The State Education and Training Authority for Limerick and Clare

Strategy Statement
2017 - 2021

Bord Oideachais & Oiliúna
LUIMNIGH & AN CHLÁIR
LIMERICK & CLARE
Education & Training Board

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01 Foreword

I am pleased to present the Limerick and Clare Education and Training Board Strategy Statement 2017 - 2021, which will chart the path for our education and training programmes, youth work and other statutory functions over the next five years. It is the product of a consultative process, which gave opportunities to boards of management, staff, students, learners, parents, community partners and representative bodies of business, industry and employers in Limerick and Clare to have a say in our future direction. It is framed by our vision to enhance the quality of learning and life in our region. This strategy statement also emphasises the role the authority will play in fulfilling the personal, social, economic and employability needs of our community.

This strategy is built around key operating principles of personal and professional integrity, empowerment, quality and partnership focussed at all times on the needs of all our learners. As a statutory framework, it will specify the objectives of the authority and promote a shared vision and guide our Organisation Support and Development, Schools and Further Education and Training Divisions in the development of annual service plans for our provision. It sets out four organisation-wide strategic priorities, which are in line with our specified objectives. These have also been developed to be consistent with policy directions of the Minister for Education and Skills, the financial resources likely to be available to give effect to this strategy statement and the SOLAS FET Strategy 2014 - 2019: 1) High Quality Student and Learner Experiences 2) Staff Support and Organisational Development, 3) Good Governance and 4) Partnership.

For each strategic priority, key actions have been identified as measures of success and will include the wider benefits of lifelong learning, as our sector must strike a balance between the delivery of sustainable economic and social outcomes. These outcomes will be monitored and analysed through structured action plans, which will report progress on a regular basis. Achieving the outcomes outlined in this strategy will require commitment and collaboration across all our stakeholders including Limerick and Clare Education and Training Board staff, students/learners, managers, administrators, boards of management and all our key partners.

George O'Callaghan

Chief Executive

Limerick and Clare Education and Training Board

02 Executive Summary

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

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

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 Strategy Statement 2017 - 2021 will be implemented by Limerick and Clare Education and Training Board through Annual Service Plans which will be structured to reflect the three pillars of the organisation namely: Organisation Support and Development, Schools and Further Education and Training. These service plans will outline annual action plans and the resources required. Reporting on progress will take place on an annual basis through the Limerick and Clare Education and Training Board Annual Reporting structure which ensures the authority optimises value for money while also maintaining the highest standards of governance.

03 Vision and Strategic Goals

Vision Statement

Limerick and Clare Education and Training Board plays a leading role in the provision of high quality education and training in Limerick and Clare. The authority achieves this by transforming the lives of our students, our learners, our communities and the social and economic prosperity of the region through responding to student/learner, community and enterprise needs.

Strategic Goals

Strategic Goal 1: **High Quality Student and Learner Experiences** — 1

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

Strategic Goal 2: **Staff Support and Organisational Development** — 2

To provide a supportive, collaborative, safe and healthy working environment for all staff, through the provision of relevant responsive supports, appropriate policies and procedures which are underpinned by a culture of continuous professional development.

Strategic Goal 3: **Good Governance** — 3

To provide a governance and support framework that facilitates the effective and efficient delivery of all education and training services.

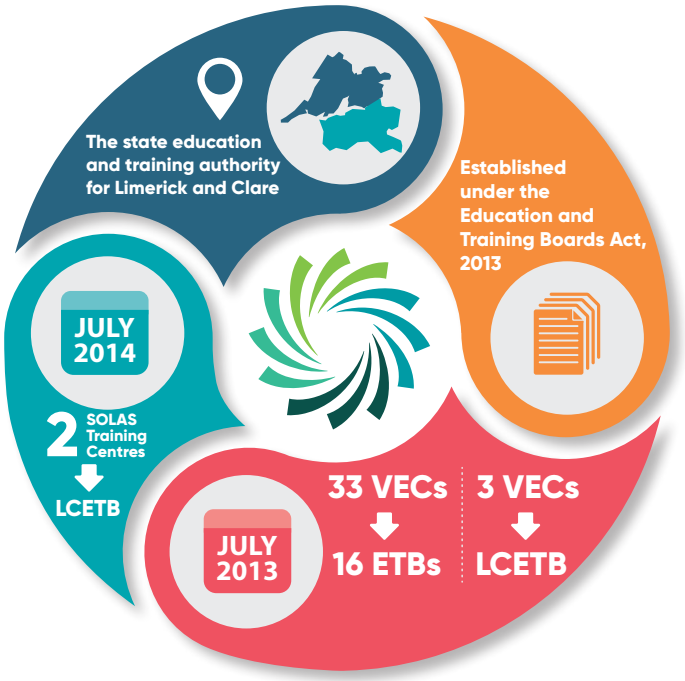
Strategic Goal 4: **Partnership** — 4

To provide relevant responses and supports as required by the Department of Education and Skills, the Department of Children and Youth Affairs, other Government departments and agencies and to develop effective partnerships which respond to the evolving education and training needs of the region.

04 Profile of the Authority

1 Introduction

Limerick and Clare Education and Training Board is the state education and training authority for the Limerick and Clare region. It is one of 16 statutory regional education authorities established by the Education and Training Boards Act 2013. It was established following the amalgamation of 3 Vocational Education Committees which provided formal technical and vocational education in Limerick City, County Limerick and County Clare since 1902.



LIMERICK AND CLARE EDUCATION AND TRAINING BOARD

2 Our Region

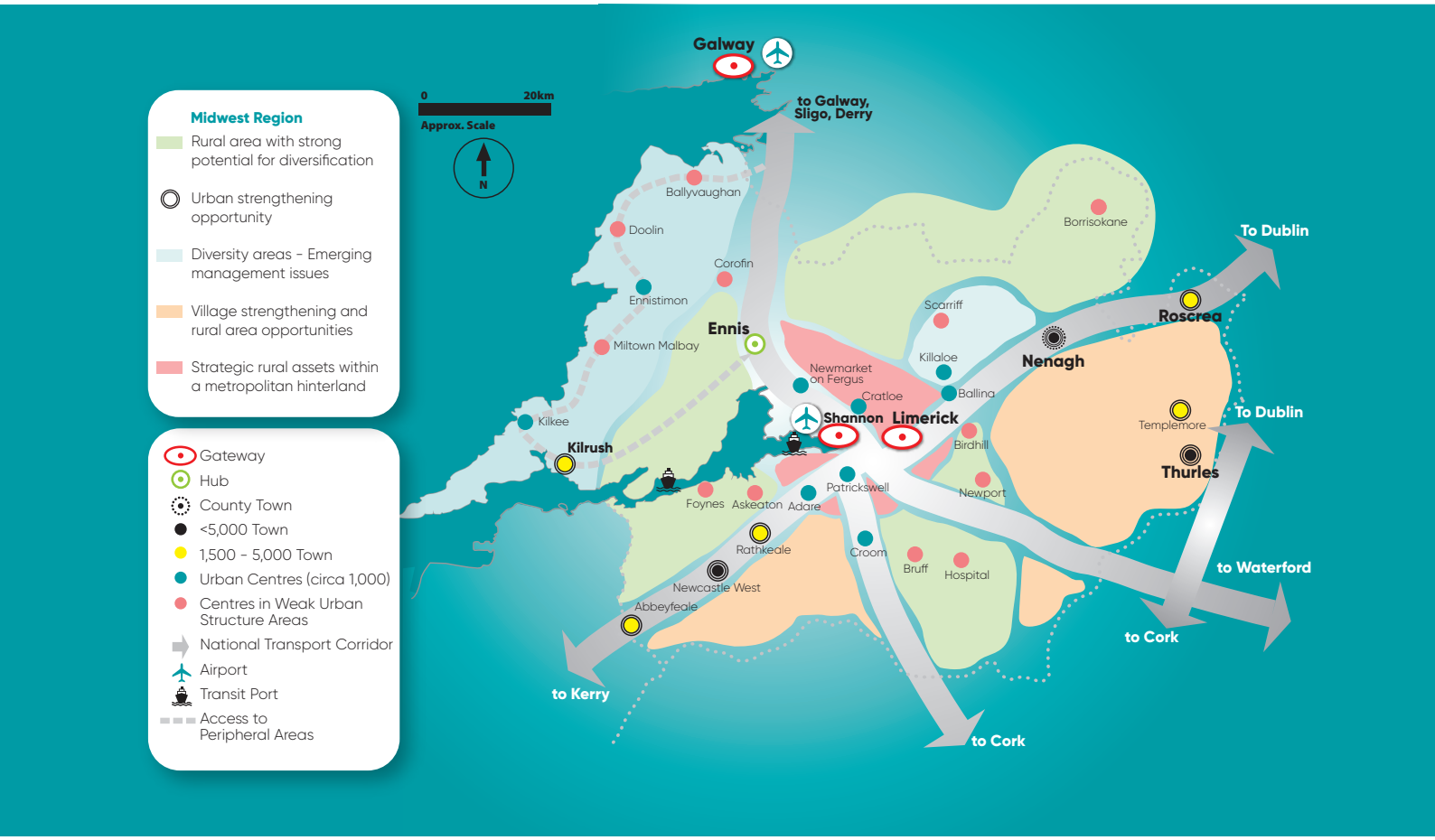
Population: Statistics from Census 2016 compiled by the Central Statistics Office (CSO) show that a total population of 313,802 (6.6% of the population of the state) lives in Limerick and Clare[1]. Clare has a population of 118,627 while County Limerick's total population is 195,175, of which 94,192 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.[2]

[1] http://www.cso.ie/en/releasesandpublications/ep/p-cpr/censusofpopulation2016-preliminaryresults/geochan/

[2] http://cso.ie/en/media/csoie/releasespublications/documents/population/2017/Chapter_2_Geographical_distribution.pdf

Economy: 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 providers such as the University of Limerick, Limerick Institute of Technology and Limerick and Clare Education and Training Board 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.

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



Challenges: Figures from Census 2016 show there are 79 unemployment black spots[3] in Ireland. 21 of these 79 black spot areas are in the authority's region *(27% of the national unemployment black spot areas are in the authority's region)*. While 3 of these unemployment black spots 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 black spots. 8 of the top 10 worst unemployment black spots 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. 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, poor skills and limited experience of 'new economy' employment.

3 Legislative and Policy Context

The Irish education and training landscape has undergone a period of unprecedented legislative and policy change over the last number of years. The Education and Training Boards Act 2013 led to the establishment of 16 Education and Training Boards (ETBs) as well as the introduction of a code of practice for the governance of ETBs. The function of the ETB is to establish and maintain recognised schools, centres for education and education or training facilities in its functional area. The ETB is also required to plan, provide, co-ordinate and review the provision of education and training, including education and training for the purpose of employment and services in its functional area. The ETB also supports the provision, co-ordination, administration and assessment of youth work services in its functional area.

The ETB sector works with communities and learners from a range of target groups including Community National Schools, youth work, post-primary and DEIS schools, prison education, special education and specific disadvantaged groups including the unemployed, particularly the priority groups identified as part of the Government's activation agenda. The need to support social or active inclusion for people with disabilities, people who are experiencing socio-economic disadvantage for a variety of reasons and people with literacy and numeracy difficulties remains as important as ever. Given the context of the authority's work with these target groups, a number of very recent action plans and strategies also reference the work of the ETB sector; these include the *Action Plan for Rural Development 2017; the Migrant integration Strategy 2017 – 2020; the National Strategy for Women and Girls 2017-2020* and the *National Traveller and Roma Inclusion Strategy (2017-2020)*.

The publication in 2016 of the *National Skills Strategy* and the *Action Plan for Education*, as well as the *Action Plan for Jobs* and *Pathways to Work* highlights the key role education plays in *"helping Ireland to successfully weather the exceptional economic crash. It will be central to our ambitions as a nation (economic, cultural, scientific and social) over the coming years. It will allow us to lead in innovation. It will help us to achieve social inclusion."* (Action Plan for Education 2016 – 2019)

Education is central to many of our ambitions as a nation whether they be:

- To break the cycles of disadvantage that can prevent some from fulfilling their full potential
- To excel in fields of human endeavour
- To create sustainable jobs with good prospects

In the area of education and provision of services to young people there has been significant legislative and policy development including: the *Education Act 1998; Youth Work Act 2001; EPSEN Act 2004; Children First Act 2015; Child Protection Procedures for Primary & Post-Primary Schools; Anti-Bullying Procedures for Primary & Post-Primary Schools 2013; Better Outcomes, Brighter Futures 2014-2020; National Youth Strategy 2015-2020; Connecting for Life 2015-2020; Literacy and Numeracy for Learning and Life Strategy 2011-2020; Framework for Junior Cycle 2015; Digital Strategy for Schools 2015-2020; Delivering Equality of Opportunity in Schools (DEIS); 20-Year Strategy for the Irish Language 2010-2030*; the *National Strategy on Education for Sustainable Development in Ireland 2014-2020;* the *UN Convention on the Rights of the Child ratified by Ireland in 1992; ESRI Longitudinal Studies on Post-Primary Experiences;* and the *Equal Status Acts 2000 to 2004.* More recently, the publication of the *Action Plan for Education (Action Plan for Education 2016 – 2019)* will guide the overall development of education services to young people in our region. The Plan is summarised in five high level goals:

1. Improve the learning experience and the success of learners
2. Improve the progress of learners at risk of educational disadvantage or learners with special educational needs
3. Help those delivering education services to continuously improve
4. Build stronger bridges between education and the wider community
5. Improve national planning and support services

The Further Education and Training Act 2013 legislated for the dissolution of FÁS and the establishment of An tSeirbhís Oideachais Leanúnaigh agus Scileanna (SOLAS) as the national further education and training authority. The Qualifications and Quality Assurance (Education and Training) Act 2012 legislated for the establishment of QQI (Quality and Qualifications Ireland) as the independent State agency responsible for promoting quality and accountability in education and training services in Ireland.

The Further Education and Training Act 2013 required SOLAS to develop a 5 year strategy for the provision of further education and training. This strategy, the *Further Education and Training Strategy 2014 – 2019* identified 5 strategic goals which are: Skills for the Economy; Active Inclusion; Quality Provision; Integrated Planning and Funding and the Enhanced Standing of FET. How the ETBs will assist in the fulfilment of these goals has been identified in the Detailed Implementation Plan for the FET Strategy where ETBI and ETBs are the lead agencies for 13 of the 53 actions proposed in the Plan.

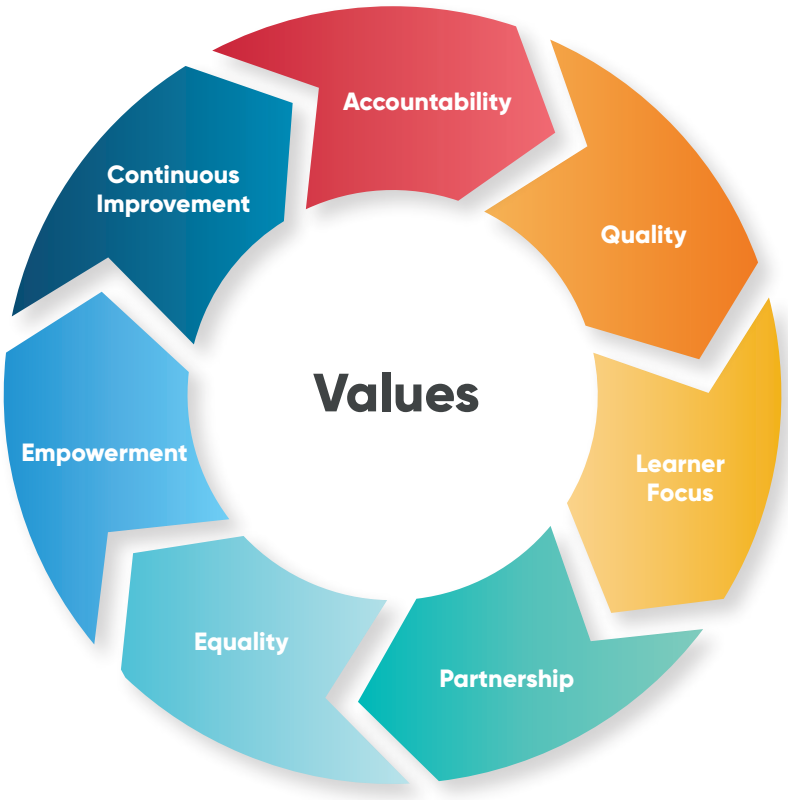
In the Department of Education and Skills (DES) *Action Plan for Education 2016 - 2019* specific reference is made to the implementation of the new Framework for Junior Cycle with its new short courses, group projects and Junior Cycle Profile of Achievement. Mention is also made of a new plan for schools offering the DEIS programme to support achievement and progression. Another key action is the extension of coding and ICT options in schools. In the Further Education and Training (FET) sector, a review has led to the development of new apprenticeships. In addition, Education and Training Boards Ireland (ETBI) has recently published a strategy for technology-enhanced learning in partnership with SOLAS.

4 Public Sector Duty

Limerick and Clare Education and Training Board is committed to its public sector duty as specified in the Irish Human Rights and Equality Commission Act 2014. The authority is committed to eliminating discrimination, promoting equality of opportunity and treatment of staff and the persons to whom the organisation provides services, and protecting the human rights of board members, staff and the persons to whom the authority provides services. The Public Sector Duty is reflected in our core values.

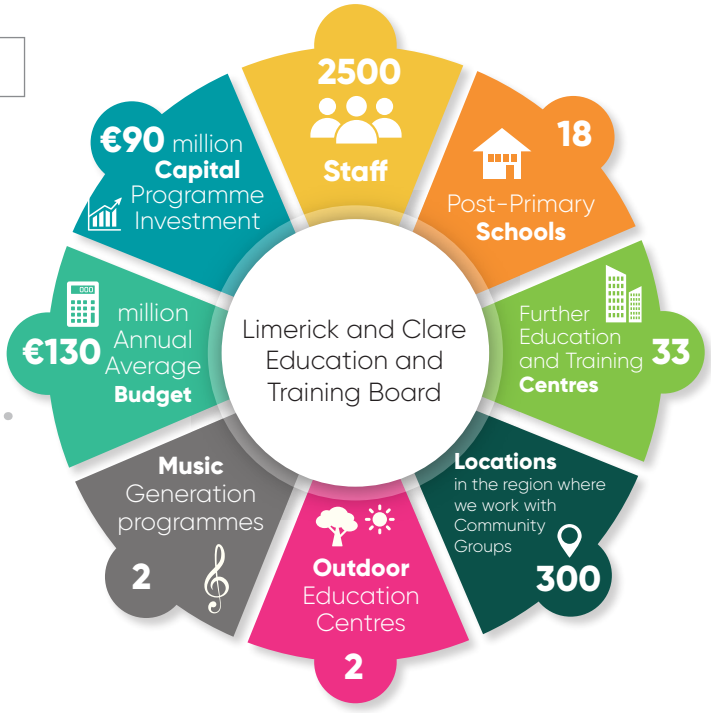
5 Core Values

- We commit to **empower** the community we serve through education and training
- We commit to the highest standards of **ethical behaviour, integrity and accountability**
- We commit to achieving **high quality** in our work and to working in a **progressive, innovative and creative** manner
- We commit to **focus on the student/ learner in the design, delivery and evaluation** of our programmes and services
- We work in a spirit of **partnership, mutual respect, openness and transparency**
- We commit to **equality of opportunity** and respect the **rights, dignity and diversity** of all our stakeholders
- We recognise the important role of all our staff and are **committed to a culture of continuous professional development**



6 The Organisation at a Glance

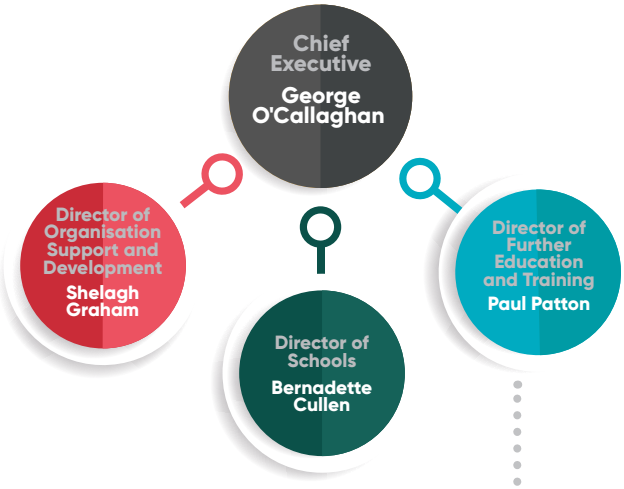
THE ORGANISATION AT A GLANCE



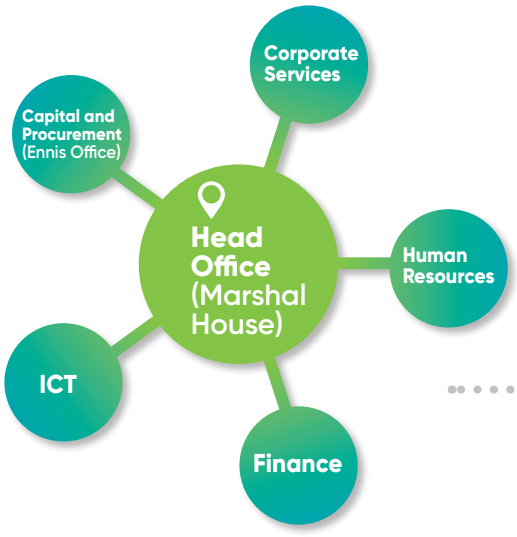
7 Organisational Structure

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

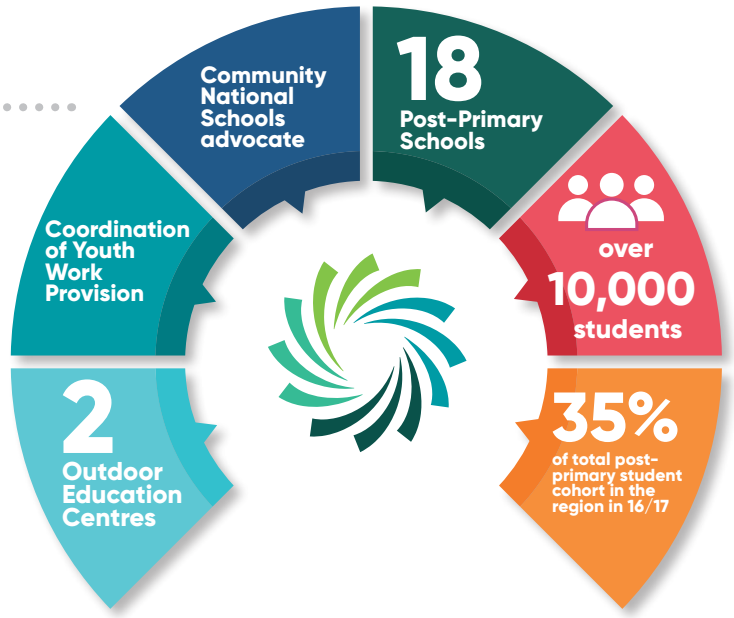
ORGANISATIONAL STRUCTURE



ORGANISATION SUPPORT AND DEVELOPMENT



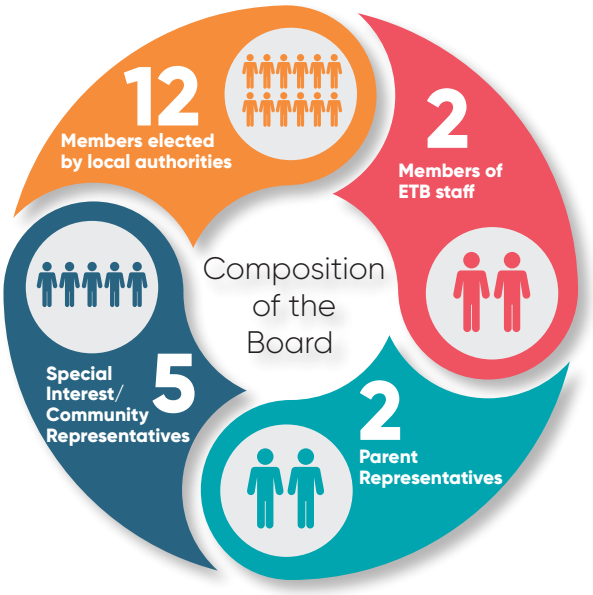
SCHOOLS DIVISION



FURTHER EDUCATION AND TRAINING DIVISION

8	Board

In compliance with legislation, Limerick and Clare Education and Training Board consists of 21 members: 12 elected by local authorities, 2 members of Limerick and Clare Education and Training Board staff, 2 parent representatives and 5 special interest / community representatives (Appendix 1).



9 Map of our Provision & Services

A list of the authority's schools, colleges, centres, provision and services appears in Appendix 2 of this document and is also outlined in more detail on our website: www.lcetb.ie.

10 Educational Attainment

The Department of Education and Skills *Action Plan for Education 2016 – 2019* emphasises that success in Education is built on the quality of leadership, the ingenuity in teaching and the support in the community for learning. To ensure this, areas such as leadership, management, quality framework, teaching methods and initial and continuing training must all operate to the highest standards.

The provision of post-primary education is a core service of Limerick and Clare Education and Training Board. The authority is involved directly in the provision of post-primary education in 18 locations throughout the region. Schools are strategically located to ensure that each rural locality has easy access to the most qualitative learning opportunities and infrastructural facilities. Limerick and Clare Education and Training Board is also co-patron of a number of Community Schools including:

- John the Baptist Community School, Hospital
- Kilrush Community School
- St. Caimin's Community School, Shannon
- St. Patrick's Comprehensive School, Shannon

In the 2016/17 academic year there was a total of 23,370 post-primary students in Limerick and Clare. Limerick and Clare Education and Training Board schools provided for 8,169 students or 35% of the total student cohort in the region. At a national level, retention rates have improved significantly. The national Leaving Certificate Retention Rate for the 2008 cohort was 90.6%. Retention rates in the authority's administrative area for this cohort were respectively Limerick County 93.8%, Limerick City 87% and Clare 89.6%.

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.

11 Partnership

One of the authority's strategic priorities is to work in partnership with the major stakeholders in the Limerick and Clare region. To this end, Limerick and Clare Education and Training Board collaborates with a range of public bodies, as well as voluntary and community organisations. The authority liaises regularly with the Department of Employment Affairs and Social Protection (DEASP) and is a member of the Local Community Development Committees (LCDCs) of the Local Authorities in both Limerick and Clare. Limerick and Clare Education and Training Board is the lead agency on a number of objectives in both the Limerick and Clare Local Economic and Community Plans (LECPs) 2016 – 2021. Objectives which will require monitoring and feedback to the relevant LCDC: Limerick and Clare Education and Training Board is also represented on the Mid-West Regional Skills Forum and works closely with the 4 local Partnership Companies (Clare Local Development Company, West Limerick Resources, Ballyhoura Development and PAUL Partnership).

05 Methodology

Consultation for the development of this Strategy Statement was facilitated by an Internal Strategy Development Team set up in March 2017 and headed up by the Director of Organisation Support and Development. The consultation process consisted of meetings and focus groups involving Students, Parents, Principals/Managers, Co-ordinators, Support and Development teams and staff from across the organisation. An online survey of learners, parents, staff, board members, strategic partners and other stakeholders was also a key element of the consultation. From this process, strategic goals and priorities emerged which were reviewed by both the Senior Management Team and the authority's Board.

Task	Timescale
Establishment of Internal Strategy Development Team	March 2017
Development of Consultation Document including data and information sourced as part of the Limerick and Clare Education and Training Board FET Strategic Framework consultation	March – April 2017
Online survey of stakeholders including learners, parents, staff, board and strategic partners	April - May 2017
Consultation sessions with students, parents and Boards of Management	May 2017
Redrafting of Consultation Document to reflect feedback from survey	May 2017
School Principal Focus Group I	June 2017
Staff Focus Group	June 2017
Redrafting of Consultation Document to reflect feedback from Focus Groups	June 2017
Focus Group with Chief Executive, Directors and Section Heads	July 2017
School Principal Focus Group II	September 2017
Finalisation of the Strategy Statement by Senior Management Team	September 2017
Approval by the Board	October 2017
Launch	December 2017

06 Priority Goals 2017 – 2021

Priority Goals Summary

Strategic Goal 1: **High Quality Student and Learner Experiences** 1

To provide comprehensive high-quality education, training and lifelong learning opportunities to address the personal, social, 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.

Strategic Goal 2: **Staff Support and Organisational Development** 2

To provide a supportive, collaborative, safe and healthy working environment for all staff through the provision of relevant, responsive supports, 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.

Strategic Goal 3: **Good Governance** 3

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.

Strategic Goal 4: **Partnership** 4

To provide relevant responses and supports as required by the Department of Education and Skills, the Department of Children and Youth Affairs, 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.

Strategic Goal 1

High Quality Student and Learner Experiences

To provide comprehensive high-quality education, training and lifelong learning opportunities to address the personal, social, 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.

Strategic Actions		Lead	Timeframe
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	Director of Schools, Director of FET, Principals	2017 – 2021
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.	Director of Schools, Director of FET Principals, Managers & AEOs	2017 – 2021
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.	Director of Schools, Director of FET, Principals, Managers & AEOs	2017 – 2021
1.4	Develop appropriate responses which meet the personal, social and employability needs of the people in our communities.	Director of Schools, Director of FET, Principals, Managers & AEOs	2017 – 2021
1.5	Provide high quality information, guidance, counselling and student/learner support services across our schools, centres and programmes.	Director of Schools, Director of FET, Principals, Managers & AEOs	2017 – 2021
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.	Director of Schools, Director of FET, Principals, Managers & AEOs	2017 – 2021
1.7	Provide and maintain the highest quality facilities and appropriate technologies for our students and learners.	Director of Schools, Director of FET, Principals, Managers & AEOs	2017 – 2021
1.8	Develop a Youth Work Plan for the region	Director of Schools, Youth Officers, Youth Work Committee	2017 – 2021
1.9	Continue to promote and develop outdoor education as an integral element of the education services	Director of Schools	2017 – 2021

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.

Strategic Actions	Lead	Timeframe
2.1 Recruit, develop and retain staff of the highest calibre.	Director of Organisation Support & Development, Director of Schools, Director of FET	2017 – 2021
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.	Director of Organisation Support & Development, Director of Schools, Director of FET	2017 – 2021
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.	Director of Organisation Support & Development, Director of Schools, Director of FET	2017 – 2021
2.4 Foster a culture of leadership, coaching and mentoring for all staff	Director of Organisation Support & Development, Director of Schools, Director of FET	2017 – 2021
2.5 Promote active awareness of health, safety, wellbeing and welfare for all staff, students and learners at a personal and organisational level.	SMT and Principals, Managers & AEOs	2017 – 2021
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.	SMT and Principals, Managers & AEOs	2017 – 2021

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.

Strategic Actions	Lead	Timeframe
3.1 Ensure that organisational structures, supported by robust administration systems, are aligned with evolving strategic priorities.	Chief Executive, Director of Organisation Support & Development, Director of Schools, Director of FET	2017 – 2021
3.2 Strengthen strategic and organisation planning processes.	Chief Executive, Director of Organisation Support & Development, Director of Schools, Director of FET	2017 – 2021
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.	Chief Executive, Director of Organisation Support & Development, Director of Schools, Director of FET	2017 – 2021
3.4 Maximise the efficient use of public resources and avoid duplication of services.	Director of Organisation Support & Development, Director of Schools, Director of FET	2017 – 2021
3.5 Promote sustainability and environmental responsibility across the organisation.	Chief Executive, Director of Organisation Support & Development, Director of Schools, Director of FET	2017 – 2021
3.6 Ensure effective data protection, confidentiality and record management systems.	Director of Organisation Support & Development	2017 – 2021
3.7 Develop an effective communications strategy.	Chief Executive, Director of Organisation Support & Development, Director of Schools, Director of FET	2017 – 2021
3.8 Develop service level agreements/ memorandum of understanding protocols with external agencies to whom we provide grants/resources.	Director of Organisation Support & Development, Director of Schools, Director of FET	2017 – 2021
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.	Chief Executive, Director of Organisation Support & Development, Director of Schools, Director of FET	2017 – 2021

Strategic Goal 4

Partnership

To provide relevant responses and supports as required by the Department of Education and Skills, the Department of Children and Youth Affairs, other Government departments and agencies and to develop effective partnerships which respond to the evolving education and training needs of the region.

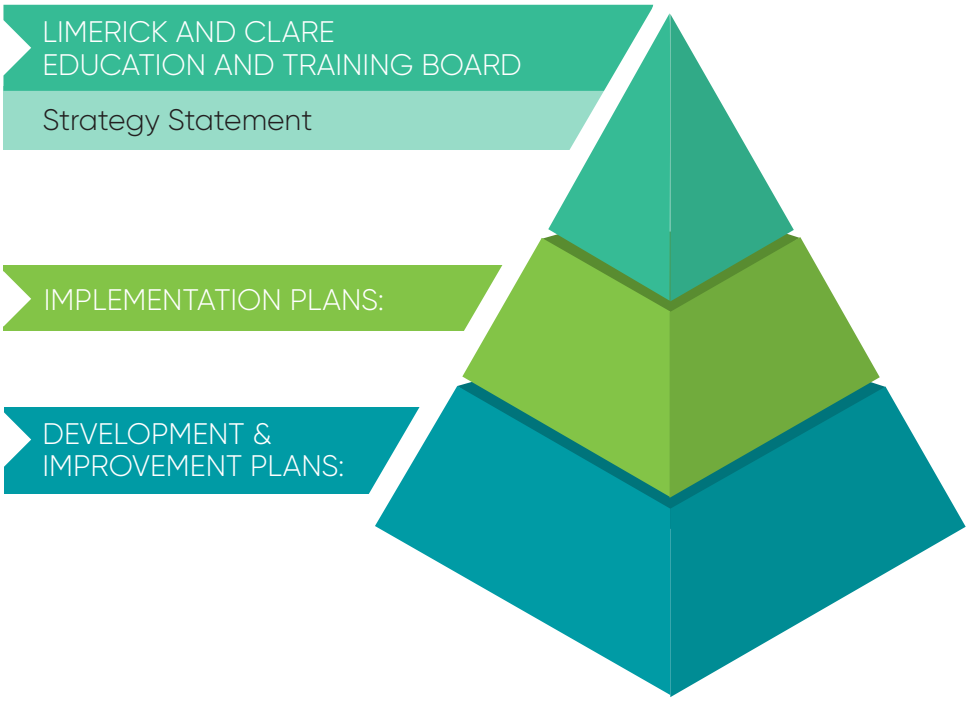
This is about responding to statutory obligations and building relevant partnerships to promote the role of education and training in developing the economic competitiveness and social inclusion of our region.

Strategic Actions	Lead	Timeframe
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.	Chief Executive, Director of Organisation Support & Development, Director of Schools, Director of FET	2017 – 2021
4.2 Promote a culture of collaboration, innovation and partnership in order to enhance opportunities for all our stakeholders in the region.	Chief Executive, Director of Organisation Support & Development, Director of Schools, Director of FET	2017 – 2021
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.	Chief Executive, Director of Organisation Support & Development, Director of Schools, Director of FET	2017 – 2021
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.	Chief Executive, Director of Organisation Support & Development, Director of Schools, Director of FET	2017 – 2021
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.	Chief Executive, Director of Organisation Support & Development, Director of Schools, Director of FET	2017 – 2021

05 Implementation and Monitoring

These goals, priorities and actions will form the basis of implementation plans for each strand of the organisation. Actions from the implementation plans will be integrated into annual plans at school, college, centre and service level. While the organisation is fully committed to this 5-year Strategy, its implementation is subject to the availability of resources.

The figure below illustrates the relationship between the overarching strategy and the actions for each strand of Limerick and Clare Education and Training Board.



Appendix 1

Board Membership: In compliance with legislation, the authority's board consists of 21 members: 12 elected by local authorities, 2 staff members of Limerick and Clare Education and Training Board, 2 parent representatives and 5 special interest/community representatives. The full list of board members is as follows:

Ms. Joan Aherne	Staff Representative
Mr. Tony Brazil	Member from Bodies as per Section 30 (11) (b) of the Education and Training Boards Act (2013)
Mr. Michael Cregan	Member from Bodies as per Section 30 (11) (b) of the Education and Training Boards Act (2013)
Cllr. Cathal Crowe	County Clare Local Authority
Cllr. Michael Donegan	Limerick City and County Local Authority
Ms. Mary Flanagan	Member from Bodies as per Section 30 (11) (b) of the Education and Training Boards Act (2013)
Cllr. Liam Galvin	Limerick City and County Local Authority
Ms. Catherine (Kate) Haren de Parra	Parent Representative
Cllr. Michael Hillery	County Clare Local Authority
Cllr. Mary Howard	County Clare Local Authority
Cllr. Marian Hurley	Limerick City and County Local Authority
Cllr. Gabriel Keating	County Clare Local Authority
Mr. Sean McMahon	Member from Bodies as per Section 30 (11) (b) of the Education and Training Boards Act (2013) **Chairperson**
Mr. Gordon Mewis	Staff Representative
Cllr. Ann Norton	County Clare Local Authority
Mr. Dónal Ó hAiniféin	Parent Representative
Cllr. Richard O'Donoghue	Limerick City and County Local Authority
Cllr. Kieran O'Hanlon	Limerick City and County Local Authority
Cllr. Elena Secas	Limerick City and County Local Authority
Cllr. Lisa Marie Sheehy	Limerick City and County Local Authority **Deputy Chairperson**

Appendix 2

Post-Primary Schools

Community Colleges

Castletroy College, Castletroy, Limerick

Coláiste Chiaráin, Croom, Co. Limerick

Coláiste Íde agus Iosef, Abbeyfeale, Co. Limerick

Coláiste Iósaef, Kilmallock, Co. Limerick

Coláiste Mhuire, Askeaton, Co. Limerick

Coláiste na Trócaire, Rathkeale, Co. Limerick

Desmond College, Newcastle West, Co. Limerick

Ennis Community College, Ennis, Co. Clare

Ennistymon Vocational School, Ennistymon, Co. Clare

Gaelcholáiste Luimnigh, Sir Harry's Mall, Limerick

Hazelwood College, Dromcollogher, Co. Limerick

Mungret Community College, Mungret, Co. Limerick

Scariff Community College, Scariff, Co. Clare

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

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

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

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

Thomond Community College, Maylish Park, Limerick

Community Schools [4]

John the Baptist Community School, Hospital, Co. Limerick

Kilrush Community School, Kilrush, Co. Clare

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

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

Further Education College

Limerick College of Further Education (includes outreach location in Cappamore)

Outdoor Education Centres

Burren Outdoor Education Centre, Co. Clare

Kilfinane Outdoor Education Centre, Co. Limerick

Youth Work Provision

Limerick City

Co. Limerick

Co. Clare

Music Education Provision

Limerick School of Music

Music Generation Limerick City

Music Generation Clare

Maoin Cheoil an Chláir [5]

[4] Under the co-ordination of the authority

[5] Funded through Co-operation with Other Institutions

Training Services Provision

FET Centre - Raheen Campus, Raheen Business Park, Limerick

FET Centre - Shannon Industrial Estate Campus, Shannon Industrial Estate, Shannon, Co. Clare

LCETB Hospitality Education and Training Centre, LEDP, Roxboro, Limerick

Full-Time Provision

PLC - Post-Leaving Certificate

Coláiste Chiaráin, Croom, Co. Limerick

Ennis Community College, Ennis, Co. Clare

Ennistymon Vocational School, Ennistymon, Co. Clare

FET Centre - An t-Ionad Glas (Organic College), Dromcollogher, Co. Limerick

FET Centre - Kilmallock Town Campus, Co. Limerick

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

VTOS - Vocational Training and Opportunities Scheme

FET Centre - An t-Ionad Glas (Organic College), Dromcollogher, Co. Limerick

FET Centre - Clonroad Campus, Ennis, Co. Clare

FET Centre - Kilmallock Road Campus, Limerick City

FET Centre - Kilmallock Town Campus, Co. Limerick

FET Centre - Kilrush Campus, Co. Clare

FET Centre - Scariff Campus, Co. Clare

FET Centre - Shanagolden Campus, Co. Limerick

Second-Chance Education & Training Youth Provision

Youthreach

FET Centre - Clonroad Campus, Ennis, Co. Clare

FET Centre - Kilmallock Road Campus, Limerick City

FET Centre - Kilrush Campus, Co. Clare

FET Centre - Hospital Campus, Co. Limerick

FET Centre - Miltown Malbay Campus, Co. Clare

FET Centre - O'Connell Avenue Campus, Limerick City

FET Centre - Shanagolden Campus, Co. Limerick

FET Centre - Shannon Smithstown Campus, Co. Clare

FET Centre - Tuamgraney Campus, Co. Clare

FET Centre - Watch House Cross Campus, Limerick City

Community Training Centres

Limerick City - under the auspices of Limerick Youth Service

Ennis - under the auspices of Clare Youth Service

Part-Time Provision

Literacy, BTEI - Back to Education Initiative, Community Education, Skills for Work

FET Centre - Abbeyfeale Campus, Co. Limerick

FET Centre - Clonroad Campus, Ennis, Co. Clare

FET Centre - Kilmallock Town Campus, Co. Limerick

FET Centre - Kilrush Campus, Co. Clare

FET Centre - Newcastle West Campus, Newcastle West, Co. Limerick

FET Centre - O'Connell Avenue Campus, Limerick City

FET Centre - Scariff Campus, Co. Clare

FET Centre - Shannon Town Centre Campus, Brú na Sionna, Co. Clare

Cooperation with Other Institutions [6]

Catherine McAuley School

Céim ar Chéim

Clare Immigrant Support Centre

Coiscéim

Cura (Parent and Teen Support, Limerick Social Services Centre)

Learning Hub Limerick

Centre for the Unemployed

Limerick Prison Education Unit

Limerick School of Music

Limerick Youth Service

Maoin Cheoil an Chláir

St. Anne's Special School

St. Canice's Special School (Mt. St. Vincent)

Social Services

Irish Wheelchair Association

MS Society

Deaf Community Centre

Deaf Hear

Le Chéile, Limerick Mental Health Association

Rehabcare

Belfield Day Care Centre

Alzheimer Society

5B University Hospital Limerick

Brothers of Charity

Iniscara Day Centre

Disadvantaged Community Youth

Ballynanty Garda Youth Diversion Project

Community Substance Misuse Team

Garryowen Community Development Project

Limerick City Community Development Project

Limerick City Sports Partnership

Our Lady of Lourdes Youth Centre

Southill Area Centre

Southside Youth Initiative

Kileely 3 o'clock School

Information, Recruitment and Guidance Support Service (IRGSS)

IRGSS Limerick City and County, FET Centre - O'Connell Avenue Campus, Limerick City

IRGSS County Clare, FET Centre - Clonroad Campus, Ennis, Co. Clare

FET Development Support Services

Quality Assurance Support Service, FET Centre - Clonroad Campus, Ennis, Co. Clare

Research & Development Support Service, FET Centre - Kilmallock Road Campus, Limerick

Enterprise Engagement Support Service, FET Centre - Raheen Campus, Limerick

[6] Information based on 2017/18

Abbreviations

BTEI	**Back to Education Initiative**
CC	**Community College**
CFE	**College of Further Education**
DEIS	**Delivering Equal Opportunity in Schools**
DES	**Department of Education and Skills**
FÁS	**Foras Áiseanna Saothaoir**
FET	**Further Education and Training**
LCDC	**Local Community Development Committee**
LDC	**Local Development Company**
LECP	**Local Economic and Community Plan**
PLC	**Post-Leaving Certificate**
QA	**Quality Assurance**
QQI	**Quality and Qualifications Ireland**
SOLAS	**An tSeirbhís Oideachais Leanúnaigh agus Scileanna**
VEC	**Vocational Education Committee**
VTOS	**Vocational Training Opportunities Scheme**

Notes

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Luimneach, V94 HAC4

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Príomhfheidhmeannach
Chief Executive
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LUIMNIGH & AN CHLÁIR
LIMERICK & CLARE
Education & Training Board