



**lmetb**

*Bord Oideachais agus  
Oiliúna Lú agus na Mí*  
Louth and Meath Education  
and Training Board

**Louth and Meath Education and Training Board**

**ANNUAL SERVICE PLAN 2024**

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## Message from the Cathaoirleach of Louth and Meath Education and Training Board

A Chairde, mar Chathaoirleach ar Bhord Oideachais agus Oiliúna Lú agus na Mí, tá lúcháir orm Plean Seirbhíse Bhord Oideachais agus Oiliúna Lú agus na Mí (BOOLM) do 2024 a thabhairt isteach. This document sets out LMETB's operational plan for the coming year as well as forming the basis for discussions with our funders on our performance. This is also LMETB's third Service Plan under the framework of the Strategy Statement for 2022-2026.

I would also like to acknowledge the sad passing of former Chair, Cllr. Damien O'Reilly, RIP, who had been a tireless advocate for the citizens of Louth and Meath both in his roles as Board Member and as Chair of LMETB. He will be sadly missed by all who knew him. Ar dheis Dé go raibh a anam.

LMETB continues to make huge strides in recent years to improve the building infrastructure of schools and centres across both Louth and Meath with significant work is ongoing both in extending current premises and in building new state-of-the-art facilities including approval of a site for Dunboyne College of the Future and the opening of LMETB's first Community Special School in Enfield. LMETB's flagship further education and training project, the Advanced Manufacturing and Training Centre of Excellence (AMTCE) is up and running in a state-of-the-art premises in Dundalk and provided training to almost 2,000 learners in 2023. We are delighted that additional development of apprenticeship workshops at the facility will further enhance LMETB's ability to respond to key needs in the construction sector. This adds further to the enhanced apprenticeship offerings in LMETB following the opening of Drogheda College in 2023 where over 300 additional apprentices will be welcomed in 2024.

In addition to the ongoing collaborative efforts with our funders in the Department of Education, the Department of Further and Higher Education, Research, Innovation and Science and SOLAS, LMETB has also worked closely with stakeholders at both a regional and national level including Local Authorities, Enterprise Ireland, SEAL and IHREC to develop far reaching initiatives to enhance the lives of the communities we serve in an equitable and sustainable manner mindful always of our public sector duty in this regard.

LMETB continues to host the Drogheda Implementation Board, an initiative of great importance to the Drogheda – East Meath area and with broader impacts in Counties Louth and Meath which is having a real and meaningful impact on the lives of the communities we serve.

Finally, I would like to thank the management and staff of LMETB for their diligence and commitment to our shared vision for the organisation and to thank the parents, guardians and learners who put their trust in us for their future.



Cllr. Wayne Harding

**Cathaoirleach, LMETB**

A handwritten signature in black ink that reads "Wayne Harding". The signature is written in a cursive, flowing style.

## Foreword by the Chief Executive

Tá áthas orm, mar Phríomhfheidhmeannach ar BOO Lú agus na Mí, Plean Seirbhíse Bhord Oideachais agus Oiliúna Lú agus na Mí (BOOLM) 2024 a chur i láthair. This plan has been guided and informed by LMETB's Strategy Statement for 2022-2026 which was adopted by the Board and positions LMETB to respond to the various challenges anticipated to arise over the next five years. LMETB is acutely aware of emerging trends globally that impact future opportunities for our students and learners, in this context we continually strive to offer cutting edge education and training courses, traineeship and apprenticeship that both serve the needs of our population and meet those of enterprise and business.

Demographic changes and population growth in both counties have contributed to a very exciting and challenging period for LMETB. Data from the census indicates that Louth and Meath is one of the fastest growing regions in the country with an 11% increase in population to almost 360,000 since 2016. Increased enrolments and the commencement of new schools and building projects in both counties reflect these changes.

As part of its 2022-2026 strategy, LMETB committed to acting sustainably. I am pleased to report that a sustainability strategy has been approved by our Board. This will enable us to support and develop the good work which is going on throughout the organisation.

LMETB will continue to provide hosting supports to the Drogheda Implementation Board, continuing our co-operation with other statutory agencies and stakeholder groups to the benefit of the local community. LMETB are delighted to be in a position to facilitate the Board's activity on behalf of the Department of Justice. Established on foot of the Scoping Report on Community Safety and Wellbeing in Drogheda the work of the Implementation Board is of great importance to Drogheda and its' wider environs, in particular the Laytown- Bettystown area. Educational, training and youth work interventions will play a central part in the delivery and success of the Implementation Board in addition to community, economic and other developments. I am very pleased with the progress made to-date by the Drogheda Implementation Board in implementing the Drogheda Implementation Plan. Already there is a noticeable improvement identified by those living and working in Drogheda.

LMETB were successful in their bid for a major new electrical training centre for Drogheda I am pleased to confirm that the building is currently making a huge contribution to addressing the backlog in electrical craft apprenticeship with a further 308 apprentice intakes to the centre in 2024. This Centre of Excellence for electrical apprenticeship in Ireland will assist Government in reaching their targets set out in the new Action Plan for Apprenticeships 2021 – 2025.

LMETB will open its first Community Special School, Cara Community Special School, in Enfield, Co. Meath in the 2024/2025 academic year. Cara Community Special School will provide an appropriate education for students, aged 4 to 18 years old, who have a diagnosis of Autism and complex learning needs, with a professional recommendation for a Special School.

Following the announcement by Minister Harris, LMETB looks forward to progressing the construction of a purpose built, state of the art, further education and training college of the future in Dunboyne. Our application to SOLAS for funding to secure a suitable site for Dunboyne College of the Future was approved and agreement has now been reached with the owner of the preferred site. I look forward to concluding the contract for sale shortly and taking ownership of this 25-acre site in 2024. I would like to take this opportunity to pay tribute to those whose vision, perseverance and dedication led to the successful identification and procurement of the preferred site.

LMETB look forward to exciting and innovative future development opportunities in the FET area and have significantly advanced development of the Advanced Manufacturing Technology Training Centre of Excellence (AMTCE) in Dundalk. The AMTCE is located on the Dublin to Belfast Economic Corridor and will provide the advanced manufacturing and technology skills needed for the future of manufacturing in the region. This centre empowers enterprise and manufacturing industries take advantage of lean processes, additive manufacturing, robotics, automation, virtual reality and augmented reality. It is envisaged that this will boost participating companies' productivity and competitiveness and support the adoption of new technologies to meet global /Brexit challenges and withstand global shocks. Phase II works to the centre, which is an €11 million project, will conclude shortly and I am very pleased that further funding has been received from SOLAS to develop an additional 7 electrical apprenticeship workshops at this facility.

Over the course of 2023 the AMTCE provided training to a total of 1,946 learners. This comprised of 1,431 Skills to Advance Learners, 15 Apprentices (Cybersecurity), 39 Trainees and 461 learners on other training initiatives. A further two traineeship programmes in Maintenance Skills Technologies (Pneumatics / Electronics) were successfully completed, one as a female led iteration, and a third iteration commenced in collaboration with Intel Ireland. The Centre continued training with 15 learners on the Cybersecurity Apprenticeship in collaboration with FIT.

Responding to the Government's "Housing for all - a new housing plan for Ireland" we are continuing with plans to expand the construction sector workforce. This will require a further ramp-up in education and training opportunities, in particular in the area of apprenticeships. The Action Plan on Apprenticeship 2021-25 contains an ambitious commitment to increase apprenticeship registrations to 10,000 per annum, almost double the 2020 intake. A key priority area for LMETB training provision in support of same, is to maximise participating numbers in the craft apprenticeship area, with particular focus on areas such as electrical and toolmaking. The AMTCE will contribute to efforts in the electrical area in particular.

Under our new Strategic Performance Agreement 2022 - 2024, key target areas identified include: supporting jobs, creating pathways, fostering inclusion, upskilling through lifetimes and careers and targeting key skills needs. Initial results from available year end data are very positive. LMETB look forward to continued partnership with SOLAS to support and enhance LMETB's ambitious plans over the lifetime of the SPA.

I am also very pleased to report good progress on works at Bush Post Primary School which will see the whole school community benefit from a major permanent extension. Works are nearing completion on the new 4 classroom Special Needs Unit at St. Peter's College, Dunboyne. Design Teams are progressing through preliminary design stages for major extensions at St. Oliver's Community College, Drogheda and Dunshaughlin Community College, two of the largest schools in the country.

Following the acquisition of a wonderful site in Navan for a new permanent 16 classroom school for Ard Rí Community National School, and for St. Ultan's Special School, LMETB and our Design Team have progressed detailed design on the preferred option for the site. Initial digital images and plans for this campus are at an advanced stage and I am very pleased with the overall design and layout of the campus.

LMETB continue to support non-ETB schools with their building projects and are currently project managing delivery of a 3 classroom ASD unit for St. Mary's National School, Enfield; a new 5 classroom school for St. Peter's National School, Dunboyne; an extension to St. Francis National School, Blackrock, Co. Louth, an extension to Loreto Secondary School, Navan and, a 4 classroom Special Education Needs Base for Skerries Educate Together National School, Co. Dublin.

LMETB continues to work to incorporate its public sector duty with regard to equality into both its strategic approach and our service planning with a view to best serving the learner for a fully inclusive, life-long education and training experience.

LMETB looks forward confidently to continuing to work with the communities it serves with the support of its Board, Committees, Boards of Management, parent Departments and funders. All members of the Board, current and former, have played a crucial role in supporting the collective achievements of LMETB and it is important to acknowledge their contribution. I, and they, look forward to many important development opportunities in 2024. I would also like to acknowledge the sad passing of former Chair, Cllr. Damien O'Reilly, RIP, who had been a tireless advocate for the citizens of Louth and Meath both in his roles as Board Member and as Chair of LMETB. He will be sadly missed by all who knew him. Ar dheis Dé go raibh a anam.

I, as Chief Executive of LMETB, with the support of my Senior Management Team and the staff of LMETB, am committed to the implementation of this Service Plan and I look forward to engaging with LMETB stakeholders at all levels as we go through the process of implementing our ambitious goals and actions. I commend this Service Plan to you knowing that it will help us to improve the experience of learners. Táim muiníneach gur féidir linn, le tacaíocht ó cheannairí agus ó bhaill foirne uile LMETB, leanúint ar aghaidh ag déanamh fiordhul chun cinn maidir lenár spriocanna a chur i bhfeidhm an bhliain seo chugainn agus ina dhiaidh sin.



*Martin G. O'Brien*

**Martin G. O'Brien**

**Chief Executive, LMETB**

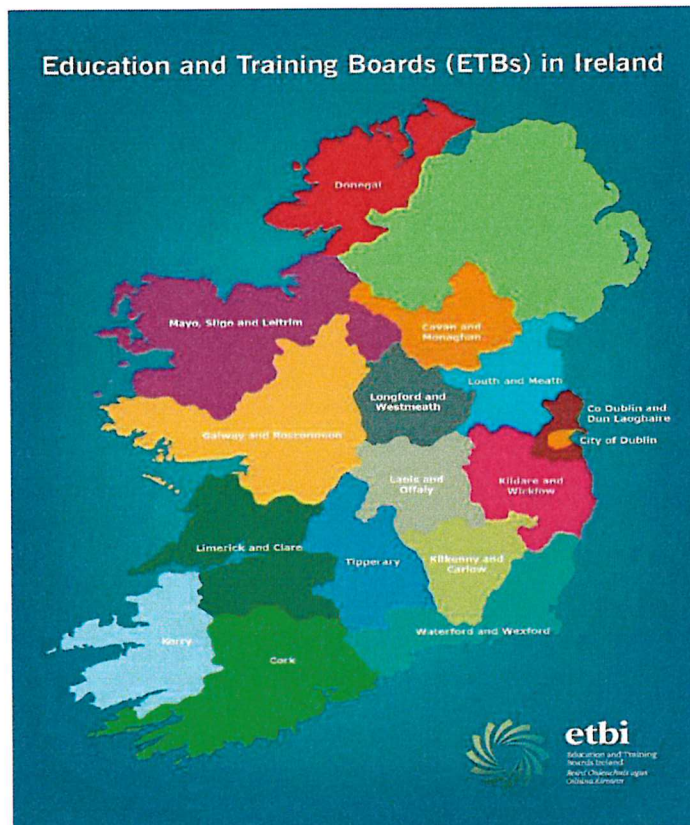
## Profile / Background of Louth and Meath ETB

### Education and Training Boards (ETBs)

ETBs are statutory authorities which have responsibility for education and training, youth work and a range of other statutory functions. ETBs manage and operate second-level schools, further education colleges, community national schools and a range of adult and further education and training centres delivering education and training programmes. The general functions of an Education and Training Board are set out in the Education and Training Boards Act 2013.

### Geographical Structure

There are sixteen ETBs throughout the country configured as follows:



### First Level Education

ETBs are the patron designates of a number of Community National Schools. Community National Schools (CNS) are child-centred, multidenominational, publicly accountable schools which strive to provide high quality education for every child in line with the Primary School Curriculum and guidelines laid down by the Department of Education. LMETB are patron of four Community National Schools, one in Co. Louth and three in Co. Meath.

### Second Level Education

ETBs manage one third of all second level schools in the country – education for over 100,000 students. They operate inclusive enrolment policies and cater for a significant number of students with special needs. LMETB are patron of eighteen Post Primary Schools, five in Co. Louth and thirteen in Co. Meath.

### Further Education & Training

LMETB provides services in the area of Further Education and Training (FET), funded by the Department of Further and Higher Education, Research, Innovation and Science (DFHERIS) through SOLAS. LMETB FET Provision is focused through key programme areas, which include: Apprenticeships, Post Leaving Certificate courses (PLC), Traineeships, Literacy and Numeracy, specific skills related training provision, Community Education, Youthreach, Back to Education Initiatives (BTEI) etc. These programmes aim to address key target areas of provision. FET learners may include persons who are unemployed, in the home seeking to upskill, those returning to the work force or involved in community and voluntary activities, employers, those in employment, persons seeking a second chance to access Education and or Training etc. FET staff and learners are supported and enabled by services which includes Guidance and information services, technology enhanced learning, ICT, Communications services, Professional development services and learner support services. LMETB's FET function provides for 22,564 beneficiaries annually, this figure includes 1,265 beneficiaries who participated in self-financing programmes. For further information on available programmes please refer to the LMETB website.

### Advanced Manufacturing Training Centre of Excellence (AMTCE)

The Advanced Manufacturing Training Centre of Excellence (AMTCE) located in the Xerox Technology Park, Dundalk was established January 2021 to address the training needs of the advanced manufacturing sector in Ireland. Sectors such as engineering, pharma, food and drink and medical devices are undergoing a digital transformation driven by the adoption of industry 4.0 technologies. The AMTCE provides training across a wide range of technologies relevant to both current manufacturing operations and those required in industry 4.0 driven operations. Training is oriented towards experiential learning through hands-on experience with the latest equipment guided by leading industrial training practitioners in a fully quality assured manner to ensure a great learning experience. The vision of the AMTCE is:

- To support the adoption by Irish manufacturers of leading-edge design, innovation, technologies, processes and practices.
- To position the Irish education and training system to provide the underpinning knowledge and skills required by the workforce of the future through strengthening the role of apprenticeships, traineeships and training for the employed through the foundation of skills development in order to advance the manufacturing sector in Ireland.
- To resource the necessary skill acquisition, training programmes, supports and services to enable Irish manufacturers to attract, develop and retain a high skilled workforce into the future.
- To position manufacturing as a first-choice career for new entrants and experienced skilled workers that offer high-valued careers which are technology-rich and stable.



- To increase the diversity of the manufacturing workforce by the provision of specific targeted programmes.
- To provide training to current and future workforces on industry relevant state-of-art equipment and processes which will underpin the transition of companies to industry 4.0 based operations.

The AMTCE addresses the needs of industry through the provision of high-quality training based on flexible delivery mechanisms including classroom, blended and online delivery. The centre also provides access to state-of-the-art equipment to ensure learners receive high quality hands-on experiential learning and skills orientated training which is highly valued by employers. The AMTCE delivered its first training course on August 20th, 2021. In total the AMTCE delivered 31 courses, provided training to 237 learners with over 40 companies benefiting directly from the training provision. Courses delivered include Electrical Principles, Innovation Through Robotics, Technical Writing, Industrial Electrical Systems, Programmable Logic Controllers, Preventative Maintenance, Six Sigma Green Belt, Robotic Welding, and Introduction to Robotics among others. In addition, AMTCE completed delivery of its first customised training programme on Geometric Dimension & Tolerance for a local engineering company. Over 100 companies have engaged with the AMTCE through training, workshops, webinars, breakfast briefings etc. In addition, the Centre hosted a workshop on the topic of Additive Manufacturing in collaboration with GBIRE/Inspire3D. The Centre also ran a webinar series entitled "Data for Manufacturing Organisations" comprising of 3 lunchtime sessions delivered by leading industry practitioners.

### Youth Services

Youth Services deliver and support a range of programmes for young people.

### Other Supports

ETBs also co-operate with other statutory agencies and national and local stakeholder groups to deliver a variety of priority action programmes catering to the diverse needs of client groups in local communities.

### ETBI (Education & Training Boards Ireland)

ETBI is the national representative body for member ETBs and negotiates on behalf of the ETB sector at various fora both within the education sector, the wider public service and at EU level.

### Geographic areas and locations

Louth and Meath Education and Training Board provides an extensive range of education, training services and support across both counties. A full listing of schools and further education and training services is provided below.

### Background & Statistical information

Louth and Meath Education and Training Board (LMETB) was established under the Education and Training Boards Act 2013. LMETB was formed from an amalgamation of Co. Louth and Co. Meath VECs. The Further Education and Training Act 2013 provided for the transfer of the former FAS training functions and staff to the newly formed ETBs. On 1st July 2014, the former FAS training centre in Dundalk, Co. Louth therefore came under the governance of LMETB. LMETB is the largest comprehensive educational provider in the Louth and Meath region with a range of educational services from primary to post primary and further education and training. LMETB has a corporate structure which is made up of a democratically appointed board and a senior management (executive) team.

LMETB serves the counties of Louth and Meath with a population of circa 359,396 people. An analysis by county is presented below:

Population and Actual and Percentage Change 2016 to 2022\*

<b>Louth</b>	Population	<b>139,703</b>
	Actual change since 2016	<b>10,819</b>
	% change since 2016	<b>8.4%</b>
<b>Meath</b>	Population	<b>220,826</b>
	Actual change since 2016	<b>25,782</b>
	% change since 2016	<b>13.2%</b>
<b>Louth &amp; Meath</b>	Population	<b>360,529</b>
	Actual change since 2016	<b>36,601</b>
	% change since 2016	<b>11.3%</b>

*\*Central Statistics Office Summary Results*

The services we provide include primary level education, second level education, further education and training and youth related services in addition to other community-based education programmes and services. All services are delivered at local level. LMETB also deliver advanced manufacturing training from the AMTCE in Dundalk.

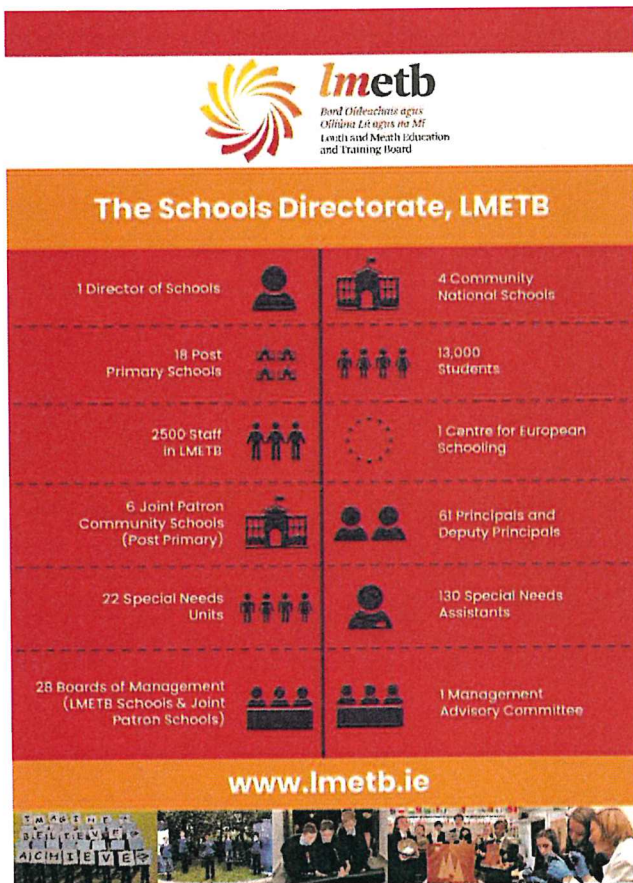
LMETB target clients are:

- Students and/or their parents/guardians
- Adult learners
- Communities throughout the two counties
- Young people and volunteers
- Applicants and grant recipients under the various support schemes administered directly by the ETB
- Voluntary, community and sporting organisations
- Business and Industry

LMETB manages and operates:

- 18 Second level schools including 1 with PLC provision
- 2 Dedicated PLC colleges,
- 4 Community National Schools
- 1 Centre for European Schooling
- 2 Training Centres
- 1 Advanced Manufacturing Technology Centre of Excellence
- 8 Youthreach Centres
- 2 Music Education Partnerships
- 7 multi-use FET campuses/centres offering a range of Further Education and Training programmes and services

LMETB is joint patron of 6 Community Schools in Ardee, Kells, Trim, Athboy, Ashbourne, and Ballymakenny College, Drogheda.



## Strategy Statement

LMETB's strategy statement for 2022-2026 was approved by the Board on 18 November 2021. A strategy working group comprising LMETB Board members Cllr. Marianne Butler and Cllr. Damien O'Reilly and senior OSD team members was established to assist in developing the strategy statement including overseeing the consultation and analysis of responses. A strategic planning technique called "PESTLE" was deployed to assess external drivers for change under six environmental headings: political, economic, social, technological, legal and environment. LMETB was obliged to consult with the full schedule of stakeholders set out in the act. Consultation was via electronic survey and email mindful of public health advice. Consultees were asked for input relating to mission, values and principles, and on strengths, opportunities, aspirations and results under SOAR. SOAR is a strategy formulation approach that allows an organisation to focus on current strengths and the desired future through engaging with a wide range of invested individuals and stakeholder groups. The Strategy Working Group was able to rely on feedback from 114 consultees to inform its thinking on strategy development. Survey respondents generally expressed satisfaction with LMETB's stated mission, values and principles with some changes to reflect feedback received. Following analysis of the SOAR and PESTLE data and analysis of the strategies of the Department of Education, DFHERIS, the National FET Strategy, Enterprise Ireland and the Climate Action Plan 2021 a set of high-level strategic goals were formulated and, following consultation with the Strategy working group, recommended to the Board of LMETB. Annual Service Plans set out the key KPIs to measure progress against strategy.

The key elements of the strategy are set out below.

### Mission Statement

Louth and Meath Education and Training Board (LMETB) is committed to excellence and innovation in the education and training of learners through the provision of dynamic services delivered by professional staff. We are proud to serve the communities of Louth and Meath, to work with our educational partners and to contribute to the development and growth of education and training provision in the region. LMETB aims to be the leading provider of quality education and training in Louth and Meath through the management and delivery of a diverse range of accessible, progressive and responsive programmes.

Core Values and Principles:

Underpinning LMETB's Mission Statement is a set of core values and principles which were developed in consultation with all stakeholder groups. These are:

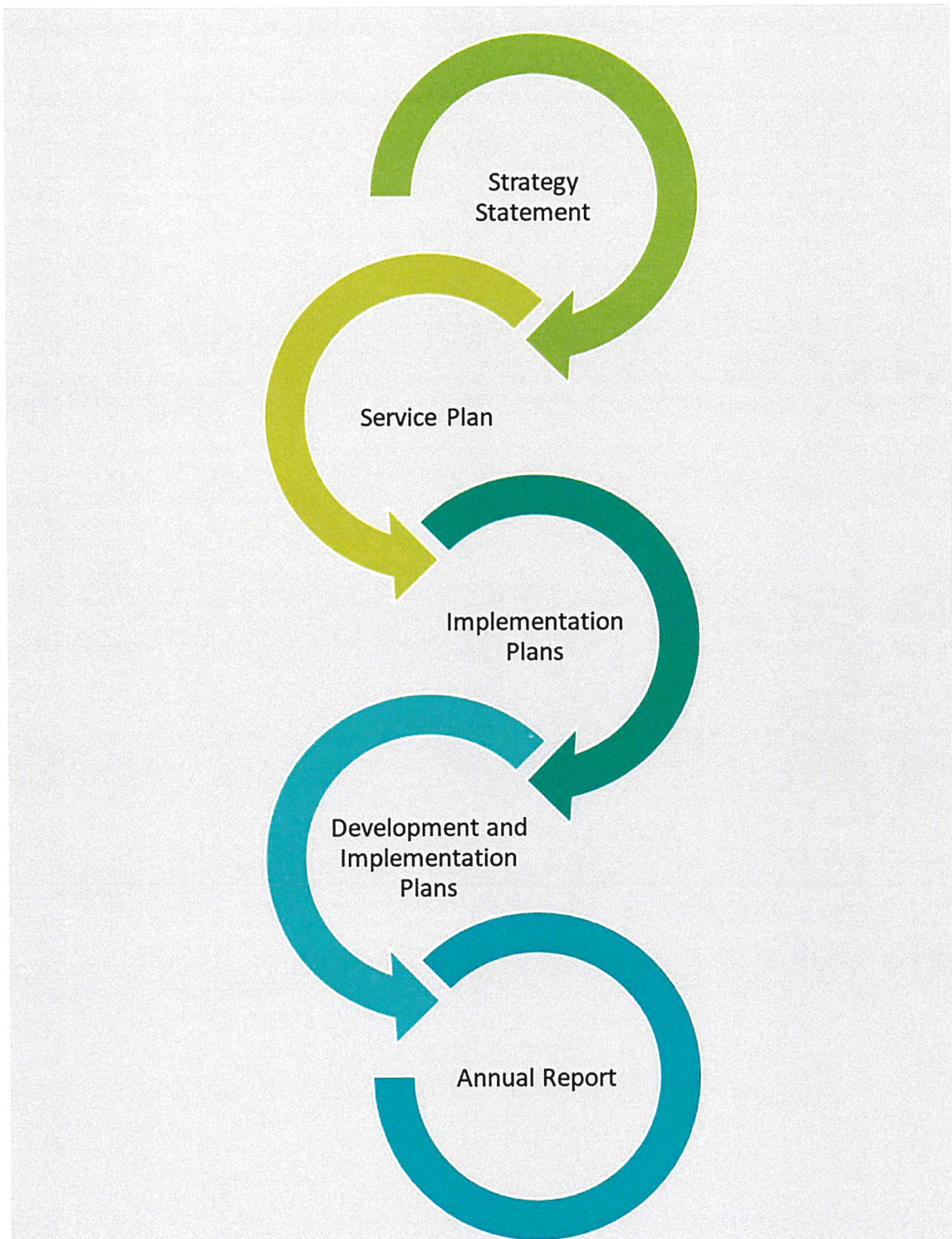
<b>LMETB Values</b>	
<b>Excellence</b>	All stakeholders are afforded the highest standards of service provision.
<b>Innovation</b>	Staff and learners are encouraged to be progressive, creative and dynamic in their teaching and learning practices. Staff and learners are encouraged to leverage ICT tools to enhance teaching and learning.
<b>Learner Centered</b>	LMETB programmes and services are delivered in response to the needs of the learners in counties Louth and Meath.
<b>Supporting Transition</b>	Transfer, Transition and Guidance Programmes and supports are provided to all learners to ensure they make the right choices regarding career pathways and choices and that they transition successfully from one phase of their educational journey to another.
<b>Learning</b>	A lifelong learning perspective is promoted among staff and learners.
<b>Equality</b>	All learners are provided with access to education and supports that maximise learning opportunities and help them to reach their potential.
<b>Inclusion</b>	All learners are enabled to participate effectively in education, particularly those groups who may have experienced exclusion or isolation.
<b>Holistic</b>	The programmes and services available in LMETB cultivate the moral, emotional, physical, social, psychological and spiritual dimensions of the learner.
<b>Professionalism</b>	Staff, learners and our stakeholders are encouraged to interact with each other in a courteous, respectful and professional manner where diversity is welcomed and embraced.
<b>Responsiveness</b>	An awareness of national and local requirements forms the basis for provision.
<b>Wellbeing</b>	The programmes and services available in LMETB strive to develop learners' self - confidence and promote staff and learner wellbeing.
<b>Fairness</b>	All policies, procedures and practices of LMETB are fair and reasonable.
<b>Integrity</b>	Staff, learners and stakeholders are expected to act honestly, ethically and transparently at all times.
<b>Partnership &amp; Collaboration</b>	Programmes and services are developed and delivered in conjunction with key stakeholders.
<b>Value for Money</b>	The work of LMETB is conducted in an efficient manner with due regard for public accountability.

## Strategic Goals

<b>1</b>	<b>Provide a High Quality Learner Experience</b>	Support the provision of high-quality education and training and improve the learning experience to meet the needs of all learners.
<b>2</b>	<b>Ensure Equity of Opportunity</b>	Ensure equity of opportunity in education and training so that all learners are supported to fulfil their potential.
<b>3</b>	<b>Promote innovation and collaboration</b>	Adopt a skills and innovation focus and collaborate on an all-island and East-West basis, within the EU and beyond to equip Ireland to compete on the world stage.
<b>4</b>	<b>Provide a High Quality Governance and Support Framework</b>	Provide a governance and support framework which delivers the right systems and infrastructure for LMETB, and which facilitates the efficient and effective delivery of LMETB's education and training services
<b>5</b>	<b>Act Sustainably</b>	Act in a way that is consistent with a sustainable future and consistent with Ireland's Climate Action Plan 2021.

### Planning Cycle workflow

The planning cycle workflow is depicted below. This process is utilised to ensure transparency, clarity of purpose and to keep a focus on actively working to achieve the strategic goals over the lifetime of the Strategy Statement.



## Statement of Services 2024

Under the terms of the Performance Delivery Agreement between the Department of Education and LMETB, the following goals and priorities were identified as well as drawing on the goals and priorities of LMETB's Strategy Statement 2022-26. The specific actions for the achievement of these priorities, together with the associated performance indicators and targets to be delivered are as follows.



Goal	Priority	Action	Performance Indicator	Target
<p><b>Optimise Student/Learner Experience</b> (Strategic Goal 1 - Provide a High Quality Learner Experience)</p>	<p>Provide a positive learning experience for all learners, including learners from marginalised groups and support students/learners at risk of educational disadvantage in line with current national policy <i>(Per Department of Education)</i></p>	<p>Ongoing provision of a wide range of programmes at levels 1-6, and associated supports, to facilitate participation by learners of all ages and abilities</p> <p>Opening of special needs units for students with ASD.</p>	<p>Wide range of FET programmes offered and delivered</p> <p>Targeted interventions to address educational disadvantage and associated supports.</p> <p>Programme Review and Development.</p> <p>Regarding support services FET – Establishment of learner support office.</p> <p>Support provision from TEL and QA Officers, all learners.</p> <p>All Department of Education programmes available in schools to meet student needs including JC, JCSP (DEIS Schools), LC, TY, LCVP and LCA, L1LP's and L2LP's</p> <p>Liaison with EWOs TUSLA regarding provision of programmes for students at risk of early school leaving</p> <p>Development of Programmes for those students most at risk. LMETB Schools Directorate and TUSLA TESS are piloting a project as part of Junior Cycle for 'at risk' 12-15 year olds in the Drogheda area</p> <p>Structured Student Support Teams/Care Teams in all Schools</p> <p>Provision of a range of co-curricular and extra-curricular activities to involve all students</p> <p>Monthly and Annual Student Awards Regular communication with NCSE</p>	<p>Increased enrolments and strong retention</p> <p>Reduction in numbers dis-engaging from school pre-Junior Certificate by provision of additional supports and programmes tailored to the needs of specific areas</p> <p>Increase the numbers of students progressing to apprenticeships/Further and Higher Education</p> <p>Student Support Teams/Care Teams identify and prioritise students for enhanced internal and external supports</p> <p>Increase in the number of students engaging in co-curricular and extra-curricular activities</p> <p>Continued expansion of and review of Student Awards opportunities in schools</p> <p>Increase in the number of SNU's across Louth and Meath</p> <p>Ongoing</p>

		<p>Progress and Implement the Department of Education Anti Bullying Guidelines 2013 and the Department of Education 2022 Anti Bullying Action Plan: Cineáltas</p> <p>Supporting jobs</p> <ul style="list-style-type: none"> <li>• Creating pathways</li> </ul>	<p>CPD for School Leaders and Anti Bullying Co-ordinators in Schools</p> <p>Encouragement and support for Anti Bullying/Friendship Weeks in Schools</p> <p>Promotion and sharing of innovative and creative approaches to celebrating inter culturalism in schools</p> <p>Provision of CPD, support and sharing of practices and initiatives regarding Being LGBTQI in Schools for both students and staff</p> <p>Jobs Skills to Compete</p> <ul style="list-style-type: none"> <li>• Progression within FET</li> <li>• Progression from FET-HE</li> </ul>	<p>As per Strategic Performance Agreements between SOLAS and LMETB</p> <ul style="list-style-type: none"> <li>• Returning employment outcomes to 2019 levels with target grow to 1,850 in 2024.</li> <li>• LMETB to deliver 2,316 places in 2024 to support those who lost their job to find a pathway back to sustainable work.</li> </ul> <p>As per Strategic Performance Agreements between SOLAS and LMETB</p> <ul style="list-style-type: none"> <li>• Return progression movements within FET to 2019 levels and grow by a further 10% by 2024 to a target of 2,400 in 2024.</li> <li>• Grow levels of progression from FET to</li> </ul>
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		<ul style="list-style-type: none"> <li>Fostering inclusion</li> </ul>	<ul style="list-style-type: none"> <li>Progression to Employment</li> <li>Transversal Skills</li> <li>Widening Participation</li> <li>Adult Literacy for Life (ALL)</li> </ul>	<p>HE. LMETB target is 900 in 2024.</p> <p>As per Strategic Performance Agreements between SOLAS and LMETB</p> <ul style="list-style-type: none"> <li>Return certification at NFQ levels 1-3 to 2019 levels and grow by a further 10% by 2024 to 3,200 in 2024.</li> <li>Return participation levels by key target groups to 2019 level and resume growth to 1,850 in 2024.</li> <li>LMETB to increase provision for literacy and numeracy with a target of 3,600 in 2024.</li> </ul> <p>As per Strategic Performance Agreements between SOLAS and LMETB</p> <ul style="list-style-type: none"> <li>Return engagement in lifelong learning to 2019 levels and grow further to 6,200 in 2024.</li> <li>Continue to grow workforce upskilling enrolments. LMETB target 2,500 in 2024.</li> </ul>
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		<p>Upskilling through lifetimes and careers</p>	<ul style="list-style-type: none"> <li>• Lifelong Learning</li> <li>• Skills to Advance</li> </ul>	<p>As per Strategic Performance Agreements between SOLAS and LMETB</p> <ul style="list-style-type: none"> <li>• LMETB to grow the number of places addressing key skills needs to 2,600 in 2024.</li> <li>• Embedding of core green skills module across FET courses with a target of 5,000 for 2024</li> </ul> <p>Incremental growth and enhancement subject to funding provision.</p>
		<ul style="list-style-type: none"> <li>• Targeting Key Skills Needs</li> </ul>	<ul style="list-style-type: none"> <li>• Key Skills Needs</li> <li>• Retrofitting Skills</li> <li>• Green Skills for All</li> </ul>	

		<ul style="list-style-type: none"> <li>• Embed Inclusive Practice</li> <li>• Prioritise Target Cohorts</li> <li>• Consistent Learner Support</li> <li>• Literacy and Numeracy</li> <li>• REACH (MAEDF) Funding</li> </ul>	<ul style="list-style-type: none"> <li>• Rolling out FET Universal Design for Learning Badges across staff in collaboration with AHEAD.</li> <li>• Widening Participation including learners who self-declare they have a disability, Roma or Traveller community, refugee or asylum seeker.</li> <li>• Further development learner support services including centralised admissions system.</li> <li>• Increase provision for literacy and numeracy in line with the 10 year ALL Strategy.</li> </ul>	
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Goal	Priority	Action	Performance Indicator	Target
<b>Optimise Student/Learner Experience</b> (Strategic Goal 1 - Provide a High Quality Learner Experience)	Ensure all necessary child safeguarding measures are in place in accordance with the Child Protection Procedures for Primary and Post-Primary Schools (revised 2023) (Per Department of Education)	Necessary procedures and processes in place and adhered to in Schools, Centres,  Child safeguarding Statements reviewed annually by all Youthreach Centres and submitted for BOM approval.	Ongoing compliance  Checks re notices, policies and reviews in place  Inspection reports submitted to the Director  Child Protection - standing item on each Youthreach BOM agenda. Ongoing in-service training with respect to management and staff teams. Review and update of documentation as necessary.	Ongoing       Work ongoing.
<b>Optimise Student/Learner Experience</b> (Strategic Goal 1 - Provide a High Quality Learner Experience)	Ensure full compliance with the Child Protection Procedures for Primary and Post-Primary Schools (revised 2023) (Per Department of Education)	All DLPs and DDLPs to avail of appropriate CPD and support  Support to schools\FET centres requiring advice when considering a child protection issue.	Check with all new DLPs and DDLPs that they have completed CPD  Legal support procured through OGP Framework.	Ongoing    In place
		Ensure Boards of Management minutes submitted to the ETB record:  Child Safeguarding Statement in Place including Risk Assessments  Risk Assessments carried out, DLP and DDLP in place and record relevant and appropriate information regarding referrals	Minutes reviewed by DOS  Dedicated Support available from DOS, PDST & TUSLA  Review annually  CPD on Child Protection and Safeguarding Inspections	Minutes reviewed by DOS  Schools avail of support available  Annual review complete & submitted to the LMETB Board  If change in DLP and DDLP in schools, BOM review and update CSS with immediate effect and advise all members of the school community

				Schools fully compliant on CPSIs
Goal	Priority	Action	Performance Indicator	Target
<b>Optimise Student/Learner Experience</b> (Strategic Goal 1 - Provide a High Quality Learner Experience)	Supporting our learners in a post Covid 19 world through ensuring continuity of education, training and assessment <i>(Per LMETB Strategy Statement, Action 1.1)</i>	Utilise learning management system (LMS) to enhance learner experience and provide learning supports outside of teaching hours  Enhance use of blended learning approaches  Provision of Guidance Supports for students and learners  Targeted provision of counselling supports to learners  Purchase of devices under Department of Education & EU funding (ICT Digital Divide) to have in place for any future emergency remote teaching and learning periods	Student/Learner engagement/utilisation of LMS with positive user feedback          Digital ICT classes scheduled as part of the timetable	Training courses utilise LMS to support learners  Secure additional guidance and counselling supports for learners and students.       Ongoing
<b>Optimise Student/Learner Experience</b> (Strategic Goal 1 - Provide a High Quality Learner Experience)	Embedding the new primary curriculum and the Junior Cycle and advancing reform of the Senior Cycle <i>(Per LMETB Strategy Statement, Action 1.2)</i>	Implement curricular changes as prescribed by the Department of Education	Primary curriculum changes  Junior Cycle reform changes  Senior Cycle reform changes	Ongoing  Ongoing  Introduction of new Leaving Certificate subjects in LMETB Schools and Colleges as Senior Cycle Reform progresses over the next few years e.g. Leaving Certificate PE and Politics and Society

Goal	Priority	Action	Performance Indicator	Target
<b>Optimise Student/Learner Experience</b> (Strategic Goal 1 - Provide a High Quality Learner Experience)	Continue to provide a broad-based curriculum including extra and co-curricular activities <i>(Per LMETB Strategy Statement, Action 1.3)</i>	Ongoing review of curriculum cocurricular and extra-curricular activities by school leadership and management teams in consultation with all members of the school community	New programmes, subjects, short courses, co-curricular and extra-curricular activities  New programmes initiated by each FET Service. New programmes developed as a result of stakeholder consultation to address identified need in Louth Meath.	Increased diversity in programmes and activities in schools  New programmes/courses developed
		Ongoing efforts to recruit and retain appropriately qualified staff across the scheme	Number of competitions held.  Applications received	As required  Increased
		Provision of ongoing CPD Programme for all staff in LMETB schools \centres and facilitation to attend DoE approved national CPD events  Ongoing provision of inhouse CPD programmes to support existing and new staff in areas of teaching and learning and administration and support/provision to enhance existing qualifications	Induction Programme for new Teachers  CPD for senior and middle management  CPD available for all teaching and learning teams  Engagement with national support services	All new teachers to participate in Induction  As required  As required  Increased numbers attending \accessing CPD events
		Online supports for staff	Expansion of SharePoint resources	To increase and expand
		Training needs analysis in financial management is carried out on an annual basis	Training needs analysis to be carried out	Training needs that are identified to be addressed through targeted training programmes
		Continue to develop Music Generations Services in counties Louth and Meath	Target groups reached and metrics for same  Projects supported  Initiatives targeted in the Drogheda Area in response to the work of the Drogheda Implementation Board	Ongoing  Ongoing  Ongoing



Goal	Priority	Action	Performance Indicator	Target
<b>Optimise Student/Learner Experience</b> (Strategic Goal 1 - Provide a High Quality Learner Experience)	Continue to provide a broad-based curriculum including extra and co-curricular activities (Per LMETB Strategy Statement, Action 1.3)	Ongoing review of curriculum cocurricular and extra-curricular activities by school leadership and management teams in consultation with all members of the school community	New programmes, subjects, short courses, co-curricular and extra-curricular activities  New programmes initiated by each FET Service. New programmes developed as a result of stakeholder consultation to address identified need in Louth Meath.	Increased diversity in programmes and activities in schools  New programmes/ courses developed
		Ongoing efforts to recruit and retain appropriately qualified staff across the scheme	Number of competitions held.  Applications received	As required  Increased
		Provision of ongoing CPD Programme for all staff in LMETB schools \centres and facilitation to attend DoE approved national CPD events  Ongoing provision of inhouse CPD programmes to support existing and new staff in areas of teaching and learning and administration and support/provision to enhance existing qualifications	Induction Programme for new Teachers  CPD for senior and middle management  CPD available for all teaching and learning teams  Engagement with national support services	All new teachers to participate in Induction  As required  As required  Increased numbers attending \accessing CPD events
		Online supports for staff	Expansion of SharePoint resources	To increase and expand
		Training needs analysis in financial management is carried out on an annual basis	Training needs analysis to be carried out	Training needs that are identified to be addressed through targeted training programmes
		Continue to develop Music Generations Services in counties Louth and Meath	Target groups reached and metrics for same  Projects supported  Initiatives targeted in the Drogheda Area in response to the work of the Drogheda Implementation Board	Ongoing  Ongoing  Ongoing

Goal	Priority	Action	Performance Indicator	Target
<b>Optimise Student/Learner Experience</b> (Strategic Goal 1 - Provide a High Quality Learner Experience)	Deliver education and training through the most appropriate learner channels including blended learning approaches that leverage opportunities presented by developments in ICT. <i>(Per LMETB Strategy Statement, Action 1.4)</i>	Work to expand the range of apprenticeship/training programmes	New apprenticeships and traineeships commenced, and existing programmes maintained	Commence new apprenticeship programmes
		Work to integrate literacy and numeracy across all apprenticeship & traineeship programmes	Continued development of support programme for apprentices	New traineeships
		Continue to engage with employees, employers, employers' representative groups and other relevant stakeholders in the development of FET programmes		Working in partnership to increase number, range and extent of programmes on offer.
		Maintain and develop the synergies between PLC and traineeship / apprenticeship co-provision		
		Enhance use of blended learning approaches		
<b>Optimise Student/Learner Experience</b> (Strategic Goal 1 - Provide a High Quality Learner Experience)	Support Irish language learning <i>(Per LMETB Strategy Statement, Action 1.5)</i>	Implement Official Language Scheme 2021 to 2024	Review progress in implementing the scheme	Annual
<b>Barrfheabhsú ar eispéireas an fhoghlaimora</b> (Sprioc Straitéiseach 1 – Eispéireas Foghlaimora d'ardchaighdeán a chur ar fáil)	Tacú le foghlaim na Gaeilge <i>(De réir Ráitéis Straitéise BOOLM, Gníomh 1.5)</i>	Cur i bhfeidhm Scéim Teanga Oifigiúil 2021 go 2024	Athbheithniú ar an dul chun cinn i gcur i bhfeidhm na scéime	Bliantúil

Goal	Priority	Action	Performance Indicator	Target
<b>Optimise Student/Learner Experience</b> (Strategic Goal 1 - Provide a High Quality Learner Experience)	Support Irish language learning <i>(Per LMETB Strategy Statement, Action 1.5)</i>	Support Colaiste Pobail Rath Chaim in fulfilling the language-based criteria set out for the Gaeltacht School Recognition Scheme	Facilitate utilisation of pay and non-pay supports  Encourage Principal to avail of advisory visits by Inspectorate  Review progress in implementing the Official Language Scheme as it pertains to the school	Utilisation of budgets  Number of visits  Annual  Ongoing
		Support Seachtain na Gaeilge in Schools and Colleges	Celebration of Seachtain na Gaeilge in schools and associated awards and publication regarding same	Ongoing
		Upskilling of teachers to teach through the medium of Irish	Supporting CPD Programmes for teachers e.g.: through ETBI /MIC	Ongoing
<b>Optimise Student/Learner Experience</b> (Strategic Goal 1 - Provide a High Quality Learner Experience)	Support LMETB's schools and centres in self-evaluation and ensure that quality assurance systems continue to be implemented across LMETB <i>(Per LMETB Strategy Statement, Action 1.6)</i>	Relevant CPD to be provided to all school /centre leaders in LMETB.	Boards of management in primary and post primary schools progress requirements for school self-evaluation in line with department of education circulars and guidelines	At schools level compilation and distribution of school self-evaluation reports and school improvement plan to members of the school community
		Engagement with DoE inspectorate and national support services	Participation in inaugural review processes and implementation plan development	Review of curriculum provision, co-curricular, extra-curricular and student supports in schools
		Engagement with advisory visits of the inspectorate for primary and post primary schools		Development and distribution of inaugural review planning documentation and implementation of actions
		Engagement in QA inaugural review - all management and FET staff		Ongoing
		Engagement as relevant with DoE inspectorate in respect of centre specific review / visit		Ongoing

		<p>Progress implementation of the ETBI Patrons' Framework on Ethos in LMETB Schools and Colleges</p> <p>Provision of appropriate opportunities for stakeholders including parents/guardians/students to provide feedback/to consult</p>	<p>LMETB Ethos Co-ordinator in place. Ethos teams in place in all LMETB primary and post primary schools. Core Values plaques to be displayed in schools. Core values logos to appear on school websites. Core Values posters to be displayed in school. CPD for all on ETBI Patrons' Framework on Ethos. Signage to be place in LMETB Schools and Colleges</p> <p>Support schools in working with Parents Associations</p> <p>Support schools in developing and progressing Student Voice Initiatives/Student Councils</p>	Ongoing
<p><b>Protection Programmes</b> (Strategic Goal 2 - Provide a High Quality Learner Experience)</p>	<p>Assist the DoE, as needed, to meet the needs arising from the Irish Refugee Protection Programme and provision for international protection applicants (Per Department of Education)</p>	<p>Participation in and responding to Refugee Protection Programmes</p> <p>Working in partnership with DoE in appropriate provision of language supports to refugees and asylum seekers</p> <p>Continue to support the inclusion of students from Ukraine into LMETB Schools and Colleges</p> <p>LMETB Guidance and Literacy services are actively engaged in the delivery of ESOL language programmes to refugee adults.</p>	<p>Appropriate placement of students in schools and centres</p> <p>Applications to the Department of Education for EAL Teaching Allocation to support these students in transfer, transition and integration into the Irish Education System</p> <p>Review of programmes in line with particular needs of target audience.</p> <p>EAL assessments and provision of EAL support within school</p> <ul style="list-style-type: none"> <li>LMETB is a key member of Interagency Co-ordination Groups</li> </ul>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Targets are in line with Strategic Performance Agreements and are reflective of the nature and</p>

			<p>in Louth and Meath.</p> <ul style="list-style-type: none"> <li>• ESOL Provision continues to be a key priority for the Adult Literacy Services supported by the Management Team therein.</li> <li>• In 2022 LMETB FET and Schools worked with interagency grouping to enable REALT provisions in the catchment area.</li> <li>• All information materials available on English language classes have been translated into multiple languages to enable and support engagement of newly arrived adults with LMETB services.</li> <li>• Guidance and Literacy personnel, travel to venues around the region to meet refugees.</li> <li>• Initial assessments carried out of all Adults regarding Language requirements.</li> <li>• Registering all potential learners at entry point for apt level of ESOL classes.</li> <li>• Provision of all information materials in Ukrainian and English.</li> <li>• Points of contact and referral via email, free phone no, text, in person etc all are facilitated. Recruiting Panels of ESOL teaching staff and re assigning of existing staff as apt.</li> <li>• As apt referral of adults to Skills</li> </ul>	<p>number of persons presenting in this category area with appropriate planning in so far as that is possible</p>
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			<ul style="list-style-type: none"> <li>based training programme.</li> <li>Referral as apt to support families to the Schools Directorate.</li> <li>Short term Rental of facilities to enable and support localised delivery of services in some areas.</li> </ul>	
Goal	Priority	Action	Performance Indicator	Target
(Strategic Goal 2 - Ensure Equity of Opportunity)	Actively support inclusive environments in our schools and education centres to ensure that students of all backgrounds and additional needs have the confidence and reassurance to reach their full potential <i>(Per LMETB Strategy Statement, Action 2.1)</i>	Provision of counselling supports to vulnerable groups / individuals Prioritise maximum retention, successful completions and progression	High level of quality guidance and support provided to all learners.	Increased retention and progression figures.
(Strategic Goal 2 - Ensure Equity of Opportunity)	Support the mental health and wellbeing of learners <i>(Per LMETB Strategy Statement, Action 2.2)</i>	<p>Provision of counselling supports to vulnerable groups / individuals Prioritise maximum retention, successful completions and progression</p> <p>Implementation of the DoE well-being guidelines in schools</p> <p>Liaising with NEPS</p> <p>Provision of a range of courses and programmes FET to support learner health and well being</p> <p>Appropriate learner supports available in centre or by referral as appropriate</p>	<p>High level of quality guidance and support provided to all learners. Signing posting of external support</p> <p>Selection of wellbeing programmes and short courses and themed weeks in schools</p> <p>Regular contact between schools and NEPS</p> <p>Increased numbers of courses and programmes to address everchanging requirements FET</p>	<p>Increased retention and progression figures.</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>

<p>(Strategic Goal 2 - Ensure Equity of Opportunity)</p>	<p>Support the participation and progression of learners with special educational needs through the delivery of integrated resources <i>(Per LMETB Strategy Statement, Action 2.3)</i></p>	<p>Opening new ASD classes where relevant.</p> <p>SEN departments and guidance departments supports</p> <p>Development of links between post primary schools and employers/ FE / HE regarding transfer and transition programmes</p> <p>The provision of appropriate specific FET provision to address educational needs of learners</p> <p>Pilot programmes re integrated FET provision</p> <p>Ongoing implementation of the Department of Education Inspectorate recommendations for the provision of support for those students with Additional Education Needs</p>	<p>DOS and Principals to meet with SENOs and agree strategies.</p> <p>Regular communication with all members of the school community</p> <p>Regular onsite and offsite visits and communication</p> <p>Review and enhancement of existing provision</p> <p>Increasing targeted supports to enable and support participation</p> <p>Developing and implementing action plans to address inspection recommendations</p> <p>Principals reporting to the Board of Management</p> <p>Meetings of the LMETB SEN/SNU Co-ordinators</p>	<p>New classes opened if required/ approved</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
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Goal	Priority	Action	Performance Indicator	Target
(Strategic Goal 2 - Ensure Equity of Opportunity)	To help learners at risk of educational disadvantage to access appropriate education resources which reflect their diverse needs and support improved outcomes <i>(Per LMETB Strategy Statement, Action 2.4)</i>	<p>Review existing FET course provision with a view to enhancement as necessary to address geographic need</p> <p>Enhancement of existing adult guidance services to facilitate appropriate assessment and placement of learners</p> <p>Development of learner supports office to enable participation and improve access</p> <p>SEN departments and guidance departments supports</p> <p>HSCL support in DEIS schools</p>	<p>Increase breadth and depth as appropriate of FET courses to address multiple aspects of educational disadvantage</p> <p>Increased resources in FET to address educational disadvantage</p> <p>Establishment of a learner support office</p> <p>Regular communication with all members of the school community</p> <p>Regular communication with parents/ guardians</p>	<p>Ongoing</p> <p>Subject to finance review and appropriate enhancement of resources</p> <p>Proposal for office establishment in place</p> <p>Ongoing</p> <p>Ongoing</p>
(Strategic Goal 2 - Ensure Equity of Opportunity)	Provide supports and opportunities for learning to all, recognising the needs of vulnerable learners and the most marginalised, and assist people in access to and progression through the provision of education and further education and training <i>(Per LMETB Strategy Statement, Action 2.5)</i>	<p>Continued support of learners to access, complete and progress from FET Programmes. Ongoing identification of gaps / needs and development of initiatives to address these</p> <p>Increased opportunity for access transfer and progression - school to FET, within FET, FET to HE and employment</p>	<p>Maintenance of existing programmes with allowances and appropriate learner supports</p> <p>Increased provision of supports to learners to enable and support decision making on entry and also progression FET</p>	<p>Ongoing</p> <p>Additional resources to be identified</p>



Goal	Priority	Action	Performance Indicator	Target
(Strategic Goal 3 - Promote innovation and collaboration)	Collaborate with educational institutions, employers and others to identify the talents and skills required and to provide education and training solutions in response to same <i>(Per LMETB Strategy Statement, Action 3.1)</i>	Work to develop effective industry linkages.	Increased training provision to workplaces and employees	Increased number of programmes delivered and participants engaged.
		LMETB as an active member of the North-East Further Higher Education Alliance (NEFHEA) and Mid East North Dublin (MEND) cluster groups of educational institutions will identify potential integrated responses to regional industry and skills needs	LMETB will identify strategic education and training opportunities and develop key progression pathways from FET to HE in collaboration with the regional skills fora – mid-east and north-east and DKIT	Expansion of pilot project Identify a joint initiative between LMETB and DKIT and relevant parties
		To work in collaboration with regional skills fora to identify local employer needs with respect to FET	To identify appropriate responses to address skills gaps responding both to industry in the region and to employees	Identification and delivery of appropriate FET courses
		Development and expansion of AMTCE and schools partnership programmes focused on further training and career opportunities	Transition and Pathways Programme in Advanced Manufacturing for TY students	Ongoing
		Promotion of enterprise education modules in transition year, LCA, and LCVP programmes	Business community and social enterprise activities in schools Visits in and out of the classroom to business community and social enterprises	Increased numbers of students engaging with these modules
		Seek to achieve increased participation by employers in skills development and workforce planning	Identification and appropriate response to addressing workforce planning regionally and to support local employer networks in same	Delivery of appropriate support services to employers and appropriate courses to address identified skills gaps

Goal	Priority	Action	Performance Indicator	Target
		Ongoing development and expansion of Skills to Advance initiative	Further development and strengthening of LMETB / industry linkages	Wide range of FET programmes offered and delivered.
		Review of evening course provision with a view to identification of new markets and associated requirements to address same	Identification of current risks to delivery and development of appropriate responses to address requirements of both community and stakeholder interests	Review evening course provision
		Continuous engagement with employers and vendors to determine existing and future training needs with specific reference to employer networks such as advanced manufacturing, pharma and IT	FET providers such as AMTCE to identify specific needs of employer networks	Appropriate responses in respect of FET course offerings to address identified needs
(Strategic Goal 3 - Promote innovation and collaboration)	Deepen collaboration on an all island and East West basis, within the EU and beyond, so as to support the positioning of Ireland as a leading knowledge economy and so equip Ireland to compete on the world stage (Per LMETB Strategy Statement, Action 3.2)	<p>Promotion of cross border programmes</p> <p>LMETB to work in partnership with other statutory providers locally in regard to collaborative action re potential PEACE project applications to address wider needs of the border communities</p> <p>The AMTCE as a centre of excellence is engaged and developing strategic partnerships north and south in the ecosystem of advanced manufacturing with a view to the development of cross border/ international partners</p>	<p>Continued engagement and participation</p> <p>LMETB formally engage and participate in developmental work</p> <p>In an evolving technological landscape these partnerships will drive impact and benefits for the Irish manufacturing sector connecting technology vendors, manufacturing companies and state agencies in order to leverage and accelerate the benefits of industry 4.0 technology adaptation.</p>	<p>Ongoing</p> <p>Subject to timeframe To develop of possible regional initiatives</p> <p>Subject to positive discussion and agreement MOU with new collaborating partner organisations to be developed</p>

Goal	Priority	Action	Performance Indicator	Target
(Strategic Goal 3 - Promote innovation and collaboration)	Develop initiatives to respond to national policy requirements <i>(Per LMETB Strategy Statement, Action 3.3)</i>	<p>With due regard to national policy which impacts FET LMETB aims to provide appropriate services and FFET responses to address (subject to finance) appropriate responses.</p> <p>In order to address specific industrial requirements regarding future skills needs in the area of advanced manufacturing the AMTCE to identify specific responses to national policy areas</p>	<p>To develop courses and programmes which address specifically or in largesse the requirements of national policy as it relates to FET</p> <p>To liaise with employers and statutory organisations as relevant with a view to development of key targeted initiatives supported by employer forums to address existing skills requirements and to plan forward enabling companies to prepare for future market expansion</p>	<p>Apprenticeship programme development</p> <p>Working in partnership with statutory agencies, development and delivery of training responses to address identified need</p>
	Deepen national and international links with businesses, agencies, and other bodies, including embassies, in order to maximise opportunities for learners <i>(Per LMETB Strategy Statement, Action 3.4)</i>	<p>Support Erasmus programmes and participation to the widest extent possible of FET learners in experiential learning</p> <p>The AMTCE staff and management working to develop partnerships which would be mutually beneficial in countries and jurisdictions such as UK, EU and Americas with a view to sharing of best practice and enhancement of existing provision.</p>	<p>Planning for delivery of Erasmus programmes in PLC sector with a view to increased awareness and understanding across jurisdictions</p> <p>The development of appropriate partnerships</p> <p>Identification of areas of mutual benefit and interest</p>	<p>A number of learners and staff to participate in Léargas/ Erasmus funded projects</p> <p>Develop partnership agreements</p> <p>Identification of FET courses and programmes and certification opportunities</p>

Goal	Priority	Action	Performance Indicator	Target
<b>Governance</b> (Strategic Goal 4 - Provide a High Quality Governance and Support Framework)	Attendance rates at board meetings. (Per Department of Education)	LMETB will re-emphasise the requirement for attendance at all board meetings as per the Code of Practice for Governance of ETBs	Incorporate into induction and remind annually	Reminder sent
<b>Governance</b> (Strategic Goal 4 - Provide a High Quality Governance and Support Framework)	Board Self Assessments (Per Department of Education)	LMETB will carry out self-assessments, using the questionnaire included in the Code of Practice, to identify areas where improvements are required.	Assessment carried out	Annual
Goal	Priority	Action	Performance Indicator	Target
<b>Governance</b> (Strategic Goal 4 - Provide a High Quality Governance and Support Framework)	Financial expertise on audit and finance committees (Per Department of Education)	Appointments to audit and finance committees should be made by the board in consultation with committee chairs.  External members of committees should bring the required audit and financial skills and experience to the role	Consultation took place between Board and Chair  Assessment carried out	Confirmation of same  Number
	Board appraisal of work carried out by Finance and Audit & Risk Committees (Per Department of Education)	The chair shall ensure that board members are provided with written reports on the work carried out by finance and audit & risk committees as required under the Code of Practice for Governance of ETBs	Written report produced after each such meeting for submission to the Board	Number of meetings versus number of reports
	Self-Assessment by Finance and Audit & Risk Committees (Per Department of Education)	The chairs of both the audit & risk committee and the finance committee should ensure that a self-assessment exercise is completed annually as required under the Code of Practice for the Governance of ETBs.	A self-assessment of each is carried out in each calendar year	1 each per year

Goal	Priority	Action	Performance Indicator	Target
	Staff Development (Per Department of Education)	The chief executive should ensure that: -a member of staff is appointed as the training manager -training needs analysis in financial management is carried out on an annual basis - a training programme on financial management is developed and implemented - Officer with oversight of the implementation of Public sector duty under section 42 of the IHREC act 2014 with undertake a diploma to upskill in this area	Training manager appointed  TNA of financial management skills amongst appropriate staff  Appropriate programme developed or sourced  Qualification achieved	In place  In place  In place  2025
	Departmental reporting deadlines (Per Department of Education)	Reporting deadlines set by the Department should be adhered to.	All reports due are delivered within agreed deadlines  FET LMETB are supported in FET staff development by SOLAS. This enables the employment on a contract basis of a PD Co-ordinator (0.5) who is engaged with FET management teams to identify staff PD requirements working on LMETB's behalf with ETBI networks in this regard.	Reports not submitted  Delivery of agreed FET wide PD provisions.

Goal	Priority	Action	Performance Indicator	Target
<b>Governance</b> (Strategic Goal 4 - Provide a High Quality Governance and Support Framework)	Risk Management Policy (Per Department of Education)	<p>The board of each ETB should ensure that there is an ongoing process designed to identify and address significant risks involved in achieving an entity's outcomes. The audit and risk committee should support the board in this role</p> <p>Review risk register in conjunction with Audit and Risk Committee</p>	<p>Risk management system in place with standing item of risk on board, audit and risk, management team/OSD meetings</p> <p>Risk Appetite Statement adopted</p> <p>Updated risk register</p>	<p>Confirmation of process in place</p> <p>In place</p> <p>First half of 2024</p>
	Internal controls (Per Department of Education)	<p>The board of each ETB should ensure that it receives adequate assurance that specified controls are operating as intended</p>	<p>Statement of system of internal control (SSIC) developed with relevant inputs from exec, audit &amp; risk, finance committee and Board</p>	<p>SSIC in place for each year</p>

Goal	Priority	Action	Performance Indicator	Target
	Continue to develop and maintain the built environment to support LMETB's strategic goals <i>(Per LMETB Strategy Statement, Action 4.1)</i>	Continue to develop and maintain the built environment including in relation to devolved projects.	Appropriate facilities	Projects underway
		Continue to develop schools and facilities in areas of population growth.	Facilities or services planned or implemented to deliver to a changed demographic	Projects underway
		Progress construction of new headquarters for LMETB	Progression through the defined stages for project delivery	Awaiting approval to proceed to stage 3
	Ensure a safe, respectful, inclusive and collaborative working environment, where each individual's contribution is valued, where staff are supported in learning new skills and working innovatively, given opportunities to build experience and where excellence in performance is appreciated. <i>(Per LMETB Strategy Statement, Action 4.2)</i>	Continually develop initiatives/run training courses to encourage a positive work environment with clear lines of communication	Staff feel supported and motivated in the workplace	Ongoing

Goal	Priority	Action	Performance Indicator	Target
		Staff wellbeing to be included in CPD Programmes for staff	24/7 support for all staff	Increase awareness of EAP
		Appropriate supports provided to staff with specific wellbeing issues	Supports and initiatives developed or implemented	ongoing
Goal	Priority	Action	Performance Indicator	Target
		Employee Assistance Programme is in place for all staff. Phone service and wellbeing information circulated regularly	Statistics regarding level of engagement by LMETB staff	Times circulated
		Engage with staff representatives	Meetings held	Ongoing
<b>Governance</b> (Strategic Goal 4 - Provide a High Quality Governance and Support Framework)	Ensure high standards of financial and risk management to support schools and centres to operate within funding and corporate governance requirements (Per LMETB Strategy Statement, Action 4.3)	LMETB Board and Board of Management Training	Seminars for all Board Members including committees on corporate governance	Training to new board delivered  BOM training delivered
		Ensure regular management, Director and section head meetings.	SMT and Section meetings held	Meetings held
		CPD for management in relevant areas	Courses delivered in procurement, governance, H&S, FOI, data protection, asset management, ICT, Executive Coaching etc as required	Training delivered



Goal	Priority	Action	Performance Indicator	Target
<b>Governance</b> (Strategic Goal 4 - Provide a High Quality Governance and Support Framework)	Ensure high standards of financial and risk management to support schools and centres to operate within funding and corporate governance requirements <i>(Per LMETB Strategy Statement, Action 4.3)</i>	Annual financial statements, Service Plan, Annual report, monthly returns, reports to Board, Finance and Audit and Risk Committees, reports to Board of Management, ESF returns, FARR returns, Early Warning Reports, etc. completed on time and accurately	All relevant financial reports completed accurately and submitted on time	Reports completed by relevant due dates
		ESBS transition for all phases of payroll, finance and for apprentice and learner payments managed successfully	Project teams and resources put in place for successful migration	Deadlines met
		Implement new recruitment system		System implemented
		SLAs completed based on national and local needs with external agencies whom we financially and strategically engage	SLAs and DP agreements completed as appropriate	Ongoing
		Update data protection policies and procedures and provide training to all staff and refresher training on a regular basis through briefing sessions and eLearning. Data protection agreements with other agencies signed where appropriate	High level of data protection awareness amongst staff.  Deployment of support software solution	Ongoing  In place
		Continue to ensure that LMETB are represented and active in national fora and deepen linkages and cooperation with funding bodies.	Range of partnerships developed with Local Authorities including Small grants scheme, Music Generation partnerships in both Louth and Meath, devolved building projects and harnessing of opportunities in the areas of cross border cooperation, advanced manufacturing and Brexit, Drogheda Implementation Board coordination	Ongoing

Goal	Priority	Action	Performance Indicator	Target
<b>Governance</b> (Strategic Goal 4 - Provide a High Quality Governance and Support Framework)	Ensure high standards of financial and risk management to support schools and centres to operate within funding and corporate governance requirements <i>(Per LMETB Strategy Statement, Action 4.3)</i>	Maintain Corporate Procurement Plan.	Continue to set stretch targets in the area of procurement compliance to ensure that the ongoing trend is maintained and amplified	Procurement Plan submitted to ETBI
		Continue to liaise with ETBI regarding the implementation of a Contract Management System to ensure value for money and compliance with national procurement guidelines		Contract Management System implemented
		Provide BI-annual procurement briefing to RSTC	To achieve procurement compliance <€500,000 annually	Ongoing
		Provide annual procurement training to schools and centres	To achieve procurement compliance <€500,000 annually	Ongoing
		Maintain schedule of procurement projects	Review monthly to ensure projects are progressed on a timely basis	Ongoing
		Monitor supplier spend to ensure compliance	Review monthly to ensure no supplier spend is in excess of €25,000 ex vat without a valid contract	Ongoing
		Clearly communicate and update procurement policy as appropriate	Procurement update circulated with details	Ongoing
		Maintain and update Appendix 1 – Annual Procurement Plan on a monthly basis	Contract list and procurement schedule updated and actioned	Ongoing
		Continue to work with DCS to improve the functionality of the P2P system to ensure procurement compliance	Roll out of updates e.g. YTD expenditure report	Ongoing
		Staff Procurement Training	Procurement staff attendance at appropriate OGP Training and conferences, ETBI and Procurement Consultant events	Ongoing
	Increase resources in procurement office to monitor contracts, assist with P2P guidance etc	Resources provided	Immediate	

Goal	Priority	Action	Performance Indicator	Target	
<b>Governance</b> (Strategic Goal 4 - Provide a High Quality Governance and Support Framework)	Ensure high standards of financial and risk management to support schools and centres to operate within funding and corporate governance requirements (Per LMETB Strategy Statement, Action 4.3)	Maintain overview of Asset management system	Review sites, users and workflow annually	Ongoing	
		Carry out independent stock takes annually	Visit schools and centres to verify stock and prepare annual report for CE	Ongoing	
		Process depletions from schools/centres	Monthly requests	Monthly	
		Training for users of the asset management system	Improvement in input of assets	Ongoing	
		Ensure all department and revenue returns are submitted accurately and on time.	Returns submitted on time with no penalties incurred	Ongoing	
		Seek to implement a comprehensive tracking system for OSD work	Options considered Procurement complete	Implemented	
		Ensure that organisational structures, systems, procedures, policies and actions are aligned with strategic priorities and compliant with applicable legislation (Per LMETB Strategy Statement, Action 4.4)	Implement an effective Health and Safety Plan for the organisation and prioritise training for managers in the areas of health and safety awareness and expertise	A Safety Management System is developed nationally and is being implemented in consultation with the sectoral unions	Ongoing CPD to be developed to meet needs in this area
			Review of management structures post ESBS	Improved communication between and within departments. Improved workflows.	Structures reviewed and changes made where necessary

Goal	Priority	Action	Performance Indicator	Target
<b>Governance</b> (Strategic Goal 4 - Provide a High Quality Governance and Support Framework)	Ensure that organisational structures, systems, procedures, policies and actions are aligned with strategic priorities and compliant with applicable legislation <i>(Per LMETB Strategy Statement, Action 4.4)</i>	Ensure efficient and effective use of all resources including financial, personnel, and energy efficiency	Review outcome against service plan	Annual and ongoing
		Record and implement audit recommendations	Audit register	Ongoing
		Communicate effectively with stakeholders including through social media, traditional media and through effective advertising of roles and events	<p>Ongoing engagement with stakeholders through twitter and through website.</p> <p>Publishing of all policies and statutory documents and board minutes online.</p> <p>Advertising of vacancies online as well as in traditional media.</p> <p>Use of "boosts" to promote content on social media as may be appropriate.</p> <p>Implement new recruitment system</p> <p>Review sectoral communications strategy with a view to implementation</p>	Ongoing
		Develop an organisational chart with associated roles and responsibilities	<p>Minimise gaps in service due to staff absence or retirement</p> <p>Improved outcomes for learners and organisation efficiencies Access officer designated</p>	<p>Organisational charts, cross training plans and manuals are updated on a continuous basis as the need arises</p> <p>Ongoing</p> <p>2024</p>

			Officer designated with responsibility for oversight of implementation of PSD under IHREC Act 2014	2024
		Risk Management for OSD, FET and Schools reviewed as per schedule depending on risk type and severity and appropriate actions taken to manage risk	Actions from Risk Management implemented	Actions from Risk Management implemented
<b>Goal</b>	<b>Priority</b>	<b>Action</b>	<b>Performance Indicator</b>	<b>Target</b>
<b>Governance</b> (Strategic Goal 4 - Provide a High Quality Governance and Support Framework)	Ensure that organisational structures, systems, procedures, policies and actions are aligned with strategic priorities and compliant with applicable legislation (Per LMETB Strategy Statement, Action 4.4)	Good corporate governance to ensure accountability with risk registers prepared and internal control review completed.	Risk Register and internal controls reviewed regularly and actioned accordingly.	Ongoing
<b>Goal</b>	<b>Priority</b>	<b>Action</b>	<b>Performance Indicator</b>	<b>Target</b>
		Continue to lobby Department for appropriate staffing	Secure replacement for staff turnover  Support national efforts through ETBI	Ongoing  Ongoing
		Advise schools and centres re framework that is in place for Health and Safety training, consultancy and advisory services. Facilitate training for admin staff (fire warden, first aid, manual handling) and in priority areas for schools/centres - caretakers/cleaners manual handling etc. Staff in H&S section take part in own personal development training and training in specialist areas such as Legionella Awareness. Regular communication and feedback to schools/centres. Answering queries.	Annual H&S checklist Internal audits/site visits. Monthly meetings with Insurance section to identify risks arising from accidents	Ongoing

		<p>Update SharePoint regularly.</p> <p>Develop training session for schools/centres in relation to safety statements to ensure that they are of a high standard and standardised across the LMETB. Engage with consultants to develop training on completion of accurate Risk Assessments for schools/centres. Provide guidance and feedback to schools/centres on accidents reported.</p>		
Goal	Priority	Action	Performance Indicator	Target
<b>Governance</b> (Strategic Goal 4 - Provide a High Quality Governance and Support Framework)	Ensure that organisational structures, systems, procedures, policies and actions are aligned with strategic priorities and compliant with applicable legislation (Per LMETB Strategy Statement, Action 4.4)	Maintaining logs for Data Breaches, Data Processing Agreements, Access requests.	Site visits Logs maintained and up to date. Data Access Requests answered within time frame.	Ongoing
		Implementing new training platform and rolling out to staff. Regular communication to staff about data protection issues, e.g. GDPR anniversary, data breach reporting obligations, remote working. Answering queries. Attend training relevant for role and self-development. Attend ETB FOI/DPO forum quarterly meetings  Executive order assigning duty to oversee implementation of PSD under IHREC Act 2014	EO in place	2024
		Process FOI requests within timeframe allowed in Act.  Update LMETB website with FOI disclosure Log.  Attend Training for self-development.  Attend ETB FOI/DPO Forum quarterly meetings.	Logs maintained and up to date. FOI requests answered within time frame.	Ongoing

		<p>Risk register review reminders to Directors.</p> <p>Update risk register after reviews by directors.</p> <p>Furnish risk registers to Audit &amp; Risk Committee and Board.</p>	<p>Reports made available by due date and prior to Board meeting and audit meeting.</p>	<p>Ongoing</p>
Goal	Priority	Action	Performance Indicator	Target
<p><b>Governance</b> (Strategic Goal 4 – Provide a High Quality Governance and Support Framework)</p>	<p>Ensure that organisational structures, systems, procedures, policies and actions are aligned with strategic priorities and compliant with applicable legislation (Per LMETB Strategy Statement, Action 4.4)</p>	<p>Maintain communication with IPB and all Schools/Centres regarding Policy requirements and best practice relating to Insurance and Incident Reporting.</p>	<p>Continue to liaise with IPB, maintain communication with schools and centres regarding all matters relating to Insurance. Continue to follow up on queries relating to insurance matters from schools, centres.</p>	<p>Ongoing. It has been proposed that IPB will arrange a training session on Incident Reporting during 2022 to all Principals and Co-Ordinators.</p>
Goal	Priority	Action	Performance Indicator	Target
		<p>Annual assessment of control/risk assessment questionnaire sent to all schools centres relating to all areas of Risk management. Opportunity to flag issues or concerns where information and guidance may be required from CES. Links to all relating Polices, Advisory notes and guidance for each risk area are provided on the Assessment of Control Questionnaire.</p>	<p>Continue to update and issue annually, the Assessment of Control to all schools and centres. Follow up on any concerns or queries relating to the risk areas that a school or centre may have identified or are identified by CES as a result.</p>	<p>Ongoing. Forms were updated in 2021.</p>
		<p>Monthly Health &amp; Safety and Insurance meetings reviews are in place. Risks identified and flagged. Registers updated weekly. Incident reports filed at the school and head office and sent to IPB Claims Dept.</p>	<p>Continue to carry out review meeting on a monthly basis. Continue update of registers weekly.</p>	<p>Ongoing</p>

		Annual review and filing of all declarations and nil declarations of all serving Board Members for the year and all designated positions in LMETB. Files kept of all declarations annually.	Continue to review and file annually. Continue to advise on the obligations to make a declaration to the CE and/or SIPO where appropriate. Register kept of all declarations including late declarations received.	Ongoing
		Continued compliance with Protected Disclosure requirements	Update policy in line with EU Directive  Continue CPD  Publish Protected Disclosures Annual Report  Provide information and training to staff as necessary	Updated policy  CPD undertaken  Publication on website  Ongoing
<b>Goal</b>	<b>Priority</b>	<b>Action</b>	<b>Performance Indicator</b>	<b>Target</b>
<b>Governance</b> (Strategic Goal 4 - Provide a High Quality Governance and Support Framework)	Ensure that IT systems and infrastructure are appropriate to the organisation's needs and are sufficient to meet evolving cyber threats and that LMETB takes advantage of the opportunities presented by developments in the ICT environment (Per LMETB Strategy Statement, Action 4.5)	Continue to participate in ETBI IT forum  Continue to monitor current technological developments and implement solutions considered appropriate  Continue to work with third party providers  Continue to seek Department approval for additional staffing  Explore alternative measures of sourcing additional staffing, e.g. secondments, apprenticeships, contracted staff  Meet with Principals/ co-ordinators to review IT needs and plan projects  Submit annual Start of Year and End of Year forms to ETBI  Avail of training opportunities for IT staff  Develop and implement new software access request management system	Attendance at meetings  Measures implemented  Requests made  Measures explored  Meetings held  Forms submitted  Training completed  System developed and implemented	Ongoing  Ongoing  Ongoing  Ongoing  Ongoing  Ongoing  2024



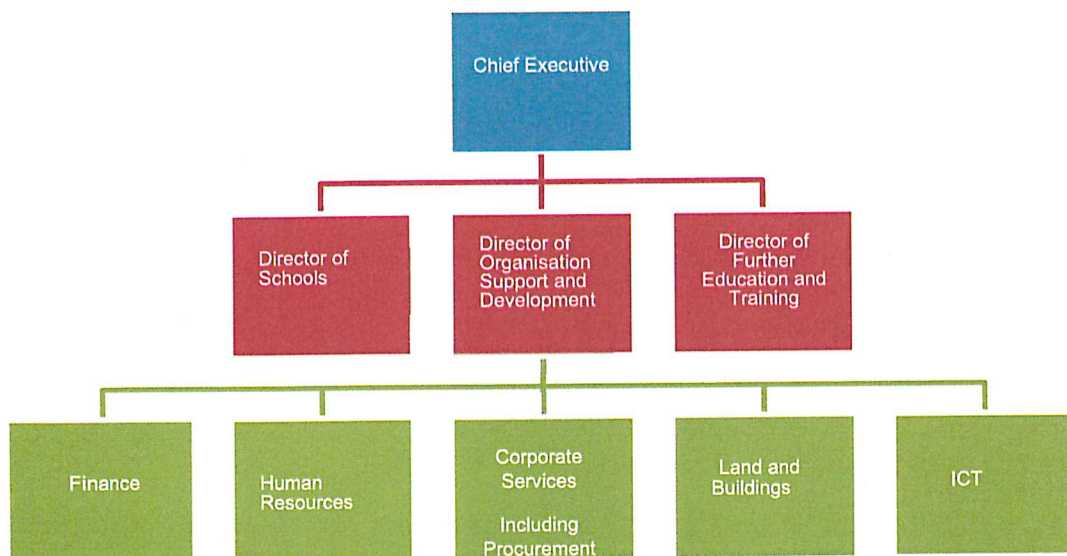
Goal	Priority	Action	Performance Indicator	Target
(Strategic Goal 5 - Act Sustainably)	To develop an LMETB sustainability policy consistent with UN targets and Ireland's Climate Action Plan 2021 including the specific targets set under that plan for LMETB. <i>(Per LMETB Strategy Statement, Action 5.1)</i>	Establish a cross functional working group to develop a sustainability policy  Review and implement actions required under Climate action plan 2023	Group in place  Plan in place	complete  ongoing
	Engage with staff on implementation of LMETB's Sustainability Policy to enable them to contribute to LMETB's sustainability objectives <i>(Per LMETB Strategy Statement, Action 5.2)</i>	Consultation with staff on development of policy and development of an implementation plan	Consultation complete	complete
	Engage with learners on implementation of LMETB's Sustainability Policy to enable them to contribute to LMETB's sustainability objectives <i>(Per LMETB Strategy Statement, Action 5.3)</i>	Consultation with learners on development of policy and development of an implementation plan	Consultation complete	complete
	Develop partnerships, including with SEAI, which can contribute to LMETB's sustainability objectives <i>(Per LMETB Strategy Statement, Action 5.4)</i>	Enhance partnership opportunities with SEAI  Link with local authorities  Linking with ETBI to explore opportunities	Opportunities explored  Opportunities explored  Opportunities explored	Ongoing  Ongoing  ongoing

Goal	Priority	Action	Performance Indicator	Target
(Strategic Goal 5 - Act Sustainably)	Ensure that LMETB property is managed in a sustainable manner in line with LMETB's Sustainability Policy (Per LMETB Strategy Statement, Action 5.5)	Pending development of the policy to develop initiatives to measure and improve sustainability	Measures developed and initiatives undertaken	Ongoing
			Completion of energy audits as required	Ongoing
			Appointment of staff resource to support function	Ongoing
			Avail of any opportunities presenting in renovation or maintenance of existing stock	Ongoing
	Reduce LMETB's environmental impact in line with LMETB's Sustainability Policy (Per LMETB Strategy Statement, Action 5.6)	Pending development of the policy to develop initiatives to measure and reduce environmental impact	Measures developed and initiatives undertaken	Ongoing
		Development of green skills training programmes in FET	Courses /programmes developed, and certification and validation attained	Development of courses
		Promote sustainable procurement	Sustainability criteria incorporated into specification and award criteria	Implemented
		Development and support of Green Schools Committees	Communication with green schools coordinators supporting training for staff and students showcasing best practice examples of green schools initiatives and including such initiatives in school awards schedules	Ongoing
			Facilitating presentations by green school committees to BOMs/subcommittees /LMETB Board	Increase in schools having green flags / participating in green school initiatives
			Provision of CPD for School Leaders on Take 1 Programme	Ongoing
			Schools engage with Annual May Day re: Take 1 Programme	
			Distribution of Signage to Schools on Take 1 Programme	
			Introduction, Development and Implementation of the ETBI Take 1 Programme Education for Sustainable Development in LMETB Schools and Colleges	

## Overview of Services

### Statement of Services – Organisation Support and Development Services

In Louth and Meath Education and Training Board these services are located in the Directorate of Organisation Support and Development. This directorate was restructured in 2017 to promote a more efficient interaction with the front-line services that the Directorate supports, to achieve single location for each function under the directorate and to co-locate those services which best fit together under each pillar of the directorate. Further restructures to the HR function were also rolled out as part of the migration of LMETB payroll to a shared services function. Finance was also restructured to incorporate the finance function in the training centre. A diagram depicting the preferred structure at a high level is included below. The Directorate's goals are to enhance those processes and procedures that underpin good corporate governance in LMETB and to ensure that human, financial and infrastructural resources appropriate to the delivery of front-line services are deployed across the organisation.



## LMETB Capital Programme

LMETB's Capital programme plans for expenditure of over €60 million in schools and centres in 2024. Spend has grown from €56 million in 2023 to €60 million in 2024. LMETB are currently onsite at 4 locations across Louth and Meath with an estimated budget of over €350 million.

Significant projects currently being managed by the Land and Buildings Team include 8 major projects which are fully devolved to LMETB with an estimated budget of €150 million, 12 permanent extensions with combined budget of €80 million (projects ranging from €2 – €20 million), 3 modular projects for completion summer during 2024 (est.€5m) and a new Dunboyne FET College of the Future (€120 million) The equipping of these projects with furniture, equipment and IT is a multi-million euro project.

Projects include a new 7,406m<sup>2</sup> school for O' Carolan College, Nobber which is currently on site and progressing very well. The campus development in Navan which will see the construction of a new 16 classroom school for Ard Rí Community National School (3,591m<sup>2</sup>) and also the construction of a new special school for St. Ultan's, Navan (4,360m<sup>2</sup>) was approved to proceed to planning in February 2024. Major permanent extensions at St. Oliver's Community College, Drogheda and Dunshaughlin Community College are at Stage 1, preliminary design stage and Stage 2a respectively, these projects currently have a combined budget of €60 million. Both projects will include works to the existing building to ensure that the final designs allow these schools, which have two of the largest school enrolments in the country continue to be ran smoothly and professionally.

The new administrative headquarters building in Drogheda received planning permission in December 2022 and it is envisaged that the offices will incorporate as many energy saving measures as is feasible to ensure compliance with Government and EU regulations climate and energy targets. The Stage 2b report is with the Department and LMETB await approval to proceed to tender for a contractor.

Phase I of the major extension at Bush Post Primary School was completed in 2023 and Phase II is progressing well, when complete this will see the school extended by almost one third. The new 5 classroom primary school with Special Needs Unit for St. Peter's National School, Dunboyne is onsite with expected completion in Spring. This is a non-ETB school.

The Advanced Manufacturing Training Centre of Excellence, (AMTCE), Dundalk received a major investment of €11million and these works are nearing completion. Funding was received from SOLAS to develop an additional 5 electrical apprenticeship and additional classrooms at the facility. The works to the centre will allow for the installation of state-of-the-art equipment which includes robotic education cells, computer-aided design (CAD) stations, 'cobot' collaborative robot cells, robotic welding cells, CNC Machines as well as virtual reality (VR) and augmented reality (AR) equipment. The centre is currently working on expanding their offering for the construction sector. For example, progression courses for 3D Concrete Printing (3D CP) to develop more in-depth expertise in areas such the material, software (design and operations), printer maintenance. Other new courses will be delivered including drone mapping and GPS training, use of wearable tech in construction, construction robotics, Blockchain in Construction Sector e.g., Health and Safety, Supply Chain, Augmented Reality in Quarry and Construction and Sustainability and Resilience in the Built Environment e.g., Carbon Management. The centre also offers courses in Building Information Model (BIM). There is a rapidly growing use of digital plans in the form of BIM to design and deliver projects on time and within budget. It will be a requirement for all public sector projects in the future.

Phase II of Coláiste na Mí, Navan which includes for a new school for St. Mary's Special School, Navan is well underway with Phase I due for handover by the end of Spring. (€30 million).

The announcement by the Minister for Further and Higher Education, Research, Innovation and Science, Simon Harris T.D. for a new Dunboyne FET College of the Future was very exciting and LMETB look forward to progressing the construction of a new state of the art further education and training College of the Future with SOLAS and DFHERIS. LMETB are delighted that agreement and approval has been reached on the preferred 25 acre site.

LMETB's Land and Buildings successfully completed the new major Drogheda College electrical training centre which opened in May 2023. This new centre, in Drogheda, just off the M1 motorway is a modern contemporary centre fitted to the highest specification and is the first of its kind. Works to modify the building commenced in January 2023 and the centre was operational by May. The centre is supporting the achievements of targets set out in the new action plan for apprenticeship, helping to address the backlog of apprenticeships in electrical and provide a learning environment where the apprentices feel valued, inspired and motivated and ultimately help the construction industry in their need for these skilled people. The centre will see up to 400 apprentices trained each year.

Smaller school projects that were completed during 2023 included the Special Needs Unit at St. Mary's Enfield, a non-ETB school. The Special Needs Unit at St. Peter's College, Dunboyne, modular accommodation at Beaufort College, Navan, St. Oliver's Community College, Drogheda, Loreto College, Navan and St. Oliver Post Primary school, Oldcastle.

The permanent extension at Coláiste na hInse, Laytown received approval to proceed to detailed design stage and we look forward to this project continuing through the Departments design stages and towards lodging for statutory approvals during the year. The extension at Beaufort College, Navan which includes a Special Needs Unit received full planning permission in January 2023 and we look forward to progressing to tender stage this year.

Owing to the experience of LMETB's Land and Building Departments and the reputation for delivering school construction projects the Department of Education requested that LMETB support a number of non-ETB schools and they continue to request our support in delivering these projects. Projects include a permanent extension at St. Ciaran's Community School, Kells which is at planning and statutory approval stage an extension to Loreto Secondary School, Navan, which includes a listed building, is continuing through planning stage. The Design Team for the Skerries Educate Together National School, Co. Dublin, Special Needs Unit, completed the Stage 2b report for submission to the Department and we look forward to approval to proceed to tender for a contractor. The permanent extension at St. Francis National School, Blackrock, Co. Louth is progressing, the Design Team for the new permanent extension at St. Oliver Post Primary School, Oldcastle were appointed and the Stage one submission was lodged with the Department last year. The extensions to these schools will greatly enhance the facilities for the students both current and for future generations and the projects will create many direct and indirect jobs in the construction sector and beyond.

The Department of Further and Higher Education together with the support of SOLAS has seen significant ongoing investment in LMETB's further education centres. Year on year capital funding is increasing in this much needed area and LMETB are very grateful for funding through Repairs and Maintenance budgets, Emergency Works applications and the SOLAS Strategic Infrastructure Investment Fund which is for projects between €100,000 and €5 million. LMETB were successful in our application for a much-needed Multi-Purpose Tertiary Education Building which will include additional accommodation and changing room facilities at Drogheda Institute of Further Education and modifications and a full retrofit to our Abbey Road campus for Further

## Education services.

Other LMETB schools that are being delivered directly by the Department under various schemes include new post primary school in Dunshaughlin, Coláiste Ríoga and a new permanent primary school for our Dunshaughlin Community National School. It is expected that these projects will be delivered under the Departments Framework and proceed to tender during 2024. In Enfield the Department is progressing a new 1,000 pupil school and significant modular accommodation was installed for the start of the September 2023 school year for Enfield Community College. A new special school is commencing in Enfield in the original temporary accommodation in the village and the Department will commence the planning for a permanent new school.

The new permanent school for Ashbourne Community National School was completed last autumn under the Department of Education. Phase 2 of Coláiste de Lacy is being delivered by the Department of Education under their 'Adapt' scheme and this project will require a new planning application. LMETB works closely with the Department on these projects and are responsible for the furnishing and equipment of all of these schools.

For the first time in 2023 LMETB entered two projects for the Irish Construction Excellence Awards and were delighted that both were selected as finalists. The permanent major extension at Scoil Uí Mhuirí, Dunleer was entered into the Education Category and our Phase I AMTCE project was entered under the Fit out and Refurbishment category with the AMTCE project winning!

LMETB wish to acknowledge the support provided by the Planning and Building Unit of the Department of Education, SOLAS and the Department of Further and Higher Education, Research, Innovation and Science who have provided robust support for Further Education and Training across Louth and Meath and in particular their support for the Advanced Manufacturing and Training Centre of Excellence in Dundalk.

\*Funding from Enterprise Ireland included in Further Education expenditure

<b>Further Education and Training Centres</b>			
<b>Regional Skills and Training Centre of Excellence (AMTCE)</b>	<b>Dundalk</b>		
<b>Drogheda Institute of Further Education</b>	<b>Drogheda</b>		
<b>Dunboyne College of Further Education</b>	<b>Dunboyne</b>		
<b>Advanced Manufacturing Technology Centre of Excellence</b>	<b>Dundalk</b>		
<b>VTOS</b>	Drogheda	Dundalk	Navan
<b>Youthreach</b>	Drogheda	Dundalk	Navan
	Trim	Kells	Ashbourne
	Laytown/ Bettystown	Ardee	
<b>Adult Learning Services</b>	Drogheda	Dundalk	Navan
<b>Adult Guidance recruitment and information service.</b>	Trim	Kells	Oldcastle
	Mosney	Laytown/ Bettystown	Dunshaughlin
<b>Back to Education Initiative</b>	Dunboyne	Athboy	Ashbourne
<b>Evening Course Provision</b>	<b>6 centres in Louth and Meath</b>		
<b>Quality Assurance</b>	<b>All centres operating certificated programmes</b>		
<b>Music Generation</b>	Louth		Meath
<b>Youth Services</b>	Louth		Meath
<b>Peace IV Programme</b>	Louth		

## Projected Receipts and Expenditure 2024

### Louth Meath Education and Training Board Projected Receipts and Expenditures - Overall

	Year ended 31/12/2024	Year ended 31/12/2023 Unaudited
	€	€
<b>RECEIPTS</b>		
Schools and Head Offices	98,626,568	95,698,677
Community National Schools	353,022	354,869
Further Education and Training & Explore	76,187,963	64,779,101
Youth Services Grants	1,452,823	1,473,533
Agencies and Self-Financing Projects	10,090,245	8,418,201
Capital - Schools and Head Offices/SOLAS/EI	60,360,051	48,149,088
<b>TOTAL PROJECTED RECEIPTS</b>	<b>247,070,672</b>	<b>218,873,469</b>

	Year ended 31/12/2024	Year ended 31/12/2023 Unaudited
	€	€
<b>EXPENDITURES</b>		
Schools and Head Office	98,626,568	96,452,850
Community National Schools	353,022	345,694
Further Education and Training & Explore	76,187,963	65,797,542
Youth Services	1,452,823	1,461,487
Agencies and Self-Financing Projects	10,090,245	10,090,245
Capital - Schools and Head Offices/SOLAS/EI	60,360,051	56,156,761
<b>TOTAL PROJECTED EXPENDITURES</b>	<b>247,070,672</b>	<b>230,304,579</b>

<b>Cash Surplus/(Deficit) For Period</b>	<b>0</b>	<b>(11,431,110)</b>
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*Note: 2023 figures are subject to finalisation and audit*



**Louth Meath Education and Training Board**  
**Projected Receipts and Expenditures - Schools and Head Offices**

	Year ended 31/12/2024	Year ended 31/12/2023 Unaudited
	€	€
<b>PAY</b>		
Instruction	83,358,165	81,394,429
Administration	4,440,082	4,028,566
Maintenance	1,878,926	1,749,153
<b>TOTAL PROJECTED PAY</b>	<b>89,677,173</b>	<b>87,172,148</b>
<b>TOTAL PROJECTED NON PAY</b>	<b>5,264,371</b>	<b>5,568,446</b>
<b>ASSOCIATED PROGRAMMES</b>		
School Services Support	1,373,823	1,375,294
Cost of Living Grant	669,636	-
Book Grant	380,000	273,445
DEIS Funding	307,000	394,763
Digital ICT Strategy	278,003	278,003
Transition Year Programme	147,820	162,278
July Programme Payment	119,376	92,456
School Attendance Campaign	107,296	141
Transport Escort	76,951	76,951
Leaving Certificate Applied	67,648	69,582
Language Assistant Scheme	26,724	26,724
Gaeltacht Ed Funding Recognition Scheme	22,508	19,917
Digital ICT Divide	18,974	127,657
Special Class Grant & Equipment	15,572	15,572
Pre-Opening Capitation New ETB PP Schools	15,000	415
Traveller Pupil Capitation Grant	14,732	18,621
Junior Certificate Schools Programme	13,200	14,062
Physics and Chemistry Grant	13,091	16,270
STEM Grant	8,499	
JSCP Library Grant	7,473	6,609
Inservice Travel	1,582	1,582
Set Up Grant - New ETB PP Schools	116	7,770
Leaving Certificate PE Grant		334
Sustainable Development Grant		4,540
Covid 19 Capitation (Cleaning, Sanitising, PPE)		729,270
<b>TOTAL PROJECTED ASSOCIATED PROGRAMMES</b>	<b>3,685,024</b>	<b>3,712,256</b>
<b>TOTAL PROJECTED SCHOOL AND HEAD OFFICE</b>	<b>98,626,568</b>	<b>96,452,850</b>

<b>COMMUNITY NATIONAL SCHOOLS</b>	<b>Year ended 31/12/2024</b>	<b>Year ended 31/12/2023 Unaudited</b>
CNS - Ancillary Services Grant	125,996	125,996
CNS – Capitation	121,662	95,188
CNS - Book Grant	53,074	53,074
CNS – Cost of Living Grant	21,938	-
CNS ICT Grant	17,067	17,067
ICT Digital Divide	4,281	5,079
Standardised Testing Grant	3,633	2,083
CNS – School Transport	3,307	3,307
CNS- Admin Support Free Primary School Book Scheme	1,247	1,247
CNS Special Education Needs	817	817
CNS- Pilot Supply Panel		(112)
Covid 19 Sanitiser/PPE		165
One Teacher School		1,138
Covid 19 Capitation Grant (Cleaning, Sanitiser, PPE)		40,645
<b>TOTAL PROJECTED COMMUNITY NATIONAL SCHOOLS</b>	<b>353,022</b>	<b>345,694</b>

**Louth Meath Education and Training Board**

**Projected Receipts and Expenditures – Further Education and Training**

	Year Ended	Year Ended	Year Ended	Year Ended	Year Ended
	31/12/2024	31/12/2024	31/12/2024	31/12/2024	31/12/2023
	€	€	€	€	€
<b>FURTHER EDUCATION</b>	<b>Total</b>	<b>Pay</b>	<b>Non Pay</b>	<b>Allowances</b>	<b>Total</b>
PLC Pay	11,916,066	11,916,066			11,389,551
Youthreach	5,336,306	3,398,622	964,006	973,678	5,003,787
Innovative Projects - Full time (AMTCE)	4,055,395	1,061,791	2,993,604		3,163,957
VTOS	2,444,882	1,081,342	263,540	1,100,000	2,205,106
PLC Rent	1,789,279		1,789,279		1,415,053
Back to Education Initiative	1,736,301	1,255,619	480,682		1,585,115
PLC Programme Specific Non Pay Literacy (Including Adult, DEIS, ITABE)	1,594,142		1,594,142		1,381,432
ESOL	641,348	529,848	111,500		91,529
Co-Operation Hours	600,178	600,178			574,333
Community Education	521,683	360,452	161,231		483,158
PLC Enhanced Capitation	523,215		523,215		709,866
Innovative Part Time	394,000	30,000	364,000		340,372
FETAC Locally Devised Assessment	353,628		353,628		298,449
SSSF PLC	307,587		307,587		176,594
Refugee Programmes	212,763	197,763	15,000		185,174
PLC Student Capitation	158,550		158,550		161,024
FET Pathways from School	147,890		147,890		286,186
Unemployment Blackspot Provision	83,781	45,000	38,781		50,572
Skills for Work	42,039	32,039	10,000		34,087
<b>TOTAL PROJECTED FURTHER EDUCATION</b>	<b>34,255,236</b>	<b>21,475,192</b>	<b>10,706,366</b>	<b>2,073,678</b>	<b>31,238,458</b>

**Louth Meath Education and Training Board**

**Projected Receipts and Expenditures – Further Education and Training (continued)**

	Year Ended	Year Ended	Year Ended	Year Ended	Year Ended
	31/12/2024	31/12/2024	31/12/2024	31/12/2024	31/12/2023
	€	€	€	€	€
<b>TRAINING</b>	<b>Total</b>	<b>Pay</b>	<b>Non Pay</b>	<b>Allowances</b>	<b>Total</b>
Apprenticeship	24,715,657	5,459,576	4,394,974	14,861,107	18,706,895
Specialist Training Providers (STP)	2,592,230		1,420,820	1,171,410	2,614,856
Skills to Advance Route 3 Contracted	1,618,281		1,618,281		931,398
Skills Training	1,453,854		1,121,262	332,592	1,213,787
Local Training Initiatives	1,325,659		880,016	445,643	1,291,478
Traineeships	1,112,264		732,594	379,670	867,938
Community Training Centres	779,386		625,000	154,386	707,508
Skills to Advance Route 1 Specific	397,249		397,249		447,642
Skills to Advance Route 1 Direct	383,448	230,656	152,792		360,808
Skills to Advance Route 2 Direct	282,192	208,826	73,366		256,141
Skills to Advance Route 2 Contracted	119,200		119,200		306,786
Skills to Advance Route 3 Direct	76,809	59,624	17,185		56,143
Blended Learning	30,000		30,000		14,441
Evening Courses	27,480		27,480		27,520
Bridging	4,500		4,500		3,415
<b>TOTAL TRAINING</b>	<b>34,918,209</b>	<b>5,958,682</b>	<b>11,614,719</b>	<b>17,344,808</b>	<b>27,806,756</b>

	Total	Pay	Non Pay	Allowances	2023
<b>PROGRAMME SUPPORTS</b>					
Programme Supports	2,349,322	1,078,865	1,270,457		2,336,382
<b>TOTAL PROGRAMME SUPPORTS</b>	<b>2,349,322</b>	<b>1,078,865</b>	<b>1,270,457</b>		<b>2,336,382</b>

	Total	Pay	Non Pay	Allowances	2023
<b>Operational Costs</b>					
Operational Costs	4,611,196	600,000	4,061,196		4,373,440
<b>TOTAL OPERATIONAL COSTS</b>	<b>4,611,196</b>	<b>600,000</b>	<b>4,061,196</b>		<b>4,373,440</b>

	Total	Pay	Non Pay	Allowances	2023
<b>OTHER</b>					
Robotics & Automation Course	29,000		29,000		28,322
Explore Programme	25,000		25,000		14,181
<b>TOTAL OTHER</b>	<b>54,000</b>		<b>54,000</b>		<b>42,503</b>

<b>TOTAL PROJECTED FURTHER EDUCATION AND TRAINING</b>	<b>76,187,963</b>	<b>29,112,739</b>	<b>27,656,738</b>	<b>19,418,486</b>	<b>65,797,542</b>
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**Louth Meath Education and Training Board**  
**Projected Receipts and Expenditures – Youth Services**

	Year Ended	Year Ended	Year Ended	Year Ended	Year Ended	Year Ended
	31/12/2024	31/12/2024	31/12/2024	31/12/23	31/12/23	31/12/23
	€	€	€	€	€	€
	Total	Pay	Non Pay	Total	Pay	Non Pay
UBU Your Place Your Space	865,183		865,183	847,389		847,389
Youth Work Services	265,000	265,000		266,935	155,647	111,288
Local Youth Club Grants	170,000		170,000	158,392		158,392
Integration Fund	106,000		106,000	96,513		96,513
Youth Employment Initiative	46,640		46,640			
Youth Capital Grant				54,040		54,040
Revised Youth Funding Scheme				20,000		20,000
International Protection Integration Fund				18,218		18,218
	<b>1,452,823</b>	<b>265,000</b>	<b>1,187,823</b>	<b>1,461,487</b>	<b>155,647</b>	<b>1,305,840</b>