

# Department of Education & Science Annual Report 2004

Department of Education and Science  
Marlborough Street  
Dublin 1

Phone: (01) 889 6400  
Website: [www.education.ie](http://www.education.ie)  
E-mail: [info@education.gov.ie](mailto:info@education.gov.ie)

December 2005



# Mission Statement

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

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

# High-Level Goals

**In pursuit of this mission, the Department has the following high-level goals:**

1. We will deliver an education that is relevant to individuals' personal, social, cultural and economic needs.
2. We will support, through education, a socially inclusive society with equal opportunity for all.
3. We will contribute to Ireland's economic prosperity, development and international competitiveness.
4. We will seek to improve the standard and quality of education and promote best practice in classrooms, schools, colleges and other centres for education.
5. We will support the delivery of education by quality planning, policy formulation and customer service.

# Activities

**Our mandate: In support of these high-level goals, the Department is engaged in a wide range of activities including:**

- Policy planning and review
- Quality assurance
- Human and financial resource allocation
- Planning and provision of education infrastructure
- Enhancing education through co-operation

# Contents

Mission Statement	2
High-Level Goals	2
Foreword from the Minister	4
Statement from the Secretary General	5
Key Education Statistics	7
Activities	11
<b>High Level Goal 1 - Meeting the needs of the individual</b>	11
We will deliver an education that is relevant to individuals' personal, social, cultural and economic needs	
<b>High Level Goal 2 - Supporting an inclusive society</b>	19
We will support, through education, a socially inclusive society with equal opportunity for all.	
<b>High Level Goal 3 - Contributing to economic prosperity</b>	28
We will contribute to Ireland's economic prosperity, development and international competitiveness	
<b>Focus - EU Presidency</b>	31
<b>High Level Goal 4 - Improving standards and quality</b>	34
We will seek to improve the standard and quality of education and promote best practice in classrooms, schools, colleges and other centres for education	
<b>Focus - New National Maritime College of Ireland Public Private Partnership Project</b>	42
<b>High Level Goal 5 - Developing our capacity to deliver</b>	44
We will support the delivery of education by quality planning, policy formulation and customer service	
<b>Appeals Processes</b>	49
<b>Appendix 1 - Organisation Chart for the Department</b>	52
<b>Appendix 2 - Bodies under the Aegis of the Department</b>	53
<b>Appendix 3 - Directory of Contact Details</b>	54
<b>Appendix 4 - NDP/CSF</b>	60



# Foreword by the Minister



I am delighted to publish the Annual Report of my Department for 2004. It was a notable year for the Department and for the education system. Ireland held the Presidency of the European Union from January until the end of June. During this period, a number of issues critical to the future of education strategies within the EU were advanced. Considerable progress was made on "Europass" - the development of a single framework for the transparency of qualifications and competencies throughout Europe. Another major development during Ireland's presidency was the successful adoption of the Joint Interim Report on the education and training elements of the Lisbon Strategy. Its objective is to make the European Union the most dynamic and competitive knowledge based economy in the world by 2010.

4

The very significant developments in education policy making at EU level reflect the importance of education to the social and economic well-being of all citizens. However, we must remember that while education is crucial to economic development, its primary purpose is to provide everyone with the opportunity to achieve their full potential:- as individuals and as members of society. This is at the core of the work carried out by my Department.

In 2004, we continued with the development of a wide range of social inclusion measures. The measures are intended to provide for equality of opportunity for people who would, otherwise, be unable to avail fully of the education system. The particular challenge is to integrate these measures in such a way that they are delivering real and verifiable improvements. Preparatory work in 2004 on the integration of social inclusion measures culminated in 2005 in the publication of 'The Department's Action Plan on Disadvantage'. Delivering on social inclusion measures remains a priority for my Department.

We also continued to make progress in providing for children with special needs. The establishment of the National Council for Special Education in January 2004 and the appointment of Special Education Needs Organisers will ensure that services can be put in place promptly when a child has been identified with a special educational need.

This Annual Report charts the continued progress made towards the achievement of the high-level goals set out in our Statement of Strategy 2003-2005. On behalf of myself, my colleague Noel Dempsey who was Minister for most of 2004, and my Ministerial colleagues, Síle De Valera and Brian Lenihan, I would like to express my appreciation to all the staff in the Department for their continuing efforts in working towards realising our high-level goals.

Mary Hanafin, T.D.

*Minister for Education and Science*

# Statement from the Secretary General



I am pleased to present the 2004 Annual Report of the Department of Education and Science and to report on progress made in achieving the objectives set out in the Statement of Strategy 2003 -2005.

Since the publication of the Cromien Report in 2002, the Department has implemented a programme of considerable structural change. There were further major developments in 2004 including the appointment of Special Education Needs Organisers to the National Council for Special Education. By the end of 2004, nine of the Department's ten regional offices were in place providing the general public with a local point of Department information and advice. The establishment of the Teaching Council was further advanced with the election of members in 2004.

The challenge facing the Department is to ensure that the main objectives of the structural reform programme are realised, i.e., the improvement of the policy and evaluation capacity of the Department as well as the continued improvement of service delivery. There were notable improvements in service delivery in areas such as Payroll and the School Planning and Building area. Initiatives such as the Summer Works Scheme give schools the autonomy to undertake and manage small scale building works and have been welcomed by school managers.

The Government's decentralisation programme was announced in December 2003. In 2004, work began on the implementation plan for the decentralisation of the Department's offices to Athlone and Mullingar. Throughout the decentralisation planning and implementation, the Department will work to ensure that core education policy objectives are met and quality customer services maintained.

With the EU presidency during the first 6 months of 2004, there was an enormous level of commitment required from staff who worked hard to promote the position of Ireland as central to the development of international education policy. The 2004 Annual Report carries a feature on the work carried out during the EU presidency. The report also points to the continued progress across all areas of the Department in achieving the high-level goals set out in the Statement of Strategy. I would like to thank the staff in the Department for their commitment and for their contribution to the progress made in 2004.

Brigid McManus  
*Secretary General*



AN ROINN | DEPARTMENT OF  
OIDEACHAIS | EDUCATION  
AGUS EOLAÍOCHTA | AND SCIENCE

# Key Education Statistics

## The changing environment of education



The provision of quality education contributes towards personal fulfilment and social cohesion as well as cultural and economic development.

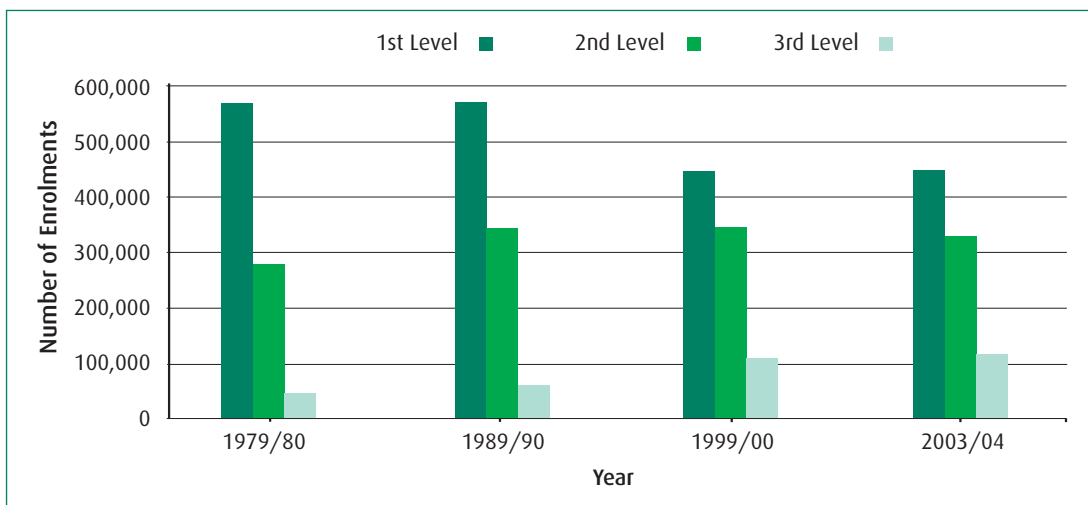
### Changing demographics

Between 1979/80 and 2003/04, the number of students at each level changed dramatically. At primary level, the number decreased by 18%, to reflect the changing demography in Ireland. At second level, the number increased by 16% reflecting the increased participation rate in post-compulsory education, while at third level the number more than tripled from over 37,000 to almost 134,000.

At primary level, enrolment declined up to 2000/01 but has increased again each year since then. Based on recent birth data, this increase is set to continue for at least the next 13 years and enrolment may possibly reach the 1979/80 figures at the end of this period. At second level, enrolment increased up to 1996/97 and has declined since then. This decrease is set to continue until 2007/08 but enrolment should begin to increase again after this, in line with the increase in primary enrolment.

At third level, enrolment has been constantly increasing and this trend is expected to continue into the near future.

Total Full-time Enrolments by Level (Aided)



## International Comparison – EU Benchmarks

In May 2003, the European Council set 5 benchmarks in exemplary areas of education policy. Targets for 2010 are:

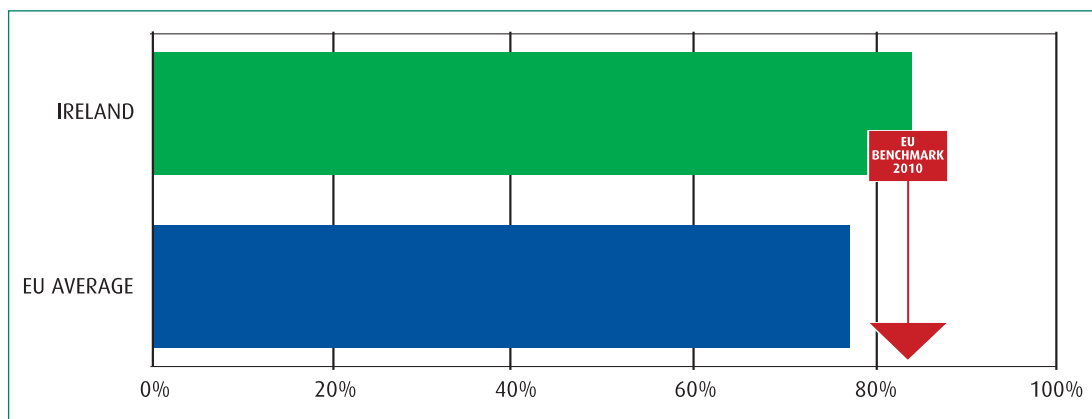
- At least 85% of 22-year-olds in the EU should have completed upper-secondary education.
- The percentage of low-achieving 15-year-olds in reading literacy in the EU should have decreased by at least 20% compared to the year 2000.
- The total number of graduates in mathematics, science and technology in the EU should increase by at least 15%, while at the same time the level of gender imbalance should decrease.
- The EU average level of participation in lifelong learning should be at least 12.5% of the adult working age population (25-64 age group).
- The EU average rate of early school leavers should be no more than 10%.

## Educational Attainment of Population

### Percentage of population aged 20-24 that has completed at least upper secondary education

Completing upper-secondary education (Leaving Certificate or equivalent) is increasingly important not just for successful entry into the labour market, but also to allow students access to the learning and training opportunities offered by higher education. The present level for the EU is 76.7% while that for Ireland is 85.3%, just above the EU Benchmark for 2010.

### Percentage of Population Aged 20-24 that has completed at least Upper Secondary Education (2004)

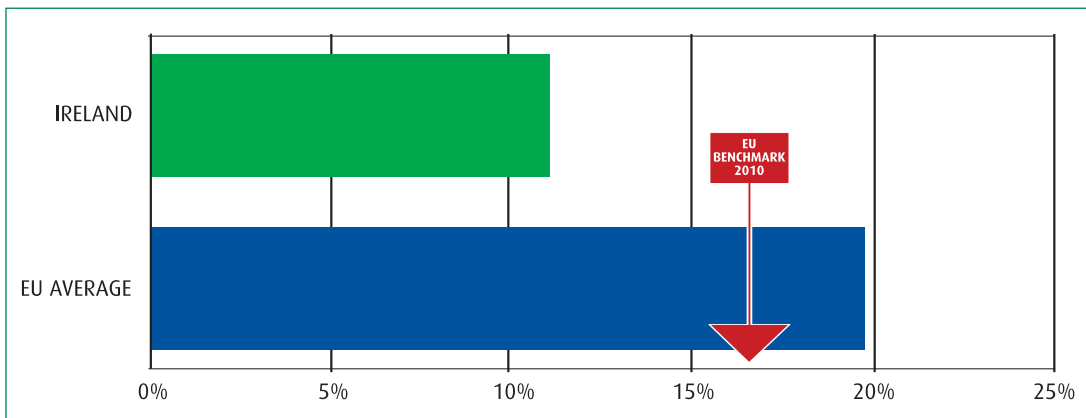




## Percentage of pupils with reading literacy proficiency

All individuals need a core set of competencies and skills for employment, social inclusion, lifelong learning and personal fulfilment. The latest data, from 2003, show that 19.8% of 15-year-old pupils in the EU countries participating in the OECD PISA survey were found to be low achievers in reading literacy, compared to the EU Benchmark for 2010. Ireland was the 2nd best performing EU country with only 11% of 15 year olds categorised as low achievers.

### Percentage of Pupils with Low Reading Literacy Proficiency (level 1 and lower) in the PISA Reading Literacy Scale (2003)

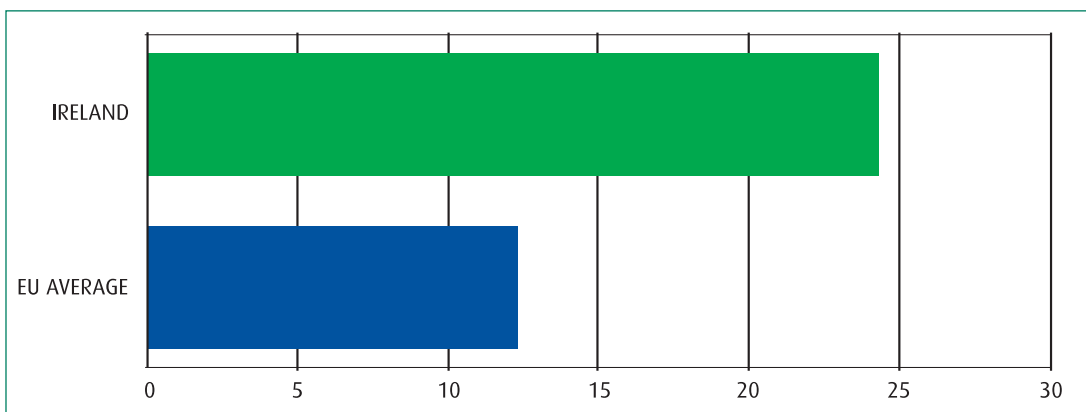


9

## Number of Tertiary Graduates in Maths, Science and Technology

An adequate supply of scientists is crucial for a knowledge-based economy. The average number of tertiary graduates in mathematics, science and technology per 1000 of population aged 20-29 in the EU was 12.2 in 2003. Ireland is the EU leader with 24.2 graduates per 1000 of population in this age group.

### Number of Tertiary Graduates in Mathematics, Science and Technology per 1000 Inhabitants Aged 20-29, 2003

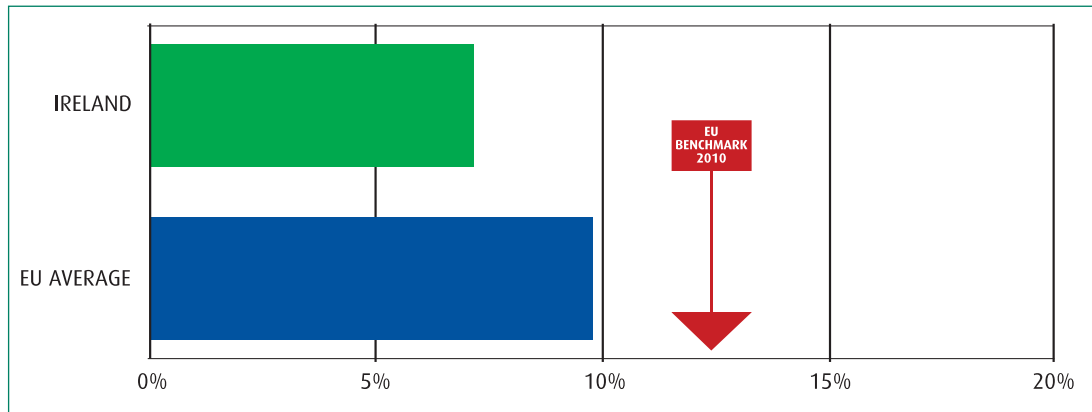


## Percentage of population aged 25 - 64 participating in education and training

In a knowledge society, individuals must continuously update and complement their knowledge, competencies and skills for personal and professional development. The Labour Force survey in 2004 showed that, in the EU, the average percentage of the population aged 25-64 participating in education and training is 9.9%.

Ireland's percentage is 7.2%. Both figures are below the EU Benchmark for 2010 of 12.5%.

### Percentage of the Adult Population Aged 25-64 Participating in Education and Training



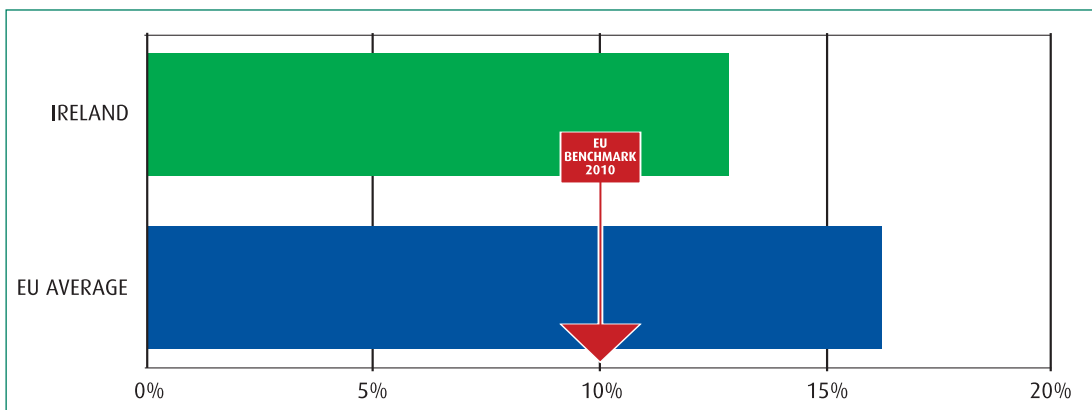
10

## Percentage of population aged 18 - 24 with at most lower secondary education and not in education or training

Encouraging young people to participate in post-compulsory education is vital for their social and labour-market integration, since those who leave school without qualifications are in danger of being left behind in today's increasingly competitive society.

The average rate of early school leaving in the EU is still high but decreasing steadily. In 2004, the EU average was 15.7%, while the figure for Ireland was 12.9%. However, both figures are still in excess of the EU Benchmark for 2010 of 10%.

### Percentage of Population Aged 18-24 with at most Lower Secondary Education and not in Education or Training



# High Level Goal 1

## Meeting the Needs of the Individual

We will deliver an education that is relevant to individuals' personal, social, cultural and economic needs.



### Objective 1.1

We will support the development and provision of quality early childhood education in line with the strategy set out in the White Paper on Early Childhood Education, Ready to Learn.

The Centre for Early Childhood Development and Education (CECDE) was set up to develop and co-ordinate early childhood education and to advise the Department on related policy issues. In 2004, the CECDE compiled an audit report, *On Target? An Audit of Provision of Services Targeting Disadvantage and Special Needs Among Children from Birth to Six Years in Ireland*. This report provides baseline data to support the further development of services.

#### Policy Development

*Towards a Framework for Early Learning* is a consultative document produced collaboratively by the National Council for Curriculum and Assessment and the CECDE. It focuses on learning through early childhood from birth to six years. Consultation with stakeholders was completed in December 2004. The objective is to reach consensus on a national framework for early education.

The OECD Review of Early Childhood Education and Care policy in Ireland was launched in September 2004. It makes a number of recommendations across the key areas of access, quality and co-ordination.

#### Pre-School Programmes

Pre-school programmes, for pupils who are most at risk in areas of social disadvantage, provide an educational programme to enhance their overall development, prevent school failure and offset the effects of social disadvantage. In 2004, there were 1,680 pupils enrolled in 40 schools under the Early Start Programme.

There are 46 special Traveller pre-schools catering for approximately 500 Traveller children. Traveller pre-schools were established largely through voluntary effort and later came to receive support from the Department of Education and Science, Department of Health and Children, voluntary and charitable organisations.



### Objective 1.2

We will enable schools at primary and second level to deliver a high quality education by providing a comprehensive range of provision, including financial, staffing and curricular supports.

The Department provides support and assistance to primary and second level schools and VECs (Vocational Education Committees). In addition to addressing demand for teaching and financial resources and curricular and other supports, we promote improvements in organisational structures and efficient and effective delivery of educational services. We also provide an ongoing programme of in-service training and professional development for teachers and other stakeholders in education.

### Financial Supports

#### Education and Related Expenditure

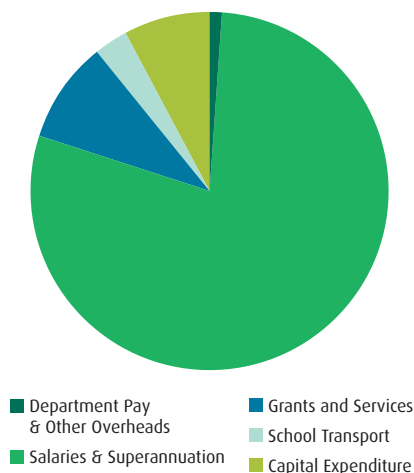
€6.6 billion was provided for the education sector in 2004. The major part of this funding, representing 97% of the overall total, is for three major education

programmes - First Level, Second Level and Third Level Education. The balance is provided for a number of smaller programmes relating to non-school services which include residential schools redress, youth and cultural activities.

The following tables detail expenditure by principal programme of expenditure.

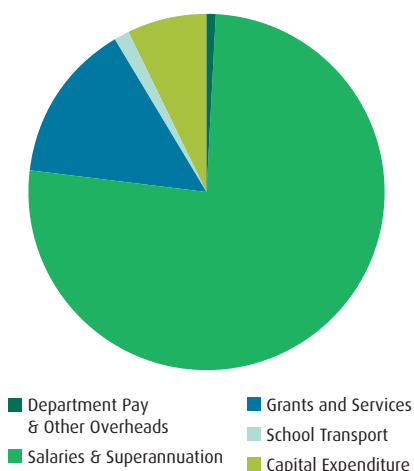
First Level	€m
Department Pay & Other Overheads	29.7
Salaries & Superannuation	1,907.3
Grants and services	222.4
School Transport	70.8
Capital Expenditure	185.7
<b>Total First Level</b>	<b>2,415.9</b>

First Level

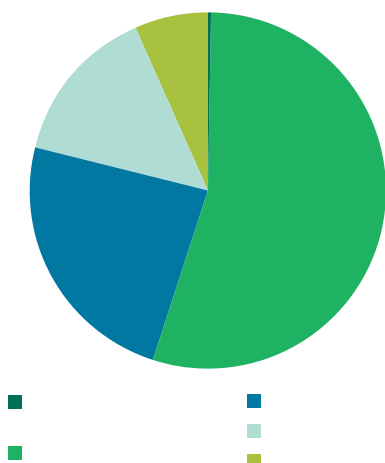


Second Level	€m
Department Pay & Other Overheads	25.0
Salaries & Superannuation	1,875.3
Grants and services	354.1
School Transport	39.0
Capital Expenditure	171.2
<b>Total Second Level</b>	<b>2,464.6</b>

Second Level



Third Level	€m
Department Pay & Other Overheads	6.0
Salaries	822.7
Grants and services	360.2
Student Support	218.4
Capital Expenditure	96.7
<b>Total Third Level</b>	<b>1,504.0</b>



### Current Expenditure at Constant 2004 Prices

The current expenditure per primary pupil (at constant 2004 prices) more than doubled between 1994 and 2004, increasing from €2,253 to €5,000. At second level it almost doubled, increasing from €3,557 per pupil to €6,788 per pupil. At third level, the expenditure per student, increased from €6,766 to €8,914 over the same period.

### Payroll Service

The Department provides a salary payroll service to over 60,000 current or retired school staff. There were a number of new developments in 2004 including:

- 500 caretakers and clerk typists employed in primary and second level schools are now paid through the Department's payroll service. This replaces a cumbersome manual process.
- A compulsory superannuation scheme was set up for Special Needs Assistants employed in the primary school system. Pension deductions started in April 2004. The scheme is effective from December 2001.
- Retired teachers in primary, secondary and community/comprehensive schools changed from a monthly to a fortnightly payroll in June. All payrolls are now on a fortnightly basis.

### Staffing of Schools

#### Supply of Primary Teachers

In recent years, a large number of new posts have been created in response to initiatives to reduce class size, to cater for pupils in disadvantaged areas and to provide for those with special educational needs. This has meant an increased demand for trained primary teachers. In 2004, the total intake to the Colleges of Education was 1,280. This was made up of 1,000 students on the 3-year undergraduate course and 280 students on the 18-month post-graduate course. Overall, there were some 3,500 students in the colleges in 2004.

In 2004, there were just under 400 graduates on the Graduate Diploma in Primary Education in Hibernia College.

There were 26,100 teaching posts in primary schools in December 2004. The pupil teacher ratio for the school year 2004/05 was 17.21:1 (Total number of pupils: teachers).

### Scrúdú le hAghaidh Cáilíochta sa Ghaeilge

Primary teachers, trained outside the State, are provisionally recognised for a period of five years pending attainment of the Irish language qualification – Scrúdú Cáilíochta sa Ghaeilge (SCG). Prompted by a review of the SCG, a language syllabus and an examination handbook were published in 2004. Candidates have to pass all four modules of the SCG within a five-year period starting when provisional recognition is granted. Candidates also have to attend an approved three week-long Gaeltacht course. In 2004, over 300 people sat for one or more of the four modules.

### Supply of Second Level Teachers

There were 25,609 whole time equivalent (equivalent to full time teaching posts) teachers in the second level system in the 2004/05 school year. The pupil teacher ratio in this sector is now 13.53:1.

### Election of Staff and Parent Representatives to Vocational Education Committees

The first direct elections of staff and parent representatives to VECs were held on the 8th October 2004, under the terms of the *Vocational Education (Amendment) Act, 2001*.

VEC staff and parents/guardians of students under 18 who are registered in a recognised VEC school or centre for education, may elect 2 members, one male and one female, to each of the 33 VECs.

This is the first time that representatives of parents, VEC staff and other relevant community interests have the opportunity to serve on the same basis as elected local authority members on VECs.

## Curricular Developments and Training Supports

### Curricular Developments and Training Supports

The Department is responsible for three inter-related aspects of teacher education and development: pre-service education, induction/in-service training and continuous professional development. Pre-service education is provided through the Colleges of Education and Universities. In-service training is delivered through a national network of Education Support Centres. The different programmes include:

- Induction programmes for newly qualified teachers
- National in-service training following the development of new or amended curriculum areas
- National support services for subject areas and for Junior and Senior Cycle programmes
- Areas such as school development planning and special needs.

In 2004, there were an estimated 80,000 participants on courses.

### Primary Curriculum Support Services

The implementation of the revised primary school curriculum is supported by a dedicated Primary Curriculum Support Programme team. As well as a comprehensive programme of in-career development, there is an ongoing support service, provided by Cuiditheoirí, who provide school based support on a regional basis. Following a review and consolidation year in 2003, training in the revised primary school curriculum resumed with Music and PE in 2004/2005.

### Second Level Support Services

At post primary level, a Second Level Support Service provides ongoing post-implementation support in a number of subject areas: Transition Year Programme, Leaving Certificate Vocational Programme, Leaving Certificate Applied, Leaving Certificate English, Physics and Chemistry, Junior Certificate School



Programme and Civic Social and Political Education. The support services for Biology, Home Economics and Junior Certificate Mathematics completed the intensive national in-service programme in 2004 and a limited level of support has been maintained.

National programmes of in-service continued during 2004 in the revised post primary curricular areas of Leaving Certificate History and Geography, Junior Certificate Science, Physical Education and Religious Education.

The support services at both primary and post primary levels are staffed by teachers, seconded on a full-time basis for a specified number of years.

### Special Needs Training

The Special Education Support Service was established in September 2003, to deliver in-service training and support to schools on a nationwide basis.

There has been a major expansion of induction programmes for newly appointed resource teachers in four teacher training colleges.

The postgraduate SEN programme for teachers (Special Education general, Autism and Masters in SEN) has been expanded from September 2004 involving four Teacher Training Colleges and University College Dublin. The number of funded places available has risen from 25 in 2000 to 160 in 2004.

### Leadership Development for Schools

Leadership Development for Schools is a National Programme established to promote school

leadership. The Programme is based in Clare Education Centre, in Ennis. In 2004, the main focus was the Misneach programme for newly appointed Principals at primary and post primary levels.

### Child Protection Guidelines for Post Primary Schools

Child Protection Guidelines for Post Primary Schools, produced in consultation with the Education partners, were issued to schools in 2004, replacing the 1992 guidelines. The Guidelines set out clear procedures for teachers and other school staff who suspect or are alerted to possible child abuse. A Designated Liaison Person, who is a senior member of the school staff, liaises with outside agencies and is a resource person to any staff member or volunteer who has child protection concerns. A programme of in-service training for Designated Liaison Persons started in November 2004.

### Guidance Enhancement Initiative

This programme was introduced in 2001, for a period of three years, to support second level schools in developing innovative ways of enhancing guidance under three strands:

- assisting schools to combat early school leaving
- promoting the uptake of science subjects in senior cycle
- developing links between schools, business, voluntary, state and local agencies.

A total of 50 whole time equivalent posts were allocated to schools in 2001/2, benefitting 103 schools. In 2004, the programme was extended for a

further two years. There are now 181 participating schools, attracting a total of 80 whole time equivalent posts.

## School Transport Service

The School Transport Scheme provides a service each day of the school year to approximately 138,000 pupils including almost 8,500 children with special needs. Over 3,000 vehicles are used on 5,750 routes to primary and second level schools. Bus Eireann operates the Scheme on behalf of the Department. At second level, the Chief Executive Officers of the VECs assist Bus Eireann by acting as Transport Liaison Officers.

### Objective 1.3

We will manage, monitor and resource a range of initiatives aimed at supporting children with special needs and develop a comprehensive, efficient and effective service which reflects best international practice.

## National Council for Special Education

The National Council for Special Education was established by Ministerial order in late 2003. Its main roles are to:

- Carry out research and provide expert advice to the Minister on the educational needs of children with disabilities and the provision of related services
- Provide a range of services at local and national level in order that the educational needs of children with disabilities are identified and provided for
- Coordinate with health authorities, schools and other relevant bodies on the provision of education and related support services to children with disabilities.

The Council will act under the broad policy direction of the Minister but will have the resources and the remit to play the leading role in the delivery of education services to children with disabilities.

Throughout 2004, the Council continued the process of putting its operational structures in place and recruiting the staff required to operate effectively. By the end of 2004, the Council had 71 Special Educational Needs Organisers (SENOs) in place who were located throughout the country. Placing organisers in the locality will enable them to work with the parents and the schools and to co-ordinate services on a local level.

The Council has 18 administrative and executive staff in place in its headquarters in Trim, Co. Meath.

## Special Education Provision

Education for children with special educational needs is provided in a variety of settings. In addition to supported provision in mainstream classes, placement may also be made in special classes and units and in special schools. Pending such a placement, arrangements can also be made for tuition in the child's home. Where appropriate for the individual child, integrated provision with necessary supports is the preferred choice of most parents. For children for whom mainstream provision is not appropriate, placement may be made in one of the 108 special schools and the 654 special classes and units located throughout the country.

Further progress was made in 2004 in the allocation of resources for children with special educational needs. In 2004, there were more than 2,600 resource teachers and 1,500 learning support teachers in mainstream primary schools dealing with children with such needs. In addition, there were more than 1,000 teachers in special schools and a further 600 teachers in special classes. Furthermore, there were 5,250 special needs assistants in schools compared to just 300 only six years ago. More than €30m was spent on school transport for special needs students and more than €3m was spent on specialised equipment and materials.

At post primary level, resources are allocated to the school in response to an application, usually for a





number of children with different needs. The schools deploy these resources having regard to the needs of the children concerned. This might involve supported provision in mainstream classes or placement in a special class depending on the pupil's assessed need.

In 2004, there were 1,388 resource teachers, 528 learning support teachers and 620 special needs assistants working with children with special needs at post primary level.

#### **Home Tuition Service and July Education Programme**

The Home Tuition Service is intended to provide compensatory instruction to pupils who have a continuing medical condition that is likely to severely disrupt their attendance at school. The scheme is also used to fund the July education programme, which involves the extension of education programmes through the month of July, in schools catering for pupils with autism and severe/profound general learning disabilities. A total of 54 schools participated in the programme in 2004 and they received a special rate of capitation funding. Funding is also available for school transport and escort services for these pupils. There are approximately 1,000 children availing of the home tuition scheme at an annual cost in excess of €5.3m.

## **National Educational Psychological Service (NEPS)**

NEPS was first established in 1999 to provide an educational psychological service to primary and post primary schools. The service is now available in 650 post primary schools and 1,700 primary schools. It means that 60% of all mainstream schools and 74% of pupils now have access to the full psychological service provided by NEPS. Schools that do not have access to a full service can commission psychological assessments from private practitioners under a scheme administered by NEPS.

The main focus of NEPS is on early intervention with pupils and staff in schools in order to maximise pupil potential, to combat school failure and to avoid acute crises for children and young people. The aim is to deliver a balanced service using a consultative, problem-solving approach to both the difficulties of individual students and to the needs of schools. The use of the consultative model means that psychological advice and expertise can be made available to many more children than could be reached by engaging solely in individual casework.

The consultative model works in stages. At level 1, the classroom support level, the class teacher and parent share concerns and put in place a plan to address them. If concerns remain after an agreed period, the class teacher may consult school support staff and sometimes NEPS. This second level is referred to as school support level 2. At these first two levels, the NEPS response is usually indirect, consisting of advice to teachers and parents on how

to assess needs and/or on strategies which can be provided by the school and the parents working together. Sometimes, some in-service work on particular approaches is provided. It is only when school-based assessment and intervention strategies have proved insufficient that a formal referral is made to NEPS for involvement with an individual child. This is now referred to as School Support Plus.

Responding to critical incidents is an important element of the psychologist's work in schools. In the 2003/2004 school year, over 40 psychologists were involved in responding to 60 critical incidents. This involved:

- helping school management to mobilise the school and its resources and to access other support systems in the immediate aftermath of an incident
- identifying students at risk who are in need of support
- assisting staff to support students, including dealing with any personal reactions of their own.

An advice and information pack for schools on responding to critical incidents was published and issued to all schools in 2004.

NEPS also carry out a wide range of functions that includes working with the National Council for Special Education, the National Educational Welfare Board and the State Examinations Commission. The full range of the work and caseload of NEPS is described in its own reports.

## High Level Goal 2 Supporting an Inclusive Society

We will support, through education, a socially inclusive society with equal opportunity for all.



Education plays a fundamental role in providing full access to life chances and in breaking the cycle of disadvantage. Measures under the *National Action Plan against Poverty and Social Exclusion 2003-05* and the special initiative on *Tackling Educational Disadvantage: Literacy, Numeracy and Early School Leaving* in *Sustaining Progress* continued to be rolled out during 2004. A wide ranging review of existing programmes was also underway to identify how to best meet the needs of those most at risk of educational disadvantage.

### Objective 2.1

We will contribute, through education, to the implementation and development of the Government's Social Inclusion Policy and continue to provide and review targeted support programmes for children experiencing or at risk of educational disadvantage and early school leaving.

### Tackling Educational Disadvantage

Measures in 2004 for tackling educational disadvantage included the expansion of adult literacy programmes and the Back to Education

Initiative. Remediation programmes for children with literacy problems were also extended. The rollout of services under the National Educational Welfare Board continued, with priority being accorded to disadvantaged communities. The National Office for Equity of Access to Higher Education was fully operational as of February 2004 and took over the administration of a number of access measures from the Department. Implementation of priority areas under the National Youth Work Development Plan and work on the development of a Traveller Education Strategy also continued during the year.

The Department provided over €540m in 2004 for programmes specifically designed to tackle educational disadvantage.

#### Educational Disadvantage Committee

The Educational Disadvantage Committee is an independent statutory body established in March, 2002 under the *1998 Education Act*. In 2004, the Committee published a submission to the Minister on *Priority areas for action with the Adult and Community Education Sector*. The Committee also has an advisory role in the development of a five-year Traveller Education Strategy.

#### Absenteeism and Early School Leaving

The *Education (Welfare) Act, 2000* provides a comprehensive framework for promoting regular school attendance and for tackling the problems of absenteeism and early school leaving. The National



Educational Welfare Board (NEWB), established under the Act, is the single national body with responsibility for school attendance.

In March 2004, the NEWB issued an information leaflet to 330,000 families and 4,000 schools. This outlined the role that parents and guardians play in ensuring their children do not miss out on education and training and also gave information about the Board. The NEWB carried out its first assessments of children being educated in places other than in recognised schools and carried out a survey on the levels of school attendance for the school year 2003/2004. In December 2004, the powers and duties conferred on the Minister by the *Education (Welfare) Act, 2000* were delegated to the Minister of State, Mr. Brian Lenihan TD.

### Giving Children an Even Break

The aim of the Giving Children an Even Break Programme is to tackle educational disadvantage in selected primary schools. These schools were identified for inclusion in the Programme by an Educational Research Centre survey.

No. of schools participating	No of posts
2345	240 teaching posts 79 Rural Co-ordinators

### The School Completion Programme

The School Completion Programme is based on an integrated cross-community approach to tackling educational disadvantage, involving primary and post primary schools, parents, communities and relevant statutory and voluntary agencies. Its objective is to provide a range of interventions in

areas of disadvantage that support the retention of young people in education. The initiative is focussed on young people between the ages of 4 and 18 years and is funded on a multi-annual basis under the National Development Plan with assistance from the European Social Fund.

At second level, 53 schools involved in the Stay in School Retention Strand of the School Completion Programme, continued to be funded for the 2004/2005 school year.

No. of Schools Participating	No. of Posts	No. of Pupils
300 Primary	One National Co-ordinator	17,000
112 Post Primary	4 Assistant National Co-ordinators 82 Local Co-ordinators	

### The Home School Community Liaison Scheme

This scheme is a key element of the Department's strategy in tackling educational disadvantage at both primary and post primary level. A co-ordinator is assigned to a school or a group of schools and works with school staff, parents and community agencies to address the educational needs of children at risk of educational disadvantage.

No. of schools participating	No of posts
279 Primary	172 Co-ordinators
195 Post Primary	194 Co-ordinators

## Traveller Education

The National Education Officer for Travellers identifies the educational needs of Travellers, provides advice on policy and educational provision and has been working towards the full integration of Traveller pupils. The Educational Disadvantage Committee established under the *1998 Education Act*, also has an advisory role in the development of Traveller Education Strategy.

In 1992, it was estimated that 30% of Travellers were receiving their primary education in segregated special classes. The decision to phase out segregated provision was supported by the recommendations of the 1995 Task force on the Travelling Community and in the 1995 White Paper *Charting our Education Future*.

With the closure of the special classes unit in Ennis at the end of the 2004 school year, the last of the segregated special classes for Travellers attached to primary schools is now closed. The teaching of Traveller pupils in an integrated setting is further supported by over 500 resource teachers.

### Visiting Teacher Service for Travellers

This service employs 40 teachers throughout the country. The aim of the service is to give Traveller parents, their children and schools the opportunity to work together to maximise participation by Travellers in the education system and to promote intercultural education for all.

### Provision for Travellers in Post Primary

Post primary schools are provided with an additional 1.5 ex-quota teaching hours per week for each Traveller student enrolled. A supplementary capitation grant is also available.

## Data on Literacy and Numeracy

### Primary

In 2004, the Educational Research Centre published a report on the reading habits and levels of over 6,500 pupils in first, third and sixth classes in 94 disadvantaged schools.

The report, *Reading Literacy in Disadvantaged Primary Schools*, establishes baseline literacy data and illustrates the challenges in tackling literacy difficulties. Previous research had shown that about 10 per cent of children in our schools have serious reading difficulties. However, this research shows that the number of children in disadvantaged schools with serious reading difficulties is between 25 and 30 per cent. Factors affecting literacy levels include school attendance, the number of times a child has been read to and the amount of classroom time spent on reading.

National assessments of literacy and numeracy in primary schools were completed in 2004 and the reports of the findings will be available in 2005.

### Post Primary

The Programme for International Student Assessment (PISA) is a collaborative project of the member states of the OECD. Its purpose is to assess how well 15 year olds are equipped for future participation in society and in the workforce. Its focus is on assessment of key skills. On the PISA reading literacy scale, Ireland's 15 year olds are ranked 6th out of 29 OECD countries. This reading literacy scale is divided into five levels of proficiency. Students who achieve at Level 5 (the highest level) are capable of completing the most complex reading tasks on the PISA assessment, such as working with dense text, and making high-level inferences.

Students who achieve at Level 1 (the lowest level) are most likely to succeed only on the more basic reading tasks developed for PISA, such as locating a single piece of information in an elementary level text. Ireland is the 2nd best performing EU country in terms of the percentage who achieve at Level 1. However, 2.7% of Irish students failed to demonstrate even the most basic reading literacy skills assessed in PISA and a further 8.3% scored only at the lowest level assessed.

## Literacy Measures

Achieving literacy is a crucial objective of education. Unless children reach adequate literacy standards,



they are unable to fully avail of our education system. A number of programmes are in place to remediate literacy and numeracy problems among children.

### Reading Recovery Programme

The Reading Recovery intensive remediation model is operating in 85 primary schools (51 in Monaghan, 34 in Dublin). Implementation of this intensive remediation programme in severely disadvantaged primary schools is aimed at assisting children who are having difficulty learning to read and write. Three additional Reading Recovery Teachers commenced training in 2004.

### First Steps

The First Steps programme offers primary teachers an accurate means of assessing and monitoring childrens competencies and progress in reading, writing, spelling and oral language. It then links this assessment to appropriate classroom-based activities and strategies to ensure that steady progress is made and maintained throughout the primary years. Initially, training was provided for teachers from selected disadvantaged schools but the programme has now been extended to all primary schools in the country.

### Summer Camps

Summer camps are funded by the Department to help with literacy difficulties through the medium of

the arts. The project, "Exploring Pathways to Literacy through Arts Activities" emphasises fun learning through activities such as art, drama, music, P.E. and dance, but accommodates learning goals associated with reading, literacy, writing and thinking skills. Groups of 40 children ranging in age from 7 to 11 took part in camps in 20 different locations around Ireland. A key feature of these summer camps is that the pupils are taught by qualified primary teachers from their own school, in a pupil/teacher ratio of 10:1.

### Junior Certificate School Programme Literacy Strategy

Where there is a high concentration of students with literacy difficulties, schools are encouraged to put in place a school literacy development plan. This encompasses short term interventions with students and the fostering of a reading culture throughout the school. In 2004, work continued on research projects in 10 schools to measure the effectiveness of this whole school approach.

## RAPID/CLÁR

Programmes such as RAPID (Revitalising Areas by Planning, Investment and Development) and CLÁR (Ceantair Laga Árd-Riachtanais) have educational components. The Department is represented on the RAPID National Monitoring Committee and reports on progress to the National Monitoring Committee.

## Children Detention Schools

The Department has responsibility for the provision of residential services for children up to age 16 years who have been convicted or placed on remand by a court. There are five special schools under the aegis of the Department providing such services. These schools will become known as Children Detention Schools following the implementation of the *Children Act 2001*. They operate in accordance with the *Criteria and Standards for Children Detention Schools* developed and published in 2002 and updated in 2004.

### Objective 2.2

We will promote the development of a high quality inclusive further education and vocational training system for young people and adults, which is relevant to social and economic needs.

The White Paper on Adult Education *Learning for Life (2000)* and the *Report of the Taskforce on Lifelong Learning (2002)* set out a framework for the development of further education and adult learning provision in the context of lifelong learning policies. In 2004, the Educational Disadvantage Committee published a submission to the Minister on *Priority areas for action with the Adult and Community Education Sector*.

In 2004, the Department continued to fund a number of adult and further education programmes.

## Adult Education Programmes

### Adult Literacy/Community Education

Adult Literacy programmes involve the provision of basic education, including reading, writing and numeracy skills, to adults whose skills are

inadequate for functional participation in everyday life.

In 2004, the Department continued to provide funding to VECs, the main providers of literacy services, to support further development and expansion. Through funding to the National Adult Literacy Agency, the Department also supported the in-career development needs of teaching staff involved in the delivery of the VEC Adult Literacy Service.

Student Numbers	2004 Expenditure
33,873	€20.36m

The television series to promote literacy awareness and tuition entitled READ WRITE NOW, was broadcast in 2004. This was the fifth TV series. Funding for Breacadh, a project based in the VEC sector and directed towards native speakers of Irish, also continued in 2004.

The adult literacy service has also responded to the English language literacy needs of immigrants. In 2004, nearly 8,000 people attended English classes.

### Community Based Education

The Department provided grants to VECs totalling over €8.3m to support local community based education groups. This is usually allocated through the provision of teaching hours, or small grants to a range of community and voluntary groups for educational activities outside the formal education sector.

Funds were provided to support Special Initiatives for Disadvantaged Adults at local level to assist towards the cost of attendance at courses.

### Education Equality Initiative (EEI)

This initiative aims to promote education equality for adults by funding projects which address educational disadvantage. As part of the National Development Plan and with the assistance of the EU Community Support Framework, €4.4m has been allocated to support projects dealing with the learning needs of educationally disadvantaged adults.

Phase 2, consisting of 10 projects will run until June 2006. Applications for funding are assessed by an EEI working group which also monitors the implementation of the initiative. €0.8m was spent on this initiative in 2004.

### Vocational Training Opportunities Scheme (VTOS)

VTOS is a second chance education and training programme, which provides courses up to 2 years in duration for unemployed people. Courses include a wide range of subjects and activities. Certification is available at a range of levels, including the Junior or Leaving Certificate, or modules leading to awards certified by the Further Education and Training Awards Council (FETAC). 68% of students who completed the programme in 2004 progressed to employment or further education or training.

No. of Centres	No. of Training Places	2004 Expenditure
113	5,639	€60m

## Further Education Programmes

### Youthreach

Youthreach is a programme for unemployed young people in the 15 to 20 year age group who left school early without qualifications or with incomplete qualifications. It is delivered in out-of-school centres provided by VECs and by a network of Community Training Centres. It is funded jointly by this Department and the Department of Enterprise, Trade and Employment, with assistance from the European Social Fund. Participants can obtain certification through FETAC (Foundation and Level 1), through the Leaving Certificate Applied and through subjects in the Junior and Leaving Certificates. 72% of students who completed the programme in 2004 went on to employment or further education or training.

No. of Centres	No. of Training Places	2004 Expenditure
88	3,258	€44.6m

### Senior Traveller Training

Senior Traveller Training Centres operate on the same basis as Youthreach but there is no upper age limit. 50% of students who completed the programme in 2004 went on to employment or further education or training.

No. of Centres	No. of Training Places	2004 Expenditure
35	1,076	€19m

### Post-Leaving Certificate Courses (PLC)

PLC courses are full-time, of one and two years duration and offer integrated general education, vocational training and work experience for those who need further training to improve their chances of employment. Certification is provided through FETAC Level 2 and Level 3 and colleges also supplement this with certification from private/professional bodies in certain disciplines.

85% of students who completed the programme in 2004 progressed to employment or further education or training.

No. of Centres	No. of Participants	2004 Expenditure
210	28,588	€104.4m

### Back to Education Initiative

The Back to Education Initiative provides opportunities for young people and adults to return to learning. With its emphasis on part-time provision, it provides the opportunity to combine a return to education and training with family, work and other responsibilities. A scheme of free tuition and reduced fees applies.

10% of the provision under the Back to Education Initiative is set aside to support projects proposed by community education groups.

Centres	No. of Participants	2004 Expenditure
VEC	16,155	€9.3m
Community	2,277	€1.6m



## Support Services

### Guidance Services

The White Paper on Adult Education *Learning for Life*, published in 2000, identified the need for a guidance service for learners in adult literacy, VTOS and community education. Twenty five projects have been set up throughout the country to deliver adult educational guidance to participants in these programmes.

The Department also provides funds for Guidance/Counselling and Psychological Services for participants in the Youthreach Programme and Senior Traveller Training.

Service	No. of Participants	2004 Expenditure
Adult Guidance	21,840	€3.2m
Guidance/Counselling and Psychological Services	8,210	€1m

### Childcare

The Department provided funding of €4.4m to VECs to assist with the childcare expenses of participants in VTOS, Youthreach and Senior Traveller Centre programmes.

## Objective 2.3

We will promote the personal and social development of young people through non-formal education, having particular regard to the youth work needs of young people aged 10-21 and those who experience social or economic disadvantage.

The *National Youth Work Development Plan 2003-2007* contains a wide range of provisions relating to the development of youth work. In 2004, €500,000 was allocated to progress this Plan. The overall funding allocation provided for the youth sector in 2004 was €26.6m.

Among the priority areas supported were:

- The Child Protection Training Programme for the Youth Sector. A Child Protection Training Co-ordinator was appointed in December, 2004
- Increased support to Youth Information Centres and the Youth Information Support Partnership
- The Special Projects for Youth Scheme provides funding for special out-of-school projects for young people, deemed to be at risk due to a number of factors including substance abuse and homelessness. The 2004 allocation for this scheme was €13.4m. In 2004, 3 new projects were set up bringing the total projects supported to 167 and 12 projects were upgraded from single worker to 2 workers projects. Once off funding of €142,000 was made available to 6 projects.



## Objective 2.4

We will manage the Department's response to initiatives for the redress of child abuse in residential institutions.

The Department fulfils a dual role as sponsor of and respondent to the Commission to Inquire into Child Abuse, which was established in May 2000 to inquire into child abuse in institutions.

During 2004, the Chairperson of the Commission, Mr Justice Sean Ryan, completed a review of the legal framework and working procedures governing the Commission inquiry. This review included proposed legislative and operational changes to enable the inquiry to be conducted within a reasonable timeframe and at an affordable cost. The legislative proposals were subsequently included in the *Commission to Inquire into Child Abuse (Amendment) Bill, 2005* which was enacted in July 2005.

Hearings of the Investigation Committee restarted in May 2004 and a number of public and private hearings were held throughout the latter half of 2004. The Confidential Committee continued to hold private hearings in 2004 and by January 2005, had heard from 1,000 individual witnesses.

The Department provides funding and support to the Residential Institutions Redress Board which was established in December 2002 to provide financial awards to victims of child abuse in residential institutions. The Board was increased from 7 to 11 members in 2004. During the year, the Board completed the process in 1,838 cases bringing to 2,425 the total number of applications processed. Over €141m was provided for awards and related costs in 2004.

## Objective 2.5

We will promote greater equity of access to third level education, particularly for disadvantaged and mature students and students with disabilities, through improved targeting of student support/access initiatives.

### Student Support

The Department provides support for students at Third Level and in Further Education. There are four student maintenance grant schemes that provide means-tested financial assistance: three schemes for third level education and one scheme which applies to Post Leaving Certificate Courses.

Expenditure in 2004 (excluding the special rate of maintenance grant) is as follows:

Scheme	No. of Grantees*	2004 Expenditure
Higher Education Grants	26,355	€95.3m
VEC Scholarships	7,819	€25.9m
Third Level Trainees Maintenance Grant	14,226	€43.5m
Post Leaving Certificate Grants	7,682	€17.4m
<b>TOTAL</b>	<b>56,082</b>	<b>€182.1m</b>

\* The numbers are for the 2003/04 academic year.

In addition, with the Third Level Access Fund, there is funding under the Social Inclusion measures in the National Development Plan, to tackle under representation by the following three target groups:

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

In 2004, €34.3m was provided for a range of access measures including the Special Rates of Maintenance Grant (Top-up Grant) and the following ESF aided programmes, Fund for Students with Disabilities, Student Assistance Fund and the Millennium Partnership Fund. This compares to €26m in 2003. Over 11,500 people received this top-up grant in 2003/04. This exceeds the target recommended in the *Report of the Action Group on Access to Third Level Education (Macnamara Report)*.

### Tackling Disadvantage in Third Level Education

For the 2004/05 academic year, the maintenance grants schemes gave priority to tackling inequities in participation of students from the lower socio-economic groups. The Special Rates of Maintenance Grant, more commonly known as the Top-Up Grant, is aimed at tackling under-representation by disadvantaged students in further and higher education. There was an increase of 18.6% in the “top-up” element for the 2004/05 academic year. The grant was increased to €4,855 for students residing more than 15 miles from college. This amount is based on the maximum personal rate of Social Welfare Unemployment Assistance. The rate for students residing within 15 miles of college was increased to €1,945. These rates represent “top-ups” on the ordinary grant of €1,910 and €765, respectively.

### National Action Plan 2005-2007 for Achieving Equity of Access to Higher Education in Ireland

In December 2004, The National Office for Equity of Access to Higher Education launched a *National Action Plan*. This plan was prepared with the help of an advisory committee drawn from the education and social partners. The objective is to increase the number of mature students and students from disadvantaged schools and communities taking part in higher education. The National Office will work with all stakeholders to achieve the objectives set out in the plan.

## Objective 2.6

We will promote gender equality in services, actions, programmes and measures for children and adults at all levels of education.

The Department’s Gender Equality Unit promotes gender mainstreaming across all areas of the education system. The Department funds research on gender issues and in 2004 funded PhD Bursaries and 19 research projects.

In 2004, research papers were published on the following issues:

- Gender Perspectives in Junior Cycle History
- Males and Social Care
- Learning Partnerships- promoting learner access for women through models of successful community-university partnership
- A Survey of Teachers on *Homophobic Bullying in Irish Second-Level Schools*.

Publications also included *Discovering Women in Irish History*.

## High Level Goal 3 Contributing to economic prosperity

We will contribute to Ireland's economic prosperity, development and international competitiveness.



### Objective 3.1

We will promote the contribution of the third level sector to economic and social development in the context of changing needs and arrange a supply of qualified and skilled personnel to support Ireland's competitiveness and economic and social development.

Higher education benefits individuals' life chances, in terms of improved employment opportunities and higher earnings, and benefits society as a whole in economic, political and social life. There is a widespread acknowledgement that the competitiveness of our economy is dependent on a continuing supply of high quality, skilled graduates.

To ensure that Ireland is well placed strategically to meet future challenges, the Department invited the OECD to carry out a review of the Higher Education sector. Their report *A Review of Higher Education* was published in September 2004. It contains a range of recommendations for change and development of the sector.

A number of the recommendations such as the designation of the Institutes of Technology within the proposed new Tertiary Education Authority require legislative amendments. Other

recommendations such as the structures required to maximise research output require extensive consultation with the agencies involved and with the Department of Enterprise, Trade and Employment.

The OECD report also contained recommendations on governance and leadership of higher education institutions. It included a detailed analysis of the changes required to the funding allocation model for the sector. The Higher Education Authority, in consultation with relevant stakeholders, is working on a revised funding mechanism.

### Investment in the Physical Sciences

During 2004, the Department, working with the Department of Enterprise, Trade and Employment, FORFAS and industry, continued to progress the recommendations of the Task Force on the Physical Sciences. The measures included:

- The new science curriculum at primary level, introduced in 2003, was further supported by a resource grant for each school at a total cost of €7.7m
- The introduction of revised syllabi in Junior Certificate Science and in Leaving Certificate Physics, Chemistry and Biology. This was supported by a comprehensive in-service programme for teachers at a cost of €0.92m in 2004

- €16m was allocated to schools in 2004 to provide additional laboratory equipment for the implementation of the revised Junior Certificate Science syllabus
- The Discover Science and Engineering programme, operated under the aegis of FORFAS, got under way in 2004 bringing together existing science awareness activities.

## Meeting Skills Needs

### Number of Tertiary Graduates in Maths, Science and Technology

Ireland and Europe's future competitiveness in the global market will depend to a great extent on its supply of scientific specialists. The average number of tertiary graduates in mathematics, science and technology per 1000 of population aged 20-29 in the EU was 12.2 in 2003. Ireland is the EU leader with 24.2 graduates per 1000 of population in this age group.

### Apprentices

Standards-Based Apprenticeships are available in a range of 26 designated trades. The apprenticeship involves on-the-job training and formal class based training. The class based training takes place in a FÁS Training Centre or in an educational college.

In 2004, the total number of apprenticeship training places was in the region of 10,600. In response to fluctuations in the demand for particular trades, places in building-related trades were increased. Sligo Institute of Technology contracted with

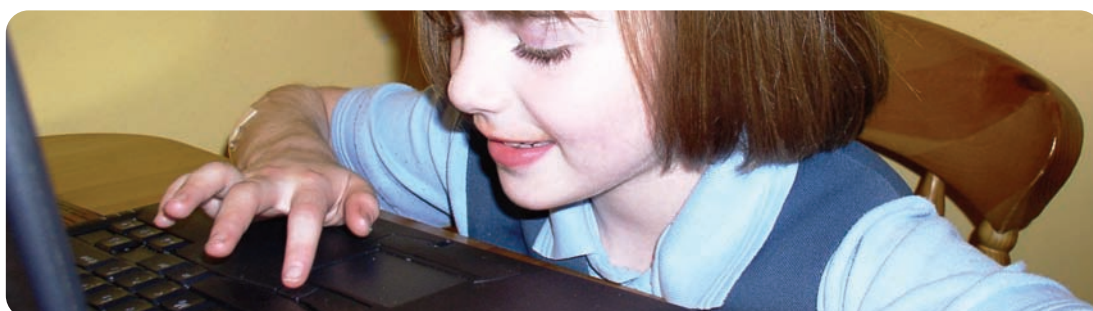
Fermanagh College of Further Education to provide additional apprenticeship training in the trade of Carpentry and Joinery. Provision in trades such as metal fabrication and fitting decreased due to a fall-off in recruitment.

On successful completion, an apprentice is awarded a National Craft Certificate. The Department is working with FÁS and the Institutes of Technology to develop methodologies for achieving higher completion rates.

## Objective 3.2

We will ensure that pupils in every school have the opportunity to achieve computer literacy and acquire the necessary skills for participation in the Information Society.

Since the launch of the Department's first ICT programme – *Schools IT 2000*, average pupil/computer ratios have fallen from 37:1 to 11.8:1 in primary schools; from 16:1 to 9.4:1 in post primary schools and from 9:1 to 4:1 in special schools. In 2004, the National Council for Curriculum and Assessment launched a new set of guidelines for teachers in the use of ICT in the Primary Curriculum. The guidelines provide numerous examples of how children are using ICT tools to add value to their learning.



Most schools use narrow band PSTN or ISDN to connect to the internet. With increasing use of computers in schools, access to broadband is vital to fully realise the investment in ICT. An EU tender for broadband connectivity to all schools was issued in 2004. The project will be funded as part of an agreement between Government and the Telecommunications and Internet Federation. Industry will contribute €15m and the Exchequer €3m in the period 2005-2007

The rollout of broadband connectivity will be managed by a National School Broadband network under HEAnet. It will provide a range of network support functions including content filtering, virus

protection, firewall and intrusion detection services and a unified schools e-mail system. As part of the project, a national helpdesk for schools, under the aegis of the National Centre for Technology in Education was also tendered for during 2004.

In advance of the rollout of broadband, over €18m was provided to some 3,500 primary and post primary schools in December 2004. These grants will allow schools to install cabling, switches and in many cases server equipment to facilitate access to internet connectivity and shared access to software resources.

# FOCUS

## EU Presidency



### Objective 3.3

We will contribute to the development of education in Ireland through co-operation and decision making in the European Union, international organisations and bilaterally and through participation in programmes and initiatives in the education, scientific and training areas assisted by the European Union and other international organisations.

Ireland began its sixth Presidency of the European Union in January 2004. This 6 month period was a time of great challenge and hope for the European Union and its neighbours. The accession of the ten new Member States on May 1st 2004 was a truly historic moment, finally laying to rest the East-West divisions of the post-war period.

Against this background of major historic and institutional change, Ireland's Presidency in the Education, Training and Youth sectors sought to make progress on a number of key policy areas.

#### Lisbon Agenda

The principal policy focus came from the Lisbon Agenda which was agreed by the European Heads of State and Government in 2000 and which seeks to make the European Union the "most competitive and dynamic knowledge-based economy in the

world by 2010, capable of sustainable economic growth with more and better jobs and greater social cohesion, and respect for the environment." The Irish Presidency highlighted the importance of education and training as key factors of economic growth, innovation, increased employment and social cohesion. During the first Education Council of Ministers held during the Irish Presidency, consensus was reached on an interim report *Education and Training 2010* which outlines the main guidelines for action at EU and Member State levels over the coming years if Europe is to achieve the Lisbon targets.

#### Recognition of Qualifications in Europe

One of the key policy messages of the Irish Presidency is that progress on the recognition of qualifications and competences everywhere in Europe is essential to the development of a European labour market and of European citizenship. The Irish Presidency prioritised two significant measures at European level in relation to qualifications and competences. Political agreement among Ministers was successfully secured on the "Europass" proposal which is a single framework of documents for the transparency of qualifications and competences of citizens in Europe. The Irish Presidency also secured political agreement on a draft consolidated Directive on the mutual recognition of qualifications for the regulated professions.

The Irish Presidency also highlighted the need to develop a European Qualifications Framework based on national frameworks to stand as a common reference for the recognition of qualifications and

competences. Recognising the need to involve all levels of education and training across Europe, a major conference, involving the main stakeholders in Higher Education and Vocational Education and Training, was held in Dublin Castle in March 2004. The Dublin conference discussed common themes and approaches in both sectors and gave a significant impetus to the development of a comprehensive European Qualifications Framework.

### Lifelong Guidance

In the context of the Lisbon Strategy, the Irish Presidency recognised that investment in human capital is central to the development of advanced economies. However, the demands of modern economies require individuals to be able to make decisions about careers and learning opportunities at all stages of their lives.

The Department organised a conference of European Ministers in Dublin Castle in April 2004 which showed how the availability of lifelong guidance can contribute to the achievement of the European Union's goals. Ministers stressed the role of guidance in enhancing the efficiency of investment in education and vocational training and lifelong learning as well as contributing to individuals' self fulfilment.

Ministers agreed a range of policies, strategies and actions at European level in the field of guidance which will be of great significance in the coming years and which will involve close cooperation with OECD work in this area. Closer cooperation with the OECD was also one of the themes of the Irish Presidency. One of the major Presidency events involved a conference of OECD Ministers in Dublin Castle in March, which discussed the quality of education and the role of teacher education policies.

### Youth

The principal Presidency event which was organised by the Department outside of Dublin was the Ministerial Conference on Youth policy which was held in Dromoland Castle, Co. Clare. The conference represented a significant advance in the

development of the EU White Paper on Youth Policy and paved the way for the subsequent adoption by Youth Ministers of a *Resolution on Social Integration* and a *Declaration on Racism and Intolerance in relation to young people*.

### ICT in Education

In May, delegates from over 30 countries attended a conference on *New Futures for Learning in the Digital Age*. The purpose of this conference was to consider what policies are required to ensure that ICT serves the needs of education in the 21st century and contributes to building a competitive, informed and inclusive Europe.

### Presidency Programme

In addition to the formal Education and Youth Councils which were held in Brussels under the Irish Presidency, a wide range of conferences and seminars was held in Ireland on areas such as special needs education, vocational training and higher education. Full details of the Presidency programme are available on the Irish Presidency website [www.eu2004.ie](http://www.eu2004.ie)

The Irish Presidency also launched 2004 as the European Year of Education through Sport and a number of high profile events were organised in conjunction with the Department of Arts, Sport and Tourism. Our focus was on the positive characteristics of sport, its social and educational values and the unique role it can play in the health and well being of European citizens.

### Conclusion

The Irish Presidency of the EU was very successful and the conduct of the Presidency in the Education and Youth areas was among the highlights. The Department achieved all of its objectives for the Presidency. Issues which are of great importance for the future of education and youth strategies within the EU have been progressed significantly and political agreement was achieved in a number of crucial areas.



## Objective 3.4

We will contribute to maintaining international competitiveness by developing Ireland as a leading knowledge-based economy.

### Support for Research Programmes

#### Programme for Research in Third-Level Institutions

During 2004, the Department provided capital funding of €32.5m to the HEA to manage this research programme. The main objectives are to promote the development of high quality research capabilities in third-level institutions and to provide support for researchers.

#### The Scientific and Technological Education (Investment) Fund

This fund was set up in 1997 to develop technology education at all levels. The main objectives are to develop new areas of activities where emerging skills have been identified and to promote innovation.

In excess of €8.5m was disbursed from this fund in 2004.

#### Irish Research Council for Science, Engineering and Technology

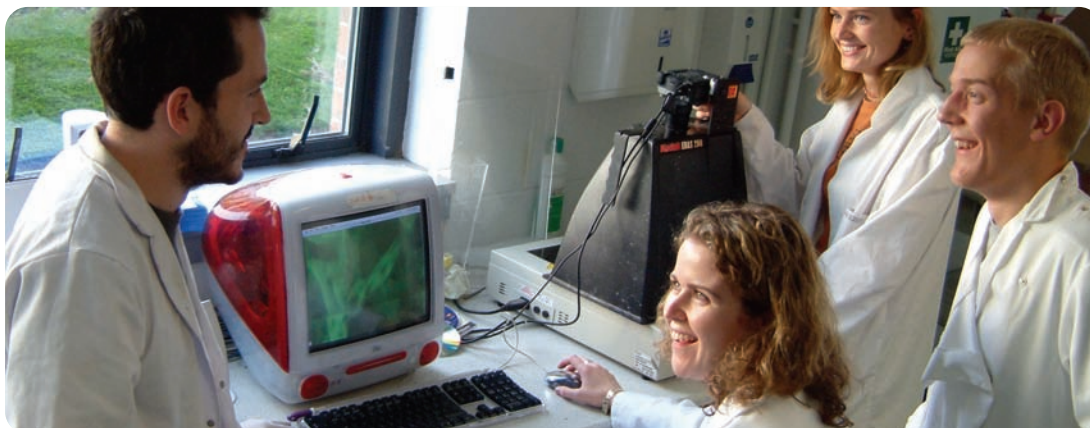
This Council promotes excellence in research in science, engineering and technology. In 2004, €17m was allocated to the Council. Awards in 2004 were as follows:

Scheme	No. of Awards 2004
Scholarships	150
Fellowships	39
Basic	14

#### Irish Research Council for Humanities and Social Sciences

The Council was established in 2000 in response to the need to develop Ireland's research capacity and skills base in a rapidly-changing global environment. The Department allocated €8m to the council in 2004. Awards in 2004 were as follows:

Scheme	No. of New Awards 2004
Post Graduate	84
Post Doctoral	31
Senior Research Scholarship	7
Research Fellowship	16
Senior Research Fellowship	12
Small Projects Grant	21



# High Level Goal 4 Improving Standards and Quality

We will seek to improve the standard and quality of education and promote best practice in classrooms, schools, colleges and other centres for education.



## Objective 4.1

We will work to improve the quality of education provision through regular inspection, evaluation and planning.

### School and System Evaluation

During 2004 the main quality-focused activities of the Department's Inspectorate were:

- the operation of an extensive inspection and evaluation programme
- reporting on the implementation of legislation and Department regulations
- provision of advice to schools, teachers and parents on educational provision, and
- provision of evidence-based policy advice for the Department.

Both the external evaluation by the Inspectorate and the internal quality assurance procedures in schools, are important to promote professionalism in schools and to ensure high-quality educational provision for pupils.

#### Inspection in Primary Schools 2004

Inspection of Probationary Teachers	1,486
Individual School Reports (Tuirisci Scoile)	336
Whole School Evaluations	53

#### Inspection in Post Primary Schools 2004

Subject Inspections	336
Whole School Evaluations	12

In addition, the Inspectorate contributed to the development of Departmental policy in a range of areas including qualifications, curriculum, assessment, teacher education and special education.

### Newly Qualified Teachers

The Department issued 1,486 inspection reports in 2004 in respect of primary teachers on probation. The Inspectorate also initiated an in-depth study of the probationary process at primary level and the data from this review will inform the development of policy.

### Subject inspection

Subject Inspection in post primary schools has become a major component of the annual inspection programme. In 2004, the inspectorate conducted 336 subject inspections involving more than 1,000 post primary teachers. Subjects were evaluated under the headings of whole-school provision and support; planning and preparation; teaching and learning and assessment and achievement.

In 2004, *Inspection of Modern Languages: Observations and Issues* was published. This report was based on an analysis of subject inspections in French, German, Italian and Spanish and identified overall national trends in the teaching of modern languages in schools.

### Whole School Evaluation (WSE)

In the school year 2003/2004, a new Whole School Evaluation procedure was introduced for primary and post primary schools. This was a major development in quality assurance in the system involving evaluation of 53 primary schools and 12 post primary schools. The areas inspected were management, planning, curriculum provision, teaching and learning and student support. Boards of Management and Parents' Associations of the schools were involved. Each school received a WSE report in which strengths were acknowledged and which included recommendations for further development.

During 2004, 336 primary schools were evaluated and reported on under the *Tuairisc Scoile* evaluation model. From 2005, the WSE model will become the standard mechanism for the inspection of schools.

### Focused Evaluation Projects

In 2004, the Inspectorate carried out several in-depth thematic evaluation projects that examined the quality of selected educational programmes and services across a sample of schools.

Focused Evaluation in Primary Schools 2004	No. of Schools
Survey of Traveller Provision	30
Literacy and Numeracy Focused Evaluation	12
Curriculum Implementation: English, Mathematics and Visual Arts	86
Evaluation of School Planning	30

Focused Evaluation in Post Primary Schools 2004	No. of Schools
Survey of Traveller Provision	6
Transition Year Programme	4
Junior Certificate School Programme	29

Other focused evaluations undertaken in 2004 included a review of provision for pupils with Autistic Spectrum Disorder (ASD). The Inspectorate also conducted evaluations and issued reports on 85 Irish courses in Irish Colleges (*Coláistí Gaeilge*).

### Linking Evaluation with School and System Development

The evaluation and advisory work of the Inspectorate is increasingly delivered in the context of enhanced support services for teachers and schools funded by the Department. These include the Primary Curriculum Support Programme, the Second Level Support Service, the School Development Planning initiatives, the Leadership Development for Schools programme and supports in the area of special education.

In its recommendations to schools, the Inspectorate promoted self-evaluation and action planning for change and advised schools on ways in which available supports and expertise could be used to build upon existing strengths and to effectively address gaps in the quality of provision for pupils.

### Publications in 2004

*Inspection of Modern Languages: Observations and Issues*. This composite report on aspects of practice in modern language teaching is based on the findings of subject inspections in forty-five post primary schools.

*Olltuairisc ar na Coláistí Gaeilge, 2003*. This report is based on an evaluation of courses in *Coláistí Gaeilge* for pupils learning or improving their knowledge of Irish.

*A Guide to Subject Inspection at Second Level*. This guide includes examples of reporting templates, letters of notification and other documents associated with subject inspection.

Three publications on the Irish Qualifying Examination (SCG):

1. *Report of the Review Committee on Scrúdú le haghaidh Cáilíochta sa Ghaeilge*. Published as *Tuarascáil an Choiste Athbhreithnithe*, this report

reviews the Irish Qualifying Examination for teachers trained outside the state.

2. *Lámhleabhar don Scrúdú le haghaidh Cáilíochta sa Ghaeilge*. This handbook is designed to assist teachers preparing for the Irish Qualifying Examination.
3. *Siollabas Teanga don Scrúdú le haghaidh Cáilíochta sa Ghaeilge*, a syllabus for the Irish Qualifying Examination.

### Revised Syllabi in 2004/2005

The revised syllabus in Junior Certificate Science was followed by nearly all schools with effect from 2004/05. A very small number were given a derogation on the basis of not having sufficient access to laboratory facilities.

Revised syllabi in Leaving Certificate History and Geography were introduced in 2004/05 for examination for the first time in 2006. A programme of in-service training for teachers was provided.

## Objective 4.2

We will support the development and implementation of a national framework of qualifications as provided for under the Qualifications (Education and Training) Act, 1999 and the co-ordination of the recognition of qualifications.

The National Framework of Qualifications defines the relationship between all further and higher education and training awards. The Framework has ten levels. The ten levels accommodate awards gained in schools, the workplace, the community, training centres, colleges and universities, from the most basic to the most advanced levels of learning. The Framework will make it easier to compare awards from different jurisdictions. The development

of the levels and award-types is similar to developments throughout the European Union and beyond. Under the Bologna process, European countries are co-operating to support quality, transparency and comparability of higher education qualifications across Europe.

### Placement of Existing and Former Awards in the Framework

The purpose of placement is to include existing and former awards in the framework. The National Qualifications Authority and the Higher Education and Training Awards Council (HETAC) agreed in March 2004 to the placement of the following existing and former awards (previously made by HETAC and/or by the former National Council for Education Awards) in the National Framework of Qualifications:

Level 6	1 Year Certificate, Advanced Certificate, National Certificate
Level 7	National Diploma
Level 8	Bachelor Degree (3 and 4 year honours) and Graduate Diploma (conversion)
Level 9	Graduate Diploma (first stage of Masters) and Masters Degree
Level 10	Doctor of Philosophy

New award titles will begin to come into use throughout the higher education sector, in all universities as well as in the Institutes of Technology and other institutions using the HETAC system of awards.

### Objective 4.3

We will work to support excellence in the quality of academic teaching and learning in higher education.

The first formal review of Quality Assurance procedures and their effectiveness in seven Irish universities started in January 2004. The context for this review is set out in sections 35 and 49 of the *Universities Act, 1997*. The Higher Education Authority (HEA) and the Irish Universities Quality Board (IUQB) jointly commissioned the review, which was carried out by the European University Association (EUA). The HEA also set up a High Level Reference Panel of stakeholders external to the universities to provide the Irish context.

The review process started with each university preparing a detailed self-evaluation report. The EUA review team of independent international experts visited the universities for a first-hand understanding of the environment and to measure the robustness of the self-evaluation reports. Following further site visits some months later, the review team prepared individual university reports and a crosscutting sectoral report.

The EUA presented its report to the HEA in February 2005 and the sectoral and individual reports were launched by the Minister in April 2005.

### Objective 4.4

We will promote teaching as a profession and maintain and improve the quality of teaching by the establishment of a Teaching Council.

#### Teaching Council

The *Teaching Council Act, 2001* provides for the establishment of standards and policies for the education and training of teachers, including a professional code of conduct. Responsibility for issues such as the qualification requirements for new entrants, the accreditation of teacher training courses and the upholding of the professional code of practice will largely lie with the teaching profession itself, working through the Teaching Council.

The first Elections to the Teaching Council were held in November 2004. Teachers from the different sectors hold 22 of the 37 seats. The remaining 15 members are drawn from institutions involved in teacher education, school management bodies, national parents associations, industry and Ministerial nominees.



## Objective 4.5

We will contribute, in the context of the Good Friday Agreement, to the development of North/South co-operation and common action in the field of education and to the development of co-operation with relevant Departments in Northern Ireland, England, Scotland, Wales and the United States.

In 2004, joint working groups, established by the North/South Ministerial Council, continued to make progress in the following areas:

### Universities Ireland

Universities Ireland is an umbrella body set up to promote co-operation and collaboration among 9 of the universities on the island of Ireland. Designated areas of work include research projects to improve North-South inter-university co-operation. A research project on the feasibility of harmonising regulations, awarding joint degrees and developing credit transfer arrangements between the 9 universities was commissioned in 2004.

### North South Programme for Collaborative Research

The North South Programme for Collaborative Research is funded under the NDP. The Programme supports research and development between third-level institutions in Ireland and Northern Ireland with a particular focus on research capabilities. The programme is managed by the HEA. €5.5m has been allocated to 21 cross-border inter-institutional projects which started in 2003 and will run for 2-3 years.

### Cross Border Programme for Research and Development

In May 2004, Strand II of the Cross Border Programme for Research and Development contributing to Peace and Reconciliation was launched. Funding of €3.1m is provided by the Special EU Programmes Body. Strand II of this programme will see five collaborative projects ranging from research into Equality and Social Inclusion to e-Consultation.

### Centre of Excellence for Children with Autistic Spectrum Disorders (ASD)

The purchase of the St. Joseph's Centre in Middletown was completed in June 2004. The Centre will be dedicated to improving the educational opportunities of children and young people with ASD.

The Centre will provide four key services:

- a learning support service (on a residential basis)
- an educational assessment service
- a training and advisory service and
- an autism research and information service.

## Objective 4.6

We will plan for and provide suitable cost-effective accommodation to underpin the delivery of quality education.

### New planning model for educational infrastructure

The main feature of the new model is the publication of Area Development Plans which set out a blueprint for the development of educational infrastructure in an area for the next decade.

Draft area plans were published for the Mountmellick and Mountrath area and for the



N4/M4 route running from Leixlip to Kilbeggan. Integral components of Draft Area Development Plans are:

- Details of existing primary and post primary provision
- An examination of the demographics of the area and other relevant factors
- Commentary on the data
- Recommendations for educational infrastructural provision in an area into the future.

Plans are published on the Department's web site and all interested parties are invited to make submissions which are also published.

On completion of the consultative process, the final development plan for the Mountmellick and Mouthrath area was published in September 2004. It will be used into the next decade for capital funding decisions on educational infrastructure.

## School Building Programme

2004 saw the largest school building programme in the history of the State. It was also the first to be delivered under the 5 year capital envelope for the Education sector. The 2004 programme listed 169 large scale projects for proceeding to tender and construction. By the end of 2004, construction was underway on 131 of these projects with the tender process started or well underway on most of the other remaining projects.

## Management and delivery of Building Projects

In 2004, the Department further devolved responsibility for the management and delivery of school building projects to school authorities. All small-scale projects are now managed by school authorities. Large-scale projects were also given devolved authority to proceed to tender and construction within an approved budget, without the need to refer back for further approvals to the Department. The feedback to date from schools and the education partners on this devolved approach has been very positive.

## Summer Works Scheme

The Summer Works Scheme was introduced in 2004 to fund small-scale refurbishment work for schools during the summer months. It allows schools to manage their individual projects with little or no interaction with the Department. A total of 457 schools were approved under this scheme, 299 at primary level and 158 at post primary level.

## Small Schools Initiative

The Small Schools Initiative, a devolved method to modernise school accommodation in small primary schools, was expanded from 20 schools in 2003 to 50 schools in 2004.

### Permanent Accommodation Initiative

The Permanent Accommodation Initiative provides a permanent solution for schools' classroom accommodation needs. It reduces the reliance on prefabs as a means of dealing with the immediate accommodation needs of schools. The scheme was expanded from 20 schools in 2003 to 41 schools in 2004.

### Design and Build Contracts

A Design and Build approach was used in 2004 to provide a 16 classroom school in Lucan for the start of the 2004/2005 school year. The total time taken to complete this project including design time was 13 months. This approach is now being piloted at post primary level with the development of a 1,000 pupil school in Dublin 15.

A range of standard designs, at primary level for new 8, 12 and 16 classroom schools and at post primary level for PE Halls, are also being developed. The first of these standard designs, a 16 classroom primary school in Lucan, started on site in October 2004. Four PE Halls also started construction in 2004.

### Remediation Programmes

Progress continued in 2004 on the asbestos, radon and dust extraction remediation programmes.

## Energy Policies

The Department continues to improve energy conservation in Educational buildings. This process involves the DART approach, focusing on the four key areas of Design, Awareness, Research and Technology.

### Design

The design team approach at project initiation is to improve thermal envelope design, improve passive solar design and to maximise the use of natural ventilation and day lighting.

### Awareness

Energy Awareness Week and Green Flag Schools are some of the measures being used to increase awareness. It is also planned to focus more on training and demonstration of building management systems in new schools.

### Research

A number of research projects are currently underway through a cross border partnership with the Southern and Educational Library Board in Armagh under the InterReg funding programme.

### Technology

A number of projects have been funded jointly by the Department and Sustainable Energy Ireland in areas such as improved natural ventilation and day lighting, the application of heat pump technology, wind turbine and better energy controls.

### Built Environment

Gaelscoil an Eiscir Riada in Tullamore, County Offaly is one of the first schools built using the comprehensive DART approach. This building uses considerably less energy than a typical school. The savings made over time will be greater than the initial cost of the additional energy saving measures.

The objectives for this eight classroom school building were to:

- provide a quality educational facility appropriate to its users' requirements
- encompass low energy design
- provide feedback to the Department on the operation of the school and its systems
- act as an active learning resource for energy conservation and sustainability.

An advanced building management system is in place to gather information on the building performance and to assist school management in adjusting the controls to ensure minimum energy





wastage. This Building Energy Management system has a touch screen display and uses a cartoon character called Eddie the Grasshopper to encourage the pupils to learn about the school construction and its day-to-day energy use.

The Gaelscoil project has received numerous awards including 'Environmental Initiative of the Year Award CIBSE London 2004' and 'Sustainable Energy Ireland Awards 2004'.

### Third Level Building

A review of all capital projects in the third level sector, to provide for prioritisation and phasing in the context of a multi annual programme, was announced in November 2002. The Review Group, appointed by the Higher Education Authority, published its report *Review and Prioritisation of Capital Projects in the Higher Education Sector (the Kelly Report)* in September 2004.

The Group reviewed all proposals for major projects submitted to it and selected 93 projects on the basis of the criteria set out in their terms of reference. The projected cost is €933m, together with a provisional sum of €50m for possible intervention developments such as site acquisitions. The Group recommended a four phased approach to the implementation programme covering the period

from 2004 to 2013. The Group also recommended that provision of approximately €60m be made available annually to deal with minor capital works, ongoing and future major maintenance works including health and safety and access works. They also recommended that an annual sum of €75m be provided for renewal and maintenance of equipment, made up by a combination of Exchequer and private funding.

### Implementation of the Report

The implementation process of the *Kelly Report* started in November 2004, with 15 key priority projects with a value of €82m approved. The projects selected were identified as high national priority projects and include a number of new facilities to support the provision of additional health skills places and the expansion of teacher training places. A devolved grant scheme for minor capital works in the Institutes of Technology sector was also introduced.

## FOCUS

# New National Maritime College of Ireland Public Private Partnership Project



The new National Maritime College of Ireland in Ringaskiddy, Co Cork accepted its first cohort of students on the 11 October 2004. It is the first third level college to be built and operated under the Public Private Partnership (PPP) model and is regarded as the most exciting and innovative development in maritime training and education in this country. The project is unusual in that it represents a unique partnership between the Cork Institute of Technology (CIT) and the Irish Naval Service (INS).

The 14,000 square metre building costing over €2m is designed as three storey linear blocks incorporating classrooms, gym, laboratories simulation and workshops. The college has 19 classrooms, each with a capacity ranging from 20 to 50. It has a student capacity of 750 and a staff allocation of 60 drawn from CIT and the Navy. The college provides a full range of training to meet the requirements of the Merchant Marine (CIT provides the National Merchant Navy Training College in Ireland) and the non-military training requirements of the Navy. The range of training provided caters for the full spectrum of nautical training from basic seamanship to an Honours Degree in Nautical Science.

### New Training Regulations

In 1995, the International Maritime Organisation revamped the Training and Certification on Seafarers Regulations. The regulations recognised the importance of technology, particularly in computer

simulation, both as an educational and assessment tool. These new regulations posed a dilemma for both the Nautical Studies Department of CIT and the INS as both faced substantial upgrading of training facilities in order to meet the new requirements. In 1999, an Inter-departmental Expert Working Group found that the provision of a National Maritime College to meet the new training and education requirements of both the INS and CIT was a viable proposition. The Government agreed to this proposal and also to the recommendation that the college should be developed under the Public Private Partnership model.

### Public Private Partnership model

PPPs are very different from traditional procurement methods. Traditionally, private sector involvement with projects ends when construction is completed and the building handed over. However, because the PPP contracts are for around twenty-five years, the private sector take a stake in the whole-life cycle of the building by aligning responsibility for operation and maintenance with responsibility for design and construction. The Department therefore becomes a purchaser of services rather than the purchaser of a capital asset. The attraction for the Department is further enhanced by the fact that the private sector is paid on the basis of a combination of asset usage, availability of the college at all core academic times and in the performance levels of the services during the twenty-five year life of the project. Commercial incentives are introduced by making recovery of

capital and profit for the private sector, dependent on need and performance over the twenty-five years.

### The Project

Following an EU wide tender process, three consortia were short listed to design, build, finance and operate the college. FocusEducation (NMC) Ltd, a collaboration between Bovis Lend Lease and Halifax Bank of Scotland were the eventual successful bidders. FocusEducation built, fitted out, and now maintain and operate the college. Outside the specified availability hours the facilities will be marketed to third parties by Focus. Under the PPP agreement between the Department and Focus, a percentage of these additional earnings will accrue to the State to be set against ongoing costs. After 25 years the college will revert to state ownership.

The simulation suite, the largest and most up to date in Europe, is very comprehensive. Two Full Mission Bridge simulators, one with 360 degree visuals, the second with 270 degree visuals, replicate both naval and merchant ships. As part of the PPP contract, large areas of the coast and the major ports have been digitally mapped which will, for example, enable a student to simulate the navigation of a ship into Cork Harbour and berth the ship at the Naval Base. Three auxiliary bridge simulators and 12 other simulation suites, to be used for training, search and rescue co-ordination and vessel traffic systems and fleet work, complement the full mission bridge simulators. In addition to the navigation simulators, there is a full engine room simulator, damage control/cargo handling simulators and GMDSS (radio) simulators. Also, a modern 20 metre survival pool with a depth ranging from five metres to 2.5 metres is used for training personnel in sea survival techniques, life raft drill and helicopter underwater escape training.

Ships currently carry about 95% of world trade and seaborne traffic is forecast to double by the year 2010. This, together with the new training standards, is generating strong demand for high quality trained personnel. Although the National Maritime College of Ireland is only opened a short

time it is already attracting attention from a number of our European partners. It is expected that there will be significant interest from the maritime industry in using the college facilities for training and upgrading of skills as well as other organisations and groups wishing to use the state of the art facilities. The project is recognised as an excellent example of the PPP form of procurement.

# High Level Goal 5 Developing our Capacity to Deliver

We will support the delivery of education by quality planning, policy formulation and customer service.



## Objective 5.1

We will create a greater capacity within the Department to concentrate on our core functions, especially that of strategic planning.

## Regional Offices

The role of the Regional Offices is to support a socially inclusive society by representing the Department on appropriate regional and local bodies, communicating information on education issues and providing any other educational services that can best be undertaken regionally. This includes providing information on local school accommodation issues.

The Regional Offices represented the Department on 33 City and County Development Boards, including social inclusion measures working groups.

9 of the 10 Regional Offices are now established in the following areas:

Following the publication of the Cromien Report (a review of the Department's operations, systems and staffing needs) a programme of structural reform was developed. In 2004, there was further progress in implementing this programme with the setting up of the National Council for Special Education and the establishment of a network of Regional Offices.

Location	Regional Area served
Cork	Cork, Kerry
Sligo	Donegal, Leitrim, Roscommon, Sligo
Limerick	Clare, Limerick, Tipperary NR
Waterford	Carlow, Kilkenny, Tipperary SR, Waterford, Wexford
Naas	Kildare, Wicklow
Mullingar	Laois, Longford, Offaly, Westmeath
Tallaght	South Dublin County Council, Dun Laoghaire/Rathdown
Navan	Cavan, Louth, Meath, Monaghan
Galway	Galway, Mayo
Finglas/Blanchardstown*	Dublin City, Fingal County Council

\* Finglas/Blanchardstown Office not yet established

## Local Drugs Task Forces

In 2004, €3.1m was provided in grant aid to Local Drugs Task Forces. The Regional Office service is now responsible for the Department's role in the National Drug Strategy 2001-2008.

## National Council for Special Education (NCSE)

The transfer of work, previously carried out by the Department, to the NCSE, will enable the Department to take an overview of special needs education and to take a strategic approach to future developments.

By the end of 2004, the NCSE had 71 trained Special Educational Needs Organisers (SENOs) in place, located throughout the country. Placing SENOs in the locality enables them to work with the parents and schools and to co-ordinate services on a local level.

### Objective 5.2

We will recruit, deploy, develop and support staff to enable them to contribute to their fullest in a well-managed, performance-driven culture and in an open and positive working environment.

The Department is one of the larger civil service departments, employing 1,294 staff in 2004 (equating to approximately 1,213 whole-time equivalent staff). While most of our staff are currently located in three main centres, 21% work from home or in a network of Regional and Local offices around the country.

Staff Numbers - Totals per Location		
Dublin	465	36%
Athlone	353	27%
Tullamore	201	16%
Other	275	21%
<b>Total</b>	<b>1294</b>	<b>100%</b>

## Decentralisation

Earlier decentralisation programmes resulted in 43% of our staff relocating to the midlands. Under the decentralisation programme announced in 2003, the Department's headquarters will move to Mullingar, involving the decentralisation of 300 posts. A further 100 posts will be decentralised to Athlone.

In 2004, planning for decentralisation started with the setting up of a steering group to plan for the structure of the Department post decentralisation and to liaise with the Office of Public Works on accommodation needs in Mullingar and Athlone. Staff are kept fully briefed on all aspects of the decentralisation programme and a sub-committee of Departmental Council was set up to discuss matters of concern to staff.

## HR Strategy

Effective HR management practices will ensure that the Department is well placed to function optimally now and in the future. A HR strategy for the Department was developed through the partnership process and published in late 2003.

## Modernisation of Civil Service

Commitments in *Sustaining Progress* include *greater use of competitive merit based promotions within Departments* and the full implementation of a Performance Management and Development System (PMDS). Following discussions with the civil service unions, the CPSU and the PSEU, agreement was reached on phased increases in competitive merit based promotion over the period 2005-2007. As part of the full implementation of PMDS, training for staff in the introduction of upward feedback started in September 2004.

The Department reports on progress to the Civil Service Performance Verification Group in delivering on the commitments in *Sustaining Progress*. During 2004, the Group considered that there was sufficient progress to allow payment of benchmarking and the general round pay increases to all staff members.

### Work-life balance

The civil service has taken a lead role in developing and promoting policies intended to support staff in achieving a balance between their working and personal lives. In addition to the statutory entitlements, work-sharing, term-time and career breaks are also available. The work-sharing scheme was extended in 2004 to include a 9am-3pm option for staff, augmenting the patterns already available.

Work/Life Balance Scheme	Number of Staff
Work-sharing	144
Parental Leave	66
Term-time	56
Career Break	46

### Staff training/development

In excess of 4,600 training days took place in 2004 in areas such as IT, specific skills training, PMDS upward feedback, personal development and management development. The total cost was €1.9m.

### The Working Environment

The completion of a major refurbishment of Tyrone House re-established this historic building as the focal point of the Department's Headquarters in Marlborough Street. Dublin based staff are now mainly located in the Marlborough Street complex.

A revised Safety Statement was produced in 2004. This statement reflects the increased prominence attaching to health and safety issues generally and underlines the shared responsibilities of management and staff.

## Objective 5.3

We will support managers and staff in effectively delivering high quality services within a strategic and value-for-money framework.

### The Department's Customers and Services

In 2004, the Department launched its *Customer Service Action Plan* and *Customer Charter 2004-2007*. The Customer Charter sets out key service standards and commitments to our customers. The Customer Action Plan outlines the services we provide and the commitments to improve these services.

The Customer Charter and Action Plan were developed through a wide ranging consultation process with staff and customers. In 2004, the Department commissioned an independent survey of serving and retired school staff paid through the payroll service. The survey showed that overall satisfaction with the service provided is high at 80% and customers found staff to be helpful and knowledgeable.

Customers identified the following areas as needing improvement:

- Contactability
- More flexible business hours
- Speedier response times
- Alternative sources of information and advice, e.g., via the Departments website.

### Telephone Service

In 2004, we received over 1.6m telephone calls from our external customers. We answered 80% of these or 1.3m calls. Improving access to information through the website and through our network of regional offices continues to be a priority.

### Comments and Complaints

A *Customer Comments and Complaints System* is now in place. In 2004, we received just 4 formal complaints from customers which were all resolved satisfactorily.

### Consultation - Your Education System (YES)

In January 2004, a discussion paper *Your Education System* was launched. The discussion paper sought to look beyond our traditional focus on school centred education.

A series of regionally based public meetings then took place. These meetings, supplemented by an attitudinal survey, focused on particular topics to give people the opportunity to make their voice heard.

## Objective 5.4

We will provide IT services within our organisation, which support policy formulation, policy evaluation and modern, effective service delivery to our clients.

## Support and Enhancement of IT Services

Core IT systems and services were maintained throughout 2004. This included operating the largest payrolls in the country and maintaining a Post Primary Pupil database which is integral to the running of the State Examinations. Computer network services were extended to the Regional Offices. New systems implemented included application software to facilitate the first elections to the Teaching Council and a system to support the preparation and monitoring of the school building capital programme.

### Education Services Interactive (ESI) Project

The purpose of the Education Services Interactive project is to develop a web based portal and applications to deliver on-line services to schools.

The portal was developed in 2004 and detailed specifications were completed for an On-Line Claims System (OLCS) and a Primary Pupils database. The OLCS will enable schools to complete pay claims on-line for days/hours worked by part-time or substitute school employees and will then generate direct salary payments.

## Objective 5.5

We will provide a range of financial functions and supports to underpin improved financial management in the provision of education services, including monitoring and reporting on progress in relation to educational measures that are part-financed by the European Union, which are incorporated in the National Development Plan for 2000–2006.

### Improved Financial Accountability and Governance

The Department has moved ahead with the phased implementation of the various financial, accountability and governance issues brought about by the Government's acceptance of the *Mullarkey Report* and the *Management Information Framework (MIF)* project. During 2004, the main recommendations contained in the *Mullarkey Report* were successfully implemented. The MIF project focuses on equipping Departments for more effective financial transactions as well as better decision making arising from improved financial systems. The implementation of the Department's new Financial Management System (FMS) was the first step in this process.

### Internal Audit

The Internal Audit Unit is responsible for assessing the efficacy of the Department's internal control systems and that of the bodies under its aegis. It also establishes that the accounting systems, procedures and controls operated by the Department are being complied with.

In 2004, the Internal Audit Unit issued a total of 15 final audit reports and followed up on the implementation of recommendations in completed audit reports. In addition, the unit held a number of information seminars and workshops on financial and management procedures to disseminate best practice in these areas.

### National Development Plan (NDP)/Structural Funds

The NDP includes provision of €7.7 billion for the education sector. The European Community Support Framework for Ireland 2000-2006 includes funding of €456m in Structural Funds for measures in the education sector. See Appendix 4 for further details.

In 2004, the Department ensured maximum drawdown of funds from European Structural Funds by meeting all EU deadlines and complying with EU regulations. This included site visits to verify the veracity of returns being made.

Comprehensive progress and financial reports on all NDP measures were also provided for half yearly Monitoring Committee Meetings in April and October 2004.

Compliance with NDP/EU requirements was promoted by the dissemination of information/guidelines, information seminars and facilitation of audits/control visits.

### Objective 5.6

We will promote good industrial relations practice throughout the education sector and encourage and support the modernisation of the sector through a partnership process.

The industrial relations climate remained stable during 2004. Under the terms of *Sustaining Progress*, all Education Institutions prepared modernisation plans and report regularly on progress to the Education Sector Performance Verification Group (ESPVG). The ESPVG comprises an equal number of management, trade union and independent members and its job is to assess whether sufficient progress has been made to warrant payment of the pay increases provided for in *Sustaining Progress*. Conditions that have to be met include co-operation with flexibility and ongoing change, satisfactory implementation of an agenda for modernisation, maintenance of stable industrial relations and an absence of industrial action in areas covered by *Sustaining Progress*. The assessments carried out by the ESPVG are published on the Department's website.

### Standardisation of School Year, Parent/Teacher Meetings

In line with the requirements of *Sustaining Progress*, agreement was reached between the parties to the Teachers' Conciliation Council on the standardisation of the breaks at Christmas, Easter and mid-term. The agreement started from the 2004/2005 school year and covers 4 subsequent years.

Agreement was also reached on Parent/Teacher meetings. The key objective was to make the arrangements more convenient for parents and to build on existing good practice.



## Objective 5.7

We will support improved administration and forward planning by developing policy and legislative proposals and by collecting and analysing relevant education statistics.

### Dissemination and Collection of Statistics

The *2002/2003 Statistical Report and Key Education Statistics, 1992/93-2002/03* were published in 2004, containing comprehensive data on enrolment, teachers and expenditure at the three main levels of education.

### Development of Indicators of Education at an International Level

The Department continued to provide comprehensive data to international organisations such as EUROSTAT, OECD and UNESCO. It also continued to review the production of new or standard indicators of education performance in many key indicator publications such as the *OECD Education at a Glance Indicators* and various EUROSTAT statistical reports. The EU Standing Group on Indicators met in Ireland as part of the programme of activities under the Irish Presidency of the EU.

## Enacted Legislation

### Education for Persons with Special Educational Needs Act, 2004

The *Education for Persons with Special Educational Needs Act, 2004* was enacted in July. The Act sets out the overall policy approach of the Department in relation to provision of education services to children with special needs arising from a disability. It also allows for the provision of such services on the basis of assessed need and, insofar as appropriate in an inclusive setting. The Act provides for the

involvement of parents/guardians, the availability of an appeals process, co-ordination between health and education services, as well as providing for the National Council for Special Education (NCSE) in primary legislation.

The Act will be implemented on a phased basis over the next number of years.

### Grangegorman Development Agency Bill

The *Grangegorman Development Agency Bill* was published in 2004 and provides for the setting up of the Grangegorman Development Agency, part of whose remit will be to plan the phased relocation of the Dublin Institute of Technology (DIT) to a new 65 acre campus on the Grangegorman site. The relocation of DIT, which is currently spread over 30 different sites in Dublin, to a 65 acre campus in Grangegorman will enable the Institute to provide better academic and support services for its nearly 20,000 students.

### Secondary Legislation

Secondary legislation promulgated in 2004 included:

- The Teaching Council (First Election of Members) Regulations
- Composition of Vocational Education Committee Regulations 2004
- Delegation of Ministerial functions
- Commencement of a number of statutes.

## Appeals Processes

### Primary Staffing Appeals Board

Teacher allocations for mainstream posts in primary schools are based on the number of pupils enrolled in the previous school year. The Primary Staffing Appeals Board adjudicates on appeals from Boards of Management for the allocation of additional teacher posts or the retention of existing posts. The Appeals Board meets three times a year. In 2004, the Board heard 68 appeals and additional teaching resources were awarded in 6 cases.

### Post Primary Allocations Appeals Committee

Post primary school management authorities can appeal for additional teaching resources, where particular problems arise in meeting essential curricular commitments within their normal staffing provision. Appeals are heard by an independent Appeals Body. In the 2004/05 school year, the Appeals Body heard 166 appeals and granted additional teaching resources in 112 cases.

### Incremental Credit Appeals Board (Primary)

A primary teacher, with restricted or provisional recognition, may qualify for the award of incremental credit for recognised teaching service outside of the State, and/or relevant non-teaching experience within the EU.

Where a claim for relevant non-teaching experience within the EU has been turned down, teachers can appeal to an independent Appeals Board. There were 10 appeals in 2004 and incremental credit was awarded in 2 cases.

### Incremental Credit Appeals Board (Post Primary)

An award of incremental credit may be given in respect of previous teaching experience and relevant non-teaching service for fully qualified, recognised teachers in the post primary sector. The scheme includes:

- All approved service given in recognised equivalent schools/colleges within the European Union
- Approved service given in primary and third level colleges
- The award of credit in respect of length of training, teaching service and relevant non-teaching service to eligible part-time teachers on the same basis as full-time teachers.

In 2004, the Incremental Credit Appeals Board heard 9 appeals. Full incremental credit was awarded in 2 cases and a further 2 cases received partial recognition.

### Procedure for Review of Inspections on Schools and Teachers under Section 13(9) of the Education Act, 1998

A teacher or the board of a school may request the Chief Inspector to review any inspection that affects an individual teacher or the school. The review procedure applies to all evaluations and reports other than those required under existing procedures for teachers experiencing professional difficulties. In 2004, two reviews were completed. The inspection was upheld in one case and the inspection report amended in the other case.

### School Transport Appeals Board

The independent Appeals Board was set up to allow parents or guardians to appeal a decision where they consider that the terms of the School Transport Scheme have been improperly applied in their child's case. The decision of the Board is final. There were 44 appeals in 2004 with 3 of the appeals upheld.

### Suspensions and Enrolment Decisions - Section 29 of the Education Act

*Section 29 of the Education Act, 1998* gives parents (and students who have reached the age of 18) the right to appeal the following types of decisions made by a school board of management:

- To permanently exclude a student
- To suspend a student from the school for a period which would bring the cumulative period of suspension to 20 school days in any one school year or
- A refusal to enrol a student.

Where an appeal is upheld, the school is required to make arrangements for the pupil's enrolment or re-admission, as the case may be.

The National Educational Welfare Board (NEWB) is the public body with responsibility for school attendance. The Board can assist parents who are experiencing difficulty in securing a school place for their child and will prioritise cases where an appeal under Section 29 has been unsuccessful.

Each year the number of appeals has grown. 253 appeals were processed in 2004, an increase of 55% over 2003. Details of appeals in 2004 are as follows:

Post Primary	Withdrawn	Local Resolution	Facilitation	Upheld at Hearing	Not Upheld at Hearing	Total
Permanent Exclusion	8	1	16	10	18	53
Refusal to enrol	19	10	19	33	31	112
Suspension	2	0	0	1	2	5
<b>Primary</b>						
Permanent Exclusion	0	0	0	0	2	2
Refusal to enrol	19	3	11	35	11	79
Suspension	0	0	0	1	1	2

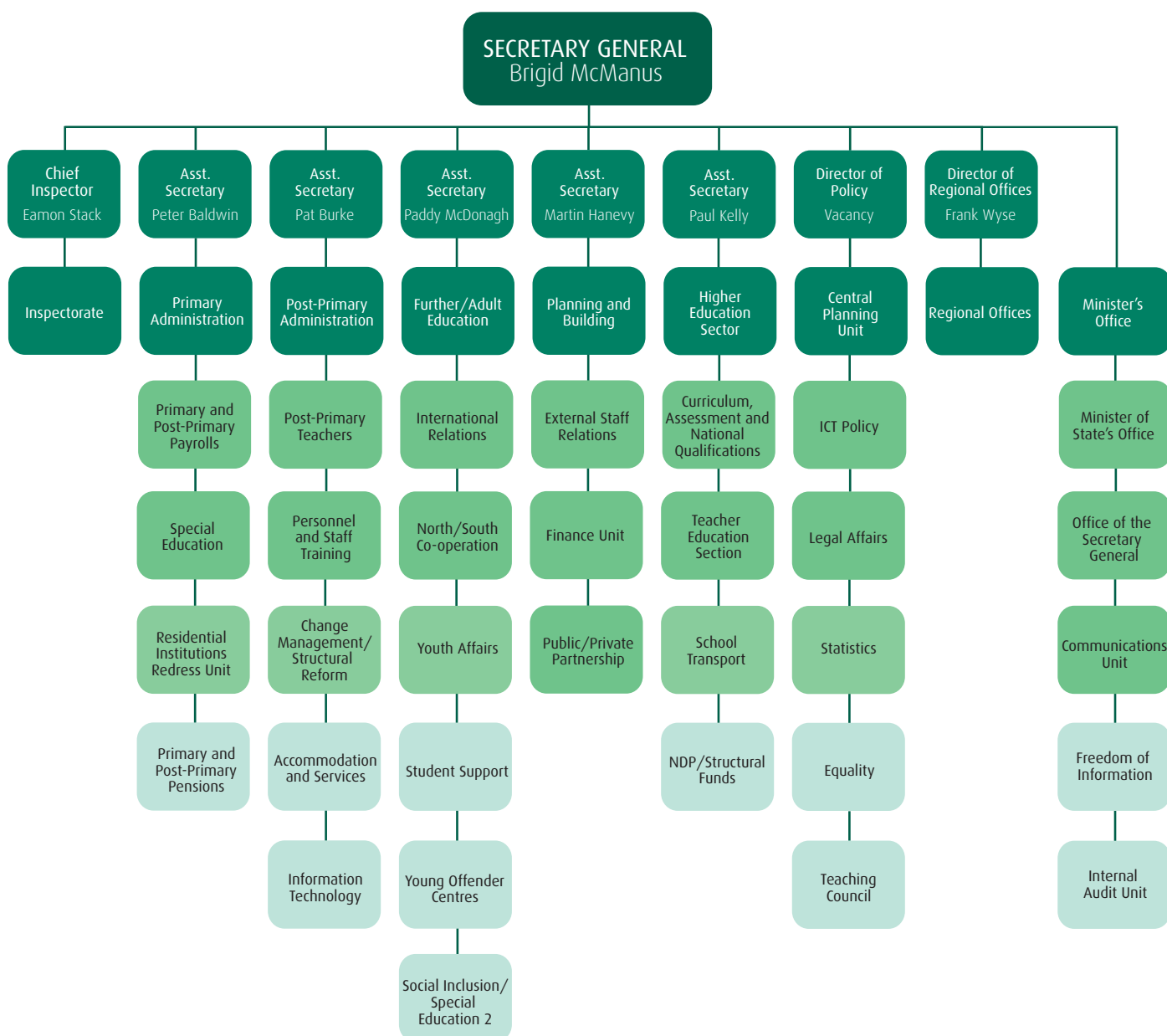
### Recognition of New Primary Schools

Under *Section 10 of the Education Act, 1998*, the Minister may from time to time designate a school or a proposed school as a recognised school under the legislation.

The school promoters can appeal a decision to an Appeals Board, if it is considered that the Criteria and Procedures for the Recognition of New Primary Schools have been improperly or inappropriately applied in their particular case.

# Appendix 1

## Organisation Chart for the Department



# Appendix 2

## Bodies under the Aegis of the Department

### **An Chomhairle um Oideachas Gaeltachta agus Gaelscolaíochta**

22 Plás Mhic Liam,  
Baile Átha Cliath 2  
(01) 6340831

### **Commission on School Accommodation**

Floor 3, House 28,  
Marlborough Street,  
Dublin 1  
(01) 8892347

### **Further Education and Training Awards Council (FETAC)**

East Point Plaza,  
East Point Business Pk.,  
Dublin 3  
(01) 8659500

### **Gaisce - The Presidents Award**

State Apartments,  
Dublin Castle,  
Dublin 2  
(01) 4758746

### **Higher Education Authority**

3rd Fl., Marine House,  
Clanwilliam Court,  
Dublin 2  
(01) 6612748

### **Higher Education and Training Awards Council (HETAC)**

26-27 Denville Lane,  
Dublin 2  
(01) 6314567

### **Léargas-the Exchange Bureau**

189-193 Parnell Street,  
Dublin 1  
(01) 8731411

### **National Centre for Guidance in Education**

1st Floor, 42/43 Prussia St.,  
Dublin 7  
(01) 8690715

### **National Centre for Technology in Education**

Dublin City University,  
Glasnevin,  
Dublin 9  
(01) 7008200

### **National Council for Curriculum and Assessment (NCCA)**

24 Merrion Square,  
Dublin 2  
(01) 6617177

### **National Council for Special Education**

1-2 Mill Street,  
Trim,  
Co. Meath  
(046) 9486400

### **National Educational Welfare Board**

16-22 Green Street,  
Dublin 7  
(01) 8738600

### **National Office for Equity of Access to Higher Education**

Fl. 1, Brooklawn House,  
Crampton Place,  
Shelbourne Rd,  
Ballsbridge,  
Dublin 4  
(01) 6612748

### **National Qualifications Authority of Ireland**

5th Floor, Jervis House,  
Jervis Street,  
Dublin 1  
(01) 8871500

### **State Examinations Commission**

Cornamaddy,  
Athlone,  
Co. Westmeath  
(090) 6442700

# Appendix 3

## Directory of Contact Details

### REGIONAL OFFICES OF THE DEPARTMENT

#### **Dublin South Co.**

##### **(Sth. Co. Dublin & Dunlaoghaire Rathdown)**

County Hall, Belgard Sq Nth,  
Town Centre, Tallaght,  
Dublin 24  
(01) 4635500

#### **Kildare/Wicklow Region**

Block A, Maudlins Hall,  
Dublin Rd., Naas,  
Co. Kildare  
(045) 848500

#### **Midlands Region**

##### **(Laois, Longford, Offaly, Westmeath)**

Friars Mill Road,  
Mullingar,  
Co. Westmeath  
(044) 37000

#### **Mid Western Region**

##### **(Clare, Limerick, Tipperary NR)**

Rosbrien Rd,  
Punch's Cross,  
Limerick  
(061) 430000

#### **North Eastern Region**

##### **(Cavan, Louth, Meath, Monaghan)**

7 Trimgate St.,  
Navan,  
Co. Meath  
(046) 9067410

#### **North Western Region**

##### **(Donegal, Leitrim, Sligo)**

Kempton Promenade,  
Bridge Street,  
Sligo  
(071) 9135700

#### **South Eastern Region**

##### **(Carlow, Kilkenny, Tipperary SR, Waterford, Wexford)**

Johnstown Business Park,  
Waterford  
(051) 310000

#### **Southern Region**

##### **(Cork, Kerry)**

Heritage Business Pk,  
Bessboro Rd, Mahon,  
Cork  
(021) 4536300

#### **Western Region**

##### **(Galway, Mayo, Roscommon)**

Victoria Place,  
Galway  
(091) 864500

---

## HEAD OFFICE/ADMINISTRATION

**Communications Unit**

(01) 8892341

**Press Office-Media Queries**

(01) 8892162/8892322

**Secretary General's Office**

(01) 8892280

**Minister's Office**

(01) 8892335

**Minister of State's Office**

(01) 8892301

**Freedom of Information**

(01) 8892240/8896462

**Corporate & Internal Services**

(01) 8896400

---

## POLICY AND QUALITY ASSURANCE

**Curriculum Policy (Second Level)**

(01) 8095020

**Gender Equality Unit**

(01) 8896458

**ICT Policy Unit**

(01) 8896414

**Internal Audit**

(01) 8892090

**International and North/South Co-operation Units**

(01) 8892379

**Qualifications Unit**

(01) 8896539

**Residential Institutions Redress Unit**

(01) 8896574

**Residential Institutions Redress Unit/Freedom of Information**

(090) 6483625

**Social Inclusion Unit**

(01) 8892382

**Statistics Unit**

(01) 8892403

**Youth Affairs Unit**

(01) 8892179

---

## BUILDING SERVICES

**School Building Unit**

(057) 9324300

**School Planning Unit**

(057) 9324476/9324466

**Third Level Building Unit**

(057) 9325402/9324407

**BUILDING UNIT FINANCIAL****Post Primary Financial Capital**

(057) 9324343

**Primary Financial Capital**

(057) 9324318

**Third Level Financial Capital**

(057) 9324344

---

## SERVICES FOR TEACHERS AND SCHOOL STAFF PAYROLL SERVICES

**PAYMENT OF SALARY TO:****Post Primary Teachers**

(090) 6484161

**Primary Teachers Permanent and Temporary**

(090) 6483600

**Primary Substitute Teachers**

(090) 6484146

**Retired Teachers**

(090) 6483995

**Clerical Officers, Caretakers**

(090) 6483728

**Special Needs Assistants**

(090) 6484136

**STATEMENT OF EARNINGS AND RE-ISSUE OF CHEQUES:****Primary and Post Primary Teachers**

(090) 6484164

**Retired Teachers, SNAs, Clerical Officers and Caretakers**

(090) 6484141

56

---

## PENSIONS SERVICES

**Primary Teachers**

(090) 6483993

**Secondary Teachers**

(090) 6483994

**Special Needs Assistants**

(090) 6484005

**VECs, Institutes of Technology, Colleges of Education**

(090) 6483658

---

## PERSONNEL SERVICES

**POST PRIMARY TEACHERS****Allocations**

(090) 6483998

**Personnel and Salary Policy**

(090) 6484091/6484092

**Qualifications**

(090) 6483832/6483808

**Registration**

(090) 6483991

**PRIMARY TEACHERS****Personnel and Salary Policy**

(090) 6483600

**Qualifications**

(090) 6483733

**Registration and Probation**

(090) 6484122

**Degree Allowances for Primary Teachers**

(090) 6483978



---

## PERSONNEL SERVICES cont.

### PRIMARY TEACHERS cont.

**Long Term Study Leave**  
(090) 6483978

### OTHER SERVICES

**External Staff Relations**  
(01) 8892410

**Teacher Education Section**  
(01) 8095018

---

## SCHOOL SERVICES

### POST PRIMARY ADMINISTRATION

**Section 29 Appeals against Suspension, Expulsion and Refusal to Enrol**  
(057) 9324377

**Complaints, Bullying, Discipline in Post-Primary Schools**  
(057) 9324328

**Irish Exemptions**  
(057) 9324331

**Repeat of a Year**  
(057) 9324331

### FUNDING AND GRANTS

**Comm. & Comp. School Funding and Non-Teaching Staffing**  
(057) 9324336

**VEC Budgets, Grants and Non-Teaching Staffing**  
(057) 9324338

**Voluntary Secondary School Grants**  
(057) 9325406

**School Books for Needy Pupils**  
(01) 8892360

**Second Level Curricular Programmes**  
(01) 8892038/8892041

### PRIMARY ADMINISTRATION

**Board of Management Administration**  
(090) 6484122

**Complaints, Bullying, Discipline in Primary Schools**  
(090) 6484122

**Coláistí Samhraidh**  
(090) 6483737

### FUNDING AND GRANTS

**Caretakers, Secretaries, Capitation, Modern Languages Initiative**  
(090) 6483978

---

## SPECIAL NEEDS/SOCIAL INCLUSION

**Children Detention Schools**

(090) 6483770

**Learning Support Teachers and Special Schools**

(090) 6483754/56/59

**Educational Disadvantage at Primary Level**

(090) 6483772/6483775

**School Completion Programme**

(090) 6483766/6484096

**High Support Special Schools & Youth Encounter Projects**

(090) 6483765

**School Transport**

(057) 9324356

---

## NATIONAL EDUCATIONAL PSYCHOLOGICAL SERVICE (NEPS)

**Head Office**

24/27 Nth Frederick Street,  
Dublin 1  
(01) 8892700

## NORTH EASTERN REGION

**Navan Regional Office**

43 Canon Row, Navan,  
Co. Meath  
(046) 9093310

## EASTERN REGION

**Clondalkin Regional Office**

50 Tower Road, Clondlakin, Dublin 22  
(01) 4614824

**Drogheda Local Office**

Donore Rd. Industrial Estate,  
Drogheda, Co. Louth  
(041) 9876940

**Naas Local Office**

Maudlins Hall, Dublin Road,  
Naas, Co. Kildare  
(045) 848504

## SOUTH EASTERN REGION

**Waterford Regional Office**

108 The Quay, Waterford  
(051) 850358

**Blackrock Regional Office**

3rd Floor, Trident House,  
Blackrock, Co. Dublin  
(01) 2833028

**Clonmel Local Office**

C/O Vocational School, Raheen Rd,  
Clonmel, Co. Tipperary  
(052) 25833

## MIDLANDS REGION

**Mullingar Regional Office**

Friars Mill Road, Mullingar,  
Co. Westmeath  
(044) 37004

## SOUTHERN REGION

**Cork Regional Office**

Block C, Heritage Business Park,  
Mahon, Cork  
(021) 4536358

## NORTH WESTERN REGION

**Sligo Regional Office**

Westward Centre,  
Bridge St., Sligo  
(071) 9141322

**Tralee Local Office**

Clounalour, Oakpark,  
Tralee, Co. Kerry  
(066) 7180671

## WESTERN REGION

**Galway Regional Office**

Victoria Place, Eyre Square,  
Galway  
(091) 864518

**Castlebar Regional Office**

Thomas Street, Castlebar,  
Co. Mayo  
(094) 9028310

---

**OFFICES OF THE INSPECTORATE**

Irish Life Buildings,  
1a South Mall, Cork  
(021) 4906011

Rosbrien Road, Punch's Cross,  
Limerick  
(061) 430004

Marlborough Street,  
Dublin 1  
(01) 8896553

Kempton Promenade,  
Bridge Street, Sligo  
(071) 9143218

Floor 3, Ross House,  
Merchants Rd, Galway  
(091) 568922

---

**FURTHER AND HIGHER EDUCATION SERVICES**
**Financial Assistance for Students in Further and Higher Education**

(057) 9325317

**Senior Traveller Training Programme**

(01) 8892427

## FURTHER EDUCATION

**Adult Guidance in Further Education**

(01) 8896409

**Vocational Training Opportunities Scheme (VTOS)**

(01) 8892076

**Adult Literacy/Community Education**

(01) 8896431

**Youthreach**

(01) 8892427

**National Skills Competitions**

(01) 8892072

## HIGHER EDUCATION

**Policy, Research and Science (Universities)**

(01) 8892220

**Post Leaving Certificate (PLC)**

(01) 8892428/8892431

**Technology and Training (Institutes of Technology)**

(01) 8892165

# Appendix 4

## NDP

The following Department of Education and Science measures are funded under the 2000-2006 National Development Plan;

### Employment and Human Resources Development Operational Programme

- Early Education
- Early Literacy
- Traveller Education
- School Guidance Service
- Schools Modern Languages
- Sectoral Entry Training - Tourism (Education)
- Apprenticeship
- Integrate Ireland Language and Training Ltd (formerly the Refugee Language Support Unit)
- Lifelong Learning - Further Education Support Services
- Ongoing Sectoral Training - Tourism Education
- Middle Level Technician/Higher Technical Business Skills
- Post-Graduate Conversion Courses
- Training of Trainers- Primary, Post -Primary & Further Education
- Quality Assurance(including Training of Trainers)
- Education Infrastructure

### Productive Sector Operational Programme

- Basic Support for Research & Communications
- Project Based & Individual Research
- Technological Sector Research
- Strategic Research (Current)

### Southern & Eastern and Border, Midlands & Western Regional Operational Programmes

- Special Projects for Disadvantaged Youth
- Youth Information Grant Scheme
- Youth Service Grant Scheme

## NDP/CSF

The following Department of Education & Science measures are funded under the 2000-2006 National Development Plan and part-financed by the European Union;

### Employment and Human Resources Development Operational Programme

- School Completion Initiative
- Third Level Access
- Early School Leavers - Progression
- Early School Leavers - Youthreach and Travellers
- Lifelong Learning - Back to Education Initiative
- Lifelong Learning - National Adult Literacy Strategy
- Undergraduate Skills
- Quality Assurance/Certification & National Qualifications Framework
- Educational Equality Initiative
- Equal Opportunities Promotion & Monitoring

### Productive Sector Operational Programme

- Strategic Research - (Capital)

