



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

**LIMERICK & CLARE**  
Education & Training Board

# SERVICE PLAN 2020



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. This document, the Limerick and Clare Education and Training Board Service Plan for 2020, has been prepared in compliance with the statutory requirements outlined in Section 47 of the Education and Training Boards Act 2013. Section 47(1) states that:



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

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

This Service Plan details the planned activities, expenditure and income for the authority in 2020 and has been developed in consideration of the funding being made available to the ETB in 2020. The plan seeks to balance priorities across all the aspects of the authority's work including Schools, Organisation Support and Development, and Further Education and Training. Planned delivery will be in accordance with the funding limits as advised to the authority by the Department of Education and Skills and SOLAS.

In preparing this plan, the authority has ensured that the Service Plan 2020 addresses the requirements of the Performance Delivery Agreement between the Department of Education and Skills and Limerick and Clare Education and Training Board. This Performance Delivery Agreement sets out the management and accountability framework between the Department and the ETB. In doing so, the Agreement supports specific high level goals and objectives of the Department and the ETB and sets out a number of targets for the authority in line with its Strategy Statement 2017 – 2021 and work plan for 2020.

The goals and priorities outlined in the ETB's Strategy Statement have been aligned to the goals and priorities laid out in the Performance Delivery Agreement between the Department of Education and Skills and the authority. Specific actions in 2020 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 2020 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 its key partners. In working to achieve the stated targets, Limerick and Clare Education and Training Board commits to the highest possible standards of corporate governance outlined in the Code of Practice for Governance of Education and Training Boards (Circular Letter 0002/2019) revised in February 2019.

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

George O'Callaghan

Chief Executive  
Limerick and Clare Education and Training Board

## 2. Profile/Background

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

### Statutory Responsibilities

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

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

## Board Composition

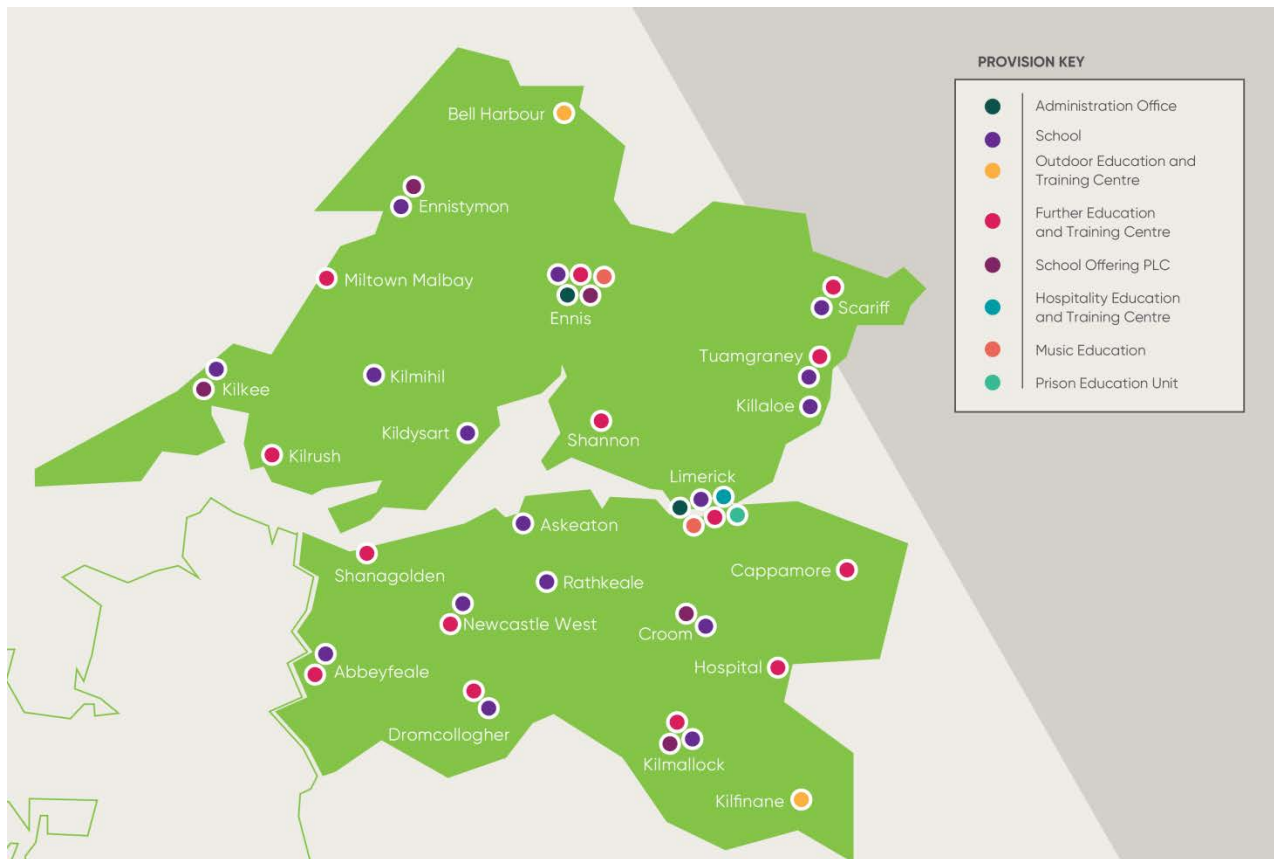
In compliance with legislation, the authority's Board consists of 21 members in total:

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

## Board Membership

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

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



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

### Population

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

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

### Challenges

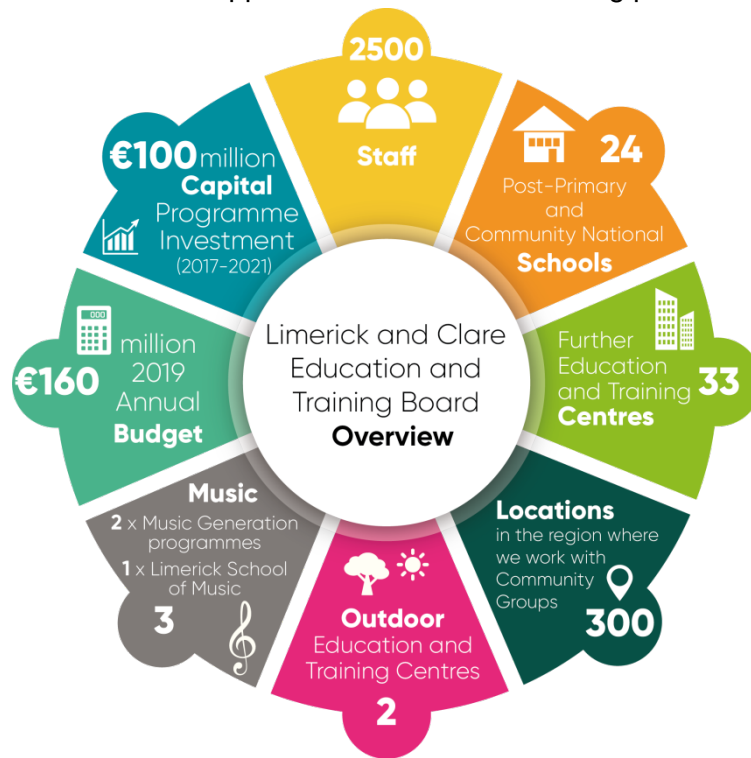
The Limerick and Clare region has 21 of the 79 Electoral Divisions (EDs) (27%) in the country classified as unemployment blackspots. Limerick City is the worst affected area nationally with a total of 17 unemployment blackspots, 8 of which are in the top 10 most affected blackspots nationally. These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

## Economy

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

## Job Creation

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



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

### 3. Strategy Statement 2017 – 2021

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

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

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

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

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

The Public Sector Duty is reflected in the authority’s core values:



## Core Values

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



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

The goals and priorities outlined in the Strategy Statement have been aligned to the goals and priorities laid out in the Performance Delivery Agreement between the Department of Education and Skills and the authority. Specific actions in 2020 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. The 2020 Service Plan includes a number of Priority Items including “Ensure full compliance with the Child Protection Procedures for Primary and Post-Primary Schools 2017” (see pages 29, 30, 53, 54) and a commitment to “Assist the DES, as needed, to meet the needs arising from the Irish Refugee Protection Programme and provision for international protection applicants”, see page 56.

Achieving the targets outlined in the Service Plan 2020 will require commitment and collaboration across all ETB stakeholders including staff, students/learners, managers, administrators, boards of management and all key partners. In working to achieve the stated targets, the ETB commits to the highest possible standards of corporate governance outlined in the Code of Practice for Governance of Education and Training Boards (Circular Letter 0002/2019) revised in February 2019.

## Implementation and Monitoring Provisions

### Implementation

The Service Plan 2020 has been developed to support the implementation of the Limerick and Clare Education and Training Board Strategy Statement 2017 – 2021. While the Strategy Statement sets out the ETB's priorities and goals over a 5-year period, it is important that there is a process in place to support their delivery. Implementation of the strategy by the management of Limerick and Clare Education and Training Board is supported through an annual planning and budgeting cycle. The Board of the ETB approves the annual plan and budget; and a formal evaluation of actual performance referenced to the service plan and budget is reported on an annual basis by publication of the Limerick and Clare Education and Training Board Annual Report and Financial Statements.



### Consultation

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

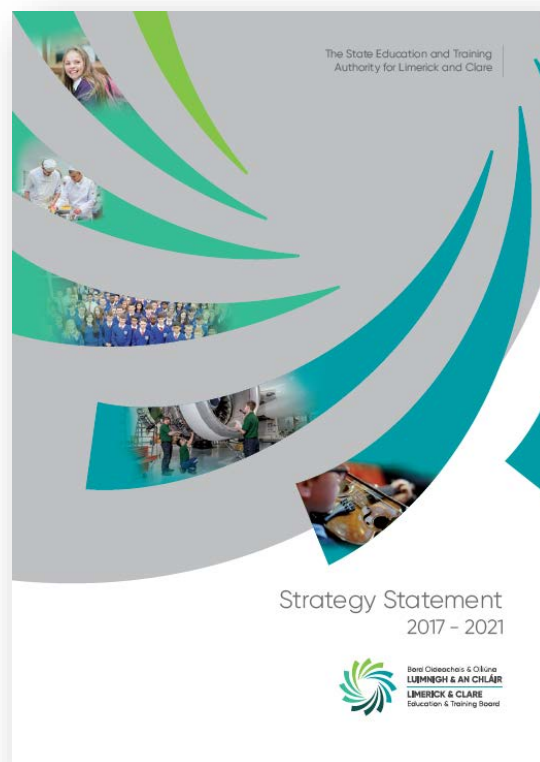
### Monitoring

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

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



## 4. Statement of Services 2020

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

Performance Delivery Agreement (PDA) Goal 1: Optimise Student/Learner Experience			
Links to ->			
Limerick and Clare Education and Training Board Strategy Statement 2017 – 2021 Goal 1: High Quality Student and Learner Experiences			
To provide comprehensive high-quality education, training and lifelong learning opportunities to address the personal, social, economic and employability needs of people in our community. This is about ensuring the highest quality learning and teaching experiences across our schools, centres and programmes.			
Priority	Action	Performance Indicator	Target
<p>PDA 1.1: Provide a positive learning experience for all learners, including learners from marginalised groups</p> <p>The ETB's Strategy 2.6: Provide the most appropriate responses and resources to meet the changing needs, approaches</p>	<p>The ETB's Schools Division will support schools in 2020 to continue the development of inclusive school practices including on-going development of the Student Support Teams and Co-ordinators in order to support students and staff at school level. Specific actions in 2020 include:</p> <ul style="list-style-type: none"> <li>• The review, modification and ratification of admissions policies and procedures that promote diversity.</li> <li>• 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.</li> <li>• On-going development and rollout of digital supports providing information and guidance.</li> </ul>	<p>Performance and progress in 2020 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Evidence of promotion of diversity in admissions policies and procedures.</li> <li>• The number of targeted training events held for Student Support Teams.</li> <li>• The number of staff attending Student Support Team training.</li> <li>• The number of information and guidance digital resources developed and rolled out.</li> </ul>	<p>Identification of opportunities for sharing good practice between Schools and Centres. Diversity-focused admissions policies. Student Support Team Training to be completed for all team members.</p>

<p>and working patterns of our diverse population of staff, students and learners.</p>	<p>As part of the ETB's responsibilities under Public Sector Duty, the authority is committed to promoting equality, preventing discrimination and protecting the human rights of all employees, learners, service users, the wider community and everyone affected by our policies and plans. Specific actions in 2020 include:</p> <ul style="list-style-type: none"> <li>• Finalising and publishing the ETB'S Equality and Human Rights Values Statement (March 2020).</li> <li>• Developing the Public Sector Duty Action Plan.</li> <li>• Deliver an Equality and Human Rights suite of training programmes to raise awareness and promote engagement and support for Equality, Diversity and Inclusion policies, practices and initiatives.</li> <li>• Develop and promote an intercultural awareness training programme for staff and learners – both online and face-to-face group training.</li> </ul>	<p>Performance and progress in 2020 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Publication of the ETB's Equality and Human Rights Statement in March.</li> <li>• Publication of the ETB's Public Sector Duty Action Plan in March.</li> <li>• The number of professional development and training interventions run in 2020 to support the above.</li> <li>• The number of new resources developed in 2020 to support the above.</li> </ul>	<p>To publish: Equality &amp; Human Rights Statement and Public Sector Action Plan. Train appropriate number of staff to ensure implementation of the above and provide relevant resources.</p>
	<p>During 2020, each of the departments within Organisation Support and Development (Finance, ICT, HR, Capital and Procurement and Corporate Services) will work with the Director of Schools and the Director of FET to ensure that all schools and FET 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 2020 include:</p> <ul style="list-style-type: none"> <li>• Continuing a planned cycle of improvements to facilities through the summer works scheme, the emergency works scheme and the Sports Capital Grants Scheme.</li> <li>• Working with the DES to further develop ICT capabilities across our schools and FET Centres</li> </ul>	<p>Performance and progress in 2020 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• To foster relationships and work with School Principals/Centre Managers to identify immediate repair and refurbishment needs in schools and centres.</li> <li>• Assess and plan for the future repair and refurbishment needs of school buildings and develop a multi-year approach to this work.</li> <li>• Seek the necessary funding for these improvements.</li> <li>• Ensure compliance with procurement policy in all</li> </ul>	<p>To have an excellent working relationship between Head Office functions and the Schools and FET divisions. To work collaboratively on all appropriate projects for the good of our students/learners and the entire organisation.</p>

	<p>including accessing grants for ICT equipment, and advice and support materials</p> <ul style="list-style-type: none"> <li>Working within each team, APOs will agree individual goals, maintaining a record of provision of appropriate CPD and development opportunities and feedback in order to support best practice.</li> </ul>	<p>transactions and ensure value for money, to include a timely and earliest possible completion date for such projects.</p>	
	<p>During 2020, the ETB's FET Division Framework for the Integration of Language, Literacy and Numeracy (LLN) and Active Inclusion Support Service Framework will continue to deliver on a range of interventions and supports across our centres designed to increase access to education, training and skill development opportunities for the most marginalised learners. Specific initiatives in 2020 include:</p> <ul style="list-style-type: none"> <li>On-going work in relation to the rollout of initial assessment toolkit.</li> <li>Providing Initial and on-going assessment training.</li> <li>Delivery of targeted professional development opportunities including QQI Level 6 PD on Integrating Literacy, AHEAD Start Disability Awareness Blended Learning Module, Family Learning, TESOL.</li> <li>Participation in the 2020 NALA Learner Voice and Video Campaign</li> <li>Continuing the representation by the ETB on the ETBI ESOL Expert Group which is supporting the development of unaccredited ESOL programmes linked to the Common European Framework of Reference to Languages (CEFR) and mapped to the NFQ.</li> </ul>	<p>Performance and progress in 2020 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>Numbers attending targeted CPD to support the Initial Assessment Toolkit.</li> <li>The number of FET Centres implementing the IA Toolkit in 2020.</li> <li>The number of new resources developed through national representation on groups.</li> <li>Numbers engaging with a Pilot Project in 2020.</li> <li>The number of new programmes targeting food poverty in 2020.</li> </ul>	<p>To have succeeded in providing CPD to the largest possible number of relevant staff, to support implementation of the Active Inclusion Toolkit. To have collaborated with National representation agencies in the development of new resources. To have fully engaged with and supported new programmes targeting food poverty.</p>

	<ul style="list-style-type: none"> <li>• Delivery of a new pilot ESOL unaccredited programme called 'ESOL for Parents of Primary School Children' in 2020.</li> <li>• Membership of the Limerick Food Partnership Initiative.</li> </ul>		
<p>PDA 1.2: Provide a broad based curriculum</p> <p>The ETB's Strategy 1.1: Continue to enhance the student experience through assessment, the provision of a broad-based curriculum (including extra and co-curricular activities) and pro-active and preventative student supports.</p>	<p>The ETB's Schools Division will work to ensure that our schools deliver the highest quality learning and teaching experiences in 2020. Specific initiatives in 2020 include:</p> <ul style="list-style-type: none"> <li>• Working with the Mid-West Regional Skills Forum, with the objective of enhancing partnership between schools and business and industry and the research community.</li> <li>• Working with the DES and four ETB community colleges to implement Phase 1 of the new Physical Education for Senior Cycle.</li> <li>• Continuing to support the introduction of Leaving Certificate Computer Science as a subject in two ETB community colleges in 2020.</li> <li>• Liaison with the Education Department of University of Limerick to formulate a Memorandum of Understanding between the university and the ETB.</li> <li>• The implementation of the various national policies will be through the SSE process linked to the LAOS quality framework, respectful of each school community.</li> </ul>	<p>Performance and progress in 2020 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• The number of students participating in the PE for Senior Cycle programme.</li> <li>• The number of students taking Computer Science as a Leaving Cert Subject in 2020.</li> <li>• The development of an MOU with Education Department in UL in 2020.</li> </ul>	<p>To have evidence of having increased the number of students participating in PE at Senior Cycle and the number of students taking Computer Science as a Leaving Cert subject in the school year 2020/21.</p>
	<p>During 2020, the ETB's FET Division will continue to make specific contributions to each of the six core national FET targets laid out in the Strategic Performance Agreement 2018 – 2020 between SOLAS and Limerick and Clare Education and Training Board. These sectoral targets relate to:</p>	<p>Performance and progress in 2020 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• PLSS and FARR Reporting Systems and Structures in accordance the SOLAS/ Limerick</li> </ul>	<p>The ETB'S FET Contribution Target 1: 30% over 3 years, equating to 1,301 learners securing employment in 2020</p>

	<ul style="list-style-type: none"> <li>• Target 1 – <i>Employment Outcomes</i>: More learners securing employment from provision which primarily serves the labour market.</li> <li>• Target 2 – <i>Progression</i>: More learners progressing to other further or higher education courses from provision, which is primarily focused on this purpose.</li> <li>• Target 3 – <i>Transversal Skills Development</i>: Increase in the rate of certification on courses primarily focused on transversal (social mobility) skills development.</li> <li>• Target 4 – <i>Lifelong Learning</i>: Increase of adults who are seeking FET level provision, engaging in lifelong learning interventions (this target could be subject to upward revision following the benchmarking process.</li> <li>• Target 5 – <i>Relevant Qualifications</i>: Increase in learners securing relevant qualifications in sectors where employment growth/skills needs have been identified. This includes areas such as: Construction, ICT, Food and Beverage, Hospitality, Wholesale/Retail, Biopharma/Pharmachem, Health/Other Care, Digital Media, Sport and Fitness, Engineering, Enterprise Skills needs.</li> <li>• Target 6 – <i>Apprenticeship and Traineeship Provision</i>: Increasing new apprentice and trainee registrations.</li> </ul>	<p>and Clare Education and Training Board Strategic Performance Agreement.</p>	<p>Target 2: 46% over 3 years, equating to 1,978 learners progressing to other courses in 2020</p> <p>Target 3: 28% over 3 years, equating to 1,048 completers certified in 2020</p> <p>Target 4: 11% over 3 years, equating to 13,310 learners starting LLL relevant programmes in 2020</p> <p>Target 5: Average annual increase of 1,625 per annum and a 73% increase in learners in 2020 compared with 2017</p> <p>Target 6: 712 over 3 years or an 86% increase</p>
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<p>PDA 1.3: Implement Quality Assurance systems</p> <p>The ETB's Strategy 1.2: To support our schools and centres in self-evaluation and to ensure quality assurance systems are implemented across Limerick and Clare Education and Training Board to maintain the highest educational, training and ethical standards.</p>	<p>The ETB's Schools Division will support the continued implementation of the curriculum leaders' initiative in 2020, thereby enabling our schools to engage proactively with Self Evaluation, School Improvement Plans and DEIS planning. Actions in 2020 include:</p> <ul style="list-style-type: none"> <li>• Implementing the School Self-Evaluation process.</li> <li>• Supporting preparation for Whole School Evaluations (WSE) and subject evaluations through the Leading Teaching and Learning initiative.</li> <li>• Promoting teacher professional collaboration through the Leading Teaching and Learning Initiative.</li> <li>• Arrange meetings with the DES Inspectorate on best-practice models.</li> </ul>	<p>Performance and progress in 2020 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Engagement and activity under the Leading Inclusive Learning and Teaching &amp; Assessment Initiative including: <ul style="list-style-type: none"> <li>○ The number of meetings and events in 2020.</li> <li>○ The number of collaborative initiatives.</li> </ul> </li> </ul>	<p>Fully implement recommendations of School Inspection Reports. Evidence of having analysed and shared best practice across our schools. Analysis of Leaving Cert results and appropriate corrective action.</p>
<p>The ETB's Strategy 3.9: Promote a culture of self-evaluation across the organisation to inform a process of continuous improvement</p>	<p>In implementing Youth Work quality assurance systems in 2020, the ETB's Schools Division and Youth Work Provision will:</p> <ul style="list-style-type: none"> <li>• Support the implementation of Quality Standards for Volunteer-led Youth Groups in 2020.</li> <li>• Support the further implementation of the National Quality Standards Framework (NQSF) having given consideration of the implications for the framework arising from national review in line with the new scheme UBU Youth Funding Scheme.</li> </ul>	<p>Performance and progress in 2020 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• The number of and attendance at training events and additional resources to support: <ul style="list-style-type: none"> <li>- Quality Standards for Volunteer-led Youth Groups in 2020.</li> <li>- Implementation of the National Quality Standards Framework (NQSF) in 2020.</li> </ul> </li> </ul>	<p>Implementation and full compliance with Quality Standards for Youth Groups and National Quality Standards Framework.</p>

<p>through regularly evaluating the effectiveness of administrative systems and practices.</p>	<p>During 2020, the ETB's FET Division will continue to develop its Quality Assurance structures and processes, complying with the QQI Sector Specific Guidelines for the ETB Sector and will monitor the implementation of the Quality Assurance Improvement Plan. During 2020, specific actions will include:</p> <ul style="list-style-type: none"> <li>• Engaging in Individual FET Centre Quality Improvement Planning across all FET Centres to produce a Centre Level Quality Improvement Plan.</li> <li>• Providing a suite of badged QA Induction Training to staff delivering QQI certified components.</li> <li>• Undertaking an external institutional review of the ETB's FET Division in 2020, wherein the Division will be reviewed as a standalone corporate entity and an individual review report will be produced in respect of the ETB.</li> </ul>	<p>Performance and progress in 2020 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• The ETB's FET Quality Structures, Membership and meetings.</li> <li>• FET Centre Quality Improvement Plans will be produced.</li> <li>• The number and length of QQI training sessions delivered.</li> <li>• The delivery of a Self-Evaluation Report (SER) by June 2020.</li> <li>• The facilitation of the QQI Main Review Visit (MRV) in November 2020.</li> <li>• QI ETB QAIR Report will be produced in February 2021.</li> </ul>	<p>Implementation of Quality Improvement Plan per Centre. Evidence of QQI training sessions delivered. Delivery of Self-Evaluation Report in June 2020.</p>
<p>PDA 1.4: Support students/learners at risk of educational disadvantage in line with current national policy</p> <p>The ETB's Strategy 1.3: Nurture the development of the student/learner as an individual and develop supports for</p>	<p>The ETB's Schools Division will work with the DES, the Department of Health and other Departments in 2020 to implement the recommendations of the National Taskforce on Youth Mental Health, the Youth Mental Health Pathfinder Project and the Connecting for Life Strategy (2015-2020).</p> <p>During 2020, Limerick and Clare Education and Training Board will evaluate the pilot in six ETB community colleges in leading a whole school strategic response to inclusive and special education in post-primary schools Phase 2, in conjunction with Mary Immaculate College.</p>	<p>Performance and progress in 2020 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Phase 2 delivery in conjunction with Mary Immaculate College.</li> <li>• Evaluation in 2020 of a pilot project in six ETB community colleges in leading a whole school strategic response to inclusive and special education in post-primary schools.</li> </ul>	<p>Evidence of implementation of the recommendations of the National Taskforce on Youth Mental Health etc. Strategy (2015-2020)</p>

<p>students/learners at risk of educational disadvantage, in order to maximise their potential at each stage of the learning process.</p> <p>The ETB's Strategy 1.8: Develop a Youth Work Plan for the region.</p>	<p>The ETB's Schools Division and Youth Work Committee will continue to support the implementation of the Youth Work Plan 2018-2021 which aims to ensure the ETB succeeds in its responsibilities to support the provision, co-ordination, administration and assessment of youth work services in the Limerick and Clare region.</p> <p>In addition to the administration of funding for Youth Projects with a focus on disadvantage, a priority in 2020 will be supporting the new targeted Youth Funding Scheme UBU. The scheme "UBU - Your Place, Your Space" brings together four already existing, overlapping schemes and was launched in December 2019 with a view to having the scheme fully operational by the end of 2020. During 2020, Youth Work provision will:</p> <ul style="list-style-type: none"> <li>• Provide support for long-standing projects as their funding criteria become subject to the UBU Your Place Your Space terms and conditions.</li> <li>• Provide support for new and augmented projects which have been established under the UBU Your Place Your Space terms and conditions.</li> <li>• Organise and deliver a series of workshops in 2020 to build capacity of funded organisations under the UBU Your Place Your Space.</li> </ul>	<p>Performance and progress in 2020 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Providing supports to the Youth Work Committee of Limerick and Clare Education and Training Board in 2020 to enable it to carry out its function of overseeing the implementation of the Youth Work Plan.</li> <li>• The number of Youth Work Committee Meetings.</li> <li>• The number of workshops organised and delivered to build capacity of funded organisations under the UBU Your Place Your Space.</li> <li>• The evidence of administration of the Local Youth Club Grant Scheme for Volunteer-led Youth Clubs 2020.</li> <li>• The evidence of co-ordination of youth plans, proposals and activities in Limerick and Clare.</li> </ul>	<p>Evidence of supports provided to the Youth Work Committee of the ETB. Documented review of the progress of implementation of the Youth Work Plan.</p>
	<p>The ETB's Schools Division was one of three chosen pilot ETBs nationally to receive Creative Youth Funding under the Creative Ireland programme. The objective of this partnership was to combine a wide range of resources to provide out-of-school creative activities for children and young people that complement and work with formal school settings.</p>	<p>Performance and progress in 2020 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• The publication of the Local Creative Youth Partnership Strategic Plan in spring 2020.</li> <li>• The number of Local Creative Youth Events organised.</li> </ul>	<p>Evidence of publication of the Local Creative Youth Partnership Strategic Plan. Evidence of increased numbers of children and young people</p>

	<ul style="list-style-type: none"> <li>• The first strategic plan will be delivered in Spring 2020 and will draw on Limerick and Clare Education and Training Board's Youth Work Plan 2018-2021 as well as Creative Ireland's Creative Youth Plan which recognises that 'cultural and creative activity, promotes individual, community and national wellbeing'</li> <li>• During 2020, the ETB, through the Local Creative Youth Partnership Co-ordinator, will provide out-of-school creative activities for children and young people.</li> </ul>	<ul style="list-style-type: none"> <li>• The number of children and young people engaging in Local Creative Youth Events.</li> <li>• The new resources developed through the Local Creative Youth Programme.</li> </ul>	<p>engaged in Local Creative Youth Events.</p>
	<p>During 2020, the Active Inclusion Support Service under the FET Division will continue to develop a FET-wide Learner Support Service, which is responsive to learner's emotional, behavioural, health and mental well-being needs and which will contribute to learner persistence. Specific actions in 2020 include:</p> <ul style="list-style-type: none"> <li>• The development of a cross-provision online learner handbook for the ETB's FET learners.</li> <li>• Providing access to Psychological Supports to develop and enhance personal skills and resources to address challenges impacting on their learning.</li> <li>• Piloting a model of support based on the HEA fund for learners with disabilities.</li> <li>• During 2020 the FET Division's Technology Enhanced Learning (TEL) and Active Inclusion Support Service (AISS) will work to develop a network of Self-Access Learning Hubs across the larger campuses within the division.</li> <li>• Working with community partners and FET Provision, AISS will support a number of</li> </ul>	<p>Performance and progress in 2020 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• An Online Learner Handbook developed by November 2020.</li> <li>• The numbers accessing Psychological supports.</li> <li>• The numbers accessing and evaluation of the impact of supports for learners with Disabilities pilot project.</li> <li>• The development and completion of learning hubs at Raheen and Kilmallock Road Campuses by December 2020.</li> <li>• The evaluation of the numbers accessing the learning hubs in 2020.</li> <li>• The evaluation of the types of interventions delivered/requested through the learning hubs in 2020.</li> </ul>	<p>Online Learner Handbook. Results of assessment and evaluation of the impact of supports for those with disabilities. Establishment of learning hubs. Results of the evaluation of interventions delivered/requested through the learning hubs.</p>

	Sectoral-Focussed Pilot Projects targeted at Unemployment Black Spot Areas.		
<p>PDA 1.5: Provide guidance and counselling services</p> <p>The ETB's Strategy 1.5: Provide high quality information, guidance, counselling and student/learner support services across our schools, centres and programmes.</p> <p>The ETB's Strategy 1.6: Promote the benefits of education and training to the people in our region, in particular helping each learner define unique progression pathways provided by our schools, centres and programmes.</p>	<p>The ETB's Schools Division will support the schools in developing a whole school guidance framework and will further develop links with FET and Third Level institutions through the Guidance Counsellors Forum (established in October 2019). Actions for 2020 include:</p> <ul style="list-style-type: none"> <li>• The development of a Whole School Guidance Framework. This will incorporate the following areas of learning: <ul style="list-style-type: none"> <li>- Developing &amp; maintaining self-esteem and a positive self-concept</li> <li>- Interacting effectively with others (face-to-face and online)</li> <li>- Developing and growing throughout life</li> <li>- Employing effective personal learning/exam strategies</li> <li>- Making educational choices in line with career aspirations</li> <li>- Using career related information and sources appropriately</li> <li>- Understanding the world of work and life roles</li> <li>- Managing career development and decision making</li> </ul> </li> <li>• On-going support and development of the newly formed Guidance Counsellor Forum.</li> </ul>	<p>Performance and progress in 2020 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• The Whole School Guidance Framework in place by end of 2020.</li> <li>• The number of events and meetings in 2020 of the Guidance Counsellors Forum.</li> <li>• The number of Guidance Counsellors participating in the Guidance Counsellors Forum Events in 2020.</li> <li>• The number of initiatives/resources developed in 2020.</li> </ul>	<p>An established School Guidance Framework. Good attendance and participation at the Guidance Counsellors Forum. Evidence of the development of new initiatives/resources.</p>
	The ETB's Information, Recruitment and Guidance Support Service under the FET Division aims to ensure that information and guidance is an integral part of all planning and delivery of FET provision.	Performance and progress in 2020 will be monitored and evidenced through:	Data sharing agreement between the ETB and the NCGE.

	<p>The FET IRG team will continue to work with learners in 2020 to develop progression pathways and address issues as they arise.</p> <p>Information hubs have been opened in Limerick and Ennis and the ETB FET website directs learners to a portal space for booking appointments/ making queries while a freephone number 1800 70 70 77 also available for learners and the general public.</p> <p>The ETB in conjunction with other ETBs and ETBI will work together with the National Centre for Guidance in Education (NCGE) in 2020 to develop a data sharing agreement.</p> <p>During 2020, the ETB will work with the NCGE to enable Directors of FET access to the AEGI AGMS (database).</p>	<ul style="list-style-type: none"> <li>• A data sharing agreement will be put in place between the ETB and NCGE during 2020.</li> <li>• Access to the AEGI AGMS by the ETB's FET Division will be facilitated during 2020.</li> <li>• The numbers accessing information, recruitment and guidance services through the IRGS service on an individual 1-2-1 basis will be captured.</li> <li>• The numbers accessing information, recruitment and guidance services through the IRGS service through group guidance delivery will be captured.</li> </ul>	<p>Established access to the AEGI AGMS by the ETB.</p> <p>Record of numbers accessing information, recruitment and guidance services through IRGS.</p>
	<p>During 2020, the ETB will continue to raise the profile of Further Education and Training through participation in key showcase events, high quality social media and print media, presentations to guidance counsellors, promotional events and demonstrations.</p> <p>The FET Division will participate in organising and promoting FET provision in the following high profile events in 2020</p> <ul style="list-style-type: none"> <li>• Limerick for Engineering Showcase March 2020</li> <li>• Mid-West Apprenticeship &amp; Traineeship Careers Showcase 2020</li> <li>• Limerick Lifelong Learning Festival 2020</li> </ul>	<p>Performance and progress in 2020 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• The attendance at the Limerick for Engineering Showcase March 2020 will be captured.</li> <li>• The attendance at the Mid-West Apprenticeship &amp; Traineeship Careers Showcase 2020 will be captured.</li> <li>• The number of events organised and the attendance at the Limerick Lifelong Learning Festival 2020 will be captured.</li> </ul>	<p>A successful Limerick for Engineering Showcase.</p> <p>Evidence of healthy attendance at the Mid-West Apprenticeship &amp; Traineeship Careers Showcase.</p> <p>Evidence of events organised and attendance at the Limerick Lifelong Learning Festival.</p>

<p>PDA 1.6: Provide high quality learning/training facilities</p> <p>The ETB's Strategy 1.7: Provide and maintain the highest quality facilities and appropriate technologies for our students and learners.</p>	<p>The ETB's Capital and Procurement department under OSD will continue to implement the multi-annual Capital Investment Programme in all Schools and Centres across the ETB during 2020 in order to ensure students, learners and staff have access to the highest quality educational facilities.</p> <p>On-going Capital projects in 2020 include:</p> <ul style="list-style-type: none"> <li>• The completion of the new 800-student Coláiste Chiaráin, Croom.</li> <li>• The construction of the new extension at Ennis Community College.</li> <li>• New school buildings for Mungret Community College.</li> <li>• New School buildings for Gaelcholáiste Luimnigh.</li> <li>• There will also be significant investment by way of extensions to Thomond Community College and Scariff Community College.</li> </ul> <p>In addition, the ETB's Capital and Procurement department will support non-ETB schools in 2020 including:</p> <ul style="list-style-type: none"> <li>• Gaelscoil Sheoirse Clancy</li> <li>• Le Chéile NS</li> <li>• Gaelscoil Mhichíl Ciosog</li> <li>• St Joseph's Secondary School, Spanish Point</li> <li>• Sacred Heart National School, Monaleen</li> <li>• Gaelscoil Donncha Rua</li> <li>• Killinure NS</li> </ul> <p>During 2020, the Capital and Procurement department will also continue a planned cycle of improvements to facilities through the summer works</p>	<p>Performance and progress in 2020 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• The completion of the new Coláiste Chiaráin campus.</li> <li>• Management of the construction of the new extension at Ennis CC to ensure completion in 2021.</li> <li>• Ensuring projects progress to delivery by implementing effective project management strategies.</li> <li>• On-going liaison with the Department of Education &amp; Skills to maximise investment in ETB facilities.</li> <li>• Active engagement between C &amp; P and Schools/Centres to identify and prioritise capital investment.</li> </ul>	<p>The completion of all Capital Projects due for completion and handover in 2020.</p> <p>Progress report indicating on-time delivery on all capital projects due for completion at a date beyond 2020.</p>
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	scheme, the emergency works scheme and the Sports Capital Grants Scheme in various locations.		
	<p>Further Education and Training Division Infrastructure: The ETB has 26 FET Centres. Several of these buildings date back to the early 1900's and are in need of significant refurbishment and constant repair and maintenance. This requires a continual programme of repairs and redevelopment with projects being prioritised in response to needs.</p> <p>During 2020 the following infrastructure projects will be undertaken:</p> <ul style="list-style-type: none"> <li>• FET Centre, O'Connell Avenue: In order to comply with Part M compliance, there is a need to install a lift within the building with external wheelchair access ramps.</li> <li>• In order to respond to increased demand, additional Apprenticeship equipment will be put in place including an extraction unit, lathes, welders and gas recovery unit, industrial robots and 3D printer.</li> <li>• Working in partnership with colleagues in Waterford and Wexford ETB (which has developed the first NZEB training programme in Ireland), will develop a NZEB Training Demo Workshop in the FET Centre, Raheen Campus.</li> </ul>	<p>A number of individual infrastructure projects will be captured in 2020 including:</p> <ul style="list-style-type: none"> <li>• FET Centre, O'Connell Avenue: lift installation completed in 2020.</li> <li>• Apprenticeship equipment will be put in place including an extraction unit, lathes, welders and gas recovery unit, industrial robots and 3D printer.</li> <li>• NZEB Training Demonstration Workshop in the FET Centre, Raheen Campus in 2020.</li> </ul>	<p>To have a lift installed in FET Centre, O'Connell Avenue Campus. The installation of a Training Demo Workshop in FET Centre, Raheen Campus. The installation of required apprenticeship equipment.</p>
<p>PDA 1.7: Promote and develop outdoor education</p> <p>The ETB's Strategy 1.9: Continue to</p>	<p>The ETB's Human Resources department under OSD will continue to support the development of its two Outdoor Education and Training Centres in 2020 through the provision of support to existing personnel and the recruitment of personnel to enhance the variety of the outdoor education</p>	<p>Performance and progress in 2020 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• The recruitment of appropriately qualified and experienced outdoor</li> </ul>	<p>Timely recruitment of appropriately qualified staff to coincide with requirements of each Centre.</p>



<p>promote and develop outdoor education as an integral element of the education services.</p>	<p>provided in the two Centres namely: Outdoor Education and Training Centre Kilfinane and Outdoor Education and Training Centre The Burren.</p>	<p>education instructors as required by the Outdoor Education &amp; Training Centres in 2020.</p>	
	<p>The ETB's Schools Division will continue to develop the physical education supports and awareness for schools through its two Outdoor Education and Training Centres in 2020. During 2020, the Schools Division will ensure that students are offered opportunities to engage in the outdoor classroom as a powerful and unique medium for learning and development. Specific actions include:</p> <ul style="list-style-type: none"> <li>• Supporting schools to engage with the OETCs in supporting students undertaking the Gaisce (President's Award). The mission of The President's Award is "to provide opportunities for young people to realise their potential through personal challenges, facilitating the transition from young person to young adult and enhancing their potential and contribution as active participants in society."</li> <li>• Promoting curricula linked courses across the ETB's schools including <ul style="list-style-type: none"> <li>- Outdoor Learning to support PE and Wellbeing</li> <li>- Delivery of the Junior Cycle Orienteering Short Course for the Orienteering CBA</li> <li>- Annual Schools Orienteering event</li> <li>- Schools Bouldering competition</li> </ul> </li> </ul>	<p>Performance and progress in 2020 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• The number of ETB School students attending Gaisce programmes in the OETCs during 2020.</li> <li>• The number of ETB School students attending curricula-linked courses in 2020.</li> </ul>	<p>The record of the number of schools and students attending Gaisce programmes. Evidence of linkage between schools curricula and courses on offer by each Centre.</p>
	<p>The ETB's FET Division will continue to work with both Outdoor Education and Training Centres to further develop opportunities and curriculum. Actions in 2020 include:</p>	<p>Performance and progress in 2020 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• OETC Infrastructure developments and investment.</li> </ul>	<p>The evidence of infrastructure development and investment.</p>

	<ul style="list-style-type: none"> <li>• Ensuring the infrastructure, facilities, equipment and staffing profile enable the OETCs to provide the best possible outdoor learning experiences to school, Youth, FET and Adult groups.</li> <li>• Actively promoting the work of the OETCs across all FET provision and services and supporting learners undertaking the Gaisce (President's Award).</li> <li>• Harnessing the networking opportunities the OETCs provide as education partners within the Burren and Cliffs of Moher Geopark and a Leave No Trace (LNT) training centre.</li> </ul>	<ul style="list-style-type: none"> <li>• The number of FET learners attending programmes in the OETCs.</li> <li>• The number of events organised in 2020 in conjunction with other agencies/stakeholders.</li> </ul>	<p>The record of the number of FET Learners attending programmes.</p> <p>The record of the number and type of events organised with other agencies/stakeholders.</p>
<p>PDA 1.8 Plan for changing demographics</p> <p>The ETB's Strategy 1.4: Develop appropriate responses which meet the personal, social and employability needs of the people in our communities.</p>	<p>ETB Representation: During 2020, the ETB will continue to be represented on a number of key inter-agency and local government structures involved in developing and monitoring local plans and formulating inter-agency responses for the individuals and communities in the region. This will include engaging with:</p> <ul style="list-style-type: none"> <li>• Limerick and Clare Local Community Development Committees – responsible for preparing and monitoring 6-year Local Economic and Community Plans (LECPs).</li> <li>• Mid-West Regional Skills Forum- partnership between the regional education and training providers, local authorities, local enterprise offices and relevant public and private sector organisations to match skills supply and demand, supporting employers and facilitating job creation.</li> <li>• Clare Age Friendly Alliance and Age Friendly Limerick – responsible for the Age-Friendly Strategy &amp; Action Plan.</li> </ul>	<p>Performance and progress in 2020 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• The record of meetings and collaborative events supported by the ETB.</li> <li>• The ETB's actions and activities under the various strategies including: <ul style="list-style-type: none"> <li>- Clare LECP</li> <li>- Limerick LECP</li> <li>- Clare Age Friendly Action Plan</li> <li>- Age Friendly Limerick Action Plan</li> <li>- Mid-West Regional Skills Forum Actions</li> <li>- Limerick Digital Strategy</li> <li>- Learning Limerick</li> <li>- Limerick Food Partnership</li> </ul> </li> </ul> <p>And others</p>	<p>The record of the ETB's actions and activities undertaken in conjunction with relevant agencies.</p>

	<ul style="list-style-type: none"> <li>• Learning Limerick Partnership through which Limerick has received the UNESCO Learning City Award.</li> <li>• Digital Limerick responsible for the Limerick Digital strategy.</li> </ul>		
<p>PDA 1.9: Engage effectively with employers</p> <p>The ETB's Strategy 4.3: Strengthen linkages with enterprise in order to maximise opportunities for our students and learners and contribute to the social and economic development of the region.</p>	<p>In line with the Mid-West Regional Skills Forum (MWRSF), the National Skills Strategy and the Action Plan for jobs, the ETB's FET Division has an established Enterprise Engagement Support Service (EESS). During 2020, the service 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 the MWRSF, Chambers of Commerce, LEOs, IBEC, IDA and DEASP thus enabling the ETB address specific training needs and design bespoke provision where required.</p> <p>During 2020 the EESS will:</p> <ul style="list-style-type: none"> <li>• Continue to be an active member of the Mid-West Regional Skills Forum.</li> <li>• Continue to ensure that industry requirements are matched to education providers through the ETB's representation on the Chambers, Mid-West Regional Skills Forum, LEOs, EI, IBEC</li> <li>• Continue to develop industry cluster groups in the Mid-West i.e. Hospitality and Tourism, Engineering, IT, Retail.</li> <li>• Work with 'Limerick for Engineering' providing a direct link to employers in developing a pipeline of apprentices, technicians and engineers to meet the specific demands of the engineering sector in the Mid-West.</li> </ul>	<p>Performance and progress in 2020 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• The outcomes of Enterprise Engagement Activity in 2020 will be managed and monitored internally by the EESS Implementation Team.</li> <li>• A new Explore Programme will be delivered in 2020 in conjunction with the MWRSF.</li> <li>• New programmes will be developed in 2020 in response to needs of industry cluster groups – specifically in Engineering, IT, Retail and Hospitality and Tourism.</li> </ul>	<p>The analysis of outcomes of enterprise engagement activity. The delivery of a new Explore programme in conjunction with the MWRSF. The delivery of programmes in response to industry cluster needs.</p>

	<ul style="list-style-type: none"> <li>• Introduce additional customs awareness and higher level customs clearance training for staff in logistics as the implications of Brexit become clearer during 2020.</li> <li>• Strengthen the skills base of employees in Hospitality, Tourism and Recreation through the Hospitality Education and Training Centre and other provision in delivering a number of initiatives in 2020.</li> </ul>		
<p>PDA 1.10: Provide and develop traineeship and apprenticeship programmes</p> <p>The ETB's Strategy 1.4: Develop appropriate responses which meet the personal, social and employability needs of the people in our communities.</p>	<p>Development of Traineeships and Apprenticeships: The ETB's FET Division delivers a range of traineeship and apprenticeship provision across the Limerick and Clare region. It is also involved in the design and development of new traineeship and apprenticeship provision. During 2020 the following provision is planned:</p> <ul style="list-style-type: none"> <li>• A new Barperson Traineeship course is to be developed and rolled out in the latter half of 2020. This traineeship will be developed in conjunction with the Vintners Federation of Ireland. It will include all aspects of Bar Management from service to accounts.</li> <li>• Orbital welding is a growth area within welding which requires certified people. It is the weld process of choice on build projects for pharmaceutical, dairy, food and chemical processing. In order to meet this need, the ETB has purchased a number of orbital welders and will begin offering certified courses in March/April 2020.</li> <li>• A new Robotic Welding Operator Traineeship is currently in development and will commence in April/May 2020. This traineeship was developed in conjunction with a company that specializes in</li> </ul>	<p>Performance and progress in 2020 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• The numbers engaging in the following new provision commencing in 2020 will be available through PLSS and reported to SOLAS: <ul style="list-style-type: none"> <li>- Barperson Traineeship</li> <li>- Orbital Welding</li> <li>- Robotic Welding Operator Traineeship</li> <li>- Construction Machinery Certification</li> <li>- Driving of Heavy Goods Vehicles Traineeship</li> <li>- Advanced Entry to Hairdressing Apprenticeship</li> <li>- Pathways to Apprenticeship Courses X 5</li> </ul> </li> </ul>	<p>The development and delivery of new provision as listed is achieved in 2020.</p>

	<p>automation, Automation Design Pro, based in Rathkeale, County Limerick.</p> <ul style="list-style-type: none"> <li>• The ETB will be offering a course on Construction Machinery Certification in 2020. This is aimed at people who are looking to start a career in construction and will provide learners with the elementary machine tickets for mini-digger, dumper and excavator.</li> <li>• In response to a demand from the Irish Road Haulage Association, the ETB will be offering a traineeship on driving of Heavy Goods Vehicles in the autumn of 2020.</li> <li>• The National Hairdressing Apprenticeship started in November 2019 with the off-the-job phase starting in January 2020. It is proposed to start an advanced entry for Stage 2 apprentices in March/April through the RPL system and a second new cohort of first years starting in September 2020.</li> <li>• The FET Division has been successful in its applications for five new Pathways to Apprenticeship courses in the areas of Accounting, Construction, Hairdressing, Culinary Skills and Engineering. An integrated promotional campaign is under way to promote these new pathways with a view to starting them in early March 2020.</li> </ul>		
<p>PDA 1.11: Ensure all necessary child safeguarding measures are in place in accordance with the Child Protection</p>	<p>The ETB's Schools Division will work with the Safeguarding Advisory Group and the Student Support Team in 2020 to provide training and supports to schools in relation to Safeguarding, Student Support Team and Critical Incidents. During 2020, the Schools Division will support schools in engaging with the PDST programme of CPD to</p>	<p>Performance and progress in 2020 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• The number of training events.</li> <li>• The numbers attending the above events.</li> </ul>	<p>The record of training events and numbers attending. The current register of DLP/D.</p>

<p>Procedures for Primary and Post-Primary Schools 2017</p>	<p>ensure the implementation of the revised Children First Guidelines.</p>	<ul style="list-style-type: none"> <li>• The register of DLP/D/DLPs in 2020.</li> <li>• Any additional supports/resources developed in 2020.</li> </ul>	<p>The development of additional supports/resources.</p>
<p>The ETB's Strategy 1.1: Continue to enhance the student experience through assessment, the provision of a broad-based curriculum (including extra and co-curricular activities) and pro-active and preventative student supports.</p>	<p>The ETB's FET Division will continue to work with Provision Managers and the Professional Development Officer in 2020 to provide training and supports to FET Centres and Services in relation to Safeguarding, and Critical Incidents.</p>	<p>Performance and progress in 2020 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• The number of training events.</li> <li>• The numbers attending the above events.</li> <li>• Register of DLP/D/DLPs in 2020.</li> <li>• Any additional supports/resources developed.</li> </ul>	<p>The record of training events and the numbers attending. Current register of DLP/D. The development of additional supports/resources.</p>
	<p>Organisation Support and Development will ensure the implementation of the ETB's Garda Vetting Policy and will support management and staff during 2020 to ensure all necessary child safeguarding measures are in place in accordance with the Child Protection Procedures for Primary and Post-Primary Schools 2017.</p>	<p>Performance and progress in 2020 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• The number of GV Invitations issued and processed.</li> <li>• The number of training events.</li> <li>• The numbers attending the above events.</li> <li>• The register of DLP/D/DLPs in 2020.</li> <li>• Any additional supports/resources developed.</li> </ul>	<p>The demonstration of full compliance with child safeguarding and Child Protection Procedures for Primary and Post-Primary Schools.</p>

<p>PDA 1.12: Prioritise STEM/STEAM in schools</p> <p>The ETB's Strategy 1.1: Continue to enhance the student experience through assessment, the provision of a broad-based curriculum (including extra and co-curricular activities) and pro-active and preventative student supports.</p> <p>The ETB's Strategy 2.6: Provide the most appropriate responses and resources to meet the changing needs, approaches and working patterns of our diverse population of staff, students and learners.</p>	<p>The ETB is an active member of the Mid-West STEM Alliance. This industry-led project was formed in December 2017 and includes Limerick and Clare Education and Training Board and regional industry clusters Limerick for Engineering and Limerick for IT. The Alliance aims to encourage young people to become engaged and interested in STEM. The project involves distributed leadership, where managers and all stakeholders linked with the Mid-West Action Plan for Jobs and the Mid-West Regional Skills Forum, the ETB (and its schools, principals, and teachers) are fully immersed and committed to the vision to engage and inspire young people from all socio-economic backgrounds to explore the opportunities for a career in STEM. The ETB's Schools Division will work with the DES and the Mid-West Regional Jobs Task Force during 2020 to promote engineering, STEM, apprenticeships and pathways to employment through the Guidance Counsellors Forum, which was established in October 2019.</p>	<p>Performance and progress in 2020 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• The number of STEM Alliance events arranged.</li> <li>• The number of Collaborative Projects developed under the STEM.</li> <li>• The number of students/staff engaging in STEM Alliance events/ projects.</li> </ul>	<p>The record of Stem Alliance events. The record of collaborative projects developed under the STEM alliance and the numbers involved to use as a benchmark for future targets.</p>
	<p>In addition to the STEM Alliance activity, during 2020, the ETB's <b>FET</b> Division is facilitating a two-day professional development opportunity in Science, Technology, Engineering, Arts and Maths - STEAM for staff working in Youthreach provision. This course is being organised by the National Youth Council of Ireland in collaboration with Limerick and Clare Further Education and Training Board. It is funded by the Science Foundation of Ireland and delivered by TechSpace. Staff will undertake a range of Science, Technology, Engineering, Arts and Maths (STEAM) activities that they can build into lessons and programmes for learners and gain the</p>	<p>Performance and progress in 2020 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• The number of members of staff working in Youthreach provision implementing Science, Technology, Engineering, Arts and Maths (STEAM) activities in their classes in 2020 as an impact of the CPD event.</li> </ul>	<p>Analysis of the outcome of the provision of a two-day professional development opportunity in STEAM for staff working in Youthreach provision with emphasis on the impact on lessons and programmes for YR learners.</p>

	skills and knowledge needed to facilitate quality STEAM learning.		
<p>PDA 1.13: Provide high quality ICT learning supports in schools/centres</p> <p>The ETB's Strategy 1.7: Provide and maintain the highest quality facilities and appropriate technologies for our students and learners.</p>	<p>During 2020, the ETB's ICT Department under OSD will provide collaborative opportunities incorporating online platforms which include the ETB's StaffCONNECT SharePoint system to support ETB schools and centres. During 2020, the ICT Department will support the following actions:</p> <ul style="list-style-type: none"> <li>• Development of specific SharePoint sites for each school with associated training and support.</li> <li>• Delivery of continuous professional development to support the rollout of Office 365.</li> <li>• Work with the DES to further develop ICT capabilities across ETB schools and FET Centres, including accessing grants for ICT equipment, and advice and support materials.</li> </ul>	<p>Performance and progress in 2020 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• The number of new SharePoint sites developed for schools.</li> <li>• The number of CPD opportunities delivered to support the rollout of Office 365.</li> <li>• The number of staff engaging with Office 365 by the end of 2020.</li> <li>• The number of new ICT infrastructure projects in place by the end of 2020.</li> </ul>	<p>Analysis of the take-up of SharePoint in schools and its impact. Analysis of the number of staff engaging with Office 365 and its impact. The record of the number and impact of new ICT infrastructure projects.</p>
	<p>The ETB's Schools Division will continue best-practice of supporting schools through cluster days, which started in September 2019. Specific actions in 2020 include:</p> <ul style="list-style-type: none"> <li>• Schools will have access to advice and supports via StaffCONNECT and LCETBSchools.com.</li> <li>• Schools which use Microsoft Office 365 will be offered tailored supports in utilising SharePoint sites for their schools and Microsoft Teams.</li> <li>• The ETB will establish a Google Education Groups Ireland forum to support schools across the region.</li> </ul>	<p>Performance and progress in 2020 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• The number of staff/schools accessing advice and supports through StaffCONNECT and LCETBSchools.com.</li> <li>• The number of training events/ supports provided in 2020 to support SharePoint and MS Teams.</li> <li>• The establishment of Google Education Groups Ireland Forum in 2020.</li> </ul>	<p>The analysis of usage and benefit of accessing StaffCONNECT, SharePoint and MS Teams.</p>



		<ul style="list-style-type: none"> <li>The number of schools engaging in new forum in 2020.</li> </ul>	
	<p>The Technology Enhanced Learning (TEL) Implementation Team under the FET Division will continue to promote the use of technology to facilitate and support innovative teaching and learning practices in 2020. Specific actions will include:</p> <ul style="list-style-type: none"> <li>Planning for and implementation of Tel CPD including Office 365 and Teams to include Campus SharePoint Sites for Assessment and Attendance.</li> <li>Development of SHOW and TEL 2020 - March 30th to April 5th. These practitioner-led inputs, workshops and demonstrations will showcase how technology can be effectively used for teaching, learning and communicating.</li> <li>Providing continued support for TEL in the National Hairdressing Apprenticeship.</li> <li>Chairing of the SMART Limerick Digital Inclusion Group in 2020 and planning for dissemination of</li> </ul>	<p>Performance and progress in 2020 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>The number of new campus SharePoint sites for monitoring of Assessment and Attendance by the end of 2020.</li> <li>The number and range of events delivered as part of SHOW and TEL during 2020.</li> <li>The number of apprentices engaging with TEL as part of the National Hairdressing Apprenticeship.</li> <li>Dissemination in 2020 of research commissioned under the SMART Limerick Digital Inclusion Group.</li> </ul>	<p>Widespread adoption of Office 365 and MS Teams to be achieved in 2020. Campus SharePoint Sites in place and operational. Universal Design for Learning concepts promoted across provision. Successful completion of 2020 scheduled Infrastructure projects. FET Centre Raheen and Kilmallock Road Campus Learning Hubs operational by the end of 2020.</p>

	<p>the results from on-going research on Digital Inclusion.</p> <ul style="list-style-type: none"> <li>• On-going infrastructural and hardware projects including cabling and PCs in a number of FET Centres.</li> <li>• Supporting the delivery in 2020 of the National Teaching and Learning Forum's digital badge on Universal Design for Learning (UDL) as a PD event to support staff.</li> <li>• During 2020 Technology Enhanced Learning (TEL) and the Active Inclusion Support Service (AISS) will work to develop a network of Self-Access Learning Hubs across the larger campuses within the ETB's FET Division.</li> </ul>	<ul style="list-style-type: none"> <li>• The number of infrastructure/hardware projects completed under TEL during 2020.</li> <li>• The numbers achieving the National Teaching and Learning Forum's digital badge on Universal Design for Learning (UDL) in 2020.</li> <li>• The development of Raheen and Kilmallock Road Campus Learning Hubs completed by December 2020.</li> <li>• The evaluation of the numbers accessing the learning hubs in 2020.</li> <li>• The evaluation of the types of interventions delivered/requested through the learning hubs in 2020.</li> </ul>	
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Performance Delivery Agreement (PDA) Goal 2: Staff Support

Links to->

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

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

Priority	Action	Performance Indicator	Target
PDA 2.1: Recruitment and retention of staff  The ETB's Strategy 2.1: Recruit, develop and retain staff of the highest calibre.	The ETB's Human Resources Department under OSD will work across the organisation to ensure best practice recruitment and selection policies and procedures during 2020. This process includes ensuring high quality person specifications, job descriptions, competency-based interview documentation and training for board members.	Performance and progress in 2020 will be monitored and evidenced through: <ul style="list-style-type: none"> <li>The number of newly-appointed ETB Board Members, Managers and those involved in the recruitment process who receive training/ refresher training on recruitment, selection and competency-based interviewing during 2020.</li> <li>A 2020 recruitment plan developed across the ETB.</li> <li>Confirmation that Recruitment and Selection templates are reviewed in 2020 to ensure continued compliance with legislation and GDPR.</li> </ul>	Appropriate training for all interview board members. Current job descriptions and person specifications for all categories of staff An agreed recruitment plan to coincide with staffing requirements of Schools and FET.
	The ETB's Human Resources Department under OSD will support the rollout of an Induction Process for new staff and support the development of training and induction material relevant to each division during 2020.	Performance and progress in 2020 will be monitored and evidenced through: <ul style="list-style-type: none"> <li>Adoption of a New Induction Policy and Checklist in 2020</li> <li>The number and type of new resources (including an online resource) developed to support the staff induction process during 2020.</li> </ul>	Online Induction Resource to be rolled out to support the staff induction process. Implementation of a Revised Induction Policy

		<ul style="list-style-type: none"> <li>The number of new staff recruited in 2020 who engage in a documented, evidenced, induction process.</li> </ul>	and Checklist for Line Managers.
<p>PDA 2.2: Support staff in ongoing professional development</p> <p>The ETB's Strategy 2.2: Develop and implement a continuous staff development policy, which reflects the organisation's objectives and supports staff to maintain and develop their skills in line with the highest standards of professional practice.</p>	<p>Organisation Support and Development will ensure that all grades of staff across the organisation continue to be offered professional development opportunities in 2020 as part of their on-going professional development.</p>	<p>Performance and progress in 2020 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>The number of staff getting financial support through the Staff Professional Development Fund in 2020.</li> <li>The number of staff availing of opportunities through VLE platforms such as Moodle and CORE University in 2020.</li> <li>The number of training events for staff in Shared Services software packages in 2020.</li> <li>The number of the ETB's Capital and Procurement department staff engaging in specific training in the area of Procurement and Energy Management during 2020.</li> </ul>	<p>Support all relevant applications to Staff Professional Development Fund.</p> <p>Deliver appropriate in-house training as required.</p> <p>Targeted provision of appropriate learning and development initiatives for all. Continue to support established internal Forums across OSD, Schools and FET Centres.</p>
<p>The ETB's Strategy 2.3: Foster, promote and encourage staff to critically reflect on their work, to engage in high quality individual and collaborative practice, and actively participate in continuous professional development opportunities, including</p>	<p>The ETB's Schools Division will ensure that staff members in ETB schools are supported to engage with Continuing Professional Development (CPD) opportunities during 2020. Actions will include:</p> <ul style="list-style-type: none"> <li>Implementation of a training and support plan for Special Education Needs Co-ordinators.</li> <li>Further development of teachers as leaders in areas such as Curriculum, digital, inclusivity and student support.</li> </ul>	<p>Performance and progress in 2020 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>Special Needs Co-ordinators having access to a 2020 Training Support Plan.</li> <li>The number of events planned in 2020 and the number of SEN co-ordinators engaging.</li> <li>The number of teaching staff engaging in CPD events.</li> </ul>	<p>Develop an internal mentoring programme and online resource in support of all newly-appointed Principals/FET Managers.</p>

<p>engaging with educational evidence-based research.</p>	<p>The Professional Development Implementation Team under the FET Division will provide opportunities for FET staff to ensure that they are meeting the needs of learners using appropriate and up-to-date skills and methodologies. Actions in 2020 will include:</p> <ul style="list-style-type: none"> <li>• Engaging with the EU Erasmus+ Programme in order to provide staff and learners with opportunities to learn in different VET and Adult Education contexts in Europe.</li> <li>• Working with the Implementation Teams, Corporate Services department and Managers to undertake a training needs analysis to develop the 2020 Professional Development Calendar.</li> <li>• Contributing to the SOLAS FET Professional Development Strategy Renewal Consultation Process in 2020.</li> </ul>	<p>Performance and progress in 2020 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• The numbers of Badged PD events run in 2020.</li> <li>• The numbers of staff attending the above.</li> <li>• Qualitative evaluation and feedback on PD inputs in 2020.</li> </ul>	<p>FET staff members are provided with opportunities to engage with relevant professional development opportunities in 2020, ensuring best practice in the planning, delivery and evaluation of teaching and learning.</p>
<p>PDA 2.3: Support and develop high quality leadership in the ETB</p> <p>The ETB's Strategy 2.4 Foster a culture of leadership, coaching and mentoring for all staff.</p>	<p>The ETB's Organisation Support and Development structure is designed to promote leadership and innovation across all grades of staff. During 2020, the practice of regular structured team meetings both departmentally and cross-sectional will continue. Additional actions in 2020 include:</p> <ul style="list-style-type: none"> <li>• Supporting the engagement of staff with various national fora, networks and working groups thus providing opportunities for the development of policies and procedures as well as the promotion of good practice across the ETB.</li> </ul>	<p>Performance and progress in 2020 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• The number of national fora the ETB's staff are engaged with during 2020 and attendance at events.</li> <li>• New resources developed in 2020 through engagement with the above.</li> </ul>	<p>The ETB will continue to seek to identify aspiring leaders and encourage them to avail of appropriate professional development. Delivery of regular in-house training sessions, workshops and supports to foster</p>

			high quality leadership.
	<p>The ETB's Schools Division will support school communities to develop leadership and expertise through the following actions in 2020:</p> <ul style="list-style-type: none"> <li>• Regular Principals Forum meetings will continue to be organised.</li> <li>• Supports to implement distributed leadership will be implemented at the appropriate level during the year, including the inclusion of both Principals and Deputy Principals at all School Leaders' meetings.</li> <li>• Training of mentor Principals and Deputy Principals to work with newly-appointed Principals and Deputy Principals will take place.</li> <li>• School staff will be facilitated to engage with and contribute to National Fora including the ETBI Principals Network, the Annual Education Conference for Principals and Deputy Principals and the ETBI Induction Programme for new Principals and Deputy Principals.</li> </ul>	<p>Performance and progress in 2020 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• The number of School Leaders meetings and attendance at these during the year.</li> <li>• The number of mentoring training sessions organised in 2020 to support newly-appointed Principals and Deputy Principals.</li> <li>• The number of mentoring sessions organised.</li> </ul>	<p>Continued support of the ETB's Principals &amp; Deputy Principals Forum. Establishment of a networking culture initiated by the mentoring programme. Development of an online resource for mentors and mentees.</p>
	<p>The ETB's FET Steering Group and FET Implementation Teams structure within the FET Division is designed to be inclusive. The model of implementation teams for specific</p>	<p>Performance and progress in 2020 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• The number and length of professional development sessions delivered</li> </ul>	<p>Individual staff members are supported in developing their</p>

	<p>strategies and frameworks provides staff with opportunities to engage in actions related to their particular area of interest or expertise on a cross-provision basis. During 2020, staff from across the division will be engaging with structured action-planning and delivery through implementation teams in:</p> <ul style="list-style-type: none"> <li>• Technology Enhanced Learning</li> <li>• Professional Development</li> <li>• Enterprise Engagement</li> <li>• Information Recruitment and Guidance</li> <li>• Quality Assurance</li> <li>• Active Inclusion</li> </ul> <p>During 2020, a number of opportunities for professional development to support leadership are planned including:</p> <ul style="list-style-type: none"> <li>• Essential Soft Skills for Managers</li> <li>• Office 365 for Digital Leaders</li> <li>• Managing Boundaries and Self Care</li> </ul>	<ul style="list-style-type: none"> <li>• The number of staff attending.</li> <li>• The new resources produced.</li> <li>• The new Initiatives emerging.</li> <li>• The evaluations and feedback of training sessions.</li> </ul>	<p>leadership and management skills in 2020.</p>
<p>PDA 2.4: Promote awareness of health and safety</p> <p>The ETB's Strategy 2.5: Promote active awareness of health, safety, wellbeing and welfare for all staff, students and learners at a personal and organisational level.</p>	<p>Health and Safety: The ETB's Corporate Services department under Organisation Support and Development works with the Schools and FET Divisions to ensure Health and Safety Compliance. This includes ensuring that H&amp;S Committees are in place in all ETB schools and FET Centres and maintaining the H&amp;S Training Registers across the whole organisation.</p> <p>During 2020, Corporate Services will:</p> <ul style="list-style-type: none"> <li>• Undertake a Training Needs Analysis in respect of H&amp;S Training needs (both mandatory and optional).</li> </ul>	<p>Performance and progress in 2020 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• The formal TNA in respect of H&amp;S being undertaken.</li> <li>• The H&amp;S Register is maintained.</li> <li>• The number of training events organised and the number of staff trained to the appropriate level.</li> <li>• The confirmation that H&amp;S Committees are in place in all Schools and FET Centres (including a list of members).</li> </ul>	<p>Analysis of the TNA in respect of H&amp;S.</p> <p>Delivery of training events in line with the outcome of the TNA.</p> <p>The H&amp;S Training Register.</p>

	<ul style="list-style-type: none"> <li>• Organise a schedule of training in response to the above.</li> <li>• Maintain the H&amp;S Training Register.</li> </ul>		
	<p>Risk Management: Working with the Finance and Audit Committees, during 2020 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.</p>	<p>Performance and progress in 2020 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• The Risk Register will be an agenda item at all Management Meetings.</li> <li>• Regular updates to the Risk Register.</li> <li>• Mitigation of Risks evidenced.</li> </ul>	<p>Risks to the achievement of the ETB's strategic and operational objectives are identified, assessed, managed and monitored to support the demonstration of good governance in compliance with legislation, codes of practice, standards, guidance and relevant Department circulars.</p>
	<p>As part of the procured Pegasus system the Corporate Services department under OSD</p>	<p>Performance and progress in 2020 will be monitored and evidenced through:</p>	<p>The ETB will discharge its</p>



	<p>will continue to review the effectiveness of existing Health and Safety policies and practice in 2020, including an up-to-date register of H&amp;S Committees at centre level and CPD record of mandatory/additional training.</p>	<ul style="list-style-type: none"> <li>• An update to the register of H&amp;S Committee membership.</li> <li>• A TNA in respect of H&amp;S.</li> <li>• The number of training events organised and the number of staff trained to the appropriate level during 2020.</li> </ul>	<p>obligations under Health and Safety Legislation and other relevant statutory legislation by providing a healthy and safe working environment for our stakeholders.</p>
<p>PDA 2.5: Provide a positive and supportive work environment</p> <p>The ETB's Strategy 2.6: Provide the most appropriate responses and resources to meet the changing needs, approaches and working patterns of our diverse population of staff, students and learners.</p>	<p>The ETB's Directors initiated a Values-Led Public Sector Duty Initiative on an organisational-wide basis in 2019. A draft Values Statement was produced in 2019. During 2020, the following actions will be prioritised:</p> <ul style="list-style-type: none"> <li>• Policies are currently being reviewed in the context of the ETB's Public Sector Duty and will be updated to reflect the ETB values statement.</li> <li>• A Public Sector Duty Action Plan for the ETB will be produced with actions to be implemented on an organisational-wide basis.</li> </ul>	<p>Performance and progress in 2020 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• The launch in March of the ETB Public Sector Duty Values Statement</li> <li>• The launch in March of the ETB Public Sector Duty Action Plan.</li> <li>• The number of actions implemented under the ETB Public Sector Duty Action Plan during 2020.</li> </ul>	<p>Publication of the Public Sector Duty Values Statement. The Launch of the Public Sector Duty Action Plan. Review of the implementation of the action plan.</p>

	<p>The ETB's Schools Division will support a positive and supportive work environment in 2020 through the establishment of advisory groups to provide support in the following key areas:</p> <ul style="list-style-type: none"> <li>• Risk Register including Safeguarding</li> <li>• Health &amp; Safety</li> <li>• Special Education Needs</li> <li>• Scoileanna lán-Ghaeilge</li> <li>• Parents &amp; Guardians</li> <li>• Digital Learning</li> <li>• Curriculum including Teaching &amp; Learning</li> </ul>	<p>Performance and progress in 2020 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• The number and length of professional development sessions delivered</li> <li>• The number of staff attending</li> <li>• The new resources produced</li> <li>• The new Initiatives emerging</li> <li>• The evaluations and feedback of training sessions</li> </ul>	<p>The emotional, physical, and mental well-being of staff and students are supported and valued.</p>
<p>PDA 2.6: Support staff wellbeing</p> <p>The ETB's Strategy 2.5: Promote active awareness of health, safety, wellbeing and welfare for all staff, students and learners at a personal and organisational level.</p>	<p>The ETB will continue to promote staff wellbeing under Organisation Support and Development in 2020 including:</p> <ul style="list-style-type: none"> <li>• On-going promotion of the Employee Assistance Service which provides ETB employees with information, advice and support to help improve wellness and wellbeing.</li> <li>• Professional Development Opportunities</li> <li>• Implementation of policies on the Code of Conduct, Employment Equality, various Leave Policies, Code of Ethics, Public Sector Duty.</li> <li>• Wellbeing resources</li> </ul>	<p>Performance and progress in 2020 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• The number of staff engaging with the Employee Assistance Service.</li> <li>• The wellbeing initiatives undertaken.</li> <li>• The number of staff attending Wellbeing Initiatives.</li> <li>• The resources developed during the year to support Staff Wellbeing.</li> </ul>	<p>Heighten awareness of all staff of the availability of the Employee Assistance Service. Heighten awareness of all staff relative to wellbeing initiatives and their benefits. Delivery of the development of resources to support staff wellbeing.</p>
	<p>The ETB's Schools Division will work with the DES and its Support Services to implement and embed the DES Wellbeing Framework for Practice in Schools in order to promote and support student wellbeing in our schools.</p>	<p>Performance and progress in 2020 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Confirmation that ETB Schools are delivering the required 400 hours of</li> </ul>	<p>DES Wellbeing Framework for Practice in Schools is implemented in 2020.</p>

		wellbeing at Junior Cycle from 2020 onwards.	
	<p>The ETB's FET Division will support the rollout of campus-wide Wellbeing Initiatives including :</p> <ul style="list-style-type: none"> <li>• Professional Development Opportunities to enhance Staff Wellbeing</li> <li>• Pieta House Amber Flag initiative where FET Centres host a mental health awareness event, a fundraiser, and a mental health initiative.</li> </ul>	<p>Performance and progress in 2020 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• The number of staff wellbeing initiatives undertaken.</li> <li>• The number of staff attending Wellbeing Initiatives.</li> <li>• The number of FET Centres engaging in the Amber Flag Initiative.</li> </ul>	<p>Campus-wide wellbeing Initiatives will be implemented in a number of FET Centres in 2020.</p>

Performance Delivery Agreement (PDA) Goal 3: Governance

Links to ->

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

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

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

		line with the ETB's 3-year policy review cycle.	On-going GDPR and H&S Training for all staff. The review of policies.
	<p>The ETB's Capital and Procurement and Finance departments under OSD will ensure that during 2020 there will be continued close co-operation between the Financial and Procurement functions to ensure the highest standards of compliance with Public Procurement Procedures, Guidelines and Legislation.</p> <p>Implementation of National ETB Procurement Policy (including the suite of template documents for tendering above and below the EU Thresholds) will be on-going in 2020.</p>	<p>Performance and progress in 2020 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• The ETB's Multi-annual Procurement Plan (MAPP) will be completed by 1st September 2020.</li> <li>• The ETB's MAPP will be refined and further developed during 2020 in order to best plan future Procurement Requirements and prepare a Pipeline of Tenders to be undertaken.</li> <li>• All relevant Policies and Procedures regarding Procurement to be made available via StaffCONNECT during 2020.</li> </ul>	<p>The completion of MAPP. The continual review of MAPP. Full compliance relative to Procurement and Governance.</p>
<p>PDA 3.2: Effectively manage finances and risk</p> <p>The ETB's Strategy 3.3: Ensure high standards of financial and risk management, through internal/external auditing/monitoring controls, to support schools, centres and services to operate within</p>	<p>The ETB's Schools and FET Divisions will work with the Finance and Audit Committees during 2020 to actively identify, assess, monitor and manage risk in the context of all operations and will ensure that formal and transparent arrangements are in place for both internal and external audit.</p> <p>During 2020, the Schools and FET Divisions will ensure that the Schools Risk Register/FET Risk Register will be an agenda item at meetings and will be regularly reviewed by Principals and Deputy Principals and FET Provision Managers.</p>	<p>Performance and progress in 2020 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• An evidenced Agenda Item at Schools and FET Meetings.</li> <li>• An evidenced updating of the risk register.</li> <li>• The evidence of actions to mitigate risks.</li> </ul>	<p>Heightened awareness of Risk Identification and management through the Risk Register. Follow-through on actions to mitigate risks.</p>

funding and corporate governance guidelines/requirements.			
<p>PDA 3.3: Efficiently use resources</p> <p>The ETB's Strategy 3.4: Maximise the efficient use of public resources and avoid duplication of services.</p>	<p>The ETB's Capital and Procurement department under OSD will continue to identify and implement a range of procurement solutions that will deliver compliance, value, efficiency and best practice on behalf of the authority during 2020.</p>	<p>Performance and progress in 2020 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Evidence of the use of OGP Frameworks wherever possible to ensure compliance and value for money.</li> <li>• The on-going participation on National Fora with ETBI, OGP and other ETBs in implementing Procurement best practice.</li> </ul>	<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 etc.</p>
	<p>The ETB CE and the Directors of Schools, OSD and FET 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 2020.</p>	<p>Performance and progress in 2020 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Evidence of the use of OGP Frameworks wherever possible to ensure compliance and value for money.</li> </ul>	<p>Office for Government Procurement Frameworks are implemented where possible across the ETB.</p>

<p>PDA 3.4: Communicate effectively</p> <p>The ETB's Strategy 3.7: Develop an effective communications strategy.</p>	<p>Organisation Support and Development will develop a Communication Framework in 2020 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 2020 actions include:</p> <ul style="list-style-type: none"> <li>• Supporting ETB management and staff through provision of the latest and most effective technologies to enhance communication, along with the necessary training.</li> <li>• Continued implementation of the Plain English Strategy</li> <li>• On-going development of the LCETB.ie website and other social media to ensure that the ETB is providing pertinent, relevant information to its staff and stakeholders.</li> <li>• On-going stakeholder engagement and networking at a local, regional and national level (see 1.8).</li> </ul>	<p>Performance and progress in 2020 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• A formal Communications Framework will be put in place in 2020.</li> <li>• Evidence of traffic through the website/social media.</li> </ul>	<p>A Communications Framework is in place by the end of 2020.</p>
<p>PDA 3.5: Develop Service Level Agreements with external stakeholders</p> <p>The ETB's Strategy 3.8: Develop service level agreements/memorandum of understanding protocols with external agencies to whom we provide grants/resources.</p>	<p>During 2020, the ETB's Capital and Procurement department under OSD will work towards developing a bespoke Contract Management System, in co-operation with the Education Procurement Service to meet the needs of the organisation.</p>	<p>By the end of 2020, a design for a bespoke CMS will be agreed. This will include:</p> <ul style="list-style-type: none"> <li>• Contract Administration</li> <li>• Service Delivery</li> <li>• Relationship Management</li> </ul>	<p>In collaboration with the Education Procurement Service, a Contract Management System will be procured for the ETB.</p>
	<p>The ETB's Finance department under OSD will ensure that all external agencies to which the authority provides grants/resources will have a formal SLA/MOU in place, in compliance with DPER Circular 13/ 2014.</p>	<p>During 2020, all SLAs/MOUs, including the rationale for funding, will continue to be documented by the ETB as the grantor and will be available for audit/inspection,</p>	<p>To have an appropriate SLA/MOU on file in compliance with DPER 13/2014.</p>

<p>PDA 3.6: Ensure effective data protection</p> <p>The ETB's Strategy Statement 3.6: Ensure effective data protection, confidentiality and record management systems.</p>	<p>The ETB's <b>OSD, Schools and FET</b> Divisions will continue to facilitate the training and work placement of Student Teachers and Student Placements through the operation of joint-vetting arrangements with relevant organisations.</p>	<p>Performance and progress in 2020 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Joint vetting arrangements in place in 2020.</li> </ul>	<p>To be fully compliant with statutory requirements pertaining to Garda Vetting.</p>
	<p>The ETB's Finance department under OSD will ensure that all external agencies to which the authority provides grants/resources will have a formal SLA/MOU in place, in compliance with DPER Circular 13/ 2014. Where appropriate, this will include a Data Protection Addendum in respect of Article 28 GDPR Controller to Processor Transfers of Personal Data.</p>	<p>Performance and progress in 2020 will be monitored and evidenced through:</p> <p>A signed Data Protection Addendum in respect of Article 28 GDPR Controller to Processor Transfers of Personal Data is appended to relevant SLAs in 2020.</p>	<p>To have an appropriate SLA/MOU on file in compliance with DPER 13/2014. To have a Data Protection Addendum in respect of Article 28 GDPR Controller to Processor Transfers of Personal Data.</p>
	<p>The ETB's Corporate Services department under OSD will ensure the on-going review and implementation of the Records Management System (DSM) during 2020 in accordance with the ETB's Record Retention Policy and Records Management Policy.</p>	<p>Performance and progress in 2020 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• The confirmation of a 2020 review and implementation of DSM Records Management System by Corporate Services.</li> </ul>	<p>Continue towards full implementation of the Records Management and Retention Policy.</p>
	<p>A new system has been procured (Sytorus) to assist and enable the ETB's Compliance with GDPR. This will automate the implementation of a Compliance Workbook and, during 2020, the Corporate Services department under OSD will provide assistance in Training and Audit of ETB Schools and Centres around GDPR compliance.</p>	<p>Performance and progress in 2020 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• The number of 2020 training events in respect of GDPR Compliance.</li> </ul>	<p>Continue towards full utilisation of the facilities within Sytorus to assist with GDPR compliance.</p>



		<ul style="list-style-type: none"> <li>• The number of staff engaging with the above during the year.</li> <li>• The number and type of new resources developed in 2020 to support GDPR.</li> <li>• Implementation of the GDPR Compliance Workbook.</li> </ul>	
<p>PDA 3.7: Engage effectively with stakeholders and develop partnerships</p> <p>The ETB's Strategy 4.2: Promote a culture of collaboration, innovation and partnership in order to enhance opportunities for all our stakeholders in the region.</p> <p>The ETB's Strategy 4.4: Develop local, national and international partnerships to share best practice and enhance our profile as a leading provider of quality education and training.</p>	<p>The ETB's Capital and Procurement department under OSD will continue to manage and deliver projects for non-ETB schools during 2020 to ensure the most cost-effective and efficient use of public funds.</p> <p>During 2020, the ETB will work with the following non-ETB schools in order to ensure projects progress to delivery through implementing effective project management strategies:</p> <ul style="list-style-type: none"> <li>• Gaelscoil Sheoirse Clancy</li> <li>• Le Chéile NS</li> <li>• Gaelscoil Mhíchíl Cíosóg</li> <li>• St Joseph's Secondary School, Spanish Point</li> <li>• Sacred Heart National School, Monaleen</li> <li>• Gaelscoil Donncha Rua</li> <li>• Killinure NS</li> </ul>	<p>Performance and progress in 2020 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• A record of project management supports put in place by the ETB in respect of the non-ETB schools listed.</li> </ul>	<p>On-time or before-time delivery and handover of all Capital Projects scheduled for completion in 2020.</p> <p>Identify areas of aggregation where OGP contracts or frameworks are not in place and progress competitive procurement for the ETB in these areas.</p>
<p>PDA 3.7: Engage effectively with stakeholders and develop partnerships</p>	<p>Stakeholder Engagement: During 2020, the ETB will promote a culture of collaboration, innovation and partnership in order to enhance opportunities</p>	<p>Performance and progress in 2020 will be monitored and evidenced through:</p>	<p>Continued and increased collaboration with all stakeholders,</p>

<p>The ETB's Strategy 4.2: Promote a culture of collaboration, innovation and partnership in order to enhance opportunities for all our stakeholders in the region.</p> <p>The ETB's Strategy 4.4: Develop local, national and international partnerships to share best practice and enhance our profile as a leading provider of quality education and training.</p>	<p>for all its stakeholders. This will include continued engagement with the following:</p> <ul style="list-style-type: none"> <li>• Limerick and Clare Local Community Development Committees – responsible for preparing and monitoring 6-year Local Economic and Community Plans (LECPs).</li> <li>• Mid-West Regional Skills Forum - partnership between the regional education and training providers, local authorities, local enterprise offices and relevant public and private sector organisations to match skills supply and demand, supporting employers and facilitating job creation.</li> <li>• Clare Age Friendly Alliance and Age Friendly Limerick – responsible for the Age-Friendly Strategy &amp; Action Plan.</li> <li>• Learning Limerick Partnership through which Limerick has received the UNESCO Learning City Award.</li> <li>• Digital Limerick responsible for the Limerick Digital strategy.</li> <li>• Limerick Food Partnership Initiative.</li> <li>• National Fora through DES, ETBI, SOLAS, DCYA and others as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• The record of meetings and collaborative events supported by the ETB.</li> <li>• Updates on 2020 ETB actions and activities under the various strategies including: <ul style="list-style-type: none"> <li>- Clare LECP</li> <li>- Limerick LECP</li> <li>- Clare Age Friendly Action Plan</li> <li>- Age Friendly Limerick Action Plan</li> <li>- Mid-West Regional Skills Forum Actions</li> <li>- Limerick Digital Strategy</li> <li>- Learning Limerick</li> <li>- Limerick Food Partnership</li> <li>- And others</li> </ul> </li> </ul>	<p>resulting in reduced duplication of services and greater efficiency in use of public resources.</p>
<p>PDA 3.8: Follow best practice in procurement</p> <p>The ETB's Strategy 3.4 Maximise the efficient use of public resources and avoid duplication of services.</p>	<p>The ETB's Capital and Procurement department under OSD in accordance with responsibilities as a public sector body will strive to achieve the target of a 50% reduction in energy usage and a 30% reduction in CO<sub>2</sub> by 2030. During 2020, the ETB will:</p> <ul style="list-style-type: none"> <li>• Continue to promote on-going investment in energy-reduction measures through participation in the following programmes: <ul style="list-style-type: none"> <li>- Better Education Communities</li> </ul> </li> </ul>	<p>Performance and progress in 2020 will be monitored and evaluated through:</p> <ul style="list-style-type: none"> <li>• A report on the ETB's 2019 energy usage by completion of M &amp; R Returns to the SEAI in 2020.</li> <li>• Monitoring and review of energy performance across the ETB.</li> </ul>	<p>Completion of the M&amp;R Returns to the SEAI. Outcome of energy performance across the ETB with a view to improvement. Heighten awareness and understanding of</p>

<p>The ETB's Strategy 3.5 Promote sustainability and environmental responsibility across the organisation.</p>	<ul style="list-style-type: none"> <li>- The National Energy Programme for Schools</li> <li>• Continue to engage with the Department of Education &amp; Skills Building Unit to maximise investment in ETB Schools and FET Centres in order to ensure its facilities comply with all relevant legislation, regulations and continue to be fit for purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Actively participating in appropriate investment opportunities to identify ways of improving energy performance during the year.</li> <li>• Evidence of a greater understanding and knowledge of the key issues through on-going investment in staff development.</li> </ul>	<p>energy efficiency within the ETB staff.</p>
	<p>During 2020, 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. In addition, the schools will continue to engage with the ETB's European Energy Efficiency Fund (EEEEF) Programme.</p>	<p>Performance and progress in 2020 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• The number of ETB Schools engaging with the Green Schools initiative.</li> <li>• Progress achieved during 2020 under the European Energy Efficiency Fund (EEEEF) Programme.</li> </ul>	<p>Continue to work towards all schools engaging with Green Schools Initiative.</p>
	<p>The ETB's FET Division will work with the Capital and Procurement department, SOLAS and the DES during 2020 to ensure that a planned Programme of Capital and Infrastructure Investment across its FET Centres is implemented in order to improve the on-course experience for learners and ensure ETB facilities are welcoming and fit-for-purpose. In addition, during 2020 and as part of its promotion of sustainability and environmental responsibility:</p> <ul style="list-style-type: none"> <li>• The FET Division will develop a Nearly Zero Energy Building NZEB Training Demonstration Workshop in its FET Centre, Raheen Campus. This is designed to support training in response to amendments to Part L of the Building</li> </ul>	<p>Performance and progress in 2020 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• The number and type of FET infrastructure developments in 2020.</li> <li>• The completion of the NZEB Training Demonstration Workshop.</li> <li>• The number of NZEB training courses delivered.</li> <li>• The number of people attending and achieving certification through the above.</li> </ul>	<p>Continue to identify and prioritise a programme of capital and infrastructure investment across FET Centres. Develop NZero Energy Building Training Workshop.</p>

	<p>Regulations which were signed into law in 2019, giving effect to Nearly Zero Energy Building (NZEB) Regulations and Major Renovation Regulations. NZEB, once fully adopted by the construction industry, will mean significant changes to construction standards in Ireland and will require that new construction technologies and building methods become the norm in the industry. The retro-fitting of homes and buildings will also become a significant aspect of NZEB in the coming years.</p>		
<p>PDA 3.9: Ensure compliance with statutory and regulatory requirements</p> <p>The ETB's Strategy 4.1: Develop initiatives in response to national policy requirements of the Department of Education and Skills, the Department of Children and Youth Affairs, other government departments and agencies.</p>	<p>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 2020.</p>	<p>Performance and progress in 2020 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>Continued engagement by the ETB with the National Pensions Project Team in 2020.</li> </ul>	<p>Full adherence to and compliance with all statutory and regulatory requirements across the organisation.</p>
	<p>The ETB's Schools Division will ensure the implementation of the various national policies during 2020 will be through the School Self Evaluation (SSE) process linked to the Looking at Our Schools (LAOS) quality framework, respectful of each school community.</p>	<p>Performance and progress in 2020 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>The 2020 School Self Evaluation Process.</li> </ul>	<p>Engagement with the School Self-Evaluation Process.</p>
	<p>During 2020, the ETB's FET Division will liaise with SOLAS in relation to the implementation of the three-year Strategic Performance Agreement 2018 - 2020. Specific actions in 2020 are outlined in the Funding Allocations Requests Template 2020 was submitted to SOLAS on the 24/01/2020.</p>	<p>Performance and progress in 2020 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>PLSS and FARR Reporting Systems and Structures in accordance with the SOLAS/Limerick and Clare Education and Training Board</li> </ul>	<p>Timely feedback on progress in respect of achievement of targets set under the SOLAS SPA.</p>

		Strategic Performance Agreement.	
<p>PDA 3.10: Ensure full compliance with the Child Protection Procedures for Primary and Post-Primary Schools 2017</p> <p>The ETB's Strategy 4.1: Develop initiatives in response to national policy requirements of the Department of Education and Skills, the Department of Children and Youth Affairs, other government departments and agencies.</p>	<p>The ETB's Schools Division will work with the Safeguarding Advisory Group and the Student Support Team in 2020 to provide training and supports to schools to ensure compliance with Child Protection Procedures for Primary and Post-Primary Schools 2017. This involves ensuring:</p> <ul style="list-style-type: none"> <li>• All school personnel report all CP concerns to the DLP/D/DLP</li> <li>• DLPs and D/DLPs in ETB Schools follow the Department's Child Protection Procedures for Primary and Post-Primary Schools 2017.</li> <li>• ETB Schools to adhere to the 2017 procedures in dealing with allegations or suspicions of child abuse.</li> </ul>	<p>Performance and progress in 2020 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• On-going monitoring of the implementation of Child Protection Procedures in ETB Schools.</li> <li>• The number of training interventions provided to staff in respect of Child Protection.</li> <li>• The number of staff attending training in 2020.</li> <li>• The number of new resources developed to support Child Protection.</li> </ul>	<p>Full compliance with Child Protection Procedures for Primary &amp; Post-Primary Schools 2017.</p>
	<p>Organisation Support and Development will continue to support management and staff during 2020 to ensure compliance with Child Protection Procedures for Primary and Post-Primary Schools 2017. As part of this responsibility, the ETB is registered with the Central Garda Vetting Unit (CGVU) which provides a disclosure service for organisations who have staff positions or provide courses that will involve regular unsupervised access to children and vulnerable adults. As part of the ETB's recruitment and selection process, offers of employment to posts where working with children and vulnerable adults is an expected part of the job/course, will be subject to CGVU</p>	<p>Performance and progress in 2020 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Garda vetting as part of recruitment processes.</li> <li>• The updating and implementation of relevant policy and procedures documentation as required by DES.</li> <li>• The provision of training and support for staff in 2020.</li> </ul>	<p>Full compliance with Child Protection Procedures for Primary and Post-Primary Schools 2017.</p>

	disclosure.		
	<p>The ETB's FET Division will continue to work with relevant Provision Managers and the Professional Development Officer in 2020 to ensure compliance with Child Protection Procedures for Primary and Post-Primary Schools 2017 and with Safeguarding Children, Young People and Vulnerable Adults Policy across all FET Centres.</p>	<p>Performance and progress in 2020 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• On-going monitoring of the implementation of Child Protection Procedures in relevant ETB FET Provision.</li> <li>• The number of training interventions provided to staff in respect of Child Protection in 2020.</li> <li>• The number of staff attending training.</li> <li>• The number of new resources developed in 2020 to support Child Protection.</li> </ul>	<p>Full compliance with Child Protection Procedures for Primary and Post-Primary Schools 2017 and with Safeguarding Children, Young People and Vulnerable Adults Policy across all FET Centres.</p>

Performance Delivery Agreement (PDA) Goal 4: Protection Programmes

Links to ->

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

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

departments and agencies and to develop effective partnerships which respond to the evolving education and training needs of the region. This is about responding to statutory obligations and building relevant partnerships to promote the role of education and training in developing the economic competitiveness and social inclusion of our region.

Priority	Action	Performance Indicator	Target
<p>PDA 4.1: Assist the DES, as needed, to meet the needs arising from the Irish Refugee Protection Programme and provision for international protection applicants</p> <p>The ETB’s Strategy 2.6: Provide the most appropriate responses and resources to meet the changing needs, approaches and working patterns of our diverse population of staff, students and learners.</p> <p>The ETB’s Strategy 4.1 Develop initiatives</p>	<p>On the 17th December 2019, Minister Flanagan announced Ireland’s commitment to a new Refugee Protection Programme. Ireland has agreed with the UNHCR and EU to provide sanctuary to 2,900 people fleeing persecution over the next 4 years. As decisions on location of RRP are taken at National Level, the ETB will await further information in relation to requirements and is in a position to respond as necessary.</p> <p>The ETB was previously represented on the two RRP Inter-agency Groups hosted by the Local Authorities in Limerick and Clare. In total, four groups of refugees were resettled in four separate tranches (Limerick City, Newcastle West, Shannon and Sixmilebridge) between 2016 and 2017. The last two tranches completed their RRP courses in Spring 2018.</p> <p>The ETB’s FET Division has provided progression opportunities for learners moving on from the RRP courses and has tried, where possible, to integrate these learners into mainstream provision. Given the very low levels of initial education and English language, it has not always been possible to integrate RRP learners without the addition of intensive, supplemental supports.</p>	<p>Performance and progress in 2020 will be dependent on whether the ETB is required to participate in the RPP in 2020. If this is the case, evidence will include:</p> <ul style="list-style-type: none"> <li>• The number of ESOL programmes put in place to support RPP learners in 2020.</li> <li>• The hours delivered under the RPP programme.</li> <li>• The number of inter-agency networking groups in 2020.</li> </ul>	<p>Provide the most appropriate responses and resources to meet the changing needs, approaches and working patterns of the ETB’s diverse population of staff, students and learners, including the needs arising from the Irish Refugee Protection Programme and provision for international</p>

<p>in response to national policy requirements of the Department of Education and Skills, the Department of Children and Youth Affairs, other government departments and agencies.</p>			<p>protection applicants.</p>
	<p>In late 2019, the ETB's <b>FET</b> Division was successful in its application for AMIF funding. The AMIF Realising Potential project commenced in January 2020 and will run for 33 months. It is designed to address needs emerging from structural gaps and resourcing issues which fall outside the remit of one particular agency or organisation. This project has two broad themes related to the acquisition of language skills and the participation in economic life:</p> <ul style="list-style-type: none"> <li>• The first theme is designed to address structural gaps which exist in relation to providing access to appropriate levels of ESOL at each stage in the learning journey (including CEFR-accredited language certification).</li> <li>• The second theme is concerned with providing access to targeted educational guidance for adult migrants including providing assistance in recognition of prior learning and qualifications achieved in their country of origin.</li> </ul>	<p>During 2020, the project will achieve the following:</p> <ul style="list-style-type: none"> <li>• 40 adult migrants will achieve either B1 or B2 CEFR-Aligned Certification</li> <li>• 16 Post-Primary students will receive parallel ESOL provision, including summer provision.</li> <li>• 20 Parents and 20 children will receive ESOL-Themed Family Learning provision, including summer provision.</li> <li>• 180 existing migrant learners will have access to specific group educational guidance.</li> <li>• 35 Migrant learners will have access to 1-2-1 educational guidance.</li> </ul>	<p>2020 targets achieved as per AMIF Grant Agreement with Department of Justice and Equality which administers the EU Asylum, Migration and Integration Fund 2014-2020.</p>

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 2020 to ensure advancement of the overall Strategy Statement.



## 5. Overview of Services 2020

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 (including 4 with PLC provision)
- 33 Further Education and Training Centres (including 1 Further Education College and 2 former SOLAS Training Centres) delivering varied full-time, part-time and evening provision
- 1 Prison Education Centre
- 2 Outdoor Education and Training Centres
- 2 Music Generation Programmes
- 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 Tríonóide 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 Clare and Limerick Local Authorities, the Department of Employment Affairs and Social Protection and the four local Partnership Companies (Clare Local Development Company, West Limerick Resources, Ballyhoura Development and PAUL Partnership). The ETB has representation on the Governing Bodies of Limerick Institute of Technology, Institute of Technology Tralee and Galway Mayo Institute of Technology.

## Organisational Structure

The work of Limerick and Clare Education and Training Board is structured across three 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

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



The role of Organisational Support and Development 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 four key goals articulated in the Strategy Statement 2017 – 2021, namely:

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

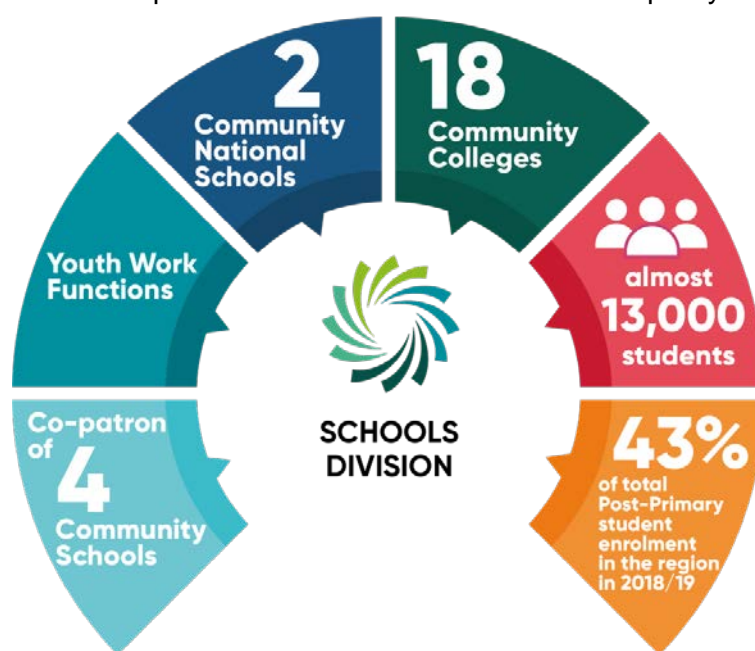
Working in collaboration with the Schools and FET Divisions, Organisation Support and Development aims to ensure best practice in terms of the ETB's Corporate Governance and the delivery of increased value to the ETB. It achieves this through the development and enhancement of sound and coherent policies, 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 eighteen post-primary Community Colleges and two Community National Schools in Limerick and Clare. The role of the ETB's Schools Division is to lead innovation and development in its schools across the region. This is achieved through leading and supporting the work of its two community national schools and its eighteen post-primary schools in their core work of providing high quality learning opportunities for students.

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 Organisation Support and Development and the Further Education and Training Division to deliver on the four goals outlined in the ETB's Strategy Statement.

### Actual and Projected Enrolments (Primary)

Two national schools, which teach using the Steiner pedagogy, transferred from their previous patron Lifeways Ireland to the patronage of Limerick and Clare Education and Training Board on 1 September 2019. Mol an Óige Community National School, Ennistymon, and Raheen Wood Community National School, Tuamgraney, are the first Community National Schools established under the ETB.

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

#### Actual and Projected Enrolments (Primary)

Schools	Actual Enrolments 30th September 2019	Projected Enrolments 30th September 2020
20313J Mol an Óige Community National School, Ennistymon, Co Clare	130	130
20312 H Raheen Wood Community National School, Tuamgraney, Co Clare	110	120

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

The Department of Education and Skills estimates that the number of post-primary students will increase over the next three years, with an expected increase of 47,500 students. The post-primary school population is expected to peak in 2025 at 417,000. In September 2019, the recognised student enrolment in Limerick and Clare Education and Training Board schools was 9699 students.

ETB schools project increasing enrolments for September 2020 to reach approximately 10,163 students. The table below outlines the increased enrolments across ETB schools:

Actual and Projected Enrolments (Post-Primary)			
Schools		Actual Enrolments 30th September 2019	Projected Enrolments 30th September 2020
70830N	Ennis Community College, Ennis, Co Clare	463	467
70840Q	Ennistymon Vocational School, Ennistymon, Co Clare	250	252
70860W	St Michael's Community College, Kilmihil, Co Clare	244	250
70880F	St Joseph's Community College, Kilkee, Co Clare	145	145
70900I	Scariff Community College, Scariff, Co Clare	431	431
70901K	St Anne's Community College, Killaloe, Co Clare	560	608
71700F	Coláiste Mhuire, Askeaton, Co Limerick	395	395
71790J	Desmond College, Newcastle West, Co Limerick	392	402
71840V	Coláiste Chiaráin, Croom, Co Limerick	681	680
71850B	Hazelwood College, Dromcollogher, Co Limerick	569	597
71930W	Limerick College of Further Education, Limerick	1021	1005
76061W	Coláiste na Trócaire, Rathkeale, Co Limerick	493	514
76070A	Coláiste Iósaef, Kilmallock, Co Limerick	385	427
76073G	Castletroy College, Castletroy, Limerick	1200	1200
76075K	St John Bosco Community College, Kildysart, Co Clare	258	294
76093M	Coláiste Íde agus Iosef, Abbeyfeale, Co Limerick	674	683
76101I	Gaelcholáiste Luimnigh, Sir Harry's Mall, Limerick	651	686
76414G	Thomond Community College, Moylish Park, Limerick	527	631
76476F	Mungret Community College, Mungret, Limerick	360	496
TOTALS		9699	10,163

### Further Education and Training

*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 sixteen Education and Training Boards (ETBs). The work of the ETB's Further Education and Training (FET) Division is underpinned by the strategic direction and targets laid out in the Strategic Performance Agreement 2018 – 2020 between Limerick and Clare Education and Training Board and SOLAS.

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 achievement of key national Further Education and Training (FET) sector targets over the period 2018-2020. 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 SOLAS, the DES, the DEASP, 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 four 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 2020 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 2020

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

	Reference Page	Forecast Year Ended 31/12/2020	Outturn Year Ended 31/12/2019
RECEIPTS		€	€
Post-Primary Schools and Head Office		65,742,536	75,345,229
Primary Schools		76,035	90,039
Further Education and Training		70,860,813	57,276,653
Youth Services		3,551,502	3,108,389
Agencies and Self-Financing Projects		7,218,500	7,051,292
Capital	69	24,944,265	19,509,754
		172,393,651	162,381,356
PAYMENTS			
Post-Primary Schools and Head Office	63	68,804,971	75,388,081
Primary Schools	64	76,035	56,025
Further Education and Training	65/66	70,860,813	55,340,526
Youth Services	67	3,551,502	3,044,837
Agencies and Self-Financing Projects	68	7,218,500	7,083,314
Capital	69/70	24,944,265	19,058,758
		175,456,086	159,971,540
Cash Surplus / (Deficit) For Period		(3,062,435)	2,409,816

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

Post-Primary Schools and Head Office Payments	Pay €	Forecast Year Ended 31/12/2020		Outturn Year Ended 31/12/2019
		Non-Pay €	Total €	€
<b>PAY</b>				
Instruction	53,735,112		53,735,112	60,195,638
Special Needs Assistants	2,823,953		2,823,953	2,725,602
Administration	4,094,639		4,094,639	3,956,742
Maintenance	1,576,444		1,576,444	1,494,068
	62,230,148		62,230,148	68,372,049
<b>NON-PAY</b>				
Administration		1,800,000	1,800,000	1,896,297
Instruction		857,723	857,723	920,136
Maintenance		1,400,000	1,400,000	1,441,066
		4,057,723	4,057,723	4,257,499
<b>ASSOCIATED PROGRAMMES</b>				
School Services Support Fund	240,000	606,230	846,230	963,118
Book Grant - Needy Pupils		550,000	550,000	554,794
Transition Year Grant		550,000	550,000	588,893
DEIS Funding	23,000	127,000	150,000	148,467
PLC Government Levy		112,318	112,318	112,318
LCA/LCVP Equipment		26,500	26,500	26,536
Special Equipment CL M14/05			0	21,512
Traveller Capitation Grant		39,396	39,396	34,647
Junior Certificate School Programme		43,000	43,000	43,149
LCPE - Leaving Cert PE		9,000	9,000	9,382
LCCS - Leaving Cert Comp Science		3,500	3,500	3,811
Science Grant		11,000	11,000	11,419
Foreign Language Assistant		50,000	50,000	57,660
Special Class Grant		3,056	3,056	10,094
Junior Cert Technology Grant			0	104
Junior Cycle Profile of Achievement	2,100		2,100	1,853
In-service Courses		4,000	4,000	4,034
Bus Escort	12,000		12,000	12,051
DES Typing Tuition			0	658
Explore Programme (DES)	5,000	75,000	80,000	129,449
School of Excellence		25,000	25,000	24,584
	282,100	2,235,000	2,517,100	2,758,533
			<b>68,804,971</b>	<b>75,388,081</b>

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

Primary Schools Payments	Pay €	Forecast Year Ended 31/12/2020		Outturn Year Ended 31/12/2019
		Non-Pay €	Total €	€
CNS Capitation Grant		37,605	37,605	29,718
CNS Ancillary Service Grant	35,055		35,055	24,740
CNS DEIS Grant			0	426
CNS School Book Scheme		3,375	3,375	1,141
CNS IT Grant			0	0
	35,055	40,980	76,035	56,025



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

Further Education and Training Payments	Forecast Year Ended 31/12/2020			Outturn Year Ended 31/12/2019
	Pay €	Non-Pay €	Allowances €	Total €
<b>Further Education</b>				
VTOS	3,398,163	773,322	3,325,000	7,496,485
Youthreach, SEN, Guidance	3,544,615	981,150	950,000	5,475,765
PLC Enhanced Capitation		113,000		113,000
PLC Rent		31,800		31,800
PLC Pay	5,193,252			5,193,252
PLC Non Pay		791,800		791,800
PLC School Support Services		1,536,092		1,536,092
Co-operation Hours (External Bodies)	1,837,954			1,837,954
Hospitality Skills Pay				0
BTEI/Workplace Basic Education Fund	1,696,425	407,000		2,103,425
Adult Literacy Development Fund/ITABE/Core Skills Provision	2,603,335	460,000		3,063,335
Intercultural Limerick ESOL	427,890	20,000		447,890
Community Education	816,348	113,000		929,348
Unemployment Blackspots	500,000	800,000		1,300,000
Adult Education Guidance Service	611,145	100,000		711,145
Childcare/Crèche Legacy	247,772			247,772
Youthreach National Co-ordinator	150,000	24,568		174,568
FET Building Management Costs		900,000		900,000
FE Quality Assurance (Framework)	256,823	43,177		300,000
FE CPD	81,928	158,072		240,000
RPL		25,000		25,000
Refugee & International Protection Applicants Programme	45,440			45,440
Learner Support		130,000		130,000
Technology Enhanced Learning (TEL)	70,623	189,377		260,000
FE QQI Authentication/Certification/QA	252,000	37,981		289,981
Curriculum Development	60,000	40,000		100,000
FE Operational Costs		880,000		880,000
	<b>21,793,713</b>	<b>8,555,339</b>	<b>4,275,000</b>	<b>34,624,052</b>
				<b>23,942,162</b>

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

Further Education and Training Payments	Forecast Year Ended 31/12/2020			Outturn Year Ended 31/12/2019	
	Pay €	Non-Pay €	Allowances €	Total €	Total €
<b>Training Full-time Provision</b>					
Specialist Training Providers (STP)		1,832,123	1,274,520	3,106,643	3,131,595
Local Training Initiatives		385,792	423,464	809,256	1,204,743
Community Training Centres	142,923	1,759,843	955,000	2,857,766	2,865,893
TC Staff & Operations	5,446,483	2,378,858		7,825,341	7,394,094
Traineeships		435,440	843,423	1,278,863	697,491
Traineeships Employed Direct Provision			61,335	61,335	13,785
Traineeships Contracted Provision		1,670,982	1,393,359	3,064,341	2,748,321
Apprenticeship		2,089,821	8,601,846	10,691,667	9,568,148
Apprenticeship 2016+	218,737	311,352		530,089	168,029
Apprenticeship 2016+ Consortia & Co-ord. Provider Support	234,000	527,200		761,200	9,527
Apprenticeship 2016+ Consortia & Co-ordinating Provision				0	28,845
Skills Training (Direct Provision)		455,627	460,829	916,456	887,009
Skills Training (Contracted Provision)		1,341,962	586,743	1,928,705	1,131,866
Skills to Advance Route 2	17,989	10,200		28,189	401,143
Skills to Advance Route 3	384,541	70,000		454,541	165,657
Justice Workshops			135,000	135,000	133,939
	<b>6,605,598</b>	<b>13,329,200</b>	<b>14,735,519</b>	<b>34,670,317</b>	<b>30,550,085</b>
<b>Training Part-time Provision</b>					
Skills to Advance Route 1	454,060	403,412		857,472	164,297
Evening Courses	566,972	142,000		708,972	683,982
	<b>1,021,032</b>	<b>545,412</b>		<b>1,566,444</b>	<b>848,279</b>
<b>Total (Page 1 and 2)</b>	<b>29,420,343</b>	<b>22,429,951</b>	<b>19,010,519</b>	<b>70,860,813</b>	<b>55,340,526</b>

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

Youth Services Payments	Forecast Year Ended 31/12/2020			Outturn Year Ended 31/12/2019	
	Pay €	Non-Pay €	Allowances €	Total €	
Youth Work Act (Youth Work Development Plan)	227,000	130,061		357,061	251,958
Youth Club Grant (Sports Dept.)				0	126,495
Regional Task Force		147,982		147,982	147,982
RYFS - Revised Youth Funding Scheme		247,586		247,586	254,477
TYFS - Targeted Youth Funding Scheme	30,000	2,516,345		2,546,345	1,957,345
Youth Information Centre Scheme		104,614		104,614	26,154
Youth Capital Funding				0	117,757
Youth Employability Initiative		47,914		47,914	47,914
Local Creative Youth Partnership	28,000	72,000		100,000	45,176
Dormant AC Equipment Grant LYC				0	62,580
LGBTI Youth Grant				0	7,000
	<b>285,000</b>	<b>3,266,502</b>		<b>3,551,502</b>	<b>3,044,837</b>

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

	<b>Forecast Year Ended 31/12/2020</b>			<b>Outturn Year Ended 31/12/2019</b>	
	<b>Pay</b>	<b>Non-Pay</b>	<b>Allowances</b>	<b>Total</b>	<b>Total</b>
<b>Agencies Payments</b>	<b>€</b>	<b>€</b>	<b>€</b>	<b>€</b>	<b>€</b>
School Levies/Fees/Donations	180,000	2,800,000		2,980,000	2,753,795
Music Generation Limk City & Clare	630,000	345,000		975,000	977,646
School Meals - DSFA		480,000		480,000	479,618
Examination Bodies SEC	185,000	6,000		191,000	190,310
School Completion Programme	220,000	15,000		235,000	233,017
Hospitality Skills (Non Pay)	10,000	300,000		310,000	329,469
Homework/Study club	290,000			290,000	292,864
SKILLS ETB				0	52,790
European Projects		85,000		85,000	94,333
FSD/Third Level Access	97,000	10,000		107,000	51,794
HSE Art Therapists	71,000			71,000	70,972
Regeneration Grant	65,000	13,000		78,000	78,690
Anti-Graffiti Project		4,500		4,500	3,783
The Community Foundation for Ireland		43,000		43,000	7,206
Community Environment Fund		500		500	0
Creative Cluster (CEC)		1,000		1,000	0
Other				0	102,585
Asylum Migration AMI Fund		72,500		72,500	3,154
Insurance Settlements				0	63,213
RAPID Programme				0	5,963
Ballyhoura Health Care Programme		15,000		15,000	14,389
	1,748,000	4,190,500		5,938,500	5,805,591
<b>Self-Financing Payments</b>					
Outdoor Education Centres	810,000	165,000		975,000	976,907
Third Party Examination Fees		165,000		165,000	167,127
School Canteen/Vending Machines		100,000		100,000	90,137
Hire of PE Hall & Rooms		40,000		40,000	43,552
	810,000	470,000		1,280,000	1,277,723
	2,558,000	4,660,500		7,218,500	7,083,314

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

		<b>Forecast Year Ended</b>	<b>Outturn Year Ended</b>
		<b>31/12/2020</b>	<b>31/12/2019</b>
<b>CAPITAL</b>			
<b>Receipts</b>		<b>€</b>	<b>€</b>
Department of Education and Skills		24,224,265	18,576,809
SOLAS		600,000	760,000
Self-financing		120,000	172,945
		<b>24,944,265</b>	<b>19,509,754</b>
<b>Payments</b>			
<b>New School</b>			
Coláiste Chiaráin, Croom, Limerick	Building	6,904,826	10,367,961
Gaelcholáiste Luimnigh	Building	750,000	252,457
Mungret CC	Building	656,087	212,173
<b>Extensions and Minor Building Works</b>			
Coláiste Iósaef, Kilmallock, Limerick	Extension	60,000	3,558
St. Anne's Community College, Killaloe, Clare	Extension	720,000	2,269,666
Desmond College, NCW, Limerick	ASD Unit & Roof Works	14,500	85,036
Ennis Community College, Clare	Extension	5,397,580	667,401
Marshal House	Refurbishment	40,000	432,660
Thomond Community College, Limerick	ASD Unit	74,184	0
St. Michael's CC, Kilmihil, Clare	Emergency/Summer Works	166,624	111,464
Scariff Community College, Clare	Extension	500,000	48,390
Hazelwood College, Dromcollogher, Limerick	Extension	60,000	102,638
St. Patricks Comprehensive College, Shannon	Extension	15,315	0
Coláiste na Trócaire, Rathkeale	Electrical Upgrade	0	129,789
Kilmallock Road Campus, Limerick	Demolition	0	0
Monaleen NS, Limerick	Extension	480,863	119,856
Shannon Gaelscoil, Clare	Extension	251,013	53,758
Gaelscoil Mhíchíl Cíosóg, Clare	Extension	48,544	34,524
Mol an Óige CNS, Clare	Minor Works	0	11,155

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

		<b>Forecast Year Ended</b>	<b>Outturn Year Ended</b>
		<b>31/12/2020</b>	<b>31/12/2019</b>
<b>CAPITAL</b>			
<b>Payments</b>		<b>€</b>	<b>€</b>
Other	Upgrade Roof & Lift	214,415	48,582
<b>Energy Efficiency Projects</b>			
Energy Efficiency		3,520,000	1,473,851
<b>Furniture and Equipment</b>			
School Extensions	Furniture	750,000	480,672
<b>ICT Equipment</b>			
Various Schools	ICT	348,610	528,618
<b>FET Campus</b>			
FET Centres	Equipment & Building Works	600,000	558,611
<b>Temporary Accommodation</b>			
Mungret CC, Limerick	Additional Accommodation	2,424,447	595,894
Gaelcholáiste Luimnigh		361,888	361,888
Coláiste Chiaráin, Croom, Limerick		39,847	39,847
Coláiste Iósaef, Kilmallock, Limerick		0	10,040
Ennistymon Vocational School, Clare		15,990	15,990
Scariff Community College, Clare		15,350	15,350
Mol an Óige CNS, Clare		98,682	22,070
<b>Site Acquisition</b>			
Coláiste Iósaef, Kilmallock, Limerick		290,000	4,859
<b>Sports Capital Department of Tourism</b>			
	Askeaton & Kilmihil	125,500	0
<b>Other Works</b>			
		0	0
		<b>24,944,265</b>	<b>19,058,758</b>

## Appendix

### Provision and Services

#### Schools

##### Community National Schools

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

##### Community Colleges

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

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

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

#### Further Education College

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

#### Outdoor Education & Training Centres

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

#### Youth Work Function

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

#### Music Education Provision

Limerick School of Music, Mulgrave Street, Limerick  
Music Generation Limerick City, Athenaeum Building, Cecil Street, Limerick  
Music Generation Clare, FET Centre, Clonroad Campus, Clonroad Business Park, Ennis

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

## Training Services Provision

FET Centre - Raheen Campus, Raheen Business Park, Limerick  
FET Centre - Shannon Campus, Shannon Industrial Estate, Shannon, Co. Clare  
Hospitality Education and Training Centre, LEDP Park, Roxboro, Limerick

## Full-Time Provision

### PLC - Post-Leaving Certificate

Coláiste Chiaráin, Croom, Co. Limerick  
Ennis Community College, Ennis, Co. Clare  
Ennistymon Vocational School, Ennistymon, Co. Clare  
FET Centre - An t-Ionad Glas (Organic College), Dromcollogher, Co. Limerick  
FET Centre - Kilmallock Town Campus, Co. Limerick

### VTOS - Vocational Training and Opportunities Scheme

FET Centre - An t-Ionad Glas (Organic College), Dromcollogher, Co. Limerick  
FET Centre - Clonroad Campus, Ennis, Co. Clare  
FET Centre - Kilmallock Road Campus, Limerick City  
FET Centre - Kilmallock Town Campus, Co. Limerick  
FET Centre - Kilrush Campus, Co. Clare  
FET Centre - Scariff Campus, Co. Clare  
FET Centre - Shanagolden Campus, Co. Limerick

## Youth Education & Training Provision

### Youthreach

FET Centre - Clonroad Campus, Ennis, Co. Clare  
FET Centre - Kilmallock Road Campus, Limerick City  
FET Centre - Kilrush Campus, Co. Clare  
FET Centre - Hospital Campus, Co. Limerick  
FET Centre - Miltown Malbay Campus, Co. Clare  
FET Centre - O'Connell Avenue Campus, Limerick City  
FET Centre - Shanagolden Campus, Co. Limerick  
FET Centre - Tuamgraney Campus, Co. Clare  
FET Centre - Watch House Cross Campus, Limerick City

Community Training Centre, Limerick Youth Service, Limerick  
Community Training Centre, Clare Youth Service, Ennis

## Part-Time Provision

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

FET Centre - Abbeyfeale Campus, Co. Limerick  
FET Centre - Clonroad Campus, Ennis, Co. Clare  
FET Centre - Kilmallock Town Campus, Co. Limerick  
FET Centre - Kilrush Campus, Co. Clare  
FET Centre - Newcastle West Campus, Newcastle West, Co. Limerick  
FET Centre - O'Connell Avenue Campus, Limerick City  
FET Centre - Scariff Campus, Co. Clare  
FET Centre - Shannon Town Campus, Brú na Sionna, Co. Clare



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

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

### Social Services

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

### Disadvantaged Community Youth

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

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

IRGSS Limerick City and County, FET Centre - O'Connell Avenue Campus, Limerick City  
IRGSS County Clare, FET Centre - Clonroad Campus, Ennis, Co. Clare

## FET Development Support Services

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

- Technology-Enhanced Learning
- Professional Development
- Quality Assurance (FET Centre - Clonroad Campus, Ennis, Co. Clare)

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

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<sup>2</sup> Information based on 2019

## Abbreviations

AEGI	Adult Education Guidance Initiative
AMIF	Asylum, Migration and Integration Fund
BTEI	Back to Education Initiative
CBA	Classroom-Based Assessment
CC	Community College
CEFR	Common European Framework of Reference to Languages
CFE	College of Further Education
CGVU	Central Garda Vetting Unit
CPD	Continuous Professional Development
DCYA	Department of Children and Youth Affairs
DEASP	Department of Employment Affairs and Social Protection
DEIS	Delivering Equal Opportunity In Schools
DES	Department of Education and Skills
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
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