



Bord Oideachais & Oiliúna
LUIMNIGH & AN CHLÁIR

LIMERICK & CLARE
Education & Training Board

Annual Report 2020

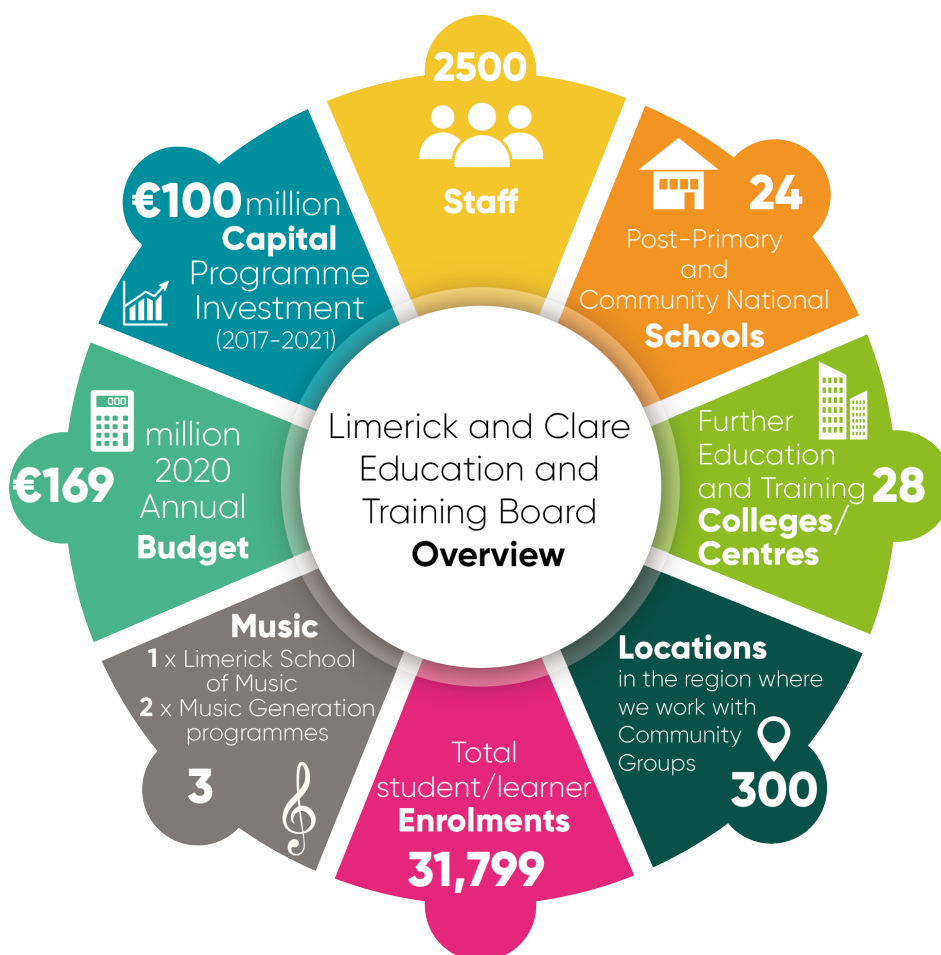




Table of Contents

Message from the Cathaoirleach	3
Foreword from the Chief Executive.....	4
Limerick and Clare Education and Training Board – The Board	5
Function of Limerick and Clare Education and Training Board	5
Ethics	6
Committees of Education and Training Boards.....	6
Board Meetings	7
Public Sector Duty	7
Code of Practice for the Governance of Education and Training Boards	7
Membership Detail.....	9
Limerick and Clare Education and Training Board Meeting Dates 2020.....	10
Limerick and Clare Education and Training Board Attendance at Meetings 2020	10
Organisation Support and Development	13
Financial Summary	19
Schools Division	20
Further Education and Training Division	36
Youth Work Function.....	49
Appendix 1 Monitoring and Evaluation Framework: 2020 Annual Report – Service Delivery Update	50
Appendix 2 Provision and Services	92
Appendix 3 Glossary of Abbreviations.....	95



Message from the Cathaoirleach

As Chairperson of Limerick and Clare Education and Training Board, I am delighted to present the Annual Report for 2020.

Looking back, 2020 was a year that was particularly challenging with the requirement to adapt to remote working at very short notice in response to the COVID-19 pandemic. Limerick and Clare Education and Training Board continued to deliver on its goals, as set out in its Strategy Statement 2017-2021 and Service Plan 2020, demonstrating the flexibility and adaptability of the organisation to rise to any challenge.



I would like to take this opportunity to thank the Board and Chief Executive for their support during a very challenging year. I would also like to express my gratitude to the staff, students and learners of Limerick and Clare Education and Training Board for their continued hard work, professionalism and dedication.

Cllr. Kieran O' Hanlon
Chairperson

Limerick and Clare Education and Training Board



Foreword from the Chief Executive

Welcome to the Limerick and Clare Education and Training Board Annual Report 2020. The publication of our annual report and financial statements is a primary expression of public accountability for our Education and Training Board. This report provides an overview of the services provided and progress made in 2020 under the four key goals outlined in the Limerick and Clare Education and Training Board Strategy Statement 2017–2021 and commitments made by the authority in the Limerick and Clare Education and Training Board’s Service Plan 2020.



The Limerick and Clare Education and Training Board Annual Report 2020 has been prepared in compliance with the statutory requirements outlined in Section 28 of the Education and Training Boards Act 2013. Section 28 (1) states that:

Each education and training board shall, not later than 30 June in each year, prepare, adopt and submit to the Minister a report in relation to the performance of its functions during the year immediately preceding the year in which the report is submitted, and the Minister shall, as soon as may be after receiving the report, cause copies of the report to be laid before each House of the Oireachtas.

The authority has included Monitoring and Evaluation Feedback in Appendix 1 of this Annual Report, summarising the progress Limerick and Clare Education and Training Board achieved in 2020 in implementing commitments as outlined in the ETB’s Service Plan 2020.

2020 was a unique and extraordinary year for Limerick and Clare Education and Training Board with considerable challenges to be overcome associated with the COVID-19 pandemic. However, due to the collaborative approach, cooperation, flexibility and professionalism of staff the organisation has delivered on its commitments in the Service Plan 2020.

I wish to thank the Chairperson and all members of the ETB Board, along with the senior management team and staff throughout the organisation for their on-going dedication and commitment over the past 12 months.

George O’Callaghan
Chief Executive

Limerick and Clare Education and Training Board



Limerick and Clare Education and Training Board – The Board

Function of Limerick and Clare Education and Training Board

The general functions of Limerick and Clare Education and Training Board, as stated in the Education and Training Boards Act 2013, shall be to:

- a) establish and maintain recognised schools, centres for education and education or training facilities in its functional area,
- b) when directed to do so by the Minister under *section 20*.
 - 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 or training facilities in its functional area,
- c) plan, provide, co-ordinate 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, in accordance with *section 22*,
- e) establish scholarships in accordance with *section 24*,
- f) adopt a strategy statement in accordance with *section 27*,
- g) adopt an annual service plan in accordance with *section 47*,
- h) co-operate with anybody nominated to carry out the internal audit functions under *section 52*,
- 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, co-ordination, administration and assessment of youth work services in its functional area and provide such information as may be requested by the Minister for Children, Equality, Disability, Integration and Youth in relation to such support, and
- k) assess whether the manner in which it performs its functions is economical, efficient and effective.

The functions of the Board are either executive or reserved. Executive functions are carried out by the Chief Executive and reserved functions are carried out by the Board. Reserved functions are set out in Section 12 (2) of the Education and Training Boards Act 2013.

Limerick and Clare Education and Training Board was established on 1 July 2013 under the provisions of the Education and Training Boards Act 2013. Section 51 of that Act requires the ETB to keep in such form and in respect of such accounting periods as may be approved by the Minister for Education with the consent of the Minister for Finance and Public Expenditure and Reform, all proper and usual accounts of the monies received or expended by it.



In preparing those accounts, the Board is required to:

- (a) apply the standard accounting policies for the preparation of ETB financial statements
- (b) make judgements and estimates that are reasonable and prudent
- (c) disclose and explain any material departures from the standard accounting policies

The Board is responsible for keeping proper books of account which disclose with reasonable accuracy at any time the financial position of the Board and which enable it to ensure that the Financial Statements comply with Section 51 of the Education and Training Boards Act 2013. The Board is also responsible for safeguarding its assets and for taking reasonable steps for the prevention and detection of fraud and other irregularities. The Board considers that the Annual Financial Statements properly present the income and expenditure of the Board and the state of affairs of the Board.

Ethics

Ethics in Public Office Act 1995 and the Standards in Public Office Act 2001

Each member of the Board of an ETB must comply with the relevant provisions of the Ethics in Public Office Act 1995 and the Standards in Public Office Act 2001. The Ethics in Public Office Act 1995 provides for the disclosure of registerable interests by holders of designated directorships and occupiers of designated positions of employment in public bodies prescribed for the purposes of the Ethics legislation. Board members and designated staff are required to provide annual Disclosures of Interests in respect of issues that could materially influence the performance of functions.

Committees of Education and Training Boards

Part 5 44. -(1) Subject to section 45, an Education and Training Board may establish committees to-

- a) perform such one or more of its functions as, in its opinion, could be better or more conveniently performed by a committee, or
- b) advise it in relation to the performance by it of any of its functions and may determine the terms of reference and regulate the procedure of any such committee.

(2) A committee established under subsection (1) shall consist of not more than 12 members and may, subject to subsection (9) and subsection (12) (c), consist partly of members who are not members of the education and training board concerned.



Board Meetings

1. Schedule 3: Paragraph 2 (1) of the Education and Training Boards Act 2013 – subject to the provisions of this paragraph and section 31 – every education and training board shall hold such and so many meetings, at such times, and in such places as it thinks proper.
2. Schedule 3: Paragraph 2 (2) Every education and training board shall hold at least one meeting in every 2 months other than the months of July, August and September.
3. Schedule 3: Paragraph 2 (3) Every education and training board shall hold at least one meeting during the period commencing on the 1st day of July and ending on the 30th day of September in every year.

Minutes are maintained and adopted in support of Limerick and Clare Education and Training Board meetings. Members record of attendance at Limerick and Clare Education and Training Board meetings and details of their expenses are recorded in this report.

Public Sector Duty

Section 42 of the Irish Human Rights and Equality Commission Act 2014 sets out the Positive Duty required of Public Bodies, including Limerick and Clare Education and Training Board. The authority, in performing its function, has regard to:

- The elimination of discrimination
- The promotion of equality of opportunity and treatment of its staff and the people to whom it provides services
- The protection of the human rights of its members, staff and the people to whom it provides services.

Code of Practice for the Governance of Education and Training Boards

Circular Letter No 0002/2019

The primary legislation governing education and training boards is the Education and Training Boards Act 2013, which must be observed at all times. The Code of Practice for the Governance of Education and Training Boards Circular Letter No 0002/2019, whilst it sets out guidelines in certain situations, should be primarily considered as a set of standards for members and staff of the Board. Members and staff are expected to ensure that their activities in relation to the ETB are governed at all times by these standards, in letter and in spirit. It should be noted that:

- the Code should be read in conjunction with the legislative provisions which govern the ETB sector and the Public Sector generally. Existing legislative provisions on matters that are also the subject of this Code continue to apply and for the avoidance of doubt, in the event of any conflict or inconsistency, the legislative provisions prevail;
- provisions contained in the Code may be amended from time to time by the Minister for Education;
- the Minister for Education or the Minister for Public Expenditure and Reform may issue circulars and/or guidance notes, from time to time, in relation to the Code or related matters;

The Code of Practice provides a framework for the application of best practice in corporate governance in education and training boards. Limerick and Clare Education and Training Board confirms that the 2019 Code of Practice of Governance for Education and Training Boards that issued in



2019 has been adopted and that it complies with the up-to-date requirements of the Code in its governance practices and procedures.

Limerick and Clare Education and Training Board is guided by the principles set out in the Code of Practice document in meeting its responsibility to ensure that all activities meet the highest standards of corporate governance.

Draft Annual Financial Statements (AFS) – Financial Statements 2020 – Limerick and Clare Education and Training Board Annual Financial Statements for the year ended 31st of December 2020 is subject to audit by the Office of the Comptroller and Auditor General at the time of publication of the Limerick and Clare Education and Training Board Annual Report for 2020. Limerick and Clare Education and Training Board will publish the audited financial statements within one month of receipt from the Office of the Comptroller and Auditor General.

The Board confirms that there has been a review of the effectiveness of the system of internal control and that the Statement of Internal Control, which is subject to change until the external audit is completed, has been included in the Annual Financial Statements (AFS) for the year ended 31st of December 2020, which will be published within one month of receipt from the Office of the Comptroller and Auditor General and as an appendix to the Chairperson's Comprehensive Report that has been submitted to the Minister.



Membership Detail

Limerick and Clare Education and Training Board: Membership

Chief Executive Mr George O'Callaghan
Chairperson Cllr Kieran O'Hanlon

Name	Nominating Body
Cllr Kieran O'Hanlon	Limerick City and County Local Authority
Cllr Clare Colleran Molloy	County Clare Local Authority
Mr Michael Cregan	Member from Bodies as per Section 30 (11) (b) of the Education and Training Boards Act (2013)
Cllr Michael Donegan	Limerick City and County Local Authority
Ms Elaina Fitzgerald	Member from Bodies as per Section 30 (11) (b) of the Education and Training Boards Act (2013)
Cllr Liam Galvin	Limerick City and County Local Authority
Mr Michael Guilfoyle	Staff Representative
Ms Kate Hehir	Staff Representative
Ms Sheila Hickey	Parent Representative
Cllr Gabriel Keating	County Clare Local Authority
Cllr Sarah Kiely	Limerick City and County Local Authority
Cllr Joe Killeen	County Clare Local Authority
Mr Sean 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 Dónal Ó hAiniféin	Parent Representative
Ms Marian Petty	Member from Bodies as per Section 30 (11) (b) of the Education and Training Boards Act (2013)
Cllr Elena Secas	Limerick City and County Local Authority
Cllr John Sheahan	Limerick City and County Local Authority
Cllr Brigid Teefy	Limerick City and County Local Authority



Limerick and Clare Education and Training Board Meeting Dates 2020

25th February 2020
24th March 2020
19th May 2020

21st July 2020
15th September 2020
17th November 2020

Limerick and Clare Education and Training Board Attendance at Meetings 2020

	Date of Meetings						Total No. Attended
	25 th Feb	24 th March	19 th May	21 st July	15 th Sept.	17 th Nov.	
Cllr Clare Colleran Molloy	No	Yes	Yes	Yes	Yes	Yes	5
Mr Michael Cregan	No	No	Yes	Yes	Yes	No	3
Cllr Michael Donegan	No	No	Yes	Yes	No	No	2
Ms Elaina Fitzgerald	No	No	Yes	No	Yes	Yes	3
Cllr Liam Galvin	Yes	No	Yes	No	No	Yes	3
Mr Michael Guilfoyle	Yes	Yes	No	No	Yes	Yes	4
Ms Catherine Hehir	Yes	No	Yes	Yes	Yes	Yes	5
Ms Sheila Hickey	No	No	Yes	No	Yes	No	2
Cllr Gabriel Keating	Yes	Yes	Yes	Yes	Yes	Yes	6
Cllr Sarah Kiely	Yes	Yes	No	Yes	Yes	No	4
Cllr Joe Killeen	No	No	Yes	No	No	Yes	2
Mr Sean McMahon	No	No	No	Yes	No	Yes	2
Cllr Paul Murphy	Yes	Yes	Yes	Yes	Yes	Yes	6
Cllr Ann Norton	No	Yes	Yes	No	Yes	Yes	4
Mr Mark O'Dea	Yes	Yes	Yes	Yes	Yes	Yes	6
Mr Dónal Ó hAiniféin	Yes	Yes	Yes	No	No	Yes	4
Cllr Kieran O'Hanlon	Yes	Yes	Yes	Yes	Yes	Yes	6
Ms Marian Petty	Yes	Yes	Yes	No	Yes	Yes	5
Cllr Elena Secas	Yes	Yes	Yes	Yes	Yes	Yes	6
Cllr John Sheahan	Yes	Yes	No	No	No	No	2
Cllr Brigid Teefy	Yes	Yes	Yes	Yes	Yes	Yes	6

Board Members' Expenses and Meetings Attended

Expenses are paid to Board Members for travel to Board-related meetings. This information can be viewed in the Annual Financial Statements of Limerick and Clare Education and Training Board.



Limerick and Clare Education and Training Board Finance Committee 2020

The Limerick and Clare Education and Training Board Finance Committee fulfils an important role in the governance framework of the ETB by reviewing and reporting to the Board on the draft service plan; whether the Chief Executive is implementing the Service Plan, as adopted by the Board, and within the expenditure limits set by the Minister; and whether the accounts as presented by the Chief Executive should be accepted by the Board.

Finance Committee Membership

External

Mr Sean Conlon, Chairperson
Ms Sadie Aherne
Mr Eugene O'Brien

Internal

Cllr John Sheahan
Cllr Joe Killeen
Ms Elaina Fitzgerald

Limerick and Clare Education and Training Board Finance Committee Meeting Dates

24th February 2020
23rd March 2020

2nd November 2020
3rd December 2020

Finance Committee Meetings Attended 2020

	Date of Meeting				Total Attended
	24/02/2020	23/03/2020 Via Zoom	02/11/2020 Via Zoom	03/12/2020 Via Zoom	
Ms Sadie Ahern	Yes	Yes	Yes	Yes	4
Mr Sean Conlon, Chairperson	Yes	Yes	Yes	Yes	4
Mr Eugene O'Brien	No	No	Yes	Yes	2
Cllr John Sheahan	No	No	No	Yes	1
Cllr Joe Killeen	Yes	No	Yes	Yes	3
Ms Elaina Fitzgerald	No	Yes	Yes	Yes	3



Limerick and Clare Education and Training Board Audit and Risk Committee

The Limerick and Clare Education and Training Board Audit and Risk Committee fulfils an important role in the governance framework of the ETB by assisting the Board monitor internal control, comprising corporate governance, risk management, internal audit and financial/non-financial controls implemented by executive management. The Committee does not undertake management responsibilities and is not a substitute for entity management controls and accountabilities.

Audit and Risk Committee Membership

External

Mr Donal Fitzgibbon, Chairperson
Mr Fergus Dunne
Cllr Mary Howard
Mr Declan Phillips
Mr Matt Power

Internal

Cllr Gabriel Keating,
Cllr Sarah Kiely
Mr Sean McMahon

Limerick and Clare Education and Training Board Audit & Risk Committee Meeting Dates 2020

13th January 2020
25th February 2020
24th March 2020

19th May 2020
3rd November 2020
2nd December 2020

Audit & Risk Committee Meetings Attended 2020

	Date of Meeting						Total No. of Meetings Attended
	13/01/20	25/02/20	24/03/20 Via Zoom	19/05/20 Via Zoom	03/11/20 Via Zoom	02/12/20 Via Zoom	
Mr Donal Fitzgibbon, Chairperson	Yes	Yes	Yes	Yes	Yes	Yes	6
Mr Fergus Dunne	Yes	Yes	No	Yes	Yes	Yes	5
Cllr Mary Howard	Yes	Yes	No	Yes	Yes	Yes	5
Cllr Gabriel Keating	Yes	Yes	Yes	No	No	No	3
Cllr Sarah Kiely	Yes	No	No	No	Yes	No	2
Mr Sean McMahon	No	No	No	No	No	No	0
Mr Declan Phillips	No	No	Yes	Yes	Yes	Yes	4
Mr Matt Power	No	Yes	Yes	Yes	Yes	Yes	5



Organisation Support and Development

Within Limerick and Clare Education and Training Board, Organisation Support and Development oversees the management of the ETB's resources across the Human Resources, Corporate Services, Finance, ICT, and Capital and Procurement departments.



The role of Organisation 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 goals outlined in its Strategy Statement and ensure best practice in terms of the authority's corporate governance. This is done in collaboration with the Directors of the ETB's Schools and Further Education and Training divisions.



Working across all 4 goals, Organisation Support and Development aims to deliver increased value to Limerick and Clare Education and Training Board by further 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 authority's vision as defined in the Strategy Statement.



The success of Limerick and Clare Education and Training Board has been built on the committed effort of staff. The importance of providing a supportive, collaborative, safe and healthy working environment for all staff has been reflected in *Priority Goal 2 – Staff Support and Organisational Development*. Organisational design is an evolving process and will be influenced by a number of national projects including Payroll and Finance Shared Service. Limerick and Clare Education and Training Board continued to develop and update relevant policies and procedures during 2020 to ensure compliance with relevant legislation, best practice, customer service and corporate governance.

Information Communications Technology: Good progress was made with a programme of planned improvements during 2020, including a keen focus on identifying e-business solutions and reviewing existing processes. The challenges associated with the COVID-19 pandemic and the reliance on technology to accommodate remote working, which had to be delivered in a short timeframe for staff, was successfully achieved. The ICT strategy which provides a roadmap to enhance and improve the use of ICT in teaching, learning and administration practices across the organisation greatly assisted the speedy introduction of remote working for all staff. The role of ICT continued to evolve across all areas of the ETB's services during 2020. Its importance to the organisation has grown significantly and its range of services and supports to administrative offices and schools/centres are constantly evolving. As a department, the range of services and supports to offices, schools, and centres it offers includes:

- Project Management of new systems, including upgrades
- Infrastructure development and management of same
- Identification of appropriate software systems and upgrades
- Development and maintenance of communication systems
- Coordination and Management of Technical Support and Helpdesk
- Management of Contractors
- Advisory service to procurement
- Disaster Recovery Plans
- IT Data Protection and Security

The ICT department develops and maintains the communication systems of Limerick and Clare Education and Training Board, endeavouring to ensure data protection and security across all ETB systems. The ICT department will continue to assist and advise on all ICT procurement and to ensure Business Continuity and Disaster Recovery Plans are completed and reviewed.

The ETB has invested and developed remote access systems that support and facilitate new ways of working. Most of the services required by staff are now available from anywhere via a portal. Developments in cloud services, and primarily the rollout of Microsoft Office 365 and other productivity tools, means that the ETB is not entirely dependent on its offices and buildings in order to perform day-to-day business.

Legal and Compliance: Demonstration of compliance is on-going, with all policies under constant review. As a result of the pandemic, Limerick and Clare Education and Training Board developed COVID-19 Training modules which used Privacy Engine as the training distribution platform. Work is on-going on the completion of the Compliance Workbook to ensure Limerick and Clare Education and Training Board fulfils its obligations under the CL 0002/2019 Code of Practice for the Governance of Education and Training Boards.



Data Protection: On the 25th May 2018, the General Data Protection Regulation (GDPR) came into effect. In Ireland, GDPR has been given legislative effect in the new Data Protection Act 2018. To fulfil its statutory obligations, Limerick and Clare Education and Training Board gathers, stores and processes large amounts of data on a variety of data subjects. The ETB is committed to a policy of protecting the rights and freedoms of individuals with respect to the processing of their personal data. The authority has a designated Data Protection Officer who acts as the point of contact for all data privacy queries and has developed a Data Protection Policy in order to supplement its Privacy Policy. During 2020, Limerick and Clare Education and Training Board received 9 Data Access Requests.

Freedom of Information: Section 8 of the Freedom of Information Act 2014 requires Freedom of Information (FOI) bodies to prepare and publish as much information as possible in an open and accessible manner on a routine basis outside of FOI, having regard to the principles of openness, transparency and accountability as set out in Sections 8(5) and 11(3) of the Act. This allows for the publication or giving of records outside of FOI, provided that such publication or giving of access is not prohibited by law. The scheme commits FOI bodies to make information available as part of their normal business activities in accordance with this scheme and Limerick and Clare Education and Training Board has published the ETB's FOI Publication Scheme on its website and has a designated FOI Officer. During 2020 Limerick and Clare Education and Training Board received 12 FOI Requests. These requests came from journalists, interest groups, staff and parents. 6 requests were granted, 2 were partially granted, 2 were withdrawn and 1 was handled outside of FOI.

Protected Disclosures: In accordance with the provisions of the Protected Disclosures Act 2014, Limerick and Clare Education and Training Board has appointed a designated officer for receiving protected disclosures and has put in place a policy *Policy for the Making of Protected Disclosures by Limerick and Clare Education and Training Board Workers* which is published on the ETB website. This policy, in tandem with the legislation, will encourage workers to report potential wrongdoing in the knowledge that their concerns will be taken seriously and investigated, where appropriate, and that their confidentiality will be respected. As required by Section 22 of the Protected Disclosures Act 2014, Limerick and Clare Education and Training Board confirms that no Protected Disclosures were made in 2020.

Risk Management: The Corporate Risk Management Policy was approved in 2017 and, based on a prepared business plan, Limerick and Clare Education and Training Board provides a risk register reflecting Organisation Support, Further Education and Training and Schools. The Risk Register is a living document which is updated as new risks are identified, or risk likelihood/severity is amended due to suitable controls being put in place to reduce/remove the risk.

The Board maintains active oversight of risk management and confirms that it has carried out an assessment of the principal risks, associated mitigation measures and reviewed the effectiveness of these measures in 2020. The Board manages risk for the organisation through a structured risk management programme. The Board is assisted in its risk management function by the Audit and Risk Committee. The Board also relies on the Internal Audit Unit (IAU) and its reports, on the C&AG annual audit and any external audit such as an ESF audit and/or Revenue audit. In addition, there is a review of the effectiveness of the system of internal controls performed on an annual basis. Risk Management is a standing item at all meetings and consideration includes, inter alia:

- Risk reports from senior management, including the Chief Risk Officer (CRO)



- Reports of the Audit and Risk Committee
- Risk reports from senior management including the ETB's Compliance Officer
- Audit Register

Limerick and Clare Education and Training Board undertook a number of activities in 2020 to support the management of enterprise risk and to demonstrate good governance. The underpinning evidence base for this work is legislation relevant to Limerick and Clare Education and Training Board and the Code of Practice for the Governance of Education and Training Boards (CL 0002/2019). The following outputs were completed during the year:

- Quarterly review and updating of the Corporate Risk Register
- Quarterly review and updating of the Further Education and Training Risk Register
- Quarterly review and updating of the Schools Risk Register

The key risks identified were presented to the Audit and Risk Committee and work was on-going on managing the risks identified, reducing risk and identifying new risk areas. The focus was on identifying the key risks that could prevent Limerick and Clare Education and Training Board deliver on its Strategy Statement and associated control measures to be implemented in order to mitigate the impact of such risks.

The risks identified are added to the Risk Register and categorised as follows:

Compliance, Contractual, Financial, Operational, Reputational and Strategic. These risks are then rated in terms of likelihood and impact, and classified accordingly as Red, Amber or Green risks.

Once the risks have been identified and recorded on the risk register, they are reviewed by management as follows: Red - every quarter, Amber - six monthly, Green - annually.

The Board confirms that it has carried out an assessment of the ETB's principal risks and details of these identified risks, including associated mitigation measures or strategies, have been submitted as an Appendix to the Chairperson's Comprehensive Report to the Minister for Education.

The Chairperson of Limerick and Clare Education and Training Board confirms that the organisation is adhering to the relevant aspects of the Public Spending Code.

The Board of Limerick and Clare Education and Training Board confirms that the 2019 Code of Practice of Governance for Education and Training Boards that issued in 2019 has been adopted and that the ETB is progressing the implementation of the up-to-date requirements of the Code in its governance practices and procedures across the organisation. Areas of non-compliance can be viewed in the Annual Financial Statements.

Insurance and Legal issues: Support and advice continued to be provided in 2020 by the Corporate Services department to all staff throughout the organisation in respect of legal issues arising, potential claims, and personal injuries claims.

Health and Safety: Limerick and Clare Education and Training Board aims through the control of risks and an on-going policy of risk reduction to ensure that accident/incident or near miss occurrences are avoided, thereby safeguarding the safety, health and welfare of staff, students/learners and contractors who have reason to enter any of the authority's buildings. The ETB had 2 reportable accidents to the Health and Safety Authority during 2020.

Official Language Scheme: Limerick and Clare Education and Training Board is guided by the principles and committed to implementing the obligations arising from the Official Languages Act



2003. Limerick and Clare Education and Training Board was subject to an audit by Oifig an Choimisinéara Teanga on the implementation of commitments in its language scheme (An Scéim Teanga). Findings were published in 2020.

Human Resources: Limerick and Clare Education and Training Board Human Resources department managed the recruitment and selection of 224 posts in 2020, ensuring compliance with best practice and the fulfilment of statutory obligations. In addition, a range of HR-related services were provided in support of all staff in schools, centres and head office. 2020 saw the introduction of Zoom as the platform that the ETB used to conduct remote interviewing. In response to the requirement to fill the authority's vacancies, interviews for the 224 posts were conducted through this platform. Training of interview board members in the use of Zoom for interviews was conducted, as well as the introduction of support guides for candidates and interview board members. Working closely with the ETB's ICT department with regard to training and support for this new platform, HR successfully managed all recruitment campaigns in 2020.

With a focus on the teaching and learning of our students in our Community National Schools, Post-Primary Schools and our learners in Further Education and Training, as well as the support functions in Head Office, the HR department continued to be involved in the recruitment of staff in terms of a pipeline supply to meet the needs of our students and learners and support our schools and centres.

The authority's post-primary schools were allocated 18 additional posts of responsibility in 2020. The HR department managed this internal recruitment process, leading to the strengthening of Leadership and Management teams within ETB schools, with emphasis on achieving the highest standards of educational outcomes for students to sustain an environment that underpins high quality in student care, learning and teaching.

As part of a Department of Education pilot scheme, Glenroe Campus opened in September 2020 and is a satellite class of Mol an Óige Community National School, Ennistymon, County Clare. The HR department provided support and assistance with the re-opening of this school.

Capital and Procurement: Limerick and Clare Education and Training Board continued to invest in educational infrastructure across Limerick and Clare in 2020. During 2020, staff from the Capital and Procurement department engaged in both formal and informal professional development, while staff also provided training to FET and schools Senior Management Teams, and school and centre-based admin staff on the National Procurement Policy and the ETB Multi-Annual Procurement Plan (MAPP).

The Chairperson affirms adherence to the relevant procurement policy and procedures and the development and implementation of the Corporate Procurement Plan.

The close collaboration between the Capital and Procurement and Finance departments was maintained in 2020. The Capital and Procurement Officer reported to both Audit and Finance Committees on the Capital Programme and Procurement function during 2020, while reports on all tenders over €100,000 continue to issue to each meeting of the Finance Committee. The effectiveness of the collaboration between the Finance and Capital and Procurement departments was demonstrated in the coordinated response to meeting the PPE needs of schools and centres for PPE and supplies to enable reopening of educational facilities following the lockdown in 2020. Close cooperation was also required for completion of the Multi-Annual Procurement Plan (MAPP), submitted to ETBI on time in September 2020.



Finance Strategy: The objective of the Finance department is to support the Board in the achievement, within budget, of objectives set out in the annual Service Plan. Finance support includes decision-making support, corporate control of public money, transaction processing and statutory accountability, and ensuring the ETB has complied with its obligations under tax law. The Chairperson of the Board confirms that Limerick and Clare Education and Training Board has complied with its obligations under tax law.

Statutory Accountability: Limerick and Clare Education and Training Board confirms that it is its responsibility for the preparation of the annual report and financial statements, and considers that the financial statements properly present the income and expenditure of the authority and the state of affairs of the authority.

Sources of Funding: A detailed breakdown of sources of funding can be viewed in our Annual Financial Statements (AFS).

Financial Statements 2020: It is the responsibility of Limerick and Clare Education and Training Board for the preparation of the annual report and financial statements and, based on the information available to it, considers that the financial statements properly present the income and expenditure of the authority and the state of affairs of the authority.

Limerick and Clare Education and Training Board's Annual Financial Statements for the year ended 31st December 2020 are subject to audit by the Office of the Comptroller and Auditor General (C&AG).

Following audit sign-off by the C&AG, Limerick and Clare Education and Training Board will publish the audited financial statements within one month of receipt from the C&AG.



Financial Summary for the year ended the 31st December 2020

Limerick and Clare Education and Training Board Operating Statement for the Year Ended 31st December 2020*

Limerick and Clare Education and Training Board Financial Statements for 2020 are prepared and submitted to the Department of Education and to the Comptroller and Auditor General for audit. Following audit sign-off by the C&AG and following Department of Education presentation of the accounts to the Houses of the Oireachtas, the Financial Statements will be published on the Limerick and Clare Education and Training Board website and linked to the Annual Report.

Financial data in relation to the following is included in the Annual Financial Statement:

- Non Salary-related fees paid in respect of Committee members;
- Salaries and short-term employee benefits;
- Post-employment benefits;
- Termination benefits;
- Key management compensation, if any;
- The number of employees whose total employee benefits were between €0 to €59,999;
- The number of employees whose total employee benefits were between €60,000 to €69,999 and within each pay band of €10,000; and
- Overall figure for employer pension contributions.



Schools Division

Limerick and Clare Education and Training Board is responsible for the management and operation of 2 community national schools and 18 post-primary schools in Limerick and Clare. The ETB is also co-patron of 4 Community Schools. In addition to the management of primary and post-primary schools, the division also has responsibility for Youth Work Services and the Local Creative Youth Partnership (LCYP).



Support for Schools during COVID-19

The announcement on 12 March 2020 of the closure of all schools, colleges, universities and other training and learning facilities was the commencement of a series of challenges across the education sector because of COVID-19.

Limerick and Clare Education and Training Board Schools Division worked quickly before the pandemic reached Ireland to ensure the quality of educational outcomes for all children, especially the vulnerable and disadvantaged, were minimised from March to the end of the 2019/2020 academic year. Weekly video-conferencing meetings of Principals and Deputy Principals commenced in March 2020 and this good practice has been maintained since. Resources including plans, templates, online forms etc. were developed throughout 2020 to maintain continuity of education and students' wellbeing; while also supporting teachers with relevant professional development opportunities to respond to the rapid switch to Remote Teaching and Learning.

Schools were supported with the Department of Education plan to reopen schools in September 2020. The completion and implementation of the COVID-19 Response Plan by all schools was supported by the Schools Division as the means through which schools could best prevent the introduction and spread of COVID-19 in the school environment. This important living document continued to be adapted over time to reflect the evolving COVID-19 context.

Schools were supported to continue to be highly creative and adaptable in facilitating alternative means of conducting parent information evenings, parent-teacher meetings, and meetings with parents of students with special educational needs (SEN).



Primary Level

Our two community national schools are child-centred, inclusive, multi-denominational, state supported primary schools providing high quality primary education for every child in accordance with the National Primary School Curriculum of the Department of Education. The schools enrolled 212 pupils in 2020.

One of the main highlights, at primary level in 2020, was the re-opening of the first community national school satellite classroom for Limerick in Glenroe, County Limerick. Glenroe is a satellite class of Mol an Óige Community National School, Ennistymon, County Clare. The classroom opened in the former school campus in Glenroe with 7 pupils. Throughout the year, 4 additional pupils enrolled in the school. The reopening of the school in this rural community received the full support of the community and the Diocese of Limerick and attracted considerable media attention in August 2020.

Primary Education

Primary education consists of an eight-year cycle, following the Primary School Curriculum (1999): junior infants, senior infants, and first to sixth classes. The primary curriculum aims to provide a broad learning experience and encourages a rich variety of approaches to teaching and learning that cater for the unique needs of individual children. The primary curriculum is designed to nurture the child in all dimensions of his or her life – spiritual, moral, cognitive, emotional, imaginative, aesthetic, social and physical. The Primary School Curriculum (1999) outlines the contents of children’s learning – the what and how of children’s learning – for children’s first eight years in school, from junior infants to sixth class. The curriculum aims to:

- develop each child’s potential to the full
- encourage a love of learning
- help children develop skills they will use all their lives.

The curriculum is presented in seven areas, some of which are further subdivided into subjects. These are:

- Language: Gaeilge and English
- Mathematics
- Social, environmental and scientific education (SESE): history, geography and science
- Arts education: visual arts, music and drama
- Physical education
- Social, personal and health education (SPHE)
- Religious or ethical education is the responsibility of the different school patron bodies.

Our Community National Schools benefit from the support network of Principals organised by the Director of Schools. The schools receive guidance and assistance from the Schools Division Support Team and the boards of management of each school has received training on their responsibilities and functions throughout 2020 via Zoom Webinar due to COVID-19 restrictions. This training included modules on:

- Role of the Chairperson & Secretary
- Effective Meetings - minutes & reporting
- Legislative Roles & Responsibilities of the BoM
- Child Protection
- Anti-Bullying
- School Self-Evaluation & School Improvement Plan



- WSE/MML, Child Protection and Safeguarding Inspections (CPSI) & Subject Inspections
- Admission to School & Appeals
- Briefing on COVID-19 Response Plans and Supporting the Safe Provision of Schooling (SSPS Visits from the DE Inspectorate)

The principals and boards of management of the schools are supported by the various sections of Limerick and Clare Education and Training Board such as Capital and Procurement, Corporate Services, Finance, HR and ICT. Each school participates in the national support network organised by ETBI regarding the *Goodness Me Goodness You* programme for Community National Schools.

Actual and Projected Enrolments (Primary)

Roll No. / Primary School		Actual Enrolments 30/09/2020	Projected Enrolments 30/09/2021
20313J	Mol an Óige Community National School, Ennistymon, Co Clare	107	107
	Glenroe satellite class of Mol an Óige Community National School, Ennistymon, Co Clare	8	12
20312H	Raheen Wood Community National School, Tuamgraney, Co Clare	97	108

Post-Primary

Limerick and Clare Education and Training Board schools provide a welcoming and inclusive environment, have a commitment to excellence in teaching and learning, are highly innovative and responsive to the needs of their local communities and provide strong school leadership. Our schools are noted for having an inviting school culture and are dedicated to ensuring each student reaches their potential. In September 2020, the recognised student enrolment in Limerick and Clare Education and Training Board schools was 8857 students, which represents almost 40% of the overall enrolment for post-primary students for the region (Source: Department of Education Post-Primary Schools Statistics 2019-2020).

The Schools Division works closely with both the Organisational Support and Development and the Further Education and Training divisions of the authority to deliver on the four goals outlined in the Limerick and Clare Education and Training Board Strategy Statement 2017-2021.

The overall aim of the Schools Division is to enhance the effectiveness of each of its ETB schools by providing a range of supports to further enrich student experiences and student outcomes. This is achieved through consultation with Principals and Deputy Principals, teachers, and our support team through the identification of priority areas. The Schools Division supports schools with the implementation of Department of Education requirements and through close partnership with the key providers from DE support services such as the Professional Development Service for Teachers, Junior Cycle Team, National Educational Psychological Service, Tusla, the National Council for Special Education Needs, the Centre for School Leadership, and other relevant bodies. The Schools



Division provides supports through three main service delivery channels, namely: Leadership in Schools, Quality Learning, Teaching and Assessment, and Student and Staff Support. Schools engage with the support of the ETB to encompass the following priority areas for student progression and wellbeing:

- Development of inclusive policy frameworks for our students
- Advice and support regarding curricular and educational planning
- Support and guidance of student support teams
- Section 29 Appeals
- Parental complaints process
- Support with School Self-Evaluation and School Improvement Plans and DEIS
- Supporting schools in the implementation of the DE Quality Framework for Schools - Looking at our Schools (LAOS)
- Support for students at risk
- Supporting Student and Parent voice
- Training and support for Boards of Management
- Remote Teaching & Learning during COVID-19

Individual schools are supported by Limerick and Clare Education and Training Board to enhance their role in communities by increased collaboration and communication with all stakeholders, including students, parents, local sporting, community and voluntary organisations.

Limerick and Clare Education and Training Board post-primary schools benefit from the support network of Principals and Deputy Principals organised by the Director of Schools. The schools receive guidance and assistance from the Schools Division Support Team. The boards of management of each school received training on their responsibilities and functions throughout 2020 via Zoom Webinar due to COVID-19 restrictions. This training included modules on:

- Role of the Chairperson & Secretary
- Effective Meetings - minutes & reporting
- Legislative Roles & Responsibilities of the BoM
- Child Protection
- Anti-Bullying
- School Self-Evaluation & School Improvement Plan
- WSE/MML, Child Protection and Safeguarding Inspections (CPSI) & Subject Inspections
- Admission to School & Appeals
- Briefing on COVID-19 Response Plans and Supporting the Safe Provision of Schooling (SSPS Visits from the DE Inspectorate)

Post-Primary Programmes

Programmes on offer in Limerick and Clare Education and Training Board post-primary schools include:

- Junior Certificate
- Transition Year Programmes
- Leaving Certificate
- Leaving Certificate Vocational Programme
- Applied Leaving Certificate Programmes



Subjects on offer through the schools' curriculum include: science, technology, engineering, maths, (STEM) languages, humanities and arts at both Junior and Senior levels. A focus on the holistic development of our students involves encouraging engagement in extracurricular activities including creative arts, sport, drama, music, science, entrepreneurship, debating and multimedia projects. Limerick and Clare Education and Training Board schools continue to attract a significant cohort of post-primary students with a total of 8,857 students enrolled in September 2020.

Actual and Projected Enrolments (Post-Primary)

The table below outlines the increased enrolments across our Limerick and Clare Education and Training Board schools in 2020 and the projected enrolments for September 2021.

Limerick and Clare Education and Training Board schools project increasing enrolments for September 2021 to reach approximately 9,264 students.

Roll No. / Post-Primary School		Actual Enrolments 30/09/2020	Projected Enrolments 30/09/2021
70830N	Ennis Community College, Ennis, Co Clare	487	571
70840Q	Ennistymon Vocational School, Ennistymon, Co Clare	222	212
70860W	St Michael's Community College, Kilmihil, Co Clare	248	266
70880F	St Joseph's Community College, Kilkee, Co Clare	138	139
70900I	Scariff Community College, Scariff, Co Clare	408	411
70901K	St Anne's Community College, Killaloe, Co Clare	570	613
71700F	Coláiste Mhuire, Askeaton, Co Limerick	359	350
71790J	Desmond College, Newcastle West, Co Limerick	405	403
71840V	Coláiste Chiaráin, Croom, Co Limerick	655	693
71850B	Hazelwood College, Dromcollogher, Co Limerick	569	582
76061W	Coláiste na Trócaire, Rathkeale, Co Limerick	496	480
76070A	Coláiste Iósaef, Kilmallock, Co Limerick	418	443
76073G	Castletroy College, Castletroy, Limerick	1218	1256
76075K	St John Bosco Community College, Kildysart, Co Clare	268	279
76093M	Coláiste Íde agus Iosef, Abbeyfeale, Co Limerick	682	687
76101I	Gaelcholáiste Luimnigh, Meal Sior Anraí, Luimneach	675	670
76414G	Thomond Community College, Moylish, Limerick	549	579
76476F	Mungret Community College, Mungret, Co Limerick	490	630
TOTALS		8857	9264



Delivering Education Equality in School (DEIS)

The DEIS (Delivering Education Equality in School) programme was offered in 5 of our schools. A very broad range of subjects including languages, the humanities, arts, technologies and science were offered at both junior and senior cycle. Students were encouraged to take part in all aspects of school-life, including extra-curricular activities like culinary arts, drama, music, technology and sport. In order to ensure the highest quality of teaching and learning, and the best possible educational experience for its students, supports were offered by the Schools Division to all schools in the areas of Continuing Professional Development, Teacher Induction, Language Literacy and Numeracy, Special Education, Technology-Enhanced Teaching and Learning, the Teacher and Leadership programme, English as an Additional Language, as well as Leadership Development and Support Programmes for Principals, Deputy Principals and Middle Management post holders. A meeting with the lead inspector for DEIS schools was organised for the 5 DEIS schools in March and October 2020 to examine and promote best practice in supporting students in DEIS schools.

Highlights During 2020

Principals and Deputy Principals' Forum Meetings: The role of Limerick and Clare Education and Training Board's Schools Division is to facilitate collaboration and best practice undertaken by schools across its community. The format of meetings for school leaders includes both Principals and Deputy Principals to promote the shared leadership principle of managing schools in our ETB. Several advisory groups also progress the work of the Principals and Deputy Principals' Forum between meetings. As part of this process, several areas were addressed, including educational planning, timetabling and curricular planning for wellbeing in the new Junior Cycle, managing critical incidents in schools, Risk Management, Policy Development, Children First Procedures, Education (Admissions to School) Act 2018, and Leadership and Management in Post-Primary Schools CL 03/2018. Weekly meetings via Zoom for all Principals and Deputy Principals took place each Thursday and provided reassurance and a sense of collective connectedness during the pandemic.

Leadership Mentoring: Limerick and Clare Education and Training Board's Schools Division established a panel of experienced school leaders (principals and deputy principals) to work closely as mentors to newly-appointed school leaders from September 2020. The purpose of this mentoring programme focuses on formal and informal meetings between mentors and mentees, and to facilitate a tailored and unique level of peer support and guidance in the management of schools. This initiative is supported by the OSD division and its HR department. It is also linked closely to the Department of Education Quality Framework for Schools Looking at Our Schools (LAOS). The content for the programme was developed and delivered by the Director of Schools, Director of OSD and a sub-group of principals and deputy principals.

Draft Admission Policy (DAP)

Draft Admission Policies (DAP) were redrawn for all community national schools, community colleges and community schools in accordance with the requirements of the Education Act 2018.

Draft Admission Policies (DAPs) were agreed and approved by Limerick and Clare Education and Training Board for all its schools. Online meetings were held between Limerick and Clare Education and Training Board and the representatives of the other patrons to finalise the Draft Admission Policy (DAP) in the case of community schools.



Transition Year Coordinator Forum

Transition Year (TY) is an optional programme. It is designed to act as a bridge between junior and senior cycle. It provides students with an opportunity to experience a wide range of educational activities, including work experience, over the course of a year that is free from formal examinations. The aim of TY is to educate students for maturity, with an emphasis on personal development, social awareness and skills for life. The Schools Division established a Transition Year Coordinator Forum to support this important programme in schools during COVID-19. The Schools Division Support Team helped to support the Transition Year programme coordinators in the use of a wide range of learning, teaching and assessment methodologies, and educational activities, to take cognisance of the importance of re-engaging students fully with learning following the school closure period, monitoring and observing that re-engagement. The forum afforded Transition Year coordinators with the valuable opportunity to discuss challenges with fellow Transition Year coordinators and develop best practice strategies and share resources, ideas, guest speaker details and competitions.

Leading Learning, Teaching and Assessment

The Leading Learning, Teaching and Assessment Framework continues to support schools in continuously improving the quality of learning experiences for our students. This included seminars for schools, individual visits to schools, support of School Self Evaluation (SSE), Delivering Equality of Opportunity in Schools (DEIS); and the quality framework for schools Looking at Our Schools (LAOS) was provided to all schools. Sessions for the Curriculum Leaders across the authority's schools were facilitated in May and October to support the sharing of good practice and collaboration. A training for trainers' session was delivered to new Curriculum Leaders and also the Special Education Needs Co-ordinators in October.

Handbook on Suspensions & Expulsions

The Director of Schools provided principals with an updated handbook regarding suspensions and expulsions in accordance with the changes to suspensions, expulsions and cases where refusal to enrol may be a factor from 12 November 2020. This handbook was circulated to all principals and will be beneficial to Boards of Management also. A seminar and workshop for principals on Section 29 Appeals was organised to provide training for principals who act as Secretaries to their respective Boards of Management in November 2020.

Support Teams - Inclusive Education Workshops & Clustering

The Support Team aims to support post-primary schools in the development of a whole-school systematic, collaborative and collective response to inclusive and special education.

The team guides schools in their implementation of School Self-Evaluation (DE Inspectorate 2016) to develop a school provision map, reflecting current provision for learners with additional and special educational needs across the Continuum of Support (NEPS 2010).

Specifically, senior leadership teams, special educational needs coordinators (SENCOs) and Curriculum Leaders (CLs) were guided in best practice to implement a cycle of School Self-Evaluation (DE Inspectorate 2016), informed by the "Looking At Our Schools Quality Framework" (DE Inspectorate, 2016), to develop a whole-school provision map, reflecting current provision to support learners identified with additional and special education needs across the Continuum of Support (DE, 2017; NEPS, 2010).



In alignment with the Department of Education Statement of Strategy – Cumasú: Empowering Through Learning 2019–2021, the Leading Inclusive Learning Teaching and Assessment (LILTA) initiative supported school leadership and staff to lead inclusive learning, teaching and assessment in pursuit of improved outcomes and experiences for all students in their schools.

All ETB schools benefited from this valuable support throughout 2020, and the Support Team worked with schools in clusters in accordance with geographical location to minimise disruption to schools. A significant degree of support was delivered to schools via Google Meet and Zoom video conferencing sessions.

Advisory Groups

Several advisory groups were established in 2020 to support schools. All Principals and Deputy Principals are involved with one or more advisory groups with regards to the important and dynamic areas of enhancing the service delivery of our schools. These advisory groups meet to provide direction and advice to the creation of supports and interventions to help Principals and Deputy Principals:

- Risk Register, including Safeguarding
- Health & Safety
- Special Education Needs
- Parents & Guardians
- Digital Strategy
- Scoileanna lán-Ghaeilge
- Curriculum Committee

Summary of Supports for Schools in 2020:

Training and Supports for post-primary schools

Support seminars and training have been provided to post-primary personnel in the following areas:

- Year Head training
- Digital Clusters training and community of best practice
- Student Support Team Coordinators Cluster meetings
- Meeting of Digital Learning Working Group
- Allocations Seminar for school principals
- Section 29 Appeals meeting for school principals
- Leading Inclusive Learning, Teaching and Assessment (LILTA)
- Transition Year Coordinators
- Online meeting of Special Education Needs Advisory Group
- Guidance Counsellor Forum

Presentation from Professor Selina McCoy

Professor Selina McCoy of the ESRI delivered a Keynote to our Principals and Deputy Principals during its weekly meeting on 15 October 2020 regarding the key learnings from the previous six months of living through COVID-19, touching on implications for schools, school leaders and policy direction.

Dr Selina McCoy is Associate Research Professor in Social Research and joint research area coordinator for education at the ESRI and Adjunct Professor at Trinity College Dublin. Her broad areas of interest are social inequality, school leaver transitions, special educational needs and the



role of digital technologies in child development. Most recently, she examined the impact of the new Leaving Certificate grading scheme on student perceptions and behaviour.

Online Supports for primary and post-primary schools

Resources and supports were made available to our schools on a central hub on the Schools Division Support site - www.lcetbdrive.ie. A specially designed and curated COVID-19 hub was added to this support site to provide a centralised and easily-accessible platform for schools to access.

Muintearas in ár Scoileanna – Connection in our Schools – First Ever School-Wide Webinar Event

Limerick and Clare Education and Training Board's Schools Division organised a webinar for staff of all schools on 1 December 2020 with Dr Zachary Walker, an internationally-renowned expert in individual and organisational learning performance. Teachers, SNAs and PMEs/Teachers on co-op and school leaders greatly enjoyed the webinar, which also featured a panel of contributors including George O'Callaghan, Chief Executive; Dr Mary Shire, Director at Regeneron; and Director of Schools, Donncha Ó Treasaigh.

The webinar was a very uplifting and inspirational session and was organised to acknowledge the outstanding contribution and commitment of all staff in our ETB schools since reopening in September 2020. The timing of the event was specifically chosen to provide an inspirational presentation to stimulate professional dialogue amongst subject departments and at staff meetings. It was also very conducive to our collective efforts on promoting personal wellbeing amongst staff.

The Muintearas in ár Scoileanna – Connection in our Schools event was viewed by over one-thousand staff across schools and colleges via Zoom webinar.

Student Support Teams Cluster Day

A Zoom meeting of all SST Coordinators took place on 14 October 2020 with updates and an input from Gerard Dore, National Educational Psychological Service (NEPS). This was followed by a presentation from Bronagh Starrs, Adolescent Psychotherapist & Programme Director MSc Adolescent Psychotherapy DCTC, Dublin entitled 'Looking at anxiety and how the school community is impacted due to the current and unfolding COVID-19 Pandemic'.

Bronagh is an adolescent development specialist and has considerable experience as a trainer in adolescent development and therapy throughout Ireland. She also teaches and presents internationally on the developmental implication of trauma on the adolescent journey.

Jigsaw – One Good School™ Initiative

Four ETB schools took part in Jigsaw's One Good School™ Initiative. This initiative is designed to complement and contribute to the wellbeing agenda in schools and to support schools in their delivery of wellbeing as well as School Self-Evaluation, specifically focusing on the area of mental health. Jigsaw's One Good School focus is 'universal', focusing on all students, school staff and parents. In this way, it is hoped that schools that choose to engage in the One Good School™ Initiative will experience a programme of work that will support them in their mental health and wellbeing role. Additionally, there is the added advantage of participating schools having knowledge of and being familiar with Jigsaw's scope of practice and referral procedures for clinical services to facilitate appropriate referrals as and when required.



The Director of Schools is extremely grateful to Gerard Linnane, Service Manager, Jigsaw Limerick for all the encouragement and advice he has provided to the ETB and its schools.

Guidance Counsellor Cluster Days

The Schools Division organised four cluster day events in partnership with the Mid-West Regional Skills Forum and the ETB FET Division Enterprise Engagement Support Service for the authority's Guidance Counsellors, all of which were hosted on-site in industry/research-based institutions such as Stryker, Regeneron, Northern Trust and GM Motors. These events provided an excellent opportunity for Guidance Counsellors to learn about the various pathways and career options that are available to students in Limerick and Clare Education and Training Board schools.

Special Classes and Special Education Teaching

The Department of Education introduced a new Special Education Teaching Model as per Circular 0015/2017 in September 2017. The model of allocation requires schools to determine how the resources are allocated to the students with the greatest need. A task group was established in 2017 to assist schools in transitioning to the new model. Six Limerick and Clare Education and Training Board schools were identified to pilot the new model of allocation. The authority's schools also work with Mary Immaculate College's network of Special Education Needs Co-ordinators facilitated by Dr Johanna Fitzgerald to develop a programme of continuous professional development for all of the authority's schools. From August 2019, this support was merged with the Curriculum Leaders network and called Leading Inclusive Learning, Teaching and Assessment (LILTA) to ensure that all schools are being supported to facilitate a whole-school approach to inclusive education and assessment.

In October 2020, all schools attended a briefing with the Area Manager of the NCSE, Deirdre Bourke, to support schools with the establishment of special classes for students with Autism.

Digital Clusters: Limerick and Clare Education and Training Board Schools Division continued the best practice of supporting schools through cluster days, which started in September 2019. An individual school needs analysis was undertaken by the Director of Schools to determine the support required. Schools were provided with the required training, advice and support via StaffCONNECT and LCETBSchools.com in the best use of Microsoft 365. Tailored support in utilising SharePoint sites for schools and Microsoft Teams was also facilitated. Limerick and Clare Education and Training Board established a Google Education Groups Ireland forum to support schools across the region. Three cluster days for schools that use Microsoft 365 and G Suite for Education were organised for schools to avail of. Digital Leaders were supported with training throughout 2020 to empower them to provide assistance to school management and fellow teachers on best practice regarding remote teaching and learning.

The Schools Division compiled a Handbook for Teachers on distance learning during the first week of school closures in March 2020. This handbook was distributed to all teachers in Limerick and Clare Education and Training Board schools to provide advice and best practice to schools on the following:

- Virtual Meetings using Videoconferencing
- Ground Rules to agree with Parents/Guardians & Students
- Simple steps for Teachers to Manage Video Conferencing Classes
- Tips for Teachers when using Conferencing Tools
- Providing Feedback to Students
- Additional Education Needs & Best Practices for Educators



- Advice for Guidance Counsellors in Schools
- NEPS Advice & Resources during COVID-19
- Continuity of guidance provision
- Advice from ETBI Legal Services Support Unit
- Recommended Update to Acceptable User Policy regarding use of Video Conferencing
- Virtual Board of Management Meetings
- Child Protection Oversight Report in the context of board meetings held remotely
- Recommended Supports for Video Conferencing Applications

Schools Newsletter / Blog

A Newsletter Blog which aims to support our Limerick and Clare Education and Training Board School Leaders, Teaching and SNA staff, during COVID-19 was launched prior to Easter 2020 by the Schools Division.

The Newsletter/Blog provides supports to schools across these areas:

- Resources from our Limerick and Clare Education and Training Board Support Team - Additional Education Needs, LCAP, Transition Year and the Staff Page of LCETB.ie
- Students with Additional Educational Needs – shared spreadsheet of teaching and learning resources for students with Additional Educational Needs.
- Transition Year Students - resources for Transition Year coordinators including free online courses, talks, lectures, tutorials and virtual classrooms.
- Leaving Cert Applied Students - An ideas board of educational resources for the LCA course was developed.
- Teacher Wellbeing - important and useful advice and strategies for school staff to stay physically and mentally well during COVID-19.

This blog was viewed by over 2,800 visitors since 2 April 2020. The link to the Newsletter/Blog is here: <https://lcetbstaffnewsletter.lcetbschools.com/2020/03/newsletter-for-limerick-and-clare.html>

Other Supports for Schools in response to COVID-19

Continuity of Learning

The Schools Division supported all schools in the development and publication of comprehensive Digital Learning Hub sections on school websites, with details and guidance on their responses to Remote Teaching and Learning during COVID-19.

Schools were provided with an updated Acceptable User Policy (AUP) to reflect the increasingly popular use of video conferencing platforms. Our schools only utilise platforms which fully comply with GDPR requirements.

BD StemStars Awards

Three Limerick and Clare Education and Training Board schools won the top three prizes and shared in €20,000 at the BD STEM Stars Competition on Friday 6 December 2019. BD, the global medical technology company, based in Limerick's National Technology Park in Castletroy, awarded over €24,000 in STEM funding prizes to seven secondary schools across Limerick and Clare as part of the BD STEM Stars Competition. Thomond Community College was crowned winner of the day and awarded €10,000 in STEM funding. Gaelcholáiste Luimnigh came second, and third prize went to Desmond College.



BT Young Scientist 2020

The BT Young Scientist & Technology Exhibition 2020 took place at the RDS in Dublin, from the 8th to 11th of January.

A total of 14 projects from Limerick and Clare Education and Training Board post-primary schools qualified, with seven of our schools represented. Of these, a number succeeded in winning impressive prizes at the exhibition including Castletroy Community College, Mungret Community College and St John Bosco Community College, Kildysart, Co Clare.

Castletroy Community College

Title: Bin Buddy – A SMART Sorting Bin

Winners of Environmental Protection Agency special prize and Overall Runner-up Group

Created 'Bin Buddy', a smart sorting bin that recognises and sorts waste into recyclables and compost. The students created a dataset of more than 22,000 images and used code to train the bin to recognise recyclables and compostable waste. The bin comes equipped with a camera to snap a picture of the waste. That image is then sent to a Raspberry Pi computer and, using image recognition software, can move a chute at the bottom of the bin. Two motors connected move the chute in the direction of the correct waste bin and drop the trap door; and the piece of waste falls into the correct compartment in the bin.

Title: A Plastic for Our Planet – Toward a Sustainable Biodegradable

Winner of 2nd place in Junior Chemical, Physical and Mathematical category

Create a sustainable biodegradable – a plastic for our planet. A bioplastic was created entirely from food waste and contrasted this bioplastic to blended bioplastic films from two other start sources (potato starch and corn starch). Glycerol was used as a plasticiser to decrease the plasticity and viscosity of the material; and eggshell ground and coffee grounds were used as bio-fillers to increase the strength and elasticity of the material. The mechanical properties of the bioplastics produced were examined under the following categories – tensile strength, degree of stiffness, water absorption and biodegradability.

The winning student was selected from over 10,000 students as the winner of the Broadcom MASTERS at the 2019 Sci-Fest National Final and as a result will take this project to Anaheim, California in May where it will be exhibited and compete against students from all over the world at the International Science and Engineering Fair.

Title: C.B.A. – Crash Barrier Ambulance

Designed and 3D printed model of an ambulance which mounts the crash barrier to get to an accident on the motorway quicker, if it is blocked by traffic or other obstacles. The ambulance has been designed with adaptations which allow it to drive, if necessary, along the barrier on the central reservation of a motorway. The prototype has been designed with the use of hydraulics to raise the ambulance high enough to travel over the central barrier. A 3D printed model has been created to show how this would work. This design would require the adaptation of a standard ambulance to allow it to be raised and lowered by 1.2m when required.

Highly commended and Display ribbon



Title: VAR AI – Efficient Intelligent Decisions

An AI-based video-assisted refereeing system that removes ambiguity from refereeing decisions using pose estimation to understand interactions between hurlers during a tackle. The VAR AI system has three main components: the tackle classifier, the user interface and the referee's smart wristwatch. To create the tackle classifier, firstly a dataset consisting of high tackles and accepted tackles was compiled using points generated by a human pose estimation algorithm. The interface passes an image into a python classifier program which returns a decision. A radio frequency transceiver attached to the referee's wristwatch and the interface allows two-way communication to send a decision on a tackle, request attention, overrule or flag a potential concussion.

A summary of the schools, number of projects and titles of the successful projects are outlined in the table below:

School	Number of Projects	Project Title
St John Bosco Community College	1	Slurry Pit Laser Saves Lives
Desmond College / Gaelcholáiste Uí Chonba	3	1. Bernoulli's Principle from "Whooh – Haah" to Hurling 2. iScope - The Design and Development of an Enhanced Digital Stethoscope for Remote Auscultation 3. Exercise is the "KEY"
Mungret Community College	2	1. To Investigate the Attitudes of Irish Secondary School Students Towards Global Catastrophes 2. Are you Cancer Aware?
Gaelcholáiste Luimnigh	1	1. Le h-antaibheathach nó gan antaibheathach sin í an Cheist
Coláiste Chiaráin	2	1. Comestibles 2. App to identify poisonous mushrooms and plants
Castletroy College	4	1. Crash Barrier Ambulance 2. VAR AI-Efficient Intelligent Decisions 3. A Plastic for Our Planet -Toward A Sustainable Biodegradable 4. Bin Buddy - A Smart Sorting Bin
Ennistymon Vocational School	1	Bliss Code



Inspection Reports

The Department of Education Inspectorate conducted several Inspections in 2020 on ETB schools. The following reports from 2020 are published on the Department of Education website.

Date	School	Subject
04/03/2020	Hazelwood College, Dromcollogher, Co Limerick	English
12/03/2020	Desmond College, Station Road, Newcastle West, Co Limerick	Mathematics
20/10/2020	Mol an Óige Community National School Ennistymon, Co Clare	Whole School Evaluation
01/11/2020	St Anne's Community College, Killaloe, Co Clare	Business
19/11/2020	Gaelcholáiste Luimnigh, Meal Sior Anraí, Luimneach	Guidance

Limerick and Clare Education and Training Board very much welcomes the feedback and support provided by the Inspectorate.

2020 Youth Work

Despite the challenges of COVID-19, Limerick and Clare Education and Training Board supported the following in 2020 through its Youth Work Function:

Funding Stream	Allocation	Projects Funded
UBU Your Place Your Space 2020, July - Dec	€1,396,611	26 projects
ICT Infrastructure Grant Clubs and Projects	€86,056	58 applications
LGBTI Grant	€7,000	2 projects
Youth Capital Grant	€146,989	15 projects
Summer Youth Work Programme	€21,850	18 projects
Local Youth Club Grant Scheme	€134,150	94 clubs
COVID-19 Minor Grant Scheme	€25,824	49 application

UBU Your Place Your Space scheme

2020 saw the launch of the 'UBU Your Place Your Space' scheme. UBU Your Place Your Space provides out of school supports to young people. These supports offer a wide range of quality activities, which are mainly community-based. The scheme was broadly welcomed but made demands of organisations in terms of the levels of reporting and accountability. The Limerick and



Clare Education and Training Board Youth Work team worked closely in partnership with all the organisations to support them to meet these requirements.

The Limerick and Clare Education and Training Board Youth Work Committee continued 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.

The Youth Work team worked in partnership across a range of fora within the region and outside to:

- Promote the value of youth work as an intervention for all young people
- Contribute to the development of policy in relation to youth work and related areas
- Ensure good communication between all organisations working with young people in the region
- Promote and support the delivery of further education and training in youth work across the Mid-West region to existing youth workers and others
- Provide expertise and support to a number of youth and community projects through membership of their Boards of Management.

Local Creative Youth Partnership

Limerick and Clare Education and Training Board established one of three, national Local Creative Youth Partnerships (LCYPs) in 2019, under the auspices of Creative Ireland's Creative Youth initiative. Guided by the voice of the child and young person, the LCYP works in partnership with state and voluntary agencies to deliver creative programmes for young people, in communities across Limerick and Clare, over the life of the Creative Ireland plan up to 2022. Limerick and Clare LCYP identifies 'the meeting point between formal and informal education' as the site for nurturing its work and, in this context, works mainly in youth and community settings.

The partnership includes representatives from local authorities, youth work, early years, arts and education, as well as from several areas within Limerick and Clare Education and Training Board. Key partners include Limerick Youth Service, Clare Youth Service and Foróige; with whom the LCYP has already delivered creative programmes in dance, photography, drama, craft, makeup, film and in a range of visual art genres. The choice of activity is based on data collected through consultation with over 300 young people across 26 youth work settings in both counties.

2020 saw the Local Creative Youth Partnership enter its first full year of operation. Faced with the challenges of COVID-19, the LCYP adapted its programme to include outdoor activities, including an inaugural youth arts festival, Scairt na hÓige with young people participating in workshops aboard the famous Ilen boat and at the quayside in Kilrush Marina.

A Day in the Life of Rathkeale, a photographic exhibition by young people from Rathkeale Youth Space, also had an outdoor element with this work displayed to a wide audience in Pery Square, Limerick City. Online workshop programmes and distribution of art materials responded to the needs of the youth sector in Limerick and Clare with particular focus on communities of disadvantage.



Projects Funded by July Stimulus Fund	Allocation	Projects Funded
Creative Youth Art Clubs in association with School Completion Programmes	€12,092	312 children engaging, over 9 weeks, with online workshops and tutorials through Ennis School Completion Programme 23 Physical workshops with 18 children over 9 weeks in Weston, Limerick City
Creative Youth Artist in Residency Programme	€34,750	205 young people participated in 8 Artist in Residency programmes
Distribution of creative materials in Kilrush, Ennis, Weston	€3,158	265 art packs and musical instruments delivered to young people's homes.

Projects Funded from Creative Ireland Core Fund to LCYP	Allocation	Participant Numbers
<i>A Day in the Life of Rathkeale</i> , Workshops/Exhibitions in Limerick City and Rathkeale	€7,275	24 participants Audience in 1000s for exhibition
Croom Boat Build	€5,099	12 participants
Mainstream Workshop Programme	€14,417	102 participants engaging online and physically, in 11 youth settings across Limerick and Clare
<i>Scairt na hÓige</i> festival in Kilrush and Limerick City	€28,216	73 participants across 14 workshops in Kilrush and Limerick City. Audience in 1000s for exhibitions.

Local Creative Youth Partnership (LCYP) national website

Limerick and Clare Education and Training Board led the design and development of a website to host the logos and links to the three ETB Pilot Partnerships - www.lcyp.ie.



Further Education and Training Division



Limerick and Clare Education and Training Board's FET Division is responsible for the management and operation of 37 QQI-registered FET Centres in Limerick and Clare, where it provided a suite of full-time and part-time provision, and support services to 22,939 beneficiaries in 2020, in almost 300 locations.

2020 was an extraordinary year for Limerick and Clare Education and Training Board's FET Division. During the COVID-19 pandemic, there was a collaborative approach taken at organisational level, and huge flexibility, creativity and professionalism displayed by learning practitioners at all levels across the FET Division. This ensured the modified arrangements on teaching, learning and assessments were effective in supporting learners to stay engaged and complete their studies, while also protecting the integrity of the FET awards offered.

In the middle of the public health crisis, the FET Division also embarked on an Inaugural Review of Quality Assurance process, a historic first in the ETB sector. An institutional self-evaluation process provided a challenging but timely opportunity for the ETB to review its FET Division arrangements for the governance and management of Quality Assurance. These processes have been put to the test during the COVID-19 pandemic and have proven both robust and effective in facilitating an agile response.

At national level, significant developments also took place in 2020. The publication of the new SOLAS FET Strategy 2021-2024 set a roadmap for the sector built around three key pillars of building skills, fostering inclusion and creating pathways. In addition, in August 2020, a new Department of Further and Higher Education, Research, Innovation and Science (DFHERIS) was established, signalling a move towards an integrated tertiary education system, combining FET and Higher Education, and embedding the key role that lifelong learning has to play in social inclusion and economic success. These developments will guide the FET Division in the development of its new Strategic Framework in 2021.



This Annual Report 2020 reviews the achievements of the FET Division's provision in terms of its impact on labour-market outcomes, access, transfer and progression, social mobility outcomes (transversal skills), and quality teaching and learning outcomes. It also looks back at the critical impact of cross-provision support services, and accountability, leadership and good governance. The Further Education and Training Act 2013 established SOLAS to manage, co-ordinate and support the delivery of an integrated Further Education and Training strategy by the 16 Education and Training Boards (ETBs). The work of Limerick and Clare Education and Training Board's Further Education and Training (FET) Division is underpinned by the strategic direction set in the SOLAS Further Education and Training Strategy 2014-2019, the SOLAS Corporate Plan 2017-2019 and the Strategic Performance Agreement between SOLAS and Limerick and Clare Education and Training Board 2018 - 2022. This work is operationalised locally through the authority's FET Division Strategic Framework 2015-2020 and the Limerick and Clare Education and Training Board Strategy Statement 2017-2021.

The ETB's FET Division has responded to National FET Priorities through the development of a range of **key local horizontal action plans and frameworks** in order to ensure the local implementation of national priorities. These include the following:

- FET Technology-Enhanced Learning Framework 2017 - 2020
- FET Information Recruitment and Guidance Framework 2016 - 2020
- FET Enterprise Engagement Framework 2017 - 2020
- FET Active Inclusion Support Service Framework
- FET Professional Development Action Plan 2019 - 2021
- FET Framework for the Integration of Language, Literacy and Numeracy

Limerick and Clare Education and Training Board's FET Division is responsible for the management and operation of 37 QQI-registered FET Centres in Limerick and Clare, where it provided a suite of full-time and part-time provision, and support services to 22,939 beneficiaries in 2020, in almost 300 locations.

Limerick and Clare Education and Training Board FET Division Beneficiaries 2020		
Apprenticeship	2016+ Apprenticeship	78
Apprenticeship	Apprenticeship Phases (2,4,6)	997
Apprenticeship	Apprenticeship Phase 7	244
Full-time	Community Training Centres	209
Full-time	Justice Workshop	26
Full-time	Local Training Initiatives	89
Full-time	PLC	2,336
Full-time	Specialist Training Providers	173
Full-time	Specific Skills Training	577
Full-time	Traineeship Employed	84
Full-time	Traineeship Training	372
Full-time	VTOS Core	755



Full-time	Youthreach	467
Part-time	Adult Literacy Groups	3,316
Part-time	Community Education	2,573
Part-time	ESOL	1,277
Part-time	Evening Training	4,451
Part-time	FET Co-operation Hours	423
Part-time	Extra Co-Op Hours-Education Service	1,221
Part-time	Skills for Work	1,967
Part-time	Skills to Advance	1,299
Part-Time	Recognition of Prior Learning	5
		22,939

2020 Number of Courses by Skills Cluster			
1. Agriculture, Horticulture and Mariculture	8	17. Hairdressing, Beauty and Complementary Therapies	18
2. Animal Science	6	18. Health, Family other Social Services	245
3. Arts & Crafts	17	19. Information Technology	13
4. Built Environment	16	20. Language	5
5. Business, Administration	76	21. Management	26
6. Core ICT	31	22. Manufacturing	3
7. Core Personal	590	23. Media Graphics Communications	13
8. Engineering	3	24. Research and Education-Training	9
9. Engineering (Electrical)	40	25. Sales & Marketing	15
10. Engineering (IT)	1	26. Science and Technology	2
11. Engineering (Mechanical)	27	27. Security, Guarding & Emergency Services	7
12. Engineering (Transport)	13	28. Skills Sampling	1
13. Entrepreneurship	5	29. Sport and Leisure	12
14. Financial Services	2	30. Tourism	11
15. Food and Beverage	26	31. Transport, Distribution & Logistics	16
16. General Learning	421	32. Web Development & Design	3
Total Courses 2020 = 1,681			



Labour Market Focus and Upskilling

The FET Division is committed to enhance and maximise its engagement with employers to ensure the relevance of its provision for the benefit of FET learners. The strategic efforts around employer engagement are led by the FET Division's Enterprise Engagement Support Service, which engages with a broad range of stakeholders, employers and learners, improving engagement in an ongoing effort to highlight the strategic role of the authority in skills development in the Mid-West.

At strategic level, this is achieved through networking with the Mid-West Regional Skills Forum, and targeted interventions through Skills to Advance and other FET provision. The range of engagement activities with employers, from strategic meetings at regional and local level, consultations, site visits, input in the curriculum development, etc. have all contributed to enhancing the relevance of our FET provision.

The Mid-West sectoral approach to **skills development through Skills Clusters** (i.e. Limerick for Engineering, Limerick for Film, Limerick for Hospitality, STEM Alliance, etc.) is a unique and innovative approach, which facilitates the sharing of regional labour market intelligence, and allows industry needs to be matched to education providers. Several inputs and briefings to employers in 2020 have highlighted FET opportunities and grants to **upskill employees**. Links were made with Analog Devices, Molex, Dell, Avara and Johnson & Johnson for delivery of training to employees. These briefings have led to new programmes being developed.

This strategic collaboration resulted in these key initiatives in 2020:

- **Explore Project** The National Skills Strategy identified the need to upskill older adults in digital skills. The ETB, in collaboration with the Mid-West Regional Skills Forum, linked with enterprise partners in the region to provide this training. This included companies such as Croom Precision Medical, KOSTAL, Molex, Ennis Electrical, Whelan's Plant Sales and O'Dwyer Transport.
- **Film Sector** In 2020, Innovate Limerick through Film in Limerick and the ETB developed a partnership that will deliver new training initiatives and events to help **develop the local film sector in the Mid-West** and prepare aspiring and emerging filmmakers for employment in the screen industries.
- **Freight Companies Cluster** a presentation by the ETB and the Mid-West Regional Skills Forum for Freight Companies Cluster was followed by roundtable discussions on education and training needs and requirements in the logistics sector. This led to the ETB delivering Warehousing, Freight Forwarding and other logistics courses in 2020.
- **IT Cluster** The Diploma in Full Stack Software Development was launched in November 2020 as a response to skills shortages, following consultation with the Limerick for IT cluster. The EESS also collaborated with Code Institute on full and part-time provision for the unemployed, as well as those who are currently in employment and looking to upskill.
- **Skills to Advance (STA)** aligned with Mid-West Regional Skills clusters, and worked with employers facing a changing work environment. HR managers identified the need for soft skills at all parts of the employment journey, from entering the workforce to subsequent promotions. The Enterprise Engagement Support Service responded to this need by collaborating with enterprise partners in manufacturing, pharma, and retail sectors.
 - **Manufacturing sector** Project Management; Lean Manufacturing QQI Level 5; Inventory Control
 - **IT Sector** Data Analysis & Business Skills QQI Level 5



- **Soft skills** Conflict Management course; A new Certificate in Leadership and Management Programme awarded by the Institute of Leadership and Management started in 2020
 - Following collaboration with the **telecommunications sector**, the EESS and the Innovation Development & Quality Support Service are updating the current QQI Level 5 Customer Service Award to include elements of customer experience (CX). This will provide the ETB with provision in this fast-growing area
 - A course for employees working from home 'Effective Remote Working'
 - 'Managing Remote Workers Programme' to address the needs of employers managing remote teams
- **Response to COVID-19 Crisis:** In 2020, Limerick and Clare Education and Training Board was also a partner in the **Mid-West Regional COVID-19 Employment Response Steering Committee**. This task group was established to respond to pandemic unemployment and to position the Mid-West for application for European Globalisation Funding in the event of rising unemployment. This upskilling initiative initially worked with a team of industry leaders across Retail and Hospitality to upskill hundreds of employees who were out of work. Courses were identified and in some cases modified to meet industry skill needs reflecting the values of collaboration and partnership within the region. In response to the HSE national call for staff in nursing homes and hospitals, the ETB provided Infection Prevention and Control training. This training was targeted at those who had lost their jobs in hospitality and retail, to enable them to upskill and to transition into healthcare as viable employment. The long-term ambition is to deliver a strategy to develop a world class Smart Region, and to be the most digitally-connected peripheral region in EU, with the lowest possible carbon footprint.
- **Women for Engineering:** The EESS is part of the Limerick for Engineering Executive Committee. As part of this collaboration, there is an emphasis on attracting women into apprenticeships and engineering. 'Women for Engineering' was an event that took place in LIT in February 2020, just before lockdown. Over 400 female students from ETB schools attended the event. A panel of female guest speakers outlined the advantages of engineering as a career option for girls.

New courses developed in 2020 to respond to skills gaps identified in designated industry clusters include:

- EESS participated in the setup of **construction training** with Regeneration in response to training for supply chains for new construction projects in Limerick.
- Several courses were advertised in local communities to support businesses, many self-employed, in the pandemic climate.
- In the **Healthcare sector**, Infection Prevention and Control was one of the most important modules delivered during this time, with an online version developed.
 - Programmes in 2020 were provided in Ennis, Shannon, Kilrush, Scariff and Killaloe. They provided outstanding employment progression for learners.
 - Working with local employers (Home Instead Senior Care), a number of individual QQI Level 5 modules to ensure that employees' full qualification and skillset currency.
- **Maritime sector** The Maritime Course in Kilrush is unique in Ireland, and was designed to provide learners with the essential accreditation and skills required within the growing maritime sector around the Shannon Estuary. Learners develop solid maritime skills as a foundation required to work on passenger vessels, work-boats and fishing vessels, as well as gaining the necessary certification required by the ISA and the Department of Agriculture, Food and the Marine.



- **Alignment to industry Certification** is critical for FET provision to keep current, relevant and to be recognised by industry.
 - During 2020, the ETB's Shannon Campus engaged with over 70 employers nationwide in the delivery of **compliance training on the handling of F-Gas refrigerants**. This training is now mandatory to be EPA compliant. Since BREXIT occurred, there has been a surge in applications for this training as all persons handling refrigerants must hold an EU qualification to apply for a handling licence from the EPA, which will no longer accept a UK or City & Guilds certificate. Currently the ETB's Shannon Campus is the only provider of such training and certification in the country.
 - During 2020, Shannon Campus also delivered a new course on Robotic Welding in conjunction with a local company DesignPro Automation. This course carries ISO automated-welding certification and the first batch of learners are qualified and placed in companies. This is the only course of its kind in the country.
- **Tourism** remains Ireland's largest indigenous industry.
 - In 2020, Core Skills provision in Co Clare expanded its culture, tourism and hospitality provision to include Introduction to Tourism; Reception Skills; Introduction to Retail and Catering; Tour Guiding; Customer Care for Taxi/Drivers, as well as a new range of culture and heritage courses. The lockdowns were a good opportunity for employees of the tourism industry to upskill, and some to reskill.
 - LCFE Night School established the first Regional Tour Guiding Course in the Limerick City area. This initiative allowed the centre to forge tangible relationships with Shannon Heritage, Limerick Civic Trust and Limerick City and County Council who sponsored some of the learners.
 - In Kilrush, an Skills to Advance English Communication Skills for the Workplace course provided learners working in the local area (most of whom work in the local tourism and retail industry) with valuable skills to support their employment. Learners embraced remote learning during lockdown and participated in online classes, which was also beneficial for developing IT skills for the workplace.
 - In Core Skills provision in Limerick City, employer groups from Carambola, Absolute Hotel and a mixed employer cluster attended weekly Communications / Language classes working towards accreditation.
- **Flexible course delivery** was also provided through increased evening, weekend and off-site options. In 2020, evening training provision reached 918 beneficiaries, while **self-financing provision in LCFE reached 3,190 beneficiaries**. This model particularly enables employees and self-employed people to upskill and continue on their learning journey.

Another essential aspect of employer engagement is the FET Division's outreach work and establishing contacts with new partners/employers in local communities for future **work placement opportunities**. For example, FET PLC provision, Croom Campus established links with UHL and Cork for learners in the Physiotherapy Assistant course. For some courses, such as Infection Prevention and Control in LCFE, healthcare settings, such as the Bon Secours Hospital in Limerick, have well-established relationships, where they can contact the college when recruiting.

In 2020, due to the COVID-19 pandemic, full external work placements could not be secured and work placement contingency arrangements were successfully implemented (simulated environments etc.), following engagement with the ETB sector and QQI. A Contingency Planning for Assessment



document defined how another elective has been added to the work placement pool in certain awards, effectively making a work placement elective rather than mandatory for those awards.

Apprenticeships and Traineeships

SOLAS has set ambitious targets for apprenticeship and traineeship new registrations to which each ETB must contribute. Apprenticeships typically consist of three off-the-job training phases and four on-the-job phases. To undertake an Apprenticeship programme, individuals must first be registered by an employer. The FET Division provides 2016+ Apprenticeship; Apprenticeship Phase 7, and Apprenticeship Phases (2,4,6).

During the COVID-19 lockdown, all apprenticeship delivery moved online for theory elements. To facilitate the practical training, instructors made up practical kits that apprentices could take home and use to practice exercises. This worked well in conjunction with the theory delivery. The result was that upon phased return to on-site training, classes were in a good position to finish out training and courses did not need to be extended for prolonged periods. A schedule to complete suspended apprenticeship courses was finalised with SOLAS. In some cases, it required additional instructors, working until year end to clear the backlog. New apprenticeship classes were in most instances limited to seven to adhere to social distancing. Approximately 40% of Apprenticeship and in-Centre provision is now delivered using remote delivery, where possible. All SST courses for Contracted Training have recommenced during 2020, and are operating without incidence. A schedule of online courses will be offered in 2021 through contracted training.

From the onset of the pandemic, all learners and employers were kept up to date on the current position as regards return to on-site training and timeframes for delivery. This communication was important, as many of the employers were providing critical services during lockdown and many apprentices who completed their phase 2, went back on site. Clear communication on commencement and completion dates are critical to employers, so they can plan their schedules.

In 2020, key developments included:

- The first class of **Aircraft Spray** Painters qualified on new City & Guilds NVQ Level 3 Aircraft Surface Finishing qualification. All successful learners were offered a contract of employment with the host employer, International Aerospace Coatings (IAC)
- A third **Refrigeration and Air Conditioning course** started on time in the new R&AC workshop. The ETB's Shannon Campus is the only location in the country that delivers Phase 2 of the R&AC apprenticeship.
- Shannon Campus took **ownership of a CFM Gas Turbine Engine** to be used in the training of Phase 2 aircraft engineers
- **New Traineeships** in Robotic Welding; Bar Management; Bicycle Engineering
- **Partnership:** A FET Learning Practitioner represents the FET Division on the SAG team (ETBI Support to Apprentices Technical Group). As a result of this engagement, the ETB's Raheen Campus had access to a useful online resource 'Wellbeing for Apprentices and Trainees'.
- In 2020, Core Skills provision, in the ETB's O'Connell Avenue Campus significantly **increased its support to apprentices** in Raheen Campus, with dedicated on-site personnel for Maths and Literacy support.
- **National Hairdressing Apprenticeship (NHA):**
In 2020, the NHA team in the ETB's Raheen Campus worked tirelessly with the support of TEL and QA Support services to prepare for rollout of the programme nationally. In what was a huge milestone for the National Hairdressing Apprenticeship, six collaborating providers will begin roll-



out of the programme in January 2021: Tallaght Training Centre, Dublin and Dun Laoghaire ETB; Finglas Training Centre, City of Dublin ETB; Coláiste Dhúlaigh, City of Dublin ETB; St John's Central College, Cork ETB; and Waterford College of Further Education, Waterford and Wexford ETB. In addition, there will be two instances of the National Hairdressing Apprenticeship commencing in Limerick and Clare Education and Training Board, at its Raheen Campus. Apprentices formally began their apprenticeship in November 2020, with an Induction Briefing day. Training and briefing sessions were also delivered to the collaborating provider's key staff such as Programme Managers, QA staff and teachers. A full bank of teaching and learning resources were developed by Subject Matter Experts in Raheen Campus, along with other supports such as an NHA TEL Handbook and key QA documentation and supporting guideline documents. The NHA team have also collaborated very closely with the ETB's Communications team to produce NHA assets such as an Apprentice Handbook, a Work-based Competency Task Book for each Stage of the programme, and many more. These assets have been designed and produced locally and are currently being distributed to collaborating providers.

Access, Supports and Progression Focus

2020 was an extraordinary year as the impact of the COVID-19 pandemic required a renewed focus on avoiding the emergence or widening of educational inequality. There is a very real risk that the COVID-19 crisis will deepen known educational inequalities, or lead to the emergence of new inequalities with the possibility of persistent long-term impacts on those equality groups more likely to experience poverty and disadvantage. As a result, the FET Division had to adapt and develop its approach to learner supports.

FET Active Inclusion Support Service

The goal of the Active Inclusion Support Service (AISS) is to ensure that, as far as is reasonably possible, all learners are provided with the supports required to allow them to benefit from the educational opportunities available while participating in a programme offered by the FET Division. In 2020, the AISS underwent extraordinary development including:

Development of a Network of Learning Hubs:

The Learning Hubs project is a key collaborative initiative between TEL, AISS & ILLN support services combining the use of technology (Assistive Technology and Technology-Enhanced Learning) with one-to-one and group learner supports in areas such as Literacy, Numeracy, Digital Literacy, study support, etc. This network of self-access learning centres provides FET learners with access to resources, material, software and ICT facilities, which support their learning goals. Study periods are built into course timetables and learners can access open-access learning facilities outside of normal contact times in many FET centres. During 2020, the **AISS and TEL Support Services expanded the number of learning hubs from 3 to 8.**

Limerick	Clare
<ul style="list-style-type: none">• Kilmallock Road Campus• Raheen Campus• O'Connell Avenue Campus• Mulgrave Street Campus• Kilmallock Town Campus	<ul style="list-style-type: none">• West Clare• Shannon• Ennis



Their locations have been chosen to target learners coming from unemployment blackspots / areas of deprivation and the hub team have played a critical role in providing individualised, targeted supports to learners during the COVID-19 Pandemic.

The collaborative effort across the hubs enabled the FET Division to respond in a highly effective manner to the wide and varied support needs, which emerged with the move to emergency remote provision in 2020. Late in 2020, work commenced on the development of a digital learning hub space with key digital learning resources using Moodle and promoted through the Learning Hub network. To date, three courses have been developed, with a further 6 in the pipeline.

- **Development of Integrated Registration for Learner Support:**

The Active Inclusion Support Service responded to the new challenges presented by the pandemic through establishing a new single point of registration for individualised learner supports (rolled out in September 2020). Supported by the Learning Hub network, it has been designed to target ETB provision delivering to learners from unemployment blackspot areas / areas of deprivation and supporting learners with additional needs. Almost 900 learners had registered for supports between September – December 2020. A new Learner Support webpage was developed <https://learningandskills.ie/learner-supports/> to promote the service, with links to an online registration form and a new email address learnersupport@cetb.ie is in use and monitored daily by the AISS and hub teams.

- **Provision of Counselling Supports:**

The AISS developed tender documentation and ran a competition through eTenders during July and August 2020, following which the authority appointed MyMind to provide online counselling services to learners who self-refer for supports. Through this partnership with the MyMind online counselling service, the FET Division can now offer learners in need access to up to six free counselling sessions, which a learner can attend remotely in order to comply with social distancing regulations. MyMind employs over 100 trained mental health professionals, and learners are able to select the counsellor that they believe suits them best. Learners deemed to require the service are offered a unique code that entitles them redeem their six free sessions on the MyMind website. Over 60 codes were distributed to learners across Limerick and Clare since they were first offered in late October. AISS has developed resources and videos to support the rollout of the service.

- **Device Equity for Learners:**

The AISS developed a range of guideline documentation to promote and ensure device equity for learners. This includes Bring Your Own Device Guidelines, Device Equity Guidelines, Device Equity Needs Assessment, Acceptable Usage Guidelines and Device Loan Agreements. The AISS and TEL ran a tender competition in August/September 2020 for the purchase of Learner Devices. **During 2020, 900 learner devices were purchased, imaged, barcoded and stocked for use by learners** through our device equity processes. In order to manage the distribution of the devices across the 8 Learning Hubs, the AISS established an online Device Equity Library using Lend Items Software and have purchased scanners and barcoded all devices on loan through the 8 locations. Hub staff have supported learners in getting familiar with their devices and have run workshops on MS Teams/digital stepping stones/Office 365.

One of the main tasks of learner support in 2020 was to narrow the digital divide among learners, which became widely evident as a direct impact of COVID-19. The unexpected shift from in-classroom face-to-face interaction to online learning increased the demand for technology support



for learners. Training the teaching staff new technologies was largely carried out by Technology-Enhanced Learning (TEL) digital champions who worked tirelessly to develop resources and identify online learning platforms and other learning apps suitable for learners at all levels. Learners also needed to make themselves familiar with these online learning platforms such as Zoom, MS Teams, Padlet, and Office 365 to access their course. **Short one-to-one and group training in digital literacy and learning apps to learners** was provided and continued via Teams Live support sessions before a courses starts, and throughout the duration of the course.

- **Device Equity for Staff:**

With the move to online and blended learning, the AISS purchased and arranged the imaging and distribution of laptops to learning practitioners during July, August and September 2020. **In all 280 devices were loaned to staff to enable them to deliver their provision online.**

- **Roll out of Supports for Learners with Disabilities:**

The Fund for Students with Disabilities moved from the HEA to SOLAS in July 2020 and is now the Fund for Learners with Disabilities (PLC Only). Mirroring the guidelines for the FLD, the Learning Hubs now offer the same supports to non-PLC learners, based on a pilot project run in the Kilmallock Road Campus Learning Hub in 2019. In order to support this process, a staff mentor was appointed on a 2-day a week basis to work with the hub staff to develop the processes, resources and templates supporting needs assessment/LENS reporting and disability awareness training. All hub staff will have completed the AHEAD Start Needs Assessment training by March 2021 and this service will be offered to learners registering for Disability Supports through the Learning Hubs.

The AISS provides both reasonable accommodation and mainstreamed support within campus tuition to learners who need disability supports. In order to identify the learning needs and follow the right process and use the right tools that match the support type, a Needs Assessment procedure has been implemented. A learner support staff member or facilitator records the learner's preferences, previous learning experiences and medical assessment in compliance with GDPR. The needs assessments process is a recently developed reporting system and it has already benefited learners, course tutors and coordinators to devise action plans to assist learners in collaboration. A learner with disability can now have a clearly-stated action plan to understand statutory rights and a reasonable accommodation within the ETB's Ennis Campus.

The key developments in supporting learners with disability spans to building the capacity of the staff through training and mentoring. Learner support staff have completed training in GDPR, Tusla Child Protection, and AHEAD Supporting Learners with Disability at Third Level as part of CPD.

- **Asylum, Migrant Integration Fund Project:**

The AISS supports, coordinates and co-finances the ETB's AMIF Project Realising Potential. This 32-month project responded to the COVID-19 pandemic by moving guidance, teaching and learning online and while some elements of the pilot project have been delayed (the closure of the Cambridge Assessment Centre in UL has meant that learners were unable to sit their exams in June as originally planned) alternative arrangements have been put in place to ensure the outcomes of the project have been met. Outcomes from the project to date have been very positive with new, enhanced relationships developing between the ETB and the Reception Centres, and a new and emerging focus on the importance of the provision of educational guidance to members of the migrant community.



- **Mitigating Against Educational Disadvantage Fund 2020:**

The AISS applied for funding to pilot a learner assistance fund under the Mitigating Against Educational Disadvantage Fund in November 2020. While the timeline was extremely short, circa €14k in financial assistance was distributed to learners before the end of the year, following a formal application and approval process based on four criteria. The needs for an ongoing Learner Assistance Fund has been highlighted and the MAEDF process has provided the ETB with valuable feedback on how this could be further developed.

The Mitigating Against Educational Disadvantage (MAED) funding provided excellent opportunities for learners to engage in new educational programmes. One such course was an Introduction to Kayaking for a group of difficult to engage dads at a primary school in Ennis. The ripple effects from this course include progression to a Canoe Ireland Kayaking Skills Level 1 certificate and Beauty and Cookery classes. There are plans for Woodwork, an Outdoor Pursuits course and a further Kayaking course for family members of the initial group of learners in 2021. The initial course has positively transformed the parent/teacher/school relationship. Children are proud of their parents being involved and learning new skills. One learner stated the importance of: *'Meeting up with settled people and making friends of all types.'*

- **Engagement with Provision and Supports:**

The AISS team provide regular updates to Provision Coordinators and IRGSS staff. Working with the QASS, the AISS has developed a suite of draft policies based on the ETBI Learner Charter and the AISS FET Manager sits on the Quality Sub-group of the FET Quality Council. Staff from across the Learning Hubs have engaged with professional development opportunities promoted by TEL and PD including the 30-hour Teaching and Learning Online Course, Universal Design for Learning, RPL and Needs Assessment Training.

- **Pilot Projects:**

In addition to the internal Learning Hubs Pilot project, the AISS supported a number of pilot projects during 2020 including provision of core funding to the Limerick Community Education Network and project-specific funding targeting disadvantaged young people through the Music Generation projects in Limerick and Clare.

- **Raheen Campus Hub:**

A new Learning Hub was completed in the ETB's Raheen Campus to support learners who need any numeracy or literacy supports. This hub will also provide a full suite of AISS services to learners who may require them, such as access to counselling or laptops for example. It is also an area where learners can study in an inviting and quiet atmosphere and have computer and Wi-Fi access.

- **FET Information, Recruitment and Guidance Support Service (IRGSS)**

Guidance support is critical to supporting the learning journey for learners and underpins the different stages of the Access, Transfer and Progression pathway. In FET, Guidance is embedded in programmes using flexible models of delivery congruent with the different types and needs of programmes (Full-time, Part-time, Community-based Outreach). Information and guidance support is available at the pre-entry, induction, on-going, pre-exit and post-exit stages, and supports are delivered through a number of mechanisms including one to one guidance, group guidance, drop-in and online information query services, Information Hub and self-access resources in Learning Hubs,



noticeboards in FET Centres and in communities, and using social media with a dedicated FET Information, Recruitment and Guidance Facebook page. Services are free, impartial and confidential, and networked. In 2020, the importance of an integrated approach to IRG was highlighted to support learners, staff and employers to address the challenges posed by COVID-19. During the year, the IRGSS also reviewed its Strategic Framework, and developed a process towards a new plan, including a local business mapping process to highlight where IRGSS can support other services, as well as learners.

Key highlights around Information, Recruitment and Guidance in 2020 included:

- **In response to several job loss announcements**, the IRGSS worked in partnership with the EESS to provide a range of Information and Career Planning sessions to highlight FET opportunities for former employees or people in the Mid-West region facing redundancy. This included:
 - IRGSS provided career planning and supports through online webinars to Debenhams workers, throughout 2020. The retail sector has been impacted greatly by the trend towards online shopping in recent years. This, combined with the repercussions of the COVID-19 pandemic resulted in the closure of six Debenhams department stores. The ETB responded as part of a nationwide collaboration with Debenhams, and the DSP.
 - IRGSS was the first point of contact for all learners recruited as part of the Mid-West Response to COVID-19. Through an online course campaign, the Mid-West COVID-19 Task Group generated over 2,100 'Expression of Interest' queries. The IRGSS provided individual information and guidance services to unemployed and furloughed clients.
 - Liaison, through the Enterprise Engagement Service, with Pamela Scott and Shannon Airport employees, offering information, advice and guidance on upskilling, reskilling career change and job search.
 - IRGSS colleagues continued to attend DSP Careers Fair earlier in 2020, to support employers and employees with a range of flexible learning opportunities available through the FET Division.
 - Following the announcement of the loss of 400 jobs in Molex, the government set up a steering group including Enterprise Ireland, the IDA, higher education institutions and the ETB. Skills to Advance funding was made available and an information centre was created in Molex, Shannon, in early 2020. For 4 weeks, ETB guidance counsellors met with over 100 employees and provided information and guidance on the next steps for upskilling and training.
 - As a result of the COVID-19 pandemic, Core Skills provision in Clare organised a 'Building Your Confidence Post COVID-19' course to help learners get back to work. This six-week course provided practical advice and techniques to boost learner's confidence and build self-esteem in getting back to work.
- While the pandemic significantly impacted on recruitment and outreach activities in 2020, the integrated approach to IRG across the FET Division has resulted on the development of **new engagement methods, including moving online to promote FET opportunities**.
 - **Online resources** were developed in 2020 for learners (i.e. distance learning factsheet, looking for work resource, online presentations on CVs and applications, telephone and video interviews, funding your further studies) and used the IRGSS Facebook page as the platform to make these available to FET learners across the region.
 - **The IRGSS team across Limerick and Clare have now come together to use Facebook www.facebook.com/FETInformationRecruitmentGuidance** as a key way to keep learners and community stakeholders across the region up to date with education,



careers and wellbeing news and resources. In addition, as part of 2020's virtual Limerick Lifelong Learning Festival, there was an online presentation on 'Guidance Tools and Education Information from the Comfort of Your Home' and the first ever live on Facebook Q&A session on further education and training options.

- **Tourism Careers Webinar for Guidance Counsellors:** Working with our partners in Fáilte Ireland, the College of Further Education and Training, Hospitality Campus took part in a series of webinars to inform guidance counsellors of relevant courses/programmes to assist students in making a career choice in tourism and hospitality. The key focus of which was to ensure that courses in tourism and hospitality remain a strong choice with students, as the industry is anticipated to be in recovery mode by 2022 when students are graduating.
- Other key FET information, recruitment and guidance initiatives included:
 - IRGSS started to work with PLC learners in September 2020
 - IRGSS Colleagues **collaborated with DSP** to provide information and guidance supports for new construction training programmes in Moyross Youth Academy
 - Engaging with a **Recognition of Prior Learning project** in partnership with Donegal ETB: Validating Competencies of Care Sector Employees (VCCSE), an RPL collaborative project between Donegal ETB and Limerick and Clare Education and Training Board, with a link to Letterkenny Institute of Technology. This project uses RPL as a mechanism to support care sector employees to engage with FET.
 - IRGSS set up a **focus group with the Prison Education Unit**. This focus group will establish links for assisting prisoners as they exit the prison system and turn to education and training.
 - IRGSS, the FET Community Education and Training provision and Limerick Community Education Network developed a **new flyer for learners participating in Community Education classes highlighting Information and Guidance supports**, other FET learner supports and local community supports available to learners and their families. As part of the rollout of the flyer, guidance staff also supported tutor training on induction for learners.
 - Successful **'Moving on Seminar'** event for Youthreach learners in January 2020. This is an annual event for Youthreach and CTC in Clare, where learners who are completing their programmes get a chance to hear about further options in education and training.
 - LCFE participated in College Awareness Week again. There were also **virtual school visits** with a number of schools through the Mid-West region, allowing the college to build new connections with potential learners.

Most importantly in times of lockdown and isolation, a critical role played by FET guidance professionals was to make contact and stay in touch with learners and tailor career guidance and learning supports to meet individual needs. In Youthreach, SENI has proven an invaluable mechanism to provide weekly phone contact with young and often vulnerable learners, focusing on their wellbeing, supports available at national and local level, homework and forthcoming contacts.



Youth Work Function

The development of Youth Work services in Limerick and Clare Education and Training Board is under the remit of the Director of Schools. The Education and Training Boards Act 2013, which incorporates the definition of youth work as set out in the *Youth Work Act 2001*, outlines the key role of the statutory sector as one of supporting the development of youth work programmes and services and promoting greater co-ordination with other services for young people. The statutory function of Limerick and Clare Education and Training Board, as set out in the Act, is to 'support the provision, co-ordination, administration and assessment of youth work services in its functional area and provide such information as may be requested by the Minister for Children, Equality, Disability, Integration and Youth in relation to such support'. *Better Outcomes, Brighter Futures – the National Policy Framework for Children & Young People 2014–2020* has a vision for "Ireland to be one of the best small countries in the world in which to grow up and raise a family, and where the rights of all children and young people are respected, protected and fulfilled; where their voices are heard and where they are supported to realise their maximum potential now and in the future."

In accordance with Section 44 of the *Education and Training Boards Act 2013*, Limerick and Clare Education and Training Board has established a Youth Work Committee which makes recommendations to the authority on the performance of its functions under Section 10 of the Act.

(j) Support the provision, co-ordination, administration and assessment of youth work services in its functional area and provide such information as may be requested by the Minister in relation to such support

(k) Assess whether the manner in which it performs its functions is economical, efficient and effective.

Chaired by Cllr Kieran O'Hanlon, the following organisations are represented on the Youth Work Committee:

- Limerick and Clare Education and Training Board x 3 Reps
- Limerick Youth Service
- Clare Youth Service
- Irish Girl Guides (non-voting member)
- Foróige (Southern Area Manager) (non-voting member)
- Scouting Ireland
- TUSLA, the Child & Family Agency
- Limerick City and County Council
- Clare Gárda Division
- Comhairle na nÓg Clare x 2 members (1 voting)
- Comhairle na nÓg Limerick x 2 members (1 voting)
- Limerick City-Wide Youth Forum

In fulfilling its statutory functions regarding youth work, Limerick and Clare Education and Training Board's Youth Officer Team works in partnership with a range of key agencies, both voluntary and statutory, which have a role in the provision of services for young people in the region.

Appendix 1 Monitoring and Evaluation Framework: 2020 Annual Report – Service Delivery Update

Section 28 of the Education and Training Boards Act, 2013 requires ETBs to prepare, adopt and submit a report to the Minister in relation to the performance of its functions during the year immediately preceding the year in which the report is submitted not later than 30th June in each year. The publication of an annual report and financial statements is a primary expression of public accountability for ETBs. The annual service plan of the ETB sets out the services which the board proposes to provide along with an estimate of income and expenditure of the board for that financial year (Section 47, Education and Training Boards Act, 2013). The following table outlines the progress Limerick and Clare Education and Training Board (the ETB) achieved in 2020 in implementing commitments outlined in the ETB’s 2020 Service Plan.

Strategic Goal 1 High Quality Student and Learner Experience		
Aim: 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.		
Objective from Strategy Statement	Commitment in 2020 Service Plan	Achievements in 2020
1.1 Continue to enhance the student experience through assessment, the provision of a broad-based curriculum (including extra and co-curricular activities) and proactive and preventative student supports.	2020: Continue to implement the leading learning and teaching initiative, which supports schools with School Self Evaluation and School Improvement Plans and DEIS Planning.	<p>The ETB’s Schools Division expanded the implementation of the curriculum leaders’ initiative which supports schools with School Self Evaluation, School Improvement Plans and DEIS Planning. Department of Education Inspectorate reports published during 2020 complimented this support of schools. Schools were supported with virtual Cluster Day events to facilitate development in accordance with School Improvement Plan targets set by schools as per ‘Looking at Our Schools (LAOS).</p> <p>Advisory Groups were established for each of these areas to support learning and teaching in schools; Limerick and Clare Education and Training Board Advisory Groups for the following key areas of support for schools:</p> <ul style="list-style-type: none"> • Risk Register, including Safeguarding • Health & Safety • Special Education Needs • Scoileanna lán-Ghaeilge • Parents & Guardians • Digital Learning • Curriculum including Teaching & Learning

	<p>The ETB will continue to support the introduction of Leaving Certificate Computer Science as a subject in two post-primary schools during 2020.</p>	<p>Leaving Certificate Computer Science was introduced on a phased basis in September 2018 and was examined for the first time in 2020. The subject is only available to Leaving Certificate students in phase schools.</p> <p>The ETB continued to support the introduction of Leaving Certificate Computer Science as a subject in two ETB post-primary schools in 2020.</p>
	<p>The ETB will work with the DE and three pilot ETB Physical Education Pilot Schools.</p>	<p>A new specification for Leaving Certificate Physical Education was introduced on a phased basis in September 2018 and was examined for the first time in 2020. The subject is only available to Leaving Certificate students in phase schools. This means that examination in this subject was limited to students of the phase schools in 2020. The subject consists of:</p> <ul style="list-style-type: none"> - a final written examination worth 50% of the marks, - a physical activity project to be completed under the supervision of the class teacher, worth 20% of the marks, - a performance assessment to be completed under the supervision of the class teacher, worth 30% of the marks available for this subject, - All components will be assessed externally. The subject was rolled out nationally for Leaving Certificate students who commenced in September 2020, for examination in 2022. The ETB supported four of its schools, which were selected as phase schools in 2019.
	<p>2020: Work with the DE and Mid-West Regional Jobs Task Force to promote STEM</p>	<p>A new forum was established for the Guidance Counsellors of ETB schools and the community schools, which the ETB is co-patron of. This group met virtually with a range of Limerick or Clare-based industries to develop and harness greater links with the industries in the region. The Schools Division is extremely grateful to the Mid-West Jobs Task Force for its efforts on working with ETB schools in enhancing partnership between schools and business and industry, and the research community.</p> <p>The STEM Industry & Education Partnership delivered a programme with ETB schools in the region; engaging and immersing educators, students and families in STEM experiences, highlighting and increasing the awareness around the importance of STEM and the career opportunities that exist. This was achieved by establishing relationships with STEM enterprise and industry, schools and educators, Further and Higher-level institutions, and the wider STEM community. The partnership has been very successful in fostering a culture of collaboration for professional learning in STEM education.</p>

		<p>This innovative STEM Education pilot project, the first of its kind in Ireland, is leading the way in developing a model that could be adopted by initiatives and fora across Ireland and internationally. The ETB partnered with BD to host its annual STEM Stars competition during 2020. Further partnerships were nurtured with STEM companies in the region involving Regeneron, Stryker and UL Health Sciences.</p>
	<p>The ETB will continue to develop the physical education quality initiative for schools in 2020</p>	<p>Schools were supported with a range of initiatives to enhance the quality of physical education across schools. Cluster meetings were organised for teachers of physical education throughout 2020. Other initiatives included a range of competitions such as bouldering, ETB Sports Days, inter-schools competitions, meeting for physical education teachers and the awareness-raising activities by a qualified PE teacher who works with the ETB Support Team.</p>
	<p>2020: The ETB Safeguarding Working Group will continue to support schools and centres on complying with Child Safeguarding requirements.</p>	<p>Safeguarding Advisory Group: This group includes Principals and Deputy Principals and the Director of Schools. It continues to support the implementation of the <i>Children First Guidelines 2017</i> and the Department of Education <i>Child Protection Procedures for Primary and Post-Primary Schools 2017</i>. This involves the provision of training to Designated Liaison Persons (DLPs), support and guidance with risk assessments, training and support to Boards of Management and development of policies and resources.</p> <p>A standard presentation for all staff was created and distributed to all schools in August 2020 relative to child safeguarding and procedures for mandatory reporting. Student Support Training included an input on <i>Children First Guidelines 2017</i>. A dedicated workshop was organised for all principals and deputy principals on the reporting elements of <i>Children First Guidelines 2017</i>.</p>
	<p>In line with the <i>Limerick and Clare Education and Training Board ICT Strategy 2017 - 2020</i>, the ETB's ICT Department will work with the Director of Schools and Director of FET to support its schools and FET centres in digital innovation.</p>	<p>As part of its ICT Strategy 2017-2020, the ETB continues to update its infrastructure and migrate ETB schools onto the lceb.ie domain to create a WAN. In order to continue effective communication and access to information for all staff and schools/centres, the ETB upgraded its SharePoint site, StaffCONNECT, in 2020.</p> <p>A new schools site continues to be developed on StaffCONNECT for each school and also a Schools Division site for sharing and</p>

		<p>accessing information. The ETB completed an entire network update to the MS Windows 10 operating system and this was co-ordinated and rolled out across the whole organisation.</p>
<p>1.1 Continue to enhance the student experience through assessment, the provision of a broad-based curriculum (including extra and co-curricular activities) and proactive and preventative student supports.</p>	<p>During 2020, the ETB FET Division will continue to promote curriculum and programme development approaches that enable it to tailor its provision to meet the needs of learners, employers and communities, and prioritise key regional and national skills areas.</p>	<p>Details of National Contracts, Guidelines, Procedures etc. pertaining to all aspects of Procurement were provided and updated on StaffCONNECT throughout 2020 to facilitate digital access to relevant information.</p> <p>The FET Division delivered a suite of quality provision (both full-time and part-time) to over 22,939 beneficiaries in 2020. It provided 1,681 course instances in 2020, in 37 QQI-Registered Centres and almost 300 locations across Limerick and Clare.</p> <p>Women for Engineering: The EESS is part of the Limerick for Engineering Executive Committee. As part of this collaboration, there is an emphasis on attracting women into apprenticeships and engineering. 'Women for Engineering' was an event that took place in LIT in February 2020, just before lockdown. Over 400 female students from ETB schools attended the event. A panel of female guest speakers outlined the advantages of engineering as a career option for girls.</p> <ul style="list-style-type: none"> • Flexible course delivery was also provided through increased evening, weekend and off-site options. In 2020, evening training provision reached 918 beneficiaries, while self-financing provision in LCFE reached 3,190 beneficiaries. This model particularly enables employees and self-employed people to upskill and continue on their learning journey.
	<p>During 2020, the ETB FET Division will engage with the Action Plan to Expand Apprenticeship and Traineeship in Ireland 2016-2020 through the development and provision of new programmes.</p>	<p>New courses developed in 2020 to respond to skills gaps identified in designated industry clusters include: EESS participated in the setup of construction training with Regeneration in response to training for supply chains for new construction projects in Limerick. Several courses were advertised in local communities to support businesses, many self-employed. In the Healthcare sector, Infection Prevention and Control was one of the most important courses delivered during this time with an online version developed. Programmes in 2020 were provided in Ennis, Shannon, Kilrush, Scariff and Killaloe. They provided outstanding employment progression for learners.</p>

		<p>Worked with local employers (Home Instead Senior Care), on the delivery of a number of individual QQI Level 5 modules to ensure employees' full qualification and skillset currency.</p> <p>In 2019, the ETB announced 'Pathways to Apprenticeship' - a new initiative offering a range of courses that can be taken in advance of an apprenticeship. These courses offer essential skills designed to help participants access and transition to a full apprenticeship. Similar in structure, Pathways to Apprenticeship courses are delivered in a blended combination of on-the-job employer-based training and off-the-job training in a Further Education and Training College. On successful completion of a Pathways to Apprenticeship course, learners are awarded a QQI Level 5 Major Award Certificate, which is recognised internationally.</p>
	<p>The ETB FET Division will ensure that training and supports will be put in place for FET Youth Provision and Support to comply with the newly updated child protection procedures, which take into account the new statutory mandated reporting and child safeguarding requirements.</p> <p>During 2020, the ETB will continue to evaluate the impact of LLT on student learning experiences and outcomes and teacher collaborative practice.</p> <p>The ETB will ensure all staff members have opportunities to access training and supports required to comply with the newly updated legislation including GDPR and new statutory mandated reporting and child safeguarding requirements.</p>	<p>Following on from 2019 where the FET Professional Development Officer undertook a training needs analysis and organised a suite of bespoke training sessions on Safeguarding, Child Protection and Safeguarding of Vulnerable Adults. There is now mandatory training in Child Protection for all staff and this is monitored through digital badging. This has had a very successful roll out in 2020.</p> <p>During 2020, the ETB supported schools in implementing the School Self-Evaluation process and in preparing for WSE and subject evaluations through school visits from the Director of Schools, Principals and Deputy Principal meetings, meetings with the Inspectorate, the Leading Teaching and Learning initiative which promotes teacher professional collaboration.</p> <p>Leading Inclusive Learning and Teaching & Assessment has also supported schools to enhance the standards that students can experience in schools and to foster professional dialogue amongst staff in ETB schools.</p> <p>A review of LLT was undertaken in 2020 with a view to developing a new support model for schools on School Improvement (SI) for 2021.</p> <p>Training in 2020 was rolled out to all staff in relation to GDPR and refresher courses on GDPR, Induction on Health and Safety for new employees, COVID-19 Cleaning Protocols, COVID-19 Employer Safety Training Course for Employees Returning to the Workplace and COVID-19 Employee Safety Training on Returning to the Workplace and Lead Worker Representative Worker Training. These training courses were provided in 2020 through the new online Privacy Engine platform.</p>

	<p>As part of the ETB ICT Strategy 2017 -2020, the ETB will provide collaborative opportunities incorporating online platforms which include the ETB StaffCONNECT SharePoint system to support its schools and centres in self-evaluation and to ensure quality assurance systems are implemented across the ETB. During 2020, this will include the rollout of Office 365 and also movement to the Windows 10 operating system.</p>	<p>The ICT department facilitated and co-ordinated the rollout of Microsoft Office 365 tenant for the ETB in 2020. Students continue to have access to Office 365 and upgraded to A3 licences, giving them the option to install Office on a home device.</p>
	<p>During 2020, the ETB FET Division will continue to implement actions from the QQI ETB Executive Self-Evaluation and QA Improvement Plan (ETBs):</p> <ul style="list-style-type: none"> • Inaugural review of Quality Assurance. 	<p>During 2020, the tender process for the contract to provide ICT Maintenance and Managed Services to Limerick and Clare Education and Training Board was completed. The Tender competition was advertised on eTenders & OJEU on 22nd July 2020 and the contract was awarded before the end of the year.</p> <p>The Inaugural Review of Quality Assurance in Ireland’s 16 Education and Training Boards was an historic event – both for Quality and Qualifications Ireland (QQI) and ETBs – as it was the first review process of its kind to be conducted within the sector. Each ETB is to be reviewed as a standalone corporate entity and an individual review report will be produced in respect of each ETB. It seeks to further encourage the development of the quality culture within ETBs and improve public confidence in the quality of Further Education and Training provision by promoting transparency and public awareness.</p> <p>The review process commenced in December 2019 with the publication by QQI of a Policy for the Inaugural Review of QA in ETBs outlining its approach to this institutional, 5-year cyclical review process. Led by the FET Research, Planning and Evaluation Officer, taking on the role of ETB Review Co-ordinator, a QA Review Task Group was set up in January 2020 to plan and manage the process. It comprised representatives from FET full-time and part-time provision, administration, QA Support Service, Active Inclusion Support Service, Technology Enhanced Learning Support Service, Professional Development Support Service, Enterprise Engagement Support Service, Information, Recruitment and Guidance Support Service, FET Steering Group and ETB Senior Management. What followed was an extensive and comprehensive process of planning, communication, consultation, drafting, design, and approval, resulting in the publication of the ETB’s Provider Profile and Self-Evaluation Report in December 2020.</p> <p>QQI commended the FET Division for carrying on with this process, despite the COVID-19 crisis. This ETB will be the first ETB in the sector to undergo a QQI External Review Visit in March 2021.</p>

<p>1.3 Nurture the development of the student/learner as an individual and develop supports for students/learners at risk of educational disadvantage, in order to maximise their potential at each stage of the learning process.</p>	<p>The goal of the Active Inclusion Support Service (AISS) is to ensure that, as far as is reasonably possible, all learners are provided with the supports required to allow them to benefit from the educational opportunities available while participating in a programme offered by the FET Division.</p>	<p>Mitigating Against Educational Disadvantage Fund 2020: The AISS applied for funding to pilot a learner assistance fund under the Mitigating Against Educational Disadvantage Fund in November 2020. While the timeline was extremely short, circa €14k in financial assistance was distributed to learners before the end of the year, following a formal application and approval process based on four criteria. The needs for an ongoing Learner Assistance Fund has been highlighted and the MAEDF process has provided us with valuable feedback on how this could be further developed.</p> <p>The Mitigating Against Educational Disadvantage (MAED) funding provided excellent opportunities for learners to engage in new educational programmes. One such course was an Introduction to Kayaking for a group of difficult to engage dads at a primary school in Ennis. The ripple effects from this course included progression to a Canoe Ireland Kayaking Skills Level 1 certificate and Beauty and Cookery classes. There are plans for Woodwork, an Outdoor Pursuits course and a further Kayaking course for family members of the initial group of learners in 2021. The initial course has positively transformed the parent/teacher/school relationship. Children are proud of their parents being involved and learning new skills. One learner stated the importance of: 'Meeting up with settled people and making friends of all types.'</p>
	<p>During 2020, the ETB FET Division will continue to roll out and embed the Integrating Language, Literacy and Numeracy Framework across all FET provision by implementing the 2019 actions, with a particular focus on literacy and numeracy initial assessment of all FET learners.</p>	<p>In 2020 the AISS and TEL Support Services expanded the number of Learning Hubs from three to eight. Their locations have been chosen to target learners coming from unemployment blackspots/areas of deprivation and the hub team have played a critical role in providing individualised, targeted supports to learners during the COVID-19 Pandemic.</p> <p>The collaborative effort across the hubs enabled the FET Division to respond in a highly effective manner to the wide and varied support needs which emerged with the move to emergency remote provision in 2020. Late in 2020, work commenced on the development of a digital learning hub space with key digital learning resources using Moodle and promoted through the hub network. To date three courses have been developed, with a further 6 in the pipeline.</p>

The Active Inclusion Support Service responded to the new challenges presented by the pandemic by establishing a new single point of registration for individualised learner supports (rolled out in September 2020). Supported by the Learning Hub network, it has been designed to target ETB provision delivering to learners from unemployment blackspot areas / areas of deprivation and supporting learners with additional needs. Almost 900 learners registered for supports between September – December 2020. A new Learner Support Page was developed <https://learningandskills.ie/learner-supports/> to promote the service with links to an online registration form and a new email address learnersupport@lcteb.ie is in use and monitored daily by the AISS and hub teams.

Core Skills provision in Limerick City provided classes to an additional 138 learners from 35 countries as a result of the funding provided by the AMIF project. Having access to a dedicated guidance support has significantly enhanced ETB engagement with two local Direct Provision Centres, which has led to several initiatives, including English and Irish culture classes on-site, driver theory, vocational opportunities and a planned 2021 pilot of 'STEM for parents'. At Christmas, the ETB provided family learning packs for 38 children, including books, workbooks and information on the courses, services and opportunities the ETB can provide.

Technology-Enhanced Learning (TEL) and the Active Inclusion Support Service (AISS) worked together to develop the network of self-access Learning Hubs across the larger FET campuses. This is a two-pronged approach involving the strengthening of front-of-house learning support staff in larger ETB campuses, in conjunction with the development of self-access learning hubs. TEL and AISS provided a suite of assistive and learning support technologies to support learners accessing all programmes within six named FET campuses. In addition, staff in TEL and Learning Support were put in place in the FET Centre, Kilmallock Road Campus, and the FET Centre, Raheen Campus, to roll out the initiative.

	<p>The ETB will work with the DE, its support services and internal ETB education services staff on the promotion of Student Wellbeing.</p>	<p>The ETB provided support to its schools to address students at risk of educational disadvantage, by assigning staff from the ETB Support Team to visit schools and offer guidance and support on strategies to help with student retention and engagement. The Support Staff supported school personnel with programmes such as 'Check and Connect'. Jigsaw worked with six of our schools to implement the 'One Good School™' initiative to maximise student engagement.</p> <p>Limerick and Clare Education and Training Board held meetings of school principals to ensure that the requirements to deliver 400 hours of wellbeing at Junior Cycle would be implanted in timetabling.</p>
	<p>During 2020, each of the departments within the ETB Organisation Support and Development Directorate (Finance, ICT, HR, Capital and Procurement and Corporate Services) will work with the Director of Schools and the Director of FET to ensure that all schools and FET centres have access to the resources (financial, infrastructure and personnel) to enable them to implement DE Policy and Practice.</p>	<p>The ETB's on-going investment in educational infrastructure continued across Limerick and Clare in 2020.</p> <p>Working in conjunction with the ETB Schools and FET divisions, the HR Department managed the recruitment and selection of personnel to deliver and support the delivery of services to ETB students and learners, ensuring compliance with best practice and the fulfilment of statutory obligations during 2020.</p>
<p>1.4 Develop appropriate responses which meet the personal, social and employability needs of the people in our communities.</p>	<p>Schools will be supported in the development of inclusive school practices.</p> <p>The Student Support Team community of practice will continue to be supported. Publication of support resources for schools on Student Support Team Structures and Critical Incidents.</p>	<p>Schools were supported in the development of inclusive school practices in 2020 through review, modification and ratification of admissions policies and procedures that promote diversity. All school admissions policies were reviewed and updated in accordance with the Education (Admission to Schools) Act 2018.</p> <p>In 2020 The ETB opened the first Community National School Satellite Classroom in Glenroe, which is under the auspices of Mol An Óige CNS, Ennistymon. Glenroe has the support of the local community and the Bishop of Limerick. It caters for the local community of Glenroe and Ballyorgan. Glenroe featured on RTÉ Radio One's Drivetime in August 2020.</p> <p>The Student Support Team Co-ordinators received training and guidance to support students and staff at school level. Training was provided for new members of Student Support Teams and additional training tailored for established Student Support Teams. Support Teams received relevant guidance from NEPS on responding to Critical Incidents. Digital supports with information and guidance were developed to support staff - a dedicated</p>

		<p>SharePoint site on StaffCONNECT and a Parent/Guardian advice section on www.LCETBSchools.com was launched also.</p>
	<p>The ETB FET Division will continue to provide a range of learner supports in 2020 (e.g. referrals to other agencies, disability supports, placements, etc.), in order to address barriers to participation, retention and progression.</p>	<p>The Fund for Students with Disabilities moved from the HEA to SOLAS in July 2020 and is now the Fund for Learners with Disabilities (PLC Only). Mirroring the guidelines for the FLD, the Learning Hubs now offer the same supports to non-PLC learners, based on a pilot project run in KRC Hub in 2019. In order to support this process, a staff mentor has been appointed on a 2-day a week basis to work with the hub staff to develop the processes, resources and templates supporting needs assessment/LENS reporting and disability awareness training. All hub staff will have completed the AHEAD Start Needs Assessment training by March 2021 and this service will be offered to learners registering for Disability Supports through the learning hubs.</p> <p>The AISS provides both reasonable accommodation and mainstreamed support within campus tuition to learners who need disability supports. In order to identify the learning needs and follow the right process and use the right tools that match the support type, a Needs Assessment procedure has been implemented. A learner support staff member or facilitator records the learner's preferences, previous learning experiences and medical assessment in compliance GDPR. The needs assessments process is a recently developed reporting system and it has already benefited learners, course tutors and coordinators to devise action plans to assist learners in collaboration. A learner with disability can now have a clearly-stated action plan to understand statutory rights and a reasonable accommodation within the ETB's Ennis Campus.</p> <p>The key developments in supporting learners with disability spans to building the capacity of the staff through training and mentoring. Learner support staff have completed training in GDPR, Tusla Child Protection, AHEAD Supporting Learners with Disability at Third Level as part of CPD.</p>

<p>1.5 Provide high quality information, guidance, counselling and student/learner support services across our schools, centres and programmes.</p>	<p>The ETB will continue to work with the DE, the Department of Health and other Government of Ireland departments 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>The ETB will evaluate the pilot in six ETB schools in leading a whole-school strategic response to inclusive and special education in post-primary schools. Phase 1 will be in conjunction with Mary Immaculate College.</p>	<p>The ETB worked closely with the Health Service Executive (HSE), Tusla and NEPS since June 2019 to implement the recommendations of the National Taskforce on Youth Mental Health, the Youth Mental Health Pathfinder Project and the <i>Connecting for Life Strategy (2015-2020)</i>.</p> <p>The ETB expanded on the pilot in six ETB schools in leading a whole-school strategic response to inclusive and special education in post-primary schools Phase 2 in conjunction with Mary Immaculate College, to all of its 18 schools in 2019/2020.</p> <p>A principal and deputy principal from ETB schools were appointed to the board of Children and Young People's Services Committees (CYPSC). Children and Young People's Services Committees (CYPSC) are a key structure identified by the Government to plan and co-ordinate services for children and young people in every county in Ireland. Their age remit spans all children and young people aged from 0 to 24 years. The purpose of the CYPSC is to ensure effective inter-agency co-ordination and collaboration to achieve the best outcomes for all children and young people in their area.</p>
	<p>The ETB FET Division will continue to roll out and embed the ETB FET Information, Recruitment and Guidance Framework by implementing the 2019 actions.</p>	<p>FET Information, Recruitment and Guidance Support Service (IRGSS) is critical to supporting the learning journey for learners and underpins the different stages of the Access, Transfer and Progression pathway. In FET, Guidance is embedded in programmes using flexible models of delivery congruent with the different types and needs of programmes (Full-time, Part-time, Community-based Outreach). Information and guidance support is available at the pre-entry, induction, on-going, pre-exit and post-exit stages and supports are delivered through a number of mechanisms, including one to one guidance, group guidance, drop-in and online information query services, Information Hub and self-access resources in Learning Hubs, Noticeboards in FET Centres and in Communities, and using Social Media with a dedicated FET Information, Recruitment and Guidance Facebook page. Services are free, impartial and confidential and networked. In 2020, the importance of an integrated approach to IRG was highlighted to support learners, staff and employers to address the challenges posed by COVID-19. The IRGSS also reviewed its Strategic Framework, and developed a process towards a new plan including a local business mapping process to highlight where IRGSS can support other services as well as learners.</p>

	<p>The ETB FET Division will work to provide employability statements for courses/disciplines in 2020 in order to better inform students/learners, parents and employers.</p>	<p>FET provision is promoted through https://learningandskills.ie/our-courses/ and each course has an employability statement detailing the career area and progression pathways for potential learners.</p>
<p>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 will support schools in developing a whole school guidance framework and further develop links with FET and Third Level institutions.</p>	<p>The ETB worked closely with its guidance counsellors in 2020 to enhance whole-school guidance with the establishment of the Guidance Counsellor Forum in September 2019. This forum also includes guidance counsellors from the community schools which the ETB is a co-patron of, and provides for enhanced collaboration and sharing of best-practice in examining FET options and links with Third Level institutions.</p>
	<p>As part of developing a further suite of Pathway programmes, the ETB is exploring Traineeship opportunities for 2020.</p>	<p>In 2020 the ETB continued with the rollout of its Pathways to Apprenticeship - a new initiative in 2019 offering a range of courses that participants can take in advance of an apprenticeship. 2020 was an extraordinary year due to COVID and this ETB continued to support learners and provide pathways to apprenticeships. In 2020, the FET Division provided traineeships and apprenticeships to 22,939 beneficiaries.</p>
	<p>The ETB will continue to celebrate learner excellence and achievements to highlight the positive impact of its work in 2020.</p>	<p>FET Centres in local communities continued to showcase the achievements of FET learners, many of whom have overcome great odds to access and complete their FET courses. An increasing number are also achieving accreditation, which most highly value as evidence of their hard work.</p> <ul style="list-style-type: none"> • The 32nd issue of Simply Said, the annual collection of writings by Core Skills provision learners in County Clare, was launched online on Monday 1st March 2021. The 2020 launch was held on TEAMS and included pre-recorded stories from four ETB learners. • Book Launch of "Free Voices", a collaboration between Limerick Writers Group and Limerick Prison Education Unit. This collection of short stories and poetry composed by male and female learners and was launched in Limerick Prison in December 2020. • 'Flavours of Limerick' is a publication and collection of memories, recipes and artwork from Community Education groups across Limerick City. This was the product of a collaborative project by six community education tutors working with learners from eight centres. Mayor of the City &

County of Limerick, Michael Collins, launched the book during the virtual Lifelong Learning Festival in September 2020. In keeping with the community-led ethos of community education, the publication was sold to raise funds for Limerick Marine Search and Rescue.

- During AONTAS's Adult Learning Week in March 2020, Core Skills provision staff and learners joined BTEI, Community Education and VTOS to celebrate learning and present QQI awards in Ennis, Scariff, Shannon and Kilrush. These are hugely popular events with completion certificates and QQI Awards from Level 1 to 5 presented across a wide spectrum of subject areas. All venues were full to capacity as learners, families and friends came together to acknowledge their achievements.
- A 'Reading your Local Landscape' event was successfully organised in February 2020, to showcase 15 truly diverse and interesting projects, developed and presented by the East Clare learners. This is a unique heritage course developed and delivered by Heritage Consultant, Zena Hctor, as an outcome of a heritage collaboration between Clare County Council, Limerick and Clare Education and Training Board, Creative Ireland and the National Museum of Ireland.
- In Ennistymon, PLC provision adopted an innovative approach for the Exhibitions Technique Module by creating an end of year online exhibition of student work for its Level 6 art learners, building a website specific for this purpose. The Courthouse Galley responded to the learners' innovation by making a virtual tour of the work. The reach arguably went beyond the usual local audience, with people across the globe feeding back to learners on their work.
- Celebration of learning events took place before lockdown, and in LCFE, there was recognition of the achievements of previous learners through a Virtual Graduation.

1.7 Provide and maintain the highest quality facilities and appropriate technologies for our students and learners.

Subject to access to capital / project funding, in 2020, the ETB FET Division will continue to implement a series of planned improvements of ETB FET facilities. This will ensure that ETB FET learners have access to welcoming, safe and fit-for-purpose learning environments.

Investment In Facilities:

Recognised as one of the enabling themes of the SOLAS strategy, capital and FET infrastructure are critical to the learning experience. Significant investments across ETB FET Colleges/ Centres have improved the quality of buildings and enhanced the on-course experience for learners and staff. This includes new kitchens, ICT labs, science labs, canteens, and workshops, as well as significant investment in ICT for centres – laptops, interactive whiteboards, projectors, and other devices.

It should be noted that there are multiple FET campuses in Limerick and Clare and that the FET Division works in approximately 300 community-based locations. In Co Clare, the FET centres are feeders to our new Colleges of FET in Ennis and Shannon. Cross-provision FET campuses in Limerick and Clare provide hubs for communities, and valued opportunities for staff and learners to share experiences and good practice. This is in line with the concept of the 'FET College of the Future', a key strategic objective within the SOLAS FET Strategy 2020-2024.

- PLC Provision in Ennis relocated from Ennis Community College to the new College of FET, Ennis Campus. The new state of the art facilities at the college include modern practical rooms including a Training Kitchen; Beauty Salon; Hairdressing Salon; Science Lab; Technology Room; several computer rooms with extensive iMac facilities; a dedicated Healthcare Support Room with ceiling-mounted hoist etc. all available to both full-time and part-time FET provision. Various support services are also located in the college, including the Information, Recruitment and Guidance Support Service; Operational and Learner Support Admin Teams; and a Learning Hub with dedicated Active Inclusion and TEL staff etc.
- In LCFE, the iMac lab was refurbished and upgraded in December 2020, and there is also a state of the art recording studio.
- Recent re-design of the Hairdressing Salon, in the FET Centre, Raheen Campus.

	<p>2020: The ETB will work with the DE to further develop ICT capabilities across its schools including accessing grants for ICT equipment, and advice and support materials (primarily through the Professional Development Service for Teachers - Technology in Education (PDST- TiE) and other support services). The ETB will provide a digital leaders programme for teacher leaders. The Digital Leaders programme will be linked to curriculum leaders and Special Education Needs co-ordinators to increase the opportunities for professional collaboration both at individual school and scheme level.</p>	<p>The ETB supported teachers and school leaders who were eager to promote enriched teaching and learning using technology through a series of cluster days which started in 2020. Schools were provided with access to advice and support via StaffCONNECT and LCETBSchools.com.</p> <p>Schools which use Microsoft Office 365, were offered tailored supports in utilising SharePoint sites for their schools and Microsoft Teams.</p> <p>The ETB established a Google Education Groups Ireland Forum to support schools using G Suite in Education across the region. Schools which specialise in particular technologies were selected as 'beacon schools' to offer advice and guidance to other schools interested in the range of hardware and software systems being used by teachers. The ETB has schools that are leaders in the use of the following technologies;</p> <p>iPad 1 to 1 schools (Apple): Desmond College and Gaelcholáiste Luimnigh; Chromebook schools (Google): Ennis Community College and Mungret Community College; Surface Pro (Microsoft): Ennistymon Vocational School and Thomond Community College.</p>
	<p>The ETB Capital and Procurement department will continue to support major capital investment to enhance the learner/staff experience in ETB schools, centres and its head office. On-going capital projects in 2020 include the completion of the new Coláiste Chiaráin, Croom and new schools for Mungret Community College & Gaelcholáiste Luimnigh. The stand-alone extension at Ennis CC is on-site and progress has been made on the extensions to Scariff Community College and Thomond Community College. In the Primary Sector, works were completed to facilitate the re-opening of a satellite classroom under Mol an Óige CNS in Glenroe and there has been engagement with the Department in relation to new schools for Mol an Óige CNS and Raheen Woods CNS. In addition, the ETB Capital and Procurement department will support non-ETB schools</p>	<p>Summary of Achievements in 2020:</p> <ul style="list-style-type: none"> • Coláiste Chiaráin, Croom – new school building for 800 students on a greenfield site completed during 2020. • A new standalone extension at Ennis Community College on-site with completion due in 2021. • All Statutory approvals in place for Gaelcholáiste Luimnigh, with project due to commence on-site in 2021. • Partial Refurbishment of Glenroe Satellite Classroom completed to facilitate opening of new school. • Planning application for new Mungret CC submitted together with a detailed response to RFI request received from LCCC. A decision on planning is due in early 2021. Fire Cert & DAC in place. • Scariff Community College project waiting for DE approval to proceed to tender. • Planning permission for Thomond Community College granted. Fire and DAC applications submitted. Project to go to tender in 2021. • Stage 2a Report for Gaelscoil Mhíchil Cíosóg submitted to DE. • Stage 2a Report submitted to DE in November 2020 for Monaleen NS.

	<p>in capital procurement works in 2020 including:</p> <ul style="list-style-type: none"> • Gaelscoil Sheoirse Clancy, • Gaelscoil Mhíchil Cíosóg, • Sacred Heart National School, • Monaleen Gaelscoil • Donncha Rua, Shannon 	<ul style="list-style-type: none"> • Stage 2a Report approved for Gaelscoil Sheoirse Clancy with planning application to be submitted in 2021. • DE approval to appoint design team and tender process commenced for Glenroe Satellite Classroom. • Design team appointed and design process to commence at St John Bosco CC, Kildysart. • SLA signed with DE for project at St Brigid's National School, Limerick. • SLA signed with DE for project at St Brigid's National School, Limerick.
	<p>During 2020, the ETB Capital and Procurement department will continue a planned cycle of improvements to facilities through the Summer Works Scheme, the Emergency Works Scheme and the Sports Capital Grants Scheme.</p>	<p>Summer Works applications submitted in 2020 in respect of:</p> <ul style="list-style-type: none"> • St Michael's Community College, Kilmihil – Window replacement with works ongoing, (projected completion date under review arising from COVID-19 restrictions.) • Coláiste na Trócaire, Rathkeale – design process for completion in 2020 of toilet upgrade. <p>Sports Capital Applications were successful for the following projects:</p> <ul style="list-style-type: none"> • Coláiste na Trócaire, Rathkeale • St Michael's Community College, Kilmihil • Coláiste Mhuire, Askeaton <p>Energy Projects:</p> <ul style="list-style-type: none"> • Deep energy retrofit of St Anne's Community College, Killaloe and Design and Build Projects completed at Pobalscoil Neasáin, Baldoyle and Marino College, Dublin <p>Further Education & Training Centres:</p> <ul style="list-style-type: none"> • FET Centre, Abbeyfeale Campus - Masterplan • OETC The Burren - Window replacement • College of FET, Ennis Campus - Additional classrooms • FET Centre, Hospital Campus - Roof replacement • LCFE - Emergency heating upgrade - Phase 1 • FET Centre, Raheen Campus - Electrical workshop upgrade • FET Centre, O'Connell Avenue Campus - External renovations
	<p>Capital and Procurement department assisted the ETB in reopening Schools and</p>	<p>In order to ensure that Schools and Centres could re-open in accordance with Government Guidelines, the ETB's C & P Procurement department engaged in a focused procurement</p>

	<p>Centres as a result of the global COVID-19 pandemic.</p>	<p>process to ensure the appropriate level of PPE was in place and necessary minor works were completed, as per Department guidelines. Additional accommodation was secured at Gaelcholáiste Luimnigh and Ennistymon Vocational School, to ensure compliance with social distance requirements.</p> <p>Work on capital projects was halted in accordance with Government Public Health Guidelines resulting in delays to programme on these projects.</p>
	<p>As part of the implementation of the ETB ICT Strategy 2017 – 2020, the ETB will work with the DE to further develop ICT capabilities across its schools and FET centres, including accessing grants for ICT equipment, and advice and support materials.</p>	<p>The Capital and Procurement department worked in collaboration with the ICT department in the procurement of IT Equipment & Consumables in 2020.</p>
	<p>Implementation of National ETB Procurement Policy (including the suite of template documents for tendering above and below the EU Thresholds) will be ongoing in 2020.</p>	<p>The Corporate Procurement Plan (CPP) and Multi-Annual Procurement Plan (MAPP) was ongoing in 2020.</p>
	<p>Review of the effectiveness of existing health and safety policies and practice in 2020 including an up-to-date register of H&S Committees at centre level and CPD record of mandatory/additional training (see 2.5)</p>	<p>An audit of all Schools and Centres was carried out in 2019 and, based on this, training for staff in roles such as First Aid, Fire Safety, Working at Heights, Defibrillator etc. was undertaken in 2020, whilst complying with Government guidelines in relation to COVID-19.</p>

<p>1.8 Develop/Implement a Youth Work Plan for the region.</p>	<p>Continue to implement the Youth Work Plan in 2020.</p>	<p>Strategic Goal 1 of the ETB Youth Work Plan 2018–2021 focuses on High Quality Youth Work Provision and Practice. In 2020, the ETB facilitated the delivery of the following:</p> <ul style="list-style-type: none"> • NYCI Training: good Practice in Sexual Health Policy / promoting health in youth work settings • Consultation morning to support re: LGBTI research • Consultations with Youth Worker practitioners on ways in which arts activities can enhance their practice. • UBU <p>All of these have enhanced the skills of staff who work with young people and facilitated the provision of better practice and quality work.</p>
	<p>Establish a Local Creative Youth Partnership and integrate provision into existing formal and non-formal education programmes.</p>	<p>The Local Creative Youth Partnership (LCYP) is a pilot initiative under the Creative Ireland programme’s Creative Youth Plan to expand cultural and creative creativity at a regional level, with a total of €300,000 divided equally between the three ETBs of Limerick and Clare, Kerry and Laois/Offaly.</p> <p>Several meetings of the steering group, the co-ordinator and Director of Schools took place during 2020. The Limerick and Clare Local Creative Youth Partnership (LCYP) Steering Group reports to the ETB, the Department of Education and Creative Ireland in the design and delivery of a Creative Youth programme for the region.</p> <p>The LCYP programme is funded by Creative Ireland and is drawn down by the ETB through the Department of Education.</p> <p>The Schools’ Division designed and developed a central website for all three ETBs (Kerry ETB, Laois Offaly ETB and Limerick and Clare ETB) to promote the work of these partnerships – www.lcyp.ie</p>

	<p>The ETB will provide on-going support for the implementation of the ETB Youth Work Plan.</p>	<p>In 2020, the HR department worked closely with the ETB Schools Division to recruit a Local Creative Youth Partnership Co-ordinator, as the ETB 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. Funding was secured for 2020 for continuation of this programme.</p>
<p>1.9 Continue to promote and develop outdoor education as an integral element of the education services.</p>	<p>During 2020 – the provision of programmes through the outdoor education and training centres was promoted both internally to ETB schools and FET and externally to other relevant potential service users.</p>	<p>The ETB outdoor education and training centres continued to be promoted across FET Centres, Community National Schools and post-primary schools in 2020. Schools have benefited from the broad range of activities and facilities available at the Burren and Kilfinane centres. Both have developed wellbeing programmes in conjunction with ETB schools. Due to the global pandemic, it was not possible to utilise these centres as in previous years.</p> <p>The HR department continued to support the development of the two Outdoor Education & Training Centres in 2020 by providing support to existing personnel and the recruitment of personnel to enhance the variety of outdoor education provided in the centres.</p>
<p>1.13</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"> • Development of specific SharePoint sites for each school with associated training and support. • Delivery of continuous professional development to support the rollout of Office 365. • Work with the DE to further develop ICT capabilities across ETB schools and FET Centres, including accessing grants for ICT equipment, and advice and support materials. 	<p>During 2020, the ETB's ICT department under OSD created SharePoint sites on StaffCONNECT for all schools under the remit of the ETB.</p> <p>Microsoft 365 was made available to all schools and centres on a single tenancy rollout.</p> <p>Virtual learning programmes were explored and Moodle was further populated for FET delivery.</p> <p>We continued to build the capacity of our schools, colleges and centres in the use of ICT as a teaching and learning tool. This has been done and will continue to be done in conjunction with the ETB ICT Strategy, TEL Strategy, the national Digital Strategy for Schools and the National Technology-Enhanced Learning Strategy.</p> <p>The ETB continues to review ICT infrastructure and systems to ensure that they are appropriate, fit for purpose, secure and deliver efficiencies for all users. It will continue to engage with external software providers, DE/PMO and SOLAS to further enhance and develop fit for purpose IT systems.</p>

Strategic Goal 2 – Staff Support and Organisational Development

Aim: 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.

Objective from Strategy Statement	Commitment in 2020 Service Plan	Achievements in 2020
<p>2.1 Recruit, develop and retain staff of the highest calibre.</p>	<p>Recruitment and selection procedures and templates are being reviewed and updated in order to ensure best practice and relevance to the needs of the organisation and to ensure compliance with legislation and GDPR. The implementation in 2018 of CL 0003/2018 involved conducting a review of the needs and priorities of each post-primary school allocated Leadership and Management posts. During 2020, on-going training and refresher training will be conducted to support those Leadership and Management post-holders allocated to its post-primary schools.</p>	<p>Recruitment and selection procedures and templates were updated in 2020 and will continue to be reviewed in line with best practice</p> <p>Introduction of remote interviewing in response to the COVID -19 global pandemic. HR staff were re-skilled in the use of IT platforms such as ZOOM and Adobe Sign. Interview Board members were trained in the use of these platforms and guidelines and resources were put in place to support the candidates and the interview boards through this new process.</p> <p>224 posts were advertised in 2020 across the Schools, FET and Organisational Support and Development pillars, with applications in excess of 2,200 received and processed.</p> <p>During 2020 there were 18 staff appointed in either a permanent or acting capacity to the authority's post-primary schools in posts of responsibility. The HR department managed this internal recruitment process leading to the strengthening of Leadership and Management teams within ETB schools, with emphasis on achieving the highest standards of educational outcomes for students to sustain an environment that underpins high quality in student care, learning and teaching. Training and support has continued to be provided to those appointed to these posts.</p>
	<p>Provision of recruitment, selection and interview training/retraining in 2020 for ETB board members, managers and all involved in the recruitment process.</p>	<p>Provision of recruitment, selection and interview training/retraining was conducted in 2020 for the newly-appointed ETB Board Members, managers and those involved in the recruitment process, including training on remote platforms such as Zoom and Adobe Sign. Training and refresher training will be conducted again in 2021.</p>
	<p>Review and adaptation of HR ICT system parameters in 2020 to ensure GDPR compliance.</p>	<p>HR ICT system parameters are currently being reviewed in preparation for migration to the Shared Services system.</p> <p>During 2020, the ETB acquired a software system, Sytorus – Privacy Engine, to manage GDPR compliance. HR, ICT systems and workflows</p>

<p>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>In 2020, the ETB FET Division will continue to implement the actions under the new ETB FET Professional Development Action Plan 2019-2021. Develop a cross-FET Induction Process. Develop online induction resources and induction programmes to ensure consistent and quality induction of staff within the FET Division.</p>	<p>have been entered into this system and reviewed to demonstrate compliance.</p> <p>The ETB FET Professional Development Action Plan 2019-2021 was published in 2019. This 3-year plan guides ETB work in this area and has four priority areas:</p> <ul style="list-style-type: none"> - Strong Commitment to Professional Development for all FET Staff - Professional Development for Teaching and Learning - Professional Development Structures and Systems - Transparent and Consistent Professional Development Policies and Procedures <p>An integrated planning model ensures the development needs of learning practitioners are at the core of the PD approach, with staff competence and capability as both core values and objectives.</p> <p>The FET Division's integrated approach to PD was illustrated by its response to the emergency move to online teaching, learning and assessment due to COVID-19. In order to upskill and support staff during the crisis, the TEL and PD Support Services came together as a 5-person team to ensure a single, co-ordinated strategic organisational response. An early strategic decision was made by the FET Steering Group to use MS Teams as the collaborative tool of choice across the FET Division. This provided greater clarity for learning practitioners and enabled safe information-sharing and collaborative decision-making.</p> <p>The close collaboration between the FET Professional Development Support Service and the FET TEL Support Service, effectively working as one team from the outset of the COVID-19 crisis, ensured a very effective response to meet the professional needs of FET learning practitioners across Limerick and Clare. This FET-level response ran alongside other extraordinary support initiatives provided on the ground by FET personnel, including the network of Digital Champions, Managers, and Resource staff and by the FET Active Inclusion and Quality Assurance Support Services.</p>
---	---	--

		<p>During the COVID-19 pandemic in 2020, 97.3% of surveyed Learning Practitioners in the FET Division used technology to reach out to learners immediately following campus closures. Many used online tools and resources for the first time, and in the process commenced a journey of professional development in relation to online learning.</p> <p>We have seen a willingness and openness to engage in online and blended learning and working online that would have previously been unimaginable. This has been met and matched with opportunities for training, development, and support. The engagement has been obvious in a ten-fold increase in Teams use (reaching over 3000 active daily users) and a doubling of activity on Moodle (reaching over 1,100 users).</p> <p>As blended and online teaching and learning will increasingly become a feature of FET delivery in the future, the FET Division is committed to promoting a model of self-development to ensure ongoing capacity development in digital teaching and learning.</p> <p>The TEL Support Service with the PD Support Service developed a TEL PD Roadmap which signposted the pathway for staff to develop the key skills required in response to the essential migration to remote teaching and learning. An integrated planning model ensures the development needs of learning practitioners are at the core of the PD approach, with staff competence and capability as both core values and objectives.</p>
	<p>Undertake profiling of skillsets required within each OSD Department in 2020. This project commenced in 2018 with supervisory grades undertaking training and development in Supervisory Management. During 2020, this will continue and will be expanded to include other grades.</p>	<p>Training was provided to all grades of staff in 2020 as part of their on-going professional development. Numerous staff were supported through the Staff Professional Development fund as well as through other CPD platforms such as Moodle, eCollege and CORE University. Practical training in software packages was conducted in 2020 and further training will be undertaken in 2021.</p> <p>There is on-going CPD and upskilling of ICT staff. These included a number of training days around MS SharePoint, PowerApps, MS Office 365 Teams, Zoom etc. in 2020. In addition, staff have responded to the upskilling required to respond to legislative changes, including online</p>

		<p>training and attendance at seminars in 2020 on subjects including: Freedom of Information, GDPR and Health and Safety.</p>
	<p>2020: Further development of teachers as leaders in areas such as curriculum, digital, inclusivity and student support.</p>	<p>Teachers in ETB schools have engaged in professional development courses and seminars organised by the Schools Division to meet the changing needs of schools and the continuous professional development of teachers to enhance their leadership roles in schools. Support seminars and training have been provided to post-primary personnel in the following areas;</p> <ul style="list-style-type: none"> - Year Head training - Digital Clusters training and community of best-practice Day 1 - Student Support Team Co-ordinators Cluster Day 2 meeting - Meeting of Digital Learning Working Group - Leading Inclusive Learning, Teaching and Assessment (LILTA) Cluster Day 1 - An ETB-wide on-line seminar for all teachers, SNAs and school leaders on 1 December 2020 with Dr. Zachary Walker, which allowed the CE to address a large cohort of staff of the ETB.
	<p>Implement a training and support plan for Special Education Needs co-ordinators in 2020.</p>	<p>Training for Special Education Needs co-ordinators has been extended beyond the pilot school grouping in early 2020, to include all ETB schools in the latter half of 2020.</p>
<p>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>In 2020, the ETB FET Division will support communities of practice and networks, creating opportunities for all staff to exchange ideas and share best practice through use of online platforms and 'badging' of CPD.</p>	<p>Communication has been and will continue to be essential around CPD opportunities. It includes:</p> <ul style="list-style-type: none"> • Staff emails around upcoming professional development including booking and registration links. • All staff can access a Professional Development Calendar on StaffCONNECT, which contains information about centrally-organised CPD (including QA training) • Monthly CPD news to be shared on Signagelive • FET staff newsletters share information about new initiatives and pilots, innovative practice and PD - e.g. QA Newsletter, TEL Times etc.

<p>engaging with communities of practice.</p>	<p>Working within each team, APOs will agree individual goals, maintaining a record of provision of appropriate CPD and development opportunities and feedback. Staff are availing of CPD opportunities relevant to their sections and their workflows. This will be on-going into 2021.</p> <p>Working with the newly-established communications group, in 2020 priority will be to identify local strategies for sharing confidential, sensitive information to the appropriate level in a timely manner.</p>	<p>Individual training goals were agreed with staff members and they undertook CPD relevant to their areas and as part of their on-going professional development in 2020.</p> <p>Capital and Procurement department staff engaged in both formal and informal professional development in 2020 in relation to developments in procurement, project management and energy management.</p>
	<p>In 2020, the ETB will continue to deploy resources to equate to the revised structures as a consequence of shared services.</p> <p>The HR/Payroll inter-departmental collaborative practice project was constituted in 2018 and is working on the implementation of the transition to Shared Services.</p>	<p>The HR/Payroll inter-department collaborative project continued into 2020 where opportunities to up-skill staff and share knowledge and best practice were identified. Training in the software packages required for the transition to Shared Services commenced, with staff undertaking training through CORE University. CORE System was upgraded in 2020 which involved re-skilling of staff in HR and Finance..</p>
<p>2.4 Foster a culture of leadership, coaching and mentoring for all staff.</p>	<p>Regular, structured meetings will be organised in 2020 both at centre, provision and management level.</p>	<p>During 2020, 37 FET staff participated in Management Training organised through the FET Professional Development Officer. Topics included</p> <ul style="list-style-type: none"> - Essential Soft Skills for Line Managers - Soft Skills for Senior Managers
	<p>Regular, structured meetings (both within sections and cross-sectional) will continue in 2020</p>	<p>Regular structured team meetings take place both departmentally and cross-sectional and this will continue in 2021. Close collaboration between the Capital and Procurement department and the Finance department was maintained in 2020 in relation to procurement of goods and services across the organisation. This was clearly evident in the collaboration in supplying PPE and supplies to Schools and Centres to ensure their safe operation throughout the COVID-19 Pandemic.</p>
	<p>Regular Principals Forum meetings will continue to be organised in 2020. Supports to implement distributed leadership will be implemented at the appropriate level. Establishment and support of a Deputy Principals Forum. Working groups in Safeguarding, Leading Teaching and Learning and SEN will address the systemic priorities of the DE.</p>	<p>Digital Clusters: The ETB Schools Division continued the best practice of supporting schools through cluster days, which started in September 2020. An individual school needs analysis was undertaken by the Director of Schools to determine the support required. Schools were provided with the required training, advice, and support via StaffCONNECT and LCETBSchools.com in the best use of Microsoft Office 365. Tailored support in utilising SharePoint sites for schools and</p>

		<p>Microsoft Teams was also facilitated. The ETB established a Google Education Groups Ireland Forum to support schools across the region. Three cluster days for schools that use Microsoft 365 and G Suite for Education were organised for schools to avail of.</p> <p>Junior Cycle Wellbeing: The authority's schools are participating and hosting the Cluster-Based Continuous Professional Development provided by the Junior Cycle Team to Support Implementation of the Junior Cycle Framework. The Director of Schools facilitated a day for principals and deputy principals who undertake timetabling in schools to look at ways that the timetabling of 400 hours for wellbeing could be achieved. Further sessions are planned for timetables in future years in supporting the new Junior Cycle.</p> <p>Student Support Team: Meetings with the individual student support teams in the authority's schools were facilitated by the Director of Schools and the ETB Schools Division Support Team, with the teams continuing to be pro-active in supporting students at risk. The student support team co-ordinators met four times during the course of 2020. A Student Support Team advisory group was established in October 2019 and training for newly-appointed student support teams was facilitated in December 2020 over the course of two days. This training, which was co-ordinated by the Director of Schools, was delivered in a multi-agency approach, with inputs from a range of services and groups in the Limerick and Clare region including: NEPS, TUSLA, the ETB HR department, Children's Grief Project, Jigsaw and the ETB Schools Division Support Team.</p>
<p>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>A Health and Safety Management System (Pegasus) was procured by the ETB in 2018. In 2020 Health and Safety Training will be rolled out through this online system.</p>	<p>During 2019, an audit of policies and procedures was undertaken. Work progressed on demonstrating compliance with health and safety legislation SHWW (Act) 2005 and General Application Regulations 2007. Training needs were identified and plans put in place to upskill the relevant staff. Due to the global pandemic, training was delivered via online during 2020.</p> <p>The Capital and Procurement department liaised with the Corporate Services department in providing relevant data on H & S Practices pertaining to Capital Projects.</p>
	<p>In 2020, the ETB FET Division will continue working with ETB Head Office to ensure Health & Safety Committees are in place in all its centres and that staff receive opportunities to attend H&S Training (both mandatory and additional)</p>	<p>An online training course in Health and Safety for Employees was developed in 2020. This has been tested and is currently in the final phases for rollout to all staff.</p>

	<p>The ETB Safeguarding Working Group and Student Support Team Community of Practice will provide training and support schools in relation to Safeguarding, Student Support Team and Critical Incidents. The ETB will support schools in engaging with the PDST programme of CPD to ensure the implementation of the revised <i>Children First Guidelines</i> in 2020.</p>	<p>Safeguarding Advisory Group: This group has members from both the Schools and Further Education and Training divisions. It continues to support the implementation of the <i>Children First Guidelines 2017</i> and the Department of Education <i>Child Protection Procedures for Primary and Post-Primary Schools 2017</i>. This involves the provision of training to Designated Liaison Persons (DLPs), support and guidance with risk assessments, training and support to Boards of Management and development of policies and resources. A standard presentation for all staff was created and distributed to all schools in August relative to child safeguarding and procedures for mandatory reporting.</p>
	<p>The ETB FET Division will support FET Centres offering Youthreach provision to engage with planned CPD to ensure the implementation of the revised <i>Children First Guidelines</i> in 2020.</p>	<p>During 2020, relevant FET staff participated in training around the Safeguarding of Children and Vulnerable Adults organised through the FET Professional Development Officer. This is mandatory for all staff and is delivered online.</p>
<p>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>Increased focus on learners in employment with low skills due to changes in economic situation, and those furthest away from employment.</p> <ul style="list-style-type: none"> - Skills to Advance courses will be developed primarily targeted at the Manufacturing & Construction sectors in areas such as Project Management, Goods Manufacturing Practice and Health & Safety. - Employability Skills courses (e.g. Built environment, Level 3) will target those in unemployment blackspots as well as the long-term unemployed with a view to preparing them for the workplace and/or for progression to Further Education and Training. - Provision managers will continue to constantly review provision to see what opportunities exist to further re-align provision with national targets agreed by the ETB (innovative provision must be developed and aligned to Targets 1-6) - Plan for Shannon Campus/HETC Hospitality provision to be put in place for 2020. To look at all aspects of hospitality provision from on-the-job training to management up-skilling. Developing new systems and SOPs for industry departments. 	<p>1,299 beneficiaries participated in Skills to Advance programmes in 2020. These programmes are designed to support employees who have lower skills levels to remain or to advance in their careers. Courses have been delivered in areas such as: Data Analysis & Business Skills, Supervisory Management, Information Technology, MS Excel Spreadsheet Skills, Mig & Tig Welding, Lean Six Sigma, Green Belt Warehousing, Inventory Control, Payroll Manual & Computerised.</p> <p>During 2020, the Hospitality Education and Training Centre provided learners with QQI and other accredited courses for a variety of jobs in the hotel and catering industry. These courses directly target people who are unemployed and enable them to re-train in a specific skills area. To date, the centre has linked directly with the IHF, VFI, Fáilte Ireland, DSP and a local consortium of hoteliers in the Mid-West region. 75% of graduates of the centre gain employment. In addition, in 2020, the Back to Education Initiative (BTEI) migrated fully into the Vocational Employee Skills Development. The remit of the VESD is to continue to provide flexible part-time Further Education courses for adult learners and early school leavers who wish to upgrade their skills with the emerging needs of the economy as well, and combining the remit of the functions associated with the Skills to Advance and Skills for Work initiatives whose emphasis is on upskilling those in employment to retain their employment or enhance their progression opportunities.</p>

	<p>Research, develop and evaluate Equality Training for all staff in 2020</p> <p>Ensure all policies are reviewed in the context of the ETB Public Sector Duty during 2020. Specific actions in 2020 include:</p> <ul style="list-style-type: none"> • Finalising and publishing the ETB'S Equality and Human Rights Values Statement (March 2020). • Developing the Public Sector Duty Action Plan. • 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. <p>Develop and promote an intercultural awareness training programme for staff and learners – both online and face-to-face group training</p>	<p>Staff members were engaged in ETB Public Sector Duty Workshops in 2020 to heighten their awareness. Policies are currently being reviewed in the context of the ETB Public Sector Duty and will continue to be reviewed and updated if necessary in 2021.</p> <p>This was evidenced with the publication of the ETB's Equality & Human Rights Statement and Public Sector Action Plan.</p> <p>There was also provision of training for a number of staff to ensure implementation of the above and provide relevant resources to support same.</p>
	<p>During 2020, the ETB FET Division will provide resources and facilitate the engagement by staff with the ETB pilot Wellbeing initiative.</p>	<p>The FET Division developed an eTool as part of its 'Capturing the Wider Benefits of Learning' initiative. This enables ETB learners to rate their own progress on a course and the skills they have developed. Learners can also describe wider benefits of the course including: personal learning, health and wellbeing, family and community and future plans for education or employment. This tool is available on the FET website on https://wider-benefits.learningandskills.ie/</p> <p>Most importantly in times of lockdown and isolation, a critical role played by FET guidance professionals was to make contact and stay in touch with learners and tailor career guidance and learning supports to meet individual needs. In Youthreach, SENI has proven an invaluable mechanism to provide weekly phone contact with young and often vulnerable learners, focusing on their wellbeing, supports available at national and local level, homework and forthcoming contacts.</p>

Strategic Goal 3: Good Governance

Aim: 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.

Objective from Strategy Statement	Commitment in 2020 Service Plan	Achievements in 2020
<p>3.1 Ensure that organisational structures, supported by robust administration systems, are aligned with evolving strategic priorities.</p>	<p>In 2020, the ETB FET Division will work with the ESF Managing Authority and the Department of Public Expenditure and Reform to provide learner details using the new 'e-Cohesion System' as required under the regulations for the European Structural and Investments Funds (ESIF) 2014-2020.</p>	<p>In line with the new SOLAS FET Strategy 2020-2024, the ETB fully supports the development of FET data infrastructure. PLSS consists of a National Course Calendar incorporating a National Learner Database; a National Programme Database; and a companion course finder and online application website, www.fetchcourses.ie (FETCH), which is fully integrated via a real-time synchronisation link to PLSS.</p>
	<p>Review all ETB Policy documentation for currency and compliance in 2020 and establish a policy review cycle ensuring all policy documentation is reviewed and updated within a maximum 3-year cycle.</p>	<p>All Policy and Procedures were reviewed in 2020 to ensure compliance with legislation and Circular Letters.</p> <p>National Procurement Policy adopted by the ETB on 15th October 2019; with an annual review by the Capital and Procurement department to allow incorporation of any new circulars, guidelines and legislation.</p> <p>Under the Corporate Procurement Plan (CPP) the Capital and Procurement department has identified a number of goals and Key Performance Indicators (KPI's) which are linked to 7 key objectives. Each KPI has been assigned to a department or role within the ETB and the plan is reviewed regularly.</p>
	<p>Review and adaptation of ICT system parameters in 2019 to ensure maximum efficiencies in line with the ETB ICT Strategy 2017- 2020.</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>	<p>During 2020 the ETB's ICT department under OSD created SharePoint sites on StaffCONNECT for all schools under the remit of the ETB.</p> <p>Microsoft 365 was made available to all schools and Centres on a single tenancy rollout.</p> <p>Virtual learning programmes were explored and Moodle was further populated for FET delivery</p> <p>The ETB continued to build the capacity of its schools, colleges and centres in the use of ICT as a teaching and learning tool. This has been done and will continue to be done in conjunction with ETB ICT Strategy,</p>

	<ul style="list-style-type: none"> • Development of specific SharePoint sites for each school with associated training and support. • Delivery of continuous professional development to support the rollout of Office 365. • Work with the DE to further develop ICT capabilities across ETB schools and FET Centres, including accessing grants for ICT equipment, and advice and support materials. 	<p>TEL Strategy, the national Digital Strategy for Schools and the National Technology-Enhanced Learning Strategy.</p> <p>The ETB continues to review ICT infrastructure and systems to ensure that they are appropriate, fit for purpose, secure and deliver efficiencies for all users It will continue to engage with external software providers, DE/PMO and SOLAS to further enhance and develop fit for purpose IT systems.</p>
	<p>Schools will be supported to participate in an ETB-led review of policies on a rotational basis to ensure relevance in 2020. Policies for review will be prioritised by the Principals Forum.</p>	<p>A range of policies were reviewed in 2020 to support ETB schools. The following policy areas were reviewed and updated to reflect the needs of the ETB as an organisation and its schools:</p> <ul style="list-style-type: none"> - Visitor Speaker Policy - Events Policy <p>The Director of Schools assisted several schools in the review of Admissions Policies for 2020/2021.</p> <p>All schools engaged in planning regarding the review of draft policies for the changes to the Education Act in relation to the Admissions Bill which will be implemented from 1 October 2020.</p>
<p>3.2 Strengthen strategic and organisation planning processes.</p>	<p>In 2020, the ETB will develop a Monitoring and Evaluation framework to facilitate annual monitoring and reporting on the ETB Strategy Statement.</p>	<p>Templates were developed in 2020 linking the Strategy Statement and the annual Service Planning Process to an annual evaluation and reporting process linked to the Annual Report. This Monitoring and Evaluation Framework will be updated to reflect changing DE/SOLAS priorities and will be reviewed on an annual basis by the Senior Management Team within the ETB.</p>
	<p>Schools will be supported to participate in the ETB-led review of policies on a rotational basis to ensure relevance in 2020. Policies for review will be prioritised by the Principals Forum.</p>	<p>The ETB Schools Division referred to the Strategy Statement at all of its meetings with the following groups:</p> <ul style="list-style-type: none"> • Principals and Deputy Principals • Support Team • Student Support Team personnel • Teachers involved in Leading Inclusive Learning Teaching and Assessment (LILTA) • Special Education Needs co-ordinators • Guidance Counsellor Forum

<p>3.3 Ensure high standards of financial and risk management, through internal/external auditing/monitoring controls, to support schools, centres and services to operate within funding and corporate governance guidelines/requirements.</p>	<p>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>The Procurement Officer reported to both Audit and Finance Committees in 2020 on the Capital Programme and Procurement function.</p> <p>Reports on all tenders over €100,000 were issued to each meeting of the Finance Committee in 2020 by the Capital and Procurement department.</p> <p>The Risk Register encompasses all three divisions and was reviewed on an on-going basis during 2020 to ensure that it was reflective of any new risks or any changes in likelihood or impact depending on controls put in place. These were presented to the Audit Committee meetings in 2020. The Risk Register formed part of the Agenda for all SMT and APO meetings in 2020, where a Business Plan was updated based on the strategic goals of the ETB.</p>
	<p>Working with the Finance and Audit Committees, during 2020 the ETB FET Division 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> <ul style="list-style-type: none"> - Budgeting and Finance Management Training and development to enhance its strategic planning capacity and to link with FARR and PLSS planning processes - All managers and coordinators to get more immersed in future planning and begin to use PLSS, FARR, P2P etc. as management tools on a more daily basis - Provide Designated Liaison Person training to all FET provision coordinators (child/vulnerable adult protection). 	<p>Risk Management is an agenda item on all FET Steering Group Meetings.</p> <p>FARR planning of PLSS and Apprenticeship provision is supported with provision category specific workshops to ensure that the annual plan is accurately/realistically developed and aligned to the corresponding year of the SPA.</p> <p>Apprenticeship planning is entered directly in FARR with associated planned/actuals achieved inputs, outputs and outcomes entered and reviewed for accuracy and consistency. Prior to submission, the overall FARR annual plan is compared to projected and actuals achieved in the previous year for reference and aligned to the target commitments made in the upcoming year of the SPA, via an iterative process with consideration given to reported CSO outcomes for Targets 1 & 2.</p> <p>Since 2017, the ETB has been issuing digital badges for all Staff CPD, which is centrally organised. The use of digital badges came about as a result of mainstreaming an output of an Erasmus Plus Strategic Partnership – EDGE (Enhancing the delivery of Guidance and Employability). Badges are awarded at Site Level in Moodle, they have embedded data and are exportable to users Backpack (previously Mozilla now Badgr). By September 2020, 109 individual badges have been created and approx. 4000 badges have been awarded to staff. For core mandatory CPD in GDPR and Child Protection, staff are required to successfully complete key Activities (lesson and quiz) in order to gain the badge. The ETB also has a cohort of staff who are nearing completion of the Digital Badge for Universal Design in Teaching and Learning designed by AHEAD and UCD. This is one component in a suite</p>

		<p>of professional development courses created through the National Forum for the Enhancement of Teaching and Learning in Higher Education.</p>
	<p>Schools Risk Register will be regularly reviewed by Principals Forum</p>	<p>Risk Management has been an item agenda for all Principal and Deputy Principal meetings. An advisory group of Principals and Deputy Principals was established. This group has reviewed the latest version of the Risk Register and an 'Action Plan' with regard to assigning ownership and timelines to each risk identified is being compiled for 2020. Recommendations in the Action Plan will be discussed at meetings of Principals and Deputy Principals.</p>
<p>3.4 Maximise the efficient use of public resources and avoid duplication of services.</p>	<p>The ETB will ensure that, where possible during 2020, it will use central procurement frameworks and contracts that are put in place by the Office of Government Procurement (OGP).</p>	<p>The ETB continued to avail of OGP Frameworks in 2020 where available, including all Utilities, Facilities Management, Travel and HR etc. The ETB is continuing to liaise with the OGP in order to ensure the future generations of frameworks can be adapted to sector/local needs. Feedback is being channelled through several mediums including participation by ETB staff on tender evaluations, the OGP Self-Serve Programme etc. The 2020 MAPP was completed in 2020 and submitted to ETBI/OGP.</p> <p>The national framework put in place by the Department for the supply of PPE and related supplies was used by the ETB to ensure the safe re-opening and operation of schools for students and staff.</p> <p>The C & P department worked with the Education Procurement Service to complete the bus hire tender process for the ETB in 2020.</p>
		<p>The ETB Schools Division has worked closely with the OSD directorate in 2020 to ensure that schools use central procurement frameworks and contracts which have been recommended by the Office of Government Procurement (OGP). Principals and Deputy Principals are consulted on and informed about all tendering processes.</p>

<p>3.5 Promote sustainability and environmental responsibility across the organisation.</p>	<p>During 2020, the ETB aims to improve energy efficiency and renewable energy through on-going engagement and initiatives with the Department of Education and SEAI</p>	<p>The ETB is a member of the Steering Group, with the DE and the SEAI, on the National Energy Pilot Programme for Schools. Deep energy retrofit of six schools was completed nationally in 2020, including a complete energy retrofit of St Anne's Community College, Killaloe.</p> <p>The statutory M & R Returns on ETB energy usage was submitted to the SEAI showing a 26% reduction in energy consumption across the organisation since 2009 with the ETB on target to achieve the required reduction by the end of 2020.</p>
	<p>During 2020, ETB Schools will be supported to engage with An Taisce's Green-Schools initiative providing environmental management and education.</p>	<p>A number of ETB schools have been actively involved in both An Taisce's Green-Schools initiative and the Take 1 initiative from ETBI. Take 1 provides a programme of education to embed the Sustainable Development Goals (SDGs) in the Junior Cycle Curriculum. The Programme, developed by ETBI, was launched from New York, by Jack O'Connor, UN Youth Delegate for Ireland and a former ETB student at Desmond College, Newcastle West. The Take 1 Programme commenced with a training seminar for both teachers and school management, to assist ETB schools in equipping students with the necessary understanding of all SDGs. As part of the resource, each SDG has been mapped onto the Junior Cycle subject learning outcomes, demonstrating the existing potential within the new curricula.</p>
<p>3.5 Develop service level agreements/memorandum of understanding protocols with external agencies to whom we provide grants/resources.</p>	<p>During 2020 the ETB will continue to review the system of management, and oversight of all contracts in place for services and works provided to the ETB. Management of SLAs within the ETB will include:</p> <ul style="list-style-type: none"> - Contract Administration - Service Delivery - Relationship Management 	<p>The ETB continued to liaise with the Education Procurement Service (EPS) responsible for the rollout of the Contract Management System for the Education Sector in 2020. The EPS advised of its intention to complete the rollout of the new system in 2021.</p>
		<p>Service Level Agreements/Memorandums of Understanding are in place with external agencies to whom the ETB provides grants/resources.</p> <p>In November 2019, the FET Division signed an MOU with Limerick Community Education Network (LCEN) which provides access to validated programmes of education and training as part of a quality assured governance and assessment process, ensuring learner certification and providing continued support for the provision of quality teaching and learning. The change in status of the LCEN centres as individual providers to being ETB centres ensured that the centres will retain the facility to return learner results to QQI for certification following quality assured assessment processes. Through this partnership, the LCEN centres continued their invaluable work of providing education and training opportunities to the communities of Limerick City during 2020.</p>

	<p>During 2020, the ETB will continue to facilitate the training and work placement of Student Teachers. Student Placements will be through the operation of joint vetting arrangements with relevant organisations.</p>	<p>The ETB Schools Division developed close working links with the Education Departments of University of Limerick, NUI Galway, NUI Cork, and Mary Immaculate College, Thurles, to facilitate effective placement processes and procedures for the organisation, the schools and the third level colleges.</p> <p>The Schools Division provided training and webinars to student teachers in the University of Limerick throughout 2020.</p>
<p>3.6 Ensure effective data protection, confidentiality and record management systems.</p>	<p>A Records Retention Management System across all ETB locations was implemented in 2019.</p>	<p>During 2020, staff across the Schools and FET divisions worked with the DPO to ensure compliance and all managers completed GDPR training.</p> <p>The ETB has relevant Data Sharing Agreements in place. It can confirm in 2020 that personal data the programme/centre currently holds is held in accordance with the General Data Protection Regulation (GDPR).</p> <p>Files in storage are reviewed annually in line with Records Management and Retention policies.</p>
<p>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 non-ETB schools in order to ensure projects progress to delivery through implementing effective project management strategies.</p>	<p>The ETB's Capital and Procurement department supported non-ETB schools in 2020 as follows:</p> <p>During 2020, the ETB, promoting a culture of collaboration, innovation and partnership, worked 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"> • Gaelscoil Sheoirse Clancy • Le Chéile NS • Gaelscoil Mhíchil Cíosóg • St Joseph's Secondary School, Spanish Point • Sacred Heart National School, Monaleen • Gaelscoil Donncha Rua • Killinure NS
<p>3.7 Develop an effective communications strategy. Strive to be pro-active in disseminating information both internally and</p>	<p>During 2020, the ETB continued to roll out its Communication Framework which clarifies organisational structures, roles and responsibilities, and sets out effective</p>	<p>Communication has been and will continue to be essential around professional development opportunities. It includes:</p> <ul style="list-style-type: none"> • Staff emails around upcoming professional development including booking and registration links.

<p>externally through a wide variety of media, to a variety of stakeholders with a variety of messages for a variety of reasons.</p>	<p>communication and decision-making processes within the ETB including the FET Division, ETB Administrative pillars and the Schools Division.</p>	<ul style="list-style-type: none"> • All staff can access a Professional Development Calendar on StaffCONNECT, which contains information about centrally-organised PD (including QA training) • Monthly PD news to be shared on Signagelive • FET staff newsletters share information about new initiatives and pilots, innovative practice and PD - e.g. QA Newsletter, TEL Times etc.
<p>PDA 3.9 Ensure compliance with statutory and regulatory requirements</p> <p>Promote a culture of self-evaluation across the organisation to inform a process of continuous improvement through regularly evaluating the effectiveness of administrative systems and practices.</p>	<p>Administrative structures, systems and procedures will be reviewed to ensure their relevance, effectiveness and efficiency.</p>	<p>The Capital and Procurement department monitors and updates on an on-going basis procedures for all activities to ensure compliance with internal Guidelines, National Guidelines, EU Directives, DE Procedures etc. A review of the HR department administrative systems and procedures commenced in 2019 and continued through 2020 to ensure their relevance, effectiveness and efficiency.</p>
	<p>During 2020, the ETB will support schools in implementing the School Self-Evaluation process through leading teaching and learning initiatives. Engagement with the School Self-Evaluation Process.</p>	<p>Meetings of Principals and Deputy Principals have provided valuable feedback on the continued engagement with the SSE process. Schools have been active in the promotion of SSE via the work of the Schools Division Support Team.</p> <p>Circular 0040/2016 outlines the completion of SSE by the end of June 2020. Schools developed SSE practices to manage change and bring about improvements in learning and teaching.</p> <p>The emphasis of the work of the Schools Division Support Team since June 2019 was to look at the sixth step in the SSE process – Monitor actions and evaluate impact. During 2020, meetings of Principals and Deputy Principals focused on the progress in relation to monitoring of actions with the help of the Department of Education Inspectorate which continued to provide SSE advisory visits in schools.</p>
	<p>In 2020, the recommendations from the process Review of Limerick City Community Education provision (published in December 2018) will continue to be implemented.</p>	<p>For many learners, community education is the link to important social networks as well as providing pathways to further learning. Maintaining learner contact and a connection with community education became a priority in 2020 as the period of COVID-19 lockdown, which started in March, extended into the summer.</p> <p>As 2020 evolved, it became more evident from discussions with ETB partners, community links and learners, that there was an urgent need to develop and deliver programmes, which would provide individuals with opportunities to interact in a safe and inclusive way and where tools and techniques around managing stress and promoting positive mental health were incorporated into all delivery. Keeping active, keeping in</p>

contact, switching off, eating well and managing your mood were key during COVID-19 for Community Wellbeing.

Several initiatives were developed by FET staff to maintain contact with their learners.

- In Co Clare, postcards designed and painted were sent out to learners in March 2020, so that they could record their lockdown experiences. Their stories were then included in the Simply Said publication and the postcard is on this year's front cover.
- In June 2020, specially-designed postcards were sent to 581 Community Education learners in Limerick City as a means of maintaining contact with them. The postcards also introduced learners to Padlet which was the online learning option for Community Education. In December 2020, a further mailshot to 600 Community Education learners included updated information about Padlet and from the Information, Recruitment and Guidance Support Service.
- Postcards were also sent to all Core Skills learners in Limerick City, letting them know that staff were thinking about them and that they could contact them for additional support.
- Two Personal Development tutors worked together to develop a specific workshop to help learners process their COVID-19 experience and help them to progress beyond that. The title was 'Minding Your Mental Health During a Pandemic'.

A monitoring and evaluation framework for the ETB Strategy Statement and Service Plan will continue to be implemented in 2020. This will include effective monitoring and reporting systems which facilitate timely returns to national bodies and also inform planning.

The FET Monitoring and Evaluation framework continued to be implemented in 2020 across the FET Division, including key tools to monitor its progress against the implementation of its FET Strategic Framework and national priorities. Activity Progress and Monitoring Reports are generated by the FET Operations Manager. Data is also used for national Activity Returns and ESF Returns, and other audit requests at FET Centre level. SPA target reports to all areas of provision are generated in order to monitor progress toward achieving SPA targets agreed with SOLAS.

Timely feedback on progress in respect of achievement of targets set under the SOLAS SPA was a priority for this ETB also.

Strategic Goal 4: Partnership

Aim: To provide relevant responses and supports as required by the Department of Education, 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.

Objective from Strategy Statement	Commitment in 2020 Service Plan	Achievements in 2020
<p>4.1 Develop initiatives in response to national policy requirements of the Department of Education, the Department of Children, Equality, Disability, Integration and Youth, other government departments and agencies.</p>	<p>The ETB will commence detailed planning for the implementation of the preferred solution for the purposes of upgrading the payroll function to Shared Service standards.</p>	<p>Training in the software packages required for the transition to Shared Services commenced, with staff undertaking training through CORE University. A transition lead for both HR and Payroll were identified and these Transition Leads commenced the pre-transition work required to ready the ETB for its transition to Shared Services.</p>
	<p>During 2020, the ETB FET Division will liaise with SOLAS in relation to the implementation of the three-year strategic performance agreement 2018- 2020 and reaching following targets.</p> <ul style="list-style-type: none"> • Target 1 – <i>Employment Outcomes</i>: More learners securing employment from provision which primarily serves the labour market. • Target 2 – <i>Progression</i>: More learners progressing to other further or higher education courses from provision, which is primarily focused on this purpose. • Target 3 – <i>Transversal Skills Development</i>: Increase in the rate of certification on courses primarily focused on transversal (social mobility) skills development. • 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. • 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, 	<p>Targets reached by the ETB as follows;</p> <p>Target 6 – <i>Apprenticeship and Traineeship Provision</i>: Increasing new apprentice and trainee registrations.</p> <p>The ETB'S FET Contribution</p> <p>Target 1: 30% over 3 years, equating to 1,301 learners securing employment in 2020</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>

	<p>Digital Media, Sport and Fitness, Engineering, Enterprise Skills needs.</p> <ul style="list-style-type: none"> • Target 6 - Apprenticeship and Traineeship Provision: Increasing new apprentice and trainee registrations. 	
	<p>National Pensions project – working with the national pension’s project in 2020, the ETB will work to establish a databank.</p>	<p>Work was conducted under the National Pensions project and continued through 2020 with the National Pensions Project team in response to national policy requirements.</p>
	<p>GDPR Compliance Workbook to be fully utilised using Sytorus to assist GDPR Compliance i.e. online rollout, recording and monitoring of training</p>	<p>The Audit of Schools and Centres took place in 2019, in conjunction with the GDPR Compliance Workbook, ensuring compliance with GDPR implementation. This work is on-going and online training courses for all staff was rolled out in 2020 using the Sytorus software.</p>
<p>Assist the DES, as needed, to meet the needs arising from the Irish Refugee Protection Programme and provision for international protection applicants</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. The ETB continues to 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 protection applicants.</p>
	<p>In late 2019, the ETB’s FET Division was successful in its application for AMIF funding.</p>	<p>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"> • 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).

		<ul style="list-style-type: none"> 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. <p>ETB 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>
<p>4.2 Promote a culture of collaboration, innovation and partnership in order to enhance opportunities for all our stakeholders in the region.</p>	<p>During 2020, the ETB will develop indicators to assess the effectiveness of its collaborative activities in enhancing opportunities for its stakeholders in Limerick and Clare.</p>	<p>ETB Schools Division schools developed a strong presence across social media channels (website, Twitter, Facebook and Blogger.com) to enhance collaboration, innovation and partnership for stakeholders in the region.</p> <ul style="list-style-type: none"> www.LCETBSchools.com was further developed to create an open platform for Principals and Deputy Principals, teachers and the Support Team in collaborating at meetings, seminars and workshops A dedicated SharePoint site was developed for Principals and Deputy Principals, teachers and the Support Team in to collate all of the required support and guidelines for schools A SharePoint site for Curriculum Leaders was developed with the Support Team A SharePoint site for Student Support Teams was further developed to provide guidance and best-practice for Student Support Teams in schools The Support Teams and Schools Division have created and developed Twitter accounts to promote best-practice and share success stories from ETB schools and organisations throughout the region
	<p>In 2020, the ETB FET Division will continue its active networking with local agencies, community groups and adult learners including the Limerick Community Education Network https://www.lcen.ie/ and the Clare Lifelong Learning Network http://www.clarelearningnetwork.org/</p>	<p>Community education roots Further Education and Training in the local community. In Limerick City, there is a partnership approach to the provision of community education courses in venues across the city. At the centre of the partnership is the Cluster Process which involves bi-annual meetings with community partners. Each year they apply for tuition hours and are involved in the provision of up to 300 courses. These meetings in May and November 2020 were held online (MS Teams) for the first time because of COVID-19 restrictions. Between 25 and 30 Local Co-ordinators and HSCLS attended both meetings. On both occasions members of the TEL team facilitated attendance by the wide range of stakeholders whose online experience was primarily on Zoom. These Cluster meetings are crucial to the maintenance of strong and mutually</p>

		<p>beneficial partnership arrangements with community groups and schools. This partnership was never more important than in 2020 when adherence to a clear and shared approach to safe community education provision was of critical importance.</p>
	<p>In 2020, the ETB FET Division will play a key role in the Limerick Lifelong Learning Festival (virtual September 2020).</p>	<p>The 2020 Lifelong Learning Virtual Festival was held in September, 2020. At a strategic level, inter-agency work is also critical to identify gaps and education and training skills in our communities. The ETB chair the SMART Limerick Digital Inclusion Working Group. This inter-agency group is working collaboratively to ensure that inclusion is at the centre of digital development of Limerick as part of the SMART Limerick Initiative. In 2020 the Tavistock Institute conducted research exploring the nature and extent of digital exclusion in the region with a view to developing evidence-based response to addressing digital exclusion. Initial results from the research were presented in an online webinar as part of the Limerick Lifelong Learning festival in 2020.</p>
	<p>In 2020, the ETB will continue to be represented on a number of inter-agency groups targeting the needs of priority cohorts including an inter-agency traveller-specific working group, inter-agency refugee resettlement group, the older people's alliance and SICAP providers, including partnership agencies - PAUL Partnership (Limerick City), Ballyhoura Development (East Limerick), West Limerick Resources (West Limerick) and Clare Local Development Company (Clare).</p>	<p>At national level, significant developments also took place in 2020. The publication of the new SOLAS FET Strategy 2021-2024 set a roadmap for the sector built around three key pillars of building skills, fostering inclusion and creating pathways. In addition, in August 2020, a new Department of Further and Higher Education, Research, Innovation and Science (DFHERIS) was established, signalling a move towards an integrated tertiary education system, combining FET and Higher Education, and embedding the key role that lifelong learning has to play in social inclusion and economic success. These developments will guide the FET Division in the development of its new Strategic Framework in 2021.</p>
	<p>In 2020, the ETB FET Division will work collaboratively with the SMART Limerick Digital Inclusion sub-group re: eInclusion and ensure that the actions relating to digital inclusion in the Limerick City & County Council's Building Ireland's First Digital City - Smart Limerick Roadmap are achieved.</p>	<p>At a strategic level, inter-agency work is also critical to identify gaps and education and training skills in our communities. The ETB chair the SMART Limerick Digital Inclusion Working Group. This inter-agency group is working collaboratively to ensure that inclusion is at the centre of digital development of Limerick as part of the SMART Limerick Initiative. In 2020 the Tavistock Institute conducted research exploring the nature and extent of digital exclusion in the region with a view to developing evidence based response to addressing digital exclusion. Initial results from the research were presented in an online webinar as part of the Limerick Lifelong Learning festival in 2020.</p>
<p>4.3 Strengthen linkages with enterprise in order to maximise opportunities for our students and learners and contribute to the social and</p>	<p>2020: Work with the Mid-West Jobs Task Force enhancing partnership between schools and business and industry and the research community.</p>	<p>At strategic level, this was achieved through networking with the Mid-West Regional Skills Forum, and targeted interventions through Skills to Advance and other FET provision. The range of engagement activities with employers, from strategic meetings at regional and local level, consultations, site visits, input in the curriculum development, etc. have all contributed to enhancing the relevance of ETB FET provision.</p>

<p>economic development of the region.</p>	<p>In 2020, the ETB FET Division will continue to develop the Enterprise Engagement Support Service in line with the objectives in the ETB FET Enterprise Engagement Framework.</p>	<p>The sectoral approach to skills development through skills clusters (i.e. Limerick for Engineering, Limerick for Film, Limerick for Hospitality, STEM Alliance, etc.) is a unique and innovative approach, which facilitates the sharing of regional labour market intelligence, and allows industry needs to be matched to education providers. The Enterprise Engagement Support Service responded to this need by collaborating with enterprise partners in manufacturing, pharma, and retail sectors.</p> <ul style="list-style-type: none"> • Manufacturing sector: Project Management; Lean Manufacturing QQI Level 5; Inventory Control • IT Sector: Data Analysis & Business Skills QQI Level 5 • Soft skills: Conflict Management course; A new Certificate in Leadership and Management Programme awarded by the Institute of Leadership and Management started in 2020. • Following collaboration with the telecommunications sector, the EESS and the Quality Assurance Support Service are updating the current QQI Level 5 Customer Service Award to include elements of customer experience (CX). This will provide the ETB with provision in this fast-growing area. • A course for employees working from home 'Effective Remote Working' • 'Managing Remote Workers Programme' to address the needs of employers managing remote teams.
	<p>The ETB FET Division will continue to be an active member of the Mid-West Regional Skills Forum in 2020 in order to ensure the organisation continues to respond to the identified skills and training needs in the region.</p>	<p>Skills to Advance (STA) aligned with Mid-West Regional clusters, and worked with employers facing a changing work environment. HR managers identified the need for soft skills at all parts of the employment journey, from entering the workforce to subsequent promotions. The Enterprise Engagement Support Service responded to this need by collaborating with enterprise partners in manufacturing, pharma, and retail sectors.</p>
<p>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>During 2020, the ETB will engage with national ETBI-led Fora and Working Groups including;</p> <ul style="list-style-type: none"> - CE Forum - FET Forum - Schools Forum - OSD Forum - HR Network - Finance Network - Capital and Procurement Network - Corporate Services Network - ICT Network 	<p>Capital & Procurement staff participated in both the Procurement Forum and the newly-established Buildings Officers' Forum during 2020. In addition, staff participated on Evaluation Teams with the OGP for national tender competitions.</p>

	<p>During 2020, the ETB will engage with local and national Fora and Working Groups including</p> <ul style="list-style-type: none"> - Principals Forum - DP Forum - Working Groups on LLT - Special Education Teaching - Communities of Practice in Curriculum Leaders, Digital, SEN and Student Support Team Co-ordinators. 	<p>The ETB Schools Division developed local, national and international partnerships to share best practice and enhance the authority's profile as a leading provider of quality education and training via increased levels of reports and articles in local and national media, a greater online presence through social media accounts and participation with national bodies and local organisations such as The Hunt Museum, Liveable Limerick, European Expo, NEPS, Tusla, the Department of Education Inspectorate, NAPD, IDA and ETBI.</p>
	<p>The ETB FET Division will work to support skills development for those in employment through the FET Policy Framework on Employee Development during 2020.</p>	<p>An integrated planning model ensures the development needs of learning practitioners are at the core of the PD approach, with staff competence and capability as both core values and objectives.</p> <p>The FET Division's integrated approach to PD was illustrated by its response to the emergency move to online teaching, learning and assessment due to COVID-19. In order to upskill and support staff during the crisis, the TEL and PD Support Services came together as a 5-person team to ensure a single, co-ordinated strategic organisational response. An early strategic decision was made by the FET steering Group to use MS Teams as the collaborative tool of choice across the FET Division. This provided greater clarity for learning practitioners and enabled safe information-sharing and collaborative decision-making.</p> <p>The close collaboration between the FET Professional Development Support Service and the FET TEL Support Service, effectively working as one team from the outset of the COVID-19 crisis, ensured a very effective response to meet the professional needs of FET learning practitioners across Limerick and Clare. This FET-level response ran alongside other extraordinary support initiatives provided on the ground by FET personnel, including our network of Digital Champions, Managers, and Resource staff and by the FET Active Inclusion and Quality Assurance Support Services.</p> <p>During the COVID-19 pandemic 97.3% of surveyed Learning Practitioners in the FET Division used technology to reach out to learners immediately following campus closures. Many used online tools and resources for the first time and in the process commenced a journey of professional development in relation to online learning.</p>
	<p>The ETB FET Division has produced a European Project Development Plan for the next 4 years, highlighting its engagement in EU-funded</p>	<p>FET Centre, Kilmallock Road Campus, VTOS provision is a partner in the ERASMUS+ RISE (2018-2020) Project, Realising Integration through Social Enterprise. This involves: Austria, Belgium, Germany, Greece, Romania, Portugal and Ireland.</p>

	programmes and exchanges including Erasmus+ projects.	
	The ETB FET Division will prioritise the agreement of learner referral and enrolment strategies at FET level during 2020 to ensure appropriate learner progression and enhance participation and retention.	<p>ETB FET staff have seen a willingness and openness to engage in online and blended learning and working online that would have previously been unimaginable. This has been met and matched with opportunities for training, development, and support. The engagement has been obvious in a ten-fold increase in MS Teams use (reaching over 3000 active daily users) and a doubling of activity on Moodle (reaching over 1,100 users).</p> <p>As blended and online teaching and learning will increasingly become a feature of FET delivery in the future, the FET Division is committed to promoting a model of self-development to ensure ongoing capacity development in digital teaching and learning.</p>
4.5 Strengthen links with other agencies and bodies in the delivery of public services throughout the region and to promote and support student/learner and staff wellbeing.	During 2020, the ETB will actively support and develop wellbeing initiatives to ensure that mental resilience and personal wellbeing are integral parts of the ETB for staff and students/learners.	<p>During 2020 a number of wellbeing initiatives were undertaken across all ETB directorates, with more planned for 2021.</p> <p>In the FET Division, Integrated Core Skills Supports in Raheen Campus, 91 Apprentices benefited from core skills supports during 2020. Every new apprenticeship class had three sessions in the first few weeks in the centre to raise awareness on supports available (i.e. learner support, psychological support, assistive technology, access to devices, etc); guidance on learning strategies, note-taking, revision and general tips on how to manage their learning. 50 learners benefited from numeracy support and a further 30 got general one to one support. Every apprenticeship group has access to Maths (8 learners), Electrical Science (47 learners) and Technical Drawing (35 learners) support. Support classes continued during lockdown eventually moving to MS Teams classes.</p>
	In 2020, the ETB will continue representation on local, regional and national fora to promote the strategic advancement of FET for social inclusion and economic development including protocols with the DSP, membership of the LCDCs with Clare and Limerick Local Authorities.	The ETB FET Division is represented on a range of local, regional and national partnerships and networks. The ETB's Director of Further Education and Training is the representative on the Clare LCDC, Innovate Limerick, PAUL Partnership and the ETB/DSP inter-agency.

Appendix 2

Provision and Services

Schools

Community National Schools

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

Community Colleges

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

Community Schools¹

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

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, College of FET- Ennis Campus, Clon Road, Ennis

¹ Under the co-patronage of the authority

Training Services Provision

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

Full-Time Provision

PLC - Post-Leaving Certificate

College of FET - Croom Campus, Croom, Co. Limerick
College of FET- Ennis Campus, Clon Road, Ennis, Co. Clare
Ennistymon Vocational School, Ennistymon, Co. Clare
FET Centre - An t-Ionad Glas (Organic Campus), Dromcollogher, Co. Limerick

VTOS - Vocational Training and Opportunities Scheme

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

Youth Education & Training Provision

Youthreach

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

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

Part-Time Provision

Literacy, VES - Vocational and Employee Skills Development, Community Education, Skills for Work

FET Centre - Abbeyfeale Campus, Co. Limerick
College of FET- Ennis Campus, Clon Road, Ennis, Co. Clare
FET Centre - Kilmallock Town Campus, Co. Limerick
FET Centre - Kilrush Campus, Co. Clare
FET Centre - Miltown Malbay Campus, Co. Clare
FET Centre - Newcastle West Campus, Newcastle West, Co. Limerick
FET Centre - O'Connell Avenue Campus, Limerick City
FET Centre - Scariff Campus, Co. Clare

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

Co-operation with Other Institutions²

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

Social Services

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

Disadvantaged Community Youth

Ballynanty Garda Youth Diversion Project
Garryowen Community Development Project
Limerick City Sports Partnership
Our Lady of Lourdes Youth Centre
Southill Area Centre
Southside Youth Initiative
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 – Clon Road 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

Appendix 3

Glossary of Abbreviations

AEGI	Adult Education Guidance Initiative
AFS	Annual Financial Statements
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
DCEDIY	Department of Children, Equality, Disability, Integration and Youth
DSP	Department of Social Protection
DEIS	Delivering Equal Opportunity In Schools
DE	Department of Education
DFHERIS	Department of Further and Higher Education, Research, Innovation and Science
DLP	Designated Liaison Person
DPER	Department of Public Expenditure and Reform
ESOL	English for Speakers of Other Languages
FARR	Funding Allocation Request and Reporting
FET	Further Education and Training
GDPR	General Data Protection Regulation
GV	Garda Vetting
H&S	Health and Safety
IA	Initial Assessment
ICT	Information and Communication Technology
IRG	Information, Recruitment and Guidance
LAOS	Looking at Our Schools Quality Framework
LCDC	Local Community Development Committee
LDC	Local Development Company
LECP	Local Economic and Community Plan
MAPP	Multi-Annual Procurement Plan
MOU	Memorandum of Understanding

MWRSF	Mid-West Regional Skills Forum
NALA	National Adult Literacy Agency
NZEB	Nearly-Zero Energy Building Standard
OETC	Outdoor Education and Training Centre
OGP	Office for Government Procurement
OSD	Organisation Support and Development
PD	Professional Development
PDA	Performance Delivery Agreement
PDST	Professional Development Service for Teachers
PLC	Post-Leaving Certificate
PLSS	Programme Learner Support System
QA	Quality Assurance
QQI	Quality and Qualifications Ireland
SLA	Service Level Agreement
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
VES	Vocational and Employee Skills Development
VTOS	Vocational Training Opportunities Scheme
WSE	Whole School Evaluation