

# INVESTMENT DELIVERY PLAN FOR SCHOOLS AND YOUTH SERVICES

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## SECTION 1: VISION AND OBJECTIVES

- 1.1 This Investment Delivery Plan (IDP) relates to the Schools and Youth Services investment sub-pillar within the *Investment Strategy for NI 2008-2018* (ISNI). The Department of Education is responsible for the investment in Schools and Youth Services and has as its Vision “*To ensure that every learner achieves his or her potential at every stage of development*”.
- 1.2 A wide-ranging education reform programme is currently underway so that publicly funded facilities deliver a modern high quality educational experience for our young people<sup>1</sup>. Aligned with the reform programme, and in support of it, is a long-term programme of investment. Three important aspects of reform relating to the schools estate are: improved strategic planning of the estate; improved procurement methods and processes; and improved delivery of school projects through a new Education and Skills Authority (ESA). The objectives regarding the schools estate are threefold:
- The estate will be more fully aligned with expected changes in need;
  - Schools should be both educationally and financially sustainable; and
  - Pupils and teachers will have modern, safe facilities which support the delivery of the curriculum.
- 1.3 In order to achieve the above objectives, the Department of Education aspires to deliver a substantially modernised estate at the heart of communities, exemplifying sustainable development principles and informed by and supporting cross sectoral area plans. This objective spans the lifetime of the ISNI. In the Budget period 2008-2011, the Department along with its partners, is taking forward already announced major works projects at around one hundred schools.
- 1.4 One of the key strategic priorities in the *Programme for Government* (PfG) is “Invest to Build our Infrastructure”. A key goal within this is “*Through our Investment Strategy we will put in place a modern infrastructure fit for the*

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<sup>1</sup> **Annex 1** sets out a short summary of the main education policies and strategies pertinent to investment in the education estate.

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*21<sup>st</sup> century by taking forward capital investment of £715m in our schools and youth services by 2011 (rising to £3.5bn by 2018)..”(Page 17).*

- 1.5 Within the PfG there are a number of Public Service Agreements (PSAs) relating to education, but the most relevant to the IDP is PSA 16 Objective 4 relating to investment in the schools estate and tied into the above PfG key priority. Also of relevance are the Objectives set out in PSA 10. The details of these are contained in the following table.

**Table 1: Public Service Agreement (PSA)**

<b>PSA 10: HELPING OUR CHILDREN AND YOUNG PEOPLE TO ACHIEVE THROUGH EDUCATION</b>			
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			
	Objective	Action	
1	Provide for effective early intervention through more coherent education and care provision for pre school children.	Ensure a solid framework is in place to support the development of resilient children who are skilled communicators and competent learners prepared for life at school and beyond	
2	Reduce the gap in educational outcomes by addressing the needs of disadvantaged and vulnerable children and young people	Improved access to the youth service for young people most at risk of exclusion	
3	Provide more effective interventions to support children and young people with Special Educational Needs (SEN) and Additional Educational Needs (AEN)	Implementation of SEN Review	
4	To maximise high-quality Irish-medium provision for those children whose parents wish it.	Thriving Irish-medium sector fully integrated into all aspects of education support	
<b>PSA 16: INVESTING IN THE HEALTH AND EDUCATION ESTATES</b>			
Take forward a programme of investment to provide a modern fit-for-purpose health and education estate in line with best practice and value for money			
	Objective	Actions	Targets
4	To provide modern school facilities which meet the needs for teaching and learning	<p>Take forward a programme of capital investment to replace deficient school buildings</p> <p>To improve the strategic planning of the schools estate</p>	<p>Building projects to be advanced at over 100 schools over the period to 2011</p> <p>Area-based planning approach to be developed and implemented in conjunction with the establishment of an Education and Skills Authority</p>

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1.6 **Annex 2** provides a summary of the context and rationale for investment in the education estate, including key benefits for the economy and citizen, with particular reference to the three objectives set out in the Executive's PfG that guided the development of the ISNI.

### SECTION 2: FUNDING PROFILE AND SOURCES

2.1 Table 2 sets out the annual funding profile over the three-year Budget period 2008-2011.

**Table 2: Budget Allocations (£m, nominal prices)**

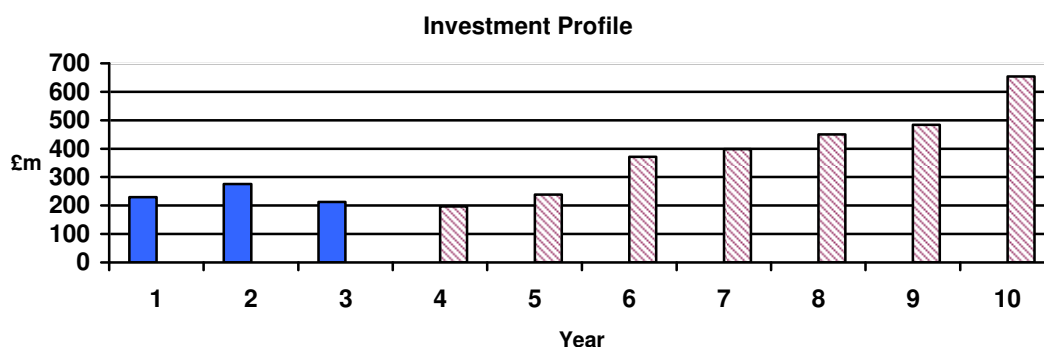
08/09	09/10	10/11	TOTAL
230	275	213	718

*These figures include an additional £3m made available through the Innovation Fund over the period.*

2.2 Asset disposals have been identified in the early years of the ISNI period, and the above totals assume capital receipts of £48.5m in the Budget period 2008-2011. These are based on each asset achieving their estimated valuation when sold, which is subject to market conditions. The amounts for the remainder of the ISNI period, i.e. from 2011/12 onwards are indicative only, consistent with the approach across the ISNI sub-pillars, and are subject to change in light of subsequent Budget processes. These indicative amounts are shown in the following table and graph:

**Table 3: Indicative Allocations (£m, nominal prices)**

11/12	12/13	13/14	14/15	15/16	16/17	17/18
197	238	371	399	450	484	654



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### SECTION 3: KEY PROGRAMMES/PROJECTS

3.1 The table below summarises the proposed expenditure by programme within this sub-pillar over the three-year budget period.

**Table 4: Programme Capital Expenditure (nominal prices, £millions)**

	<b>First three years: 2008 – 2011 Indicative</b>	<b>Percentage</b>
Early Years Provision	5.5	0.7
Primary, Nursery and Special Schools	128.5	17.9
Post Primary Schools	555.5	77.4
Youth Services	15.0	2.1
Other*	13.5	1.9
<b>TOTAL</b>	<b>718.0</b>	<b>100</b>

*Notes: Numbers are rounded to the nearest £0.5m. The above totals assume receipts of £48.5m in the period. Estimated receipts are based on surplus assets which are anticipated to become available in each year. These are subject to each asset achieving the estimated valuation when sold.*

*The above programme splits are indicative. There is scope to reallocate investment between the programmes within the Schools and Youth Services sub-pillar should the need arise. The distribution of the overall allocation across programmes in subsequent years of the ISNI will be to a large extent determined by an area-based planning approach.*

*\* Includes investment in Middletown Centre for Autism (NI share), the Innovation Fund and small items such as ICT.*

3.2 **Annex 3** provides detail in relation to school major works projects in delivery or procurement presently, or planned to go into procurement in the early years of the Investment Strategy. All of the schools projects listed in Annex 3 were approved for funding and announced in previous years. The relevant education authorities have confirmed the need for these projects to meet needs in the areas. The progress of those schemes in planning is subject to the various stages being achieved with the relevant authorities, including all statutory approvals. Estimated completion of schemes is also based on the assumption that schemes would proceed through the various stages and the required resources would be available for the scheme at the appropriate times. Projects are kept under review and timeframes are subject to change in light of these factors. The policies of the Department in relation to post primary provision and the outcomes of the area-based planning process are likely to impact on future provision decisions.

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- 3.3 In addition to major school projects covering replacement builds, extensions and refurbishments which account for the majority of spending in the Schools and Youth Services sub-pillar there are also minor works including improving some aspect of existing accommodation, replacement of temporary accommodation, health and safety work, and disabled access work.
- 3.4 As a relatively new and developing sector, Irish-medium schools face particular problems with the quality of accommodation, especially in the early years of a new school when it has still to demonstrate its long term viability. This issue is highlighted in the Irish-medium Education Policy Review which concludes that urgent action will be required working with the sector to address the most pressing accommodation deficiencies in the existing schools.
- 3.5 This investment is designed to achieve a fit for purpose modern education estate that more fully aligns with a reformed 21<sup>st</sup> century education system. Quality of experience and educational outcomes are central objectives of the new estate and through a process of rationalisation and renewal the aim is to increase sustainability and quality and to build modern flexible facilities.
- 3.6 Area-based planning is an important feature of the new approach to improve the strategic planning of the estate. Once established, the ESA would have operational responsibility for the strategic planning of the estate, within the framework established by the Department. Area-based planning should enable more cost-effective provision in areas and will lead to the identification of projects for investment in the medium term - such projects will be subject to the most economically advantageous assessments and approvals. Full area-based plans covering pre-school, primary and post-primary are not expected until 2010 at the earliest. In the meantime, on the 4 March 2008 the Minister for Education announced the establishment of groups to undertake planning of post-primary provision in 2008, with a focus on the Entitlement Framework. These groups are

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focussed on post-primary, taking account of existing approvals for capital projects.

### SECTION 4: CONTRIBUTION TO THE OBJECTIVES OF INFRASTRUCTURE INVESTMENT

4.1 The Executive's three cross-cutting objectives for the ISNI are:

- a) **Economic:** investment in infrastructure to help grow a dynamic and innovative economy, and help to deliver modern high quality and efficient public services;
- b) **Societal:** investment in infrastructure to help promote tolerance, inclusion, equality of opportunity and the desirability of good relations, promote regional balance in future development, and tackle areas of social disadvantage; and
- c) **Environmental:** investment in infrastructure to help protect and enhance our environment and natural resources.

4.2 **Annex 2** provides detail on the context for the investment in the Schools and Youth Services sub-pillar, including its relevance to the above three cross-cutting objectives. There are economic, social and equality reasons for having a well-educated population, and the infrastructure investment contained in this sub-pillar is vital to delivering the reforms and educational outcomes necessary to achieve this.

### SECTION 5: DELIVERY ARRANGEMENTS

5.1 There are three key aspects of reform designed directly to improve the delivery and procurement of the schools estate as outlined above:

- Establishing a “whole system” strategic approach to planning and delivery, as manifested by the implementation of area-based planning;
- Improved procurement processes; and

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- Central support being provided locally to deliver sponsored projects, manifested by the establishment of a single procurement service within the ESA.

5.2 Such reform is considered necessary given recent historical experience in delivering capital projects in the education sector. There has been an increase in the levels of funding leading to a significant increase in the numbers of projects being supported. However, delays have occurred for a variety of reasons, including enrolment changes at the school; design and planning approval delays; difficulties with site acquisition; legal issues; and site difficulties. Also, with a significant increase in the numbers of projects there is a challenge in ensuring the capacity is available to deal with all the issues arising and to progress schemes to timescales.

5.3 The Department of Education has been working in conjunction with the Strategic Investment Board (SIB) to plan, manage and deliver investment associated with this sub-pillar and help address the difficulties that have occurred with planning and delivery of projects previously. A review of procurement and delivery arrangements for the schools estate commissioned by the Department of Education and the SIB reported in 2005 that capital projects in the education sector should be procured differently to address the significant levels of investment anticipated and to take account of best practice. A pilot strategic partnering arrangement has been put in place in the Belfast Education and Library Board which is similar to arrangements in place in England to deliver the Department of Children, Schools and Families Building Schools for the Future programme. However, recognising that partnering is a relatively new approach and with the significant changes underway in Education, an approach using Framework Agreements was introduced to deliver the major works programme in the next few years.

5.4 The Department of Education has also been working closely with the Department of Finance and Personnel's Central Procurement Directorate (CPD) and the SIB to develop the approach to procurement, covering construction major works (for capital projects of £0.5m and over) and

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professional services (for the provision of client support services such as project management). The Department is considering with the education sector the best way forward for maintenance and minor works. The Executive's *'Guidance on Equality of Opportunity and Sustainable Development in Public Sector Procurement'* will guide the Department's work in all of these processes. Initially, the Department of Education will manage the procurements, pending the ESA taking over management responsibility.

- 5.5 Frameworks must comply with the Achieving Excellence in Construction Initiative. More generally, the methods used for construction procurement in the Department are being developed in line with best practice and it is committed to developing approaches to procurement working closely with the CPD and the SIB. The Centres of Procurement Expertise (COPEs) are the Education and Library Boards and the CPD. The Department of Finance and Personnel has had in previous years, and continues to have, an important role in helping to ensure construction procurements comply with the standards expected.
- 5.6 Decisions on the appropriate procurement route to follow i.e. conventionally funded or PFI/PPP, for affordable projects are determined on the basis of the most economically advantageous assessment and in accordance with OFMDFM and DFP guidance. Given the long term contract arrangements involved with some forms of procurement, the issues associated with appropriate procurement routes are examined carefully.
- 5.7 With regard to Youth Services, the Controlled sector youth facilities are managed by the Education and Library Boards Senior Youth Advisers and through their professional premises sections. The Department issues an approved amount of capital grant subject to a prioritised list of essential work being provided. All major works need to have an economic appraisal prepared which must be approved by the Department. The Education and Library Boards assess all contractor tenders, which include social procurement provision, prior to the awarding of a contract.

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5.8 In relation to major capital work in the voluntary sector youth services groups must apply to the Department of Education for major and minor capital funding. Subject to departmental approval, the voluntary sector must use Constructionline registered architects, quantity surveyors and tender proposals for Constructionline registered contractors. They also must enter a Deed of Covenant and Change to use the facilities for youth services for a time-bounded period. This will also apply when operational responsibility for youth services transfers to the ESA.

### **SECTION 6: RISK MANAGEMENT PROCEDURES**

6.1 Progress towards programme objectives and the associated risks will be monitored closely. A formal programme management approach is being adopted for the implementation of the new estate planning, procurement and delivery arrangements including identification of risks for work streams within the Programme. A programme communications strategy and action plan is also in place to ensure stakeholders are kept informed.

### **SECTION 7: MONITORING**

7.1 The ISNI emphasised the importance of robust monitoring mechanisms and an Investment Monitoring System is being introduced by the SIB to monitor public procurement through the whole project lifecycle. The Department will update its element of this on a monthly basis.

7.2 Further, the Department has been reviewing its management processes and as part of this is considering possible improvements to the way investment is planned and monitored. Improvements will be implemented to ensure robust monitoring for the Investment Monitoring System. In addition to monitoring financials, the contribution to wider objectives and strategies, including PSA targets will also be monitored as the programme rolls out.

**Equality**

- 7.3 A draft Equality Impact Assessment carried out at a strategic level on the Programme for Government, Budget and Investment Strategy was the subject of public consultation. A final strategic level Equality Impact Assessment has yet to be produced following the consultation and the Department will consider the findings and recommendations of this as it relates to Education. The Department of Education also carried out a separate public consultation exercise covering its aspects of the PfG, Budget and Investment Strategy, culminating in a number of consultation events early in 2008 and has taken into account any issues raised. The Department and education authorities will also take account of the guidance provided by the Equality Commission and Central Procurement Directorate in the publication “Equality of Opportunity and Sustainable Development in Public Sector Procurement.”
- 7.4 **Annex 4** provides contact details within the Department, the SIB and Centres of Procurement Expertise (COPE), in relation to improving the delivery of the schools estate.

## POLICY FRAMEWORK

Investment under this sub-pillar is informed by the following strategic and policy frameworks. These documents should be referenced for a fuller understanding of the context in which the investment is being delivered.

### **The Investment Strategy**

This sets the strategic framework for investment across the Executive's remit, and can be accessed at: <http://www.pfgbudgetni.gov.uk/isnifinal.pdf>

### **The Strategic Review of Education (Bain Report)**

This was published in December 2006 and set out a vision for the education system. Whilst broad in scope, many of its recommendations relate to area-based planning. The report may be found at: [http://www.deni.gov.uk/index/8-admin\\_of\\_education\\_pg/101-strategic-review-of-education.htm](http://www.deni.gov.uk/index/8-admin_of_education_pg/101-strategic-review-of-education.htm)

### **Area-based Planning**

This is an important development in the way education provision is to be planned in the future and represents a move towards a more strategic approach to planning considering the needs of an area in a holistic way. Work on planning for post-primary provision has been underway by local area groups since the Education Minister made her announcement in the Assembly on 4<sup>th</sup> March 2008. A draft Review of Public Administration policy paper on area-based planning setting out the proposed process, roles and responsibilities whenever the Education and Skills Authority is established was published for consultation in July 2008 and the consultation period ended on 31 October 2008. See:

[http://www.deni.gov.uk/index/8-admin\\_of\\_education\\_pg/100-review-of-public-administration/100-policy-documents/rpa-policy-paper-22-area-based-planning.htm](http://www.deni.gov.uk/index/8-admin_of_education_pg/100-review-of-public-administration/100-policy-documents/rpa-policy-paper-22-area-based-planning.htm)

### **A Policy on Sustainable Schools**

The Department published a consultation document on this in January 2007. This set out proposals relating to minimum viability enrolment thresholds, travel distances and times. The revised policy document can be found at: [http://www.deni.gov.uk/index/85-schools/13-schools\\_estate\\_pg/14-schools\\_-\\_estate-newpage.htm](http://www.deni.gov.uk/index/85-schools/13-schools_estate_pg/14-schools_-_estate-newpage.htm)

### **Department of Education Building Handbook**

A review of the Building Handbook for the primary sector is underway. See: [http://www.deni.gov.uk/index/85-schools/13-schools\\_estate\\_pg/13-content-buildinghandbook.htm](http://www.deni.gov.uk/index/85-schools/13-schools_estate_pg/13-content-buildinghandbook.htm) for information on the Building Handbook.

### **Quality (Every School a Good School)**

The Department's policy for school improvement focuses on quality and

standards in schools and sets out policies and processes applicable to all schools. See:

[http://www.deni.gov.uk/index/85-schools/03-schools\\_impvt\\_prog\\_pg.htm](http://www.deni.gov.uk/index/85-schools/03-schools_impvt_prog_pg.htm)

### **Curriculum**

Schools are introducing a revised curriculum. This reduces significantly the volume of statutory content that schools are required to teach and emphasises the importance of skills such as communication, using mathematics and ICT. A key matter is the introduction of an Entitlement Framework for all pupils in schools aged 14 to 19. Schools need to be built and equipped to offer the Curriculum. See:

[http://www.deni.gov.uk/index/80-curriculum-and-assessment/108-entitlement\\_framework.htm](http://www.deni.gov.uk/index/80-curriculum-and-assessment/108-entitlement_framework.htm)

### **Special Educational Needs and Inclusion**

Special Educational Needs (SEN) provision is matched to individual needs. It may be made in special schools; a special unit attached to mainstream schools; or in mainstream classes. SEN and Inclusion policy is being reviewed and on current timescales it is hoped to launch a public consultation on SEN and Inclusion Review early in 2009. See:

[http://www.deni.gov.uk/index/7-special\\_educational\\_needs\\_pg.htm](http://www.deni.gov.uk/index/7-special_educational_needs_pg.htm)

### **Irish-Medium and Integrated Education**

The Department has a duty to encourage and facilitate the development of integrated and Irish-medium education. An integrated school is a school which contains a reasonable number of pupils from both the Protestant and the Catholic communities. Irish-medium education is education provided in an Irish speaking school. The Review of Irish-medium education is currently out to public consultation. One of the issues raised by the Irish-medium sector is poor school accommodation in the sector and the urgent need to address this. Once the consultation has ended, and in light of its statutory and equality duties, the Department will consider proposals to redress the deficiencies.

See:

[http://www.deni.gov.uk/index/85-schools/10-types\\_of\\_school-nischools\\_pg/16-schools-integratedschools\\_pg.htm](http://www.deni.gov.uk/index/85-schools/10-types_of_school-nischools_pg/16-schools-integratedschools_pg.htm) and

[http://www.deni.gov.uk/index/85-schools/10-types\\_of\\_school-nischools\\_pg/schools\\_-\\_types\\_of\\_school-irish-medium\\_schools\\_pg/16\\_schools-types\\_of\\_schools-reviewofime\\_pg.htm](http://www.deni.gov.uk/index/85-schools/10-types_of_school-nischools_pg/schools_-_types_of_school-irish-medium_schools_pg/16_schools-types_of_schools-reviewofime_pg.htm)

### **Youth Services**

A current audit of the youth estate will assist in identifying its future needs both in the statutory and voluntary sectors and with informing the development of a policy and strategy relating to youth services. This policy and strategy will also be informed by the development of the Priorities for Youth and the report from Network for Youth. See:

[http://www.deni.gov.uk/index/19-youth\\_pg/19-priorities-for-youth.htm](http://www.deni.gov.uk/index/19-youth_pg/19-priorities-for-youth.htm)

## THE INVESTMENT CONTEXT

### A. Administrative Context for Investment

1. The Department of Education centrally administers education estate spending, with local administration being provided by five Education and Library Boards (ELBs), the Trustees of the Maintained schools supported by the Council for Catholic Maintained Schools (CCMS) and Individual School Governing Bodies. In addition, the Comhairle na Gaelscolaíochta (CnaG) and the NI Council for Integrated Education (NICIE) assist parent groups to establish new Irish-medium and Grant Maintained Integrated schools respectively, and NICIE also assists existing schools with the process of transforming to integrated status.
2. Following the *Review of Public Administration* (RPA) this administrative structure will be considerably simplified. A single *Education and Skills Authority* (ESA) will take on the operational functions currently administered by a number of different education organisations.

### B. Investment Strategy (ISNI)

3. The ISNI 2008-2018 identifies priority areas for investment in the 10-year period and is intended to assist government and its partners to plan ahead in delivering the investment programme. The investment framework for ISNI comprises two distinct elements. Firstly, a brigading of investment opportunities across departments under six strategic investment pillars (Networks, Skills, Health, Social, Environment, and Productive). These pillars are, in turn, sub-divided into 23 Investment Sub-pillars, of which Schools and Youth Services is one. This Investment Delivery Plan (IDP) covers the Schools and Youth Services Investment Sub-pillar. Schools and Youth Services relates to the “Skills” investment pillar, which also contains Further and Higher Education, and Libraries.
4. The ISNI document recognises that infrastructure has suffered from many years of underinvestment and cites the schools estate as a particular area where much needs to be done. The economic, societal and environmental objectives set out in the Executive’s Programme for Government have guided the development of the ISNI.

### C. The Executive’s Cross-Cutting Objectives

#### a) Economic

5. There are economic, social, equality and equity reasons as to why it is of crucial importance to have a well-educated population (see below). However, left to its own devices, the market will not provide the quality or quantity of education required to meet these wide-ranging aspirations. Therefore, education can be considered a form of public good known as a “merit good” - the educational attainment of society as a whole would be less if the public sector did not intervene in the provision of education. Publicly provided education, free at the point of access, meets these economic, social, equality and equity objectives and Government investment in the infrastructure is critical to the achievement of this.

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6. Government intervenes in education (as with other areas) in three ways: regulation; provision; and funding. It regulates the supply side (for example, through the curriculum) as well as demand (through compulsory schooling). It intervenes in provision through building schools and employing teachers (i.e. supplying goods/buildings and services) and directly funds these. This IDP relates to the latter two aspects of intervention, i.e. funding and providing the education estate through capital investment and procurement strategies.
7. Education is central to our economic future. In the education and development of young people, and in the continuing learning of the adult population, it represents one of the most significant investments in developing the individual, society and the economy. In order to achieve this it is important that a strong and successful system of schools and youth facilities and other education facilities is developed.
8. A modern, reformed education system is imperative to meeting the significant challenges, and harnessing the opportunities, presented by a small, open economy in an increasingly global marketplace. In turn, capital investment in the education estate infrastructure is vital to achieving the educational reforms necessary to increase educational outcomes that will contribute to economic goals.
9. There is clear evidence of a link between educational outcomes and rising prosperity and economic growth. Studies, for instance employing human capital approaches, have shown an empirical link between educational attainment and economic (and social) wellbeing. Such studies have shown that high quality education is strongly linked with increased productivity, higher earnings and better employability. This is reinforced by the fact that a good education enhances the chances of successfully engaging with and completing further and higher/tertiary education. Through enhancing worker productivity, education helps the economy compete with other regions and countries. Education is seen as a crucial factor in enhancing international competitiveness and creating the right climate for strong and sustained economic growth. Good education is also associated with important wider benefits such as better health and crime outcomes, which themselves reinforce economic benefits.
10. Education also impacts on economic activity/inactivity rates - a key issue for the local economy - and employability. The qualification levels of those of working-age in employment are higher than those for the unemployed and economically inactive.
11. Youth Services contributes to this through non formal education in youth facilities, outreach work on the streets with young people and through outdoor education in residential centres. The Youth Service specifically targets young people who have become marginalised or at risk and attracts them to youth facilities. They then have the opportunity for personal development, leadership skills, to gain recognised qualifications, accredited training, employability skills and the possibility of re-engaging with formal education. The Youth Service through non formal education complements formal education.

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### b) Societal

12. There are also benefits to the individual and society (if you like, to private and social capital). The higher earnings resulting from a good education persist over the working-life of the individual. However, the “social” rate of return to education, based on the costs and benefits to society as a whole, is also high. For instance, the Department for Education and Skills (now the Department for Children, Schools and Families) estimated social rates of return to 2+ A Levels at between 15% and 21% for males, and 14% to 21% for females.<sup>2</sup> Social capital approaches to education stress the importance of mutual trust, cohesion, social norms, civic mindedness and other connections among individuals for the wellbeing of societies.
13. It is precisely because the individual’s economic returns to education are so high, that good educational outcomes are so important in promoting a fairer society; the achievement of a fairer distribution of educational outcomes should in itself contribute to a fairer society and economy. The investment is designed to achieve a school environment for all children that will allow room for the reforms to work in the promotion of better educational outcomes, not least in relation to disadvantaged areas.
14. Studies show that health and crime levels are also impacted upon by educational attainment; in the area of health, outcomes include longer life expectancy and lower infant mortality. Education is also linked with lower chances of depression, obesity, respiratory problems and lack of exercise. On the other hand, lack of qualifications, poor behaviour at school and truancy are all associated with delinquency and a high risk of offending.<sup>3</sup>
15. Education is pivotal to the search for an inclusive, reconciled and open society built on trust, partnership, equality and mutual respect. The investment in the education system represents a major opportunity to create greater sharing and address the potential diseconomies of duplication. An outline business case has been prepared on the redevelopment of the former military bases at Lisanelly and St Lucia in Omagh. The business case includes a proposed cross-sector shared educational campus which would be expected to deliver educational benefits and wider community benefits. The business case is currently being considered. Should it be decided to pursue an educational campus proposal, investment would be required on school projects in the area within the 10-year ISNI period.
16. Youth facilities provide a safe, secure environment where young people (especially those young people marginalised by society) can contribute significantly to society by participating in youth based activities in facilities that promote social inclusion and equality of opportunity in accessing youth services. It also promotes opportunities for participation for those most at risk such as young people with disabilities and promotes good relations between all sections of the community and targets specifically those areas which have the most deprived young people.

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<sup>2</sup> Source: Education and Skills: The Economic Benefit, Dept for Education and Skills 2003.

<sup>3</sup> For a discussion of these impacts see the DfES paper referred to in footnote above.

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17. Youth work provides young people with the personal and social skills to participate and contribute to society as good citizens. This is especially important for those that are or were on the margins of crime, alcohol or drugs abuse and anti-social behaviour.

### c) Environmental

18. The investment has as its core the creation of a sustainable estate that is flexible in meeting the challenges and needs and opportunities of the 21<sup>st</sup> century. A BREEAM<sup>4</sup> assessment is required for each school capital project and cost plans are developed to identify elements of the contractor's design that have been put forward to achieve an 'Excellent' BREEAM rating.

19. The Sustainable Development Strategy for NI (2006) recognises the need for changes in behaviours and practices across society to protect the environment. This strategy commits the Department of Education to a wide-ranging set of actions to embed sustainable development in all aspects of education. These include key targets to introduce formal education on sustainable development to the curriculum at Key Stages from 2007, and for 25% of schools to achieve Eco-schools accreditation by 2009. The investment proposed in this Measure through processes of renewal and rationalisation will help achieve this.

20. Consideration of sustainable development should be an important part of the non formal education system through the youth facilities provided and the learning followed in youth settings. In the context of sustainable development, the Department of Education through Theme 3 of the Strategy for the Delivery of Youth Work 2005 – 2008, that effective youth work requires the provision and maintenance of appropriate premises, equipment and other physical resources, as well as resources to effectively develop and deliver the youth work curriculum.

### **D. The Existing Estate**

21. The schools estate consists of over 1,200 schools, of which around 870 are primary schools, 225 are post-primary schools, 100 are nursery schools and 45 are special schools<sup>5</sup>. The estate currently caters for the needs of around 325,000 pupils<sup>6</sup>. Demographic trends present the education system with a major challenge of ensuring that schools remain educationally viable. For instance, the numbers of children aged between 11 and 15 are expected to fall by some 8,000 by 2018. In contrast, the population aged between 4 and 10 years is projected to increase by almost 13,000 in the same period.<sup>7</sup> Even greater challenges are evident at the sub-regional level. Coupled with excess capacity in the schools estate and demographic issues, is the particular size distribution of our schools, which causes viability issues for a part of the estate.

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<sup>4</sup> BREEAM is a widely used environmental assessment method for buildings. It assesses buildings against set criteria and provides an overall score which will fall within a band providing either a; PASS, GOOD, VERY GOOD or EXCELLENT rating.

<sup>5</sup> Source: NI Schools Census, 2007/08 figures.

<sup>6</sup> Source: NI Schools Census, 2007/08 figure.

<sup>7</sup> Source: Government Actuaries Department Principal Population Projections for NI (2006 based).

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22. The need for the sustainability of individual schools (e.g. the demographic environment and the size of schools) will need to be taken into account in decisions for the investment in this sub-pillar. The educational reforms currently in train to improve educational outcomes for children are also expected to require some supporting investment in future years.
23. There are approximately 130 facilities in the statutory youth estate, with over 1,900 voluntary youth facilities and a number of outdoor education centres used by both schools and youth. It is estimated that over 120,000 young people participated in youth facilities in 2006 (the latest year for which figures are available), and there are approximately 20,000 volunteers who work in the youth sector.

### E. Policy Developments and Reforms

24. There are a number of policy developments and reform measures<sup>8</sup> potentially impacting on the estate and short summaries and links are provided for these in Annex 1. These include:
- The Strategic Review of Education (The Bain Review);
  - Area Based Planning and Modernisation of the schools estate;
  - A Policy on Sustainable Schools;
  - New post-primary education, curriculum and transfer arrangements;
  - School Improvement Policy – quality;
  - Special Educational Needs and Inclusion Review (SEN);
  - Irish-medium Education Review;
  - Development of a policy and strategy for the delivery of capital across the youth estate (both voluntary and statutory).
25. The investment in this Sub-pillar is primarily concerned with modernisation of the estate, but it is emphasised that this investment is taking place against a backdrop of changing demographics and small school sizes, and within the above reform environment. Indeed, modernisation is a key part of the delivery of reform objectives. Modernisation of the estate will take place within an area-based planning framework which will change the way the estate is planned. Area-based planning recognises the whole life experience of children throughout their education, the condition of the estate and prioritisation of investment. The ESA will be responsible for producing area plans looking across sectors, in consultation with stakeholders, and the Department of Education will have challenge and approval roles.

### F. The Modernisation Programme and Procurement Strategy

26. The vision for modernising the estate has three key dimensions:
- Renewal - reflecting the historical backlog of investment and maintenance. This aims to review the educational infrastructure across the North of Ireland in phases, and take the actions necessary to

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<sup>8</sup> Details of these reform measures can be found on the Department of Education's website, [www.deni.gov.uk](http://www.deni.gov.uk)

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ensure that every school pupil is accommodated in 21st century facilities;

- Rationalisation - The North of Ireland has a high proportion of small schools. Besides possible financial considerations, small schools can face a particular difficulty in delivering a high quality of education where teachers have to contend with unduly demanding workloads and small (and perhaps diminishing) enrolments. Small schools face particular challenges in meeting the educational requirements of the children and these become all the greater as the enrolment of the school decreases. There is a need to rationalise the existing surplus capacity; and
- Reform - the new investment is also an opportunity to create a space for reform - both in educational terms and in the way the investment programme is delivered. The investment should impact positively on at least the following:
  - On learning outcomes, by inspiring better teaching and learning, and by providing the catalyst for more effective school improvement plans;
  - Securing the support of all the sectors to cross-sector planning, and by encouraging moves towards more integrating of education, with pupil intake across communities and sectors;
  - On procurement reform, by establishing modern efficient procurement arrangements that deliver on time, within budget and secure continuous improvement in the quality of designs, construction and service provision in schools.

27. Given the scale and nature of the schools estate, the schools modernisation programme is necessarily a long-term, prioritised programme. For instance, the £0.7bn investment in the Budget period will allow progress on major investment in around 100 schools, which represents less than one tenth of the entire schools estate in terms of the number of schools. These projects, which were the subject of previous capital allocation announcements by the Department, were selected for capital funding on the basis of processes existing at the time and outlined in paragraphs 30 and 31 below. In future, it is proposed that project selection and prioritisation will take place within an area-based planning framework, briefly outlined in paragraphs 32 – 35 below.

28. The Department has been taking steps to introduce Framework arrangements as a means of improving its approach to capital procurement for the schools' estate. Framework Agreements are already widely used by other public sector organisations and involve a three stage competition as follows:

- i) Prequalification Stage – seeking expressions of interest by means of a pre-qualification questionnaire (PQQ). Responses are evaluated and a shortlist of suitable companies (or consortia) is drawn up. Shortlisted companies are invited to participate in a Primary Competition;
- ii) Primary Competition – to select the optimum number of Framework Participants who have the capacity and capability to deliver school projects; and

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- iii) Secondary Competition – Project (or group of projects) specific competition among the framework participants to choose a company to deliver that project (or group of projects).

### **G. Future Project Identification and Approval Processes**

#### **a) Current Process for Major Works Schemes**

29. The existing capital allocation process involves school authorities bringing forward their priority capital schemes for funding. To be considered for major works funding schools must meet the following criteria:

- approval from the Department that a major scheme is required;
- an approved economic appraisal;
- a site acquired, or virtually acquired; and where necessary,
- an approved Development Proposal.

30. Schools that are included for capital funding are prioritised based on educational need. In determining which schools are allocated funding for major capital development, account is taken of:

- The condition of the building;
- The sufficiency of the accommodation in terms of unmet need; and
- The suitability of the facilities to deliver the curriculum.

#### **b) Future Process (Area-based Planning)**

31. Current proposals recommend the area-based planning process will cover a number of key components as follows:

- Asset Management Information;
- Area Plans;
- Strategic Investment Plans (SIPs); and
- Project appraisal

32. Area Plans, along with Asset Management Information and Strategic Investment Plans, are fundamental to an effective decision-making process. Asset Management Information relates to the physical condition and suitability of the schools estate in each area on a common basis. Work is underway to produce this information for all schools. Area Plans will be statements of need and will be based on an analysis of data which should include the numbers of school places and spare capacity currently in the area; the numbers anticipated to be needed by sector; the need for any rationalisation and demands for new facilities; and opportunities for sharing and collaboration to deliver education. A Strategic Investment Plan would support the delivery of the recommendations in Area Plans, taking account of condition, suitability and funding issues, in detailing the way forward for project investment in each area. The Strategic Investment Plans will need to consider budget impacts and constraints and to make recommendations regarding project prioritisation and profiling of investment and procurement methodologies.

33. Area-based planning on a cross-sector basis will be the responsibility of the ESA when it is fully established. The present timetable, which is dependent on the passage of legislation by the Assembly, assumes full ESA implementation in 2009. Thereafter, it is expected to take some time for the

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first Area Plans to be put in place on this basis, given the processes involved. In the meantime the Minister for Education announced the establishment of local groups to take forward planning in the post-primary sector in 2008 with a particular focus on the Entitlement Framework.

34. Projects already announced and in planning will be kept under close review to ensure that they fit with area-based planning as it is developed. In the longer term area-based planning will help inform the identification and prioritisation of projects assisting in the development of the educational investment programme.

## ANNEX 3

## SUMMARY OF MAJOR INVESTMENT IN SCHOOLS

Project title & description	Estimated remaining capital value (£m) Current prices	Anticipated procurement route <sup>1</sup>	Next gateway stage <sup>2</sup>	Anticipated date of advertisement to market Indicative See note <sup>3</sup> below	Estimated completion date/delivery date Indicative See note <sup>3</sup>	Location
<b>Projects currently on Site</b>						
<i>Ashfield Girls HS - New replacement school</i>	19.5	A	4	n/a	2009/10	Belfast
<i>Ballysillan Youth Club - New replacement accommodation</i>	1.0	A	4	n/a	2010/11	Belfast
<i>Boys Model - New replacement school</i>	29.2	A	4	n/a	2010/11	Belfast
<i>Girls Model - New replacement school</i>	25.7	A	4	n/a	2009/10	Belfast
<i>Grosvenor Grammar - New replacement school</i>	22.8	A	4	n/a	2010/11	Belfast
<i>Orangefield PS - New replacement school</i>	5.7	A	4	n/a	2009/10	Belfast
<i>Pond Park P.S. - New replacement school</i>	3.3	B	4	n/a	2009/10	Lisburn
<i>Towerview P.S. – New replacement school</i>	2.7	B	4	n/a	2009/10	Bangor
<i>Victoria P.S. – New replacement school</i>	0.2	B	4	n/a	2008/09	Ballyhalbert
<i>Abbey G.S. – New replacement school</i>	15.4	C	4	n/a	2009/10	Newry
<i>Assumption G.S. – Extension &amp; Refurbishment</i>	6.4	C	4	n/a	2009/10	Ballynahinch
<i>Ballinderry P.S. – New replacement school</i>	2.1	C	4	n/a	2008/09	Lisburn
<i>Ballymacrickett P.S. Glenavy – New replacement school</i>	2.6	C	4	n/a	2008/09	Crumlin
<i>Brookefield Special School, – New replacement school</i>	2.9	C	4	n/a	2008/09	Moira
<i>Burnfoot/Dungiven/Largy P.S. – New replacement school</i>	0.4	C	4	n/a	2008/09	Dungiven
<i>De La Salle College – New replacement school</i>	6.7	C	4	n/a	2009/10	Belfast
<i>Drumragh Integrated College – New replacement school</i>	8.2	C	4	n/a	2009/10	Omagh
<i>Moorfields P.S. – New replacement school</i>	0.5	C	4	n/a	2008/09	Ballymena
<i>Mount Lourdes G.S. – Extension &amp; Refurbishment</i>	1.5	C	4	n/a	2008/09	Enniskillen

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<b>Project title &amp; description</b>	<b>Estimated remaining capital value (£m) Current prices</b>	<b>Anticipated procurement route<sup>1</sup></b>	<b>Next gateway stage<sup>2</sup></b>	<b>Anticipated date of advertisement to market Indicative See note<sup>3</sup> below</b>	<b>Estimated completion date/delivery date Indicative See note<sup>3</sup></b>	<b>Location</b>
<i>St Catherine's College – Extension</i>	0.6	C	3	n/a	2008/09	Armagh
<i>St Colman's College – Extension &amp; Refurbishment</i>	4.6	C	4	n/a	2009/10	Newry
<i>St Dominic's H.S – Extension &amp; Refurbishment</i>	7.0	C	4	n/a	2009/10	Belfast
<i>St Patrick's P.S. Saul – New replacement school</i>	0.6	C	4	n/a	2008/09	Downpatrick
<i>St Peter's P.S. Cloughreagh – New replacement school</i>	2.1	C	4	n/a	2009/10	Newry
<i>Templepatrick P.S. – New replacement school</i>	3.1	C	3	n/a	2009/10	Templepatrick
<i>Waringstown P.S. – Extension &amp; Refurbishment</i>	0.5	C	4	n/a	2008/09	Waringstown
<b>Projects currently in Planning</b>						
<i>Ballymoney HS - New replacement school</i>	14.6	A	3	2008/09	2012/13	Ballymoney
<i>Rainey Endowed School - New replacement school</i>	15.3	A	3	2008/09	2012/13	Magherafelt
<i>Glendhu Nursery School – New replacement school</i>	0.4	A	3	n/a	2009/10	Belfast
<i>Glenwood P.S. / Edenderry N.S. – New replacement school</i>	7.2	A	3	n/a	2010/11	Belfast
<i>Greenwood Assessment Centre – New replacement school</i>	2.2	A	3	n/a	2011/12	Belfast
<i>Lagan College - Extension &amp; Refurbishment</i>	20.8	A	3	n/a	2011/12	Belfast
<i>Mitchell House Special School – New replacement school</i>	6.5	A	3	n/a	2011/12	Belfast
<i>Our Lady's &amp; St Patrick's GS - New replacement school</i>	24.4	A	3	n/a	2010/11	Belfast
<i>Ravenscroft Nursery School – New replacement school</i>	0.8	A	3	n/a	2009/10	Belfast
<i>Springhill P.S. – New replacement school</i>	3.2	A	3	n/a	2010/11	Belfast
<i>St Cecilia's College - New replacement school</i>	17.0	A	3	n/a	2010/11	Derry
<i>St Joseph's PS - New replacement school</i>	5.4	A	3	n/a	2009/10	Carryduff
<i>St Mary's College - New replacement school on new site</i>	17.0	A	3	n/a	2010/11	Derry
<i>St Mary's PS - New replacement school</i>	3.5	A	3	n/a	2009/10	Portglenone

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<b>Project title &amp; description</b>	<b>Estimated remaining capital value (£m) Current prices</b>	<b>Anticipated procurement route<sup>1</sup></b>	<b>Next gateway stage<sup>2</sup></b>	<b>Anticipated date of advertisement to market Indicative See note<sup>3</sup> below</b>	<b>Estimated completion date/delivery date Indicative See note<sup>3</sup></b>	<b>Location</b>
<i>St Patrick's GS - New replacement school</i>	16.3	A	3	n/a	2010/11	Downpatrick
<i>Strand / Sydenham P.S. – New replacement school</i>	3.2	A	3	n/a	2010/11	Belfast
<i>Strandtown P.S. – New replacement school</i>	10.8	A	3	n/a	2011/12	Belfast
<i>Taughmonagh PS - New replacement school</i>	2.0	A	3	n/a	2010/11	Belfast
<i>Tor Bank Special - New replacement school on new site</i>	9.2	A	3	n/a	2010/11	Dundonald
<i>Artigarvan P.S. – New replacement school</i>	1.9	B	3	2008/09	2010/11	Strabane
<i>Arvalee Special School – New replacement school</i>	4.8	B	3	2009/10	2012/13	Omagh
<i>Ballykelly P.S. – New replacement school</i>	3.3	B	3	2008/09	2010/11	Limavady
<i>Bangor G.S. – New replacement school</i>	12.3	B	3	2008/09	2011/12	Bangor
<i>Belmont Special School – New replacement school</i>	6.7	B	3	2009/10	2011/12	Derry
<i>Coranny &amp; Cornagague P.S. – New replacement school</i>	1.9	B	3	2009/10	2010/11	Roslea
<i>Dean Maguirc College – New replacement school</i>	9.7	B	3	2009/10	2011/12	Carrickmore
<i>Devenish College – New replacement school</i>	16.7	B	3	2010/11	2012/13	Enniskillen
<i>Dromore Central P.S. – New replacement school</i>	5.3	B	3	2009/10	2011/12	Dromore
<i>Ebrington P.S. – New replacement school</i>	3.3	B	3	2009/10	2011/12	Derry
<i>Edendork P.S. – New replacement school</i>	6.3	B	3	2009/10	2011/12	Dungannon
<i>Eglinton P.S. – New replacement school</i>	2.0	B	3	2009/10	2010/11	Derry
<i>Enniskillen Model P.S. – New replacement school</i>	3.7	B	3	2009/10	2010/11	Enniskillen
<i>Foyle &amp; Londonderry College – New replacement school</i>	18.5	B	3	2009/10	2012/13	Derry
<i>Glastry College – New replacement school</i>	8.8	B	3	2009/10	2011/12	Ballyhalbert
<i>Holy Family P.S. – New replacement school</i>	4.3	B	3	2009/10	2011/12	Magherafelt
<i>Hollywood P.S. – New replacement school</i>	3.5	B	3	2011/12	2012/13	Hollywood
<i>Knockbreda H.S. – New replacement school</i>	11.7	B	3	2009/10	2011/12	Belfast

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<b>Project title &amp; description</b>	<b>Estimated remaining capital value (£m) Current prices</b>	<b>Anticipated procurement route<sup>1</sup></b>	<b>Next gateway stage<sup>2</sup></b>	<b>Anticipated date of advertisement to market Indicative See note<sub>3</sub> below</b>	<b>Estimated completion date/delivery date Indicative See note<sup>3</sup></b>	<b>Location</b>
<i>Knockevin Special School – New replacement school</i>	5.2	B	3	2009/10	2012/13	Downpatrick
<i>Limegrove / Glasvey Special School – New replacement school</i>	5.8	B	3	2010/11	2011/12	Limavady
<i>Lisbellaw P.S. – New replacement school</i>	2.1	B	3	2008/09	2010/11	Lisbellaw
<i>Lisnagelvin P.S. – New replacement school</i>	3.6	B	3	2008/09	2010/11	Lisnagelvin
<i>Little Flower Girls S.S. – New replacement school</i>	10.7	B	3	2009/10	2011/12	Belfast
<i>Lurgan College - New replacement school</i>	9.0	B	3	2009/10	2012/13	Lurgan
<i>Magherafelt H.S – New replacement school.</i>	10.8	B	3	2009/10	2010/11	Magherafelt
<i>Methodist College – Extension &amp; Refurbishment</i>	40.9	B	3	2010/11	2014/15	Belfast
<i>New Buildings P.S. – New replacement school</i>	2.0	B	3	2009/10	2010/11	Derry
<i>Omagh I.P.S. – New replacement school</i>	7.8	B	3	2010/11	2011/12	Omagh
<i>Parkhall College – New replacement school and Youth Provision</i>	14.0 *	B	3	2009/10	2011/12	Antrim
<i>Portadown College – New replacement school</i>	13.1	B	3	2009/10	2012/13	Portadown
<i>Priory College – New replacement school</i>	6.1	B	3	2009/10	2011/12	Holywood
<i>St Bronagh's P.S. – New replacement school and Youth Provision</i>	3.8 **	B	3	2009/10	2010/11	Rostrevor
<i>St Columbanus College – New replacement school and Youth Provision</i>	10.1 ***	B	3	2009/10	2011/12	Bangor
<i>St Columbkille's P.S. – New replacement school</i>	2.7	B	3	2008/09	2010/11	Carrickmore
<i>St Conor's P.S. – New replacement school</i>	4.1	B	3	2009/10	2011/12	Omagh
<i>St Joseph's Convent P.S. – New replacement school</i>	4.7	B	3	2009/10	2010/11	Newry
<i>St Louis G.S. – New replacement school</i>	7.7	B	3	2009/10	2011/12	Kilkeel
<i>St Mary's P.S. – New replacement school</i>	3.8	B	3	2009/10	2010/11	Banbridge
<i>St Patrick's &amp; St Brigid's P.S. – New replacement school</i>	3.8	B	3	2009/10	2010/11	Ballycastle
<i>St Patrick's Academy – New replacement school</i>	21.0	B	3	2009/10	2012/13	Dungannon
<i>St Patrick's College, – New replacement school</i>	9.5	B	3	2009/10	2010/11	Banbridge

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<i>St Paul's P.S. – New replacement school</i>	2.5	B	3	2010/11	2011/12	Irvinestown
<i>Strathearn G.S. – New replacement school</i>	14.9	B	3	2009/10	2011/12	Belfast
<i>Tannaghmore P.S. – New replacement school</i>	5.2	B	3	2009/10	2010/11	Lurgan
<i>The High School Ballynahinch – New replacement school</i>	10.9	B	3	2009/10	2012/13	Ballynahinch
<i>Banbridge Academy – Extension &amp; Refurbishment</i>	13.6	C	3	2008/09	2011/12	Banbridge
<i>Carrick P.S. – New replacement school</i>	3.4	C	3	2009/10	2010/11	Warrenpoint
<i>Colaiste Feirste, – Extension &amp; Refurbishment</i>	13.8	C	3	2009/10	2011/12	Belfast
<i>Dromintee P.S. Killeavey – New replacement school</i>	2.1	C	3	2009/10	2010/11	Newry
<i>Magherafelt P.S. – New replacement school</i>	4.3	C	3	2009/10	2010/11	Magherafelt
<i>Scoil Na Fuisioige, – New replacement school</i>	1.7	C	3	2009/10	2010/11	Belfast
<i>St Clare's Abbey P.S. – New replacement school</i>	6.6	C	3	2009/10	2010/11	Newry
<i>St Colman's P.S. Lambeg – New replacement school</i>	3.3	C	3	2009/10	2011/12	Lisburn
<i>St Columba's P.S. Straw – New replacement school</i>	1.4	C	3	2008/09	2010/11	Draperstown
<i>St Joseph's P.S. Madden – New replacement school</i>	1.4	C	3	2008/09	2009/10	Armagh
<i>St Mary's P.S. – New replacement school</i>	2.9	C	3	2009/10	2011/12	Newcastle
<i>St Oliver Plunkett P.S. – New replacement school</i>	1.7	C	3	2009/10	2010/11	Forkhill
<i>St Patrick's G.S. – Extension &amp; Refurbishment</i>	17.9	C	3	2009/10	2012/13	Armagh
<i>St Teresa's P.S. – New replacement school</i>	2.8	C	3	2009/10	2010/11	Lurgan
<i>Victoria College – Extension &amp; Refurbishment</i>	15.9	C	3	2009/10	2012/13	Belfast
<i>Whitehouse P.S – New replacement school</i>	3.3	C	3	2008/09	2010/11	Newtownabbey
<i>Holy Trinity College - New replacement school</i>	14.6	Subject to OBC review	3	2009/10	2012/13	Cookstown
<i>Loreto Grammar - New replacement school</i>	14.6	Subject to OBC review	3	2009/10	2012/13	Omagh

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<p>Notes to table:</p> <p><sup>1</sup> (A) PFI/PPP; (B) Design and Build; (C) Conventional Procurement. Belfast Education and Library Board schemes are being procured through a strategic partnership agreement that includes a mix of PFI and conventional procurements. All the schemes to be procured through the partnership have been classified in the table as (A) PPP.</p> <p><sup>2</sup> Gate 0: Strategic Assessment; Gate 1: Business Justification; Gate 2: Procurement Strategy; Gate 3: Investment Decision; Gate 4: Readiness for Service; Gate 5: Benefits Evaluation</p> <p><sup>3</sup> The estimated dates in these columns are subject to various planning stages being progressed and approved with the relevant school authorities within the estimated timeframes, all statutory approvals being achieved, and critically depend on the availability of resources at that time. The projects are kept under review and the estimated timescales are therefore subject to change in light of these factors.</p> <p>* includes £420k for youth provision  ** includes £400k for youth provision  *** includes £840k for youth provision</p>						

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