**COMHAIRLE NA GAELSCOLAÍOCHTA (CnaG)**

**BUSINESS PLAN - 2021 to 2022 – FINAL**

***Comhairle na Gaelscolaíochta***

Comhairle na Gaelscolaíochta (CnaG) is the organisation responsible for providing advice pertaining to the development and provision of Irish-medium education (IME) to the Department of Education. The Belfast Agreement, also known as the Good Friday Agreement, placed a statutory duty upon DE “*to encourage and facilitate Irish-medium education*”. Article 89 of the 1998 Education (NI) Order that followed, contained provision to allow DE to pay grants to any “*body appearing to the Department to have as an objective the encouragement or promotion of IME*”. In 2000, DE established Comhairle na Gaelscolaíochta to carry out this function.

***The functions of Comhairle na Gaelscolaíochta***

The functions of Comhairle na Gaelscolaíochta, can be summarised as follows:

* + To provide advice, assistance and information in relation to IME to voluntary, private sector and public bodies, to groups seeking to establish Irish-medium schools and units and to ensure appropriate and high-quality sites and accommodation for the sector.
  + To promote, facilitate and encourage the development of IME and schools in the north of Ireland in a co-ordinated, planned, educationally efficient and cost-effective manner.
  + To effectively represent the interests of the IM sector at all levels of the Area Planning process.
  + To advise, either alone or in conjunction with other bodies and institutions, on the development of resources for use in the IM sector.
  + To identify the training needs of the sector and, in conjunction with the Education Authority, to contribute to the development of bespoke training for IM teachers, principals and governors.
  + To advise the Department of Education on issues relating to the supply of teachers and other staff for the IM sector.
  + To identify and access sources of additional funding to support the development of IME.

***Organisational Chart of Comhairle na Gaelscolaíochta 2020/21***

The role of CnaG is to promote Irish-medium education (IME) and to perform a wide range of roles in facilitating the development of IME for the public benefit. IME brings additional public benefits relating to community development and empowerment, cultural tolerance and diversity, bilingualism and the associated benefits that come with that to name a few. Our vision is the establishment of a viable network of sustainable IME schools, from pre-school to secondary level delivering excellence in education, at the heart of developing language communities. This year has seen an overall growth in pupils entering Irish-medium Education; 1.2 % at pre-school, 3% at primary school level and 14% at post-primary level. The sector overall has grown by 4.5% this year and by 69% over the past ten years, which is even more impressive when we consider that enrolment figures in education generally have witnessed a steady decline during this same period. Irish-medium education aims to ensure Irish-medium pupils achieve excellent educational outcomes as fluent, bilinguals in Irish and English with all the proven educational, cognitive and social benefits that arise from bilingualism. During the course of the year steps were taken to raise standards of education through the sector and to mitigate against the adverse impact of Covid-19. We also continued promoting the development of IM education and improving standards through access to and deliver of training and specialist advice for all levels i.e. pre-school, primary and post-primary.

| **Strategic Priority 1 - Make learning accessible to all**  We give all children and young people access to pre-school, school and youth education provision | | | |
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| **1**  **NUMBER** | **2**  **WHAT WE WILL DO AND BY WHEN?** | **3**  **HOW WILL WE KNOW IF ANYONE IS BETTER OFF?** | **4**  **LINKS TO WHICH CYP OUTCOME(S)** |
| 1.1 | During 2021/22, continue to lead on implementation of the CnaG IME Sectoral Development Plan for IM pre-school/Early Years’, primary and secondary and youth work sector. The plan identifies priority areas for development across a range of issues facing IME. We will collaborate with partners both within and without the sector to seek resolution and to progress the recommendations made within the plan. | Ensure sustainability through capacity building workshops for voluntary committees to enhance quality of provision, awareness raising, recruitment drives within the community, development of collegiality among settings, advocacy and representation on PEG, Childcare Partnerships etc., including through our ongoing cooperation with Altram.  We will measure the success of this action through the recommendations identified within the report being implemented/advanced. Within 2021/22 this will be measured by the establishment of a working group to bring forward the recommendations and an action plan setting out how that will happen. The implementation of all the recommendations may not take place over one year but over longer terms. | 1-5 |
| 1.2 | During 2021/22, audit and prioritise the impact of Covid-19 on the IM sector in order to advocate effectively through measurable recommendations, which will be amended over time, throughout Covid-19 and beyond. To disseminate this information with DE/EA and all members of the Education Committee in the form of Covid-19 paper. | Arrive at agreed position with IME stakeholders re additional Covid support needed for sector and that needs of sector are reflected in govt and sectoral response to challenges of Covid.  Specific measures adapted by Department of Education to support return to education and to mitigate against adverse impacts of Covid and learning from home on the immersion language learning process. Additional funding allocated accordingly.  Retain the confidence of parents to continue to choose Irish medium education, in growing numbers, for their children and young people. | 3, 4, 5, 6, 7, 8 |
| 1.3 | During 2021/22, advocate through active participation on DE/EA stakeholder groups, for the IM sector including those pertaining to Covid-19 and the response to it. | Increased understanding within all DE/EA groups as to the specific challenges facing our sector and young people and recommendations from those groups which reflect those specific challenges.  CnaG to actively participate in DE/EA groups (Engage, COLO Oversight etc) to ensure all guidance is IM-proofed and takes cognisance of the specific needs of the IM sector.  Increased confidence within IME sector that particular needs and challenges of sector are adequately supported and reflective by statutory programmes, IM specific resources etc. Continued confidence of parents in IME for their children.  Measured during 2021/22 through clear commitment by DE/EA that all pupil-facing resources moving forward will be available through Irish.  Over the longer term, increased reflection of the specific needs and challenges facing IME in DE/EA response to Covid and other strategic issues. That we move away from ‘uniformed solutions’ to bespoke, tailored responses. | 1, 2, 3, 4 ,5, 6, 7, 8 |
| 1.4 | During 2021/22, advice, guidance and support provided to IM Principals in relation to Covid-19 and emerging from it in order to support Continuity of Learning. | Production of agreed priority areas by CnaG in conjunction with sectoral partners, to be updated over time, and working collaboratively to see recommendations adapted by DE/EA which reflect that.  In 2021/22 we want to see increased participation and engagement in the meetings of the Irish-medium Learning Community (IMLC) and the IM Principals’ Forum each term and the wide-ranging training webinars organised, consisting of workshops that identify and disseminate examples of best practice and sharing resources, research and training suitable or recommended within the IM or immersion context.  Also establish links established with international bodies working in immersion language environment and dissemination of best practice within IM sector in 2021/22. | 1, 2, 3, 6 |
| 1.5 | Throughout 2021/22, provide advice and support services to schools, parents and communities wishing to develop or expand Irish-medium provision at (a) pre-school, (b) primary and (c) post-primary this will be done initially through the use of online platforms for meetings and through the use of social media until it is safe to act otherwise. | Increase in the total number and percentage of pupils in or requesting IM education.  Positive feedback on the Level and quality of advice and support provided by CnaG in line with DE policies and processes from stakeholders. | 8 |
| 1.6 | During 2021/22, dissemination of IM specific resources and contemporary research relating to blended learning etc in an immersion context. | IM specific Teacher Professional Learning (TPL) provided at regular meetings of the IMLC and Principals’ Forum and facilitation of webinars and training when appropriate from within and beyond the sector (e.g. IM practitioners etc). Sharing resources and research created by CCEA/An tÁisaonad and other stakeholders within the wider IM sector via the monthly bulletin, the CnaG website and social media.  Feedback sought from principals and other stakeholders as to the benefits of these forums. | 1, 2, 3, 6 |
| 1.7 | During 2021/22, CnaG will maintain full engagement and participation at all levels of the Area Planning processes to fully represent the needs of the sector in collaboration with other educational partners in the Area Plan. CnaG will support more IM schools moving to sustainability and advocate with them on related issues concerning accommodation etc… | High-level representation and contribution to the AP structures of APLG, APWG, APSG, while continuing to engage with the sector to inform the process.  IME forms central part of AP process and the specifics developmental needs of IME are reflected in area plans moving forward.  The developing schools circular and sustainability baseline review are amended to reflect experience and needs of IM sector.  Within 2020/21 an additional 3 IM schools moved to sustainability Within 2021/22 we will work to support an additional of 2 IM schools moving to sustainability. | 3 |
| 1.8 | Throughout 2021/22, work with schools, InaG, CCMS, FnaG, EA, and DE and other partners to deliver the area planning commitments identified in the Area Planning Action Plan in a way which is more reflective of the particular circumstances and needs of IM sector. | Planning targets identified in the CnaG IME Sector Development Plan progressed throughout the year in adherence to the Strategic Area Plan and Annual Area Action Plan.  Increased awareness within DE/EA as to the planning targets identified in CnaG IME Sector Development Plan and working co-operatively to achieve those.  Within 2021/22 we will measure progress in terms of our engagement through 2 additional IM schools becoming sustainable and through draft circulars concerning developing schools and sustainability baseline are reflective of particular circumstances and needs of IM sector. | 3, 7, 8 |
| 1.9 | During 2021/22, recruit, engage and manage a number of external, professional associates to undertake research, training, collaborative and associated work for IME sector. | Production of high-quality material which will support the advancement of IME in relation to areas such as area planning, accommodation, teacher provision, educational support etc...  as to the needs of IM sector across a broader range of stakeholders. Co-operation strengthened with other sectoral bodies to affect positive change.  Engagement of other partners in important developmental issues relating to IME. | 1, 2, 3, 4, 5, 6, 7, 8 |

| **Strategic Priority 2 – Improve the quality of learning for our children & young people**  We ensure that education provision is of a high quality and supports learning and progression | | | |
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| **1**  **NUMBER** | **2**  **WHAT WE WILL DO AND BY WHEN?** | **3**  **HOW WILL WE KNOW IF ANYONE IS BETTER OFF?** | **4**  **LINKS TO WHICH CYP OUTCOME(S)** |
| 2.1 | During 2021/22, dissemination and provision of additional and specific IM education resources online, based on identified need and, where appropriate, in conjunction with sectoral and other stakeholders and other relevant bodies including the BBC. | Engage with DE, EA, CCEA, C2K STAG, CATOC and An tÁisaonad advisory committee to seek to increase output of IM resources including online resources suitable for a blended or remote learning context.  Increase in the provision and accessibility to a full range of high-quality educational resources for the IME sector, including advocating for the provision of BBC Bitesize resources.  Increase in the utilisation of resources by children and schools and additional numbers of young people.  More IM schools having access to a full suite of high quality resources that support better outcomes for our young people. | 3 |
| 2.2 | During 2021/22, provide timely, high-quality advice and recommendations to DE on Irish-medium education particularly in relation to policy development, research and consultations. | Evidence based responses provided to all relevant DE consultations and requests for information within required timeframes. | 3, 5, 6, 8 |

| **Strategic Priority 3 – Look after our children & young people**  We support and promote positive physical and emotional health and wellbeing and support high-quality affordable childcare | | | |
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| **1**  **NUMBER** | **2**  **WHAT WE WILL DO AND BY WHEN?** | **3**  **HOW WILL WE KNOW IF ANYONE IS BETTER OFF?** | **4**  **LINKS TO WHICH CYP OUTCOME(S)** |
| 3.1 | Throughout 2021/22, CnaG, in collaboration with DE, EA and other children’s authorities, will work to shape and support educational policies with a view to improving the wellbeing of children and young people as outlined in the Children’s Services Co-operation Act (NI) 2015, and this will be reported on in the CnaG Annual Report. | Continue to engage and participate as active members in the Education Wellbeing Forum.  The needs of IME reflected in educational policies emanating from this forum. | 1 - 8 |
| 3.2 | During 2021/22, ensure provision of Early Years’ Support Services and monitor progress of SLA between CnaG and Altram to ensure stated commitments are achieved. | CnaG will have monitored the delivery of agreed objectives via quarterly progress reports to SMT and CnaG Board via the Education Sub-committee.  Quarterly performance review meetings will have taken place with CnaG Senior Officer and Altram. | 1-5 |

| **Strategic Priority 4 – Support those who need more help with learning**  Working with health & education partners, we deliver high quality services for children & young people, including those with Special Educational Needs | | | |
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| **1**  **NUMBER** | **2**  **WHAT WE WILL DO AND BY WHEN?** | **3**  **HOW WILL WE KNOW IF ANYONE IS BETTER OFF?** | **4**  **LINKS TO WHICH CYP OUTCOME(S)** |
| 4.1 | During 2021/22 continue to advocate for suitable SEN support for IM pupils with relevant bodies to work towards the delivery of long-standing recommendations re SEN provision in IME. | Liaise with EA to advocate for language appropriate pupil support services to all IM pupils presenting with an additional need including the progression of plans to develop a regional network of IME LSCs or resourced provision in the short term as well as advocating for inclusion of IME specific targets in both the NICCY and EA Improvement Plans for SEN.  Working with DE/EA and other stakeholders towards implementing the recommendations made in CnaG Sector Development Plan concerning SEN.  More confidence among parents of children with additional learning needs that those needs can be adequately met with IME.  Work is commenced on the commissioning of bespoke IM diagnostic tools to appropriately assess IM pupils and allow for effective intervention along with an uplift in resources to support IM pupils with SEN. | 1, 3, 6 ,7 ,8 |
| 4.2 | During 2021/22, actively contribute to the ongoing work of the Panel established to tackle educational underachievement to bring about IME specific measures in the Panel’s Action Plan. | Engagement with panel on a regular basis and information provided to panel on request. Working with others with IM sector to facilitate full engagement with panel. Increased engagement with other sectoral partners within IM with the panel.  Implementation of the IME specific recommendations of the panel in their Action Plan upon their publication to address underachievement in the Irish-medium sector. This should be reflected in an increase in IM pupils performance at GCSE and A Level. | 1-8 |
| 4.3 | During 2021/22, contribute actively and fully with the consultation processes that are being undertaken in relation to Special Educational Needs provision across education to ensure that the specific needs of IM sector are reflected in future policies and strategies. | Full engagement with Departmental consultation processes concerning SEN and Wellbeing and increased participation from IM sector in these processes with a view to having specific needs of IME reflected in future policies and strategies.  Specific needs of sector reflected in recommendations emerging from these processes in the form of a time bound action plan. More confidence among parents of children with additional learning needs that those needs can be adequately met with IME.  Work is commenced on the commissioning of bespoke IM diagnostic tools to appropriately assess IM pupils and allow for effective intervention along with an uplift in resources to support IM pupils with SEN. | 1, 3, 6 ,7 ,8 |
| 4.4 | During 2021/22, to assist the recruitment, training and continued development of governors of school settings at all levels in IME in conjunction with EA through, amongst other things, the provision of specific training session for IM governors. | Schools assisted to have full complement of Governors, high level of training received and be-spoke IM training achieved.  Continued, active membership of the Board of Governors’ stakeholders’ group and dissemination of the IM Guide for Governors.  Work with governors and partners in EA to ensure that every IM school has relevant governing documents and policies in place and that there is advice and guidance available through CnaG concerning these governing documents.  CnaG to assist EA in drafting a model Scheme of Management for use by IM Schools which will be disseminated to all IM schools.  Support made available to Governors to ensure each IM school is equipped and aligned with all school governing documents and policies. | 3 |

| **Strategic Priority 5 – Improve the learning environment**  We promote equality of opportunity, respect for others, good relations and inclusivity and we provide modern, sustainable educational settings which are fit-for-purpose and facilitate shared learning | | | |
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| **1**  **NUMBER** | **2**  **WHAT WE WILL DO AND BY WHEN?** | **3**  **HOW WILL WE KNOW IF ANYONE IS BETTER OFF?** | **4**  **LINKS TO WHICH CYP OUTCOME(S)** |
| 5.1 | Throughout 2021/22, CnaG will support DE in fulfilling its statutory duty to encourage and facilitate the development of Integrated Education and will provide a report to DE when requested. | By a date specified by DE, a report provided to DE detailing evidence that this commitment has been achieved, and information provided on the impact of this action on the Integrated Education sector.  Full participation in the Review of Education, which formed a central part of the New Decade, New Approach deal.  We can measure the success of this action through the development of IM education within the integrated sector. Work is ongoing to deliver the first provision of this kind in East Belfast within 2021/22. | 3, 7, 8 |
| 5.2 | Throughout 2021/22, CnaG will support DE in fulfilling its statutory duty to encourage and facilitate the development of Irish Medium Education and will provide a report to DE when requested. | By a date specified by DE, a report provided to DE detailing evidence that this commitment has been achieved, and information provided on the impact of this action on the Irish Medium Education sector.  Information sessions held with senior managers within DE concerning the IM Sectoral Development Plan and to work collaboratively towards an agreed strategy re development of IME in line with statutory duty.  Successful delivery of this Business Plan. | 3, 7, 8 |
| 5.3 | **Shared Education**  CnaG will exercise its power to encourage and facilitate shared education, in line with legislation and DE’s Sharing Works Policy, through the following key actions in 2021/22:   * Advocate for sufficient flexibility in future Shared Education Initiatives such as Peace Plus to encourage more engagement from and with the IM sector; * Continue to request round table discussions with the Shared Education DE/EA teams to address current barriers to IM engagement in these initiatives; * Provide a report to DE when requested. | By a date specified by DE, a report submitted to DE detailing evidence of how this commitment has been achieved and information on the impact of the actions.  Full participation in the Review of Education, which formed a central part of the New Decade, New Approach deal.  Amendments made to Shared Ed initiatives to reflect the linguistic needs of IM sector. CnaG has submitted proposals to this end and will continue to engage with DE/EA on this.  Increased engagement from IM sector in the Shared Education initiatives. | 3, 7, 8 |
| 5.4 | Throughout 2021/22, work closely with the Department’s Investment and Infrastructure Directorate to address the accommodation needs of the IME sector. | Attendance at bi-monthly meetings regarding Irish Medium schools. Accommodation needs assessed and delivered in accordance with available budget.  Deliver a comprehensive survey on current accommodation needs of IM Sector by April 2021 and work collaboratively with the Department’s Investment and Infrastructure Directorate and other relevant bodies to address those needs. | 1, 2, 3, 4 |

| **Strategic Priority 6 – Tackle Disadvantage and Underachievement**  We improve developmental and learning outcomes for all children & young people, with a particular focus on those who are underachieving, at risk of underachieving, or disadvantaged | | | |
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| **1**  **NUMBER** | **2**  **WHAT WE WILL DO AND BY WHEN?** | **3**  **HOW WILL WE KNOW IF ANYONE IS BETTER OFF?** | **4**  **LINKS TO WHICH CYP OUTCOME(S)** |
| 6.1 | Throughout 2021/22, provide advice and support to Irish-medium schools, through working with the EA, CCMS, CCEA, DE, ETI, ALTRAM as appropriate, to raise standards in Irish-medium education at (i) pre-school, (ii) primary and (iii) post-primary. | Share best practice and other relevant information through IM Principals’ Forum/IMLC/ and other stakeholder groups established by CnaG as well as via the regular webinars and annual conference.  Continue to use CnaG Professional Associates to offer and share support, guidance and advice to IM Principals.  Strengthen links with other sectoral bodies, including IME orgs in the south and international bodies with a view to working towards an agreed best practice model of immersion education.  It will be difficult to assess this action in an official capacity until the resumption of formal inspections by ETI. In the interim, positive feedback from principals and practitioners on advice and support given. | 1, 3 |

| **Strategic Priority 7 – Support and develop our education workforce**  We develop and deploy teachers, other education professionals and support staff effectively, promoting high standards and leadership and improving health & wellbeing | | | |
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| **1**  **NUMBER** | **2**  **WHAT WE WILL DO AND BY WHEN?** | **3**  **HOW WILL WE KNOW IF ANYONE IS BETTER OFF?** | **4**  **LINKS TO WHICH CYP OUTCOME(S)** |
| 7.1 | **Staff Absence**  Throughout 2021/22, to work with DE to implement the Managing Attendance Strategy for the Education Sector and reduce absence levels. | Achieve an absence target of 6.0% of available working daysin 2021/22 for CnaG staff. | 3 |
| 7.2 | During 2021/22, advocate for adequate numbers of teachers for IME to meet increasing demand. | - Advocate for a review of the current teacher training model for the IM sector to better meet the needs of an emerging sector and the creation of a subsequent Action Plan (including an agreed timescale) to address these needs.  - Advocate for the agreement and implementation of a pilot, cost neutral scheme for the IM sector by September 2021 with DE/DfE, Initial Teacher Education (ITE) colleges, and other key partners.  - Advocate for the exploration of additional pathways to alleviate current pressures in the form of conversion courses and bespoke TPL opportunities in language, other specialist subjects for teachers within and wishing to work in the IM sector. | 3 |
| 7.3 | During 2021/22, to provide advice and guidance to Irish-medium principals on an ad hoc basis throughout the school year. | Provision of relevant and pertinent advice to IM Principals to assist in school development plans, via termly meetings of the IM Principals’ Forum, CnaG website, social media and monthly bulletin and through the use of Professional Associates offering a Mentoring/Support Scheme to all IM Principals. | 3 |
| 7.4 | During 2021/22, advise NISTR on the suitability of their criteria for ability to teach in an Irish-medium school. | Ease of access to suitably qualified, IM substitute teachers to alleviate the burden on principals trying to identify substitute teachers in a sector grappling with teacher shortage.  To encourage more teachers to stay within jurisdiction and to continue working within IM sector, through sharing training and employment opportunities via CnaG social media, Monthly Bulletin etc. | 3 |
| 7.5 | During 2021/22, support the development of regional Irish-medium Learning Communities and a Leaders’ Group, in conjunction with EA, as recommended in the Report of the Irish-medium School Leaders’ Working Group.  Continue to advocate for resources to enable the IMLC to employ a Coordinator to coordinate and facilitate their three year Strategic Action Plan. | Evidence of enhanced collaboration in IME sector regarding sharing of best practice, promoting collegiality, school improvement and enhanced outcomes for IME children. | 3 |
| 7.6 | Consultation with EA on its TPL Programme for 2021/22 (in line with the Learning Leaders Strategy), to ensure TPL opportunities are commissioned and funding is available to IM workforce by October 2021. | Sufficient, appropriate and sector specific funded TPL opportunities offered to meet the needs of the IM workforce via the EA’s TPL Programme for 2021/22. | 3, 4, 5, 6, 7, 8 |
| 7.7 | During 2021/22, provision of online training seminars and lectures to share best practice in Immersive education and other areas of education, provide practical, specific support to IME practitioners. | Increased engagement with online seminars and teaching resources provided by CnaG by Irish Medium practitioners and workforce. | 3, 4, 5, 6, 7, 8 |
| 7.8 | During 2021/22, provide support and advice to the EA on the Learning Leaders Bursary Scheme for Staff in IM Schools to ensure that IM practitioners are progressing professionally adequately equipped to deliver the highest quality education within IME. | Continue to liaise with EA on the roll out of the scheme, ensuring adequate budget is available and that information and criteria is available to the sector in an effective, timely manner.  To share information on the scheme with sectoral practitioners and to engage with them on the continued development of the scheme and the continued professional development of practitioners more generally.  Increased numbers of IM practitioners applying for and availing of the scheme. | 3, 4, 5, 6, 7, 8 |

| **Strategic Priority 8 – Effectively manage, review and transform our education system**  We deliver our corporate governance and finance responsibilities while seeking to improve efficiency, increase sustainability and introduce new ways of learning | | | |
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| **1**  **NUMBER** | **2**  **WHAT WE WILL DO AND BY WHEN?** | **3**  **HOW WILL WE KNOW IF ANYONE IS BETTER OFF?** | **4**  **LINKS TO WHICH CYP OUTCOME(S)** |
| 8.1 | **Accurate and Timely Accounts**  By the required date, to submit to DE & the Comptroller and Auditor General (C&AG) draft 2020/21 accounts in accordance with the Accounts Direction, Whole of Government Accounts (WGA) & Review of Financial Process consolidation pack and to prepare accounts with an unqualified audit opinion and within the timescales outlined by DE/ NIAO.   * Draft accounts submitted to DE by Account Direction date. * WGA returns made by the required date. * Review of Financial Process consolidation pack submitted by the required date. | Accounts prepared to a high standard that do not subsequently result in qualification by the C&AG for reasons that are considered to be within the control of the accounting officer. | 3 |
| 8.2 | **Compliance**  Throughout 2021/22, ensure full compliance with all required procedures and approval requirements in relation to the delegated limits set out in the Financial Memorandum, business cases, economic appraisals, Post Project Evaluations, consultancy and procurement regulations and policy and other relevant NICS regulations. | All Business cases, consultancy and procurement compliant with relevant guidance, and have appropriate approvals within delegated authority and as required are submitted to the Department in a timely manner to allow full and proper scrutiny.  Full adherence to the requirements of Northern Ireland Guide to Expenditure, Appraisal and Evaluation (NIGEAE), DoF guidance, Construction & Procurement Delivery’s guidance notes and guidance issued by DE. | 3 |
| 8.3 | **Pay Remits**  Throughout 2021/22, to ensure that the pay remits align fully with public sector pay policy as detailed in relevant DoF guidance. | No breaches of Public Sector Pay Policy | 3 |
| 8.4 | **Budget Allocations**  Ensure that expenditure is contained within the agreed budget allocation with no overspend and an underspend of no more than 1% of the overall resource and overall capital budgets by year-end. | Budget contained with any underspend within the 1% limit with no overspend.  All resource budget and capital budget allocations utilised within the parameters set out by DE. | 3 |
| 8.5 | **Prompt Payment**  Throughout 2021/22, we will aim to maximise the payment of all non-disputed invoices within 10 working days of receipt of invoice and will ensure that 97% of all non-disputed invoices are paid within 30 days of receipt of invoice. | 90% of all non-disputed invoices paid within 10 working days of receipt of invoice.  97% of all non-disputed invoices paid within 30 days of invoice date.  Progress reported monthly. | 3 |
| 8.6 | **Cash Management**  Throughout 2021/22, to ensure the monthly drawdown of cash is within 5% of the monthly forecast requirement. | Monthly drawdown of cash is within 5% of the monthly forecast requirement.  Progress reported monthly. | 3 |
| 8.7 | To provide a forecast of the 2021/22 cash requirement for the Spring Supplementary Estimates in line with the Department’s timescale and ensure the total annual cash drawdown does not exceed the limit subsequently agreed at Spring Supplementary Estimates. | Annual cash drawdown does not exceed the limit set at Spring Supplementary Estimates. | 3 |
| 8.8 | **Effective Governance**  Throughout 2021/22, to ensure effective governance through full compliance with all required procedures (as detailed in the Partnership Agreement / Management Statement, Financial Memorandum (MSFM), as appropriate) and related governance guidance issued by DE. | All corporate governance decisions comply with Partnership Agreement and engagement plan or MSFM.  Draft Business Plan, in-year and end-year Business Plan updates provided to DE within set timescales.  Annual and Mid-year Governance Statements submitted and approved within set timescales.  Allnew board members receive corporate governance training within 6 months of appointment, and all members to have regular (at least annual) review of their skills and knowledge.  An annual audit of Board skills and effectiveness completed by CnaG. | 3 |

**Annex A**

**Department of Education Strategic Priorities**

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| 1. **Make learning accessible to all**   We give all children and young people access to pre-school, school and youth education provision |
| **2. Improve the quality of learning for our children & young people**  We ensure that education provision is of a high quality and supports learning and progression |
| 1. **Look after our children & young people**   We support and promote positive physical and emotional health and wellbeing and support high-quality affordable childcare |
| 1. **Support those who need more help with learning**   Working with health & education partners, we deliver high quality services for children & young people, including those with Special Educational Needs |
| 1. **Improve the learning environment**   We promote equality of opportunity, respect for others, good relations and inclusivity and we provide modern, sustainable educational settings which are fit-for-purpose and facilitate shared learning |
| 1. **Tackle Disadvantage and Underachievement**   We improve developmental and learning outcomes for all children & young people, with a particular focus on those who are underachieving, at risk of underachieving, or disadvantaged |
| 1. **Support and develop our education workforce**   We develop and deploy teachers, other education professionals and support staff effectively, promoting high standards and leadership and improving health & wellbeing |
| 1. **Effectively manage, review and transform our education system**   We deliver our corporate governance and finance responsibilities while seeking to improve efficiency, increase sustainability and introduce new ways of learning |

**ANNEX B**

**Children and Young People’s Strategy Outcomes**

(in support of the Children’s Services Co-operation Act (NI) 2015)

|  |  |
| --- | --- |
| 1 | Children and young people are physically and mentally healthy |
| 2 | Children and young people enjoy play and leisure |
| 3 | Children and young people learn and achieve |
| 4 | Children and young people live in safety and stability |
| 5 | Children and Young People experience economic and environmental well-being |
| 6 | Children and young people make a positive contribution to society |
| 7 | Children and young people live in a society which respects their rights |
| 8 | Children and young people live in a society in which equality of opportunity and good relations are promoted |