



Service Plan 2026

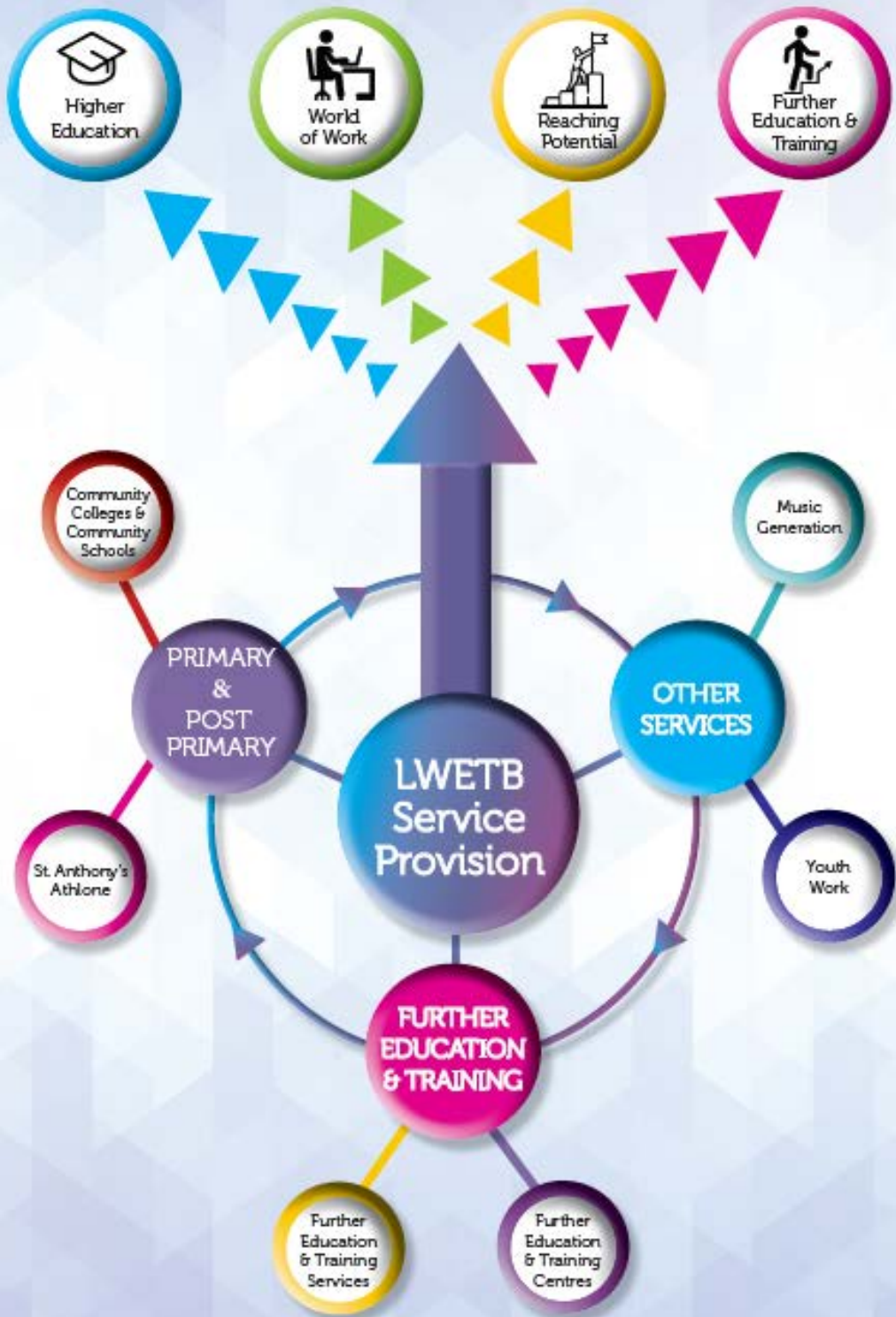
Dynamic | Diverse | Innovative



lwetb

*Bord Oideachais agus Oiliúna
an Longfoirt agus na hIarmhí*
Longford and Westmeath
Education and Training Board

Registered Charity Number: 20083762



Contents

Foreword from Chief Executive	3
Message from the Chairperson	5
Profile of Counties Longford and Westmeath	6
Profile of LWETB	7
Our mission, vision & values	8
Our Values	9
Key Facts and Figures of LWETB	10
LWETB Staff Breakdown	11
Location of LWETB Services	12
Strategic Priorities	13 – 18
Statement of Services - Further Education and Training (FET)	19 - 24
Statement of Services - Schools, Youth Work Unit & Music Generation	25 - 42
Statement of Services - Organisation Support & Development	43 - 49
Department of Education and Youth Performance Delivery Agreement 2026	50 - 54
Projected Receipts and Expenditure	55- 57
Appendix 1. DFHERIS/SOLAS Further Education & Training Service Provision 2026 for LWETB Service Plan	58 - 63

Foreword from the Chief Executive



Siobhán Lynch, Chief Executive

I am pleased to present the Longford and Westmeath Education and Training Board (LWETB) Service Plan 2026. As the final plan in the Strategy Statement 2022–2026 cycle, it focuses on delivering our remaining commitments and advancing our mission to provide dynamic, diverse, and innovative education and training services in Longford and Westmeath.

Our Strategy Statement is built on five Strategic Priorities:

1. High-quality teaching, learning, assessment, development and learner experience
2. Enhanced infrastructure
3. Strengthened organisational support and development
4. Enriched partnerships
5. Environmental and social sustainability

A review was carried out in 2025 to assess progress in the achievement of our priorities. I sincerely thank Board members as well as staff and learners across our schools, centres, services and administration offices who provided constructive contributions through a survey last year. The feedback was very positive and will help to ensure that the 2026 Service Plan responds effectively to the evolving needs of the learners, our staff, our stakeholders, and the communities we serve.

LWETB, established under the Education and Training Boards Act 2013, now comprises approximately 1,220 staff and a significant number of learners supported by a projected budget of circa €95 million. As we continue to grow, our values — particularly acting with integrity, celebrating inclusion and being learner centred will shape the way we deliver services and support our teams.

Strong governance remains central to our work. The Code of Governance for ETBs (2024) sets out clear expectations for transparency, accountability, and effective stewardship. Adhering to this Code continues to be essential, particularly as LWETB is funded by the Government and entrusted with significant public resources.

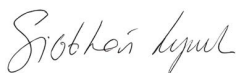
Foreword from the Chief Executive continued

The Service Plan outlines key goals across our three pillars, Further Education and Training; Schools, Youth and Music Services; and Organisation Support and Development, together with projected income and expenditure for 2026. Our plan also ensures that our activities align with the strategic priorities of Government and our funders, allowing LWETB to contribute meaningfully to national policy objectives while addressing regional needs.

I extend my sincere thanks to the Chairperson and Board of LWETB; the Finance and Audit and Risk Committees; the Directors of FET, Schools and OSD; and all staff across the organisation for their continued oversight, leadership, professionalism and dedication to LWETB.

Our focus for 2026 will continue to be on providing meaningful opportunities for learners to engage in Further Education and Training; Post Primary and Primary education as well as Youth and Music Services across Longford and Westmeath, empowering them to reach their full potential and live fulfilled lives.

Looking forward, 2026 also marks the beginning of the development of the new LWETB Statement of Strategy 2027–2031. I look forward to working with you on the new Strategy, as this process will allow us to build on the strong foundations established over the past four years, deepen engagement with learners, staff and stakeholders, and shape a future-focused vision that reflects the needs and ambitions of both our stakeholders and the communities we serve.



Siobhán Lynch
Chief Executive,
Longford and Westmeath
Education & Training Board

Message from the Chairperson



As Chairperson of Longford and Westmeath Education and Training Board (LWETB), I am delighted to present the Service Plan 2026, which outlines the services LWETB will deliver in the year ahead.

As the statutory provider of education and training across counties Longford and Westmeath, LWETB continues to play a vital role in supporting learners at every stage of their educational journey, from primary and post-primary education to further education and training. Our commitment to delivering high-quality, inclusive and forward-looking education and training remains central to our work and to the communities we serve.

I would like to sincerely thank all those involved in the development of this year's Service Plan and to acknowledge the ongoing commitment and expertise of the members of the LWETB Board, whose guidance and dedication continue to support the strategic direction of the organisation.

I also wish to warmly acknowledge Brian Higgins, who provided steady and dedicated leadership as Acting Chief Executive during a period of transition. I welcome Siobhán Lynch as Chief Executive and look forward to working with her as LWETB continues to evolve and respond to the needs of learners and communities. I extend my thanks to the Directors and the entire LWETB team, whose professionalism, dedication and commitment to excellence underpin everything that LWETB achieves.

Together, we look ahead with confidence and optimism, building on past achievements while continuing to strengthen education and training provision across Longford and Westmeath for the benefit of our current and future learners.

A handwritten signature in blue ink that reads "Aoife Davitt".

Clr. Aoife Davitt
Chairperson, LWETB

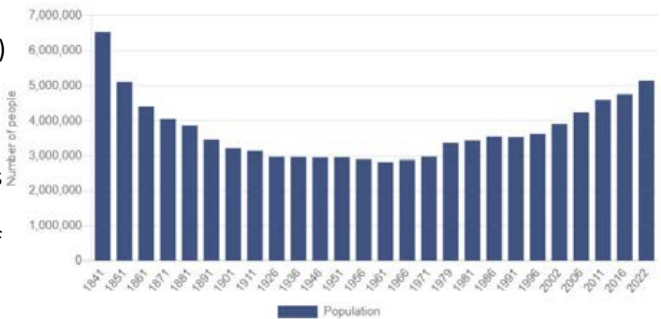
Profile of Counties Longford and Westmeath

Population

The results from the Census of Population 2022 shows a total population of 142,972 persons in Longford and Westmeath, which is an overall increase of 13,329 since 2016 census figures. The Census 2022 results show the population of Longford grew by 14% to 46,751 persons, which means the number of people in the county rose by 5,878 between April 2016 and April 2022. While the population of Westmeath has increased by 8% to 96,221 persons, which means the number of people in the county rose by 7,451 between April 2016 and April 2022. Over the same period of April 2016 and April 2022 Ireland's population grew by 8% from 4,761,865 to 5,149,139.

This population increase had been predicted by the CSO and is likely to continue in the years ahead. Their (CSO) Regional Population Projections 2016-2031 project suggested that the Midland Region could see its population increase by 25,000 by 2031 to 309,000 if internal migration patterns return to the traditional patterns which were last observed in the mid-1990s.

Figure 1.1 Population at each census, 1841 to 2022



© Central Statistics Office, Ireland
<https://data.cso.ie/table/FY001>

Employment figures

The summary results from the 2022 census employment figures for Co. Longford and Co. Westmeath are as follows;
There were 19,695 people (aged 15 and over) at work in Longford, an increase of 4,523 people (+30%) between 2016 and 2022.
There were 42,077 people (aged 15 and over) at work in Westmeath, an increase of 6,788 people (+19%) between 2016 and 2022.
Nationally, there were 313,656 additional people (+16%) at work.

Unemployment figures

The census unemployment rate is calculated as the number of people who were either looking for their first job or unemployed as a proportion of all people aged 15 and over who were either at work, looking for their first job or unemployed. The national figures are as follows;
The unemployment rate, as measured in the census, was 8% in April 2022. It fell from 19% in 2011 and 13% in 2016.

The unemployment rate fell across all age cohorts. The highest unemployment rate in 2022 (16%) was among young adults aged 15 to 24 years, down from 26% in 2016.

The census unemployment rate declined in every county between 2016 and 2022. The largest drop was in Co. Longford, down from 20% in 2016 to 11% in 2022. Co. Longford unemployment rate in 2022 - 10.7%. Co. Westmeath unemployment rate in 2022 - 9.5%.

** Central Statistics Office Census 2022 Results

Profile of LWETB

Longford and Westmeath ETB (LWETB) was established under the Education and Training Boards Act 2013 and is the local statutory, education and training authority for counties Longford and Westmeath. LWETB delivers a wide range of education and training services including:

- Primary School
- Post-Primary Schools and Colleges
- Post Leaving Certificate
- Further Education and Training Centres
- Further Education and Training Services
- Youth Services
- Music Education Westmeath and Longford
- Co-Patron of two Community Schools

LWETB is governed by a Board comprising of 21 members. The Board also has an Audit and Risk Committee, a Finance Committee, advisory Youth Committee and Local Music Education Partnership all of which are composed of external members in addition to board members. The work of the Board is further supported by Boards of Management in each of LWETB's 8 post primary schools and 1 primary school. The general functions of an Education and Training Board are stipulated in the Education and Training Boards Act 2013.

LWETB head office is located in Mullingar. This office provides financial, human resource, corporate services, buildings, governance, planning and leadership support for all education provision delivered by LWETB.

Information on the full range of education provision offered by and training LWETB is available on our website at www.lwetb.ie





OUR MISSION

To provide dynamic,
education and
training services.



OUR VISION

To develop and deliver
recognised high quality,
vibrant, professional
education and
services.



OUR VALUES

Learner Centred
Celebrates Inclusion
Acts with Integrity

Our Values



Learner Centred

We place learners at the centre of everything we do.

WE DO THIS BY:

- Putting the needs of learners first.
- Giving a voice to learners.
- Consistently reviewing and developing systems and methodologies.
- Embracing a holistic approach to education.
- Rewarding hard work and dedication.
- Providing a positive learning experience



Celebrates Inclusion

We celebrate equality and welcome all learners

WE DO THIS BY:

- Embracing the diversity of communities.
- Providing accessible educational opportunities.
- Adapting to the needs of communities.
- Ensuring a safe working and learning environment for staff and learners.
- Encouraging partnerships throughout the organisation and beyond.



Acts with Integrity

We operate in a manner that is ethical, transparent and accountable.

WE DO THIS BY:

- Having transparent policies and systems in place across the organisation.
- Ensuring open communication.
- Treating all members of the community with respect.
- Taking responsibility for our actions.
- Leading by example.



Leads with Innovation

We lead innovation by fostering new ideas and promoting creativity

WE DO THIS BY:

- Promoting professional development in all areas of the organisation.
- Consistently reviewing practices.
- Adapting to changing needs.
- Supporting the work of colleagues.
- Engaging with providers of new and innovative programmes.
- Allowing learners the freedom to express their creativity.

Key Facts and Figures of LWETB

Schools

	No. of Primary Locations	No. of Participants
Post Primary Students	8	3,495
Post Leaving Certificate Students	2	254
Primary Students	1	306
St. Anthony's Junior Education Centre	1	12
Total	12	4,067

Further Education & Training

	No. of Primary Locations	No. of Beneficiaries
Beneficiaries attending LWETB Programmes	12	11,358
Beneficiaries attending other FET Services	3	7,596
Total	15	18,954

Youth Services

	No. of Primary Locations	No. of Beneficiaries
Voluntary led clubs	37	1,700
Staff led youth services	9	3,000
Total	46	4,700

Music Generation

	No. of Primary Locations	No. of Beneficiaries
Longford	1	4,350
Westmeath	1	5,911
Total	2	10,261

LWETB Staff Breakdown

Category	2026
Post Primary Teachers	502
FET Teachers/Tutors/Instructors	162
Administration Staff	160
Co-ordinators/ Centre Heads	32
Resource Workers	13
Maintenance Staff	28
Support Staff (SNA)	85
Exams	111
-	
Music Generation	5
Other	75
Total	1,218

Location of LWETB Services



Schools

1. Ardscoil Phádraig, Granard
2. Athlone Community College
3. Ballymahon Vocational School
4. Castlepollard Community College
5. Columba College, Killucan
6. Lanesboro Community College
7. Mullingar Community College (including PLC Provision)
8. Templemichael College, Longford (including PLC Provision)
9. St. Anthony's, Athlone
10. Cornamaddy Community National School

Further Education & Training

11. Clonown Road Campus
12. Ballalley Lane Campus
13. Ballymahon Campus
14. Granard Campus
15. Connolly Campus
16. Marlinstown Campus
17. Garrycastle Campus
18. Delvin Campus
19. Kilbeggan Campus
20. O'Growney Drive Campus
21. Belvedere Campus
22. Kinnegad Campus

Administrative Office

23. LWETB Head Office Mullingar

1,218 Staff

4,067 Primary & Post Primary Students

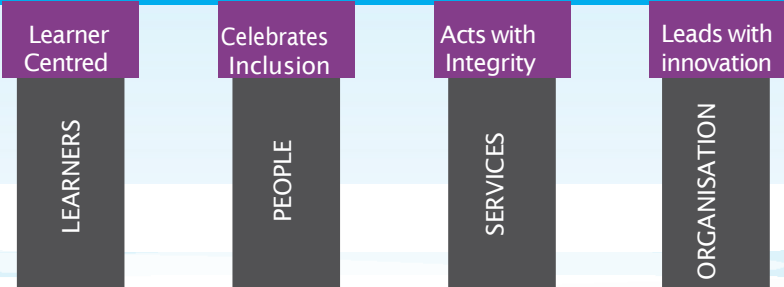
11, 358 FET Learners

Circa €95 million Annual Budget

Strategic Priorities

OUR MISSION
To provide dynamic, diverse
and innovative education and training services

Vision: To develop and deliver nationally and internationally
recognised high quality, vibrant, professional education and training services



 Priority 1 Provide High Quality Teaching, Learning, Assessment, Development and Learner Experience	 Priority 2 Enhance Infrastructure across LWETB	 Priority 3 Enhance Organisational Support & Development	 Priority 4 Enrich Partnerships	 Priority 5 Develop Environmental & Social Sustainability
---	--	---	--	---

1 Provide High Quality Teaching, Learning, Assessment, Development and Learner Experience



-
- 1 Optimise learner experience by promoting a culture of collaboration where the voice of students, learners, staff and parents/guardians are heard and the opportunity to engage with decision making is promoted within LWETB.
 - 2 Support initiatives that meet national programme needs as they arise, promote increased participation, equality and inclusion.
 - 3 Centres and schools will promote and embed a culture where our learners and students are given the opportunity to reach their full potential.
 - 4 Support our centres and schools in embedding self-evaluation and quality assurance processes across LWETB services.
 - 5 Ensure the safety and wellbeing of all students and learners is prioritised, that regulations and guidelines are fully complied with, and Child Protection Procedures are evidenced.
-

2. Enhance Infrastructure Across LWETB



-
1. Maintain, enhance and expand buildings and facilities to provide fit for purpose accommodation for staff and learners.
 2. Explore expansion of LWETB services to include Community National Schools and FET Colleges of the Future.
 3. Implement and expand ICT infrastructure to support governance systems, Data Protection systems, business continuity and risk management.
 4. Develop appropriate management information and reporting systems across LWETB.
 5. Review and enhance effective Health and Safety systems and structures across the organisation.
-

3

■ Enhance Organisational Support & Development

FOCUS:

Provide a supportive, collaborative and safe working environment for all staff through provision of relevant policies and procedures all underpinned and supported by Professional Learning and Development.

1. Embed good governance practices across LWETB in line with ETB Code of Governance, current legislation and comply with reporting requirements to relevant government departments.
2. Provide staff development opportunities to inform good practice and enable delivery of dynamic, diverse, innovative services.
3. Attract and retain high-quality skilled staff and embed structures to meet evolving work patterns.
4. Develop leadership capacity skills across the organisation.
5. Support organisational wellbeing.
6. Implement internal communication strategy.
7. Ensure and enhance effective governance practices, risk management, compliance and accountability across the organisation.

4. Enrich Partnerships

FOCUS:

To further develop strategic partnerships locally, nationally, and internationally to support brand recognition, innovation and best practice.

1. Promote the LWETB brand and raise the local and national profile of all services across LWETB.
2. Enhance stakeholder engagement and cultivate links with local, national and international partners.
3. Engage and respond to National policy development and support implementation.
4. Implement external Communication Strategy.
5. Proactively engage with agencies and employers to ensure continued innovative responses to current and future educational and economic needs.

5. Develop Environmental & Social Sustainability



-
1. Develop and support the delivery of national objectives as required in Climate Action Plan 2021.
 2. Provide relevant education and training programmes to meet educational and employment demands as a result of the development of the Climate Action Plan.
 3. Bring current and proposed buildings up to required sustainability requirements.
 4. Increase environmental sustainability across the organisation through a self-evaluation process to increase knowledge and develop awareness for actioning outcomes.
 5. Develop Green procurement awareness and processes.
 6. Develop an LWETB road map to meet the new 2030 targets.
-

*Further Education & Training Service Provision 2026 for LWETB Service Plan is available in Appendix 1

Service Plan Statement of Services 2026 Further Education & Training

LWETB Priority 1	LWETB Goal	FET Action	FET Performance Indicator	FET Target
1. Provide High Quality Teaching, Learning, Assessment, Development and Learner Experience. FOCUS: Deliver inclusive, accessible high-quality teaching, learning, assessment and development for all learners and staff.	1.1 Optimise learner experience by promoting a culture of collaboration where the voice of students, learners, staff and parents/guardians are heard and the opportunity to engage with decision making is promoted within LWETB.	Staff meetings are scheduled for all staff by line managers.	A minimum of 6 staff meetings are scheduled per annum by FET managers with FET Co-ordinators taking into consideration staff/role requirements.	Six staff meetings have taken place.
		The learner voice is encompassed in the decision-making process within FET.	Feedback is collected through learner engagements, surveys and learner forums.	In partnership with AONTAS organise a learner focused event.
		Implement a new learner feedback form.	Deploy feedback form across the college of further Education and training.	Review the effectiveness of the feedback form.
	1.2 Support initiatives that meet national programme needs as they arise, promote increased participation, equality and inclusion.	Nominate FET staff to support and participate in national initiatives as appropriate.	FET staff participation in national initiatives.	The register of representation by FET staff for 2026 will be updated.
	1.3 Centres and schools will promote and embed a culture where our learners and students are given the opportunity to reach their full potential.	The FET Recruitment and Adult Guidance Service are available to existing learners or those who wish to explore FET options for career enhancement.	Appointments are scheduled for clients who wish to use the service.	During 2026, the FET Adult Guidance Service has 4,000 client engagements.
		New programme options will be made available to learners.	Progress the validation of programmes with awarding bodies.	A minimum of 1 new programme will be validated.
	1.4 Support our centres and schools in embedding self-evaluation and quality assurance processes across LWETB services.	Quality Assurance (QA) is embedded across FET.	QA within FET is supported by a team who provide on-going assistance to FET management, FET Co-ordinators, educators, and learners.	A minimum of four schedule QA focused clinics will take place for FET staff.
		Quality and Qualifications Ireland (QQI) Inaugural review.	Review and update an Inaugural Review Action Plan.	Inaugural Review Progress Plan Submitted to QQI for 2026.
		Ensure that the QA Governance is supported and maintained.	Two QA governance groups are in place.	A minimum of 8 meetings will take place across the governance groups.

	1.5 Ensure the safety and wellbeing of all students and learners is prioritised, that regulations and guidelines are fully complied with, and Child Protection Procedures for Schools 2025 are evidenced.	Psychological support services are made available to all FET learners.	Review the implementation plan to ensure that it is operating effectively for learners.	Review service to determine that it is providing a valued service for learners.
		Child protection is at the forefront of FET provision and services which are accessed by those under the age of 18.	Child protection and Vulnerable Adults procedures are embedded within FET.	Establish a Child protection and Vulnerable Adults oversight group in 2026. Ensure Youthreach have adopted the Child Protection Procedures for Schools 2025 by the end of 2026.
		Provide opportunities for learners to engage with wellbeing events.	Publicise events within each campus for learners.	Provide access to a minimum of 4 wellbeing events for learners.
LWETB Priority 2	LWETB Goal	FET Action	FET Performance Indicator	FET Target
2. Enhance Infrastructure across LWETB. FOCUS: Enhance working and learning environments. Develop and improve infrastructure, facilities and resources for staff and learners.	2.1 Maintain, enhance and expand buildings and facilities to provide fit for purpose accommodation for staff and learners.	A plan of works is devised for buildings which are used by FET.	Works are prioritised and commenced and /or completed in 2026.	Allocated annual capital budget to be expended.
		Funding to be sought for infrastructure/building projects from SOLAS.	Funding applications to be made to SOLAS using new application process: a) Strategic Infrastructure Upgrade Fund (SIUF) Application Form and Business Case b) Strategic Assessment Report (SAR) Template c) Emergency Health and Safety Works Application Form.	A minimum of one application to be made (subject to SOLAS issuing sectoral invitations).
		Maximise Learner usage of FET Funded Facilities.	Increase learner numbers attending new FET Locations.	Deliver a minimum of 15 FET programmes in the Kinnegad Campus by year end.
		Maximise Learner usage of FET Funded Facilities.	Increase learner numbers attending new FET Locations.	Deliver a minimum of 6 FET programmes in the Just Transition/SOLAS funded building on the Connolly Campus by year end.

		Maximise Learner usage of FET Funded Facilities.	Increase learner numbers attending new FET Locations.	Subject to sufficient budget allocation being sanctioned by SOLAS, commence delivery of phase 2 electrical apprenticeship in the Connolly Campus by year end.
	2.2 Explore expansion of LWETB services to include Community National Schools and FET Colleges of the Future.	Secure funding from SOLAS to establish “FET Colleges of the Future”.	Advance the Strategic Infrastructure Upgrade Fund (SIUF) which were submitted to DFHERIS/ SOLAS to the next gateway stage.	Progress the SIUF project relating to the Clonown Road and Garrycastle Campus amalgamation to the next stage of in conjunction with the LWETB Buildings Unit and SOLAS.
	2.3 Implement and expand ICT infrastructure to support governance systems, Data Protection systems, business continuity and risk management.	FET feeds into the risk management system.	FET risk management is included in the overall LWETB risk management system.	A revised and updated FET risk management system will be implemented and reviewed 3 times annually.
	2.4 Develop appropriate management information and reporting systems across LWETB.	Management information systems (Financial).	Monthly reports created for review by FET Management and coordinators to inform financial planning.	A monthly expenditure report is prepared and distributed to all budget holders in teams or/and by email.
		Management information systems (non-Financial).	Monthly reports created for review by FET management and coordinators to inform provision delivery.	Monthly reports prepared and distributed by email.
		Agree Strategic Performance Agreement (SPA) with SOLAS our Funders.	Provide programmes and courses as per agreement.	Deliver on agreed 2026 SPA targets by year end (in line with an appropriate budget allocation).
		Ensure all available FET programmes are open and visible to potential learners.	Courses and programmes are setup in PLSS and FETCH.	FET Recruitment team will progress learners from application stage up to course completion during 2026.
	2.5 Review and enhance effective Health and Safety systems and structures across the organisation.	Review and enhance Health and Safety (H&S) procedures across FET.	Review H&S audits which have taken place across all FET locations.	Chart progress made against identified requirements by year end.
		Enhance Health and Safety (H&S) across FET.	H&S meetings are scheduled for FET locations in Longford, Westmeath and the Garrycastle Campus.	Four H&S Meetings are held for each of the three identified locations per annum.

LWETB Priority 3	LWETB Goal	FET Action	FET Performance Indicator	FET Target
3. Enhance Organisational Support & Development. FOCUS: Provide a supportive, collaborative and safe working environment for all staff through provision of relevant policies and procedures all underpinned and supported by Professional Learning and Development.	3.1 Ensure and enhance effective governance practices, risk management, compliance and accountability across the organisation.	FET related areas are included in the Risk Management System.	FET risk management is included in the overall LWETB Risk Management System.	The FET Risk Management System is updated three times annually.
	3.2 Provide staff development opportunities to inform good practice and enable delivery of dynamic, diverse, innovative services.	Support ongoing Professional Learning and Development (PL&D) of FET Staff.	FET Staff are encouraged to engage in upskilling opportunities.	A calendar of PL&D opportunities is made available to staff.
		Support ongoing advancement of Technology Enhanced Learning (TEL) for learners and FET Staff.	Upgrade ICT equipment for staff use as needed.	Rollout new ICT equipment during 2026 to staff identified by FET managers and FET Co-ordinators as requiring updated equipment.
	3.3 Attract and retain high- quality skilled staff and embed structures to meet evolving work patterns.	Request sanction for both replacement and new job roles within FET.	Provide business cases to support the approval process to DHFERIS and SOLAS.	Achieve sanction for FET roles as appropriate (in line with retirements, resignations, the provision of new services, new programmes) and aligned with the available FET budget.
		New or recently promoted staff are supported by their line manager.	Probationary review training is made available to those with line management responsibility.	A minimum of 5 line managers in FET will complete probationary review training during 2026.
		Promote the availability of new roles to attract the best candidates.	All FET vacancies are advertised internally and/or externally as appropriate.	A minimum of ten FET competitions will be completed.
	3.4 Leadership capacity skills across the organisation	Enhance leadership capacity of FET Staff.	Opportunities created for staff to lead out on new initiatives.	A Co-ordinator Networking event to be hosted and organised by FET staff on behalf of their colleagues.
	3.5 Support organisational wellbeing.	Support the wellbeing of FET Staff.	Annual PL&D opportunities include wellbeing events.	A minimum of two events are promoted.

Priority 4	LWETB Goal	FET Action	FET Performance Indicator	FET Target
4. Enrich Partnerships. FOCUS: To further develop strategic partnerships locally, nationally, and internationally to support brand recognition, innovation and best practice.	4.1 Promote the LWETB brand and raise the local and national profile of all services across LWETB.	Continue with the Implementation of the FET College of Further Education and Training within LWETB.	A consistent approach to branding within FET.	Continue with established campus branding for 3 new facilities.
		Advertise FET programmes and services using all available media options/methods.	A budget is allocated for advertising using radio, newspapers and social media.	A ringfenced marketing budget for 2026 is allocated to FET and a minimum of 10 campaigns take place.
	4.2 Enhance stakeholder engagement and cultivate links with local, national and international partners.	FET staff engage with local, and international partners as appropriate.	FET staff are nominated to engage with local, national and international partners.	FET staff will support and engage in a minimum of five events during 2026.
	4.3 Engage and respond to National policy development and support implementation.	FET staff will engage and respond to national policy development and support implementation as appropriate.	FET staff are nominated to engage with local, national and international partners.	FET staff will engage in a minimum of two new collaborations.
	4.4 Proactively engage with agencies and employers to ensure continued innovative responses to current and future educational and economic needs.	Enterprise engagement with agencies and employers is enhanced within FET.	Employers and apprentices will be registered to the national apprenticeship system.	Apprenticeship registrations will increase by 2%.
		FET will provide Skills to Advance (STA) programmes.	A menu of programmes will be offered.	Learner numbers reflect demand and budget.
		FET will engage with the Regional Skills Forum.	The FET Director will represent LWETB.	At least one joint initiative will be instigated.
		FET will engage with Department of Social Protection (DSP) colleagues.	FET will host DSP/LWETB interagency group.	A minimum of three meetings held.

LWETB Priority 5	LWETB Goal	FET Action	FET Performance Indicator	FET Target
5. Develop Environmental & Social Sustainability. FOCUS: Promote low carbon innovation, biodiversity and green communities.	5.1 Develop and support the delivery of national objectives as required in Climate Action Plan 2021.	Work with Buildings unit to develop targets.	Identify requirements in consultation with Buildings unit.	Support the delivery of national objectives by using Green Devolved Capital funding for two projects which will reduce energy usage.
	5.2 Provide relevant education and training programmes to meet educational and employment demands as a result of the development of the Climate Action Plan.	Rollout a green skills programme to FET learners.	Programme is delivered as part of LWETB's FET provision.	Deliver programme to a minimum of twenty learners.
	5.3 Bring current and proposed buildings up to required sustainability requirements.	Engage with LWETB's buildings unit on new and existing developments.	Attend development meetings for approved projects.	FET representatives attend four development meetings with Buildings Unit and support the delivery of projects during construction phases.
	5.4 Increase environmental sustainability across the organisation through a self-evaluation process to increase knowledge and develop awareness for actioning outcomes.	Utilise Smart Meters to best effect to save energy in FET units.	Utilise Smart Meters to best effect to save energy in FET locations.	FET leaders are provided data on a monthly basis regarding energy consumption within a campus.
	5.5 Develop Green procurement awareness and processes.	Work with procurement dept to update procurement processes to reflect sustainability.	Review current procurement procedures in relation to equipment purchasing.	FET will support the procurement unit with competitions where sustainability is a key element of the procurement process and is considered in the contract awarding process.

Service Plan Statement of Services 2026 Schools, Youth Work & Music Generation

LWETB Priority 1	LWETB Goal	Schools, Youth & Music Action	Schools, Youth & Music Performance Indicator	Schools, Youth & Music Target
1. Provide High Quality Teaching, Learning, Assessment, Development and Learner Experience. FOCUS: Deliver inclusive, accessible high-quality teaching, learning, assessment and development for all learners and staff.	1.1 Optimise learner experience by promoting a culture of collaboration where the voice of students, learners, staff and parents/ guardians are heard and the opportunity to engage with decision making is promoted within LWETB.	Continue to meet with the LWETB Student Advisory group on a quarterly basis.	Scheduled quarterly meetings to take place.	Student representatives from all schools to have engaged in quarterly meetings and students from 100% of schools to attend at least two meetings annually.
		Ensure all parents associations are in place and registered with the recognised national body.	All parents' associations are in place and registered with the recognised national body.	All schools to have regular 3 annual parent's association meetings and hold recognised registration. Track number of actionable suggestions from Parents Associations implemented across schools.
		Student Councils to visit BOMs at outset of year on a biennial basis at a minimum to ensure collaborative planning around annual priorities in schools.	Record and track biennial visits to all BOMs with meeting minutes documenting collaborative planning outcomes and alignment with school's annual priorities.	100% of BOMs visited by Student Councils by end of Term 1 of applicable year (biennial cycle) to review and establish annual priorities, with documented review conducted at final BOM of year.
		Ensure all schools have Student Councils in place.	Regular Student Council meetings scheduled in schools that are attended by a member of school management.	Regular Student Council meetings scheduled in schools and ensure Student Councils propose and attempt to implement one school improvement initiative on an annual basis.
		Liaise with Music Generation NDO and other local MGs to explore how other areas enhance the voice of the young person in programming.	Create a survey to send to NDO and other MG areas to create a unified approach in gathering the voice of the young person.	Create survey to send to NDO and MG areas.
		Development Officers in MG Longford & Westmeath will send out an online survey to gather feedback from partner schools, teachers, parents, and youth centres at the end of the academic year.	Survey link emailed out to all partner schools/ hub parents and youth centres at end of academic year.	Document feedback, analyse with a focus on key themes and areas for improvement.

		MG Longford & Westmeath Development Officer to organise 2 x team meetings per year to facilitate Musicians Educator feedback relating to programmes, and information sharing.	Meetings held in Q1 & Q3.	All active musician educators encouraged to attend.
1.2 Support initiatives that meet national programme needs as they arise, promote increased participation, equality and inclusion.		DOS to continue regular meetings with REALT coordinator to identify and respond to emerging needs in Longford and Westmeath.	Monthly meetings to take place with REALT team/coordinator.	Meet with coordinator/team regularly throughout 2026.
		Schools along with DOS to continue engagement in the Digital Schools award.	All school leaders to meet with Digital Schools Liaison to develop action plan.	Remaining schools to continue engagement in School Digital awards process to achieve accreditation.
		All schools will continue to engage with the SEN RISE project.	School leaders and inclusion coaches to continue with CPD.	Inclusion coaches continue to share resources with other LWETB schools through SEN Community of Practice.
		The DOS will continue to engage with ETBI and other agencies in relation to Senior Cycle reform.	Engagement with review process.	DOS to complete submissions and engage with ETBI on reform issues and disseminate all updates to school leaders for discussion at link-in and face-to-face meetings.
		DOS to attend CNS principals' forums to identify areas of required support at primary level.	DOS to attend monthly meetings.	DOS to attend monthly meetings and compile a report of shared good practice from all meetings for end-of year review.
		Schools to review attendance strategies and identify areas of appropriate expenditure for grant funding.	All schools submit reviewed plans.	Attendance strategy plans completed by each school.
		Adopt the Child Protection Procedures for Schools 2025 by the end of 2026.	Appropriate procedures for child protection and safeguarding are in place in line with the Child Protection Procedures for Schools 2025.	Appropriate procedures for child protection and safeguarding are in place in line with the Child Protection Procedures for Schools 2025.
		Schools to continue engagement in the IMBV initiative with ETBI.	Ethos coordinator and DoS to identify additional personnel to undertake module.	Additional staff trained and completion of "Looking at our Ethos" report by all schools.

	Continue communities of practice to support national initiatives in the areas of SEN, Ethos, Teaching and Learning and STEM.	Maintain the support individuals to ensure schools receive regular updates and engagement.	Regular meetings of all four groups.
	UBU Your Place Your Space Scheme (UBU).	Administration of the Scheme. Provision of effective, evidence-based targeted (UBU) youth work services for young people in the target areas.	Delivery of 7 funded staff- led UBU services.
	Youth Information Centre Scheme (YIC).	Administration of the Scheme. Provision of effective, evidence-based universal youth information service in County Westmeath.	Delivery of 1 funded staff- led youth information service.
	Local Youth Club Grant Scheme (LYCGS).	Administration of the Scheme. Liaise with Regional staff of National Youth Work organisations to ensure widespread uptake of the Scheme.	Fund 35 voluntary youth groups under scheme.
	Targeted Youth Employability Support Initiative (TYESI).	Administration of the Scheme. Provision of effective, evidence-based youth work interventions for the target group.	Delivery of 1 Youth Employability project.
	UBU Resilience and Effectiveness Initiative.	Administration of the Scheme.	Funding of additional youth worker hours.
	New Schemes.	Administration of any new Schemes announced in 2026.	Provision of additional programmes and services for young people in the target areas.
	Youth Night.	Administration of Youth Night Grant. Promotion of national Initiative.	Fund 15-20 projects and groups under Grant Scheme. Attend range of events on Youth Night.
	UBU Cycle 3 Preparation.	Develop Cycle 3 APT and submit to Department of Education and Youth. Manage all aspects of entry to UBU Cycle 3.	Develop APT and Service Requirement x 7. Acquire Department of Education and Youth approval x 7. Administration of Cycle 3 application process x 7.
	MG Longford & Westmeath will expand the range of instruments and group playing opportunities available at existing hubs to encourage participation and improve accessibility.	A variety of lessons and group playing opportunities in current established hubs, with a range of time slots to suit school and working families.	Track the increase in tuition availability and enrolment, and monitor participation rates in group playing sessions, increase in enrolment.

		MG Longford & Westmeath continues to work with marginalised groups to increase access to performance music education.	MG Longford & Westmeath work with a number of groups who in turn work with marginalised communities to provide programmes/ lessons in varying instruments of interest.	Ongoing programmes/ lessons throughout the year.
		MG Longford & Westmeath continuing to partner with Longford & Westmeath CoCos in relation to national, youth music and culture events such as Cruinniú na N'Óg.	Continuing to have a presence across the Co Longford and Co. Westmeath in all youth focused events.	A number of events are held across Co. Longford & Co. Westmeath as part of Cruinniú na N'Óg programmes.
		Continue to develop MG Longford & Westmeath pop-up event days.	Young musicians engaging with MG Longford & Westmeath to, for example, try an instrument or record their music in our mobile recording studio.	A number of pop up events held in 2026.
		Continue to develop intergenerational programmes to increase participation and inclusion.	Intergenerational groups and performance opportunities created.	A number of intergenerational groups exist across Co. Longford & Co. Westmeath.
	1.3 Centres and schools will promote and embed a culture where our learners and students are given the opportunity to reach their full potential.	Continue to review the current student scholarship system in LWETB.	Continue to review the current student scholarship system in LWETB.	Review of current structure to take place.
		Continue to track CPD for schools	Schools to continue to use LWETB developed CPD Tracker, or equivalent, to ensure all schools CPD is logged.	All schools reporting on CPD undertaken to BOM.
		Schools along with DOS to continue engagement in the Digital Schools award.	All school leaders to meet with Digital Schools Liaison to develop action plan.	Remaining schools to continue engagement in School Digital awards process to achieve accreditation.
		Maintain the number of instruments in the instrument rental service developed in partnership with Co. Longford & Co. Westmeath library services.	Community libraries have access to a range of instruments that can be loaned at an affordable rental cost.	Continue to support libraries in this service throughout 2026.

	Young people who are participants in programmes are provided with pathways for progressions.	Progression routes exist.	Young people are informed of options relating to progression.
	Explore possibilities for MG representatives to attend school careers fairs.	Attend careers fairs to give information about regional music further education opportunities.	Young people are informed of options relating to careers in music.
1.4 Support our centres and schools in embedding self-evaluation and quality assurance processes across LWETB services.	Support the Ethos Coordinator in engagement with schools in relation to the Patron's Framework.	Included in principal forum meetings. Coordinator to continue to attend CPD.	Completion of "Looking at our Ethos" evaluation in 2026.
	Host development meetings with PLC coordinators & principals.	Schedule individual meetings with school principals and coordinators.	Two meetings to have taken place with each school regarding PLC provision and the development and expansion of the same.
	All post primary schools to engage in SEN RISE programme through the LWETB coordinator.	Schools to support and engage in the process of Self-evaluation of current practice. Needs assessments to be conducted on a regular basis.	School leads to attend regular meetings through the Community of Practice and develop action plans for improvement in their schools that are documented.
	Work with the DEIS schools in LWETB to review their current DEIS plans.	This will be included in principal forum meetings for regular review of DEIS Planning priorities.	DEIS plans reviewed and updated annually. T&L COP Teams to ensure all areas of DEIS Planning being reviewed across schools.
	Schools along with DOS to continue engagement in the Digital Schools award.	All school leaders to meet with Digital Schools Liaison to develop action plan.	Remaining schools to continue engagement in School Digital awards process to achieve accreditation.
	DOS to continue to serve on FET Quality Oversight Group.	Attend meetings as scheduled and ensure documentation of all actionable year review.	Attend meetings as scheduled.
	Provide active MG Longford and MG Westmeath Music Educators with CPD opportunities.	Gather feedback from MEs to inform CPD needs.	Provide CPD to respond to ME needs as they emerge.

	<p>1.5 Ensure the safety and wellbeing of all students and learners is prioritised, that regulations and guidelines are fully complied with, and Child Protection Procedures for Schools 2025 are evidenced.</p>	Work with the DEIS schools in LWETB to review their current DEIS plans.	This will be included in principal forum meetings for regular review of DEIS Planning priorities.	DEIS plans reviewed and updated annually. T&L COP Teams to ensure all areas of DEIS Planning being reviewed across schools.
		Establish school Health and Safety Committees.	Continue the roll out of required training. Committees to be established in each school when training is complete.	Committees to be established in each school and to meet on a regular basis. Committee to assist in oversight of annual risk assessment completion in all schools.
		Ensure regular completion of Risk Registers for Schools, Youth and Music.	DOS to review and compile Risk registers for Schools, Youth and Music.	All Risk Registers completed as required and updated to reflect new and emerging risk as identified through LWETB Health and Safety forums.
		Ensure that all Child Protection Policies, Risk Assessments and Safeguarding Statements are reviewed annually as required.	All relevant policies, safeguarding statements and risk assessments updated as required.	All relevant policies, safeguarding statements and risk assessments updated as required legislation/ guidelines.
		School boards of management to engage with Child Protection training as provided throughout 2026.	School boards of management to engage with Child Protection training as provided throughout 2026.	All Board members complete the required Child Protection training in 2026.
		DOS to continue to serve on the LWETB H&S steering group.	DOS to continue to chair steering group meetings.	Meetings held quarterly. New and emerging areas of risk compliance identified and documented for dissemination to school leaders for inclusion on Risk Registers.
		Funded Organisations (FO's) and volunteer-led groups are compliant with Children First: National Guidelines for the Protection and Welfare of Children.	FO's provide statement of compliance with Children First to LWETB. Department of Education and Youth Statement of Assurance provided from National Youth Organisations for all affiliated groups and clubs funded by LWETB.	Statements of Assurance provided annually to LWETB.
		All MG Longford & Westmeath Music Educators receive child protection training or refreshers as required.	Any new Musician Educators are required to attend child protection training.	All Music Educators are fully trained in child protection procedures are per LWETB policy in child protection.

LWETB Priority 2	LWETB Goal	Schools, Youth & Music Action	Schools, Youth & Music Performance Indicator	Schools, Youth & Music Target
2. Enhance Infrastructure across LWETB FOCUS: Enhance working and learning environments. Develop and improve infrastructure, facilities and resources for staff and learners.	2.1 Maintain, enhance and expand buildings and facilities to provide fit for purpose accommodation for staff and learners.	DOS and School Support to continue working with schools in upgrading ICT requirements in line with Digital Plans.	Weekly meetings held between DOS and School Support to discuss and address school requirements.	Requirements from schools identified and addressed where possible.
		LWETB to explore opportunities for the enhancement of classrooms and facilities at relevant forums and conferences.	DOS to engage with schools in the identification of current infrastructure to promote learning and teaching.	Plan and develop a second learning hub in LWETB in 2026.
		Continue upgrading of LWETB school buildings. Engage with DOE buildings unit on approved projects.	DOS to attend development meetings for approved projects.	DOS to attend development meetings for approved projects and try to ascertain project timeline updates at meetings. Principals to be provided with access to school specific building projects excel sheet.
		DOS to engage with buildings unit to identify potential emergency works and summer works projects.	Identification of potential projects for application.	List of projects for consideration to be developed.
		Youth Capital Funding Scheme.	Administration of the Scheme. Improved facilities and resources for youth work programmes and services.	Capital funding provided to eligible funded organisations and volunteer-led groups.
		Review office and storage area for Music Generation (MG) Longford & Westmeath to ensure it is fit for purpose.	Review current provision.	To have a permanent, adequate space for MG Longford & Westmeath.
	2.2 Explore expansion of LWETB services to include Community National Schools and FET Colleges of the Future.	Continue to promote the CNS model through presentations and updates on LWETB social media platforms.	Update LWETB website and social media as required.	Update LWETB website to include updated CNS information.
		LWETB to analyse data returned from the department survey on denomination, irish medium schools and co-education.	LWETB to analyse data returned from the department survey on denomination, irish medium schools and co-education.	LWETB to work with ETBI in implementing strategy to further promote the CNS model.

	MG Longford and MG Westmeath working with LWETB adult literacy to create an adult literacy through music programme.	A collaborative programme for adult literacy through music developed.	MG Longford and Westmeath to develop and deliver programme in 2026.
	MG Longford & Westmeath continues to review capacity for growth into National Schools and Secondary Schools in the county.	Information provided to local Primary and Secondary Schools on MG opportunities available in 2026.	Primary and Secondary schools across counties Longford & Westmeath have access to a programme/activity in 2026.
	Explore possibilities to create opportunities for Longford and Westmeath ETB schools to come together for joint workshops/performances.	Schools coming together for workshops/performances.	At least two group performance days in 2026.
2.3 Implement and expand ICT infrastructure to support governance systems, Data Protection systems, business continuity and risk management.	Identify and address ICT infrastructural needs across LWETB schools.	Meet with school leaders to list potential infrastructural development. Schools to engage in the Digital school's award.	ICT infrastructural requirements from schools identified and addressed where possible.
	Provide ongoing Data protection training for all staff.	Liaise with LWETB Data Protection Officer to identify required training needs. Facilitate training as required.	Training implemented across LWETB. DP discussed and reviewed at all face-to-face school leaders meeting to ensure continued relevance.
	Ensure schools maintain continuity systems and contingency plans through Digital Committees.	School "SELF!" through Digital awards platform to help identify potential issues.	Up to date continuity systems in schools. Each school has an up to date Digital Plan.
	Maintain Scooter Management Library system to better track instruments and equipment.	Carry out monthly updates of inventory.	Improved tracking of resources.
2.4 Develop appropriate management information and reporting systems across LWETB.	Financial Reports to be issued to schools on a monthly basis and reviewed with DOS as required.	Meetings between School Principals and DOS.	Quarterly finance meetings to take place with school management. DOS to attend meetings with Finance Team to identify issues and methods to address them.
	Develop a system to efficiently identify grant funding systems and methods for oversight of expenditure.	DOS to work with finance team to review the interactive system between schools and Head Office.	Schools to continue to use the MS Teams Grant page and liaise with DoS and Finance Team when making grant applications.

		Continue to monitor the usage of Teaching Hours Extension Scheme utilising the generated reporting tool.	DOS to receive reports from school at the end of each term.	Log of usage retained on one document for comparison with HR records.
		Staffing allocation provided to schools and staffing lists reviewed regularly with schools.	Allocation to individual schools provided in Spring reviewed and appeals lodged where necessary. Staffing lists reviewed between DOS and LWETB recruitment team. Also discussed at principal and DOS meetings.	Allocation to schools in Q1 for appropriate planning for 2026/27 academic year. Curricular concessions & EAL applications to have taken place in Q2.
		MG to contribute to LWETB management reporting as required.	MG to respond in a timely fashion as required.	MG to meet deadlines as necessary.
	2.5 Review and enhance effective Health and Safety systems and structures across the organisation.	DOS to continue to serve on the LWETB H&S steering group.	DOS to continue to serve on the LWETB H&S steering group.	Meetings held quarterly. New and emerging areas of risk compliance identified and documented for dissemination to school leaders for inclusion on Risk Registers.
		Review and update Risk Register platforms for school leaders.	DOS to meet with HO staff to review 2025 risk registers and generate 2026 risk registers for issuance to schools, youth and music.	Up to date risk registers established and completed when returned.
		Provide appropriate training where required.	DOS to meet with school principals to discuss the platform used.	Appropriate completion of Risk registers as required.
		MG Longford & Westmeath keep up to date on required health and safety training.	Attend training as required.	All appropriate personnel trained in health and safety practices as required by LWETB policy.

LWETB Priority 3	LWETB Goal	Schools, Youth & Music Action	Schools, Youth & Music Performance Indicator	Schools, Youth & Music Target
3. Enhance Organisational Support & Development. FOCUS: Provide a supportive, collaborative and safe working environment for all staff through provision of relevant policies and procedures all underpinned and supported by Professional Learning and Development.	3.1 Embed good governance practices across LWETB in line with ETB Code of Governance, current legislation and comply with reporting requirements to relevant government departments.	Ensure all Boards of management are established as per governance documents/ terms of reference.	All Boards of managements reformed in 2024. Review membership for any vacancies.	All schools have Boards of Management established as per guidance documentation and ensure the minimum requirement of 1 meeting per term (5 in total) is met throughout the academic year 2025-2026.
		Appropriate training for all Board of management members to take place.	Identify training requirements for Boards of management and implement.	Training delivered to Boards of management as necessary through ETBI Webinars and separate individualised training as requirements emerge. Child Protection training for all Board members to be delivered in Q2 2026.
		Ensure CPORs are given for all Board of Management Meetings.	Schools to record reports at all Board of Management meetings in accordance with required reporting practices.	CPORs given at all board meetings carried out in person.
		Ensure policies are reviewed and developed as required per governance requirements.	DOS to create a list of required policies for schools and boards of management to develop and review on an annual and regular basis.	The record of policy development and review for schools to be updated. All mandatory policies are up to date and ratified. All reporting requirements in relation to policies are followed by schools.
		Implement LWETB Governance and Oversight arrangements with Funded Organisations	Issue and compile monthly Service Provision Reports. Review Funded Organisation (FO) Governance checklist and annual documents and assurances x 4. Manage the review and submission of Audited Accounts to Department of Education and Youth x 4 FO's.	Implement SLA and associated reporting mechanisms x 4 Funded Organisations (FO's).

		Implement UBU Your Place Your Space Performance and Oversight Engagement Framework (POEF), YIC, TYESI, and other staff-led funding scheme oversight mechanisms.	Confirmation of 2026 funding allocations. Approve 2026 budget profiles. Review 4 x quarterly Finance Reports & submit to Department of Education and Youth (UBU). Process 4 x quarterly project payments. Hold 3 x Planning and Progress Review Meetings (PPRMs) - UBU, YIC, TYESI projects. Manage annual 2025 reporting and 2027 renewal application processes to Department of Education and Youth.	Implement UBU POEF x 7 projects 1 x YIC project oversight 1 x TYESI project
		MG Longford and Westmeath will ensure that governance practices are regularly reviewed, updated, and embedded across all operations in compliance with current legislation and reporting requirements.	Update governance documents (e.g., policies, procedures, and manuals) promptly in response to any legislative or regulatory changes to ensure continued compliance. Ensure timely submission of all required reports to relevant government departments, achieving adherence to deadlines annually.	MG Longford & Westmeath's governance is up to date in line with current legislation and reporting submission dates met.
	3.2 Provide staff development opportunities to inform good practice and enable delivery of dynamic, diverse, innovative services.	Continue with LWETB Communities of Practice in RISE, Teaching and Learning, Ethos and STEM.	Meetings held on a quarterly basis.	Meetings held on a quarterly basis with resources shared through Teams site.
		Assistant principals given the opportunity to engage in the ETBI summer school.	Assistant principals given the opportunity to engage in the ETBI summer school.	Representation from LWETB schools at the 2026 summer school.
		Pilot Principal and Deputy Principal collaborative Coaching in LWETB.	Engage an outside agency to develop a program of coaching in LWETB for Principals and Deputies collectively.	Pilot the developed programme in two schools throughout 2025.
		Establish 1:1 Feedback loops between school leadership teams and staff on a biennial basis (minimum) to gather input on the school's strategic direction and ensure alignment with broader LWETB goals.	School leaders to facilitate structured, individual feedback sessions with staff members by Q4 2025 (if not already in a biennial cycle) with a focus on evaluating strategic progress and incorporating staff insights into planning.	Ensure 100% of schools have commenced the process of conducting 1:1 feedback sessions with all staff members biennially, with actionable strategic outcomes agreed and integrated into school planning.

		MG Longford & Westmeath supports all staff in continuous professional development relevant to their role.	Music Educators regularly attending workshops to complement and enhance their skills.	CPD as needed to happen in 2026.
		LWETB Youth Workers Network.	Develop training, networking and collaboration opportunities for LWETB funded youth workers and services.	Host Networking Session x 2.
3.3 Attract and retain high-quality skilled staff and embed structures to meet evolving work patterns.		DOS to work with schools to carry out curricular reviews.	DOS to meet with school principals to identify curricular requirements for 2026/27.	Schools will have required staffing to deliver curricula.
		Identify staffing requirements for the 26/27 academic year across LWETB.	DOS to meet with school principals to identify teaching requirements for 2026/27 and liaise with LWETB recruitment team to recruit as needed.	Schools will have required staffing to deliver curricula.
		Identification of programme requirements.	DOS to discuss programme reviews in LCE, LCA, LCVP, PLC, JCSP with each school.	Schools to identify programmes for initiation, continuation or completion.
3.4 Leadership capacity skills across the organisation.		Conduct a qualitative review on an annual basis in Q1 with all school leaders to self-assess progress, support needs, strategic priorities for the year and job satisfaction.	Facilitate one-to-one meetings with each school leader in Q1 focusing on progress, support mechanisms and job satisfaction.	Ensure 100% of school leaders partake in the feedback discussion with feedback collated for discussion at following years discussion.
		Ensure that Principals and Deputy Principals are provided the opportunity to attend ETBI training as arises.	Principals and DPs to attend annual conference and Legal day. Newly appointed principals and DPs attend training in Sept	Attendance at ETBI Conferences for principals and Deputies.
		Ensure that LWETB is represented on the ETBI Principals forum.	Principal selected to sit on the forum and attend regular meetings.	Principal selected to sit on the forum and attend regular meetings.
		MG Longford & Westmeath to encourage MDOs and programme resource workers to avail of leadership training opportunities.	To identify leadership training needs and source appropriate training.	To seek out training opportunities as they arise.

	3.5 Support organisational wellbeing.	Ensure that all management teams and line managers are aware of their requirements in relation to staff wellbeing.	Principals and line managers are updated/informed of EAS scheme and upcoming policies such as domestic violence and abuse	Principals and line managers are updated/informed of EAS scheme and upcoming policies such as domestic violence and abuse
		Ensure all schools are delivering 400 hrs of JC Wellbeing in schools.	DOS to discuss with each individual management team.	All schools to deliver a minimum of 400 hours of Wellbeing for JC.
		Music Generation to run Music Educator professional development days which supports team morale.	Hold regular workshops for all the team to come together in what can otherwise be individual or small working groups.	Two CPD days held in 2026.
	3.6 Implement internal communication strategy.	Expand on the newly developed LWETB internal communication strategy.	DOS to work with OSD staff to expand internal communication strategy.	Progress the continued development of the strategy and ensure all schools develop improved communication strategies in tandem with LWETB Communications Team. Continue to highlight developments within schools, youth and music through the communications team.
	3.7 Ensure and enhance effective governance practices, risk management, compliance and accountability across the organisation.	DOS to hold regular meetings with School Senior Leaders.	Hold regular link in meetings with Principals and Deputies and formal meetings with Principals every two months.	Principal Forums held and regular management link in meetings scheduled. DOS to ensure school leadership teams aware of and actioning all Department of Education and Youth time-bound requirements.
		Ensure Board of Management training is ongoing in schools.	Identify additional training requirements for Boards of Management.	Training delivered to Boards of management as necessary.
		Ensure Risk registers are updated as required.	DOS to review school, youth and music risk registers quarterly and collate.	Up to date Risk Registers established and completed when required.
		Ensure all department returns are completed as required.	DOS to compile September and October returns with HR department in LWETB.	All Department of Education and Youth returns completed as scheduled.
		MG Longford and Westmeath to maintain risk register and governance practises as required.	MG Longford and Westmeath will maintain an up-to-date risk register and implement governance practices to ensure compliance and accountability across all operations.	Adhere to LWETBs practices as applicable and should any issues arise, resolve them in a timely fashion.

		Youth Work Unit Risk Assessment.	Identification, monitoring and review of Risk specific to the Youth Work function.	Regular update of Risk Assessment and inclusion in the LWETB Risk Register.
		Implement effective systems and procedures for the governance and administration of Youth Work funding.	Adherence of Funded Organisations (FO's) with LWETB Procedures. Reduction in administrative burden for FO's and LWETB.	Continuous review of Procedures for improvements and efficiencies.
LWETB Priority 4	LWETB Goal	Schools, Youth & Music Action	Schools, Youth & Music Performance Indicator	Schools, Youth & Music Target
4. Enrich Partnerships. FOCUS: To further develop strategic partnerships locally, nationally, and internationally to support brand recognition, innovation and best practice.	4.1 Promote the LWETB brand and raise the local and national profile of all services across LWETB.	Promote the use of LWETB social media platforms throughout the organisation.	DOS to liaise with LWETB communications team in relation to efficient systems for utilisation throughout LWETB schools.	Review of current systems to take place in conjunction with the comms team in LWETB. DOS to meet Comms on a quarterly basis to review on ongoing progress.
		Engage the Guidance Coordinators group with FET services and youth services in LWETB.	Meet with Guidance counsellors and FET staff in relation to provision.	Increased awareness of FET provisions in LWETB amongst school students.
		Promote inter schools' competitions within LWETB to showcase the various talents our students display.	Review the progress of current competitions/programmes and student access.	Build on current inter schools competitions offered in LWETB including successful All stars day for students with additional needs.
		Organise annual FET progression awareness sessions for school leaders and Career Guidance Teachers to enhance understanding of FET pathways for student progression in LWETB.	Hold one FET Progression awareness session for school leaders and Career Guidance teachers to increase understanding of FET progression pathways.	Hold one FET Progression awareness session for school leaders and Career Guidance teachers to increase understanding of FET progression pathways.
		Represent LWETB on appropriate local and regional consultative and representative structures.	The views of LWETB sectors are represented, expressed and influence the discussions and plans of local and regional decision making structures.	YDO, DOS and MGO to participate with respective local and regional bodies.
		MG Longford & Westmeath creates an ongoing partnership with local media to promote programmes and events.	Submit articles regularly to local press and radio.	Articles published in local press and radio.
		MG Longford & Westmeath includes LWETB logo in all communication and tags LWETB in social media posts.	Every social media post and email to contain LWETB logo.	Continuous social media presence throughout the year and quarterly newsletter publications.
		Improve visibility of Music Generation Longford and Music Generation Westmeath on LWETB website.	LWETB website to have clear contact information for MGL and MGW.	Contact LWETB communications to update LWETB website.
		Utilisation of Youth Work Unit branded merchandise.	Utilisation of Youth Work Unit branded merchandise.	Utilisation of Youth Work Unit branded merchandise.

	<p>4.2 The Department of Education and Youth draws attention to the ongoing strategic engagement with TESS and the Education and Training Boards (ETBs) in relation to the future development and delivery of the School Completion Programme (SCP). ETBI and the ETBs are currently working in collaboration with the Department of Education and Youth and TESS to support the establishment of a new employment framework for the SCP workforce.</p>	<p>This work is being progressed in the context of the proposed transition of SCP delivery as a Section 56 commissioned service model under the ETB sector. The objective of this approach is to enhance consistency, accountability, and long-term sustainability in the provision of SCP supports at a national level.</p> <p>In this regard, ETBs are expected to have due regard to this developing policy framework in the preparation and finalisation of their Service Plans, including, where appropriate, the inclusion of relevant actions, commitments, or enabling measures that will support the implementation of these arrangements.</p> <p>ETBI and the ETBs are currently working in collaboration with Department of Education and Youth and TESS to support the establishment of a new employment framework for the SCP workforce. As this progresses LWETB will implement appropriate and relevant actions, commitments and enabling measures to support the agreed implementation of these arrangements.</p>	<p>Progress to agreement and implementation.</p>	<p>Q1 - Q4</p>
	<p>4.3 Enhance stakeholder engagement and cultivate links with local, national and international partners.</p>	<p>Support schools engaged in Erasmus projects.</p> <p>Support schools in hosting careers fairs locally.</p> <p>Plan to meet with ETB school principals (MG).</p> <p>Represent Youth Work Sector and LWETB on local and regional consultative and representative structures.</p>	<p>School Support to work with schools in relation to funding and planning.</p> <p>DOS and school support to work with schools in hosting careers fairs within schools.</p> <p>Explore possibility to attend an ETB principal network meeting.</p> <p>Develop interagency collaboration between LWETB and statutory and voluntary sector agencies.</p>	<p>Participating schools to update all LWETB principals regarding programme progress at principal forums.</p> <p>A number of careers fairs to be held in LWETB schools in 2026.</p> <p>Attend one meeting during 2026.</p> <p>LWETB represented on relevant (youth) local and regional developments and agencies.</p>

		LWETB Youth Work Committee.	Mange Youth Work Committee.	Hold 3 meetings of Youth Work Committee.
		MG Longford & Westmeath include all partner logos and tags partners in social media posts to increase engagement and awareness of the ongoing work.	Relevant partners logos and tags to be included in communications.	Weekly social media engagement tagging partners.
		Work with Music Generation National Office and other stakeholders to secure ongoing funding for MG Longford & Westmeath.	Hold meetings with relevant stakeholders to identify/secure funding.	Ongoing funding secured.
4.4 Engage and respond to National policy development and support implementation.		Engage with policy development and support implementation as appropriate.	Engage with ETBI and national bodies in relation to policy development. Policy implementation included in principals' forum meetings.	Compliance with developed policies including admissions, child protection procedures and Bi Cinealta
		Represent and advocate on behalf of LWETB and ETB Sector at national and policy level.	LWETB's views represented to influence national policy. Member of ETBI Youth Work Network. Member of ETBI delegation to Department of Education and Youth.	Attend ETBI Youth Work Network meetings and events. Engage with Department of Education and Youth on national and policy development. Contribute to ETBI policy on Youth Work.
4.5 Implement external Communication Strategy.		Develop LWETB external communication strategy.	DOS to work with LWETB communications team to develop external communication strategy.	Progress the continued development of the strategy. DOS to meet Communications Team/ Representative quarterly to review on ongoing progress.
		MG Longford & Westmeath resource worker to implement integrated communication strategy across digital and print throughout the year.	Communications strategy reviewed.	Communications campaign rolled out across 2026.
		Raise profile of Youth Work function in LWETB.	Utilisation of LWETB social media and other communication strategies to raise Youth Work Profile.	Regular social media content, internal and external communications.
4.6 Proactively engage with agencies and employers to ensure continued innovative responses to current and future educational and economic needs.		PLC colleges to carry out reviews of current delivery and plan for future needs.	DOS to support PLC principals in relation to review and planning of future services.	Review PLC offering conducted annually by PLC centres. DoS to engage with DOFET in relation to review and potential expansion of PLC offerings.
		Actively participate in Co. Longford & Westmeath LECDPs to represent MG and address educational and economic priorities.	Engage in Co Co consultations to contribute insights and recommendations that align with MG's mission and the county's strategic goals.	MG represented in county LECDPs

LWETB Priority 5	LWETB Goal	Schools, Youth & Music Action	Schools, Youth & Music Performance Indicator	Schools, Youth & Music Target
5. Develop Environmental & Social Sustainability. FOCUS: Promote low carbon innovation, biodiversity and green communities.	5.1 Develop and support the delivery of national objectives as required in Climate Action Plan 2021.	Work with buildings unit to develop targets for schools.	Identify school requirements in consultation with buildings unit.	DOS to engage with schools in the planning for delivery of national objective and the identification of individualised school sustainability priorities.
		Utilise smart meters to best effect to save energy in schools.	Training to be given to school management teams as required. Principals to review weekly reports.	DOS to regularly review energy usage using smart meter reports.
		Ensure schools have established Sustainability and Climate Control Teams.	Sustainability and Climate Control Teams established and initial training provided.	Each school to hold quarterly Sustainability and Climate Control Team meetings.
		Eliminate paper and hard copy communications, documentation and records.	Utilisation of digital/soft communications, documentation and records only by Youth Work Unit.	Zero paper based and hard copy records/documentation created in 2026.
		Support the delivery of the Climate Action Plan by encouraging musician educators to use IT in the delivery of lessons.	MEs create lesson resources using IT and make increased use of classroom projectors	Increased used of IT and reduced reliance on paper and printing.
	5.2 Provide relevant education and training programmes to meet educational and employment demands as a result of the development of the Climate Action Plan.	Review of curricular offerings in schools to take place to identify whether climate action and sustainable development programme can be offered at senior cycle.	Review of curricular offerings in schools to take place to identify whether climate action and sustainable development programme can be offered at senior cycle.	Review of curricular offerings in schools to take place to identify whether climate action and sustainable development programme can be offered at senior cycle.
		Providing training to Musician Educators on how to use provided Microsoft suite for digital lessons, moving away from paper-based notes.	All Musician Educators trained in Microsoft Powerpoint for lesson delivery.	Training delivered before September 2026 to all Musician Educators as part Q2 meeting.

	5.3 Bring current and proposed buildings up to required sustainability requirements.	DOS to continue to engage with the building's unit on new and existing developments.	DOS to attend development meetings for approved projects.	DOS to attend development meetings for approved projects.
	5.4 Increase environmental sustainability across the organisation through a selfevaluation process to increase knowledge and develop awareness for actioning outcomes.	Climate action Committees to continue to work with LWETB in relation to reviewing current practices and plan for change.	Climate action Committees to continue to work with LWETB in relation to reviewing current practices and plan for change.	Climate action Committees to continue to work with LWETB in relation to reviewing current practices and plan for change.
		MG Contribute to LWETB road map.	As required contribute to road map.	MG's sustainability initiatives are included in the roadmap.
	5.5 Develop Green procurement awareness and processes.	DOS to work with procurement department in LWETB to update procurement processes to reflect sustainability.	Review current procurement procedures in relation to machine and equipment purchasing.	Sustainability included in all procurement processes.
		Include Green awareness criteria in all procurement/ tender documentation.	Liaise with procurement as necessary.	Assessment criteria included in all documentation.
	5.6 Develop an LWETB road map to meet the new 2030 targets.	The actions from the Smart metering project, the energy audits and the approvals from the Department of Education and Youth, DFHERIS and SOLAS for developments, will create a roadmap of these actions.	LWETB has a gap to target in place which shows that we can achieve the target by 2030.	Have a gap to target in place which shows that we have achieved the target by 2030.

Service Plan Statement of Services 2026 Organisation, Support & Development

LWETB Priority 1	LWETB Goal	Organisation, Support & Development Action	Organisation, Support & Development Performance Indicator	Organisation, Support & Development Target
1. Provide High Quality Teaching, Learning, Assessment, Development and Learner Experience. FOCUS: Deliver inclusive, accessible high-quality teaching, learning, assessment and development for all learners and staff.	1.1 Optimise learner experience by promoting a culture of collaboration where the voice of students, learners, staff and parents/guardians are heard and the opportunity to engage with decision making is promoted within LWETB.	Support Schools Youth and Music and Further Education and Training in the delivery of a quality learning experience for all.	Provide administrative and training support.	Administrative and training support to be provided to schools, FET and other services throughout the year.
	1.2 Support initiatives that meet national programme needs as they arise, promote increased participation, equality and inclusion.	Support schools Youth and Music and Further Education and Training.	Provide administrative support to all.	Review procurement and Accounts Payable procedures and improve efficiency and accuracy. New Branding of LWETB van and development of a music specific asset register.
	1.3 Centres and schools will promote and embed a culture where our learners and students are given the opportunity to reach their full potential.	Support FET, Schools Youth and Music to promote a better culture.	Provide administrative support to all.	Review pillar structure in light of increase in building activities, H&S compliance, and improve building maintenance. Reduce carbon footprint. Sustainability initiatives. Maintenance of ICT.
	1.4 Support our centres and schools in embedding self-evaluation and quality assurance processes across LWETB services.	Support Further Education and Training, Schools, Youth and Music in embedding self-evaluation Quality Assurance processes across LWETB services.	Provide support to all.	To provide administrative support to schools, FET and engage in all relevant evaluation processes required throughout the year.
	1.5 Ensure the safety and wellbeing of all students and learners is prioritised, that regulations and guidelines are fully complied with, and Child Protection Procedures for Schools 2025 are evidenced.	Support FET, Schools, Youth and Music to ensure that the safety and wellbeing of all students and learners is prioritised.	Provide support to all.	Provide ongoing training on Health and Safety, Wellbeing and support maintenance programmes across all sites. Appointing a new grade V (2 year contract) supported by consultants.

LWETB Priority 2	LWETB Goal	Organisation, Support & Development Action	Organisation, Support & Development Performance Indicator	Organisation, Support & Development Target
2. Enhance Infrastructure across LWETB. FOCUS: Enhance working and learning environments. Develop and improve infrastructure, facilities and resources for staff and learners.	2.1 Maintain, enhance and expand buildings and facilities to provide fit for purpose accommodation for staff and learners	Prepare a maintenance programme for all sites.	Procurement competition to appoint relevant contractors.	Review maintenance programme and devise new procurement/ maintenance processes and protocols.
	2.2 Explore expansion of LWETB services to include Community National Schools and FET Campuses of the Future.	Engage with relevant school and patrons as part of the reconfiguration pilot announced by the Minister in agreement with the IEC for schools or with patrons considering a transfer of patronage.	Meetings with relevant Department Officials and Patrons and identified potential schools. Engagement with SOLAS on investments in SUIF and other development opportunities including the devolved Green Grant.	Three meetings with patrons/ departmental officials and funding bodies.
	2.3 Implement and expand ICT infrastructure to support governance systems, Data Protection systems, business continuity and risk management.	Prepare for the phased introduction of a Shared ICT services environment for Corporate Services. Start working to achieve the Governments baseline ICT standards.	Put in place a Grade V to prepare the necessary documentation to be compliant with the baseline standards.	Continue to increase our compliance with the baseline standards to over 50/60%.
	2.4 Develop appropriate management information and reporting systems across LWETB.	Continue with development of the use of D/EPM.	New initiatives to make information systems more accessible to D/EPM for reporting.	Continue to get D/EPM or other systems linked to other data sources to improve budgeting. Finance shared services management & reporting.
	2.5 Review and enhance effective Health and Safety systems and structures across the organisation.	Continuous development of the role of the H&S Committee.	The Health & Safety Committee to review progress on identified issues.	Hold three meetings in 2026.
		Continue the suite of Health & Safety training identified for relevant staff.	Staff training to be monitored to maintain training up to date.	Database of training provided, training needs and in date to be updated on an ongoing basis.
		Roll out of shared ICT services to all sites.	Generate an implementation plan.	Progressing the project to 2026. Review resourcing in first half of 2026.

LWETB Priority 3	LWETB Goal	Organisation, Support & Development Action	Organisation, Support & Development Performance Indicator	Organisation, Support & Development Target
3. Enhance Organisational Support & Development. FOCUS: Provide a supportive, collaborative and safe working environment for all staff through provision of relevant policies and procedures all underpinned and supported by Professional Learning and Development.	3.1 Embed good governance practices across LWETB in line with ETB Code of Governance, current legislation and comply with reporting requirements to relevant government departments.	Provide training on governance area including training on Blended Working, Procurement, climate actions and policies & procedures.	Record of training.	All staff trained via Privacy Engine or Teams. Privacy Engine will also record training of the relevant cohorts on the Procurement Policy, climate actions, etc. Continue with training for the Board & committees.
		Climate Action and Health and Safety.	Record of training.	Training in each area to be provided at least once in 2026.
		Risk Management Policy and the Risk Management plan should be reviewed on an ongoing basis.	On the Agenda for the Audit and Risk Committee (ARC). On the Agenda for the LWETB board.	Risk Management plans updated at least quarterly. New Risk Register to be implemented Q1 2026 and some process may change.
		Remain compliant with the requirement of stating a pension liability figure for each category.	Work with ESBS on the four strands for the development of a pension's liability figure for 2026.	The liability figure to be included in the Financial Statements.
		Review of Internal Controls annually internally, and if possible, externally by the IAU.	Report from the Executive. Report from the IAU.	Biannually.
	3.2 Provide staff development opportunities to inform good practice and enable delivery of dynamic, diverse, innovative services.	Continue training on the Contract Management system.	Record of training.	Training to be provided at least once in 2026.
		Provide training on the Smart metering system and Water metering system.	Record of training.	Training to be provided to all relevant staff at least once in 2026.
		Provide training on the D/EPM, Sun and P2P.	Record of training.	Training to be provided to all relevant staff at least once in 2026.
		Carry out a training needs analysis for all OSD functions.	The training needs analysis report.	Commenced by the end of the second quarter (Q3) 2026.
		Implement a Continuous Professional Development Policy and Study Leave Policy. Increase training places for CPD for staff.	Number of training places offered. Policies in place and communicated to staff.	Training to be provided at least once in 2026.

	3.3 Attract and retain high-quality skilled staff and embed structures to meet evolving work patterns.	Ensure the recruitment process is as effective as possible.	Analysis of the retention of staff hired over the last five years.	End of 2026.
		Continue to recruit high calibre staff in line with good practice and employment legislation. Identify initiatives to retain staff, particularly in key areas of the organisation.	Decrease lead-in time by 10% for appointments. Increase retention rates by 10%. Decrease the number of Competitions by 10%.	Complete up to 200 competitions.
		Improve on the approach to increase recruitment of persons with disability or diversity of background.	New initiatives.	By the end of the second quarter (Q3) 2026.
	3.4 Leadership capacity skills across the organisation.	Provide appropriate leadership skills training.	Record of Training.	End of 2026.
		Review of skills required, identify gaps, and implement training interventions as appropriate.	Number of training / conferences attended.	10% Increase in training and learning opportunities for leaders and potential leaders.
		Training needs analysis in financial management is carried out on an annual basis.	A Financial Management Training Needs Analysis is carried out annually.	Training needs analysis.
	3.5 Support organisational wellbeing.	Continue to support the wellbeing committee.	Number of meetings.	Four meetings before the end of 2026.
		Develop a comprehensive Health and Safety approach for LWETB. Continue the development of sustainable climate actions for LWETB.	Plan for all schools and centres. Develop the role of the Climate Action Steering committee and the energy committees.	Increased awareness among staff and students. Increased awareness among staff and students.
	3.6 Implement internal communication strategy.	Develop a communication plan for the rollout of the intranet.	Awareness for all LWETB staff - intranet.	A Communication Plan in advance of rollout.
Introduction of a Shared ICT services environment to Head Office.		Have rolled out to Head Office by the end of 2026.	Rollout completed by end of 2026.	

3.7 Ensure and enhance effective governance practices, risk management, compliance and accountability across the organisation.	All boards should carry out self assessments, using the questionnaire included in the Code of Practice, to identify areas where improvements are required.	Self-assessment report.	Reviewed annually. Board assessment & review to be conducted during the fourth quarter (Q4) 2026.
	Emphasise the requirement for attendance at all Board Meetings as per the Code of Practice for Governance of ETB's.	Full attendance at meetings.	On the agenda and attendance recorded at each meeting and is reviewed. Training pack issued to board to include Code of Practice for the Governance of ETB's.
	On appointment of new members to FC and ARC the Board in consultation with the Committee Chair should ensure that appropriate expertise is held by those on the committee.	Review of the committee /board skill set on creation or addition to membership.	As vacancies arise.
	Written reports on the work of the ARC and Finance Committee to be presented to the Board members as required under the Code of Practice for Governance of ETB's.	Presentation in the minutes of relevant report.	Annually.
	A self-assessment report on the work of the Audit and Risk Committee and of the Finance Committee are prepared annually.	The Chair ensures the self assessments are carried out.	Noted at Board meeting annually.
	Gender balance Board. Diversity & Inclusion Board (gender & diverse).	Gender balance in Board membership (gender & diverse).	Best practice guidelines in seeking replacements as board members leave or retire.
	Develop and implement more policies and procedures. Continue review of current policies.	Policies approved.	Up to 30 policies approved by the end of 2026.
	Introduce the Corporate Services system (Shared ICT services).	One module to be completed.	One module to be completed. Continue to develop further modules.
	Dept of Education and Youth reporting deadlines are adhered to.	Meet deadline dates.	Meet deadline dates.

		Continue to develop the Contracts Management System.	Continue to develop the Contracts Management System.	By the end of the third quarter (Q3) 2026.
		Introduce multi-supplier frameworks to capture a greater level of information.	Number of multi-supplier frameworks.	Maintain the multi supplier frameworks with 5 new multi suppliers in place by 2026.
		Cover over 80% of all spend with procurement competitions.	Amount of spend covered by a procurement competition.	80% of all spend to be covered by a formal procurement process (either etenders, tenders, frameworks or TGD).
LWETB Priority 4	LWETB Goal	Organisation, Support & Development Action	Organisation, Support & Development Performance Indicator	Organisation, Support & Development Target
4. Enrich Partnerships FOCUS: To further develop strategic partnerships locally, nationally, and internationally to support brand recognition, innovation and best practice	4.1 Promote the LWETB brand and raise the local and National profile of all services across LWETB.	Develop Service Level agreements with external stakeholders. Communication Campaign.	SLA developed and implemented as required. Raise learner and stakeholder engagement.	Five in place by the end of the third quarter (Q3) 2026. Raise learner and stakeholder engagement.
	4.2 Enhance stakeholder engagement and cultivate links with local, national and international partners.	Engage effectively with stakeholders and develop partnerships.	A list of partnerships and alliances with external stakeholders and bodies will be updated.	End of the fourth quarter (Q4) 2026.
	4.3 Engage and respond to National policy development and support implementation.	Engage with ETBI Climate Action Steering Group.	Number of meetings and / or initiatives.	Three before the end of 2026.
	4.4 Implement external Communication Strategy.	Review LWETB Communications Strategy.	Continuous improvement of the Communications Strategy to adapt to ever changing needs.	End December 2026.
	4.5 Proactively engage with agencies and employers to ensure continued innovative responses to current and future educational and economic needs.	Review our interactions with employers and agencies to develop innovative economic responses to additional educational needs.	Update our connection with suppliers to ensure needs are being met. A list of developments in this area.	Update at least 3 in 2026.
	4.6 Implement a partnership approach for a Pathfinder programme pilot in conjunction with the Dept of Education & Youth and SEAI.	Actively progress the leadership of a Pathfinder programme. Implement a partnership approach with SEAI for other developments.	Accept the lead role in a Department of Education and Youth pathfinder programme.	Commence activity in 2026.

LWETB Priority 5	LWETB Goal	Organisation, Support & Development Action	Organisation, Support & Development Performance Indicator	Organisation, Support & Development Target
5. Develop Environmental & Social Sustainability FOCUS: Promote low carbon innovation, biodiversity and green communities	5.1 Develop and support the delivery of national objectives as required in Climate Action Plan 2025.	Provide support to ETBI Climate Action Group.	Membership of the ETBI climate Action Committee.	One member on the Committee.
		Develop the Climate Action Steering group and centres/schools' committees.	Committee meets.	Four times a year.
	5.2 Provide relevant education and training programmes to meet educational and employment demands as a result of the development of the Climate Action Plan.	Provide training programme for staff on a train the trainer basis on climate action.	Draft training programme.	Thirty staff provided with training on climate action.
		Prepare a development action plan for individual sites.	Plans advanced by site.	Ten plans advanced by the end of 2026.
	5.3 Bring current and proposed buildings up to required Sustainability requirements.	Progress individual projects.	Projects moved to next stage of implementation.	Three by the end of 2026.
	5.4 Increase environmental sustainability across the organisation through a self-evaluation process to increase knowledge and develop awareness for actioning outcomes.	Further develop the use of the data from the Smart metering system for all sites.	The Sensor CIS for LWETB system is live and relevant staff provided with access and training.	Access is available for all LWETB sites and used to promote ongoing efficiency.
	5.5 Develop Green procurement awareness and processes.	Introduce whole life cost per equipment purchased.	Percentage of equipment bought using that process.	Achieving above 60% in 2026.
	5.6 Implement a process to reduce climate action impact for a number of locations.	Lead a pathfinder programme for 12 schools starting in 2024 completing in 2026.	The design team is in place and work commenced on the recommended projects in 2026.	Have contractors completed in all 12 schools by the end of 2026.
5.7 Develop an LWETB road map to meet the new 2030 targets.	The actions from the Smart metering project, the energy audits and the approvals from the Department of Education and Youth, Department of Further & Higher Education, Research, Innovation & Science and SOLAS for developments, will create a roadmap of these actions.	LWETB has a gap to target in place which shows that we can achieve the target by 2030. As additional funding becomes available from Department of Education and Youth, Department of Further & Higher Education, Research, Innovation & Science and SOLAS the roadmap will be updated. Identify a Roadmap specifically for the Devolved Green Grant.	Have a gap to target in place which shows that we have achieved the target by 2030.	

Performance Delivery Agreement 2026

Goal	Priority	Action	Performance Indicator	Target
Optimise Learner/Student Experience.	Provide a positive learning experience for all learners, including learners from marginalised groups.	<p>In the Further Education & Training (FET) Statement of Service Plan see Priority 1 Goal 1.1, 1.2, 1.3, 1.4 and 1.5.</p> <p>In the Schools, Youth and Music Generation (SYM) Statement of Service see Priority 1 Goal 1.1, 1.2, 1.3, 1.4, 1.5 and Priority 3, Goal 3.1, 3.2, 3.3 and 3.5.</p> <p>In the Organisation Support & Development (OSD) Statement of Service see Priority 1, Goal 1.1, 1.2, 1.3, 1.4 and 1.5.</p>	<p>In the FET Statement of Service see Priority 1, Goal 1.1, 1.2, 1.3, 1.4 and 1.5.</p> <p>In the SYM Statement of Service see Priority 1 Goal 1.1, 1.2, 1.3, 1.4, 1.5 and Priority 3, Goal 3.1, 3.2, 3.3 and 3.5.</p> <p>In the OSD Statement of Service see Priority 1, Goal 1.1, 1.2, 1.3, 1.4 and 1.5.</p>	<p>In the FET Statement of Service see Priority 1, Goal 1.1, 1.2, 1.3, 1.4 and 1.5.</p> <p>In the SYM Statement of Service see Priority 1 Goal 1.1, 1.2, 1.3, 1.4, 1.5 and Priority 3, Goal 3.1, 3.2, 3.3 and 3.5.</p> <p>In the OSD Statement of Service see Priority 1, Goal 1.1, 1.2, 1.3, 1.4 and 1.5.</p>
	Support students/learners at risk of educational disadvantage in line with current national policy.	<p>In the FET Statement of Service see Priority 1, Goal 1.1, 1.2, 1.3, 1.4 and 1.5.</p> <p>In the SYM Statement of Service see Priority 1, Goal 1.1, 1.2, 1.3, 1.4, 1.5 and Priority 3, Goal 3.1, 3.2, 3.3, 3.5.</p> <p>In the OSD Statement of Service see Priority 1, Goal 1.2.</p>	<p>In the FET Statement of Service see Priority 1, Goal 1.1, 1.2, 1.3, 1.4 and 1.5.</p> <p>In the SYM Statement of Service see Priority 1, Goal 1.1, 1.2, 1.3, 1.4, 1.5 and Priority 3, Goal 3.1, 3.2, 3.3, 3.5.</p> <p>In the OSD Statement of Service see Priority 1, Goal 1.2.</p>	<p>In the FET Statement of Service see Priority 1, Goal 1.1, 1.2, 1.3, 1.4 and 1.5.</p> <p>In the SYM Statement of Service see Priority 1, Goal 1.1, 1.2, 1.3, 1.4, 1.5 and Priority 3, Goal 3.1, 3.2, 3.3, 3.5.</p> <p>In the OSD Statement of Service see Priority 1, Goal 1.2.</p>

	Ensure all schools have adopted the Child Protection Procedure for Schools 2025 by the end of 2026.	<p>In the FET Statement of Service see Priority 1, Goal 1.5.</p> <p>In the SYM Statement of Service see Priority 1, Goal 1.2 and 1.5 and Priority 3, Goal 3.1.</p> <p>In OSD Statement of Service see Priority 1, Goal 1.5.</p>	<p>In the FET Statement of Service see Priority 1, Goal 1.5.</p> <p>In the SYM Statement of Service see Priority 1, Goal 1.2 and 1.5 and Priority 3, Goal 3.1.</p> <p>In OSD Statement of Service see Priority 1, Goal 1.5.</p>	<p>In the FET Statement of Service see Priority 1, Goal 1.5.</p> <p>In the SYM Statement of Service see Priority 1, Goal 1.2 and 1.5 and Priority 3, Goal 3.1.</p> <p>In OSD Statement of Service see Priority 1, Goal 1.5.</p>
	Confirm that the appropriate procedures for child protection and safeguarding are in place in line with the with the Child Protection Procedures for Schools 2025.	<p>In the FET Statement of Service see Priority 1, Goal 1.5.</p> <p>In the SYM Statement of Service see Priority 1, Goal 1.2 and 1.5 and Priority 3, Goal 3.1.</p> <p>In OSD Statement of Service see Priority 1, Goal 1.5.</p>	<p>In the FET Statement of Service see Priority 1, Goal 1.5.</p> <p>In the SYM Statement of Service see Priority 1, Goal 1.2 and 1.5 and Priority 3, Goal 3.1.</p> <p>In OSD Statement of Service see Priority 1, Goal 1.5.</p>	<p>In the FET Statement of Service see Priority 1, Goal 1.5.</p> <p>In the SYM Statement of Service see Priority 1, Goal 1.2 and 1.5 and Priority 3, Goal 3.1.</p> <p>In OSD Statement of Service see Priority 1, Goal 1.5.</p>
Protection Programmes.	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>In the FET Statement of Service see Priority 1, Goal 1.2 and Priority 4, Goal 4.3 and 4.4.</p> <p>LWETB services will engage with nominated agencies as required to support the Irish Refugee Protection Programme and provision for international protection applicants.</p>	<p>In the FET Statement of Service see Priority 1, Goal 1.2 and Priority 4, Goal 4.3 and 4.4.</p> <p>FET will provide English language programmes and other further education and training opportunities to support the needs of this group.</p>	<p>In the FET Statement of Service see Priority 1, Goal 1.2 and Priority 4, Goal 4.3 and 4.4.</p> <p>Deliver programmes when requested by Departments during 2026 including Department of Justice, Department of Education and Youth, Department of Further & Higher Education, Research, Innovation and Science and Department of Children, Disability and Equality. (In line with budget allocation).</p>

		<p>In the SYM Statement of Service see Priority 1, Goal 1.2, and Priority 4, Goal 4.4 and 4.6.</p> <p>Schools to continue to engage with Department of Education and Youth and the Irish Refugee Protection Programme along with local Educational Welfare Officers to provide support and school places for applicants Music Generation Longford and LWETB Youth Work unit to provide support where appropriate.</p> <p>In the OSD Statement of Service see Priority 1, Goal 1.2.</p>	<p>In the SYM Statement of Service see Priority 1, Goal 1.2, and Priority 4, Goal 4.4 and 4.6.</p> <p>School Admissions policies are reviewed annually Provision of services from Music Generation Longford and newly established Music Generation Westmeath and Youth Work services.</p> <p>In the OSD Statement of Service see Priority 1, Goal 1.2.</p>	<p>In the SYM Statement of Service see Priority 1, Goal 1.2, and Priority 4, Goal 4.4 and 4.6.</p> <p>Up to date admissions policies for all schools. Appropriate programmes provided by both Music Generation programmes.</p> <p>In the OSD Statement of Service see Priority 1, Goal 1.2.</p>
Governance.	<p>Attendance rates at board meetings.</p> <p>Action: Individual boards should re-emphasise the requirement for attendance at all board meetings as per the Code of Practice for Governance of ETBs.</p>	<p>In the OSD Statement of Service see Priority 3, Goal 3.7.</p>	<p>In the OSD Statement of Service see Priority 3, Goal 3.7.</p>	<p>In the OSD Statement of Service see Priority 3, Goal 3.7.</p>

	<p>Board Self Assessments.</p> <p>Action: All boards should carry out self-assessments, using the questionnaire included in the Code of Practice, to identify areas where improvements are required.</p>	<p>In the OSD Statement of Service see Priority 3, Goal 3.7.</p>	<p>In the OSD Statement of Service see Priority 3, Goal 3.7.</p>	<p>In the OSD Statement of Service see Priority 3, Goal 3.7.</p>
	<p>Financial expertise on audit and finance committees.</p> <p>Action: 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.</p>	<p>In the OSD Statement of Service see Priority 3, Goal 3.7.</p>	<p>In the OSD Statement of Service see Priority 3, Goal 3.7.</p>	<p>In the OSD Statement of Service see Priority 3, Goal 3.7.</p>
	<p>Board appraisal of work carried out by Finance and Audit & Risk Committees.</p> <p>Action: The chair of each board should ensure that board members are provided with written reports on the work carried out by finance and audit & risk committees as required under the Code of Practice for Governance of ETBs.</p>	<p>In the OSD Statement of Service see Priority 3, Goal 3.7.</p>	<p>In the OSD Statement of Service see Priority 3, Goal 3.7.</p>	<p>In the OSD Statement of Service see Priority 3, Goal 3.7.</p>
	<p>Self-Assessment by Finance and Audit & Risk Committees.</p> <p>Action: The chairs of both the audit & risk committee and the finance committee should ensure that a self-assessment exercise is completed annually as required under the Code of Practice for the Governance of ETBs.</p>	<p>In the OSD Statement of Service see Priority 3, Goal 3.7.</p>	<p>In the OSD Statement of Service see Priority 3, Goal 3.7.</p>	<p>In the OSD Statement of Service see Priority 3, Goal 3.7.</p>

	<p>Staff Development.</p> <p>Action: The chief executive should ensure that;</p> <ul 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. 	<p>In the OSD Statement of Service see Priority 3, Goal 3.1, 3.2 and 3.4. Training manager appointed in 2023.</p> <p>In the FET Statement of Service see Priority 3, Goal 3.2 and 3.4.</p> <p>In the SYM Statement of Service see Priority 3, Goal 3.2 and 3.4.</p>	<p>In the OSD Statement of Service see Priority 3, Goal 3.1, 3.2 and 3.4.</p> <p>In the FET Statement of Service see Priority 3, Goal 3.2 and 3.4.</p> <p>In the SYM Statement of Service see Priority 3, Goal 3.2 and 3.4.</p>	<p>In the OSD Statement of Service see Priority 3, Goal 3.1, 3.2 and 3.4.</p> <p>In the FET Statement of Service see Priority 3, Goal 3.2 and 3.4.</p> <p>In the SYM Statement of Service see Priority 3, Goal 3.2 and 3.4.</p>
	<p>Departmental returns and reporting deadlines.</p> <p>Action: Returns to the Department must be accurate and reporting deadline adhered to.</p>	<p>In the OSD Priority 3, Goal 3.7. In the FET Priority 2, Goal 2.4 In the SYM Priority 3, Goal 3.7</p>	<p>In the OSD Priority 3, Goal 3.7. In the FET Priority 2, Goal 2.4 In the SYM Priority 3, Goal 3.7</p>	<p>In the OSD Priority 3, Goal 3.7. In the FET Priority 2, Goal 2.4 In the SYM Priority 3, Goal 3.7</p>
	<p>Risk Management Policy.</p> <p>Action: The board of each ETB should ensure that there is an ongoing process designed to identify and address significant risks involved in achieving an entity's outcomes. The audit and risk committee should support the board in this role.</p>	<p>In the OSD Statement of Service see Priority 3, Goal 3.1.</p>	<p>In the OSD Statement of Service see Priority 3, Goal 3.1.</p>	<p>In the OSD Statement of Service see Priority 3, Goal 3.1.</p>
	<p>Internal Controls.</p> <p>Action: The board of each ETB should ensure that it receives adequate assurance that specified controls are operating as intended.</p>	<p>In the OSD Statement of Service see Priority 3, Goal 3.1.</p>	<p>In the OSD Statement of Service see Priority 3, Goal 3.1.</p>	<p>In the OSD Statement of Service see Priority 3, Goal 3.1.</p>

Longford and Westmeath Education and Training Board

Projected Receipts and Expenditure

	Year ended 31/12/2026	Year ended 31/12/2025
RECEIPTS		
Schools & Head Office Grants	41,841,159	40,116,933
Further Education and Training Grants	40,694,648	40,619,390
Youth Services Grants	1,357,869	1,222,467
Agencies & Self-Financing Projects	3,270,202	3,358,706
Capital	6,906,753	6,640,454
	<u>94,070,631</u>	<u>91,957,950</u>
PAYMENTS		
Schools & Head Office	41,841,159	40,273,100
Further Education and Training	40,694,648	36,630,883
Youth Services	1,357,869	1,183,816
Agencies & Self-Financing Projects	3,282,498	2,913,009
Capital	9,821,553	9,333,555
	<u>96,997,727</u>	<u>90,334,363</u>
	<u>-2,927,096</u>	<u>1,623,587</u>
Cash Surplus/(Deficit) For Period		

Note: The 2025 outturn is a draft and is subject to audit.

Longford and Westmeath Education and Training Board

Projected Receipts and Expenditure

	Year ended 31/12/2026	Year ended 31/12/2025
Post Primary Schools & Head Office Payments		
PAY		
Instruction	33,036,014	31,700,151
Administration	3,827,754	3,607,122
Maintenance	<u>603,822</u>	<u>567,960</u>
Total Pay	37,467,590	35,875,233
Non-Pay	2,194,871	2,402,692
ASSOCIATED Programmes		
Free Schoolbooks Grant	900,000	836,864
Student Support Services	315,117	322,940
ICT Grant	227,186	221,351
DEIS Funding Home School Liaison & Summer programme	170,000	169,237
Junior Education Centre	77,500	65,897
Other	<u>311,464</u>	<u>202,339</u>
Total Associated Programmes	2,001,267	1,818,628
Community National Schools	177,431	176,547
Total	<u><u>41,841,159</u></u>	<u><u>40,273,100</u></u>

Longford and Westmeath Education and Training Board

Projected Receipts and Expenditure

FURTHER EDUCATION AND TRAINING PAYMENTS

Funding Pots	Year ended 31/12/2026	Year ended 31/12/2025
Core	7,074,818	6,075,326
Workforce Skills Development/Transformation	4,957,042	4,362,898
FET Pathway	13,515,496	13,218,001
Apprenticeship	14,861,262	12,652,856
Discretionary	202,430	241,082
Other	83,600	80,721
Total	40,694,648	36,630,883



Appendix 1

Further Education & Training Service Provision 2026 for LWETB Service Plan

Further Education and Training Service Provision 2026 for LWETB Service Plan

Overview of Further Education and Training (FET)

Longford and Westmeath Education and Training Board (LWETB) delivers high-quality Further Education and Training (FET) across Longford and Westmeath, ensuring accessible pathways for learners in every community. LWETB has established 12 primary FET locations across Longford and Westmeath.

Through its network of campuses and centres, LWETB provides a wide range of programmes, from apprenticeships and traineeships to literacy, upskilling, and lifelong learning which is tailored to local needs while contributing to national skills priorities. This strong geographical presence ensures that learners, employers, and communities across Longford and Westmeath can access flexible, inclusive, and future-focused education and training opportunities.

FET Priorities in 2026 (new FET Strategy Objectives)

Short paragraph detailing the planned work and provision in each of the following areas to support the delivery of the new FET Strategy 2026-2030.

- **Future-Ready Knowledge and Skills**

LWETB will align FET provision with the broad span of technology needs of employers, drawing on up-to-date skills research from SOLAS and forecasting based on local knowledge with a focus on AI and core digital skills. LWETB will promote eCollege courses to prospective learners in the areas of AI, cybersecurity and other emerging areas of skills need. LWETB will embed digital learning across all appropriate FET provision - in-person, blended, and online - to ensure all learners gain essential digital skills and competencies. LWETB will provide opportunities to improve staff capacity and capability to enhance digital learning opportunities. LWETB will support the Digital Learning / TEL Coordinators network to share best practice and disseminate the *Digital Learning Framework for FET* consistently across FET providers.

- **Inclusion for Prosperity and Cohesion**

LWETB will continue to provide community-based education through the Adult Literacy for Life Strategy (2022) and the Community Education Framework (2024). LWETB's Community-based education supports an inclusive society which fosters social cohesion, active citizenship and celebrates diverse communities. LWETB will continue to support learners moving from Further Education and Training programmes to other programmes, into work, or onto higher education. LWETB will implement the next phase of the Adult Literacy for Life strategy. Our Community Education provision will deliver against key priorities under the Community Education Framework. LWETB will continue with the development of knowledge and skills, as well as foundational, transversal, sector-specific, and participation through community-based education, which will contribute to the National Skills Strategy. LWETB will continue to deliver its English for Speakers of Other Languages (ESOL) provision during 2026 which is aligned with the budget allocated.

- **Quality with Innovation**

The FET provision within LWETB will strive to be relevant and aligned to learners, economic and societal needs by providing a responsive, flexible, and learner-centred services. With appropriate supports made available FET will advance its capability in the area of recognition of prior learning (RPL) and continue to offer modular learning to enhance access and flexibility. Initiatives include micro-qualifications, digital badging and micro-learning methods will be expanded based on learner and enterprise demand.

- **Collaborating for Impact**

An integrated tertiary system is a priority for Government, with a new tertiary education strategy due to be published in 2026 by DFHERIS. LWETB is committed to work on this initiative with the Department of Further and Higher Education, Research, Innovation and Science (DFHERIS), higher education partners, and other key stakeholders where opportunities and funding exists to support these initiatives. During 2026 a tertiary programme in Nursing is planned. LWETB will continue to expand its engagement with other Government Departments and agencies who support enterprise activity, including Enterprise Ireland, Department of Social Protection (DSP), IDA, Regional Skills Forum (RSF) and Ibec.

Funding Allocation for 2026

LWETB receives funding for the provision of FET Services on an annual basis from the Department of Further and Higher Education, Research, Innovation and Science (DFHERIS) which is channelled through SOLAS.

Table 1: Funding Allocation for LWETB

Allocation for LWETB	2025 Final Allocation	2026 Allocation
Core Funding for a Strategic & Effective ETB	€6,892,952	€7,074,818
Workforce Skills Development & Transformation	€4,977,063	€4,957,042
FET Pathways	€14,188,537	€13,515,496
Apprenticeship	€14,527,329	€14,861,262
Strategic Investment	€400,000	€202,430
Overall Allocation	€40,985,881	€40,611,048

In 2026, LWETB will utilise this funding to deliver

Core Funding for a Strategic and Effective ETB

LWETB's Core funding supports the delivery of services across FET by allocating funding to the areas detailed in the table below which is aligned with the SOLAS Funding Requirements for Education and Training Boards Further Education and Training Provision 2026 Version 1.1 dated 16.01.2026.

As per the directives given by SOLAS in its 2026 FET Funding Requirements, LWETB has provided a detailed breakdown of its allocation in the 2026 Allocation Breakdown Template and has allowed for the appropriate amounts in ringfenced areas.

Solus Funding Pots		Support Funding Lines	Programmes
1	CORE Funding to drive an effective strategic hub	Learner Support and Guidance	Support costs associated with the delivery of the programme categories.
		Buildings	
		Quality / Certification	
		Other Central Supports	

Core Funding Pot

The Core Funding pot covers some of the costs related to overheads, staffing, pay, learner and staff supports, among other essential areas. Due to the increasing, non-negotiable and the ongoing nature of these costs, LWETB must ensure that a sufficient FET budget is available to cover these as a necessity.

The repair and maintenance of buildings is a focus for 2026, and a number of projects have been selected. Health and safety reviews were carried out during 2025 and identified actions will be focused on during 2026. These actions will be supported using budget in core funding. The cost of ICT related expenditure in the areas of IT Support for staff and learners, and the ongoing costs associated with software licenses, cyber security and essential IT network projects have increased and are incorporated within the core funding pot. Rents have increased and these costs will have to be absorbed. Salary costs have risen in line with increments and public service increases that are continuing in 2026. To date FET has not recruited or replaced a number of staff who resigned or retired in 2025. This means that during 2026 to sustain developments in areas such as learner supports, FET quality assurance, Services to Business and apprenticeship these roles will need to be recruited and funded from the budget.

Another associated cost is the planned expansion of apprenticeship into the Connolly Campus in Longford for the first time. Construction of the facility in Longford will be completed in quarter one 2026 and will require an ongoing commitment to funding into the future. The initial core funding allocation cannot support these additional associated costs so this will require discussions with SOLAS to decide a way forward to deliver on the plan.

Funding for FET Provision for Workforce Skills Development & Transformation

(Employment Progression, Learning in Employment)

LWETB's Workforce Skills Development funding will support the delivery of skills by funding the areas detailed in the table below which are aligned with the SOLAS Funding Requirements for Education and Training Boards Further Education and Training Provision 2026.

As per the directives received LWETB has provided to SOLAS a detailed allocation in the 2026 indicative Allocation Breakdown Template under the programme categories and Legacy Programme names.

LWETB has provided a detailed breakdown of its allocation in the 2026 Indicative Allocation Breakdown Template and has allowed for the appropriate amounts in any ringfenced areas.

Solas Funding Pot	New Programme Category	Legacy Programmes *
2 Workforce Skills Development	Learning For Employment Progression	PLC Specific Skills Training Traineeship Training
	FET for Employment, HE Transition and Employee Upskilling	Learning in Employment
		Skills to Advance

This pot will support LWETB's planned activities for 2026, including Skills Training, Traineeship, Skills to Advance (STA), and Post-Leaving Certificate (PLC) courses. LWETB will deliver provision in 2026 which is aligned to the allocated budget.

Funding for FET Pathways

(Pathways, Youth Provision, Community Education, Adult Literacy for Life)

LWETB's Funding for **FET Pathways** will support the delivery of skills by allocating funding to the following areas which are detailed in the table below in line with the SOLAS Funding Requirements for Education and Training Boards Further Education and Training Provision 2026.

LWETB has provided a detailed allocation in the 2026 Indicative Allocation Breakdown Template and has allowed for the appropriate amounts in any ringfenced areas.

Solas Funding Pots	New Programme Category	Legacy Programmes *
FET Pathways	Pathways	Specialist Training Providers BTEI FET Co-operation Hours
	Youth Provision	Youthreach Community Training Centres
	Community Education	Community Education
	Adult Literacy for Life	Literacy for Life Includes: Adult Literacy DEIS Family Literacy Intensive Tuition in Adult Basic Education (ITABE) English for Speakers of Other Languages (ESOL)

FET Pathways Pot

This pot carries substantial ongoing commitments and includes significant Specialist Training Provider (STP) activity. While the 2026 allocation is €13,515,496 that is a reduction of 2025's allocation. LWETB must pay an increased STP capitation fee as requested by SOLAS. The FET Pathways pot includes a significant ongoing commitment of learner allowances which are paid to those attending Specialist Training Providers, Youthreach, Community Training Centres and Justice Workshops.

The overall budget allocated to learner allowances is a significant obligation within this pot for 2026. While learner allowances make up a significant portion of the overall budget in this pot, the remaining allocation is used for running Community Training Centres (CTC), Specialist Training Provider (STP) contracts in addition to LWETB's own staff, overheads and course running costs which have experienced increases from year to year.

The 2026 allocation has been significantly reduced in comparison to 2025 and this will present challenges.

Allocation for LWETB	2025 Final Allocation	2026 Indicative Allocation
FET Pathways	€14,188,537	€13,515,496

Apprenticeship Funding

(Craft and Consortia led)

LWETB Craft Apprenticeship Delivery – Current and Planned Expansion

In 2026 the apprenticeship funding pot as per the initial allocation has to support the following:

Apprenticeship Provision

- Trades: Phase 2 Electrical, Carpentry and Joinery, Plumbing, Motor, Metal Fabrication and MAMF which is delivered in the Garrycastle Campus, Athlone.
- The delivery is supported by modern facilities, and industry-standard equipment
- Strong employer engagement through our Service to Business team
- Call, registrations and allowances to all planned 61 classes of phase 4 and 6, which is 976 apprenticeship places in TUS

LWETB has provided a detailed breakdown of its allocation in the 2026 Indicative Allocation Breakdown Template and has allowed for the appropriate amounts however this does not include the planned expansion of electrical phase 2 apprenticeship into Longford, which is detailed below.

Major Apprenticeship Capital Project – Connolly Barracks, Longford

- 4 new electrical workshops
- Completion and handover: Q1 2026
- When completed the facility will have the capacity to deliver an additional 112 Phase 2 apprenticeship places based on available funding

Strategic Impact

- Expands capacity in high-demand trades
- Supports national apprenticeship growth targets
- Reinforces LWETB's role as a flagship hub for skills in the Midlands

This pot will support LWETB's planned activities for 2026. LWETB will deliver provision in 2026 which is aligned to its allocated budget.

Strategic Investment Funding

(Reach Funding, Specialist Skills Development, Skills to Advance Innovation Projects, ETB Strategic Initiatives, Climate Action Initiatives, Self-Financing Courses)

LWETB has provided a detailed breakdown of its allocation in the 2026 Indicative Allocation Breakdown Template and has allowed for the appropriate amounts in any ringfenced areas.


During 2026, LWETB will promote Reach funding across Longford and Westmeath with the aim of providing support to the most educationally disadvantaged learners in accessing and participating in community education initiatives. As defined in the 'Community Education Framework – Transforming Learning', "Community Education is both formal and non-formal learning led by communities for communities to support personal, social, educational, environmental, economic and community development". The Reach funding will be augmented by LWETB's community education provision and provision that is provided under the existing "ALL Strategy".

Reach funding continues to provide vital funds to assist LWETB and community education providers to widen and increase their capacity and ensure that they can support the participation of those who need it most. LWETB has an ongoing commitment to promote access, collaboration and innovation in community education. LWETB places a strong focus on community education to support and engage with educationally disadvantaged learners accessing and participating in adult learning in local communities across Longford and Westmeath. The primary focus of the funding is on widening participation by key target groups and building skills, while offering educational opportunities through simplified pathways and the possibility of moving forward in FET with LWETB and beyond. The funding helps increase the participation of educationally disadvantaged learners, particularly those at National Framework of Qualifications (NFQ) levels 1 to 3.

This pot will support LWETB's planned activities for Reach during 2026. LWETB will administer the fund during 2026 and respond to applications received as aligned to the allocated budget and community requests.


 **Mullingar Office**
Marlinstown Business Park,
Mullingar, Co. Westmeath, N91 RW96

Head Office Mullingar

 044 934 8389

 info@lwetb.ie

Further Education & Training

 044 934 2111

 fet@lwetb.ie



**An Roinn Oideachais
agus Oige**
Department of
Education and Youth



**An Roinn Breisoideachais agus Ardoideachais,
Taighde, Nuálaíochta agus Eolaíochta**
Department of Further and Higher Education,
Research, Innovation and Science



Rialtas na hÉireann
Government of Ireland



Có-mhaoinithe ag an
Aontas Eorpach

Co-funded by the
European Union



www.lwetb.ie