitation of the Patron.

**LIMERICK SCHOOL OF MUSIC:** Jointly funded through Main Scheme, tuition fees and cooperation hours.

#### LCETB: OUTDOOR EDUCATION CENTRES:

1. Burren Outdoor Education Centre, Co. Clare
2. Kilfinane Outdoor Education Centre, Co. Limerick

**LCETB: YOUTH WORK:**

1. Youth Officer, Limerick City
2. Youth Officer , Co. Clare
3. Youth Officer, Co Limerick

**LCETB: MUSIC GENERATION:**

1. Music Generation , Limerick
2. Music Generation, Clare

**LCETB: COOPERATION WITH OTHER INSTITUTIONS**

1. Limerick Prison Education Unit
2. Ceim ar Cheim
3. Co-op Hours through FET Office including Limerick School of Music, Catherine McAuley, Limerick Social Services, Coisceim, Limerick Centre Unemployed, Youth Projects, St. Canice's (Mt. St. Vincent), Learning Hub, Cura Social Services Centre, Limerick Youth Service, Maoin Cheoil and Clare Immigrant Service

**LCETB: TRAINING CENTRE PROVISION:**

1. Limerick Training Centre, Raheen Business Park, Limerick.
2. Shannon Training Centre, Shannon industrial Estate, Shannon, Co Clare

**LCETB FET: FULL TIME PROVISION**

## PLC Provision

1. Limerick College of Further Education (LCFE) (Outreach location in Cappamore College)
2. Ennis Community College
3. Ennistymon Vocational School
4. Organic College, Dromcollogher
5. Colaiste Iosaef, Kilmallock
6. Colaiste Chiarain, Croom
7. St. Joseph's Community College, Kilkee

## VTOS

1. VTOS - Limerick City
2. VTOS- Scariff
3. VTOS - Kilrush
4. VTOS – Ennis
5. VTOS - An T-ionad Glás
6. VTOS – Kilmallock
7. VTOS – Shanagolden

## Youthreach

1. YR - Limerick City Centre
2. YR - Limerick City Northside
3. YR - Limerick City Southside
4. YR - Miltown Malbay
5. YR – Shannon
6. YR - Tuamgraney
7. YR - Kilrush
8. YR - Ennis
9. YR – Hospital
10. YR – Shanagolden



## **LCETB: PART TIME PROVISION:**

### **CORE Skills (including Literacy, TESOL,)**

1. Core Skills - Limerick City
2. Core Skills - Co Clare
3. Core Skills - Co Limerick West – Newcastle West
4. Core Skills - Co Limerick East – Kilmallock

### **BTEI**

1. BTEI - Limerick City
2. BTEI - Co Clare
3. BTEI - Co Limerick West – Newcastle West
4. BTEI - Co Limerick East – Kilmallock

### **Community Education**

1. Community Education - Limerick City
2. Community Education - Co Clare
3. Community Education - Co Limerick West Newcastle West
4. Community Education Co Limerick East – Kilmallock

### **Adult Education Information & Guidance Service**

1. AEIGS Limerick City
2. AEIGS County Limerick
3. AEIGS County Clare