



AN ROINN OIDEACHAIS AGUS EOLAÍOCHTA | DEPARTMENT OF EDUCATION AND SCIENCE

Department of Education and Science

An Roinn Oideachais agus Eolaíochta



EDUCATION | LEARNING | EQUITY | ADULT | EXAMS

LIFE LONG | QUALITY

Annual Report
2001

ann tairneor

Mission

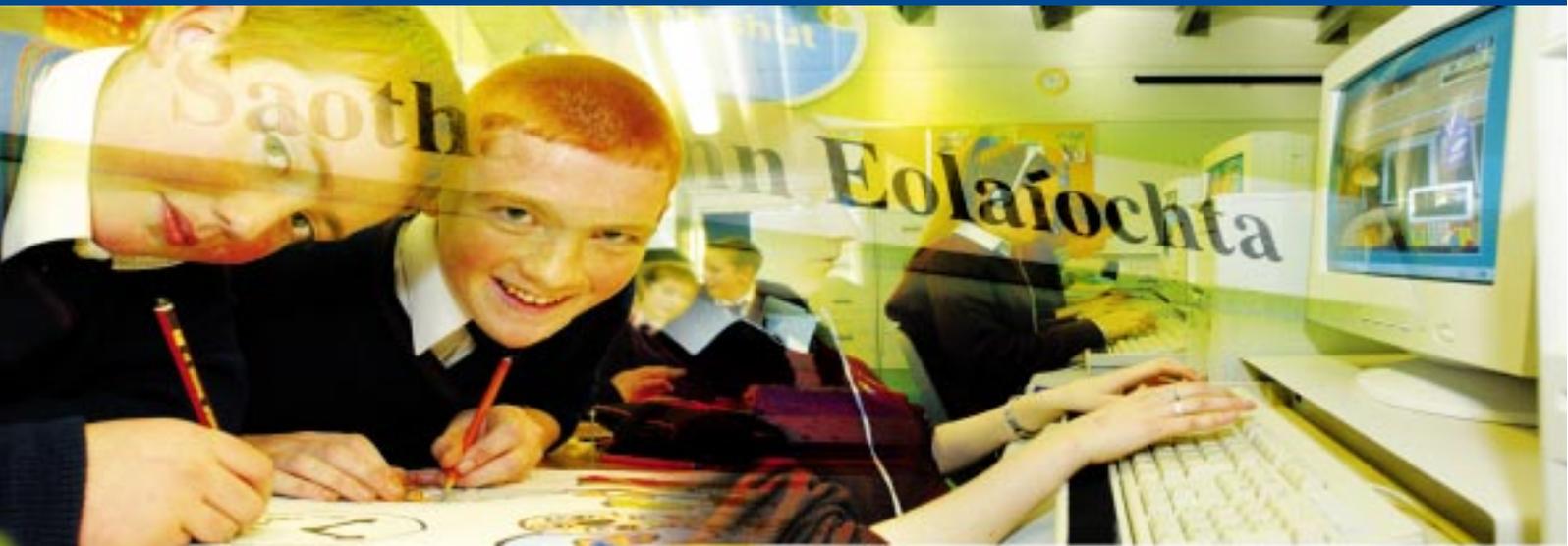
The mission of the Department of Education and Science is to provide for high-quality education, which will:

- Enable individuals to achieve their full potential and to participate fully as members of society, and
- Contribute to Ireland's social, cultural and economic development.

High-level goals

The Department has the following high-level goals:

- To promote equity and inclusion
- To promote quality outcomes
- To promote lifelong learning
- To plan for education that is relevant to personal, social, cultural and economic needs
- To enhance the capacity of the Department of Education and Science for service delivery, policy formulation, research and evaluation.



Activities

In support of its high-level goals, the Department is engaged in a wide range of activities including:

- Policy, planning and review
- Quality assurance
- Human and financial resource allocation
- Planning and provision of education infrastructure
- Examinations administration
- Administration of large-scale executive and operational functions
- Advice and support to educational management and staff.



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Department of Education & Science,
Change Management Unit,
Marlborough Street, Dublin 1.
Tel: (01) 873 4700

December 2002

Foreword by Minister



I am very pleased to receive this Annual Report prepared by my Department under the terms of the Public Service Management Act, 1997.

Since assuming the portfolio of Minister for Education and Science this year, I have been greatly impressed by the range and diversity of the Department's remit and the dedication of its staff to the cause of education in this country. These factors are well represented in the present Annual Report. While this report records significant progress across a wide range of fronts, it also serves to bring home to us the major challenges facing the Department into the future. I look forward to the framing of a new strategy statement in the near future and to leading the Department in meeting the significant challenges facing it and in continuing to restructure itself to serve the Irish people to best effect.

A handwritten signature in black ink that reads "Noel Dempsey". The signature is written in a cursive, flowing style.

Noel Dempsey, T.D.,
Minister for Education & Science

Statement from Secretary General



I am happy to present the Annual Report of the Department of Education and Science for the year 2001 on implementation of its Strategy Statement 2001-2004.

The primary function of this report is to present and summarise the achievements of the Department over the past year in pursuance of our high level goals and objectives. While a considerable amount has been achieved in recent years, the period ahead is one of further challenges and opportunities. The Department's Strategy Statement for 2001-2004, which is rooted in Government policy priorities, sets an ambitious agenda for innovative action and reform, in order to meet the diverse needs of the education system across all sectors.

I believe that we will successfully meet these challenges.

The publication of this report affords an opportunity to recognise the commitment and hard work of the staff of the Department. I appreciate the high standards they have set and I would like to thank them for their efforts.

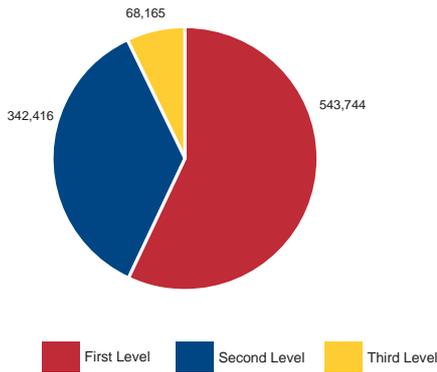
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John Dennehy
Secretary General

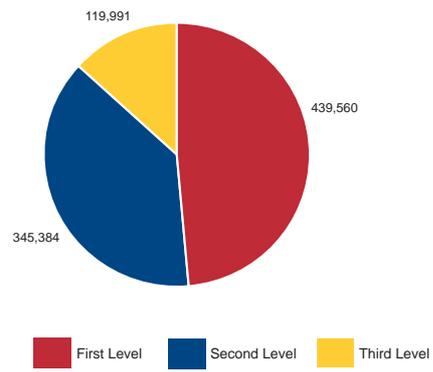


Key Education Statistics

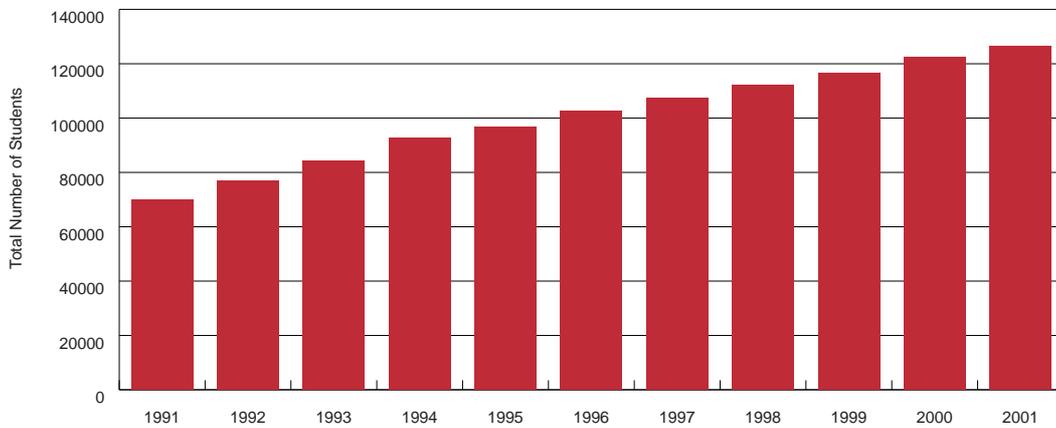
Number of full-time students in aided institutions by level 1990/1991



Number of full-time students in aided institutions by level 1990/1991

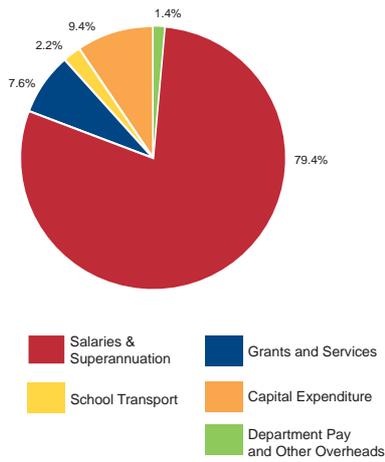


Full-Time Enrolments at Third-Level, 1999-2001

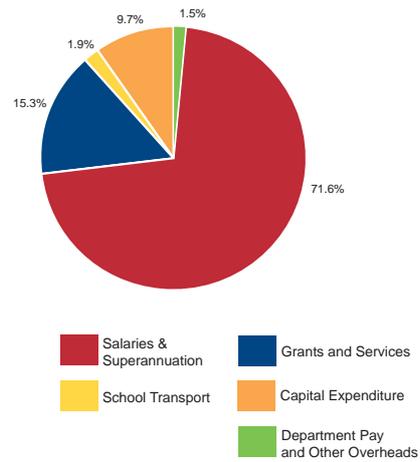


Education and Related Expenditure

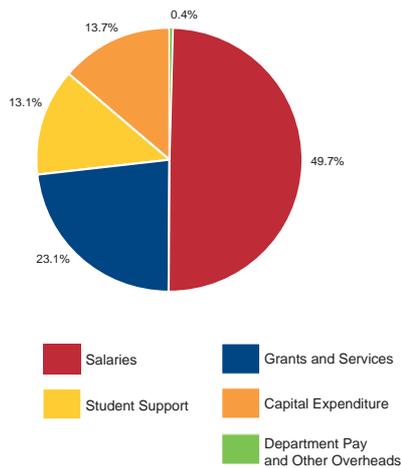
First Level



Second Level



Third Level



How the money is spent:

In 2001, funding of €4.7 billion was provided for the education sector. This funding is principally for three major education programmes i.e. First, Second and Third-Level Education. Funding is also provided by the Department for a number of other smaller programmes relating to non-school services mainly youth and cultural activities.

The following is a summary by principal programme of expenditure in 2001 compared to 2000.

First Level

	2000 Outturn € euro	2001 Estimate € euro
Salaries & Superannuation	1,080,118	1,229,716
Grants & Services	149,914	117,118
School Transport	32,541	34,975
Capital Expenditure	137,666	145,586
Department Pay & Other Overheads	15,853	21,503
Total	1,416,092	1,548,898

Second Level

	2000 Outturn € euro	2001 Estimate € euro
Salaries & Superannuation	1,152,836	1,322,967
Grants & Services	251,063	283,802
School Transport	32,541	34,975
Capital Expenditure	186,858	179,197
Department Pay & Other Overheads	21,657	27,762
Total	1,644,955	1,848,703

Third Level

	2000 Outturn € euro	2001 Estimate € euro
Salaries	558,868	629,870
Grants & Services	243,308	292,939
Student Support	142,123	166,014
Capital Expenditure	188,051	173,628
Department Pay & Other Overheads	3,963	4,895
Total	1,136,313	1,267,346



Focus

Focus - 'Giving Children An Even Break by Tackling Disadvantage'

Introduction

The programme Giving Children An Even Break by Tackling Disadvantage (GCEB) was launched in January 2001. GCEB, which is to run over a three-year period, will cost some €33 million. It is a key component of the Department's strategy to discriminate positively in favour of children who are at risk of school failure or who are experiencing educational disadvantage. GCEB specifically targets resources towards pupils from disadvantaged backgrounds in primary schools.

A survey conducted by the Educational Research Centre provided an objective basis for directing the extra resources to the pupils in greatest need. It is the most comprehensive survey ever of the incidence of educational disadvantage in primary schools. At present 2,133 primary schools are benefiting from GCEB.

Aims of GCEB

The general aim of GCEB is to support children and their families within a community context through preventative and supportive actions. This aim should contribute to two key objectives of the Government's National Anti-Poverty Strategy, namely raising literacy and numeracy levels and to improve retention levels in education.

GCEB involves a review of the use of existing financial and personnel resources in the schools and in their catchment areas. It also entails the co-ordination at school level, of the current initiatives of the Department of Education and Science to alleviate educational disadvantage, so that their benefit can be maximised for children.

Key Features of GCEB

There are separate urban/town and rural dimensions to GCEB. Urban/town schools, in locations with populations in excess of 1,500 having the highest concentrations of *at risk* pupils, have been selected. Schools have been allocated the necessary additional teaching posts to enable them to implement the maximum class sizes of 20:1 in all Infants and Junior classes, and of 29:1 in Middle and Senior classes. A total of 203 schools have been allocated additional staffing under the urban dimension of GCEB.

Rural schools with the highest concentrations of *at risk* pupils have been allocated the services of a teacher/co-ordinator who will work with clusters of four or five schools. This co-ordinator works with pupils, parents and teachers. A total of 318 rural schools have been selected for inclusion in 73 clusters.

Schools, which cannot be clustered with other schools, with similarly high levels of need, are receiving appropriate financial support as an alternative to the support of a co-ordinator. 73 schools receive this latter support.

A special €63.49 per capita grant is paid in respect of those pupils with disadvantaged characteristics, with a minimum payment of €952.30 to each school. Schools already in receipt of additional resources under the Disadvantaged Areas Scheme (DAS) and/or Breaking the Cycle Pilot Project are retaining their entitlements under those schemes.





Strategic Planning

Schools involved in GCEB have to comply with planning, monitoring, reporting and evaluating requirements. Schools are asked to produce a Strategic Plan, which describes the actions to be taken to support and challenge pupils to achieve success. Staff from each school will also be required to participate in the in-career development supports.

Actions under GCEB

The following actions, which should be closely linked to existing school structures and integrated into every aspect of the school's work, are recommended under GCEB:

- The early identification of pupils at risk of underachievement and early school leaving is of primary importance
- Schools should develop their understanding of educational disadvantage and formulate new methodologies and practices to meet the needs of the identified children
- Schools should address ways to support and engage parents in their children's education
- Schools should develop ways to involve the community in supporting children through in-school and out-of-school actions
- Inter-agency collaboration processes should be developed locally with structures that are flexible and responsive. A local structure of inter-agency co-operation should be a partnership of the home, the school and local support services dealing with health, justice, youth and family affairs and issues of community development

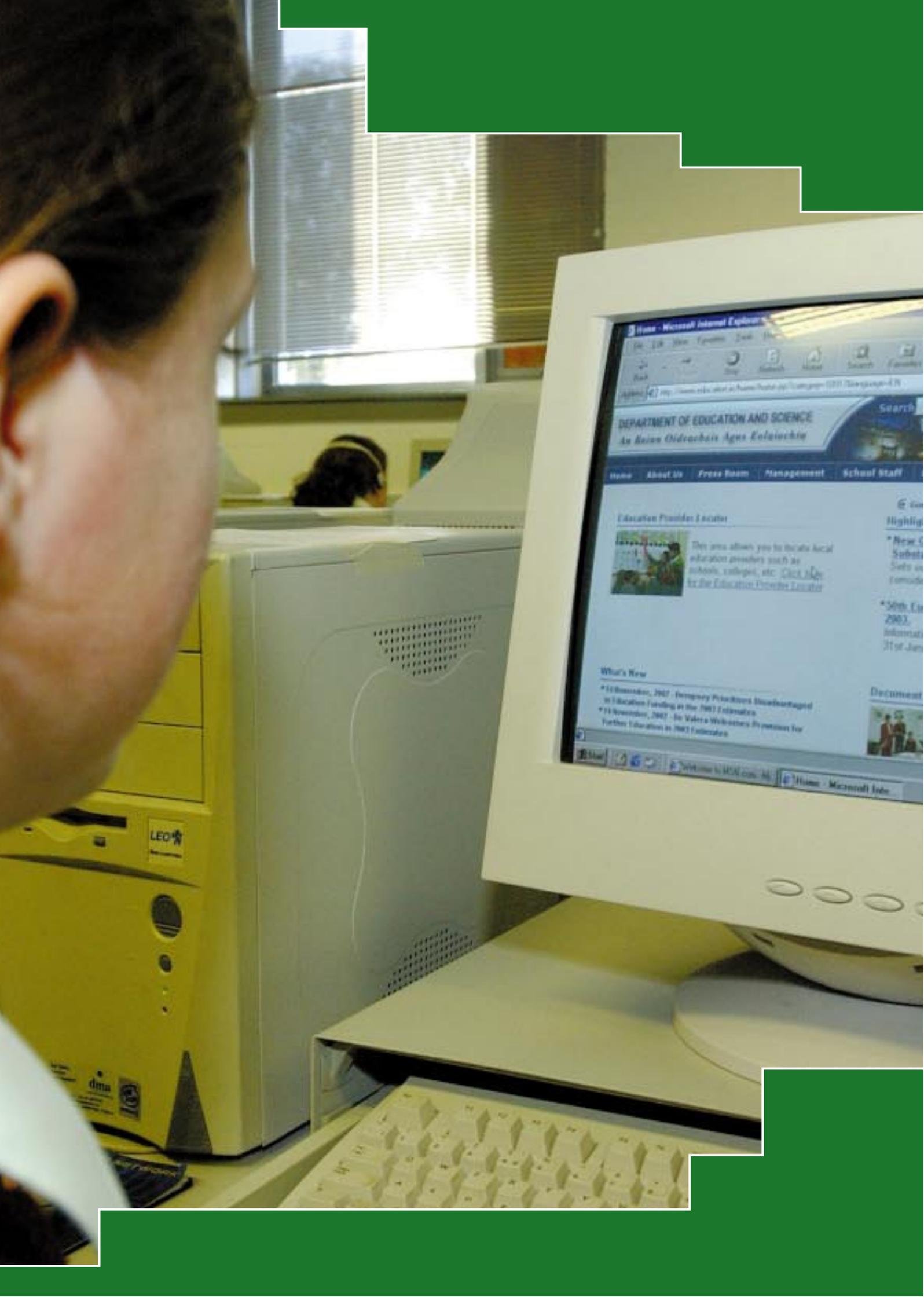
- Schools are required to involve themselves in the in-career development support provided through the initiative
- Schools are required to comply with the planning, data collection, monitoring, evaluating and reporting procedures of the initiative.

Optimising the Reduced Pupil Teacher Ratio(PTR) in Selected Urban/Town Schools

It is expected that the children will reap the benefits of being in a class with reduced numbers. Reduced class size in the early years can be particularly effective when teaching methods, classroom organisation and programmes tailored to the needs of individual pupils are accommodated within the teaching and learning process. The assessment data gathered in the building up of pupil profiles, should inform the development of such programmes. A reduction in class size enables the mainstream class teacher to adopt innovative approaches and methodologies, which meet the needs of the pupils.

Co-ordinators in Rural Clusters

The rural co-ordinator works with children, parents, teachers and community representatives. He/she facilitates parental involvement with their children's learning, works with children to build their confidence and develop positive learning behaviours, provides advice/support to teachers, and liaises with representatives of local and community organisations.



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DEPARTMENT OF EDUCATION AND SCIENCE An Buidín Oideachais Agus Eolaíochta

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Education Provider Locator

 This area allows you to locate local education providers such as schools, colleges, etc. [Click here for the Education Provider Locator](#)

What's New

- 11 November, 2007 - Jersey Providers Disadvantaged in Education Funding at the 2007 Estimates
- 11 November, 2007 - Dr Valera Welcomes Proposals For Further Education at 2007 Estimates

Document



Microsoft Word 2003
Home - Microsoft Jobs



Main Developments in 2001

Equity and Inclusion

Lifelong Learning

Quality Outcomes

Organisation Developments



Equity and Inclusion

Education undoubtedly plays a key role in the promotion of equality of opportunity. The likelihood of obtaining educational qualifications has been found to be closely associated with socio-economic factors, to the extent that it is the children of the poor who constitute a majority of those who do not benefit from the education system. Poor educational attainments and early school leaving go hand in hand.

Providing supports for young people who are at risk of educational disadvantage and early school leaving continues to be a priority issue.

Strategy: Foster readiness of young children for learning

Early Childhood Education

In September 2001, in accordance with the provisions of the White Paper *Ready to Learn*, the Minister announced the establishment of a new Centre for Early Childhood Development and Education. The Centre, which is jointly managed by St. Patrick's College, Drumcondra and the Dublin Institute of Technology, will develop a national quality framework, to include equipment and material, staff qualifications and training, teaching and learning methodologies, curriculum, guidance for parents and related areas. The Centre will also examine and develop appropriate forms of early intervention and support for children from disadvantaged backgrounds and children with disabilities, building on the experience of existing programmes.

Early Start and other Pre-School Initiatives

The Early Start pre-school intervention is a programme for children aged 3 to 4 years, who are most at risk in areas of social disadvantage. It is provided so that young children will experience an educational programme that will enhance their overall development and prevent school failure. Each Early Start pre-school class

attracts special capitation funding, a qualified primary teacher and a child-care assistant. A start-up grant for materials/equipment and a grant to foster parental involvement is also provided.

Funding for pre-school initiatives in 2001 exceeded €5 million to support the Early Start Programme and other pre-school initiatives.

Strategy: Provide for special learning needs

Special Needs Students

Since 1998, all children with disabilities within the primary system have an automatic entitlement to a response to their assessed needs. Policy seeks to facilitate, in so far as possible, the integration of children with disabilities into the mainstream system. The number of Resource Teachers, catering for children with special needs in mainstream schools, continues to increase from a base of 104 to more than 1,000 in 2001. The number of Special Needs Assistants has also increased from less than 300 to approximately 2,500 over the same period.

Children of second-level age with mild forms of disability are generally integrated into mainstream second-level schools. These students are supported by support teachers and /or special needs assistants. The level of need is based on the assessed needs of the individual student. In 2001, almost 370 resource teaching posts and 135 special needs assistants were allocated to support students with disabilities in second-level schools. Both of these figures are expressed in terms of wholtime equivalent posts and translate into a greater number of personnel on the ground.

Measures in place to facilitate the integration of children with disabilities into the mainstream system include:

Learning Support Teacher Service

This service provides assistance for children experiencing learning difficulties, particularly in the core area of literacy.

In September, 1999 the Learning Support Teacher Service was extended to every first and second-level school in the country. The number of learning support teachers in the primary system has grown from 1,242 in September, 1997 to 1,485 in 2001. At second level, there are now 560 learning support teachers. Learning support guidelines have been issued to schools and a programme of in-service training began in November 2001.

The Visiting Teacher Service

The Visiting Teacher Service involves 42 teachers who support pupils with visual or hearing impairment or Downs Syndrome, in the primary and second-level system. These teachers are not attached to individual schools. The service is managed by the Inspectorate and each visiting teacher covers an area of the country.

Arrangements for students with special needs taking Certificate Examinations

The Department operates a scheme of reasonable accommodations for students with special needs, taking Certificate Examinations. The accommodations provided are intended to remove as far as possible the impact of a disability on a candidate's performance and thus enable a candidate to demonstrate his or her level of attainment.

Children with disabilities are also catered for in special schools or special classes attached to mainstream schools. All such facilities operate at specially reduced pupil teacher ratios, which are in line with the levels recommended by the Special Education Review Committee.

Educational Provision for Children with Autism

Up to 1998 there were no special classes for pupils with autism in our primary schools. There are, now, over 90 special classes dedicated to children with autism. Each special class now has the support of a teacher and two Special Needs Assistants. The school management also receives enhanced capitation funding from the Department.

In October 2000, a special Task Force was established to carry out an independent review of current approaches to the educational needs of children with autism and to make recommendations for the future development of services in this area. The report of the Task Force was published in 2001 and can be downloaded from the Department's website.

Educational Provision for Children with Dyslexia

The Department's traditional approach to supporting children with specific learning disability/dyslexia has been the remedial teacher service and the resource teacher service. The remedial teacher service is now available in all schools, with 1,480 teachers employed in the primary system. More than 750 resource teachers are also in place in the primary system to cater for children with special needs, including dyslexia.

Where more serious forms of the condition arise, children can be catered for in special classes for specific learning disability which operate at a Pupil Teacher Ratio (PTR) of 11:1. There are 4 special schools and 19 special classes at present.

An independent review of current approaches to the educational needs of children with dyslexia was published in November 2001 and is available on the Department's website.

Special measures introduced to assist students with dyslexia include:

- An innovative €2.5 million pilot scheme for the provision of laptop computers to dyslexic second-level students in 31 schools



- New Guidelines on Learning Support for teachers to assist them in providing more effective support for children
- A national programme of in-service training for learning support teachers which will be put into practice during the coming school year.

Centre for Deaf Studies

The Centre for Deaf Studies at Trinity College, Dublin was officially opened in October 2001. The Centre offers three separate full-time two year diploma courses for students, in order to improve communication between the deaf and hearing communities and to enhance the employment prospects for members of the deaf community. A diploma in Irish Sign Language Teaching is offered to deaf students. A diploma in Irish Sign Language/English Interpreting is offered to hearing students who wish to work as interpreters. The Centre also offers a diploma in Deaf Studies to hearing and deaf students and has a remit to carry out research in aspects of Deaf Studies and Deaf Culture.

The National Council for Special Education

In July 2001 the Government approved, in principle, the establishment of the National Council for Special Education. This Council will be established as an independent civil service body under the aegis of the Department. In addition to carrying out research and providing expert advice to the Minister in relation to special education issues, it will, through the deployment of Special Needs Organisers, provide a co-ordinating service for parents and children at local level. The aim is to ensure the speedy delivery of an accessible and appropriate education service to children with special needs. The Council will play a crucial role in the development of an effective special education service for the future.

Strategy: Promote access and inclusion at all levels of education

Psychological Services for Schools

The National Educational Psychological Service (NEPS) was established on 1 September, 1999 as a dedicated executive Agency of the Department of Education and Science. NEPS has delegated authority to develop and provide an educational psychological service to all students who require this service.

An increase in staffing in 2001 meant that NEPS could expand its services to include all second-level schools and 1,958 primary schools. The agency also provides support to schools following traumatic incidents.

Educational Disadvantage

In 2001, a major new project 'Giving Children an Even Break' was launched and is the subject of one of our focus articles.

Programmes to address Educational Disadvantage include:

Breaking the Cycle

The Breaking the Cycle project was based on studies of educational disadvantage conducted by the Combat Poverty Agency and the Educational Research Centre (ERC) with a view to identifying the means necessary to focus and target new measures to break the cycle of educational disadvantage.

The five-year pilot phase of this scheme ended on 30 June 2001. A salient feature of the project in urban schools is a reduction to 15:1 in the pupil/teacher ratio in the junior classes (infants through second class). A feature of the project in rural schools is the provision of a local co-ordinator in each of 25 clusters of schools to promote parental involvement, support school staffs and give direct support to pupils who are at risk of educational disadvantage and early school leaving.

Home School Community Liaison Scheme (HSCL)

The HSCL scheme, established in 1990 and extended in 1999 to all designated disadvantaged schools, is a preventative strategy which promotes active co-operation between home, school and relevant community agencies in promoting the educational interests of the children. It also aims to raise awareness among parents of their own capacities to enhance their children's educational progress. The scheme is delivered through a co-ordinator (teacher), who is assigned to a school or group of schools.

At present, there are 309 primary and 190 second-level schools participating in the scheme. There are 176 co-ordinators at primary level and 189 at post-primary level. A National Co-ordinator and Assistant National Co-ordinators oversee the day-to-day operation of the scheme.

Early School Leavers

The Department is committed to sustained action across a number of fronts - curricular, legislative and direct support - aimed at keeping pupils in school up to the end of the Leaving Certificate. The strategy has included widening the educational experience available to students by expanding funding for new programmes such as the Leaving Certificate Applied and Junior Certificate Schools Programme. Strategies have been developed to encourage and support schools in retaining pupils to completion of senior cycle.

8-15 Year Old Early School Leavers Initiative

This programme which was introduced in 1998, was extended to August 2002. In 2001, the programme included 17 projects involving 80 schools (51 primary and 29 second level), together with statutory and voluntary agencies involved with youth, community development and Area Based Partnerships. €3.17 million was spent on this initiative and was part-financed by the

European Union Structural Funds under the National Development Plan 2000-2006. In-school activities include homework support, remediation, transfer programmes, personal development, peer and adult mentoring, adapted curricula and meal provision. Out of school activities include after school clubs, community based activities, sports, music/dance/drama, home visits, structured holiday provision and educational excursions.

Stay in School Retention Initiative

This programme was introduced in June 1999, initially in 58 schools. The scheme was expanded to include 118 schools in September 2001. At the core of this initiative is a multi-annual written retention plan or agreement drawn up between the school and the Department, with the requirement that the school as a driver of the initiative, operates on a multi-agency basis and establishes cross community links in delivering on its commitments. A sum of €8.5 million was spent on this initiative in 2001 and was part financed by the European Union Structural Funds under the National Development Plan 2000-2006.

Youthreach

YOUTHREACH is an inter-Departmental initiative for early school leavers. YOUTHREACH provides education, training and work experience to young people, generally aged 15-20, with no formal education or training qualifications. Expenditure in 2001 in the education sector was as follows:

	Expenditure	Participants
Youthreach	€32,728,751	2641
Senior Traveller Training Centres	€12,171,591	811
Total	€44,900,342	3452

The programme operates through a number of different strands; YOUTHREACH centres, funded by the Department of Education and Science and managed by Vocational Education Committees; Community Training Workshops funded by FÁS; and Justice Workshops funded by the Department of Justice, Equality and Law Reform and FÁS.

A similar programme in a culturally supportive environment is operated for Travellers in a network of Senior Traveller Training Centres. There are 76 YOUTHREACH Centres, 47 Community Training Workshops, 6 Department of Justice Workshops and 28 Traveller Training Centres operating throughout the country catering for over 6,000 trainees.

Traveller Education

While the Department recognises the intercultural dimension in the education of traveller children, the policy is that all school-going traveller children should be fully integrated into and educated in mainstream schools. Measures to achieve this include:

- Capitation grants of €249.50 per annum for traveller children under 12 years and €472.34 for those over 12 years
- The Department pays 98% of the cost of school transport to mainstream national schools
- At second level, a capitation grant of €426.63 is paid to schools to help traveller children and families to successfully participate in the life of the school.

The Department supports the following services:

Resource allocation (September 2001)	Numbers
Traveller pre-schools	51
Resource teachers for Travellers	506
Special schools for Travellers	3
Junior Education Centres	6
Second-level schools in receipt of extra teaching hours	130
Senior Training Centres	28
Visiting Teacher Service	40
National Education Officer for Travellers	1

Educational Provision for non-nationals in Ireland

Today's Ireland is a multi-cultural society and the Department is committed to supporting the educational needs of non-national children by funding language training programmes and providing additional resources.

Integrate Ireland Language and Training (formerly the Refugee Language Support Unit) has developed a programme that concentrates on English language in the context of the school curriculum, and also on socialisation within the school. To date, approximately 700 primary teachers and almost 200 second-level teachers have completed this programme.

The Department provides resources to schools in the form of teacher posts and grants. In 2000/2001, 150 primary and 95 second-level posts were provided together with the provision of grant assistance totalling nearly €1.4 million to enable 5,000 non-national pupils to fully access the school curriculum and participate in school life.

An information booklet for schools also raises awareness about the non-national population in the country and provides guidance on integrating these children into the system.

Access to Higher Education

The Department has responsibility for promoting access and participation opportunities for students in further and higher education. Under the social inclusion measures in the NDP, there is provision for a Third-Level Access Fund totalling €120 million, over the period 2000-2006. This is aimed at tackling under-representation by three target groups: -

- Students from disadvantaged backgrounds
- Mature students
- Students with disabilities

In July 2001, the report of the Action Group on Access to Third-Level Education was published. The Action Group was established to advise on the development of a co-ordinated framework to promote access by students from the three target groups. One of the major tasks of the Action Group was to advise on how the €120 million should be allocated.

There are a range of schemes and measures available to assist students in third-level education:

Free Fees Initiative

The Department meets the tuition fees of eligible students who are attending approved full-time undergraduate courses. The cost of this initiative in 2001 was €220 million.

Student Support Schemes

The Department is responsible for the management of a range of student support schemes, which provide means-tested financial assistance to further and third-level students. There are four maintenance grant schemes and approximately 37% of third-level students qualify for maintenance grants.

TABLE - Expenditure under the Four Maintenance Grant Schemes - 2001

Scheme	No of Grantholders	Expenditure in €m 2001
Higher Education Grants	23,340	60.2
VEC Scholarships	5,780	13.6
Third-Level Trainees Maintenance Grants	13,870	26.3
Post Leaving Certificate Grants	6,000	11.4
TOTAL	48,990	111.5

Special rates of Maintenance Grant [Top-up Grants]

Arising from the recommendations of the Action Group's report, a number of new measures have been introduced such as the ESF-aided Special Rates of Maintenance Grant, usually referred to as 'top-up' grants, payable to disadvantaged grant holders. These were introduced with effect from the 2000/01 academic year. Where a student is already in receipt of a grant under one of the existing maintenance grant schemes, he/she may apply to the relevant local authority or VEC for the special rate of grant.

Student Assistance/Access Fund

This ESF-aided Fund is administered directly by the third-level institutions. The objectives are to provide financial support to disadvantaged students who require additional support to enable them to fully benefit from their third-level studies. Provision for this fund increased from €2.49 million in respect of the 2000/01 academic year to €7.49 million in respect of the 2001/02 academic year.

Fund for Students with Disabilities

This ESF-aided fund is administered by the Department. It applies to students who have serious sensory, physical and/or communicative disabilities. Grants are awarded towards the cost of specific equipment, specific materials, technological aids, targeted transport service, sign language interpreters, personal assistants and other educational support workers such as note-takers. The number of approved applications increased from 511 in 2000 to 809 in 2001. Expenditure also increased from €1.56 million in 2000 to €2.62 million in 2001.

Millennium Partnership Fund for Disadvantage

A new ESF-aided Millennium Partnership Fund for Disadvantage was introduced with effect from 2001, based on criteria set out in the Action Group's report. The Fund, with a provision of €1.27 million is intended to build on the experience of the Support Scheme for Students from Disadvantaged Families, operated by the Northside Partnership which assists students to participate in higher education. The Fund is administered, on behalf of the Department, by Area Development Management Ltd (ADM). Thirty five partnerships and community groups received allocations from the Fund in 2001.

Lifelong Learning

The NESC defines Lifelong Learning as learning over the entire life-span. It includes all learning activity, whether formal or informal, with the aim of improving knowledge, skills and promoting personal fulfilment.

Strategy: To promote access and inclusion at all levels of education

The White Paper on Adult Education *Learning for Life* launched in August 2000, sets out a range of recommendations to promote and expand access to adult education. The recommendations cover the principles which should underpin the service including:

- Implementation of a national adult literacy strategy
- Expansion of part-time options in further education
- Improved opportunities for adult participation in third-level education
- A strengthened role for community education
- Enhancement of support services such as guidance, counselling and childcare.

Provision is also made for the establishment of a National Adult Learning Council and Local Adult Learning Boards for improved co-ordination, integration and planning, nationally and locally. The recommendations in the White Paper are being implemented on a phased basis in the light of the resources provided in the National Development Plan and in the Estimates.

Vocational Training Opportunities Scheme (VTOS)

The Vocational Training Opportunities Scheme aims to provide support for second chance education and training programmes for adults age 21 and over who are at least six months unemployed. A total of 5708 places were offered in 2001 at a cost of €43.18 million.

Post-Leaving Certificate Courses (PLC)

The purpose of this programme is to prepare participants for employment or further education/training, and develop the skills needed for specific occupations. The Post-Leaving Certificate courses are full-time one and two year programmes of integrated education, training and work experience, provided in a network of 230 schools and colleges throughout the country. There are over 1,000 courses to choose from in over 60 disciplines. Through the Higher Education Links Scheme, Post-Leaving Cert courses also provide an alternative route to higher education in the Institutes of Technology for those who have completed the Leaving Certificate Applied programme, or who were unable to enter third-level education after leaving school.

The numbers of participants on PLC courses has increased from 21,263 students in 1997/98 to 26,624 students in the academic year 2001/2002. Arrangements are underway to introduce part-time options for people wishing to pursue PLC courses under the Back to Education Initiative (BTEI) which will be part financed by the European Union Structural Funds under the National Development Plan 2000-2006.

Adult Literacy

Adult literacy services are provided by Vocational Education Committees and are funded by the Department of Education and Science with assistance from the European Social Fund, as part of the National Development Plan 2000-2006. Each VEC employs Adult Literacy Organisers to organise services in their local areas.

Investment in Adult Literacy has expanded from €1.08 million in 1997 to €14.22 million in 2001, and the number of clients increased over the same period from 5000 to 22,733. In addition, a quality framework, nationally certified staff development programmes, research on assessment and international co-operation have all been undertaken.

A second series of the TV literacy and awareness programme READ WRITE NOW was commissioned and broadcast on RTE attracting an average weekly audience of 235,000. The series was supported by free learner packs and a freephone helpline provided by the National Adult Literacy Agency. A radio series featuring 10 weeks of literacy and 10 weeks of numeracy tuition was also broadcast. Other programmes were expanded including family learning programmes, literacy and language for non-nationals and workplace literacy.

Adult Guidance

Funding was secured under the National Development Plan to develop an adult educational guidance service for clients in Literacy, VTOS and adult education programmes. The National Centre for Guidance in Education oversees this initiative, with projects serving 18 areas and benefiting over 3,000 learners and staff in 2001. The aim is to have a comprehensive service in place by 2006.

Education Equality Initiative

Building on the success of the 1998-2000 Women's Education Initiative, a broader Education Equality Initiative now focuses on both disadvantaged women and men. The inter-agency steering group, which monitors the initiative, was broadened to include specific expertise on men's education.

There are 18 projects involving 335 participants. The initiative is part financed by the European Union Structural Funds under the National Development Plan 2000-2006.

Homeless People Education Initiative

This project provides basic education services for some 200 homeless people in the Dublin area. These include literacy and basic education in homeless hostels, evening family learning groups, and summer programmes for unaccompanied minors. The service is managed by an education co-ordinator employed by City of Dublin VEC and based in the Homeless Agency.

Early Literacy Initiative

The Early Literacy Initiative continued in 2001, drawing together a number of literacy related projects. These projects represent measures to address pre-school literacy, initiatives to assist teachers and pupils and literacy projects at early second-level schooling. The aim is to provide practical guidance and support for teachers, parents and other interested persons on the provision of effective learning for children but with a particular emphasis on pupils experiencing learning difficulties and low achievement in the areas of literacy and mathematics. These initiatives followed on from the National Reading Initiative run in 2000. €2.07 million was allocated to the Early Literacy Initiative in 2001.

Quality Outcomes

Quality is brought about by maximising the efforts of all those responsible for the education of students. This can be attained by co-ordinating all the structures of the system so that centres of education are effective, that is, places where effective teaching, learning and research take place and where the highest standards of achievement are obtained by every student, appropriate to their ability. This entails a variety of interdependent factors, including the quality of the curriculum, teaching and assessment and the quality of teachers in schools, school and institutional management and planning processes.

Strategy: Promote high-quality outcomes for learners

Curricular Developments

The revised Primary School Curriculum is being implemented on a phased basis over a seven-year period from September 1999 and is supported by a comprehensive programme of in-career professional development for teachers. This programme is organised by the Department's In-career Development Unit through a dedicated Primary Curriculum Support team.

By June 2001 (the end of the second year of the PCSP schedule), structured support was provided nationally on an Overview of the Revised Curriculum for English, Irish and the Visual Arts. A one-day seminar in Gaeilge was delivered to all teachers in English medium schools, focusing on the introduction of the communicative approach, which is central to the teaching of this subject. A developmental project in Science, involving some 200 schools, continued throughout 2001.

The Post Primary In-Career Development Programme for Teachers of Physics and Chemistry continued into its third year. This latter programme is part of a three-year, €19 million, initiative to support the introduction of new Leaving Certificate syllabi in Physics and in

Chemistry and to support the teaching of the physical sciences generally. The initiative includes the provision of some €15 million in grants for the purchase of laboratory equipment, including ICT equipment.

The Certificate Examinations

The Department aims to provide a broad and balanced curriculum to students at second level with state examinations providing certification. The operation of the examination system for both the Junior Certificate and Leaving Certificate programmes is organised by the Department's Examinations Branch and the Inspectorate in co-operation with school authorities.

Role of the Inspectorate

Promoting continuing improvement and development in the quality of education offered by schools and the education system generally is at the heart of the Inspectorate's work. The Inspectorate has committed itself to an integrated quality assurance approach that will enhance the educational experience for students and improve learning outcomes. This approach emphasises that quality is best achieved through a combination of complementary measures that include the Inspectorate's work in providing advice and support to schools, management and others: in promoting better school self-review, curriculum development, and teacher education; and in evaluating schools, teachers, programmes and curricula.

Statutory Establishment of the NCCA

In July 2001, the Minister for Education and Science, established the National Council for Curriculum and Assessment (NCCA) on a statutory basis under the Education Act. The new statutory remit will underpin the NCCA's role in curriculum development and assessment with a view to promoting high quality learning in schools.

Modern Languages Programme

2001 was the European Year of Languages and during the year the Department augmented its support for the teaching and learning of modern languages.

At primary level, the modern languages initiative has been in existence for over 3 years. There are now 350 schools participating with French, German, Spanish and Italian being offered to 5th and 6th classes.

The Second-Level Languages Initiative to promote the uptake of Spanish, Italian and Japanese began in 2001. There are 191 participant schools. A very successful pilot Transition Year module in Japanese was offered initially in 7 schools but has now been taken up by 34 schools.



Substance Misuse Prevention Programmes

The Department of Education and Science initiatives in the fight against drugs are ongoing. School training supports based on the Walk Tall programme at primary level and On My Own Two Feet at post-primary level are being continued in a broader context of the Social Personal and Health Education (SPHE) programmes which have been introduced at both levels. Additional dedicated support for these programmes has also been made available in respect of schools in the Local Drugs Task Force areas.

School Guidance Enhancement Initiative

The objective of the initiative is to develop innovative ways of enhancing guidance through promoting links between schools, business, voluntary and State agencies. Particular emphasis has been placed on increasing the uptake of science subjects.

103 second-level schools have benefited directly from the additional 50 full-time teaching posts allocated under this initiative in the 2001/2002 school year.

An Chomhairle um Oideachas Gaeltachta agus Ghaelscolaíochta

An Chomhairle um Oideachas Gaeltachta agus Ghaelscolaíochta (The Council for Gaeltacht and Gaelscoil Education) was established in December 2001, in accordance with Section 31 of the Education Act, 1998. Its purpose is to promote education through Irish and the teaching and learning of Irish.

This new body will undertake a range of advisory and support functions in relation to Irish Language education including the planning and co-ordination of text books and learning aids. It will be involved in the development of policies to facilitate the provision of education through Irish in Gaeltacht schools and in

recognised schools generally. It will also be involved in conducting research into matters relating to Irish language education.

Occupational and Skills Requirements

The Higher Education Authority (HEA) is the planning and development body for higher education in Ireland. One of its principal functions is to maintain a continuous review of the demand and need for higher education and within this context, the HEA recommends to the Minister, the overall provision of student places.

Identified shortfalls in the numbers of social workers and pharmacists saw an increased allocation of 35 places for social workers and an additional 30 undergraduate pharmacy places being approved at the Royal College of Surgeons in Ireland. It is also proposed to establish a new Pharmacy School at the National University of Ireland, Cork.

Response of the Technological Sector to Skills Needs

The Business Education and Training Partnership was set up to develop national strategies to tackle the issue of skills needs manpower forecasting and education and training for business. One element of this partnership was the establishment of the Expert Group on Future Skills Needs. Additional third-level places have been provided in response to recommendations made by the Expert Group in areas of key strategic interest such as information technology, engineering and the life sciences. Further recommendations are also being pursued in key skills areas such as e-Business, in-company training, research and development.

The Institutes of Technology have continued to respond to skills needs by increasing capacity on existing courses, introducing new courses and developing a number of special skills initiatives:

Accelerated Technician Programmes (ATP)

This 18-month initiative was introduced in a number of Institutes of Technology in 1998. Courses are offered at National Certificate level in a range of skill needs areas including Computing, Manufacturing Technology, Industrial Science, Precision Engineering and Computer Aided Mould-Making Design. In 2001, over 500 students participated on these courses. A follow-on one-year National Diploma course was introduced in 2001 in a number of Institutes of Technology to provide progression opportunities for graduates of the ATP National Certificate programme.

Institute Trainee Programme (ITP)

The Institute Trainee Programme was launched in 2001 to provide additional third-level places in a number of designated skills shortage areas including: Construction, Electronics Manufacturing, Pharmaceutical, Chemical, Healthcare, Food Technology, e-Business and Computing. The Programme is aimed at enhancing access opportunities for non-traditional categories of learners and combines employment with formal educational components. In 2001, almost 200 trainees enrolled on courses under this new initiative.

Apprenticeship

In response to increased numbers of apprentices within the system, apprentice training capacity within the education sector was significantly increased in the 2001/02 academic year. Approximately 1,000 additional training places were provided bringing the total number of training places in the education sector to approximately 9,900. In addition to this capacity increase, a number of special courses were run during the summer of 2001 in a range of high demand trade areas. These special summer courses provided training for a further 992 apprentices.

Certification and Assessment for Further and Higher Education and Training

The National Qualifications Authority of Ireland and the Further and Higher Education and Training Awards Councils were established in 2001. These bodies will provide a unified framework for the accreditation of all non-university vocational education and training at further and higher level in Ireland, under the Qualifications (Education and Training) Act, 1999.

The principal role of the National Qualifications Authority (NQA), which is EU-aided as part of the 2000-2006 National Development Plan, is to develop a national framework of qualifications, which will ensure high quality standards of education and training and facilitate learners in accessing qualifications and in progressing to further qualifications.

The Further Education and Training Awards Council (FETAC) will develop and promote awards of high quality, validate the quality of programmes, set national standards and establish working partnerships drawing together industry, education and training interests. FETAC will carry out the functions of the former National Council for Vocational Awards (NCVA) and replace the certification sections of CERT/NCTB, FÁS, Teagasc and BIM.

The Higher Education and Training Awards Council (HETAC) is the qualifications awarding body for third-level educational and training institutions outside the university sector. In assuming the main functions of the National Council for Educational Awards (NCEA), it will undertake the validation of programmes and set and monitor standards. It is also charged with ensuring that student assessment procedures within institutions are fair and consistent. It also ensures academic and financial protection for students in commercial educational institutions providing programmes validated by HETAC.

Strategy: Promote and ensure quality in educational provision and performance at all levels

Supply of Teachers

Primary Teachers

The total intake to the Colleges of Education for primary teaching in 2001 was 1,282. This was made up of 1,000 students on the 3-year undergraduate course and 282 students on the 18-month postgraduate course, which commenced in February 2001. This compares with an intake of 500 in 1996. Overall there were some 3,318 students in the colleges in 2001.

Just over 1,000 primary teachers graduated in 2001.

Post-Primary Teachers

The Higher Diploma in Education is a one-year full-time course leading to the qualification to teach in secondary schools. Successful completion of an eligible primary degree course is an essential prerequisite for entry to the Higher Diploma in Education. The degree must be adequate to enable the holder to teach at least one subject or area of study approved in the Rules and Programme for Secondary Schools. A total of 943 students completed the Higher Diploma in Education in 2001.

A change to the Irish requirement for appointment as a teacher in second-level schools came into effect from the beginning of the 1999/00 school year. This change removed the Irish requirement for the generality of second-level teachers who are not required to use Irish in their everyday work. Teachers of Irish and teachers employed in Gaeltacht schools and in other schools where Irish is the medium of instruction, will be required to be fully proficient in Irish.

In-Career Development

The Department has responsibility for ensuring that in-career development programmes and supports are in alignment with and facilitate educational reform/development. The following range of developments are indicative of progress in this area:

- The Primary Curriculum Support Programme; the range of second-level programmes to support curricular change and the School Development Planning programmes at first and second levels
- A Leadership Development Programme for schools focusing on developing the skills of school management
- A pilot induction programme for newly qualified teachers
- Further expansion and development of the Education Centre Network. Its role is also being reviewed by Department of Finance
- The availability of a corps of high quality trainers. This will facilitate further initiatives and provide ongoing support to meet identified needs.

School Development Planning Initiative

This initiative aims to facilitate schools in devising and implementing their own strategies for school development planning, in order to promote the quality and effectiveness of schools.

At primary level, the initiative involved 2,610 schools in 2001. The number of full-time facilitators working with these schools has been increased and grant aid has been provided to all schools involved in the initiative. At post-primary level, all schools had received grant-aid by 2001 to assist them in advancing the process of school development planning. The budget for the initiative in 2001 was €2.79 million.

Support for Principals at Primary Level

From September 2000, all primary schools with a staffing of a principal plus seven mainstream teachers have been allocated an additional teacher to enable the principal to become an administrative principal. From September 2001, **all primary schools with an enrolment of 180 pupils were entitled to have an administrative principal.**

Improvements were made in the scheme of release time for principal teachers in smaller primary schools. This scheme enables principal teachers of schools with 6 teachers or less to be released from their teaching duties for a specified number of days each year to undertake administrative, leadership and management functions. The number of days allowed was doubled in 2001. Schools participating in the scheme are now granted 12 to 20 days paid substitution in each school year, depending on the size of the school, to enable principals take the necessary release time.



Strategy: Promote excellence in research

Programme for Research in Third Level Institutions (PRTLII)

In 1998, the Government launched PRTLII. The PRTLII, which is managed by the HEA on behalf of the Minister for Education and Science, provides integrated financial support for institutional research strategies, programmes and infrastructure.

There have been three cycles of the programme to date. Awards to 11 institutions under cycle 1 of the programme to a total value of €206.3 million were announced in July 1999. Awards under cycle 2 amounting to €78.7 million for 8 third-level institutions were announced in July, 2000. Awards under cycle 3, announced in December 2001, amounted to €320 million which will be shared by 23 institutions either as a lead or collaborating partner.

Technological Sector Research

Research is a core element of the mission of higher education. A provision of €698 million has been allocated in the National Development Plan 2000-2006 for Research, Technological Development and Innovation (RTDI) in the education sector. In the technological sector, an allocation of €38.09 million has been assigned to support and strengthen the research capabilities of the sector by enabling institutes to focus on core strengths at both national and individual institute level. This sub-measure comprises three strands: Postgraduate Research and Development Skills Programme €9.8 million, Enterprise Platform Programme €12.4 million and Core Research Strengths Enhancement €15.9 million. In the financial year 2001, €6.61 million was allocated for the three strands of this initiative.

Irish Research Council for Science, Engineering and Technology

The Irish Research Council for Science, Engineering and Technology was established in June 2001. The Council is chaired by Dr. Tom Mitchell, former Provost of Trinity College and has 23 members drawn from research institutions, industry and from the science research community in third-level institutions. The new Council will oversee the spending of some €95.23 million, over the period of the National Development Plan, to promote excellence and the highest standards in research in the three broad disciplines of science, engineering and technology. The Council will establish supports for researchers in these fields, including new and enhanced grant schemes for post-graduate and post-doctoral researchers. It will also provide funding for research projects. It will complement the existing Irish Research Council for the Humanities and Social Sciences and other structures already in place.

Irish Research Council for the Humanities and Social Sciences

The Irish Research Council for the Humanities and Social Sciences was formally established in December 1999, under the chairmanship of Professor Eda Sagarra. In 2001, the Council spent some €3.3 million. During the year, the Council introduced a number of new schemes to support the research efforts of academics. The schemes involved are open to academic staff of third-level colleges whose research and professional development as researchers would benefit from a period of concentrated study and research.

Strategy: Invest in education infrastructure

Commission on School Accommodation

The Commission on School Accommodation was established with the objective of informing national policy decisions on school provision at first and second levels. Its tasks include policy formulation on school provision and accommodation needs at first and second level, recommending criteria and procedures for school provision and planning at first and second level and providing detailed information on the current and projected positions in relation to school provision.

The commission undertook research into school amalgamations with a view to developing codes of good practice and appropriate models. The reports *Amalgamation of First-Level Schools* and *Amalgamation of Second-Level Schools* were published in September 2001.

Planning and Provision of Educational Accommodation

The Department administers one of the largest capital programmes in the State. It has a central role in the management of individual programmes of work involving new schools, extensions to existing schools and third-level institutions and the refurbishment of existing buildings. Progress in 2001 includes:

Primary School Buildings

- Construction was completed on 43 major primary school buildings projects (i.e. projects of €317,000 or more) in 2001
- 72 major projects in primary schools were given approval to proceed to construction in 2001

- Architectural planning on 460 major primary school building projects was underway. 1386 minor grants (i.e. grants less than €317,000) were approved in 2001
- The process of acquiring 60 new sites for primary schools was underway
- Expenditure on primary school buildings in 2001 amounted to €139.8 million.
- A programme of asbestos remediation is ongoing
- A programme of radon mitigation is ongoing.

Post-Primary School Buildings

- Construction of 23 new post-primary schools underway in 2001
- Construction of 62 extension projects underway
- Construction of 5 education centres underway
- 31 improvement projects (costing in excess of €634,869 each) underway
- 13 site acquisitions in progress
- approx 650 minor improvements works (costing less than €634,869) are in progress
- 260 major projects are in architectural planning
- A programme of asbestos remediation is ongoing
- A programme of radon mitigation is ongoing.

Third-Level Buildings

The Department provides funding for new accommodation, refurbishment, infrastructure works, minor capital works and furniture and equipment for third-level colleges.

Institute of Technology Sector

- 10 new accommodation projects were completed along with 14 refurbishment projects and 17 infrastructure works projects across the various Institutes of Technology
- 12 furniture and equipment projects, 8 site acquisitions and a number of minor capital works were completed
- 28 projects were at construction, 52 projects progressed through architectural planning and 21 new projects were initiated in 2001
- In 2001, the Third-Level Building Unit initiated a €10.8 million Devolved Grant Scheme to provide funding for minor capital works in Institutes of Technology. Funding under this scheme allowed Institutes complete approximately 180 minor capital, refurbishment or upgrading projects during 2001.

Higher Education Authority (HEA) Sector & Other Third-Level Colleges

- In 2001, 4 projects were completed and 14 major projects were under construction. In addition, 14 projects continued through architectural planning
- Funding for equipment upgrading was provided
- Funding of €9 million was provided under the Building Element Replacement Programme which allowed institutions under the remit of the HEA to fund approximately 116 refurbishment projects during 2001. A number of small capital works were also

funded in other colleges. These projects included health and safety upgrades, universal access and energy efficiency measures.

Public Private Partnerships

Five second-level schools commenced construction in November under the first education Public Private Partnership project. Following an EU-wide tender process, Jarvis Projects were selected to design, build, finance and operate the new schools at Dunmanway and Ballincollig, Co. Cork, Tubbercurry, Co. Sligo, Clones, Co. Monaghan and Shannon, Co. Clare. The schools are due for completion in December 2002. In a separate bid and evaluation process, Jarvis were also selected as the preferred bidder for a new Cork School of Music.

The planning of a new National Maritime College PPP project in Ringaskiddy, Co. Cork commenced early 2001. The facility is required to meet the new international seafaring regulatory requirements and will service the training needs of both the Cork Institute of Technology and the non-military requirements of the Irish Naval Service. The new college will reinforce Ireland's position as a centre of excellence in maritime training.



Strategy: Provide for information and communication technologies in support of learning

Schools Information Communication Technologies (ICT) Initiatives

In 2001, a new programme; Blue Print for the Future of ICT in Education, was launched. The blue print will see an investment of €108 million until end of 2003. This investment will build upon the achievements of the Schools IT2000 project to date. The programme includes:

- €78.72 million capital grant-aid for first and second-level schools
- Priority for Special Needs students
- €29.2 million for support services including teacher training
- The development of ICT school plans to meet individual school needs.

The first phase of grants, some €25 million, was allocated in December 2001.

In 2001, the National Centre for Technology in Education (NCTE) continued to provide support to first and second-level schools on issues relating to ICT in education and to manage a number of ongoing key initiatives.

Technology in Special Education

Developments in technology can be of great assistance to the educational development of children with disabilities. Additional funding of €2.2 million was provided to facilitate the purchase of special equipment for children with special needs giving a total allocation of €3.9 million in 2001.

A Cyber Campus Programme to provide on-line education and training for students with Cystic Fibrosis commenced at the end of 2000. The amount allocated for this project was €230,000.

Strategy: Support the development of young people outside formal education

Youth Work Service

The enactment of the Youth Work Act, 2001, provides a legal basis for the maintenance and the development of Youth Work service provision. The Act provides for the establishment of a National Youth Work Advisory Committee with responsibility to advise the Minister for Education and Science, on all matters relating to Youth Work. This committee is involved in providing guidance to the Youth Work sector regarding the implementation of the Act, including the development of a Child Protection Code of Good Practice and proposals for a National Youth Work Development Plan.

Funding for the youth sector in 2001 amounted to a total allocation of €23 million.

The funding for youth services is administered through a number of funding schemes, including:

- The Youth Service Grant Scheme, which provides funding towards the emergence, promotion, growth and development of youth organisations with distinctive philosophies and programmes aimed at the social education of young people
- The Grant Scheme to Assist Special Projects for Disadvantaged Youth, which provides funding in respect of out-of-school projects for disadvantaged young people
- Youth Information Centres, which offer young people easy access to information on welfare, health issues, rights, opportunities and other matters.

There was a further allocation of €16 million for the Young People's Facilities and Service Fund. This fund assists in the development of preventative strategies. It involves the development of youth facilities, including sports and recreational facilities, and services in disadvantaged areas where drug problems exist or have the potential to develop.



Strategy: Contribute to North/South co-operation

North/South Co-operation

The Department, through the framework of the North/South Ministerial Council (NSMC), has an important role in the development of co-operation and common action in the field of education between both parts of the island of Ireland.

The Council agreed a number of joint actions in each of the key areas for co-operation:

- Special Educational Needs Provision
- Educational Underachievement
- Teacher Qualifications
- School, Youth and Teacher Exchanges

Discussions with the Special EU Programmes Body on the development of education-related measures under the EU Programme for Peace and Reconciliation in Northern Ireland and the Border Region of Ireland 2000-2004, resulted in the inclusion in the Programme of a dedicated Measure for Cross Border School and Youth Co-operation with a budget of €5.3 million.

Strategy: Provide an industrial relations framework and service

Provision of an Industrial Relations Framework and Service

The External Staff Relations Unit operates an industrial relations framework and service at national level to manage industrial relations issues relating to the education sector.

The industrial relations climate in relation to teachers was difficult during 2001 with the Association of Secondary Teachers of Ireland (ASTI) remaining outside the Programme for Prosperity and Fairness and pursuing a 30% pay claim. In the course of negotiations on their

claim, the ASTI rejected terms of settlement proposed by both the Teachers' Arbitration Board and the Labour Court. Pay settlements within the sector generally were within the Programme for Prosperity and Fairness pay parameters and the days lost through industrial action were largely confined to the ASTI action at the beginning of the year.

Strategy: Promote Partnership and modernisation in education institutions under the aegis of the Department

Modernisation programme throughout the education sector

The Department has been promoting the development and mainstreaming of partnership in education institutions across the sector aimed at facilitating organisational change and improving service delivery. Funds have been provided to assist with facilitation and training programmes. Expenditure on the programme in 2001 amounted to €477,000.

Strategy: Contribute to international co-operation in education

EU/International Affairs

The Department works closely with the EU Education Committee as well as working with the OECD, the Council of Europe and UNESCO committees.

A Europe-wide consultation was held on the European Commission's Memorandum on Lifelong Learning. This Department together with the Department of Enterprise, Trade and Employment co-ordinated the national consultation and made a detailed submission to the European Commission. This was reflected in the Commission's policy document Making a European Area of Lifelong Learning a Reality which issued in November 2001.

2001 was also the European Year of Languages (EYL). The key objectives of the EYL were:

- Raise awareness of the richness of linguistic diversity within the European Union
- Bring to the notice of the widest possible public the advantages of competencies in several languages.

Promotional activities in Ireland included an Adult Language Learners' Week from 5-11 May, 2001 and events included a touring Language Bus which aimed to educate and inform the public about language learning in a fun and easy way.

2001 also saw strengthened bilateral co-operation with other countries. Following on earlier discussions, education agreements were signed with Malaysia, China and the Czech Republic. The expectation is that in an era of increasing globalisation, agreements such as these will help to promote the Irish education system to the wider world.

Organisation Developments

Strategies to maintain and strengthen organisation capacity

In keeping with the modernisation programme for the civil service generally, during 2001 the Department continued to improve its organisational capacity through:

- reform of structures and processes
- development of best practice in human resource management
- support for partnership structure
- a refinement of the financial framework
- the development of a management information framework
- promotion of quality customer service and adoption of information and communication technologies and procedures.

Human Resources

In the delivery of the range of services described in this report, the Department employed in excess of 1,200 people in administrative, professional, technical and service grades in various locations throughout the country. Staffing levels in the principal locations were as follows:

Dublin	505
Tullamore	186
Athlone	422
Offices of the Inspectorate	144
Total	1,257

In the latter part of 2001, the Department began the process of developing an integrated Human Resources Management Strategy. This strategy will articulate the Department's policies across the full range of HR functions. The strategy will be underpinned by the principles of equity, quality, equality and diversity.

Performance Management and Development

An important element of HRM policy is the introduction of the new Performance Management and Development System, which will address the management of work performance and career and development needs of staff. The PMDS model is a three-stage process involving performance planning, on-going management of performance and annual performance and development review. Following the selection and training of trainers in Spring 2001, the Secretary General launched the PMDS in the Department in May/June 2001 at separate events in each of the Department's three main locations. Phase 1 training commenced in June and was completed for all staff in November 2001.

Equality

The Department is committed to ensuring an inclusive and fair working environment for its entire staff. The integrated HRM policy which is being developed by the Department under the auspices of the Partnership Committee will incorporate an updated equality and diversity policy.

Family Friendly Policies

In addition to statutory entitlements such as maternity leave, adoptive leave and parental leave, the Department operates a range of family friendly policies to assist staff to combine work and personal responsibilities, including flexi-time, term-time working and job-sharing in a range of attendance patterns. The number of staff who availed of various family-friendly schemes during 2001 was as follows:

Job-sharing	119
Career Break	47
Term-time	23
Parental Leave	64

Training and Development

During 2001, over 5,000 training days were delivered to staff at all levels in areas such as information technology, specific skills training, personal development and management development. The training plan also included information sessions on the introduction of the euro, a new induction programme for new staff and a major programme to support the introduction of the Performance Management and Development System. Staff also attended relevant courses and seminars provided by external agencies.

Programme of Change and Structural Reform

Following the Cromien Report on the Department's Operations, Systems and Staffing, a task force was established in 2001, to put in place proposals for the implementation of a programme of reform. This programme was approved by the Government in June 2001. In the Autumn, the Department commenced a series of discussions with the various unions representing staff interests with a view to achieving agreement on the following elements of the reform programme:

- Establishment of an Examinations Commission
- Establishment of a Special Needs Council
- Establishment of a Regional Office Network
- Transfer of responsibility for the Institutes of Technology to the Higher Education Authority.

By December 2001, initial meetings were held with all interested parties. Key areas for discussion and negotiation were agreed with the relevant unions for 2002.

In tandem with these negotiations, the Department engaged in a series of information meetings to inform all staff of the proposed developments and moved ahead with the

implementation of a series of efficiency measures designed to bring procedures and processes into line with modern administrative practice.

These measures included:

- an intensive examination of procedures and processes in major operational areas
- the establishment of focus groups representative of management, staff and unions
- an examination of options for regulatory reform
- the establishment of Standing Committees at management level in key cross-functional areas.

Partnership

Partnership 2000 provides, for the establishment and development of partnership structures in each Department to engage management, unions and staff at all levels. The formal commencement of the partnership process in this Department began in 1999. A Partnership Committee, chaired by the Secretary General, was formed and it established three sub-committees covering three important areas that impact on our day-to-day work:

- Training and Development - the nature of the training we need to do our jobs
- Internal Communications - how to improve our internal communications and keep up to date with wider developments
- Business Planning - how to improve the planning of our work and improve the effectiveness of our contribution

These sub-committees work under the direction of the Partnership Committee which assigned to them responsibility for progressing various elements of the action programme for the modernisation of the public service.

Quality Customer Service

The Department's Quality Customer Service Action Plan, 2001-2004, was published in 2001. It sets out the Department's commitment to delivering quality services to its customers and clients at all levels. It is reflected in the Statement of Strategy and is underpinned in the performance management process, where quality customer service is identified as a core competency for all our staff.

The major focus is on development of our capacity to promote quality outcomes in the education system while delivering each separate service element to the highest standards possible within available resources.

QCS plans are incorporated as a major element in all processes and customer service is highlighted at partnership meetings and at all training sessions.

The Department has also put in place a system to set performance indicators for each section/unit of the Department. Each section/unit, as part of its annual business plan, will set performance indicators for the services it provides.

Evaluation of the Department's major service delivery areas such as, payroll, pensions and the state examinations systems have long been in place within agreed specific time and quality targets and are subject to on-going monitoring. These continue to be developed in line with best practice for such services.

Strengthen Information and Communication Technology (ICT) Capability

ICT services are key to the efficient and effective discharge of the Department's functions. Key developments in this area during 2001 included:

- The roll-out of an upgraded network infrastructure to more than 80% of the Department's staff. The upgraded infrastructure provides improved office systems (e-mail, word-processing etc) and includes the first phase of an intranet to facilitate internal communication and information sharing
- Implementation of a new payroll system for Special Needs Assistants and an upgraded payroll system for Department staff
- Implementation of an electronic funds transfer facility for the post-primary sector
- Completion of initial work on the development of a database of school accommodation.

Contribution to e-Government

In line with the Government's Action Plan for Implementing the Information Society in Ireland, the Department developed an overall e-Government Strategy during 2001, covering the period to 2003.

In 2001, the Department provided Leaving and Junior Certificate examination candidates with the option of obtaining their results through the Internet (at www.examinations.ie). Both the new Internet service and the automated telephone service introduced in 2000 are important customer service initiatives.

Financial Framework

The Department provides a range of financial functions and support services which underpin the provision of education services and contribute to the achievement of the Department's objectives. It is responsible for a wide range of functions relating to the funding of the education sector which include:

- Payment of teachers and teacher pensioners
- Disbursement of capitation payments to schools at primary and second level
- Administration of other miscellaneous grants and once-off payments to primary and second-level schools
- Funding of the HEA
- Funding for the Institutes of Technology
- Funding of the second-level examinations system

Funding is also provided for a wide range of other bodies and services, including youth and community based services and the Vocational Education Committees.

Funding of the higher education sector is provided either directly by the Department or through the Higher Education Authority.

Management Information Framework

The Management Information Framework (MIF) is at the centre of reforms to improve the strategic and business plans of Departments and to facilitate the development of better performance information and management. The MIF will help improve financial and non-financial data management systems. It will provide managers with better information for decision-making.

Work commenced in November 2001, on the specification and selection of a Financial Management System for the Department, which will meet the requirements of the MIF.

Prompt Payment of Accounts Act, 1997

The Department of Education and Science has implemented the Prompt Payment of Accounts Act since it came into operation on 2 January, 1998 and has discharged its statutory responsibility in the payment and recording of interest paid. In 2001 a very small proportion of cases, detailed below, resulted in interest penalties in accordance with Section 4 of the Act.

Total Value of all Expenditure	€4,657,076,758
Total Number of Late Payments	9
Total Value of Late Payments	€29,667
Amount of Interest paid	€377



Focus - The Leaving Certificate Applied

Part of A New and Broader Provision

Increased participation rates at second level have extended considerably the diversity, abilities and aspirations of students in our schools.

Among the fundamental principles that underpin senior cycle programmes at second level are:

- Equality of access for all
- Diversity of provision and approach to meet the differing needs of students
- The promotion of student creativity, enterprise and innovation
- Responsiveness to employment and further education needs of students.

Meeting the varied needs of all students presents a major challenge to the education system. In seeking to respond to this challenge, the 1990s saw the broadening of Senior Cycle provision through the development of alternatives to the established Leaving Certificate. One of these alternatives - the Leaving Certificate Applied - introduced in 1995 - is a distinct, self-contained, two-year programme, aimed at preparing students for adult and working life. It is intended to meet the needs of students who are not adequately catered for by other Leaving Certificate programmes, or who choose not to opt for such programmes.

The Leaving Certificate Applied places an emphasis on forms of achievement and of excellence that have not in the past been recognised by the established Leaving Certificate.

The programme sets out to recognise the talents of each individual student and to encourage them to apply what they learn to the real world.

The Leaving Certificate Applied programme is currently being provided in 275 schools or other centres nationwide.

An Innovative Development

The Leaving Certificate Applied introduced a distinctive and innovative approach within the senior cycle in a number of ways.

Programme

- The two-year programme consists of four half-year blocks, called sessions and student accomplishment is accredited in each of these sessions
- Students are required to apply their learning to practical tasks at school, in the workplace and in the wider community
- Courses are offered in three main areas:
 - Vocational Preparation - involving work experience, enterprise and communication
 - General Education - including life-skills, the arts, social education, leisure and language
 - Vocational Education-two vocational specialism courses are studied
- Courses are modular. A module generally represents 30 hours work
- The required two vocational specialisms are selected from the following:
 - Agriculture/Horticulture
 - Hotel, Catering and Tourism
 - Engineering
 - Technology
 - Office Administration and Customer Care
 - Childcare/Community Care
 - **Graphics and Construction Studies**
 - Craft and Design
 - Information and Communication Technology
 - Hair and Beauty
 - Active Leisure Studies
- Four elective modules are also chosen - amongst these being Religious Education and Science. The range of options here is open to ongoing expansion



- In the languages area, students must study courses in English and Communication, in Gaeilge and in a Modern European language
- The first Leaving Certificate course in Sign Language which was developed as an option for this programme was a particular innovation.

Assessment

Students are assessed continuously on their work throughout the two years of the programme. They accumulate credits - up to a maximum of 200 - under three headings:

- Satisfactory Completion of Modules - [62 credits]. Claimed by the student on the basis of a number of practical key assignments, upon completion of each course module. These are awarded at the end of each session
- Student Tasks - [70 credits]. Seven of these integrative, practical tasks are completed over the two years and individually assessed by external examiners appointed by the Department of Education and Science
- Final Examinations - [68 credits]. Taken at the end of the two years and organised in parallel with the other Certificate Examinations.

Certification

Students who complete the programme receive a Leaving Certificate from the Department of Education and Science. The certificate is awarded at three levels:

Level	Percentage Required	Credits Required
Pass	60% - 69%	120 - 139 credits
Merit	70% - 84%	140 - 169 credits
Distinction	85% - 100%	170 - 200 credits

Candidates who receive fewer than 120 credits, or who do not complete the Programme, are awarded a Record of Experience, which records all credits accumulated to date.

Progression

Students who have been awarded the Leaving Certificate Applied can proceed to a very wide range of Post-Leaving Certificate courses [PLCs], to Further Education and Training Awards, to some third-level courses in the Institutes of Technology and through these to some degree programmes. Students with the Leaving Certificate Applied cannot proceed directly through the Central Applications Office [CAO] system into the Universities or Institutes of Technology.

Students with the Leaving Certificate Applied can also go on to FÁS Apprenticeship programmes.

Many students proceed directly into the world of work.

The LCA Experience

Positive aspects of the Leaving Certificate Applied which graduates highlight include:

- The Student Tasks - which provide opportunities for practical application of their acquired knowledge and skills
- The modular nature of the courses
- The cumulative system of accreditation
- The opportunities for group work
- Work experience
- Enhanced self-responsibility and self-esteem.





Appendices

Legislation

Publications

Organisation of Functions

Bodies under the Aegis of the
Department

Contacts

Offices of the Department/
Units/Sections



Legislation

Teaching Council Act, 2001

The Teaching Council Act, was passed by the Oireachtas and signed into law in April 2001. The Act provides for the establishment of a Teaching Council as an independent statutory authority to promote and maintain best practice in the teaching profession and in the education and training of teachers. The main functions of the Teaching Council will be to:

- establish, publish and maintain a code of professional conduct
- establish and maintain a register of teachers
- determine the education and training requirements for the purposes of registration as a teacher
- review and accredit programmes of teacher training for the purposes of registration
- regulate the induction and probation of teachers
- promote the continuing education and professional development of teachers, and
- conduct fitness to teach inquiries and impose sanctions where appropriate.

The Council will consist of 37 members, 22 of whom will be registered teachers. The other 15 members will be drawn from the colleges of education and universities, school management organisations, national parents associations, business and other professions.

The Teaching Council will give teachers a significant degree of autonomy in the regulation and development of their profession and as such will enhance the professional status of teaching and the quality of education in schools. Planning for the establishment of the Council is currently underway in the Department.

Youth Work Act, 2001

The Youth Work Act, 2001 puts in place a new structure for the administration and development of youth work, provides for the funding of youth work and extends the functions of vocational education committees in this area.

Vocational Education (Amendment) Act, 2001

The Vocational Education (Amendment) Act, 2001 provides for new structures and accountability, management and financial procedures in order that each Vocational Education Committee can meet, in as effective and efficient a manner as possible, the needs of vocational education in the area which it serves. It also provides for representation, as of right, for parents and teachers on Vocational Education Committees.

Residential Institutions Redress Bill, 2001

The Residential Institutions Redress Bill, 2001 will provide a scheme of compensation for people who, as children, were abused in residential institutions in respect of which public bodies had regulatory functions. The scheme is an ex-gratia, no fault scheme with validation of claims focusing upon injury consistent with abuse rather than requiring claimants to prove the facts of each allegation.

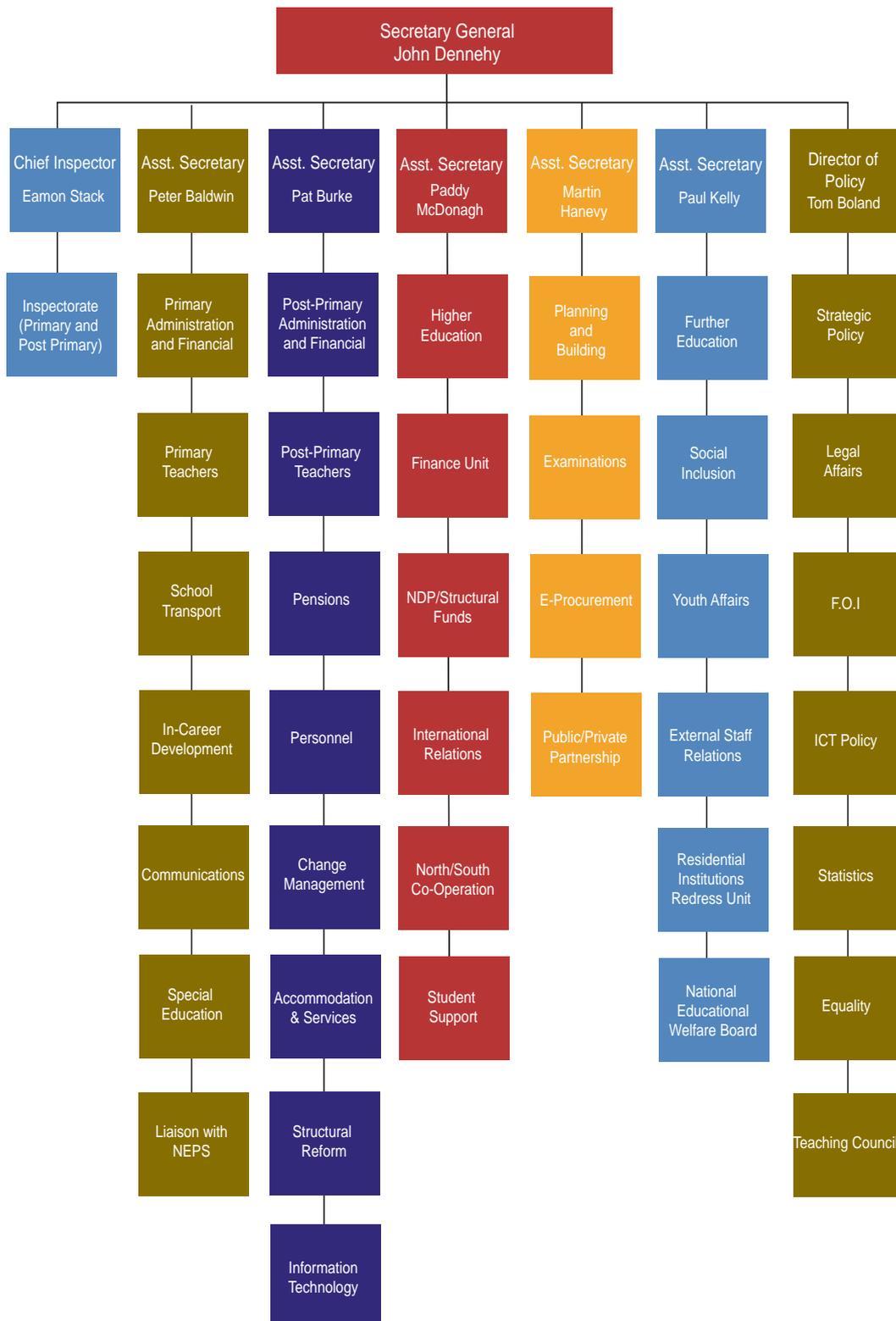
Publications

The Department publishes a wide range of information leaflets and policy documents. A detailed listing of publications is available free of charge from the Communications Unit at 01 8892388. It is the policy of the Department where possible to publish documents on the web site and this can be accessed at [Http://www.education.ie](http://www.education.ie)

The following is a list of some of the documents most frequently requested from the Department. Documents are available from the Communications Unit in the Department and/or from the Government Publications Sales Office, Molesworth Street, Dublin 2 Tel: 01 6476000.

Name	Details	Source
Strategy Statement 2001-2004	Strategy of the Department on implementation of the Public Service Management, Act, 1997	Communications Unit
Brief Description of the Education System	Overview of the Education System in Ireland	Communications Unit
Quality Customer Service Action Plan 2001-2004	Details of Department's services	Communications Unit
Directory of Contact Numbers	Listing of Sections in the Department and in the education sector with contact details	Communications Unit
Guide to Information	List of publications from the Department and bodies under the aegis of Department	Communications Unit
Annual Statistical Report	Detailed Statistical data	Government Publications Sales Office
Annual Report 2000	Overview of the Department, its activities and major developments in 2000.	Communications Unit
Primary School Curriculum Your Child's Learning-Guidelines for Parents	Guidelines for Parents	Communications Unit
List of Post-Primary Schools		Government Publications Sales Office
Rules and Programme for Secondary Schools	Rules and programme and syllabuses for a range of subjects	Government Publications Sales Office
Revised Syllabuses for the Junior and Leaving Certificate Examinations	Revised syllabuses are published individually by subject	Government Publications Sales Office
Third-Level Student Support Booklet	Details of criteria applicable	Student Support Unit and the Communications Unit

Organisation of Functions



Bodies under the Aegis of the Department

Higher Education Authority

Third Floor, Marine House
Clanwilliam Court
Dublin 2
Tel: (01) 6612748

Commission on School Accommodation Needs

Floor 1, Block 4
Irish Life Centre
Talbot Street
Dublin 1
Tel: (01) 8787747

National Centre for Technology in Education

Dublin City University
Larkfield Apts
House 3
Glasnevin
Dublin 9
Tel: (01) 7008200

National Qualifications Authority of Ireland

4th Floor
6 - 9 Trinity Street
Dublin 2
Tel: (01) 6127080

National Council for Curriculum and Assessment

24 Merrion Square
Dublin 2
Tel: (01) 6617177

National Educational Welfare Board

Premier Business Centre
11-15 Tara Street
Dublin 2
Tel: (01) 2409408

Higher Education and Training Awards Council

26 Mountjoy Square
Dublin 1
Tel: (01) 8556526

Further Education & Training Awards Council

East Point Plaza
East Point Business Park
Dublin 3
Tel: (01) 8659500

National Centre for Guidance in Education

1st Floor, 42/43 Prussia Street,
Dublin 7
Tel: (01) 8690715

The National Educational Psychological Service

National Headquarters
Frederick Court
24/27 North Frederick Street
Dublin 1
Tel: (01) 8892700

Contacts

Directory of Contact Numbers

A detailed Directory of Contact Numbers in the Department, including numbers for bodies under the aegis of the Department and in the wider education sector is available free of charge from the Communications Unit Tel: (01) 8892388.

Direct Dial Inward(D.D.I.)

A Direct Dial Inward (D.D.I.) service is installed in the Department's Dublin, Athlone and Tullamore offices. This service by-passes the telephone operator and goes directly to the desk of an individual or section.

Eircom Telephone Directories

The Green Pages section of the current Eircom Telephone Directories includes a comprehensive list of the Department's Offices and Sections and the services being provided.

Web site

The Department's web site may be accessed at [Http://www.education.ie](http://www.education.ie)

Offices of the Department / Units / Sections

Department of Education and Science

Marlborough Street
Dublin 1
Tel: (01) 8734700

Offices of the Minister for Education and Science

Office of the Minister of State at the Department of Education and Science
Secretary General,
Assistant Secretaries
Chief Inspector
Strategic Policy Directorate
NDP/Structural Funds
Communication Unit
Corporate Services
External Staff Relations
Freedom of Information
Higher Education (Universities)
Higher Education (Colleges)
Internal Audit
International Affairs
North/South Co-operation
Social Inclusion
In-Career Development
Inspectorate
Post Primary Administration
Public Private Partnership
Residential Institutions Redress Unit
Statistics
Youth Affairs

Department of Education and Science

Irish Life Building
Block 1,
Abbey Street,
Dublin 1
Tel: (01) 8734700

Finance Unit
IT Systems

Department of Education and Science

Irish Life Building
Block 4 Talbot Street
Dublin 1
Tel: (01) 8734700

Further Education

Department of Education and Science

Cornamaddy
Athlone
Co. Westmeath
Tel: (0902) 74621

Examinations
Post - Primary Teachers
Primary Administration and Teachers
Registration Council Secretariat
Special Education
Teachers Pensions

Department of Education and Science

Portlaoise Road
Tullamore
Co. Offaly
Tel: (0506) 21363

Inspectorate
Planning & Building
Post - Primary Administration
School Transport
Student Support (Third Level/Post Leaving Cert)

Main Offices of the Inspectorate

Office of the Inspectorate

Irish Life Buildings
1A South Mall
Cork
Tel: (021) 4906011

Office of the Inspectorate

Model School
O'Connell Avenue
Limerick
Tel: (061) 315966

Office of the Inspectorate

Floor 3
Ross House
Merchants Road
Galway
Tel: (091) 568922

Office of the Inspectorate

Kempton Promenade
Bridge Street
Sligo
Tel: (071) 43218

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