



cmetb
Bord Oideachais agus Oiliúna
an Chabháin agus Mhuineacháin
*Cavan and Monaghan
Education and Training Board*

**Bord Oideachais agus Oiliúna Chabháin
agus Mhuineacháin**

**Cavan and Monaghan Education and
Training Board**

Plean Seirbhíse 2025

Service Plan 2025

Cumhachtú trí Fhoghlaim agus dul chun cinn do Chách

Empowerment through Learning and Progression for All

www.cmetb.ie

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1 Message from the Cathaoirleach of Cavan and Monaghan Education and Training Board

I am pleased to introduce the Service Plan of Cavan and Monaghan Education and Training Board (CMETB) for the coming year. This Service Plan provides an outline of the framework approach and strategies which will be deployed for the provision of the highest calibre of education and training to learners in the CMETB region.

A new CMETB Board was established in September 2024, following the local elections. This is the first Service Plan to be approved by the new Board and will build on the excellent work that has been done in previous years as we move through the evolving challenges of 2025. Our vision as an Education and Training Board is captured in our Strategy Statement for 2022-2026 “Empowerment through Learning and Progression for All”. This Service Plan allows us to reflect on the key strategic goals and objectives of CMETB set out in our Strategy Statement and develop individual Actions and Key Performance Indicators for the implementation of the Strategy in 2025.

While our primary function is to deliver quality teaching and learning, we are conscious also of the key role CMETB plays as a major employer in Cavan and Monaghan. We employ in excess of 1,710 full-time and part-time staff across our schools and centres providing a service to 6,105 post-primary students and 15,056 learners across Further Education and Training and other programmes. The continued substantial growth in enrolment numbers creates a need for new buildings and services, which in turn generates employment across the region. Through our strategic partnerships with local business, employers, the two County Councils and their associated committees, we are among the main drivers of economic growth in the region. CMETB will continue to ensure the organisation can demonstrate its achievements in terms of targets set out in this Service Plan and build on a long tradition of innovation and delivery to the learners and communities of counties Cavan and Monaghan.

I welcome the Minister for Education’s decision to grant patronage to CMETB of the new Monaghan Community Special School which is to be opened in the 2025/26 academic year. We look forward to working with all stakeholders on progressing this important facility for students and parents in Co Monaghan.

The last few years have presented all areas of our society with a challenge in embracing a new way of teaching, learning and working through the enhanced use of technology along with the cost-of living challenges and the global uncertainties that impact our daily lives. This comprehensive Service Plan provides us with a flexible framework from which to operate and address such challenges as they arise. It will enable us to grow and develop as an organisation and continue to provide excellence in the delivery of education and training services for all. I would like to acknowledge the work of my colleagues, the members of CMETB and its various committees. I want to commend the Chief Executive, Dr Fiona McGrath and her staff, for their continuing hard work and commitment to the development and implementation of this Service Plan.



Cllr. Carmel Brady
Chairperson, CMETB

2 Foreword by the Chief Executive

This Service Plan was developed in accordance with our statutory requirements as set out in Section 47, Education and Training Boards Act, 2013. Section 47 (1) specifies:

A Chief Executive of an Education and Training Board shall, on the basis of the provisional expenditure limit notified to the board under section 46(1)(a), within one month of receipt of such notification, prepare and submit to the board a plan setting out:

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

This Service Plan 2025 relates to the fourth year of our Strategy Statement 2022-2026 which directs the work of the CMETB organisation over the five-year period. The core values of Excellence, Learner-centred, Community, Respect, Integrity and Inclusive underpin the work of all CMETB staff in delivering the vision of our Strategy Statement. The Board oversees the implementation of this Service Plan 2025 and the Strategy Statement. Each school, centre and service in CMETB plans and evaluates, within the context of the overarching goals of the Strategy Statement, the strategic priorities identified and the actions which flow from them. In preparing this Service Plan, the Senior Management Team carried out a Mid-Term Review of the Strategy adding a number of new objectives and actions reflective of the developments in education, Government priorities and advancements in technology since 2022.

The current budget of circa €123M enables the activities of CMETB for 2025 in providing a comprehensive range of services throughout its many schools and centres within counties Cavan and Monaghan. The guiding aim of CMETB is to improve and increase educational and economic activity for the empowerment and benefit of students, learners and communities in both counties.

To that end, CMETB are preparing to open a new training facility at Milltown Monaghan in Q1 2025, consisting of two additional electrical apprenticeship workshops and an Original Engineering Manufacturing (OEM) workshop, which will increase the number of apprentices that can be trained locally and assist in reducing the national backlog for Phase 2 training and waiting list times.

CMETB also received approval from SOLAS and DFHERIS in Q4 2024 to proceed to detailed design stage for a FET College of the Future in Cavan. Progressing this significant capital project through the next stages will be a priority in 2025.

Cavan and Monaghan Education and Training Board has a large staff who are committed, enthusiastic and innovative. As Chief Executive, I am proud to lead an organisation with dedicated personnel who always have the needs of the learners and communities we serve as their priority. It is reassuring for those seeking educational opportunities to know they are engaging with highly professional staff who have their best interests at heart and who provide inclusive learning environments with an emphasis on respect and care for all. I thank everyone who contributed in any way to this plan and wish all staff, students and adult learners continued success in 2025.



Dr Fiona McGrath
Chief Executive

3 Profile / Background of CMETB

Cavan and Monaghan Education and Training Board (CMETB) is a local statutory, education and training authority established under the Education and Training Boards Act, 2013. The Board's headquarters are in Monaghan Town with a sub-office in Cavan Town. CMETB provide education and training services to a population of 137,562 across the two counties.

CMETB is a significant employer within the region with a total staff of approximately 1,710. Some 1,104 members of staff are employed full-time with approximately 606 employed part-time.

CMETB services include:

Table 1: Overview of CMETB Services

| | |
|---|---|
| 11 post-primary schools | 2 Institutes of Further Education and Training |
| 6 Youthreach Centres | Outdoor Education and Training Centre |
| Theatre (incorporating the Arts in Education programme and Youth Theatre) | Prison Education Service |
| Youth Services | Music Generation Programme |
| Adult Education Guidance Service | Local Creative Youth Partnership |
| Community Education | Adult Literacy Service |
| Skills for Work | Back to Education Initiative |
| English for Speakers of Other Languages (ESOL) | Family Learning |
| Pathways to Future Education | Evening Provision |
| Apprenticeships | Training Services |
| Specific Skills Training | Traineeships |
| Local Training Initiatives | Skills to Advance |
| Supply Chain Logistics and Procurement Centre | Quality Assurance and Enhancement Service |
| Regional Education and Language Team (REALT) | Vocational Training Opportunities Scheme (VTOS) |

New in 2025 – Monaghan Community Special School

Table 2: Education and Training Services provided by CMETB

| Service | Number of Locations | Number of Participants | Number of Beneficiaries |
|---------------------------|---------------------|------------------------|-------------------------|
| Second Level | 11 | 6,105 | |
| Further Education | 22 | 8,157 | 11,248 |
| Training | 4 | 1,294 | 1,402 |
| Part-time / Night classes | 3 | 2,256 | 2,406 |

4 National Overview of Education and Training Boards

Education and Training Boards (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, multi-faith community national schools, community special schools and a range of adult and further education 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. There is a total of sixteen (16) ETBs through the country configured as follows:



Figure 1: Map of Education and Training Boards in Ireland

5 Strategy Statement of CMETB 2022-2026



Figure 2: Mission, Vision and Values of CMETB

OUR VALUES

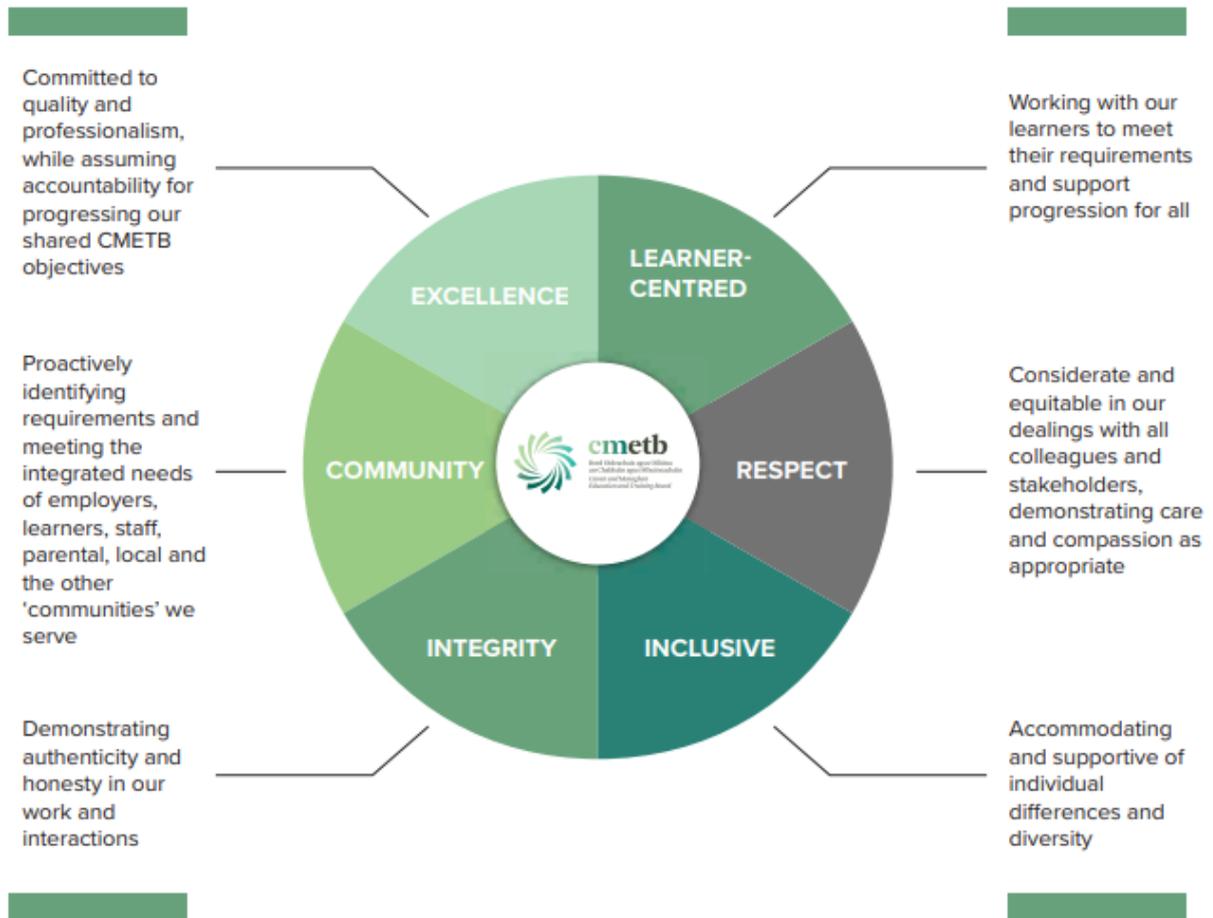


Figure 3: CMETB Values

5.1 Strategic Goals of CMETB

The following diagram illustrates CMETB's four strategic goals which have their foundation in the first core goal, that is, Teaching, Learning and Engagement:

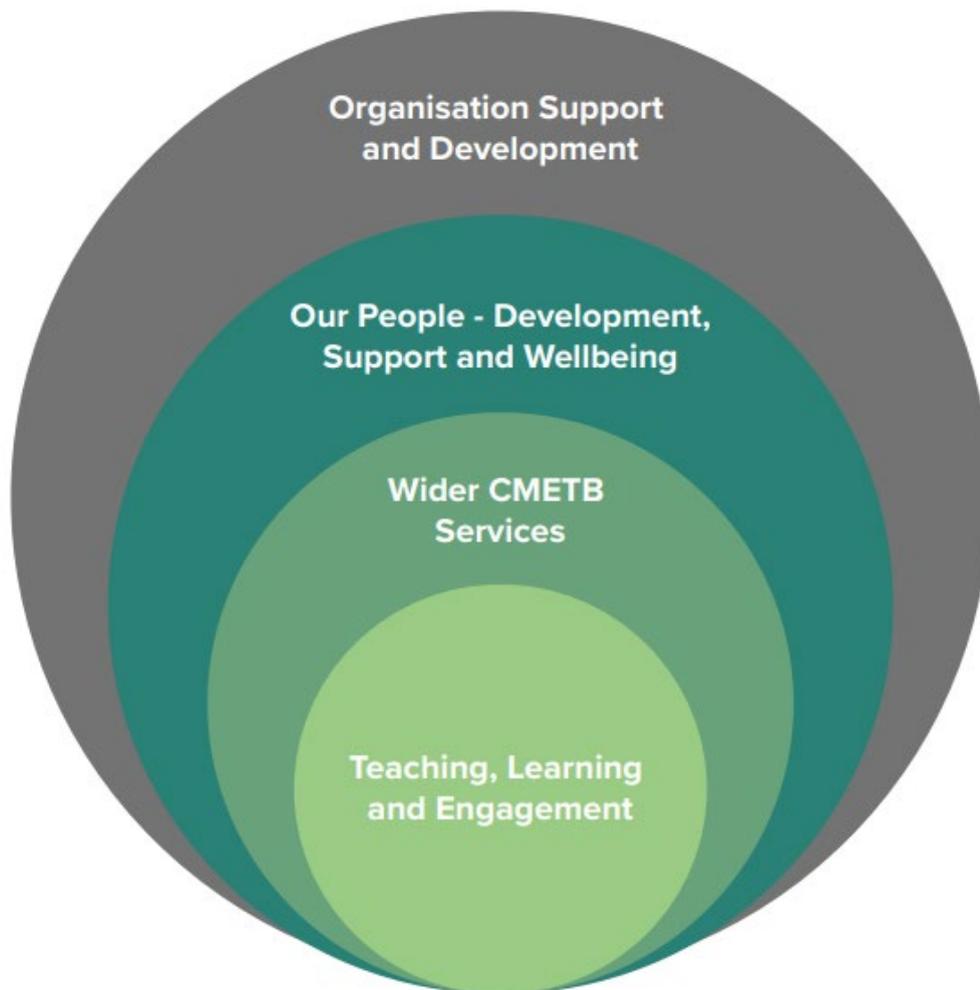


Figure 4: CMETB Strategic Goals

Teaching Learning and Engagement: To promote high quality teaching, learning, wellbeing, engagement and progression in an inclusive, learner-centred environment.

Wider CMETB Services: To work collaboratively to enhance and further develop services that respond in an inclusive manner to the needs of our community.

Our People – Development, Support and Wellbeing: To work collaboratively as a CMETB team to promote leadership and best practice, deliver excellence and support equality within a progressive workplace culture.

Organisation Support and Development: To consolidate our position as a learner-centred, responsive, equality-focused organisation by driving excellence, innovation and best practice in governance.

6 Implementation and Monitoring Provisions

This Service Plan is developed to support the implementation of CMETB Strategy Statement 2022-2026. While the Strategy Statement sets out our priorities and aims over a five-year period, it is important that there is a process in place to support their delivery.

In developing the Service Plan a consultation process was undertaken with Senior Managers and Principals across all areas of provision to ensure that the actions set out for delivery during the Service Plan cycle are appropriate to the overall priorities and aims set out in the Strategy Statement 2022-2026.

The consultation process also ensures that the outcomes set out for 2025 are achievable and are owned by the Senior Managers and Principals in their respective areas of service provision.

6.1 Further Education and Training (FET)

FET governance structures include the FET Management and Quality Council (comprising centre / service managers), Quality Assurance Group and Programme Planning, Development and Implementation Group.

Collectively, these groups work to

- (i) ensure quality assessment processes; robust programme development systems; effective policy development and implementation; and compliance with requirements as set down by QQI and other external bodies; and
- (ii) generate new projects, programmes and initiatives.

A FET Board has been established as a committee under the CMETB Board to provide oversight to FET operations. This entity is comprised of representatives from the CMETB Board, Local Industry, Local Development Companies, Local Authorities, Community and Voluntary sector and the Department of Social Protection (DSP).

The FET Board operates as a committee of the ETB under Section 44(a) of the Education and Training Boards Act, 2013. This Board has responsibility for the FET provision under its remit and is a composite committee for all FET Programmes and Centres in counties Cavan and Monaghan.

The functions of the FET Board are:

- to assist the ETB in carrying out its functions.
- to develop further education and training in the communities served by the ETB.
- to review and give consideration to the financial reports, in line with good practice in corporate governance.
- to provide a forum for dialogue for stakeholders in FET.
- to act as a link between the FET Service, the community and the ETB.
- to make recommendations to the ETB as appropriate.

The FET Board was reconstituted in late 2024 following local elections and the establishment of the new CMETB Board. The previous Chair has continued in this role which brings strong continuity and experience to this Board.

In addition, the FET Strategy and Operations Management Committee was established at the end of 2021. This comprises senior FET management and its role includes:

1. Supporting and overseeing the implementation of the actions outlined in FET Strategy.
2. Acting as the Working Group for the FET College of the Future.
3. Acting as a communication forum for the exchange of information, updates and best practice.
4. Planning – strategic and operational.

6.2 Schools

Boards of Management are in place in all schools in compliance with the Education Act, 1998, the Education and Training Boards Act, 2013 and operate in accordance with the Terms of Reference for ETB Post-Primary Schools. New Boards of Management have been constituted in each school following the local elections and establishment of the CMETB Board in late 2024.

Schools working groups meet regularly and provide cross-sector/ location support to the project leads and sponsors by ensuring a multidimensional communication process is in place to support and monitor delivery of the strategic priorities and actions of this Service Plan.

6.3 Organisation Support and Development (OSD)

Working across all four goals and in collaboration with Schools and FET Directorates, the OSD function aims to ensure best practice in terms of corporate governance and to deliver increased value to CMETB. Working groups have been established and meet regularly ensuring that progress is on track and to help resolve open issues and to ensure that the expected benefits from completing the actions are realised.

7 CMETB Strategic Planning Cycle Workflow

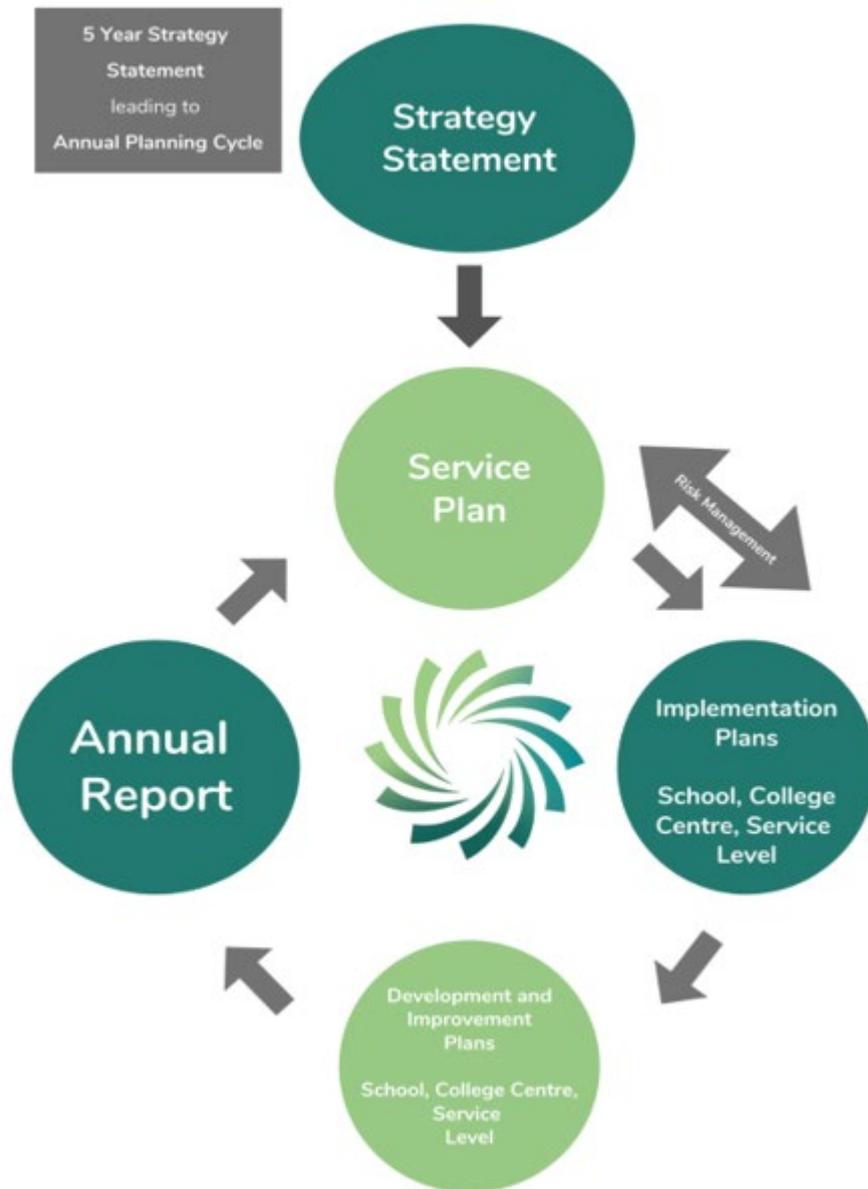


Figure 5: Planning Cycle Workflow of CMETB

It is important that the above process is utilised to ensure transparency, clarity of purpose and to keep a focus on actively working to deliver what we have set out to achieve over the lifetime of the Strategy.

8 Statement of Services 2025

Details of relevant actions, performance indicators and targets to meet the CMETB Goals and Priorities identified in the CMETB Strategy Statement 2022-2026 are set out below. In addition, under the terms of the Performance Delivery Agreement (PDA) between the Department of Education and Youth (DEY) and CMETB, a number of specific goals and priorities were identified.

A Mid-Term Review was conducted during the development of the 2025 Service Plan. This allowed CMETB to assess the achievements that have occurred at the half-way point of the implementation of the Strategy Statement, and to review and update the priorities and actions for the latter part of the lifetime of the Strategy Statement. This is reflected in the Statement of Services below.

All updated priorities, actions and targets have been marked in the table by an asterisk and are placed in a different colour to present them as new additions and updates.

The specific actions for the achievement of these priorities, together with the associated performance indicators and targets to be delivered are as follows:

| CMETB Strategic Goals | | | |
|--|---|--|--|
| Teaching, Learning and Engagement | | | |
| Goal: To promote high quality teaching, learning, wellbeing, engagement and progression in an inclusive, learner- centred environment. | | | |
| Priority | Action | Performance Indicator | Target |
| <p>*1. Undertake review of CMETB curriculum/learning opportunities to identify innovative programmes and strategies for adoption – placing particular emphasis on STEM subjects and Sustainability.</p> | <ul style="list-style-type: none"> Support curriculum design and planning in Schools. Identify possible gaps in provision/ areas for expansion. | <ul style="list-style-type: none"> Curriculum design workshop and consultation for 11 schools. Gaps identified and solutions proposed. | <ul style="list-style-type: none"> All CMETB schools will audit their Transition Year (TY) programs to align with the new national framework commencing in September 2025. A community of practice group is established to support schools in this process. Revised TY Plan to be completed in all schools. Tranche (1) subjects commence implementation at Leaving Certificate level (for example, Climate Action and Sustainable Development). Exploration of feasibility of Applied Mathematics as a Hybrid Leaving Certificate subject. Workforce planning to address future needs and is reflected in recruitment process. |
| <p>*2. Continue to progress the FET College of Future model in CMETB, leading to consolidated and integrated provision, flexible learning opportunities, access pathways and consistent learner supports.</p> | <ul style="list-style-type: none"> Develop an action plan for the FET College of the Future in CMETB. Work to resource and implement this plan. | <ul style="list-style-type: none"> Plan developed and positive engagement with funder re associated resource requirements. | <ul style="list-style-type: none"> Rebranding to be revisited in line with plans and timeline for new FET College of the Future. Work with SOLAS and stakeholders to progress the FET College of the Future capital project for Cavan through the various stages. |

Teaching, Learning and Engagement

Goal: To promote high quality teaching, learning, wellbeing, engagement and progression in an inclusive, learner- centred environment.

| Priority | Action | Performance Indicator | Target |
|---|--|--|---|
| <p>3. Identify requirements necessary to meet learners integrated/diverse support needs¹, work to secure necessary resources and develop effective mechanisms for provision of these learner supports.</p> | <ul style="list-style-type: none"> • Learner Support Officer Role to be established. • Learner Support Working Group to be established. • Work to develop a centralised learner support system that will enable learners to access the equipment and assistance they require to engage in and complete their programme of study. | <ul style="list-style-type: none"> • Centralised Learner Support System developed and operational. | <ul style="list-style-type: none"> • Continue to expand the Learner Support role and associated provision. • Secure sufficient resources for extension of FSD to all learners. • Work collaboratively towards sectoral initiatives, for example, through ETBI. • Work to develop an Access programme for learners coming from ASD units in schools. |
| <p>4. Continue to offer inclusive learning while expanding targeted provision and enriching the experience/pedagogy for those with specific learning, physical and emotional needs.</p> | <ul style="list-style-type: none"> • Ongoing collaboration with NCSE to plan provision for all students in region requiring a Special Class. • Completion of provision mapping cycle of SSE in all schools and development of improvement plan for use of AEN supports. • CMETB will establish and open a new Special School in Co Monaghan. • Deliver Behaviour for Learning Program. • Facilitate appropriate CPD for Teachers working in AEN settings. | <ul style="list-style-type: none"> • Initial provision maps completed. • Dissemination of learning and future planning for provision mapping. • SEN Network supported. • Detailed plan of need and provision of ASD Classes in CMETB Schools. • Additional facilities in two CMETB Schools. | <ul style="list-style-type: none"> • Work with NCSE and DEY to review regional provision of Special Schools and Classes. • Deliver Behaviour for Learning Program in 2025. • Facilitate appropriate CPD for Teachers working in AEN settings. • Establish Community Special School for 2025/2026 academic year. |

¹ Psychological, wellbeing, career guidance, disability, Special Educational Needs (SEN), Autism Spectrum Disorder (ASD), and so forth

Teaching, Learning and Engagement

Goal: To promote high quality teaching, learning, wellbeing, engagement and progression in an inclusive, learner- centred environment.

| Priority | Action | Performance Indicator | Target |
|---|---|--|---|
| <p>5. Develop and implement integrated approaches to enhance student and parent voice mechanisms in our schools and centres, while ensuring that periodic reviews are undertaken to optimise effectiveness.</p> | <ul style="list-style-type: none"> • Review of student voice initiatives and practices in CMETB Schools. • Schools supported to integrate student voice in wide range of school activities. • Ongoing development of FET Learner Voice Initiatives, to include: <ul style="list-style-type: none"> • Conduct an annual learner survey. • Host an annual learner forum. • Establish a Learner Advisory Network (LAN) with four meetings per year. • Pilot learner participation on governance structures. • Utilise the inputs of the LAN in self-evaluation, monitoring and review activities. • Facilitate leadership programme for members of the LAN to assist them with learner advocacy. | <ul style="list-style-type: none"> • Working Group to review best practices on student voice. • Specific CPD on student voice for school leaders. • Learner Advisory Network established and operating effectively. • Learners are empowered and assisted to advocate. | <ul style="list-style-type: none"> • Centre specific FET Learner Forums in Q1, 2025, with the focus of this year's forums being on feedback in terms of learner understanding of and expectations around the receipt of feedback from their tutors. • Staff training in respect of the establishment of a CMETB Learner Council in Q1 2025 in anticipation of the Council being established and formally launched in Q4 2025. • Learner Survey synthesis report covering the period 2019/20 - 2024/25 to be published in Q1 2025. • Learner Voice Week 2025 scheduled to take place from 17 - 21 November 2025. |

Teaching, Learning and Engagement

Goal: To promote high quality teaching, learning, wellbeing, engagement and progression in an inclusive, learner- centred environment.

| Priority | Action | Performance Indicator | Target |
|--|---|--|--|
| <p>6. Develop and promote initiatives to support alternative opportunities/pathways for learners moving into and beyond Senior Cycle education, placing particular emphasis on those experience disadvantage or at risk of not completing courses/ programmes.</p> | <ul style="list-style-type: none"> • Provision of integrated FET/Schools activities to minimise early school leaving and to offer alternative learning pathways to those at risk of leaving education. • Provision of summer courses for students experiencing disadvantage. • Continued delivery and development of Alternative Learning Programme (ALP). • Work to develop Employability Programme. | <ul style="list-style-type: none"> • ETB wide symposium for school leaders, teachers, centre leaders and Youthreach leaders. • Continue to offer summer courses to support disadvantaged learners/those at risk of not completing. • ALP operating effectively. • Employability programme developed. | <ul style="list-style-type: none"> • CMETB Schools to have a provision map ratified by their Board of Management to inform school planning targets. • Continue to create awareness of ESL options within Counties Cavan and Monaghan. • Careers Fair 2025 will be held in Cavan, with invitations extended to all CMETB and non-ETB schools in Cavan. • Explore in collaboration with DEY emerging proposals for out of school learning in our two counties. • Continued support of the provision of ALP across the region through the Alternatives Programme (12-15 year olds), Face Off Programmes (16-24 year olds) and the Options Programme (16-24 year olds). • Ongoing implementation of ESL report recommendations. • New Youth and Creative Youth projects developed and expanded providing increased outlets and opportunities for young people and early school leavers. |

Teaching, Learning and Engagement

Goal: To promote high quality teaching, learning, wellbeing, engagement and progression in an inclusive, learner- centred environment.

| Priority | Action | Performance Indicator | Target |
|---|---|--|---|
| <p>7. Continue to enhance and expand the range of programmes available to school leavers, jobseekers, those returning to education, employers and the employed.</p> | <ul style="list-style-type: none"> • Continue to develop and expand industry engagement and provision of Traineeship, Skills to Advance and Skills for Work programmes. • Offer flexible range of upskilling programmes to enable employees to progress in their career. • Expansion of Evening Provision across Cavan and Monaghan. • Offer mixed provision (post COVID-19), that is, blended/online/classroom delivery to facilitate learner. • Develop/access a range of alternative/ additional programmes and certifying options. • Development of additional Craft apprenticeships in CMETB. • Continued operation and expansion of Post 2016 Apprenticeships. | <ul style="list-style-type: none"> • New apprenticeship unit established and operational. • Additional traineeship programmes developed. • Increased enrolments. across FET programmes. • Progression of capital projects. | <ul style="list-style-type: none"> • Secure practical training facility for Monaghan. • Increase FET enrolments in line with targets to be agreed with SOLAS under new Strategic Performance Agreement. • Micro Qualifications (MQs) to be developed and validated. • Continue to seek resources to develop unused space and FET Campus into practical training facilities. • For further information see Section 9.4. |

Teaching, Learning and Engagement

Goal: To promote high quality teaching, learning, wellbeing, engagement and progression in an inclusive, learner- centred environment.

| Priority | Action | Performance Indicator | Target |
|---|--|--|--|
| <p>*8. Augment the CMETB offering within the region to include the provision of a Community Special School and/or Community National School (CNS), in accordance with identified local needs and demographic requirements.</p> | <ul style="list-style-type: none"> • Work with DEY and stakeholders to establish a new Community Special School for Co Monaghan. • Continue to explore the feasibility of one CNS in Co Cavan and Co Monaghan and promote awareness of CNSs. | <ul style="list-style-type: none"> • New Community Special School with appropriate facilities and staffing developed for Academic Year 2025/26. • Progress feasibility with stakeholders. | <ul style="list-style-type: none"> • New Community Special School established in Academic year 2025/26. • Continued exploration of feasibility of School divestment in the region. |
| <p>9. Develop the identity and ethos of CMETB schools in conjunction with ETBI, to incorporate the development of a Patron's Framework for curricular implementation.</p> | <ul style="list-style-type: none"> • Expansion of Ethos Development programme to all CMETB Schools. • Planning and support for Ethos leaders and school leaders. • Awareness raising of ETB Ethos with CMETB Staff and Board. • Promotion of ETB Day and ETB week in March 2025. | <ul style="list-style-type: none"> • Programme completed in one School. • CPD delivered. | <ul style="list-style-type: none"> • Identity, Multi-Belief and Values Education (IMBVE) to be extended to a further two schools. • Representatives from all 11 schools to receive e-module training on Ethos and affirming social class and cultural diversity. • Presentations given to new Boards of Management on Ethos. • Participation in Ethos Week, including an all-CMETB event. • Full CMETB attendance at the Ethos Symposium. • Presentation to Principals and Deputies in Feb 2025. |

Teaching, Learning and Engagement

Goal: To promote high quality teaching, learning, wellbeing, engagement and progression in an inclusive, learner- centred environment.

| Priority | Action | Performance Indicator | Target |
|--|--|---|---|
| <p>10. Identify and implement integrated/effective responses to support student and staff wellbeing.</p> | <ul style="list-style-type: none"> • Continuation, uptake and expansion of Planet Youth Programmes available across all ETB schools in the region. • Roll out of the third Planet Youth Survey to all TY students in Autumn 2025. • CMETB to act as a lead partner in organising a further Drugs and Alcohol symposium for all sectors. • CMETB schools to implement the DEY Bí Cineálta procedures to support the school community in addressing and preventing bullying issues. • CMETB schools to progress the implementation of new guidelines from the DEY on understanding behaviours of concern and responding to crisis situations. | <ul style="list-style-type: none"> • Review completed by Working Group. • Strategies and support implemented. | <ul style="list-style-type: none"> • Planned response to emerging priorities from Planet Youth. • Participation in Royal College of Surgeons in Ireland (RCSI) conference in 2025. • School staff to engage in DEY CPD programmes and implement procedures during 2025. |
| <p>11. Ensure adherence to the public sector equality and human rights duty in the planning, development, and review of the initiatives set out under this strategic goal.</p> | <ul style="list-style-type: none"> • In planning and implementation of programmes and initiatives consideration will be given to equality, inclusion and diversity issues. | <ul style="list-style-type: none"> • Assessment of Public Sector Duty completed. • Working groups established for implementation. • Equality of access to inclusive range of education and training programmes and activities. | <ul style="list-style-type: none"> • Action Plan for 2025 to include engagement with advocacy groups such as AslAm and further EDI training. • Training provided to staff members on accessible documentation and Plain English in Q2 2025. • Deaf Awareness training for staff members Q3 2025. |

Goals Identified in PDA

Optimise Student/Learner Experience

| Priority | Action | Performance Indicator | Target |
|---|---|---|---|
| <p>1. Provide a positive learning experience for all learners, including learners from marginalised groups.</p> | <ul style="list-style-type: none"> • Commencement of Alternative Learning Programme (ALP) for those under 16 not attending or excluded from school. Service established in two sites. • 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. <ol style="list-style-type: none"> 1. Wide range of FET programmes offered and delivered. 2. Provision of programmes online where face to face is not feasible. Explore and utilise all options to support marginalised learners to engage in remote learning. 3. Programmes provided on full and part basis in venues throughout both counties and some with allowances/ supports for travel/meals/childcare. 4. Increased enrolments and strong retention. 5. Development of Centralised Learner Support System. | <ul style="list-style-type: none"> • Ongoing engagement with education by students. • Enrolment Levels reverting to those pre-COVID-19 and meeting the targets set out in the new Strategic Performance Agreement (SPA) with SOLAS. | <ul style="list-style-type: none"> • Continued support of the provision of Alternative Learning Programmes across the region through the Alternatives Programme (12-15 year olds), Face Off Programme (16-24 year olds) and the Options Programme (16-24 year olds). • Reach 2025 targets as set out in new SPA with SOLAS. • Restore adult education provision and numbers participating and attaining certification. • Increase certification rates across FET. • 10 staff to undertake and achieve the Blended Learning Micro Qualification. • Three programmes to be offered on a Blended Learning basis. |
| <p>1. Provide a positive learning experience for all learners, including learners from marginalised groups.</p> | <ul style="list-style-type: none"> • Provision of Polish Leaving Certificate online in partnership with PPLI. CMETB learner events to support online learners of Polish language. | <ul style="list-style-type: none"> • Polish Leaving Certificate candidates for June 2023 exams and future years. | <ul style="list-style-type: none"> • Strengthen numbers participating in the programme. • Implementing review recommendations to ensure better consistency across participating centres. |

Goals Identified in PDA

Optimise Student/Learner Experience

| Priority | Action | Performance Indicator | Target |
|--|--|---|---|
| 2. Support students/learners at risk of educational disadvantage in line with current national policy. | <ul style="list-style-type: none"> • Engagement with Mary Immaculate College to develop a system for mapping and monitoring provision for SEN students. • Planning for and opening of new ASD classes where relevant. • Formal review of SEN supports across all CMETB schools, supported by ETBI national initiative. • Director of Schools and NCSE to develop detailed plan of SEN- special class need across Cavan and Monaghan. | <ul style="list-style-type: none"> • Inclusion coaches to receive CPD and lead the review process. • Ongoing partnership with NCSE. | <ul style="list-style-type: none"> • Provision of CPD and supports reflecting emerging needs, including Leadership CPD, and facilitating upskilling of serving Teachers. • Planning expansion of services with NCSE. • Additional ASD class planned. |

Goals Identified in PDA

Optimise Student/Learner Experience

| Priority | Action | Performance Indicator | Target |
|---|---|---|---|
| <p>2. Support students/learners at risk of educational disadvantage in line with current national policy.</p> | <ul style="list-style-type: none"> • Continued support of learners to access, complete and progress from FET programmes. • Work to provide a range of supports necessary to enhance learner wellbeing and ability to adapt and engage post-COVID-19. • Ongoing identification of gaps/needs and development of initiatives to address these. • Maintenance and expansion of programmes with allowances and other supports. • Successful completion of fifth year of Post Leaving Certificate (PLC) Access programme for Youthreach to support and facilitate their progression, and commencement of fourth cohort. • Establishment of Learner Advisory Network (LAN). • Continued expansion of evening provision to support those in employment and the unemployed to access certified training at low/ no cost. • Effective engagement by Syrian groups in Cavan and Monaghan with CMETB FET Services. • Expanded provision and increased enrolments. | <ul style="list-style-type: none"> • Comprehensive suite of learner supports available for all which facilitate and enhance access, retention and progression. | <ul style="list-style-type: none"> • Continued development of Learner Support Service with increased number availing of it. • Explore possibility of extending SENI to other YR centres. • Continue to roll out PLC Access programme and explore options for Access programme for learners leaving ASD Units in schools. • Autism Training to be delivered for staff and parents. • Continued promotion and development of the Learner Support service. • Further PL&D programmes to be delivered in 25/26 to develop a toolkit of skills in the following areas: <ul style="list-style-type: none"> ○ Tackling School Avoidance to improve attendance rate ○ Using Cognitive Behavioural Therapy to encourage healthy, helpful behaviours ○ Strategies to support general learning need ○ Proof reading for plain English ○ Dyslexia Workshop ○ Power BI ○ Microsoft lists ○ Coaching and mentoring • Continue to expand the Learner Support Service, subject to budget availability. • Commencement of 1 x Tertiary programme in 2025. |

Goals Identified in PDA

Optimise Student/Learner Experience

| Priority | Action | Performance Indicator | Target |
|--|---|---|---|
| 2. Support students/learners at risk of educational disadvantage in line with current national policy. | <ul style="list-style-type: none"> Continued and co-ordinated provision of learner supports across all FET provision. Learning Support Officer appointed, and service developed. | <ul style="list-style-type: none"> Learner Support Service expanded. | <ul style="list-style-type: none"> Continue to expand the Learner Support Service, subject to budget availability. Commencement of 1 x Tertiary programme in 2025. |
| 2. Support students/learners at risk of educational disadvantage in line with current national policy. | <ul style="list-style-type: none"> Development of initiatives under the REACH Fund, subject to budget availability. Continue to build on this initiative through a range of community-based projects. | <ul style="list-style-type: none"> Support for learners at risk of educational disadvantage engaging with national policy and initiatives. | <ul style="list-style-type: none"> Consider extension of Learner Mentoring (SENI) programme at Youthreach. Roll out the REACH Fund, subject to resource availability. |
| 3. Ensure all necessary child safeguarding measures are in place in accordance with the Child Protection Procedures for Primary and Post-Primary Schools (Revised 2023). | <ul style="list-style-type: none"> Necessary procedures and processes in place and adhered to in Schools, Youthreach Centres, Tanagh Outdoor Education and Training Centre (TOETC), Garage Theatre, Music Generation, Youth Services and FET Services. Ongoing compliance and safeguarding. Spot checks that all DLP and DDLPs have done CPD. All DLPs and DDLPs to avail of appropriate CPD and support. | <ul style="list-style-type: none"> All schools and services have necessary child safeguarding measures and staff are fully trained. | <ul style="list-style-type: none"> Ongoing. Boards of Management review annually. |

Goals Identified in PDA

Protection Programmes

| Priority | Action | Performance Indicator | Target |
|---|---|--|---|
| <p>1. Assist the Department of Education, as needed, to meet the needs arising from the Irish Refugee Protection Programme and provision for international protection applicants.</p> | <ul style="list-style-type: none"> • Participation in and responding to Refugee Protection Programmes for Cavan and Monaghan. • Continuation and expansion of REALT service to provide guidance and support to refugee families, schools, host centres and other stakeholders in relation to school places for refugee children. • Develop a plan of documenting available school places for all age groups in Cavan and Monaghan. • REALT to work with other stakeholders and service providers to provide refugee families with optimum information and services. • That all appropriately classified children and young people seeking a school place in Cavan and Monaghan receive a place. • Refugee families are supported in accessing school transport. • Effective refugee resettlement programme initiated in Cavan with a high level of provision by adult education. • Widespread ESOL provision for Ukrainians. • Effective engagement by Syrian groups in Cavan and Monaghan with CMETB FET Services. • Progression pathways to be put in place to allow refugee learners continue their studies through the current Literacy and ESOL provision. | <ul style="list-style-type: none"> • REALT team has developed and provided rich communication to target group. • Plan of available school places is available to inform planning. • Ongoing communication network among service providers. • No student seeking a school placement left unplaced. • All students seeking school transport are offered appropriate support from REALT. • Ongoing and expanded provision to meet needs of new communities and displaced persons. | <ul style="list-style-type: none"> • Expansion of REALT to include all IPAS children requiring school places. • Continued planning with multiple stakeholders to ensure optimum experience of refugee children in Cavan and Monaghan Schools. • Complete the development and validation of ESOL sector specific Micro Qualifications. • Secure resources to write Levels 3 & 4 ESOL programmes and progress this with a view to submission for validation late 2025/ Q1 2026. • Develop language labs in Cavan and Monaghan to facilitate language learners progress their skills development. • Develop Levels 3 & 4 ESOL programmes and the sector specific Micro Qualifications. |

CMETB Strategic Goals

Wider CMETB Services

Goal: To work collaboratively to enhance and further develop services that respond in an inclusive manner to the needs of our community

| Priority | Action | Performance Indicator | Target |
|--|--|---|--|
| 1. Review, plan and expand the current Music Generation project to provide performance music education to young people from early years' setting to 18 years of age. | <ul style="list-style-type: none"> • Strategic plan to be developed for Music Generation. • Mobile recording studio with professional support to be made available to young musicians in Cavan and Monaghan. • Development of Music Generation Youth orchestra. | <ul style="list-style-type: none"> • Strategic plan completed and published. • Mobile recording studio kitted out and operational. • Orchestra established and initial performances completed. | <ul style="list-style-type: none"> • Implementation of strategic plan. • Annual operational plan to be developed. • Music Generation programmes continuing throughout 2025. • Engagement with partners in Belfast, Monaghan and Dublin to commission and perform cross-border orchestral music in 2025. |
| 2. Collaborate with partners and stakeholders to coordinate opportunities for young people in all areas of the arts through engagement with artists at local and national level. | <ul style="list-style-type: none"> • Local Arts in Education Partnership, Creative Cavan and Creative Monaghan teams Cruinniú na nÓg collaborative planning and programming. • Arts Van programme development. • Arts Van Music on Wheels programme for schools with Music Generation. • Local Creative Youth Project Development. | <ul style="list-style-type: none"> • Initiatives planned and completed. • Engagement ongoing. • Funding secured and staff appointed to LCYP. | <ul style="list-style-type: none"> • Further development and expansion of the LCYP activities across the region and ensure additional 'Creative Art Opportunities' are being made available to the most marginalised/seldom heard young people. • Monaghan Youth Theatre continuing to provide opportunities for young people in 2025. |
| 3. Engage with the community to provide a range of dramatic performances for local audiences and nurture local artists through a wide and varied youth theatre offering. | <ul style="list-style-type: none"> • Planning and delivering ambitious theatre programme at Garage Theatre. • Expansion of youth theatre development programme to cater for a target of 150 young people. | <ul style="list-style-type: none"> • Programme completed. • Youth Theatre numbers to be maintained at 150. | <ul style="list-style-type: none"> • Develop an operational plan to accompany strategic plan for theatre. • Review of Youth Theatre offering in light of strategic plan. • Community links with HSE to be expanded to include expanded services for adults with special needs. • Artist in residence programme with playwright Pat McCabe. |

Wider CMETB Services

Goal: To work collaboratively to enhance and further develop services that respond in an inclusive manner to the needs of our community

| Priority | Action | Performance Indicator | Target |
|---|--|--|---|
| <p>4. Continue to work in collaboration with communities to develop and support initiatives aimed at mitigating against educational disadvantage.</p> | <ul style="list-style-type: none"> • Roll out the REACH fund again, subject to sufficient 2025 budget allocation. • Continued engagement with community and voluntary sector through range of actions, for example, Community Development programmes and small grants. • Basic and certified skills provision. • Facilitation and delivery of projects under the Adult Literacy for Life (ALL) Fund. | <ul style="list-style-type: none"> • Work to secure similar funding for allocation to projects as previously. | <ul style="list-style-type: none"> • Roll out of the REACH Fund in 2025, subject to budget allocation. |
| <p>5. Continue to expand CMETB's Youth Work Function ensuring services are developed, supported and enhanced in line with youth work principles and vision.</p> | <ul style="list-style-type: none"> • Continue to support the work developed with three PEACEPLUS programmes in April 2024-Alternatives, Face Off and Options. • Alongside partners of Cavan County Council and Monaghan County Council develop two further Youth Services in each county in 2025 - Cootehill Town and Monaghan Town. | <ul style="list-style-type: none"> • Successful operation of existing projects and new projects. | <ul style="list-style-type: none"> • Develop two further Youth Services in Cootehill Town and Monaghan Town in 2025. |

Wider CMETB Services

Goal: To work collaboratively to enhance and further develop services that respond in an inclusive manner to the needs of our community

| Priority | Action | Performance Indicator | Target |
|---|--|---|---|
| 6. Review/assess emerging issues/challenges for young people and collaborate with relevant partners/stakeholders to ensure needs are advocated for and addressed in an inclusive manner. | <ul style="list-style-type: none"> • Work to identify needs and issues and proposals to address these. • Seek to secure resources for these proposals. • Continuation of Planet Youth cycle and implementation of the Planet Youth Leisure Time Initiative. | <ul style="list-style-type: none"> • Cycle 2 Project proposals approved and progressed. • Ongoing consultation with stakeholders regarding PEACEPLUS funding. | <ul style="list-style-type: none"> • Continuation of Cycle 2 with 4 Performance and Progress Review Meetings (PPRMs) completed for 5 UBU projects. • APNASR - Area Profile Needs Analysis Service Requirement completed for new UBU Service to be developed in 2025. • Planet Youth Leisure Time Initiatives to be expanded upon. • Rollout of third Planet Youth Survey across all TY students at School and Youthreach level. • For further information see Section 9.6. |
| 7. Develop a diverse and progressive Outdoor Education programme into Schools, Centres and Services that provides equality of access as well as the personal, physical and mental well-being benefits of Outdoor Education. | <ul style="list-style-type: none"> • Continued development and delivery of programmes at TOETC. • Ongoing integration of outdoor education in CMETB schools and centres. | <ul style="list-style-type: none"> • Increased range of programmes on offer and wider participation. | <ul style="list-style-type: none"> • Secure funding to offer FET Pathways "Outdoor Education Programme" for schools. • Major Recruitment of Outdoor Instructor Staff to meet demand for Outdoor Activity days. • Upskill staff in Climbing Skills. • Source funding for Low Ropes course. • Complete refurbishment of Catering facilities. • Enhance Campsite facilities. • Source funding for replacement bus. |

Wider CMETB Services

Goal: To work collaboratively to enhance and further develop services that respond in an inclusive manner to the needs of our community

| Priority | Action | Performance Indicator | Target |
|--|---|--|---|
| <p>*8. Ongoing development and expansion of Local Creative Youth Partnership and associated initiatives and projects</p> | <ul style="list-style-type: none"> • Planning the development and expansion of the LCYP in the region. | <ul style="list-style-type: none"> • Successful implementation and operative of initiatives and projects. • Expansion of initiatives and projects | <ul style="list-style-type: none"> • Continue to strengthen the LCYP and support groups and individuals and projects. • For further information see Section 9.6. |
| <p>*9. Development and roll out of PEACEPLUS funded projects aimed at supporting young people to engage in education/community and enhancing their wellbeing.</p> | <ul style="list-style-type: none"> • Continue to apply and implement PEACEPLUS projects in the region • Support young people through projects to enhance, develop and understand wellbeing. | <ul style="list-style-type: none"> • Successful application to fund PEACEPLUS projects in the region. • Development and implementation of PEACEPLUS projects to support young people. • Ensure compliance with all funding and reporting requirements. | <ul style="list-style-type: none"> • Manage the development and delivery of five PEACEPLUS projects which support young people across Co Cavan and Co Monaghan. <ul style="list-style-type: none"> • Alternative Project (14-16 year-olds) • Face Off Project (16-24 year-olds) • Options Project (16-24 year-olds) • Cootehill Youth Service • Monaghan Town Youth Service • For further information see Section 9.6. |

CMETB Strategic Goals

Our People – Development, Support and Wellbeing

Goal: To work collaboratively as a CMETB team to promote leadership and best practice, deliver excellence and support equality within a progressive workplace culture

| Priority | Action | Performance Indicator | Target |
|---|--|---|---|
| 1. Review and develop our systems and processes to support the recruitment and retention of the best staff with the necessary competencies. | <ul style="list-style-type: none"> • Development of new recruitment service which will link to new CMETB website. • Continuation of competency-based interviews for appropriate posts. • Continue remote video interviewing for certain posts. • Agree strategies for sourcing and recruiting teachers in an increasingly competitive job market including collaboration with Third Level Institutions and attendance at appropriate Career Fairs. | <ul style="list-style-type: none"> • Efficient and effective Recruitment system. • Recruitment and retention of staff with the appropriate skills and competencies. | <ul style="list-style-type: none"> • eRecruitment service to be implemented for all vacancies (phase 2) in Q1 2025. Old site www.etbjobs.ie to be retained for signposting only. • Provision of competency-based and unconscious bias interview training to interviewers. • Remote interviewing for specific posts, as appropriate. • Work with Communications on targeted summer recruitment campaign for teaching posts in Q2 2025. |

Our People – Development, Support and Wellbeing

Goal: To work collaboratively as a CMETB team to promote leadership and best practice, deliver excellence and support equality within a progressive workplace culture

| Priority | Action | Performance Indicator | Target |
|---|--|--|--|
| <p>2. Establish dedicated CPD team to develop and implement an over-arching professional development strategy integrating management, teaching, administrative and ancillary staff development.</p> | <ul style="list-style-type: none"> • Undertake analysis of staff training and development needs, identify priority requirements and consolidate CMETB's position as a learning organisation. • Facilitate the development of all CMETB leaders through the analysis of needs and provision of relevant programmes, guidance, on-going learning and career development supports. • Support all staff in identifying (personal and professional) development pathways, and that relevant supports are provided to meet related needs. • Establish shared learning networks and protocols for the promotion of excellence and best professional practice across our schools and learning centres. • eLearning Programmes for Data Security and ICT Security through dedicated software systems. • Induction programme to be delivered for new staff in schools and FET staff (teachers, SNAs, tutors, other FET staff). • Support Admin staff to undertake training in the Irish Language to assist engagement with Irish Speakers and work towards fulfilling our obligations under the Official Languages (Amendment) Act, 2021. | <ul style="list-style-type: none"> • Staff member assigned and cross-sectional Professional Development Team to be assembled to identify and assess Training needs and develop training plan developed in line with the Professional Development policy. • Staff engagement in a range of CPD provision including certified programmes. • CPD in new areas, for example, environmental awareness/protection. • Delivery of four hybrid induction modules. • Refresher modules to run throughout the year. • Competent staff member available at each office to correspond with Irish speakers. | <ul style="list-style-type: none"> • Staff member assigned to co-ordinate CPD for OSD following up on training analysis in 2025. • Training Needs Analysis to be completed in Q1 2025 and training rolled out during 2025. • Staff continue to avail of eLearning programmes provided by DCM, TEL Co-ordinator and others throughout 2025. • Staff across the OSD section to receive specialist training throughout 2025, to include specialist Procurement, Capital, Finance, IT, HR, Corporate Governance and Health & Safety training. • Induction Programme (hybrid) for new teachers in Q3 2025 and FET staff in September 2025. • 2-3 Admin staff participating in Irish language upskilling course in 2025. |

Our People – Development, Support and Wellbeing

Goal: To work collaboratively as a CMETB team to promote leadership and best practice, deliver excellence and support equality within a progressive workplace culture

| Priority | Action | Performance Indicator | Target |
|---|---|---|---|
| 3. Actively promote/embed our CMETB values and enhance our workplace culture by engaging with staff in the development and pursuit of continuous improvement. | <ul style="list-style-type: none"> • Embed CMETB values throughout the organisation through communicating with all staff through various channels, for example, website, staff briefings, SharePoint, email signatures. • Management to communicate with staff to capture their inputs and identify scope for continuous improvement. | <ul style="list-style-type: none"> • All CMETB staff know and understand our values. • All staff contribute to CMETB's continuous improvement agenda. • CMETB Staff Hub SharePoint as repository for shared resources rolled out. | <ul style="list-style-type: none"> • CMETB to promote and participate in initiatives associated with ETBI #ETBWeek 2025. • Training Needs Analysis to be completed in Q1 2025 and training rolled out during 2025. • CMETB Staff hub SharePoint will continue to be promoted as a central resource for DE C/Ls, Staff Policies, nationally agreed policies and procedures and Corporate Resources. |
| 4. Revise and update our HR practices and procedures to provide for the progressive development of our workplace environment. | <ul style="list-style-type: none"> • Continually develop initiatives/ run training courses to encourage a positive work environment with clear lines of communication. • Hybrid Working and alternative workplace attendance arrangements introduced. • Ensure that CMETB has a succession plan in place, including Standard Operating Procedures (SOPs) for all functions and that retirement planning programmes are made available to all relevant staff. | <ul style="list-style-type: none"> • HR practices and procedures reflect a progressive organisation with the ability to manage change/development. • Manage Hybrid Working and alternative workplace attendance arrangements in line with Government guidelines. • All managers have an identified 'Number 2' and SOPs available for all functions. • Staff due to retire offered a place on retirement programmes. | <ul style="list-style-type: none"> • Hybrid Working arrangements reviewed in Q1 2025 to ensure they are working for CMETB and the employee. • SOPs to be reviewed by Q2 2025. • Staff Handbook to be reviewed and updated in Q2 2025. |

Our People – Development, Support and Wellbeing

Goal: To work collaboratively as a CMETB team to promote leadership and best practice, deliver excellence and support equality within a progressive workplace culture

| Priority | Action | Performance Indicator | Target |
|--|---|---|--|
| *5. Engage with the Public Service Apprenticeship Programme as CPD for CMETB. | <ul style="list-style-type: none"> Developing CPD and upskilling opportunities for CMETB staff. Supporting staff in their professional development. | <ul style="list-style-type: none"> Engagement of staff with the Public Sector Apprenticeship. Increase in number of apprenticeships CMETB is availing of. | <ul style="list-style-type: none"> Staff being offered the opportunity to undertake Degree courses through National Plan for Public Sector Apprenticeships. Aim to have at least two staff participating in Apprenticeships in 2025. Expressions Of Interests to be sought from staff for: <ul style="list-style-type: none"> Digital Marketing Recruitment Executive Level 8 Recruitment Executive Apprenticeship in 2025: two staff to participate. Other Apprenticeship areas to be explored in 2025. |
| 6. Develop initiatives to embed the culture and promotion of health and wellbeing in the work environment. | <ul style="list-style-type: none"> Recognition of wellbeing as a key element of CPD provision. Employee Assistance Service (EAS) is in place for all staff including 24/7 Phone service and wellbeing App. Wellbeing and social events for staff organised throughout the year. Establish working group to implement wellbeing action plan, develop initiatives and report on implementation. | <ul style="list-style-type: none"> Wellbeing component in all CPD. All staff have access to 24/7 support. Staff feel valued and supported. | <ul style="list-style-type: none"> Information session for staff to be organised to advise them of services offered by EAS provider SpectrumLife in Q2 2025. Staff offered online mental health and wellbeing training through DCM in Q1 2025. Wellbeing supports and initiatives ongoing throughout 2025. |

Our People – Development, Support and Wellbeing

Goal: To work collaboratively as a CMETB team to promote leadership and best practice, deliver excellence and support equality within a progressive workplace culture

| Priority | Action | Performance Indicator | Target |
|---|--|--|--|
| <p>7. Ensure leadership, systems, and structures are in place and functioning effectively, to address relevant equality and human rights issues and comply with the public sector equality and human rights duty.</p> | <ul style="list-style-type: none"> • Public Sector Duty implementation group to assess new plans, programmes and activities to ensure public sector duty is accounted for. • EDI and Access working group to develop Action Plan including initiatives | <ul style="list-style-type: none"> • Development of an inclusive organisation. • Obligations under the Public Sector Duty are fulfilled. | <ul style="list-style-type: none"> • Ensuring new programmes and facilities are assessed that they adhered to the values of the CMETB Public Sector Duty throughout 2025. • Action Plan 2025 – including: <ul style="list-style-type: none"> ○ Equality, Diversity & Inclusion (EDI) awareness training for staff Q3 2025. ○ Expansion of web accessibility review Q2 2025. ○ Document Accessibility training for Admin Staff Q2 2025. |

CMETB Strategic Goals

Organisation, Support and Development

Goal: To consolidate our position as a learner- centred, responsive, equality-focused organisation by driving excellence, innovation and good governance

| Priority | Action | Performance Indicator | Target |
|---|--|---|--|
| <p>1. Develop integrated ICT strategy, implementation plan and policies⁴ to meet identified requirements and promote the adoption of 21st century digital skills.</p> | <ul style="list-style-type: none"> • Systematically identify scope for further digital transformation to increase: (i) learner/course access, (ii) course/learning delivery options and (iii) innovation/collaboration across all CMETB activities. • Complete review of CMETB’s physical and ICT infrastructure, identify enhancement requirements, and secure funding to meet future needs and digital transformation objectives. • Optimise efficiencies by reducing duplication in service delivery and course offerings, while ensuring that accessibility to learning is maintained/increased through innovation and digital transformation. • Continue to provide CPD for staff using the technologies and applications available to them, such as Office 365, MTeams and Moodle, to further enhance online/blended/face-to-face provision in CMETB. These supports will be offered as one-to-one/group support sessions, live webinars, ongoing guidance and support • Increased usage of TEL tools across all FET centres and schools in CMETB. • Evaluate AI tools for educational and organisational use and develop management controls for its use. | <ul style="list-style-type: none"> • CMETB has a comprehensive ICT Strategy and Implementation Plan and relevant policies in place. • Progression achieved on the actions in the current ICT Action Plan. • Continue to increase the numbers of students engaging in hybrid learning subjects and courses. • CMETB TEL providing training to various staff groups. • The use of AI by staff and learners is appropriate and managed. | <ul style="list-style-type: none"> • Continued development and implementation of CMETB ICT Action Plan for 2025. • Continuation in terms of ISMS project. • Increase in hybrid learning participant numbers in 2025. • TEL to continue to provide professional development sessions in 2025. • Teaching staff to participate in Óide MS Co-pilot project in Q1 2025. • AI policy and procedures to be developed by Q2 2025. • For further information see Section 9.9.12. |

Organisation, Support and Development

Goal: To consolidate our position as a learner- centred, responsive, equality-focused organisation by driving excellence, innovation and good governance

| Priority | Action | Performance Indicator | Target |
|---|---|--|---|
| 1. Develop integrated ICT strategy, implementation plan and policies ⁴ to meet identified requirements and promote the adoption of 21 st century digital skills | <ul style="list-style-type: none"> Expansion of hybrid teaching and learning activities across CMETB Schools e.g. Polish Leaving Cert Programme. Expansion of Microsoft Office Specialism for students in Years 1 to 4 in CMETB Schools. | <ul style="list-style-type: none"> Introduction of another hybrid Leaving Cert subject across CMETB schools. MOS Programme active in all CMETB Schools with relevant exams completed by participating TY Students. | <ul style="list-style-type: none"> Exploration of feasibility of Applied Mathematics as a Hybrid Leaving Certificate subject. Ongoing promotion of MOS within schools Digital Planning for 2025. |
| *2. Development of an Information Security Management System (ISMS) to meet the Government Baseline Standards for cybersecurity. | <ul style="list-style-type: none"> Information Security Officer to co-ordinate the development of the ISMS. Steering Group to co-ordinate the process. Develop policies and procedures and manual. Develop inventory of information assets. Carry out risk assessments. Development of a control framework Carrying out monitoring and testing. | <ul style="list-style-type: none"> CMETB information security risks are assessed and managed in a consistent and demonstrable way. CMETB demonstrates commitment and compliance to global best practice. Enhanced security for financial and confidential data, minimising the likelihood of it being accessed illegally or without permission. | <ul style="list-style-type: none"> Development of key documentation defining the ISMS by Q4 2025. Policies and procedures, manual, inventory and risk assessments completed by Q4 2025. Strategic plan to monitor and review the ISMS developed in 2025. IAU to support and review progress in 2025 with a view to audit. |
| 3. Identify scope to streamline governance, administrative, procurement and related processes to optimise efficiencies and continue to meet CMETB Board requirements | <ul style="list-style-type: none"> Continue roll-out of SharePoint across the ETB. Procure appropriate cloud-based document management system for OSD. All documentation and information accessible from secure cloud-based services and systems. Prioritise the work of implementing robust governance across the organisation to achieve compliance with legislation, regulations and Circulars to ensure transparency and accountability and to meet audit and reporting requirements. The executive will continue to work with the Board to ensure that members of the Board, Finance Committee and ARC have sufficient information, documentation and training to make informed reserved function decisions. | <ul style="list-style-type: none"> Automated systems in place to optimise work process efficiencies and streamline the workload of staff. All documentation and information accessible from secure cloud-based services and systems. Governance and Compliance obligations fulfilled in relation to Procurement, Risk Management, Compliance, HR, Finance, Capital and ICT. | <ul style="list-style-type: none"> Ongoing review of SharePoint platform ensuring the information stored is kept secure and available to critical staff. HR Document management system to be procured, developed and embedded in 2025. Governance Training provided for new Board, ARC and Finance Committee in 2025. |

Organisation, Support and Development

Goal: To consolidate our position as a learner-centred, responsive, equality-focused organisation by driving excellence, innovation and good governance

| Priority | Action | Performance Indicator | Target |
|---|--|--|--|
| 3. Identify scope to streamline governance, administrative, procurement and related processes to optimise efficiencies and continue to meet CMETB Board requirements. | <ul style="list-style-type: none"> • Produce a procurement plan and a database of all contracts plus implementation of a contract management system. • Implementation of a database of policies for reviewing, updating and approving on a systematic and rotational basis, with emphasis on consultation and implementation phases to support good governance. • Enhance the property management database (the property register) for the management of all properties being used by CMETB. • Continue the implementation of the Asset Management System. | <ul style="list-style-type: none"> • Information and documentation provided through dedicated SharePoint site/ Meetings as per the Code of Practice for Governance of ETBs. • All contracts managed through the contract management system. • Policy management is streamlined. • CMETB has a comprehensive schedule of all property. • CMETB assets are properly recorded and accounted for. | <ul style="list-style-type: none"> • Preparation regarding procurement specifications and strategy throughout 2025. • HR Document Management system to be procured by end of 2025. |
| 4. Continue to lead and support selected ETB pilot programmes to deliver further sectoral improvements and consolidate CMETB's position in driving innovation. | <ul style="list-style-type: none"> • Ongoing participation at national forums and working groups with ETBI to share resources and ensure best practice and up to date knowledge. • Active participation in national shared service projects: Financial management. | <ul style="list-style-type: none"> • CMETB's involvement and commitment at national level ensures the delivery of pilot projects. | <ul style="list-style-type: none"> • Ongoing engagement with national pilot projects for the sector. • CMETB to lead procurement of Energy Consultancy Services on behalf of the ETB sector Q2 2025. |

Organisation, Support and Development

Goal: To consolidate our position as a learner-centred, responsive, equality-focused organisation by driving excellence, innovation and good governance

| Priority | Action | Performance Indicator | Target |
|---|---|--|---|
| <p>5. Develop and implement CMETB's Communications Strategy, to promote a shared identity within the organisation and to enhance awareness of our brand and services.</p> | <ul style="list-style-type: none"> • Communicate effectively with external stakeholders. Continue to implement the digital marketing efforts to grow CMETB's online audiences and presence across social media channels with timely and relevant social media messaging. • Communicate effectively - Internal Communication: Foster a positive, supportive and 'connected' work environment through targeted workplace communications, wellbeing initiatives and creation of a staff directory. • Increase staff awareness of organisational goals and objectives through the use of information campaigns to communicate organisational news and successes. | <ul style="list-style-type: none"> • CMETB has a comprehensive Communication Strategy. • Our community are aware of CMETB and our services. • Compliance with the Official Languages (Amendment) Act, 2021. | <ul style="list-style-type: none"> • External Communication: Highlight CMETB's role in the community, its services through media outreach, website and digital content. Increase online engagement across social media platforms with a focus on growing followers by 10%, improving interactions and ensuring that CMETB's key messages reach a wider audience. • Internal Communication: Relaunch the staff newsletter on a quarterly basis as a key initiative to increase awareness of CMETB's activities achievements and organisational updates. • Implement the Official Languages (Amendment) Act, 2021 including: <ul style="list-style-type: none"> ○ A review of CMETB official forms to make them available in Irish and English. ○ All correspondence, including social media responses are available in Irish and English. ○ Incorporating the Síneadh Fada on ICT systems, where possible. ○ New logos to be available in Irish and English. |

Organisation, Support and Development

Goal: To consolidate our position as a learner-centred, responsive, equality-focused organisation by driving excellence, innovation and good governance

| Priority | Action | Performance Indicator | Target |
|--|--|---|---|
| <p>6. Work to improve the energy performance of CMETB in support of our Energy Efficiency Strategy and the Government Climate Action agenda.</p> | <ul style="list-style-type: none"> • Update annually CMETB's Climate Action Roadmap. • Continue to seek funding to provide state of the art facilities including buildings that use smart technologies to help reach zero net emissions. • CMETB with responsibilities as a public sector body must achieve the target of a 51% decrease in Greenhouse Gas Emissions by 2030. • Continue to promote on-going investment in energy-reduction measures through participation in programmes such as: <ul style="list-style-type: none"> ○ DECC – Reduce Your Use Campaign. ○ Monitoring and review of energy performance across each school and centre within CMETB. ○ CPD day for Admin Staff to feature Climate Action and Energy Management. ○ Senior Management Team to complete Climate Action Leadership training. • Report on the Climate Action Mandate in the CMETB Annual Report. • Update Buildings Stock Plan to include additional/ temporary accommodation and lease/ rental agreements. • Commence process of obtaining Display Energy Certificates. | <ul style="list-style-type: none"> • Completion of the M&R Returns to the SEAI. • Report outcome of energy performance to CMETB schools and centres • Engage with staff and students via Green Teams and CPD, through the Energy Awareness Programme, CMETB Green Day, ETBI's Take 1 Programme, participation in DECC's 'Reduce Your Use' Campaign to heighten awareness and understanding of energy efficiency. • SMT complete IPA Climate Action Leadership training programme. • Investigate possibility of securing funding to retrofit high energy usage buildings. • CMETB Climate Action Roadmap annual update, SEAI M&R annual return to include Statement of Compliance. | <ul style="list-style-type: none"> • Submit CMETB Climate Action Roadmap within six months of the publication of the Climate Action Plan by 30 June 2025 (in line with Mandate delivery date). • Submit SEAI M&R return by specified delivery date to include Statement of Compliance. • Apply for Summer Works Grant funding when advertised in 2025, which are expected to be Climate Action related, to secure funding for CMETB schools/centres. • Progress with "Green" works for FET own buildings under the SOLAS Green Devolved Capital Grant. • Climate Action Leadership training completed by SMT in 2025. • Review of energy audits undertaken on two FET Centres to investigate retrofitting. • Progress implementation of Green Teams and Sustainability Champions in Schools and Centres. • Progress applications for Cavan and Monaghan Institute 'Smarter Travel' Mark. • Commence a deep retrofit of one building. |

Organisation, Support and Development

Goal: To consolidate our position as a learner-centred, responsive, equality-focused organisation by driving excellence, innovation and good governance

| Priority | Action | Performance Indicator | Target |
|---|--|--|--|
| <p>7. Ensure on-going effective service delivery to include provision of high-quality facilities and infrastructure, as well as professional supports to schools and FET centres.</p> | <ul style="list-style-type: none"> • To improve and develop education facilities across CMETB. • Commencement of new projects – major works, SWS, EWS, IT Grants, Subject Grants, Sports Capital Grants and as appropriate • Development and enhancement of FET facilities. • Provide services (ICT and building projects) to organisations outside of the general CMETB remit such as primary schools and secondary schools. • Provide professional support to schools and FET leaders in their management role to ensure appropriate governance/compliance. | <ul style="list-style-type: none"> • Completion of current building projects and progression of new projects. • School and FET management are supported in their financial, compliance and governance roles. | <ul style="list-style-type: none"> • Action ongoing in 2025 as Building Projects are still live (See Section 9.10.3). • Procurement of Project Managers to assist with the delivery of both DEY and FET funded projects by Q2 2025. • Delivery of training for school leaders in topics such as: small works framework, school buildings maintenance, ICT framework and so on in Q1 2025. |

Goals Identified in the PDA

| Goal: Governance Actions | | | |
|---|--|---|---|
| Priority | Action | Performance Indicator | Target |
| 1. Attendance rates at board meetings | <ul style="list-style-type: none"> Individual boards should re-emphasise the requirement for attendance at all board meetings as per the Code of Practice for Governance of ETBs. Record of absence or apologies. Follow up on absence without apology. | <ul style="list-style-type: none"> Maximum attendance at Board and Committee meetings. | <ul style="list-style-type: none"> Monitor attendance for 2025. Support attendance by offering hybrid meetings where appropriate in 2025. Governance training by ETBI and CMETB provided to Board and Committees in Q1 2025. |
| 2. Board Self Assessments | <ul style="list-style-type: none"> All boards should carry out self- assessments, using the questionnaire included in the Code of Practice, to identify areas where improvements are required. | <ul style="list-style-type: none"> Board Self-Assessment carried out, required improvements noted and training support organised if appropriate. | <ul style="list-style-type: none"> To be completed in Q3 2025. |
| 3. Financial expertise on audit and finance committees | <ul style="list-style-type: none"> Appointments to audit and finance committees should be made by the board in consultation with committee chairs. External members of committees should bring the required audit and financial skills and experience to the role. | <ul style="list-style-type: none"> Committees have been appointed and external members have the necessary financial experience and expertise. | <ul style="list-style-type: none"> New Board and Committees established in Sept 2024, following local elections. CMETB external committee members appointed in 2024 have the required audit and financial skills and expertise. |
| 4. Board appraisal of work carried out by Finance and Audit and Risk Committees | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> Report from the Finance Committee and Audit and Risk Committee presented to the Board. | <ul style="list-style-type: none"> Ongoing following each meeting. |
| 5. Self-Assessment by Finance and Audit and Risk Committees | <ul style="list-style-type: none"> The Chairs of both the ARC 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. | <ul style="list-style-type: none"> Committees carry out self- assessment. | <ul style="list-style-type: none"> Q4 2025. |

Goals Identified in the PDA

| Goal: Governance Actions | | | |
|---|--|---|--|
| Priority | Action | Performance Indicator | Target |
| 6. Staff Development ² | <ul style="list-style-type: none"> The Chief Executive should ensure that; <ol style="list-style-type: none"> 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. | <ul style="list-style-type: none"> Staff member assigned and cross-sectional Professional Development Team to be assembled to identify and assess training needs and develop a Training Plan in line with the Professional Development policy and the Financial Management Maturity Model. Staff engagement in range of CPD provision, including certified programmes. Induction programme delivered to new school and FET staff. CPD in new areas, for example, environmental awareness/ protection, EDI and Irish Language. eLearning Programmes for Data Security and ICT Security through dedicated software system. | <ul style="list-style-type: none"> Staff to continue to avail of training courses relevant to their area of work (See Section 9.11.4). |
| 7. Departmental returns and reporting deadlines | <ul style="list-style-type: none"> Returns to the Department must be accurate and reporting deadlines adhered to. Governance and Compliance calendar implemented to ensure on time returns. | <ul style="list-style-type: none"> Reports are submitted on time or before the deadline. Returns submitted on time with no penalties incurred. | <ul style="list-style-type: none"> Completion of all returns for 2025 on time and recorded in Governance and Compliance Calendar. |
| 8. Risk Management Policy | <ul style="list-style-type: none"> 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 ARC should support the Board in this role. | <ul style="list-style-type: none"> Risk is a high-level agenda item at every management meeting. Risk Registers for OSD, FET and Schools reviewed quarterly, and appropriate actions taken to manage risk and is presented at each ARC meeting, the minutes of which are submitted to the Board. Corporate Risk Register records High Level risks for particular consideration by SMT. Reviewed quarterly by Senior Management Team and presented to the Board. | <ul style="list-style-type: none"> Quarterly review of Risk Registers. Risk Register framework to be reviewed by national working group in 2025. |

² This refers to an ETB ensuring that a member of its existing staff is assigned overall responsibility for the oversight and implementation of training across the ETB with the objective of ensuring a strategic, coherent and efficient approach to training across all functional areas. Such a role can fit in with existing structures and arrangements across the ETB and it is not a requirement that it be a fulltime role. The key issue is to have a member of staff that has overall responsibility and oversight for the training programme.

Goals Identified in the PDA

Goal: Governance Actions

| Priority | Action | Performance Indicator | Target |
|----------------------|--|---|---|
| 9. Internal Controls | <ul style="list-style-type: none"> The Board of each ETB should ensure that it receives adequate assurance that specified controls are operating as intended. | <ul style="list-style-type: none"> Statements of Internal control (SIC) are completed by schools and centres and administrative departments. These are reviewed by Directors and presented to Chief Executive. They in turn present the SIC to the ARC who reports to the Board. | <ul style="list-style-type: none"> SIC's completed and reviewed Q1 2025. |
| 10. Compliance | <ul style="list-style-type: none"> CMETB Compliance Working Group reviews audit findings and carries out spot checks to ensure compliance. | <ul style="list-style-type: none"> Spot checks are carried out under the direction of the Compliance Working Group. | <ul style="list-style-type: none"> Ongoing throughout 2025. |

9 Overview of Services 2025

9.1 Overview of Services – Schools

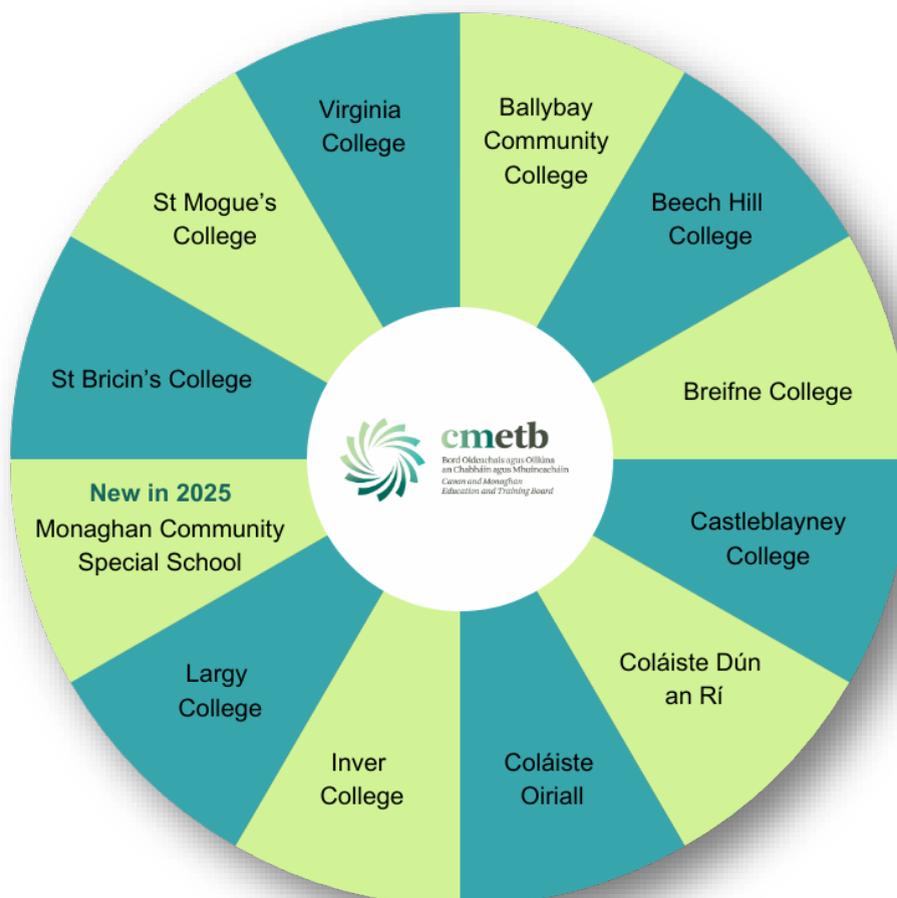


Figure 6: Overview of CMETB Schools

CMETB provides post-primary education for students in 11 post primary schools and is in the process of establishing a new Community Special School. All schools seek to be inclusive and equitable, providing Junior and Senior Cycle subjects as per Department of Education and Youth (DEY) requirements. Schools are guided by the values documented in the Ethos Framework for ETB schools.

In the current year, all CMETB schools are fully implementing all aspects of the new Junior Cycle Programme including all assessment and CPD activities. Six of these schools are included under the Delivering Equality of Opportunity in Schools (DEIS) Programme and have plans, policies, and appropriate supports for students in compliance with DEIS. The schools include one Gaelcholáiste, which provides post-primary education through Irish for students from five counties.

The enrolment in CMETB schools has risen by over 60% in the past eight years. The schools collaborate in a most significant way with supports provided by the CMETB Youth Development and Wellbeing Officer, linking with local youth services and others to provide additional, out of schools,

therapeutic and support services for young people. This includes collaboration with non-ETB schools in both counties. A specific example of this is the Planet Youth project that gives real voice to students and assesses student need on a wide platform of issues. This informs planning and strategies at school level.

CMETB schools participate in four separate School Completion clusters that target the most vulnerable students for additional supports. These clusters track and support students as they progress from primary to post-primary education and seek to keep them at school until Leaving Certificate, resulting in progression to further or higher education in most cases.

Schools collaborate in the provision of services. An example of this is the Polish language being taught in a hybrid way between six CMETB schools to Leaving Certificate level. CMETB schools are preparing to offer a number of new subjects at Leaving Certificate level, including Applied Mathematics (hybrid), Climate Action and Sustainable Development and PE.

Many facets of school life and school activity have been digitised, including parent-teacher meetings, aspects of assessments and regular meetings with parents and year groups. Additionally, all schools have demonstrated an ability to provide accredited grades and alternative assessments for students in non-traditional examination years.

Enhancing the built environment is key to providing a positive teaching and learning environment in CMETB schools and developments in this area have been positive. A number of significant school extensions projects will progress throughout 2025, which will provide additional accommodation for schools in Cavan and Monaghan.

A key project that is to be progressed in 2025 is the development and opening of the new Monaghan Community Special School. CMETB will work with stakeholders including the NCSE and the DEY to progress this project. This is a landmark service that will be provided to students and parents in Co Monaghan. It is a privilege for CMETB to have been granted patronage of this new Community Special School. It is envisaged that the Community Special School will open for the academic year 2025/2026.

Teachers and school staff avail of a range of professional development opportunities provided by the DEY and external agencies. Targeted CPD is also provided in support of the strategy statements' targets.

In addition to CPD opportunities, CMETB schools are actively embedding the BÍ Cineálta procedures to support the school community in addressing and preventing bullying issues. CMETB schools are also progressing the implementation of new guidelines from the DEY on understanding behaviours of concern and responding to crisis situations. It is paramount that CMETB schools and their staff are equipped to support students throughout their journey in a CMETB school.

Schools, in collaboration with ETBI have focused on developing and expressing their Ethos, led by a CMETB Ethos Co-ordinator and have also focused on mapping the provision of special education needs supports in each school with a view to optimising the impact of the supports on student wellbeing and learning.

9.2 Overview of Services – Further Education and Training (FET)

CMETB FET Services provide a wide range of full and part time programmes throughout Cavan and Monaghan. FET Services provide valuable learning opportunities for those over 16 years of age. The programmes are largely vocational in nature, for example, childcare, healthcare, engineering, ICT thus providing clear routes into employment. Likewise, there are a number of progression opportunities from FET programmes into Higher Education (for example, University and Technological University/ Institutes of Technology programmes).

CMETB FET comprises five distinct services:

- (i) Two PLC Colleges – Cavan Institute and Monaghan Institute – delivering full time vocational skills programmes at Levels 5 and 6 and evening classes.
- (ii) Adult Education Service – delivering a range of part time basic and vocational skills and hobby programmes at Levels 1-6.
- (iii) Training Services – this includes apprenticeship service, contracted training programmes, traineeships, evening provision, Local Training Initiatives and Specialist Training Providers.
- (iv) Supply Chain Logistics and Procurement (SCLP) Centre of Excellence – this is a new addition to CMETB’s FET portfolio providing training in a range of SCLP areas, utilising latest technologies and innovative processes.
- (v) Youthreach – Six Youthreach Centres that provide a broad ranging certified programme for early school leavers.
- (vi) Prison Education at Loughan House Open Prison, Cavan.
- (vii) Tanagh Outdoor Education and Training Centre – this residential centre provides a myriad of activities and programmes for visiting groups and has also delivered a full time Traineeship in Outdoor Education Activity Leadership, and part time certified FET programmes.
- (viii) Quality Assurance and Enhancement Service - The Quality Assurance and Enhancement Service at is an overarching service which works with and across all FET Centres/ Services to support the provision of learner-centred education and training that consistently conforms to the highest national standards.

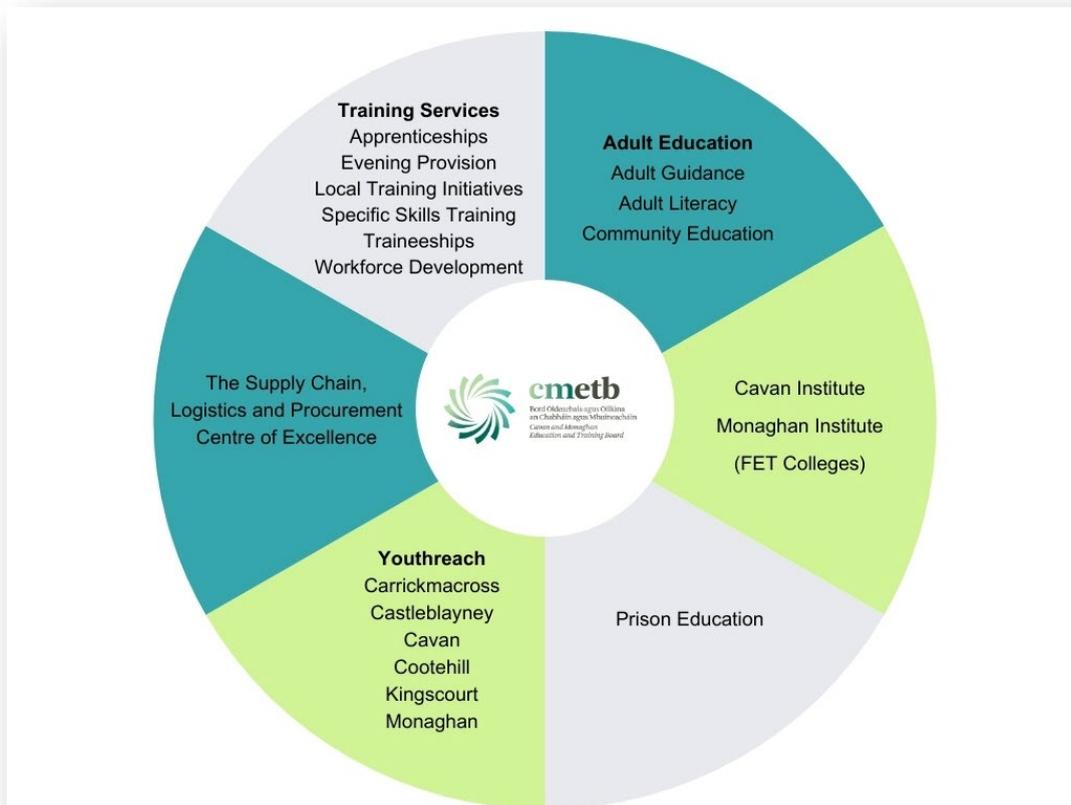


Figure 7: Overview of CMETB FET Services

2024 involved much work on the development of a submission to SOLAS/ DFHERIS for a new FET College of the Future in Cavan. This was a sizeable piece of work and conveyed CMETB’s ambition for future development of FET facilities and provision. This submission progressed through the first approval stage in 2024. It is hoped to progress to the next stage of design and procurement in 2025/2026.

2024 also saw the development of a new apprenticeship training facility in Monaghan which is due to open in Q1 2025. The establishment of this training facility will allow CMETB to increase the number of apprentices training in the region as well as contribute on a national level to reducing the waiting lists for Phase 2 training. This innovative training facility will consist of two additional electrical apprenticeship workshops and an OEM workshop.

CMETB underwent an Inaugural Review by QQI in 2021. A key element in this review was the preparation of a Self-Evaluation report. This report sets out clear actions for CMETB FET Services to progress over the coming five years. CMETB is continuing to work through the recommendations of the report and the associated Quality Improvement Plan.

CMETB FET Services has developed the FET Strategy for 2021- 2025. The strategy is aligned to the SOLAS FET Strategy and provides overall framework and direction for CMETB FET operations. It also feeds into the overall CMETB Strategy for 2022-2026. It has three key strategic priorities:

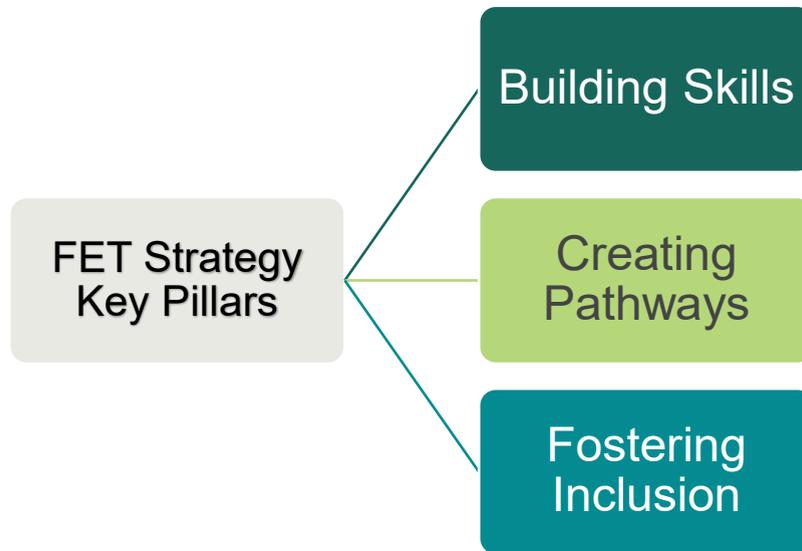


Figure 8: FET Strategy Key Pillars

And is underpinned by 4 enabling themes:

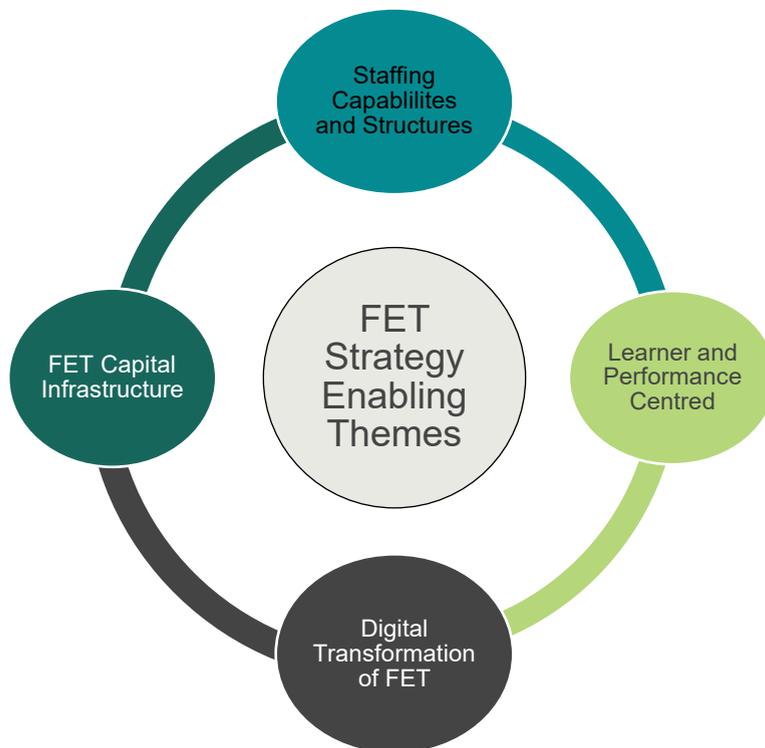


Figure 9: FET Strategy Enabling Themes

In addition to the Strategy, CMETB has a Strategic Performance Agreement with SOLAS. This identifies targets to be met across key areas, for example, progress to employment, Higher Education and so on. Based on data available at the end of January 2025, CMETB performed very strongly against the targets with many achieved/ surpassed.

A new FET Strategy is being developed nationally by SOLAS and CMETB is working to input to this document and will then review its own strategy and plans to ensure alignment.

9.3 Overview of Services – Wider CMETB Services

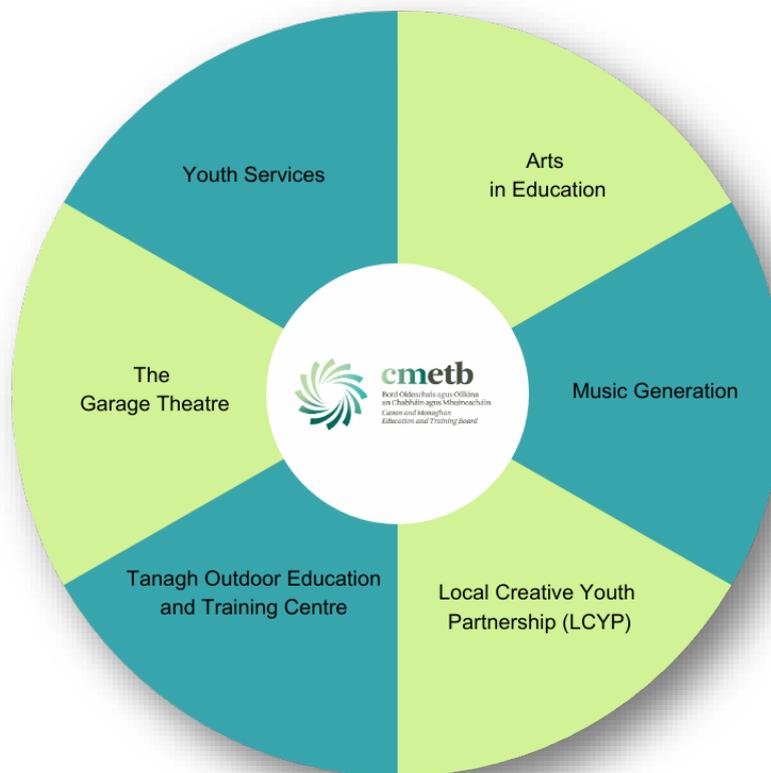


Figure 8: Overview of Wider CMETB Services

9.3.1 Overview of Services – Youth Services

The Youth Service team in CMETB plays a pivotal role in the development and expansion of the statutory Youth Work Function across the region. We ensure youth work partners who avail of DEY/ Creative Ireland funding scheme are supported and developed, so that the youth work sector expands to meet the identified local need. In 2025, one Youth and Wellbeing Development Officer will be employed along with one Youth Officer, one Local Creative Youth Co-ordinator and one Youth Support Officer.

2025 will see the third roll-out of the Planet Youth Research Programme with all TY students across the region. This pivotal lifestyle and behaviour survey will continue to support and inform local policy makers and influencers to make informed decisions based on the voice of the young people.

The PEACEPLUS programme has now become operation and Youth Services in CMETB were successful in obtaining short-term funding to aid with the development of much needed programmes and services across the region. 10 Youth Work positions have been created through the development of the following programmes:

- The Alternatives Project, hosted by Foróige is aimed at 14-16 year-olds over a six month period, targets young people at risk of early school leaving. It engages them in an informal learning environment to establish beneficial routines and positive social interactions.
- The Face Off Project which sits within CMETB's Local Creative Youth Partnership is designed for 16-24 year-olds and spanning six months, focuses on young people interested in the creative arts. This project fosters acceptance and appreciation of differences by encouraging collaboration with peers from various background and religious beliefs.
- The Options Projects in partnership with Youth Work Ireland, a six month programme for 16-24 year-olds, is a youth-led initiative where participants set their own goals and lead their learning journey, focusing on personal development and goal achievement.
- Cootehill Youth Service, managed by Foróige and CMETB will commence in Q1 2025 and will see a combined offer of programme and services being introduced that will support increased outcomes for young people from the community.
- Monaghan Town Youth Service, hosted by Foróige will see a Universal Youth Service developed in the new Peace Campus in Monaghan Town.

Local Creative Youth and the Planet Youth Increased Leisure Time Activities will continue to grow and expand in 2025 and provide additional non-formal youth programmes at local level to young people outside of formal education timetables.

Core Statutory Functions

A set of actions arising from the statutory youth work functions of ETBs will be deployed and these actions will form the core body of Youth Service work. In 2025 CMETB Youth Service will:

- Administer over €1.5million in DCEDIY funding to 7 existing staff led youth work projects via the UBU/ YIC/ TYSEI schemes in Cavan and Monaghan, to 80 Volunteer Led Youth Groups via the Local Youth Club Grant Scheme.
- Continue support to a non-formal Youth Service Integration support service via the Integration allocation.
- Continue with the co-ordination and implementation of the Planet Youth (Icelandic Model), Drug and Alcohol Evidence based model to Cavan-Monaghan.
- Review and assess emerging needs and issues for young people (10-24 years) across Cavan and Monaghan with the preparation of a APNASR for 2025 in CMETB's bid to the DEY for the development of a new UBU service for the region. This will include collaborating with relevant partners and stakeholders to ensure needs are advocated for, identified, addressed and actioned on a positive and collective basis.
- Ensure transparency and accountability in the management of public funding, in line with economy, efficiency, and effectiveness for the benefit for young people, CMETB will enhance verification checks during 2025 on DCEDIY 'UBU Scheme Youth projects and on Volunteer-led groups' that are funded/ co-funded/ administered by CMETB. This is to ensure that programmes provided are:

- positive and are enshrined on the evidenced informed outcomes for children and young people, so that they are at the centre of service delivery.
- financed in accordance with relevant Acts, Statutory Instruments, Directives and Circulars.
- Support the provision, coordination, administration and assessment of youth work services in its functional area and provide such information as may be requested by the Minister for the Department of Education and Youth in relation to such support; and assess whether the way it performs its functions is economical, efficient, and effective. (Education and Training Boards Act, 2013, Section 10(1) (j, k)).

9.3.2 The Garage Theatre

The Garage Theatre provides a regional focus point for the promotion of the Arts in the North-East. The Theatre Operations Manager and Artistic Director ensure that the theatre provides regional access to a wide range of performing groups across many genres of dramatic and theatrical performances, both professional and amateur. The Garage Theatre offers training in many aspects of theatre and the young people benefit from stage school, summer camps and involvement in performance, supported by a part-time CMETB Arts Officer. It also provides a professional and enticing performance space for local dramatic and musical groups. This provision is enhanced by the theatre's own productions.

The Garage Theatre has a unique contribution to make to local life by providing a safe facility for stimulating activities for adults with learning disabilities. The theatre also collaborates with the Arts Council to access support for residencies for local artists to collaborate with community and youth groups in developing and performing theatrical pieces.

A dynamic Youth Theatre has more than doubled its membership to over 160 participating members in three cohorts, while the LAEP supports a wider range of artistic forms in both counties. This partnership includes both County Councils, CMETB and local providers, artists and representative groups for young people.

9.3.3 Music Generation

Music Generation has engaged with relevant stakeholders to produce a new Strategic Plan that has been approved by CMETB and Music Generation Ireland. An implementation plan is currently being prepared. Music Generation has also engaged with partners in Belfast, Monaghan and Dublin to commission and perform cross-border orchestral music in 2025.

9.3.4 Outdoor Education and Training

Tanagh Outdoor Education and Training Centre (TOETC) will continue to develop and deliver a suite of programmes in 2025, to include a traineeship for Outdoor Instructors, upskilling for staff in Climbing Skills and securing funding for a Low Ropes course. This will allow for an increased range of programmes on offer and wider participation in outdoor education and training, as well as being able to integrate outdoor education in CMETB Schools and Centres.

To continue the promotion of outdoor education, CMETB will aim to secure funding to offer a FET Pathways "Outdoor Education Programme" for schools. To cater for the increased participation in outdoor education, TOETC will recruit additional Outdoor Instructors to meet the demand for Outdoor

Activity days. Additionally, CMETB aim to enhance TOETC by refurbishing the catering facilities, source funding for a replacement bus and upgrade the campsite facilities in 2025.

9.4 Overview of Services – Organisation Support and Development Services

Central to the delivery of CMETB’s services is the Organisation Support and Development (OSD) division which plays a critical role in the delivery of CMETB’s non-teaching/ learning services. CMETB’s Administrative Centres are located at its head office in Monaghan and its sub-office in Cavan, both of which play a critical role in allowing educators and trainers to focus on the delivery of direct educational services to students throughout the North-East region. This division of services ensures that all stakeholders/ students have a high-quality learning experience and that CMETB remains innovative, reactive and to the forefront of education and training provision.

The administrative centres provide a full range of services and supports which are delivered under three key pillars, comprising:

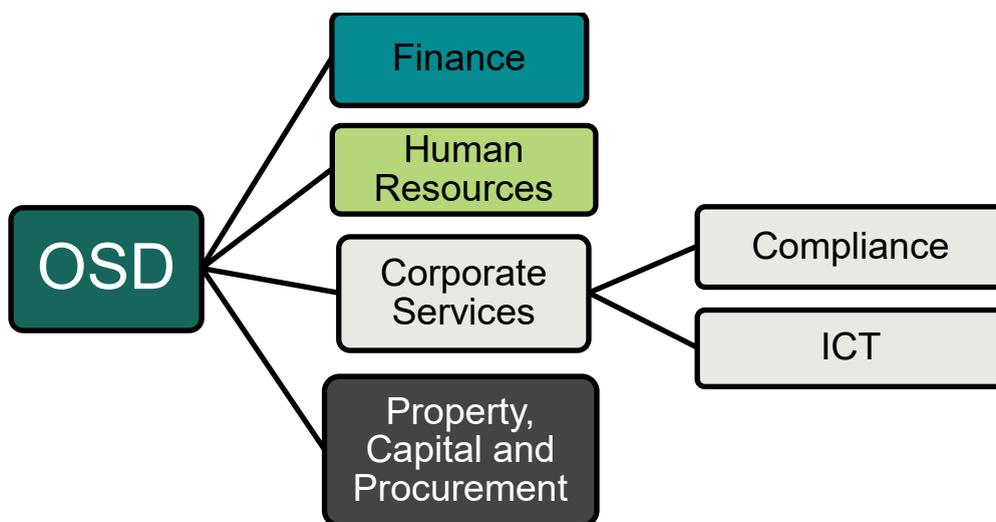


Figure 8: OSD Pillars

A key function of the OSD Division is to ensure the organisation applies best practice in relation to Corporate Governance and fulfils its requirements under the extensive range of legislation that impact on the organisation.

The OSD Division works in close collaboration with the Director of Schools and the Director of FET, to ensure that the very best supports are provided to our Schools, Institutes, Centres and Programmes. This structure enables clear areas of responsibility and ensures clarity in terms of accountability and reporting relationships.

The organisation chart sets out clear areas of responsibility and ensures clarity in terms of accountability, reporting relationships and so forth. (See Organisational Structure on page 54). The Chief Executive is responsible for executive management of the ETB and has overall responsibility for the performance of schools, programmes and training services. The Principals,

Directors, Co-ordinators and Managers of these centres are responsible for their day-to-day management. The revised Code of Practice for the Governance of ETBs (Circular 0083/2024) continues to provide a framework for good practice in corporate governance in 2025.

9.5 Organisational Structure and Services

The ETB services are delivered through a well-functioning streamlined organisational structure as depicted below:

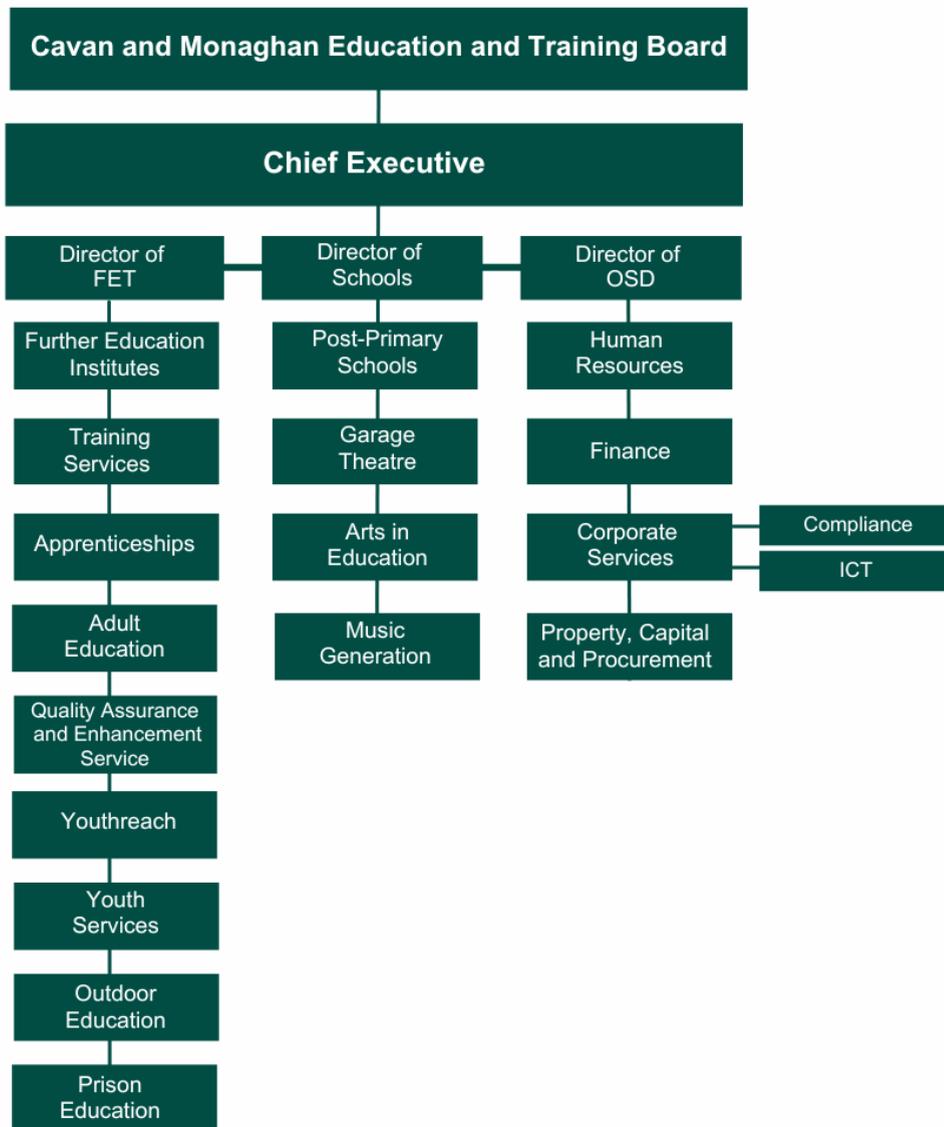


Figure 9: CMETB Organisational Structure

A detailed overview of the service plans for these individual functions are outlined in this report. The synchronisation of the above CMETB functions works to ensure a coordinated response and delivery, arising from the requirements of CMETB schools, centres and programmes, and CMETB funding

agencies, whilst ensuring compliance with all relevant policies, procedures, guidelines, legislation and departmental circulars.

9.6 Corporate Services

9.6.1 Governance

A new Code of Practice for the Governance of ETBs (DE C/L 0083/2024) has been put in place, replacing the 2019 Code of Practice and will be embedded throughout 2025. CMETB will continue to review and develop policies, systems and work practices to ensure compliance with the updated Code of Practice and to enhance the internal control environment. CMETB will engage in a self-audit process to ensure compliance with the new Code of Practice.

The current ETB Board members were appointed in 2024. Governance and induction training for new Board members begin in September 2024 and will continue throughout 2025.

Following the local elections in the summer of 2024, School and Centres new Boards of Management are in place for 2025. These Boards will receive a programme of training scheduled over the next two years and throughout their lifespan.

Training for new Boards of Management, Chairpersons and secretaries began in Q3/Q4 2024 and will continue into 2025.

CMETB is registered with the Charities Regulator. The 21 Board members are registered as Trustees and an annual return is submitted in October each year. CMETB has completed and maintains a Charity Compliance Record, as required under the Charities Governance Code.

9.6.2 Risk Management

CMETB will continue to engage with and further develop the risk management strategy. The three risk registers (OSD, FET and Schools) are reviewed quarterly and updated, incorporating new and emerging risks. A further Corporate Risk Register incorporates the High-Level Risks from the operational risk registers. This register is formally reviewed by the Senior Management Team (Chief Executive and Directors) every quarter. The registers are regularly presented to the Audit and Risk Committee (ARC) for review and oversight. The Risk Management Plan and Risk Appetite Statement was approved by the ARC in 2022 and will be reviewed, in line with the strategic planning cycle, in 2026.

Business Continuity Plans (BCPs) were developed for Monaghan and Cavan Administrative Centres in 2023. Section Heads and Office Managers performed a Business Impact Analysis which fed into the BCPs for both locations. An ICT Disaster Recovery Plan was developed in 2021 and is subject to periodic testing. This is incorporated into the overall BCP testing of each BCP is conducted on a yearly basis. Work is ongoing on individual schools and centres BCPs, and this will be progressed with a working group in 2025. The experience gained from testing of the Administrative Centres will inform the BCPs for schools and centres.

CMETB continues to experience the effects of global challenges such as the wars in Ukraine and Israel and Brexit and the consequential risk of disruption to supply chains. This is having an impact on

the supply of building materials leading to delays and an increase in costs. We will continue to monitor the situation and identify relevant risks and management controls to mitigate the impact.

9.6.3 Data Protection

CMETB continues to implement the provisions of the General Data Protection Regulations (GDPR) and the Data Protection Act, 2018. CMETB has led and contributed to the development of national template policies, procedures and practices to ensure compliance with the legislation across all ETB and will continue to liaise with Data Protection Officers in colleague ETBs and other bodies through established networks.

CMETB utilises 'Privacy Engine' to assist with the management of data protection processes including training new staff and refresher training for existing staff, reviewing policies and practices, auditing services, dealing with data access requests, developing and maintaining data processing and data sharing agreements with third party organisations, ensuring that the personal data of all stakeholders is protected. In 2025, the Compliance section will carry out a review of data protection policies and operating procedures for schools, FET centres, and administration, to ensure compliance with GDPR, and will monitor the effectiveness of these in 2025.

CMETB Compliance will continue to ensure that, where required, Data Privacy Impact Assessments (DPIAs) are carried out and appropriate data protection agreements are put in place with Third Party providers and partners.

In compliance with the Data Sharing and Governance Act, 2019, CMETB will continue to work with colleague ETBs and other Public Service Bodies with whom we share personal data, to develop appropriate Data Sharing Agreements.

9.6.4 Freedom of Information (FOI)

In 2025 CMETB will continue processing an increasing number of requests for information under the FOI Act from journalists, interest groups and individual members of staff. We will continue to monitor trends and to proactively publish frequently requested material and further develop our FOI Publication Scheme. In addition, CMETB will engage with the review of the FOI Act being conducted by the Department of Public Expenditure, NDP Delivery and Reform.

9.6.5 Legal

CMETB will continue to monitor emerging legislation and to develop policies and procedures, in co-operation with colleague ETBs and ETBI, to ensure compliance. CMETB has procured multi-disciplinary legal services through national frameworks in the areas of employment law, freedom of information and data protection law, regulation law, child protection law, property law and corporate and commercial law.

CMETB is a member of Ibec and continues to avail of its advisory services leading to savings on legal advice, training and consultancy costs.

9.6.6 Implementing the Public Sector Equality and Human Rights Duty

In 2022, the CMETB Equality and Human Rights Steering Group, which is comprised of the Directors and representatives from the three operational areas, completed the process of developing an Equality and Human Rights Values Statement; conducting an evidence-based assessment of equality

and human rights issues; and developing an implementation plan. This work helped inform the Goals and Objectives of the Strategy Statement 2022-2026. Working groups have been established to advance the development of Action Plans to ensure equality, diversity, and inclusion across all CMETB services and to review plans and programme ensuring that Equality, Diversity, and Inclusion is properly considered and to report on the achievement of action plans, as required under the Public Sector Duty. These groups will continue to meet in 2025 to ensure the Public Sector Duty is considered in all aspects of CMETB. CMETB reported on compliance with the Public Sector Duty in the Annual Report and will continue to do so for 2025.

CMETB is monitored on our performance by the Irish Human Rights and Equality Commission and has been deemed compliant for 2024. We will continue to co-operate with IHREC in complying with Section 42 of the Human Rights and Equality Commission (IHREC) Act, 2014.

9.6.7 Insurance

- Provide ongoing support to Schools and Centres relating to insurance queries arising throughout 2025.
- Manage and monitor all updates and amendments to the CMETB insurance policies provided by IPB and manage the payment of insurance invoices in 2025.
- Ensure insurance and motor tax is in place for all CMETB vehicles in 2025.
- Collate all accident and incident reports from schools and centres and communicate to IPB and Health and Safety Authority (where appropriate).

9.6.8 Health and Safety at Work

During 2025 CMETB administrative staff will continue to support schools and centres in their compliance with the revised and agreed sectoral Safety Statement and Risk Assessments under the Health and Safety Authority Guidelines for Management of Safety, Health and Welfare in Post-Primary Schools. A member of staff has been assigned to co-ordinate this process and support schools and centres by organising training and providing guidance.

Internal reviews will be conducted in 2025 to assess and ensure Health and Safety processes and procedures are appropriate at selected school or centre level.

9.6.9 Communications, Marketing and Branding

CMETB will continue to co-ordinate Public Relations (PR) and marketing activities to achieve the best outcomes for promoting CMETB as a leading provider of education and training services. The organisation will enhance its approach to communications, marketing and branding with a focus on both internal and external communication campaigns.

In 2025, CMETB will continue to implement its Communications Strategy to foster a shared identity within the organisation and increase external awareness of the CMETB brand and services. Communications initiatives will focus on promoting CMETB values, improving the visibility, recognition and appeal of the brand, and highlighting the services provided to learners. Additionally, efforts will be made to increase recognition within the communities CMETB serve.

CMETB will actively celebrate and promote the achievements of learners and employees at every opportunity, positioning itself as a leading provider of education and training. In 2025, CMETB will also

undertake advertising initiatives to promote itself as an employer of choice in the region.

9.6.10 Official Languages (Amendment) Act 2021

The Corporate Services Department are assigned responsibility to oversee the performance and reporting of obligations under the Act and to ensure that summary of performance and reporting will be included in the CMETB Annual Report.

The aim of the Official Languages (Amendment) Act, 2021 is to increase, in an organised manner over a period, the quantity and quality of services provided for the public through Irish by public bodies. CMETB plan, in line with legislation requirements, that at least 20% of annual advertising is done through Irish and 5% of CMETB's advertising budget will be spent on Irish language advertising in Irish language media.

Continuous interaction and communication with CMETB schools, centres, and FET services throughout 2025 will be conducted to ensure CMETB's compliance with the Official Languages (Amendment) Act, 2021. Key actions in 2025 include:

- A review of CMETB official forms, making them bilingual.
- Establishing Irish language competency among CMETB employees.
- Commencing Irish language training for staff.
- Ensuring social media responses are available bilingually.
- Ensuring correspondence promoting CMETB is bilingual.
- Incorporating the Síneadh fada (accent) in employee names within ICT systems.
- Any new logos designed to include both Irish and English.
- Ensuring CMETB advertising meets the requirements of the Act.
- A monitoring report to be submitted to the Office of An Coimisinéir Teanga by 28 March 2025.

9.6.11 Garda Vetting

CMETB ensure compliance with the National Vetting Bureau (Children and Vulnerable Persons) Acts, 2012 to 2016 by nominating a CMETB Garda Vetting Liaison Person with responsibility to manage and coordinate the mandatory vetting of persons, staff and learners, who wish to undertake certain relevant work or activities relating to children or vulnerable persons or to provide certain services to children or vulnerable persons.

9.6.12 Information Communications Technology

The role of ICT continues to evolve across all facets of CMETB's services. Its importance in underpinning administration and governance along with teaching and learning has grown substantially. Significant opportunities now exist to harvest the potential of ICT in teaching and learning as outlined by the Digital Strategy for Schools and the Technology Enhanced Learning Strategy for Further Education. The Digital Strategy for Schools to 2027 builds on the achievements and ambition of the previous strategy and aims to further support the school system to ensure that all learners have the opportunity to gain the knowledge and skills they need to successfully navigate an ever-evolving digital world. This Strategy builds on the achievements and ambitions brought about by the previous one by reinforcing and building on the importance of many of the actions.

Security is now in the forefront of our decision making around ICT delivery. In 2025 we will continue to ensure that our estate is fit for purpose utilising robust market recommended applications and

processes to test its possible vulnerabilities. These mechanisms would include penetration testing, a certificate of insurance for Cyber Essentials, staff awareness and cyber security training on an ongoing basis. CMETB will continue to utilise SOC/SIEM for 24/7 monitoring of our estate and leveraging EDL (External Dynamic List) to highlight known malicious and high-risk IP addresses. We now have a uniformity of type in terms of our Firewall Infrastructure thus minimising administration overheads. The delivery of these strategies is predicated on our secure and reliable ICT infrastructure, one that can also deliver administrative efficiencies. To facilitate the importance of security and the future scalability of our infrastructure we are utilising cloud to support our Office365 estate. This platform based on Microsoft is supporting our business-critical applications. We also have acquired Industry Standard Entry Level Cyber Insurance at present with the intention of upgrading in 2025 based on remediation to be completed in our infrastructure. As part of the ETB sectoral project to enhance security we are upgrading all staff to A5 licencing.

We strive to create a secure environment that maximises the benefits of Generative AI (GenAI) for CMETB, ensuring the use of industry-standard, safe GenAI application. CMETB is committed to utilising this rapidly growing technology to enrich the learning experience.

The ICT priorities within the CMETB Service Plan for 2025 very much reflect the growing importance of ICT with focus on the development of a new ICT Strategy, the delivery of a centre wide CMETB intranet for effective communication, collaboration and dissemination of and access to information along with the strategic development of our ICT Infrastructure to reflect a cloud-first, shared-services approach to ICT delivery.

9.6.13 Information Security Management

CMETB is in the process of completing Phase One of a two phased approach of the Information Security Management System (ISMS) Project in preparation to achieve compliance with Government's Cyber Security Baseline Standards in the public sector. This includes:

- the development of key documentation defining the ISMS,
- the information assets to be protected, the threats, vulnerabilities and risks associated with each asset,
- risk assessment,
- the policies and procedures necessary to manage these risks and
- a strategic plan to monitor and review the ISMS over time.

Phase Two will involve the audit and management of the documents within scope and any additional records or documentation to provide evidence on the performance of the ISMS project in line with the mandatory Baseline Standards.

9.7 Property, Capital and Procurement

In Q4 2024 an Assistant Principal Officer was recruited to oversee Capital and Procurement functions in CMETB. The following activities will be ongoing in 2025:

9.7.1 Leases

- Manage leases on various properties within CMETB property portfolio while adhering to relevant procedures and processes.
- Ensure the appropriate approvals are obtained from the CMETB Board and Department (including SOLAS and DFHERIS).
- On receipt of DEY sanction to enter a lease agreement, the lease document is drafted, reviewed, signed and sealed. The legalities are dealt with by CMETB's legal advisers.

9.7.2 Property Register

CMETB has implemented the DCS Property Register software system. Work is ongoing with regards to collating and uploading all information for CMETB owned, leased and licensed properties to include:

- Property details.
- Utilities linked with the property.
- Insurance details.
- Legal data incorporating Property Registration and Folio numbers.
- Fire cert information.
- Security data including CCTV information.

A review of the reporting module will progress in 2025 with DCS to ensure that the data entered into the Property Register can be extracted within accessible and coherent reports.

9.7.3 Land and Buildings

CMETB's school building programme includes a wide range of both major and minor projects. In this regard, 2024 was another successful year with a number of projects sanctioned to proceed to their next stages and a third major project commenced construction in September 2024. CMETB is also progressing a number of Emergency Works Scheme (EWS) and Summer Works Scheme (SWS) projects in various schools throughout Cavan and Monaghan.

CMETB will continue to pursue funding in order to improve the quality of our schools and further education facilities for our staff and students. This will support CMETB to provide quality education and training in line with our mission statement.

The following Major Capital Projects will be progressed in 2025:

- Inver College - Additional Accommodation
- Beech Hill College - Additional Accommodation
- Virginia College - Additional Accommodation
- Castleblayney College - Additional Accommodation
- Breifne College - Additional Accommodation

- Coláiste Dún an Rí - Additional Accommodation
- Monaghan Community Special School, Castleblayney – Establish New School

CMETB is continuing to oversee Capital Projects in the following non-ETB schools:

- Gaelscoil Éois, Clones, Co Monaghan
- Gaelscoil Lorgan, Castleblayney, Co Monaghan
- Scoil Mhuire, Rockcorry, Co Monaghan
- Edenmore National School, Emyvale, Co Monaghan
- Doohamlet National School, Doohamlet, Co Monaghan
- Monaghan Collegiate School, Monaghan
- Royal School, Cavan

The Major Devolved Projects at Gaelscoil Éois, Scoil Mhuire and Gaescoil Lorgan are currently under construction with Gaelscoil Éois and Scoil Mhuire to be completed in 2025 and Gaelscoil Lorgan in 2026.

CMETB were also successful in completing their Preliminary Business Case for a major new state-of-the-art FET Campus in Cavan with approval to move to the next stage achieved. The following are a schedule of FET projects which will be progressed in 2025:

- Opening of newly established apprenticeship training facility at Milltown, Monaghan Q1 2025.
- Progression of Cavan FET College of the Future.
- Possible fit out of additional temporary accommodation in Monaghan town for Apprenticeships.
- Tanagh OETC - Feasibility study ongoing for a purpose-built centre at Dartrey Forest
- Further Education and Training Centre Cavan – Continued funding application to SOLAS to upgrade the premises.
- Progress with “Green” works for CMETB FET owned buildings under the SOLAS Green Devolved Capital Grant.

9.7.4 Energy Awareness Programme

The Climate Action Plan 2024 (CAP24) sets out the targets for the Public Sector to reduce Greenhouse Gases (GHG) emissions by 51% by 2030 and increase the improvement in energy efficiency from the 33% target in 2020 to 50% by 2030.

CMETB also acknowledge the School Sector Technical Climate Action Roadmap 2024 – 2030 and the Schools Sector Climate Action Mandate’s requirement.

Using SEAI’s Public Sector M&R System, CMETB will report on 2024’s energy usage, carbon emissions and energy saving projects. We will submit our Climate Action Mandate Statement of Compliance for 2024 via the Monitoring and Reporting System (M&R). We will also review SEAI’s Annual Report 2024 on Public Sector Energy Performance when it is published to determine CMETB’s performance to date.

CMETB have completed its Public Sector Climate Action Mandate (PSCAM) Roadmap for 2024 and will review/update annually. In 2025, we will undertake, subject to funding, further energy audits on our owned Centres and in our Schools in line with SI426 obligations. In 2025, CMETB will explore the results of energy audits undertaken in Q3 2024 on two of our FET centres and investigate the possibility of retrofitting and using renewable energy to help meet the 2030 greenhouse gas emissions

target.

CMETB renewed its Public Sector Partnership for 2024 with SEAI in Q3 2024 and continue to demonstrate our commitment to work to meet our legal obligations and achieve these targets.

CMETB will commence decarbonisation and energy efficiency works on our owned FET buildings, focusing on low energy usage, high energy efficiency, and low carbon impact measures under the SOLAS Green Devolved Capital Grant. CMETB has been allocated from the Minister of DFHERIS €435,000 per annum 2024–2026.

CMETB will progress with quarterly Green Teams meetings. All Schools and Centres have a Green Team established along with a Sustainability Champion. A CPD day will be held for Admin Staff in 2025, and Climate Action and Energy Management will feature in the agenda. In 2025, the CMETB Senior Management Team will complete Senior Leadership Climate Action training.

CMETB will report on the following in the Annual Report 2024 as per the Climate Action Mandate requirements:

- GHG emissions
- Implementation of the mandate
- Sustainability activities
- Compliance with Circular 001/2020 (where applicable).

CMETB will progress the current applications that have been submitted on behalf of Cavan Institute and Monaghan Institute regarding the National Transport Authority's Smarter Travel Mark as part of the Climate Action Mandate requirements under "Our Buildings and Vehicles".

We will commence the process of obtaining Display Energy Certificates for our relevant buildings in 2025.

CMETB will update our Buildings Stock Plan for 2024 to include additional/temporary accommodation at our Schools and any lease/rental agreements for our FET centres that occurred in 2024.

CMETB will participate in DCEE's 'Reduce Your Use' campaign in 2025/2026.

CMETB will endeavour to, subject to funding, commence a deep retrofit of at least one building in 2025 in pursuit of the 2030 51% emissions reduction target.

9.7.5 Procurement

CMETB Procurement Unit is committed to utilising the national procurement model Office of Government Procurement (OGP) and their frameworks, where available and appropriate, for all our school and centres 'procurement' spend. We will continue to make use of the OGP Frameworks where appropriate and disseminate the required information on how to use these to our schools and centres.

We will continue to work with the Public Sector Reform Unit (PSRU) in ETBI and the Education Procurement Service to complete the annual Corporate Procurement Plan which set out the Board's future procurement requirements. Through the 3-year Multi-Annual Procurement Plan (MAPP) we have identified our top procurement priorities for 2025. We will continue to review the Corporate

Procurement Plan (CPP) annually and undertake procurements identified as being required particularly in areas of aggregated expenditure in the absence of a national, sectoral or other framework/ contract in place.

CMETB implemented the ESBS Contract Management system in 2022. We will continue to utilise this system.

9.8 Human Resources

9.8.1 Shared Services

The Human Resources (HR) Department will continue to provide on-going support to staff in the use of the ESBS PeopleXD portal (HR and Time and Attendance modules).

9.8.2 Business Continuity

Hardcopy Personnel files have been scanned and backed up to a cloud-based SharePoint site and continue to be updated by scanning new documents to the SharePoint site.

The Human Resources and Procurement Departments are working on the procurement of a bespoke Document Management System for HR records. This procurement will be progressed in 2025.

9.8.3 Recruitment

The eRecruitment System has been operational since Q1 2024 (phase 1) and was used in Summer 2024 for the teacher summer recruitment process. HR also continues to advertise teaching posts on www.educationposts.ie to attract the maximum number of applicants for our vacancies. CMETB will move all vacancies to the new recruitment website in 2025 and the old site will be phased out.

To attract and recruit staff for CMETB and to address areas where shortages exist, HR will continue to work with the Communications Officer to utilise alternative recruitment strategies, in addition to website and newspaper advertisements, for example, social media campaigns.

Training for selection board members on competency-based interviewing and unconscious bias will continue to ensure that interviews are carried out in an efficient and fair manner and that the best candidates are recruited for the organisation.

9.8.4 Continuous Professional Development

A staff member has been assigned to co-ordinate CPD for OSD following up on training analysis in 2025. Staff will continue to avail of eLearning programmes provided by DCM, TEL Co-ordinator and others throughout 2025. In addition, staff across the OSD section to receive specialist training throughout 2025, to include specialist Procurement, Capital, Finance, IT, HR, Corporate Governance, EDI and Health and Safety training.

In 2025 CMETB will engage in the Public Service Apprenticeship programme as a CPD opportunity for CMETB staff. Two staff in Human Resources will participate in the Level 8 Recruitment Executive Apprenticeship in 2025 and other Apprenticeship areas are to be explored in 2025.

CMETB will offer the opportunity to administrative staff to upskill in the Irish language in 2025, so they can effectively communicate with Irish speakers, in line with our obligations under the Official Languages (Amendment) Act, 2021.

9.9 Finance

The Board continues to carry out its financial operations in accordance with regulatory and legislative requirements as well as best practice.

Following the successful move to Finance Shared Services in July 2023 the Finance Department will continue to work with ESBS in 2025 to improve and enhance the processing of invoices. To assist in this, the Finance Department will continue to provide on-going support to staff in CMETB on the use of P2P throughout 2025.

10 Projected Receipts and Expenditure 2025³

| Receipts | 2025 | 2024 |
|---|--------------------|--------------------|
| | | |
| Post Primary Schools & Head Office Grants | 57,596,251 | 56,488,774 |
| Further Education and Training Grants | 35,264,000 | 36,034,593 |
| Youth Services Grants | 1,760,394 | 1,760,394 |
| Agencies & Self-Financing Projects | 8,106,968 | 7,870,843 |
| Capital | 21,072,689 | 20,069,228 |
| | | |
| | 123,800,303 | 122,223,832 |
| | | |
| Payments | | |
| | | |
| Post Primary Schools & Head Office | 55,256,027 | 55,256,027 |
| Further Education and Training | 34,938,868 | 34,938,868 |
| Youth Services | 1,683,914 | 1,603,914 |
| Agencies & Self-Financing Projects | 8,100,338 | 7,788,787 |
| Capital | 22,243,680 | 21,595,806 |
| | | |
| | 122,222,828 | 121,183,402 |
| | | |
| Cash Surplus for Period | 1,577,475 | 1,040,430 |

³ Figures for FET are contingent on confirmation of allocation to be provided by SOLAS.

Appendix 1: List of Abbreviations

| | |
|---------|--|
| AEN | Additional Education Needs |
| ALL | Adult Literacy for Life |
| ALP | Alternative Learning Programmes |
| APNASR | Area Profile Needs Analysis Service Requirement |
| ARC | Audit and Risk Committee |
| ASD | Autism Spectrum Disorder |
| BCP | Business Continuity Plan |
| BOM | Board of Management |
| CMETB | Cavan and Monaghan Education and Training Board |
| CNS | Community National School |
| CPD | Continuing Professional Development |
| CPP | Corporate Procurement Plan |
| CPOR | Child Protection Oversight Report |
| DCEDIY | Department of Children, Equality, Disability, Integration and Youth |
| DDLDP | Deputy Designated Liaison Person |
| DECC | Department of Energy and Climate Change |
| DEIS | Delivering Equality of Opportunity in Schools |
| DEY | Department of Education and Youth |
| DFHERIS | Department of Further and Higher Education, Research, Innovation and Science |
| DLP | Designated Liaison Person |
| DSP | Department of Social Protection |
| EAS | Employee Assistance Service |
| EDI | Equality, Diversity and Inclusion |
| EDL | External Dynamic List |
| EDPB | European Data Protection Board |
| EEA | European Economic Area |
| ETB | Education and Training Board |
| ETBI | Education and Training Boards Ireland |
| EU | European Union |
| ESBS | Education Shared Business Services |
| ESOL | English for Speakers of Other Languages |
| EWS | Emergency Works Scheme |
| FET | Further Education and Training |
| FOI | Freedom of Information |
| GDPR | General Data Protection Regulations |
| GHG | Greenhouse Gases |
| HR | Human Resources |
| ICT | Information and Communication Technology |
| IMBVE | Identity, Multi-Belief and Values Education |
| IPAS | International Protection Accommodation Services |
| IT | Information Technology |
| LAN | Learner Advisory Network |
| LAEP | Local Arts in Education Partnership |
| LCYP | Local Creative Youth Project |
| LTI | Local Training Initiative |
| M&R | Monetary and Reporting |
| MAPP | Multi-Annual Procurement Plan |
| MQ | Micro Qualification |
| NCSE | National Council for Special Education |
| OEM | Original Equipment Manufacturing |
| OETC | Outdoor Education and Training Centre |
| OGP | Office of Government Procurement |

| | |
|-------|--|
| OSD | Organisation Support and Development |
| PDA | Performance Delivery Agreement |
| PLC | Post-Leaving Certificate |
| PL&D | Professional Learning and Development |
| PPLI | Post Primary Languages Ireland |
| PPRM | Performance and Progress Review Meetings |
| PSCAM | Public Sector Climate Action Mandate |
| PSRU | Public Sector Reform Unit |
| PR | Public Relations |
| QQI | Quality and Qualifications Ireland |
| REALT | Regional Education and Language Teams |
| RFQ | Request for Quotation |
| SCC | Standard Contractual Clauses |
| SCLP | Supply Chain Logistics and Procurement |
| SEAI | Sustainable Energy Authority of Ireland |
| SEN | Special Educational Needs |
| SIC | Statement of Internal Control |
| SNA | Special Needs Assistant |
| SOC | Security Operations Centre |
| SIEM | Security Incident and Event Management |
| SPA | Strategic Performance Agreement |
| SOP | Standard Operating Procedure |
| STEM | Science, Technology, Engineering and Mathematics |
| SPA | Strategic Performance Agreement |
| SWS | Summer Works Scheme |
| TEL | Technology Enhanced Learning |
| TYESI | Targeted Youth Employability Support Initiative |
| UBU | Your Place Your Space |
| YIC | Youth Information Centre |



cmetb

Bord Oideachais agus Oiliúna
an Chabháin agus Mhuineacháin
*Cavan and Monaghan
Education and Training Board*

Cumhachtú trí fhoghlaim agus dul
chun cinn do chách

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