



Annual Report 2020

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Foreword

The Annual Report of CDETB is an opportunity to get an overview of all the activities undertaken by CDETB in the previous year and to get a sense of the breadth and variety of services CDETB provides to the people of Dublin City. In addition to the general overview of activity there were two notable developments in 2020. These are that 2020 was the year of COVID and also that it marked the publication of our 5 year Statement of Strategy.

The format of reporting in our 2020 Annual Report reflects the unique characteristics associated with the year of COVID. In addition to the outline of achievement under the various actions detailed in our Service Plan 2020 we have a special section on CDETB's response to COVID-19. It is important not to underestimate the scale of achievement that 2020 represented for CDETB. The first is in terms of continuity of business. Schools, colleges and centres continued to provide education and training opportunities for learners in a largely virtual world. Staff continued to receive their salaries, creditors continued to get paid and all SUSI learners received their payments. This continuity of business was achieved in what can only be considered as a disaster model environment, where disruption to the normal business processes happened overnight with little time to prepare. The second aspect was the move to innovation and creativity displayed by staff in CDETB in response to these extremely challenging and unprecedented circumstances. The rapid response by staff and the range of upskilling and new business processes introduced is testament to the vitality and flexibility of CDETB to emerging needs.

The second highlight in 2020 was the development of our new Statement of Strategy 2021-2025. This document was developed and produced during an extremely testing environment where we had to invent new ways of engaging staff, parents, learners and stakeholders in helping us set out a pathway for CDETB over the next five years. It provides us with a clear way forward under four key themes: Profile; Pedagogy; People and Processes.

Finally, I would like to take this opportunity to thank all the staff in CDETB for their commitment and creativity in 2020 at a time when life was personally challenging for us all. The board of CDETB has been central to driving the direction of CDETB during this difficult year and I would like to acknowledge the generosity and dedication of all board members as they sought out new ways of ensuring oversight and governance in a virtual environment.

Dr. Christy Duffy
Chief Executive

Chairperson’s Message

At this difficult time in our society every effort was made across CDETБ in 2020 to ensure the delivery of teaching, training and supports to students and maintain the essential services of the organisation. Much creativity and resourcefulness has been in evidence in all centres of learning.

The speed and enthusiasm with which CDETБ staff transformed themselves into remote workers was remarkable. Staff members embraced a wide and varied range of technological communication methods to continue the work of teaching and learning. There was an extremely high level of collaboration at teaching and learning between every part of the ETБ. The learning was supported by the commitment and dedication of administration, IT, finance and maintenance staff. I want to congratulate the organisation on its capacity to adapt with such commitment and creativity throughout 2020.

In 2019 CDETБ had begun gathering staff, learners, parent and stakeholder input for the organisation’s Statement of Strategy 2021-2025. It was planned for this process to culminate in a symposium in 2020. The organisation adapted instead to run focus groups online in order to give stakeholders, including our board, a voice and an opportunity to contribute. I want to congratulate the organisation on a very fine strategy and look forward to working very closely with the organisation’s leadership in order to ensure its implementation.

2020 saw the end of Carol Hanney’s tenure as Chief Executive with her retirement in January 2021. It was a great honour and pleasure to work with Carol who steered the organisation very skilfully and calmly through this time of crisis and I would like to pay tribute to her sterling career and wish her a long, happy and fruitful retirement.

I also very much look forward to working with Carol’s successor Dr Christy Duffy. Before his appointment Christy served for seven years as Chief Executive of Longford Westmeath ETБ and has wide experience in the education world. The organisation looks forward to his tenure at a very important and critical time for the city of Dublin.

Finally, the vital work of the CDETБ Board and committees continued throughout 2020 by adaptive use of video conferencing. I would like to commend and thank the board who have worked tirelessly to guide the organisation in this time of challenge. We very much look forward to working with Dr Christy Duffy, his leadership team and the organisation as a whole to implement the CDETБ Statement of Strategy 2021-2025.

Cllr Keith Connolly
Chairperson CDETБ

CDETБ Background and Statistical Information

City of Dublin Education and Training Board (CDETБ) was established on 1st July 2013 under the Education and Training Boards Act, 2013 and is the state education and training authority for Dublin city. CDETБ serves the area covered by Dublin City Council, which stretches from Finglas and Coolock (north and north-east of the city) to Ringsend and Ballyfermot (south and south-east of the city). CDETБ operates 23 schools and colleges, 10 Youthreach Centres, two Training Centres, and an Adult Education Service operating in five separate areas across the city. It also provides an education service in seven Prisons and funds a range of Community Training Centres and Local Training Initiatives.

This provision is delivered by over 3,200 staff to up to 30,000 learners (12,000 full-time and 17,500 part-time) and is supported by services that include post primary education, further education and training and youth services. It also includes a school psychological service, a curriculum development unit, a buildings maintenance unit and an administrative staff in CDETБ Head Office in Ballsbridge. CDETБ is also responsible for the national awarding authority for student grants in Ireland, Student Universal Support Ireland (SUSI).

Post-Primary Schools		
Service	Number of locations	No. of full time students (Academic Session) 2020/2021
Post primary students	14	3,021
Further Education and Training – Academic Year 2020/2021		
Service	Number of locations	No. of full time students (Academic Session) 2020/2021
Post Leaving Certificate (PLC)	14	6,915
Further Education and Training – Beneficiaries 2020		
Service	Number of locations	No. of Beneficiaries
Further Education	16	14,423
Youthreach	9	750
Adult Education	5	9,220
Training Centres	2	2,343
Further Education and Training – Beneficiaries 2020 – External Locations		
Service	Number of locations	No. of Beneficiaries
Community Providers	16	3,380
Community Training Centres	10	528
Specialist Training Providers	5	558
Local Training Initiatives	5	138
Justice Workshops	2	28
Education Service to Prisons	7	7,747

CDETB's Mission, Vision, Belief and Commitments

Mission

CDETB's mission is to provide professional high quality education and training services for people in Dublin city that contributes both to the personal development of the individual as well as to the overall social, economic and cultural development of the city.

Vision

Our vision is to:

- Lead on the development and delivery of education provision in Dublin City.
- Actively provide inclusive, professional, high quality Education and Training in Dublin City.
- Respond to the developing and emerging need for education provision in Dublin City.
- Deliver programmes that provide suitable qualifications for, and progression routes into more advanced education courses, training programmes and employment.
- Develop a comprehensive Youth Service in Dublin City.
- Deliver a well-managed, efficient and fully accountable national awarding authority for student grants.

Belief

Our core belief is that every person has a right to access Education and Training opportunities that will enable them to achieve their full potential.

To support the individual to achieve their potential it is necessary for us as a service provider to be:

- Inclusive:** we are open to all learners who can benefit from the courses that we offer and who come within the legislative scope of our services.
- Respectful:** we respect the right to equal treatment for all persons availing of our services, respecting the rights of the individual including respecting the person and their right to privacy.
- Responsive:** we are responsive to the changing needs of people and society especially the needs of people who are socially disadvantaged and/or unemployed
- Enabling:** we provide opportunities to enable people to achieve their Education and Training potential.

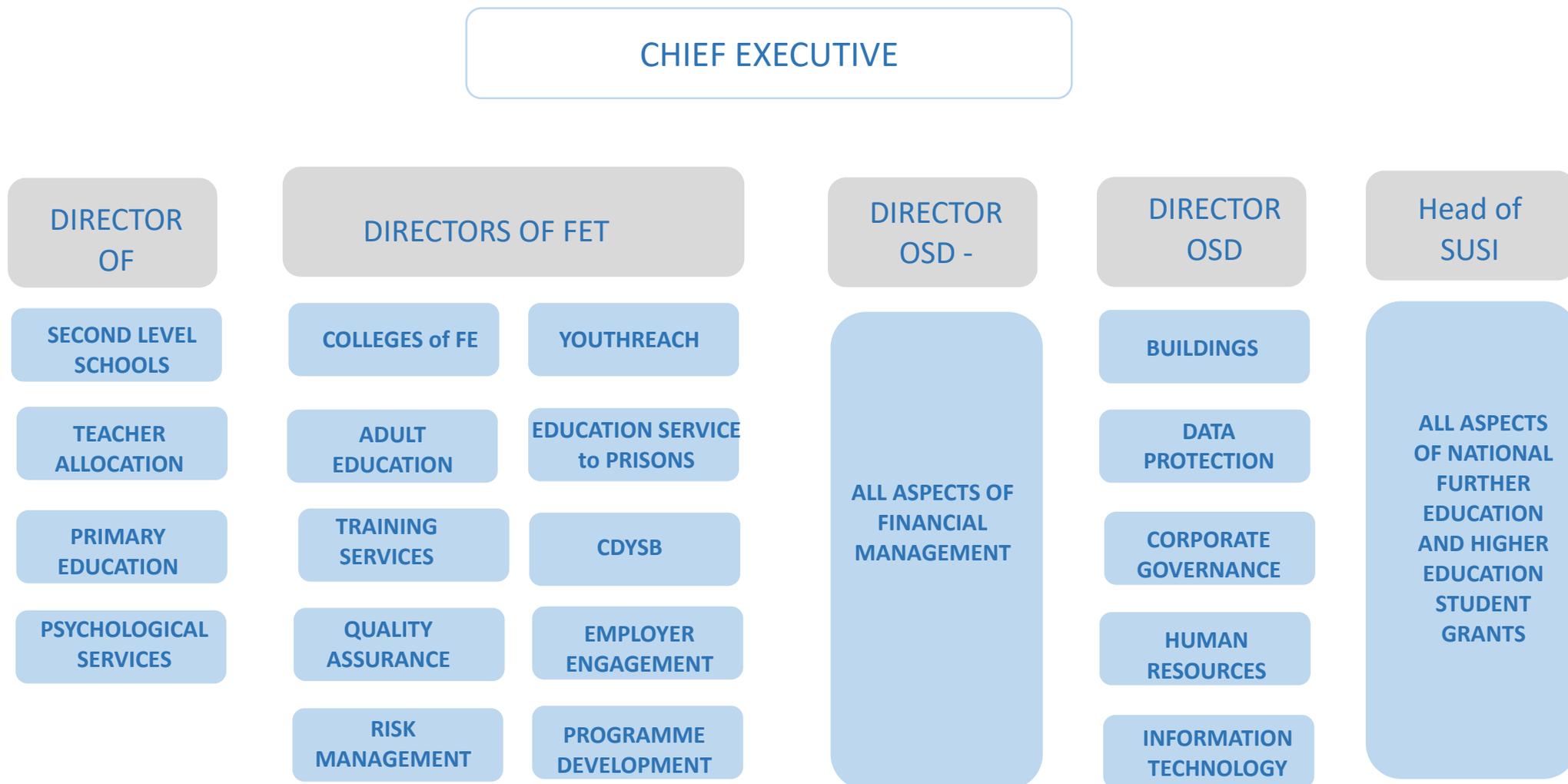
Commitments

City of Dublin ETB commits to:

- promoting professional excellence in teaching and training, and quality outcomes in learning
- providing a positive, agile, empowering working environment
- encouraging staff development
- recognising achievements at every level
- promoting professional excellence in our education and training support services and in our administration
- promoting professional excellence and quality outcomes in youth work services
- delivering education, training and supporting youth services that are inclusive, multi-denominational, and bound by an appropriate relationship of care and respect
- responding to the needs of the learner as economic, societal and employment needs emerge

- responding to economic and societal demands
- embracing individuality, diversity and inclusivity
- advocating civic, social, community and global responsibilities
- advocating for student, staff, parent and community participation in CDETБ education, training and youth services
- promoting professional excellence in processing and delivering student grants through Student Universal Support Ireland (SUSI)

CDETБ Organisational Chart



CDETБ’s Response to COVID-19

Post-Primary responding to the COVID crisis during 2020

The closure of schools on the 12th March 2020, and the uncertainty of whether students would return after 2 weeks, after Easter or later, resulted initially in post-primary schools beginning to audit their potential to connect with students remotely. We believed that schools would return and that the Leaving Certificate would run as normal. Over the ensuing weeks this certainty faded as the scale of the challenge faced by the country and the education system began to emerge.

The first challenge faced by schools was the organising of a plan on the afternoon of the 11th of March. Who had a device? Did we have access to a learning platform? Did students have devices? Did they have access to WiFi? Most importantly, how might we connect with students and what would that look like. Teachers and students went home and waited. In CDETБ we commenced what was to emerge as a regular support for Principals, an online meeting to get a picture of how schools were coping and to share best practice.

For the remainder of the 2019/20 academic year, schools focused on engaging students. Many of the schools reported student engagement as low as 40% while engaging above 60% of the student cohort proved impossible. Schools completed the newly designed Calculated Grades for their Leaving Certificate students and the school-based Junior Cycle Profile of Achievement (JCPA) for third year students while assessing students from other year groups to provide end of year reports. Principals and teachers were involved in the Calculated Grades process until early July.

In July, the full reopening of schools in September 2020 emerged as a realistic aim from government and planning and preparation began at a local level in schools. As guidance emerged of classroom layouts to ensure social distancing, cleaning schedules and potential staggered timetables to prevent cross contamination, school leadership continuously planned, changed, re-planned and redrafted their COVID Response Plans. Changes to room layout and essential building works were carried out and sanitising equipment was ordered. Lead Workers were identified and their responsibilities were agreed. All of the above was completed without the certainty of the full reopening of the schools. No one could predict if the reopening would be successful and staff were cautious and concerned.

September 2020 saw the full return of all students and staff to the school buildings in a face to face capacity. Amid enhanced cleaning and movement protocols students came to class, teachers delivered the curriculum and life in the classroom offered some respite from an otherwise bleak situation within communities. Extra-curricular activities were suspended, trips and other activities were suspended yet student attendance was over 90%. Student engagement was positive and appreciation levels from students and their parents were high. Schools used this time to upskill staff and students on remote technologies to prepare for a potential remote learning scenario that might emerge at a later stage. Investment in laptops, WiFi, learning platforms coupled with training for both staff and students became increasingly prevalent.

For the remainder of 2020 school communities thrived and incidences of COVID infection in our schools remained very low. A small number of students sat the Leaving Certificate exam in November. Following

the Calculated Grades process student performance in the Leaving Certificate examination 2020 delivered improved outputs with students performing better than expected when compared to performances in previous years. The number of students sitting higher level papers increased and transfers to third level increased from our post-primary schools as recorded in the national newspaper statistics.

Challenges of principal workload and burnout emerged as a serious concern nationally and remains a challenge within CDET. Leadership supports from CDET have alleviated some of the stress yet supporting school leadership to effective and efficient school management and leadership must be a consideration when assessing the aftermath of the COVID crisis.

FET Quality Assurance response to COVID

At the outset of the lockdown, each of our forty plus centres prepared a contingency plan to cover all aspects of delivery including:

- sourcing ICT devices for staff, students, and learners
- further developing and refining emergency remote teaching and learning
- converting examinations to assessments
- ensuring that all learning outcomes were covered
- facilitating online submission of assignments
- undertaking internal verification and external authentication in a completely changed environment
- communicating with and supporting students/learners while working remotely
- ensuring the quality of the education and training processes while maintaining the integrity of certification and awards.

FET managers had to ensure that the education or training their college or centre was providing was not compromised by COVID. They had to achieve this while leading and supporting their staff through the unprecedented and very challenging period of lockdown. College of Further Education principals, centre managers, and staff were rapidly inducted into the world of Zoom and Teams. Plans, questions, and solutions were presented to the CDET Quality Assurance and Strategic Planning Council (QASPC), the main QA oversight group in CDET. Ideas were discussed, debated, questioned, and further developed or ceased.

It is not possible to provide an exhaustive list of FET responses during the COVID lockdown here, due to the extensive number of interventions. These are detailed in the June 2020 CDET publication [‘Informing the Future: Review of CDET’s COVID-19 responses and their impact on QA, Teaching, Learning and Assessment’](#) which gives detailed examples and insights into the responses from across the range and breadth of CDET provision. The human aspect of the pandemic is really brought home in the review, with staff supporting younger FET learners through bereavement while maintaining their engagement and focus on education and training. From the period of the lockdown, the following QA responses stand out:

- Extensive professional development was delivered to support the emergency overnight change to online delivery. A repository of online resources was established, along with a communal staff Moodle site managed by the Curriculum Development Unit. Community providers funded by CDET and other secondary providers were invited and encouraged to avail of the free training.
- Guidance documents covering various scenarios were created to guide staff at college and centre level.

- All examinations were converted to assignments and internally verified to ensure they still met the requirements of the course.
- Alternative modules were delivered in cases where work experience was required. FET staff mapped learning outcomes against work experience and sought out the best fit. Permission was then sought from QQI to alter the components in an award. This required assessments to be designed and internally verified before they could be delivered remotely.
- Weekly online meetings for all FET managers were established, which morphed into a community of practice (COP) with agreed terms of reference. These meetings proved invaluable for everyone, as all issues and challenges could be aired and teased out. Without the COP, COVID could have been a far more damaging experience for CDETБ and a lonelier place for all staff in positions of management.
- The frequency of all QA meetings increased to weekly, which ensured that all centres were implementing agreed changes uniformly. CDETБ staff engaged at sectoral meetings and COVID meetings led by the Department of Education and Skills.
- Local quality teams generated most of the solutions to the challenges that the scheme faced.

CDETБ learned an enormous amount from the experience of the lockdown. As an organisation in the business of learning, this is very appropriate. Our new QA governance structures proved robust, yet it was the local quality teams that made the real difference.

Overcoming the many challenges during lockdown required all parties in CDETБ to see the issues and to work towards practical solutions. Of paramount concern was to ensure that students/learners received their qualification without compromising on quality or the health and well-being of staff, students, or learners. CDETБ staff and managers, Teachers' Union of Ireland (TUI), SIPTU, other ETBs, QQI, and ETBI all found themselves facing a common enemy, COVID, and pulled together for the well-being and future of students and learners.

Staff attendance at various training and upskilling events in ICT and QA exceeded 5,000, while €880,000 was spent on devices for FET learners to reduce digital disadvantage. Requirements for staff to move from emergency remote teaching to deliberate remote teaching has been priced, and funding has been sought from SOLAS. As a scheme, our QA is stronger now than ever before. Everyone has a far deeper understanding of all that is required and the role they have to play. Finally, CDETБ's positive management of the lockdown and the QA challenges that arose was underpinned and informed by our FET development team.

Achievements in 2020

Second Level

Goal	Actions	Achievement
To increase enrolment across all existing schools	<ul style="list-style-type: none"> • Open Days • Prospectus • Links with Primary schools • Develop School Completion Cluster links • Social Media • Advertising • Links with the Community • Admissions policy review 	<ul style="list-style-type: none"> • Enrolment at Post-Primary for the academic year 2020-21 increased by 11%.
To grow the number of schools under the patronage of CDETБ	<ul style="list-style-type: none"> • Develop a campaign for the new PP school due to open in Drumcondra in 2021 • Explore Patron Partnership with Educate Together • Engage with primary school patrons regarding divestment 	<ul style="list-style-type: none"> • We were unsuccessful in the competition to win Patronage of a Post-Primary school. • We are currently in a competition for Patronage of a Primary school. • Negotiations began to divest patronage of one Primary school. These negotiations are on-going.
To provide excellence in educational delivery.	<ul style="list-style-type: none"> • DEIS plans • School Self Evaluation • School Improvement Planning • Engage with Inspectorate • Professional Learning collaborative Networks • CPD 	<ul style="list-style-type: none"> • English – Higher level uptake up 6% • Maths – Higher level uptake up 7% • Irish – Higher level uptake up 8% • Inspections were suspended during 2020. However, up until this suspension, Supporting the Safe Provision of Schooling (SSPS) inspection reports were excellent.
To expand the curriculum and range of subjects on offer in our schools	<ul style="list-style-type: none"> • Link schools to work together to increase student numbers in subject areas and subject levels • Commence Professional Learning networks that are subject based • Prioritise Teacher recruitment • Develop links with Teacher training colleges • Develop links with FE colleges that run LC programmes 	<ul style="list-style-type: none"> • Woodwork was fully restored in all schools and progress made with regard to Home Economics and Metalwork • Progress in relation to Physics and Chemistry was good with support being provided to a number of teachers to upskill in these subject areas • Uptake of non-curricular languages remained high • Leaving Certificate Vocational Programme was introduced into one new school and LCA reintroduced into another school

Goal	Actions	Achievement
To improve Teaching and Learning in our Schools	<ul style="list-style-type: none"> • Embrace Student voice • Linking with CPD, instructional leadership, JCT, PDST and the Inspectorate • Professional Learning Collaborative Networks • Establish “Teaching and Learning” committees in all schools • Implement induction programme for all new teachers • All DEIS and SSE plans to focus on Teaching and Learning 	<ul style="list-style-type: none"> • Very good appeared in every inspection report up until 12th March when schools closed and inspections were suspended. • English – Higher level uptake up 6% • Maths – Higher level uptake up 7% • Irish – Higher level uptake up 8%
To develop leadership capacity among staff	<ul style="list-style-type: none"> • Appoint all AP1 and AP2 positions including programme coordinators and adult education directors • Provide Middle Leader Training • Annual review of leadership responsibilities • Identify leadership “Needs and Priorities” for each school • Induction programme for all new Principals and Deputies • Mentoring programme for all new Principals and Deputies • Centre for School Leadership, CSL, supports for Principals 	<ul style="list-style-type: none"> • 48 teachers completed the middle leader training. • All eleven CDET B post-primary schools engaged with the training. • All legacy Posts of Responsibility (POR) that were vacant were filled. POR vacancies that have emerged since the beginning of 2020/21 are currently being filled. • Deputy Principals network is running. • Principal and Deputy Principal Connect Clinic is operating.
To enhance Student Support structures in all schools	<ul style="list-style-type: none"> • Engage with the psychological services • Enhance the effectiveness of the “Care Team” • Provide pastoral supports to Students via tutor, guidance, house, year head etc. structures • Provide targeted SEN support • Implementation of 400 hours of timetabled Wellbeing for students • SNA Network established • Guidance Councillor Network established • SEN Coordinator Network established • HSCL Network Established 	<ul style="list-style-type: none"> • Due to COVID student completion rates through calculated grades process was very high during 2020 • SET (special education teachers) review took place in each school. Prior to COVID, all SET hours were compliant as required. • All schools engaged with psychological services . Emerging issues will need to be addressed going forward. • Due to COVID Suspension and Expulsion figure are unreliable. There were no Expulsions and Suspensions were down. • Attendance was at approximately 75% due to COVID

Goal	Actions	Achievement
Develop productive Partnerships	<ul style="list-style-type: none"> • Support events that are organised • Respond to opportunities presented by organisations • Attend organised meetings • Accommodate visiting speakers, Teachers or industry experts • Take proactive approach to engaging with statutory agencies by inviting consultative meetings and attending briefing sessions 	<ul style="list-style-type: none"> • International projects were suspended during 2020 due to COVID. • All schools are engaged fully with the Inspectorate, National Council for Special Education (NCSE), Tusla Education Support Service (TESS), and Department of Education and Skills (DES). • No inspection undertaken due to COVID
Enhance Communication	<ul style="list-style-type: none"> • Development of social media accounts, Facebook, twitter, Instagram • Upgrading and updating of website • Text-a-Parent facilities to include staff text • Staff email account linked through school • Appointment of Social Media coordinator in schools 	<ul style="list-style-type: none"> • Engagement with social media improved in 2020 and continues to grow with Instagram becoming more popular. • No inspection reports undertaken due to COVID. • All schools were set up with @cdetb.ie emails • BOM minutes are clear, notated and include an agreed report to enhance communication with stakeholders.
Improve efficient work planning, practices and systems	<ul style="list-style-type: none"> • Supporting CPD • Timetable planning and implementation • Review Code of Behaviour or Learning Code • Establish Professional Learning networks for all subject areas • Leadership training for senior and Middle leaders • Board of Management training • Reengage Principals Network and Deputy Principals Network • Monthly Principals meetings 	<ul style="list-style-type: none"> • Enhanced COVID allocation ensured all schools operated within allocation. • Suspension and Expulsion figures are unavailable due to COVID. • No inspection reports available to reference compliance. • CDETБ was fully compliant with Child Protection Oversight Report (CPOR) requirements in line with DES guidance during COVID pandemic. • All schools offered a full educational experience to children that are attending and supported some very high risk students with home learning.
To develop each schools capacity for improvement	<ul style="list-style-type: none"> • Development of DEIS and SSE plans with School Improvement Plan, SIP. • Engagement with DES Inspectorate in advisory capacity to schools around planning for improvement • Principals network as idea sharing forum • Engagement with Director of Schools on school improvement • Appointment of all PORs 	<ul style="list-style-type: none"> • All feedback, verbal and written, in relation to SSPS inspections was excellent, with CDETБ schools achieving high compliance with the 'Reopening of Schools' guidelines. • In light of the pandemic, each school amended its School Response Plan to include 'Teaching and Learning targets'. • Significant enhancement of Digital Learning objectives was achieved.

Goal	Actions	Achievement
	<ul style="list-style-type: none"> • Recruitment of appropriately qualified Teachers • CPD for Senior Leadership Team 	<ul style="list-style-type: none"> • Performance in state exams through calculated grades resulted in a significant increase in student performance.
<p>Enhance the Learning Environment of the school</p>	<ul style="list-style-type: none"> • Positive building maintenance and development programme managed from Head Office • Teaching and Learning committee established in each school • Embrace student voice • Professional Learning networks in all subjects • Promotion of positive environment displaying student work • Promotion of achievements of students 	<ul style="list-style-type: none"> • Most student work was removed from display due to COVID recommendations. The print rich environment is returning slowly. • School preparation for the reopening of schools resulted in a welcoming and positive learning environment for students. • During 2020, a questionnaire issued to parents with a view to informing CDETБ’s Statement of Strategy 2021-2025. Responses indicated that 87% of parents are happy or very happy with their child’s school and 96% would recommend the school to a friend or relative.
<p>Improve transfer of students to Higher Education, Further Education or Training</p>	<ul style="list-style-type: none"> • Guidance Councillor Network established • Links with FE Colleges and Training Centres • Attend Career events, EXPOs and information sessions • Planning for improved academic outcomes in all subject plans • Implement dedicated career guidance classes throughout each year 	<ul style="list-style-type: none"> • Transfer figures to third level for 2020 were relatively static. • Anecdotal information and information from Guidance Counsellors indicated that all students found a course of study or employment.

Further Education and Training

Goal	Action	Achievements
Progression	<p><u>Further Education Colleges</u></p> <ul style="list-style-type: none"> • Develop a programme of work with the Access, Progression, and Transfer Group seeking to improve access, transfer and progression within CDETБ and into employment and higher education • Progress and expand the MOU with 3rd Level institutions to facilitate graduate progression. 	<ul style="list-style-type: none"> • In progress • Draft MoU agreed with DRSF (CDETБ, DDLETБ and third level providers), to be amended wrt DFHERIS policy
Employer Engagement	<p>Continue the work of the Employer Engagement Unit established in 2018 to:</p> <ul style="list-style-type: none"> • Actively promote CDETБ’s training and education programmes to employers • Identify the needs of business and labour market and introduce new programmes to address these needs, including traineeships and apprenticeships • Increase engagement with industry and academic experts to achieve a sharper focus on skills and training outcomes and to identify opportunities for upskilling employed. • Build on our experience of delivering the national Skill ETБ to further develop responses to upskill people in employment. • Run employer engagement events including targeting specific high unemployment sectors e.g. health care, construction, ICT at local and regional level 	<ul style="list-style-type: none"> • Yes • Yes, new software developer introduced in two more colleges and new hairdressing commenced in one college. Application for a new apprenticeship in dental technician made to apprenticeship council. New dental nursing traineeship commenced. • Yes • Events postponed due to Covid

Goal	Action	Achievements
	<ul style="list-style-type: none"> • Optimise the “Skills to Advance” and “Explore” programme funding to forge links with employers and to address the training needs of low skilled workers • Support the delivery of employer days at regional and local level • Ensure that employers can identify with and contribute to the process of specific programme development in collaboration with CDETB. • Manage delivery of the Skills for Work programme • Deliver the Return to Learning for Dublin City Council staff 	<ul style="list-style-type: none"> • Explore not delivered due to Covid • New online Infection Prevention and Control programme was developed and rolled out in response to Covid • New online Digital Skills programme developed and rolled out to employers • Under Skills for Work, we supported Debenhams redundant workers and engaging Top Shop and B&Bs
<p>Development or Traineeship and Apprenticeship programmes</p>	<ul style="list-style-type: none"> • Develop and implement a new Traineeships in the Warehousing/ Logistics sector and VFX/Animation industry for delivery in its Colleges of Further Education. • Establish the structure for the managing of the national co-ordination and rollout of the apprenticeship • Secure the funding for roles. • Seek permission for recruitment of the roles • Secure the funding for this programme <p>CDETB are planning a number of new initiatives, including the following:</p> <ul style="list-style-type: none"> • New traineeship in FX for Animation has been developed and delivered by Ballyfermot College • New traineeship in logistics and manufacturing has been developed by Coláiste Dhúlaigh and is being delivered. 	<ul style="list-style-type: none"> • Complete • CEF competition held, successful candidate did not accept the offer due to entry point on CEF scale • Will re-advertise the CEF and seek funding and sanction for admin posts <p>Complete</p> <p>Ongoing</p> <p>Complete.</p>

Goal	Action	Achievements
	<ul style="list-style-type: none"> • New Dental Nursing traineeship is being developed in Marino College and is hoped to be delivered in Sept 2019 • CDETB were validated in 2018 for a new national apprenticeship in Auctioneering Property Services. This programme commenced in Dublin and Cork and was expanded to Galway/Roscommon. Numbers of apprentices and employers will be increased in line with demand. • CDETB are a collaborating provider for two FIT IT apprenticeships that commenced in 2019. CDETB has also planned to deliver the Cybersecurity apprenticeship when it comes on line. • CDETB are planning delivery of new pre-apprenticeship programmes. An example of this is a pre-apprenticeship in IT to support learners to access new apprenticeships in the areas of IT. • CDETB are developing a new Roofing Apprenticeship with the CIF and will be the co-ordinating provider when the programme is validated • CDETB will also continue to deliver the traditional craft apprenticeships, and the new apprenticeships of Accounting Technician and Commis Chef as well as traineeships and apprenticeships in the area of Aeronautical engineering/ technician. • CDETB will collaborate in the delivery of the Associate Sales Professional and Hairdressing apprenticeships which are currently in development. 	<p>Programme validated by QQI, implementation delayed due to Covid, commenced in late 2020</p> <ul style="list-style-type: none"> • Auctioneering numbers grew in 2020 • CYBER security – FIT did not request CDETB to deliver, however, we did deliver two additional software developer programmes • Did not commence due to Covid – seeking funding to deliver in 2021 <p>Ongoing</p> <p>Ongoing</p> <ul style="list-style-type: none"> • Sales Professional – CDETB have applied to become a collaborating provider • Hairdressing has commenced

Goal	Action	Achievements
	<ul style="list-style-type: none"> • CDETB will collaborate with other ETBs in the development of new apprenticeships as they arise 	<ul style="list-style-type: none"> • CDETB in partnership with the Department of Health and the Irish Dental Council sent a proposal for a new apprenticeship for Dental Technician to the apprenticeship council.
Provision	<ul style="list-style-type: none"> • Continue to review keep programme provision under review to ensure it's aligned with specific skills clusters, outlined by Solas in the strategic performance agreements • Continue to explore how CDETB might provide short-term top-up programmes to meet urgent skills gaps for both unemployed and employed • Continue to work with staff to incorporate the advantages of Technology Enhanced Learning (TEL) and blended learning into teaching and learning in order to provide flexible and accessible courses and to generally enhance the quality of learning to all students. 	<ul style="list-style-type: none"> • Ongoing • STC did not commence other than in one college in 2020 – PUP payments, etc. affected demand • TEL – significant support and upskilling delivered across all services in 2020
Provision – Adult Education Service	<p>Continue to:</p> <ul style="list-style-type: none"> • Increase the provision of ESOL Courses • Monitor the programmes provided through the Community Education Providers • Begin implementation of the Initial Assessment and Progress Framework for all new literacy learners • Increase in intensive provision in literacy • Increase the provision of numeracy programmes • Implement the actions in NIC review including expansion of AES Guidance service 	<ul style="list-style-type: none"> • ESOL course provision affected by Covid • CDETB is leading on a review of all community education in the NEIC area. • CDETB appointed three CEFs to assist managing community education. A new CEF team is established led by an AEO with lead responsibility for community education. • Assessment and Progress Framework is embedded in ALO provision • Guidance service reviewed and will seek sanction to recruit additional guidance staff

Goal	Action	Achievements
<p>Provision – Education Service to Prisons</p>	<ul style="list-style-type: none"> • To support the Prison Education Service in terms of programme development to enable them to best meet the needs of their learners. • To manage the transition for learners from prison into education programmes in projects such as Pathways and Bridge and Further Education Colleges. • To manage the Drugs Court Project • To develop and expand accreditation opportunities for learners • To support the Traveller in Prison initiative and to encourage greater participation in education by Travelling community • To develop post release programmes to prepare learners for re-integration into the community • To explore the collaboration of the PES with the training centres in Prisons on the development of jointly delivered traineeships • To develop and support the Community based Health and First Aid in prisons programme in partnership with the Irish Red Cross and Irish Prison Service 	<ul style="list-style-type: none"> • TEL mentoring was delivered and embedded in all prison settings. FET unit offer ongoing support in programme development. • Ongoing • Ongoing • Course provision has been reviewed to create the best fit for learners. • Ongoing • Delivered through Pathways • PES / Traineeship initiative to be commenced • Is being delivered across the prison service
<p>Provision - Interventions for Young People</p>	<ul style="list-style-type: none"> • Continue to manage the delivery of programmes and services to adults and young people in disadvantaged circumstances through, the Foundations Project. • Continue to support the opportunities for young people to progress to employment through the provision of an Employer Engagement Officer and a number of training programmes to young people including the LEAP Programme in the North Inner city 	<ul style="list-style-type: none"> • New funding was applied for and received, the project is ongoing. • LEAP Programme is continuing on an annual basis with built in reviews.

Goal	Action	Achievements
	<ul style="list-style-type: none"> Expand the youth guidance project in the North Inner city through the employment of youth guidance staff. 	<ul style="list-style-type: none"> Youth guidance project in the North Inner city – have reviewed this and seeking sanction from Solas to keep the programme going
Provision - Disability Supports	<ul style="list-style-type: none"> Complete the review of services with a view to develop a vision for a Learner Support Service that builds on current best practice and will be expanded to other colleges and centres Create a funding stream to support students with disabilities who are not eligible to apply for other state funding to support their continued participation on further education and training 	<ul style="list-style-type: none"> Disability review completed – sanction for two CEFs requested to support wider framework of learner supports Funding stream for other learners in place
Quality Assurance – Framework	<ul style="list-style-type: none"> Embed new Governance Structures Revise exam board and results approvals- issue new procedures Issue new guidelines to external examiners Finalise the Assessment procedures Implement continuous improvement plan priorities Develop and Implement Repeats policy paper Develop New Guideline to colleges and centres on the use of the RAP reports 	<ul style="list-style-type: none"> Structures are being embedded. Reviewed and new guidance material has been issued. New materials and training issued to all EAs. Finalised Improvement priorities implemented with progress of each priority published. Developed and implemented across the scheme. Written and embedded.
Quality Assurance – Quality Improvement Plan (QIP)	<p>Continue the implementation of the QIP 3-year Plan to:</p> <ul style="list-style-type: none"> complete the implementation of a unified quality assurance system in accordance with its QQI commitments incorporating strong corporate governance and effective data collection and self-evaluation mechanisms embedded throughout our service. 	<ul style="list-style-type: none"> The unified QA is an ongoing project. With aspects such as repeats being reviewed this year.

Goal	Action	Achievements
	<ul style="list-style-type: none"> • strengthen internal access, transfer and progression arrangements and seek ways to provide integrated student and academic support to students throughout their learning journey. • through its QA procedures, formalise Access, Transfer and Progression and create clear and transparent progression pathways for learners into employment, within/across its provision or into higher education. 	<ul style="list-style-type: none"> • North inner city team established to pilot area model and to aid in access, transfer etc. • Ongoing work undertaken at local centre and head office level
Professional Development	<ul style="list-style-type: none"> • continue to facilitate professional development for staff through the CDU. • endeavour to expand involvement with Erasmus (international) programmes to provide CPD opportunities for teachers <i>and</i> • develop and rollout a training plan to ensure that, staff have the skills and knowledge to competently use the PLSS system. 	<ul style="list-style-type: none"> • CPD coordinator recruited and PD ongoing. €200k budget assigned to support staff development. • ERASMUS ongoing but suspended in 2020 due to Covid • PLSS training provided – will continue to review needs
General – Technology Enhanced Learning	<ul style="list-style-type: none"> • Finalise and begin implementation of its' TEL Strategy • Through the implementation of its TEL strategy, improve the quality of teaching and learning and active inclusion of vulnerable groups. • Roll out a mentoring approach to assist and support teachers, instructors and tutors to incorporate blended learning and TEL into course delivery • Extend access to SOLAS e-College and related online resources to colleges and centres 	<ul style="list-style-type: none"> • Strategy developed – being implemented by new coordinator • T&L ongoing through TEL coordinator and PD coordinator • Mentoring for TEL implemented across all aspects of delivery • Corporate team established on a temporary basis to provide supports across CDETb for academic staff in Blended/online delivery
Promotion	<ul style="list-style-type: none"> • Seek resources to establish a Communications and Media Unit to develop a proactive response to 	<ul style="list-style-type: none"> • No

Goal	Action	Achievements
	<p>public communications and information</p> <ul style="list-style-type: none"> • ensure Public Information is clear, accurate, objective, up-to-date and accessible, • review and improve the CDETБ website • seek support to prepare publications in Plain English and in a variety of accessible formats • develop other methods of communicating through social media and other low-cost, high impact communication channels • develop better use of social media, mobile apps and other methods of communicating with learners • develop communication strategies to ensure that staff are optimally informed to promote services to potential and current learners <i>and</i> • plan a marketing / communications strategy that targets influencers - parents, career guidance professionals, etc. 	<ul style="list-style-type: none"> • Social media used ongoing • Comms strategy identified in new CDETБ Strategy - will review and implement in coming years
Youthreach	<ul style="list-style-type: none"> • Youthreach centres will continue the delivery of pre-apprenticeship type programmes to enable students to progress to apprenticeship programmes. • Formalise links with colleges to enhance progression • Seek to secure property for Kilmore Youthreach • Implement the TEL Strategy to provide flexible, learner centred delivery 	<ul style="list-style-type: none"> • Ongoing • Links with colleges was improved and ongoing • Kilmore premises secured and due to open in first quarter 2021 • Staff member assigned to devise and implment range of supports

Goal	Action	Achievements
	<ul style="list-style-type: none"> Review and increase places in Cabra Youthreach 	<ul style="list-style-type: none"> Restructuring complete, plan to increase places suspended due to Covid
<p>PLSS and FARR</p>	<ul style="list-style-type: none"> Ensure all courses scheduled in PLSS are correct in FAR and that all collages and centres input their projected outputs and outcomes as required. Embed the Research and Data Management Unit to analysis the data collected on outcomes from courses, and labour market and community research and provide this for planning at college, centre and central level. Develop a suite of regular management reports for senior management team 	<ul style="list-style-type: none"> Ongoing Applied for `new post In development

Youth Services

Goal	Actions	Achievements
<p>Support the provision, coordination, administration and assessment of youth work services in its functional area</p>	<ul style="list-style-type: none"> • Provide assurances to the Departments that the public funds disbursed for the provision of youth services, clubs and other initiatives are being adequately accounted for and subject to the appropriate level of financial control in line with public accounting procedures • Provide support and development to youth services / groups in line with policy objectives • Monitor the performance of funded services in delivering good outcomes for young people • At the request of the Department, carryout an assessment of young people’s needs and where appropriate develop proposals to meet young people’s needs in line with policy objectives for young people 	<ul style="list-style-type: none"> • All actions were achieved and enhanced. • All funds allocated were disbursed and expended by the funded organisation. • All financial reporting requirements to the relevant government departments were achieved • The Area Profile and needs assessment was completed • The UBU scheme commenced in July 2020 and all funded organisations were successful in transitioning to the scheme. Two new CDETB initiatives have commenced as part of this scheme.
<p>To adopt a strategy statement and an annual service plan and to assess whether the manner in which it performs its functions is economical, efficient and effective</p>	<ul style="list-style-type: none"> • Prepare and agree an operational plan for 2020. • Continue strategic planning process. 	<ul style="list-style-type: none"> • The plan was prepared but due to the implementation of the UBU this plan evolved and developed based on Department of Children, Equality, Disability, Integration and Youth (DCEDIY) requirements. The UBU scheme is based on a continuous improvement model with various cycles. CDYSB had to adapt its operational plan to meet these requirements. All agreed actions were achieved. • Due to COVID-19 the implementation of the new strategic plan was delayed but it has progressed with a number of measures in place
<p>Provide such information as may be requested by the Minister for Children and Youth Affairs in relation to such support</p>	<ul style="list-style-type: none"> • As requested 	<ul style="list-style-type: none"> • All information requested by the minister and his officers was provided.

Student Universal Support Ireland (SUSI)

Goal	Action	Achievement
<p>Manage the annual application process and grant cycle on time each year through well-defined, efficient, streamlined, transparent and effective business processes</p>	<ul style="list-style-type: none"> • Review assessment standard operating procedures and training documents • Review team models and supervisory structure – rotate staff to ensure knowledge sharing and succession planning to mitigate impact of attrition • Conduct competency assessment to identify staff training and development needs • Provide annual and refresher training to new and permanent assessors • Review methodology of training provided • IT development of new ICT system managed by the Project Office • Continuous management of existing SUSI systems which require significant manual intervention • Manage the existing Service Contract which is in place for SUSI’s public facing systems • Implement organisation wide cyber security training • Review cloud hosted infrastructure 	<ul style="list-style-type: none"> • All DES performance metrics and assessment quality assurance targets met or exceeded. • Team models and supervisory structure reviewed and changes made. • Training methodology and content reviewed and implemented in advance of 2020 opening • Training Needs Analysis for SUSI staff underway. • Cloud hosting structure reviewed and resulting recommendations to be actioned. • ICT systems and service contracts managed effectively for 2020-21 application processing season. • Remote working protocols and cyber security training delivered to all staff in context of working from home.
<p>Carry out the functions of an awarding authority including making decisions on grant applications and awarding grants, appeals, inquiries, change of circumstances, recovery of debt and facilitate necessary engagement with the Student Grants Appeals Board</p>	<ul style="list-style-type: none"> • Administer appeals on grant applications and implement decisions of Student Grants Appeals Board • Review trends of decisions and matters relating to appeals basis • Further develop quality assurance team to monitor assessment • Constant review of methodology of monitoring and reporting assessment quality • Implement coaching procedure to ensure continued support and quality management • Continue meetings with Department of Education and Skills (DES), Student Grant Appeals Board (SGAB) and administrative support personnel to formalise protocols for liaising 	<ul style="list-style-type: none"> • 100% appeals decisions notified within 30 days from the last point of contact. • Post-Assessment Quality Assurance (PAQA) review across a number of new grant assessments processes implemented in 2020 • SUSI’s Quality Assurance Team carry out weekly High Risk Reviews on select processes and areas. • Note: New overpayments policy not approved by DES for implementation. Overpayments continue to be recouped in line with strict provisions of legislation. • Annual and quarterly reporting on fraud investigation/inquiries completed.

Goal	Action	Achievement
	<p>between DES and SUSI on the Board’s appeal cases</p> <ul style="list-style-type: none"> • Submit annual report and analysis of 2019 Inquiries Report • Review trends of suspicious activity reported • Identify risk areas for compliance risk audit • Coordinate and agree new Overpayments Policy and Procedure with relevant stakeholders 	<ul style="list-style-type: none"> • Risk monitored and updated throughout 2020 including separate Project Risks for IGPS & Planning for opening. Additional section to incorporate Covid 19 added.
<p>Implement the prescribed terms and conditions of the Student Support Act, the Student Grant Scheme, the Student Support Regulations and any related policies and directions issued from time to time by the Minister for Education and Skills</p>	<ul style="list-style-type: none"> • Presentation of analysis of trends and themes of 2019 administration year to DES to feed in to annual consultation on Student Grant Scheme • Provide annual and refresher training to new and permanent assessors ensuring changes incorporated 	<ul style="list-style-type: none"> • SUSI provided input for 2020 scheme changes to DES and implemented 2020 Se changes, and additional Covid related Policy changes & updated processes and training accordingly. • Additional SIs, Student Grant Amendment Schemes relating to: <ul style="list-style-type: none"> a) COVID-19 Once-off Emergency Grant b) approved institutions also implemented.
<p>Process applications and establish a student’s provisional entitlement to grant assistance in advance of the student being offered a place on an approved course and make on-time payment of grants by EFT to eligible students</p>	<ul style="list-style-type: none"> • Early opening to ensure timely processing of applications • Ensure timely and accurate payments of fee and maintenance grants • Review of monthly and quarterly reporting to DES 	<ul style="list-style-type: none"> • Monthly reporting to DES/DFHERIS continued throughout 2020 • Frequency of reports and operational and strategy review meetings was revised. • SUSI exceeded targets as set out in the MFA between DES and CDET.B. for completion of 95% of Renewal applications by 31 October. The actual percentage achieved was 98%. The target of 85% of new applicants completed by 30 November was also exceeded as the actual completed was 96%. • SUSI also exceeded its grant payment targets 99% of renewal grants were paid by 30 November which exceeded the target of 95%. 93% of new applicants received payment by 30 November which exceeded the target of 85%.

Goal	Action	Achievement
Provide clear, accurate, concise and timely information, advice and guidance to students and key stakeholders	<ul style="list-style-type: none"> • Stakeholder engagement including annual update and meeting with Advisory Group • Review resources and information available to service users via the website, outreach programme, advertising campaigns, call centre and other information programmes • Continuous improvement and update of SUSI website and information materials • Review SUSI's focused Outreach programme • Ensure Irish Language Act 2003 compliance • Enhance use of social media and digital assets 	<ul style="list-style-type: none"> • Stakeholder engagement continued uninterrupted and in same format throughout 2020 and annual update meeting held online. • SUSI Outreach programme reviewed and moved online. • Customer sentiment tracked and reported on daily via SUSI support desk and social media activity reporting
Provide a customer-centred service and monitor levels of customer satisfaction at all stages of the grant enquiry, application and appeal process	<ul style="list-style-type: none"> • Work with outsourced service provider to ensure high levels of customer service • Continue monthly business reviews with outsourced service provider • Escalation process implemented • Undertake direct Quality Assurance analysis of calls, emails and social media responses • Review internal training of outsourced provider support Desk Agent 	<ul style="list-style-type: none"> • USI's outsourced call centre met SLA targets in 2020: 76% against target of 70% of all calls were answered within 30 seconds, 97% against a target of 95% of emails to be responded to within two working days of receipt. • Support Desk training reviewed and moved to online for 2020. • QA continued direct analysis of customer service responses.
Provide management, financial, profile and other data or information required by the Department of Education and Skills to assess, plan and develop policy	<ul style="list-style-type: none"> • Provide control oversight across financial operations. • Coordinate and agree new Overpayments Policy and Procedure with relevant stakeholders • Reviewing and expanding on those system and process changes delivered in respect of GDPR • Plan for move to new premises 	<ul style="list-style-type: none"> • Reporting continued throughout 2020. • As above new Overpayments Policy not implemented in 2020. Current process continues on the basis of section 24 of Student Support Act and article 40 of Grant Schemes. • Outsourced customer service provider DPA reviewed and updated. SUSI DPIA on working from home (WFH) completed. DP Guidelines For Staff on WFH created and circulated. DP Training reviewed, updated and moved to online. Review and update of all SUSI Compliance forms. Recirculated to staff for completion. Privacy update to Grants Online application form implemented.

Goal	Action	Achievement
		<ul style="list-style-type: none">• Building move on hold due to external factors. Alternative options actively progressed with OPW.

Organisation Support and Development

Goal	Actions	Achievements
Capital		
Additional Accommodation – Clonturk CC	<ul style="list-style-type: none"> Provision of two storey classroom modular accommodation. 	Project completed.
Additional Accommodation – Colaiste Eoin	<ul style="list-style-type: none"> Provision of Autism Suite. 	The Autism Suite achieved practical completion in January 2021. The delay was due to COVID restrictions.
Summer Works – Colaiste Dhulaigh PP	<ul style="list-style-type: none"> Replacement of external windows and doors for Post Primary building.. 	Project completed.
Emergency Works Scheme Larkin CC	<ul style="list-style-type: none"> Replacement of sports facility roof. 	Project completed.
Emergency Works Scheme Terenure Sportsgrounds	<ul style="list-style-type: none"> Replacement of pavilion building roof. 	Project completed.
Additional Accommodation Kylemore College	<ul style="list-style-type: none"> Universal access toilet facilities. Refurbishment of entrance doors and external ramps. Installation of lift. 	Partial delivery of project in 2020. Project will be completed by Quarter 3 – 2021.
Marino College	<ul style="list-style-type: none"> SEAI energy retrofit. 	Project completed.
Summer Works 2020 Presentation College	<ul style="list-style-type: none"> Upgrade of fire safety systems. 	Project completed.
Colaiste Dhulaigh FE	<ul style="list-style-type: none"> Installation of access ramp from carpark to college entrance path. Universal access toilet facilities. 	Projects completed.
Coolock Youthreach	<ul style="list-style-type: none"> Refurbishment of building acquired under lease for use as a Youthreach Centre. 	Practical completion January 2021. Delay due to COVID 19
Corporate Services		
Freedom of Information /Data Protection	Process all FOI and Data Access requests to ensure compliance with legislation	Target achieved.
	Review FOI/Data Protection procedures	Review of procedures ongoing.
Communications	Arrange advertising campaigns as required	Campaign successfully delivered
Governance	Co-ordinate the preparation and publication of the following documents: <ul style="list-style-type: none"> Service Plan Annual Report 	Publications delivered
	Assist in the preparation and publication of the 5-year Strategic Plan	Strategic Plan delivered

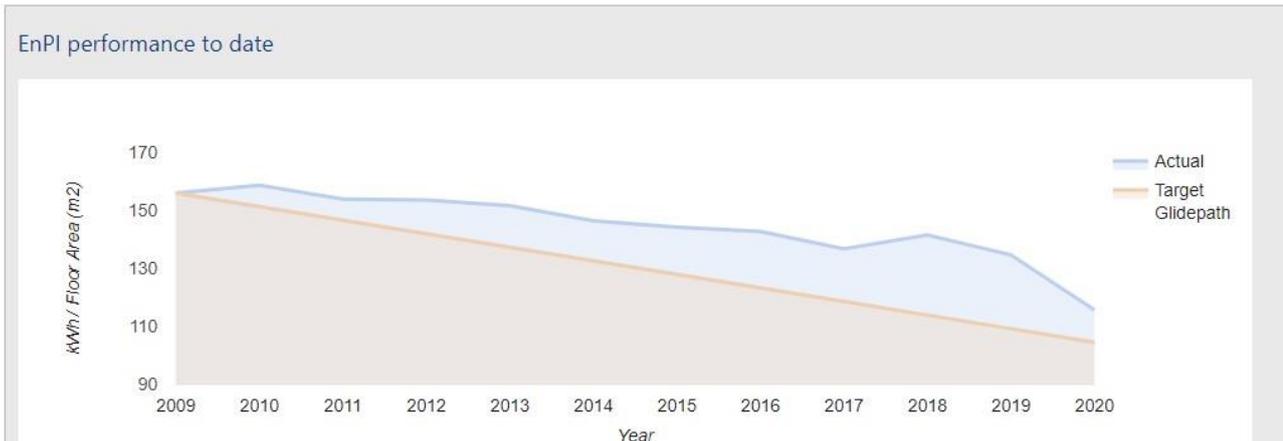
Goal	Actions	Achievements
Health and Safety		
Health & Safety Statement	Update the Safety and Ancillary Safety Statements for CDET Submit to Senior Management Team for approval	Work ongoing in this regard.
Training	The provision of refresher Training in First Aid Response – 3 days	Training was provided as indicated.
Human Resources		
Shared Services	Introduction of electronic HR system for all staff.	In progress, completion date November 2022.
Document Centric Solutions (DCS)	Introduction of online claims system for part-time staff who complete manual claim forms.	This is a 24-month project that commenced in April 2020. The pilot centre went live in December 2020. This will allow the project to be completed by December 2021/January 2022.
Public Sector Equality and Human Rights Duty	<ul style="list-style-type: none"> Implement public sector duty in line with legislation. Seek ongoing training in the area to improve knowledge and expertise. 	<ul style="list-style-type: none"> Working group established Training not provided due to Covid 19 restrictions
IT		
Maintain and improve the CDET Administrative Network	Upgrading of all Windows 7 computers to Windows 10	Completed.
	Data storage – examination of new data storage solutions (e.g. new Government Cloud Network)	Ongoing.
Finance		
Implementation of Education Shared Business Services (Payroll)	<ul style="list-style-type: none"> Agree proposed timelines and plan for transition with ESBS Confirm details of sub-projects, if required. Agree staff resources and funding mechanism Devise internal project(s) group reporting and communication structure Identify data migration and other transition issues for discussion with ESBS Identify user training needs 	Planning for the transition of CDET to Payroll shared services is in progress. Go-live planned for Quarter 4 2022.

Goal	Actions	Achievements
Implementation of Education Shared Business Services (New Learner Payments System)	Engage with ESBS in relation to a project implementation plan including system design, testing and communication. Participate on ESBS workshops and training.	<ul style="list-style-type: none"> Apprentice Payroll go-live achieved March 2020. Wave 1 Learner Payments also successfully migrated to the new Learner Payment system in August 2020
Implementation of Education Shared Business Services (Finance)	Engage with ESBS on either plan for transition to Finance Shared Services <u>Or</u> on contingency plans in the event that there is no successful bidder	ETB Finance Shared Services procurement evaluation completed Q2 2020 with no contract being awarded. New request for information (RFI) issued by ESBS to the market in Q4 2020. Discussions have commenced in relation to contingency plans for the ETB Sector.
Progress the recruitment and filling of key Finance Staff vacancies	<ul style="list-style-type: none"> Re-advertise Grade 7 vacancies. Run recruitment campaigns in conjunction with HR for Grade 3 staff. 	<ul style="list-style-type: none"> Grade 7 recruitment is on-going. Grade 3 recruitment on-going. A number of successful appointments were made in 2020.
To support the professional development of Finance staff	Prepare an initial training needs analysis for Finance staff	Plan impacted by Covid-19 Ad hoc training courses were run in 2020 including training on Windows 10 and excel.
Principals/Head of Centres/Admin Staff - Finance related Training	Identify key training needs of target audience	N- Plan impacted by Covid-19 and limited senior staff resources.
Procurement		
Implement Code of Practice for the Governance of ETBS (Circular 02/2019)	<ul style="list-style-type: none"> Analyse expenditure on procurement, both historical and future requirements Review the procurement and purchasing structure in CDETb 	Corporate Procurement Plan 2020 completed.
Implement standard procurement policy for the CDETb Organisation as a whole	ETBI (Education Training Board of Ireland) has issued an ETB Sectoral Procurement Policy template, which can be used and adapted in developing a standard Procurement policy for CDETb.	Policy currently being finalised for presentation to the CDETb Board in 2021.

Energy Report 2020

Statutory Instrument 542/2009 requires public sector organisations to report annually on their energy usage and actions taken to reduce consumption. CDETB efficiency gains have been achieved through structured energy management, building and facility upgrades, better energy procurement and through behavioural change within the organisations.

Below is the SEAI report on CDETB’s progress for the year 2020:



Total Energy Consumption

Grid Electricity: 6,526,388 kWh TFC	Fossil: 9,561,229 kWh TFC	Renewable: 0 kWh TFC
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Energy Savings

EnPI: 14.1% better than 2019		Consumption (TPER): 14.1% less than 2019
EnPI: 25.9% better than baseline		Consumption (TPER): 26.8% less than baseline

City of Dublin Education & Training Board improved its energy performance in 2020 by:

- Improving its energy management practices

Energy efficiency projects implemented in the reporting year

Project name	Total savings (kWh TFC)
energy management	100,000

Governance

The Board of City of Dublin Education and Training Board (CDETB) confirms that the 2019 Code of Practice of Governance for Education and Training Boards has been adopted and that CDETB comply with the up-to-date requirements of the Code in their governance practices and procedures

Role of Board

The Board currently has 20 members. It has a formal schedule of reserved functions. These functions (“Reserved”) are specified by legislation and include policy, planning, monitoring and the adoption of the annual accounts/report.

The Board is supported by an “Executive”, which is responsible for implementation of plans, day-to-day management and functions not reserved for the Committee. An organisational structure, with clearly defined authority levels and reporting structures, is in place.

Board members and designated staff, under Ethics Acts 1995 and 2001, provide annual Disclosures of Interests in respect of issues that could materially influence the performance of functions. In addition, the Code of Governance sets out the ethical standards required of Board members and staff. The Board held 9 meetings during 2020. Minutes are maintained and adopted in support of Board meetings.

Statement of Board Responsibilities

City of Dublin Education and Training Board was established on 1 July 2013 under the provisions of the Education and Training Boards Act 2013. Section 51 of that Act requires the ETB to keep in such form and in respect of such accounting periods as may be approved by the Minister for Education and Skills with the consent of the Minister for Finance and Public Expenditure and Reform, all proper and usual accounts of the monies received or expended by it.

In preparing those accounts, the Board is required to:

- a) apply the standard accounting policies for the preparation of ETB financial statements
- b) make judgements and estimates that are reasonable and prudent
- c) disclose and explain any material departures from the standard accounting policies

The Board is responsible for keeping proper books of account which disclose with reasonable accuracy at any time the financial position of the Board and which enable it to ensure that the Financial Statements comply with section 51 of the Education and Training Boards Act 2013. The Board is also responsible for safeguarding its assets and for taking reasonable steps for the prevention and detection of fraud and other irregularities. The Board considers that the Annual Financial Statements properly present the income and expenditure of the Board and the state of affairs of the Board.

Membership of the Board

Dublin City Council Representatives

Cllr. Keith Connolly (Chair)

Cllr. Vincent Jackson (Vice Chair)

Cllr. Joe Costello

Cllr. Caroline Conroy

Cllr. Sophie Nicoullaud

Cllr. Declan Meenagh

Cllr. Catherine Stocker

Cllr. Dermot Lacey

Cllr. Mary Callaghan

Cllr. Mícheál Mac Donncha

Cllr. Anne Feeney

Cllr. John Lyons

Staff Representatives

Ms. Audrey Cepeda

Mr. Noel McDonagh

Parent Representatives

Ms. Diane Cronin

Dr. Bryan MacDonald

Representatives appointed under Section 30(d) of the Education and Training Boards Act

Dr. Noel O'Connor

nominated by Technological Higher Education Association (THEA)

Mr. John Carr

nominated by Irish Congress of Trade Unions (ICTU)

Mr. Michael Blanchfield

nominated by ACCS/JMB/NAPD

Ms. Joanna Siewierska

nominated by Immigrant Council of Ireland

Dr. Shira Mehlman

nominated by Accounting Technicians Ireland (ATI)

Board Members Attendances 2020	Jan	Feb	Apr	May	Jun	Sep	Oct	Nov	Dec	Total Attendance
	16/02/2020	27/02/2020	09/04/2020	21/05/2020	18/06/2020	17/09/2020	15/10/2020	19/11/2020	10/12/2020	
Cllr. Joe Costello	X	✓	✓	✓	✓	✓	✓	✓	✓	8/9
Cllr. Caroline Conroy	✓	✓	✓	X	X	✓	✓	✓	✓	7/9
Cllr. Sophie Nicoullaud	✓	✓	✓	✓	X	✓	✓	✓	X	7/9
Cllr. Marie Sherlock	✓	✓	Nominated to Seanad Eireann							2/2
Cllr. Catherine Stocker	✓	X	✓	✓	X	✓	✓	X	X	5/9
Cllr. Dermot Lacey	✓	✓	✓	✓	✓	✓	✓	✓	✓	9/9
Cllr. Mary Callaghan	✓	X	✓	✓	✓	✓	✓	✓	✓	8/9
Cllr. Keith Connolly	✓	✓	✓	✓	✓	✓	✓	✓	✓	9/9
Cllr. Noeleen Reilly	X	X	X	✓	✓	X	Resigned Oct. 2020			2/7
Cllr. Vincent Jackson	✓	X	✓	✓	✓	✓	✓	✓	X	7/9
Cllr. Cróna Ní Dhálaigh	X	X	✓	✓	Resigned end of May					2/4
Cllr. Anne Feeney	✓	X	✓	✓	X	✓	✓	✓	✓	7/9
Cllr. Declan Meenagh	Appointed June 2020				✓	✓	✓	✓	✓	5/5
Cllr. Michael MacDonncha	Appointed June 2020				✓	X	✓	✓	✓	4/5
Ms. Audrey Cepeda	X	✓	✓	✓	✓	✓	X	✓	✓	7/9
Mr. Noel McDonagh	✓	X	✓	✓	✓	✓	✓	✓	✓	8/9
Dr. Bryan MacDonald	X	X	✓	X	✓	✓	X	✓	✓	5/9
Ms. Diane Cronin	✓	X	✓	✓	✓	✓	✓	✓	✓	8/9
Dr. Noel O'Connor	✓	✓	X	✓	X	✓	✓	✓	✓	7/9
Mr. John Carr	✓	X	✓	✓	✓	✓	✓	✓	✓	8/9
Mr. Michael Blanchfield	✓	X	✓	✓	✓	✓	✓	✓	✓	8/9
Ms. Joanna Siewierska	✓	X	X	✓	✓	X	X	X	X	3/9
Dr. Shira Mehlman	✓	✓	✓	✓	✓	✓	✓	✓	✓	9/9

Committees

The Board has established a number of Boards of Management and Committees including Finance and Audit and Risk Committees (listed alphabetically below). The Board nominates the chairpersons of these Boards of Management and Committees and detailed terms of reference are provided.

Audit and Risk Committee	Inchicore College of Further Education
Ballsbridge College of Further Education	Killester College of Further Education
Ballyfermot College of Further Education	Kylemore College
Cabra Community College	Larkin Community College
City of Dublin Youth Services Board	Liberties College
Clogher Road Community College	Margaret Aylward Community College
Clonturk Community College	Marino College
Coláiste Dhúlaigh College of Further Education	Pearse College of Further Education
Coláiste Dhúlaigh Post Primary	Plunket College of Further Education
Coláiste Eoin	Presentation Community College
Coláiste Íde College of Further Education	Rathmines College
Crumlin College of Further Education	Ringsend College
Education Service to Prisons	Section 29 Appeals Committee
Finance Committee	Whitehall College of Further Education
	Youthreach

Audit and Risk Committee

The Committee is composed of seven members, all of whom are independent of management. It is responsible for monitoring the executive in carrying out its functions and provides assurances to the Board as to the adequacy and effectiveness of the internal control process. It receives reports from management, external and internal audit. The Board receives an update from the Audit and Risk Committee and has regard to its report in adopting a statement of internal control and approving the annual accounts.

Audit and Risk Committee Attendances 2020	Internal/ External Member	12/04/2020	07/04/2020	18/05/2020	29/06/2020	10/09/2020	12/11/2020	Total Attendances
Paddy Bourke (Chair)	External	✓	✓	✓	✓	✓	✓	6/6
Mary Armstrong	External	✓	✓	✓	✓	✓	✓	6/6
Patrick Hopkins	External	✓	✓	✓	✓	✓	✓	6/6
Seán McKeon	External	✓	✓	✓	✓	✓	✓	6/6
Noel O'Connor	Internal	✓	✓	✓	✓	✓	✓	6/6
Shira Mehlman	Internal	✓	✓	✓	✓	✓	✓	6/6
Michael Blanchfield	Internal	✓	✓	✓	✓	✓	✓	6/6

Finance Committee

The Finance Committee is composed of five members. It has responsibility for reviewing the income and expenditure of CDETB, and the financial aspects of the education and service plans.

Finance Committee Attendances 2020	Internal/ External Member	08/04/2020	07/07/2020	22/10/2020	14/12/2020	Total Attendances
Cllr. Noeleen Reilly (Chair)	Internal	✓	✓	Resigned Oct 2020		2/2
Cllr. Keith Connolly	Internal	✓	✓	✓	✓	4/4
Cllr. Anne Feeney	Internal	✓	X	✓	X	2/4
Cllr. Dermot Lacey	Internal	X	✓	✓	✓	3/4
Mr. Michael Donnnelly	External	✓	✓	✓	X	3/4
Cllr. Declan Meenagh	Internal	Appointed November 2020			✓	1/1

Risk Management

The Board maintains active oversight of risk management and confirms that it has carried out an assessment of the principal risks, associated mitigation measures and reviewed the effectiveness of these measures in 2020. The Board manages risk for the organisation through a structured risk management programme. The Board is assisted in its risk management function by the Audit and Risk Committee. The Board also relies on the Internal Audit Unit (IAU) and its reports, on the C&AG annual audit and any external Audit such as an ESF audit and or Revenue Audit. In addition, there is a review of Internal Controls performed on an annual basis.

Risk Management is a standing item at all Board meetings and consideration includes:

- Risk reports from senior management including the Chief Risk Officer (CRO)
- Reports of the Audit and Risk Committee
- Changes in risk ratings
- Audit Register

Details of the principal risks and associated mitigation measures or strategies have been included in the SIC as part of the financial statements.

System of Internal Control

The Board confirms that there has been a review of the effectiveness of the system of internal control and that the Statement of Internal Control, which is subject to change until the external audit is completed, has been included in the Annual Financial Statements (AFS) for the year ended the 31st of December 2020.

Annual Financial Statement 2020

The Annual Financial Statement for the year ended on 31st December 2020 is subject to audit by the Office of the Comptroller and Auditor General (C&AG) at the time of publication of the Annual Report 2020. CDETБ will publish the audited financial statements after they are agreed by the Comptroller and Auditor General.

Financial data in relation to the following is included in the Annual Financial Statement:

- Non Salary-related fees paid in respect of Board and Committee members;
- Salaries and short-term employee benefits;
- Termination benefits;
- Key management compensation if any;
- The number of employees whose total employee benefits were between €0 to €59,999 and within each pay band of €10,000 thereafter

Public Spending Code

The Chairperson of the Board confirms that the organisation is adhering to the relevant aspects of the Public Spending Code. CDETБ reaffirms its commitment to meeting all requirements relating to the Public Spending Code and confirms also that in 2020, it adhered to the relevant aspects of said policies and procedures.

Tax

The Chairperson of the Board confirms that the ETБ has complied with its obligations under tax law. CDETБ reaffirms its commitment to meeting all requirements relating to its obligations under tax law.

Procurement Policy and Procedures

The Chairperson of the Board confirms adherence to the relevant procurement policy and procedures and the development and implementation of the Corporate Procurement Plan. CDETБ reaffirm its commitment to meeting all requirements relating to relevant procurement policies and procedures and confirms also that in 2020, it adhered to the relevant aspects of said policies and procedures other than those areas noted for further progress in the 2020 Statement of Internal Control.