



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 2026

Service Plan 2026

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.

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 2026. This will be the last Service Plan before the implementation of the CMETB Strategy Statement 2027-2031, which will be developed throughout 2026, in consultation with our staff, students, Board members and other stakeholders in Cavan and Monaghan.

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 1,931 full-time and part-time staff across our schools and centres, providing a service to 6,284 post-primary students and 15,058 beneficiaries across Further Education and Training and other programmes. The continued 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 excellence in teaching and learning delivery to the learners and communities of counties Cavan and Monaghan.

The last few years have presented our society with a challenge in embracing new ways 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 Service Plan offers a flexible framework that supports our work and equips us to respond effectively to emerging challenges. It positions us to grow and evolve as an organisation while sustaining our commitment to delivering high quality education and training services. 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.



April Anna Barker
Chairperson, CMETB
2025/2026

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 2026 relates to the final 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 2026 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.

Over the course of 2026, we will begin to develop our new Strategy Statement 2027-2031, engaging with staff, students/learners, Board members and community stakeholders in Cavan and Monaghan, reflecting the needs and priorities of our ETB for the next five years.

The current budget of circa €128M supports CMETB's activities for 2026, enabling the delivery of a broad range of services across its schools and centres in Cavan and Monaghan. CMETB's core purpose is to enhance educational and economic opportunities, empowering students, learners, and communities throughout both counties.

To that end, CMETB opened Monaghan Community Special School in 2025 in Castleblayney and will continue to expand provision for special educational needs, with an additional ASD class scheduled to open in Breifne College, Cavan in September 2026. To cater for growing student numbers and enhance facilities to meet their needs, a number of CMETB schools are at various stages in the approval process for additional accommodation, with building commenced in Q4 2025 at Beech Hill College, Monaghan. We will aim to progress various other building projects throughout 2026 in our schools and FET centres, including retrofit works, in line with our Climate Action Plan.

Following approval from SOLAS and DFHERIS in Q4 2024, CMETB advanced to the detailed design stage for a FET College major capital development in Cavan. Throughout 2025, CMETB worked in close partnership with SOLAS to progress this project. Moving this major capital project through the next stages of development will be a key priority for CMETB in 2026.

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 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 2026.



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 1,931. Some 1,244 members of staff are employed full-time with approximately 687 employed part-time.

CMETB services include:

Table 1: Overview of CMETB Services

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

Table 2: Education and Training Services provided by CMETB

Service	Number of Locations	Number of Participants	Number of Beneficiaries
Primary	1	18	
Second Level	11	6,284	
Further Education	17	8,150	11,333
Training	4	1,556	1,880
Part-time / Night classes	3	1,623	1,845

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:

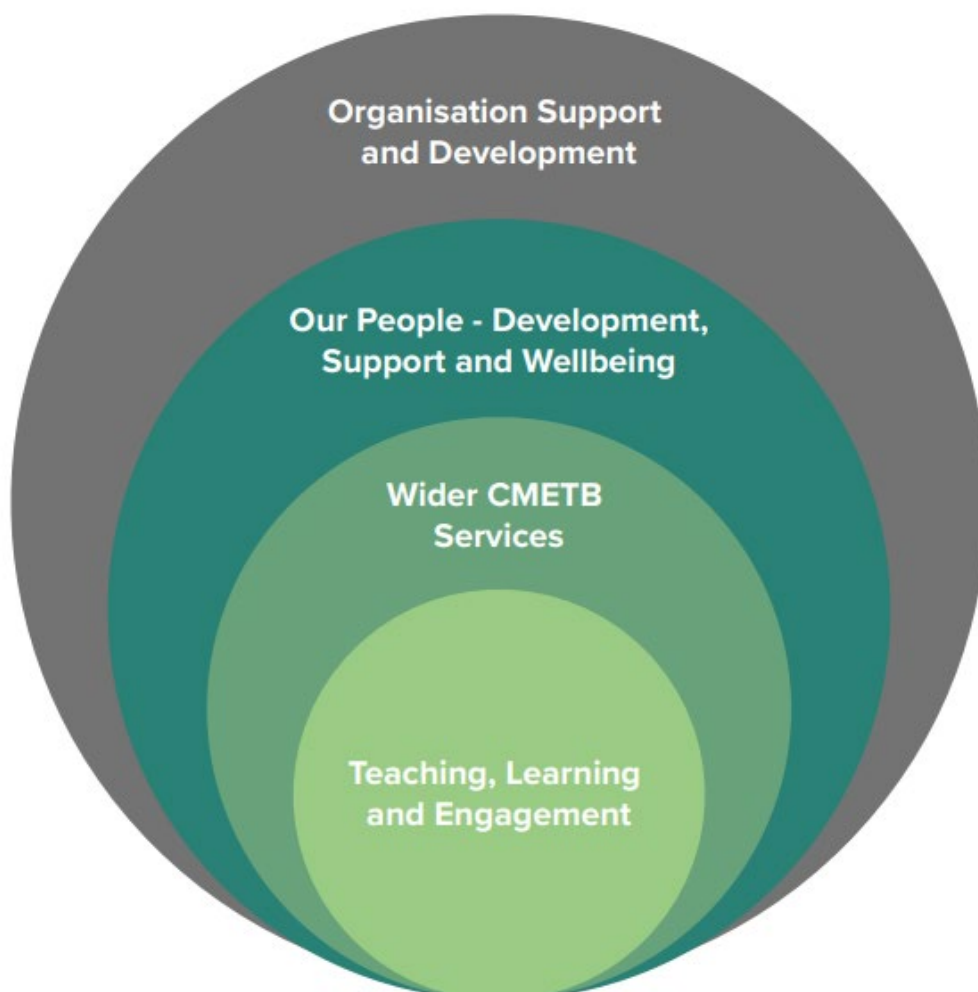


Figure 4: CMETB Strategic Goals

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 2026 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 the 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 post primary 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. Boards of Management were reconstituted in each school following the local elections and establishment of the CMETB Board in late 2024. The newly established Monaghan Community Special School will constitute its first Board of Management early in 2026, in accordance with the ETBI Terms of Reference for Boards of Management of Community National Schools, Community Special Schools and Community Hospital Schools, 2023-2027.

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, to help resolve open issues and to ensure that the expected benefits from completing the actions are realised.

7 CMETB Strategic Planning Cycle Workflow

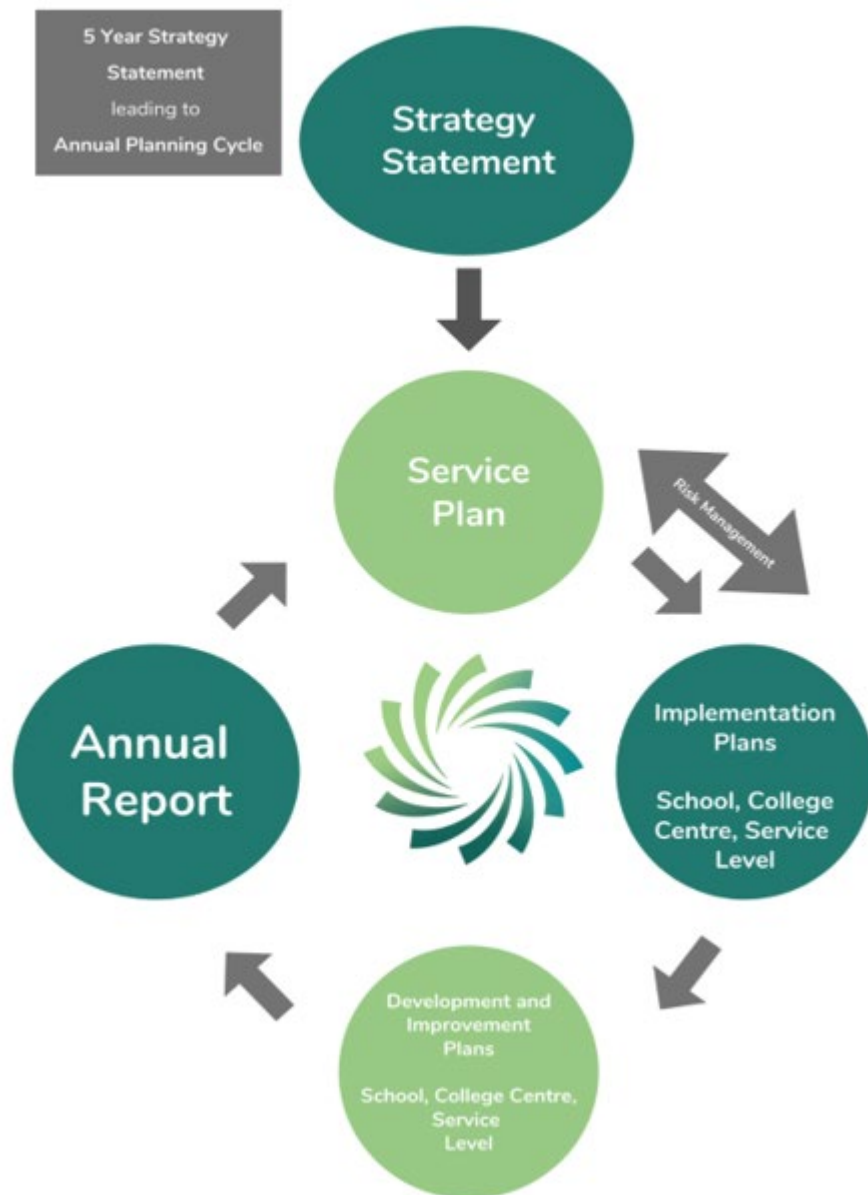


Figure 5: Planning Cycle Workflow of CMETB

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 2026

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. 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
1. Undertake review of CMETB curriculum/learning opportunities to identify innovative programmes and strategies for adoption – placing particular emphasis on STEM subjects and Sustainability.	<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"> • Development of a subject module and taster programme in Applied Mathematics is under way for TY Students in 2026. • Ongoing support for School Leaders in Senior Cycle Reform.
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.	<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"> • Progress the FET College major capital project to next phase subject to SOLAS/DFHERIS approval and resource availability. • Revisit concept of shared branding for CMETB FET and consider how this might be progressed.

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
3. Identify requirements necessary to meet learners integrated/diverse support needs ¹ , work to secure necessary resources and develop effective mechanisms for provision of these learner supports.	<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, operational and very effective. 	<ul style="list-style-type: none"> • Continue to expand the Learner Support Service • Engage with Schools, ASD Units, NLN and other stakeholders re development of an Access programme for learners leaving the SEN Units in schools. • Complete the AHEAD maturity model and work to implement additional actions identified through the process. • Work to progress implementation of the Altitude Charter across CMETB services.
4. Continue to offer inclusive learning while expanding targeted provision and enriching the experience/pedagogy for those with specific learning, physical and emotional needs.	<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 ASD class facilities in CMETB Schools. 	<ul style="list-style-type: none"> • Second Phase of Monaghan Community Special School to be developed in 2026. • Additional special class to open in Breifne College for academic year 2026/2027. • RISE support to be provided to co-ordinators in all Schools.

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"> • AONTAS are facilitating the 2026 CMETB FET Learner Forum in Q1, 2026 as part of their National Learner Forum Initiative. • Based on feedback received via the 2025/2026 FET Learner Survey, and in consultation with the FET Management and Quality Council, a revised proposal will be developed in respect of the establishment of a FET-wide Learner Voice Group during the 2026/2027 academic year. • Centre specific Learner Survey Synthesis Reports will be prepared following completion of the 2025/2026 FET Learner Survey and will include key trends and metrics between 2019/2020 and 2025/2026. • Third annual Learner Voice Week is scheduled to take place from 16 to 20 November 2026.

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"> • Develop a Parental Engagement and Inclusion Policy and review of inclusion policies to promote inclusivity. • Develop an enhanced provision mapping survey to assist wider school planning and resource allocation. • CMETB Schools to have a provision map ratified by their Board of Management to inform school planning targets. • Continue to create awareness of Early School Leaver (ESL) options within Counties Cavan and Monaghan. • Careers Fair 2026 in Monaghan, with invitations extended to all CMETB and non-ETB schools in Cavan and Monaghan. • Ongoing collaboration with DEY for out-of-school learning in Counties Cavan and Monaghan. • Continued support of the provision of ALP across the region through the Alternatives Programme (13–15 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"> • Seek to progress practical training space in Monaghan, ideally through extension to Monaghan Institute. • Explore the options available to accommodate Cavan Institute carpentry and motor mechanics programmes in a fit for purpose facility. • Rollout the SECBA & GRASP PEACEPLUS projects and meet the associated targets for programme delivery and learner enrolment. • Commence Floor and Wall Tiling Traineeship (new programme). • Engagement with Enterprise Connect initiative.

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"> • Phase Two development of Monaghan Community Special School to progress in 2026. • 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 ETBI collaborative campaigns throughout 2026. 	<ul style="list-style-type: none"> • Programme completed in one School. • CPD delivered. 	<ul style="list-style-type: none"> • Ethos Ambassadors to be piloted in one of CMETB Schools and present to ETBI Ethos lead. • Two Schools to introduce Identity, Multi-Belief and Values Education (IMBVE).

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 of Planet Youth data completed by Working Group. • Strategies and support implemented. • Bí Cineálta procedures implemented in all schools. • Implementation of DEY guidelines on understanding behaviours of concern in all schools. 	<ul style="list-style-type: none"> • County and School reports from the 2025 Planet Youth Survey will be developed and circulated. • Royal College of Surgeons in Ireland (RCSI) to assist CMETB in the development of both sets of reports and will assist in the reporting of specific issues: Mental Health, Cannabis Use, LGBTI, Vaping and so forth • Launch of Planet Youth County Wide Reports. • Continued implementation of the Bí Cineálta procedures in all schools. • Continued implementation of DEY guidelines on understanding behaviours of concern in all schools.
<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 2026 to include EDI training, expansion of the web accessibility directive and reasonable accommodation. • Staff engaging in NALA Plain English training in Q1 2026. • Deaf Awareness training for staff members Q3 2026.

Goals Identified in PDA

Optimise Student/Learner Experience

Priority	Action	Performance Indicator	Target
1. Provide a positive learning experience for all learners, including learners from marginalised groups.	<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-time 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 (13-15 year olds), Face Off Programme (16-24 year olds) and the Options Programme (16-24 year olds). • New SPA expected in Q1 2026 with FET services then working to attain these targets. • Continue to support Adult Education to expand its provision and numbers within the constraints of budgets. • Continued implementation of new initiatives and ongoing monitoring of completion and certification rates. • Blended Learning Micro Qualification to be delivered to staff in early 2026. • Small number of programmes to be delivered via Blended Learning thereafter.
1. Provide a positive learning experience for all learners, including learners from marginalised groups.	<ul style="list-style-type: none"> • Provision of Polish Leaving Certificate online in partnership with Post Primary Languages Ireland (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"> • Polish days to continue for Fifth and Sixth year Polish students in TOETC.

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. Identify leadership capacity needs and CPD priorities to support SENCO roles and responsibilities effectively. Planning expansion of services with NCSE. Continued SENCO support including termly in-person meetings and advice from NCSE. One new ASD class planned for 2026.

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. • Continuation of Post Leaving Certificate (PLC) Access programme for Youthreach to support and facilitate their progression. • 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. • Ensure no disruption to SCP service delivery in 2026 during the SCP Reform Programme transition period. 	<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. • Development of a Care Plan for FET learners. • Develop team of volunteers to work with learners requiring additional supports. • Continued promotion and implementation of Universal Design principles across CMETB Services. • Creation of team of Active Consent Facilitators who can deliver active consent training within their Service. • Evaluate provision of reasonable accommodations within CMETB, as per AHEAD Maturity Model guidelines.

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. Develop feasibility study regarding the establishment of an Access programme for learners leaving ASD units.
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"> Roll out REACH programme and support a range of projects and groups. Continued operation of Special Educational Needs Initiative (SENI) and Counselling supports.
<p>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) and Child Protection Procedures for Schools (2025).</p> <p>3. Ensure full compliance with the Child Protection Procedures for Primary and Post-Primary Schools (Revised 2023) and Child Protection Procedures for Schools (2025).</p>	<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"> Relevant training to be provided to BoM under new regulations. Each school to adopt new DEY Child Protection Procedures and Child Safeguarding Statement. FET Centres to be provided with training in new Child Protection Procedures in 2026. Each Centre to review and adopt procedures in 2026. FET Centres implementing the revised Adult Safeguarding Policy in 2026. Development of Adult Safeguarding Oversight Group and function.

Goals Identified in PDA

Protection Programmes

Priority	Action	Performance Indicator	Target
<p>1. Assist the Department of Education and Youth, 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 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. • Students seeking school transport are offered appropriate support from REALT. • Ongoing and expanded provision to meet needs of new communities and displaced persons. • Availability of a range of ESOL provision and fit for purpose programmes to meet varied language needs, skill level and availability of diverse new communities. 	<ul style="list-style-type: none"> • Collaborate and consult with relevant agencies to secure school placements for all refugee children in Cavan and Monaghan. • Place greater emphasis on accommodating children in private housing, as several accommodation centres are scheduled to close in 2026. • Consult with all REALT Co-ordinators regarding the movement of children into and out of the area. • Interim review of ESOL Level 1 and 2 Special Purpose Awards completed and required updates made. • Updated ESOL Level 3 and 4 awards validated by QQI. • Sector Specific Language micro-qualifications validated by QQI and piloted in partnership with key industry stakeholders. • Language Labs developed, operational and actively used to support language development and integration measures.

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"> Embed the Children Music Generation Committee. Implement our operational plan and achieve the strategic goals for Year 1. All Music Generation Programmes to continue into 2026. Build partnership across Ireland to create performance opportunities for our young people locally, national and internationally.
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"> Funding envelope for LCYP in 2026 has been increased and will allow a part-time administrator to be appointed - up to a maximum of €10,000 in project spend. The staff will prioritise the continued development of LCYP activities across the region with a particular focus on new rural communities and seldom heard children and young people who have not previously engaged with the LCYP.
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. Develop Youth Theatre as Gaeilge. Continue with artist in-residence programme. Continue to programme Professional Productions. Monaghan Connection collaboration with Rough Magic and Monaghan County Council. Collaborate with Iontas Theatre and Monaghan Arts Office to support the production of the play A Twilight Dream, by John McArdle.

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 2026 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"> • Continued roll out of REACH programme and Community Education Grants. • Development and expansion of PEACEPLUS projects which support community-based activities. • New projects funded and rolled out under ALL programme.
<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 through three PEACEPLUS projects, which commenced in 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. • Establishment of new Youth Services, in Cootehill and Monaghan town. 	<ul style="list-style-type: none"> • Rollout of Year 2 of the Journeys programme with additional target numbers realised in Alternatives, Options and Face Off projects. • Q2/Q3 2026 will see the new recruitment cycle of new participants onto the Year 3 Journeys programme within each of the projects and additional programme and communication milestones achieved, as per our letter of offer. • Youth Service and Foróige will continue its work to prioritise their efforts to support the roll out of the two new interim Youth Services in Cootehill and Monaghan Town under each of our Local Authority PEACEPLUS Programmes. Both projects will be focusing on recruitment of young people and ensuring all personal and development outcomes are achieved, as per our letter of offer.

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>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.</p>	<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"> • UBU Cycle 2 Project proposals approved and progressed. • Ongoing consultation with stakeholders regarding PEACEPLUS funding. 	<ul style="list-style-type: none"> • UBU Cycle 2 to continue throughout 2026 and 4 Performance and Progress Review Meetings (PPRMs) to be completed for all 6 UBU projects funded. • APNASR - Area Profile Needs Analysis Service Requirement will be undertaken for each of our UBU Services in preparation for UBU Cycle 3 Rollout in 2027. <p>For further information see Section 9.3.1</p>
<p>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.</p>	<ul style="list-style-type: none"> • Continued development and delivery of programmes at Tanagh OETC. • 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 for refurbishment of residential female changing quarters. • Deliver a Youth Biodiversity Conference in partnership with Monaghan County Council. • Facilitate Climbing Wall Instructor training for staff. • Facilitate disability training for staff to make outdoor activities more accessible. • Contribute to the creation of a vision for Outdoor Education 2026–2030, in partnership with ETBI/Outdoor Network. • Provide a pilot Biodiversity Workshop for the Breifne College Leaving Certificate students who are studying the new Climate Action and Sustainable Development Module. • Extend out the Marketing Campaign to include Dublin schools. • Seek continued necessary investment into Tanagh centre to include replacement of flat roof and treatment of damp walls. • Seek resources to deliver FET Pathways-A Career in Outdoor Education. • Progress development of an open shed for trailer storage and boat racks.

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 the number/range of initiatives and projects. 	<ul style="list-style-type: none"> • Continued development of LCYP activities across the region with a particular focus on new rural communities and seldom heard children and young people who have not previously engaged with the LCYP. <p>For further information see Section 9.3.1</p>
<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"> • Continue the successful 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 (13-15 year-olds) • Face Off Project (16-24 year-olds) • Options Project (16-24 year-olds) • Cootehill Youth Service • Monaghan Town Youth Service <p>For further information see Section 9.3.1</p>

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"> • Agree and implement strategies for sourcing and recruiting teachers in an increasingly competitive job market, including collaboration with Third Level Institutions. • New Public Appointments Service (PAS) Capability Framework to be explored for administrative roles.

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 overarching 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"> • Training Co-ordinator to conduct training needs analysis and notify staff of upcoming training opportunities in their area of work. • FET and OSD staff to complete the NALA Plain English course. • Admin Staff to commence Level 6 Irish Language for Business Course in 2026. • Continuation of induction of new teachers and FET staff in Q3 2026. • AI Awareness training and MS Copilot training in 2026. • Continued participation in the national apprenticeships programme. • Public Relations Institute of Ireland (PRII) Certificate in Executive ETB Communications to be completed by Director of FET and Director OSD in 2026.

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>3. Actively promote/embed our CMETB values and enhance our workplace culture by engaging with staff in the development and pursuit of continuous improvement.</p>	<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 joint ETBI-ETB collaborative initiatives throughout 2026. • CMETB Staff Hub SharePoint will continue to be promoted as a central resource for DEY C/Ls, staff policies, nationally agreed policies and procedures and Corporate Resources. • Develop the 2027-2031 Strategy Statement through stakeholder consultation in Q1/Q2 2026.
<p>4. Revise and update our HR practices and procedures to provide for the progressive development of our workplace environment.</p>	<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 are offered a place on retirement programmes. 	<ul style="list-style-type: none"> • Review of the effectiveness of the Hybrid Working Policy to be undertaken in Q1 2026. • SOPs to be reviewed by Q2 2026 and a Register to be developed.

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>4. Revise and update our HR practices and procedures to provide for the progressive development of our workplace environment.</p>	<ul style="list-style-type: none"> • Prepare CMETB to assume the role of direct employer and commissioned service provider for School Completion Programme (SCP), in line with the emerging national SCP Reform Programme, ensuring readiness in governance, HR, financial, and operational systems. 	<ul style="list-style-type: none"> • SCP reform standing item included in SMT/Directorate oversight during 2026. • HR and financial gap analysis completed. • Risk register updated to reflect SCP reform transition. • Engagement undertaken with ETBI/national SCP structures. • No disruption to SCP service delivery during 2026. 	<p>Governance</p> <ul style="list-style-type: none"> • Monitor national SCP reform developments through ETBI and DEY/TESS engagement structures. • Review the implications of the proposed Section 56 SLA model for CMETB governance, risk, and assurance arrangements. • Prepare to replace local SCP SLAs with ETB–Tusla SLAs when required. <p>HR</p> <ul style="list-style-type: none"> • Identify policy gaps or adaptations required to align SCP roles with ETB HR frameworks (without changing employment status). • Engage with ESBS and shared services regarding payroll and data protection requirements for SCP staff. <p>Local Governance and Stakeholder Engagement</p> <ul style="list-style-type: none"> • Engage with existing Local Management Committees (LMC) to prepare for transition to a redefined Steering/Advisory Committee role. • Support readiness for adoption of nationally standardised Terms of Reference between ETBs and LMCs when issued. • Maintain continuity of SCP delivery and child-centred supports throughout the reform process. <p>Risk and Change Management</p> <ul style="list-style-type: none"> • Ensure SCP reform readiness is reflected in the CMETB risk register and internal oversight reporting.

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 programme. • Increase the number of apprenticeships CMETB is availing of. 	<ul style="list-style-type: none"> • Two HR staff to continue on the National Apprenticeship Recruitment Executive degree programme, with new staff to commence in 2026. • Consider other apprenticeship areas for participation in 2026.
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 EAS support. • Staff feel valued and supported. 	<ul style="list-style-type: none"> • Wellbeing supports and initiatives ongoing throughout 2026. • OSD Staff CPD event planned for Q2 2026 incorporating wellbeing elements.

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 adhere to the values of the CMETB Public Sector Duty throughout 2026, including the new CMETB Strategy Statement 2027-2031 and the FET Strategy. • Action Plan 2026 – including: <ul style="list-style-type: none"> ○ Equality, Diversity and Inclusion (EDI) awareness training for staff to be offered through DCM. ○ Expansion of web accessibility throughout 2026. ○ Deaf awareness training in Q3 2026. ○ NALA Plain English training Q1 2026.

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 Office365, MS Teams 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"> • Continuation of the Information Security Management System (ISMS) project. • Increase in hybrid learning participant numbers in 2026. • TEL to continue to provide professional development sessions in 2026. • Teaching staff to participate in Oide MS Co-pilot project in Q1 2026. • AI awareness training and MS Co-pilot Chat training to be rolled out to all staff. • Trial of MS Copilot Professional, with training for senior staff across the ETB commencing in Q1 2026. <p>For further information see Section 9.</p>

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, for example, 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"> Development of a hybrid subject module and taster programme for TY students in Applied Maths. Ongoing promotion of MOS within schools Digital Planning for 2026.
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 oversee 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"> Finalise key documentation in Q2 2026. IAU-ETB's Audit of ISMS scheduled for March 2026. Quarterly security awareness training for staff to educate them on best practices for maintaining network security, identifying phishing attempts and reporting suspicious activity. Development and implementation of the Context Analysis in 2026.

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>3. Identify scope to streamline governance, administrative, procurement and related processes to optimise efficiencies and continue to meet CMETB Board requirements</p>	<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"> • Review of SharePoint platform, ensuring the information stored is kept secure and available to critical staff, to be completed in Q1 2026. • SharePoint permissions will be reviewed on a quarterly basis in 2026. • Corporate Procurement Plan to be updated in 2026, including a new 3-year Multi-Annual Procurement Plan (MAPP) analyses. • To manage its goods and services contracts, CMETB first implemented the ESBS Contract Management system in 2022. The Procurement Unit will continue to utilise this system in 2026. • CMETB Head of Property will participate on a national ETBI working group to review Property Register requirements, with a view to developing a fit for purpose Property Register system for the ETB sector. • CMETB continued to utilise and implement its Asset Management System.

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
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. Having lead out on the procurement of Energy Consultancy Services for the ETB sector in 2025, CMETB will utilise the Energy Consultancy Service contract in 2026.
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.	<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: Continue the staff newsletter on a quarterly basis as a key initiative to increase awareness of CMETB's activities, achievements and organisational updates. Engagement with the development of the Strategy Statement 2027-2031. Implement the Official Languages (Amendment) Act, 2021 including: <ul style="list-style-type: none"> 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 CMETB's Climate Action Roadmap annually. • 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"> ○ DCEE – 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"> • 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 DCEE'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 (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 2026, to secure funding for CMETB schools/centres. • Progress with "Green" works for FET own buildings under the SOLAS Green Devolved Capital Grant. Complete the MI and CI Energy Projects (LED lighting upgrade due to commence in January 2026). • Progress Castleblayney Youthreach Energy Project: proceed to tender. • Climate Action Leadership training to be fully completed by SMT in 2026. • Hold quarterly Climate Action Steering Committee meetings in 2026. • Progress implementation of Green Teams and Sustainability Champions in Schools and Centres. • Progress applications for Cavan and Monaghan Institute 'Smarter Travel' Mark. • Schools Pathfinder Biomass Boiler Programme - CMETB has two schools (Breifne College and Beech Hill College) included in this programme for possible Biomass boiler installation. CMETB are also acting as Administration on behalf of four non-ETB Schools as part of this programme. • Building Stock Plan - Needs to be updated every two years and submitted to SEAI.

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 2026 as Building Projects are still live (See Section 9). • Procurement of Project Managers to assist with the delivery of both DEY and FET funded projects by Q1 2026. • Delivery of training for school leaders in topics such as small works framework, school buildings maintenance, ICT framework in Q3 2026. • Utilise CMETB's Architect Led Consultancy Services Design Team to commence various Capital and Energy Retrofit projects on CMETB FET owned properties in 2026.

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 2026. Support attendance by offering hybrid meetings where appropriate in 2026. Relevant and appropriate training to be provided to Boards and Committees in 2026.
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 Q4 2026.
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 members given induction pack and supported by Corporate Services.
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 and 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 2026.

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 9.8.4).
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 2026 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 Management Policy and Plan to be reviewed and updated in Q1 2026.

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. The CE presents the SIC to the ARC who reports to the Board. 	<ul style="list-style-type: none"> All SICs for 2025 to be submitted to CE by end of January 2026. New SIC framework for OSD to be developed in 2026.
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 on compliance are carried out under the direction of the Compliance Working Group. 	<ul style="list-style-type: none"> Ongoing throughout 2026. New responsibilities under the ISMS to be assigned to the Compliance Working Group in 2026.

9 Overview of Services 2026

9.1 Overview of Services – Schools

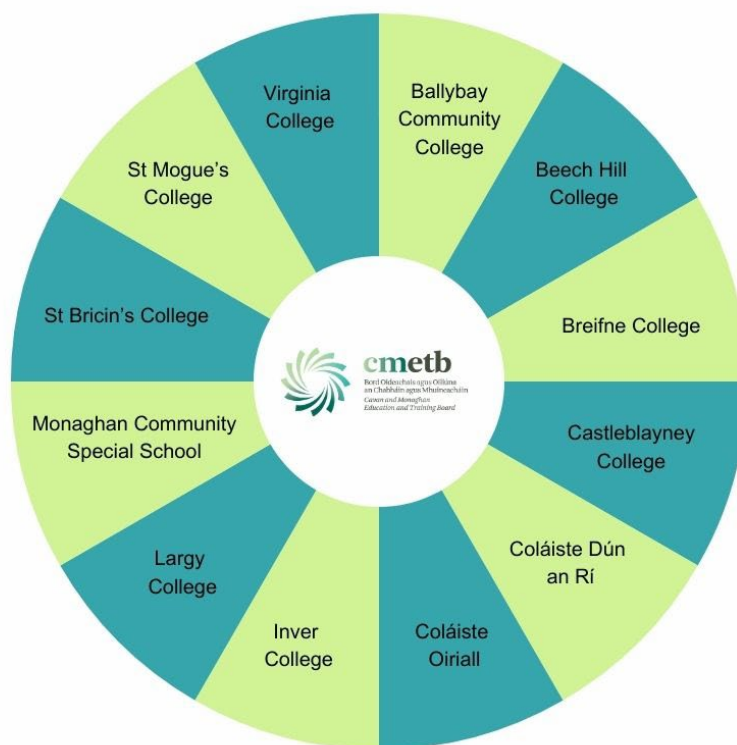


Figure 6: Overview of CMETB Schools

In 2025, CMETB opened Monaghan Community Special School with an enrolment of 18 students. This school caters for pupils with Autism and Complex Needs and for pupils with Complex Needs. CMETB works in close collaboration with other agencies including: DEY, NCSE, NEPS and HSE, along with other relevant stakeholders in the provision of services, supports, training, equipment/facilities for the Community Special School. Planning for Phase 2 development will begin in 2026.

CMETB provides post-primary education for students in 11 post primary schools across Counties Cavan and Monaghan. 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 post-primary schools are fully implementing all aspects of the Junior Cycle Programme including all assessment and CPD activities and are implementing the first Tranche of Leaving Cert Reform.

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 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 a real voice to students and assesses student need on a wide platform of issues. This informs planning and strategies. In 2025, Planet Youth data was gathered from all post-primary schools in Co Monaghan and an analysis of the data will be available in 2026.

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. CMETB will ensure no disruption to SCP service delivery in 2026 during the SCP Reform transition period.

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. One school introduced the new Leaving Certificate programme on Climate Action and Sustainability.

All schools are engaged in Tranche One of Senior Cycle Reform and CPD is currently being availed of for further subjects.

All schools are engaging with Oide Child Protection CPD, and schools cluster planning. In 2025, in co-operation with Monaghan Education Centre, targeted cluster-based training was provided to SNAs.

One school (Beech Hill College) has commenced a significant extension, while others await approval to progress to the next stage.

Teachers and schools staff avail of a range of professional development opportunities provided by the DEY and external agencies. Target CPD is also provided in support of the Strategy Statement's targets. This year, CPD and support was provided in areas such as STEM, provision mapping and ASD classes, SENCO form, leadership develop, interviewing, Ethos development and IT in education. A pilot programme on the use of AI as a teaching tool was developed with an initial cohort of teachers.

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 (HE), for example, University and Technological University/Institutes of Technology programmes.

CMETB FET comprises five distinct services:

- (i) Two Further Education and Training colleges – Cavan Institute and Monaghan Institute – delivering full time vocational skills programmes at Levels 5 and 6 along with evening classes and partial delivery of HE programmes in specific disciplines, for example, Social Care.
- (ii) Adult Education Service – delivering a range of part time basic and vocational skills and hobby programmes, both uncertified and certified, at Levels 1-6.
- (iii) Training Services – this includes apprenticeship services, contracted training programmes, traineeships, Skills to Advance (programmes for industry), evening provision, Local Training Initiatives and Specialist Training Providers.
- (iv) Supply Chain Logistics and Procurement (SCLP) Centre of Excellence – this is the most recent 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 delivers some certified FET programmes.
- (viii) Quality Assurance and Enhancement Service - this is an overarching service which works with and across all FET Centres/Services to support the provision of learner-centered education and training that consistently conforms to the highest national standards.

The FET Service Plan for 2026 is available at Appendix 1.

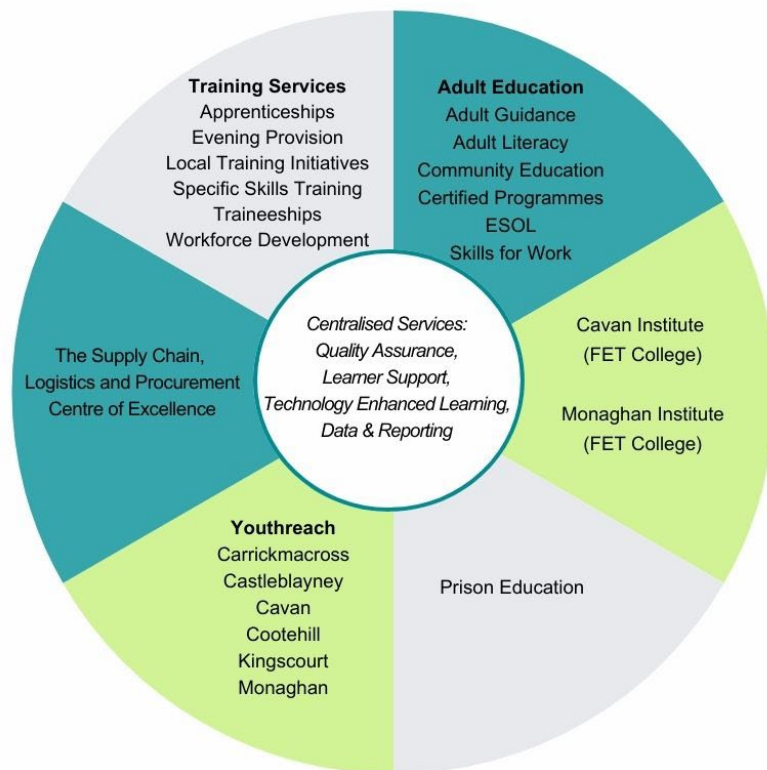


Figure 7: Overview of CMETB FET Services

2025 saw a range of activities and developments across CMETB FET Services that will continue in 2026. They include:

- CMETB was selected by QQI to be part of the first phase of Devolved Responsibility pilot, which will provide CMETB with a greater level of responsibility and autonomy in the programme approval process in 2026.
- Successful approval by QQI to extend CMETB's scope of provision to allow programmes to be delivered via Blended Learning in 2026.
- Development and validation of a range of new programmes, including, but not limited to: Gambling Awareness, Managing the Sustainable Home, Micro qualifications in Warehousing.
- Adoption by CMETB of the Altitude Charter which commits us to applying Universal Design for Learning (UDL) across the organisation.
- Commencement of first Tertiary Degree (as part of the National Tertiary Office programme) which provides for the delivery of Year 1 of Atlantic Technological University (ATU) Social Care Degree in Cavan Institute and a Tertiary project with Cavan Institute, Monaghan Institute and DKIT providing dedicated progression path for learners into Intellectual Disability Nursing.
- Initiation of a range of climate action upgrades and works to reduce energy usage and enhance sustainability of FET facilities.
- Development and opening of a dedicated Adult Education centre in Cavan town.
- Opening and operation of new apprenticeship facility in Monaghan.
- Approval and commencement of four sizeable PEACEPLUS funded projects which provide new training opportunities in Sports, Science, IT, Green Skills, Solar Panels and Heat Pumps and an intergenerational adult education programme.
- New Production Line and Autonomous Maneuverable Robots installed in the SCLP Centre of Excellence providing this facility with cutting edge technology for industry training.

- Ongoing engagement with SOLAS and DFHERIS capital departments aimed at progressing the FET College major capital project and necessary minor works projects to enhance/redevelop existing spaces.
- A new FET Strategy is being developed nationally by SOLAS and final draft was issued in December 2025. Following its publication, and subsequent Strategic Performance Agreement with SOLAS, CMETB will review its own strategy and plans to ensure alignment and target attainment.

9.3 Overview of Services – Wider CMETB Services

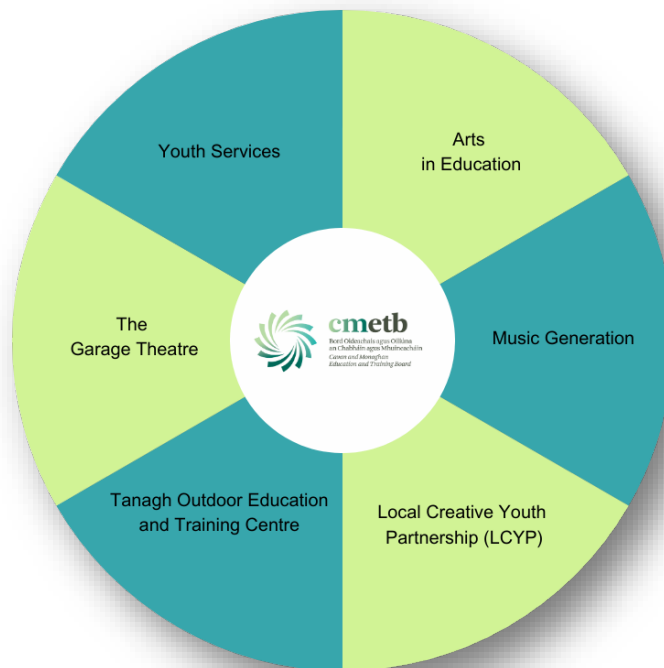


Figure 8: Overview of Wider CMETB Services

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 2026, CMETB will continue to employ one Youth and Wellbeing Development Officer, one Youth Officer, one Local Creative Youth Co-ordinator, one Youth Support Officer and a part-time administrator in Local Creative Youth.

2026 will see the dissemination of 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 will continue to be operational in short-term delivery (due to funding criteria) 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 13-15 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, is a six-month programme for 16-24 year-olds. It 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 see a combined offer of programme and services being introduced into Cootehill that will support enhanced 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 2026 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 2026 CMETB Youth Service will:

- Administer approximately €1.9million in DEY funding to 8 existing staff led youth work projects via the UBU Your Place Your Space (6)/Youth Information Centre YIC (1)/Targeted Youth Employability Support Initiative TYSEI (1) schemes in Cavan and Monaghan and 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 six UBU Area Profile Needs Analysis Service Requirements (APNASR's) for 2026 for entry into Cycle 3 of the UBU Scheme. 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 2026 on DEY '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 DEY 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 young people benefit from stage school, summer camps and involvement in performance. 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. 2026 will see the continuation of the artist in-residence programme with Pat McCabe (Writer in Residence) and Garage Theatre Productions will continue to develop work with professional Blues artist Gráinne Duffy.

The Theatre will continue to programme Professional Productions (1 per week) with the support of Arts Council funding to ensure high-quality artwork and events.

Other noteworthy projects for 2026 include the Monaghan Connection collaboration with Rough Magic and Monaghan County Council. This will explore the process of theatre-making, from commissioning to marketing, from production design to rehearsal technique. The Garage Theatre will collaborate with Íontas Theatre, Castleblayney and Monaghan Arts Office to support the production of *A Twilight Dream*, a play by John McArdle, directed by Tommy McArdle.

A dynamic Youth Theatre has more than doubled its membership to over 160 participating members in three cohorts, while the Local Arts in Education Partnership (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. In 2026 we will aim to develop the Youth Theatre in the Irish language.

9.3.3 Music Generation

During 2026, we will embed the Children Music Generation Committee to provide structured feedback and ensure children and young people meaningfully shape our programmes, supported by a facilitator and aligned with our strategic goal of Belonging.

Music Generation programmes will continue in 2026, with a focus on progression, high-quality teaching and the embedding of performance. We will continue to build partnerships across Ireland to create performance opportunities for our young people locally, national and internationally. We will implement our operational plan and achieve strategic goals for year one.

9.3.4 Outdoor Education and Training

Tanagh Outdoor Education and Training Centre (TOETC) will continue to develop and deliver a suite of outdoor education programmes in 2026, to include hosting a Youth Biodiversity Conference for young people from seven schools around County Monaghan in partnership with Monaghan County Council. A pilot Biodiversity workshop will be delivered for the Breifne College Leaving Certificate students currently undertaking the new Climate Action and Sustainable Development module.

The Centre will facilitate additional specific Climbing Skills training for staff, through Accessible Adventures Ireland, to ensure it keeps accessible adventure activities as a priority in its overall provision.

Centre staff will contribute to the creation of a vision for Outdoor Education 2026–2030, in partnership with the ETBI Outdoor Education Network.

In 2026 TOETC will expand its marketing campaign to include all North Dublin Post Primary Schools.

The Centre will seek to offer a FET Pathways “Outdoor Education Programme” for schools, to help promote Outdoor Education as a career in an industry that is currently short of Instructors.

CMETB will continue to further develop the centre’s residential facilities by refurbishing the female changing room facilities and carrying out roof repairs. In addition, it will work to progress outdoor storage and workshop space, with plans to install a large shed for the boat and trailer yard with a Caretaker workshop.

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 Cavan-Monaghan 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 support which are delivered under four key pillars, comprising:

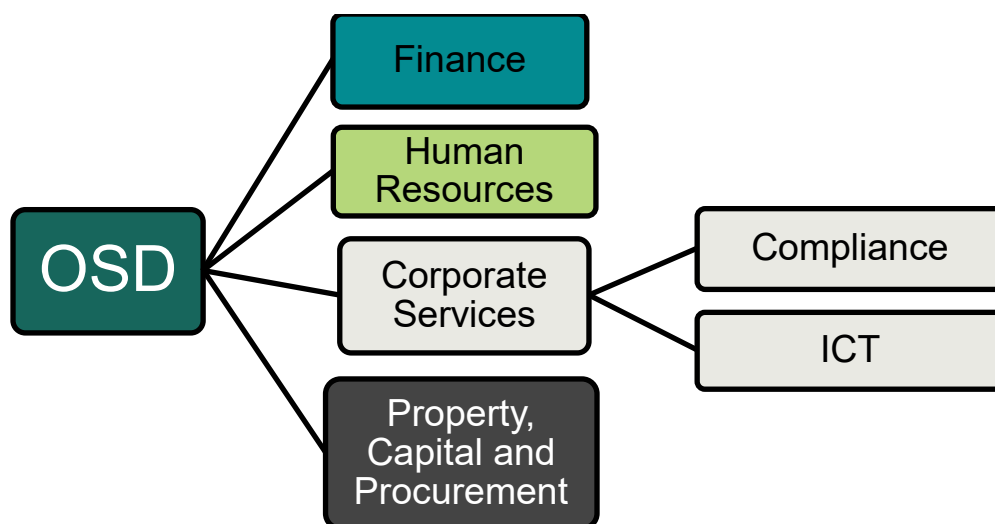


Figure 8: OSD Pillars

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. 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 53).

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 2026.

9.5 Organisational Structure and Services

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

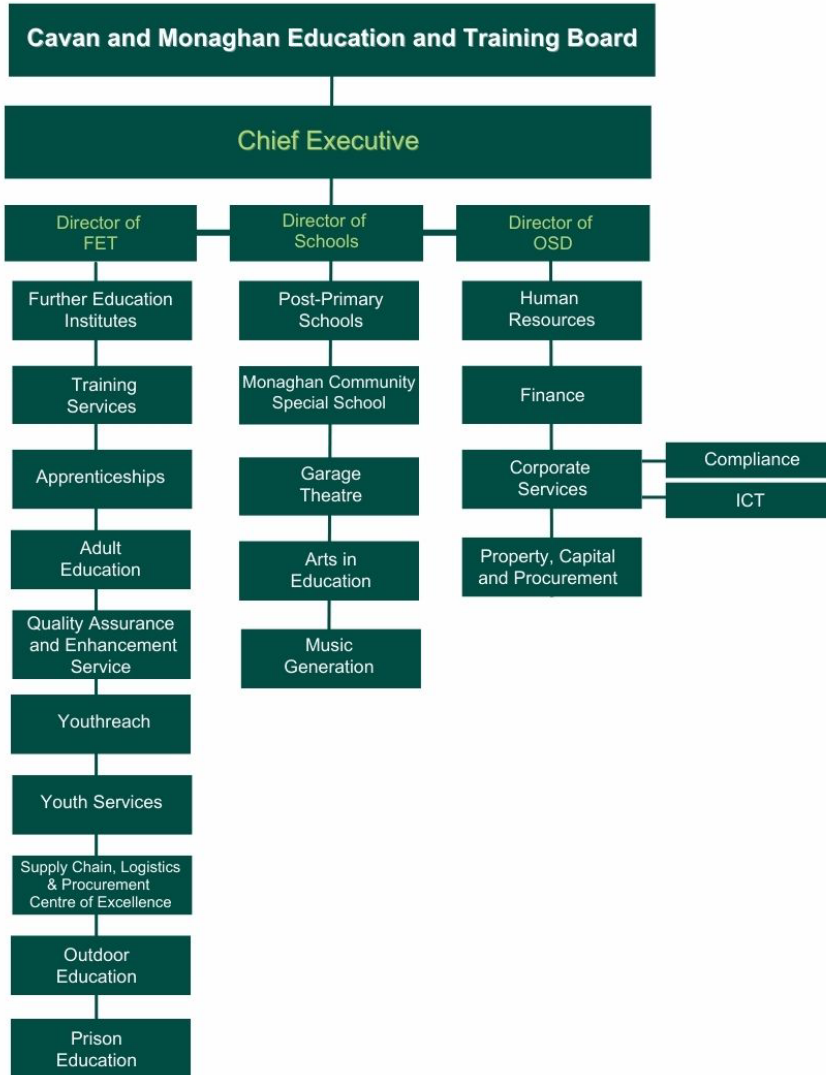


Figure 9: CMETB Organisational Structure

A detailed overview of the service plans for these individual functions is 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

The provisions of the updated Code of Practice for the Governance of ETBs (DEY C/L 0083/2024) have been put in place and embedded throughout 2025 and will continue to be implemented in 2026. CMETB will continue to review and develop policies, systems and work practices to ensure compliance with the Code of Practice and to enhance the internal control environment. CMETB will engage in a self-audit process to ensure compliance with the updated Code of Practice.

The current ETB Board members were appointed in 2024. Governance and induction training for Board members was conducted in 2025. New Board members receive an induction pack and are briefed on their responsibilities by the Chairperson and the Chief Executive. Members will receive further appropriate training and briefing sessions throughout 2026.

The Corporate Services Department provide support for the Board and its Committees, including the Audit and Risk Committee and Finance Committee. During 2025, a new Land and Buildings Committee was constituted with appropriate Standard Operating Procedures and Terms of Reference. Following the local elections in 2024, new School and Centres Boards of Management were established. These Boards will receive a programme of training scheduled throughout their lifespan.

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 Development of the 2027-2031 Strategy Statement

The current 2022-2026 Strategy Statement will reach its conclusion at the end of 2026. Over the course of Q1 and Q2 2026 we will conduct stakeholder consultations with a view to developing the strategic objectives and goals for the 2027-2031 Strategy Statement. This process will reflect the evolving priorities of CMETB, strengthen our organisation and place it in a position to meet future challenges.

9.6.3 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) have been developed for Monaghan and Cavan Administrative Centres. Section Heads and Office Managers performed a Business Impact Analysis which fed into the BCPs for both locations. An ICT Disaster Recovery Plan and Cyber Incident Response Plan have been developed and are subject to periodic testing. This is incorporated into the overall BCP testing which is conducted on a yearly basis. Work is ongoing on individual schools and centres BCPs, and this will be progressed with the support of IPB in 2026. 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 geopolitical conflict, weather

events linked to climate change and the consequential interruption to supply chains. This is having an impact on the supply of building materials and equipment 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.

9.6.4 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 2026, 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 their effectiveness.

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.

9.6.5 Freedom of Information (FOI)

In 2026 CMETB will continue processing requests for information under the FOI Act from journalists, interest groups and individual members of staff. CMETB staff will liaise with FOI networks and will continue to monitor trends and to proactively publish frequently requested material and further develop our FOI Publication Scheme.

9.6.6 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 such areas as employment law, freedom of information and data protection law, regulation law, child protection law, property law and corporate and commercial law. This national framework terminated during 2025 and CMETB is in the process of procuring a new multi-disciplinary legal service in 2026.

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

9.6.7 Implementing the Public Sector Equality and Human Rights Duty

In 2022, the CMETB Equality and Human Rights Steering Group, 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 (EDI) across all CMETB services and to review plans and programme ensuring that EDI is properly considered and to report on the achievement of the Public Sector Duty Action Plan. These groups will continue to meet in 2026 to ensure the Public Sector Duty is considered in all aspects of CMETB, including in the development of the Strategy Statement 2027-2031.

CMETB reported on compliance with the Public Sector Duty in the Annual Report and will continue to do so for 2026. CMETB is monitored on our performance by the Irish Human Rights and Equality Commission and has been deemed compliant for 2025. We will continue to co-operate with IHREC in complying with Section 42 of the Human Rights and Equality Commission (IHREC) Act, 2014.

9.6.8 Insurance

- Provide ongoing support to Schools and Centres relating to insurance queries arising throughout 2026.
- Manage and monitor all updates and amendments to the CMETB insurance policies provided by IPB and manage the payment of insurance invoices in 2026.
- Ensure insurance and motor tax is in place for all CMETB vehicles in 2026.
- Collate all accident and incident reports from schools and centres and communicate to IPB and Health and Safety Authority (where appropriate).

9.6.9 Health and Safety at Work

During 2026, 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 2026 to assess and ensure Health and Safety processes and procedures are appropriate at selected school or centre level. An IAU-ETB's audit of Health & Safety is scheduled for February 2026.

9.6.10 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 2026, 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. Efforts will be made to increase recognition within the communities CMETB serve.

CMETB will actively celebrate and promote the achievements of students, learners and employees at

every opportunity, positioning itself as a leading provider of education and training. In 2026, CMETB will also undertake advertising initiatives to promote itself as an employer of choice in the region.

9.6.11 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 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 2026 will be conducted to ensure CMETB's compliance with the Official Languages (Amendment) Act, 2021. Key actions in 2026 include:

- Establishing Irish language competency among CMETB employees.
- Continuing 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.
- 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

9.6.12 Garda Vetting

CMETB ensure compliance with the National Vetting Bureau (Children and Vulnerable Persons) Acts, 2012 to 2016 by nominating CMETB Garda Vetting Liaison Persons 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.

9.6.13 Information Communications Technology

The role of ICT continues to evolve across all 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 previous strategy and aims to support the school system so that all learners have the opportunity to gain the knowledge and skills they need to navigate an ever-evolving digital world. This Strategy reinforces and builds on the importance of many of the actions of the previous Strategy.

Security is now in the forefront of our decision making around ICT delivery. In 2026 we will continue to ensure that our estate is fit for purpose. We will utilise robust market recommended applications and processes to test its possible vulnerabilities. These mechanisms include penetration testing, 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 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 with the intention of upgrading in 2026 based on remediation to be completed in our infrastructure. As part of the ETB sectoral project to enhance security we have upgraded 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 2026 reflect the importance of ICT with focus on the development of a new Information Security Management System (ISMS) project, the availability of a centre secure CMETB intranet for 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.

9.6.14 Information Security Management (ISMS)

CMETB is in the process of completing Phase One of a two phased approach of the ISMS Project in preparation to reach Cyber Security Baseline Standards in the sector. This includes development of key documentation defining the ISMS, the information assets to be protected, the threats, vulnerabilities and risks associated with each asset, the policies and procedures necessary to manage these risks and a strategic plan to monitor and review the ISMS over time.

In Phase 2, occurring in 2026, CMETB will give evidence on how the ISMS is performing and if it meets the information security requirements expectations in line with the mandatory requirements within the Cyber Security Baseline Standards.

9.7 Property, Capital and Procurement

9.7.1 Leases

The following activities were carried out in 2025 and will continue to be carried out in 2026:

- 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 Land and Buildings Committee, CMETB Board and Department of Education and Youth (including SOLAS and DFHERIS) for new leases.
- 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.

In 2026, CMETB Head of Property shall participate in a national ETBI working group to review Property Register requirements, with a view to establishing a new fit for purpose Property Register for the ETB sector.

9.7.2 CMETB's Climate Initiative and Energy Awareness Programme

In 2025, CMETB reported on its energy usage, carbon emissions and energy saving projects for 2024 and submitted its Climate Action Mandate Statement of Compliance for 2024 via the Monitoring and Reporting (M&R) System.

In 2026, CMETB will carry out the same process when reporting on its energy usage, carbon emissions and energy saving projects for 2025.

CMETB will also review SEAI's Annual Report 2025 on Public Sector Energy Performance to determine CMETB's performance up to the end of 2024. This Annual Report is due to be published in 2026.

In 2026, CMETB Senior Management Team will complete Senior Leadership Climate Action training.

9.7.3 Climate Action Mandate Roadmap

CMETB must review and update its Climate Action Roadmap annually and within six months of the publication of the new annual Climate Action Plan. Additionally, CMETB acknowledge the School Sector Technical Climate Action Roadmap 2024–2030 and the Schools Sector Climate Action Mandate's requirement. CMETB will review and update its Climate Action Roadmap for 2026 within six months of the publication of the new Climate Action Plan 2026.

In 2025, a new in-house Climate Action Steering Group was established chaired by CMETB'S Energy Performance Officer (Director of OSD). Members consist of key decision makers including Director of Schools and Director of FET (or senior staff members nominated by Directors), Energy Officer (Co-ordinator of Green Team meetings for CMETB's Schools, FET and Admin), APO for Property, Capital and Procurement, and Section Heads for Property, Capital, Procurement, and IT departments. Quarterly meetings will be held in 2026.

9.7.4 Green Devolved Grant (GDG)

CMETB current allocation under the SOLAS Green Devolved Capital Grant for the period 2024-2026 is as follows:

Year	Amount
2024	€435,000
2025	€870,000
2026	€652,000

In 2025, consultancy services were procured, to design two Energy Retrofit Projects (LED lighting upgrade) at Cavan Institute and Monaghan Institute. Contractors were appointed in 2025 and works will commence in Q1 2026.

In 2026 CMETB will commence further decarbonisation and energy efficiency works on its owned FET buildings, focusing on low energy usage, high energy efficiency, and low carbon impact measures.

9.7.5 Schools Energy Pathfinder Programme 2025/26 - Biomass Decarbonisation

In 2025 CMETB agreed to lead out on one of the Project Bundles under the Schools Energy Pathfinder Programme 2025/26 - Biomass Decarbonisation. Under this programme Biomass Heating Systems will be delivered to the following six schools in 2026:

CMETB Schools:

- Breifne College, Co Cavan
- Beech Hill College, Co Monaghan

Non-CMETB schools:

- Loreto College, Co Cavan
- Bailieborough Community School, Co Cavan
- St Patrick's College, Co Cavan
- St Macartan's College. Co Monaghan

9.7.6 Other Green Initiatives

In 2026 CMETB will continue with its quarterly Green Teams meetings. All Schools and Centres have a Green Team established along with a Sustainability Champion.

In 2026 CMETB will continue to promote its Climate Initiative and Energy Awareness, through its Energy Officer and regular communication with staff.

CMETB is currently participating in the Department of Climate, Energy and the Environment (DCEE) 'Reduce Your Use' campaign and will continue to do so in 2026/2027.

CMETB will continue to 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".

CMETB will commence the process of obtaining Display Energy Certificates for relevant buildings in 2026.

9.7.7 Capital

CMETBs school building programme includes a wide range of both major and minor projects. The following major capital projects will be progressed in 2026:

Project currently at Construction stage:

- Beech Hill College - Additional Accommodation

Projects approved to proceed to Tender/Construction in 2026-2027 under the National Development Plan 2025 - Sectoral Investment Plan for Education and Youth

- Castleblayney College - Additional Accommodation
- Monaghan Community Special School, Castleblayney – Modular Accommodation

Projects currently at Detailed Design stage:

- Inver College - Additional Accommodation

- Virginia College - Additional Accommodation
- Coláiste Dún an Rí - Additional Accommodation
- Breifne College - Additional Accommodation

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 following are a schedule of FET projects which will be progressed in 2026:

- Progression of Cavan FET College major capital project.
- FET Campus Cavan – Continued funding application to SOLAS to upgrade the premises.
- Emergency Works grant to upgrade roofs at the FET Campus, Cavan.

The Summer Works Scheme (SWS) applications for all CMETB schools were submitted to the DEY for consideration in June 2025. The following CMETB project was approved:

- Breifne College, Cavan: Windows and Insulation Upgrade

In addition to this and from the previous SWS 2020, the following CMETB projects were also approved in 2025:

- Breifne College, Cavan: Upgrading to engineering, construction and prep rooms
- Ballybay Community College: Upgrade to canteen

CMETB will continue to pursue funding 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.

9.7.8 Procurement

CMETB manage the procurement function, including procurement assistance and support to CMETB schools and centres, implementing policy and procedures, carrying out tenders for goods and services (including loose furniture and equipment), and promote and utilise Office of Government Procurement (OGP) and Education Procurement Services (EPS) National Frameworks/DPS's where possible.

CMETB operates its procurement function under the guidance of its Procurement Policy. To identify future needs and requirements CMETB's Procurement section continues to work with the Public Sector Reform Unit (PSRU) in ETBI and the EPS to complete an annual Corporate Procurement Plan (CPP) which sets out CMETB's future procurement requirements and includes a 3-year Multi-Annual Procurement Plan (MAPP) analyses.

Through the 3-year MAPP, the Procurement Unit has identified CMETB's top procurement priorities for 2026. The Procurement section will continue to review the CPP annually and undertake procurements identified as being required particularly in areas of aggregated expenditure in the absence of a national, sectoral or other contract/framework/dynamic purchasing system being in

place.

CMETB continues to adhere to the Government policy that public bodies, where possible, should make use of all such centralised procurement arrangements. In 2025 CMETB's Procurement Unit continued to utilise national procurement arrangements (contracts/frameworks/dynamic purchasing systems) put in place by the OGP, EPS and other Central Purchasing Bodies where available and appropriate for use by CMETB schools, administrative offices and centres. CMETB will continue to do the same in 2026.

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 HR and Procurement Departments are working on the procurement of a bespoke Document Management System for HR records. This procurement will be progressed in 2026.

9.8.3 Recruitment

The eRecruitment System has been operational since Q1 2024 (Phase 1). Phase 2 has been completed, enabling all vacancies to be advertised on the platform and supporting the onboarding of new employees. The system is integrated with other websites which has seen an increase in the volume of application received for posts. HR also continues to advertise teaching posts on www.educationposts.ie to attract the maximum number of applicants for our vacancies.

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 took place in Q4 2024 on competency-based interviewing and unconscious bias. Training is continuously offered to ensure that interviews are carried out in an efficient and fair manner and that the best candidates are recruited for the organisation.

HR will begin to explore the Capability Framework that has been developed by the Public Appointments Service (PAS). The Capability Framework is a new model for recruitment, looking at behaviours, skills and strengths that are needed in a changing public service environment. Throughout 2026 the new Framework will be trialled for OSD recruitment.

9.8.4 Continuous Professional Development

CMETB Training Officer will bring courses offered by DCM, TEL Co-ordinator and others to the attention of staff who will continue to avail of eLearning programmes. In addition, staff across the OSD section will receive specialist training throughout 2026, to include training in Procurement, Capital, Finance, HR, IT, Corporate Governance, EDI and Health and Safety.

In 2026 CMETB will continue to engage in the Public Service Apprenticeship programme as a CPD opportunity for CMETB staff. Two staff in HR are participating in the Level 8 Recruitment Executive Apprenticeship in 2026 and other Apprenticeship areas are to be explored in 2026.

Three CMETB administration staff have completed upskilling in the Irish language and can communicate with Irish speakers, in line with our obligations under the Official Languages (Amendment) Act, 2021. Training will continue in 2026 for staff to complete to a C1 level on the Common European Framework for Reference in Languages.

9.8.5 School Completion Programme Reform Project

CMETB notes the ongoing strategic engagement between the Department of Education and Youth, Tusla Education Support Service (TESS), ETBI and the Education and Training Boards (ETBs) regarding the future development and delivery of the School Completion Programme (SCP). This work is progressing towards a revised governance and employment framework, including the proposed transition to a Section 56 commissioned service model.

During 2026, CMETB will have due regard to this evolving policy framework and will undertake appropriate preparatory actions to support organisational readiness while ensuring continuity of SCP service delivery.

For more information see Statement of Services table pages 32 and 33.

9.9 Finance

The Board continues to carry out its financial operations in accordance with regulatory and legislative requirements as well as best practice. The Board has established and maintains a Finance Committee, in accordance with the provisions of Section 45 of the Education and Training Boards Act, 2013. As a committee of the Board, this Committee will support the Board in its responsibilities in relation to financial matters.

The Finance Committee has responsibility for reviewing the income and expenditure of CMETB, the annual statement of accounts and the financial aspects of the Service Plan. The Finance Committee assists in providing the Board with assurances that the Service Plan is being implemented within set expenditure limits.

The Finance Department will continue to work with ESBS and other ETBs in 2026 to improve and enhance the processing of invoices and the systems capabilities for budget management.

10 Projected Receipts and Expenditure 2026³

Receipts	2026	2025
Post Primary Schools & Head Office Grants	61,032,356	59,857,209
Community National School	42,800	46,740
Further Education and Training Grants	37,726,957	37,760,436
Youth Services Grants	1,780,613	1,690,613
Agencies & Self-Financing Projects	7,803,829	7,432,218
Capital	24,861,547	24,374,065
	133,248,102	131,161,282
 Payments		
Post Primary Schools & Head Office Grants	61,032,356	59,963,342
Community National School	42,000	22,002
Further Education and Training	37,726,957	37,380,532
Youth Services	1,970,109	1,880,109
Agencies & Self-Financing Projects	7,669,389	7,304,180
Capital	19,593,932	18,660,888
	128,034,743	125,211,052
 Cash Surplus for Year	 5,213,358	 5,950,229

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

Appendix 1: FET Service Plan

Further Education and Training Service Provision 2026

Overview of 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 (HE).

CMETB FET comprises five distinct services (these are further detailed in Section 9.2):

- (i) Two Further Education and Training Colleges – Cavan Institute and Monaghan Institute
- (ii) Adult Education Service
- (iii) Training Services
- (iv) Supply Chain Logistics and Procurement Centre of Excellence (SCLPCE)
- (v) Youthreach – six Youthreach Centres
- (vi) Prison Education at Loughan House Open Prison, Cavan
- (vii) Tanagh Outdoor Education and Training Centre
- (viii) Quality Assurance and Enhancement Service

Table 3: Number of FET Learners⁴

Beneficiaries	16,403
Distinct Learners	10,219

FET Priorities in 2026 (new FET strategy objectives)

CMETB FET Services' planned work and provision in each of the following areas to support the delivery of the new FET Strategy 2026-2030 is as follows:

(i) Future-Ready Knowledge and Skills

CMETB will continue to deliver and expand on its wide range of provision at Levels 1-6 and uncertified programmes. Particular emphasis will be placed on key skills areas including green skills and sustainability programmes, AI, and new modes of provision including micro qualifications and blended learning. Similarly, CMETB's Supply Chain Logistics and Procurement Centre of Excellence (SCLPCE) will continue to expand its industry engagement, advanced technology stock and new programmes. Skills to Advance will be further developed and supported by engagement with Enterprise Connect (a SOLAS initiative which aims to position ETBs as a key resource for enterprise).

⁴ This data is extracted from PLSS and does not capture Apprenticeship/Prison Education data. The number contains counts of learners that are FET Pathways from School which may also be captured in Secondary School reporting.

(ii) Inclusion for Prosperity and Cohesion

CMETB has a dedicated Learner Support Service which works to support all learners to access CMETB programmes, engage in their chosen area of study and work to realise their potential. This service is underpinned by learner support link persons in each centre, clear policies and procedures and resources to provide the reasonable accommodation/additional supports required. CMETB has adopted the Altitude Charter and is working to implement the AHEAD Maturity Model.

The Regional Literacy Co-ordinator, in collaboration with wider CMETB services, agencies and stakeholders, will continue to drive and support the implementation of the Adult Literacy for Life (ALL) Strategy and operation of ALL Capital Investment Fund projects within this region.

CMETB will continue to support and facilitate access for all learners. Current initiatives in this regard will be further developed, for example, Access Programme, SENI Initiative, Autism Hub, Guided Learning Project, Learner Hubs, and so forth. CMETB will also work to explore feasibility for establishment of a PLC Access programme for learners transferring from ASD Units in second level schools.

(iii) Quality with Innovation

CMETB will continue to expand and enhance its work in the areas of:

- New programme development
- Tertiary projects
- Progression to attain Devolved Responsibility
- Roll out of Blended Learning programmes following recent approval to extend scope of provision
- Learner Voice Initiatives

CMETB will also continue its engagement with SOLAS and DFHERIS to progress the College of the Future project and work towards procurement of design team by the end of 2026. Alongside this major capital project, CMETB will continue to progress its minor works projects aimed at maximising utilisation of facilities and spaces and continually upgrading our estate to provide fit for purpose quality learning environments for our learners and working to progress our Climate Action target attainment.

(iv) Collaborating for Impact

CMETB collaborates with a wide range of stakeholders locally, regionally, nationally and internationally. This work will be continued and built on in 2026 through various actions, including to:

- Expand employer engagement and network to ensure continued relevance of programmes and support for learners to progress to employment.
- Engage with the Enterprise Connect initiative and continue to strengthen linkages with Regional Skills Forum, Enterprise Ireland and Local Enterprise Offices.
- Further develop tertiary partnerships to expand the range of progression options available to CMETB learners.
- Continue to engage with other bodies and agencies, for example, DSP, HSE, Disability Groups, Integrated Development Companies, and so forth, to ensure our provision is aligned with the needs of communities and learners experiencing disadvantage.
- Continue to expand the FET Into Schools programme and ensure its integration with the iVET Transition Year module.
- Support all FET Services to engage in Erasmus+ projects and reciprocal learning and

exchange of good practice.

Funding Allocation for 2026

CMETB receives funding for the provision of FET Services annually from the DFHERIS via SOLAS.

Table 4: Funding Allocation for CMETB

Allocation for CMETB	2025 Final Allocation	2026 Allocation			
		Total	Pay	Non-Pay	Allowances
Core Funding for a Strategic and Effective ETB	€7,541,196	€4,003,198	€3,667,306		€7,670,504
Workforce Skills Development and Transformation	€14,817,058	€9,400,919	€4,432,313	€692,652	€14,525,884
FET Pathways	€11,122,971	€7,251,378	€1,724,365	€1,784,765	€10,760,509
Apprenticeship	€4,125,000	€1,536,673	€957,027	€1,866,506	€4,360,206
Strategic Investment	€621,509	€334,848	€245,004		€579,852
Overall Allocation	€38,227,734	€22,527,016	€11,026,016	€4,343,924	€37,896,955

In 2026, CMETB will utilise this funding to deliver the following:

Core Funding for a Strategic and Effective ETB

Core funding is largely utilised for staff pay and overheads. Staffing levels are not expected to increase in 2026 due to budget constraints. However, pay agreements and ongoing increases in cost-of-living impact on Core budget.

Learner Support and Guidance:

Plans for ongoing development and expansion of our Learner Support Service will be funded through Core. In particular, our work towards progressing the AHEAD Maturity Model and the Altitude Charter will require new initiatives and resources, which will be supported under Core.

Property and Buildings:

Core funding also supports ongoing and essential repairs and maintenance works which CMETB undertakes to ensure to provide fit for purpose quality learning environments for our learners and staff. In addition, Health and Safety works and initiatives are funded from Core. Repairs and Maintenance and Health and Safety are continually escalating costs as building costs increase, and many of our FET buildings are old.

Quality/Certification:

Core funding also supports Quality and Certification. 2026 will see increased costs in this area to support new programme and curriculum development and validation and participation in the Devolved Responsibility pilot.

Other Central Supports:

TEL and Professional Learning and Development are also supported under Core. CMETB has an annual schedule of activities in these areas and is continually working to upskill staff, thereby

enhancing teaching and learning and supporting learners.

Communications is also a Core cost. CMETB dedicates targeted resources to promoting its provision and learner voice. Direct advertising, social media, publications, podcasts, videos, Learner Voice activities and events are some of the communication media applied, and new initiatives are continually being developed.

Funding for FET Provision for Workforce Skills Development and Transformation

Details of programmes and projected learner numbers per programme are as follows:

Programme Harmonisation Category	Programme Category	Estimated Course Count rolling into or starting 2026	Estimated Distinct	Estimated Beneficiary
Employment Progression	PLC Employment-Orientated	92	1023	1132
	Specific Skills Training	83	854	971
	Traineeship Training	16	137	176
Total Employment Progression		191	2,014	2,279
Learning in Employment	Skills to Advance	40	458	572
	Skills to Work	72	292	477
Total Learning in Employment		112	750	1,049
Total FET Provision for Workforce Skills Development and Transformation		303	2,764	3,328

Funding for FET Pathways

Details of programmes and projected learner numbers per programme are as follows:

Programme Harmonisation Category	Programme Category	Estimated Course Count rolling into or starting 2026	Estimated Distinct	Estimated Beneficiary
Pathways	BTEI Groups	219	1212	1857
	Evening Training	72	769	971
	PLC Pre-Apprenticeship	16	24	24
Total Pathways		307	2,005	2,852
Youth Provision	FET Pathways	220	783	1315
	Youthreach	44	248	369
Total Youth Provision		264	1,031	1,684
Community Education	Community Education	155	1,400	2,055
Total Community Education		155	1,400	2,055
Adult Literacy for Life	Adult Literacy Groups	243	1,284	1,832
	ESOL	128	959	1,379
	FET Co-operation Hours	89	387	462
	ITABE	4	7	7
	Refugee Resettlement	3	24	24
Total Adult Literacy for Life		467	2661	3,704
Total Funding for FET Pathways		1,193	7,097	10,295

Programme Harmonisation Category	Programme Category	Estimated Course Count rolling into or starting 2026	Estimated Distinct	Estimated Beneficiary
HE Progression	PLC Progression-Orientated	147	1,409	1,488
	Tertiary	4	32	32
Total Funding for HE Progression		151	1,441	1,520

Apprenticeship Funding

Details of programmes and projected learner numbers per programme are as follows:

Programme Harmonisation Category	Programme Category	Estimated Course Count rolling into or starting 2026	Estimated Distinct	Estimated Beneficiary
Craft Apprenticeship Phase 2	Electrical	22	308	308
Total Apprenticeship Phase 2		22	308	308
Craft Apprenticeship Phase 7	All Trades	0	162	162
Total Apprenticeship Phase 7		0	162	162
Consortia Led Apprenticeship 2016+	Commis Chef	2	27	40
	Hairdressing	3	32	55
	OEM	6	69	106
	ATI	3	27	59
Total Apprenticeship 2016+		14	155	260
Total Funding for Apprenticeships		36	625	730

Strategic Investment Funding

Details of programmes and projected learner numbers per programme are as follows:

Programme Harmonisation Category	Programme Category	Estimated Course Count rolling into or starting 2026	Estimated Distinct	Estimated Beneficiary
Other	e-Learning	10	500	500
	LTI	2	13	22
	Online eCollege	11	28	28
	Other Funding (ETV, Guidance, SECBA)	50	358	378
	STPs	6	65	102
Total Funding for Strategic Investment Funding		79	964	1,030

Reach

CMETB has undertaken a call for applications to the 2026 Reach programme. A wide range of applications were received from community and voluntary groups and Local Development agencies across Cavan and Monaghan. The submissions are undergoing final checks with a view to allocations being made in March. There may be a second call for applications later in 2026 if there are unallocated monies.

Appendix 2: List of Abbreviations

AEN	Additional Education Needs
AI	Artificial Intelligence
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
ATU	Atlantic Technological University
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
DCEE	Department of Climate, Energy and Environment
DDLDP	Deputy Designated Liaison Person
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
DPIA	Data Protection Impact Assessment
DSP	Department of Social Protection
EAS	Employee Assistance Service
EDI	Equality, Diversity and Inclusion
EDL	External Dynamic List
EPS	Education Procurement Services
ESL	Early School Leaver
ETB	Education and Training Board
ETBI	Education and Training Boards Ireland
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
GDG	Green Devolved Grant
GDPR	General Data Protection Regulations
GenAI	Generative Artificial Intelligence
GRASP	Green Accelerator Skills Programme (PEACEPLUS)
HE	Higher Education
HR	Human Resources
IAU–ETB's	Internal Audit Unit for ETB's
ICT	Information and Communication Technology
IMBVE	Identity, Multi-Belief and Values Education
ISMS	Information Security Management System
IT	Information Technology
LAN	Learner Advisory Network
LAEP	Local Arts in Education Partnership
LCYP	Local Creative Youth Partnership
LMC	Local Management Committee
LTI	Local Training Initiative
M&R	Monitoring 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
PAS	Public Appointments Service
PDA	Performance Delivery Agreement
PLC	Post-Leaving Certificate
PPLI	Post Primary Languages Ireland
PPRM	Performance and Progress Review Meetings
PSRU	Public Sector Reform Unit
PR	Public Relations
PRII	Public Relations Institute of Ireland
QQI	Quality and Qualifications Ireland
RCSI	Royal College of Surgeons in Ireland
REALT	Regional Education and Language Teams
SCLPCE	Supply Chain Logistics and Procurement Centre of Excellence
SCP	School Completion Programme
SEAI	Sustainable Energy Authority of Ireland
SECBA	Southeast Higher Education/Further Education/Industry Cross-Border Alliance (PEACEPLUS)
SEN	Special Educational Needs
SENI	Special Education Needs Initiative
SIC	Statement of Internal Control
SNA	Special Needs Assistant
SOC	Security Operations Centre
SIEM	Security Incident and Event Management
SOP	Standard Operating Procedure
SPA	Strategic Performance Agreement
STEM	Science, Technology, Engineering and Mathematics
SWS	Summer Works Scheme
TEL	Technology Enhanced Learning
TESS	Tusla Education Support Service
TOETC	Tanagh Outdoor Education and Training Centre
TYSEI	Targeted Youth Employability Support Initiative
UBU	Your Place Your Space
UDL	Universal Design for Learning
YIC	Youth Information Centre



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