



cetb

Bord Oideachais agus
Oiliúna Chorcaí

*Cork Education and
Training Board*

CORK EDUCATION AND TRAINING BOARD

SERVICE PLAN 2023

A Pathway for Every Learner

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MESSAGE FROM THE CATHAOIRLEACH AND CHIEF EXECUTIVE OF CORK ETB

It is with great honour that we jointly present Cork ETB's Service Plan 2022. This Service Plan allows us to reflect on the key priorities and objectives of Cork ETB as set out in our new Strategy Statement 2022 - 2026.

Cork ETB recognises that as a statutory provider of Education and Further Education and Training Services, that our commitment to public service values and our own values are at the core of our delivery.

Cork ETB plays a pivotal role in our society and is in a position to adapt and co-ordinate with a variety of stakeholders to ensure delivery of a flexible and adaptable services for our learners and stakeholders. The challenge for 2023 will be how our model of provision continues to evolve in a planned, co-ordinated and cohesive manner. By building on our experiences and continue to provide, co-ordinate, review and deliver appropriate and relevant education and training programmes we ensure an efficient, effective and accountable service for learners.

This provision of services is only possible through the support of our board and the dedication and continued commitment of all staff who ensure through their endeavours on a daily basis that Cork ETB continues to grow and to be an educator and training provider of choice for the people of Cork.

We would like to wish staff and learners every success as we work together to deliver on the priorities set out for 2021 during what will be a challenging year and for continuing to promote Cork ETB as a service of choice for learners and stakeholders.

Cllr. Patrick Gerard Murphy
Cathaoirleach
Cork ETB

Denis Leamy
Chief Executive
Cork ETB

PROFILE OF CORK ETB

Cork Education and Training Board (hereinafter referred to as Cork ETB) was established under the Education and Training Boards Act, 2013 and is responsible and accountable for the proper direction and control of its functions in the Cork City and Cork County Councils' local authority areas.

The Education and Training Boards Act sets out a wide range of statutory functions for the Boards, including the option available to the Minister for Education of assigning additional specific responsibilities to a Board or Boards, as required.

As the statutory body with responsibility for the promotion and delivery of quality education and training in Cork, active participation on various boards ensures Cork ETB contributes positively to the development of Cork as a City and County of Learning with a strong economic and societal future ahead. This is further enhanced through active collaboration with many stakeholders such as Department of Education, DFHERIS, SOLAS, MTU, UCC, Cork City Council, Cork County Council, Cork Chamber, Partnerships Boards, Local Community Development Committees, UNESCO, OECD Local Employment and Economic Development Forum.

Cork ETB is committed to all aspects of the United Nations Sustainable Development Goals with particular focus on Goal 4, the provision of quality education and the promotion of lifelong learning for all, and will carry out a number of initiatives, in collaboration with other educational institutions and local authorities in Cork to raise the profile of lifelong learning and Cork as a City and County of Learning.

To support lifelong learning and to ensure our learners are provided with a range of options that are equality based with a focus on the provision of excellent teaching and learning, Cork ETB delivers a wide and varied suite of education and training services, including but not limited to:

- Community National Schools (Primary Education)
- Community Special Schools (Primary Education)
- Post-Primary Schools and Colleges
- Further Education Colleges (Post Leaving Certificate)
- REALT Services
- Training Services
- Adult and Community Education services
- Youth Services
- Creche Services
- Outdoor Education Services

The services provided bring challenges to the organisation when combined with the number of learners and stakeholders to whom we provide services and the diversity of what the expectations are in respect of outcomes.

Cork ETB is one of the largest education providers in Cork, catering for over 30,000 learners in 2021, across its Primary, Post Primary and Further Education and Training Services. The total staff complement of Cork ETB is 3,800 making it one of the largest employers in the region.

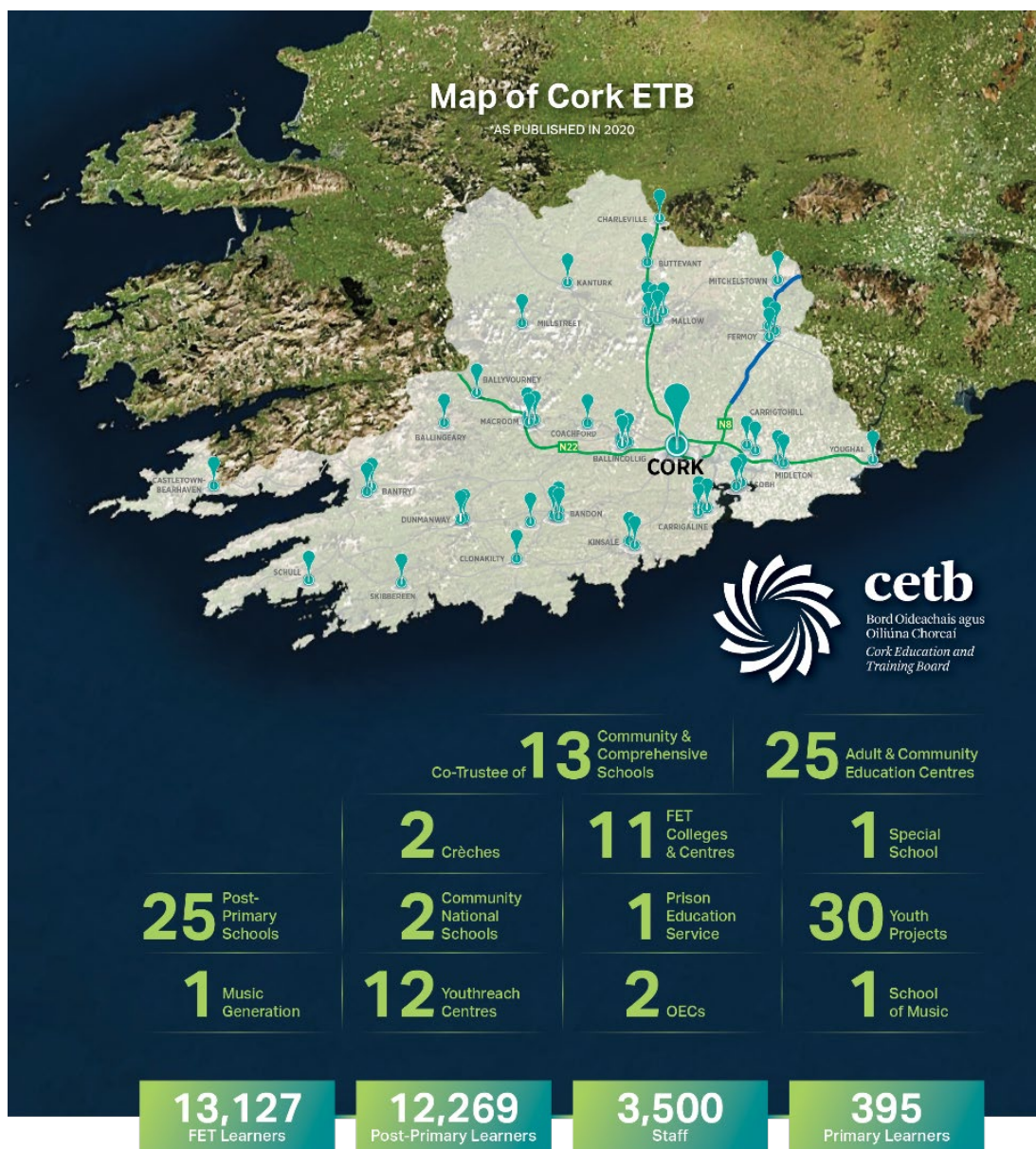
Cork ETB, through its engagement with the Department of Education, ensures the delivery of a broad-based curriculum to ensure our students progress from Primary and Post Primary with a high quality, well-grounded, value-based education which is based on the principle of equal opportunity for every child.

Cork ETB actively collaborates with DFHERIS and SOLAS in the development of strategic goals to promote Further Education and Training as the vehicle for development and upskilling, through the provision of specialised courses, traineeships, apprenticeships, literacy and community-based education, by which people of any age or background can progress to higher education or within the world of work.

Empowering our learners to reach their potential through focused teaching and learning is at the core of what our schools, colleges and centres do. However, we strive for this in an environment that is supportive and nourishing of all aspects of the learners' personal development to ensure they are equipped with the skills, knowledge and resilience to follow their chosen pathway. The celebration of individual achievement is central to this development.

Cork ETB delivers a range of supports to our education and training provision including financial, human resource, estates, ICT, corporate services, governance support as well as educational planning support.

Information on the full range of education and training provision is available on Cork ETBs website.



¹ Map based on 2022 statistics

STRATEGY STATEMENT 2022-2026

In developing strategic priorities, Cork ETB gave particular cognisance to the vision and mission of the organisation which was developed through a consultative process with our staff and stakeholders. Our strategic priorities are to further develop our vision and mission statements for the organisation. All aspects of our strategy are underpinned by the guiding principles and values that have been identified by staff and stakeholders as being an integral part of what it means to be a part of Cork ETB and also what Cork ETB is to stand for.



Guiding Principles:

- Prioritising the needs of learners
- Delivering a high quality service
- Acting with professional integrity
- Doing the right thing
- Treating people with dignity and respect
- Being fair, open and accountable
- Ensuring value for money
- Operating to the highest ethical, professional, moral and legal standards.

Values:



BRAVE



WHAT IT MEANS

We put our learners' needs first and are not afraid to make the hard decisions required to deliver the best possible service.

WE EXPECT OUR PEOPLE TO:

- Make the right call
- Push the boundaries to get the best outcome
- Be tenacious in pursuit of improvements for learners
- Support good decisions and change bad ones
- Be happy to explain our decisions
- Stand up for what we believe in
- Advocate for learners and communities

COMMITTED



WHAT IT MEANS

We have a clear vision and purpose with which we are fully engaged and on which we are determined to deliver.

WE EXPECT OUR PEOPLE TO:

- Work hard
- Go the extra mile
- Put learners' needs first
- Be persistent
- Be loyal to the organisation
- Support colleagues
- Work as a team member
- Be co-operative
- Have a strong work ethic
- Be focused on getting results

POSITIVE



WHAT IT MEANS

We are optimistic and confident about our opportunities and challenges and believe we can make a positive difference to the lives of the people we serve.

WE EXPECT OUR PEOPLE TO:

- Be optimistic
- Respond positively
- Be proactive
- Look for opportunity and act on it
- Embrace change
- Deal with issues promptly
- Be part of the solution

LEADING



WHAT IT MEANS

We expect our people to be leaders - to have a clear vision, take the initiative, and to inspire and motivate learners and colleagues through their example.

WE EXPECT OUR PEOPLE TO:

- Have a vision
- Step up to the challenge
- Communicate
- Motivate
- Encourage
- Aspire
- Build trust
- Tell the truth
- Act as a role model
- Be results-oriented
- Drive innovation
- Influence
- Collaborate
- Demonstrate personal integrity

INNOVATIVE



WHAT IT MEANS

We are focused on constant improvement and being at the forefront of change and innovation in education and training.

WE EXPECT OUR PEOPLE TO:

- Try new approaches
- Be creative
- Drive change
- Be flexible
- Seek to improve
- Find solutions for problems
- Support new ideas
- Contribute positively to change

CARING



WHAT IT MEANS

We adopt a respectful approach to our learners and staff and strive to ensure that each person using our services reaches his/her potential.

WE EXPECT OUR PEOPLE TO:

- Engage with learners and colleagues
- Be genuine
- Be understanding
- Be empathetic
- Acknowledge effort
- Be sensitive
- Look out for colleagues
- Treat people well
- Ask for feedback
- Support those who need it

INCLUSIVE



WHAT IT MEANS

We recognise the diversity of our learners, staff and communities, and strive to actively support their differing needs, remove barriers to engagement and promote a culture which fosters and appreciates this diversity.

WE EXPECT OUR PEOPLE TO:

- Listen
- Support preferences
- Recognise the differing needs of the diversity of our communities
- Treat all members of the learning community with dignity and respect
- Provide a safe environment
- Identify barriers
- Take the initiative
- Encourage engagement
- Challenge preconceptions
- Be self-aware

SERVICE PLAN MONITORING

The priorities, goals and objectives outlined in the strategy statement will form the basis for implementation plans for each strand of the organisation. Actions from the implementation plans will form part of the annual service plan. While the organisation is fully committed to the five-year Strategy, its implementation is subject to the availability of resources. The figure shows the relationship between the overarching strategy and the actions for each part of the organisation.



The Strategy Statement sets out our priorities and aims over a 5-year period, it is important that there is a process in place to support their delivery. Cork ETB will develop additional strategies in a number of specific areas to establish a framework up to 2024 to further enable the organisation to deliver on its Strategy Statement and to inform the annual Service Plan.

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

The consultation process also ensures that the outcomes set out for 2022 are achievable and are owned by the Senior Managers in their respective areas of service provision.

In addition to the above the following groups are also in place to provide assistance and/or resources where required to ensure that outcomes are delivered upon;

- Executive Group
- Senior Management Group
- FET Steering Group
- Principals Group
- Deputy Principals Group
- Youthreach Co-ordinators Group
- Quality Assurance Steering Group
- Administrative Management Group
- Technology Enhanced Learning Group
- Professional Learning and Development Group
- Active Inclusion Group
- Communications Group
- Equality and Human Rights Group
- Programme Approval Group

These groups meet regularly and provide cross sector/location support to the project leads and sponsors by ensuring a multidimensional communication process is in place to support and monitor delivery.

STATEMENT OF SERVICES 2022

Cork ETB through its engagement with the DoE will ensure the delivery of a broad-based curriculum to ensure our students progress from Primary and Post Primary with a high quality, well-grounded value based education which is based on the value of equal opportunity for every child.

Cork ETB continues to actively collaborate with DFHERIS and SOLAS in the development of strategic goals to promote Further Education and Training as the vehicle for development and upskilling, through the provision of specialised courses, traineeships, apprenticeships, literacy, community-based education, by which people of any age or background can progress to higher education or to the world of work. Upskilling and retraining for those in employment is a key priority for Cork ETB's FET services.

As the statutory body with responsibility for the promotion and delivery of quality education and training in Cork, active participation on various boards ensures Cork ETB continues to contribute and grow positively to the development of Cork as a City and County of Learning with a strong economic and societal future ahead. This is further enhanced through active collaboration with many entities such as MTU, UCC, Cork City Council, Cork County Council, Cork Chamber, Partnerships Boards, Local Community Development Committees, UNESCO, OECD Local Employment and Economic Development Forum.

Under the terms of the Performance Delivery Agreement between the Department of Education and Skills and Cork Education and Training Board, a number of specific priorities and goals are identified for delivery. These priorities and goals are aligned with the priorities and goals outlined in the Strategy Statement 2022-2026. The specific actions for the achievement of these priorities, together with the associated performance indicators and targets are to be delivered as follows.

1.LEARNING AND TEACHING

Cork Education and Training Board Strategy Statement 2022 – 2026 Goal

To meet the various requirements and needs of all our learners and other stakeholders we will improve and enhance our education and training provision

Links to ->

Performance Delivery Agreement (PDA) Goal 1: Optimise Student/Learner Experience

OBJECTIVE	ACTION TO MEET OBJECTIVE	KEY PERFORMANCE INDICATOR	TARGET 2023
CETB Strategy 1.1 Actively pursuing opportunities in Cork to: (i) increase the number of Community National Schools (CNSs), (ii) enhance Gaelcholáistí provision, (iii) support progression between Cork ETB areas of provision, (iv) develop learning in culture and arts	(i) Cork ETB continues to promote our Community National Schools as a school of choice for our communities and to engage proactively with the DoE in the expansion of special school provision	(i) Our CNS Schools to be the school of choice in their area of delivery	New Special School to open in Rochestown
	(ii) Continued support to our Gaelcholáistí to enhance Irish medium provision	(ii) Enhanced provision for Irish medium schools	To engage fully with ETBI Policy Development Officer for Gaeilge and ETBI programmes and initiatives
	(iii) Cork ETB continues to develop progression routes and experiences between post primary, Youthreach and FET Colleges	(iii) To formalise and increase formal arrangements	Develop and publish an updated, interactive progression opportunities map for FET learners
	(iv) Develop a strategy for the promotion of culture	(iv) Programme of work defined in Strategy for 2023 to raise awareness	

	and arts across Cork ETB	and engage staff and learners in the arts	Structure a working group to review objectives and develop implementation plan to meet strategic objectives
CETB Strategy 1.2 Positioning Cork ETB as the ‘partner of choice’ for post leaving-cert, adult and community learning, apprenticeship and further education and training	As a key focus in its development of the Cork College of FET, Cork ETB will continue to develop options at all levels of provision to support learner engagement, in preparation for entry to the workplace, reskilling and/or progression to other education and training options	Increased enrolment and participation rates across all areas of provision Provision of increased apprenticeship training capacity in 2022 with 2 new planned apprenticeships to be introduced in Further Education and Training Colleges	Cork College of FET established with a schedule of work under the project to review all aspects of provision with a view to identifying opportunities for growth, delivery, supports etc as part of the national programme for Tertiary Education
CETB Strategy 1.3 Placing Cork ETB’s schools as the ‘schools of choice’ for parents in meeting the educational and developmental needs of their children	Development of a Cork ETB Implementation Plan for Schools which will set out a framework for delivery on education strategies	Implementation plan which will set out a framework for delivery on DoE Strategy for Education and Cork ETB Strategy Statement	Review of new DoE Strategy when published and the development of an implementation plan with schools
CETB Strategy 1.4 Researching, adopting and promoting best practice in course/ programme design, teaching, learning, assessment and reporting	See CETB Strategy 1.3 Develop and implement a review schedule for FET programmes to ensure validity with reference to a number of criteria, including meeting learner needs. The review to incorporate revision of assessment modes and methods, and to be supported by PLD supports	Improved completion and certification outcomes from courses, and increase in progressions to future learning opportunities in FET and HE	All courses reviewed in light of Strategic Performance Agreement targets and strategic priorities. Outcomes monitored and evaluated. FE-HE Pathways project instigated and development in 4 priority areas commenced.

CETB Strategy 1.5 Researching, developing and offering innovative solutions to: (i) address learning needs and (ii) enhance course/programme choice and availability throughout the Cork region	Development of specific, appropriate programmes/courses delivered in accessible, online and blended formats to allow greater access to learners in rural locations	A formal pilot to be established to ensure a fit for purpose concept and format	Pilot to commence in Q3, in two identified curricular areas.
CETB Strategy 1.6 Proactively engaging with employers and learners to systematically identify: (i) knowledge/skill needs, (ii) the most suitable pedagogical approaches and (iii) practical/work experience requirements	Identify from locally available data and national employment indicators, areas for additional programme development and actively engage in business forums both local and national	Active engagement with employers and employer bodies	Continued engagement with Employers and Employer Bodies in 2023
CETB Strategy 1.7 Increasing the use of technology to offer remote and blended learning solutions to those in employment, based remotely or with other access limitations	Work continues within Cork TEL Support Group to further develop and enhance our ability to provide blended learning opportunities and enhance the skill set of our staff and learners	Development of a comprehensive TEL programme of work contained in a strategy document	Publication of TEL Strategy with implementation plan defined for delivery
CETB Strategy 1.8 Reorganising courses and programmes to ensure efficiency, value-for-money and the development of specialisms at our major campus locations	The development of Cork College of FET, and the establishment of Departments / Faculties / Centres of excellence, and a move towards consolidation course provision at levels 5 and 6 to improve efficiencies	Consolidation of a number of courses through a process of consultation	Consultation to continue as part of the Cork College of FET Project, the establishment of Departments and the alignment of areas of delivery

PDA 1.1 Provide a positive learning experience for all learners, including learners from marginalised groups	An Active Inclusion Support Unit has been established to co-ordinate and ensure access to supports to all groups In schools, Principals actively engage with SENO's and with NEPS in respect of their own school. Further develop the model of SEN provision in schools through engagement with the ETBI SEN Mapping Project	Learners have a positive learning experience with any and all needs being met to ensure active participation	Active Inclusion Supports and support structures to be reviewed as part of the Cork College of FET Project Continued engagement with agencies during 2023
PDA 1.2 Support students/learners at risk of educational disadvantage in line with current national policy	See Cork ETB Strategy 4.2 and 4.3 See PDA 1.1	Co-ordinated and targeted approach to delivery of supports	Ongoing 2023
PDA 1.3 Ensure all necessary child safeguarding measures are in place in accordance with the Child Protection Procedures for Primary and Post-Primary Schools 2017	Child protection reports are a standard item on all Boards of Management agendas	Board of Management Minutes forwarded to Corporate Services	Full compliance maintained
PDA 1.4 Ensure full compliance with the Child Protection Procedures for Primary and Post-Primary Schools 2017	Organisation wide training to commence in 2022	Engagement of staff with training schedule	Continue to engage all staff in child protection training as appropriate.

2. OUR TEAM AND ORGANISATION

Cork Education and Training Board Strategy Statement 2022 – 2026 Goal

In pursuit of operational and educational excellence, we will develop our collective capabilities by:

Links to ->

Performance Delivery Agreement (PDA) Goal 3: Governance

OBJECTIVE	ACTION TO MEET OBJECTIVE	KEY PERFORMANCE INDICATOR	TARGET 2023
CETB Strategy 2.1 Establishing Cork Education and Training Board as an employer of choice	Implementation Plan developed with specific objectives, measures and indicators set out to end 2024	Quarterly review of status updates to ensure delivery	Deliver on targets/actions as set out in implementation plan for 2023
CETB Strategy 2.2 Attracting and retaining high calibre candidates for all positions	Review of online recruitment campaign to include grades other than teachers	Online content created to allow for online recruitment campaigns targeted in line with specific posts being advertised	Recruitment campaign and associated materials to be further developed and extended across all posts in line with targets/actions set out in the People Strategy implementation plan for 2023
CETB Strategy 2.3 Identifying routes for career progression, facilitating internal mobility and planning for succession	See CETB Strategy 2.1	Quarterly review of status updates to ensure delivery	Deliver on targets/actions as set out in implementation plan for 2023
CETB Strategy 2.4 Developing the leadership capacity of	See CETB Strategy 2.1 Developing leadership capacity will be	Encompassed in PLD Schedules	Further development and support of

our staff through the provision of customised leadership and related supports	supported through Professional Learning and Development (PLD) supports encompassed in ETB Strategy 2.5		leadership training initiatives and supports.
CETB Strategy 2.5 Systematically identifying and addressing staff training and developmental requirements to consolidate our position as a learning organisation	A Professional Learning and Development Steering Group (PLD) is established covering three pillars, OSD, FET and Schools There are people identified with responsibility under each pillar with oversight maintained centrally within Head Office. Staff assigned to roles of Professional Learning and Development will work collaboratively in conducting a training need analysis across identified areas, including Finance, to develop a programme of work for the year	A PLD plan and schedule to be developed across the organisation based on a training needs analysis with specific emphasis on financial management Participation tracking system to be developed and in place for all staff	Further development of PLD schedules and implementation plans to be delivered in 2023, with extension of training management software more widely across organisation.
CETB Strategy 2.6 Determining scope for remote working and ensuring equity in the application of objective criteria	Cork ETB will review its hybrid / remote working policy	Uptake by staff of the options available	Hybrid/Remote working policy to be reviewed to ensure ongoing suitability and relevance and update in line with national policy
CETB Strategy 2.7 Periodically reviewing our culture, working environment, team satisfaction and identify scope for enhancement	See CETB Strategy 2.1	Quarterly review of status updates to ensure delivery	Deliver on targets/actions as set out in implementation plan for 2023
CETB Strategy 2.8 Delivering value-for-money and ensuring	Health and Safety Review	To review Cork ETB Health and Safety Statement and	Identify emerging trends and issues

effective governance, risk management, probity and responsibility in meeting stakeholder expectations	Transition to ESBS Shared Services	implementation of same across the organisation	for review and support.
	VTOS/Youthreach Learner Payments transition to ESBS Shared Services	Fully transitioned across all modules active in Cork ETB	E-Recruit module go live by end of Q4
	Transition from SAP to P2P systems to have one system for management of payments	Fully transitioned to shared services	Cork ETB is the national pilot site for Financial Shared Services project
	See PDA 3.1 to 3.5 PDA 3.7 to 3.9	Fully transitioned across remaining areas	Review appropriate receipting system for primary schools
PDA 3.1 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	Board members given adequate notice of each Board Meeting and attendance register maintained	Quorums to be achieved for all meetings
PDA 3.2 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	Self Assessment carried out annually with records of completed assessments a discussion item at a designated Board Meeting	To be completed in Q2
PDA 3.3 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	Financial and Audit Committees operating as per Code of Practice	Ongoing monitoring of needs as identified

PDA 3.4 Board appraisal of work carried out by Finance and Audit & Risk Committees	The Chair of each Board should ensure that board members are provided with written reports on the work carried out by finance and audit & risk committees as required under the Code of Practice for Governance of ETBs	Reports and minutes submitted and presented to Board by Finance and Audit & Risk Committees which are noted in Board Minutes	To be completed in accordance with Code of Practice deadlines for submission of Financial and Annual Reports
PDA 3.5 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	Self-Assessment carried out annually with records of completed assessments a discussion item at a designated Board Meeting	Self-Assessment carried out annually in accordance with the Code of Practice for the Governance of ETB's
PDA 3.6* Staff Development	The Chief Executive should ensure that; <ul style="list-style-type: none"> - A member of staff is appointed as the training manager - Training needs analysis is carried out on an annual basis - Training programme on financial management is developed and implemented 	See Cork ETB Strategy 2.5 regarding arrangements	Continued delivery of 2022 training needs analysis with an analysis to be undertaken to inform 2024 delivery with an emphasis on providing a financial management programme
PDA 3.7 Departmental reporting deadlines	Reporting deadlines set by the Department should be adhered to.	Submission of reports as requested by Department in the required deadlines	Submission deadlines , under constant review.
PDA 3.8 Risk Management Policy	The board of each ETB should ensure that there is an ongoing process designed to	Risk Management / Appetite Policy and schedule in place with quarterly reviews and	Risk Management / Appetite Policy and schedule in place with quarterly reviews and regular

	identify and address significant risks involved in achieving an entity's outcomes. The audit and risk committee should support the board in this role	regular report to Audit and Risk Committee	report to Audit and Risk Committee
PDA 3.9 Internal Controls	The board of each ETB should ensure that it receives adequate assurance that specified controls are operating as intended.	Submission of Financial Statements / Annual Report to Finance Committee, Audit & Risk Committee and Board which includes a statement of Internal controls in place for the assurance of the Board with process flow as outlined in Code of Practice	Annual Statement of Internal Controls issued to all Leaders/Managers for completion as part of Year end Financial reporting.

3. COMMUNICATING AND CONNECTING

Cork Education and Training Board Strategy Statement 2022 – 2026 Goal

To enhance inclusive educational participation, we will optimise awareness of the range of our services, opportunities and learning pathways by:

OBJECTIVE	ACTION TO MEET OBJECTIVE	KEY PERFORMANCE INDICATOR	NEW TARGET 2023
CETB Strategy 3.1 Communicating Cork ETB's values Ensuring learner engagement is central to what we do	Publication of our Values Alignment Tree and update Workvivo platform to reflect values for integrating with delivery highlights	Promotion of values and alignment of same across the different strands	Further promotion of Cork ETB values in 2023.
CETB Strategy 3.2 Collaborating with our partners in education, communities and community organisations	Customer Service Action Plan Continued engagement with	Action Plan to be developed and published	To be published by end Q2 All external boards with an appropriate

	various bodies and stakeholder at local and national level through active participation on Boards and initiatives	Full take up of all external positions on Boards and Bodies	Cork ETB representative
CETB Strategy 3.3 Continuing to develop our capacity to mainstream the use of Irish as a working language across the organisation	See Cork ETB Continued translation of systems and documentation with an Irish version of our website to be developed	New Sceim Teanga to be Published	Implement new legislative requirement for advertising in Irish
CETB Strategy 3.4 Reviewing, developing and enhancing our systems, policies and protocols to ensure the effectiveness of our internal communications	Continued development of Workvivo as an internal communication platform and policies as appropriate	To continue to develop full capabilities available on Workvivo	Complete relaunch of Workvivo and further strengthen Champions network
CETB Strategy 3.5 Developing an integrated marketing and promotional strategy which defines clear learning pathways and highlights associated value for all learners	Development of a Cork ETB Communications Supporting Strategy	Supporting Strategy published	Implement objectives identified for 2023.
CETB Strategy 3.6 Developing a resource pack to support all staff in the promotion of our identity, pathways and approach to offering life-long learning opportunities	Development of Branding Guidelines and associated templates for use across the organisation	Branding guidelines published	Support implementation and monitor compliance with same.

4. SUPPORTING EQUALITY, DIVERSITY AND INCLUSION

Cork Education and Training Board Strategy Statement 2022 – 2026 Goal

To promote inclusion and support equality, we will encourage diversity and provide pathways for all internal stakeholders and prospective learners by:

Links to ->

Performance Delivery Agreement (PDA) Goal 2: Protection Programmes

OBJECTIVE	ACTION TO MEET OBJECTIVE	KEY PERFORMANCE INDICATOR	TARGET 2023
CETB Strategy 4.1 Sharing a common understanding of inclusion and diversity within the Cork ETB community	Public Sector duty on Equality and Human Rights to be progressed within the organisation	Regular meetings and communication from Equality and Human Rights Working Group	Support the agreed actions of the Equality and Human Rights working group and Implementation Plan with a view to publishing by end of Q3.
CETB Strategy 4.2 Leading and working collaboratively, across communities, to support educational participation, increase student completion and ensure that we offer a pathway for every learner	Deliver 2022 REACH initiative action under 2023 FET Plan Active engagement with NCSE on provision for students with additional learning needs	REACH expectations delivered on Continued Active engagement	End of Q4 2023 Across 2023
CETB Strategy 4.3 Proactively identifying and addressing obstacles to access, participation and engagement (for both students and staff), while also expanding the supports required	Develop additional focussed programmes and continue to support existing programmes for identified disadvantaged/marginalised target groups	New programmes developed at levels 1-4 in Adult and Community Education service in addition to existing programmes	Across 2023

to enhance retention rates			
CETB Strategy 4.4 Designing and developing dedicated Access Programmes (for young people, school leavers and mature students) which are informed by research and best practice	Improve levels of support and consistency of supports available to learners across all FET centres Develop actions under Cork Access Network (CAN)	Learner Support framework across all FET provision Action plan for CAN inputs	Across 2023
CETB Strategy 4.5 Undertaking assessments of our buildings and courses/programmes to ensure that those with a disability are not precluded	Review of Cork ETB and FET Estate, as required, for compliance with relevant legislation to ensure access for all Working with the Department of Education to meet the needs of disadvantaged children through the provision of dedicated teaching spaces.	Reports and action plans developed in consultation with appropriate stakeholders Provide additional Special Education units and assess special school requirements.	Q3 2023 undertake condition reports across the CETB Buildings estate incorporating disability access.
CETB Strategy 4.6 Working to support and increase diversity amongst and across our staff and learner population	See CETB Strategy 2.1	Regular review of EQHR and People Strategy Implementation Plan	Support the agreed outcomes of the EQHR group and action plan
PDA 2.1 Assist the DES, as needed, to meet the needs arising from the Irish Refugee Protection Programme and provision for international protection applicants	Delivery of appropriate programmes, including ESOL support, for Irish Refugee Protection Programme and provision for international protection applicants	Schedule of programmes for Irish Refugee Protection Programme and provision for international protection applicants available to meet demand	Across 2023

5. INFRASTRUCTURE

Cork Education and Training Board Strategy Statement 2022 – 2026 Goal			
To support our staff and learners, we will ensure that our capacity and infrastructure is modernised and upgraded by:			
OBJECTIVE	ACTION/EVENT TO MEET OBJECTIVE	KEY PERFORMANCE INDICATOR	NEW TARGET 2023
CETB Strategy 5.1 Assessing requirements, determining priorities, addressing building and physical infrastructural needs	Development of a Cork ETB Building and Facilities Management Strategy which will set out a framework for delivery of our Strategy covering the period from 2022 to 2024. This Strategy will incorporate climate action initiatives and enabling strategies	Building and Facilities Strategy published	Publish estate strategy Q2 Publish Sustainability/Climate action strategy Q3
	Leases and Estate Management - adherence to execution and reporting deadlines	Appropriate buildings are sourced for the delivery of courses	To have a full estate listing with up to date lease arrangements in place. Q4 2023.
	To utilise all available funding streams for Capital buildings Infrastructural investment.	Full assessment of Estate portfolio, prioritising critical buildings. Application for FET strategic investment fund. Applications for Building Upgrade projects.	To have property ownership regularised with DoE. Commence next stage development of approved SAR and SIUF projects. Make applications for further SIUF when calls are issued.
CETB Strategy 5.2 Evaluating ICT investment and the	Development of a Cork ICT Strategy covering the period from 2022	Supporting Strategy published	Migrate further service to the cloud

training required to enhance administrative efficiencies and deliver blended learning effectively	<p>to 2024 to support our Technology Enhanced Learning Strategy and administrative processes with reference to relevant national strategies</p> <p>Procurement of ICT maintenance contract to enhance efficiencies</p> <p>Provide improved financial and analytical data to internal system users</p>	<p>Tender process completed and contract awarded</p> <p>Develop and roll out reports</p>	<p>Address Cyber Security Risks and work towards NCSC Baseline Standards</p> <p>Expand IT Support capacity and managed services.</p> <p>Expansion of DPEM reporting module to Centre leaders.</p> <p>Data Analytics reporting to be incorporated into Mgt reporting.</p>
CETB Strategy 5.3 Securing funding for capital and ICT investment to address identified priorities and Cork ETB infrastructural development needs	<p>Continue to identify and avail of ICT funding streams available for all areas of delivery</p> <p>To link ICT infrastructure investment to Buildings upgrade actions where appropriate</p>	To make improvements in connectivity, device supports and managed services	Identify and progress further infrastructural projects in line with available funding
CETB Strategy 5.4 Incorporating and applying sustainability principles and initiatives	See CETB Strategy 5.1	Publication of Building and Facilities Strategy	<p>Publish Estate strategy Q2</p> <p>Publish Sustainability/Climate action strategy Q3</p>
CETB Strategy 5.5 Developing our own knowledge, capability and capacity to support, design and plan capital projects	Managing Schools/FET Capital Buildings Programme, Emergency Works, Summer Works, Leases and Estate Management	Keeping all CETB FET, Schools & Centres operational, and facilitating necessary upgrade works; to required completion dates and to required standard/specification	Developments are under constant review. Expansion of technical support resources to enhance reporting and risk mitigation measures.

OVERVIEW OF SERVICES

SCHOOLS

PRIMARY SCHOOLS

Cork ETB is patron of 2 Community National Schools (CNS) and 2 Community National Special School. For Cork ETB, our involvement in primary education in Ireland marks a new beginning.

- Scoil Aonghusa Community National School, Kingsfort Avenue, Castlepark Village, Mallow, Co. Cork
- Scoil Chlíodhna Community National School, West End, Carrigtwohill
- Carrigaline Community Special School
- Rochestown Community Special School

Cork ETB will continue to provide educational, financial, human resource and building advice and support to each of these schools in addition to support for their overall governance and management. Boards of Management have also been established and training is ongoing to enable them to fulfil their functions.

POST PRIMARY SCHOOLS

Cork ETB is patron to 28 post primary colleges. This includes 4 Colleges of Further Education which are reported under the Further Education and Training section. Twelve of these colleges are designated Community colleges where there is an agreement with the local Roman Catholic bishop on diocesan involvement in the governance of the college. Cork ETB provides a range of services to these schools including financial, human resource, building, ICT, governance support as well as educational planning support.

Cork ETB is also co-patron with a diocese or religious order of 13 community schools in Cork.

In addition, Cork ETB provides a number of educational settings of a post primary nature to support the provision of post primary education to students who are not in the main stream provision. These settings are in the form of a special care unit, Eist Linn, Blackrock

FURTHER EDUCATION & TRAINING

CORK COLLEGE OF FURTHER EDUCATION

In order to deliver on its ambition of ensuring that through Cork ETB there is “a pathway for every learner”, and to meet the developing and evolving requirement of learners and National policy for Further Education and Training, Cork ETB has begun the reshaping of its FET services. This reshaping is to create a single, integrated entity, where access to opportunities, pathways, learner supports are enhanced to provide learners with the courses, programmes and experiences they require for personal development preparation to enter the world of work and /or to progress to additional studies. Cork College of Further Education and Training was established in 2022 and encompasses all FET provision in Cork. For 2022, and into 2023, the main focus of development for the college will be associated with the following centres of provision

- Morissons Island Campus
- Douglas Street Campus
- Tramore Road Campus
- Mallow Campus
- Kinsale Campus
- Bishopstown Campus

CETB's Cork College of FET through its various campuses and centres, delivers a wide range of full time courses at levels 1 to 6 on the National Framework of Qualifications (NFQ), preparing learners for entry into the world of work, through the acquisition of skills, competencies and knowledge identified with business and industry partners, or for progression to further studies, either within the Cork College of FET or in Higher Education Institutions in Ireland and abroad.

Apprenticeship is a growing and exciting area of Irish Education and combines learning in an education and training campus with work based learning in a company. In line with national FET planning parameters and requirements, CETB's training services will continue to seek to increase the volume of apprenticeship training capacity that can be delivered through the Cork College of FET, including both the craft apprenticeships and “new” post 2016 apprenticeships

More information on Cork College of FET is available on Cork ETB's website.

YOUTH SERVICES

Cork ETB, through a number of funded Youth Service providers, delivers a range of youth services to young people across the region under a variety of Youth programmes funded by the Department of Children and Youth Affairs. With an annual Youth funding allocation of in excess of €2.5 million, Cork ETB's Youth Service aims to provide youth engagement activities outside of the formal education setting to encourage and support young people to become active within their communities, as citizens, role models and peer leaders.

Cork ETB, through its Youth Services Unit engages with a number of Youth organisations to deliver Youth Services on its behalf, including:

- YMCA
- Foróige
- Youthwork Ireland Cork
- Cobh Youth Services
- Cork Simon
- Meitheal Mara
- Good Shepherd Services
- Churchfield Trust.

Cork ETB has responsibility for administering funding to over 35 youth projects and services across Cork City and County.

CETB's Youth Services are overseen by a committee of the Board which is responsible for strategic planning and monitoring.

YOUTHREACH

In line with the CETB strategic plan, we aim to deliver quality education and training that reflects the realities of the modern world and increase the progression opportunities of learners into employment and/or further education.

Youthreach is an educational and training programme for young people age 15 - 20 years, whom need an alternative from the formal education setting. The Youthreach programme focuses equally on academic, vocational and soft skills development with opportunities for learners to acquire certification at Levels 3 and 4. The programme facilitates their access, transfer and progression to further education, training and employment.

ADULT LITERACY

Cork Education and Training Board focuses on offering an integrated Adult Literacy Education Service, with accreditation from Levels 1-3, on the National Framework of Qualifications (NFQ). Within this remit CETBs Literacy Service delivers a wide variety of programmes aimed at improving reading, writing, numeracy and ICT skills for adults who wish to improve their competencies and enhance their functional participation in personal, social, community and economic life. Programmes offered are varied and flexible and range from 1:1 Volunteer support, to intensive group tuition and accredited/certified outcomes. Certification focuses on learning outcomes at NFQ levels 1-3.

The service works closely with the wider Adult Education Service to provide learner progression options specific to the needs of learners, employers and the geographical area. Liaising with colleagues during the planning process to ensure delivery of appropriate feeder programmes at Level 3 with clear progression routes to Level 4 and 5 programmes.

Through the Skills for Work programme, the literacy service engages with employers to deliver programmes aimed at raising the competency levels of employees with low levels of educational qualifications, enhance essential IT skills enabling employees to cope with frequent and ongoing changes in work practices. ESOL tuition is provided up to NFQ Level 3 and priority is given to asylum seekers and low-income EU immigrant or migrant workers. The Family Learning programme gives vital supports to parents whose own education has been limited, helping to break down barriers between learning in different contexts.

For 2022, a key focus for Cork ETB will be to support the actions and priorities identified in the “Adult Literacy for Life” (ALL) strategy, including support for the Regional ALL coordinator.

COMMUNITY EDUCATION

Community Education is delivered in partnership with community organisations to provide locally based learning opportunities. The aim is to build on the capacity of local communities to engage in developing responses to educational and structural disadvantage.

Cork ETB’s Adult and Community Education services are managed and co-ordinated on a sub-regional basis, with four planning and delivery areas aligned to the Local Community Development Committee (LCDC) areas, Cork North, Cork South, Cork West and Cork City.

While the majority of the courses offered under these programmes are part-time, they are structured in a manner which facilitates access, transfer and progression onto full-time

programmes, if the participants so desire. They offer a mixture of accredited/certified programmes, generally at Levels 2 to 4 of the NFQ, with some unaccredited capacity development programmes aimed at learners who have not completed formal education.

BACK TO EDUCATION INITIATIVE (BTEI)

The overall aim of the BTEI programme is to increase the participation of young people and adults with less than upper second level education in a range of part-time accredited learning opportunities leading to awards on the National Framework of Qualifications (NFQ) to facilitate their access, transfer and progression to other education or employment pathways.

Cork Education and Training Board focuses on offering an integrated Adult Education Service, with accreditation from Levels 1-6, on the National Framework of Qualifications. As part of this service, BTEI works closely with Adult Basic Education, VTOS and the Adult Education Service to provide learner progression options specific to the needs of the geographical area and the learners. BTEI liaise with PLCs, Training Provision and Youthreach Co-ordinators to ensure delivery of feeder programmes at Level 4 onto Level 5 PLC programmes.

BTEI focuses primarily on delivering QQI Level 4 courses with Levels 3 and 5 being delivered at a lesser level. These courses provide a progression route from lower level courses and also progression onto PLC and Training Centre courses.

CORK GUIDANCE SERVICES

Cork ETB Guidance Service offers a free, impartial and confidential service which is available to current adult learners and unemployed adults with less than QQI Level 6 qualification(s). Our Guidance Personnel help learners to explore their interests and abilities and to identify the best course options.

OUTDOOR EDUCATION SERVICES

Fastnet Marine Outdoor Education Centre, Schull and Kinsale Outdoor Education Centre, Kinsale both provide a full range of programmes and courses.

ORGANISATIONAL SUPPORT

The services delivered by organisational support are focused on the delivery of non-learning services which are essential to assist educators and trainers to focus on the delivery of direct services to learners to ensure they have a high-quality learning experience and that Cork ETB remains innovative, reactive and to the forefront of education and training provision.

Cork ETB has since its establishment reviewed and implemented changes to how non-learning services are structured and delivered by Head Office to all area of learning provision.

These services are currently broken into five departments, all of which have a broad remit and are essential to ensure the organisation is compliant with requirements in relation to corporate governance while being in a position to fulfil requirements under the extensive range of legislation that impact on the organisation.

While organisational design is a continuous process of evolution, there are a number of sectoral projects being undertaken by the DES on a national basis. These project and in particular shared services in both payroll and finances may impact how we are structured as an organisation, our ability to continue to deliver current services as well as our ability to expand services in response to internal and external pressures such as delivery of services to non-ETB schools.

Cork ETB continues to engage positively in national projects as it is recognised that for an organisation to grow and develop that change is an evolving process.

ESTATE MANAGEMENT

The Capital & Procurement Department provides a range of services to support Colleges and Centres in respect of building programmes and procurement requirements. The two areas are very distinct, and the range of services provided are;

Buildings

- ETB Building Capital Projects for new schools, extensions, temporary accommodation etc
- Application for required planning permission and appeals
- School Summer Works Scheme
- Emergency Works Scheme
- ETB self-funded building matters
- Facilities Management – organising of HO maintenance, CETB energy efficiency etc
- Assistance to non-ETB schools when requested by DES Building Unit Capital Projects
- Property and Lease Management

CORPORATE SERVICES

The primary function of Corporate Services is to ensure that governance structures are in place and that compliance with legislative and circular requirements is in place and is being built upon by the review of systems and work practices and the enhancement of the internal control environment. Some of the specific areas under the remit of the department are;

- Corporate Governance Management
- Compliance and Legal including Data Protection and FOI
- Health, Safety and Welfare at Work
- Communications and Marketing
- Corporate Training
- Management of Service Level Agreements
- Scéim na dTeangacha Gaeilge Oificiúla
- Insurance
- Administration Support Services to Board and Executive

HUMAN RESOURCES

The Human Resource Department provides a range of services that support Cork ETB Managers and staff. The services cover all aspects of employment from the “hiring to retiring” of a staff member to ensure that Cork ETB and its Managers are compliant with employment legislation and circular letters. Some of the services provided are;

- Recruitment
- Garda Vetting
- Staff Allocation and Utilisation
- Contract Management
- ESBS / Payroll Administration
- Leave Administration
- Occupational health
- Implementation of national agreements and/or systems
- Staff Relations
- Staff Development
- Superannuation
- Management and development of HR led ICT Systems in consultation with ICT Dept

INFORMATION COMMUNICATIONS TECHNOLOGY

The role of ICT continues to evolve across all facets of Cork ETB's services. Its importance in underpinning administration and governance along with teaching and learning has grown significantly. As a Department the range of services and supports to Colleges/Centres are;

- Project Management of new systems including upgrades
- Infrastructure development and management of same
- Identification of appropriate software systems and upgrades for same
- Development and maintenance of communication systems
- Technical Support
- Management of Contractors
- Advisory service to procurement
- Backup/Disaster Recovery Plans
- IT Data Protection and Security
- Management and expenditure of Capital and Digital ICT Grants
- Software license management
- Device Management including Mobile Devices

FINANCE

Cork ETB's Finance Department provides manages Cork ETB accounts while providing financial oversight and advise to ensure compliance with legislation and circular letters. Some of the services provided are;

Treasury

- Payments and associated procedures, approvals, controls and compliance (including payroll, contracted training, creditors, grants and Travel & Subsistence)
- Banking
- Financial transaction reporting and reconciliation
- Preparation of Annual Financial Statements
- Budgeting and projections
- Management of ESF Claims
- Manage funding streams
- Co-ordination of C&AG, IAU and ESF Audits
- Review of Internal Control Templates
- Audit Tracker
- Asset Registers

Procurement

- Development and monitoring of CETB procedures (HO and wider ETB) to ensure compliance with best practice and C&AG requirements
- Procurement of goods / services in accordance with policies and procedures
- Head Office orders / payments)
- Liaise with OGP, ETBI, procurement forums etc.
- Maintain contracts register and renewals

OTHER SERVICES

CRECHE SERVICES

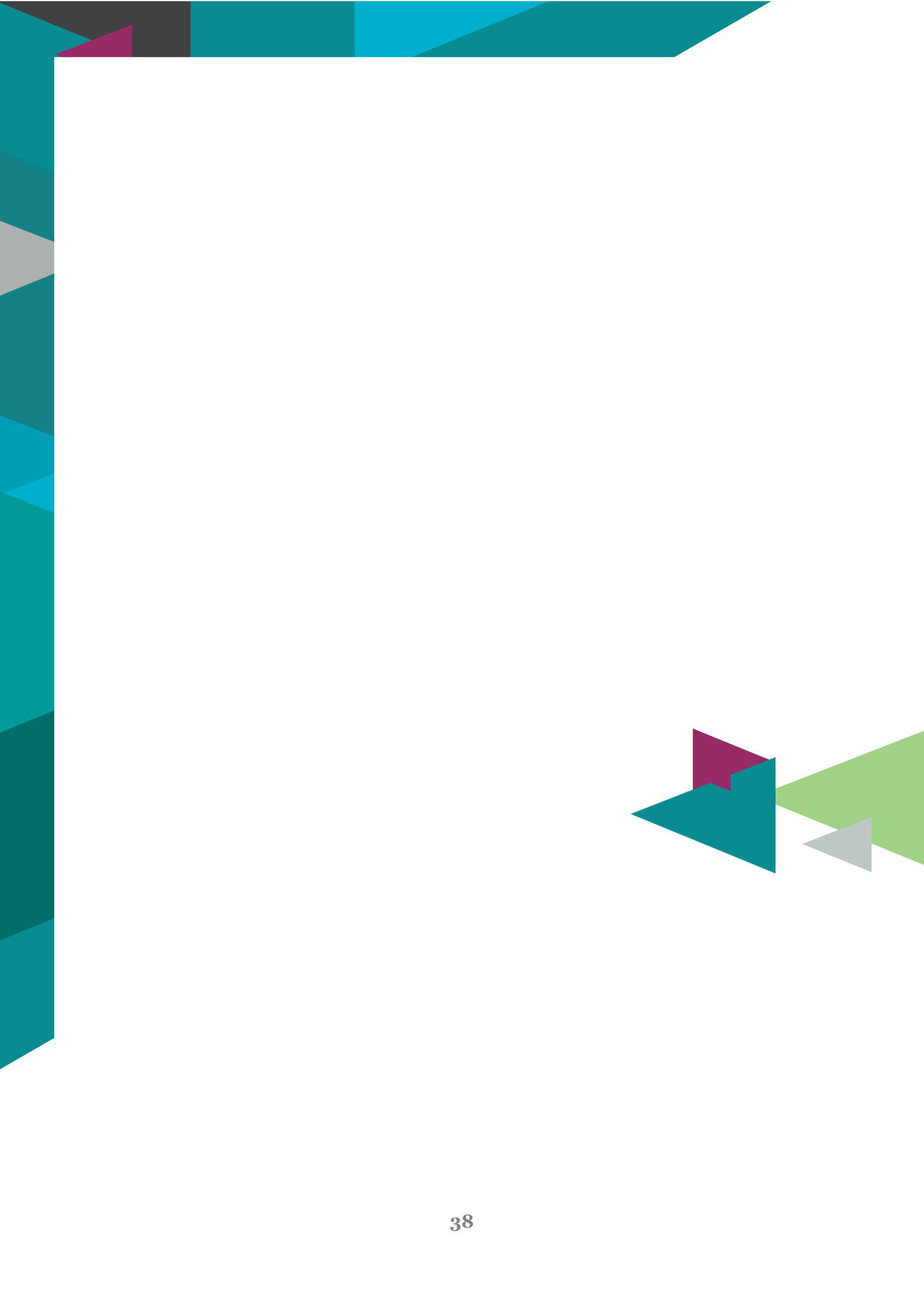
Cork ETB operates two creches, Lios Na Nóg and Cuddles. These services provide early years services to learners, staff and support families in employment with essential childcare placements. Placements offered are full time and all state schemes are operated in both creches in accordance with funding requirements as set out by POBAL and operate within HSE guidelines.

PROJECTED RECEIPTS AND EXPENDITURE 2023

	**Projected Year ended 31/12/2023 €	*Draft Year ended 31/12/2022 €
RECEIPTS		
Schools & Head Office Grants	115,749,000	118,035,658
Further Education and Training Grants	94,584,486	82,403,385
Youth Services Grants	4,900,000	4,765,882
Agencies & Self-Financing Projects	10,500,000	10,840,778
Capital	24,000,000	23,083,881
	<u>249,730,486</u>	<u>239,129,584</u>
PAYMENTS		
Schools & Head Office	115,500,000	117,536,050
Further Education and Training	94,584,486	85,566,905
Youth Services	4,900,000	4,899,461
Agencies & Self-Financing Projects	10,300,000	10,205,207
Capital	23,800,000	17,981,192
	<u>249,084,486</u>	<u>236,188,815</u>
Surplus For Period	646,000	2,940,769

***Unaudited**

****Further Education and Training Grants reflects the transfer of PLC funding from DES to SOLAS
The SOLAS Budgeting process is still ongoing**





cetb

Bord Oideachais agus
Oiliúna Chorcaí
*Cork Education and
Training Board*

A pathway for every learner

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