



Bord Oideachais & Oiliúna
LUIMNIGH & AN CHLÁIR

LIMERICK & CLARE
Education & Training Board

SERVICE PLAN 2023



Rialtas na hÉireann
Government of Ireland



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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 2023, has been prepared in compliance with the statutory requirements outlined in Section 47 of the Education and Training Boards Act 2013. Section 47(1) states that:



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

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

This Service Plan, taking cognizance of Strategy Statement 2022-2026, which provides us with a well-developed view of where we want to go and how we intend to get there for the development of our organisation and our services to meet the ever-changing education and training needs of our students/learners, society and the economy. Our Service Plan for 2023 will reflect this progressive and innovative strategy that will enable us to ensure the highest quality teaching and learning experiences across our schools, FET campuses and programmes

This Service Plan provides a framework for us to continue to work with stakeholders whilst ensuring our focus is on prioritising their needs, with measurable outcomes for which we are being held responsible and accountable. This Service Plan details the planned activities, expenditure and income for the authority in 2023 and has been developed in consideration of the funding being made available to this ETB in 2023. 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 ongoing challenges associated with the pandemic and the war in Ukraine, ensured that the Service Plan 2023 addresses the requirements of the Performance Delivery Agreement between the Department of Education and the Department of Further and Higher Education, Research, Innovation and Science, and Limerick and Clare Education and Training Board. This Performance Delivery Agreement sets out the management and accountability framework between the Department of Education and the ETB. In doing so, the Agreement supports specific high level goals and objectives of the Department and the ETB and sets out a number of targets for the authority in line with its Strategy Statement 2022 - 2026 and work plan for 2023.

The goals and priorities outlined in the ETB's Strategy Statement 2022 - 2026 have been aligned to the goals and priorities laid out in the Performance Delivery Agreement between the Department of Education and the ETB and the Strategic Performance Agreement with SOLAS on behalf of the Department of Further and Higher Education, Research, Innovation and Science. Specific actions in 2023 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 2023 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).

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

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 in providing caring, effective, innovative, flexible and inclusive pathways for all our students and learners, which are reflective of the diverse needs of our community.

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 2013. The authority was established on 1st July 2013 and assumed responsibility from SOLAS of two former Training Centres in Raheen, Limerick and Shannon, Co. Clare on 1st July 2014.

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

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

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

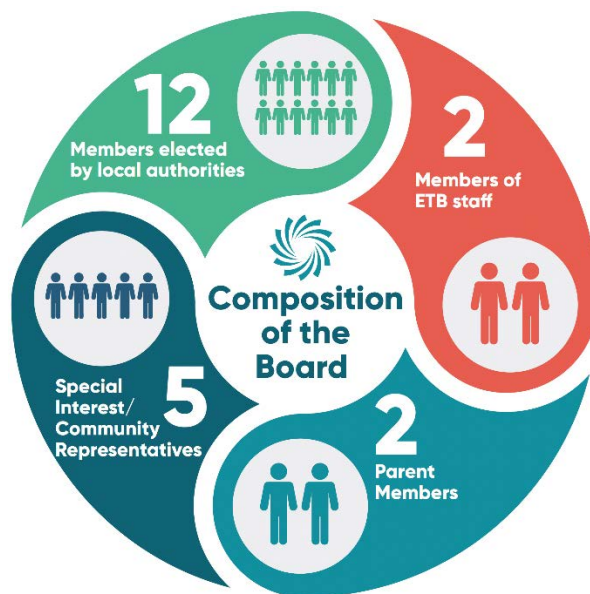
Statutory Responsibilities

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

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

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

Board Composition



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

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

Board Membership

Cllr	Kieran	O'Hanlon	Limerick City and County Council Local Authority - Chairperson
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 County 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 County 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 County 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 County Council Local Authority
Cllr	John	Sheahan	Limerick City and County Council Local Authority
Cllr	Brigid	Teefy	Limerick City and County 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. Attendance at Board meetings is disclosed in the annual accounts and will be made available to nominating bodies should re-appointment of an existing board be proposed. As part of the induction process for all Boards, the expectation of 100% attendance at all board meetings is clearly outlined. Individual boards re-emphasise the requirement for attendance at all board meetings as per the Code of Practice for Governance of ETBs.

Board Self-Assessment

The Board will also carry out a self-assessment in 2023, 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 specified controls are operating as intended. The Board of Limerick and Clare Education and Training Board ensures that there is an on-going process designed to identify and address significant risks involved in achieving the entity's outcomes. The Audit and Risk Committee provides on-going support to the Board in this role.

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

Geographical Map of Limerick and Clare Education and Training Board Provision



Profile of the Limerick and Clare Education and Training Board Region

Population

In compiling this section, we are mindful that following a Government decision, taken in consultation with the Central Statistics Office (CSO), the Census due to take place in April 2021 did not take place until 2022 and currently preliminary results is what is available. Limerick and Clare Education and Training Board recognises the need for up-to-date population figures to inform our planning and review cycle and this Service Plan will be reviewed pending up-to-date data becoming available during 2023.

Based on the preliminary results from the 2022 Census, the total population of the Limerick and Clare region was 332,863. County Limerick’s total population was 205,444, while County Clare had a population of 127,419.

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 2022 - 2026

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

Vision Statement

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

Mission Statement

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

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

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

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



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

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

Core Values



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



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

The goals and priorities outlined in the Strategy Statement have been aligned to the goals and priorities set out in the Performance Delivery Agreement between the Department of Education and LCETB. Each goal has been written with its own set of strategic actions, which are designed to assist us in achieving this ambition.

Specific actions in 2023 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 2023 will require commitment and collaboration across all ETB stakeholders including staff, students/learners, managers, administrators, boards of management and all key partners. In working to achieve the stated targets, this ETB commits to the highest possible standards of corporate governance outlined in the Code of Practice for Governance of Education and Training Boards (Circular Letter 0002/2019).

Implementation and Monitoring Provisions

Implementation

The Service Plan 2023 has been developed to support the implementation of the Limerick and Clare Education and Training Board Strategy Statement 2022 – 2026. While the Strategy Statement sets out the ETB's priorities and goals over a 5-year period, it is important that there is a process in place to support their delivery. Implementation of the strategy by the management of Limerick and Clare Education and Training Board is supported through an annual planning and budgeting cycle. Resources used to deliver on the Strategy Statement will come from existing operational budgets and, where required, additional funding will be sought. As we emerge from a global pandemic and deal with the War in Ukraine we are cognisant that there may be budgetary constraints and we may have to adjust our strategy and plans accordingly.

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

Consultation

In developing the 2023 Service Plan, a consultation process was again undertaken with Senior Managers and Principals across the ETB to ensure that the actions set out for delivery during the Service Plan cycle are appropriate to the overall priorities and aims set out in the Limerick and Clare Education and Training Board Strategy Statement 2022 – 2026. The consultation process also ensures that the outcomes set out for 2023 are achievable, deliverable and are owned by the Senior Managers and Principals in their respective areas of service provision.

Monitoring

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

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

Reporting

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

It is also a priority for 2023 to ensure reporting deadlines, set by the Department of Education, continue to be fully adhered to.

4. Statement of Services 2023

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

Performance Delivery Agreement (PDA) Goal 1: Optimise Student/Learner Experience Links to -> Limerick and Clare Education and Training Board Strategy Statement 2022 – 2026 Goal 1: High Quality Student and Learner Experiences To promote and provide comprehensive high-quality education, training and lifelong learning opportunities as a pathway to address the personal, academic, social, economic and employability needs of people in our community. This is about ensuring the highest quality learning and teaching experiences across our schools, FET campuses and programmes.			
Priority	Action	Performance Indicator	Target
1.1 To provide equal access for all to education and training for the benefit of our communities.	During 2023, each of the sections within LCETB Organisational Support and Development Directorate (Finance, ICT, HR, Capital and Procurement and Corporate Services) will work with the Director of Schools and the Director of FET to ensure that all schools and FET Centres have access to the resources (financial, infrastructure and personnel) to enable them to provide a positive learning experience for all learners, including learners from marginalised groups. Specific actions in 2023 include: <ul style="list-style-type: none"> Continuing a planned cycle of improvements to facilities through the DoE summer works scheme, the emergency works scheme, DFHERIS 	Performance and progress in 2023 will be monitored and evidenced through: <ul style="list-style-type: none"> Positive working relationships with School Principals/Centre Managers to identify immediate repair and refurbishment needs in Schools and Centres. To complete a facilities database of all LCETB FET Centres. Assess and plan for the future repair and refurbishment needs of school buildings and develop 	To have an excellent working relationship between Head Office functions and the Directorates of Schools & FET to work collaboratively on all appropriate projects for the good of our students/learners and the entire organisation.

	<p>Capital Programme and the Sports Capital Grants Scheme.</p> <ul style="list-style-type: none"> • Working with the DoE to further develop ICT capabilities across our schools and FET Centres, including accessing grants for ICT equipment, and advice and support materials. 	<p>a multi-year approach to this work.</p> <ul style="list-style-type: none"> • Seek the necessary funding for these improvements • Ensure compliance with LCETB’s Procurement Policy. • Ensure value for money is achieved in expenditure across the organisation • Manage all capital investment to ensure a timely and earliest possible completion date for such projects. 	
	<p>The ETB’s Schools Division will support schools in 2023 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 2023 include:</p> <ul style="list-style-type: none"> • Ensure all necessary child safeguarding measures are in place in accordance with the Department of Education Child Protection Procedures for Primary and Post-Primary Schools 2017. • Annual training of all newly appointed Designated Liaison Person (DLP) and Deputy Designated Liaison Person (DDL) in Child Safeguarding Procedures 	<p>Performance and progress in 2023 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Attendance at all organised training workshops and seminars for Child Safeguarding. • Principals and Deputy Principals support meetings across all schools on updates regarding Child Safeguarding. • Increased number of schools due to reconfiguration. • Increased enrolments. Increased enrolments in Special Classes. 	<p>Satisfactory participation and positive feedback from attendance at workshops and seminars for Child Safeguarding.</p> <p>Additional Community National Schools via divestment. All schools to have provision for Special Classes if required by community.</p> <p>Identification of opportunities for sharing good practice between Schools and Centres.</p>

	<p>in accordance with Department of Education policy.</p> <ul style="list-style-type: none"> • Further development of patronage campaigns in accordance with Department of Education Strategy for Reconfiguration and consultation with other regional patrons. • The continued establishment and development of Special Classes in ETB schools and colleges. • Work with the Department of Education and the National Council for Special Education to establish a new multidenominational Special School in Limerick for opening in September 2024. • The review, modification and ratification of admissions policies and procedures that promote inclusion and emphasise supports for marginalised groups. • The provision of training for new members of Student Support Teams and additional training tailored for established Student Support Teams in respect of critical incidents. • On-going development and rollout of digital supports providing information and guidance. • Working closely with other state agencies to support students during out of school-time - e.g., Tusla, HSE, Barnardos, CAMHS, Jigsaw. 	<ul style="list-style-type: none"> • Four in-person meetings of Principals and Deputy Principals with regular on-line meetings via Zoom as required. • Evidence of promotion of diversity in admissions policies and procedures in 2023. • Number of tailored training events held for Student Support Teams in 2023. • Number of staff attending Student Support Team training in 2023. • Number of information and guidance digital resources developed and rolled out in 2023. • Developed links and channels with the state agencies listed. • Members of school Boards of Management will be clear on their understanding of the Admissions Act 2020 and the Characteristic Spirit of ETB schools. • Further engagement with stakeholders regarding patronage campaigns and Reconfiguration. 	<p>Diversity-Focused admissions policies.</p> <p>Student Support Team Training to be completed for all team members.</p> <p>Continued development of a digital portal for schools within StaffCONNECT.</p> <p>The Schools Division will establish a Professional Learning Network for the Special Class Coordinators of all Limerick and Clare Education and Training Board Community Colleges and Community National Schools to share best-practice.</p> <p>Numbers attending Easter and Summer Camp offerings will show increased participation for young people.</p> <p>Continued adherence to national policy to ensure support of students/learners at risk of educational disadvantage.</p>
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	<ul style="list-style-type: none"> • Training for Boards of Management on the Admissions Act 2020 and the Characteristic Spirit of ETB schools will be provided. • Plan for changing demographics. • Support of and provision for additional 'out of school' supports (Summer Camps, Easter Camps, weekend events) through innovative offerings in schools in disadvantaged areas, the Youth Team and Local Creative Youth Partnership. • Support students/learners at risk of educational disadvantage in line with current national policy 	<ul style="list-style-type: none"> • Continued development of links with communities to support young people in disadvantage. • Continued adherence of national policy to support students/learners at risk of educational disadvantage. 	
	<p>During 2023, the ETB's ICT Department under the OSD Directorate will provide collaborative opportunities incorporating online platforms, which include the ETB's StaffCONNECT (MS SharePoint) system to support ETB schools and centres. During 2023, the ICT Department will support the following actions:</p> <p>The continued maintenance of specific SharePoint sites for each school with associated training and support.</p> <p>Delivery of continuous professional development to support the rollout of Office 365, including the use of MS Teams for remote teaching and learning.</p> <p>Continue to work with the DE to further develop ICT capabilities across ETB schools and FET</p>	<p>Performance and progress in 2023 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • The numbers of staff using StaffCONNECT (MS SharePoint) including all sites developed for schools. • The number of CPD opportunities delivered to support the rollout of Office 365. • The number of staff engaging with and utilising Office 365 by the end of 2023. 	<p>Analysis of the take-up of MS SharePoint in schools and its impact.</p> <p>Analysis of the number of staff engaging with Office 365 and its impact.</p> <p>The record of the number and impact of new ICT infrastructure projects.</p> <p>The number of Staff accessing the ETB's ICT infrastructure through the secure portal.</p>

	<p>Colleges/Centres, including accessing grants for ICT equipment, and advice and support materials.</p> <p>Configuring secure remote access through the ETB's Portal, allowing specific staff to connect to the ETB's ICT infrastructure for the purposes of supporting ETB objectives.</p> <p>Provide an advisory support around ICT procurement.</p> <p>Monitoring of ETB hardware/software and upgrades for same.</p> <p>Roll out of Multi Factor Authentication across LCETB Project Management of new systems including upgrades.</p> <p>Infrastructure development and management of same.</p> <p>IT Data Protection and Security.</p> <p>Advise on Cyber Security.</p> <p>Software license management.</p>	<ul style="list-style-type: none"> • Number of Staff signed up for Multi factor Authentication. • The use of MS Teams for delivery of remote teaching where COVID-19 restrictions are in place and to aid the blended learning approach also in 2023. • The number of new ICT infrastructure projects in place by the end of 2023. • The volume of staff accessing the ETB Portal in 2023 for the number of Schools and Centres contacting the ICT Department in relation to their ICT needs and relevant procurement of same. • Number of upgrades carried out in 2023. 	<p>Number of staff signed up for Multi factor Authentication.</p> <p>The number of contacts in relation to school/centre needs around ICT procurement.</p> <p>Number of upgrades carried out in 2023.</p>
	<p>Responding to the needs of Ukrainian Families displaced by War.</p> <p>Regional Education and Language Teams (REALT).</p> <p>Regional Education and Language Teams (REALT) are hosted by the regional education and training boards around Ireland and staffed by regionally based education support personnel.</p>	<p>Performance and progress in 2023 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Weekly meetings of the Limerick and Clare Education and Training Board REALT Team. • Comparison of Ukrainian arrivals (profiling of age- 	<p>All school-going aged Ukrainian children to be enrolled in schools across Limerick and Clare.</p> <p>Assessment of needs of all Ukrainian students and provision of adequate supports as required.</p>

	<p>The primary role of the REALT is to build on existing regional education support structures and the initial focus will be on assisting families in securing school places. REALT will also support schools in the area to meet the needs of these children as they emerge, to advise and support the Department of Education in developing new capacity where required, and to coordinate the provision of education services to schools and families across their defined area.</p> <p>These teams ensure that clear, accessible information flows are in place between schools, local education support services and national support structures in relation to people arriving from Ukraine.</p> <p>The REALTs initially focus on ensuring that children are assisted to find school places when they are ready to engage with the school system. The REALT Team support existing services and coordinate the following work areas:</p> <ul style="list-style-type: none"> • Assist families and schools with accessing information on school places for Ukrainian children and young people who have moved into the area. • Assist families and schools with accessing information on the availability 	<p>groups) and enrolment in schools (primary and post-primary).</p> <ul style="list-style-type: none"> • Promotion of Ukrainian Education Support Services Portal on www.LCETB.ie. • Awareness raising of pathways to FET and Higher Education for Ukrainian students who conclude post-primary education. • Assist the Department of Education, as needed, to meet the needs arising from the Irish Refugee Protection Programme (IRPP) and provision for international protection applicants. 	<p>Assist the DE as required to meet the needs arising from the IRPP.</p>
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	<p>of School Transport Scheme services for Ukrainian children and young people who have moved into the area.</p> <ul style="list-style-type: none"> • Assist families and schools with accessing resources and supports for additional capacity, wellbeing, language and educational needs. • Assist with work in the area of staff supply, including where required, English for Speakers of Other Languages (ESOL) tutors to address language needs of Ukrainian children, young people and their parents/guardians, through liaison with ESOL Coordinators in the ETBs. <p>Align current school capacity with the placement of Ukrainian families, as much as possible.</p> <ul style="list-style-type: none"> • Identify additional capacity within their geographic areas to prepare for situations where demand may exceed available school capacity, and work with the Department and other organisations as necessary with a view to making this additional capacity available. • Liaise with other local coordinating structures that may be established to coordinate the delivery of public services for Ukrainian families. 		
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	<p>Structure</p> <p>The REALTs are hosted and administratively supported within the ETBs.</p> <p>Each REALT consists of a network of other key agencies, including:</p> <ul style="list-style-type: none"> • Tusla Education Support Service (TESS) • NEPS regional personnel • NCSE regional personnel • Management body local nominees • and other key partners as appropriate <p>In addition, the REALTs will collaborate closely with people from a range of other services, depending on the needs of the children arriving in Ireland and the challenges faced by schools. These agencies and bodies may include:</p> <ul style="list-style-type: none"> • Teacher support services, including PDST and JCT • Education Centre Network • Local county councils/authorities <p>Limerick and Clare REALT</p> <p>The Limerick and Clare REALT Team has been meeting weekly to address the enrolment of children requiring school places in Limerick and Clare.</p> <p>The REALT Team is operating extremely well and is proving very successful in meeting the</p>		
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	<p>objectives which the Department of Education established to address this situation.</p> <p>All children have been enrolled in schools at both primary and post-primary to date in Limerick and Clare.</p>		
	<p>The planning of the College of FET full-time training course provision is informed by the Roadmap for Social Inclusion 2020-2025 (parameter 3.37) and is cognisant of the findings of the Barriers to Participation in FET Programmes report.</p> <p>In 2023, the College of FET will continue to make connections with key community-based partners through the Reach Fund (formerly MAEDF) to enhance access to FET provision.</p> <p>Building on the successful establishment of the LCETB FET Active Inclusion Support Service in 2018, the ETB will support learners by simplifying FET pathways and working collaboratively with stakeholders to address barriers to learner access and progression. Activities planned include:</p> <ul style="list-style-type: none"> • The implementation of the new Access, Transfer and Progression Policy • Establishment of a new ESOL and Migrant Learner Framework 	<p>Performance and progress in 2023 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • No of groups applying for the Reach Fund. • No of groups supported through the REACH fund. • Range of initiatives funded through the Reach Fund. • Implementation of actions outlined in the <u>College of FET ESOL & Migrant Learners Framework</u>. • Participation by key target groups most at risk of exclusion including Roma, Traveller, people seeking international protection, and people with disabilities. <p>Core areas of development in literacy:</p>	<p>The target for widening representation in 2023 will be 820.</p> <p>Target for Certification at Level 1-3 is 2,001.</p> <p>Target for ALL (2023): 5,100.</p> <p>A flexible and targeted approach to learning along with training tailored to the skills profile of the learner to upskill, reskill and start learners on their digital skills learning path.</p>

	<ul style="list-style-type: none"> Improving learner participation and progression through integrated, consistent wrap-around assessments and supports. <p>Universal Design for Learning will continue to be a key approach. Projects are being devised in consultation with a range of agencies and groups with a focus on Outreach and Access and Transitions. A College of FET wide approach will be enabled to support learner transitions. Employability Skills courses (e.g., Built environment, Level 3) will target those in unemployment blackspots as well as the long-term unemployed with a view to preparing them for the workplace and/or for progression to further education and training. A learning mentoring initiative has been rolled out across Youthreach (LMI) and focus will continue on the Learning Hub Network.</p> <p>LCETB has a long track record in supporting literacy, numeracy and digital inclusion across its region, however, as a result of the impact of the pandemic this provision has dropped significantly. Over the course of this agreement, LCETB will initially commit to 'rebooting' to 2019 levels, with then a further aim to grow this by 10%, contributing to the overall expansion of literacy investment and provision sought in the ALL strategy. There will be a requirement to</p>	<ul style="list-style-type: none"> Common assessment approach for literacy in line with national guidance. Expansion of provision to build digital capabilities. Working with partners, roll-out literacy awareness training in health, local government, social welfare, community development and other key public interface settings across the region. Integration of literacy support with provision at NFQ Levels 4-6. Support the literacy needs of those in employment via Skills to Advance. 	
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	<p>provide English language support for Ukrainian refugees as part of this expansion. LCETB will also develop new traineeships in collaboration with employers for rollout across the region. Specific traineeships will continue to be developed in order to enhance employment pathways for Ukrainian and other international refugees.</p>		
	<p>FET Priority: Simplify FET pathways, and work collaboratively with key stakeholders to find solutions to address barriers to learner access and progression.</p> <p>Improve equality of opportunity for under-represented groups to access, succeed in and progress from Further Education and Training. During 2023, the AISS will lead the development of an Integrated, informed approach to the development of coherent Pathways incorporating:</p> <ul style="list-style-type: none"> - Pathways from School to FET, - Pathways to FET from Under Represented Groups, - Pathways Within FET and - Pathway from FET to HE and Pathways to Employment. <p>Responsibility: DFET, FET Managers, AISS AEO, Pathways AE's.</p>	<p>Performance and progress in 2023 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • A Service Wide Pathways Framework is in place incorporating all elements of Pathways Provision delivered by the College of FET. • Development of a targeted Pathways Pilot Project focused on transitions from School to FET in 2023. • Delivery of Pathways from Schools Taster programme that provides post primary students with active learning opportunities within level 5 and 5 full time provision. • Enhancement of Pathways and linkages for FET level 5 & 6 graduates to HE. • Development of a targeted Pathways Pilot Project focused 	<p>Action Plan will be in place, overseen by a Steering Group, defined deliverables will result in enhanced engagement from under-represented groups.</p>

		<p>on transitions to FET for people from Traveller and Roma backgrounds in 2023.</p> <ul style="list-style-type: none"> • Develop enhanced Linkages with support agencies, (e.g. Headway, Chime, NALA) provide advice (along with IRGS) on requirements for ease of entry during 2023 in order to provide clarification of processes for enrolment with outside agencies. 	
	<p>FET Priority: Promote and support inclusive engagement with ESOL and Migrant Learner Communities to enable them to successfully engage with FET.</p>	<p>Performance and progress in 2023 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • During 2023, FET will implement the actions outlined in the <u>College of FET ESOL & Migrant Learners Framework</u>. 	<p>Action Plan in place overseen by a Steering Group with clear named deliverables resulting in enhanced engagement.</p>
	<p>FET Priority: Provide relevant support and mentoring to staff in the area of disability including development of resources, promotion of the LENS report and delivery of PLD</p>	<p>Performance and progress in 2023 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • During 2023, AISS will continue to develop resources and support delivery of training in Disability related areas - supported by the FET Staff 	<p>FET Staff will be provided with an opportunity during 2023 to grow and upskill in key areas (UDL, technologies, public sector duty, quality assurance, etc.) to continuously improve the quality and delivery of teaching and learning, administration and ancillary</p>

		<p>Resources including LENS Report Training.</p> <ul style="list-style-type: none"> • LCETB Disability Awareness Information for FET Practitioners. • Disability Awareness Booklet - Legislation_Etiquette_Language • Staff will have an opportunity to engage in PLD in relation to Integrating Language, Literacy and Numeracy. • Differentiated Learning and Teaching. • Universal Design for Learning (UDL). • Needs Assessment. • Wellbeing and Resilience. • Equality and Intercultural training. 	<p>services in FET ensuring they have the skillsets required to provide key, targeted supports as required.</p>
	<p>The College of FET Technology Enhanced Learning Action Plan sets out 11 distinct actions under the heading: Learners and TEL. These actions are about ensuring the learner voice is at the centre of our development with regard to technology use, through evidence-based learner-centred approaches across FET (including Universal Design for Learning (UDL) principles and involving learners in the co-design of learning). They are about digital</p>	<p>Performance and progress in 2023 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Each of the 11 actions under TEL and Learners has a set of performance indicators, which will be used to monitor performance in each key area. 	<p>Increase in numbers of learners' engagement through digital engagement and ensuring inclusion and access for all learners. This will be evidenced through engagement of learners from initial assessment and throughout their learning journey.</p>

	inclusion and ensuring learners are not disadvantaged or excluded because of technology but rather that technology is utilised for inclusion and access. They are about promoting the ongoing use of technology by FET learners for self-directed learning, engagement in learning communities, self-assessment and planning their personal learning pathways. They are also about initial assessment of digital skills and the ongoing development of digital skills throughout the learning journey.		
	As part of the TEL Action Plan LCETB is developing a blended learning strategy, policies and procedures which are learner-centred, inclusive and flexible and increase access by offering high quality blended and online learning opportunities as a core part of provision.	Performance and progress in 2023 will be monitored and evidenced through: <ul style="list-style-type: none"> • Strategy developed. • College of FET approved for Blended Delivery. • Blended Course Offerings. • Increase in No of learners availing of high-quality blended provision. 	Increase in provision of blended delivery of courses. Increase in numbers of learners availing of high-quality blended provision.
1.2 To ensure the highest educational, training and ethical standards are maintained across the organisation's schools and FET campuses.	The ETB's Schools Division 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 Leading School Improvement (LSI) initiative and	Performance and progress in 2023 will be monitored and evidenced through: <ul style="list-style-type: none"> • Meeting with SSE Coordinators and Principals in schools. • Engagement and activity under the Leading Inclusive Learning and Teaching & Assessment Initiative including: 	Fully implement recommendations of School Inspection Reports. Evidence of having analysed and shared best practice across our schools.

	<p>the Curriculum Leaders' initiative in 2023 to enable our schools to engage proactively with self-evaluation, School Improvement Plans and DEIS planning. Actions in 2023 include:</p> <ol style="list-style-type: none"> 1. Implementing the School Self-Evaluation process. 2. Supporting preparation for Whole School Evaluations (WSE), programme evaluations and subject evaluations through the Leading Teaching and Learning initiative (LILTA). 3. Promoting teacher professional collaboration through the Professional Learning Networks and cluster events such as Leading Teaching and Learning Initiative (LILTA), Transition Year Forum, Digital Leaders, SENCO Forum, Guidance Counsellor Forum, Special Class Coordinator Group, Student Support Team Coordinators and Assistant Principals Forum. 4. Meetings with the Department of Education Inspectorate on best-practice models will also be arranged for schools. 5. Establish Student Voice Leaders in all ETB schools across Limerick and Clare and support of student participation through Student Councils in partnership with the Irish Second Level Students Union (ISSU). 	<ul style="list-style-type: none"> • Review inspection reports. • All schools are represented at communities of practice seminars on-line and in-person. • Number of meetings and events in 2023. • Number of collaborative initiatives. • Meetings with Student Councils across ETBs. • Student Councils to address Board of Management meetings. 	<p>Analysis of Leaving Cert results and appropriate corrective action.</p>
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	<p>6. Provide professional development to Student Voice Leaders.</p>		
	<p>LCETB has adopted an innovative approach to integrating provision, moving away from a programme led focus to an integrated inclusive College environment, as demonstrated by the new College of FET structure at Ennis and Shannon campuses. In addition, integration of previous PLC and VTOS provision into an integrated full-time provision linked across levels 3, 4, 5 & 6. This will be further enhanced by moving towards a 'One Strategy, One team, One Campus' approach.</p> <p>An identified action outcome from the Inaugural Review of Quality Assurance is that "Further education programmes associated with the three defunct VECs should be streamlined into one set of programmes that can be delivered across the three ETB regions." This is being implemented initially by the development of programme curriculum across levels 1-3, with common curriculum across all College of FET campuses.</p>	<p>Performance and progress in 2023 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Evidence of integrated provision across the College of FET. • New programme development. 	<p>Completion of level 3 Information Technology modules, focus on additional key curriculum.</p>
<p>1.3 To respond to identified personal, academic, social, economic and employability needs of our stakeholders.</p>	<p>LCETB will strengthen its capacity to review and develop FET provision, to ensure it is quality - assured, relevant and responds to the needs of individuals and communities, and address industry skills gaps in the region.</p>	<p>Performance and progress in 2023 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Outcomes of Enterprise Engagement Activity in 2023 will be managed and monitored 	<p>Increase in number of programmes being delivered in 2023 in response to needs of industry. This will be managed and monitored by</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 College of FET has an established Enterprise Engagement Support Service (EESS). During 2023, 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 2023 the EESS will:</p> <ul style="list-style-type: none"> • Continue to be an active member of the Mid-West Regional Skills Forum. • 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. • Continue to develop industry cluster groups in the Mid-West i.e. Hospitality and Tourism, Engineering, IT, Retail. • 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. 	<p>internally by the EESS Implementation Team.</p> <ul style="list-style-type: none"> • New programmes will be developed in 2023 in response to needs of industry cluster groups – specifically in Engineering, IT, Retail and Hospitality and Tourism. 	<p>the EESS Implementation Team.</p>
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	<ul style="list-style-type: none"> Strengthen the skills base of employees in Hospitality, Tourism and Recreation through the College of Further Education and Training Hospitality Campus and other provision. 		
<p>1.4 To nurture the development of the individual as a whole person to maximise their potential at each stage of the learning process.</p>	<p>The ETB's Schools Division will work to ensure that our schools deliver the highest quality learning, teaching, assessment, and wellbeing experiences in 2023. Specific initiatives in 2023 include:</p> <ol style="list-style-type: none"> 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. Working with the Mid-West Regional Skills Forum with the objective of enhancing partnership between schools and business and industry and the research community. Working with the Department of Education and 4 ETB Schools to implement Phase 1 of the new Physical Education for Senior Cycle. Ensuring that additional schools prepare to offer Leaving Certificate Physical 	<p>Performance and progress in 2023 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> Reports from the Cluster Groups and Advisory Groups on the impact of the cluster events organised for schools. Meetings with Principals and Deputy Principals. School visits and discussions with Student Support Teams. Number of students participating in the PE for Senior Cycle programme. Number of students taking Computer Science as a Leaving Cert Subject in 2023. Development of a Memorandum of Agreement (MOA) with the Education Department in UL in 2023. 	<p>To having increased the number of students participating in Leaving Certificate Physical Education, Computer Science and Politics and Society for Senior Cycle school year 2023/24.</p> <p>Members of school Boards of Management having a clear understanding of Teaching, Learning and Assessment in Limerick and Clare Education and Training Board schools.</p> <p>Boards of Management receiving information on ETBI Ethos and Core Values.</p>

	<p>Education, Computer Science and Politics and Society for Senior Cycle.</p> <ol style="list-style-type: none"> 5. 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. 6. Continue to work with the Education Department of University of Limerick to formulate a Memorandum of Understanding between the Education Department of University of Limerick and Limerick and Clare Education and Training Board. 7. The implementation of various national policies will be through the SSE process linked to the LAOS quality framework, respectful of each school community. 8. Continued partnership with the University of Limerick Health Sciences Academy in raising awareness on wellbeing. 9. Presentation to all school Boards of Management on the core values of Teaching, Learning and Assessment in our schools. 10. Continued roll-out of ETBI Ethos and Core Values training for Community National Schools and Community Colleges. 	<ul style="list-style-type: none"> • Feedback from Boards of Management on presentation to Boards. 	
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	<p>FET Priority: Improve learners' participation and transitions through integrated, consistent wrap-around assessments and supports throughout their learning journey.</p>	<p>Performance and progress in 2023 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • During 2023, FET will continue to develop and enhance the FET Wide Learner Support Service through the Learning Hub Network. <u>Learner Supports College of FET</u> The Learning Hub Network fosters Active inclusion within an Integrated ETB Framework of Supports. • Build the capacity and capability of the organisation through staff recruitment and upskilling. 	<p>As far as is reasonably possible, during 2023 learners are provided with the supports required to allow them to fully participate and benefit from the educational opportunities available while participating in a Further Education and Training course offered by Limerick and Clare Education and Training Board.</p>
	<p>FET Priority: Promote and support Learner Mental Health and Wellbeing in a consistent, structured and planned way.</p>	<p>Performance and progress in 2023 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • During 2023, FET will ensure the implementation of actions outlined in the <u>College of FET Learner Mental Health and Wellbeing Framework</u>. 	<p>Learner Mental Health and Wellbeing will be promoted in a resourced, consistent, structured and planned way across all provision during 2023.</p>
	<p>In 2023, Recognition of Prior Learning will continue to be prioritised and enhanced, supported by an RPL Support Officer in the QA Support Service. Organisational capacity will be enhanced through training, policy and procedures development, etc.</p>	<p>Performance and progress in 2023 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • No Learners graduating through RPL processes. 	<p>Continued development of staff capacity via internal and external PL&D initiatives.</p> <p>Promotion of RPL across all campuses and provisions</p>

			with an emphasis on mainstreaming RPL provision offering.
<p>1.5 To provide high quality information, guidance, counselling and student/learner support services across the organisation's schools and FET campuses.</p>	<p>The ETB's Schools Division will support schools in developing a whole school guidance framework and will further develop links with FET and Third Level Institutions through the Guidance Counsellors Forum (established in October 2019). Actions for 2023 include:</p> <ol style="list-style-type: none"> 1. The development of a Whole School Guidance Framework. This will incorporate the following areas of learning: <ul style="list-style-type: none"> • Developing & maintaining self-esteem & a positive self-concept. • Interacting effectively with others (face-to-face & online). • Developing & growing throughout life. • Employing effective personal learning/exam strategies. • Making educational choices in line with career aspirations. • Using career-related information & sources appropriately. • Understanding the world of work & life roles. • Managing career development & decision making. 2. On-going support and Development of the Limerick and Clare Education and 	<p>Performance and progress in 2023 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Whole School Guidance Framework review by end of 2023. • Number of events and meetings in 2023 of the Guidance Counsellors Forum. • Number of Guidance Counsellors participating in the Guidance Counsellors Forum Events in 2023. • Number of initiatives/resources developed in 2023. • Meetings and professional development opportunities for Guidance Counsellors in 2023. • Increased numbers of Transition Year students attending taster events. • Increased numbers of students accessing Apprenticeship Careers Showcase. 	<p>An established School Guidance Framework.</p> <p>Good attendance and participation at Guidance Counsellors Forum.</p> <p>Evidence of development of new initiatives/resources in relation to student wellbeing.</p>

	<p>Training Board Guidance Counsellor Forum established in 2019.</p> <ol style="list-style-type: none"> 3. Development of the Transition Year taster programme in association with FET to broaden experience in apprenticeship and traineeship pathways (Culinary Arts, Barista training etc.). 4. Continued development and expansion of the Junior Health Science Academy partnership with University of Limerick and University of Limerick Hospital Group. 		
	<p>The ETB's Schools Division 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>Performance and progress in 2023 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Meetings of Principals and Deputy Principals to promote best-practice. • Review meetings with Student Support Teams via the regular SST Forum meetings. • Surveys of schools. • Meetings with HSE Connecting for Life (CfL) Team. • Meetings to promote teacher professional collaboration through the Professional Learning Networks and cluster events such as Leading 	<p>Surveys with Student Support Team Coordinators. Evidence of implementation of the recommendations of the National Taskforce on Youth Mental Health Strategy (2015-2021) etc. Review of progress with HSE Connecting for Life (CfL) Team.</p>

	<p>The Schools Division will work with the Department of Education, the Department of Health and other Departments in 2023 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>The Schools Division will work in partnership with the School of Psychology at University of Limerick to co-develop MY-Psychology. MY-Psychology is an innovative programme to tackle Mental Health and Wellbeing in young people launched as part of Science Week 2022. It is co-designed with teachers and students in Limerick and Clare Education and Training Board schools ensuring it is relevant and engaging for young people.</p> <p>MY-Psychology, or MY-Psy, is a ground-breaking, psychology education programme with a focus on positive mental health and well-being promotion. Funded by Science Foundation Ireland, MY-Psy is led by Dr Jennifer McMahon, Senior Lecturer in Psychology at University of Limerick, and Director of SCY-Lab (School, Child & Youth Mental Health and Wellbeing Lab). It is a collaboration/partnership between the SCY-Lab, the Junior Health Sciences Academy (UL Hospitals Group, Mid-West Community Healthcare and University of Limerick) and</p>	<p>Teaching and Learning Initiative (LILTA), Transition Year Forum, Digital Leaders, SENCO Forum, Guidance Counsellor Forum, Special Class Coordinator Group, Student Support Team Coordinators and Assistant Principals Forum.</p>	
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	<p>Limerick and Clare Education and Training Board, bringing together research, education, and healthcare specialities. Other key stakeholders include Jigsaw Limerick, Limerick Youth Service, and teaching staff in the Limerick/Clare area.</p>		
	<p>LCETB has invested significantly in improving access and facilitating a more seamless learner journey through the FET it offers.</p> <p>LCETB are a FET leader in terms of engagement with schools to support school to FET pathways. A wide range of TY modules are available, as well as taster sessions across a number of skills areas, including in hospitality, apprenticeship, engineering, outdoor education, taster courses in CNC, hairdressing as well as future skills such as AI and an introduction to robotics.</p> <p>Over the next 3 years, we will continue to ramp up its school outreach work and commit to developing an offering of all types of Level 5 and Level 6 programmes which can be pitched via the CAO-linked FET site designed for school leavers.</p> <p>LCETB is also open to involvement of an initial project to integrate pilot modules at senior cycle, as part of the future reform initiative (not</p>	<p>Performance and progress in 2023 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • No of school outreach initiatives. • New L5&6 programmes on CAO-linked FET site. • Development of certified taster courses for TY students to include: <ul style="list-style-type: none"> ○ Digital Engineering. ○ MMA Welding. ○ Oxy Welding. ○ Engineering Design Awareness. ○ Electrical. ○ Continue to deliver Barista training. • Progression Rates (PLSS). • A new Access, Transfer and Progression Policy will be developed over the course of this agreement outlining the role of FET Provision and 	<p>Provision of a range of outlined courses to schools in Clare and Limerick.</p> <p>Certified Barista training was delivered to over 200 learners in 2022, this number will serve as a baseline for 2023.</p> <p>Target Progression within FET (2023): 2,800</p> <p>Target Progression from FET to HE (2023): 407.</p>

	<p>part of TY) given their excellence in performance in this area.</p> <p>The Government commitment to a unified tertiary system requires this work to be built upon by developing closer links to HE partners in the region and putting in place a system which allows pathways into FET throughout lifetimes and careers will be essential.</p> <p>Memorandums of Understanding are in place with institutions, but it is acknowledged that further work is needed to further progress tangible actions.</p> <p>There is a strategy to facilitate progression from one FET programme to another, with Learner Guidance, Literacy (learning) Support and Quality Assurance playing an important role in ensuring potential pathways are transparent from the outset.</p> <p>The LCETB College of FET, Information, Recruitment and Guidance Support Service (IRGSS) is committed to providing a professional and confidential Information, Recruitment and Guidance Support Service (IRGSS) to all learners. It provides clear, transparent and accessible person-centred, pre-entry and on-programme information and guidance supports, designed to facilitate access for learners. These include:</p>	<p>Support Services, in particular the IRGSS will play a key aspect in terms of inclusivity and equality of opportunity for LCETB prospective and current learners.</p> <ul style="list-style-type: none"> • No of clients accessing IRGSS and learning hubs. • No of people with disability accessing FET provision and services. 	
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	<ul style="list-style-type: none"> • Pre-entry Flyers - distributed in the region with clear information on who the service is for, what users can expect and how to access it. • IRGSS staff also attend various local and regional fairs, industry briefings and other fora to promote FET opportunities. • Information Hubs in Limerick and Clare provide a one-stop-shop for information on FET opportunities in the region. <p>Over the next three years, a major priority will be to improve pathways through FET for people with disabilities. A focus of development will be working with the National Learning Network to ensure that learners starting out with them as part of the Specialist Training Provision initiative have clear integrated pathways from the outset. In addition to this, LCETB will develop a new Learner Mental Health and Wellbeing Framework and Action Plan which will take a UDL approach and also build on their unique local partnership models with community groups to engage new learners and promote a culture of lifelong learning.</p>		
<p>1.6 To promote a culture of lifelong learning through recognising the value of formal and</p>	<p>Schools Division and Youth Work Provision will seek to ensure that young people across the region have access to quality youth work. This will be achieved by:</p> <ul style="list-style-type: none"> • Contributing to, supporting the implementation of and monitoring the 	<p>Performance and progress in 2023 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Supporting organisations in the delivery of quality youth work under the Continuous 	<p>Implementation and full compliance with Quality Standards for Youth Groups and National Quality Standards Framework.</p>

<p>non-formal education, including outdoor and music education and the transformative role of Youth Work in our communities.</p>	<p>Continuous Improvement process of the UBU Your Place Your Space targeted funding scheme.</p> <ul style="list-style-type: none"> Supporting the implementation of Quality Standards for Volunteer-led Youth Work groups. 	<p>Improvement process of the targeted schemes managed by the ETB.</p> <ul style="list-style-type: none"> Meetings of the Youth Work Coordination Group at Head Office. Evidence of administration of the Local Youth Club Grant Scheme for Volunteer-led Youth Clubs 2023. Meetings with clubs and groups that access the Youth Club Grant Scheme 2023 on the implementation of the Quality Standards framework. Number of Youth Work Committee Meetings in 2023 	<p>Evidence of supports provided to the Youth Work Committee of the ETB.</p> <p>Launch and implementation of the Youth Work Plan.</p>
	<p>The ETB Schools Division was chosen as one of three ETBs nationally to receive Creative Youth Funding through the Creative Ireland programme, to pilot a Local Creative Youth Partnership (LCYP). The objective of this partnership is to combine a wide range of resources to provide out-of-school creative opportunities for children and young people that complement and work with formal school settings.</p> <p>The first LCYP strategic plan was launched in 2021 establishing goals and actions that draw on Limerick and Clare Education and Training Board's Youth Work Plan 2018-2021 as well as</p>	<p>Performance and progress in 2023 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> Evaluation programmes at local and national level carried out both by the Local Creative Youth Partnership and Creative Ireland. Number of Local Creative Youth Events organised in 2023. Number of children and young people engaging in Local Creative Youth Events in 2023. 	<p>Evidence of alignment of activities with aims from the Local Creative Youth Partnership Strategic Plan.</p> <p>Evidence of increased numbers of children and young people engaged in Local Creative Youth Events. Greater awareness of the LCYP initiative across the region.</p>

	<p>Creative Ireland’s Creative Youth Plan which recognises that ‘cultural and creative activity, promotes individual, community and national wellbeing’ .</p> <p>During 2023, the ETB, through the Local Creative Youth Partnership Co-ordinator, will provide out-of-school creative activities for children and young people with particular focus on marginalised communities.</p>	<ul style="list-style-type: none"> • Partnership with key stakeholders and co-funding organisations. • Meetings of the LCYP Steering Committee. • On-going collaboration with other LCYPs and continued development of national portal – www.lcyp.ie (Initiated by Limerick and Clare Education and Training Board). 	
	<ul style="list-style-type: none"> • The ETB’s Schools Division will continue to develop the physical education supports and awareness for schools through our two Outdoor Education and Training Centres in 2023. 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 2023, specific actions include: • Promoting the use of the two Limerick and Clare Education and Training Board Outdoor Education and Training Centres (Kilfinane and The Burren) amongst Community Colleges, Community Schools and Community National Schools in Limerick and Clare for wellbeing and Transition Year trips/activities. • Progressing the GAA Going Well programme on Wellbeing in partnership with Clare County Council and the 	<p>Performance and progress in 2023 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • 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. • Number of ETB Schools students attending Gaisce/Orienteering, /Pathways/Bouldering/CBA programmes in the OETCs during 2023/24. • Numbers of ETB School students attending curricula-linked courses in 2023/24. 	<p>Record of number of schools and students attending Gaisce programmes.</p> <p>Increase the numbers attending OETC courses.</p> <p>Evidence of linkage between schools' curricula and courses on offer by each OETC.</p> <p>Record number of teachers attending CPD course in Orienteering and completion online evaluation by attending teachers</p>

	<p>Michael Cusack Centre to develop a package for schools to avail of wellbeing supports.</p> <ul style="list-style-type: none"> • 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 through personal challenges, facilitating the transition from young person to young adult and enhancing their potential and contribution as active participants in society.” • Providing PE Teachers with an orienteering resource manual and onsite CPD in Orienteering and Sustainability in order to prepare their second-year students for the Mayday for Sustainability events in Lees Road and Curraghchase Forest Park Road and promoting curricula-linked courses across ETB schools including: <ul style="list-style-type: none"> - Outdoor Learning to support PE with Wellbeing and Sustainability. - Delivery support for the Junior Cycle Orienteering Short Course for the Orienteering CBA (Classroom Based Assessments) in Kilfinane OETC and Lees Road, Ennis. 	<ul style="list-style-type: none"> • Meetings with Advisory Group and managers of OETCs on the development of remote-learning modules. • Meetings with Limerick and Clare Education and Training Board and Community School Transition Year Coordinators. • Provision of Orienteering training for PE teachers • Planning Meetings with OETC managers and Support Team • Participation in the Sustainability Take 1 Programme. • Continued development of national Middle Leaders Summer School in the University of Limerick in conjunction with ETBI to promote OETCs. 	
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	<ul style="list-style-type: none"> - Annual second year Schools Orienteering for Sustainability event expanded to Ennis as well as Curraghchase. - Schools Bouldering competition. All LCETB schools invited. - Promote sustainability and celebrate the Mayday for Sustainability at the second year Orienteering events. - Formulating remote learning packages for schools to provide additional theory-based programmes for schools. - Schools offered to apply for three-day Pathways to a Career in Outdoor Education courses for TY students. - Promoting the OETC network across all ETBs via the ETBI Summer School for Middle Leaders in University of Limerick. 		
	<p>LCETB Capital and Procurement Section will continue to support the development of our two Outdoor Education Centres in 2023 through the provision of support to identify funding opportunities for investment in the Centres' infrastructure and to meet repair & maintenance needs.</p>	<p>Performance and progress in 2023 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Upgrade of the Centre infrastructure including Life Saving Systems. • Tender for the development of on-site overnight staff accommodation. 	<p>Investment in the Centre facilities and updating of equipment.</p>
	<p>Limerick and Clare ETB continues to chair the UNESCO Learning Limerick City initiative. This supports the achievement of all the UNESCO Sustainable Development Goals and contributes</p>	<p>Performance and progress in 2023 will be monitored and evidenced through:</p>	<p>Target Engagement in LLL (2023): 9,000</p>

	<p>to the culture of Lifelong Learning in the city and region.</p> <p>In 2023, Limerick and Clare ETB will host the All-Ireland Network of Learning Cities May 2023.</p> <p>The College of FET will continue to promote the role of experiential learning as a pathway to further education and employment through its outdoor education and music education provision.</p>	<ul style="list-style-type: none"> • No of Lifelong Learning events for the Annual Lifelong Learning Festival. • In 2023 we will continue to progress the implementation of actions outlined in the ETBI Outdoor Education Training and Provision Strategic Framework, in conjunction with ETBI partners. • Delivery of Pathways from Schools programmes and OE for FET learners. • Development of an experiential OE programme targeted to develop meta skills. 	<p>Over 40 Lifelong Learning events are organised throughout the Lifelong Learning Festival in March.</p> <p>Increase OE provision to FET learners by 5% in 2023.</p>
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Performance Delivery Agreement (PDA) Goal 2: Staff Support

Links to->

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

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

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

Priority	Action	Performance Indicator	Target
<p>2.1 To attract, recruit and retain staff of the highest calibre, by developing flexible recruitment and on-boarding strategies.</p>	<p>The ETB’s Human Resources Department will ensure best practice in the recruitment and selection of staff across the organisation during 2023. 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.</p> <p>Working within each team, APOs will agree individual goals, maintaining a record of provision of appropriate CPD and development opportunities and feedback in order to support best practice.</p>	<p>Performance and progress in 2023 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • 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 2023. This will include training in the use of ICT platforms to support remote interviewing. • A 2023 recruitment plan developed across the ETB. • Recruitment and Selection templates reviewed in 2023 to ensure continued compliance with legislation and GDPR will continue to be reviewed in 2023 in line with legislation and best practice. 	<p>Training was provided as needed throughout 2022 for interview board members.</p> <p>A refresher training course for all interview board members is planned for Q1 2023.</p> <p>Development and/or updating current job descriptions and person specifications for all categories of staff.</p> <p>This is an ongoing process. 2022 saw a</p>

			<p>number of new roles in the ETB sector in response to the Ukrainian crisis for example and in the emerging areas of Green and Blue energy.</p> <p>Agreed recruitment plan to coincide with staffing requirements of OSD, Schools & FET.</p>
	<p>The ETB's Schools Division will facilitate an induction event (on-line) in early September 2023 to outline the supports that are available for newly appointed teachers and SNAs to Limerick and Clare Education and Training Board schools in the areas of:</p> <ul style="list-style-type: none"> • Teaching, Learning and Assessment strategies. • Professional Development supports from Limerick and Clare Education and Training Board. • Guidance on classroom management strategies. • Use of technology enhanced learning. • Wellbeing. 	<p>Performance and progress in 2023 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Meetings with Principals and Deputy Principals on the impact of the induction. • Surveys with newly appointed staff on the benefit of the induction event. • Focus-group with participants. 	<p>Evidence of feedback from Principals and Deputy Principals in schools.</p> <p>Evidence of numbers attending event.</p> <p>Feedback from participants.</p> <p>Focus group session with participants.</p>

	<ul style="list-style-type: none"> Personal wellbeing and supports that are available to staff as part of the Limerick and Clare Education and Training Board Employee Assistance Service. 		
	Work with the FET Steering Group and Human Resources Department to continue to develop our FET Induction and Onboarding Processes .	Performance and progress in 2023 will be monitored and evidenced through: <ul style="list-style-type: none"> Numbers completing HR Onboarding. New modules created for Onboarding. 	All new staff have been through an induction programme.
2.2 To implement and maintain a relevant continuous professional development policy, which reflects the organisation's objectives and its commitment to employee growth and development.	<p>The ETB's Schools Division will continue the best-practice of supporting schools through cluster days, which started in September 2019. Specific actions in 2023 include:</p> <ul style="list-style-type: none"> Schools will have access to advice and support via the schools portal within StaffCONNECT. The Digital Leaders forum will be supported with opportunities to be fully appraised and upskilled to lead digital learning initiatives at school level. Schools which use MS Office 365, will be offered tailored supports in utilising MS SharePoint sites for their schools and MS Teams. The ETB will continue to develop the Google Education Group Ireland forum to support schools across our ETB and Ireland. An update to the suite of supports to promote best practice on strategies in 	Performance and progress in 2023 will be monitored and evidenced through: <ul style="list-style-type: none"> Number of staff/schools accessing advice and supports through StaffCONNECT and LCETBSchools.com in 2023. Number of training events/supports provided in 2023 to support MS SharePoint and MS Teams. Continued development of Google Education Groups Ireland Forum in 2023. Number of schools engaging in new forum in 2023. Regular contact with schools on identifying gaps that need to be addressed in schools. Cluster Day sharing of best practice with Digital Leaders of schools. 	<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>using Remote Learning (RL) will be undertaken and updated as required.</p> <ul style="list-style-type: none"> • Provide parents of our learners in schools with regular feedback on their child's progress. • Move all Parent Teacher meetings in schools to video-conferencing meetings using Zoom, Microsoft Teams or Google Meets if required. • Engage with learners to seek feedback on our provision and services to inform continuous improvement and programme development. • Continued development of www.lcetb.com as the staff development portal for schools-based staff. • Provision of the annual 'Muintearas in ár Scoileanna – Connectedness in our Schools' schools'-wide webinar for all school staff in Limerick and Clare Education and Training Board schools and youth. 	<ul style="list-style-type: none"> • Surveys with Principals and Deputy Principals on implementation of on-line Parent Teacher meetings. 	
	<p>The ETB's Organisation Support and Development Directorate will ensure that all grades of staff across the organisation continue to be offered professional development opportunities in 2023 as part of their on-going professional development.</p>	<p>Performance and progress in 2023 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Number of staff getting financial support through the Staff Professional Development Fund in 2023. • Number of staff availing of opportunities through VLE platforms 	<p>Support all relevant applications to Staff Professional Development Fund.</p> <p>Deliver appropriate in-house training as required.</p>

		<p>such as Moodle and CORE University in 2023.</p> <ul style="list-style-type: none"> • Number of staff availing of GDPR training via Privacy Engine. • A member of Staff has been appointed with responsibility as training manager to ensure a training needs analysis in financial management is carried out on an annual basis and a training programme on financial management is developed and implemented to address any gaps. 	<p>Targeted provision of appropriate learning and development initiatives for all.</p> <p>Continue to support established internal Forums across OSD, Schools & Centres.</p>
	<p>A strong focus will be placed on the role of Professional Learning and Development in terms of upskilling and reskilling staff, through engagement with the Professional Learning and Development hub and related training for LCETB staff.</p> <p>The College of FET has and continues to invest heavily in the upskilling staff especially learning practitioners. This is achieved through innovative collaborative models of professional learning and development.</p> <p>During 2023, the Professional Development Support Service working in collaboration with FET Steering Group and Co-ordinators will provide opportunities for FET staff to ensure</p>	<p>Performance and progress in 2023 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Number of staff engaging in FET PL&D. • Number of staff and engaging in Erasmus+ programmes. • Number of events outlined in the FET PLD Calendar of Events 2023. 	<p>To build a culture of professional learning and development across the organisation.</p> <p>Ensure there are training opportunities for all staff.</p>

	<p>that they are meeting the needs of learners using appropriate and up-to-date skills and methodologies.</p> <p>Actions in 2023 will include:</p> <ul style="list-style-type: none"> • Providing a monthly calendar of events and promotional communications – detailing training opportunities for all staff. Opportunities will be aligned to Implementation of the FET Strategic Framework and priority areas outlined in national policy and local frameworks e.g. TEL, QA, Active Inclusion, RPL, Mental Health and Wellbeing etc. • Enhanced Internationalisation – including utilising EU Erasmus+ Staff Mobility Programme funding to provide staff with professional learning and development opportunities abroad. • Engage in collaborative initiatives in FET such as opportunities which will be presented through ETBI National PL&D Hub. 		
	<p>The College of FET TEL Action Plan sets out 14 distinct actions under the heading: Staff and TEL. This is about staff ownership of their use of technology in teaching and learning and their own Professional Development (PD).</p>	<p>Performance and progress in 2023 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Each of the 11 actions under TEL and Staff has a set of performance indicators 	<p>Ensure professional development is a core element of all FET Centres’ planning. This will</p>

	<p>It is about critical engagement regarding technology use, sharing of experiences and approaches, grounded in the reality of Learning Practitioners’ lived experiences. It is about research, horizon scanning and evidence-based adoption of technology. It is about promoting the development of communities of practice (CoPs) and communities of inquiry (Cols) among practitioners across disciplines.</p>	<p>which will be used to monitor performance in each key area.</p>	<p>include a FET Induction process with clear timeframes and content.</p> <p>Build the capacity of all FET staff involved in teaching and learning to support them to work effectively and creatively with our diverse priority groups, using relevant methodologies.</p>
<p>2.3 To foster, promote and incentivise staff to participate in continuous professional development.</p>	<p>The ETB’s Organisation Support and Development Directorate will ensure that all grades of staff across the organisation continue to be offered professional development opportunities in 2023 as part of their on-going professional development.</p>	<p>Performance and progress in 2023 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Number of staff getting financial support through the Staff Professional Development Fund in 2023. • Number of staff availing of opportunities through VLE platforms such as Moodle and CORE University in 2023. • Number of staff availing of GDPR training via Privacy Engine. 	<p>Support all relevant applications to Staff Professional Development Fund. Deliver appropriate in-house training as required. Targeted provision of appropriate learning and development initiatives for all. Continue to support established internal</p>

			Forums across OSD, Schools & Centres.
	<p>Professional Development (PD) opportunities during 2023. Actions in 2023 will include:</p> <ul style="list-style-type: none"> • Providing additional support to newly appointed principals and deputy principals through the ETB Schools Leaders' mentoring programme. • Principal, Deputy Principal, and teacher probation process undertaken across all schools in addition NIPT Quality Assurance Programmes. • Implementation of additional training and support plan for Curriculum Leaders, Leading School Improvement (LSI) coordinators and Digital Leaders. • Continued development of a Transition Year Co-ordinators' Forum to support the Transition Year programme. • Further development of teachers as leaders in areas such as curriculum, digital, inclusivity and student support. • Implement revised programme of Support Team professional development plan for schools to include: <ul style="list-style-type: none"> - DEIS School Support. - Professional Development on promoting Ethos in schools. - Resources and up-skilling for Special Classes. 	<p>Performance and progress in 2023 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Number of events planned in 2023 to support meetings of Digital Leaders and Curriculum Leaders. • Number of Transition Year Co-ordinators attending meetings. • Number of teaching staff engaging in CPD (Continuous Professional Development) events in 2023. 	<p>Develop an internal mentoring programme and online resource in support of all newly appointed Principals/FET Managers.</p> <p>Increased Droichead capacity across all schools.</p>

	<ul style="list-style-type: none"> - Student Voice professional development programme for schools. - Student Council training for schools PE and Wellbeing Support network in association with ISSU. 		
	<p>We will continue to promote and resource engagement with PL&D.</p> <p>The PL&D budget will be utilised to pay for staff events, trainer costs, course fees, and pay costs for part time staff where necessary.</p> <p>Staff will be informed of supports such as HR Staff Development Fund and Study Leave entitlements to encourage uptake of PL&D.</p>	<p>Performance and progress in 2023 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Increased numbers engaging in PL&D • Increased PL&D Budget 	<p>Barriers to attending PL&D removed in as far as possible.</p>
<p>2.4 To encourage and promote a culture underpinned by our values of leadership, coaching and mentoring for all staff.</p>	<p>The ETB's Organisational Support and Development structure is designed to promote leadership and innovation across all grades of staff. During 2023, the practice of regular structured team meetings, both departmentally and cross-sectional, will continue. Additional actions in 2023 include: Supporting the engagement of staff with various national forums, networks and working groups, thus providing opportunities for the development of policies and procedures as well as the promotion of good practice.</p>	<p>Performance and progress in 2023 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Number of national fora ETB Staff are engaged with during 2023 and attendance at events. • New resources developed in 2023 through engagement with the above. 	<p>The ETB will continue to seek to identify aspiring leaders and encourage them to avail of appropriate professional development.</p> <p>Delivery of regular in-house training sessions, workshops and supports to foster high quality leadership.</p>

	<p>The ETB's Schools Division will support school communities in 2023 to develop leadership and expertise through the following actions:</p> <ul style="list-style-type: none"> • Regular Principals and Deputy Principals Forum meetings will continue to be organised in 2023. • Supports to implement distributed leadership will be implemented at the appropriate level during 2023 incorporating the inclusion of both Principals and Deputy Principals at all School Leaders' meetings. • Training of mentor Principals and Deputy Principals to work with newly appointed Principals and Deputy Principals will take place in 2023. • Develop, organise, and deliver a Middle Leaders programme (online) to Assistant Principals across the network of schools in association with University of Limerick School of Education. • Continued development of a mailing group of all Assistant Principals to share relevant content on leadership matters. • Schools staff will be facilitated to engage with and contribute to National Forums including the ETBI Principals Network, the Annual Education Conference for Principals 	<p>Performance and progress in 2023 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Number of School Leaders' meetings and attendance at these during 2023. • Number of mentoring training sessions organised in 2023 to support newly appointed Principals and Deputy Principals in 2023. • Number of webinars for Assistant Principals in 2023 to support Middle Leadership structures and competency in schools. • Engagement with Centre for School Leadership on coaching for school Senior Management Teams. 	<p>Continued support of ETB Principals & Deputy Principals Forum.</p> <p>Establishment of networking culture initiated by mentoring programme.</p> <p>Development of online resources for mentors and mentees.</p> <p>Design, organise and deliver online a series of webinars for Assistant Principals in 2023.</p>
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	and Deputy Principals and the ETBI Induction Programme for new Principals and Deputy Principals.		
	<p>The ETB's Organisational Support and Development structure is designed to promote leadership and innovation across all grades of staff. During 2023, the practice of regular structured team meetings, both departmentally and cross-sectional, will continue.</p> <p>Continue to support the engagement of staff with various national forums, networks and working groups, thus providing opportunities for the development of policies and procedures as well as the promotion of good practice.</p>	<p>Performance and progress in 2023 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Number of national fora ETB Staff are engaged with during 2023 and attendance at events. • New resources developed in 2023 through engagement with the above. 	<p>To foster and affirm a culture within LCETB to support high quality leadership.</p>
2.5 To implement, as part of our Public Sector Duty, our Equality, Diversity and Inclusion Action Plan.	Ensure that our Assessment Report published in 2021 informs and is embedded into key moments in Limerick and Clare Education and Training Board's planning and review cycle	<p>Performance and progress in 2023 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • During 2023, the ETB will undertake research to update the ETB's Public Sector Duty Assessment Report (published in 2021) to reflect of new and emerging legislation and changes to the external environment. • Ensuring agreed implementation process is following at key moments in Limerick and Clare Education and 	<p>All planning and review documentation is reviewed to ensure that they adequately and appropriately address each of the equality and human rights issues identified. No planned activity will</p>

		<p>Training Board’s planning and review cycle.</p>	<p>include any provision that might run counter to our equality and human rights values or to an effective response to the equality and human rights issues identified.</p>
	<p>As part of our Public Sector Duty Assessment Phase, in September 2021, the ETB published our assessment of the human rights and equality issues faced by stakeholders from across the 9 grounds and those experiencing socio economic disadvantage. Limerick & Clare ETB Public Sector Duty Assessment Report (lcetb.ie).</p> <p>As a response, Limerick and Clare Education and Training Board FET Division aims to ensure that, as far as is reasonably possible, all learners are provided with the individualised supports required to allow them to fully participate and benefit from the educational opportunities available to them.</p> <p>Public Sector Duty requires the ETB to Assess, Address and Report on how we are embedding Equality and Human Rights issues into our planning and reporting processes.</p>	<p>Performance and progress in 2023 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Ensuring agreed implementation process is following at key moments in Limerick and Clare Education and Training Board’s planning and review cycle. • PSD Action Plan. • Assessment Document. • Implementation Process. • During 2023, FET will implement the actions outlined in the College of FET ESOL & Migrant Learners Framework; the College of FET Learner Mental Health and Wellbeing Framework. • During 2023, the College of FET will continue to develop resources and support delivery of education and training to learners with disabilities and will provide training in Disability related 	<p>All planning and review documentation is reviewed to ensure same is adequately and appropriately addressing each of the equality and human rights issues identified.</p> <p>No planned activity will include any provision that might run counter to our equality and human rights values or to an effective response to the equality and human</p>

		<p>areas - supported by AISS Staff. Resources including LCETB Disability Awareness Information for FET Practitioners and Disability Awareness Booklet - Legislation Etiquette Language.</p> <ul style="list-style-type: none"> • During 2023, FET will continue to develop and enhance the FET Wide Learner Support Service through the Learning Hub Network. Learner Supports College of FET The Learning Hub Network fosters Active inclusion within an Integrated ETB Framework of Supports. 	<p>rights issues identified.</p> <p>As far as is reasonably possible, during 2023 learners from diverse backgrounds and under-represented groups will be provided with the supports required to allow them to fully participate and benefit from the educational opportunities available while participating in a Further Education and Training course offered by Limerick and Clare Education and Training Board.</p>
	<p>FET Priority: Ensure all FET staff are aware of our responsibilities under our ETB's Public Sector Duty outlined in our resources including Public Sector Duty Framework and Action Plan Assessment of Human Rights and</p>	<p>Performance and progress in 2023 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • During 2023, the College of FET will ensure information on our Public Sector Duty is available to all staff at induction and through regular PLD opportunities. 	<p>Staff will be provided with an opportunity to grow and upskill in key areas (UDL, technologies, public</p>

	<p><u>Equality Issues Public Sector Duty Implementation Process.</u></p>		<p>sector duty, quality assurance, etc.) to continuously improve the quality and delivery of teaching and learning, administration and ancillary services in FET ensuring they have the skillsets required to provide key, targeted supports as required.</p>
<p>2.6 To ensure that all ETB buildings are of the highest standard for all.</p>	<p>LCETB Capital and Procurement Section will continue to implement the multi-annual Capital Investment Programme in all Schools and Centres across LCETB during 2023 in order to ensure Students, Learners and Staff have access to the highest quality educational facilities. This involves a significant Capital investment in both Schools and FET Colleges.</p> <p>School Capital projects in 2023 include:</p> <ul style="list-style-type: none"> • Completion of new Gaelcholáiste Luimnigh Campus for 750 students. • Construction of 1,000 student Mungret Community College. • Mol an Oige CNS New School Development. 	<p>Performance and progress in 2023 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Management of the construction of the various projects on site in 2023 to ensure completion on programme and on budget. • Ensuring projects progress to delivery by implementing effective project management strategies. • Ongoing liaison with the Department of Education and DFHERIS to maximise investment in LCETB facilities. • Develop a FET Capital investment strategy with close liaison between the C & P Section/FET Buildings Officer and the FET Director. 	<p>Delivery of all Capital Projects due for completion and hand over in 2023.</p> <p>Progress the design of all Capital Projects due for completion at a date beyond 2023.</p>

	<ul style="list-style-type: none"> • Raheen Woods CNS New School Development. • Construction of Extension to Thomond Community College. • Construction of Extension to Scarriff Community College. • Extension to St. John Bosco Community College. • Extension to Castletroy College. • Extension to St. Michael’s Community College, Kilmihil. • Extension to Coláiste na Trocaire, Rathkeale. <p>In addition, LCETB Capital and Procurement Section will support non-ETB schools in 2023, including:</p> <ul style="list-style-type: none"> • Gaelscoil Mhichil Ciosog. • Sacred Heart National School Monaleen. • Gaelscoil Donncha Rua, Shannon. • St. Mary’s National School, Limerick. • Salesian College, Pallaskenry. • St. Brigid’s National School, Limerick. • St. Patrick’s Comprehensive School, Shannon. • St. Clement’s. • Gaelscoil Uí Choimín, Kilrush. <p>The C & P Section will develop the following major FET projects in 2023:</p> <ul style="list-style-type: none"> • FETC Raheen Campus. 	<ul style="list-style-type: none"> • Active engagement between C & P and Schools/Colleges to identify and prioritise capital investment. 	
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	<ul style="list-style-type: none"> • FETC Shannon Campus. • FETC Newcastlewest Campus. • FETC Scariff Campus. • FETC LCFE Campus. • Completion of NZEB Training Facility. <p>During 2023, LCETB Capital and Procurement Section will also continue a planned cycle of improvements to facilities through the Summer Works Scheme (DoE), the Emergency Works Scheme (DoE & DFHERIS) and the Sports Capital Programme in various locations.</p>		
	<p>LCETB will continue its programme of investment in FET capital infrastructure to consolidate provision under a FET college of the future model in urban centres, while maintaining strong community outreach and access to FET across its region.</p> <p>The work to establish an integrated College of FET in Ennis should serve as a model for development across the sector, and SOLAS will work with LCETB to support further capital initiatives to support integration, consolidation and specialization in line with regional and national needs.</p> <p>LCETB will further enhance FET learning and working environments, building a fit-for-</p>	<p>Performance and progress in 2023 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Development of an estates strategy • Capital Budget 	<p>Continued provision and enhancement of fit for purpose infrastructure in FET.</p>

	purpose network of accessible, environmentally sound FET Campuses.		
	<p>Further Education and Training Infrastructure: The ETB has 26 FET Colleges and Centres. Several of these buildings date back to the early 1900s and need significant refurbishment and constant repair and maintenance. This requires a continual programme of repairs and re-development with projects being prioritised in response to needs.</p> <p>During 2023, the following infrastructure projects will be progressed:</p> <ul style="list-style-type: none"> • 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. • Completion of the NZEB Training Demonstration Facility in the FET College, Green Innovation Campus. • Progression of various improvements at Raheen Campus. • Develop a long-term accommodation solution for the Shannon Campus. • Progression the SIUF Project on the former Eircom site on the Limerick College of Further Education Campus in Limerick City. 	<p>Performance and progress in 2023 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Number of individual infrastructure projects will be captured in 2023 including: <ul style="list-style-type: none"> - FET Centre, O’Connell Avenue: lift installation completed. - Electrical Apprenticeship Workshops to respond to the national demand for additional places. - Completion of ETB’s NZEB Training Demonstration Workshop in the FET Centre, Green Innovation Campus. - Progress the design development of approved SIUF and SAR projects. - New roof and upgrade of College of FET, Croom Campus. 	<p>Delivery of all Capital Projects due for completion and hand over in 2023.</p> <p>Progress the design of all Capital Projects due for completion at a date beyond 2023.</p>

	<ul style="list-style-type: none"> Commence the SAR Project on LCETB's Newcastlewest Site. 		
<p>2.7 To promote active awareness of health, safety, welfare and wellbeing for all staff at a personal and organisational level.</p>	<p>The ETB's College of FET will continue to support the rollout of campus-wide Wellbeing Initiatives including:</p> <ul style="list-style-type: none"> Programmes connecting Outdoor Education, Sport and Wellbeing. Programmes connecting Music and Wellbeing. FET Centres hosting mental health awareness events (Amber Flags, Wellbeing Week, etc.). Training initiatives for staff including Mental Health First Aid etc. 	<p>Performance and progress in 2023 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> Increased provision of Wellbeing Initiatives Engagement with learners in the provision of appropriate and effective programmes and initiatives to support their learning and engagement. Consultation with staff on the continued provision of wellbeing initiatives. FET will also continue to work with Corporate Services around Health and Safety related training. 	<p>Learner Mental Health and Wellbeing will be promoted in a resourced, consistent, structured and planned way across all provision during 2023.</p> <p>Increase in number of Wellbeing initiatives for all staff in 2023.</p> <p>Promotion of resources and support for staff and learners in the area of Wellbeing.</p>
	<p>Ensure full compliance with the Child Protection Procedures for Primary and Post-Primary Schools 2017.</p> <p>The ETB's Schools Division will support a positive and supportive work environment in 2023 through the continued development of</p>	<p>Performance and progress in 2023 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> Annual CP reviews monitored by Director of Schools. Review of Minutes of school Boards of Management. 	<p>Monitoring of number and length of professional development sessions.</p>

	<p>advisory groups to provide support in the following key areas:</p> <ul style="list-style-type: none"> • Risk Register including Safeguarding. • Health & Safety. • Special Education Needs. • Scoileanna lán-Ghaeilge. • Parents & Guardians. • Digital Learning. • Curriculum including Teaching & Learning. • Continued engagement with NEPS (National Educational Psychological Service). <p>A series of on-line webinars for parents/staff throughout school year to support well-being.</p>	<ul style="list-style-type: none"> • Number and length of professional development sessions delivered. • Number of staff attending. • Added resources produced. • New initiatives emerging. • Evaluations and feedback of training sessions. • Number of meetings with NEPS and SST Teams and Principals and Deputy Principals. • Focus groups with parents and guardians. 	<p>Recording resources produced.</p> <p>Monitoring of feedback and evaluations and actions arising from same.</p> <p>Monitoring number of meetings with stakeholders.</p>
	<p>The ETB's Schools Division will work with the Department of Education and its Support Services to implement and embed the Department of Education <i>Wellbeing Framework for Practice in Schools</i> to promote and support student wellbeing in our schools.</p>	<p>Performance and progress in 2023 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Confirmation that ETB Schools are delivering the required 400 hours of wellbeing at Junior Cycle from 2023 onwards. 	<p>Monitoring that Schools are delivering the required number of hours.</p>
<p>2.8 To continue to explore the potential of modern and flexible work practices that support organisational goals, productivity, staff fulfilment and wellbeing.</p>	<p>The ETB's Organisation Support and Development Directorate 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>Performance and progress in 2023 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • the continued provision of supports and training to support remote working. • Remote Working Policy will be introduced in 2023. 	<p>Monitoring of staff availing of training and supports.</p>

<p>2.9 To continue to support organisational design process at local and national level, to achieve more consistency and coherence in staffing structures and organisational design across the ETB sector.</p>	<p>The ETB's Organisation Support and Development Directorate will ensure that all grades of staff across the organisation continue to be offered professional development opportunities in 2023 as part of their on-going professional development.</p>	<p>Performance and progress in 2023 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Number of staff getting financial support through the Staff Professional Development Fund in 2023. • Number of staff availing of opportunities through VLE platforms such as Moodle and CORE University in 2023. • Number of staff availing of GDPR training via Privacy Engine. • Number of staff availing of Health and Safety Training via Privacy Engine in 2023. 	<p>Support all relevant Staff Professional Development Fund applications.</p> <p>Deliver appropriate in-house training.</p> <p>Targeted provision of appropriate learning and development initiatives for all.</p> <p>Continue to support established internal Forums across OSD, Schools & Centres.</p>
	<p>LCETB has a strategic approach to staffing of FET. The focus of senior resources on strategic planning, quality assurance, TEL and data is demonstrated in a clear vision for future development and the alignment of plans with the Transforming Learning strategy. LCETB will continue to invest in these core capabilities.</p> <p>It will also work with SOLAS and DFHERIS at a national level to advance a FET management structure that reflects priorities set out in the</p>	<p>Performance and progress in 2023 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Continued CPD for all staff to ensure quality assurance in delivery of provision. • Continued engagement with SOLAS and DFHERIS at a national level to advance a FET management structure that reflects priorities set out in the FET Strategy. 	<p>Increase in number of CPD opportunities for all staff.</p> <p>Increase in number of staff availing of CPD opportunities.</p>

	<p>FET Strategy. This new structure will have to allow for flexibility around re-assignment of roles based on service need and LCETB will support the introduction of a FET practitioner role as required.</p> <p>LCETB will produce baseline data for existing FET staffing levels to inform the national baseline, identify gaps across the ETBs and to develop the future FET staffing structure</p>		
	<p>To support the development of high-quality blended learning programmes LCETB designed and are delivering a Blended Learning Secondment Programme with nine staff participating. This investment in staff development is unique to LCETB and will position us at the forefront of the field in the sector.</p>	<p>Performance and progress in 2023 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Programme re-designed as part of project. • Subsequent re-design of all FET programmes over a 5-year period as required. 	<p>Increase in investment staff availing of high quality blended learning programmes. Increase in number of staff availing of blended learning secondment programmes.</p>

Performance Delivery Agreement (PDA) Goal 3: Governance

Links to ->

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

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

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

Priority	Action	Performance Indicator	Target
<p>3.1 To ensure that our structures are supported by robust systems and procedures, that are aligned with evolving strategic priorities.</p>	<p>The ETB’s Corporate Services Department under the Organisation Support and Development Directorate will continue to implement the policy review cycle during 2023 to ensure all policy documentation is reviewed and updated within a 3-year timeframe.</p>	<p>Performance and progress in 2023 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Documented confirmation of policies reviewed in 2023 in line with the ETB 3-year policy review cycle. 	<p>On-going review and archiving of documentation in line with Records Retention Policy. On-going GDPR & H&S Training for all staff. Review of policies.</p>
	<p>The ETB’s OSD, Schools and FET Directorate will 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 2023 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Confirmation that all Schools and relevant Centres have Child Protection Procedures in place. • All newly recruited staff undergo induction training and a compulsory element of that training is 	<p>To ensure appropriate training for all LCETB Staff in relation to Safeguarding/Child Protection.</p> <p>To ensure refresher training is delivered to all DLPs and DDLPs.</p>

		<p>Safeguarding/Child Protection Procedures for Primary and Post Primary Schools 2017.</p> <ul style="list-style-type: none"> • On a continuous basis relevant CPD will be delivered to all categories of Staff. • On an annual basis refresher training is delivered to the DLPs and DDLPs. • A review is conducted to ensure the collation of all mandatory checklists, reviews and declarations by schools and centres in relation to Child Safeguarding requirements. 	<p>To ensure appropriate procedures are followed and relevant notices are issued in accordance with procedures.</p> <p>Continual oversight and review by Senior Management.</p>
	<p>LCETB's C & P Department aims to identify and implement a range of procurement solutions that will deliver compliance, value, efficiency and best practice on behalf of all LCETB stakeholders.</p> <p>To this end, LCETB has in place a hybrid procurement structure, incorporating a centralised procurement function with devolved responsibility to Budget Holders in accordance with the National Procurement Policy.</p>	<p>Performance and progress in 2023 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Use of the Department Framework. • Completion of Multi Annual Procurement Plan (MAPP) in line with LCETB's Corporate Procurement Plan. 	<p>To continue to reduce areas of procurement compliance in meeting LCETB's procurement objectives.</p>

		<ul style="list-style-type: none"> • Planning of future Procurement Requirements / Pipeline. • Active engagement with Finance Section, Schools and FET in relation to procurement requirements. 	
	<p>During 2023, the ETB's ICT Department will provide collaborative opportunities incorporating online platforms which include StaffCONNECT to support our schools and centres. During 2023 the ICT Department will support the following actions:</p> <ul style="list-style-type: none"> • Continue the development of specific MS SharePoint sites for each school, with associated training and support. • Delivery of continuous professional development to support the rollout of Office 365. • 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. • Roll out of Multi Factor Authentication across LCETB. • Project Management of new systems including upgrades. • Infrastructure development and management of same. 	<p>Performance and progress in 2023 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Number of new MS SharePoint sites developed for schools in 2023. • Number of CPD opportunities delivered to support the rollout of Office 365 in 2023. • Number of staff engaging with Office 365 by end of 2023. • Number of Staff signed up for Multi factor Authentication. • Number of new ICT infrastructure projects in place by the end of 2023. 	<p>Analysis of the take-up of MS SharePoint in schools and its impact.</p> <p>Analysis of number of staff engaging with Office 365 and its impact.</p> <p>Number of Staff signed up for Multi factor Authentication.</p> <p>Record the number of staff using MFA Impact of new ICT infrastructure projects.</p>

	<ul style="list-style-type: none"> • IT Data Protection and Security. • Advise on Cyber Security. • Software license management. 		
<ul style="list-style-type: none"> • 	<p>Governance/Finance/HR/ as designated items on agenda for principal meetings with inputs from Director of OSD and APOs.</p> <p>The ETB's Youth Work Committee will review the previous strategic Youth Work Plan and will develop a new strategic Plan for the next three years (2023 – 2026). The main aim of the plan is to ensure the ETB succeeds in its responsibilities to support the provision, co-ordination, administration and assessment of youth work services in the Limerick and Clare region.</p> <p>2023 will be year three of the UBU Your Place Your Space scheme. In 2023 the UBU Your Place Your Space will enter a new cycle. ETB will work with the DCEDIY and the ETBI to ensure a smooth transition to the new cycle.</p> <p>The ETB will work closely and in partnership with all the organisations to support them to meet these requirements.</p> <p>The LCETB Youth Work Team will conduct quarterly meetings with the LCETB Finance Section to review and track all finance expenditure.</p>	<p>Performance and progress in 2023 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Time allocated at Principals and Deputy Principals meetings for OSD updates. • Develop a new strategic plan for Youth Work in the region. • Regular Quarterly Review meetings with all projects to ensure maximum effectiveness of the targeted programme and full compliance with the rules of the scheme. • Compliance and accountability for public funds. 	<p>Monitoring of time allocated to SMTs.</p> <p>Development of strategic plan for Youth Work in the region.</p> <p>Monitoring of quarterly review meetings.</p> <p>Monitoring compliance and accountability.</p>

<ul style="list-style-type: none"> • 	<p>The TEL Action Plan sets out to ensure that our use of TEL is fully aligned to our strategic priorities. It is specifically about how we (LCETB College of FET) will use technology (learning technologies) to address the priorities and meet the objectives of the LCETB FET Strategy (2023 – 2025). The plan will provide details of actions designed to meet key strategic objectives of the FET Division involving the TEL support Service working collaboratively across the College of FET. It will also serve as the key guiding document for the TEL Support Service both for ongoing work/project-planning and for monitoring and evaluation of progress with regard to the adoption and use of Learning Technologies. The plan broadly follows the 5 Priority areas of the FET Strategic Framework.</p>	<p>Performance and progress in 2023 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Each of the 49 actions from the plan has a set of performance indicators which will be used to monitor performance in each key area. 	<p>Monitoring of performance indicators to ensure targets are met and increased engagement to address priorities to meet the objectives of the FET division.</p>
<p>3.2 To continue to innovate and strengthen strategic business planning processes to achieve organisational priorities</p>	<p>The ETB’s Schools and FET Divisions will work with the Finance and Audit and Risk Committees during 2023 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>During 2023, the ETB’s Schools and FET Divisions will ensure that the Schools Risk Register / FET Risk Register will be an agenda item for meetings</p>	<p>Performance and progress in 2023 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Evidenced Agenda Item at Schools and FET Meetings in 2023. • Evidenced updating of the risk register in 2023. • Evidence of actions to mitigate risks in 2023. 	<p>Heighten awareness of risk identification and management through Risk Register.</p> <p>Follow through on actions to mitigate risks</p>

	and will be regularly reviewed by Principals and Deputy Principals and Provision Managers.		
	Continue to collaborate with other ETBs on the development of CRM/database for the management or organisational data re. QA and employer engagement.	Performance and progress in 2023 will be monitored and evidenced through: <ul style="list-style-type: none"> Quality Council (QA) subgroup meeting updates from system development team. 	CRM/database system developed / implemented / evaluated.
	LCETB and the College of FET will continue to focus on the quality of data and maintaining robust and timely PLSS, to ensure quality measurement of targets and alignment with SOLAS data. Enabled data infrastructure is required from SOLAS to provide more timely outcomes data, particularly from the CSO related system targets for progression to employment and progression to higher education. A mechanism/dashboard will be developed by SOLAS for ETBs to track progress on national system targets 2022 - 2024	Performance and progress in 2023 will be monitored and evidenced through: <ul style="list-style-type: none"> Dashboard developed at national level. 	Continued engagement with SOLAS to progress a mechanism to track progress on national system targets to ensure quality measurements of targets.

	<p>The Capital and Procurement Section will embed the new Contract Management System (CMS) developed in cooperation with ESBS to meet the needs of the organisation. This Tender and Contract Management System is a workflow module that was built to manage the procurement process and documentation from ETBs.</p>	<p>Performance and progress in 2023 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Use of the CMS to meet the needs of LCETB and will include Contract Administration, Service Delivery and Relationship Management. • The module is part of SunSystems and is integrated with P2P to ensure a more efficient and effective delivery of procurement activities. • LCETB will continue to work with ESBS and SunSystems to enhance the efficiency of the new system. 	<p>Efficient use of the CMS to address areas of procurement non-compliance.</p>
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<p>3.3 To promote the highest standards of financial and risk management through internal monitoring controls and audits.</p>	<p>As per the Code, 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.</p> <p>Appointments to audit and finance committees have been made by the board in Consultation with committee chairs. External members of committees should bring the required audit and financial skills and experience to the role.</p>	<p>Performance and progress in 2023 will be evidenced through:</p> <ul style="list-style-type: none"> • Procurement of specialist advice, should the need arise. 	<p>Procurement of specialist advice, should the need arise.</p>
	<p>Risk Management: Working with the Finance and Audit and Risk Committees; during 2023 the ETB will actively identify, assess, monitor and manage risk in the context of all of its operations and will ensure that formal and transparent arrangements are in place for both internal and external audit. The ETB has a process in place designed to identify and address significant risks involved in achieving the entity's outcomes. The Audit and Risk Committee supports the Board in this role.</p>	<p>Performance and progress in 2023 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Risk Register is an Agenda item for all Management Meetings. • Regular updates to the Risk Register. • Mitigation of Risks evidenced. • Identify and address significant risks involved in achieving an entity's outcomes. 	<p>Risks to the achievement of the ETB's strategic and operational objectives are identified, assessed, managed and monitored to support the demonstration of good governance in compliance with legislation, codes of practice, standards,</p>

		<ul style="list-style-type: none"> • Risk Business Plan reviewed on a quarterly basis and forms part of reporting to the Audit and Risk Committee. • Business Continuity Plan reviewed and adapted for evolving needs. • Support to the Board from the Audit and Risk Committees in this role. 	<p>guidance and relevant Department circulars.</p> <p>Assurance to the Board that adequate, specific internal controls are operating as intended.</p> <p>Changes in Risk Business Plan and Business Continuity Plan.</p>
<ul style="list-style-type: none"> • 	<p>LCETB Capital and Procurement Section will manage LCETB’s properties, both owned and leased, to ensure compliance with all Statutory, Department and Governance requirements. This will involve working closely with LCETB Schools and FET Divisions to ensure the accommodation needs of the organisation are met and all Schools and FET Buildings are fit for purpose.</p>	<p>Performance and progress in 2023 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Keeping fully up to date LCETB’s Property Asset Register. • Regular engagement with the Department of Education’s Property Section. • Monitoring of Leases and ensuring compliance with terms. 	<p>Property Asset Register kept up to date.</p> <p>Compliance with all Statutory requirements.</p>

		<ul style="list-style-type: none"> • Monitor LCETB's Property to ensure all buildings are fit for purpose and address any deficits in terms of building standards. 	
<p>3.4 To maximise the efficient use of public resources.</p>	<p>The CE and Directors of Schools, FET and OSD 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 2023.</p> <p>LCETB Capital and Procurement Section and LCETB Finance Section will ensure that during 2023 there will be continued close cooperation between the Financial and Procurement functions to ensure the highest standards of compliance with Public Procurement Procedures, Guidelines and Legislation. This will involve continuing to identify and implement a range of procurement solutions that will deliver compliance, value, efficiency and best practice on behalf of the authority during 2023.</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 2023.</p>	<p>Performance and progress in 2023 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Evidence of use of OGP Frameworks wherever possible during 2023 to ensure compliance and value for money. • LCETB's Multiannual Procurement Plan (MAPP) will be completed by 1st October 2023. • LCETB's MAPP will be refined and further developed during 2023 in order to best plan future Procurement Requirements and prepare a Pipeline of Tenders to be undertaken. • All relevant Policies and Procedures re Procurement to be updated on an ongoing basis via StaffConnect during 2023. 	<p>Adherence to procurement guidelines.</p> <p>Adherence to OGP Framework requirements.</p> <p>Keeping up-to-date with requirements through attendance at national Fora.</p> <p>Completion of MAPP.</p> <p>Continual review of MAPP.</p> <p>Keeping up to date with changes in legislation, EU Directives, Systems,</p>

	<p>LCETB Capital and Procurement Section and LCETB IT Section will ensure that during 2023 there will be continued close cooperation between the Procurement IT functions to ensure the highest standards of compliance with Public Procurement Procedures, Guidelines and Legislation.</p> <p>Implementation of National ETB Procurement Policy (including the suite of template documents for tendering above and below the EU Thresholds) will be on-going in 2023 in relation to procurement of IT services and equipment.</p>	<ul style="list-style-type: none"> • Identify areas of aggregation where OGP contracts or frameworks are not in place and progress competitive procurement for LCETB in these areas. • Report to the Department of Education in relation to capital expenditure. • Management of IT Support Services Contract. • Ongoing review of IT procurement across LCETB. • Review and update of all specifications and technical requirements. • Use of OGP and other appropriate national frameworks for purchase IT equipment. • C & P Staff will engage with the new eTenders Platform due for release in 2023. • The new CMS will be implemented to enhance efficiency and compliance. 	<p>Technology and Governance.</p>
	<p>The CE and Directors of Schools, FET and OSD will ensure that schools, centres and services are supported to use central procurement</p>	<p>Performance and progress in 2023 will be monitored and evidenced through:</p>	<p>Adherence to procurement guidelines.</p>

	<p>frameworks and contracts that are put in place by the Office of Government Procurement (OGP) during 2023.</p> <p>LCETB Capital and Procurement Section and LCETB Finance Section will ensure that during 2023 there will be continued close cooperation between the Financial and Procurement functions to ensure the highest standards of compliance with Public Procurement Procedures, Guidelines and Legislation. This will involve continuing to identify and implement a range of procurement solutions that will deliver compliance, value, efficiency and best practice on behalf of the authority during 2023.</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 2023.</p> <p>LCETB Capital and Procurement Section and LCETB IT Section will ensure that during 2023 there will be continued close cooperation between the Procurement IT functions to ensure the highest standards of compliance with Public Procurement Procedures, Guidelines and Legislation.</p> <p>Implementation of National ETB Procurement Policy (including the suite of template</p>	<ul style="list-style-type: none"> • Evidence of use of OGP Frameworks wherever possible during 2023 to ensure compliance and value for money. • LCETB’s MAPP will be refined and further developed in 2023 to best plan future Procurement Requirements and prepare a Pipeline of Tenders to be undertaken. • All relevant Policies and Procedures re Procurement to be updated on an ongoing basis. • Identify areas of aggregation where OGP contracts or frameworks are not in place and progress competitive procurement for LCETB in these areas. • Report to the Department of Education in relation to capital expenditure. • Management of new IT Support Services Contract. • Ongoing review of IT procurement across LCETB. 	<p>Adherence to OGP Framework requirements.</p> <p>Keeping up-to-date with requirements through attendance at national Fora.</p> <p>Completion of MAPP.</p> <p>Continual review of MAPP.</p> <p>Full compliance relative to Procurement, up to date changes in technology and Governance.</p>
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	documents for tendering above and below the EU Thresholds) will be on-going in 2023 in relation to procurement of IT services and equipment.	<ul style="list-style-type: none"> Review and update of all specifications and technical requirements. Use of OGP and other appropriate national frameworks for purchase IT equipment. 	
3.5 To maintain effective data protection, confidentiality and record management processes. <ul style="list-style-type: none"> 	<p>Privacy Engine continues to assist and enable compliance with GDPR.</p> <p>This will automate the implementation of a Compliance Workbook and, during 2023, the Corporate Services Department will aid in Training and Audit of Schools and Centres around GDPR compliance.</p>	<p>Performance and progress in 2023 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> Number of 2023 training events in respect of GDPR Compliance. Number of staff engaging with above in 2023. Number and type of new resources developed in 2023 to support GDPR. Continued implementation of the GDPR Compliance Workbook in 2023. Updating records of processing activities as per Article 30 GDPR. 	Continue towards full utilisation of the facilities within Privacy Engine to assist with GDPR compliance.
<ul style="list-style-type: none"> 	The ETB's Corporate Services Department will ensure the on-going review and implementation of the Records Management System (DSM) during 2023 in accordance with the ETB's Record Retention Policy and Records Management Policy.	<p>Performance and progress in 2023 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> Review and implementation of DSM Records Management System by Corporate Services. 	Continue towards full Implementation of Records Management and Retention Policy.

		<ul style="list-style-type: none"> • Audit to ensure records are destroyed in line with Records Retention Policy in all Schools and Centres. 	
3.6 To maintain, enhance and embed an effective communications strategy.	<p>The ETB’s OSD Directorate will develop a Communication Framework in 2023 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 and Training Board including FET, OSD and the Schools Division. Additional 2023 actions include:</p> <ul style="list-style-type: none"> • Supporting the management and staff of the ETB through provision of latest and most effective technologies to enhance communication, along with the necessary training. • Continued implementation of the Plain English Strategy. • On-going development of the LCETB.ie website and other social media to ensure that the ETB is providing pertinent, relevant information to its staff and stakeholders. • On-going stakeholder engagement and networking at a local, regional and national level (see 1.8). 	<p>Performance and progress in 2023 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Formal Communications Framework will be put in place in 2023. • Evidence of traffic through the website/social media. 	<p>Develop Communications Framework that clarifies organisational structures, roles and responsibilities and sets out effective communication and decision-making processes.</p>
3.7 To maintain and monitor service level agreements/memoranda of	<p>The ETB’s Finance Department will ensure that all external agencies to whom the authority provides grants/resources will have a formal</p>	<p>Performance and progress in 2023 will be monitored and evidenced through:</p>	<p>To have an appropriate SLA/MOU on file in</p>

<p>understanding and protocols with external agencies to whom we provide grants/resources.</p>	<p>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>	<ul style="list-style-type: none"> Signed Data Protection Addendum in respect of Article 28 GDPR Controller to Processor Transfers of Personal Data is appended to relevant SLA's in 2023. 	<p>compliance with DPER 13/2014.</p> <p>Liaise with the Compliance Team on a monthly basis to ensure all necessary suppliers have the appropriate SLA/MOU in place.</p>
	<p>The Capital and Procurement Section will develop a Contract Management System in cooperation with ESBS to meet the needs of the organisation</p>	<p>Performance and progress in 2023 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> new CMS will be designed specifically to meet the needs of LCETB and will include Contract Administration, Service Delivery and Relationship Management. 	<p>A Contract Management System will be procured for LCETB.</p>
<ul style="list-style-type: none"> 	<p>The ETB's College of FET will continue to use SLAs with external stakeholders, including Community Education partners, to whom it provides grants and resources. It will also consist of the evaluation and monitoring of the delivery of FET activities by these external stakeholders.</p>	<p>Performance and progress in 2023 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> Number of SLAs between LCETB and external partners. 	<p>Continued use of SLA's with external stakeholders.</p>

<p>3.8 To continue to promote a culture of self-evaluation across the organisation to inform a process of continuous improvement through regularly evaluating the effectiveness of administrative systems and practices.</p>	<p>The CE and Director of OSD will carry out a self-assessment in 2023 as required by the Code of Practice for the Governance of Education and Training Boards.</p>	<p>Performance and progress in 2023 will be evidenced through:</p> <ul style="list-style-type: none"> • Feedback and actions arising from self-assessment. • The ETB's Schools Division will ensure the implementation of the various national policies during 2023 will be through the School Self Evaluation (SSE) process linked to the Looking at Our Schools (LAOS) quality framework, respectful of each school community. • Results in State Examinations. • Number of staff availing of CPD. 	<p>Completion of self-assessment and action plan on improvements.</p>
<ul style="list-style-type: none"> • 	<p>LCETB, through the College of FET, is committed to expanding and strengthening the Learner Voice. We will develop cross-FET learner feedback mechanisms and activities, including a FET-wide Learner questionnaire to get feedback from key stakeholders.</p> <p>LCETB will enhance their learner-centered approach to communication and marketing with</p>	<p>Performance and progress in 2023 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Range of learner, staff and other stakeholders consultations carried out in 2023. • Establishment of FET M&E policy steering group. 	<p>Completion of a FET-wide Learner questionnaire to get feedback from key stakeholders and assess and implement appropriate recommendations from same.</p>

	<p>locally focused campaigns and improved learner interface with the collegeoffet.ie website.</p> <p>The College of FET will continue to comply with self-evaluation and reporting requirements to include: contributions to LCETB Service plan and Annual reports, College of FET Annual Report, and new to the sector QQI QA Institutional Review Annual Report.</p>	<ul style="list-style-type: none"> • Reports and updates to Quality Council subgroup (QA) and Quality Council on outputs and recommendations. • Publications of Annual Reports. 	Continued self-evaluation and compliance with statutory obligations.
3.9 To ensure compliance in line with legislation.	The ETB's Finance and Human Resources Departments under OSD will continue to work with the National Pensions project team in response to national policy requirements in 2023.	<p>Performance and progress in 2023 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Continued engagement by the ETB with the National Pensions Project Team in 2023. 	Full adherence to and compliance with all statutory and regulatory requirements across the organisation.
	Inaugural Review of Quality Assurance, initiated by QQI as regulatory authority, identified 29 recommendations for action. Action plan submitted to QQI in response has detailed actions and plan documented. Return of Annual Quality Report to QQI by March 2023 required as part of QA governance processes.	<p>Performance and progress in 2023 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Completion of Annual Quality Report for QQI. 	Completed Annual Quality Report by March 2023.
	Appointments to A&R and Finance Committees should incorporate Members who have the specialist skills, knowledge and experience in these relevant areas.	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.	
3.10 To promote corporate social responsibility and environment sustainable ethos ensuring that this is reflected across the organisation.	<p>During 2023, the ETB's Schools Division will ensure that schools are supported to engage with An Taisce's Green Schools Initiative, providing environmental management and education.</p> <p>Schools will make quarterly returns on data regarding use of buses for school trips.</p>	<p>Performance and progress in 2023 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Number of ETB Schools engaging with the Green Schools Initiative in 2023. • Review of on-line forms and returns of school bus trip data. 	Continue to work towards all schools engaging with Green Schools Initiative.
	<p>LCETB a strong and growing focus on green skills and Near Zero Energy Buildings (NZEB). LCETB are one of the ETBs with a recently opened and dedicated NZEB Centre of Excellence. There is significant ambition to grow this provision in line with the national commitments set out in the Housing for All Strategy and the National Recovery and Resilience Plan.</p> <p>Training will consist of NZEB Electrical, Plastering, Plumbing, Bricklaying, and Carpentry, complemented by training in NZEB</p>	<p>Performance and progress in 2023 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • No of learners at the LCETB NZEB and Retrofitting Centre of Excellence in Roxboro as per SPA. • Roll out of blended programme. • Take up of E-college green skills module. 	<p>Target re. Expansion of reskilling provision to meet retrofitting needs (2023): 1,170</p> <p>Target re. Embedding of core green skills module across FET course (2023): 4,000</p>

	<p>fundamentals, Air Tightness, Ventilation and Insulation. This will be further enhanced via upskilling courses in Solar and Heat Pump Technologies. The 14,000 square feet training facility will provide skills training for individuals who are unemployed and for individuals in employment wishing to upskill. The new LCETB NZEB and Retrofitting Centre of Excellence in Roxboro will offer training to approximately 1,500 learners annually and will be part of the wider development of the Green Innovation Campus.</p> <p>LCETB was a lead ETB in the development of the new Level 4 micro-credential in Sustainability. It will now upskill staff via the train the trainer resources and roll this out as a blended programme across FET provision, and through a national online green skills module available via eCollege.</p>	<ul style="list-style-type: none"> • Campuses targeting Green Campus award. • Development of LCETB Sustainable Action Plan. • Roll out of course offerings on L4 and L5 Sustainability courses. 	
	<p>LCETB is committed to a continuing focus on Energy Management and reduction of Carbon emissions given that 'Public Bodies must play an exemplary role with regard to Energy Efficiency in pursuit of Targets and actions contained in the National Energy Efficiency Action Plan'(S.I.426.)</p>	<p>Performance and progress in 2023 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • ETB Schools engaging with the Green Schools Initiative. • Report on LCETB 2022 energy usage by 	<p>LCETB will inspire and model best practice in tackling climate change.</p> <p>Work with SEAI in gathering data and finding a path for</p>

	<p>It is expected that PSBs LCETB Energy Strategy adopted by Q1 2023</p> <p>LCETB Capital and Procurement Section, in accordance with responsibilities as a Public Sector Body, will strive to achieve the target of a 50% reduction in energy usage and 51% reduction in Greenhouse Gas Emissions by 2030. During 2023, LCETB will continue to promote ongoing investment in energy-reduction measures through participation in relevant initiatives including the National Pathfinder Programme and SEAI Programmes.</p> <p>LCETB will continue to engage with the Department of Education and DFHERIS to maximise investment in LCETB Schools and Centres in order to ensure our facilities comply with all relevant legislation, regulations and the highest standards of energy efficiency.</p>	<p>completing M & R Returns to SEAI in 2023.</p> <ul style="list-style-type: none"> • Monitor and review energy performance across LCETB. • Actively participating in appropriate investment opportunities to identify ways of improving energy performance during 2023. • Evidence of a greater understanding and knowledge of the key issues through ongoing investment in staff development during 2023. • Implement Energy Awareness Campaigns. • Green Teams in our Offices (Marshal House & Station Road) Schools and Centres. • Update Energy Audits. • Participate in the Government’s Reduce your Use Campaign. • Building Green Procurement into our procurement competitions. • Capital Projects focus on Energy Efficiency. • Build Energy Tracking into the Tender Documents. 	<p>LCETB to meet its Energy Targets and develop an Energy Strategy.</p> <p>Continue to work towards all schools engaging with Green Schools Initiative.</p> <p>Complete M&R Returns to SEAI.</p> <p>Monitor energy performance across LCETB with a view to improvement and maximising energy efficiency.</p> <p>Heighten awareness and understanding of energy efficiency within LCETB staff</p>
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		<ul style="list-style-type: none">• Develop further LCETB's Corporate Partnership with SEAI.• Deliver Pathfinder Projects involving the deep energy retrofit of Ennis CC, MTI O'Connell Avenue and Hazelwood College.	
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Performance Delivery Agreement (PDA) Goal 4: Partnership

Links to ->

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

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

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

Priority	Action	Performance Indicator	Target
4.1 To enrich an organisation-wide culture of collaboration.	To facilitate intersection collaboration and encourage the use of internal resources, facilities and services to enhance the staff, student and learner experience.	Performance and progress in 2023 will be monitored and evidenced through: <ul style="list-style-type: none"> Increased awareness and use of internal resources, facilities and services by staff, student and learners. 	Evidence of increased numbers availing of internal resources, facilities and services by staff, student and learners.
4.2 To promote a culture of collaboration, innovation and partnership in order to enhance opportunities for all our stakeholders in the region.	<p>LCETB Capital and Procurement Section will continue to manage and deliver projects for non-LCETB Schools during 2023 to ensure the most cost-effective and efficient use of public funding.</p> <p>LCETB will work with the following non-ETB schools in 2023 in order to ensure projects progress to delivery by implementing effective project management strategies:</p> <ul style="list-style-type: none"> Gaelscoil Sheoirse Clancy. Gaelscoil Mhichil Ciosog. Sacred Heart National School Monaleen. Gaelscoil Donncha Rua. 	Performance and progress in 2023 will be monitored and evidenced through: <ul style="list-style-type: none"> Delivery of project management supports by LCETB in respect of non-ETB schools listed. 	Progression of projects through design phase and on time or before time delivery and hand over of all capital projects scheduled for completion in 2023.

	<ul style="list-style-type: none"> • St. Brigid’s National School. • St. Mary’s National School, Limerick. • Salesian College, Pallaskenry. • St. Clement’s • Gaelscoil Uí Choimín, Kilrush. 		
	<p>In 2023 Youthwork will work in partnership across a range of fora within the region and outside to:</p> <ul style="list-style-type: none"> • Contribute to the development in policy in relation to youth work and related areas. • Highlight the value and visibility of youth work as an intervention for all young people. • Ensure effective communication between all organisations working with young people in the region. 	<p>Performance and progress in 2023 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Participation in ETBI structures – Youth Officer Network and ad hoc consultations as arranged by DCEDIY. • Participation on committees, boards, consultative groups, e.g., Drug Task Force, Comhairle na nÓg, other support networks. 	<p>Monitoring participation in youth committees, support networks and boards at national and local level.</p>
	<p>LCETB is involved in the following collaborations:</p> <ul style="list-style-type: none"> • Mid-West Regional Skills Fora. • Chair of UNESCO Learning Limerick City. • Chair of the Mid-West Film Education & Training Group. • Co-chair of Mid-West Renewable Energy Training and Education Network. • Membership of the Chamber of Commerce. • Membership of the following industry clusters: <ul style="list-style-type: none"> ○ Information Technology 	<p>Performance and progress in 2023 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Collaboration and membership of industry led clusters. 	<p>Continued partnership, collaboration and membership of industry led clusters.</p>

	<ul style="list-style-type: none"> ○ Logistics ○ Aviation ○ Food Partnership ○ Explore Engineering 		
<p>4.3 To continue to build on local, regional, national and international partnerships, to share best practice and enhance our profile as a leading provider of quality education and training.</p>	<p>The ETB has developed strong relationships with HEIs in the region, promoting collaboration, innovation, and ensuring progression pathways for FET and HE learners. Agreements are in place including:</p> <ul style="list-style-type: none"> ● Memorandum of Understanding with UL, Mary I. ● Memorandum of Understanding with TUS. ● Memorandum of Understanding with GMIT. <p>In 2023, the College of FET will carry out Erasmus+ learning mobility projects under the Programme’s Key Action 1 to support organisations in delivering professional and personal development opportunities for staff teachers, trainers and other education staff.</p> <p>We will continue to share best practice at local, national and international levels through conferences, training and papers shared with learning providers.</p>	<p>Performance and progress in 2023 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> ● No of learners progressing to HE. ● Number and range of staff participating in mobility. ● Number of staff new to Erasmus projects. ● Evidence of dissemination and sharing of learning and best practice. ● Evidence of new networks and partnerships. 	<p>Increase Internationalisation and build capacity around E+ Staff Development opportunities in Teaching and Learning Development of New Curricula.</p> <p>Developing Digital Capacity and ensuring digital inclusion.</p> <p>Build new networks Information exchange – potential project partners etc.</p>
	<p>In TEL our Action Plan commits us to strategically engage, and actively participate in networks based on the key strategic objectives from our FET Strategy and this action plan including but not limited to:</p>	<p>Performance and progress in 2023 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> ● Each of the 7 actions from the plan priority TEL and Partnerships 	<p>Active engagement and collaboration with key digital networks.</p>

	<ul style="list-style-type: none"> • SMART Limerick digital inclusion working Group (on digital inclusion). • Teaching and Learning Forum (Digital badges, OER/CC etc.). • ILTA (Learning Technology/TEL research). • ETBI (TEL network, Blended Learning series network etc.). • TEL Coordinators network (Resource sharing, policies, guidelines, procedures etc.). 	<p>has a set of performance indicators which will be used to monitor performance in each key area.</p>	
<p>4.4 To continue to develop initiatives in response to national policy requirements of the Department of Education and the Department of Further and Higher Education, Research, Innovation and Science.</p>	<p>Skills to Compete was launched as an initiative to cope with the structural labour market change brought about by the pandemic. It will become the mainstream offering for those who need upskilling to find sustainable work. This will include targeting of long-term unemployed in line with FET Pathways to Work commitments.</p> <p>The new LCETB NZEB and Retrofitting Centre of Excellence in Roxboro will offer training to approximately 1,500 learners annually and will be part of the wider development of the Green Innovation Campus. The centre will contribute significantly to national policy priorities on Housing for All including housing construction, retrofitting of homes, and carbon reduction.</p> <p>The new ALL Strategy, launched by Government in September 2021, set out an ambitious 10-year cross-Government and cross-society approach to addressing unmet literacy needs. ETBs have a pivotal role in the delivery of the strategy, hosting new Regional Literacy Coordinators who will drive collaboration with local stakeholders via a Regional Literacy Coalition and</p>	<p>Performance and progress in 2023 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Number of Skills to Compete courses 	<p>Target Skills to Compete (2023): 1,100</p> <p>LCETB will initially commit to ‘rebooting’ to 2019 Literacy provision levels, with then a further aim to grow this by 10%, contributing to the overall expansion of literacy investment and provision nationally.</p>

	<p>produce a Literacy Action Plan which will feed into a new national ALL programme office.</p> <p>There will be a requirement to provide English language support for Ukrainian refugees as part of this expansion.</p>		
	<p>At the request of the Department of Education, LCETB is a Member of the Steering Group for the National Pathfinder Programme for Schools with the Department and the SEAI. This Programme is implementing a range of energy retrofitting measures in selected schools across the country with a view to developing a strategy for the roll out of the programme to all schools by 2040 as set out in the National Development Plan.</p>	<p>Performance and progress in 2023 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> continued delivery of project management, financial and administrative supports by LCETB through participation in the Pathfinder Steering Group. 	<p>To enhance delivery of the Pathfinder Programme and apply lessons learnt to LCETB Schools and Colleges.</p>
<p>4.5 To continue to strengthen linkages with enterprise in order to maximise opportunities for our students/learners and contribute to the development of the skills ecosystem for the Mid-West region.</p>	<p>The future world of work, and the rapid pace of economic and societal change, will require upskilling throughout lifetimes and careers. Engagement with employers and industry across the ETB is joined-up and effective. Limerick and Clare ETB is represented on a number of industry clusters within the region enabling dialogue and agile responses to skills needs. Current industry clusters include Logistics; IT; Film; Manufacturing; Engineering.</p> <p>The ETB will continue to play a leadership role in engaging with industry over the next three years, continuing to expand its Skills to Advance offering, and building on its ability to develop flexible online and blended offerings.</p>	<p>Performance and progress in 2023 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> Range of employer for a with LCETB representation. Range of engagement initiatives with industry/regional employers. No of Skills to Advance courses/beneficiaries. 	<p>Target to Grow the number of places addressing key skills need (2023): 4,000</p> <p>Target Skills to Advance (2023): 1,400</p> <p>Target Hydrocarbons validation by year end.</p> <p>In 2022 LCETB increased the number</p>

	<p>The enterprise engagement infrastructure built up by LCETB will be a key resource, and it will build on this by using the sectoral CRM tool to strategically manage this activity. LCETB will increase upskilling and reskilling opportunities for small and medium companies in the region using a targeted strategic approach to enterprise engagement. A mix of short and medium course durations will ensure a range of relevant upskilling opportunities for employers and provide labour market currency for employees. LCETB will continue to deploy its strategic promotions approach to raise awareness among employees and employers of how Skills to Advance opportunities can assist with economic challenges.</p> <p>The College of FET will continue to expand as a resource for enterprise, expanding upskilling in key areas like management, LEAN, sustainability and digital skills with a significant ramp-up of Skills to Advance provision.</p> <p>A number of key areas in terms of skills development will include exploiting micro-credentials and building on the new modules in sustainability. Innovative new skills offerings in response to growing skills needs include in the areas of Hydro-Carbons, training on Composite Work, Solar Panel Installation and Maintenance, Industrial Automation provision as well as the development of the Work Boat Master Traineeship to meet demands of planned renewable energy projects on the Shannon Estuary. Enhancing female participation in FET, e.g. Coding for Women is also a key priority given the need for more females in STEM and coding roles in industry.</p>	<ul style="list-style-type: none"> • New provision around skills development in 2023. • No of female FET beneficiaries. • To meet the needs of the Refrigeration and Air Conditioning Sector, LCETB will develop a new award in Hydrocarbons. • LCETB will continue to evaluate current resources with a view to increasing apprenticeship provision, in craft electrical. • The need for compliance training and certification in F-gas for both mobile air-conditioning and for large installations remains high. Currently LCETB, Shannon Campus is the only approved and validated provider. 	<p>of Electrical apprenticeship courses from 8 to 12 and will add another 2 courses in 2023.</p> <p>LCETB, Shannon Campus trained and certified 604 learners in f-gas. This number is expected to grow in 2023.</p>
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	<p>In terms of apprenticeships and traineeships, LCETB has a strong commitment to both craft and 2016+ apprenticeships. The College of FET will expand the LCETB apprenticeship footprint, including in craft provision, with particular specialisation in electrical, and ramping up its main new apprenticeships, particularly in hairdressing, beauty therapy and barbering.</p> <p>In craft, LCETB provide training to apprentices in electrical; carpentry and joinery; plumbing; motor mechanics; metal fabrication; brick and stone; MAMF; toolmaking; wood manufacturing; electrical Instrumentation and Aircraft Mechanics. LCETB also offer training in the apprenticeship for air conditioning and refrigeration, including standalone elements as well as components for pathways, such as in F-Gas. The demand is very strong in these areas, with positive outcomes evidenced for learners and employers. LCETB has provided significant additional capacity in electrical to assist in dealing with backlogs in training by agreeing to deliver three class intakes a year for all electrical classes, thereby increasing provision by 50%.</p> <p>LCETB has an ambition to develop new apprenticeship programmes over the course of this agreement and in particular aim to widen female participation.</p>	<p>This demand will increase in 2023 as LCETB is now validated to provide Category 2 certification which will be required by personnel installing heat pumps.</p>	
<p>4.6 To continue to foster and strengthen links with other agencies and bodies, including networking</p>	<p>The College of FET will continue to use the capacity built up in quality assurance to drive agile programme/curriculum development in partnership with industry and other ETBs.</p>	<p>Performance and progress in 2023 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Participation in national frameworks 	<p>Continued partnership and collaboration with key education Partners to promote and support</p>

<p>with other ETBs and third level institutions, in the delivery of public services throughout the region to promote and support learning and transitions.</p>		<p>and networks to ensure consistent education provision across education based learning initiatives.</p>	<p>learning and transition of our learners.</p> <p>Promote and create awareness of provision with our education partners to explore approaches that will further remove barriers to participation and transition.</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 2023 to ensure advancement of the overall Strategy Statement.

5. Overview of Services 2023

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

The ETB's target clients are:

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

The ETB manages and operates:

- 2 Community National Schools
- 18 post-primary schools
- 25 Further Education and Training Centres (including 1 Further Education College and 2 former SOLAS Training Centres) delivering varied full-time, part-time and evening provision
- 1 Prison Education Centre
- 2 Outdoor Education and Training Centres
- 3 Music Generation Local Music Education Partnerships
- 1 School of Music
- 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 Technological University of the Shannon: Midlands Midwest (TUS), Munster Technological University and Galway Mayo Institute of Technology.

Organisational Structure

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



Organisation Support and Development

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



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

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

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

Schools



The ETB is responsible for the management and operation of 18 post-primary Community Colleges and 2 Community National Schools in Limerick and Clare (incorporating Glenroe Satellite Classroom, Glenroe, Co. Limerick). 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, multid denominational schools underpinned by the core values of excellence in education, care, respect, equality and community.

Actual and Projected Enrolments (Primary)			
Roll Number	School	Enrolment 2022	Projected Enrolment 2023
20313J	Mol an Óige Community National School, Ennistymon, Co Clare	121	120
	Glenroe Satellite Classroom, Glenroe, Co Limerick (Under auspices of Mol an Óige Community National School, Ennistymon, Co Clare)	26	34
20312H	Raheen Wood Community National School, Tuamgraney, Co Clare	108	108

Actual and Projected Enrolments (Post-Primary)

The post-primary school population is expected to peak in 2025 at 417,000. In September 2023, the projected recognised student enrolment in Limerick and Clare Education and Training Board schools will be circa 9,740.

Roll Number	School	Enrolment 30th Sept '22	Enrolment 30th Sept '23
70830N	Ennis Community College, Ennis, Co Clare	567	661
70840Q	Ennistymon Vocational School, Ennistymon, Co Clare	221	*0
70860W	St Michael's Community College, Kilmihil, Co Clare	268	275
70880F	St Joseph's Community College, Kilkee, Co Clare	177	161
70900I	Scariff Community College, Scariff, Co Clare	435	435
70901K	St Anne's Community College, Killaloe, Co Clare	658	717
71700F	Coláiste Mhuire, Askeaton, Co Limerick	310	338
71790J	Desmond College, Newcastle West, Co Limerick	465	465
71840V	Coláiste Chiaráin, Croom, Co Limerick	709	756
71850B	Hazelwood College, Dromcollogher, Co Limerick	600	603
76061W	Coláiste no Trócaire, Rathkeale, Co Limerick	493	490
76070A	Coláiste Iosaef, Kilmallock, Co Limerick	476	494
76073G	Castletroy College, Castletroy, Limerick	1247	1288
76075K	St John Bosco Community College, Kildysart, Co Clare	279	290
76093M	Coláiste Íde agus Iosef, Abbeyfeale, Co Limerick	679	647
76101I	Gaelcholáiste Luimnigh, Sir Harry's Mall, Limerick	630	635
76414G	Thomond Community College, Moylish Park, Limerick	615	604
76476F	Mungret Community College, Mungret, Limerick	800	881
	TOTALS	9629	9740

*Ennistymon Vocational School is amalgamating with Ennistymon CBS and Scoil Mhuire Ennistymon. This new Community School will commence September 1st 2023

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 2023, a new Strategic Performance Agreement, 2023-2024, 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 2023-2024. 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 2023 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 2023

Limerick and Clare Education and Training Board Projected Receipts and Expenditures

Limerick and Clare Education and Training Board

Budget allocations and projected spending

	Forecast Year ended 31/12/2023	Outturn Year ended 31/12/2022
	€	€
RECEIPTS		
Schools & Head Office Grants	84,748,603	83,403,359
Primary Schools	224,396	193,991
Further Education and Training Grants	89,460,054	78,024,750
Youth Services Grants	4,576,935	4,361,690
Agencies & Self-Financing Projects	6,276,531	6,484,511
Capital	71,755,814	29,049,439
	257,042,333	201,517,740
PAYMENTS		
Schools & Head Office	83,735,341	82,285,863
Primary Schools	224,396	207,457
Further Education and Training	89,460,054	77,363,242
Youth Services	4,576,935	4,394,244
Agencies & Self-Financing Projects	6,276,531	6,285,054
Capital	71,755,814	24,203,187
	256,029,071	194,739,047
Cash Surplus / (Deficit) For Period	1,013,262	6,778,693

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

Programme Activity					
		Forecast Year Ended 31/12/2023			Outturn Year Ended 31/12/2022
Schools & Head Office Payments		Pay	Non Pay	Total	Total
		€	€	€	€
PAY					
	Instruction	66,746,062		66,746,062	64,476,341
	Special Needs Assistants	3,931,433		3,931,433	3,656,458
	Administration	4,404,616		4,404,616	4,129,344
	Maintenance	1,686,318		1,686,318	1,568,458
		76,768,429		76,768,429	73,830,601
NON PAY					
	Total Non Pay		3,903,821	3,903,821	3,989,368
ASSOCIATED PROGRAMMES					
	Book Grant - Needy Pupils	0	495,000	495,000	531,094
	Bus Escort	12,000	0	12,000	11,417
	Covid-19 Cleaning Support Grant	0	0	0	194,934
	Covid-19 Enhanced Supervision Grant	0	0	0	727,973
	Covid-19 Sanitiser & PPE Grant	0	0	0	621,554
	COVID Capitation Grant	0	300,000	300,000	124,134
	Deis Funding	10,000	120,000	130,000	129,645
	Deis Summer Programme	6,500	500	7,000	6,478
	DOE Refunds/Recoupment	20,000	0	20,000	81,820
	Foreign Language Assistant	0	20,000	20,000	27,690
	LCCS - Leaving Cert Comp Science	0	0	0	628
	ICT Grant	0	3,080	3,080	6,402
	ICT Digital Divide	0	212,083	212,083	193,294
	Inservice Courses	0	1,000	1,000	798
	Junior Certificate School Programme	0	65,000	65,000	60,857
	Junior Cert Technology Grant	0	5,000	5,000	1,421
	Leaving Cert Applied (Per Capita)	0	28,841	28,841	26,519
	School Services Support Fund	80,000	878,122	958,122	947,490
	Science Grant	0	15,000	15,000	10,377
	Special Class Grant	0	6,500	6,500	5,281
	Computer Equipment Grant	0	25,000	25,000	26,292
	Transition Year Grant	0	618,465	618,465	545,039
	Traveller Capitation Grant	0	55,000	55,000	50,865
	PLC Government Levy	25,000	50,000	75,000	70,794
	School of Excellence	0	2,500	2,500	0

Limerick and Clare Education and Training Board
Projected Expenditures – Post-Primary Schools and Head Office (Page2 of 2)

Education for Sustainable Development Grant	0	8,500	8,500		0
Explore Programme (DE)	0	0	0		63,098
	153,500	2,909,591	3,063,091		4,465,894
			83,735,341		82,285,863

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

Programme Activity						
	Forecast Year Ended 31/12/2023					Outturn Year Ended 31/12/202 2
Community National Schools Payments	Pay	Non Pay	Total			Total
	€	€	€			€
CNS Capitation Grant	0	43,131	43,131			43,456
CNS Ancillary Service Grant	40,136	50,000	90,136			96,477
CNS DEIS Grant	0	10,000	10,000			10,012
CNS Standardised Testing	0	1,000	1,000			880
CNS School Book Scheme	0	15,000	15,000			14,257
COVID Capitation Grant	0	60,000	60,000			4,858
CNS Covid-19 Cleaning Support Grant	0	0	0			12,274
CNS Covid-19 Sanitiser & PPE Grant	0	0	0			11,478
CNS Special Education Needs	0	1,500	1,500			1,423
CNS IT Grant	0	3,629	3,629			12,342
	40,136	184,260	224,396			207,457

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

YOUTH SERVICES PAYMENTS	Pay	Non Pay	Allowances	Total		Total
	€	€	€	€		€
Youth Work Act (Youth Work Development Plan)	330,000	206,939	0	536,939		536,939
Youth Club Grant (Sports Dept.)	0	160,000	0	160,000		159,390
Regional Task Force	5,500	149,500	0	155,000		154,107
Youth Information Centre Scheme	0	114,864	0	114,864		110,447
UBU - Your Place Your Space	0	3,320,132	0	3,320,132		3,018,844
UBU - Resilience and Effectiveness Initiative	0	20,000	0	20,000		45,625
Youth Capital Funding	0	120,000	0	120,000		127,105
Youth Employability Initiative	0	0	0	0		117,958
Local Creative Youth Partnership	75,000	25,000	0	100,000		93,829
2020 Stimulus Package	0	50,000	0	50,000		30,000
	410,500	4,166,435	0	4,576,935		4,394,244

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

Programme Activity					
FURTHER EDUCATION AND TRAINING PAYMENTS	Forecast Year Ended 31/12/2023				Outturn Year Ended 31/12/2022
	Pay	Non Pay	Allowances	Total	
Further Education	€	€	€	€	€
VTOS	3,575,200	1,006,966	2,223,200	6,805,366	6,687,734
Youthreach, SEN, Guidance, Mentoring	3,553,300	1,681,710	820,000	6,055,010	5,666,115
PLC Pay SOLAS Funded	5,281,864	886,906	0	6,168,770	6,161,370
PLC Non-Pay	755,100	274,303	0	1,029,403	175,032
Co-op HRS-External Bodies	1,844,580	115,000	0	1,959,580	1,891,152
PLC SSSF	0	0	0	0	127,833
RPL	105,160	50,000	0	155,160	123,395
Learner Supports	391,600	155,000	0	546,600	498,208
Fund for Learners with disabilities	175,190	15,000	0	190,190	148,950
FET Pathways from School	398,295	364,690	0	762,985	404,617
Adult Literacy Pay	0	0	0	0	0
Adult Literacy Non Pay	0	0	0	0	0
Core Skills - Pay	3,418,525	738,610	0	4,157,135	2,836,718
Core Skills - Non-Pay	0	0	0	0	599,120
Intercultural Limerick/ESOL	1,141,800	100,000	0	1,241,800	986,872
BTEI Pay	808,850	0	0	808,850	754,475
BTEI Pay Non Pay	1,108,450	713,910	0	1,822,360	0
Comm Ed/SPIDAS Pay	1,149,990	300,000	0	1,449,990	947,451
Comm Ed/SPIDAS Non Pay	0	0	0	0	212,992
Adult Education Guidance Service	833,155	130,000	0	963,155	711,592
Employability Skills (SFW)	0	0	0	0	980,747
Employee Skills Dev - Non-Pay	0	0	0	0	574,194
Unemployment Blackspots	376,200	623,800	0	1,000,000	955,292
TEL (SOLAS)	230,440	230,000	0	460,440	473,857
FET Premises Repairs & Maintenance	0	1,000,000	0	1,000,000	795,301
FE Operational Costs	0	1,745,000	0	1,745,000	1,604,826
FET CPD	0	350,000	0	350,000	249,637
QQI Authentication	210,445	100,000	0	310,445	287,284
Curriculum Development	127,900	50,000	0	177,900	141,505
STTC NATIONAL CO-ORDINATOR	0	181,665	0	181,665	176,283
Hospitality Skills (SOLAS) Pay	0	0	0	0	0
Innovative Projects - P/T	0	171,500	0	171,500	79,000
Refugee Resettlement Prog SOLAS	0	0	0	0	47,293

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

Outdoor Education Centres - Pay	471,810	0	0	471,810		457,837
FE Quality Costs	232,920	180,230	0	413,150		327,101
PLC SOLAS Funded ONP	0	0	0	0		155,652
PLC Enhanced Capitation SOLAS	0	0	0	0		213,570
MAED/REACH Funding	0	500,000	0	500,000		411,049
Covid-19 FET Overheads	0	100,000	0	100,000		39,721
Childcare/Creche Legacy	0	288,125	0	288,125		270,831
	26,190,774	12,052,415	3,043,200	41,286,389		37,174,604
Training Full-time Provision						
SKILLS TRAINING - D/P ALLOW	0	798,705	415,555	1,214,260		202,726
Skills Training- Long Courses	0	0	0	0		1,154,434
SKILLS TRAINING (Contracted Provision)	0	1,661,780	405,700	2,067,480		1,720,912
SKILLS TRAINING - CONTR ALLOW	0	0	0	0		380,400
APPRENTICESHIP DP ALLOW	120,000	3,531,530	12,815,550	16,467,080		11,342,943
Standard Apprentice Training	0	0	0	0		2,928,595
Apprenticeship 2016+	655,700	1,220,300	0	1,876,000		1,260,520
Apprenticeship 2016+ Consortia & Co-ordinating Provider Support	240,000	280,000	0	520,000		190,756
App2016+ CON CO-ORD PS NON-PAY	0	0	0	0		248,773
Traineeship Direct Prov Allow	0	1,047,560	1,197,320	2,244,880		303,552
Traineeship Training Centre (Direct Provision)	0	1,953,820	808,630	2,762,450		872,030
Traineeship (Contracted Provision)	0	0	0	0		868,783
Traineeship Contracted Non Pay	0	0	0	0		1,749,349
Community Training Centres	0	2,077,000	830,000	2,907,000		1,709,089
CTC Allowances	0	0	0	0		598,961
Justice Workshops	0	0	90,000	90,000		48,975
Local Training Initiatives (LTI)	0	271,000	270,000	541,000		210,644
LOCAL TRAINING INIT NON-PAY	0	0	0	0		248,186
Specialist Training Providers (STP)	0	1,900,000	1,244,000	3,144,000		1,176,667
STP - NON-PAY	0	0	0	0		1,657,224
Operational Costs	7,272,710	3,777,710	0	11,050,420		6,922,152
Greenskills/NZEB/Retro-Fitting	366,000	409,000	0	775,000		
OPERATIONAL COSTS Non Pay	0	200,310	0	200,310		2,414,278
Skills to Advance Route 3	414,535	150,000	0	564,535		524,918
	9,068,945	19,278,715	18,076,755	46,424,415		38,734,866
Training Part-time Provision						
Skills to Advance Routes 1	155,930	600,000	0	755,930		567,647
Evening Courses	738,320	255,000	0	993,320		886,125
	894,250	855,000	0	1,749,250		1,453,772
Total	36,153,969	32,186,130	21,119,955	89,460,054		77,363,242

Limerick and Clare Education and Training Board
Projected Expenditures – Agencies and Self-Financing Projects (Page 1 of 2)

Programme Activity					
AGENCY PAYMENTS	Forecast Year Ended 31/12/2023				Outturn Year Ended 31/12/2022
	Pay	Non Pay	Allowances	Total	Total
	€	€	€	€	€
Regeneration Hospitality Skills Non Pay	0	200,000	0	200,000	180,011
Failte Ireland Culinary Skills	0	15,000	0	15,000	9,993
SKILLS VEC HSE	0	0	0	0	64
HSE Art Therapists	65,000		0	65,000	63,566
Mid-West Regional Skills	0	5,855	0	5,855	0
Salary Recoup/Secondment	10,000		0	10,000	9,689
European Projects	0	147,521	0	147,521	87,350
Regeneration Grant	4,100	21,900	0	26,000	14,005
Regeneration Thomond College	0	13,000	0	13,000	1,611
Regen Grant TCC Study	8,000		0	8,000	1,349
SIF - Future Film Makers	0	0	0	0	6,977
PAUL Partnership	41,000		0	41,000	40,849
School Meals - DSFA	0	400,000	0	400,000	382,048
School Completion Programme	290,000	50,000	0	340,000	343,604
Asylum,Migration, AMI Fund	0		0	0	122,976
Music Generation Limk City	385,000	200,000	0	585,000	563,746
Arts Council Partnership	0	80,000	0	80,000	73,170
Music Gen - IPB Sponsorship	0	5,275	0	5,275	4,556
Arts Council - Festival Investment Scheme	0	0	0	0	28,893
Irish Concertina Orchestra Fund	0	54,000	0	54,000	54,733
Music Generation Clare	340,000	100,000	0	440,000	392,030
Music Generation Limerick County	120,000	80,000	0	200,000	146,929
FSD/Third Level Access	0		0	0	0
Examination Bodies_SEC	260,000		0	260,000	259,178
JP McManus - Call & Response Festival	0	6,593	0	6,593	8,407
Exam Fees- State Exams Comm.	0	700	0	700	2,053
Better Energies Communities	0	0	0	0	0
Rapid Programme	0	0	0	0	0
Ballyhoura Health Care Programme	5,300	2,200	0	7,500	7,225
Creative Schools Project (Arts Council)	0	6,500	0	6,500	6,160
Anti Graffiti Project	0	353	0	353	961
The Community Foundation for Ireland	0	40,000	0	40,000	28,021
Community Environment Fund (Limerick Council)	0	500	0	500	0
Creative Cluster - (CEC) Clare Education Centre	0	570	0	570	0
STEAM in Youthreach- NYCI	0	195	0	195	2,305

Limerick and Clare Education and Training Board
Projected Expenditures – Agencies and Self-Financing Projects (Page 2 of 2)

Researchers in residence Scheme (RiRS)	0	1,000	0	1,000	0
Teaching Council					
Irish Adventure Sports Training Trust	0	0	0	0	460
Post Primary Languages Ireland	0	365	0	365	935
Salary Recoupments SF	0	4,000	0	4,000	3,632
Insurance Settlements	0	20,000	0	20,000	19,507
	1,528,400	1,455,527	0	2,983,927	2,866,995
SELF-FINANCING PAYMENTS	Pay	Non Pay	Allowances	Total	Total
	€	€	€	€	€
School Extra Curricular Activities	110,000	1,250,000	0	1,360,000	1,278,410
School Locker Fund	0	25,000	0	25,000	21,894
School Bus Fees	0	50,000	0	50,000	49,998
Sports Complex	0	5,845	0	5,845	0
School Tours	0	160,000	0	160,000	133,217
European School Tours	0	140,000	0	140,000	111,588
School Competitions	0	20,000	0	20,000	17,000
Sports & Social	0	10,000	0	10,000	8,279
School Charitable Purposes	40,000	0	0	40,000	36,715
Staff/Student equipment	0	700	0	700	705
Student PLC Levies	0	355,111	0	355,111	703,708
Student Hardship Fund	0	0	0	0	0
Trainees Self Financing	0	0	0	0	0
PLC Application Fee	0	13,948	0	13,948	19,538
Parents Council	0	10,000	0	10,000	2,259
Fundraising and Donations	0	80,000	0	80,000	66,232
Homework/Study club	240,000	0	0	240,000	232,642
Outdoor Education Centres	360,000	180,000	0	540,000	509,365
Rental of PE Halls & Rooms	0	15,000	0	15,000	12,036
Third Party Examination Fees	0	200,000	0	200,000	190,367
Exam Fees- Other third party	0	2,000	0	2,000	1,885
School Canteen	0	15,000	0	15,000	13,371
School Shop/Vending Machines	0	10,000	0	10,000	8,848
	750,000	2,542,604	0	3,292,604	3,418,058
				6,276,531	6,285,054

Limerick and Clare Education and Training Board
Projected Expenditures – Capital Programme (Page 1 of 3)

			Forecast Year Ended	Outturn Year Ended
CAPITAL			31/12/2023	31/12/2022
Receipts			€	€
Department of Education			71,055,814	27,089,429
SOLAS			580,000	1,840,010
Self-financing			120,000	120,000
			71,755,814	29,049,439
Payments				
New School				
Coláiste Chiaráin, Croom	Building		51,075	0
Gaelcholaiste Luimnigh	Building		14,809,685	6,675,255
Mungret Community College	Devolved & Clerk of Works		20,018,313	1,987,608
Mol an Oige CNS	New School Build		111,367	141,126
Raheen Wood CNS	New School Build		563,068	0
Extensions and Minor Building Works				
St. Josephs CC, Kilkee	Summer Works - Roof		119,023	22,426
St. Josephs CC, Kilkee	Emergency Works - Fire Alarm and Emergency & General Lighting		178,934	0
Gaelcholaiste Luimnigh	Emergency Works - Fire		0	61,454
St. Annes Community College, Clare	Devolved Extension 2012		105,163	547,302
Desmond College, Newcastlewest	Emergency Work & Summer Works		945,149	28,413
Ennis Community College	Extension/Clerk of Works		429,256	2,068,718
Colaiste Iosaef, Kilmallock	Summer Works - Science		265,588	0
Thomond Community College	ASD Unit/Electrical/Furn&Equip		2,954,793	196,072
Limerick College of Further Education	Emergency Works - Heating		0	20,404
St. Michael's CC, Kilmihil	Summer Works/Roof Works		0	30,945
St. Michael's CC, Kilmihil	Extension - ASA		35,000	0
Kildysart Community College	Summer Works		0	40,600
Scariff Community College	Extension		1,607,555	610,688
Scariff Community College	Emergency Works - Roof		59,000	0
Colaiste na Trocaire, Rathkeale	Heating Pipework/Dust Extraction/Gas Pipework		243,915	14,869
Colaiste Mhuire, Askeaton	Summer Works - Roof		753,907	0
Castletroy College	Extension - ASA		560,000	0

Limerick and Clare Education and Training Board
Projected Expenditures – Capital Programme (Page 2 of 3)

Hazelwood College, Dromcollogher	Legacy	0	5,729
Raheenwood CNS	Devolved/Emergency Lighting/ASD Unit	0	60,020
Covid-19 Grants	Minor Works	338,003	558,540
St. John Bosco Community College, Kildysart	Extension	50,000	0
Percent for Art Projects	Various Projects	133,000	32,855
Literacy Resource Library Grant	Various Projects	183,309	13,356
Other	Building Works Self-Financing	50,000	154,279
Non ETB Schools			
Gaelscoil Donncha Rua Devolved	Devolved	2,687,222	9,834
Gaelscoil Mhicil Ciosog	Devolved	212,954	112,639
Gaelscoil Ui Comihin, Kilrush	Devolved	136,107	4,213
Monaleen NS	Devolved	5,696,838	12,110
St. Mary's National School, Limerick	Refurbishment	120,595	78,436
Salesian College, Pallaskenry	Additional School Accommodation	181,765	81,480
St. Brigids NS limerick	Additional School Accommodation	3,500,000	64,941
St Clement's College, Limerick	Additional School Accommodation	72,386	36,017
St. Patricks Comprehensive College, Shannon	Additional School Accommodation	250,000	2,998
Pobalscoil Neas	Design & Build	0	209,987
Energy Efficiency Projects			
Pathfinder - Design & Build	Hazelwood/Scoil Neasain	500,000	3,678,558
Pathfinder - Ennis Community College	Ennis Community College	5,477,850	0
Pathfinder - Coláiste Iosaef, Kilmallock	Coláiste Iosaef, Kilmallock	377,552	0
Pathfinder - Airtightness Surveys	Airtightness Surveys	22,629	0
Furniture and Equipment			
School Extensions	Furniture	1,650,000	850,952
ICT Equipment			
Various Schools	ICT	374,773	648,421
FET Campus			
FET Centres	Equipment & Building Works	3,840,000	1,727,319

Limerick and Clare Education and Training Board
Projected Expenditures – Capital Programme (Page 3 of 3)

Temporary Accommodation				
Mungret Community College		Additional Accommodation	733,855	2,048,129
Gaelcholáiste Luimnigh		Georges Quay Rent Fit Out	689,899	361,888
Coláiste Chiaráin, Croom		Devolved/Temporary Acc	0	738,710
Ennistymon Vocational School		Rental Temp Accomodation	27,990	15,990
Scariff Community College		Rental Temp Accomodation	15,350	7,674
Raheenwood CNS		Rent	43,625	43,625
Mol an Óige CNS		Rental Temp Accomodation	89,322	81,822
Glenroe CNS		Rent	5,000	0
Site Acquisition				
Mungret CC			450,000	0
Site - Sale of Property			25,000	19,488
Sports Capital Dept. of Tourism				
Sports Capital Grant		PE Facilities	10,000	97,297
			71,755,814	24,203,187

Appendix Provision and Services

SCHOOLS

Community National Schools

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

Raheen Wood CNS, Tuamgraney, Co. Clare

Community Colleges

Castletroy College, Castletroy, Limerick

Coláiste Chiaráin, Croom, Co. Limerick

Coláiste Íde agus Iosef, Abbeyfeale, Co. Limerick

Coláiste Iósaef, Kilmallock, Co. Limerick

Coláiste Mhuire, Askeaton, Co. Limerick

Coláiste na Trócaire, Rathkeale, Co. Limerick

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

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

Ennistymon Vocational School, Ennistymon, Co. Clare

Gaelcholáiste Luimnigh, Sir Harry's Mall, Limerick

Hazelwood College, Dromcollogher, Co. Limerick

Mungret Community College, Mungret, Co. Limerick

Scariff Community College, Scariff, Co. Clare

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

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

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

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

Thomond Community College, Moylish Park, Limerick

Community Schools¹

John the Baptist Community School, Hospital, Co. Limerick

Kilrush Community School, Kilrush, Co. Clare

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

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

YOUTH WORK FUNCTION

Services for Limerick City and County

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

Services for County Clare

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

¹ Under the co-patronage of the ETB

COLLEGE OF FURTHER EDUCATION & TRAINING

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

Community Training Centres
Limerick City - under the auspices of Limerick Youth Service
Ennis - under the auspices of Clare Youth Service

FURTHER EDUCATION & TRAINING SUPPORT SERVICES

Information, Recruitment and Guidance Support Service

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

Enterprise Engagement Support Service

College of FET, Raheen Campus, Limerick

Active Inclusion Support Service

College of FET, Kilmallock Road Campus, Limerick

Innovation, Development and Quality Support Service

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

OUTDOOR EDUCATION & TRAINING PROVISION

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

MUSIC EDUCATION PROVISION

Limerick School of Music
Music Generation Limerick City
Music Generation Limerick County
Music Generation Clare

PRISON EDUCATION PROVISION

Education Centre, Limerick Prison, Mulgrave Street, Limerick

Glossary of Abbreviations

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

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