



cmetb

Bord Oideachais agus Oiliúna
an Chabháin agus Mhuineacháin
*Cavan and Monaghan
Education and Training Board*

BORD OIDEACHAIS AGUS OILIÚNA CHABHÁIN AGUS MHUINEACHÁIN

CAVAN AND MONAGHAN EDUCATION AND TRAINING BOARD

EMPOWERMENT THROUGH LEARNING AND PROGRESSION FOR ALL

SERVICE PLAN 2022

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Rialtas na hÉireann
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an Chabháin agus Mhuineacháin
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1. Message from the Cathaoirleach of Cavan and Monaghan Education and Training Board

I am pleased to introduce the Service Plan of Cavan and Monaghan Education and Training Board (CMETB) for the coming year. This Service Plan provides an outline of the framework approach and strategies which will be deployed for the provision of the highest calibre of education and training to the learners in the CMETB region. It undertakes to build on the excellent work that has been done in the past year as we move to the evolving challenges of 2022.



Our duty as an Education and Training Board is captured in our Mission Statement to 'To lead and deliver excellence in education and training for all'. While our premier function is to deliver a quality teaching and learning, we are conscious also of the key role CMETB plays as a major employer in Cavan and Monaghan. This is highly significant. We employ in excess of 1,300 full-time and part-time staff across our schools and centres providing a service to 5,380 pupils and 6,654 learners. As we are experiencing a substantial growth in enrolment numbers; there is a need for new buildings, and this generates employment in the building industry across the two counties. Through our strategic partnerships with local business, employers, the two County Councils and their associated committees, we are among one of the main drivers of economic growth in the region. It is, therefore, essential that CMETB ensures the organisation can demonstrate its achievements of targets set out in this Plan and further build on a long tradition of innovation and delivery to the learners and communities of counties Cavan and Monaghan.

The past year, 2021, presented all areas of our society with many unforeseen challenges caused by COVID-19 and Brexit. While we cannot predict all eventualities of this nature, this comprehensive Service Plan provides us with a flexible framework from which to operate and address such challenges as they arise, with confidence. It will enable us to grow and develop as an organisation. It will help CMETB to continue to provide excellence in the delivery of education and training services for all. I would like to acknowledge the work of my colleagues, the members of CMETB. I want to commend the Chief Executive, John Kearney, and all our staff, for their continuing hard work and commitment to the development and implementation of this Service Plan.

Cllr. Colm Carthy
Chairperson, CMETB

2. Foreword by the Chief Executive

This Service Plan was developed in accordance with our statutory requirements as set out in Section 47, Education and Training Board Act 2013. Section 47 (1) specifies:

A chief executive of an education and training board shall, on the basis of the provisional expenditure limit notified to the board under section 46(1)(a), within one month of receipt of such notification, prepare and submit to the board a plan setting out:

- (a) the services that the board proposes to provide, and
- (b) an estimate of income and expenditure of the board



This Service Plan 2022 corresponds to our new Strategy Statement 2022 - 2026 which guides the work of the CMETB organisation over the next five years. The core values of Excellence, Learner-centred, Community, Respect, Integrity and Inclusive underpin the work of all staff in delivering the vision of our Strategy Statement. The Board oversees the implementation of this Service Plan 2022 and the Strategy Statement. Each school, centre and service in CMETB plans and evaluates within the context of the overarching goals of the Strategy Statement, the strategic priorities and the actions which flow from them.

The current budget of circa €70M enables the activities of the CMETB for 2022 in providing a comprehensive range of services throughout its many schools and centres within Counties Cavan and Monaghan. The guiding aim of CMETB is to improve and increase educational and economic activity for the empowered benefit of pupils, learners and communities in both counties.

Cavan and Monaghan Education and Training Board has a large staff who are committed, enthusiastic and innovative. As Chief Executive, I am proud to lead an organisation with dedicated personnel who always have the needs of the learners and communities we serve as their priority. It is reassuring for those seeking educational opportunities to know they are engaging with highly professional staff who have their best interests always at heart. I thank all who contributed in any way to this plan and wish all staff and students continued success in 2022.

John Kearney

Chief Executive

3. Profile / Background of CMETB

Cavan and Monaghan Education and Training Board (CMETB) is a local statutory, education and training authority established under the Education and Training Boards Act 2013. The Board's headquarters are in Monaghan Town with a sub-office in Cavan Town. CMETB provide education and training services to a population of 137,562 across the two counties.

CMETB is a significant employer within the region with a total staff of approximately 1,373. Some 870 members of staff are employed full-time with approximately 503 employed part-time.

CMETB services include:

- 11 Post-primary schools
- 2 Institute of Further Education & Training
- 6 Youthreach Centres
- Outdoor Education & Training Centre
- Theatre (incorporating Arts in Education Programme and Youth Theatre)
- Prison Education Service
- Adult Literacy Service
- Community Education
- Back to Education Initiative
- Vocational Training Opportunities Scheme (VTOS)
- Adult Education Guidance Service
- Skills for Work
- Youth Service
- Refugee Programme
- Music Generation Programme
- Training Services
 - Apprenticeships
 - Traineeships
 - Skills Training
 - Skills to Advance
 - Local Training Initiatives
 - Evening Provision

Cavan and Monaghan Education and Training Board provides Education and Training throughout counties Cavan and Monaghan as set out below:

Table 1: Education and Training Services provided by CMETB

Service	No. Locations	No. Participants	No. Beneficiaries
Second Level	11	5,380	
Further Education	18	5,403	8,475
Training	7	618	1,116
Part-time/Night Classes	3	633	706

4. National Overview of Education and Training Boards

Education and Training Boards (ETBs) are statutory authorities which have responsibility for education and training, youth work and a range of other statutory functions. ETBs manage and operate second-level schools, further education colleges, multi-faith community national schools and a range of adult and further education centres delivering education and training programmes. The general functions of an Education and Training Board are set out in the Education and Training Boards Act 2013.

Geographical Structure

There is a total of sixteen (16) ETBs through the country configured as follows:



Figure 1: Map of ETBs in Ireland

5. Strategy Statement of CMETB 2022-2026

5.1 Vision of CMETB

Empowerment – through learning and progression for all.

5.2 Mission of CMETB

To lead and deliver excellence in education and training for all.

CMETB Values

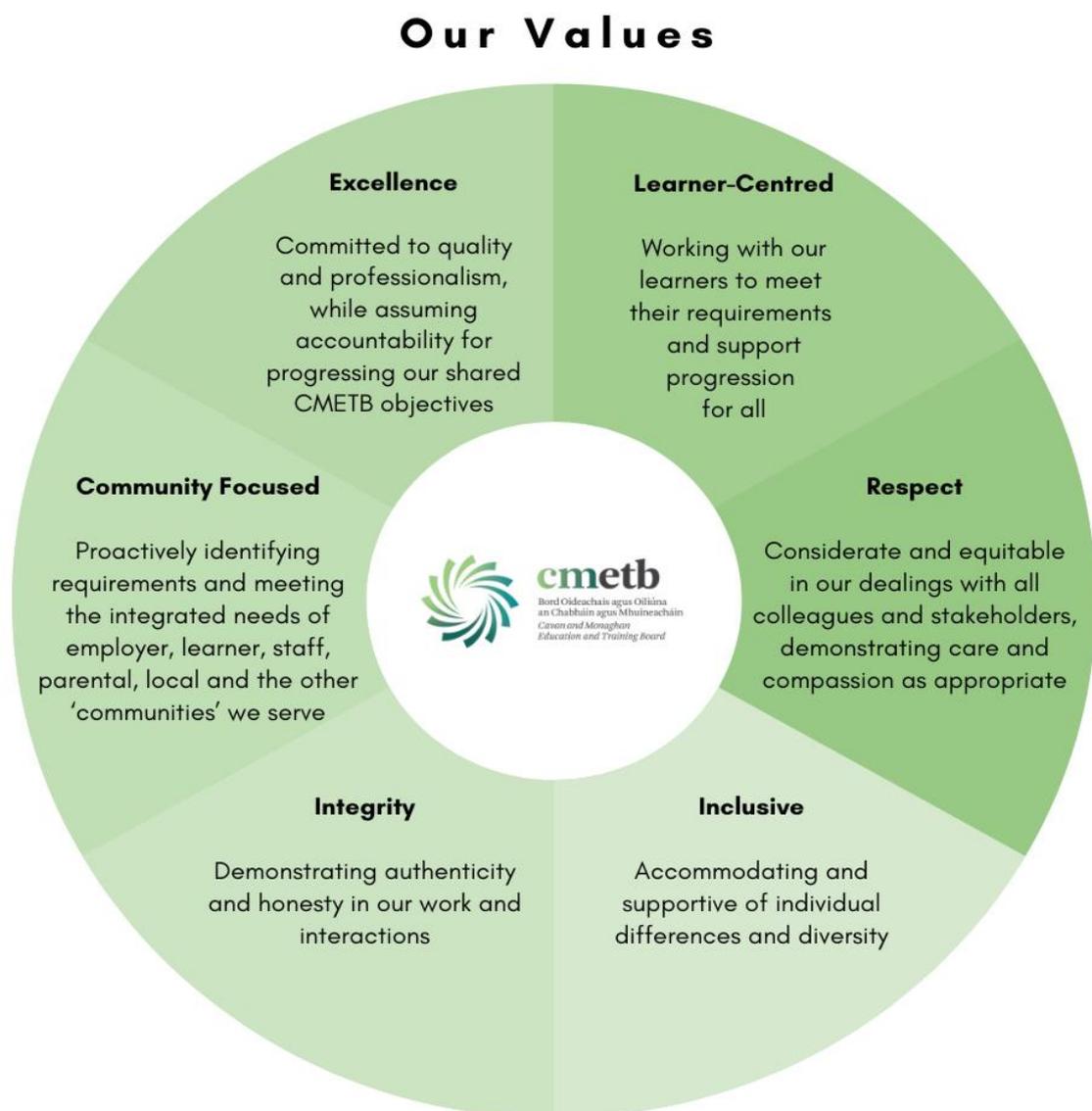


Figure 2: CMETB Values

5.3 Goals of CMETB

- To promote high quality teaching, learning, wellbeing, engagement and progression in an inclusive, learner-centred environment
- To work collaboratively to enhance and further develop services that respond in an inclusive manner to the needs of our community
- To work collaboratively as a CMETB team to promote leadership and best practice, deliver excellence and support equality within a progressive workplace culture
- To consolidate our position as a learner-centred, responsive, equality-focused organisation by driving excellence, innovation and good governance

6. Implementation and Monitoring Provisions

This Service Plan is developed to support the implementation of CMETB Strategy Statement 2022 - 2026. While 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.

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

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

6.1 Further Education and Training (FET)

FET governance structures include the FET Management and Quality Council (comprising centre/service managers), Quality Assurance Group and Programme Planning, Development and Implementation Group. Collectively, these groups work to

- (i) ensure quality assessment processes; robust programme development systems; effective policy development and implementation; and compliance with requirements as set down by QQI and other external bodies;
and
- (ii) generate new projects, programmes and initiatives.

A newly established FET Board commenced its work in 2021. This entity is comprised of representatives from CMETB Board, Local Industry, Local Development Companies, Local Authorities, Community and Voluntary sector and DEASP.

The Further Education and Training Board operates as a committee of the ETB under Section (a) of the Education and Training Boards Act 2013. This Board has responsibility for the Further Education and Training provision under its remit and is a composite committee for all Further Education and Training Programmes and Centres in counties Cavan and Monaghan.

The functions of the newly formed Further Education and Training Board are:

- to assist the ETB in carrying out its functions
- to develop further education and training in the communities served by the ETB
- to review and give consideration to the financial reports, in line with good practice in corporate governance
- to provide a forum for dialogue for stakeholders in Further Education and Training
- to act as a link between the Further Education and Training Service, the community and the ETB
- to make recommendations to the ETB as appropriate

6.2 Organisation Support and Development (OSD)

Working across all four goals and in collaboration with Schools and FET Directorates, the Organisation Support and Development function aims to ensure best practice in terms of Corporate Governance and to deliver increased value to CMETB. Working groups are being established to meet regularly and ensure that progress is on track and to help resolve open issues and also helping to ensure that the expected benefits from completing the actions are realised.

6.3 Schools

Schools working 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.

7. Planning Cycle Workflow

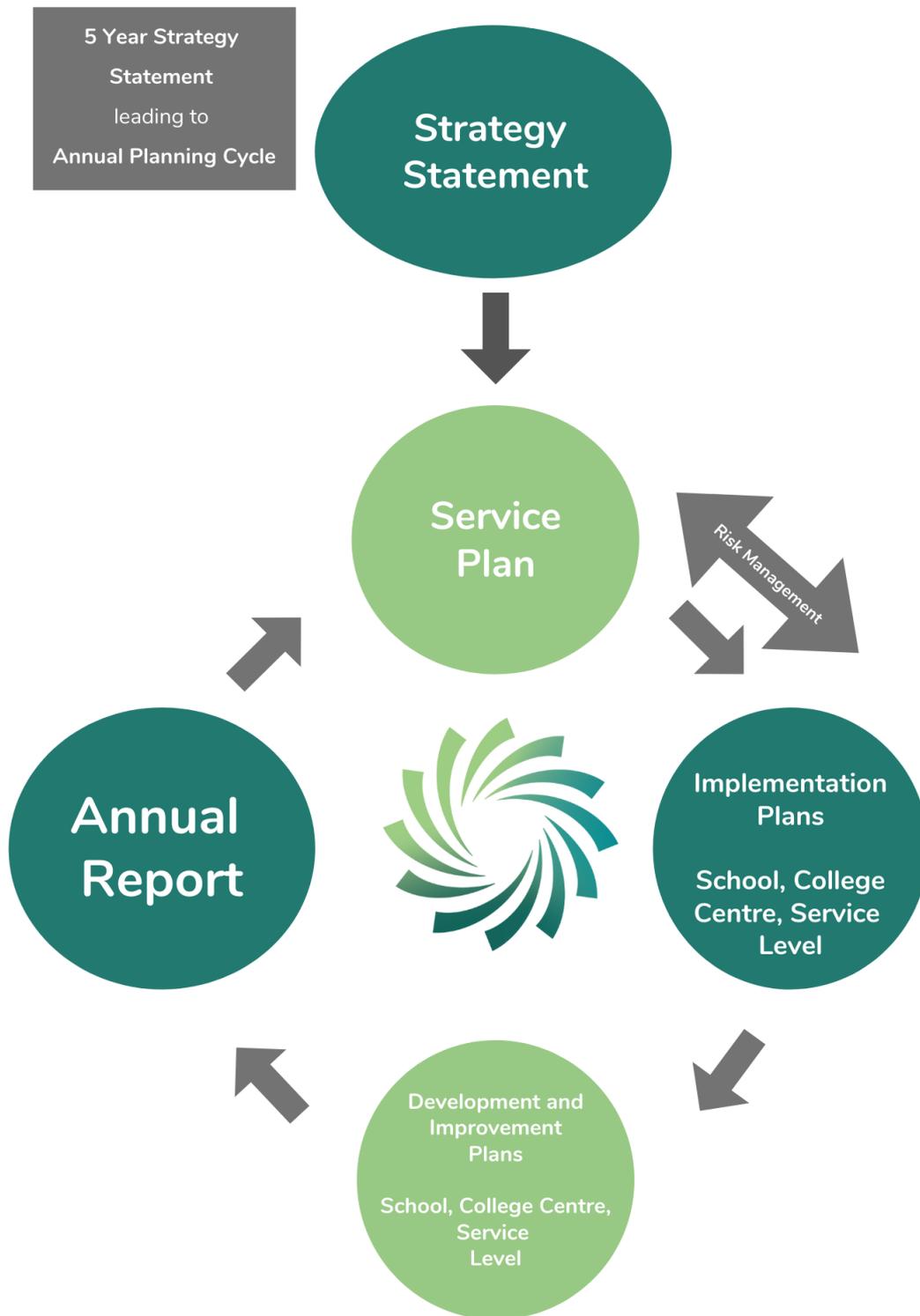


Figure 3: CMETB Planning Cycle Workflow

It is important 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.

8. Statement of Services 2022

Details of relevant actions, performance indicators and targets to meet the CMETB Goals and Priorities identified in the CMETB Strategy Statement 2022-2026 are set out below. In addition, under the terms of the Performance Delivery Agreement between the Department of Education and CMETB, a number of specific goals and priorities were identified. The specific actions for the achievement of these priorities, together with the associated performance indicators and targets to be delivered are as follows:

Goal	Priority	Action	Performance Indicator	Target
Teaching, Learning & Engagement Goal: To promote high quality teaching, learning, wellbeing, engagement and progression in an inclusive, learner-centred environment.	1. Undertake review of CMETB curriculum/learning opportunities to identify innovative programmes and strategies for adoption – placing particular emphasis on STEM subjects	<ul style="list-style-type: none"> Review curriculum offering in each school. Identify possible gaps in provision/areas for expansion. 	<ul style="list-style-type: none"> Completion of curriculum review. Gaps identified and Solutions proposed 	Q1 2022 Q1 2022
	2. Establish the FET College of Future model in CMETB, leading to consolidated and integrated provision, flexible learning opportunities, access pathways and consistent learner supports	<ul style="list-style-type: none"> Develop an action plan for the FET College of the Future in CMETB Work to resource and implement this plan 	<ul style="list-style-type: none"> Plan developed and positive engagement with funder re associated resource requirements 	Q2 2022– Plan to be developed Q4 2022– Progression towards resourcing
	3. Identify requirements necessary to meet learners’ integrated/diverse	<ul style="list-style-type: none"> Learner Support Officer Role to be established Learner Support Working Group to be established 	<ul style="list-style-type: none"> Centralised Learner Support System developed and operational 	Q4 2022

Goal	Priority	Action	Performance Indicator	Target
	support needs ¹ , work to secure necessary resources and develop effective mechanisms for provision of these learner supports	<ul style="list-style-type: none"> Work to develop a centralised learner support system that will enable learners to access the equipment and assistance they require to engage in and complete their programme of study 		
	4. Continue to offer inclusive learning while expanding targeted provision and enriching the experience/ pedagogy for those with specific learning, physical and emotional needs	<ul style="list-style-type: none"> Completion of provision mapping of SEN in two CMETB Schools. CPD for all Schools in provision mapping. Establish online support network of SEN Teachers. Expansion of the provision of ASD Classes in CMETB Schools. Provision of enhanced buildings and facilities for ASD Classes. 	<ul style="list-style-type: none"> Initial provision maps completed CPD completed SEN Network launched and established Expansion of ASD Classes in CMETB Schools Additional facilities in 4 CMETB Schools 	<p>Q2 2022</p> <p>Q2 2022</p> <p>Q3 2022</p> <p>Q3 2022</p> <p>Q3 2022</p>
	5. Develop and implement integrated approaches to enhance student and parent voice	<ul style="list-style-type: none"> Review of student voice initiatives and practices in CMETB Schools. 	<ul style="list-style-type: none"> Working Group to review best practices on student voice. 	<p>Report Q4 2022</p> <p>Q3 / 4 2022</p>

¹ Psychological, wellbeing, career guidance, disability, SEN, ASD, etc.

Goal	Priority	Action	Performance Indicator	Target
	<p>mechanisms in our schools and centres, while ensuring that periodic reviews are undertaken to optimise effectiveness</p>	<ul style="list-style-type: none"> • CPD for Staff on empowering student voice. • Ongoing development of FET Learner Voice Initiatives, to include: <ul style="list-style-type: none"> • Conduct an annual learner survey. • Host an annual learner forum. • Establish a Learner Advisory Network (LAN) with 4 meetings per year. • Pilot learner participation on governance structures. • Utilise the inputs of the LAN in self-evaluation, monitoring and review activities. • Facilitate leadership programme for members of the LAN to assist them with learner advocacy. 	<ul style="list-style-type: none"> • Learner Advisory Network established and operating effectively • Learners empowered and assisted to advocate 	
	<p>6. Develop and promote initiatives to support alternative opportunities/pathways</p>	<ul style="list-style-type: none"> • Exploration of alternative TY Programme in a CMETB School. 	<ul style="list-style-type: none"> • New programme designed and approved. • Launch with initial cohort of students 	<p>Programme approved Q2 2022</p>

Goal	Priority	Action	Performance Indicator	Target
	<p>for learners moving into and beyond senior cycle education – placing particular emphasis on those experiencing disadvantage and/or at risk of not completing courses/programmes</p>	<ul style="list-style-type: none"> • Provision of summer courses for students experiencing disadvantage. • Continued delivery and development of Alternative Learning Programme • Work to develop Employability Programme 	<ul style="list-style-type: none"> • ALP operating effectively • Employability programme developed 	<p>Programme commences Q3 2022</p> <p>Q1 2022</p> <p>Q3 2022</p>
	<p>7. Continue to enhance and expand the range of programmes available to school leavers, jobseekers, those returning to education, employers and the employed</p>	<ul style="list-style-type: none"> • Continue to develop and expand industry engagement and provision of Traineeship, Skills to Advance and Skills for Work programmes • Offer flexible range of upskilling programmes to enable employees to progress in their career • Expansion of Evening Provision across Cavan and Monaghan • Offer mixed provision (post COVID-19), i.e. blended/online/classroom delivery to facilitate learner access and engagement 	<ul style="list-style-type: none"> • Increased levels and range of provision delivered across both counties • Increased engagement with industry • Development of blended learning policy and procedures (post COVID-19) • Expansion of apprenticeships offered by CMETB 	<p>Ongoing during 2022</p>

Goal	Priority	Action	Performance Indicator	Target
		<ul style="list-style-type: none"> • Develop/access a range of alternative/additional programmes and certifying options • Development of additional Craft apprenticeships in CMETB • Continued operation and expansion of Post 2016 Apprenticeships 		
	<p>8. Augment the CMETB offering within the region to include the provision of Community National Schools (CNS) in accordance with identified local needs and demographic requirements</p>	<ul style="list-style-type: none"> • Exploring the feasibility of one Community National School in Co. Cavan and Co. Monaghan. 	<ul style="list-style-type: none"> • Feasibility reviewed and recommendations acted upon. 	<p>Review complete Q3 2022</p>
	<p>9. Develop the identity and ethos of CMETB schools in conjunction with ETBI, to incorporate the development of a Patron's Framework for curricular implementation</p>	<ul style="list-style-type: none"> • Ethos Development programme in one CMETB School. • CPD in Ethos Development for all CMETB School Leaders. 	<ul style="list-style-type: none"> • Programme completed in one School. • CPD Delivered. 	<p>Q2 2022</p> <p>Q2 2022</p>

Goal	Priority	Action	Performance Indicator	Target
	<p>10. Identify and implement integrated/effective responses to support student and staff wellbeing generally, and in response to pandemic-related challenges</p>	<ul style="list-style-type: none"> • Awareness raising of ETB Ethos with CMETB Staff and Board. • Review of Wellbeing programme in CMETB Schools. • Identification of relevant strategies and initiatives to enhance student and staff wellbeing. • Commencement of implementation of initiatives. 	<ul style="list-style-type: none"> • Review completed by Working Group. • Strategies and support implemented 	<p>Ongoing 2022</p> <p>Ongoing 2022</p>
	<p>11. Ensure adherence to the public sector equality and human rights duty in the planning, development, and review of the initiatives set out under this strategic goal.</p>	<ul style="list-style-type: none"> • In planning and implementation of programmes and initiatives consideration will be given to equality, inclusion and diversity issues. 	<ul style="list-style-type: none"> • Equality of access to inclusive range of education and training programmes and activities 	<p>Q4 2022</p>

Goals identified in PDA				
Optimise Student/Learner Experience	Provide a positive learning experience for all learners, including learners from marginalised groups	<ul style="list-style-type: none"> Commencement of Alternative Learning Programme for those under 16 not attending or excluded from school. 	<ul style="list-style-type: none"> Service established in two sites 	Total of 24 service users in 2022
		<ul style="list-style-type: none"> Ongoing provision of a wide range of programmes at levels 1-6, and associated supports, to facilitate participation by learners of all ages and abilities. 	<ul style="list-style-type: none"> Wide range of FET programmes offered and delivered. Increased enrolments and strong retention Development of Centralised Learner Support System 	Enrolment levels reverting to those pre COVID-19
		<ul style="list-style-type: none"> Provision of programmes online where face to face is not feasible. Explore and utilise all options to support marginalised learners to engage in remote learning 		
		<ul style="list-style-type: none"> Programmes provided on full and part basis in venues throughout both counties and some with allowances / supports for travel/ meals/childcare 		

	Support students/learners at risk of educational disadvantage in line with current national policy	<ul style="list-style-type: none"> Engagement with Mary Immaculate College to develop a system of mapping and monitoring provision for SEN students Planning for and opening new ASD classes where relevant. 	<ul style="list-style-type: none"> Under guidance of Working Group, proof of concept in one school with initial training for other schools DOS and Principals to meet with SENOs and agree strategies. 1 new class opened and a further two planned for 2022 	<ul style="list-style-type: none"> One school's SSE process and provision mapping in place CPD for all schools in planning for SEN September 2022
		<ul style="list-style-type: none"> Continued support of learners to access, complete and progress from FET Programmes. Work to provide range of supports necessary to enhance learner well being and ability to adapt and engage post COVID-19 Ongoing identification of gaps / needs and development of initiatives to address these 	<ul style="list-style-type: none"> Maintenance and expansion of programmes with allowances and other supports Successful completion of 3rd year of PLC Access programme for Youthreach learners to support and facilitate their progression, & commencement of 4th cohort Development of LTI Programme for Syrian refugee group resettled in Monaghan Establishment of Learner Advisory Network 	Ongoing

			<ul style="list-style-type: none"> Establishment of Learner Support System for all Services & Centres 	
		<ul style="list-style-type: none"> Continued expansion of evening provision to support those in and out of employment to access certified training at low/no cost 	<ul style="list-style-type: none"> Expanded provision and increased enrolments. 	Ongoing
		<ul style="list-style-type: none"> Continued and co-ordinated provision of learner supports across all FET Provision 	<ul style="list-style-type: none"> Learning Support Officer appointed in late 2021 – service to be developed in 2022 	Ongoing
		<ul style="list-style-type: none"> Development of initiatives under Mitigating Against Educational Disadvantage Fund (MAEDF), subject to funding availability 	<ul style="list-style-type: none"> Continue to build on this initiative in 2022 through Learner Assistance Fund and a range of community-based projects 	Similar funding levels to be allocated to projects in 2022
	Ensure all necessary child safeguarding measures are in place in accordance with the Child Protection Procedures for Primary and Post-Primary Schools 2017	<ul style="list-style-type: none"> Necessary procedures and processes in place and adhered to in Schools, Youthreach Centres, Tanagh OEC, Garage Theatre, Youth Service and FET Services. 	<ul style="list-style-type: none"> Ongoing compliance and safeguarding Spot checks that all DLP and DDLPs have done CPD 	Ongoing Annually

		<ul style="list-style-type: none"> All DLPs and DDLPs to avail of appropriate CPD and support 		
	Ensure full compliance with the Child Protection Procedures for Primary and Post-Primary Schools 2017	<ul style="list-style-type: none"> CPOR is provided at every BOM meeting. BOMs carry out annual review of Child Safeguarding Dedicated Support available from DOS and Compliance Officer 	<ul style="list-style-type: none"> BOM Minutes reviewed by DOS Positive Inspectorate Reports Formal Notification of annual review is received by CMETB. 	<p>Every BOM meeting</p> <p>Ongoing</p> <p>Annual</p>
Protection Programmes	Assist the Department of Education, as needed, to meet the needs arising from the Irish Refugee Protection Programme and provision for international protection applicants	<ul style="list-style-type: none"> Participation in and responding to Refugee Protection Programmes for Cavan and Monaghan 	<ul style="list-style-type: none"> Appropriate placement of students in schools and centres 	<p>Second level students requiring places secure place in ETB school</p> <p>Appropriate support provided</p>
		<ul style="list-style-type: none"> Refugee resettlement programme initiated in Cavan with a high level of provision by adult education. 	<ul style="list-style-type: none"> 35 Syrian refugees are currently participating in classes in Cavan, Baileboro and Virginia. 	<p>Successful delivery of resettlement programme in Cavan</p>
		<ul style="list-style-type: none"> Development of an LTI for refugee resettlement group in Monaghan who have completed intensive ESOL training but require further training and supports 	<ul style="list-style-type: none"> Effective engagement by Syrian groups in Cavan and Monaghan with CMETB FET Services 	<p>Commencement of LTI for Monaghan group</p>

<p>Wider CMETB Services</p> <p>Goal: To work collaboratively to enhance and further develop services that respond in an inclusive manner to the needs of our community.</p>	<p>1. Review, plan and expand the current Music Generation project to provide performance music education to young people from early years' setting to 18 years of age.</p>	<ul style="list-style-type: none"> • Expansion of Music Generation to young people between 12 and 18 years of age. • Expansion of early years and primary programmes. • Development of Music Generation Youth Ensemble 	<ul style="list-style-type: none"> • Music Generation opportunities for Post Primary Students in Schools. • Doubling of numbers early years and primary programmes • Ensemble established and initial performances completed 	<p>Q3 2022</p> <p>Q3 2022</p> <p>Q4 2022</p>
	<p>2. Collaborate with partners and stakeholders to coordinate opportunities for young people in all areas of the arts through engagement with artists at local and national level.</p>	<ul style="list-style-type: none"> • Development of 4 local Arts initiatives for young people between 4 and 18 years of age. • Engagement of 4 local artists 	<ul style="list-style-type: none"> • Initiatives planned and completed • Engagement completed 	<p>Q4 2022</p> <p>Q4 2022</p>
	<p>3. Engage with the community to provide a range of dramatic performances for local audiences and nurture local artists through a wide and varied youth theatre offering.</p>	<ul style="list-style-type: none"> • Planning and delivering ambitious theatre programme at Garage Theatre. • Provision of youth theatre development programme. 	<ul style="list-style-type: none"> • Programme completed. • Programme Completed 	<p>Q4 2022</p> <p>Q4 2022</p>
	<p>4. Continue to work in collaboration with communities to develop and support initiatives</p>	<ul style="list-style-type: none"> • Continue to build on this initiative in 2022 through Learner Assistance Fund and 	<ul style="list-style-type: none"> • Operate 2 calls for projects and work to secure similar funding levels (to 2021 	<p>Q2 & Q4</p>

	aimed at mitigating against educational disadvantage.	a range of community-based projects	levels) for allocation to projects in 2022	
	5. Continue to expand CMETB's Youth Work Function ensuring services are developed, supported and enhanced in line with youth work principles and vision	<ul style="list-style-type: none"> Continue operation of existing Youth projects Establishment of new Youth Service in Cavan urban 	<ul style="list-style-type: none"> Successful operation of existing projects New project operational in Cavan 	Ongoing
	6. Review and assess emerging issues/challenges for young people and collaborate with relevant partners and stakeholders to ensure needs are advocated for, and addressed in a collective and inclusive manner.	<ul style="list-style-type: none"> Work to identify needs and issues and proposals to address these Seek to secure resources for these proposals 	<ul style="list-style-type: none"> Project proposals developed and progressed 	Q3 & Q4 2022
	7. Develop a diverse and progressive Outdoor Education programme into Schools, Centres and Services that provides equality of access as well as the personal, physical and mental well-being benefits of Outdoor Education	<ul style="list-style-type: none"> Continued development and delivery of programmes at Tanagh Ongoing integration of outdoor education and CMETB schools and centres 	<ul style="list-style-type: none"> Increased range of programmes on offer and wider participation 	Ongoing

<p>Our People – Development, Support & Wellbeing</p> <p>Goal: To work collaboratively as a CMETB team to promote leadership and best practice, deliver excellence and support equality within a progressive workplace culture</p>	<p>1. Review and develop our systems and processes to support the recruitment and retention of the best staff with the necessary competencies.</p>	<ul style="list-style-type: none"> • Development of new eRecruitment service which will link to new CMETB website • Continuation of competency-based interviews for appropriate posts • Continue remote video interviewing for certain posts • Agree strategies for sourcing and recruiting teachers in an increasingly competitive job market including collaboration with Third Level Institutions and attendance at appropriate Career Fairs 	<ul style="list-style-type: none"> • Recruitment and retention of staff with the appropriate skills and competencies. 	<p>Q3 2022</p>
	<p>2. Establish dedicated CPD team to develop and implement an over-arching professional development strategy integrating management, teaching, administrative and ancillary staff development.</p>	<ul style="list-style-type: none"> • Undertake analysis of staff training and development needs, identify priority requirements and consolidate CMETB’s position as a learning organisation² • Facilitate the development of all CMETB leaders through the analysis of needs and 	<ul style="list-style-type: none"> • Staff member assigned and cross-sectional PD Team to be assembled to identify and assess Training needs and develop training plan developed in line with the PD policy 	<p>Q4 2022</p>

² To support lifelong learning, career development, tutor up-skilling and flexibility in resource deployment

		<p>provision of relevant programmes, guidance, on-going learning and career development supports</p> <ul style="list-style-type: none"> • Support all staff in identifying (personal and professional) development pathways, and that relevant supports are provided to meet related needs • Establish shared learning networks³ and protocols for the promotion of excellence and best professional practice across our schools and learning centres • eLearning Programmes for Data Security and ICT Security through dedicated software systems. • Induction programme to be delivered for new staff in schools and FET staff (teachers, SNAs, tutors, other FET staff) 	<ul style="list-style-type: none"> • Staff engagement in range of CPD provision, including certified programmes • CPD in new areas e.g. environmental awareness / protection • Development of badging system for CPD undertaken • Delivery of 4 hybrid induction modules 	<p>Programme complete Q3 2022</p>
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³ On interrelated topics from e.g. pedagogy to youth leadership and social media to resilience

	<p>3. Actively promote/embed our CMETB values and enhance our workplace culture by engaging with staff in the development and pursuit of continuous improvement</p>	<ul style="list-style-type: none"> • Embed CMETB values throughout the organisation through communicating with all staff through various channels e.g. website, staff briefings, SharePoint • Management to communicate with staff to capture their inputs and identify scope for continuous improvement 	<ul style="list-style-type: none"> • All CMETB staff know and understand our values • All staff contribute to CMETB's continuous improvement agenda 	<p>Ongoing</p>
	<p>4. Revise and update our HR practices and procedures to provide for the progressive development of our workplace environment.</p>	<ul style="list-style-type: none"> • Continually develop initiatives/run training courses to encourage a positive work environment with clear lines of communication • Manage Hybrid/Blended Working and alternative workplace attendance arrangements in line with Government guidelines • Ensure that CMETB has a succession plan in place and that retirement planning programmes are made available to all relevant staff 	<ul style="list-style-type: none"> • HR practices and procedures reflect a progressive organisation with the ability to manage change/development 	<p>Q4 2022</p>
	<p>5. Develop initiatives to embed the culture and</p>	<ul style="list-style-type: none"> • Recognition of wellbeing as a key element of CPD provision 	<ul style="list-style-type: none"> • Wellbeing component in all CPD 	<p>Ongoing</p>

	<p>promotion of health and wellbeing in the work environment.</p>	<ul style="list-style-type: none"> Employee Assistance Service is in place for all staff including 24/7 Phone service and wellbeing App. Organise social events for staff throughout the year 	<ul style="list-style-type: none"> All staff have access to 24/7 support Staff feel valued and supported 	
	<p>6. Ensure leadership, systems, and structures are in place and functioning effectively, to address relevant equality and human rights issues and comply with the public sector equality and human rights duty.</p>	<ul style="list-style-type: none"> Carry out an assessment of equality and human rights issues and develop an implementation plan to address relevant issues. 	<ul style="list-style-type: none"> Development of an inclusive organisation. Obligations under the Public Sector duty are fulfilled. 	<p>Q2 2022</p>
<p>Organisation Support & Development</p> <p>Goal: To consolidate our position as a learner-centred, responsive, equality-focused organisation by driving excellence,</p>	<p>1. Develop integrated ICT strategy, implementation plan and policies⁴ to meet identified requirements and promote the adoption of 21st century digital skills</p>	<ul style="list-style-type: none"> Systematically identify scope for further digital transformation to increase: (i) learner/course access, (ii) course/learning delivery options⁵ and (iii) innovation/collaboration across all CMETB activities Complete review of CMETB's physical and ICT 	<ul style="list-style-type: none"> CMETB has a comprehensive ICT Strategy and Implementation Plan and relevant Policies in place. Progression achieved on the actions in the current ICT Action Plan 	<p>Q4 2023</p> <p>Q4 2022</p>

⁴ Ranging from e.g. blended learning to device use in classrooms and IT security/remote access to safety online/data protection

⁵ Conventional, blended and remote learning

<p>innovation and good governance.</p>		<p>infrastructure⁶, identify enhancement requirements, and secure funding to meet future needs and digital transformation objectives</p> <ul style="list-style-type: none"> • Optimise efficiencies by reducing duplication in service delivery and course offerings, while ensuring that accessibility to learning is maintained/increased through innovation and digital transformation • Continue to provide CPD for staff using the technologies and applications available to them, such as Office 365, MS Teams and Moodle, to further enhance online/ blended/face-to-face provision in CMETB. These supports will be offered as one-to-one/group support sessions, live webinars, ongoing guidance, and support. 	<ul style="list-style-type: none"> • Double the numbers of Students engaging in hybrid learning subjects and courses. • Programme active in all CMETB Schools with relevant exams completed by participating TY Students 	<p>Q3 2022</p> <p>Completion of programme and exams ongoing</p>
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⁶ Extending to include facilities and energy usage

		<ul style="list-style-type: none"> • Increased usage of TEL tools across all FET centres and schools in CMETB • Expansion of hybrid teaching and learning activities across CMETB Schools e.g. Polish Leaving Cert Programme • Expansion of Microsoft Office Specialism for students in Years 1 to 4 in CMETB Schools 		
	<p>2. Identify scope to streamline governance, administrative, procurement and related processes to optimise efficiencies and continue to meet CMETB Board requirements</p>	<ul style="list-style-type: none"> • Continue roll-out of SharePoint across the ETB. • Procure appropriate cloud-based document management system for OSD. All documentation and information accessible from secure cloud-based services and systems. • Prioritise the work of implementing robust governance across the organization to achieve compliance with legislation, regulations and Circulars to ensure transparency and accountability and to meet 	<ul style="list-style-type: none"> • Automated systems in place to optimise work process efficiencies and streamline the workload of staff. • Governance and Compliance obligations fulfilled in relation to Procurement, Risk Management, Compliance, HR, Finance, Capital and ICT. • Information and documentation provided through dedicated SharePoint site/Meetings as 	

		<p>audit and reporting requirements</p> <ul style="list-style-type: none"> The executive will continue to work with the Board to ensure that members of the board, Finance Committee and ARC have sufficient information, documentation and training to make informed reserved function decisions. 	<p>per the Code of Practice for Governance of ETBs.</p>	
	<p>3. Continue to lead and support selected ETB pilot programmes to deliver further sectoral improvements and consolidate CMETB's position in driving innovation</p>	<ul style="list-style-type: none"> Ongoing participation at national forums and working groups with ETBI to share resources and ensure best practice and up to date knowledge. Active participation in national shared service projects: VTOS and Youthreach learner payments, Contract Management system, eRecruit. 	<ul style="list-style-type: none"> CMETB's involvement and commitment at national level ensures the delivery of pilot projects 	<p>Q3 2022</p>
	<p>4. Develop and implement CMETB's Communications Strategy, to promote a shared identity within the organisation and to enhance awareness of our brand and services.</p>	<ul style="list-style-type: none"> Communicate effectively with external stakeholders. Continue to implement the digital marketing efforts to grow CMETB's online audiences and presence across social media channels with timely and relevant social media messaging. 	<ul style="list-style-type: none"> CMETB has a comprehensive Communication Strategy. Our community are aware of CMETB and our services. 	<p>Ongoing</p>

		<ul style="list-style-type: none"> • Communicate effectively - Internal Communication: Foster a positive, supportive and 'connected' work environment through targeted workplace communications, wellbeing initiatives and creation of a staff directory. • Increase staff awareness of organisational goals and objectives through the use of information campaigns to communicate organisational news and successes 		
	<p>5. Work to improve the energy performance of CMETB in support of our Energy Efficiency Strategy and the Government Climate Action agenda.</p>	<ul style="list-style-type: none"> • Continue to seek funding to provide state of the art facilities including buildings that use smart technologies to help reach zero net emissions. • CMETB with responsibilities as a public sector body must achieve the target of a 51% decrease in Greenhouse Gas Emissions by 2030. • Continue to promote on-going investment in energy-reduction measures through 	<ul style="list-style-type: none"> • Completion of the M&R Returns to the SEAI. Report outcome of energy performance to CMETB schools and centres using the SEAI Energy Bill Tracker Toolkit. • Engage with staff and students through the Energy Awareness Programme to heighten awareness and understanding of energy efficiency. Investigate possibility of securing BEC grant to 	Ongoing

		<p>participation in the following programmes:</p> <ul style="list-style-type: none"> ○ Better Education Communities ○ CMETB’s Climate Action and Energy Awareness Programme <ul style="list-style-type: none"> • Continue to promote on-going investment in energy-reduction measures through participation in the following programmes: <ul style="list-style-type: none"> ○ Better Education Communities ○ CMETB’s Energy Awareness Programme • Monitoring and review of energy performance across each school and centre within CMETB. 	retrofit high energy usage buildings	
	<p>6. Ensure on-going effective service delivery to include provision of high-quality facilities and infrastructure, as well as professional supports to schools and FET centres.</p>	<ul style="list-style-type: none"> • To improve and develop education facilities across CMETB • Commencement of new projects – major works, SWS, EWS, IT Grants, Subject Grants, Sports Capital Grants and as appropriate 	<ul style="list-style-type: none"> • Completion of current building projects and progression of new projects • School and FET management are supported in their financial, compliance and governance roles. 	Ongoing

		<ul style="list-style-type: none"> • Development and enhancement of FET facilities. • Provide services (ICT and building projects) to organisations outside of the general CMETB remit such as primary schools and secondary schools Provide professional support to schools and FET leaders in their management role to ensure appropriate governance and compliance 		
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Goal	Priority	Action	Performance Indicator	Target
Goals identified in PDA				
Governance	Attendance rates at board meetings.	<ul style="list-style-type: none"> • Individual boards should re-emphasise the requirement for attendance at all board meetings as per the Code of Practice for Governance of ETBs • Record of absence or apologies. Follow up on absence without apology. 	<ul style="list-style-type: none"> • Maximum attendance at Board and Committee meetings. 	Ongoing

Goal	Priority	Action	Performance Indicator	Target
	Board Self Assessments	<ul style="list-style-type: none"> All boards should carry out self-assessments, using the questionnaire included in the Code of Practice, to identify areas where improvements are required 	<ul style="list-style-type: none"> Board Self-Assessment carried out, required improvements noted and training support organised if appropriate. 	Q1 2022
	Financial expertise on audit and finance committees	<ul style="list-style-type: none"> Appointments to audit and finance committees should be made by the board in consultation with committee chairs. External members of committees should bring the required audit and financial skills and experience to the role 	<ul style="list-style-type: none"> Committees have been appointed and external members have the necessary financial experience and expertise. 	<p>Committees established</p> <p>Expertise to be maintained</p>
	Board appraisal of work carried out by Finance and Audit & Risk Committees	<ul style="list-style-type: none"> The chair of each board should ensure that board members are provided with written reports on the work carried out by finance and audit & risk committees as required under the Code of Practice for Governance of ETBs. 	<ul style="list-style-type: none"> Report from the Finance Committee and Audit and Risk Committee presented to the Board. 	Ongoing following each Committee meeting 5 per year.
	Self-Assessment by Finance and Audit & Risk Committees	<ul style="list-style-type: none"> The chairs of both the audit & risk committee and the finance committee should ensure that a self-assessment exercise is completed annually as required under the Code of Practice for the Governance of ETBs. 	<ul style="list-style-type: none"> Committees carry out self-assessment 	Q4 2022

Goal	Priority	Action	Performance Indicator	Target
	Staff Development ⁷	<ul style="list-style-type: none"> • The chief executive should ensure that; <ul style="list-style-type: none"> - a member of staff is appointed as the training manager -training needs analysis in financial management is carried out on an annual basis - a training programme on financial management is developed and implemented 	<ul style="list-style-type: none"> • Staff member assigned and cross-sectional PD Team to be assembled to identify and assess training needs and develop a Training Plan in line with the PD policy and the Financial Maturity Model • Staff engagement in range of CPD provision, including certified programmes • Induction programme delivered to new school and FET staff. • CPD in new areas e.g. environmental awareness / protection • Development of badging system for CPD undertaken • eLearning Programmes for Data Security and ICT 	Ongoing

⁷ This refers to an ETB ensuring that a member of its existing staff is assigned overall responsibility for the oversight and implementation of training across the ETB with the objective of ensuring a strategic, coherent and efficient approach to training across all functional areas. Such a role can fit in with existing structures and arrangements across the ETB and it is not a requirement that it be a fulltime role. The key issue is to have a member of staff that has overall responsibility and oversight for the training programme.

Goal	Priority	Action	Performance Indicator	Target
			Security through dedicated software system.	
	Departmental reporting deadlines	Reporting deadlines set by the Department should be adhered to. Governance and Compliance calendar implemented to ensure on time returns.	<ul style="list-style-type: none"> • Reports are submitted on time or before the deadline. • Returns submitted on time with no penalties incurred 	Ongoing
	Risk Management Policy	The Board of each ETB should ensure that there is an ongoing process designed to identify and address significant risks involved in achieving an entity's outcomes. The audit and risk committee should support the board in this role.	<ul style="list-style-type: none"> • Risk is a high-level agenda item at every management meeting • Risk Registers for OSD, FET and Schools reviewed quarterly, and appropriate actions taken to manage risk and is presented at each ARC meeting, the minutes of which are submitted to the Board. • New Corporate Risk Register introduced for High Level risks. Reviewed quarterly by SMT and presented to the Board. 	Risk register and internal controls reviewed quarterly and actioned accordingly.
	Internal Controls	The board of each ETB should ensure that it receives adequate assurance that specified controls are operating as intended.	<ul style="list-style-type: none"> • Statements of Internal control are completed by schools and centres and 	January 2022

Goal	Priority	Action	Performance Indicator	Target
			administrative departments. <ul style="list-style-type: none"> • These are reviewed by Directors and presented to CE. • He in turn presents the SIC to the ARC who reports to the Board 	
			<ul style="list-style-type: none"> • Spot checks are carried out under the direction of the Compliance Working Group. 	February 2022

9. Overview of Services 2021 (CMETB Specific)

9.1 Overview of Services – Schools

CMETB provides post-primary education for students in eleven different schools. All schools seek to be inclusive and equitable, providing junior and senior cycle subjects as per Department of Education requirements. In the current year, all of these schools are fully implementing all aspects of the new Junior Cycle Programme including all assessment and CPD activities. Six of these schools are included under the DEIS Programme and have plans, policies and appropriate supports for students in compliance with DEIS. The schools include one Gaelcholáiste which provides post-primary education for students from five counties.

The majority of CMETB schools are reporting a projected increase in enrolments, with a further increase projected for 2022. The schools collaborate in a most significant way with supports advanced by the CMETB Youth Officer, linking with Youth Federation Ireland and others to provide additional, out of schools therapeutic and support services for young people. This includes collaboration with non-ETB schools in both counties.

CMETB schools participate in four separate School Completion clusters that target the most vulnerable students for additional supports. These clusters track and support students as they progress from primary to post-primary education and seek to keep them at school until Leaving Cert, resulting in progression to further or higher education in most cases.

2020 and 2021 have presented the education sector with fresh challenges arising from the experiences associated with COVID-19 and related restrictions, including the lockdown of schools for prolonged periods. During the past year the schools have availed of additional Departmental supports in terms of IT resources, summer provision and minor works grants to address the challenges that have presented themselves. Many facets of school life and school activity have been digitised, including parent-teacher meetings, aspects of assessments and regular meetings with parents and year groups. In addition to this, all schools have demonstrated an ability to provide accredited grades and alternative assessments for students in traditional examination years.

9.2 Overview of Services – Arts Education

The Garage Theatre

The Garage Theatre provides a regional focus point for the promotion of the Arts in the North East. The theatre Operations Manager and Artistic Director ensure that the theatre provides regional access to a wide range of performing groups across many genres of dramatic and theatrical performances, both professional and amateur. The Garage offers training in many aspects of theatre and the young people benefit from stage school, summer camps and involvement in performance, supported by a part-time CMETB Arts Officer. It also provides a professional and enticing performance space for local dramatic and musical groups. This provision is enhanced by the theatre's own productions.

The Garage Theatre has a unique contribution to make to local life during the period of COVID-19 by supplying COVID-safe facilities for key civic functions and for stimulating activities for adults with learning disabilities. The theatre has also collaborated with the Arts Council to access support for residencies for local artists to collaborate with community and youth groups

in developing and performing theatrical pieces. A dynamic youth theatre company blends exploration of dramatic themes, genres and forms with contemporary productions, while the Local Arts in Education Partnership supports a wider range of artistic forms in both counties. This partnership includes both County Councils, CMETB and local providers, artists and representative groups for young people.

Music Generation

The CMETB Music Generation Programme has prevailed through the challenges of restrictions and lockdown to produce a dynamic programme of support to schools and young people. Highlights in the past year include a residency for children with special educational needs, and the production of online performances by an emerging youth ensemble. Programmes are provided across both counties in the early years and primary school sectors as well as a range of collaborations with community organisations and local festivals.

9.3 Overview of Services – Further Education and Training (FET)

CMETB FET Services provide a wide range of full and part time programmes throughout Cavan and Monaghan. FET Services provide valuable learning opportunities for those over 16 years of age. The programmes are largely vocational in nature, e.g. childcare, healthcare, engineering, ICT thus providing clear routes into employment. Likewise, there are a number of progression opportunities from FET programmes into Higher Education (e.g. University & Institutes of Technology programmes).

CMETB FET comprises 5 distinct services:

- i. 2 x PLC Colleges – Cavan Institute and Monaghan Institute – delivering full time vocational skills programmes at Levels 5 & 6 and evening classes
- ii. Adult Education Service – delivering a range of part time basic and vocational skills and hobby programmes at levels 1-6
- iii. Training Service – this includes apprenticeship service, contracted training programmes, traineeships, evening provision, Local Training Initiatives & Specialist Training Providers
- iv. Youthreach - 6 Youthreach Centres that provide a broad ranging certified programme for early school leavers
- v. Prison Education at Loughan House Open Prison, Cavan

CMETB FET Services has developed the FET Strategy for 2021- 2025. The strategy is aligned to the new SOLAS FET Strategy and provides overall framework and direction for CMETB FET operations. It will also feed into the overall CMETB Strategy for 2022-2026. It has three key strategic priorities:

- Building Skills
- Creating Pathways
- Fostering Inclusion

And is underpinned by 4 enabling themes:

- Staffing Capabilities and Structures
- Learner and Performance Centred
- Digital Transformation of FET Capital Infrastructure

In addition, CMETB underwent an Inaugural Review by QQI in 2021. A key element in this review was the preparation of a Self-Evaluation report. This report sets out clear actions for CMETB FET Services to progress over the coming 5 years.

9.4 Overview of Services – Youth Services

The Youth Service team in CMETB plays a pivotal role in the development and expansion of the statutory Youth Work Function across the region. We will ensure youth work partners who avail of DCEDIY funding Scheme are supported and developed, so that our youth work sector expands to meet the identified needs at play. In 2022, 1 Youth and Wellbeing Development Officer will be employed along with 2 Youth Support Officers and 1 Alternative Learning Programme Teaching Co-Ordinator

Core Statutory Functions

A set of actions arises from the statutory youth work functions of ETBs will be deployed and these actions will form the core body of work.

In 2022 CMETB Youth Service will:

- Administer over €1million in DCEDIY funding to 5 existing staff led youth work projects via the UBU/YIC schemes in Cavan and Monaghan, 108 Volunteer Led Youth Groups and Youth Capital Call under the Department of Children, Equality, Disability, Integration and Youth Affairs (DCEDIY).
- Develop a new Service Requirement and request Expression of Interest from relevant organisations to apply to become the delivery agent for a new Staff Led UBU service for Cavan Town.
- Co-ordinate and implement the Planet Youth (Icelandic Model), Drug and Alcohol Evidence based model to Cavan-Monaghan.
- Continue to support the employment and rollout of the Alternative Learning Programme In partnership with Foróige for Cavan and Monaghan.
- Continue to Administer and support the Department of Health funding to 10 projects under the Healthy Ireland Initiative on behalf of Children and Young People Services Committee Cavan and Children and Young Peoples Services Committee Monaghan.
- Review and assess emerging needs and issues for young people (10 years to 24 years) across Cavan and Monaghan. Collaborate with relevant partners and stakeholders to

ensure needs are advocated for, identified, addressed and actioned on a positive and collective basis.

- Ensure transparency and accountability in the management of Public Funding, in line with economy, efficiency, and effectiveness for the benefit for young people, CMETB will enhance verification checks during 2022 on DCEDIY 'UBU Scheme Youth projects and on Volunteer-led groups' that are funded/co-funded/administered by CMETB. This is to ensure that programmes provided are: -
 - positive and are enshrined on the evidenced informed outcomes for children and young people, so that they are at the centre of service delivery.
 - financed in accordance with relevant Acts, Statutory Instruments, Directives and Circulars.
- Support the provision, coordination, administration and assessment of youth work services in its functional area and provide such information as may be requested by the Minister for Children and Youth Affairs in relation to such support; and assess whether the way it performs its functions is economical, efficient, and effective. (Education and Training Boards Act 2013, Section 10(1) (j, k)).
- With relevant partners, apply for SEUPB PEACE PLUS funding to implement personal development programmes which focus on supporting our most at risk young people to remain or return to education and who will become more employable through Good relations, Citizenship and the improvement of their soft and employability skills.

9.5 Overview of Services – Organisation Support and Development Services

Central to the delivery of CMETB's services is the Organisation Support and Development division which plays a critical role in the delivery of CMETB's non-teaching/learning services. CMETB's Administrative Centres are located at its head office in Monaghan and its sub-office in Cavan, both of which play a critical role in allowing Educators and Trainers to focus on the delivery of direct educational services to students throughout the North East region.

This division of services ensures that all stakeholders/students have a high-quality learning experience and that CMETB remains innovative, reactive and to the forefront of Education and Training Provision.

The administrative centres provide a full range of services and supports which are delivered under three key pillars, comprising

1. Human Resources,
2. Finance and,
3. Corporate Services, which also includes Land and Buildings, Compliance, Procurement and IT.

A key function of the Organisation Support and Development Division is to ensure the organisation applies best practice in relation to Corporate Governance and fulfils its requirements under the extensive range of legislation that impact on the organisation.

The Organisation Support and Development Division works in close collaboration with the Director of Schools and the Director of Further Education and Training, to ensure that the very

best supports are provided to our Schools, Institutes, Centres and Programmes. This structure enables clear areas of responsibility and ensures clarity in terms of accountability and reporting relationships.

The organisation chart sets out clear areas of responsibility and ensures clarity in terms of accountability, reporting relationships etc. (See Organisation structure on page 40).

The Chief Executive is responsible for executive management of the ETB and has overall responsibility for the performance of schools, programmes and training services. The Principals, Directors, Coordinators and Managers of these centres are responsible for their day-to-day management. The Code of Practice for the Governance of ETBs continues to provide a framework for good practice in corporate governance in 2022.

The continued significance and development of ICT is reflected in our Strategy Statement. In 2022 CMETB will continue to review work practices and systems in order to meet the increase in demands of the organisation. In this regard the IT Department will continue to play a pivotal role in supporting the various functions within the ETB and ensuring the continuation of services in a secure and effective manner.

For the past number of years CMETB has worked with Education Shared Business Services on a number of pilot projects. We are now in the process of implementing the Wave 2 Learner Payment migration which will go live in Q1 2022. CMETB is working with Education Shared Business Services on a number of other pilot projects which are expected to go live during 2022.

CMETB has an extensive building programme planned for 2022 with multiple projects at various stages, from design to construction stage.

CMETB with responsibilities as a public sector body, must achieve the target of a 51% decrease in Greenhouse Gas Emissions by 2030. Work to improve the energy performance of CMETB in support of our Energy Efficiency Strategy and the Government Climate Action agenda will continue in 2022 demonstrating our commitment to meet our legal obligations and achieve these targets.

CMETB recognise the importance of the wellbeing of its staff and a number of initiatives to support staff in this regard are planned for 2022. In addition, CMETB has made considerable progress in relation to the development of an Equality and Human Rights Value Statement with the development of an Implementation Plan in 2022, in compliance with the Public Sector Duty.

9.6 Organisational Structure and Services

The ETB services are delivered through a well-functioning streamlined organisational structure, as depicted below:

9.6.1 CMETB Organisational Structure

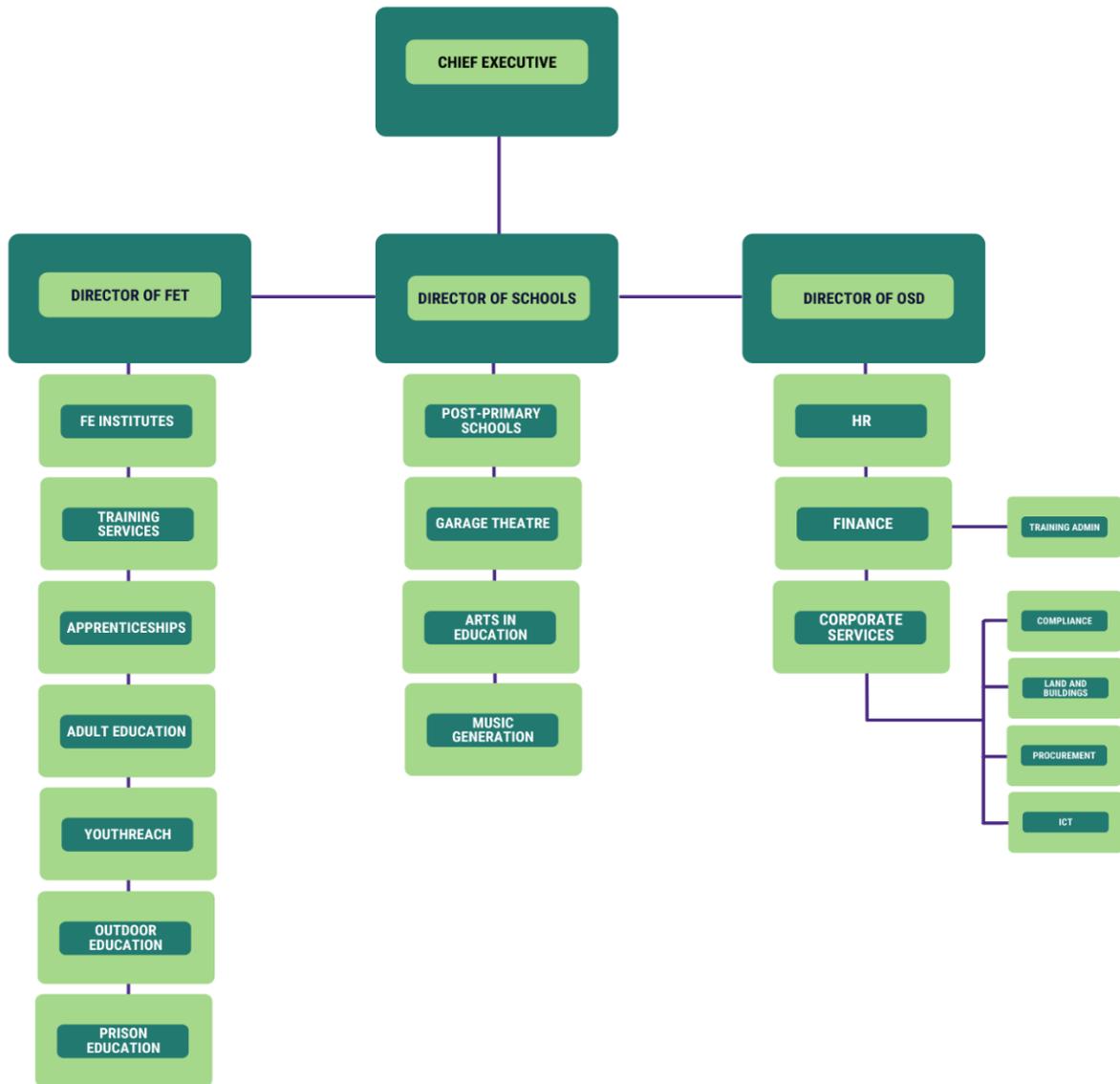


Figure 4: CMETB Organisational Structure

9.6.2 CMETB Schools and Institutes



Figure 5: CMETB Schools and Institutes

9.6.3 Further Education and Training and Ancillary Services

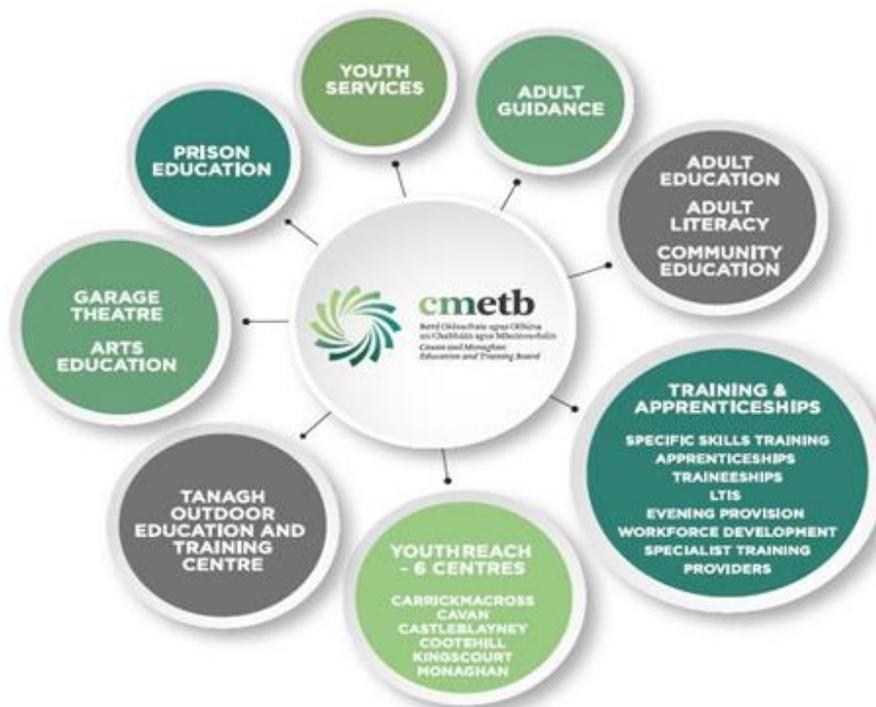


Figure 6: Further Education and Training and Ancillary Services

9.7 Legal and Compliance

Governance

The Code of Practice for the Governance of ETBs (DES C/L 02/2019) had been in place for two years and is well embedded. CMETB has reviewed and developed policies, systems and work practices to ensure compliance and enhance the internal control environment. In addition, CMETB will continue to engage in a self-audit process to ensure continued compliance with the Code.

The current ETB Board members were appointed in 2019 and received governance training in 2020 and 2021. The Board will receive further governance training in 2022.

School and Centre Boards of Management are in place. These Boards of Management received of the first three in a series of four training modules over the course of 2020 and 2021 will receive the fourth module in Spring 2022.

Risk Management

CMETB will continue to engage with and further develop the risk management strategy. The three risk registers (OSD, FET and Schools) are reviewed quarterly and updated, incorporating new and emerging risks. A further Corporate Risk Register was developed in 2021 to incorporate the High-Level Risks from the operational risk registers. This register is formally reviewed by the Senior Management Team (CE and Directors) every quarter. The registers are regularly presented to the Audit and Risk Committee for review and oversight. The Risk Management Plan and Risk Appetite Statement for 2022 will be presented to the Audit and Risk Committee in February 2022.

Work is ongoing on carrying out a Business Impact Analysis for the ETB with a view to developing a Business Continuity Plan (BCP). An ICT Disaster Recovery Plan was developed in 2021. This will be incorporated into the overall BCP. In March 2020 a COVID-19 Business Continuity Plan was put into place with administration and teaching and learning being carried out remotely. CMETB continues to review and modify this plan as the COVID-19 Restrictions continued through 2021 and into 2022. The experience gained will inform the overall CMETB BCP.

An emerging risk for 2021 was the impact on the region of Britain's exit from the EU (Brexit). CMETB staff engaged with ETBI and other groups to prepare for the impact on procurement, contracts, data protection, qualification recognition, access to programmes etc. As the UK has now left the EU, the consequential disruption to supply chains is having an impact on the supply of building materials leading to delays and an increase in costs. We will continue to monitor the situation and identify relevant risks and management controls to mitigate the impact.

Data Protection

The General Data Protection Regulations took effect across all EU states, including Ireland, on 25 May 2018. While a great deal of work has been carried out in the years since in developing systems and practices, in 2022 CMETB will lead and contribute to a review of national template policies, procedures and practices to ensure compliance with the legislation.

In 2021 CMETB procured a software system to assist with the management of data protection processes including: training new staff and refresher training for existing staff, reviewing policies and practices, auditing services, dealing with data access requests, developing and maintaining data processing and data sharing agreements with third party organisations, ensuring that the personal data of all stakeholders is protected. In addition, CMETB has developed data protection manuals and operating procedures for schools, centres and administration, in order to ensure compliance with GDPR and will monitor the effectiveness of these in 2022.

On exiting the EU in 2021, the UK (including Northern Ireland) became a 'third country', therefore transfers of personal data to the UK will be considered transfers outside of the EU/EEA. The EUDPB issued an *Adequacy Decision* whereby the protections provided by UK legislation were deemed to be adequate and therefore a transfer of personal data to the UK could be treated as if it were a transfer to an EEA country, however this decision is to be reviewed by the EUDPB. The EUDPB also issued new Standard Contractual Clauses (SCCs) to be used for transfers outside the EEA and the UK. CMETB will continue follow the guidance of the Data Protection Commission and ensure such mechanisms and agreements are in place before personal data is transferred.

Freedom of Information

In 2022 CMETB will continue processing an increasing number of requests for information under the FOI Act from journalists, interest groups and individual members of staff. We will continue to monitor trends and to proactively publish frequently requested material and further develop our FOI Publication Scheme. In addition, CMETB will contribute to the consultation process for the review of the FOI Act being conducted by the Department of Public Expenditure in 2022.

Health and Safety at Work

During 2021 CMETB continued to support schools and centres in their compliance with the revised the agreed sectoral Safety Statement and Risk Assessments under the HSA Guidelines for Management of Safety, Health and Welfare in Post-Primary Schools. A member of staff was assigned to co-ordinate this process and support schools and centres by organising training and providing guidance.

Legal

CMETB will continue to monitor emerging legislation and to develop policies and procedures (along with ETBI) to ensure compliance.

CMETB has procured legal services through national frameworks in the areas of employment law, freedom of information and data protection law, regulation law, child protection law, property law and corporate and commercial law.

In 2020 CMETB became a member of Ibec and continues to avail of its advisory services leading to savings on legal advice, training and consultancy costs.

Implementing the Public Sector Equality and Human Rights Duty

In 2021, and continuing into 2022, the CMETB Equality and Human Rights Steering Group, which is comprised of the Directors and representatives from the three operational areas, advanced the process of developing an Equality and Human Rights Values Statement; conducting an evidence-based assessment of equality and human rights issues; and developing an implementation plan. This work will help inform the Goals and Objectives of the new five-year Strategy Statement.

9.8 Corporate Services

Leases

CMETB continues to manage leases on various properties within its remit while adhering to relevant procedures and processes. The Board of an ETB is required to approve a lease in accordance with the Code of Practice for the Governance of ETBs.

In addition, following approval by the Board of an ETB to proceed with the leasing of a premises, a two-step process is then commenced with the Department of Education (DE).

Step 1: the ETB must approve the proposal to submit a Business Case on the appropriate application form along with supporting material to DE.

A decision by DE to approve an ETB application in principle allows an ETB to proceed to identify suitable properties on the open market and to explore options with property auctioneers and valuers. It does not, however, represent approval for an ETB to proceed to enter a lease agreement.

Step 2: On identifying a suitable property following an EOI process, it is brought to the ETB for approval following which the updated application form along with required supporting documentation is submitted to DE where it will be considered for approval by the ETB Property Oversight Group in consultation with DFHERIS and SOLAS, where appropriate.

On receipt of DE sanction to enter a lease agreement, the lease document is drafted, reviewed, signed and sealed. The legalities are dealt with by CMETB's legal team.

Property Register

CMETB has implemented the DCS Property Register software system. The transferring and updating of information is ongoing. A review of the reporting module is currently underway.

Communications, Marketing and Branding

CMETB will endeavour, where possible, to co-ordinate PR & marketing campaigns to ensure the best outcome for the promotion CMETB as a provider of education and training services for all. Additionally, CMETB will celebrate the achievements of learners at every opportunity. CMETB will continue to enhance its approach to communications, marketing and branding with focus on both internal and external communication campaigns.

In 2022 CMETB will continue to utilise a combination of traditional and digital media to maximise brand exposure within the region and further afield.

9.9 Land and Buildings

Capital Projects

The CMETB school building programme includes a wide range of both major and minor projects. In this regard 2021 was a very successful year with a number of new post- primary school projects sanctioned by the Department of Education and Skills. Major projects awaiting sanction include an SNU Unit at Largy College and modular accommodation at St. Bricin's College.

CMETB is also progressing a number of Emergency Works Scheme and Summer Works Scheme projects to various schools in Cavan and Monaghan.

CMETB will continue to pursue investment to improve the quality of our schools and further education facilities for our staff and students to ensure we are providing a quality education and training in line with our mission statement.

CMETB will concentrate on the following Major Capital Projects in 2022:

- Inver College - Additional Accommodation and Additional Modular Accommodation
- Ballybay Community College - Additional Accommodation
- Beech Hill College - Additional Accommodation and Additional Modular Accommodation.
- Virginia College - Additional Accommodation and Additional Modular Accommodation.
- Castleblayney College - Additional Accommodation and Additional Modular Accommodation
- Breifne College – Additional Accommodation and Additional Modular Accommodation.
- Coláiste Dún an Rí - Additional Accommodation and Temporary Off-site Accommodation.
- St. Bricin's College – Additional Modular Accommodation.

Ballybay Community College will continue through Stage 4 construction in 2022 with a handover date programmed for Q4 2022. The other projects listed above will continue to progress through the Design Stages. We have completed 2 modular accommodation projects at Beech Hill College and Virginia College in 2021 and will complete the modular accommodation at Inver College in Q1 2022. We will also complete modular accommodation at Beech Hill College, Breifne College, Castleblayney College and St. Bricin's College in 2022.

CMETB is overseeing Capital Projects in the following Non-ETB Schools:

- Clones - Gaelscoil Éois – Stage 4 Construction will commence in 2022.
- Castleblayney - Gaelscoil Lorgan
- Rockcorry - Scoil Mhuire - Stage 4 Construction will commence in 2022.
- Emyvale - Edenmore National School
- Doohamlet National School
- Monaghan Collegiate School
- Royal School Cavan

With respect to Further Education and Training, CMETB worked to progress a significant modular unit development for Cavan Institute, to develop draft plans for an extension to Monaghan Institute and to secure suitable rented accommodation for adult education and Youthreach services.

The following are a schedule of major projects which will be progressed in 2022 with some progressing through Stage 4 construction.

- Cavan Institute (FET) Additional Accommodation Modular Units. Complete Q3 2022.
- Tanagh Outdoor Education Centre - Climbing Wall. Complete Q2 2022.
- Tanagh Outdoor Education Centre – Feasibility study for a new centre at Dartrey Forest.
- Dún Mhuire Adult Education Centre - Modular Classroom accommodation. Complete Q1 2022.
- Monaghan Institute – OEM, Welding & Plumbing Apprenticeships Preliminary Design.
- Cavan Barracks Training Centre - Construction and Joinery Apprenticeship Preliminary Design.

Energy Awareness Programme

The 2019 Climate Action Plan originally set out 2030 targets for the Public Sector to reduce their Greenhouse Gas emissions from the sector by 30%, this target has now been extended to an absolute reduction of 51% by 2030 and net zero by 2050. CMETB will continue its Public Sector Partnership with SEAI and demonstrate our commitment to work to meet our legal obligations and achieve these targets. CMETB is one of the first ETBs to develop an Energy Action Plan which incorporates running an Energy Awareness Programme throughout the ETB. Following a pilot of this programme, it was decided to incorporate Climate Action as we discovered both initiatives are intrinsically linked. In 2021 we appointed a Climate Action and Energy Awareness Steering Committee, a Green Team in each school and centre, rolled out Energy in Education courses to the Green Teams and are currently planning some initiatives to embark on throughout 2022. CMETB will continue to explore the possibility of retrofitting our properties and the possibility of using renewable energy in new builds in order to meet the 2030 greenhouse gas emissions target.

9.10 Procurement

CMETB Procurement Unit is committed to utilising the national procurement model Office of Government Procurement (OGP) and their frameworks, where available, and appropriate for all our school and centres 'procurement' spend. We will continue to make use of the OGP Frameworks where appropriate and disseminate the required information on how to use these to our schools and centres.

We will continue to work with the PSRU in ETBI and the Education Procurement Service to complete the annual Corporate Procurement Plan which set out the Board's future procurement requirements. Through the 3-year Multi-Annual Procurement Plan (MAPP) we have identified our top procurement priorities for 2022. We will continue to review the CPP annually and undertake procurements identified as being required particularly in areas of aggregated expenditure in the absence of a national, sectoral or other framework/contract in place.

CMETB was selected as one of the two ETBs to take part in the ESBS Contract Management Pilot Project. This system will improve the management of procurement activities for CMETB, and it is scheduled to go live in March 2022.

9.11 Information Communications Technology

The role of ICT continues to evolve across all facets of CMETB's services. Its importance in underpinning administration and governance along with teaching and learning has grown substantially. Significant opportunities now exist to harvest the potential of ICT in teaching and learning as outlined by the Digital Strategy for Schools and the Technology Enhanced Learning Strategy for Further Education. The current Digital Strategy for Schools expired at the end of the 2020/2021 school year and the development of a new strategy is now underway. The new strategy will build on the existing one whilst also taking into account the progress made to date in embedding digital technologies in teaching, learning and assessment, new developments in digital technologies as well as any emerging priorities.

In November 2021, the Department secured €50m in funding as part of Ireland's National Recovery and Resilience Plan (NRRP) under Next Generation EU funding facility, in 2022 this will provide for a scheme for learners at risk of educational disadvantage through the digital divide.

This funding will allow CMETB Schools to continue to put in place robust systems to enable the use of digital technologies within the school. These measures will include the purchase of digital devices to loan to students and teachers, software, essential learning platforms and other ICT solutions as determined by the needs of the individual school.

Security is now in the forefront of our decision making around ICT delivery. We now ensure that our estate is fit for purpose utilising robust market recommended applications and processes to test its possible vulnerabilities. These mechanisms would include quarterly penetration testing, a certificate of insurance for Cyber Essentials, staff awareness and cyber security training on an ongoing basis. The Office 365 remediation project will be completed in 2022 to ensure we that are compliant with industry standards for Microsoft applications. The delivery of these strategies is predicated on our secure and reliable ICT infrastructure, one that can also deliver administrative efficiencies. To facilitate the importance of security and the future scalability of our infrastructure we are utilising cloud to support our O365 estate. This platform based on Microsoft is supporting our business-critical applications.

The ICT priorities within the CMETB Service Plan for 2022 very much reflect the growing importance of ICT with focus on the development of a new ICT Strategy, the delivery of a centre wide CMETB intranet for effective communication, collaboration and dissemination of and access to information along with the strategic development of our ICT Infrastructure to reflect a cloud-first, shared-services approach to ICT delivery.

9.12 Finance

The Board continues to operate in accordance with regulatory and legislative requirements as well as best practice.

As part of the transfer to SUN/P2P that took place in 2021 the Finance staff are working to

introduce the d/EPM reporting module to CMETB. This is a very powerful tool which will further enhance the financial reporting for head office, schools and centres across the scheme.

CMETB continue to be involved in the migration of their VTOS and Youthreach learner payments to Shared Services which is due to take place in Q1 2022.

9.13 Human Resources

Shared Services

The HR Department will continue to provide training and on-going support to staff in the use of the new CoreHR Portal (HR and Time and Attendance modules).

Business Continuity

Hardcopy Personnel files have been scanned and backed up to a cloud-based SharePoint site.

Specifications for a Document Management System is being developed, with a view to procurement in 2022.

Recruitment

HR are represented on National working group which is developing Core Recruitment module which will provide a better automated system for applicants and HR Team.

In order to attract and recruit staff for CMETB and to address areas where shortages exist, HR will continue to utilise alternative recruitment strategies, in addition to website and newspaper advertisements, e.g. social media campaigns, university recruitment fairs.

Training for selection board members will continue to ensure that interviews are carried out in an efficient and fair manner and that the best candidates are recruited for the organisation.

10. Projected Receipts and Expenditure 2022

	Year ended 31/12/2022 €	Year ended 31/12/2021 €
RECEIPTS		
Post Primary Schools & Head Office Grants	40,620,419	41,324,527
Further Education and Training Grants	31,802,025	26,006,735
Student Support Services Grants	-	3,025
Youth Services Grants	1,191,100	1,161,660
Agencies & Self-Financing Projects	4,450,399	4,837,649
Capital	8,700,000	6,517,700
	86,763,943	79,851,296
PAYMENTS		
Post Primary Schools & Head Office	40,620,419	40,549,247
Further Education and Training	31,502,025	28,435,425
Student Support Services	-	-
Youth Services	1,151,100	1,141,870
Agencies & Self-Financing Projects	4,653,000	4,006,258
Capital	8,200,000	4,726,964
	86,126,544	78,859,764
Cash Surplus/(Deficit) for Period	637,399	991,532

11. Appendix 1

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an Chabháin agus Mhuineacháin
*Cavan and Monaghan
Education and Training Board*