



cetb

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

CORK ETB

ANNUAL REPORT

2018

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Message from the Cathaoirleach of Cork ETB

As Chairperson of Cork ETB, I am proud to present the Annual Report for 2018. This Annual Report showcases the commitment from staff across all services to ensure a fit for purpose organisation with flexibility, adaptability, compliance but above all that the learner experience remains central to the delivery of service provision.

I want to commend the staff for growing the organisation and for ensuring the ethos of “A Pathway for Every Learner” remains key to the development of the organisation. I also want to thank our Learners for choosing Cork ETB as their provider of choice and wish those who have completed their journey every success in their future endeavors.



Cllr. Patrick Gerard Murphy

Chairman, Cork Education and Training Board

Foreword by the Chief Executive of Cork ETB

The past year was one of continued consolidation, reflection and growth for Cork Education and Training Board. The range of services outlined in this document and quality of the delivery outcomes described demonstrate the extent to which Cork ETB continues its endeavours to provide services for learners which are relevant, responsive to economic and personal requirements and reflect the multi-cultural and diverse population of the region.

The outcomes identified show the progress being made in delivering on our Service Statement 2018, what is not evidenced however is the impact our services have made to the lives of the people of Cork. Through our own delivery and engagement with our education and social partners, Cork Education and Training Board is making a significant positive contribution to communities across the region.

I wish to express my thanks and appreciation to all the staff of Cork Education and Training Board, the Members of the Board and the members of Boards of Management and Advisory Groups for their hard work, support, dedication and commitment to ensuring that we deliver on our priorities continue to strive to provide learners with appropriate quality services in support of their lifelong learning journey.



Mr. John Fitzgibbons

Acting Chief Executive

1. Profile of Cork Education and Training Board

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.

Cork ETB is the only statutory body in Cork with the responsibility to provide education and training across a broad range of service areas. The services provided bring challenges to the organisation when combined with the number of learners and the diversity of what the expectations of learners are. The number of learners and participants engaged in Cork ETB education, training and activities are:

Primary Students	258
Post Primary Students	11,476
Further Education (PLC) Students	4000
Apprenticeship Training	1200
Blended Training	9
Community Training Centres	220
Local Training Initiatives	579
Specialist Training Providers	362
Specific Skills Training	1,376
Traineeship Training	286
Youthreach	768
Adult Literacy Groups	4,335
BTEI Groups	3,030
ESOL	931
Evening Training	930
ITABE	235
Skills for Work	205
Community Education	4,375
TOTAL	34,575

Source of Data: All data has been sourced from SOLAS PLSS database, return with the exception of the Primary, Post Primary and Further Education Students which is sourced from returns to the DES. The reference year for all data is 2018.

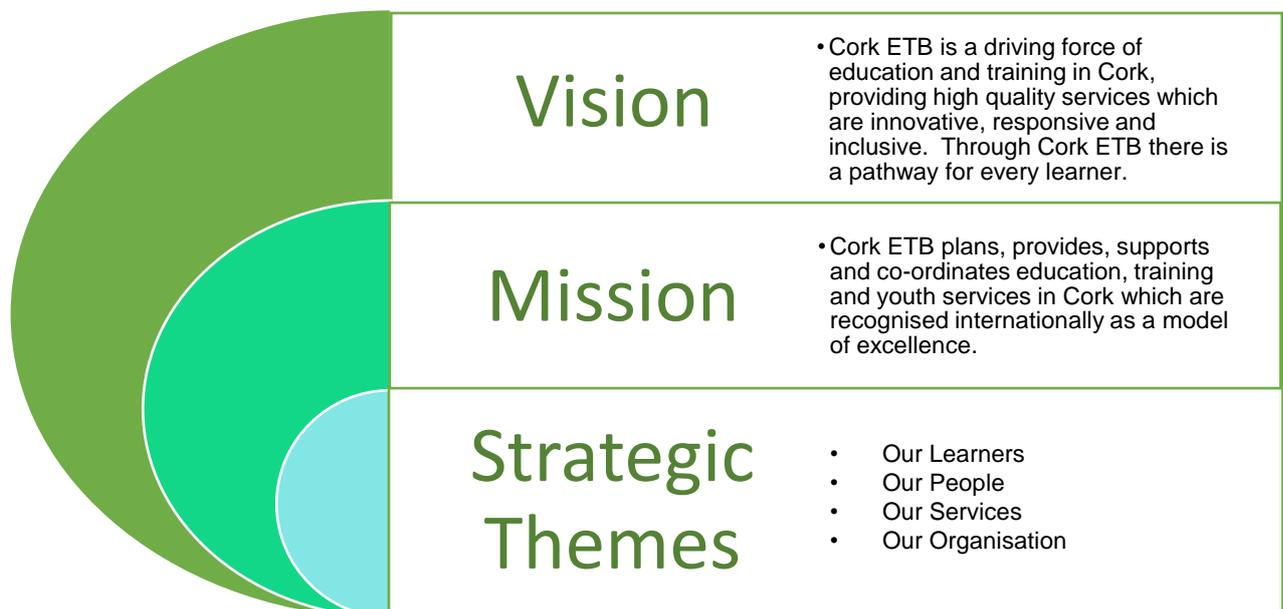
Cork ETB's target clients are:

- Learners in our schools, colleges, training centres and community settings
- Applicants under the various learner support schemes administered directly by Cork ETB
- Youth Service Providers and users
- Community Education and Training Groups
- Voluntary Community Organisations
- Communities throughout the County

2. Guiding Principles

Vision, Mission, Strategic Themes

In developing strategic themes, 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 themes 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.



Cork ETB will always act in the best interests of learners. The following principles and values underpin our strategic thinking, planning, decision making and our everyday actions.

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**
- Committed**
- Positive**
- Leading**
- Innovative**
- Caring**

What our Values Mean

Value	Brave	Committed	Positive	Leading	Innovative	Caring
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 have a clear vision and purpose with which we are fully engaged and on which we are determined to deliver.	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 leaders – to have a clear vision, take the initiative, and to inspire and motivate learners and colleagues through their example.	We are focused on constant improvement and being at the forefront of change and innovation in education and training.	We adopt an inclusive and 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:	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Be optimistic • Respond positively • Be proactive • Look for opportunity and act on it • Embrace change • Deal with issues promptly • Be part of the solution 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Try new approaches • Be creative • Drive change • Be flexible • Seek to improve • Find solutions for problems • Support new ideas • Contribute positively to change 	<ul style="list-style-type: none"> • Engage with learners and colleagues • Be genuine • Be understanding • Be empathetic • Acknowledge effort • Encourage inclusivity and diversity • Be sensitive • Look out for colleagues • Listen • Treat people well • Ask for feedback • Support those who need it

3. Cork Education and Training Board Statement

Cork Education and Training Board 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 Council local authority areas.

During the year the Board met on six occasions, with details of attendance outlined in the table below.

Title	Name	Surname	Record of Attendance 2018
Cllr.	Des	O'Grady	3/4 (resigned July 2018)
Cllr.	Kay	Dawson	5/7
Cllr.	Mary	Hegarty	6/7
Cllr.	Patrick Gerard	Murphy	6/7 (Chairperson)
Cllr.	Christopher	O'Sullivan	5/7
Cllr.	Kevin	Conway	6/7
Cllr.	Padraig	O'Sullivan	2/7 (Deputy Chairperson)
Cllr.	Gillian	Coughlan	4/7
Cllr.	Sean	Martin	5/7 (appointed January 2018)
Cllr.	Mary	Shields	6/7
Cllr.	Chris	O'Leary	6/7
Cllr.	Laura	McGonigle	0/4 (considered resigned September 2018)
Mr.	Paudie	Palmer	4/7
Ms.	Louise	Sheehan	5/7
Mr.	Denis	Kirby	5/5 (appointed in April 2018)
Ms.	Mary	O'Grady	3/7
Ms.	Pearl	Nolan	4/7
Mr.	Declan	O'Leary	7/7
Mr.	Rob	Bateman	7/7
Mr.	Ger	Looney	6/7
Ms.	Maura	Fitzgibbon	7/7

Decisions taken by the Board are reserved functions and are set out in legislation and in Circular 0002/2019 Code of Practice for the Governance of Education and Training Boards, a full schedule is in Appendix A.

In 2018 the Board reviewed and approved the following

- Adoption of the Annual Report
- Financial Statements
- Adoption of the Service Plan
- Authorised attendance of members at conferences
- Approved the acquisition, holding and disposal of land or interest in accordance with DES regulations
- Ensured accurate records were kept of meetings and decisions

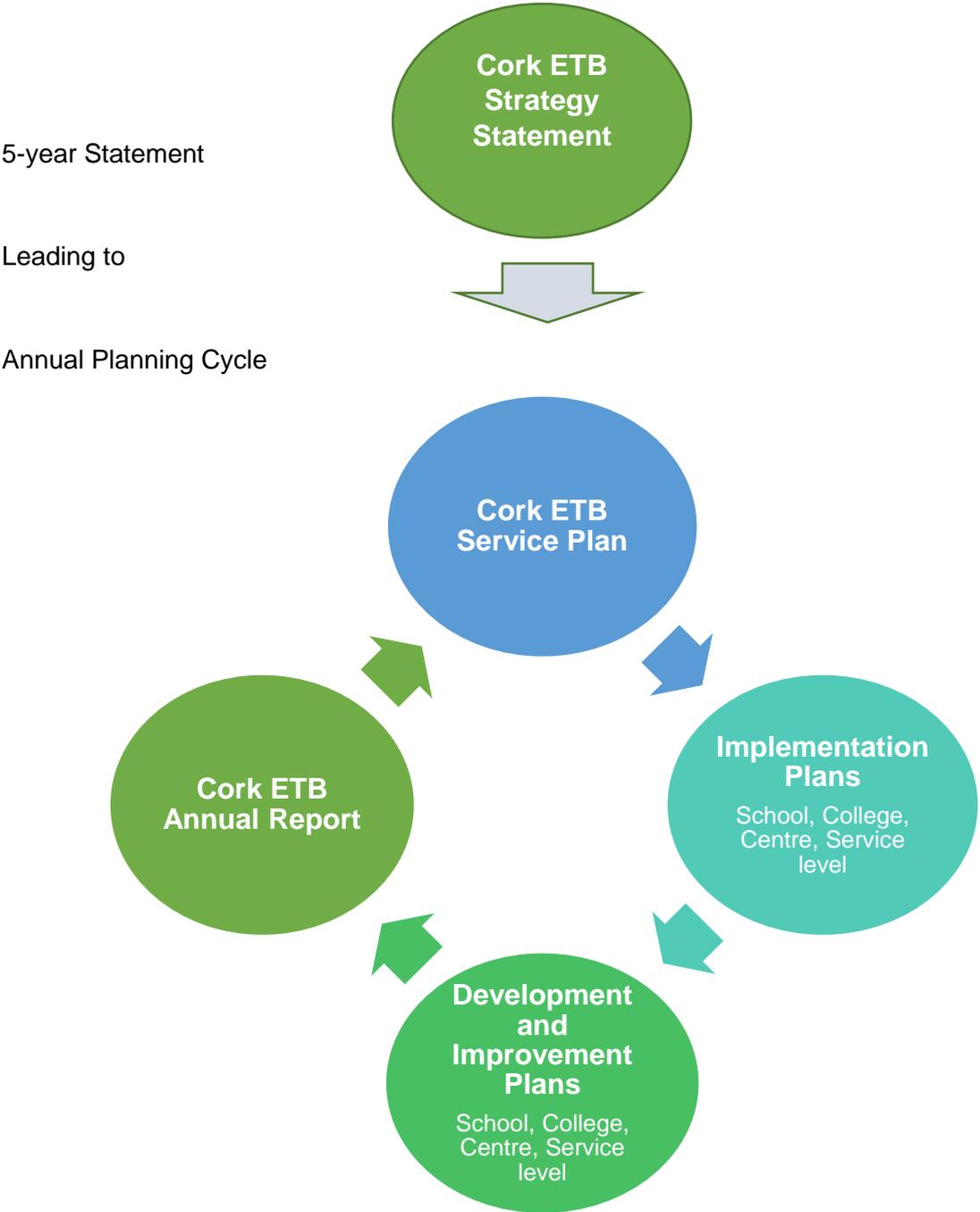
As the last Board meeting before the local elections will take place prior to the audit of the financial statements, and to ensure compliance with the requirement to publish six months prior to the end of the financial year, Cork ETB is confirming that it is unable to submit audited accounts with the report but will publish the audited financial statements within one month of receipt from the Office of Comptroller and Auditor General.

I also confirm as Chairman, that Cork Education and Training Board are responsible for the keeping of accounts and confirm that Cork ETB is fully compliant with its obligations under revenue legislation.

Signed: _____ Date: _____
Cllr. Patrick Gerard Murphy
Chairman, Cork Education and Training Board

Annual Report 2018

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.



It is important to Cork ETB that the above process is utilised to ensure transparency, clarity of purpose and to keep a focus on actively working to deliver what we have set out to achieve over the lifetime of the Strategy Statement. To support delivery on the priorities, actions and outcomes, there are Project Leads and Sponsors identified in all areas of provision.

The roles of the Project Leads and Sponsors are defined as;

Project Lead:

The Lead is responsible for leading the delivery of the action by working with Management colleagues and other colleagues as appropriate to deliver the planned outcome.

Sponsor:

To support the Lead by meeting regularly to ensure the progress is on track and to help resolve open issues. Also helping to ensure the expected benefits from completing the action are realised.

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

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. This support also includes where appropriate the establishment of cross service working groups where particular actions identified for delivery require same e.g. intranet working group, TEL Strategy.

The success of the monitoring and implementation process is evidenced by the outcomes delivered in 2018.

Statement of Services – Primary and Post Primary Schools/Colleges

Strategic Priorities supported through delivery of Service Plan

Priorities 2017 – 21 (Insert Priority No.)	Actions	Expected outcomes from 2018 Service Plan (where services on academic year list for 2017/2018)	Outcomes delivered or commenced in 2018
1.1 To provide a positive and holistic learning centred experience for every learner	→ We will work to promote and foster the personal development of all our learners to enhance their wellbeing as members of our learning communities.	Fully implement the Junior Cycle Wellbeing Programme Identify opportunities for sharing good practice between our schools	Programme commenced and implemented as per DES roll out schedule Opportunities where materials and experiences can be shared are identified as Forums and annual conferences agendas are developed
	→ We will engage actively in the current reform programme as outlined in the DES Action Plan 2016-2019, which seeks to nurture and develop the critical skills, knowledge and competencies of all learners	Engage with the initial consultation process being undertaken to review the Leaving Certificate Programme	Engagement has commenced with some subject specific involvement by individual teachers has taken place i.e. PE, Agricultural Science, Computer Science as more information is awaited from DES
	→ We will actively work to improve results in formal school assessments and state examinations through the promotion of good learning and teaching	Review Leaving Certificate results across all subjects in all schools Identify specific areas/subjects and target interventions to enhance performance in the Leaving Certificate	Review of results to provide targeted interventions is ongoing in all schools with good practice shared at various forums. The result has been a significant increase in the attainment levels evidenced at the Leaving Certificate Awards Night with 19 additional

		Identify areas/subjects of strength in individual schools. Identify specific strategies/teaching methods used by these subject departments and seek to share this good practice	certificates awarded for Leaving Certificate and Leaving Certificate Applied and 13 additional medals
	→ We will seek to actively engage our learners in both how and what they learn by promoting the use of student feedback as an integral part of; our School self-Evaluation process	Focus for 2018 will be to engage further with one national and one international research project e.g. Instructional Leadership Programme NCCA Student Voice Erasmus Research Project	It is standard and accepted practice in all schools to engage in such programmes e.g. instructional leadership and Student Voice
1.2 Provide excellent teaching, training and learning for all	→ We will promote the use of the School Self-Evaluation model as a method of school/college improvement	Report findings and recommendations of School Inspection Reports, Mór Thuairisc and WSE-MLL to the Board of CETB Individual schools will respond to all recommendations within agreed time limits A plan of action will be agreed with the school staff and the BOM A review of progress in implementing the recommendations will take place within 1 year of the issuing of the inspection report	Report findings are consistently applied and responded to across all schools with reports brought to attention of the Board of CETB

<p>1.3 Positive learning environments with suitable resources</p>	<p>→ We will continue to identify improvements to Cork ETB school buildings and facilities and will develop these in line with learner and programme requirements while seeking and making available the necessary funding</p>	<p>Work with school Principals and Boards of Management to identify immediate repair and refurbishment needs in schools.</p> <p>Seek the necessary funding for these improvements Implement a criteria based system for the distribution of resources to repair and refurbishment schools buildings</p> <p>Work with school Principals and Boards of Management to assess and plan for the future repair and refurbishment needs of school buildings and put in place a multi-year approach to this work</p>	<p>Work continues with school Principals and Boards of Management to identify immediate repair and refurbishment needs in schools.</p> <p>The sourcing of funding continues to be an integral part of work in relation repair and refurbishment of schools</p> <p>During 2018 work continues to be undertaken with school Principals and Boards of Management to assess and plan for the future repair and refurbishment needs of school buildings and put in place a multi-year approach to this work</p>
<p>2.2 To support the professional development of our people</p>	<p>→ We will foster a culture of professional development and support for all staff through the targeted provision of appropriate learning and development initiatives to improve and develop their knowledge and capabilities</p>	<p>Establish CETB Principals' Forums across primary, post primary and FET schools and colleges</p> <p>Establish CETB Deputy Principals' Forums across primary, post primary and FET schools and colleges</p> <p>Develop an internal CETB mentoring programme for all new Principals and Deputy Principals</p> <p>All new Principals and Deputy Principals will engage with the</p>	<p>Established and operating</p> <p>Established in 2018 with meeting schedule in place for 2019</p> <p>Cork ETB continues to support Principals and Deputy Principals in attending these programmes</p>

		<p>Misneach and Tánaiste programmes respectively</p> <p>All new Principals will be encouraged to engage in the ETBI workshops for new Principals and Deputy Principals</p> <p>Principals will seek to identify aspiring leaders and encourage them to avail of the national inservice available</p>	<p>Cork ETB continues to support attendance at workshops</p> <p>Principals continue to support staff in availing and attending national in-service events</p>
	<p>→ We will actively promote and enable our staff to participate in CPD programmes delivered through the DES Professional Development Service for Teachers</p>	<p>Ensure that all staff fully engage in national Professional Development Programmes such as JCT</p>	<p>Cork ETB continues to support staff in participating in PD programmes</p>
	<p>→ Develop, within available resources, a model of support which allows for the release of staff to partake of relevant and appropriate CPD opportunities</p>	<p>Principals will seek to identify aspiring leaders and encourage them to avail of the national inservice programmes</p> <p>Ensure that all staff fully engage in national Professional Development Programmes such as JCT</p>	<p>Principals continue to identify aspiring leaders and encourage them to avail of the national in-service programmes by reviewing school arrangements to ensure the support is available to allow for the release of staff for relevant PD opportunities</p>
<p>2.3 To provide a positive, professional and supportive</p>	<p>→ We will support our Leaders in promoting positive staff relations through the provision of information, training and</p>	<p>Workshops on key leadership and management skills will be provided to all our Principals</p>	

work environment for all staff	ongoing advice on key management and leadership skills		
	→ We will further explore and develop opportunities made possible through the utilisation of ICT capabilities, on how to provide opportunities for the creation of professional communities amongst staff in an effort to assist them to support each other in the delivery of education and training	Each school will develop a Technology Enhanced Learning Strategy in line with national guidelines Future ICT investment in schools will be based on implementing this strategy	Each school has developed a Digital Learning Strategy which is reviewed to ensure appropriate investment takes place to promote enhanced learning
3.2 Implement and develop new initiatives in the primary school curriculum	→ Implement the National Literacy and Numeracy Strategy	We will continue to implement this strategy	We will continue to implement this strategy
	→ Implement the new language curriculum in full	We will implement this curriculum	We will continue to implement this curriculum
	→ Implement the new ST strategy	We will implement this strategy	We will continue to implement this strategy
	→ We will recognise and celebrate the achievements of our	Each school will have a procedure in place to acknowledge and	Every opportunity was taken to taken ensure all achievements including academic are acknowledged and

	<p>learners and staff as a means of supporting and fostering a culture of excellence</p>	<p>celebrate the achievements of students and staff</p> <p>CETB will hold a ceremony to recognise outstanding achievements by our students in the Leaving Certificate and Leaving Certificate Applied Programmes</p> <p>Where individual students/schools or a number of students/schools have outstanding achievements, CETB will mark this in one of two ways (both ways if appropriate)</p> <p>(a) A specific ceremony in honour of the achievement</p> <p>(b) Presentation of the student(s)/school(s) to the Board of CETB</p>	<p>celebrated through school-based ceremonies, ETB events and through social media</p> <p>Outstanding achievements by our students in the Leaving Certificate and Leaving Certificate Applied Programmes was celebrated at the annual Cork ETB Awards Ceremony.</p> <p>The winner of the BT Young Scientist Exhibition from Colaiste Choilm was presented to the Board of CETB</p>
	<p>→ Commitments given in Scéim na dTeangacha Gaeilge Oifigiúla will be delivered within the lifetime of the current scheme</p>	<p>Establish a Fóran Gaeloideachas for CETB schools</p>	<p>Fóran Gaeloideachas for CETB schools is established</p>

Statement of Services – Further Education and Training

Further Education Colleges

Strategic Priorities supported through delivery of Service Plan

Priorities 2017 – 21 (Insert Priority No.)	Actions	Expected outcomes from 2018 Service Plan (where services on academic year list for 2017/2018)	Outcomes delivered or commenced in 2018
1.1 To provide a positive and holistic learning centred experience for every learner	→ We will work to promote and foster the personal development of all our learners to enhance their wellbeing as members of our learning communities.	Identify opportunities for sharing good practice between our schools	Common adult learner policies developed and available on a PLC Principals SharePoint Continue to actively participate in lifelong learning festival and STEM community events to engage learners of all abilities and ages
1.2 Provide excellent teaching, training and learning for all	→ We will promote the use of the School Self-Evaluation model as a method of school/college improvement		Ongoing monitoring of QA compliance with QQI standards to review, improve and support delivery
	→ We will utilise national and international research to identify and engage with best practice in building strong communities of learning, and engage with nation and international projects and initiatives to		FET Teacher placement programme implemented with local business/industry to improve the knowledge of industry needs to enhance the delivery of provision

	contribute positively to such communities		
2.2 To support the professional development of our people	→ We will foster a culture of professional development and support for all staff through the targeted provision of appropriate learning and development initiatives to improve and develop their knowledge and capabilities	<p>Establish CETB Principals' Forums across primary, post primary and FET schools and colleges</p> <p>All new Principals and Deputy Principals will engage with the Misneach and Tánaiste programmes respectively</p> <p>All new Principals will be encouraged to engage in the ETBI workshops for new Principals and Deputy Principals</p> <p>Principals will seek to identify aspiring leaders and encourage them to avail of the national inservice programmes</p>	<p>Continue to work with PLC Principals Forum, FET Strategy and QA group to identify appropriate learning and development initiatives</p> <p>Cork ETB continues to support Principals and Deputy Principals in attending these programmes</p> <p>Cork ETB continues to support attendance at specific workshops</p> <p>Principals continue to support staff in availing and attending national inservice events</p>
	→ Develop, within available resources, a model of support which allows for the release of staff to partake of relevant and appropriate CPD opportunities	Principals will seek to identify aspiring leaders and encourage them to avail of the national inservice programmes	Principals continue to identify aspiring leaders and encourage them to avail of the national inservice programmes by reviewing school arrangements to ensure the support is available to allow for the release of staff for relevant PD opportunities
	→ Enable all staff to get involved with national bodies in the development and	We will encourage and facilitate all staff who wish to engage in national policy initiatives within the resources available	Principals continue to encourage and facilitate teacher participation in national networks and associations

	implementation of national policy initiatives and support their involvement		
2.3 To provide a positive, professional and supportive work environment for all staff	→ We will further explore and develop opportunities made possible through the utilisation of ICT capabilities, on how to provide opportunities for the creation of professional communities amongst staff in an effort to assist them to support each other in the delivery of education and training	Each school will develop a Technology Enhanced Learning Strategy in line with national guidelines Future ICT investment in schools will be based on implementing this strategy	Each school has developed a Technology Enhanced Learning (TEL) Strategy which is reviewed to ensure appropriate investment takes place to promote enhanced learning ETB TEL Strategy drafted, TEL steering group established
	→ We will further explore and develop opportunities made possible through the utilisation of ICT capabilities, on how to provide opportunities for the creation of professional communities amongst staff in an effort to assist them to support each other in the delivery of education and training	We will further explore and develop opportunities made possible through the utilisation of ICT capabilities, on how to provide opportunities for the creation of professional communities amongst staff in an effort to assist them to support each other in the delivery of education and training	SharePoint site developed for PLC Principals FET Colleges participate in the ETB TEL Steering Group to develop implementation plans and develop initiatives

4.4 To develop a strong recognisable Cork ETB Brand	→ We will recognise and celebrate the achievements of our learners and staff as a means of supporting and fostering a culture of excellence	Each school will have a procedure in place to acknowledge and celebrate the achievements of students and staff	We take every opportunity and continue to ensure all achievements including academic are acknowledged and celebrated through school-based Graduation Ceremonies, ETB events and through social media
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Training Services

Strategic Priorities supported through delivery of Service Plan

Priorities 2017 – 21 (Insert Priority No.)	Actions	Expected outcomes from 2018 Service Plan (where services on academic year list for 2017/2018)	Outcomes delivered or commenced in 2018
3.5 FET Programme Review and Development	→ We will develop and implement an integrated FET planning process that ensures that the needs of local communities, learners and employers are identified and responded to in an appropriate and timely manner in line with the requirement and priorities of the FET Strategy	10 areas of training will be reviewed, analysing course content, duration and outcomes through employer consultation processes.	<p>Training courses reviewed in 2018;</p> <ul style="list-style-type: none"> • CNC • Quality Assurance • Lifesciences • IT Technical Support • Medical Administration • CAD Training <p>Apprenticeships reviews Version 4 commenced 2018;</p> <ul style="list-style-type: none"> • Heavy vehicle Maintenance • Metal fabrication • Plumbing • Electrical • Carpentry / Joinery <p>Recognition of prior learning introduced for electronic security</p>

		A review of the Bio Pharma training activities will be undertaken and a strategic plan developed for training in this sector	Review of Biopharma has resulted in Strategy 2018 to 2021
3.7 To enhance social and economic cohesion in our learners' communities through the provision of relevant knowledge and skills for lifelong learning, personal development, progression and employment	<p>→ We will actively assist learners in the process of returning to learning by ensuring courses and appropriate supports are provided which support and encourage learner participation</p> <p>→ We will promote, develop and manage the Apprenticeship and Traineeship programmes to ensure training meets industry needs</p>	<p>To actively support learners in the process of returning to education, a learning to learn support module will be provided across all long training courses.</p> <p>To promote and increase apprenticeship provision 3 additional apprenticeship classes will be added in 2018.</p>	<p>Learning to learn components were introduced to a number of courses during 2018</p> <p>One new post 2016 type apprentice group started as ICT Software Apprentices in conjunction with Fast Track into Technology (FIT) Courses were converted to traineeships following a review of specific skill training</p>

Youth Services

Strategic Priorities supported through delivery of Service Plan

Priorities 2017 – 21 (Insert Priority No.)	Actions	Expected outcomes from 2018 Service Plan (where services on academic year list for 2017/2018)	Outcomes delivered or commenced in 2018
5.6 Develop and promote the provision of youth services	→ We will provide innovative, responsive and inclusive services which will be supported through Cork ETB's Youth Committee	<p>A youth work forum will be facilitated to engage and communicate with youth services to identify key issues and emerging themes.</p> <p>A youth consultation event to ensure the rights of the child are being met in particular their right to be heard and to safeguard their best interests in youth work settings.</p> <p>Ensure youth services are aiming to deliver services that are responsive to youth needs while also meeting the five national outcomes for young people as identified in the National Youth Policy Framework – Better Outcomes Brighter Futures.</p>	<p>A youth work forum was held in Pairc Ui Chaoimh. Over 80 participants attended</p> <p>Recommendations from the youth work forum were adopted to inform the delivery of youth forum. Cork ETB actively worked and supported both the City and County Comhairle na nOg youth forums.</p> <p>Cork ETB established a Youth Work Committee as a committee of the Board to further enhance the consultation process.</p> <p>Tutor hour terms plans submitted. Regular monitoring visits took place.</p> <p>Youth Work Forum identified and showcased projects under the 5 national outcomes-</p> <ul style="list-style-type: none"> • Bishopstown Foroige – Young people active and healthy.

			<ul style="list-style-type: none"> • YWI Cork – Young People achieving in all areas of learning. • CDYS – young people safe and protected from harm. • Blarney St Foroige – Young People economic security. • YMCA Cork – Young people will be connected and respected. <p>In addition, an application was submitted by Cork ETB with respect to the call by Creative Ireland for the establishment of a Local Creative Youth partnership.</p>
	→ We will develop the role of Cork ETB as the agent for Youth Services operating in collaboration and consultation with the Department of Youth and Child Affairs	<p>Cork ETB is selected to be part of the DCYA pilot of the new funding schemes as recommended under the DCYA Value for Money Review.</p> <p>Cork ETB will engage with the DCYA in developing and informing the new scheme.</p>	<p>Cork ETB successfully engaged in piloting the new TYFS scheme which is to be rolled out in 2019.</p> <p>Cork ETB worked with the DCYA to re-designate funding to a new West Cork project.</p>
	→ We will support the provision, development and assessment of youth work services in Cork through the provision of appropriate targeted resources	<p>Cork ETB will engage with local youth service providers A Demographic and Social Profile will be conducted to inform future youth service provision in Cork using a standardised DCYA tool</p> <p>All DCYA funded projects administered via Cork ETB will engage in the National Quality Standards Framework for Youth Services to ensure both legislative</p>	<p>Local area profiles were conducted for Carrigaline/West Cork/Mitchelstown and in relation to the Youth Employability – Bantry/Youghal/Newmarket. Consultants (Airo) have been commissioned to conduct a city/county profile</p> <p>Monitoring visits were conducted with all youth projects funded by DCYA through Cork ETB</p>

		<p>responsibilities and general compliance with good practice.</p> <p>The establishment of 2 new youth projects/services in Cork – Carrigaline Lower Harbour and Mitchelstown.</p> <p>A register of volunteer led youth clubs/groups will be established and maintained by Cork ETB to ensure eligibility criteria with respect to the youth club grant scheme are being met in particular Child safeguarding requirements and National Standards for Volunteer Led Groups.</p>	<p>Mitchelstown – project commenced in April, with CDYS selected as the service provider. Carrigaline - selection and confirmation process for service provider ongoing.</p> <p>140 youth clubs registered and received Youth club grant in 2018.</p>
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Youthreach

Strategic Priorities supported through delivery of Service Plan

Priorities 2017 – 21 (Insert Priority No.)	Actions	Expected outcomes from 2018 Service Plan (where services on academic year list for 2017/2018)	Outcomes delivered or commenced in 2018
1.1 To provide a positive and holistic learning centred experience for every learner.	→ We will in accordance with the DES and SOLAS priorities, improve the learning experience and learning outcomes for learners impacted by disadvantaged at all	Youthreach revised curriculum will be implemented in 2018, this will combine personal development planning, academic achievement and certification and a more structured/ practical work placement to ensure learners have a more engaging and meaningful learning opportunity.	The Workwise Programmes was developed and rolled out across centres.

	stages of their learning journey	A multi-tiered approach to improving attendance introduced in all centres, this will continue in 2018.	The multi layered attendance system continues to be reviewed
	→ We will target supports for all our learners with special education needs, and other vulnerabilities, to support their participation and progression within education and training		Work continues to identify appropriate progression routes within education and training
1.2 Provide excellent teaching, training and learning for all	→ We will focus on the development of quality teaching and learning as the core activity of Cork ETB	All Youthreach programmes offer certification that adheres to QA procedures. The introduction of a revised Youthreach curriculum has resulted in increased certification and progression outcomes	All Centres offer accredited QQI programmes <i>Workwise</i> was introduced to the curriculum which is contributing to enhancing the learner outcomes
	→ We will actively identify and promote the range of pathways for learning available to every learner who wishes to avail of our services	Area planning meetings held and attended by representatives from all areas of provision, ensuring that each programme has relevant progression options for learners. Monthly Board of Co-ordinator meetings held Programme planning and progression discussed	Coordinators attended Planning Meetings to ensure that opportunities for Youthreach learners were included in plans for 2018 / 2019 Meetings were scheduled and held during the year

Adult Literacy

Strategic Priorities supported through delivery of Service Plan

Priorities 2017 – 21 (Insert Priority No.)	Actions	Expected outcomes from 2018 Service Plan (where services on academic year list for 2017/2018)	Outcomes delivered or commenced in 2018
1.1 To provide a positive and holistic learning centred experience for every learner	→ We will work to promote and foster the personal development of all our learners to enhance their wellbeing as members of our learning communities	The Adult Literacy Service will continue to provide Learner Centred tuition in a friendly, supportive and flexible learning environment where Learners can explore their needs and interests and set their own learning goals.	A series of Learner Development days were held – these were funded by SOLAS and supported by NALA Learner representatives sent to National events
	→ We will aim to provide our learners with life skills to meet their needs as active learners and citizens by encouraging participation in various ETB Boards, Committees and representative groups.	We will ensure as part of our QA process all learners will be given the opportunity to give feedback through the use of appropriate mechanisms All learners will be encouraged to become involved in student committees and other relevant forums for consultation	All Accredited programmes have feedback sheets (completed by the learner). Learners are encouraged to be involved in national bodies e.g. NALA
1.2 Provide excellent teaching, training and learning for all	→ We will focus on the development of quality teaching and learning as the core activity of Cork ETB	The literacy service will continue to provide group tuition, intensive tuition and will provide certification options for all learners	Intensive Tuition has developed its own practice that meets biannually. Family learning also introduced new systems for programme improvement. Programme planning continues to evolve in response to learner and local needs.

	→ We will actively identify and promote the range of pathways for learning available to every learner who wishes to avail of our services	The literacy service will continue to engage with local community groups, networks, DEASP, HSE, schools and employers to promote services and will ensure all courses are published to the FETCH website and to the DEASP directly as appropriate.	All programmes on FETCH A new Further Education and Training centre was also opened in Carrigaline due to local demand for services
2.2 To support the professional development of our people	→ We will foster a culture of professional development and support for all staff through the targeted provision of appropriate learning and development initiatives to improve and develop their knowledge and capabilities	In response to the significant and ever-increasing demand across all sectors of the community for ESOL provision CETB will commence a programme to upskill tutors in ESOL and IELTS	Centralised recording process and programme improvement plan being developed. Ongoing consultation with stakeholders taking place
3.5 FET Programme Review and Development	→ We will develop and implement an integrated FET planning process that ensures that the needs of local communities, learners and employers are identified and responded to in an appropriate and timely manner in line with the requirement and priorities of the FET Strategy	In direct response to industry need, CETB in partnership with the national Skills for Work programme will continue to expand the range of programmes available to employers. The service will continue to prioritise Family Learning for 2018 and will develop relationships with local schools, home school liaison services, and relevant community networks. The service will continue to fully engage in the Cork ETB planning	The hours invested in the Skills for Work programme doubled in 2018. A greater variety of programmes were offered with better progression alignment Family learning continues to be prioritised in DEIS areas, and while challenging in non DEIS areas work continues to promote the services Access, transfer and progression options are continuously explored

		<p>process and will work closely with all stakeholders to ensure ease of access, transfer and progression for learners. Through this process course provision will be reviewed to ensure it is relevant to the learners, employers and wider community.</p>	
	<p>→ We will encourage high levels of participation, achievement and accreditation by learners through the provision of courses that enhance their opportunities for personal development, progression and employment</p>	<p>Group tuition will be continued to be strongly promoted to new applicants as the preferred option.</p> <p>Learners who are availing of 1:1 literacy support will be encouraged and supported to progress as quickly as possible to the more structured and beneficial learning experience of group tuition.</p> <p>The service will actively encourage and facilitate learners to avail of accreditation options from levels 1 - 3 as appropriate</p> <p>Adult Guidance support will continue to be made available to all learners and groups.</p>	<p>All learners were encouraged to progress to groups /start in a group as appropriate to their needs.</p> <p>Where 1:1 is required for support this is provided with learners encouraged to transition to group tuition</p> <p>Accredited programmes continue to be promoted</p> <p>Adult Guidance support continues to be provided</p>
<p>4.6 Strategic networking and partnerships with key stakeholders</p>	<p>→ We will continue to develop relationships with our stakeholders based on mutual respect and shared professionalism in the best interest of our learners.</p>	<p>The service will actively engage with Community partnerships, local networks and other agencies, to develop relationships and the range of programmes available to respond to the needs of both employers and learners</p>	<p>A number of programmes in partnership with Community Groups and networks were implemented including engagement in LGMA Protocol</p>

Community Education

Strategic Priorities supported through delivery of Service Plan

Priorities 2017 – 21 (Insert Priority No.)	Actions	Expected outcomes from 2018 Service Plan (where services on academic year list for 2017/2018)	Outcomes delivered or commenced in 2018
1.1 To provide a positive and holistic learning centred experience for every learner	→ We will work to promote and foster the personal development of all our learners to enhance their wellbeing as members of our learning communities	<p>Offer programmes in outreach areas to help combat effects of rural isolation and to enable learners to progress to other areas of FET</p> <p>Continuing provision of courses in Care Centres</p> <p>Offer Personal development courses through the medium of Arts and Crafts</p> <p>Continuation of QQI Level 5 Community Development module for members of voluntary organisations in Beara</p>	<p>New centres in Carrigaline and Mitchelstown were opened and provision was increased in existing centres in order to encourage and facilitate progression.</p> <p>Programmes in Care centres were delivered as in previous years.</p> <p>We've expanded partnership with SUSHI in Cork and the Uilinn Arts centre in WC to increase provision.</p> <p>This was completed in 2018</p>
3.5 FET Programme Review and Development	→ We will develop and implement an integrated FET planning process that ensures that the needs of local communities, learners and employers are identified and responded to in an appropriate and timely manner in line with the	<p>Provide courses in CETB and Outreach centres that provide "Taster Programmes" for other programmes and that offer the learner progression options</p> <p>Continuing liaison with local communities and community organisations providing courses that respond to local need</p>	<p>"Taster Programmes" were introduced and are continuously developed due to their popularity</p> <p>Local Links continue to be developed.</p>

	requirement and priorities of the FET Strategy	Intra and inter Agency planning to ensure that plans are relevant to other FET programmes	
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Back to Education Initiative (BTEI)

Strategic Priorities supported through delivery of Service Plan

Priorities 2017 – 21 (Insert Priority No.)	Actions	Expected outcomes from 2018 Service Plan (where services on academic year list for 2017/2018)	Outcomes delivered or commenced in 2018
1.2 Provide excellent teaching, training and learning for all	→ We will focus on the development of quality teaching and learning as the core activity of Cork ETB	<p>An appraisal of programmes offered under BTEI will be carried out to ensure programmes are delivering services that are responsive to local needs and/or offer a progression option for our learners.</p> <p>All BTEI programmes will offer certification and will adhere to the QA procedures administered via Cork ETB.</p> <p>Further integration of IT on BTEI programmes.</p>	<p>Appraisal of programmes completed, and programmes are matched to Cluster Shortages (particularly around IT).</p> <p>All programmes are certified with the exception of “<i>Taster Programmes</i>”</p> <p>IT was integrated on most BTEI programmes and continues to be a work in progress</p>
	→ We will actively identify and promote the range of pathways for learning available to every learner who wishes to avail of our services	<p>Publicity of all courses through print and social media and further development of our social media promotion.</p> <p>Working in association with Community Education to plan and run</p>	<p>Publicity of course provision was improved, with particular emphasis on social media promotion</p> <p>Programmes and events were expanded under Lifelong Learning Festival (LLLF) in 2018</p>

		<p>the events for Life Long Learning Festivals and other events that will attract learners into the centres and allow progression to other FET options.</p> <p>Integrated Area planning focusing on all areas of provision (PLCs Training etc). Plans will incorporate a progression option for each programme.</p>	<p>Planning with an emphasis on progression took place on a continuous basis</p>
2.3 To support the professional development of our people	<p>→ We will foster a culture of professional development and support for all staff through the targeted provision of appropriate learning and development initiatives to improve and develop their knowledge and capabilities</p>	<p>Induction and training to be organised for new tutors</p> <p>Further QA Training planned for 2018</p> <p>The skillsets of tutors delivering programmes will be analysed and CPD recommendations made where relevant.</p>	<p>No new tutors recruited during 2018</p> <p>A number of sessions were organized by Cork ETB QA office.</p> <p>All training is open to BTEI tutors</p>
	<p>→ Develop, within available resources, a model of support which allows for the release of staff to partake of relevant and appropriate CPD opportunities</p>	<p>Following CETB Procedure for staff attending CPD</p>	<p>Attendance at PD events followed Cork ETB procedures</p>

<p>3.5 FET Programme Review and Development</p>	<p>→ We will develop and implement an integrated FET planning process that ensures that the needs of local communities, learners and employers are identified and responded to in an appropriate and timely manner in line with the requirement and priorities of the FET Strategy</p>	<p>2018 Planning Meetings included input from representatives within all areas of FET. Current education and training programmes in the area were reviewed and plans were made offering a progression route for learners. The same module will be used for 2019 planning.</p> <p>A number of external stakeholders were consulted including DEASP, local Partnership groups and other Community Organisations.</p> <p>Cork ETB will continue to run programmes in cooperation with community development organisations. These organisations have established relationships with members of the community. This will lead to more streamlined recruitment of target groups. Programmes will include Security, Metalwork, Retail Skills, and Build on your Skills.</p> <p>In conjunction with our Employer Liaison Officer we will undertake a review of Employment opportunities in Carrigaline, where CETB has opened a new centre. Further liaison will take place with employers in this area (and will continue to be developed in other areas) and programmes will be provided in line with Employers needs (dependant on the needs identified these may be</p>	<p>Planning meetings attended by all programmes Coordinators with progression being a key objective</p> <p>Good communication and networking with Community Groups and organisations took place to ensure an ethos of consultation</p> <p>SECAD and Ballyhoura Programmes were developed using this model</p> <p>Programmes being developed in Carrigaline – including Employability Programmes</p>
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		BTEI / Training / Other Programme provision)	
	→ We will encourage high levels of participation, achievement and accreditation by learners through the provision of courses that enhance their opportunities for personal development, progression and employment	<p>All courses will offer Certification Courses prepare participants with the confidence to go forward to employment and to work competently, safely and effectively</p> <p>Provide specialist knowledge in the lower skilled areas of employment – such as courses planned in the areas of Retail Skills and Hospitality</p> <p>Learners develop a range of personal and interpersonal qualities necessary for employment</p> <p>BTEI courses offer the opportunity to progress to further education. Where possible representatives from Progression / Employment routes meet with Groups in the last term of the year. We plan to expand this in 2018</p> <p>Guidance and Literacy support are offered to a wide range of BTEI groups</p>	<p>All planned courses offer certification and progression options, either to employment / education and training</p> <p>These programmes were offered in 2018</p> <p>Personal development is integrated into most programs</p> <p>This initiative was expanded and continues to be implemented</p> <p>Referred in and out – all groups received at least one Guidance visit</p>

Cork Guidance Service

Strategic Priorities supported through delivery of Service Plan

Priorities 2017 – 21 (Insert Priority No.)	Actions	Expected outcomes from 2018 Service Plan (where services on academic year list for 2017/2018)	Outcomes delivered or commenced in 2018
1.1 To provide a positive and holistic learning centred experience for every learner	→ We will actively identify and promote the range of pathways for learning available to every learner who wishes to avail of our services	<p>Our Information officers research existing and new progression options and disseminate to individual clients and to our Guidance Counsellors</p> <p>Guidance Personnel will attend Open Days in various settings</p> <p>Guidance Counsellor give “Progression Workshops” to BTEI / AL / CE groups and outline the opportunities for the learners. The information is also given to learners on one to one appointments.</p>	<p>Networked by attending internal and external events, including open days, to gather specialist information with the following: National Maritime College, DEASP Employment Promotions Days, Jobs Week, Careers Events, Partnership Events, Careers Days (UCC/CIT/) European - - Options/apprenticeship events. - Increased use of online tools including Facebook and OneDrive</p> <p>Guidance related workshops were delivered including My Future+, C.V. and Interview Prep, Further and Higher Ed Progression Options, CAO, Funding, confidence building, NFQ, Tobar RPL, LLLF, UNESCO Learning Cities</p> <ul style="list-style-type: none"> - Organised internal and external speakers from 3rd Level, PLC Colleges, DEASP, Employers and past students - Regular linking with Resource Workers, Area Co-ordinators, Tutors for learner referrals and supports and planning class visits. - Contributing to area forward planning meetings to help identify learners needs and gaps in provision.

<p>2.2 To support the professional development of our people</p>	<p>→ We will foster a culture of professional development and support for all staff through the targeted provision of appropriate learning and development initiatives to improve and develop their knowledge and capabilities</p>	<p>Organising a workshop with Jigsaw on Understanding Youth Mental health for all Guidance Personnel (to take place in 1st half of 2017)</p> <p>Further CPD to be identified and delivered where resources are available</p> <p>All staff to engage with NCGE CPD opportunities</p> <p>Guidance Counsellors will attend monthly supervision</p>	<p>Presentation and engagement with external training organized by Jigsaw took place</p> <p>Each Guidance Meeting we introduced training / information session from an external group Including DEASP and Jigsaw, apprenticeship services, Youth Services</p> <p><u>CPD</u></p> <ul style="list-style-type: none"> ~Dyslexia Adult Screening Test (DAST) training. ~GDPR Training in house and with IGC ~NCGE Webinars ~Participated in My Future + Pilot on-line career resource for adults. ~IGC Employer Site Visits ~Labour Market Training -RPL Conference -Mens Engagement Conference
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Statement of Services – Organisational Support

Capital and Procurement

Strategic Priorities supported through delivery of Service Plan

Priorities 2017 – 21 (Insert Priority No.)	Actions	Expected outcomes from 2018 Service Plan (where services on academic year list for 2017/2018)	Outcomes delivered or commenced in 2018
4.1 To ensure an appropriate infrastructure is developed to make the best use of available resources	→ To pursue approval for further major capital projects identified as part of the Government's 2016 to 2021 Major Capital Investment in School Building	<ul style="list-style-type: none"> • Carrignafoy Community College, Cobh • Colaiste Choilm, Ballincollig • Colaiste Ghobnatan, Baile Mhuirne • Coachford College 	The schools have been identified in the DES five year programme of capital investment in schools, site visits have commenced
4.3 Support ethical governance to ensure accountability and value for money	→ Continue to develop and enhance governance structures across the organisation in line with the Code of Practice for the Governance of ETBs and in accordance with best ethical standards	Adopt, roll out and implement Purchasing and Procurement Policies, Procedures and Authorisation Levels	Procurement Policy implemented with an appropriate authorisation levels set out for the organisation
	→ We will regularly review Cork ETB's expenditure to identify procurement opportunities to ensure	Identify areas of Aggregation, where OGP Contracts or Frameworks not in place and progress competitive procurement for CETB in these areas.	Areas of aggregation have been identified and work commenced on progressing a tendering process in respect of bus services

	value for money across the organisation		
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Legal and Compliance (L&C)

Note: Due to non-replacement of retiring senior staff (APO level), this Department in November 2018 was merged into Corporate Services Department, therefore actions which were shared are now reported under one section

Strategic Priorities supported through delivery of Service Plan

Priorities 2017 – 21 (Insert Priority No.)	Actions	Expected outcomes from 2018 Service Plan (where services on academic year list for 2017/2018)	Outcomes delivered or commenced in 2018
4.3 Support ethical governance to ensure accountability and value for money	→ We will make the necessary arrangements to ensure compliance with our data protection obligations including General Data Protection Regulation (GDPR)	Plan and implement changes required for compliance with the new GDPR which takes effect on 25 th May, 2018. All policies, processes and procedures around the collection and processing of personal data to be reviewed and revised throughout the organisation. Staff to be provided with appropriate training to enable them to comply with the new requirements	Existing policies were reviewed and where required new policies developed, to put in place a full suite of policies (including procedures) are available throughout the organisation to ensure compliance with GDPR. A GDPR working group was established to continue to review documentation for compliance. On line training was made available throughout the organisation
	→ We will continue to develop and monitor our processes to ensure compliance with statutory and regulatory requirements	Develop a strategy for the management of Health and Safety in all of our schools and centres.	A national project commenced to put in place appropriate templates for the implementation of a Safety Management System while taking cognisance of HSA guidelines for schools

		<p>Develop templates for the management of Service Level Agreements (SLA's) and Data Sharing / Processing Agreements with Third Parties</p> <p>Development of a monitoring system to track and record compliance with SLA's</p>	<p>New templates were developed and a co-ordinated roll out was implemented</p> <p>A Monitoring System has been put in place to ensure compliance</p>
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Corporate Services

Strategic Priorities supported through delivery of Service Plan

Priorities 2017 – 21 (Insert Priority No.)	Actions	Expected outcomes from 2018 Service Plan (where services on academic year list for 2017/2018)	Outcomes delivered or commenced in 2018
4.3 Support ethical governance to ensure accountability and value for money	→ We will continue to improve efficiencies so as to ensure value for money in the management of all Cork ETB properties, in keeping with the Government's Property Asset Management Delivery Plan	Appropriate procedures and processes, including a central lease register, for the management of leases due for renewal / to expire to be established in 2018	A central lease register was established with revised processes put in place for the management of same
	→ We will make the necessary arrangements to ensure compliance with our data protection obligations including	Plan and implement changes required for compliance with the new GDPR which takes effect on 25 th May, 2018. All policies, processes and procedures around the collection and processing of personal data to be reviewed and	Policies and procedures updated with the review and reclassification of archived documentation in accordance with ETB Retention Schedule commenced

	General Data Protection Regulation (GDPR)	<p>revised throughout the organisation. Staff to be provided with appropriate training</p> <p>A review and reclassification of archived documentation will commence in 2018, it is expected that this project will take a substantial period of time and will require ongoing assessment</p>	
	→ We will continue to develop and monitor our processes to ensure compliance with statutory and regulatory requirements	<p>Develop a strategy for the management of Health and Safety in all of our schools and centres.</p> <p>Develop templates for the management of Service Level Agreements (SLA's) and Data Sharing / Processing Agreements with Third Parties</p> <p>Development of a monitoring system to track and record compliance with SLA's</p>	<p>Initial strategy scoped pending the outcome of the national project</p> <p>See above</p>
4.4 To develop a strong recognisable Cork ETB Brand	→ Develop and implement a co-ordinated marketing and branding campaign to raise awareness of Cork ETB as an organisation and all the services it provides and delivers	By the end of 2018 a co-ordinated marketing campaign will be managed centrally for all PLC Colleges	Centrally managed marketing campaign identified and implemented for roll out in 2019
	→ We will recognise and celebrate the	By the end of 2018 the achievements of students and	Every opportunity was taken to taken ensure all achievements including academic are

	<p>achievements of our learners and staff as a means of supporting and fostering a culture of excellence</p>	<p>learners will have been showcased at a number of ETB events</p>	<p>acknowledged and celebrated through school-based ceremonies, ETB events and through social media</p> <p>The annual Cork ETB Awards Ceremony to acknowledge the achievements of our students in the Leaving Certificate and Leaving Certificate Applied Programmes was held</p> <p>Schools, FET Colleges, Training Centres and FET Services were invited to showcase student projects, portfolios at the launch of Cork ETB Strategy Statement</p> <p>The winner of the BT Young Scientist Exhibition from Colaiste Choilm was presented to the Board of CETB</p>
<p>4.5 Develop and enhance internal and external communication systems</p>	<p>→ Commitments given in Scéim na dTeangacha Gaeilge Oifigiúla will be delivered within the lifetime of the current scheme</p>	<p>By the end of 2018 all documentation will be available as gaeilge on the staff intranet. Email address signatures will be set automatically in Head Office with appropriate out of office responses to reflect our commitments under the Scéim</p>	<p>Work commenced and continuing on the translating of documentation to ensure that resources are available through the medium of the Irish language</p>
	<p>→ We will positively and proactively utilise social media for the promotion of Cork ETB and its services</p>	<p>All College / Centre activity will be actively promoted through Cork ETB social media pages</p>	<p>Work continues to actively promote and share all College / Centre activity through Cork ETB social media pages</p>

Human Resources

Strategic Priorities supported through delivery of Service Plan

Priorities 2017 – 21 (Insert Priority No.)	Actions	Expected outcomes from 2018 Service Plan (where services on academic year list for 2017/2018)	Outcomes delivered or commenced in 2018
2.1 To attract and recruit the best people for the organisation	<p>→ We will continue to review and develop our recruitment processes and practices to ensure they are flexible and attuned to the needs of the organisation</p> <p>→ We will further develop our short-term staff cover systems to ensure the right people are available when required for the continued delivery of our services</p>	<p>Provision of Core eRecruitment Portal through Irish language to meet needs of Gaelcholáistí</p> <p>Improved vacancy and contract request systems to improve efficiencies for school users</p> <p>Implementation of new protocols to commence recruitment of primary school teachers to support Community National School in their recruitment processes</p> <p>Improved Pool of Candidates and increased numbers of applications from NQTs for teaching posts to help address teacher supply issues</p> <p>Increased interaction with university career guidance services to promote Cork ETB career opportunities</p>	<p>Worked commenced on the translation of Core eRecruitment Portal</p> <p>Work was undertaken with IT provider to enhance the efficiencies for school users</p> <p>Work commenced on the development of protocols</p> <p>Work commenced with the participation of Cork ETB at teacher recruitment fairs held in Universities which provide teacher graduates</p>
2.3 To provide a positive, professional and supportive	<p>→ We will ensure all staff have access to an Employment Assistance Programme</p>	<p>Increased awareness of Employee Assistance Programme through promotion of the services available</p>	<p>The Employee Assistance Programme was promoted throughout the organisation</p>

<p>work environment for all staff</p>	<p>→ We will develop an intranet system for all staff to ensure access to information by all staff</p> <p>→ We will target specific initiatives to promote staff wellbeing and encourage the positive engagement of our staff throughout the organisation</p>	<p>Utilisation by Management of advice and guidance available through the EAP where appropriate</p> <p>Staff intranet will be populated with targeted and relevant information for the HR department, addressing frequently asked questions and providing a “first call” for employees with queries in relation to their employment</p> <p>Implementation of “Wok Positive” through the HSA on a piloted basis</p>	<p>Supports available to Managers was promoted at management events</p> <p>Work continued on the development of the HR section</p> <p>Cork ETB registered for the HSA pilot</p>
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Information Communications Technology

Strategic Priorities supported through delivery of Service Plan

Priorities 2017 – 21 (Insert Priority No.)	Actions	Expected outcomes from 2018 Service Plan (where services on academic year list for 2017/2018)	Outcomes delivered or commenced in 2018
1.4 Commitment to technology-enhanced learning to support independent and collaborative learning	<p>→ We will develop and commence implementation of an ICT Strategic Plan for all our Centres. This will take account of National ICT Strategies for Education and Training, including the Technology Enhanced Learning strategy for Further Education and Training</p>	<p>Development and adoption of an ICT Strategy reflecting National ICT Strategies for Education and Training including the <i>Technology Enhanced Learning</i> Strategy for Further Education and Training, the <i>Digital Strategy for Schools 2015-2020</i>, the <i>ETBI ICT Strategy for ETB's</i> and the overarching Government strategies of cloud-first and shared services.</p> <p>Each school will develop a Technology Enhanced Learning Strategy in line with national guidelines</p> <p>Future ICT investment in schools will be based on implementing this strategy</p>	<p>Work commenced on the development of a corporate ICT Strategy</p> <p>Each school has developed a Digital Learning Strategy which is reviewed to ensure appropriate investment takes place to promote enhanced learning</p>
	<p>→ We will develop specific strategies to build the capacity of our schools and colleges in the use of ICT as a teaching and learning tool</p>	<p>Review of ICT infrastructure in our Schools and Centres in tandem with the development of digital strategies/e-learning plans in schools to ensure we have secure and reliable ICT Infrastructure in place to support the continued</p>	<p>Work was undertaken in respect of developing our ICT infrastructure in accordance with Digital Learning Strategies and the FET TEL Strategy</p>

		embedding of ICT in administration, teaching, learning and assessment.	
2.4 To provide a positive, professional and supportive work environment for all staff	→ We will develop an intranet system for all staff to ensure access to information by all staff	Go live with an intranet to facilitate effective communication and access to information for all staff and centres.	Work continued on the development of an Intranet site

Finance

Strategic Priorities supported through delivery of Service Plan

Priorities 2017 – 21 (Insert Priority No.)	Actions	Expected outcomes from 2018 Service Plan (where services on academic year list for 2017/2018)	Outcomes delivered or commenced in 2018
2.2 To support the professional development of our people	→ We will foster a culture of professional development and support for all staff through the targeted provision of appropriate learning and development initiatives to improve and develop their knowledge and capabilities	Reconciliation and Management of PLC Fees including Staff Training	Process for reconciliation and management of fees drawn up and implemented
4.1 To ensure an appropriate infrastructure	→ We will continue to review ICT systems to ensure that they are	Implement Learner Payment System	National RFT developed to procure a fit for purpose Learner Payment System, with DES for approval

<p>is developed to make the best use of available resources</p>	<p>appropriate, fit for purpose, secure and deliver efficiencies for all users</p>	<p>Implementation of IT Booking and Payment solutions for Outdoor Education Centres</p> <p>Reconciliation and Management of PLC Fees – Enhancement of IT Systems and Staff Training</p>	<p>Electronic payment system identified, and testing commenced</p> <p>IT systems under review</p>
<p>4.3 Support ethical governance to ensure accountability and value for money</p>	<p>→ Enhance management accounting and financial reporting systems to support improved decision making in Education and Training Services</p>	<p>Review of School Bank Accounts, and solution for day to day Petty Cash/Debit Card/Purchasing Card</p>	<p>Review was undertaken with action plan drawn up for implementation</p>

4. Overview of Services Delivered 2018

SCHOOLS

Primary Schools

Cork ETB is patron of 2 Community National Schools (CNS). For Cork ETB, our involvement in primary education in Ireland marks a new chapter for the Board.

Cork ETB continued 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 were also been established and training has been provided to enable them to fulfil their functions.

Primary Schools Reconfiguration

The Department of Education and Skills (DES) has established a Schools Reconfiguration for Diversity Process to address the 2016 Programme for Government commitment to increase the number of multi-denominational and non-denominational schools with a view to reaching 400 by 2030.

ETB's, as statutory authorities, have responsibilities under the Education and Training Boards Act 2013 to plan, provide, coordinate and review the provision of education in their functional areas. During 2018 Cork ETB completed the initial identification phase for the Kinsale area. From this exercise a report was forwarded to the DES for publication.

Post Primary Schools

Cork ETB is patron to 28 post primary schools and colleges. This includes four Post Leaving Certificate Colleges which are reported under the Further Education and Training section. Twelve of the post primary schools are designated Community colleges where there is an agreement with the local Catholic bishop on diocesan involvement in the governance of the college. Cork ETB provides a range of services to all our schools and colleges 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 for 12 community and comprehensive schools in Cork.

In 2018 there was an increase of 295 student enrolments across our recognised post primary schools (as indicated by October Returns data). This is a significant increase which brought its own challenges at school level.

In addition, Cork ETB provides several educational settings of a post primary nature in collaboration with the HSE, to support students who are not able to participate in main stream provision. These settings are in the form of special care, high support and residential care units, including Ard Alainn at St. Stephens Hospital, Glanmire and Eist Linn at Bessboro Blackrock.

FURTHER EDUCATION and TRAINING

Strategic Performance Agreement with SOLAS

Following a consultative dialogue process with SOLAS a Strategic Performance agreement between SOLAS and Cork Education and Training Board was finalised in 2018. The agreement sets out the context, strategic priorities and CETB contributions to achievement of key national further education and training (FET) sector targets over the period 2018-20. It also articulates CETB's commitment to supporting the implementation of a range of national policies and strategies relevant to FET provision and identifies the key risks and challenges which must be mitigated and addressed in order to ensure successful delivery of this agreement. The agreement was the product of extensive dialogue and engagement between SOLAS and Cork ETB, with independent input and validation from a panel of experts with an understanding of Irish and international good practice in further education and training systems.

Colleges of Further Education (PLC)

CETB's Colleges of Further Education continued to deliver a range and profile of Post Leaving Certificate courses similar to those delivered in the previous year. While colleges did, wherever possible, adapt and modify courses to meet local labour market and learner needs, the capacity within the ETB to provide for the development and introduction of completely new course was significantly restricted, due to an overall lack of flexibility created by falling enrolments and reductions in the total teacher allocation occasioned by the previous year's fall in enrolments. This is a national trend that has been ongoing for some years

Enrolments across all colleges and centers offering PLC courses fell in by 544 in 2018 (as indicated by the October Returns). The changing economic situation, and the continuing policy adopted by the Higher Education sector to increase enrolments and reduce the CAO points requirements for a large number of course impacted significantly on enrolments into courses.

The PLC sector continues to engage with the introduction of Apprenticeships and Traineeships and have successfully engaged in introducing same into the Colleges. This is an area that will continue to be explored for growth as links with industry also grows to ensure a better alignment of PLC courses with the world of work

Cork Training Centre (Training Services)

Cork Training Centre, located on Rossa Avenue, Bishopstown, is the operational centre and hub for all training services provided by CETB under FET. While the centre is the delivery location for a range of apprenticeship including off the job training (Phase 2), the centre also accommodates a range of specialist training programmes and acts as the coordinating and administrative centre for training provision, with a range of CETB FET support offices, including Quality Assurance, Guidance and Youth Services being located there.

In line with national FET planning parameters and requirements, CETB's training services continued to seek to increase the volume of apprenticeship training capacity that can be delivered through the centre, through reconfiguration of existing training spaces and investment in additional capacity external to the centre such as Westside Centre. The Training Centre placed particular focus and emphasis on the development and delivery of additional training for people in employment in line with SOLAS polices as they are issued.

The CETB Training function provided programmes to skill, re-skill or up-skill unemployed persons as well as other job seekers to find a job and/or progress to higher/ further education and training that will equip them to compete in the labour market. These programmes were delivered through full time day courses, evenings or on-line courses. The volume of activity

reduced in targeted provision for the unemployed in line with the live register. The training activity volume is reflected in the annual training budget.

Youth Services

Cork ETB, through a number of funded Youth Service providers, delivered 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 €4 million, Cork ETB's Youth Service provided 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. This is an invaluable but largely unseen activity of the ETB.

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.

Their work and delivery are supported and monitored by Cork ETB's Youth Officer and is overseen by a Cork ETB sub-committee which is responsible for strategic planning and monitoring.

Youthreach

In line with the CETB strategic plan, we delivered 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.

Following a review of the Youthreach programme, a revised curriculum was developed in consultation with all centres which resulted in the Work Placement component of the programme being developed and enhanced to ensure its relevance to learners and employers; this has resulted in a more meaningful and engaging learning opportunity for participants and employers. The revised Youthreach Curriculum increasingly utilised a blended approach of learning combining classroom activity, personal development in a planned and structured fashion.

Adult Literacy

Cork Education and Training Board focuses on offering an integrated Adult Literacy Education Service, with accreditation from Levels 1-6, on the National Framework of Qualifications. Within this remit CETB Literacy Service delivered 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 certification. Focus is on learning outcomes at NFQ levels 1-3.

During the year the service worked 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 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 engaged 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 was provided up to NFQ Level 3 and priority was given to asylum seekers and low-income EU immigrant or migrant workers. The Family Learning programme provided vital supports to parents whose own education has been limited, helping to break down barriers between learning in different contexts.

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. Work progressed during the year to expand areas of service while ensuring local engagement.

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.

During the year focus remained on reviewing delivery to ensure progression routes while raising awareness of service to expand areas of delivery.

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.

The service continued to ensure that it remained relevant with up to date knowledge of various options and provided assistance to adult learners in FET provision.

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 were reviewed during 2018 in response to staff retirement and while at the commencement of 2018 there were six distinct departments identified, the Legal and Compliance Department was brought under the overarching umbrella of Corporate Services .

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 projects 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 continued to engage positively in national projects.

Capital and Procurement

The Capital and 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

Under these services there are a substantial number of building projects underway, both major and minor. The Board of Cork ETB was updated at each meeting of developments in respect of capital works.

Procurement

- Development and monitoring of CETB procedures (HO and wider ETB) to ensure compliance with best practice and CandAG 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

Substantial progress was made in developing and publishing Procurement Procedures incorporating authorisation levels for the organisation.

Corporate Services (incorporating former Legal and Compliance)

The primary function of Corporate Services is to ensure that governance structures are in place and that compliance with legislative and circular requirements 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
- Data Protection
- Health, Safety and Welfare at Work
- Property and Lease Management
- Marketing
- Management of Service Level Agreements
- Scéim na dTeangacha Gaeilge Oificiúla
- Administration Support Services to Board and Executive

The introduction of GDPR in May 2018, reviewing of SLA's, lease arrangements aligned with restructuring of the two departments brought a significant amount of change for staff. There was also substantial progress made in developing policies, procedures and templates for the organisation.

Cork ETB Service Plan and Annual Reports were submitted and approved by the Board of Cork ETB in accordance with legislative deadlines.

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
- Payroll Administration
- Leave Administration
- Occupational health
- Implementation of national agreements and/or systems
- Staff Relations
- Staff Training and Development
- Superannuation

During the year HR continued to deliver a fit for purpose service with a focus on improving and developing ICT solutions to improve the experience the end user. Staff also actively engaged with a number of national projects, particularly Shared Payroll.

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
- Disaster Recovery Plans
- IT Data Protection and Security

ICT continued to be an area where the provision of appropriate infrastructure and systems is key for all service provision. The Department provided support and assistance in all ICT related areas even within limited in house resources.

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;

- Payments and associated procedures, approvals, controls and compliance
- Banking
- Financial transaction reporting and reconciliation
- Preparation of Annual Financial Statements
- Budgeting and projections
- Management of ESF Claims
- Manage funding streams
- Co-ordination of CandAG and ESF Audits

Cork ETB Financial Accounts for 2017 were submitted and approved by the Board of Cork ETB in accordance with legislative deadlines. During the year Cork ETB also was one of five ETB's selected by the CandAG for involvement in a Financial Management Maturity Model which commenced in Q4 of 2018.

Financial Summary

Cork ETB is funded primarily by the Department of Education and Skills (DES) for the delivery of its second level and SOLAS and DES for Further Education and Training programmes. In 2018, funding for particular projects was also provided by other Government Departments and Agencies including:

- Department of Community, Equality and Gaeltacht Affairs
- Department of Social and Family Affairs
- Office of the Minister for Children and Youth Affairs
- Department of Enterprise, Trade and Innovation
- European Union.

Funds are also raised through charges for services such as tuition fees, rent of rooms and activities at local level. The Board's receipts for 2018 were €189,439,841. Cork ETB is audited annually by the Comptroller and Auditor General (CandAG) who presents a report on the Board's financial stewardship to the Oireachtas. Of the total receipts in 2018, €8,482,799 was in respect of the Capital programme.

Reserved Functions of Board Members

The Principal Act

1. Education and Training Boards operate in accordance with the Education and Training Boards Act 2013 (the Act).
2. The functions of the board are either executive or reserved. Executive functions are carried out by the Chief Executive and reserved functions are carried out by the Board.
3. Reserved functions are set out in Section 12 (2) of the Act and are summarised as follows:

	Function	Section of the Act	Ministerial consent required
1	A request to the Minister for a name by which the board may describe itself for operational purposes	9 (3)	Yes
2	The appointment of a chief executive	14	Yes
3	The suspension of a chief executive	17	Yes
4	The establishment of a scholarship	24	Yes
5	The giving of an opinion as to persons with whom the Chief Executive must consult in the preparation of a strategy statement.	27(4)(h)	No
6	The adoption of a strategy statement	27(6)	No
7	The adoption of an annual report	28	No
8	The acceptance of gifts or being constituted as a trustee	29	Yes
9	A decision to authorise the attendance by a member at a conference, seminar, meeting or event	38	No, but subject to regulations made by the Minister

10	<p>In relation to an ETB committee</p> <p>(i) the establishment or dissolution of the Committee</p> <p>(ii) the determination of the terms of reference and the regulation of the procedures of the Committee</p> <p>(iii) the appointment or removal from office of a member (including the chairperson) of the Committee, and</p>	44	No, but may be subject to Ministerial direction.
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	(iv) the confirmation of an act of the Committee		
11	In relation to a finance committee and an Audit and Risk Committee: (i) the establishment of those committees (ii) the appointment and removal of a member (including the chairperson) of those committees, and (iii) the receipt of a report prepared by each of those committees and the determination of what action (if any) should be taken as a result of the findings of any such report;	45	No, but may be subject to Ministerial direction.
12	The adoption of an annual service plan	47	No
13	The power to borrow money	49	Yes
14	The keeping of accounts	51	No
15	The acquisition, holding and disposal of land, or any interest in land	53	Subject to regulations made by the Minister