

# LOUTH AND MEATH EDUCATION AND TRAINING BOARD



## Strategy Statement 2022 - 2026



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



An Roinn Oideachais  
Department of Education



**SOLAS**  
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## 01 Message from an Cathairleach

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Mar Cathairleach Bord Oideachais agus Oiliúna Lú agus na Mí (BOOLM), tá lúchair orm Ráitéis Straitéise BOOLM 2022 go 2026 a chur i láthair. As Chairperson of the Louth and Meath Education and Training Board, I am delighted to introduce the Louth and Meath Education and Training Board (LMETB) Strategy Statement for 2022 to 2026.

The Education and Training Boards Act 2013 requires ETBs to prepare a five year Strategy Statement which outlines the objectives of the LMETB Board, the priorities of those objectives and the proposed strategies for achieving the objectives. In this, LMETB's second Strategy Statement, you will see that we have identified very ambitious strategic goals and actions for our organisation and we are confident that these will build on the tradition of excellence and innovation in education in LMETB. The strategic goals and objectives outlined will enable LMETB to further expand, develop, attract, retain and support staff of the highest calibre and enhance and improve the quality of education and training provided across the counties of Louth and Meath.

This Strategy Statement has been developed following consultation with the LMETB Board, Chief Executive, Directors of Schools, Further Education and Training and Organisation, Support and Development, with school and centre leaders, LMETB staff, students, parent/guardian bodies, Boards of Management and Committees of the LMETB Board. We have also consulted externally with funders, bodies representative of business, industry and employers, regulatory and oversight bodies, local authorities, schools of which LMETB is a co-patron and other stakeholders. In the development of the Strategy Statement we have also considered the environment within which LMETB operates.

I would like to take this opportunity to thank in particular the members of the LMETB Board, Councillors Marianne Butler and Damien O'Reilly who were members of the strategy sub-group, Chief Executive Martin O'Brien, Directors Fiona Kindlon (Schools), Sadie Ward McDermott (Further Education and Training) and Brian Murphy (Organisation, Support and Development) and all of LMETB's leaders and staff for their continued commitment to the valuable work of LMETB. Guím gach rath ar ár bhfoghlaiméorí agus ball foirne sna cúig bliana seo romhainn agus ar aghaidh. I wish all our learners and staff every success over the next five years and beyond.

**Cllr. John Sheridan**  
***Cathairleach,***  
**LMETB.**

## 02 Foreword by the Chief Executive

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Tá áthas orm Ráitéis Straitéise BOOLM 2022 go 2026 a chur i láthair thar ceann Bord Oideachais agus Oiliúna Lú agus na Mí (BOOLM). I am pleased to present the LMETB Strategy Statement for 2022 to 2026 on behalf of Louth and Meath Education and Training Board (LMETB).

LMETB's learners are at the heart of everything we do. We are committed to excellence and innovation in teaching and learning and this Strategy Statement sets out the strategic direction of our organisation over the next five years to enable us to continue to provide high quality education and training services to the communities of counties Louth and Meath.

This Strategy Statement has been developed following an on-line consultation with staff, learners, parent/guardian bodies, LMETB Board, Committees, Boards of Management, funders and other stakeholders. Unfortunately, Covid-19 protocols meant that normal face to face consultation was not feasible. LMETB will benefit greatly from the valuable contribution that these stakeholders have made to the development of our Strategy Statement.

Therefore, I am confident that the Strategy Statement addresses current concerns and ambitions while simultaneously taking cognisance of trends and developments at local, national and European level. I believe that it is a relevant, targeted and ambitious strategy.

The Strategy acts as a statutory framework, specifies LMETB's strategic goals and actions and promotes a shared vision and guide to inform the development of annual service plans. The strategy statement sets out five strategic goals: 1 - Provide a High Quality Learner Experience, 2 - Ensure Equity of Opportunity, 3 - Promote innovation and collaboration, 4 - Provide a High Quality Governance and Support Framework and 5 - Act Sustainably. Each of these goals is underpinned by actions. The strategy has been developed to be consistent with Government policy directions and with the financial resources likely to be available.

I, as Chief Executive of LMETB, with the support of my Senior Management Team, am committed to the implementation of this Strategy Statement and I look forward to engaging with LMETB stakeholders at all levels as we go through the process of implementing our ambitious goals and actions. I commend this strategy to you knowing that it will help us to improve the experience of learners. Táim muiníneach gur féidir linn, le tacaíocht gach ceannaire agus gach ball foirne BOOLM, dul chun cinn fíorúil a dhéanamh le cur i bhfeidhm ár spriocanna sna cúig bliana seo romhainn. I am confident that we can, with the support of all LMETB leaders and staff, make real progress in implementing our goals over the next five years.

**Martin G. O'Brien**  
**Chief Executive Officer,**  
**LMETB.**



## 03 Profile of Louth and Meath Education and Training Board

Louth and Meath Education and Training Board was established in July 2013 through the merger of two Vocational Educational Committees (VECs): County Meath VEC and County Louth VEC. This was followed by the incorporation of the SOLAS (formerly FÁS), Training Centre in Dundalk in July 2014. LMETB is a local statutory education and training authority with responsibility for education, youth work and a range of other statutory functions. LMETB manages and operates:

- 18 Second Level Schools including 1 with PLC provision
- 2 PLC Colleges
- 4 Community National Schools
- 1 Centre for European Schooling
- 1 Training Centre
- 1 Advance Manufacturing Training Centre of Excellence
- 8 Youthreach Centres
- A range of further education and training centres delivering education and training programmes
- LMETB is Joint Patron of 6 Community Schools at: Ardee, Kells, Trim, Athboy, Ashbourne and Ballymakenny College Drogheda
- 2 Music Education Partnerships

LMETB is active in local communities through the direct provision of training and education programmes delivered in Training Centres, Colleges and other training and educational settings. LMETB seeks to make a real difference to the lives of the people it serves.



## Schools and Colleges

Beaufort College, Navan	Bush Post Primary School, Dundalk	Coláiste De Lacy, Ashbourne
Coláiste Chú Chulainn, Dundalk	Coláiste Clavin, Longwood	Coláiste na hInse, Laytown
Coláiste na Mí, Navan	Coláiste Pobail, Ráth Chairn	Dunshaughlin Community College
Coláiste Ríoga, Dunshaughlin	O'Carolan College Nobber	O'Fiaich College, Dundalk
Enfield Community College	Scoil Uí Mhuirí, Dunleer	St. Oliver's Community College, Drogheda
Ratoath College	St. Peter's College, Dunboyne	Drogheda Institute of Further Education
St. Oliver Post Primary School, Oldcastle	Ard Rí Community National School, Navan	Ashbourne Community National School
Dunboyne College of Further Education	Faughart CNS, Faughart, Co. Louth	Centre for European Schooling Dunshaughlin
Dunshaughlin Community National School		

Further Education and Training			
Training Centre	Dundalk		
Advanced Manufacturing Training Centre of Excellence	Dundalk		
VTOS	Drogheda	Dundalk	Navan
Youthreach	Drogheda	Dundalk	
	Navan	Trim	
	Kells	Ashbourne	
	Laytown/Bettystown	Ardee	
Adult Learning Services Adult Guidance Back to Education Initiative Community Education	Drogheda	Dundalk	Navan
	Trim	Kells	Oldcastle
	Mosney	Laytown/Bettystown	Dunshaughlin
	Dunboyne	Athboy	Ashbourne
	Ardee		
Evening Course Provision	6 Centres in Louth and Meath		
Youth Services	Louth	Meath	
Quality Assurance	Louth	Meath	

## 04 Methodology

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In line with the requirements of section 27 of the Education and Training Boards Act (the Act) of 2013 LMETB is required to prepare a strategy statement to plan for the period 2022 to 2026 inclusive. A Strategy working group comprising LMETB Board members Cllr. Marianne Butler and Cllr. Damien O'Reilly and senior OSD team members was established to assist in developing the strategy statement including overseeing the consultation and analysis of responses. LMETB was obliged to consult with the full schedule of stakeholders set out in the Act. Consultation was via electronic survey and email mindful of public health advice.

Consultees were asked for input relating to mission, values and principles, and on strengths, opportunities, aspirations and results under SOAR. Survey respondents generally expressed satisfaction with LMETB's stated mission, values and principles with some changes to reflect feedback received. SOAR is a strategy formulation approach that allows an organisation to focus on current strengths and the desired future through engaging with a wide range of invested individuals and stakeholder groups. The Strategy Working Group was able to rely on feedback from 114 consultees to inform its thinking on strategy development. We also carried out an analysis of the operating environment using the PESTLE methodology, please see Appendix 1. Following analysis of the SOAR and PESTLE data, and analysis of the strategies of the Department of Education, DFHERIS, the National FET Strategy, Enterprise Ireland and the Climate Action Plan 2021 a set of high level strategic goals were formulated and, following consultation with the Strategy working group, were recommended to the Board of LMETB. The Strategy Statement was approved by the Board at its meeting in November 2021. A separate strategic implementation plan, in the form of a Service Plan, will set out the key KPIs to measure progress against strategy. A sustainability policy is also in development to underpin the sustainability goal in the strategy below.





## 05 Mission, Values and Principles

### Mission Statement

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



## Core Values and Principles:

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

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

## 06 Strategic Goals

### Strategic Goal 1

#### Provide a High Quality Learner Experience

Support the provision of high-quality education and training and improve the learning experience to meet the needs of all learners

Strategic Actions		Lead	Timeframe
1.1	Supporting our learners in a post Covid 19 world through ensuring continuity of education, training and assessment	Director of Schools, Director of FET, School Principals, Centre Managers	2022-2026
1.2	Embedding the new primary curriculum and the Junior Cycle and advancing reform of the Senior Cycle	Director of Schools, Director of FET, School Principals, Centre Managers	2022-2026
1.3	Continue to provide broad based curriculum	Director of Schools, Director of FET, School Principals, Centre Managers	2022-2026
1.4	Deliver education and training through the most appropriate learner channels including blended learning approaches that leverage opportunities presented by developments in ICT.	Director of Schools, Director of FET, School Principals, Centre Managers	2022-2026
1.5	Support Irish language learning	Director of Schools, Director of FET, School Principals, Centre Managers	2022-2026
1.6	Support LMETB's schools and centres in self-evaluation and ensure that quality assurance systems continue to be implemented across LMETB	Director of Schools, Director of FET, School Principals, Centre Managers	2022-2026

# Strategic Goal 2

## Ensure Equity of Opportunity

Ensure equity of opportunity in education and training so that all learners are supported to fulfill their potential

Strategic Actions	Lead	Timeframe
2.1 Actively support inclusive environments in our schools and education centres to ensure that students of all backgrounds and additional needs have the confidence and reassurance to reach their full potential	Director of Schools, Director of FET, School Principals, Centre Managers	2022-2026
2.2 Support the mental health and wellbeing of learners	Director of Schools, Director of FET, School Principals, Centre Managers	2022-2026
2.3 Support the participation and progression of learners with special educational needs through the delivery of integrated resources	Director of Schools, Director of FET, School Principals, Centre Managers	2022-2026
2.4 Help learners at risk of educational disadvantage to access appropriate education resources which reflect their diverse needs and support improved outcomes	Director of Schools, Director of FET, School Principals, Centre Managers	2022-2026
2.5 Provide supports and opportunities for learning to all, recognising the needs of vulnerable learners and the most marginalised, and assist people in access to and progression through the provision of education and further education and training	Director of Schools, Director of FET, School Principals, Centre Managers	2022-2026



## Strategic Goal 3

### Promote innovation and collaboration

Adopt a skills and innovation focus and collaborate on an all-island and East-West basis, within the EU and beyond to equip Ireland to compete on the world stage.

Strategic Actions	Lead	Timeframe
3.1 Collaborate with educational institutions, employers and others to identify the talents and skills required and to provide education and training solutions in response to same	Chief Executive, Director of Schools, Director of FET, Director of OSD	2022-2026
3.2 Deepen collaboration on an all island and East West basis, within the EU and beyond, so as to support the positioning of Ireland as a leading knowledge economy and so equip Ireland to compete on the world stag	Chief Executive, Director of Schools, Director of FET, Director of OSD	2022-2026
3.3 Develop initiatives to respond to national policy requirements	Chief Executive	2022-2026
3.4 Deepen national and international links with businesses, agencies and other bodies, including embassies, in order to maximise opportunities for learners	Chief Executive, Director of Schools, Director of FET	2022-2026





## Strategic Goal 4

### Provide a High Quality Governance and Support Framework

Provide a governance and support framework which delivers the right systems and infrastructure for LMETB and which facilitates the efficient and effective delivery of LMETB’s education and training services

Strategic Actions	Lead	Timeframe
4.1 Continue to develop and maintain the built environment to support LMETB’s strategic goals	Chief Executive Director of Schools, Director of FET, Director of OSD	2022-2026
4.2 Ensure a safe, respectful, inclusive and collaborative working environment, where each individual’s contribution is valued, where staff are supported in learning new skills and working innovatively, given opportunities to build experience and where excellence in performance is appreciated	Chief Executive Director of Schools, Director of FET, Director of OSD	2022-2026
4.3 Ensure high standards of financial and risk management to support schools and centres to operate within funding and corporate governance requirements	Chief Executive Director of Schools, Director of FET, Director of OSD	2022-2026
4.4 Ensure that organisational structures, systems, procedures, policies and actions are aligned with strategic priorities and compliant with applicable legislation	Chief Executive Director of Schools, Director of FET, Director of OSD	2022-2026
4.5 Ensure that IT systems and infrastructure are appropriate to the organisation’s needs and are sufficient to meet evolving cyber threats and that LMETB takes advantage of the opportunities presented by developments in the ICT environment	Chief Executive Director of Schools, Director of FET, Director of OSD	2022-2026

## Strategic Goal 5

### Act Sustainably

Act in a way that is consistent with a sustainable future and consistent with Ireland's Climate Action Plan 2021

Strategic Actions		Lead	Timeframe
5.1	To develop an LMETB sustainability policy consistent with UN targets and Ireland's Climate Action Plan 2021 including the specific targets set under that plan for LMETB	Director of Schools, Director of FET, Director of OSD School Principals, Centre Managers	2022
5.2	Engage with staff on implementation of LMETB's Sustainability Policy to enable them to contribute to LMETB's sustainability objectives	Director of Schools, Director of FET, Director of OSD School Principals, Centre Managers	2022-2026
5.3	Engage with learners on implementation of LMETB's Sustainability Policy to enable them to contribute to LMETB's sustainability objectives	Director of Schools, Director of FET, School Principals, Centre Managers	2022-2026
5.4	Develop partnerships, including with SEAI, which can contribute to LMETB's sustainability objectives	Chief Executive, Director of Schools, Director of FET, School Principals, Centre Managers	2022-2026
5.5	Ensure that LMETB property is managed in a sustainable manner in line with LMETB's Sustainability Policy	Chief Executive, Director of Schools, Director of FET, School Principals, Centre Managers	2022-2026
5.6	Reduce LMETB's environmental impact in line with LMETB's Sustainability Policy	Chief Executive, Director of Schools, Director of FET, School Principals, Centre Managers	2022-2026

## 07 Appendix 1

### PESTLE Analysis

To inform the development of the strategy statement it was necessary to first examine the environment in which LMETB will be operating over the lifetime of the strategy and beyond. To do this the PESTLE framework was deployed. The PESTLE framework is used to assess external drivers for change. PESTLE splits the external environment into six factors:

<b>P</b>	<b>Political</b> Politics, approach to intervention in the economic functioning of society and the influence of policy.
<b>E</b>	<b>Economic</b> Goods, services, exchange, labour market, international trade are affected by economic factors. Any business, product or service will be affected by general economic factors.
<b>S</b>	<b>Social</b> Underlying structure and networks within society and how this affects outcomes. Can be linked to demographics (age, sex) and social norms (how people interact).
<b>T</b>	<b>Technological</b> Influence of technology on inputs, processes and outputs. Often concerns digital technology, i.e. applications, websites and similar projects, but also more traditional forms of technology linked to manufacturing, distribution or communications.
<b>L</b>	<b>Legal</b> How regulations or laws affect business, ideas or concepts. This can sometimes overlap with Political factors. Regulations located here are often more focused on the well-being of consumers or society rather than the agencies they are crafted by.
<b>E</b>	<b>Environment</b> Ecological factors relating to how the physical environment is affected.

LMETB takes a life-long learning approach to providing opportunities for learning, training and engagement in counties Louth and Meath. Learning environments enable students and learners to take part, achieve their potential, and support broader societal and economic goals. The period of school and centre closures in 2020 and 2021 due to Covid-19 has had an immediate impact on our school and centre communities. In addition to supporting education provision during this challenging time, we must also be cognisant of the longer term impact on education of the Covid-19 pandemic and develop and implement appropriate responses in the coming years to ameliorate its negative effects. LMETB will continue to be guided in this by Public Health Advice, guidance from parent departments, including the Department of Education and the Department of Further and Higher Education, Research, Innovation and Science, and from Education and Training Boards Ireland.

The closure of our schools and centres highlighted their central place in the lives of families, communities and workplaces. It emphasised anew how important schools and other education settings are to students, how they support wellbeing and socialisation, and how they support parents' workforce participation.

We will continue to work closely with partners, including student and parent representatives, to ensure that our school communities receive appropriate supports to help them at this time. The Department of Education has committed to continue provision of appropriate supports and responses as long as the impact of Covid-19 is evident in our schools and centres.

The environment in which LMETB operates is a complex one. Some of the major external factors which need to be taken into account when articulating strategic direction for the sector are set out below.

### **Political:**

The Government has set out its key ambitions in Our Shared Future, the Programme for Government, which seeks to set the country on the road to recovery from the impacts of Covid-19. There are a number of important commitments intended to support the education sector and the students within it.

Brexit, the Northern Ireland protocol, and in particular Louth's location on the EU frontier, present significant political, economic and social challenges for Ireland given the extent of the interconnectedness of the economy and people. The maintenance and enhancement of the close cooperation in education on a North-South and East-West basis remains a priority for the Department. The impact of Brexit on trade is clear in the CSO data. Exports to Great Britain in August 2021 were €978 million, a decrease of €77 million (-7%) compared with August 2020. The main change was a fall in the exports of chemicals and related products. Exports to Great Britain accounted for 7% of total exports in August 2021. However, in a period where the numbers are subject to the various impacts of the COVID-19 pandemic the value of goods exports to Great Britain in the first eight months of 2021 was €9,193 million, an increase of €1,603 million (+21%) on the first eight months of 2020. Imports from Great Britain in August 2021 decreased by €257 million (-21%) to €945 million compared with August 2020. Imports from Northern Ireland in the first eight months of 2021 increased by €947 million (+61%) to €2,500 million when compared with January to August 2020. Exports to Northern Ireland were €2,223 million in the period January to August 2021, an increase of €707 million (+47%) on the same period in 2020.

LMETB is one of 16 ETBs delivering education and training in Ireland. As one of 16 and as an organisation funded principally by the Department of Education, the Department of Further and Higher Education, Research, Innovation and Science (DFHERIS) and SOLAS and by Enterprise Ireland in the case of LMETB, it stands to reason that the strategic imperatives for those organisations will inform and guide the strategic direction of LMETB.

DFHERIS published “Ireland’s National Skills Strategy 2025 – Ireland’s Future” in June of 2021. It is designed to benefit all people living in Ireland, companies operating here or planning to establish here, those working here, and those hoping to work here. It recognises the role that skills can play in the improvement of all and in supporting people here to grow as global citizens. The national strategy provides a structure for skills development that will help drive Ireland’s economic and social growth up to 2025. Its key objectives are:





DFHERIS also published the Action Plan for Apprenticeship 2021 to 2025 in April of 2021. The new plan is designed to ensure the apprenticeship system continues to deliver for both learners and employers. This initiative will ensure we have a modern apprenticeship system that is reflective of Irish society and supports both learners and employers along the way. In DFHERIS' own Statement of Strategy, 2021–2023, 6 strategic goals are identified.

<b>Talent</b>	To develop talent and skill through collaboration with educational institutions, employers and others to identify the talents and skills required, and provide education and training, growing potential and helping people engage in and contribute to our economy and society.
<b>Innovation</b>	To promote research, knowledge, and innovation through leading a whole-of-Government approach to agree the strategy, institutional framework, and investment needed to advance basic and applied research and innovation, grounded in collaboration between enterprise, educational institutions, and wider society, in Ireland and beyond.
<b>Inclusion</b>	To support learning for all through providing supports and opportunities for learning to all, recognising the needs of vulnerable learners and the most marginalised, and assist people in access to and progression through higher and further education and training, so as to grow prosperity across communities and build social cohesion.
<b>International</b>	To succeed on world stage through positioning Ireland globally as a leading knowledge economy with a skills and innovation focus and as a leader in higher education and research, deepening collaboration on an all-island and East-West basis, within the EU and beyond, attracting talent from around the world to Ireland's international education system and equipping Ireland to compete on the world stage.
<b>Governance</b>	To promote good governance to enhance quality through promoting the modernisation of the sector, implementing a sustainable funding model and enhancing governance, in order to drive quality and secure excellence in performance.
<b>Capacity</b>	To ensure the Department is "fit-for-purpose" through ensuring critical Departmental resources and expertise needed to enable delivery of our Mission and Goals are in place, supporting our staff to further enhance individual and collective capacity and underpinning excellence in performance.

Currently there are 60 programmes leading to valuable qualifications in areas such as finance, accountancy, laboratory technicians, engineering, heavy vehicle mechanics and healthcare. The action plan aims to expand the types of programmes available, and increase the number of apprenticeships to 10,000 per year by 2025 and LMETB will play its part in this expansion. The plan will work to ensure equity of access to ensure underrepresented groups are able to avail of apprenticeships by creating simplified routes to entry, and improved flexibility within the system.

There will be additional support for those in the apprenticeship system, including for employers, who will be encouraged and supported to take on apprentices through financial assistance and other mechanisms. Undoubtedly this will impact on delivery of apprenticeship services in LMETB. The plan brings all apprenticeships together under one roof in a new national apprenticeship office. There will be extensive and ongoing stakeholder collaboration as we bring the plan forward to ensure an exciting, modern, supportive apprenticeship system.

The Department of Education has as its mission “to facilitate children and young people, through learning, to achieve their full potential and contribute to Ireland’s social, economic and cultural development.” Its goals in relation to achieving this vision are:

Support the provision of high-quality education and improve the learning experience to meet the needs of all students, in schools and early years settings

Ensure equity of opportunity in education and that all students are supported to fulfil their potential

Together with our partners, provide strategic leadership and support for the delivery of the right systems and infrastructure for the sector.

In launching the Department of Education’s Statement of Strategy 2021-2023, Minister Foley stressed her vision “to see a system where every child and young person feels valued and is actively supported and nurtured to reach their full potential.” The Minister further committed to “working with the education partners to provide strategic leadership and support for the delivery of a high quality education to all our pupils.” At the Department’s strategy launch Minister Madigan, in her role with special responsibility for special education and inclusion, drew attention to “the central emphasis given in this Strategy Statement to the importance of equity of opportunity for all pupils”. She added that “we are striving to build an education system with inclusiveness at its heart, in collaboration with all stakeholders and partners in education.”

LMETB must remain cognisant of the goals of our principal funder in any horizon scanning for our own strategic direction. The vision of the Department, which must in turn drive ours, is for “an education system where every child and young person feels valued and is actively supported and nurtured to reach their full potential.” LMETB sees itself as a key strategic partner in delivering on the Department’s mission to “facilitate children and young people, through learning, to achieve their full potential and contribute to Ireland’s social, economic and cultural development.”

SOLAS published the FET Professional Learning & Development: Statement of Strategy 2020- 2024 to support transformation in the FET sector. SOLAS, ETBI and ETBs have collaboratively created this Strategy to create a more powerful culture of learning among FET practitioners and to facilitate easier access to professional learning and development. The strategy also aims to build the confidence and capability of FET practitioners to assure a quality learner experience. The three goals set out in this strategy guide LMETB’s FET sector. These are:

Expand access to learning resources and strengthen the delivery infrastructure for effective professional learning and development, including learning networks for sharing good practice nationally.

Build the capability of those who work in the FET sector through the identification and deployment of strategic professional learning and development initiatives in priority areas.

Develop sustainable systems to meet the planning, funding, resourcing and evaluation requirements of professional learning and development in the FET sector.

### Political:

Ireland needs to prepare itself to meet rising pressures on public finances from an ageing population and significant external risks such as new EU-UK trade barriers post Brexit. Another important development are changes to the international tax rules, according to the OECD. Any pressure on public finances will inevitably impact on funding availability over the period of the strategy.

After avoiding a decline in output in 2020 thanks to buoyant exports of Ireland-based multinationals, real GDP is projected to grow by 4.2% in 2021, despite stringent sanitary measures introduced early in the year. As vaccinations are rolled out and restrictions are gradually eased, domestic demand will strengthen, even though uncertainty will continue to weigh on firms’ investment decisions. Pent-up consumer spending, as households unwind pandemic-induced excess saving, is projected to lift growth to 5.1% in 2022. The OECD cautions in its February Economic Survey (OECD Economic Surveys. Ireland. Executive Summary. February 2020) that the risks to these forecasts are significant and Ireland’s high public debt and fragilities in the banking system could exacerbate any economic shock. The coming years will also be marked by rising health and pension costs, as the population ages, and a possible end to several years of tax windfall.

The OECD survey sees it as vital to maintain Ireland’s attractiveness as an investment hub for multinationals. This to be achieved for example through addressing skills shortages in the workforce and improving skills and the use of new technologies. This could also help to narrow the productivity gap between Irish and foreign firms “Ireland’s open economy has helped it emerge stronger from the crisis, yet the country is very exposed to external factors. Fiscal prudence will be vital with health and pension costs set to rise just as the economy faces disruption from Brexit and a potential drop in corporate tax receipts,” said OECD Chief Economist Laurence Boone. “This is a crucial time for Ireland and the focus for the incoming government should be to keep the economy on a solid track.”

Ireland has enjoyed windfall tax receipts as an investment hub for multinationals, but a planned overhaul of global tax rules is expected to lower related tax receipts by changing how and where corporate tax is paid. In recent years, Ireland has partly used one-off tax receipts to fund cost overruns in health and welfare. Future windfalls, in the OECD’s view, should go towards paying off debt or into the country’s strategic ‘rainy day’ investment fund, and cost overruns should be reined in through better budget planning.

Ireland, and LMETB as a border based entity, stands particularly exposed to Brexit risks. The United Kingdom is an important trading partner, particularly in agriculture and food, and a vital and bridge for the majority of Irish exports that are bound for Europe. Exports of machinery, equipment, chemicals and tourism to the UK have stagnated or fallen since the 2016 UK referendum on EU membership, and re-imposition of customs and border controls hurt flows of goods to EU destinations.

Such risks make it even more important that Ireland reap as much benefit as it can from the digital economy. The OECD sees Irish businesses as tending to embrace new technologies well, but the impact on firm-level productivity growth has been modest. Targeting in particular skill sets in this area is a focus for LMETB, particularly in the high-tech advanced manufacturing area.



## Economic:

Ireland needs to prepare itself to meet rising pressures on public finances from an ageing population and significant external risks such as new EU-UK trade barriers post Brexit. Another important development are changes to the international tax rules, according to the OECD. Any pressure on public finances will inevitably impact on funding availability over the period of the strategy.

After avoiding a decline in output in 2020 thanks to buoyant exports of Ireland-based multinationals, real GDP is projected to grow by 4.2% in 2021, despite stringent sanitary measures introduced early in the year. As vaccinations are rolled out and restrictions are gradually eased, domestic demand will strengthen, even though uncertainty will continue to weigh on firms' investment decisions. Pent-up consumer spending, as households unwind pandemic-induced excess saving, is projected to lift growth to 5.1% in 2022. The OECD cautions in its February Economic Survey (OECD Economic Surveys. Ireland. Executive Summary. February 2020) that the risks to these forecasts are significant and Ireland's high public debt and fragilities in the banking system could exacerbate any economic shock. The coming years will also be marked by rising health and pension costs, as the population ages, and a possible end to several years of tax windfalls.

The OECD survey sees it as vital to maintain Ireland's attractiveness as an investment hub for multinationals. This to be achieved for example through addressing skills shortages in the workforce and improving skills and the use of new technologies. This could also help to narrow the productivity gap between Irish and foreign firms "Ireland's open economy has helped it emerge stronger from the crisis, yet the country is very exposed to external factors. Fiscal prudence will be vital with health and pension costs set to rise just as the economy faces disruption from Brexit and a potential drop in corporate tax receipts," said OECD Chief Economist Laurence Boone. "This is a crucial time for Ireland and the focus for the incoming government should be to keep the economy on a solid track."

Ireland has enjoyed windfall tax receipts as an investment hub for multinationals, but a planned overhaul of global tax rules is expected to lower related tax receipts by changing how and where corporate tax is paid. In recent years, Ireland has partly used one-off tax receipts to fund cost overruns in health and welfare. Future windfalls, in the OECD's view, should go towards paying off debt or into the country's strategic 'rainy day' investment fund, and cost overruns should be reined in through better budget planning.

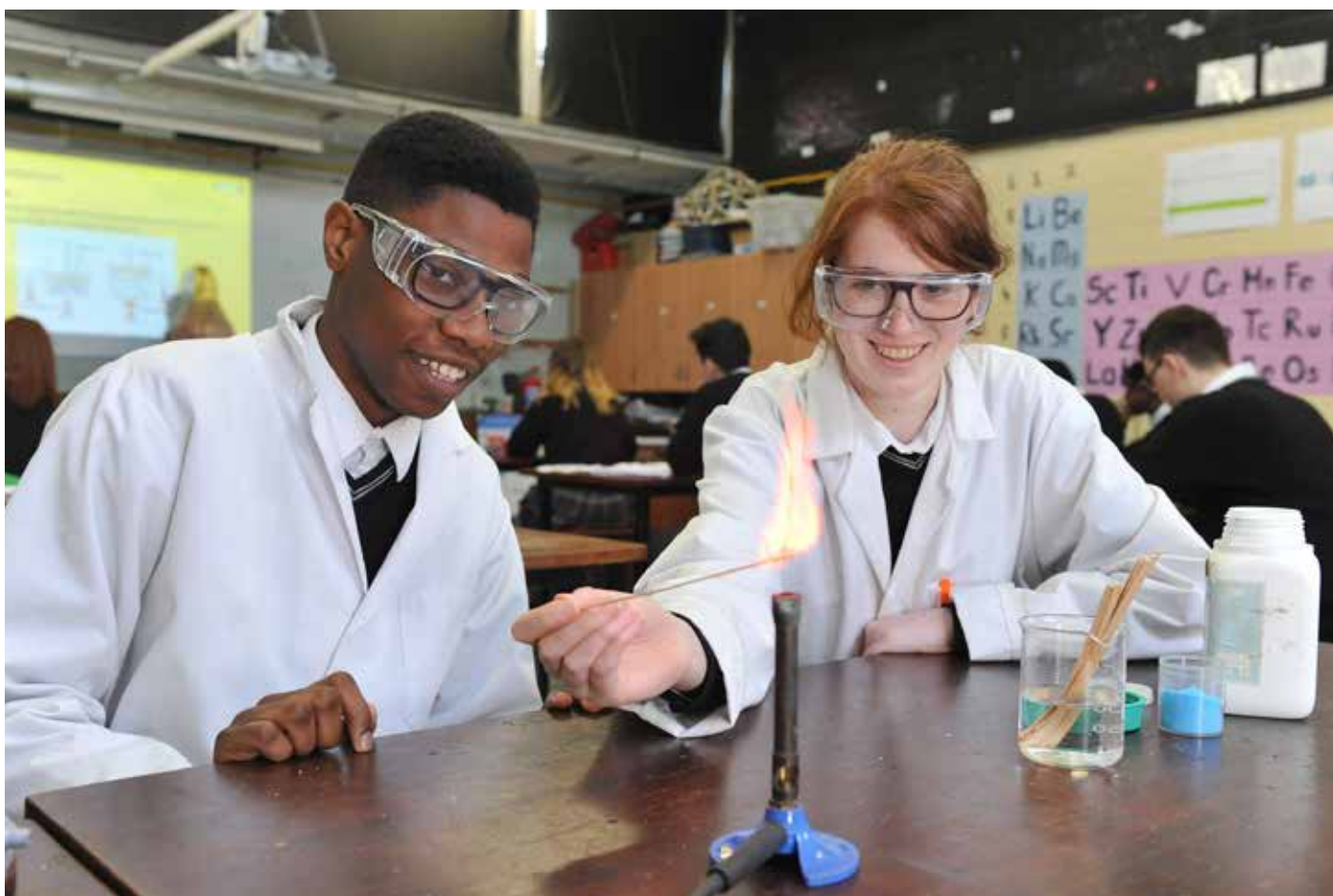
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Such risks make it even more important that Ireland reap as much benefit as it can from the digital economy. The OECD sees Irish businesses as tending to embrace new technologies well, but the impact on firm-level productivity growth has been modest. Targeting in particular skill sets in this area is a focus for LMETB, particularly in the high-tech advanced manufacturing area.

### Social:

Ireland's population continues to grow and is estimated in the Central Statistics Office's (CSO) Population and Migration Estimates, April 2021, at 5,011,500. It should be noted that the last census of population carried out by the CSO was in 2016 which may result in an underrepresentation of demographic change in the LMETB operating area. That said, the growth rate of +0.7% represents the smallest population gain since 2014 when the population increased by 30,800. The figures are a combination of the low increase in natural population and a sharp drop (61.2%) in net migration. Those aged 65 and over are the only group to gain population share between 2016 and 2021, increasing from 13.3% to 14.8% of the total. The traditional working age population i.e. those aged 15-64 have grown by around 170,000 persons since 2016, but have seen their population share decline slightly from 65.5% to 65.3%. There were 4,365,900 (87.1%) Irish nationals and 645,500 (12.9%) non-Irish nationals resident in Ireland in April 2021. Since 2016, the number of Irish nationals has increased by 176,800 (4.2%) while non-Irish nationals showed gains of 95,100 (17.2%) over the same period. LMETB is placed in the "Mid East" region (excluding Dublin) which, with a population of 738,700, is the second most populous area in the country after Dublin.



As per the CSO the total number of persons in the labour force in 2021 was 2,533,200 representing an overall participation rate of 63.1%. There were 1,872,600 persons in full-time employment in 2021 while the corresponding number for part-time employment was 476,500. Full-time employment accounted for 79.7% of total employment in 2021. The number of persons who were classified as unemployed in 2021 was 184,100 and this was up by 53,200 or 40.6% from 2019. The unemployment rate increased from 5.4% to 7.3% over the same period.

In 2021, 45.0% of those aged 15 to 64 years (excluding Other/Not Stated) had a third level qualification while 81.6% of all persons aged between 15 and 64 years attained education levels of higher secondary level or above. Under 5% (4.6%) of persons aged 15 to 64 years had not progressed beyond primary level education. The number of students in first level education totalled 572,941 in 2019/20. In the case of second level students, the participation rate rose strongly from 2005/06 until 2019/20, with 397,548 persons in full-time second level education in the academic year 2019/20. There were 189,904 persons in full-time third level education in 2019/20 according to the CSO figures.

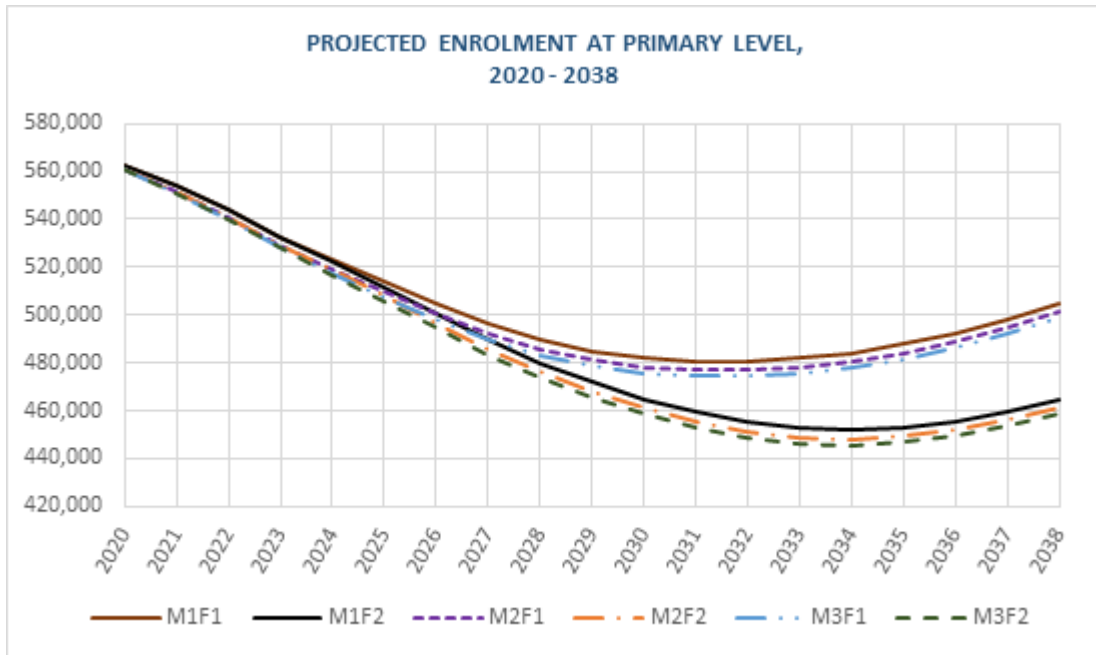
Projections of pupil enrolments are an important input into the planning of the education system in Ireland, and in LMETB, and provide vital information on the likely evolution of school attendance over the coming years. As a provider of education and training, demand is driven by demographic change. Activity such as new school builds, extensions and patronage campaigns are driven by population growth. At its broadest, as can be seen from the enrolment projection details in the tables and graphs below, primary enrolments will decrease during the period, whereas post primary will peak during the lifetime of this strategy document. Data in these tables and graphs is sourced from the Department of Education publication "Projections of full-time enrolment Primary and Second level 2020-2038" The data sets out projected enrolments under a range of scenarios covering migration and fertility.



## Primary level enrolment projections

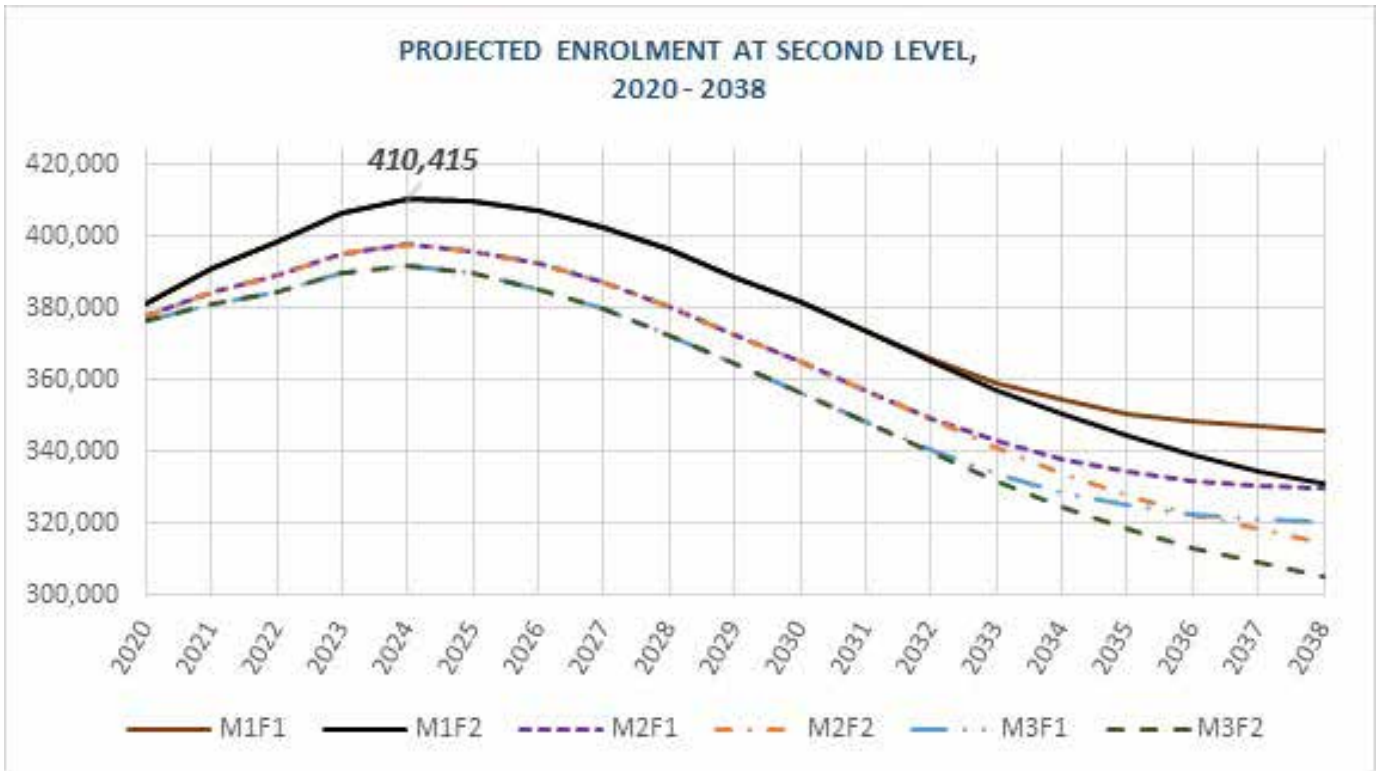
	M1F1	M1F2	M2F1	M2F2	M3F1	M3F2
<b>2021</b>	554,070	<b>554,070</b>	551,511	551,511	551,164	551,164
<b>2022</b>	544,280	<b>544,280</b>	541,189	541,189	540,253	540,253
<b>2023</b>	532,841	<b>532,841</b>	529,348	529,348	527,913	527,913
<b>2024</b>	522,895	<b>522,401</b>	519,134	518,640	517,292	516,798
<b>2025</b>	513,768	<b>511,832</b>	509,872	507,936	507,714	505,778
<b>2026</b>	504,687	<b>500,689</b>	500,788	496,790	498,405	494,407
<b>2027</b>	496,222	<b>489,695</b>	492,452	485,924	489,934	483,407
<b>2028</b>	489,528	<b>480,004</b>	485,804	476,280	483,240	473,716
<b>2029</b>	484,741	<b>471,750</b>	481,017	468,027	478,452	465,462
<b>2030</b>	481,805	<b>464,868</b>	478,082	461,145	475,517	458,580
<b>2031</b>	480,719	<b>459,341</b>	476,996	455,618	474,431	453,053
<b>2032</b>	480,886	<b>455,187</b>	477,163	451,464	474,598	448,899
<b>2033</b>	481,912	<b>452,695</b>	478,189	448,972	475,624	446,407
<b>2034*</b>	<b>484,150</b>	<b>451,971</b>	<b>480,427</b>	<b>448,248</b>	<b>477,862</b>	<b>445,683</b>
<b>2035</b>	487,728	<b>452,983</b>	484,005	449,260	481,440	446,695
<b>2036</b>	492,543	<b>455,614</b>	488,819	451,891	486,255	449,326
<b>2037</b>	498,406	<b>459,681</b>	494,682	455,958	492,117	453,393
<b>2038</b>	505,106	<b>464,984</b>	501,382	461,260	498,817	458,695





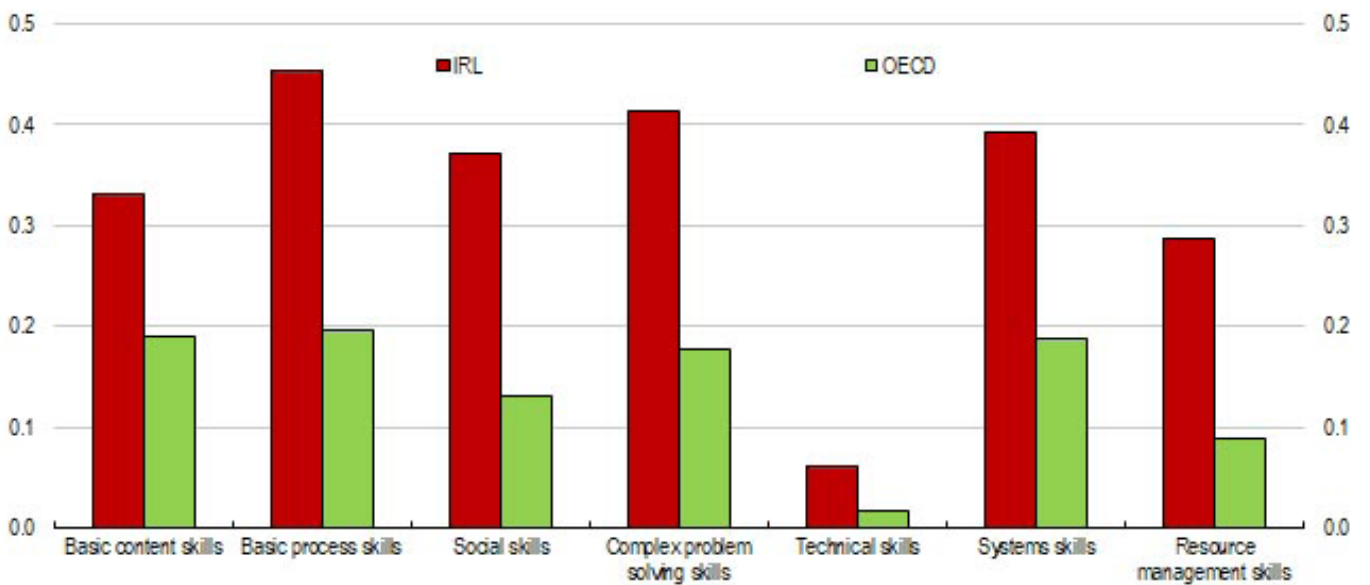
Post-primary level enrolment projections

	M1F1	M1F2	M2F1	M2F2	M3F1	M3F2
<b>2021</b>	391,379	<b>391,379</b>	384,546	384,546	381,235	381,235
<b>2022</b>	398,531	<b>398,531</b>	388,947	388,947	384,403	384,403
<b>2023</b>	406,528	<b>406,528</b>	395,202	395,202	389,906	389,906
<b>2024*</b>	<b>410,415</b>	<b>410,415</b>	<b>397,580</b>	<b>397,580</b>	<b>391,620</b>	<b>391,620</b>
<b>2025</b>	410,019	<b>410,019</b>	396,072	396,072	389,617	389,617
<b>2026</b>	407,038	<b>407,038</b>	392,297	392,297	385,452	385,452
<b>2027</b>	402,422	<b>402,422</b>	386,952	386,952	379,647	379,647
<b>2028</b>	396,173	<b>396,173</b>	380,209	380,209	372,422	372,422
<b>2029</b>	388,697	<b>388,697</b>	372,410	372,410	364,186	364,186
<b>2030</b>	381,512	<b>381,512</b>	365,029	365,029	356,455	356,455
<b>2031</b>	373,707	<b>373,707</b>	357,145	357,145	348,309	348,309
<b>2032</b>	365,898	<b>365,358</b>	349,373	348,833	340,360	339,820
<b>2033</b>	359,285	<b>357,362</b>	342,853	340,930	333,745	331,822
<b>2034</b>	354,243	<b>350,335</b>	337,839	333,931	328,703	324,795
<b>2035</b>	350,580	<b>344,257</b>	334,177	327,854	325,040	318,717
<b>2036</b>	348,177	<b>339,041</b>	331,774	322,637	322,637	313,501
<b>2037</b>	346,857	<b>334,636</b>	330,454	318,232	321,317	309,096
<b>2038</b>	346,162	<b>330,991</b>	329,758	314,587	320,622	305,451



Skills Shortages in Ireland, as measured by the OECD, are set out in the diagram below. Ireland is significantly below the OECD average across the board (note: higher figures in the table are indications of skills shortages). This is a challenge for the education and training sectors in Ireland. In the context of an economy that will be relying on non tax policy to attract FDI there are clearly opportunities for the ETB sector to enhance Ireland inc.'s offering including through the innovative programmes in FET and in LMETB's Advanced Manufacturing and Training Centre of Excellence.

### OECD Data on Skills Shortages



Note: Positive values represent shortages, while negative values correspond to surpluses, with the maximum and minimum values among OECD countries are normalised to 1 and -1, respectively - source OECD Skills for Jobs Database (February 2020)



In the Department of Further Education and Higher Education, Research, Innovation and Science's Statement of Strategy 2021-23 a figure of 179,058 enrolments are reported in Further Education and Training of which 76,995 are full time students. A total of 13,098 learners reported as having a disability and 1,527 reported as Members of the Traveller community. On gender, the majority of learners reported as female at 107,793 and 71,265 reported as male. LMETB will need to respond to these demographic changes in terms of our own focus for delivery.

## Technological

At its broadest level the impact of COVID-19 on the information society has been transformative. Commenting on its "Information Society Statistics – Enterprises 2021" the Central Statistics Office (CSO) stated that "the COVID-19 pandemic has made enterprises across Ireland change how they do business. One in ten (10%) have set up a website to facilitate online sales while 18% provided a click & collect service. Almost one in five (19%) have indicated that they have seen an increase in sales through websites or apps. One in twelve (8%) have set up a new social media account while 31% have increased their use of social media during the pandemic". This is the environment that LMETB will need to operate in and, more importantly, will have to educate and train our learners for. Interestingly the CSO reports that in 2004, just over one in every two households (50.5%) possessed a computer in their home. In 2019, the figure stood at 77.9%. The proportion of households that couldn't afford to own a computer decreased from 12.5% in 2004 to 3.4% in 2019. In 2020, 92% of households have an internet connection, an increase of one percentage point since 2019.

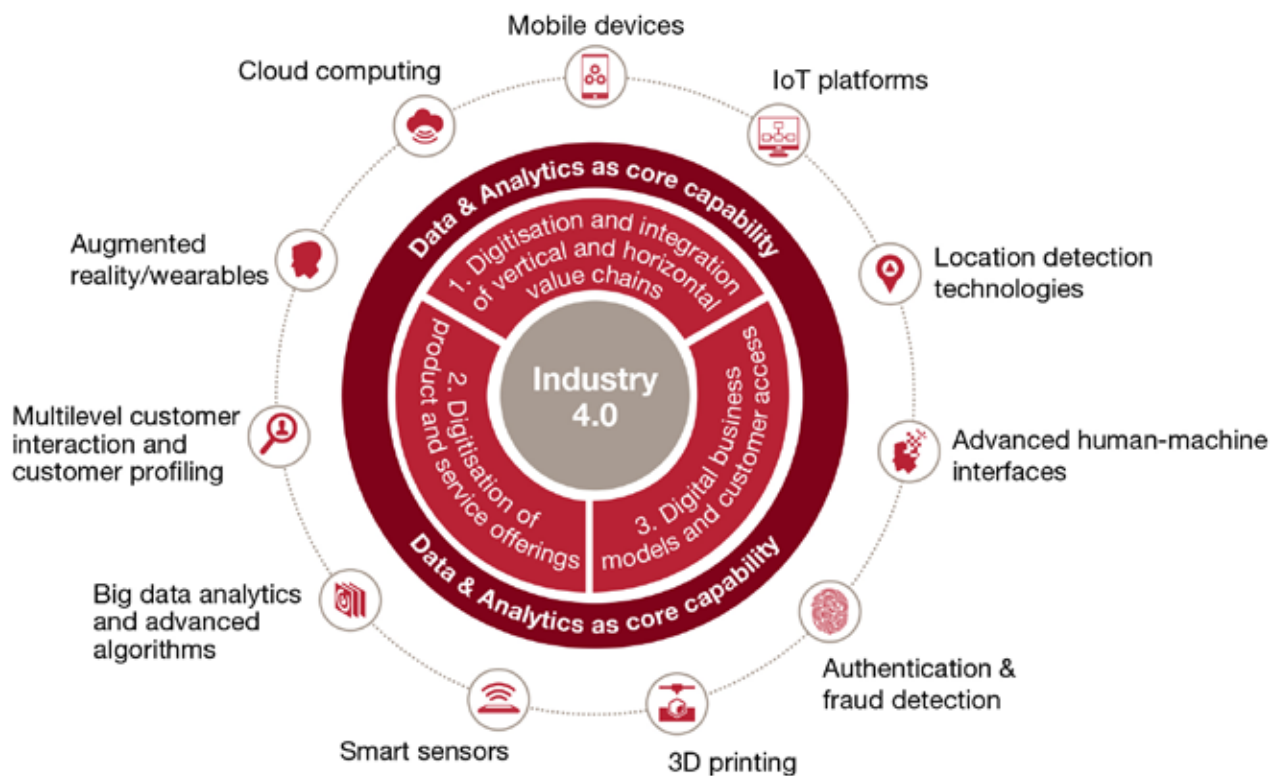
Covid-19 has been a disrupting force across Irish society, and most certainly within our education system. The pandemic and impacts of school closures have shed new light on the important role of schooling in supporting children to thrive and flourish. As we move forward in responding to the pandemic and its aftermath, we must keep the health and wellbeing of children and young people to the fore. The potential and importance of digital learning and use of digital technologies in education have come into sharper focus in light of events surrounding Covid-19.

Periods of remote learning have underlined the importance of digital technologies in a modern education system. For this reason, €100 million in ICT funding was provided by the Department of Education during 2020 to facilitate schools to develop their ICT capacity and to support students at risk of being negatively impacted by a digital divide. LMETB must continue to develop the digital capacity of all our schools to achieve this.

The Department of Education in its statement of strategy has been very clear in its ambition to prioritise a return to in-school education for students with the greatest level of need. This has reemphasised the importance of bespoke provision for special education, including the important role played by special schools, special classes, and SEN supports in mainstream classes, as we advance towards the roll-out of a model of school inclusion that will see additional therapeutic supports made available in schools for the first time. According to the PWC 2020 report "Skills for Industry- Future-Proof Education and Training for Manufacturing in Europe" we are in the age of the Fourth Industrial Revolution. The main challenges are related to the exponential growth of digital capabilities that include robots, cobots, connected objects, communication systems, data centres and associated energy consumption. The industrial sector must adopt new technologies, new designs, new architectures, new communications, and data storage concepts, in order to increase their performance in the digital world and, at the same time, to minimise

energy related consumption. Industry 4.0 focuses on the end-to-end digitisation of all physical assets and integration into digital ecosystems with value chain partners. PWC identifies four key technological developments within Industry 4.0 as set out in the diagram below:

1. Digitisation and integration of vertical and horizontal value chains.
2. Digitisation of product and service offerings.
3. Digitisation of business processes and way of working.
4. Digitisation of business models and customer access.



LMETB has placed a particular focus on responding to Ireland's need for a state of the art advanced manufacturing training intervention to respond to a post Brexit world. In a world economy where tax policy has homogenised, Ireland needs to focus on training and education to ready Ireland for first mover advantage in the high value industries that are the focus of delivery for the Advanced Manufacturing and Training Centre of Excellence.

## Legal:

LMETB is a statutory body. Its role and functions are set out in the Education and Training Boards Act, 2013. The Board's functions are set out in section 10 of the Act. These are to -

- a. establish and maintain recognised schools, centres for education and education or training facilities in its functional area
- b. when directed to do so by the Minister under section 20 —
  - i. establish and maintain recognised schools in its functional area,
  - ii. establish and maintain centres for education in its functional area,
  - iii. maintain centres for education or recognised schools in its functional area, and
  - iv. establish, maintain or resource education or training facilities in its functional area,
- c. plan, provide, coordinate and review the provision of education and training, including education and training for the purpose of employment, and services ancillary thereto in its functional area in—
  - i. recognised schools or centres for education maintained by it,
  - ii. education or training facilities maintained or resourced by it,
  - iii. children detention schools,
  - iv. prisons, and
  - v. facilities maintained by other public service bodies,
- d. enter into arrangements with, and provide support services to, education or training providers, in accordance with section 22,
- e. establish scholarships in accordance with section 24,
- f. adopt a strategy statement in accordance with section 27,
- g. adopt an annual service plan in accordance with section 47,
- h. cooperate with any body nominated to carry out the internal audit functions under section 52,
- i. provide education and training at the request of, and on behalf of, any body which funds training out of money provided to that body by the Oireachtas,
- j. support the provision, coordination, administration and assessment of youth work services in its functional area and provide such information as may be requested by the Minister for Children and Youth Affairs in relation to such support, and
- k. assess whether the manner in which it performs its functions is economical, efficient and effective.
- l. An education and training board shall, in the performance of its functions where it considers appropriate, consult with—

ETBs are governed by Department of Education Circular 2 of 2019, the “Code of Practice for the Governance of Education and Training Boards”, and a wide range of legislative provision in the areas such as public administration, contract law and employment law apply to the activities of all ETBs. The various acts and statutory instruments listed below contain those legislative provisions of most significance to LMETB. The list is not exhaustive.

- Education Act, 1998
- Education (Welfare) Act, 2000
- Education for Persons with Special Educational Needs Acts 2004
- The Qualifications (Education and Training) Act, 1999
- Youth Work Act, 2001
- The Teaching Council Act, 2001
- Further Education and Training Act 2013
- Comptroller and Auditor General (Amendment) Act, 1993/25
- Ethics in Public Office Act, 1995
- Standards in Public Office Act, 2001
- The Official Languages Act, 2003
- The Children Act, 2001
- The Ombudsman for Children Act, 2002
- Data Protection Act 2018
- Freedom of Information Acts, 1997-2014
- Public Service Management (Recruitment and Appointments) Acts, 2004
- Financial Emergency Measures in the Public Interest Acts, 2009-2013
- Protected Disclosures Act, 2014
- Ombudsman Acts 1980-2012
- The Organisation of Working Time Act, 1997
- The Employment Equality Act, 1998 (& Bill, 2004)
- The Equal Status Act, 2000
- The Protection of Employees (Part-time Work) Act, 2001
- The Protection of Employees (Fixed Term Work) Act, 2003
- Maternity Protection (Amendment) Act, 2004
- Redundancy Payment Act, 1967-1991
- Minimum Notice and Terms of Employment Act, 1973-2001 Safety,
- Health & Welfare at Work Act, 1989 & related Regulations
- Industrial Relations Act, 1990
- Irish Sign Language Act 2017
- Irish Human Rights and Equality Commission Act, 2014
- Payment of Wages Act, 1991
- Maternity Protection Act, 1994
- Terms of Employment (Information) Act, 1994
- Adoptive Leave Act, 1995
- Protection of Young Persons (Employment) Act, 1996
- Prompt Payment of Accounts Act, 1996
- The Unfair Dismissals Acts, 1997-1993
- Parental Leave Act, 1998
- Carers' Leave Act, 2001
- The Finance Acts, various years
- Charities Act 2001

LMETB is conscious of its key role in promoting, protecting and vindicating the achievement of the key human right to education. The right to education is contained in the International Convention on Economic, Social and Cultural Rights (Article 13). All public bodies in Ireland have responsibility to promote equality, prevent discrimination and protect the human rights of their employees, customers, service users and everyone affected by their policies and plans. This is a legal obligation, called the Public Sector Equality and Human Rights Duty, and it originated in Section 42 of the Irish Human Rights and Equality Commission Act 2014.

The Irish Sign Language Act 2017 (Act 40 of 2017), signed into law by President Michael D Higgins on 24th December 2017 and commenced on 15 December 2020 recognises Irish Sign Language as an official language of Ireland. The Act sets out Deaf peoples entitlement to interpreting to access information and services provided by public bodies. The Act outlines the requirement for courts and public bodies to use interpreters whose qualifications are verified by the Register of Irish Sign Language Interpreters (RISLI). Enhancing of the provision of services through Irish in line with schemes under the OLA of 2013 will also be context for the statement of strategy.

## Environment

LMETB must also play its part in the achievement of large-scale emission reductions through meeting commitments made in the programme for government both on climate action and on the transition to a low carbon economy. The task is significant. In 2019, Ireland ranked seventh worst out of 28 EU Member States in terms of its total greenhouse gas emissions at 85.1 relative to the base year of 2005. Ireland had the second worst emissions of greenhouse gases per capita in the EU at 12.1 tonnes of carbon dioxide equivalent per capita. Ireland's emissions were 53% higher than the EU28 average of 7.9 tonnes.

The share of renewable energy in primary energy production increased from 5% in 1990 to 58% in 2012 before decreasing to 24% in 2016 and 2017. By 2019 it had increased to 35% of primary energy production. Renewable energy accounted for 4.3% of Ireland's total final energy consumption in 2019. This was the joint lowest in the EU along with Luxembourg.

The focus on climate change is reflected in a 19% increase in Budget 2022 for the Department of Environment, Climate and Communications. Minister Ryan said of the increased allocation to the Department that "budget 2022 is about supporting our citizens as we begin the transition to a climate neutral, circular and connected economy and society". International commitments made in COP26 as set out in Ireland's Climate Action Plan 2021 will need to be met including the specific targets set under that plan for LMETB. The Department of Education has a strong research programme and is already working in partnership with SEAI to develop and test best practice for the schools sector in relation to climate action measures.

## Selection of Documents referred to in compiling PESTLE analysis:

*Projections of full-time enrolment Primary and Second level 2020-2038. Department of Education*  
*The Education and Training Boards Act, 2013 – Irish Statute Book*  
*Ireland's National Skills Strategy 2025 – Ireland's Future - DFHERIS*  
*Action Plan for Apprenticeship 2021 – 2025 – DFHERIS*  
*Statement of Strategy 2021-2023 - Department of Education*  
*OECD's Strategic Foresight Report 2020*  
*OECD Economic Surveys. Ireland. Executive Summary. February 2020*  
*OECD Skills for Jobs Database (February 2020)*  
*CSO Information Society Statistics – Enterprises 2021*  
*Department of Further Education and Higher Education, Research, Innovation and Science's*  
*Statement of Strategy 2021-23*  
*Solas - FET Professional Learning & Development: Statement of Strategy 2020-2024*  
*DFHERIS Statement of Strategy 2021–2023*  
*Future FET: Transforming Learning. The National Further Education and Training (FET)*  
*Strategy - DFHERIS*  
*Adult literacy for Life - A 10-Year Adult Literacy, Numeracy And Digital Literacy Strategy –*  
*Government of Ireland*  
*Climate action plan 2021. Securing Our Future – Government of Ireland*  
*Department of Education Circular 2 of 2019 "Code of Practice for the Governance of Education*  
*and Training Boards*





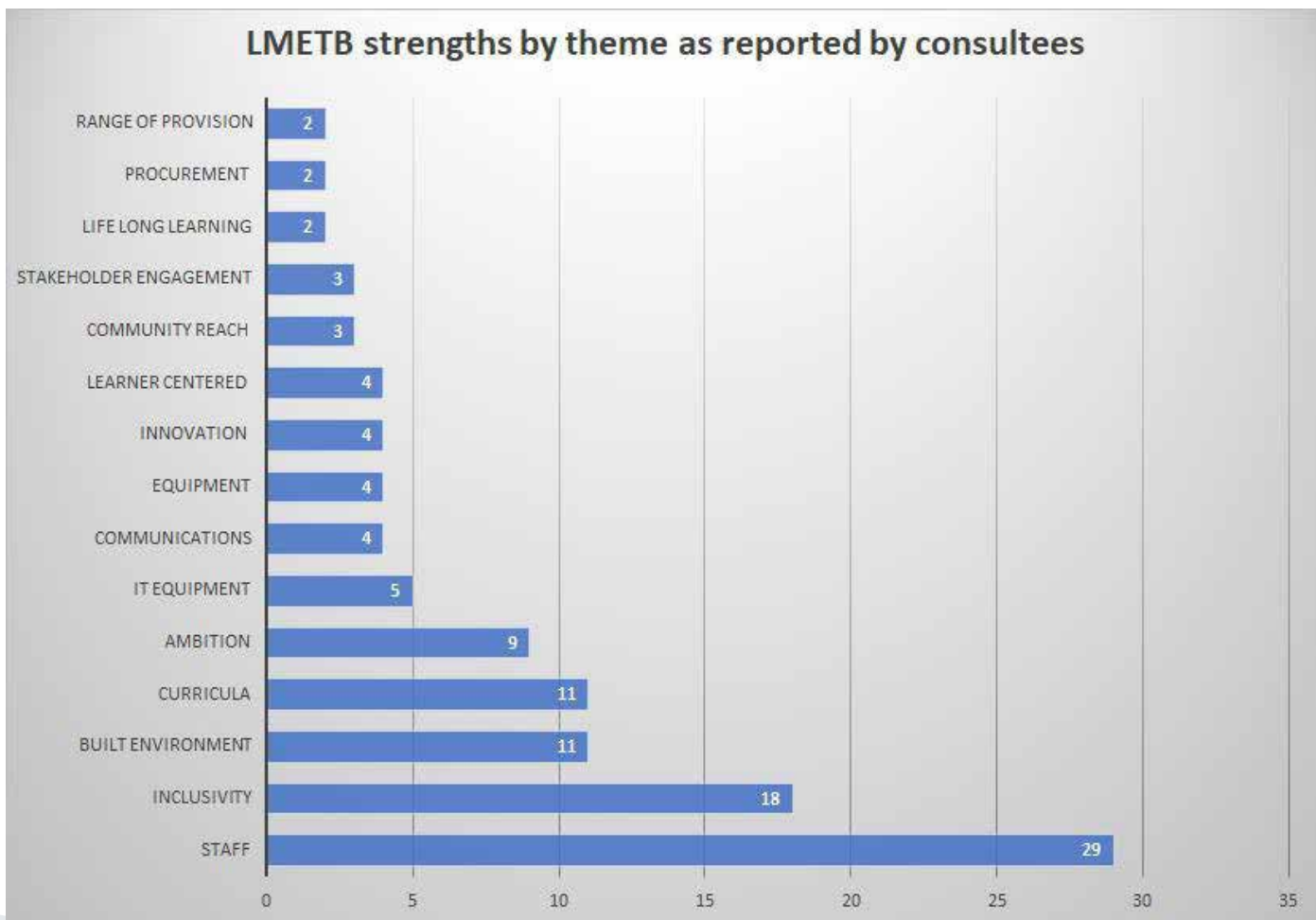
## 08 Appendix 2

### Survey - SOAR analysis

A SOAR Analysis helps organisations to focus on their current strengths and future vision in developing strategic goals. Consultation was electronic recognizing the limitations imposed by COVID 19. SOAR is a useful strategic planning method to focus on future ambitions and the results these ambitions will yield. This strategic model is an acronym of Strengths, Opportunities, Aspirations and Results.

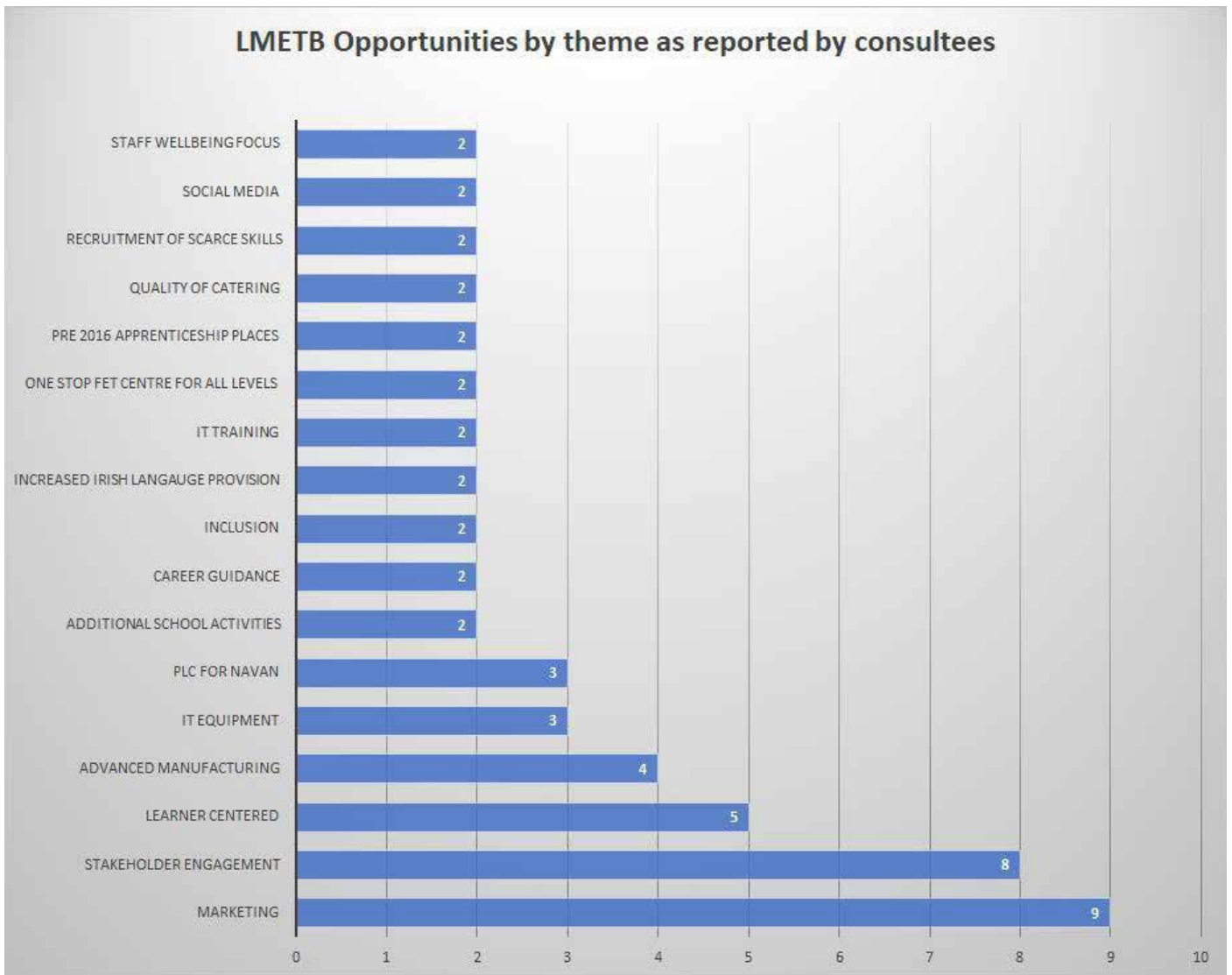
#### Strengths

In looking to strengths we wanted to understand what it is that the organisation excels at. The bar chart below sets out the strengths as referenced by the consultees for this strategy. Responses confined to 1 respondent only have not been listed below. It is clear that, for those responding, our staff is our key strength (24% of respondents or 29 out of 120 valid responses). The other themes emerging clearly as strengths are our inclusivity as an organisation, the building infrastructure, the curricula delivered and the sense of ambition that LMETB displays.

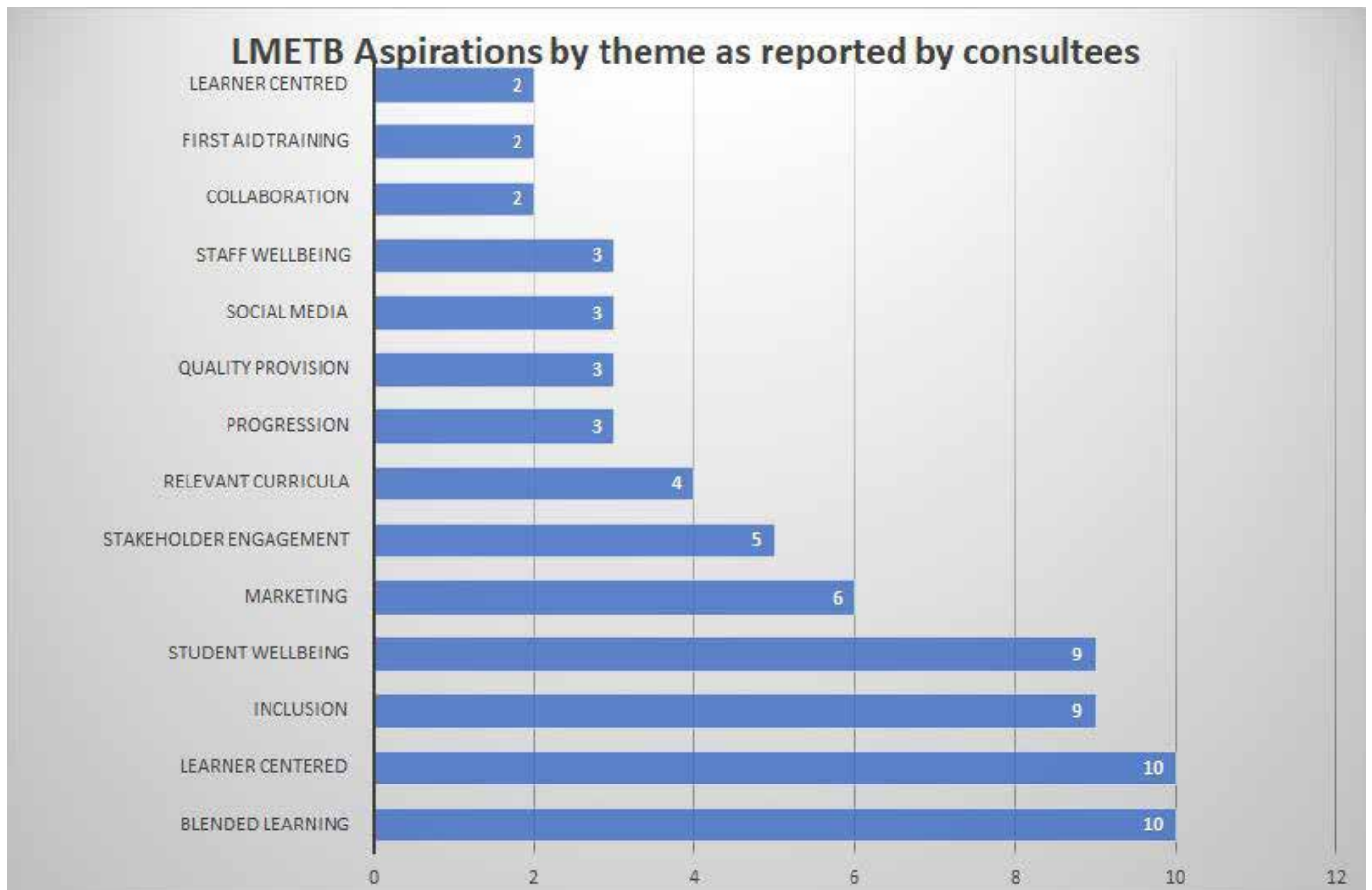


## Opportunities

Consultees were asked to consider what unmet needs our customers might have and what opportunities might present themselves in the environment in which we operate as set out in the PESTLE. Engagement with the wider world in term both of Marketing and of Stakeholder engagement were the opportunities most signalled by consultees. Opportunities to deepen our learner centered approach was also focused on significantly with specific projects including the development of the AMTCE and the prospect of a PLC College for Navan also being focused on.



## Aspirations



Within the SOAR analysis, aspirations concern the ambitions an organisation has. What does the organisation aspire to be and what can it realise building on its current strengths. Consultees are very clearly focused on outcomes for the learners with 38 of the responses focused on blended learning, learner centered approaches, inclusion and student well-being. The aspirations chime well Results This element of the SOAR framework refers to the tangible and measurable results that indicate when the goals and aspirations have been achieved. These should inform the development of KPI's for the strategy. Key metrics which are highlighted are learner progression, feedback surveys, enrolments, PR activity, staffing levels and tracking of learner outcomes and successes. Notable also are the mentions of social media and marketing as elements of the business to demonstrate, and deliver, results with the vision, values and principles of LMETB.

## Results

This element of the SOAR framework refers to the tangible and measurable results that indicate when the goals and aspirations have been achieved. These should inform the development of KPI's for the strategy. Key metrics which are highlighted are learner progression, feedback surveys, enrolments, PR activity, staffing levels and tracking of learner outcomes and successes. Notable also are the mentions of social media and marketing as elements of the business to demonstrate, and deliver, results

