An Roinn Oideachais
Department of Education

Annual Report 2023
Department of Education

Contents

Foreword by the Minister **6**

Statement from the Secretary General **7**

Introduction **8**

Our Mission **10**

Our Goals **11**

Goal 1: Support the provision of high-quality education and improve the learning experience to meet the needs of all students, in schools and early years settings **13**

1.1 Curriculum at primary level 13
1.2 Curriculum at post-primary level – Junior Cycle 14
1.3 Curriculum at post-primary level – Senior Cycle 14
1.4 Literacy and numeracy 14
1.5 National and international testing 15
1.6 STEM education policy statement and implementation plan 15
1.7 Foreign languages 16
1.8 Irish 16
1.8.1 Content 16
1.8.2 Physical Education Through Irish 17
1.9 Creative Youth 17
1.9.1 Creative Clusters 17
1.9.2 Local Creative Youth Partnerships 18
1.9.3 Teacher-Artist Partnership & Residency Programme 18
1.9.4 Arts in Junior Cycle 19
1.10 Section 29 19
1.11 Child protection 19
1.12 Measures to prevent and address bullying 20
1.13 Gaeltacht Education Policy 2017-2022 21
1.14 Gaeltacht School Recognition Scheme 21
1.15 Gaeltacht e-hub project 21
1.16 Support for island schools 21
1.17 Irish-medium Teacher Education Programmes 22
1.18 Advisory Committee for the Policy on Gaeltacht Education 22
1.19 An Chomhairle um Oideachas Gaeltachta agus Gaelscolaíochta (COGG) 22
1.20 New Policy for Irish-medium Education outside the Gaeltacht 22

1.21 National Educational Psychological Services (NEPS) 23
1.22 Small schools project 24
1.23 Quality in early education 25
1.23.2 Professional qualifications and standards – early years 25
1.23.3 Workforce development plan for the ELC sector 26
1.24 Teacher allocations 26
Goal 2: Ensure equity of opportunity in education and that all students are supported to fulfil their potential 27
2.1 DEIS Identification 27
2.2 Evaluation of the National Traveller and Roma Integration Strategy STAR Pilot 28
2.3 North East Inner City: Pilot Education Initiatives 29
2.4 Out of School Education Provision 29
2.5 In-School Speech and Language Therapy and School Inclusion Model (SIM) 30
2.6 Wellbeing Promotion 30
2.7 Early Start 31
2.8 Rutland Street Pre-school Project 31
2.9 Special Education 31
2.10.1 Special schools 31
2.10.2 SNA Workforce Development Plan 32
2.10.3 Complete the review of the EPSEN Act 2004 32
2.10.4 National Council for Special Education 33
2.10.5 Summer Programme 33
2.10.6 The National Nursing Pilot Programme 34
2.10.7 Supports for visually and hearing impaired students 34
2.10.8 Transitions 34
2.10.9 NCSE Policy Advice on Inclusive Education 35
2.10.10 Budget 2023 35
2.11 Crisis Student Behaviour 36
2.12 Free Schoolbooks Scheme 36
Goal 3: Together with our partners, provide strategic leadership and support for the delivery of the right systems and infrastructure for the sector 37
3.1 Teacher Education Policy, ITE & Professional Development 37
3.1.1 Professional Accreditation of Programmes of ITE (2022) 37
3.1.2 Gaeltacht Placement 37
3.1.3 School Placement 37
3.1.4 Policy statement on Initial Teacher Education (ITE) 38
3.1.5 Initial Teacher Education graduates 38
3.2 Professional Development Service for Teachers (PDST) 39
3.2.1 Junior Cycle for Teachers 39

3.2.2 The National Induction Programme for Teachers 39
3.2.3 Centre for School Leadership 39
3.2.4 Oide 39
3.2.5 Development of a research-based framework for the evaluation of Teacher Professional Learning (TPL) 40
3.3 Cosán 40
3.4 Teacher Professional Networks Funding Scheme 41
3.4.1 Teaching and Learning for the 21st Century (TL21) Programme 41
3.4.2 The Teacher's Research Exchange (T-REX) 41
3.5 Inspection 42
3.5.1 Early Years Education 42
3.5.2 Evaluation of Coláistí Gaeilge 42
3.5.3 Evaluation of teachers' courses 43
3.5.5 Monitoring compliance with child protection 43
3.5.6 Evaluation of provision for children and young people with special and additional needs in primary and post-primary schools 44
3.5.7 Evaluation of provision for children and young people attending special schools 45
3.5.8 Provision for English as an additional language 46
3.5.9 Ukrainian students 46
3.5.10 Prison schools 47
3.5.11 Evaluation of summer programme 2023 47
3.5.12 Enrolment practices in special classes for autism 48
3.5.13 The School Completion Programme 48
3.5.14 Update on the Parent Participation Project (PPP) 49
3.5.15 Update on the student participation project (SPP) 50
3.5.16 Inspectorate publications for children and young people in 2023 51
3.5.17 Webinar for educators developed in 2023 51
3.5.18 Supporting others in student participation work 51
3.5.19 Curriculum support 51
3.5.20 Supporting section 29 work 52
3.5.21 European schools 52
3.5.22 Involvement with the Standing International Conference of Inspectorates (SICI) 52
3.5.23 Supporting International Cooperation Unit in regards to international visits 53
3.6 School Transport 54
3.7 Dealing with Past Abuse 55
3.7.1 Scoping Inquiry into Historical Sexual Abuse in Day and Boarding Schools run by Religious Orders 55
3.7.2 Supports for Survivors of Abuse in Residential Institutions 56
3.8 Public Service Reform Programme 56

3.8.1 Forbairt Annual Statement of Priorities 56
3.8.2 Statement of Strategy 2023-2025 57
3.8.3 Primary Education Forum 57
3.8.4 Transformation and Innovation 57
3.9 Data Protection 58
3.10 Data Governance 58
3.11 Department Expenditure 58
3.12 Shared Services Implementation 58
3.13 Pensions and Payroll 59
3.14 Internal Audit 60
3.15 Green public procurement 60
3.16 Departmental Communications 60
3.17 Ukrainian students 61
3.18 External Staff Relations 61
3.19 Work collaboratively with colleagues across the Irish civil and public service, the EU and international fora to support a seamless whole of Government approach to educational services in Ireland. 63
3.20 Statistics 64
3.21 School building programme 64
Appendix A – Corporate Data 67
Sustainable Development Goals 74
Appendix C – Bodies under the Aegis of the Department 77
Appendix D – Direct Links to further information on gov.ie 78

Foreword by the Minister

I am pleased to present the 2023 Annual Report for my department. This annual report captures the work of the department over a period of change, and represents an important record of collaboration, support and achievement while demonstrating continued progress against the four high level goals of our strategic plan.

The first ever *Primary Curriculum Framework* in Ireland was published in March 2023. The framework builds on the successes of the 1999 primary curriculum and responds to the changes and challenges in our society. It sets out our shared aspirations and hopes for the experiences and education of children in our primary schools and will provide a guide for the continued evolution of our primary education sector in the years to come.

2023 also saw the further implementation of actions set out in Cinealtas: Action Plan on Bullying. The Student Participation Unit was established in April 2023 to ensure the existence of a dedicated unit in the Department of Education to promote the voice of children and young people, and to empower them to be part of decision-making processes going forward.

We know that sending children back to school can place a financial burden on parents, and that the cost of living crisis has made this more challenging in recent years. The Department took steps to alleviate this burden with the introduction of the free schoolbooks scheme, which was extended to all students in junior cycle years in public post-primary schools. It is estimated that up to 213,000 students, in over 670 schools benefited from this new measure, which commenced in September 2024.

One of the Department's key initiatives in recent years has been the promotion of STEM (science, technology, engineering and mathematics) education, as was set out in The STEM Implementation plan 2017-2019.The success of this project was built on in 2023 with the publication of the second implementation plan, STEM Education Implementation Plan to 2026, in March 2023 by the Department of Education and the Department of Children, Equality, Disability, Integration and Youth.

I would like to acknowledge the work of my colleagues, Minister Norma Foley and former Minister of State Josepha Madigan and of the department's officials, as well as the officials of the aegis bodies of the department. I would also like to express my sincere thanks to all of those working across the education sector; your tireless work and commitment contributed greatly to the achievements of the department and I look forward to working with you as we advance our future objectives.

Helen McEntee

Minster for Education

Statement from the Secretary General

I am pleased to introduce the 2023 Annual Report of the Department of Education. The annual report provides an opportunity to reflect on the progress made in 2023, while also informing plans for the department in the coming years.

The Department oversaw the operation of the Building Momentum pay agreement in the sector during 2023 and issued circulars implementing the pay increases due in the public sector. The Department undertook a significant project around implementing the agreement reached in 2022 between the Department and Forsa on terms and conditions of school secretaries, ultimately leading to secretaries moving to a department payroll in September 2023.

A review of the School Transport Scheme was completed in 2023. This review considered how each element of the Scheme currently operates, having regard to eligibility criteria, trends, costs, availability of drivers, and overall effectiveness in meeting key objectives. The review is the most comprehensive review undertaken since the establishment of the Scheme in 1967 and builds upon the commitments on school transport within the Programme for Government.

The Department also established Oide in 2023. This integrated the four previous teacher education support services (PDST, JCT, NIPT, CSL) and represented a step-change in the provision of coherent, cohesive professional learning supports for teachers. The vision for Oide is to support the professional learning of teachers and school leaders in Ireland through the development of high quality, innovative and responsive professional learning that enables them to meet the educational needs of all learners in a changing world.

The Department also updated our Child Protection Procedures for Primary and Post-Primary Schools to take account of policy and legislative developments which included General Data Protection Regulation, reference to the Commencement of the Teaching Council (Information to be Furnished by Employer in Case of Dismissal or Resignation of Registered Teacher) Regulations 2023, updating of board of management oversight arrangements relating to the Child Protection Oversight Report, clarification on inclusion of the Risk Assessment in the Child Safeguarding Statement and reference to the Addendum to Children First (2019). These changes will help ensure that child protection is at the forefront of everything that we do, and their interests are safeguarded at all times.

I would like to acknowledge the contribution made by staff in the department for their work this year, as well as to all those working in the education sector. I look forward to continuing to work with the staff of the department and all our education partners and stakeholders on the implementation of our shared ambitions.

Bernie McNally

Secretary General

Introduction

This is the 2023 Annual Report of the Department of Education. This report provides details on the progress made in respect of the three high-level goals outlined in the Department's Statement of Strategy 2021 – 2023.

Goal 1:

Support the provision of high-quality education and improve the learning experience to meet the needs of all students, in schools and early years settings

The aim of this goal is to provide every child and young person with a learning experience that supports them to reach their potential and to develop the knowledge and skills they need to navigate today's complex world. Key actions taken in 2023 to progress this goal include:

- A key action in Cineáltas: Action Plan on Bullying is to establish a dedicated unit in the Department of Education to promote the voice of children and young people and to ensure that they have meaningful input into the development of department policy. The Student Participation Unit was established in April 2023. In May 2023 an Expert Group on Student Participation was established.
- Child Protection Procedures for Primary and Post-Primary Schools were updated to take account of policy and legislative developments which included General Data Protection Regulation, reference to the Commencement of the Teaching Council (Information to be Furnished by Employer in Case of Dismissal or Resignation of Registered Teacher) Regulations 2023, updating of board of management oversight arrangements relating to the Child Protection Oversight Report, clarification on inclusion of the Risk Assessment in the Child Safeguarding Statement and reference to the Addendum to Children First (2019).
- The publication and launch of the first ever *Primary Curriculum Framework* in Ireland took place in March 2023. The framework builds on the successes of the 1999 primary curriculum and responds to the changes and challenges in our society. It sets out our shared aspirations and hopes for the experiences and education of children in our primary schools.

Goal 2:

Ensure equity of opportunity in education and that all students are supported to fulfil their potential

This goal is about ensuring that equity of opportunity and inclusivity are fundamental principles in our education system. This goal aims to develop a system that welcomes and meaningfully

engages all students, including those with special educational needs and students at risk of educational disadvantage. Key actions taken in 2023 to progress this goal include:

- In October 2023, the Minister announced that further funding would be allocated under Budget 2024 to extend the free schoolbooks scheme to all students in junior cycle years in public post-primary schools. The total funding available for this new scheme is €67 million. It is estimated that up to 213,000 students, in over 670 schools, will benefit from this new measure, which will commence from September 2024.

- NEPS rolled out the Counselling in Primary Schools Pilot, which builds on existing work undertaken in schools in relation to Wellbeing. The wellbeing office, in partnership with the HSE, coordinated the development of emotional wellbeing resources for Junior Cycle SPHE for second and third years. The first tranche of resources and lesson plans for second years was produced and available for September 2024 with resources for 3rd years completed by December 2024.

.

Goal 3:

Together with our partners, provide strategic leadership and support for the delivery of the right systems and infrastructure for the sector

This goal is about the important role that the Department and its agencies have in providing strategic leadership within the sector and across government. The aim of this goal is to strengthen these partnerships and to work together as we deliver a first-class education experience for all students. Key actions taken in 2023 to progress this goal include:

- The Department undertakes industrial relations negotiations on behalf of the State in the education and training sector and provides industrial relations and employment law advice to the Minister. The Department oversaw the operation of the Building Momentum agreement in the sector during 2023 and issued circulars implementing the pay increases due. During 2022 an agreement was reached between the Department and Forsa on terms and conditions of school secretaries. The Department undertook a significant project around implementing the agreement ultimately leading to secretaries moving to a department payroll in September 2023.
- The establishment of Oide in 2023, integrating the four previous teacher education support services (PDST, JCT, NIPT, CSL), represented a step-change in the provision of coherent, cohesive professional learning supports for teachers. The vision for Oide is to support the professional learning of teachers and school leaders in Ireland through the development of high quality, innovative and responsive professional learning that enables them to meet the educational needs of all learners in a changing world.
- A review of the School Transport Scheme was completed in 2023. The review is the most comprehensive review undertaken since the establishment of the Scheme in 1967.

Our Mission

To facilitate children and young people, through learning, to achieve their full potential and contribute to Ireland's social, economic, and cultural development.

Our Goals

In pursuing our mission, in a challenging and dynamic environment, the Department of Education is working for the period 2023 to 2025 to achieve the following Strategic Goals:

Goal 1:

Support the provision of high-quality education and improve the learning experience to meet the needs of all students, in schools and early years settings

Goal 2:

Ensure equity of opportunity in education and that all students are supported to fulfil their potential

Goal 3:

Together with our partners, provide strategic leadership and support for the delivery of the right systems and infrastructure for the sector

Progress on the 3 key Strategic Goals in 2023

The Department of Education made significant progress in achieving the goals detailed in the Strategy Statement in 2023. The Annual Report 2023 acknowledges the progress that was made under each of our three goals.

Goal 1: Support the provision of high-quality education and improve the learning experience to meet the needs of all students, in schools and early years settings

This goal is about providing every child and young person with a learning experience that supports them to reach their potential and to develop the knowledge and skills they need to navigate today's complex world. The department will develop and improve learning and assessment through the continuation of the programme of curricular reform and an exploration of new approaches to teaching and learning. We will focus on the development of the whole person mindful of the challenges children and young people face in the modern world, not least those posed by the use of technology.

1.1 **Curriculum at primary level**

The Primary Curriculum Framework, published in March 2023 sets out the vision; principles; key competencies; structure; approaches to learning, teaching, and assessment; and suggested time allocations of the Primary School Curriculum. It links with learning experiences provided through the themes of Aistear: the Early Childhood Curriculum Framework and connects with the subjects, key skills and statements of learning in the Framework for Junior Cycle.

As the full redevelopment of the curriculum progresses, new curriculum specifications will be developed by the NCCA for the five curriculum areas, as set out below, and their associated subjects. These specifications will be available for the 2025/2026 school year:

- Language (updated to included Modern Foreign Languages (MFL) in stages 3 and 4 (third class to sixth class)
- Science, Technology, Engineering and Mathematics (STEM) Education
- Wellbeing
- Arts Education
- Social and Environmental Education (History and Geography

1.1.1 Primary Mathematics Curriculum

The Primary Mathematics Curriculum was published in September 2023. The over-arching aim of the Primary Mathematics Curriculum is the development of mathematical proficiency. Mathematical proficiency encompasses conceptual understanding, procedural fluency, adaptive reasoning, strategic competence, and productive disposition. Importantly, all five aspects are interwoven and interdependent. The new Primary Mathematics Curriculum sets out a fresh vision for children's learning that is characterised by playfulness, creativity, challenge, risk-taking, and opportunities for reasoning and solving real-life problems. There will also be changes to the pedagogical approaches teachers use with a stronger focus on mathematical processes.

Circulars relating to Curriculum at Primary Level

- Circular 0039/2023 - Primary Mathematics Curriculum for primary and special schools
- Circular 0017/2023 - Primary Curriculum Framework

1.2 Curriculum at post-primary level – Junior Cycle

The State Examinations Commission issued the results of the 2023 Junior Cycle examinations on 18 October 2023. A total of 70,727 candidates received their results, a 5% increase on 2022.

Circulars relating to Junior Cycle

- Circular 0028/2023 – Arrangements for the implementation of the Framework for Junior Cycle with particular reference to the school year 2023/2024
- Circular 0015/2023 - Amendments to Junior Cycle Irish T1 and T2 specifications and assessment arrangements for Classroom-Based Assessments 1 and 2

1.3 Curriculum at post-primary level – Senior Cycle

A total of 61,736 candidates sat Leaving Certificate examination programmes in 2023 compared to 61,107 in 2022. The State Examinations Commission issued the results of the Leaving Certificate and Leaving Certificate Applied to candidates on 25 August 2023.

Circulars relating to Senior Cycle

- Circular 0054/2023 - Curriculum and assessment related developments at Senior Cycle with particular reference to school years 2023/24 and onwards
- Circular 0020/2023 - Prescribed Material for the Leaving Certificate Examination in 2025
- Circular 0019/2023 - Prescribed Material for the Leaving Certificate English Examination in 2025

1.4 Literacy and numeracy

The department published the Literacy and Numeracy for Learning and Life: The National Strategy to Improve Literacy and Numeracy among Children and Young People 2011–2020 in 2011. The Interim review of the strategy was published in 2017 with updated and new targets for literacy and numeracy, identifying the priority areas such as numeracy and DEIS.

The Department of Education is committed to continuing to raise the standards in literacy (including digital literacy) and numeracy in early childhood and care settings, primary and post primary schools. Work continued on the development of a new Literacy, Numeracy and Digital Literacy Strategy which is being supported by the Department of Children, Equality, Disability, Integration and Youth.

A review of the research was commissioned by the department in relation to literacy (including digital literacy) and numeracy. The review was undertaken by the Institute of Education, Dublin City University. The review considered the 2011 strategy implementation and past, current and proposed literacy and numeracy strategies in a range of countries. This review was published in May 2023.

The consultation process continued into 2023 with the aim of seeking a range of views on what literacy, numeracy and digital literacy mean in modern society. It involved a public consultation, a

series of targeted consultations with key stakeholders, and a final stakeholder consultation event in May 2023.

1.5 National and international testing

The National Assessments of Maths and English Reading (NAMER) was administered to schools in 2021 with the results published on 16 May 2023. In total, 188 primary schools took part, but in view of the need to minimise the administrative burden due to Covid-19 testing was reduced. Some 5,201 pupils in Second class undertook the English reading test and 5,516 pupils in Sixth class undertook the mathematics test. There was a larger number of pupils from urban DEIS schools than in earlier cycles of the National Assessments. The results were positive with mean scores and proficiency levels in English reading and Mathematics remaining stable and remaining broadly similar between 2014 and 2021. The results also showed the achievement gap between DEIS and Non-DEIS schools has not widened between 2014 and 2021.

In total, 320,542 pupils in 57 countries participated in The Progress in International Reading Literacy Study (PIRLS) 2021, along with their parents/guardians, teachers, and principals. In Ireland, pupils from 148 schools (a cohort of 4,663 pupils) took part in Autumn 2021 at the start of fifth class. Ireland retained its place among a subset of high-achieving countries with no EU or OECD country achieving a score that was significantly higher than Ireland's score in PIRLS 2021. Ireland is now ranked at No 2 in the world on the Average Reading Achievement and Scale Score.

The Programme for International Student Assessment (PISA) 2022 was undertaken in schools in late 2022 with the results released on 5 December 2023. PISA aims to measure how well 15 year-old students are performing in three areas – reading, mathematics and science. In total, 600,000 15-year-olds took the PISA tests in 81 countries/economies, including 37 OECD countries and 26 EU countries. Some 5,569 students in 170 schools in Ireland participated. Irish students performed significantly above the OECD average and our placing improved in all three domains since 2018. Irish students were the best performers in reading literacy among the 37 OECD countries and the 26 EU Countries. Irish students moved from eighth place to second place in reading literacy, from twenty-second place to twelfth place in science and from twenty-first place to eleventh place in mathematical literacy. The number of low achieving students remains amongst the lowest in the 81 countries tested.

Circulars relating to national and international testing

- Circular 0022/2023 - Standardised Testing 2023

1.6 STEM education policy statement and implementation plan

The STEM Implementation plan 2017-2019 built on a range of reforms and initiatives already underway in STEM, in areas such as curriculum and assessment reform, teacher professional development, embedding digital learning and advances in initial teacher education while providing a roadmap to address the areas for development.

The second implementation plan, STEM Education Implementation Plan to 2026, was published in March 2023 by the Department of Education and the Department of Children, Equality, Disability, Integration and Youth. Implementation of the programme of work to 2026 provides for the continued journey in STEM education.

The Department of Education launched STEM grants to the value of €4.7m on 20 December 2023. This complemented the ongoing STEM related curriculars, which saw the publication of the

new Primary Mathematics Curriculum in September 2023 as well as the department's ongoing partnership with Science Foundation Ireland to support education and public engagement projects in STEM across the country.

1.7 Foreign languages

Languages Connect, Ireland's Strategy for Foreign Languages in Education 2017 – 2026 aims to increase and diversify the range of languages taught and learned across the education system.

The "Say Yes to Languages" sampler module for primary schools was launched in 2021/22 with approximately 430 primary schools participating. This rose to 730 primary schools in 2022/2023 and 1,200 primary schools in 2023/24. The module is 8 weeks long and participating schools receive a grant of up to €1,600 to cover costs.

"Say Yes to Languages" will inform the introduction of Foreign Languages at primary level from September 2025 as set out in the Primary Curriculum Framework, published in March 2023.

1,693 students sat a Leaving Certificate examination in one of the four new curricular languages in summer 2023: Lithuanian (210), Mandarin Chinese (339), Polish (956) and Portuguese (188). This was an increase from 1,451 in 2022 when the new curricula were examined for the first time since the new curricula were introduced in September 2020.

Circulars relating to Foreign Languages

- Circular 0021/2023 - Say Yes to Languages – primary languages sampler module

1.8 Irish

1.8.1 Content and Language Integrated Learning

The Department, supported by experts from third level institutions and teacher support services, is piloting a Content and Language Integrated Learning (CLIL) approach to support Irish in English-medium schools and Early Years settings. This project aims to improve learner competence, confidence, and disposition towards Irish. It is intended to extend participation of more schools over time. Participating schools are focusing on teaching aspects of certain subjects including Physical Education through Irish. Class groups involved in this project are from Infant classes and 5th or 6th class in primary school and 1st year in post-primary school.

The pilot CLIL project is being led by the department, working in conjunction with the support services, COGG and the third level sector and is in its 3rd pilot year in 2023/24. High-quality teaching and learning resources have been developed and training/CPD has been provided to teachers and Early Years practitioners. The programme also has an element of evaluation and research to monitor success. The Department is currently planning for the wider roll out of CLIL from 2024/25.

1.8.2 Physical Education Through Irish

Physical Education through Irish offers opportunities for discussion and active engagement by pupils in groups. Resources provided through SCOILNET state that such a programme may "involve pupils naturally conversing with each other, solving a problem together, conveying meaning or making a point to a peer". While the pupils will learn specific PE terminology in Irish, they will also learn to communicate and operate through Irish in PE. The teacher uses language in the PE lesson to question, to direct, to explain, to suggest, to prompt and to stimulate the pupil to think. In turn, the pupil is encouraged to respond by describing, discussing, speculating, explaining, and expressing ideas and reactions. The department is also considering how PE through Irish can be rolled out further in 2024/25 through a whole-school approach, enabling pupils to develop a rich and varied understanding of the language of Physical Education and movement experiences across all class levels in a developmentally appropriate manner.

1.9 Creative Youth

Approved by Government in 2022, the Creative Ireland Programme has been extended until 2027. The Plan has five pillars - Creative Communities, Creative Industries, Creative Health and Wellbeing, Creative Climate Action and Sustainability and Creative Youth. The Department of Education is centrally involved in the Creative Youth pillar. Building on the success of the first Creative Youth Plan 2017-2022, the new Creative Youth Plan 2023-2027 was launched on 28th March 2023. Creative Youth is one of five pillars of the overarching Creative Ireland Programme, and the Department of Education is working with D/TCAGSM, DCEDIY and DFHERIS as well as the Arts Council in its implementation. This updated plan aims to continue expanding creative engagement opportunities for children and young people, especially the seldom heard and those hardest to reach across Ireland, and to empower young people through diverse creative experiences.

Within the Department of Education, Creative Youth incorporates the provision of a number of programmes – BLAST, Creative Clusters, Teacher-Artist Partnership, OIDE Creativity and Local Creative Youth Partnerships.

The Creative Youth Plan aims to support learners' creativity and creative thinking. DE is committed to ensuring that all learners have access to creative opportunities across the curriculum, and that opportunities for alignment and interaction with other strategies and policy objectives are taken – e.g. across areas like social inclusion, special education, sustainability, STEM and teacher education. In 2023, €3.3 million was spent on Department of Education Creative Youth programmes.

1.9.1 Creative Clusters

Creative Clusters is a pilot initiative of the Department of Education, led by and in partnership with the Teacher Education Centres (ESCI) and funded through the Schools Excellence Fund. Creative Clusters is one of the key "in-school" initiatives of Creative Youth and is open to both primary and post-primary schools.

A creative cluster consists of up to five schools collaborating on the design, implementation, evaluation and dissemination of an innovative arts and creative learning project, which supports

them to address a common issue or challenge, identified by that cluster. Creative clusters include schools at different stages of their journey in using creativity in the classroom.

The Creative Clusters initiative commenced in the 2018-19 academic year. 23 clusters were established in 71 schools countrywide. A further 21 clusters comprising of 77 schools were established and joined the initiative for the 2019/20 academic year. A new group of clusters, comprising 154 schools, joined the programme in 2022, with another 40 clusters announced in 2023. Engagement with the programme is based on a two-year cycle.

1.9.2 Local Creative Youth Partnerships

Three Local Creative Youth Partnerships were established in 2019 to promote creativity for young people as part of the Creative Ireland Programme and they were piloted across three education and training boards (ETB).

These partnerships are networks, which enable information sharing, collaboration between local creative youth service providers to bring about better use of existing resources, practices and initiatives in an ETB area, while providing new opportunities for young people to access creative initiatives.

The six ETBs involved are:

- Kerry Education and Training Board;
- Laois and Offaly Education and Training Board;
- Limerick and Clare Education and Training Board;
- Cork Education and Training Board;
- Galway and Roscommon Education and Training Board;
- Mayo, Sligo and Leitrim Education and Training Board.

The department provides annual funding of €100,000 to each Local Creative Youth Partnership to help develop their Partnership and deliver their operating activities. The development to date has included engagement with the Department of Tourism, Culture, Arts, Gaeltacht, Sport and Media, the Department of Children, Equality, Disability, Integration and Youth and Hub na nÓg.

1.9.3 Teacher-Artist Partnership & Residency Programme

The Teacher/Artist Partnership (TAP) CPD and residency initiative was developed in 2014 in response to the objectives outlined in the Arts in Education Charter 2012 to support and enhance

arts education. It is a unique arts-in-education initiative in which artists work in partnership with primary school teachers.

The TAP programme now exists in a face-to-face and Online TAP format. An international online TAP CPD programme is now being designed under the Erasmus+ Strategic Partnership Programme, which is being led and managed by Tralee Education Centre with four European partners based in Serbia, Greece, Austria and the Netherlands.

1.9.4 Arts in Junior Cycle

Arts in Junior Cycle consists of a series of professional development experiences for teachers to support engagement with the arts and learning in junior cycle. The workshops embody the principles and key skills, which underpin the Framework for Junior Cycle and the Arts in Education Charter and provide teachers with practical and creative methodologies to engage with learning outcomes in their classroom. The initiative is based on partnership and collaboration with key elective partners across the arts and education sectors. The initiative is administered through Junior Cycle for Teachers (JCT) and Monaghan Education Centre. The Departments of Tourism, Culture, Arts, Gaeltacht, Sport & Media and Education provide funding towards primary and post primary CPD under the Creative Ireland Programme.

1.9.5 BLAST

The BLAST (Bringing Live Arts to Students and Teachers) Artists in Residency Initiative for schools was developed by the Department of Education in 2021. This initiative enables schools to apply for a trained artist in education (AiE) to work in an arts and creative residency in the 2023-2024 school year. 425 new BLAST residencies were announced in October 2023.

1.10 Section 29

Where a Board of Management of a school makes the decision to refuse a school place to a child or suspends a child for more than 20 days or expels a child, the parent of that child can appeal that decision to an independent appeals committee under section 29 of the Education Act 1998. A new SharePoint project commenced in 2022 which will, once completed, allow parents and school authorities to lodge their appeals taken under section 29 of the Education Act electronically and also to receive direct encrypted documentation by email. Parents and Learners Unit received a total of 385 of these appeals in 2023.

All the appeals were determined by independent appeals committee appointed by the Minister and from the 385 appeals received, a total of 178 were disallowed, 58 appeals were withdrawn, 108 appeals did not comply with the terms of the appeals process and 41 appeals were upheld.

1.11 Child protection

Parents and Learners Unit received a total of 761 alleged child protection concerns in 2023. These were transmitted to the appropriate authorities as provided for in accordance with the department's *Procedures for Responding to Child Protection Concerns which come to the attention of staff employed by the Department of Education.*

All staff members in the department complete a mandatory webinar training on the implementation of these procedures.

The Department of Education continued implementation of the recommendations arising from a high-level independent review of the department's current child protection policies and processes throughout 2023. The Child Protection Procedures for Primary and Post-Primary Schools 2017 were revised following engagement between the Department of Education and the education partners.

The Department of Education published Child Protection and Safeguarding Procedures for Boarding Facilities associated with Recognised Schools 2023 to inform the management of all boarding facilities of what is required of them in their implementation of the Children First Act 2015 and to ensure that arrangements for the oversight of the requirements of the Children First Act 2015, including Children First: National Guidelines for the Protection and Welfare of Children 2017, are in place across all boarding facilities.

Child Protection Procedures for Primary and Post-Primary Schools were updated to take account of policy and legislative developments which included the General Data Protection Regulation, reference to the Commencement of the Teaching Council (Information to be Furnished by Employer in Case of Dismissal or Resignation of Registered Teacher) Regulations 2023, updating of board of management oversight arrangements relating to the Child Protection Oversight Report, clarification on inclusion of the Risk Assessment in the Child Safeguarding Statement and reference to the Addendum to Children First (2019). The department also published Child Protection and Safeguarding Procedures for Boarding Facilities associated with Recognised Schools 2023 to inform the management of all boarding facilities of what is required of them in their implementation of the Children First Act 2015 and to ensure that arrangements for the oversight of the requirements of the Children First Act 2015, including Children First: National Guidelines for the Protection and Welfare of Children 2017, are in place across all boarding facilities.

Publications related to Child Protection in 2023

- Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)
- Child Protection and Safeguarding Procedures for Boarding Facilities associated with Recognised Schools 2023

Circulars related to Child Protection in 2023

- Circular 0036/2023 - Circular on the Publication of Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)

1.12 Measures to prevent and address bullying

A review of the 2013 *Action Plan on Bullying* was carried out In 2022. This resulted in the publication of *Cineáltas: Action Plan on Bullying* on 1 December 2022. The review involved significant consultation and collaboration across the department, with other Government Departments and Bodies including the Ombudsman for Children, and also involved consultation with a broad range of education stakeholders, including parents and students, school management bodies and teacher and school staff unions.

The review took account of the significant developments and relevant research since the action plan was published in 2013 and specifically considered online (cyber) bullying, identity-based bullying and sexual harassment, among other areas.

An implementation plan for Cineáltas was published on 10 April 2023 and commits to implementing each of the 61 actions contained in Cineáltas within a five-year period.

The Report on the Review of the 2013 Action Plan on Bullying and the Development of Cineáltas: Action Plan on Bullying was published in December 2023.

A key action in Cineáltas: Action Plan on Bullying is to establish a dedicated unit in the Department of Education to promote the voice of children and young people and to ensure that they have meaningful input into the development of department policy. The Student Participation Unit was established in April 2023.

An Expert Group on Student Participation was established in May 2023. The expert group will advise the department on how best to build on the good work that it does to ensure the participation of children and young people is central to the development of department policy.

1.13 Gaeltacht Education Policy 2017-2022

€34m has been allocated for the provision of a range of additional supports to strengthen educational provision through the medium of Irish in Gaeltacht schools since the commencement of the implementation of the Policy on Gaeltacht Education in early 2017. This includes a budget allocation of €7.7m in 2023.

1.14 Gaeltacht School Recognition Scheme

A range of additional supports continued to be provided to schools participating in the Gaeltacht School Recognition Scheme in 2023 to support them in implementing the language-based criteria set out for the Scheme. These additional resources included additional Irish-language support teaching hours, an annual grant for the purchase of Irish-medium resources, additional continuing professional development provided by An Chomhairle um Oideachas Gaeltachta agus Gaelscolaíochta (COGG) and support from the Inspectorate.

1.14.1 Validation process for Gaeltacht school recognition

The validation process for Gaeltacht School recognition, which had commenced in October 2022, continued throughout 2023. The Inspectorate carried out 98 visits to schools as part of this process in 2023. The purpose of the validation process is to confirm that schools participating in the Scheme are fulfilling the language-based criteria set out for the Gaeltacht School Recognition Scheme. The validation process will continue until Easter 2024.

1.15 Gaeltacht e-hub project

The successful implementation of the blended learning e-Hub project continued in Gaeltacht post-primary schools in 2023. In the 2023/24 school year, 30 students in 10 schools were studying Leaving Certificate Physics and/or Chemistry through the medium of Irish via blended learning. Additional resources, including funding for the purchase of ICT equipment and allocation of additional teaching support hours, continued to be provided to participating schools to support project implementation during the year.

1.16 Support for island schools

The Department of Education was represented on the Steering Committee for the development of the national islands policy. The policy was published by the Department of Rural and Community Development in June 2023.

A package of additional supports continues to be made available to each of the five island post-primary schools in the Gaeltacht. These resources, which include increased teacher allocation and an additional annual ring-fenced budget for each island post-primary school, are in addition to the supports the schools already received as part of the Gaeltacht School Recognition Scheme.

1.17 Irish-medium Teacher Education Programmes

A key aim of the Policy on Gaeltacht Education is to increase the supply of teachers who can deliver high quality Irish-medium education in primary and post-primary schools. Funding is provided under the Policy for two programmes – a four-year B.Ed. (Primary) degree and a two-year blended-learning M.Ed. in Irish-Medium and Gaeltacht Education.

164 students are participating in the Irish-medium B.Ed. programme in Marino Institute of Education in the 2023/24 academic year. The first cohort of teachers graduated from the B.Oid. programme in 2023. Additional places on the 2023 intake were funded by the department as part of a package of measures to support teacher supply.

26 students registered for the M.Ed. in Irish-medium and Gaeltacht Education (*M.Oid. san Oideachas Lán-Ghaeilge agus Gaeltachta*) in Trinity College Dublin in 2023. This programme had been delivered in Mary Immaculate College since 2018.

1.18 Advisory Committee for the Policy on Gaeltacht Education

Two meetings of the Advisory Committee for the Policy on Gaeltacht Education took place in July and December 2023. Topics discussed at the meetings included supports for schools participating in the Gaeltacht School Recognition Scheme and the future direction of the Scheme.

1.19 An Chomhairle um Oideachas Gaeltachta agus Gaelscolaíochta (COGG)

Cathnia Ó Muircheartaigh was appointed as the Chairperson designate of An Chomhairle um Oideachas Gaeltachta agus Gaelscolaíochta (COGG) for a four-year on 7 March 2023 following a Public Appointment Service process. Additional supports and resources continued to be provided to COGG to support their role in the implementation of the Policy on Gaeltacht Education and the Gaeltacht School Recognition Scheme.

Publications relating to An Chomhairle um Oideachas Gaeltachta agus Gaelscolaíochta

- Outline of guidance resource designed by An Chomhairle um Oideachas Gaeltachta agus Gaelscolaíochta

1.20 New Policy for Irish-medium Education outside the Gaeltacht

Significant work on the development of a new policy for Irish-medium education outside of the Gaeltacht was progressed within the department in 2023. The policy will sit within the overall

framework of the 20-year Strategy for the Irish language 2010-2030 and will build on the achievements of the Policy on Gaeltacht Education 2017-2022. The policy will be an important step towards achieving the Programme for Government commitments on Irish in the education system.

A public consultation process was undertaken during 2023 to gather the views of stakeholders, including young people, parents, education professionals, education stakeholders and Irish-language organisations. There were three phases in this consultation – an online questionnaire and a call for written submissions, a series of focus groups, and bilateral meetings between Department of Education officials and stakeholders. Sealbhú, the research centre in DCU, carried out an analysis of all information gathered during the consultation. A review of international literature on immersion education in minority language contexts was also carried out by Sealbhú to inform policy development.

Publications in relation to the Gaeltacht Education Unit in 2023

- Guidelines for ongoing implementation of the Gaeltacht School Recognition Scheme in primary schools
- Guidelines for ongoing implementation of the Gaeltacht School Recognition Scheme in post-primary schools

Circulars relating to the implementation of the Gaeltacht Schools Recognition Scheme in 2023

- Circular 0016-2023 – Invitation to primary schools in Gaeltacht language-planning areas to consider joining the Gaeltacht School Recognition Scheme

1.21 National Educational Psychological Services (NEPS)

The National Educational Psychological Service (NEPS) provides a school-based psychological service to all recognised primary and post-primary schools through the application of psychological theory and practice to support the wellbeing, and the academic, social and emotional development of all learners. NEPS has particular regard for children with special educational needs (SEN) and those at risk of educational disadvantage.

The NEPS service provides access for all schools to:

- Psychological support in the event of a Critical Incident
- A Casework Service for individual children where there is a need for intensive consultation and assessment
- A school staff Support and Development Service, to build school capability to provide a comprehensive continuum of support in schools and
- Ongoing access to advice and support for schools.

There are currently over two hundred whole-time equivalent NEPS educational psychologists employed across the 8 NEPS regions, delivering a psychological service to schools.

The NEPS casework service extends to over 8500 students each year. The NEPS Support and Development service, reaches an estimated 25,000 teachers annually and is an applied psychological service for school staff to help build their capability to respond to the wellbeing, academic, social and emotional needs of all students, and particularly those who are experiencing barriers to their wellbeing, learning, inclusion and participation.

NEPS rolled out the Counselling in Primary Schools Pilot in 2023, which builds on existing work undertaken in schools in relation to Wellbeing.

Strand 1 is the provision of one-to-one counselling sessions to support a small number of children in counties Cavan, Laois, Leitrim, Longford, Mayo, Monaghan and Tipperary. In Q4 2023 a letter was sent to pilot schools advising them of their allocation of counselling blocks and counsellors on the pre-approved panel created by NEPS started providing counselling.

Strand 2 sees the establishment of Education Wellbeing Teams in four cluster areas in Cork, Carlow, Dublin 7 and Dublin 16 to strengthen whole school preventative approaches. The Education Wellbeing Practitioners are graduates of psychology, education and social science and underwent a training programme with NEPS in Q4 2023. 13 Education Wellbeing Practitioners were recruited in partnership with Cork ETB in 2023.

The NEPS wellbeing office has collated CPD offerings from all DE services and agencies for primary and Post primary schools and compiled the 23/24 CPD Directory. This Directory is available online at Gov.ie.

The wellbeing office, in partnership with the HSE, coordinated the development of emotional wellbeing resources for Junior Cycle SPHE for second and third years in 2023. The first tranche of resources and lesson plans for second years will be produced and available for September 2024 with resources for third years completed by December 2024.

NEPS is supporting bursaries for students who are enrolled in the University College Dublin (UCD) Professional Doctorate in Educational Psychology and the Mary Immaculate College (MIC), Limerick's Professional Doctorate in Educational and Child Psychology for Trainee Educational Psychologists. Those in receipt of a bursary commit to joining NEPS upon graduation. There are 60 Trainee Educational Psychologists in receipt of a bursary from NEPS who are expected will fill a vacancy in NEPS upon graduation, over the next three years.

NEPS service responded to 409 Critical Incidents providing support to schools in 2023.

Publications from the National Educational Psychological Service

- Responding to Self-Harm in Schools: Guidance for School Staff
- School Reluctance Good Practice Guides for Schools
- Information Note for Principals, Guidance Counsellors and Guidance Teams in relation to Whole School Guidance Provision at Junior Cycle

1.22 Small schools project

Work on the two-year research project aimed at supporting the sustainability of small schools continued to progress throughout 2023. The project aims are to encourage small schools to cluster together in local groups, enabling them to collaborate and identify common challenges and trial innovative solutions.

This project was developed by a working group of school management bodies and teachers' unions with the Department for Education, as part of the programme of work of the Primary

Education Forum (PEF).

Six project clusters of small schools have formed, two in Galway, and one in each of Donegal, Kerry, Wicklow and Waterford, consisting of between three and five schools per cluster. Schools in clusters continued to work closely together by collaborating in areas such as curriculum implementation, digital technologies, professional development. This collaborative approach also involved a greater use of software and additional admin supports for schools.

1.23 Quality in early education

1.23.1 Implementation of Síolta and Aistear

The National Síolta Aistear Initiative (NSAI) increases Early Years Educators' skills and knowledge in the implementation of the two national practice frameworks: *Síolta*, the National Quality Framework for Early Childhood Education, and *Aistear,* the Early Childhood Curriculum Framework through the provision of quality resources and CPD opportunities to Early Years Educators.

Agreement was reached in 2023 to transfer responsibility for the initiative from the Department of Education to the Department of Children, Equality, Disability, Integration and Youth (DCEDIY) to better align the NSAI with the broader strategic direction of CPD development for the sector, as outlined in *Nurturing Skills*. The NSAI continued to support the coordinated national implementation of both frameworks.

1.23.2 Professional qualifications and standards – early years

The Minister for Education and the then Minister for Children and Youth Affairs instituted a Qualifications Advisory Board (QAB) to review Level 7 and 8 Initial Professional Education programmes for the ELC sector in 2020. The Board examines higher education programmes for alignment with Professional Awards Criteria and Guidelines (PACG) developed for the sector in 2019.

A total of 69 programmes provided by 18 Higher Education Institutions (HEI) across 30 campuses were approved by the QAB as adhering to the standards set out in PACG at the end of December 2023.

The Implementation Review Phase of the QAB work commenced in 2023 with a pilot. The purpose of the process is to confirm and certify the continued approval of the QAB of degree programmes, verifying that programmes are being delivered in line with commitments made by the HEIs in their submissions to the QAB, and consistency of the programmes objectives and outcomes against the PACG.

1.23.3 Workforce development plan for the ELC sector

The three-year implementation plan (2022-2024) for of *Nurturing Skills* is being led by DCEDIY. Throughout 2023 the Department of Education has continued to work closely with DCEDIY via the *Nurturing Skills* Monitoring Committee and the NSAI. The Implementation Plan focuses on raising the quality of the workforce, thereby improving the quality of the education and care experience of young children. The plan contains a number of actions which are being led, or co-led, by the Department of Education in the areas of CPD and Initial Professional Education.

1.24 Teacher allocations

Just over 74,800 teaching posts were allocated at primary and post-primary level in 2022/23.

The redeployment process in 2022/23 involved the redeployment of 195 permanent teachers at primary level and 30 permanent teachers at post-primary level. A supplementary redeployment panel is used for filling any remaining permanent posts on completion of the process to redeploy permanent surplus teachers at primary level. There were 1,634 teachers on the supplementary redeployment panel in 2022/23.

Publications relating to Teacher Allocations

- Teacher Sharing Scheme Pilot

Circulars relating to Teacher Allocations

- Circular 0035/2023 – Teacher Supply Post Primary: Teaching Hours Extension Scheme 2023/24
- Circular 0002/2023 - Staffing Arrangements in Voluntary Secondary Schools for the 2023/2024 school year
- Circular 0003/2023 – Staffing Arrangements in Community and Comprehensive Schools for the 2023/2024 school year
- Circular 0004/2023 – Staffing Arrangements in Education and Training Boards
- Circular 0049/2023 – Election of new Boards of Management in Primary Schools

Goal 2: Ensure equity of opportunity in education and that all students are supported to fulfil their potential

This goal is about ensuring equity of opportunity and inclusivity are fundamental principles in our education system. This goal aims to develop a system that welcomes and meaningfully engages all students, including those with special educational needs and students at risk of educational disadvantage.

2.1 DEIS Identification

The Department of Education provides a wide range of supports to all schools to support the inclusion of all students and address barriers to students achieving their potential. The Delivering Equality of Opportunity in Schools (DEIS) Programme is a key policy initiative of the department to address concentrated educational disadvantage at school level in a targeted and equitable way across the primary and post-primary sector. The DEIS Plan is based on the premise that extra resources need to be targeted as closely as possible at those students with the greatest level of need. This is in order to have the maximum possible impact on providing opportunities for students most at risk of educational disadvantage. Fully achieving this will involve further development of the existing DEIS programme to create a more dynamic resource allocation model where levels of resources more accurately follow the levels of need which have been identified by objective data.

The Minister announced a major expansion of the DEIS programme in March 2022. This benefited 361 schools. The DEIS programme received an additional allocation of €32 million in 2023. This means that from 2023 the Department of Education will target over €180 million at addressing educational disadvantage through the DEIS programme. The programme now includes over 1,200 schools and supports approximately 240,000 students. This means 1 in 4 of all students are supported in the programme.

The department invited the OECD Strength Through Diversity: Education for Inclusive Societies Project to review the current policy approach for the allocation of resources to support students at risk of educational disadvantage in Ireland. This work is currently ongoing and the OECD team estimate that the review will be complete in Q2 of 2024. This review will provide an independent expert opinion on the current resource allocation model for the DEIS programme and, drawing on international examples, inform a policy approach for an equitable distribution of supplementary resources to support students at risk of educational disadvantage attending all schools, both DEIS and non-DEIS.

The OECD Strength Through Diversity team carried out engagements with a range of stakeholders including teacher unions, management bodies and academic experts in Ireland via online interviews in early summer 2023. The OECD research team visited Ireland in September 2023 and carried out a round of in-person engagements. The group met online with over 30 education stakeholders including education partners, academics, community and voluntary representatives and representatives of minority ethnic groups. The OECD research team also visited a selection of six DEIS and non-DEIS schools during their visit.

The OECD review is being complemented by a programme of work by the Social Inclusion Unit of the Department of Education to develop a future policy for resource allocation to address educational disadvantage. This programme of work includes several projects to baseline, evaluate and review a number of key features of the DEIS programme. This work also involved consultation with a range of relevant stakeholders. Planning for consultations to inform this work

was undertaken. This will involve engagement with principals, deputy principals, teachers, students and parents.

Projects included in this work involve developing a renewed vision for the home school community liaison (HSCL) scheme and the school completion programme (SCP) that is relevant to current and future needs of children and young people to support their attendance, participation, and retention in education. This will also look at the structure of the programme, how it is allocated to schools and how the programme can continue to provide targeted support to those schools in the DEIS programme while also being extended to support children with poor attendance or at risk of disengaging from education across all schools.

In addition, following the National Census conducted in April 2022, an updated HP Deprivation index has been generated by Pobal and was launched on 2 November 2023. The Department of Education is engaging with Pobal regarding this development, and it will be thoroughly reviewed to inform future resource allocation aimed at tackling educational disadvantage.

Circulars related to DEIS Identification

- Circular 0034/2023 - DEIS Delivering equality of opportunity in schools action planning and grant allocation for all DEIS schools

2.2 Evaluation of the National Traveller and Roma Integration Strategy STAR Pilot

A Traveller and Roma Education Strategy Advisory Group was established to guide, oversee and contribute to the design, development and drafting of a Traveller and Roma Education Strategy (TRES). Membership of the Advisory Group includes a range of education, and Traveller and Roma stakeholders.

In the development of the next iteration of the National Traveller and Roma Inclusion Strategy (NTRIS), which is being led by the DCEDIY, a series of consultations took place with the Traveller and Roma communities. These were conducted by Values Lab, who produced a detailed report on the consultations. The reports of the TRES consultations will also constitute a series of new, current and detailed research. The public consultation phase involved an online survey open to all interested parties between July and October 2023. Rich and varied data were gathered from respondents, and an independent report writer was procured in December 2023. The Centre for Effective Services (CES) has been commissioned to carry out the independent evaluation and this commenced in May 2023.

An interim report was received in December 2023, with feedback from the Research Advisory Group to be incorporated in 2024. The final report will also inform actions to be included in the Traveller and Roma Education Strategy.

A range of other work progressed in 2023 will also inform the development of the strategy, including:

- 10 new Home School Community Liaison (HSCL) coordinator posts serving 14 non-DEIS post-primary schools with high numbers of Traveller and Roma students were established using Dormant Accounts Funding to tackle education disadvantage for Traveller and Roma communities; funding is also provided for initiatives to improve attendance, participation, and retention (outlined in greater detail above).
- The work of the National Council for Curriculum and Assessment (NCCA) in the area of Traveller culture and history in the curriculum, including the 2019 audit of Traveller culture and history in the curriculum, and the Traveller Culture and History Research Report published in February 2023, which provides a basis for the development of

resources and materials, and will inform thinking around intercultural approaches to education.

A new post in the Professional Development Service for Teachers (PDST) (which has now become part of a bigger organisation, Oide) was created to oversee, develop and support CPD for schools in the DEIS programme, and to lead on the development of bespoke CPD on anti-racism and embracing diversity for school leaders and teachers to enable them to support the learning needs of all students from all cultural backgrounds and provide support for pedagogical practices that promote inclusion.

Publications relating to Traveller Education Strategy

- Pupils from the Traveller Community 2016–20

2.3 North East Inner City: Pilot Education Initiatives

The Department of Education is represented on the Programme Implementation Board for the NEIC (NEIC PIB) and is involved in a number of initiatives in schools. This includes the P-TECH pilot programme, the City Connects pilot initiative, and the NEIC Multi-Disciplinary Team. There are 5 post-primary schools currently participating in P-TECH. There are 10 primary schools involved in City Connects and the NEIC Multi-Disciplinary Team.

The P-TECH School Model is an education initiative that combines post primary school with elements of further education and workplace experience. The programme is supported by the Department of Education, the Department of Further and Higher Education, Research, Innovation and Science, the NEIC Programme Implementation Board and third-level partners, the National College of Ireland (NCI) and the City of Dublin Education and Training Board. Current industry partners include IBM, Cisco, Irish Life, Uisce Eireann, Virgin Media Ireland, Irish Rail, Salesforce, SAS, A&L Goodbody and Deloitte. Business in the Community Ireland are the third-sector organisation acting as industry strategic partner for P-TECH as of June 2023.

City Connects is a system originally developed by Boston College that organises student support and leverages existing school and community-based resources in order to improve students' academic and social-emotional outcomes. The pilot is led by the Department of Education and Tusla Education Support Service (TESS), in conjunction with Mary Immaculate College and Boston College. TESS) is the employing body and line manager of the City Connects staff. The staffing of the NEIC City Connects Pilot Project includes one Programme Manager and six City Connects Coordinators. All NEIC City Connects staff are highly experienced teachers, who are seconded to this project. Feedback from the process evaluations carried out over the last three school years (2020/21, 2021/22 & 2022/23) have been positive, with principals also identifying positive impact of City Connects in their schools.

2.4 Out of School Education Provision

Action 88 of the DEIS Plan provided for a review of current out of school education provision to inform future policy in this area. This review was completed and the Report on the Review of Out-of-School Education Provision was published in May 2022.

The report sets out an implementation plan to progress the recommendations of the review. A working group consisting of a representative cross section of expertise from relevant Government Departments and agencies, was established in October 2022 to oversee the implementation of the recommendations.

The Implementation Group met seventeen times up to the end 2023. The group has engaged extensively with relevant stakeholders, including alternative education providers, school principals, Education Welfare Officers, children and young people and parents.

The Implementation Group plans to finalise its report and action plan for the future of alternative education provision in the first half of 2024.

The Department also operates Home Tuition Schemes for students without a school place, children in care without a school place and students on maternity related absences. During 2023, a total of 206 home tuition applications were processed under the above schemes of which 184 were as a result of no school placement, 18 related to children in care with no school placement and a total of 4 applications were made under the scheme for maternity related absences.

Circulars relating to Home Tuition Schemes

- Circular 0031/2023 - Home Tuition Grant Scheme for Children without a school place (NSP) and Children in Care without a school place

- Circular 0030/2023 - Home Tuition Grant Scheme in respect of Maternity Related Absences

- Circular 0024/2023 - Home Tuition Grant Scheme 2023/2024 Special Education Component

2.5 In-School Speech and Language Therapy and School Inclusion Model (SIM)

The pilot programme continued in 2023 in schools in the CHO7 region (Kildare, West Wicklow, Dublin West, Dublin South City, Dublin South West) with therapists working with schools and providing ongoing support on a responsive basis to deliver therapy-based strategies and tools.

The Department of Education, after engaging with the National Council for Special Education, submitted a formal proposal to DPENDR to expand the in-school therapy programme in August 2023. As part of the proposal the NCSE intend to de-couple the current temporary allocation of NCSE therapists (39) from the SIM region and geographically re-deploy and embed them across the rest of the NCSE's regional team structure.

Engagement with DPENDR in relation to the administration and resourcing of the expansion plan was on-going at the end of December 2023.

2.6 Wellbeing Promotion

The Minster announced the second strand of a €5 million pilot programme of counselling and wellbeing/mental health supports on 22 June 2023.

The Minister launched Active Schools Week 2023 on 22 April 2023. This took place from 24 April to 28 April 2023, and saw schools being encouraged to build their links with local clubs and physical activity providers to raise awareness about the breadth of physical activity opportunities that exist in local communities, and to promote physical activity within the context of the school day.

2.7 Early Start

The Department of Education funds and administers the Early Start pre-school classes established in 1994/95 in 40 primary schools in designated areas of urban disadvantage throughout the country. Early Start is a one-year pre-school scheme which has an educational programme aimed to enhance overall development, help prevent school failure and offset the effects of social disadvantage. The educational programme can cater for 1,620 children.

Capitation funding of €95.23 per annum is provided for each child enrolled in the Early Start programme. In addition, each full and half Early Start unit receives non-pay funding in respect of start-up grants for materials or equipment, as well as an annual grant to foster parental involvement. Non-pay funding amounting to €208,395 was paid out to Early Start units in 2023.

2.8 Rutland Street Pre-school Project

The Rutland Street Pre-school Project, established in 1969, is a two-year pre-school programme delivered in a Dublin inner city community, catering for children aged 3-5 years old. Although not part of Early Start, it was used to pilot many of the approaches later incorporated in the Early Start programme. The Rutland Street Pre-school Project's budget for non-teaching pay and non-pay elements relating to the pre-school is administered by the department. The staffing for the pre-school (excluding the EI ASD class) is an administrative principal, six teachers and five childcare workers for 97 children. The Rutland Street Pre-school Project received an annual grant from the Department of €122,580 in 2023.

2.9 Special Education

The Department of Education plays a support role in the ongoing development of the Access and Inclusion Model (AIM) which is led by the DCEDIY. AIM is a model of universal and targeted supports designed to ensure that children with disabilities can access the ECCE programme.

The Department is a member of the Cross-Sectoral Implementation Group steering the AIM initiative, and in 2023 continued to provide supports to the AIM model through participation in its various working groups, including the AIM Evaluation Oversight Committee which oversaw the End-of-Three-Year evaluation of AIM. The findings of the evaluation will inform continuous improvement of AIM within the contemporaneous policy context.

2.10.1 Special schools

390 new special classes were sanctioned by the NCSE for the 2023/24 school year – 254 at primary and 136 at post-primary level. This brings the total number of special classes to 2,921. These classes provide specialist education for 18,088 students.

Libermann Spiritan School, a new special school in Dublin 6W, opened in 2023. Work also progressed on the establishment of two other new special schools – East Cork Community Special School in Carrigtwohill and An Cosán Community Special School in Dublin 7. This brings the total number of special schools in 2023 to 130 (which includes seven hospital schools and three schools attached to Child and Adolescent Mental Health Services (CAMHS)). These schools provide specialist education for 9,000 students. In December 2023, four further special schools in counties Meath, Kildare, Wexford and Limerick were announced for establishment in the 2024/2025 school year.

€11 million was secured in Budget 2024 to better support special schools. These supports include: all such schools being entitled to an administrative deputy principal and extra teaching posts being allocated to provide more appropriate education for post primary aged students.

2.10.2 SNA Workforce Development Plan

Approval was granted to the SNA Workforce Development Unit to develop the first Special Needs Assistant Workforce Development Plan. The plan, to be developed over the next 2 years, will introduce policy reforms which will bring clarity and direction to the SNA service. The key areas which the plan will address are as follows:

Pillar 1 – Review and development of the SNA role

Pillar 2 – Establish a Quality Assurance Framework

Pillar 3 – Establish a SNA Learning & Development Programme

Pillar 4 – Support SNA Recruitment, Retention and Diversity

Pillar 5 – Devise a Communications Strategy

Pillar 4 includes a review of the SNA Contract of Employment in line with the commitment under the Building Momentum National Pay Agreement. The plan will be developed in consultation and collaboration with stakeholders including school leaders and SNAs, giving all parties an opportunity to provide input and share views on the future development and direction of the SNA service.

2.10.3 Complete the review of the EPSEN Act 2004

The review established a Steering Group, Working Group and Advisory Group with a wide range of stakeholders in each group and independent academics to ensure impartiality. Online surveys concluded in March 2023. The quantitative analysis of structured survey questions has been completed. The insights from these surveys will inform further investigations during the focus group stage. Over 28,000 responses were received at this stage. An academic review is currently being concluded, considering legal cases and international comparators. The review aims to ensure that the legislation aligns with the amended legal landscape, NCSE policy advice, and the conclusions and recommendations of various review groups.

A comprehensive stakeholder engagement process is at the heart of this review. It includes focus groups, consultation with individuals and organisations, and the incorporation of diverse viewpoints. Special efforts are being made to involve students and families impacted by the EPSEN Act over the years. A dedicated focus group research team was appointed, and focus groups have commenced. These focus groups are currently being conducted with a broad range of participants, each group being approached with suitable and tailored methodologies.

2.10.4 National Council for Special Education

A new council consisting of 12 ordinary members was appointed for the period 2023-2026 and Dr. Fergal Lynch was selected as the new chairperson for the period 2023-2026. The 20-member Consultative Forum was also re-constituted for the period.

The NCSE completed a strategic analysis and developed a new detailed organisational design in 2023, which proposed to significantly change the structure of the organisation. As part of the organisational design, the NCSE has identified key drivers in demand for services, underpinned by a robust analysis of data gathered over the last 5 years. This will ensure that the NCSE can best match current and future resources to specific areas of need on an individual county basis, and that the NCSE will have a working model to project areas of future need so they can respond to and anticipate changing circumstances to meet the needs of children, their families and schools as they arise.

At local level, the NCSE is increasing the number of teams throughout the country from the current 10 to 20 teams on a phased basis, which will offer more concentrated and focused supports, in each geographical/county area. These teams will be nationally supported with newly formed expert professional teams and by additional administrative staff. The number of Special Educational Needs Organisers (SENOs) will be increased to approximately 120, with recruitment commencing in 2024. This will be the single largest increase in frontline grades since the establishment of the NCSE and will result in a significant increase in service capacity levels for parents and schools.

The Minister of State for Special Education and Inclusion announced details of a new recruitment campaign for SENOs as part of the ongoing expansion of the NCSE on 9 October 2023. This will see an additional 160 staff recruited in frontline, professional and administrative roles.

2.10.5 Summer Programme

There has been significant progress in the Summer Programme over the last few years. Numbers have grown since 2019, and 2023 saw more schools and students participate than ever before. Over 50,000 children and young people benefited from the Summer Programme in 2023. There has also been a 12% increase in the overall number of schools who participated in a Summer Programme which includes a 50% increase in the number of all special schools participating.

One of the key developments in 2023 was the introduction of an adjusted scheme for special schools called the Special School Pilot Programme. A more targeted approach to special schools was applied to ensure that a better focus on supports was taken to facilitate special schools in running a Summer Programme.

This element of the programme is designed to ensure supports are targeted to enhance the availability of school-based programmes in special schools. This is to coordinate and support children’s access to such a programme and assist with the identification of staffing needs and resources by reducing the administrative burden associated with leading and managing a school-based programme.

2.10.6 The National Nursing Pilot Programme

The National Nursing Programme Pilot for Children with Complex Healthcare Needs is a nationwide pilot scheme implemented in partnership with the HSE and NCSE on 21 October 2022.

The National Nursing Pilot received twenty-four applications in 2023. Four of these applications had been approved with the children in question receiving nursing supports under the pilot by 31 December 2023. The remaining applications were being considered for inclusion in the programme by the NCSE.

2.10.7 Supports for visually and hearing impaired students

There is longstanding existing provision in place, which provides a dedicated special needs assistant with ISL competency to support students in mainstream settings access to the curriculum and engage in school activities.

The Irish Sign Language (ISL) Scheme, established in 2022 is managed by the NCSE through its regional team structure. The NCSE carried out a recruitment campaign for both positions below with panels established. Two ISL – Specialist Classroom Supports were appointed from their panel in September 2023.

The ISL Tuition Scheme assists deaf/hard of hearing children and their families to acquire competency in a language at the earliest possible opportunity. The total funding provided to the ISL tuition scheme in 2023 was €285,000 and 168 children and their families were supported by approximately 74 tutors in the 2022/23 school year.

Under the Department of Education Assistive Technology scheme, over 600 children benefitted from specialised equipment for the visually and hearing impaired in 2023.

Three students successfully obtained their Bachelor of Education in Irish Sign Language from Dublin City University (DCU) and are working in full time employment since September 2023.

2.10.8 Transitions

To fulfil its commitments under the Comprehensive Employment Strategy (CES) and to ensure that key transition points are effective and support the best learning outcomes for all students, the department has been operating a pilot transitions project (CES Transitions Pilot Programme). The pilot project, which is currently running in 20 schools (10 in Dublin/10 in Galway) since late 2022, provides an opportunity for key stakeholders to work together to provide wraparound support and joined up thinking which builds capacity in schools to meet the transition needs of young people with intellectual disabilities and other complex educational needs thus preparing them for greater independence and participation in society after school.

In addition to the CES pilot, the Department of Education, through the Dormant Accounts Fund (DAF), is currently funding a collaboration between the department and Walkinstown Association for People with an Intellectual Disability (WALK), an experienced NGO working in the area of disability services. WALK is working with 10 schools (mostly special schools) to deliver their

existing Peer Ability Programme. The key objective is to ensure that students are supported to make optimal transitions from school. WALK will engage with participants for up to three years after they leave school.

2.10.9 NCSE Policy Advice on Inclusive Education

Special Education Section applied for access to the European Commission's Technical Support Instrument (TSI) programme which is intended to support member States as they plan significant system reforms. The support, in this instance, is provided by the European Agency for Special Needs and Inclusive Education. After a number of consultations and follow-up engagement, our application was successful. The department commenced engagement on the project in 2023.

2.10.10 Budget 2023

27% of the Department of Education's budget or €2.6 billion was dedicated to children with special educational needs in 2023. This provided for an additional 686 teachers and 1,194 special needs assistants. At the end of 2023 the number of special education teachers in mainstream classes was 14,551. The total number of SNAs in schools was 20,778.

Almost €13 million was secured for the expansion of the NCSE, for a 50% increase in staff who have direct engagement with children and schools. This included 40 new staff for an Irish sign language service. €2.9 million was secured for 54 professional, technical and support staff in the National Education and Psychological Service (NEPS). €2 million was secured for the Assistive Technology Scheme. This represents an increase of almost 60% on previous funding. €20 million in additional funding was also secured for the Summer Programme, which has seen an increase in uptake every year since it was expanded in 2020.

Publications by Special Education in 2023

- Schoolbooks Grant – Guidelines for Primary and Special Schools
- Guidelines on the appropriate use of the Attendance Campaign Support Grant for Primary and Post-Primary Schools

Circulars relating to Special Education in 2023

- Circular 0029/2023 – Brief Absences for Staff other than Persons employed as Teachers and Special Needs Assistants employed in Education and Training Boards
- Circular 0026/2023 – Recruitment of Special Needs Assistants (SNAs) – Supplementary Assignement Arrangements for the 2023/2024 School Year
- Circular 0018/2023 – Special Needs Assistant Allocation 2023/2024
- Circular 0014/2023 – Post-Graduate Certificate/Diploma Programme of Continuing Professional Development for Teachers working with students with Special Educational Needs (autism)
- Circular 0013/2023 - Post-Graduate Diploma Programme of Continuing Professional Development for Special Education Teachers 2023/2024
- Circular 0012/2023 - Graduate Certificate in the Education of Pupils on the Autism Spectrum (AS) for teachers working with pupils on the AS in Special Schools, Special

Classes or as Special Education Teachers in mainstream primary and post-primary schools

- Circular 0001/2023 - Advice on the use of assessment/instruments for Guidance or for additional and special educational needs (SEN) in post-primary schools

2.11 Crisis Student Behaviour

The development of guidelines on managing and responding to behaviours of concern in crisis situations progressed to the final stages and is near completion and ready for publication. In 2023 the department had extensive consultation with education stakeholders and advocacy groups. A procurement process was planned, and the department finalised the request for tender for training with the NCSE.

The guidelines are currently being trialed in approximately 15 special schools. This will facilitate final amendments to the guidelines. The schools will be supported by NEPS, the NCSE and the Inspectorate during that period.

The work is overseen by the NCSE. The target group are young people with intellectual disabilities or complex educational needs in our post-primary and special schools. Their progress is being tracked over 2.5 to 3 years starting initially with students who are aged 16 in special school settings and those in 5th year in post-primary schools. These students have access to supports over the two-year timespan that they are in school, and also in the 6-to-9-month period post school in whatever pathway they choose.

2.12 Free Schoolbooks Scheme

As part of Budget 2023, the Minister announced a major investment of over €50 million to provide free schoolbooks in primary schools and special schools which has resulted in free schoolbooks for over 563,000 pupils in some 3,227 recognised primary schools, including over 130 special schools from September 2023.

The free primary schoolbook scheme delivers on the Programme for Government commitment to extend the free schoolbook pilot which was available in over 100 DEIS primary schools from 2019 to 2022, as resources permit. The implementation of the free schoolbook scheme also builds on the existing schoolbook rental scheme which had been available in the majority of primary and post-primary schools.

Detailed guidance and funding issued to schools to allow schools sufficient time to have schoolbooks, workbooks, and copybooks in place for every pupil at the start of the 2023/2024 school year.

The Department of Education also put in place a grant payment for administrative support.

The total expenditure on the primary scheme for 2023 was €55.92 million which included €1.87 million for administrative support.

In 2023 a further investment of €115m was secured as part of budget 2024. This provides €47 for the continuation of the Primary Schoolbooks Scheme for the 2024/25 school year and some €68m for the introduction of a free schoolbooks scheme for all Junior Cycle students in post-primary schools in the Free Education Scheme for the 2024/25 school year.

Goal 3: Together with our partners, provide strategic leadership and support for the delivery of the right systems and infrastructure for the sector

This goal is about the important role that the department and its agencies have in providing strategic leadership within the sector and across government. It involves coordination with sectoral stakeholders, the broader public sector, the political system and other governmental bodies and cross-sectoral work programmes. The aim of this goal is to strengthen these partnerships and to work together as we deliver a first-class education experience for all students.

3.1 Teacher Education Policy, ITE & Professional Development

3.1.1 Professional Accreditation of Programmes of ITE (2022)

The Teaching Council published Céim: Standards for Initial Teacher Education in October 2020. Céim sets out the requirements for which all programmes of qualification for teaching in Ireland must meet in order to gain accreditation from the Teaching Council. It is also a benchmark for anybody seeking to register as a teacher in Ireland. All new primary and post-primary ITE programmes must meet the standards outlined in Céim. All existing programmes of ITE were aligned with Céim for first year intakes since 01 September 2022.

The Teaching Council commenced Cycle 2 accreditation of existing programmes in November 2021, which involved a scheduled review of all existing programmes of ITE in accordance with Céim. This process was completed at the end of 2023, with 52 ITE programmes across 14 HEIs (higher education institutions) accredited under the new standards by the Teaching Council.

3.1.2 Gaeltacht Placement

The current requirements for Gaeltacht Learning Periods (GLPs) for primary Initial Teacher Education (ITE) programmes takes the form of 2 x 2 week placements, which are outlined in the Teaching Council's Céim: Standards for Initial Teacher Education. A total of 2,702 students completed their placement in the Gaelatcht over the course of the year.

3.1.3 School Placement

A School Placement Working Group (SPWG) was convened by the Teaching Council in November 2018 to review the implementation of school placement guidelines and the recommendations of Teaching Council commissioned research on school placement. The SPWG recommended the establishment of a School Placement Implementation Group to oversee a Placement System Working Group (PSWG) and a Treoraithe Professional Learning Group,

which would progress its recommendations. The Placement System Working Group produced a report in June 2022, which will be considered by the School Placement Implementation Group. The Treoraithe Professional Learning Group met a number of times in 2022 and again in February 2023.

Following on from that meeting, the School Placement Project Team (Teaching Council and Department) took stock of the progress made in discussing and agreeing the roles related to school placement (school leaders, Treoraí, HEI tutors) and the initial discussion about options to provide support to Treoraí.

To move on the discussion around options, it is felt that a key next step is to get the input of those currently involved in school placement. As such, it was proposed to hold targeted focus groups with Treoraí and with student teachers before bringing options to the TPL WG. It is planned to hold these focus groups in 2024.

3.1.4 Policy statement on Initial Teacher Education (ITE)

The Department of Education's Policy Statement on Initial Teacher Education was launched in March 2023. The policy statement reflects on a significant period of change for the provision of initial teacher education (ITE) in Ireland and sets out a vision for initial teacher education to 2030.

The policy statement includes a phased implementation plan with actions in its first phase to the end of 2024. These include the commissioning by the department and Teaching Council of significant longitudinal research on teaching and teacher education, in 2023, and the completion of the cycle of accreditation under Céim, by the Teaching Council.

3.1.5 Initial Teacher Education graduates

In 2022, there were 1270 graduates from State-funded primary concurrent and consecutive initial teacher education (ITE) programmes and 1,685 graduates from State-funded post-primary concurrent and consecutive ITE programmes. In addition, there were 707 primary and 223 post-primary graduates on consecutive programmes from Hibernia College in 2022.

3rd and 4th year undergraduate teachers are eligible to apply for registration with the Teaching Council under registration Route 5 (Student Teachers). In 2023, more than 2700 student teachers registered under Route 5. In addition to this, 610 further places were added on primary initial teacher education programmes over 2023 and 2024.

Circulars relating to Initial Teacher Education

- Circular 0027/2023 – NQF Level 9 Graduate Diploma in Social Personal and Health Education/Relationships and Sexuality Education (SPHE/RSE) Programme 2024

3.2 Professional Development Service for Teachers (PDST)

The Department of Education continued to provide a comprehensive professional development programme to support teachers and school leaders in 2023. There was considerable interruption to CPD delivery due to advisors working as substitute teachers in school in Term 2, 2022/23. In total for this period PDST provided 93,348 units of CPD across primary and post-primary schools.

3.2.1 Junior Cycle for Teachers

Junior Cycle for Teachers (JCT) supported schools in their implementation of the Framework for Junior Cycle (2015) through the provision of CPD for school leaders and teachers, and the provision of effective teaching and learning resources. JCT provided 35,035 CPD interactions in 2023.

3.2.2 The National Induction Programme for Teachers

The National Induction Programme for Teachers (NIPT) supported the induction of primary and post-primary newly qualified teachers (NQTs) into the teaching profession in Ireland in line with the requirements of the Department of Education and the policies of the Teaching Council including Droichead, The Integrated Professional Induction Framework for NQTs (2017). NIPT provided 12,649 CPD interactions and 828 school support hours in 2023.

3.2.3 Centre for School Leadership

The Centre for School Leadership (CSL), a partnership arrangement between the Department of Education, the Irish Primary Principals Network and the National Association of Principals and Deputy Principals, set out a coherent continuum of professional development for school leaders with a focus on coaching, mentoring and the provision of a post graduate programme for aspiring school leaders. CSL provided 1,460 CPD interactions in 2023.

3.2.4 Oide

Oide, which launched on 1 September 2023, is a new Department of Education support service for schools, formed from the integration of four existing support services, the Centre for School Leadership, Junior Cycle for Teachers, the National Induction Programme for Teachers and the Professional Development Service for Teachers.

Oide promotes the quality of teaching and learning through the provision of an efficient, effective and responsive model of professional learning and support for school leaders and teachers. It aims to facilitate optimum teaching and learning to enable students to achieve their potential and

contribute to Ireland's social, economic and cultural development. Oide provided 90,843 CPD interactions and 521 school support hours from September – December (inclusive) across the primary and post-primary sectors.

Post-primary teams offered a diverse range of Professional Learning Experience to support subject learning at both junior and senior cycle in the following subjects: Mathematics, Computer Science, English, History, Classical Studies, Home Economics, Religious Education Politics and Society, Modern Foreign Languages, Sciences, Technologies, Business, Visual Art, Geography and Music.

3.2.5 Development of a research-based framework for the evaluation of Teacher Professional Learning (TPL)

The Educational Research Centre (ERC), concluded a project commissioned by the Department of Education to develop an evaluation framework for TPL in 2023. This will help ensure that TPL provision meets the needs of teachers, schools, students and the Department of Education efficiently and effectively to ensure the best use of available resources. The final report was agreed by the steering committee and finalised by the ERC in April 2023.

Publications from the Education Research Centre:

- The Teacher Professional Learning Evaluation Framework
- Education in a Dynamic World: the performance of students in Ireland in PISA 2022
- Progress in International Reading Literacy Study 2021 report (PIRLS)
- National Assessments of Mathematics and English Reading 2021 report (NAMER)
- Ireland's National Assessments of Mathematics and English Reading 2021: A focus on achievement in urban DEIS schools (NAMER DEIS)

3.3 Cosán

The Department of Education continues to support Cosán and opportunities for teachers in their journey of professional development and is committed to supporting the development and embedding of Cosán, the Teaching Council's National Framework for Teachers' Learning.

The Department of Education provided and supported a wide variety of professional learning activities for teachers through the Teacher Education Support Services, Education Centres, department agencies and other initiatives and sought to provide pathways for progression for post-primary teachers interested in developing their skills in teaching SPHE/RSE and, in so doing, build capacity and leadership within the teaching profession in relation to the teaching of SPHE/RSE.

The first cohort of 34 participants commenced the NQF Level 9 Graduate Diploma in Social, Personal and Health Education/Relationships and Sexuality Education (SPHE/RSE) Programme which is run by Dublin City University (DCU) in February 2023.

3.4 Teacher Professional Networks Funding Scheme

The Teacher Professional Networks Funding Scheme was established to support the work of Teachers' Groups and Associations (TGAs) which afford Professional Learning Experience (PLE) and professional peer support to all Post Primary teachers.

The principal objective of the TPN is to advance the teaching, learning and/or classroom management skills of post primary teachers in order to bring about improved learning outcomes for students. PLE events organised by TGAs in 2023 included suitable strategies which support teachers and have meaningful links with the national priorities being implemented by the Department of Education. A total of 32 TGAs were registered with the scheme in 2023.

3.4.1 Teaching and Learning for the 21st Century (TL21) Programme

The TL21 Programme is a workshop based Professional Learning Experience (PLE) programme for teachers and school leaders that promotes innovative practice and professional learning communities in post-primary schools. The programme has been running since 2003. The programme is research-led and its two main aims are to strengthen teachers' capacities as co-operative and self-critical authors of their own work and to enable students to take an active and responsible part in their own learning.

This programme is managed by the Education Department, Maynooth University (MU). The programme is constructed on a partnership model, the chief partners being the university, the participating schools, the network of education centres and the Department of Education. Funding for the programme is provided by the Department of Education.

The programme runs over a two year cycle and 10 Education Centres participated in 2021-2023 cycle. The new cycle of TL21 for 2023-2025 commenced in September 2023 with 11 Education Centres participating.

3.4.2 The Teacher's Research Exchange (T-REX)

The Teachers' Research Exchange, T-REX is a bespoke social networking and collaboration platform, led by Mary Immaculate College (with partners UL, NUIG, MIE, DCU, ESCI, CSL). T-Rex is co-funded by the Department of Education, the Teaching Council and the National Council for Curriculum and Assessment (NCCA), which configures communication, participation, and sharing for educational professionals across the island of Ireland.

T-REX provides a digital bridge to facilitate collaborations and dialogue between members of different professional backgrounds – student teachers, practising teachers, higher educational professionals and education support professionals so that high quality research can be shared across professional boundaries and to grow the online community with ongoing innovations in teaching and learning and, thereby, enhance the quality of education experienced by all learners.

3.5 Inspection

The Inspectorate conducted a full programme of inspection and advisory visits in early learning and care (ELC) settings, schools, centres for education and other education settings in accordance with its accountability, improvement and capacity-building functions and its published Code of Practice and Guides to inspection.

The inspection programme included the use of a range of inspection models that varied in duration and focus, which supported the Inspectorate's risk-based approach to inspection. The selection of schools/settings for inspection and the types of inspection during 2023 continued to take account of inspection history, findings of previous inspections and other available information (attendance patterns, complaints, changes in school personnel etc.) Whole-School Evaluations: Management, Leadership and Learning (WSE-MLL) were reintroduced in January 2023, and this completed the phased introduction of all inspection models following Covid-19.

3.5.1 Early Years Education

The Inspectorate continued a full programme of inspection in Early Learning and Care (ELC) settings, from September 2022 and throughout 2023. This programme was informed by a new edition of the Guide to Early Years Education Inspection (EYEI) published in August 2022. Access to the Guide to EYEI is available online at: www.gov.ie - Guide to Early Years Education Inspections.

This new guide incorporated amendments to both the quality framework and inspection processes to reflect the extended remit of the DE Inspectorate to evaluate provision in ELC settings for all children aged from birth to six years. Flexible approaches to the conduct of inspection, developed during the Covid-19 pandemic, were integrated into the mainstream Early Years Education Inspection (EYEI) Model in response to positive feedback from the ELC sector. These approaches included remote engagement with staff and owner/managers that allows for professional discussions and feedback meetings to take place at times more conducive to the participation of whole-staff teams. These practices were integrated into the programme of inspection throughout 2023. 429 EYEI and 64 Follow Through Inspections were completed in 2023.

Inspection in full-day childcare settings commenced in June 2023 and 16 of these were completed as team inspections. This fulfilled an action identified for the Inspectorate in First Five: A Whole of Government Strategy for Babies, Young Children and their Families 2019-2028 to extend the EYEI Model to all state-funded provision for children aged from birth to six years.

The Inspectorate continued the development and publication of information and resources to support staff in ELC settings to engage in internal review and quality improvement activity in line with the quality framework for EYEI. These resources address a wide range of topics including, for example, transitions, partnership with parents, outdoor learning, early literacy, promoting resilience and working with mixed-age groups.

3.5.2 Evaluation of Coláistí Gaeilge

The Department of Tourism, Culture, Arts, Gaeltacht, Sport and Media (DTCAGSM) has

administrative responsibility for granting recognition to Irish-language courses provided by Coláistí Gaeilge. The Inspectorate conducts an annual programme of inspection in a sample of the courses organised by individual Coláistí Gaeilge at the request of the DTCAGSM.

Inspections are conducted as a means of assuring the quality of education provided for students in these courses and reporting on findings. These inspections focus on three areas: the quality of teaching and learning; the quality of leadership and management, and the quality of Irish-language and cultural experiences for students. In line with other inspection models, child protection and anti-bullying compliance checks were also carried out on the Irish-language courses inspected. During summer 2023, 25 inspections were conducted in a random selection of Coláistí Gaeilge. In conjunction with DTCAGSM, forward planning for the quality assurance of Irish-language courses in summer 2024 has commenced.

3.5.3 Evaluation of teachers' courses

Teacher Education Section (TES) has responsibility for the summer course programme. It has the remit to oversee the quality of the provision for teacher professional learning (TPL) to support teachers and school leaders to lead curriculum change and implement national policy priorities. TES also funds summer courses for teachers through its grant aid to Education Centres for the organisation of local professional development courses. In promoting TPL and encouraging attendance at summer courses, the Department of Education and TES need to be fully satisfied that the quality of these courses is of value to the teacher and the education system. Therefore, the Inspectorate, at the request of TES, provides quality assurance of the summer course programme through evaluating and approving summer course applications (including the appeals process) and in the evaluation of a sample of summer courses annually.

A team of twenty-three inspectors evaluated the summer course applications against the agreed criteria for the recognition of summer courses in March and April 2023. Each inspector reviewed thirty to forty courses, over a three-day period. In addition, the TES inspector reviewed the quality assurance handbooks (a requirement for online courses only) which the various providers were required to submit with their applications.

Inspectors evaluated and reported on sixty-two courses in summer 2023. These comprised thirty-five online (asynchronous) courses, twenty-three face-to-face courses, one blended course (combination of face-to-face and online) and three pilot courses (synchronous).

3.5.4 Scéim Aitheantas Scoileanna Gaeltachta

The Inspectorate commenced visits to all primary and post-primary schools in the Gaeltacht Schools Recognition Scheme as part of the validation process for recognition In October 2022. The programme of visits, conducted on behalf of an tAonad um Oideachas Gaeltachta (AOG), is scheduled to be completed by Easter 2024.

Inspection visits were conducted in 68 schools (58 primary, 10 post-primary) as part of the validation process for recognition. In addition, two advisory visits were carried out under the Gaeltacht School Recognition Scheme.

3.5.5 Monitoring compliance with child protection

As part of the department's oversight of the Child Protection Procedures for Primary and Post-

Primary Schools (Revised 2023), the Inspectorate checks on compliance with the key aspects of the procedures during all school inspections, using one of three levels. Level one checks are undertaken during short inspections such as incidental inspections, curriculum evaluations and subject inspections. Level two checks are undertaken during more intensive inspections such as whole-school evaluations (WSE) and Evaluation of Action Planning for Improvement in DEIS Schools. Level three checks are undertaken during a Child Protection and Safeguarding Inspection (CPSI) which focuses in an in-depth way on a school's compliance with the 2023 procedures.

Level one monitoring was conducted in 1,540 schools during 2023. 91.2% (1,405 of 1,540 schools) were fully compliant with the level one checks at the time of the inspection. 8.8% (135 of 1,540 schools) were not fully compliant with level 1 checks at the time of the inspection. All of these schools have subsequently provided evidence of compliance.

Level two monitoring was conducted in 185 settings during 2023. 86.5% (160 of 185 schools) were fully compliant with level 2 checks at the time of the inspection. 13.5% (25 of 185 schools) were not fully compliant with level 2 checks at the time of the inspection. 23 of the 25 schools which were found to be not fully compliant at the time of the inspection have since provided evidence of compliance.

Twenty-seven Final CPSI inspections were conducted during 2023. All twenty-seven schools (100%) were fully compliant with level 3 checks at the end of the Final CPSI.

In 2023, the Inspectorate began a programme of Child Protection and Safeguarding Inspections (CPSI), for use in boarding facilities. This model was first trialled in three recognised schools with associated boarding facilities. Subsequently, CPSI inspections were initiated in two recognised schools with associated boarding facilities.

3.5.6 Evaluation of provision for children and young people with special and additional needs in primary and post-primary schools

Inspectors conducted twenty-nine inspections of provision for children with special educational needs in 2023, seventeen in primary schools and twelve in post-primary schools. Findings were as follows:

The quality of teaching and learning for children with special educational needs was good or very good in fifteen of the seventeen primary schools. It was less than good in two schools. Classroom environments in primary schools, where teaching and learning were very good, were stimulating and well organised. Teachers in these schools were very aware of pupils' needs and had highly effective classroom management skills. They provided pupils with well-planned opportunities for individual learning activities and for collaborative learning with their peers. Pupils with special educational needs received opportunities to learn through play, to use suitable resources to support learning and to apply learning to real-life situations. In some schools, where learning was very good, pupils were able to talk about their strengths as learners, the areas they felt they needed help with and how well they were doing in their learning.

Team teaching, which involves two teachers working together in the same classroom, was used frequently to support pupils with special educational needs in primary schools. Team teaching was undertaken effectively in some schools; in other schools, team teaching was not as effective. Where this happened, inspectors recommended that teachers plan carefully for how the team-teaching approach would support the identified learning needs of the prioritised pupils. Another area for improvement in primary schools was the use of baseline data to inform the identification of priority learning needs and the setting of specific targets for pupils with special educational needs.

Teaching and learning for students with special educational needs was good or very good in nine of the twelve post-primary schools. It was less than good in the remaining three schools. In post-primary schools where teaching and learning was good or very good, relationships between students and their teachers and between students and their peers were very positive. Other common features of practice included the use of supportive teaching approaches, well-designed collaborative learning tasks, the effective use of digital learning technologies, skilful assessment for learning strategies and the use of active learning approaches.

Notwithstanding the positive features noted, teaching in support settings was an area for improvement. A common feature across all twelve schools was that provision in these settings was not always aligned sufficiently with the young people's needs; and the young people received inadequate opportunities for active engagement during lessons. In nine of the twelve schools, inspectors indicated a need for teachers to increase their use of differentiated practice to provide for the diverse needs of the young people in their classes.

There were some significant areas for improvement in processes to identify the needs of students and to set appropriate targets to meet these needs in most post-primary schools. Among these areas was the need to involve young people and their parents in the identification of need process. The weaknesses in these processes of identification of need impacted on the quality of the Student Support Plans in post-primary schools. The weaknesses also impacted on the targets that teachers set for students with special educational needs as they were not sufficiently aligned to the students' needs. A very small minority of schools had high-quality support plans.

3.5.7 Evaluation of provision for children and young people attending special schools

Inspectors conducted eight whole-school evaluations and ten curriculum evaluations in special schools in 2023. Findings from these ten curriculum evaluations indicated that the quality of children's and young people's learning was very good in four of the ten special schools and good in the remaining six. Across the schools, there were many aspects of learning that were highly commended by inspectors and some aspects that required development. Where the quality of learning was very good, learners were provided with suitably challenging, relevant and interesting learning opportunities that supported the development of important life skills. In four of the ten schools, recommendations related to improving support for communication. In some of these schools, whole-school approaches required development to ensure that every child and young person was enabled to progressively acquire a functional means of communication in accordance with their potential.

The quality of teaching was similarly very good in four of the schools and good in the other six schools. Features of very high-quality teaching in special schools included the use of a range of well-structured, learner-centred teaching approaches. Supports for children and young people in the lessons where teaching was very effective, included the use of visual timetables, concrete materials, appropriate and attractive resources and effective use of digital technology. In almost a third of special schools evaluated, assessment was not considered effective. In these cases, recommendations highlighted the need for agreed, whole-school approaches to systematic monitoring and tracking of learners' progress and the need for effective and consistent use of assessment information to inform learning.

The quality of support for wellbeing of children and young people in special schools was very good in the majority of schools and good in the remainder of schools. Positive and caring relationships were a notable feature of the special schools, with staff celebrating learners' achievements and creating safe environments for learning. Inspectors frequently referred to good levels of staff awareness and understanding of behaviour as a form of communication. In a significant minority of schools, there was a need to implement consistent approaches to

supporting positive behaviour.

3.5.8 Provision for English as an additional language

Ireland is a multicultural country and many children and young people in our schools have a home language different from the language of the school (English or Irish). These children and young people are learning English as an additional language (EAL) and schools receive a range of additional resources, including teaching resources, to support children and young people learning EAL. The Inspectorate conducted eighty-three Incidental Inspections, in forty-seven primary schools and thirty-six post-primary schools, with a focus on EAL provision in 2023. The inspections found many strengths in provision for children and young people learning EAL. They also identified a number of important areas for improvement, particularly in relation to assessment, target setting, teaching and learning. The recommendations arising from the EAL inspections were published in a composite report available here. These recommendations were designed to assist school leaders, teachers and all relevant stakeholders to work together to ensure that children and young people learning EAL experience the specific teaching and learning approaches that will enable them to develop their language skills, to progress through the curriculum and to reach their full potential.

3.5.9 Ukrainian students

18,003 children and young people from Ukraine were enrolled in primary and post-primary schools in Ireland at the end of December 2023. The Inspectorate conducted seventy-eight incidental inspections in forty primary schools and thirty-eight post-primary schools with a focus on the quality of education provided for the children and young people in our schools between September and December 2023. The resultant report is available online.

Among the positive findings were that almost all schools had specific measures in place to ensure that children, young people, and their parents experienced a sense of belonging to the school community. These measures included celebrating the Ukrainian culture in the physical environment and informing parents about the school and the education system. The inspections also found that the quality of education was good or very good in over three-quarters of the seventy-eight schools inspected.

These inspections also raised a number of issues that require further attention. The inspection findings from the primary schools visited indicate that Ukrainian children starting school in junior infants in Ireland are younger than their Irish peers and, unlike many of their Irish peers, have not attended an Early Learning and Care (ELC) setting prior to enrolling in primary school. The report recognises the significant investment the State has made in providing access for all children to up to two years of free pre-school in an ELC setting, through the Early Childhood Care and Education (ECCE) Programme, and in providing a range of supports to ensure that children's early learning experiences are of a high-quality, inclusive and enriching. The report recommends that ELC providers, school leaders, members of Regional Education and Language Teams (REALT) and City and County Childcare Committees (CCCs) should work at local level to encourage parents of children of pre-school age from Ukraine to access the free, universal, ECCE Programme and wider State supports for ELC, where needed.

The attendance levels of students from Ukraine required improvement in sixty-eight percent of schools. The Inspectorate report acknowledges that the unique circumstances of the arrival of students to Ireland may have impacted on their attendance. Nonetheless, the report advises

careful monitoring of attendance in schools. Where students from Ukraine are identified as having poor attendance, schools should put targeted interventions in place, informed by the National Attendance Strategy guidance materials, to improve their attendance levels.

Eighty-five percent of the schools reported that students continue to engage with the Ukrainian curriculum; this is consistent across primary and post-primary schools. Most schools stated that students accessed the Ukrainian curriculum outside of school time; accessing the Ukrainian curriculum 'only' or 'mainly' during school time was reported in less than ten percent of schools. To address potential reasons for the ongoing engagement with the Ukrainian curriculum, the report recommended that relevant stakeholders collaborate to develop accurate, accessible and clear information on progression pathways and funding support for Ukrainian students who wish to engage in further study and progress to the world of work.

3.5.10 Prison schools

In recognition of the important role that schools in prisons play in supporting rehabilitation and in minimising the risk of reoffending, the Inspectorate includes prison schools on its annual programme of inspections. The Inspectorate joined the Office of the Inspector of Prisons (OIP) on four inspection teams: in Cork Prison; Cloverhill Prison; the Dochás Centre; and Shelton Abbey in 2023. The findings and recommendations of these inspections are designed to support the individual schools on their improvement journey. However, there were some common strengths across all four schools. The inspections highlighted the importance of the schools as places of learning and of belonging, and students in all four schools were very enthusiastic about their learning. The inspections also found high-quality teaching and learning in the schools; typically, teachers' practice was described as skilful, creative, flexible and innovative. Some common challenges and areas for improvement were also identified. In some cases, access to the school was limited, particularly for people who were on protection regimes, and there was a need for closer alignment of the education provision with the work-training provision. Access to digital technology for learning was another area that required development across all four schools.

3.5.11 Evaluation of summer programme 2023

The Department of Education has encouraged all special and mainstream schools to offer a summer programme, targeted at children and young people with special educational needs and those at risk of educational disadvantage since 2021. The programme aims to promote engagement with education, during school summer holidays, for children and young people with special educational needs and for those at risk of educational disadvantage. It has a particular emphasis on promoting children and young peoples' connection to the school community, promoting enjoyment in learning and developing resilience and wellbeing.

The Inspectorate conducted evaluations of the summer programme in ninety-four schools in the summer of 2023. This comprised eight special schools, fifty-eight primary schools and twenty-eight post-primary schools and represented almost eight percent of schools that offered the summer programme. Inspectors conducted follow-up visits in thirty-two of the ninety-four schools inspected during the summer in autumn 2023.

The inspections found that measures put in place by the Department of Education's Special Education Section, to encourage the participation of a greater number of children and young people with complex special educational needs, have been successful. The inspections also

found that the quality of learning was good or very good in almost all programmes visited. A number of factors contributed to this, such as the cross-curricular approach to activities, and the emphasis on wellbeing and on the development of social skills. Inspectors found that the children and young people, in particular, enjoyed their learning on the summer programmes. This high level of enjoyment in learning is particularly welcome, especially for children who may not always experience enjoyment in learning in more formal settings. The follow-up visits conducted in autumn 2023 found that participation in the programme supported children in a number of ways when they returned to school. Increasing self-confidence, broader friendships and smoother transitions were particular benefits. Recommendations for further improvement included supporting children and young people to become more aware of their own learning on the summer programme and to appreciate the skills they acquire through participation, engagement and play with other young people; increasing the involvement of parents in the summer programme and ensuring that children's learning and progression on the programme is captured and communicated to parents and to their school.

3.5.12 Enrolment practices in special classes for autism

The Inspectorate evaluated enrolment practices in special classes for autism attached to mainstream post-primary schools in 2023. The evaluation identified many positives in the policies and practices in the schools. In particular, many of the young people were appropriately placed and had access to autism-specific teaching and learning strategies, tailored to meet their needs. The evaluation also indicated that almost all parents of the young people attending special classes had confidence in the placement.

The findings also showed that enrolment in special classes was based exclusively on recommendations from educational-psychological reports, even for young people whose prior educational experience suggested that they might be more appropriately placed in a mainstream setting. This highlighted the need to reflect on the relative importance that should be ascribed to professional recommendations for special class placement in the admissions process for these classes. When inspectors engaged with parents during the evaluation, the parents described some of the barriers they had experienced accessing mainstream education. These experiences demonstrated the need to consider how best to gain the trust of parents of children and young people with special educational needs in mainstream provision. This has a particular importance as the system moves towards a progressive realisation of a more inclusive education system that reflects the Irish context.

3.5.13 The School Completion Programme

The School Completion Programme (SCP) is a targeted programme of support for children and young people identified as potentially at risk of early school leaving or who are out of school and have not successfully transferred to an alternative learning setting. The Minister for Education took responsibility for SCP in January 2021 and the Department of Education provided additional funding in 2022 to allow schools included in the DEIS programme in that year to access the SCP. Inspectors considered how schools in the DEIS programme use the SCP as a resource in meeting its targets for improvement during the nine Evaluations of Action Planning for Improvement in DEIS Schools conducted in 2023.

The inspections found that almost all schools used SCP to meet objectives related to attendance, transitions, and retention. A small number of schools used the SCP to meet objectives relating to partnership with parents and others. Inspectors also found that alignment between the DEIS

action-planning process and the SCP annual plan was stronger in post-primary schools than primary schools and noted inconsistency in practice among the primary schools inspected.

During 2023, the Inspectorate continued to support schools in implementing the new School Self-Evaluation cycle 2022-2026. The supports provided by the Inspectorate included 361 school self-evaluation advisory visits, presentations, webinars and website resources.

The Inspectorate commenced the Shared Evaluation of Learning project during which inspectors worked with a small number of schools to support them in evaluating an aspect of teaching and learning. The learning from these preliminary visits will inform how the project will be extended to a larger number of schools in 2024. The Inspectorate also liaised with the Oide School Leadership team in relation to the development of supports for SSE.

The Inspectorate is working to support the work of the Department of Education's Parents and Learners Unit in the process of updating the Anti-Bullying Procedures for Primary and Post-Primary Schools (2013).

In anticipation of the launch of these procedures, the Inspectorate has taken steps to ensure that appropriate measures are in place to provide oversight of both the 2013 procedures and the updated 2024 procedures, where relevant. These measures will be reviewed and amended upon publication of the revised procedures.

3.5.14 Update on the Parent Participation Project (PPP)

The Inspectorate has a strong commitment to listening to and consulting with children and young people, and parents, during its inspection work in schools and early learning and care (ELC) settings. The Parent Participation Project (PPP) was established within the Inspectorate to enhance parental engagement in inspection.

There are three phases to the project: before inspection, during inspection and after inspection. The project is currently in phase two with a particular focus on parental participation during inspection. Phase 3 will take account of the needs and perspectives of parents when feedback and reporting on inspection findings are being provided.

The initial actions of phase 1 were completed in 2021 through the creation of information videos and leaflets for parents, informing them about inspection. These videos were launched by the Minister in early 2022 and published on GOV.ie for EY (the Insights series), primary and post primary. The videos include the use of Irish Sign Language (ISL). Existing early years, primary and post-primary parent resources, videos, and surveys were updated in 2023.

A change in approach to inspection models with surveys was implemented to include the views of all parents, rather than only a sample of parents, as was the previous practice. Accessibility was also improved using online surveys rather than paper surveys and further enhanced by providing the surveys in eleven languages.

The Inspectorate reviewed the NPC-affiliation rule in WSE-MLL which only envisages meeting with parents if the Parents' Association (PA)/Parents' Council (PC) is affiliated. A discussion paper was prepared and circulated to the Department of Education's Parents and Learners Unit proposing a change to the NPC-affiliation rule to permit inspectors to meet with a larger and more representative focus group of parents. Following consideration of the paper, a decision was reached by all parties that the timing of such a change should be postponed until the NPC situation was more settled nationally.

Work for 2024 will centre on updating the full suite of resources for parents (before inspection) and looking at how inspectors could potentially engage with parents in other inspection models and during focus groups during inspection. This work includes looking at whom inspectors meet with, how they are selected and how focus group meetings are managed.

3.5.15 Update on the student participation project (SPP)

The Inspectorate has a strong commitment to listening to, and consulting with, children and young people, and parents, during its inspection work in schools and early learning and care (ELC) settings. Formal consultation with children and young people during inspection continued in 2023 and transacted in two main ways: using a survey and through focus group discussions. The discussions with children and young people were influenced by the National Framework for Children and Young People's Participation in Decision-making. This framework is based on the Lundy Model (2007) and conceptualises Article 12 as encompassing Space (opportunity to express a view), Voice (facilitation to express a view), Audience (to be listened to) and Influence (views to be acted upon, as appropriate).

The Inspectorate worked to ensure that involving children and young people was beneficial for the children, as well as schools and the education system as a whole. The approach and methods employed emphasised children's agency – thus they were strengths-based and rights-respecting. In further developing its inspection policy and practice in 2023, the Inspectorate worked very closely with advisory groups of children and young people. For example, in consultation with children and young people, it developed a means to 'report' to them following an inspection.

The Inspectorate further developed its specific rights-respecting approach to working with children and young people in 2023. Thus, using focus groups during all subject inspection (post-primary) and curriculum evaluations (primary), inspectors now facilitate children and young people to express their views freely and to have their views given due consideration. A suite of resources supports this work for children and young people including participation-agreement forms, information notes and explanatory videos for children and young people. The Inspectorate published videos about focus groups for primary and post-primary students. They also published two webinars, one for teachers and one for EY educators, to outline the Inspectorate's approach to student participation and why this approach was taken.

The Inspectorate continued with its three-phase approach to increasing the involvement of children and young people before, during and after inspection. Children and young people advised the Inspectorate before inspection on what information is relevant to them before inspection happens and on the most effective format to share that information with them. As a result, in 2023, the Inspectorate published videos about focus groups for primary and post-primary students. They also published two webinars, one for teachers and one for EY educators, to outline the Inspectorate's approach to student participation and why this approach is taken.

Inspectors are continually looking at ways to improve the use of surveys and focus groups during inspection and to ensure that our engagement with children and young people is enacted in a rights-respecting way, including informed consent and voluntary participation. As part of this work, information notes and video resources were developed in consultation with children and young people to inform about focus groups: gov.ie - Information on inspection for children, young people and parents/guardians (www.gov.ie).

Research was undertaken after inspection about how and what might be communicated with children and young people following an inspection. A trial was undertaken successfully in Q2 2023. A reporting page for children and young people was designed for introduction in 2024.

3.5.16 Inspectorate publications for children and young people in 2023

A set of resources about inspection and the work of inspectors was published in 2022-2023 to support student participation, including information leaflets and animated videos for children in early years, primary and post primary contexts, and an e-book for the early years. The Inspectorate also published a number of reports/newsletters specifically for a student audience, alongside video messages on social media platforms such as X (formerly Twitter) and LinkedIn.

3.5.17 Webinar for educators developed in 2023

A new webinar for an early years educator audience was prepared and published on gov.ie, entitled Promoting the participation of children and young people in ELC Inspection/ Rannpháirtíocht leanaí agus daoine óga i gcigireachtaí luathfhoghlama agus cúraim a chur chun cinn. This webinar is an adaptation of a previous webinar for teachers in primary and post-primary schools. It outlines for educators the Inspectorate's rights-based approach to promoting the participation of children and young people in the inspection of early learning and care settings.

3.5.18 Supporting others in student participation work

A consultative working group, including representation from the Education Partners, Inspectorate and Parents and Learners Unit, has been working since January 2023 to consider and implement the 17 recommendations in the report. The majority of the recommendations have now been implemented. An implementation report will be published when this work is concluded in 2024.

The implementation of the recommendations in the report has implications for the inspectorate in the oversight of child protection in boarding facilities associated with recognised schools as well as monitoring the implementation of measures to prevent and tackle bullying in schools.

Representatives of the Inspectorate participated in meetings of the Department of Education's Research, Policy and Practice Group, and contributed to the development of the Group's terms of reference, the review of documents developed under the Group and initial scoping out of the Department of Education's Research and Data Strategy.

3.5.19 Curriculum support

The Inspectorate assisted in the preparation of the Department of Education's inputs and responses to draft curriculum and assessment documents, such as the wide variety of curricula and specifications that are under development at the National Council for Curriculum and Assessment (NCCA). It provided ongoing support for the implementation of Junior Cycle including support for the development of continuing professional development (CPD) for teachers.

The Inspectorate is supporting Senior Cycle redevelopment including working with the Department of Education's Curriculum and Assessment Policy unit (CAP) on policy development and representing the Department of Education on NCCA subject development groups. It also supported CAP unit with the ongoing developmental work on the literacy, numeracy and digital numeracy strategy.

The Inspectorate provided advisory and briefing materials to CAP in relation to the results of national and international assessments, including the National Assessment of Mathematics and English Reading (NAMER), Progress in International Reading Literacy (PIRLS), and the Programme for International Student Assessment (PISA). The Inspectorate provided ongoing advice to CAP in relation to a range of curricular issues including the teaching and learning of Irish.

3.5.20 Supporting section 29 work

The Inspectorate spent 174 days on section 29 committees engaging with refusal to enrol, suspension and exclusion cases in 2023. This work is led by the Appeals Administration Unit within the Department of Education's Parents and Learners Unit (PLU).

3.5.21 European schools

During 2023, the Inspectors assigned to work with the European Schools conducted 12 teacher-contract reviews, two whole-school inspections, one locally recruited teacher team evaluation and two accredited European School audits in schools across the ES system. The Inspectorate also chaired or was a member of a range of working groups relating to whole-school inspection, syllabus revisions, assessment, educational support and inclusive education, and the development of policy on pedagogical reforms of curriculum within the European Schools' system and the European Baccalaureate procedures and processes.

3.5.22 Involvement with the Standing International Conference of Inspectorates (SICI)

The Inspectorate is a member of the Standing International Conference of Inspectorates (SICI), an association of national and regional inspectorates of education in Europe. SICI's aim is to support the improvement of education through enhancing inspection processes. The specific goals are to support the improvement of inspectorates and develop the professional competences of inspectors**,** to promote and support partnership and cooperation between inspectorates and to actively participate in the international debate about evaluation and quality improvement in education.

These goals are realised through an annual General Assembly, three to four inspection workshops each year, various evaluation projects and other co-operative activities. All activities are delivered jointly by SICI and individual SICI inspectorate members.

The Inspectorate is represented at all SICI workshops and the annual General Assembly. The Inspectorate delivered a presentation on the 2023 SICI theme, The Relationship between Inspection and Research, at the SICI Workshop in Madeira in March 2023. An Assistant Chief Inspector is currently a member of the SICI Executive Committee which oversees the work of SICI; as part of this role, the Inspectorate's representative introduced the 2024 SICI theme, Inspection in a Rapidly Changing Educational Environment, at the SICI General Assembly in Bilbao, in November 2023.

The Inspectorate hosted a study visit by a group of inspectors from the Dutch Inspectorate in March 2023. The focus of the visit was on the evaluation of literacy and numeracy and the evaluation of action planning in DEIS schools. The visit involved presentations, meetings with relevant sections of the department and shadowing of inspections in schools. The work of the department on DEIS was referenced in the Dutch Inspectorate's annual publication on the State of Education and a member of the Inspectorate contributed to a webinar on literacy and numeracy and tackling disadvantage by the Dutch Ministry of Education.

3.5.23 Supporting International Cooperation Unit in regards to international visits

In 2023, the Inspectorate continued to support the work of the Department of Education's International Cooperation Unit through the provision of advice, the delivery of presentations and the organising of school visits for visiting delegations from EU member states and beyond. This work is undertaken in collaboration with other sections of the department and its agencies. The Inspectorate provided presentations on the work of the Department of Education to ten visiting delegations in 2023 from Lithuania, Flanders in Belgium, Poland, Spain, Malta, Turkey, Israel, New Zealand, Dubai and the United Arab Emirates.

Inspectorate publications in 2023

- The impact of the Covid Learning and Support Scheme (CLASS) Perspectives of children and young people, parents, principals and teachers
- Evaluation of Educational Provision for Children and Young People with a Specific Learning Disability: Special Classes attached to Mainstream Primary Schools in Ireland
- Summer Programme 2022 Perspectives of children and young people, their parents and programme managers
- Guide to Evaluations of Youthreach Provision in Centres for Education and Community Training Centres
- Guide to Evaluations of Settings funded by the Department of Education other than Recognised Schools
- What subject inspections tell us about Junior Cycle implementation: A composite report on findings from subject inspections with a focus on Junior Cycle
- What subject inspections tell us about Junior Cycle implementation: Abridged version for students
- Educational Provision for Children from Ukraine, International Protection Applicants and Children with Recognised Status: Guidance for Primary Schools September 2023

- Looking at English: Draft Guide for Primary Schools
- Ag Breathnú ar an nGaeilge mar T1 - Bunscoileanna
- Ag Breathnú ar an nGaeilge mar T2 - Bunscoileanna
- Looking at Drama: Draft Guide for Primary Schools
- Looking at History: Draft Guide for Primary Schools
- Looking at Geography: Draft Guide for Primary Schools
- Looking at Physical Education: Draft Guide for Primary Schools
- Looking at Mathematics: Draft Guide for Primary Schools
- Looking at Music: Draft Guide for Primary Schools
- Looking at Science: Draft Guide for Primary Schools
- Looking at Social, Personal and Health Education: Draft Guide for Primary Schools
- Looking at Visual Arts: Draft Guide for Primary Schools
- Looking at English: Draft Guide for Post-Primary Schools
- Looking at Mathematics Draft Guide for Post-Primary Schools
- Looking at Visual Art: Draft Guide for Post-Primary Schools
- Looking at Business: Draft Guide for Post-Primary Schools
- School Self-evaluation (SSE) Newsletter for Primary and Special Schools - October 2023
- School Self-evaluation (SSE) Newsletter for Post-Primary schools - October 2023
- Promoting the participation of children and young people in Early Learning and Care Inspections – Webinar for educators
- Promoting the participation of children and young people in inspection- Webinar for teachers
- Inspectorate Update for Children and Young People - December 2023
- Inspectorate Update for Early Learning and Care Settings - June 2023
- Inspectorate Update for Primary Schools – October 2023
- Inspectorate Update for Special Schools - October 2023
- Inspectorate Update for Post-Primary Schools - October 2023
- Inspectorate Update for Primary Schools - April 2023
- Inspectorate Update for Special Schools - April 2023
- Inspectorate Update for Post-Primary Schools - April 2023

3.6 School Transport

The School Transport Scheme is a significant operation managed by Bus Éireann on behalf of the Department of Education. Over 161,600 children, including over 135,000 pupils travelling on primary and post primary services, 19,800 pupils with special educational needs, and 6,800

pupils who have arrived to Ireland from Ukraine were transported on a daily basis to primary and post-primary schools throughout the country during the 2022/2023 school year. The total cost of the scheme in 2023 was €382.02 million.

A review of the School Transport Scheme was completed in 2023. The review is the most comprehensive review undertaken since the establishment of the Scheme in 1967. The review encompassed the School Transport Scheme for Children with Special Educational Needs as well as the Primary and Post-Primary School Transport Schemes. It considered how each element of the Schemes currently operate, having regard to eligibility criteria, trends, costs, availability of drivers, and overall effectiveness in meeting key objectives.

The review was conducted with a view to examining the broader effectiveness and sustainability of the Scheme, ensuring that it serves the students and their families adequately. The review built upon the commitments on school transport within the Programme for Government, including examining options to reduce car journeys and assessing how the School Transport Scheme can work in liaison with the Safe Routes to Schools Programme. The review also examined the potential for integrating different strands of the scheme and a more co-ordinated approach with other Government Departments that also use transport services.

3.7 Dealing with Past Abuse

A revised Ex Gratia Scheme designed to implement the European Court of Human Rights judgement in *O'Keeffe v Ireland* closed to applications in July 2023. The scheme provided for ex gratia payments in the amount of €84,000 to be made to those who satisfied the criteria as set out in the terms of the scheme.

The ex gratia scheme was originally established in 2015 and was put in place to provide those who had instituted legal proceedings against the State in respect of day school sexual abuse, and subsequently discontinued those proceedings following rulings in the domestic courts, with an opportunity to apply for a payment.

The scheme was paused in 2019 following a report from the Independent Assessor who was of the view that the requirement to show prior complaint was too excessive a burden to place on applications. The scheme was re-opened, with revised criteria, in July 2021.

A total of 193 applications to the Ex Gratia scheme were received. Of these, 128 applications were approved and 65 refused. An applicant whose application was rejected could appeal that decision to an independent Appeals Officer. In total, 45 appeals were received and 2 appeals were successful.

3.7.1 Scoping Inquiry into Historical Sexual Abuse in Day and Boarding Schools run by Religious Orders

A scoping inquiry was established to inform the Government response to revelations of historical sexual abuse in a number of day and boarding schools run by religious orders in March 2023.The Scoping Inquiry is independently led by Mary O'Toole SC.

The scoping inquiry was established following the broadcast, in November 2022, of the "Blackrock Boys" documentary, which told the story of brothers Mark and David Ryan, who were abused at Blackrock College. The documentary prompted a significant number of revelations from other survivors who had attended Blackrock College and Willow Park, and in schools run by other religious orders.

The lead of the scoping inquiry will, having regard to the outcomes sought by survivors, make recommendations to the Minister on the scope and breadth of the Government response to revelations of historical sexual abuse in day and boarding schools run by religious orders. It is envisaged that the recommended response could also form a template for government responses in respect of other settings.

The scoping inquiry was originally due to report to the Minister for Education by 7 November 2023. However, due to the volume of information to be dealt with, including through the survivor engagement process which is central of the work of the Inquiry, Ms O'Toole requested an extension of the deadline. The scoping inquiry is now due to report to the Minister by 7 June 2024.

3.7.2 Supports for Survivors of Abuse in Residential Institutions

In June 2023, the government approved proposals for the delivery of a package of ongoing supports and services for survivors of abuse in residential institutions, relating to health, education, advocacy and trauma-informed practice. This package of supports was developed following consideration of the final report of the survivor-led consultative forum, along with other relevant reports and submissions.

The delivery of the health and education supports in particular will require the passage of legislation. The General Scheme of this Bill, which will also enable the dissolution of the Residential Institutions Statutory Fund Board, or Caranua, was referred to the Joint Oireachtas Committee on Education, Further and Higher Education, Research, Innovation and Science in September 2023, and the Committee published its report in December 2023. It is intended to progress the passage of the legislation during 2024.

In addition, the department has engaged Sage Advocacy, an independent advocacy organisation with a strong track record in providing advocacy supports to vulnerable adults, older people and healthcare patients, to develop information, support and advocacy services for survivors to assist them in engaging with and accessing relevant services and supports. Sage Advocacy has already begun to roll out this service and will be engaging with relevant groups and organisations to promote awareness of its availability.

Publications relating to the Residential Institutions Redress Scheme

- General Scheme of a Supports for Survivors of Residential Institutional Abuse Bill 2023

3.8 Public Service Reform Programme

The Public Service Reform Programme Office ensured strategic oversight of the implementation and delivery of the Department of Education's Statement of Strategy throughout 2023 alongside managing the department's response to the public service reform agenda and driving the communication and implementation of overall department, sector and cross-government reform plans and agendas ensuring cross sectoral engagement in the process.

3.8.1 Forbairt Annual Statement of Priorities

Forbairt, the Annual Statement of Priorities provided a roadmap to the delivery of the strategic and operational priorities set out in our Statement of Strategy 2023-2025. Forbairt assists in

managing the pace and sequence of change towards longer term strategic goals and enables us to demonstrate ongoing change and reform in the sector and report progress. Progress reports issued at the end of each quarter, which provided an update on all actions.

3.8.2 Statement of Strategy 2023-2025

This strategy sets out the Department of Education's strategic direction and priorities for the next three years. It follows the progress of the 2021-2023 strategy with a continued focus on key areas such as supporting children's learning in the aftermath of the pandemic, addressing educational disadvantage, migrant inclusion, supporting children and young people with special educational needs, combatting climate change and supporting the active participation of children and young people in the system.

In preparing this Statement of Strategy, the Public Service Reform Programme Office engaged in a wide external and internal consultation process. This included two BEACONS (Bringing Education Alive for Our Communities on a National Scale) events. These were consultative events with children and young people, parents and teachers in the Dublin West and Laois areas that provided valuable input into this strategy.

3.8.3 Primary Education Forum

The Primary Education Forum continued to meet throughout 2023, managing the pace and sequence of change, progressing work in a number of additional areas. A consultations sub-group was established to identify key concerns among stakeholders relating to consultations that deal with significant policy, services and legislative matters, identify possible approaches to remediate concerns with the department's consultation practices and gather feedback from stakeholders to support the department to continuously improve its consultations with stakeholders.

3.8.4 Transformation and Innovation

The Public Service Reform Programme Office organised the Department of Education's Transformation Week in October 2023. The theme was to explore and engage with the next framework for transformation – Better Public Services. A series of engaging and informative online presentations from a variety of speakers offered Department staff the opportunity to discover new insights, inspiring them to continue embedding transformative thinking in their roles.

Publications from Public Sector Reform office in 2023

- Statement of Strategy 2023-2025
- Forbairt Annual Statement of Priorities 2023
- Gender Pay Gap Report 2023

3.9 Data Protection

The unit processed 82 Subject Access Requests under data protection legislation and 412 Freedom of Information/Access to Information on the Environment requests in 2023.

3.10 Data Governance

Optimising the use of data is a key action under the Public Service Data Strategy 2019-2023. Sharing data across Government facilitates better service delivery, supports better decision making, increases the ease of access to services and drives efficiencies. In 2023, the Department of Education continued to participate in central initiatives and collaborate with partners both within the education sector and the wider public service to ensure the most effective flow of data, including through the Public Service Data Catalogue, Departmental Open Data Publication Plan and participation in the National Data Infrastructure Champions group and Data Officers network.

3.11 Department Expenditure

The Department of Education's provisional gross expenditure outturn in 2023 amounted to €10.8 billion. This consisted of €9.5 billion in current expenditure and capital expenditure of €1.3 billion. The budget allocations in 2023 provided for among other things, the recruitment of some 2,180 new teachers and special needs assistants, the introduction of the free schoolbooks scheme for primary schools and achieving the historically low 23:1 staffing schedule at primary level.

3.12 Shared Services Implementation

The suite of projects and operations in the Education Shared Business Service (ESBS) centre continued to expand in 2023. ESBS is now processing payrolls for fifteen Education and Training Boards (ETBs) with two new ETBs transitioning to the service in 2023 with the final ETB scheduled to transfer in Q1 2024. 2023 was the first full year of ETBs using ESBS for payments to Apprentices and Learners with over 500,000 payments processed.

5 ETBs have now migrated their Expenses function to ESBS with a sixth scheduled to migrate in Q1 2024. ETBs are currently being communicated with to identify the running order and timelines for the remaining ETBs to migrate this function. The e-Recruitment project did not progress as planned in 2023 and was ultimately closed by Steering Committee. The work completed in the project can be utilised to inform a future solution.

The Pensions Improvement Programme continued with work progressing on compliance issues relating to the administration of the Single Public Sector Pension Scheme. There has been

continuous engagement with the National Shared Services Office (NSSO) to support them with the update of their pensioner configuration and ETBs with cleansing of pensioner data to allow for the efficient application of pension increases for 94% of ETB pensioners.

ESBS ETB Finance Shared Services implementation went live with the on boarding of 2 ETBs; Cavan Monaghan ETB in July and Cork ETB in November, with 14,350 invoices processed in 2023 totalling over €30.4m. The final IT Consolidation project for City of Dublin ETB was a key focus in 2023, with a go-live of 1 January 2024. Good progress was made across additional finance improvement projects with 4 ETBs now live with GL Conversion, 8 ETBs live with Tender and Contract Management and 9 ETBs live with Dynamic Enterprise Performance Management.

The Department of Education's ESBS team continued to build and support the DFHERIS shared service programme with the expansion of services under the Higher Education Payroll Shared Services (HEPSS) project. During 2023, the HEPSS team successfully completed the Proof of Concept phase of the project with the transition of the University of Limerick (UL) in May. Two further Higher Education Institutions (HEIs) transitioned to HEPSS during the year; the National College of Art and Design (NCAD) in February and South East Technological University, Carlow campus in October following unification of their HRM & Payroll solution with their Waterford campus. Services are now being provided to 6 HEIs with 2 further institutes transitioning in 2024; Technological University of the Shannon (TUS) and Atlantic Technological University (ATU) with the unification of their respective HRM and Payroll solutions occurring in parallel.

The Unit continued to work with HEAnet and EduCampus, funding their work in the provision of Information and Communication Technology (ICT) shared services to the education sector. HEAnet is the National Research and Education Network (NREN) service providing internet connectivity and shared ICT services to approximately one million students, researchers and staff across the primary, post-primary, further and higher education sectors. 2023 saw Phase 1 and 2 clients commence the on-boarding process to the Security Operations Centre/Security Incident Event Management (SOC/SIEM) service for the education sector. EduCampus is a shared service ICT applications support provider to the higher education sector and supported the ongoing IoT mergers to form new TUs throughout 2023 and into 2024.

SSIU sustained its support of the procurement reform and advancement of centralised procurement in 2023. The Education Procurement Programme Board (EPPB) oversaw the development and implementation of public procurement services for the education and training sector in line with Government policy for procurement reform and provided a forum for the sector to discuss challenges and solutions. A procurement for a central framework for Schools Furniture (including ETB schools), concluded with the assistance of the Office of Government Procurement (OGP), was established on 1 November with a total expected drawdown value of €27.3m.

3.13 Pensions and Payroll

The Department of Education processed superannuation benefits for over 1,800 teachers and non-teaching staff and their survivors in 2023. As part of the superannuation process, the department also provided for over 900 transfers of pensionable service to/from other public service bodies, administered in excess of 1,400 notional service requests, processed over 1,600 family law queries. In addition, the Pension Unit processed 130 applications for professional added years for employees in the wider education sector. Over 41,000 customer service queries were processed in 2023. The Pension Unit continues to issue pension benefit statements to scheme members and is actively working on improvements to increase the number of statements that can be issued. These improvements are part of a wider project that is underway to improve the capacity and performance of the Pension Unit through streamlining and modernising processes and procedures.

3.14 Internal Audit

The Internal Audit Section of the department is responsible for providing assurances to the Accounting Officer on the adequacy, efficiency and effectiveness of risk management, internal control systems and governance processes.

The annual audit programme of the Internal Audit Section is prepared under the auspices of the Audit Committee, and the Internal Audit Section reports to the Committee on the conduct of this programme and the finalisation of audit reports. Nine internal audit reports were considered and approved by the Audit Committee in 2023. The section tracks, on a quarterly basis, progress on the implementation of recommendations arising from internal audit reports. The ESF Audit Authority reports on an annual basis to the Audit Committee of DFHERIS on the significant findings, recommendations and issues arising from its audit work.

No internal protected disclosures were brought to the attention of the Head of Internal and EU Audit Unit or the Audit Committee in 2023.

3.15 Green public procurement

The Department of Education's procurement policy requires the use of environment considerations in sourcing goods and services. There is an increasing focus on green public procurement (GPP) and relevant examples include the re-use and recycling of redundant mobile phone devices and cleaning services.

Publications relating to Green public procurement

- School Sector Technical Climate Action Roadmap 2023 to 2030
- School Sector Climate Action Mandate

3.16 Departmental Communications

The Department of Education worked internally to enhance the communications output of all sections in the department. This resulted in the publication of the Department of Education Communications Guidelines.

Throughout 2023, the Department of Education continued to work collaboratively with education partners to produce materials and to promote key messages relevant to the sector, building on previous work to ensure appropriate timing and sequencing of materials.

All communication activity that included advertising was subject to the new Official Languages Act – 20% of all materials should be available in Irish and 5% of all spend on advertising channels is to be on Irish language media.

A full communications strategy and plan was developed to support the delivery of Senior Cycle Redevelopment. Implementation of this is underway with planning for a major conference at a mature stage.

Enhanced analysis and delivery in relation to the department's webpages on gov.ie started in 2023, with more work planned for 2024. This includes using UX design principles to reform the way education content is made available online. This is a key pillar of the customer service action

plan and will form a large part of the work of the team in 2024.

3.17 Ukrainian students

18,003 children and young people from Ukraine were enrolled in primary and post-primary schools in Ireland at the end of December 2023. The Department of Education continues to support schools in their immediate responses to children and young people from Ukraine, especially through the Regional Education and Language Teams (REALT). The primary role of the REALT is to assist in finding school places for these children and to support schools to meet their needs.

3.18 External Staff Relations

The Department of Education manages industrial relations in the school and further education sector including the operation of a number of staff forums and leading at a range of industrial settings including the WRC and Labour Court. To successfully deliver policy and operational objectives we work closely with the education partners to ensure a stable IR environment through timely and effective responses on issues. We also play a role in supporting the effective use of the education workforce to achieve our objectives by representing the sector at national pay talks and ensuring compliance with Government pay policy.

The Department of Education undertakes industrial relations negotiations on behalf of the State in the education and training sector and provide industrial relations and employment law advice to the Minister. The Department of Education oversaw the operation of the Building Momentum agreement in the sector during 2023 and issued circulars implementing the pay increases due.

During 2023 an agreement was reached between the department and Forsa on terms and conditions of school secretaries. The Department of Education undertook a significant project around implementing the agreement ultimately leading to secretaries moving to a department payroll in September 2023.

The Department of Education published 39 circulars/notes relating to terms and conditions of staff in 2023.

Circulars in relation to staff relations

- Circular 0064/2023 - Revised Domestic Subsistence Allowances effective from 14th December 2023 payable to Staff in Education and Training Boards (ETBs) and Members of ETBs and of ETB Statutory Committees
- Circular 0063/2023 - Domestic Violence Leave for staff other than persons employed as Teachers and Special Needs Assistants employed in Education and Training Boards
- Circular 0062/2023 - Payment of Tool Allowance to Craft Workers - 2023
- Circular 0061/2023 - Arrangements for the Election of Staff to the Board of DDLETB
- Circular 0060/2023 – Domestic Violence Leave for Special Needs Assistants employed in Recognised Primary and Post Primary Schools
- Circular 0059/2023 - Domestic Violence Leave for Registered Teachers employed in Recognised Primary and Post Primary Schools

- Circular 0058/2023 - Force Majeure Leave and Illness in Family Leave for Registered Teachers employed in Recognised Primary and Post Primary Schools
- Circular 0057/2023 - Panel access for fixed-term/temporary (this includes substitute) and part-time teachers to the Supplementary Redeployment Panel for the 2024/25 school year
- Circular 0056/2023 - Cost of living measure to support increased school running costs
- Circular 0055/2023 - Unpaid Leave for Medical Care Purposes for staff other than persons employed as Teachers and Special Needs Assistants employed in Education and Training Boards
- Circular 0053/2023 – Breastfeeding Breaks for Special Needs Assistants employed In Recognised Primary and Post Primary Schools
- Circular 0052/2023 - Breastfeeding Breaks for Registered Teachers employed in Recognised Primary and Post Primary Schools
- Circular 0051/2023 - Unpaid Leave for Medical Care Purposes for Special Needs Assistants employed in Recognised Primary and Post Primary Schools
- Circular 0050/2023 - Unpaid Leave for Medical Care Purposes for Registered Teachers employed in Recognised Primary and Post Primary Schools
- Circular 0047/2023 - Adoptive Leave Scheme for Registered Teachers employed in Recognised Primary and Post Primary Schools
- Circular 0048/2023 - Adoptive Leave Scheme for Special Needs Assistants employed in Recognised Primary and Post-Primary Schools
- Circular 0046/2023 - Revision of Salaries of for school secretaries previously funded under Ancillary grant funding
- Circular 0045/2023 - Revision of salaries for Clerical Officers and Caretakers employed in National Schools under the 1978/79 Scheme and Clerical Officers employed in Post Primary Schools under the 1978 Scheme under Building Momentum - A New Public Service Agreement 2021-2023 (“The Agreement”)
- Circular 0044/2023 - Revision of Salaries of School Secretaries and School Maintenance Staff in Community and Comprehensive Schools under Building Momentum - A New Public Service Agreement 2021-2023 (“The Agreement”)
- Circular 0043/2023 - Revision of salaries of certain grades other than Teachers and SNAs employed by ETBs with effect from 1 October 2023
- Circular 0042/2023 - Revision of Salaries for Special Needs Assistants (SNAs) under Building Momentum - A New Public Service Agreement 2021-2023 (“The Agreement”)
- Circular 0041/2023 - Revision of Teacher Salaries under the Building Momentum Pay Agreement with effect from 1 October 2023
- Circular 0038/2023 - Building Momentum - A New Public Service Agreement 2021-2022 Implementation of Sectoral Bargaining with effect from 1 February 2022– Payment of PME/HDip Allowance to post primary teachers on the pre-2011 teacher pay scale
- Circular 0037/2023 - Partial Absences for Medical-Related Service Appointments for Post Primary Teachers
- Circular 0032/2023 - Supervision and Substitution Scheme – Opt-in for Principals and Deputy Principals with effect from 1 September 2022

- Circular 0033/2023 – Carer's Leave Scheme for Special Needs Assistants employed in Recognised Primary and Post Primary Schools
- Circular 0025/2023 - Voluntary Search and Rescue Leave for Registered Teachers employed in Recognised Primary and Post Primary Schools
- Circular 0023/2023 - Scheme for the Award of Incremental Credit to Post Primary Teachers who have prior service as a Youthreach Resource Person or a Youthreach Co-ordinator
- Circular 0011/2023 - Revision of Salaries of Clerical Officers and Caretakers employed under the 1978/1979 Scheme under The Building Momentum Pay Agreement effective from 01 March 2023
- Circular 0010/2023 - Revision of Salaries of School Secretaries and School Maintenance Staff in Community and Comprehensive Schools under The Building Momentum Pay Agreement effective from 01 March 2023
- Circular 0009/2023 - Revision of Salaries and Allowances of Certain Grades other than Teachers and SNAs employed by ETBs under The Building Momentum Pay Agreement with effect from 01 March 2023
- Circular 0008/2023 – Revision of Salaries for Special Needs Assistants (SNAs) under Building Momentum Pay Agreement with effect from 01 March 2023
- Circular 0007/2023 - Revision of Teacher Salaries under The Building Momentum Pay Agreement with effect from 01 March 2023

3.19 Work collaboratively with colleagues across the Irish civil and public service, the EU and international fora to support a seamless whole of Government approach to educational services in Ireland.

The Department of Education continued to engage with EU and international organisations and partners in support of our international obligations and to assist with the achievement of our objective of ensuring that education policy development and implementation takes account of best international practice.

Throughout 2023 this included high quality representation at EU and international meetings, conferences etc., enhancing Ireland's reputation for international education cooperation with relevant international institutions, such as the OECD and UNESCO, and with other countries. The Department of Education's International Unit supported many visits including delegations from Governments and other education organisations to the department, agencies and schools. The unit is also responsible for the management of schemes for the recruitment of teachers to meet the needs of the European schools and to fulfil our commitments to the English language assistants schemes in support of our EU cooperation aims.

The Department of Education continued to build education cooperation with Great Britain and Northern Ireland, delivering on the relevant commitments in the Programme for Government and to the Government's commitments in the New Decade, New Approach deal for Northern Ireland. This was achieved by advancing engagement under the Memorandum of Understanding on Education under the Common Travel Area MOU agreed with the UK arising from Brexit and by continued support and engagement with Northern Irish departments and organisations.

The Department of Education continued to contribute to the implementation of the EU PEACE IV Programme in the shared education space and to the development of the new PEACEPLUS Programme under the Shared Learning Together element.

3.20 Statistics

The statistics section has continued to support Goal 3 in the Statement of Strategy, in providing timely data required by various other sections and meeting our international reporting obligations. The section, in partnership with Payroll/IT division, has provided detailed data analysis on the teacher workforce and significant engagement with the sector to report on the workforce on a ongoing basis. This work is supporting teacher supply. Statistics section have also continued reporting on Ukrainian enrolments to support multiple areas of the department (PSU, Social inclusion, Schools Finance and others). Significantly, the statistics section has also designed, built and launched the education statistics insights datahub, that consolidates and provides deeper insights into education data.

Publications by the Statistics Unit in 2023

- Education Indicators 2022
- Statistical Bulletin 2023
- Retention rates of pupils in second-level schools – Entry cohort 2016
- Education at a Glance
- OECD Briefing Notes
- Programme for International Student Assessment (PISA)
- Progress in International Reading Literacy Study (PIRLS)
- Programme for the International Assessment of Adult Competencies (PIAAC)
- Trends in International Mathematics and Science Study (TIMSS)

3.21 School building programme

The Department of Education aims to provide appropriate infrastructure for learning environments so that all learners have access to a modern learning environment. A primary focus of the department is the provision of accommodation to meet demand for school places in areas where enrolments are rising.

The department is investing over €6 billion during the period 2021 to 2025, to add capacity, develop, and upgrade school facilities across the country for the almost one million students and over 100,000 staff that learn and work in our schools every day. This investment will build on the good progress being made on adding capacity to cater for demographic changes and provision for children with special educational needs. This investment will also facilitate an increased focus on the modernisation of existing school stock and help transition the school system for an era of net zero carbon by 2050.

The department has invested in the region of €4.3 billion in capital funding between 2020 to 2023, of which €3.7 billion has been invested in the School Building Programme.

There were.330 school building projects delivered during 2023 and over 270 Large Scale and additional accommodation school building projects continued in construction at the end of 2023, most of which will be completed in 2024/2025, with over 150 projects going into construction during 2023.

Over 40 school building projects completed in special schools delivering over 200 new classrooms from 2020 to 2023. This is in addition to circa 600 new classrooms for Special Educational Needs provision built in mainstream schools.

2,300 projects have availed of small scale necessary refurbishment and maintenance in schools in mainly smaller scale projects through Emergency Works and Summer Works Scheme since 2020. There was in excess of 700 projects delivered in 2023 alone.

The department continues to make progress to increase the infrastructural capacity in the schools sector, having a strong focus on addressing demand arising from demographics at post-primary level, as well as the requirement for additional school places due to the expansion of housing in parts of the country. The provision of accommodation for children with special education needs is also at the heart of the department's priorities and a core driver of investment plans.

3.22 Progress of the Education (Student and Parent Charter) Bill

The Education (Student and Parent Charter) Bill was published in September 2019. The key aim of the Bill is to improve how schools engage with students and their parents by requiring each school to consult with students and their parents on individual school plans, policies and activities. This will help ensure that the various views of students and parents will be heard and responded to by schools. The Education Student and Parent Charter Bill was initiated in the Seanad and passed Second Stage in the Dáil in July 2021.The Department of Education is continuing to engage with stakeholders to progress the legislation

Publications relating to the Parents and Learners Unit

- Keeping Childhood Smartphone Free
- Cineáltas: Action Plan on Bullying Implementation Plan 2023¬-2027
- Report on the review of the 2013 action plan on bullying and the development of Cineáltas: Action Plan on Bullying

3.22 Official Language Act

The Department is committed to the provision of services in Irish, in accordance with legislation and through our Irish Language Scheme and our Customer Charter. In 2023, the Department worked to raise awareness among staff in relation to the additional Irish language requirements as contained in the 2021 Amendment Act, and to make staff aware of available Irish language training opportunities. The Department also worked to provide more information to the public through Irish on our services and initiatives, particularly through our website and social media channels.

In compliance with Section 10A (Advertising by Public Bodies) of the Official Languages (Amendment) Act, the Department submitted to Oifig an Choimisinéara Teanga the relevant

information on advertising by the Department for the year 2023. With respect to the requirement that a public body shall ensure that at least 20 per cent of any advertising placed by the body in a year shall be in the Irish language, in 2023 28 % of the Department's advertising was in the Irish language. With respect to the requirement that at least 5 per cent of any monies spent on advertising by the body in any year shall be in the Irish language through Irish language media, in 2023 3.3% percentage of the Department's advertising spend was in the Irish language through Irish language media.

Appendix A – Corporate Data

Summary of Inspectorate activities, 2023

The Inspectorate completed a total of 2717 inspections/advisory visits to schools and settings in 2023 as outlined below.

Summary of Inspectorate activities, 2023

	Summary of inspections	
Table 1	Inspections of early learning and care settings participating in the ECCE Programme*	509
Table 2	Inspections of primary and special schools	1000
Table 3	Inspections of post-primary schools	530
Table 4	School self-evaluation advisory visits	361
Table 5	Inspections of centres for education	16
Table 6	Other inspections, advisory visits and evaluation activities	301
Total inspections/advisory visits to early learning and care settings, schools, centres for education and other educational settings		**2717**

**Early Childhood Care and Education Programme*

Table 1: Inspections of early learning and care settings participating in the Early Childhood Care and Education (ECCE) Programme, 2023

Early Years Education Inspections	
Early Years Education Inspection – ECCE	429
Early Years Education Inspection – Birth to Six	16
Early Years Follow-through	64
Total Early Years Education Inspections	**509**

Table 2: Inspections of primary and special schools, 2023

Primary and special school inspections	
Whole-School Evaluation	0
Whole-School Evaluation - Management, Leadership and Learning	124
Evaluation of Action Planning for Improvement in DEIS* Schools	4
Evaluation of Early Intervention Classes for Children with Autism	15
Evaluation of the quality of provision for pupils and students from Ukraine	53
Incidental Inspection (total)	383
Evaluating provision for English as an additional language	56
Evaluation for recognition as a Gaeltacht school (Primary)	58
Follow-through Inspection	4
Evaluation of Provision for Pupils with Special Education Needs (SEN)	17

Curriculum Evaluation (total)	260
Child Protection and Safeguarding Inspections: Initial	11
Child Protection and Safeguarding Inspections: Final	15
Child Protection and Safeguarding Inspections in Boarding Facilities: Initial	0
Child Protection and Safeguarding Inspections in Boarding Facilities: Final	0
Total of primary and special school inspections	**1000**

**DEIS (Delivering Equality of Opportunity in Schools): An Action Plan for Educational Inclusion*

Table 3: Inspections of post-primary schools, 2023

Post-primary school inspections	
Whole-School Evaluation - Management, Leadership and Learning	38
Subject Inspection	269
Programme Evaluation	8
Evaluation of Action Planning for Improvement in DEIS* Schools	5
Evaluation of the quality of provision for pupils and students from Ukraine	46
Evaluation for recognition as a Gaeltacht school (Post-Primary)	10
Incidental Inspection	101
Follow-through Inspection	7
Child Protection and Safeguarding Inspections: Initial	14
Child Protection and Safeguarding Inspections: Final	12
Child Protection and Safeguarding Inspections in Boarding Facilities: Initial	5
Child Protection and Safeguarding Inspections in Boarding Facilities: Final	3
Evaluation of Provision for Students with Special Educational Needs (SEN)	12
Total of post-primary school inspections	**530**

**DEIS (Delivering Equality of Opportunity in Schools): An Action Plan for Educational Inclusion*

Table 4: School self-evaluation advisory visits, 2023

School Self-Evaluation Visits	
School self-evaluation advisory visits to primary schools	250
School self-evaluation advisory visits to post-primary schools	111
Total Self-Evaluation Advisory Visit	**361**

Table 5: Inspection of centres for education, 2023

Centres for education inspections	
Incidental Inspection	7
Follow-through Inspection	0
Child Protection and Safeguarding Inspections: Initial	0
Child Protection and Safeguarding Inspections: Final	0
Evaluation of Centres for Education (Youthreach Provision)	9
Total of centre for education inspections	**16**

Table 6: Other inspections and advisory visits, 2023

Other inspections/evaluations of provision for students and young people	
Inspection of Coláistí Gaeilge (Irish Colleges)	25
Inspection of Special Care Units (SCU)	5
Inspection conducted under Section 24 of the Education Act 1998	0
Inspections in European Schools	17
Inspections in Teagasc Colleges	1
Inspection of DEIS Literacy/Numeracy camps for children (English and Irish-medium)	44
Summer Inclusion Programme	134
Evaluation of summer continuing professional development courses for primary teachers	62
Gaeltacht School Recognition Scheme: advisory visits to schools	2
School Excellence Fund: advisory visits to schools	11
Total other inspections/evaluations	**301**

Table 7: Publication of inspection reports, 2023

Publication of inspection reports	
Early Years Education Inspections (early years)	494
Early Years Education Inspection: Follow-through (early years)	49
Curriculum Evaluation (primary)	284
Evaluation of Action Planning for Improvement in DEIS Schools (primary and post-primary)	9
Child Protection and Safeguarding Inspections: Initial (primary and post-primary)	31
Child Protection and Safeguarding Inspections: Final (primary and post-primary)	33
Coláistí Gaeilge	16
Evaluation of Schools at Special Care Units and Children Detention Centres	4[1]
Evaluation of Provision for Pupils with Special Educational Needs (primary)	12
Evaluation of Provision for Students with Special Educational Needs (post-primary)	18
Evaluation of Centres for Education (Youthreach Provision)	1
Follow-through (primary and post-primary)	9

[1] The reports published in 2023 relating to SCUs were subject inspections of Mathematics and English.

Subject Inspections (post-primary)	292
Supporting the Safe Provision of Schooling	0
Programme Evaluation (post-primary)	9
Whole-School Evaluation (primary)	0
Whole-School Evaluation - Management, Leadership and Learning (primary)	84
Whole-School Evaluation - Management, Leadership and Learning (post-primary)	15
Total number of reports published[2]	**1360**

Table 8: Reports issued to schools and centres, not published, 2023

Issuing of inspection reports	
Evaluation for recognition as a Gaeltacht school (primary)	47
Evaluation for recognition as a Gaeltacht school (post-primary)	6
Incidental (with anti-bullying)	2
Child Protection and Safeguarding Inspections in Boarding Facilities: Initial	3
Child Protection and Safeguarding Inspections in Boarding Facilities: Final	3
Evaluation of Early Intervention Classes for Children with Autism	9
Total number of reports issued	**70**

Supporting the Parliamentary Process	**2015**	**2016**	**2017**	**2018**	**2019**	**2020**	**2021**	**2022**	**2023**
Parliamentary Questions Responded To	3657	3434	4209	4260	4918	4561	4875	4651	4746
Memoranda for Government Received for Observations	160	108	144	167	208	107	180	197	169
Responses to Topical Issues	36	18	38	41	30	18	13,624	51	48
Responses to Adjournment (Commencement) Debates	41	11	43	55	29	18	24	45	49

[2] The number of reports published in 2023 differs from the number of inspections conducted as not all reports are publishable and not all relate to inspections conducted in the current year.

Representations received by Minister and **Minister of State** Offices	7330	6130	6557	7266	885	12907	3880	1993	9816

Information Services	**2023**
Info General Enquiries	12,486
Customer Service General Enquiries	141
Formal Complaints Received	23
Phone calls to the CSU	42,303
Freedom of Information Requests Received Closed	 389 384
Subject Access Requests Received Closed	 82 79
Press Releases Issued	87
Twitter followers	85,700

Public Sector Equality and Human Rights Duty

The Department of Education is conscious of its key role in promoting, protecting and vindicating the achievement of the key human right to education. The right to education is contained in a number of international human rights conventions to which Ireland is a party, namely:

- The International Convention on Economic, Social and Cultural Rights (Article 13)
- The Convention on the Rights of Child (Article 28)
- The Convention on the Elimination of All Forms of Discrimination Against Women
- (Article 10)
- The Convention on the Elimination of Racial Discrimination (Article 5) and
- The Convention on the Rights of Persons with Disabilities (Article 24)

The department's mission, to facilitate children and young people, through learning, to realise their full potential and contribute to Ireland's social, economic and cultural development, is a key element in ensuring that Ireland fulfils its obligations under these conventions. It also ensures that Ireland's education system recognises the rights of children and young people to an education, whatever their circumstances. The promotion of equality and human rights and ensuring access to an equitable system, underpins our mission and drives our day-to-day work.

The department will continue to attend appearances by Ireland before the UN Treaty monitoring bodies to account for the implementation of the right to education under these treaties.

The department is also committed to ensuring a work environment for staff that promotes positive engagement, open communication, fairness, equality and respect.

Energy Consumption and Expenditure in 2022

The Department of Education's energy management and reduction programme objective to reduce energy consumption by 33% by 2020 was achieved, with a decrease of 39.4% from our 2009 baseline by the end of that year. The department remains on course to achieve its target of 50% improvement in energy efficiency by 2030.

A comprehensive programme of energy actions and behavioural changes continues to encourage energy efficiency in the department. Major improvements include the installation of sub-metering and Building Management Systems at departmental sites and the continued upgrade of lighting to more energy-efficient alternatives such as LED.

Records have included the figures for the Department of Further and Higher Education, Research, Innovation and Science, which was officially formed on 2 August 2020, and is largely co-located with this department since 2020. The total expenditure for energy for the department in 2022 was €541,980.20.

Category	2009 (kWh)	2019 (kWh)	2020 (kWh)	2021 (kWh)	2022 (kWh)	2023 (kWh)
Electricity	8,267,804	5,380,170	4,628,557	4,381,782	4,649,104	2,267,601
Thermal	2,567,208	3,138,052	2,647,680	2,621,109	2,308,280	4,904,967
Total	10,835,012	**8,518,222**	**7,276,236**	**7,002,890**	**6,957,384**	**7,172,568**

* Total Primary Energy Requirement (TPER) is a measure of energy consumption that accounts for the energy that is consumed and/or lost beyond the boundary of the organisation, notably in generating and distributing the electricity that is used. It is the standard measure used in monitoring energy consumption.

Sustainable Development Goals

The department remains continually committed to the United Nation's 2030 Agenda for Sustainable Development, with significant progress being made to advance key priorities and actions. Last year, the National Implementation Plan 2022-2024 was developed, and sets out five strategic objectives. The department works to ensure we support our colleagues in the Department of the Environment, Climate and Communications to ensure we play our part in delivering this plan.

In keeping with Ireland's "whole-of-Government" approach to achieving the sustainable development goals, each Minister is responsible for implementing relevant individual SDG targets. The department has responsibility for leading implementation of the following as part of SDG 4, Quality Education - to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all:

1. The National Strategy on Education for Sustainable Development (ESD)

Ireland's Second National Strategy on Education for Sustainable Development: ESD to 2030 was launched in June 2022 and is accompanied by an Implementation Plan for the years 2022 – 2026. The strategy adopts a lifelong learning approach, from early learning and care to third level education and research and extending beyond to engage with local communities and enterprise. As well as supporting the achievement of SDG Target 4.7, ESD to 2030 will be an enabler for the achievement of all of the SDGs. ESD to 2030 sets out five key priority areas: 1) Advancing policy; 2) Transforming learning environments 3) Building capacities of educators 4) Empowering and mobilising young people and 5) Accelerating local level actions. At the heart of the strategy is a whole of institution approach to ESD, transforming educational spaces into places and spaces for sustainability and inclusion and embedding ESD across teaching and learning, research and operational environments. Actions set out in the strategy are aligned with and support the achievement of objectives in the SDG National Implementation Plan and Climate Action Plan.

1. DEIS

The concept of Leaving No One Behind is captured in the DEIS Plan 2017, a key policy initiative to address educational disadvantage at school level, providing pathways to better opportunities for those in communities at risk of disadvantage and social exclusion. A wide range of supports are provided to all schools to support the inclusion of all students and address barriers to students achieving their potential. Supplementing these universal supports, the DEIS programme provides a targeted and equitable way to address concentrated educational disadvantage at school level that promotes equity across the primary and post primary sector. Schools in the DEIS programme avail of a range of targeted supports including additional classroom teaching

posts, home school community liaison coordinator posts, DEIS grant funding, enhanced book grants, curriculum supports, priority access to Continuing Professional Development and access to the School Completion Programme. All DEIS schools also have priority access to the School Meals programme which has funding of approximately €90m. In March 2022, access to the scheme was increased to an additional 322 schools with additional levels of support to 39 existing DEIS schools at an additional cost of €32m. This means that the DEIS programme now supports over 240,000 students in over 1,200 schools, over 30% of all schools. The increase is supported by a 20% increase in funding for the programme from €150m in 2021 to over €180m from 2023. The success of the DEIS programme is recognised internationally with Ireland found to have one of the lowest rates of early school leaving and international assessments finding an educational system that is both high performing and comparatively equitable.

2. STEM Education Policy Statement 2017-2026

The STEM education policy contributes to delivery of SDG target, 4.5 aiming to eliminate gender disparities in education.

A Review of Literature to Identify a Set of Effective Interventions for Addressing Gender Balance in STEM in Early Years, Primary and Post-Primary Education Settings was published by the department in November 2020. The report sets out what is known about critical barriers to girls' participation in STEM education and STEM learning, while also highlighting effective interventions to increase participation of girls in STEM.

A set of recommendations to guide national actions in relation to gender balance in STEM has been developed. STEM Education Implementation Plan to 2026 was published on 03 March 2023. The outputs from the consultation process along with the gender balance in STEM recommendations and STEM and the arts recommendations that are being developed at present informed the new implementation plan.

Publications related to STEM education

- STEM Education Implementation Plan to 2026

3. Literacy and Numeracy and Digital Literacy Strategy

The *Literacy and Numeracy and Digital Literacy Strategy 2011-2020* has now expired and development of a follow on strategy is underway. The next iteration of the Literacy and Numeracy Strategy will deliver on SDG target 4.6, which aims to ensure that "*all youth and a substantial proportion of adults, both men and women achieve literacy and numeracy".*

Research was commissioned by the department to include the identification of achievements, gaps, best practice and possible areas for action for the new 10-year strategy. Feedback from a

stakeholder engagement and public consultation will also feed into the department's development of the new strategy.

4. Review of the School Transport Scheme

A review of the School Transport Scheme was completed in 2023. The review is the most comprehensive review undertaken since the establishment of the Scheme in 1967.

The review encompassed the School Transport Scheme for Children with Special Educational Needs as well as the Primary and Post-Primary School Transport Schemes. It considered how each element of the Schemes currently operate, having regard to eligibility criteria, trends, costs, availability of drivers, and overall effectiveness in meeting key objectives.

The review was conducted with a view to examining the broader effectiveness and sustainability of the Scheme, ensuring that it serves the students and their families adequately. The review built upon the commitments on school transport within the Programme for Government, including examining options to reduce car journeys and assessing how the School Transport Scheme can work in liaison with the Safe Routes to Schools Programme. The review also examined the potential for integrating different strands of the scheme and a more co-ordinated approach with other Government Departments that also use transport services.

5. School Energy Retrofit Pathfinder Programme

The Schools Energy Retrofit Pathfinder programme targeting a reduction in energy usage and CO2 emissions by 51% has to date retrofitted 41 schools with work on a further 15 schools underway. The 2023/24 pathfinder has a budget of €35 million.

A review of the School Transport Scheme is underway and is examining options to reduce car journeys, commitments in respect of climate action and the potential of the School Transport Scheme to promote sustainability in transport. Initiatives that encourage walking and cycling to school, including the Safe Routes to Schools Programme which is operated by Green-Schools in partnership with the National Transport Authority and the local authorities, are also being reviewed.

Appendix C – Bodies under the Aegis of the Department

Non-Commercial Bodies Under Aegis
1. An Chomhairle um Oideachais Gaeltachta agus Gaelscolaíochta (COGG) 2. Commission to Inquire into Child Abuse (CICA) 3. Educational Research Centre (ERC) 4. National Centre for Guidance in Education (NCGE) 5. National Council for Curriculum and Assessment (NCCA) 6. National Council for Special Education (NCSE) 7. Residential Institutions Redress Board (RIRB) 8. Residential Institutions Review Committee (RIRC) 9. Residential Institutions Statutory Fund Board: CARANUA 10. State Examinations Commission (SEC)

Further information on our non-commercial state bodies under the aegis of this Department including contact details and board details can be found on our agencies webpage:

https://www.gov.ie/en/organisation-information/341d4e-bodies-under-the-aegis-of-the-department-of-education-and-skills/?referrer=http://www.education.ie/en/The-Department/Agencies/

Appendix D – Direct Links to further information on gov.ie

Statistical Information	Education Statistics
Inspectorate Reports	Inspection Reports
Education Legislation	Education Legislation
All Publications	Department of Education publications
Department Circulars	Department Circulars
Special Education	Special Education
School Design	School Building and Design
Press Releases	Department Press Releases
Department Services	Department Services
National Educational Psychological Service	National Educational Psychological Service

An Roinn Oideachais
Department of Education

Tuarascáil Bhliantúil 2023
An Roinn Oideachais

Clár Ábhar

Brollach ón Aire 84

Ráiteas ón Ard-Rúnaí 85

Réamhrá 86

Ár Misean 89

Ár Spriocanna 90

Sprioc 1: Tacú le hoideachas ardchaighdeáin a sholáthar agus feabhas a chur ar an eispéireas foghlama chun freastal ar na riachtanais atá ag gach dalta i scoileanna agus i suíomhanna luathbhlianta 92

1.1 An curaclam ar leibhéal na bunscoile 92

1.1.1 Curaclam Matamaitice na Bunscoile 15

1.2 An curaclam ar leibhéal na hiar-bhunscoile – an tSraith Shóisearach 93

1.3 An curaclam ar leibhéal na hiar-bhunscoile – an tSraith Shinsearach 93

1.4 An litearthacht agus an uimhearthacht 93

1.5 Tástáil náisiúnta agus idirnáisiúnta 94

1.6 An ráiteas polasaí um oideachas STEM agus an plean forfheidhmithe um oideachas STEM 95

1.7 Teangacha iasachta 95

1.8 Gaeilge 96

1.8.1 Foghlaim Chomhtháite Ábhar agus Teangacha 96

1.8.2 Corpoideachas trí Ghaeilge 96

1.9 Óige Ildánach 96

1.9.1 Braislí Cruthaitheacha 97

1.9.2 Comhpháirtíochtaí Áitiúla Óige Ildánaí 97

1.9.3 An Clár Comhpháirtíochta Múinteoirí-Ealaíontóirí agus Cónaitheachta 98

1.9.4 Ealaíona sa tSraith Shóisearach 98

1.10 Alt 29 98

1.11 Cosaint leanaí 99

1.12 Bearta chun dul i ngleic leis an mbulaíocht agus chun aghaidh a thabhairt uirthi 100

1.13 An Polasaí don Oideachas Gaeltachta 2017-2022 100

1.14 An Scéim Aitheantais Scoileanna Gaeltachta 100

1.15 Tionscadal an r-mhoil Gaeltachta 101

1.16 Tacaíocht do scoileanna oileáin 101

1.17 Cláir Oideachais Múinteoirí lán-Ghaeilge 101

1.18 An Coiste Comhairleach don Pholasaí don Oideachas Gaeltachta 101

1.19 An Chomhairle um Oideachas Gaeltachta agus Gaelscolaíochta (COGG) 102
1.20 Polasaí nua don Oideachas lán-Ghaeilge lasmuigh den Ghaeltacht 102
1.21 An tSeirbhís Náisiúnta Síceolaíochta Oideachais (SNSO) 102
1.22 An tionscadal scoileanna beaga 104
1.23 Cáilíocht san oideachas luathbhlianta 104
1.23.1 Síolta agus Aistear a chur chun feidhme 28
1.23.2 Cáilíochtaí gairmiúla agus caighdeáin ghairmiúla – na luathbhlianta 105
1.23.3 Plean forbartha fórsa saothair d'earnáil fhoghlaim agus chúram na luathóige 105
1.24 Leithdháiltí múinteoirí 105

Sprioc 2: Comhionannas deiseanna a chinntiú san oideachas, agus a chinntiú go dtacaítear le gach dalta barr a gcumais a bhaint amach 107

2.1 Samhail Sainaitheanta DEIS 107
2.2 Meastóireacht ar an Treoirthionscadal STAR (Tacú leis an Lucht Siúil agus leis na Romaigh) de chuid na Straitéise Náisiúnta um Chuimsiú an Lucht Siúil agus na Romach 108
2.3 An Lárchathair Thoir Thuaidh: Treoirthionscnaimh Oideachais 109
2.4 Soláthar Oideachais Lasmuigh den Scoil 110
2.5 Teiripe Ionscoile Urlabhra agus Teanga agus an tSamhail um Chuimsiú Scoile 110
2.6 Cur Chun Cinn na Folláine 111
2.7 Tús Luath 111
2.8 Tionscadal Réamhscoile Shráid Rutland 111
2.9 Oideachas Speisialta 112
2.10.1 Scoileanna speisialta 112
2.10.2 Plean Forbartha Fórsa Saothair Cúntóirí Riachtanas Speisialta 112
2.10.3 An t-athbhreithniú ar an Acht um Oideachas do Dhaoine a bhfuil Riachtanais Speisialta Oideachais Acu (Acht EPSEN), 2004, a chur i gcrích 113
2.10.4 An Chomhairle Náisiúnta um Oideachas Speisialta 113
2.10.5 An Clár Samhraidh 114
2.10.6 An Clár Náisiúnta Píolótach Altranais 114
2.10.7 Tacaí do dhaltaí a bhfuil lagú radhairc nó lagú éisteachta orthu 114
2.10.8 Aistrithe 115
2.10.9 Comhairle Beartais ó CNOS maidir le hOideachas Cuimsitheach 115
2.10.10 Buiséad 2023 115
2.11 Iompraíocht Daltaí atá i gCásanna Géarchéime 116
2.12 Scéim na Leabhar Scoile in Aisce 117

Sprioc 3: I gcomhar lenár gcomhpháirtithe, ceannaireacht agus tacaíocht straitéiseach a thabhairt le haghaidh na córais chearta agus an bonneagar ceart a sholáthar don earnáil 118

3.1 Beartas um Oideachas Múinteoirí, Oideachas Tosaigh Múinteoirí agus Forbairt Ghairmiúil 118
3.1.1 Creidiúnú Gairmiúil na gClár Oideachais Tosaigh Múinteoirí (2022) 118
3.1.2 Socrúchán Gaeltachta 118
3.1.3 Socrúchán Scoile 118
3.1.4 Ráiteas Beartais maidir le hOideachas Tosaigh Múinteoirí 119
3.1.5 Céimithe Oideachais Tosaigh Múinteoirí 119
3.2 An tSeirbhís um Fhorbairt Ghairmiúil do Mhúinteoirí (SFGM) 120
3.2.1 An tSraith Shóisearach do Mhúinteoirí 120
3.2.2 An Clár Náisiúnta Ionduchtaithe do Mhúinteoirí 120
3.2.3 An Lárionad um Cheannaireacht Scoile 120
3.2.4 Oide 120
3.2.5 Creat taighdebhunaithe a fhorbairt le haghaidh meastóireacht a dhéanamh ar Fhoghlaim Ghairmiúil Múinteoirí 121
3.3 Cosán 121
3.4 Scéim Cistiúcháin Líonraí Gairmiúla Múinteoirí 121
3.4.1 An Clár um Theagasc agus Foghlaim don 21ú hAois (TL21) 122
3.4.2 An Malartán Taighde Múinteoirí (T-REX) 122
3.5 Cigireacht 122
3.5.1 Oideachas sna Luathbhlianta 123
3.5.2 Meastóireacht ar Choláistí Gaeilge 123
3.5.3 Meastóireacht ar chúrsaí múinteoirí 124
3.5.5 Faireachán a dhéanamh ar chomhlíonadh i ndáil le cosaint leanaí 124
3.5.6 Meastóireacht ar sholáthar do leanaí agus daoine óga a bhfuil riachtanais speisialta agus bhreise acu i mbunscoileanna agus in iar-bhunscoileanna 125
3.5.7 Meastóireacht ar sholáthar do leanaí agus daoine óga a fhreastalaíonn ar scoileanna speisialta 126
3.5.8 Soláthar do Bhéarla mar Theanga Bhreise 127
3.5.9 Daltaí ón Úcráin 127
3.5.10 Scoileanna príosúin 128
3.5.11 Meastóireacht ar an gclár samhraidh 2023 129
3.5.12 Cleachtais rollaithe i ranganna speisialta don uathachas 129
3.5.13 An Clár Críochnaithe Scoile 130
3.5.14 Nuashonrú ar an Tionscadal Rannpháirtíochta Tuismitheoirí 131
3.5.15 Nuashonrú ar an tionscadal rannpháirtíochta daltaí 131
3.5.16 Foilseacháin ón gCigireacht do leanaí agus do dhaoine óga sa bhliain 2023 132
3.5.17 Seimineár Gréasáin d'oideoirí a forbraíodh sa bhliain 2023 133
3.5.18 Tacú le daoine eile in obair rannpháirtíochta daltaí agus scoláirí 133
3.5.19 Tacaíocht curaclaim 133
3.5.20 Tacú le hobair alt 29 134
3.5.21 Scoileanna Eorpacha 134

3.5.22 Rannpháirteachas le Buan-Chomhdháil Idirnáisiúnta na gCigireachtaí (SICI) 134
3.5.23 Tacaíocht a thabhairt don Aonad um Chomhar Idirnáisiúnta maidir le cuairteanna idirnáisiúnta 135
3.6 Iompar Scoile 136
3.7 Déileáil le Drochúsáid san Am atá thart 137
3.7.1 Fiosrúchán Scóipe ar Dhrochúsáid Ghnéasach Stairiúil i Scoileanna Lae agus Cónaithe arna reáchtáil ag Oird Rialta 137
3.7.2 Tacaí do Mharthanóirí Drochúsáide i bhForais Chónaithe 138
3.8 An Clár um Athchóiriú na Seirbhíse Poiblí 138
3.8.1 Forbairt – Ráiteas Bliantúil Tosaíochtaí 138
3.8.2 Ráiteas Straitéise 2023-2025 139
3.8.3 An Fóram Bunoideachais 139
3.8.4 Claochlú agus Nuálaíocht 139
3.9 Cosaint Sonraí 139
3.10 Rialachas Sonraí 140
3.11 Caiteachas na Roinne 140
3.12 Cur Chun Feidhme Seirbhísí Comhroinnte 140
3.13 Pinsin agus Párolla 141
3.14 Iniúchóireacht Inmheánach 142
3.15 Soláthar poiblí glas 142
3.16 Cumarsáid na Roinne 142
3.17 Daltaí ón Úcráin 143
3.18 Caidreamh na Foirne Seachtraí 143
3.19 Obair go comhoibríoch le comhghleacaithe ar fud státseirbhís agus sheirbhís phoiblí na hÉireann, an Aontais Eorpaigh agus fóraim idirnáisiúnta chun tacú le cur chuige réidh uile-Rialtais i leith seirbhísí oideachais in Éirinn. 146
3.20 Staitisticí 146
3.21 Clár tógála scoileanna 147
Aguisín A – Sonraí Corparáideacha 149
Spriocanna Forbartha Inbhuanaithe 156
Aguisín D – Comhlachtaí atá faoi Choimirce na Roinne 160
Aguisín D – Naisc dhíreacha chuig tuilleadh faisnéise ar gov.ie 161

Brollach ón Aire

Gabhtar sa Tuarascáil Bhliantúil seo don bhliain 2023 an obair a rinne an roinn thar thréimhse a bhí lán d'athruithe, agus is taifead tábhachtach ar chomhoibriú, ar thacaíocht agus ar ghnóthachtáil í. Tá áthas orm a thabhairt faoi deara go raibh dul chun cinn leantach ann ar thrí sprioc ardleibhéil ár bplean straitéisigh.

Foilsíodh an chéad leagan riamh de *Chreat Curaclaim na Bunscoile* i mí an Mhárta 2023. Leis an gcreat, cuirtear le héachtaí churaclam na bunscoile a foilsíodh sa bhliain 1999 agus freagraítear do na hathruithe agus na dúshláin inár sochaí. Leagtar amach ann ár n-ardaidhmeanna comhroinnte agus ár n-ábhair dhóchais chomhroinnte i ndáil le heispéiris agus oideachas leanaí inár mbunscoileanna, agus beidh sé ina threoir le haghaidh éabhlóid leantach ár n-earnála bunoideachais sna blianta atá le teacht.

Rinneadh tuilleadh dul chun cinn sa bhliain 2023 freisin ar ghníomhartha atá leagtha amach in Cineáltas: Plean Gníomhaíochta ar an mBulaíocht. Bunaíodh an tAonad um Rannpháirtíocht na Scoláirí i mí Aibreáin 2023 chun a chinntiú go mbeadh aonad tiomnaithe ann sa Roinn Oideachais chun glór leanaí agus daoine óga a chur chun cinn agus chun iad a chumhachtú chun bheith mar chuid de phróisis chinnteoireachta as seo amach.

Is eol dúinn go ngabhann ualach airgeadais ar thuismitheoirí le leanaí a sheoladh ar ais chun na scoile agus go bhfuil géarchéim an chostais maireachtála ag géarú ar an ualach sin le blianta beaga anuas. Rinne an Roinn bearta chun an t-ualach sin a mhéadú trí scéim na leabhar scoile in aisce, rud a leathnaíodh chuig na daltaí uile i mblianta sraithe sóisearaí in iar-bhunscoileanna poiblí. Meastar go mbainfidh suas le 213,000 dalta ó níos mó ná 670 scoil leas as an mbeart nua sin, a bheidh i bhfeidhm ó mhí Mheán Fómhair 2024 i leith.

Ceann de phríomhthionscnaimh na Roinne le blianta beaga anuas is ea oideachas STEM (eolaíocht, teicneolaíocht, innealtóireacht agus matamaitic) a chur chun cinn, faoi mar a leagadh amach sa Phlean Forfheidhmithe um Oideachas STEM 2017-2019.Cuireadh le rath an tionscadail sin sa bhliain 2023 nuair a d'fhoilsigh an Roinn Oideachais agus an Roinn Leanaí, Comhionannais, Míchumais, Lánpháirtíochta agus Óige an dara plean forfheidhmithe, an Plean Forfheidhmithe um Oideachas STEM go 2026, i mí an Mhárta 2023.

Ba mhaith liom aitheantas a thabhairt don obair a rinne an tAire Norma Foley agus an iar-tAire Stáit Josepha Madigan, comhghleacaí liom, oifigigh na roinne agus oifigigh na gcomhlachtaí atá faoi choimirce na roinne. Ba mhaith liom buíochas ó chroí a ghabháil le gach duine atá ag obair ar fud na hearnála oideachais; rannchuidigh bhur gcuid oibre agus tiomantais go mór le héachtaí na roinne agus táim ag súil le hobair i gcomhar libh de réir mar a dhéanaimid dul chun cinn ar ár gcuspóirí don todhchaí.

Helen McEntee TD

An tAire Oideachais

Ráiteas ón Ard-Rúnaí

Is cúis áthais dom an Tuarascáil Bhliantúil ón Roinn Oideachais agus Scileanna don bhliain 2023 a chur i láthair. Tá an tuarascáil bhliantúil ina deis machnamh a dhéanamh ar an dul chun cinn a rinneadh sa bhliain 2023, agus bonn eolais á chur faoi phleananna don roinn sna blianta atá le teacht.

Rinne an Roinn formhaoirseacht ar oibriú an chomhaontaithe pá 'Ag Dul Ó Neart go Neart' san earnáil sa bhliain 2023 agus d'eisigh sí ciorcláin lena gcuirtear na méaduithe pá atá dlite san earnáil phoiblí chun feidhme. Thug an Roinn faoi thionscadal suntasach a bhain le cur chun feidhme a dhéanamh ar an gcomhaontú ar thángthas air sa bhliain 2022 idir an Roinn agus Fórsa maidir le téarmaí agus coinníollacha rúnaithe scoile, ar mar thoradh air a aistríodh rúnaithe chuig párolla roinne i mí Mheán Fómhair 2023.

Cuireadh athbhreithniú ar an Scéim Iompair Scoile i gcrích sa bhliain 2023. Breithníodh san athbhreithniú sin conas a oibríonn gach gné ar leith den Scéim faoi láthair, agus aird á tabhairt ar chritéir incháilitheachta, ar threochtaí, ar chostais, ar an bhfáil ar thiománaithe agus ar an éifeachtacht fhoriomlán ó thaobh príomhchuspóirí a chomhlíonadh de. Is é an t-athbhreithniú an t-athbhreithniú is cuimsithí a rinneadh ó bhunú na Scéime sa bhliain 1967 i leith agus tógann sé ar na gealltanais maidir le hiompar scoile a tugadh i gClár an Rialtais.

Bhunaigh an Roinn Oide sa bhliain 2023 freisin. Leis an mbunú sin, comhtháthaíodh na ceithre sheirbhís tacaíochta oideachais múinteoirí a bhí ann roimhe sin (an tSeirbhís um Fhorbairt Ghairmiúil do Mhúinteoirí, an tSraith Shóisearach do Mhúinteoirí, an Clár Náisiúnta Ionduchtaithe do Mhúinteoirí, agus an Lárionad Ceannaireachta Scoile), agus b'athrú ó bhonn é sa dóigh a soláthraítear tacaí foghlama gairmiúla atá comhtháite agus comhleanúnach do mhúinteoirí. Is í fís Oide tacú le foghlaim ghairmiúil múinteoirí agus ceannairí scoile in Éirinn trí fhoghlaim ghairmiúil ardchaighdeáin atá nuálach agus sofhreagrúil a fhorbairt lena gcuirtear ar a gcumas freastal ar na riachtanais oideachais atá ag gach foghlaimeoir i ndomhan a bhíonn ag athrú.

Chomh maith leis sin, nuashonraigh an Roinn na Nósanna Imeachta um Chosaint Leanaí do Bhunscoileanna agus Iar-bhunscoileanna uainn chun forbairtí beartais agus reachtacha a chur san áireamh. Áiríodh leis na forbairtí sin an Rialachán Ginearálta maidir le Cosaint Sonraí, tagairt do thosú Rialacháin na Comhairle Múinteoireachta (Faisnéis atá le Tabhairt ag an bhFostóir i gCás Múinteoir Cláraithe do Dhífhostú nó d'Éirí As), 2023, nuashonrú shocruithe maoirseachta na mbord bainistíochta a bhaineann leis an Tuarascáil Maoirseachta um Chosaint Leanaí, soiléiriú maidir leis an Measúnú Riosca a chur ar áireamh sa Ráiteas maidir le Cumhdach Leanaí, agus tagairt don Aguisín a ghabhann le Tús Áite do Leanaí (2019). A bhuí leis na hathruithe sin, cabhrófar lena chinntiú go mbeidh cosaint leanaí chun tosaigh ar gach a ndéanaimid, agus go gcosnófar a leasanna i gcónaí.

Ba mhaith liom aitheantas a thabhairt don rannchuidiú a rinne an fhoireann sa roinn ina cuid oibre i mbliana agus do gach duine atá ag obair san earnáil oideachais. Táim ag súil le leanúint ar aghaidh ag obair le foireann na roinne agus le gach duine dár gcomhpháirtithe oideachais agus dár ngeallsealbhóirí oideachais chun ár n-uaillmhianta comhroinnte a chur chun feidhme.

Bernie McNally

Ard-Rúnaí

Réamhrá

Is í seo Tuarascáil Bhliantúil na Roinne Oideachais don bhliain 2023. Sa tuarascáil seo, tugtar mionsonraí faoin dul chun cinn a rinneadh i ndáil leis na trí sprioc ardleibhéil a leagadh amach sa Ráiteas Straitéise 2021-2023 ón Roinn.

Sprioc 1:

Tacú le soláthar oideachais ardcháilíochta agus feabhas a chur ar an eispéireas foghlama chun freastal ar riachtanais gach dalta, i scoileanna agus i suíomhanna luathbhlianta

Is é aidhm na sprice seo eispéireas foghlama a sholáthar do gach leanbh agus duine óg, ar eispéireas é ina dtacaítear leo barr a gcumais a bhaint amach agus an t-eolas agus na scileanna a ghnóthú a theastaíonn uathu chun a mbealach a dhéanamh trí dhomhan casta an lae inniu. Áirítear na nithe seo a leanas leis na príomhghníomhartha a rinneadh sa bhliain 2023 chun dul chun cinn a dhéanamh ar an sprioc sin:

- Príomhghníomh in Cineáltas: Plean Gníomhaíochta ar an mBulaíocht is ea aonad tiomnaithe a bhunú sa Roinn Oideachais chun glór leanaí agus daoine óga a chur chun cinn agus chun a chinntiú go mbeidh ionchur fiúntach acu i mbeartais na roinne a fhorbairt. Bunaíodh an tAonad um Rannpháirtíocht na Scoláirí i mí Aibreáin 2023. I mí na Bealtaine 2023, bunaíodh Sainghrúpa ar Rannpháirtíocht na Scoláirí.
- Nuashonraíodh na Nósanna Imeachta um Chosaint Leanaí do Bhunscoileanna agus Iar-bhunscoileanna uainn chun forbairtí beartais agus reachtacha a chur san áireamh. Áiríodh leis na forbairtí sin an Rialachán Ginearálta maidir le Cosaint Sonraí, tagairt do thosú Rialacháin na Comhairle Múinteoireachta (Faisnéis atá le Tabhairt ag an bhFostóir i gCás Múinteoir Cláraithe do Dhífhostú nó d'Éirí As), 2023, nuashonrú shocruithe maoirseachta na mbord bainistíochta a bhaineann leis an Tuarascáil Maoirseachta um Chosaint Leanaí, soiléiriú maidir leis an Measúnú Riosca a chur ar áireamh sa Ráiteas maidir le Cumhdach Leanaí, agus tagairt don Aguisín a ghabhann le Tús Áite do Leanaí (2019).
- Cuireadh foilsiú agus seoladh an chéad leagain riamh de *Chreat Curaclaim na Bunscoile* in Éirinn ar siúl i mí an Mhárta 2023. Leis an gcreat, cuirtear le héachtaí churaclam na bunscoile a foilsíodh sa bhliain 1999 agus freagraítear do na hathruithe agus na dúshláin inár sochaí. Leagtar amach ann ár n-ardaidhmeanna comhroinnte agus ár n-ábhair dhóchais chomhroinnte i ndáil le heispéiris agus oideachas leanaí inár mbunscoileanna.

Sprioc 2:

Cinnte a dhéanamh de gur ann do chothromas deiseanna san oideachas agus go dtacaítear le gach dalta a lánacmhainneacht a bhaint amach

Baineann an sprioc seo lena chinntiú gur bunphrionsabail inár gcóras oideachais iad an cothromas deiseanna agus an chuimsitheacht. Tá sé mar aidhm leis an sprioc seo córas a fhorbairt lena bhfáiltítear roimh gach dalta, lena n-áirítear daltaí a bhfuil riachtanas speisialta oideachais acu agus daltaí atá i mbaol míbhuntáiste oideachasúil, agus lena dtugtar páirt fhóinteach dóibh ann. Áirítear na nithe seo a leanas leis na príomhghníomhartha a rinneadh sa bhliain 2023 chun dul chun cinn a dhéanamh ar an sprioc sin:

- I mí Dheireadh Fómhair 2023, d'fhógair an tAire go leithdháilfí tuilleadh cistiúcháin faoi Bhuiséad 2024 chun scéim na leabhar scoile in aisce a leathnú chuig na daltaí uile i mblianta sraithe sóisearaí in iar-bhunscoileanna poiblí. Is é €67 milliún an cistiú iomlán atá ar fáil le haghaidh na scéime nua sin. Meastar go mbainfidh suas le 213,000 dalta ó níos mó ná 670 scoil leas as an mbeart nua sin, a bheidh i bhfeidhm ó mhí Mheán Fómhair 2024 i leith.

- Chuir an tSeirbhís Náisiúnta Síceolaíochta Oideachais (SNSO) an Treoirchlár um Chomhairleoireacht i mBunscoileanna i bhfeidhm, ar clár é lena gcuirtear leis an obair atá á déanamh i scoileanna faoi láthair maidir le Folláine. Ag obair di i gcomhpháirt le Feidhmeannacht na Seirbhíse Sláinte (FSS), rinne an oifig folláine comhordú ar acmhainní folláine mothúchánaí a fhorbairt le haghaidh OSPS na Sraithe Sóisearaí do dhaltaí dara bliain agus do dhaltaí tríú bliain. Táirgeadh an chéad tráinse d'acmhainní agus de phleananna ceachta do dhaltaí dara bliain agus cuireadh ar fáil é i mí Mheán Fómhair 2024. Cuireadh na hacmhainní do dhaltaí tríú bliain i gcrích faoi mhí na Nollag 2024.

Sprioc 3:

In éineacht lenár gcomhpháirtithe, ceannaireacht straitéiseach agus tacaíocht a thabhairt do sheachadadh na gcóras agus an bhonneagair chirt don earnáil

Baineann an sprioc seo leis an ról tábhachtach ag an Roinn agus a cuid gníomhaireachtaí i gceannaireacht straitéiseach a sholáthar laistigh den earnáil agus ar fud an rialtais. Tá sé mar aidhm leis an sprioc seo na comhpháirtíochtaí sin a neartú agus obair le chéile de réir mar a sholáthraímid eispéireas oideachais den chéad scoth do gach dalta. Áirítear na nithe seo a

leanas leis na príomhghníomhartha a rinneadh sa bhliain 2023 chun dul chun cinn a dhéanamh ar an sprioc sin:

- Tugann an Roinn faoi idirbheartaíocht caidrimh thionsclaíoch thar ceann an Stáit san earnáil oideachais agus oiliúna, agus tugann sí comhairle maidir le caidreamh tionsclaíoch agus le dlí na fostaíochta don Aire. Rinne an Roinn formhaoirseacht ar oibriú an chomhaontaithe 'Ag Dul Ó Neart go Neart' san earnáil sa bhliain 2023 agus d'eisigh sí ciorcláin lena gcuirtear na méaduithe pá atá dlite chun feidhme. Sa bhliain 2022, thángthas ar chomhaontú idir an Roinn agus Fórsa maidir le téarmaí agus coinníollacha rúnaithe scoile. Thug an Roinn faoi thionscadal suntasach a bhain le cur chun feidhme a dhéanamh ar an gcomhaontú, ar mar thoradh air a aistríodh rúnaithe chuig párolla roinne i mí Mheán Fómhair 2023.
- Athrú ó bhonn é sa dóigh a soláthraítear tacaí foghlama gairmiúla atá comhtháite agus comhleanúnach do mhúinteoirí ba ea bunú Oide sa bhliain 2023, rud lenar comhtháthaíodh na ceithre sheirbhís tacaíochta oideachais múinteoirí a bhí ann roimhe sin (an tSeirbhís um Fhorbairt Ghairmiúil do Mhúinteoirí, an tSraith Shóisearach do Mhúinteoirí, an Clár Náisiúnta Ionduchtaithe do Mhúinteoirí, agus an Lárionad Ceannaireachta Scoile). Is í fís Oide tacú le foghlaim ghairmiúil múinteoirí agus ceannairí scoile in Éirinn trí fhoghlaim ghairmiúil ardchaighdeáin atá nuálach agus sofhreagrúil a fhorbairt lena gcuirtear ar a gcumas freastal ar na riachtanais oideachais atá ag gach foghlaimeoir i ndomhan a bhíonn ag athrú.
- Cuireadh athbhreithniú ar an Scéim Iompair Scoile i gcrích sa bhliain 2023. Is é an t-athbhreithniú an t-athbhreithniú is cuimsithí a rinneadh ó bhunú na Scéime sa bhliain 1967 i leith.

Ár Misean

Leanaí agus daoine óga a éascú, tríd an bhfoghlaim, barr a gcumais a bhaint amach agus rannchuidiú le forbairt shóisialta, eacnamaíoch agus chultúrtha na hÉireann.

Ár Spriocanna

Agus ár misean á shaothrú againn, i dtimpeallacht dhúshlánach dhinimiciúil, tá an Roinn Oideachais ag obair don tréimhse ó 2023 go 2025 chun na Spriocanna Straitéiseacha seo a leanas a bhaint amach:

Sprioc 1:

Tacú le soláthar oideachais ardcháilíochta agus feabhas a chur ar an eispéireas foghlama chun freastal ar riachtanais gach dalta, i scoileanna agus i suíomhanna luathbhlianta

Sprioc 2:

Cinnte a dhéanamh de gur ann do chothromas deiseanna san oideachas agus go dtacaítear le gach dalta a lánacmhainneacht a bhaint amach

Sprioc 3:

In éineacht lenár gcomhpháirtithe, ceannaireacht straitéiseach agus tacaíocht a thabhairt do sheachadadh na gcóras agus an bhonneagair chirt don earnáil

Dul chun cinn ar na trí phríomh-Sprioc Straitéiseacha sa bhliain 2023

Rinne an Roinn Oideachais dul chun cinn suntasach sa bhliain 2023 ar na spriocanna atá leagtha amach sa Ráiteas Straitéise a bhaint amach. Aithnítear sa Tuarascáil Bhliantúil don bhliain 2023 an dul chun cinn a rinneadh faoi gach ceann de na trí sprioc atá againn.

Sprioc 1: Tacú le hoideachas ardchaighdeáin a sholáthar agus feabhas a chur ar an eispéireas foghlama chun freastal ar na riachtanais atá ag gach dalta i scoileanna agus i suíomhanna luathbhlianta

Is é atá i gceist leis an sprioc seo ná eispéireas foghlama a sholáthar do gach leanbh agus duine óg, ar eispéireas é ina dtacaítear leo barr a gcumais a bhaint amach agus an t-eolas agus na scileanna a ghnóthú a theastaíonn uathu chun a mbealach a dhéanamh trí dhomhan casta an lae inniu. Déanfaidh an roinn an fhoghlaim agus an mheasúnacht a fhorbairt agus a fheabhsú trí leanúint den chlár um athchóiriú curaclaim agus trí iniúchadh a dhéanamh ar chineálacha nua cur chuige i leith an teagaisc agus na foghlama. Díreoimid ar fhorbairt an duine iomláin, agus aird á tabhairt ar na dúshláin a mbíonn leanaí agus daoine óga ag dul i ngleic leo i saol an lae inniu, agus orthu sin a eascraíonn as úsáid na teicneolaíochta go háirithe.

1.2 **An curaclam ar leibhéal na bunscoile**

Leagtar amach i gCreat Curaclaim na Bunscoile, a foilsíodh i mí an Mhárta 2023 an fhís; na prionsabail; na príomhinniúlachtaí; an struchtúr; na cineálacha cur chuige i leith na foghlama, an teagaisc agus na measúnachta; agus leithdháiltí ama molta Churaclam na Bunscoile. Tá nasc aige le heispéiris foghlama a sholáthraítear trí théama Aistear: Creatchuraclam na Luath-Óige agus leis na hábhair, na heochairscileanna agus na ráitis foghlama sa Chreat don tSraith Shóisearach.

De réir mar a dhéantar dul chun cinn ar athfhorbairt iomlán an churaclaim, forbróidh an Chomhairle Náisiúnta Curaclaim agus Measúnachta (CNCM) sonraíochtaí le haghaidh na gcúig réimse curaclaim, mar atá leagtha amach thíos, agus le haghaidh a n-ábhar gaolmhar. Beidh na sonraíochtaí sin ar fáil le haghaidh na scoilbhliana 2025/2026:

- Teanga (arna nuashonrú chun Nuatheangacha Iasachta i gcéimeanna 3 agus 4 (ó rang a trí go rang a sé) a chur ar áireamh)
- Oideachas Eolaíochta, Teicneolaíochta, Innealtóireachta agus Matamaitice (STEM)
- Folláine
- Oideachas Ealaíon
- Oideachas Sóisialta agus Comhshaoil (Stair agus Tíreolaíocht)

1.1.1 Curaclam Matamaitice na Bunscoile

Foilsíodh Curaclam Matamaitice na Bunscoile i mí Mheán Fómhair 2023. Is í aidhm uileghabhálach Churaclam Matamaitice na Bunscoile ná inniúlacht mhatamaiticiúil a fhorbairt. Cuimsítear in inniúlacht mhatamaiticiúil tuiscint choincheapúil, líofacht nós imeachta, réasúnaíocht oiriúnaitheach, inniúlacht straitéiseach, agus meon táirgiúil. Rud tábhachtach, tá na cúig ghné uile fite fuaite ina chéile agus spleách ar a chéile. Leagtar amach sa leagan nua de Churaclam Matamaitice na Bunscoile fís úr le haghaidh foghlaim leanaí, ar saintréithe di iad spraíúlacht, cruthaitheacht, dúshlán, dul i riosca, agus deiseanna le haghaidh réasúnaíochta agus le haghaidh fadhbanna fíorshaoil a réiteach. Beidh athruithe ann freisin sna cineálacha oideolaíocha cur chuige a úsáideann múinteoirí, agus díriú níos láidre ann ar phróisis mhatamaiticiúla.

Ciorcláin a bhaineann leis an gCuraclam ar Leibhéal na Bunscoile

- Ciorclán 0039/2023 – Curaclam Matamaitice na Bunscoile na Bunscoile do bhunscoileanna agus scoileanna speisialta
- Ciorclán 0017/2023 – Creat Curaclaim na Bunscoile

1.2 An curaclam ar leibhéal na hiar-bhunscoile – an tSraith Shóisearach

D'eisigh Coimisiún na Scrúduithe Stáit torthaí scrúduithe Shraith Shóisearach na bliana 2023 an 18 Deireadh Fómhair 2023. Fuair 70,727 n-iarrthóir san iomlán a dtorthaí. B'ionann é sin agus méadú 5% i gcomparáid leis an mbliain 2022.

Ciorcláin a bhaineann leis an tSraith Shóisearach

- Ciorclán 0028/2023 – Socruithe le haghaidh chur chun feidhme an Chreata don tSraith Shóisearach le tagairt faoi leith don scoilbhliain 2023/2024
- Ciorclán 0015/2023 – Leasuithe ar shonraíochtaí Gaeilge T1 agus T2 na Sraithe Sóisearaí agus socruithe measúnaithe do Mheasúnuithe Rangbhunaithe 1 agus 2

1.7 An curaclam ar leibhéal na hiar-bhunscoile – an tSraith Shinsearach

Rinne 61,736 iarrthóir san iomlán cláir scrúdaithe na hArdteistiméireachta sa bhliain 2023, i gcomparáid le 61,107 n-iarrthóir sa bhliain 2022. D'eisigh Coimisiún na Scrúduithe Stáit (SEC) torthaí na hArdteistiméireachta agus na hArdteistiméireachta Feidhmí chuig iarrthóirí an 25 Lúnasa 2023.

Ciorcláin a bhaineann leis an tSraith Shinsearach

- Ciorclán 0054/2023 – Forbairtí a bhaineann leis an gcuraclam agus le measúnú ag an tSraith Shinsearach agus tagairt ar leith do na scoilbhlianta 2023/24 ar aghaidh
- Ciorclán 0020/2023 – Ábhar atá Leagtha Síos do Scrúdú na hArdteistiméireachta sa bhliain 2025
- Ciorclán 0019/2023 – Ábhar atá Leagtha Síos do Scrúdú Béarla na hArdteistiméireachta sa bhliain 2025

1.8 An litearthacht agus an uimhearthacht

D'fhoilsigh an Roinn Litearthacht agus Uimhearthacht don Fhoghlaim agus don Saol: An Straitéis Náisiúnta chun an Litearthacht agus an Uimhearthacht a Fheabhsú i measc Leanaí agus Daoine Óga 2011–2020 sa bhliain 2011. Foilsíodh an t-athbhreithniú eatramhach ar an straitéis sa bhliain 2017, agus spriocanna nuashonraithe agus nua ann don litearthacht agus don uimhearthacht, inar sainaithníodh na réimsí tosaíochta amhail an uimhearthacht agus Comhionannas Deiseanna a Sholáthar i Scoileanna.

Tá an Roinn Oideachais tiomanta do leanúint de na caighdeáin sa litearthacht (lena n-áirítear an inniúlacht dhigiteach) agus san uimhearthacht i suíomhanna luath-óige agus cúraim, i mbunscoileanna agus in iar-bhunscoileanna a ardú. Leanadh den obair ar Straitéis nua a

fhorbairt maidir le Litearthacht, Uimhearthacht agus Inniúlacht Dhigiteach, rud a bhfuil an Roinn Leanaí, Comhionannais, Míchumais, Lánpháirtíochta agus Óige ag tacú leis.

Choimisiúnaigh an roinn athbhreithniú ar an taighde i ndáil leis an litearthacht (lena n-áirítear an inniúlacht dhigiteach) agus leis an uimhearthacht. Thug an Institiúid Oideachais, Ollscoil Chathair Bhaile Átha Cliath, faoin athbhreithniú. Breithníodh san athbhreithniú cur chun feidhme straitéis na bliana 2011 agus straitéisí litearthachta agus uimhearthachta a bhí ann san am atá thart, atá ann san am i láthair agus atá beartaithe. Foilsíodh an t-athbhreithniú sin i mí na Bealtaine 2023.

Leanadh den phróiseas comhairliúcháin isteach sa bhliain 2023, agus é mar aidhm leis tuairimí éagsúla a lorg ar an tábhacht a bhaineann leis an litearthacht, leis an uimhearthacht agus leis an inniúlacht dhigiteach sa tsochaí nua-aimseartha. Áiríodh leis sin comhairliúchán poiblí, sraith comhairliúchán spriocdhírithe le príomh-gheallsealbhóirí, agus imeacht comhairliúcháin deiridh le geallsealbhóirí i mí na Bealtaine 2023.

1.9 Tástáil náisiúnta agus idirnáisiúnta

Riaradh Measúnachtaí Náisiúnta ar Mhatamaitic agus ar Léitheoireacht Bhéarla do scoileanna sa bhliain 2021, agus foilsíodh na torthaí an 16 Bealtaine 2023. San iomlán, ghlac 188 mbunscoil páirt ann ach laghdaíodh an tástáil i bhfianaise an ghá a bhí leis an ualach riaracháin a íoslaghdú de dheasca phaindéim COVID-19. Thug thart ar 5,201 dalta i rang a dó faoin triail léitheoireachta Béarla agus thug 5,516 dhalta i rang a sé faoin triail Matamaitice. Ba ann do líon níos airde daltaí ó scoileanna uirbeacha DEIS ná mar a bhí amhlaidh i dtimthriallta ní ba luaithe de na Measúnachtaí Náisiúnta. Ba thorthaí dearfacha iad na torthaí, agus na meánscóir agus na leibhéil inniúlachta i léitheoireacht Bhéarla agus i Matamaitic ag fanacht cobhsaí agus cosúil den chuid is mó idir na blianta 2014 agus 2021. Léiríodh sna torthaí freisin nár tháinig méadú ar an mbearna ghnóthachtála idir scoileanna DEIS agus scoileanna nach scoileanna DEIS iad idir na blianta 2014 agus 2021.

San iomlán, ghlac 320,542 dhalta ó 57 dtír páirt sa Staidéar ar Dhul Chun Cinn ar Litearthacht Léitheoireachta Idirnáisiúnta (PIRLS) 2021, mar aon lena gcuid tuismitheoirí/caomhnóirí, múinteoirí agus príomhoidí. In Éirinn, ghlac daltaí ó 148 scoil (cohórt 4,663 dhalta) páirt ann i bhfómhar na bliana 2021 i dtús rang a cúig. Choinnigh Éire a háit i measc fothacar tíortha ardghnóthachtála, agus níor ghnóthaigh aon tír den Aontas Eorpach (AE) ná den Eagraíocht um Chomhar agus Forbairt Eacnamaíochta (ECFE) scór a bhí i bhfad níos airde ná scór na hÉireann in PIRLS 2021. Tá Éire rangaithe anois sa dara háit ar domhan sa Mheánscór Gnóthachtála agus Scála Léitheoireachta.

Tugadh faoin gClár um Measúnacht Idirnáisiúnta Daltaí (PISA) 2022 i scoileanna ag deireadh na bliana 2022, agus eisíodh na torthaí an 5 Nollaig 2023. Is é an aidhm atá le PISA feidhmíocht daltaí 15 bliana d'aois a thomhas i dtrí réimse, mar atá léitheoireacht, matamaitic agus eolaíocht. San iomlán, ghlac 600,000 dalta 15 bliana d'aois ó 81 cheann de thíortha/de gheilleagair, lenar áiríodh 37 dtír ECFE agus 26 thír AE, páirt i dtrialacha PISA. Ghlac thart ar 5,569 ndalta ó 170 scoil in Éirinn páirt ann. D'fheidhmigh daltaí na hÉireann i bhfad níos fearr ná meán ECFE agus tháinig feabhas ar ár n-áit sna trí réimse uile ó bhí an bhliain 2018 ann. Ba iad daltaí na hÉireann na daltaí is fearr feidhmíocht i litearthacht léitheoireachta i measc na 37 dtír de ECFE agus na 26 thír de AE. Bhog daltaí na hÉireann ón ochtú háit go dtí an dara háit i litearthacht léitheoireachta, ón dóú háit is fiche go dtí an dóú háit déag in eolaíocht agus ón aonú háit is fiche go dtí an t-aonú háit déag i litearthacht matamaitice. Tá an líon daltaí ísealghnóthachtála i measc an lín is ísle fós san 81 tír a tástáladh.

Ciorcláin a bhaineann le tástáil náisiúnta agus idirnáisiúnta

- Ciorclán 0022/2023 – Tástáil Chaighdeánach 2023

1.10 An ráiteas polasaí um oideachas STEM agus an plean forfheidhmithe um oideachas STEM

Leis an bPlean Forfheidhmithe um Oideachas STEM 2017-2019, cuireadh leis an raon athchóirithe agus tionscnamh a bhí ar siúl cheana féin in oideachas STEM i réimsí amhail athchóiriú curaclaim agus measúnachta, forbairt ghairmiúil múinteoirí, foghlaim dhigiteach a leabú, agus dul chun cinn in oideachas tosaigh múinteoirí, agus é ag gníomhú ag an am céanna mar threochlár chun aghaidh a thabhairt ar na réimsí le haghaidh forbairt.

D'fhoilsigh an Roinn Oideachais agus an Roinn Leanaí, Comhionannais, Míchumais, Lánpháirtíochta agus Óige an dara plean forfheidhmithe, an Plean Forfheidhmithe um Oideachas STEM go 2026, i mí an Mhárta 2023. Déantar soláthar don aistear leantach in oideachas STEM le cur chun feidhme an chláir oibre go 2026.

Sheol an Roinn Oideachais deontais STEM ab ionann a luach agus €4.7m an 20 Nollaig 2023. Chomhlánaigh sé sin na ciorcláin leanúnacha a bhaineann le hoideachas STEM, ar dá mbarr a foilsíodh an leagan nua de Churaclam Matamaitice na Bunscoile i mí Mheán Fómhair 2023, agus comhpháirtíocht leanúnach na roinne le Fondúireacht Eolaíochta Éireann chun tacú le tionscadail oideachais agus rannpháirtíochta poiblí in ábhair STEM ar fud na tíre.

1.7 Teangacha iasachta

Tá sé mar aidhm le 'Déanann Teangacha Nasc', Straitéis do Theangacha Iasachta san Oideachas in Éirinn 2017-2026, an raon teangacha a theagasctar agus a fhoghlaimítear ar fud an chórais oideachais a mhéadú agus a éagsúlú.

Seoladh an modúl sampla "Cuir Fáilte roimh Theangacha" do bhunscoileanna sa scoilbhliain 2021/22, agus thart ar 430 bunscoil ag glacadh páirt ann. Tháinig méadú ar an bhfigiúr sin go 730 bunscoil sa scoilbhliain 2022/23 agus go 1,200 bunscoil sa scoilbhliain 2023/24. Maireann an modúl ocht seachtaine agus faigheann na scoileanna rannpháirteacha deontas suas le €1,600 chun na costais a chlúdach.

Beidh "Cuir Fáilte roimh Theangacha" mar bhonn eolais faoi Theangacha Iasachta a thabhairt isteach ar leibhéal na bunscoile ó mhí Mheán Fómhair 2025 i leith, mar atá leagtha amach i gCreat Curaclaim na Bunscoile a foilsíodh i mí an Mhárta 2023.

Rinne 1,693 dhalta scrúdú Ardteistiméireachta i gceann amháin de na ceithre theanga curaclaim nua i samhradh na bliana 2023: Liotuáinis (210 dalta), Mandairínis (339 ndalta), Polainnis (956 dhalta) agus Portaingéilis (188 ndalta). Ba mhéadú é sin ó 1,451 dalta sa bhliain 2022, tráth a scrúdaíodh na curaclaim nua den chéad uair riamh ó tugadh na curaclaim nua isteach i mí Mheán Fómhair 2020 i leith.

Ciorcláin a bhaineann le Nuatheangacha Iasachta

- Ciorclán 0021/2023 – Cuir Fáilte Roimh Theangacha – Modúl Sampla Teangacha Bunscoile

1.8 Gaeilge

1.8.1 Foghlaim Chomhtháite Ábhar agus Teangacha

Ag gníomhú di i gcomhar le saineolaithe ó institiúidí tríú leibhéal agus ó sheirbhísí tacaíochta múinteoirí, tá cur chuige Foghlama Comhtháite Ábhar agus Teangacha (FCÁT) á thriail ag an Roinn faoi láthair chun tacú leis an nGaeilge i scoileanna lán-Bhéarla agus i suíomhanna Luathbhlianta. Tá sé mar aidhm leis an tionscadal sin feabhas a chur ar an gcumas, ar an muinín agus ar an meon atá ag foghlaimeoirí i leith na Gaeilge. Tá sé beartaithe go nglacfaidh níos mó scoileanna páirt ann le himeacht ama. Tá na scoileanna rannpháirteacha ag díriú ar ghnéithe d'ábhair áirithe a theagasc trí Ghaeilge, lena n-áirítear Corpoideachas. Tá na grúpaí ranga a bhfuil baint acu leis an tionscadal seo ina ngrúpaí ó ranganna na Naíonán, rang a cúig nó rang a sé sa bhunscoil agus ón gcéad bhliain san iar-bhunscoil.

Tá an treoirthionscadal FCÁT á stiúradh ag an roinn, ag obair di i gcomhar leis na seirbhísí tacaíochta, leis an gComhairle um Oideachas Gaeltachta agus Gaelscolaíochta (COGG) agus leis an earnáil tríú leibhéal, agus tá sé ar an bhfód le trí bliana anuas sa scoilbhliain 2023/24. Forbraíodh acmhainní teagaisc agus foghlama ar ardchaighdeán agus soláthraíodh oiliúint/forbairt ghairmiúil leanúnach do mhúinteoirí agus do chleachtóirí Luathbhlianta. Tá meastóireacht agus taighde i gceist leis an gclár go pointe éigin freisin chun faireachán a dhéanamh ar a rath. Tá an Roinn i mbun pleanáil faoi láthair le haghaidh FCÁT a chur i bhfeidhm ar bhonn níos leithne ón scoilbhliain 2024/25 i leith.

1.8.2 Corpoideachas trí Ghaeilge

Le Corpoideachas trí Ghaeilge, tairgtear deiseanna le haghaidh plé agus rannpháirtíocht ghníomhach ag daltaí ina ngrúpaí. Sonraítear in acmhainní a soláthraíodh trí Scoilnet gur féidir, maidir le clár den sórt sin, "go mbeidh sé i gceist leis daltaí a bheith ag déanamh comhrá le chéile go nádúrtha, ag réiteach faidhbe le chéile, ag cur brí in iúl nó ag cur pointe in iúl do phiara". Cé go bhfoghlaimeoidh na daltaí téarmaíocht shonrach Corpoideachais i nGaeilge, foghlaimeoidh siad freisin conas cumarsáid a dhéanamh agus oibriú trí Ghaeilge i gCorpoideachas. Baineann an múinteoir úsáid as teanga sa cheacht Corpoideachais chun ceistiú, chun stiúradh, chun míniú, chun moladh, chun spreagadh agus chun an dalta a ghríosú chun smaoineamh. Dá réir sin, spreagtar an dalta chun freagairt trí chur síos a dhéanamh ar smaointe agus ar fhreagairtí agus trí iad a phlé, a thuairimiú, a mhíniú agus a chur in iúl. Tá an roinn ag déanamh breithniú freisin ar conas is féidir Corpoideachas trí Ghaeilge a chur i bhfeidhm tuilleadh sa scoilbhliain 2024/25 trí chur chuige scoile uile, agus daltaí á gcumasú chun tuiscint shaibhir ilchineálach a fhorbairt ar theanga an Chorpoideachais agus ar eispéiris luaile ar fud gach leibhéil ranga ar bhealach atá cuí ó thaobh na forbartha de.

1.9 Óige Ildánach

Seoladh "Plean le haghaidh Acmhainneacht Chruthaitheach gach Linbh agus Duine Óig a Chumasú" i mí na Nollag 2017. Is é an aidhm atá leis an bplean sin comhlíonadh a dhéanamh ar ghealltanas an Rialtais go mbeadh rochtain phraiticiúil ag gach leanbh in Éirinn ar theagasc, taithí agus rannpháirtíocht sa cheol, sa drámaíocht, sna healaíona agus sa chódú faoin mbliain 2022. Chuige sin, d'fhógair an tAire go mbeifí ag cur deontais ar fáil d'eagraíochtaí a sholáthraíonn oideachas ceoil an 24 Márta 2023.

I dteannta Catherine Martin, an tAire Turasóireachta, Cultúir, Ealaíon, Gaeltachta, Spóirt agus

Meán, Roderic O'Gorman, an tAire Leanaí, Comhionannais, Míchumais, Lánpháirtíochta agus Óige, agus Simon Harris, an tAire Breisoideachais agus Ardoideachais, Taighde, Nuálaíochta agus Eolaíochta, sheol an tAire Foley an *Plean Óige Ildánach 2023-2027* freisin chun a gcuspóirí do na blianta atá le teacht a leagan amach.

1.9.1 Braislí Cruthaitheacha

Is é is Braislí Cruthaitheacha ann ná treoirthionscnamh de chuid na Roinne Oideachais a reáchtáiltear faoi stiúir ag na hIonaid Oideachais Múinteoirí (Ionaid Tacaíochta Oideachais na hÉireann (ESCI)) agus i gcomhpháirt leo agus a chistítear tríd an gCiste Sármhaitheasa Scoile. Tá Braislí Cruthaitheacha ar cheann de phríomhthionscnaimh ionscoile an Phlean Óige Ildánach agus tá sé ar oscailt do bhunscoileanna agus d'iar-bhunscoileanna araon.

Tá braisle chruthaitheach comhdhéanta de suas le cúig scoil atá ag comhoibriú ar thionscadal nuálach ealaíon agus foghlama cruthaithí a dhearadh, a chur chun feidhme, a mheas agus a scaipeadh, ar tionscadal é a thacaíonn leo aghaidh a thabhairt ar shaincheist chomhchoiteann nó dúshlán comhchoiteann a shainaithin an bhraisle sin. Áirítear le braislí cruthaitheacha scoileanna atá ag céimeanna difriúla dá n-aistear i dtreo cruthaitheacht a úsáid sa seomra ranga.

Tosaíodh an tionscnamh Braislí Cruthaitheacha sa bhliain acadúil 2018/19. Bunaíodh 23 bhraisle in 71 scoil sa tír. Bunaíodh 21 bhraisle sa bhreis a bhí comhdhéanta de 77 scoil agus chuaigh siad isteach sa tionscnamh don bhliain acadúil 2019/20. Chuaigh grúpa nua braislí, a bhí comhdhéanta de 154 scoil, isteach sa chlár sa bhliain 2022, agus fógraíodh 40 braisle eile sa bhliain 2023. Is bunaithe ar thimthriall dhá bhliain atá an rannpháirtíocht sa chlár.

1.9.2 Comhpháirtíochtaí Áitiúla Óige Ildánaí

Bunaíodh trí Chomhpháirtíocht Áitiúla Óige Ildánaí sa bhliain 2019 chun cruthaitheacht a chur chun cinn do dhaoine óga mar chuid den Chlár Éire Ildánach, agus triaileadh iad ar fud trí bhord oideachais agus oiliúna.

Is é atá sna comhpháirtíochtaí sin ná líonraí a chumasaíonn comhroinnt faisnéise, comhoibriú idir eagraíochtaí a sholáthraíonn seirbhísí óige ildánaí ar an leibhéal áitiúil chun go mbainfear úsáid níos fearr as na hacmhainní, na cleachtais agus na tionscnaimh atá ann cheana i limistéar Bord Oideachais agus Oiliúna. Ag an am céanna, tugann siad deiseanna nua do dhaoine óga tionscnaimh chruthaitheacha a rochtain.

Is iad seo a leanas na sé Bhord Oideachais agus Oiliúna a bhfuil baint acu leis:

- Boird Oideachais agus Oiliúna Chiarraí;
- Bord Oideachais agus Oiliúna Laoise agus Uíbh Fhailí;
- Bord Oideachais agus Oiliúna Luimnigh agus an Chláir;
- Bord Oideachais agus Oiliúna Chorcaí;
- Bord Oideachais agus Oiliúna na Gaillimhe agus Ros Comáin;
- Bord Oideachais agus Oiliúna Mhaigh Eo, Shligigh agus Liatroma.

Soláthraíonn an roinn cistiú bliantúil €100,000 do gach Comhpháirtíocht Áitiúil Óige Ildánaí chun cabhrú lena gComhpháirtíocht a fhorbairt agus lena ngníomhaíochtaí oibriúcháin a sholáthar. Ar an obair atá déanta go dtí seo tá teagmháil leis an Roinn Turasóireachta, Cultúir, Ealaíon, Gaeltachta, Spóirt agus Meán, leis an Roinn Leanaí, Comhionannais, Míchumais, Lánpháirtíochta agus le Hub na nÓg.

1.9.3 An Clár Comhpháirtíochta Múinteoirí-Ealaíontóirí agus Cónaitheachta

Forbraíodh an tionscnamh forbartha gairmiúla leanúnaí Comhpháirtíochta Múinteoirí-Ealaíontóirí agus cónaitheachta sa bhliain 2014 mar fhreagairt do na cuspóirí a leagadh amach i gCairt na nEalaíon san Oideachas, 2012, chun tacú leis an oideachas ealaíon agus chun é a bhreisiú. Is tionscnamh uathúil ealaíon san oideachas é ina n-oibríonn ealaíontóirí i gcomhpháirt le múinteoirí bunscoile.

Tá an clár Comhpháirtíochta Múinteoirí-Ealaíontóirí le fáil anois ar bhonn aghaidh ar aghaidh agus i bhformáid ar líne. Tá clár idirnáisiúnta forbartha gairmiúla leanúnaí ar líne um Chomhpháirtíocht Múinteoirí-Ealaíontóirí á dhearadh faoi láthair ag an gClár Comhpháirtíochta Straitéisí Erasmus+, rud atá á stiúradh agus á bhainistiú ag Ionad Oideachais Thrá Lí i gcomhar le ceithre chomhpháirtí Eorpacha atá lonnaithe sa tSeirbia, sa Ghréig, san Ostair agus san Ísiltír.

1.9.4 Ealaíona sa tSraith Shóisearach

Tá Ealaíona sa tSraith Shóisearach comhdhéanta de shraith eispéireas forbartha gairmiúla do mhúinteoirí chun tacú le rannpháirtíocht sna healaíona agus san fhoghlaim sa tsraith shóisearach. Cuimsítear sna ceardlanna na prionsabail agus na heochairscileanna atá mar bhonn agus thaca ag an gCreat don tSraith Shóisearach agus ag Cairt na nEalaíon san Oideachas, agus soláthraítear leo modheolaíochtaí praiticiúla agus cruthaitheacha do mhúinteoirí chun déileáil le torthaí foghlama ina seomra ranga. Tá an tionscnamh bunaithe ar chomhpháirtíocht agus comhoibriú le príomh-chomhpháirtithe roghnacha ar fud na hearnála ealaíon agus na hearnála oideachais. Riartar an tionscnamh tríd an tSraith Shóisearach do Mhúinteoirí agus trí Ionad Oideachais Mhuineacháin. Soláthraíonn an Roinn Turasóireachta, Cultúir, Ealaíon, Gaeltachta, Spóirt agus Meán cistiú le haghaidh forbairt ghairmiúil leanúnach bunscoile agus iar-bhunscoile faoin gClár Éire Ildánach.

1.9.5 BLAST

D’fhorbair an Roinn Oideachais Tionscnamh Ealaíontóirí Cónaitheachta BLAST (Na hEalaíona Beo a Thabhairt chuig Daltaí agus Múinteoirí) do scoileanna sa bhliain 2021. Leis an tionscnamh seo, cuirtear ar chumas scoileanna iarratas a dhéanamh ar ealaíontóir oilte san oideachas chun obair i gcónaitheacht ealaíon agus chruthaitheach sa scoilbhliain 2023/2024. Fógraíodh 425 chónaitheacht nua BLAST i mí Dheireadh Fómhair 2023.

2.10 Alt 29

I gcás go ndéanann Bord Bainistíochta scoile an cinneadh áit scoile a dhiúltú do leanbh nó leanbh a chur ar fionraí ar feadh níos mó ná 20 lá nó leanbh a dhíbirt, féadfaidh tuismitheoir an linbh sin achomharc a dhéanamh i gcoinne an chinnidh chuig coiste achomhairc neamhspleách faoi alt 29 den Acht Oideachais, 1998. Cuireadh tús le tionscadal nua SharePoint sa bhliain 2022 a fhágfaidh, nuair a bheidh sé críochnaithe, go mbeidh tuismitheoirí agus údaráis scoile in ann a n-achomhairc faoi alt 29 den Acht Oideachais a thaisceadh go leictreonach agus doiciméadacht chriptithe dhíreach a fháil trí ríomhphost freisin. Fuair an tAonad um Thuismitheoirí agus Fhoghlaimeoirí 385 cinn de na hachomhairc sin sa bhliain 2023.

Ba é coiste achomhairc neamhspleách ar cheap an tAire é a chinn na hachomhairc uile. De na 385 achomharc a fuarthas, dícheadaíodh 178 gcinn san iomlán, tarraingíodh 58 n-achomharc siar, níor chomhlíon 108 n-achomharc téarmaí an phróisis achomhairc agus seasadh le 41 achomharc.

2.11 Cosaint leanaí

Fuair an tAonad um Thuismitheoirí agus Fhoghlaimeoirí 761 ábhar imní líomhnaithe um chosaint leanaí san iomlán sa bhliain 2023. Tarchuireadh iad sin chuig na húdaráis chuí mar a fhoráiltear dó de réir na *Nósanna Imeachta chun freagairt d'Ábhair Imní um Chosaint Leanaí a chuirtear ar shúile na foirne atá fostaithe ag an Roinn Oideachais* ón roinn.

Cuireann gach ball foirne sa roinn oiliúint éigeantach seimineáir Gréasáin i gcur chun feidhme na nósanna imeachta sin i gcrích.

Lean an Roinn Oideachais de chur chun feidhme a dhéanamh ar na moltaí a d'eascair as athbhreithniú ardleibhéil neamhspleách ar bheartais agus próisis reatha cosanta leanaí na roinne ar fud na bliana 2023. Athbhreithníodh na Nósanna Imeachta um Chosaint Leanaí do Bhunscoileanna agus Iar-bhunscoileanna 2017 tar éis caidreamh idir an Roinn Oideachais agus na comhpháirtithe oideachais.

D'fhoilsigh an Roinn Oideachais Nósanna Imeachta um Chosaint agus Chumhdach Leanaí do Shaoráidí Cónaithe atá bainteach le Scoileanna Aitheanta, 2023, chun lucht bainistíochta na saoráidí cónaithe uile a chur ar an eolas faoi na ceanglais atá orthu agus an tAcht um Thús Áite do Leanaí, 2015, á gcur chun feidhme acu agus chun a chinntiú go bhfuil socruithe maidir le formhaoirseacht a dhéanamh ar cheanglais an Achta um Thús Áite do Leanaí, 2015, i bhfeidhm ar fud na saoráidí cónaithe uile, lena n-áirítear Tús Áite do Leanaí: Treoir Náisiúnta um Chosaint agus Leas Leanaí, 2017.

Nuashonraíodh na Nósanna Imeachta um Chosaint Leanaí do Bhunscoileanna agus Iar-bhunscoileanna uainn chun forbairtí beartais agus reachtacha a chur san áireamh. Áiríodh leis na forbairtí sin an Rialachán Ginearálta maidir le Cosaint Sonraí, tagairt do thosú Rialacháin na Comhairle Múinteoireachta (Faisnéis atá le Tabhairt ag an bhFostóir i gCás Múinteoir Cláraithe do Dhífhostú nó d'Éirí As), 2023, nuashonrú shocruithe maoirseachta na mbord bainistíochta a bhaineann leis an Tuarascáil Maoirseachta um Chosaint Leanaí, soiléiriú maidir leis an Measúnú Riosca a chur ar áireamh sa Ráiteas maidir le Cumhdach Leanaí, agus tagairt don Aguisín a ghabhann le Tús Áite do Leanaí (2019). D'fhoilsigh an roinn Nósanna Imeachta um Chosaint agus Chumhdach Leanaí do Shaoráidí Cónaithe atá bainteach le Scoileanna Aitheanta, 2023, chun lucht bainistíochta na saoráidí cónaithe uile a chur ar an eolas faoi na ceanglais atá orthu agus an tAcht um Thús Áite do Leanaí, 2015, á gcur chun feidhme acu agus chun a chinntiú go bhfuil socruithe maidir le formhaoirseacht a dhéanamh ar cheanglais an Achta um Thús Áite do Leanaí, 2015, i bhfeidhm ar fud na saoráidí cónaithe uile, lena n-áirítear Tús Áite do Leanaí: Treoir Náisiúnta um Chosaint agus Leas Leanaí, 2017.

Foilseacháin a bhaineann le Cosaint Leanaí sa bhliain 2023

- Nósanna Imeachta um Chosaint Leanaí do Bhunscoileanna agus Iar-bhunscoileanna (leasaithe 2023)
- Nósanna Imeachta um Chosaint agus Chumhdach Leanaí do Shaoráidí Cónaithe atá bainteach le Scoileanna Aitheanta, 2023

Ciorcláin a bhaineann le Cosaint Leanaí sa bhliain 2023

- Ciorclán 0036/2023 – Foilsiú Nósanna Imeachta um Chosaint Leanaí do Bhunscoileanna agus Iar-bhunscoileanna (leasaithe 2023)

2.12 Bearta chun dul i ngleic leis an mbulaíocht agus chun aghaidh a thabhairt uirthi

Rinneadh athbhreithniú ar *Phlean Gníomhaíochta ar an mBulaíocht* 2013 sa bhliain 2022. Ba mar thoradh air sin a foilsíodh *Cineáltas: Plean Gníomhaíochta ar an mBulaíocht* an 1 Nollaig 2022. Mar chuid den athbhreithniú, rinneadh comhairliúchán agus comhoibriú suntasach ar fud na roinne agus le Ranna agus Comhlachtaí eile Rialtais, lenar áiríodh an tOmbudsman do Leanaí. Chuathas i gcomhairle le raon leathan geallsealbhóirí oideachais freisin, lenar áiríodh tuismitheoirí agus daltaí, comhlachtaí bainistíochta scoile, agus ceardchumainn múinteoirí agus ceardchumainn ball foirne scoile.

Tugadh aird san athbhreithniú ar na forbairtí suntasacha agus ar an taighde iomchuí a rinneadh ó foilsíodh an plean gníomhaíochta sa bhliain 2013, agus breithníodh go sonrach ann bulaíocht ar líne (cibearbhulaíocht), bulaíocht atá bunaithe ar fhéiniúlacht agus ciapadh gnéasach, i measc réimsí eile.

Foilsíodh plean forfheidhmithe le haghaidh Cineáltas an 10 Aibreán 2023 agus gealltar ann go ndéanfar gach ceann den 61 ghníomh atá in Cineáltas a chur chun feidhme laistigh de thréimhse cúig bliana.

Foilsíodh an Tuarascáil ar an Athbhreithniú ar Phlean Gníomhaíochta ar an mBulaíocht 2013 agus ar Fhorbairt Cineáltas: Plean Gníomhaíochta ar an mBulaíocht i mí na Nollag 2023.

Príomhghníomh in Cineáltas: Plean Gníomhaíochta ar an mBulaíocht is ea aonad tiomnaithe a bhunú sa Roinn Oideachais chun glór leanaí agus daoine óga a chur chun cinn agus chun a chinntiú go mbeidh ionchur fiúntach acu i mbeartais na roinne a fhorbairt. Bunaíodh an tAonad um Rannpháirtíocht na Scoláirí i mí Aibreáin 2023.

Bunaíodh Sainghrúpa ar Rannpháirtíocht na Scoláirí i mí na Bealtaine 2023. Cuirfidh an sainghrúpa comhairle ar an roinn maidir leis an mbealach is fearr ar féidir tógáil ar an dea-obair a dhéanann sí chun a chinntiú go mbíonn rannpháirtíocht leanaí agus daoine óga ina cuid lárnach d'fhorbairt bheartais na roinne.

2.13 An Polasaí don Oideachas Gaeltachta 2017-2022

Ó tosaíodh ar an bPolasaí don Oideachas Gaeltachta a chur chun feidhme go luath sa bhliain 2017, leithdháileadh €34m le haghaidh tacaí breise éagsúla a sholáthar chun an soláthar oideachais trí Ghaeilge a neartú i scoileanna Gaeltachta. Áirítear leis sin leithdháileadh buiséid ab fhiú €7.7m sa bhliain 2023.

2.14 An Scéim Aitheantais Scoileanna Gaeltachta

Leanadh de raon tacaí breise a sholáthar do scoileanna a bhí rannpháirteach sa Scéim Aitheantais Scoileanna Gaeltachta sa bhliain 2023 chun tacú leo na critéir theangabhunaithe atá leagtha amach don Scéim a chur chun feidhme. Ar na hacmhainní breise sin bhí uaireanta tacaíochta breise teagaisc Gaeilge, deontas bliantúil le haghaidh acmhainní Gaeilge a cheannach, forbairt ghairmiúil leantach bhreise ón gComhairle um Oideachas Gaeltachta agus Gaelscolaíochta (COGG) agus tacaíocht ón gCigireacht.

1.14.1 An próiseas bailíochtaithe le haghaidh aitheantas mar scoil Ghaeltachta

Leanadh ar fud na bliana 2023 den phróiseas bailíochtaithe le haghaidh aitheantas mar Scoil Ghaeltachta, rud ar cuireadh tús leis i mí Dheireadh Fómhair 2022. Thug an Chigireacht 98 gcuairt ar scoileanna mar chuid den phróiseas sin sa bhliain 2023. Is é cuspóir an phróisis bailíochtaithe ná a dheimhniú go bhfuil na critéir theangabhunaithe atá leagtha amach don Scéim

Aitheantais Scoileanna Gaeltachta á gcomhlíonadh ag na scoileanna atá rannpháirteach sa Scéim. Leanfar den phróiseas bailíochtaithe go dtí Cáisc na bliana 2024.

2.15 Tionscadal an r-mhoil Gaeltachta

Leanadh de chur chun feidhme rathúil an tionscadail r-mhoil foghlama cumaisc in iar-bhunscoileanna Gaeltachta sa bhliain 2023. Sa scoilbhliain 2023/24, bhí 30 dalta i ndeich scoil ag déanamh staidéar ar Fhisic agus/nó Ceimic na hArdteistiméireachta trí Ghaeilge trí fhoghlaim chumaisc. Leanadh d'acmhainní breise, lenar áiríodh cistiú le haghaidh trealamh TFC a cheannach agus uaireanta tacaíochta breise teagaisc a leithdháileadh, a sholáthar do na scoileanna rannpháirteacha sa bhliain chun tacú leo é a chur chun feidhme.

2.16 Tacaíocht do scoileanna oileáin

Rinneadh ionadaíocht don Roinn Oideachais ar an gCoiste Stiúrtha chun an beartas náisiúnta maidir leis na hoileáin a fhorbairt. D'fhoilsigh an Roinn Forbartha Tuaithe agus Pobail an beartas i mí an Mheithimh 2023.

Leantar de phacáiste tacaí breise a chur ar fáil do gach ceann de na cúig iar-bhunscoil oileáin sa Ghaeltacht. Maidir leis na hacmhainní sin, a n-áirítear leo leithdháileadh méadaithe múinteoirí agus buiséad imfhálaithe bliantúil breise do gach iar-bhunscoil oileáin, tá siad de bhreis ar na tacaí sin atá faighte ag scoileanna cheana féin mar chuid den Scéim Aitheantais Scoileanna Gaeltachta.

2.17 Cláir Oideachais Múinteoirí lán-Ghaeilge

Ceann de na príomhaidhmeanna atá leis an bPolasaí don Oideachas Gaeltachta is ea méadú a dhéanamh ar an líon múinteoirí ar féidir leo oideachas lán-Ghaeilge ar ardchaighdeán a sholáthar i mbunscoileanna agus in iar-bhunscoileanna. Cuirtear cistiú ar fáil faoin bPolasaí do dhá chlár – céim Baitsiléara san Oideachas (Bunscoil), atá ina clár ceithre bliana, agus céim Máistreachta san Oideachas Lán-Ghaeilge agus Gaeltachta, atá ina clár foghlama cumaisc dhá bhliain.

Tá 164 mhac léinn ag glacadh páirt sa chlár Baitsiléara san Oideachas in Institiúid Oideachais Marino sa bhliain acadúil 2023/24. Bhain an chéad chohórt múinteoirí céim amach as an gclár Baitsiléara san Oideachas sa bhliain 2023. Chistigh an roinn áiteanna breise ar iontógáil na bliana 2023 mar chuid de phacáiste beart chun tacú leis an soláthar múinteoirí.

Chláraigh 26 mhac léinn don chúrsa Máistreachta san Oideachas Lán-Ghaeilge agus Gaeltachta i gColáiste na Tríonóide, Baile Átha Cliath, sa bhliain 2023. Tá an clár sin á sholáthar i gColáiste Mhuire gan Smál ó bhí an bhliain 2018 ann.

2.18 An Coiste Comhairleach don Pholasaí don Oideachas Gaeltachta

Cuireadh dhá chruinniú de chuid an Choiste Chomhairligh don Pholasaí don Oideachas Gaeltachta ar siúl, i mí Iúil agus i mí na Nollag 2023. I measc na dtopaicí a pléadh ag na cruinnithe bhí tacaí do scoileanna atá rannpháirteach sa Scéim Aitheantais Scoileanna Gaeltachta agus treo na Scéime amach anseo.

2.19 An Chomhairle um Oideachas Gaeltachta agus Gaelscolaíochta (COGG)

Ceapadh Cathnia Ó Muircheartaigh mar Chathaoirleach ainmnithe na Comhairle um Oideachas Gaeltachta agus Gaelscolaíochta (COGG) ar feadh téarma ceithre bliana an 7 Márta 2023 tar éis próiseas ar reáchtáil an tSeirbhís um Cheapacháin Phoiblí é. Leanadh de thacaí agus acmhainní breise a sholáthar do COGG chun tacú leis an ról atá aici sa Pholasaí don Oideachas Gaeltachta agus an Scéim Aitheantais Scoileanna Gaeltachta a chur chun feidhme.

Foilseacháin a bhaineann leis an gComhairle um Oideachas Gaeltachta agus Gaelscolaíochta

- Cuntas ar acmhainn treorach atá deartha ag an gComhairle um Oideachas Gaeltachta agus Gaelscolaíochta

2.20 Polasaí nua don Oideachas lán-Ghaeilge lasmuigh den Ghaeltacht

Rinneadh dul chun cinn laistigh den roinn sa bhliain 2023 ar obair shuntasach ar pholasaí nua a fhorbairt don oideachas lán-Ghaeilge lasmuigh den Ghaeltacht. Beidh an polasaí mar chuid de chreat foriomlán na Straitéise 20 Bliain don Ghaeilge 2010-2030 agus cuirfidh sé le héachtaí an Pholasaí don Oideachas Gaeltachta 2017-2022. Beidh an polasaí ina chéim thábhachtach i dtreo na gealltanais i leith na Gaeilge sa chóras oideachais a tugadh i gClár an Rialtais a chomhlíonadh.

Seoladh próiseas comhairliúcháin phoiblí sa bhliain 2023 chun tuairimí geallsealbhóirí a fháil, lenar áiríodh daoine óga, tuismitheoirí, gairmithe oideachais, geallsealbhóirí oideachais agus eagraíochtaí Gaeilge. Bhí trí chéim i gceist leis an gcomhairliúchán sin – ceistneoir ar líne agus glao le haghaidh aighneachtaí scríofa, sraith fócasghrúpaí, agus cruinnithe déthaobhacha idir oifigigh de chuid na Roinne Oideachais agus geallsealbhóirí. Rinne Sealbhú, arb é an t-ionad taighde in DCU é, anailís ar an bhfaisnéis ar fad a bailíodh le linn an chomhairliúcháin. Rinne Sealbhú athbhreithniú freisin ar an litríocht idirnáisiúnta ar an tumoideachas i gcomhthéacsanna teangacha mionlaigh chun bonn eolais a chur faoi fhorbairt beartais.

Foilseacháin a bhaineann leis an Aonad um Oideachas Gaeltachta sa bhliain 2023

- Treoir do bhunscoileanna maidir le feidhmiú leanúnach na Scéime Aitheantais Scoileanna Gaeltachta

- Treoir d'iar-bhunscoileanna maidir le feidhmiú leanúnach na Scéime Aitheantais Scoileanna Gaeltachta

Ciorcláin a bhaineann le cur chun feidhme na Scéime Aitheantais Scoileanna Gaeltachta sa bhliain 2023

- Ciorclán 0016/2023 – Cuireadh do bhunscoileanna i limistéir pleanála teanga Ghaeltachta machnamh a dhéanamh maidir le páirt a ghlacadh sa Scéim Aitheantais Scoileanna Gaeltachta

2.21 An tSeirbhís Náisiúnta Síceolaíochta Oideachais (SNSO)

Soláthraíonn an tSeirbhís Náisiúnta Síceolaíochta Oideachais (SNSO) seirbhís síceolaíochta scoilbhunaithe do gach bunscoil agus iar-bhunscoil aitheanta trí theoiricí agus cleachtais síceolaíochta a úsáid chun tacú le folláine agus forbairt acadúil, shóisialta agus mhothúchánach gach foghlaimeora. Tugann SNSO aird ar leith ar leanaí a bhfuil riachtanais speisialta oideachais acu agus orthu sin atá i mbaol míbhuntáiste oideachasúil.

Soláthraíonn SNSO rochtain do gach scoil orthu seo a leanas:

- Tacaíocht síceolaíochta i gcás Teagmhas Criticiúil
- Seirbhís Cásoibre do leanaí aonair i gcás go bhfuil gá ann le dianchomhairliúchán agus le dianmheasúnú
- Seirbhís Tacaíochta agus Forbartha foirne scoile, chun cumas scoile a thógáil maidir le contanam cuimsitheach tacaíochta a sholáthar i scoileanna agus
- Rochtain leanúnach do scoileanna ar chomhairle agus ar thacaíocht.

I láthair na huaire, is ann do bhreis agus dhá chéad síceolaí oideachais coibhéise lánaimseartha de chuid SNSO atá fostaithe ar fud na n-ocht réigiún de chuid SNSO, agus iad ag soláthar seirbhís síceolaíochta do scoileanna.

Freastalaíonn seirbhís cásoibre SNSO ar bhreis agus 8500 dalta gach bliain. Freastalaíonn seirbhís Tacaíochta agus Forbartha SNSO ar thart ar 25,000 múinteoir gach bliain agus is seirbhís síceolaíochta feidhmí í do bhaill foirne scoile chun cabhrú le cur leis an gcumas atá acu chun freagairt do riachtanais folláine, acadúla, shóisialta agus mhothúchánacha na ndaltaí uile, go háirithe na daltaí sin atá ag déileáil le bacainní ar a bhfolláine, ar a bhfoghlaim, ar a gcuimsiú agus ar a rannpháirtíocht.

Chuir SNSO an Treoirchlár um Chomhairleoireacht i mBunscoileanna i bhfeidhm sa bhliain 2023, ar clár é lena gcuirtear leis an obair atá á déanamh i scoileanna faoi láthair maidir le Folláine.

Is é atá i Snáithe 1 ná seisiúin chomhairleoireachta duine le duine a sholáthar chun tacú le líon beag leanaí i gContae an Chabháin, i gContae Laoise, i gContae Liatroma, i gContae an Longfoirt, i gContae Mhaigh Eo, i gContae Mhuineacháin agus i gContae Thiobraid Árann. I ráithe 4 den bhliain 2023, seoladh litir chuig scoileanna píolótacha chun iad a chur ar an eolas faoi na bloic chomhairleoireachta a leithdháileadh orthu. Chomh maith leis sin, chuir comhairleoirí ar an bpainéal réamhcheadaithe ar chruthaigh SNSO é tús le comhairleoireacht a sholáthar.

Is é atá i gceist le Snáithe 2 ná Foirne Folláine Oideachais a bhunú i gceithre limistéar cnuasaigh i gCorcaigh, i gCeatharlach, i mBaile Átha Cliath 7 agus i mBaile Átha Cliath 16 chun na cineálacha cur chuige scoile uile i leith cosc a neartú. Is céimithe síceolaíochta, oideachais agus eolaíochta sóisialta iad na Cleachtóirí Folláine Oideachais agus chuaigh siad faoi chlár oiliúna le SNSO i ráithe 4 den bhliain 2023. Earcaíodh 13 Chleachtóir Folláine Oideachais i gcomhpháirt le Bord Oideachais agus Oiliúna Chorcaí sa bhliain 2023.

Thiomsaigh oifig folláine SNSO na tairiscintí forbartha gairmiúla leanúnaí ó gach seirbhís agus gníomhaireacht de chuid na Roinne Oideachais do bhunscoileanna agus d'iar-bhunscoileanna agus chuir sí an tEolaire Forbartha Gairmiúla 23/24 le chéile. Tá an tEolaire sin ar fáil ar líne ag Gov.ie.

Ag obair di i gcomhpháirt le Feidhmeannacht na Seirbhíse Sláinte (FSS), rinne an oifig folláine comhordú ar acmhainní folláine mothúchánaí a fhorbairt le haghaidh OSPS na Sraithe Sóisearaí do dhaltaí dara bliain agus do dhaltaí tríú bliain sa bhliain 2023. Táirgfear an chéad tráinse d'acmhainní agus de phleananna ceachta do dhaltaí dara bliain agus cuirfear ar fáil é i mí Mheán Fómhair 2024. Cuirfear na hacmhainní do dhaltaí tríú bliain i gcrích faoi mhí na Nollag 2024.

Tá SNSO ag tacú le sparánachtaí do mhic léinn atá rollaithe i nDochtúireacht Ghairmiúil an Choláiste Ollscoile, Baile Átha Cliath (COBÁC), sa tSíceolaíocht Oideachais agus i nDochtúireacht Ghairmiúil Choláiste Mhuire gan Smál (MIC), Luimneach, sa tSíceolaíocht Oideachais agus Leanaí do Shíceolaithe Oideachais faoi Oiliúint. Gabhann na mic léinn sin a fhaigheann sparánacht orthu féin dul isteach in SNSO ar chéim a bhaint amach dóibh. Tá 60 Síceolaí Oideachais faoi Oiliúint ag fáil sparánachta ó SNSO agus a bhfuiltear ag súil go líonfaidh siad folúntas in SNSO ar chéim a bhaint amach dóibh thar na trí bliana amach romhainn.

D'fhreagair SNSO do 409 dTeagmhas Chriticiúla trí thacaíocht a thabhairt do scoileanna sa bhliain 2023.

Foilseacháin ón tSeirbhís Náisiúnta Síceolaíochta Oideachais

- Freagairt don Fhéindochar i Scoileanna: Treoir do Bhaill Foirne Scoile
- Treoracha Dea-Chleachtais do Scoileanna maidir le Drogall Freastal ar Scoil
- Nóta Faisnéise do Phríomhoidí, do Threoirchomhairleoirí agus d'Fhoirne Treorach maidir le Soláthar Treorach Scoile Uile sa tSraith Shóisearach

2.22 An tionscadal scoileanna beaga

Leanadh ar fud na bliana 2023 de dhul chun cinn a dhéanamh ar obair ar an tionscadal taighde dhá bhliain a bhfuil mar aidhm leis tacú le hinbhuanaitheacht scoileanna beaga. Tá sé mar aidhm leis an tionscadal scoileanna beaga a spreagadh cnuasach le chéile ina ngrúpaí áitiúla chun comhoibriú lena chéile, dúshláin chomhchoiteanna a shainaithint agus réitigh nuálacha a thriail.

D'fhorbair grúpa oibre a chuimsigh comhlachtaí bainistíochta scoile agus ceardchumainn múinteoirí i dteannta na Roinne Oideachais an tionscadal sin, mar chuid de chlár oibre an Fhóraim Bunoideachais.

Cruthaíodh sé chnuasach scoileanna beaga mar chuid den tionscadal: dhá cheann i nGaillimh, ceann amháin i nDún na nGall, ceann amháin i gCiarraí, ceann amháin i gCill Mhantáin agus ceann amháin i bPort Láirge. Cuimsíonn gach cnuasach idir trí scoil agus cúig scoil. Lean na scoileanna i gcnuasaigh d'obair i ndlúthchomhar le chéile trí chomhoibriú i réimsí amhail cur chun feidhme an churaclaim, teicneolaíochtaí digiteacha agus forbairt ghairmiúil. Ba é a bhí i gceist leis an gcur chuige comhoibríoch sin ná úsáid níos mó a bhaint as bogearraí agus tacaí riaracháin breise a sholáthar do scoileanna.

2.23 Cáilíocht san oideachas luathbhlianta

1.23.1 Síolta agus Aistear a chur chun feidhme

Méadaíonn an Tionscnamh Náisiúnta Síolta/Aistear scileanna agus eolas na nOideoirí Luathbhlianta maidir le cur chun feidhme an dá chreat cleachtais náisiúnta: *Síolta*, an Chreatlach Náisiúnta Cáilíochta d'Oideachas na Luath-Óige, agus *Aistear*, Creatchuraclam na Luath-Óige, trí acmhainní agus deiseanna forbartha gairmiúla leanúnaí ar ardchaighdeán a sholáthar d'Oideoirí Luathbhlianta.

Thángthas ar chomhaontú sa bhliain 2023 chun freagracht as an tionscnamh a aistriú ón Roinn Oideachais chuig an Roinn Leanaí, Comhionannais, Míchumais, Lánpháirtíochta agus Óige

(RLCMLÓ) chun an Tionscnamh Náisiúnta Síolta/Aistear a ailíniú ar bhealach níos fearr le mórthreo straitéiseach fhorbairt na forbartha gairmiúla leanúnaí don earnáil, faoi mar atá leagtha amach in *Scileanna a Chothú*. Lean an Tionscnamh Náisiúnta Síolta/Aistear de thacú le cur chun feidhme náisiúnta comhordaithe an dá chreat.

1.23.2 Cáilíochtaí gairmiúla agus caighdeáin ghairmiúla – na luathbhlianta

Rinne an tAire Oideachais agus an tAire Leanaí agus Gnóthaí Óige ag an am Bord Comhairleach Cáilíochtaí a thionscnamh chun athbhreithniú a dhéanamh ar chláir Oideachais Tosaigh Gairme ag Leibhéil 7 agus 8 d'earnáil Fhoghlaim agus Chúram na Luath-Óige sa bhliain 2020. Scrúdaíonn an Bord cláir ardoideachais chun iad a ailíniú leis na Critéir agus Treoirlínte maidir le Dámhachtainí Gairmiúla a forbraíodh don earnáil sa bhliain 2019.

Ag deireadh mhí na Nollag 2023, ba cheadaithe ag an mBord Comhairleach Cáilíochtaí mar chláir a chloíonn leis na caighdeáin atá leagtha amach sna Critéir agus Treoirlínte maidir le Dámhachtainí Gairmiúla a bhí 69 gclár san iomlán a bhí á soláthar ag 18 nInstitiúid Ardoideachais ar fud 30 campas.

Cuireadh tús le Céim an Athbhreithnithe ar Chur Chun Feidhme d'obair an Bhoird Chomhairligh Cáilíochtaí sa bhliain 2023 trí threoirthionscadal a thionscnamh. Is é cuspóir an phróisis ná an ceadú leantach ón mBord Comhairleach Cáilíochtaí do chláir chéime a dheimhniú agus a dhearbhú, á fhíorú go bhfuil cláir á soláthar ar aon dul leis na gealltanais a thug na hInstitiúidí Ardoideachais sna haighneachtaí uathu chuig an mBord Comhairleach Cáilíochtaí, agus comhsheasmhacht chuspóirí agus thorthaí na gclár leis na Critéir agus Treoirlínte maidir le Dámhachtainí Gairmiúla a dheimhniú agus a dhearbhú.

1.23.3 Plean forbartha fórsa saothair d'earnáil fhoghlaim agus chúram na luathóige

Tá an plean cur chun feidhme trí bliana (2022-2024) le haghaidh *Scileanna a Chothú* á stiúradh ag RLCMLÓ. Ar fud na bliana 2023, lean an Roinn Oideachais d'obair i ndlúthchomhar le RLCMLÓ tríd an gCoiste Faireacháin *Scileanna a Chothú* agus tríd an Tionscnamh Náisiúnta Síolta/Aistear. Dírítear sa Phlean Cur Chun Feidhme ar cháilíocht an fhórsa saothair a ardú, agus ar an gcaoi sin feabhas a chur ar cháilíocht an eispéiris oideachais agus cúraim a fhaigheann leanaí óga. Cuimsítear sa phlean roinnt gníomhartha atá á stiúradh nó á gcomhstiúradh ag an Roinn Oideachais i réimse na forbartha gairmiúla leanúnaí agus an Oideachais Tosaigh Gairme.

2.24 Leithdháiltí múinteoirí

Bhí pas beag níos mó ná 74,800 post teagaisc leithdháilte ar leibhéal na bunscoile agus na hiar-bhunscoile sa scoilbhliain 2022/23.

Ath-imlonnaíodh 195 mhúinteoir bhuana ar leibhéal na bunscoile agus 30 múinteoir buan ar leibhéal na hiar-bhunscoile mar chuid den phróiseas ath-imlonnaithe sa scoilbhliain 2022/23. Úsáidtear painéal forlíontach ath-imlonnaithe chun aon phoist bhuana atá fágtha a líonadh tar éis an phróisis le haghaidh múinteoirí buana barrachais a ath-imlonnú ar leibhéal na bunscoile. Bhí 1,634 mhúinteoir ar an bpainéal forlíontach ath-imlonnaithe sa scoilbhliain 2022/23.

Foilseacháin a bhaineann le Leithdháiltí Múinteoirí

- An Scéim Phíolótach um Chomhroinnt Múinteoirí

Ciorcláin a bhaineann le Leithdháiltí Múinteoirí

- Ciorclán 0035/2023 – Soláthar Múinteoirí Iar-bhunscoile: Scéim Leathnaithe Uaireanta Teagaisc do 2023/24
- Ciorclán 0002/2023 – Socruithe Foirne i Meánscoileanna Deonacha don Scoilbhliain 2023/2024
- Ciorclán 0003/2023 – Socruithe Foirne i Scoileanna Pobail agus Cuimsitheacha don Scoilbhliain 2023/2024
- Ciorclán 0004/2023 – Socruithe Foirne i mBoird Oideachais agus Oiliúna
- Ciorclán 0049/2023 – Boird Bhainistíochta nua i mBunscoileanna a thoghadh

Sprioc 2: Comhionannas deiseanna a chinntiú san oideachas, agus a chinntiú go dtacaítear le gach dalta barr a gcumais a bhaint amach

Baineann an sprioc seo lena chinntiú gur bunphrionsabail inár gcóras oideachais iad an cothromas deiseanna agus an chuimsitheacht. Tá sé mar aidhm leis an sprioc seo córas a fhorbairt lena bhfáiltítear roimh gach dalta, lena n-áirítear daltaí a bhfuil riachtanas speisialta oideachais acu agus daltaí atá i mbaol míbhuntáiste oideachasúil, agus lena dtugtar páirt fhóinteach dóibh ann.

2.10 Samhail Sainaitheanta DEIS

Soláthraíonn an Roinn Oideachais raon leathan tacaí do gach scoil chun tacú le cuimsiú gach dalta agus chun aghaidh a thabhairt ar na bacainní atá le sárú ag daltaí ionas gur féidir leo barr a gcumais a bhaint amach. Is é atá sa Chlár um Chomhionannas Deiseanna a Sholáthar i Scoileanna (DEIS) ná príomhthionscnamh beartais de chuid na roinne a bhfuil mar aidhm leis aghaidh a thabhairt ar mhíbhuntáiste oideachasúil comhchruinnithe ar leibhéal na scoile ar bhealach spriocdhírithe cothromasach ar fud na hearnála bunscoile agus na hearnála iar-bhunscoile. Tá an Plean DEIS bunaithe ar an mbuntuiscint gur gá acmhainní breise a spriocdhíriú chomh gar agus is féidir ar na daltaí sin a bhfuil an leibhéal is mó riachtanas acu. Tá sé sin amhlaidh chun go mbeidh an tionchar is mó is féidir aige ar dheiseanna a sholáthar do na daltaí atá sa bhaol is mó míbhuntáiste oideachasúil. Is é a bheidh i gceist leis an méid sin a bhaint amach go hiomlán ná an clár DEIS atá ann cheana a fhorbairt tuilleadh chun samhail leithdháilte acmhainní níos dinimiciúla a chruthú, áit a mbeidh leibhéil acmhainní ag teacht ar bhealach níos cruinne leis na leibhéil riachtanas arna sainaithint le sonraí oibiachtúla.

D'fhógair an tAire leathnú mór ar an gclár DEIS i mí an Mhárta 2022. Chuaigh sé sin chun tairbhe do 361 scoil. Fuair an clár DEIS leithdháileadh breise ab fhiú €32 mhilliún sa bhliain 2023. Fágann sé sin gurb amhlaidh, ón mbliain 2023 ar aghaidh, a spriocdhíreoidh an Roinn Oideachais breis agus €180 milliún ar aghaidh a thabhairt ar an míbhuntáiste oideachasúil tríd an gclár DEIS. Tá breis agus 1,200 scoil ar áireamh sa chlár anois agus tacaíonn sé le thart ar 240,000 dalta. Fágann sé sin go dtugtar tacaíocht do dhalta amháin as gach ceathrar daltaí sa chlár.

Thug an roinn cuireadh don Tionscadal de chuid ECFE um Neart trí Éagsúlacht: Oideachas ar son Sochaithe Cuimsitheacha chun athbhreithniú a dhéanamh ar an gcur chuige beartais reatha i leith leithdháileadh acmhainní chun tacú le daltaí atá i mbaol míbhuntáiste oideachasúil in Éirinn. Tá an obair sin ar siúl faoi láthair agus measann foireann ECFE go gcuirfear an t-athbhreithniú i gcrích i ráithe 2 den bhliain 2024. Leis an athbhreithniú sin, soláthrófar saintuairim neamhspleách ar an tsamhail reatha um leithdháileadh acmhainní don chlár DEIS agus, bunaithe ar shamplaí idirnáisiúnta, cuirfear bonn eolais faoi chur chuige beartais i leith acmhainní forlíontacha a dháileadh go cothromasach chun tacú le daltaí i ngach scoil, idir scoileanna DEIS agus scoileanna nach scoileanna DEIS iad, atá i mbaol míbhuntáiste oideachasúil.

Rinne foireann ECFE um Neart Trí Éagsúlacht caidreamh le geallsealbhóirí éagsúla, lenar áiríodh ceardchumainn múinteoirí, comhlachtaí bainistíochta agus saineolaithe acadúla in Éirinn, trí agallaimh ar líne i dtús shamhradh na bliana 2023. Thug foireann taighde ECFE cuairt ar Éirinn i mí Mheán Fómhair 2023 agus sheol sí babhta imeachtaí caidrimh pearsanta. Bhí cruinnithe ar líne ag an ngrúpa le breis agus 30 geallsealbhóir oideachais, lenar áiríodh comhpháirtithe oideachais, acadóirí, ionadaithe don phobal agus d'eagraíochtaí deonacha agus ionadaithe do ghrúpaí mionlaigh eitnigh. Thug foireann taighde ECFE cuairt freisin ar rogha de shé scoil, idir scoileanna DEIS agus scoileanna nach scoileanna DEIS iad, le linn a cuairte.

Tá athbhreithniú ECFE á chomhlánú ag clár oibre ón Aonad um Chuimsiú Sóisialta sa Roinn Oideachais chun beartas a fhorbairt amach anseo le haghaidh leithdháileadh acmhainní chun aghaidh a thabhairt ar an míbhuntáiste oideachasúil. Áirítear leis an gclár oibre sin roinnt tionscadal chun bonnlíne a dhéanamh do roinnt príomhghnéithe den chlár DEIS agus chun iad sin a mheas agus a athbhreithniú. Bhí comhairliúchán le raon geallsealbhóirí ábhartha i gceist leis an obair sin freisin. Rinneadh pleanáil le haghaidh comhairliúcháin chun bonn eolais a chur faoin obair sin. Áireofar leis sin teagmháil le príomhoidí, le leas-phríomhoidí, le múinteoirí, le daltaí agus le tuismitheoirí.

I measc na dtionscadal atá ar áireamh san obair sin tá fís athnuaite a fhorbairt do scéim theagmhála baile, scoile agus an phobail agus don chlár críochnaithe scoile, ar fís í atá ábhartha do riachtanais leanaí agus daoine óga san am i láthair agus san am atá le teacht chun tacú lena dtinreamh, lena rannpháirtíocht agus lena gcoinneáil san oideachas. Fiosrófar lena linn sin freisin struchtúr an chláir, conas a leithdháiltear é ar scoileanna agus conas is féidir leis an gclár leanúint de thacaíocht spriocdhírithe a sholáthar do na scoileanna sin sa chlár DEIS, agus é á leathnú ag an am céanna freisin chun tacú le leanaí a bhfuil drochthinreamh acu nó atá i mbaol éirí as an oideachas i ngach scoil.

Ina theannta sin, ag teacht sna sála ar an Daonáireamh Náisiúnta a seoladh i mí Aibreáin 2022, ghin Pobal Innéacs Díothachta HP nuashonraithe agus seoladh é sin an 2 Samhain 2023. Tá an Roinn Oideachais i dteagmháil le Pobal maidir leis an bhforbairt sin, agus déanfar athbhreithniú críochnúil uirthi chun bonn eolais a chur faoi leithdháileadh acmhainní amach anseo a bheidh dírithe ar dhul i ngleic leis an míbhuntáiste oideachasúil.

Ciorcláin a bhaineann le Samhail Sainaitheanta DEIS

- Ciorclán 0034/2023 – CDSIS (comhionannas deiseanna a sheachadadh i scoileanna): pleanáil gníomhaíochta agus leithdháileadh deontais do gach scoil CDSIS

2.11 Meastóireacht ar an Treoirthionscadal STAR (Tacú leis an Lucht Siúil agus leis na Romaigh) de chuid na Straitéise Náisiúnta um Chuimsiú an Lucht Siúil agus na Romach

Bunaíodh Grúpa Comhairleach um Straitéis Oideachais don Lucht Siúil agus na Romaigh chun dearadh, forbairt agus dréachtú Straitéis Oideachais don Lucht Siúil agus na Romaigh a threorú, a fhormhaoirsiú agus rannchuidiú leis. Áirítear leis na baill den Ghrúpa Comhairleach raon geallsealbhóirí ón earnáil oideachais, ón Lucht Siúil agus ón bpobal Romach.

Le linn an chéad leagain eile den Straitéis Náisiúnta um Chuimsiú an Lucht Siúil agus na Romach a fhorbairt, rud atá á stiúradh ag RLCMLÓ, reáchtáladh sraith comhairliúchán leis an Lucht Siúil agus leis an bpobal Romach. Reáchtáil Values Lab iad sin agus chuir sé tuarascáil mhionsonraithe ar na comhairliúcháin le chéile. Beidh sraith taighde nua, reatha agus mhionsonraithe sna tuarascálacha ar na comhairliúcháin ar an Straitéis Oideachais don Lucht Siúil agus na Romaigh freisin. Ba é a bhí i gceist leis an gcéim comhairliúcháin phoiblí ná suirbhé ar líne a bhí ar oscailt do na páirtithe leasmhara uile idir mí Iúil agus mí Dheireadh Fómhair 2023. Bailíodh sonraí saibhre ilchineálacha ó fhreagraithe, agus earcaíodh scríbhneoir tuarascála neamhspleách i mí na Nollag 2023. Coimisiúnaíodh The Centre for Effective Services (CES) chun an mheastóireacht neamhspleách a dhéanamh, agus cuireadh tús leis sin i mí na Bealtaine 2023.

Fuarthas tuarascáil eatramhach i mí na Nollag 2023, agus aiseolas ón nGrúpa Comhairleach Taighde le cur ar áireamh inti sa bhliain 2024. Beidh an tuarascáil deiridh mar bhonn eolais freisin faoi na gníomhartha atá le cur ar áireamh sa Straitéis Oideachais don Lucht Siúil agus na Romaigh.

Beidh obair éagsúil eile a ndearnadh dul chun cinn uirthi sa bhliain 2023 mar bhonn eolais faoi fhorbairt na straitéise freisin. Áirítear léi sin:

- Bunaíodh deich bpost nua do chomhordaitheoirí teagmhála baile, scoile agus an phobail a fhreastalaíonn ar 14 iar-bhunscoil nach iar-bhunscoileanna DEIS iad agus a bhfuil líon ard daltaí den Lucht Siúil agus den phobal Romach acu trí úsáid a bhaint as cistiú ó Chiste na gCuntas Díomhaoin chun dul i ngleic leis an míbhuntáiste oideachasúil don Lucht Siúil agus don phobal Romach; tugtar cistiú freisin le haghaidh tionscnaimh a bhfuil mar aidhm leo tinreamh, rannpháirtíocht agus coinneáil a fheabhsú (mar atá leagtha amach ar bhealach níos mine thuas).
- Obair na Comhairle Náisiúnta Curaclaim agus Measúnachta (CNCM) i réimse chultúr agus stair an Lucht Siúil sa churaclam, lena n-áirítear iniúchadh na bliana 2019 ar chultúr agus stair an Lucht Siúil sa churaclam, agus an Tuarascáil Taighde ar Chultúr agus Stair an Lucht Siúil a foilsíodh i mí Feabhra 2023, rud atá ina bhonn le haghaidh acmhainní agus ábhair a fhorbairt agus a bheidh mar bhonn eolais faoin smaointeoireacht ar chineálacha cur chuige idirchultúrtha i leith an oideachais.

Cruthaíodh post nua sa tSeirbhís um Fhorbairt Ghairmiúil do Mhúinteoirí (SFGM) (atá mar chuid d'eagraíocht níos mó anois, mar atá Oide) chun forbairt ghairmiúil leanúnach do scoileanna sa chlár DEIS a fhormhaoirsiú, a fhorbairt agus a chothú, agus chun dul i gceannas ar fhorbairt a dhéanamh ar fhorbairt ghairmiúil leanúnach shaincheaptha ar an bhfrithchiníochas agus ar ghlacadh leis an éagsúlacht do cheannairí scoile agus do mhúinteoirí chun a chur ar a gcumas tacú le riachtanais foghlama gach dalta ó gach cúlra cultúrtha agus tacaíocht a thabhairt le haghaidh cleachtais oideolaíocha lena gcuirtear an cuimsiú chun cinn.

Foilseacháin a bhaineann leis an Straitéis Oideachais don Lucht Siúil

- Daltaí ón Lucht Siúil 2016–20

2.12 An Lárchathair Thoir Thuaidh: Treoirthionscnaimh Oideachais

Déantar ionadaíocht don Roinn Oideachais ar an mBord Forfheidhmithe Cláir don Lárchathair Thoir Thuaidh agus tá baint aici le roinnt tionscnamh i scoileanna. Áirítear leo sin an treoirchlár P-TECH, an treoirthionscnamh City Connects, agus Foireann Ildisciplíneach na Lárchathrach Thoir Thuaidh. Tá cúig iar-bhunscoil ag glacadh páirt sa chlár P-TECH faoi láthair. Tá baint ag deich mbunscoil leis an tionscnamh City Connects agus le Foireann Ildisciplíneach na Lárchathrach Thoir Thuaidh.

Is é atá sa tSamhail Scoile P-TECH ná tionscnamh oideachais a chomhcheanglaíonn an iar-bhunscoil le gnéithe den bhreisoideachas agus de thaithí san áit oibre. Faigheann an clár tacaíocht ón Roinn Oideachais, ón Roinn Breisoideachais agus Ardoideachais, Taighde, Nuálaíochta agus Eolaíochta, ó Bhord Forfheidhmithe Cláir na Lárchathrach Thoir Thuaidh, ó chomhpháirtithe tríú leibhéal, ó Choláiste Náisiúnta na hÉireann agus ó Bhord Oideachais agus Oiliúna Chathair Bhaile Átha Cliath. I measc na gcomhpháirtithe tionscail reatha tá IBM, Cisco, Irish Life, Uisce Éireann, Virgin Media Ireland, Iarnród Éireann, Salesforce, SAS, A&L Goodbody agus Deloitte. Is é Gnó sa Phobal in Éirinn an eagraíocht tríú hearnáil atá ag gníomhú mar chomhpháirtí straitéiseach tionscail don chlár P-TECH amhail mí an Mheithimh 2023.

Is é is City Connects ann ná córas ar fhorbair Boston College ar dtús é, lena n-eagraítear tacaíocht do dhaltaí agus lena mbaintear leas as acmhainní scoile agus pobalbhunaithe atá ann cheana chun feabhas a chur ar thorthaí acadúla agus sóisialta agus mothúchánacha na ndaltaí. Tá an treoirthionscadal á stiúradh ag an Roinn Oideachais agus ag Seirbhís Tacaíochta Oideachais Tusla (TESS), i gcomhar le Coláiste Mhuire gan Smál agus le Boston College. Is é TESS comhlacht fostaíochta agus bainisteoir líne bhaill foirne City Connects. Áirítear le foireann

an Treoirthionscadail City Connects de chuid na Lárchathrach Thoir Thuaidh Bainisteoir Cláir amháin agus seisear Comhordaitheoirí City Connects. Is múinteoirí ar mhórán taithí iad baill foirne uile an Treoirthionscadail City Connects de chuid na Lárchathrach Thoir Thuaidh, agus tá siad ar iasacht don tionscadal seo. Is dearfach a bhí an t-aiseolas ó na meastóireachtaí próisis a rinneadh le trí scoilbhliain anuas (2020/21, 2021/22 agus 2022/23), agus shainaithin príomhoidí an tionchar dearfach a bhí ag City Connects ina gcuid scoileanna freisin.

2.13 Soláthar Oideachais Lasmuigh den Scoil

Le Gníomh 88 den Phlean DEIS, rinneadh soláthar d'athbhreithniú ar an soláthar oideachais lasmuigh den scoil faoi láthair chun bonn eolais a chur faoin mbeartas amach anseo sa réimse sin. Cuireadh an t-athbhreithniú sin i gcrích agus foilsíodh an Tuarascáil ar an Athbhreithniú ar Sholáthar Oideachais Lasmuigh den Scoil i mí na Bealtaine 2022.

Leagtar amach sa tuarascáil plean cur chun feidhme chun dul chun cinn a dhéanamh ar na moltaí ón athbhreithniú. Bunaíodh grúpa oibre a bhí comhdhéanta de shampla ionadaíoch de shaineolaithe ó Ranna agus gníomhaireachtaí Rialtais ábhartha i mí Dheireadh Fómhair 2022 chun formhaoirseacht a dhéanamh ar chur chun feidhme na moltaí.

Tháinig an Grúpa Cur Chun Feidhme le chéile seacht n-uaire déag suas go dtí deireadh na bliana 2023. Chuaigh an grúpa i mbun teagmháil fhairsing le geallsealbhóirí ábhartha, lenar áiríodh soláthraithe oideachais mhalartaigh, príomhoidí scoile, Oifigigh Leasa Oideachais, leanaí agus daoine óga agus tuismitheoirí.

Tá sé de rún ag an nGrúpa Cur Chun Feidhme an tuarascáil agus plean gníomhaíochta uaidh le haghaidh thodhchaí an tsoláthair oideachais mhalartaigh a thabhairt chun críche sa chéad sé mhí den bhliain 2024.

Chomh maith leis sin, oibríonn an Roinn Scéimeanna Teagasc Baile do dhaltaí nach bhfuil áit scoile acu, do leanaí faoi chúram nach bhfuil áit scoile acu agus do dhaltaí atá ar neamhláithreachtaí a bhaineann le máithreachas. Sa bhliain 2023, próiseáladh 206 iarratas san iomlán ar theagasc baile faoi na scéimeanna thuas, ar eascair 184 cinn díobh as gan aon áit scoile a bheith faighte agus ar bhain 18 gcinn díobh le leanaí faoi chúram nach raibh aon áit scoile acu, agus rinneadh ceithre iarratas san iomlán faoin scéim ar neamhláithreachtaí a bhaineann le máithreachas.

Ciorcláin a bhaineann le Scéimeanna Teagasc Baile

- Ciorclán 0031/2023 – Scéim Deontais Teagasc Baile do Leanaí nach bhfuil áit scoile acu agus Leanaí faoi Chúram nach bhfuil áit scoile acu
- Ciorclán 0030/2023 – Scéim Deontas i ndáil le Neamhláithreachtaí a Bhaineann le Máithreachas
- Ciorclán 0024/2023 – Scéim Deontais um Theagasc Baile 2023/2024: Comhpháirt Oideachais Speisialta

2.14 Teiripe Ionscoile Urlabhra agus Teanga agus an tSamhail um Chuimsiú Scoile

Leanadh den treoirchlár sa bhliain 2023 i scoileanna i réigiún CHO7 (Cill Dara, Cill Mhantáin Thiar, Baile Átha Cliath Thiar, Cathair Bhaile Átha Cliath Theas, Baile Átha Cliath Thiar Theas),

agus teiripeoirí ag obair le scoileanna agus ag soláthar tacaíocht leanúnach ar bhonn freagrúil chun straitéisí teiripebhunaithe agus uirlisí teiripebhunaithe a sholáthar.

Tar éis di caidreamh a dhéanamh leis an gComhairle Náisiúnta um Oideachas Speisialta (CNOS), chuir an Roinn Oideachais togra foirmiúil faoi bhráid na Roinne Caiteachais Phoiblí, Seachadta ar an bPlean Forbartha Náisiúnta, agus Athchóirithe (RCPSPFNA) chun an clár teiripe ionscoile a leathnú i mí Lúnasa 2023. Mar chuid den togra, tá sé de rún ag CNOS an leithdháileadh sealadach reatha de theiripeoirí CNOS (39 dteiripeoir) a dhíchúpláil ó réigiún na Samhla um Chuimsiú Scoile agus iad a ath-imscaradh go geografach agus a leabú ar fud an chuid eile de struchtúr foirne réigiúnacha CNOS.

Bhí caidreamh le RCPSPFNA maidir le riar agus acmhainniú an phlean leathnaithe ar siúl fós ag deireadh mhí na Nollag 2023.

2.15 Cur Chun Cinn na Folláine

D'fhógair an tAire an dara snáithe de threoirchlár €5 mhilliún de thacaí comhairleoireachta agus de thacaí folláine/meabhairshláinte an 22 Meitheamh 2023.

Sheol an tAire Seachtain na Scoileanna Gníomhacha 2023 an 22 Aibreán 2023. Bhí sí sin ar siúl ón 24 Aibreán go dtí an 28 Aibreán 2023, agus spreagadh scoileanna lena linn chun a naisc le clubanna áitiúla agus le soláthraithe gníomhaíochta coirp a chothú chun feasacht a mhúscailt ar fhairsinge na ndeiseanna gníomhaíochta coirp atá ann i bpobail áitiúla agus chun gníomhaíocht choirp a chur chun cinn i gcomhthéacs an lae scoile.

2.16 Tús Luath

Cistíonn agus riarann an Roinn Oideachais na ranganna réamhscoile a sholáthraítear faoi chlár an Túis Luaith, rud a bunaíodh sa bhliain 1994/95 i 40 bunscoil atá lonnaithe i limistéir ainmnithe míbhuntáiste uirbigh ar fud na tíre. Is é is Tús Luath ann ná scéim réamhscoile aon bhliana ag a bhfuil clár oideachais a bhfuil mar aidhm leis forbairt fhoriomlán a fheabhsú, cabhrú le teip ar scoil a chosc agus éifeachtaí an mhíbhuntáiste shóisialta a fhritháireamh. Is féidir leis an gclár oideachais freastal ar 1,620 leanbh.

Soláthraítear cistiú caipitíochta is ionann agus €95.23 in aghaidh na bliana i leith gach linbh atá rollaithe i gclár an Túis Luaith. Ina theannta sin, faigheann gach ceann de lánaonaid agus leathaonaid Túis Luaith cistiú neamhphá i bhfoirm deontas tionscanta le haghaidh ábhair agus trealamh a cheannach. Faigheann siad deontas bliantúil chun rannpháirtíocht tuismitheoirí a chothú freisin. Íocadh cistiú neamhphá ab ionann agus €208,395 amach le hAonaid Túis Luaith sa bhliain 2023.

2.17 Tionscadal Réamhscoile Shráid Rutland

Bunaíodh Tionscadal Réamhscoile Shráid Rutland sa bhliain 1969. Is clár réamhscoile dhá bhliain é a sholáthraítear i bpobal de chuid lárchathair Bhaile Átha Cliath agus a fhreastalaíonn ar leanaí idir trí bliana d'aois agus cúig bliana d'aois. Cé nach cuid den chlár Túis Luaith é, úsáideadh é chun an-chuid de na cineálacha cur chuige a cuimsíodh níos déanaí sa chlár Túis Luaith a thriail. Is í an roinn a riarann buiséad Thionscadal Réamhscoile Shráid Rutland le haghaidh na ngnéithe pá neamhtheagaisc agus neamhphá a bhaineann leis an réamhscoil. Is é atá i bhfoireann na réamhscoile (gan an rang luath-idirghabhála um neamhord ar speictream an uathachais a áireamh) ná príomhoide riaracháin, seisear múinteoirí agus cúigear oibrithe cúraim leanaí do 97 leanbh. Fuair Tionscadal Réamhscoile Shráid Rutland deontas bliantúil ab ionann agus €122,580 ón Roinn sa bhliain 2023.

2.18 Oideachas Speisialta

Imríonn an Roinn Oideachais ról tacaíochta i bhforbairt leanúnach na Samhla um Rochtain agus Cuimsiú, rud atá á stiúradh ag RLCMLÓ. Is é is an tSamhail um Rochtain agus Cuimsiú ann ná samhail tacaí uilíocha agus spriocdhírithe atá ceaptha chun a chinntiú gur féidir le leanaí a bhfuil míchumas orthu rochtain a fháil ar an gclár um Chúram agus Oideachas na Luath-Óige.

Tá an Roinn ina ball den Ghrúpa Cur Chun Feidhme Trasearnála atá ag stiúradh thionscnamh na Samhla um Rochtain agus Cuimsiú agus, sa bhliain 2023, lean sí de thacaí a sholáthar don tSamhail um Rochtain agus Cuimsiú trína rannpháirtíocht i ngrúpaí oibre éagsúla, lenar áiríodh Coiste Formhaoirseachta Meastóireachta na Samhla um Rochtain agus Cuimsiú, a d'fhormhaoirsigh meastóireacht Dheireadh na dTrí Bliana ar an tSamhail um Rochtain agus Cuimsiú. Beidh fionnachtana na meastóireachta mar bhonn eolais faoi fheabhsú leanúnach na Samhla um Rochtain agus Cuimsiú laistigh den chomhthéacs comhaimseartha beartais.

2.10.1 Scoileanna speisialta

Cheadaigh CNOS 390 rang speisialta nua don scoilbhliain 2023/24 – 254 cinn ar leibhéal na bunscoile agus 136 cinn ar leibhéal na hiar-bhunscoile. Fágann sé sin gurb ionann an líon iomlán ranganna speisialta agus 2,921 rang. Soláthraíonn na ranganna sin sainoideachas do 18,088 ndalta.

Osclaíodh Libermann Spiritan School, scoil speisialta nua i mBaile Átha Cliath 6W, sa bhliain 2023. Rinneadh dul chun cinn freisin ar dhá scoil speisialta nua eile a bhunú – Scoil Speisialta Pobail Chorcaí Thoir i gCarraig Thuathail agus Scoil Speisialta Pobail an Chosáin i mBaile Átha Cliath 7. Fágann sé sin gurb ionann an líon iomlán scoileanna speisialta sa bhliain 2023 agus 130 scoil (lena n-áirítear seacht scoil ospidéil agus trí scoil atá ceangailte le Seirbhísí Meabhairshláinte do Leanaí agus d'Ógánaigh (CAMHS)). Soláthraíonn na scoileanna sin sainoideachas do 9,000 dalta. I mí na Nollag 2023, fógraíodh ceithre scoil speisialta sa bhreis i gContae na Mí, i gContae Chill Dara, i gContae Loch Garman agus i gContae Luimnigh lena mbunú sa scoilbhliain 2024/2025.

Fuarthas €11 mhilliún i mBuiséad 2024 chun tacaíocht níos fearr a thabhairt do scoileanna speisialta. Áirítear leis na tacaí sin: gach scoil den sórt sin a bheith i dteideal leas-phríomhoide riaracháin agus poist bhreise teagaisc a bheith á leithdháileadh chun oideachas níos oiriúnaí a sholáthar do dhaltaí iar-bhunscoile.

2.10.2 Plean Forbartha Fórsa Saothair Cúntóirí Riachtanas Speisialta

Tugadh ceadú don Aonad um Fhorbairt an Fhórsa Saothair Cúntóirí Riachtanas Speisialta chun an chéad Phlean Forbartha Fórsa Saothair Cúntóirí Riachtanas Speisialta riamh a fhorbairt. Leis an bplean, atá le forbairt sa dá bhliain atá romhainn, tabharfar isteach athchóirithe beartais lena dtabharfar soiléire agus treo don tseirbhís Cúntóirí Riachtanas Speisialta. Is iad seo a leanas na príomhréimsí a dtabharfar aghaidh orthu leis an bplean:

Colún 1 – Ról an Chúntóra Riachtanas Speisialta a athbhreithniú agus a fhorbairt

Colún 2 – Creat Dearbhaithe Cáilíochta a bhunú

Colún 3 – Clár Foghlama agus Forbartha Cúntóirí Riachtanas Speisialta a bhunú

Colún 4 – Tacú le hEarcú, Coinneáil agus Éagsúlacht Cúntóirí Riachtanas Speisialta

Colún 5 – Straitéis Cumarsáide a cheapadh

Áirítear le Colún 4 athbhreithniú ar Chonradh Fostaíochta an Chúntóra Riachtanas Speisialta, ar aon dul leis an ngealltanas a tugadh faoin gComhaontú Náisiúnta Pá 'Ag Dul Ó Neart go Neart'. Forbrófar an Plean i gcomhairle agus i gcomhoibriú le geallsealbhóirí, lena n-áireofar ceannairí scoile agus Cúntóirí Riachtanas Speisialta, agus deis á tabhairt do na páirtithe uile ionchur a sholáthar agus tuairimí a chomhroinnt ar fhorbairt agus treo na seirbhíse Cúntóirí Riachtanas Speisialta sa todhchaí.

2.10.3 An t-athbhreithniú ar an Acht um Oideachas do Dhaoine a bhfuil Riachtanais Speisialta Oideachais Acu (Acht EPSEN), 2004, a chur i gcrích

Leis an athbhreithniú, bunaíodh Grúpa Stiúrtha, Grúpa Oibre agus Grúpa Comhairleach. Chuimsigh gach grúpa raon leathan geallsealbhóirí agus acadóirí neamhspleácha chun neamhchlaonadh a chinntiú. Cuireadh suirbhéanna ar líne i gcrích i mí an Mhárta 2023. Cuireadh an anailís chainníochtúil ar cheisteanna struchtúrtha suirbhé i gcrích. Beidh na léargais ó na suirbhéanna sin mar bhonn eolais faoi imscrúduithe breise le linn na céime fócasghrúpaí. Fuarthas níos mó ná 28,000 freagra ag an gcéim sin. Tá athbhreithniú acadúil á thabhairt chun críche faoi láthair, ina bhfuiltear ag breithniú cásanna dlí agus comparadóirí idirnáisiúnta. Tá sé mar aidhm leis an athbhreithniú a chinntiú go bhfuil an reachtaíocht ag teacht leis an tírdhreach dlí leasaithe, leis an gcomhairle beartais ó CNOS, agus leis na conclúidí agus na moltaí ó ghrúpaí athbhreithnithe éagsúla.

Cuid dhílis den athbhreithniú sin is ea próiseas cuimsitheach rannpháirteachais le geallsealbhóirí. Áirítear leis fócasghrúpaí, comhairliúchán le daoine aonair agus le heagraíochtaí, agus dearcthaí éagsúla a chur ar áireamh. Tá iarrachtaí speisialta á ndéanamh daltaí agus teaghlaigh a bhfuil Acht EPSEN ag déanamh difear dóibh thar na blianta a thabhairt isteach. Ceapadh foireann taighde sainghrúpaí thiomnaithe, agus cuireadh tús leis na fócasghrúpaí. Tá na fócasghrúpaí sin á reáchtáil faoi láthair le raon leathan rannpháirtithe, agus modheolaíochtaí oiriúnacha agus saincheaptha á gcur i láthair do gach grúpa.

2.10.4 An Chomhairle Náisiúnta um Oideachas Speisialta

Ceapadh comhairle nua atá comhdhéanta de 12 ghnáthchomhalta don tréimhse 2023-2026 agus roghnaíodh an Dr Fergal Lynch mar chathaoirleach nua don tréimhse 2023-2026. Athraíodh comhdhéanamh an Fhóraim Chomhairligh 20 comhalta don tréimhse freisin.

Chuir CNOS anailís straitéiseach i gcrích agus d'fhorbair sé dearadh eagraíochtúil mionsonraithe nua sa bhliain 2023, rud a raibh sé i gceist leis struchtúr na heagraíochta a athrú go mór. Mar chuid den dearadh eagraíochtúil, shainaithin CNOS príomhnithe atá taobh thiar den éileamh ar sheirbhísí, bunaithe ar anailís láidir ar shonraí a bailíodh le cúig bliana anuas. Cinnteoidh sé sin go mbeidh CNOS in ann na hacmhainní atá ann san am i láthair agus a bheidh ann san am atá le teacht a mheaitseáil ar an mbealach is fearr le limistéir shonracha riachtanas ar bhonn an chontae aonair agus go mbeidh samhail oibre ag CNOS chun limistéir riachtanas amach anseo a réamh-mheas ionas go mbeidh sé in ann freagairt d'imthosca a bhíonn ag athrú agus na himthosca sin a réamh-mheas chun freastal ar riachtanais leanaí, ar riachtanais a dteaghlaigh agus ar riachtanais scoileanna de réir mar a thagann siad chun cinn.

Ar an leibhéal áitiúil, tá CNOS ag méadú an lín foirne ar fud na tíre de réir a chéile, ó dheich bhfoireann go 20 foireann, agus iad ag tairiscint tacaí a bheidh níos comhchruinnithe agus níos dírithe i ngach limistéar geografach/contae. Tabharfar tacaíocht náisiúnta do na foirne sin le sainfhoirne gairmiúla nuabhunaithe agus le baill foirne riaracháin bhreise. Méadófar an líon Eagraithe Riachtanas Speisialta Oideachais go thart ar 120 eagraí, agus an earcaíocht ag tosú

sa bhliain 2024. Beidh sé sin ar an méadú aonair is mó riamh ar ghráid túslíne ó bunaíodh CNOS i leith agus is é an toradh a bheidh air ná méadú suntasach ar leibhéil acmhainne seirbhíse do thuismitheoirí agus do scoileanna.

D'fhógair an tAire Stáit um Oideachas Speisialta agus Cuimsiú mionsonraí an 9 Deireadh Fómhair 2023 faoi fheachtas earcaíochta nua d'Eagraithe Riachtanas Speisialta Oideachais mar chuid de leathnú leanúnach CNOS. Mar thoradh air sin, earcófar 160 ball foirne breise i róil túslíne, ghairmiúla agus riaracháin.

2.10.5 An Clár Samhraidh

Tá dul chun cinn suntasach déanta ar an gClár Samhraidh le blianta beaga anuas. Tháinig méadú ar an líon ón mbliain 2019 i leith, agus ghlac níos mó scoileanna agus daltaí páirt ann sa bhliain 2023 ná am ar bith riamh. Bhain breis agus 50,000 duine de leanaí agus de dhaoine óga tairbhe as an gClár Samhraidh sa bhliain 2023. Bhí méadú 12% ann freisin ar an líon foriomlán scoileanna a ghlac páirt i gClár Samhraidh, lena n-áirítear méadú 50% ar an líon scoileanna speisialta a bhí ag glacadh páirt ann.

Ceann de na príomhfhorbairtí sa bhliain 2023 ba ea scéim choigeartaithe a thabhairt isteach do scoileanna speisialta darb ainm an Treoirchlár Scoileanna Speisialta. Cuireadh cur chuige níos spriocdhírithe i leith scoileanna speisialta i bhfeidhm chun a chinntiú gur cuireadh díriú níos fearr ar thacaí chun cabhrú le scoileanna speisialta Clár Samhraidh a reáchtáil.

Tá an ghné sin den chlár deartha chun a chinntiú go spriocdhírítear tacaí ar bhealach a chuirfidh leis an bhfáil ar chláir scoilbhunaithe i scoileanna speisialta. Tá sé mar aidhm leis sin an rochtain atá ag leanaí ar chlár den sórt sin a chomhordú agus a chothú agus cabhrú le riachtanais soláthair foirne agus le hacmhainní a shainaithint tríd an ualach riaracháin a bhaineann le clár scoilbhunaithe a stiúradh agus a bhainistiú a laghdú.

2.10.6 An Clár Náisiúnta Píolótach Altranais

Is é atá sa Chlár Náisiúnta Píolótach Altranais do Leanaí a bhfuil Riachtanais Chasta Cúraim Sláinte acu ná scéim phíolótach atá i bhfeidhm ar fud na tíre agus a cuireadh chun feidhme i gcomhpháirt le FSS agus CNOS ón 21 Deireadh Fómhair 2022 i leith.

Fuair an Clár Náisiúnta Píolótach Altranais ceithre iarratas is fiche sa bhliain 2023. Ceadaíodh ceithre cinn de na hiarratais sin, agus na leanaí i gceist ag fáil tacaí altranais faoin gclár píolótach faoin 31 Nollaig 2023. Bhí na hiarratais eile á mbreithniú lena gcur ar áireamh sa chlár ag CNOS.

2.10.7 Tacaí do dhaltaí a bhfuil lagú radhairc nó lagú éisteachta orthu

Tá soláthar seanbhunaithe i bhfeidhm lena soláthraítear cúntóir riachtanas speisialta tiomnaithe ag a bhfuil inniúlacht i dTeanga Chomharthaíochta na hÉireann chun tacú le daltaí i suíomhanna príomhshrutha rochtain a fháil ar an gcuraclam agus páirt a ghlacadh i ngníomhaíochtaí scoile.

Tá an Scéim um Theanga Chomharthaíochta na hÉireann (TCÉ), a bunaíodh sa bhliain 2022, á bainistiú ag CNOS trína struchtúr foirne réigiúnacha. Sheol CNOS feachtas earcaíochta don dá phost thíos agus bunaíodh painéil. Ceapadh beirt Saintacaithe Seomra Ranga TCÉ óna phainéal i mí Mheán Fómhair 2023.

Leis an Scéim Teagaisc um Theanga Chomharthaíochta na hÉireann, cabhraítear le leanaí atá bodhar/a bhfuil deacrachtaí éisteachta acu agus lena dteaghlach inniúlacht a ghnóthú sa teanga

a luaithe is féidir. B'ionann an cistiú iomlán a soláthraíodh don scéim teagaisc um Theanga Chomharthaíochta na hÉireann sa bhliain 2023 agus €285,000, agus thacaigh thart ar 74 theagascóir le 168 leanbh agus lena dteaghlach sa scoilbhliain 2022/23.

Faoi Scéim Teicneolaíochta Cúnta na Roinne Oideachais, bhain breis agus 600 leanbh tairbhe sa bhliain 2023 as trealamh speisialaithe do dhaoine a bhfuil lagú radhairc nó lagú éisteachta orthu.

D'éirigh le triúr mac léinn céim Baitsiléara san Oideachas i dTeanga Chomharthaíochta na hÉireann a bhaint amach ó Ollscoil Chathair Bhaile Átha Cliath (DCU) agus tá siad ag obair i bhfostaíocht lánaimseartha ó mhí Mheán Fómhair 2023 i leith.

2.10.8 Aistrithe

Chun a gealltanais faoin Straitéis Chuimsitheach Fostaíochta a chomhlíonadh agus chun a chinntiú go bhfuil na príomhphointí aistrithe éifeachtach agus go dtacaíonn siad leis na torthaí foghlama is fearr do gach dalta, tá an Roinn i mbun tionscadal píolótach aistrithe (Clár Píolótach Aistrithe na Straitéise Cuimsithí Fostaíochta) a oibriú. Leis an tionscadal píolótach, atá á reáchtáil faoi láthair i 20 scoil (deich gcinn i mBaile Átha Cliath agus deich gcinn i nGaillimh) ó bhí deireadh na bliana 2022 ann, tugtar deis do phríomh-gheallsealbhóirí obair le chéile chun tacaíocht chuimsitheach agus smaointeoireacht chomhleanúnach a sholáthar lena dtógtar an acmhainn i scoileanna chun freastal ar na riachtanais aistrithe atá ag daoine óga a bhfuil míchumas intleachta orthu agus a bhfuil riachtanais chasta oideachais eile acu, rud a ullmhaíonn iad le haghaidh tuilleadh neamhspleáchais agus tuilleadh rannpháirtíocht sa tsochaí tar éis na scoile.

Chomh maith le scéim phíolótach na Straitéise Cuimsithí Fostaíochta, tá an Roinn Oideachais, trí Chiste na gCuntas Díomhaoin, ag cistiú comhoibriú idir an roinn agus Cumann Bhaile Bhailcín do Dhaoine a bhfuil Míchumas Intleachta orthu (WALK), atá ina eagraíocht neamhrialtasach a bhfuil mórán taithí aici agus atá ag obair i réimse na seirbhísí míchumais. Tá WALK ag obair le deich scoil (ar scoileanna speisialta iad a bhformhór) chun a gClár Cumais Piaraí reatha a sholáthar. Is é an príomhchuspóir ná a chinntiú go dtugtar tacaíocht do dhaltaí chun na haistrithe is fearr a dhéanamh ón scoil. Déanfaidh WALK caidreamh le rannpháirtithe ar feadh suas le trí bliana tar éis dóibh an scoil a fhágáil.

2.10.9 Comhairle Beartais ó CNOS maidir le hOideachas Cuimsitheach

Rinne an Rannóg Oideachais Speisialta iarratas ar rochtain ar chlár na hIonstraime um Thacaíocht Theicniúil de chuid an Choimisiúin Eorpaigh, ar clár é a bhfuil mar rún aige tacú leis na Ballstáit agus iad ag pleanáil athchóirithe suntasacha córais. Sa chás seo, is í an Ghníomhaireacht Eorpach um Riachtanais Speisialta agus um Oideachas Cuimsitheach a sholáthraíonn an tacaíocht. Tar éis roinnt comhairliúchán agus tar éis rannpháirtíocht leantach, d'éirigh lenár n-iarratas. Chuir an Roinn tús le rannpháirtíocht ar an tionscadal sa bhliain 2023.

2.10.10 Buiséad 2023

Sa bhliain 2023, bhí 27% de bhuiséad na Roinne Oideachais, nó €2.6 billiún, tiomnaithe do leanaí a bhfuil riachtanais speisialta oideachais acu. Leis sin, rinneadh soláthar do 686 mhúinteoir sa bhreis agus do 1,194 chúntóir riachtanas speisialta sa bhreis. Ag deireadh na bliana 2023, b'ionann an líon múinteoirí oideachais speisialta i ranganna príomhshrutha agus 14,551 mhúinteoir. B'ionann an líon iomlán cúntóirí riachtanas speisialta i scoileanna agus 20,778 gcúntóir.

Fuarthas €13 mhilliún, beagnach, le haghaidh leathnú CNOS, chun an líon ball foirne a bhfuil teagmháil dhíreach acu le leanaí agus le scoileanna a mhéadú faoi 50%. Áiríodh leis sin 40 ball foirne nua do sheirbhís Theanga Chomharthaíochta na hÉireann. Fuarthas €2.9 milliún le haghaidh 54 bhall foirne ghairmiúla, theicniúla agus tacaíochta sa tSeirbhís Náisiúnta Síceolaíochta Oideachais (SNOS). Fuarthas €2 mhilliún le haghaidh na Scéime Teicneolaíochta Cúnta. Is ionann é sin agus méadú 60%, beagnach, ar an gcistiú a soláthraíodh roimhe sin. Fuarthas cistiú breise ab fhiú €20 milliún le haghaidh an Chláir Samhraidh freisin, ar clár é a bhfuil méadú tagtha ar a iontógáil gach bliain ó leathnaíodh é sa bhliain 2020 i leith.

Foilseacháin ón Rannóg Oideachais Speisialta sa bhliain 2023

- Deontas Leabhair Scoile – Treoirlínte do Bhunscoileanna agus Scoileanna Speisialta
- Treoirlínte maidir le húsáid chuí an Deontais Tacaíochta um Fheachtas Freastail do Bhunscoileanna agus d'Iar-bhunscoileanna

Ciorcláin a bhaineann leis an Oideachas Speisialta sa bhliain 2023

- Ciorclán 0029/2023 – Neamhláithreachtaí Gairide do Bhaill Foirne, seachas Daoine atá fostaithe mar Mhúinteoirí agus mar Chúntóirí Riachtanas Speisialta i mBoird Oideachais agus Oiliúna
- Ciorclán 0026/2023 – Earcaíocht Cúntóirí Riachtanas Speisialta – Socruithe Sannacháin Fhorlíontaigh don Scoilbhliain 2023/2024
- Ciorclán 0018/2023 – Leithdháileadh Cúntóirí Riachtanas Speisialta 2023/2024
- Ciorclán 0014/2023 – Clár Teastais/Dioplóma Iarchéime um Fhorbairt Ghairmiúil Leanúnach do Mhúinteoirí atá ag obair le Daltaí a bhfuil Riachtanais Speisialta Oideachais (Uathachas) acu
- Ciorclán 0013/2023 – An Clár Dioplóma Iarchéime um Fhorbairt Ghairmiúil Leanúnach do Mhúinteoirí Oideachais Speisialta 2023/2024
- Ciorclán 0012/2023 – Teastas Iarchéime san Oideachas do Scoláirí atá ar Speictream an Uathachais (AS) do mhúinteoirí a oibríonn le Scoláirí atá ar Speictream an Uathachais i Scoileanna Speisialta, i Ranganna Speisialta nó mar Mhúinteoirí Oideachais Speisialta i mBunscoileanna agus in Iar-bhunscoileanna príomhshrutha
- Ciorclán 0001/2023 – Comhairle maidir le húsáid uirlisí/trialacha don Treoir nó do riachtanais bhreise agus speisialta oideachais (RSO) in iar-bhunscoileanna

2.12 Iompraíocht Daltaí atá i gCásanna Géarchéime

Tugadh ar aghaidh chuig na céimeanna deiridh forbairt na dtreoirlínte maidir le freagairt d'iompraíochtaí is ábhair imní i gcásanna géarchéime agus iad a bhainistiú. Tá siad chóir a bheith críochnaithe agus réidh le foilsiú. Sa bhliain 2023, bhí an roinn i mbun comhairliúchán fairsing le geallsealbhóirí oideachais agus le grúpaí tathanta. Pleanáladh próiseas soláthair, agus thug an roinn an iarraidh ar thairiscintí le haghaidh oiliúna chun críche i gcomhar le CNOS.

Tá na treoirlínte á dtriail i 15 scoil speisialta, a bheag nó a mhór, faoi láthair. Éascóidh sé sin leasuithe deiridh a dhéanamh ar na treoirlínte. Gheobhaidh na scoileanna tacaíocht ón tSeirbhís Náisiúnta Síceolaíochta Oideachais, ón gComhairle Náisiúnta um Oideachas Speisialta agus ón gCigireacht le linn na tréimhse sin.

Déanann CNOS formhaoirseacht ar an obair. Is é an spriocghrúpa ná daoine óga a bhfuil míchumas intleachta orthu nó a bhfuil riachtanais chasta oideachais acu inár gcuid iar-

bhunscoileanna agus scoileanna speisialta. Tá dul chun cinn na ndaltaí á rianú thar thréimhse idir dhá bhliain go leith agus trí bliana ar fad, ag tosú ar dtús le daltaí 16 bliana d'aois i suíomhanna scoile speisialta agus leis na daltaí sin atá sa chúigiú bliain in iar-bhunscoileanna. Tá rochtain ag na daltaí sin ar thacaí thar an tréimhse dhá bhliain atá siad ar scoil agus sa tréimhse idir sé mhí agus naoi mí ar fad tar éis na scoile ar cibé conair a roghnaíonn siad.

2.13 Scéim na Leabhar Scoile in Aisce

Mar chuid de Bhuiséad 2023, d'fhógair an tAire infheistíocht mhór is fiú breis agus €50 milliún chun leabhair scoile in aisce a sholáthar i mbunscoileanna agus i scoileanna speisialta, rud a d'fhág go bhfuil leabhair scoile in aisce faighte ag breis agus 563,000 dalta i dtuairim agus 3,227 mbunscoil aitheanta, lena n-áirítear breis agus 130 scoil speisialta, ó bhí mí Mheán Fómhair 2023 ann.

Le scéim na leabhar bunscoile in aisce, comhlíontar an gealltanas a tugadh i gClár an Rialtais go leathnófaí treoirscéim na leabhar scoile in aisce, rud a bhí ar fáil i mbreis agus 100 bunscoil DEIS ón mbliain 2019 go dtí an bhliain 2022, de réir mar a cheadaíonn acmhainní. Chomh maith leis sin, tógann cur chun feidhme scéim na leabhar scoile in aisce ar an scéim cíosa leabhar scoile a bhí ar fáil sa chuid is mó de bhunscoileanna agus d'iar-bhunscoileanna.

Eisíodh treoir mhionsonraithe agus cistiú chuig scoileanna chun dóthain ama a thabhairt do scoileanna leabhair scoile, leabhair oibre agus cóipleabhair a chur i bhfeidhm do gach dalta i dtús na scoilbhliana 2023/2024.

Chuir an Roinn Oideachais íocaíocht deontais i bhfeidhm le haghaidh tacaíocht riaracháin freisin.

B'ionann an caiteachas iomlán ar an scéim bunscoile don bhliain 2023 agus €55.92 milliún, lenar áiríodh €1.87 milliún le haghaidh tacaíocht riaracháin.

Sa bhliain 2023, fuarthas infheistíocht bhreise ab fhiú €115m mar chuid de Bhuiséad 2024. Leis sin, soláthraítear €47m chun leanúint de Scéim na Leabhar Bunscoile don scoilbhliain 2024/25 agus soláthraítear thart ar €68m chun scéim leabhar scoile in aisce a thabhairt isteach do dhaltaí uile na Sraithe Sóisearaí in iar-bhunscoileanna sa Scéim Saoroideachais don scoilbhliain 2024/25.

Sprioc 3: I gcomhar lenár gcomhpháirtithe, ceannaireacht agus tacaíocht straitéiseach a thabhairt le haghaidh na córais chearta agus an bonneagar ceart a sholáthar don earnáil

Baineann an sprioc seo leis an ról tábhachtach ag an roinn agus a cuid gníomhaireachtaí i gceannaireacht straitéiseach a sholáthar laistigh den earnáil agus ar fud an rialtais. Is é atá i gceist léi ná comhordú le geallsealbhóirí san earnáil, leis an mórearnáil phoiblí, leis an gcóras polaitíochta, le comhlachtaí eile rialtais agus le cláir oibre thrasearnála. Tá sé mar aidhm leis an sprioc seo na comhpháirtíochtaí sin a neartú agus obair le chéile de réir mar a sholáthraímid eispéireas oideachais den chéad scoth do gach dalta.

3.2 Beartas um Oideachas Múinteoirí, Oideachas Tosaigh Múinteoirí agus Forbairt Ghairmiúil

3.1.1 Creidiúnú Gairmiúil na gClár Oideachais Tosaigh Múinteoirí (2022)

D'fhoilsigh an Chomhairle Mhúinteoireachta Céim: Caighdeáin d'Oideachas Tosaigh Múinteoirí i mí Dheireadh Fómhair 2020. Leagtar amach in Céim na ceanglais nach mór do gach clár cáilíochta múinteoireachta in Éirinn a chomhlíonadh chun creidiúnú a fháil ón gComhairle Mhúinteoireachta. Is tagarmharc é freisin d'aon duine atá ag iarraidh clárú mar mhúinteoir in Éirinn. Ní mór do gach clár nua oideachais tosaigh múinteoirí bunscoile agus iar-bhunscoile na caighdeáin atá leagtha amach in Céim a chomhlíonadh. Bhí na cláir oideachais tosaigh múinteoirí uile a bhí ann cheana ailínithe le Céim do mhic léinn chéad bhliana ón 01 Meán Fómhair 2022 i leith.

Chuir an Chomhairle Mhúinteoireachta tús i mí na Samhna 2021 le creidiúnú Thimthriall 2 a dhéanamh ar na cláir a bhí ann cheana, rud a raibh sé i gceist leis athbhreithniú sceidealaithe a dhéanamh ar gach clár oideachais tosaigh múinteoirí a bhí ann cheana i gcomhréir le Céim. Cuireadh an próiseas sin i gcrích ag deireadh na bliana 2023, agus creidiúnú tugtha ag an gComhairle Mhúinteoireachta do 52 chlár oideachais tosaigh múinteoirí i 14 institiúid ardoideachais faoi na caighdeáin nua.

3.1.2 Socrúchán Gaeltachta

Tá na ceanglais reatha le haghaidh Tréimhsí Foghlama sa Ghaeltacht faoi chláir Oideachais Tosaigh Múinteoirí bunscoile i bhfoirm dhá cheann de shocrúcháin dhá sheachtain, mar atá leagtha amach sa doiciméad Céim: Caighdeáin d'Oideachas Tosaigh Múinteoirí. Chuir 2,702 mhac léinn san iomlán a socrúchán sa Ghaeltacht i gcrích sa bhliain.

3.1.3 Socrúchán Scoile

Thionóil an Chomhairle Mhúinteoireachta Grúpa Oibre um Shocrúchán Scoile i mí na Samhna 2018 chun athbhreithniú a dhéanamh ar chur chun feidhme na dtreoirlínte maidir le socrúchán scoile agus na moltaí ó thaighde a choimisiúnaigh an Chomhairle Mhúinteoireachta ar shocrúchán scoile. Mhol an Grúpa Oibre um Shocrúchán Scoile go mbunófaí Grúpa Cur Chun Feidhme um Shocrúchán Scoile chun formhaoirseacht a dhéanamh ar Ghrúpa Oibre um Chóras Socrúcháin agus ar Ghrúpa um Fhorbairt Ghairmiúil Treoraithe, a dhéanfadh dul chun cinn ar a

mholtaí. Chuir an Grúpa Oibre um Chóras Socrúcháin tuarascáil i gcrích i mí an Mheithimh 2022, rud a mbreithneoidh an Grúpa Cur Chun Feidhme um Shocrúchán Scoile é. Tháinig an Grúpa um Fhorbairt Ghairmiúil Treoraithe le chéile roinnt uaireanta sa bhliain 2022 agus arís i mí Feabhra 2023.

Ag teacht sna sála ar an gcruinniú sin, rinne an Fhoireann Tionscadail um Shocrúchán Scoile (an Chomhairle Mhúinteoireachta agus an Roinn) machnamh ar an dul chun cinn a rinneadh ar na róil a bhaineann le socrúchán scoile a phlé agus a chomhaontú (ceannairí scoile, Treoraithe, teagascóirí institiúidí ardoideachais) agus ar an bplé tosaigh ar na roghanna atá ar fáil chun tacaíocht a thabhairt do Threoraithe.

Chun dul chun cinn a dhéanamh ar an bplé ar roghanna, táthar den tuairim gurb é atá i gcéad chéim eile thábhachtach ná ionchur a fháil ó na daoine sin a bhfuil baint acu le socrúchán scoile faoi láthair. Mar sin, beartaíodh fócasghrúpaí spriocdhírithe a thionól le Treoraithe agus le múinteoirí faoi oiliúint sula gcuirfí roghanna faoi bhráid an Ghrúpa Oibre um Fhorbairt Ghairmiúil Treoraithe. Tá sé beartaithe na fócasghrúpaí sin a thionól sa bhliain 2024.

3.1.4 Ráiteas Beartais maidir le hOideachas Tosaigh Múinteoirí

Seoladh an Ráiteas Beartais maidir le hOideachas Tosaigh Múinteoirí ón Roinn Oideachais i mí an Mhárta 2023. Sa ráiteas beartais, déantar machnamh ar thréimhse shuntasach athruithe maidir le soláthar oideachais tosaigh múinteoirí in Éirinn agus leagtar amach fís le haghaidh oideachas tosaigh múinteoirí go dtí an bhliain 2030.

Áirítear leis an ráiteas beartais plean cur chun feidhme céimnithe lena ngabhann gníomhartha ina chéad chéim go dtí deireadh na bliana 2024. Áirítear leo sin taighde fadaimseartha suntasach ar an múinteoireacht agus ar an oideachas múinteoirí a bheith coimisiúnaithe ag an roinn agus ag an gComhairle Mhúinteoireachta sa bhliain 2023, agus an timthriall creidiúnúcháin faoi Céim a bheith curtha i gcrích ag an gComhairle Mhúinteoireachta.

3.1.5 Céimithe Oideachais Tosaigh Múinteoirí

Sa bhliain 2022, bhain 1270 duine céim amach ó chláir chomhthráthacha agus leantacha oideachais tosaigh múinteoirí bunscoile a bhí á gcistiú ag an Stát agus bhain 1,685 dhuine céim amach ó chláir chomhthráthacha agus leantacha oideachais tosaigh múinteoirí iar-bhunscoile a bhí á gcistiú ag an Stát. Bhain 707 nduine agus 223 dhuine céim amach sa teagasc bunscoile agus iar-bhunscoile faoi seach ó chláir leantacha de chuid Choláiste Hibernia sa bhliain 2022 freisin.

Tá múinteoirí fochéime sa tríú bliain agus sa cheathrú bliain incháilithe le haghaidh iarratas a dhéanamh ar chlárú leis an gComhairle Mhúinteoireachta faoi Bhealach clárúcháin 5 (Múinteoirí faoi Oiliúint). Sa bhliain 2023, chláraigh níos mó ná 2700 múinteoir faoi oiliúint faoi Bhealach 5. De bhreis air sin, cuireadh 610 áit sa bhreis le cláir oideachais tosaigh múinteoirí bunscoile thar na blianta 2023 agus 2024.

Ciorcláin a bhaineann le hOideachas Tosaigh Múinteoirí

- Ciorclán 0027/2023 – CNC Leibhéal 9: Dioplóma Iarchéime in Oideachas Sóisialta, Pearsanta agus Sláinte/Oideachas Caidrimh agus Gnéasachta (OSPS/OCG) – Clár 2024

4.2 An tSeirbhís um Fhorbairt Ghairmiúil do Mhúinteoirí (SFGM)

Lean an Roinn Oideachais de chlár cuimsitheach forbartha gairmiúla a sholáthar chun tacú le múinteoirí agus ceannairí scoile sa bhliain 2023. Cuireadh isteach go mór ar fhorbairt ghairmiúil leanúnach a sholáthar mar gheall ar chomhairleoirí a bheith ag obair mar mhúinteoirí ionaid i scoileanna i dTéarma 2 den scoilbhliain 2022/23. San iomlán don tréimhse sin, sholáthair SFGM 93,348 n-aonad foghlama gairmiúla leanúnaí i mbunscoileanna agus in iar-bhunscoileanna.

3.2.1 An tSraith Shóisearach do Mhúinteoirí

Thacaigh an tSraith Shóisearach do Mhúinteoirí le scoileanna an Creat don tSraith Shóisearach (2015) a chur chun feidhme trí fhorbairt ghairmiúil leanúnach a sholáthar do cheannairí scoile agus do mhúinteoirí agus trí acmhainní éifeachtacha teagaisc agus foghlama a sholáthar. Sholáthair an tSraith Shóisearach do Mhúinteoirí 35,035 idirghníomhaíocht forbartha gairmiúla leanúnaí sa bhliain 2023.

3.2.2 An Clár Náisiúnta Ionduchtaithe do Mhúinteoirí

Thacaigh an Clár Náisiúnta Ionduchtaithe do Mhúinteoirí (CNIM) le múinteoirí nuacháilithe bunscoile agus iar-bhunscoile a ionduchtú isteach i ngairm na múinteoireachta in Éirinn ar aon dul le ceanglais na Roinne Oideachais agus le beartais na Comhairle Múinteoireachta, lena n-áirítear Droichead, an Chreatlach Ionduchtúcháin Ghairmiúil Chomhtháite do Mhúinteoirí Nuacháilithe (2017). Sholáthair CNIM 12,649 n-idirghníomhaíocht forbartha gairmiúla leanúnaí agus 828 uair tacaíochta scoile sa bhliain 2023.

3.2.3 An Lárionad um Cheannaireacht Scoile

An Lárionad um Cheannaireacht Scoile (CSL), ar socrú comhpháirtíochta é atá ar bun idir an Roinn Oideachais, Líonra Príomhoidí Bunscoile na hÉireann agus Cumann Náisiúnta na bPríomhoidí agus na Leas-Phríomhoidí, leag sé amach contanam comhleanúnach forbartha gairmiúla do cheannairí scoile, agus díriú á leagan ar chóitseáil, ar mheantóireacht agus ar chlár iarchéime a sholáthar do dhaoine ar mian leo teacht chun bheith ina gceannairí scoile. Sholáthair CSL 1,460 idirghníomhaíocht forbartha gairmiúla leanúnaí sa bhliain 2023.

3.2.4 Oide

Seoladh Oide an 1 Meán Fómhair 2023 agus is seirbhís nua tacaíochta de chuid na Roinne Oideachais do scoileanna é. Cruthaíodh é trí na ceithre sheirbhís tacaíochta a bhí ann cheana, mar a bhí an Lárionad um Cheannaireacht Scoile, an tSraith Shóisearach do Mhúinteoirí, an Clár Náisiúnta Ionduchtaithe do Mhúinteoirí, agus an tSeirbhís um Fhorbairt Ghairmiúil do Mhúinteoirí, a chomhtháthú.

Cuireann Oide cáilíocht an teagaisc agus na foghlama chun cinn trí shamhail éifeachtúil, éifeachtach agus fhreagrúil foghlama gairmiúla agus tacaíochta gairmiúla do cheannairí scoile agus do mhúinteoirí a sholáthar. Tá sé mar aidhm aige an teagasc agus an fhoghlaim is fearr is féidir a éascú chun a chur ar chumas daltaí barr a gcumais a bhaint amach agus rannchuidiú le forbairt shóisialta, eacnamaíoch agus chultúrtha na hÉireann. Sholáthair Oide 90,843 idirghníomhaíocht forbartha gairmiúla leanúnaí agus 521 uair tacaíochta scoile idir mí Mheán Fómhair agus mí na Nollag (agus an dá mhí sin san áireamh) ar fud na hearnála bunscoile agus na hearnála iar-bhunscoile.

Thairg foirne iar-bhunscoile raon éagsúil Eispéireas Foghlama Gairmiúla chun tacú le foghlaim ábhair sa tsraith shóisearach agus sa tsraith shinsearach araon sna hábhair seo a leanas:

Matamaitic, Ríomheolaíocht, Béarla, Stair, Léann Clasaiceach, Eacnamaíocht Bhaile, Oideachas Reiligiúin, Polaitíocht agus an tSochaí, Nuatheangacha Iasachta, Eolaíochtaí, Teicneolaíochtaí, Gnó, Amharc-ealaín, Tíreolaíocht agus Ceol.

3.2.5 Creat taighdebhunaithe a fhorbairt le haghaidh meastóireacht a dhéanamh ar Fhoghlaim Ghairmiúil Múinteoirí

Chuir an Foras Taighde ar Oideachas tionscadal ar choimisiúnaigh an Roinn Oideachais é chun creat meastóireachta a fhorbairt le haghaidh forbairt ghairmiúil múinteoirí i gcrích sa bhliain 2023. Leis an gcreat, cabhrófar lena chinntiú go bhfreastalóidh an soláthar forbartha gairmiúla múinteoirí ar bhealach éifeachtach éifeachtúil ar na riachtanais atá ag múinteoirí, ag scoileanna, ag daltaí agus ag an Roinn Oideachais chun a chinntiú go mbainfear an chuid is fearr as na hacmhainní atá ar fáil. Chomhaontaigh an coiste stiúrtha an tuarascáil deiridh agus thug an Foras Taighde ar Oideachas chun críche í i mí Aibreáin 2023.

Foilseacháin ón bhForas Taighde ar Oideachas:

- The Teacher Professional Learning Evaluation Framework
- Education in a Dynamic World: the performance of students in Ireland in PISA 2022
- Progress in International Reading Literacy Study 2021 report (PIRLS)
- National Assessments of Mathematics and English Reading 2021 report (NAMER)
- Ireland's National Assessments of Mathematics and English Reading 2021: A focus on achievement in urban DEIS schools (NAMER DEIS)

4.3 Cosán

Leanann an Roinn Oideachais de thacú le Cosán agus le deiseanna do mhúinteoirí ina n-aistear forbartha gairmiúla agus tá sí tiomanta do thacú le forbairt agus leabú a dhéanamh ar Cosán, an Chreatlach Náisiúnta um Fhoghlaim Múinteoirí ón gComhairle Mhúinteoireachta.

Rinne an Roinn Oideachais raon leathan gníomhaíochtaí foghlama gairmiúla do mhúinteoirí a sholáthar agus a chothú trí na Seirbhísí Tacaíochta Oideachais Múinteoirí, trí Ionaid Oideachais, trí ghníomhaireachtaí roinne agus trí thionscnaimh eile agus d'fhéach sí le conairí le haghaidh dul chun cinn a sholáthar do mhúinteoirí iar-bhunscoile ar spéis leo a scileanna a fhorbairt maidir le OSPS/OCG a theagasc agus, dá réir sin, cumas agus ceannaireacht a thógáil laistigh de ghairm na múinteoireachta i ndáil le teagasc OSPS/OCG.

I mí Feabhra 2023, thosaigh an chéad chohórt, a bhí comhdhéanta de 34 rannpháirtí, an Clár Dioplóma Iarchéime in Oideachas Sóisialta, Pearsanta agus Sláinte/Oideachas Caidrimh agus Gnéasachta (OSPS/OCG) a reáchtálann Ollscoil Chathair Bhaile Átha Cliath é agus atá ar Leibhéal 9 ar an gCreat Náisiúnta Cáilíochtaí.

4.4 Scéim Cistiúcháin Líonraí Gairmiúla Múinteoirí

Bunaíodh an Scéim Cistiúcháin Líonraí Gairmiúla Múinteoirí chun tacú le hobair na nGrúpaí agus Cumann Múinteoirí a thugann Eispéiris Foghlama Gairmiúla agus piarthacaíocht ghairmiúil do gach múinteoir Iar-bhunscoile.

Is é an príomhchuspóir atá leis na Líonraí Gairmiúla Múinteoirí ná na scileanna teagaisc, foghlama agus/nó bainistíochta ranga atá ag múinteoirí iar-bhunscoile a chur ar aghaidh ar mhaithe le torthaí foghlama níos fearr a sholáthar do dhaltaí. Áiríodh leis na himeachtaí Eispéiris Foghlama Gairmiúla a d'eagraigh Grúpaí agus Cumainn Múinteoirí sa bhliain 2023 straitéisí oiriúnacha a thacaíonn le múinteoirí agus a bhfuil naisc fhónta acu leis na tosaíochtaí náisiúnta atá á gcur chun feidhme ag an Roinn Oideachais. Bhí 32 ghrúpa agus cumann múinteoirí san iomlán cláraithe leis an scéim sa bhliain 2023.

3.4.1 An Clár um Theagasc agus Foghlaim don 21ú hAois (TL21)

Is é atá sa Chlár TL21 ná clár ceardlann-bhunaithe Eispéireas Foghlama Gairmiúla do mhúinteoirí agus do cheannairí scoile lena gcuirtear cleachtas nuálach agus pobail foghlama gairmiúla chun cinn in iar-bhunscoileanna. Tá an clár ar siúl ó bhí an bhliain 2003 ann. Tá an clár treoraithe ag taighde agus is iad an dá phríomhaidhm atá leis ná cumas múinteoirí mar údair chomhoibríocha agus fhéinchriticiúla dá gcuid oibre féin a neartú agus daltaí a chumasú chun páirt ghníomhach fhreagrach a ghlacadh ina gcuid foghlama féin.

Tá an clár á bhainistiú ag Roinn an Oideachais in Ollscoil Mhá Nuad. Tá an clár tógtha ar shamhail comhpháirtíochta, áit arb iad an ollscoil, na scoileanna rannpháirteacha, an líonra ionad oideachais agus an Roinn Oideachais na príomh-chomhpháirtithe. Soláthraíonn an Roinn Oideachais an cistiú le haghaidh an chláir.

Reáchtáiltear an clár thar thimthriall dhá bhliain agus ghlac deich nIonad Oideachais páirt i dtimthriall na tréimhse 2021-2023. Cuireadh tús le timthriall nua TL21 don tréimhse 2023-2025 i mí Mheán Fómhair 2023, agus 11 Ionad Oideachais ag glacadh páirt ann.

3.4.2 An Malartán Taighde Múinteoirí (T-REX)

Is é is an Malartán Taighde Múinteoirí, T-REX, ann ná ardán saincheaptha líonraithe shóisialta agus comhoibrithe atá faoi stiúir ag Coláiste Mhuire gan Smál (ag obair dó i gcomhpháirt le hOllscoil Luimnigh, le hOllscoil na hÉireann, Gaillimh, le hInstitiúid Oideachais Marino, le hOllscoil Chathair Bhaile Átha Cliath, le hIonaid Tacaíochta Oideachais na hÉireann agus leis an Lárionad Ceannaireachta Scoile). Tá T-REX á chomhchistiú ag an Roinn Oideachais, ag an gComhairle Mhúinteoireachta agus ag an gComhairle Náisiúnta Curaclaim agus Measúnachta (CNCM), a dhéanann cumarsáid, rannpháirtíocht agus comhroinnt a chumrú do ghairmithe oideachais ar fud oileán na hÉireann.

Soláthraíonn T-REX droichead digiteach chun comhoibriú agus idirphlé a éascú idir baill de chúlraí gairmiúla difriúla, amhail múinteoirí faoi oiliúint, múinteoirí cleachtacha, gairmithe ardoideachais agus gairmithe tacaíochta oideachais, ionas gur féidir taighde ardchaighdeáin a chomhroinnt ar fud teorainneacha gairmiúla agus chun an pobal ar líne a mhéadú trí nuálaíochtaí leanúnacha sa teagasc agus san fhoghlaim agus, ar an mbealach sin, cáilíocht an oideachais a fhaigheann gach foghlaimeoir a fheabhsú.

4.5 Cigireacht

Sheol an Chigireacht clár iomlán cigireachtaí agus cuairteanna comhairleacha i suíomhanna fhoghlaim agus chúram na luathóige, i scoileanna, in ionaid oideachais agus i suíomhanna eile oideachais de réir a feidhmeanna cuntasachta, feabhsúcháin agus tógála acmhainne agus de réir na gCód Cleachtais foilsithe agus na dTreoracha Cigireachta uaithi.

Áiríodh leis an gclár cigireachtaí úsáid a bhaint as raon samhlacha cigireachta a bhí éagsúil ó thaobh faid agus dírithe de agus a thacaigh le cur chuige rioscabhunaithe na Cigireachta i leith cigireachtaí a dhéanamh. Le linn roghnú a dhéanamh ar na scoileanna/na suíomhanna le haghaidh cigireachta agus ar na cineálacha cigireachta, leanadh sa bhliain 2023 den stair cigireachta, fionnachtana na gcigireachtaí roimhe sin agus faisnéis eile a bhí ar fáil (patrúin tinrimh, gearáin, athruithe ar phearsanra scoile, etc.) a chur san áireamh. Tugadh Meastóireachtaí Scoile Uile: Bainistíocht, Ceannaireacht agus Foghlaim (MSU-BCF) isteach an athuair i mí Eanáir 2023, agus chríochnaigh sé sin tabhairt isteach chéimnithe na samhlacha cigireachta uile tar éis phaindéim COVID-19.

3.5.1 Oideachas sna Luathbhlianta

Lean an Chigireacht de chlár iomlán cigireachtaí a sheoladh i suíomhanna Fhoghlaim agus Chúram na Luath-Óige ó mhí Mheán Fómhair 2022 i leith agus ar fud na bliana 2023. Bhí an clár sin bunaithe ar eagrán nua den Treoir um Chigireacht Oideachais Luathbhlianta, a foilsíodh i mí Lúnasa 2022. Tá rochtain ar an Treoir um Chigireacht Oideachais Luathbhlianta ar fáil ar líne anseo: www.gov.ie – Treoir um Chigireacht Oideachais Luathbhlianta.

Cuireadh ar áireamh sa treoir nua sin leasuithe ar an gcreat cáilíochta agus ar na próisis chigireachta araon chun sainchúram leathnaithe Chigireacht na Roinne Oideachais a léiriú a mhéid a bhaineann sé le meastóireacht a dhéanamh ar an soláthar i suíomhanna Fhoghlaim agus Chúram na Luath-Óige do gach leanbh atá sé bliana d'aois agus níos óige. Rinneadh cineálacha solúbtha cur chuige i leith cigireachtaí a stiúradh, a forbraíodh le linn phaindéim Covid-19, a chomhtháthú isteach sa tSamhail Cigireachta Oideachais Luathbhlianta príomhshrutha mar fhreagairt d'aiseolas dearfach a fuarthas ó earnáil Fhoghlaim agus Chúram na Luath-Óige. Áiríodh leis na cineálacha cur chuige sin teagmháil chianda le baill foirne agus le húinéirí/bainisteoirí lena gcumasaítear plé gairmiúil agus cruinnithe aiseolais a sheoladh ag amanna atá níos fabhraí do rannpháirtíocht na bhfoirne uile. Comhtháthaíodh na cleachtais sin isteach sa chlár cigireachtaí sa bhliain 2023. Cuireadh 429 gCigireacht atá dírithe ar an Oideachas sna Luathbhlianta agus 64 Chigireacht Leantacha i gcrích sa bhliain 2023.

Cuireadh tús le cigireacht i suíomhanna cúraim leanaí lánlae i mí an Mheithimh 2023 agus cuireadh 16 cinn díobh sin i gcrích mar chigireachtaí foirne. Leis sin, comhlíonadh gníomh a sainaithníodh don Chigireacht in An Chéad 5: Straitéis Uile-Rialtais do Naíonáin, Leanaí Óga agus a dTeaghlach 2019-2028 chun an tsamhail Cigireachta Oideachais Luathbhlianta a leathnú chuig an soláthar státchistithe ar fad do leanaí atá sé bliana d'aois agus níos óige.

Lean an Chigireacht d'fhaisnéis agus acmhainní a fhorbairt agus a fhoilsiú chun tacú le baill foirne i suíomhanna Fhoghlaim agus Chúram na Luath-Óige tabhairt faoi ghníomhaíocht athbhreithnithe inmheánaigh agus feabhsaithe cáilíochta de réir an chreata cáilíochta do Chigireacht atá dírithe ar an Oideachas sna Luathbhlianta. Tugtar aghaidh ar raon leathan topaicí leis na hacmhainní sin. Áirítear leis na topaicí sin, mar shampla, aistrithe, comhpháirtíocht le tuismitheoirí, foghlaim amuigh faoin spéir, luathlitearthacht, athléimneacht a chur chun cinn agus obair le grúpaí aoise measctha.

3.5.2 Meastóireacht ar Choláistí Gaeilge

Tá freagracht riaracháin ar an Roinn Turasóireachta, Cultúir, Ealaíon, Gaeltachta, Spóirt agus Meán (RTCEGSM) as aitheantas a thabhairt do chúrsaí Gaeilge a soláthraíonn Coláistí Gaeilge iad. Reáchtálann an Chigireacht clár bliantúil cigireachtaí ar shampla de na cúrsaí a n-eagraíonn Coláistí Gaeilge aonair iad arna iarraidh sin do RTCEGSM.

Déantar cigireachtaí mar mhodh chun cáilíocht an oideachais a sholáthraítear do scoláirí sna cúrsaí sin a dhearbhú agus chun tuairisc a thabhairt ar na fionnachtana. Dírítear sna cigireachtaí sin ar thrí réimse: cáilíocht an teagaisc agus na foghlama; cáilíocht na ceannaireachta agus na bainistíochta, agus cáilíocht na n-eispéireas Gaeilge agus cultúrtha do scoláirí. Ar aon dul le samhlacha cigireachta eile, rinneadh seiceálacha comhlíonta um chosaint leanaí agus frithbhulaíocht ar na cúrsaí Gaeilge a ndearnadh cigireacht orthu. I samhradh na bliana 2023, rinneadh 25 chigireacht ar rogha randamach de Choláistí Gaeilge. I gcomhar le RTCEGSM, cuireadh tús le pleanáil chun cinn le haghaidh dhearbhú cáilíochta na gcúrsaí Gaeilge i samhradh na bliana 2024.

3.5.3 Meastóireacht ar chúrsaí múinteoirí

Tá freagracht ar an Rannóg Oideachais Múinteoirí as an gclár cúrsaí samhraidh. Tá sé de shainchúram uirthi formhaoirseacht a dhéanamh ar cháilíocht an tsoláthair d'fhoghlaim ghairmiúil múinteoirí chun tacú le múinteoirí agus le ceannairí scoile athruithe curaclaim a stiúradh agus tosaíochtaí beartais náisiúnta a chur chun feidhme. Chomh maith leis sin, cistíonn an Rannóg Oideachais Múinteoirí cúrsaí samhraidh do mhúinteoirí trína cúnamh deontais d'Ionaid Oideachais le haghaidh cúrsaí áitiúla forbartha gairmiúla a eagrú. Agus foghlaim ghairmiúil múinteoirí á cur chun cinn agus freastal ar chúrsaí samhraidh á spreagadh acu, ní mór don Roinn Oideachais agus don Rannóg Oideachais Múinteoirí a bheith lándeimhin de go bhfuil cáilíocht na gcúrsaí sin luachmhar don mhúinteoir agus don chóras oideachais. Dá bhrí sin, déanann an Chigireacht, arna iarraidh sin don Rannóg Oideachais Múinteoirí, dearbhú cáilíochta ar an gclár cúrsaí samhraidh trí iarratais ar chúrsaí samhraidh a mheas agus a cheadú (lena n-áirítear an próiseas achomhairc) agus trí mheastóireacht a dhéanamh ar shampla de chúrsaí samhraidh gach bliain.

Rinne foireann de thrí chigire is fiche meastóireacht ar na hiarratais ar chúrsaí samhraidh in aghaidh na gcritéar comhaontaithe le haghaidh aitheantas do chúrsaí samhraidh i mí an Mhárta agus i mí Aibreáin 2023. Rinne gach cigire aonair athbhreithniú ar líon idir tríocha cúrsa agus daichead cúrsa thar thréimhse trí lá. Ina theannta sin, rinne cigire na Rannóige Oideachais Múinteoirí athbhreithniú ar na lámhleabhair dearbhaithe cáilíochta (nach bhfuil riachtanach ach le haghaidh cúrsaí ar líne) a bhí ar na soláthraithe éagsúla a chur isteach i dteannta an iarratais uathu.

Rinne cigirí meastóireacht agus tuairisciú ar shé chúrsa is seasca i samhradh na bliana 2023. Bhí na cúrsaí sin comhdhéanta de chúig cinn is tríocha de chúrsaí ar líne (aisioncronach), de thrí cinn is fiche de chúrsaí duine le duine, de chúrsa cumaisc amháin (meascán de ranganna duine le duine agus ranganna ar líne) agus de thrí threoirchúrsa (sioncronach).

3.5.4 Scéim Aitheantais Scoileanna Gaeltachta

I mí Dheireadh Fómhair 2022, chuir an Chigireacht tús le cuairteanna ar gach bunscoil agus iar-bhunscoil sa Scéim Aitheantais Scoileanna Gaeltachta mar chuid den phróiseas bailíochtaithe le haghaidh aitheantais. Tá an clár cuairteanna, a sheoltar thar ceann an Aonaid um Oideachas Gaeltachta, le cur i gcrích faoi Cháisc na bliana 2024.

Tugadh cuairteanna cigireachta ar 68 scoil (58 mbunscoil agus deich n-iar-bhunscoil) mar chuid den phróiseas bailíochtaithe le haghaidh aitheantais. De bhreis air sin, tugadh dhá chuairt chomhairleacha faoin Scéim Aitheantais Scoileanna Gaeltachta.

3.5.5 Faireachán a dhéanamh ar chomhlíonadh i ndáil le cosaint leanaí

Mar chuid d'fhormhaoirseacht na roinne ar na Nósanna Imeachta um Chosaint Leanaí do Bhunscoileanna agus Iar-bhunscoileanna (leasaithe 2023), seiceálann an Chigireacht

comhlíonadh na bpríomhghnéithe de na nósanna imeachta le linn gach cigireachta scoile, agus ceann amháin de thrí leibhéal á úsáid aici. Déantar seiceálacha leibhéal a haon le linn cigireachtaí gearra amhail cigireachtaí teagmhasacha, meastóireachtaí curaclaim agus cigireachtaí ábhair. Déantar seiceálacha leibhéal a dó le linn meastóireachtaí níos déine, amhail meastóireachtaí scoile uile (MSU) agus Meastóireacht ar Phleanáil Gníomhaíochta le haghaidh Feabhsúcháin i Scoileanna DEIS. Déantar seiceálacha leibhéal a trí le linn Cigireacht um Chosaint agus Chumhdach Leanaí, ina ndírítear go domhain ar chomhlíonadh nósanna imeachta na bliana 2023 ag an scoil.

Rinneadh faireachán leibhéal a haon i 1,540 scoil sa bhliain 2023. Bhí 91.2% de scoileanna (1,405 scoil as 1,540 scoil) ag comhlíonadh sheiceálacha leibhéal a haon go hiomlán tráth na cigireachta. Ní raibh 8.8% de scoileanna (135 scoil as 1,540 scoil) ag comhlíonadh sheiceálacha leibhéal a haon go hiomlán tráth na cigireachta. Sholáthair gach ceann de na scoileanna sin fianaise ar chomhlíonadh ón uair sin i leith.

Rinneadh faireachán leibhéal a dó i 185 shuíomh sa bhliain 2023. Bhí 86.5% de scoileanna (160 scoil as 185 scoil) ag comhlíonadh sheiceálacha leibhéal a dó go hiomlán tráth na cigireachta. Ní raibh 13.5% de scoileanna (25 scoil as 185 scoil) ag comhlíonadh sheiceálacha leibhéal a dó go hiomlán tráth na cigireachta. Maidir le 23 cinn de na 25 scoil ar cinneadh ina leith nach raibh siad ag comhlíonadh na seiceálacha go hiomlán tráth na cigireachta, sholáthair siad fianaise ar chomhlíonadh ón uair sin i leith.

Rinneadh seacht gcinn is fiche de Chigireachtaí Deiridh um Chosaint agus Chumhdach Leanaí sa bhliain 2023. Bhí gach ceann de na seacht scoil is fiche (100%) ag comhlíonadh sheiceálacha leibhéal a trí go hiomlán ag deireadh na Cigireachta Deiridh um Chosaint agus Chumhdach Leanaí.

Sa bhliain 2023, chuir an Chigireacht tús le clár Cigireachtaí um Chosaint agus Chumhdach Leanaí lena úsáid i saoráidí cónaithe. Baineadh triail as an tsamhail sin den chéad uair riamh i dtrí scoil aitheanta a bhfuil saoráidí cónaithe bainteacha acu. Ina dhiaidh sin, cuireadh tús le Cigireachtaí Deiridh um Chosaint agus Chumhdach Leanaí in dhá scoil aitheanta a bhfuil saoráidí cónaithe bainteacha acu.

3.5.6 Meastóireacht ar sholáthar do leanaí agus daoine óga a bhfuil riachtanais speisialta agus bhreise acu i mbunscoileanna agus in iar-bhunscoileanna

Sa bhliain 2023, rinne cigirí naoi gcigireacht is fiche ar an soláthar do leanaí a bhfuil riachtanais speisialta oideachais acu: seacht gcinn déag i mbunscoileanna agus dhá cheann déag in iar-bhunscoileanna. Bhí na fionnachtana mar a leanas:

Bhí cáilíocht an teagaisc agus na foghlama do leanaí a bhfuil riachtanais speisialta oideachais acu go maith nó go han-mhaith i gcúig cinn déag de na seacht mbunscoil déag. Ní raibh sí go maith in dhá scoil. I mbunscoileanna ina raibh an teagasc agus an fhoghlaim go han-mhaith, bhí timpeallachtaí seomra ranga spreagúil agus dea-eagraithe. Bhí múinteoirí sna scoileanna sin an-eolach ar riachtanais na ndaltaí agus bhí scileanna an-éifeachtach bainistíochta ranga acu. Sholáthair siad deiseanna dea-phleanáilte do dhaltaí le haghaidh gníomhaíochtaí foghlama aonair agus le haghaidh foghlaim chomhoibríoch lena bpiaraí. Fuair daltaí a bhfuil riachtanais speisialta oideachais acu deiseanna chun foghlaim trí shúgradh, chun acmhainní oiriúnacha a úsáid chun tacú leis an bhfoghlaim agus chun an fhoghlaim a úsáid i gcásanna fíorshaoil. I roinnt scoileanna ina raibh an fhoghlaim go han-mhaith, bhí na daltaí in ann labhairt faoina láidreachtaí mar fhoghlaimeoirí, faoi na réimsí ar mhothaigh siad go raibh cabhair uathu iontu agus faoi cé chomh maith agus a bhí ag éirí leo ina gcuid foghlama.

Baineadh úsáid as teagasc foirne go minic, rud a bhfuil sé i gceist leis beirt mhúinteoirí atá ag obair le chéile san aon seomra ranga amháin chun tacú le daltaí a bhfuil riachtanais speisialta oideachais acu i mbunscoileanna. Tugadh faoi theagasc foirne go héifeachtach i roinnt scoileanna. I scoileanna eile, ní raibh an teagasc foirne chomh héifeachtach céanna. I gcás go raibh sé sin amhlaidh, mhol na cigirí go ndéanfadh na múinteoirí pleanáil chúramach ar conas a thacódh an cur chuige teagaisc foirne le riachtanais shainaitheanta foghlama na ndaltaí a dtugtar tús áite dóibh. Réimse eile le haghaidh feabhais i mbunscoileanna ba ea úsáid a bhaint as sonraí bonnlíne chun bonn eolais a chur faoi riachtanais foghlama tosaíochta a shainaithint agus faoi spriocanna sonracha a leagan síos do dhaltaí a bhfuil riachtanais speisialta oideachais acu.

Bhí cáilíocht an teagaisc agus na foghlama do scoláirí a bhfuil riachtanais speisialta oideachais acu go maith nó go han-mhaith i naoi gcinn den dá iar-bhunscoil déag. Ní raibh sí go maith sna trí scoil eile. In iar-bhunscoileanna ina raibh cáilíocht an teagaisc agus na foghlama go maith nó go han-mhaith, bhí an caidreamh idir scoláirí agus a múinteoirí agus idir scoláirí agus a bpiaraí an-dearfach. I measc na ngnéithe comhchoiteanna eile cleachtais bhí úsáid cineálacha tacúla cur chuige teagaisc, tascanna dea-dheartha foghlama comhoibríche, úsáid éifeachtach teicneolaíochtaí foghlama digití, straitéisí oilte um measúnú chun foghlama, agus úsáid cineálacha cur chuige foghlama gníomhaí.

D'ainneoin na ngnéithe dearfacha a tugadh faoi deara, ba réimse le haghaidh feabhais é an teagasc i suíomhanna tacaíochta. Gné chomhchoiteann i ngach ceann den dá scoil déag ba ea nach raibh an soláthar sna suíomhanna sin ailínithe go leor i gcónaí le riachtanais na ndaoine óga agus nach bhfuair na daoine óga deiseanna leordhóthanacha le haghaidh rannpháirtíocht ghníomhach le linn ceachtanna. I naoi gcinn den dá scoil déag, thug cigirí le fios go raibh ar mhúinteoirí an úsáid a bhaineann siad as cleachtas difreáilte a mhéadú chun freastal ar riachtanais éagsúla na ndaoine óga ina ranganna.

Ba ann do roinnt réimsí suntasacha le haghaidh feabhais i bpróisis um riachtanais scoláirí a shainaithint agus um spriocanna cuí a leagan síos chun freastal ar na riachtanais sin sa chuid is mó d'iar-bhunscoileanna. I measc na réimsí sin bhí an gá le páirt a thabhairt do dhaoine óga agus dá dtuismitheoirí sa phróiseas um riachtanais a shainaithint. Bhí tionchar ag na laigí sna próisis sin um riachtanais a shainaithint ar cháilíocht na bPleananna Tacaíochta Dalta in iar-bhunscoileanna. Bhí tionchar ag na laigí freisin ar na spriocanna a leag múinteoirí síos do scoláirí a bhfuil riachtanais speisialta oideachais acu toisc nach raibh siad ailínithe go leor le riachtanais na scoláirí. Bhí pleananna tacaíochta ardchaighdeáin ag mionlach an-bheag scoileanna.

3.5.7 Meastóireacht ar sholáthar do leanaí agus daoine óga a fhreastalaíonn ar scoileanna speisialta

Rinne cigirí ocht meastóireacht scoile uile agus deich meastóireacht curaclaim i scoileanna speisialta sa bhliain 2023. Tugadh le fios sna fionnachtana ó na deich meastóireacht curaclaim sin go raibh cáilíocht fhoghlaim na leanaí agus na ndaoine óga go han-mhaith i gceithre cinn de na deich scoil speisialta agus go raibh sí go maith sna sé cinn eile. Ar fud na scoileanna, ba ann do go leor gnéithe den fhoghlaim a bhfuarthas ardmholadh ó chigirí ina leith agus ba ann do roinnt gnéithe a raibh forbairt ag teastáil ina leith. I gcásanna ina raibh cáilíocht na foghlama go han-mhaith, soláthraíodh deiseanna foghlama a bhí dúshlánach, ábhartha agus suimiúil agus a thacaigh le forbairt scileanna tábhachtacha saoil d'fhoghlaimeoirí. I gceithre cinn de na deich scoil, bhain na moltaí le feabhas a chur ar an tacaíocht don chumarsáid. I roinnt de na scoileanna sin, bhí forbairt ag teastáil i leith cineálacha cur chuige scoile uile chun a chinntiú go gcuirfí ar chumas gach linbh agus gach duine óig modh feidhmiúil cumarsáide a shealbhú de réir a chéile de réir bharr a gcumais.

Bhí cáilíocht an teagaisc go han-mhaith mar an gcéanna i gceithre cinn de na scoileanna agus bhí sí go maith sna sé scoil eile. I measc na ngnéithe de theagasc a bhí ar chaighdeán an-ard i

scoileanna speisialta bhí an úsáid a baineadh as raon cineálacha cur chuige teagaisc a bhí dea-struchtúrtha agus foghlaimeoirlárnach. Ar na tacaí do leanaí agus do dhaoine óga sna ceachtanna ina raibh an teagasc an-éifeachtach bhí úsáid a bhaint as amchláir amhairc, as ábhair nithiúla agus as acmhainní cuí tarraingteacha, agus úsáid éifeachtach a bhaint as teicneolaíocht dhigiteach. I dtrian amháin, beagnach, de na scoileanna speisialta a ndearnadh meastóireacht orthu, níor measadh an mheasúnacht a bheith éifeachtach. Sna cásanna sin, leagadh béim sna moltaí ar an ngá atá le cineálacha comhaontaithe cur chuige scoile uile i leith faireachán agus rianú córasach a dhéanamh ar dhul chun cinn na bhfoghlaimeoirí agus leagadh béim freisin ar an ngá atá le húsáid éifeachtach chomhsheasmhach a bhaint as faisnéis measúnachta chun bonn eolais a chur faoin bhfoghlaim.

Bhí cáilíocht na tacaíochta d'fholláine leanaí agus daoine óga i scoileanna speisialta an-mhaith i bhformhór na scoileanna agus bhí sí go maith sna scoileanna eile. Gné shuntasach de na scoileanna speisialta ba ea caidreamh dearfach comhbhách, agus an fhoireann ag ceiliúradh éachtaí na bhfoghlaimeoirí agus ag cruthú timpeallachtaí sábháilte don fhoghlaim. Thagair cigirí go minic do dhea-leibhéil feasachta agus tuisceana a bheith ag an bhfoireann ar iompraíocht mar mhodh cumarsáide. I mionlach suntasach scoileanna, bhí gá ann le cineálacha comhsheasmhacha cur chuige a chur chun feidhme i leith tacú le hiompraíocht dhearfach.

3.5.8 Soláthar do Bhéarla mar Theanga Bhreise

Is tír ilchultúrtha í Éire agus tá teanga bhaile atá difriúil le teanga na scoile (Béarla nó Gaeilge) ag a lán leanaí agus daoine óga inár scoileanna. Tá na leanaí agus daoine óga sin ag foghlaim Béarla mar Theanga Bhreise, agus faigheann scoileanna raon acmhainní breise, lena n-áirítear acmhainní teagaisc, chun tacú le leanaí agus daoine óga atá ag foghlaim Béarla mar Theanga Bhreise. Sa bhliain 2023, rinne an Chigireacht trí Chigireacht Theagmhasacha is ochtó, i seacht mbunscoil is daichead agus i sé iar-bhunscoil is tríocha, agus díriú á leagan ar sholáthar Béarla mar Theanga Bhreise. Aimsíodh sna cigireachtaí a lán láidreachtaí sa soláthar do leanaí agus daoine óga atá ag foghlaim Béarla mar Theanga Bhreise. Sainaithníodh iontu freisin roinnt réimsí tábhachtacha le haghaidh feabhais, go háirithe maidir leis an measúnacht, le socrú spriocanna, leis an teagasc agus leis an bhfoghlaim. Foilsíodh na moltaí a d'eascair as na cigireachtaí Béarla mar Theanga Bhreise i dtuarascáil ilchodach atá ar fáil anseo. Ceapadh na moltaí sin chun cabhrú le ceannairí scoile, le múinteoirí agus le gach geallsealbhóir ábhartha obair le chéile chun a chinntiú go n-eispéiríonn leanaí agus daoine óga atá ag foghlaim Béarla mar Theanga Bhreise na cineálacha sonracha cur chuige teagaisc agus foghlama lena gcuirfear ar a gcumas a scileanna teanga a fhorbairt, dul chun cinn a dhéanamh tríd an gcuraclam agus barr a gcumais a bhaint amach.

3.5.9 Daltaí ón Úcráin

Bhí 18,003 dhuine de leanaí agus de dhaoine óga ón Úcráin rollaithe i mbunscoileanna agus iar-bhunscoileanna in Éirinn ag deireadh mhí na Nollag 2023. Rinne an Chigireacht ocht gcigireacht theagmhasacha is seachtó i ndaichead bunscoil agus in ocht n-iar-bhunscoil is tríocha idir mí Mheán Fómhair agus mí na Nollag 2023, agus díriú á leagan ar cháilíocht an oideachais a sholáthraítear do leanaí agus daoine óga inár scoileanna. Tá an tuarascáil iarmhartach ar fáil ar líne.

I measc na bhfionnachtana dearfacha bhí an fhionnachtain go raibh bearta sonracha i bhfeidhm ag formhór mór na scoileanna chun a chinntiú go bhfuil braistint chómhuintearais le pobal na scoile ag leanaí, ag daoine óga agus ag a dtuismitheoirí. Áiríodh leis na bearta sin an cultúr Úcránach a cheiliúradh sa timpeallacht fhisiciúil agus tuismitheoirí a chur ar an eolas faoin scoil agus faoin gcóras oideachais. Aimsíodh sna cigireachtaí freisin go raibh cáilíocht an oideachais go maith nó go han-mhaith i mbreis agus trí cheathrú de na hocht scoil is seachtó a ndearnadh

cigireacht orthu.

Tarraingíodh anuas sna cigireachtaí sin freisin roinnt saincheisteanna ar gá aird bhreise a thabhairt orthu. Tugtar le fios sna fionnachtana cigireachta ó na bunscoileanna ar tugadh cuairt orthu go bhfuil leanaí ón Úcráin atá ag tosú ar scoil i rang na naíonán sóisearach in Éirinn níos óige ná a bpiaraí Éireannacha agus, murab ionann agus a lán daoine dá bpiaraí Éireannacha, nár fhreastail siad ar shuíomh Fhoghlaim agus Chúram na Luath-Óige sular rollaíodh iad sa bhunscoil. Aithnítear sa tuarascáil an infheistíocht shuntasach atá déanta ag an Stát maidir le rochtain a sholáthar do gach leanbh ar suas le dhá bhliain de réamhscolaíocht in aisce i suíomh Fhoghlaim agus Chúram na Luath-Óige, tríd an gClár um Chúram agus Oideachas na Luath-Óige, agus maidir le raon tacaí a sholáthar chun a chinntiú go mbíonn eispéiris luathfhoghlama leanaí ar ardchaighdeán, cuimsitheach agus saibhrithe. Moltar sa tuarascáil gur cheart do sholáthraithe Fhoghlaim agus Chúram na Luath-Óige, do cheannairí scoile, do bhaill d'Fhoirne Réigiúnacha Oideachais agus Teanga agus do Choistí Cúram Leanaí Cathrach agus Contae obair ar an leibhéal áitiúil chun tuismitheoirí le leanaí atá in aois réamhscoile ón Úcráin a spreagadh chun rochtain a fháil ar an gClár um Chúram agus Oideachas na Luath-Óige, ar clár uilíoch agus in aisce é, agus ar na mórthacaí Stáit d'Fhoghlaim agus Cúram na Luath-Óige, i gcás gur gá.

Theastaigh feabhas a chur ar leibhéil tinrimh na ndaltaí ón Úcráin i seasca a hocht faoin gcéad de scoileanna. Aithnítear sa tuarascáil ón gCigireacht go bhféadfadh tionchar a bheith ag na himthosca uathúla a bhaineann le teacht na daltaí go hÉirinn ar a gcuid tinrimh. Mar sin féin, moltar sa tuarascáil go ndéanfaí faireachán cúramach ar thinreamh i scoileanna. I gcás ina sainaithnítear go bhfuil drochthinreamh ag daltaí ón Úcráin, ba cheart do scoileanna idirghabhálacha spriocdhírithe a chur i bhfeidhm, agus iad bunaithe ar ábhair threorach na Straitéise Náisiúnta Tinrimh, chun a leibhéil tinrimh a fheabhsú.

Thuairiscigh ochtó a cúig faoin gcéad de na scoileanna go leanann daltaí ar aghaidh ag úsáid churaclam na hÚcráine; tá sé sin comhsheasmhach ar fud bunscoileanna agus iar-bhunscoileanna. Luaigh formhór na scoileanna go bhfuair daltaí rochtain ar churaclam na hÚcráine lasmuigh d'am scoile. Tuairiscíodh rochtain ar churaclam na hÚcráine 'amháin' nó 'go príomha' le linn am scoile i níos lú ná deich faoin gcéad de scoileanna. Chun aghaidh a thabhairt ar na cúiseanna féideartha le húsáid leanúnach churaclam na hÚcráine, moladh sa tuarascáil go n-oibreodh geallsealbhóirí ábhartha le chéile chun faisnéis chruinn, inrochtana agus shoiléir a fhorbairt maidir le conairí dul chun cinn agus le tacaíocht cistiúcháin do dhaltaí ón Úcráin ar mian leo staidéar breise a dhéanamh agus dul ar aghaidh chuig saol na hoibre.

3.5.10 Scoileanna príosúin

Mar aitheantas don ról tábhachtach a imríonn scoileanna i bpríosúin maidir le tacú le hathshlánú agus le riosca an athchiontaithe a íoslaghdú, cuireann an Chigireacht scoileanna príosúin ar áireamh ina clár bliantúil cigireachtaí. Chuaigh an Chigireacht i bpáirt le hOifig an Chigire Príosún ar cheithre fhoireann cigireachta sa bhliain 2023: i bPríosún Chorcaí; i bPríosún Chnoc Seimre; in Ionad Dóchais; agus i dTeach na gCanónach. Tá fionnachtana agus moltaí na gcigireachtaí sin ceaptha chun tacú leis na scoileanna aonair le linn a n-aistir feabhsaithe. Mar sin féin, bhí roinnt láidreachtaí comhchoiteanna ann sna ceithre scoil uile. Leagadh béim sna cigireachtaí ar thábhacht na scoileanna mar áiteanna foghlama agus muintearais, agus bhí mic léinn sna ceithre scoil uile an-díograiseach faoina gcuid foghlama. Aimsíodh sna cigireachtaí freisin teagasc agus foghlaim ardchaighdeáin sna scoileanna. Go hiondúil, cuireadh síos ar chleachtas na múinteoirí mar chleachtas sciliúil, cruthaitheach, solúbtha agus nuálach. Sainaithníodh roinnt dúshláin chomhchoiteanna agus roinnt réimsí comhchoiteanna le haghaidh feabhais freisin. I roinnt cásanna, bhí rochtain ar an scoil teoranta, go háirithe do dhaoine a bhí faoi chosaint, agus bhí gá ann leis an soláthar oideachais a ailíniú chun go mbeadh sé níos gaire don soláthar

oiliúna oibre. Réimse eile ar theastaigh forbairt ina leith ar fud na gceithre scoil uile ba ea an rochtain ar theicneolaíocht dhigiteach chun foghlama.

3.5.11 Meastóireacht ar an gclár samhraidh 2023

Ón mbliain 2021 i leith, tá an Roinn Oideachais ag moladh do gach scoil speisialta agus do gach scoil phríomhshrutha clár samhraidh a thairiscint atá spriocdhírithe ar leanaí agus daoine óga a bhfuil riachtanais speisialta oideachais acu agus orthu sin atá i mbaol míbhuntáiste oideachasúil. Tá sé mar aidhm leis an gclár rannpháirtíocht san oideachas le linn laethanta saoire samhraidh scoile a chur chun cinn do leanaí agus daoine óga a bhfuil riachtanais speisialta oideachais acu agus dóibh sin atá i mbaol míbhuntáiste oideachasúil. Leagtar béim ar leith ann ar an mbaint atá ag leanaí agus daoine óga le pobal na scoile a chur chun cinn, ar thaitneamh as an bhfoghlaim a chur chun cinn agus ar athléimneacht agus folláine a fhorbairt.

Rinne an Chigireacht meastóireachtaí ar an gclár samhraidh i gceithre scoil is nócha i samhradh na bliana 2023. Bhí an líon sin comhdhéanta d'ocht scoil speisialta, d'ocht mbunscoil is caoga agus d'ocht n-iar-bhunscoil is fiche agus b'ionann é agus ocht faoin gcéad, beagnach, de na scoileanna a thairg an clár samhraidh. I bhfómhar na bliana 2023, thug cigirí cuairteanna leantacha ar dhá cheann is tríocha de na ceithre scoil is nócha a ndearnadh cigireacht orthu sa samhradh.

Aimsíodh sna cigireachtaí gur éirigh leis na bearta a chuir Rannóg Oideachais Speisialta na Roinne Oideachais i bhfeidhm chun rannpháirtíocht lín mhéadaithe leanaí agus daoine óga a bhfuil riachtanais chasta speisialta oideachais acu a spreagadh. Aimsíodh sna cigireachtaí freisin go raibh cáilíocht na foghlama go maith nó go han-mhaith i bhformhór mór na gclár ar tugadh cuairt orthu. Rannchuidigh roinnt tosca leis sin, amhail an cur chuige traschuraclaim i leith gníomhaíochtaí, agus an bhéim ar fholláine agus ar fhorbairt scileanna sóisialta. D'aimsigh na cigirí gur bhain na leanaí agus na daoine óga, go háirithe, taitneamh as a gcuid foghlama ar na cláir shamhraidh. Cuirtear fáilte ar leith roimh an ardleibhéal taitneamhachta sin as an bhfoghlaim, go háirithe do leanaí nach mbaineann taitneamh i gcónaí as an bhfoghlaim i suíomhanna níos foirmiúla. Aimsíodh sna cuairteanna leantacha a tugadh i bhfómhar na bliana 2023 gur thacaigh rannpháirtíocht sa chlár le leanaí ar roinnt bealaí nuair a d'fhill siad ar scoil. Ba bhuntáistí ar leith iad féinmhuinín mhéadaithe, cairdis níos leithne agus aistrithe níos réidhe. I measc na moltaí le haghaidh tuilleadh feabhais bhí tacaíocht a thabhairt do leanaí agus do dhaoine óga a bheith níos feasaí ar a gcuid foghlama féin ar an gclár samhraidh agus tuiscint a ghnóthú ar na scileanna a shealbhaíonn siad trí rannpháirtíocht, teagmháil agus súgradh le daoine óga eile; rannpháirtíocht na dtuismitheoirí sa chlár samhraidh a mhéadú; agus a chinntiú go ndéantar foghlaim agus dul chun cinn na leanaí ar an gclár a ghabháil agus a chur in iúl do thuismitheoirí agus dá scoil.

3.5.12 Cleachtais rollaithe i ranganna speisialta don uathachas

Rinne an Chigireacht meastóireacht sa bhliain 2023 ar chleachtais rollaithe i ranganna speisialta don uathachas atá ceangailte le hiar-bhunscoileanna príomhshrutha. Sainaithníodh sa mheastóireacht a lán rudaí dearfacha sna beartais agus cleachtais sna scoileanna. Go háirithe, bhí an-chuid de na daoine óga socraithe go cuí agus bhí rochtain acu ar straitéisí teagaisc agus foghlama a bhí sonrach don uathachas, agus iad saincheaptha chun freastal ar a gcuid riachtanas. Tugadh le fios sa mheastóireacht freisin go raibh muinín as an socrúchán ag formhór mór thuismitheoirí na ndaoine óga a bhí ag freastal ar ranganna speisialta.

Léiríodh sna fionnachtana freisin go raibh an rollú i ranganna speisialta bunaithe go hiomlán ar mholtaí ó thuairiscí síceolaíochta oideachais, fiú i gcás daoine óga ar tugadh le fios ina n-eispéireas oideachasúil roimhe sin go bhféadfadh go mbeadh sé ní b'oiriúnaí iad a shocrú i suíomh príomhshrutha. Leis sin, tarraingíodh aird ar an ngá atá le machnamh a dhéanamh ar an

tábhacht choibhneasta ba cheart a leagan ar na moltaí ó ghairmithe maidir le socrúchán i ranganna speisialta sa phróiseas ligin isteach le haghaidh na ranganna sin. Nuair a labhair cigirí le tuismitheoirí le linn na meastóireachta, rinne na tuismitheoirí cur síos ar roinnt de na bacainní a raibh siad ag déileáil orthu agus iad ag iarraidh oideachas príomhshrutha a rochtain. Léirítear sna heispéiris sin an gá atá le breithniú a dhéanamh ar an mbealach is fearr ar féidir iontaoibh thuismitheoirí na leanaí agus na ndaoine óga a bhfuil riachtanais speisialta oideachais acu sa soláthar príomhshrutha a fháil. Tá tábhacht ar leith ag baint leis sin de réir mar a bhogann an córas i dtreo córas oideachais níos cuimsithí a léiríonn comhthéacs na hÉireann a bhaint amach de réir a chéile.

3.5.13 An Clár Críochnaithe Scoile

Is é is an Clár Críochnaithe Scoile ann ná clár spriocdhírithe tacaíochta do leanaí agus daoine óga a shainaithnítear a bheith ina leanaí agus ina ndaoine óga a d'fhéadfadh a bheith i mbaol an scoil a fhágáil go luath nó atá lasmuigh den scolaíocht agus nár éirigh leo aistriú chuig suíomh foghlama eile. Ghlac an tAire Oideachais freagracht as an gClár Críochnaithe Scoile i mí Eanáir 2021 agus sholáthair an Roinn Oideachais cistiú breise sa bhliain 2022 chun ligean do scoileanna a bhí ar áireamh sa chlár DEIS sa bhliain sin rochtain a fháil ar an gClár Críochnaithe Scoile. Bhreithnigh cigirí conas a úsáideann scoileanna sa chlár DEIS an Clár Críochnaithe Scoile mar acmhainn chun a spriocanna feabhsúcháin a bhaint amach le linn na naoi Meastóireacht ar Phleanáil Gníomhaíochta le haghaidh Feabhsúcháin i Scoileanna DEIS a rinneadh sa bhliain 2023.

Aimsíodh sna cigireachtaí gur bhain formhór mór na scoileanna úsáid as an gClár Críochnaithe Scoile chun cuspóirí a bhaineann le tinreamh, le haistrithe agus le coinneáil a bhaint amach. Bhain líon beag scoileanna úsáid as an gClár Críochnaithe Scoile chun cuspóirí a bhaineann le comhpháirtíocht le tuismitheoirí agus le daoine eile a bhaint amach. D'aimsigh cigirí freisin go raibh an t-ailíniú idir an próiseas pleanála gníomhaíochta DEIS agus plean bliantúil an Chláir Críochnaithe Scoile níos láidre sna hiar-bhunscoileanna ná mar a bhí sé i mbunscoileanna, agus thug siad faoi deara go raibh neamh-chomhsheasmhacht ann sa chleachtas i measc na mbunscoileanna a ndearnadh cigireacht orthu.

Lean an Chigireacht le linn na bliana 2023 de thacú le scoileanna an timthriall nua Féinmheastóireachta Scoile 2022-2026 a chur chun feidhme. I measc na dtacaí a sholáthair an Chigireacht bhí 361 chuairt chomhairleacha féinmheastóireachta scoile, láithreoireachtaí, seimineáir Ghréasáin agus acmhainní suímh Gréasáin.

Chuir an Chigireacht tús le tionscadal na Meastóireachta Comhroinnte ar an bhFoghlaim, ar lena linn a d'oibrigh cigirí le líon beag scoileanna chun tacú leo meastóireacht a dhéanamh ar ghné ar leith den teagasc agus den fhoghlaim. Beidh an fhoghlaim ó na réamhchuairteanna sin mar bhonn eolais faoi conas a leathnófar an tionscadal chuig líon níos mó scoileanna sa bhliain 2024. Rinne an Chigireacht idirchaidreamh le foireann ceannaireachta scoile Oide freisin maidir le tacaí féinmheastóireachta scoile a fhorbairt.

Tá an Chigireacht ag obair chun tacú le hobair an Aonaid um Thuismitheoirí agus Fhoghlaimeoirí de chuid na Roinne Oideachais chun na Gnásanna Frithbhulaíochta Bunscoile agus Iar-bhunscoile (2013) a nuashonrú.

In oirchill sheoladh na ngnásanna sin, tá bearta déanta ag an gCigireacht chun a chinntiú go bhfuil bearta cuí i bhfeidhm chun formhaoirseacht a dhéanamh ar ghnásanna na bliana 2013 agus ar ghnásanna nuashonraithe na bliana 2024, i gcás gur cuí. Déanfar na bearta sin a athbhreithniú agus a leasú ar fhoilsiú na ngnásanna athbhreithnithe.

3.5.14 Nuashonrú ar an Tionscadal Rannpháirtíochta Tuismitheoirí

Tá tiomantas láidir ag an gCigireacht d'éisteacht le leanaí agus daoine óga agus le tuismitheoirí agus do dhul i gcomhairle leo le linn a hoibre cigireachta i scoileanna agus i suíomhanna fhoghlaim agus chúram na luathóige. Bunaíodh an Tionscadal Rannpháirtíochta Tuismitheoirí laistigh den Chigireacht chun rannpháirtíocht tuismitheoirí sa chigireacht a fheabhsú.

Tá trí chéim i gceist leis an tionscadal: an chéim réamhchigireachta, an chéim cigireachta agus an chéim iarchigireachta. Tá an tionscadal i gcéim a dó faoi láthair, agus díriú ar leith á leagan ar rannpháirtíocht tuismitheoirí le linn cigireachta. Cuirfear san áireamh i gCéim 3 riachtanais agus dearcthaí na dtuismitheoirí le linn aiseolas agus tuairisciú a sholáthar ar fhionnachtana na cigireachta.

Críochnaíodh na bearta tosaigh de chéim 1 sa bhliain 2021 trí fhíseáin faisnéise agus bileoga faisnéise a chruthú do thuismitheoirí, agus iad á gcur ar an eolas faoin gcigireacht. Sheol an tAire na físeáin sin go luath sa bhliain 2022 agus tá siad foilsithe ar gov.ie le haghaidh suíomhanna luathbhlianta (an tsraith Insights), bunscoile agus iar-bhunscoile. Áirítear úsáid Theanga Chomharthaíochta na hÉireann (TCÉ) leis na físeáin. Rinneadh nuashonrú sa bhliain 2023 ar na hacmhainní, físeáin agus suirbhéanna suíomhanna luathbhlianta, bunscoile agus iar-bhunscoile atá ann cheana do thuismitheoirí.

Cuireadh athrú ar an gcur chuige i leith samhlacha cigireachta lena ngabhann suirbhéanna chun feidhme chun tuairimí na dtuismitheoirí uile, in ionad sampla tuismitheoirí amháin, a chur ar áireamh, faoi mar a bhí an cleachtas roimhe sin. Cuireadh feabhas ar inrochtaineacht freisin trí úsáid a bhaint as suirbhéanna ar líne in ionad suirbhéanna páipéir, agus breisíodh í tuilleadh trí na suirbhéanna a sholáthar in aon teanga dhéag.

D'athbhreithnigh an Chigireacht an riail maidir le cleamhnú leis an gComhairle Náisiúnta Tuismitheoirí in MSU-BCF, áit a samhlaítear nach mbuailtear le tuismitheoirí ach amháin má tá Cumann na dTuismitheoirí/Comhairle na dTuismitheoirí cleamhnaithe. Ullmhaíodh plépháipéar agus scaipeadh é ar an Aonad um Thuismitheoirí agus Fhoghlaimeoirí de chuid na Roinne Oideachais. Moladh ann go n-athrófaí an riail maidir le cleamhnú leis an gComhairle Náisiúnta Tuismitheoirí chun cigirí a cheadú chun bualadh le fócasghrúpa tuismitheoirí a bheadh níos mó agus níos ionadaíche. Tar éis breithniú a dhéanamh ar an bpáipéar, tháinig na páirtithe uile ar chinneadh gur cheart uainiú an athraithe sin a chur siar go dtí go mbeadh an staid maidir leis an gComhairle Náisiúnta Tuismitheoirí ar bhonn níos socraithe ar an leibhéal náisiúnta.

San obair don bhliain 2024, díreofar ar an tsraith iomlán acmhainní do thuismitheoirí (roimh chigireacht) a nuashonrú agus ar fhéachaint ar an dóigh a bhféadfadh cigirí caidreamh a dhéanamh le tuismitheoirí i samhlacha cigireachta eile agus le linn fócasghrúpaí le linn cigireachta. Áirítear leis an obair sin féachaint ar cé leis a mbuaileann cigirí, ar conas a roghnaítear iad agus ar conas a bhainistítear na cruinnithe le fócasghrúpaí.

3.5.15 Nuashonrú ar an tionscadal rannpháirtíochta daltaí

Tá tiomantas láidir ag an gCigireacht d'éisteacht le leanaí agus daoine óga agus le tuismitheoirí agus do dhul i gcomhairle leo le linn a hoibre cigireachta i scoileanna agus i suíomhanna fhoghlaim agus chúram na luathóige. Leanadh de chomhairliúchán foirmiúil le leanaí agus le daoine óga le linn cigireachta sa bhliain 2023 agus seoladh é ar dhá phríomhbhealach: trí úsáid a bhaint as suirbhé agus trí phlé le fócasghrúpaí. Chuaigh an Creat Náisiúnta um Rannpháirtíocht Leanaí agus Daoine Óga sa Chinnteoireacht i gcion ar an bplé le leanaí agus le daoine óga. Tá an creat sin bunaithe ar Shamhail Lundy (2007) agus coincheapaítear leis go gcuimsítear in Airteagal 12 Spás (deis chun tuairim a chur in iúl), Guth (cabhair le tuairim a chur

in iúl), Lucht Féachana (le héisteacht leis) agus Tionchar (tuairimí le gníomhú dá mbun, de réir mar is cuí).

D'oibrigh an Chigireacht chun a chinntiú go rachadh rannpháirtíocht leanaí agus daoine óga chun tairbhe do na leanaí, do na scoileanna agus don chóras oideachais ina iomláine. Leis an gcur chuige agus na modhanna a úsáideadh, leagadh béim ar rogha na leanaí chun páirt a ghlacadh ann. Dá bhrí sin, bhí siad bunaithe ar láidreachtaí agus ag urramú ceart. Agus tuilleadh forbartha á dhéanamh aici ar a beartas agus cleachtas i leith cigireachta sa bhliain 2023, d'oibrigh an Chigireacht i gcomhar an-dlúth le grúpaí comhairleacha leanaí agus daoine óga. Mar shampla, d'fhorbair sí, i gcomhairle le leanaí agus le daoine óga, modh chun 'tuairisciú' dóibh tar éis cigireachta.

Rinne an Chigireacht tuilleadh forbartha ar a cur chuige sonrach urramaithe ceart i leith obair le leanaí agus le daoine óga sa bhliain 2023. Dá bhrí sin, trí úsáid a bhaint as fócasghrúpaí le linn gach ceann de na meastóireachtaí ar chigireacht ábhair (iar-bhunscoil) agus de na meastóireachtaí curaclaim (bunscoil), cabhraíonn cigirí le leanaí agus daoine óga anois a dtuairimí a chur in iúl go toilteanach agus a chinntiú go dtabharfar aird chuí ar a dtuairimí. Le sraith acmhainní, tacaítear leis an obair sin do leanaí agus do dhaoine óga, lena n-áirítear foirmeacha comhaontaithe rannpháirtíochta, nótaí faisnéise agus físeáin mhínitheacha do leanaí agus do dhaoine óga. D'fhoilsigh an Chigireacht físeáin faoi fhócasghrúpaí do dhaltaí bunscoile agus do scoláirí iar-bhunscoile. Chomh maith leis sin, d'fhoilsigh sí dhá sheimineár Gréasáin, mar a bhí ceann amháin do mhúinteoirí agus ceann eile d'oideoirí luathbhlianta, chun breac-chuntas a thabhairt ar chur chuige na Cigireachta i leith rannpháirtíocht daltaí agus scoláirí agus ar cén fáth ar glacadh an cur chuige sin.

Lean an Chigireacht dá cur chuige trí chéim i leith rannpháirtíocht leanaí agus daoine óga a mhéadú roimh an gcigireacht, le linn na cigireachta agus tar éis na cigireachta. Chuir leanaí agus daoine óga an Chigireacht ar an eolas roimh an gcigireacht faoin bhfaisnéis atá ábhartha dóibh féin sula dtarlaíonn cigireacht agus faoin bhformáid is éifeachtaí chun an fhaisnéis sin a chomhroinnt leo. Mar thoradh air sin, d'fhoilsigh an Chigireacht físeáin faoi fhócasghrúpaí do dhaltaí bunscoile agus do scoláirí iar-bhunscoile sa bhliain 2023. Chomh maith leis sin, d'fhoilsigh sí dhá sheimineár Gréasáin, mar a bhí ceann amháin do mhúinteoirí agus ceann eile d'oideoirí luathbhlianta, chun breac-chuntas a thabhairt ar chur chuige na Cigireachta i leith rannpháirtíocht daltaí agus scoláirí agus ar cén fáth a nglactar an cur chuige sin.

Bíonn cigirí i gcónaí ag féachaint ar bhealaí ar féidir feabhas a chur ar an úsáid a bhaintear as suirbhéanna agus as fócasghrúpaí le linn cigireachta agus ar bhealaí ar féidir a chinntiú go seoltar ár rannpháirteachas le leanaí agus le daoine óga ar bhealach ina n-urramaítear cearta, agus toiliú eolasach agus rannpháirtíocht dheonach á gcur ar áireamh ann. Mar chuid den obair sin, forbraíodh nótaí faisnéise agus acmhainní físeáin i gcomhairle le leanaí agus le daoine óga chun faisnéis a thabhairt faoi fhócasghrúpaí: gov.ie – Eolas ar chigireacht do leanaí, daoine óga agus tuismitheoirí/caomhnóirí (www.gov.ie).

Rinneadh taighde tar éis cigireachta ar cad a d'fhéadfaí a chur in iúl do leanaí agus do dhaoine óga tar éis cigireachta agus ar conas a d'fhéadfaí é sin a dhéanamh. Rinneadh triail rathúil i ráithe 2 den bhliain 2023. Dearadh leathanach tuairiscithe do leanaí agus do dhaoine óga lena thabhairt isteach sa bhliain 2024.

3.5.16 Foilseacháin ón gCigireacht do leanaí agus do dhaoine óga sa bhliain 2023

Foilsíodh sraith acmhainní faoin gcigireacht agus faoi obair na gcigirí sa scoilbhliain 2022-2023 chun tacú le rannpháirtíocht daltaí agus scoláirí, lena n-áirítear bileoga faisnéise agus físeáin bheoite do leanaí i gcomhthéacsanna luathbhlianta, bunscoile agus iar-bhunscoile, agus ríomhleabhar do na luathbhlianta. Chomh maith leis sin, d'fhoilsigh an Chigireacht roinnt

tuarascálacha/nuachtlitreacha a bhí dírithe go sonrach ar dhaltaí agus ar scoláirí, mar aon le teachtaireachtaí físeáin ar ardáin meán sóisialta amhail X (Twitter roimhe sin) agus LinkedIn.

3.5.17 Seimineár Gréasáin d'oideoirí a forbraíodh sa bhliain 2023

Ullmhaíodh seimineár Gréasáin nua d'oideoirí luathbhlianta dar teideal 'Rannpháirtíocht leanaí agus daoine óga i gCigireachtaí Fhoghlaim agus Chúram na Luath-Óige a chur chun cinn' agus foilsíodh é ar gov.ie. Is é atá sa seimineár Gréasáin sin ná cóiriú ar sheimineár Gréasáin roimhe do mhúinteoirí i mbunscoileanna agus in iar-bhunscoileanna. Tugtar breac-chuntas ann d'oideoirí ar an gcur chuige ceartabhunaithe a ghlacann an Chigireacht i leith rannpháirtíocht leanaí agus daoine óga sa chigireacht ar shuíomhanna fhoghlaim agus chúram na luathóige a chur chun cinn.

3.5.18 Tacú le daoine eile in obair rannpháirtíochta daltaí agus scoláirí

Tá grúpa oibre comhairleach, atá comhdhéanta d'ionadaithe ó na Comhpháirtithe Oideachais, ón gCigireacht agus ón Aonad um Thuismitheoirí agus Fhoghlaimeoirí, i mbun oibre ó mhí Eanáir 2023 i leith chun na 17 moladh sa tuarascáil a bhreithniú agus a chur chun feidhme. Tá formhór na moltaí curtha chun feidhme anois. Foilseofar tuarascáil cur chun feidhme nuair a bheidh an obair sin tugtha chun críche sa bhliain 2024.

Tá impleachtaí ag cur chun feidhme na moltaí sa tuarascáil don chigireacht maidir le formhaoirseacht a dhéanamh ar chosaint leanaí i saoráidí cónaithe atá bainteach le scoileanna aitheanta agus maidir le faireachán a dhéanamh ar chur chun feidhme na mbeart chun bulaíocht i scoileanna a chosc agus a chomhrac.

Ghlac ionadaithe ón gCigireacht páirt i gcruinnithe de chuid Ghrúpa Taighde, Beartais agus Cleachtais na Roinne Oideachais, agus rannchuidigh siad le téarmaí tagartha an Ghrúpa a fhorbairt, le hathbhreithniú a dhéanamh ar dhoiciméid a forbraíodh faoin nGrúpa agus leis an iniúchadh tosaigh ar Straitéis Taighde agus Sonraí na Roinne Oideachais.

3.5.19 Tacaíocht curaclaim

Chabhraigh an Chigireacht le hullmhú a dhéanamh ar ionchuir na Roinne Oideachais i ndréachtdoiciméid churaclaim agus mheasúnachta, amhail an raon leathan curaclam agus sonraíochtaí atá á bhforbairt ag an gComhairle Náisiúnta Curaclaim agus Measúnachta (CNCM), agus ar fhreagraí na Roinne Oideachais orthu sin. Thug sí tacaíocht leanúnach do chur chun feidhme na Sraithe Sóisearaí, lenar áiríodh tacaíocht d'fhorbairt ghairmiúil leanúnach do mhúinteoirí a fhorbairt.

Tá an Chigireacht ag tacú le hathfhorbairt na Sraithe Sinsearaí, lena n-áirítear obair i gcomhar leis an Aonad um Beartas Curaclaim agus Measúnachta de chuid na Roinne Oideachais ar fhorbairt beartais agus ionadaíocht a dhéanamh don Roinn Oideachais ar ghrúpaí forbartha ábhair CNCM. Chomh maith leis sin, thacaigh sí leis an Aonad um Beartas Curaclaim agus Measúnachta maidir leis an obair forbartha leanúnach atá á déanamh ar an straitéis maidir le litearthacht, uimhearthacht agus uimhearthacht dhigiteach.

Sholáthair an Chigireacht ábhair chomhairleacha agus faisnéise don Aonad um Beartas Curaclaim agus Measúnachta maidir leis na torthaí ar mheasúnachtaí náisiúnta agus idirnáisiúnta, lenar áiríodh na Measúnachtaí Náisiúnta ar Mhatamaitic agus ar Léitheoireacht Bhéarla (NAMER), an Staidéar ar Dhul Chun Cinn ar Litearthacht Léitheoireachta Idirnáisiúnta (PIRLS), agus an Clár um Measúnacht Idirnáisiúnta Daltaí (PISA). Sholáthair an Chigireacht

comhairle leanúnach don Aonad um Beartas Curaclaim agus Measúnachta maidir le raon saincheisteanna curaclaim, lenar áiríodh teagasc agus foghlaim na Gaeilge.

3.5.20 Tacú le hobair alt 29

Chaith an Chigireacht 174 lá sa bhliain 2023 ar choistí alt 29 a bhí ag plé le cásanna inar diúltaíodh do dhaltaí a rollú, inar cuireadh daltaí ar fionraí agus inar eisiadh daltaí. Tá an obair sin á stiúradh ag an Aonad Riaracháin Achomhairc laistigh den Aonad um Thuismitheoirí agus Fhoghlaimeoirí de chuid na Roinne Oideachais.

3.5.21 Scoileanna Eorpacha

Sa bhliain 2023, rinne na Cigirí a sannadh chun obair leis na Scoileanna Eorpacha 12 athbhreithniú ar chonarthaí múinteoirí, dhá chigireacht scoile uile, meastóireacht amháin ar fhoirne múinteoirí a earcaíodh go háitiúil agus dhá iniúchadh chreidiúnaithe ar Scoileanna Eorpacha i scoileanna ar fud chóras na Scoileanna Eorpacha. Chomh maith leis sin, bhí an Chigireacht ina cathaoirleach nó ina ball de raon grúpaí oibre a bhain le cigireacht scoile uile, le hathbhreithnithe siollabais, le measúnacht, le tacaíocht oideachais, le hoideachas cuimsitheach, agus le forbairt a dhéanamh ar an mbeartas i leith athchóirithe oideolaíocha ar an gcuraclam laistigh de chóras na Scoileanna Eorpacha agus ar nósanna imeachta agus próisis um an Baccalaureate Eorpach.

3.5.22 Rannpháirteachas le Buan-Chomhdháil Idirnáisiúnta na gCigireachtaí (SICI)

Tá an Chigireacht ina ball de Bhuan-Chomhdháil Idirnáisiúnta na gCigireachtaí (SICI), ar comhlachas de chigireachtaí náisiúnta agus réigiúnacha oideachais san Eoraip é. Is é aidhm SICI ná tacú le feabhsú an oideachais trí phróisis chigireachta a fheabhsú. Is iad na spriocanna sonracha ná tacú le feabhsú na gcigireachtaí agus inniúlachtaí gairmiúla na gcigirí a fhorbairt chun comhpháirtíocht agus comhar idir cigireachtaí a chur chun cinn agus a chothú agus chun páirt ghníomhach a ghlacadh sa díospóireacht idirnáisiúnta ar mheastóireacht agus feabhsú cáilíochta san oideachas.

Baintear na spriocanna sin amach trí Chomhthionól Ginearálta bliantúil, trí thrí cinn nó ceithre cinn de cheardlanna cigireachta gach bliain, trí thionscadail éagsúla mheastóireachta agus trí ghníomhaíochtaí comhoibríocha eile. Déanann SICI agus baill chigireachta aonair SICI na gníomhaíochtaí uile i gcomhpháirt.

Déantar ionadaíocht don Chigireacht ag gach ceardlann de chuid SICI agus ag an gComhthionól Ginearálta bliantúil. Thug an Chigireacht láithreoireacht ar théama SICI don bhliain 2023, eadhon An Gaol idir an Chigireacht agus an Taighde, ag Ceardlann SICI i Maidéara i mí an Mhárta 2023. Tá Príomhchigire Cúnta ina bhall reatha de Choiste Feidhmiúcháin SICI, a dhéanann formhaoirseacht ar obair SICI. Mar chuid den ról sin, rinne an t-ionadaí don Chigireacht téama SICI don bhliain 2024, eadhon An Chigireacht i dTimpeallacht Oideachais a bhíonn ag Athrú go Mear, a chur i láthair ag Comhthionól Ginearálta SICI in Bilbao i mí na Samhna 2023.

D'óstáil an Chigireacht cuairt staidéir a thug grúpa cigirí ó Chigireacht na hÍsiltíre i mí an Mhárta 2023. Ba ar an meastóireacht ar litearthacht agus ar uimhearthacht agus ar an meastóireacht ar phleanáil gníomhaíochta i scoileanna DEIS a bhí díriú na cuairte. Ba é a bhí i gceist leis an gcuairt ná láithreoireachtaí, cruinnithe le rannóga ábhartha den roinn, agus cigireachtaí ar scoileanna a leanúint. Rinneadh tagairt d'obair na Roinne ar chúrsaí DEIS san fhoilseachán bliantúil ó Chigireacht na hÍsiltíre ar Staid an Oideachais, agus rannchuidigh ball den Chigireacht le seimineár Gréasáin ar an litearthacht agus an uimhearthacht agus ar dhul i ngleic le míbhuntáiste ó Aireacht Oideachais na hÍsiltíre.

3.5.23 Tacaíocht a thabhairt don Aonad um Chomhar Idirnáisiúnta maidir le cuairteanna idirnáisiúnta

Sa bhliain 2023, lean an Chigireacht de thacú le hobair an Aonaid um Chomhar Idirnáisiúnta de chuid na Roinne Oideachais trí chomhairle a sholáthar, trí láithreoireachtaí a thabhairt agus trí chuairteanna scoile a eagrú do thoscaireachtaí ar cuairt ó bhallstáit den Aontas Eorpach agus ó áiteanna níos faide i gcéin. Déantar an obair sin i gcomhoibriú le rannóga eile den roinn agus lena cuid gníomhaireachtaí. Thug an Chigireacht láithreoireachtaí ar obair na Roinne Oideachais do dheich dtoscaireacht ar cuairt sa bhliain 2023 ón Liotuáin, ó Fhlóndras sa Bheilg, ón bPolainn, ón Spáinn, ó Mhálta, ón Tuirc, ó Iosrael, ón Nua-Shéalainn, ó Dubai agus ó Aontas na nÉimíríochtaí Arabacha.

Foilseacháin ón gCigireacht sa bhliain 2023

- Tionchar Scéim Foghlama agus Tacaíochta Covid-19: Peirspictíochtaí páistí agus daoine óga, tuismitheoirí, príomhoidí agus múinteoirí
- Meastóireacht ar an Soláthar Oideachais do Leanaí agus Daoine Óga a bhfuil Sain-Mhíchumas Foghlama orthu: Ranganna Speisialta atá ceangailte le Bunscoileanna Príomhshrutha in Éirinn
- Clár Oideachais Samhraidh 2022: Dearcthaí páistí agus daoine óga, a dtuismitheoirí agus bhainisteoirí an chláir
- Treoir do Mheastóireachtaí Ionaid Uile ar Sholáthar Ógtheagmhála in Ionaid don Oideachas agus in Ionaid Oiliúna Pobail
- Treoir maidir le Meastóireachtaí ar Shuíomhanna atá á maoiniú ag an Roinn Oideachais seachas Scoileanna Aitheanta
- A bhfuil le hinsint ag Cigireachtaí Ábhair dúinn faoi chur i bhfeidhm na Sraithe Sóisearaí: Tuarascáil ilchodach ar thorthaí ó chigireachtaí ábhair le fócas ar an tSraith Shóisearach
- A bhfuil le hinsint ag Cigireachtaí Ábhair dúinn faoi chur i bhfeidhm na Sraithe Sóisearaí: Príomhtheachtaireachtaí do scoláirí
- Soláthar Oideachais do Leanaí ón Úcráin, d'Iarratasóirí ar Chosaint Idirnáisiúnta agus do Leanaí a bhfuil Stádas Aitheanta acu: Treoir do Bhunscoileanna, Meán Fómhair 2023
- Ag Breathnú ar an mBéarla: Dréacht-Treoir do Bhunscoileanna
- Ag Breathnú ar an nGaeilge mar T1 - Bunscoileanna
- Ag Breathnú ar an nGaeilge mar T2 - Bunscoileanna
- Ag Breathnú ar Dhrámaíocht: Dréacht-Treoir do Bhunscoileanna
- Ag Breathnú ar Stair: Dréacht-Treoir do Bhunscoileanna
- Ag Breathnú ar Thíreolaíocht: Dréacht-Treoir do Bhunscoileanna
- Ag Breathnú ar Chorpoideachas: Dréacht-Treoir do Bhunscoileanna
- Ag Breathnú ar Mhatamaitic: Dréacht-Treoir do Bhunscoileanna
- Ag Breathnú ar Cheol: Dréacht-Treoir do Bhunscoileanna

- Ag Breathnú ar Eolaíocht: Dréacht-Treoir do Bhunscoileanna
- Ag Breathnú ar Oideachas Sóisialta, Pearsanta agus Sláinte: Dréacht-Treoir do Bhunscoileanna
- Ag Breathnú ar Amharc-ealaín: Dréacht-Treoir do Bhunscoileanna
- Ag Breathnú ar an mBéarla: Dréacht-Treoir d'Iar-bhunscoileanna
- Ag Breathnú ar Mhatamaitic: Dréacht-Treoir d'Iar-bhunscoileanna
- Ag Breathnú ar Amharc-ealaín: Dréacht-Treoir d'Iar-bhunscoileanna
- Ag Breathnú ar Ghnó: Dréacht-Treoir d'Iar-bhunscoileanna
- Nuachtlitir Féinmheastóireachta Scoile (FMS) do Bhunscoileanna agus do Scoileanna Speisialta – Deireadh Fómhair 2023
- Nuachtlitir Féinmheastóireachta Scoile (FMS) d'Iarbhunscoileanna – Deireadh Fómhair 2023
- Rannpháirtíocht leanaí agus daoine óga i gCigireachtaí Fhoghlaim agus Chúram na Luath-Óige a chur chun cinn – Seimineár Gréasáin d'oideoirí
- Rannpháirtíocht leanaí agus daoine óga i gcigireacht a chur chun cinn – Seimineár Gréasáin do mhúinteoirí
- An tEolas is Deireanaí ón gCigireacht do Leanaí agus do Dhaoine Óga – Nollaig 2023
- An tEolas is Deireanaí ón gCigireacht do Shuíomhanna Fhoghlaim agus Cúram na Luath-Óige – Meitheamh 2023
- An tEolas is Deireanaí ón gCigireacht do Bhunscoileanna – Deireadh Fómhair 2023
- An tEolas is Deireanaí ón gCigireacht do Scoileanna Speisialta – Deireadh Fómhair 2023
- An tEolas is Deireanaí ón gCigireacht d'Iar-bhunscoileanna – Deireadh Fómhair 2023
- An tEolas is Deireanaí ón gCigireacht do Bhunscoileanna – Aibreán 2023
- An tEolas is Deireanaí ón gCigireacht do Scoileanna Speisialta – Aibreán 2023
- An tEolas is Deireanaí ón gCigireacht d'Iar-bhunscoileanna – Aibreán 2023

4.6 Iompar Scoile

Is é atá sa Scéim Iompair Scoile ná oibríocht shuntasach a mbainistíonn Bus Éireann í thar ceann na Roinne Oideachais. Breis agus 161,600 leanbh, lenar áiríodh 135,000 dalta a bhí ag taisteal ar sheirbhísí bunscoile agus iar-bhunscoile, 19,800 dalta a bhfuil riachtanais speisialta oideachais acu, agus 6,800 dalta a tháinig go hÉirinn ón Úcráin, iompraíodh iad ar bhonn laethúil chuig bunscoileanna agus iar-bhunscoileanna ar fud na tíre le linn na scoilbhliana 2022/2023. B'ionann costas iomlán na scéime sa bhliain 2023 agus €382.02 milliún.

Cuireadh athbhreithniú ar an Scéim Iompair Scoile i gcrích sa bhliain 2023. Is é an t-athbhreithniú an t-athbhreithniú is cuimsithí a rinneadh ó bhunú na Scéime sa bhliain 1967 i leith. Chuimsíodh san athbhreithniú an Scéim Iompair Scoile do Leanaí a bhfuil Riachtanais Speisialta Oideachais acu, an Scéim Iompair Bunscoile agus an Scéim Iompair Iar-bhunscoile. Breithníodh ann conas a oibríonn gach gné ar leith de na Scéimeanna faoi láthair, agus aird á tabhairt ar chritéir incháilitheachta, ar threochtaí, ar chostais, ar an bhfáil ar thiománaithe agus ar an éifeachtacht fhoriomlán ó thaobh príomhchuspóirí a chomhlíonadh de.

Rinneadh an t-athbhreithniú d'fhonn mór-éifeachtacht agus mór-inbhuanaitheacht na Scéime a scrúdú, á chinntiú go bhfreastalaíonn sí go leordhóthanach ar dhaltaí agus ar a dteaghlach. Leis an athbhreithniú, cuireadh leis na gealltanais atá tugtha laistigh de Chlár an Rialtais a mhéid a bhaineann siad leis an iompar scoile. Áiríodh leis sin scrúdú a dhéanamh ar na roghanna atá ann chun an líon aistear de charr a laghdú agus measúnú a dhéanamh ar an dóigh ar féidir leis an Scéim Iompair Scoile obair i gcomhar leis an gClár um Bealaí Sábháilte chuig an Scoil. Scrúdaíodh san athbhreithniú freisin an acmhainneacht a bhaineann le snáitheanna éagsúla den scéim a chomhtháthú agus le cur chuige níos comhordaithe a ghlacadh le Ranna eile Rialtais a úsáideann seirbhísí iompair freisin.

4.7 Déileáil le Drochúsáid san Am atá thart

I mí Iúil 2023, cuireadh deireadh le glacadh le hiarratais ar Scéim Ex Gratia leasaithe a ceapadh chun an breithiúnas ón gCúirt Eorpach um Chearta an Duine i gcás *O'Keeffe v Éire* a chur chun feidhme. Leis an scéim, rinneadh soláthar d'íocaíochtaí ex gratia ab ionann agus €84,000 a dhéanamh leis na daoine sin a chomhlíon na critéir atá leagtha amach i dtéarmaí na scéime.

Bunaíodh an scéim ex gratia ar dtús sa bhliain 2015 agus cuireadh i bhfeidhm í chun deis a thabhairt do na daoine sin a thionscain imeachtaí dlí in aghaidh an Stáit i ndáil le drochúsáid ghnéasach scoile lae agus a scoir de na himeachtaí sin ina dhiaidh sin tar éis rialuithe sna cúirteanna intíre iarratas a dhéanamh ar íocaíocht.

Cuireadh an scéim ar sos sa bhliain 2019 tar éis tuarascáil ón Measúnóir Neamhspleách, a bhí den tuairim go raibh an ceanglas maidir le gearán roimhe a thaispeáint ina ualach iomarcach le cur ar iarratais. Athosclaíodh an scéim, agus critéir athbhreithnithe ag gabháil léi, i mí Iúil 2021.

Fuarthas 193 iarratas san iomlán ar an scéim Ex Gratia. Díobh sin, ceadaíodh 128 n-iarratas agus diúltaíodh do 65 iarratas. Bhí iarratasóir ar diúltaíodh dá iarratas/hiarratas in ann achomharc a dhéanamh in aghaidh an chinnidh sin chuig Oifigeach Achomhairc neamhspleách. San iomlán, fuarthas 45 achomharc agus d'éirigh le dhá achomharc.

3.7.1 Fiosrúchán Scóipe ar Dhrochúsáid Ghnéasach Stairiúil i Scoileanna Lae agus Cónaithe arna reáchtáil ag Oird Rialta

I mí an Mhárta 2023, bunaíodh fiosrúchán scóipe chun bonn eolais a chur faoi fhreagairt an Rialtais do nochtaí maidir le drochúsáid ghnéasach stairiúil i roinnt scoileanna lae agus cónaithe arna reáchtáil ag oird rialta. Tá an Fiosrúchán Scóipe á stiúradh go neamhspleách ag Mary O'Toole SC.

Bunaíodh an fiosrúchán scóipe tar éis chraoladh an chláir faisnéise dar teideal "Blackrock Boys" i mí na Samhna 2022. Sa chlár faisnéise sin, insíodh scéal Mark agus David Ryan, deartháireacha a d'fhulaing drochúsáid i gColáiste na Carraige Duibhe. Spreag an clár faisnéise líon suntasach nochtaí ó mharthanóirí eile a d'fhreastail ar Choláiste na Carraige Duibhe agus ar Pháirc na Sailí, agus ar scoileanna arna reáchtáil ag oird rialta eile.

Agus aird á tabhairt ar na torthaí atá á lorg ag marthanóirí, déanfaidh treoraí an fhiosrúcháin scóipe moltaí don Aire maidir le scóip agus fairsinge fhreagairt an Rialtais do nochtaí drochúsáide gnéasaí stairiúla i scoileanna lae agus cónaithe arna reáchtáil ag oird rialta. Samhlaítear go bhféadfadh an fhreagairt mholta a bheith ina teimpléad le haghaidh fhreagairtí an rialtais i ndáil le suíomhanna eile freisin.

Bhí an fiosrúchán scóipe le tuairisc a thabhairt don Aire Oideachais faoin 7 Samhain 2023 ar dtús. B'amhlaidh, áfach, mar gheall ar an méid faisnéise a rabhthas le déileáil leis, lena n-áirítear

tríd an bpróiseas rannpháirteachais le marthanóirí atá ina chuid lárnach d'obair an Fhiosrúcháin, a d'iarr Iníon O'Toole síneadh a chur leis an spriocdháta. Tá an fiosrúchán scóipe le tuairisc a thabhairt don Aire faoin 7 Meitheamh 2024 anois.

3.7.2 Tacaí do Mharthanóirí Drochúsáide i bhForais Chónaithe

I mí an Mheithimh 2023, cheadaigh an rialtas tograí le haghaidh pacáiste de thacaí leanúnacha agus de sheirbhísí leanúnacha a sholáthar do mharthanóirí drochúsáide i bhforais chónaithe, ar tacaí agus seirbhísí iad a bhaineann leis an tsláinte, leis an oideachas, leis an tathant agus leis an gcleachtas atá bunaithe ar thráma. Forbraíodh an pacáiste tacaí sin tar éis breithniú a dhéanamh ar an tuarascáil deiridh ón bhfóram comhairleach a bhí faoi stiúir marthanóirí agus tar éis breithniú a dhéanamh ar tuarascálacha agus aighneachtaí ábhartha eile.

Beidh sé riachtanach reachtaíocht a rith chun na tacaí sláinte agus oideachais go háirithe a sholáthar. Maidir le Scéim Ghinearálta an Bhille sin, rud lena gcumasófar freisin an Bord um an gCiste Reachtúil Foras Cónaithe, nó Caranua, a lánscor, tarchuireadh í chuig an gComhchoiste Oireachtais um Oideachas, Breisoideachas agus Ardoideachas, Taighde, Nuálaíocht agus Eolaíocht i mí Mheán Fómhair 2023, agus d'fhoilsigh an Coiste an tuarascáil uaidh i mí na Nollag 2023. Tá sé beartaithe dul chun cinn a dhéanamh ar rith na reachtaíochta sa bhliain 2024.

Ina theannta sin, d'fhostaigh an roinn Sage Advocacy, eagraíocht neamhspleách tathanta a bhfuil cuntas teiste láidir aici i dtaca le tacaí tathanta a sholáthar d'aosaigh leochaileacha, do dhaoine scothaosta agus d'othair cúraim sláinte chun seirbhísí faisnéise, tacaíochta agus tathanta a fhorbairt do mharthanóirí chun cabhrú leo rochtain a fháil ar sheirbhísí agus tacaí ábhartha agus caidreamh a dhéanamh leo. Tá tús curtha ag Sage Advocacy leis an tseirbhís sin a chur i bhfeidhm cheana féin agus beidh sé i dteagmháil le grúpaí agus eagraíochtaí ábhartha chun feasacht ar infhaighteacht na seirbhíse a chur chun cinn.

Foilseacháin a bhaineann leis an Scéim um Shásamh i leith Foras Cónaithe

- Scéim Ghinearálta de Bhille um Thacaí do Mharthanóirí Drochúsáide i bhForais Chónaithe, 2023

4.8 An Clár um Athchóiriú na Seirbhíse Poiblí

Chinntigh Oifig an Chláir um Athchóiriú na Seirbhíse Poiblí formhaoirseacht straitéiseach ar chur chun feidhme agus soláthar Ráiteas Straitéise na Roinne Oideachais ar fud na bliana 2023, mar aon le bainistiú a dhéanamh ar fhreagairt na roinne don chlár oibre um athchóiriú na seirbhíse poiblí agus brú chun cinn a dhéanamh ar chur in iúl agus cur chun feidhme na bpleananna agus clár oibre foriomlán roinne, earnála agus trasrialtais um athchóiriú, agus rannpháirtíocht trasearnála sa phróiseas á cinntiú.

3.8.1 Forbairt – Ráiteas Bliantúil Tosaíochtaí

Leagtar amach in Forbairt, an Ráiteas Bliantúil Tosaíochtaí, treochlár le haghaidh na tosaíochtaí straitéiseacha agus oibríochtúla atá leagtha amach sa Ráiteas Straitéise uainn don tréimhse 2023-2025 a chomhlíonadh. A bhuí le Forbairt, cabhraítear linn bainistiú a dhéanamh ar luas agus seicheamh an athraithe i dtreo spriocanna straitéiseacha fadtéarmacha agus cuirtear ar ár gcumas athrú agus athchóiriú leanúnach san earnáil a léiriú agus tuairisc a thabhairt ar dhul

chun cinn. Eisíodh tuarascálacha ar dhul chun cinn ag deireadh gach ráithe, rud lenar tugadh an t-eolas is deireanaí ar gach gníomh ar leith.

3.8.2 Ráiteas Straitéise 2023-2025

Leagtar amach sa straitéis seo treo straitéiseach agus tosaíochtaí straitéiseacha na Roinne Oideachais do na trí bliana amach romhainn. Leis an straitéis, leantar dul chun cinn na straitéise 2021-2023 trí dhíriú leantach a chur ar phríomhréimsí amhail tacú le foghlaim leanaí tar éis na paindéime, aghaidh a thabhairt ar mhíbhuntáiste oideachasúil, cuimsiú imirceach, tacú le leanaí agus daoine óga a bhfuil riachtanais speisialta oideachais acu, an t-athrú aeráide a chomhrac agus tacú le rannpháirtíocht ghníomhach leanaí agus daoine óga sa chóras.

Agus an Ráiteas Straitéise sin á ullmhú, ghlac Oifig an Chláir um Athchóiriú na Seirbhíse Poiblí páirt i mórphróiseas comhairliúcháin sheachtraigh agus inmheánaigh. Áiríodh leis sin dhá imeacht BEACONS (Oideachas a Bheochan dár bPobail ar Scála Náisiúnta). Ba é a bhí iontu sin ná imeachtaí comhairleacha le leanaí, daoine óga, tuismitheoirí agus múinteoirí i gceantar Bhaile Átha Cliath Thiar agus i gceantar Laoise, agus soláthraíodh leo ionchur luachmhar isteach sa straitéis sin.

3.8.3 An Fóram Bunoideachais

Lean an Fóram Bunoideachais de theacht le chéile ar fud na bliana 2023, agus é ag bainistiú luas agus sheicheamh na n-athruithe agus ag déanamh dul chun cinn ar obair i roinnt réimsí breise. Bunaíodh foghrúpa comhairliúchán chun príomhábhair imní i measc geallsealbhóirí a shainaithint a mhéid a bhaineann siad le comhairliúcháin lena ndéileáiltear le nithe suntasacha beartais, seirbhísí agus reachtaíochta, lena sainaithnítear cineálacha féideartha cur chuige chun ábhair imní faoi chleachtais chomhairliúcháin na roinne a leigheas agus lena mbailítear aiseolas ó gheallsealbhóirí chun tacú leis an roinn feabhas leanúnach a chur ar a comhairliúcháin le geallsealbhóirí.

3.8.4 Claochlú agus Nuálaíocht

D'eagraigh Oifig an Chláir um Athchóiriú na Seirbhíse Poiblí Seachtain Claochlaithe na Roinne Oideachais i mí Dheireadh Fómhair 2023. Ba é an téama ná fiosrú a dhéanamh agus dul i ngleic leis an gcéad chreat eile don chlaochlú, eadhon Seirbhísí Poiblí Níos Fearr. Le sraith láithreoireachtaí suimiúla faisnéiseacha ar líne ó chainteoirí éagsúla, tugadh deis d'fhoireann na Roinne léargais nua a fháil, rud a spreag iad chun leanúint ar aghaidh ag leabú smaointeoireacht chlaochlaitheach isteach ina róil.

Foilseacháin ón Oifig um Athchóiriú na Seirbhíse Poiblí sa bhliain 2023

- Ráiteas Straitéise 2023-2025
- Forbairt – Ráiteas Bliantúil Tosaíochtaí 2023
- Tuarascáil ar an mBearna Phá idir na hInscní 2023

4.9 Cosaint Sonraí

Phróiseáil an t-aonad 82 Iarraidh ar Rochtain d'Ábhar Sonraí faoin reachtaíocht um chosaint sonraí agus 412 cheann d'iarrataí Saorála Faisnéise/d'iarrataí ar Rochtain ar Fhaisnéis maidir

leis an gComhshaol sa bhliain 2023.

4.10 Rialachas Sonraí

Ceann de na príomhghníomhartha faoi Straitéis Sonraí na Seirbhíse Poiblí 2019-2023 is ea an úsáid is fearr a bhaint as sonraí. Trí shonraí a chomhroinnt ar fud an Rialtais, éascaítear soláthar seirbhíse níos fearr, tacaítear le cinnteoireacht níos fearr, bíonn sé níos fusa seirbhísí a rochtain agus brúitear barainneachtaí chun cinn. Sa bhliain 2023, lean an Roinn de pháirt a ghlacadh i dtionscadail lárnacha agus de chomhoibriú le comhpháirtithe laistigh den earnáil oideachais agus den mhórsheirbhís phoiblí araon chun an sreabhadh is éifeachtaí sonraí a chinntiú, lenar áiríodh trí Chatalóg Sonraí na Seirbhíse Poiblí, trí Phlean na Roinne um Shonraí Oscailte a Fhoilsiú agus trí rannpháirtíocht i ngrúpa na gCuradh Bonneagair Sonraí Náisiúnta agus sa líonra Oifigeach Sonraí.

4.11 Caiteachas na Roinne

B'ionann agus €10.8 billiún toradh ollchaiteachais sealadach na Roinne Oideachais sa bhliain 2023. Bhí sé sin comhdhéanta de chaiteachas reatha a bhí cothrom le €9.5 billiún agus de chaiteachas caipitil a bhí cothrom le €1.3 billiún. Leis na leithdháiltí buiséid sa bhliain 2023, rinneadh soláthar do thart ar 2,180 duine de mhúinteoirí nua agus de chúntóirí riachtanas speisialta nua a earcú, do scéim na leabhar scoile in aisce do bhunscoileanna a thabhairt isteach agus do sceideal soláthar foirne 23:1 a bhí íseal go stairiúil a bhaint amach ar leibhéal na bunscoile, i measc nithe eile.

4.12 Cur Chun Feidhme Seirbhísí Comhroinnte

Lean an tsraith tionscadal agus oibríochtaí san ionad Seirbhísí Comhroinnte Gnó Oideachais (ESBS) ar aghaidh ag méadú sa bhliain 2023. Tá ESBS ag próiseáil párollaí anois do chúig cinn déag de Bhoird Oideachais agus Oiliúna. Tá dhá Bhord Oideachais agus Oiliúna nua ag aistriú chuig an tseirbhís sa bhliain 2023 agus tá an Bord Oideachais agus Oiliúna deiridh le haistriú i ráithe 1 den bhliain 2024. Ba í 2023 an chéad bhliain iomlán ina raibh Boird Oideachais agus Oiliúna ag baint úsáid as ESBS le haghaidh íocaíochtaí le Printísigh agus le Foghlaimeoirí, agus próiseáladh breis agus 500,000 íocaíocht lena linn.

Tá cúig Bhord Oideachais agus Oiliúna tar éis a bhfeidhm Caiteachais a aistriú chuig ESBS, agus tá ceann eile le haistriú i ráithe 1 den bhliain 2024. Tá cumarsáid á déanamh faoi láthair le Boird Oideachais agus Oiliúna chun an t-ord reatha agus na hamlínte a shainaithint do na Boird Oideachais agus Oiliúna eile maidir leis an bhfeidhm sin a aistriú. Ní dhearnadh an dul chun cinn a bhí beartaithe ar an tionscadal ríomh-earcaíochta sa bhliain 2023 agus dhún an Coiste Stiúrtha é ar deireadh. Is féidir an obair a rinneadh sa tionscadal a úsáid chun bonn eolais a chur faoi réiteach sa todhchaí.

Leanadh den Chlár Feabhsúcháin Pinsean, agus dul chun cinn á dhéanamh ar obair ar shaincheisteanna comhlíonta a bhaineann le riar na Scéime Pinsean Seirbhíse Poiblí Aonair. Bhí caidreamh leanúnach ar bun leis an Oifig Náisiúnta um Sheirbhísí Comhroinnte (NSSO) chun tacú léi a cumraíocht pinsinéirí a nuashonrú agus bhí caidreamh leanúnach ar bun le Boird Oideachais Oiliúna chun tacú leo sonraí pinsinéirí a ghlanadh chun cur i bhfeidhm éifeachtúil na méaduithe pinsin do 94% de phinsinéirí Boird Oideachais agus Oiliúna a chumasú.

Tháinig cur chun feidhme Sheirbhísí Comhroinnte Airgeadais Boird Oideachais agus Oiliúna ESBS i bhfeidhm nuair a cuireadh dhá Bhord Oideachais agus Oiliúna leis. Cuireadh Bord Oideachais agus Oiliúna an Chabháin agus Mhuineacháin leis i mí Iúil agus cuireadh Bord Oideachais agus Oiliúna Chorcaí leis i mí na Samhna, agus próiseáladh 14,350 sonrasc ab fhiú breis agus €30.4m san iomlán sa bhliain 2023. Ceann de na príomhnithe ar díríodh orthu sa bhliain 2023 ba ea an tionscadal Comhdhlúthaithe TF deiridh do Bhord Oideachais agus Oiliúna Chathair Bhaile Átha Cliath, agus é le teacht i bhfeidhm an 1 Eanáir 2024. Rinneadh dea-dhul chun cinn ar thionscadail feabhsúcháin airgeadais sa bhreis, agus Tiontú MLG i bhfeidhm anois do cheithre Bhord Oideachais agus Oiliúna, Bainistíocht Tairiscintí agus Conarthaí i bhfeidhm anois d'ocht mBord Oideachais agus Oiliúna, agus Bainistíocht Feidhmíochta Fiontar Dinimiciúil i bhfeidhm anois do naoi mBord Oideachais agus Oiliúna.

Lean foireann Seirbhísí Comhroinnte Gnó Oideachais na Roinne Oideachais de thacú le clár seirbhísí comhroinnte RBATNE agus den chlár sin a thógáil agus é ag déileáil leis an leathnú seirbhísí faoin tionscadal Seirbhísí Comhroinnte Párolla Ard-Oideachais (HEPSS). Sa bhliain 2023, d'éirigh le foireann HEPSS céim an Chruthúnais Coincheapa den tionscadal a chur i gcrích le haistriú Ollscoil Luimnigh (UL) i mí na Bealtaine. D'aistrigh dhá Institiúid Ardoideachais sa bhreis chuig HEPSS sa bhliain. D'aistrigh an Coláiste Náisiúnta Ealaíne is Deartha (NCAD) i mí Feabhra agus d'aistrigh Ollscoil Teicneolaíochta an Oirdheiscirt, campas Cheatharlach, i mí Dheireadh Fómhair tar éis aontú a réiteach Bainistíochta Acmhainní Daonna agus Párolla lena campas i bPort Láirge. Tá seirbhísí á gcur ar fáil anois do shé Institiúid Ardoideachais. Tá dhá institiúid eile le haistriú sa bhliain 2024, eadhon Ollscoil Teicneolaíochta na Sionainne (TUS) agus Ollscoil Teicneolaíochta an Atlantaigh (ATU), agus tá aontú a réiteach Bainistíochta Acmhainní Daonna agus Párolla le déanamh ag an am céanna.

Lean an tAonad ar aghaidh ag obair le HEAnet agus EduCampus, agus é ag cistiú a gcuid oibre ar sheirbhísí comhroinnte Teicneolaíochta Faisnéise agus Cumarsáide (TFC) a sholáthar don earnáil oideachais. Is é HEAnet an tseirbhís de chuid an Líonra Náisiúnta Taighde agus Oideachais (NREN) a sholáthraíonn nascacht Idirlín agus seirbhísí comhroinnte TFC do thuairim is milliún duine de mhic léinn, de thaighdeoirí agus de bhaill foirne ar fud na n-earnálacha bunoideachais, iar-bhunoideachais, breisoideachais agus ardoideachais. Sa bhliain 2023, chuir cliaint Chéim 1 agus Chéim 2 tús leis an bpróiseas chun iad a chur leis an tseirbhís Lárionad Oibríochtaí Slándála/Bainistíocht Teagmhas Slándála (SOC/SIEM) don earnáil oideachais. Is é is EduCampus ann ná soláthraí tacaíochta feidhmchlár TFC seirbhísí comhroinnte don earnáil ardoideachais, agus thacaigh sé le cumaisc leanúnacha na nInstitiúidí Teicneolaíochta chun Ollscoileanna Teicneolaíochta nua a chruthú ar fud na bliana 2023 agus isteach sa bhliain 2024.

Lean SSIU de thacaíocht a thabhairt don athchóiriú soláthair agus do sholáthar láraithe a chur chun cinn sa bhliain 2023. Rinne Bord an Chláir Soláthair Oideachais (EPPB) formhaoirseacht ar fhorbairt agus cur chun feidhme seirbhísí soláthair phoiblí don earnáil oideachais agus oiliúna de réir bheartas an Rialtais um athchóiriú soláthair, agus sholáthair sé fóram don earnáil chun dúshláin agus réitigh a phlé. Bunaíodh soláthar le haghaidh creat lárnach do Throscán Scoile (lena n-áirítear scoileanna Boird Oideachais agus Oiliúna), a tugadh chun críche le cúnamh ón Oifig um Sholáthar Rialtais (OGP), an 1 Samhain, agus luach íostarraingthe ionchais iomlán de €27.3m aige.

4.13 Pinsin agus Párolla

Sa bhliain 2023, phróiseáil an Roinn Oideachais sochair aoisliúntais do níos mó ná 1,800 duine, idir mhúinteoirí, bhaill foirne neamhtheagaisc agus a marthanóirí. Mar chuid den phróiseas aoisliúntais, rinne an roinn soláthar do bhreis agus 900 seirbhís inphinsin a aistriú chuig comhlachtaí eile seirbhíse poiblí agus uathu araon, riar sí breis agus 1,400 iarraidh meas-seirbhíse, agus phróiseáil sí breis agus 1,600 ceist dlí teaghlaigh. De bhreis air sin, phróiseáil an tAonad Pinsean 130 iarratas ar bhlianta breise seirbhíse gairmiúla d'fhostaithe sa mhórearnáil

oideachais. Próiseáladh breis agus 41,000 ceist a bhain le seirbhís do chustaiméirí sa bhliain 2023. Tá an tAonad Pinsean ag leanúint le ráitis sochar pinsin a eisiúint chuig na baill de scéimeanna agus tá sé ag obair go gníomhach ar fheabhsuithe chun an líon ráiteas is féidir a eisiúint a mhéadú. Tá na feabhsuithe sin ina gcuid de mhórthionscadal atá ar bun chun feabhas a chur ar acmhainn agus feidhmíocht an Aonaid Phinsean ach próisis agus nósanna imeachta a chuíchóiriú agus a nua-aoisiú.

4.14 Iniúchóireacht Inmheánach

Tá an Rannóg Iniúchóireachta Inmheánaí sa roinn freagrach as dearbhuithe a thabhairt don Oifigeach Cuntasaíochta maidir le leorgacht, éifeachtacht agus éifeachtúlacht na bpróiseas um bainistíocht riosca, um chórais rialaithe inmheánaigh agus um rialachas.

Déantar clár iniúchóireachta bliantúil na Rannóige Iniúchóireachta Inmheánaí a ullmhú faoi choimirce an Choiste Iniúchóireachta, agus tuairiscíonn an Rannóg Iniúchóireachta Inmheánaí don Choiste ar stiúradh an chláir sin agus ar thabhairt chun críche na dtuarascálacha iniúchóireachta. Rinne an Coiste Iniúchóireachta naoi dtuarascáil iniúchóireachta inmheánaí a bhreithniú agus a cheadú sa bhliain 2023. Rianaíonn an rannóg, ar bhonn ráithiúil, an dul chun cinn ar chur chun feidhme na moltaí a thagann as tuarascálacha iniúchóireachta inmheánaí. Tuairiscíonn Údarás Iniúchóireachta CSE do Choiste Iniúchóireachta RBATNE gach bliain ar na fionnachtana suntasacha, na moltaí suntasacha agus na saincheisteanna suntasacha a eascraíonn as a chuid oibre iniúchóireachta.

Níor tugadh aird Cheann an Aonaid Iniúchóireachta Inmheánaí agus Iniúchóireachta AE ná aird an Choiste Iniúchóireachta ar aon nochtadh cosanta inmheánach sa bhliain 2023.

4.15 Soláthar poiblí glas

Ceanglaítear le beartas soláthair na Roinne Oideachais go gcuirfear breithniúcháin timpeallachta san áireamh le linn earraí agus seirbhísí a fhoinsiú. Bíonn ag méadú ar an díriú ar sholáthar poiblí glas. I measc na samplaí ábhartha tá gléasanna fóin póca agus earraí glantacháin nach bhfuil feidhm ar bith leo a thuilleadh a athúsáid agus a athchúrsáil.

Foilseacháin a bhaineann le soláthar poiblí Glas

- Treochlár Teicniúil na hEarnála Scoileanna um Ghníomhú ar son na hAeráide, 2023 go 2030
- Sainordú na hEarnála Scoileanna um Ghníomhú ar son na hAeráide

4.16 Cumarsáid na Roinne

D'oibrigh an Roinn Oideachais go hinmheánach chun feabhas a chur ar aschur cumarsáide gach rannóige sa roinn. Ba mar thoradh air sin a foilsíodh Treoirlínte Cumarsáide na Roinne Oideachais.

Ar fud na bliana 2023, lean an Roinn Oideachais d'obair go comhoibríoch le comhpháirtithe oideachais chun ábhair a tháirgeadh agus chun príomhtheachtaireachtaí atá ábhartha don earnáil a chur chun cinn, agus í ag tógáil ar obair a rinneadh roimhe sin chun uainiú agus seicheamhú cuí ábhar a chinntiú.

Bhí na gníomhaíochtaí cumarsáide uile a raibh fógraíocht ar áireamh leo faoi réir Acht na dTeangacha Oifigiúla nua – ba cheart 20% den ábhar ar fad a bheith ar fáil i nGaeilge agus ní foláir 5% den chaiteachas ar fad ar chainéil fógraíochta a bheith caite ar na meáin Ghaeilge.

Forbraíodh straitéis agus plean cumarsáide iomlán chun tacú le soláthar Athfhorbairt na Sraithe Sinsearaí. Tá sé sin á chur chun feidhme faoi láthair, agus é beartaithe comhdháil mhór a eagrú nuair a bheidh dea-dhul chun cinn déanta.

Cuireadh tús le hanailís agus soláthar feabhsaithe maidir le leathanaigh Ghréasáin na Roinne ar gov.ie sa bhliain 2023, agus tuilleadh oibre beartaithe don bhliain 2024. Áirítear leis sin prionsabail deartha UX a úsáid chun athchóiriú a dhéanamh ar an dóigh a gcuirtear ábhar oideachais ar fáil ar líne. Is príomhcholún den phlean gníomhaíochta um sheirbhís do chustaiméirí é sin agus beidh sé ina chuid mhór d'obair na foirne sa bhliain 2024.

4.17 Daltaí ón Úcráin

Bhí 18,003 dhuine de leanaí agus de dhaoine óga ón Úcráin rollaithe i mbunscoileanna agus iar-bhunscoileanna in Éirinn ag deireadh mhí na Nollag 2023. Leanann an Roinn Oideachais de thacú le scoileanna maidir lena bhfreagairtí láithreacha do leanaí agus daoine óga ón Úcráin, go háirithe trí na Foirne Réigiúnacha Oideachais agus Teanga. Is é príomhról na bhFoirne Réigiúnacha Oideachais agus Teanga ná cabhrú le háiteanna scoile a aimsiú do na leanaí sin agus tacú le scoileanna freastal ar a gcuid riachtanas.

4.18 Caidreamh na Foirne Seachtraí

Bainistíonn an Roinn Oideachais caidreamh tionsclaíoch san earnáil scoileanna agus breisoideachais, lena n-áirítear roinnt fóraim foirne a oibriú agus ceannaireacht a thaispeáint ag raon suíomhanna tionsclaíocha, amhail an Coimisiún um Chaidreamh san Áit Oibre agus an Chúirt Oibreachais. Chun cuspóirí beartais agus oibriúcháin a chomhlíonadh go rathúil, oibrímid i ndlúthchomhar leis na comhpháirtithe oideachais chun timpeallacht chobhsaí caidrimh thionsclaíoch a chinntiú trí fhreagairtí tráthúla éifeachtacha do shaincheisteanna. Tá ról againn freisin i dtacú le húsáid éifeachtach a bhaint as an bhfórsa saothair oideachais chun ár gcuspóirí a bhaint amach trí ionadaíocht a dhéanamh don earnáil ag cainteanna náisiúnta pá agus trína chinntiú go gcomhlíontar beartas pá an Rialtais.

Tugann an Roinn Oideachais faoi idirbheartaíocht caidrimh thionsclaíoch thar ceann an Stáit san earnáil oideachais agus oiliúna, agus tugann sí comhairle maidir le caidreamh tionsclaíoch agus le dlí na fostaíochta don Aire. Rinne an Roinn Oideachais formhaoirseacht ar oibriú an chomhaontaithe 'Ag Dul Ó Neart go Neart' san earnáil sa bhliain 2023 agus d'eisigh sí ciorcláin lena gcuirtear na méaduithe pá atá dlite chun feidhme.

Sa bhliain 2023, thángthas ar chomhaontú idir an roinn agus Fórsa maidir le téarmaí agus coinníollacha rúnaithe scoile. Thug an Roinn Oideachais faoi thionscadal suntasach a bhain le cur chun feidhme a dhéanamh ar an gcomhaontú, ar mar thoradh air a aistríodh rúnaithe chuig párolla roinne i mí Mheán Fómhair 2023.

Sa bhliain 2023, d'fhoilsigh an Roinn Oideachais 39 gcinn de chiorcláin/de nótaí a bhaineann le téarmaí agus coinníollacha foirne.

Ciorcláin a bhaineann le caidreamh na foirne

- Ciorclán 0064/2023 – Liúntais Athbhreithnithe Chothaithe Intíre a bheidh in éifeacht ón 14 Nollaig 2023 agus atá iníoctha le Baill Foirne de Bhoird Oideachais agus Oiliúna agus le Comhaltaí de Bhoird Oideachais agus Oiliúna agus de Choistí Reachtúla de chuid Bord Oideachais agus Oiliúna
- Ciorclán 0063/2023 – Saoire Foréigin Baile do bhaill foirne seachas daoine atá fostaithe mar Mhúinteoirí agus Cúntóirí Riachtanas Speisialta i mBoird Oideachais agus Oiliúna
- Ciorclán 0062/2023 – Íocaíocht an Liúntais Uirlisí le hOibrithe Ceardaíochta – 2023
- Ciorclán 0061/2023 – Socruithe do Thoghchán Foirne chuig Bord BOOÁCDL
- Ciorclán 0060/2023 – Saoire Foréigin Baile do Chúntóirí Riachtanas Speisialta atá fostaithe i mBunscoileanna agus in Iar-bhunscoileanna Aitheanta
- Ciorclán 0059/2023 – Saoire Foréigin Baile do Mhúinteoirí Cláraithe atá fostaithe i mBunscoileanna agus in Iar-bhunscoileanna Aitheanta
- Ciorclán 0058/2023 – Saoire Force Majeure agus Saoire Bhreoiteachta Teaghlaigh do Mhúinteoirí Cláraithe atá fostaithe i mBunscoileanna agus in Iar-bhunscoileanna Aitheanta
- Ciorclán 0057/2023 – Rochtain do mhúinteoirí téarma shocraithe/do mhúinteoirí sealadacha (lena n-áirítear múinteoirí ionaid) agus do mhúinteoirí páirtaimseartha ar an bPainéal Forlíontach Ath-imlonnaithe don scoilbhliain 2024/25
- Ciorclán 0056/2023 – Beart costas maireachtála chun tacú le freastal ar an méadú i gcostais reatha scoile
- Ciorclán 0055/2023 – Saoire Neamhíoctha chun Críocha Cúram Leighis do bhaill foirne seachas daoine atá fostaithe mar Mhúinteoirí agus Cúntóirí Riachtanas Speisialta i mBoird Oideachais agus Oiliúna
- Ciorclán 0053/2023 – Sosanna Beathú Cíche do Chúntóirí Riachtanas Speisialta atá fostaithe i mBunscoileanna agus in Iar-bhunscoileanna Aitheanta
- Ciorclán 0052/2023 – Sosanna Beathú Cíche do Mhúinteoirí Cláraithe atá fostaithe i mBunscoileanna agus in Iar-bhunscoileanna Aitheanta
- Ciorclán 0051/2023 – Saoire Neamhíoctha chun Críocha Cúram Leighis do Chúntóirí Riachtanas Speisialta atá fostaithe i mBunscoileanna agus in Iar-bhunscoileanna Aitheanta
- Ciorclán 0050/2023 – Saoire Neamhíoctha chun Críocha Cúram Leighis do Mhúinteoirí Cláraithe atá fostaithe i mBunscoileanna agus in Iar-bhunscoileanna Aitheanta
- Ciorclán 0047/2023 – Scéim Saoire Uchtaíche do Mhúinteoirí Cláraithe atá fostaithe i mBunscoileanna agus Iar-bhunscoileanna Aitheanta
- Ciorclán 0048/2023 – Scéim Saoire Uchtaíche do Chúntóirí Riachtanas Speisialta atá fostaithe i mBunscoileanna agus Iar-bhunscoileanna Aitheanta
- Ciorclán 0046/2023 – Athbhreithniú ar Thuarastail Rúnaithe Scoile arna Maoiniú Roimhe faoi Mhaoiniú Deontas Coimhdeach
- Ciorclán 0045/2023 – Athbhreithniú ar thuarastail d'Oifigigh Chléireachais agus Feighlithe atá fostaithe i Scoileanna Náisiúnta faoi Scéim 1978/79 agus d'Oifigigh Chléireachais atá fostaithe in Iar-bhunscoileanna faoi Scéim 1978 faoin gcomhaontú dar teideal Ag Dul Ó Neart go Neart - Comhaontú Nua Seirbhíse Poiblí 2021-2023 ("An Comhaontú")

- Ciorclán 0044/2023 – Athbhreithniú Tuarastal do Rúnaithe Scoile agus Baill Foirne Cothabhála i bPobalscoileanna agus i Scoileanna Cuimsitheacha faoin gcomhaontú dar teideal Ag Dul Ó Neart go Neart - Comhaontú Nua Seirbhíse Poiblí 2021-2023 (“An Comhaontú”)
- Ciorclán 0043/2023 – Athbhreithniú ar thuarastail grád áirithe seachas Múinteoirí agus Cúntóirí Riachtanas Speisialta atá fostaithe ag Boird Oideachais agus Oiliúna le héifeacht ón 1 Deireadh Fómhair 2023
- Ciorclán 0042/2023 – Athbhreithniú Tuarastal do Chúntóirí Riachtanas Speisialta faoin gcomhaontú dar teideal Ag Dul Ó Neart go Neart - Comhaontú Nua Seirbhíse Poiblí 2021-2023 (“An Comhaontú”)
- Ciorclán 0041/2023 – Athbhreithniú ar Thuarastail Múinteoirí faoin gcomhaontú pá dar teideal Ag Dul Ó Neart go Neart le héifeacht ón 1 Deireadh Fómhair 2023
- Ciorclán 0038/2023 – Ag Dul ó Neart go Neart – Comhaontú Nua Seirbhíse Poiblí 2021-2022: Cur i bhFeidhm na Margála Earnála, le héifeacht ón 1 Feabhra 2022 – Íocaíocht Liúntais MGO/Ard-Dioplóma le múinteoirí iar-bhunscoile ar an Scála Pá do Mhúinteoirí roimh 2011
- Ciorclán 0037/2023 – Neamhláithreachtaí Páirteacha Do Choinní Seirbhíse Cúrsaí Sláinte do Mhúinteoirí Iar-bhunscoile
- Ciorclán 0032/2023 – Scéim Mhaoirseachta agus Ionadaíochta – Roghnú Isteach do Phríomhoidí agus do Leas-Phríomhoidí le héifeacht ón 1 Meán Fómhair 2022
- Ciorclán 0033/2023 – An Scéim Saoire Cúramóra do Chúntóirí Riachtanas Speisialta atá fostaithe i mBunscoileanna agus in Iar-bhunscoileanna Aitheanta
- Ciorclán 0025/2023 – Saoire Cuardaigh agus Tarrthála ar bhonn Deonach do Mhúinteoirí Cláraithe atá fostaithe i mBunscoileanna agus Iar-bhunscoileanna Aitheanta
- Ciorclán 0023/2023 – Scéim chun Creidmheas Incriminteach a Bhronnadh ar Mhúinteoirí Iar-bhunscoile a bhfuil seirbhís roimhe seo acu mar Dhuine Acmhainne Ógtheagmhála nó mar Chomhordaitheoir Ógtheagmhála
- Ciorclán 0011/2023 – Athbhreithniú ar Thuarastail d’Oifigigh Chléireachais agus d’Fheighlithe atá fostaithe faoi Scéim 1978-79 faoin gcomhaontú pá dar teideal Ag Dul Ó Neart go Neart le héifeacht ón 01 Márta 2023
- Ciorclán 0010/2023 – Athbhreithniú ar Thuarastail Rúnaithe Scoile agus Ball Foirne Cothabhála Scoile i bPobalscoileanna agus i Scoileanna Cuimsitheacha faoin gcomhaontú pá dar teideal Ag Dul Ó Neart go Neart le héifeacht ón 01 Marta 2023
- Ciorclán 0009/2023 – Athbhreithniú ar Thuarastail agus Liúntais de Ghráid Áirithe seachas Múinteoirí agus Cúntóirí Riachtanas Speisialta atá fostaithe ag Boird Oideachais agus Oiliúna faoin gcomhaontú pá dar teideal Ag Dul Ó Neart go Neart le héifeacht ón 01 Marta 2023
- Ciorclán 0008/2023 – Athbhreithniú ar Thuarastail Cúntóirí Riachtanas Speisialta faoin gcomhaontú pá dar teideal Ag Dul Ó Neart go Neart le héifeacht ón 01 Marta 2023
- Ciorclán 0007/2023 – Athbhreithniú ar Thuarastail Múinteoirí faoin gcomhaontú pá dar teideal Ag Dul Ó Neart go Neart le héifeacht ón 01 Márta 2023

4.19 Obair go comhoibríoch le comhghleacaithe ar fud státseirbhís agus sheirbhís phoiblí na hÉireann, an Aontais Eorpaigh agus fóraim idirnáisiúnta chun tacú le cur chuige réidh uile-Rialtais i leith seirbhísí oideachais in Éirinn.

Lean an Roinn Oideachais de chaidreamh a dhéanamh le heagraíochtaí agus comhpháirtithe idirnáisiúnta agus Aontais Eorpaigh chun tacú lenár n-oibleagáidí idirnáisiúnta agus chun cabhrú le baint amach an chuspóra atá againn maidir lena chinntiú go gcuirtear an dea-chleachtas idirnáisiúnta san áireamh le linn beartais oideachais a fhorbairt agus a chur chun feidhme.

Ar fud na bliana 2023, áiríodh leis sin ionadaíocht ardchaighdeáin a dhéanamh ag cruinnithe idirnáisiúnta agus Aontais Eorpaigh agus ag comhdhálacha, etc., agus feabhas á chur ar an gclú atá ar Éirinn as comhar idirnáisiúnta oideachais le hinstitiúidí idirnáisiúnta ábhartha, amhail ECFE agus UNESCO (Eagraíocht Oideachais, Eolaíochta agus Chultúir na Náisiún Aontaithe), agus le tíortha eile. Thacaigh Aonad Idirnáisiúnta na Roinne Oideachais lena lán cuairteanna, lenar áiríodh toscaireachtaí ó Rialtais agus ó eagraíochtaí eile oideachais, ar an Roinn, ar ghníomhaireachtaí agus ar scoileanna. Tá freagracht ar an aonad freisin as bainistiú a dhéanamh ar scéimeanna a bhfuil mar aidhm leo múinteoirí a earcú chun freastal ar riachtanais na scoileanna Eorpacha agus chun ár ngealltanais i leith na scéimeanna cúntóirí Béarla a chomhlíonadh chun tacú lenár n-aidhmeanna a bhaineann le comhar Aontais Eorpaigh.

Lean an Roinn Oideachais de chomhar oideachais leis an mBreatain Mhór agus Tuaisceart Éireann a thógáil, agus í ag comhlíonadh na ngealltanas ábhartha i gClár an Rialtais agus ag comhlíonadh na ngealltanas a thug an Rialtas sa chonradh Deich mBliana Nua, Cur Chuige Nua do Thuaisceart Éireann. Baineadh é sin amach trí rannpháirtíocht a chur chun cinn faoin Meabhrán Tuisceana maidir leis an Oideachas faoin Meabhrán Tuisceana maidir leis an gComhlimistéar Taistil a comhaontaíodh leis an Ríocht Aontaithe de bharr an Bhreatimeachta agus trí thacaíocht leanúnach a thabhairt do ranna agus eagraíochtaí Thuaisceart Éireann agus trí rannpháirteachas leo sin.

Lean an Roinn Oideachais de rannchuidiú le cur chun feidhme an Chláir PEACE IV de chuid an Aontais Eorpaigh i réimse an oideachais chomhroinnte agus le forbairt an Chláir PEACEPLUS nua faoin ngné um Fhoghlaim Chomhroinnte le Chéile.

4.20 Staitisticí

Lean an rannóg staitisticí de thacú le Sprioc 3 den Ráiteas Straitéise, agus í ag soláthar na sonraí tráthúla a theastaíonn ó rannóga éagsúla eile agus ag comhlíonadh ár n-oibleagáidí idirnáisiúnta tuairiscithe. Ag obair di i gcomhpháirt leis an Rannóg Párolla/TF, sholáthair an rannóg anailís sonraí mhionsonraithe faoin bhfórsa saothair múinteoirí agus rannpháirteachas suntasach leis an earnáil chun tuairisciú ar an bhfórsa saothair ar bhonn leanúnach. Tá an obair sin ag tacú leis an soláthar múinteoirí. Lean an rannóg staitisticí de thuairisc a thabhairt ar rolluithe daltaí ón Úcráin chun tacú le réimsí éagsúla den roinn (an Fhoireann Tacaíochta Daltaí, Cuimsiú Sóisialta, Airgeadas Scoileanna agus eile). Is díol suntais é go ndearna an rannóg staitisticí dearadh, tógáil agus seoladh ar an mol sonraí um léargais ar staitisticí oideachais freisin, ar mol é lena gcomhdhlúthaítear sonraí oideachais agus lena soláthraítear léargais níos doimhne orthu sin.

Foilseacháin ón Aonad Staitisticí sa bhliain 2023

- Táscairí Oideachais 2022
- Feasachán Staitistiúil 2023
- Rátaí coinneála daltaí i scoileanna dara leibhéal – Cohórt iontrála 2016
- Sracfhéachaint ar an Oideachas

- Nótaí Faisnéise ECFE
- An Clár um Measúnacht Idirnáisiúnta Daltaí (PISA)
- An Staidéar ar Dhul Chun Cinn ar Litearthacht Léitheoireachta Idirnáisiúnta (PIRLS)
- An Clár um Measúnú Idirnáisiúnta ar Inniúlachtaí Aosach (PIAAC)
- An Staidéar Idirnáisiúnta ar Threochtaí i Matamaitic agus Eolaíocht (TIMSS)

4.21 Clár tógála scoileanna

Is é is aidhm don Roinn Oideachais bonneagar iomchuí le haghaidh timpeallachtaí foghlama a chur fáil le go bhfuil fáil ag gach foghlaimeoir ar thimpeallacht foghlama nua-aimseartha. Rud príomha a ndíríonn an roinn air is ea cóiríocht a chur ar fáil chun freastal ar éileamh ar áiteanna scoile i gceantair ina bhfuil rolluithe ag ardú.

Beidh méid os cionn €6 billiún á infheistiú ag an Roinn idir an bhliain 2021 agus an bhliain 2025 chun acmhainn a chur leis, chun forbairt, agus chun saoráidí scoile ar fud na tíre a uasghrádú do chóir a bheith milliún mac léinn agus breis agus 100,000 ball foirne a fhoghlaimíonn agus a oibríonn inár scoileanna gach lá. Leis an infheistíocht sin, tógfar ar an dea-dhul chun cinn atá á dhéanamh maidir le hacmhainn a mhéadú chun freastal ar athruithe déimeagrafacha agus maidir le soláthar do leanaí a bhfuil riachtanais speisialta oideachais acu. Leis an infheistíocht sin, éascófar freisin díriú méadaithe ar nuachóiriú an stoic scoile atá ann cheana agus cabhrófar leis an gcóras scoileanna a aistriú chuig ré carbóin ghlan-nialasaigh faoin mbliain 2050.

Rinne an Roinn infheistíocht is ionann agus thart ar €4.3 billiún i gcistiú caipitil idir na blianta 2020 agus 2023, ar infheistigh €3.7 billiún di sa Chlár Tógála Scoileanna.

Soláthraíodh 330 tionscadal tógála scoile sa bhliain 2023 agus leanadh ar aghaidh ag tógáil breis agus 270 ceann de thionscadail tógála scoile ar mhórscála agus de thionscadail tógála cóiríochta breise scoile ag deireadh na bliana 2023. Cuirfear an chuid is mó díobh sin i gcrích sa scoilbhliain 2024/2025, agus breis agus 150 tionscadal ag dul isteach i gcéim na tógála sa bhliain 2023.

Cuireadh breis agus 40 tionscadal tógála scoile i gcrích i scoileanna speisialta, agus breis agus 200 seomra ranga nua á soláthar idir an bhliain 2020 agus an bhliain 2023. Tá sé sin de bhreis ar thart ar 600 seomra ranga nua do sholáthar Riachtanas Speisialta Oideachais a tógadh i scoileanna príomhshrutha.

Bhain 2,300 tionscadal leas as athchóiriú agus cothabháil riachtanach ar bheagscála i scoileanna tríd an Scéim Oibreacha Éigeandála agus tríd an Scéim Oibreacha Samhraidh ó bhí an bhliain 2020 ann. Soláthraíodh breis agus 700 tionscadal sa bhliain 2023 amháin.

Leanann an roinn de dhul chun cinn a dhéanamh chun an acmhainn bonneagair san earnáil scoileanna a mhéadú, agus díriú láidir á leagan ar aghaidh a thabhairt ar an éileamh a eascraíonn as déimeagrafaic ar leibhéal na hiar-bhunscoile agus ar an ngá atá le háiteanna scoile breise mar gheall ar leathnú na tithíochta i gcodanna den tír. Tá soláthar cóiríochta do leanaí a bhfuil riachtanais speisialta oideachais acu i gcroílár thosaíochtaí na roinne agus ina phríomhthoisc taobh thiar de phleananna infheistíochta freisin.

3.22 Dul Chun Cinn ar an mBille Oideachais (Cairt Mac Léinn agus Tuismitheoirí)

Foilsíodh an Bille Oideachais (Cairt Mac Léinn agus Tuismitheoirí) i mí Mheán Fómhair 2019. Is é príomhaidhm an Bhille ná feabhas a chur ar an dóigh a ndéanann scoileanna teagmháil le mic léinn agus lena dtuismitheoirí trí cheangal a chur ar gach scoil dul i gcomhairle le mic léinn agus lena dtuismitheoirí ar phleananna, beartais agus gníomhaíochtaí aonair de chuid na scoile. Cabhróidh sé sin lena chinntiú go n-éistfidh scoileanna le tuairimí éagsúla na mac léinn agus na dtuismitheoirí agus go bhfreagróidh siad dóibh. Tionscnaíodh an Bille Oideachais (Cairt Mac Léinn agus Tuismitheoirí) sa Seanad agus chuaigh sé go rathúil tríd an Dara Céim sa Dáil i mí Iúil 2021. Tá an Roinn Oideachais ag leanúint de chaidreamh a dhéanamh le geallsealbhóirí chun dul chun cinn a dhéanamh ar an reachtaíocht.

Foilseacháin a bhaineann leis an Aonad um Thuismitheoirí agus Fhoghlaimeoirí

- An Óige a Choinneáil Saor ón bhFón Cliste
- Cineáltas: Plean Forfheidhmithe an Phlean Gníomhaíochta ar an mBulaíocht 2023-2027
    - Tuarascáil ar an Athbhreithniú ar Phlean Gníomhaíochta ar an mBulaíocht 2013 agus ar Fhorbairt Cineáltas: Plean Gníomhaíochta ar an mBulaíocht

3.22 Acht na dTeangacha Oifigiúla

Tá an Roinn tiomanta do sheirbhísí a sholáthar i nGaeilge, i gcomhréir leis an reachtaíocht agus trínár Scéim Teanga agus trínár gCairt Custaiméirí. Sa bhliain 2023, d'oibrigh an Roinn chun feasacht a mhúscailt i measc baill foirne ar na ceanglais Ghaeilge sa bhreis atá in Acht na dTeangacha Oifigiúla (Leasú), 2021, agus chun baill foirne a chur ar an eolas faoi dheiseanna oiliúna Gaeilge. D'oibrigh an Roinn freisin chun tuilleadh faisnéise trí Ghaeilge a sholáthar don phobal trínár gcuid seirbhísí agus tionscnamh, go háirithe trínár suíomh Gréasáin agus trínár mbealaí meán sóisialta.

I gcomhréir le halt 10A (Fógraíocht ag Comhlachtaí Poiblí) d'Acht na dTeangacha Oifigiúla (Leasú), chuir an Roinn faoi bhráid Oifig an Choimisinéara Teanga an fhaisnéis iomchuí maidir le fógraíocht ag an Roinn don bhliain 2023. Maidir leis an gceanglas á rá go gcinnteoidh comhlacht poiblí gur i nGaeilge a bheidh 20 faoin gcéad ar a laghad d'aon fhógraíocht arna déanamh ag an gcomhlacht in aon bhliain, tharla sé gur i nGaeilge a bhí 28% d'fhógraíocht na Roinne sa bhliain 2023. Maidir leis an gceanglas á rá go ndéanfar 5 faoin gcéad ar a laghad d'aon airgead a chaithfidh an comhlacht ar fhógraíocht in aon bhliain a úsáid chun fógraíocht a chur amach i nGaeilge trí na meáin Ghaeilge, tharla sé gur i nGaeilge trí na meáin Ghaeilge a bhí 3.3% de chaiteachas fógraíochta na Roinne sa bhliain 2023.

Aguisín A – Sonraí Corparáideacha

Achoimre ar ghníomhaíochtaí na Cigireachta, 2023

Rinne an Chigireacht 2717 gcinn san iomlán de chigireachtaí/chuairteanna comhairleacha ar scoileanna agus ar shuíomhanna a chur i gcrích sa bhliain 2023, faoi mar atá leagtha amach thíos.

Achoimre ar ghníomhaíochtaí na Cigireachta, 2023

	Achoimre ar chigireachtaí	
Tábla 1	Cigireachtaí ar shuíomhanna fhoghlaim agus chúram na luathóige atá ag glacadh páirt sa Chlár um Chúram agus Oideachas na Luath-Óige*	509
Tábla 2	Cigireachtaí ar bhunscoileanna agus ar scoileanna speisialta	1000
Tábla 3	Cigireachtaí ar iar-bhunscoileanna	530
Tábla 4	Cuairteanna comhairleacha féinmheastóireacht scoile	361
Tábla 5	Cigireachtaí ar ionaid oideachais	16
Tábla 6	Cigireachtaí eile, cuairteanna comhairleacha eile agus gníomhaíochtaí meastóireachta eile	301
An líon iomlán cigireachtaí/cuairteanna comhairleacha ar shuíomhanna fhoghlaim agus chúram na luathóige, ar scoileanna, ar ionaid oideachais agus ar shuíomhanna eile oideachais		**2717**

**An Clár um Chúram agus Oideachas na Luath-Óige*

Tábla 1: Cigireachtaí ar shuíomhanna fhoghlaim agus chúram na luathóige atá ag glacadh páirt sa Chlár um Chúram agus Oideachas na Luath-Óige, 2023

Cigireachtaí atá dírithe ar an Oideachas sna Luathbhlianta	
Cigireacht atá dírithe ar an Oideachas sna Luathbhlianta – Cúram agus Oideachas na Luath-Óige	429
Cigireacht atá dírithe ar an Oideachas sna Luathbhlianta – Breith go Sé	16
Cigireacht Leantach Luathbhlianta	64
An Líon Iomlán Cigireachtaí atá dírithe ar an Oideachas sna Luathbhlianta	**509**

Tábla 2: Cigireachtaí ar bhunscoileanna agus ar scoileanna speisialta, 2023

Cigireachtaí ar bhunscoileanna agus ar scoileanna speisialta	
Meastóireacht Scoile Uile	0
Meastóireacht Scoile Uile – Bainistíocht, Ceannaireacht agus Foghlaim	124
Meastóireacht ar Phleanáil Gníomhaíochta le haghaidh Feabhsúcháin i Scoileanna DEIS*	4
Meastóireacht ar Ranganna Luath-Idirghabhála do Leanaí a bhfuil Uathachas orthu	15
Meastóireacht ar cháilíocht an tsoláthair do dhaltaí agus scoláirí ón Úcráin	53
Cigireacht Theagmhasach (iomlán)	383

Meastóireacht ar sholáthar do Bhéarla mar Theanga Bhreise	56
Meastóireacht le haghaidh aitheantas mar scoil Ghaeltachta (Bunscoil)	58
Cigireacht Leantach	4
Meastóireacht ar an Soláthar do Dhaltaí a bhfuil Riachtanais Speisialta Oideachais acu	17
Meastóireacht Curaclaim (iomlán)	260
Cigireachtaí um Chosaint agus Chumhdach Leanaí: Cigireachtaí Tosaigh	11
Cigireachtaí um Chosaint agus Chumhdach Leanaí: Cigireachtaí Deiridh	15
Cigireachtaí um Chosaint agus Chumhdach Leanaí i Saoráidí Cónaithe: Cigireachtaí Tosaigh	0
Cigireachtaí um Chosaint agus Chumhdach Leanaí i Saoráidí Cónaithe: Cigireachtaí Deiridh	0
An líon iomlán cigireachtaí ar bhunscoileanna agus ar scoileanna speisialta	**1000**

**DEIS (Comhionannas Deiseanna a Sholáthar i Scoileanna): Plean Gníomhaíochta le haghaidh Cuimsiú Oideachais*

Tábla 3: Cigireachtaí ar iar-bhunscoileanna, 2023

Cigireachtaí ar iar-bhunscoileanna	
Meastóireacht Scoile Uile – Bainistíocht, Ceannaireacht agus Foghlaim	38
Cigireacht Ábhair	269
Meastóireacht Cláir	8
Meastóireacht ar Phleanáil Gníomhaíochta le haghaidh Feabhsúcháin i Scoileanna	5
Meastóireacht ar cháilíocht an tsoláthair do dhaltaí agus scoláirí ón Úcráin	46
Meastóireacht le haghaidh aitheantas mar scoil Ghaeltachta (Iar-bhunscoil)	10
Cigireacht Theagmhasach	101
Cigireacht Leantach	7
Cigireachtaí um Chosaint agus Chumhdach Leanaí: Cigireachtaí Tosaigh	14
Cigireachtaí um Chosaint agus Chumhdach Leanaí: Cigireachtaí Deiridh	12
Cigireachtaí um Chosaint agus Chumhdach Leanaí i Saoráidí Cónaithe: Cigireachtaí Tosaigh	5
Cigireachtaí um Chosaint agus Chumhdach Leanaí i Saoráidí Cónaithe: Cigireachtaí Deiridh	3
Meastóireacht ar an Soláthar do Scoláirí a bhfuil Riachtanais Speisialta Oideachais acu	12
An líon iomlán cigireachtaí ar iar-bhunscoileanna	**530**

**DEIS (Comhionannas Deiseanna a Sholáthar i Scoileanna): Plean Gníomhaíochta le haghaidh Cuimsiú Oideachais*

Tábla 4: Cuairteanna comhairleacha féinmheastóireacht scoile, 2023

Cuairteanna Féinmheastóireacht Scoile	
Cuairteanna comhairleacha féinmheastóireacht scoile ar bhunscoileanna	250
Cuairteanna comhairleacha féinmheastóireacht scoile ar iar-bhunscoileanna	111
An Líon Iomlán Cuairteanna Comhairleacha Féinmheastóireacht Scoile	**361**

Tábla 5: Cigireacht ar ionaid oideachais, 2023

Cigireachtaí ar ionaid oideachais	
Cigireacht Theagmhasach	7
Cigireacht Leantach	0
Cigireachtaí um Chosaint agus Chumhdach Leanaí: Cigireachtaí Tosaigh	0
Cigireachtaí um Chosaint agus Chumhdach Leanaí: Cigireachtaí Deiridh	0
Meastóireacht ar Ionaid Oideachais (Soláthar Ógtheagmhála)	9
An líon iomlán cigireachtaí ar ionaid oideachais	**16**

Tábla 6: Cigireachtaí eile agus cuairteanna comhairleacha eile, 2023

Cigireachtaí eile/meastóireachtaí eile ar an soláthar do dhaltaí agus do dhaoine óga	
Cigireacht ar Choláistí Gaeilge	25
Cigireacht ar Aonaid Sainchúraim	5
Cigireacht a rinneadh faoi alt 24 den Acht Oideachais, 1998	0
Cigireachtaí i Scoileanna Eorpacha	17
Cigireachtaí i gColáistí Teagasc	1
Cigireacht ar champaí Litearthachta/Uimhearthachta DEIS do leanaí (lán-Ghaeilge agus lán-Bhéarla)	44
An Clár Cuimsithe Samhraidh	134
Meastóireacht ar chúrsaí samhraidh forbartha gairmiúla leanúnaí do mhúinteoirí	62
An Scéim Aitheantais Scoileanna Gaeltachta: cuairteanna comhairleacha ar scoileanna	2
An Ciste Sármhaitheasa Scoile: cuairteanna comhairleacha ar scoileanna	11
Iomlán na gcigireachtaí/meastóireachtaí eile	**301**

Tábla 7: Foilsiú tuairiscí cigireachta, 2023

Foilsiú tuairiscí cigireachta	
Cigireacht atá dírithe ar an Oideachas sna Luathbhlianta (luathbhlianta)	494
Cigireacht atá dírithe ar an Oideachas sna Luathbhlianta: Cigireacht Leantach (luathbhlianta)	49
Meastóireacht Curaclaim (bunscoil)	284
Meastóireacht ar Phleanáil Gníomhaíochta le haghaidh Feabhsúcháin i Scoileanna DEIS (bunscoil agus iar-bhunscoil)	9
Cigireachtaí um Chosaint agus Chumhdach Leanaí: Cigireachtaí Tosaigh (bunscoil agus iar-bhunscoil)	31
Cigireachtaí um Chosaint agus Chumhdach Leanaí: Cigireachtaí Deiridh (bunscoil agus iar-bhunscoil)	33

Coláistí Gaeilge	16
Meastóireachtaí ar Scoileanna in Aonaid Sainchúraim agus in Ionaid Choinneála Leanaí	4[3]
Meastóireacht ar an Soláthar do Dhaltaí a bhfuil Riachtanais Speisialta Oideachais acu (bunscoil)	12
Meastóireacht ar an Soláthar do Scoláirí a bhfuil Riachtanais Speisialta Oideachais acu (iar-bhunscoil)	18
Meastóireacht ar Ionaid Oideachais (Soláthar Ógtheagmhála)	1
Cigireacht leantach (bunscoil agus iar-bhunscoil)	9
Cigireachtaí Ábhair (iar-bhunscoil)	292
Ag Tacú le Soláthar Sábháilte na Scolaíochta	0
Meastóireacht Cláir (iar-bhunscoil)	9
Meastóireacht Scoile Uile (bunscoil)	0
Meastóireacht Scoile Uile – Bainistíocht, Ceannaireacht agus Foghlaim (bunscoil)	84
Meastóireacht Scoile Uile – Bainistíocht, Ceannaireacht agus Foghlaim (iar-bhunscoil)	15
An líon iomlán tuairiscí a foilsíodh[4]	**1360**

Tábla 8: Tuarascálacha a eisíodh chuig scoileanna agus chuig ionaid agus nár foilsíodh, 2023

Eisiúint tuairiscí cigireachta	
Meastóireacht le haghaidh aitheantas mar scoil Ghaeltachta (bunscoil)	47
Meastóireacht le haghaidh aitheantas mar scoil Ghaeltachta (iar-bhunscoil)	6
Cigireacht theagmhasach (le seiceáil frithbhulaíochta)	2
Cigireachtaí um Chosaint agus Chumhdach Leanaí i Saoráidí Cónaithe: Cigireachtaí Tosaigh	3
Cigireachtaí um Chosaint agus Chumhdach Leanaí i Saoráidí Cónaithe: Cigireachtaí Deiridh	3

[3] Ba iad na tuairiscí a foilsíodh sa bhliain 2023 agus a bhain le hAonaid Sainchúraim ná cigireachtaí ábhair ar Mhatamaitic agus ar Bhéarla.

[4] Tá an líon tuairiscí a foilsíodh sa bhliain 2023 difriúil leis an líon cigireachtaí a rinneadh sa bhliain toisc nach féidir gach cineál tuairisce a fhoilsiú agus toisc nach mbaineann gach ceann díobh le cigireachtaí a rinneadh sa bhliain reatha.

Meastóireacht ar Ranganna Luath-Idirghabhála do Leanaí a bhfuil Uathachas orthu	9
An líon iomlán tuairiscí a eisíodh	**70**

Tacú leis an bPróiseas Parlaiminte	**2015**	**2016**	**2017**	**2018**	**2019**	**2020**	**2021**	**2022**	**2023**
Ceisteanna Parlaiminte ar Tugadh Freagra orthu	3657	3434	4209	4260	4918	4561	4875	4651	4746
Meabhráin don Rialtas a Fuarthas le haghaidh Tuairimí	160	108	144	167	208	107	180	197	169
Freagraí ar Shaincheisteanna Tráthúla	36	18	38	41	30	18	13,624	51	48
Freagraí ar Dhíospóireachtaí Atrátha (Tosaithe)	41	11	43	55	29	18	24	45	49
Uiríll a fuarthas in Oifig an Aire agus in Oifig **na nAirí Stáit**	7330	6130	6557	7266	885	12907	3880	1993	9816

Seirbhísí Faisnéise	**2023**
Fiosruithe Ginearálta Faisnéise	12,486
Fiosruithe Ginearálta maidir le Seirbhís do Chustaiméirí	141
Gearáin Fhoirmiúla a Fuarthas	23
Glaonna fóin ar an Aonad um Sheirbhís do Chustaiméirí	42,303
Iarrataí Saorála Faisnéise A Fuarthas A Dúnadh	 389 384
Iarrataí ar Rochtain d'Ábhair Sonraí A Fuarthas A Dúnadh	 82 79
Preaseisiúintí a Eisíodh	87
Leantóirí ar Twitter	85,700

Dualgas na hEarnála Poiblí um Chomhionannas agus Cearta an Duine

Tuigeann an Roinn Oideachais an príomhról atá aici maidir le baint amach an phríomhchirt atá ag an duine chun oideachais a chur chun cinn, a chosaint agus a choimirciú. Tá an ceart chun oideachais ar áireamh i roinnt coinbhinsiúin idirnáisiúnta um chearta an duine a bhfuil Éire ina páirtí iontu, eadhon:

- An Cúnant Idirnáisiúnta ar Chearta Eacnamaíocha, Sóisialta agus Cultúrtha (Airteagal 13)
- An Coinbhinsiún um Chearta an Linbh (Airteagal 28)
- An Coinbhinsiún maidir le Gach Cineál Idirdhealaithe in aghaidh na mBan a Dhíothú (Airteagal 10)
- An Coinbhinsiún maidir le Gach Cineál Idirdhealaithe Chiníoch a Dhíothú (Airteagal 5) agus
- An Coinbhinsiún ar Chearta Daoine faoi Mhíchumas (Airteagal 24)

Eochairghné dá chinntiú go gcomhlíonann Éire na hoibleagáidí atá uirthi faoi na coinbhinsiúin sin is ea misean na roinne arb é atá ann leanaí agus daoine óga a éascú, tríd an bhfoghlaim, barr a gcumais a bhaint amach agus rannchuidiú le forbairt shóisialta, eacnamaíoch agus chultúrtha na hÉireann. Cinntítear leis freisin go n-aithníonn córas oideachais na hÉireann cearta leanaí agus daoine óga chun oideachais, gan beann ar na himthosca. Tá cur chun cinn an chomhionannais agus chearta an duine agus rochtain ar chóras cothromasach a chinntiú mar bhonn agus thaca ag ár misean agus brúnn sé ár ngnáthobair laethúil chun cinn.

Leanfaidh an roinn de fhreastal ar láithrithe ag Éirinn os comhair chomhlachtaí faireacháin Chonarthaí na Náisiún Aontaithe chun cuntas a thabhairt ar chur chun feidhme an chirt chun oideachais faoi na conarthaí sin.

Tá an roinn tiomanta freisin do thimpeallacht oibre a chinntiú don fhoireann ina gcuirtear rannpháirtíocht dhearfach, cumarsáid oscailte, cothroime, comhionannas agus meas chun cinn.

Úsáid Fuinnimh agus Caiteachas Fuinnimh sa bhliain 2022

Baineadh amach an cuspóir a bhí ag clár laghdaithe agus bainistithe fuinnimh na Roinne Oideachais chun úsáid fuinnimh a laghdú faoi 33% faoin mbliain 2020, agus laghdú 39.4% ónár mbonnlíne sa bhliain 2009 bainte amach faoi dheireadh na bliana sin. Tá an roinn fós ar an mbealach ceart chun an sprioc atá aici feabhsú 50% in éifeachtúlacht fuinnimh faoin mbliain 2030 a bhaint amach.

Leanann clár cuimsitheach gníomhartha fuinnimh agus athruithe iompraíochta d'éifeachtúlacht fuinnimh sa roinn a spreagadh. I measc na mórfheabhsuithe tá córais fomhéadraithe agus Córais Bainistíochta Foirgnimh a shuiteáil ag láithreáin na Roinne agus uasghrádú leantach an tsoilsithe chuig roghanna eile atá níos tíosaí ar fhuinneamh, amhail soilse LED.

Cuireadh ar áireamh sna taifid na figiúirí don Roinn Breisoideachais agus Ardoideachais, Taighde, Nuálaíochta agus Eolaíochta, a bunaíodh go hoifigiúil an 2 Lúnasa 2020 agus atá comhlonnaithe den chuid is mó leis an roinn ó bhí an bhliain 2020 ann. B'ionann agus €541,980.20 an caiteachas iomlán ar fhuinneamh don roinn sa bhliain 2022.

Catagóir	2009 (kWh)	2019 (kWh)	2020 (kWh)	2021 (kWh)	2022 (kWh)	2023 (kWh)
Leictreachas	8,267,804	5,380,170	4,628,557	4,381,782	4,649,104	2,267,601
Fuinneamh Teirmeach	2,567,208	3,138,052	2,647,680	2,621,109	2,308,280	4,904,967
Iomlán	10,835,012	**8,518,222**	**7,276,236**	**7,002,890**	**6,957,384**	**7,172,568**

* Is é is Riachtanas Iomlán Fuinnimh Phríomhúil (TPER) ann ná tomhas ar úsáid fuinnimh ina gcuirtear san áireamh an fuinneamh a úsáidtear agus/nó a chaillltear lasmuigh de theorainn na heagraíochta, go háirithe sa leictreachas a úsáidtear a ghiniúint agus a dháileadh. Is é an tomhas caighdeánach a úsáidtear chun faireachán a dhéanamh ar úsáid fuinnimh é.

Spriocanna Forbartha Inbhuanaithe

Bíonn an Roinn tiomanta i gcónaí do Chlár Oibre 2030 na Náisiún Aontaithe don Fhorbairt Inbhuanaithe, agus tá dul chun cinn suntasach á dhéanamh chun príomhthosaíochtaí agus príomhghníomhartha a chur chun cinn. Anuraidh, forbraíodh an Plean Cur Chun Feidhme Náisiúnta 2022-2024, agus leagtar cúig chuspóir straitéiseacha amach ann. Oibríonn an roinn chun a chinntiú go dtacaímid lenár gcomhghleacaithe sa Roinn Comhshaoil, Aeráide agus Cumarsáide chun a chinntiú go ndéanaimid ár gcuid sa phlean sin a sholáthar.

Ar aon dul le cur chuige ‘uile-Rialtais’ na hÉireann i leith na spriocanna forbartha inbhuanaithe a bhaint amach, tá freagracht ar gach Aire ar leith as spriocanna forbartha inbhuanaithe aonair ábhartha a chur chun feidhme. Tá freagracht ar an roinn as cur chun feidhme na nithe seo a leanas a threorú mar chuid de Sprioc Forbartha Inbhuanaithe 4, Oideachas ar Ardchaighdeán – oideachas ar ardchaighdeán cuimsitheach agus cothrom a chinntiú agus deiseanna foghlama ar feadh an tsaoil a chur chun cinn do chách:

2. An Straitéis Náisiúnta ar Oideachas don Fhorbairt Inbhuanaithe (OFI)

Seoladh an Dara Straitéis Náisiúnta ó Éirinn ar Oideachas don Fhorbairt Inbhuanaithe: OFI go 2030 i mí an Mheithimh 2022 agus tá Plean Cur Chun Feidhme do na blianta ó 2022 go 2026 ag gabháil léi. Leis an straitéis, glactar cur chuige foghlama ar feadh an tsaoil, ó fhoghlaim agus cúram na luathóige go dtí an t-oideachas agus taighde tríú leibhéal agus níos faide anonn chun teagmháil a dhéanamh le pobail áitiúla agus le fiontair. Chomh maith le tacú le baint amach Sprioc 4.7 de na Spriocanna Forbartha Inbhuanaithe, beidh OFI go 2030 ina chumasóir le haghaidh gach ceann de na Spriocanna Forbartha Inbhuanaithe a bhaint amach. Leagtar cúig phríomhréimse tosaíochta amach in OFI go 2030: 1) Beartas a chur chun cinn; 2) Timpeallachtaí foghlama a athrú ó bhonn; 3) Cumas oideoirí a fhorbairt; 4) Daoine óga a chumhachtú agus a shlógadh; agus 5) Dlús a chur le gníomhaíochtaí ar leibhéal áitiúil. I gcroílár na straitéise atá cur chuige institiúide uile i leith OFI, rud lena mbunathraítear spásanna oideachais ina n-áiteanna agus ina spásanna le haghaidh inbhuanaitheachta agus cuimsithe agus lena leabaítear OFI ar fud timpeallachtaí teagaisc agus foghlama, timpeallachtaí taighde agus timpeallachtaí oibriúcháin. Tá na gníomhartha atá leagtha amach sa straitéis ag teacht le cuspóirí an Phlean Náisiúnta Cur Chun Feidhme maidir leis na Spriocanna Forbartha Inbhuanaithe agus le cuspóirí an Phlean Gníomhaithe ar son na hAeráide agus tacaíonn siad le baint amach na gcuspóirí sin.

6. DEIS

Gabhtar an coincheap ‘Gan Aon Duine a Fhágáil ar Leataobh’ i bPlean DEIS 2017, ar príomhthionscnamh beartais é a bhfuil mar aidhm leis aghaidh a thabhairt ar mhíbhuntáiste oideachasúil ar leibhéal na scoile, agus conairí chuig deiseanna níos fearr á soláthar dóibh sin as pobail atá i mbaol míbhuntáiste agus eisiaimh shóisialta. Soláthraítear raon leathan tacaí do gach scoil chun tacú le cuimsiú gach dalta agus chun aghaidh a thabhairt ar na bacainní atá le sárú ag daltaí ionas gur féidir leo barr a gcumais a bhaint amach. Agus na tacaí uilíocha sin á bhforlíonadh aige, soláthraítear leis an gclár DEIS bealach spriocdhírithe cothromasach chun aghaidh a thabhairt ar mhíbhuntáiste oideachasúil comhchruinnithe ar leibhéal na scoile lena

gcuirtear cothromas chun cinn ar fud na hearnála bunscoile agus na hearnála iar-bhunscoile. Baineann scoileanna sa chlár DEIS leas as raon tacaí spriocdhírithe, lena n-áirítear poist bhreise teagaisc sa seomra ranga, poist do chomhordaitheoirí teagmhála baile, scoile agus an phobail, cistiú deontais DEIS, deontais bhreisithe leabhar, tacaí curaclaim, rochtain tosaíochta ar Fhorbairt Ghairmiúil Leanúnach agus rochtain ar an gClár Críochnaithe Scoile. Chomh maith leis sin, tá rochtain tosaíochta ag gach scoil DEIS ar an gclár Béilí Scoile a bhfuil cistiú is ionann agus thart ar €90m aige. I mí an Mhárta 2022, méadaíodh rochtain ar an scéim go 322 scoil breise, agus leibhéil bhreise tacaíochta á dtabhairt do 39 scoil DEIS atá ann cheana ar chostas breise €32m. Fágann sé sin go dtacaíonn an clár DEIS anois le breis agus 240,000 dalta i mbreis agus 1,200 scoil, arb ionann é agus 30% de na scoileanna ar fad. Tacaítear leis an méadú trí mhéadú 20% ar chistiú don chlár, ó €150m sa bhliain 2021 go breis agus €180m ón mbliain 2023 ar aghaidh. Aithnítear rath an chláir DEIS ar fud an domhain, agus é aimsithe go bhfuil ag Éirinn ceann de na rátaí luathfhágála scoile is ísle, agus aimsíodh i measúnachtaí idirnáisiúnta go bhfuil aici córas oideachais a fheidhmíonn ar chaighdeán ard agus atá níos cothromasaí ná córais oideachais in áiteanna eile.

7. Ráiteas Polasaí um Oideachas STEM 2017-2026

Rannchuidíonn an polasaí um oideachas STEM le comhlíonadh sprioc 4.5 de na Spriocanna Forbartha Inbhuanaithe, rud a bhfuil sé mar aidhm leis deireadh a chur le héagothromaíochtaí inscne san oideachas.

I mí na Samhna 2020, d'fhoilsigh an Roinn Athbhreithniú ar an Litríocht chun Sainaithint a Dhéanamh ar Idirghabhálacha Éifeachtacha ar son Aghaidh a Thabhairt ar Chothromaíocht Inscne in Oideachas STEM i Suíomhanna Oideachais Luathbhlianta, Bunscoile agus Iar-bhunscoile. Leagtar amach sa tuarascáil a bhfuil ar eolas faoi na príomhbhacainní ar rannpháirtíocht cailíní in oideachas STEM agus i bhfoghlaim STEM, agus béim á leagan inti freisin ar idirghabhálacha éifeachtacha ar féidir leo rannpháirtíocht cailíní in oideachas STEM a mhéadú.

Forbraíodh sraith moltaí chun gníomhartha náisiúnta a threorú maidir le cothromaíocht inscne in oideachas STEM. Foilsíodh an Plean Forfheidhmithe um Oideachas STEM go 2026 an 03 Márta 2023. Ba bhoinn eolais faoin bplean forfheidhmithe nua iad na haschuir ón bpróiseas comhairliúcháin agus na moltaí maidir le cothromaíocht inscne in oideachas STEM agus na moltaí maidir le hoideachas STEM agus na healaíona atá á bhforbairt faoi láthair.

Foilseacháin a bhaineann le hoideachas STEM

- An Plean Forfheidhmithe um Oideachas STEM go 2026

8. An Straitéis maidir le Litearthacht, Uimhearthacht agus Inniúlacht Dhigiteach

Tá an *Straitéis maidir le Litearthacht, Uimhearthacht agus Inniúlacht Dhigiteach 2011-2020* as feidhm anois agus tá straitéis leantach á forbairt. Leis an gcéad leagan eile den Straitéis Litearthachta agus Uimhearthachta, comhlíonfar sprioc 4.6 de na Spriocanna Forbartha

Inbhuanaithe, rud a bhfuil sé mar aidhm leis a chinntiú *“go mbainfidh gach duine óg agus sciar maith daoine fásta, idir mhná agus fhir, litearthacht agus uimhearthacht amach”*.

Choimisiúnaigh an roinn taighde chun sainaithint éachtaí, bearnaí, dea-chleachtas agus réimsí féideartha gníomhaíochta don straitéis 10 mbliana nua a chur ar áireamh. Cuirfear aiseolas ó rannpháirteachas le geallsealbhóirí agus ó chomhairliúchán poiblí san áireamh freisin le linn don roinn an straitéis nua a fhorbairt.

9. Athbhreithniú ar an Scéim Iompair Scoile

Cuireadh athbhreithniú ar an Scéim Iompair Scoile i gcrích sa bhliain 2023. Is é an t-athbhreithniú an t-athbhreithniú is cuimsithí a rinneadh ó bhunú na Scéime sa bhliain 1967 i leith.

Chuimsíodh san athbhreithniú an Scéim Iompair Scoile do Leanaí a bhfuil Riachtanais Speisialta Oideachais acu, an Scéim Iompair Bunscoile agus an Scéim Iompair Iar-bhunscoile. Breithníodh ann conas a oibríonn gach gné ar leith de na Scéimeanna faoi láthair, agus aird á tabhairt ar chritéir incháilitheachta, ar threochtaí, ar chostais, ar an bhfáil ar thiománaithe agus ar an éifeachtacht fhoriomlán ó thaobh príomhchuspóirí a chomhlíonadh de.

Rinneadh an t-athbhreithniú d’fhonn mór-éifeachtacht agus mór-inbhuanaitheacht na Scéime a scrúdú, á chinntiú go bhfreastalaíonn sí go leordhóthanach ar dhaltaí agus ar a dteaghlach. Leis an athbhreithniú, cuireadh leis na gealltanais atá tugtha laistigh de Chlár an Rialtais a mhéid a bhaineann siad leis an iompar scoile. Áiríodh leis sin scrúdú a dhéanamh ar na roghanna atá ann chun an líon aistear de charr a laghdú agus measúnú a dhéanamh ar an dóigh ar féidir leis an Scéim Iompair Scoile obair i gcomhar leis an gClár um Bealaí Sábháilte chuig an Scoil. Scrúdaíodh san athbhreithniú freisin an acmhainneacht a bhaineann le snáitheanna éagsúla den scéim a chomhtháthú agus le cur chuige níos comhordaithe a ghlacadh le Ranna eile Rialtais a úsáideann seirbhísí iompair freisin.

10. Clár Treo-Aimsitheora Iarfheistithe Fuinnimh do Scoileanna

An Clár Treo-Aimsitheora Iarfheistithe Fuinnimh do Scoileanna, rud a bhfuil sé mar sprioc aige úsáid fuinnimh agus astaíochtaí CO2 a laghdú faoi 51%, d’iarfheistigh sé 41 scoil go dtí seo agus tá obair ar bun ar 15 scoil eile. Tá buiséad €35 mhilliún ag clár treo-aimsitheora na scoilbhliana 2023/24.

Tá athbhreithniú á dhéanamh ar an Scéim Iompair Scoile agus tá scrúdú á dhéanamh lena linn ar roghanna chun an líon turas de charr a laghdú, ar ghealltanais maidir le gníomhú ar son na haeráide agus ar acmhainneacht na Scéime Iompair Scoile chun inbhuanaitheacht san iompar a chur chun cinn. Tá athbhreithniú á dhéanamh freisin ar thionscnaimh lena spreagtar siúl agus rothaíocht chun na scoile, lena n-áirítear an Clár um Bealaí Sábháilte chuig an Scoil a n-oibríonn Clár na Scoileanna Glasa é i gcomhpháirt leis an Údarás Náisiúnta Iompair agus leis na húdaráis áitiúla.

Aguisín D – Comhlachtaí atá faoi Choimirce na Roinne

Comhlachtaí Neamhthráchtála atá faoi Choimirce na Roinne
11. An Chomhairle um Oideachas Gaeltachta agus Gaelscolaíochta (COGG) 12. An Coimisiún chun Drochúsáid Leanaí a Fhiosrú (CICA) 13. An Foras Taighde ar Oideachas (ERC) 14. An Lárionad Náisiúnta um Threoir san Oideachas (NCGE) 15. An Chomhairle Náisiúnta Curaclaim agus Measúnachta (CNCM) 16. An Chomhairle Náisiúnta um Oideachas Speisialta (CNOS) 17. An Bord Sásamh d'Institiúidí Cónaithe (RIRB) 18. An Coiste Athbhreithnithe um Shásamh Institiúidí Cónaithe (RIRC) 19. An Bord um an gCiste Reachtúil Foras Cónaithe: CARANUA 20. Coimisiún na Scrúduithe Stáit (SEC)

Is féidir tuilleadh faisnéise faoi na comhlachtaí neamhthráchtála stáit atá faoi choimirce na Roinne seo, lena n-áirítear mionsonraí teagmhála agus mionsonraí boird, a fháil ar ár leathanach Gréasáin ar ghníomhaireachtaí:

https://www.gov.ie/en/organisation-information/341d4e-bodies-under-the-aegis-of-the-department-of-education-and-skills/?referrer=http://www.education.ie/en/The-Department/Agencies/

Aguisín D – Naisc dhíreacha chuig tuilleadh faisnéise ar gov.ie

Faisnéis Staitistiúil	Staitisticí Oideachais
Tuairiscí ón gCigireacht	Tuairiscí Cigireachta
Reachtaíocht Oideachais	Reachtaíocht Oideachais
Na Foilseacháin Uile	Foilseacháin ón Roinn Oideachais
Ciorcláin ón Roinn	Ciorcláin ón Roinn
Oideachas Speisialta	Oideachas Speisialta
Scoileanna a Dhearadh	Scoileanna a Thógáil agus a Dhearadh
Preaseisiúintí	Preaseisiúintí ón Roinn
Seirbhísí na Roinne	Seirbhísí na Roinne
An tSeirbhís Náisiúnta Síceolaíochta Oideachais	An tSeirbhís Náisiúnta Síceolaíochta Oideachais