



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

**LIMERICK & CLARE**  
Education & Training Board

# SERVICE PLAN 2021



Rialtas na hÉireann  
Government of Ireland



Co-funded by the  
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# 1. Foreword by the Chief Executive

Limerick and Clare Education and Training Board is the state education and training authority for the Limerick and Clare Region. The Limerick and Clare Education and Training Board Service Plan for 2021, has been prepared in compliance with the statutory requirements outlined in Section 47 of the Education and Training Boards Act 2013. Section 47(1) states that:



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

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

This Service Plan details the planned activities, expenditure and income for the authority in 2021 and has been developed in consideration of the funding being made available to the ETB in 2021. The plan seeks to balance priorities across all the aspects of the authority's work including Organisation Support and Development, Schools, and Further Education and Training. Planned delivery will be in accordance with the funding limits as advised to the authority by the Department of Education and the Department of Further and Higher Education, Research, Innovation and Science.

In preparing this plan, the authority has, notwithstanding the considerable challenges associated with the COVID-19 pandemic, ensured that the Service Plan 2021 addresses the requirements of the Performance Delivery Agreement between the Department of Education and the Department of Further and Higher Education, Research, Innovation and Science, and Limerick and Clare Education and Training Board. This Performance Delivery Agreement sets out the management and accountability framework between the Department of Education and the ETB. In doing so, the Agreement supports specific high level goals and objectives of the Department and the ETB and sets out a number of targets for the authority in line with its Strategy Statement 2017 - 2021 and work plan for 2021.

The goals and priorities outlined in the ETB's Strategy Statement have been aligned to the goals and priorities laid out in the Performance Delivery Agreement between the Department of Education and the ETB and the Strategic Performance Agreement with SOLAS on behalf of the Department of Further and Higher Education, Research, Innovation and Science. Specific actions in 2021 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 2021 will require commitment and collaboration across all of the authority's stakeholders including ETB staff, students/learners, managers, administrators, boards of management and all of the ETB's key partners. In working to achieve the stated targets, Limerick and Clare Education and Training Board commits to the highest possible standards of corporate governance outlined in the Code of Practice for Governance of Education and Training Boards (Circular Letter 0002/2019) revised in February 2019.

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

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

George O'Callaghan  
Chief Executive

**Limerick and Clare Education and Training Board**

## 2. Profile/Background

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

### Statutory Responsibilities

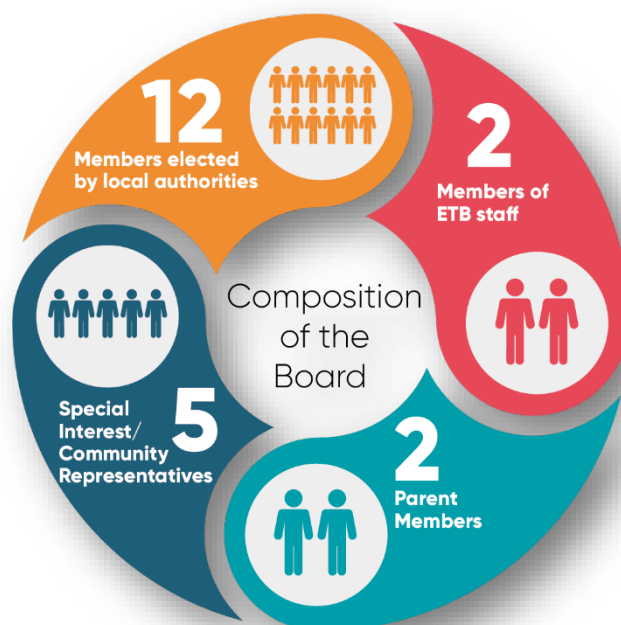
The general functions of an Education and Training Board, stated under the Education and Training Boards Act 2013, are to:

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

## Board Composition

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

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



## Board Membership

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

## Attendance at Meetings

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

## Board Self-Assessment

The Board will also carry out a self-assessment in 2021, as required by the Code of Practice for the Governance of Education and Training Boards (template provided in Appendix 16 of the Code).

## Finance and Audit and Risk Committees

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

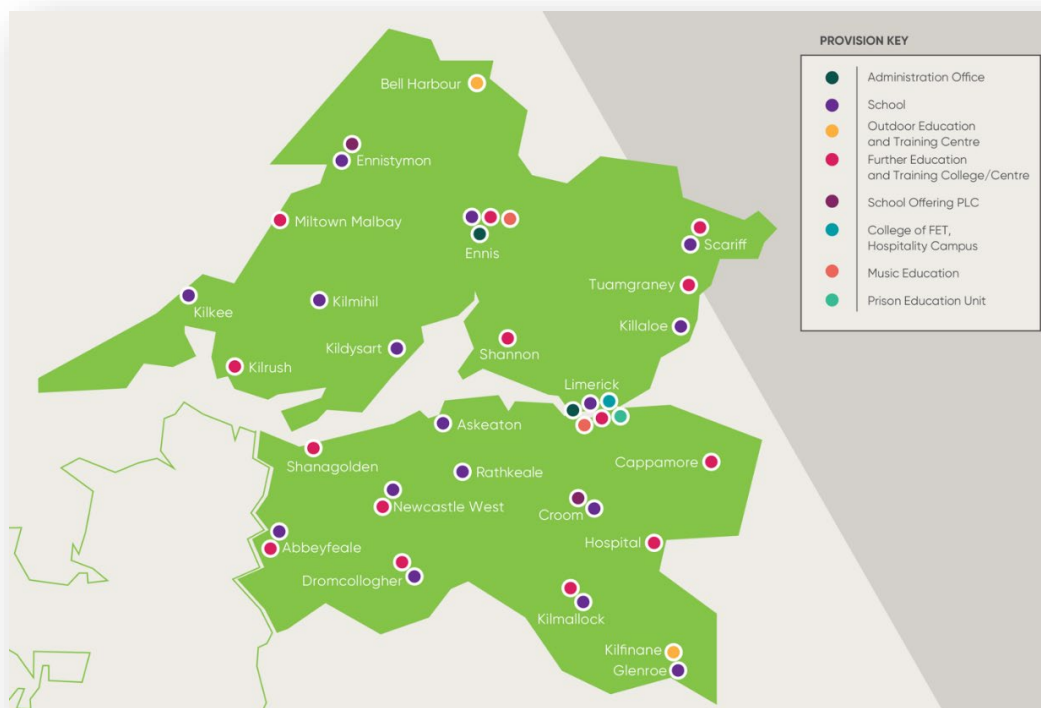
The Chairperson of each committee ensures that Board Members are provided with written reports on the work carried out by the Finance and Audit and Risk Committees, as required under the Code of Practice for Governance of ETBs.

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

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

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

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



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

### **Population**

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

Changing population patterns have mostly affected the Limerick metropolitan area, with a significant population increase in parts of the city centre. In contrast, the largest population decline was observed in regeneration areas. In terms of age profile, the national trend of younger urban centres and ageing rural areas is mirrored in Limerick and Clare (+26% over 65 in County Clare). The age dependency ratio, which shows the ratio of people aged under 14 and over 65 to people of working age (aged 15-64) has also increased in line with national figures.

### **Challenges**

The Limerick and Clare region has 21 of the 79 Electoral Divisions (EDs) (27%) in the country classified as unemployment blackspots. Limerick City is the worst affected area nationally with a total of 17 unemployment blackspots, 8 of which are in the top 10 most affected blackspots nationally. These statistics reflect the challenges faced by the ETB in terms of its target groups. Limerick and Clare Education and Training Board, in serving both urban and rural areas, is very aware that rural disadvantage can be associated with limited employment opportunities, lack of transport and other services, high dependency levels and isolation.

### **Economy**

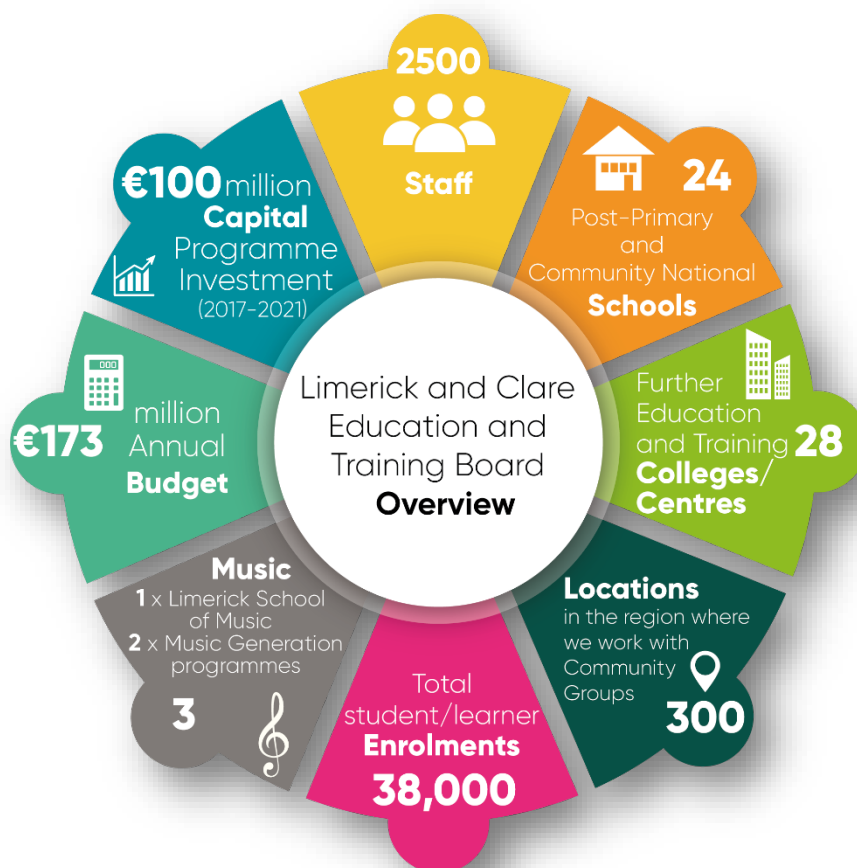
The National Spatial Strategy 2002-2020 highlighted the position of Limerick/Shannon as a 'gateway' - a centre with a strategic location nationally and, relative to their surrounding areas, providing national-scale social and economic infrastructure and support services, with Ennis as a hub town and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

### **Job Creation**

The Limerick and Clare region constitutes one of the finest environments for the creation of jobs. The main employment sector in Limerick and Clare remains the services sector, followed by commerce and trade and manufacturing industries. In 2016, small and medium enterprises represented 92% of active enterprises in the Mid-West, accounting for 36% of persons in employment in the business economy. The Regional Skills Forum has identified the current strengths and future growth prospects in the regional economy in bio-technology, medical technology, ICT, aerospace, tourism, agri-business and logistics. The Forum has also identified



skills clusters in hospitality, engineering, film and ICT. These employer-led skills clusters identify current and future skills needs with the support of education and training providers.



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

### 3. Strategy Statement 2017 – 2021

The Limerick and Clare Education and Training Board Strategy Statement 2017 – 2021 is designed to chart the path for the authority’s education and training provision, youth work and other statutory functions over a five-year period from 2017 to 2021. It was the product of a consultative process, which gave opportunities to the ETB board, boards of management, staff, students, learners, parents, community partners and representative bodies of business, industry and employers in Limerick and Clare to have a say in the future direction of the authority. It defines the vision statement for the authority as follows:

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

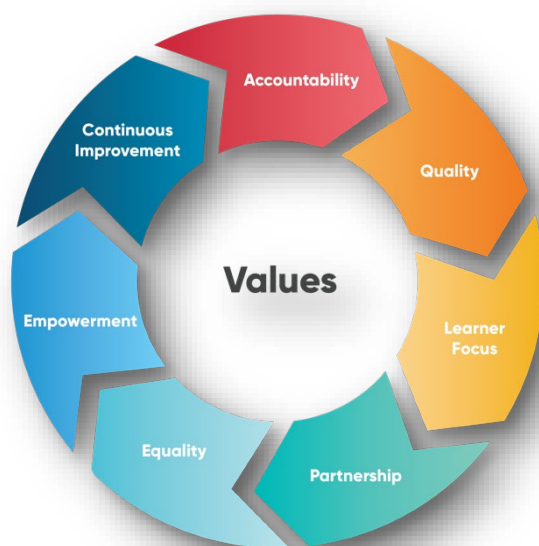
The Strategy Statement is built around key operating principles of personal and professional integrity, empowerment, quality and partnership, focussed at all times on the needs of all our learners and communities. As a statutory framework, the Limerick and Clare Education and Training Board Strategy Statement 2017 – 2021 sets out four strategic goals to be achieved over the five-year lifespan of the strategy, namely:

<p>Strategic Goal 1 <b>High Quality Student and Learner Experiences</b></p> <p><i>To provide comprehensive high-quality education, training and lifelong learning opportunities to address the personal, social, economic and employability needs of people in our community.</i></p>	<p>Strategic Goal 2 <b>Staff Support and Organisational Development</b></p> <p><i>To provide a supportive, collaborative, safe and healthy working environment for all staff, through the provision of relevant responsive supports, appropriate policies and procedures which are underpinned by a culture of continuous professional development.</i></p>
<p>Strategic Goal 3 <b>Good Governance</b></p> <p><i>To provide a governance and support framework that facilitates the effective and efficient delivery of all education and training services.</i></p>	<p>Strategic Goal 4 <b>Partnership</b></p> <p><i>To provide relevant responses and supports as required by the Department of Education and Skills, other Government departments and agencies and to develop effective partnerships which respond to the evolving education and training needs of the region.</i></p>

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

### Core Values

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



The Limerick and Clare Education and Training Board Strategy Statement 2017 – 2021 expresses a clear ambition for the authority to play a leading role in transforming the lives of its students and learners, its communities and the social and economic prosperity of its region. Each goal has been written with its own set of strategic actions, which are designed to assist the authority in achieving this ambition.

The goals and priorities outlined in the Strategy Statement have been aligned to the goals and priorities laid out in the Performance Delivery Agreement between the Department of Education and the authority. Specific actions in 2021 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 2021 will require commitment and collaboration across all ETB stakeholders including staff, students/learners, managers,

administrators, boards of management and all key partners. In working to achieve the stated targets, the ETB commits to the highest possible standards of corporate governance outlined in the Code of Practice for Governance of Education and Training Boards (Circular Letter 0002/2019) revised in February 2019.

## Implementation and Monitoring Provisions

### Implementation

The Service Plan 2021 has been developed to support the implementation of the Limerick and Clare Education and Training Board Strategy Statement 2017 – 2021. 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. The Board of the ETB approves the annual plan and budget; and a formal evaluation of actual performance referenced to the service plan and budget is reported on an annual basis by publication of the Limerick and Clare Education and Training Board Annual Report and Financial Statements.



### Consultation

In developing the Service Plan 2021, a consultation process was again undertaken with Senior Managers and Principals across the ETB to ensure that the actions set out for delivery during the Service Plan cycle are appropriate to the overall priorities and aims set out in the Limerick and Clare Education and Training Board Strategy Statement 2017 – 2021 and the Strategic Performance Agreement 2018 – 2020 between SOLAS and the ETB. The consultation process also ensures that the outcomes set out for 2021 are achievable and are owned by the Senior Managers and Principals in their respective areas of service provision.

### Monitoring

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

- ETB Board
- ETB Finance Committee
- ETB Audit and Risk Committee
- Executive Group
- Senior Management Group
  - ICT Steering Group
  - Shared Services Working Group
- FET Steering Group (monitors implementation of the SOLAS/FET Strategic Performance Agreement)
- FET Strategic Regional Planning Network

- Principals and Deputy Principals Group
- FET Implementation Groups (with action plans) for
  - Technology-Enhanced Learning
  - Quality Assurance
  - Continuous Professional Development
  - Information Recruitment and Guidance
  - Active Inclusion
  - Enterprise Engagement.

## Reporting

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

## Strategy Statement 2022 - 2026

Limerick and Clare Education and Training Board will commence preparation in 2021 for the planning, consultation and submission of its Strategy Statement for 2022-2026, as per the Education and Training Boards Act 2013. This will involve all relevant entities of the authority for consultation and an Internal Strategy Development Team has been appointed to report to the CE. This Strategy Statement will have regard to the policy directions of the Minister and the financial resources that are likely to be available to give effect to this new strategy statement.

It is a priority for 2021 to ensure reporting deadlines set by the Department of Education continue to be fully adhered to.



## 4. Statement of Services 2021

Under the terms of the Performance Delivery Agreement between the Department of Education and Limerick and Clare Education and Training Board, the following goals and priorities were identified and aligned to the goals and priorities outlined in the ETB's Strategy Statement 2017 - 2021. The specific actions for the achievement of these priorities, together with the associated performance indicators and targets to be delivered are as follows:

<b>Performance Delivery Agreement (PDA) Goal 1: Optimise Student/Learner Experience</b> Links to -> <b>Limerick and Clare Education and Training Board Strategy Statement 2017 – 2021 Goal 1: High Quality Student and Learner Experiences</b> To provide comprehensive high-quality education, training and lifelong learning opportunities to address the personal, social, economic and employability needs of people in our community. This is about ensuring the highest quality learning and teaching experiences across our schools, centres and programmes.			
Priority	Action	Performance Indicator	Target
<b>PDA 1.1: Provide a positive learning experience for all learners, including learners from marginalised groups</b>  The ETB's Strategy 2.6: Provide the most appropriate responses and resources to meet the changing needs, approaches and	The ETB's <b>Schools Division</b> will support schools in 2021 to continue the development of inclusive school practices including on-going support of School Boards of Management, School leaders and the development of Student Support Teams and Co-ordinators in order to support students and staff at school level. Specific actions in 2021 include: <ul style="list-style-type: none"> <li>• The continued establishment and development of ASD Units and Special Classes in ETB schools and colleges.</li> <li>• The review, modification and ratification of admissions policies and procedures that promote inclusion and emphasise supports for marginalised groups.</li> <li>• The provision of training for new members of Student Support Teams and additional training</li> </ul>	Performance and progress in 2021 will be monitored and evidenced through: <ul style="list-style-type: none"> <li>• Increased enrolments.</li> <li>• Increased enrolments in ASD and Special Classes.</li> <li>• Weekly meetings via Zoom for all Principals and Deputy Principals.</li> <li>• Evidence of promotion of diversity in admissions policies and procedures in 2021.</li> <li>• Number of tailored training events held for Student Support Teams in 2021.</li> <li>• Number of staff attending Student Support Team training in 2021.</li> </ul>	Identification of opportunities for sharing good practice between Schools and Centres. Diversity-Focused admissions policies. Student Support Team Training to be completed for all team members. Continued development of a digital portal for schools within StaffCONNECT.

working patterns of our diverse population of staff, students and learners.	<p>tailored for established Student Support Teams in respect of critical incidents.</p> <ul style="list-style-type: none"> <li>● On-going development and rollout of digital supports providing information and guidance.</li> <li>● Working closely with other state agencies to support students during out of school-time - e.g. Tusla, HSE, Barnardos, CAMHS, Jigsaw.</li> <li>● Training for Boards of Management on the Admissions Act 2020 and the Characteristic Spirit of ETB schools will be provided.</li> </ul>	<ul style="list-style-type: none"> <li>● Number of information and guidance digital resources developed and rolled out in 2021.</li> <li>● Developed links and channels with the state agencies listed.</li> <li>● Members of school Boards of Management will be clear on their understanding of the Admissions Act 2020 and the Characteristic Spirit of ETB schools.</li> </ul>	
	<p>As part of <b>the ETB's responsibilities under the Public Sector Duty</b>, the authority is committed to promoting equality, preventing discrimination and protecting the human rights of all employees, learners, service users, the wider community and everyone affected by our policies and plans. Specific actions in 2021 include:</p> <ul style="list-style-type: none"> <li>● Finalising and publishing the ETB Equality and Human Rights Values Statement (March 2021).</li> <li>● Developing the Public Sector Duty Action Plan.</li> <li>● Deliver an Equality and Human Rights suite of training programmes to raise awareness and promote engagement and support for Equality, Diversity and Inclusion policies, practices and initiatives</li> <li>● Develop and promote an intercultural awareness training programme for staff and learners – both online and face-to-face group training.</li> </ul>	<p>Performance and progress in 2021 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>● Publication of the ETB Equality and Human Rights Statement in March 2021.</li> <li>● Publication of the ETB Public Sector Duty Action Plan in March 2021.</li> <li>● A number of professional development and training interventions run in 2021 to support the above.</li> <li>● A number of new resources developed in 2021 to support the above.</li> </ul>	<p>To publish: Equality &amp; Human Rights Statement and Public Sector Action Plan.</p> <p>Train appropriate number of staff to ensure implementation of the above and provide relevant resources.</p>



	<p>During 2021, each of the departments within Organisation Support and Development (Finance, ICT, HR, Capital and Procurement and Corporate Services) will work with the Director of Schools and the Director of FET to ensure that all schools and FET colleges/centres have access to the resources (financial, infrastructure and personnel) to enable them to provide a positive learning experience for all learners, including learners from marginalised groups. Specific actions in 2021 include:</p> <ul style="list-style-type: none"> <li>• Continuing a planned cycle of improvements to facilities through the Summer Works Scheme, the Emergency Works Scheme and the Sports Capital Grants Scheme.</li> <li>• Working with the DE to further develop ICT capabilities across our schools and FET Colleges/Centres including accessing grants for ICT equipment, and advice and support materials</li> <li>• Working within each team, APOs will agree individual goals, maintaining a record of provision of appropriate CPD and development opportunities and feedback in order to support best practice.</li> </ul>	<p>Performance and progress in 2021 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• To foster relationships and work with School Principals/Centre Managers to identify immediate repair and refurbishment needs in Schools and Centres.</li> <li>• To complete a facilities database of all ETB Schools and Centres.</li> <li>• Assess and plan for the future repair and refurbishment needs of school buildings and develop a multi-year approach to this work.</li> <li>• Seek the necessary funding for these improvements.</li> <li>• Ensure compliance with procurement policy in all transactions and ensure value for money to include a timely and earliest possible completion date for such projects.</li> </ul>	<p>To have an excellent working relationship between Head Office functions and the Schools and FET divisions. To work collaboratively on all appropriate projects for the good of our students/learners and the entire organisation.</p>
	<p>During 2021, the ETB's FET Division <b>Framework for the Integration of Language, Literacy and Numeracy (LLN) and Active Inclusion Support Service (AISS) Framework including Learner Supports</b> will continue to deliver on a range of interventions and supports across our FET Colleges and Centres designed to increase access to education, training and skill development</p>	<p>Performance and progress in 2021 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Numbers attending targeted Professional Development to support the Initial Assessment Toolkit.</li> </ul>	<p>To have succeeded in providing CPD to the largest possible number of relevant staff to support implementation of the Active Inclusion Toolkit. To maximise the number of learners</p>



	<p>opportunities for the most marginalised learners. Specific initiatives in 2021 include:</p> <ul style="list-style-type: none"> <li>• On-going work in relation to the rollout of the initial assessment toolkit including on-going assessment training.</li> <li>• Continuing the delivery of targeted professional development opportunities including QQI Level 6 PD on Integrating Literacy, AHEAD Start Disability Awareness Blended Learning Module, Family Learning, TESOL.</li> <li>• Rollout of a centralised co-ordinated Learner Support Service including access to ICT devices and counselling.</li> <li>• Participation in the 2021 DFHERIS Learner Engagement and Wellbeing Survey.</li> <li>• Continuing the delivery of the ESOL unaccredited programme called 'ESOL for Parents of Primary School Children' in 2021.</li> <li>• Membership of the Limerick Food Partnership Initiative.</li> <li>• Rollout of the Mitigating Against Educational Disadvantage (MAED) Fund to support disadvantaged groups in various communities.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of FET Colleges and Centres implementing the IA Toolkit in 2021.</li> <li>• Number of new resources developed through national representation on groups.</li> <li>• Numbers engaging with Pilot Project in 2021.</li> <li>• Number of new programmes targeting food poverty in 2021.</li> <li>• Number of participants benefitting from the MAED Fund.</li> </ul>	<p>accessing learner supports. To have fully engaged with and supported new programmes targeting food poverty. To maximise the benefits derived from the MAED Fund.</p>
<p><b>PDA 1.2: Provide a broad based curriculum</b></p> <p>The ETB's Strategy 1.1: Continue to enhance the student experience through</p>	<p>The ETB's <b>Schools Division</b> will work to ensure that our schools deliver the highest quality learning and teaching experiences in 2021. Specific initiatives in 2021 include:</p> <ul style="list-style-type: none"> <li>• Schools will continue to receive support from the Cluster Groups and Advisory Groups that were established in 2020 to advise on best-practice and effective strategies to enhance student experiences.</li> </ul>	<p>Performance and progress in 2021 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Reports from the Cluster Groups and Advisory Groups on the impact of the cluster events organised for schools.</li> <li>• Number of students participating in the PE for Senior Cycle programme.</li> </ul>	<p>To have evidence of having increased the number of students participating in Leaving Certificate Physical Education, Computer Science and Politics and Society for Senior Cycle school year 2022/23.</p>

<p>assessment, the provision of a broad-based curriculum (including extra and co-curricular activities) and pro-active and preventative student supports.</p>	<ul style="list-style-type: none"> <li>• Working with the Mid-West Regional Skills Forum with the objective of enhancing partnership between schools and business and industry and the research community.</li> <li>• Working with the Department of Education and 4 ETB Schools to implement Phase 1 of the new Physical Education for Senior Cycle.</li> <li>• Ensuring that additional schools prepare to offer Leaving Certificate Physical Education, Computer Science and Politics and Society for Senior Cycle.</li> <li>• Continuing to support the introduction of Leaving Certificate Computer Science as a subject in 2 Limerick and Clare Education and Training Board post-primary schools in 2021.</li> <li>• Continue to work with the Education Department of University of Limerick to formulate a Memorandum of Understanding between the Education Department of University of Limerick and Limerick and Clare Education and Training Board.</li> <li>• The implementation of various national policies will be through the SSE process linked to the LAOS quality framework, respectful of each school community.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of students taking Computer Science as a Leaving Cert Subject in 2021.</li> <li>• Development of a Memorandum of Agreement (MOA) with the Education Department in UL in 2021.</li> </ul>	
	<p>During 2021, the ETB's <b>FET Division</b> will engage with SOLAS in the development of a new <b>Strategic Performance Agreement 2021 – 2023</b> setting out various national targets. The original six (6) sectoral targets related to:</p> <ul style="list-style-type: none"> <li>• Target 1 – <i>Employment Outcomes</i>: More learners securing employment from provision which primarily serves the labour market.</li> <li>• Target 2 – <i>Progression</i>: More learners progressing to other further or higher</li> </ul>	<p>Performance and progress in 2021 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• PLSS and FAR Reporting Systems and Structures in accordance with the SOLAS-Limerick and Clare Education and Training Board Strategic Performance Agreement.</li> </ul>	<p>New targets will be set. In the meantime, the ETB will continue to contribute to its targets as follows: Target 1: 30% over 3 years, equating to 1,301 learners securing employment in 2021.</p>

	<p>education courses from provision which is primarily focused on this purpose</p> <ul style="list-style-type: none"> <li>• Target 3 – <i>Transversal Skills Development</i>: Increase in the rate of certification on courses primarily focused on transversal (social mobility) skills development.</li> <li>• Target 4 – <i>Lifelong Learning</i>: Increase of adults, who are seeking FET level provision, engaging in lifelong learning interventions (this target could be subject to upward revision following the benchmarking process.</li> <li>• Target 5 – <i>Relevant Qualifications</i>: Increase in learners securing relevant qualifications in sectors where employment growth/skills needs have been identified. This includes areas such as: Construction, ICT, Food and Beverages, Hospitality, Wholesale / Retail, Biopharma / Pharmachem, Health / Other Care, Digital Media, Sport and Fitness, Engineering, Enterprise Skills needs.</li> <li>• Target 6 – <i>Apprenticeship and Traineeship Provision</i>: Increasing new apprentice and trainee registrations .</li> </ul>		<p>Target 2: 46% over 3 years, equating to 1,978 learners progressing to other courses in 2021.</p> <p>Target 3: 28% over 3 years, equating to 1,048 completers certified in 2021.</p> <p>Target 4: 11% over 3 years, equating to 13,310 learners starting LLL relevant programmes in 2021.</p> <p>Target 5: Average annual increase of 1,625 per annum and a 73% increase in learners in 2021 compared with 2017.</p> <p>Target 6: 712 over 3 years or an 86% increase.</p>
<p><b>PDA 1.3: Implement Quality Assurance systems</b></p> <p>The ETB's Strategy 1.2: To support our</p>	<p>The ETB's <b>Schools Division</b> will continue to scaffold the learning and experience from supporting schools through its Principals and Deputy Principals Forum, Advisory Group on self-evaluation to ensure quality assurance in maintaining high standards in teaching and learning. The Division's Support Team will support the continued implementation of the Curriculum Leaders' initiative in 2021 to enable our schools to</p>	<p>Performance and progress in 2021 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• 2021 engagement and activity under the Leading Inclusive Learning and Teaching &amp; Assessment Initiative including: <ul style="list-style-type: none"> <li>- Number of meetings and events in 2021.</li> </ul> </li> </ul>	<p>Fully implement recommendations of School Inspection Reports. Evidence of having analysed and shared best practice across our schools.</p>

<p>schools and centres in self-evaluation and to ensure quality assurance systems are implemented across Limerick and Clare Education and Training Board to maintain the highest educational, training and ethical standards.</p> <p>The ETB's Strategy 3.9: Promote a culture of self-evaluation across the organisation to inform a process of continuous improvement through regularly evaluating the effectiveness of administrative systems and practices.</p>	<p>engage proactively with self-evaluation, School Improvement Plans and DEIS planning. Actions in 2021 include:</p> <ul style="list-style-type: none"> <li>● Implementing the School Self-Evaluation process.</li> <li>● Supporting preparation for Whole School Evaluations(WSE) and subject evaluations through the Leading Teaching and Learning initiative.</li> <li>● Promoting teacher professional collaboration through the Leading Teaching and Learning Initiative.</li> <li>● Meetings with the Department of Education Inspectorate on best-practice models will also be arranged for schools.</li> <li>● Establish Student Voice Leaders in all ETB schools across Limerick and Clare and embed a Student Charter for all students.</li> <li>● Provide professional development to Student Voice Leaders.</li> </ul>	<ul style="list-style-type: none"> <li>- Number of collaborative initiatives.</li> <li>- Meetings with Student Councils across ETB.</li> <li>- Student Councils to address Board of Management meetings.</li> </ul>	<p>Analysis of Leaving Cert results and appropriate corrective action.</p>
	<p>In implementing Youth Work quality assurance systems in 2021, the ETB's <b>Schools Division</b> and <b>Youth Work Provision</b> will</p> <ul style="list-style-type: none"> <li>● Support the implementation of Quality Standards for Volunteer-led Youth Groups in 2021.</li> <li>● Support the further implementation of the National Quality Standards Framework (NQSF) having given consideration of the implications for the framework arising from the national review in line with the new scheme UBU Youth Funding Scheme.</li> </ul>	<p>Performance and progress in 2021 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>● Number of and attendance at training events and additional resources to support:</li> <li>- Quality Standards for Volunteer-led Youth Groups in 2021.</li> <li>- Quarterly meetings of the Youth Work Committee and monthly meetings of the ETB Co-ordination Group.</li> </ul>	<p>Implementation and full compliance with Quality Standards for Youth Groups and National Quality Standards Framework.</p>

	<p><b>ETB FET Quality Assurance:</b> During 2021, the ETB will engage with QQI as part of the Quality Assurance Inaugural Review (QAIR) and will participate in the External Panel Review process in March 2021.</p> <p>The ETB's FET Division will continue to develop its Quality Assurance structures and processes, complying with the QQI ETB Sector Specific Guidelines and will monitor the implementation of the 2021 Quality Assurance Improvement Plan.</p>	<p>- Implementation of the National Quality Standards Framework (NQSF) in 2021.</p> <p>Performance and progress in 2021 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Outcome of the QAIR process.</li> <li>• Implementation of Quality Improvement Plans.</li> <li>• Number of QQI training sessions delivered.</li> <li>• Delivery of 2021 Self-Evaluation Report (SER) by June 2021.</li> </ul>	<p>Completion of QQI External Panel Review. Implementation of Quality Improvement Plan per Centre. Evidence of QQI training sessions delivered. Delivery of Self Evaluation Report in June 2021.</p>
<p><b>PDA 1.4: Support students/learners at risk of educational disadvantage in line with current national policy</b></p> <p>The ETB's Strategy 1.3: Nurture the development of the student/learner as an individual and develop supports for students/learners at risk of educational</p>	<p>The ETB's <b>Schools Division</b> will develop teaching and learning strategies and resources to promote autonomous learning and collaborative learning for students in its schools by promoting professional networking opportunities for staff across Limerick and Clare.</p> <p>The Schools Division will continue to develop resources and supports for schools to deploy at school level to address the risk of educational disadvantage.</p> <p>Schools will continue to be supported with training for Student Support Teams in all schools to help students who may be at risk.</p> <p>The Schools Division will work with the Department of Education, the Department of Health and other Departments in 2021 to implement the recommendations of the National Taskforce on Youth Mental Health, the Youth Mental Health Pathfinder Project and the Connecting for Life Strategy (2015-2021).</p>	<p>Performance and progress in 2021 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Meetings of Principals and Deputy Principals to promote best-practice.</li> <li>• Review meetings with Student Support Teams via the regular SST Forum meetings.</li> <li>• Surveys of schools.</li> </ul>	<p>Evidence of implementation of the recommendations of the National Taskforce on Youth Mental Health Strategy (2015-2021) etc.</p>

<p>disadvantage, in order to maximise their potential at each stage of the learning process.</p> <p>The ETB's Strategy 1.8: Develop a Youth Work Plan for the region.</p>	<p>The ETB's <b>Schools Division</b> and the ETB's <b>Youth Work Committee</b> will continue to support the implementation of the Youth Work Plan 2018-2021, which aims to ensure the ETB succeeds in its responsibilities to support the provision, co-ordination, administration and assessment of youth work services in the Limerick and Clare region.</p> <p>In addition to the administration of funding for Youth Projects with a focus on disadvantage, a priority in 2021 will be supporting the new targeted Youth Funding Scheme UBU. The scheme "UBU - Your Place, Your Space" brings together four already existing, overlapping schemes and was launched in December 2019 with a view to having the scheme fully operational by the end of 2021. During 2021, Youth Work provision will:</p> <ul style="list-style-type: none"> <li>● Provide support for long-standing projects as their funding criteria become subject to the UBU Your Place Your Space terms and conditions,</li> <li>● Provide support for new and augmented projects which have been established under the UBU Your Place Your Space terms and conditions.</li> <li>● Organise and deliver a series of workshops in 2021 to build capacity of funded organisations under the UBU Your Place Your Space.</li> </ul>	<p>Performance and progress in 2021 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>● Provide support to the Youth Work Committee of Limerick and Clare Education and Training Board in 2021 to enable it to carry out its function of overseeing the implementation of the Youth Work Plan.</li> <li>● Number of Youth Work Committee Meetings in 2021.</li> <li>● Number of Workshops organised and delivered in 2021 to build capacity of funded organisations under the UBU Your Place Your Space.</li> <li>● Evidence of administration of the Local Youth Club Grant Scheme for Volunteer-led Youth Clubs 2021.</li> <li>● Evidence of co-ordination of youth plans, proposals and activities in Limerick and Clare.</li> </ul>	<p>Evidence of supports provided to the Youth Work Committee of the ETB. Documented Review of progress of implementation of the Youth Work Plan.</p>
	<p>The ETB <b>Schools Division</b> was one of 3 chosen pilot ETBs nationally to receive Creative Youth Funding under the Creative Ireland programme. The objective of this partnership was to combine a wide range of resources to provide out-of-school</p>	<p>Performance and progress in 2021 will be monitored and evidenced through:</p>	<p>Evidence of publication of the Local Creative Youth Partnership Strategic Plan.</p>

	<p>creative activities for children and young people that complement and work with formal school settings.</p> <ul style="list-style-type: none"> <li>• The first strategic plan will be delivered in Spring 2021 and will draw on Limerick and Clare Education and Training Board's <b>Youth Work Plan 2018-2021</b> as well as Creative Ireland's <b>Creative Youth Plan</b> which recognises that 'cultural and creative activity, promotes individual, community and national wellbeing'</li> <li>• During 2021, the ETB, through the Local Creative Youth Partnership Co-ordinator will provide out-of-school creative activities for children and young people.</li> </ul>	<ul style="list-style-type: none"> <li>• Publication of the Local Creative Youth Partnership Strategic Plan in Spring 2021.</li> <li>• Development of a website for the three LCY partnerships to promote its activities.</li> <li>• Number of Local Creative Youth Events organised in 2021.</li> <li>• Number of children and young people engaging in Local Creative Youth Events in 2021.</li> <li>• New resources developed through the Local Creative Youth Programme.</li> <li>• Meetings of the LCYP Steering Committee.</li> </ul>	<p>Evidence of increased numbers of children and young people engaged in Local Creative Youth Events.</p>
	<p>During 2021, the ETB's <b>FET Division Active Inclusion Support Service</b> will continue to develop a FET Wide Learner Support Service, which is responsive to learners' emotional, behavioural, health and mental wellbeing needs and which will contribute to learner persistence. Specific actions in 2021 include:</p> <ul style="list-style-type: none"> <li>• Development of a cross-service online learner handbook for ETB FET learners.</li> <li>• Providing access to Psychological Supports to develop and enhance personal skills and resources to address challenges impacting on their learning.</li> <li>• Piloting a model of support based on the HEA fund for learners with disabilities.</li> <li>• During 2021 Technology-Enhanced Learning (TEL) and the Active Inclusion Support Service (AISS) will work to develop a network of Self-</li> </ul>	<p>Performance and progress in 2021 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Online Learner Handbook developed by November 2021.</li> <li>• Numbers accessing Psychological supports in 2021.</li> <li>• Numbers accessing and evaluation of the impact of supports for learners with Disabilities pilot project.</li> <li>• Development of Raheen and Kilmallock Road Learning Hubs completed in December 2021.</li> <li>• Evaluation of the numbers accessing the learning hubs in 2021.</li> <li>• Evaluation of the types of interventions delivered /</li> </ul>	<p>Online Learner Handbook. Results of assessment and evaluation of impact of supports for those with disabilities. Establishment of learning hubs. Results of evaluation of interventions delivered/requested through the learning hubs.</p>



	<p>Access Learning Hubs across the larger campuses within the FET Division.</p> <ul style="list-style-type: none"> <li>Working with community partners and ETB Provision, AISS will support a number of Sectoral-Focussed Pilot Projects targeted at Unemployment Black Spot Areas.</li> </ul>	<p>requested through the Learning Hubs in 2021.</p>	
<p><b>PDA 1.5: Provide guidance and counselling services</b></p> <p>The ETB's Strategy 1.5: Provide high quality information, guidance, counselling and student/learner support services across our schools, centres and programmes.</p> <p>The ETB's Strategy 1.6: Promote the benefits of education and training to the people in our region, in particular helping each learner</p>	<p>The ETB's <b>Schools Division</b> will support the schools in developing a whole school guidance framework and will further develop links with FET and Third Level Institutions through the Guidance Counsellors Forum (established in October 2019). Actions for 2021 include:</p> <ul style="list-style-type: none"> <li>The development of a Whole School Guidance Framework. This will incorporate the following areas of learning <ul style="list-style-type: none"> <li>Developing &amp; maintaining self-esteem &amp; a positive self-concept.</li> <li>Interacting effectively with others (face-to-face &amp; online).</li> <li>Developing &amp; growing throughout life.</li> <li>Employing effective personal learning/exam strategies.</li> <li>Making educational choices in line with career aspirations.</li> <li>Using career-related information &amp; sources appropriately.</li> <li>Understanding the world of work &amp; life roles.</li> <li>Managing career development &amp; decision making.</li> </ul> </li> <li>On-going support and Development of the newly formed Guidance Counsellor Forum.</li> </ul>	<p>Performance and progress in 2021 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>Whole School Guidance Framework review by end of 2021.</li> <li>Number of events and meetings in 2021 of the Guidance Counsellors Forum.</li> <li>Number of Guidance Counsellors participating in the Guidance Counsellors Forum Events in 2021.</li> <li>Number of initiatives/resources developed in 2021.</li> <li>Meetings and professional development opportunities for Guidance Counsellors in 2021.</li> </ul>	<p>An established School Guidance Framework. Good attendance and participation at Guidance Counsellors Forum. Evidence of development of new initiatives/resources.</p>



<p>define unique progression pathways provided by our schools, centres and programmes.</p>	<p>The ETB's <b>FET Information, Recruitment and Guidance Support Service</b> aims to ensure that information and guidance is an integral part of all planning and delivery of FET provision. The ETB's FET IRG teams will continue to work with learners in 2021 to develop progression pathways and address issues as they arise.</p> <p>Information Hubs have been opened in Limerick and Ennis and our FET website <a href="http://learningandskills.ie/contact/">http://learningandskills.ie/contact/</a> directs learners to a portal space for booking appointments/making queries, while a freephone number 1800 70 70 77 is also available for learners and the general public.</p>	<p>Performance and progress in 2021 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Numbers accessing Information, Recruitment and Guidance Support Services on an individual 1-2-1 basis will be captured for 2021.</li> <li>• Numbers accessing Information, Recruitment and Guidance Support Services through group guidance delivery will be captured for 2021.</li> </ul>	<p>Record of numbers accessing Information, Recruitment and Guidance Support Services.</p>
	<p>The ETB's <b>FET Marketing:</b> During 2021, the ETB will continue to raise the profile of Further Education and Training through participation in key showcase events, high quality social media and print media, presentations to guidance counsellors, promotional events and demonstrations.</p> <p>The FET Division will participate in organising and promoting FET in the following high profile events in 2021:</p> <ul style="list-style-type: none"> <li>• Limerick for Engineering Showcase 2021.</li> <li>• Mid-West Apprenticeship &amp; Traineeship Careers Showcase 2021.</li> <li>• Limerick Lifelong Learning Festival 2021.</li> </ul>	<p>Performance and progress in 2021 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Attendance at Limerick for Engineering Showcase April 2021 will be captured.</li> <li>• Attendance at Mid-West Apprenticeship &amp; Traineeship Careers Showcase 2021 will be captured.</li> <li>• Number of events organised and attendance at Limerick Lifelong Learning Festival 2021 will be captured.</li> </ul>	<p>Successful Limerick for Engineering Showcase. Evidence of healthy attendance at Mid-West Apprenticeship &amp; Traineeship Careers Showcase. Evidence of events organised and attendance at Limerick Lifelong Learning Festival. Increase number of community groups participating in LLL.</p>

	<ul style="list-style-type: none"> <li>• Growing with Your Community Campaign and increased use of promotion using Billboards, Bus Shelters etc.</li> </ul>		
<p><b>PDA 1.6: Provide high quality learning/training facilities</b></p> <p>The ETB's Strategy 1.7: Provide and maintain the highest quality facilities and appropriate technologies for our students and learners.</p>	<p>The ETB's <b>Capital and Procurement Department</b> will continue to implement the multi-annual Capital Investment Programme in all Schools and Centres across the ETB during 2021 in order to ensure students, learners and staff have access to the highest quality educational facilities.</p> <p>On-going Capital projects in 2021 include:</p> <ul style="list-style-type: none"> <li>• Final completion of the new 800 student Coláiste Chiaráin, Croom,</li> <li>• Completion of the new Ennis Community College.</li> <li>• New Gaelcholáiste Luimnigh Campus for 750 students.</li> <li>• New 1,000 student Mungret Community College.</li> <li>• Mol an Óige CNS New School Development &amp; reconfiguration of former Glenroe school building- a pilot satellite campus.</li> <li>• Raheen Woods CNS New School Development.</li> <li>• Extension to Thomond Community College.</li> <li>• Extension to Scariff Community College.</li> <li>• Extension to St John Bosco Community College, Kildysart.</li> </ul> <p>In addition, the Capital and Procurement Department will support non-ETB schools in 2021 including:</p> <ul style="list-style-type: none"> <li>• Gaelscoil Sheoirse Clancy, Limerick City.</li> <li>• Gaelscoil Mhíchíl Cíosóg, Ennis.</li> <li>• Sacred Heart National School, Monaleen.</li> </ul>	<p>Performance and progress in 2021 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Management of the construction of the new Ennis CC to ensure completion in 2021.</li> <li>• Ensuring projects progress to delivery by implementing effective project management strategies.</li> <li>• On-going liaison with the Department of Education to maximise investment in ETB facilities.</li> <li>• Active engagement between Capital and Procurement and Schools/Centres to identify and prioritise capital investment.</li> </ul>	<p>Completion of all Capital Projects due for completion and handover in 2021.</p> <p>Progress report indicating on-time delivery on all capital projects due for completion at a date beyond 2021.</p>

	<ul style="list-style-type: none"> <li>• Gaelscoil Donncha Rua, Shannon.</li> <li>• Killinure National School, Co Limerick.</li> <li>• St Mary's National School, Limerick City.</li> <li>• Salesian College, Pallaskenry.</li> </ul> <p>During 2021, the Capital and Procurement Department will also continue a planned cycle of improvements to facilities through the Summer Works Scheme, the Emergency Works Scheme and the Sports Capital Grants Scheme in various locations.</p>		
	<p><b>Further Education and Training Infrastructure:</b> The ETB has 26 FET Colleges and Centres. Several of these buildings date back to the early 1900s and are in need of significant refurbishment and constant repair and maintenance. This requires a continual programme of repairs and re-development with projects being prioritised in response to needs.</p> <p>During 2021 the following infrastructure projects will be undertaken:</p> <ul style="list-style-type: none"> <li>• FET Centre, O'Connell Avenue: In order to comply with Part M compliance, there is a need to install a lift within the building with external wheelchair access ramps.</li> <li>• In order to respond to increased demand, additional Electrical Apprenticeship Workshops and Equipment will be put in place.</li> <li>• The development of an NZEB Training Demonstration Workshop in the FET Centre, Green Innovation Campus.</li> </ul>	<p>Number of individual infrastructure projects will be captured in 2021 including:</p> <ul style="list-style-type: none"> <li>• FET Centre, O'Connell Avenue: lift installation completed in 2021.</li> <li>• Electrical Apprenticeship Workshops will be put in place in 2021.</li> <li>• The ETB's NZEB Training Demonstration Workshop in the FET Centre, Green Innovation Campus will be put in place in 2021.</li> <li>• Refurbishment of the former Coláiste Chiaráin Campus as a new College of FET.</li> </ul>	<p>To have lift installed in FET Centre, O'Connell Avenue Campus. Installation of NZEB Training Demo Workshop. Installation of required apprenticeship workshops. Establishment of new College of FET, Croom Campus.</p>

	<ul style="list-style-type: none"> <li>• Progression of developments at the FET Centre, Raheen Campus and at the FET Centre, Shannon Campus.</li> <li>• Progression of developments at the former Eircom site adjacent to Limerick College of Further Education in Limerick City.</li> </ul>		
<p><b>PDA 1.7: Promote and develop outdoor education</b></p> <p>The ETB's Strategy 1.9: Continue to promote and develop outdoor education as an integral element of the education services.</p>	<p>The ETB's <b>Human Resources Department</b> under OSD will continue to support the development of its two Outdoor Education and Training Centres in 2021 through the provision of support to existing personnel and the recruitment of personnel to enhance the variety of outdoor education provision in the two centres namely: Outdoor Education and Training Centre Kilfinane and Outdoor Education and Training Centre The Burren.</p>	<p>Performance and progress in 2021 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• The recruitment of appropriately qualified and experienced outdoor education instructors as required by the Outdoor Education &amp; Training Centres in 2021.</li> </ul>	<p>Timely recruitment of appropriately qualified staff to coincide with requirements of each Centre.</p>
	<p>The ETB's <b>Schools Division</b> will continue to develop the physical education supports and awareness for schools through our two Outdoor Education and Training Centres in 2021. It will ensure that students are offered opportunities to engage in the outdoor classroom as a powerful and unique medium for learning and development. During 2021, specific actions include:</p> <ul style="list-style-type: none"> <li>• Progressing the GAA Going Well programme on Wellbeing in partnership with Clare County Council and the Michael Cusack Centre to develop a package for schools to avail of wellbeing supports.</li> <li>• Supporting schools to engage with the OETCs in supporting students undertaking the Gaisce (President's Award). The mission of The President's Award is "to provide opportunities for young people to realise their potential</li> </ul>	<p>Performance and progress in 2021 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Meetings with the partners in Clare County Council, Michael Cusack Centre and GAA in developing GAA Going Well programme at the Outdoor Education and Training Centre, The Burren.</li> <li>• Number of ETB Schools students attending Gaisce programmes in the OETCs during 2021.</li> <li>• Numbers of ETB School students attending curricula-linked courses in 2021.</li> <li>• Meetings with Advisory Group and managers of OETCs on the</li> </ul>	<p>Record of number of schools and students attending Gaisce programmes. Evidence of linkage between schools curricula and courses on offer by each OETC.</p>

	<p>through personal challenges, facilitating the transition from young person to young adult and enhancing their potential and contribution as active participants in society."</p> <ul style="list-style-type: none"> <li>● Promoting curricula-linked courses across ETB schools including <ul style="list-style-type: none"> <li>- Outdoor Learning to support PE &amp; Wellbeing.</li> <li>- Delivery of the Junior Cycle Orienteering Short Course for the Orienteering CBA.</li> <li>- Annual Schools Orienteering event.</li> <li>- Schools Bouldering competition.</li> </ul> </li> <li>● Formulating remote learning packages for schools to provide additional theory-based programmes for schools</li> </ul>	<p>development of remote-learning modules.</p>	
	<p>The ETB's <b>FET Division</b> will continue to work with both the Outdoor Education and Training Centre, Kilfinane and the Outdoor Education and Training Centre, The Burren to further develop opportunities and curriculum. Actions in 2021 include:</p> <ul style="list-style-type: none"> <li>● Development of programmes connecting Outdoor Pursuits, Sport and Wellbeing.</li> <li>● Ensuring the infrastructure, facilities, equipment and staffing profile enable the OETCs to provide the best possible outdoor learning experiences to school, Youth, FET and Adult Groups.</li> <li>● Actively promoting the work of the OETCs across all FET provision and support services and supporting learners undertaking the Gaisce (President's Award).</li> <li>● Harnessing the networking opportunities the OETCs provide as education partners within</li> </ul>	<p>Performance and progress in 2021 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>● Numbers participating in Wellbeing programmes.</li> <li>● OETC Infrastructure developments and investment in 2021.</li> <li>● Number of FET Learners attending programmes in the OETCs.</li> <li>● Number of events organised in 2021 in conjunction with other agencies/stakeholders.</li> </ul>	<p>Evidence of positive impact of wellbeing programmes. Evidence of infrastructure development and investment. Record of number of FET Learners attending programmes. Record of number and type of events organised with other agencies/stakeholders.</p>

	the Burren and Cliffs of Moher Geopark and a Leave No Trace (LNT) training centre.		
	The ETB's <b>Capital and Procurement Department</b> will continue to support the development of our two OETCs in 2021 through the provision of support to identify funding opportunities for investment in the centres' infrastructure and to meet repair and maintenance needs.	Performance and progress in 2021 will be monitored and evidenced through facilitation of an application for Sports Capital funding.	Investment in centre facilities and updating of equipment.
<b>PDA 1.8 Plan for changing demographics</b>  The ETB's Strategy 1.4: Develop appropriate responses which meet the personal, social and employability needs of the people in our communities.	<b>ETB Representation:</b> During 2021, the ETB will continue to be represented on a number of key inter-agency and local government structures involved in developing and monitoring local plans and formulating inter-agency responses for individuals and communities in the region. This will include engaging with: <ul style="list-style-type: none"> <li>● Limerick and Clare Local Community Development Committees – responsible for preparing and monitoring 6-year Local Economic and Community Plans (LECPs).</li> <li>● Mid-West Regional Skills Forum- partnership between the regional education and training providers, local authorities, local enterprise offices and relevant public and private sector organisations to match skills supply and demand, supporting employers and facilitating job creation.</li> <li>● Clare Age Friendly Alliance and Age Friendly Limerick – responsible for the Age-Friendly Strategy &amp; Action Plan.</li> <li>● Learning Limerick Partnership through which Limerick has received the UNESCO Learning City Award.</li> </ul>	Performance and progress in 2021 will be monitored and evidenced through: Record of meetings and collaborative events supported by the ETB. <ul style="list-style-type: none"> <li>● Update on 2021 the ETB actions and activities under the various strategies including: <ul style="list-style-type: none"> <li>- Clare LECP</li> <li>- Limerick LECP</li> <li>- Clare Age Friendly Action Plan</li> <li>- Age Friendly Limerick Action Plan</li> <li>- Mid-West Regional Skills Forum Actions</li> <li>- Limerick Digital Strategy</li> <li>- Learning Limerick</li> <li>- Limerick Food Partnership</li> </ul> </li> </ul> And others	Record of ETB actions and activities undertaken in conjunction with relevant agencies.

	<ul style="list-style-type: none"> <li>Digital Limerick - responsible for the Limerick Digital strategy.</li> </ul>		
<p><b>PDA 1.9: Engage effectively with employers</b></p> <p>The ETB's Strategy 4.3: Strengthen linkages with enterprise in order to maximise opportunities for our students and learners and contribute to the social and economic development of the region.</p>	<p>In line with the Mid-West Regional Skills Forum (MWRSF), the National Skills Strategy and the Action Plan for jobs, the ETB's FET Division has an established <b>Enterprise Engagement Support Service (EESS)</b>. During 2021, the EESS will continue to engage with a broad range of stakeholders, employers and learners in order to increase employer engagement between the ETB and bodies such as MWRSF, Chambers of Commerce, LEOs, IBEC, IDA and DSP, thus enabling the ETB address specific training needs and design bespoke programmes where required.</p> <p>During 2021 the EESS will:</p> <ul style="list-style-type: none"> <li>Continue to be an active member of the Mid-West Regional Skills Forum.</li> <li>Continue to ensure that industry requirements are matched to education providers through ETB representation on the Chambers, Mid-West Regional Skills Forum, LEOs, EI, IBEC.</li> <li>Continue to develop industry cluster groups in the Mid-West i.e. Hospitality and Tourism, Engineering, IT, Retail.</li> <li>Work with 'Limerick for Engineering' providing a direct link to employers in developing a pipeline of apprentices, technicians and engineers to meet the specific demands of the engineering sector in the Mid-West.</li> <li>Introduce additional customs awareness and higher level customs clearance training for staff in logistics as the implications of Brexit become clearer during 2021.</li> </ul>	<p>Performance and progress in 2021 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>Outcomes of Enterprise Engagement Activity in 2021 will be managed and monitored internally by the EESS Implementation Team.</li> <li>A new Explore programme will be delivered in 2021 in conjunction with MWRSF.</li> <li>A new DigiEco programme will be delivered in 2021 in conjunction with MWRSF.</li> <li>New programmes will be developed in 2021 in response to needs of industry cluster groups – specifically in Engineering, IT, Retail and Hospitality and Tourism.</li> <li>Development of SEED CRM system.</li> </ul>	<p>Analysis of outcomes of enterprise engagement activity.</p> <p>Delivery of new Explore Programme in conjunction with MWRSF.</p> <p>Delivery of programmes in response to industry cluster needs.</p>

	<ul style="list-style-type: none"> <li>Strengthen the skills base of employees in Hospitality, Tourism and Recreation through the College of Further Education and Training Hospitality Campus and other provision in delivering a number of initiatives in 2021.</li> <li>Participate in the development of the Strategic Employer Engagement Development (SEED) CRM with Mayo, Sligo, Leitrim ETB.</li> </ul>		
<p><b>PDA 1.10: Provide and develop traineeship and apprenticeship programmes</b></p> <p>The ETB's Strategy 1.4: Develop appropriate responses which meet the personal, social and employability needs of the people in our communities.</p>	<p><b>Development of Traineeships and Apprenticeships:</b></p> <p>The ETB's <b>FET Division</b> delivers a range of traineeship and apprenticeship programmes across the Limerick and Clare region. We are also involved in the design and development of new traineeship and apprenticeship programmes. During 2021 the following programmes are planned:</p> <ul style="list-style-type: none"> <li>A new Mixology Traineeship course is to be developed and rolled out in Q2_2021.</li> <li>The National Hairdressing Apprenticeship will be rolled out to 7 other ETBs in 2021.</li> <li>Following collaboration with the telecommunications sector, the ETB is updating the current QQI Level 5 Customer Service Award. The award will include elements of customer experience (CX). This will provide the ETB with provision in this fast-growing area.</li> <li>Expanding on current Film and Media provision, the ETB will deliver Advanced Music and Sound Engineering.</li> <li>Deliver Pre-Apprenticeship courses to young adults in Youthreach in 2021, given the current labour market trends and assessing the</li> </ul>	<p>Performance and progress in 2021 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>Numbers engaging in the new programmes commencing in 2021 will be available through PLSS and reported to SOLAS.</li> </ul>	<p>Develop &amp; delivery of new programmes as listed.</p>



	<p>interests and skillsets of our learners. There is a projected increase in building infrastructure in the region over the next few years, so there is an opportunity for young people to upskill and progress on to employment opportunities in the construction industry.</p> <ul style="list-style-type: none"> <li>• Develop a 6-week sustainable energy course to be delivered through community education. The aims of the course will be to build local capacity and awareness in the green agenda and local sustainable energy. This will be delivered in Loop Head in County Clare initially, with further plans for delivery across various communities.</li> <li>• Heritage from the Water- the ETB is developing a course with the Outdoor Education and Training Centre, The Burren, and Clare County Council.</li> <li>• New Apprenticeship "taster" scheme for TY students. The ETB rolled out the first of these programmes in September 2020 in Barista and a Taster Apprenticeship Culinary Arts with 150 students completing the 8 week programme. There will be continuous registering for 2021.</li> </ul>		
	<p>The ETB's <b>OSD Directorate</b> will ensure the implementation of the ETB Garda Vetting Policy and will support management and staff during 2021 to ensure all necessary child safeguarding measures are in place in accordance with the Child Protection Procedures for Primary and Post-Primary Schools 2017.</p>	<p>Performance and progress in 2021 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Number of GV Invitations issued and processed in 2021.</li> <li>• Number of training events in 2021.</li> <li>• Number attending the above events in 2021.</li> </ul>	<p>Demonstrate full compliance with child safeguarding and Child Protection Procedures for Primary and Post-Primary Schools.</p>

		<ul style="list-style-type: none"> <li>• Register of DLP/D/DLPs in 2021.</li> <li>• Any additional supports/ resources developed in 2021.</li> </ul>	
<p><b>PDA 1.11: Ensure all necessary child safeguarding measures are in place in accordance with the Child Protection Procedures for Primary and Post-Primary Schools 2017</b></p> <p>The ETB's Strategy 1.1: Continue to enhance the student experience through assessment, the provision of a broad-based curriculum (including extra and co-curricular activities) and pro-active and preventative student supports.</p>	<p>The ETB's <b>Schools Division</b> will work with the Safeguarding Advisory Group and the Student Support Team in 2021 to provide training and support to schools in relation to Safeguarding, Student Support Team and Critical Incidents. During 2021, the ETB's Schools Division will support schools in engaging with the PDST programme of CPD to ensure the implementation of the revised Children First Guidelines. Training will be provided to Boards of Management and to Designated Liaison Personnel and Deputy Designated Liaison Personnel in all schools.</p>	<p>Performance and progress in 2021 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Number of training events in 2021.</li> <li>• Number attending the above events in 2021.</li> <li>• Register of DLP/D/DLPs in 2021.</li> <li>• Any additional supports / resources developed in 2021.</li> </ul>	<p>Record of training events and number attending. Current register of DLP/D. Development of additional supports/resources.</p>
	<p>The ETB's <b>FET Division</b> will continue to work with Provision Managers and the Professional Development Officer in 2021 to provide training and supports to FET Colleges and Centres and Support Services in relation to Safeguarding and Critical Incidents.</p>	<p>Performance and progress in 2021 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Number of training events in 2021.</li> <li>• Number attending the above events in 2021.</li> <li>• Register of DLP in 2021.</li> <li>• Any additional supports/ resources developed in 2021.</li> </ul>	<p>Record of training events and numbers attending. Current register of DLP. Development of additional supports/resources.</p>
	<p>During 2021, the ETB's <b>ICT Department</b> under the <b>OSD Directorate</b> will provide collaborative opportunities incorporating online platforms, which include the ETB's StaffCONNECT (MS SharePoint) system to support ETB schools and centres. During 2021, the ICT Department will support the following actions:</p>	<p>Performance and progress in 2021 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• The numbers of staff using StaffCONNECT (MS SharePoint) including all sites developed for</li> </ul>	<p>Analysis of the take-up of MS SharePoint in schools and its impact. Analysis of the number of staff engaging with</p>

	<p>The continued maintenance of specific SharePoint sites for each school with associated training and support. Delivery of continuous professional development to support the rollout of Office 365, including the use of MS Teams for remote teaching and learning. Continue to work with the DE to further develop ICT capabilities across ETB schools and FET Colleges/Centres, including accessing grants for ICT equipment, and advice and support materials. 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. Provide an advisory support around ICT procurement. Monitoring of ETB hardware/software and upgrades for same.</p>	<p>schools.</p> <ul style="list-style-type: none"> <li>• The number of CPD opportunities delivered to support the rollout of Office 365.</li> <li>• The number of staff engaging with and utilising Office 365 by the end of 2021.</li> <li>• The use of MS Teams for delivery of remote teaching during COVID-19 restrictions in 2021.</li> <li>• The number of new ICT infrastructure projects in place by the end of 2021.</li> <li>• The volume of staff accessing the ETB Portal in 2021 for the number of Schools and Centres contacting the ICT Department in relation to their ICT needs and relevant procurement of same.</li> <li>• Number of upgrades carried out in 2021.</li> </ul>	<p>Office 365 and its impact. The record of the number and impact of new ICT infrastructure projects. The number of Staff accessing the ETB's ICT infrastructure through the secure portal. The number of contacts in relation to school/centre needs around ICT procurement. Number of upgrades carried out in 2021.</p>
<p><b>PDA 1.12: Prioritise STEM/STEAM in schools</b></p> <p>The ETB's Strategy 1.1: Continue to</p>	<p>The ETB is an active member of the <b>Mid-West STEM Alliance</b>. This industry-led project was formed in December 2017 and includes Limerick and Clare Education and Training Board and regional industry clusters Limerick for Engineering and Limerick for IT. The Alliance aims to encourage young people to become engaged and interested in STEM. The project involves distributed leadership</p>	<p>Performance and progress in 2021 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Number of STEM Alliance events arranged in 2021.</li> <li>• Number of Collaborative Projects developed under the STEM Alliance in 2021.</li> </ul>	<p>Record of Stem Alliance events. Record of collaborative projects developed under STEM alliance and the numbers involved to use as a</p>

<p>enhance the student experience through assessment, the provision of a broad-based curriculum (including extra and co-curricular activities) and pro-active and preventative student supports.</p>	<p>where managers and all stakeholders linked with the Mid-West Action Plan for Jobs and the Mid-West Regional Skills Forum, the ETB and its schools, principals, and teachers are fully immersed and committed to the vision to engage and inspire young people from all socio-economic backgrounds to explore the opportunities for a career in STEM.</p> <p>The ETB's <b>Schools Division</b> will work with the Department of Education and the Mid-West Regional Jobs Task Force during 2021 to promote engineering, STEM, apprenticeships and pathways to employment through the Guidance Counsellors Forum which was established in October 2019.</p>	<ul style="list-style-type: none"> <li>• Number of students/staff engaging in STEM Alliance events/projects in 2021.</li> </ul>	<p>benchmark for future targets.</p>
<p>The ETB's Strategy 2.6: Provide the most appropriate responses and resources to meet the changing needs, approaches and working patterns of our diverse population of staff, students and learners.</p>	<p>The ETB's <b>FET Division</b> is an active member of the <b>Mid-West STEM Alliance</b>. In addition to the STEM Alliance activity, during 2021, the ETB's FET Division is facilitating a two-day professional development opportunity in <b>Science, Technology, Engineering, Arts and Maths - STEAM</b> for Youthreach staff. This course is being organised by the National Youth Council of Ireland in collaboration with Limerick and Clare Further Education and Training Board. It is funded by the Science Foundation of Ireland and delivered by TechSpace. Youthreach staff will undertake a range of Science, Technology, Engineering, Arts and Maths (STEAM) activities that they can build into lessons and programmes for students and gain the skills and knowledge needed to facilitate quality STEAM learning. Some specific courses to be offered in 2021 also include:</p>	<p>Performance and progress in 2021 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Numbers attending STEM Alliance events.</li> <li>• Numbers engaging in the new programmes commencing in 2021 will be available through PLSS and reported to SOLAS.</li> </ul>	<p>Record of STEM Alliance events. Record of collaborative projects developed under STEM alliance and the numbers involved to use as a benchmark for future targets. Numbers on new programmes.</p>

	<ul style="list-style-type: none"> <li>• Coding for Women - with the aim of attracting more females into professions as code developers.</li> <li>• Robotic Processing Automation (RPA) in liaison with the School of Automation.</li> </ul>		
<p><b>PDA 1.13: Provide high quality ICT learning supports in schools/centres</b></p> <p>The ETB's Strategy 1.7: Provide and maintain the highest quality facilities and appropriate technologies for our students and learners.</p>	<p>During 2021, the ETB's <b>ICT Department</b> will provide collaborative opportunities incorporating online platforms which include the StaffCONNECT to support our schools and centres. During 2021, the ICT Department will support the following actions:</p> <ul style="list-style-type: none"> <li>• Development of specific MS SharePoint sites for each school, with associated training and support.</li> <li>• Delivery of continuous professional development to support the rollout of Office 365.</li> <li>• Work with the Department of Education to further develop ICT capabilities across our schools and FET Colleges/Centres, including accessing grants for ICT equipment, and advice and support materials.</li> </ul>	<p>Performance and progress in 2021 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Number of new MS SharePoint sites developed for schools in 2021.</li> <li>• Number of CPD opportunities delivered to support the rollout of Office 365 in 2021.</li> <li>• Number of staff engaging with Office 365 by end of 2021.</li> <li>• Number of new ICT infrastructure projects in place by the end of 2021.</li> </ul>	<p>Analysis of the take-up of MS SharePoint in schools and its impact. Analysis of number of staff engaging with Office 365 and its impact. Record of number and impact of new ICT infrastructure projects.</p>

	<p>The ETB's <b>Capital and Procurement Department</b> and <b>ICT Department</b> will ensure that during 2021 there will be continued close co-operation between the Procurement ICT functions to ensure the highest standards of compliance with Public Procurement Procedures, Guidelines and Legislation.</p> <p>Implementation of National ETB Procurement Policy (including the suite of template documents for tendering above and below the EU Thresholds) will be on-going in 2021 in relation to procurement of ICT services and equipment.</p>	<p>Performance and progress in 2021 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Implementation and management of a new ICT Support Services Contract.</li> <li>• On-going review of ICT procurement across the ETB.</li> <li>• Review and update of all specifications and technical requirements.</li> <li>• Use of OGP and other appropriate national frameworks for purchase of ICT equipment.</li> </ul>	<p>Full compliance relative to Procurement, up-to-date changes in technology and Governance.</p>
	<p>The ETB's <b>Schools Division</b> will continue the best-practice of supporting schools through cluster days, which started in September 2019. Specific actions in 2021 include:</p> <ul style="list-style-type: none"> <li>• Schools will have access to advice and support via the schools portal within StaffCONNECT.</li> <li>• The Digital Leaders forum will be supported with opportunities to be fully appraised and upskilled to lead digital learning initiatives at school level.</li> <li>• Schools which use MS Office 365, will be offered tailored supports in utilising MS SharePoint sites for their schools and MS Teams.</li> <li>• The ETB will continue to develop the Google Education Group Ireland forum to support schools across our ETB and Ireland.</li> <li>• A review of the suite of supports to promote best-practice on strategies in using Remote</li> </ul>	<p>Performance and progress in 2021 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Number of staff/schools accessing advice and supports through StaffCONNECT and LCETBSchools.com in 2021.</li> <li>• Number of training events/ supports provided in 2021 to support MS SharePoint and MS Teams.</li> <li>• Establishment of Google Education Groups Ireland Forum in 2021.</li> <li>• Number of schools engaging in new forum in 2021.</li> <li>• Regular contact with schools on identifying gaps that need to be addressed in schools.</li> </ul>	<p>Analysis of usage and benefit of accessing StaffCONNECT, MS SharePoint and MS Teams.</p> <p>Use of qualitative and quantitative data from School Self-Evaluations, Inspection reports to review and enhance teaching and learning in our schools.</p>

	<p>Learning (RL) will be undertaken and updated as required.</p> <ul style="list-style-type: none"> <li>• Provide parents of our learners in schools with regular feedback on their child's progress.</li> <li>• Engage with learners to seek feedback on our provision and services to inform continuous improvement and programme development.</li> </ul>		
	<p>The ETB's <b>FET Division Technology-Enhanced Learning:</b> The Technology-Enhanced Learning (TEL) Implementation Team will continue to promote the use of technology to facilitate and support innovative teaching and learning practices in 2021. Specific actions during 2021 will include:</p> <ul style="list-style-type: none"> <li>• Planning for and implementation of TEL CPD in 2021 especially MS Teams as a T&amp;L tool.</li> <li>• Continuous rollout of practitioner led SHOW and TEL events to showcase the use of technology in TLA.</li> <li>• Supporting collaborating providers in the rollout of TEL as part of the delivery mode of the National Hairdressing Apprenticeship.</li> <li>• Chairing of the SMART Limerick Digital Inclusion Group in 2021 and planning for dissemination of results from on-going research on Digital Inclusion.</li> <li>• Supporting the delivery in 2021 of the National Teaching and Learning Forum's digital badge on Universal Design for Learning (UDL) as a PD event to support staff.</li> <li>• During 2021, TEL and the AISS will work to expand the network of Self-Access Learning Hubs across FET Colleges and Centres.</li> </ul>	<p>Performance and progress in 2021 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Number and range of events delivered as part of SHOW and TEL during 2021.</li> <li>• Number of co-ordinating providers engaging with TEL as part of the NHA.</li> <li>• Dissemination in 2021 of research commissioned under the SMART Limerick Digital Inclusion Group.</li> <li>• Number of infrastructure/ hardware projects completed under TEL during 2021.</li> <li>• Numbers achieving the National Teaching and Learning Forum's digital badge on Universal Design for Learning (UDL) in 2021.</li> <li>• Development of additional Learning Hubs in 2021.</li> <li>• Evaluation of the numbers accessing the Learning Hubs in 2021.</li> </ul>	<p>Increase the number of SHOW and TEL events. Increase the number of learners accessing and using Learning Hub facilities. Increase the number achieving the UDL badge.</p>

		<ul style="list-style-type: none"><li>• Evaluation of the types of interventions delivered / requested through the Learning Hubs in 2021.</li></ul>	
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## Performance Delivery Agreement (PDA) Goal 2: Staff Support

Links to->

### Limerick and Clare Education and Training Board Strategy Statement 2017 – 2021 Goal 2: Staff Support and Organisational Development

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

Priority	Action	Performance Indicator	Target
<b>PDA 2.1: Recruitment and retention of staff</b>  The ETB's Strategy 2.1: Recruit, develop and retain staff of the highest calibre.	The ETB's <b>Human Resources Department</b> will ensure best practice in the recruitment and selection of staff across the organisation during 2021. This process includes high quality person specification, job descriptions, competency-based interview documentation to support the interview process, recruitment and selection policies and training for interview board members.	Performance and progress in 2021 will be monitored and evidenced through: <ul style="list-style-type: none"> <li>The number of newly-appointed ETB Board Members, Managers and those involved in the recruitment process who receive training/refresher training on recruitment, selection and competency-based interviewing during 2021. This will include training in the use of ICT platforms to support remote interviewing.</li> <li>A 2021 recruitment plan developed across the ETB.</li> <li>Recruitment and Selection templates were reviewed in 2020 to ensure continued compliance with legislation and GDPR and will continue to be reviewed in 2021 in line with legislation and best practice.</li> </ul>	Provision of appropriate training for all interview board members. Development and/or updating current job descriptions and person specifications for all categories of staff. Agreed recruitment plan to coincide with staffing requirements of OSD, Schools & FET.
	The ETB's <b>Human Resources Department</b> will support the rollout of an Induction Process for new staff and support the development of training and induction	Performance and progress in 2021 will be monitored and evidenced through: <ul style="list-style-type: none"> <li>Adoption of New Induction Policy and Checklist in 2021 - this was delayed</li> </ul>	Online Induction Resource to be rolled out to

	<p>material relevant to each division during 2021.</p>	<p>slightly in 2020 due to the impact of the global pandemic and will now be rolled out in 2021.</p> <ul style="list-style-type: none"> <li>• Number and type of new resources (including an online resource) developed in 2020 and which will be rolled out in 2021 to support the staff induction process during 2021.</li> <li>• Number of new staff recruited in 2021 who engage in a documented, evidenced induction process.</li> </ul>	<p>support the staff induction process. Implementation of a Revised Induction Policy and Checklist for Line Managers.</p>
<p><b>PDA 2.2: Support staff in on-going professional development</b></p> <p>The ETB's Strategy 2.2: Develop and implement a continuous staff development policy, which reflects the organisation's objectives and supports staff to maintain and develop their skills in line with the highest standards of professional practice.</p> <p>The ETB's Strategy 2.3: Foster, promote</p>	<p>The ETB's <b>Organisation Support and Development Directorate</b> will ensure that all grades of staff across the organisation continue to be offered professional development opportunities in 2021 as part of their on-going professional development.</p>	<p>Performance and progress in 2021 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Number of staff getting financial support through the Staff Professional Development Fund in 2021.</li> <li>• Number of staff availing of opportunities through VLE platforms such as Moodle and CORE University in 2021.</li> <li>• Number of training events for staff in Shared Services software packages in 2021.</li> <li>• Number of staff availing of GDPR training via Privacy Engine.</li> </ul>	<p>Support all relevant applications to Staff Professional Development Fund. Deliver appropriate in-house training as required.</p> <p>Targeted provision of appropriate learning and development initiatives for all. Continue to support established internal Forums across OSD, Schools &amp; Centres.</p>

<p>and encourage staff to critically reflect on their work, to engage in high quality individual and collaborative practice, and actively participate in continuous professional development opportunities, including engaging with educational evidence-based research.</p>	<p>The ETB's <b>Chief Executive</b> will ensure the delegation of a staff member with responsibility for ensuring that a training needs analysis in financial management is carried out on an annual basis and that a training programme on financial management is developed and implemented.</p>	<p>Performance and Progress for 2021 will be measured by:</p> <ol style="list-style-type: none"> <li>A training needs analysis on Financial Management</li> <li>Development of a training programme on financial management and implementation of same.</li> <li>Progress in 2021 will be evidenced by the appointment of a member of staff as the Training Manager.</li> </ol>	<p>Delegation of a member of staff with responsibility for ensuring the completion of a training needs analysis on financial management and the development and implementation of a training programme on Financial Management. The CE has delegated responsibility to the Director of OSD to ensure the appointment of a staff member as Training Manager</p>
	<p>The ETB's <b>Schools Division</b> will ensure that school staff are supported to engage with Continuing Professional Development (CPD) opportunities during 2021. Actions in 2021 will include:</p> <ul style="list-style-type: none"> <li>Providing additional support to newly-appointed principals and deputy principals through the ETB Schools Leaders' mentoring programme.</li> </ul>	<p>Performance and progress in 2021 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>Number of events planned in 2021 to support meetings of Digital Leaders and Curriculum Leaders.</li> <li>Number of Transition Year Co-ordinators attending meetings.</li> <li>Number of teaching staff engaging in CPD events in 2021.</li> </ul>	<p>Develop an internal mentoring programme and online resource in support of all newly-appointed Principals/FET Managers.</p>

	<ul style="list-style-type: none"> <li>● Implementation of additional training and support plan for Digital Leaders and Curriculum Leaders.</li> <li>● Establishment of a Transition Year Co-ordinators' Forum to support the Transition Year programme.</li> <li>● Further development of teachers as leaders in areas such as curriculum, digital, inclusivity and student support.</li> <li>● Implement revised programme of Support Team professional development plan for schools to include; <ul style="list-style-type: none"> <li>○ DEIS School Support</li> <li>○ Professional Development on promoting Ethos in schools</li> <li>○ Resources and up-skilling for ASD Units</li> <li>○ Student Voice professional development programme for schools</li> <li>○ Student Council training for schools</li> <li>○ PE and Wellbeing Support network</li> </ul> </li> </ul>		
	<p>The ETB's <b>FET Division Professional Development:</b> During 2021, the Professional Development Implementation team will provide opportunities for FET staff to ensure that they are meeting the needs of learners using appropriate and up-to-date skills and methodologies. Actions in 2021 will include:</p>	<p>Performance and progress in 2021 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>● Number of staff and learners engaging in Erasmus+ programmes.</li> <li>● Completion of the Training Needs Analysis.</li> <li>● Development of the FET Professional Learning and Development Action Plan.</li> </ul>	<p>To increase numbers engaging in Erasmus+ programmes. TNA developed and implemented.</p>

	<ul style="list-style-type: none"> <li>Engaging with EU Erasmus+ Programme in order to provide staff and learners with opportunities to learn in different VET contexts in Europe.</li> <li>Working with the Implementation Teams, Corporate Services and Managers to undertake a training needs analysis to develop the 2021 Professional Development Calendar.</li> <li>Implementation of the SOLAS FET Professional Learning and Development Framework for FET in 2021.</li> </ul>		FET PLD Action Plan developed and implemented.
<p><b>PDA 2.3: Support and develop high quality leadership in the ETB</b></p> <p>The ETB's Strategy 2.4 Foster a culture of leadership, coaching and mentoring for all staff.</p>	<p>The ETB's <b>Organisational Support and Development</b> structure is designed to promote leadership and innovation across all grades of staff. During 2021, the practice of regular structured team meetings, both departmentally and cross-sectional, will continue. Additional actions in 2021 include:</p> <ul style="list-style-type: none"> <li>Supporting the engagement of staff with various national forums, networks and working groups, thus providing opportunities for the development of policies and procedures as well as the promotion of good practice.</li> </ul>	<p>Performance and progress in 2021 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>Number of national fora ETB Staff are engaged with during 2021 and attendance at events.</li> <li>New resources developed in 2021 through engagement with the above.</li> </ul>	<p>The ETB will continue to seek to identify aspiring leaders and encourage them to avail of appropriate professional development. Delivery of regular in-house training sessions, workshops and supports to foster high quality leadership.</p>
	<p>The ETB's <b>Schools Division</b> will support school communities in 2021 to develop leadership and expertise through the following actions:</p> <ul style="list-style-type: none"> <li>Regular Principals and Deputy Principals Forum meetings will continue to be organised in 2021.</li> </ul>	<p>Performance and progress in 2021 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>Number of School Leaders' meetings and attendance at these during 2021.</li> <li>Number of mentoring training sessions organised in 2021 to support newly-</li> </ul>	<p>Continued support of ETB Principals &amp; Deputy Principals Forum. Establishment of networking culture</p>

	<ul style="list-style-type: none"> <li>• Supports to implement distributed leadership will be implemented at the appropriate level during 2021 incorporating the inclusion of both Principals and Deputy Principals at all School Leaders' meetings.</li> <li>• Training of mentor Principals and Deputy Principals to work with newly-appointed Principals and Deputy Principals will take place in 2021.</li> <li>• Schools staff will be facilitated to engage with and contribute to National Forums including the ETBI Principals Network, the Annual Education Conference for Principals and Deputy Principals and the ETBI Induction Programme for new Principals and Deputy Principals.</li> </ul>	<p>appointed Principals and Deputy Principals in 2021.</p> <ul style="list-style-type: none"> <li>• Number of mentoring sessions organised in 2021.</li> </ul>	<p>initiated by mentoring programme. Development of online resources for mentors and mentees.</p>
	<p>The ETB's <b>FET Division Strategic Regional Planning Network, FET Steering Group and FET Implementation Teams</b> structure is designed to be inclusive. The model of implementation teams for specific strategies and frameworks provides staff with opportunities to engage in actions related to their area of interest or expertise on a cross-provision basis. During 2021, staff will be engaging with the development of new structured action planning in:</p> <ul style="list-style-type: none"> <li>• Technology-Enhanced Learning.</li> <li>• Professional Learning and Development.</li> <li>• Enterprise Engagement.</li> <li>• Information, Recruitment and Guidance.</li> </ul>	<p>Performance and progress in 2021 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Number and length of professional development sessions delivered.</li> <li>• Number of staff attending.</li> <li>• New resources produced.</li> <li>• New initiatives emerging.</li> <li>• Evaluations and feedback of training sessions.</li> <li>• New Action Plans produced.</li> </ul>	<p>To increase numbers engaging in PD events. To produce the various Support Service Action Plans.</p>

	<ul style="list-style-type: none"> <li>• Quality Assurance.</li> <li>• Active Inclusion.</li> </ul>		
<p><b>PDA 2.4: Promote awareness of health and safety</b></p> <p>The ETB's Strategy 2.5: Promote active awareness of health, safety, wellbeing and welfare for all staff, students and learners at a personal and organisational level.</p>	<p><b>Health and Safety:</b> The ETB's <b>Corporate Services Department</b> under the <b>OSD Directorate</b> works with the Schools and FET Divisions to ensure Health and Safety Compliance. This includes ensuring that H&amp;S Committees are in place in all ETB schools and FET centres and maintaining the H&amp;S Training Registers across the whole organisation.</p> <p>During 2021, the Corporate Services Department will:</p> <ul style="list-style-type: none"> <li>• Undertake a Training Needs Analysis in respect of H&amp;S Training needs (both mandatory and optional).</li> <li>• Organise a schedule of training in response to the above.</li> <li>• Maintain the H&amp;S Training Register.</li> <li>• Develop a Health and Safety Training Induction module for all new and existing staff.</li> <li>• Carry out an audit of all schools and centres on Health and Safety compliance.</li> </ul>	<p>Performance and progress in 2021 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Formal TNA in respect of H&amp;S is undertaken.</li> <li>• H&amp;S Register is maintained.</li> <li>• Number of training events organised and number of staff trained to the appropriate level.</li> <li>• Confirmation that Ancillary Safety Statements are in place in all ETB Schools and FET Centres.</li> <li>• Confirmation that Health and Safety meetings have taken place in all ETB Schools and FET Centres.</li> <li>• Confirmation that all staff have completed relevant in-house online training.</li> </ul>	<p>Develop training schedule arising from H&amp;S TNA. Delivery of training. H&amp;S Training Register.</p>
	<p><b>Risk Management:</b> Working with the Finance and Audit and Risk Committees; during 2021 the ETB will actively identify, assess, monitor and manage risk in the context of all of its operations and will ensure that formal and transparent arrangements are in place for both internal</p>	<p>Performance and progress in 2021 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Risk Register is an Agenda item for all Management Meetings.</li> <li>• Regular updates to the Risk Register.</li> <li>• Mitigation of Risks evidenced.</li> </ul>	<p>Risks to the achievement of the ETB's strategic and operational objectives are identified, assessed,</p>

	<p>and external audit. The ETB has a process in place designed to identify and address significant risks involved in achieving the entity's outcomes. The Audit and Risk Committee supports the Board in this role.</p>	<ul style="list-style-type: none"> <li>• Identify and address significant risks involved in achieving an entity's outcomes.</li> <li>• Risk Business Plan reviewed on a quarterly basis and forms part of reporting to the Audit and Risk Committee.</li> <li>• Business Continuity Plan reviewed and adapted for evolving needs.</li> <li>• Support to the Board from the Audit and Risk Committees in this role.</li> </ul>	<p>managed and monitored to support the demonstration of good governance in compliance with legislation, codes of practice, standards, guidance and relevant Department circulars. Assurance to the Board that adequate, specific controls are operating as intended. Changes in Risk Business Plan and Business Continuity Plan.</p>
	<p>As part of the procured Pegasus system, the Corporate Services Department under OSD will continue to review the effectiveness of existing Health and Safety policies and practice in 2021, including an up-to-date register of H&amp;S Committees at centre level and CPD record of mandatory/additional training.</p>	<p>Performance and progress in 2021 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• An update to the register of H&amp;S Committee membership.</li> <li>• A TNA in respect of H&amp;S.</li> <li>• The number of training events organised and the number of staff trained to the appropriate level during 2021.</li> </ul>	<p>The ETB will discharge its obligations under Health and Safety legislation and other relevant statutory legislation by providing a healthy and safe working</p>



			environment for its stakeholders.
	<p>The ETB's <b>Capital and Procurement Department</b> will ensure that there are sufficient supplies of appropriate PPE in all ETB locations to keep all students and staff safe from the potential impact of COVID-19. C &amp; P Section will constantly liaise with all Principals and Centre Managers to ensure continuity of supply. There will be close engagement with the Finance Department to comply with procurement requirements and maximise allocated budgets.</p>	<p>Performance and progress in 2021 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Use of the Department Framework to guarantee availability of supplies to all locations.</li> <li>• Review availability of supplies in each location.</li> <li>• Engage with suppliers to guarantee delivery and maximise value for money.</li> </ul>	<p>To have sufficient supplies of appropriate PPE in all locations to meet the needs of staff and students.</p>
<p><b>PDA 2.5: Provide a positive and supportive work environment</b></p> <p>The ETB's Strategy 2.6: Provide the most appropriate responses and resources to meet the changing needs, approaches and working patterns of our diverse population of staff, students and learners.</p>	<p>The ETB's <b>Directors</b> initiated a Values-Led Public Sector Duty Initiative on an organisational-wide basis in 2019. During 2021, the following actions will be prioritised:</p> <ul style="list-style-type: none"> <li>• Policies are currently being reviewed in the context of the ETB Public Sector Duty and will be updated to reflect the ETB Values Statement in 2021.</li> <li>• Public Sector Duty Action Plan with actions to be implemented on an organisational-wide basis.</li> </ul>	<p>Performance and progress in 2021 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Number of actions implemented under the ETB Public Sector Duty Action Plan during 2021.</li> </ul>	<p>Review of implementation of action plan.</p>
	<p>In 2020, faced with the challenges imposed by the global COVID-19 pandemic, staff were supported in the transition to remote teaching and learning to support the needs of all ETB students and learners.</p>	<p>Performance and progress in 2021 will be monitored and evidenced through provision of supports and training to support remote working.</p>	<p>Monitoring of staff availing of training and supports.</p>

	<p>The ETB's <b>Organisation Support and Development Directorate</b> supported staff through training and the infrastructure to support remote working to ensure the smooth delivery of teaching and learning and the continuity of ETB provision across the ETB's Schools and FET divisions.</p>		
	<p>The ETB's <b>Schools Division</b> will support a positive and supportive work environment in 2021 through the development of advisory groups to provide support in the following key areas:</p> <ul style="list-style-type: none"> <li>● Risk Register including Safeguarding.</li> <li>● Health &amp; Safety.</li> <li>● Special Education Needs.</li> <li>● Scoileanna lán-Ghaeilge.</li> <li>● Parents &amp; Guardians.</li> <li>● Digital Learning.</li> <li>● Curriculum including Teaching &amp; Learning.</li> </ul>	<p>Performance and progress in 2021 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>● Number and length of professional development sessions delivered.</li> <li>● Number of staff attending.</li> <li>● New resources produced.</li> <li>● New initiatives emerging.</li> <li>● Evaluations and feedback of training sessions.</li> </ul>	
<p><b>PDA 2.6: Support staff wellbeing</b></p> <p>The ETB's Strategy 2.5: Promote active awareness of health, safety, wellbeing and welfare for all staff, students and learners at a personal and organisational level.</p>	<p>The ETB will continue to promote <b>staff wellbeing</b> in 2021 including:</p> <ul style="list-style-type: none"> <li>● On-going promotion of the Employee Assistance Service which provides ETB employees with information, advice and support to help improve wellness and wellbeing.</li> <li>● Professional Development Opportunities.</li> <li>● Implementation of policies on the Code of Conduct, Employment Equality, various Leave Policies, Code of Ethics, Public Sector Duty.</li> <li>● Wellbeing resources.</li> </ul>	<p>Performance and progress in 2021 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>● Number of staff engaging with the Employee Assistance Service in 2021.</li> <li>● Wellbeing initiatives undertaken in 2021.</li> <li>● Number of staff attending Wellbeing initiatives.</li> <li>● Resources developed in 2021 to support Staff Wellbeing.</li> </ul>	<p>Heighten awareness to all staff of availability of Employee Assistance Service. Heighten awareness of all staff relative to wellbeing initiatives and their benefits. Delivery of the development of</p>

			resources to support staff wellbeing.
	The ETB's <b>Schools Division</b> will work with the Department of Education and its Support Services to implement and embed the Department of Education <i>Wellbeing Framework for Practice in Schools</i> in order to promote and support student wellbeing in our schools.	Performance and progress in 2021 will be monitored and evidenced through: <ul style="list-style-type: none"> <li>• Confirmation that ETB Schools are delivering the required 400 hours of wellbeing at Junior Cycle from 2021 onwards.</li> </ul>	
	The ETB's <b>FET Division</b> will support the rollout of campus-wide Wellbeing Initiatives including: <ul style="list-style-type: none"> <li>• Programmes connecting Outdoor Education, Sport and Wellbeing.</li> <li>• Programmes connecting Music and Wellbeing.</li> <li>• FET Centres hosting mental health awareness events.</li> </ul>	Performance and progress in 2021 will be monitored and evidenced through: <ul style="list-style-type: none"> <li>• Number of staff wellbeing initiatives undertaken in 2021.</li> <li>• Number of staff attending Wellbeing initiatives.</li> <li>• Number of FET Centres engaging in Mental Health Awareness events.</li> </ul>	To increase the number of staff participating in wellbeing events and promotional campaigns.

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

Links to ->

### Limerick and Clare Education and Training Board Strategy Statement 2017 – 2021 Goal 3: Good Governance

To provide a governance and support framework that facilitates the effective and efficient delivery of all education and training services. This is about ensuring that the quality of the authority's education and training provision is supported by management and administration systems that meet the highest standards of governance, in terms of accountability, transparency, compliance, equity and value for money.

Priority	Action	Performance Indicator	Target
<p><b>PDA 3.1: Develop organisational structures and systems to meet the changing needs of the organisation.</b></p> <p>The ETB's Strategy 3.1: Ensure that organisational structures, supported by robust administration systems, are aligned with evolving strategic priorities.</p> <p>The ETB's Strategy 3.2: Strengthen strategic and organisation planning processes.</p>	<p>The ETB's <b>Organisation Support and Development Directorate</b> is working across the organisation to ensure preparedness for the move to shared services.</p> <p>HR/Payroll inter-department collaboration on the implementation of the transition to Shared Services commenced in 2019, and engagement continued in 2020 and will further continue in 2021. A transition lead in both HR and Payroll was identified and these Transition Leads are collaborating and completing the pre-transition work required in preparing the ETB for its transition to Shared Services in 2022.</p>	<p>Performance and progress in 2021 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>In 2020 the review of HR ICT system parameters commenced in preparation for migration to Shared Services System in 2022. System upgrade work was undertaken in 2020, which will continue in 2021.</li> <li>Implementation of the move to shared services in line with national timelines</li> </ul>	<p>Be as prepared as possible for migration to Shared Services. Collaborate with Financial Shared Services to implement the national plan for migration.</p>
	<p>The ETB's <b>Corporate Services Department</b> under the <b>Organisation Support and Development Directorate</b> will continue to implement the policy review cycle during 2021 to ensure all policy documentation is reviewed and updated within a 3-year timeframe.</p>	<p>Performance and progress in 2021 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>Documented confirmation of policies reviewed in 2021 in line with the ETB 3-year policy review cycle.</li> </ul>	<p>On-going review and archiving of documentation in line with Records Retention Policy.</p>

			On-going GDPR & H&S Training for all staff. Review of policies.
	<p>The ETB's <b>Capital and Procurement Department</b> and the ETB's <b>Finance Department</b> will ensure that during 2021 there will be continued close co-operation between the Financial and Procurement functions to ensure the highest standards of compliance with Public Procurement Procedures, Guidelines and Legislation.</p> <p>Implementation of National ETB Procurement Policy (including the suite of template documents for tendering above and below the EU Thresholds) will be on-going in 2021.</p>	<p>Performance and progress in 2021 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• The ETB's Multi-annual Procurement Plan (MAPP) will be completed by 1st September 2021.</li> <li>• The ETB's MAPP will be refined and further developed during 2021 in order to best plan future procurement requirements and prepare a Pipeline of Tenders to be undertaken.</li> <li>• All relevant Policies and Procedures re Procurement to be made available via StaffCONNECT during 2021.</li> <li>• Report to the Department of Education in relation to capital expenditure.</li> </ul>	<p>Completion of MAPP. Continual review of MAPP. Full compliance relative to Procurement and Governance.</p>
<p><b>PDA 3.2: Effectively manage finances and risk.</b></p> <p>The ETB's Strategy 3.3: Ensure high standards of financial and risk management, through internal/external</p>	<p>The ETB's <b>Schools</b> and <b>FET Divisions</b> will work with the Finance and Audit and Risk Committees during 2021 to actively identify, assess, monitor and manage risk in the context of all of its operations and will ensure that formal and transparent arrangements are in place for both internal and external audit.</p>	<p>Performance and progress in 2021 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Evidenced Agenda Item at Schools and FET Meetings in 2021.</li> </ul>	<p>Heighten awareness of risk identification and management through Risk Register.</p>

auditing/monitoring controls, to support schools, centres and services to operate within funding and corporate governance guidelines/requirements.	During 2021, the ETB's Schools and FET Divisions will ensure that the Schools Risk Register / FET Risk Register will be an agenda item for meetings and will be regularly reviewed by Principals and Deputy Principals and Provision Managers.	<ul style="list-style-type: none"> <li>• Evidenced updating of the risk register in 2021.</li> <li>• Evidence of actions to mitigate risks in 2021.</li> </ul>	Follow through on actions to mitigate risks.
	As per the Code, the Board shall ensure appointment to the Audit and Risk and Finance Committees incorporate members who have the specialist skills, knowledge and experience in these relevant areas. All appointments are made by the Board in consultation with Committee Chairs. Procurement of specialist advice at reasonable and approved expense to the ETB to assist the Committees with specific areas of its business is made available, if required.	Performance and progress in 2021 will be evidenced through: <ul style="list-style-type: none"> <li>• Procurement of specialist advice, should the need arise.</li> </ul>	Procurement of specialist advice, should the need arise.
	The CE and Director of OSD will ensure in 2021 that the Chairs of both the Audit and Risk and Finance Committees provide written reports on the work carried out by both committees.	Performance and progress in 2021 will be detailed and recorded through written reports.	Written Reports to the Board during 2021.
	The ETB's <b>Capital and Procurement Department</b> 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 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 2021 will be monitored and evidenced through: <ul style="list-style-type: none"> <li>• Keeping fully up-to-date the ETB's Property Asset Register.</li> <li>• Regular engagement with the Department of Education's Property Section.</li> </ul>	Property Asset Register kept up-to-date. Compliance with all Statutory requirements.

		<ul style="list-style-type: none"> <li>Monitoring of Leases and ensuring compliance with terms.</li> <li>Engaging the appropriate professional advice when required.</li> <li>On-going review of the Risk Register to ensure it reflects the status of the property portfolio.</li> </ul>	
	The <b>CE</b> and <b>Director of OSD</b> will continue to re-emphasise for all boards across the organisation the importance of full attendance at all meetings.	Performance and progress in 2021 will be monitored and evidenced through: Records of attendance at Board meetings will be evidenced in the Board's Annual Accounts. As part of the induction process for all Boards, the expectation of 100% attendance at all board meetings is and will continue to be clearly outlined.	Record attendance at Board Meetings and monitoring of same.
	The <b>CE</b> and <b>Director of OSD</b> will carry out a self-assessment in 2021 as required by the Code of Practice for the Governance of Education and Training Boards (Template provided in Appendix 16 of Code).	Performance and progress in 2021 will be evidenced through feedback and actions arising from self-assessment as provided in Appendix 16 of Code.	Completion of self-assessment and action plan on improvements.
<b>PDA 3.3: Efficiently use resources</b>	The ETB's <b>Capital and Procurement Department</b> will continue to identify and implement a range of procurement solutions that will deliver compliance, value, efficiency	Performance and progress in 2021 will be monitored and evidenced through: <ul style="list-style-type: none"> <li>Evidence of use of OGP Frameworks wherever</li> </ul>	Adherence to procurement guidelines.

<p>The ETB's Strategy 3.4: Maximise the efficient use of public resources and avoid duplication of services.</p>	<p>and best practice on behalf of the authority during 2021.</p>	<p>possible during 2021 to ensure compliance and value for money.</p> <ul style="list-style-type: none"> <li>• On-going participation in 2021 on National Fora with ETBI, OGP and other ETBs in implementing procurement best practice.</li> <li>• Identify areas of aggregation where OGP contracts or frameworks are not in place and progress competitive procurement for the ETB in these areas.</li> </ul>	<p>Adherence to OGP Framework requirements. Keeping up-to-date with requirements through attendance at national Fora.</p>
	<p>The <b>CE</b> and <b>Directors of Schools, FET and OSD</b> will ensure that schools, centres and services are supported to use central procurement frameworks and contracts that are put in place by the Office of Government Procurement (OGP) during 2021.</p>	<p>Performance and progress in 2021 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Evidence of use of OGP Frameworks wherever possible during 2021 to ensure compliance and value for money.</li> </ul>	<p>Adherence to procurement guidelines. Adherence to OGP Framework requirements. Keeping up-to-date with requirements through attendance at national Fora.</p>
<p><b>PDA 3.4: Communicate effectively</b></p> <p>The ETB's Strategy 3.7: Develop an effective communications strategy.</p>	<p>The ETB's <b>OSD Directorate</b> will develop a Communication Framework in 2021 to include an Internal Communication matrix that clarifies organisational structures, roles and responsibilities, and sets out effective communication and decision-making processes within Limerick and Clare Education</p>	<p>Performance and progress in 2021 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Formal Communications Framework will be put in place in 2021.</li> </ul>	<p>Develop Communications Framework.</p>



	<p>and Training Board including FET, OSD and the Schools Division. Additional 2021 actions include:</p> <ul style="list-style-type: none"> <li>• Supporting the management and staff of the ETB through provision of latest and most effective technologies to enhance communication, along with the necessary training.</li> <li>• Continued implementation of the Plain English Strategy.</li> <li>• On-going development of the LCETB.ie website and other social media to ensure that the ETB is providing pertinent, relevant information to its staff and stakeholders.</li> <li>• On-going stakeholder engagement and networking at a local, regional and national level (see 1.8).</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of traffic through the website/social media.</li> </ul>	
<p><b>PDA 3.5: Develop Service Level Agreements with external stakeholders</b></p> <p>The ETB's Strategy 3.8: Develop service level agreements/memorandum of understanding protocols with external agencies to whom we provide grants/resources.</p>	<p>During 2021, the ETB's <b>Capital and Procurement Department</b> will work towards developing a Contract Management System in co-operation with the Education Procurement Service to meet the needs of the organisation.</p>	<p>This new CMS will be designed specifically to meet the needs of the ETB and will include:</p> <ul style="list-style-type: none"> <li>• Contract Administration.</li> <li>• Service Delivery.</li> <li>• Relationship Management.</li> </ul>	<p>In collaboration with the Education Procurement Service a Contract Management System will be procured for the ETB.</p>
	<p>The ETB's <b>Finance Department</b> will ensure that all external agencies to whom the authority provides grants/resources will have a formal SLA/MOU in place, in compliance with DPER Circular 13/2014. Where appropriate, this will include a Data Protection Addendum in respect of Article 28 GDPR Controller to Processor Transfers of Personal Data.</p>	<p>During 2021, all SLAs/MOUs, including the rationale for funding, will continue to be documented by the ETB as the grantor and will be available for audit/inspection.</p>	<p>To have an appropriate SLA/MOU on file in compliance with DPER 13/2014.</p>

	The ETB's <b>FET Division</b> will continue to use SLAs with external stakeholders to whom it provides grants and resources. It will also consist of the evaluation and monitoring of the delivery of FET activities by these external stakeholders.	Performance and progress in 2021 will be monitored and evidenced through the establishment, monitoring and evaluation of SLAs.	To be fully compliant with Statutory requirements per DPER CL 03/14.
<b>PDA 3.6: Ensure effective data protection</b>  The ETB's Strategy Statement 3.6: Ensure effective data protection, confidentiality and record management systems.	The ETB's <b>Finance Department</b> will ensure that all external agencies to whom the authority provides grants/resources will have a formal SLA/MOU in place in compliance with DPER Circular 13/2014. Where appropriate, this will include a Data Protection Addendum in respect of Article 28 GDPR Controller to Processor Transfers of Personal Data.	Performance and progress in 2021 will be monitored and evidenced through: <ul style="list-style-type: none"> <li>• Signed Data Protection Addendum in respect of Article 28 GDPR Controller to Processor Transfers of Personal Data is appended to relevant SLA's in 2021.</li> </ul>	To have an appropriate SLA/MOU on file in compliance with DPER 13/2014
	A new system has been procured (Privacy Engine) to assist and enable ETB <b>Compliance with GDPR</b> . This will automate the implementation of a Compliance Workbook and, during 2021, the <b>Corporate Services Department</b> will provide assistance in Training and Audit of Schools and Centres around GDPR compliance.	Performance and progress in 2021 will be monitored and evidenced through: <ul style="list-style-type: none"> <li>• Number of 2021 training events in respect of GDPR Compliance.</li> <li>• Number of staff engaging with above in 2021.</li> <li>• Number and type of new resources developed in 2021 to support GDPR.</li> <li>• Continued implementation of the GDPR Compliance Workbook in 2021.</li> </ul>	Continue towards full utilisation of the facilities within Privacy Engine to assist with GDPR compliance.

		<ul style="list-style-type: none"> <li>Updating records of processing activities as per Art. 30 GDPR.</li> </ul>	
	<p>The ETB's <b>Corporate Services Department</b> will ensure the on-going review and implementation of the Records Management System (DSM) during 2021 in accordance with the ETB's Record Retention Policy and Records Management Policy.</p>	<p>Performance and progress in 2021 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>Confirmation of the 2021 review and implementation of DSM Records Management System by Corporate Services.</li> <li>Audit to ensure records are destroyed in line with Records Retention Policy in all Schools and Centres.</li> </ul>	<p>Continue towards full Implementation of Records Management and Retention Policy.</p>
<p><b>PDA 3.7: Engage effectively with stakeholders and develop partnerships</b></p> <p>The ETB's Strategy 4.2: Promote a culture of collaboration, innovation and partnership in order to enhance opportunities for all our stakeholders in the region.</p> <p>The ETB's Strategy 4.4: Develop local, national and international partnerships to share best practice and enhance our profile as a</p>	<p>The ETB's <b>Capital and Procurement Department</b> will continue to manage and deliver projects for non-ETB schools during 2021 to ensure the most cost-effective and efficient use of public funding.</p> <p>During 2021, the ETB will work with the following non-ETB schools in order to ensure projects progress to delivery by implementing effective project management strategies:</p> <ul style="list-style-type: none"> <li>Gaelscoil Sheoirse Clancy, Limerick City.</li> <li>Le Chéile National School, Limerick City.</li> <li>Gaelscoil Mhichíl Cíosóg, Ennis.</li> <li>St Joseph's Secondary School, Spanish Point.</li> <li>Sacred Heart National School, Monaleen.</li> <li>Gaelscoil Donncha Rua, Shannon</li> </ul>	<p>Performance and progress in 2021 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>Record of project management supports put in place by the ETB in respect of the non-ETB schools listed.</li> </ul>	<p>On-time or before-time delivery and handover of all capital projects scheduled for completion in 2021.</p> <p>Identify areas of aggregation where OGP contracts or frameworks are not in place and progress competitive procurement for the ETB in these areas.</p>

<p>leading provider of quality education and training.</p>	<ul style="list-style-type: none"> <li>● Killinure National School, Co Limerick.</li> </ul>		
<p><b>PDA 3.7: Engage effectively with stakeholders and develop partnerships</b></p> <p>The ETB's Strategy 4.2: Promote a culture of collaboration, innovation and partnership in order to enhance opportunities for all our stakeholders in the region.</p> <p>The ETB's Strategy 4.4: Develop local, national and international partnerships to share best practice and enhance our profile as a leading provider of quality education and training.</p>	<p><b>ETB Stakeholder Engagement:</b> During 2021, the ETB will promote a culture of collaboration, innovation and partnership in order to enhance opportunities for all its stakeholders. This will include continued engagement with the following:</p> <ul style="list-style-type: none"> <li>● Limerick and Clare Local Community Development Committees – responsible for preparing and monitoring 6-year Local Economic and Community Plans (LECPs).</li> <li>● Mid-West Regional Skills Forum- partnership between the regional education and training providers, local authorities, local enterprise offices and relevant public and private sector organisations to match skills supply and demand, supporting employers and facilitating job creation.</li> <li>● Clare Age Friendly Alliance and Age Friendly Limerick – responsible for the Age-Friendly Strategy &amp; Action Plan.</li> <li>● Learning Limerick Partnership through which Limerick has received the UNESCO Learning City Award.</li> <li>● Digital Limerick - responsible for the Limerick Digital Strategy.</li> <li>● Limerick Food Partnership Initiative.</li> <li>● National Fora through Department of Education, ETBI, SOLAS, DCEDIY</li> </ul>	<p>Performance and progress in 2021 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>● Record of meetings and collaborative events supported by the ETB.</li> <li>● Update on 2021 the ETB actions and activities under the various strategies including: <ul style="list-style-type: none"> <li>- Clare LECP</li> <li>- Limerick LECP</li> <li>- Clare Age Friendly Action Plan</li> <li>- Age Friendly Limerick Action Plan</li> <li>- Mid-West Regional Skills Forum Actions</li> <li>- Limerick Digital Strategy</li> <li>- Learning Limerick</li> <li>- Limerick Food Partnership</li> <li>- And others</li> </ul> </li> </ul>	<p>Continued and increased collaboration with all stakeholders.</p>

	<ul style="list-style-type: none"> <li>• and others as appropriate.</li> </ul>		
<p><b>PDA 3.8: Follow best practice in procurement</b></p> <p>The ETB's Strategy 3.4 Maximise the efficient use of public resources and avoid duplication of services.</p> <p>The ETB's Strategy 3.5 Promote sustainability and environmental responsibility across the organisation.</p>	<p>The ETB's <b>Capital and Procurement Department</b>, in accordance with responsibilities as a Public Sector Body, will strive to achieve the target of a 50% reduction in energy usage and a 30% reduction in CO2 by 2030. During 2021, the ETB will:</p> <ul style="list-style-type: none"> <li>• Continue to promote on-going investment in energy-reduction measures through participation in the following programmes <ul style="list-style-type: none"> <li>- Better Education Communities.</li> <li>- The National Energy Programme for Schools during 2021.</li> </ul> </li> <li>• Continue to engage with the Department of Education Building Unit during 2021 to maximise investment in ETB Schools and Centres in order to ensure its facilities comply with all relevant legislation, regulations and continue to be fit-for-purpose.</li> </ul>	<p>Performance and progress in 2021 will be monitored and evaluated through:</p> <ul style="list-style-type: none"> <li>• Report on ETB 2019 energy usage by completing M &amp; R Returns to SEAI in 2021.</li> <li>• Monitor and review energy performance across the ETB.</li> <li>• Actively participating in appropriate investment opportunities to identify ways of improving energy performance during 2021.</li> <li>• Evidence of a greater understanding and knowledge of the key issues through on-going investment in staff development during 2021.</li> </ul>	<p>Complete M&amp;R Returns to SEAI. Outcome of energy performance across ETB with a view to improvement. Heighten awareness and understanding of energy efficiency within ETB staff.</p>
	<p>During 2021, the ETB's <b>Schools Division</b> will ensure that schools are supported to engage with An Taisce's Green Schools Initiative, providing environmental management and education. In addition, schools will continue to engage with Limerick and Clare Education and Training Board European Energy Efficiency Fund (EEEF) Programme.</p>	<p>Performance and progress in 2021 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Number of ETB Schools engaging with the Green Schools Initiative in 2021.</li> <li>• Progress achieved during 2021 under the European</li> </ul>	<p>Continue to work towards all schools engaging with Green Schools Initiative.</p>

	<p>The ETB's <b>FET Division</b> will work with the Capital and Procurement Department, SOLAS and the DFHERIS during 2021 to ensure that a planned Programme of Capital and Infrastructure Investment across FET Colleges and Centres is implemented in order to improve the on-course experience for learners and ensure facilities are welcoming and fit-for-purpose. In addition, during 2021 and as part of its promotion of sustainability and environmental responsibility:</p> <ul style="list-style-type: none"> <li>• The FET Division will develop a Nearly Zero Energy Building, NZEB, Training Demonstration Workshop in its FET Centre, Green Innovation Campus. NZEB, once fully adopted by the Construction Industry, will mean significant changes to construction standards in Ireland and will require that new construction technologies and building methods become the norm in the industry. The retro-fitting of homes and buildings will also become a significant aspect of NZEB in the coming years.</li> </ul>	<p>Energy Efficiency Fund (EEEF) Programme.</p> <p>Performance and progress in 2021 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Number and type of FET infrastructure developments in 2021.</li> <li>• Completion of the NZEB Training Demonstration Workshop in 2021.</li> <li>• Number of NZEB training courses delivered in 2021.</li> <li>• Number of people attending and achieving certification through the above in 2021.</li> </ul>	<p>Continue to identify and prioritise a programme of capital and infrastructure investment across FET Colleges and Centres. Develop NZEB Energy Building Training Workshop.</p>
<p><b>PDA 3.9: Ensure compliance with statutory and regulatory requirements</b></p> <p>The ETB's Strategy 4.1: Develop initiatives in response</p>	<p>The ETB's <b>Finance</b> and <b>Human Resources Departments</b> under <b>OSD</b> will continue to work with the National Pensions project team in response to national policy requirements in 2021.</p>	<p>Performance and progress in 2021 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Continued engagement by the ETB with the National Pensions Project Team in 2021.</li> </ul>	<p>Full adherence to and compliance with all statutory and regulatory requirements across the organisation.</p>

to national policy requirements of the Department of Education, the Department of Further and Higher Education, Research, Innovation and Science and Department of Children and Youth Affairs, other government departments and agencies.	The <b>CE</b> and <b>Director of OSD</b> in 2021 will commence preparation for the planning, consultation and submission of its Strategy Statement for 2022-2026, as per the Education and Training Boards Act 2013.	<ul style="list-style-type: none"> <li>• Performance and progress in 2021 will be monitored and evidenced through:</li> <li>• Development of Strategy Statement</li> <li>• Appointment of Internal Strategy Development Team.</li> <li>• Consultation with relevant entities of the Board.</li> <li>• Adherence to policy directions of the Minister and the financial resources that are likely to be available to give effect.</li> </ul>	Develop a Strategy Statement fully adherent to and in compliance with all statutory and regulatory reporting deadlines.
	The <b>CE</b> and <b>Director of OSD</b> in 2021 will ensure reporting deadlines will be complied with.	Performance and progress in 2021 will be monitored by a Governance Calendar outlining all reporting deadlines and recording all completed returns.	Full adherence to and compliance with all statutory and regulatory reporting deadlines.
	The ETB's <b>Schools Division</b> will ensure the implementation of the various national policies during 2021 will be through the School Self Evaluation (SSE) process linked to the Looking at Our Schools (LAOS) quality framework, respectful of each school community.	Performance and progress in 2021 will be monitored and evidenced through: <ul style="list-style-type: none"> <li>• 2021 School Self Evaluation Process.</li> <li>• Results in State Examinations.</li> </ul>	
	During 2021, the ETB's <b>FET Division</b> will liaise with SOLAS in relation to the implementation of the three-year strategic performance agreement 2018- 2021. Specific actions in 2021 are outlined in the Funding Allocations	Performance and progress in 2021 will be monitored and evidenced through:	

	Requests Template 2021 submitted to SOLAS on 24/01/2021.	<ul style="list-style-type: none"> <li>• PLSS and FAR Reporting Systems and Structures in accordance with the SOLAS/Limerick and Clare Education and Training Board Strategic Performance Agreement.</li> </ul>	
<p><b>PDA 3.10: Ensure full compliance with the Child Protection Procedures for Primary and Post-Primary Schools 2017</b></p> <p>The ETB's Strategy 4.1: Develop initiatives in response to national policy requirements of the Department of Education, the Department of Further and Higher Education, Research, Innovation and Science and Department of Children and Youth Affairs, other government departments and agencies.</p>	<p>The ETB's <b>Schools Division</b> will work with the Safeguarding Advisory Group and the Student Support Team in 2021 to provide training and support to schools, to ensure compliance with Child Protection Procedures for the Primary and Post-Primary Schools 2017. This involves ensuring:</p> <ul style="list-style-type: none"> <li>• All school personnel report all CP concerns to the DLP/D/DLP</li> <li>• Reporting cases to Director of Schools.</li> <li>• DLPs and D/DLPs in ETB Schools follow the Department's Child Protection Procedures for Primary and Post-Primary Schools 2017.</li> <li>• ETB Schools to adhere to the 2017 procedures in dealing with allegations or suspicions of child abuse.</li> <li>• Training for DLPs and D/DLPs in ETB Schools.</li> <li>• Training for Boards of Management.</li> </ul>	<p>Performance and progress in 2021 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• On-going monitoring of the implementation of Child Protection Procedures in ETB Schools during 2021.</li> <li>• Number of training interventions provided to staff in respect of Child protection in 2021.</li> <li>• Number of staff attending training in 2021.</li> <li>• Number of new resources developed in 2021 to support Child Protection.</li> </ul>	<p>Full compliance with Child Protection Procedures for Primary &amp; Post-Primary Schools 2017.</p>
	<p>The ETB's <b>OSD Directorate</b> will continue to support management and staff during 2021 to ensure compliance with Child Protection Procedures for Primary and Post-Primary Schools 2017. As part of this responsibility, the ETB is registered with the Central Garda</p>	<p>Performance and progress in 2021 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Garda vetting as part of recruitment processes.</li> </ul>	<p>Full compliance with Child Protection Procedures for Primary and Post-</p>



	<p>Vetting Unit (CGVU) which provides a disclosure service for organisations who have staff positions or provide courses that will involve regular unsupervised access to children and vulnerable adults. As part of the ETB's recruitment and selection process, offers of employment to posts where working with children and vulnerable adults is an expected part of the job/course, will be subject to CGVU disclosure.</p>	<ul style="list-style-type: none"> <li>• The updating and implementation of relevant policy and procedures documentation as required by the DE.</li> <li>• The provision of training and support for staff in 2021.</li> </ul>	<p>Primary Schools 2017.</p>
	<p>The ETB's <b>FET Division</b> will continue to work with relevant Provision Managers and the Professional Development Officer in 2021 to ensure compliance with Child Protection Procedures for the Primary and Post-Primary Schools 2017 and with Safeguarding Children, Young People and Vulnerable Adults Policy across all FET Colleges/Centres.</p>	<p>Performance and progress in 2021 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• On-going monitoring of the implementation of Child Protection Procedures in relevant ETB FET Provision in 2021.</li> <li>• Number of training interventions provided to staff in respect of Child Protection in 2021.</li> <li>• Number of staff attending training in 2021.</li> <li>• Number of new resources developed in 2021 to support Child Protection.</li> </ul>	<p>Full compliance with Child Protection Procedures for Primary and Post-Primary Schools 2017 and with Safeguarding Children, Young People and Vulnerable Adults Policy across all FET Colleges/Centres.</p>

## Performance Delivery Agreement (PDA) Goal 4: Protection Programmes

Links to ->

### Limerick and Clare Education and Training Board Strategy Statement 2017 – 2021 Goal 4: Partnership

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

Priority	Action	Performance Indicator	Target
<p><b>PDA 4.1: Assist the DES, as needed, to meet the needs arising from the Irish Refugee Protection Programme and provision for international protection applicants</b></p> <p>The ETB's Strategy 2.6: Provide the most appropriate responses and resources to meet the changing needs, approaches and working patterns of our diverse population</p>	<p>On the 17th December 2019, Minister Flanagan announced Ireland's commitment to a new Refugee Protection Programme. Ireland has agreed with the UNHCR &amp; EU to provide sanctuary to 2,900 people fleeing persecution over the next 4 years. As decisions on location of RRP are taken at National Level, <b>the ETB</b> will await further information in relation to requirements and is in a position to respond as necessary.</p> <p>The ETB was previously represented on the two RRP Inter-Agency Groups hosted by the Local Authorities in Limerick and Clare. In total, four groups of refugees were resettled in four separate tranches (Limerick City, Newcastle West, Shannon and Sixmilebridge) between 2016 and 2017. The last two tranches completed their RRP courses in Spring 2018.</p> <p>The ETB's FET Division has provided progression opportunities for learners moving on from the RRP courses and has tried, where possible, to integrate these learners into mainstream provision. Given the very low levels of initial education and English language, it has not always been possible to integrate RRP learners without the addition of intensive, supplemental supports.</p>	<p>Performance and progress in 2021 will be dependent on whether the ETB is required to participate in the RPP in 2021. If this is the case, evidence will include:</p> <ul style="list-style-type: none"> <li>• Number of ESOL programmes put in place to support RPP learners in 2021.</li> <li>• Hours delivered under the RPP programme.</li> <li>• Number of inter-agency networking groups in 2021.</li> </ul>	<p>Provide the most appropriate responses and resources to meet the changing needs, approaches and working patterns of our diverse population of staff, students and learners including the needs arising from the Irish Refugee Protection Programme and provision for international protection applicants.</p>

<p>of staff, students and learners.</p> <p>The ETB's Strategy 4.1 Develop initiatives in response to national policy requirements of the Department of Education, the Department of Further and Higher Education, Research, Innovation and Science and the Department of Children and Youth Affairs, other government departments and agencies.</p>	<p>In late 2019, the ETB's <b>FET Division</b> was successful in its application for AMIF funding. The <b>AMIF Realising Potential project</b> commenced in January 2021 and will run for 33 months. It is designed to address needs emerging from structural gaps and resourcing issues which fall outside the remit of one particular agency or organisation. This project has two broad themes related to the acquisition of language skills and the participation in economic life:</p> <ul style="list-style-type: none"> <li>• The first theme is designed to address structural gaps which exist in relation to providing access to appropriate levels of ESOL at each stage in the learning journey (including CEFR accredited language certification).</li> <li>• The second theme is concerned with providing access to targeted educational guidance for adult migrants including providing assistance in recognition of prior learning and qualifications achieved in their country of origin.</li> </ul>	<p>During 2021, the project will achieve the following:</p> <ul style="list-style-type: none"> <li>• 40 adult migrants will achieve either B1 or B2 CEFR Aligned Certification.</li> <li>• 16 Post-Primary Children will receive parallel ESOL provision, including summer provision.</li> <li>• 20 Parents and 20 children will receive ESOL-Themed Family Learning provision, including summer provision.</li> <li>• 180 existing migrant learners will have access to specific group educational guidance.</li> <li>• 35 Migrant learners will have access to 1-2-1 educational guidance.</li> </ul>	<p>Specific targets as set out under performance indicators.</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 2021 to ensure advancement of the overall Strategy Statement.

## 5. Overview of Services 2021

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

The ETB's target clients are:

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

The ETB manages and operates:

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

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

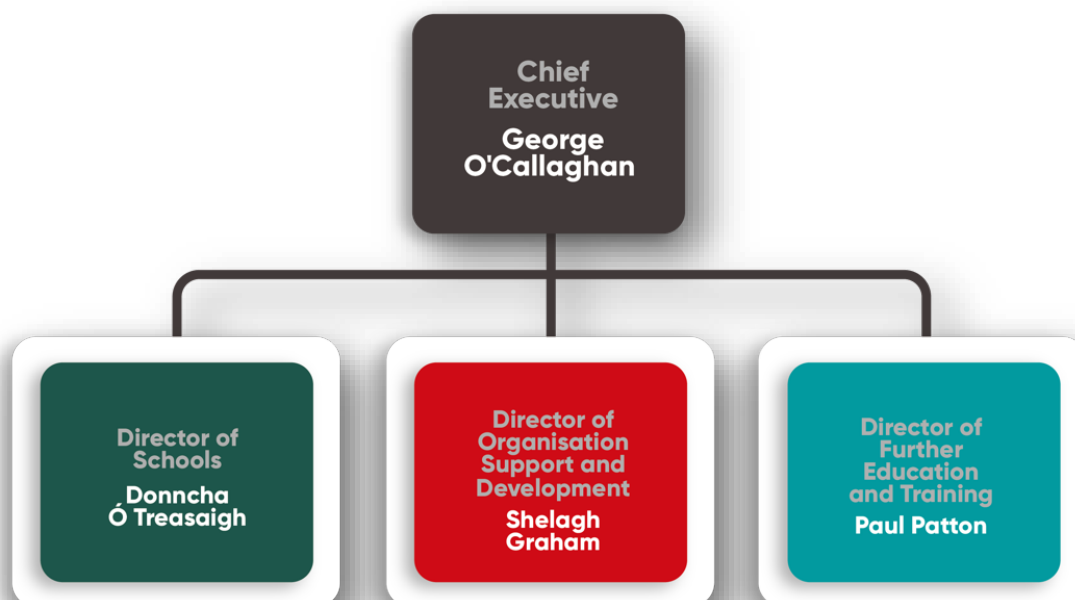
In addition, the ETB is represented on the Board of Management of the following post-primary schools:

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

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

### Organisational Structure

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



## Organisation Support and Development

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



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 2017 – 2021, namely:

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

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

## Schools



The ETB is responsible for the management and operation of 18 post-primary Community Colleges and 2 Community National Schools in Limerick and Clare. The role of the ETB's Schools Division is to lead innovation and development in its schools across the region. This is achieved through leading and supporting the work of its community national schools and its post-primary schools in their core work of providing high quality learning opportunities for students. The ETB is co-patron of 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 2 Community National Schools under the patronage of Limerick and Clare ETB. 2 national schools in Co Clare, which are Steiner inspired, transferred from their previous patron Lifeways Ireland to the patronage of Limerick and Clare Education and Training Board on 1st September 2019, Mol an Óige Community National School, Ennistymon, and Raheen Wood Community National School, Tuamgraney. Limerick and Clare Education and Training Board re-opened the former Glenroe National School in Co Limerick on 1 September 2020, which is a pilot initiative and is a satellite classroom under the auspices of Mol an Oige CNS, Ennistymon.

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

### Actual and Projected Enrolments (Primary)

Roll Number	School	Enrolment 2020	Projected Enrolment 2021
20313J	Mol an Óige Community National School, Ennistymon, Co Clare	107	107
	Glenroe Satellite Classroom, Glenroe, Co Limerick (Under auspices of Mol an Óige Community National School, Ennistymon, Co Clare)	8	12
20312H	Raheen Wood Community National School, Tuamgraney, Co Clare	97	108

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

The Department of Education estimates that the number of post-primary students will increase over the next 3 years, with an expected increase of 47,500 students. The post-primary school population is expected to peak in 2025 at 417,000. In September 2020, the recognised student enrolment in Limerick and Clare Education and Training Board schools was 8,857 students.

ETB schools project increasing enrolments for September 2021 to reach approximately 9,264 students. The table below outlines the increased enrolments across ETB schools:

Roll Number	School	Enrolment 30th Sept '20	Enrolment 30th Sept '21
<b>70830N</b>	Ennis Community College, Ennis, Co Clare	487	571
<b>70840Q</b>	Ennistymon Vocational School, Ennistymon, Co Clare	222	212
<b>70860W</b>	St Michael's Community College, Kilmihil, Co Clare	248	266
<b>70880F</b>	St Joseph's Community College, Kilkee, Co Clare	138	139
<b>70900I</b>	Scariff Community College, Scariff, Co Clare	408	411
<b>70901K</b>	St Anne's Community College, Killaloe, Co Clare	570	613
<b>71700F</b>	Coláiste Mhuire, Askeaton, Co Limerick	359	350
<b>71790J</b>	Desmond College, Newcastle West, Co Limerick	405	403
<b>71840V</b>	Coláiste Chiaráin, Croom, Co Limerick	655	693
<b>71850B</b>	Hazelwood College, Dromcollogher, Co Limerick	569	582
<b>76061W</b>	Coláiste na Trócaire, Rathkeale, Co Limerick	496	480
<b>76070A</b>	Coláiste Iosaef, Kilmallock, Co Limerick	418	443
<b>76073G</b>	Castletroy College, Castletroy, Limerick	1,218	1256
<b>76075K</b>	St John Bosco Community College, Kildysart, Co Clare	268	279
<b>76093M</b>	Coláiste Íde agus Iosef, Abbeyfeale, Co Limerick	682	687
<b>76101I</b>	Gaelcholáiste Luimnigh, Sir Harry's Mall, Limerick	675	670
<b>76414G</b>	Thomond Community College, Moylish Park, Limerick	549	579
<b>76476F</b>	Mungret Community College, Mungret, Limerick	490	630
	<b>TOTALS</b>	<b>8,857</b>	<b>9264</b>



## 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 2021, a new Strategic Performance Agreement, 2021-2023, will be agreed and implemented. The Strategic Performance Agreement (SPA) between SOLAS and Limerick and Clare Education and Training Board sets out the context, strategic priorities and the ETB's contribution to the achievement of key national Further Education and Training sector targets over the period 2021-2023. It also articulates the ETB's commitment to supporting the implementation of a range of national policies and strategies relevant to FET provision and identifies the key risks and challenges which must be mitigated and addressed in order to ensure successful delivery of this agreement.

Within this context, and working closely with a range of partners including DFHERIS, SOLAS, DSP, Enterprise and Community Partners, the FET Division delivers a suite of provision (both full-time and part-time) in over 300 locations in Limerick and Clare. The Director of FET works closely with both the Director of Schools and the Director of Organisation Support and Development to deliver on the 4 goals outlined in the Strategy Statement. Over the next 12 months, the FET Division will focus on delivering and implementing the strategic reforms embedded in the 2021 goals and actions under various national and local strategies, particularly those impacting on targets under the SOLAS Strategic Performance Agreement and the investment priorities outlined in the SOLAS Further Education and Training Strategy 2020 – 2024.

## 6. Projected Receipts and Expenditure 2021

### Limerick and Clare Education and Training Board Projected Receipts and Expenditures

	Forecast Year ended 31/12/2021	Outturn Year ended 31/12/2020
	€	€
<b>RECEIPTS</b>		
Schools & Head Office Grants	71,288,099	71,266,992
Primary Schools	118,041	111,633
Further Education and Training Grants	75,632,382	67,187,670
Youth Services Grants	3,855,722	3,941,399
Agencies & Self-Financing Projects	6,270,570	5,318,610
Capital	22,222,966	29,871,445
	<b>179,387,780</b>	<b>177,697,749</b>
<b>PAYMENTS</b>		
Schools & Head Office	72,871,643	70,954,142
Primary Schools	118,041	106,871
Further Education and Training	75,632,382	62,808,797
Youth Services	3,855,722	3,916,363
Agencies & Self-Financing Projects	6,270,570	5,558,874
Capital	22,222,966	26,036,534
	<b>180,971,324</b>	<b>169,381,581</b>
<b>Cash Surplus / (Deficit) For Period</b>	<b>(1,583,544)</b>	<b>8,316,168</b>

**Limerick and Clare Education and Training Board**  
**Projected Expenditures – Post-Primary Schools and Head Office (Page 1 of 2)**

	Forecast Year Ended 31/12/2021			Outturn Year Ended 31/12/2020
	Pay	Non-Pay	Total	
Schools & Head Office Payments	€	€	€	€
<b>PAY</b>				
Instruction	56,551,318		56,551,318	55,164,179
Special Needs Assistants	3,171,091		3,171,091	2,881,597
Administration	4,273,726		4,273,726	4,160,447
Maintenance	1,642,398		1,642,398	1,633,468
	<b>65,638,533</b>		<b>65,638,533</b>	<b>63,839,691</b>
<b>NON-PAY</b>				
Administration		1,407,529	1,407,529	1,762,987
Instruction		650,000	650,000	748,784
Maintenance		1,100,000	1,100,000	1,315,551
		<b>3,157,529</b>	<b>3,157,529</b>	<b>3,827,322</b>
<b>ASSOCIATED PROGRAMMES</b>				
School Services Support Fund	220,000	617,951	837,951	866,956
Book Grant - Needy Pupils		650,000	650,000	562,445
Transition Year Grant		450,000	450,000	344,012
DEIS Funding	23,000	117,000	140,000	166,122
DEIS Summer Programme			0	22,483
PLC Government Levy		112,000	112,000	114,846
LCA/LCVP Equipment		26,576	26,576	24,973
Special Equipment CL M14/05			0	29,816
Traveller Capitation Grant		51,240	51,240	68,597
Junior Certificate School Programme		55,000	55,000	53,118
LCPE - Leaving Cert PE		0	0	1,136
LCCS - Leaving Cert Comp Science		0	0	205
Science Grant		9,646	9,646	8,600
Foreign Language Assistant		10,000	10,000	42,228
Special Class Grant		3,819	3,819	4,530
Junior Cycle Profile of Achievement	2,100		2,100	58
Covid-19 Employing an Aide Grant			0	39,465
Covid-19 Cleaning Support Grant	177,266		177,266	89,273
Covid-19 Enhanced Supervision Grant	610,610		610,610	279,988
Covid-19 Sanitiser & PPE Grant		723,760	723,760	370,539
Inservice Courses		2,500	2,500	2,145

**Limerick and Clare Education and Training Board**  
**Projected Expenditures – Post-Primary Schools and Head Office** (Page 2 of 2)

Schools & Head Office Payments	Forecast Year Ended 31/12/2021			Outturn Year Ended 31/12/2020
	Pay	Non-Pay	Total	
Bus Escort	16,000		16,000	16,736
DE Refunds/Recoupment	35,280		35,280	4,720
ICT Grant		78,333	78,333	90,017
Explore Programme (DE)	0	80,000	80,000	83,953
School of Excellence		3,500	3,500	168
	1,084,256	2,991,325	4,075,581	3,287,129
			<b>72,871,643</b>	<b>70,954,142</b>

## Limerick and Clare Education and Training Board Projected Expenditures – Primary Schools

Community National Schools Payments	Forecast Year Ended 31/12/2021			Outturn Year Ended 31/12/2020
	Pay €	Non-Pay €	Total €	€
CNS Capitation Grant		39,771	39,771	52,352
CNS New School Start Up Grant			0	0
CNS Ancillary Service Grant	36,676		36,676	22,893
CNS DEIS Grant		8,000	8,000	7,778
CNS Standardised Testing			0	0
CNS School Book Scheme		3,482	3,482	9,236
CNS Covid-19 Employing an Aide Grant			0	287
CNS Covid-19 Cleaning Support Grant	8,442		8,442	3,760
CNS Covid-19 Sanitiser & PPE Grant		10,050	10,050	3,562
CNS Additional Book Scheme			0	0
CNS Special Education Needs			0	0
CNS School Transport			0	0
CNS July Education Programme			0	0
CNS IT Grant		11,620	11,620	7,003
	<b>45,118</b>	<b>72,923</b>	<b>118,041</b>	<b>106,871</b>

**Limerick and Clare Education and Training Board**  
**Projected Expenditures – Further Education and Training (Page 1 of 2)**

<b>FURTHER EDUCATION AND TRAINING PAYMENTS</b>	<b>Forecast Year Ended 31/12/2021</b>				<b>Outturn Year Ended 31/12/2020</b>
	<b>Pay €</b>	<b>Non-Pay €</b>	<b>Allow. €</b>	<b>Total €</b>	<b>Total €</b>
<b>Further Education</b>					
VTOS	3,336,076	773,322	3,200,000	7,309,398	6,896,388
Youthreach, SEN, Guidance	3,500,290	1,326,650	1,080,000	5,906,940	5,653,282
PLC Enhanced Capitation		228,210		228,210	116,621
PLC Rent		183,656		183,656	65,624
PLC Pay	5,671,358			5,671,358	5,311,414
PLC Non-Pay		171,340		171,340	166,065
PLC School Support Services		127,846		127,846	126,023
Co-operation Hours (External Bodies)	1,780,757			1,780,757	1,661,467
FET Pathways from School	100,409	142,000		242,409	0
Back to Education Initiative	703,453			703,453	594,028
Employability Skills Development Adult Literacy Development Fund/Core Skills	1,173,442	542,000		1,715,442	1,553,328
Intercultural Limerick ESOL	2,631,110	570,000		3,201,110	2,936,964
Community Education	455,186	20,000		475,186	431,373
Unemployment Blackspots	840,365	160,000		1,000,365	993,905
	213,102	700,000		913,102	947,619
Adult Education Guidance Service	617,526	130,000		747,526	673,138
Childcare/Creche Legacy	250,868			250,868	250,197
Youthreach National Co-ordinator	150,000	25,000		175,000	158,394
FET Building Management Costs		950,000		950,000	882,237
FE Quality Assurance (Framework)	222,610	140,000		362,610	298,556
FE CPD	120,000	150,000		270,000	184,160
RPL	50,000	25,000		75,000	9,206
Fund for Learners with Disabilities	85,000	15,000		100,000	28,479
Refugee Programmes	50,437			50,437	34,962
Innovative Projects - Part-time		100,000		100,000	64,459
Mitigating Against Educational Disadvantage Fund				0	457,133
Covid-19 FET Overheads		491,000		491,000	398,562
Curriculum Development	80,000	50,000		130,000	96,542
Learner Support	245,823	270,000		515,823	307,997
Technology Enhanced Learning (TEL)	80,180	220,000		300,180	338,677
FE QQI Authentication/Certification/QA	210,000			210,000	181,756
FE Operational Costs		1,125,244		1,125,244	1,274,046
	<b>22,567,992</b>	<b>8,636,268</b>	<b>4,280,000</b>	<b>35,484,260</b>	<b>33,092,602</b>

**Limerick and Clare Education and Training Board**  
**Projected Expenditures – Further Education and Training (Page 2 of 2)**

<b>FURTHER EDUCATION AND TRAINING PAYMENTS</b>	<b>Forecast Year Ended 31/12/2021</b>				<b>Outturn Year Ended 31/12/2020</b>
	<b>Pay €</b>	<b>Non-Pay €</b>	<b>Allow. €</b>	<b>Total €</b>	<b>Total €</b>
<b>Training Full-time Provision</b>					
Specialist Training Providers (STP)		1,765,000	1,237,880	3,002,880	3,053,163
Local Training Initiatives		260,000	270,000	530,000	415,025
Community Training Centres		1,894,895	1,025,000	2,919,895	2,866,563
TC Staff & Operations	6,261,178	2,600,000		8,861,178	7,718,871
Traineeships		761,252	894,742	1,655,994	1,117,449
Traineeships Employed Direct Provision				0	49,796
Traineeships Contracted Provision		2,103,136	1,456,776	3,559,912	2,416,022
Apprenticeship	140,000	2,524,481	9,583,982	12,248,463	7,303,484
Apprenticeship 2016+	376,035	700,403		1,076,438	388,378
Apprenticeship 2016+ Consortia & Co-ord Provider Support	260,000	170,000		430,000	187,492
Skills Training (Direct Provision)		2,004,411	295,689	2,300,100	915,595
Skills Training (Contracted Provision)		1,149,698	441,967	1,591,665	1,462,930
Skills to Advance Route 3	395,318	30,331		425,649	378,496
Justice Workshops			165,000	165,000	166,429
	7,432,531	15,963,607	15,371,036	38,767,174	28,439,693
<b>Training Part-time Provision</b>					
Skills to Advance Route 1	453,472	313,475		766,947	558,835
Evening Courses	439,651	174,350		614,001	717,667
	893,123	487,825		1,380,948	1,276,502
<b>Total</b>	<b>30,893,646</b>	<b>25,087,700</b>	<b>19,651,036</b>	<b>75,632,382</b>	<b>62,808,797</b>

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

<b>YOUTH SERVICES PAYMENTS</b>	<b>Forecast Year Ended 31/12/2021</b>				<b>Outturn Year Ended 31/12/2020</b>
	<b>Pay</b>	<b>Non-Pay</b>	<b>Allow.</b>	<b>Total</b>	<b>Total</b>
Youth Work Act (Youth Work Development Plan)	280,000	59,927		339,927	313,931
Youth Club Grant (Sports Dept.)		143,541		143,541	134,149
Regional Task Force		147,982		147,982	148,608
RYFS – Revised Youth Funding Scheme				0	123,190
TYFS – Targeted Youth Funding Scheme				0	1,271,858
Youth Information Centre Scheme		107,230		107,230	91,469
UBU – Your Place Your Space		2,863,053		2,863,053	1,396,611
Youth Capital Funding		146,989		146,989	146,989
Local Creative Youth Partnership	28,000	72,000		100,000	154,690
2020 Stimulus Package				0	39,171
Minor Covid-19 Grant				0	10,179
ICT Investment Grant				0	78,518
LGBTI Youth Grant		7,000		7,000	7,000
	<b>308,000</b>	<b>3,547,722</b>	<b>0</b>	<b>3,855,722</b>	<b>3,916,363</b>



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

<b>AGENCY PAYMENTS</b>	<b>Forecast Year Ended 31/12/2021</b>				<b>Outturn Year</b>
					<b>Ended</b>
					<b>31/12/2020</b>
	<b>Pay</b>	<b>Non-Pay</b>	<b>Allow.</b>	<b>Total</b>	<b>Total</b>
	<b>€</b>	<b>€</b>	<b>€</b>	<b>€</b>	<b>€</b>
School Levies/Fees/Donations	180,000	2,100,000		2,280,000	1,710,818
Music Generation Lim City & Clare	630,000	345,000		975,000	869,803
School Meals – DSFA		480,000		480,000	545,720
Examination Bodies SEC	185,000	6,000		191,000	37,052
School Completion Programme	240,000	25,000		265,000	265,156
Hospitality Skills (Non Pay)		220,000		220,000	154,060
Homework/Study club	190,000			190,000	160,861
European Projects		85,000		85,000	54,871
FSD/Third Level Access				0	60,994
HSE Art Therapists	74,000			74,000	63,566
Regeneration Grant	34,000	5,000		39,000	37,054
Anti Graffiti Project		4,500		4,500	0
The Community Foundation for Ireland		23,000		23,000	14,451
Community Environment Fund		500		500	0
Creative Cluster (CEC)		570		570	430
Other	68,000			68,000	87,773
Asylum Migration AMI Fund	112,140	32,860		145,000	116,897
Insurance Settlements				0	286,020
Ballyhoura Health Care Programme		25,000		25,000	26,205
	<b>1,713,140</b>	<b>3,352,430</b>	<b>0</b>	<b>5,065,570</b>	<b>4,491,731</b>

**SELF-FINANCING PAYMENTS**

Outdoor Education Centres	810,000	125,000		935,000	835,034
Third Party Examination Fees		165,000		165,000	163,955
School Canteen/Vending Machines		80,000		80,000	50,604
Hire of PE Hall & Rooms		25,000		25,000	17,550
	<b>810,000</b>	<b>395,000</b>	<b>0</b>	<b>1,205,000</b>	<b>1,067,143</b>
				<b>6,270,570</b>	<b>5,558,874</b>

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

		<b>Forecast Year Ended</b>	<b>Outturn Year Ended</b>
<b>CAPITAL</b>		<b>31/12/2021</b>	<b>31/12/2020</b>
<b>Receipts</b>		<b>€</b>	<b>€</b>
Dept. Education & Skills		21,702,966	28,260,809
SOLAS		400,000	1,306,040
Self-financing		120,000	304,596
		<b>22,222,966</b>	<b>29,871,445</b>
<b>Payments</b>			
<b>New School</b>			
Coláiste Chiaráin, Croom, Limerick	Building	1,129,280	8,651,097
Gaelchólaiste Luimnigh	Building	3,862,660	152,563
Mungret CC	Building	557,916	2,933,643
<b>Extensions and Minor Building Works</b>			
Coláiste Iosaef, Kilmallock, Limerick	Extension	62,312	140,942
Gaelchólaiste Luimnigh	Emergency Works – Fire	100,000	263,146
St Anne’s Community College, Clare	Extension	495,230	321,514
Desmond College, NCW, Limerick	ASD Unit & Roof Works	-	27,578
Ennis Community College, Clare	Extension	4,825,557	2,456,904
Marshal House	Refurbishment	30,000	114,974
Thomond College	ASD Unit	569,816	41,611
Thomond College	Lighting Upgrade	375,312	-
St. Michael's CC, Kilmihil, Clare	Emergency/Summer Works	81,059	64,895
Kildysart Community College	Summer Works	25,697	488,077
Scariff Community College	Extension	500,000	-
St. Patricks Comprehensive College, Shannon	Extension	3,108	16,484
Coláiste na Trócaire, Rathkeale	Electrical/Lighting Upgrade	21,201	84,278
Monaleen NS	Extension	317,324	180,438
Gaelscoil Donncha Rua Devolved	Extension	190,575	85,681
Marino College	Design & Build	327,246	865,478
Pobalscoil Neasáin	Design & Build	376,757	3,686,088
Gaelscoil Mhíchíl Cíosóg	Extension	132,317	39,641
Mol an Óige CNS	Minor Works	6,106	6,106
Mol an Óige CNS	New School Development	200,000	-
Raheen Wood CNS	Minor Works	4,866	4,866
Glenroe CNS Satellite Classroom	School Refurbishment EW	250,000	26,809
COVID-19 Grants	Minor Works	1,065,383	667,369
Salesian College, Pallaskenry	Extension to existing school	200,000	-
St John Bosco Community College, Kildysart	Additional Accommodation	72,971	-
St Mary’s National School, Limerick	Refurbishment	73,500	-
Other		5,915	53,412

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

**Energy Efficiency Projects**

Energy Efficiency		2,145,493	1,437,052
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**Furniture and Equipment**

School Extensions	Furniture	1,592,047	452,601
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**ICT Equipment**

Various Schools	ICT	340,986	654,724
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**FET Campus**

FET Centres	Equipment & Building Works	400,000	1,147,904
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**Temporary Accommodation**

Mungret CC	Additional Accommodation	230,053	331,033
Gaelcholáiste Luimnigh		485,255	361,443
Coláiste Chiaráin, Croom, Limerick		10,500	39,847
Ennistymon Vocational School		15,730	15,990
Scariff Community College, Clare		15,100	15,350
Raheen Wood CNS, Clare		65,439	21,813
Mol an Óige CNS, Clare		98,390	117,528

**Site Acquisition**

Coláiste Iosaef, Kilmallock, Limerick		266,142	-
Gaelcholáiste Luimnigh			-
Mungret CC		450,000	-
Site - Sale of Property		-	-

**Sports Capital Dept of Tourism**

Askeaton - Astro turf		-	67,655
Kilmihil - Upgrade Athletics Track		59,600	-
Coláiste na Trócaire Rathkeale		99,500	-
PE Facilities		86,623	-

	<b>22,222,966</b>	<b>26,036,534</b>
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## Appendix Provision and Services

### Schools

#### Community National Schools

Mol an Óige CNS, Ennistymon, Co. Clare incorporating Glenroe Campus  
Raheen Wood CNS, Tuamgraney, Co. Clare

#### Community Colleges

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

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

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

### Further Education College

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

### Outdoor Education & Training Centres

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

### Youth Work Function

Services for Limerick City and County: FET Centre, O'Connell Avenue Campus, Limerick  
Services for County Clare: Limerick and Clare Education and Training Board, Station Road, Ennis

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

## **Music Education Provision**

Limerick School of Music, Mulgrave Street, Limerick  
Music Generation Limerick City, Athenaeum Building, Cecil Street, Limerick  
Music Generation Clare, College of FET- Ennis Campus, Clon Road, Ennis

## **Training Services Provision**

FET Centre – Raheen Campus, Raheen Business Park, Limerick  
FET Centre – Green Innovation Campus, LEDP Park, Roxboro, Limerick  
FET Centre – Moyross Youth Academy Campus, Knockalisheen Road, Limerick  
FET Centre – Shannon Campus, Shannon Industrial Estate, Shannon, Co. Clare  
College of Further Education and Training, Hospitality Campus, LEDP Park, Roxboro, Limerick

## **Full-Time Provision**

PLC – Post-Leaving Certificate  
  
College of FET – Croom Campus, Croom, Co. Limerick  
College of FET- Ennis Campus, Clon Road, Ennis, Co. Clare  
Ennistymon Vocational School, Ennistymon, Co. Clare  
FET Centre – An t-Ionad Glas (Organic Campus), Dromcollogher, Co. Limerick  
  
VTOS – Vocational Training and Opportunities Scheme  
  
FET Centre – An t-Ionad Glas (Organic Campus), Dromcollogher, Co. Limerick  
College of FET- Ennis Campus, Clon Road, Ennis, Co. Clare  
FET Centre – Kilmallock Road Campus, Limerick City  
FET Centre – Kilmallock Town Campus, Co. Limerick  
FET Centre – Kilrush Campus, Co. Clare  
FET Centre – Scariff Campus, Co. Clare  
FET Centre – Shanagolden Campus, Co. Limerick

## **Youth Education & Training Provision**

Youthreach  
  
College of FET- Ennis Campus, Clon Road, Ennis, Co. Clare  
FET Centre – Kilmallock Road Campus, Limerick City  
FET Centre – Kilrush Campus, Co. Clare  
FET Centre – Hospital Campus, Co. Limerick  
FET Centre – O’Connell Avenue Campus, Limerick City  
FET Centre – Shanagolden Campus, Co. Limerick  
FET Centre – Tuamgraney Campus, Co. Clare  
FET Centre – Watch House Cross Campus, Limerick City  
  
Community Training Centre, Limerick Youth Service, Limerick  
Community Training Centre, Clare Youth Service, Ennis

## **Part-Time Provision**

Literacy, VES – Vocational and Employee Skills Development, Community Education, Skills for Work  
  
FET Centre – Abbeyfeale Campus, Co. Limerick  
College of FET- Ennis Campus, Clon Road, Ennis, Co. Clare  
FET Centre – Kilmallock Town Campus, Co. Limerick

FET Centre – Kilrush Campus, Co. Clare  
FET Centre – Miltown Malbay Campus, Co. Clare  
FET Centre – Newcastle West Campus, Newcastle West, Co. Limerick  
FET Centre – O’Connell Avenue Campus, Limerick City  
FET Centre – Scariff Campus, Co. Clare  
FET Centre – Shannon Town Campus, Brú na Sionna, Co. Clare

### **Co-operation with Other Institutions<sup>2</sup>**

Catherine McAuley School  
Céim ar Chéim  
Clare Immigrant Support Centre  
Moyross Youth Academy  
Cura (Parent and Teen Support, Limerick Social Services Centre)  
Learning Hub Limerick  
Centre for the Unemployed  
Limerick Prison Education Unit  
Limerick School of Music  
Limerick Youth Service  
St Anne’s Special School  
St Canice’s Special School (Mt St Vincent)

### **Social Services**

Irish Wheelchair Association  
MS Society  
Deaf Community Centre  
Le Chéile, Limerick Mental Health Association  
Rehabcare  
Alzheimer Society  
5B University Hospital Limerick  
Brothers of Charity Limerick  
Brothers of Charity Clare  
Iniscara Day Centre  
Clare Mental Health (Ennis Day Hospital)

### **Disadvantaged Community Youth**

Ballynanty Garda Youth Diversion Project  
Garryowen Community Development Project  
Limerick City Sports Partnership  
Our Lady of Lourdes Youth Centre  
Southill Area Centre  
Southside Youth Initiative  
St Munchin’s 3 o’clock School  
Clare Youth Service  
St. Augustine’s

### **Information, Recruitment and Guidance Support Service (IRGSS)**

IRGSS Limerick City and County, FET Centre – O’Connell Avenue Campus, Limerick City  
IRGSS County Clare, College of FET- Ennis Campus, Clon Road, Ennis, Co. Clare

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<sup>2</sup> Information based on 2020

## **FET Development Support Services**

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

Incorporating:

- Technology-Enhanced Learning
- Professional Development

Quality Assurance (College of FET- Ennis Campus, Clon Road, Ennis, Co. Clare)

Enterprise Engagement Support Service, FET Centre - Kilmallock Road Campus, Limerick

Active Inclusion Support Service, FET Centre - Kilmallock Road Campus, Limerick

## Abbreviations

<b>AEGI</b>	Adult Education Guidance Initiative
<b>AMIF</b>	Asylum, Migration and Integration Fund
<b>BTEI</b>	Back to Education Initiative
<b>CBA</b>	Classroom-Based Assessment
<b>CC</b>	Community College
<b>CEFR</b>	Common European Framework of Reference to Languages
<b>CFE</b>	College of Further Education
<b>CGVU</b>	Central Garda Vetting Unit
<b>CPD</b>	Continuous Professional Development
<b>DCEDIY</b>	Department of Children, Equality, Disability, Integration and Youth
<b>DSP</b>	Department of Social Protection
<b>DEIS</b>	Delivering Equal Opportunity In Schools
<b>DE</b>	Department of Education
<b>DFHERIS</b>	Department of Further and Higher Education, Research, Innovation and Science
<b>DLP</b>	Designated Liaison Person
<b>DPER</b>	Department of Public Expenditure and Reform
<b>ESOL</b>	English for Speakers of Other Languages
<b>FARR</b>	Funding Allocation Request and Reporting
<b>FET</b>	Further Education and Training
<b>GDPR</b>	General Data Protection Regulation
<b>GV</b>	Garda Vetting
<b>H&amp;S</b>	Health and Safety
<b>IA</b>	Initial Assessment
<b>ICT</b>	Information and Communication Technology
<b>IRG</b>	Information, Recruitment and Guidance
<b>LAOS</b>	Looking at Our Schools Quality Framework
<b>LCDC</b>	Local Community Development Committee
<b>LDC</b>	Local Development Company
<b>LECP</b>	Local Economic and Community Plan
<b>MAPP</b>	Multi-Annual Procurement Plan
<b>MOU</b>	Memorandum of Understanding



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