

ACTION PLAN FOR EDUCATION

2018

Quarter 3 Progress Report



Rialtas na hÉireann
Government of Ireland

Introduction

The Action Plan for Education 2016-2019 sets out our Statement of Strategy with a high-level ambition for Ireland's Education and Training system, of becoming the best education and training service in Europe by 2026.

In February this year we published our Action Plan for 2018. Derived from the 2016-2019 strategy and plan, the annual action plan sets out nearly 300 actions specifically targeted to achieve our goals to:

1. Improve the learning experience and the success of learners
2. Improve the progress of learners at risk of educational disadvantage or learners with special educational needs
3. Help those delivering education services to continually improve
4. Build stronger bridges between education and the wider community
5. Improve national planning and support services

The Action Plan for Education 2018 highlights the significant strategic reform programme under way in education and training. It recognises the importance of critical business functions to ensure business continuity and quality of service. The publication of an annual plan within a broader strategic framework enables us to respond in an agile way to the demands of the challenging and complex environment in which we operate while maintaining a strategic focus on sustainable reform.

To ensure an informative and transparent process, our progress during the year will be monitored through published quarterly reports. This is the third such report for 2018. It outlines progress made on actions and subactions due for delivery in the third quarter of 2018. While providing details on the achievements made during this period, the report also provides an update on actions where significant progress has been made, but where it has been necessary to adjust the target date. Where appropriate, measures associated with the performance indicators for each Goal have been included.

Overview

Actions due for delivery by end quarter 3, 2018

The Action Plan for 2018 contained 66 actions and subactions due for delivery by the end of quarter 3, 2018. Of these, 49 have been achieved, giving a completion rate of 74%.

Actions achieved in the third quarter of the Action Plan for Education 2018 include:

Goal 1: Improve the learning experience and success of learners

- Additional Foreign Language Assistants to support the teaching of Spanish, German, French and Italian are being allocated to schools, an increase of 25%.
- Roll out of Computer Science and Physical Education as Leaving Certificate subjects has begun supported by funding of €450,000.
- A framework for STEM professional development programmes and teaching and learning resources has been developed.
- All CPD being developed for primary and post-primary teachers of STEM education will incorporate the key principles underpinning the STEM Education Policy.
- Additional NEPS psychologists have been recruited to enhance access to the NEPS service and increase the range of NEPS in-school supports
- Lithuanian has been introduced as a new short-course for Junior Cycle
- New specifications for Mathematics, Home Economics, History, Music and Geography are being introduced under the new Junior Cycle for the first time this school year.

- A new Bachelor in Education through the Medium of Irish for primary teaching in Marino Institute of Education was launched.
- Goal 2: Improve the progress of learners at risk of educational disadvantage or learners with special educational needs**
- The Progress Review of the National Plan for Equity of Access has been completed.
 - Piloting of innovative practices to strengthen links between DEIS schools, local enterprise, ETBs and HEIs has been undertaken.
 - An evaluation of the outcomes of the Comprehensive Assessment of the SNA scheme is underway.
 - Development and consultation process on the SEN inspection model for post-primary schools is complete.
- Goal 3: Help those delivering education services to continuously improve**
- Mentoring programme for principals in year two of their appointment has been established in conjunction with Centre for School Leadership.
 - Mid Term Review of the Further Education and Training Strategy is complete.
 - Review conducted of the current National Síolta Aistear initiative model of delivery. The review's findings are now being implemented.
 - School Excellence Fund – Step Up Project was launched, focusing on supporting schools to 'step up' in the delivery of the new junior cycle programme.
- Goal 4: Build stronger bridges between education and the wider community**
- Survey carried out with enterprises engaged with the Regional Skills Fora.
 - Rollout of over 8,000 Springboard+ places has commenced across the country with all 245 courses open to people irrespective of their employment status.
 - The Department participated in Ireland's first voluntary National Review of Sustainable Development Goals (SDG) implementation.
 - 68 schools were selected to participate in a network of Creative Clusters as part of the Schools Excellence Fund and the Creative Ireland Programme.
- Goal 5: Improve national planning and support services**
- Applications were submitted by the DES to the Department of Public Expenditure and Reform for consideration by the Civil Service Excellence and Innovation Awards Committee.
 - Performance review of the Legal Shared Services Centre of Excellence to support the ETB sector has been finalised.
 - The Department is working with other Departments and agencies on the wider Civil Service use of collaborative working guidelines and tools.

Other key developments during quarter 3 include:

- The education budget will increase by €674 million to €10.8 billion in 2019, a 6.7% increase, following announcements in Budget 2019.
- A major package of investment worth €11.9 billion in education under Project Ireland 2040 was announced.
- A new Higher Education and Innovation Fund for which up to €5 million is available for investment was launched.
- The coaching service currently available to school principals is being extended to deputy and assistant principals, following the appointment of teachers to 3,000 new posts at these levels.
- Education and Training Boards (ETBs) will share €300,000 with the local Creative Youth Partnerships pilot initiative under Pillar 1 of Creative Youth to enable collaboration and information sharing between local creative youth service providers in an ETB area.
- Korean has been introduced as a module for Transition Year in order to increase language options for learners.
- Schools will be awarded €15,000 each to raise awareness of the importance of foreign languages through school exchanges and the Department announced a new website (www.Languagesconnect.ie) as a one stop shop resource for schools and students.
- The Department announced significant expansion of suicide prevention training under the SafeTalk programme for teachers.
- An Independent Review of the National Training Fund (NTF) has been published.

TABLE OF ACTIONS

Goal 1: Improve the learning experience and the success of learners

Objective 1.1

Improve services and resources to promote wellbeing in our school communities to support success in school and life

Action/ Subaction	Actions/subactions for Quarter 2	Achieved/ Not achieved	Comment
1	To foster and promote the Wellbeing of all children and young people in schools by ensuring that Wellbeing is at the core of every schools' ethos.		
1.4	Develop a process through which schools will be supported in the embedding of the Wellbeing Policy and Framework for Practice.	Achieved	
2	To further the objective that all post-primary schools will have effective structures in place to support student wellbeing, expand the Student Support Team project to DEIS post-primary schools.		
2.2	Commence the ongoing evaluation and refinement of the training materials for Student Support Team development.	Achieved	
5	Commence recruitment of a further 10 NEPS psychologist for the academic year 2018/19 to enhance access to the NEPS service and increase the range of NEPS in-school supports, to build school capacity to support the wellbeing and the personal, social and educational development of all children through the application of psychological theory and practice in education.	Achieved	
8	Work with the National Centre for Guidance in Education (NCGE) to support learners to manage their educational, training, occupational, personal, social, and life choices so that they reach their full potential, through the implementation of an enhanced Guidance Counselling Framework to maximise the benefits from the restoration of 500 guidance posts.		
8.2	Introduce the 3 areas of learning presented in the NCGE A Whole School Guidance Framework (WSGF), (developing myself, developing my learning, developing my career path), to support students' participation in work and society.	Achieved	

Objective 1.2

Deliver a “Step-Change” in the development of critical skills, knowledge and competences to provide the foundations for participation in work and society

Action/ Subaction	Actions/subactions for Quarter 2	Achieved/ Not achieved	Comment
12	Introduce and implement new subjects and courses on a phased basis to provide learners with greater subject choices.		
12.2	Publish guidelines for Level 1 National Framework of Qualifications (NFQ) Learning Programmes (and their Priority Learning Units) at Junior Cycle, following completion of trialling of guidelines	Achieved	
12.3	Implement phase 4 of Junior Cycle subjects (Mathematics, Home Economics, History, Music and Geography)	Achieved	
13	Progress delivery of the STEM Education Policy Statement and Implementation Plan to achieve a step change improvement in the STEM education experience and outcomes for learners from early years to post-primary		
13.3	Develop a policy for the provision of STEM curricular materials for teachers, in consultation with support services and other relevant parties	Not achieved	Work has commenced on developing the policy and consultations with relevant parties are underway. These will be concluded in Q4.
13.8	Explore the potential of STEM research placements in business and industry to enhance both the student Initial Teacher Education (ITE) experience and STEM teacher learning/professional development	Achieved	
13.12	Use baseline STEM data on participation, attainment, graduate outcomes and STEM related skills needs to set informed targets and establish processes for ongoing analysis and review.	Achieved	
13.13	Develop a Framework for STEM professional development programmes and teaching and learning resources.	Achieved	
13.14	All new CPD being developed for primary and post-primary teachers of STEM education will incorporate the key principles underpinning the STEM Education Policy.	Achieved	

Objective 1.3

Increase subject choice for learners in Senior Cycle to equip them with the skills and knowledge to participate in a changing world

Action/ Subaction	Actions/subactions for Quarter 2	Achieved/ Not achieved	Comment
14	Progress development and implementation of Leaving Certificate subject specifications		
14.3	Implement specification for new subject Computer Science for Leaving Certificate, commencing with Phase 1 roll out to 40 participating schools.	Achieved	
14.4	Implement new curriculums for Senior Cycle Physical Education: Leaving Certificate Physical Education (an exam subject) and the Senior Cycle Physical Education Framework (a non-exam subject), commencing with Phase 1 roll out to 80 participating schools.	Achieved	
14.5	Finalise new specifications for Leaving Certificate Art, Applied Mathematics and Classical Studies.	Not achieved	Work is advanced on this action, and new specifications for Art are finalised. Work is continuing in order to finalise new specifications for the other two subjects, with the final specification for Applied Mathematics due for approval in November.

Objective 1.4

Improve the transaction of learners at critical stages in the education and training system

Action/ Subaction	Actions/subactions for Quarter 2	Achieved/ Not achieved	Comment
16	Implement online reporting templates to support pre-schools, primary schools and parents, by improving the transfer of information about the progress and achievement of learners between all schools and state-funded Early Childhood Care and Education (ECCE) settings		
16.1	Online reporting templates available for use by practitioners to improve the transfer of information	Achieved	

		about the progress and achievement of learners between all schools and state-funded ECCE settings		
18		Advance work on the transitions process to support students in the transition from second-level into higher education and Further Education and Training		
	18.1	Publish research on impact in schools of changes to the Leaving Certificate Grading System.	Not achieved	The research on impact in schools of changes to the Leaving Certificate Grading System is nearing completion with online publication of the research report expected shortly.

Objective 1.5

Increase the use of ICT in teaching, learning and assessment so that learners are equipped with the necessary skills to meet the challenges of a rapidly changing learning environment

Action/ Subaction	Actions/subactions for Quarter 2	Achieved/ Not achieved	Comment
19	Implement the Digital Strategy for Schools 2015 - 2020 to realise the potential of digital technologies to enhance teaching, learning and assessment so that Ireland's young people become engaged thinkers, active learners, knowledge constructors and global citizens to participate fully in society and the economy.		
	19.3 Disseminate an updated Digital Learning Framework for Schools (previously known as UNESCO ICT Competency Framework) to all schools, following an evaluation, which will guide schools in embedding digital technologies in teaching and learning and leadership and management, from September 2018.	Achieved	
	19.4 Scope a set of actions for the review of the Digital Strategy for Schools	Not achieved	Work in this area has advanced, with a sub-group being established to examine what actions need to be taken. Work will continue in Q4 in order to finalise the scope of the review.
23	Implement the Policy on Gaeltacht Education 2017-2022 on a phased basis as resources permit		

	23.3	Award tender and oversee the commencement of an MEd programme for serving teachers in Gaeltacht and Irish-medium schools in order to provide a specialist upskilling opportunity for teachers and ensure that the required teaching standards are available in these schools	Achieved	
--	-------------	--	----------	--

Objective 1.6

Enable learners communicate effectively and improve their standards of competence in languages

Action/ Subaction	Actions/subactions for Quarter 2	Achieved/ Not achieved	Comment
23	Implement the Policy on Gaeltacht Education 2017-2022 on a phased basis as resources permit		
	23.4 Award tender and oversee planning for Irish-medium initial teacher education programme (BEd) scheduled to commence in September 2019	Achieved	
24	Implement Languages Connect, Ireland's Strategy for Foreign Languages in Education 2017 - 2026 to promote a society where the ability to learn and use at least one foreign language is taken for granted, because of its inherent value for individuals, society and the economy.		
	24.3 Commence the development of draft Leaving Certificate specifications in Mandarin, Polish, Lithuanian and Portuguese.	Achieved	
	24.4 Identify options to expand and increase participation short term post primary language teacher exchanges, including wider promotion of the scheme.	Achieved	
	24.6 Implement a new short course in Lithuanian and increase the number of schools providing a Chinese short course	Achieved	
	24.7 Explore options to upskill teachers with capacity to teach foreign languages due to be introduced into the system in 2020, based on the outcome of the Post-primary Languages Initiative (PPLI) audit.	Achieved	
	24.8 Increase the number of Language Assistants in order to give greater support to the teaching and learning of Foreign Languages	Achieved	

Measures of progress and success for Goal 1 in Quarter 3:

Indicator	Target/indicator (year)	Reading/Measurement as at end Q3 2018
Extend the reach of the Incredible Years programme in DEIS primary schools	Complete the final 3 modules of the 6-module programme with 463 teachers; commence continued delivery of the programme targeting a further 735 teachers (2018)	15 programmes involving some 300 teachers commenced in quarter 3
Extend the reach of resilience-building programmes in DEIS primary and post-primary schools	Continue the provision of training for teachers in the delivery of resilience-building programmes that reduce anxiety and promote coping skills and school connectedness in learners, targeting 500 teachers in DEIS primary and post-primary schools (2018)	Training in the Friends programme was delivered to 421 teachers cumulatively at the end of quarter 3 2018
School clusters work together to promote the teaching and learning of STEM subjects	10 clusters, involving at least 30 schools participating (2018)	The schools in the 10 STEM clusters have submitted their plans and have been allocated funding. They are commencing work on their projects as agreed
School clusters use art and creativity to address shared challenges and achieve better learning outcomes	21 clusters are in place, through the network of Teacher Education Centres	73 schools are actively participating in 23 clusters across the ATECI Education Centres
Percentage of candidates presenting for a foreign language for Junior Certificate/ Cycle Examination	Percentage of candidates presenting for a foreign language for Leaving Certificate Examination 79% (2026), 74% (2022)	2018: Junior Cert: 87.1% Leaving Cert: 73.4%

Goal 2: Improve the progress of learners at risk of educational disadvantage or learners with special educational needs

Objective 2.1

Improve the learning experience and learning outcomes for learners impacted by disadvantage

Action/ Subaction	Actions/subactions for Quarter 2	Achieved/ Not achieved	Comment
25	Implement the DEIS Plan in order to close the gap in performance between DEIS and non-DEIS schools, increase retention rates of DEIS students, and increase the progression rates of DEIS students into HE and FET.		
25.4	Develop a new resource allocation model for application to all School Support Programme (SSP) schools, to include a more tailored system of resource allocation, within which there are more grades of disadvantage identified and resources allocated accordingly in response to the needs of individual schools.	Not achieved	Work is underway to examine evidence based supports. A Technical Group and Monitoring & Evaluation Group have been established and options on potential resource allocation models are being explored.
25.5	Issue updated guidelines to schools in relation to the appropriate use of additional funds provided under the SSP to ensure that inputs are linked to outputs and outcomes, to generate data on resource allocation and to share knowledge and successful initiatives to support better practice. In addition, schools included in DEIS for the first time in the 2017/18 school year will be provided with information resources to support planning.	Not achieved	Updated information on supports is now available online, and an updated letter re financial requirements issued with grant payments. Work on the guidelines has been advanced and they are being finalised prior to circulation to schools.
25.6	Commence piloting of innovative practices including a careers initiative to promote progression by strengthening links between DEIS schools, local enterprise, Education and Training Boards (ETBs) and higher education institutions; and enhancing school leadership and better equipping teachers in meeting the needs of students from disadvantaged backgrounds.	Achieved	
27	Implement strands of the National Plan for Equity of Access to Higher Education, and oversee the delivery of the targets for HEIs so that higher education becomes more representative of the population in general		

	27.4	Begin to implement (steering group) the recommendations of the Review of the Fund for Students with Disabilities working with the Higher Education Authority (HEA) to develop a new model of allocating funding.	Achieved	
	27.5	Progress the mid-term review of National Plan for Equity of Access to Higher Education including reviewing targets set out in that Plan	Achieved	

Objective 2.2

Target policies and supports for learners with special education needs to support their participation and progression across the continuum of education

Action/ Subaction	Actions/subactions for Quarter 2	Achieved/ Not achieved	Comment
32	Undertake a comprehensive assessment of the SNA scheme to identify the most appropriate form of support options. This will help to enable students with special educational needs to fulfil their potential.		
	32.3 Consider outcomes of the Comprehensive Assessment of the SNA scheme	Achieved	
33	Develop the In-School Speech and Language Therapy Service to develop greater linkages between educational and therapy supports, to assist schools to develop their capacity to support children with speech and language needs in schools.		
	33.1 Develop the pilot of the In-School Speech and Language Therapy Service to develop greater linkages between educational and therapy supports, to assist schools to develop their capacity to support children with speech and language needs in schools.	Achieved	
35	Revise the SEN model of inspection for post-primary schools with the aim of embedding best practice models in teaching and learning.		
	35.1 Complete development and consultation work on SEN inspection model for post-primary schools	Achieved	

Objective 2.2**Target policies and supports for learners with special education needs to support their participation and progression across the continuum of education**

Action/ Subaction	Actions/subactions for Quarter 2	Achieved/ Not achieved	Comment
32	Undertake a comprehensive assessment of the SNA scheme to identify the most appropriate form of support options. This will help to enable students with special educational needs to fulfil their potential.		
32.3	Consider outcomes of the Comprehensive Assessment of the SNA scheme	Achieved	
33	Develop the In-School Speech and Language Therapy Service to develop greater linkages between educational and therapy supports, to assist schools to develop their capacity to support children with speech and language needs in schools.		
33.1	Develop the pilot of the In-School Speech and Language Therapy Service to develop greater linkages between educational and therapy supports, to assist schools to develop their capacity to support children with speech and language needs in schools.	Achieved	
35	Revise the SEN model of inspection for post-primary schools with the aim of embedding best practice models in teaching and learning.		
35.1	Complete development and consultation work on SEN inspection model for post-primary schools	Achieved	

Measures of progress and success for Goal 2 in Quarter 3:

Indicator	Target/indicator (year)	Reading/Masurement as at end Q3 2018
Special Education Teaching Posts	Over 13,400 Special Education Teacher posts in place (2018)	13,329 Special Education Teacher posts are currently in place for the 2018/19 school year
Special Needs Assistants	Up to 15,000 SNAs in place (2018)	14,865 Special Needs Assistants posts are in place in the 2018/19 school year

Goal 3: Help those delivering education services to continuously improve

Objective 3.1

Increase the quality of Early Years to deliver a better learning experience for young children

Action/ Subaction	Actions/subactions for Quarter 2	Achieved/ Not achieved	Comment
36	Support the implementation of Síolta (the national quality framework) and Aistear (the early childhood curriculum framework) through implementation of the National Síolta Aistear Initiative, in partnership with DCYA and the NCCA, to improve quality within the Early Years sector		
	36.2 Conduct a review of the current national Síolta Aistear initiative model of delivery to inform planning from September 2018	Achieved	
	36.3 Develop relevant Síolta resources: Síolta research digests, information for parents/carers and other resources as required	Achieved	
38	Support the further enhancement of professional qualifications and standards within the ECCE sector		
	38.3 Agree implementation approach for adoption of higher education qualifications guidelines for Early Years practitioners with higher education sector and DCYA	Achieved	

Objective 3.2

Develop the continuum of teacher education to equip teachers with the right skills for 21st century teaching and learning and improve school leadership

Action/ Subaction	Actions/subactions for Quarter 2	Achieved/ Not achieved	Comment
44	Continue to expand the range of supports available through the Centre for School Leadership		
	44.4 Establish a group mentoring programme for principals in year two of their appointment.	Achieved	
45	Continue to develop programmes for teacher professional learning to further enhance the teaching profession.		

	45.2 Commence development of a new evidence-based strategic policy framework for the provision of a continuum of quality continuing professional development (CPD) and supports for teachers and schools that will enable targeting of funding towards priorities to be set by the Department in key areas such as excellence and innovation, leadership, disadvantage, digital transformation and STEM, by establishing a dedicated project team.	Achieved	
--	---	----------	--

Objective 3.3
Improve quality, promote excellence and innovation, and increase autonomy for schools

Action/ Subaction	Actions/subactions for Quarter 2	Achieved/ Not achieved	Comment
53	Develop and implement a range of inspection arrangements to monitor the compliance of schools with the enhanced child protection and safeguarding requirements of the Department's "Revised Child Protection Guidelines 2017"		
53.4	Conclude consultation on specialised Child Protection and Safeguarding Inspections (CPSIs) and publish Guide to CPSIs.	Not achieved	A draft Guide to CPSIs has been published, and consultations with education partners will conclude in Q4, following the trial of CPSIs. An updated Guide will be published by end Q4.

Objective 3.4**Promote high quality learning experiences in Further Education and Training and Higher Education**

Action/ Subaction	Actions/subactions for Quarter 2	Achieved/ Not achieved	Comment
54	Initiate review of quality in Higher Education.		
54.1	Launch a public consultation process, as the first phase of the review of quality in Higher Education	Not achieved	Further analytical work is being undertaken to further develop and refine some key issues in relation to the scope and objectives of this review. It is anticipated that consultation will be initiated in Q4.
54.3	Review of quality in Higher Education commenced	Not achieved	This action can only be advanced following achievement of action 54.1.
61	Complete the Mid Term Review of the Further Education and Training Strategy	Achieved	

Measures of progress and success for Goal 3 in Quarter 3:

Indicator	Target/indicator (year)	Reading/Measurement as at end Q3 2018
Support principals through enabling them to access professional coaching	400 principals (2018)	125 principals have accessed professional coaching cumulatively at the end of quarter 3 2018
Support schools through the annual school inspection programme	3,000 inspections conducted (2018)	879 school inspections cumulatively at the end of quarter 3 2018
Increase impact of school inspections through publication of inspection reports on the Department's website and regional seminars	1,000 inspection reports published (2018)	816 inspection reports cumulatively at the end of quarter 3 2018
Support schools in implementing the School Self-Evaluation process	800 advisory visits (2018) Commence regional seminars to support school self-evaluation	698 SSE advisory visits conducted cumulatively at the end of quarter 3 2018 In addition, 102 primary and 16 post-primary SSE advisory visits carried out in schools participating in the Gaeltacht School Recognition Scheme cumulatively at the end of quarter 3 2018

Goal 4: Build stronger bridges between education and the wider community

Objective 4.3

Enhance our capacity to meet national and regional skills needs

Action/ Subaction	Actions/subactions for Quarter 2	Achieved/ Not achieved	Comment
68	Develop innovative responses to skills gaps across key priority areas of the economy		
68.1	Complete and publish a national survey of employers to inform policy and programme development	Achieved	
69	Oversee the work of the Regional Skill Fora nationally and monitor their level of engagement with enterprise		
69.1	Carry out a survey of enterprises that have engaged with the Regional Skills Fora to establish satisfaction levels	Achieved	
70	Develop compacts with individual HEIs to deliver the ambitions of the new Performance targets published in the new Systems performance framework for Higher Education 2018-2020	Achieved	
71	Develop a strategy to address ICT Skills Needs in the Higher Education sector. To address the demand for ICT graduates from domestic supply, to meet the skills needs of enterprise through mainstream and targeted initiatives including Springboard+		
71.1	Publish ICT Skills 2018-2026 action plan and implementation plan for 2018 to address demand for ICT graduates	Not achieved	The Department has completed the consultation process with wider education sector and industry and it is anticipated that the ICT Skills 2018-2026 Action Plan will be finalised by end Q4.

Objective 4.4**Create a greater diversity of learning opportunities beyond school**

Action/ Subaction	Actions/subactions for Quarter 2	Achieved/ Not achieved	Comment
72	Strengthen the apprenticeship and traineeship systems through enhancing the range of programmes and increasing provision		
72.1	Complete review of pathways to participation in apprenticeship	Achieved	
73	Support the development of an Upskilling Pathways Plan – New Opportunities for Adults which aims to help adults acquire a minimum level of literacy, numeracy and digital skills	Achieved	
75	Support skills development for those in employment through the FET Policy Framework on Employee Development		
75.1	Publish the FET Policy Framework on Employee Development in alignment with the National Skills Strategy	Achieved	
77	Oversee development of, and annual calls for, Springboard+.		
77.2	Roll out of Springboard+ 2018	Achieved	

Objective 4.5**Enhance support for learners to make informed career choices**

Action/ Subaction	Actions/subactions for Quarter 2	Achieved/ Not achieved	Comment
80	Review existing career guidance tools and career information for post-primary/further education/higher education students and adults, currently in place across the education and training system		
80.1	Complete review of existing career guidance tools and career information for post-primary/further education/higher education students and adults, currently in place across the education and training system	Achieved	

Objective 4.6**Create a stronger focus on Entrepreneurship, Creativity and Innovation**

Action/ Subaction	Actions/subactions for Quarter 2	Achieved/ Not achieved	Comment
81	Publish new Entrepreneurship Education Policy Statement	Not achieved	The Minister has decided that building on existing good practice an expert advisory group will initiate a focussed consultation, in order to identify high impact actions for implementation in 2019.
82	Supporting the Arts in Education and the implementation of Creative Ireland		
82.1	Commence Pilot of the Scoileanna Ildánacha/Creative Schools Initiative in conjunction with the Arts Council and the Department of Culture, Heritage and the Gaeltacht	Achieved	
82.2	Introduce pilot of 'creative clusters' in schools to promote joint creative, cultural and artistic projects under the school excellence fund.	Achieved	
83	Contribute to progressing the National Strategy on Education for Sustainable Development as a key component of Ireland's overall national strategy to deliver on the United Nations Sustainable Development Goals (SDGs).		
83.2	Participate in Ireland's first Voluntary National Review of SDG implementation	Achieved	

Objective 4.7**Work with enterprise to increase the number of researchers and institute a new programme of funding for Frontiers Research**

Action/ Subaction	Actions/subactions for Quarter 2	Achieved/ Not achieved	Comment
87	Implement a strategy developed to attract world-leading researchers to Ireland in the context of Brexit. This strategy may include additional awards funded by the Irish Research Council for researchers or academics who relocate.		
87.1	Publish strategy to attract world-leading researchers to Ireland in the context of Brexit.	Not Achieved	A change of approach to the achievement of this action has been agreed. It is proposed to make funding available to promote UK-Ireland research collaborations and to also intensify discussions with UK Research Councils with a view to finalising a strategy to build UK-Ireland research collaborations and networks post-Brexit.
87.2	Begin to implement actions flowing from the strategy to attract world-leading researchers to Ireland in the context of Brexit.	Not Achieved	Implementation of actions will follow the publication of the Strategy.

Measures of progress and success for Goal 4 in Quarter 3:

Indicator	Target/indicator (year)	Reading/Measurement as at end Q3 2018
Increased number of in-employment upskilling, through Skillnets	20% increase, to 55,000 places (2018)	37,700 participants cumulatively at the end of quarter 3 2018
Learners avail of the new apprenticeship opportunities	1,500 apprenticeship registrations (2018)	410 registrations on new apprenticeships cumulatively at the end of quarter 3 2018
Increase the number of new registrations on craft apprenticeships	4,697 new registrations by end 2018	3,504 registrations on craft apprenticeships cumulatively at the end of quarter 3 2018
Creative Youth implemented in schools, as part of Creative Ireland	150 primary and post-primary schools take part in the pilot of the Scoileanna Ildánacha/Creative Schools Initiative (2018)	150 schools engaging in Creative Schools and participating schools nominate up to 3 teachers to lead the pilot.

Goal 5: Improve national planning and support services

Objective 5.1

Strengthen strategic oversight and focus on delivery for results

Action/ Subaction	Actions/subactions for Quarter 2	Achieved/ Not achieved	Comment
91	Provide strategic direction and support in the governance, management and use of the Department's data		
91.1	Develop corporate user guidelines for the Department's Data Life Cycle	Not achieved	The Guidelines have been delayed in order to incorporate relevant and emerging GDPR guidance. The Guidelines will be produced in Q4 and shared across the Department.
93	Commence review of the Free Fees scheme (Higher Education) as part of the reformed funding model for higher education	Not achieved	The Terms of Reference for the Review have been approved.
96	Develop a suite of guidelines and tools to build collaborative working capacity in the Department		
96.2	Initiate consultation on wider civil service use of collaborative working guidelines and tools	Achieved	
104	In the context of guidance on Period Critical Reviews from DPER, develop protocols and schedule for systematic review of DES agencies		
104.1	Develop protocols and schedules for reviews of DES agencies	Achieved	

Objective 5.3

Improve the quality of the national support services and shared services

Action/ Subaction	Actions/subactions for Quarter 2	Achieved/ Not achieved	Comment
109	Strengthen DES management systems through shared services		
109.1	Commence detailed planning for the implementation of the preferred solution for the purposes of upgrading the Department's payroll function to shared service standards	Achieved	
110	Improve the quality of services across the sector through the introduction of shared services		

	110.3	Review the performance of the Legal Shared Services Centre of Excellence to support the ETB sector.	Achieved	
113		Exploit the potential of ICT to enhance the delivery of the State examinations		
	113.2	Continue the implementation of online marking of examinations in an expanded range of subjects	Not achieved	Continued implementation of the online marking of examinations has not been possible due to difficulties with the procurement process. It is expected that online marking will be in place for the 2019 examinations.
116		Manage EU co-financed programmes and exploit co-financing opportunities		
	116.1	Designate the Managing and Certifying Authorities for the Programme for Employability, Inclusion and Learning 2014-2020 (PEIL) co-financed by the EU through the ESF and the YEI.	Not achieved	The work is being finalised and designation will be achieved during October.
118		Implement the Civil Service Renewal Plan, in line with DPER requirements		
	118.2	Coordinate DES participation in the Civil Service Excellence and Innovation Awards for 2018.	Achieved	

Measures of progress and success for Goal 5 in Quarter 3:

Indicator	Target/indicator (year)	Reading/Measurement as at end Q3 2018
Meet demographic demand through the provision of additional permanent primary school places	4,168 large scale projects (2018)	2,352 large scale projects
	1,792 replacement primary school places (2018)	1,344 replacement primary school places
Meet demographic demand through the provision of additional permanent post-primary school places	900 replacement post-primary school places (2018)	950 replacement post-primary school places
Provide physical infrastructure to address building needs of primary schools, through building new/replacement schools	10 new/replacement primary schools (2018)	8 new/replacement primary schools
Provide physical infrastructure to address building needs of post-primary schools, through building new/replacement schools	4 new/replacement post-primary schools (2018)	3 new/replacement post-primary schools
Progress delivery of third level infrastructure needs	Preparations advanced for Third Level PPP programme procurement (2018)	Third Level PPP Programme is in Design Phase
Provide safe, efficient and cost effective school transport services for eligible children.	Transport approximately 114,000 children on a daily basis (2018)	115,634 children transported in total comprising of 103,300 children on mainstream services to primary and post-primary schools and 12,334 children on Special Educational Needs transport services.