



# Our Vision

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





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# 01

## 01 Introduction from the Chairperson



I am very pleased to introduce you to this Strategy Statement 2022 - 2026 for Limerick and Clare Education and Training Board.

The Board of Limerick and Clare Education and Training Board adopted this Strategy Statement at the Board meeting held on 16th November, 2021. This Statement of Strategy is comprehensive and forward-thinking, and outlines the vision and plans for our region over the next five years.

This Strategy Statement is a roadmap for the development of our organisation and our services to meet the ever-changing education and training needs of our students/learners, society and the economy. This strategy comes at a time of great change, particularly in a time of a global pandemic. I firmly believe this progressive and innovative strategy will enable us to ensure the highest quality teaching and learning experiences across our schools, FET campuses and programmes, and empower us to meet any challenges over the next five years.

On behalf of the Board, I wish to thank ETB staff, students, learners, parents and other invaluable stakeholders for their input into this Strategy Statement.

I wish all our staff and stakeholders every success as we continue to work together to empower the lives of the people of the region through education and training.

Cllr Kieran O'Hanlon

*Chairperson*

*Limerick and Clare Education and Training Board*



# Foreword from the Chief Executive

Limerick and Clare Education and Training Board Strategy Statement 2022 – 2026 charts how we will meet the education and training needs of the communities of Limerick and Clare over the next five years and seeks to ensure continuity with our previous Strategy Statement which covered the period 2017 – 2021. Over the past 5 years the ETB has demonstrated its capacity, flexibility and responsiveness to deliver the highest level of public service, even in the face of a global pandemic. The dedicated and committed staff of the ETB will continue to build on these learnings, and the experience gained will serve in the future delivery of high-quality services with the ability to respond to new challenges and to adopt new approaches. This 2022 – 2026 Strategy Statement builds on our successes and strengths, and sets out our vision, mission, values and goals, which are the foundation of this 5-year plan.

Central to the development of this Strategy Statement was a collaborative and partnership approach involving an extensive, remotely-managed cross-sectoral consultation process. I wish to acknowledge the quality participation of our stakeholders during this development phase of the process. The process, conducted during a global pandemic, is reflective of new and unprecedented social, economic and cultural opportunities and challenges, as well as being reflective of national priorities as set by the Department of Education and the Department of Further and Higher Education, Research, Innovation and Science. Our role will be crucial in rebuilding communities, workforces and economies as we emerge from this pandemic.



The Strategy provides a framework for us to continue to work with stakeholders whilst ensuring our focus is on prioritising their needs, with measurable outcomes for which we are being held responsible and accountable. The significant staff engagement during the development of the Strategy allowed us to embrace the opportunity to self-assess and analyse our role.

This Strategy sets out our commitment to ensure we deliver the highest possible standard of service to our partners and provide pathways to our education and training programmes, to our youth work and to the fulfilment of our statutory functions over the period 2022 – 2026. The four high-level strategic goals identified by stakeholders in the Strategy Statement 2017 – 2021 have been retained and form the basis of this Strategy also, as they were recommended as being current and relevant by our current stakeholders.

These goals are the provision of high-quality student and learner experiences; the provision of staff support and organisational development; the provision of good governance and the development of effective partnerships, which will respond to the evolving education and training needs of the region. To realise these goals, key actions will be required by our Schools, Further Education and Training, Youth Work Services and Organisation Support and Development. I am confident that we will achieve our goals by drawing on our experience and strengths in managing change, in adapting to the environment, in our ability to be agile and flexible when faced with diversity, and our passion to continually deliver a high quality and innovative approach to teaching and learning and the governance of Limerick and Clare Education and Training Board.

Achieving the outcomes outlined in this strategy will promote a shared vision and will guide our Organisation Support and Development, Schools and Further Education and Training Divisions over the course of the next five years in the development of annual service plans.

Achieving the outcomes outlined in this strategy will require commitment and collaboration across all our stakeholders including ETB staff, students/learners, managers, administrators, boards of management and all our key partners.

I am confident that we will deliver on this Strategy Statement.

George O'Callaghan

*Chief Executive  
Limerick and Clare Education and Training Board*



# 02

## 02 Executive Summary

### Vision Statement

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

### Mission Statement

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

### Priority Goals

Limerick and Clare Education and Training Board Strategy Statement 2022 – 2026 sets out four priority goals to be achieved over the five-year lifespan of the strategy:

1

**High Quality Student and Learner Experiences**



2

**Staff Support and Organisational Development**



3

**Good Governance**



4

**Partnership**



**Our Strategic Goals**



**GOAL 1****High Quality Student and Learner Experiences**

To promote and provide comprehensive high-quality education, training and lifelong learning opportunities as a pathway to address the personal, academic, social, economic and employability needs of people in our community. This is about ensuring the highest quality learning and teaching experiences across our schools, FET campuses and programmes.

**GOAL 2****Staff Support and Organisational Development**

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

**GOAL 3****Good Governance**

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

**GOAL 4****Partnership**

To develop organisation-wide collaboration and to work in partnership with all government departments and agencies, education partners, as well as industry and community stakeholders, to deliver innovative solutions which respond to the changing social, economic and environmental needs of the region. This is about responding to statutory obligations and building relevant partnerships to create effective pathways and promote the role of education and training in developing the economic competitiveness and social inclusion of our region.

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

# 03

## 03 National and European Context

There has been a seismic shift in the challenges and opportunities faced by the Irish society and economy, as a result of the COVID-19 pandemic. This is a shift that is also impacting at a European and global level. This Strategy Statement has emerged against a backdrop of contingency planning, remote working and an unprecedented move towards online and blended learning.

### **Pandemic Impact:**

On the 12th March 2020 the Irish Government announced a 2-week closure of schools, crèches and Colleges of Further Education and Training along with other measures to slow the spread of COVID 19. As part of the delay phase of the pandemic, these closures were further extended to include additional measures such as remote working and social distancing. Over the last 20 months, much of our effort has focussed on providing support to students, learners and staff, recognising the diversity of responses required while also operationalising strategies to ensure the quality of teaching and learning is being maintained. In light of these necessary restrictions, Limerick and Clare Education and Training Board put in place a range of measures designed to support our students and learners to complete their studies, achieve certification and offer guidance and support to all our teaching and support staff, and the broader staff team.

After suffering a very sharp fall in economic activity during 2020, the Central Bank's latest Quarterly Economic Bulletin (October 2021) suggests the economy has already shaken off much of the immediate impact of the COVID-19 crisis. Government supports for employees and businesses have helped to ease the burden of severe restrictions. Limerick and Clare Education and Training Board is proud to have been part of the national response in supporting

our learning communities to continue their engagement with education and training. The ETB provided over €500k to community groups in 2020 under the SOLAS Mitigating Against Educational Disadvantage Fund (MAEDF) to support educationally-disadvantaged learners in accessing and participating in education. The fund is operating again in 2022, with over €300k already distributed at the time of publication of this Strategy Statement.

The COVID-19 crisis has accelerated the impact of key trends and shifts that will shape both the education and training environment and the way we work and deliver our services. It is increasingly clear that education and training is central to building the resilience and growth of individuals, communities and the economy. The latest Limerick Economic Monitor (May 2021), covering the six months to the end of March 2021, reveals the continued disruption to the local economy. The most impacted sectors remain retail and tourism. However, Limerick has performed relatively well compared to other counties during COVID-19, with the predominance of remote-enabled sectors in the city more resilient to the disruption of the pandemic.

Post-pandemic there will be an increased emphasis on connectivity and hybrid working, with an associated investment required both in terms of infrastructure and skills development. Investment is required to reduce carbon emissions, facilitating remote working through broadband investment, and providing funding to make homes more sustainable. The Government has set ambitious targets to retrofit 300,000 homes by 2030, making homes more energy efficient and reducing their carbon footprint. In December 2020, the Minister for Further and Higher Education, Research, Innovation and Science, Simon Harris TD, announced Limerick and Clare Education and Training Board as

a location for one of four national retrofitting centres of excellence. Retrofit skills training, including Nearly Zero - Energy Buildings (nZEB) skills, are being developed to ensure a supply of highly-skilled workers for this important growth area of the economy.

The ETB sector is central to government policy on education, training and skills. ETBs have responsibility to develop new FET programmes, including new apprenticeships and traineeships, and play a key role in promoting social inclusion, employment generation and socio-economic development. Limerick and Clare Education and Training Board is supporting key growth areas by our strategic contribution to the Regional Skills Forum. We work in a meaningful and engaging partnership with employers to develop a well-skilled economy in this region by providing specific skills in areas where job opportunities exist and upskilling is required. Other government-led strategies and directives will set priorities for the ETB including the Department of Education, the SOLAS Further Education and Training Strategy, and the Department of Further and Higher Education, Research, Innovation and Skills. Similarly, at EU level, the promotion of lifelong learning and the development of transferable skills and competencies are priorities, and the ETB will continue to engage with EU-policy initiatives.

During the lifetime of this Strategy Statement 2022 – 2026, the ETB FET Division will be responsible for the development of the second Strategic Performance Agreement (SPA) with SOLAS. The agreement between SOLAS and Limerick and Clare Education and Training Board will set out the context, the strategic priorities and the ETB's contribution to the achievement of key national FET-sector targets. In addition, the time period will also cover actions undertaken in response to QQI's recommendations following Limerick and Clare Education and Training Board's Inaugural Review of Quality Assurance in Education and Training Boards undertaken with Quality and Qualifications Ireland in 2021.



# 04

## 04 Strategy Development Methodology

Limerick and Clare Education and Training Board was established on the 1st July 2013 as part of the commencement of the *Education and Training Boards Act, 2013*. The Act sets out the main functions of the ETB, including planning, providing, coordinating and reviewing the provision of education and training, and supporting the provision, coordination, administration and assessment of youth work services. Section 27 of the Act requires Limerick and Clare Education and Training Board to prepare and submit to the Board and the Department of Education a 5-year strategy statement. Limerick and Clare Education and Training Board launched its first strategy statement in 2017, covering the five-year period to the end of 2021.

Strategy Statement 2022 – 2026 must specify the objectives of the board, the priorities of the specified objectives, and the strategies for achieving those objectives. In addition, the ETB's Strategy Statement must be delivered in accordance with the Code of Governance for ETBs (current Code issued 2019).

As the second 5-year strategy statement in the lifetime of Limerick and Clare Education and Training Board, Strategy Statement 2022 – 2026 builds on the progress and achievements of the first strategy statement 2017 – 2021. That document expressed a clear ambition for the ETB to play a leading role in transforming the lives of our students and learners, our communities and the social and economic prosperity of our region.

In developing Strategy Statement 2022 – 2026, there is a statutory requirement on the ETB to consult with relevant stakeholders, both internal and external, and the Chief Executive must ensure that regard is given to ministerial policy directions and the available financial resources.

Consultation for the development of this Strategy Statement was facilitated by an Internal Strategy Development Team established in February 2021 and headed up by the Director of Organisation Support and Development. Building on the first Strategy Statement, the focus of the Internal Strategy Development Team was to map the future development of education, training, youth work, and support services. The Strategy Development Team included representation from across the ETB to ensure that the complexity of stakeholder needs was fully reflected in the final document.

The consultation process consisted of online meetings and online focus groups due to COVID-19 restrictions and involved Students/Learners, Parents, Principals/Managers, Co-ordinators, Support and Development teams and staff from across the organisation. An online survey was also a key element of the consultation.

Almost 600 people engaged in the consultation process through either meetings/online events or through the online-survey process. The consultation includes feedback from all our stakeholders, namely our student population, parents and guardians, adult learners, employer



and industry representation, community and voluntary organisations, teaching and support staff, and administration teams.

Following the completion of these consultative processes, a final draft of Strategy Statement 2022 – 2026 was finalised by the working group, under the stewardship of the Director of Organisation Support and Development. From this process, strategic goals and priorities

emerged which were reviewed by both the ETB Senior Management Team and the ETB's Board.

The strategy reflects local community needs as well as national priorities as set out by Government, in particular the Department of Education, the Department of Further and Higher Education, Research, Innovation and Science, and SOLAS.

## TIMELINE

Establishment of Internal Strategy Development Team	February 2021
Development of Consultation Document, including sourcing of data and information	February 2021
Online survey of stakeholders, including students/learners, parents, staff, board and strategic partners	March – April 2021
Redrafting of Consultation Document to reflect feedback from survey	May 2021
Staff Focus Groups	June – September 2021
Redrafting of Consultation Document to reflect feedback from Focus Groups	September 2021
Focus Group with Chief Executive, Directors and Section Heads	September 2021
Finalisation of the Strategy Statement by ETB Senior Management Team	September – October 2021
Presentation to the Board for Approval	November 2021
Launch	2022

# 05 Profile of Limerick and Clare Education and Training Board

## 1 Introduction

Limerick and Clare Education and Training Board is the state education and training authority for the Limerick and Clare region. It is one of 16 statutory regional education authorities established on 1st July, 2013, by the *Education and Training Boards Act 2013*.

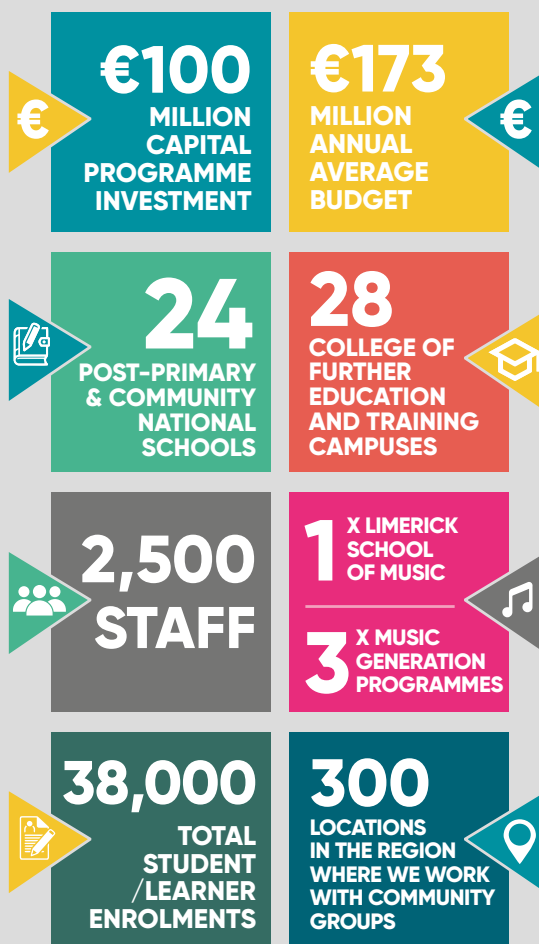
The function of the ETB is to establish and maintain recognised primary and post-primary schools, centres for education, and education or training facilities in its functional area. The ETB is also required to plan, provide, co-ordinate and review the provision of education and training, including education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

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

## The Organisation at a Glance



Limerick and Clare  
Education and  
Training Board



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

## 2 Core Values

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



### 3 Board

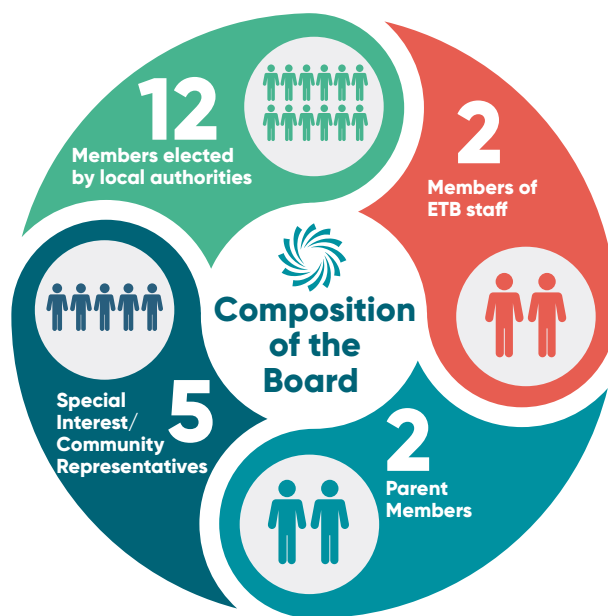
In compliance with legislation, Limerick and Clare Education and Training Board consists of 12 members elected by local authorities, 2 members of Limerick and Clare Education and Training Board staff, 2 parent members and 5 special interest / community representatives (Appendix 1).

### 4 Legislative Context

The *Education and Training Boards Act 2013* established 16 Education and Training Boards (ETBs) and introduced a Code of Practice for Governance of ETBs. SOLAS was established under the *Further Education and Training Act 2013* and Quality and Qualifications Ireland (QQI) was established under the *Qualifications and Quality Assurance (Education and Training) Act 2012*. Limerick and Clare Education and Training Board must operate in accordance with the strategy, policies and directives of both of these organisations, along with those of the Department of Education, and the Department of Further and Higher Education, Research, Innovation and Science in the delivery of Further Education and Development.

Other key legislation which informs this strategy includes the *Education Act 1998*; the *Youth Work Act 2001*, the *EPSEN Act 2004*, the *Children First Act 2015*, the *Equal Status Act 2000* & the *Equality Act 2004*, the *Further Education and Training Act 2013*, the *Official Languages Act 2003*, the *Irish Human Rights and Equality Commission Act 2014* (Public Sector Duty).

Examples of government-led strategies and directives that influence the priorities and strategy of the ETB are: Department of Education and Skills Statement of Strategy, SOLAS Further Education and Training Strategy, Department of Education Child Protection Procedures and Guidelines, National Youth



Strategy, Literacy and Numeracy for Learning and Life Strategy, Framework for Junior Cycle Reform, Digital Strategy for Schools, Delivering Equality of Opportunity in Schools (DEIS), National Disability Inclusion Strategy (2017–2021), Department Strategy on Leadership and Management in Schools, Action Plan for Jobs and Pathways to Work, patronage of Community National Schools (since 2016) and Government policy on Patronage of Primary Schools.

### 5 Public Sector Duty

Section 42(2) of the *Irish Human Rights and Equality Commission Act 2014* requires that the human rights and equality issues that are relevant to the performance of the functions of Limerick and Clare Education and Training Board have been considered in the preparation of this Strategy Statement. The ETB recognises that the Equality and Human Rights Public Sector Duty is an ongoing obligation, which must be continually engaged with and is integral to operational and planning processes. The ETB



is committed to eliminating discrimination, promoting equality of opportunity and treatment of staff and the persons to whom the organisation provides services, and protecting the human rights of board members, staff and the persons to whom the ETB provides services.



## 6 Demographic Profile

In compiling this section, we are mindful that following a Government decision, taken in consultation with the Central Statistics Office (CSO), the Census due to take place in April 2021 was postponed for one year, with a new Census date set for Sunday, 3rd April 2022. Limerick and Clare Education and Training Board recognises the need for up-to-date population figures to inform our planning and review cycle. This Strategy Statement will be reviewed once up-to-date data becomes available in late-2022.

Working from Statistics available to us from Census 2016, which were compiled by the Central Statistics Office (CSO), a total population of 313,802 (6.6% of the population of the state) lives in Limerick and Clare. Clare has a population of 118,627; while County Limerick's

total population is 195,175, of which 94,192 people live in the city and suburban areas. This makes Limerick the third most populous urban area in the state, and the fourth most populous city on the island of Ireland.

The urban regions present some challenges. Figures from Census 2016 show that there are 79 unemployment blackspots in Ireland, and 21 of these blackspot areas are in this ETB's region (27% of the national unemployment blackspot areas). While 3 of these unemployment blackspots are in Clare (Kilrush Urban, 29.7%; Ennis No. 2, 29.1%; Kilkee, 28.1%), Limerick is the worst-affected area nationally, with a total of 18 unemployment blackspots. 8 of the top 10 worst unemployment blackspots are in Limerick City. Changing population patterns have mostly affected the Limerick metropolitan area, with a significant population increase in parts of the City Centre. In contrast, the largest population decline has been observed in regeneration areas. In terms of age profile, the national trend of younger urban centres and ageing rural areas is mirrored in Limerick and Clare (+26% over 65 in County Clare). The age dependency ratio, which shows the ratio of people aged under 14 and over 65 to people of working age (aged 15 - 64) has also increased in line with national figures.

As an ETB with both urban and rural areas, we are very aware that under-employment is prevalent in rural locations of Limerick and Clare. Rural disadvantage can be associated with limited employment opportunities, lack of transport and other services, high age-related dependency levels and isolation. This requires a complex delivery of services across both Limerick and Clare as services are delivered locally where possible and include primary level education, second level education, further education and training and youth work, in addition to other community-based education programmes and services.

### 7 Economic Profile

Prior to the COVID-19 pandemic, the Limerick and Clare region constituted one of the finest environments for the creation of jobs. In the last two years, the Mid-West region benefited from 17 FDI announcements outperforming the rest of the country. The main employment sector in Limerick and Clare remains the services sector, followed by commerce and trade, and manufacturing industries. In 2016, small and medium enterprises represented 92% of active enterprises in the Mid-West, accounting for 36% of persons in employment in the business economy. The Regional Skills Forum has identified the current strengths and future growth prospects in the regional economy in bio-technology, medical technology, ICT, aerospace, tourism, agri-business and logistics. The forum has also identified skills clusters in Hospitality, Engineering, Film and ICT. These employer-led skills clusters identify current and future skills needs with the support of education and training providers.

It is not yet known what impact the COVID-19 pandemic will have on the enterprise base of the Mid-West region. However, we know that *'in terms of sectors, those employed in the accommodation & food, wholesale and retail, and construction sectors have been hardest hit to date. How each of these sectors recovers over the long-term will depend on government interventions, the length and severity of the restrictions, and the overall economic outlook at both national and international levels.'*<sup>1</sup>

The latest Limerick Economic Monitor (May 2021), covering the six months to the end of March 2021, reveals the continued disruption to the local economy. The most impacted sectors remain retail and tourism. However, Limerick has performed relatively well compared to other counties during COVID-19, with the predominance of remote-enabled sectors in the city more resilient to the disruption of the pandemic.

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<sup>1</sup> Impact of COVID 19 on Ireland's labour market, May 2020, Skills and Labour Market Research Unit, SOLAS



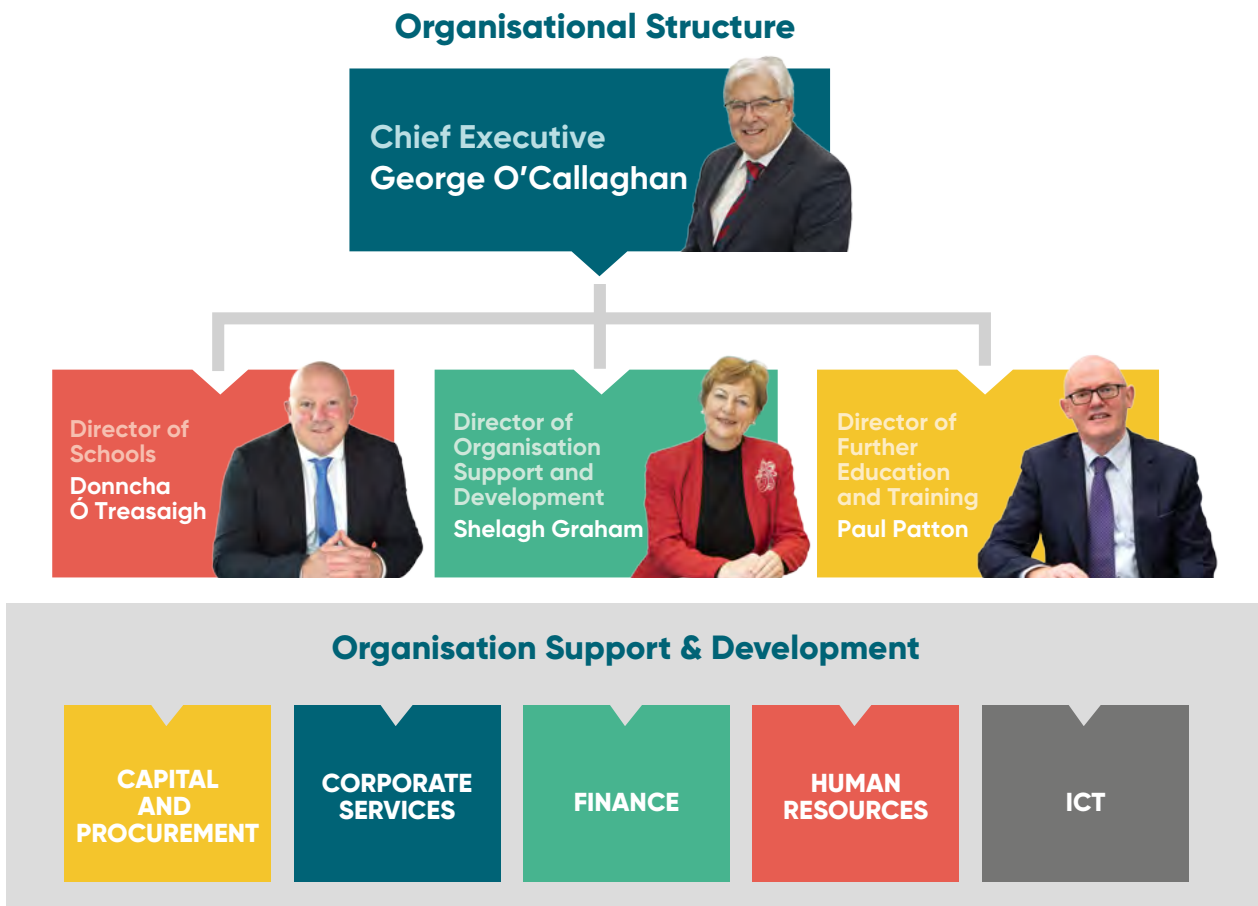
### 8 Partnership

One of Limerick and Clare Education and Training Board’s strategic priorities is to work in partnership with the major stakeholders in the Limerick and Clare region. Linkages with Higher Education institutions including University of Limerick (including Mary Immaculate College), and Technological University of the Shannon: Midlands Midwest helps strengthen progression pathways into Third Level for our Post-Primary students and Further Education and Training learners.

In addition, Limerick and Clare Education and Training Board collaborates with a range of public bodies, as well as voluntary and community organisations. The ETB liaises regularly with the Department of Social Protection (DSP), and is a member of the Local Community Development Committees (LCDCs) of the Local Authorities in both Limerick and Clare. Limerick and Clare Education and Training Board is also represented on the Mid-West Regional Skills Forum and works closely with the four local Partnership Companies (Clare Local Development Company, West Limerick Resources, Ballyhoura Development and PAUL Partnership).

### 9 Organisational Structure

The work of Limerick and Clare Education and Training Board is structured across three pillars: Organisation Support and Development, Schools, and Further Education and Training, with the Director of each pillar reporting to the Chief Executive.



### 10 Provision Profile

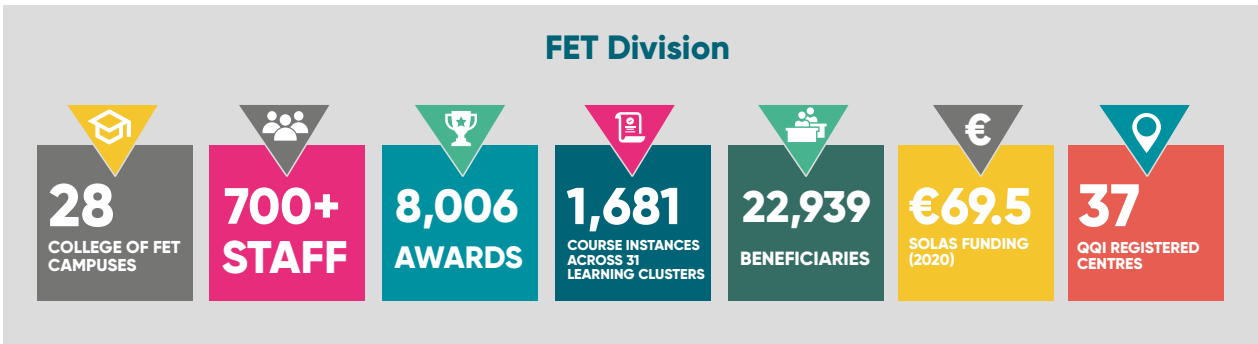
Limerick and Clare Education and Training Board has responsibility for:

- 18 Post-Primary schools
- 2 Community National Schools (incorporating a satellite classroom in Glenroe, County Limerick)
- Co-ordination of Youth Work Provision
- 28 College of Further Education and Training Campuses
- 2 Outdoor Education & Training Centres
- 3 Music Generation programmes
- School of Music
- Prison Education Centre
- Community-based provision in approximately 300 locations across the region

### 11 Target Groups

Limerick and Clare Education and Training Board Target Groups:

- Primary and Post-Primary age students and/or their parents/guardians
- Further Education and Training adult learners
- Communities throughout Limerick and Clare
- Young people, youth groups and volunteers
- Applicants and grant recipients under the various support schemes administered directly by the ETB
- Voluntary and community organisations
- Groups and individuals accessing Music Education and Outdoor Education & Training
- Other agencies and employer organisations



## 12 Map of our Provision and Services

A list of the ETB's schools, colleges, centres, provision and services appears in Appendix 2 of this document and is also outlined in more detail on the interactive map on our website: [www.lcetb.ie](http://www.lcetb.ie).



# 06

## 06 Priority Goals 2022 – 2026



### Priority Goals Summary

<p><b>Strategic Goal 1</b> High Quality Student and Learner Experiences</p> <p>To promote and provide comprehensive high-quality education, training and lifelong learning opportunities as a pathway to address the personal, academic, social, economic and employability needs of people in our community.</p>	<p><b>Strategic Goal 2</b> Staff Support and Organisational Development</p> <p>To provide a collaborative, supportive, inclusive, caring, safe and healthy working environment for all staff, through the provision of relevant responsive supports, open communication and appropriate policies and procedures, underpinned by a culture of respect, dignity, equality and continuous professional development.</p>
<p><b>Strategic Goal 3</b> Good Governance</p> <p>To provide a governance and support framework that underpins the effective and efficient delivery of high quality education and training services.</p>	<p><b>Strategic Goal 4</b> Partnership</p> <p>To develop organisation-wide collaboration and to work in partnership with all government departments and agencies, education partners, as well as industry and community stakeholders, to deliver innovative solutions which respond to the changing social, economic and environmental needs of the region.</p>

## GOAL 1 High Quality Student and Learner Experiences



**To promote and provide comprehensive high-quality education, training and lifelong learning opportunities as a pathway to address the personal, academic, social, economic and employability needs of people in our community.**

This is about ensuring the highest quality learning and teaching experiences across our schools, FET campuses and programmes.

Strategic Actions	Lead	Timeframe
<b>1.1</b> To provide equal access for all to education and training for the benefit of our communities.	Senior Management Team, Principals and Managers	2022 – 2026
<b>1.2</b> To ensure the highest educational, training and ethical standards are maintained across the organisation's schools and FET campuses.	Chief Executive, Director of Organisation Support and Development, Director of Schools, Director of FET	2022 – 2026
<b>1.3</b> To respond to identified personal, academic, social, economic and employability needs of our stakeholders.	Director of Schools, Director of FET, Principals and Managers	2022 – 2026
<b>1.4</b> To nurture the development of the individual as a whole person to maximise their potential at each stage of the learning process.	Director of Schools, Director of FET, Principals, Managers and Senior Management Team	2022 – 2026
<b>1.5</b> To provide high quality information, guidance, counselling and student/learner support services across the organisation's schools and FET campuses.	Director of Schools, Director of FET, Principals, Managers and Senior Management Team	2022 – 2026
<b>1.6</b> To promote a culture of lifelong learning through recognising the value of formal and non-formal education, including outdoor and music education and the transformative role of Youth Work in our communities.	Director of Schools, Youth Officers, Youth Work Committee, Director of FET	2022 – 2026

## GOAL 2 Staff Support and Organisational Development



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

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

Strategic Actions	Lead	Timeframe
<b>2.1</b> To attract, recruit and retain staff of the highest calibre, by developing flexible recruitment and on-boarding strategies.	Director of Organisation Support and Development, Director of Schools, Director of FET	2022 – 2026
<b>2.2</b> To implement and maintain a relevant continuous professional development policy, which reflects the organisation's objectives and its commitment to employee growth and development.	Director of Organisation Support and Development, Director of Schools, Director of FET	2022 – 2026
<b>2.3</b> To foster, promote and incentivise staff to participate in continuous professional development.	Director of Organisation Support and Development, Director of Schools, Director of FET	2022 – 2026
<b>2.4</b> To encourage and promote a culture underpinned by our values of leadership, coaching and mentoring for all staff.	Director of Organisation Support and Development, Director of Schools, Director of FET	2022 – 2026
<b>2.5</b> To implement, as part of our Public Sector Duty, our Equality, Diversity and Inclusion Action Plan.	Director of Organisation Support and Development, Director of Schools, Director of FET	2022 – 2026
<b>2.6</b> To ensure that all ETB buildings are of the highest standard for all.	Director of Organisation Support and Development, Director of Schools, Director of FET	2022 – 2026
<b>2.7</b> To promote active awareness of health, safety, welfare and wellbeing for all staff at a personal and organisational level.	Senior Management Team, Principals and Managers	2022 – 2026
<b>2.8</b> To continue to explore the potential of modern and flexible work practices that support organisational goals, productivity, staff fulfilment and wellbeing.	Senior Management Team, Principals and Managers	2022 – 2026
<b>2.9</b> To continue to support organisational design process at local and national level, to achieve more consistency and coherence in staffing structures and organisational design across the ETB sector.	Director of Organisation Support and Development, Director of Schools, Director of FET	2022 – 2026



## GOAL 3 Good Governance



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

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

Strategic Actions	Lead	Timeframe
<b>3.1</b> To ensure that our structures are supported by robust systems and procedures, that are aligned with evolving strategic priorities.	Chief Executive, Director of Organisation Support and Development, Director of Schools, Director of FET	2022 – 2026
<b>3.2</b> To continue to innovate and strengthen strategic business planning processes to achieve organisational priorities	Chief Executive, Director of Organisation Support and Development, Director of Schools, Director of FET	2022 – 2026
<b>3.3</b> To promote the highest standards of financial and risk management through internal monitoring controls and audits.	Chief Executive, Director of Organisation Support and Development, Director of Schools, Director of FET	2022 – 2026
<b>3.4</b> To maximise the efficient use of public resources.	Chief Executive, Director of Organisation Support and Development, Director of Schools, Director of FET	2022 – 2026
<b>3.5</b> To maintain effective data protection, confidentiality and record management processes.	Director of Organisation Support and Development	2022 – 2026
<b>3.6</b> To maintain, enhance and embed an effective communications strategy.	Chief Executive, Director of Organisation Support and Development, Director of Schools, Director of FET	2022 – 2026
<b>3.7</b> To maintain and monitor service level agreements/memoranda of understanding and protocols with external agencies to whom we provide grants/resources.	Chief Executive, Director of Organisation Support and Development, Director of Schools, Director of FET	2022 – 2026
<b>3.8</b> To continue to promote a culture of self-evaluation across the organisation to inform a process of continuous improvement through regularly evaluating the effectiveness of administrative systems and practices.	Chief Executive, Director of Organisation Support and Development, Director of Schools, Director of FET	2022 – 2026
<b>3.9</b> To ensure compliance in line with legislation.	Chief Executive, Director of Organisation Support and Development, Director of Schools, Director of FET	2022 – 2026
<b>3.10</b> To promote corporate social responsibility and environment sustainable ethos ensuring that this is reflected across the organisation.	Chief Executive, Director of Organisation Support and Development, Director of Schools, Director of FET	2022 – 2026

## GOAL 4 Partnerships



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

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

Strategic Actions	Lead	Timeframe
4.1 To enrich an organisation-wide culture of collaboration.	Chief Executive, Director of Organisation Support and Development, Director of Schools, Director of FET	2022 – 2026
4.2 To promote a culture of collaboration, innovation and partnership in order to enhance opportunities for all our stakeholders in the region.	Chief Executive, Director of Organisation Support and Development, Director of Schools, Director of FET	2022 – 2026
4.3 To continue to build on local, regional, national and international partnerships, to share best practice and enhance our profile as a leading provider of quality education and training.	Chief Executive, Director of Organisation Support and Development, Director of Schools, Director of FET	2022 – 2026
4.4 To continue to develop initiatives in response to national policy requirements of the Department of Education and the Department of Further and Higher Education, Research, Innovation and Science.	Chief Executive, Director of Organisation Support and Development, Director of Schools, Director of FET	2022 – 2026
4.5 To continue to strengthen linkages with enterprise in order to maximise opportunities for our students/learners and contribute to the development of the skills ecosystem for the Mid-West region.	Chief Executive, Director of Organisation Support and Development, Director of Schools, Director of FET	2022 – 2026
4.6 To continue to foster and strengthen links with other agencies and bodies, including networking with other ETBs and third level institutions, in the delivery of public services throughout the region to promote and support learning and transitions.	Chief Executive, Director of Organisation Support and Development, Director of Schools, Director of FET	2022 – 2026

# 07

## 07 Implementation, Resourcing and Monitoring

These goals, priorities and actions will form the basis of implementation plans for each strand of the organisation. Actions from the implementation plans will be fully integrated into annual Service Plans across the organisation, which will be adopted annually by the Board of the ETB and reported on at the end of each year in the Annual Report. Annual Reports are adopted by the ETB Board and submitted to the Department of Education and other funding bodies. While the organisation is fully committed to this 5-year Strategy Statement, its implementation is subject to the availability of resources.

Resources used to deliver on the Strategy Statement will come from existing operational budgets and, where required, additional funding will be sought. As we emerge from a global pandemic, we are cognisant that there may be budgetary constraints and we may have to adjust our strategy and plans accordingly.

The Chief Executive and the Directors will monitor progress on a regular basis and will update the Board of the ETB as appropriate.

In addition to the above, a formal Performance Delivery Agreement has been signed between the Department of Education and Limerick and Clare Education and Training Board. This is to ensure that resources are used in an efficient and cost-effective manner to deliver high quality education and training services to the public. In doing so, the Agreement supports specific high-level goals and objectives of the Department and the ETB, and sets out a number of targets for the ETB in line with the ETB's Strategy Statement and working plan on an annual basis. This Agreement also defines the output and outcome indicators on which the performance of the ETB shall be measured, and sets out how the Department will support the ETB in the delivery of output and outcomes.



# 08

## 08 Appendices



# Appendix 1 – Board Membership

In compliance with legislation, the ETB's Board consists of 12 members elected by local authorities, 2 staff members of Limerick and Clare Education and Training Board, 2 parent members and 5 special interest/community representatives. The full list of board members is as follows:

Cllr Kieran O'Hanlon	Limerick City and County Local Authority (Chairperson)
Cllr Clare Colleran Molloy	County Clare Local Authority
Mr Michael Cregan	Member from Bodies as per Section 30 (11) (b) of the Education and Training Boards Act (2013)
Cllr Michael Donegan	Limerick City and County 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

# Appendix 2 – Provision and Services

## SCHOOLS

### Community National Schools

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

### Community Colleges

Castletroy College, Castletroy, Limerick  
Coláiste Chiaráin, Croom, Co. Limerick  
Coláiste Íde agus Iosef, Abbeyfeale,  
Co. Limerick  
Coláiste Iósaef, Kilmallock, Co. Limerick  
Coláiste Mhuire, Askeaton, Co. Limerick  
Coláiste na Trócaire, Rathkeale, Co. Limerick  
Desmond College/Gaelcholáiste Uí Chonba,  
Newcastle West, Co. Limerick  
Ennis Community College/Gaelcholáiste an  
Chláir, Ennis, Co. Clare  
Ennistymon Vocational School, Ennistymon,  
Co. Clare  
Gaelcholáiste Luimnigh, Sir Harry's Mall,  
Limerick  
Hazelwood College, Dromcollogher,  
Co. Limerick  
Kilkee Community College, Kilkee,  
Co. Clare  
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. Michael's Community College, Kilmihil,  
Co. Clare  
Thomond Community College,  
Moylish Park, Limerick

## Community Schools<sup>2</sup>

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

## YOUTH WORK FUNCTION

### Services for Limerick City and County

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

### Services for County Clare

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

## COLLEGE OF FURTHER EDUCATION & TRAINING

Abbeyfeale Campus, Mountmahon,  
Abbeyfeale, Co. Limerick  
Cappamore Campus, Dromsally,  
Cappamore, Co. Limerick  
Croom Campus, High Street, Croom,  
Co. Limerick  
Organic Campus/An t-Ionad Glas, Carraward  
West, Dromcollogher, Co. Limerick  
Ennis Campus, Clonroad Business Park,  
Clon Road, Ennis, Co. Clare  
Ennistymon Campus, Church Street,  
Ennistymon, Co. Clare  
Hospital Campus, Main Street, Hospital,  
Co. Limerick  
Hospitality Campus, LEDP Park, Roxboro,  
Limerick  
Kilmallock Road Campus, Kilmallock Road,  
Limerick  
Kilmallock Town Campus, Railway Road,  
Kilmallock, Co. Limerick

<sup>2</sup> Under the co-patronage of the ETB

Kilrush Campus, Cooraclare Road, Kilrush, Co. Clare

Miltown Malbay Campus, Ballard Road, Miltown Malbay, Co. Clare

Mulgrave Street Campus, Mulgrave Street, Limerick

Newcastle West Campus, Station Road/St Mary's Road, Newcastle West, Co. Limerick

O'Connell Avenue Campus, Technical Institute, O'Connell Avenue, Limerick

Raheen Campus, Cloughkeating Avenue, Raheen Business Park, Limerick

Green Innovation Campus, LEDP Park, Roxboro, Limerick

Moyross Youth Academy Campus, The Bays, Knockalisheen Road, Moyross, Limerick

Scariff Campus, Drewsborough, Scariff, Co. Clare

Shanagolden Campus, Main Street, Shanagolden, Co. Limerick

Shannon Campus, Shannon Industrial Estate, Shannon, Co. Clare

Shannon Town Campus, Brú na Sionna, Shannon, Co. Clare

Tuamgraney Campus, Áras Bhriain Bhórá, Main Street, Tuamgraney, Co. Clare

Watch House Cross Campus, Kileely Road, Limerick

### Community Training Centres

Limerick City - under the auspices of Limerick Youth Service

Ennis - under the auspices of Clare Youth Service

## FURTHER EDUCATION & TRAINING SUPPORT SERVICES

### Information, Recruitment and Guidance Support Service

Limerick City and County - College of FET, O'Connell Avenue Campus, Limerick City

County Clare - College of FET, Ennis Campus, Ennis, Co. Clare

### Enterprise Engagement Support Service

College of FET, Kilmallock Road Campus, Limerick | College of FET, Raheen Campus, Limerick

### Active Inclusion Support Service

College of FET, Kilmallock Road Campus, Limerick

### Innovation, Development and Quality Support Service

Research, Technology-Enhanced Learning and Professional Development - College of FET, Kilmallock Road Campus, Limerick

Quality Assurance, Curriculum Development - College of FET, Ennis Campus, Ennis, Co. Clare

## OUTDOOR EDUCATION & TRAINING PROVISION

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

Outdoor Education & Training Centre Kilfinane, Kilfinane, Co. Limerick

## MUSIC EDUCATION PROVISION

Limerick School of Music

Music Generation Limerick City

Music Generation Limerick County

Music Generation Clare

## PRISON EDUCATION PROVISION

Education Centre, Limerick Prison, Mulgrave Street, Limerick

# Glossary of Abbreviations

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



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

# Notes

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Limerick  
School  
of Music

COOL KEVIN  
CASTLEMA  
LIMERICK

Explore the



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

**LIMERICK & CLARE**  
Education & Training Board