



**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 2025**

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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 2025 a chur faoi bhuir mbráid. 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 fourth Service Plan under the framework of the Strategy Statement for 2022-2026.

It is a great privilege to have been selected as Cathaoirleach by the newly constituted Board of LMETB. I would like to acknowledge the work of the previous Board and of Cllr. Wayne Harding, the former Chair. I look forward to working with the new Board to deliver on LMETB's mission to deliver excellence and innovation in the education and training of learners through the provision of dynamic services delivered by professional staff. Is mór an onóir dúinn bheith ag obair ar son phobal Co. Lú agus Co. na Mí. We are proud to work with our educational partners and to contribute to the development and growth of education and training provision in the region. We aim 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.

The built environment continues to be enhanced with the support of our parent Departments and SOLAS. A number of exciting projects are scheduled to commence on site this year including new permanent schools for Dunshaughlin Community National School, Coláiste Ríoga in Dunshaughlin, and Enfield Community College. I also welcome the move to phase 2 of Coláiste de Lacy, being delivered under the Department of Education's 'Adapt' scheme, which received planning permission in the fourth quarter of 2024. LMETB will continue to work closely with the Department to support these projects, ensuring schools are furnished and equipped to the highest standard.

LMETB are also progressing the business case for a new state-of-the-art Further Education and Training College of the Future in Dunboyne in collaboration with SOLAS and DFHERIS. LMETB expects to sign contracts for the 25-acre site in the first quarter of 2025 and extends special thanks to Minister Donovan and his officials at DFHERIS and SOLAS for their commitment to this project.

I would like to acknowledge and to thank Minister Norma Foley for the support afforded to LMETB during the life of the previous government and to wish Minister McEntee every success as Minister for Education and Youth. I would also like to acknowledge and thank Minister Donovan for his support to the ETB sector and to wish Minister Lawless well as Minister for Further and Higher Education, Research, Innovation and Science. We also look forward to working with the relevant Ministers of State to deliver on our mission and strategic goals.

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, SEAI 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.

I would like to thank Mr. Michael Keogh who chaired the work of the Drogheda Implementation Board. The project has now concluded but the legacy of innovation and cooperation across the range of public services in Drogheda will continue to deliver for the people of Drogheda for years to come.

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.

Ní neart go cur le chéile.



Cllr. Nick Killian  
Cathaoirleach, LMETB

A handwritten signature in black ink, appearing to read 'Nick Killian'.

## 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) 2025 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 its life.

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, traineeships and apprenticeships 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.

In line with its 2022-2026 strategy, LMETB is committed to reducing energy consumption and carbon emissions and to acting sustainably. Energy Audits have taken place in over 85% of our building stock and I am pleased to report that LMETB's Climate Action Roadmap is in place which is a key driver and aid toward reaching our public sector targets. LMETB are delighted to have also put in place a dedicated resource to manage this important body of work which underpins our commitment to acting sustainably. I am pleased to report also that LMETB has successfully secured funding under the REPowerEU Pathfinder Programme for a significant deep retrofit of Coláiste Pobail Rath Chairn. This Department-led project, set for completion during the summer, will deliver substantial improvements to the school's building fabric, enhancing energy efficiency and sustainability. LMETB have also applied for inclusion in the Further Education pathfinder programme.

LMETB's new electrical training centre in Drogheda is currently making a huge contribution to addressing the backlog in electrical craft apprenticeship with a further 308 apprentice intakes to the centre in 2025. 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. The centre won a prestigious award at the Irish Construction Excellence awards in 2024.

LMETB opened its first Community Special School, Cara Community Special School, in Enfield, Co. Meath last year. Cara Community Special School provides 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. I am very pleased to have been able to support the Department of Education in bringing this school to Enfield and delighted that these students and their parents now have this 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 2025. 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. I want to record my sincere appreciation



to the Principal, Mr Denis Leonard, who has led this college since its foundation and has provided professional leadership of the highest standard.

LMETB look forward to exciting and innovative future development opportunities in the FET area and have significantly advanced the 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 to 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, has concluded together with an additional 7 electrical apprenticeship workshops at this facility.

I wish to acknowledge also the increased capital support from SOLAS and DFHERIS through the Capital Devolved Budget, Repairs and Maintenance budgets, Emergency Works budgets, and the SOLAS Strategic Infrastructure Investment Fund (€100,000–€5 million). Recent developments include planning permission received for a multi-tertiary education project at Drogheda Institute of Further Education and a retrofit of Abbey Road campus for Navan Youthreach and Further Education services (preliminary design stage). Additionally, a new roof and insulation upgrade at Chapel Street, Dundalk, is complete, with a new heating system set for installation in Q1.

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.

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 very pleased to report that several school building projects were completed in 2024, including St. Peter's National School, Dunboyne, Phase II of Bush Post Primary School and Blocks A & B of Coláiste na Mí, Navan. Ongoing projects set for completion in 2025 include the final phase of Bush Post Primary School's major devolved extension, a new 575-student school with a four-class Special Needs Unit at O'Carolan College, Nobber, and the final phase of Coláiste na Mí, incorporating a listed building and a new school for St. Mary's Special School, Navan. Modular accommodation will also be installed at St. Oliver's Community College, Drogheda, and at Ard Rí Community National School and Beaufort College in Navan

Projects at design stage include a major extension at Dunshaughlin Community College (Stage 2a) and extensions at St. Oliver Post Primary, Oldcastle, and St. Oliver's Community College, Drogheda (Stage 1). Those in the planning phase include Beaufort College, Navan, Coláiste na hInse, Laytown, and Ard Rí Community National School, which includes a special school for St. Ultan's, Navan. LMETB is also awaiting Department approval to proceed to tender for its new headquarters in Drogheda.

LMETB's continue to support non-ETB schools at the Department of Education's request. Current projects include a permanent extension at St. Ciaran's Community School, Kells (Stage 3: contractor tender), and an extension at Loreto Secondary School, Navan (planning phase). The Special Needs Unit at Skerries Educate Together National School has completed Stage 2b, with construction set to commence in Q2 2025. St. Francis National School, Blackrock, Co. Louth, is progressing through Stage 2a. These projects will enhance school facilities and learning environments for both staff and students alike and LMETB are pleased to be able to assist in delivering these important projects.

Upcoming Department-led projects include new permanent schools for Dunshaughlin Community National School, Coláiste Ríoga, and Enfield Community College. Phase 2 of Coláiste de Lacy, part of the Department's 'Adapt' scheme, received planning approval in late 2024. I look forward to collaborating with the Department to ensure these schools are progressed as swiftly as possible.

I am delighted that LMETB secured funding from the Large-Scale Sport Infrastructure Fund (LSSIF) to develop a sports facility at St. Oliver's Community College, also serving Drogheda Wolves Basketball Team. The project includes a sports hall, boxing arena, fitness suite, social areas, and offices. Our thanks also to Minister of State at the Department of the Taoiseach and the Department of Foreign Affairs with special responsibility for European Affairs; and the Department of Defence, Thomas Byrne, for his support through the Community Sports Facilities Fund. LMETB has also received €480,000 to refurbish and expand the running track at Bush Post Primary School, Co. Louth.

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 2025.

I would like to thank Minister Norma Foley for the support afforded to LMETB during the life of the previous government and to wish Minister McEntee every success in her new role as Minister for Education and Youth. I would also like to acknowledge and thank Minister Donovan for his support to the ETB sector and to wish Minister Lawless well as Minister for Further and Higher Education, Research, Innovation and Science. We also look forward to working with the relevant Ministers of State to deliver on our mission and strategic goals.

I would like to thank Mr Michael Keogh who chaired the work of the Drogheda Implementation Board. The project has now concluded but it leaves behind a positive legacy for the people of Drogheda and its environs who aspire to City status. The cross sectoral working groups and the participation of key local stakeholders were key to delivering on the Guerin Report

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 ffordhul 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**



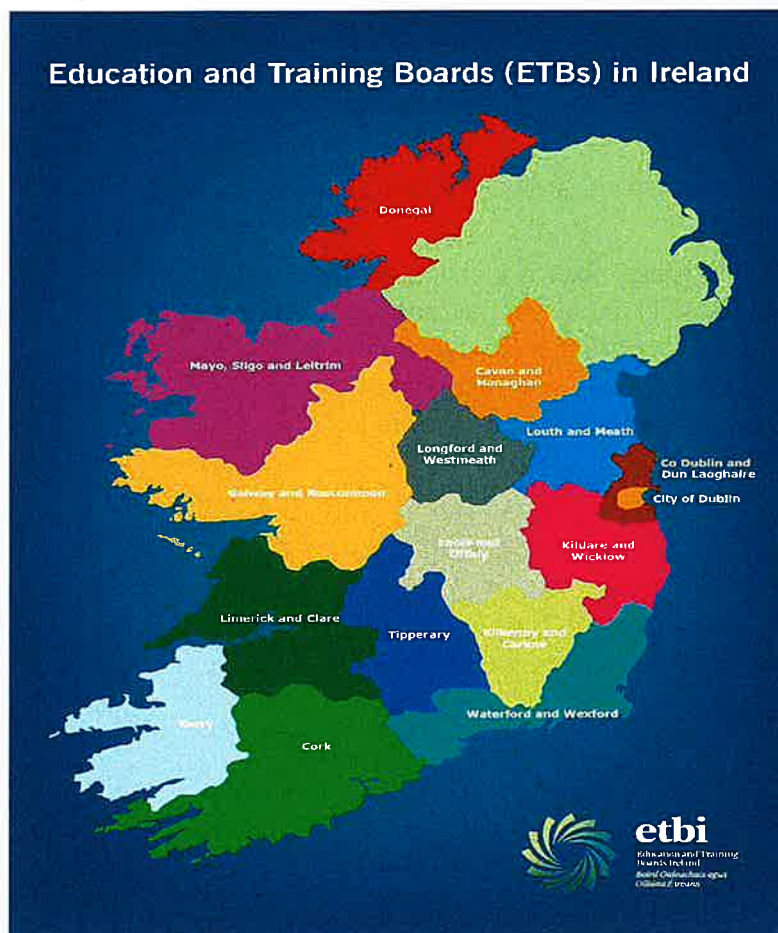
## Profile / Background of Louth and Meath ETB

### 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 and Community Special Schools. Community National Schools and Community Special Schools (CNS) are child-centred, multid denominational, 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 and one Community Special School 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.

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

## Louth and Meath Regional Education and Language Team (REALT)

The Minister for Education, in collaboration with education partners, has established Regional Education and Language Teams (REALT) under the guidance of Education and Training Boards (ETBs). These teams are dedicated to supporting educational provision for students from Ukraine, international protection applicants and students with recognised status. The REALT Co-ordinator for Louth and Meath works from within the Schools Directorate LMETB.

# Overview of Schools Directorate





## Further Education & Training

LMETB is the leading provider of Further Education and Training (FET) in the Northeast. FET provision encompasses both full and part time provisions which are strategically located across the Louth Meath region. FET also delivers within community areas so as to enable and support access to, and engagement with, FET programmes. FET provides adults with the opportunity to access second chance educational provision and to upskill or reskill. Courses and programmes are accredited by QQI and industry award certification.

FET learners include those who employed and unemployed as well as employers, those in the home seeking to upskill or return to the work force, those involved in community and voluntary activities and those seeking a second chance to access education and or training.

Support services provided by LMETB FET include; Guidance and Information services, Learner Support services including adaptive technologies and ICT provision. FET Staff have access to a suite of ongoing innovative CPD programmes to keep their skills current. In 2024 LMETB FET, successfully completed its second iteration of strategic performance agreements with our funders SOLAS. Year on year LMETB has significantly surpassed key target areas as it continues to deliver enhanced offerings in the region. Available data indicates that in 2024 FET LMETB served 38,158 beneficiaries which equates to 25,220 unique learners. (For further information on available programmes please refer to the LMETB website at [www.lmetb.ie](http://www.lmetb.ie))

## Advanced Manufacturing Training Centre of Excellence (AMTCE)

Located in the Xerox Technology park in Dundalk on the strategically important Dublin Belfast corridor the AMTCE continues to deliver training solutions to enable Irish businesses to take full advantage of the opportunities presented by Industry 4.0. In 2024 the AMTCE delivered 182 courses, provided training to 2,294 learners with over 180 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 commenced delivery of a full time pilot programme on specific skills Welding and Robotic welding and completed training on our first QQI Level 6 Cyber Apprenticeship programme. Over 180 learners have availed of the 3D Construction Printing Fundamentals training at our dedicated facility in Drogheda.

It was a busy year for curriculum development with the launch of the LMETB's Using Robotics in Advanced Manufacturing (URAM) micro qualification – QQI L6 Special Purpose Award and the validation of the QQI L6 Robotics and Automation Apprenticeship (RAA)

The focus of 2025 and beyond is to maximise the centres' offering to industry and develop new curricula to address skills gaps. We will achieve this by leveraging our positive relationships with industry partners and agencies and by strengthening and developing the team and further streamlining our processes.

LMETB has continued to deliver the FET Schools Pathways Programme, which has been a resounding success, giving young people practical experience and training in Robotics and Automation principles training.

## Youth Services

LMETB Youth Services engage in an ongoing analysis and review of relevant data to enable and support strategic targeting of identified needs in line with key Government policy objectives. LMETB Youth Services administer over €1.15 million in targeted funding each year on behalf of the Youth Affairs Unit of the Department of Education and Youth for youth work initiatives across Louth and Meath. The services engage with young people between the ages of 10 and twenty four years. This funding is administered by LMETB's Youth Officers, who also manage compliance with quality standards and scheme rules.

The funding is provided in two major strands, **staff-led** and **volunteer-led** provision. UBU – Your Space Your Place - is the primary scheme for targeted **staff-led** youth work provision in out-of-school projects. LMETB administers funding for 6 UBUs in Louth and 3 in Meath. In the **volunteer-led** youth work sector LMETB administers funding for between 80 and 90 clubs each year, evenly spread across the two counties via the Local Youth Club Grant Scheme.

Additional grant schemes and funds administered include:

- **Targeted Youth Employability Support Initiative**

This initiative provides support to participants aged 15-24 years old who are not engaged in education, employment or training and was successfully awarded to Youth Work Ireland Meath via their Meath Youth Together UBU. The programme engages hard to reach young people who have difficulty in connecting into educational and employment agencies.

The focus is on the development of soft skills in relation to employability and engagement with employers and other progression routes, programmes and services. This is a three-year programme.

- **Integration Fund**

This funding served a number of purposes in both UBU and voluntary settings, including the employment of Integration youth work staff to run extensive outreach activities to migrant communities, trips, programmes and specialised support for young people with special needs in the migrant cohort.

LMETB Youth Services will be engaged in the development of a new application to secure one of the 10 new UBU service requirements announced by the DCEDIY as well as participating in the Department's new Holiday Hunger pilot, targeted towards children who are left without adequate meals over the school summer holidays. All of these activities are in line with the objectives of the 2023-2025 LMETB Youth Work Plan.



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## Further Education and Training (FET) 2024

3 PLC Colleges



FET Guidance,  
Information and  
Recruitment Services

1 Regional Skills  
and Training Centre



38,158  
Beneficiaries

1 Advanced  
Manufacturing Training  
Centre of Excellence



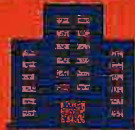
5,216  
Youth  
Service  
Participants

8 Youthreach  
Centres



1 Director  
of FET

8 Multi-use FET  
Campuses/Centres



50 FET Leaders

1 Drogheda  
College (Electrical  
Apprenticeships)



700 Educators

[www.lmetb.ie](http://www.lmetb.ie)





## 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 360,529 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 Post Primary schools including 1 with PLC provision
- 2 Dedicated PLC colleges,
- 4 Community National Schools
- 1 Community Special School
- 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.

## Mission, Values and Principles

### 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.

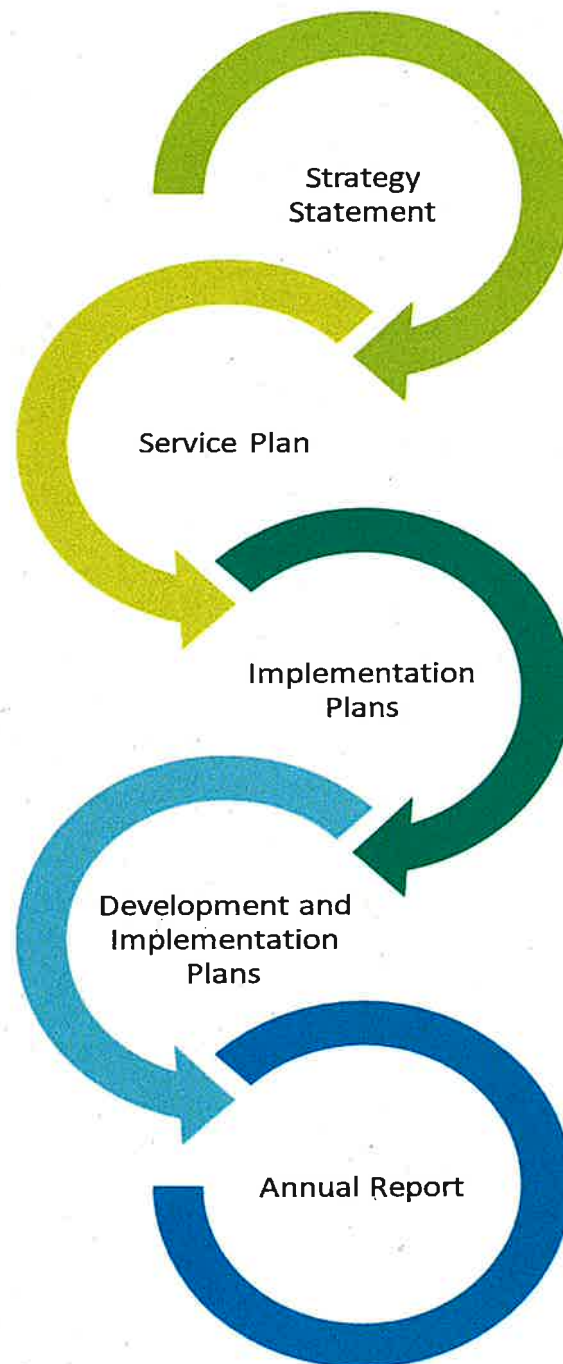
## Strategy Statement

LMETB's strategy statement for 2022-2026 outlines the organisations strategic priorities for that period. Five strategic goals have been identified in the current strategic plan

Strategic Goals	
1	Provide a High Quality Learner Experience
2	Ensure Equity of Opportunity
3	Promote innovation and collaboration
4	Provide a High Quality Governance and Support Framework
5	Act Sustainably

### 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 2025

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
<b>Optimise Student/Learner Experience</b> (Strategic Goal 1 - Provide a High Quality Learner Experience)	Provide a positive learning experience for all learners, including learners from marginalised groups <i>(Per Department of Education)</i>	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  Opening of special classes and community special schools for students with ASD.	Wide range of FET programmes offered and delivered  Targeted interventions to address educational disadvantage and associated supports.  Programme Review and Development.  Regarding support services FET – Establishment of learner support office.  Support provision from TEL and QA Officers, all learners.  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  Liaison with EWOs TUSLA regarding provision of programmes for students at risk of early school leaving  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  Structured Student Support Teams/Care Teams in all Schools	Increased enrolments and strong retention  Reduction in numbers dis – engaging from school pre-Junior Certificate by provision of additional supports and programmes tailored to the needs of specific areas  Increase the numbers of students progressing to apprenticeships/Further and Higher Education  Student Support Teams/Care Teams identify and prioritise students for enhanced internal and external supports  Increase in the number of students engaging in co-curricular and extra-curricular activities  Continued expansion of and review of Student Awards opportunities in schools  Increase in the number of Special Classes across Louth and Meath



Goal	Priority	Action	Performance Indicator	Target
			Provision of a range of co-curricular and extra – curricular activities to involve all students  Monthly and Annual Student Awards  Regular communication with NCSE	
		Progress and Implement the Department of Education BI Cinealta Guidelines & the Education 2022 Anti Bullying Action Plan: Cineáltas	CPD for School Leaders and Anti Bullying Co-ordinators in Schools in partnership with Oide  Encouragement and support for Anti Bullying/Friendship Weeks in Schools  Promotion and sharing of innovative and creative approaches to celebrating inter culturalism in schools  Provision of CPD, support and sharing of practices and initiatives regarding Being LGBTQI in Schools for both students and staff	Ongoing
		Supporting jobs	Jobs  Skills to Compete	As per Strategic Performance Agreements between SOLAS and LMETB
		Creating pathways	Progression within FET  Progression from FET-HE Progression to Employment	As per Strategic Performance Agreements between SOLAS and LMETB
		Fostering inclusion	Transversal Skills Widening Participation Adult Literacy for Life (ALL)	As per Strategic Performance Agreements between SOLAS and LMETB
		Upskilling through lifetimes and careers	Lifelong Learning  Skills to Advance	As per Strategic Performance Agreements between SOLAS and LMETB
		Targeting Key Skills Needs	Key Skills Needs  Retrofitting Skills  Green Skills for All	As per Strategic Performance Agreements between SOLAS and LMETB
		Embed Inclusive Practice	Rolling out FET Universal Design for	Incremental growth and enhancement

Goal	Priority	Action	Performance Indicator	Target
		<p>Prioritise Target Cohorts</p> <p>Consistent Learner Support</p> <p>Literacy and Numeracy</p> <p>REACH (MAEDF) Funding</p>	<p>Learning Badges across staff in collaboration with AHEAD.</p> <p>Widening Participation including learners who self-declare they have a disability, Roma or Traveller community, refugee or asylum seeker.</p> <p>Further development learner support services including centralised admissions system.</p> <p>Increase provision for literacy and numeracy in line with the 10 year ALL Strategy.</p>	subject to funding provision.
<p><b>Optimise Student/Learner Experience</b> (Strategic Goal 1 - Provide a High Quality Learner Experience)</p>	<p>Support students/learners at risk of educational disadvantage in line with current national policy (Per Department of Education)</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 classes and community special schools 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</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 Special Classes across Louth and Meath</p>

Goal	Priority	Action	Performance Indicator	Target
			<p>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</p> <p>Regular communication with NCSE</p>	
		Progress and Implement the Department of Education Bi Cínealta Guidelines and the Department of Education 2022 Anti Bullying Action Plan: Cineáltas	<p>CPD for School Leaders and Anti Bullying Co-ordinators in Schools in partnership with OIDE</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>	Ongoing
		Supporting jobs	<p>Jobs</p> <p>Skills to Compete</p>	As per Strategic Performance Agreements between SOLAS and LMETB
		Creating pathways	<p>Progression within FET</p> <p>Progression from FET-HE</p> <p>Progression to Employment</p>	As per Strategic Performance Agreements between SOLAS and LMETB
		Fostering inclusion	Transversal Skills Widening Participation Adult Literacy for Life (ALL)	As per Strategic Performance Agreements between SOLAS and LMETB
		Upskilling through lifetimes and careers	Lifelong Learning	As per Strategic Performance

Goal	Priority	Action	Performance Indicator	Target
			Skills to Advance	Agreements between SOLAS and LMETB
		Targeting Key Skills Needs	Key Skills Needs Retrofitting Skills Green Skills for All	As per Strategic Performance Agreements between SOLAS and LMETB
		Embed Inclusive Practice  Prioritise Target Cohorts  Consistent Learner Support  Literacy and Numeracy  REACH (MAEDF) Funding	Rolling out FET Universal Design for Learning Badges across staff in collaboration with AHEAD.  Widening Participation including learners who self-declare they have a disability, Roma or Traveller community, refugee or asylum seeker.  Further development learner support services including centralised admissions system.  Increase provision for literacy and numeracy in line with the 10 year ALL Strategy.	Incremental growth and enhancement subject to funding provision.
<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

Goal	Priority	Action	Performance Indicator	Target
		<p>Ensure Boards of Management minutes submitted to the ETB record:</p> <p>Child Safeguarding Statement in Place including Risk Assessments</p> <p>Risk Assessments carried out, DLP and DDLP in place and record relevant and appropriate information regarding referrals</p>	<p>Minutes reviewed by DOS</p> <p>Dedicated Support available from DOS, OIDE&amp; TUSLA</p> <p>Review annually</p> <p>CPD on Child Protection and Safeguarding Inspections</p>	<p>Minutes reviewed by DOS</p> <p>Schools avail of support available</p> <p>Annual review complete &amp; submitted to the LMETB Board</p> <p>If change in DLP and DDLP in schools, BOM review and update CSS with immediate effect and advise all members of the school community</p> <p>Schools fully compliant on CPSIs</p>
<p><b>Optimise Student/Learner Experience</b> (Strategic Goal 1 - Provide a High Quality Learner Experience)</p>	<p>Supporting our learners in a post Covid 19 world through ensuring continuity of education, training and assessment (Per LMETB Strategy Statement, Action 1.1)</p>	<p>Utilise learning management system (LMS) to enhance learner experience and provide learning supports outside of teaching hours</p> <p>Enhance use of blended learning approaches</p> <p>Provision of Guidance Supports for students and learners</p> <p>Targeted provision of counselling supports to learners</p> <p>Purchase of devices under Department of Education &amp; EU funding (ICT Digital Divide) to have in place for any future emergency remote teaching and learning periods</p>	<p>Student\Learner engagement/utilisation of LMS with positive user feedback</p> <p>Digital ICT classes scheduled as part of the timetable</p>	<p>Training courses utilise LMS to support learners</p> <p>Secure additional guidance and counselling supports for learners and students.</p> <p>Ongoing</p>
<p><b>Optimise Student/Learner Experience</b> (Strategic Goal 1 - Provide a High Quality Learner Experience)</p>	<p>Embedding the new primary curriculum and the Junior Cycle and advancing reform of the Senior Cycle (Per LMETB Strategy Statement, Action 1.2)</p>	<p>Implement curricular changes as prescribed by the Department of Education</p>	<p>Primary curriculum changes</p> <p>Junior Cycle reform changes</p> <p>Senior Cycle reform changes</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Piloting of new Senior Cycle courses</p>

Goal	Priority	Action	Performance Indicator	Target
				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
<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  Attendance at recruitment fairs	As required  Increased  Increased engagement with Teacher Training Providers
		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 & Teams 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



Goal	Priority	Action	Performance Indicator	Target
		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
<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. (Per LMETB Strategy Statement, Action 1.4)	Work to expand the range of apprenticeship / training programmes	New apprenticeships and traineeships commenced, and existing programmes maintained	Commence new apprenticeships 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	Partnership approaches to programme development	Working in partnership to increased number, range and extent of programmes on offer.
		Maintain and develop the synergies between PLC and traineeship / apprenticeship co-provision	Increase in opportunities for co provision	ongoing
		Enhance use of blended learning approaches	New approaches and expansion of existing approaches	Ongoing
<b>Optimise Student/Learner Experience</b> (Strategic Goal 1 - Provide a High Quality Learner Experience)	Support Irish language learning (Per LMETB Strategy Statement, Action 1.5)	Implement Official Language Scheme 2021 to 2024	Review progress in implementing the scheme	Annual

Goal	Priority	Action	Performance Indicator	Target
<b>Barrfheabhsú ar eispéireas an fhoghlaimeora</b> (Sprioc Straitéiseach 1 – Eispéireas Foghlaimeora d'ardchaighdeán a chur ar fáil)	Tacú le foghlaim na Gaeilge (De réir Ráitéis Straitéise BOOLM, Gníomh 1.5)	Cur i bhfeidhm Scéim Teanga Oifigiúil 2021 go 2024	Athbhreithniú ar an dul chun cinn i gcur i bhfeidhm na scéime	Bliantúil
<b>Optimise Student/Learner Experience</b> (Strategic Goal 1 - Provide a High Quality Learner Experience)	Support Irish language learning (Per LMETB Strategy Statement, Action 1.5)	Support Colaiste Pobail Rath Chairn in fulfilling the language-based criteria set out for the Gaeltacht School Recognition Scheme  Support Seachtain na Gaeilge in Schools and Colleges  Upskilling of teachers to teach through the medium of Irish  Promotion of LMETB Gaeltacht Scholarships	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  Celebration of Seachtain na Gaeilge in schools and associated awards and publication regarding same  Supporting CPD Programmes for teachers e.g.: through ETBI /MIC  Annual Gaeltacht Scholarships funding for schools	Utilisation of budgets  Number of visits  Annual  Ongoing  Ongoing  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 (Per LMETB Strategy Statement, Action 1.6)	Relevant CPD to be provided to all school /centre leaders in LMETB.  Engagement with DoE inspectorate and national support services  Engagement with advisory visits of the inspectorate for primary and post primary schools  Engagement in QA inaugural review - all management and FET staff  Engagement as relevant with DoE inspectorate in respect	Boards of management in primary and post primary schools progress requirements for school self-evaluation in line with department of education circulars and guidelines  Participation in inaugural review processes and implementation plan development	At schools level compilation and distribution of school self-evaluation reports and school improvement plan to members of the school community  Review of curriculum provision, co-curricular, extra-curricular and student supports in schools  Development and distribution of inaugural review planning documentation and implementation of actions  Ongoing

Goal	Priority	Action	Performance Indicator	Target
		of centre specific review / visit		
		Progress implementation of the ETBI Patrons' Framework on Ethos in LMETB Schools and Colleges	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 placed in LMETB Schools and Colleges. Annual Conference. Links with School Self-evaluation process	Ongoing
		Provision of appropriate opportunities for stakeholders including parents/guardians/students to provide feedback/to consult	Support schools in working with Parents Associations	Ongoing
			Support schools in developing and progressing Student Voice Initiatives/Student Councils	Ongoing
<b>Protection Programmes</b> (Strategic Goal 2 - Provide a High Quality Learner Experience)	Assist the DE, as needed, to meet the needs arising from the Irish Refugee Protection Programme and provision for international protection applicants (Per Department of Education)	Participation in and responding to Refugee Protection Programmes	Appropriate placement of students in schools and centres	Ongoing
		Working in partnership with DoE in appropriate provision of language supports to refugees and asylum seekers	Applications to the Department of Education for EAL Teaching Allocation to support these students in transfer, transition and integration into the Irish Education System	Ongoing
			Review of programmes in line with particular needs of target audience.	Ongoing
		Continue to support the inclusion of students from Ukraine and IP into LMETB Schools and Colleges	EAL assessments and provision of EAL support within school	Ongoing
		LMETB Guidance and Literacy services are actively engaged in the delivery of ESOL	LMETB is a key member of Interagency Co-ordination Groups in Louth and Meath.	Targets are in line with Strategic Performance Agreements and are reflective of the nature and number of persons presenting in
			ESOL Provision continues to be a key priority for the Adult	

Goal	Priority	Action	Performance Indicator	Target
		language programmes to refugee adults.	<p>Literacy Services supported by the Management Team therein.</p> <p>In 2022 LMETB FET and Schools worked with interagency grouping to enable REALT provisions in the catchment area.</p> <p>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.</p> <p>Guidance and Literacy personnel, travel to venues around the region to meet refugees.</p> <p>Initial assessments carried out of all Adults regarding Language requirements.</p> <p>Registering all potential learners at entry point for apt level of ESOL classes.</p> <p>Provision of all information materials in Ukrainian and English.</p> <p>Points of contact and referral via email, free phone no, text, in person etc all are facilitated.</p> <p>Recruiting Panels of ESOL teaching staff and re assigning of existing staff as apt.</p> <p>As apt referral of adults to Skills based training programme.</p> <p>Referral as apt to support families to the Schools Directorate.</p> <p>Short term Rental of facilities to enable and support localised delivery of services in some areas.</p> <p>Implementation of REALT for the Department of Education in primary and post primary schools across Louth and Meath</p>	<p>this category area with appropriate planning in so far as that is possible</p> <p>Ongoing through the REALT Co-ordinator and REALT admin office</p>
(Strategic Goal 2 - Ensure Equity of Opportunity)	Actively support inclusive environments in our schools and education	Provision of counselling supports to vulnerable groups / individuals	High level of quality guidance and support provided to all learners.	Increased retention and progression figures.

Goal	Priority	Action	Performance Indicator	Target
	centres to ensure that students of all backgrounds and additional needs have the confidence and reassurance to reach their full potential (Per LMETB Strategy Statement, Action 2.1)	Prioritise maximum retention, successful completions and progression		
(Strategic Goal 2 - Ensure Equity of Opportunity)	Support the mental health and wellbeing of learners (Per LMETB Strategy Statement, Action 2.2)	<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>Supports available</p>	<p>Increased retention and progression figures.</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
(Strategic Goal 2 - Ensure Equity of Opportunity)	Support the participation and progression of learners with special educational needs through the delivery of integrated resources (Per LMETB Strategy Statement, Action 2.3)	<p>Opening new Special Classes and Community Special Schools 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>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>New classes/community special schools opened if required/ approved</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>

Goal	Priority	Action	Performance Indicator	Target
		<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>Links with Primary schools and pre schools for transfer and transition programmes</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>Developing and implementing transfer and transition programmes based on information from transfer and transition planning meetings</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
(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 (Per LMETB Strategy Statement, Action 2.4)	<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	Continued support of learners to access, complete and progress from FET Programmes.	Maintenance of existing programmes with allowances and appropriate learner supports	Ongoing



Goal	Priority	Action	Performance Indicator	Target
	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 (Per LMETB Strategy Statement, Action 2.5)	Ongoing identification of gaps / needs and development of initiatives to address these  Increased opportunity for access transfer and progression - school to FET, within FET, FET to HE and employment	Increased provision of supports to learners to enable and support decision making on entry and also progression FET	Additional resources to be identified
(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 (Per LMETB Strategy Statement, Action 3.1)	Work to develop effective industry linkages.  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  To work in collaboration with regional skills fora to identify local employer needs with respect to FET  Development and expansion of AMTCE and schools partnership programmes focused on further training and career opportunities  Promotion of enterprise education modules in transition year, LCA, and LCVF programmes.	Increased training provision to workplaces and employees  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  To identify appropriate responses to address skills gaps responding both to industry in the region and to employees  Transition and Pathways Programme in Advanced Manufacturing for TY students  Business community and social enterprise activities in schools  Visits in and out of the classroom to business community and social enterprises  Identification and appropriate response to addressing workforce	Increased number of programmes delivered and participants engaged.  Expansion of pilot project  Identify a joint initiative between LMETB and DKIT and relevant parties  Identification and delivery of appropriate FET courses  Ongoing  Increased numbers of students engaging with these modules  Delivery of appropriate support services to employers

Goal	Priority	Action	Performance Indicator	Target
		Seek to achieve increased participation by employers in skills development and workforce planning	planning regionally and to support local employer networks in same	and appropriate courses to address identified skills gaps
		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)	Promotion of cross border programmes  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  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	Continued engagement and participation  LMETB formally engage and participate in developmental work  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.	Ongoing  Subject to timeframe To develop of possible regional initiatives  Subject to positive discussion and agreement MOU with new collaborating partner organisations to be developed
(Strategic Goal 3 - Promote innovation and collaboration)	Develop initiatives to respond to national policy requirements	With due regard to national policy which impacts FET LMETB aims to provide appropriate services and FFET responses	To develop courses and programmes which address specifically or in largesse the requirements of national policy as it relates to FET	Apprenticeship programme development

Goal	Priority	Action	Performance Indicator	Target
	<i>(Per LMETB Strategy Statement, Action 3.3)</i>	to address (subject to finance) appropriate responses.  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	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	Working in partnership with statutory agencies, development and delivery of training responses to address identified need
	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>	Support Erasmus programmes and participation to the widest extent possible of FET learners in experiential learning  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.	Planning for delivery of Erasmus programmes in PLC sector with a view to increased awareness and understanding across jurisdictions  The development of appropriate partnerships  Identification of areas of mutual benefit and interest	A number of learners and staff to participate in Léargas/ Erasmus funded projects  Develop partnership agreements  Identification of FET courses and programmes and certification opportunities
<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 issued
<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 in line with code templates
<b>Governance</b> (Strategic Goal 4 - Provide a High Quality Governance and Support Framework)	Financial expertise on audit and finance committees	Appointments to audit and finance committees should be made by the board in	Consultation took place between Board and Chair	Confirmation of same

Goal	Priority	Action	Performance Indicator	Target
Support Framework)	(Per Department of Education)	consultation with committee chairs.  External members of committees should bring the required audit and financial skills and experience to the role	Assessment carried out	Number
	Board appraisal of work carried out by Finance and Audit & Risk Committees (Per Department of Education)	The chair of each board should 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  Report provided to the Board in relation to each Committee meeting held
	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
	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

Goal	Priority	Action	Performance Indicator	Target
	Departmental returns and reporting deadlines (Per Department of Education)	Reporting returns to the Department must be accurate and reporting deadlines 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 submitted in a timely manner  Accurate reports provided  Delivery of agreed FET wide PD provisions.
<b>Governance</b> (Strategic Goal 4 - Provide a High Quality Governance and Support Framework)	Risk Management Policy (Per Department of Education)	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  Review risk register in conjunction with Audit and Risk Committee	Risk management system in place with standing item of risk on board, audit and risk, management team/OSD meetings  Risk Appetite Statement adopted  Risk Register reviewed and updated as required	Confirmation of process in place  In place  Ongoing
	Internal controls (Per Department of Education)	The board of each ETB should ensure that it receives adequate assurance that specified controls are operating as intended	Statement of system of internal control (SSIC) developed with relevant inputs from exec, audit & risk, finance committee and Board	SSIC in place for each year
	Continue to develop and maintain the built environment to support LMETB's strategic goals (Per LMETB Strategy Statement, Action 4.1)	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



Goal	Priority	Action	Performance Indicator	Target
		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. (Per LMETB Strategy Statement, Action 4.2)	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
		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
		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	LMETB Board and Board of Management Training	Seminars for all Board Members including committees on corporate governance  Training for Boards of Management through a combination of ETBI webinars, LMETB in person training and LMETB online training	Training to new board delivered  BOM training delivery ongoing

Goal	Priority	Action	Performance Indicator	Target
	(Per LMETB Strategy Statement, Action 4.3)			
		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
<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)	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		complete
		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.	High level of data protection awareness amongst staff.  Deployment of support software solution	Ongoing  In place

Goal	Priority	Action	Performance Indicator	Target
		Data protection agreements with other agencies signed where appropriate		
		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
<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 Corporate Procurement Plan.  Continue to liaise with ETBI regarding the implementation of a Contract Management System to ensure value for money and compliance with national procurement guidelines	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  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

Goal	Priority	Action	Performance Indicator	Target
		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
<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	Options considered	Implemented

Goal	Priority	Action	Performance Indicator	Target
		tracking system for OSD work	Procurement complete	
	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
<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)	Ensure efficient and effective use of all resources including financial, personnel, and energy efficiency  Record and implement audit recommendations	Review outcome against service plan  Audit register	Annual and ongoing  Ongoing
		Communicate effectively with stakeholders including through social media, traditional media and through effective advertising of roles and events	Ongoing engagement with stakeholders through twitter and through website.  Publishing of all policies and statutory documents and board minutes online.  Advertising of vacancies online as well as in traditional media.  Use of "boosts" to promote content on social media as may be appropriate.	Ongoing



Goal	Priority	Action	Performance Indicator	Target
			Implement new recruitment system  Review sectoral communications strategy with a view to implementation	
		Develop an organisational chart with associated roles and responsibilities	Minimise gaps in service due to staff absence or retirement  Improved outcomes for learners and organisation efficiencies Access officer designated Officer designated with responsibility for oversight of implementation of PSD under IHREC Act 2014	Organisational charts, cross training plans and manuals are updated on a continuous basis as the need arises  Ongoing  in place
		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>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
		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	Annual H&S checklist Internal audits/site visits.	Ongoing

Goal	Priority	Action	Performance Indicator	Target
		<p>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&amp;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. 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>	Monthly meetings with Insurance section to identify risks arising from accidents	
<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)	<p>Maintaining logs for Data Breaches, Data Processing Agreements, Access requests.</p> <p>Implementing new training platform and rolling out to staff. Regular communication to staff about data protection issues, e.g. GDPR anniversary, data protection day, data breach reporting obligations, remote working. Answering queries. Attend training relevant for</p>	<p>Site visits</p> <p>Logs maintained and up to date.</p> <p>Data Access Requests answered within time frame.</p>	Ongoing

Goal	Priority	Action	Performance Indicator	Target
		<p>role and self-development. Attend ETB FOI/DPO forum quarterly meetings</p> <p>Executive order assigning duty to oversee implementation of PSD under IHREC Act 2014</p>	EO in place	Complete
		<p>Process FOI requests within timeframe allowed in Act.</p> <p>Update LMETB website with FOI disclosure Log.</p> <p>Attend Training for self-development.</p> <p>Attend ETB FOI/DPO Forum quarterly meetings.</p>	<p>Logs maintained and up to date.</p> <p>FOI requests answered within time frame.</p>	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>	Ongoing
<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)	Maintain communication with IPB and all Schools/Centres regarding Policy requirements and best practice relating to Insurance and Incident Reporting.	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.	Ongoing.
		Annual assessment of control/risk assessment questionnaire sent to all schools centres relating to all areas of Risk management.	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	Annually

Goal	Priority	Action	Performance Indicator	Target
		Opportunity to flag issues or concerns where information and guidance may be required from CES. Links to all relating Policies, Advisory notes and guidance for each risk area are provided on the Assessment of Control Questionnaire.	that a school or centre may have identified or are identified by CES as a result.	
		Monthly Health & 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.	Continue to carry out review meeting on a monthly basis. Continue update of registers weekly.	Ongoing
		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	<p>Update policy and procedure in line with Protected Disclosures (Amendment) Act 2022</p> <p>Establish internal reporting channel in line with Protected Disclosures (Amendment) Act 2022</p> <p>Continue CPD</p> <p>Publish Protected Disclosures Annual Report</p> <p>Provide information and training to staff as necessary</p>	<p>Completed in July 2024d</p> <p>Completed in July 20224</p> <p>CPD undertaken</p> <p>Publication on website</p> <p>Ongoing</p>
<b>Governance</b>	Ensure that IT systems and	Continue to participate in ETBI IT forum	Attendance at meetings	Ongoing

Goal	Priority	Action	Performance Indicator	Target
(Strategic Goal 4 - Provide a High Quality Governance and Support Framework)	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)	<p>Continue to monitor current technological developments and implement solutions considered appropriate</p> <p>Continue to work with third party providers</p> <p>Continue to seek Department approval for additional staffing</p> <p>Explore alternative measures of sourcing additional staffing, e.g. secondments, apprenticeships, contracted staff</p> <p>Meet with Principals/ co-ordinators to review IT needs and plan projects</p> <p>Submit annual Start of Year and End of Year forms to ETBI</p> <p>Avail of training opportunities for IT staff</p> <p>Develop and implement new software access request management system</p>	<p>Measures implemented</p> <p>Requests made</p> <p>Measures explored</p> <p>Meetings held</p> <p>Forms submitted</p> <p>Training completed</p> <p>System developed and implemented</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Complete</p>
(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. (Per LMETB Strategy Statement, Action 5.1)	<p>Establish a cross functional working group to develop a sustainability policy</p> <p>Review and implement actions required under Climate action plan 2024</p>	<p>LMETB has developed an organisation wide Climate, Environmental and Sustainability policy</p> <p>Plan in place</p>	<p>complete</p> <p>Updated Climate Action Roadmap scheduled to be presented to the Board on 27 February 2025</p>
	Engage with staff on implementation of LMETB's Sustainability	Consultation with staff on development of policy and development of an implementation plan	Consultation complete	complete



Goal	Priority	Action	Performance Indicator	Target
	Policy to enable them to contribute to LMETB's sustainability objectives (Per LMETB Strategy Statement, Action 5.2)			
	Engage with learners on implementation of LMETB's Sustainability Policy to enable them to contribute to LMETB's sustainability objectives (Per LMETB Strategy Statement, Action 5.3)	Consultation with learners on development of policy and development of an implementation plan	Consultation complete  Incorporate best practice into teaching and learning	Complete  LMETB delivers QQI accredited courses in sustainability under Skills to Advance LMETB courses for hotels and hotel chefs include a focus on reducing waste
	Develop partnerships, including with SEAI, which can contribute to LMETB's sustainability objectives (Per LMETB Strategy Statement, Action 5.4)	Enhance partnership opportunities with SEAI          Link with local authorities   Linking with ETBI to explore opportunities	LMETB is a member of the SEAI Energy Decarbonisation Partnership Programme.  A number of LMETB staff are registered users of the SEAI Energy Link which supports those involved in public sector energy management  Avail of the expertise of our appointed SEAI PSM (Partnership Support Manager) to identify areas that are most beneficial in LMETB's progression to environmental sustainability  Opportunities explored  LMETB is represented on the ETB Climate Action & Sustainability Working Group	Completed  Completed  Completed  Ongoing  ongoing
(Strategic Goal 5 - Act Sustainably)	Ensure that LMETB property is managed in a sustainable	Pending development of the policy to develop initiatives to measure and improve sustainability	Measures developed and initiatives undertaken  Completion of energy audits as required	Ongoing  Ongoing

Goal	Priority	Action	Performance Indicator	Target
	manner in line with LMETB's Sustainability Policy (Per LMETB Strategy Statement, Action 5.5)		Appointment of staff resource to support function	Ongoing
			Avail of any opportunities presenting in renovation or maintenance of existing stock	Ongoing
		Obtain additional staff and third party support in the area of sustainability	Appointment of APO Estates, Climate Action and Sustainability Appointment of Project Manager	Commenced in February 2025
			Procured and appoint an Energy Efficiency in Design consultant	Commenced
		Nominate a Climate and Sustainability Champion	Nomination of person	Appointed
		Nominate an Energy Performance Officer Climate and Sustainability Champion	Nomination of person	Director of OSD (Land & Buildings) nominated in January 2025
		Keep staff informed of the importance of acting sustainably through campaigns such as "Reduce Your Use"	Reminders issued	APO Estates, Climate Action and Sustainability nominated in January 2025
		Ensure that staff are trained as far as possible	Attendance at training courses	Ongoing. LMETB staff have attended courses including: SEAI Energy in Education Workshop, ETB & SEAI Annual Climate Action Conference, SEAI Energy Basics, SEAI Carbon Basics, SEAI Engaging People at Work, Accelerator Energy Map Training, Climate Action Certificate Training Program, NZEB Fundamental Awareness, NZEB Retrofit Programme, Green Teams National Programme, Energy Efficient Design Training,

Goal	Priority	Action	Performance Indicator	Target
				SEAI Energy & You: Reduce Your Use, SEAI Energy Academy, Environmental Sustainability in the workplace, Climate Action & Sustainability Awareness Webinars
				LMETB's Action Roadmap, which is scheduled to be presented to the Board on 27 February 2025, sets out the legal requirements
				LMETB's Action Roadmap, which is scheduled to be presented to the Board on 27 February 2025, sets out how LMETB will meet the legal requirements
				LMETB completed audits by February 2025 to cover 85% of energy use across the portfolio as per the requirements of SI426:2014
				LMETB's Action Roadmap, which is scheduled to be presented to the Board on 27 February 2025, sets out LMETB's plan it will prioritise implementation of recommendations
		Comply with legal requirements	Identify legal requirements	LMETB has or is utilizing the following funding:
			Meet legal requirements	Green Devolved Capital Grant for the FET sector Capital Investment programmes for the FET sector Department of Education School Building Programme

Goal	Priority	Action	Performance Indicator	Target
		Develop and implement energy management systems	Complete energy audits  Implement recommendations in energy audit reports	
		Avail of funding opportunities	Identify and utilise appropriate funding	
	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
			Utilise the Office of Government Procurement's (OGP) online Green Public Procurement Criteria Search tool for centrally established contracts for goods and services.	Ongoing
			Reviewing procurement approach to include scoring weight for contracts that not only identify specifications that will reduce environmental impact, but can calculate the environmental or climate benefits achieved, including but not limited to: Reduced emissions Local sourcing Reuse of materials	2025
			LMETB staff attended training on Green Public Procurement on 16 January 2025	
		Participate in training on Green Public Procurement	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	Completed
		Development and support of Green Schools Committees		Ongoing

Goal	Priority	Action	Performance Indicator	Target
			Facilitating presentations by green school committees to BOMs/subcommittees /LMETB Board	
			Issue survey to schools and centres regarding Green Teams	Increase in schools having green flags / participating in green school initiatives
			Establish LMETB Green Team to include representatives of schools and centres in order to support school and centre Green Teams	Survey to be issued in Q1 2025
			Provision of CPD for School Leaders on Take 1 Programme	Team to be established in Q1 2025
			Schools engage with Annual May Day re: Take 1 Programme	Ongoing
		Introduction, Development and Implementation of the ETBI Take 1 Programme Education for Sustainable Development in LMETB Schools and Colleges	Distribution of Signage to Schools on Take 1 Programme	
			Issue directive that 100% of paper procured and used in LMETB must be 100% recycled	
			Facilitate and promote use of digital signatures and soft copy documents	Done in May 2024
		Minimise paper consumption	Track paper consumption and volume of confidential shredding to monitor the success of paper diversion practices in LMETB processes.	Ongoing
			Monitor water consumption across FET Centres, schools, and offices	2025
			Install at least one water refill point that includes measurements for diverted bottle waste	
			Consider participating in water stewardship training	2025

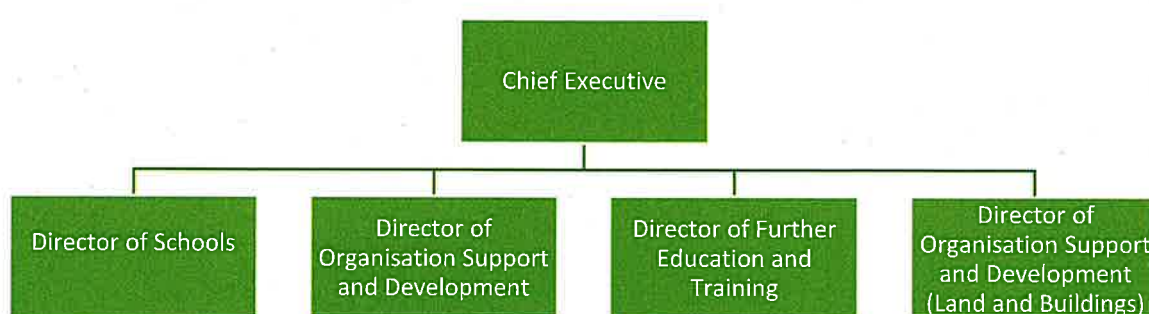


Goal	Priority	Action	Performance Indicator	Target
		Minimise water consumption	Cease using disposable cups, plates, and cutlery	2025
		Minimise consumption of single use items	Implement a waste management system initiative to ensure that all LMETB offices, schools, and FET centres have a waste management procedure in place.	2025  Completed as of December 2022
		Minimise waste generation	Establish a plan to track waste generation	Completed
			Procure zero emissions vehicles	2025
		Minimise vehicle missions	Offset emissions from business travel in line with Circular 1/2020	Ongoing - LMETB is committed to only procure zero emissions vehicles in line with Climate Action Plan requirements where feasible
			Develop a program to install bike shelters where appropriate across the portfolio.	
			Promote the uptake of the Bike to Work Scheme and Annual Tax Saver Scheme to promote low or no carbon modes of transportation	Q1 2025  2025
			Provide EV charging points in new buildings, extensions, and major refurbishment projects as per current Part L Building regulations	Ongoing
		Install solar panels	Participate in Schools PV programme	Ongoing as feasible  Ongoing – LMETB issued requests for tenders for a contractor under Phase 2 of the schools PBV programme.

## Overview of Services

### Statement of Services – Organisation Support and Development (OSD) Services

In Louth and Meath Education and Training Board the functions of Finance, HR, Corporate Services, ICT and Payroll and Shared Service Projects report to the Director of OSD. In 2024 an additional Director post was granted to LMETB in recognition of the significant additional responsibilities attaching to a much expanded organisation. This post was used to establish a separate OSD Directorate charged with oversight of Capital, Estates, Climate Action and Sustainability. Assistant Principal roles for Capital and for Estates, Climate Action and Sustainability have also been appointed. A diagram depicting the structure at a high level is included below. Both Music Generation Services and the administrative supports to the Drogheda Implementation Board are provided through the OSD Directorate. The OSD 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 Land and Buildings Department plays a pivotal role in planning, developing, and maintaining high-quality educational infrastructure across Louth and Meath. As part of its ongoing commitment to enhancing learning environments, LMETB's Capital Programme is set to invest over €49 million in schools and centres in 2025, following expenditure of €41 million in 2024. Currently, LMETB is actively managing multiple capital projects across the region, including new school constructions, school extensions, new training facilities, emergency works projects, summer works projects, energy and sustainability initiatives and property acquisitions and development ensuring modern, sustainable, and future-focused facilities for students and staff.

Several projects have been completed in 2024, including the complete refurbishment of the Advanced Manufacturing Training Centre of Excellence (AMTCE) in Dundalk, St. Peter's National School in Dunboyne, Phase II of the major extension and Bush Post Primary school and Blocks A & B of Coláiste na Mí in Navan. Additionally, projects that are currently onsite and due for completion in 2025 include the final phase of the extension at Bush Post Primary School, a new 575-pupil school with a four-class Special Needs Unit at O'Carolan College in Nobber, and the final phase of Coláiste na Mí, which includes a listed building and a special school for St. Mary's Special School in Navan. Modular accommodation will also be installed at St. Oliver's Community College in Drogheda, Ard Rí Community National School in Navan, and Beaufort College in Navan. Furthermore, in 2024 LMETB opened its first Special School named Cara Community Special School, and the final phase of this school will be completed this year.

Projects currently advancing through the design stage include a significant devolved extension at Dunshaughlin Community College, which is at Stage 2a, along with extensions at St. Oliver Post Primary School in Oldcastle and St. Oliver's Community College in Drogheda, both at Stage 1. Meanwhile, projects moving through the planning phase include Beaufort College in Navan, Coláiste na hInse in Laytown, and the Ard Rí Community National School campus project in Navan which incorporates a special school for St. Ultan's. LMETB await Department approval to proceed to tender for the new purpose-built Headquarters on the grounds of St. Oliver's Community College, Drogheda.

Following a successful application by LMETB to the Large-Scale Sport Infrastructure Fund (LSSIF), established by the Department of Tourism, Culture, Arts, Gaeltacht, Sport and Media, planning has been granted for a sports facility at the site of St. Oliver's Community College which will be also used by Drogheda Wolves Basketball Team. The development includes a General Purpose Sports Hall, a boxing arena, a fitness suite, social areas and offices. Furthermore, under the "2023 - Community Sport Facilities Fund", LMETB secured €480,000 to refurbish and extend the running track by 2 lanes at Bush Post Primary School, Co. Louth.

Department-led projects expected to commence on-site include new permanent schools for Dunshaughlin Community National School, Coláiste Ríoga in Dunshaughlin, and Enfield Community College. Phase 2 of Coláiste de Lacy, being delivered under the Department of Education's 'Adapt' scheme, received planning permission in the fourth quarter of 2024. LMETB will continue to work closely with the Department to support these projects, ensuring schools are furnished and equipped to the highest standard, which is a multi-million-euro project in its own right.

Further investment is also being made in Further Education and Training (FET) infrastructure, thanks to the support of SOLAS and DFHERIS. Capital funding in this essential area continues to grow each year, and LMETB is deeply appreciative of the support received through the Capital

Devolved budgets, Repairs and Maintenance budgets, Emergency Works applications, and the SOLAS Strategic Infrastructure Investment Fund, which finances projects ranging from €100,000 to €5 million. As a result of this support, LMETB submitted planning for a multi-tertiary education development at Drogheda Institute of Further Education, which was approved in Quarter 1. The project includes teaching and practice spaces, changing rooms and social areas and a retrofit project of the Abbey Road campus which will see the town centre location converted to a fit for purpose home for Navan Youthreach and Further Education services which is at preliminary design stage.

A new roof and insulation upgrade project was completed at Chapel Street, Dundalk in 2024 while the new heating system at this location is progressing to construction in quarter 1 2025

LMETB is advancing the business case for a state-of-the-art Further Education and Training College of the Future in Dunboyne, in collaboration with SOLAS and DFHERIS. As part of this strategic development, LMETB anticipates signing contracts for the 25-acre site in the first quarter of 2025. LMETB extends special thanks to Minister Donovan and his officials at DFHERIS and SOLAS for their commitment to this project.

LMETB remains steadfast in its commitment to reducing energy consumption and carbon emissions, aligning with national energy and climate targets. As part of this dedication, LMETB has secured approved funding from SOLAS/DFHERIS under the Green Capital Devolved Grant to drive sustainability initiatives across its portfolio. LMETB has also designated a dedicated resource to oversee and drive its Climate Action initiatives.

Demonstrating proactive leadership in energy efficiency, LMETB has completed Energy Audits on 85% of its building stock, identifying key opportunities that will directly inform and support its Climate Action Roadmap. Additionally, LMETB has successfully secured funding under the REPowerEU Pathfinder Programme for a significant deep retrofit of Coláiste Pobail Rathcairn. This Department-led project, set for completion during the summer, will deliver substantial improvements to the school's building fabric, enhancing energy efficiency and sustainability. LMETB have also applied for inclusion in the Further Education pathfinder programme and hopes to be successful in this application.

Further reinforcing its commitment to renewable energy adoption, 14 LMETB schools have been identified as eligible for solar installations under the Department of Education's Schools PV Programme. This initiative will generate considerable energy savings while fostering a culture of environmental awareness across LMETB schools. To advance this effort, LMETB has already initiated the procurement process, tendering for a solar PV contractor in Q1 2025.

Through these strategic actions, LMETB continues to lead by example in the pursuit of national energy and carbon reduction goals, ensuring meaningful and lasting impact across its educational institutions.

Due to the expertise of LMETB's Land and Building Departments and their strong track record in delivering school construction projects, the Department of Education has entrusted LMETB with supporting several non-ETB schools. This collaboration continues as the Department regularly seeks LMETB's assistance in executing these projects. Ongoing projects include a permanent extension at St. Ciaran's Community School, Kells, which is currently at Stage 3, tender for contractor. Meanwhile, the extension to Loreto Secondary School, Navan is progressing through the planning phase. In addition, the Design Team for the Special Needs Unit at Skerries Educate Together National School, Co. Dublin, has completed the Stage 2b report for submission to the Department, and construction is expected to commence in Q2 2025. The permanent extension at St. Francis National School, Blackrock, Co. Louth, is advancing through Stage 2a. These extensions will significantly enhance facilities for both current and future students while also

generating numerous direct and indirect employment opportunities within the construction sector and related industries.

In acknowledgement of LMETB's excellent performance in delivering construction projects, LMETB received the Irish Construction Excellence (ICE) Award in 2024 for Drogheda College and remain committed to delivering major educational infrastructure projects across the region. This will ensure enhanced learning environments for all students and staff.

The continued support of the Department of Education's Planning and Building Unit, SOLAS, and the Department of Further and Higher Education, Research, Innovation, and Science is essential to realising LMETB's ambitious goals as outlined in our Estates Strategy and Strategy Statement. LMETB sincerely appreciates the invaluable assistance provided by these bodies throughout 2024 and looks forward to their ongoing collaboration in the years ahead.



### Further Education and Training Centres

<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
<b>Back to Education Initiative</b>	Mosney	Laytown/ Bettystown	Dunshaughlin
	Dunboyne	Athboy	Ashbourne
<b>Community Education</b>			
<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>Youth Services</b>	Louth		<b>Meath</b>
<b>Peace IV Programme</b>	Louth		

## Projected Receipts and Expenditure 2025

**Louth Meath Education and Training Board**

### Projected Receipts and Expenditures - Overall

	Year ended	Year ended
	31/12/2025	31/12/2024
	€	€
<b>RECEIPTS</b>		
Schools and Head Offices	111,714,136	110,341,221
Community National Schools	288,279	416,577
Further Education and Training & Explore	87,134,459	72,185,940
Youth Services Grants	1,405,287	1,479,518
Agencies and Self-Financing Projects	9,913,166	9,913,166
Capital - Schools and Head Offices/SOLAS/EI	49,269,551	35,293,174
<b>TOTAL PROJECTED RECEIPTS</b>	<b>259,724,878</b>	<b>229,629,596</b>

	Year ended	Year ended
	31/12/2025	31/12/2024
	€	€
<b>EXPENDITURES</b>		
Schools and Head Office	111,714,136	109,172,873
Community National Schools	288,279	417,556
Further Education and Training & Explore	87,134,459	71,639,587
Youth Services	1,405,287	1,589,427
Agencies and Self-Financing Projects	9,913,166	8,693,504
Capital - Schools and Head Offices/SOLAS	49,269,551	41,235,717
<b>TOTAL PROJECTED EXPENDITURES</b>	<b>259,724,878</b>	<b>232,748,663</b>

<b>Cash Surplus/(Deficit) For Period</b>	<b>0</b>	<b>(3,119,067)</b>
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**Note: 2024 figures are subject to finalisation and audit**

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

	Year ended 31/12/2025 €	Year ended 31/12/2024 Unaudited €
<b>PAY</b>		
Instruction	92,927,362	91,274,645
Administration	5,053,377	4,666,682
Maintenance	1,998,743	1,927,950
<b>TOTAL PROJECTED PAY</b>	<b>99,979,482</b>	<b>97,869,277</b>
<b>TOTAL PROJECTED NON PAY</b>	<b>5,081,825</b>	<b>6,332,600</b>
<b>ASSOCIATED PROGRAMMES</b>		
School Services Support	1,406,889	1,409,284
Book Grant	200,000	378,189
DEIS Funding	307,000	362,835
Free Junior and Senior Cycle Book Grant (SC new for 2025)	3,940,000	1,743,859
Digital ICT Strategy		302,503
Transition Year Programme	157,035	145,221
July Programme Payment	135,000	130,041
School Attendance Campaign		40,971
Transport Escort	260,000	148,627
Leaving Certificate Applied	74,292	73,883
Language Assistant Scheme	40,000	38,270
Gaeltacht Ed Funding Recognition Scheme	22,508	22,319
Digital ICT Divide		18,467
Special Class Grant		8,400
Special Equipment IT	70,000	64,940
Pre-Opening Capitation New ETB PP Schools		27,979
Traveller Pupil Capitation Grant	15,585	16,922
Junior Certificate Schools Programme	11,520	8,129
Physics and Chemistry Grant	13,000	7,661
STEM Grant		11,082
JSCP Library Grant		9,715
Inservice Travel		1,699
<b>TOTAL PROJECTED ASSOCIATED PROGRAMMES</b>	<b>6,652,829</b>	<b>4,970,996</b>
<b>TOTAL PROJECTED SCHOOL AND HEAD OFFICE</b>	<b>111,714,136</b>	<b>109,172,873</b>

	Year ended	Year ended
<b>COMMUNITY NATIONAL SCHOOLS</b>	<b>31/12/2025</b>	<b>31/12/2024 Unaudited</b>
CNS - Ancillary Services Grant		79,149
CNS – Capitation	168,638	190,526
CNS - Book Grant	104,500	97,773
CNS ICT Grant		29,224
CNS ICT Digital Divide		3,749
CNS School Attendance Campaign		448
Standardised Testing Grant	3,141	3,141
CNS – School Transport	12,000	8,070
CNS Special Education Needs		3,076
CNS Say Yes to Languages		2,400
<b>TOTAL PROJECTED COMMUNITY NATIONAL SCHOOLS</b>	<b>288,279</b>	<b>417,556</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
	31/12/2025	31/12/2025	31/12/2025	31/12/2025	31/12/2024
	€	€	€	€	€
<b>FURTHER EDUCATION</b>	<b>Total</b>	<b>Pay</b>	<b>Non Pay</b>	<b>Allowances</b>	<b>Total</b>
PLC Pay	13,306,265	13,306,265	-	-	12,258,557
Youthreach	5,687,599	3,722,599	915,500	1,049,500	5,522,912
Innovative Projects - Full time (AMTCE)	5,930,347	1,303,347	4,627,000	-	3,423,346
VTOS	2,728,765	1,080,265	253,000	1,395,500	2,525,998
PLC Rent	2,218,003	-	2,218,003	-	1,503,307
Back to Education Initiative	1,859,046	1,414,546	444,500	-	1,796,374
PLC Programme Specific Non-Pay Literacy (Including Adult, DEIS, ITABE)	1,439,500	-	1,439,500	-	1,439,465
ESOL	665,444	575,444	90,000	-	639,741
Co-Operation Hours	563,935	563,935	-	-	539,070
Community Education	587,537	430,537	157,000	-	568,024
PLC Enhanced Capitation	523,000	-	523,000	-	523,215
Innovative Part Time	299,500	-	299,500	-	299,464
FETAC Locally Devised Assessment	369,330	369,330	-	-	352,318
SSSF PLC	306,093	2,093	304,000	-	305,957
Refugee Programmes	211,160	207,160	4,000	-	201,716
PLC Student Capitation	158,500	-	158,500	-	158,361
FET Pathways from School	54,500	-	54,500	-	54,689
Unemployment Blackspot Provision	55,619	36,619	19,000	-	53,842
Skills for Work	39,073	35,573	3,500	-	37,612
<b>TOTAL PROJECTED FURTHER EDUCATION</b>	<b>38,494,288</b>	<b>24,112,285</b>	<b>11,937,003</b>	<b>2,445,000</b>	<b>33,658,667</b>



## Louth Meath Education and Training Board

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

	Year Ended 31/12/2025 €	Year Ended 31/12/2025 €	Year Ended 31/12/2025 €	Year Ended 31/12/2025 €	Year Ended 31/12/2024 €
TRAINING	Total	Pay	Non Pay	Allowances	Total
Apprenticeship	27,986,195	5,544,561	4,269,788	18,171,846	22,519,179
Specialist Training Providers (STP)	2,672,844	-	1,502,520	1,170,324	2,546,092
Skills to Advance Route 3 Contracted	1,429,090	-	1,429,090	-	1,047,078
Skills Training	1,961,578	-	1,262,074	699,504	932,038
Local Training Initiatives	2,563,665	-	1,394,804	1,168,861	1,584,795
Traineeships	2,093,666	-	1,037,351	1,056,315	790,889
Community Training Centres	1,017,618	-	685,000	332,618	920,545
Skills to Advance Route 1 Specific	321,806	-	321,806	-	208,721
Skills to Advance Route 1 Direct	341,285	243,285	98,000	-	330,358
Skills to Advance Route 2 Direct	382,653	218,669	163,984	-	247,370
Skills to Advance Route 2 Contracted	45,000	-	45,000	-	124,125
Skills to Advance Route 3 Direct	103,311	85,683	17,628	-	66,395
Blended Learning	31,500	-	31,500	-	31,415
Evening Courses	19,760	-	19,760	-	29,176
Bridging	38,719	-	-	38,719	10,462
Reach Funding (MAED Funding)	108,000	-	108,000	-	108,000
<b>TOTAL TRAINING</b>	<b>41,116,690</b>	<b>6,092,198</b>	<b>12,386,305</b>	<b>22,638,187</b>	<b>31,496,638</b>

PROGRAMME SUPPORTS	Total	Pay	Non Pay	Allowances	2024
Programme Supports	2,384,861	1,292,061	1,092,800	-	2,160,682
<b>TOTAL PROGRAMME SUPPORTS</b>	<b>2,384,861</b>	<b>1,292,061</b>	<b>1,092,800</b>	<b>-</b>	<b>2,160,682</b>

Operational Costs	Total	Pay	Non Pay	Allowances	2024
Operational Costs	4,388,620	601,600	3,787,020	-	4,333,281
<b>TOTAL OPERATIONAL COSTS</b>	<b>4,388,620</b>	<b>601,600</b>	<b>3,787,020</b>	<b>-</b>	<b>4,333,281</b>

OTHER	Total	Pay	Non Pay	Allowances	2024
Adult Educator Conversion Project	750,000	750,000	-	-	-
Robotics & Automation Course	-	-	-	-	(9,962)
Explore Programme	-	-	-	-	281
<b>TOTAL OTHER</b>	<b>750,000</b>	<b>750,000</b>	<b>0</b>	<b>0</b>	<b>(9,681)</b>

<b>TOTAL PROJECTED FURTHER EDUCATION AND TRAINING</b>	<b>87,134,459</b>	<b>32,848,144</b>	<b>29,203,128</b>	<b>25,083,187</b>	<b>71,639,587</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
	31/12/2025	31/12/2025	31/12/2025	31/12/24	31/12/24	31/12/24
	€	€	€	€	€	€
	Total	Pay	Non Pay	Total	Pay	Non Pay
UBU Your Place Your Space	920,836		920,836	927,183		927,183
Youth Work Services	215,692	150,000	65,692	245,347	158,006	87,341
Local Youth Club Grants	166,708		166,708	199,374		199,374
Integration Fund	42,051		42,051	134,935		134,935
Youth Employment Initiative	60,000		60,000	35,000		35,000
Youth Capital Grant				9,150		9,150
Revised Youth Funding Scheme				0		0
International Protection Integration Fund				0		0
Recreational Sport				1,700		1,700
FAI 4 Towns Dundalk				15,053		15,053
Youthwork ICT Investment				12,754		12,754
Quality Standards Framework				3,931		3,931
LGBTI+ Initiatives				5,000		5,000
	<b>1,405,287</b>	<b>150,000</b>	<b>1,255,287</b>	<b>1,589,427</b>	<b>158,006</b>	<b>1,431,421</b>