



ddletb



Bord Oideachais agus Oiliúna Dublin and Dún Laoghaire
Átha Cliath agus Dhún Laoghaire Education and Training Board

SERVICE PLAN 2026

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Message from the Cathaoirleach of DDLETB

As Cathaoirleach, and on behalf of the Board of Dublin and Dún Laoghaire Education and Training Board (DDLETB), I am delighted to introduce the 2026 Service Plan. This Plan has been prepared in accordance with DDLETB's statutory responsibilities under Section 47 of the Education and Training Boards Act, 2013, and reflects our continued commitment to delivering high-quality education and training across the region.

The 2026 Service Plan sets out our key priorities and planned initiatives across schools, colleges, training centres, and support services throughout the DDLETB area. It outlines how we will respond to the evolving needs of learners at primary, post-primary, and further education and training levels, while continuing to strengthen organisational capacity and support sustainable growth.

As one of the largest Education and Training Boards in Ireland, DDLETB supports a rapidly growing and diverse population across a wide geographic area. Serving a catchment of over 865,000 people, the organisation now operates across more than 95 locations, employs over 5,100 staff, and manages an annual budget in excess of €325 million. This scale reflects both the breadth of services delivered and the complexity of meeting the evolving educational and training needs of our communities.

A central priority for 2026 will be the continued expansion of our Special Educational Needs (SEN) provision and the development of new special school places across the region. As demand continues to grow, we remain committed to ensuring that learners with additional needs are supported through inclusive, high-quality educational environments that reflect best practice and innovation.

As a growing ETB operating at increasing scale and complexity, it is clear that additional resources will be required to sustain progress and meet the diverse and expanding needs of our learners and communities. Strategic investment in staffing, infrastructure, and organisational supports will be essential to ensure that DDLETB can continue to deliver effective services while maintaining strong governance and operational resilience.

The achievements of DDLETB are made possible by the dedication, professionalism, and commitment of our staff across all services. As we move through 2026, I look forward to working collaboratively with colleagues, partners, and stakeholders to deliver on our shared ambitions and to further strengthen DDLETB's role as a leading provider of education and training.

I extend my best wishes to all staff and learners for the year ahead as we continue to build on our progress and shape a responsive, inclusive, and forward-looking organisation.

Cllr Mick Duff

Cathaoirleach

Message from the Chief Executive

As Chief Executive, on behalf of Dublin & Dún Laoghaire Education and Training Board (DDLETB), I am delighted to present the Annual Service Plan 2026. This is an important plan and is reflective of an organisation that continues to adapt, grow and evolve to meet the ever-changing needs of our community. As an organisation, we have shown great resilience, creativity and innovation throughout 2025 and we continue to do so in 2026.

The purpose of the plan is to present our priorities and targets which will ensure focused and responsive delivery. Each directorate has set priority objectives and outcomes with specific measurable outcomes, which ensure that we advance our strategic goals as set out in our five-year Strategy Statement 2022-2026. Our strategic mission is “to provide relevant inclusive high-quality education and training, services and supports that respond to the diverse needs of our learners, communities and stakeholders”. As an organisation we aim for excellence and are committed to continuous improvement as our ambitious vision is “to transform lives through learning, development and support enabling learners to succeed in an ever-changing world”. Our strategy is underpinned by five core values: Professionalism, Excellence, Equality, Respect and Support.

2026 also marks the final year of DDLETB’s current 2021-2026 Statement of Strategy. Alongside delivering on our existing commitments, we will commence the development of a new strategic framework for 2027–2031, engaging with staff, learners, stakeholders and partners to help shape the next phase of organisational growth, innovation, and service delivery.

The overall budget for 2026 is projected to be circa €398m; this pays for staff and services in our Community National Schools, Post-Primary Schools, Community Special School, Further Education and Training (FET) settings, Youth Services and our Head Office. We also provide for education in Oberstown Detention Centre and in Special Care Units. In line with the increased school enrolments and projections in FET, DDLETB will continue to progress with several key capital building projects and expect to progress significant additional accommodation projects for schools and FET in areas of high demographic growth in order to meet the needs of all students. DDLETB will deliver education, training and services to over 90,000 learners in 2026. The

ongoing development of Dublin College in Swords will progress in 2026. We also welcome the opening of new Special Schools under the patronage of DDLETB.

A key focus of our ongoing development is sustainability. In line with our climate action commitments, and as outlined in our Climate Action Roadmap, DDLETB is dedicated to reducing our environmental impact and integrating sustainability into all aspects of our operations. This guiding principle will inform our building programme, which includes the development of new facilities and refurbishments that prioritise environmental responsibility. As we meet the growing demands of learners, we are committed to doing so in an environmentally sustainable and forward-thinking way.

Alongside our sustainability efforts, we are embracing the potential of emerging technologies. DDLETB is working to integrate Artificial Intelligence (AI) to enhance the experiences for our staff and learners. As we harness new technologies, we remain steadfast in our commitment to ensuring the secure and responsible use of AI, with a strong focus on cybersecurity to safeguard the integrity and confidentiality of our systems and data.

On behalf of the DDLETB, I wish to thank all of our staff who continue to perform at the highest level and deliver a professional service to all they encounter. I am sincerely grateful to all staff and to the Board.

Caitríona Murphy

Chief Executive

DDLETB in Numbers

Annual Expenditure Over €398m

**Participants
Over
90,000
Learners**



**People
Over
5,100
Staff**



**Self-Financing
Adult Classes**

4,950

Approximately 4,950 adults in night classes



**Post Primary
Education**

22,844

22,844 learners in 31 Community Colleges including 4 Gaelcholáistí



**Further Education
& Training**

26,157

over 43,493 beneficiaries including apprentices



**Primary &
Special Education**

3,574

9 Community National Schools
3 Community Special Schools
1 Community Hospital School
& 3 High Support Special Units



Youth Services

33,726

Supporting over 33,726 young people through Targeted Youth Provision

DDLETB In National Context



**Population of our region
Over 865,000**

60% of Dublin's population

17% of Republic of Ireland's population



90+ locations across Fingal, South Dublin & Dún Laoghaire Rathdown

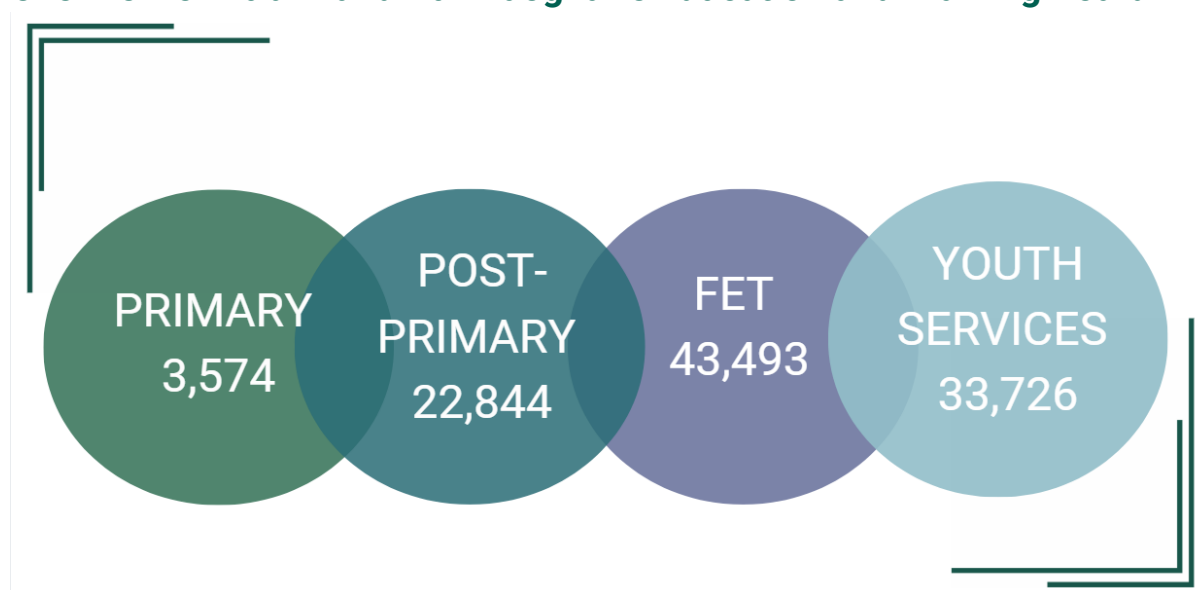


Lifelong learners from 4 to 94 years of age



Full-time & part-time teaching, training & support staff

Overview of Dublin and Dún Laoghaire Education and Training Board



Dublin and Dún Laoghaire Education and Training Board (DDLETB) provides education, training and services across the three county council areas of Fingal, South Dublin and Dún Laoghaire/Rathdown. According to the data from Census 2022, the total population of our region is over 865,000 representing almost 17% of the national population of Ireland

The number of people in the region has grown significantly since 2016, with an increase of over 70,000. This is well above the national average. 60% of the population of the Dublin region now resides in our catchment area. Fingal has shown the highest growth of any county in Ireland over the past 20 years with an increase of more than 79%. The population of Dún Laoghaire/Rathdown and South Dublin has also grown by more than 5% in recent years. By comparison to the national average, the region has a younger population and a higher percentage of working-age younger adults. At the time of the last census, 26% of the population in the DDLETB region was under the age of 18; an increase to this percentage is anticipated. In addition to having a young and growing population, the DDLETB region is home to a considerable number of people from ethnic minorities. This makes for a region that is remarkably diverse, in terms of demographics, cultures and languages.

The region has a wide range of employers. These vary in scale from major multi-national companies and Irish small and medium enterprises to start-ups with a small number of employees. Many international companies, notably pharmaceutical and technology companies, have European headquarters and/or operational bases in Dublin. The size and complexity of the area we serve shapes our mandate as one of the biggest providers of lifelong learning in the region. Our learners are diverse in terms

of age, background and abilities. In response to this, we provide a wide range of supports, programmes, and services.

Learner Overview Numbers for 2026

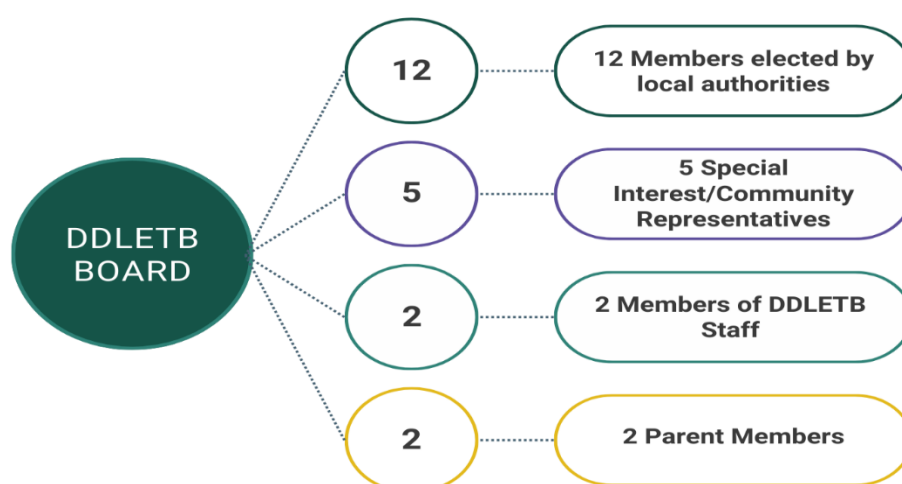
Service	No. of Locations	No. of Participants/ Beneficiaries
Primary Schools, Special Schools & High Support Units	18	3,574
Second Level Schools - Community Colleges including Gaelcholáistí	31	22,844
Further Education and Training	38	43,493*
Self-financed Adult Education Classes	7	4,950
Youth & Sports Development Facilities		654,146**

*Beneficiary numbers represent the total number of learners multiplied by the number of courses they participated in during the year. The unique learner numbers are circa 26,157.

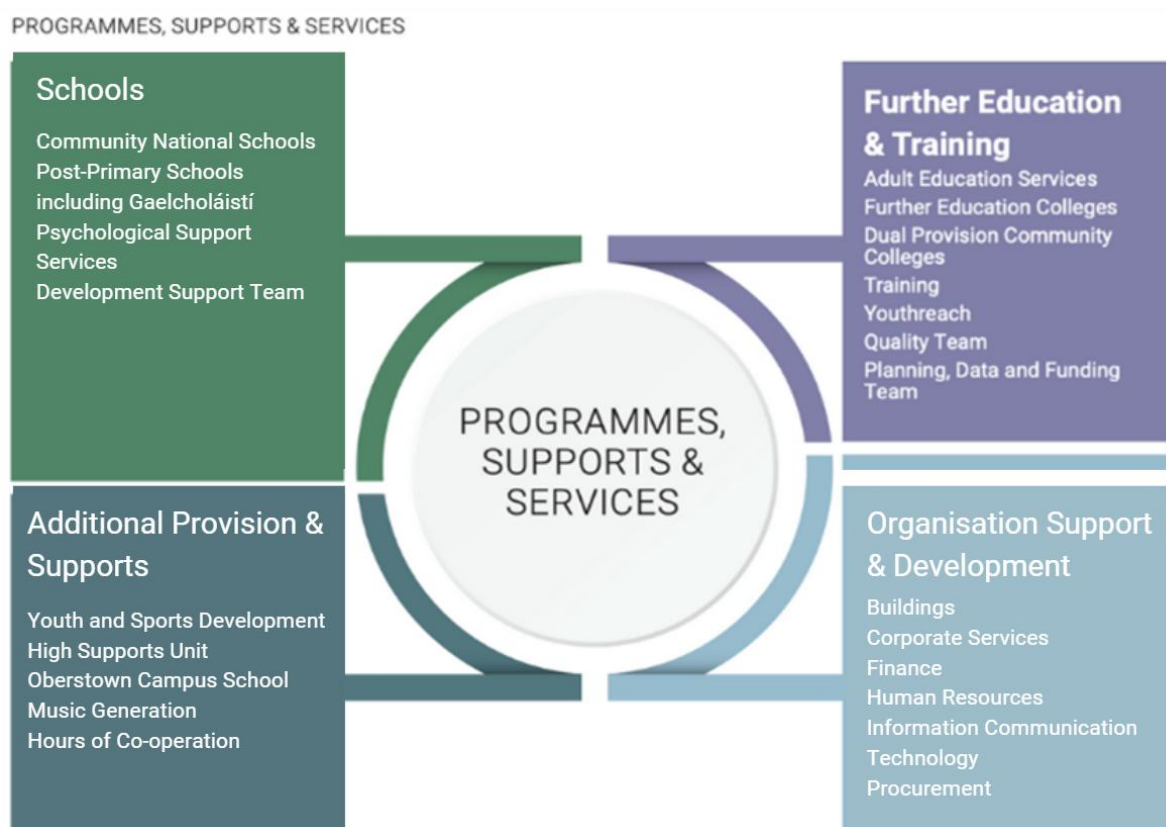
** From the community sports facilities footfall of 645,146 – 33,726 are in targeted youth provision and the remaining is the collective footfall from 6 community sports facilities within the DDLETB administrative area.

The Board of DDLETB

Dublin and Dún Laoghaire Education and Training Board has a corporate structure which is made up of a democratically appointed board and a management (executive) team.



We serve the three county council areas of Dún Laoghaire-Rathdown, South Dublin and Fingal and a population of over 865,000 people. The administrative area covered by Dublin and Dún Laoghaire ETB reaches from Balbriggan in north County Dublin, to Dún Laoghaire in south County Dublin and Lucan in west County Dublin.



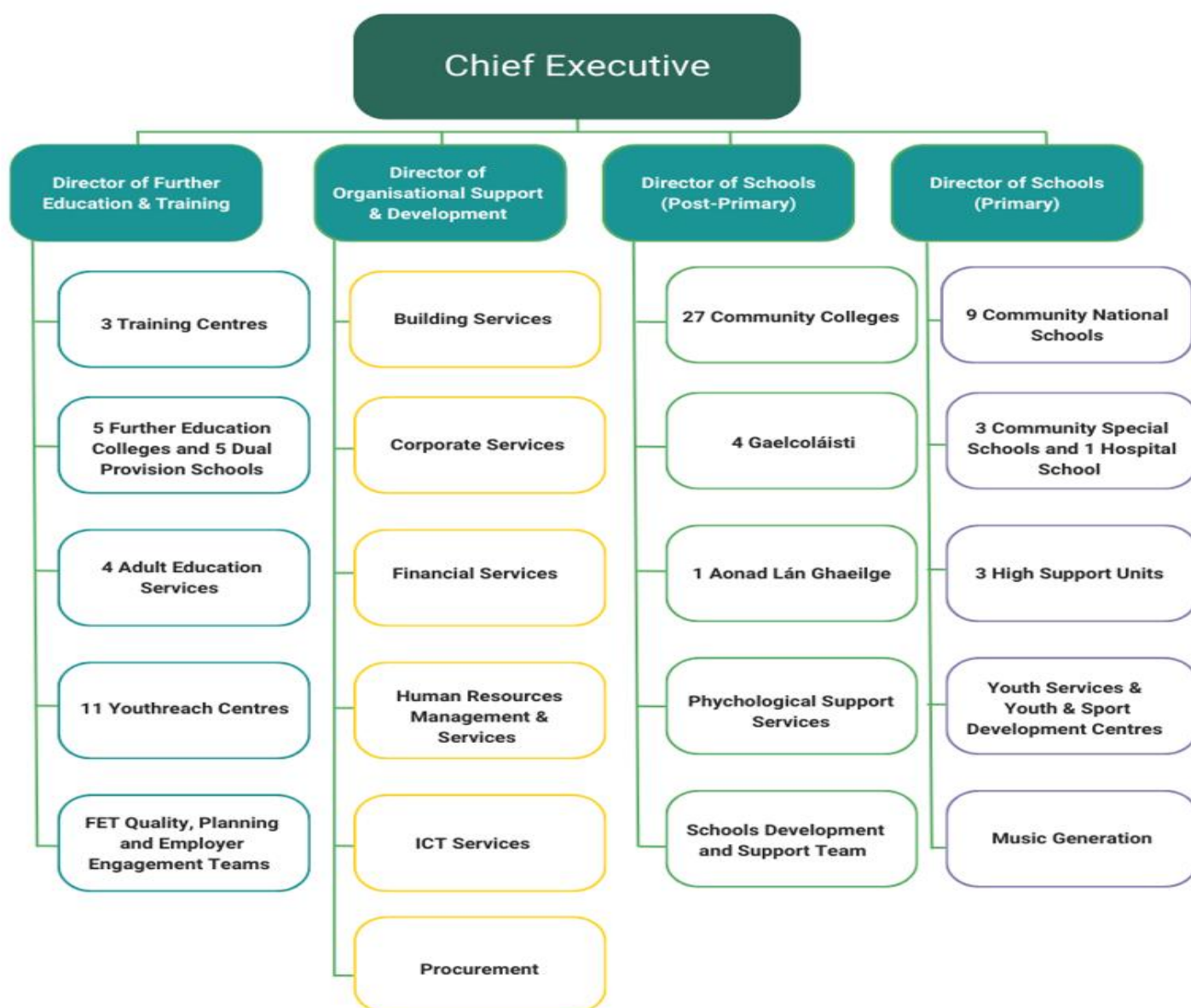
In compliance with legislation, the DDLETB Board consists of 21 members in total. Board Members bring a range of specific knowledge, skills, experience and expertise to the deliberations of the Board.

In accordance with section 45 of the Education and Training Boards Act, 2013, a Finance Committee meets a minimum four times per year and reports to the Board on financial matters. In accordance with section 45 of the Education and Training Boards Act, 2013, an Audit and Risk Committee (ARC) meet a minimum four times per year and assists the Board in discharging its internal audit functions. Committees of the Board are constituted by members who have relevant qualifications and experience. The Finance committee and Audit and Risk committee meet jointly on an annual basis to share their respective knowledge and experience to support the application of good governance for the organisation.

In accordance with the Code of Practice for Governance of Education and Training Boards, an annual self-assessment exercise is completed by all Board and committee members.

Organisational Structure

The organisational structure of DDLETB is structured across four separate, but interlinked, divisions: Further Education & Training (FET), Organisation Support & Development (OSD), Post Primary Schools, Primary Schools and Other Services.



Geographical Map of DDLETB Locations and Services



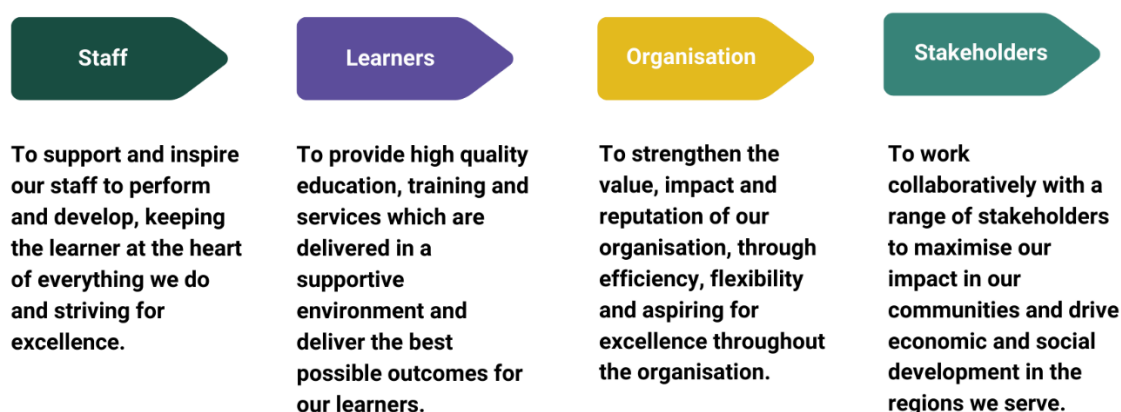
Statement of Strategy

DDLETB's **mission** is to *provide* relevant inclusive high-quality education and training, services and supports that respond to the diverse needs of our learners, communities and stakeholders. Our **vision** is ambitious and is to *transform* lives through learning, development and support enabling learners to succeed in an ever-changing world.

The mission and vision are *supported* our five core values: Professionalism, Excellence, Equality, Respect and Support. DDLETB have identified four strategic priorities for 2022–2026 and each priority has an associated high-level goal.



Strategic Priorities



Each goal has its own set of strategic actions. Our goals and actions have been designed to assist DDLETB to avail of the opportunities which arise and meet the

challenges it faces over the coming years. DDLETB will continue to put the learner at the heart of everything we do. We believe that lifelong learning is key to personal development and wellbeing, social inclusion, and economic prosperity. DDLETB will continue to ensure its compliance with the requirements of legislation and the Code of Practice for the Governance of ETBs.

DDLETB ensures that staff have access to opportunities for professional development. This includes enabling staff to become reflective practitioners, enhance their skills, and collaborate with colleagues. We recognise that professional development can be facilitated in a variety of ways: from accredited programmes to workshops and professional learning networks.

Strategy Implementation and Monitoring

This Service Plan is developed to support the implementation of our Statement of Strategy. While the Strategy sets out our priorities and goals over a 5-year period, we continue support their delivery in an ever-changing environment. In developing this plan, a collaborative approach was undertaken by Senior Leaders across the organisation. This ensures that the actions in this plan are aligned with the goals and actions set out in the Statement of Strategy. This also ensures that the outcomes for 2026 are achievable. To enable delivery of the outcomes, projects are led and supported by staff in a collaborative process. A progress report will be made available to all stakeholders in early 2026.



New Strategy Development

During 2026, the organisation will commence the development of the new DDLETB Statement of Strategy for 2027–2031. This process will involve meaningful engagement with staff, stakeholders, partners, and learners to ensure that clear and ambitious strategic objectives are identified. The new strategy will support continued organisational growth, innovation, and sustainable development, while maintaining a strong learner-centred focus at the core of all planning and decision-making.

Statement of Services 2026

Under the terms of the Performance Delivery Agreement between the Department of Education and DDLETB, the following goals and priorities were identified. The specific actions for the achievement of these priorities, together with the associated performance indicators and targets to be delivered are as follows:

Goal	Priority	Action	Performance Indicator	Target	Goal/ Priority included in Service Plan (Yes/No)	Goal/ Priority referenced on page no.
Optimise Student/ Learner Experience	Provide a positive learning experience for all learners, including learners from marginalised groups	To streamline planning and supports for school improvement to include the needs of all students	All coordinators across our networks e.g. SSE, SEN, DEIS, EAL have a meeting once a term to ensure collaboration and progress.	All Post Primary schools	Yes	Page 43-60
		To develop learner networks with a focus on 'student voice' in CNS'	Review of the Patron programme GMGY/Wellbeing via SSE process	Continuation of 10 (CNS and CSS) CNS schools engage with SSE/LAOS Audit supporting "Student Voice"	Yes	Page 43-60
			Introduction of the Patron programme to high support detention schools	One high support detention school to engage with Patron		

				programme in conjunction with Ethos development of the school		
		To embed our pilot programme for post-primary students, to grow and support Student Voice within and between our schools	Continuation of the Student Voice Programme, following our successful pilot	28 Post-Primary schools involved in the programme	Yes	
		To establish a CNS Learner engagement forum	Establishment of an annual CNS learner event	Continuation of the annual CNS quiz to incorporate an additional developing school	Yes	
		To establish bespoke model for Career Guidance across Detention and Special Care Units	Detention and Special Care Units engage with 'student led' process for learning pathways across all centres	Alternative Learning Setting (ALS) framework for Career guidance established across 3 Special Care Settings	Yes	
		To deliver ICT Support services for developing schools	Increased provision and service	Digital Connect Programme across all developing schools to be continued	Yes	
		To embed inclusive practices by promoting the uptake of PLD opportunities in the AHEAD Universal Design of Learning (UDL) digital badge	Increased the number of FET teachers/instructors/tutors who achieve the Universal Design of Learning Digital badge in 2024	20 additional FET teachers/instructors/tutors with UDL digital badges in 2025	Yes	Page 43-60

		To ensure high quality education and training and services are delivered to FET learners	Agree a FET Quality Improvement Plan developed with Quality and Qualifications Ireland (QQI)	Implement the quality improvement actions agreed with QQI over a phased basis 2023-2026	Yes	Page 43-60
		Improve the information available to FET learners on disability supports available to learners across FET	Increase the number of FET learners with disabilities receiving funding for specific supports	20% increase in FET learners with disabilities receiving funding for specific supports	Yes	Page 43-60
		Ensure FET provision continues to build transversal skills and core capabilities which will allow participants to move on to more advanced learning opportunities	Increase FET programmes which focus on improving transversal skills at QQI levels 1 to 3 in FET	Return certification at NFQ Levels 1-3 to 2019 levels and grow by a further 10% by end of 2024	Yes	Page 43-60
		Ensure disadvantaged learners in FET continue to be prioritised for access to Psychological Support Services (PSS) and Guidance, and Information services across to enhance retention of this group in FET provision and enable progression within FET, to employment or opportunities in Higher Education as appropriate	Enable collaboration and sharing of best practice between all staff who provide Guidance, and information Services to FET learners	Facilitate at least one meeting of a community of practice for this group with PSS with a focus on progression pathways	Yes	Page 43-60
	Support students/learners at risk of	To provide supports to our DEIS schools	Regular meetings based on needs e.g. DEIS plan, digital literacy, mapping provision	All DEIS schools to participate in the DEIS Network	Yes	Page 43-60

	educational disadvantage in line with current national policy	To provide enhanced educational schemes for all young people between 12-16 years through Youth Service provision	Maintain 2026 student intake in the Alternative Learning programme (ALP) with a focus on formal structure for learner transitions, retention and progression.	Review of LAOS framework for education in operation in all 5 settings	Yes	Page 43-60
		To ensure the delivery of Stage 3 of the Framework Plan of delivery for Music Generation Fingal	Bespoke music programmes and urban hubs continue to be delivered for identified target groups	Special Care Settings, Disability groups, LGBTI+ youth, Garda Youth Diversion Programme, Traveller youth, ALP, DEIS and developing schools. 3 Urban Hubs established		
			Foundation programme for the Early years (0-4years) to be established	Offered to children as part of the free preschool year and made available across nine community childcare facilities		
		To share existing good practice in the provision of financial support to learners with disabilities via the fund	Increase access to the Fund for Students with Disabilities (FSD) across all FET	Increase in the take up by learners of Learner Support and Fund for	Yes	Page 43-60

		for Student with Disabilities and the Learner Support allocation	centres/schools/colleges for the Autumn 2025 intake	Students with disabilities budgets combined across FET DDLETB		
		To reduce barriers for learners by increasing access to financial supports	Implement the Reach Fund which provides financial support for projects aimed at reducing barriers to participation in education for vulnerable learners and community organisations operating in disadvantaged areas	Call for applications is released in Q1 of the year since 2024, this is to be repeated in 2026, thereby broadening the timeframe and optimising access to supports and reducing barriers to participation for learners at risk of educational disadvantage	Yes	
		The next phase of the framework for Community Education will be implemented in 2025, with a view to ensuring FET provision continues to meet the needs of learners at risk of marginalisation in our communities	Implement the new Community Education Framework	Establish a working group to implement the Community Education Framework across the region.	Yes	Page 43-60
		In line with national policy, implement the Adult Literacy for ALL Strategy with a view to ensuring FET provision	Continue to host the Regional Literacy Coalition for all the Dublin and Dún Laoghaire region.	Ensure 3 meetings of the Regional Literacy Coalition in DDLETB by the end of Q4 2025	Yes	Page 43-60

		continues to meet the needs of disadvantaged learners	Drive collaboration among the key stakeholders in Adult Literacy provision to develop a Regional Literacy Plan.	Launch the Coalition's Regional Literacy Action Plan for 2025	Yes	
		Increase FET provision for literacy, numeracy, and IT skills in line with the 10 year ALL Strategy	Ensure FET courses address the needs of the significant base of adults with low levels of literacy, numeracy and IT skills in Ireland	Continue to meet and exceed our target unique learners participating in 'Adult Literacy for Life' programme in literacy, numeracy, and ICT skills in 2025	Yes	Page 43-60
	Ensure all necessary child safeguarding measures are in place in accordance with the Child Protection Procedures for Primary and Post-Primary Schools	Child Protection (CP) Safeguarding Development officer appointed	A programme of CP Professional Development events including staff in special care settings	All Principals, Deputy Principals & ETB/BoM members of Post Primary, Primary, alternative and FET settings	Yes	Page 43-60
			Ensure all necessary child safeguarding measures are in place in accordance with the Child Protection Procedures	Ensure 3 meetings of the Youthreach Committee take place annually	Yes	
			Ensure all post-primary schools Child Protection & Safeguarding Policies are updated to include recent changes	Regular training opportunities for Principals and Deputies, to ensure	Yes	

				proper governance and compliance. Training for all new Board of Management members commenced in January 2025		
	Ensure full compliance with the Child Protection Procedures for Primary and Post-Primary Schools	DDLETB CP Oversight Group established. Governance CP Review survey	3 Meetings of CP Group per year. Survey designed in line with CP Procedures 2017 and deployed to schools	This group works together within its terms of reference to ensure full compliance on CP by all schools	Yes	Page 43-60
	Ensure measures have been taken to safeguard vulnerable adults.	Provide training for all staff who work with vulnerable adults	A programme of CPD events will take place to ensure staff are trained to implement Safeguarding Vulnerable Adults Policy in 2025	Develop and deliver 1 training programme to relevant staff in 2025	Yes	Page 43-60
Protection Programmes	Assist the DE, as needed, to meet the needs arising from the Irish Refugee Protection Programme and provision for international	School places offered to ensure education provision for refugees	REALT Coordinator appointed and regular REALT meetings with all stakeholders	All schools with available school places	Yes	Page 43-60
		Ensure additional supports around language are accessed	Regular communication between REALT and ESOL Co-ordinators	Refugee students to be fully supported within our schools	Yes	
		To engage with all stakeholders to ensure the language and educational needs of refugees and international protection applicants are met	Continue to grow the number of International Protection applicants participating in FET DDLETB in 2025	FET DDLETB is projecting a further 7% increase in the number	Yes	Page 43-60

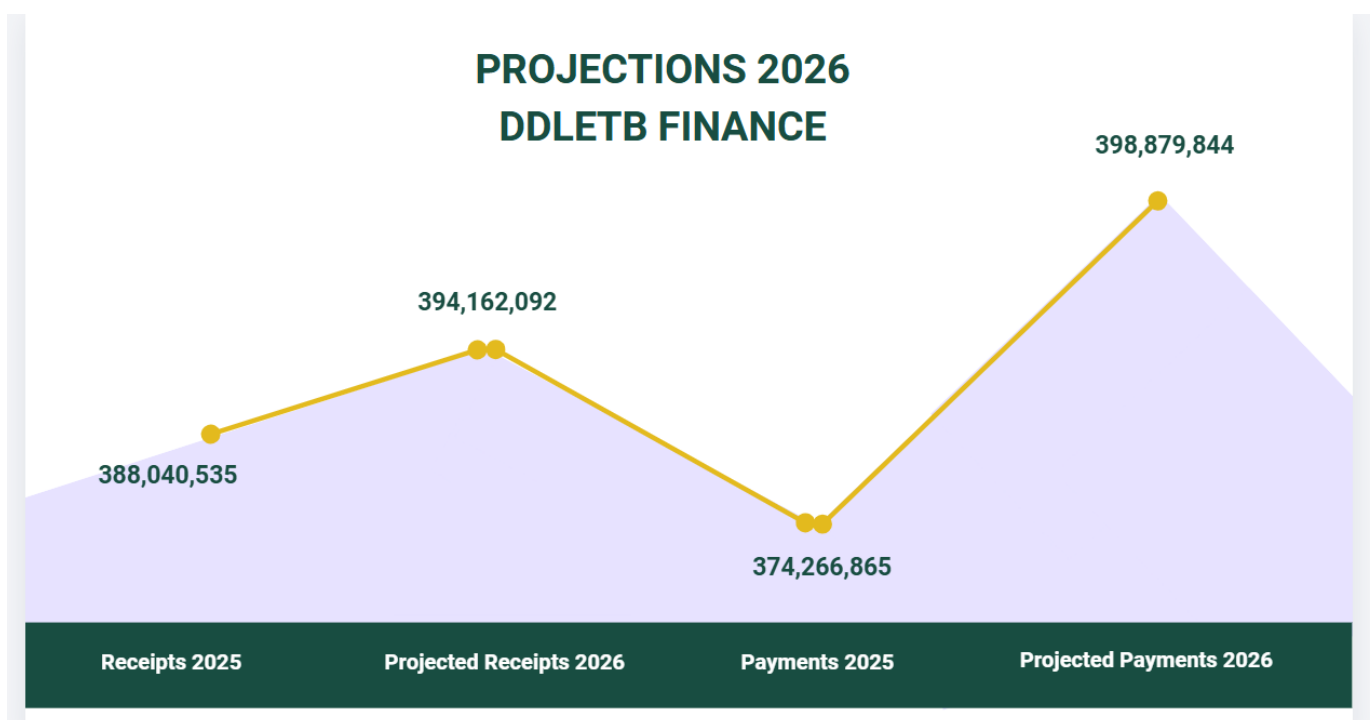
	protection applicants			of beneficiaries on ESOL provision in 2025		
Governance	Attendance rates at board meetings	Individual boards should re-emphasise the requirement for attendance at all board meetings as per the Code of Practice for Governance of ETBs	Number of meetings and quorums met	Attendance of Board members at Board meetings	Yes	Page 43-60
	Board Self Assessments	All boards should carry out self-assessments, using the questionnaire included in the Code of Practice, to identify areas where improvements are required	Completion of Self-Assessments	To be completed by ETB Board annually	Yes	Page 43-60
	Financial expertise on audit and finance committees	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	Audit and Risk and Finance Committees have appropriate expertise in the areas of audit and finance	Committees are constituted with members who have relevant qualifications and experience	Yes	Page 43-60
				A joint meeting of the Finance and Audit and Risk Committees takes place annually to share knowledge and expertise	Yes	
	Board appraisal of work carried out by Finance and	The chair of each board should ensure that board members are provided with written reports on the work carried out by finance and audit	Representatives for Finance and Audit & Risk committee report to ETB Board	Copies of minutes of meetings are	Yes	Page 43-60

	Audit & Risk Committees	& risk committees as required under the Code of Practice for Governance of ETBs		forwarded to ETB Board		
	Self-Assessment by Finance and Audit & Risk Committees	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	Improvement implemented as appropriate	Completion by Finance Committee & Audit and Risk Committee annually	Yes	Page 43-60
	Staff Development*	The chief executive should ensure that; - a member of staff is appointed as the training manager - training needs analysis in financial management is carried out on an annual basis - a training programme on financial management is developed and implemented	Identify staff members with additional responsibility for leading specific training programmes and opportunities.	Delivery of training to Board Members and appropriate staff	Yes	Page 43-60
			Collaborate with ETBI on central training programmes for Board members as appropriate	Collaboration ongoing in relation to training programme design and delivery	Yes	
	Departmental returns and reporting deadlines	Returns to the Department must be accurate and reporting deadline adhered to	Reports issued in a timely manner	DDLETB will endeavour to meet all DoE requests	Yes	Page 43-60

	Risk Management Policy	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	Maintain, manage and enhance the Risk Register	Continual review by the Senior Leadership Team, the Governance Group, all schools and centres and the Audit and Risk Committee	Yes	Page 43-60
			Conduct quarterly reviews of the Corporate Risk Register	Quarterly reviews complete	Yes	
	Internal Controls	The board of each ETB should ensure that it receives adequate assurance that specified controls are operating as intended	Internal controls are working effectively and subject to review	Internal controls are in place and reviewed	Yes	Page 43-60

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

Overview of Services



Our overall aim is to enable learners reach their potential. DDLETB strive to offer learning experiences which respond to the needs of learners of all ages and abilities. The continued growth and scale of our services will continue to grow throughout 2026 as reflected in our projected financial growth. Suitable premises and resources for our learners is critical in our commitment to inclusive and sustainable education. DDLETB are also mindful of our responsibilities in relation to human rights and equality, both as a service provider and employer. Technology is an essential means of enhancing learning, collaboration and communication among our learners and stakeholders. To this end, we work to ensure our digital systems remain accessible, reliable and protected.

Overview of Organisational Support and Development (OSD)

The Organisation Support and Development Team is primarily based in Dublin and Dún Laoghaire ETB's Head Office in Tallaght, Dublin 24, but also has offices in Baldoye and Loughlinstown Training Centres. The OSD Team supports the Chief Executive in the delivery of a full range of services across the organisation in the five main functional areas of buildings and property, corporate services, finance, human resources, and ICT.



The Organisation Support and Development (OSD) team provide administrative support to over 5180 staff in Schools, Colleges, Centres and services across all of our locations, including Head Office. The OSD Directorate aims to develop the appropriate structures and systems to achieve the highest quality services throughout the organisation and will strive to ensure the appropriate human, financial and infrastructural resources necessary to deliver the Strategy Statement of DDLETB are in place. Each unit is managed by an Assistant Principal Officer who reports directly to the Director of Organisation Support and Development.

DDLETB is committed to fostering sustainability across all aspects of our operations, aligning with our Climate Action Roadmap to minimize environmental impact. As part of this commitment DDLETB will focus on, decarbonising the built estate, improving energy efficiency across all buildings via capital projects and energy management, encouraging sustainable travel, educating staff and learners about sustainable practices, and promoting sustainability and biodiversity initiatives. As we expand to accommodate the needs of our learners, we will do so in a way that is both sustainable

and forward-thinking. In 2026, DDLETB will begin implementation of the ISO 50,001 Energy Management System to support our sustainability obligations.

Alongside our sustainability initiatives, we are actively embracing the opportunities presented by emerging technologies. The responsible integration of Artificial Intelligence (AI) into teaching, learning, and organisational processes will support enhanced experiences for both staff and learners. As these innovations evolve, we remain committed to ensuring that AI is adopted in a secure, ethical, and well-governed manner, with a strong emphasis on cybersecurity and data protection.

In 2026, we will continue progressing towards the implementation of an Information Security Management System (ISMS), strengthening our cyber resilience and enhancing the overall robustness of our ICT infrastructure. The rollout of the Cyber Security Baseline Standard will further support this work, reinforcing safeguards to protect the integrity, availability, and confidentiality of organisational systems and data.

Throughout 2026, DDLETB will work closely with Education Shared Business Services (ESBS) to transfer the following services to the shared services platform under ESBS:

- New Supplier Setup
- Invoice Processing
- Staff Training
- Weekly Payments
- Revenue Returns
- Supplier Queries

Organisational Support and Development Functions

	HR	ICT	Buildings & Property & Sustainability	Corporate Services	Finance	Procurement
	Resource Planning and Teacher Allocations and Utilisation	IT Infrastructure installation and management	Delivery of new schools and large-scale extensions via capital works programme.	Corporate Governance	Financial Management, Budgeting and Reporting	Procurement of Goods and Services
	Recruitment and Onboarding Services	Cybersecurity	Delivery of additional school accommodation via modular works programme.	Customer Services	Preparation of annual financial statement (AFS) & statement of internal controls (SIC)	Capital & Buildings Procurement
	Garda Vetting Administration	Management of on premises and cloud-based systems	Management of DDLETB property matters including leases/licenses, site disposal and acquisitions.	Data Protection / Freedom of Information	Management of ESF claims	Contract Management
	Payroll and Pension Administration	Management of ICT procurement & outsourcing	Advice & support on maintenance systems and repairs of DDLETB owned & leased property	Official Languages Act	Co-ordination of EU, C&AG and IAU audits	Compliance, Analysis and Reporting
	Absence Management; Statutory and Non-Statutory Leave Administration	Business Continuity & Disaster Recovery	Delivery of the Summer and Emergency Works programmes.	Communications, Media & Branding. Administration & Payment of Community Education & Reach Grants Schemes.	Management of SOLAS funding	Stakeholder Training
	Staff Relations	ICT to continue to support Digital Transformation initiatives	Delivery of the school PV Panel Scheme and Biomass programme.	Health & Safety	Creditors and Grant Payments, Learner and Apprentice Payrolls	Liaise with ETBI, OGP and EPS on national frameworks
	Training & Staff Development	Training	Delivery of climate & sustainability projects and initiatives. Improvement of DDLETB 2030 gap to target. ISO 50001 certification.	Insurance & Risk	Travel and Subsistence	Representing DDLETB on Procurement bodies and forums

Overview of Community National Schools

Dublin and Dún Laoghaire Education and Training Board (DDLETB) are Patron to nine Community National Schools (CNS), one Community Hospital School and five Community Special schools, two of which are expected to open September 2026. These schools have a multidenominational ethos, underpinned by five core values: Excellence in Education, Care, Equality, Community and Respect. These schools are the only state-managed, state-funded national schools that deliver an inclusive education strengthened by the Patron programme, Goodness me, Goodness you (GMGY).

There is a growing demand amongst parents for the State to provide more choice of school types other than single-denominational models. The development of the Community National School and the emergence of Community Special Schools model under Education and Training Boards answers both demands and represents a very exciting and welcome evolution in Irish education. The quality of education and the possibility of preparing children for life in a multi-belief and multi-cultural society succeeds in drawing children from all backgrounds to the CNS model. The growth of this model is expected to continue into 2026 with the reconfiguration of existing single-denominational schools over to the Community National School model and the demand for state provided special education provision.

Ensuring the strategic objectives of DDLETB are met, DDLETB will deliver the following across Community National Schools for:

- Provide high quality education, training and services which are delivered in a supportive environment and deliver the best outcomes possible for our learners
- Support and inspire our staff to perform and develop, keeping the learner at the heart of everything we do and striving for excellence
- Strengthen the value, impact and reputation of our organisation
- Work collaboratively with a range of stakeholders to maximise our impact in our communities and drive economic and social development in the regions we serve.

Overview of Community Special Schools

Dublin and Dún Laoghaire Education and Training Board (DDLETB) proudly serves as the Patron for five Community Special Schools (CSS) as mentioned, two of which are set to open in September 2026.

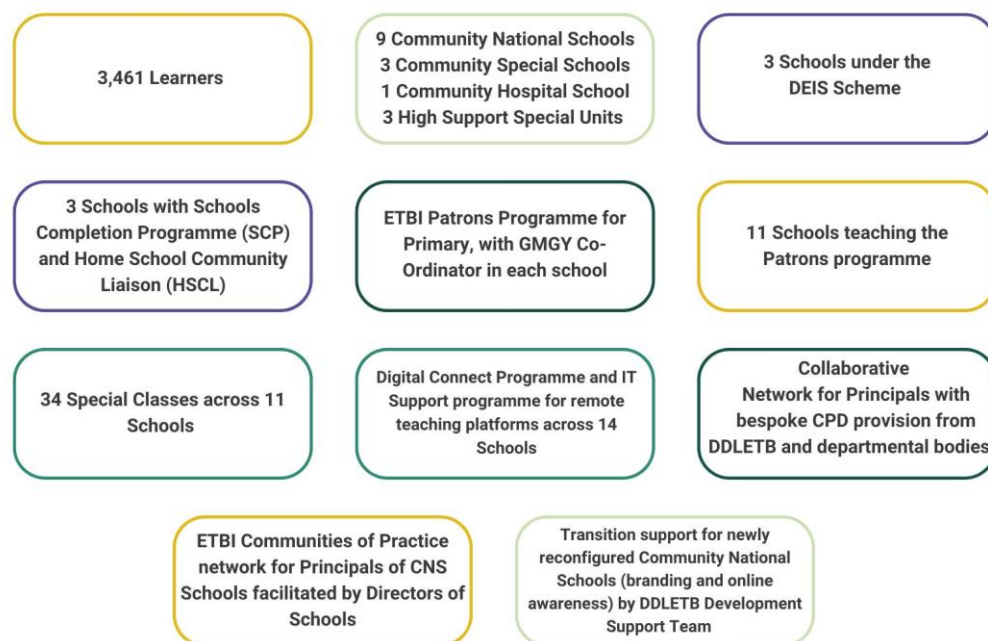
Community Special Schools (CSS) offer tailored education to students aged 4 to 18 years with Autism and complex learning needs, who have been recommended for Special School placement by a professional assessment. These schools operate within the Community National School framework, adhering to the values of excellence in education, care, equality, community, and respect. They are state-funded, multi-denominational, co-educational institutions.

Our vision for these schools is to create a welcoming, inclusive, and dynamic learning environment, where each student is at the heart of the educational experience. Students in our CSSs develop a sense of belonging and foster a love of learning, enjoying a positive and enriching school experience.

The curriculum delivered in a CSS is in line with the guidelines set by the Department of Education, with adaptations made to meet the individual needs of each student. A variety of active teaching, learning, and assessment methods are employed to maximize each student's potential. Teachers, supported by the child's multidisciplinary team, provide a nurturing and stimulating environment that promotes personal, social, and academic growth. Each student has an Individual Education Plan (IEP) designed to address their unique needs.

CSS offer a range of co-curricular and extra-curricular activities that bring the curriculum to life, both in the classroom and beyond.

At the core of a CSS is a commitment to respectful and positive relationships that honour the dignity of every individual. DDLETB is dedicated to ensuring a safe and supportive environment where students can thrive and reach their full potential. Building strong relationships with students, their families, and all those involved in their care and education is key to delivering a high-quality learning experience.



Additional Supports for Special Schools

In 2025, Education and Training Boards (ETBs) were tasked with assisting Special Schools within their regions in the management and recruitment of post-primary teachers to support the expansion of the post-primary curriculum for students with special educational needs. This initiative coincided with the full implementation of the new National Council for Curriculum Assessment (NCCA) Primary Curriculum for primary and special schools, marking a period of significant adaptations within Special Schools. Central to the updated curriculum is a more flexible, inclusive, and holistic approach to teaching and learning.

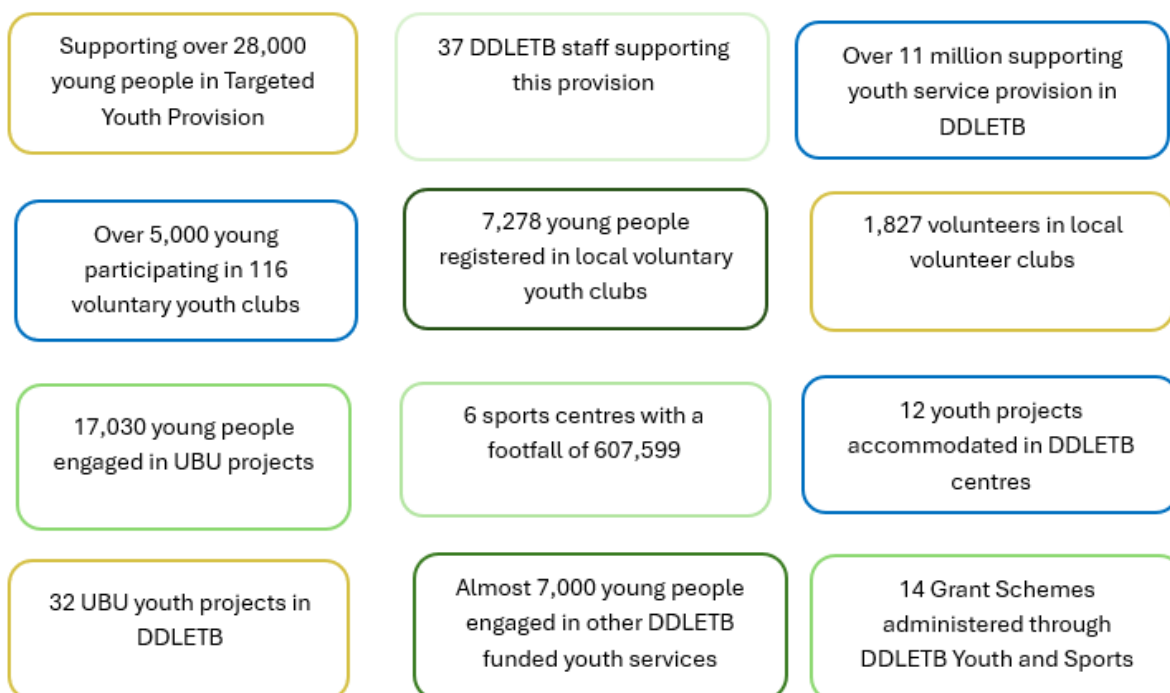
DDLETB's role is to ensure the appointment of highly skilled and dedicated teachers across 19 additional Special Schools in Dublin, which cater to 1,246 students of which 47% are 13 years and over. This support aims to provide a balanced, integrated, and adaptable curriculum, carefully tailored to meet the unique needs of each student. This work will continue throughout 2025 and thereafter.

Overview of Youth & Sports Services

The DDLETB Youth & Sports Division plays a pivotal role in responding to the needs of young people aged 10–24 years across the DDLETB region. Our mission is to ensure that every young person has access to high-quality educational, sporting, recreational, and developmental opportunities in both universal and targeted youth-friendly settings.

Evidenced based approach

Every three years, we conduct a comprehensive needs analysis using both qualitative and quantitative data. This process identifies gaps in service provision and informs our advocacy for resources that enable the delivery of impactful programmes. The most recent Youth Work Development Plan, 2024-2026, is built on research from regional and national reports and the 2022 CSO census data, which highlighted significant population growth and shifting age demographics in our region.



In the 2022 census the population growth in the DDLETB region has been significant, including the rise of specific age groups in each of the municipalities. This plan will guide our work from 2025–2027, ensuring that services are strategically aligned to meet the evolving needs of young people. It will also help us identify areas with no current provision and strengthen existing services where necessary.

Our Approach

We deliver services through:

- Direct provision in programmes such as the Alternative Learning Programme (ALP) and sports initiatives.
- Collaboration with national youth development organisations, Local County Councils, CYPSCs, and community development groups.
- Consultation with young people, ensuring their voices shape the services they receive.

Our work aligns with UBU Your Place Your Space guidelines for 2024–2027, focusing on innovative ways to engage young people in informal learning environments that foster personal and social development.

Challenges and Responses

Young people today face complex challenges, including:

- Social media pressures
- Online bullying
- Vaping and peer pressure
- Rising anxiety levels

Youth services also grapple with high staff turnover, limited premises, and restricted funding. In 2024, we responded by delivering:

- 5 networking sessions for UBU service providers
- Decider Training for 40 youth workers
- Management training for 30 senior staff
- A training calendar for ongoing professional development

These initiatives will continue in 2026, alongside a renewed focus on voluntary club development, which has declined by over 50% since COVID-19. Volunteer recruitment remains a national challenge, and we aim to address this through strategic collaboration with national stakeholders.

Key Priorities for 2026

- Strengthen engagement with UBU-funded services to ensure compliance and quality.
- Reset and rebuild the department post-pandemic.
- Develop a strategic plan for voluntary youth work to support growth and recognition of our wonderful volunteers.
- Expand collaboration with Leargas for research and funding advocacy.
- Foster networking partnerships to create meaningful community impact, particularly in disadvantaged areas.

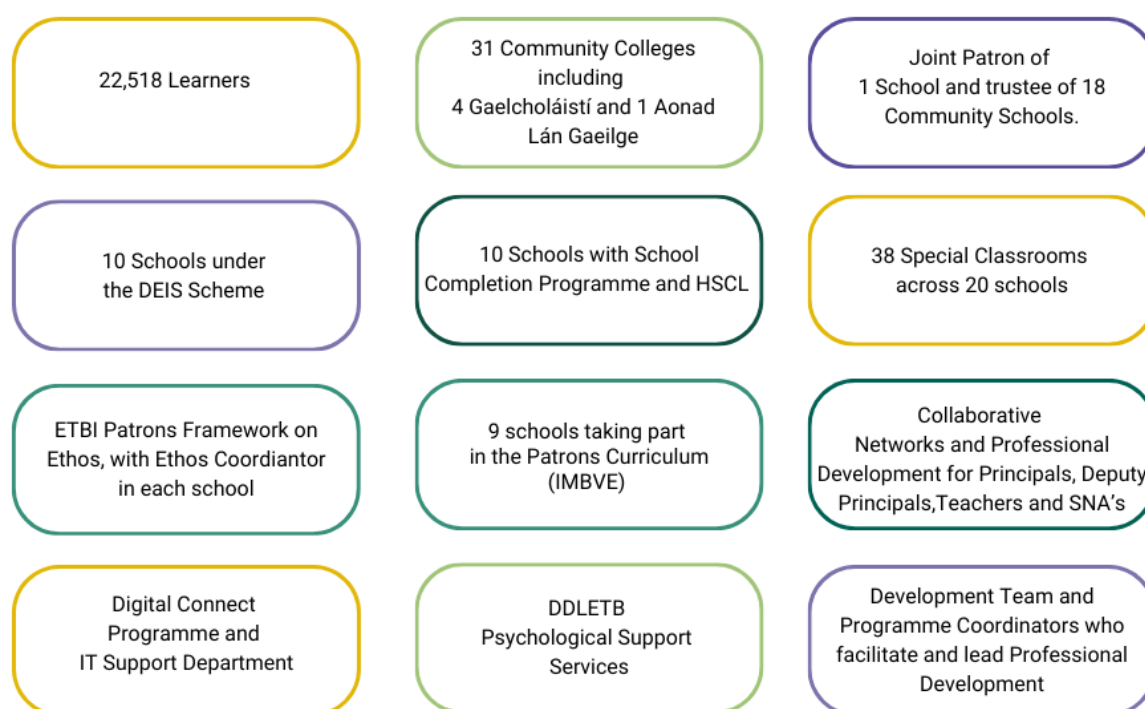
Looking Ahead

As youth populations grow, so do their needs. Our focus remains on augmenting and developing resources to meet these demands. We are also navigating funding

changes, including the conclusion of Community Services Programme (CSP) support from Pobal in December 2025.

Through resilience, collaboration, and innovation, the DDLETB Youth & Sports Division is committed to ensuring that young people across our region have the opportunities and support they need to thrive.

Overview of DDLETB Post-Primary Sector



Our 31 DDLETB post-primary Community Colleges foster a culture of inclusion and embrace the diverse nature of our communities. They are community focused, learner-centred and encourage parental involvement.

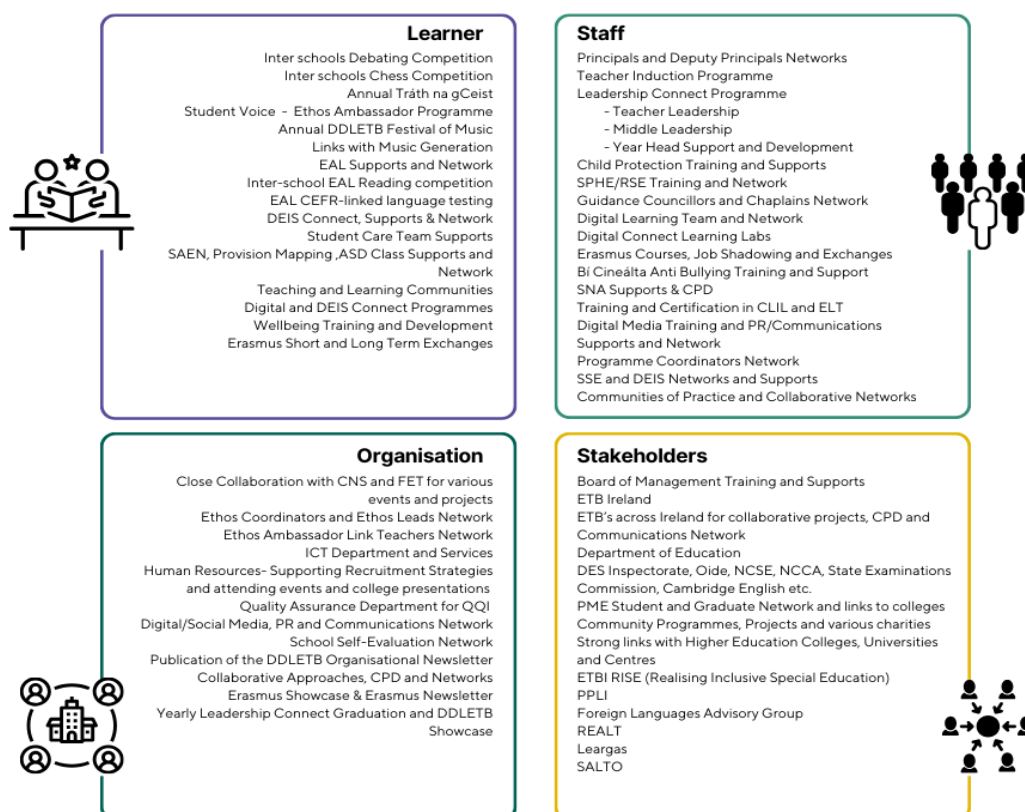
We have active school communities who strive to live out our ETB Ethos and Core Values of Equality, Respect, Care, Community and Excellence in Education and we are proud of our commitment to Innovation in Education, Special Educational Needs, Information Technology and promoting the Arts.

In DDLETB the learner is always at the heart of all that we do, and our overall aim is to create communities where every learner feels valued and equipped to reach their full individual potential. We have a steadfast commitment to supporting the overall development and well-being of every learner and we believe that fostering a nurturing and inclusive environment is essential to providing the best possible education

experience for all. Various structures are in place to provide personalised supports, proactive interventions, and collaborative initiatives to support our learners.

The Post-Primary Development Team work to ensure that our staff are supported and have access to opportunities for continuous professional development which in turn improves outcomes for learners and our organisation.

The following is an overview of the supports and communities of practice currently provided categorised under our four DDLETB Strategic Priorities as identified in our Statement of Strategy 2022-2026:



Additional CPD and Learning and Teaching Communities of Practice are supported in various areas:

- Wellbeing and Self-Care
- Learning & Teaching Methodologies
- Inclusion and Diversity
- Workplace Resilience
- Communications
- Working in and Leading Teams

- Leadership
- Subject specific Learning and Teaching

In 2026, DDLETB will continue to support our communities, networks and offer our full range of Professional Development Programmes highlighted above. In addition, we will continue to research, develop and offer new programmes and support new networks while working closely with our IT Department and other agencies to ensure that our staff have access to consistent, high-quality and comprehensive professional development opportunities. We will continue to enhance opportunities for our learners to have a voice and to be responsive to that voice. Another opportunity for 2026 is to continue facilitating sessions with our senior leaders, on learnings and innovations from Departmental inspections.

School Completion Reform Project

DDLETB will continue its ongoing strategic engagement with the Department of Education and Youth and The Education Welfare Service, in anticipation of the transfer of School Completion Programme project staff to our employment. In this regard, we have already met with a member of the TESS SCP Management team, to discuss the process and our role within it. We envisage that a number of other meetings will take place throughout 2026, in preparation for the upcoming transition.

The Senior Leadership Team in DDLETB will continue to work together to ensure that we are ready to meet our responsibilities under the Transfer-Readiness Guidance support and avail of the necessary resources and funding.

Child Protection

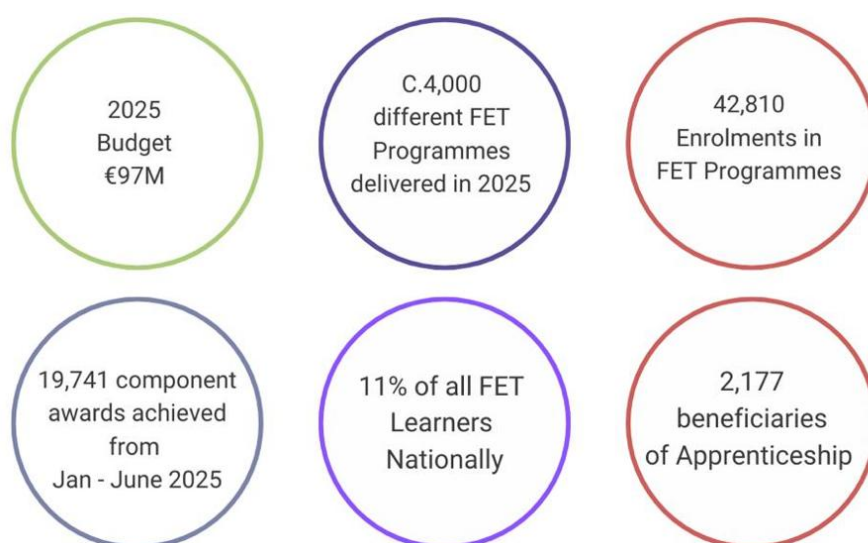
All DDLETB schools/colleges and Youthreach will adopt the updated DEY Child Protection Procedures 2025 by the beginning of the 2026 academic year. We support schools in meeting their child protection and safeguarding obligations through comprehensive training for management, staff, and Boards of Management. This ensures compliance with the Children First Act 2015 and the updated DEY Child Protection Procedures for Schools 2025.

Our provision includes tailored training for teachers, SNAs, leadership teams, and boards, specialised support for newly appointed Principals and Deputy Principals in their roles as Designated Liaison Persons (DLPs), ongoing DLP professional development, and guidance on Child Protection Oversight Reports, CPSI preparation, and reviews of Child Safeguarding Statements and Risk Assessments.

Overview of FET (Further Education and Training) – Dublin College

Dublin College launched a new name and visual identity for FET across the Dublin and Dún Laoghaire region in November 2025. It comprises of four services across 32 centres, each catering to distinct learner groups. These include four Adult Education Services, five Further Education Colleges, five Dual Provision schools within post-primary institutions, three Training Centres in Baldoyle, Tallaght, and Loughlinstown, and 10 Youthreach Centres. The Training Centres also collaborate with external Providers, including three Community Training Centres, Four Specialist Training Providers, three Justice Workshops, and seven Local Training Initiatives. Additionally, DDLETB offers various services through partnerships, grants, and other initiatives to over 150 community and voluntary sector organisations across the region.

2025 FET Key Metrics



Note: All of the above data is currently provisional and will be finalised in February 2026

2025 saw a period of consolidation in FET provision, the actual number of enrolments on Dublin College FET provision was 42,810. This represented a 1% increase in enrolment numbers from 2024.

Approximately 11% of FET learners nationally participated in Dublin College FET provision in 2025. The number of unique learners in FET mirrors the consolidation of

the actual beneficiary numbers and PLC learner numbers have also remained steady with a similar negligible rate of change from 2024.

The population of the geographical region served by DDLETB continues to grow. Dublin College is projecting that there will be at circa 43,493 enrolments on FET courses in the region in 2026.

FET in DDLETB remains committed to the continuous monitoring and evaluation of its provision. In 2025, the QA Unit expanded on the use of qualitative and quantitative data analysis. This allowed the QA Manager to critically interrogate certification data and assure both the DDLETB Senior Leadership Team and QQI that the high results awarded were the result of genuinely high achievement. This approach was outlined to QQI at its Quality Dialogue Meeting with Dublin College. It is intended to continue to use this methodology for data analysis in 2026, so ensuring that all activity and future decisions can rely on evidence-based decision making.

In 2025, the QA Unit had undertaken a major policy development initiative in order to apply to QQI for an extension of its scope of provision to allow for the delivery of Blended Learning, and this application will be considered by QQI in 2026. If this application is successful, Dublin College will be permitted to deliver blended learning courses under an extended scope of provision from 2026 onwards.

In 2026, the Quality Assurance Unit will continue to implement its Quality Action Plan. A major policy initiative planned for 2026 is the development of a Policy Framework on Artificial Intelligence in Education. This will be accompanied by the development of further professional development opportunities in artificial intelligence, in order to ensure that Dublin College fulfils its obligations under the EU Artificial Intelligence Act, which will be coming into effect in Ireland in 2026.

Dublin College will be one of 7 ETBs who will be piloting Devolved Responsibility with QQI. This means that Dublin College will be expected to provide evidence that their policies, procedures and governance systems are sufficiently robust to undertake

responsibility for organising independent review panels for programmes which are being submitted for validation. If successful, this pilot will considerably support the agile validation of new programmes for flexible delivery.

In 2026, FET will continue to administer the REACH fund which is designed to increase access to funding to community organisations working with marginalised learners. By minimising barriers to education through this SOLAS grant, it is hoped to mitigate against educational disadvantage for specific cohorts and learner target groups.

There will be continued focus on supporting learners with a disability participating in FET provision. To ensure that FET provision meets their needs, FET staff continue to participate in professional development opportunities such as Universal Design for Learning (UDL) through the promotion of the Digital Badge for UDL for all FET staff, including those in administration and other roles.

Whilst 2026 will see a reduction in planned English language provision, there is a sustained strong demand for this provision.

In line with demographics in the DDLETB region, the demand from community organisations to work with DDLETB to deliver Community Education remains strong. Community education aims to build bridges to new possibilities for those who are most at risk of marginalisation. In 2026, Dublin College will continue to support Community Education through our Adult Education Services.

FET has a strong track record of providing for the large number of adults in our region with literacy, numeracy and digital literacy needs. The introduction of the Adult Literacy for Life (ALL) Strategy has led to greater collaboration across society to address these needs. Our Regional Adult Literacy Coalition was established in December 2023 and comprises senior representatives from the public and voluntary sectors. The Coalition continues to play a key role in developing and implementing the Regional Adult Literacy Action Plan, as set out in the ALL Strategy. FET provision will continue to build the core and transversal skills which enable participants to achieve and progress.

In 2026, FET will continue to engage with Psychological Support Services and the Adult Guidance and Information Services. Arising from the work of the College of the Future Steering Group, a Learner Support Working Group has been established. The Working Group is developing guidelines and working towards a unified approach for learner support across Dublin College to foster consistent, high-quality information and supports across all FET provision.

Professional development for FET staff remains key to providing a high-quality learner experience and ensuring that staff remain up to date with the latest teaching methodologies and developments in their subject area. This allows them to support all learners, including those who are most vulnerable. This support will be achieved 2026, through the provision of workshops such as “Supporting Learners with ASD”, and “Working with Learners with Additional Needs”, “Cultivating Body Positivity in the classroom” and more.

Other professional development opportunities are specifically intended to support staff. These include TEL (Technology Enhanced Learning) clinics, the Guidance Counsellors Network, and workshops on stress management. The Professional Learning and Development Policy, which was rolled out in 2025, is now fully operational, and staff are able to apply for financial support to undertake professional development such as Masters or Doctorate programmes; these requests are considered by the Professional Learning and Development Committee.

In 2026, Dublin College will be supporting a number of Erasmus-funded professional development opportunities. This will include supporting staff members to engage in intensive upskilling initiatives with European colleagues, in topics such as Green Skills and Artificial Intelligence, and to support guidance counsellors to participate in international conferences to support their professional development. Finally, the Erasmus project will be used in 2026 to support the ongoing development of Dublin College, to allow members of the Steering Committee and working groups, to

undertake study trips to research international models for the “College of the Future”, to inform the ongoing evolution of Dublin College.

Dublin College works collaboratively with enterprise, acting as a resource to help drive economic development throughout the region that we serve. We do this by working closely with employers to ensure that our FET provision is agile and responsive to changing industry needs, enabling us to provide reskilling and upskilling opportunities to employed learners to meet these changing needs. Dublin College workforce development programmes aim to empower employees to flourish in their chosen careers while supporting the productivity and sustainability of business in the DDLETB region, which is home to a large, concentrated, and wide range of employers.

Enterprise Engagement across FET is led by a centralised Enterprise Engagement Manager to drive coordination and integration of enterprise engagement activity across Dublin College.

Dedicated Enterprise Information Officers act as a resource to enterprise in the DDLETB region providing information on the range of supports available including, funded workforce development, apprenticeship, traineeship and work placement opportunities. Dublin College also works with employers to develop traineeships where there is an identified skills need.

In 2025, DDLETB achieved significant milestones in Innovation and Research, advancing key initiatives to modernise and enhance Further Education and Training. The VR in Healthcare project, leveraging immersive technology and AI for soft skills training, secured SOLAS funding and is on track for a pilot launch in 2026. Our AI in Education Steering Group has begun shaping policies and guiding the integration of AI technologies across the organisation. During 2025, Dublin College contributed to the development of national micro-qualifications (AI and L&D steering groups), building bespoke AI models.

During 2026, Dublin College remains committed to innovation and strategic growth within the FET sector. DDLETB's Innovation and Research agenda for 2026 focuses on

driving data-driven insights, fostering collaboration, and embedding sustainability and inclusivity into FET.

In line with the National FET Strategy, the focus on improving FET capital infrastructure will continue. Plans for the building of a College of Further Education and Training in Swords have progressed with Site Procurement, Planning and Design underway. There are plans to increase our other facilities to allow us to deliver Phase 2 Plumbing apprenticeships and we continue to work on redevelopment plans for our centre on Clondalkin.

Development of new Tertiary programmes began in 2025. We saw the launch of the first Tertiary Degree BSc. (Hons) Politics Society & Media at Dublin College Blackrock in partnership with TU Dublin and City of Dublin ETB. Further Tertiary Degrees are planned for launch in 2026, including but not limited to degrees in Networking Technology, Primary Teaching and Radiography.

Programmes	2026 Projected Beneficiaries
Workforce Skills Development/Transformation Learning for Employment and Progression, and Learning in Employment	11,859
FET Pathways Pathways Youth Provision Community Education Adult Literacy for Life	29,860
Apprenticeship Craft and Consortia	1,774
TOTAL	43,493

A breakdown of projected beneficiary numbers in FET provision for 2026 can be seen in the table above.

2026 DDLETB Deliverables

Strategy Goal No. 1 - Learners			
Strategic Actions		Strategic Deliverables	Key Performance Indicators (KPI's)
1.1	Promote high standards in teaching and learning which develop knowledge and skills and encourage autonomous and collaborative learning.	Formally review all school/centre key procedures to ensure that they are aligned with best practice standards. Continue to support that school planning and school self-evaluation procedures and processes are implemented to a high standard	Continue to develop a systematic way of collecting and collating the data from School self-evaluation (SSE) reports, School Improvement Plans (SIP) and Inspection reports to share 'best practice' across the organisation
1.2	Ensure our provision meets the current and emerging needs of our learners and our stakeholders including the new Primary Curriculum Framework, Junior and Senior Cycle reform, developments in Irish medium education, new approaches to music, youth and sports development, and critical skills for the future.	Clear deliverable that links to the requirements for schools to meet qualitative and quantitative data and linked to LAOS framework	Workshop on LAOS framework delivered. Further training will be provided as appropriate.
		Collaborate with the NCSE to review available regional data to determine and support students with Additional Education Need's	Setup of new SEN classes in a structured and systematic manner to cater for demand in primary-post primary transition intake of students with AEN, dependent on availability of appropriate buildings. This will continue through strategic collaboration with the NCSE to ensure proper advanced planning of classes Support Post Primary schools on the implementation on Senior Cycle Reform
		Support Primary and Special schools in implementation of the new Primary curriculum framework	Provide targeted support for CNS Principals both internally and on national ETBI CoP for CNS principals.
1.3	Provide a positive experience which enhances the health and wellbeing of our learners and	Governance of child protection policy and safeguarding measures	Delivery of Child Protection Training for all Principal and Deputy Principals across schools and adoption of 2025 procedures

	offers a safe and supportive environment for all, with particular regard to the safeguarding of children, young people and vulnerable adults.		Continue to Develop training opportunities for digital citizenship modules and internet safety lessons when available.
			Annual Review of policies and processes, including training and support for leaders and staff
1.4	Implement universal design for learning across our education and training settings; enhance accessibility and flexibility through the integration of technology; improve resources to promote language, literacy, and numeracy; and provide information and guidance to learners.	Work with the ALL-Programme Office, our Regional Adult Literacy Coalition and partner organisations in our region to implement our 2025 Regional Adult Literacy Action Plan.	Quantitative and qualitative measures are set out in the Literacy Action Plan.
		Develop and plan to ensure that learner language literacy and numeracy needs are met.	Enhanced communication about literacy, numeracy and language supports provided.
		Develop and plan for enhanced information and guidance in relation to careers and pathways.	Additional resources and collaboration to provide these supports. Further develop Dublin College Information and Guidance Network
1.5	Provide programmes which enable all our learners to learn, achieve, succeed, and gain the full benefits of learning from a personal, social, academic and/or vocational perspective.	Continued Augmentation of our youth service provision with a view to rebuilding the brand, developing resourcing, enhanced stakeholder engagement	Youth Services structure developed in line with augmentation around UBU. Revision of youth service provider deliverables and updated SLAs Pilot programme Youth Service delivery across three post primary settings Development of current and new stakeholder channels in areas of Fingal and South Dublin

			County Council, Department of Education and Youth with focus on developing youth provision across these areas.
		Restructuring of Dual Sports Centre provision to ensure consistent and shared funding model for operation and provision of community services from 2026 onwards.	Restructuring Complete
		Deliver FET 2026 provision as agreed with SOLAS	Implementation of 2026 FET provision as planned and evidenced in PLSS, mid-year and annual reports
		Support participation of DDLETB learners in the National Learner Forum and Regional Learner Forum	100% of places available to DDLETB learners at national and regional level were filled in 2025. The forum only takes place every 2 nd year, so will not run in 2026.
1.6	Simplify and communicate pathways for transfer and progression within DDLETB, to other provision including further education and training, higher education and/or employment, as appropriate to the diverse needs, backgrounds, abilities, and aspirations of our learners.	Establish a working group to map provision, identify gaps in order to ensure more streamlined provision.	Report of working group findings and recommendations to improve pathways.
		Continue to Work with DSP on initiatives for particular cohorts of unemployed learners	Ongoing for 2026
1.7	Seek regular feedback from our learners, recognising the	Independent evaluators to report on the learner experience and areas for improvement	Report submitted

	value of a wide range of perspectives for the development of a learning organisation, and use this to inform our provision, planning and decision-making.	Independent evaluators (AONTAS) to report on the learner experience and areas for improvement	Report submitted
1.8	Promote digital strategies and resources to facilitate learning, teaching, and assessment.	Align DDLETB digital policy and processes to the National Digital Strategy 2020	20% of FET programmes include a focus on improving learner's digital skills.
		Extend the use of the Compliance Management Information System to deliver training throughout 2025	Equality training will be delivered to all (approx. 4500) DDLETB staff through this system
		Integrate new and emerging technologies to enhance teaching and learning both in house and remotely through the DDLETB ICT strategy	Additional GDPR and Data protection training will be delivered to all (approx. 5100) DDLETB staff through this system
			Blended Learning Policy completed in 2025, and submitted to QQI for extension of Scope of Provision. Following approval, Dublin College will roll-out delivery of Blended Learning Courses.
			Dublin College has engaged a Learning Technologist from 2026, to support the roll-out of blended learning
			In 2026, Dublin College plans to differentially validate 3 micro-qualifications to support the delivery of blended learning.
			The Professional Development Unit to continue to deliver a regular programme of TEL

			(Technology Enhanced Learning) Clinics to support use of Digital tools in the classroom.
			Digital tool "Safe Exam Browser" to be launched to allow for examinations to be completed online, without impacting on the integrity of the assessment process.
		Improve access to resources and information necessary for learning, teaching, and assessment through digital hubs.	QA Hub and Assessors' Hub to continue to expand and provide new resources for staff, particularly in topics such Artificial Intelligence etc.
			PD Hub to be expanded to include a FET Moodle site, where staff can engage with online professional development programmes in their own time.
			Bespoke "Dublin College" page to be developed on the ETBI Digital Library. This will allow learners to avail of the full range of text books and academic journals that they require for the course, as well a wide range of materials to support academic integrity.
		Develop a process for using data analytics to drive planning and reporting including the use of Programme Learner Support System (PLSS) and Tableau	Annual review of data to inform planning and next Performance Agreement.

		Implement and monitor the organisational performance of the targets set under the Strategic Performance Agreement	All SPA targets for previous strategy have been met, new SPA's to be agreed with SOLAS to be in line with new FET strategy. Annual review of data to ensure targets are met and to take corrective actions were necessary.
1.9	Enhance strategies and resources which reduce barriers to participation, address educational disadvantage, and support those with special and additional educational needs, and ensure our policies and practices promote fairness and transparency.	Ensure legislative requirements are implemented - Admissions Act, Education for Persons with Special Educational Needs (EPSEN)	Annual policy checklist reviewed
		Training for staff in relation to the Equal Status Act and Public Sector Duty	Training delivered
		Continuation and extension of the July Provision across appropriate settings	Continuation and review of July provision across all high support settings.
			Establishment of July provision across 2 new community special schools.
		Engagement with community-based music education programmes specifically targeted at DEIS and Special Schools within DDLETB	Music Generation Fingal will deliver a 12-week bespoke programme to children in all community special schools
			Music Generation Fingal will deliver a 20-week bespoke programme across all High support settings
			Review and establishment of Music programme to incorporate the music in residence programme for September 2026.
			Initiate new South Dublin Music Generation for the county from September 2026.

		Continue to support the delivery and continuous development of the Youthreach and Community Training Centre (CTC) programmes for young early school leavers	Delivery of the programmes to target group
		Continue to support the delivery and continuous development of responsive FET programmes for learners who are early school leavers, educationally disadvantaged and from priority groups including those with disabilities, members of the travelling community, asylum seekers, refugees, migrants, those experiencing rural or urban disadvantages, etc.	Achieve Dublin College's widening participation targets
1.10	Further embed a culture of quality through continuous monitoring, self-evaluation and review of our quality frameworks, quality assurance systems, evaluation, and inspection reports.	Implement the Quality Improvement Action Plan resulting from the Inaugural Review of Quality Systems across FET schools/centres and colleges. In 2026, the Quality Assurance Unit will continue to implement a Quality Action Plan and will use data to benchmark the performance of FET centre delivering accredited provision.	Annual report from FET Quality Council to SLT on implementation of the action plan. Qualitative and Quantitative data analysed to provide evidence of the high quality of provision in Dublin College
		Principal and Deputy Principal Network Meetings	Minimum of 4 meetings per year
		Delivery of Board of Management training for all new Primary Boards of management	Delivery of two CNS Board of Management Training modules
		Increase engagement with our SSE and DEIS Network to develop resources, information, and a toolkit to support schools and school leaders in preparing for SSE, WSE, DEIS inspections etc	Availability of the toolkit and network meetings to support dissemination of information
		Develop and deliver bespoke in-school support workshops and training to support inspections	Workshops delivered by Development Team and Director of Schools

		Governance oversight visits on policy implementation conducted across the organisation e.g. child protection, finance etc.	Governance checklist completed annually, and visits conducted
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Strategy Goal No. 2 - Staff			
Strategic Actions		Strategic Deliverables	Key Performance Indicators (KPI's)
2.1	Develop a plan for professional development which continues to identify current and emerging priorities in teaching and learning, learner supports, technology, organisation support and development.	Training for Principals and leaders on emerging policy changes with a view to preparing schools for evaluations and sharing good practice and good governance	Bi Cinealta training and Anti Bullying training rolled out across all schools alongside training on new child protection procedures 2025.
		Expansion and promotion of LinkedIn Learning through engagement and collaboration with staff	LinkedIn Learning offered to OSD and other staff
		Development and delivery of a Year Head development pilot program	Delivery of the established Programme
		Launch a Professional Development (PD) hub aimed at increasing awareness of PD opportunities available to FET staff with a focus on emerging priorities e.g. AI and increasing participation rates.	FET Professional Development hub launched. Where appropriate, PD workshops to be recorded and made available through the PD Hub, to support an increase in participation rates.
		Develop and support CPD for the youth workers working in Funded Organisation's	Training sessions continue to be delivered to youth workers based on needs analysis and feedback.
		Further imbed our student voice programme in all post primary schools	Programme will continue to be delivered
		Revise the policy and financial model to support CPD prioritising teaching and learning, technology, learner supports and OSD	Revised policy to be published

			Increased staff engagement in CPD opportunities Dublin College PD Policy and Guidelines published PD Committee to meet annually to review applications for financial support for staff to undertake programmes of education and training.
2.2	Include support and development opportunities which enhance our professional identity and performance, create a sense of belonging and strengthen our resilience so that all our staff can learn, grow and excel.	Assign a lead person to research comparable organisations - People Strategy	Develop a people strategy for DDLETB, building on current good practice
		Create an enhanced team culture within DDLETB through effective and impactful communications	Continue to promote our values and services to our stakeholders
		Review Hybrid Working Policy to reflect advancements in technology and national/international business practices	Revised Hybrid Policy published
		Enhanced Leadership development programme	MLP & TLP programmes delivered annually
	Provide support and development for all staff with roles of responsibility. Management and/or leadership across our organisation and create	Expand/Mirror Middle Leadership Programme (MLP) & Teacher Leadership Programme (TLP) in FET	Annual programme delivery plan 2026 Middle Leadership Program is planned
		Deliver accredited programme on leading and motivating teams and managing performance	30 participants from senior and middle leadership to participating and achieving a micro credential at Level 9
		Oíde training for the leadership, support, monitoring and evaluation of posts of responsibility across Primary schools	A standardised framework of internal schools' reviews of Posts for all Community National Schools and Post Primary Schools is now complete
	2.3		

	opportunities for developing future leaders.	Launch new online Professional Development hub promoting Linked-In Learning and other opportunities to learn for FET staff and management with a focus on developing future leaders	Promote the FET Moodle site through the PD Hub, to create further professional development opportunities for staff who are unable to attend in-person workshops
		Enhanced promotion of benefits that are available to staff of DDLETB, i.e. remote working, cycle to work scheme, shorter working year	Increased uptake of available benefits
2.4	Expand professional learning networks and activities for teaching, support and development staff to enable us to share our expertise, promote different approaches, encourage creativity and adapt to new circumstances.	Enhanced internal and external digital communication platforms	Delivery of an updated website, social media growth, new internal SharePoint environment
		Develop a community of practice model for learner supports	Annual report from community of practice Dublin College has developed a learner support Working Group with an associated Strategic Plan
		Support Guidance and information for staff to develop a plan to maximise access for disadvantaged learners to consistent, high-quality information on progression options and pathways	Community of Practice established.
2.5	Develop a plan to ensure capacity building and continuity of services to enable the organisation to deal with growth, change and uncertainty.	Updated Business continuity plan (BCP)	BCP Implementation and annual review
		Updated Disaster Recovery Plan (DRP)	DRP implementation and annual review
		Increased training and support to schools in the implementation of the Patrons' Framework on Ethos and provide support to our 10 schools piloting the IMBV programme	Support provided to our 10 schools piloting the IMBV programme
		Introduce DDLETB support for CNS and special schools on Ethos development and review of GMGY	Training provided to schools regarding Patrons Framework on Ethos

		We aim to build capacity in SAEN provisions and promote and Support Inclusion Mapping thus building capacity in SAEN within schools	Capacity increase delivered
2.6	Review and increase our human resources across all settings regarding implementation of the organisational strategy.	Business case for additional support staff to be developed	Business case submitted to the Department in line with oversight agreement
2.7	Seek regular feedback from our staff, recognising the value of a wide range of perspectives for the development of a learning organisation, and use this to inform our provision, planning, and decision-making.	Encourage FET management to communicate staff ideas and perspectives which could inform our provision, planning and decision making	Survey complete
2.8	Enhance our policies to recruit retain to recognise the potential of a high performing and diverse workforce		Review Teacher Attraction and Retention Strategy DDLETB annually attend university career fairs as per attraction strategy. Continue to strengthen and develop networks and relationships with universities.

Strategy Goal No. 3 - Organisation			
Strategic Actions		Strategic Deliverables	Key Performance Indicators (KPI's)
3.1	Foster a culture of high expectations, trust and care where we work collectively across all areas of the organisation to support each other, share ideas, pool resources and respond positively to change.	Establish a workplace wellbeing committee	Workplace committee will commence 2026
		Establish strategy delivery teams	Strategy team meetings and deliverables
3.3	Further embed our governance, accountability, and risk management practices to ensure ownership by all staff in all settings across the organisation.	Governance Training Program - Board & Staff	Annual training and workshop program
		Implementation of Digital Infrastructure to support governance framework	Cloud based software packaged implemented and operational to manage document control and audit
			Implementation of digital risk register
			Cloud based software packaged implemented and operational to support Board and sub-committee activities
		Re-emphasise the requirement for attendance at all Board meetings as per the Code of Practice for Governance of ETB's	Full attendance by Board members
		Conduct self-assessment for Board members and members of Board committees	Self-Assessments completed and areas for improvement identified
		Review the corporate risk register quarterly	Quarterly risk register reviews completed
		Financial monitoring and oversight of all activities to ensure compliance with financial/procurement regulations and procedures	Dedicated resource to support financial monitoring and oversight in place

		Board received and reviews assurances from the management and Audit and Risk Committee regarding the operation of the internal controls	SIC reviewed annually by the Finance Committee, Audit and Risk Committee and the Board
3.4	Continue to develop a strong support infrastructure for our provision by way of finance, buildings, human resources, ICT and corporate services and to respond effectively to the diverse and changing policy, funding and legislative requirements of our sector.	Review and enhance the management and monitoring of all Service Level Agreements (SLA's) and contracts	Review and monitoring schedule in place
		Establish annual OSD Operational Plans	Operational Plan implemented and reviewed quarterly
		Review and update Health & Safety framework	Launch updated Health & Safety framework
		DDLETB will continue to work collaboratively with ESBS and other ETB's on a number of finance related projects	Engagement and collaboration ongoing throughout 2026
		Transfer of services to ESBS shared services platform	ESBS Engagement and collaboration ongoing throughout 2026
		Delivery of School Completion reform project in DDLETB	Project delivered
		Ongoing financial guidance/supports provided to Principals, Centre managers and budget holders	Annual training plan delivered
3.5	Enhance our digital infrastructure and systems to support communications, data management, online safety and best practice to support the transformation of teaching and learning support services.	Ongoing implementation of Cyber security baseline standard	Ongoing implementation
		Collaborate at ETBI level to develop a sectoral approach to the implementation of AI	Sectoral collaboration
3.6	Develop our buildings and facilities to enhance the standard for our learners and	Completion and handover of two new schools' projects via the capital works programme.	Two capital works projects completed.

	stakeholders while facilitating the development of new buildings and facilities to meet the needs of the growing population in the regions where we work, including new schools and colleges of further education and training.	Completion and handover of Phase 1 of two schools projects via the capital works programme.	Phase 1 of two capital works projects completed.
		Construction to begin on one school via the capital works programme.	One capital work project to proceed to construction stage.
		Obtain planning permission for two schools on the capital works programme.	Receive statutory approval from Local Authorities on two school projects within the capital works programme.
		Proceed to planning permission application stage for three schools on the capital works programme	Receive DEY approval to apply for planning permission for three schools within the capital works programme.
		Delivery of additional plumbing apprenticeship workshops in our Loughlinstown Training Centre.	Increase Loughlinstown Training Centre annual provision from 84 to 252
		College of FET – new build Swords	Completion of site acquisition for the proposed new college of the future in Swords, Co. Dublin Progression of the preliminary design phase
		Prepare for the establishment of a College/Colleges of Further Education and Training across the DDLETB region. Prepare for the establishment of a College/Colleges of Further Education and Training across the DDLETB region Establish College of FET working groups to improve our approach to branding and marketing and	Plan developed

		simplify FET provision and pathways for communication to learners	
		Continuously improve the quality of DDLETB buildings and facilities to enhance the experience of our learners	Delivery of FET Estate projects ensuring that the relevant FET budgets are fully utilised each year and opportunities to apply for additional funding to improve our buildings are taken
3.9	Develop a strategy to improve communications, brand recognition and marketing of DDLETB with a focus on the positive contribution DDLETB makes to our society.	Develop a communications strategy to ensure recognition of positive impact our services have on society	Communications Strategy drafted
		A review of our internal procedures and systems will be conducted to ensure compliance with the requirements of the Official Languages Act	Procedures and processes updated
		Promote Irish within our schools, and not just as a subject, but as a living language	20% of external communications through Irish
		DDLETB website upgrade to ensure compliance with Accessibility and Official Language legislation	Updated website
		Redevelopment of website content and layout and internal SharePoint environment	Updated website and SharePoint environment delivered
3.10	Ensure sustainability is considered in all our decisions across the environment in which we operate and identify ways in which we can positively	Revise Estate Strategy for all DDLETB property	Updated FET estate strategy published with all new & renewed leases complying with the targets set out DDLETB's Estate Strategy and Climate Action Roadmap. Overall DDLETB estate strategy to be initiated and completed.

	contribute to climate change targets	Revise DDLETB Climate Action Roadmap + Energy Policy	Edition No.4 of Roadmap published in Q3 2026 and Edition 2 of Energy Policy.
		Improve energy efficiency of schools, centres and colleges and reduce reliance on fossil fuels for heating over time	Complete installation of smart meters in FET buildings and commence expansion to school buildings. Expand Reduce your Use campaign and encourage participation in Energy in Education programme.
			All new buildings to use renewable energy sources. Commence decarbonisation projects in the FET estate.
		Promote environmental awareness among staff and student body.	FET targets for green skills are met for 2026. DDLETB Green Team to be expanded and Green Teams to be set up throughout the organisation. Promote Green Flag initiative. Continue with sustainability training and initiatives.
		HR to commence a paperless office transition project with a view to implementing a paperless office environment by the end of 2026	Migrate paper records to a digital solution by the end of 2026
		Commence development of ISO 50001 energy management system	Certification of ISO 50001 in significant energy use buildings in 2027

Strategy Goal No. 4 - Stakeholders			
Strategic Actions		Strategic Deliverables	Key Performance Indicators (KPI's)
4.1	Work with a range of organisations to identify needs using research and data to	Create opportunities for leadership teams to meet with a range of organisations and discuss key issues and developments	Host 2 FET leadership meetings per year to discuss key developments (leadership teams from FET centres)

	investigate opportunities and pilot new initiatives which will enhance our provision and ensure it meets emerging needs.	Maintain and develop key relationships with a range of stakeholders including government departments, statutory agencies, funded organisations	Stakeholder Directory
	Communicating effective research and data to support informed decisions and outcomes		Key Skills Needs for Industry Reports x 2 annually
		Increase engagement with representative organisations	Increase engagement with Dublin Chamber, local Chambers, IBEC and other Industry Representative bodies
4.2	Participate in ETBI and national forums to raise the profile and identity of ETBs and promote nationally agreed priorities for the development of primary, post primary, youth and further education and training sectors.	Ensure DDLETB is represented on a variety of local, regional, and national committees	Participation in at least one event and social media growth >10%
		Ensure DDLETB is represented on a variety of local, regional, and national committees	Directors to be involved in at least one national committee, helping to shape national policy, with increased participation of ETB staff on ETBI committees
		Increase participation in national ETBI working groups	Enhanced knowledge of area of collaboration
4.3	Develop a stakeholder engagement strategy to enhance links with community, regional and national bodies, to respond to priorities and emergencies and to maximise our impact.	Further embed our work on Ethos and development and implementation of the Patron Programmes across Primary and Post Primary schools, supported by ETBI	Provide schools with framework for review of Patron programme GMGY across all Primary schools, establishing new Patron Programme in 10 Post Primary schools
4.4	Continue to play a lead role in the implementation of Government priorities in relation to Apprenticeship.	Increase apprenticeship participation levels	Delivery of appropriate capital infrastructure projects to increase capacity

4.5	Work in partnership with providers of higher education on joint initiatives and programmes to enhance pathways for transfer and progression between school, further education and training and higher education, and contribute to the development of the tertiary education system.	Collaborate with Higher Educational Institutes on Path 1 project	
4.6	Strengthen relationships with representative bodies for employment, enterprise and entrepreneurship and work proactively to ensure our provision improves opportunities for learners and bridges skills gaps in our region and economy	Enhanced digital framework to support engagement with enterprise	CRM System in place Dublin College to roll out policies and procedures for its use.
4.7	Gather qualitative and quantitative data to assess our educational, social and economic impact in the regions that we serve.	Gather qualitative and quantitative data to assess our educational, social and economic impact in the regions that we serve.	Data Infrastructure design and development complete (ESRI Project)

2026 Finances

Projected Expenditures - Schools & Head Office 2026

	Year ended 31/12/2026	Year ended 31/12/2025
	€'000	€'000
Schools & Head Office Payments		
PAY		
Instruction	160,745	151,150
Administration	8,280	7,980
Maintenance	3,958	3,815
	172,983	162,945
NON-PAY	11,624	11,719
ASSOCIATED PROGRAMMES		
Student Services Support Fund	2,262	4,076
Book Grant	371	371
DEIS Grant & Home School Liaison	822	806
ICT Digital Divide	101	99
Transition Year	309	277
Free Junior Cycle Schoolbook grants	3,114	3,053
ESBS Admin Support Grant	180	0
Bus Escort Grant	168	165
Senior Cycle Science Grant	154	131
Leaving Cert Applied	90	58
Free Junior Cycle Schoolbook		
Admin Support Grant	139	136
Senior Cycle Post Primary		
Schoolbooks Scheme	1,678	1,645
Transition Year Post Primary		
Schoolbooks Scheme	247	242
Irish Medium Education outside of the Gaeltacht	291	0
ICT M365 LICENCE UPLIFT	372	295
Other Programmes (15 in total)	289	275
	10,587	11,629
	195,194	186,293
Primary School Payments		
CNS Capitation Grant	1,025	1,165
CNS Ancillary Service Grant	360	343
CNS School Transport	275	262
CNS DEIS Grant	157	150
CNS School Book Scheme	337	321

Other Programmes (13 in total)	109	103
	2,263	2,344

Projected Receipts & Expenditures

	Year ended 31/12/2026 €'000	Year ended 31/12/2025 €'000
RECEIPTS		
Post Primary Schools & Head Office	190,476	186,186
Primary Schools	2,263	2,143
Further Education & Training	94,696	97,322
Youth Services	15,209	12,209
Agencies & Self-Financing Projects	12,898	11,559
Capital	78,620	78,620
TOTAL	394,162	388,039
PAYMENTS		
	195,194	186,293
Post Primary Schools & Head Office		
Primary Schools	2,263	2,344
Further Education & Training	94,696	94,253
Youth Services	15,209	14,082
Agencies & Self-Financing Projects	12,898	11,726
Capital	78,620	65,561
TOTAL	398,880	374,259
Cash Surplus / (Deficit) For Year	(4,718)	13,780
Reconciliation of Cash Surplus/(Deficit)		
Main Scheme Pay	(4,718)	
Main Scheme Non-Pay	0	
	(4,718)	

Note: 2025 Outturn is subject to audit

Projected Expenditures - Further Education & Training 2026**FURTHER EDUCATION AND TRAINING PAYMENTS**

	Year ended 31/12/2026 €'000	Year ended 31/12/2025 €'000
Apprenticeship	21,168	16,050
Operating Costs	11,940	15,203
Learner Support	214	214
Students with Disabilities	139	189
Health & Safety Repairs Maintenance	181	231
Adult & Further Education Facilities Upgrade	309	408
Further Education Operational Costs	815	1,014
TEL Project	136	136
Psychological Services High Support Unit	103	153
Continuing Professional Development	79	79
PLC LDA's	202	252
Adult Guidance	819	1,018
Innovative Project - Part time	8	8
Innovation Projects	201	201
Local Training Initiatives	1,386	1,595
Specialist Training Providers (STP)	4,094	4,590
Community Training Centres	1,966	2,165
Evening Courses	696	795
Justice Workshops	108	108
Co-operation Hours	1,526	1,673
Adult Literacy	5,002	5,148
ALL - Regional Literacy Co-ordination	126	126
Community Education	2,194	2,292
VTOS	4,134	4,131
Youthreach	7,313	7,307
Childcare	286	336
Back to Education Initiative	4,924	4,920
MAEDF	301	301
PLC Pay	15,816	15,804

Traineeships	1,332	992
Skills to Advance	1,166	1,166
Bridging Foundation & Skills Training	3,288	3,285
PLC Non Pay	462	123
PLC SSSF	234	234
Skills for Work	225	224
Blackspot Support Support	226	226
PLC SOLAS Funded Non Pay	504	504
PLC Enhanced Capitation	920	919
Other Programmes 8 in total)	153	153
Total	94,696	94,275

Appendix

Further Education and Training Service Provision 2026

Overview of Further Education and Training (FET)

Short paragraph to detail types of provision, number of centres/colleges and learner numbers

Dublin College launched a new name and visual identity for FET across the Dublin and Dún Laoghaire region in November 2025. It comprises of four services across 32 centres, each catering to distinct learner groups. These include four Adult Education Services, five Further Education Colleges, five Dual Provision schools within post-primary institutions, three Training Centres in Baldoyle, Tallaght, and Loughlinstown, and 10 Youthreach Centres. The Training Centres also collaborate with external Providers, including three Community Training Centres, Four Specialist Training Providers, three Justice Workshops, and seven Local Training Initiatives. Additionally, DDLETB offers various services through partnerships, grants, and other initiatives to over 150 community and voluntary sector organisations across the region.

Dublin College's projected beneficiary learners for 2026 is 43,493 in total. This includes 1,774 Craft and Consortia-Led apprentices and 49 Tertiary learners.

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 & Skills
- Inclusion for Prosperity & Cohesion
- Quality with Innovation
- Collaborating for Impact

Future-Ready Knowledge & Skills

Dublin College is prioritising the integration of emerging technologies and green skills to meet evolving labour market demands. Key initiatives for 2026 include:

- **Labour market data analysis:** Through our Innovation Manager and Enterprise Engagement team, Dublin College will further develop its capability to analyse and plan responses to Skills and Labour Market Research and analysis coming from the National Skills Observatory.

- **Specialist centre:** Dublin College intends to become a specialist centre focusing on Business Administration, Financial Services, and Sustainable Procurement.
- **Enterprise Engagement:** Our dedicated Enterprise Engagement team will continue to engage with enterprise partners, Regional Skills Fora and local industry within the DDLETB region to become their education partner for upskilling and reskilling of employees. Dublin College will take a coordinated approach to tertiary education in its region.
- **Sustainability:** Embed a sustainability focus across all Dublin College FET Apprenticeship Programmes, and where appropriate offer bolt-on programmes for green construction techniques and certifications
- **Apprenticeship Provision:** Continue to support the delivery and development of the national Apprenticeship System. In 2026 we will upgrade our facilities in Dublin College Loughlinstown to enable to delivery of Plumbing Apprenticeship.
- **Micro-Qualifications (MQs):** Launching 4 new MQs in healthcare (April 2026) following QQI validation. These involve pioneering AI soft-skills and immersive technology solutions
- **VR Hub:** Establishing a dedicated VR Hub utilising new hardware to deliver VR-based MQs including the 4 MQ's developed by DDLETB and adding to this 2 more from MSLETB for which DDLETB is seeking differential validation
- **Robotics & Modern Labs:** Implementing pilots in robotics, language labs, and wind energy as part of the SOLAS capital infrastructure bid to diversify learning opportunities.
- **Strategic Hubs:** Establishing a regional hub for Professional Services Green Skills, focusing on Business Administration, Financial Services, and Sustainable Procurement.
- **Digital Learning:** Dublin College will work to embed digital learning across our FET provision. Dublin College has applied to QQI for an extension to their scope of provision to allow for the delivery of blended learning. If this application is successful Dublin College will begin to deliver blended learning courses during 2026.

- **AI Working Group:** A cross-ETB group is managing the rollout of AI tools for administration and teaching. This includes a suite of three AI-specific programmes available to learners in 2026. Dublin College will play an active role in this group.
- **Dublin College Website:** The platform (mydublincollege.ie) will evolve into a "multi-tenancy" WordPress site, giving individual centres control while maintaining a unified brand. It will feature virtual tours, a career guidance chatbot, and branching logic infographics to aid learner navigation.

Inclusion for Prosperity & Cohesion

- **Unified Learner Support:** To ensure that prosperity is shared across the region, Dublin College is committed to a unified learner support system that removes barriers to education. The Dublin College Learner Support Working Group is working to develop a Learner Support Framework offering a standardised system of support across Dublin College. It is our intention to seek sanction for appointment of a dedicated Access and Inclusion Officer.
- **Entry for Vulnerable Learners:** Our Youth provision and dedicated Adult Education Services will continue to offer entry points to FET for our most vulnerable learners, fostering social cohesion through accessible, high-quality training.
- **Pathways:** Our FET College working groups and in particular our provision working group will continue to define and highlight pathways through our FET provision and provide information to our website working group. The website working group will ensure that our Dublin College website effectively communicates pathways to potential learners.
- **Adult Literacy:** Dublin College will continue to build core and transversal skills through its programmes offered in line with the Adult Literacy for Life strategy.
- **Community Education:** Dublin College will continue to engage with community education partners through our Adult Education Services.
- **English for Speakers of Other Languages:** Demand for ESOL services in the DDLETB region remains strong and whilst 2026 will see a reduction in planned English Language provision Dublin College will continue to offer courses in this area.

- **Modern languages:** During 2026 Dublin College will engage with Go Gaeilge to pilot courses to deliver Irish Language learning classes and to deliver some of its provision through the medium of Irish.
- **Adults with additional educational needs:** Dublin College is seeking to develop a QQI L1 course aimed at Learners with additional needs and roll this out in a tailored pilot programme in partnership with HSE.
- **Progression pathways from school to FET:** Dublin College will build upon our existing Pathways from school's programme as well as continuing to offer roadshow communications, specialist information events, World skills and Higher options.

Quality with innovation

- **FET College:** Our integrated FET College was launched under the Dublin College Brand in November 2025. 2026 will see further development of Dublin College, specifically in relation to brand recognition, integration and streamlining of provision, learner supports, admissions and capital project development projects aligning with Climate Action Vision.
- **FET staffing:** Assessment of current and future skills needs of staff will be conducted to ensure professional development and upskilling to meet future provision and inform skills needs for future recruitment. Program for upskilling FET staff in AI will be developed.
- **Quality across the system:** Dublin College will fully participate in the Devolved Responsibility pilot project with QQI in order to streamline validation and revalidation processes. We will continue to ensure that we evolve our programme development to be as agile and responsive to industry needs as possible.
- **Learner-centric ecosystem:** Dublin College will continue to play a lead role in the development and rollout of micro-qualifications. We have applied to QQI to allow the delivery of programs via Blended Learning. If approved, we will roll these out in 2026.
- **Digital Ecosystem:** Dublin College, through its Enterprise Engagement Team will promote the use of online eCollege to SME's.

Collaborating for Impact

- **Tertiary Strategy:** Dublin College will continue to seek opportunities for Tertiary Development throughout 2026. Programmes already in planning

include Primary Teaching, Digital Business, Radiography and Networking Technologies.

- **Expand partnerships and collaboration with industry and representative bodies:** Strategic partnerships are central to Dublin College's impact. Our Enterprise Engagement Team will act as a conduit to SME's, Industry and key stakeholders, working on the Enterprise Connects model. The Enterprise Engagement Team will collaborate with our FET College working groups—such as our Admissions, Learner Support and Provision—to create a seamless and high-impact learner experience across the Dublin and Dún Laoghaire region.
- **Data collection, analysis and reporting:** Data collection and analysis will continue to underpin our enterprise engagement actions and initiatives.
- **Expand engagement:** Dublin College will seek to expand its connections with Government Departments and agencies who support enterprise activity. This will include participation in all island initiatives.
- **Expand EU and international partnerships:** Dublin College gained Organisation Erasmus accreditation in 2025. Strategic Staff mobilities will happen during 2026 and Dublin College will seek to strengthen and build on the development opportunities afforded to it through Erasmus.

Funding Allocation for 2026

DDLETB receives funding for the provision of FET Services annually from the Department of Further and Higher Education, Research, Innovation and Science via SOLAS.

Table 1: Funding Allocation for Dublin College DDLETB

Allocation for DDLETB	2025 Final Allocation	2026 Allocation
Core Funding for a Strategic & Effective ETB	€15,694,067	€15,069,956
Workforce Skills Development & Transformation	€24,020,790	€24,171,926
FET Pathways	€34,409,833	€33,348,991
Apprenticeship	€22,007,245	€21,167,673
Strategic Investment	€928,805	€937,319
Overall Allocation	€97,060,740	€94,695,866



Bord Oideachais agus Oiliúna Dublin and Dún Laoghaire
Átha Cliath agus Dhún Laoghaire Education and Training Board

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