



Rialtas na hÉireann
Government of Ireland

CUMASÚ

Empowering through learning

Action Plan for Education 2019

Quarter 4 Progress Report

Prepared by the Department of Education and Skills
www.education.ie

Introduction

Action Plan for Education 2019 sets out the priorities for the Department of Education and Skills and its agencies and aegis bodies for the year. This annual plan is driven by the goals and ambitions set out in our Statement of Strategy 2019-2021.

In March this year we published our Action Plan for 2019. This sets out over 200 actions specifically targeted to achieve our goals:

1. Shape a responsive education and training system that meets the needs and raises the aspirations of all learners.
2. Advance the progress of learners at risk of educational disadvantage and learners with special educational needs in order to support them to achieve their potential.
3. Equip education and training providers with the skills and support to provide a quality learning experience.
4. Intensify the relationships between education and the wider community, society and the economy.
5. Lead in the delivery of strategic direction and supportive systems in partnership with key stakeholders in education and training.

The Action Plan for Education 2019 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 is monitored through published quarterly reports. This is the fourth such report for 2019. It outlines progress made on actions and subactions due for delivery in quarter 4 of 2019. 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.

Overview

Actions due for delivery by end quarter 4, 2019

The Action Plan for 2019 contained 119 actions and subactions due for delivery by the end of quarter 4, 2019. Of these, 86 have been achieved, giving a completion rate of 72%.

Actions achieved in the fourth quarter of the Action Plan for Education 2019 include:

Goal 1: Shape a responsive education and training system that meets the needs and raises the aspirations of all learners

- Promotion of healthy eating and physical activity as part of the Healthy Ireland agenda
- Increased uptake in Erasmus programme
- Delivery of an online higher-level Leaving Certificate Physics course through Irish from e-Hub Gaeltacht schools to students in other post-primary Gaeltacht schools

Goal 2: Advance the progress of learners at risk of educational disadvantage and learners with special educational needs in order to support them to achieve their potential

- Guidelines to support successful transitions at key stages to facilitate an integrated model of access from pre-school to primary and primary to post-primary school
- Evaluation of the pilot of the In-School Therapy Demonstration Project

- Progress strands of the Data Plan to support the “National Plan for Equity of Access to Higher Education 2015-2021”
- Lead the interdepartmental implementation of the recommendations in "An Independent Review to Identify the Supports and Barriers for Lone Parents in Accessing Higher Education"

Goal 3: Equip education and training providers with the skills and support to provide a quality learning experience

- Planned programme of inspection and advisory visits in schools and alternative education settings carried out and associated reports published
- Schools Excellence Fund Step-Up project in operation in post-primary schools, in conjunction with the JCT
- Quality Assurance Framework to support school leaders

Goal 4: Intensify the relationships between education and the wider community, society and the economy

- Consultation with partners on regulations required to commence sections of the Education (Admission to Schools) Act 2018
- Grow apprenticeship and traineeship registrations to meet identified skill needs through developing new programmes and expanding participation in existing programmes
- Implementation of the ‘Skills to Advance’ programme enhancing the skills of adults currently with low skills levels
- Report on the education sector's actions outlined in “National Sustainable Development Goals Implementation Plan 2018-2020”

Goal 5: Lead in the delivery of strategic direction and supportive systems in partnership with key stakeholders in education and training

- Framework for an integrated strategic approach to tertiary education.
- Emergency/Contingency fund to address unanticipated infrastructure demands.
- Climate action priorities are being integrated into higher education infrastructure.
- Preferred solution to upgrade the Department's payroll function to shared service standards.

Other key developments during quarter 4 include:

- Publication of the PISA 2018 results showed that Irish students performed significantly above average in reading, science and maths. Our 15 year-olds are among the best in reading literacy and we also have a lower percentage of low-performing students in all three domains than on average across OECD countries.
- To ensure greater transparency, equity and consistency in school enrolment generally, sections of the Education (Admission to Schools) Act, 2018 were commenced.
- It was announced that History is to be given a special core status in the Framework for Junior Cycle, following the Minister’s consideration of a review by the NCCA.
- “Know the Score”, a national resource to guide and supporting senior cycle teachers to improve to improve their knowledge and strengthen their skills in dealing with the risks associated with alcohol and drugs.
- New guidelines were launched to support schools and businesses and enterprise to kick-start engagement and develop long-lasting and sustainable partnerships in relation to STEM.

- Students took part in the first session of a North/South schools initiative which is designed to help students to engage on a range of universal and topical issues affecting them.
- The “Action Plan to Promote Traveller Participation in Higher Education”, developed in consultation with Traveller representative groups to support and advance their participation in higher education, was launched.
- To help achieve gender balance at the senior academic level in higher education institutions, the Senior Academic Leadership Initiative announced the approval of 20 posts at professorial-level.
- Under the enactment of the Qualifications and Quality Assurance (Education and Training) (Amendment) Act 2019, the Royal College of Surgeons Ireland is now authorised to use the title of university.
- As part of Budget 2020, funding for the sector increased by €360 million to €11.1 billion. This will benefit special education, small schools and teaching principals, create more higher education places and new third level courses, and lead to more funding for apprenticeships and training under the National Training Fund.
- To support universities, colleges and institutes of technology to develop new courses and drive innovation at third level, the €300 million Human Capital Initiative and Future Jobs Ireland Skills and Talent Pillar was announced, for the period 2020-2024.
- The landscape of higher education is being developed through a €90m Technological University transformative fund.
- Small-scale and necessary infrastructure works and improvements in the country’s 11 institutes of technology (IOT) and TU Dublin are being funded by €10 million in capital grants. To facilitate significant building upgrades and refurbishment works, a separate capital allocation of €18.75 million was approved for Cork Institute of Technology.
- To help schools carry out specialist improvements, a further €30 million package was announced for the Summer Works Scheme 2020.
- Grants for primary schools under the Minor Works programme are being supported by almost €30 million in funding.
- A progress report on the National Student Accommodation Strategy showed that as of the end Q3 2019, 8,229 purpose-built student accommodation bed spaces had been completed, with a 5,254 further bed spaces under construction and planning permission granted for another 7,771 bed spaces.

Goal 1: Shape a responsive education and training system that meets the needs and raises the aspirations of all learners

Action/Subaction	Actions/subactions for Quarter 4	Achieved/Not achieved	Comment
1	Oversee the roll-out of the implementation of the DES Wellbeing Policy, which aims to foster and promote the wellbeing of all children and young people, and ensure that wellbeing is at the core of the ethos of all schools and centres for education		
	1.1	Commence the strengthening and alignment of structures within the department and between departments and other relevant bodies to promote the coordinated implementation of the DES Wellbeing Policy and Framework for Practice	Achieved
	1.2	Finalise the development of a plan for national roll out of CPD to support implementation of the Wellbeing Policy Statement	Achieved

	1.3	Commence the development of an aligned and easily accessible programme of support for all schools and centres for education to address school-identified wellbeing promotion needs	Achieved	
	1.4	Commence a review of the supports and support structures for vulnerable children and young people at key points of transition within and between education settings	Achieved	
	1.5	Complete Phase 3 of the roll-out of teacher programmes to DEIS schools by NEPS psychologists that build capacity to promote social and emotional competence, resilience and school connectedness for all learners	Achieved	
	1.6	Complete Phase 2 of training for schools on the revised NEPS Critical Incident Guidelines and resources to schools, prioritising the completion of critical incident training to post-primary school teachers	Achieved	
	1.7	Roll-out Phase 3 of the Student Support Team Project in DEIS Post-Primary schools	Achieved	
4		Further development of the Primary Curriculum		
	4.3	Publication of overview of a redeveloped primary curriculum, based on extensive research including a series of seminars, for public consultation	Not achieved	Publication will take place shortly with the public consultation running until the end of Q2.
5		Implementation of the Framework for Junior Cycle		
	5.4	Complete a review of the Junior Cycle Schools Programme (JCSP)	Not achieved	Work is advanced on completing this Review and the recommendations will be implemented in 2020.
6		Review Senior Cycle and progress the development and implementation of Leaving Certificate subject specifications		
	6.3	Commence consultation on draft Leaving Certificate subject specifications for Gaeilge (one for Irish-medium schools and one for English-medium schools)	Not achieved	The work of the Subject Development Group is progressing and consultation on the specifications will begin in Q1 2020.
	6.4	Complete a new Leaving Certificate specification for Mandarin Chinese for non-native speakers	Not achieved	The work of the Subject Development Group is advanced and it is expected that this action will be completed in in Q1 2020.
	6.5	Complete new Leaving Certificate specifications for Polish, Lithuanian and Portuguese for heritage speakers	Not achieved	The work of the Subject Development Group is advanced and it is expected that this action will be completed in in Q1 2020.

	6.6	Scope the nature of a review of work experience following on from the publication of the NCCA report on the Review of Senior Cycle	Not achieved	This action is dependent on completion of the Senior Cycle Review: Advisory Report, which is due in Q1 2020.
7		Advance actions that cross curricular areas		
	7.3	Publish results of 2018 Wellbeing and Lifeskills survey to inform policy development in a range of areas	Not achieved	It is intended to publish the results of the survey in Q1 2020
	7.4	Support the Government's Healthy Ireland agenda through promotion of healthy eating and physical activity	Achieved	
8		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		
	8.2	Increase the uptake in Erasmus programme	Achieved	
9		Progress implementation of the "STEM Education Policy Statement 2017 - 2026" and the Implementation Plan 2017 - 2019		
	9.4	Implement STEM advertising campaign aimed at learners, teachers, school leaders and parents, in order to increase participation levels in STEM subjects	Achieved	
10		Implement the "Digital Strategy for Schools 2015 -2020" to enhance teaching, learning & assessment		
	10.3	Support the 3 year Schools Excellence Fund Digital (and STEM) programme, including external evaluation, hosting of a showcase event and producing an interim report on progress to date	Achieved	
12		Implement the Policy on Gaeltacht Education 2017-2022 on a phased basis		
	12.1	Monitor the commencement and operation of an Irish-medium initial teacher education BEd programme to support the provision of high quality Irish-medium education in schools	Achieved	
13		Implement the Gaeltacht School Recognition Scheme		
	13.1	Provide guidance for naíonraí and primary schools on the development of links between naíonraí and primary schools, including exemplars of good practice	Achieved	
	13.2	Deliver a pilot e-Hub Transition Year online module on higher-level Leaving Certificate Physics through Irish from e-	Achieved	

		Hub Gaeltacht schools to students in post-primary Gaeltacht schools and commence the delivery of an online higher-level Leaving Certificate Physics course through Irish from e-Hub Gaeltacht schools to students in other post-primary Gaeltacht schools		
	13.3	Publish Circulars, revised Guides and report on exemplars of good practice in immersion education to support schools in implementing the Gaeltacht School Recognition Scheme	Achieved	
	13.4	Commence a research review to inform the development of a guide to support children/students with special educational needs in Gaeltacht immersion education settings and disseminate relevant information among professional and para-professional staff working with these children.	Achieved	
14		Evaluate the Gaeltacht School Recognition Scheme in primary and post-primary schools		
	14.1	Develop inspection model, evaluation instruments and guide for the evaluation of immersion education in schools participating in the Gaeltacht School Recognition Scheme and commence the first phase of evaluation of immersion education in participating primary and post-primary schools.	Achieved	
15		Support the transition of students across different levels of the education system		
	15.1	Pilot supportive processes for pre-schools and schools to raise awareness and build capacity to use online reporting templates	Achieved	
	15.2	Develop proposals to support transition of children with a disability from pre-school into primary school	Achieved	

Goal 2: Advance the progress of learners at risk of educational disadvantage and learners with special educational needs in order to support them to achieve their potential

Action/Subaction	Actions/subactions for Quarter 4	Achieved/Not achieved	Comment
16	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 Higher Education and Further Education and Training		

	16.6	Publish review and recommendations of Out-of School report	Not achieved	The Report is being finalised and this action is due to be completed in Q2 2020.
	16.7	Develop a phased approach to the allocation of resources based on the new identification process	Not achieved	The data analysis and development of a new identification model will be finalised in Q2 2020.
	16.8	Develop guidelines for schools to support successful transitions at key stages of education spectrum to facilitate an integrated model of access from pre-school to primary and primary to post-primary school	Achieved	
	16.9	Commence the roll-out in DEIS schools of an action research project in the implementation of evidence-based approaches and programmes, to help reduce the gap in literacy achievement between pupils in DEIS and non-DEIS schools	Achieved	
17		Progress the implementation of a School Inclusion Model to deliver the right supports at the right time to students with additional care needs		
	17.2	Progress proposals for the implementation of the recommendations of the Comprehensive Review of the SNA Scheme	Achieved	
	17.3	Resolve all SNA allocation appeals as soon as practicable following their receipt by the NCSE	Achieved	
19		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		
	19.1	Continue to implement the pilot of the In-School Speech and Language Therapy Service	Achieved	
	19.2	Complete an evaluation of the pilot of the In-School Therapy Demonstration Project	Achieved	
21		Progress policy advice on special classes and special schools	Achieved	
22		Progress plans to respond to the commencement of Disability Act provisions in 2020	Achieved	
25		Implement strands of the “National Plan for Equity of Access to Higher Education 2015-2021”, and oversee the delivery of the targets for HEIs so that		

		HE becomes more representative of the population in general		
	25.4	Progress strands of the Data Plan to support the “National Plan for Equity of Access to Higher Education 2015-2021”	Achieved	
26		Lead the interdepartmental implementation of the recommendations in "An Independent Review to Identify the Supports and Barriers for Lone Parents in Accessing Higher Education"	Achieved	

Goal 3: Equip education and training providers with the skills and support to provide a quality learning experience

Action/Subaction	Actions/subactions for Quarter 4	Achieved/Not achieved	Comment
28			
		Support the implementation of Síolta (the national quality framework) and Aistear (the early childhood curriculum framework) via the National Síolta Aistear Initiative, in partnership with DCYA, Better Start and the NCCA	
	28.2	Oversee the implementation of Síolta and Aistear, including the rollout of the new National Aistear CPD programme and the development of a self-evaluation framework and appropriate research activity	Achieved
29			
		Implement a national programme of Early Years Inspections to provide advice and to support progressive improvement in standards, leadership and learning activities	
	29.1	Review the Early Years Education Inspection Model to encompass education provision in Early Years settings 0-6 years and to respond to the objectives of "First 5 The National Early Years Strategy"	Achieved
30			
		Mainstream quality assurance mechanisms for inspection work in schools	
	30.1	Implement a set of proposals that will further strengthen the quality assurance processes of the Inspectorate's work	Achieved
32			
		Undertake a planned programme of inspection and advisory visits in schools and alternative education settings	

	32.4	Develop a composite report on the findings of an evaluation of special classes for pupils with autism in mainstream primary and post-primary schools	Achieved	
	32.5	Prepare a composite report on the findings of DEIS evaluations conducted on a cross-sectoral basis	Not achieved	Additional cross-sectoral DEIS evaluations have been scheduled for Q1 and Q2 2020 and a composite report of the findings of all cross-sectoral DEIS evaluations will be prepared by end Q3.
	32.6	Develop a thematic inspection report on Digital Learning in primary and post-primary schools and early years settings in order to provide both evaluative information and guidance on digital learning	Achieved	
	32.7	Develop a guide to good practice on Modern Foreign Languages in post-primary schools based on inspection findings from Modern Foreign Languages curricular evaluations and whole-school type inspections in post-primary schools	Achieved	
	32.8	Develop a guide to good practice to STEM based on inspection findings from STEM curricular evaluations and whole-school type inspections in primary and post-primary schools and early-years settings	Achieved	
	32.9	Advance proposals for the better involvement of student and parent voices in school evaluations	Achieved	
33		Publish inspection reports in every quarter in accordance with agreed arrangements for the various inspection models, including new inspection models for primary and post-primary schools	Achieved	
34		Manage interventions in poorly performing schools through the School Improvement Group and oversee the monitoring of schools requiring improvement	Achieved	
35		Support implementation of the Schools Excellence Fund to promote excellence and innovation		
	35.1	Implement the Schools Excellence Fund Step-Up project in post-primary schools in conjunction with the JCT	Achieved	
36		Advance proposals for the better involvement of principals with inspection teams in primary and post-primary schools		
	36.1	Develop new forms of collaborative working with leadership teams in school	Not achieved	This action is dependent on the completion of a revised

				SSE Strategy Paper 2020–2022.
38		Support the Teaching Council in its role in regulating and promoting the teaching profession	Achieved	
39		Manage the development of a comprehensive Workforce Development Plan in the ELC sector		
	39.2	Finalise a comprehensive Workforce Development Plan for the ELC sector and identify working groups for implementation areas	Not achieved	A consultation paper is to be approved by end Q1 2020.
40		Implement the Teacher Supply Action Plan		
	40.4	Progress the development of a Teacher Workforce Data Model to facilitate future planning for teacher supply and demand	Achieved	
41		Continue the reform of initial teacher education to ensure teachers are equipped with the right skills for 21st century teaching, learning and assessment		
	41.1	Complete the review of the reconfigured programmes in initial teacher education (ITE) and develop proposals for revised accreditation Criteria and Guidelines for ITE programme providers	Achieved	
	41.2	Review of student teacher school placements in ITE, with a particular focus on school/HEI partnerships and capacity of schools to support placements	Achieved	
	41.3	Finalise a policy statement for ITE, taking account of plans to implement the remaining recommendations in the "Report of the International Review Panel on the Structures of Initial Teacher Education" and the follow up review	Not achieved	The Policy Statement is now scheduled for publication in Q3 2020, following completion of consultation process.
42		Develop the work of the Centre for School Leadership (CSL) in accordance with agreed targets		
	42.3	Develop a Quality Assurance Framework for school leadership support	Achieved	
44		Support the growth phase of “Droichead”, the national induction process for all Newly Qualified Teachers (NQTs) in collaboration with the Teaching Council		
	44.1	Continue to provide support to schools and NQTs through the National Induction Programme for Teachers (NIPT) support service and in-school release time	Achieved	
45		Review the effectiveness and efficiency of the Teacher Professional Network (TPN) Scheme		

	45.2	Publish the review of the TPN Scheme	Not achieved	The report is scheduled for publication in Q2 2020.
46		Provide dedicated professional support to teachers to support the implementation of curricular change and Department policy		
	46.3	Provide CPD to support the ongoing implementation of the Primary Language Curriculum	Achieved	
	46.4	Provide CPD to support new Senior Cycle examinable subjects: Computer Science, Politics & Society and Physical Education	Achieved	
	46.5	Provide CPD to support the implementation of Junior Cycle reform across all new subject specifications	Achieved	
47		Review the Teacher Fee Refund Scheme		
	47.2	Publish the review of the Teacher Fee Refund Scheme	Not achieved	The report will be published in 2020.
48		Take steps to improve the gender balance at the senior academic level in HEIs		
	48.1	Monitor the impact of the Senior Academic Leadership Initiative to improve the gender balance at the senior academic level in the higher education sector	Achieved	
49		Improve the impact of further education and training programmes and schemes		
	49.2	Publish the Review of VTOS and Specific Skills Scheme	Not achieved	The Review is due to be finalised in Q1 2020.
	49.3	Publish the Impact Study of an Education and Training Board (ETB)	Not achieved	The Study is due to be finalised in Q1 2020.
	49.4	Publish the Specialist Training Provider Evaluation	Not achieved	The evaluation is due to be finalised in Q2 2020.
50		Strengthen quality of Tertiary Education		
	50.3	Publish a review of the quality assurance system in Higher Education	Not achieved	A paper will be published for consultation in Q1 2020.
	50.4	Introduce the International Education Mark (IEM) to ensure a quality standard and best international practice for international learners in Ireland	Not achieved	The IEM requires the implementation of a number of new functions under the Qualifications and Quality Assurance (Education and Training) (Amendment) Act 2019. Work will continue on this in 2020.

Goal 4: Intensify the relationships between education and the wider community, society and the economy

Action/Subaction	Actions/subactions for Quarter 4	Achieved/Not achieved	Comment
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51		Make progress towards increasing the diversity of school type in order to offer parents more choice		
	51.1	Finalise protocols for the Implementation Phase of the Schools Reconfiguration for Diversity process	Not achieved	Work will continue to map out an agreed approach to facilitating the next phase of the reconfiguration process.
	51.2	Complete the Identification Phase process for the phase 1 pilot of the Schools Reconfiguration for Diversity process and publish the identification phase reports	Not achieved	Publication has been deferred while work is underway in relation to 51.1 above.
	51.3	Assess the demand for increased provision for Irish-medium schools as part of the Schools Reconfiguration for Diversity Process	Not achieved	This has been deferred while work is underway in relation to 51.1 above.
	51.5	Explore opportunities for expanding Irish-medium education outside the Gaeltacht in the context of the establishment of 42 new schools, which will afford particular consideration to the establishment of Gaelscoileanna, Gaelcholáistí, and Aonad Lán-Ghaeilge as part of the new patronage process	Achieved	
52		Consult with relevant Stakeholders on the detail of regulations required for commencement of certain sections of the Education (Admission to Schools) Act 2018	Achieved	
54		Consult with relevant stakeholders for the purpose of revising the Governance Manual for Primary School 2015 - 2019 in line with the change of Boards of Management of primary schools in 2019	Achieved	
55		Establish an implementation task force within the Department to drive the proposed reforms arising from the career guidance review		
	55.2	Prioritise which of the other actions in the Indecon Report on the review of career guidance might be progressed and progress implementation of priority actions	Achieved	
56		Strengthen the apprenticeship and traineeship systems through enhancing the range of courses and increasing student places		
	56.2	Grow apprenticeship and traineeship registrations to meet identified skill needs through developing new programmes and expanding participation in existing programmes. Focus strongly on growing employer engagement in existing and developing apprenticeships and traineeships	Achieved	

	56.3	"Generation Apprenticeship" campaign to continue with a stepped up focus on employers	Achieved	
57		Support the Regional Skills Fora and the "Skills for Growth" Initiative by developing new partnerships to make it easier for more employers to identify their future skill needs	Achieved	
59		Support and promote lifelong learning and upskilling		
	59.1	Expand the EXPLORE programme, which helps to address the issue of Ireland's low level of participation in lifelong learning amongst the workforce	Achieved	
	59.2	Commence implementation of the 'Skills to Advance' programme enhancing the skills of adults currently with low skills levels	Achieved	
	59.3	Support the implementation of "Upskilling Pathways – New Opportunities for Adults", the EU Initiative to help low skilled adults acquire basic levels of literacy, numeracy and digital skills	Achieved	
	59.4	Expand Skillnet Ireland provision in key skill areas, including the establishment of new learning networks, providing training to small business owner managers and developing new certified programmes	Achieved	
60		Conduct a review of "Irish Educated, Globally Connected; An International Education Strategy for Ireland (2016-2020)"		
	60.1	Conduct a cost benefit analysis of internationalisation to both Government and HEIs, in consultation with relevant stakeholders, and to include an assessment of how best to improve the impact on the economy from international education	Achieved	
63		Contribute to the national effort to implement the United Nations' Sustainable Development Goals (SDGs), particularly Goal 4 - Education		
	63.1	Report on implementation of the National Strategy on Education for Sustainable Development 2014-2020 including increased alignment with the SDGs, in collaboration with key stakeholders	Not achieved	The Department will provide an update to the next ESD Advisory Group, scheduled for Q1 2020.
	63.2	Report on the education sector's actions outlined in Ireland's first "National Sustainable Development Goals Implementation Plan 2018-2020"	Achieved	

Goal 5: Lead in the delivery of strategic direction and supportive systems in partnership with key stakeholders in education and training

Action/Subaction	Actions/subactions for Quarter 4	Achieved/Not achieved	Comment
64	Review and update the Overall Strategic Framework for Higher Education and Further Education and Training		
	64.1 Develop a framework for an integrated strategic approach to tertiary education	Achieved	
	64.2 Publish a new five year strategy for the FET sector	Not achieved	The draft has been finalised and will be submitted for Ministerial approval in 2020.
	64.3 Publish a mid-term review of ETB progress in delivering on their strategic performance agreements	Not achieved	The Review is due to be finalised in Q1 2020.
65	Develop a future funding framework for the TU sector in consultation with the HEA		
	65.2 Develop a future funding framework for TU development	Not achieved	Further engagement with external stakeholders is ongoing.
66	Monitor the implementation of the Department's "Statement of Strategy for Education 2019-2021" and the "Action Plan for Education 2019"		
	66.2 Publish quarterly progress reports on the "Action Plan for Education 2019"	Achieved	
68	Provide payroll and pension services to teachers and school staff in all schools (except the ETB sector)	Achieved	
70	Publish SNAs terms and conditions of employment in a consolidated publication to support and assist SNAs and their school managers/Principals	Achieved	
71	Reform the appointment procedures of Principals and Deputy Principals to consolidate on the changes previously introduced in 2018 (under Action 61) to the Middle Management structure in Post Primary schools	Not achieved	Consultation will continue with the education partners, with a Circular due to be finalised in Q2 2020.
72	Lead industrial relations negotiations on behalf of the Department and the education and training sector and provide industrial relations and employment law advice to the Minister, Departmental colleagues and sector employers	Achieved	
74	Support the operation of a high quality school system through the annual provision of teaching and financial	Achieved	

		supports to schools, based on agreed criteria and enrolment data.		
78		Continue to develop future funding model for Higher Education		
	78.2	Undertake the economic analysis of the options included in the Expert Group Report on the Future Funding for Higher Education requested by the Joint Oireachtas Committee on Education	Achieved	
79		Progress a work programme to enhance governance standards and accountability across aegis bodies through the implementation of a Periodic Critical Review (PCR) process and a rolling review process in aegis bodies		
	79.1	Report on the findings of rolling reviews in aegis bodies and develop lessons learnt for all aegis bodies	Achieved	
	79.3	Commence implementation of a PCR in an aegis body	Not achieved	Significant preparatory work has been completed to develop an indicative Terms of Reference and scoping documents to help implement the first review.
80		Progress the Governance modernisation programme of work for Education Centres		
	80.2	Develop and introduce Performance Delivery Agreements (PDAs) for all Education Centres to document and agree their activities	Not achieved	Individual centres will prepare a statement of strategy which will be the basis for the introduction of PDAs for each centre, due in Q3 2020.
	80.3	Evaluate existing arrangements and implement actions required to align Teacher Education funded Support Services with the Education Centre Governance framework	Achieved	
	80.4	Introduce a new financial management system in education centres to replace the existing system and better meet the centres' requirements	Not achieved	Preparation for procurement of the new system is underway and will progress in 2020.
83		Deliver a Review of Pilot Public Private Partnership (PPP) Schools	Not achieved	The Report is due to be finalised in Q1 2020.
84		Implement the "National Development Plan 2018-2027" in respect of the primary and post-primary school sectors		
	84.2	Continue the site acquisition programme so that sites are available to meet the demand for new school buildings	Achieved	
	84.3	Address the demand for new school buildings and substantial extensions including extra classrooms under the Large Scale Projects and Additional Accommodation Schemes	Achieved	

	84.4	Operate an Emergency/Contingency fund to address unanticipated infrastructure demands	Achieved	
85		Implement the National Development Plan 2018-2027 in respect of Higher Education and Further Education and Training		
	85.2	Commence procurement of PPP Programme to advance capacity in Technological Universities/Institutes of Technology	Achieved	
	85.3	Advance construction of Grangegorman PPP Projects	Achieved	
	85.4	Ensure that climate action priorities are integrated into the development of higher education infrastructure	Achieved	
86		Conduct a survey of a representative sample of schools on the use of school buildings to facilitate after school care/clubs, the results of which will be used to inform a review of the Guidelines on the use of School Buildings outside of School Hours	Achieved	
88		Improve the quality of services across the sector through the introduction of shared services		
	88.5	Progress the plan for the phased implementation of Finance Shared Service for ETBs	Achieved	
	88.6	Develop preferred solution to upgrade the Department's payroll function to shared service standards, including peer review of business case and procurement of technical expertise to design payroll application	Achieved	
	88.7	Develop appropriate implementation plan to progress shared services within the Higher Education sector based on the approved business case	Achieved	
90		Foster a culture of innovation in the Department		
	90.2	Provide regular updates on the progress of pilot projects under the two streams of the IDEAS Initiative	Achieved	
91		Provide greater strategic direction in the Department's governance, management and use of data		
	91.3	Develop a Data Strategy for the Department	Achieved	
93		Publish the Retention of Records Bill 2019		
	93.2	Subject to the approval of the Oireachtas, seek to have Committee and remaining stages of the Bill taken with a view to enactment of the Bill.	Not achieved	The Bill lapsed with the dissolution of the 32nd Dáil.

94		Further develop the Department's response to the potential impact of Brexit on our education system	Achieved	
95		Oversee, with partners, the implementation of the "Shared Education" objective under the EU PEACE IV Programme (2014-2020) in the target region of Northern Ireland and the six border counties	Achieved	