

# Annual Report 1999

A woman on the left is holding a folder. A boy on the right is holding up a large red letter 'O'.

## Mission Statement

The mission of the Department of Education and Science is to ensure the provision of a comprehensive, cost-effective and accessible education system of the highest quality, as measured by international standards, which will:

- enable individuals to develop to their full potential as persons and to participate fully as citizens in society and
- contribute to Ireland's social and economic development





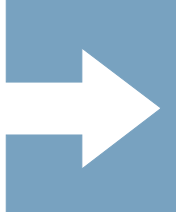


Department of Education and Science  
Annual Report 1999

An Roinn Oideachais agus Eolaíochta  
Tuarascáil Bhlíantúil 1999







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## Foreword from the Minister

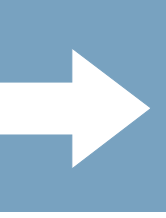
I welcome this Annual Report which presents an overview of my Department, its activities and the major developments in 1999.

The Government places education firmly at the centre of a strategic approach to achieving its ambitious objectives, which were highlighted in the Action Programme for the Millennium. In particular, it sees education as a major contributor to sustained economic growth and to achieving a socially cohesive society. The unprecedented increase in investment in education during the period under review reflects the Government's strong commitment to education, training and research as key instruments in meeting the challenge of change, international competition and the development of our children.

The Department of Education and Science has a proud and honourable tradition of dedicated service. I look forward to building further on this tradition in meeting the challenges and opportunities we face in the years ahead.

**Dr. Michael Woods, T.D.,**  
*Minister for Education and Science*





## Réamhrá ón Aire

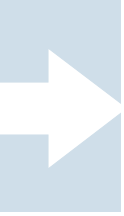
Fáiltím roimh an Tuarascáil Bhliantúil seo ina bhfuil foramharc ar mo Roinnse, ar a gníomhaíochtaí agus na forbairtí ba mhó i rith na bliana.

Tá an t-oidreachas suite ag an Rialtas i gceartlár cur chuige straitéisigh chun a aidhmeanna uailmhianacha ar leagadh béim orthu sa Chlár Gníomhaíochta don Mhílaois a bhaint amach. Samhlaíonn sé an t-oidreachas mar rud a chuireann go mór le fás seasmhach eacnamaíoch agus le sochaí chomhtháite dhlúth a bhaint amach. An t-ardú gan fasach seo san infheistiú san oidreachas sa tréimhse atá á athbhreithniú againn, is fianaise é ar ghealltanas láidir an Rialtais i leith an oidreachais, na hoiliúna agus an taighde mar eochairionstraimí ag tabhairt aghaidh ar dhúshláin an athraithe, ar chomórtas idirnáisiúnta agus ar fhorbairt ár leanaí.

Tá traidisiún ionraic de sheirbhís dhílis ag an Roinn Oideachais agus Eolaíochta ar féidir bheith bródúil as. Táim ag tnúth le tógáil níos mó fós ar an traidisiún sin ag tabhairt aghaidh ar na dúshláin agus na deiseanna atá romhainn sna blianta atá le teacht.

**An Dr Micheál Ó hUadhaigh, T.D.,**  
*Aire Oideachais agus Eolaíochta*





## Statement from the Secretary General

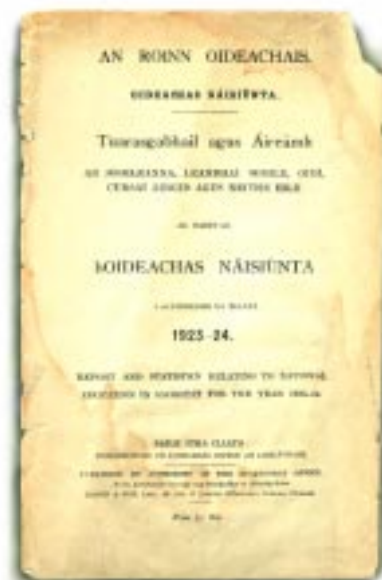
The Department of Education has published reports since the early years of the State – the first report was for the school year 1923-24. For many years, this report has taken the form of a comprehensive statistical review. This contains invaluable information and will continue to be published. This new Annual Report format allows us to go further and serves a dual purpose, highlighting progress in relation to the strategic aims set out in the Strategy Statement of April 1998 and giving a broad overview of the Department, its environment and activities.

Key developments under the main challenges set out in the Strategy Statement are outlined. These demonstrate exceptional progress across all aspects of the Department's activities. They particularly highlight progress in contributing to the Government's programme, which emphasises the contribution of education to sustainable economic growth and to social inclusion.

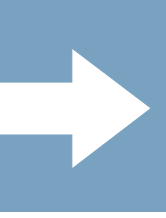
These achievements would not have been possible without the commitment, dedication and hard work of our staff. I am privileged to work with such a team and confident that together we can build on this progress in a strong partnership approach.

### **John Dennehy**

*Secretary General*







## Ráiteas ón Ard-Rúnaí

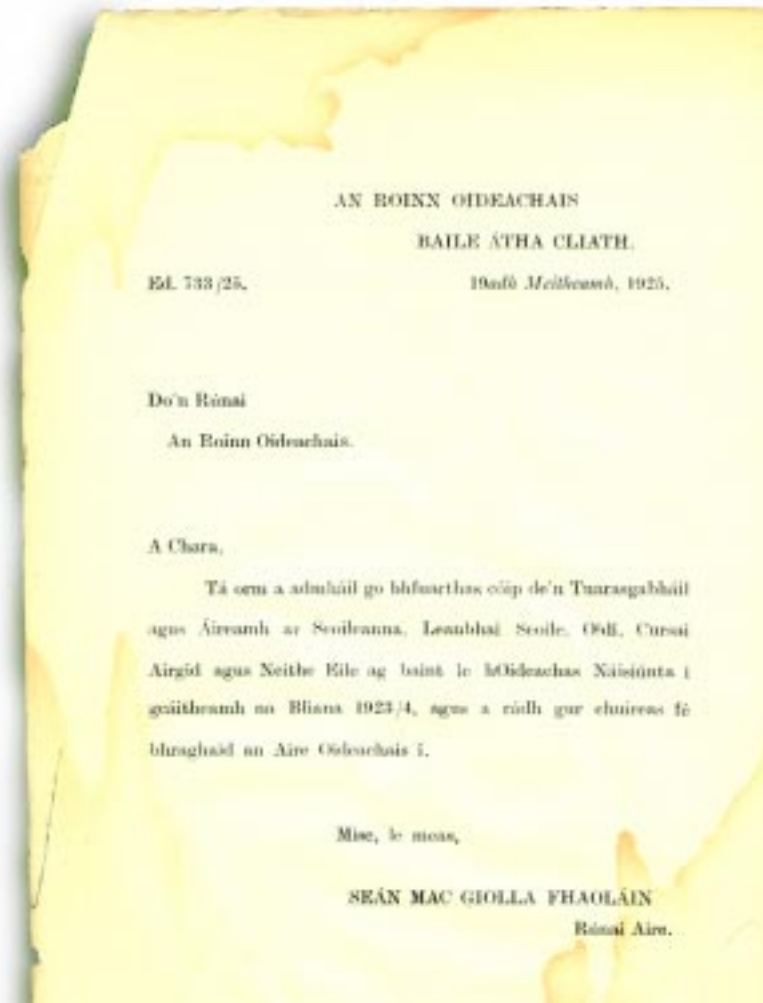
Tá tuarascálacha á bhfoilsíú ag an Roinn Oideachais ó bhlianta tosaigh an Stáit – bhain an chéad tuarascáil leis an scoilbhliain 1923-24. Ar feadh na mblianta is éard a bhí sa tuarascáil seo ná athbhreathnú cuimsitheach staitisticíúil. Tá eolas sárluachmhar inti agus leanfar dá foilsíú. Leis an Tuarascáil Bhliantúil nua is féidir linn dul níos faide agus cuspóir dúbailte a bhaint amach, béim a leagan ar an dul chun cinn i leith na n-aidhmeanna straitéiseacha atá leagtha amach sa Ráiteas Straitéise a cumadh in Aibreán 1998 agus foramharc leathan a thabhairt ar an Roinn, a comhshaoil agus a gníomhaíochtaí.

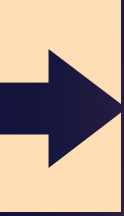
Léirítear na heochairfhorbairtí faoi na príomhdhúshláin atá leagtha amach sa Ráiteas Straitéise. Léiríonn siad seo dul chun cinn thar barr i ngach gné de ghníomhaíochtaí na Roinne. Feictear dul chun cinn go háirithe ag cur le clár an Rialtais, rud a leagann béim ar an méid a bhronnann an t-oideachas ar fhás marthanach eacnamaíoch agus ar chuimsitheacht shóisialta.

Níorbh fhéidir an méid sin a bhaint amach gan tiomnaitheacht, dílseacht agus diansaothar ár bhfoirne. Is príbhléid dom oibriú lena leithéid d'fhoireann agus táim lánmhuiníneach go dtiocfaidh linn tógáil ar an dul chun cinn seo ag obair i gcomhar le chéile i gcur chuige ina bhfuil an chomhpháirtíocht go tréan.

**John Dennehy**

*Ard-Rúnaí*







# The Education System





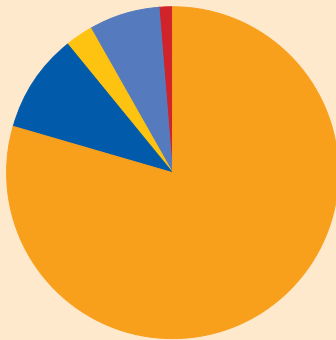


### Statistical Overview at Primary Level in 1998-1999

Number of schools	3,303
Number of pupils	452,533
Number of teachers	21,500

### Education and Related Expenditure on Primary Level in 1999 (estimated). Total expenditure £935.6 (millions)

#### Primary Level



- Salaries and Superannuation **79.5%**
- Grants and Services **9.6%**
- School Transport **2.7%**
- Capital Expenditure **6.9%**
- Department Pay and Other Overheads **1.3%**

## The Education System

### Introduction

Education plays a crucial role in the social, intellectual, cultural, economic and political life of the country. The State, through its involvement in education, seeks to achieve a range of aims, in particular those concerned with economic prosperity, social well-being and a good quality of life for all citizens within a democratically structured society.

The State's role in education is underpinned by the principles of pluralism and respect for the diversity of values, beliefs, languages and traditions in Irish society. It is provided in a spirit of partnership among teachers and other staff, the community served by schools and other education institutions and the State.

The Department of Education and Science provides for the education of children, including children with special needs, in primary and second-level schools and at third level. Traditionally, education provision was concentrated on primary education, second-level education and third-level education. In recent years this focus has expanded to include pre-school education and further and adult education.

Thus, education provision now spans from early childhood education through adulthood as the concept of lifelong learning is being reflected in courses and programmes available in the education system.

There are now over 900,000 students in full-time education in schools and colleges in Ireland and an additional 180,000 in further and adult education programmes.



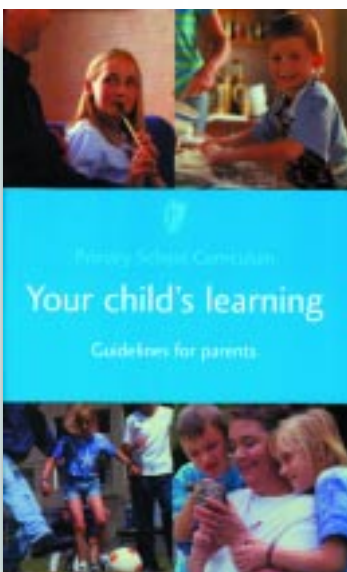


## Primary Education

There are now over 450,000 children in primary education.

Attendance at full-time education is compulsory for all children between six and fifteen years of age. Although children in Ireland are not obliged to attend school until the age of six, almost all children begin school in the September following their fourth birthday. Thus, a great percentage of four-year-olds and almost all five-year-olds are enrolled in the infant classes in primary schools. In this way, much of what is considered pre-school education in other countries (from age four to six) is provided, free of charge, for all children in Ireland.

The Department of Education and Science also provides a number of targeted programmes for three year olds, including programmes for children with special needs, children of Travellers and children experiencing social and economic disadvantage. The most extensive of these – the *Early Start* pilot pre-school programme – was established in October 1994. This one-year programme, for children aged three years, aims to provide children who are most at risk of educational disadvantage with an educational programme that will enhance their development and prevent failure at school. A White Paper on Early Childhood Education, *Ready to Learn*, was published in December 1999. It provides a blueprint for developing and implementing a comprehensive early education policy.



Primary education is founded on the belief that high-quality education enables children to realise their potential as individuals and to live their lives to the fullest capacity appropriate to their particular stage of development. The general aims of primary education are:

- to enable the child to live a full life as a child and to realise his or her potential as a unique individual
- to enable the child to develop as a social being through living and co-operating with others and so contribute to the good of society
- to prepare the child for further education and lifelong learning.

The primary curriculum provides for an extensive learning experience and encourages a rich variety of approaches to teaching and learning which cater for the different needs of individual children.

The revised primary curriculum, launched in 1999, was the first complete revision of the curriculum since 1971. The revised curriculum is designed to nurture the child in all dimensions of his or her life – spiritual, moral, cognitive, emotional, imaginative, aesthetic, social and physical. The curriculum reflects the educational, cultural, social and economic aspirations and concerns of Irish society. It also takes account of the changing nature of society and aims to help children to adjust to these changes.

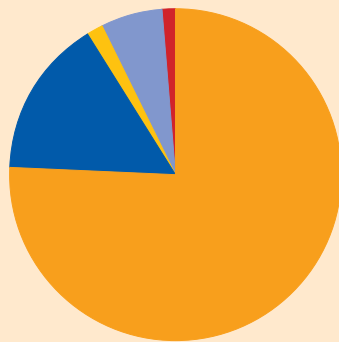


### Statistical Overview at Second Level 1998-1999

Number of schools	759
Number of students	362,051
Number of teachers	23,436

### Education and Related Expenditure on Second Level in 1999 (estimated). Total £1,126.8 (millions)

#### Second Level



- Salaries and Superannuation 75.7%
- Grants and Services 15.4%
- School Transport 1.6%
- Capital Expenditure 6.0%
- Department Pay and Other Overheads 1.3%

The curriculum is divided into the following key areas:

- Language
- Mathematics
- Social, environment and scientific education
- Arts education, including visual arts, music and drama
- Physical education
- Social, personal and health education

The current and capital costs of primary schools, including teachers' salaries, are funded almost entirely by the State, supplemented by local contributions. Schools may receive additional funding according to their circumstances, for example, if they are serving areas of particular disadvantage or children with special needs.

### Second-Level Education

The second-level education sector comprises secondary, vocational, community and comprehensive schools. Secondary schools are privately owned and managed. The trustees of the majority of these schools are religious communities or Boards of Governors. Vocational schools are administered by Vocational Education Committees, while community and comprehensive schools are managed by Boards of Management of differing compositions.

Building on the foundation of primary education, second-level education aims to provide a comprehensive, high-quality learning environment which enables all students to live full lives, appropriate to their stage of development, and to realise their potential as individuals and as citizens. It aims to prepare students for adult life and to help them proceed to further education or directly to employment.





Second-level education consists of a three-year Junior Cycle followed by a two or three-year Senior Cycle. The Junior Certificate examination is taken after three years. The Junior Cycle covers a vital period in young people's lives when they encounter significant changes in their educational experience. The principal objective of the Junior Cycle is for students to complete broad, balanced and coherent courses of study in a variety of curricular areas relevant to their own personal development and to allow them to achieve a level of competence in these which will enable them to proceed to Senior Cycle education.

The Senior Cycle has undergone significant restructuring in recent years. Transition Year, which has been one of the major innovations in Irish education, is an option which is now firmly embedded in our system. It provides an opportunity for students to experience a wide range of educational inputs and work experience at a remove from the examination focus.

The Leaving Certificate is now significantly more inclusive, catering for a diversity of needs and aptitudes. In 1999 over 64,000 students took the Leaving Certificate Examination, some 52,000 had followed the established Leaving Certificate programme, over 10,000 followed the Leaving Certificate Vocational Programme and over 2,000 the Leaving Certificate Applied.

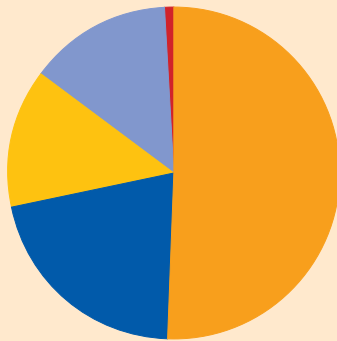
The last number of years have been characterised by a programme of revision and updating of individual subjects. Again, the requirement to cater for a broad spectrum of need has been a key objective of this revision, with, for example, the introduction, of foundation level courses in Mathematics and Irish.





### Education and Related Expenditure on Higher Education in 1999 (estimated) Total £752.2 (millions)

#### Higher Education



- Salaries **50.6%**
- Grants and Services **20.6%**
- Student Support **14.0%**
- Capital Expenditure **14.4%**
- Department Pay and Other Overheads **0.4%**

### Higher Education

Traditionally the higher education system in Ireland has comprised the university sector, the technological sector and the colleges of education, all of which are substantially funded by the State and are autonomous and self governing. In recent years, a number of independent private colleges have developed. These offer a range of courses which complement the existing provision in the sector.

Numbers in higher education have grown from 18,200 in 1965 to more than 108,000 in 1999. These rapidly growing numbers reflect growing retention rates at second level, demographic trends and increasing transfer rates into higher education.

### University Sector

There are seven universities in the Republic of Ireland:

- University College Cork – National University of Ireland, Cork
- University College Dublin, National University of Ireland, Dublin
- National University of Ireland, Galway
- National University of Ireland, Maynooth
- The University of Dublin (Trinity College)
- The University of Limerick, and
- Dublin City University.





The Irish university system offers degree programmes – at Bachelor, Masters and Doctorate level – in the humanities, scientific, technological and social sciences and medicine. In recent years some universities have introduced semesterisation and modularisation of courses, giving greater flexibility to students. Typically teaching at undergraduate level is by way of a programme of lectures supplemented by tutorials and, where appropriate, practical demonstration and laboratory work. Masters' degrees are usually taken by course work, research work, or a combination of both. Doctoral degrees are awarded on the basis of research.

The number of full-time students in university, together with the number of new entrants, is given below:

Academic year	Number of students	Number of new entrants
1994/95	53,450	12,985
1995/96	55,850	13,460
1996/97	58,090	13,717
1997/98	61,308	14,868
1998/99	63,737	15,779

## Technological Sector

The Department has overall responsibility for the technological sector of higher education. This role includes responsibility for the formulation and review of policy and for the budgetary and regulatory framework.

Currently there are over 43,000 students attending fourteen Institutes of Technology, the Tipperary Rural and Business Development Institute and the Tourism College, Killybegs. These institutions provide programmes of education and training from craft to professional level. The courses range over a wide spectrum covering areas such as business, science, engineering, linguistics and music.





## Colleges of Education

The Colleges of Education include those training primary teachers and teachers of home economics and religious education. The role of the Department in relation to the colleges of education is to ensure, in conjunction with the colleges, the supply of teachers for primary schools and, in certain disciplines, for second-level schools, in accordance with identified needs.



## Further and Adult Education

The term "Further Education" embraces education and training which occurs after second-level schooling but which is not part of the third-level system. This includes programmes such as Post Leaving Certificate courses, second chance education for the unemployed (the Vocational Training Opportunity Scheme), and for early school leavers (in Youthreach and Senior Traveller Training Centres), adult literacy and basic education, and self-funded night time adult programmes in second-level schools.

A distinctive feature of further education generally is its diversity and breadth of provision, and its linkages with other services such as employment, training, area partnership, welfare, youth, school, juvenile liaison, justice and community and voluntary sector interests. A wide range of Government Departments, statutory agencies and voluntary and community organisations provide services in this area. The past decade has seen a dramatic growth in further education provision with the establishment of VTOS (Vocational Training Opportunities Scheme), Youthreach, and the rapid expansion of PLC (Post Leaving Certificate Courses).



Participation in the Further Education sector in 1999 was as follows:

Programme	Number of Students
Post Leaving Certificate Courses	24,352
Vocational Training Opportunity Scheme	5,174
Youthreach and Senior Traveller Training Centres	2,844
Adult Literacy	10,000
Adult and Community Education	14,000
Self-funded Part-time Adult Education in Schools	140,000





The White Paper on Adult Education *Learning for Life* defined adult education as “systematic learning undertaken by adults who return to learning having concluded initial education or training”. The concept includes:

- re-entry by adults to further education
- re-entry by adults to higher education
- continuing education and training and professional development of people in or re-entering the workforce, regardless of the level
- community education
- and other systematic learning undertaken by adults in a variety of settings and contexts, both formal and informal.

The major contribution of the sector to meeting the skills requirements of a rapidly changing workforce and to the social inclusion agenda was recognised with the publication in 1998 of the Green Paper *Adult Education in an Era of Lifelong Learning*. This was the first Green Paper on adult education since the foundation of the State. It was followed by an extensive consultation process to obtain the views of a diverse range of interests on its contents and on the principles and strategies which should underpin the future development of adult education in Ireland.

This consultation process informed the White Paper *Learning for Life* which was published in 2000 and marked the adoption of lifelong learning as the governing principle of educational policy.

## Special Education for Children with Disabilities

At present, special educational provision for students with disabilities ranges from additional support in mainstream schools to specialist support in special schools. Essentially there are three models of provision:

- the student with a disability may be enrolled in a mainstream class with additional support from a Resource Teacher or a Special Needs Assistant
- the student may be enrolled in a special class in a mainstream school
- the student may be enrolled in a special school that caters for the student’s category of disability.

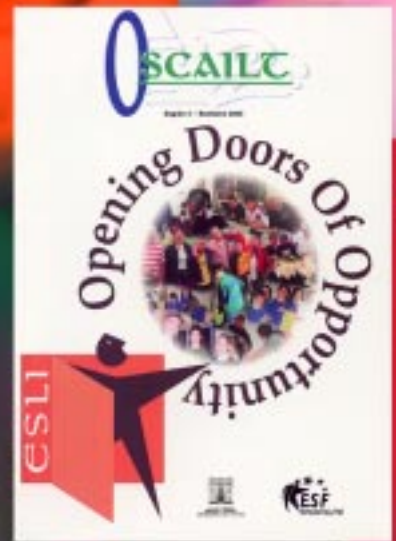
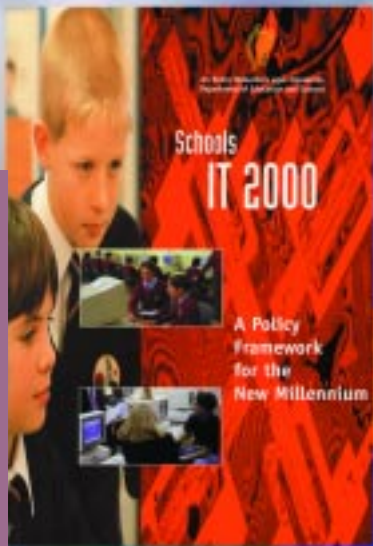




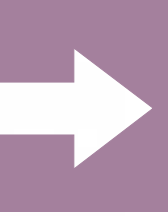
Providing adequately for children and students with special needs represents one of the most significant challenges facing the Department. Historically, this provision has not been adequate. Major initiatives are now underway to bring our system into line with international standards.

The Education Act, 1998 sets out the responsibility of the Minister to ensure that there is made available to every person, including those with disabilities, support services and a level and quality of education appropriate to their needs and abilities. This was underpinned by the decision in October 1998 with regard to automatic response to the needs of students with disabilities in primary education. Key developments since then include provision, on an automatic basis, of services such as resource teachers, additional teaching hours and special needs assistants, as required, and an extension of the remedial teacher service to all primary and second-level schools.









# The Environment





## The Environment

The centrality of education to social and economic development and participative democracy has been recognised in a range of reports and policy statements. In a climate of increased change and complexity, multi-faceted strategies are needed to address the key Government objectives of economic growth and social inclusion.

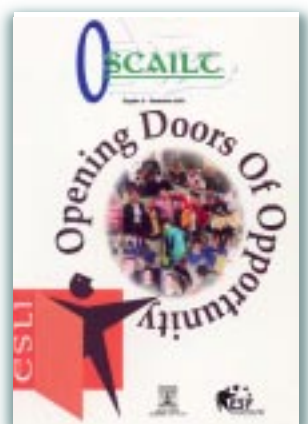
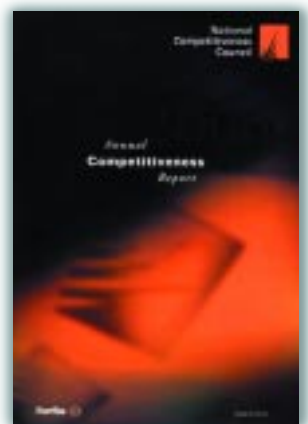
Reflecting the context set out above, the major dimensions of the environment for education today are its constitutional and legal basis, its economic and social context, and the challenges presented by the potential of the partnership approach, the Information Society and the opportunities for new working arrangements under the Good Friday Agreement.

## Constitutional and Legislative Basis

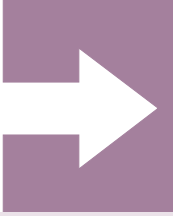
While the system of education, particularly at primary level, has a constitutional underpinning, it has, until recently, lacked any significant legislative basis. This position has now changed with the enactment since 1997 of a number of major Acts. The first such Act was the Universities Act, 1997 which provided for revised governance and accountability provisions for universities while at the same time underpinning the principles of academic freedom and institutional autonomy. The Education Act, 1998 placed essential elements of the education system at primary and second levels on a statutory basis – prior to that the system was largely regulated by administrative circular. The Act also gave statutory expression to the rights and duties of the partners in education. The Qualifications (Education and Training) Act, 1999 provides for the development of a national framework of qualifications, encompassing arrangements for access, transfer and progression for learners. These Acts have enhanced accountability in the education system and provided a clear statutory statement of the rights and responsibilities of the various stakeholders in the system.

In addition to fully enacted legislation, the drafting of a number of other Bills was authorised or commenced in 1999 as follows – the Education (Welfare) Bill which proposes a fundamental overhaul of the school attendance legislation of 1926, the Teaching Council Bill which establishes a statutory regulatory body for the teaching profession, the Youth Work (Amendment) Bill which amends the Youth Work Act, 1997 and the Vocational Education (Amendment) Bill, which proposes revised structures for the management and accountability of VECs.

The Department, in common with all other Government Departments, works within the provisions of the Freedom of Information Act, 1997. During 1999 in excess of 700 requests were received under the provisions of this legislation. Many of these relate to information sought by former residents of industrial and reformatory schools. The Department is putting in place an IT based document management system in order to improve its speed of response to these requests.







## Economic Context

High levels of economic growth and a buoyant economy have contributed to a more favourable climate for investment in education. In 1999 expenditure on education was in the region of £3 billion. The National Development Plan for 2000-2006, launched in November 1999, includes provision of £5.35 billion (1999 prices) for measures in the education sector. The Community Support Framework for Ireland includes an aid allocation of £366.3 million from Structural Funds for measures in the education sector, over the period 2000-2006. At the same time there is a much greater awareness across society of the value of investment in education as a foundation for sustained economic well-being. In an increasingly knowledge based economy, a highly skilled and well educated workforce is acknowledged to be a crucial requirement for competitiveness and future prosperity.

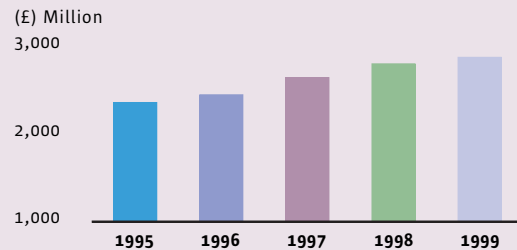
## Social Context

Education is a powerful tool in combating social exclusion and intergenerational cycles of poverty and disadvantage. Educational strategies now in place range from interventions at the earliest stages of education through to adult and lifelong learning opportunities. Increasing the numbers of students who complete second-level education remains a significant challenge and is all the more critical given the clear link between early school-leaving and poor life chances.

A range of programmes are now in place and are designed to equip young people with the skills, attitudes and understanding to help them choose a healthy and fulfilling lifestyle. Education also has a role to play in promoting concepts such as mutual respect and tolerance, which are cornerstones of an increasingly multi-racial and multi-cultural society.

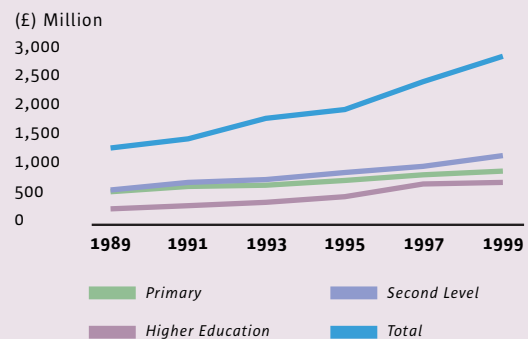
The following charts demonstrate the increased level of investment in education:

### Education Expenditure\*



*\*Estimated Gross Expenditure on Education by Department of Education and Science*

### Educational Expenditure by Level





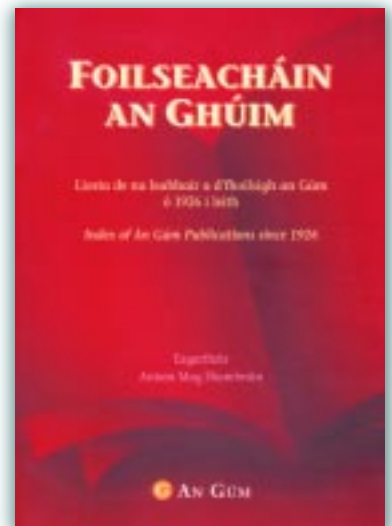
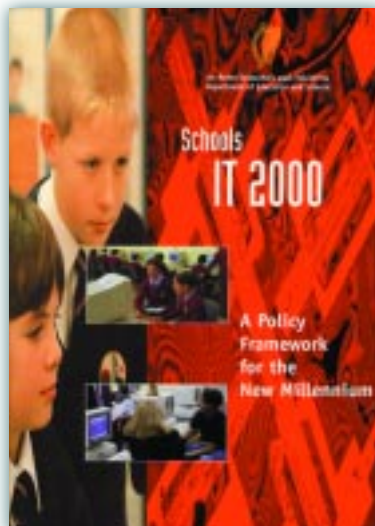
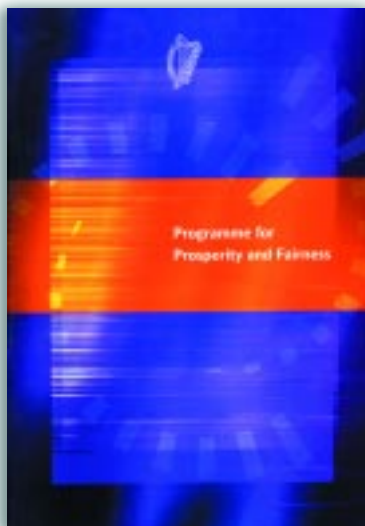
## Partnership Approach

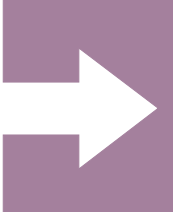
Education has featured as a pillar of successive social partnership agreements and is central to the current Programme for Prosperity and Fairness. The critical involvement of the education partners and the more recent development of the partnership approach within the Department underpins the achievement of the challenging education goals.

The centrality of education in Irish society calls for comprehensive arrangements for liaison and co-operation not only between Government Departments and agencies but also for systematic linkages between the formal and non-formal sectors. Such linkages are critical to achieve the Department's goals. Coherent policy development, strategic deployment of scarce resources, and the provision of integrated services which are responsive to client needs all demand that effective inter-agency strategies are implemented within and between Government Departments, statutory agencies and voluntary organisations and groups.

Links include those with the Departments of Tourism Sport and Recreation (Integrated Service Process, National Drugs Strategy Team, Local Drugs Task Forces, Area Based Partnerships), Social Community and Family Affairs (National Anti-Poverty Strategy and review groups), Health and Children (National Children's Strategy, Children at Risk), Justice Equality and Law Reform (Childcare, Equality issues, Drugs Courts, Probation and Welfare Services) and FÁS on a range of issues.

An integral part of the Department's strategy to address disadvantage is the promotion of enhanced links between schools and their communities. This is progressed through the employment of Home/School/Community Liaison Co-ordinators in schools in disadvantaged areas, through the role of parent and community interests on school Boards of Management, through the work of the VECs on Local Drugs Task Forces, in the Area Partnerships and in co-ordinating the activities of the youth service, and through the requirement for multi-agency linkages as an integral aspect of the 8-15 Early School and Stay in School Initiatives. In relation to programmes such as Youthreach and the Adult Literacy service, area referral networks with links to employment, training, youth, welfare, health, and probation services and with a wide range of community interests are part of the approach.





## The Information Society

The advent of the information society and the focus on e-commerce and e-learning are increasingly changing the environment in which education is provided and in which the Department operates. The *Schools IT 2000* project is placing our schools in a position to respond to these changes. This programme has dramatically increased the stock of computer hardware and software in our schools and provided training to more than 30,000 of our teachers.

The Department itself is highly computerised, embracing new technology in the discharge of key activities such as the State certificate examinations. It is also actively involved in planning projects (including an updated website and the cross-departmental Reach agency project) which will facilitate the electronic delivery of services in the future.

## North/South Co-operation

The Good Friday Agreement was endorsed by referendum on 22 May 1998. Among the arrangements provided for under Strand II of the Agreement (North/South arrangements between Ireland and Northern Ireland) was the establishment of the North/South Ministerial Council which would bring together Ministers from Northern Ireland and the Irish Government on a regular basis to develop consultation, co-operation and action on an all-island and cross-border basis on matters of mutual interest.

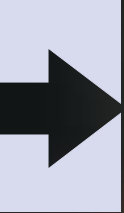
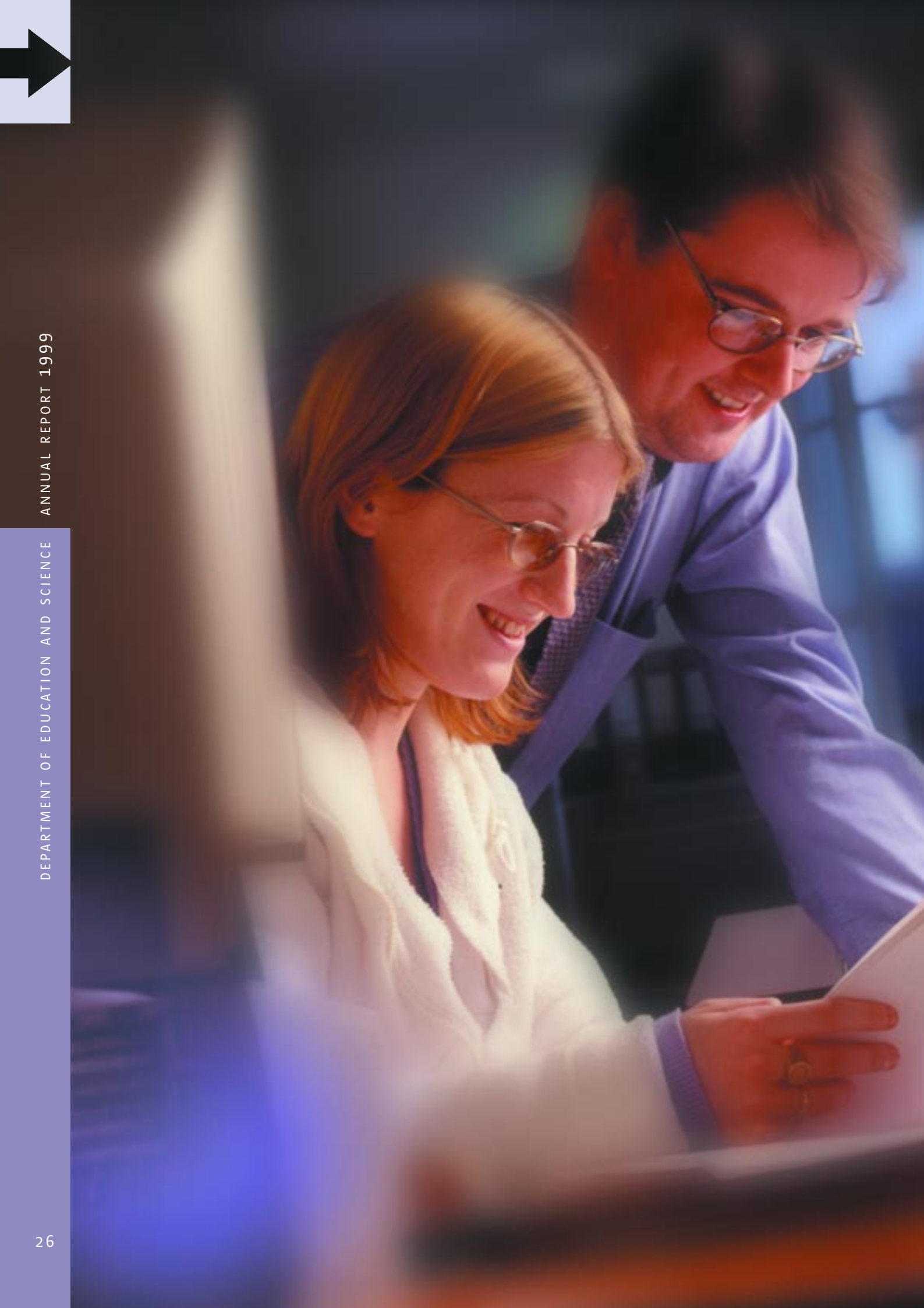
In addition to the establishment of six new North/South implementation bodies, six additional matters (one of which was education) were identified as suitable for the development of a common policy, with separate implementation within each jurisdiction. The North/South Ministerial Council will facilitate co-operation in relation to a range of priorities in education.

Education has also been identified as a subject suitable for discussion by the British/Irish Council, established under Strand III of the Agreement and involving co-operation between Ireland and the constituent parts of the United Kingdom.

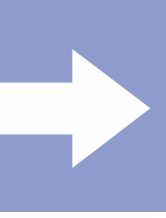
With the enactment of the British-Irish Agreement, which set up the six North/South Implementation Bodies, the work of An Gúm and An Coiste Téarmaíochta transferred to the Language Body on 3 December 1999. An Gúm had been the Publications Branch of the Department since 1926 and is now operating as part of Foras na Gaeilge within the educational remit of that body. The Department of Education and Science will maintain close links with An Gúm through the body to be set up under Section 31 of the Education Act and with Foras na Gaeilge at the level of the North/South Ministerial Council.

Pupils exchange information in the Our Town/Your Town cross border project









# Overview of Activities



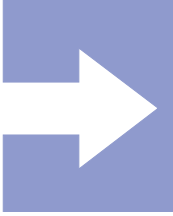


## Key Activities

In support of its mission the Department is engaged in a wide range of activities, of which key elements include:

- policy development and review
- resource allocation
- quality assurance
- planning and provision of accommodation
- examinations
- payroll
- school transport
- third-level student support
- services for children with special needs
- inservice training
- industrial relations
- EU/International Affairs.





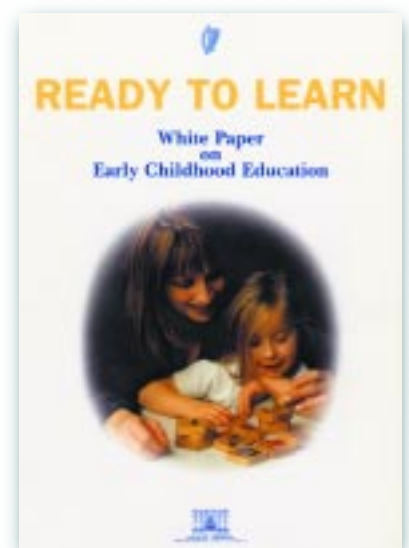
## Policy Development and Review

The provision of high-quality policy advice, as a support to the Minister and the Government, and as an aid to them in decision-making, and in accountability to the Oireachtas, is a crucial element of the service provided by every Government Department, including the Department of Education and Science. The greater the level and pace of change in the sector, the more important it is to have a strong policy development and review function. Thus, policy development and review is an integral element of and affects every part of the Department's functions.

Development and review of policy takes place within a framework of dialogue with key stakeholders – management, unions, parents, practitioners, students and employers. There is continuous interaction with a myriad of interest groups through various fora such as consultative seminars, conferences, individual meetings and invitations to submit views.

Research and sharing of best practice are particularly important in the policy process. The Department's Strategic Policy Directorate, which encompasses the Statistics Unit, and the Evaluation, Support and Research Unit of the Inspectorate provide a dedicated focus within the Department in this regard. Wide use is also made of specifically commissioned research from bodies such as the Economic and Social Research Institute, Educational Research Centre and consultants in the field of education and training.

Major policy developments in 1999 are described throughout this report.



## Resource Allocation

Total gross expenditure by the Department in 1999, some £3 billion, was approximately 18% of Government expenditure.

The Department is charged with a wide range of functions relating to the funding of the education sector. These include the payment of teachers and teacher pensioners, disbursing capitation payments to schools at primary and second level and administering a series of other recurring grants and once-off payments, as well as funding the operation of the second-level national examinations system.

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

Funding for the higher education sector is provided either directly by the Department or through the Higher Education Authority, which is funded by the Department for this purpose.

Each year the Department determines the teacher allocation for over 3,300 primary and almost 800 second-level schools. These are, in the main, based upon the application of the pupil teacher ratio, with the addition of posts for schemes such as remedial education, home/school liaison work and guidance. The allocation processes at second level are particularly complex given the need to provide an adequate spread of subject specialism within schools. Specific teaching resources and other supports are also allocated for individual special needs pupils in primary and second-level schools. Other staffing issues dealt with include those relating to support staff in schools, for example, secretarial and caretaking staff. The Department also performs a wide range of personnel functions in relation to staff in schools, colleges and other education institutions.



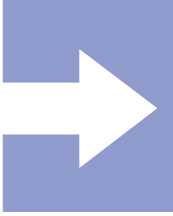
## Quality Assurance

Ensuring quality in the education system is a core responsibility of the Department. High levels of knowledge, competencies and skills are basic conditions for active citizenship, employment and social inclusion.

The Inspectorate exercises an extensive quality assurance role through its school and system evaluation and other inspection activities, its involvement in curriculum development and implementation, in the State certificate examinations, and through the provision of ongoing advice within the Department, to teachers and to schools.

The development by each school of a plan, setting out its educational philosophy and aims and how it proposes to achieve them, is essential to promoting quality assurance at school level. The School Development Planning Initiative began in 1999. Its introduction marks a change in emphasis, from the external evaluation of schools by inspectors, to involving schools in evaluation of their own effectiveness and performance. The latter has been achieved by engaging schools in a process of development planning in the broader context of a whole school approach to evaluation.



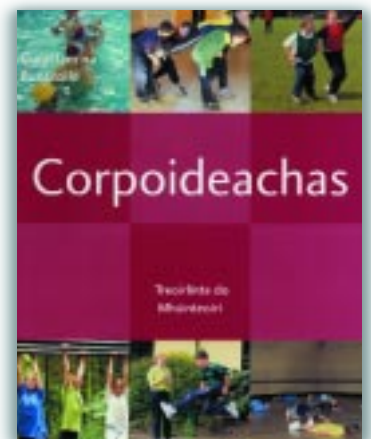
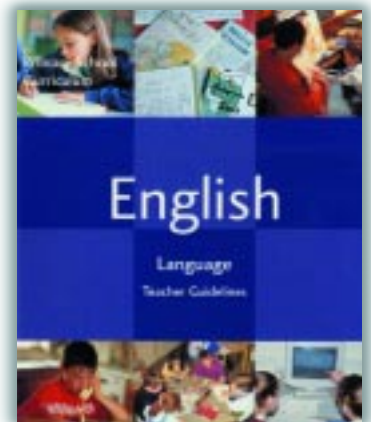


Other measures to promote quality in education include the completion of the revision of the primary curriculum, for implementation on a phased basis. At second level, the advent of Transition Year represented a significant development in teaching and learning, while the introduction of the Leaving Certificate Applied and the Leaving Certificate Vocational Programme has successfully broadened the traditional Senior Cycle to cater more fully for students. There is also an ongoing programme of revision of subject syllabi and their implementation at second level.

At third level, the universities have a statutory obligation to establish procedures for quality assurance aimed at improving the quality of education and related services provided by the universities in accordance with the Universities Act, 1997. The Higher Education Authority has a statutory role under the Act to assist the universities in the achievement of their objectives generally and, in this context, can review the procedures established by the universities.

The process of quality assurance is supported by other activities of the Department such as

- continuous engagement with stakeholders
- development of integrated approaches with other Departments and agencies
- in-career development of staff
- participation in networks, working groups, conferences and seminars
- underpinning data gathering
- reporting to bodies such as the Social Partnership fora and various EU monitoring Committees
- evaluation and research studies
- adaptation of programmes and new developments.





## Planning and Provision of Accommodation

The Department administers one of the largest capital programmes in the State. This is geared to plan for and meet, as far as resources permit, the accommodation needs of primary and second-level

schools and third-level institutions. It involves developing and managing multi-annual capital programmes for each of these sectors so as to ensure that the necessary infrastructure is put in place within a 'quality and value for money' framework. The Department has a central role in the management of individual programmes of work involving new schools, extensions to existing schools and third-level institutions and the refurbishment of existing buildings. The Department also has responsibility for the provision of sites for new schools and for the protection of the State's interest in educational buildings.

### Expenditure in 1999

Primary	Second level	Third level
£60.5 million	£92.5 million	£54.9 million*

\* In addition, a sum of £75 million was paid into the Scientific and Technological (Investment) Fund in 1999. The Department of Education and Science prepares a separate annual report on the fund.

## Examinations

The Department runs the State certificate examinations each year. The Leaving and Junior Certificate examinations cater for over 125,000 candidates annually. These examinations are an enormous logistical undertaking, involving the preparation and production of papers, appointment of superintendents and examiners, and the management of complex marking, resulting and appeal processes. Department inspectors act as Chief Examiners. Recent initiatives have focused strongly on opening up the Irish examination system. In particular, the capacity of Leaving Certificate candidates to view their marked scripts has placed the openness of Ireland's examination system to the fore internationally.

### 1999

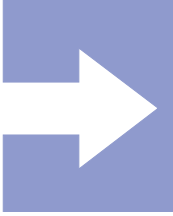
Candidature (includes Leaving Certificate, Leaving Certificate Applied Year 1 and 2 and Junior Certificate) 129,626

Examination Centres 4,478

Number of individual components examined (i.e written, oral, practical and project work) 1.85 million

Number of examiners 5,700

Number of examination grades issued 999,000

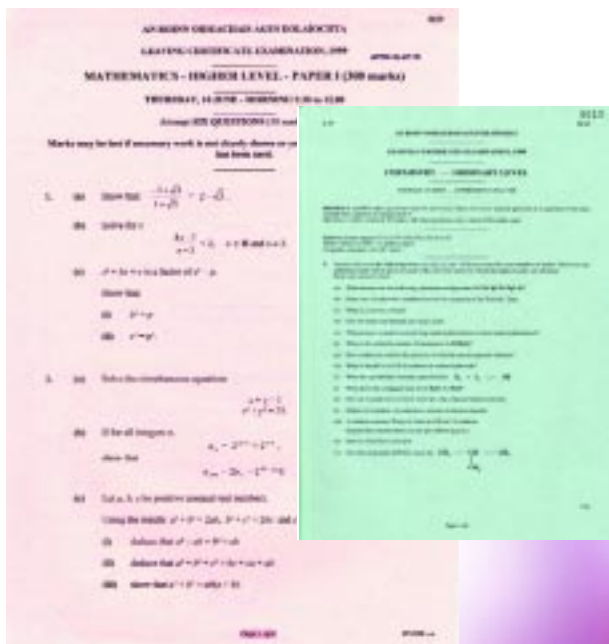


## Payroll

The Department operates one of the largest payroll systems in the country with almost 50,000 payments issued fortnightly to primary and second-level teachers.

This major operational activity is supported by highly developed information technology systems and detailed financial and other control procedures. The total payroll in 1999 was in the region of £1,117 million.

The Department also has operational responsibility for the pension schemes of primary and secondary teachers and issues monthly pension payments to some 11,602 teachers, including the spouses of deceased teachers, at a cost in 1999 of £186 million.





Number of students	135,347
Number of vehicles used	2,450
Number of routes	5,600
Number of miles annually	35 million

## School Transport

The primary and second-level school transport schemes date back to 1967. In 1999 the operational cost of the schemes was £45.66 million, which includes the cost of the Special School Transport Service.

Bus Éireann is responsible for the operation of the schemes on behalf of the Department. Its remit includes the planning of routes, the employment of school bus drivers and the contracting of services. At second level, Bus Éireann is assisted by the Chief Executive Officers of the Vocational Education Committees, who act as Transport Liaison Officers.

## Third-level Student Support

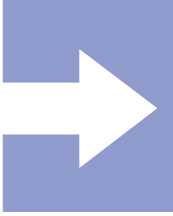
The Department is responsible for the management of a range of student support schemes which provide means-tested financial assistance to further and third-level students. There are four maintenance grant schemes. Approximately 40% of third-level students qualify for maintenance grants.

Under the free fees scheme, the Department meets the tuition fees of eligible students who are attending approved full-time undergraduate courses. The Department incurred expenditure in the region of £150 million in 1999 in meeting the cost of undergraduate tuition fees across the third-level sector.

Scheme	Number of Grantholders	Expenditure in 1999
Higher Education Grants	26,000	£47.6 million
VEC Scholarships	5,000	£10.7 million
Third-Level Trainees Maintenance Grants	15,500	£19.5 million
Post-Leaving Certificate Grants	6,600	£4.7 million
<b>Total</b>	<b>53,100</b>	<b>£82.5 million</b>







## Services for Children with Special Needs

The Department administers a diverse range of services and schemes designed to support children with special needs, including those who are economically disadvantaged. These include the Remedial, Resource, Support and Visiting Teacher Services, the Home School Community Liaison Scheme, the Breaking the Cycle Initiative and the Primary School Initiative for non-English speaking children. Essentially these schemes have in common the targeting of resources at those who are most in need.

## In-Service Training

The Department supports the provision of a wide range of in-career development courses for staff in primary, second-level and further education centres. This includes resourcing programmes through 30 Education Support Centres, 20 Subject Associations and management and staff bodies. In 1999 over 800,000 hours training were provided to some 40,000 participants.

## Industrial Relations

The Department provides an industrial relations service directly or indirectly for about 70,000 employees.

The Department oversees industrial relations issues for 45,000 teachers at first and second level. This function is carried out through the Conciliation and Arbitration Scheme for Teachers, which provides a forum for direct negotiation between the teacher unions, school management representatives, the Department of Education and Science and the Department of Finance. The Scheme provides for formal facilitation and arbitration as necessary. The Department also has a role in the conduct of industrial relations in the further and higher education sectors.

## EU/International Affairs

The Department plays an active role on a variety of EU committees in the field of education and training both at the level of development of strategic policy and at programme management level. At national level the Department is responsible for ensuring the proper implementation of the EU programmes in Ireland. The Department is also actively involved in a wide range of policy level OECD (Organisation for Economic Co-operation and Development) and Council of Europe committees and manages bilateral contacts with a number of countries in the field of education and cultural agreements.





## Developments in 1999





## Developments in 1999

In 1999 significant progress was made across the key policy priorities identified in our Statement of Strategy. These were concentrated on contributing to economic and social development within a high quality and inclusive framework. Key developments included:

### Curricular Developments

A critical aim of curricular reform is to enhance the relevance of the curriculum to emerging social and economic needs, to provide a range of choices which cater for the diverse needs, interests and abilities of the school population and to encourage more young people to complete the Senior Cycle.

A revised primary school curriculum – the first since 1971 – was published in September 1999. It will be implemented on a phased basis, taking up to five years to complete. It will be supported by an intensive in-career development programme for teachers. Over £5 million was allocated to support the first year of this in-career development programme.

At second level, new syllabi in Leaving Certificate English were introduced. Leaving Certificate Physics and Leaving Certificate Chemistry syllabi were finalised for introduction in September 2000. Revision of the Junior Certificate Mathematics syllabus was completed for introduction from September 2000 and a new Social, Personal and Health Education (SPHE) syllabus was finalised. Revision of the modules in the Leaving Certificate Applied and of a range of Leaving Certificate syllabi was initiated or progressed.



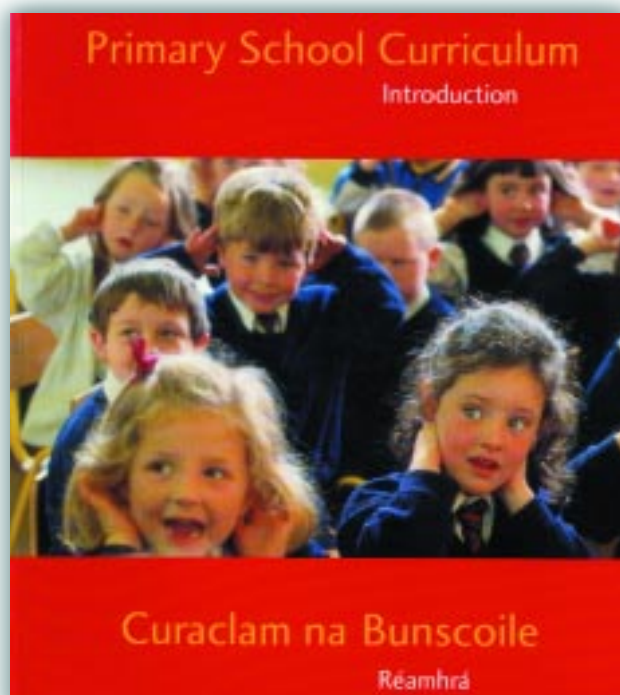
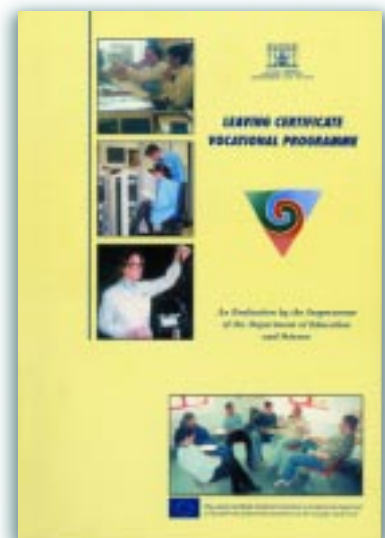




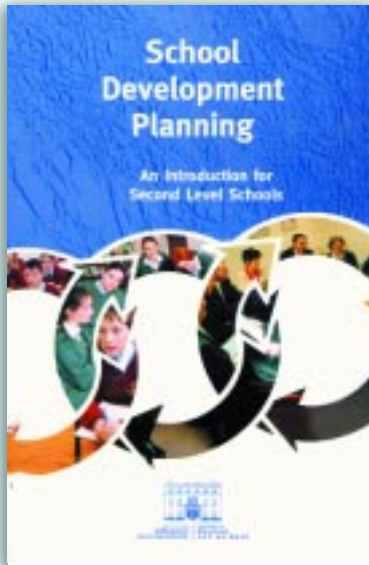
## Whole School Evaluation

The Pilot Project on Whole School Evaluation (WSE) was completed in 1999 and involved 17 second-level schools and 18 primary schools throughout the country. The project was supported by all the education partners and focused on the evaluation of the quality of school planning, the quality of school management and the quality of learning and teaching in the pilot schools. A report on the pilot project was subsequently compiled by the Evaluation, Support and Research Unit of the Inspectorate and disseminated to all schools and school management authorities in December 1999. The report confirmed the potential of the WSE model of evaluation to successfully combine school self-review with external inspection, using common criteria of evaluation. The WSE pilot project experience in 1999 was a landmark in the development of a new model of school evaluation and a milestone in the preparation of the Inspectorate for its evolving role in school and system quality assurance.

In addition to completing its annual inspection programme, other important large-scale evaluation activity for the Inspectorate involved the publication of the report on the 1997/98 evaluation of the Leaving Certificate Vocational Programme, initial preparations for an evaluation of the Leaving Certificate Applied, and national assessments of Reading and Mathematics at primary level.





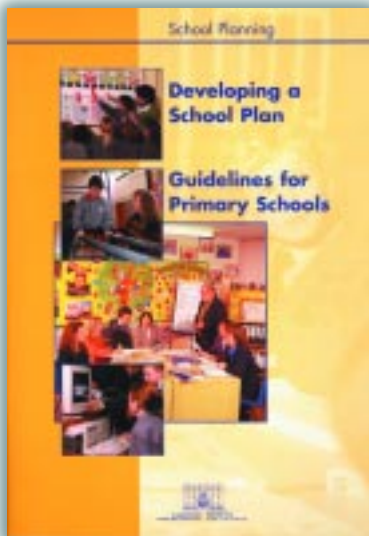


## School Development Planning

This scheme, launched in 1999, includes over 400 schools. It aims to promote effectiveness by facilitating schools in devising and implementing their own strategies for school development planning.

Collaborative school development planning is widely recognised as a very powerful means of promoting school effectiveness, development and improvement. Many schools are already actively involved in whole school planning in order to create better learning environments tailored to the needs of students. School development planning empowers schools to take ownership of their own development.

The school plan is a statement of the educational philosophy of the school, its aims and how it proposes to achieve them. The school plan serves as a basis for the work of the school and for evaluating and reporting on school progress and development. Many schools engage in critical self-review on how they have met the targets and achievement objectives they have set in the context of the teaching and learning within their schools.



## Psychological Services

The National Educational Psychological Service (NEPS) was formally established in September 1999 as an administrative agency of the Department of Education and Science. Forty three psychologists already employed in the education sector took up their duties in the new agency.

NEPS is organised in ten regions corresponding to the Health Board regions, in order to facilitate collaboration with the clinical psychological services. It is expected that voluntary agencies will continue to provide services to their current client population and that NEPS will ensure that there is a psychological service for all other children with special educational needs. A number of psychologists formerly employed by the National Rehabilitation Board have transferred to work in NEPS on a contract basis in order to continue to provide psychological support to children with sensory and physical disabilities.



NEPS provides a psychological service to all second-level schools and to approximately 725 primary schools. As additional psychologists are appointed, the service will be progressively expanded until it serves all schools. It is planned that the target of 200 educational psychologists will have been reached by the end of the year 2004.

### Early Childhood Education

The White Paper on Early Childhood Education *Ready to Learn*, launched in December 1999, sets out a comprehensive strategy for the development of early childhood education for children aged from birth to six years. Quality of provision is the key theme of the White Paper. Its aim is to support the development and educational achievement of children through high-quality early education, with a particular focus on the disadvantaged and children with special needs. Action is proposed on a wide range of issues, including the promotion of quality of provision, measures to facilitate and encourage parental involvement in their children's early education, and the development of a system of inspection to determine whether providers meet quality standards and, if not, to assist them in doing so.

### Schools IT 2000

The core objectives of *Schools IT 2000* are to ensure that pupils in every school have the opportunity to achieve computer literacy and that support is given to teachers to develop and renew professional skills.

During 1999, *Schools IT 2000* continued to make a significant impact on the integration of Information and Communication Technology (ICT) into education. All schools have access to the Internet and it is estimated that there are more than 50,000 multimedia computers in schools. Twenty Educational ICT Advisors have been appointed to the full-time Education Support Centres. At least 40,000 places on courses on ICT in education have been made available to the end of 1999 for the 44,000 teachers in the education system.





In May 1999 representatives from more than 20 different countries worldwide attended a major conference on ICT in education in Dublin Castle, organised by the Department of Education and Science in association with the Organisation for Economic Co-operation and Development and the United Kingdom Department of Education and Employment.

An Internet site for schools, ScoilNet, was launched in September 1999 in a major partnership with Intel Ltd IRL. The Schools Integration Project (SIP), which was launched in March 1999, is promoting whole school development in relation to ICT integration and will lead to the identification of policy requirements, skill development needs, support models, pedagogical strategies and classroom resources for the continuing adoption of ICT in Irish Schools. It involves a total of 48 projects, 228 schools, 28 sponsors from the public/commercial sector and 58 project partners drawn from third-level institutions, local communities and other agencies. A number of major partnerships with the public/private sectors (Eircom and IBM) have been established and links have been developed with the European SchoolNet project.

In November 1999 grants under *Schools IT 2000* amounting to €9.77 million were announced as well as a new three year ICT development programme in primary and second-level education, involving expenditure of €81 million.

## EU/International Affairs

The Department participates actively in a range of discussions and negotiations at EU level working through the Education Committee and at Ministerial level through to the Education Council. In 1999, the Department played an active part in the intensive negotiations which took place during the year to develop the next generation of the Socrates (education) and Leonardo da Vinci (vocational training) programmes. The new programmes have built on progress achieved to date and have introduced a number of new measures to encourage co-operation in these fields at national level.





## Educational Infrastructure

Expenditure in 1999 on schools and third-level accommodation amounted to over £200m which represented an increase of 82% over the 1998 funding levels. This level of funding has contributed to a major improvement in the educational infrastructure.

A new funding arrangement to provide for the buying of sites for first and second-level schools was announced in January 1999. As a result of this move, the State will meet the entire cost of all new sites.

A further significant measure, announced in January 1999, concerned the level of contribution required from local communities for primary and second-level building projects. In the case of new schools, the contribution required from local communities has been reduced to 5% and capped at £50,000. In the case of extensions and renovations, the local contribution has been reduced to 10% and capped at £25,000.

These measures, when combined with the significantly increased capital funding for schools and third-level accommodation, will assist in the provision of a quality educational environment for all.



## Adult Education in an Era of Lifelong Learning

In November 1998 the Green Paper *Adult Education in an Era of Lifelong Learning* was published. This contains a comprehensive overview of adult education provision in Ireland. The publication was followed by a wide consultative process with key interests nationwide. This included the hosting of six regional seminars, a public advertisement for written submissions, individual meetings with over seventy national level organisations representing education, training, employment, industrial development, research, social, cultural and community and voluntary sector interests. The consultation process culminated in a National Forum on Adult Education in Dublin Castle in September 1999. The outcome informed the process of preparing a White Paper.



1999 saw a consolidation and strengthening of the initiatives which had been introduced in 1998 – a major expansion of Youthreach places, a transfer from FÁS of operational responsibility for Senior Traveller Training Centres, the implementation of a guidance counselling and psychological service measure for early school leaver programmes, the establishment of childcare support for VTOS and Youthreach, and the Women's Education Initiative. Some 795 participants (997 children) benefited from the childcare measure.



## National Certification at Level 1

National certification at Level 1 was implemented by the National Council for Vocational Awards for the first time on a national basis in 1999. This ensured a continuous progression route for young people and adults who left school early with no qualifications which enables them to progress from Foundation Level through Level 1 to Level 2 Post Leaving Certificate courses, and from there to third level.

## Adult Literacy

In adult literacy, the overall numbers of participants on programmes increased from 5,000 in 1997 to 10,000 by the end of 1999. Funding was increased to £5.669 million from £4.065 million the previous year. Family literacy programmes, referral networks linking the literacy schemes with other agencies, and literacy provision for specific groups were expanded and strengthened. Nationally certified inservice training programmes were provided for literacy tutors and organisers, a Quality Framework was developed in collaboration with transnational partners, literacy programmes over the radio were piloted successfully, and the development of a TV programme initiated. An inter-Departmental Group on Literacy for the Unemployed was established and made an interim report to Government.

The priority placed on high standards of reading and on literacy was further reflected in additional funding of £.5 million to promote reading in schools.

## Educational Guidance and Counselling Service for Adults

The Green Paper *Adult Education in an Era of Lifelong Learning* recommended the development of an educational guidance and counselling service for adults which would cover a spectrum of needs ranging from initial outreach, particularly in the fields of literacy and basic education, vocational information, guidance and orientation, advice in dealing with learning fears as well as counselling and access to expert services for those in need. To progress matters an inter-agency Working Group was established in association with the National Centre for Guidance in Education and other relevant interests to oversee the development. Tenders were sought by public advertisement, and eight proposals were selected at the end of 1999 to pilot a service from the thirty three submissions received. This represents Phase 1 of the initiative. It is intended that there will be expansion to further areas in 2001 and subsequent years as further resources become available. £35 million is being provided for this service and related staff development and programme support initiatives over the period of the National Development Plan 2000-2006. Linkages with other agencies, particularly the FÁS employment services, will be a vital part of the service as it develops, particularly in relation to initial referral and progression of participants.





## Research in Third-Level Institutions

The joint public/private Programme for Research in Third-Level Institutions was launched in November 1998. The programme was designed to draw on public private partnerships to create an unprecedented opportunity to develop the breadth and quality of research activity in our third-level institutions. The main objective of the programme is to promote the development of high-quality research capabilities in third-level institutions. This in turn will enhance the quality and relevance of graduate output and skills. The programme is managed by the Higher Education Authority.

Awards under the programme are made following a competitive process of international peer review and 11 successful institutions were awarded £162.5 million under Cycle 1 of the Programme in July 1999. This comprised £140 million capital funding (sourced equally from public and private funding) and £22.5 million current funding, which includes £7.5 million to be raised directly by the third-level institutions. Cycle 2 of the programme was launched in December 1999.

In the National Development Plan 2000-2006 a sum of £1.95 billion has been allocated for Research, Technological Development and Innovation. Of this amount £550 million is being allocated to strengthen the research capacity and capability in higher education.



## School Staffing

An additional 1,000 teaching posts was announced in late 1999. This represents the largest ever such increase in a single year. Under this initiative some 700 hundred new posts were provided for the general staffing of second-level schools. A further 100 second-level posts were provided for dealing with the problem of early school leaving and 200 posts were allocated to combating disadvantage in primary schools.

Pupil/teacher ratios for special schools were also improved to reflect those recommended by the Report of the Special Education Review Committee (SERC), which was published in 1995.

## Integrated Education for Children with Special Needs

In November 1998, the Government announced an initiative for the integrated education of children with special needs. The key measures in the initiative included the introduction of a system of special teaching support and childcare for all children at primary level assessed as having special educational needs.

As a result of this development, the Department allocated an additional 800 special needs assistants to support children with special needs in the primary system. In addition, the Department allocated a further 350 resource teaching posts to mainstream primary schools catering in a fully integrated way for children with special needs.



## Planning Group on Services for Children with Disabilities

In October 1999 the Minister established a Planning Group to make recommendations on the arrangements to be put in place to ensure the most effective provision of a high-quality co-ordinated service for students with disabilities. The report of this Group will inform the future provision of service to this important sector of learning.

## Remedial Teachers

With effect from September 1999, all first and second-level schools have access to a remedial teaching service. There are now 1,463 remedial posts at first level and 560 posts at second level. An additional 15 remedial teaching posts are being allocated to a number of larger primary schools (those with enrolments of 600 or more) in September 2000 to provide a second remedial post.

## Special Needs Assistants

There has been a significant increase in the number of special needs assistants provided to both special and mainstream schools – from 300 in 1998 to almost 1,100 posts in 1999. This figure is set to increase further, as the Department is currently reviewing the childcare needs of all schools catering for children with special needs.



## Meeting Skills Needs

During the period under review, the Expert Group on Future Skills Needs identified the need for 5,400 additional graduate and technician places in third-level institutions to meet the demands of high technology industry. In response to these identified needs a capital programme involving an investment of £75 million to provide these places was announced in April 1999.

The technological sector has been to the forefront in redressing the skills shortages highlighted by the Expert Group on Future Skills Needs. The Department established a Skills Initiative Unit in 1999 to co-ordinate initiatives in this field. New courses have been put in place with a view to increasing the number of technicians entering the workforce in particular sectors of industry. To-date there have been over 600 graduates from these courses, in the areas of computing, manufacturing technology and science.

Institutes of Technology have also responded to the need for additional capacity to cater for an unprecedented increase in apprenticeship numbers. Apprentice registrations were over 4,000 in 1996, rising to over 6,000 in 1998 and to over 7,000 in 1999. The total number of apprentices in the system is now in the region of 19,000.





## Commission to Inquire into Child Abuse

In 1999 the Government, acknowledging the hurt done to many people who as children were abused in institutions, apologised on behalf of the Irish people for the collective failure to intervene. At the same time the Government announced a range of measures designed to assist victims of abuse in childhood. Among those measures was the setting up of the Commission to Inquire into Child Abuse. The Commission, which was first established on an administrative basis, prepared two reports and submitted them to the Government for approval. On foot of these reports, the Government approved the drafting of a Bill to establish the Commission on a statutory basis and confer on it the powers and protections necessary for it to carry out its work.

## “Stay in School” Initiatives

In June 1999, a £4.5 million initiative aimed at keeping pupils in school up to Leaving Certificate was launched. At the core of the initiative is a multi-annual written retention plan or agreement drawn up between the school and the Department, with the requirement that the school, as driver of the initiative, operates on a multi-agency basis and establishes cross-community links in delivering on its commitments. Increasing the retention rate to completion of Senior Cycle is a key priority.





The *8-15 Year Old Early School Leaver Initiative*, established as a two year pilot programme in 1998, made significant progress in 1999. Designed to explore area-based responses to early school-leaving, the initiative brings together groups of primary and second-level schools in collaboration with statutory voluntary and community services. Local consortia develop a range of in-school and out-of-school interventions in support of targeted pupils who have been identified as at risk of early school-leaving, to remain within and derive benefit from the educational system. Equally, appropriate interventions are developed to support those pupils who have left school early, with a view to supporting their progression over time back to mainstream provision. The initiative includes in-school activities such as breakfast and meal provision, tracking of attendance, mentoring and adapted curricula. Out-of-school activities include after-school support, community-based activities and structured holiday programmes, with a high educational content.



## Education and Inter-culturalism

To meet the needs of our multi-cultural society the Department has put in place mechanisms to support schools in catering for the needs of refugees and asylum seekers at first and second levels. In addition, the Refugee Language Support Unit which is based in Trinity College was established in March 1999 to identify and deliver supports for refugees and asylum seekers. The adult literacy services also offer literacy services for refugees and those for whom English is a second language.

## School Attendance

The Education (Welfare) Bill 1999 is the first significant legislation on the issue of school attendance since the School Attendance Act, 1926. While the Act largely adopts a punitive, enforcement model for school attendance, the new Bill proposes a more interventionist and proactive response to the needs of children who have or who are likely to develop school attendance problems. It also provides for a national structure to support the objectives of the legislation, including a National Educational Welfare Board and the appointment of local educational welfare officers. The Bill also increases the minimum school leaving age from 15 to 16 years, or three years second-level education, whichever is later.



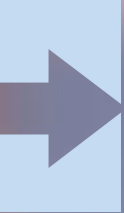
## Access to Higher Education

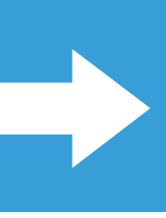
In addition to the standard range of supports, the Department promotes the participation of certain under-represented groups in higher education. Targeted support is available to students from disadvantaged backgrounds and to students with disabilities.

In 1999, there was an allocation of £2.786 million to these and other measures aimed at combating disadvantage at third level.

There is provision in the National Development Plan for a third level access fund totalling £95 million, to promote the participation, at third-level, of students with disabilities, students from disadvantaged backgrounds and mature “second chance” students over the period 2000-6.

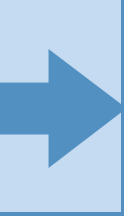




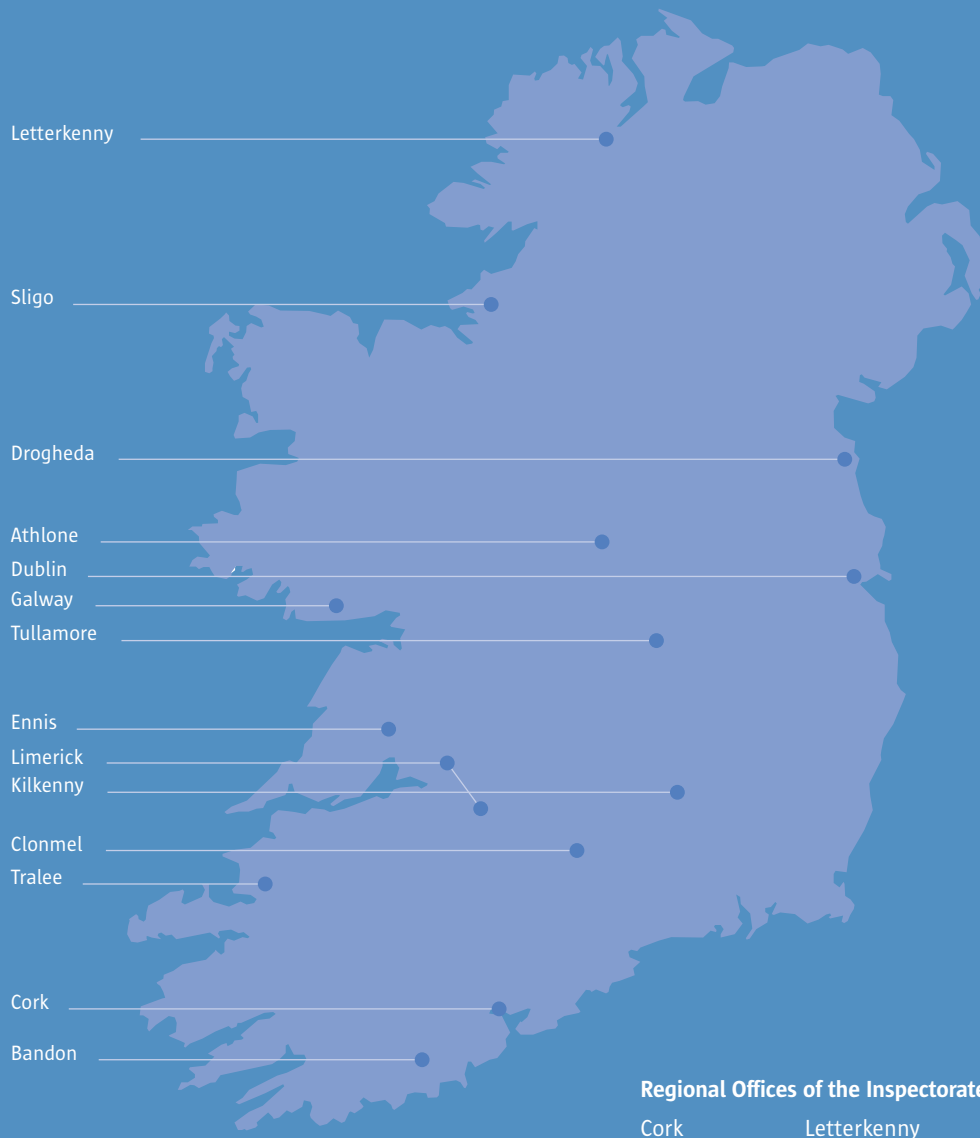


# The Department





## Map showing distribution of offices throughout Ireland





## Staff Numbers

In 1999 over 900 people, including the Inspectorate, were employed in the Department in various locations throughout the country. The wide range of qualifications and experience of staff reflect the diversity of knowledge and skills required to carry out the Department's functions in today's education environment.

## Locations

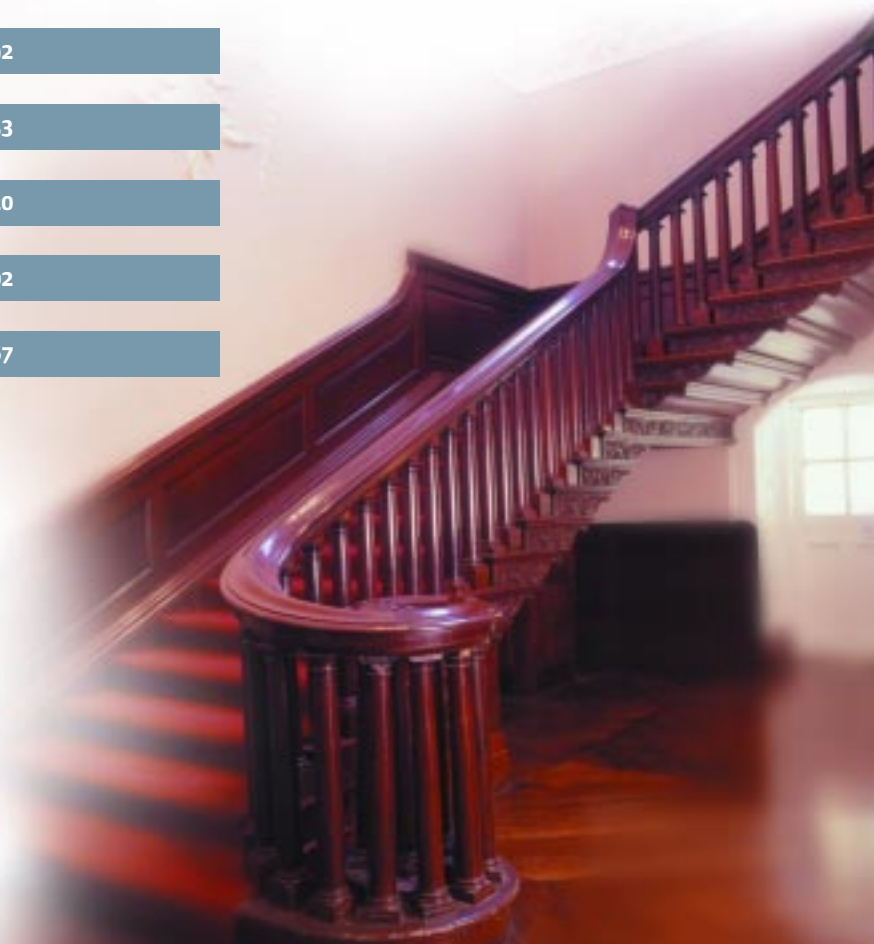
The Department of Education and Science has its headquarters in Marlborough Street, Dublin. The almost 400 staff based in Dublin are accommodated in Marlborough Street and in a range of other office buildings throughout the city.

The Department was one of the first to decentralise, with the move of the Examinations Branch to Athlone in 1977. The numbers in Athlone increased significantly with the decentralisation of Primary and Second-Level Sections and of the Special Education Section in 1991. In 1995 a further 150 staff decentralised to new offices in Tullamore. The sections involved in this move included the Planning and Building Unit and the Student Support Unit.

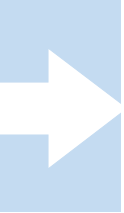
In addition to these large concentrations of staff there are regional offices for the Inspectorate located throughout the country.

### Geographical Spread

Location	Total Number of Staff
Dublin	392
Tullamore	153
Athlone	320
Regional Offices	102
Total	967







## The Working Environment

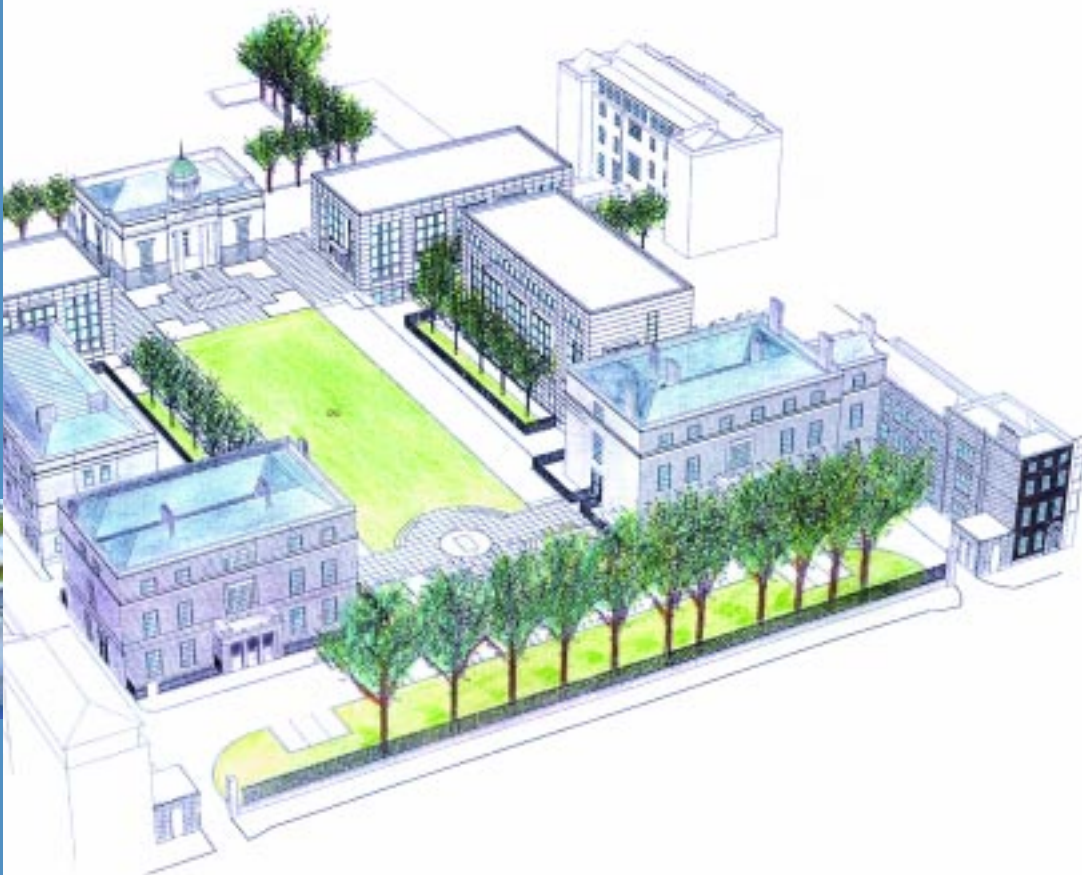
The staff of the Department work in a very demanding and complex environment. In an education system which has seen significant new services and initiatives introduced in recent years the commitment of staff has been critical to the success of these measures. Within limited resources, staff aim to provide the best quality service possible to the multiplicity of individuals, groups and institutions with which the Department is involved. Customer focus groups have been working in consultation with client groups to further improve service standards. This approach will be expanded and strengthened throughout the Department within an updated customer service plan, in consultation with the various groups for which services are provided.

## Accommodation Developments

The standard of accommodation for the Department's staff has greatly improved over the years and will soon be further enhanced with the completion, by the Office of Public Works, of a major new building development on the Marlborough Street site. This will allow all members of the Dublin-based staff to be accommodated in one location. The new development will be followed by a refurbishment of Tyrone House on the Marlborough Street site. Tyrone House dates from about 1740, and has some very fine architectural features. This project will not just replace sub-standard accommodation but will enhance and preserve our heritage buildings and will provide a valuable public amenity in a new public space at the centre of the development.

## Partnership

Under the terms of Partnership 2000 the Department in 1999 established new partnership structures involving management, unions and staff at all levels.

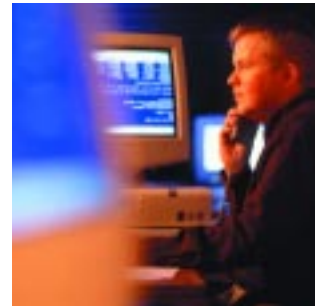




The objectives of partnership are to enhance the success of the organisation, to use the ideas, abilities and commitment of all staff in improving the organisation, to develop new arrangements for the discussion of issues affecting the organisation, and to improve the quality of the work environment.

The Partnership Committee is chaired by the Secretary General and has three sub-committees: Training and Development, Internal Communications and Business Planning.

An extensive programme of work has been embarked on with interim reports on the progress of each sub-committee presented to the Partnership Committee in late 1999. The partnership structures (in 2000) will be expanded to include planning and monitoring of the new performance management process.



## Staff Training and Development

The Department places great emphasis on developing and enhancing the capability of the organisation and its staff through a wide range of training and development programmes.

Knowledge sharing and improving organisational capability are the objectives of the networks for various grades of staff. The networks convene on a number of occasions throughout the year with the content and outcomes determined by the members and supported by the Department. This approach is further strengthened by regular meetings of the Senior Management Forum which includes senior managers in all disciplines and the Annual Conference of the Inspectors.



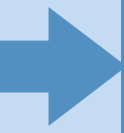
In addition to the above, a comprehensive formal training programme for grades up to and including middle managers was initiated in 1999. It involves customised training by external professional trainers and will extend into 2000 and beyond. The training is based in the Department. There is also an annual professional development programme for the Inspectorate and a structured induction programme for new inspectors.



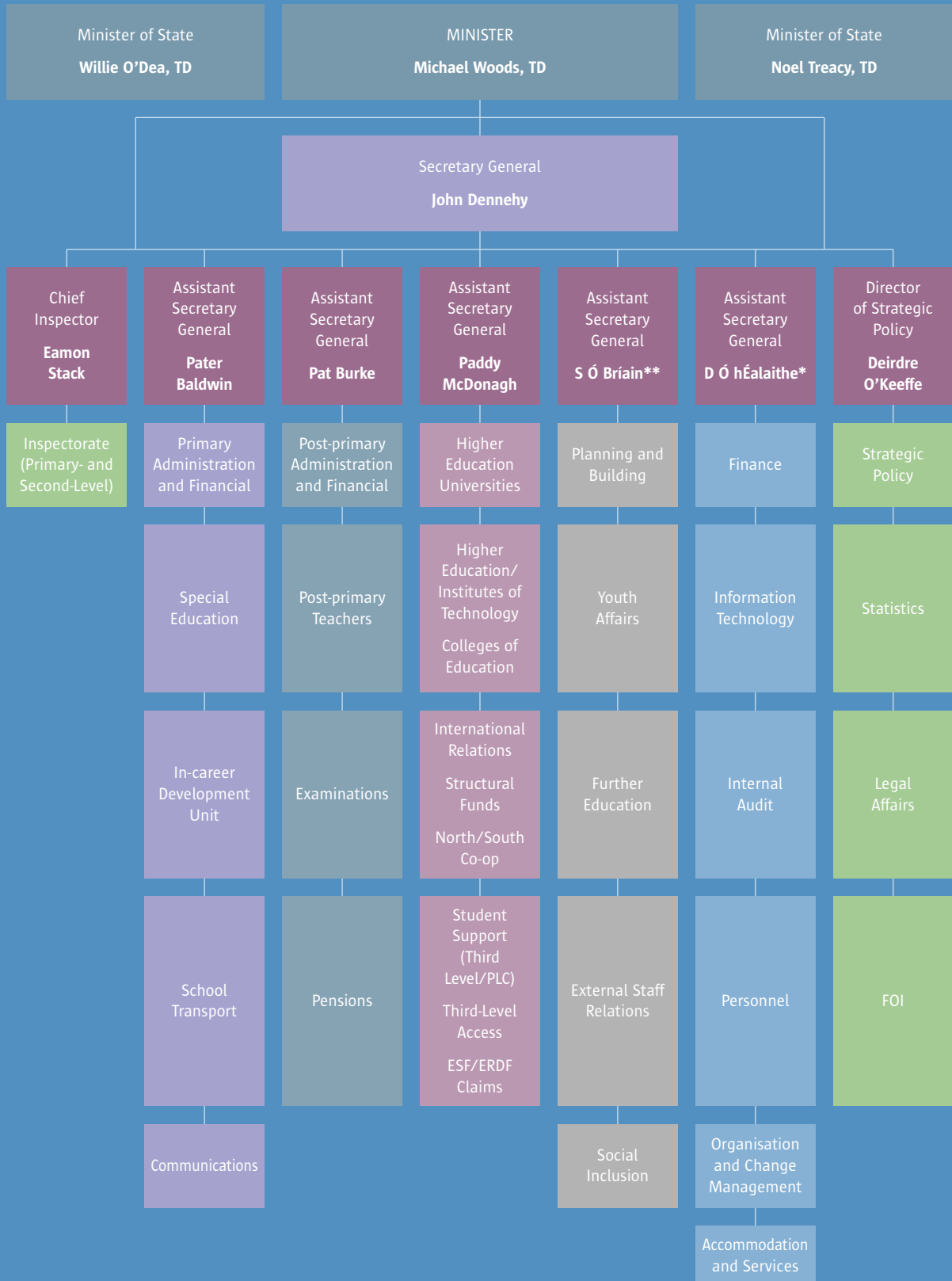
In 1999 a range of other training and development opportunities, including a heavy emphasis on Information Technology training, was put in place through a mixture of in-house and external providers. In all, over 3,000 days training were provided in the most ambitious formal staff training programme undertaken to date.

## Family Friendly Policies

In 1999 the Department continued to provide various flexible working arrangements for staff. Over 70% of staff work within the Flexitime Scheme which facilitates meeting the attendance requirement between 8.30 a.m. and 6.30 p.m subject to core time attendance between 10.00 a.m. and 4.00 p.m. Of the total staff some 23 were on career breaks and 110 members of staff, up to and including Principal Officer level, availed of job-sharing arrangements. The working patterns varied and included week on/week off and mornings only. It was also agreed that a term-time working scheme would be introduced in 2000. This facilitates parents and others with care responsibilities to take a period of time off during the school holidays.



# Department of Education and Science *Organisation of Functions*



\* D Ó hÉalaithe, Assistant Secretary retired on 15 August 2000.

\*\* S Ó Briain, Assistant Secretary retired on 2 October 2000.

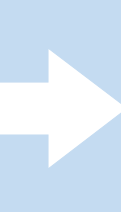


# Appendices

1	Legislative Developments in 1999	58
2	Publications 1999	59
3	Bodies under the Aegis of the Department	60
4	Contact Numbers	61







## Appendix 1

### Legislative Developments in 1999

#### *Education Act, 1998*

The Education Act, 1998, was enacted on 23 December 1998. The Act sets out, for the first time since the foundation of the State, a clear statutory framework for Irish education at first and second-levels. During 1999, there was considerable progress on the implementation of the Act and, by the end of 1999, 51 of the 59 sections of the Act had been commenced.

#### *Qualifications (Education and Training) Act, 1999*

The Qualifications (Education and Training) Act, 1999, was enacted in July 1999. The Act provides for the development of a national framework of qualifications, encompassing arrangements for access, transfer and progression for learners. A National Qualifications Authority of Ireland will be established under the Act, together with a Further Education and Training Awards Council and a Higher Education and Training Awards Council.

The setting up of the designate National Qualifications Authority of Ireland has been announced. The new Authority is being set up on an interim basis pending its establishment on a statutory basis as provided for in the Act. The task of the designate Authority will be to commence work on the establishment of a national framework of qualifications and to advise on and support the transition to the new certification system as provided for in the Act.

#### *Regional Technical Colleges (Amendment) Act, 1999*

The general aim of the Act is to provide for the establishment of the Institute of Technology, Blanchardstown, on a statutory basis. The Act placed the Institute within the Institute of Technology sector and provided for the application, to it, of the legislation which governs Institutes of Technology – the Regional Technical Colleges Acts, 1992 and 1994.

#### *Education (Welfare) Bill, 1999*

The Bill provides a framework within which issues relating to the educational welfare of children, including the causes and effects of non-attendance at school, can be addressed effectively.

#### *Teaching Council Bill*

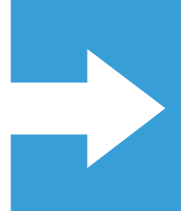
Drafting of the Teaching Council Bill commenced in 1999. The Bill will provide for the establishment of a self-regulating Teaching Council for first and second-level teachers. The Council will be an autonomous, statutory, self-regulating body, with the role of setting and promoting the highest professional standards for first and second-level teachers.

#### *Youth Work (Amendment) Bill*

Drafting of a Bill amending the Youth Work Act, 1997 commenced in 1999. The 1997 Act is largely inoperable as its provisions were, to a large extent, dependent on the establishment of education boards. As well as consolidating the Government commitment to establishing youth work on a sound statutory footing, the Bill will enhance youth work provision in a number of significant ways.

#### *Vocational Education (Amendment) Bill*

Drafting of the Vocational Education (Amendment) Bill commenced in 1999. The Bill will provide for new structures and accountability, management and financial procedures in order that each Vocational Education Committee can meet, in as effective and efficient a manner as possible, the needs of vocational education in the area which it serves.



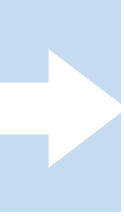
## Appendix 2

### Publications 1999

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

The following is a list of the most frequently requested documents published in 1999. These documents are available from the Communications Unit in the Department and/or from the Government Publications Sales Office, Molesworth Street, Dublin 2 Tel: 01 6476000.

<b>Name</b>	<b>Details</b>	<b>Source</b>
Strategy Statement	Strategy of Department – Implementation of the Public Service Management Act, 1997	Communications Unit
Brief Description of the Education System	Overview of the Education System in Ireland	Communications Unit
Customer Service Statement	Details of Department's services	Communications Unit
Directory of Contact Numbers 2000	Listing of sections in Department and in education sector with contact details	Communications Unit
Guide to Information	List of publications from Department and bodies under aegis of Department	Communications Unit
Annual Statistical Report 1997/98	Detailed statistical data	Government Publications Sales Office
List of National Schools	List of schools with contact details	Government Publications Sales Office
Rules and Programme for Secondary Schools	Rules and programme and syllabi for a range of subjects	Government Publications Sales Office
Revised Syllabi for the Junior Certificate and Leaving Certificate Examinations	Revised syllabi are published individually by subject	Government Publications Sales Office



## Appendix 3

### Bodies under the Aegis of the Department

**Advisory Council for English****Language Schools Ltd**

44 Leeson Place

Dublin 2

*Tel: (01) 6767374***Dublin Institute for Advanced Studies**

Burlington Road

Dublin 4

*Tel: (01) 6140100***Higher Education Authority**

Third Floor, Marine House

Clanwilliam Court

Dublin 2

*Tel: (01) 6612748***Institiúid Teangeolaíochta Éireann**

31 Plás Mhic Liam

Baile Átha Cliath 2

*Tel: (01) 6765489***International Education Board, Ireland**

IPC House, 35/39 Shelbourne Road

Dublin 4

*Tel: (01) 6144836***National Centre for Technology in Education**

Dublin City University

Larkfield Apts.

House 3

Dublin 9

*Tel: (01) 7008200***National Council for Curriculum  
and Assessment (NCCA)**

24 Merrion Square

Dublin 2

*Tel: (01) 6617177***National Council for Educational Awards (NCEA)**

26 Mountjoy Square

Dublin 1

*Tel: (01) 8556526***National Council for Vocational Awards (NCVA)**

Marino Institute of Education

Griffith Avenue

Dublin 9

*Tel: (01) 8531910***National Educational Psychological Service**

National Headquarters

Frederick Court

North Frederick Street

Dublin 1

*Tel: (01) 8892700***Royal Irish Academy of Music**

36 Westland Row

Dublin 2

*Tel: (01) 6764412***Royal Irish Academy**

19 Dawson Street

Dublin 2

*Tel: (01) 6762570/6764222*



## Appendix 4

### Contact Numbers

#### **Directory of Contact Numbers**

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

#### **Direct Dial Inward (D.D.I.)**

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

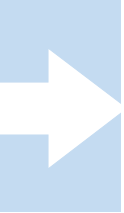
#### **Eircom Telephone Directories**

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

#### **Website**

The Department's Website may be accessed at <http://www.irlgov.ie/educ>





## Offices of the Department

**Department of Education and Science**  
**Marlborough Street**  
**Dublin 1**  
**Tel No: (01) 8734700**

**Department of Education and Science**  
**Hawkins House**  
**Hawkins Street**  
**Dublin 2**  
**Tel No: (01) 8734700**

**Department of Education and Science**  
**Irish Life Building**  
**Block 4**  
**Talbot Street**  
**Dublin 1**  
**Tel No: (01) 8734700**

**Department of Education and Science**  
**Irish Life Building**  
**Block 1**  
**Abbey Street**  
**Dublin 1**  
**Tel No: (01)8734700**

**Department of Education and Science**  
**Cornamaddy**  
**Athlone**  
**Co. Westmeath**  
**Tel No: (0902) 74621**

**Department of Education and Science**  
**Portlaoise Road**  
**Tullamore**  
**Co. Offaly**  
**Tel No: (0506) 21363**

## Units/Sections

Minister Michael Woods T.D.  
Minister of State Noel Treacy T.D.  
Secretary General and Assistant Secretaries General  
Chief Inspector and Inspectors  
Communications  
Corporate Services  
Freedom of Information  
Higher Education  
International Affairs  
North/South Co-operation  
Social Inclusion  
Strategic Policy Directorate  
Structural Funds

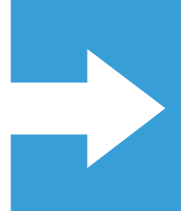
Minister of State Willie O’Dea T.D.  
In-Career Development  
Inspectorate  
Post Primary Administration  
Youth Affairs

Further Education

External Staff Relations  
Statistics

Examinations  
Post Primary  
Primary  
Registration Council Secretariat  
Special Education  
Teachers’ Pensions

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



## Regional Offices of the Inspectorate

Office of the Inspectorate  
Irish Life Buildings  
1A South Mall  
Cork  
Tel No: (021) 4906011

Office of the Inspectorate  
Model School  
O'Connell Avenue  
Limerick  
Tel No: (061) 315966

Office of the Inspectorate  
Floor 3  
Ross House  
Merchants Road  
Galway  
Tel No: (091) 568922

Office of the Inspectorate  
Kempton Promenade  
Bridge Street  
Sligo  
Tel No: (071) 43218

Office of the Inspectorate  
Government Offices  
The Quay  
Clonmel  
Co. Tipperary  
Tel No: (052) 26925

Office of the Inspectorate  
DVO House  
Kilrush Road  
Ennis  
Co. Clare  
Tel No: (065) 6824858

Office of the Inspectorate  
Government Buildings  
Letterkenny  
Co. Donegal  
Tel No: (074) 21421

Office of the Inspectorate  
Scoil Aonghusa N.S.  
Drogheda  
Co. Louth  
Tel No: (041) 9841648

Office of the Inspectorate  
1st Floor  
Weir Centre  
Bandon  
Co. Cork  
Tel No: (023) 41376

Office of the Inspectorate  
Hebron Road  
Kilkenny  
Tel No: (056) 23466

Office of the Inspectorate  
Moyderwell  
Tralee  
Co. Kerry  
Tel No: (066) 7127160







