



Bord Oideachais & Oiliúna
LUIMNIGH & AN CHLÁIR

LIMERICK & CLARE
Education & Training Board

SERVICE PLAN 2026



Rialtas na hÉireann
Government of Ireland



Arna chomhchistiú ag
an Aontas Eorpach

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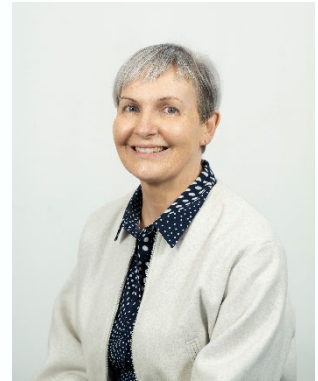
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1. Foreword by the Chief Executive

On behalf of Limerick and Clare Education and Training Board I am pleased to present the Annual Service Plan for 2026.

Limerick and Clare Education and Training Board (the ETB) is the state education and training authority for the Limerick and Clare Region. The Limerick and Clare Education and Training Board Service Plan for 2026, 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*

Our unified organisational core values of Respect, Inclusion, Empowerment and Social Justice will guide us in the delivery of our mission of providing a high-quality education and training service, which creates diverse opportunities enabling learners and communities to unlock their potential.

Our 2026 Service Plan builds on the foundations of the 2022–2026 Strategy Statement, translating long-term objectives into actionable priorities for the year ahead. It reflects our commitment to delivering high-quality education and training that responds to changing learner needs, societal expectations, and economic demands. Through collaboration, innovation, and continuous improvement, we aim to empower learners and contribute to a thriving, inclusive economy. In parallel, work has commenced on the development of the 2027–2031 Strategy Statement, which will be shaped through extensive engagement and collaboration with internal and external stakeholders to ensure a shared, forward-looking vision for the years ahead.

Our 2026 Service Plan reflects a progressive and innovative approach, shaped by the valuable input of both internal and external stakeholders. This plan is designed to ensure the highest quality teaching and learning experiences across all our schools, FET campuses, and programmes.

This Service Plan provides a clear framework for ongoing stakeholder engagement, prioritising their needs, and establishing measurable outcomes for which we are held accountable. It details planned activities, expenditures, and income for the authority in 2026, developed in consideration of the funding allocated to our ETB for this year.

The plan aims to strike a balance across all key areas of the authority's work, including Organisational Support and Development, Schools, and Further Education and Training. Planned delivery will adhere to the funding limits outlined by the Department of Education and Youth and the Department of Further and Higher Education, Research, Innovation, and Science.

The goals and priorities outlined in the ETB's 2022-2026 Strategy Statement are fully aligned with those outlined in the Performance Delivery Agreement between the Department of Education and Youth and the ETB, as well as the Strategic Performance Agreement with SOLAS on behalf of the Department of Further and Higher Education, Research, Innovation and Science.

Building on previous years, this Service Plan outlines targeted actions for 2026, supported by clear performance indicators and measurable targets. Progress will be monitored and evaluated through structured action plans, ensuring regular and transparent reporting.

Achieving these ambitious targets will require the continued dedication and collaborative efforts of all ETB stakeholders—staff, students/learners, school leaders, managers, administrators, boards of management, and key partners. In pursuing these goals, the ETB reaffirms its commitment to the standards of corporate governance, as set out in the 2024 Code of Practice for the Governance of Education and Training Boards (Circular Letter 0083/2024).

Meeting the evolving needs of learners, employers, local partners, and all stakeholders remains central to our mission. We are committed to fostering collaboration and delivering responsive, high-quality education and training that empowers personal growth, strengthens communities and drives economic progress.

I wish to express my sincere gratitude to the members of the ETB Board and to our dedicated staff for their unwavering commitment. Their oversight is vital in ensuring the continued delivery of high-quality services across our organisation.



Bernadette Cullen
Chief Executive

Limerick and Clare Education and Training Board

2. Profile/Background

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

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

Limerick and Clare Education and Training Board is involved directly in the provision of primary education in three Community National Schools (plus provision in one satellite location as a pilot on behalf of the Department of Education and Youth) and a Community Special School that opened in August 2024. Post-Primary education is provided in 17 locations. Further Education and Training is provided via the College of FET and its associated 28 Campuses across the region. Schools and FET campuses are strategically located to ensure that each rural locality has easy access to the most qualitative learning opportunities and infrastructural facilities. Limerick and Clare Education and Training Board is also co-patron of several Community Schools including Ennistymon Community School, Ennistymon; John the Baptist Community School, Hospital; Kilrush Community School, Kilrush, St. Caimin's Community School, Shannon, and St. Patrick's Comprehensive School, Shannon.

As an ETB, our core focus continues to be on our students and learners, while also responding to the changing needs of employers, local partnerships, and all stakeholders. This commitment ensures that our services are relevant, collaborative and future-focused.

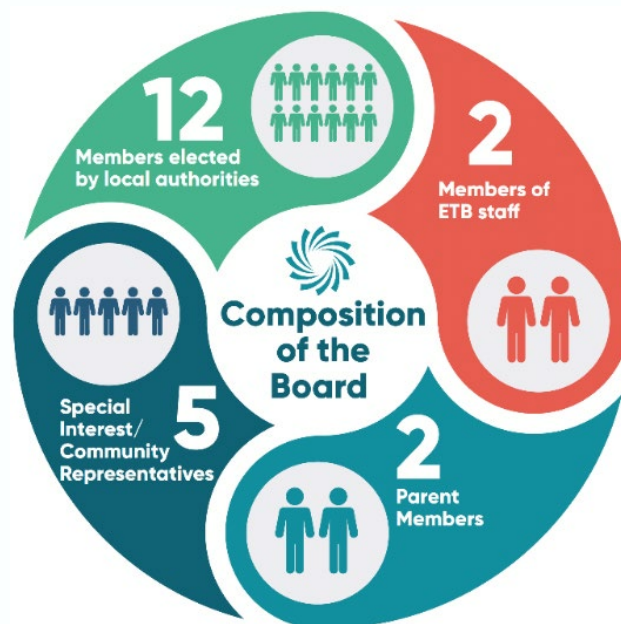
Statutory Responsibilities

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

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

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

Board Composition



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

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

Board Membership

Cllr.	Kieran	O’Hanlon	Limerick City and County Council Local Authority - Chairperson
Ms.	Ann	Norton	Member from Bodies as per Section 30 (11) (b) of the Education and Training Boards Act (2013) - Deputy Chairperson
Cllr.	Antoinette	Baker Bashua	Clare County Council
Cllr.	Michael	Begley	Clare County Council
Cllr.	Maria	Donoghue	Limerick City and County Council
Cllr.	Peter	Doyle	Limerick City and County Council
Mr.	Darren	Feldon	Parent Representative
Ms.	Jeannette	Ferguson	Parent Representative
Cllr.	Rachel	Hartigan	Clare County Council
Ms.	Kate	Hehir	Staff Representative
Cllr.	Mary	Howard	Clare County Council
Cllr.	Gabriel	Keating	Clare County Council
Mr.	Conal	Kelly	Member from Bodies as per Section 30 (11) (b) of the Education and Training Boards Act (2013)
Ms.	Claire	Knight	Member from Bodies as per Section 30 (11) (b) of the Education and Training Boards Act (2013)
Mr.	Michael	MacCurtain	Member from Bodies as per Section 30 (11) (b) of the Education and Training Boards Act (2013)
Mr.	Sean	McMahon	Member from Bodies as per Section 30 (11) (b) of the Education and Training Boards Act (2013)
Mr.	Adrian	O’Hanlon	Staff Representative
Cllr.	John	Sheahan	Limerick City and County Council
Cllr.	Catherine	Slattery	Limerick City and County Council
Cllr.	Noreen	Stokes	Limerick City and County Council
Cllr.	Brigid	Teefy	Limerick City and County Council

Attendance at Meetings

As per Section 3.9 of the Code of Practice for the Governance of Education and Training Boards, Board Members bring a range of specific knowledge, skills, experience and expertise to the deliberations of the Board and its Committees and this is only possible if Members attend all meetings and contribute as appropriate. Attendance at Board meetings is disclosed in the annual accounts and will be made available to nominating bodies should re-appointment of an existing board member be proposed. As part of the induction process for all Boards, the expectation of 100% attendance at all board meetings is clearly outlined. Individual sub structures re-emphasise the requirement for attendance at all board meetings as per the Code of Practice for Governance of ETBs.

Board Self-Assessment

The Board will also carry out an annual self-assessment in 2026, as required by the Code of Practice for the Governance of Education and Training Boards (template provided in Appendix 15 (a) of the Code) to identify areas where improvements are required.

Finance and Audit and Risk Committees

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

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

Limerick and Clare Education and Training Board has established a comprehensive framework for identifying, assessing and managing the significant risks that could affect the achievement of its strategic and operational objectives. This framework ensures that risks are considered proactively and systematically across all areas of the organisation, enabling informed decision-making and supporting a culture of accountability, transparency and continuous improvement.

Within this structure, the SMT has risk management as a standing item on its Agenda and the Audit and Risk Committee plays a pivotal role in supporting the Board. The Committee provides independent oversight and constructive challenge, ensuring that risk-management processes are both effective and aligned with best practice. Through regular monitoring, review and reporting, the Committee assists the Board in gaining assurance that key risks are being appropriately managed and that the organisation manages risk, compliant, and well-positioned to deliver high-quality education and training services.

The Board of Limerick and Clare Education and Training Board is committed to strong governance and accountability. It ensures regular reporting on the effectiveness of internal controls and oversees a structured, ongoing process for identifying and mitigating significant risks to organisational objectives. The Audit and Risk Committee plays a critical role in supporting the Board by providing oversight and assurance in these areas.

In line with the Code of Practice for the Governance of ETBs, the Chairpersons of the Audit & Risk Committee and the Finance Committee, together with the Directors of Organisation Support and Development and the Heads of Finance, will oversee the completion of an annual self-assessment exercise. This process ensures compliance with governance standards and supports continuous improvement in accountability and performance.

Geographical Map of Limerick and Clare Education and Training Board Provision



Population

Based on the results from the 2022 Census, the total population of the Limerick and Clare region was 337,474. County Limerick’s total population was 209,536, while County Clare had a population of 127,938.

The Regional Skills Forum has identified significant strengths and strong future growth potential across the regional economy in sectors such as biotechnology, medical technology, ICT, aerospace, tourism, agri-business and logistics. The Forum has also highlighted key skills clusters in hospitality, engineering, film, and ICT. These employer-led clusters work collaboratively with education and training providers to identify both current and emerging skills needs, ensuring that workforce development aligns with industry demand.

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

3. Strategy Statement 2022 - 2026

The Limerick and Clare Education and Training Board Strategy Statement 2022 - 2026 is developed in accordance with Section 27 of the Education and Training Boards Act 2013 to chart the path for the authority's education and training provision, youth work and other statutory functions over a five-year period from 2022 to 2026. It was the product of a consultative process, which gave opportunities to the ETB board, boards of management, staff, students, learners, parents, community partners and representative bodies of business, industry and employers in Limerick and Clare to have a say in the future direction of the authority. Building on this foundation, collaboration and consultation for the ETB's next Strategy Statement (2027-3031) has commenced, ensuring continued engagement with stakeholders and alignment with emerging regional needs. Our current Strategy Statement defines the vision statement for the authority as follows:



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



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

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

Priority Goals Summary	
<p style="text-align: center;">Strategic Goal 1 High Quality Student and Learner Experiences</p> <p>To promote and provide comprehensive high-quality education, training and lifelong learning opportunities as a pathway to address the personal, academic, social, economic and employability needs of people in our community.</p> <p><i>This is about ensuring the highest quality learning and teaching experiences across our schools, FET campuses, and programmes.</i></p>	<p style="text-align: center;">Strategic Goal 2 Staff Support and Organisational Development</p> <p>To provide a collaborative, supportive, inclusive, caring, safe and healthy working environment for all staff, through the provision of relevant responsive supports, open communication and appropriate policies and procedures, underpinned by a culture of respect, dignity, equality and continuous professional development.</p> <p><i>This is about creating a positive working environment underpinned by a culture of respect, dignity and equality.</i></p>
<p style="text-align: center;">Strategic Goal 3 Good Governance</p> <p>To provide a governance and support framework that underpins the effective and efficient delivery of high-quality education and training services</p> <p><i>This is about ensuring that the quality of the ETB's education and training provision is supported by management and administration systems that meet the highest standards of governance, in terms of accountability, transparency, compliance, equity and value for money.</i></p>	<p style="text-align: center;">Strategic Goal 4 Partnership</p> <p>To develop organisation-wide collaboration and to work in partnership with all government departments and agencies, education partners, as well as industry and community stakeholders, to deliver innovative solutions which respond to the changing social, economic and environmental needs of the region.</p> <p><i>This is about responding to statutory obligations and building relevant partnerships to create effective pathways and promote the role of education and training in developing the economic competitiveness and social inclusion of our region.</i></p>

Limerick and Clare Education and Training Board affirms its commitment to the Public Sector Duty as outlined in the Irish Human Rights and Equality Commission Act 2014. This duty is a continuous responsibility embedded within our governance, planning, and service delivery processes. We strive to eliminate discrimination, advance equality of opportunity and treatment, and uphold the human rights of board members, staff, and all individuals who engage with our services.

Core Values



We commit to facilitate the empowerment of the community we serve through inclusive, respectful, supportive and holistic education and training.

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



The Limerick and Clare Education and Training Board Strategy Statement 2022 – 2026 expresses a clear ambition for the organisation to play a leading role in the provision of high-quality lifelong education, training and enterprise skills needs.

The goals and priorities outlined in the Strategy Statement are fully aligned with those set out in the standard Performance Delivery Agreement between the Department of Education and Youth and the ETB. Each goal is supported by a dedicated set of strategic actions designed to guide our work and ensure we achieve our overall ambitions.

Specific actions in 2026 have been articulated, along with performance indicators and targets to be achieved this year. These targets will be monitored and analysed through structured action plans, which will report progress on a regular basis.

Achieving the targets outlined in the Service Plan 2026 will require commitment and collaboration across all ETB stakeholders including staff, students/learners, managers, administrators, boards of management and all key partners. In working to achieve the stated targets, this ETB commits to the highest possible standards of corporate governance outlined in the Code of Practice for Governance of Education and Training Boards (Circular Letter 0083/2024).

Implementation and Monitoring Provisions

Implementation

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

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

Consultation

In developing the 2026 Service Plan, we undertook a consultation process with Senior Managers and Principals across the ETB. This ensured that the actions identified for delivery are aligned with the priorities and aims of the Limerick and Clare Education and Training Board Strategy Statement 2022–2026. The process also guarantees that the outcomes for 2026 are realistic, deliverable and fully owned by Senior Managers and Principals within their respective service areas

Monitoring

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

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

Reporting

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

Ensuring adherence to all reporting deadlines and accuracy established by the Department of Education and Youth remains a core priority for 2026. This commitment reflects our focus on accountability, transparency and timely delivery of statutory obligations.

4. Statement of Services 2026

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

Performance Delivery Agreement (PDA) Goal 1: Optimise Student/Learner Experience Links to -> Limerick and Clare Education and Training Board Strategy Statement 2022 – 2026 Goal 1: High Quality Student and Learner Experiences To promote and provide comprehensive high-quality education, training and lifelong learning opportunities as a pathway to address the personal, academic, social, economic and employability needs of people in our community. This is about ensuring the highest quality learning and teaching experiences across our schools, FET campuses and programmes.			
Priority	Action	Performance Indicator	Target
1.1 To provide equal access for all to education and training for the benefit of our communities.	<p>The Schools and Youth Division is committed to supporting the development of inclusive school practices in 2026 and provide a positive learning experience for all learners, including learners from marginalised groups:</p> <ul style="list-style-type: none"> The Schools Division will continue to work proactively with the Department of Education and Youth in the expansion of special class and special school provision where required. Develop the Professional Learning Network for the Special Class Coordinators of all Limerick and Clare Education and Training Board Community Colleges and Community 	<p>Performance and progress in 2026 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> Establishment and development of new special classes as required by the NCSE and Department of Education and Youth. Support of schools through a self-evaluation process to develop inclusive practice in their schools. A provision map completed in all schools. Evaluations gathered at each community of practice events 	<p>Establishment of nine new special classes for September 2026.</p> <p>A current provision map in each school.</p> <p>To achieve high levels of satisfaction ratings from each community of practice events.</p> <p>Accredited Success: Providing students with their first formal QQI certification, building a foundation for potential</p>

	<p>National Schools to share best-practice.</p> <ul style="list-style-type: none"> Continued development of inclusive schools by membership of the ETBI Initiative RISE (Realising Inclusive Schools Initiative) and supporting school Boards of Management, school leaders, teachers, SENCOs and special needs assistants. Developing QQI Level 1 Pathways for Special School Leavers: The Schools Division is committed to establishing a seamless transition for students from Special Schools into Further Education and Training (FET). By collaborating with the FET Division and the Inclusion Committee, we aim to ensure that school leavers with complex learning needs have meaningful, accredited options that promote independence and lifelong learning. The continued support of the DEIS programme which seeks to ensure every child, regardless of their socio-economic background, has an equal opportunity to achieve their full potential in education and contribute effectively to society. Enhance Traveller Education: To Improve experiences, attendance, participation, and retention, aiming to 	<ul style="list-style-type: none"> Joint Steering Group: Establishing a cross-divisional working group comprising the Schools Division, FET managers, and the Inclusion Committee to oversee the design and rollout of Level 1 options. Needs Mapping: Conducting an annual "Leaver Profile" audit in Special Schools to identify the specific support requirements and geographic locations of students transitioning out of the school system. Strategic Alignment: Ensuring all pathways align with the FET Strategy 2020–2024 (Building Skills) and the ETB Inclusion Policy. The measurement of data through the school self-evaluation process in relation to the areas of attendance, attainment, literacy, numeracy, retention, partnership with parents and others. Inspection Reports from DEIS schools. Successful piloting of and completion of various projects in Rathkeale. 	<p>progression to Level 2 and beyond.</p> <p>Community Integration: Strengthening the link between the ETB's formal school system and its adult education services to create a pathway option for school leavers of special schools.</p> <p>To achieve high levels of satisfaction in Inspection reports.</p> <p>To achieve high levels of satisfaction ratings from each community of practice events (8-10).</p> <p>To achieve positive feedback from schools and to reflect on feedback to best support immediate and future supports.</p> <p>Continued work and development of education pathways with FET.</p>
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	<p>significantly increase completion of Leaving Certificate (6th year). (Traveller and Roma Education Strategy (TRES) 2024-2030).</p> <ul style="list-style-type: none"> • The ETB will continue to promote our growing number of Community National Schools as a multid denominational school of choice for communities. • Tabhairfaidh an BOO gach tacíocht don oideachas lán-Ghaeilge. The ETB will support its Gaelcholáistí to enhance Irish medium provision in Limerick and Clare. • Provide annual training of all newly appointed Designated Liaison Person (DLP) and Deputy Designated Liaison Person (DDL P) in Child Safeguarding Procedures in accordance with Department of Education and Youth policy. • Continued implementation of the ETBI Patrons Framework with the support of ETBI and the Limerick and Clare Education and Training Board assigned Ethos co-ordinator. • Provide effective professional development for Student Support Teams and Co-ordinators. Provide multi-agency training for new members of Student Support Teams. 	<ul style="list-style-type: none"> • Attendance Professional Learning Day organised. • An excellent working relationship between Head Office functions and the Directorates of Schools & FET to work collaboratively on all appropriate projects for the good of our students/learners and the entire organisation. • Additional Community National Schools via divestment. • All schools to have provision for Special Classes if required by community. • Enhanced provision for Irish medium schools through partnering with ETBI Fóram Feasa and the Teaching Council Féilte Bursary with Mary Immaculate College, Limerick. • Satisfactory participation and positive feedback from attendance at workshops and seminars for Child Safeguarding. • Reviewing Minutes of Board of Management meetings to verify correct procedures of Child Protection and Oversight Report. 	<p>To expand the learning from the plot across our schools.</p> <p>To achieve positive feedback from schools and to reflect on feedback to best support immediate and future supports.</p> <p>To provide relevant up to date support and resource information.</p> <p>Continued increase in student enrolments across all schools at primary and post-primary.</p> <p>Increased enrolments in Limerick and Clare Education and Training Board scoileanna lán-Ghaeilge.</p> <p>Monitoring of engagement in Student Support Team Training (SST).</p> <p>Continued expansion of Ethos ambassador programme</p> <p>Further SST training offered to those who did not attend.</p>
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	<ul style="list-style-type: none"> • Organise additional training in association with NEPS tailored for Student Support Teams in managing critical incidents. • Develop digital supports providing information, resources and guidance for Student Support Teams. • Further develop the pilot initiative to provide School Wellbeing Practitioners (SWP) for schools in Limerick and Clare Education and Training Board in partnership with the School Evaluation forms are issued for all CPD events. • Ease of access to digital supports. • Conference evaluation form regarding the relevance of the topic and quality of the speaker. • Access to relevant contact information for personnel in relevant state and support agencies. • Evaluation of Psychology at the University of Limerick. Promote NEART to schools. Provide telephone, online and school visit support to schools as requested. Provide Critical Incident support to schools in the event of a critical incident. Hold an annual SST conference. Develop links with relevant state and support agencies. 	<ul style="list-style-type: none"> • Identification of opportunities for sharing good practice between Schools and Centres. • Student Support Team Training to be completed for all team members. • Ethos Ambassadors to be our schools. • Attendance at ETBI Ethos Leadership Training. • Embedding of IMBVE (Identity multi beliefs and values education). • Completion of online Ethos Training. • Student Support Team Training to be completed for all team members. • Feedback from schools to Director of schools. • Forms are issued for all CPD events and discussed by team with Director of Schools. • Continued adherence to national policy to ensure support of students/learners at risk of educational disadvantage. • All school-going aged Ukrainian children to be enrolled in 	<p>Continued embedding and support of schools to do same</p> <p>The aim is that by 2030 all members (SLT's, teachers and SNA's) of the ETB will have engaged in the training.</p> <p>To achieve high levels of satisfaction ratings from each community of practice events.</p> <p>To ensure COP are meeting the identified needs of schools.</p> <p>To work towards the integration of education supports at regional and school level.</p> <p>To achieve positive feedback from schools and to reflect on feedback to best support immediate and future supports.</p> <p>To provide relevant up to date support and resource information in a central location easily accessible to schools.</p>
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	<ul style="list-style-type: none"> Continued roll-out of Trauma Responsive Education supports to schools Liaise with relevant stakeholders regarding patronage campaigns in accordance with Department of Education and Youth Strategy for Reconfiguration. Review, modify and ratify admissions policies and procedures that promote inclusion and emphasise supports for marginalised groups. 	<p>schools across Limerick and Clare.</p>	<p>To achieve high levels of satisfaction ratings (8-10).</p> <p>To have access to the relevant contact information for personnel in relevant state and support agencies.</p> <p>To provide relevant up to date support and resource information in a central location easily accessible to schools.</p> <p>Development of resources for schools where the option for reconfiguration is requested.</p> <p>Annual meetings with the patrons of schools – Bishop of Killaloe and Bishop of Limerick to establish rapport on discussing any potential requirements to divest.</p>
	<p>During 2026, the College of FET will promote the SOLAS REACH Fund to community partners and will evaluate and grant fund community-based organisations in line with SOLAS guidelines and in response to local community needs.</p>	<p>Performance and progress in 2026 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> Number of community-based projects supported through the REACH grant, focusing on 	<p>Allocate REACH grant funding to community groups across Limerick and Clare, with a demonstrable impact in increasing educational participation and inclusion.</p>

		improving education and training access for marginalised groups.	Undertake a listening exercise on the pace of the change in FET.
	During 2026, the College of FET will implement the Learner Support Framework, focussing on the work of the Information, Recruitment, and Guidance Support Service (IRGSS) and the Active Inclusion Support Service (AISS) in ensuring timely access to information, advice and support for applicants and learners.	Performance and progress in 2026 will be monitored and evidenced through: <ul style="list-style-type: none"> • Delivery of Learner Support Framework initiatives; learner engagement with the Information, Recruitment, and Guidance Support Service (IRGSS) and the Active Inclusion Support Service (AISS); learner retention, outcomes and satisfaction levels. 	Fully implement the learner Support Framework by the end of 2026, with 100% of learners having access to the IRGSS and AISS, achieving a high satisfaction rate in learner surveys and a measurable increase in retention and progression rates.
	The range of supports for Learners with Disabilities in the College of FET will be enhanced during 2026.	Performance and progress in 2026 will be monitored and evidenced through: <ul style="list-style-type: none"> • Increased engagement of learners with disabilities in education and training; feedback from learners and staff on support services. 	During 2026, the College of FET will undertake an Assessment of the supports on offer using the ETBI RA in FET Maturity Model in order to facilitate an increase in the participation of learners with disabilities.
	During 2026, the College of FET will implement, fund and promote initiatives under the Mental Health and Wellbeing Framework at both Campus and CFET level.	Performance and progress in 2026 will be monitored and evidenced through: <ul style="list-style-type: none"> • Delivery of mental health and wellbeing initiatives, learner 	Mental Health and Wellbeing Initiatives will be funded and promoted across all FET Campuses during 2026, with learners and staff having

	(Contd.)	and staff participation rates, and feedback on impact.	access to initiatives and reporting positive outcomes.
	During 2026 the College of FET will continue to support representation and active engagement with Community-Based Structures across Limerick and Clare, including the Limerick Community Education Network, Regeneration committees and sub-Committees, the LEDP and Local Authority Community Integration Forums	Performance and progress in 2026 will be monitored and evidenced through: <ul style="list-style-type: none"> • Documented contributions to key community discussions and initiatives aimed at improving access to education and training. 	Maintain active representation on a range of community-based structures annually, with measurable outcomes contributing to integration and access strategies for diverse learner groups.
	The College of FET will Implement the ESOL and Migrant Learner Action Plan 2024 - 2026 and deliver Certified QQI ESOL at Levels 1 and 2 during 2026	Performance and progress in 2026 will be monitored and evidenced through: <ul style="list-style-type: none"> • Implementation of key actions under the ESOL and Migrant Learner Action Plan; increased enrolments in QQI ESOL Level 1 and 2 programmes; learner outcomes in certification. 	Implement key actions under the ESOL and Migrant Learner Action Plan during 2026, prioritising measures that maximise impact within budget allocations, with the aim of supporting increased migrant learner participation and working toward an 80% certification rate in QQI ESOL Levels 1 and 2.
	The ETB's OSD Directorate will implement the NDA's 'Disability Equality Awareness Training for Public Sector Staff' that is under review and will be available at the end of Q2 of 2026.	Performance and progress in 2026 will be monitored and evidenced through: <ul style="list-style-type: none"> • Completion reports. • Workshop attendance lists. • Training evaluation surveys. 	Reports showing individual manager completion of the eLearning module Attendance logs from live workshops (sign-in sheets or

	<p>This will strengthen an inclusive workplace culture by equipping all managers with the knowledge, skills, and confidence to support employees with disabilities, comply with legislative requirements, and promote equitable employment practices.</p>	<ul style="list-style-type: none"> • Reasonable accommodation documentation. • Engagement survey results. • HR annual reports & audit trails. 	<p>digital attendance from Teams/Zoom).</p>
	<p>The ETB's Directorate will implement the JAM (Just A Minute) Initiative in 2026 to enhance staff awareness and support for individuals who may need a little more time, patience, or understanding during interactions. Training materials and awareness sessions will be provided to all frontline and customer-facing teams. Visual prompts and JAM branding will be introduced across service areas to reinforce consistent recognition. This initiative aims to improve accessibility, empathy, and customer experience for people with hidden or communication difficulties.</p>	<p>Performance and progress in 2026 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Training completion rates. • Periodic spot-checks on the visibility and use of JAM materials. • Customer experience data and internal surveys will be reviewed to assess behavioural impact. • Quarterly updates will be provided to the leadership team to ensure accountability and continuous improvement. • Adjustments will be made based on emerging needs and user feedback 	<p>Achieve 100% JAM awareness training completion for all relevant staff by Q4 2026. Ensure consistent use of JAM indicators across all service points.</p> <p>Demonstrate measurable improvement in customer experience metrics for service users requiring additional support.</p>
	<p>During 2026 the ETB's ICT Department under the OSD Directorate will continue to provide collaborative opportunities incorporating online platforms, which</p>	<p>Performance and progress in 2026 will be monitored and evidenced through:</p>	<p>Analysis of the number of staff engaging with Office 365 and its impact.</p>

	<p>include the ETB's StaffCONNECT (MS SharePoint) system to support ETB schools and centres. During 2026, the ICT Department will support the following actions:</p> <ul style="list-style-type: none"> • The continued maintenance of specific SharePoint sites for each school with associated training and support. • Continue to work with the DEY to further develop ICT capabilities across ETB schools and FET Colleges/Centres, including accessing grants for ICT equipment, and advice and support materials. • Configuring secure remote access through the ETB's Portal, allowing specific staff to connect to the ETB's ICT infrastructure for the purposes of supporting ETB objectives. • To closely follow the NIST 1.1 CSF and ISO 27001 standards in information security which the Cyber Security Baseline Standards were based upon and developed as part of an ICT Audit and Review of readiness to meet the requirements from the Cyber Security Baseline Standards. • Provide an advisory support around ICT procurement. • Monitoring of ETB hardware/software and upgrades for same. 	<ul style="list-style-type: none"> • The increase in numbers of staff using StaffCONNECT (MS SharePoint) including all sites developed for schools. The use of power Apps for automating specific functions within the ETB. • The number of CPD opportunities delivered to support the rollout of Office 365. • The number of new ICT infrastructure projects and upgrades in place by the end of 2026. • To make improvements in connectivity, device supports and managed services. • Number of schools and centres using Office 24, Office 365 and Windows 11. • Number of A5 licences activated and utilised • Restricting the use of LLM's AI in line with ETB policy and vision. • Ensuring that there is a clear format to request the use of AI in a manner that is lawful, ethical and aligned with our public sector values. 	<p>The number of Staff accessing the ETB's ICT infrastructure through the secure portal.</p> <p>Number of staff signed up for Multi factor Authentication.</p> <p>The number of contacts in relation to school/centre needs around ICT procurement.</p> <p>Number of upgrades carried out in 2026.</p> <p>Number of Staff assigned an A5 Licence.</p> <p>Windows 11 and Office 24 rolled out to all staff in 2026. The volume of staff accessing the ETB Portal in 2026 for the number of Schools and Centres contacting the ICT Department in relation to their ICT needs and relevant procurement of same.</p> <p>Adoption of AI Usage Policy and monitoring of AI usage and maintaining a register of</p>
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	<ul style="list-style-type: none"> • Project Management of new systems including upgrades. • Continue to Implement a suitable information security management system (ISMS) that meets the mandatory requirements set out in the baseline standards. • Continue to identify and avail of ICT funding streams available for all areas of delivery • To link ICT infrastructure investment to Buildings upgrade actions where appropriate. • Management of Systems including local On Prem and cloud systems across administration and Teaching & Learning. • To devise, coordinate and implement an AI policy and procedure 	(Contd.)	types of AI in use within the ETB.
	The ETB will ensure full compliance with the Child Protection Procedures for Primary and Post-Primary Schools.	<p>Performance and progress in 2026 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • New procedures were published on 28th May 2025. The 2023 procedures remain in place until schools formally adopt 2025 procedures. • Provide access to all Board of Management members to ETBI training materials. 	Ensure schools adopt 2025 procedures by 31 December 2026 and awareness that Schools may implement the updated procedures at any time prior to this date.

	<p>Assist the Department, as needed, to meet the needs arising from the Irish Refugee Protection Programme and provision for international protection applicants.</p>	<p>Performance and progress in 2026 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> Assisting the Department of Education and Youth as needed, to meet the needs arising from the Irish Refugee Protection Programme (IRPP) and provision for international protection applicants. 	<p>Assist the DEY as required to meet the needs arising from the IRPP.</p>
<p>1.2 To ensure the highest educational, training and ethical standards are maintained across the organisation's schools and FET campuses.</p>	<p>The Schools Division is committed to maintaining the highest standards in relation to teaching, learning (student experiences and outcomes) To achieve this, we will implement a series of targeted actions in 2026, focusing on continuous improvement, professional collaboration, and quality assurance to ensure excellence in teaching and learning. These actions include:</p> <ul style="list-style-type: none"> Supporting schools with the Self-Evaluation Process (2026). Sharing Best Practices from Internal and External Evaluations (2026). Continuing to Provide High Quality professional learning opportunities (2026). 	<p>Performance and progress in 2026 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> Discussions with school leaders at Principals and Deputy Principals meetings. Regular meetings of the Schools Division and Youth Support Team. Meeting with SSE Coordinators and Principals in schools. Engagement and activity under the Leading Inclusive Learning and Teaching & Assessment Initiative including: Review of inspection reports. Ensuring all schools are represented at communities of 	<p>Fully comply with and implement all Department of Education and Youth circulars and procedures.</p> <p>Ensure that schools implement recommendations of School Inspection Reports.</p> <p>Evidence of having analysed and shared best practice across our schools.</p> <p>Through communities of practice and showcasing events i.e. Curriculum Leaders</p> <p>Update all community of practice (CoP) mailing lists and</p>

	<ul style="list-style-type: none"> Continued Development of Practitioner-Specific COPs based on current and emerging needs. <p>Actions in 2026 include:</p> <ul style="list-style-type: none"> Supporting schools with the School Self-Evaluation process. Sharing best practice on feedback from advisory visits of Department of Education and Youth Inspectorate and Whole School Evaluations (WSE), programme evaluations and subject evaluations through the Leading Teaching and Learning initiative (LILTA). Promoting teacher professional collaboration through the Professional Learning Networks and cluster events such as Leading Teaching and Learning Initiative (LILTA), Curriculum Leaders, Digital Leaders, SENCO Forum, ASD forum Guidance Counsellor Forum, Student Support Team Coordinators and Assistant Principals Forum. Transition Year Forum, HSCL, PE COP Meetings with the Department of Education and Youth Inspectorate on best-practice models will also be arranged for schools. Work with the Teacher Allocations Section of Department of Education 	<p>practice seminars on-line and in-person.</p> <ul style="list-style-type: none"> Number of meetings and events in 2026. Continued promotion of participation in curricular reform. On-going development of Home School Community Liaison (HSCL) community of practice (CoP). Number of collaborative initiatives involving communities of practice (CoP) i.e. IDEAL Futures through Digital Leaders Forum, etc. 	<p>attendance of all schools at community of practice (CoP) meetings.</p> <p>Review with principals.</p>
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	<p>and Youth to establish Limerick Community Special School as a base school, on a pilot basis, as a new supply of teacher clusters for special schools in Limerick. The objective is to coordinate substitutable cover for primary teachers in the set of schools in the cluster cover for leave.</p>	(Contd.)	(Contd.)
	<p>To strengthen teaching, learning, and professional practice across all FET Campuses, a series of targeted actions will be implemented, with a strong focus on continuous improvement, collaboration, and quality assurance. These include:</p> <ul style="list-style-type: none"> • Support for Self-Evaluation Processes: Continue supporting FET Campuses in completing and acting on self-evaluation processes to drive consistent quality improvement. • Sharing of Best Practice: Systematically share insights and best practices arising from internal reviews and external evaluations. • Enhancing Learner Voice: Strengthen learner-voice mechanisms across FET Campuses to ensure learner 	<p>Performance and progress in 2026 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Completion of structured self-evaluation reports at all FET Campuses, focusing on quality assurance in teaching and learning. • Dissemination of lessons learned from programme evaluations, external reviews (e.g., QQI reviews), and advisory visits. • Establishment of structures which amplify learner feedback and engagement in decision-making. • Delivery of professional development sessions on QA, governance, and improvement 	<p>Complete self-evaluations at all FET Campuses, with improvement actions implemented across all identified areas by the end of 2026.</p> <p>Distribute feedback from multiple programme evaluations and inspections to all FET Campuses.</p> <p>Roll out the Learner Voice policy and provide professional development to learner during 2026.</p> <p>Deliver a minimum of four training sessions annually, ensuring participants report increased confidence in QA</p>

	<p>feedback meaningfully informs improvements.</p> <ul style="list-style-type: none"> • Enhancing Partner Voice: Strengthen partner-voice mechanisms across FET Campuses to ensure partner feedback meaningfully informs improvements. • Enhancing Staff Voice: Strengthen staff voice mechanisms across FET Campuses to ensure staff feedback meaningfully informs improvements. • Ongoing Training in QA and Continuous Improvement: Provide continuous training to staff on quality assurance systems and improvement processes. • Development of Practitioner-Specific Communities of Practice: Establish and develop practitioner-focused Communities of Practice aligned with the new departmental specialisms to support collaboration and professional learning. 	<p>planning to FET staff and leaders.</p> <ul style="list-style-type: none"> • Establishment of CoPs for specific disciplines in line with the Department structure in order to promote best practices and peer collaboration. 	<p>and continuous improvement practices.</p> <p>Launch at least three new Communities of Practice (CoPs) for specific teaching specialisms, with quarterly meetings and shared resources at FET campuses by the end of 2026.</p>
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<p>1.3 To respond to identified personal, academic, social, economic and employability needs of our stakeholders.</p>	<p>To effectively respond to the diverse personal, academic, social, economic, and employability needs of our stakeholders, the College of FET has identified key actions under Priority 1.3 which focus on engaging with enterprise sectors, enhancing employer relationships, expanding apprenticeship opportunities, and fostering the recognition of prior learning (RPL). Additionally, the College is committed to aligning its offerings with regional economic needs through active participation in regional skills fora.</p> <p>The priority actions for 2026 are to:</p> <ul style="list-style-type: none"> • Enterprise Engagement: Strengthen collaboration with enterprise sectors to expand joint training opportunities and improve alignment with industry needs. • Employer Feedback for Programme Development: Improve the collection and analysis of employer feedback to directly inform and enhance programme design and delivery. • Development of New National Apprenticeships: Continue progressing new national apprenticeships in bakery and confectionery, barbering, and beauty. 	<p>Performance and progress in 2026 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Increase the number of industry partnerships and training opportunities created through enterprise collaborations, measured by the number of new partnerships and training programmes established annually. • Implement a systematic process for gathering and reviewing employer feedback, resulting in the integration of employer-driven changes into programme updates. • Continue to develop new apprenticeship programmes in bakery and confectionery, and barbering and beauty, with a focus on employer engagement and sectoral feedback in curriculum development. • Develop and implement an expanded RPL framework, leading to the accreditation of prior learning for an increasing number of learners in 2026. 	<p>Establish new industry partnerships and develop additional training programmes through enterprise collaborations by the end of 2026.</p> <p>Collect and review feedback from key employer stakeholders annually, ensuring employer-driven changes are integrated into relevant programme updates by the end of 2026.</p> <p>Develop apprenticeship programmes in bakery and confectionery, and barbering and beauty, with employer engagement incorporated in curriculum development by the end of 2026.</p> <p>Implement an expanded RPL framework across all FET campuses, leading to the accreditation of prior learning for a growing number of learners by the end of 2026.</p>
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	<ul style="list-style-type: none"> • Recognition of Prior Learning (RPL): Further embed and expand the use of RPL across all FET campuses to support learner progression and access. • Regional Skills Alignment: Maintain active participation in Regional Skills Fora to ensure FET provision continues to meet local and regional labour-market needs. 	<ul style="list-style-type: none"> • Actively contribute to regional skills fora discussions and align curriculum offerings to meet emerging regional industry needs. 	<p>Participate in regional skills fora annually, ensuring curriculum offerings are updated to address emerging regional industry needs, with new curriculum adjustments made in response to feedback.</p>
<p>1.4 To nurture the development of the individual as a whole person to maximise their potential at each stage of the learning process.</p>	<p>The College of FET is committed to nurturing the development of the individual, aiming to maximise learners' potential at each stage of their learning journey by providing comprehensive support services, inclusive policies, and targeted initiatives. Key actions during 2026 include:</p> <ul style="list-style-type: none"> • Promotion of the College of FET Policies in Teaching, Learning, and Assessment, and Access, Transfer, and Progression. • Strengthening of the Role of the Information, Recruitment, and Guidance Support Service. • Supporting the Implementation of the ESOL and Migrant Learner Action Plan. • Providing Enhanced Support for Learners with Disabilities. 	<p>Performance and progress in 2026 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Consistent widespread adoption of in Teaching, Learning, and Assessment, and Access, Transfer, and Progression • Enhanced guidance and recruitment services provided to learners, offering tailored support for career development and progression. • Delivery of targeted support and resources for ESOL learners and migrant groups to ensure successful integration and progression. • Delivery of accessible and inclusive services to learners 	<p>Review and update teaching, learning, and assessment policies, alongside access, transfer, and progression policies, to ensure they are fully implemented across all FET campuses by 2026.</p> <p>Provide information guidance and support to all learners in key stages of their learning journey, with improved satisfaction ratings by the end of 2026.</p> <p>Ensure that all learners with disabilities receive the necessary support to fully engage in their learning process, with regular</p>

	<ul style="list-style-type: none"> • Implementing the Learner Support Framework. 	<p>with disabilities, ensuring equal access to learning opportunities.</p> <ul style="list-style-type: none"> • Delivery of comprehensive support services through the implementation of a structured learner support framework. 	<p>monitoring and adjustments to support plans.</p> <p>Ensure all learners have access to the relevant learner support services, with regular feedback and improvement mechanisms in place by the end of 2026.</p>
	<p>The Schools Division will continue to work to support schools in their delivery of the highest quality learning, teaching, assessment, and wellbeing outcomes in 2026.</p> <p>Specific initiatives in 2026 include:</p> <ul style="list-style-type: none"> • Schools will continue to receive support from the Support Team to advise on best-practice and effective strategies to enhance student experiences and learning. • Work with the Department of Education and Youth and schools to implement the new Curricula changes • Continue to work with the Education Department of University of Limerick to develop the Memorandum of Understanding between the Education Department of University of Limerick and Limerick and Clare Education and Training Board. 	<p>Performance and progress in 2026 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Reports from the community of practice (CoP) on the impact of the cluster events organised for schools (Career Guidance Forum) • Meetings with Principals and Deputy Principals. • School visits and discussions with Student Support Teams. • Review and continued development of the Memorandum of Agreement (MOA) with the School of Education in UL. • Feedback from Boards of Management on presentation to Boards. 	<p>Support of Schools to review and update teaching, learning, and assessment policies (i.e. Inclusion Policy).</p> <p>Provide relevant information guidance to schools to support learners in key stages of their learning journey</p> <p>Ensure all learners have access to the relevant learner support services, with regular feedback and improvement mechanisms in place by the end of 2026.</p> <p>To having increased the number of students participating in new Leaving Certificate subjects - Drama, Film and Theatre Studies, Physical Education, Computer</p>

	<ul style="list-style-type: none"> • Work with the School of Education at University of Limerick on a Teaching Council Féilte Bursary designed to support a culture of professional collaboration and knowledge sharing amongst teachers and schools in relation to a pilot programme to enhance school-university partnerships, support student teachers in the learning to teach journey and recognise and support cooperating teachers and leaders in their role. • Additional Teaching Council Féilte Bursary partnership with Gaelscoileanna and Gaelcholáiste an Chláir in association with Roinn na Gaeilge in Mary Immaculate College Limerick - Fíorú físe Polasaí don Oideachas Lán Ghaeilge (POLG) an Chláir - Polasaí don Oideachas Lán-Ghaeilge lasmuigh den Ghaeltacht. • Continued partnership with the University of Limerick Health Sciences Academy in raising awareness on wellbeing. • Presentation to all school Boards of Management on the core values of Teaching, Learning and Assessment in our schools. • Continued roll-out of ETBI Ethos and Core Values training for Community 	(Contd.)	<p>Science and Politics and Society for Senior Cycle school.</p> <p>Members of school Boards of Management having a clear understanding of Teaching, Learning and Assessment in Limerick and Clare Education and Training Board schools.</p> <p>Boards of Management receiving information on ETBI Ethos and Core Values.</p> <p>Two meetings per year to review the MOUs.</p> <p>All Principals and Deputy Principals to receive updates and presentation on best practice with LAOS.</p> <p>All Limerick and Clare Education and Training Board Community National Schools and Community Colleges to have section on school website about Ethos.</p>
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	<p>National Schools and Community Colleges.</p> <ul style="list-style-type: none"> • Working with FET Division and the Mid-West Regional Skills Forum with the objective of enhancing partnership between schools and business and industry and the research community • Scheduling of annual SST Conference each November to facilitate development of SST in schools. 	(Contd.)	(Contd.)
<p>1.5 To provide high quality information, guidance, counselling and student/learner support services across the organisation's schools and FET campuses.</p>	<p>The Schools Division will support schools in developing a whole school guidance framework and will further develop links with FET and Third Level Institutions through the Guidance Counsellors Forum (established in October 2019).</p> <p>Actions for 2026 include:</p> <ul style="list-style-type: none"> • The continued development of a Whole School Guidance Framework. • Organisation of community of practice (CoP) meetings for Guidance Counsellors. • Sharing of information resources and updates via the Guidance Counsellor mailing list and shared drive. • Development of the Transition Year taster programme in association with FET to broaden experience in apprenticeship and traineeship 	<p>Performance and progress in 2026 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Number of events and meetings in 2026 of the Guidance Counsellors Forum. • Number of initiatives/resources developed in 2026. • Meetings and professional development opportunities for Guidance Counsellors in 2026. • Increased numbers of Transition Year students attending taster events. • Increased numbers of students accessing Apprenticeship Careers Showcase. • Designation of a member of the Schools Division Support Team to liaise with the Guidance 	<p>An established School Guidance Framework.</p> <p>Good attendance and participation at Guidance Counsellors Forum.</p> <p>Evidence of development of new initiatives/resources in relation to student wellbeing.</p> <p>Establishment of additional partnerships with industry across the region.</p> <p>Publication of "Junior Chef 2026 Digital Recipe Book" to be used in Home Economics classes across the region.</p>

	<p>pathways (Culinary Arts, Barista training etc.) and iVET – FET Transition Year Programme.</p> <ul style="list-style-type: none"> Continued development and expansion of the Junior Health Science Academy partnership with University of Limerick and University of Limerick Hospital Group. Visits to industry locations around Limerick and Clare (i.e. AirNav, Stryker, Regeneron, etc.). Promotion of Apprenticeships Showcase in Limerick and Clare Education and Training Board. Promotion of Explore Engineering with FET. Promoting the Limerick and Clare Education and Training Board Shannon Region Junior Chef of the Year initiative - a six-month culinary programme designed for Transition Year (TY) students in the Limerick and Clare region. Managed by the Limerick and Clare Education and Training Board (ETB) through its College of Further Education and Training Hospitality Campus, the initiative aims to introduce young people to the hospitality industry through hands-on experience and professional mentorship. 	<p>Counsellor Forum and disseminate useful resources and information.</p> <ul style="list-style-type: none"> The ETB measures the success of the initiative by evaluating participation volume: Performance is tracked by the number of schools and Transition Year (TY) students engaging in the 8-week "Apprenticeship Taster" courses. Inclusivity: Ensuring representation from schools across the entire Limerick and Clare region. Career Pathway Development - the initiative is measured by its success as a recruitment tool for the hospitality sector. Progression to Further Education: Tracking how many participants go on to enrol in professional cookery or hospitality apprenticeships (e.g., QQI Level 5 or 6) at the College of FET. 	<p>(Contd.)</p>
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	<p>The College of FET is committed to providing high-quality, holistic support services to ensure the well-being, academic success, and personal development of all learners. Starting with the development of a centralised Admissions Office through to the implementation of the Learner Support Framework and the integration of the Mental Health and Well-Being Framework, we aim to create an inclusive environment where learners are empowered to reach their full potential. This includes direct counselling services provided to Youthreach learners, as well as tailored support through the Active Inclusion Support Service, delivered by My Mind to other FET learners. Our focus is on ensuring all learners have access to comprehensive guidance and support services, both in-person and online, that promote their success and well-being throughout their educational journey. Actions during 2026 include:</p> <ul style="list-style-type: none"> • Ongoing implementation of the Learner Support Framework Across FET Campuses • Ongoing integration of the Mental Health and Well-Being Framework across FET Campuses 	<p>Performance and progress in 2026 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Development of a centralised Admissions Office to ensure equitable access to programmes. • Delivery of a structured and comprehensive learner support service, ensuring all learners receive the necessary support. • Incorporation of mental health and well-being support into all aspects of the learner support service across FET campuses. • Delivery of counselling services directly to Youthreach learners by the College of FET, and through My Mind to other FET learners via the Active Inclusion Support Service. • Delivery of tailored support to learners facing academic, personal, or social challenges, with a focus on inclusion and progression. • Availability of personalised career guidance services that align with learners' aspirations and academic progress. 	<p>Ensure all FET learners have access to appropriate support services, with continuous improvement based on learner feedback, by the end of 2026. Provide mental health and well-being support services through a coordinated framework, with regular evaluations and updates. Ensure all FET learners have access to dedicated counselling services, with a focus on supporting mental health and well-being, by the end of 2026. Increase the number of learners benefiting from the Active Inclusion Support Service, ensuring all learners in need receive targeted support by 2026. Ensure that all FET learners have access to career guidance and support services, with a focus on transitioning to further education or employment, by 2026. Ensure remote and part-time learners have full access to virtual support services, with</p>
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	<ul style="list-style-type: none"> • Promoting the access to Counselling Services for FET Learners. • Promote the Role of the Active Inclusion Support Service. • Providing Comprehensive Career Guidance and Support Services. • Strengthen Online Support for Remote and Part-Time Learners. 	<ul style="list-style-type: none"> • Provide virtual support and resources for remote learners, including counselling and academic guidance. 	<p>increased user satisfaction levels by the end of 2026.</p>
<p>1.6 To promote a culture of lifelong learning through recognising the value of formal and non-formal education, including outdoor and music education and the transformative role of Youth Work in our communities.</p>	<p>The College of FET is committed to fostering a culture of lifelong learning through community engagement, local development, and inclusive education opportunities. Through collaboration with local authorities, community groups, and other stakeholders, the College of FET ensures that a wide range of educational needs are met across Limerick and Clare.</p> <p>Actions in 2026 include:</p> <ul style="list-style-type: none"> • Promotion of the Wider Benefits of Learning and Community Education • Ongoing Engagement with Local Authority Age-Friendly Committees • Ongoing Engagement with the Clare and Limerick Local Authority Local Community Development Committees (LCDCs) and Community Integration Forums 	<p>Performance and progress in 2026 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Delivery of community education programmes that focus on the personal, social, and economic benefits of lifelong learning. • Active participation in local authority committees to promote inclusive learning opportunities for older adults. • Building on connections and partnerships with local authority committees and community forums to align FET provision with local development needs. • Allocation of SOLAS REACH funding to community groups for local education and training initiatives. 	<p>Engage with local communities to increase awareness and participation in community education programmes, aiming to expand access and participation by the end of 2026.</p> <p>Collaborate with age-friendly committees to ensure the inclusion of older learners in FET programmes and initiatives by 2026.</p> <p>Ensure active participation in LCDCs and community integration forums, aiming for collaborative community-based projects and initiatives by 2026.</p> <p>Distribute REACH funding to support community-driven learning projects annually,</p>

	<ul style="list-style-type: none"> • Provision of Funding Through the SOLAS REACH Fund 2026 to Community Groups • Facilitation of Community Education Partner Applications for resources and funding. 	<ul style="list-style-type: none"> • Development of and engagement in programmes for groups and sectors with traditionally low participation rates in formal education. • Providing support to community groups in applying for funding and resources to deliver learner-centred, community-based education programmes. 	<p>focusing on skills development and inclusion.</p> <p>Facilitate community education partner applications, enabling community-based adult learning initiatives annually, with a focus on locally developed and learner-driven courses by the end of 2026.</p>
	<p>Schools Division - Local Creative Youth Partnership (LCYP)</p> <ul style="list-style-type: none"> • LCYP is a network of local creative youth service providers that aim to improve the quality and availability of creative activities for young people. The LCYP is funded by the Creative Ireland Programme and is based in local Education and Training Boards (ETBs). The LCYP is guided by the principles of inclusivity, youth voice, quality, and visibility. • The objective of this partnership is to combine a wide range of resources to provide out-of-school creative opportunities for children and young people that complement and work with formal school settings. 	<p>Performance and progress in 2026 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • The LCYP's Strategy Statement remains to develop collaborative plans across local communities and between schools and creative out-of-school activities; facilitate and develop new local creative initiatives. • During 2026, the ETB, through the Local Creative Youth Partnership Co-ordinator, will provide out-of-school creative activities for children and young people with particular focus on marginalised communities. 	<p>Evidence of alignment of activities with aims from the Local Creative Youth Partnership Strategic Plan.</p> <p>Evidence of increased numbers of children and young people engaged in Local Creative Youth Events.</p> <p>Greater awareness of the LCYP initiative across the region.</p> <p>Increased participation rates in scheduled projects funded and delivered by LCYP.</p> <p>Publishing all activities on the www.lcyp.ie portal designed</p>

	<ul style="list-style-type: none"> • In line with Creative Ireland’s Creative Youth Plan, which recognises that ‘cultural and creative activity, promotes individual, community and national wellbeing’, the aim of the new strategic plan is to generate awareness and confidence in accessing our own creativity. • The focus will be on a Holistic approach, by placing equal emphasis on creativity, education, and wellbeing. • The Limerick and Clare Local Creative Youth Partnership collaborate with youth organisations to offer a wraparound service for the young people of Clare and Limerick, firmly embedding creativity within our communities. • Optimising OETC Access for Well-being: We will drive high levels of engagement across our Community Colleges and National Schools in Limerick and Clare, specifically targeting Transition Year (TY) cohorts for immersive well-being retreats and outdoor adventure trips. • Rolling Out the Integrated Wellbeing Package: In sustained partnership with Clare County Council and the Michael Cusack Centre, we will continue to 	<ul style="list-style-type: none"> • Stakeholder Reviews: Formal progress meetings with Clare County Council, the Michael Cusack Centre, and the GAA regarding the Burren-based wellbeing initiatives. • Quantitative Analysis: Detailed reporting on student attendance across Gaisce, Orienteering, Pathways, Bouldering, and CBA programmes. • Engagement Tracking: Record of student numbers enrolled in curricula-linked outdoor courses. • Coordination Meetings: Regular strategic sessions with Limerick and Clare Education and Training Board Transition Year Coordinators. • Training Outcomes: Evaluation of PE teacher participation in Orienteering and Sustainability CPD. • Strategic Alignment: Continued involvement in the Sustainability Take 1 Programme and the ETBI Middle Leaders Summer School. 	<p>and hosted by Limerick and Clare Education and Training Board for all LCYPs in Ireland. Increase the total number of schools and students successfully completing Gaisce challenges.</p> <p>OETC Growth: Achieve a year-on-year increase in student throughput at Kilfinane and The Burren OETCs.</p> <p>Curriculum Integration: Provide documented evidence of OETC course modules being formally integrated into school-based learning plans.</p> <p>Teacher CPD Excellence: Ensure 100% of teachers attending Orienteering CPD complete a high-satisfaction online evaluation.</p> <p>Take 1 Adoption: Increase the uptake of the ETBI / Department of Education and Youth Take 1 programme across all Community National Schools and Colleges.</p>
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	<p>offer its wellbeing package. This includes the finalised GAA Going Well programme, providing schools with holistic support resources.</p> <ul style="list-style-type: none"> • Empowering Youth via Gaisce: We will provide direct support to schools to increase student participation in Gaisce (The President’s Award), fostering personal potential and active citizenship. • Advanced Orienteering & Sustainability Training: We will deliver updated orienteering resource manuals and onsite CPD for PE teachers. This training will focus on integrating sustainability into the curriculum, preparing second-year students for the ETBI Mayday for Sustainability events at Curraghchase Forest Park. • Curriculum-Linked Course Expansion: • PE with Wellbeing and Sustainability: A dual-focus course blending physical fitness with environmental ethics. • Junior Cycle Orienteering Short Course: Strengthening the alignment between outdoor skills and Junior Cycle learning outcomes. • Scaling Regional Events: We will expand the Schools Orienteering for Sustainability event in Curraghchase, 	(Contd.)	(Contd.)
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	<p>opening participation to a wider network of ETB and non-ETB schools.</p> <ul style="list-style-type: none"> • Competitive Engagement: We will organise the annual Schools Bouldering Competition, promoting teamwork and physical resilience across all ETB schools. • Career Pipelines: TY students will have access to the "Pathways to a Career in Outdoor Education" three-day intensive courses to bridge the gap between school and professional outdoor sectors. • National Leadership: We will strengthen the OETC network by leading sessions at the ETBI Summer School for Middle Leaders, fostering cross-ETB collaboration. 	(Contd.)	(Contd.)
	<p>The Schools Division and Youth Work Team will continue to ensure young people across the region have equitable access to high-quality, inclusive, and responsive youth work experiences. In 2026, this will be achieved through the following strategic actions:</p> <ul style="list-style-type: none"> • Coordinating and optimising the resourcing of youth work provision across the region to ensure sustainability, consistency, and impact. 	<p>Performance and progress in 2026 will be monitored, evaluated, and evidenced through the following actions and governance mechanisms:</p> <ul style="list-style-type: none"> • Reviewing, updating, and transitioning the Youth Work Strategic Plan (2023–2026) to inform future strategic priorities and planning cycles. • Continuing with the advisory group to support the ongoing 	<p>In 2026, implementation and compliance will be demonstrated and evidenced through the following actions: Full implementation and ongoing compliance with the Quality Standards for Youth Groups including continuous improvement and self-evaluation processes. Documented evidence of supports provided to the ETB</p>

	<ul style="list-style-type: none"> • Promoting and embedding evidence-informed good practice in youth work across all settings. • Strengthening networking, collaboration, and shared learning among organisations working with young people. • Enhancing the value, visibility, and public understanding of youth work as a key support for young people’s personal, social, and educational development. • Building on the achievements of Service Plan 2025, Youth Work in 2026 will focus on consolidation, evaluation, and expansion of key initiatives through sustained collaboration with regional, national, and external stakeholders. Key priorities for 2026 include: <ul style="list-style-type: none"> - Further elevating the recognition of youth work as a vital and preventative intervention supporting the wellbeing, inclusion, and participation of all young people. - Deepening and formalising partnerships with schools, local communities, statutory agencies, and voluntary organisations to 	<p>delivery, quality assurance, and development of the Youth Work Traineeship.</p> <ul style="list-style-type: none"> • Using the findings of the Traineeship evaluation to ensure sustainability of the Traineeship. • Active participation in the ETBI/DEY ICT solution working group to support the implementation of improved youth work reporting and data collection systems. • Continued membership of the steering group for the Social Withdrawal in Young People research project in partnership with GRETB and the University of Galway, including oversight of progress and dissemination of findings. • Monitoring and evidencing participation in youth committees, support networks, and governance boards at both national and local levels, including engagement within ETBI structures. • Ongoing engagement with the Youth Officer Network and participation in ad hoc 	<p>Youth Work Committee, including governance, oversight, planning, and reporting supports. Implementation, monitoring, and review of the Youth Work Plan, ensuring alignment with strategic priorities and identified regional needs. Systematic showcasing and communication of the impact of youth work at local, regional, and national levels, including explicit alignment with relevant United Nations Sustainable Development Goals (SDGs). Regular meetings of the ETB Coordination Group (Youth Work, Director of Schools, and Finance Section of Limerick and Clare Education and Training Board) to ensure effective cross-sectional coordination, oversight, and resource alignment.</p>
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	<p>strengthen integrated supports for young people.</p> <ul style="list-style-type: none"> - Supporting the continued delivery, evaluation, and potential expansion of the Youth Work Traineeship in partnership with FET Traineeship Raheen and local youth work providers. - Supporting and contributing to the ETBI Youth Work Conference 2026, building on the momentum and learning from previous national conferences. - Progressing and disseminating findings from the collaborative research project with GRETB and the University of Galway on <i>Social Withdrawal in Young People</i>, with a focus on youth voice and effective youth work interventions to address social isolation. - Advancing the development and implementation of an ICT solution for youth work reporting and data collection in collaboration with ETBI and the Department of Education and Youth - Undertaking regular review and refinement of the Youth Work Strategy to ensure it remains responsive to emerging needs, 	<p>consultations, working groups, and policy initiatives coordinated by DEY</p>	<p>(Contd.)</p>
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	<p>policy developments and research findings.</p> <ul style="list-style-type: none"> - Strengthening communication structures and information-sharing mechanisms among organisations engaged in youth work and youth participation across the region. - Actively contributing to policy development and consultation processes at regional and national level in relation to youth work and related policy areas 	(Contd.)	(Contd.)
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Performance Delivery Agreement (PDA) Goal 2: Staff Support

Links to->

Limerick and Clare Education and Training Board Strategy Statement 2022 – 2026 Goal 2: Staff Support and Organisational Development

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

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

Priority	Action	Performance Indicator	Target
<p>2.1 To attract, recruit and retain staff of the highest calibre, by developing flexible recruitment and on-boarding strategies.</p>	<p>The Schools Division and HR Department will continue to conduct teacher and Special Needs Assistant (SNA) allocation planning meetings with schools every January, prior to the formal publication of school allocations. These sessions enable school leaders, the Director of Schools, and HR to scrutinise current staffing utilisation, identify future resource requirements, and develop robust strategies to meet them. The primary objective is to maintain a collaborative workflow that allows the recruitment process to commence as early as possible, ensuring the highest calibre of staff is in place to support student learning and academic achievement.</p>	<p>Performance and progress in 2026 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Planning Consultations: Completion of January 2026 consultation meetings involving each School Principal, the Director of Schools, and HR. • Internal Transfers: Finalisation of the staff internal transfer process by Quarter 2, 2026. • Recruitment Authorisation: Completion of the "Approval to Recruit" process during Quarter 2, 2026. • Early Recruitment Launch: Commencement of formal recruitment competitions in early Quarter 2, 2026, to 	<p>Comprehensive feedback from Principals and Deputy Principals regarding the efficiency of the allocation process. Tracking the number of school leaders attending and participating in the planning cycle. Formal feedback gathered from all stakeholders involved in the January sessions. Focus group sessions with participants to refine the recruitment timeline and allocation model for the following year.</p>

	(Contd.)	<p>attract teachers ahead of the new school year.</p> <ul style="list-style-type: none"> • Departmental Liaison: Submission of appeals to the Department of Education and Youth for additional staffing or curricular concessions where specific local needs are identified. 	(Contd.)
<p>2.2 To implement and maintain a relevant continuous professional development policy, which reflects the organisation’s objectives and its commitment to employee growth and development.</p>	<p>The College of FET’s professional learning and development (PL&D) is centrally coordinated and aligned with both national and local priorities, fostering a collaborative, coordinated approach to staff development. By focusing on emerging trends and sector-specific needs, the College creates impactful professional development opportunities that drive growth, quality improvement, and organisational success. During 2026, PL&D in the College of FET will continue to:</p> <ul style="list-style-type: none"> • Align PL&D Initiatives with Key National and Local Priority Areas • Collaborate with HR and Corporate Affairs for Coordinated Professional Development. 	<p>Performance and progress in 2026 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Identification and alignment of professional development efforts with national policies, SOLAS and QQI frameworks, the College’s Strategic Framework, and local needs assessments. • Coordination with internal departments to align resources and expertise for the development and delivery of relevant PL&D opportunities. • Organisation and delivery of professional learning opportunities that address emerging trends, sectoral 	<p>Develop and implement a PL&D plan centred on organisational priority areas, ensuring staff have access to training directly linked to these priorities.</p> <p>Facilitate quarterly meetings with Support Services, HR, Corporate Services and other stakeholders to ensure alignment of PL&D initiatives with organisational and external priorities.</p> <p>Ensure all PL&D programmes are in alignment with national and local policies, with staff reporting that their professional development activities are</p>

	<ul style="list-style-type: none"> • Deliver Professional Development Programmes Based on Identified Priority Areas • Utilise National and Local Policies to Inform and Drive PL&D Programming • Foster Cross-Departmental Collaboration in Professional Learning and Development • Monitor and Evaluate the Impact of PL&D on Staff and Organisational Development 	<p>challenges, and opportunities for growth.</p> <ul style="list-style-type: none"> • Integration of guidance from SOLAS, QQI frameworks, and local needs assessments to shape the content and structure of PL&D offerings. • Encourage collaboration between various departments, such as HR, Support Services, and Programme Coordinators, to ensure holistic development approaches. • Ongoing assessment of PL&D activities to evaluate their effectiveness in addressing the priority areas and meeting staff development goals. • Greater engagement with Erasmus staff mobility initiatives. 	<p>relevant to current trends and practices.</p> <p>Achieve involvement of key stakeholders from different departments in the planning and delivery of PL&D programmes, ensuring alignment with organisational needs by 2026.</p> <p>Conduct twice-yearly evaluations of PL&D activities, with a target of 80% of participants reporting improvements in their professional practice following the training.</p>
	<p>In early September 2026, the Schools Division will host a comprehensive online induction event for newly appointed teachers and Special Needs Assistants (SNAs). This programme is designed to equip newly appointed teachers and SNAs with a robust understanding of the professional supports and pedagogical standards within the ETB to cover:</p>	<p>Performance and progress in 2026 will be monitored and evidenced through:</p> <p>Leadership Reviews: Consultations with Principals and Deputy Principals to evaluate the practical impact of the induction on staff performance.</p> <ul style="list-style-type: none"> • Staff Engagement Surveys: Comprehensive data collection 	<p>Evidence of feedback from surveys.</p> <p>Feedback from participants. Focus group session with participants.</p>

	<ul style="list-style-type: none"> • Teaching, Learning, and Assessment Strategies: Introducing the ETB's pedagogical framework and integrated approaches to teaching, learning, and assessment. • Providing expert guidance on effective lesson planning and evidence-based assessment practices. • Sharing high-quality resources and strategies for differentiated instruction to support diverse learner needs. • Professional Development (CPD) Supports: Introducing the ETB's extensive professional development programme. • Highlighting pathways for continuous professional learning and career progression. • Providing clear instructions on how to access bespoke workshops and accredited courses. • Classroom Management Strategies: <ul style="list-style-type: none"> • Sharing proven techniques for effective classroom management and engagement. • Addressing contemporary challenges in managing classroom behaviour and restorative practices. 	<p>from newly appointed staff to gauge the relevance and benefit of the induction event.</p> <ul style="list-style-type: none"> • Participant Focus Groups: In-depth qualitative sessions to identify areas for future support and refinement. 	<p>(Contd.)</p>
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	<ul style="list-style-type: none"> • Providing guidance on fostering a positive, inclusive, and supportive learning environment. • Technology-Enhanced Learning (TEL): • Equipping staff with the digital competencies required to integrate technology seamlessly into the curriculum. • Exploring advanced digital tools and platforms to enhance student engagement. • Providing practical guidance on designing interactive and accessible digital lessons. • Wellbeing and Occupational Support: Prioritising the mental health and resilience of teachers and SNAs. • Sharing practical strategies for maintaining personal well-being and a healthy work-life balance. • Highlighting the confidential supports available through the Employee Assistance Service (EAS). 	(Contd.)	(Contd.)
<p>2.3 To foster, promote and incentivise staff to participate in continuous professional development.</p>	<p>The Schools Division remains committed to supporting all requests for CPD through the implementation of cluster day events and digital resources. Specific actions for 2026 include:</p>	<p>Performance and progress in 2026 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Stakeholder Feedback: Surveys and focus groups with newly 	<p>A comprehensive evaluation of the frequency and practical benefits of staff usage of StaffCONNECT, Microsoft SharePoint, and Microsoft Teams to ensure digital tools</p>

	<ul style="list-style-type: none"> • Enhanced Digital Access: Schools will have augmented access to advice and support through dedicated portals on StaffCONNECT and www.lcetb.com. • Targeted Training Initiatives: Student Support Team (SST) Induction and Critical Incident Review. • Trauma-Responsive Education and Restorative Practice training for school coordinators. • Transition Year (TY) Coordinator training and Provision Mapping. • English Language Teaching awards (Cambridge Assessment) and HSLC Support. • Digital Leadership: Empowering digital leaders and providing tailored support for Microsoft Office 365 and Google Education Group Ireland users. • Restorative Practice Pilot: Continuing the initiative to train coordinators in restorative practices, moving away from purely sanction-based discipline towards a culture of empathy, accountability, and relationship-building. <p>School Attendance: The Schools Division will organise a collaborative event for schools on school attendance to include:</p>	<p>appointed staff to gauge the benefit of induction.</p> <ul style="list-style-type: none"> • Meetings with Principals and Deputy Principals to evaluate the impact of training on school culture and teaching standards. • Engagement Metrics: Analysis of the number of staff and schools accessing advice through StaffCONNECT and LCETBSchools.com. • Tracking attendance at parent/guardian webinars (e.g., sleep routines, exam anxiety, and the dangers of vaping). • Strategic Publications: Utilising qualitative and quantitative data from School Self-Evaluations (SSE) and Inspection Reports to review and enhance teaching and learning. • Regular focus group meetings with the Support Team to review the effectiveness of professional development activities. • Meetings: Collaboration and sharing of school experiences 	<p>are enhancing operational efficiency.</p> <p>Utilisation of both qualitative and quantitative data— derived from School Self-Evaluations (SSE) and Department of Education and Youth Inspection Reports—to critically review and advance the quality of teaching and learning across all schools. Facilitating structured focus-group meetings with the Support Team to assess the impact and relevance of professional development activities led by the Schools Division, ensuring alignment with staff needs.</p> <p>Achieve a reduction in the number of students missing 20 days or more.</p> <p>Delivering on documented intervention.</p> <p>Target increase in the overall average attendance rate across schools by the end of the school year.</p>
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	<ul style="list-style-type: none"> • Tier 1: Universal Support (Whole School) - Focuses on fostering a positive school climate for all students, setting clear attendance expectations and celebrating high attendance through whole-school initiatives. • Tier 2: Targeted Intervention (Class or Group Level) - Identifies emerging patterns of non-attendance within specific year groups or classes. • Establishment involves small-group support and early-warning systems to re-engage students before absenteeism becomes chronic. • Tier 3: Intensive Support (Individual Level) - sharing how nuanced, one-to-one responses for students at high risk can work in schools. <p>Establishment involves multi-agency collaboration to address specific drivers of absenteeism (e.g., social, health, or domestic factors). Strategic Planning: Use the "shape" of attendance data to allocate resources effectively, ensuring interventions occur exactly where they are most required.</p>	<p>for the leadership teams of schools.</p> <ul style="list-style-type: none"> • Attendance Metrics: Tracking year-on-year improvements in average attendance rates and a reduction in the number of students falling into the "chronic absenteeism" bracket. • Consultations with Principals on the effectiveness of the interventions in their specific contexts. 	<p>(Contd.)</p>
	<p>The Schools Division will continue to prioritise and coordinate a comprehensive suite of professional development (PD) opportunities for staff.</p>	<p>Performance and progress in 2026 will be monitored and evidenced through:</p>	<p>Mentoring Engagement: All newly appointed Principals and Deputy Principals to be matched with a mentor within</p>

	<p>These initiatives are designed to foster leadership, enhance pedagogical standards, and ensure high-quality educational outcomes across the region. Strategic Actions for 2026:</p> <ul style="list-style-type: none"> • Leadership Mentoring and Support: Providing intensive support to newly appointed Principals and Deputy Principals through the established ETB School Leaders' Mentoring Programme. • Sustaining the internal mentoring framework and expanding the bespoke online resource library for senior leadership. • Probation and Quality Assurance: Conducting the formal probation process for Principals, Deputy Principals, and teachers across all schools. • Ensuring rigorous compliance with NIPT (National Induction Programme for Teachers) Quality Assurance standards. • Expanding Droichead capacity in all schools to support newly qualified teachers. • Specialised Training and Forums: Implementing an advanced training and support plan for RISE Inclusion coordinators, Ethos coordinators, 	<ul style="list-style-type: none"> • Digital Resource Audit: A formal review of all professional development opportunities and resources hosted on www.lcetb.com. • Engagement Analytics: Tracking the number of teaching staff and school leaders attending and actively engaging in PD events throughout 2026. • Leadership Impact: Evaluating the growth of internal mentoring connections and the utilisation of the online leadership portal. • Capacity Growth: Measuring the year-on-year increase in Droichead trained mentors and participating schools to ensure robust induction for new staff. 	<p>one month of their appointment.</p> <p>Portal Utilisation: Achieve an increase in unique staff logins to the School Leaders' online resource library on StaffCONNECT compared to 2025.</p> <p>Probation Completion: 100% of required teacher and leadership probation reviews to be completed and documented by June 2026.</p>
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	<p>Curriculum Leaders, Leading School Improvement (LSI) coordinators, and Digital Leaders.</p> <ul style="list-style-type: none"> • Scaling the Transition Year (TY) Coordinators' Forum to share best practices and support the evolving TY curriculum. • Teacher Leadership Development: Empowering teachers as leaders in critical areas, including curriculum design, digital literacy, inclusivity, and student support. • Revised Support Team PD Plan: Delivering DEIS School Support to enhance educational equity. • Facilitating professional development on promoting and embedding the ETB Ethos within the school community. • Providing targeted resources and upskilling for staff working in Special Classes. • Implementing the Student Voice professional development programme. • Coordinating Student Council training and the PE and Wellbeing Support Network. 	(Contd.)	(Contd.)
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	<p>The Schools Division remains dedicated to nurturing leadership and professional expertise within our school communities. By fostering a culture of distributed leadership and mentorship, we aim to ensure that our school leaders are equipped to navigate the evolving educational landscape.</p> <p>Strategic Leadership Actions for 2026</p> <ul style="list-style-type: none"> • Sustained Leadership Forums: We will continue to organise and facilitate regular Principals and Deputy Principals Forum meetings throughout the year to ensure consistent communication and peer support. • Promoting Distributed Leadership: We will implement structured supports for distributed leadership, ensuring Principals and Deputy Principals are actively involved in all School Leaders’ meetings to foster shared decision-making. • Mentorship Training & Networking: We will conduct bespoke training sessions for Mentor Principals and Deputy Principals. This initiative aims to establish a robust networking culture where experienced leaders 	<p>Performance and progress in 2026 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Tracking a through a series of indicators to ensure the effectiveness of our leadership strategy: • Leadership Meeting Metrics: Monitoring the frequency of, and attendance levels at, all School Leaders’ meetings conducted throughout 2026. • Mentoring Impact: Tracking the number of mentoring training sessions organised and assessing the engagement with the newly developed online resources for mentors and mentees. • Middle Leadership Competency: Quantifying the delivery and attendance of the Assistant Principal Webinar Series. We will conduct a review of participant feedback to ensure these sessions enhance middle leadership structures. • Summer School Participation: Reviewing registration data and qualitative feedback from 	<p>100% of first-year Principals/DPs matched with a trained mentor.</p> <p>Middle Leadership: At least 3 bespoke webinars for Assistant Principals with an 80% satisfaction rating.</p> <p>National Presence at ETBI Summer School for Middle Leaders: Minimum of 2 staff representatives from the region to present or contribute at an ETBI National Forum.</p> <p>Resource Ensure increase in downloads/access of the "Mentor-Mentee Handbook for Principals and Deputy Principals.</p> <p>Ensure active representation from ETB schools in joint UL-ETB projects. Professional Learning.</p> <p>Deliver at least three major cross-sectoral events annually for staff and student teachers.</p>
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	<p>collaborate directly with newly appointed colleagues.</p> <ul style="list-style-type: none"> • Empowering Middle Leaders: In partnership with the University of Limerick School of Education, we will deliver online Middle Leadership opportunities tailored for Assistant Principals. This includes the promotion of and participation in the ETBI Middle Leaders Summer School at the University of Limerick in June 2026. • Collaborative Information Sharing: We will continue to evolve the dedicated mailing group and digital forums for Assistant Principals, enabling the exchange of pertinent leadership content and cross-school collaboration. • National Engagement & Knowledge Exchange: School staff will be encouraged to contribute to national bodies, including the ETBI Principals' Network, the Annual Education Conference, and the ETBI Induction Programme for new leaders. • Teaching Council Féilte Bursary: The UL-LCETB Féilte Hub represents a strategic, long-term partnership between the University of Limerick (UL) School of Education and Limerick 	<p>the ETBI Middle Leaders Summer School (June 2026) to measure the impact of university-level partnership training.</p> <ul style="list-style-type: none"> • Networking Evaluation: Assessing the strength of the networking culture initiated by the mentoring programme through qualitative surveys and focus groups with school leaders. • The impact of the Féilte Hub will be evidenced through the following performance indicators: Bursary Project Completion: Successful delivery of all professional learning activities funded under the Teaching Council's Féilte Bursary Scheme. • Placement Satisfaction: Analysis of qualitative feedback from student teachers, co-operating teachers, and UL academic directors regarding the "Fáilte" framework. • Engagement Metrics: Tracking the number of participating schools and staff involved in 	<p>Framework Adoption: Achieve implementation of the revised placement handbook across participating schools.</p> <p>Stakeholder Reach: Provide mentorship resources to 100% of co-operating teachers hosting student teachers from UL.</p>
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	<p>and Clare Education and Training Board. It is designed to act as a "collaborative professional community" that bridges the gap between teacher training (Higher Education) and classroom practice (Post-Primary/Primary Education).</p> <p>Strategic Objectives for 2026:</p> <ul style="list-style-type: none"> • Strengthening the School-University Partnership: Fully operationalising the framework that supports student teachers, co-operating teachers, and university tutors through a shared "Fáilte" (Welcome) philosophy. • Professional Learning & Collaboration: Facilitating cross-sectoral professional learning activities funded by the Fáilte Bursary Scheme. This includes workshops, peer-mentoring, and shared research projects. • Placement Excellence: Establishing a robust and sustainable framework for school placements that ensures clear developmental expectations and respects the unique culture of each ETB school. • Innovation in Mentorship: Acknowledging co-operating teachers as pivotal mentors and providing 	<p>the Hub's collaborative forums and training sessions.</p>	<p>(Contd.)</p>
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	<p>them with specific university-backed resources to guide student teachers more effectively.</p> <p>Collaborative Forums: Organising regular joint sessions between UL academic staff and ETB school leaders to refine placement protocols and pedagogical standards.</p> <p>Resource Development: Creating and distributing shared digital toolkits and handbooks for student teachers and their mentors, accessible via the Fáilte Hub portal.</p> <p>Fáilte Bursary Projects: Facilitating cross-school professional learning events involving a minimum of three schools per project to foster a wider regional community of practice.</p>	(Contd.)	(Contd.)
<p>2.4 To encourage and promote a culture underpinned by our values of leadership, coaching and mentoring for all staff.</p>	<p>The ETB's Organisation Support and Development Directorate will ensure that all grades of staff across the organisation continue to be offered professional development opportunities in 2026 as part of their on-going professional development. Overseeing this is the Organisation's dedicated Training Manager whose role includes overall</p>	<p>Performance and progress in 2026 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Number of staff getting financial support through the Staff Professional Development Fund in 2026. • Number of staff availing of opportunities through VLE 	<p>Training Management Oversight: Ongoing coordination and oversight provided by the ETB's dedicated Training Manager.</p> <p>Support all relevant applications to Staff</p>

	<p>responsibility for the oversight and implementation of training across the ETB with the objective of ensuring a strategic, coherent and efficient approach to training across all functional areas.</p>	<p>platforms such as Linked in Learning, Moodle and CORE University in 2026.</p> <ul style="list-style-type: none"> • Number of staff availing of training via Privacy Engine. • The ETB has a dedicated Training Manager. • Completion of Training Needs Analysis. • Development of Leadership and Management Training Modules for middle management across the OSD division. • Roll out of Disability Equality Awareness Training for Public Sector Staff (elearning module to be developed by NDA in Q2 of 2026). • Development and roll out in 2026 of elearning module on Human Rights and Equality – Public Sector Duty. 	<p>Professional Development Fund.</p> <p>Completion of Training Needs Analysis and development of appropriate supports and training calendar to address identified needs where appropriate.</p> <p>Leadership and Management Training for Senior and Middle Management in OSD developed and delivered over 2026.</p> <p>Deliver appropriate in-house training as required.</p> <p>Targeted provision of appropriate learning and development initiatives for all.</p> <p>Continue to support established internal Forums across OSD, Schools & FET.</p>
<p>2.5 To implement, as part of our Public Sector Duty, our Equality, Diversity and Inclusion Action Plan.</p>	<p>The ETB will continue to implement, as part of our Public Sector Duty, our Equality, Diversity and Inclusion Action Plan.</p>	<p>Performance and progress in 2026 will be monitored and evidenced through:</p>	<p>Full implementation of all priority EDI Action Plan items scheduled for 2026.</p>

	<p>Part of this will see increased engagement with EDI initiatives across the organisation and continued review of organisational policies to ensure alignment with Public Sector Duty obligations.</p> <p>As part of our commitment to equality, human rights and our obligations under the Public Sector Equality and Human Rights Duty, the ETB require all our staff to complete the Irish Human Rights and Equality Commission (IHREC) introductory eLearning module.</p> <p>This introductory eLearning module has been developed by the IHREC to enable public servants to explore the meaning and value of equality, human rights and the Public Sector Equality and Human Rights Duty in their daily work.</p> <p>The ETB will implement the JAM (Just A Minute) Initiative in 2026 to enhance staff awareness and support for individuals who may need a little more time, patience, or understanding during interactions. Training materials and awareness sessions will be provided to all frontline and customer-facing teams. Visual prompts and JAM branding will be</p>	<ul style="list-style-type: none"> • Evidence of progress on actions within the EDI Action Plan reported quarterly. • Number of staff participating in EDI-related training, workshops or awareness initiatives. • Completion of required Public Sector Duty assessments and updates. • Number of policies reviewed and updated to reflect EDI and Public Sector Duty requirements. • Continue embedding equality, diversity and human-rights principles into all aspects of work, ensuring alignment with the Public Sector Equality and Human Rights Duty. • Highlighting the importance to Senior Staff to set aside regular time for reflective practice to monitor progress, identify improvements, and support ongoing performance development throughout the year. • Periodic spot-checks on the visibility and use of JAM materials. 	<p>Increased staff engagement with EDI initiatives across all departments.</p> <p>Completion of statutory Public Sector Duty reporting requirements for the year.</p> <p>Integration of the principles of the Public Sector Equality and Human Rights Duty into project planning, service delivery, and team activities throughout the year.</p> <p>Integration of JAM initiative across the organisation and ensure consistent use of JAM indicators across all service points.</p>
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	<p>introduced across service areas to reinforce consistent recognition. This initiative aims to improve accessibility, empathy, and customer experience for people with hidden or communication difficulties.</p>	(Contd.)	(Contd.)
<p>2.6 To ensure that all ETB buildings are of the highest standard for all.</p>	<p>The ETB’s Climate, Capital and Estates Management Section will continue to implement the multi-annual Capital Investment Programme in all Schools and Campuses across the ETB during 2026 to ensure Students, Learners and Staff have access to the highest quality educational facilities. This involves a significant Capital investment in both Schools and FET Campuses.</p> <p>Ongoing School Capital projects in 2026 include:</p> <ul style="list-style-type: none"> • Mol an Oige CNS New School Development. • Raheen Woods CNS New School Development. • Extension to St. John Bosco, Community College, Kildysart. • Extension to Castletroy College, Limerick. • Extension to St. Michael’s Community College, Kilmihil. 	<p>Performance and progress in 2026 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Management of the construction of the various projects on site in 2026 to ensure completion on programme and on budget. • Ensuring projects progress to delivery by implementing effective project management strategies. • Ongoing liaison with the Department of Education and Youth, SOLAS and DFHERIS to maximise investment in ETB facilities. • Develop a FET Capital investment strategy with close liaison between the Climate, Capital and Estates Management Section/FET Buildings Officer and the FET Director. 	<p>Delivery of all Capital Projects due for completion and hand over in 2026.</p> <p>Progress the design of all Capital Projects due for completion at a date beyond 2026.</p> <p>Achievement of key milestones in respect of the College of the Future</p>

	<ul style="list-style-type: none"> • Modular Extension to Hazelwood College, Dromcollogher. • Modular Extension and re-configuration works to Scariff Community College. • Further Development of New Limerick Community Special School at the Old Mungret College Building. <p>In addition, the Climate, Capital and Estates Management will support non-ETB schools in 2026, including:</p> <ul style="list-style-type: none"> • Construction of Extension to Gaelscoil Mhichil Ciosóg, Ennis. • Construction of New School to Sacred Heart National School, Monaleen, Limerick. • Construction of new building to Gaelscoil Donncha Rua, Shannon Co. Clare. • Building re-design and construction St. Mary's National School, Limerick. • Construction of Extension at Salesian College, Pallaskenry, Limerick. • Construction of Extension to St Brigid's NS Limerick. • Construction of Extension St. Patrick's Comprehensive School, Shannon Co Clare. 	<ul style="list-style-type: none"> • Delivery of all Capital Projects due for completion and hand over in 2026. • Active engagement between Climate, Capital and Estates Management Section and Schools/Colleges to identify and prioritise capital investment. • Close liaison with SOLAS & DFHERIS on the FET College of the Future. 	(Contd.)

	<ul style="list-style-type: none"> • Construction of Extension St. Clement's, Limerick. • Construction of New School Gaelscoil Uí Choimín, Kilrush. <p>Climate, Capital and Estates Management will be partnering with the DEY in managing the delivery of 20 two classroom SEN modular accommodation units for primary and post primary schools nationwide.</p> <p>2026 will see the development of the following major College of FET (CFET) projects:</p> <ul style="list-style-type: none"> • CFET Raheen Campus. • CFET Shannon Campus. • CFET Croom • CFET Scariff Campus. • CFET Kilfinane Campus. • CFET Croom Campus. • CFET Ennistymon Campus. • CFET KRC Campus. • CFET Cappamore Campus. <p>In 2026, the CCEM Section will continue to progress the development of the Newcastlewest College of the Future with SOLAS & DFHERIS.</p>	(Contd.)	(Contd.)

	<p>During 2026, Climate, Capital, and Estate Management Section, will also continue a planned cycle of improvements to facilities through the Climate Action Summer Works Scheme (DEY), the Emergency Works Scheme (DEY & DFHERIS), New Special Class Facilities and the Sports Capital Programme in various locations.</p>	(Contd.)	(Contd.)
	<p>In 2026, the College of FET will continue to develop its facilities to create a conductive and modern teaching and learning environment, supporting effective delivery, fostering learner engagement, and ensuring the ETB's relevance, growth and competitiveness.</p>	<p>Performance and progress in 2026 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Capital Budget • Number of individual infrastructure projects. • Range of FET facilities' improvements and new developments. 	<p>Delivery of all Capital Projects due for completion and hand over in 2026.</p> <p>Increase phase 2 apprenticeship delivery in the ETB by a minimum of 200 in 2026.</p>
	<p>In 2025, The Minister for Further & Higher Education, Research, Innovation and Science announced additional Devolved Capital Grant and Green Devolved Capital Grant funding for the 16 ETBs as part of the Project 2040 ongoing investment in the further education and training sector. This funding, distributed through SOLAS, will give ETBs the discretion to make decisions around small-scale FET investment priorities at a</p>	<p>Performance and progress in 2026 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Roof Upgrades Abbeyfeale • Roof Upgrades FET Raheen • Minor Capital Works Croom • Minor Capital Works Ennistymon • Electrical and Lifesaving Equipment upgrades 	<p>The expansion of the Green Innovation Campus will enable further roll out of NZEB training. This has the potential to increase places for TY pathway learners by 300 in an academic year.</p> <p>Completion of ETB's NZEB Training Demonstration Workshop in the FET</p>

	<p>local level. The funding can be used for small scale works including necessary infrastructure and improvement works purchase of equipment. The grants also enable the ETB to take targeted measures to improve energy performance and emissions reduction in line with the 2030 targets.</p> <p>In 2026, the increased allocation of the Green Devolved Capital Allocation (Green DG) fund will enable the ETB to take targeted measures to close the gap-to-target and make progress in achieving our Climate Action objectives. The allocation will help support our FET Campuses efforts to improve energy performance and reduce emissions in our buildings in line with 2030 targets as set out in the Public Sector Climate Action Mandate.</p>	<p>Cappamore & Kilmallock Road Campuses.</p> <ul style="list-style-type: none"> • External works upgrades FET Mulgrave Street Campus. • Energy Efficient Retrofitting measures to be carried out at FET Campuses throughout the ETB. 	<p>Campus, Green Innovation Campus. Progress the design development of approved SIUF and SAR projects.</p> <p>New roof and upgrade of College of FET, Croom Campus.</p>
	<p>Further Education and Training Infrastructure: The ETB has 28 College of FET Campuses. Several of these buildings date back to the early 1900s and need significant refurbishment and constant repair and maintenance. This requires a continual programme of repairs and re-development with projects being prioritised in response to needs.</p>	<p>Performance and progress in 2026 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Management of the construction of the various projects on site in 2026 to ensure completion on programme and on budget. 	<p>Delivery of all Capital Projects due for completion and hand over in 2026.</p> <p>Progress the design of all Capital Projects due for completion at a date beyond 2026.</p>

	<p>During 2026, the following infrastructure projects will be progressed:</p> <ul style="list-style-type: none"> • College of FET, O’Connell Avenue Campus: in order to comply with Part M compliance, there is a need to install a lift within the building with external wheelchair access ramps. • Progression of various improvements at CFET Raheen Campus, including heating and roof upgrades. • Develop a long-term accommodation solution for the CFET Shannon Campus and the development of Bay 88 Shannon to accommodate the increased provision of Aircraft Apprentice Programme. • Progression of the design for the SIUF Projects at CFET Mulgrave Street & CFET Scariff Campuses. • Commencement of the design options for CotF Project at the ETB’s Newcastlewest Site. • Staff Accommodation installation works at the Outdoor Education and Training Centre, Kilfinane. • Electrical and Lifesaving Equipment upgrades to CFET Cappamore, Killmallock Road, Campuses, and An T-Ionad Glas. 	<ul style="list-style-type: none"> • Ensuring projects progress to delivery by implementing effective project management strategies. • Ongoing liaison with SOLAS and DFHERIS to maximise investment in ETB facilities. 	<p>Use of the Devolved Capital Funding to address infrastructure deficits across FET Campuses.</p>
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	<ul style="list-style-type: none"> • Retrofitting and building Upgrades Ennistymon Campus. • Campus Upgrades Organic College under minor works scheme. • Toilet Upgrades to select FET Campus throughout the ETB. • Refurbishment roof works to FET Kilmallock Road Campus. • Development of design options for additional workshops at FET Cappamore. 	(Contd.)	(Contd.)
<p>2.7 To promote active awareness of health, safety, welfare and wellbeing for all staff at a personal and organisational level.</p>	<p>The ETB will continue to engage with the Department of Education and Youth and its Support Services to implement and embed the <i>Wellbeing Framework for Practice in Schools</i> to promote and support student wellbeing in our schools.</p> <p>All Divisions will continue to promote the Outdoor Education and Training Centres (OETCs) in the Burren and Kilfinane for staff wellbeing and team-building activities.</p>	<p>Performance and progress in 2026 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Evidence that Schools are providing the full 400 hours of Wellbeing as required at Junior Cycle. • Demonstrated growth in the use of Outdoor Education and Training Centres (OETCs) throughout 2026. 	<p>Monitoring that Schools are delivering the required number of hours.</p>

	<p>The ETB's Organisation Support and Development Directorate will increase awareness of availability of EAS and mental health resources. Organise wellbeing initiatives and promote flexible working arrangements where possible.</p>	<p>Performance and progress in 2026 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Staff participation and engagement in wellbeing and training programs. • Continued roll out of Wellbeing calendar for all staff. • Monitor of absenteeism due to stress related issues. 	<p>Analyse and compare participation and engagement and identify trends and areas for improvement.</p>
<p>2.8 To continue to explore the potential of modern and flexible work practices that support organisational goals, productivity, staff fulfilment and wellbeing.</p>	<p>Equip ETB staff with appropriate training and the digital infrastructure required to facilitate remote working, ensuring seamless delivery of teaching and learning and sustaining continuity of service across the ETB's OSD, Schools and FET divisions.</p> <p>Collaborate with national working groups and contribute to sector-wide ETB forums to support alignment and consistency in organisational design principles.</p>	<p>Performance and progress in 2026 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Continued provision of supports and training to support remote working. • Deliver targeted training programmes for staff on digital tools and cyber security. • Develop workshops for managers on organisational design best practices. 	<p>Monitoring of staff availing of training and supports and assessment in reported remote working challenges and feedback from staff on clarity of roles and structures.</p>

<p>2.9 To continue to support organisational design process at local and national level, to achieve more consistency and coherence in staffing structures and organisational design across the ETB sector.</p>	<p>The ETB has a strategic approach to staffing of FET. The focus of resources on key areas such as strategic planning, quality assurance, TEL and planning and monitoring will continue in 2026, in line with the Transforming Learning strategy. The ETB will continue to invest in these core capabilities and will also work with SOLAS and DFHERIS at a national level to advance a FET management structure that reflects priorities set out in the FET Strategy.</p>	<p>Performance and progress in 2026 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • FET staffing structure in line with national priorities. • Continued engagement with SOLAS and DFHERIS at a national level to advance a FET management structure that reflects priorities set out in the FET Strategy. 	<p>Increase in number of CPD opportunities for all staff.</p> <p>Increase in number of staff availing of CPD opportunities.</p>
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Performance Delivery Agreement (PDA) Goal 3: Governance

Links to ->

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

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

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

Priority	Action	Performance Indicator	Target
<p>3.1 To ensure that our structures are supported by robust systems and procedures, that are aligned with evolving strategic priorities.</p>	<p>The OSD, Schools and FET Directorate will ensure all necessary child safeguarding measures are in place.</p> <p>The ETB is fully committed to ensure that all schools will have formally adopted the 2025 procedures by 31 December, 2026 and ensures that the 2023 procedures remain in place until schools formally adopt the 2025 procedures.</p>	<p>Performance and progress in 2026 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Confirmation that all schools and relevant centres/activities have Child Protection Procedures in place. • All newly recruited staff undergo induction training, and a compulsory element of that training is Safeguarding/Child Protection Procedures for Primary and Post Primary Schools. • On a continuous basis relevant PD will be delivered to all categories of Staff. • On an annual basis refresher training is delivered to the DLPs and DDLPs. • A review is conducted to ensure the collation of all mandatory checklists, reviews and declarations by schools and centres in relation to Child Safeguarding requirements. 	<p>To ensure appropriate training for all ETB Staff in relation to Safeguarding/Child Protection.</p> <p>To ensure refresher training is delivered to all DLPs and DDLPs.</p> <p>To ensure appropriate procedures are followed and relevant notices are issued in accordance with procedures.</p>

	(Contd.)	(Contd.)	Continual oversight and review by Senior Management. Formal adoption by all schools of the 2025 procedures by 31/12/2026.
	<p>The ETB's Procurement Department aims to identify and implement a range of procurement solutions that will deliver compliance, value, efficiency and best practice on behalf of all the ETB stakeholders.</p> <p>To this end, the ETB has in place a hybrid procurement structure, incorporating a centralised procurement function with devolved responsibility to Budget Holders in accordance with the National Procurement Policy.</p>	<p>Performance and progress in 2026 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Use of the National and Department Frameworks. • Completion of Multi Annual Procurement Plan (MAPP) in line with the ETB's Corporate Procurement Plan. • Planning future Procurement Requirements / Pipeline. • Active engagement with Finance Section, Schools, Climate, Capital and Estates Management and FET in relation to procurement requirements. 	<p>To provide training to specialist staff in schools and FET centres around procurement process.</p> <p>To provide training to specialist staff in relation to green procurement Regulations.</p>
3.2 To continue to innovate and strengthen strategic business planning processes to achieve organisational priorities	The Schools and FET Divisions will work with the Finance and Audit and Risk Committees to actively identify, assess, monitor and manage risk in	<p>Performance and progress in 2026 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Evidenced Agenda Item at Schools and FET Meetings in 2026. 	Heighten awareness of risk identification and

	<p>the context of all of its operations and will ensure that formal and transparent arrangements are in place for both internal and external audit.</p> <p>The Schools and FET Divisions will ensure that the Schools Risk Register / FET Risk Register will be an agenda item for meetings and will be regularly reviewed by Principals and Deputy Principals and Provision Managers.</p>	<ul style="list-style-type: none"> • Evidenced updating of the risk register in 2026. • Evidence of actions to mitigate risks in 2026. 	<p>management through Risk Register.</p> <p>Ensure follow-through on actions to reduce or mitigate risk</p>
<p>3.3 To promote the highest standards of financial and risk management through internal monitoring controls and audits.</p>	<p>As per the Code of Governance, the Board shall ensure appointment to the Audit and Risk and Finance Committees incorporate members who have the specialist skills, knowledge and experience in these relevant areas. All appointments are made by the Board in consultation with Committee Chairs.</p> <p>External members of committees bring the required audit, financial and experience skills.</p> <p>The Finance Department engages with C & AG and ETB-IAU to ensure systems and procedures are</p>	<p>Performance and progress in 2026 will be evidenced through:</p> <ul style="list-style-type: none"> • Engagement with C & AG and ETB-IAU on annual and specific audits. • Regular A & R Committee Meetings in accordance with the requirements of the Code of Governance. • Reports from the A & R Committees issuing to the Board. • Procurement of specialist advice should the need arise. • Finance Working Group to lead and manage FET funding. 	<p>Reports from the Audit and Risk and Finance Committees included on the Agenda for Board Meetings.</p> <p>Procurement of specialist advice should the need arise.</p> <p>Review and implementation of audit recommendations.</p>

	reviewed on an ongoing basis in the context of promoting the highest standards of financial management across the organisation.	(Contd.)	(Contd.)
	The ETB Climate, Capital and Estate Management Section will manage the ETB's properties, both owned and leased, to ensure compliance with all Statutory, Department and Governance requirements. This will involve working closely with the ETB Schools and FET Divisions to ensure the accommodation needs of the organisation are met and all Schools and FET Buildings are fit for purpose.	Performance and progress in 2026 will be monitored and evidenced through: <ul style="list-style-type: none"> • Keeping fully up to date ETB's Property Asset Register. • Regular engagement with the Department of Education and Youth's Property Section and SOLAS. • Maintenance and monitoring of Leases and ensuring compliance. • Monitor ETB's Property to ensure all buildings are fit for purpose and address any deficits in terms of building standards. 	Property Asset Register kept up to date. Compliance with all Statutory requirements.
3.4 To maximise the efficient use of public resources.	<p>The CE and Directors of Schools, FET and OSD will ensure that schools, campuses and services are supported to use central procurement frameworks and contracts that are put in place by the Office of Government Procurement (OGP) during 2026.</p> <p>The ETB Climate, Capital & Estate Management Section and ETB Finance Section will ensure that</p>	Performance and progress in 2026 will be monitored and evidenced through: <ul style="list-style-type: none"> • Evidence of use of OGP Frameworks wherever possible to ensure compliance and value for money. • The ETB will also engage with the Education Procurement Service (EPS) and other ETBs on sectoral procurement competitions. • ETB's MAPP will be refined and further developed during 2026 to best plan future Procurement Requirements and 	Adherence to Procurement guidelines. Adherence to OGP Framework requirements. Keeping up to date with requirements through attendance at national Fora.

	<p>there will be continued close cooperation between the Financial and Procurement functions to ensure the highest standards of compliance with Public Procurement Procedures, Guidelines and Legislation. This will involve continuing to identify and implement a range of procurement solutions that will deliver compliance, value, efficiency and best practice on behalf of the authority during 2026.</p> <p>Implementation of National ETB Procurement Policy (including the suite of template documents for tendering above and below the EU Thresholds) will be on-going in 2026.</p> <p>ETB Climate, Capital & Estate Management Section and ETB IT Section will ensure that during 2026 there will be continued close cooperation between the Procurement IT functions to ensure the highest standards of compliance with Public Procurement Procedures, Guidelines and Legislation.</p> <p>Implementation of National ETB Procurement Policy (including the</p>	<p>prepare a Pipeline of Tenders to be undertaken.</p> <ul style="list-style-type: none"> • All relevant Policies and Procedures re Procurement to be updated on an ongoing basis via StaffConnect during 2026. • Identify areas of aggregation where OGP contracts or frameworks are not in place and progress competitive procurement for ETB in these areas. • Report to the Department of Education and Youth in relation to capital expenditure. • Management of IT Support Services Contract. • Ongoing review of IT procurement across ETB. • Review and update of all specifications and technical requirements. • Use of OGP and other appropriate national frameworks for purchase IT equipment. • The CMS will be implemented to enhance efficiency and compliance. 	<p>Completion of MAPP. Continual review of MAPP.</p> <p>Keeping up to date with changes in legislation, EU Directives, Systems, Technology and embed the re organised Procurement function, relocated to Marshal House, within the overall OSD structure.</p>
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	suite of template documents for tendering above and below the EU Thresholds) will be on-going in 2026 in relation to procurement of IT services and equipment.	(Contd.)	(Contd.)
3.5 To maintain effective data protection, confidentiality and record management processes	The Privacy Engine Application continues to play a pivotal role in enabling and supporting compliance with the General Data Protection Regulation (GDPR). Through its robust tools and resources, Privacy Engine allows us to maintain high standards of data protection, ensuring the confidentiality and integrity of personal data while meeting regulatory obligations.	<p>Performance and progress in 2026 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Number of 2026 training events in respect of GDPR Compliance. • Number and type of new resources developed in 2026 to support GDPR. • Updating records of processing activities as per Article 30 GDPR. • Review of existing DP Agreements and updating where necessary. • Enhanced Data Protection Measures: Leveraging the Privacy Engine to enforce strict controls and safeguards around the collection, storage, and processing of personal data. • Confidentiality Assurance: Implementing rigorous access controls and staff training programs to uphold confidentiality across all data handling activities. • Policy Reviews and Updates: Regularly evaluating internal policies to identify opportunities for improvement and address emerging risks. 	As part of our ongoing commitment to effective data protection, we will consistently review and refine policies to align with GDPR requirements. This proactive approach will ensure our processes remain both comprehensive and adaptable to evolving challenges in data privacy and security.

<p>3.6 To maintain, enhance and embed an effective communications strategy.</p>	<p>The ETB’s OSD Directorate will develop a Communication Framework in 2026 to include an Internal Communication matrix that clarifies organisational structures, roles and responsibilities, and sets out effective communication and decision-making processes within the ETB including FET, OSD and the Schools Division. Additional 2026 actions include:</p> <ul style="list-style-type: none"> • Supporting the management and staff of the ETB through provision of latest and most effective technologies to enhance communication, along with the necessary training. • Continued implementation of the Plain English Strategy. • On-going development of the ETB.ie website and other social media to ensure that the ETB is providing pertinent, relevant information to its staff and stakeholders. • On-going stakeholder engagement and networking at a local, regional and national level (see 1.8). 	<p>Performance and progress in 2026 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Formal Communications Framework will be put in place in 2026. • Evidence of traffic through the website/social media. 	<p>Develop Communications Framework that clarifies organisational structures, roles and responsibilities and sets out effective communication and decision-making processes.</p>
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<p>3.7 To maintain and monitor service level agreements/memoranda of understanding and protocols with external agencies to whom we provide grants/resources.</p>	<p>The ETB's Finance Department will ensure that all external agencies to whom the authority provides grants/resources will have a formal SLA/MOU in place in compliance with DPER Circular 13/2014.</p> <p>Where appropriate, this will include a Data Protection Addendum in respect of Article 28 GDPR Controller to Processor Transfers of Personal Data.</p>	<p>Performance and progress in 2026 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> Signed Data Protection Addendum in respect of Article 28 GDPR Controller to Processor Transfers of Personal Data is appended to relevant SLAs in 2026. 	<p>To have an appropriate SLA/MOU on file in compliance with DPER 13/2014. Liaise with the Compliance Team on a quarterly basis to ensure all necessary suppliers have the appropriate SLA/MOU in place.</p>
	<p>In 2026, the ETB's College of FET will continue to use SLAs with external stakeholders, including Community Education partners, to whom it provides grants and resources.</p>	<p>Performance and progress in 2026 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> Monitoring and implementation of SLAs. 	<p>Continued use of SLAs with external stakeholders.</p>
<p>3.8 To continue to promote a culture of self-evaluation across the organisation to inform a process of continuous improvement through regularly evaluating the effectiveness of administrative systems and practices.</p>	<p>All boards will carry out self-assessments, using the questionnaire included in the Code of Practice, to identify areas where improvements are required.</p>	<p>Performance and progress in 2026 will be evidenced through:</p> <ul style="list-style-type: none"> Feedback and actions arising from self-assessment Adjust strategies as needed based on ongoing review. 	<p>Prioritise key actions for improvement.</p> <p>Analyse feedback to pinpoint strengths, gaps, and areas for development.</p>

	(Contd.)	(Contd.)	Review relevant data and reports to inform the process. Carry out the action plan and track progress regularly.
3.9 To ensure compliance in line with legislation.	The Board of Limerick and Clare Education and Training Board will carry out self-assessments, using the questionnaire included in the Code of Practice, to identify areas where improvements are required.	Performance and progress in 2026 will be evidenced through: <ul style="list-style-type: none"> • The Board Self-Assessment Questionnaire, issued in December 2025, is a key priority for 2026. Its review will assess Board effectiveness and deliver targeted actions to strengthen governance performance. 	The results of the self-assessment questionnaire and any actions arising will be reported to the Board of Limerick and Clare Education and Training Board for further discussion.

	<p>The Audit and Risk and Finance Committees, incorporating Members who have the specialist skills, knowledge and experience in these relevant areas, will continue to fulfil their responsibilities in 2026 in accordance with the Code of Governance.</p>	<p>Performance and progress in 2026 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> As per the Code, appointment to these Committees incorporate Members who have the specialist skills, knowledge and experience in these relevant areas. All appointments are made by the Board in consultation with Committee Chairpersons. Procurement of specialist advice at reasonable and approved expense to the ETB to assist the Committees with specific areas of its business is made available if required. 	<p>Both committees will continue to provide reports to the Board and complete annual self-assessments as per the Code of Governance.</p>
<p>3.10 To promote corporate social responsibility and environment sustainable ethos ensuring that this is reflected across the organisation.</p>	<p>The green transition requires a whole-institution approach, including the ‘greening’ of curriculum content and the learning environment, campus greening, skills development for teachers and collaboration with the industry, research institutions and numerous external stakeholders. In 2026, the College of FET will continue to promote a culture of sustainability in our campuses.</p> <p>The ETB has a strong and growing focus on green skills and Near Zero Energy Buildings (NZEB). It is one of six ETBs with a dedicated NZEB Centre of Excellence. There is</p>	<p>Performance and progress in 2026 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> No of learners at the ETB NZEB and Retrofitting Centre of Excellence in Roxboro as per SPA. Roll out of blended programme. Take up of E-college green skills module. Campuses targeting Green Centre award. Development of ETB Sustainable Action Plan. Roll out of Sustainability courses. ETB Schools engaging with the Green Schools Initiative. 	<p>Expansion of reskilling provision to meet retrofitting needs</p> <p>Embedding of core green skills module across FET course.</p> <p>ETB will inspire and model best practice in tackling climate change.</p> <p>Work with SEAI in gathering data and finding a path for</p>

	<p>significant ambition to grow this provision in line with the national commitments set out in the Housing for All Strategy and the National Recovery and Resilience Plan. Training currently consists of training in NZEB fundamentals, Retrofitting, External Wall Insulation, Air Tightness, and Insulation Installation. This will be further enhanced via upskilling courses in Solar and Heat Pump Technologies in 2026.</p> <p>The facility provides skills training for individuals who are unemployed and for individuals in employment wishing to upskill. The new ETB ZEB and Retrofitting Centre of Excellence in Roxboro will offer training to approximately 1,500 learners in 2026 and it is part of the wider development of the Green Innovation Campus.</p> <p>In 2026, we will upskill staff via the train the trainer resources and roll this out as a blended programme across FET provision, and through a national online green skills module available via eCollege.</p>	<ul style="list-style-type: none"> • Report on ETB 2025 energy usage by completing M & R Returns to SEAI in 2026. • Actively participating in appropriate investment opportunities to identify ways of improving energy performance during 2026. • Evidence of a greater understanding and knowledge of the key issues through ongoing investment in staff development in 2026. • Implement Energy Awareness Campaigns, use schools as part of this pilot. • Continue with the “Make a Switch” awareness campaign. • Green Teams in all our Offices, Schools/Campuses. • Implement recommendations from Energy Audits, where feasible. • Participate in the Government’s Reduce your Use Campaign. • Building Green Procurement into our procurement competitions. • Capital Projects focus on Energy Efficiency and green public procurement. 	<p>ETB to meet its Energy Targets and develop an Energy Strategy.</p> <p>Continue to work towards all schools engaging with Green Schools Initiative.</p> <p>Complete M&R Returns to SEAI. Monitor energy performance across the ETB with a view to improvement and maximising energy efficiency.</p> <p>Heighten awareness and understanding of energy efficiency within ETB staff.</p> <p>Commit to partial implementation of ISO 50001 energy Management system.</p>
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	<p>The ETB is committed to a continuing focus on Energy Management and reduction of Carbon emissions given that ‘Public Bodies must play an exemplary role with regard to Energy Efficiency in pursuit of Targets and actions contained in the National Energy Efficiency Action Plan’(S.I.426.).</p> <p>ETB Climate, Capital, and Estate Management Section, in accordance with responsibilities as a Public Sector Body, will strive to achieve the target of a 50% reduction in energy usage and 51% reduction in Greenhouse Gas Emissions by 2030.</p> <p>During 2026, ETB will continue to promote ongoing investment in energy-reduction measures through participation in relevant initiatives including the National Pathfinder Programme and SEAI Programmes.</p> <p>The ETB will continue to engage with the Department of Education and Youth and DFHERIS to maximise investment in ETB Schools and Campuses in order to ensure our facilities comply with all relevant</p>	<ul style="list-style-type: none"> • Build Energy Tracking into Tender Documents. • Further develop Corporate Partnership with SEAI. • Deliver Pathfinder Projects involving the deep energy retrofit of FET KRC Campus. 	<p>(Contd.)</p>
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	legislation, regulations and the highest standards of energy efficiency.	(Contd.)	(Contd.)
	<p>The Schools Division will remain committed to driving environmental stewardship across our network. We will provide structured support to ensure all schools align with the Department of Education and Youth's Education for Sustainable Development (ESD) guidelines and the national Climate Action Plan.</p> <p>Strategic Actions for 2026 Sustainability Framework Alignment: Schools will be supported to implement the Sustainability Toolkit for Schools, ensuring a cohesive approach to energy efficiency, waste reduction, and biodiversity.</p> <p>Carbon Footprint Monitoring: We will maintain the mandatory quarterly data returns regarding school bus usage for trips. This data is critical for analysing and mitigating the transport-related carbon footprint of our extra-curricular activities. Schools have been provided with an Limerick and Clare</p>	<p>Performance will be tracked through the following evidence-based indicators:</p> <ul style="list-style-type: none"> • Transport Data Analytics: Comprehensive review of the quarterly online returns for school bus trips to identify trends and opportunities for transport sharing. • Campaign Impact Assessment: Evaluation of the "Make a Switch" campaign through school-led energy audits and student engagement surveys. • ESD Compliance: Documentation of school participation in ESD Advisory Group training and the adoption of the Sustainability Toolkit. 	<p>Achieve 100% engagement across all ETB schools in the Green Schools programme. Data Reporting 100% compliance with quarterly bus trip data submissions within 10 working days of the quarter end. Behavioural Change: Successful delivery of at least one "Make a Switch" themed week (e.g., Energy Awareness Week) in every school.</p> <p>Sustainability Training: Ensure at least one staff member per school has attended a CPD session on the</p>

	<p>Education and Training Board draft of this since 2024.</p> <p>Expansion of the Green Schools Initiative: We will continue our phased approach to ensure every school in the ETB network is actively participating in and progressing through the Green Schools flag system.</p> <p>The "Make a Switch" Campaign: Building on the previous year's launch, we will move into the implementation phase of the "Make a Switch" initiative, encouraging staff and students to adopt energy-saving behaviours and sustainable consumption habits.</p>	(Contd.)	Sustainability Toolkit.
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Performance Delivery Agreement (PDA) Goal 4: Partnership

Links to ->

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

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

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

Priority	Action	Performance Indicator	Target
4.1 To enrich an organisation-wide culture of collaboration.	To facilitate intersection collaboration and encourage the use of internal resources, facilities and services to enhance the staff, student and learner experience.	Performance and progress in 2026 will be monitored and evidenced through: <ul style="list-style-type: none"> Increased awareness and use of internal resources, facilities and services by staff, student and learners. Reduction in duplication of services through shared resource use. Utilisation rate of internal facilities and services (e.g., meeting spaces, shared technology, support services). 	Evidence of increased numbers availing of internal resources, facilities and services by staff, student and learners.
4.2 To promote a culture of collaboration, innovation and partnership in order to enhance opportunities for	The College of FET is committed to fostering collaboration, building partnerships, and contributing to regional and national development. During 2026, the College of FET will continue to	Performance and progress in 2026 will be monitored and evidenced through: <ul style="list-style-type: none"> Ongoing participation in regional skills fora and 	Engage in regional skills fora and establish new enterprise partnerships to support skills development.

<p>all our stakeholders in the region.</p>	<p>enhance its role by building on these established relationships and ensuring that FET provision meets the evolving needs of the community and the wider region. It will do this by:</p> <ul style="list-style-type: none"> • Continuing to Engage with Enterprise and Regional Skills Fora to Enhance Collaboration • Building and Enhance Partnerships with Community Organisations • Maintaining Active Representation on Local and Regional Groups • Contributing to ETBI Working Groups to Influence National FET Policy • Contributing to realisation of actions within the Clare and Limerick Local Economic and Community Plans (LECP) • Continue to Deliver, Monitor and Report on our ETB's contribution to National Targets as set out in our Strategic Performance Agreement with SOLAS • Allocation, evaluation and monitoring of the REACH Funding Grants to Support Community Initiatives • Coordination of the Adult Literacy for Life (ALL) Regional Consorti and Collaboration Fund. 	<p>enterprise partnerships, ensuring alignment between FET provision and local industry needs.</p> <ul style="list-style-type: none"> • Continuation of collaborative initiatives with community partners, addressing local needs and supporting adult education and skills development. • Continued participation in local groups, such as the Local Economic and Community Plan (LECP), to align FET provision with regional development priorities. • Ongoing representation on national ETBI working groups, contributing to the shaping of FET policy and practices that reflect regional needs. • Active involvement in the development of the LECP, ensuring that FET priorities are reflected in regional economic and community growth strategies. • Ongoing engagement with SOLAS to ensure continuous progress on the strategic performance agreement and 	<p>Form new community partnerships annually, contributing to collaborative community-based learning projects.</p> <p>Ensure representation on key local committees and working groups, contributing to strategic initiatives.</p> <p>Participate in ETBI working groups, contributing to policy development and the implementation of best practices.</p> <p>Contribute to the development and implementation of the LECP, with FET priorities integrated into regional plans.</p> <p>Achieve compliance with the goals outlined in the SOLAS Strategic Performance Agreement, with regular progress updates.</p> <p>Allocate REACH funding to community groups, ensuring</p>
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	(Contd.)	<p>alignment with national and regional FET priorities.</p> <ul style="list-style-type: none"> • Ongoing administration and monitoring of REACH funding to support community-based educational initiatives, ensuring financial and project outcomes are met. • Regional Coordination of the Adult Literacy for Life (ALL) Strategy. 	<p>funded projects meet agreed-upon outcomes.</p> <p>Coordinate and contribute to ALL consortia meetings, ensuring the development and delivery of regional literacy initiatives.</p> <p>Secure ALL collaboration funding for regional projects, ensuring effective use to meet literacy development goals.</p>
	<p>Limerick and Clare ETB supports the ongoing strategic engagement with TESS and DEY in relation to the future development and delivery of the School Completion Programme (SCP). Our ETB supports the work of ETBI and the ETBs who are currently working in collaboration with the Department and TESS to support the establishment of a new employment framework for the SCP workforce. We look forward to assisting the DEY in the role-out of the new framework, when the relevant SCP projects within our catchment are scheduled for transfer, with our combined ETB/ETBI/TESS/DEY agreement on that timeline.</p>	<p>Performance and progress in 2026 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • The roll out of the new framework when relevant SCP projects within our catchment are scheduled for transfer. 	<p>Working in collaboration with ETBI/TESS/DEY on agreement of timeline and subsequent successful roll out of new framework.</p>

	<p>The Schools Division will provide the administrative support required to implement the Unified Admissions Process (UAP) in Ennis, Co. Clare. This is a collaborative effort agreed by the patrons of the four post-primary schools in Ennis – Bishop of Killaloe, CEIST, ERST and Limerick and Clare Education and Training Board in facilitating the admission of 6th class primary school students into first-year in the participating schools; Coláiste Mhuire, Ennis Community College, Gaelcholáiste an Chláir, Rice College, and St. Flannan’s College. The process also coordinates the enrolment of students to special classes from 2025 in cooperation with the National Council for Special Education (NCSE).</p> <p>The process is overseen by a facilitator appointed by the patrons in this partnership pilot and supported with administrative assistance from Limerick and Clare Education and Training Board.</p>	<p>Performance and progress in 2026 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Arrange meetings of the school patron bodies (Bishop of Killaloe, CEIST and ERST). • Planning meetings with the facilitator. • Meetings with the representatives of the partner patrons; Bishop of Killaloe, CEIST and ERST. • Review of school demographic data and liaising with the Planning and Building Unit of the Department of Education and Youth. 	<p>Placement of all applicant students in special and ordinary classes.</p>
	<p>ETB Climate, Capital, and Estate Management Section, will continue to manage and deliver projects for non-ETB Schools during 2026 to ensure the most cost-effective and efficient use of public funding.</p>	<p>Performance and progress in 2026 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Delivery of project management supports by ETB 	<p>Progression of projects through design phase and on time or before time delivery and hand over of all capital projects scheduled for</p>

	<p>The ETB will work with the following non-ETB schools in 2026 to ensure projects progress to delivery by implementing effective project management strategies:</p> <ul style="list-style-type: none"> • Gaelscoil Mhichil Ciosog, Ennis. • Sacred Heart National School Monaleen. • Gaelscoil Donncha Rua, Shannon. • St. Mary’s National School, Limerick. • Salesian College, Pallaskenry. • St. Clement’s Limerick. • Ennis Educate Together NS. • Gaelscoil Uí Choimín, Kilrush. • St Patrick’s Comprehensive, Shannon <p>Furthermore; Climate, Capital and Estates Management will be partnering with the DEY in managing the delivery of 20 SEN modular accommodation units for schools nationwide valued at €30 million.</p>	<p>in respect of non-ETB schools listed.</p> <ul style="list-style-type: none"> • To Assist with DEY forward planning and help relieve some of the pressures on modular accommodation delivery nationwide in the lead up to September 2026. 	<p>completion in 2026 and beyond.</p>
	<p>In Service Plan 2026, Youth Work will continue to collaborate strategically with regional, national, and external forums to consolidate and extend progress achieved in previous years. Through these collaborations, Youth Work aims to:</p>	<p>Performance and progress in 2026 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Participation in ETBI structures – Youth Officer Network and ad 	<p>Monitoring participation in youth committees, support networks and boards at national and local level.</p>

	<ul style="list-style-type: none"> • Further strengthen the recognition, value, and visibility of youth work as a critical and preventative intervention supporting the wellbeing and development of all young people. • Enhance and sustain effective communication, coordination, and information-sharing channels among organisations engaged in youth engagement and youth services across the region. • Actively contribute to and influence policy development, consultation processes, and strategic initiatives related to youth work and associated policy areas at local, regional, and national levels. 	<p>hoc consultations as arranged by DEY – YOLO days, workshops</p> <ul style="list-style-type: none"> • Participation on committees, boards, consultative groups, e.g., Drug Task Force, CYPSC, Community and Voluntary Networks, Comhairle na nÓg, other support networks. 	
<p>4.3 To continue to build on local, regional, national and international partnerships, to share best practice and enhance our profile as a leading provider of quality education and training.</p>	<p>The BD STEM Stars initiative is a premier STEM (Science, Technology, Engineering, and Mathematics) competition for secondary school students across the Munster region. Organised by BD Research Centre Ireland in strategic partnership with Limerick and Clare Education and Training Board, the programme aims to inspire the next generation of innovators.</p> <p>The competition challenges students to apply critical thinking and creative problem-solving to address real-world</p>	<p>Performance and progress in 2026 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Student Engagement and Participation. • Enrolment Metrics: Tracking the total number of students and schools participating to gauge regional reach and inclusivity. • Engagement Quality: Using post-competition surveys to measure the percentage of 	<p>Secure participation from at least 25% of all secondary schools in the Munster region.</p> <p>Sustainability Focus: At least 40% of all submissions to address "Environmental Sustainability" or "Climate Action" in healthcare.</p> <p>Industry Alignment: Achieve a 90% satisfaction rating from teachers regarding the</p>

	<p>issues in healthcare, environmental sustainability, and advanced technology. It remains inclusive, welcoming students of all academic backgrounds to participate either individually or as part of a collaborative team.</p> <p>IDEAL FUTURES: Erasmus+ Teacher Academy (2026 Service Plan): The IDEAL Futures project is a flagship Erasmus+ funded initiative involving a strategic partnership between ETB Schools Division and Mary Immaculate College (MIC), Limerick. As part of a prestigious network of European Teacher Academies, this project leverages a shared European Commission budget to provide educators at all career stages with mobility opportunities, digital learning platforms, and professional communities. In 2026, the Academy will focus on maturing its collaborative digital hub to empower pre-service teachers, in-service teachers, and school leaders as future-ready digital educational leaders. Participants will be supported to address systemic challenges through formal online professional development and collaboration with the wider technology sector.</p>	<p>students who found the challenges sufficiently motivating and rigorous.</p> <ul style="list-style-type: none"> • Qualitative Feedback: Analysing student testimonials to refine competition activities and ensure they resonate with diverse learner profiles. • Innovation and Technical Excellence • Communication Skills: Evaluating the clarity, thoroughness, and professional standard of student presentations. • Practical Feasibility: Assessing the viability and potential scalability of the proposed STEM solutions. • The success of the IDEAL Futures initiative will be evidenced through: <ul style="list-style-type: none"> Resource Output: Quantification and quality assessment of the digital resources, OERs, and pedagogical toolkits developed by the project group. • Research Metrics: Analysis of research findings and longitudinal data produced by 	<p>competition's relevance to the STEM curriculum.</p> <p>Ensure at least 50 staff members complete a verified digital leadership micro-credential.</p> <p>Resource Accessibility Launch formal Open Educational Resources (OERs) on the collaborative digital hub.</p> <p>Research Dissemination: Publish research reports or case studies in partnership with MIC.</p> <p>School Engagement: Facilitate participation from pilot schools in transformative learning events.</p> <p>Cross-Sectoral Dialogue: Conduct workshops involving both EdTech providers and classroom practitioners.</p> <p>Facilitate school visits as part of the Irish visits.</p>
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	<p>Core Objectives for 2026</p> <ul style="list-style-type: none"> • Multilateral Collaboration: Facilitate high-quality partnerships between Initial Teacher Education (ITE) universities, professional development providers, policymakers, and Educational Technology (EdTech) providers. • Systemic Challenge Identification: Identify the dilemmas facing educators in the digital era across three critical lenses: policy, praxis, and pedagogy, while exploring opportunities for transformative digital leadership. • Pedagogical Innovation: Develop and evaluate a multi-level pedagogical model that fosters transformative dialogue and a cooperative approach to digital leadership issues. • Content & Micro-credentials: Create a suite of Open Educational Resources (OERs), synchronous workshops, hackathons, and design-based research activities. These will be supported by micro-credentials to validate the acquisition of digital leadership skills. 	<p>the Mary Immaculate College research team.</p> <ul style="list-style-type: none"> • Stakeholder Voice: Evaluation of qualitative feedback from focus groups involving participating schools to measure the impact on teacher identity and leadership confidence. • Professional Culture: Evidence of an established culture of professional learning, demonstrated by the uptake of micro-credentials and participation in the digital hub. • Training Equity: Verification that digital leadership training opportunities have been made accessible to staff across all levels of the organisation. • The success and advancement of Phase 3 will be evidenced through the following indicators: • Participation: A comprehensive analysis of school uptake and student completion rates across Limerick and Clare to ensure total regional coverage. • Stakeholder Engagement: Documented engagement in 	<p>Facilitate participation from more Primary Schools within the ETB network.</p> <p>Student Impact: Reach a minimum of 3,000 pupils across the Mid-West region.</p> <p>Inclusion: Ensure 100% of project workbooks are available in both English and Irish (Gaeilge) to support Gaeltacht and Gaelscoileanna participation.</p> <p>Collaboration: Maintain quarterly consultative meetings between the ETB Support Team and HSE Spark Innovation partners.</p> <p>User Reach: Achieve 10,000 unique visits within the first six months post-launch.</p> <p>School Engagement: Ensure post primary schools have the portal linked on their internal student resource pages.</p>
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	<p>Strategic Actions and Implementation:</p> <ul style="list-style-type: none"> • Transformative Learning Projects: Support school-based staff in implementing design-based research projects that solve specific digital challenges within their local school communities. • Digital Leadership Ecosystems: Peer observations and collaborative "hackathons" will be utilised to bridge the gap between theoretical digital policy and classroom reality. • Mobility & Networking: Facilitate European mobility opportunities for staff to exchange best practices with international Teacher Academy partners. • The Care Aware Crew Project: Phase 3 • The Care Aware Crew Project enters its third phase in 2026, representing a high-impact collaboration between ETB, the Junior Health Sciences Academy, the University of Limerick, University Hospital Limerick (UHL), and HSE Mid-West Community Healthcare. • This initiative delivers a suite of locally produced teacher-friendly lessons on Life Skills and First Aid specifically tailored for 3rd and 4th Class primary school pupils. Featuring the clinical expertise of UHL consultants and 	<p>planning committees and consultative groups, involving representatives from the HSE, UL, and the Limerick and Clare Education and Training Board Schools Division Support Team.</p> <ul style="list-style-type: none"> • Resource Feedback: Qualitative feedback from teachers on the ease of lesson delivery and the "pupil-friendly" nature of the newly expanded digital resources. • Portal Optimisation: Finalising the user interface (UI) to ensure the platform is mobile-responsive and accessible to all students, including those in DEIS and special education settings. • Content Diversification: Expanding the portal's library to include "Day in the Life" video profiles, interactive career maps, and clear information on Pathways to Healthcare, including apprenticeships, FET (Further Education and Training) courses, and university degrees. 	<p>Guidance Support: Deliver two CPD webinars for Guidance Counsellors specifically on how to utilise the portal for Senior Cycle career planning.</p> <p>Pathways Focus: Document distinct FET-to-Degree progression routes clearly on the platform.</p>
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	<p>School of Medicine staff, the programme empowers young learners with the confidence to manage health emergencies.</p> <ul style="list-style-type: none"> • Building upon successful pilots that reached over 1,000 students, Phase 3 utilises €88,000 in HSE Spark Innovation funding to facilitate a full regional roll-out. The 2026 programme focuses on: • Interactive Digital Learning: Deploying a series of interactive videos and workbooks covering critical health topics, including making effective 999 emergency calls, basic First Aid, and Brain Health. • Expert-Led Pedagogy: Bridging the gap between frontline healthcare professionals and the classroom, ensuring that the skills taught are medically accurate yet accessible to primary-level pupils. • Regional Scaling: Ensuring that every primary school in the Mid-West region has the opportunity to integrate these life-saving modules into their Social, Personal, and Health Education (SPHE) curriculum. • Development of the Healthcareers.ie Portal: 	<ul style="list-style-type: none"> • Stakeholder Integration: Establishing a direct feedback loop between the Health Sciences Academy and school Guidance Counsellors to ensure the portal's resources remain aligned with the current curriculum and industry requirements. • Monitoring Performance and Progress in 2026 • The success of the health careers portal will be evidenced through the following performance indicators: • Platform Launch and Stability: Successful transition from the development phase to a full public-facing launch, verified by technical stability audits and SEO performance. • Usage Analytics: Comprehensive monitoring of monthly unique visitors, session duration, and the geographic spread of users across the Mid-West region. • Resource Engagement: Tracking the download rates of career guides, teacher resource 	(Contd.)
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	<p>In 2026, the Schools Division will lead the final developmental phase and regional launch of the health careers portal. This digital initiative is a strategic collaboration between ETB, the University of Limerick (UL) Health Sciences Academy, and the University of Limerick Hospitals Group. The portal serves as a centralised, "one-stop-shop" for secondary school students, guidance counsellors, and parents to explore the vast array of professional pathways within the Irish healthcare sector. By bridging the gap between education and industry, the project aims to address long-term regional skills shortages and inspire students to pursue both clinical and non-clinical healthcare roles.</p>	<p>packs, and student workbooks hosted on the portal.</p> <ul style="list-style-type: none"> • Qualitative Impact: Reviewing feedback from an annual "User Experience" survey distributed to Transition Year (TY) students and Guidance Counsellors. 	(Contd.)
<p>4.4 To continue to develop initiatives in response to national policy requirements of the Department of Education and Youth and the Department of Further and Higher Education, Research, Innovation and Science.</p>	<p>The ongoing adaptability of the College of FET in aligning with national policy changes and priorities, ensures a cohesive and responsive approach to learner needs and sectoral developments. During 2026, actions will include:</p> <ul style="list-style-type: none"> • Ensuring compliance with the National FET Strategy. • Examine the potential for the development of a centralised Admissions Office. 	<p>Performance and progress in 2026 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Full integration of the new National FET Strategy into College of FET operations, ensuring alignment with national priorities. • Establishment of a centralised Admissions Office. • Finalisation and implementation of a clear 	<p>Ensure alignment of local FET strategies with national policies and SOLAS strategic priorities.</p> <p>Deliver quarterly progress updates to stakeholders, reflecting achievements and addressing challenges related to FET sector targets.</p>

	<ul style="list-style-type: none"> • Aligning College of FET Strategies with National Policy Requirements and Integrating SOLAS Strategic Priorities into Local FET Provision • Providing Regular Updates on Progress Against National FET Sector Targets • Supporting the National Transition to Digital and Green Skills Training • Engaging in National FET Policy Consultations and Implementation Plans as Required • Promoting Equity in FET Provision Across Communities and Demographics. 	<p>performance agreement that defines strategic priorities, roles, and targets for FET in the region.</p> <ul style="list-style-type: none"> • College strategies that reflect alignment with national policy, ensuring local FET provision supports SOLAS priorities. • Establishment of a regular reporting system to track progress against national FET targets, including achievements and areas for improvement. • Integration of digital and green skills training into College of FET’s curriculum, supporting national goals for sustainability and digital transformation. • Active participation in national policy consultations and collaboration on implementation plans to align College of FET with evolving sector priorities. • Ensuring that FET programmes are accessible and inclusive, particularly for underrepresented groups, to address national equity and inclusion goals. 	<p>Continue to incorporate digital and green skills into new FET programme. Participate in a minimum of two national policy consultations and implementation meetings per year, ensuring local needs are represented.</p> <p>Increase learner participation from underrepresented groups through targeted access and outreach programmes.</p>
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<p>4.5 To continue to strengthen linkages with enterprise in order to maximise opportunities for our students/learners and contribute to the development of the skills ecosystem for the Mid-West region.</p>	<p>The College of FET is dedicated to strengthening connections with enterprise partners to enhance opportunities for learners and contribute to the development of a robust skills ecosystem in the Mid-West region. Through active engagement with initiatives such as the Mid-West Regional Skills Fora, industry showcase events, and tailored programme development, we aim to align FET provision with regional workforce needs and support learner pathways into sustainable employment and growth industries. College of FET actions during 2026 include:</p> <ul style="list-style-type: none"> • Active Membership of the Mid-West Regional Skills Fora • Organising and Enhancing Showcase Events Such as Explore Engineering and the Apprenticeship Showcase • Strengthening Partnerships Through Initiatives Like Limerick for Engineering and Limerick for Film • Developing Tailored Programmes to Meet Regional Enterprise Needs • Promoting Apprenticeships Through Collaboration With Regional Employers • Facilitating Employer-Learner Networking Opportunities. 	<p>Performance and progress in 2026 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Consistent participation in Regional Skills Fora meetings, contributing to regional skills development initiatives and aligning FET provision with industry needs. • Successful delivery of industry-focused showcase events that promote learner engagement with potential employers and highlight career pathways. • Expanded collaboration with industry sectors through active participation in initiatives such as Limerick for Engineering and Limerick for Film. • Creation and delivery of bespoke training and education programmes aligned with identified skills gaps in the Mid-West region. • Increased employer participation in apprenticeship programmes and improved learner access to apprenticeship opportunities. • Delivery of networking sessions at College of FET campuses and 	<p>Attend all Regional Skills Fora meetings annually, with documented contributions to skill development discussions and initiatives. Co Host and grow Explore Engineering and the Apprenticeship Showcase events annually, with increased participation from learners and industry partners.</p> <p>Facilitate increased learner opportunities in engineering and creative industries by enhancing engagement with sector-specific initiatives. Develop and implement at least three new tailored programmes annually based on enterprise feedback and Regional Skills Fora insights.</p> <p>Engage new employers to support the growth of apprenticeship programmes, ensuring representation across diverse industries.</p>
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	(Contd.)	industry events to foster connections between learners and employers.	Organise at least two networking events annually that connect learners with potential employers and industry representatives.
4.6 To continue to foster and strengthen links with other agencies and bodies, including networking with other ETBs and third level institutions, in the delivery of public services throughout the region to promote and support learning and transitions.	<p>The College of FET is committed to fostering strong partnerships with local, regional, and national stakeholders, including higher education institutions, schools, community organisations, and cross-sectoral networks, to support seamless learner transitions, promote lifelong learning, and contribute to Limerick’s progress as a recognised Learning Region. During 2026, the College of FET will be engaged in:</p> <ul style="list-style-type: none"> • Strengthening Memorandums of Agreement (MOAs) with Local Higher Education Institutions (HEIs), including UL, MIC, and TUS • Collaborating with HEIs on the Tertiary Programme • Liaising with Home School Community Liaison and School Completion Programmes • Engaging with Schools Guidance Counsellors • Participating in UNESCO Learning City and Region, 	<p>Performance and progress in 2026 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Updated and active MOAs with local higher education institutions to support learner progression pathways. • Joint delivery of programmes and enhanced learner access to tertiary education pathways. • Established channels for communication and collaboration to support seamless transitions for school leavers into FET. • Regular interactions and workshops with guidance counsellors to provide up-to-date information on FET pathways. • Contribution to strategic initiatives and collaborative projects that advance Limerick 	<p>Maintain and enhance all MOAs to reflect expanded collaboration areas, ensuring they align with learner transitions.</p> <p>Increase enrolments on tertiary programmes delivered in partnership with TUS.</p> <p>Formalise regular engagements and transition plans for school leavers in collaboration with HSCL and SCP teams.</p> <p>Deliver targeted guidance sessions to ensure counsellors are informed of FET opportunities.</p> <p>Actively participate in Learning City activities and contribute to new initiatives promoting lifelong learning.</p>

	<p>Limerick. and Learning Limerick Partnership</p> <ul style="list-style-type: none"> • Support the development of a Learning Region, Clare. • Supporting the Local Government’s Learning Limerick Initiatives • Collaborating with Community Partners through Learning Limerick Membership. 	<p>and Clare as a recognised Learning Region.</p> <ul style="list-style-type: none"> • Engagement in projects promoting lifelong learning, community inclusion, and skills development across diverse sectors. • Representation and collaboration on projects that enhance education, social inclusion, and skills development in the community. 	<p>Deliver FET programmes and supports aligned with Learning Limerick goals. Increase joint initiatives and measure impact through shared reports and metrics.</p>
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The above includes the nationally-agreed goals and priorities, as well as the specific strategic priorities for Limerick and Clare Education and Training Board, all of which will be either commenced or delivered during 2026 to ensure advancement of the overall Strategy Statement.

5. Overview of Services

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

The ETB's target clients are:

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

The ETB manages and operates:

- 3 Community National Schools
- 1 Community Special School
- 17 post-primary schools
- 1 College of Further Education and Training with 28 Campuses delivering varied full-time, part-time and evening provision.
- 1 Prison Education Centre
- 2 Outdoor Education and Training Centres
- 3 Music Generation Local Music Education Partnerships
- 1 School of Music
- A range of community-based Further Education and Training Centres.

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

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

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

- St Patrick's Comprehensive School, Shannon, County Clare.
The ETB is a Co-Trustee and has one nominee on the Board of Management.
- Scoil na Trionóide Naofa, Doon, County Limerick.
Limerick and Clare Education and Training Board has a nominee on the Board of Management by invitation of the Patron.

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

Organisational Structure

Limerick and Clare Education and Training Board operates through three interconnected divisions: Organisation Support and Development, Schools, and Further Education and Training. Each division is managed by its respective Directorate, which reports to the Chief Executive, ensuring cohesive leadership and alignment with strategic objectives.



Organisation Support & Development (OSD)

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



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

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

Working in collaboration with the Schools and FET Divisions, the Organisation Support and Development Division aims to ensure best practice in terms of the ETB's Corporate Governance and the delivery of increased value to the ETB. It achieves this through the development and enhancement of sound and coherent policies, systems and engagement processes, which ensure that the ETB is compliant with legislation, attracts and retains high quality staff, demonstrates excellence in governance in accordance with Circular Letter 0083/2024: Education and Training Boards Code of Practice for the Governance of Education and Training Boards (2024) and supports the achievement of the ETB's vision as defined in the Strategy Statement.

Schools Division



The ETB is responsible for the management and operation of 17 post-primary Community Colleges, 3 Community National Schools in Limerick and Clare (incorporating Glenroe Satellite Classroom, Glenroe, Co. Limerick), Fedamore Community National School Croí na Coille and a Community Special School. The role of the ETB's Schools Division is to lead innovation and development in its schools across the region. This is achieved through leading and supporting the work of its community national schools and its post-primary schools in their core work of providing high quality learning opportunities for students.

The ETB is co-patron of 4 Community Schools, which it supports in association with its respective co-patron bodies. The ETB helps to inform the development of local and national education policy and strategy for the sector.

The Schools Division works closely with both the Organisation Support and Development directorate and the Further Education and Training Division to deliver on the 4 goals outlined in the ETB's Strategy Statement.

Actual and Projected Enrolments (Primary)

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

A new Community National School – Fedamore Community National School Croí na Coille opened in Fedamore, Co. Limerick in September 2024 in accordance with the “Department of Education and Youth Schools Reconfiguration for Diversity Process”.

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

Limerick Community Special School also opened in September 2024 with thirty (30) students, with current enrolment at forty eight (48).

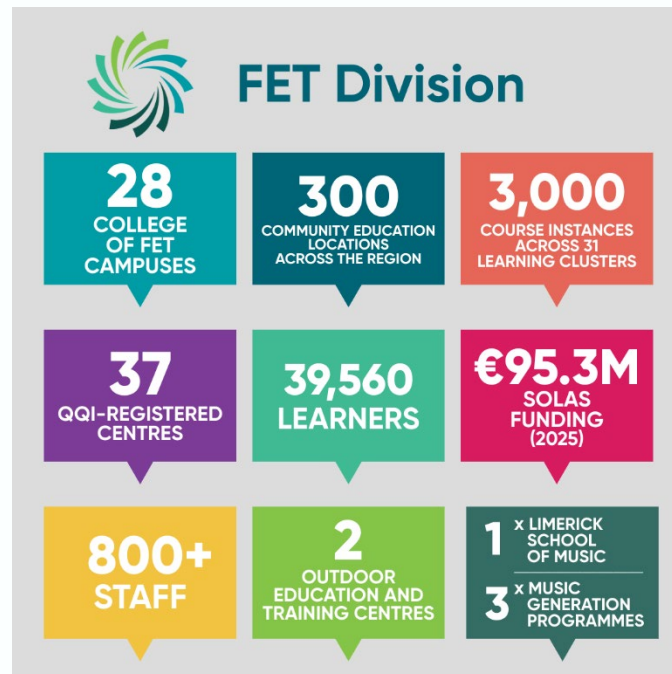
Actual and Projected Enrolments (Primary)			
Roll Number	School	Actual Enrolment 2025	Projected Enrolment 2026
20313J	Mol an Óige Community National School, Ennistymon, Co Clare	104	101
	Glenroe Satellite Classroom, Glenroe, Co. Limerick (Under auspices of Mol an Óige Community National School, Ennistymon, Co Clare)	54	56
20312H	Raheen Wood Community National School, Tuamgraney, Co Clare	103	108
14067L	Fedamore CNS (Croí na Coille)	10	7
20579B	Limerick Community Special School	47	48
	Total	318	320

Actual and Projected Enrolments (Post-Primary)

Projections indicate that the post-primary school population will reach a national peak of 417,000 in 2026. For Limerick and Clare Education and Training Board schools, recognised enrolment in September 2026 is expected to be approximately 9,926 students.

Roll Number	School	Actual Enrolment 30th Sept '25	Enrolment Projected 30th Sept '26
70830N	Ennis Community College, Ennis, Co Clare	614	612
70860W	St Michael's Community College, Kilmihil, Co Clare	283	283
70880F	St Joseph's Community College, Kilkee, Co Clare	174	174
70900I	Scariff Community College, Scariff, Co Clare	429	429
70901K	St Anne's Community College, Killaloe, Co Clare	731	703
71700F	Coláiste Mhuire, Askeaton, Co Limerick	269	263
71790J	Desmond College, Newcastle West, Co Limerick	539	548
71840V	Coláiste Chiaráin, Croom, Co Limerick	821	850
71850B	Hazelwood College, Dromcollogher, Co Limerick	562	569
76061W	Coláiste na Trócaire, Rathkeale, Co Limerick	537	545
76070A	Coláiste Iosaef, Kilmallock, Co Limerick	505	462
76073G	Castletroy College, Castletroy, Limerick	1360	1369
76075K	St John Bosco Community College, Kildysart, Co Clare	289	268
76093M	Coláiste Íde agus Iosef, Abbeyfeale, Co Limerick	669	655
76101I	Gaelcholáiste Luimnigh,	606	583
76414G	Thomond Community College, Moylish Park, Limerick	597	590
76476F	Mungret Community College, Mungret, Limerick	991	1023
	TOTAL	9976	9926

Further Education and Training (FET)



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

In 2026, a new Strategic Performance Agreement will be agreed and implemented. The Strategic Performance Agreement (SPA) between SOLAS and Limerick and Clare Education and Training Board sets out the context, strategic priorities and the ETB's contribution to the achievement of key national Further Education and Training sector targets over the period 2026-2027. It also articulates the ETB's commitment to supporting the implementation of a range of national policies and strategies relevant to FET provision and identifies the key risks and challenges which must be mitigated and addressed in order to ensure successful delivery of this agreement.

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

FET Priorities in 2026

Limerick and Clare Education and Training Board will support the delivery of the Creating Futures: FET Strategy 2026-2030 by working towards achieving the four FET Strategy objectives per below:

Future-Ready Knowledge & Skills

Limerick and Clare Education and Training Board will be ambitious in providing future-ready knowledge and skills that support priority enterprise sectors and drive innovation. This will be achieved via supporting the following goals:

- The development and implementation of a labour market data strategy that expands skills forecasting and insights to anticipate and meet priority knowledge and skills needs regionally and nationally.
- The advancement of smart specialisation to meet critical industry needs.
- Delivering future-proofed knowledge and skills in the green transition and digital competency of all citizens, including in AI.
- The national response to meet housing and other key infrastructure needs, ensuring an adequate skills pipeline for the construction sector.
- The reform of the national Apprenticeship System.

Inclusion for Prosperity & Cohesion

Limerick and Clare Education and Training Board will be ambitious in providing learning opportunities that are inclusive, with universal design principles fully embedded and learner experience shaping ongoing improvement and impact. This will be achieved via supporting the following goals:

- Place learners at the heart of decision-making by strengthening the learner voice throughout the system.
- Ensure inclusion through universal design and tailored learner supports for under-represented groups.
- Diversify and widen the FET learner base through new methods of outreach and a commitment to inclusion.

Quality with Innovation

Limerick and Clare Education and Training Board will be ambitious in achieving quality of learning that will be recognised nationally and internationally, characterised by relevance, innovation, and contribution to the future of work and society. This will be achieved via supporting the following goals:

- Developing a new FET College model to consolidate existing FET provision within a single integrated college structure.
- Supporting the reform of FET staffing structures to enable a responsive, agile system.
- Enhancing system performance, governance and agile budgeting and funding.
- Embedding quality across the system, through strategic engagement and collaboration with QQI, agile curriculum design, streamlined processes, and alignment with industry standards.
- Delivering a flexible, learner-centric ecosystem, enabling learning through modular provision and stackable micro-qualifications.
- Transitioning to an integrated digital ecosystem that delivers a tailored learner experience and is underpinned by shared digital systems.

Collaborating for Impact

Limerick and Clare Education and Training Board will be ambitious in creating a strong, sustainable impact through collaboration with key stakeholders, including learners, businesses, communities, education, and social partners. This will be achieved via supporting the following goals:

- Strengthening partnerships across education and training to deliver integrated and inclusive pathways for learners.
- Expanding partnerships and collaboration with industry and representative bodies, drawing on existing structures and integrating with higher education as part of the tertiary education strategy.
- Supporting all-island linkages and partnerships.
- Expanding EU and international partnerships to enhance shared learning and innovation.

Funding Allocation for 2026

Limerick and Clare Education and Training Board receives funding for the provision of FET Services annually from the Department of Further and Higher Education, Research, Innovation and Science via SOLAS. Table 1 outlines the 2025 Final Allocation and the 2026 Indicative Allocation.

Table 1: Funding Allocation for Limerick and Clare Education and Training Board

Allocation for Limerick Clare ETB	2025 Final Allocation	2026 Allocation			
		Pay	Non-Pay	Allowances	Total
Core Funding for a Strategic & Effective ETB	14,791,591	7,390,577	7,719,181		15,109,758
Workforce Skills Development & Transformation	19,179,860	9,507,929	7,425,217	2,145,168	19,078,314
FET Pathways	31,424,870	19,350,349	7,764,788	3,075,000	30,190,137
Apprenticeship	27,881,000	6,231,697	5,574,197	18,111,975	29,917,869
Strategic Investment	2,063,020	899,900	1,186,764		2,086,664
Overall Allocation	95,340,341	43,380,452	29,670,147	23,332,143	96,382,742

In 2026, Limerick and Clare Education and Training Board will utilise this funding to deliver:

Core Funding for a Strategic & Effective ETB

Our ETB's Core Funding strategy for 2026 reflects a targeted response to persistent and emerging social inclusion barriers identified in recent ESRI research^[1].

Learner Support and Guidance

Guided by our [Learner-Support-Framework](#), we continue to address widening health and disability disparities through our [Learner-Mental-Health-and-Wellbeing-Framework](#) and [Disability-Awareness-for-FET-Practitioners](#). Wraparound supports and tailored guidance services remain central, particularly for learners from minority and socio-economically disadvantaged backgrounds. Our [ESOL-and-Migrant-Learners-Framework-LCETB.pdf](#) and our [ESOL-and-Migrant-Learner-Action-Plan-24-26](#) ensure strategic support for language acquisition and integration, in line with ESRI findings.

The ETB is developing a centralised Admissions Office (AO). To this end, a consultation process is taking place with staff within the Information, Recruitment and Guidance Support Service (IRGSS) whereby they will become integrated into the new Admissions Office. The Information Officers will be part of the Admissions Office team and provide information and signposting to enable learners to access FET programmes and Pathways to Education.

Staff within IRGSS are undergoing continuous professional development in analysis of labour market research and job market trends for 2026-2028. This has particular emphasis on the changing dynamics that AI poses. They are also involved in trauma response training to assist in their ongoing work with refugees and asylum seekers. IRGSS staff, in tandem with Enterprise Engagement, have developed Career Information Seminars and School Visits for Secondary School students. This is aligned to the work of the Apprenticeship Showcase events and the Explore Engineering events.

In line with the Mid-West Regional Skills Forum (MWRSF), the National Skills Strategy and the Action Plan for Jobs, the ETB's College of FET has an established *Enterprise Engagement Support Service (EESS)*. During 2026, EESS will continue to engage with a broad range of stakeholders, employers and learners in order to increase employer engagement between the ETB and bodies such as MWRSF, Chambers of Commerce, LEOs, IBEC, IDA and DSP, thus enabling the ETB to address specific training needs and design bespoke programmes where required. The ETB is currently chairing the biggest industry cluster in the region in Explore Engineering and is an active member of the Expert Advisory Group on Offshore Wind Skills and Workforce Requirements and co-chairs the Mid-West Renewables Education and Training Cluster. The ETB is also actively involved with Enterprise Ireland and the new funding stream for Leadership & Management Programmes.

The ETB will strengthen its capacity to review and develop FET provision, to ensure it is quality-assured, relevant and responds to the skills needs in the region. The new provision for additional companies to be part of the national procurement framework for contract training will assist in this.

In line with labour force recommendations and information from ESRI and SLMRU, Enterprise Engagement will concentrate on the following skills programmes:

- AI and Security Fundamentals
- Cyber Security
- ESG Programmes
- Factory of the Future Recommendations to include robotics and industrial pneumatics.
- Troy Film Studios – ongoing developments across QQI accredited programmes in film development.

Buildings and Facilities

We prioritise capital investment in high-deprivation areas to modernise and refurbish facilities, ensuring they are safe, accessible, and welcoming. This includes upgrading classrooms with adaptive technologies, improving universal design and accessibility features, and creating wellbeing spaces. Investment in green infrastructure supports sustainability goals while enhancing the physical environment to promote learner confidence, belonging, and engagement. Together, these actions underpin a responsive, learner-centred approach aligned with national policy and local need.

Quality Assurance and Certification

Strong Quality Assurance (QA) systems ensure programmes remain relevant and responsive to emerging labour market needs. Emphasis will be placed on monitoring outcomes for vulnerable learners. This includes:

- Recognition of Prior Learning (RPL) pathways to support equitable progression and certification;
- Technology Enhanced Learning (TEL) investment to promote digital inclusion and flexible, accessible learning;
- Professional Learning & Development (PL&D) to enhance staff capability through targeted PL&D in inclusion, TEL, and reflective practice;
- Learner Voice, Partner Voice and Staff Voice feedback mechanisms across provision to inform planning, support design, and ongoing improvement.

Other Central Supports (e.g. TEL, PL&D etc.)

In 2026, the TEL Support Service will focus on embedding inclusive, ethical, and consistent digital learning practices across the College of FET. Key developments will include the strengthening of Moodle as the central Virtual Learning Environment, particularly to support a more consistent and high-quality approach to digital assessment. This will involve targeted professional development, exemplar course models, and campus-based support to assist staff in transitioning assessment activity from Microsoft Teams to Moodle. Alongside this, the service will lead a structured review of digital tools in use across the College, applying a critical evaluation framework to ensure that technologies adopted are pedagogically sound, accessible, secure, and aligned with institutional and national policy requirements.

A further priority for 2026 will be the development of digital and AI literacy for both staff and learners, with a strong emphasis on ethical, critical, and inclusive practice. The TEL Support Service will deliver self-paced digital literacy resources, workshops, and short engagement sessions focused on responsible AI use, digital citizenship, and accessibility. Assistive Technology will be further embedded into TEL practice through collaboration with Learning Hubs and inclusion services, ensuring learners are supported to participate fully in digital learning environments. These developments will be supported by ongoing TEL Cafés, accredited assessment design badges, and the Digital Champions network, strengthening collaboration, staff capability, and a shared digital culture across the College of FET.

[\[1\] Barriers to social inclusion in Ireland: Change over time and space, 2016-2022 | ESRI](#)

Funding for FET Provision for Workforce Skills Development & Transformation (Employment Progression, Learning in Employment)

Our ETB's Workforce Skills Development & Transformation 2026 strategy represents an innovative approach to workforce skills development and transformation, through enabling access and widening participation in higher education, particularly for those traditionally under-represented in the sector^[1].

Learning for Employment and Progression

Learning for Employment and Progression in 2026 will continue to prioritise coherent, learner-centred pathways that enable adults to move smoothly into, within and beyond Further Education and Training, supporting entry to employment, apprenticeships and higher education. This provision delivers integrated, demand-led skills-based courses to strengthen regional workforce capacity and support inclusive economic growth. Provision spans key sectors including Business and Administration, Health Care, Childcare, Social Care, STEM and Laboratory Sciences, Equine Studies, Animal Sciences, Arts and Media, Tourism and Service Skills, complemented by flexible part-time upskilling pathways that deliver alongside full-time options to maximise opportunities.

The ETB works closely with employers through regular industry meetings with our employer engagement support service to assess demand and shape provision, alongside campus open days to promote opportunities and attract new learners. Established Apprenticeship and Traineeship offerings include Accounting, Hairdressing and Beauty, with the Barbering Apprenticeship starting at Ennis Campus in 2026 following recent approval. The plan prioritises industry-aligned curriculum development, enhanced employer partnerships and expanded work-based learning to build practical, job-ready competencies. Digital skills (including AI), sustainability, enterprise and transversal skills are embedded throughout, with clear progression routes to higher education fostering long-term workforce resilience. Croom Campus will launch Healthcare Support with Equine Therapy in 2026, partnering with Liskennett Equine Centre.

Current Tertiary Degree Programmes include the Bachelor of Business and Bachelor of Science in Mobile & Web Computing with TUS. Expansion plans feature Mental Health Nursing, an initial teacher education programme for primary teaching progression, and a Veterinary Nursing degree at Croom Campus in collaboration with TUS. Funding will support learner services, capacity growth, equipment modernisation, employer engagement and community participation, driving increased participation, progression, employment rates, regional talent pipelines and societal contributions.

Limerick and Clare Education and Training Board offer a range of Specific Skills Training courses to upskill applicants to enter the workforce or to progress in their existing careers across the Built Environment, Engineering, Sales & Marketing, Management, Transport, Distribution & Logistics, Engineering, Food & Beverage, Hairdressing, Beauty and Complimentary Therapy Sectors. The ETB's plan for Specific Skills Training across both Raheen and Shannon Campuses is to deliver training to over 1,200 learners via in-house and contracted training, in areas such as Pathways to Construction, Pathways to Engineering, Forklift Truck Operation, Digital Marketing and Social Media, Barista Skills, Safety & Health at Work, Traditional Stonewall Construction, Delivery Driver, Introduction to Airbus A320 Aircraft Systems & Structures, Introduction to Boeing 737NG Aircraft Systems & Structures, Welding, Bicycle Mechanic Technician, Robotic Process Automation Developer Foundation and Sustainable Transport in Mechanical Engineering. One new course that will be rolled out in 2026 is Green, Lean & AI-Driven Materials Leadership. This course is part of the ETB's response to the FET Strategy for Green Transition.

Working with the National Tertiary Office, the Technological University of the Shannon, and Mary Immaculate College, in 2026 a number of Bachelor degrees are being progressed. This includes the new Initial Teacher Education (ITE) primary teacher programme. Tertiary programmes contribute to workforce skills and development by:

- Equipping learners with specialised knowledge, practical experience and transversal skills;
- Preparing graduates to meet industry demands, fostering innovation through research, and aligning with professional standards to ensure quality;
- Supports lifelong learning and upskilling, so future workers stay relevant in a changing jobs market;
- Plays a role in developing a competent workforce, driving economic growth.

Limerick and Clare Education and Training Board offers a range of *Traineeships* designed to build relevant, in-demand, job-specific skills in sectors with strong employment opportunities. These include Aircraft Maintenance, Aircraft Spray Painting, Software Automation, CNC, Welding, AI & Cybersecurity, Manufacturing, Motor, Hairdressing, Hospitality Operations, Culinary Skills, Beauty, Youth Work and Workboat operations. For 2026, it is planned to deliver traineeships across 4 campuses to 440 learners.

A key advantage of traineeships over other forms of provision is its emphasis on learning and training in the workplace. This enables learners to develop essential practical skills while building meaningful relationships with employers, significantly increasing progression to employment. As part of an Enhancing Learning Outcomes pilot for trainees in 2025, increased collaboration with apprenticeships, course content reviews with industry partners and higher education institutions resulted in 65% of trainees who completed the pilot progressing directly to apprenticeships, with all remaining trainees offered employment. Importantly, many who advanced to apprenticeships reported that they would not have secured an employer independently. The confidence, skills, and industry exposure gained through the traineeship were critical in enabling this progression. Further enhancements included course revisions to allow direct entry to associated apprenticeships/HE, e.g. Hairdressing and Youth Work. This approach will be extended to additional traineeships in 2026.

Also, in 2026, three existing traineeships have been replaced with new offerings aligned to emerging workforce needs, these include Industry 4.0 Manufacturing Technician, developed in collaboration with local industry partners who will provide work experience, and Public Sector Administration, developed in partnership with the local County Council and other public bodies, who will also provide structured work experience opportunities.

Learning in Employment

The promotion of Skills to Advance will continue throughout 2026 with particular focus on ESG programmes and the Climate Action Plan. The development of niche specific traineeships and micro-qualifications is part of the suite of programmes on offer throughout learning in employment. Clarity is sought on how stackable some of the QA modules are in the context of full awards.

[1] [*A Strategic Action Plan for Equity of Access, Participation and Success in Higher Education 2022–2028*](#)

[2] [*National Skills Bulletin, SOLAS, 2023*](#)

Funding for FET Pathways

(Pathways, Youth Provision, Community Education, Adult Literacy for Life)

Our ETB's FET Pathways Funding strategy for 2026 reflects a targeted response under four programme categories per below.

Pathways

Unemployment Blackspot funding provides for targeted supports and initiatives such as:

- Active participation in the *Limerick Migrant Integration Steering Group* to support the development of the fourth Migrant Integration Strategy, focusing on reducing barriers in language, employment, and housing.
- Development of key pilot projects to support *Traveller and Roma* integration, strengthening inclusion and participation across further education and training.
- Continued investment in the College of FET *Hospitality Campus* to enhance opportunities for long-term unemployed learners and promote sustainable employment pathways.
- Ongoing development of *blacksmithing provision* at the Cappamore Campus to promote rural enterprise, preserve heritage crafts, and support community development.
- Hosting of the *Diversity and Intercultural Education Network (D.I.E.N.)* to provide a collaborative platform for intercultural learning and the sharing of good practice.
- Implementation of recommendations from the *Reasonable Accommodation in FET* national project to advance equality, inclusion, and representation across all areas of FET provision.
- Support the roll out of the *JAM* initiative across the ETB.

Some focused training is provided by *second providers*; for example, the Football Association of Ireland, enabling learners to gain formal certification while also developing football and other sport related skills. The programme provides certification at QQI Level 5, Sports and Recreation, and also offers learners the opportunity to gain industry specific certification in the areas of coaching (FAI, Basketball, Rugby) and ITEC Gym certification. This programme will continue into the 2026/'27 academic year with a different sponsor body.

Other vocational and employment focused training is provided by *Specialist Training Providers* for individuals with disabilities. This training assists individuals to enter or re-enter the labour market via a range of certification options from specialised QQI Level 2 awards to general QQI Levels 3 and 4 awards including vocationally specific awards in Computer Maintenance and Networking. STP delivery includes a multi-disciplinary integrated support programme. This focused training is currently provided to 129 full-time learners via three partners:

- National Learning Network (Limerick and Ennis)
- Brothers of Charity (Co. Clare)
- Headway Ireland (Limerick providing services to the wider region for learners with acquired brain injury).

Limerick and Clare Education and Training Board supports a range of community partners via the provision of 66,000 tuition hours. These hours provide specialised community partner-based delivery and enables the ETB to support partners in delivering flexible targeted provision serving a diverse range of needs outside traditional classroom settings. Some of the larger projects include:

- Limerick School of Music – providing a range of music education opportunities to young people from across the ETB region. A key focus being on outreach provision supporting learners from disadvantaged areas.
- Limerick Prison – a full school offering is delivered within the Education Unit where there are 18 WTE teachers offering a range of education programmes from non-accredited literacy and numeracy support to accredited QQI and state exam delivery.
- Special Schools – supports via the provision and management of additional allocation of teachers in a range of special schools – Catherine McAuley School, St Anne’s Special School, and more recently through additional SEN hours in new partner schools - St Vincent’s Lisnagry, Redhill School, St Clare’s School, St Gabriel’s School, Limerick Community Special School.
- Youth and Justice – a range of additional teaching hours to partners such as Limerick Youth Service, Ceim ar Cheim, Moyross Probation Project, and Moyross Youth Academy etc.

Youth Provision

Limerick and Clare Education and Training Board offers a flexible and inclusive learning experience, combining general education and skills training for early school leavers aged 16-18 years. Youth Education and Training provision is currently offered in 9 locations across Limerick and Clare catering to over 344 young people. The programme is full-time and offers a range of QQI Level 3 and 4 full awards as well as options for Leaving Certificate Applied and industry specific qualifications. The programme offers a holistic, learner-centred approach that fosters personal growth, self-esteem, and employability. Integrated into the delivery of the programme are a range of supports such as learning support for learners with SEN, guidance counselling and therapeutic counselling supports. There is also a unique learner mentoring model across all locations with dedicated team members working in a mentoring support role to the learners.

FET Pathways from School

Pathways from School to FET is offered across several College of FET Campuses. For example, the Hospitality Campus, in partnership with several post-primary schools, offers Barista and Culinary Skills training. Raheen and Shannon Campuses offer opportunities for post-primary students to experience learning skills across several craft areas e.g. Electrical, Plumbing, Aircraft, Metal Fabrication etc. Mulgrave St Campus offers opportunities to experience learning in Beauty, Hairdressing etc. Both Outdoor Education and Training Campuses offer bespoke taster programmes to school and youth provision learners. The programmes offered include City & Guilds certification with an increasing offering of iVET modules linked to established tasks requirements for programmes such as the Leaving Certificate Applied.

Community Education

Community Education initiatives across the Limerick and Clare region in 2026 will be designed to deliver high-impact, learner-centred opportunities within local communities, with flexible provision planned across numerous locations and community settings. Provision will span non-formal and formal learning, including arts and crafts, local history, languages, digital skills, health and wellbeing, personal development, active citizenship and thematic learning for social inclusion, enabling adults to engage at a pace, level and setting that suits their lives. Guided by the national Community Education Framework, the 2026 plan emphasises equality, inclusion, participation and community-led provision,

ensuring that learning is shaped by Community Partners and grounded in local needs and lived experience.

A core objective is to support communities and learners to identify their own educational needs and co-create flexible lifelong learning within their own areas, with a strong focus on confidence-building, peer learning, transversal skills, and progression pathways within FET and beyond. In 2026 there will be a particular emphasis on reaching new and previously under-served communities across the region, developing outreach and taster initiatives, and piloting innovative programmes, for example, in climate literacy, digital inclusion and social justice education, that respond to emerging local and national priorities.

Community Education will continue to address educational disadvantage through targeted supports, wrap-around learner services and the strategic use of REACH funding to reach those furthest from education, training and employment. The wider benefits of learning will be captured through mid-course evaluations, Programme Learner Support System (PLSS) data and the continued implementation of the 'Capturing the Wider Benefits of Learning' tool, evidencing impact on personal development, health and wellbeing, family, community, and pathways to education and employment. Collaboration with partners, through learning networks and formal agreements, will remain central, enhancing access, progression, volunteering, and social cohesion while sustaining and strengthening the contribution of Community Education to democratic participation and community development in 2026.

Adult Literacy for Life (ALL)

Adult Literacy for Life (ALL) provision across the region in 2026 will be grounded in the national 10-year strategy, taking a whole-of-society, learner-centred approach to improving literacy, numeracy and digital literacy for adults in their everyday lives, communities and workplaces. ALL initiatives will focus on making learning visible, accessible and relevant, supporting adults to gain the confidence, skills and tools they need to participate fully in family life, community activities, public services and employment.

In line with the ETB 2025–26 Action Plan, ALL in 2026 will build on a structured programme of actions, including the review and consolidation of existing health, digital and financial literacy courses, sharing good practice and resources across ETBs, and extending targeted provision such as financial literacy workshops in multiple locations. Practical innovations such as literacy-friendly registration (plain-language posters, simplified processes and accessible learner information), pilot Study Circles in community settings, and an accessibility review of the Family Learning website will make it easier for new and existing learners to engage and progress. Implementation will be strongly supported by the Limerick and Clare Regional Adult Literacy Coalition Plan 2026, which prioritises awareness-raising, literacy-friendly services, the expansion of Literacy Champions and Ambassadors, health literacy, Traveller-led programmes, and joint initiatives such as a regional literacy summit and coalition training events. A strengthened ALL structure and active Coalition will underpin coordination, professional learning and communication, ensuring that literacy supports are embedded across partner organisations and that adults in all communities are aware of, welcomed into and supported through inclusive literacy pathways.

Apprenticeship Funding (Craft and Consortia led)

Craft Apprenticeships

The last 12 months has seen a reduction in wait times for apprentices called to their Phase 2 craft apprenticeships, in particular, electrical. Another consequence of the reduction in wait times, is the cessation of the emergency provision arrangement and a return to normal provision. The indicative budget for apprenticeship provision has increased in 2026 by €2.3m. Most of this will be absorbed via rate increases, pay increments, increased running costs and overheads, thus limiting additional capacity. The ETB's plan for craft apprenticeship delivery in 2026 will see over 1,200 apprentices progress through their Phase 2. It is planned to increase Aircraft Mechanic Apprentices from 80 to 160 by October 2026 assuming that sufficient new instructors can be recruited.

	Normal Craft Provision	Additional Craft Provision 2026
Raheen	Electrical, Electrical Instrumentation, Motor Technology, MAMF, Carpentry & Joinery, Wood Manufacturing & Finishing, Brick & Stone	<ul style="list-style-type: none"> • Wood Manufacturing and Finishing - two new workshops have been added. • Electrical Instrumentation - two new workshops have been added.
Shannon	Aircraft, Refrigeration, Toolmaking, Metal Fabrication Electrical, Plumbing	<ul style="list-style-type: none"> • Aircraft: currently Shannon has capacity for 80 aircraft apprentices with an additional 80 under contracted provision with AAG in their Shannon facility and in Finglas Training Centre. All aircraft apprentices are paid allowances from Shannon and Shannon administer their results. • Refrigeration: SOLAS has requested that the ETB develops five RAC workshops and three Freezer rooms.

Consortia-Led Apprenticeships

Consortia Led Apprenticeship in Raheen Campus is made up of Hairdressing and Original Equipment Manufacturing. Consortia Led Hairdressing Apprenticeship is also located at the Ennis Campus while the Hospitality Campus caters for the Commis Chef Apprenticeship. Mulgrave St Campus caters for the Accounting Technician Apprenticeship.

Strategic Investment Funding

(Reach Funding, Specialist Skills Development, Skills to Advance Innovation Projects, ETB Strategic Initiatives, Climate Action Initiatives, Self-Financing Courses)

Details of programmes and projected learner numbers per programme

Strategic Investment Funding – 2026 Summary

Our ETB's 2026 Strategic Investment Funding strategy represents a coordinated, inclusive approach to addressing educational disadvantage, supporting workforce development, and delivering on national and regional priorities.

Reach Funding

We continue to disburse and monitor Reach Funding on behalf of SOLAS, targeting educationally disadvantaged community-based learners. Priority cohorts include individuals experiencing literacy and digital exclusion, refugees, lone parents, and other marginalised groups. This supports flexible, community-based provision with strong progression pathways.

Specialist Skills Development

Provision aligns with identified regional and national skills needs, with a focus on digital, construction, healthcare, and green skills that support sustainable economic growth.

Skills to Advance Innovation Projects

Tailored upskilling initiatives for employees in vulnerable sectors foster job retention, business innovation, and workforce resilience, particularly in response to digital and climate-related transitions.

Climate Action Initiatives

The ETB is actively involved in climate action initiatives aimed at improving energy efficiency and sustainability in their educational facilities. The authority has received significant funding to improve energy efficiency and sustainability in their Campuses. This funding is part of a nationwide initiative aimed at driving energy efficiency and decarbonisation across ETBs in Ireland. The Green Devolved Capital Allocation fund enables the ETB to take targeted measures to close the gap-to-target and make progress in achieving our Climate Action objectives. The fund allocation helps support our College of FET campuses efforts to improve energy performance and reduce emissions in our buildings in line with 2030 targets as set out in the Public Sector Climate Action Mandate. This decarbonisation funding will allow the ETB plan for the delivery of extensive retrofits and fabric upgrades across our College of FET campuses. There are a number of projects proposed by the ETB and they range from window and door upgrades, insulation upgrades, solar PV installations and heating upgrades. A plan to utilise this funding to carry out a larger project in an ETB owned training campus that is one of its highest energy users is also under review. Limerick and Clare Education and Training Board collaborated with SOLAS and DFHERIS in 2025 on a Pathfinder programme for the Further Education and Training (FET) Sector. With a commitment of funding, it is hoped that our chosen building in our College of Further Education portfolio can be the recipient of an extensive deep retrofit.

We embed sustainability across programmes and facilities, including green skills training and energy efficiency retrofitting. There is significant ambition to continue to grow this provision in line with the national commitments set out in the Housing for All Strategy. There are plans to develop a Renewable Energy Bay at the Green Innovation Campus enabling us to deliver upskilling renewable energy courses in 2026 and beyond. The Skills to Advance green skills range of micro-qualifications aims to boost awareness of the key environmental sustainability issues that affect employers and employees to equip them with the skills to make a positive contribution to sustainability in the workplace. Green skills micro-qualifications include:

- Environmental Sustainability in the Workplace
- Lean Practice for Sustainable Business
- Resource Efficiency for Sustainability
- The Circular Economy in the Workplace
- Sustainable Supply Chain Procurement

We continue to work together with TUS, IGBC, LOETB and WWETB on an EU Horizon funded project entitled '*Constructing a Skilled Future: International Network for Sustainable and Innovative Digital Excellence in Construction Vocational Education (INSIDE-CoVE)*'. The initiative aims to respond to the EU policy priority of supporting VET sector reforms, ensuring high quality skills and competences that lead to quality employment and career-long opportunities, and meeting the needs of an innovative, inclusive, and sustainable economy.

The '*Make A Switch Competition*' is an initiative by Limerick and Clare Education and Training Board. This competition, which is open to all Primary and Post-Primary Schools and FET Campuses, focuses on practical, creative projects under the themes of Reduce, Reuse, and Recycle, encouraging students and learners to tackle energy, food, and water waste. The competition encourages creativity and practical projects, culminating with a final exhibition held on March 20th 2026 at the Green Innovation Campus.

The Mid-West Renewables Education & Training Cluster (MWRETC) is a collaborative initiative based at the University of Limerick designed to meet the skills demand for the renewable energy sector in Clare, Limerick, and Tipperary. Supported by the Mid-West Regional Enterprise Plan and partners like Limerick and Clare Education and Training Board, it aims to leverage regional wind resources for a sustainable energy transition. The network operates as part of the broader regional effort to foster, train, and employ a workforce in the renewable energy sector. Key aspects of the initiative include:

- Focus Areas: the network covers wind energy (onshore and offshore), green hydrogen, and other renewable technologies.
- Partnerships: it brings together industry, academia, and training providers, including Shannon Chamber Skillnet and Green Tech Skillnet, to develop relevant, high-standard training programs.
- Industry Connection: it provides tailored upskilling to enhance the capabilities of the local workforce, particularly within the Shannon Estuary region.
- Goal: to support the transition to a low-carbon economy by ensuring the region has the necessary expertise in renewable energy technology and infrastructure.

Self-Financing Courses

These complement funded provision by promoting lifelong learning and enterprise engagement through flexible, responsive offerings.

6. Projected Receipts and Expenditure 2026

Limerick and Clare Education and Training Board Projected Receipts and Expenditures

	Projected Year Ended 31/12/2026	Outturn Year Ended 31/12/2025
RECEIPTS	€	€
Post Primary Schools and Head Office Grants	104,323,791	100,986,155
Primary School Grants	272,760	252,392
Further Education and Training Grants	96,372,740	91,093,068
Youth Services Grants	4,960,614	4,833,624
Agencies and Self-Financing Projects	7,442,994	7,827,008
Capital	55,609,842	36,513,215
	<u>268,982,741</u>	<u>241,505,463</u>
PAYMENTS		
Post Primary Schools and Head Office	104,988,338	99,875,152
Primary School	398,416	319,593
Further Education and Training	96,372,741	95,204,942
Youth Services	4,960,614	4,840,935
Agencies and Self-Financing Projects	7,792,994	7,403,474
Capital	50,609,842	35,091,866
	<u>265,122,945</u>	<u>242,735,961</u>
Cash Surplus/(Deficit) For the Year	<u>3,859,796</u>	<u>(1,230,499)</u>

Note

* 2025 Outturn is provisional and subject to audit

* Adult Educator Conversion/impact of Adult Educator Conversation backpay and increments has not concluded

* Impact of Pension Auto Enrolment and funding of same not concluded

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

Post Primary Schools and Head Office Payments	Projected			Outturn
	Year Ended 31/12/2026			Year Ended 31/12/2025
PAY	Pay	Non Pay	Total	Total
	€	€	€	€
Instruction	86,858,531	-	86,858,531	82,892,829
Administration	5,308,307	-	5,308,307	4,916,932
Maintenance	1,918,419	-	1,918,419	1,790,833
	<u>94,085,257</u>	<u>-</u>	<u>94,085,257</u>	<u>89,600,594</u>
NON PAY	-	5,340,071	5,340,071	5,024,526
Associated Programmes				
Free Junior Cycle Schoolbooks Grant	-	1,300,000	1,300,000	1,347,091
School Services Support Fund	44,000	929,665	973,665	805,149
Senior Cycle Post Primary Schoolbooks Scheme	-	800,000	800,000	772,852
Transition Year Grant	-	550,000	550,000	718,124
ICT Grant	-	360,000	360,000	351,794
Bus Escort	215,000	7,500	222,500	216,270
DEIS Funding	3,000	175,000	178,000	176,945
ICT M365 licence uplift	-	160,000	160,000	156,751
Transition Year Post Primary Schoolbooks Scheme	-	100,000	100,000	81,685
Science Grant	-	100,000	100,000	13,490
Book Grant - Needy Pupils	-	90,000	90,000	80,919
Admin Scheme for Post Primary Schoolbooks Scheme	70,000	10,000	80,000	-
DEIS Summer Programme	65,000	12,000	77,000	75,424
Mobile Phone Storage Fund	-	70,000	70,000	32,172
Free Junior Cycle Schoolbooks Administration Support Grant	59,500	10,000	69,500	67,788
Science Implementation Support Grant	-	65,000	65,000	61,285
Junior Certificate School Programme	-	50,000	50,000	47,989
School Attendance Campaign	-	50,000	50,000	13,390
Others 13 in Number	8,250	259,095	267,345	230,913
	<u>464,750</u>	<u>5,098,260</u>	<u>5,563,010</u>	<u>5,250,032</u>
Total Post Primary Schools and Head Office Payments	94,550,007	10,438,331	104,988,338	99,875,152

Primary School Payments	Projected			Outturn
	Year Ended 31/12/2026			Year Ended 31/12/2025
	Pay	Non Pay	Total	Total
	€	€	€	€
Capitation Grant	-	123,314	123,314	76,556
Ancillary Service Grant	105,000	74,000	179,000	183,470
Others 9 in Number	4,000	92,103	96,103	59,567
Total Primary School Payments	109,000	289,416	398,416	319,593

**Limerick and Clare Education and Training Board
Projected Expenditures – Youth Services**

Youth Services Payments	Projected				Outturn*
	Year Ended 31/12/2026				Year Ended 31/12/2025
	Pay	Non Pay	Allowances	Total	Total
	€	€	€	€	€
Youth Services Payments					
UBU - Your Place Your Space	-	3,740,681	-	3,740,681	3,619,152
Youth Work Activities	355,658	50,000	-	405,658	413,749
Local Youth Clubs Grants Scheme	-	187,941	-	187,941	184,523
Regional Drugs Task Force	6,000	145,140	-	151,140	154,375
Youth Information Centre	-	123,042	-	123,042	119,458
Local Creative Youth Partnership	-	110,000	-	110,000	102,405
2020 Stimulus Package	-	100,000	-	100,000	93,531
Youth Employability Initiative	-	68,250	-	68,250	65,000
UBU - Resilience and Effectiveness Initiative	-	43,902	-	43,902	43,902
Youth Night Grant Scheme	-	30,000	-	30,000	30,000
UBU - Summer Holiday Meals	-	-	-	-	14,840
Total Youth Services Payments	361,658	4,598,956	-	4,960,614	4,840,935

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

It should be noted that SOLAS changed its FET funding processes in 2025. Limerick and Clare Education and Training Board is no longer required to engage in a FET bidding process. Limerick and Clare Education and Training Board received a letter from SOLAS on 16 February 2026 with funding details for 2026.

Further Education and Training Payments	Projected				Outturn
	Year Ended 31/12/2026				Year Ended 31/12/25
	Pay	Non Pay	Allowances	Total	Total
Further Education and Training	€	€	€	€	€
PLC Funding	7,435,607	2,680,441	-	10,116,048	9,004,462
Youthreach	4,484,918	925,089	710,000	6,120,007	6,296,847
Core Skills	3,457,370	830,630	-	4,288,000	3,865,026
VTOS	1,700,218	-	-	1,700,218	3,142,694
FET Operational Costs	-	2,189,000	-	2,189,000	2,359,615
Co-operation Hours - External Bodies	2,543,825	-	-	2,543,825	2,137,157
Employee Skills Development	1,904,830	830,764	-	2,735,594	1,813,540
ESOL	1,275,000	50,000	-	1,325,000	1,641,054
Community Education	1,236,000	281,000	-	1,517,000	1,423,125
FET Building Management Costs	-	699,749	-	699,749	1,383,384
Adult Education Guidance Service	858,920	50,000	-	908,920	876,172
Back to Education Initiative	904,000	-	-	904,000	827,192
Technology Enhanced Learning	152,575	500,000	-	652,575	772,402
Skills to Advance Route 1	308,000	273,000	-	581,000	685,335
Learner Supports	559,665	189,904	-	749,569	666,561
Unemployment Blackspots	371,190	237,600	-	608,790	869,825
Skills to Advance Route 3	262,569	50,000	-	312,569	496,560
FET Pathways from school	270,000	230,000	-	500,000	478,593
Quality Framework	310,000	200,000	-	510,000	470,109
QQI Authentication	300,000	250,000	-	550,000	487,892
Outdoor Education Centres - Pay	432,956	-	-	432,956	405,551
REACH (MAED) Fund	-	400,000	-	400,000	387,817
Health & Safety	-	400,000	-	400,000	316,016
Curriculum Development	240,000	50,000	-	290,000	308,241
FET Continuing Professional Development	175,606	84,000	-	259,606	280,236
Childcare VTOS/YR Legacy	271,248	-	-	271,248	265,354
Fund for Learners with Disabilities	300,000	50,000	-	350,000	244,601
Youthreach National Co-ordinator	-	200,000	-	200,000	198,235
RPL - Recognition Prior Learning	170,000	5,000	-	175,000	134,693
Innovative Projects - P/T	-	130,000	-	130,000	130,538
ALL - Adult Literacy for Life	80,000	15,000	-	95,000	97,428
Refugee Resettlement Programme	-	-	-	-	7,600
	30,004,497	11,801,177	710,000	42,515,674	42,473,854
Training Payments					
Apprenticeship	30,000	4,907,550	18,082,975	23,020,525	22,304,827
TC Staff & Operations	10,713,335	2,200,000	-	12,913,335	13,151,673
Specialist Training Providers (STP)	-	2,118,180	1,400,000	3,518,180	3,329,562
Community Training Centres	-	2,105,378	720,000	2,825,378	2,825,888
Traineeships Contracted Provision	-	1,756,692	786,615	2,543,307	2,483,744
Skills Training Contracted Provision	-	2,096,955	452,350	2,549,305	2,463,293
Traineeships	128,000	841,800	425,000	1,394,800	1,532,243
Skills Training	175,000	200,000	361,203	736,203	1,117,606
Apprenticeship 2016+	782,104	445,647	-	1,227,751	1,025,493
Green Skills, NZEB, Retrofitting	428,653	771,346	-	1,199,999	904,500
Evening Courses	425,000	270,000	-	695,000	602,651
Support	558,244	300,000	-	858,244	528,081
Local Training Initiatives	-	130,000	165,000	295,000	301,457
Justice Workshops	-	-	80,000	80,000	114,818
Bakery & Confectionery Apprenticeship Pay	-	-	-	-	45,211
App2016+ Consort & Co-ordinating Provision	-	40	-	40	40
	13,240,336	18,143,588	22,473,143	53,857,067	52,731,088

Limerick and Clare Education and Training Board
Projected Expenditures – Agencies and Self-Financing Projects

Agency Payments	Projected			Outturn
	Year Ended 31/12/2026			Year Ended 31/12/2025
Project	Pay	Non Pay	Total	Total
	€	€	€	€
Music Generation Limk City, County and Clare	1,206,563	358,845	1,565,408	1,540,078
School Meals	-	798,911	798,911	764,678
School Completion Programme	385,000	55,000	440,000	430,485
Examination Bodies SEC	340,300	25,000	365,300	334,736
European Projects	35,000	330,000	365,000	368,961
Sports Capital Grant	-	360,000	360,000	21,523
Salary Recoup/Secondment	173,000	-	173,000	245,591
HEA - Tertiary - Co-ordinator	96,750	500	97,250	94,716
Hospitality Skills (Non Pay)	-	85,000	85,000	81,375
The Community Foundation for Ireland	4,201	17,456	21,657	51,118
Other Agency - 9 in Number	44,841	177,938	191,967	130,563
Total Agency Payments	2,285,656	2,208,650	4,463,494	4,063,824

Self-Financing Payments	Projected			Outturn
	Year Ended 31/12/2026			Year Ended 31/12/2025
	Pay	Non Pay	Total	Total
	€	€	€	€
School Levies/Fees/Donations	145,000	1,920,000	2,065,000	2,070,184
Outdoor Education Centres	470,000	230,000	700,000	701,121
Homework/Study club	221,000	20,000	241,000	242,951
Third Party Examination Fees	21,000	245,000	266,000	268,565
Other Self-Financing - 3 in Number	-	57,000	57,500	56,829
Total Self-Financing Payments	857,000	2,472,000	3,329,500	3,339,650
Total Agency and Self-Financing Payments	3,142,656	4,680,650	7,792,994	7,403,474

Limerick and Clare Education and Training Board
Projected Expenditures – Capital Programme (Page 1 of 2)

	Projected Year Ended 31/12/2026	Outturn Year Ended 31/12/2025
	€	€
Capital Payments		
New Schools		
Scariff CC, Clare	488,681	387,178
Hazelwood College, Dromcollogher, Limerick	446,921	1,517,559
Gaelcholáiste Luimnigh	434,011	3,591,198
Coláiste ná Trocaire, Rathkeale, Limerick	226,428	1,826,789
Raheen Wood CNS, Clare	153,894	81,453
Mol an Oige CNS, Clare	110,960	1,107
Others - 2 in Number	29,744	2,954,035
Extensions and Minor Building Works		
Limerick Community Special School	3,000,000	1,300,193
Castletroy College, Limerick	393,227	316,745
St. Michael's CC, Kilmihil, Clare	241,871	98,468
Ennis CC, Clare	218,035	1,780
St. Patricks Comprehensive, Shannon, Clare	137,472	19,942
Thomond CC, Limerick	111,205	77,499
Others - 6 in Number	374,643	631,973
Emergency Works		
Coláiste Mhuire, Askeaton, Limerick	991,340	-
St. Joseph's, Kilkee, Clare	243,883	31,811
Raheen Wood CNS, Clare	170,022	-
Thomond CC, Limerick	117,856	19,888
Others - 9 in Number	478,188	313,074
Emergency Health Safety Works Grant		
EHSWG (KTC - Replacement of Prefab Units)	1,061,225	-
EHSWG (KRC Roof Upgrade)	1,000,000	-
EHSWG (Cappamore - Electrical & Life Safety Systems)	550,000	-
EHSWG (Dromcollogher - Electrical & Life Safety Systems)	500,000	-
Others - 1 in Number	2,500	-
Summer Works/Climate Action Summer Works		
St Annes CC, Killaloe Science Labs (CASWS)	664,006	-
Hazelwood College, Dromcollogher, Limerick Science Labs (CASWS)	591,423	-
Scariff CC Science Lab (CASWS)	309,984	-
Coláiste Mhuire, Askeaton, Limerick Science Lab (CASWS)	309,984	-
Others - 5 in Number	181,119	1,949,054
Energy Efficiency Projects		
Hazelwood/Scoil Neasain	160,000	890,965
Others - 3 in Number	73,000	373,433
Furniture and Equipment	1,707,844	1,080,520
ICT Equipment	154,618	172,950

Limerick and Clare Education and Training Board
Projected Expenditures – Capital Programme (Page 2 of 2)

	Projected Year Ended 31/12/2026	Outturn Year Ended 31/12/2025
	€	€
Capital Payments (Cont'd)		
Further Education and Training - SOLAS		
FET Capital - Aircraft Mechanic Apprenticeship (Bay 88 - Fit out Equipment Costs)	2,018,264	4,189
Aircraft Mechanics Shannon (Bay 88)	1,382,835	-
FETC - O'Connell Avenue (EWS Roof & External Repairs)	1,300,000	-
Green Devolved Capital Allocation (Green DG)	2,488,963	121,038
Critical Infrastructure Remediation Devolved Capital Grant (CIRDCG)	290,000	
FET Capital - NTF MicroQals	440,911	-
FETC - Clonroad Campus (Barbering Workshops)	405,000	-
Kilfinane OEC Modular Unit	371,817	784
FETC - Abbeyfeale Campus (Toilet Block Upgrade & Re-roof)	300,000	-
FETC - Ennistymon (Kitchen, Barbering & Hair Salon)	260,000	-
Installation of Forge and Carpentry Workshops Cappamore	250,000	-
FET Capital - Project Management	193,233	6,427
KTC - Kitchen Upgrade	180,000	-
Burren OEC (Wet Areas Upgrade)	175,000	-
FET Capital - New Apprentice Workshops	167,647	1,750,497
EHSWG (KRC - Life Safety Systems Works)	117,925	85,116
Others - 17 in Number	2,002,285	3,365,937
Temporary Accommodation	360,903	570,970
Non-ETB Schools		
Monaleen NS	9,820,000	344,056
Gaelscoil Donncha Rua Devolved	2,600,000	3,515,901
St. Bridgets NS Limerick	454,865	7,336,541
St. Marys National School, Limerick	359,936	99,817
Salesian College, Pallaskenry, Limerick	252,935	115,584
Gaelscoil Ui Choimin Kilrush	145,766	75,654
St. Patrick's Comprehensive College, Shannon	137,472	-
Gaelscoil Mhicil Ciosog, Clare	-	61,739
	13,770,974	11,549,292
Modular SEN DEY FW (Non-ETB School)	8,500,000	-
	50,609,842	35,091,866

Appendix Provision and Services

SCHOOLS

Community National Schools

Mol an Óige CNS, Ennistymon, Co. Clare (incorporating Glenroe Satellite Classroom, Glenroe, Co. Limerick)
Raheen Wood CNS, Tuamgraney, Co. Clare
Fedamore CNS (Croi na Coille), Fedamore, Co. Limerick

Special School

Limerick Community Special School, Dromdarrig, Mungret, Co. Limerick

Community Colleges

Castletroy College, Castletroy, Limerick
Coláiste Chiaráin, Croom, Co. Limerick
Coláiste Íde agus Iosef, Abbeyfeale, Co. Limerick
Coláiste Iósaef, Kilmallock, Co. Limerick
Coláiste Mhuire, Askeaton, Co. Limerick
Coláiste na Trócaire, Rathkeale, Co. Limerick
Desmond College/Gaelcholáiste Uí Chonba, Newcastle West, Co. Limerick
Ennis Community College/Gaelcholáiste an Chláir, Ennis, Co. Clare
Gaelcholáiste Luimnigh, Sir Harry's Mall, Limerick
Hazelwood College, Dromcollogher, Co. Limerick
Mungret Community College, Mungret, Co. Limerick
Scariff Community College, Scariff, Co. Clare
St. Anne's Community College, Killaloe, Co. Clare
St. John Bosco Community College, Kildysart, Co. Clare
St. Joseph's Community College, Kilkee, Co. Clare
St. Michael's Community College, Kilmihil, Co. Clare
Thomond Community College, Moylish Park, Limerick

Community Schools¹

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

YOUTH WORK FUNCTION

Services for Limerick City and County

College of Further Education & Training, O'Connell Avenue Campus, Limerick
Kilmallock Road Campus, Limerick City – Traineeship Venue

Services for County Clare

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

¹ Under the co-patronage of the ETB

COLLEGE OF FURTHER EDUCATION & TRAINING

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

Community Training Centres

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

FURTHER EDUCATION & TRAINING SUPPORT SERVICES

Information, Recruitment and Guidance Support Service

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

Enterprise Engagement Support Service

College of FET, Raheen Campus, Limerick

Active Inclusion Support Service

College of FET, Kilmallock Road Campus, Limerick

Innovation, Development and Quality Support Service

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

OUTDOOR EDUCATION & TRAINING PROVISION

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

MUSIC EDUCATION PROVISION

Limerick School of Music

Music Generation Limerick City

Music Generation Limerick County

Music Generation Clare

PRISON EDUCATION PROVISION

Education Centre, Limerick Prison, Mulgrave Street, Limerick

Glossary of Abbreviations

AEGI	Adult Education Guidance Initiative
AMIF	Asylum, Migration and Integration Fund
BTEI	Back to Education Initiative
CBA	Classroom-Based Assessment
CE	Chief Executive
CC	Community College
CEFR	Common European Framework of Reference to Languages
CFE	College of Further Education
CGVU	Central Garda Vetting Unit
CL	Circular Letter
CNS	Community National Schools
CPD	Continuous Professional Development
CSO	Central Statistics Office
DCEDIY	Department of Children, Equality, Disability, Integration and Youth
DEASP	Department of Employment Affairs and Social Protection
DEIS	Delivering Equal Opportunity In Schools
DEY	Department of Education and Youth
DFHERIS	Department of Further and Higher Education, Research, Innovation and Science
DLP	Designated Liaison Person
DPER	Department of Public Expenditure and Reform
ESOL	English for Speakers of Other Languages
FARR	Funding Allocation Request and Reporting
FET	Further Education and Training
GDPR	General Data Protection Regulation
GV	Garda Vetting
H&S	Health and Safety
IA	Initial Assessment
ICT	Information and Communication Technology
IRG	Information, Recruitment and Guidance
LAOS	Looking at Our Schools Quality Framework
LCDC	Local Community Development Committee
LDC	Local Development Company
LECP	Local Economic and Community Plan
MAPP	Multi-Annual Procurement Plan
MOU	Memorandum of Understanding
MWRSF	Mid-West Regional Skills Forum
NALA	National Adult Literacy Agency
nZEB	Nearly-Zero Energy Building Standard
OETC	Outdoor Education and Training Centre
OGP	Office for Government Procurement
OSD	Organisation Support and Development
PD	Professional Development
PDA	Performance Delivery Agreement
PDST	Professional Development Service for Teachers
PLC	Post-Leaving Certificate
PLSS	Programme Learner Support System

QA	Quality Assurance
QQI	Quality and Qualifications Ireland
SLA	Service Level Agreement
SMT	Senior Management Team
SPA	Strategic Performance Agreement
SOLAS	An tSeirbhís Oideachais Leanúnaigh agus Scileanna
SSE	Schools Self Evaluation
STEAM	Science, Technology, Engineering, Art and Maths
STEM	Science, Technology, Engineering and Maths
TEL	Technology-Enhanced Learning
TESOL	Teaching English to Speakers of Other Languages
TNA	Training Needs Analysis
UDL	Universal Design for Learning
VLE	Virtual Learning Environment
VEC	Vocational Education Committee
VTOS	Vocational Training Opportunities Scheme
WSE	Whole School Evaluation