

DE Business Plan 2008-09

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DE Business Plan 2008-09

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DEPARTMENT OF EDUCATION BUSINESS PLAN FOR 2008/09

DE VISION STATEMENT

DE exists to ensure that every learner fulfils his or her full potential at each stage of development.

We will do this by:

- Supporting our Minister in setting a clear strategic direction for education.
- Developing clear policies that help schools and youth provision deliver high quality outcomes.
- Ensuring resources are secured and allocated in line with education priorities.
- Holding ourselves and others to account for agreed outcomes.
- Working collaboratively with our partners.
- Embracing equality and diversity.
- Learning from research, best practice and experience.

Equality

The essence of the DE Vision is *'to ensure that every learner fulfils his or her full potential'*. Considerations of equality are therefore central to everything we do, not only in relation to 'Section 75' groups but any affected by educational disadvantage. This will be reflected throughout our policy work, and in decisions about the allocation of resources.

Foreword

Our education system is facing the most significant period of change in recent history. These changes, required by the Review of Public Administration, are designed to improve the quality of education services and enhance the delivery of teaching and learning for young people through the creation of a policy and administrative framework that fosters and supports schools as the main drivers of educational improvement. Although we have actively been preparing for change for some time now, developing the Department's Business Plan for 2008/09 underlines the realisation that this new era is fast approaching.

The range and quality of experiences offered to our children and young people and the outcomes achieved vary considerably. It is incumbent on the education service to identify and to seek to address the root causes of educational disadvantage and considerations of equality will be central to all areas of our work.

In this Business Plan we have encompassed the many priority actions for the current year to help provide direction, and guide our way through the significant workload. In particular, we must continue to work for a system of post-primary transfer and post-primary schools that provides all children with equal access to high quality education.

The Review of Public Administration will entail substantial effort to ensure the new organisation structures are in place and operational as soon as possible. The Department will have an increased focus on policy formulation and ensuring the delivery of better education outcomes, providing strategic vision and direction for the education sector. The new Education and Skills Authority will provide education support and ancillary services to schools. Roll out of the NICS Reforms will also enable us to review existing practises and streamline service delivery.

Although not necessarily reflected in the plan, recognition must be given to the important "routine" work that is undertaken to service the education sector and, of course, any other issues which may arise throughout the year to which the Department will need to respond.

I would like to thank you all for your hard work in getting us this far in the transition process. I appreciate the level of commitment you have shown and recognise that there has been and will continue to be a significant amount of additional work and pressure in trying to deliver this sizeable agenda.

WILL HAIRE

Introduction

This document presents the Business Plan for the work of the Department of Education for 2008/09. The Business Plan sits within the wider context of the priorities set by the Executive for the 3-year period up to March 2011, which were the subject of the Budget.

This is a time of major transition for the education sector, notably with the creation of the new Education and Skills Authority (ESA); significant changes in the curriculum and the organisation of post-primary education; and the transfer from DHSSPS of policy responsibility for Early Years. These and other changes will shape the education service's agenda for the rest of this decade and beyond.

This document has 2 main elements. Section A provides an overview of the strategic context and priorities. In the coming months, work will be undertaken in conjunction with ESAIT to develop this further as a coherent statement of education priorities for the period from 2009/10 onwards. This in turn will provide the framework for the preparation of the more specific Business Plan for the Department, and the Operating Plan for the Education and Skills Authority for the year 2009/10, which will be the first under the new administrative structures.

Section B is the Business Plan for DE for 2008/09, reflecting the particular challenges that the Department will face in the coming year, which will be a key year of transition and transformation for the Department.

Wider planning context

The Department's Business Plan has been prepared in the context of the spending plans for Departments over the years 2008-09 to 2010-11 which have been agreed by the Executive, to deliver the priorities and actions in the Programme for Government and the Investment Strategy. The Executive's focus is on achieving the following 5 key strategic and inter-dependent priorities:

- grow a dynamic, innovative economy;
- invest to build our infrastructure;
- deliver modern, high quality and efficient Public Services;
- protect and enhance the environment and natural resources; and
- promote tolerance, inclusion, health and wellbeing.

Growing the economy will be the Executive's top priority over the lifetime of the Programme for Government, to promote the wealth and resources required to build a peaceful, prosperous, fair and healthy society. However this priority can only be delivered successfully by virtue of the interconnectivity of the other priorities, taken forward in a way which is sustainable in order to meet the needs of today, as well as those of future generations. The Executive's approach to delivering its priorities will be underpinned by 2 cross-cutting key themes:

- a shared and better future for all: fairness, inclusion, equality of opportunity and promotion of good relations; and
- sustainability: building a sustainable future.

To support these priorities and help realise the goal of a better future, 23 Public Service Agreements (PSAs) (www.pfgbudgetni.gov.uk) have been developed. They confirm the key actions that will be taken in support of the Executive's priorities, and the outcomes and targets to be achieved over the next 3 years. The main PSAs involving DE are:

- PSA 10 - Helping our children and young people to achieve through education;

- PSA 16 - Investing in the health and education estates (jointly with DHSSPS);
- PSA 19 - Raising standards in our schools.

The Department will also contribute to the delivery of cross-cutting PSAs led by other Departments and to the delivery of longer-term objectives of both our own and other Department's strategies through participation in cross-Departmental work, particularly those with coincident interests and responsibilities such as the Department for Employment and Learning (DEL), the Department of Culture, Arts and Leisure (DCAL) and the Department of Health, Social Services and Public Safety (DHSSPS).

The work of the education service is such that it both contributes to, and is shaped by, a range of strategies from other areas of government. Those with the most direct bearing on education are the Children and Young People Strategy and the Investment Strategy. In addition, an overriding priority for education is to promote equality of opportunity, so that all learners are given an equal chance to succeed.

The high level actions the Department will pursue to underpin delivery of the priority areas are covered in greater detail in later sections. However our major focus is to:

- Enable learners to fulfil their potential;
- Prepare every learner for life;
- Transform education for learners;
- Provide the best environment for learning.

At the same time substantial work will be undertaken in the year ahead to roll-out NICS Reforms and to establish the new Education and Skills Authority.

SECTION A: STRATEGIC OBJECTIVES FOR THE EDUCATION SERVICE

Our aspirations for our children and young people are summarised in the 6 key outcomes highlighted in the 10-year Children and Young People Strategy. We want to ensure that our children and young people are:

- healthy;
- enjoying, learning and achieving;
- living in safety and with stability;
- experiencing economic and environmental wellbeing;
- contributing positively to community and society; and
- living in a society which respects their rights.

This offers a significant challenge to our society and our education system where social and economic disadvantage still, too often, leads to educational under-achievement. DE's focus must be on ensuring that the education system delivers for every young person equal opportunity to learn, develop and succeed.

In highlighting the need for an improvement in standards, it is important to acknowledge that many young people do very well at school, reaching levels of attainment that compare favourably with other regions and other countries. Despite the significant strengths evident in the current educational system, we know that there are still far too many pupils who are not reaching their full potential - and still too many schools where performance could be better. That is why quality and standards are at the very heart of our vision for school improvement. We want to do more to raise levels of achievement, especially in literacy and numeracy and ICT.

We want therefore to take action to deliver improvements in the overall performance of schools. There will be a particular focus on levels of literacy and numeracy and ICT in those schools which currently have lower than expected levels of achievement and/or which draw their pupils from areas of high socio-economic disadvantage. This will help ensure that pupils leave school with appropriate formal qualifications, ready to play their full part in their community and in the economy and wider society.

This is particularly important in a society which is not homogeneous to begin with and is becoming more ethnically and socially diverse; where technology is changing all our lives and could lead to a new 'digital divide'; where our environment appears in danger; and in an economy where the forces of global competition put a premium on the acquisition of skills. We need therefore, to have high aspirations for the children in our education system; they need to be prepared for life in the world as it is becoming not merely for the present.

Our vision in the face of these challenges is based on a strong belief in equality. It is the creation of an education system where children's chances of success are not related to their socio-economic background, gender or ethnicity: It is a system which embraces the highest standards of achievement for all and which continually seeks to improve. It is a system where the purpose and enjoyment of learning is passed on to a new generation. A system that recognises that we need to examine other ways of securing better outcomes for young people in the context of today's society. We must develop the contribution which youth work and other forms of non-formal education make to learning and achieving.

Education must be driven by values. The interests of children should come before those of institutions. The commitment to our young people that is shown by governors, principals, teachers, early years workers and youth workers and indeed all those who work in the system, should be recognised. Education should be more about collaboration than competition. The actions of the Department and its agencies should be transparent and they should be accountable for those actions to the Assembly. Above all, all children and young people should be treated as of equal worth and value.

EQUALITY IN ACTION

In an increasingly competitive world, the education service's aim is to continuously raise standards. That is as it should be, so that we ensure our young people can contribute effectively to the economy and society, and live fulfilling lives. Even though standards are already high in many places, there can be no room for complacency.

An even bigger challenge, however, is to ensure that while we are raising standards overall, we close the gap between the high achievers and those who, for a wide variety of reasons, may not be benefiting fully from their educational career. This includes, but goes beyond, the 'Section 75' groups (religious belief, political opinion, racial group, men and women generally, marital status, age, persons with a disability, persons with dependents, sexual orientation). It is incumbent on the education service to identify and to seek to address the root causes of educational disadvantage. These may stem, for example, from family or social issues; from having to cope with education in a language other than your mother tongue; from special physical or other needs; or as a consequence of the 'digital divide' resulting in unequal access to modern technology.

Addressing these issues must continue to be central to the development of policies and the distribution of resources, so that provision is tailored and services are located in a way that promotes inclusion, recognises and respects diversity, and equalises access for all. These principles apply to all areas of education, spanning from the important early years, where effective intervention and support offer the greatest prospect of countering the effects of disadvantage, through to good quality youth services.

Against this background, the education service's activity will be characterised by the following 4 main strategic objectives:

- **Enable learners to fulfil their potential** through ensuring equality of access to a quality education and tackling the barriers to children's learning.
- **Prepare every learner for life** through improving quality and raising standards for all children, supporting a curriculum which is relevant to individual aspirations and to social and economic needs, and motivating and empowering our young people to contribute positively to society, now and in the future.
- **Transform education for learners** by building the best support for educators across all sectors and phases and maximising the resources focused on teaching and learning.
- **Provide the best environment for learning** by securing the provision of buildings, equipment and materials that offer children a motivating and rich environment in which to learn.

The first years of a child's life are of critical importance for future development and wellbeing. It is during these early months and years that a high percentage of children's learning takes place, that attitudes are formed, first relationships are made, concepts are developed and the foundation of all later skills and learning are laid. This is a crucial stage in children's lives and it is the responsibility of parents, of the education system and of wider society to ensure that children have the very best start in life, and do not fall behind but arrive at formal learning at a level appropriate to their capacity. Ability gaps open up long before formal schooling begins, and early interventions are essential in securing the abilities needed for success in later life. Parents are the primary educators and we need to do more to help and support them

in this role. Not all parents have had positive experiences of education themselves and it is therefore vital that this support recognises and helps in overcoming barriers related to education so that these are not carried on into another generation. Other agencies are involved in supporting parents and the collaborative relationship with DHSSPS is central to the Early Years phase of development.

From the age of 6 to 14 children are engaged in a period of general education, learning the basic skills of literacy, numeracy and ICT which are fundamental to their future and steadily widening their curriculum in line with statutory obligations, including learning about their and other societies and the economic realities of life. By the age of 14 children should be in a position, with their parents' and teachers' advice, to make choices about subjects and directions which might shape their future opportunities.

From age 14-19 children are maturing into young adults. They will refine their curriculum and pathway choices, gain their externally accredited national qualifications, widen their opportunities for informal learning and, for some, leave the education environment altogether. It is vital, at this stage, that young people make informed choices about future employment and career opportunities. They face a world of employment where traditional jobs are disappearing and new opportunities are taking their place. We need to ensure that our education system gives equal standing to academic and professional/technical pathways and that young people have access to both, in ways that best meet their individual needs. When they leave education our young people need to be flexible, to be strong in basic literacy and numeracy and have acquired many of the "softer" skills and personal attributes they will need in the workplace. The Department's collaboration with DEL and the collaboration among schools and between schools and colleges will be central to achieving these outcomes.

16 and 17 year olds

The participation rate of 16 and 17 year olds in full-time education and vocational training in 2006/07 was 92.0% (87.5% for males and 96.8% for females).

Some 55.1% of 16 and 17 year olds in full-time education and/or vocational training attended schools, whereas 24.5% attended further education colleges, mainstream courses and 20.4% attended Jobskills training programmes.

Youth provision is available from ages 4-25, and is an invaluable means of support to young people throughout their school years, and through further education and into employment or training. It can engage many young people on a personal level, particularly those who leave school early, encouraging participation and enabling them to re-connect with their peers and the wider society.

Throughout these phases, children's learning and progress will be underpinned by high quality teaching and support, the effective use of assessment outcomes, the continuing engagement of parents in their children's learning and the creative use of technology in the learning process. All children should have access to these throughout their school years. Children facing barriers to learning should have the appropriate forms of support. The system should focus on developing each young person to the highest possible standards, in the broadest sense, so that they can all face further or higher education or employment equally equipped to create their futures.

SECTION B: DE BUSINESS PLAN FOR 2008/09

Introduction

The Department has a central and critical role in leading the education service, and it is essential that we fulfil this role effectively. To guide our work, the Department has adopted the Vision Statement and commitment to Equality shown on Page 4.

Departmental Profile

In seeking to fulfil this vision, the Department currently operates through the management structures shown in Annex A, which seek to ensure the effective management of the Department's business, timely policy advice to the Minister, and sound financial control. Annex B provides an outline of the current and Post-RPA structure of educational administration. Annex C provides additional key data on the education system, and on Education Finance. The Department will continually review the deployment of staff resources in support of the policy agenda.

Key Elements of Current Policy Agenda

Taking the four strategic objectives set out in the previous Section as our guide, during the 2008/09 Business Plan year, the Department will take forward work on a range of policies to support successful learning for all children, including:

- a comprehensive early years strategy that focuses on the development and wellbeing of each child;
- implementation of the revised curriculum, with its focus on core skills, and the wider range of options under the Entitlement Framework;
- fair and equitable post-primary admissions arrangements;
- a school improvement policy that will continue to raise levels of achievement and tackle underachievement;

- a literacy and numeracy strategy, linked into the revised curriculum, designed to ensure that every child can acquire the necessary skills in these vital areas before they leave school;
- increasing use of ICT both as a tool for learning and in developing young people's skills in this area;
- Special Educational Needs provision, tailored to help the most vulnerable children;
- Review of Irish-medium Education;
- North-South cooperation on an expanding and developing wide range of issues covering education for children with special needs; educational underachievement; teacher qualifications; and school, youth and teacher exchanges;
- enhancing British-Irish cooperation in the field of education;
- enhancing the quality of provision for initial teacher education, continuing professional development, and preparation for leadership;
- putting in place, in conjunction with DEL, coherent provision for education and training for young people aged 14-19; and
- pastoral care arrangements which safeguard young people and recognise the societal pressures on them.

These policies will be complemented by the work necessary to establish the new Education and Skills Authority; initiate coherent arrangements for area based planning that take account of the changing demographic picture and the needs of all education sectors, including the Irish Medium and Integrated sectors and the voluntary, community and private sectors; and ensuring that through this we deliver a modernised school and youth estate that meets the needs of young people.

This is a significant and challenging policy agenda. It will, however, provide a strong basis for achieving our vision of transforming the education service and ensuring equality of access, opportunity and outcome; of raising achievement for all, and focusing all those involved in the early years, schools and youth services on providing an educational experience of the highest quality for all our children.

Finance

A fundamental responsibility for the Department is to secure an optimum share of available resources for delivery of education services in line with departmental priorities, and to ensure that resources are used and accounted for in a manner which demonstrates effective and efficient use of public funds, and has regard for equality considerations.

In this context, a key requirement for all divisions is to ensure the application of robust financial management arrangements in their respective policy areas, both in the Department and within funded bodies, to ensure effective budgetary planning, monitoring and control of public resources in line with the public expenditure control framework.

DE Transformation

Whilst sustaining momentum on this important policy agenda and discharging our responsibilities for the stewardship of public funds, the period immediately ahead will also involve a substantial transformation within the Department itself, as we prepare for the new administrative structures for education that are being introduced following the Review of Public Administration.

The creation of the Education and Skills Authority will signal a much clearer demarcation between operational delivery (ESA) and strategic leadership and policy development (DE). As a result, the Department will in future focus much more extensively on:

- analysis and evaluation;
- strategic thinking and planning;
- policy review and development;
- legislation;
- target setting and monitoring;
- financial and performance management;

This will involve changes to culture and practice within DE, coupled with revised structures and the need for a different mix of skills. In addition DE will, as part of the NICS Reform agenda, introduce revised arrangements for the delivery of support services such as Human Resources and Information Communication Technology. To ensure these issues are addressed in a co-ordinated manner, SMT has prepared a DE Transformation Programme, the main elements of which are summarised in Annex D of this Plan.

Risk Management

The Department operates robust risk management arrangements focussed on securing the priorities in this plan.

2008-09 BUSINESS PLAN OBJECTIVES

This Business Plan sets out the work to be undertaken by the Department in relation to the 4 strategic objectives. Each of these is analysed in terms of:

- a definition of the objective;
- the principal targets which will contribute in 2008-09 to meeting the objective;
- the “key actions” in support of the objective that fall to specific Divisions;
- the date by which the action is to be achieved.

The nature of the Department’s work is such that much of the performance, outputs and outcomes occur on a longer time-scale, set out in the Executive’s Programme for Government and the related PSAs. The latter are therefore referred to in the text where appropriate.

The Education and Training Inspectorate (ETI) is a vital source of information on performance and achievement. ETI provides inspection services and policy advice to the Department. The independent evaluations made by ETI provide the Department first-hand evidence on the quality of learning and teaching and standards achieved across the education and youth sectors in the North of Ireland. The evidence also serves to support the Department with the policy-making process, and in relation to the level of success with regard to the implementation of existing policies.

In addition to the policy work associated with the 4 strategic objectives, the Department must also continue to discharge its responsibilities in a number of other vital areas implicit in the fulfilment of the Vision statement. These include areas such as financial management and budgetary control, payment of teachers’ salaries and pensions, legislation, equality and North/South interface. These are dealt with below under “Other Key Departmental Responsibilities” and “Resourcing Education”.

1. ENABLE LEARNERS TO FULFIL THEIR POTENTIAL

Objective:

To enable learners to fulfil their potential through ensuring equality of access to a quality formal and non-formal education and tackle the barriers to learning.

Related PSA Targets:

19: Raising Standards in our Schools

Educate and develop our young people to the highest possible standards to deliver improved outcomes for all young people, including measurable reductions in the gap in educational outcomes between highest and lowest attainers (DE).

- By 2011, 68% of students gaining a level 2 qualification by the time they leave school.
- By 2011, 65% of students undertaking A level examinations gaining 3+ A levels A-C or equivalent in Year 14.
- Raise the participation rate of 16/17 year olds in full-time education or vocational training to 95% by 2011.
- 55% of students gaining a Level 2 qualification, including GCSEs A*-C in English/Maths (or equivalent) by the time they leave school by 2011.
- 30% of students with entitlement to Free School Meals gaining GCSEs A*-C in English and Maths by the time they leave school by 2011.
- 90% of students gaining GCSE A*-G in English and Maths (or equivalent) by the time they leave school by 2011.
- Reduce percentage of year 12 pupils with no qualification at GCSE level or equivalent to 1.5%.

10: Helping our Children and Young People to Achieve Through Education

Encourage all our children to realise their potential by improving access to formal and non-formal education and provision tailored to the needs of disadvantaged children and young people (DE/DHSSPS/OFMDFM/DCAL).

Includes targets:

- Deliver new early years strategy which will bring early years care and education together in a co-ordinated way, to support integration of service delivery
- Increase to 30% the percentage of students by 2011, with entitlement to Free School Meals, gaining a Level 2 qualification by the time they leave school.
- By 2010 bring the attainment levels of primary and post primary schools identified as having 51% or more pupils living at a postcode within a Neighbourhood Renewal Area, up to within 5 percentage points of the average at Key Stage 2 and 3 percentage points of the average at GCSE.
- By 2010, reduce the number of pupils achieving no GCSEs attending schools identified as having 51% or more of their pupils living at a postcode within a Neighbourhood Renewal Area, to within 1 percentage point of the average.
- To attract at least 98,000 visitors per annum to organised educational visits at National Museums by 2009.
- Introduce greater consistency and better value for money in the delivery of SEN services, by 2010/11.
- Implementation of agreed recommendations of the Irish Medium Education Review.

12: Housing, Urban Regeneration and Community Development

Promote decent, energy efficient, affordable housing and regenerate disadvantaged areas and towns, city centres, and support community development to create environments which enhance quality of life and contribute to wellbeing.

In line with PSA targets 3,9 and 11- Achieve measureable long-term reductions in health, educational and employment differentials for those living in Neighbourhood Renewal Areas (DSD/DE/DHSSPS/DEL/DETI/OFMDFM).

DE Key Actions:

Early Years Strategy

	Date Action to be completed by:
1. Publish for consultation Early Years Strategy.	November 2008
2. Finalise policy recommendations on Early Years following consultation.	December 2008
3. Produce Early Years' 3-year implementation plan and one year action plan.	March 2009

Admissions and Transfer Policy

4. Regulations for new post-primary arrangements prepared for consultation.	autumn 2008
5. Publish for consultation Area based plans for post-primary provision.	March 2009
6. Legislative provision giving preference in admissions to applicants resident in North of Ireland reviewed with view to removal.	March 2009

School Improvement Policy

7. Initiate implementation of the new policy on school improvement following consultation with key stakeholders and the Education Committee.	September 2008
8. Publish for consultation a revised strategy for raising achievement in literacy and numeracy.	June 2008

Extended Schools

9. Evaluate the effectiveness of Full Service Extended School provision in supporting the education of disadvantaged children and young people.	March 2009
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SEN and Inclusion

10. Publish for consultation proposals from SEN and inclusion review.	autumn 2008
11. Announce revised SEN policy.	spring 2009

12. Publish for consultation the recommendations of the Review of Irish-medium Education.	June 2008
13. Finalise policy recommendations on Irish-medium Education following consultation.	February 2009
<u>AEP Review</u>	
14. Publish for consultation proposals for new framework for development and regulation of alternative education provision.	November 2008
15. Prepare new framework for development and regulation of alternative education provision.	March 2009
<u>Youth Policy</u>	
16. To produce priorities for youth strategic document in consultation with Youth Service stakeholders.	March 2009
17. Complete policy proposals for work with Education and Skills Authority on development of Network for Youth.	March 2009
<u>Traveller Education</u>	
18. Develop partnership working on Traveller issues with other Departments and Agencies.	December 2008
19. Commence development of, with the assistance of the Taskforce on Traveller Education, an action plan to embed, on Traveller children education issues, established good practice.	March 2009
<u>Sport and Languages</u>	
20. From September 2008, 250 schools to have access to the primary sports programme in line with the objectives of the revised curriculum.	
21. From September 2008, 250 schools to have access to the primary languages programme in line with the objectives of the revised curriculum.	
<u>North-South Co-operation</u>	
22. To agree the Management Statement /Financial Memorandum with Middletown Centre for Autism.	September 2008
23. To progress ongoing building /refurbishment works at Middletown Centre for Autism.	Ongoing to March 2009
24. In conjunction with the Department of Education and Science, to hold a joint conference on promoting attainment in numeracy in primary schools to highlight and share good practice among education professionals both north and south.	Autumn 2008
<u>Review of Appropriateness of Preparatory School Funding</u>	
25. To complete a review of the appropriateness of funding currently provided to Preparatory schools as recommended in the Report of the Independent Strategic Review of Education (Bain Review).	March 2009

2. PREPARE EVERY LEARNER FOR LIFE

Objective:

Prepare Every Learner for Life, through supporting a curriculum which is relevant to individual aspirations and to social and economic needs, and motivating and empowering our young people to contribute positively to society, now and in the future.

Related PSA Targets:

19: Raising Standards in our Schools

Educate and develop our young people to the highest possible standards to deliver improved outcomes for all young people, including measurable reductions in the gap in educational outcomes between highest and lowest attainers (targets as before).

2: Skills for Prosperity

Ensure our people have the right skills to deliver economic prosperity now and in the future and increase skills and career choices in STEM subjects (DEL/DETI/DE).

Includes targets:

- To have all current component projects of Success through Skills launched by 2010/11.
- A review of Success Through Skills will be completed during 2008 for publication in Spring 2009.
- Increase the proportion of Further Education enrolments at Level 2 from 29% in 2005/06 to 32% in 2010/11.
- Increase the proportion of working age population who are qualified at skill level 3 and above to 60% by 2015.
- Increase the proportion of Further Education enrolments at Level 3 from 57% in 2005/06 to 60% in 2010/11.
- Increase Apprenticeship training completion rates under Training for Success (and residual Jobskills) to 44% at Level 3 by 2009/10.
- After consultation to launch Careers Education, Information, Advice and Guidance Strategy CEIAG and an implementation plan by June 2008.
- All children in post-primary provision in schools receive curriculum input on Learning for Life and Work by 2011
- Increase by 5% the numbers studying STEM subjects in post 16 cohort by 2011.
- By 2011, to have implemented a joint DE/DEL strategy to address the shortage of skills in science, technology and mathematics disciplines.

6: Children and Family

To ensure that children are cared for, live in safety, are protected from abuse, receive the support they need to achieve their full potential, become more independent and grow into well adjusted adults, taking their place in the community (OFMDFM/DE/DCAL).

Includes targets:

- Deliver targets as set out in 10 Year Strategy for Children and Young People.
- Re-establish the Ministerial Sub-Committee on children by April 2008.
- By 2011 to have 125,000 children participating in sport and physical recreation.
- Increase the number of children in the 11-16 age range and this accessing youth work services.

8: Promoting Health and Addressing Health Inequalities

Promote healthy lifestyles, address the causes of poor health and wellbeing and achieve measurable reductions in health inequalities and preventable illnesses (DHSSPS/DE/DCAL).

Includes targets:

- By 2011, halt the rise in obesity
- By 2011 achieve a reduction of at least 15% in suicide rate.
- By 2010, achieve a 40% reduction in the rate of births to mothers under 17.

DE Key Actions:

Revised Curriculum:

	Date action to be completed by:
1. To make further progress in implementing the revised curriculum so that, by September 2008, it is in place in Years 1,2,5,6, 8 and 9.	September 2008
2. Develop a new policy on assessment that has a clear focus on literacy, numeracy and ICT and allows for formative and summative assessment to inform teaching and learning in the classroom and provides a means of measuring, at system level, the extent to which standards are improving at Key Stage 2, Key Stage 3, GCSE and A level.	December 2008
3. To complete the development of the primary pupil profile.	December 2008
<u>14-19 Policy Objectives</u>	
4. Publish joint DE/DEL Careers Education, Information, Advice and Guidance Strategy.	October 2008

<u>Promoting Health and Emotional Wellbeing</u>	
5. Publish programme of best practice for post-primary schools on promoting pupils' emotional health.	March 2009
6. Issue updated guidance for school sector on child protection.	January 2009
7. Healthy schools policy developed.	March 2009
<u>ICT</u>	
8. Review the empowering Schools' Strategy to establish the extent to which the investment made in school-based ICT is delivering improvements in teaching and learning and put in place an action plan for 2008 and beyond.	November 2008
<u>Science Technology Engineering and Mathematics (STEM)</u>	
9. Identify more effective ways of promoting the uptake of STEM subjects, following completion of the STEM review, and develop an action plan that will deliver improvements.	September 2008
<u>Entitlement Framework</u>	
10. Strengthen collaborative arrangements to further enhance the number and balance of courses on offer under the Entitlement Framework so that young people have greater access to suitable pathways.	September 2008

3. TRANSFORM EDUCATION FOR LEARNERS

Objective:

To build the best support for educators and youth workers, maximising the resources focused on teaching and learning; secure necessary transformation within DE (see also Annex D).

Related PSA Targets:

20: Improving Public Services

Improve the quality and the cost-effectiveness of public services to include delivery of the wider public sector reform programme and efficiency savings and outworking of decisions on the RPA (All Departments).

Targets include:

- Deliver the new Education and Skills Authority organisation no later than April 2009.

DE Key Actions:

Establishment of ESA

	Date action to be completed by:
1. Lay Draft RPA Legislation in Assembly.	April 2008
2. Agree organisational structure and appropriate service delivery models for ESA.	autumn 2008
3. Appoint Senior Management Team.	January 2009
4. Develop indicative budget and operational plan for ESA for 2009/10.	January 2009

Convergence Programme

5. Develop a single, integrated Finance and Accounting system for ESA.	March 2009
6. Ensure the smooth transfer of staff from the existing organisations to the new ESA on 1 April 2009.	End March 2009
7. Establish Convergence arrangements for Education Quality and Children's Services with the affected organisations.	September 2008

8. Develop the vision and structure for the delivery of Education Quality and Children's Services in ESA	October 2008
9. Develop Education Estates Service (EES).	December 2008
<u>Education Workforce</u>	
10. Finalise arrangements for review of school workforce and establish review group.	October 2008
<u>Review of Teacher Education</u>	
11. Following finalisation of the joint (DE and DEL) Teacher Education Review, put in place an Action Plan to take forward recommendations that fall to DE.	January 2009
<u>Implementation of a Review of Schools' Recurrent Funding</u>	
12. Commence a Fundamental Review of Schools' Funding.	February 2009

4. PROVIDE THE BEST ENVIRONMENT FOR LEARNING

Objective:

Buildings, equipment and material which offer children a motivating and rich environment in which to learn.

Related PSA Targets:

16: Investing in the Health and Education Estates

Take forward a programme of investment to provide a modern fit-for-purpose health and education estate in line with best practice and ensuring value for money (DHSSPS/DE/DEL).

Targets include:

- Building projects to be advanced at over 100 schools over the period to 2011.
- Area-based planning approach to be developed and implemented in conjunction with the establishment of an Education and Skills Authority.

DE Key Actions:

<u>Area-Based Planning</u>	Date action to be completed by:
1. Introduce area-based planning policy for the education estate.	autumn 2008
2. Area-based planning procedures and guidance put in place in support of policy and future role and responsibilities of the Education and Skills Authority.	March 2009
3. Progress school building projects in support of the PSA target.	March 2009
<u>Sustainable Schools</u>	
4. Introduce a sustainable schools policy to inform estate planning.	autumn 2008
<u>Irish Medium Education</u>	
5. Initiate implementation of the agreed recommendations from the Review of Irish Medium Education.	March 2009
<u>Youth</u>	
6. Produce an assessment of capital investment needs for the youth estate.	December 2008

5. OTHER KEY DEPARTMENTAL RESPONSIBILITIES

Objective:

To progress other key elements of departmental business to ensure continuity of service during a period of transition together with robust financial management and accountability.

Related PSA Targets:

20: Improving Public Services

Improve the quality and the cost-effectiveness of public services to include delivery of the wider public sector reform programme and efficiency savings and outworking of decisions on the RPA (All Departments).

Targets include:

- Deliver shared NICS corporate services and commence the benefits realisation process through the implementation of a number of reform programmes

21: Enabling Efficient Government

To provide for the effective operation of the institutions of government by supporting Ministers and facilitating effective interdepartmental working in the delivery of an agreed Programme for Government, Budget, Investment Strategy and legislative programme (All Departments).

Targets include:

- Centres of Procurement Expertise (CoPEs) to work with Departments to identify how procurement can assist in the delivery of PfG commitments in a way that contributes to the most economically advantageous outcomes for the period 2008-2011.

DE Key Actions:

Financial Management and Budgetary Control

<u>Financial Management and Budgetary Control</u>	Date action to be completed by:
1. Completion of departmental accounts and submission to Audit Office.	30 May 2008
2. Completion of ELBs and NDPBs accounts and submission to DE and to Audit Office.	16 May 2008

<u>Accountability and Governance</u>	
3. Approve Business Plans and performance objectives for executive NDPBs.	May 2008
4. Twice yearly Accountability Reviews.	spring/autumn
<u>Supporting the Minister and Assembly Business</u>	
5. Meet deadlines for Assembly Questions and correspondence cases.	Ongoing
6. Provide timely briefing as required.	Ongoing
<u>Teachers Salaries and Pensions</u>	
7. Deliver new effective IT systems to ensure payment of Teachers' Pay.	March 2009
8. Introduce revised arrangements for teachers' early retirement.	March 2009
<u>Legislation</u>	
9. Central Legislation Team established to take forward primary and subordinate legislation.	December 2008
<u>Managing Attendance</u>	
10. To manage attendance in line with the annual targets agreed.	March 2009

6. RESOURCING EDUCATION

Objective:

To ensure an optimum share of available resources is secured and allocated in line with education priorities and used and accounted for in a manner that secures effective accountability for the use of public funds.

Related PSA Targets:

This objective contributes directly to the achievement of PSAs 10, 16, 19 and 20 and indirectly to the achievement of PSA targets 2, 6, 8 and 12.

DE Key Actions:

Completion of Budget 2008 process, completion of formal in-year monitoring rounds in line with public expenditure planning timetable.

- | | |
|---|---------|
| 1. Ensure robust and effective financial planning and control arrangements with the Department and within its funded bodies. | Ongoing |
| 2. Ensure effective communication of accounting requirements and accounts related issues to the Department and its funded bodies in accordance with DFP accounting requirements and timetable for faster closing. | Ongoing |

Ensure appropriate financial planning, accounting and accountability arrangements in place for ESA by March 2009.

- | | |
|--|---------|
| 3. Dissemination and communication of guidance and training to ensure sound arrangements for financial accountability within the Department. | Ongoing |
|--|---------|

Annex A: DE Internal Management Structures

1. The Department is currently structured in 8 divisions, each headed at SCS level. The Heads of Division together with the Permanent Secretary, Deputy Secretaries and Chief Inspector constitute the Department's senior management team (SMT).

2. The 8 divisions are comprised of 2 'central' divisions – Corporate Services and Finance – and 6 other divisions, which currently are:

Development & Infrastructure

Early Years, Youth and School Finance

Raising Standards

Supporting & Safeguarding Children

Review of Public Administration (Policy and Legislation)

Strategy, Performance & Accountability

3. The Permanent Secretary, 2 Deputy Secretaries and Chief Inspector meet as the Top Management Group (TMG), to deal with cross-cutting policy and operational issues and to ensure co-ordination of advice to the Minister.

4. The members of TMG together with two non-executive directors and the Finance Director constitute the Departmental Board. The Board meets monthly and maintains oversight of all aspects of the Department's business activity including financial control and risk management. In the case of the latter, the Board receives reports from the Audit & Risk Management Committee (see below). Other HODs attend Board meetings for specific items as the agenda requires.

5. The Audit & Risk Management Committee is chaired by one of the non-executive directors. The other members are the second non-executive director, both deputy secretaries, and the head of Raising Standards Division. Committee meetings will normally be attended by the Accounting Officer, the Finance Director, the Head of Internal Audit, the Head of Accounts Branch and a representative of

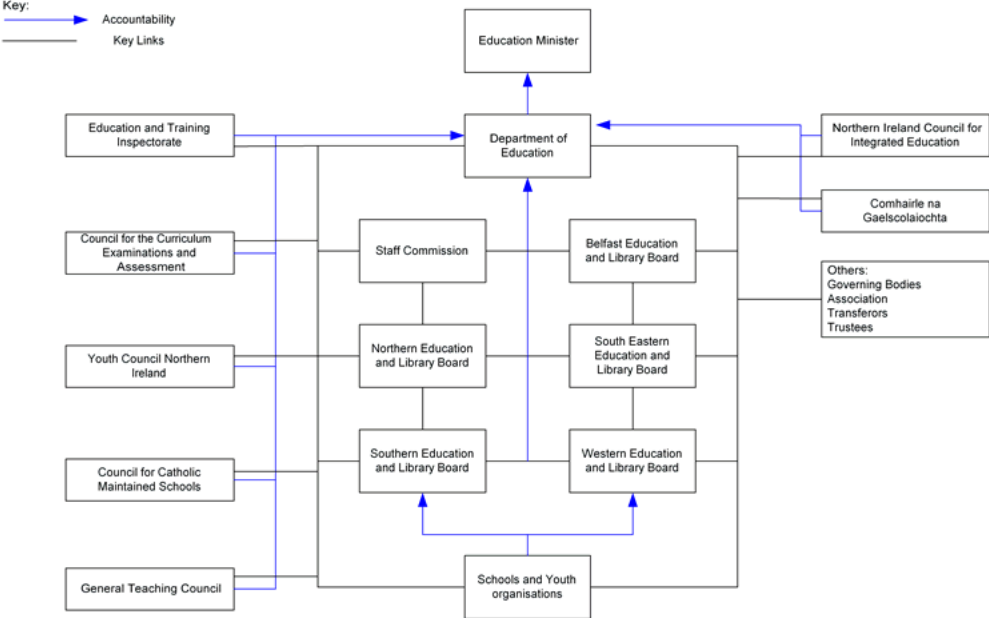
External Audit. The Committee receives reports from Internal Audit, reviews the Corporate Risk Register and monitors follow-up action in relation to PAC, NIAO and Internal Audit reports.

6. The Board and TMG receive secretarial and administrative support from the Top Management Support Unit (TMSU).

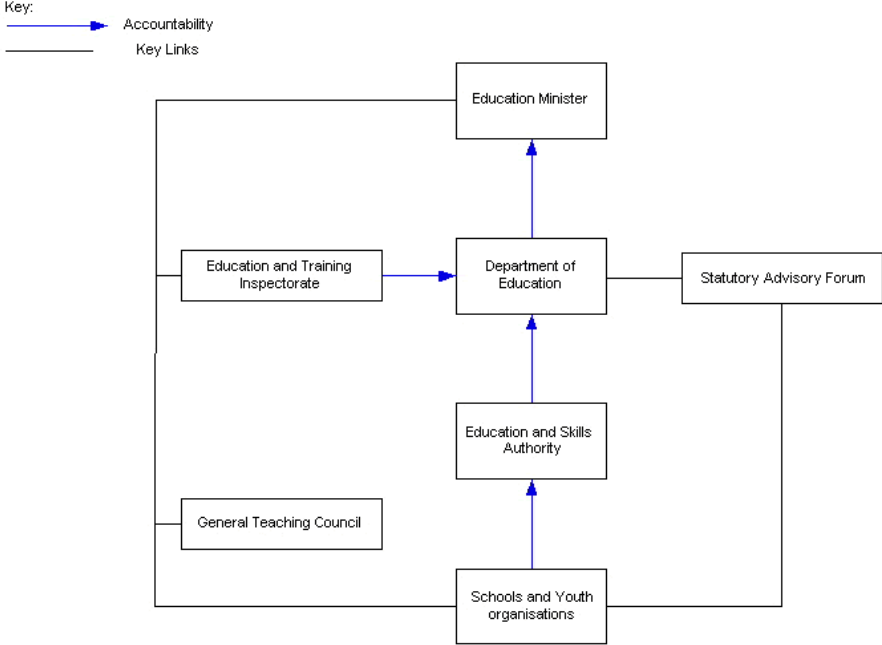
7. In addition to this structure, and in order to prepare for the establishment of the new Education and Skills Authority, there is currently an Education and Skills Authority Implementation Team (ESAIT) which is staffed through secondments from each of the education bodies affected. The work of ESAIT is managed by the Chief Executive (Designate) and co-ordinated as part of the overall Transformation Programme.

Annex B: Current Education Structures and Post-RPA Structure

Current education structure



New education structure



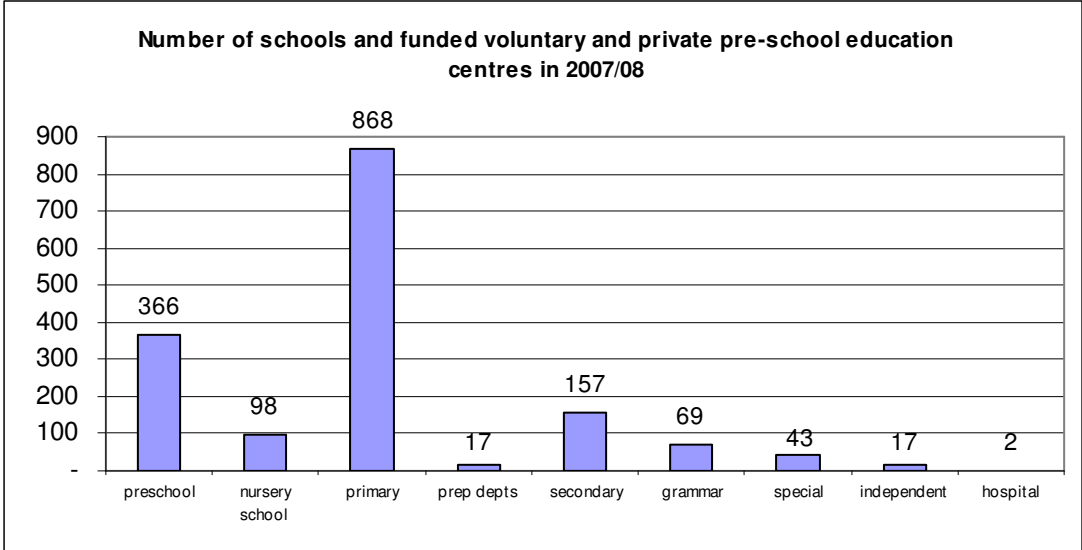
Annex C: Key Education Statistics and DE Finance

Statistics

Schools

The education estate currently comprises 1,254 schools, including 885 primary schools and 226 post primary schools.

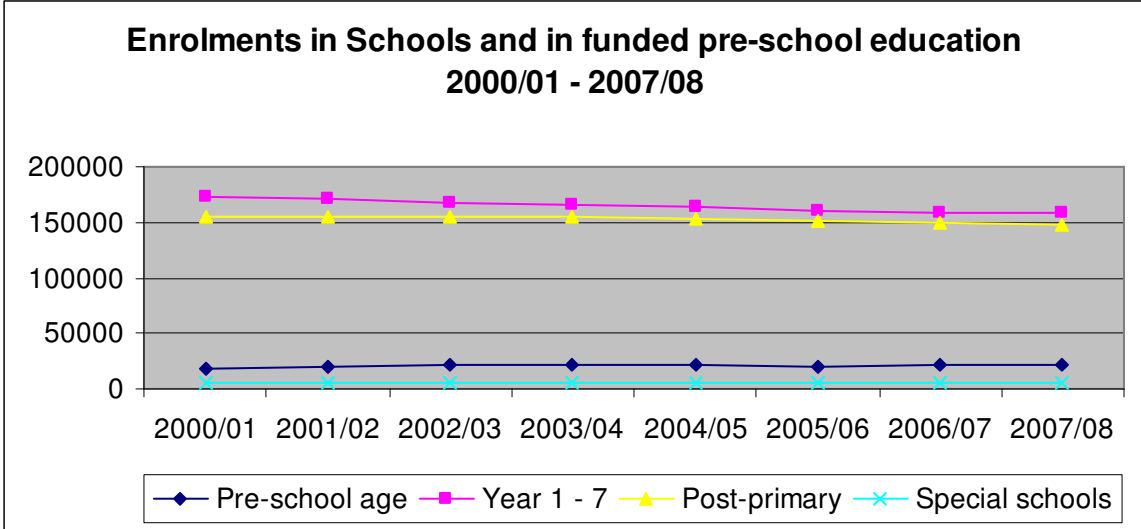
In terms of pre school provision, there are 366 voluntary and private education centres and 98 nursery schools.



(Source: Annual School Census 2007/08)

Pupils and Teachers

In 2007/08 the census recorded 332,648 pupils at school. This includes 166,639 pupils in primary schools and 147,942 in post primary schools.



17.4% % of pupils at schools and pre school centres are entitled to free school meals. This compares to 21.5% in 2001/02

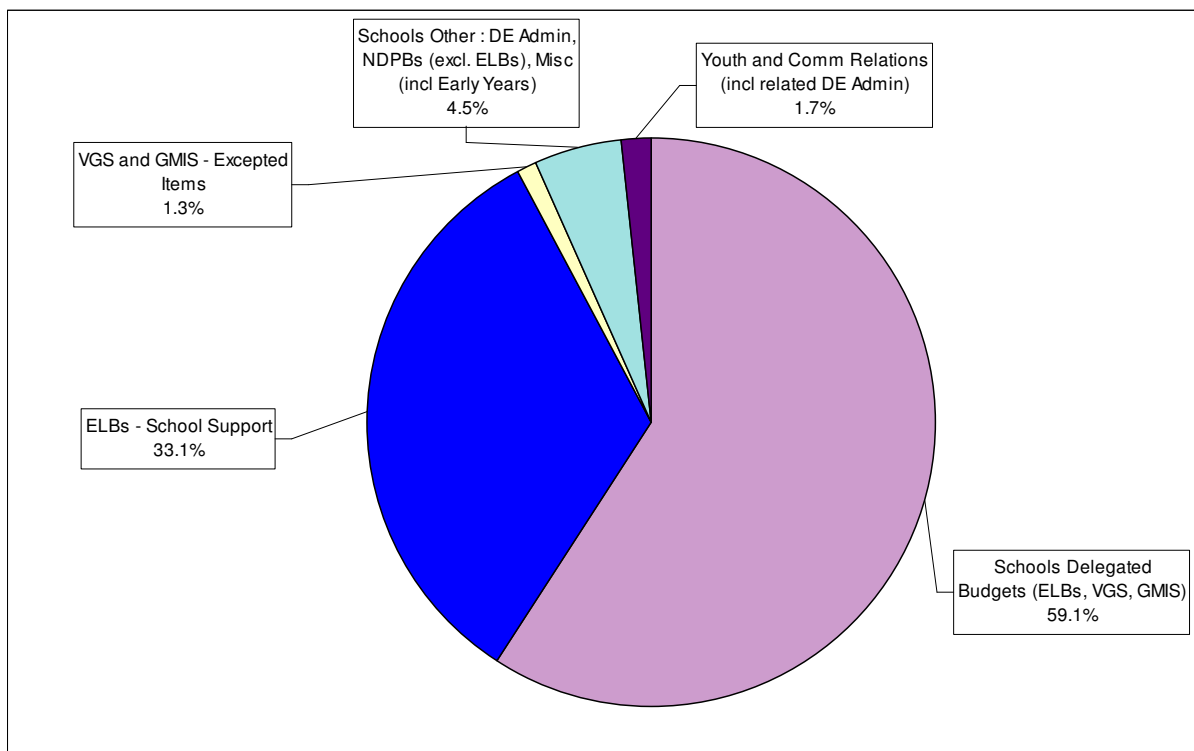
17.9 % of children at school have special needs (4 % stated, and 14 % non stated). In 2002/03, 13.4% of children had special needs.

The school census recorded 5,665 children who required significant support at school because their first language was not English. This compares to 1,366 in 2001/02

(Source: Annual School Census 2007/08)

Finance

Sector	%	£000s	DE Budget £000s
Schools Delegated Budgets (ELBs, VGS, GMIS)	59.1	1,050	1,777
ELBs - School Support	33.1	588	1,777
VGS and GMIS - Excepted Items	1.3	23	1,777
Schools Other : DE Admin, NDPBs (excl. ELBs), Misc (incl Early Years)	4.8	85	1,777
Youth and Community Relations (incl related DE Admin)	1.7	31	1,777



Annex D: Summary of DE Transformation Programme

A key requirement on DE for 2008/09 is to provide leadership for the wider education service during a period of unparalleled structural change, involving the winding up of all existing Education NDPBs and the creation of the new Education and Skills Authority.

At the same time, major structural, cultural and behavioural changes will be required within DE itself. A separate DE Transformation Programme has been established to ensure that these changes are taken forward in an orderly and coherent manner. The Programme also includes the DE aspects of the NICS reforms. The main elements and objectives of the DE Transformation Programme are summarised below.

POLICY DEVELOPMENT AND CODIFICATION

This Project will:-

- secure the compilation of an initial Policy Code reflecting the Department's current policies across the full spectrum of education provision and thus the policy parameters within which we expect ESA to operate; and
- draw up guidelines and procedures for the Department's ongoing work on policy review and development, to ensure that this is approached in a consistent and coherent way.

EDUCATION STRATEGY AND OPERATIONAL PLANNING

- This project aims to develop a framework of planning arrangements which will be fit-for-purpose in the post-RPA era and reflect the respective roles of DE and ESA; and, for 2008/09, to provide suitable transitional arrangements.

EDUCATION ADVISORY FORUM

- This Project aims to determine the type of advice required to facilitate effective decision-making in relation to policy, planning and the delivery of education.

FINANCE AND ACCOUNTABILITY

This Project aims to:-

- identify and resolve the Financial Planning issues stemming from the implementation of the RPA within the education sector; and
- support and monitor ESAIT in the development of accounting systems and procedures for the new Education & Skills Authority (ESA) and ensure that the systems and procedures developed provide for effective accountability to the Department.

LEGISLATION

- This Project will oversee the production of the necessary primary and subordinate legislation to implement the establishment of ESA.
- All legislation will comply with equality duties.

ORGANISATION DESIGN AND IMPLEMENTATION (ODIP)

This Project aims to:-

- conduct an internal review of DE functions to determine which functions will transfer to ESA and which functions will remain in DE;
- resolve Human Resources issues relating to staff who are likely to transfer with their function including input to the development of an education sector staff Transfer Scheme in line with the Public Service Commission's Guiding principles and the Executive's Code of Practice;
- develop a Workforce Planning and Skills Development Strategy and Plan; and
- determine a high level (Macro) and detailed (Micro) structure required to deliver post RPA DE Business.

ICT SHARED SERVICES

- This Project will transfer core infrastructure support and operational duties from departmental ISUs to the NICS Enterprise Shared Service Centre, operating as a core infrastructure Centre of Excellence (CoE), on behalf of all departments.

NI DIRECT

- The aim of this Project is to provide a single point of contact for citizens through multiple channels – including telephony, web, email, texting, kiosk, IP TV and Instant Messenger channels.

WORKPLACE 2010

This project aims to:-

- provide accommodation that will enable the civil service to transform the way it delivers public services; and
- provide accommodation that is fit for purpose in which staff are proud to work.

HR CONNECT

- The aim of this project is to effectively deploy the future HR services into the NICS and the NIO. Against this background, the overall objective of the DE Business Change and Deployment Project is to locally manage and facilitate the successful transition from the current model of HR service delivery to the new regime under HR Connect in accordance with the requirements and timescales set by the central Project.

ACCOUNT NI

This project aims to:-

- ensure that DE migrates successfully to Account NI on 1 November 2008 or any other date subsequently agreed between Account NI and DE;

- ensure that the Department is properly resourced, organised and structured to realise the full benefits of the programme.

Annex E: Glossary of Terms

AEP	Alternative Education Provision
ARMC	Audit and Risk Management Committee
CEIAG	Careers Education, Information Advice and Guidance
CoPEs	Centres of Procurement Expertise
CSR	Comprehensive Spending Review
DCAL	Department of Culture, Arts and Libraries
DE	Department of Education
DEL	Department for Employment and Learning
DETI	Department of Enterprise, Trade and Investment
DFP	Department of Finance and Personnel
DHSSPS	Department for Health, Social Services and Public Safety
DSD	Department for Social Development
EIPS	Education Infrastructure Procurement Service
ELB	Education and Library Board
ESA	Education and Skills Authority
ESAIT	Education and Skills Authority Implementation Team
ETI	Education and Training Inspectorate
GCSE	General Certificate of Secondary Education
GMIS	Grant Maintained Integrated Schools
HOD	Head of Division
HR	Human Resource
ICT	Information and Communications Technology
NDPB	Non Departmental Public Body
NIAO	Northern Ireland Audit Office
NICS	Northern Ireland Civil Service
OECD	Organisation for Economic Co-operation and Development
OFMDFM	Office of The First Minister and Deputy First Minister
PAC	Public Accounts Committee
PfG	Programme for Government
PSA	Public Service Agreement
RPA	Review of Public Administration

SCS	Senior Civil Service
SEN	Special Education Needs
SMT	Senior Management Team
STEM	Science, Technology, Engineering and Mathematics
TMG	Top Management Group
TMSU	Top Management Support Unit
VGS	Voluntary Grammar Schools