



An Roinn Oideachais
agus Scileanna
Department of
Education and Skills

Annual Report 2019

Department of Education and Skills

June 2020



EUROPEAN UNION
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Foreword by the Minister

I welcome the publication of the Department's Annual Report for 2019 which outlines the significant work undertaken during last year.

The impact of the Covid-19 pandemic has been hugely challenging for the whole country and the unified response has been immense.

Along with the actions across Government, a huge amount has happened in the education and skills sector since schools, colleges, universities and other settings closed on March 12th.

Ba mhaith liom mo mhór-bhuíochas a ghabháil leis na múinteoirí, na tuismitheoirí, na daltaí agus na scoileanna as ucht na hoibre ar fad atá déanta go dtí seo i mbliana. Tá sibh tar éis tuiscint agus misneach a thaispeáint in ainneoin na deacrachtaí atá ag teacht chun cinn le cúpla mí anuas.

I have no doubt the dramatic pace at which issues are addressed will continue. It is a credit to everyone involved in the sector, as well as the parents – not least the decisions around Leaving Certificate 2020. It exemplifies the spirit of being 'In This Together'.

In March 2019, I launched the Action Plan for Education which sets out more than 280 deliverable actions for this year to continuously improve our education system.

I chose the title Cumasú – empowerment through learning, to symbolise our drive to prepare people in a balanced way for life and work. It emphasises the need for young people and students to aim high and to fulfil their potential while developing the skills to think critically and to adapt and innovate with a resilience and wellbeing

Over the past few years, using the Action Plan framework, great progress has been made and I want to thank everyone who was involved. I see the education and training sector as a united one, where we engage in a common effort to nurture the next generation. I am committed to continuing with the reforms underway, in a carefully managed and paced way. I want to ensure that there is a logical sequence to what's being implemented on the ground.

In 2019 I was able to bring in a new and more compassionate approach to Leaving Certificate students who suffer a close family bereavement during the state examinations.

Again I want to thank Rhona Butler for telling her story and asking me to act. The death of a loved one is a deeply traumatic event for any young person, which will only be compounded if it occurs in the midst of exams.

It is an important reform. For future years, when the exams are being held, it ensures Leaving Certificate students who lose a close family member are given a chance to sit alternative papers.

In October last year I announced that History would be given a special core status in the Framework for Junior Cycle. I believe that an understanding of history is vitally important for the generations coming after us.

Those key decisions for our students show how our education system is responsive and progressive.

Ba mhaith liom mo bhuíochas a ghabháil chomh maith leis an Roinn as ucht na hoibre agus na tacaíochta atá tugtha acu ó thaobh tuilleadh béime a chur ar an nGaeilge sna scoileanna agus sa chóras oideachais go ginearálta.

I am pleased that I have been able to lead the renewed focus on Irish in our education system during my time in the Department. This included designating five new primary schools as Irish-medium, amending criteria to be considered in relation to Irish-medium education as part of patronage processes, launching a review of Irish-medium education policy as well as the CLIL project teaching subjects such as PE using our language.

I would also like to acknowledge the work of the Department's officials and my colleagues, Ministers of State, Mary Mitchell O'Connor and John Halligan.

I would also like to express my gratitude to all those working in the education and training sector for their work in 2019, which so greatly contributed to the Department's achievements.

Joe McHugh T.D.

Minister for Education and Skills



Foreword by Minister of State Mitchell O'Connor

During 2019 we continued to progress the reform agenda in the Higher education sector. I welcome the publication of this Annual Report, which highlights the work carried out by the Department to ensure this transformation is facilitated, and advanced.

The Technological Universities Act, 2018 provides for the development of a new technological university model. Technological University Dublin (known as TU Dublin and comprising the former Dublin Institute of Technology, Institute of Technology Blanchardstown and Institute of Technology Tallaght) became the first technological university, formally coming into existence on January 1st, 2019.

The Qualifications and Quality Assurance (Education and Training) (Amendment) Act 2019 was signed into law in July 2019. It will pave the way for the development of an International Education Mark as part of quality assurance of providers.

A Framework for consent in Higher Education Institutions was launched in April 2019. The framework aims to ensure the creation of an institutional campus culture which is safe, respectful and supportive. The Framework draws from international best practice and research to provide institutions with standards and guidance on what works to create a safe and supportive culture.

Access to higher education continues to improve, particularly for those in under-represented groups in society. Late last year the *Action Plan to Promote Traveller Participation in Higher Education* was launched. The plan was developed in consultation with Traveller representative groups, and aims to support and advance Traveller participation in higher education.

Mary Mitchell O'Connor
Minister of State for Higher Education



Foreword by Minister of State Halligan

I welcome the progress made in 2019 in the skill's area and note the publication of the Department of Education and Skills' Annual Report 2019. Last year was a productive year for the skills' area, as my colleagues and I continued to work towards making the education and training system one that is flexible, responsive and meets the needs of life-long learners.

This report notes a number of important achievements made with this vision in mind.

A new suite of courses under SpringBoard+ 2019 was launched, bringing the total number of courses under the programme to 285 and the number of places available to over 9,000. Eleven new apprenticeship programmes were launched in 2019 in a diverse range of areas including Media, ICT, Engineering, Construction and Sales.

Skillnet Ireland's provision was expanded in key skill areas, including the establishment of new learning networks to provide training to small business owner managers and develop new certified programmes.

2019 also saw the expansion of the EXPLORE programme, which provides learning opportunities to those in employment, but not engaged with the education and training system, or existing upskilling programmes, and helps address the low level of participation in lifelong learning amongst the Irish workforce.

I would like to acknowledge the work of my colleagues in the wider education and training sector, for their continuous engagement and contribution.

John Halligan

Minister of State for Training, Skills, Innovation,
Research and Development



Statement from the Secretary General

I am pleased to introduce the 2019 Annual Report of the Department of Education and Skills, which documents the progress made during the first year of our three year Statement of Strategy 2019-2021. The Department outlined in its Strategy Statement an ambitious path to progress initiatives and strategies with the aim of providing an education and training system that aims to equip learners with the knowledge and skills that they need to achieve their potential and to participate fully in society.

In November 2019, the National Educational Psychological Service (NEPS) celebrated its 20 year anniversary. In addition to providing support to schools, NEPS is centrally involved in the development and implementation of the Department's policies in relation to special education and social inclusion. NEPS has also taken a lead role in the development of the Department's Wellbeing Policy and Framework for Practice (2018-2023). This recognises the important role that schools play in promoting the wellbeing of young people.

It is also very positive to see the results of surveys and international comparisons demonstrating positive outcomes for learners in Irish education and training, in particular the recent PISA results which show Ireland's 15 year-olds are among the best in the world in reading literacy and that post-primary schools in Ireland can be considered relatively equitable in comparison with other countries. These positive outcomes all reflect the collaboration and engagement across many parts of our Department as well as with our fellow Government Departments and our partners in education and training.

Preparing for Brexit remained a key focus for the Department throughout 2019 with the Department overseeing the passage of Part five of the Withdrawal of the United Kingdom from the European Union (Consequential Provisions) Act, 2019 to enable the payment of SUSI grants to Irish students in the UK, in the absence of a withdrawal deal. The Department continued to engage with stakeholders in the Education Sector on Brexit preparations, with the Department now focusing on ensuring that the interests of the Education Sector are protected in the context of the future relationships negotiations.

I would like to express my gratitude to the staff in the Department for their work this year, as well as to all those working in the wider education and training sector.

Seán Ó Foghlú
Secretary General

Our Mission

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

Goals 2019-2021

Our Goals



GOAL 1

We will shape a responsive education and training system that meets the needs and raises the aspirations of all learners.



GOAL 2

We will advance the progress of learners at risk of educational disadvantage and learners with special educational needs in order to support them to achieve their potential.



GOAL 3

We will equip education and training providers with the skills and support to provide a quality learning experience.



GOAL 4

We will intensify the relationships between education and the wider community, society and the economy.



GOAL 5

We will lead in the delivery of strategic direction and supportive systems in partnership with key stakeholders in education and training.

The Department's performance in 2019 is measured against the key outputs and performance indicators outlined in the *Statement of Strategy 2019-2021*.

General corporate data which outlines our extensive engagement with our customer base and the wider civil service can be found at Appendix B.

Overview of key actions delivered during 2019

Education and training matter to people, the aim of the Department's Strategy Statement is to provide a way to help people realise their full potential to lead richer lives, and to help our society develop. This Annual Report details the Department's activities during 2019 and reports on the progress made towards implementation of our Strategy Statement.

GOAL 1



In 2019, work continued on **Wellbeing**, piloting a new school inclusion model integrating pupil centred services, evaluating the pilot of the In-School Therapy Demonstration Project and continuing to expand the number of NEPS psychologists who support implementation of the *Wellbeing Policy and Framework for Practice 2018 – 2023*.

Development of the **primary curriculum** continued with a report on coding and computational thinking being published which identified three aspects of digital competence; creating with technology, understanding technology, and using technology as fundamental to the inclusion of coding and computational thinking in a curriculum and charted short and long-term steps to achieve inclusion. From September 2020, all post-primary schools will be required to offer History as a Junior Cycle subject and all students entering first year at that time will be required to study History as part of the curriculum.

In the area of **critical skills development** action was taken to build momentum behind our ambition for STEM, foreign languages, closing the gap in literacy and numeracy, and adopting the transformation of learning made possible by digital technology.

In November 2019, the **Human Capital Initiative** was launched representing an investment of €300m, over 5 years 2020-2024 to provide additional capacity across the Higher Education Sector to meet priority skill needs for enterprise.

GOAL 2



Work continued to support **learners at risk of disadvantage** and **increase inclusion** through the further expansion of the Delivering Equality of Opportunity in Schools (DEIS) strand of the Schools Excellence Fund (SEF). Guidelines were developed for schools to support successful transitions at the key stages of pre-school to primary and primary to post-primary school.

The process of allocating special education teachers to schools was reviewed to ensure that data is available and there is engagement with the sector so that school profiles were updated to enable new allocations to be made for the 2019/20 school year. Approximately 37,500 pupils with additional care needs are being supported by SNAs in the current school year.

Measures to improve access to higher education for underrepresented groups including travellers, lone parents and for the deaf and hard of hearing were further developed. Further financial supports were delivered through a €1 million increase in the Student Assistance Fund (SAF) for Professional Master of Education students, the continuation of the Pilot Student Support Scheme, a grant support scheme for asylum seekers in third level education, and several improvements made to the 2019/20 Student Grant Scheme in order to benefit some of the most disadvantaged students.

GOAL 3



A new Aistear CPD programme was rolled out and a self-evaluation framework was developed to support the implementation of Sfolta (the national quality framework) and Aistear (the early childhood curriculum framework) via the National Sfolta Aistear Initiative new model for delivering mentoring and training supports under the National Sfolta Aistear Initiative; professional award criteria and guidelines for initial professional education degree programmes for the sector were launched.

The Department's Inspectorates work programmes during 2019 included the provision of a number of new inspection models. A national programme of early years inspections provided advice and supported progressive improvement in standards, leadership and learning activities within that sector.

The Qualifications and Quality Assurance (Education and Training) (Amendment) Act 2019 was signed into law in July 2019 which paves the way for the development of an **International Education Mark (IEM)** as part of quality assurance of providers.

Work to deliver the **Teacher Supply Action Plan** progressed with the development of a Teacher Workforce Data Model to facilitate future planning for teacher demand and supply.

Reform initial teacher education (ITE) ensures that teachers are equipped with the right skills for 21st century teaching, learning and assessment. The publication of a review into teacher education, "The Structure of Teacher Education in Ireland: Review of Progress in Implementing Reform", shows constructive engagement by the centres for teacher education with the HEA on progressing the programme of change in this area.

GOAL 4



In 2019, **linkages with society and employers** were strengthened across several areas of activity. Learners were supported with the publication of an independent review of career guidance and the implementation of priority actions in the review. A new suite of courses under Springboard+ 2019 was launched, bringing the number of courses under the programme to 285 and the number of places available to over 9,000. Options for learners continued to expand, with the creation of the first ever technological university – **Technological University Dublin**.

The publication of the ICT Skills Action Plan 2019-2022 provides strategic direction for the design and provision of services in this important area.

Lifelong learning and upskilling continued to be supported by expanding the EXPLORE programme, which helps to address the issue of Ireland's low level of participation in lifelong learning amongst the workforce, implementing the 'Skills to Advance' programme enhancing the skills of adults currently with low skills levels, and supporting implementation of *Upskilling Pathways – New Opportunities for Adults*, an EU Initiative to help low skilled adults acquire basic levels of literacy, numeracy and digital skills.

Skillnet Ireland's provision was expanded in key skill areas, including the establishment of new learning networks to provide training to small business owner managers and develop new certified programmes. The **Regional Skills Fora** and the **Skills for Growth** initiative were supported by the development of new partnerships to make it easier for more employers to identify their future skill needs, and a new pilot programme was designed for first time upskilling SMEs.

A global focus was **maintained** throughout 2019 by successfully continuing to work on achieving the actions and targets in the **International Education Strategy 2016 –**

2020 with 30 high-level international education visits from partner countries.

Reflecting increasing interest in the broad area of climate change, the Department reported on the education sector's actions outlined in Ireland's first "*National **Sustainable Development Goals Implementation Plan 2018-2020***". This will inform the development of a successor plan, which will be worked on in 2020.



Capital expenditure in the school sector amounted to €665 million. Capital expenditure on higher education infrastructure was €65million.

Within the HE and FET sectors, procurement commenced under the PPP Programme to increase capacity in TUs/IoTs, advanced construction of Grangegorman PPP Projects, supported small-scale and necessary infrastructure works and improvements in IOTs and TU Dublin with €10 million in capital grants and €8.1 million in Apprenticeship Equipment Grants was also paid to participating HEIs.

Continuing reform of the **higher education funding** model, the Higher Education Performance Fund was developed and implemented. Funding was provided for leadership and capacity building in HEIs, for teaching and learning capacity building in HEIs and for research and innovation in IoTs and TUs.

Further work advanced on **shared services and centralised procurement** to strengthen management systems across a range of services in the Department and sector.

Progress on the five key Strategic Goals in 2019

During 2019, the Department made significant progress in achieving the goals detailed in the *Strategy Statement and Action Plan for Education 2019-2021*. The *Annual Report 2019* acknowledges the significant and systematic progress that was made under each of our five goals:

Goal 1: We will shape a responsive education and training system that meets the needs and raises the aspirations of all learners.

This goal is about building learning environments for all learners that promote health, wellbeing and personal development. Positive, agile and responsive environments provide opportunities for all learners to fully participate in, and get maximum benefit from, their education and training experience. This means the development and review of curriculum and assessment, enabling transitions and embracing the power of digital technologies across the continuum of education and training are key to better outcomes for learners, society and the economy.

Review of the year under this Goal

- Significant changes to the process of Leaving Certificate exams included providing special arrangements students who suffer a close family bereavement to sit alternative papers in July and reducing the timeframe for receiving results.
- New Circulars were published which specify the exceptional circumstances in which a school may grant an exemption from the study of Irish.
- A Foreign Language Content and Language (CLIL) project was rolled out in Transition Year.
- The longitudinal study of the Digital Learning Framework and its implementation in Schools was commenced. Delivery of an online higher-level Leaving Certificate Physics course was commenced through Irish from e-Hub Gaeltacht schools to students in other post-primary Gaeltacht schools.
- Additional NEPS psychologists have been recruited to enhance access to the NEPS service and increase the range of NEPS in-school supports.
- A consent framework was launched for deployment by the higher education institutions.
- DES supported the implementation of legislation providing for rent predictability measure in purpose-built third level student accommodation.

Further details under this Goal are set out below.

1.1 Curriculum at primary level

The National Council for Curriculum and Assessment (NCCA) continues work on the redevelopment and review of the primary curriculum. As part of this work, the NCCA is engaging widely with stakeholders in education and other interested individuals and groups including working directly with schools across the country on their priorities and needs for a redeveloped primary curriculum. The NCCA will publish a draft overview of a redeveloped primary curriculum in early 2020. This draft will be the basis for an extensive consultation, which will determine the overall shape and direction of a redeveloped curriculum.

The Primary Languages Curriculum/Curaclam Teanga na Bunscoile (PLC/CTB), which sets out children's language learning for English and Gaeilge, was introduced to schools on a phased basis in 2016, from junior infants to second class. Work on PLC/CTB continued and in September 2019 the Primary PLC/CTB, Stages 1–4 (junior infants to sixth class) was launched.

The PLC/CTB is supported by a re-developed online support space and by a sustained model of professional development, delivered by the Professional Development Service for Teachers (PDST) and the National Council for Special Education (NCSE). The sustained support will be delivered over the course of three years.

Published in 2019:

- *Publication in hardcopy of the Primary Language Curriculum/Curaclam Teanga na Bunscoile for stages 1 – 4 (junior infants to sixth class)*
[Circular 45/2019 \(Primary\) - Primary Language Curriculum/Curaclam Teanga na Bunscoile, Stages 1–4 \(junior infants to sixth class\), Support and Implementation](#)

1.2 Curriculum at post-primary level

Implementation of the new Framework for junior cycle is proceeding having commenced in September 2014, with the introduction of the new specification for English. All subjects have, since September 2019, had new specifications introduced in line with the Framework for junior cycle. A comprehensive continuing professional development (CPD) programme for teachers is used to support the introduction of these new specifications.

Of the 21 subjects available under the Framework for junior cycle only four – Mathematics, Gaeilge, English and History – are compulsory. The requirement to study History at junior cycle comes as a result of the decision of the Minister of Education and Skills, in October 2019, to award History special core status within the Framework for junior cycle.

The direction of junior cycle reform is consistent with practice in other high-performing education systems such as New Zealand, Queensland, Estonia and Finland, where schools have been given greater autonomy and flexibility in developing the programmes they offer.

The Report on the Review of Relationships and Sexuality Education (RSE) in primary and post-primary schools was published by the NCCA in December 2019.

There are a number of developments taking place at Senior Cycle, including a broad review and implementation of new and revised specifications.

In late 2016, the NCCA commenced an extensive review of Senior Cycle programmes and vocational pathways. Throughout the 2018/19 school year, the NCCA engaged with a representative sample of 41 schools in the initial consultation cycles of the review. Each cycle concluded with a national seminar involving representatives from the collaborating schools and the education partners. The first of two consultation cycles focused on the purpose of Senior Cycle and futures thinking, with the second consultation cycle focusing on pathways and flexibility.

In August 2019, the NCCA began a public consultation on the review of senior cycle. This was accompanied by the publication of the *Interim Report on Senior Cycle Review*, as well as the *Senior Cycle Review Consultation Document*. The consultation invited individuals and organisations to provide feedback on the areas for development emerging from the review to date via an online survey, by making a written submission or by attending a regional focus group meeting. As part of this phase of consultation over 150 attendees from across the education sector heard views from a range of speakers and engage in roundtable

discussions. The deadline for submissions by interested parties was 01 November 2019. The NCCA are now developing a final advisory report, which is due in Q2 2020.

Leaving Certificate Physical Education (LCPE) (examinable) and Senior Cycle Physical Education (non-examinable) were introduced on a phased basis to 80 schools from September 2018, with students to sit the first LCPE examinations in 64 schools in June 2020. Work in 2019 was aimed at supporting schools in delivering the new subjects, and with regard to LCPE, providing guidelines around assessment arrangements including for the Physical Activity Project.

Phase 1 of Leaving Certificate Computer Science commenced in September 2018, with 40 Schools offering the subject to 5th year students. Work continued to support schools in delivering the new subject, including the operation of a trial run of the computer based component of the examination in order to familiarise schools with this component ahead of the first Leaving Certificate examination, which was due to take place in May 2020.

The specification for Leaving Certificate Politics & Society, which was first introduced in 2016, received some minor adjustments which took effect from September 2019. 16 new schools indicated an intention to offer the subject to new fifth years commencing in September 2019 by signing up for the programme of CPD offered by the Professional Development Service for Teachers (PDST).

Revised specifications for Leaving Certificate Agricultural Science and Economics were being introduced from September 2019, with first examination to take place in June 2021.

In light of the content of the revised specifications for Leaving Certificate Agricultural Science and Economics, the subject Agricultural Economics was discontinued from September 2019.

Published in 2019:

- *Circular 55/2019 - Arrangements for the Implementation of the Framework for Junior Cycle with particular reference to school year 2019/20*
https://www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0055_2019.pdf

1.3 Supporting Candidates who lose a close relative at examinations time

Under an extension of the emergency provisions of the Scheme of Reasonable Accommodations at the Certificate Examinations (RACE Scheme), the State Examinations Commission (SEC) has introduced on a pilot interim basis a limited provision for supporting Leaving Certificate and Leaving Certificate Applied candidates who experience the death of a close relative during the period of the written examinations. The new measure is detailed in SEC Circular S58/19.

1.4 Gaeilge

In September 2019, the Department updated its guidance in regard to the granting of exemptions from the study of Irish. The new guidance note specifies the exceptional circumstances in which a school may grant an exemption from the study of Irish. The guidance was informed by an extensive public consultation process.

Also in September 2019, the Department published an expression of interest to early years settings, primary and post-primary schools, to participate in a 3 year pilot project in Content and Language Integrated Learning (CLIL), teaching and learning Irish through another subject such as PE. 19 settings/schools were selected for the pilot and planning for CPD for participating teachers was commenced with a view to rolling out CLIL in the classroom after Easter 2020.

Published in 2019:

- *Circular 0052/2019 (Primary) - Exemptions from the study of Irish*
https://www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0052_2019.pdf
- *Circular 0053/2019 (Post-primary) - Exemptions from the study of Irish*
https://www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0053_2019.pdf

1.5 Foreign Languages

During 2019, awareness raising (www.languagesconnect.ie) about the importance of learning a foreign language continued. A #ThinkLanguages event was held for over 3,000 Transition Year students and Languages Connect attended a wide range of conferences and events. A Foreign Language Content and Language Learning (CLIL) project was rolled out in TY.

The Department issued a guidance note in regard to the availability of additional allocation of teaching hours to assist in the diversification of foreign languages in the curriculum. On foot of the roll out of Circular 31/2019 schools could be considered for an additional allocation of hours to schools taking up lesser taught foreign languages (Italian, Japanese and Russian).

The number of Foreign Language Assistants coming to Irish schools was further increased from 139 in 2018/19 to 166 in 2019/20, up from 120 in 2017/18. Foreign Language Associates were also recruited across the country to support Languages Connect. The Associates also support communities of practice for foreign language teachers nationwide.

Funding was again provided for school exchanges and for teacher upskilling.

Published in 2019:

- *Circular 31/2019 - Diversification of Foreign Languages provision in the Curriculum*
https://www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0031_2019.pdf

1.6 Literacy and Numeracy

With a view to improving literacy and numeracy outcomes implementation continued of the “Literacy and Numeracy Strategy 2011-2020” with the new actions as set out in the Interim Review 2017-2020. The inaugural Literacy and Numeracy Forum was held in October 2018 with the second annual forum held in October 2019. These events were designed to promote and encourage quality, excellence and innovation in literacy and numeracy, and which, inter alia, showcased exemplars in the Irish school system.

1.7 Science Technology Engineering and Maths (STEM)

The Department’s STEM Education Policy Statement 2017–2026, published in November 2017, sets out the ambitious goals and actions required to achieve and improve the STEM education experience and outcomes for all learners. A STEM Education Implementation Advisory Group was established in order to progress the actions in the STEM Education Implementation Plan 2017-2019, which builds on a range of reforms and initiatives already underway in STEM, in areas such as curriculum and assessment reform, teacher professional development, embedding digital learning and advances in Initial Teacher Education. A number of sub-groups have also been set up under the Advisory Group to progress particular areas such as STEM and the Arts, Gender Balance in STEM and Business/Industry Engagement with Education. The advertising element of an awareness campaign took place in January 2019, in conjunction with Science Foundation Ireland, with the purpose of drawing attention to the different career types under the STEM heading (#IGetPaidToDoThis).

1.8 Digital Strategy

Digital Strategy for Schools 2015-2020, Enhancing Teaching, Learning and Assessment sets out a clear vision that is focussed on realising the potential of digital technologies to transform the learning experiences of students by helping them become engaged thinkers, active learners, knowledge constructors and global citizens who participate fully in society and the economy.

The Strategy is organised around four key themes:

- Teaching, Learning and Assessment Using ICT
- Teacher Professional Learning
- Leadership, Research and Policy
- ICT Infrastructure

Arising from the Strategy, the Department is currently implementing the “Digital Strategy Action Plan 2019”. Progress of this Plan is being monitored by the Implementation Advisory Group (IAG) which includes representation from the Department, industry, academic experts, practitioners/teachers and the technology voluntary sector.

The Digital Strategy, in recognising that schools’ ICT infrastructure required updating and investment, provides for a fund of €210m in the form of an ICT grant. By end of 2019, an investment of €110m had been distributed to schools to help them update their equipment and implement the Digital Strategy. The balance of the funds will be distributed over the remaining period of the Strategy.

1.9 Digital Learning Framework

The Digital Learning Framework (DLF) for teachers was developed to assist and guide schools on the embedding of digital technologies in teaching, learning and assessment. The DLF was made available to all schools in September 2018. Its dissemination was accompanied by an extensive continuous professional development (CPD) programme including national seminars, workshops, webinars, online and direct school supports. This CPD programme continued throughout 2019.

In January 2019 the Educational Research Centre (ERC) was commissioned by the Department to conduct a three year longitudinal study of the implementation of the DLF. The main objective of the study, covering 280 schools, is to evaluate the implementation of the DLF from the multiple perspectives of school principals, digital learning team leaders, teachers and learners over the agreed period.

Its first report, a baseline report, was completed in 2019 (published in January 2020, available at <http://www.erc.ie/2020/01/14/erc-publishes-baseline-report-on-digital-learning-framework-national-evaluation/>). This report aims to describe the system at the beginning of the implementation phase. This will be followed by longitudinal surveys and focus group interviews with teachers and students planned for 2020 and 2021, with a final report expected in 2022. End of year reports from the ERC over the course of the study help inform ongoing CPD provision to schools and the final report will help inform future policy development in the area of digital technology in education.

1.10 ICT technical support in schools

The digital strategy recognises that schools require external technical support in relation to their ICT equipment, infrastructure and systems so that they can support teaching, learning and assessment as well as the school's administration and planning systems. It also recognises that the provision of technical support to all schools is very complex and finding a solution that meets all demands, in a very diverse digital environment that exists across the school system requires careful consideration. To assist schools there is a range of advice on technical support available on the PDST-tie website, a Department funded teacher support service.

An expert group is also continuing to examine the issue of technical support solutions for schools. The Group is considering the various technical support requirements of schools, having regard to the available sources of data to identify the optimum approach. It is envisaged that there will be stakeholder consultation to inform solutions.

1.11 Support the three-year Schools Excellence Fund Digital and STEM programme

Recognising and facilitating the use of digital technologies in teaching and learning is the focus of the School Excellence Fund (SEF) – Digital and STEM. The three-year programme commenced in 2018, and continues to progress, across 40 clusters, involving some 220 schools and is supported by €1m funding. A very successful showcase event was held in May 2019. Projects displayed included robotics, coding, digital storytelling, and STEM projects. The aim of the programme is to support and encourage schools to collaborate on the innovative use of digital technologies in teaching and learning. Learnings from the clusters will be disseminated to the wider system to assist other schools and to inform policy in the area. *H2 Learning* has been appointed to evaluate the programme and to extract learnings that can be implemented through the wider system. An interim report will be available after Year 2 of the programme.

1.12 Teacher Allocations

In 2019, 70,929 teaching posts were allocated at primary and post-primary level. The redeployment process in 2019 involved the redeployment of 192 permanent teachers at primary level and 46 permanent teachers at post-primary level. On completion of the process to redeploy permanent surplus teachers at primary level, a supplementary redeployment panel is used for filling any remaining permanent posts. In 2019, there were just under 1,300 teachers on the supplementary redeployment panel.

1.13 New Allocation Model for SEN Teaching Resources

At primary level, 9,322 special education teaching posts were allocated to primary schools. More than 1,390 of these posts are shared among schools, with almost 2,750 schools involved in a sharing arrangement. 4,206 whole time equivalent posts were allocated under the SEN model to post-primary schools for the 2019/20 school year.

1.14 Section 29 Appeals

Under Section 29 of the Education Act 1998, an appeal may be made to the Secretary General of the Department of Education and Skills in respect of a decision by a school Board of Management or a person acting on behalf of a Board of Management to:

- permanently exclude a student from the school
- suspend a student from the school for a cumulative period of 20 school days in any one school year or
- refuse to enrol a student in the school.

- In 2019, the Department received a total of 462 Section 29 appeal applications. A total of 288 (62%) of these appeals went to a full hearing. Of those appeals that went to a full hearing, 98 were upheld including 22 upheld in part and 190 were not upheld.

1.15 Gaeltacht Education Policy 2017-2022

The overarching goal of the Policy on Gaeltacht Education 2017-2022 is to ensure the availability of high quality Irish-medium education in Gaeltacht areas to support and promote the use of Irish as the main language of Gaeltacht communities. Since the commencement of the implementation of the Policy in early 2017, a budget in the region of €8m has been allocated for the provision of a range of additional supports to strengthen educational provision through the medium of Irish in Gaeltacht schools. This includes a budget allocation of €4.8m in 2019.

1.16 Gaeltacht School Recognition Scheme

105 primary schools and 29 post-primary schools participated in the Gaeltacht School Recognition Scheme in 2019. Schools in Gaeltacht language-planning areas had the option to seek recognition as Gaeltacht schools on the basis of implementing specific language-based criteria to strengthen immersion education and on condition that they were participating in a language-planning process, provided for under the Gaeltacht Act, 2012. Additional resources were provided to participating schools including additional teaching hours, an annual grant for the purchase of Irish-medium resources, CPD delivered by An Chomhairle um Oideachas Gaeltachta agus Gaelscolaíochta (COGG) and 162 Inspectorate advisory visits to Gaeltacht schools were carried out.

1.17 E-hub Pilot Project and Forás Language Development Programme

Students in selected schools in the Gaeltacht School Recognition Scheme also had the opportunity to take part in the e-hub and Forás pilot projects.

The e-hub pilot project, formally launched in April 2019, aims to utilise online delivery to extend the subject range available through the medium of Irish to students in Gaeltacht post-primary schools, starting with Leaving Certificate Physics. In September 2019, students based in 5 Gaeltacht schools became the first cohort to undertake the online Leaving Certificate Physics programme using a blended-learning model delivered by two e-Hub teachers from their base schools. A total of 7 post-primary schools participated in the project in 2019.

The Forás language development pilot programme aims to assist junior cycle students who have an evident need to develop their Irish-language skills over a transitional period in order to access the curriculum through the medium of Irish. This pilot provides for the allocation of one additional whole-time equivalent teacher to each of two selected post-primary schools in the Gaeltacht.

1.18 Evaluation of the Gaeltacht School Recognition Scheme

During 2019, the Gaeltacht Education Unit and the Inspectorate commenced working with the Educational Research Centre (ERC) on a joint three-year Research and Evaluation Study to assess the impact of the Gaeltacht School Recognition Scheme in participating primary and post-primary schools. This included carrying out 18 case-studies in 18 Gaeltacht schools (12 primary and 6 post-primary schools) in 2019.

1.19 New Irish-medium teacher education programmes

A key aim of the Policy on Gaeltacht Education 2017-2022 is to increase the supply of teachers who can deliver high quality Irish-medium education in primary and post primary Gaeltacht schools. Up to 60 places have been funded annually for two new teacher

education programmes through the medium of Irish to increase the number of teachers who can provide high quality education through Irish in primary and post-primary schools.

A further 30 new funded places were provided in 2019 for the part-time blended learning Masters in Irish-medium and Gaeltacht Education for primary and post-primary teachers and principals, which commenced in Mary Immaculate College in September 2018.

Marino Institute of Education commenced the delivery of a 4-year Irish-medium Bachelor of Education (B.Ed.) initial teacher education programme for primary teachers with 30 funded places for each new student cohort from September 2019. The commencement of this programme, which is the first B.Ed. programme for primary teachers delivered entirely through the medium of Irish, marked a significant step in the implementation of the Policy on Gaeltacht Education and in the history of Irish-medium education.

1.20 Island Schools

Gaeltacht post-primary island schools continued to receive a specific package of additional supports to support them in meeting the unique challenges which they face. These additional resources, provided as part of the overall implementation of the Policy on Gaeltacht Education, include increased teacher allocation and an additional annual ring-fenced budget for each island post-primary school. These supports are in addition to the supports the schools receive as part of the Gaeltacht School Recognition Scheme.

1.21 An Chomhairle um Oideachas Gaeltachta agus Gaelscolaíochta (COGG)

Additional supports and resources continued to be provided to COGG to support their central role in the implementation of the Policy on Gaeltacht Education and the Gaeltacht School Recognition Scheme. They included the provision of CPD for the 134 schools participating in the Gaeltacht Schools Recognition Scheme.

Published in 2019

- *Circulars 0009/2019 and 0010/2019 were published for primary and post-primary schools participating in the Gaeltacht School Recognition Scheme. Circular 0011/2019 was published for schools considering joining the Gaeltacht School Recognition Scheme in 2019.*

1.22 National Educational Psychological Service

During 2019 NEPs sanctioned psychologist staffing numbers were increased from 194 whole-time equivalent (w.t.e) to 204 w.t.e. to support implementation of the *Wellbeing Policy and Framework for Practice 2018 – 2023* in schools, while providing schools with the range of NEPS in-school supports available to all, including casework, consultation, intervention, training and supporting communities of practice.

During 2018 NEPS psychologist staffing numbers rose from a starting position of 172 w.t.e. to 198 w.t.e. by year's end. In all some 33 new NEPS psychologists were recruited negated somewhat by the loss of seven w.t.e. staff to retirement or resignation.

1.23 Wellbeing Policy Statement

Focus on Wellbeing continued, piloting a new school inclusion model integrating pupil-centred services and evaluating the pilot of the In-School Therapy Demonstration Project.

Further investment was made to provide teaching principals in primary schools with one additional release day and four additional release days for those in schools with special classes.

1.24 Human Capital Initiative

The Human Capital Initiative was launched late in 2019, representing an investment of €300m, over the five years 2020-2024. The initiative aims to provide additional capacity across the higher education sector to meet priority skill needs for enterprise. It will form a key part of the country's strategic response to addressing the skills needs of the economy, mitigating Brexit risks, responding to digitalisation and the future world of work, and preparing Ireland for other challenges that the economy may face. In December 2019, Government investment of €24 million in Pillar 2 of the HCI created over 3,000 new places on 138 full-time undergraduate courses in 22 public and private higher education institutions to commence in autumn 2020 and 2021.

1.25 Consent Framework for the Higher Education Institutions

In April 2019, the Minister of State for Higher Education launched the *Framework for Consent in Higher Education Institutions: Safe, Respectful, Supportive and Positive – Ending Sexual Violence and Harassment in Irish Higher Education Institutions*. The framework aims to ensure the creation of an institutional campus culture which is safe, respectful and supportive. It has been developed by an Expert Advisory Group comprising academics, students and leaders in the area of sexual health among students. The Group was tasked with devising standards that all institutions will be required to implement. The Framework draws from international best practice and research to provide institutions with standards and guidance on what works to create a safe and supportive culture.

It sets out aims for students, for the Higher Education Authority, the Department of Education and Skills, for higher education institutions themselves and for staff of institutions. Funding was provided by the Department in 2019 to assist with the implementation of the Framework. The four key outcomes of the framework will be:

Institutional culture: Effective structures in place, with institutions assigning responsibility by a management team member to implement the framework, including stakeholders in the process.

- Institutional Processes: Recording and reporting of statistics of incidents.
- Institutional policies: Dedicated policies consistent with the aims of the Framework, with clear lines of responsibility, reporting, transparency, and implementation supported by institutional leadership.
- Targeted initiatives: for students and staff, including direct student facing activities that promote an understanding of consent, an education plan to support students and staff,
- Systems for measuring the effectiveness of initiative s and accessible trauma-informed services.

1.26 Implementation of legislation providing for rent predictability measures in PBSA

The Department worked together with the Department of Housing, Planning and Local Government to pass the Residential Tenancies (Amendment) Act 2019. This legislation was brought in in May and contains provisions designed to ensure that students residing under license in student-specific accommodation are able to avail of the same rent predictability measures that are available to tenants in Rent Pressure Zones. These students can now be assured that their rent will not increase by more than 4% per annum.

Students in student-specific accommodating are now also able to utilise the dispute resolution facilities provided by the Residential Tenancies Board (RTB).

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

The principle of inclusion and access for all is central to our approach to enhancing our education and training systems to ensure that children and young people from different backgrounds are adequately supported and can avail of the opportunities to maximise their potential through learning. The Department has a range of strategies in place to assist, support and encourage those with special educational needs or those who are at risk of educational disadvantage to engage with, and benefit from, high calibre education and training services.

Review of the year under this Goal

- A two-year pilot programme was established in 2019 in specific Traveller and Roma Communities to target attendance, participation and retention/school completion.
- The OECD's 2018 PISA (Programme for International Student Assessment) results, showed that our 15 year-olds are among the best in reading literacy and are performing significantly higher than the OECD average in maths and science.
- A demonstration project for the delivery of in-school Speech and Language, and Occupational Therapy supports progressed over the 2018/19 school year, as part of school inclusion.
- €7.5m in funding over three years under the PATH Strand 3 Higher Education Access Fund which is intended to support regional clusters of higher education institutions to attract 2,000 additional students from groups currently under-represented in higher education.
- Strands of the Data Plan to support the *National Plan for Equity of Access to Higher Education 2015-2021* were progressed.
- The Department led the interdepartmental implementation of the recommendations in *An Independent Review to Identify the Supports and Barriers for Lone parents in Accessing Higher Education*.

Further details under this Goal are set out below.

2.1 Access and Inclusion in Early Years Settings

2.1.1 Early Start

The Department funds and administers the Early Start pre-school classes established in 1994/95 in 40 primary schools and the Rutland Street pre-school, in designated areas of urban disadvantage throughout the country. The project involves an educational programme aimed to enhance overall development, help prevent school failure and offset the effects of social disadvantage. The educational programme can cater for 1,650 children.

Each Early Start pre-school child attracts capitation funding of €95.23 per annum. In addition, each full and half unit receives non-pay funding in respect of start-up grants for materials or equipment, as well as an annual grant to foster parental involvement.

In 2019, non-pay funding amounting to €216,000 was paid out to Early Start Units from this subhead.

2.1.2 Supporting Inclusion and Diversity

The Department plays a support role in the ongoing development of the Better Start Access and Inclusion Model (AIM) which was launched in June 2016 by the Department of Children and Youth Affairs (DCYA). This is a model of supports designed to ensure that children with disabilities can access the Early Childhood Care and Education (ECCE) programme. In 2019 DES/EYEP, which sits on the cross-sectoral implementation group steering the initiative, continued to provide supports to the AIM model through participation in its working groups.

A consortium led by Mary Immaculate College, in partnership with Early Childhood Ireland and Froebel, Maynooth University, is delivering the award winning “Leadership for Inclusion (LINC) programme” <http://lincprogramme.ie/> nationwide to 900 students per annum over four years to train Inclusion Coordinators – a key role that has been identified to help support children with a disability in pre-school – to work in every early years setting. An additional capitation is paid by DCYA to services which employ an Inclusion Coordinator. The fourth cohort of students graduated in 2019.

2.2 Delivering Equality of Opportunity in Schools (DEIS)

2.2.1 DEIS Identification

Work continued during 2019 on refining the DEIS Identification Model. All schools at both primary and post-primary level are being assessed using this new methodology based on their enrolments from 2018/19 and the latest data available from Census 2016 under the HP Deprivation Index.

2.2.2 DEIS Plan Implementation

In the 2019/20 school year there are 890 schools in the DEIS Programme serving in excess of 185,000 pupils. This represents approximately 20% of the overall school population (total of 3,962 schools and 930,671 pupils).

The breakdown is as follows:

Primary Urban Band 1	230
Primary Urban Band 2	104
Primary Rural	358
Post-Primary	198

The Department spent in the region of €125 million on the DEIS Programme in 2019. This includes the provision of 418 Home School Community Liaison (HSCL) coordinators in urban primary and post-primary DEIS schools, additional teaching resources in DEIS Urban Band 1 schools, DEIS grants, enhanced Guidance provision in DEIS post-primary schools and enhanced school book grant paid to DEIS schools.

At the end of 2019, approximately 90% of the 108 Actions in DEIS Plan are complete or ongoing.

2.2.3 School Excellence Fund – DEIS

The SEF is a key Action under the DEIS Plan and its aim is to allow schools to trial creative and innovative interventions with the intention that the learning from successful approaches will be shared across the school sector. Tranche 3 of SEF-DEIS was launched in May 2019.

2.2.4 National Traveller and Roma Inclusion Strategy – Education Pilot

Responding to specific actions in the National Traveller Roma Inclusion Strategy 2017- 2021 and in DEIS Plan, a two-year pilot programme in four areas to target attendance,

participation and retention/school completion was established in 2019 in specific Traveller and Roma Communities.

Each of the four pilot areas will have the additional resource of 1 educational welfare officer, 1 HSCL coordinator and 2 Traveller/Roma education workers. The teams will work together with parents, children and young people, schools, Traveller and Roma communities and service providers to address the barriers impacting on Traveller and Roma children's attendance, participation and retention in education. Three of the areas, Dublin North, Tuam and Enniscorthy/Bunclody commenced work in September 2019. Information Workshops were held with the Pilot schools in May 2019 and an induction programme for the pilot teams took place in September 2019.

2.2.5 Monitoring and Evaluation of DEIS

Monitoring and Evaluation (M&E) is a key element of the DEIS Programme. DEIS Plan includes specific actions on the development of a comprehensive Monitoring and Evaluation Framework to ensure that the additional resources provided to schools under the programme are used effectively to deliver improved educational outcomes, and that good practice is identified to be shared and inform future policy. Work commenced in late 2019 on the development of the M&E Framework.

2.2.6 ERC Evaluation

The latest report on the evaluation of the DEIS programme by the Educational Research Centre, *The Evaluation of DEIS at Post-Primary Level: Closing the Achievement and Attainment Gaps*, was published in January 2019. It shows that the achievement and attainment gaps between DEIS and non-DEIS post-primary schools continue to narrow, both in terms of performance at Junior Certificate level and retention rates. It is also encouraging to see a rise in the percentage of students in DEIS schools taking English and Mathematics at Higher Level.

2.2.7 DEIS Seminars 2019

DEIS Schools are required to set specific, measurable, achievable, realistic and time specific targets, including targets for literacy and numeracy, CPD, leadership, attention, participation and retention, and to evaluate them annually. To assist schools in this process, in May 2019, the Inspectorate hosted a series of regional DEIS seminars for DEIS School Principals and DEIS Coordinators from the schools new to DEIS or upgraded from Band 2 to Band 1 in 2017.

2.2.8 PISA 2018

The findings from PISA 2018 published in early December 2019 show Ireland's 15 year-olds are among the best in reading literacy and are performing significantly higher than the OECD average in mathematics and science.

2.2.9 Retention to Leaving Certificate in DEIS Post-primary Schools

Schools participating in DEIS have seen their Leaving Certificate retention rates improve since the introduction of DEIS from 80.1% for the 2006 entry cohort to 84.7% for the 2012 entry cohort, further evidence that the programme is having a positive effect in tackling educational disadvantage.

2.3 Special Education Needs

2.3.1 Catering for Pupils with Special Educational Needs

The Department oversees the provision of a range of educational supports and services for children with special educational needs in mainstream and special schools including teachers, special needs assistants, assistive technology, specialist equipment, enhanced capitation and special transport arrangements.

The Department is committed to ensuring that all children with special educational needs can have access to an education appropriate to their needs, preferably in inclusive mainstream school settings through the primary and post-primary school network. Where children with special educational needs cannot be provided for in mainstream settings, the Department provides for specialised special class and special school places.

NCSE is responsible, through its network of Special Educational Needs Organisers, for processing applications from schools for supports for children with special educational needs.

Targeted Supports provided for pupils with Special Educational Needs in mainstream and Special Schools.

2.3.2 Allocation of Special Teachers to Mainstream Schools

Over 13,500 special education teacher posts are currently allocated to mainstream primary and post primary schools. The total number of special education teachers (SETs) has increased by 38% since 2011, from 9,740 in 2011, to over 13,500 at present. Budget 2020 provided an additional 120 special education teacher posts which means that 13,620 special education teaching posts will be available for allocation to mainstream primary and post-primary schools by the end of 2020.

Special education teachers support the mainstream class teacher by providing additional teaching support for pupils with special educational needs in schools.

Based on policy advice received from the National Council for Special Education, the new allocation model, developed in 2017, was developed to create a profile for each school which is needs-based and gives schools autonomy to decide how to deploy the resources they have, based on the needs of pupils. School profiles are updated every two years. The model was introduced in 2017 with school profiles reviewed in 2019.

2.3.3 Special Schools

There are 124 special schools providing specialist education for approximately 8,000 pupils with special educational needs, in hospital and Child and Adolescent Mental Health Services (CAMHS) units annually with over 1,500 teachers. Children attending special schools benefit from a reduced pupil teacher ratio ranging from 6:1 to 11:1 depending on disability categorisation.

2.3.4 Special Classes

Since 2011, the number of special classes in mainstream schools has increased by almost 200% from 548 to 1,618 for the 2019/2020 school year. This included very significant additional provision for Autism special classes. Since 2011, the NCSE increased the number of Autism special classes from 330 in 2011 to 1,353 across the country in the 2019/20 school year. This includes 156 new Autism classes comprising of 6 Early Intervention, 100 primary Autism special classes and 50 post-primary Autism classes.

Budget 2020 provided for an additional 265 special class teacher posts in 2020 which will allow for the opening of additional classes where required.

2.3.5 Special Needs Assistant Scheme

15,950 whole time equivalent special needs assistant posts were provided to schools, as at December 2019, to provide for the care needs of over 37,000 children with special educational needs attending primary, post-primary, and special schools.

Since 2011, the number of SNAs available for allocation to schools has increased from 10,575 to over 16,000 at present. This is an increase of 50% in the total allocation. Budget

2020 has provided an additional 1064 SNAs for schools which will bring the allocation made up to 17,014 SNAs in 2020.

2.3.6 Assistive Technology Scheme

In 2019, 2,056 payments were made to primary schools, and 906 to post-primary schools, towards the cost of assistive technology, amounting to over almost €2.5m. The type of equipment provided under the assistive technology scheme is varied, and includes audiology supports for children with hearing impairment, equipment to assist children with visual impairment, and computer equipment for children with physical or severe communication disabilities, where it has been outlined that the equipment is essential to access the curriculum.

2.3.7 Irish Sign Language Scheme

The Irish Sign Language Scheme assists deaf/hard of hearing children and their families to acquire competency in a language at the earliest possible opportunity.

In order to ensure that the child can both communicate with their family members and to assist them to acquire fluent language skills while engaged in meaningful activity with capable users of the language and significant others, the child's family members, parents and siblings may also be included in the Irish Sign Language (ISL) tuition, which is provided, in the main, at the child's home, under this scheme. A grant is paid to parents to employ an ISL tutor. In the majority of cases ISL tuition is for 1 hour per week up until the end of June, rising to 7.5 hours per week for July and August.

Approximately 233 children and their families were supported with ISL tuition during the 2018/19 school year, while in the region of 69 tutors were employed to teach ISL, amounting to expenditure in the region of €327,000 annually.

2.3.8 Special Education Home Tuition Scheme

The purpose of the Home Tuition Grant Scheme is to provide a compensatory educational service for students, enrolled in schools, with a significant medical condition, which has caused, and is likely to continue to cause, major disruption to their attendance at school. The scheme also provides a compensatory educational service for children with special educational needs seeking an educational placement. Provision is also made for early educational intervention for children with autism.

In 2019, €17.3m in grant funding issued to parents towards the provision of home tuition. 1,692 home tuition grants were sanctioned during the 2018/19 school year.

2.3.9 July Education Programme

The July Education Programme provides for special classes to cater for children with autism who choose to extend their education services through the month of July. The Department also provides for a July Programme for pupils with a severe or profound general learning disability. Where school based provision is not feasible, home-based provision may be grant-aided through the Home Tuition Scheme.

Since the July Programme was introduced in 2001, the number of children accessing the scheme each year shows an increasing trend year on year. In total, 232 schools participated and 3405 students availed of the programme in 2019. 7125 pupils availed of the home-based July Programme provision in 2019, with an expenditure amounting to €15.5 m in 2019.

2.3.10 Middletown Centre for Autism

The Middletown Centre for Autism (www.middletownautism.com) project is a jointly funded initiative between the Department and the Department of Education in Northern Ireland aimed at supporting the promotion of excellence in the development and harmonisation of education and allied services to children and young people with Autism. Alongside increasing the number of users that have benefited from the Centre's services, an important aim of the expansion of services was to further embed the Centre as an essential delivery body of the range of services available to support children with autism on an all-island basis.

The expansion of the Centre's services in the South have enabled the Centre to pilot the provision of direct support to children, the completion of targeted research projects in order to inform future policy development and an increase in the number of training places offered to both parents and professionals, particularly highlighting key life stages for a child with autism.

2.3.11 In-School Speech and Language Therapy

Budget 2018 provided an additional €2m to introduce a demonstration project for in-school Therapy services in 2018. The project commenced in schools from September 2018 and proceeded over the course of the 2018/19 school year.

The demonstration project is designed to develop and test a model for the delivery of in-school speech and language and occupational therapy support, in a defined regional area, across a range of schools, in conjunction with the Health Service Executive (HSE) and supplementing existing HSE therapy services. The demonstration model is focusing on developing greater linkages between educational and therapy supports. The project is taking place in Community Healthcare Organisation (CHO) 7 Region of South West Dublin, Kildare, and West Wicklow.

This region was selected to ensure that the pre-school and in-school therapy model may be tested in both urban and rural locations and with a suitable mix of various types of schools and pre-schools.

The project provides for in-school therapy services and also professional support, training and guidance for school staff and parents. It seeks to assist schools to develop their capacity to support children with speech and language needs in schools, while also focusing on early identification and intervention.

In total, 150 settings are participating in the demonstration project, which include 75 schools, including a representative sample of primary, post-primary, and special schools are taking part in the project. Additionally 75 pre-school settings associated with primary schools participating in the project are being included in order to provide for therapy interventions to be made at the earliest possible time and to create linkages between pre-school and primary school provision.

The model has been designed to provide for a clinical Speech and Language Therapy service delivery model of specialist, targeted and universal supports in line with best practice for pupils which will see those receiving supports along a continuum of provision depending on the extent or severity of needs of the child/pupil.

The demonstration project to provide in-school and pre-school therapy services will continue, as part of the School Inclusion Model, over the course of the 2019/20 school year.

The project has been evaluated over the course of the 2018/19 school year with the evaluation of the demonstration project in the process of being finalised.

2.3.12 NCSE Support Services

The NCSE Support Service, which incorporates the Special Education Support Service, the Visiting Teacher Service for children with visual or hearing impairment, and the National Behaviour Support Service, provides advice and support to schools on the education and inclusion of students with special educational needs. It provides in-school support, CPD for teachers and support to schools on the management of challenging behaviour. It enhances the multi-disciplinary capacity of the education system through providing access to expert knowledge in areas such as autism, speech and language and challenging behaviour.

2.3.13 Comprehensive Review of the Special Needs Assistant (SNA) Scheme

The NCSE Comprehensive Review of the SNA Scheme, published in May 2018, found that the SNA Scheme, as currently configured, works well in meeting the needs of younger children and students for whom it was originally designed, and is greatly valued by parents, students and schools, however, it was found to be less effective for older primary and post-primary students.

In February 2019, Government approved the trialing of a new School Inclusion Model (SIM) for the 2019/20 school year which comprises:

- the establishment of a pilot of a new service model for children with special educational and additional care needs which involves 75 participating schools in the Community Healthcare Organisation area (CHO 7) for the 2019/20 school year. The new service model has the following elements:
 - a new frontloaded allocation model of SNAs allocated in line with profiled need having regard to the approach taken by the New Allocation Model for Special Education Teachers which was introduced in September 2017,
 - expansion of the National Educational Psychological Service (NEPS) to support pilot schools, and
 - continuation of the pre-school and in-school demonstration project in the pilot area to ensure a wrap-around service for the pilot schools;
- the establishment, on a pilot basis, of an NCSE Regional Support Team in the Community Healthcare Organisation area (CHO 7) where the pilot is taking place, to include specialists in relevant disciplines (speech and language therapists, occupational therapists, behaviour practitioners), in order to inform teacher CPD and best practice in schools in that area;
- the development of a National Training Programme for SNAs and a pilot roll-out;
- the provision of a nursing service for children with complex medical needs in schools to complement existing HSE-supported nursing provision; and
- the trialing in the NCSE of a new functional operating model in order to better reflect the establishment of the NCSE Support Service and regional teams, and to more fully integrate supports for the piloting of the new model.

Budget 2019, provided €4.75 million for the implementation of the recommendations of the *Comprehensive Review of the Special Needs Assistant Scheme*, including the implementation of a new service pilot.

The pilot commenced in 75 schools in September 2019.

2.3.14 Psychological Supports

In the academic year 2018/19 the Department's psychologists were involved in new casework, which includes assessment and consultation, in relation to 8,561 students.

Additionally, under the Scheme for Commissioning Psychological Assessments process, private psychologists provided assessment to schools for 1,792 pupils. Additionally, it is estimated that teacher support & development was provided to c. 22,000 teachers in processes to build their capacity in the areas of wellbeing promotion, literacy development, problem-solving and the provision of a continuum of support.

During this period also, NEPS psychologists assisted in 306 Critical Incidents attending at 114.

2.4 Equity of Access to Higher Education

The roll-out of funding to support initiatives under the *Programme for Access to Higher Education (PATH) Fund* continued. The overall objective of the PATH Fund is to support the goals, objectives and actions in the National Access Plan. PATH funding is allocated on a competitive basis to higher education institutions to support particular priority areas within the National Access Plan. €16.2 million was secured through the budgetary process for the rollout of three strands of PATH.

2.4.1 Programme for Access to Higher Education (PATH)

PATH 1 supports the objective in the National Access Plan to increase access to initial teacher education for students from the target groups identified in the National Access Plan such as Lone Parents and Travellers and students with a disability. Under PATH 1, the Department, through the HEA, invited the six centres of teaching excellence, in partnership with relevant local stakeholders, to compete for PATH 1 funding by submitting proposals in accordance with a set of prescribed criteria. Funding of these initiatives is now underway. The HEA commenced an assessment of Early Implementation of PATH 1 in 2019.

PATH 2 provides €6m to be invested in “The 1916 Bursaries Fund” over three years for the most socio-economically disadvantaged students from under-represented target groups. Lone Parents and ethnic minorities, including Travellers, will also be target groups for this fund. Under a three year initial pilot, commencing in 2017, Bursaries will be awarded to 600 students in the 3 academic years who have been identified by their HEI as being the most socio-economically disadvantaged students in the target groups. An operational assessment of the early stage implementation was undertaken by the HEA and submitted to the Department for consideration. A significant development in 2019 was securing Ministerial approval to continue the Programme for Access to Higher Education (PATH) on a permanent basis and to roll-out PATH 2; 1916 Bursary Fund for a further three year period. Funding for the roll out of bursaries was secured in Budget 2020.

The roll-out of funding continued under PATH 3 which will provide €7.5m over three years to a Higher Education Access Fund which is intended to support regional clusters of higher education institutions to attract 2,000 additional students from groups currently under-represented in higher education.

The Fund for Students with Disabilities (FSD) supports participation by students with a disability in full-time programmes of further and higher education. The fund provides financial assistance to students experiencing financial difficulties while attending third level. Students can be assisted towards rent, childcare costs, transport costs and books/class materials.

The number of students supported by the Fund has grown from 3,800 in 2008 to 14,512 in 2018. €9.6 million was allocated through the Fund in 2019. As part of the 2019 allocation and going forward, part-time students will continue to be supported under the FSD.

€10.1m was allocated in 2018/2019, which supported a total of 13,816 students. This funding for students attending the Professional Masters in Education was allocated to the fund in 2019/2020, bring SAF funding to €10.1m.

Arising from the Data Plan for Equity of Access to Higher Education commissioned by the HEA, developed by Trutz Haase Consultant and published in 2018, the HEA published for the first time in 2019 a report *A Spatial & Socio-Economic Profile of Higher Education Institutions in Ireland* the findings of which will inform the new targets of socio-economic disadvantaged that will be set in the next National Access Plan.

2.5 Student Grants

Student Universal Support Ireland (SUSI) received 96,100 applications for the 2019/20 academic year, of which circa 76,500 are expected to qualify for grant support. Expenditure on student grant supports in 2019 amounted to approximately €347m.

2.5.1 Student Grants Appeals Board

The Student Grant Appeals Board had 26 meetings in 2019 and made determinations on 797 appeals.

2.5.2 Scholarships and Bursary Scheme

There were 432 beneficiaries of Department Bursaries in the 2019/20 academic year and a total expenditure of €1.26m in the 2019 financial year, supporting students who transitioned to higher education from DEIS schools.

Legislation developed in 2019:

- *The Student Grant Scheme 2019 (S.I. No. 152 of 2019)*,
- *The Student Support Regulations 2019 (S.I. No. 151 of 2019)*

Changes to the Student Support Act 2011 were drafted and published under the Withdrawal of the United Kingdom from the European Union (Consequential Provisions) Act 2019, to enable the continued provision of grant support to students studying in the UK and UK nationals studying in the State. These provisions were not commenced as a deal was reached between the EU and the UK and they were intended to cover a potential no deal scenario.

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

Quality of provision is the cornerstone to the success of the education and training system. The Department recognises the fundamental roles that leaders, teachers and support staff play and we seek to strengthen the system's capacity as a whole to continuously improve and to deliver the highest quality education and training services for learners. The quality of Ireland's education system is recognised internationally, but to be the best we need to continuously improve.

Review of the year under this Goal

- There was a planned programme of inspection and advisory visits in schools and alternative education settings carried out and associated reports published.
- 342,408 units of continuing professional development were provided for primary and post-primary teachers in a wide range of subject areas throughout 2019.
- Schools Excellence Fund Step-Up project in operation in post-primary schools, in conjunction with the JCT.
- The 18 month cluster programme "Excellence through Collaborative Leadership and Management Scheme" was commenced.
- The implementation of the new model of Special Educational Needs Inspections in post-primary schools was commenced.
- An extensive consultation process has been undertaken by the Department on the updating of the Higher Education Authority legislation.
- The Qualifications and Quality Assurance (Education and Training) (Amendment) Act 2019 was passed into law in July 2019.
- Senior Academic Leadership Initiative to improve the gender balance at the senior academic level in the higher education sector.

Further details under this Goal are set out below.

3.1 Early Years Education Inspections

In light of the *First 5: A whole of Government Strategy for Babies, Young Children and their Families*, the Inspectorate began work in 2019 on extending the EYEI model to include children from birth to 3. The extension of the EYEI Model to include babies, toddlers, and young children in Ireland is in keeping with the national commitment contained in the strategy "to develop, enhance and implement standards and reform regulation and inspection systems".. During 2019, the Inspectorate engaged in international research and literature review and in consultation with early years settings and with relevant stakeholders. The model will be further developed in 2020.

3.2 Teacher Supply

3.2.1 Implement the Teacher Supply Action Plan

Following the publication of the Teacher Supply Action Plan in November 2018, the Teacher Supply Steering Group, chaired by the Department's Secretary General, continued to progress a range of actions across a number of key policy areas to address the significant challenges some schools experience in recruiting teachers.

Key actions taken in 2019 included the introduction of new undergraduate initial teacher education programmes in targeted post primary subjects, the establishments of substitute teacher supply panels for primary schools on a pilot basis, the publication for consultation in November 2019 of the technical report *Teacher Demand and Supply in Ireland 2020-2036* and the launch in December 2019 of *Sub Seeker*, a new substitute teacher recruitment portal developed by the Irish Primary Principals' Network (IPPN) and the National Association of Principals and Deputy Principals (NAPD).

Two national consultative forums for stakeholders were held in May and November 2019.

Published in 2019:

- *Teacher Demand and Supply in Ireland 2020 – 2036 - A Technical Report*
<https://www.education.ie/en/Publications/Education-Reports/developing-a-teacher-demand-and-supply-model-for-ireland-2020-2036.pdf>

3.3 Quality in Early Education

The Department plays a key role in ensuring that early years education delivered in pre-schools funded through the Early Childhood Care and Education (ECCE) scheme, and in Early Start pre-schools, supports children in their learning and development through the implementation of *Síolta*, the national quality framework, and the *Aistear* curriculum framework. In 2019, the Department continued to work with the Department of Children and Youth Affairs (DCYA), Better Start National Early Years Quality Development, the National Council for Curriculum and Assessment (NCCA) and other stakeholders in order to achieve this objective.

By the end of 2019, over 2500 Early Years Education Inspections were carried out in early learning and care settings delivering the free pre-school in Early Childhood Care and Education (ECCE) Programme funded by the Department and Children and Youth Affairs. Allowing for fluctuations in the number of ELC settings on contract each year to deliver the ECCE Programme, this represents approximately 55% of the total population.

Analysis of inspection reports from June 2017 to December 2019 is being compiled for publication in 2020. The indications are that the early trends identified in the first review of EYEI, *Insights and Future Developments – A Review of Early-Years Education-Focused Inspection: April 2016 – June 2017* published in January 2018 are still valid.

The focus of the EYEI quality framework on process quality, early learning and professional pedagogy and practice is widely welcomed as recognising and validating the work of early years professionals and their contribution to supporting children's learning, well-being and development at this critical stage of life. Whilst the findings of EYEI continue to identify many strengths in the provision and practice of early education in ELC settings, challenges identified in the initial report continue to be identified. These challenges are primarily centred on the development and implementation of curricula informed by *Aistear*, the Early Childhood Curriculum Framework. There are also capacity issues in relation to promoting partnership with parents and supporting transitions from pre-school to primary school.

A key trend since 2017 is the notable increase in the inclusion of children with disabilities in ELC settings. These children are being supported with a range of measures provided as a result of the introduction of the Access and Inclusion Model (AIM) including the deployment of trained inclusion coordinators in many settings.

In 2019, the DES Inspectorate was asked to extend the scope of EYEI to allow for evaluation of provision for children aged 0-6 years. Work to develop an extended quality framework and inspection processes to facilitate this work commenced in 2019 and will be completed through consultation and field trials in 2020.

3.3.1 Síolta/Aistear

The National Síolta/Aistear Initiative (NSAI), which commenced in 2016, is supporting the coordinated wider implementation and rollout of both frameworks, including the development of material, resources and CPD for early years practitioners. The Department is working in partnership with DCYA, Better Start and the NCCA on this initiative with two national Development Officers in post to support the work of the initiative. The Department leads the work of the NSAI Steering Group and agrees an annual work plan for the initiative.

In 2019, a revised mentoring model was developed and a national Síolta Aistear implementation office established to centralise and manage the delivery of the initiative. The NSA implementation office oversees the work of more than 80 Síolta Aistear mentors across a range of organisations who provide training and mentoring supports to early learning and care practitioners.

In 2018, a new nationally approved CPD Programme, “Aistear and Play” was developed by an expert group led by the Department and the NCCA for rollout from the new implementation office in 2019. Two roll outs of this CPD took place in 2019, with approximately 120 early years settings accessing the training. The Department is leading on an evaluation of this CPD which began in 2019 and will conclude in 2020. The NSA implementation office also coordinates a range of CPD opportunities for mentors delivering supports as part of the initiative.

3.3.2 Professional Qualifications and Standards

To support the further enhancement of professional qualifications and standards within the ELC Sector, and following on from extensive work by the Department in 2018, the Professional Award Criteria and Guidelines (PACG) for Initial Professional Education (Level 7 & 8) Degree programmes for the Early Learning and Care (ELC) sector were published in 2019 following approval by both the Minister for Education and Skills and the Minister for Children and Youth Affairs. All new programmes must be consistent with the approved PACG in order to qualify for enhanced funding from the Department of Children and Youth Affairs, and to this end the two Ministers have established a Qualifications Advisory Board (QAB), and course providers have been invited to submit proposals for new programmes for review by that Board.

3.3.3 Workforce Development Plan for the ELC sector

The Workforce Development Plan for the ELC sector is crucial to the goal of giving early years practitioners the skills and support they need to provide a quality learning experience for young children. It is also an objective of First 5, the whole-of-Government strategy for babies, young children and their families. Implementation of the Workforce Development Plan is being led by this Department and the Department of Children and Youth Affairs. In 2019, the Steering Group for the development of the Plan was established, as well as a Consultation Group representing a wide range of stakeholders in early learning and care. Extensive preparations were made for a nationwide series of consultations with practitioners and providers, following which the Workforce Development Plan is scheduled to be completed by early 2021.

3.4 Teacher Education

The Department views teacher education as a continuum from initial teacher education to induction and CPD. The Department promotes the quality of teaching and learning through the provision of quality Teacher Training programmes, CPD and supports for Principals and Teachers in their work. This is done through the Teacher Education Programmes, Education Centres and Support Services for teachers at Primary and Post-Primary Level.

In 2019, 342,408 units of CPD were provided for primary and post primary teachers in a wide range of subject areas. These included support for the introduction and implementation of the Primary Languages Curriculum, new subject specifications under the *Framework for Junior Cycle* and both new and revised subject specifications at Leaving Certificate. Furthermore, over 600 places were provided on college-based post-graduate programmes in Leadership and Special Educational Needs.

Professional development support for the implementation of the relevant actions in the areas of The Literacy and Numeracy Strategy, Science, Technology, Engineering and Maths (STEM), Delivering Equality of opportunity In Schools (DEIS), Languages Connect, Literacy and Numeracy, Health & Wellbeing and Education for Sustainable Development (ESD) continued to be prioritised in 2019.

3.4.1 Standards in Initial Teacher Education

Under Section 38 of the Teaching Council Act, Initial Teacher Education (ITE) programmes are subject to review and accreditation by the Teaching Council.

The Criteria and Guidelines for Programme Providers were developed by the Council, to set out the requirements for all programmes.

In 2015, the Council completed its first review and accreditation cycle of programmes. The Teaching Council is currently in the process of reviewing the *Criteria and Guidelines* for accreditation of ITE programmes. The Department is linking with the Teaching Council to input to this process.

In 2019, the Teaching Council conducted a series of consultation sessions with key stakeholders on the draft Standards document. This consultation period was extended into 2020, taking account of feedback received.

It is expected that the revised document, which will be entitled *Céim: Standards for Initial Teacher Education*, will be published in Q2, 2020.

3.4.2 Initial Teacher Education graduates

In 2018, there were 1,192 graduates from State-funded primary concurrent and consecutive ITE programmes and 1,286 graduates from State-funded post-primary concurrent and consecutive ITE programmes. In addition, there were 632 primary and 160 post-primary graduates on consecutive programmes from Hibernia College in 2018. Estimated figures only are available for 2019, it is expected that there will be some 1200 primary graduates and over 1350 post-primary graduates from State-funded programmes, with some 600 primary and 160 post-primary expected to graduate from Hibernia College.

3.4.3 Post-primary subject curricular requirements

The Teaching Council has carried out a review of the Curricular Subject Requirements for registration at post-primary level. The aim of the project is to increase flexibility and streamline the process while protecting the standards. The Council engaged in stakeholder consultation across all subjects, which was completed in Quarter 2, 2019. Stakeholders

included: teachers, teacher unions, Department inspectorate, subject associations, and Higher Education Institutions.

The Teaching Council has completed revised curricular subject criteria which are under consideration by the Department.

3.4.4 School Placement

School Placement is a critical part of ITE as it enables the student teacher to experience teaching and learning in a variety of contexts, and to participate in school life in a way that is structured and supported.

The area of school placement has been the subject of a review by the Teaching Council, which commenced in 2018. The Council convened a School Placement Working Group to carry out the review. The membership of this group included, representatives of the Council and the Department, Higher Education Institutions, unions and management bodies, and the HEA. The Council also engaged with principals and student teachers, through sub-groups and focus groups.

In 2019, the Working Group produced a Report which has been submitted to the Council and Department and is due to be published in 2020. Following this, implementation will be progressed.

3.4.5 Policy Statement on Initial Teacher Education

In 2019, the Department commenced work on the development of a Policy Statement for ITE.

The aim of the Policy Statement is to identify and document the processes, to ensure clarity and cohesion in this important area. The process is also helping to identify gaps which will need further attention.

In order to develop the Policy Statement, the Department has engaged in an extensive consultation process, which included meeting all 15 ITE providers and inviting written submissions from stakeholders. A Consultative Forum in November 2019 brought together providers, student teachers, schools, education partners and agencies to discuss the themes that have emerged.

Work will continue throughout 2020 to complete the development of the Policy Statement for ITE, guided by a Steering Committee. The expected date of publication of the Policy Statement has been extended to the end of 2020.

3.4.6 Cosán

The Department is committed to supporting the development and embedding of Cosán, the Teaching Council's National Framework for Teachers' Learning. A stakeholder event in October 2019 brought together a wide range of stakeholders and representatives from the Irish education system to explore the opportunities Cosán can offer.

3.4.7 Development of a research-based framework for the evaluation of Continuing Professional Development (CPD)

In 2019, the Department, in conjunction with the Educational Research Centre (ERC), began a three year project to develop an evaluation framework for CPD, which will help ensure that CPD provision meets the needs of teachers, schools, students and the Department efficiently and effectively and ensure the best use of available resources.

3.4.8 Continuing Professional Development (CPD)

In 2019, the Professional Development Service for Teachers (PDST) provided a comprehensive professional development programme to support teachers and school leaders.

At primary level, CPD support for the implementation of the Primary Languages Curriculum (PLC) for all classes – junior infants to sixth class and special settings, was a key priority. All schools were offered a full-day whole-staff seminar in Term 1 2019, facilitated by PDST/ NCSE. Leadership seminars were also delivered to school principals addressing the theme of Leading Curriculum Change for the PLC.

At post-primary (senior cycle), support continued in 2019 for schools providing new subject specifications – Computer Science, Physical Education and Politics & Society. Support was also targeted at teachers of revised subject specifications introduced from September, 2019 – Agricultural Science and Economics.

In addition, the PDST offers a comprehensive programme of elective CPD events. These are attended by teachers in their own time and cover all relevant curricular areas and pedagogies.

Sustained school support and in-school provision delivered during visits from PDST personnel is also a key element of the CPD provided for teachers by the PDST.

The face-to-face support typically provided during workshops and school visits is supplemented by blended approaches including webinars, MOOCS and online communities of practice.

DEIS schools continue to be prioritised by all support services across all areas, including DEIS specific literacy and numeracy programmes, the Junior Certificate School Programme (JCSP) and cross-sectoral cluster projects.

3.4.9 Continuing Professional Development – Junior Cycle Reform

A comprehensive professional development programme delivered by Junior Cycle for Teachers (JCT) to support teachers of Junior Cycle continued to be rolled out in 2019. This included seminars for school leaders, whole-staff workshops in schools, subject specific workshops via school clustering and events hosted in education centres and school visits. A total of 75,287 CPD units were provided by the PDST in 2019.

Some 118 school cluster days were arranged by JCT. With the cluster model of CPD delivery, several schools in a geographical region close to students on the same day to ensure that all teachers in each of these schools can come together for the purpose of attending Junior Cycle related CPD.

The increased use of interactive webinars by the support services as a mode of CPD delivery has had a positive impact on service delivery by making CPD more accessible.

JCT webinars are interactive events where teachers may ask questions and have them answered live. All webinars are recorded and are subsequently uploaded to the website at www.jct.ie. JCT broadcast webinars all year round, but have a concentrated event each March/April time which is called #JCTWOW – our Weeks of Webinars event.

3.4.10 National Induction Programme for Teachers

The National Induction Programme for Teachers (NIPT) supports the induction of newly qualified teachers (NQTs), both primary and post-primary, into the teaching profession in Ireland. *Droichead* is the integrated professional induction framework for NQTs.

In 2018/2019, the number of primary and post-primary NQTs supported through *Droichead* were 1,580 and 1,194 respectively.

NIPT, in collaboration with ESCI – the Education Support Centres Ireland network, also facilitates an Induction Workshop Programme (IWP) for NQTs. The IWP consists of a series of workshops facilitated by practising teachers. Subject to an overall minimum of 20 hours of

professional learning, NQTs may combine school-based professional learning activities with off-site workshops. Engagement in the IWP is a requirement for all NQTs not engaging in the *Droichead* process who wish to be fully registered with the Teaching Council. Each workshop consists of 2 hours of professional development. In 2018/2019 there were 1,022 workshops with 12,082 attendees.

3.4.11 Education Centres

Currently, the network of Education Centres consists of 21 full time and 9 part time centres distributed across 6 regions. Three of the full-time Centres provide the administrative headquarters for Department funded professional development support services for teachers (JCT, NIPT, PDST as well as the Centre for School Leadership). A range of other smaller professional development support programmes and initiatives are administered across other Centres – this would include Active School Flag, Summer Camps, and Teacher Professional Networks etc.

The principal activity of Education Centres is to organise the local delivery of national programmes of teacher professional development on behalf of this Department. Each Education Centre has a defined geographical area of responsibility. Education Centres also provide services for schools, teachers, parents, boards and other relevant persons supporting them in carrying out their functions in respect of the provision of education.

3.5 School Leadership

The Centre for School Leadership (CSL) is a partnership between the Department, the Irish Primary Principals' Network (IPPN), and the National Association of Principals and Deputy Principals (NAPD), and was established in September 2015 with a role in leading, supporting, enhancing and advising on high-quality programmes (Mentoring, Coaching & Aspiring Leaders) to develop and support school leadership, particularly principals across the primary and post-primary school network.

The Post Graduate Diploma in School Leadership (PDSL) has been offered across 8 centres since September 2018. The NQF Level 9 programme had an intake of 274 participants for the third cohort in September 2019. The course is provided by a University of Limerick (UL) led consortium in conjunction with University College Dublin (UCD) and the National University of Ireland (NUIG).

Since September 2017, each newly appointed principal in a primary or post-primary school has access to a trained CSL mentor. Over 500 experienced principals are now trained as mentors. Principals in their second year of appointment have access to a group mentoring programme which is operated through IPPN and NAPD. A total of 751 Principals have availed of one to one coaching since 2017. A further 136 Principals are currently availing of team coaching, which is available to leadership teams in Primary and Post Primary Schools who have previously taken part in one to one coaching. The focus of the coaching is on developing the skillsets required to meet the standards stated in the Looking at Our Schools publications.

In 2019 the Department commenced a scheme designed to support projects which show innovative approaches to school leadership and management. The Excellence through Collaborative Leadership and Management scheme is designed to support schools in harnessing and optimising internal leadership, management capacity and collaboration at all levels. Twenty four projects were chosen as part of the demonstration model.

The PDST Leadership Team engages almost 100 associates with significant experience in school leadership and professional development. In addition the leadership team provide

support to individual schools through PDST School based Support. The team are also involved in supporting school clusters with the Centre for School Leadership, and the Schools' Excellence Fund as well as supporting curriculum leadership across all PDST teams.

The school leadership and professional development programme encompasses the following strands; PDST Leadership Misneach: Misneach is the National Programme of Induction for Newly Appointed Principals in primary and post primary schools. PDST Forbairt: Forbairt is a professional development programme for experienced school leaders designed to facilitate the Principal and Deputy Principal and one other leader in the school in planning and working as a team. PDST Meitheal: Meitheal is a participant-led leadership development programme that is responsive to the individual professional needs of school principals. Primary Language Curriculum Leadership Seminars: One Day seminars in relation to the Leading Curriculum Change were provided for 2019. Leadership Seminars: A number of one day seminars on Leading and Managing School Priorities and Plean Scoile were made available to primary school principals. Tánaiste Summer Course 2019: The Tánaiste Summer Course is a leadership development course for primary deputy principals. In post primary, PDST offered participants support and training in the key professional areas of school leadership Middle Leadership-Cross Sectoral Workshops: Comhar is a pilot programme for middle leaders. Líonra: Líonra is a professional network for Deputy Principals which is supported by the PDST Leadership Team. Lionra participants are deputy principals who have completed the Tánaiste programme. SSE Taking Stock full day seminars: This seminar is designed to support newly appointed post-primary school principals, deputy principals and SSE co-ordinators.

3.6 Quality Inspections

3.6.1 Standards of provision in schools

The Inspectorate regularly publishes detailed analysis of the findings from its inspection programme in the form of the *Chief Inspector's Report*. The last such report was published in early 2018 and covered the period 2013 – 2016. The report for the period 2017 – 2019 will be published in early 2020. It will draw on a range of inspection data to comment on overall standards of teaching and learning and leadership and management in early years settings, schools and centres for education. The report will also provide an analysis of standards of provision in specific priority areas such as STEM education and inclusion.

3.6.2 New Models of Inspection

Two new inspection models were introduced in 2019. The Child Protection and Safeguarding Inspection Model (CPSI) and the Evaluation of Provision for Students with Additional and Special Educational Needs in Post-Primary Schools (SEN-PP) model. Work also began on extending the Early Years inspection model to include children from birth to age three.

3.6.3 The Child Protection and Safeguarding Inspection Model (CPSI)

CPSI inspections are primarily intended to monitor the implementation of the *Child Protection Procedures for Primary and Post-Primary Schools 2017* in a sample of primary and post-primary schools annually. They also enable reporting to the Department's Schools Division and to the Child Protection Oversight Group (CPOG) of the Department on the extent to which the procedures are implemented in a sample of schools. Information gathered during CPSI inspections also informs the further development of child protection and safeguarding requirements.

Each CPSI results in oral feedback to relevant school personnel and a written report on the inspection findings which outlines the level of school compliance with each of the 10 overarching checks.

The reports arising from these inspections are also published on the Department's website following the normal quality assurance procedures of the Inspectorate and the procedures set out in *Publication of School Inspection Reports: Guidelines* (DES, 2015).

In the January – June 2019 period the Inspectorate provided information seminars for school leaders on the CPSI inspection model. Overall more than 3,000 principals attended briefing sessions on the new inspections in the first half of 2019 and a live webinar is available at www.education.ie on the new model.

The Inspectorate has also undertaken 26 Child Protection and Safeguarding Inspections in primary schools and 21 in post-primary schools in 2019.

3.6.4 Evaluation of Provision for Students with Additional and Special Educational Needs in Post-Primary Schools (SEN-PP)

The SEN – PP model is designed to provide comprehensive and in-depth evaluative information on four key areas relating to a schools provision for students with additional and special educational needs:

- the learning outcomes of relevant students in post-primary schools
- the learning experiences of relevant students in post-primary schools
- the extent to which schools are using the resources they receive to effectively identify and meet the needs of these students
- the extent to which the structures and systems that school management have put in place foster inclusion, equality of opportunity and the holistic development of all students with additional and special educational needs

The model is designed to link strategically with a similar evaluation model in primary schools, with the Department's resource allocation model for special educational needs, with the published Department guidelines to schools on the deployment of additional resources and with the publication of *Looking at Our School: A Quality Framework for Post Primary Schools*.

In 2019 the Inspectorate published 14 reports arising from this model.

3.6.5 Research projects

During 2019 the Inspectorate engaged in three research projects to support the implementation of national strategies and in two research projects to enhance the effectiveness of its own work.

3.6.6 The research projects to support the implementation of national strategies were;

- **STEM Education**

The Inspectorate conducted a research project on STEM education in a total of 101 schools and settings visited as part of the routine inspection programme in 2019.

In addition to observing teaching and learning in 218 sessions/lessons during those visits, inspectors discussed STEM education with the setting/school management and with teachers/practitioners.

- **Digital Learning**

Specific research into digital learning was conducted in 90 early-years settings, primary and post-primary schools visited during the inspection programme in 2019.

- **Modern Foreign Languages (MFL)**

The Inspectorate convened a Modern Foreign Languages working group in 2018 with a remit to research the initial implementation of *Languages Connect*. The working group conducted its research during 2019.

Reports arising from these three projects will be published in 2020. The reports will provide a benchmark for the education system and policy makers more broadly in relation to how the three policies are being implemented and to inform actions that may need to be taken to ensure that national objectives can be achieved. In addition, the reports will serve as a resource for education practitioners at early-years, primary and post-primary levels through providing illustrations of effective practice in the three areas as observed in the course of the research projects.

3.6.7 Research Projects to enhance the effectiveness of the work of the Inspectorate

The Evaluation Support and Research Unit (ESRU) of the Inspectorate engaged two research projects during 2019 with the aim of enhancing the effectiveness of its own work.

Publications by Inspectorate in 2019:

- *A Guide to Child Protection and Safeguarding Inspections* (January 2019)
- *A Guide to the Evaluation of Provision for Students with Additional and Special Educational Needs in Post Primary Schools* (January 2019).

3.7 Evaluation of the Youthreach programme

In the Further Education and Training (FET) Strategy 2014-19, Goal 4 aims to improve and integrate the planning and funding of FET and commits SOLAS to organise and conduct a schedule of evaluations of FET programmes to ensure effective progression of learners and relevance to the labour market. As part of this series of reviews SOLAS commissioned an independent evaluation of the national Youthreach programme.

The Youthreach programme provides two years integrated education, training and work experience for unemployed early school leavers without any qualifications or vocational training who are between 15 and 20 years of age. The evaluation, launched in June 2019, provides a comprehensive evaluation of the Youthreach programme and demonstrates the positive impact of Youthreach for learners. SOLAS developed a response document to the evaluation which sets out a number of recommendations to further improve and develop the Youthreach programme going forward.

3.8 Higher Education Reform legislation

The Higher Education Authority Act, 1971 established the Higher Education Authority (HEA), set out the functions of the HEA and provided for the governance of the HEA. The Act also provided that the HEA is the statutory funding authority for the universities, institutes of technology and a number of other designated institutions and provided for the financial monitoring of the designated higher education institutions by the HEA. The Act established the HEA as the advisory body to the Minister for Education and Skills in relation to the higher education sector. The Act has been updated on a number of occasions. However current legislation does not fully reflect the functions, governance and authority of a modern oversight / regulatory body for the higher education sector.

Work has now commenced on updating the Higher Education Act, 1971. The updated legislation is intended to provide the HEA with any necessary authority in relation to revised functions, governance and other related matters which more fully reflect its current central role and responsibilities in relation to higher education. The development of a revised legislative framework also provides an opportunity to examine changing and/or expanding

the role of the HEA in the future and addressing other areas within higher education which may need a clearer statutory underpinning.

An extensive consultation process has been undertaken by the Department of Education and Skills on the updating of the HEA legislation during 2018 and 2019 including a request for written submissions in July 2018, a consultation forum in November 2018 and a further request for written submissions in July 2019. Following review by Government, a report of the Consultation process was published in July 2019. This report outlines the views expressed by participants in the 2018 written consultation process and at the consultation forum. It also provides the response by the Department of Education and Skills to the views expressed and issues raised in the consultation process and provides an overview of the proposed legislation. An outline of the Legislative Proposals for the reform of the Higher Education Act, 1971 was also published at the same time.

The views of stakeholders on the consultation report and the legislative proposals were sought by the end of September 2019. The views received from the consultation process are being considered and further consultation is taking place with key stakeholders in the development of the legislation. The Government approved the preparation of a General Scheme of a Bill to replace the Higher Education Authority Act, 1971 in July 2019.

3.9 Qualifications and Quality Assurance (Amendment) Bill

The Qualifications and Quality Assurance (Education and Training) (Amendment) Act 2019 was enacted into law in July 2019.

This Act introduces necessary legislative amendments to the Qualifications and Quality Assurance (Education and Training) Act 2012 to address a number of issues that have been identified as impeding QQI from exercising some of its intended functions in relation to the quality assurance of the further and higher education sectors. A number of these issues were identified following a comprehensive review by QQI of its powers under the 2012 Act.

Key amendments made to the Qualifications and Quality Assurance (Education and Training) Act, 2012 include the following:

- To give QQI the explicit authority to 'list' awarding bodies and to include their qualifications in the Framework
- To provide a legal basis for QQI to examine the bona fides and financial capacity of providers including their compliance with employment law
- To strengthen and improve the approval process for quality assurance procedures
- To facilitate the introduction of the International Education Mark (IEM)
- To provide for a national scheme for the protection of enrolled learners
- To grant Institutes of Technology awarding powers up to level 9 on the National Framework of Qualifications
- To establish a pathway for higher education institutions, whose primary source of income does not derive from the Exchequer to access, and use the title of "university".

The legislative amendments contained in the Bill are, in the main, technical and enabling provisions which are designed to facilitate the introduction of deferred policies and to clarify, strengthen and make the operation of existing policies more efficient.

3.10 International Education Mark (IEM)

The legislative amendments necessary to facilitate the introduction of the International Education Mark (IEM) are contained in the Qualifications and Quality Assurance (Education and Training) (Amendment) Act 2019. This Act was signed into law in July 2019.

The IEM is a core component of the Government's policy for the English language sector and will provide a full quality framework for the provision of education to international learners in the future. Only those providers who meet the robust quality assurance procedures of QQI will be allowed to carry the Mark. Once fully implemented, providers must gain authorisation from QQI to use the IEM in order to be eligible to recruit international students. It provides learners, or potential learners, with the necessary confidence that providers with the IEM have been quality assured by QQI.

3.11 Senior Academic Leadership Initiative (SALI)

Following publication of the Report of the Gender Equality Taskforce, Higher Education Institutions were invited to submit applications for funding under the Senior Academic Leadership Initiative Call 2019. Following a competitive process, the HEA approved 20 new and additional senior academic leadership posts to the successful 12 HEIs. Recruitment into these posts will be initiated in 2020 by the relevant HEIs. It is envisaged that 45 senior academic leadership posts will be awarded to HEIs over three years (2019 – 2021) to assist in accelerating gender balance at senior levels. The Senior Academic Leadership Initiative aims to help achieve equality of outcome in the higher education sector. New and additional senior academic leadership posts will be funded in areas where; there is clear evidence of significant gender under-representation, where this appointment will have significant impact within the HEI and the relevant faculty/department/functional unit. Where they would be a proportionate and effective means to achieve accelerated and sustainable change within an institution

3.12 Athena Swan Ireland Awards

The Athena SWAN Ireland Awards Ceremony 2019 was held in October 2019. The awards celebrated in the 2019 ceremony bring the total number of Athena SWAN awards in Ireland to 37, consisting of 11 institutional awards and 26 departmental awards. Further information is available at: <https://hea.ie/policy/gender/athena-swan/>

Goal 4: We will intensify the relationships between education and the wider community, society and the economy

This goal is about building strong linkages, creating clusters and sharing good practice to achieve better outcomes and benefits for everyone involved. Our education service must be able to respond to the changing needs, choices and expectations of our changing global context. Successful enterprise engagement is key to driving the growth of traineeships and apprenticeships, ensuring the relevance of work placements and work-based projects and increasing the diversity of opportunity in learning beyond school.

Review of the Year under this Goal

- A consultation process took place with partners concerning the regulations required to commence sections of the Education (Admission to Schools) Act 2018.
- The Education (Student and Parent Charter) Bill was published and completed all stages of the Seanad by the end of 2019.
- A total of 5,664 workers engaged in the 'Skills to Advance' programme, which enhances the skills of adults currently with low skill levels.
- New apprenticeship and traineeship programmes were developed and participation in existing programmes also expanded.
- 300 schools are now in the Creative Schools Initiative.

Further details under this Goal are set out below.

4.1 School Patronage

During 2019, we worked to increase the diversity of school type and offer parents a greater voice in choosing new patrons. We completed the Online Patronage Process system for primary schools being established in September 2019, commenced the patronage process for schools being established in September 2020 and explored opportunities for expanding Irish-medium education outside the Gaeltacht. Five new primary schools being established between 2020-2022 have been designated for Irish-medium education.

4.2 School Admissions

The overall objective of the Education (Admissions to Schools) Act 2018 is to provide a new framework for school enrolment that is designed to ensure that every child is treated fairly and that the way in which schools decide on applications for admission is structured, fair and transparent.

Consultation on the regulations required for commencement of certain sections of the Education (Admission to Schools) Act 2018 began in February 2019.

Through the work of the Primary Education Forum, the Minister committed to extending the lead in time for schools by a further year, with the implementation of new arrangements for school admissions taking effect for the 21/22 school year.

4.3 Student and Parent Charter

The Minister published the Education (Student and Parent Charter) Bill in September 2019. The key aim of the Bill is to improve how schools engage with students and their parents by

requiring each school to prepare, publish and implement a Student and Parent Charter in accordance with national charter guidelines.

The Bill was initiated in the Seanad and completed all stages of the Seanad by the end of December 2019.

4.4 Voice Project

4.4.1 The Student Voice Project

The Student Voice Project aims to improve the Inspectorate's interactions with children and young people in Early Years settings, primary and post-primary schools. The project is informed by a rights based approach to supporting children's voice as embodied in the United Nations Convention on the Rights of the Child (UNCRC). In addition, the principles of the Lundy Model of Child participation with its emphasis on Space, Voice, Audience and Influence have been used to underpin the project. The project is designed in three phases,

- Phase 1: the Inspectorate's interactions with children and young people before inspection
- Phase 2: the Inspectorate's interactions with children and young people during inspection
- Phase 3: the Inspectorate's interactions with children and young people after inspection

Phase 1 was completed in 2019 with phase two commenced in quarter four 2019. The project has continued into 2020.

4.4.2 The Parents' Voice Project

The overall objective of the parents' voice project is to enhance the Inspectorate's engagement with parents before and during inspections and to take account of the needs and perspectives of parents when reporting on inspection findings.

The project links strategically with *Cumasú: The Action Plan for Education 2019*, with particular reference to the strategic action in Goal 4 to: 'strengthen the role of learners and parents in their engagements with the education and training system.' It is also aligned with *First 5: A Whole of Government Strategy for Babies, Young Children and their Families*, with particular reference Goal A: Strong and supportive families and communities. The project will also be informed by the work of the Parents and Learners' Unit of the Department in developing the Students and Parents Charter.

An initial research phase of the project commenced in Q2 2019 and a project plan was developed in Q3 and Q4 2019. Outputs will be delivered over several phases starting with a phase 1 trial in Q1 2020.

The Inspectorate also commenced research projects to examine and support the implementation of national strategies such as Creativity and Education for Sustainable Development.

4.5 Skills Development

4.5.1 National Skills Strategy

The purpose of the National Skills Strategy is to provide a framework for skills development, that will help drive Ireland's growth both economically and societally over the next decade. Through the vision, objectives, actions and indicators outlined, the strategy will support the development of a well-educated, well-skilled and adaptable labour force, creating and sustaining a strong pool of talented people of all ages throughout Ireland.

4.5.2 National Skills Council

The new skills architecture under the NSS includes the National Skills Council and the Regional Skills Fora. The role of the National Skills Council is to oversee research, advise on prioritisation of identified skills needs and on how to secure delivery of identified needs. It has a key role in promoting and reporting on the delivery of responses by education and training providers to those priorities.

In 2019, the strategic discussion items included Workplace of the Future, and Regional Skills Needs.

4.5.3 Regional Skills Fora

The purpose of the nine Regional Skills Fora (RSF) is to help to foster stronger links between employers and the Further and Higher Education and Training section within each region. The work plan within each region is driven by key stakeholders in the region including employers, enterprises and education and training providers thereby ensuring that the responses developed are tailored to identify skills needs.

In 2019, the RSF engaged with over 1,400 enterprises across all regions. This showed an increase in overall activity of 42.4% from the 2018 figure of 1,052. The RSF engage with all sectors and size of enterprises with particular focus on Small and Medium enterprises. Part of RSF engagement is signposting industry to existing provision of education training and services in addition to involving industry with educational provision.

4.5.4 Skills to Advance

The Department launched a new policy framework for employee development, *Skills to Advance*, in 2018. *Skills to Advance* 'enables targeted support for vulnerable groups in the Irish workforce, with a particular focus on those who have lower skills levels and who need more opportunities to advance in their working lives and careers, to sustain their employment and to avoid displacement or to avail of emerging job opportunities.

The 2019 target for *Skills to Advance* was to have 5,000 employees, whose skills level is below Level 5 on the National Framework of Qualifications (NFQ), engaged in state supported skills development. This target was surpassed with a total of 5,664 workers engaging in *Skills to Advance* throughout 2019. An additional €6.3m has been secured for *Skills to Advance* in Budget 2020.

4.5.5 Skills for Growth

The Skills for Growth initiative is to increase the quality and quantity of data available on skills needs in individual enterprises, to allow for enhanced engagement between enterprise, education and training providers and other relevant members of Regional Skills Fora nationally. In order to reach a larger number of Enterprises, the Department has signed MOUs with the Department of Employment Affairs and Social Protection and Údarás na Gaeltachta. The Department is currently in discussions with other relevant stakeholders in order to further enhance the reach of the Skills for Growth skills audit tool.

4.5.6 EXPLORE Programme

In 2018, the EXPLORE Programme was rolled out across the country. The key objective of the initiative is to create a new solution to help address the issue of Ireland's low level of participation in lifelong learning amongst the Irish workforce.

256 people participated in EXPLORE during 2018, this figure increased to 488 people completing the programme in 2019. The programme initially focused on the manufacturing sector and based on the programme's success it is now planned to roll out the initiative into other sectors of the economy including the logistics and supply chain management and the hospitality sector.

4.4.7 Springboard+

In June 2019, Springboard+ 2019 was launched, providing for over 9,000 places on 275 courses across the country in the academic year 2019/20. A key change since 2017 in the Springboard+ programmes was the expansion of the eligibility for all courses regardless of the employment status of the applicant

The 9,151 places on offer under Springboard+ 2019 represent an investment of €34.3m from the National Training Fund with co-funding under the European Social Fund, as part of the ESF Programme for Employability, Inclusion and Learning 2014-2020.

All courses approved for funding under Springboard+ are selected by an independent panel with experts from industry and education following a competitive tendering process. In particular, courses with a proven track record in getting people back into employment are recommended for funding.

Courses remained free for unemployed, returners and those in employment participating at level 6 of the NFQ. Employed people participating on courses at levels 7 and above in the NFQ contributed 10% of the course cost, with the remainder being funded by the Government.

In order to keep up with technological advances, Springboard+ 2019 included courses in the areas of Blockchain, Artificial Intelligence, Cybersecurity, Virtual Reality and Smart Factory Technology.

There was a positive response to Springboard+2019 with almost 80% of places filled by those who are in employment. 17% of places are filled by the unemployed and almost 4% by returners.

Almost 90% of the courses provided under Springboard+ 2019 were delivered in a more flexible format, including online, blended or distance learning, which aligned with the continued opening up of courses to learners irrespective of their employment status. As well as aiding participation for those in employment, increased flexibility allows people from all across the country to access programmes in regions other than where they resided.

4.4.8 Apprenticeship

Eleven new apprenticeship programmes were rolled out during 2019 in a diverse range of areas, including hospitality, ICT and retail. By year-end, a total of 54 apprenticeship options were available to learners, comprising 25 craft apprenticeships and 29 new (post-2016) apprenticeship programmes.

Registrations continued to rise across both craft and new apprenticeships with 6,177 new registrations during 2019, representing an increase of almost 10% on the 2018 figure of 5,648.

Progress continued on measures to ensure that apprenticeship opportunities are more readily accessible to all. In 2019, a call for proposals to provide 500 pre-apprenticeship places resulted in the approval of an additional 31 PLC 'Pathways to Apprenticeship' programmes to commence in 2020. SOLAS launched an 'Apprenticeship Jobs' platform in April to enhance the accessibility of apprenticeship job vacancies and a new online facility for approving new apprenticeship employers went live in October to streamline the application process for employers wishing to take on apprentices.

The second phase of the national Generation Apprenticeship promotional campaign included a stepped-up focus on employers through increased targeted advertising, briefings with employer and employer representative groups, employer badges, employer of the year awards and employer ambassadors. Over 25 employer ambassadors were on board at the end of 2019, spanning 25 apprenticeships and 5 regions.

4.5 Creative Youth

In December 2017, *Creative Youth A plan to enable the Creative Potential of Every Child and Young Person* was launched. The aim is to deliver the Government's commitment to ensure that every child in Ireland has practical access to tuition, experience and participation in music, drama, arts and coding by 2022. The Creative Youth plan sets out a range of initiatives which will be piloted and implemented in the coming years, including Local Creative Youth Partnerships. The Department of Education and Skills, the Department of Children and Youth Affairs and the Arts Council are key partners in delivering Creative Youth.

4.5.1 Creative Schools

The Creative Schools initiative was launched in early 2018 with 150 schools beginning participation in September 2018. These schools were all given the opportunity to continue into a second year of the initiative from September 2019, while a further 150 schools were selected as part of an application process.

Of the 300 schools now in the initiative, each participating school has access to a "Creative Associate", who is essential in embedding inspirational and sustainable creative practices in teaching and learning. "Creative Associates" are a mixture of practising artists and teachers, with an understanding of creativity and its potential to transform the lives of children and young people.

Participating schools, working with their "Creative Associate", are completing the development of a school development plan for arts and creativity and implementing these plans. The "Creative Associates" will explore new links for schools with artists and with arts, cultural and creative organisations, both locally and nationally, to help develop their plan. To assist this, each participating school was awarded €2,000 for implementation of their plan.

4.5.2 Creative Clusters

In September 2018, 73 schools were selected to participate in a network of Creative Clusters as part of the Schools Excellence Fund and the Creative Ireland Programme. These schools were given the opportunity to continue in the initiative for another year, while a further 76 schools enrolled from September 2019.

Creative Clusters encourages and recognises excellence and innovation in our schools, while giving the schools the freedom to determine their own goals to be achieved.

Schools are supported by a Creative Cluster Facilitator, and work together to collaborate, share ideas and develop plans on achieving their goal.

4.5.3 Creative Youth Partnerships

A new initiative to promote creativity for young people as part of the Creative Ireland Programme is being piloted in three education and training boards.

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

The three ETBs involved in the pilot are:

- Kerry Education and Training Board
- Laois and Offaly Education and Training Board
- Limerick and Clare Education and Training Board

Each ETB received €100,000 in 2019 to help develop their partnership and begin operating activities. The development to date included engagement with the Department of Children and Youth Affairs and Hub na nÓg.

4.6 Education for Sustainable Development

The *National Strategy on Education for Sustainable Development (ESD) 2014 – 2020* continued to focus attention on sustainability in the education system and raising awareness about the Sustainable Development Goals (SDGs).

The 2019 forum, held in November 2019, was opened by Minister Mitchell O'Connor and the keynote speaker was Ms. Mary Robinson. Following on from the High Level Political Forum at the UN in July, the forum focused on SDG 4 – quality education, and highlighted a range of areas where the Department was working to ensure that Ireland meets its Agenda 2030 targets for SDG 4.

4.7 Erasmus+

Erasmus+ is the EU Programme for Education, Training and Sport for 2014-2020. Under the Programme in 2019, the European Commission provided funding totalling €30,756,525 to Irish beneficiaries, project promoters and partners. This is an increase of approximately 4.07% on the 2018 figure. Funding is provided for mobility, organisational partnerships and policy work.

Funding from the European Commission for Erasmus+ (2014-2020)						
Category	2014 (€)	2015 (€)	2016 (€)	2017 (€)	2018 (€)	2019 (€)
Erasmus+ schools	1,307,671	2,863,261	2,600,299	3,496,583	3,573,704	5,720,808
Erasmus+ VET	4,278,442	3,904,761	4,012,928	4,229,305	7,081,514	7,749,997
Erasmus+ adult education	1,644,297	931,820	922,225	910,517	1,738,565	1,014,500
Erasmus+ youth	2,898,321	3,036,979	3,117,912	4,949,204	3,982,183	3,226,560
Erasmus+ HE	7,705,791	9,430,206	9,341,690	11,185,937	13,177,679	13,044,660
Total	17,834,522	20,167,027	19,994,964	24,771,546	29,553,645	30,756,525

4.8 International Education

Throughout 2019, Ireland has successfully continued to work on achieving on the actions and targets as outlined in the Government's "International Education Strategy 2016 – 2020". The aim of the strategy is to support the development of global citizens through Ireland's high quality international education system, by attracting talent from around the world to our education institutions, equipping Irish learners with the skills and experience they need to compete internationally, engaging in world-class research and international collaborations, and addressing global challenges.

In 2019, we received 30 high-level international education visits from partner countries such as China, India, Indonesia, Mexico, Russia, the UAE and Vietnam. These visits have allowed the Department of Education and Skills to learn about the challenges that other education systems are encountering and the policies that these countries are currently developing to overcome these challenges.

These visits have also allowed the Department to assist other countries in building their capacity across their entire education area. Some of the topics addressed during these visits included: future skills needs, higher and further education policy, social inclusion, teacher training and curriculum developments.

The Department's Ministers and senior officials also led delegations of our higher education institutions to 16 locations, to countries such as China, the UAE, Finland, Korea, Japan, Russia and the USA. These visits allowed us make the necessary high-level linkages at Government level to further develop our links in core and high potential markets.

Also in 2019, under the Government of Ireland International Academic Mobility Programme, the Department awarded grants to the value of €500,000. This has allowed academics and staff from Irish HEIs to avail of mobility opportunities to deepen their collaborations with partner institutions in partner countries.

In addition, the Department of Education and Skills in partnership with Irish higher education institutions, provided funding, which included a full fee waiver and a living allowance for 60 international students to study in Ireland under the Government of Ireland Scholarship Scheme.

4.9 Publish the 'ICT Skills Action Plan 2019 – 2022'

Technology Skills 2022: Ireland's Third ICT Skills Action Plan was published in 1 February 2019. It seeks to deliver 47,000 IT Graduates by 2022 and sets out the priority actions which will be undertaken in the four-year period 2019-2022 to meet the demands for high-level ICT skillsets in the Irish economy. It sets out to provide appropriate education and training pathways for people to train, learn and upskill in a variety of high-level ICT skills which are sought after by a diverse range of industries, aiming to meet Ireland's needs for graduates skilled in computing and electronic and electrical engineering to support and drive economic performance over the coming years.

The plan is informed by research conducted by the Expert Group on Future Skills Needs (EGFSN). The ambitious targets in the plan will increase the total number of graduates with high-level ICT skills by more than 5,000 every year by 2022.

Goal 5: We will lead in the delivery of strategic direction and supportive systems in partnership with key stakeholders in education and training.

The Department and its agencies have an important role in providing strategic leadership, developing policy and delivering services. This involves co-ordination with sectoral stakeholders, the broader public sector, the political system and other Governmental bodies and cross sectoral work programmes. The remit of the Department encompasses early years education, primary and second level education, further education and training and higher education, including supports for research and international education.

Review of the year under this Goal

- A preferred solution to upgrade the teacher's payroll function to shared service standards was developed.
- A Code of Practice for the Governance of Education and Training Boards was published.
- A Framework for an integrated strategic approach to tertiary education was developed.
- The Department provided €5m in respect of performance funding to the HEA.
- TU Dublin was formally established as the first technological university in the State.

Further detail under this Goal are set out below.

5.1 Action Plan for Education 2019

In 2019, the Department continued to support the management and implementation of the reform agenda across the education and training sector. The *Action Plan for Education 2016- 2019* set out the high-level priority actions for the sector for the year, with progress measured against targets through published quarterly progress reports. This ensured that progress against stated goals and objectives was regularly monitored throughout the year.

Since the launch of *Cumasú: Statement of Strategy 2019-2021*, the Department has made significant progress towards achieving its goals and objectives. 89% of actions targeted for delivery by the end of 2019 have been achieved.

Published in 2019:

- Action Plan 2019 and Progress Reports.
<https://www.education.ie/en/Publications/Corporate-Reports/Strategy-Statement/>

5.2 Public Sector Reform Programme

During 2019, the Department worked closely with the Reform Delivery Office and the Reform Evaluation Unit in the Department of Public Expenditure and Reform to support the implementation of *Our Public Service 2020*, launched in December 2017. This framework supports continuous development and innovation across the public service.

Six priority areas were identified for 2018. The PSR Programme Office is leading on Action 14 "Continuous and responsive professional development". Meetings and events were organised to further refine and scope initiatives in 3 key areas, the process for the recognition of core skills, leadership and the Model of experiential learning opportunities.

In 2019, the Department continued to promote the use of appropriate structures and processes to ensure Management Board oversight and governance of the development and implementation of commitments under the Public Service Reform agenda, and to promote Project and Programme Management structures and methodologies throughout the organisation.

5.2.1 Shared Services Implementation

The shared services agenda made significant progress in 2019. The Education Shared Business Services (ESBS) Centre was developed in readiness for the commencement of the Payroll Shared Service responsible for paying 27,000 ETB employees.

The phased implementation of Payroll Shared Service for ETBs began with the migration to the ESBS of the payroll functions of three ETBs in 2019.

In late 2019 work began on a new centralised managed payroll service in the ESBS to process payments for some 50,000 ETB apprentices and trainees on behalf of SOLAS and the ETBs.

Planning has also progressed for the phased implementation of Finance Shared Service for ETBs. eInvoicing services are already being provided to the ETB sector, including ETB schools, and were further developed in 2019.

Work was also undertaken in relation to the higher education sector. Detailed mapping and analysis of the current payroll and related HRM processes in the sector was completed and Trinity College operated as a pilot university site for transition to payroll shared services. Based on this, an approved business case was developed to inform an appropriate implementation plan to progress shared services within higher education institutions.

Building on work carried out in 2018, a preferred solution to upgrade the teachers' payroll function to shared service standards was developed, in order to better serve its 120,000 payees. This included peer review of the business case and procurement of technical expertise to design a payroll application.

In 2019, we continued to work with the Office of Government Procurement (OGP) to provide the education and training sector with a sector-wide procurement shared service, while remaining aligned to OGP regulations. This included advancing work to align and integrate procurement functions into a single shared procurement service for the sector.

5.2.2 ETB/SOLAS Programme Board

In 2019, the Department's ETB/SOLAS Programme Board continued to actively support and enable the implementation of the overall reform programme for the ETB/SOLAS sector. This Programme Board is chaired by the Department's Secretary General and its membership includes members of the Department's senior management team, along with the General Secretary of ETBI, the CEO of SOLAS and the chief executives of two ETBs.

During 2019 the Programme Board continued to oversee key shared service projects for the ETB sector. The ETB Payroll project successfully operationalised payroll shared services for three ETBs: Dublin-Dún Laoghaire; Cavan-Monaghan; and Laois-Offaly ETBs. Work continued with other ETBs to prepare them for migration to the shared payroll in waves over the period 2020-22. The ETB Finance project brought to near completion the procurement of a single integrated system, with a common design, processes and accounting definitions for finance administration for the ETBs. Senior operational staff were appointed who will be responsible for delivering the finance service. Work began in late 2019 on an Apprentice and Learner Payroll project to provide a centralised managed payroll service to process payments for some 50,000 ETB apprentices and learners on behalf of SOLAS and the ETBs.

The Project Management Office also provided support to other live projects such as Legal Services Centre of Excellence in ETBI and Phase II of the ETB organisation design.

5.3 Code of Practice for the Governance of Education and Training Boards

The Department, following extensive consultation with ETBs, Education and Training Boards Ireland (ETBI), Department of Public Expenditure and Reform (DPER) and the Comptroller and Auditor General (C&AG) published a *Code of Practice for the Governance of Education and Training Boards* in January 2019.

The Code reflects the current regulations and the latest edition of the Code of Practice for the Governance of State Bodies published by DPER. The revised Code has a greater focus on the culture within the ETBs, requiring boards and executives to “set the tone at the top” so that good governance is embedded into all areas of ETBs.

ETBI established a Governance Steering Group which included representation from ETB boards, ETB executive, ETBI and the Department of Education and Skills and arranged for roll out of a comprehensive training programme on the Code.

The theme of the training project is “Setting the Tone from the Top” and involves delivery of six specific training programmes over a minimum of 22 sessions between October 2019 and June 2020.

Published in 2019:

- *Circular Letter 0002/2019 Code of practice for the Code of Practice for the Governance of Education and Training Boards*
https://www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0002_2019.pdf

5.4 Data Protection

In January 2019 the Department established the Data Compliance and Support Section bringing together the related areas of data protection, data governance, freedom of information and records management under the management of a single Principal Officer who was also appointed as data protection officer (DPO).

The General Data Protection Regulation (GDPR) applies from 25 May 2018 in conjunction with the Data Protection Act 2018. The legislation confers rights on individuals as well as responsibilities on those persons processing personal data. The Department’s Data Protection Policy sets out how the Department seeks to process personal data and ensure that staff understand the rules governing their use of personal data to which they have access in the course of their work.

The Department is committed to protecting the rights and privacy of individuals in accordance with this legislation. The Department is ensuring that it only lawfully and fairly processes personal data about employees, clients, suppliers and other individuals in order to achieve its mission and functions.

The Data Compliance and Support Section works to assist all staff in being aware of obligations from data protection legislation and in ensuring that the Department remains compliant.

Following on from the introduction in 2018 of **General Data Protection Regulation** (GDPR), a key focus in 2019 was on ensuring GDPR compliance. We strengthened the governance and management of the Department’s data resources by developing Corporate Data

Governance and Data Management Frameworks, a Data Strategy and a Data Governance Compliance programme.

5.5 Data Governance

Optimising the use of data is a key action under “Our Public Service 2020”. Sharing data across Government will facilitate better service delivery, support better decision making, increase the ease of access to services and drive efficiencies. The Department continues to participate in central initiatives and collaborate with partners both within the education sector and the wider public service as required to ensure the most effective flow of data.

A key element of Action 24 of Civil Service Renewal, the National Data Infrastructure (NDI), has been progressed by the NDI champions group, chaired by the Central Statistics Office with representatives from all key Departments and Offices. The group has been expanded out to the wider public sector and will allow for the project to be progressed across the Public Service. The NDI summarises the coverage of record-level PPSNs and Eircodes for key data holdings of Government Departments and agencies under their aegis. The Department continues to encourage collection of PPSNs and Eircodes in support of this work.

5.6 Further Education and Training Strategy 2020-24

Under the Further Education and Training (FET) Act 2013, SOLAS must submit a strategy for the development of FET every 5 years to the Minister for his approval. The strategy provides the framework for the development of the FET system over the period and guides how FET is planned, funded, supported and delivered on the ground. The first FET Strategy covered the period 2014-19. The second Strategy will cover the period 2020-24.

The development of the second FET Strategy, led by SOLAS, began in 2019, and will be framed around a vision for future FET in Ireland. It will outline how FET will provide pathways for a diverse group of learners, will support societal participation and strong communities, will prepare people for successful careers and a lifetime of learning and development and will be a major driver of Ireland’s next critical phase of economic and social development. The key priorities of the strategy are set out across three core pillars: Building skills, Creating pathways and Fostering inclusion. Alongside these priorities, the new Strategy will address enabling themes around staffing and structures, digital transformation and capital infrastructure.

The second FET Strategy is due for publication in 2020.

5.7 Reform of the National Training Fund

An independent review of the National Training Fund was commissioned by the Department of Education and Skills as part of a package of reforms announced to accompany the decision in Budget 2018 to increase the NTF levy. The review was informed by an extensive programme of engagements with a diverse range of stakeholders. This review was published by the Minister for Education and Skills in August 2018. The report made 14 specific recommendations across 4 key areas:

- Reform of the future direction of the NTF
- Utilising the NTF to support investment in Higher Education
- Enhancing enterprise engagement and input to NTF priorities
- Improvements in monitoring/evaluation of the NTF.

An Implementation Plan to deliver these recommendations was published alongside the announcement of Budget 2019 along with details of a new NTF advisory group. This advisory group is a permanent resourced structure to optimise enterprise engagement on NTF priorities. The membership of the group consists of key stakeholders from the enterprise sector, Department officials, and bodies who have a strategic and oversight role in

delivery of skills provision. The Group has met on three occasions in 2019 and have informed the priorities and direction of funding from the NTF for Budget 2020.

Budget 2019 saw a number of steps being taken to align with the recommendations set out in the Independent report including additional support for close to labour market skills requirements, use of part the surplus in the Human Capital Initiative, increased focus on supporting in-company training, supporting close-to-labour-market skills programmes in areas of identified skills needs in Higher Education and a reallocation of NTF funding of Further Education and Training for employment programmes below NFQ Level 5 to the Exchequer.

5.8 Develop a framework for an integrated strategic approach to tertiary education

A twin track approach is being taken to greater integration: the development of a long term strategy; and ongoing integration of operations across tertiary education.

In 2019 drafting of a consultation paper for an integrated strategy for tertiary education commenced.

Greater integration of operations was achieved in the following ways:

- policy and funding of both FET and HE was transitioned to a single tertiary division in the Department of Education and Skills
- a work stream commenced to look at the FET/HE balance in meeting future skill needs, within a wider comprehensive funding model evaluation, supported by the European Commission Directorate-General for Structural Reform Support (DG REFORM)
- the legal framework for SOLAS has integrated within it a requirement for consultation and collaboration with HEA. A similar provision was included in planning for the HEC Bill in 2019
- Work on a Department-led Quality Review began in 2019. Though initially focussing on the HE sector, the review has been scoped in a way that will, in the longer term, provide a comprehensive framework for tertiary education
- QQI completed planning for the first external reviews of ETBs in 2020, bringing the approach to the external quality assurance of FET closer to that for HE
- QQI commenced a project on Level 5/6 FET and HE award types in the NFQ
- QQI also embarked upon standards development across FET and HE in priority domains of learning
- there was progress in developing Memoranda of Understanding between ETBs and HEIs through the Regional Skills Fora and innovative projects continued to emerge through shared clusters across tertiary education within regions
- the Transitions Group commenced an investigation of the long term outcomes for FET learners who progress to HE.

5.9 Develop Higher Education Performance Fund

Following from an independent Review of the Allocation Model for Funding Higher Education Institutions being completed in 2018 progress was made during 2019 on a number of the thirty three recommendations, including the following:

5.9.1 Recommendation to Develop a Higher Education Performance Fund to reward HEs for positive performance

During 2019 €5m was provided in respect of performance funding to the HEA. This funding was allocated for positive performance as part of the strategy and performance dialogue.

The €5m was awarded to institutions based on review of impact assessment case studies submitted by HEIs that demonstrated progress in implementing performance compacts.

5.9.2 Recommendation 28 Implementation of fund for Leadership and Capacity Building in HEIs

Funding was provided by DES in 2019 to the HEA for management and leadership capacity of Governing Bodies and senior managers within higher education institutions. Following detailed submissions for funding from THEA and the IUA, initiatives approved for three-year funding by the HEA board included:

- Appointment of a shared institutional research resource to improve management information and underpin decision making across the institutes (THEA)
- An annual conference to promote IoT capability and facilitate collaboration across the sector (THEA)
- A management and leadership development programme, delivered over 3 years (THEA)
- Governance Support Programme (IUA)
- Leadership Development Programme (IUA)
- Data analytics and Management (IUA)

5.9.3 Recommendation 20 – Implementation of fund for Teaching and Learning Capacity Building in HEIs

Arising from this recommendation, an amount of €5m was provided to the HEA by the DES in 2019. The investment was intended to provide professional development and training for higher education staff in areas that will enhance wider teaching and learning approaches, from developing pedagogies, enhancing methodologies and incorporating new modes of delivery, including digital technologies. The €5m was allocated to the sector in 2019 in proportion to core grant share.

The National Forum for Teaching and Learning managed a review process to ensure the proposals to be funded aligned to one of the four strategic priorities of the National Forum. Proposals were reviewed by an international panel as part of this process. The €5m allocation was augmented by the Teaching and Learning Enhancement Fund (€0.6m) giving a total of €5.6m. Allocations under the Teaching and Learning initiative were paid to institutions in November 2019.

5.9.4 Recommendation 13 – Implementation of a new research and innovation fund for IoTs and TUs

In 2019 an additional allocation of €5m was provided by the DES to the HEA as a research and innovation grant for the technological sector. In line with the recommendation, this funding was allocated to the technological sector based on postgraduate completions (20%), competitive research funding (40%) and knowledge transfer metrics (40%). The metrics for allocation were agreed with the sector and the €5m was allocated and paid to all institutions in 2019 in line with the agreed metrics.

5.9.5 Finalise terms of reference and commence review of the Free Fees scheme (Higher Education)

The Review of the Free Fees Initiative will be assessed by the Department following completion of the *Review for increased future sustainability in Higher and Further Education* which includes the economic assessment of the policy options presented in the *Cassells report*.

5.9.6 Undertake the economic analysis of the options included in the Expert Group Report on Future Funding for Higher Education requested by the Joint Oireachtas Committee on Education

The development of a sustainable funding model for higher education is essential in light of the centrality of higher education – both in terms of human capital development, research and innovation – to underpinning the future development of Ireland as a knowledge economy against the backdrop of rapid technological change.

A comprehensive economic evaluation of the funding options presented in the *Report of the Expert Group on Future Funding for Higher Education* commenced in Q4 2019 in consultation with the European Commission's DG Reform Programme, by the appointed expert independent international consortium as led by AARC and including Indecon and LE Europe.

5.10 Establishment of Technology University Dublin (TU Dublin)

On 1st January 2019, Dublin Institute of Technology, IT Tallaght and IT Blanchardstown were dissolved and TU Dublin was formally established as the first technological university in the State.

The Munster Technological University consortium, comprising Cork IT and IT Tralee, submitted an application seeking TU designation. In May 2020 a decision was made by the Minister to grant TU status to the consortium.

5.10.1 TU Research Network (TURN)

The TURN high level working group was established in February 2019 to examine and report on how new and emerging TUs may achieve sectoral and national strategic objectives and the supports required to do so most effectively and efficiently. TURN's report *Connectedness & Collaboration enabled by Connectivity* was presented to the Department in November 2019 and makes a series of 12 recommendations to provide TUs with a solid foundation for development and progression.

Published in 2019:

- **TURN Report**

<https://www.education.ie/en/Publications/Education-Reports/connectedness-collaboration-through-connectivity.pdf>

5.10.2 TU Transformation Fund

Budget 2020 allocated new multi-annual funding of €90 million for TU development and progression from 2020 to 2022.

5.10.3 2019 Higher Education Landscape Restructuring Fund

Funding of €14.25 million was allocated under the Higher Education Authority 2019 call for submissions for higher education landscape restructuring, consolidation and collaborative projects. This funding included €11.8 million for the development and progression of technological universities and €2.45 million for other collaborative HEI projects aligning with the objectives of Project Ireland 2040, initial teacher education policy and strengthened regional clustering collaboration and co-operation between higher education and further education and training institutions, including on a cross-border basis.

5.10.4 RCSI University Authorisation Order

In December 2019 Minister McHugh signed the first authorisation order which permits the Royal College of Surgeons in Ireland, as an education provider, that does not derive its primary income from Exchequer funding, to describe itself as a university in the State following compliance with specified statutory conditions.

5.11 Education (Admission to Schools) Act, 2018

The Education (Admission to Schools) Act, 2018 allowed for significant developments in 2019. It is intended to achieve a more structured, fair and transparent decision-making process by schools regarding enrolment. A number of commenced sections of the Act had an immediate impact in 2019, including a ban on charging admission and enrolment fees, removing the role of religion in school admissions for virtually all primary schools, and providing for schools to be able to cooperate with each other in managing their admission processes. The Minister also required schools to open special classes for children with special educational needs where the National Council of Special Education deemed it necessary and local arrangements were not forthcoming. In this way, the Act provided for enhanced access to mainstream services for local children needing school places. Preparations were also made during the year for commencing further sections of the Act early in 2020.

5.12 Payroll and Pensions

The Department provides payroll and pension services to teachers and school staff in all schools (excl. the ETB sector) by issuing payments to over 120,000 people on a fortnightly basis.

In 2019, the Department processed superannuation benefits for over 1,500 teachers and non-teaching staff. As part of the superannuation process, the Department also provided for over 1,300 transfers of pensionable service to/from other public service bodies, administered over 880 notional service requests, processed over 1,140 family law queries, and processed in the region of 115 applications for professional added years for employees in the education sector. In 2019 there were further improvements to the pension modeller on the Department's website, where pension scheme members can obtain an estimate of pension benefits. The Pension Unit continues to issue pension benefit statements to scheme members and is actively working on improvements to increase the number of statements that can be issued. These improvements are part of a wider project that is underway to improve the capacity and performance of the Pension Unit through streamlining and modernising processes and procedures.

5.13 Building Programme 2019

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

Under Project Ireland 2040, the Department continues to make progress to increase the infrastructural capacity in the schools sector, in order to meet demographic and other demands. In 2019, capital expenditure for the school sector amounted to €665m.

Rollout of Project Ireland 2040 in the school sector has involved overall construction activity during 2018 and 2019 of 139 projects with a value in excess of €1m. There were also 401 projects with a project value less than €1m at construction during this period.

The completion of these 540 projects (139 and 401) is expected to deliver more than 40,000 permanent (additional and replacement) school places and replace circa 600 prefabs.

A total of just over €29m was paid out from the Department under the Minor Works Grant in 2019 for the school year 2019/20.

5.13.1 Summer Works and Emergency Works Schemes

There were 405 Summer Works Projects approved in December 2019 for delivery in 2020 (163 Life Safety Systems and 242 External Works projects).

During 2019, there were 484 projects approved under the Emergency Works Scheme. Total expenditure in 2019 under the Emergency Works Scheme came to just over €26m.

5.13.2 Property Acquisitions

During 2019, 9 property transactions were completed. These were to meet education accommodation requirements nationwide but particularly in areas experiencing significant demographic growth.

Three schools were delivered via Public Private Partnership (PPP) in 2019, bringing to 33 the total number of operational PPP Schools.

Agencies such as ETBs, the National Development Finance Agency, a number of Local Authorities as well as the Grangegorman Development Agency and the Office of Public Works continue to assist in the delivery of almost 80 major school projects.

A range of frameworks for consultancy appointments are in operation and are made available for many of the larger, complex and urgent projects.

Work continued to progress the acquisition of sites in relevant areas during 2019. Engagement with officials across the Local Authority sector has been of significant benefit in supporting site acquisition processes and in providing greater certainty in relation to planning outcomes associated with sites. The Department also avails of professional expertise to assist in the identification and assessment of potential site options.

5.13.3 School projects compliance checks

During 2019, the Department commenced compliance checks of over 120 projects in schools that had received devolved funding and completed their projects by the end of 2018, to ascertain if works were carried out in accordance with the Department's guidelines.

5.13.4 Website Information

The current status of large scale projects being delivered under the school building programme is published on the Department's website on a regular basis. In the case of smaller devolved projects information is published on a weekly basis listing the name of the school, the type of project and dates of approval.

5.13.5 Higher Education Capital Projects

Capital expenditure on higher education infrastructure in 2019 was €65m. Funding was used to progress a number of key projects, including the Maynooth University Technology Society & Innovation Building, the Letterkenny Institute of Technology (LYIT) - Coonagh Campus & IT Sligo's K block. In addition a number of critical infrastructure upgrades were supported in the IoT sector including in Athlone Institute of Technology, Galway- Mayo Institute of Technology - Castlebar, LYIT Killybegs and Waterford Institute of Technology. Devolved Grant payments totalling €10.7m were paid to the 11 IOTs and TU Dublin for minor works and equipment, including ICT upgrades. €8.1m in Apprenticeship Equipment Grants was also paid to participating HEI's in 2019.

Construction continued on the Central and East Quads at Grangegorman. These are being delivered via Public Private Partnership (PPP) and will provide a significant part of the academic infrastructure for the new TU Dublin City Campus.

Project Ireland 2040 signalled a commitment to investment of €2.2 billion in higher education infrastructure over the decade 2018-2027, in addition to capital funding for PPPs and research.

5.13.6 Energy Efficiency in Schools

The Department continues to be at the forefront of design with respect to sustainable energy efficiency in school buildings. The Department's Technical Guidance Documents (TGDs) set the benchmark for sustainable design in school buildings with a clear focus on energy efficiency which is supported by a strong energy research programme with 49 research strands at various stages.

The Energy in Education programme, a partnership with the Sustainable Energy Authority of Ireland, offers energy management training workshops and an advice, mentoring and assessment service to schools. As part of this programme the on-line portal www.energyineducation.ie offers best practice advice and case studies.

The Department and the Sustainable Energy Authority of Ireland are currently involved in an energy efficient retrofit pilot scheme for schools which commenced in 2017. This is taking place in advance of the major programme of retrofits scheduled to commence in 2023, as outlined in Project Ireland 2040.

The pilot programme is testing and evaluating different design approaches, solutions and delivery mechanisms. For 2019, 17 schools were selected in five geographical clusters, covering all four provinces and including a mix of urban and rural areas. Each school was assessed comprehensively to ensure that the measures were suitable for that school and would deliver value to both the school and the pilot. Design teams were appointed to each cluster, with medium to deep energy efficiency works delivered over the summer. The upgrades targeted a 33% energy efficiency improvement and upgrades to doors and windows, insulation, lighting and heating upgrades as well as renewable technologies.

This collaboration and research is helping to shape the future direction of energy efficiency in schools, and will continue with a view to delivering a programme of retrofits commencing in 2023 as NDP funding permits.

5.14 School Transport

In 2019 120,000 children, including over 14,200 children with special educational needs, were transported in over 5,000 vehicles on a daily basis to primary and post-primary schools throughout the country covering over 100 million kilometres at a cost of over €219m. Children with special educational needs were transported to schools on over 3,100 at a cost of over €120million in 2019.

5.15 BREXIT and the Education Sector

Following the ratification of the Withdrawal Agreement by the UK Government in December 2019, the Department ceased No Deal contingency planning. The publication of the negotiating mandates for the Future Relationship between the EU and the UK will be published in 2020. During the course of the forthcoming negotiations, this Department will be focussed in particular on UK participation in EU programmes such as Erasmus + and Horizon 2020, commitment to PEACE PLUS programme and continued recognition of professional qualifications.

The Departments International Cooperation Unit continued with its preparedness strategy in the context of the conclusion of the EU-UK negotiations on 31st December 2020, including assisting in the passage of an amendment to the Student Support Act 2011, which will provide for the continued payment of SUSI grants to Irish students studying in UK Higher Education Institutions (HEIs) and UK students in Irish HEIs as well finalising with the UK the

Memorandum of Understanding on the Common Travel Area, insofar as education is concerned. The latter issue was raised by the Minister for Education and Skills with Secretary of State for Education, when they met in London in October 2019.

5.16 European Social Fund (ESF) Operational Programme

Some 70,000 people participated on co-financed activities under the Programme for Employability, Inclusion and Learning (PEIL) 2014-2020 during 2019.

The second round of projects under the Gender Equality activity was launched in October 2019 with additional funding of €5.8m to support women's entrepreneurship and participation in the workforce.

EU Receipts of €73.8m were lodged to the Education Vote in respect of PEIL expenditure declarations during 2019.

A Citizen's Summary of the 2018 Annual Report on the PEIL was published on www.esf.ie in July 2019.

5.17 Department Expenditure

The Department's expenditure outturn in 2019 amounted to €10.9 billion. This included €9.5 billion in gross voted current expenditure, €508 million in current expenditure on the National Training Fund and capital expenditure of €941 million.

The Department's 2019 budget allocation represented a nearly 7% increase on its 2018 level. This increase provided for, among other things, 1,300 additional posts in schools, including additional teachers and SNAs, 5% increase in schools capitation, implementation of a range of policy measures in the areas of schools excellence funds, supports for school leadership and wellbeing, improving outcomes for children with additional care needs and enhanced investment in tertiary education, including additional Apprenticeship and Springboard provision.

5.18 Internal and EU Audit Unit

The Internal Audit Section at the Department is responsible for providing assurance to the Accounting Officer on the adequacy, efficiency and effectiveness of the Department's risk management, internal control systems and governance processes.

The ESF Audit Authority ensures that Ireland complies with the regulatory requirements of the European Union in relation to the audit of ESF, promotes best practice in the management, control and audit of ESF in Ireland and ensures that audits are performed in accordance with international auditing standards in order to provide high quality, fair and balanced reports.

Annual audit programmes are prepared under the auspices of the Audit Committee and both the Internal Audit Section and the ESF Audit Authority report to the Committee on the conduct of these programmes and the finalisation of audit reports. A total of nine reports were finalised in 2019 and the unit tracks, on a quarterly basis, progress on the implementation of recommendations arising from audit reports.

No internal Protected Disclosures were brought to the attention of the Head of Internal and EU Audit Unit or the Audit Committee in 2019.

5.19 Dealing with Past Abuse

During 2018, the Department continued to progress the completion of contributions from religious congregations towards the costs incurred by the State in responding to residential institutional child abuse.

Contributions are being made by the religious congregations under two rounds:

- the legally binding 2002 Indemnity Agreement and
- the 2009 voluntary offers.

In 2019, additional cash contributions amounting to €8.8m were received on a voluntary basis from congregations. Six further properties were fully transferred to the State under the 2009 voluntary offers and three properties fully transferred under the 2002 Indemnity Agreement.

The total offers made by the congregations under the two rounds amount to €480.6m while to end December 2019, total contributions amounting to €238 million had been received, see Table below.

Summary of original offers made plus amounts realised				
	Offered (€m)	Realised (€m)	To be realised (€m)	Percentage of offer realised / yet to be realised
2002 Indemnity Agreement	128	124.94	3.06	98%/2%
2009 Voluntary offers (*)	352.61	113.34	239.27	32%/68%
	480.61	238.28	242.33	50%/50%

* The values of a number of properties fully transferred to the State are not yet available.

It is unlikely that the full value of the amounts offered in 2009 will be achieved due to lower valuations on completed property transfers or disposals, offers not accepted, etc.

The Department continued to furnish the Council of Europe with bi-annual plans detailing the individual and general measures that are being taken to implement the European Court of Human Rights (ECtHR) Judgements in the Louise O’Keeffe case. An ex gratia scheme was instituted in July 2015 by the Government as a response to those who instituted legal proceedings in relation to day school child sexual abuse and who had discontinued those proceedings in the wake of judgments of the High and Supreme Courts, but before the subsequent ECtHR judgment in the Louise O’Keeffe case. Applications for the ex gratia scheme that were declined could be referred to an independent assessor, Mr Justice Iarfhlaith O’Neill. Following Mr Justice O’Neill’s determination in July 2019 that the prior complaint condition for eligibility for a payment from the ex gratia scheme was incompatible with the judgement of the ECtHR, the ex gratia scheme is being reviewed.

The Retention of Records Bill provides for the retention of certain records of the Commission to Inquire into Child Abuse, the Residential Institutions Redress Board and the Residential Institutions Redress Review Committee. It was published in February 2019.

Appendix A – Key indicators of progress and success of Action Plan for Education 2019

Key Indicators for Goal 1

Policy area	Indicator	Measure
Wellbeing	Number of dedicated days for support and development activities in schools by NEPS psychologists	5,285 (2018)
The provision, take up of and success of post primary students in STEM subjects	% LC students achieving H4 or above in higher level maths	56.8% (2018)
	% LC students achieving O4 or above in ordinary level maths	56.1% (2018)
	% boys' schools offering a STEM subject other than maths or a science	96.0% (2018)
	% girls' schools offering a STEM subject other than maths or a science	56.1% (2018)
	% mixed schools offering a STEM subject other than maths or a science	93.1% (2018)
	% 6 th year boys taking 2 or more STEM subjects (excl maths and biology)	40.0% (2018)
	% 6 th year girls taking 2 or more STEM subjects (excl maths and biology)	8.0% (2018)
The provision, take up and success of post primary students in foreign languages	% LC students achieving grade H4 or above in any foreign language	31.5% (2018)
	% post-primary schools offering at least two foreign languages	74.1% (2018)
	% 6 th year boys studying at least one foreign language	69.0% (2018)
	% 6 th year girls studying at least one foreign language	86.5% (2018)
Retention rates to Leaving Certificate	% of Students sitting Leaving Cert	91.6% (2017)

Key Indicators for Goal 2

Policy area	Indicator	Measure
Retention rate differences between DEIS and non-DEIS schools	% gap in retention rates in post-primary DEIS and non-DEIS schools	8.7% difference (2018): 94.4% retention in non-DEIS schools and 84.7% retention in DEIS

Policy area	Indicator	Measure
		schools
Retention rate differences between DEIS and non-DEIS schools	% gap in senior cycle retention rates in post-primary DEIS and non-DEIS schools – started 5th year but did not sit Leaving Cert	6.1% difference (2018): 9.2% drop out rate in DEIS schools and 3.1% drop out rate in non-DEIS schools
Access to Higher Education by under- represented groups	% of new entrants to Higher Education that are people with a disability	10.6% (2017/18)
	% Mature entrants of total entrants in HE (full-time undergraduate)	8.4% (2017/18)
	% of 20 year olds in disadvantaged areas who are students (Census)	47.4% (Census 2016)
	Number HE students studying on flexible basis (part-time and remote), and that number as a percentage of total number of HE students	52,267 (based on 2017/18 and 2018/19 figures, provisional), 22.04% of total student numbers (provisional)
	Number of students receiving supports in the form of grants, and that number as a percentage of total number of HE students	66,774 (based on 2017/18 and 2018/19 figures, provisional), 36.11% of total student numbers (provisional)
	Number of (self-declared) Irish Travellers in HE	61 (2017/18)
Special Education Needs (SEN) Size and Capacity	Number of SNAs	15,950 (2019)
	Number of SETs in mainstream schools (WTEs)	13,530 (2018/19)
	Number of special schools	114 (2018/19)
	Total number of pupils in special classes	6,229 (primary, 2018/19) 2,136 (post-primary, 2018/19)
	Total number of pupils in special schools	7,728 (2018/19)

Key Indicators for Goal 3

Policy area	Indicator	Measure
Early Years Inspections	Number of inspections of ELC centres	691 (2018)
Inspections in primary and post-primary schools	Number of inspections in primary schools including probation	3,566 (2018)
	Number of inspections in post-primary schools	608 (2018)
Other inspections including School Self Evaluations (SSE)	Number of advisory visits	1,473 (2018)
Publication of inspection reports	Number of EYEI reports published	813 (2019)
	Number of primary and post-primary inspection reports published	996 (2019)
CPD provision	Number of primary schools receiving support from the PDST	1,931 (2018)
	Number of post-primary schools receiving support from the PDST	416 (2018)

Key Indicators for Goal 4

Policy area	Indicator	Measure
Catholic ethos schools	% of total school enrolment in Catholic ethos primary schools	89.9% (2019)
	% of total school enrolment in Catholic ethos post-primary schools	50.5% (2019)
Irish Medium schools	% of total school enrolment in Irish medium primary schools	8% (2019)
	% of total school enrolment in Irish medium post-primary schools	3.6% (2019)
Number of multi denominational schools	Number of multi/non denominational primary schools	150 (2019)
	Number of multi/non denominational post-primary schools	352 (2019)
Alternative Leaving Certificate pathways	% Students taking Leaving Cert Applied	4.9% (2018)
	% Students taking Leaving Cert Vocational Programme	26.1% (2018)
Number of early school leavers post-primary	% of early school leavers – started 5th year but did not sit Leaving Cert	2,433 (2017)

Policy area	Indicator	Measure
Transition rates from post-primary to Higher Education	% transitioning from post-primary to higher education	64.0% (2017)
Skills, upskilling and re-skilling	Number of Springboard+ places	9,000 (2019)
	Number of Skillnet learners	56,182 (2018)
	FET enrolments at NFQ levels 1-4	71,364 (2018)
	FET enrolments at NFQ level 5	37,354 (2018)
	FET enrolments at NFQ level 6	8,358 (2018)
	Total graduates Major, Minor and Special Purpose	211,320 (2018)
Research	Total number of postgraduate researchers (full-time, part-time, Masters and PhD)	10,015 (2017)
	Number of PhD full-time and part-time	8,513 (2017)
	Number of research masters full-time and part-time	1,502 (2017)
Apprenticeship	Total number of apprenticeship registrations	17,829 (2019)
Lifelong Learning	% of adults aged 25-64 who participated in formal and or non-formal learning, annual average (Eurostat)	12.5% (2018)
	Persons age 25-34 who achieved an award on the NFQ- any level	57,034 (2017)
	Persons age 35-44 who achieved an award on the NFQ- any level	45,691 (2017)
	Persons age 45-54 who achieved an award on the NFQ- any level	32,804 (2017)
	Persons age 55-64 who achieved an award on the NFQ- any level	16,751 (2017)
	Persons age 65+ who achieved an award on the NFQ- any level	2,982 (2017)
International students	International students a % of full-time HE students in Irish public and private higher education institutions	12.5% (2017)
	Number of higher education students from Ireland funded to participate in Erasmus+	4,900
	Number of English language students studying in Ireland	121,462 (2018)

Key Indicators for Goal 5

Policy area	Indicator	Measure
Capacity and routes for School Transport	Number of school transport routes	6,856 (2018)
	Number of mainstream pupils on school transport	104,704 (2018)
	Number of SEN pupils on school transport	12,751 (2018)
Number of schools	Number of primary schools	3,240 (2019)
	Number of post-primary schools	723 (2019)
Number of FET and HE providers	Number of QQI registered FET providers	365 (2018)
	Number of third level Institutions and colleges funded by the HEA	18 (2018)
	Number of third level Universities funded by the HEA	7 (2018)
Capital Programme	Number of additional permanent places (primary)	6,718 (2019)
	Number of additional permanent places (post-primary)	4,287 (2019)
	FET, HE	10 projects in construction, of which 2 were completed (2019)

Appendix B – Corporate Data

Supporting the Parliamentary Process	2019
Parliamentary Questions responded to	4,918
Memoranda for Government Received for Observations	208
Representations received by Minister and Minister of State Offices	6,605
Responses to Topical Issues	30
Responses to Adjournment (Commencement) Debates	29

Information Services	2019
Email enquiries received through info@education.gov.ie	7,377
Visitors to our website www.education.ie	3.28m
Freedom of Information Requests Received	512
Decisions Made	475
Subject Access Requests Received	54
Closed	54
Press Releases Issued	201
Twitter followers	43,300

Annual Programme of Inspection in Schools and Centres for Education 2019

The Inspectorate completed a total of **4,742** inspections/advisory visits to schools and settings in 2019 as outlined in Tables 1 to 6 below.

Table 1: Summary of Inspectorate activities, 2019

Summary of Inspections	2019
Inspections of early years settings participating in the ECCE Programme*	664
Inspections of primary schools (including inspection of the work of teachers on probation)	1,969
Inspections of post-primary schools and centres for education	702
School self-evaluation advisory visits	971
Visits to Early Years settings as part of Research and Development Work	40
Other inspections, advisory visits and evaluation activities	396
Total Inspections/Advisory visits to early years settings, schools, centres for education and other educational settings	4,742

*Early Childhood Care and Education Programme

Table 2: Inspections of Early years' settings participating in the Early Childhood Care and Education (ECCE) Programme, 2019

Early years Education-focused Inspections	2019
Early Years Education-focused Inspection	592
Early Years Education-focused Inspection: Follow-through	72
Visits to Early Years settings as part of Research and Development Work	40
Total Early years Education-focused Inspections	704

Table 3: Inspections and evaluations in primary schools, 2019

Primary Inspection/Evaluation Activity	2019
Whole-School Evaluation	11
Whole-School Evaluation - Management, Leadership and Learning	97
Evaluation of Action Planning for Improvement in DEIS* Schools	19
Incidental Inspection	374
Follow-through Inspection	140
Evaluation of Provision for Pupils with Special Education Needs	40
Curriculum Evaluation	178
Child Protection and Safeguarding Inspections: Primary	25
Total of school Inspections	884
Inspection of the work of teachers on probation	1,085
Overall total	1,969

*DEIS: An Action Plan for Educational Inclusion

Table 4: Inspections and evaluations in post-primary schools and centres for education, 2019

Post-primary Inspection/Evaluation Activity	2019
Whole-School Evaluation - Management, Leadership and Learning	65
Subject Inspection	282
Programme Evaluation	17
Evaluation of Action Planning for Improvement in DEIS* Schools	18
Incidental Inspection	162
Follow-through Inspection	111
Evaluation of Centres for Education	4
Child Protection and Safeguarding Inspections: Post Primary	21
Evaluation of Provision for Students with Special Educational Needs	22
Total of School Inspections	702

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

Table 5: School Self-Evaluation Advisory Visits 2019

School Self-Evaluation Visits	2019
School self-evaluation advisory visits to primary schools	724
School self-evaluation advisory visits to post-primary schools	247
Total Self-Evaluation Advisory Visit	971

Table 6: Other inspections and advisory visits, 2019

Other Inspections/Evaluations of Provision for Students and Young People	2019
Inspection of Coláistí Gaeilge (Irish Colleges)	21
Inspection of Special Care Units	6
Inspection conducted for the purpose of school recognition	2
Inspection conducted under Section 24 of the Education Act 1998	1
Inspections in the European Schools	12
Inspection of summer literacy/numeracy camps for children	6
Inspection of campaí samhraidh for children (Irish-medium summer camps)	5
Evaluation of summer Continuing Professional Development courses for primary teachers	44
Gaeltacht School Recognition Scheme: advisory visits to schools	144
Gaeltacht School Recognition Scheme: Case Study Visits	18
School Excellence Fund DEIS: advisory visits to schools	130
School Excellence Fund Step-Up: advisory visits to schools	7
Total other Inspections/Evaluations of Provision for Students and Young People 2019	396

Table 7: Publication of reports, 2019

Publication of Inspection Reports	2019
Early Years Education Focused Inspections (early years)	721
Early Years – Follow Through (early years)	92
Curriculum Evaluation Model (primary)	171
DEIS (primary and post-primary)	43
CPSI (primary and post-primary)	22
Programme Evaluation (post-primary)	21
Evaluation of Provision for Pupils with Special Educational Needs (primary)	37
Evaluation of Provision for Students with Special Educational Needs (post-primary)	14
Subject Inspections (post-primary)	274
WSE-MLL (primary)	98
WSE-MLL (post-primary)	66
Follow-Through (primary and post-primary)	231
WSE modified (primary)	11
Centres for Education	5
Evaluation of Schools at Special Care Units and Children Detention Centres	3
Total number of Reports Published	1,809
(Note: the number of reports published in 2019 differs from the number of inspections conducted in 2018 as not all reports are publishable and not all relate to inspections conducted in 2019)	

Table of Prompt Payments 2019

Year	2019	
	Number	Value (€)
Details		
Payments made within 15 days	8785	€453,009,650
Payments made between 16-30 days	3043	€47,526,720
Payments made in excess of 30 days that were <u>subject</u> to LPI and compensation costs	83	€1,041,138
Payments made in excess of 30 days that were <u>not subject</u> to LPI and compensation costs	1702	€8,515,356

Year	2019	
Details	Number	Value (€)
Total Payments	13613	€510,092,864
Amount of late payment interest (LPI) paid		€3,002
Amount of compensation costs paid		€4,550.00
Total Invoices with LPI & Compensation	83	€7,552

Energy Consumption & Expenditure in 2019

The Department of Education and Skills has an energy management and reduction programme in place to reduce energy consumption by 33% by 2020. With a reduction of 28.1% being achieved to date, the Department is exceeding the projected reductions required. A programme of equipment and facility upgrades together with behavioural changes has helped drive this energy efficiency. Ongoing upgrades of our lifts in the Dublin campus, major building works in Tullamore and the upgrade of the heating and conversion from oil to natural gas in the same office will help improve energy efficiency further.

Department Expenditure on Energy Costs (incl. VAT)					
Category	2009 (€)	2016 (€)	2017 (€)	2018 (€)	2019 (€)
Electricity	586,570	385,304	335,012	332,390.	287,533
Gas	83,337	107,697	112,118	116,555	112,861
LPG and Oil	43,115	12,717	16,392	24,686	18,980
Total	713,022	505,718	463,522	473,631	419,373

Public Sector Duty

Under the Irish Human Rights and Equality Commission Act, 2014, all public bodies are statutorily obliged to have regard to human rights and equality issues in the performance of their functions. In this regard, goals two and five address the Department's legal obligations in this regard.

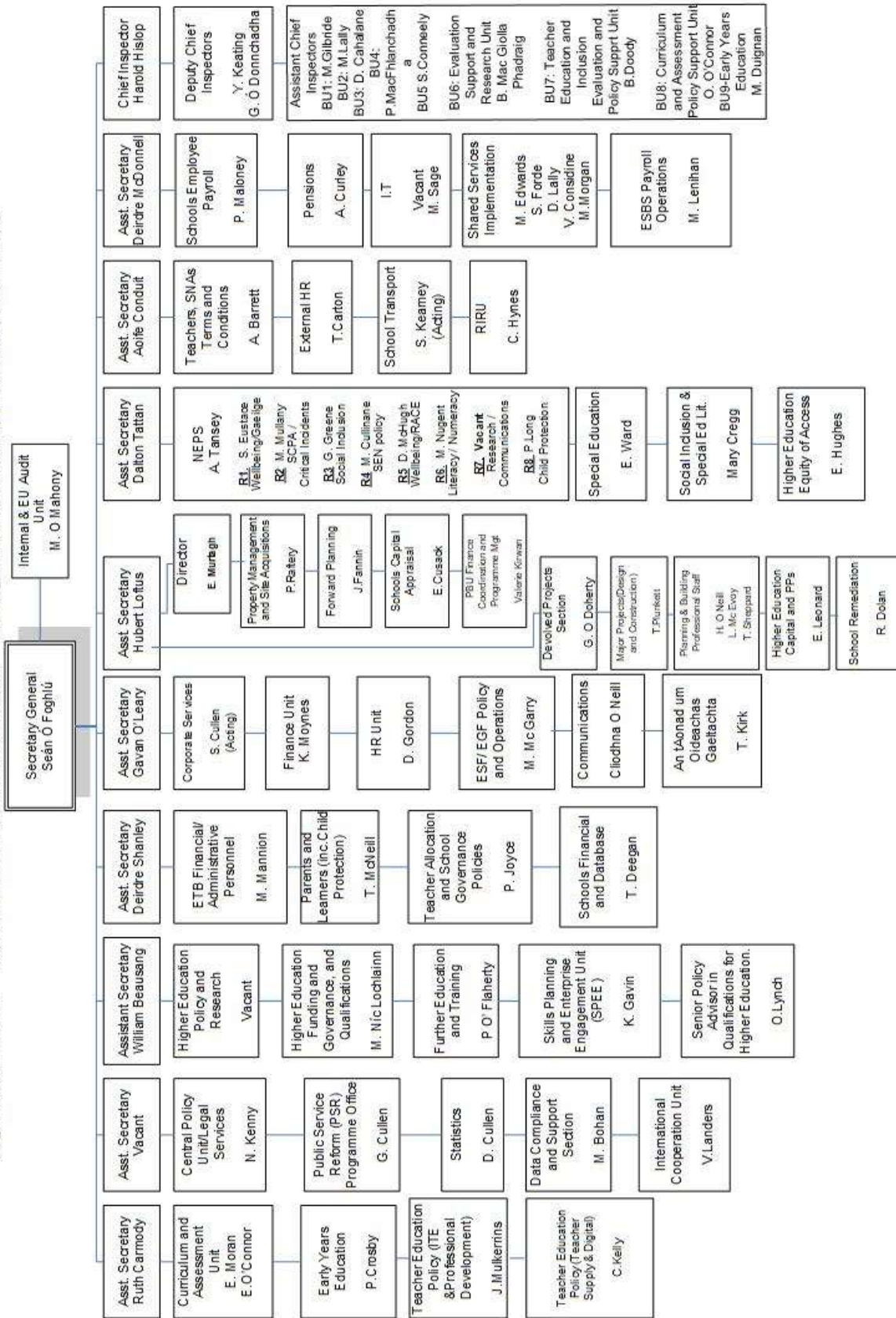
Gender Balance on State Boards

Gender balance on boards under the aegis of the Department at end 2019						
Name of Board	Total Places on Board	Men	Women	Total	Women as % of Total	Single Gender Board?
An Comhairle um Oideachas Gaeltachta agus Gaelscolaíochta (COGG) ¹	12	4	7	11	63.6	0
Residential Institutions Statutory Fund Board	9	5	4	9	44.4	0
Commission to Inquire into Child Abuse	6	2	4	6	66.7	0
Grangegorman Development Agency Board	15	6	6	12	50.0	0
Higher Education Authority	15	7	8	15	53.3	0
Irish Research Council	11	4	6	10	60.0	0
Léargas	9	2	3	5	60.0	0
National Centre for Guidance in Education (NCGE)	13	4	7	11	63.6	0
<u>National Council for Curriculum and Assessment (NCCA)</u> ¹	25	10	14	24	58.3	0
National Council For Special Education (NCSE)	13	6	7	13	53.8	0
Quality & Qualifications Ireland (QQI)	10	4	6	10	60.0	0
Residential Institutions Redress Board	11	4	7	11	63.6	0
Residential Institutions Review Committee	5	4	1	5	20.0	0
Skillnet Ireland	13	6	7	13	53.8	0
SOLAS (An tSeirbhís Oideachais Leanúnaigh agus Scileanna)	13	6	7	13	53.8	0
State Examinations Commission (SEC)	5	3	2	5	40.0	0
Student Grant Appeals Board	11	5	6	11	54.5	0
The Teaching Council ¹	37	20	16	36	44.4	0
Educational Research Centre ¹	5	3	1	4	25.0	0

Note 1 - At 31st December 2019 there was one unfilled board post, on each of the boards of COGG, the NCCA, Teaching Council and the ERC.

Appendix C – Organisation Chart end 2019

Organisation Chart – Department of Education and Skills – Management Board Responsibilities (Nov 2019)



Appendix D – Bodies under the Aegis of the Department

Non-Commercial Bodies Under Aegis

- An Chomhairle um Oideachais Gaeltachta agus Gaelscolaíochta (COGG)
- Commission to Inquire into Child Abuse (CICA)
- Educational Research Centre (ERC)
- Grangegorman Development Agency (GGDA)
- Higher Education Authority (HEA)
- Irish Research Council
- Léargas – The Exchange Bureau
- National Centre for Guidance in Education (NCGE)
- National Council for Curriculum and Assessment (NCCA)
- National Council for Special Education (NCSE)
- Quality and Qualifications Ireland (QQI)
- Residential Institutions Redress Board (RIRB)
- Residential Institutions Review Committee (RIRC)
- Residential Institutions Statutory Fund Board
- Skillnet Ireland
- SOLAS An tSeirbhís Oideachais Leanúnaigh agus Scileanna
- State Examinations Commission (SEC)
- The Teaching Council

Further information on our agencies including contact details and board details can be found on our agencies webpage <http://www.education.ie/en/The-Department/Agencies/>

Appendix E – Direct Links to our Website www.education.ie

Statistical Information	http://www.education.ie/en/Publications/Statistics/
Inspectorate Reports	http://www.education.ie/en/Publications/Inspection-Reports-Publications/
Education Legislation	http://www.education.ie/en/The-Education-System/Legislation/Education-Legislation.html
All Publications	http://www.education.ie/en/Publications/
Circulars and Forms	http://www.education.ie/en/Circulars-and-Forms/
Special Education	http://www.education.ie/en/The-Education-System/Special-Education/
School Design	http://www.education.ie/en/School-Design/
Press and Events	http://www.education.ie/en/Press-Events/
Services and Information for Parents	http://www.education.ie/en/Parents/
National Educational Psychological Service	http://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/NEPS-Home-Page.html
Services and Information for Education Staff	http://www.education.ie/en/Education-Staff/
Services and Information for Learners	http://www.education.ie/en/Learners/

Appendix F – Acronyms

Acronym	
AIM	Access and Inclusion Model
CAO	Central Applications Office
CLIL	Content and Language Integrated Learning
CPD	Continuing Professional Development
CPOG	Child Protection Oversight Group
CPSI	Child Protection & Safeguarding Inspection Model
CSL	Centre for School Leadership
CTB	Curaclam Teanga Bunscoile
DE	Department of Education – Northern Ireland
DEIS	Delivering Equality of Opportunity in Schools
DLF	Digital Learning Framework
ECCE	Early Childhood Care and Education
EGFSN	Expert Group on Future Skill Needs
ELC	Early Learning and Care
ESCI	Education Support Centres Ireland Network
ESD	Education for Sustainable Development
ESF	European Social Fund
ESRU	Evaluation Support and Research Unit
EYEI	Early Years Education Inspection
EYEPU	Early Years Education Policy Unit
FET	Further Education and Training
FLAG	Foreign Languages Advisory Group
FSD	Fund for Students with Disabilities
GDPR	General Data Protection Regulation
HCI	Human Capital Initiative
HE	Higher Education
HEI	Higher Education Institute
HSCI	Home School Community Liaison
IAG	Implementation Advisory Group
ICT	Information and Communications Technology
IEM	International Education Mark
ILEP	Interim List of Eligible Providers
IPPN	Irish Primary Principals Network
ISL	Irish Sign Language
ITE	Initial Teacher Education
IWP	Induction Workshop Programme
JCSP	Junior Certificate School Programme
JCT	Junior Cycle for Teachers
LCPE	Leaving Certificate Physical Education
LINC	Leadership for Inclusion
MCA	Middletown Centre for Autism
M & E	Monitoring and Evaluation
MOOCS	Massive Open Online Courses
MFL	Modern Foreign Languages
NAPD	National Association of Principals and Deputy Principals
NBSS	National Behaviour Support Service
NEPS	National Educational Psychological Service
NFQ	National Framework of Qualifications

Acronym	
NIPT	National Induction Programme for Teachers
NQT	Newly Qualified Teachers
NSAI	National Siolta/Aistear Initiative
NSS	National Skills Strategy
NTF	National Training Fund
PACG	Professional Award Criteria and Guidelines
PATH	Programme for Access to Higher Education
PDST	Professional Development Service for Teachers
PEIL	Programme for Employability, Inclusion and Learning
PLC	Post Leaving Certificate
PMO	Project Management Office
QAB	Qualifications Advisory Board
RSF	Regional Skills Fora
RTB	Residential Tenancies Board
SAF	Student Assistance Fund
SALI	Senior Academic Leadership Initiative
SDG	Sustainable Development Goals
SEF	School Excellence Fund
SEN	Special Educational Needs
SEN-PP	Special Educational Needs in Post Primary Schools
SESS	Special Education Support Service
SET's	Special Education Teachers
SNA	Special Needs Assistant
STEM	Science, Technology, Engineering and Maths
SUSI	Student Universal Support Ireland
TGD	Technical Guidance Documents
TU	Technological University
TURN	TU Research Network
TUSLA	Child and Family Agency
UN	United Nations
UNCRC	United National Convention on the Rights of the Child
VTOS/SST	Vocational Training Opportunity Scheme/Specific Skills Training
WSE-LL	Whole School Evaluation – Management, Leadership and Learning
YEI	Youth Employment Initiative



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Department of
Education and Skills

Tuarascáil Bhliantúil 2019

An Roinn Oideachais agus Scileanna

Meitheamh 2020



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Brollach ón Aire

Cuirim fáilte roimh fhoilsiú na Tuarascála Bliantúla ón Roinn don bhliain 2019, ina leagtar amach an obair shuntasach a rinneadh thar an mbliain seo a chuaigh thart.

Chruthaigh an phaindéim Covid-19 a bheith an-dúshlánach don tír ar fad agus is iontach an rud é an dóigh ar fhreagraíomar ar bhealach aontaithe di.

Mar aon leis na gníomhartha a rinneadh ar fud an Rialtais, thit cuid mhór amach san earnáil oideachais agus scileanna ó dúnadh scoileanna, coláistí, ollscoileanna agus suíomhanna eile an 12 Márta.

Ba mhaith liom mo mhórbhuíochas a ghabháil leis na múinteoirí, na tuismitheoirí, na daltaí agus na scoileanna as ucht na hoibre ar fad atá déanta go dtí seo i mbliana. Tá sibh tar éis tuiscint agus misneach a thaispeáint in ainneoin na ndeacrachtaí atá ag teacht chun cinn le cúpla mí anuas.

Níl aon amhras orm ach go leanfar le haghaidh a thabhairt go ríthapa ar na fadhbanna atá i réim. Is mór an chreidiúint é sin do gach duine a bhfuil baint acu leis an earnáil agus do thuismitheoirí – go háirithe a mhéid a bhaineann sé leis na cinntí faoi Ardteistiméireacht na bliana 2020. Is eiseamláir eile é gur ‘Ar Scáth a Chéile a Mhairimid’.

Sheol mé an Plean Gníomhaíochta don Oideachas i mí an Mhárta 2019, rud ina leagtar amach níos mó ná 280 gníomh indéanta don bhliain seo ar mhaithe lenár gcóras oideachais a fheabhsú go leanúnach.

Roghnaigh mé an teideal ‘Cumasú – cumasú tríd an bhfoghlaim’ chun seasamh don iarracht atá ar bun againn daoine a ullmhú ar bhealach cothrom don saol agus don obair. Leagtar béim ann gur gá do dhaoine óga agus do mhic léinn bheith uailmhianach agus barr a gcumais a bhaint amach agus, ag an am céanna, na scileanna a ghnóthú a theastaíonn chun smaoineamh go criticiúil agus chun oiriúnú agus nuáil ar bhealach athléimneach agus folláin.

Rinneadh sárdhul chun cinn faoin gcreat Plean Gníomhaíochta thar an gcúpla bliain seo a chuaigh thart agus ba mhaith liom buíochas a ghabháil le gach duine a raibh baint acu leis. Féachaim ar an earnáil oideachais agus oiliúna mar earnáil aontaithe ina n-oibrímid le chéile chun an chéad ghlúin eile a chothú. Tá rún daingean agam leanúint leis na hathchóirithe atá ar siúl agus le iad a bhainistiú agus a chéimniú go cúramach. Ba mhaith liom a chinntiú go mbeidh seicheamh loighciúil taobh thiar dá mbíonn á chur chun feidhme ar an talamh.

Sa bhliain 2019, bhí mé in ann cur chuige nua níos atruaiche a thabhairt isteach do dhaltaí Ardteistiméireachta ar cailleadh duine muinteartha leo le linn na scrúduithe stáit.

Ba mhaith liom buíochas a ghabháil arís eile le Rhona Butler as a scéal a insint dom agus as iarraidh orm gníomh a dhéanamh. Eachtra an-suaiteach do gach duine óg is ea bás duine mhuinteartha, agus is measa fós an eachtra nuair a tharlaíonn sí le linn scrúduithe.

Is athchóiriú tábhachtach é sin. Is é an toradh a bheidh air amach anseo go dtabharfar deis do dhaltaí Ardteistiméireachta ar cailleadh duine muinteartha leo páipéir mhalartacha a dhéanamh nuair a bheidh na scrúduithe ar siúl.

I mí Dheireadh Fómhair anuraidh, d’fhógair mé go bhfaigheadh Stair croistádas speisialta sa Chreat don tSraith Shóisearach. Creidim go bhfuil tuiscint ar an stair ríthábhachtach do na glúine a thiocfaidh inár ndiaidh.

Tá na cinntí tábhachtacha sin a rinneadh ar son ár ndaltaí mar fhianaise ar a shofhreagraí agus ar a fhorásaí atá ár gcóras oideachais.

Ba mhaith liom mo bhuíochas a ghabháil chomh maith leis an Roinn as ucht na hoibre agus na tacaíochta atá tugtha aici ó thaobh tuilleadh béime a chur ar an nGaeilge i scoileanna agus sa chóras oideachais i gcoitinne.

Is cúis áthais dom go raibh deis agam an díriú athnuaithe ar an nGaeilge inár gcóras oideachais a threorú le linn mo chuid ama sa Roinn. Mar chuid den obair sin, ainmníodh cúig bhunscoil nua mar bhunscoil Ghaeilge; leasaíodh na critéir atá le breithniú i ndáil leis an nGaeilge mar chuid de phróisis phátrúnachta; seoladh athbhreithniú ar an mbeartas Gaeilgeachais; agus reáchtáladh tionscadal Foghlama Comhtháite Ábhar agus Teangacha ina dteagasctar ábhair amhail corpoideachas trí Ghaeilge.

Ba mhaith liom aitheantas a thabhairt don obair a rinne oifigigh na Roinne agus Mary Mitchell O'Connor agus John Halligan, na hAirí Stáit.

Ba mhaith liom buíochas a ghabháil freisin le gach duine a oibríonn san earnáil oideachais agus oiliúna as a gcuid oibre sa bhliain 2019, agus rannchuidiú ollmhór á dhéanamh acu le héachtaí na Roinne.

Joe McHugh TD

An tAire Oideachais agus Scileanna



Brollach ón Aire Stáit Mitchell O'Connor

Le linn na bliana 2019, leanamar leis an gclár oibre athchóirithe san earnáil Ardoideachais. Cuirim fáilte roimh fhoilsiú na Tuarascála Bliantúla seo, ina dtarraingítear aird ar an obair atá ar bun ag an Roinn chun a chinntiú go ndéanfar an bunathrú sin a éascú agus a chur ar aghaidh.

Foráiltear le hAcht na nOllscoileanna Teicneolaíochta, 2018, do shamhail nua ollscoileanna teicneolaíochta a fhorbairt. Agus í ag teacht i bhfeidhm go foirmiúil an 1 Eanáir 2019, is í an chéad ollscoil teicneolaíochta ná Ollscoil Teicneolaíochta Bhaile Átha Cliath (ar a dtugtar OT Bhaile Átha Cliath freisin agus a chuimsíonn Institiúid Teicneolaíochta Bhaile Átha Cliath, Institiúid Teicneolaíochta Bhaile Bhlainséir agus Institiúid Teicneolaíochta Thamhlachta, mar a bhí roimhe seo).

Rinneadh an tAcht um Cháilíochtaí agus Dearbhú Cáilíochta (Oideachas agus Oiliúint) (Leasú), 2019, a shíniú ina dhlí i mí Iúil 2019. Réiteofar leis an Acht an bealach le haghaidh Marc Oideachais Idirnáisiúnta a fhorbairt lena úsáid agus dearbhú cáilíochta á dhéanamh ar sholáthraithe.

Seoladh *Creat um thoilú in Institiúidí Ardoideachais* i mí Aibreáin 2019. Tá sé mar aidhm leis an gCreat a chinntiú go gcruthófar cultúr institiúideach campais atá sábháilte, measúil agus tacúil. Tá an Creat bunaithe ar an dea-chleachtas idirnáisiúnta agus ar thaighde idirnáisiúnta ar mhaithe le caighdeán agus treoir a thabhairt d'institiúidí maidir leis na nithe a chabhraíonn le cultúr sábháilte tacúil a chruthú.

Leantar le feabhas a chur ar rochtain ar ardoideachas, go háirithe do ghrúpaí atá faoi ghannionadaíocht sa tsochaí. Seoladh an *Plean Gníomhaíochta chun Rannpháirtíocht Taistealaithe san Ardoideachas a Mhádú* ag deireadh na bliana seo caite. Ceapadh an plean i gcomhairle le grúpaí a dhéanann ionadaíocht do Thaistealaithe agus tá sé mar aidhm leis rannpháirtíocht Taistealaithe san ardoideachas a chothú agus a mhádú.

Mary Mitchell O'Connor
Aire Stáit um Ardoideachas



Brollach ón Aire Stáit Halligan

Cuirim fáilte roimh an dul chun cinn a rinneadh i réimse na scileanna sa bhliain 2019 agus aithním foilsíú na Tuarascála Bliantúla ón Roinn Oideachais agus Scileanna don bhliain 2019. Bliain tháirgiúil i réimse na scileanna ba ea an bhliain seo caite. I gcomhar le mo chuid comhghleacaithe, lean mé ag obair chun an córas oideachais agus oiliúna a dhéanamh ina chóras sofhreagrach solúbtha ina bhfreastalaítear ar na riachtanais atá ag foghlaimoirí ar feadh an tsaoil.

Tarraingítear aird sa tuarascáil seo ar roinnt éachtaí tábhachtacha a baineadh amach chun an fhís sin a bhaint amach.

Seoladh sraith nua cúrsaí faoi chlár Springboard+ 2019, rud a d'fhág go raibh 285 chúrsa ann san iomlán faoin gclár agus go raibh breis agus 9,000 áit ar fáil. Seoladh aon cheann déag de chlár nua phrintíseachta i réimsí éagsúla sa bhliain 2019, lena n-áirítear na Meáin, TFC, Innealtóireacht, Foirgníocht, agus Díolacháin.

Méadaíodh soláthar Skillnet Ireland i bpríomhréimsí scileanna. Áiríodh leis sin líonraí foghlama nua a bhunú chun oiliúint a chur ar bhainisteoirí gnóthais bhig is úinéirí agus chun cláir dheimhnithe nua a fhorbairt.

Tháinig borradh faoi chlár EXPLORE sa bhliain 2019 freisin. Faoin gclár sin, tugtar deiseanna foghlama do dhaoine atá san fhostaíocht ach nach bhfuil ag gabháil don chóras oideachais agus oiliúna ná do chlár uasoiliúna atá ann cheana agus cabhraítear le haghaidh a thabhairt ar an líon íseal oibrithe in Éirinn a ghlacann páirt i bhfoghlaim ar feadh an tsaoil.

Ba mhaith liom aitheantas a thabhairt don obair atá déanta ag mo chuid comhghleacaithe sa mhórearnáil oideachais agus oiliúna agus dá rannpháirtíocht agus rannchuidiú leanúnach.

John Halligan

Aire Stáit um Oiliúint, Scileanna, Nuálaíocht,
Taighde agus Forbairt



Ráiteas ón Ard-Rúnaí

Is cúis áthais dom an Tuarascáil Bhliantúil ón Roinn Oideachais agus Scileanna don bhliain 2019 a chur i láthair, rud ina mionsonraítear an dul chun cinn a rinneadh sa chéad bhliain dár Ráiteas Straitéise trí bliana 2019-2021. Sa Ráiteas Straitéise uaithi, leag an Roinn conair uaimhianach amach le haghaidh tionscnaimh agus straitéisí a chur ar aghaidh ar mhaithe le córas oideachais agus oiliúna a sholáthar ina dtugtar d'fhoghlaimoirí an t-eolas agus na scileanna a theastaíonn uathu chun barr a gcumais a bhaint amach agus chun páirt iomlán a ghlacadh sa tsochaí.

Cheiliúir an tSeirbhís Náisiúnta Síceolaíochta Oideachais fiche bliain dá cuid oibre i mí na Samhna 2019. I dteannta tacaíocht a thabhairt do scoileanna, bíonn baint lárnach ag an tSeirbhís le forbairt agus cur chun feidhme a dhéanamh ar bheartais na Roinne i ndáil leis an oideachas speisialta agus le cuimsiú sóisialta. D'imir an tSeirbhís príomhról sa Ráiteas Polasaí Folláine agus Creat Cleachtas (2018-2023) ón Roinn a fhorbairt freisin. Aithnítear sa doiciméad sin an ról tábhachtach a imríonn scoileanna i bhfolláine daoine óga a chur chun cinn.

Is an-dearfach freisin atá na torthaí ó shuirbhéanna agus ó chomparáidí idirnáisiúnta, ina léirítear dea-thorthaí d'fhoghlaimoirí i gcóras oideachais agus oiliúna na hÉireann. Is dearfach go háirithe atá na torthaí ón gClár um Measúnacht Idirnáisiúnta Daltaí (PISA) le déanaí, ina léirítear go bhfuil ár ndaltaí 15 bliana d'aois i measc na ndaltaí is fearr feidhmíocht i litearthacht léitheoireachta agus go bhfuil iar-bhunscoileanna in Éirinn gach pioc chomh maith, tríd is tríd, le hiar-bhunscoileanna i dtíortha eile. Tá na dea-thorthaí sin ar fad ina léiriú ar an gcomhar agus ar an rannpháirtíocht atá ar bun ina lán codanna den Roinn Oideachais agus i Ranna Rialtais eile agus i measc ár gcomhpháirtithe san oideachas agus san oiliúint.

Dhírigh an Roinn go géar ar na hullmhúcháin don Bhreathimeacht arís eile le linn na bliana 2019. Rinne sí maoirseacht ar rith Chuid a Cúig den Acht um Tharraingt Siar na Ríochta Aontaithe as an Aontas Eorpach (Forálacha Iarmhartacha), 2019, lena bhforáiltear go bhféadfar deontais SUSI a íoc le mic léinn Éireannacha sa Ríocht Aontaithe i gcás nach dtiocfar ar mhargadh um tharraingt siar. Lean an Roinn ag dul i dteagmháil le geallsealbhóirí san Earnáil Oideachais maidir leis na hullmhúcháin don Bhreathimeacht agus tá sí ag díriú anois ar a chinntiú go ndéanfar leasanna na hEarnála Oideachais a chosaint le linn na hidirbheartaíochta ar an gcaidreamh amach anseo.

Ba mhaith liom buíochas a ghabháil le foireann na Roinne as a cuid oibre i mbliana agus le gach duine a oibríonn sa mhórearnáil oideachais agus oiliúna.

Seán Ó Foghlú
Ard-Rúnaí

Ár Misean

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

Spriocanna 2019-2021

Ár spriocanna



SPRIOC 1

Cuirfimid cruth ar chóras oideachais agus oiliúna freagrach a shásaíonn riachtanais agus a ardaíonn ardaidhmeanna gach foghlaimora.



SPRIOC 2

Cuirfimid ar aghaidh dul chun cinn foghlaimoirí atá i mbaol míbhuntáiste oideachais agus foghlaimoirí a bhfuil riachtanais speisialta oideachais acu d'fhonn tacú leo a gcumas a bhaint amach.



SPRIOC 3

Tabharfaimid na scileanna agus an tacaíocht riachtanach do sholáthraithe oideachais agus oiliúna chun taithí foghlama d'ardchaighdeáin a chur ar fáil.



SPRIOC 4

Treiseoimid na caidrimh idir oideachas agus an pobal i gcoitinne, an sochaí agus an geilleagar.



SPRIOC 5

Treoróimid seachadadh treo straitéiseach agus córas tacúil i gcomhpháirt le príomh-gheallsealbhóirí san oideachas agus oiliúint.

Déantar feidhmíocht na Roinne sa bhliain 2019 a thomhas in aghaidh na bpríomh-aschur agus na bpríomhtháscairí feidhmíochta atá leagtha amach sa *Ráiteas Straitéise 2019-2021*.

Tugtar in Aguisín B sonraí corparáideacha ginearálta ina leagtar amach an teagmháil fhairsting a bhí againn lenár mbonn custaiméirí agus leis an mór-státseirbhís.

Forbhreathnú ar na príomhghníomhartha a rinneadh le linn na bliana 2019

Tá an t-oideachas agus an oiliúint tábhachtach do dhaoine, agus tá sé mar aidhm leis an Ráiteas Straitéise ón Roinn bealach a chur ar fáil do dhaoine chun a gcumas ar fad a bhaint amach, chun saol níos saibhre a bheith acu agus chun cabhrú lenár sochaí forbairt. Leagtar amach sa Tuarascáil Bhliantúil seo na gníomhaíochtaí a rinne an Roinn le linn na bliana 2019 agus tugtar tuairisc inti ar an dul chun cinn a rinneadh i dtreo an Ráiteas Straitéise uainn a chur chun feidhme.

SPRIOC 1



Leanadh le díriú ar **Fholláine** le linn na bliana 2019. Mar chuid den obair sin, triaileadh samhail nua um chuimsiú scoile lena gcomhtháthaítear seirbhísí daltalárnacha; rinneadh meastóireacht ar an treoir-Thionscadal Taispeána Teiripe Ionscoile; agus leanadh le méadú a dhéanamh ar an líon síceolaithe de chuid na Seirbhíse Náisiúnta Síceolaíochta Oideachais a thacaíonn leis an *Ráiteas Polasaí Folláine agus Creat Cleachtas 2018 – 2023* a chur chun feidhme.

Leanadh le **curaclam na bunscoile** a fhorbairt, agus tuarascáil á foilsiú maidir le códú agus smaointeoireacht ríomhaireachtúil. Sa tuarascáil sin, sainithníodh na trí ghné d'inniúlacht dhigiteach – cruthú leis an teicneolaíocht, an teicneolaíocht a thuiscint, agus an teicneolaíocht a úsáid – atá ríthábhachtach maidir le códú agus smaointeoireacht ríomhaireachtúil a áireamh i gcuraclam. Leagadh amach inti freisin na bearta gearrthéarmacha agus fadtéarmacha a theastaíonn chun an méid sin a bhaint amach. Ó mhí Mheán Fómhair 2020 amach, ceanglófar ar gach iar-bhunscoil Stair a thairiscint mar ábhar Sraithe Sóisearaí agus ceanglófar ar gach dalta a thosóidh an chéad bhliain ó shin i leith staidéar a dhéanamh ar Stair mar chuid den churaclam.

Maidir le **forbairt scileanna criticiúla**, féachadh le móiminteam a chothú taobh thiar de na huaimhianta atá againn do STEM agus do theangacha iasachta, agus sinn ag dúnadh na bearna i litearthacht agus in uimhearthacht agus ag baint leas as na bunathruithe san fhoghlaim a éascaítear leis an teicneolaíocht dhigiteach.

Seoladh an **Tionscnamh Caipitil Dhaonna** i mí na Samhna 2019, rud lena ngabhfaidh infheistíocht €300m thar thréimhse cúig bliana idir 2020 agus 2024. Is é an aidhm atá leis an tionscnamh acmhainn bhreise a chruthú ar fud na hEarnála Ardoideachais ionas gur féidir freastal ar na riachtanais scileanna tosaíochta atá ag an lucht fiontair.

SPRIOC 2



Leanadh ag obair chun tacú le **foghlaimoirí atá i mbaol míbhuntáiste** agus chun **cuimsiú a mhéadú** tríd an snáithe Comhionannas Deiseanna a Sholáthar i Scoileanna (DEIS) den Chiste Sármhaitheasa Scoile a leathnú tuilleadh. Forbraíodh treoirlínte do scoileanna chun tacú le haistrithe rathúla ón réamhscoil chuig an mbunscoil agus ón mbunscoil chuig an iar-bhunscoil.

Athbhreithníodh an próiseas trína leithdháiltear múinteoirí oideachais speisialta ar scoileanna chun a chinntiú go bhfuil sonraí ar fáil agus go bhfuil teagmháil ann leis an earnáil chun go n-athrófaí próifílí scoile chun dáta ionas go mbeifí in ann leithdháilte nua a dhéanamh don scoilbhliain 2019/20. Tá cúntóirí riachtanas speisialta ag tacú sa scoilbhliain reatha le thart ar 37,500 dalta a bhfuil riachtanais bhreise chúraim acu.

Rinneadh tuilleadh forbartha ar bhearta a bhfuil mar aidhm leo feabhas a chur ar rochtain ar an ardoideachas do ghrúpaí faoi ghannionadaíocht, lena n-áirítear taistealaithe, tuismitheoirí

singil agus na bodhair agus daoine a bhfuil lagú éisteachta orthu. Soláthraíodh tuilleadh tacaí airgeadais trí mhéadú €1 mhilliún sa Chiste Cúnaimh do Mhic Léinn do mhic léinn sa Mháistreacht Ghairmiúil Oideachais, trí leanúint leis an Treoirscéim Tacaíochta do Mhic Léinn, trí scéim tacaíochta deontas d'iarthóirí tearmainn in oideachas tríú leibhéal agus trí roinnt feabhsuithe a cuireadh ar an Scéim Deontas Mac Léinn 2019/20 chun dul chun tairbhe do roinnt de na mic léinn faoin míbhuntáiste is mó.

SPRIOC 3



Cuireadh clár nua forbartha gairmiúla leanúnaí ó Aistear i bhfeidhm; forbraíodh creat féinmheastóireachta chun tacú le Síolta (an chreatlach náisiúnta cáilíochta) agus Aistear (creatchuraclam na luath-óige) a chur chun feidhme tríd an tsamhail nua atá i bhfeidhm le haghaidh meantóireacht agus tacaí oiliúna a sholáthar faoi Thionscnamh Náisiúnta Síolta/Aistear; agus seoladh critéir dhámhachtana gairmiúla agus treoirlínte maidir le cláir chéime oideachais ghairmiúil tosaigh don earnáil.

Soláthraíodh roinnt samhlacha nua cigireachta mar chuid de chlár oibre Chigireacht na Roinne le linn na bliana 2019. Le linn clár náisiúnta cigireachtaí luathbhlianta a dhéanamh, tugadh comhairle agus tacaíodh le feabhas forásach i gcaighdeáin, ceannaireacht agus gníomhaíochtaí foghlama san earnáil sin.

Rinneadh an tAcht um Cháilíochtaí agus Dearbhú Cáilíochta (Oideachas agus Oiliúint) (Leasú), 2019, a shíniú ina dhlí i mí Iúil 2019. Réitítear leis an Acht an bealach le haghaidh **Marc Oideachais Idirnáisiúnta** a fhorbairt lena úsáid agus dearbhú cáilíochta á dhéanamh ar sholáthraithe.

Rinneadh dul chun cinn ar an obair atá ar bun chun an **Plean Gníomhaíochta um Sholáthar Múinteoirí** a chomhlíonadh, agus Samhail Sonraí faoin bhFórsa Saothair Múinteoireachta á forbairt chun pleanáil sa todhchaí a éascú le haghaidh soláthar múinteoirí agus an éilimh orthu.

Cinntíonn an t-athchóiriú in **oideachas tosaigh múinteoirí** go sealbhaíonn múinteoirí na scileanna cearta le haghaidh teagasc, foghlaim agus measúnú an 21ú haois a dhéanamh. Le foilsíú “Struchtúr an Oideachais Múinteoirí in Éirinn: Athbhreithniú ar an Dul Chun Cinn ar Athchóiriú a Chur Chun Feidhme”, ar athbhreithniú ar oideachas múinteoirí é, is féidir a fheiceáil go bhfuil na hionaid um oideachas múinteoirí i mbun teagmháil chuiditheach leis an Údarás um Ard-Oideachas chun dul chun cinn a dhéanamh ar an gclár don athrú sa réimse seo.

SPRIOC 4



Neartaíodh **naisc leis an tsochaí agus le fostóirí** ar fud roinnt réimsí gníomhaíochta sa bhliain 2019. Tacaíodh le foghlaimeoirí trí athbhreithniú neamhspleách ar ghairmthreoir a fhoilsíú agus trí na gníomhartha tosaíochta san athbhreithniú a chur chun feidhme. Seoladh sraith nua cúrsaí faoi chlár Springboard+ 2019, rud a d'fhág go raibh 285 chúrsa ann faoin gclár agus go raibh breis agus 9,000 áit ar fáil. Méadaíodh na roghanna d'fhoghlaimeoirí tuilleadh le bunú **Ollscoil Teicneolaíochta Bhaile Átha Cliath**, an chéad ollscoil teicneolaíochta a

bunaíodh riamh.

Sa Phlean Gníomhaíochta do Scileanna TFC 2019-2022, tugtar an treo straitéiseach le haghaidh seirbhísí a dhearadh agus a sholáthar sa réimse tábhachtach seo.

Leanadh le **foghlaim ar feadh an tsaoil agus uasoiliúint a chur ar aghaidh agus a chur chun cinn** trí na nithe seo: clár EXPLORE a leathnú, rud a bhfuil mar aidhm leis aghaidh a thabhairt ar an líon íseal oibríthe in Éirinn a ghlacann páirt i bhfoghlaim ar feadh an tsaoil;

an clár 'Scileanna chun Dul Chun Cinn' a chur chun feidhme, rud a bhfuil mar aidhm leis cur leis na scileanna atá ag aosaigh a bhfuil leibhéal ísle scileanna acu; agus tacú le cur chun feidhme a dhéanamh ar *Conairí Uasoiliúna – Deiseanna Nua d'Aosaigh*, ar Tionscnamh de chuid an Aontais Eorpaigh é a chabhraíonn le haosaigh a bhfuil ar bheagán scileanna leibhéal bhunúsacha scileanna litearthachta, uimhearthachta agus digiteacha a ghnóthú.

Méadaíodh soláthar Skillnet Ireland i bpríomhréimsí scileanna. Áiríodh leis sin líonraí foghlama nua a bhunú chun oiliúint a chur ar bhainisteoirí gnóthais bhig is úinéirí agus chun clár dheimhnithe nua a fhorbairt. Tacaíodh leis na **Fórait Réigiúnacha Scileanna** agus leis an tionscnamh **Scileanna le haghaidh Fáis** trí chomhpháirtíochtaí nua a fhorbairt chun cabhrú le níos mó fostóirí a riachtanais scileanna sa todhchaí a shainaitheint. Anuas air sin, dearadh treoirchlár nua d'fhiontair bheaga agus mheánmhéide atá i mbun uasoiliúint den chéad uair.

Coinníodh díriú domhanda ar bun ar fud na bliana 2019 trí leanúint go rathúil leis na gníomhartha agus na spriocanna atá leagtha amach sa **Straitéis Oideachais Idirnáisiúnta 2016-2020** a bhaint amach, agus 30 cuairt oideachais ardleibhéal idirnáisiúnta á n-éascú ó thíortha comhpháirtíochta.

Ag léiriú na suime méadaithí i réimse leathan an athraithe aeráide dúinn, thug an Roinn tuairisc ar ghníomhartha na hearnála oideachais, faoi mar atá siad leagtha amach sa "*Phlean Náisiúnta Cur Chun Feidhme maidir leis na Spriocanna Forbartha Inbhuanaithe 2018-2020*", an chéad phlean dá leithéid riamh in Éirinn. Úsáidfear an méid sin mar threoir agus plean comharbais á fhorbairt sa bhliain 2020.



B'ionann caiteachas caipitil san earnáil scoileanna agus €665 mhilliún. B'ionann caiteachas caipitil ar bhonneagar ardoideachais agus €65 mhilliún.

Rinneadh na nithe seo a leanas laistigh den earnáil ardoideachais agus den earnáil breisoideachais agus oiliúna: cuireadh tús le soláthar faoin gClár Comhpháirtíochta Príobháidí Poiblí chun cur leis an acmhainn atá ann in Ollscoileanna Teicneolaíochta/Institiúidí Ardoideachais; rinneadh dul chun cinn ar Thionscadail Chomhpháirtíochta Príobháidí Poiblí Ghráinseach

Ghormáin a thógáil; tacaíodh le hoibreacha agus feabhsuithe bonneagair beaga agus riachtanacha in Institiúidí Teicneolaíochta agus in Ollscoil Teicneolaíochta Bhaile Átha Cliath trí dheontais chaipitil ab fhiú €10 milliún san iomlán a sholáthar; agus íocadh Deontais Trealaimh Phrintíseachta ab fhiú €8.1 milliún le hInstitiúidí Ardoideachais rannpháirteacha.

Leanadh leis an tsamhail **cistiúcháin ardoideachais** a athchóiriú agus rinneadh an Ciste Feidhmíochta Ardoideachais a fhorbairt agus a chur chun feidhme. Soláthraíodh cistiú le haghaidh ceannaireacht agus forbairt acmhainne in Institiúidí Ardoideachais, le haghaidh forbairt acmhainne teagaisc agus foghlama in Institiúidí Ardoideachais agus le haghaidh taighde agus nuálaíocht in Institiúidí Teicneolaíochta agus in Ollscoileanna Teicneolaíochta.

Rinneadh tuilleadh dul chun cinn ar **sheirbhísí comhroinnte agus ar sholáthar láraithe** chun córais bhainistíochta a neartú ar fud seirbhísí éagsúla sa Roinn agus san earnáil.

Dul chun cinn ar na cúig phríomh-Sprioc Straitéiseacha sa bhliain 2019

Le linn na bliana 2019, rinne an Roinn dul chun cinn suntasach ar na spriocanna atá leagtha amach sa *Ráiteas Straitéise* agus sa *Phlean Gníomhaíochta don Oideachas 2019-2021* a bhaint amach. Aithnítear sa *Tuarascáil Bhliantúil don bhliain 2019* an dul chun cinn córasach suntasach a rinneadh faoi gach ceann de na cúig sprioc atá againn:

Sprioc 1: Cuirfimid cruth ar chóras oideachais agus oiliúna sofhreagrach a shásaíonn riachtanais agus a ardaíonn ardaidhmeanna gach foghlaimeora.

Is é atá i gceist leis an sprioc seo timpeallachtaí foghlama a thógáil ina gcothaítear sláinte, folláine agus forbairt phearsanta do gach foghlaimeoir. I dtimpeallachtaí dearfacha sofhreagracha, tugtar deiseanna do gach foghlaimeoir páirt iomlán a ghlacadh ina n-eispéireas oideachais agus oiliúna agus an tairbhe is mó is féidir a bhaint as. Fágann sé sin, maidir le torthaí níos fearr a bhaint amach d'fhoghlaimeoirí, don tsochaí agus don gheilleagar, go mbaineann ríthábhacht le curaclaim agus measúnuithe a fhorbairt agus a athbhreithniú, le haistrithe a chumasú agus le glacadh leis an gcumhacht atá ag teicneolaíochtaí digiteacha ar fud chontanam an oideachais agus na hoiliúna.

Súil Siar ar an mBliain faoin Sprioc seo

- Mar chuid de na mórathruithe a rinneadh ar an bpróiseas scrúduithe Ardeistiméireachta, cuireadh socruithe speisialta i bhfeidhm do dhaltaí ar cailleadh duine muinteartha leo chun iad a chumasú páipéir mhalartacha a dhéanamh i mí Iúil. Laghdáíodh an tréimhse ama le haghaidh torthaí a fháil freisin.
- Foilsíodh Ciorcláin nua ina sonraítear na himthosca eisceachtúla ina bhféadfaidh scoil díolúine a dheonú ó staidéar a dhéanamh ar an nGaeilge.
- Tugadh tionscadal Foghlama Comhtháite Ábhar agus Teangacha Iasachta isteach don Idirbhliain.
- Cuireadh tús le staidéar fadaimseartha ar an gCreat Foghlama Digítí agus ar a chur chun feidhme i scoileanna. Cuireadh tús freisin le cúrsa ar líne i bhFisic ardleibhéil na hArdeistiméireachta trí Ghaeilge a sholáthar ó scoileanna ríomh-Mhoil Gaeltachta do dhaltaí in iar-bhunscoileanna eile Gaeltachta.
- Earcaíodh síceolaithe breise chuig an tSeirbhís Náisiúnta Síceolaíochta Oideachais chun rochtain a mhéadú ar an tSeirbhís agus chun cur leis an raon tacaí ionscoile atá ar fáil uaithi.
- Seoladh creat toilithe lena úsáid ag institiúidí ardoideachais.
- Thacaigh an Roinn le cur chun feidhme a dhéanamh ar reachtaíocht lena bhforáiltear do bheart intuarthachta cíosa i gcóiríocht shaintógtha do mhic léinn tríú leibhéal.

Is leagtha amach thíos atá tuilleadh sonraí faoin Sprioc seo.

1.1 An curaclam ar leibhéal na bunscoile

Leanann an Chomhairle Náisiúnta Curaclaim agus Measúnachta ag obair ar churaclam na bunscoile a athfhorbairt agus a athbhreithniú. Mar chuid den obair sin, bíonn an Chomhairle ag dul i dteagmháil leathan le geallsealbhóirí oideachais agus le daoine aonair agus grúpaí

leasmhara eile, lena n-áirítear trí obair go díreach le scoileanna ar fud na tíre ar na tosaíochtaí atá acu agus ar na riachtanais atá acu le curaclam athfhorbartha. Foilseoidh an Chomhairle dréacht-fhorbhreathnú ar churaclam athfhorbartha go luath sa bhliain 2020. Úsáidfeadh an dréacht sin mar bhonn do chomhairliúchán fairsing, ar a mbeidh cruth agus treo foriomlán an churaclaim athfhorbartha bunaithe.

Leagtar amach i gCuraclam Teanga na Bunscoile/Primary Languages Curriculum an dóigh a dtabharfaidh leanaí faoi fhoghlaim teanga i mBéarla agus i nGaeilge. Tosaíodh ar an gCuraclam Teanga a thabhairt isteach do scoileanna ar bhonn céimnithe sa bhliain 2016, ag díriú ar rang na naíonán sóisearach go rang a dó ar dtús. Leanadh le hobair ar an gCuraclam Teanga le linn na bliana agus seoladh Céimeanna 1–4 (rang na naíonán sóisearach go rang a sé) i mí Mheán Fómhair 2019.

Faigheann an Curaclam Teanga tacaíocht ó spás athfhorbartha tacaíochta ar líne agus ó shamhail mharthanach forbartha gairmiúla atá á soláthar ag an tSeirbhís um Fhorbairt Ghairmiúil do Mhúinteoirí agus ag an gComhairle Náisiúnta um Oideachas Speisialta. Is thar thréimhse trí bliana a sholáthrófar an tacaíocht mharthanach sin.

Foilseacháin sa bhliain 2019:

- *Cruachóip de Churaclam Teanga na Bunscoile do chéimeanna 1 – 4 (rang na naíonán sóisearach go rang a sé)*
[Ciorclán 45/2019 \(Bunoideachas\) - Curaclam Teanga na Bunscoile, Céimeanna 1–4 \(rang na naíonán sóisearach go rang a sé\) - Tacaíocht agus Cur i bhFeidhm](#)

1.2 An curaclam ar leibhéal na hiar-bhunscoile

Leantar leis an gCreat nua don tsraith shóisearach a chur chun feidhme. Tosaíodh an obair sin i mí Mheán Fómhair 2014 nuair a tugadh an tsonraíocht nua do Bhéarla isteach. Ó mhí Mheán Fómhair 2019 amach, tugadh sonraíochtaí nua isteach do gach ábhar ar aon dul leis an gCreat don tsraith shóisearach. Úsáidtear clár cuimsitheach forbartha gairmiúla leanúnaí do mhúinteoirí chun tacú leis na sonraíochtaí nua sin a thabhairt isteach.

Den 21 ábhar atá ar fáil faoin gCreat don tsraith shóisearach, níl ach ceithre cinn éigeantach – is iad sin: Matamaitic, Gaeilge, Béarla agus Stair. Tháinig an ceanglas chun staidéar a dhéanamh ar Stair sa tsraith shóisearach sna sála ar an gcinneadh a rinne an tAire Oideachais agus Scileanna i mí Dheireadh Fómhair 2019 croistádas speisialta a thabhairt do Stair faoin gCreat don tsraith shóisearach.

Tá treo an athchóirithe ar an tsraith shóisearach ag teacht leis an gcleachtas atá ar bun i gcórais eile oideachais ardfheidhmíochta, cosúil leo sin sa Nua-Shéalainn, in Queensland, san Eastóin agus san Fhionlainn, ina dtugtar tuilleadh neamhspleáchais agus solúbthachta do scoileanna agus na cláir a thairgeann siad á bhforbairt acu.

Rinne an Chomhairle Náisiúnta Curaclaim agus Measúnachta an Tuarascáil ar an Athbhreithniú ar Oideachas Caidrimh agus Gnéasachta a fhoilsiú i mí na Nollag 2019.

Tá roinnt forbairtí á ndéanamh ar leibhéal na Sraithe Sinsearaí faoi láthair, lena n-áirítear athbhreithniú agus cur chun feidhme leathan a dhéanamh ar shonraíochtaí nua agus ar shonraíochtaí athbhreithnithe.

Chuir an Chomhairle Náisiúnta Curaclaim agus Measúnachta tús le hathbhreithniú fairsing ar chláir agus conairí gairme sa tSraith Shinsearach ag deireadh na bliana 2016. I rith na scoilbhliana 2018/19, chuaigh an Chomhairle i dteagmháil le sampla ionadaíoch 41 scoil i dtimthriallta comhairliúcháin tosaigh an athbhreithnithe. Reáchtáladh seimineár náisiúnta ag deireadh an dá thimthriall, rud ar fhreastail ionadaithe do na scoileanna rannpháirteacha

agus do na comhpháirtithe oideachais air. Díródh sa chéad cheann den dá thimthriall comhairliúcháin ar chuspóir na Sraithe Sinsearaí agus ar smaointeoireacht don todhchaí. Díródh sa dara timthriall comhairliúcháin ar chonairí agus ar sholúbthacht.

I mí Lúnasa 2019, chuir an Chomhairle Náisiúnta Curaclaim agus Measúnachta tús le comhairliúchán poiblí ar an athbhreithniú ar an tSraith Shinsearach. Foilsíodh an *Tuarascáil Eatramhach ar an Athbhreithniú ar an tSraith Shinsearach* agus an *Cháipéis Comhairliúcháin ar an Athbhreithniú ar an tSraith Shinsearach* chun an comhairliúchán sin a chomhlánú. Mar chuid den chomhairliúchán, iarradh ar dhaoine aonair agus ar eagraíochtaí aiseolas a thabhairt ar na réimsí lena bhforbairt, bunaithe ar an athbhreithniú a rinneadh go dtí sin, agus an méid sin a dhéanamh trí shuirbhé ar líne a chomhlánú, trí aighneacht i scríbhinn a dhéanamh nó trí fhreastal ar chruinniú réigiúnach fócasghrúpa. Le linn na céime comhairliúcháin sin, d'éist breis agus 150 duine ón earnáil oideachais ar fad leis na tuairimí ó raon cainteoirí éagsúla agus ghlac siad páirt i ndíospóireachtaí comhcheime. Ba é an 01 Samhain 2019 an spriocdháta le haghaidh aighneachtaí ó pháirtithe leasmhara. Tá an Chomhairle ag cur tuarascáil chomhairleach deiridh le chéile anois, rud atá le heisiúint sa dara ráithe den bhliain 2020.

Tosaíodh ar Chorroideachas na hArdteistiméireachta (inscrúdaithe) agus Corroideachas na Sraithe Sinsearaí (neamh-inscrúdaithe) a thabhairt isteach in 80 scoil ar bhonn céimnithe i mí Mheán Fómhair 2018, agus tá daltaí Ardteistiméireachta i 64 scoil chun na chéad scrúduithe corroideachais a dhéanamh i mí an Mheithimh 2020. Bhí sé mar aidhm leis an obair a rinneadh sa bhliain 2019 tacú le scoileanna na hábhair nua a sholáthar agus, i gcás Chorroideachas na hArdteistiméireachta, treoirínte a chur ar fáil maidir le socruithe measúnachta, lena n-áirítear iad sin don Tionscadal Gníomhaíochta Fisiciúla.

Tosaíodh Céim 1 d'Eolaíocht Ríomhaireachta na hArdteistiméireachta i mí Mheán Fómhair 2018, agus an t-ábhar á thairiscint do dhaltaí cúigiú bliain i 40 scoil. Leanadh le tacaíocht a thabhairt do scoileanna an t-ábhar nua a sholáthar, agus triail á déanamh ar an gcomhpháirt ríomhairebhunaithe den scrúdú chun cleachtadh a thabhairt do scoileanna ar an gcomhpháirt sin roimh an gcéad scrúdú Ardteistiméireachta, a bhí le déanamh i mí na Bealtaine 2020.

Rinneadh roinnt athruithe beaga ar an tsonraíocht do Pholaitíocht agus Sochaí na hArdteistiméireachta, a tugadh isteach den chéad uair sa bhliain 2016. Tháinig na hathruithe sin i bhfeidhm i mí Mheán Fómhair 2019. Thug 16 scoil nua le fios go raibh sé ar intinn acu an t-ábhar a thairiscint do dhaltaí cúigiú bliain i mí Mheán Fómhair 2019, agus iad ag clárú don chlár forbartha gairmiúla leanúnaí ón tSeirbhís um Fhorbairt Ghairmiúil do Mhúinteoirí.

Tugadh sonraíochtaí athbhreithnithe isteach d'Eolaíocht Talmhaíochta na hArdteistiméireachta agus d'Eacnamaíocht na hArdteistiméireachta i mí Mheán Fómhair 2019. Tá an chéad scrúdú sna hábhair sin le déanamh i mí an Mheithimh 2021.

I bhfianaise inneachar na sonraíochtaí athbhreithnithe d'Eolaíocht Talmhaíochta na hArdteistiméireachta agus d'Eacnamaíocht na hArdteistiméireachta, scoireadh d'Eacnamaíocht Talmhaíochta a thairiscint mar ábhar i mí Mheán Fómhair 2019.

Foilseacháin sa bhliain 2019:

- *Ciorclán 55/2019 - Socruithe le haghaidh Chur Chun Feidhme an Chreata don tSraith Shóisearach le tagairt faoi leith don scoilbhliain 2019/20*
https://www.education.ie/ga/Ciorcláin-agus-Foirmeacha/Ciorcláin-Gníomhacha/cl0055_2019_ir.pdf

1.3 Tacaíocht a thabhairt d'iarrthóirí ar cailleadh duine muinteartha leo ag am scrúduithe

Ag gníomhú dó de bhun leathnú ar na forálacha éigeandála den Scéim um Fhreastal Réasúnta i Scrúduithe Deimhnithe (RACE), thug Coimisiún na Scrúduithe Stáit foráil theoranta isteach ar bhonn treorach eatramhach chun tacaíocht a thabhairt d'iarrthóirí Ardteistiméireachta agus Ardteistiméireachta Feidhmí a bhfuair duine muinteartha leo bás le linn thréimhse na scrúduithe scríofa. Tá an beart nua leagtha amach i gCiorclán S58/19 ó Choimisiún na Scrúduithe Stáit.

1.4 Gaeilge

I mí Mheán Fómhair 2019, nuashonraigh an Roinn an treoir uaithi maidir le díolúintí a dheonú ó staidéar a dhéanamh ar an nGaeilge. Sonraítear sa treoirnóta nua na himthosca eisceachtúla ina bhféadfaidh scoil díolúine a dheonú ó staidéar a dhéanamh ar an nGaeilge. Tá an treoir bunaithe ar phríseas fairsing comhairliúcháin phoiblí.

Ba i mí Mheán Fómhair 2019 freisin a d'iarr an Roinn ar shuíomhanna luathbhlianta, ar bhunscoileanna agus ar iar-bhunscoileanna spéis a léiriú i bpáirt a ghlacadh i dtreoirhionscadal 3 bliana i bhFoghlaim Chomhtháite Ábhar agus Teangacha, ar lena linn a dhéanfaí ábhar amhail Corpoideachas a theagasc agus a fhoghlaim trí Ghaeilge. Roghnaíodh 19 gcinn san iomlán de shuíomhanna agus de scoileanna lena n-áireamh sa treoirhionscadal agus tosaíodh ag pleanáil d'fhorbairt ghairmiúil leanúnach a sholáthar do mhúinteoirí rannpháirteacha d'fhonn Foghlaim Chomhtháite Ábhar agus Teangacha a thabhairt isteach sa seomra ranga tar éis Cháisc na bliana 2020.

Foilseacháin sa bhliain 2019:

- *Ciorclán 0052/2019 (Bunoideachas) - Díolúintí ó staidéar ar an nGaeilge*
https://www.education.ie/ga/Ciorcláin-agus-Foirmeacha/Ciorcláin-Gníomhacha/cl0052_2019_ir.pdf
- *Ciorclán 0053/2019 (Iar-bhunoideachas) - Díolúintí ó staidéar ar an nGaeilge*
https://www.education.ie/ga/Ciorcláin-agus-Foirmeacha/Ciorcláin-Gníomhacha/cl0053_2019_ir.pdf

1.5 Teangacha Iasachta

Le linn na bliana 2019, leanadh le feasacht a mhéadú (www.languagesconnect.ie) ar an tábhacht a bhaineann le teanga iasachta a fhoghlaim. Reáchtáladh ócáid #ThinkLanguages do bhreis agus 3,000 dalta Idirbhliana agus d'fhreastail stiúrthóirí an chlár 'Déanann Teangacha Nasc' ar raon leathan comhdhálacha agus ócáidí. Tugadh tionscadal Foghlama Comhtháite Ábhar agus Teangacha Iasachta isteach don Idirbhliain.

D'eisigh an Roinn treoirnóta maidir leis an bhfáil ar leithdháileadh breise uaireanta teagaisc chun cabhrú le teangacha iasachta a éagsúlú sa churaclam. De bhun Ciorclán 31/2019 a eisiúint, féadfar leithdháileadh breise uaireanta a thabhairt do scoileanna chun na teangacha iasachta is lú teagasc (Iodáilis, Seapáinis agus Rúisis) a thairiscint.

Méadaíodh an líon Cúntóirí Teanga Iasachta i scoileanna in Éirinn arís eile ó 139 nduine sa bhliain 2018/19 go 166 dhuine sa bhliain 2019/20, suas ó 120 duine sa bhliain 2017/18. Chomh maith leis sin, earcaíodh Comhlaigh Theanga Iasachta ar fud na tíre chun tacú leis an gclár 'Déanann Teangacha Nasc'. Tacaíonn na Comhlaigh sin le pobail chleachtais do mhúinteoirí teanga iasachta ar fud na tíre freisin.

Soláthraíodh cistiú arís le haghaidh malartuithe scoile agus le haghaidh uasoiliúint múinteoirí.

Foilseacháin sa bhliain 2019:

- [Ciorclán 31/2019 - Éagsúlú Soláthair Teangacha Iasachta sa Churaclam](https://www.education.ie/ga/Ciorcláin-agus-Foirmeacha/Ciorcláin-Gníomhacha/cl0031_2019_ir.pdf)
https://www.education.ie/ga/Ciorcláin-agus-Foirmeacha/Ciorcláin-Gníomhacha/cl0031_2019_ir.pdf

1.6 Litearthacht agus Uimhearthacht

Ar mhaithe le feabhas a chur ar thorthaí litearthachta agus uimhearthachta, leanadh leis an “Straitéis Litearthachta agus Uimhearthachta 2011-2020” a chur chun feidhme trí thabhairt faoi na gníomhartha nua atá leagtha amach san Athbhreithniú Eatramhach 2017-2020. Tionóladh an chéad Fhóram Litearthachta agus Uimhearthachta riamh i mí Dheireadh Fómhair 2018 agus bhí an dara fóram bliantúil ar siúl i mí Dheireadh Fómhair 2019. Bhí sé mar aidhm leis na hócáidí sin cáilíocht, sármhaitheas agus nuálaíocht a chur chun cinn agus a spreagadh i litearthacht agus uimhearthacht agus, i measc nithe eile, cuireadh eiseamláirí i gcóras scoileanna na hÉireann i láthair lena linn.

1.7 Eolaíocht, Teicneolaíocht, Innealtóireacht agus Matamaitic (STEM)

Foilsíodh an Ráiteas Polasaí um Oideachas STEM 2017–2026 ón Roinn i mí na Samhna 2017. Leagtar amach ann na spriocanna agus na gníomhartha uailmhianacha a theastaíonn chun feabhas a chur ar an eispéireas agus na torthaí in oideachas STEM do gach foghlaimeoir. Bunaíodh Grúpa Comhairleach um Oideachas STEM a Chur Chun Feidhme chun na gníomhartha atá sa Phlean um Oideachas STEM a Chur Chun Feidhme 2017-2019 a chur ar aghaidh. Leis an bPlean sin, cuirtear leis an raon athchóirithe agus tionscnamh atá ar siúl cheana féin in oideachas STEM i réimsí amhail athchóiriú curaclaim agus measúnachta, forbairt ghairmiúil múinteoirí, foghlaim dhigiteach a leabú, agus dul chun cinn in Oideachas Tosaigh Múinteoirí. Bunaíodh roinnt foghrúpaí faoi bhun an Ghrúpa Chomhairligh chun réimsí ar leith a chur ar aghaidh freisin. Áirítear leis na réimsí sin STEM agus na hEalaíona, Cothromaíocht Inscne san Earnáil STEM agus Rannpháirtíocht an Lucht Gnó/Tionscail leis an Oideachas. Agus leas á bhaint as an gceannteideal #IGetPaidToDoThis, reáchtáladh feachtas feasachta i gcomhar le Fondúireacht Eolaíochta Éireann i mí Eanáir 2019 chun aird a tharraingt ar na cineálacha difriúla gairme atá ann.

1.8 An Straitéis Dhigiteach

Sa Straitéis Dhigiteach do Scoileanna 2015-2020: Teagasc, Foghlaim agus Measúnú a Fheabhsú, leagtar amach fíis shoiléir atá dírithe ar acmhainneacht na dteicneolaíochtaí digiteacha a bhaint amach ar mhaithe le heispéiris foghlama daltaí a bhunathrú chun feabhais trí chabhrú leo a bheith ina smaointeoirí gafa, ina bhfoghlaimeoirí gníomhacha, ina gcruthaitheoirí eolais agus ina saoránaigh dhomhanda a ghlacann páirt iomlán sa tsochaí agus sa gheilleagar.

Tá an Straitéis bunaithe ar cheithre phríomhthéama:

- TFC a Úsáid don Teagasc, don Foghlaim agus don Mheasúnú
- Foghlaim Ghairmiúil Múinteoirí
- Ceannaireacht, Taighde agus Beartas
- Bonneagar TFC

Ag eascairt as an Straitéis, tá an “Plean Gníomhaíochta don Straitéis Dhigiteach 2019” á chur chun feidhme ag an Roinn faoi láthair. Tá Grúpa Comhairleach Cur Chun Feidhme ag déanamh faireachán ar dhul chun cinn an Phlean. Cuimsíonn an Grúpa ionadaithe ón Roinn agus ón tionscal, saineolaithe acadúla, cleachtóirí/múinteoirí agus an earnáil dheonach teicneolaíochta.

Mar gheall ar an ngá atá ann le hinfheistíocht a dhéanamh i mbonneagar TFC na scoileanna agus le é a thabhairt cothrom le dáta, éascaítear leis an Straitéis Dhigiteach ciste dar luach €210m a leithdháiltear i bhfoirm deontas TFC. Faoi dheireadh na bliana 2019, dáileadh infheistíocht €110m ar scoileanna chun cabhrú leo a dtrealamh a thabhairt cothrom le dáta agus an Straitéis Dhigiteach a chur chun feidhme. Dáilfear na cistí atá fágtha ar feadh na coda eile de thréimhse feidhme na Straitéise.

1.9 An Creat Foghlama Digití

Cuireadh an Creat Foghlama Digití do mhúinteoirí le chéile chun cabhair agus treoir a thabhairt do scoileanna maidir le teicneolaíochtaí digiteacha a leabú sa teagasc, san fhoghlaim agus sa mheasúnú. Cuireadh an Creat ar fáil do na scoileanna uile i mí Mheán Fómhair 2018. Reáchtáladh clár fairsing forbartha gairmiúla leanúnaí, lenar áiríodh seimineáir náisiúnta, ceardlanna agus seimineáir Ghréasáin, agus soláthraíodh tacaí go díreach do scoileanna agus tacaí ar líne chun scaipeadh an Chreata a chomhlánú. Leanadh leis an gclár forbartha gairmiúla leanúnaí sin ar fud na bliana 2019.

I mí Eanáir 2019, choimisiúnaigh an Roinn an Foras Taighde ar Oideachas chun staidéar fadaimseartha trí bliana a dhéanamh ar chur chun feidhme an Chreata. Is é an príomhchuspóir atá leis an staidéar, ina gcuimsítear 280 scoil, ná meastóireacht a dhéanamh ar chur chun feidhme an Chreata ó thaobh príomhoidí scoile, ceannairí foirne foghlama digití, múinteoirí agus foghlaimeoirí de thar an tréimhse chomhaontaithe.

Críochnaíodh an chéad tuarascáil, ar tuarascáil bhonnlíne í, sa bhliain 2019 (foilsíodh an tuarascáil i mí Eanáir 2020 agus tá sí ar fáil ag <http://www.erc.ie/2020/01/14/erc-publishes-baseline-report-on-digital-learning-framework-national-evaluation/>). Tá sé mar aidhm leis an tuarascáil sin cur síos a dhéanamh ar an gcóras mar a bhí i dtús na céime cur chun feidhme. Seolfar suirbhéanna fadaimseartha agus agallaimh le fócasghrúpaí múinteoirí agus daltaí sna blianta 2020 agus 2021. Tá an tuarascáil deiridh le foilsiú sa bhliain 2022. Úsáidfear na tuarascálacha deireadh bliana a gheofar ón bhForas Taighde thar thréimhse an staidéir chun bonn eolais a chur faoin bhforbairt ghairmiúil leanúnach a sholáthraítear do scoileanna agus úsáidfear an tuarascáil deiridh mar threoir agus beartais á bhforbairt amach anseo i réimse na teicneolaíochta digití san oideachas.

1.10 Tacaíocht theicniúil TFC i scoileanna

Aithnítear sa straitéis dhigiteach go dteastaíonn ó scoileanna tacaíocht theicniúil sheachtrach i ndáil leis an trealamh, leis an mbonneagar agus leis na córais TFC atá i bhfeidhm acu ionas gur féidir leo na nithe sin a úsáid chun tacú leis an teagasc, leis an bhfoghlaim agus leis an measúnú agus lena gcórais riaracháin agus phleanála. Aithnítear inti freisin gurb an-chasta an rud é tacaíocht theicniúil a thabhairt do na scoileanna uile agus gur gá breithniú cúramach a dhéanamh chun teacht ar réiteach lena bhfreastalaítear ar na héilimh uile atá ann ar fud an chórais scoileanna, ar timpeallacht dhigiteach an-éagsúil é. Chun cabhrú le scoileanna, tá raon comhairle maidir le tacaíocht theicniúil ar fáil ar shuíomh Gréasáin na Seirbhíse um Fhorbairt Ghairmiúil do Mhúinteoirí – Teicneolaíocht san Oideachas, ar seirbhís tacaíochta múinteoirí atá á cistiú ag an Roinn í.

Leanann sainghrúpa le scrúdú a dhéanamh ar na réitigh thacaíochta teicniúla atá ar fáil do scoileanna freisin. Tá an sainghrúpa ag déanamh breithniú ar na riachtanais éagsúla tacaíochta teicniúla atá ag scoileanna, bunaithe ar na foinsí sonraí atá ar fáil, chun teacht ar an gcur chuige is fearr. Tá sé beartaithe dul i mbun comhairliúcháin le geallsealbhóirí chun bonn eolais a chur faoi na réitigh.

1.11 Tacú leis an gCiste Sármhaitheasa Scoile – Clár Digiteach agus STEM trí bliana

Is é atá i gceist leis an gCiste Sármhaitheasa Scoile – Clár Digiteach agus STEM ná an úsáid a bhaintear as teicneolaíochtaí digiteacha sa teagasc agus san fhoghlaim a aithint agus a éascú. Tosaíodh an clár trí bliana sin sa bhliain 2018, agus cistiú €1m á leithdháileadh air. Leantar leis an gclár a chur ar aghaidh ar fud 40 braisle ina bhfuil thart ar 220 scoil. Reáchtáladh ócáid an-rathúil sárthaispeána i mí na Bealtaine 2019. I measc na nithe a cuireadh i láthair lena linn bhí tionscadail róbataice, tionscadail chódúcháin, tionscadail scéalaíochta digití agus tionscadail STEM. Tá sé mar aidhm leis an gclár tacaíocht agus spreagadh a thabhairt do scoileanna comhoibriú lena chéile chun úsáid nuálach a bhaint as teicneolaíochtaí digiteacha sa teagasc agus san fhoghlaim. Maidir leis na nithe a fhoghlaimfeofar ó na braislí, scaipfead ar an mórchóras iad chun cabhrú le scoileanna eile agus chun bonn eolais a chur faoi bheartas sa réimse seo. Ceapadh *H2 Learning* chun meastóireacht a dhéanamh ar an gclár agus chun sainaitheint a dhéanamh ar na nithe is féidir a chur chun feidhme tríd an mórchóras. Beidh tuarascáil eatramhach ar fáil tar éis an dara bliain den chlár.

1.12 Leithdháiltí Múinteoirí

Leithdháileadh 70,929 bpost teagaisc ar leibhéal na bunscoile agus na hiar-bhunscoile sa bhliain 2019. Ath-implonnaíodh 192 mhúinteoir bhuana ar leibhéal na bunscoile agus 46 mhúinteoir bhuana ar leibhéal na hiar-bhunscoile mar chuid den phróiseas ath-implonaithe sa bhliain 2019. Tar éis an phróisis le haghaidh múinteoirí buana barrachais a ath-implonú ar leibhéal na bunscoile, úsáidtear painéal forlíontach ath-implonaithe chun aon phoist bhuana atá fágtha a líonadh. Bhí beagán faoi bhun 1,300 múinteoir ar an bpainéal forlíontach ath-implonaithe sa bhliain 2019.

1.13 Samhail Nua um Leithdháileadh Acmhainní Teagaisc le haghaidh Riachtanais Speisialta Oideachais

Leithdháileadh 9,322 phost teagaisc oideachais speisialta ar leibhéal na bunscoile. Tá níos mó ná 1,390 ceann de na poist sin comhroinnte i measc scoileanna agus tá beagnach 2,750 scoil páirteach i socrú comhroinnte. Leithdháileadh 4,206 phost coibhéise lánaimseartha ar iar-bhunscoileanna faoin tsamhail riachtanas speisialta oideachais don scoilbhliain 2019/20.

1.14 Achomhairc Alt 29

Faoi alt 29 den Acht Oideachais, 1998, féadfar achomharc a dhéanamh chun Ard-Rúnaí na Roinne Oideachais i leith cinneadh ó Bhord Bainistíochta scoile nó ó dhuine atá ag gníomhú thar ceann Bord Bainistíochta:

- mac léinn a eisiamh go buan ón scoil
- mac léinn a fhionraí ó fhreastal ar an scoil ar feadh tréimhse charnach 20 lá scoile in aon scoilbhliain ar leith nó
- diúltú mac léinn a rollú sa scoil.
- Fuair an Roinn 462 cheann d'achomhairc alt 29 sa bhliain 2019. Rinneadh éisteacht iomlán ar 288 gcinn (62%) de na hachomhairc sin. Seasadh le 98 gcinn de na hachomhairc a ndearnadh éisteacht iomlán orthu. Ba go páirteach a seasadh le 22 cheann de na hachomhairc sin. Níor seasadh le 190 achomharc.

1.15 An Polasaí don Oideachas Gaeltachta 2017-2022

Is é sprioc uileghabhálach an Pholasaí don Oideachas Gaeltachta 2017-2022 a chinntiú go bhfuil Gaeloideachas ar ardchaighdeán ar fáil i limistéir Ghaeltachta chun tacú le húsáid na Gaeilge mar phríomhtheanga na dteaghlach agus na bpobal Gaeltachta agus an úsáid sin a chur chun cinn. Ó tosaíodh ar an bPolasaí a chur chun feidhme go luath sa bhliain 2017,

leithdháileadh buiséad is fiú thart ar €8m le haghaidh tacaí breise éagsúla a sholáthar chun an soláthar oideachais trí Ghaeilge a neartú i scoileanna Gaeltachta. Leithdháileadh €4.8m den fhigiúr sin sa bhliain 2019.

1.16 An Scéim Aitheantais Scoileanna Gaeltachta

Ghlac 105 cinn de bhunscoileanna agus 29 gcinn d'iar-bhunscoileanna páirt sa Scéim Aitheantais Scoileanna Gaeltachta sa bhliain 2019. Tugadh rogha do scoileanna i limistéir phleanála teanga Gaeltachta aitheantas mar scoileanna Gaeltachta a lorg ar bhonn critéir theangabhunaithe shonracha a chur chun feidhme chun an tumoideachas a neartú agus ar choinníoll go bhfuil siad ag glacadh páirt i bpróiseas phleanála teanga dá bhforáiltear faoi Acht na Gaeltachta, 2012. Leithdháileadh acmhainní breise ar scoileanna rannpháirteacha, lenar áiríodh uaireanta breise teagaisc, deontas bliantúil le haghaidh acmhainní Gaeilge a cheannach, agus seisiúin forbartha gairmiúla leanúnaí ón gComhairle um Oideachas Gaeltachta agus Gaelscolaíochta. Thug an Chigireacht 162 chuairt chomhairleacha ar scoileanna Gaeltachta le linn na bliana.

1.17 An Treoirhionscadal Ríomh-Mhoil agus Forás: Clár Forbartha Teanga

Bhí deis ag daltaí i scoileanna roghnaithe sa Scéim Aitheantais Scoileanna Gaeltachta páirt a ghlacadh sa treoirhionscadal ríomh-mhoil agus i dtreoirhionscadal ar a dtugtar Forás.

Seoladh an treoirhionscadail ríomh-mhoil go foirmiúil i mí Aibreáin 2019. Is é an aidhm atá leis leas a bhaint as soláthar ar líne chun cur leis an raon ábhar atá ar fáil trí Ghaeilge do dhaltaí in iar-bhunscoileanna Gaeltachta, agus Fisic na hArdteistiméireachta i gceist leis ar dtús. I mí Mheán Fómhair 2019, d'éirigh daltaí i gcúig scoil Ghaeltachta ar an gcéad chohórt riamh atá ag tabhairt faoin gclár ar líne i bhFisic na hArdteistiméireachta. Agus leas á bhaint acu as samhail foghlama cumaisc, is iad beirt mhúinteoirí ríomh-mhoil a sholáthraíonn an cúrsa óna scoil bhunáite. Ghlac 7 gcinn d'iar-bhunscoileanna páirt sa tionscadal sa bhliain 2019.

Is é an aidhm atá le Forás, ar treoirchlár forbartha teanga é, cabhrú le daltaí sraithe sóisearaí a bhfuil riachtanas soiléir acu lena scoileanna Gaeilge a fhorbairt thar thréimhse eatramhach ionas gur féidir leo teacht ar an gcuraclam trí Ghaeilge. Faoin treoirchlár sin, déantar soláthar do mhúinteoir coibhéise lánaimseartha sa bhreis a leithdháileadh ar dhá iar-bhunscoil roghnaithe sa Ghaeltacht.

1.18 Meastóireacht ar an Scéim Aitheantais Scoileanna Gaeltachta

Le linn na bliana 2019, thosaigh an tAonad um Oideachas Gaeltachta agus an Chigireacht ag obair leis an bhForas Taighde ar Oideachas ar Staidéar comhpháirteach Taighde agus Meastóireachta trí bliana a bhfuil mar aidhm leis measúnú a dhéanamh ar thionchar na Scéime Aitheantais Scoileanna Gaeltachta sna bunscoileanna agus na iar-bhunscoileanna atá páirteach inti. Mar chuid den Staidéar, tugadh faoi 18 gcás-staidéar in 18 scoil Ghaeltachta (12 bhunscoil agus 6 iar-bhunscoil) sa bhliain 2019.

1.19 Clár nua oideachais mhúinteoirí trí mheán na Gaeilge

Ceann de na príomhaidhmeanna atá leis an bPolasaí don Oideachas Gaeltachta 2017-2022 is ea méadú a dhéanamh ar an líon múinteoirí ar féidir leo Gaeloideachas ar ardchaighdeán a sholáthar i mbunscoileanna agus iar-bhunscoileanna Gaeltachta. Cistíodh suas le 60 áit gach bliain do chlár nua oideachais mhúinteoirí trí mheán na Gaeilge chun méadú a dhéanamh ar an líon múinteoirí ar féidir leo oideachas ar ardchaighdeán a sholáthar tríd an nGaeilge i mbunscoileanna agus iar-bhunscoileanna.

Soláthraíodh 30 áit chistithe nua eile do mhúinteoirí agus príomhoidí bunscoile agus iar-bhunscoile sa Mháistreacht san Oideachas Lán-Ghaeilge agus Gaeltachta, ar cúrsa páirtaimseartha foghlama cumaisc é, sa bhliain 2019. Tosaíodh an cúrsa i gColáiste Mhuire gan Smál i mí Mheán Fómhair 2018.

Thosaigh Institiúid Oideachais Marino ar chúrsa 4 bliana Baitsiléara san Oideachas trí mheán na Gaeilge, ar clár oideachais tosaigh mhúinteoirí é, a sholáthar do mhúinteoirí bunscoile. Tá 30 áit chistithe ar fáil do gach cohórt nua mac léinn ó mhí Mheán Fómhair 2019 amach. Agus é ar an gcéad chlár Baitsiléara san Oideachas riamh a sholáthraítear go hiomlán trí Ghaeilge do mhúinteoirí bunscoile, bhí tús an chláir ina eachtra shuntasach ó thaobh chur chun feidhme an Pholasaí don Oideachas Gaeltachta de agus ó thaobh stair an Ghaeloideachais de araon.

1.20 Scoileanna Oileáin

Lean iar-bhunscoileanna Gaeltachta ar na hoileáin le pacáiste sonracha tacaí breise a fháil chun tacú leo na dúshláin uathúla atá rompu a shárú. Soláthraítear na hacmhainní breise sin mar chuid de chur chun feidhme foriomlán an Pholasaí don Oideachas Gaeltachta agus áirítear leo leithdháileadh méadaithe múinteoirí agus buiséad imfhálaithe bliantúil breise do gach iar-bhunscoil oileáin. Tá na tacaí sin de bhreis orthu sin a fhaigheann scoileanna mar chuid den Scéim Aitheantais Scoileanna Gaeltachta.

1.21 An Chomhairle um Oideachas Gaeltachta agus Gaelscolaíochta (COGG)

Leanadh le tacaí agus acmhainní breise a sholáthar don Chomhairle um Oideachas Gaeltachta agus Gaelscolaíochta chun tacú leis an ról lárnach atá aici sa Pholasaí don Oideachas Gaeltachta agus an Scéim Aitheantais Scoileanna Gaeltachta a chur chun feidhme. Áiríodh leis sin forbairt ghairmiúil leanúnach a sholáthar don 134 scoil atá páirteach sa Scéim Aitheantais Scoileanna Gaeltachta.

Foilseacháin sa bhliain 2019

- *Foilsíodh Ciorcláin 0009/2019 agus 0010/2019 do bhunscoileanna agus iar-bhunscoileanna atá páirteach sa Scéim Aitheantais Scoileanna Gaeltachta. Foilsíodh Ciorclán 0011/2019 do scoileanna a bhí ag smaoineamh ar dhul isteach sa Scéim Aitheantais Scoileanna Gaeltachta sa bhliain 2019.*

1.22 An tSeirbhís Náisiúnta Síceolaíochta Oideachais

Le linn na bliana 2019, méadaíodh an líon ceadaithe síceolaithe atá ag an tSeirbhís Náisiúnta Síceolaíochta Oideachais ó 194 shíceolaí coibhéise lánaimseartha go 204 shíceolaí coibhéise lánaimseartha chun tacú leis an *Ráiteas Polasaí Folláine agus Creat Cleachta 2018 – 2023* a chur chun feidhme i scoileanna. Chomh maith leis sin, soláthraíodh do scoileanna an raon tacaí ionscoile uile atá ar fáil ón tSeirbhís, lena n-áirítear cásobair, comhairliúchán, idirghabháil, oiliúint agus tacaíocht do phobail chleachtais.

Le linn na bliana 2018, méadaíodh an líon síceolaithe atá ag an tSeirbhís ó 172 shíceolaí coibhéise lánaimseartha i dtús na bliana go 198 síceolaí coibhéise lánaimseartha faoi dheireadh na bliana. Earcaíodh 33 shíceolaí nua san iomlán chuig an tSeirbhís agus cailleadh seachtar síceolaithe coibhéise lánaimseartha de bharr scor nó éirí as.

1.23 Ráiteas Polasaí Folláine

Leanadh le díriú ar Fholláine, agus triailleadh samhail nua um chuimsiú scoile lena gcomhtháthaítear seirbhísí daltaírnacha agus rinneadh meastóireacht ar an treoir-Thionscadal Taispeána Teiripe Ionscoile.

Rinneadh infheistíocht bhreise chun lá scaoilte amháin sa bhreis a thabhairt do phríomhoidí teagaisc i mbunscoileanna agus chun ceithre lá scaoilte sa bhreis a thabhairt do phríomhoidí teagaisc i scoileanna ina bhfuil ranganna speisialta.

1.24 An Tionscnamh Caipitil Dhaonna

Seoladh an Tionscnamh Caipitil Dhaonna ag deireadh na bliana 2019, rud lena ngabfaidh infheistíocht €300m thar thréimhse cúig bliana idir 2020 agus 2024. Is é an aidhm atá leis an tionscnamh acmhainn bhreise a chruthú ar fud na hearnála ardoideachais ionas gur féidir freastal ar na riachtanais scileanna tosaíochta atá ag an lucht fiontair. Beidh an tionscnamh mar chuid lárnach de fhreagairt straitéiseach na tíre i leith aghaidh a thabhairt ar riachtanais scileanna an gheilleagair, i leith rioscaí an Bhreathimeachta a mhaolú, i leith déileáil leis an digitiú agus le saol oibre na toadhcháí agus i leith Éire a ullmhú do na dúshlán eile a d'fhéadfadh teacht roimh an ngeilleagar. A bhui le hinfeistíocht €24 mhiliún ón Rialtas i gColún 2 den Tionscnamh Caipitil Dhaonna, cruthaíodh níos mó ná 3,000 áit nua ar 138 gcúrsa lánaimseartha fochéime in 22 cheann d'institiúidí ardoideachais poiblí agus príobháideacha i mí na Nollag 2019. Tá na cúrsaí sin le tosú i bhfómhar na mblianta 2020 agus 2021.

1.25 An Creat Toilithe do na hInstitiúidí Ardoideachais

I mí Aibreáin 2019, sheol an tAire Stáit um Ardoideachas an *Creat um Thoilíú in Institiúidí Ardoideachais: Sábháilte, Measúil, Tacúil agus Dearfach – Deireadh a Chur le Foréigean Gnéasach agus Ciapadh in Institiúidí Ardoideachais na hÉireann*. Tá sé mar aidhm leis an gCreat a chinntiú go gcruthófar cultúr institiúideach campais atá sábháilte, measúil agus tacúil. Ba é Sainghrúpa Comhairleach a chuir an creat le chéile, agus é comhdhéanta d'acadóirí, de mhic léinn agus de cheannairí i réimse na sláinte gnéasaí i measc mic léinn. Cuireadh de dhualgas ar an Sainghrúpa caighdeáin a cheapadh lena gcur chun feidhme ag na hinstiúidí uile ansin. Tá an Creat bunaithe ar an dea-chleachtas idirnáisiúnta agus ar thaighde idirnáisiúnta ar mhaithe le caighdeáin agus treoir a thabhairt d'institiúidí maidir leis na nithe a chabhraíonn le cultúr sábháilte tacúil a chruthú.

Leagtar amach ann aidhmeanna do mhic léinn, don Údarás um Ard-Oideachas, don Roinn Oideachais agus Scileanna agus do na hinstiúidí ardoideachais féin agus dá gcuid ball foirne. Chuir an Roinn cistiú ar fáil sa bhliain 2019 chun tacú leis an gCreat a chur chun feidhme. Is iad seo a leanas na ceithre phríomhthoradh a bheidh ar an gCreat:

Cultúr institiúideach: Beidh struchtúir éifeachtacha i bhfeidhm agus leagfaidh na hinstiúidí an fhreagracht as an gCreat a chur chun feidhme ar bhall den fhoireann bhainistíochta. Tabharfar ról do gheallsealbhóirí sa phróiseas sin.

- Próisis Institiúideacha: Taifeadfar teagmhais agus tuairisceofar staitisticí faoi theagmhais.
- Beartais institiúideacha: Beidh beartais thiomnaithe i bhfeidhm a bheidh ag teacht le haidhmeanna an Chreata agus beidh línte soiléire freagrachta, tuairiscithe agus trédhearachta leagtha síos iontu. Tacóidh ceannairí na hinstiúide leis na beartais sin a chur chun feidhme.
- Tionscnaimh spriocdhírthe: Seolfar gníomhaíochtaí a bheidh dírithe ar mhic léinn agus ina gcothófar tuiscint ar thoiliú agus tabharfar plean oideachais isteach chun tacú le mic léinn agus le baill foirne.
- Cuirfear córais i bhfeidhm le haghaidh a éifeachtaí atá tionscnaimh agus seirbhísí inrochtana trámabhunaithe a thomhas.

1.26 Cur chun feidhme a dhéanamh ar reachtaíocht lena bhforáiltear do bhearta intuarthachta cíosa i gcóiríocht shaintógtha do mhic léinn

D'oibrigh an Roinn i gcomhar leis an Roinn Tithíochta, Pleanála agus Rialtais Áitiúil chun an tAcht um Thionóntachtaí Cónaithe (Leasú), 2019, a rith. Tugadh an reachtaíocht sin isteach i

mí na Bealtaine agus leagtar síos inti forálacha atá ceaptha chun go mbeidh daltaí a bhfuil cónaí orthu, faoi cheadúnas, i gcóiríocht atá sonrath do mhic léinn in ann leas a bhaint as na bearta intuarthachta cíosa céanna atá ar fáil do thionóntaí i gCriosanna Brú Cíosa. A bhfuil leis sin, is féidir leis na mic léinn sin a bheith cinnte anois nach méadófar a gcíos faoi níos mó ná 4% in aghaidh na bliana.

Tá mic léinn a bhfuil cónaí orthu i gcóiríocht atá sonrath do mhic léinn in ann leas a bhaint anois freisin as na saoráidí réiteach díospóide atá ar fáil ón mBord um Thionóntachtaí Cónaithe.

Spríoc 2: Cuirfimid ar aghaidh dul chun cinn foghlaimeoirí atá i mbaol míbhuntáiste oideachasúil agus foghlaimeoirí a bhfuil riachtanais speisialta oideachais acu d'fhonn tacú leo a gcumas a bhaint amach.

Tá an prionsabal um chuimsiú agus rochtain do chách ina chuid lárnach den chur chuige a ghlacaimid i leith ár gcórais oideachais agus oiliúna a fheabhsú chun a chinntiú go dtabharfar tacaíocht leordhóthanach do leanaí agus daoine óga ó chúlraí difriúla agus gur féidir leo leas a bhaint as na deiseanna atá ann chun a gcumas a uasmhéadú tríd an bhfoghlaim. Tá straitéisí éagsúla i bhfeidhm ag an Roinn le haghaidh cúnamh, tacaíocht agus spreagadh a thabhairt do dhaltaí a bhfuil riachtanais speisialta oideachais acu nó atá i mbaol míbhuntáiste oideachasúil gabháil do sheirbhísí oideachais agus oiliúna ar ardchaighdeán agus tairbhe a bhaint astu.

Súil Siar ar an mBliain faoin Spríoc seo

- Bunaíodh treoirchlár dhá bhliain i bpobail shonracha Taistealaithe agus Romach sa bhliain 2019 chun díriú ar thinreamh, ar rannpháirtíocht agus ar choinneáil/críochnú scoile.
- Léiríodh sna torthaí ón gClár um Measúnacht Idirnáisiúnta Daltaí (PISA) de chuid na hEagraíochta um Chomhar agus Fhorbairt Eacnamaíochta (ECFE) don bhliain 2018 go bhfuil ár ndaltaí 15 bliana d'aois i measc na ndaltaí is fearr feidhmíocht i litearthacht léitheoireachta agus go bhfuil siad go mór os cionn mheán ECFE i matamaitic agus in eolaíocht.
- Ar mhaithe le cuimsiú scoile, leanadh le tionscadal taispeána a reáchtáil thar an scoilbhliain 2018/19 le haghaidh tacaí Teiripe ionscoile Teanga agus Urlabhra agus tacaí ionscoile Saothair a sholáthar.
- Tá cistiú €7.5m á leithdháileadh thar thréimhse trí bliana faoi Shnáithe 3: An Ciste um Rochtain ar Ardoideachas den Chlár um Rochtain ar Ardoideachas. Tá sé mar aidhm leis an gCiste tacú le braislí réigiúnacha institiúidí ardoideachais 2,000 mac léinn eile a mhealladh ó ghrúpaí atá faoi ghannionadaíocht san ardoideachas faoi láthair.
- Cuireadh ar aghaidh Snáitheanna den Phlean Sonraí atá ar bun chun tacú leis an *bPlean Náisiúnta um Choithromas Rochtana ar Ardoideachas 2015-2021*.
- Bhí an Roinn i gceannas ar chur chun feidhme idir-rannach na moltaí a rinneadh sa doiciméad *Athbhreithniú Neamhspleách chun na Tacaí atá ann do Thuismitheoirí Singil agus na Bacainní atá orthu agus iad ag Rochtain an Ardoideachais a Shainaithint*.

Is leagtha amach thíos atá tuilleadh sonraí faoin Spríoc seo.

2.1 Rochtain agus Cuimsiú i Suíomhanna Luathbhlianta

2.1.1 Tús Luath

Cistíonn agus riarann an Roinn na ranganna réamhscoile a sholáthraítear faoi chlár an Túis Luaith, rud a bunaíodh sa bhliain 1994/95 i réamhscoil Shráid Rutland agus i 40 bunscoil atá lonnaithe i limistéir ainmnithe mhíbhuntáiste uirbigh ar fud na tíre. Mar chuid den tionscadal, reáchtáiltear clár oideachais a bhfuil mar aidhm leis forbairt fhoriomlán a fheabhsú, cabhrú le teip ar scoil a chosc agus éifeachtaí an mhíbhuntáiste shóisialta a fhritháireamh. Is féidir leis an gclár oideachais freastal ar 1,650 leanbh.

Leithdháiltear cistiú caipitíochta €95.23 in aghaidh na bliana ar gach leanbh réamhscoile a ghlacann páirt i gclár an Túis Luaith. Ina theannta sin, faigheann gach lánaonad agus leathaonad cistiú neamhphá i bhfoirm deontas tionscanta le haghaidh ábhair agus trealamh a cheannach. Faigheann siad deontas bliantúil chun rannpháirtíocht tuismitheoirí a chothú freisin.

Íocadh cistiú neamhphá €216,000 amach le hAonaid Túis Luaith sa bhliain 2019.

2.1.2 Tacú le Cuimsiú agus Éagsúlacht

Imríonn an Roinn ról tacaíochta i bhforbairt leanúnach na Samhla um Rochtain agus Cuimsiú de chuid Túis Níos Fearr, rud a sheol an Roinn Leanaí agus Gnóthaí Óige i mí an Mheithimh 2016. Faoi tsamhail sin, cuirtear tacaí ar fáil chun a chinntiú gur féidir le leanaí faoi mhíchumas rochtain a fháil ar an gclár um Chúram agus Oideachas na Luath-Óige. Suíonn an tAonad Beartas um Oideachas sna Luathbhlianta sa Roinn ar an ngrúpa cur chun feidhme trasearnála atá ag stiúradh an tionscnaimh agus lean sé le tacaí a sholáthar don tSamhail um Rochtain agus Cuimsiú sa bhliain 2019 trína rannpháirtíocht i ngrúpaí oibre an ghrúpa cur chun feidhme.

Ag obair dó i gcomhpháirt le Luath-Óige Éireann agus le Roinn Froebel in Ollscoil Mhá Nuad, bíonn an “clár um Cheannaireacht do Chuimsiú” (<http://lincprogramme.ie/>) – ar clár é ar bronnadh duaiseanna air – á sholáthar ag cuibhreannas atá faoi stiúir ag Coláiste Mhuire gan Smál do 900 mac léinn ar fud na tíre gach bliain thar thréimhse ceithre bliana chun Comhordaitheoirí um Chuimsiú a oiliúint in obair a dhéanamh i ngach cineál suímh luathbhlianta. Sainaithníodh an ról mar Chomhordaitheoir um Chuimsiú mar ról atá tábhachtach maidir le tacú le leanaí faoi mhíchumas agus iad ar réamhscoil. Íocann an Roinn Leanaí agus Gnóthaí Óige caipitíocht bhreise le seirbhísí a bhfuil Comhordaitheoir um Chuimsiú fostaithe acu. Bhain an ceathrú cohórt mac léinn céim amach sa bhliain 2019.

2.2 Comhionannas Deiseanna a Sholáthar i Scoileanna (DEIS)

2.2.1 Samhail Sainaitheanta DEIS

Leanadh ag obair ar Shamhail Sainaitheanta DEIS a bheachtú le linn na bliana 2019. Tá an mhodheolaíocht nua sin á húsáid chun measúnú a dhéanamh ar gach scoil ar leibhéal na bunscoile agus na hiar-bhunscoile araon, bunaithe ar a rollú don bhliain 2018/19 agus ar na sonraí is déanaí atá ar fáil ó Dhaonáireamh 2016 faoi Innéacs Díothachta HP.

2.2.2 Plean DEIS a Chur Chun Feidhme

Tá 890 scoil páirteach sa Chlár DEIS sa scoilbhliain 2019/20, agus iad ag freastal ar níos mó ná 185,000 dalta. Is ionann an figiúr sin agus thart ar 20% den daonra scoile ar fad (3,962 scoil agus 930,671 dhalta san iomlán).

Tá an miondealú mar seo a leanas:

Bunscoileanna Uirbeacha Bhanda 1	230
Bunscoileanna Uirbeacha Bhanda 2	104
Bunscoileanna Tuaithe	358
Iar-bhunscoil	198

Chaith an Roinn thart ar €125 milliún ar an gClár DEIS sa bhliain 2019. Úsáideadh cuid den airgead sin chun 418 nduine de chomhordaitheoirí Teagmhála Baile, Scoile agus an Phobail a sholáthar i mbunscoileanna agus iar-bhunscoileanna uirbeacha DEIS, chun acmhainní breise teagaisc a sholáthar i scoileanna uirbeacha Bhanda 1 DEIS, chun deontais DEIS a

íoc, chun an soláthar Treorach a fheabhsú in iar-bhunscoileanna DEIS agus chun an deontas leabhar scoile a íoctar le scoileanna DEIS a mhéadú.

Bhí thart ar 90% den 108 nGníomh atá sa Phlean DEIS críochnaithe nó ar siúl ag deireadh na bliana 2019.

2.2.3 An Ciste Sármhaitheasa Scoile – DEIS

Tá an Ciste Sármhaitheasa Scoile ar cheann de na Gníomhartha is tábhachtaí faoin bPlean DEIS. Is é an aidhm atá leis scoileanna a chumasú triail a bhaint as idirghabhálacha cruthaitheacha nuálacha chun go gcomhroinnfear ar fud na hearnála scoileanna na nithe a foghlaimíodh ó na cineálacha cur chuige ar éirigh leo. Seoladh Tráinse 3 den Chiste Sármhaitheasa Scoile i mí na Bealtaine 2019.

2.2.4 An Straitéis Náisiúnta um Chuimsiú an Lucht Siúil agus na Romach – Treoirchlár Oideachais

Ag freagairt do na gníomhartha sonracha atá sa Straitéis Náisiúnta um Chuimsiú an Lucht Siúil agus na Romach 2017-2021 agus dóibh sin atá sa Phlean DEIS, bunaíodh treoirchlár dhá bhliain i gceithre limistéar sa bhliain 2019 chun díriú ar thinreamh, ar rannpháirtíocht agus ar choinneáil/críochnú scoile i bPobail shonracha Taistealaithe agus Romach.

Leithdháilfear acmhainn bhreise ar gach ceann de na ceithre threoirlimistéar, lena n-áirítear oifigeach leasa oideachais, comhordaitheoir teagmhála baile, scoile agus an phobail agus beirt oibríthe oideachais Taistealaithe/Romach. Oibreoidh na foirne le tuismitheoirí, le leanaí agus daoine óga, le scoileanna, le pobail Taistealaithe agus Romach agus le soláthraithe seirbhíse chun aghaidh a thabhairt ar na bacainní a théann i bhfeidhm ar thinreamh, rannpháirtíocht agus coinneáil leanaí den phobal Taistealaithe agus Romach san oideachas. Cuireadh tús le hobair i dtrí cinn de na limistéir – Baile Átha Cliath Thuaidh, Tuaim agus Inis Córthaidh/Bun Clóidí – i mí Mheán Fómhair 2019. Tionóladh Ceardlanna Faisnéise leis na Treoirscoileanna i mí na Bealtaine 2019 agus cuireadh clár ionduchtúcháin do na treoirfhoirne ar siúl i mí Mheán Fómhair 2019.

2.2.5 Faireachán agus Meastóireacht ar an gClár DEIS

Gné lárnach den Chlár DEIS is ea Faireachán agus Meastóireacht a dhéanamh. Áirítear leis an bPlean DEIS gníomhartha sonracha a bhfuil mar aidhm leo Creat cuimsitheach Faireacháin agus Meastóireachta a fhorbairt chun a chinntiú go mbainfear úsáid éifeachtach as na hacmhainní breise a sholáthraítear do scoileanna faoin gclár ar mhaithe le torthaí oideachais níos fearr a bhaint amach agus chun a chinntiú go sainaitheofar dea-chleachtas lena chomhroinnt agus lena úsáid chun bonn eolais a chur faoin mbeartas amach anseo. Cuireadh tús le hobair ar an gCreat Faireacháin agus Meastóireachta a fhorbairt ag deireadh na bliana 2019.

2.2.6 Meastóireacht ón bhForas Taighde ar Oideachas

Foilsíodh an tuarascáil is déanaí ar an meastóireacht ón bhForas Taighde ar Oideachas ar an gclár DEIS, mar atá *An Mheastóireacht ar an gClár DEIS ar Leibhéal na hIar-bhunscoile: Bearnaí Gnóthachtála a Dhúnadh*, i mí Eanáir 2019. Léirítear sa tuarascáil gur ag cúngú go fóill atá na bearnaí gnóthachtála atá ann idir iar-bhunscoileanna atá páirteach sa chlár DEIS agus iar-bhunscoileanna nach bhfuil páirteach sa chlár ó thaobh feidhmíocht ar leibhéal an Teastais Shóisearaigh de agus ó thaobh rátaí coinneála de araon. Is údar misnigh é freisin go raibh méadú ann ar an gcéatadán de dhaltaí i scoileanna DEIS atá ag tabhairt faoi Bhéarla agus Matamaitic Ardleibhéil.

2.2.7 Seimineáir DEIS 2019

Ceanglaítear ar scoileanna DEIS spriocanna atá sonrach, intomhaiste, indéanta, réalaíoch agus faoi cheangal ama a leagan síos – lena n-áirítear spriocanna do litearthacht agus

uimhearhacht, d'fhorbairt ghairmiúil leanúnach, do cheannaireacht, d'aire, do rannpháirtíocht agus do choinneáil – agus meastóireacht a dhéanamh ar na spriocanna sin gach bliain. Chun cabhrú le scoileanna an próiseas sin a chur i gcrích, tharla sé, i mí na Bealtaine 2019, gur óstáil an Chigireacht sraith seimineár réigiúnach DEIS do Phríomhoidí ar scoileanna DEIS agus do Chomhordaitheoirí DEIS a oibríonn i scoileanna atá páirteach sa chlár DEIS den chéad uair nó i scoileanna a uasghrádaíodh ó Bhandra 2 go Banda 1 sa bhliain 2017.

2.2.8 An Clár um Measúnacht Idirnáisiúnta Daltaí 2018

Go luath i mí na Nollag 2019, foilsíodh na torthaí ón gClár um Measúnacht Idirnáisiúnta Daltaí don bhliain 2018. Léirítear sna torthaí go bhfuil daltaí 15 bliana d'aois na hÉireann i measc na ndaltaí is fearr feidhmíocht i litearthacht léitheoireachta agus go bhfuil siad go mór os cionn mheán na hEagraíochta um Chomhar agus Fhorbairt Eacnamaíochta i matamaitic agus in eolaíocht.

2.2.9 Coinneáil go dtí an Ardeistiméireacht in Iar-bhunscoileanna DEIS

Ó tugadh an clár DEIS isteach, tháinig feabhas ar rátaí coinneála Ardeistiméireachta i scoileanna atá páirteach sa chlár. Méadaíodh an ráta coinneála ó 80.1% do chohórt iontrála na bliana 2006 go 84.7% do chohórt iontrála na bliana 2012. Is fianaise eile é sin go mbíonn tionchar dearfach á imirt ag an gclár ar dhul i ngleic le míbhuntáiste oideachasúil.

2.3 Riachtanais Speisialta Oideachais

2.3.1 Freastal ar Dhaltaí a bhfuil Riachtanais Speisialta Oideachais acu

Déanann an Roinn maoirseacht ar raon tacaí agus seirbhísí oideachais a sholáthraítear do leanaí a bhfuil riachtanais speisialta oideachais acu i scoileanna príomhshrutha agus scoileanna speisialta. Áirítear leo sin múinteoirí, cúntóirí riachtanas speisialta, teicneolaíocht chúnta, saintrealamh, caipitíocht bhreisithe agus socruithe iompair speisialta.

Tá rún daingean ag an Roinn a chinntiú go mbeidh rochtain ag gach leanbh a bhfuil riachtanais speisialta oideachais acu ar chineál oideachais atá oiriúnach dá riachtanais agus b'fhearr léi go bhfaigheadh siad an rochtain sin i suíomhanna cuimsitheacha scoile príomhshrutha tríd an líonra bunscoileanna agus iar-bhunscoileanna. I gcás nach féidir le suíomhanna príomhshrutha freastal ar leanaí a bhfuil riachtanais speisialta oideachais acu, déanann an Roinn soláthar d'áiteanna i ranganna speisialta agus i scoileanna speisialta.

Tríd an líonra Eagraithe Riachtanas Speisialta Oideachais atá aici, tá an Chomhairle Náisiúnta um Oideachas Speisialta freagrach as próiseáil a dhéanamh ar iarratais ó scoileanna ar thacaí do leanaí a bhfuil riachtanais speisialta oideachais acu.

Soláthraítear tacaí spriocdhírthe do dhaltaí a bhfuil riachtanais speisialta oideachais acu i scoileanna príomhshrutha agus scoileanna speisialta.

2.3.2 Múinteoirí Speisialta a Leithdháileadh ar Scoileanna Príomhshrutha

Tá breis agus 13,500 post mar mhúinteoir oideachais speisialta leithdháilte ar bhunscoileanna agus iar-bhunscoileanna príomhshrutha faoi láthair. Tháinig méadú 38% ar an líon iomlán múinteoirí oideachais speisialta ón mbliain 2011 amach, ó 9,740 duine sa bhliain 2011 go níos mó ná 13,500 duine faoi láthair. Cuireadh 120 post eile mar mhúinteoir oideachais speisialta ar fáil faoi Bhuiséad 2020, a fhágann go mbeidh 13,620 post mar mhúinteoir oideachais speisialta ar fáil lena leithdháileadh ar bhunscoileanna agus iar-bhunscoileanna príomhshrutha faoi dheireadh na bliana 2020.

Tacaíonn múinteoirí oideachais speisialta leis an múinteoir ranga príomhshrutha trí thacaíocht bhreise teagasc a thabhairt do dhaltaí a bhfuil riachtanais speisialta oideachais acu.

Bunaithe ar an gcomhairle beartais a fuarthas ón gComhairle Náisiúnta um Oideachas Speisialta, forbraíodh samhail nua um leithdháileadh sa bhliain 2017 chun próifíl a chruthú do gach scoil. Is próifíl riachtanaisbhunaithe í, lena dtugtar neamhspleáchas do scoileanna a chinneadh cén dóigh a n-úsáidfídh siad na hacmhainní atá acu, bunaithe ar na riachtanais atá ag daltaí. Tugtar próifílí scoile cothrom le dáta gach dhá bhliain. Tugadh an tsamhail isteach sa bhliain 2017 agus athbhreithníodh próifílí scoile sa bhliain 2019.

2.3.3 Scoileanna Speisialta

Tá 124 scoil speisialta ann a sholáthraíonn sainoideachas do thart ar 8,000 dalta a bhfuil riachtanais speisialta oideachais acu in ospidéal agus i Seirbhísí Meabhairshláinte do Leanaí agus d'Ógánaigh gach bliain. Tá breis agus 1,500 múinteoir acu. Baineann leanaí a fhreastalaíonn ar scoileanna speisialta tairbhe as cóimheas laghdaithe idir daltaí agus múinteoirí atá sa raon idir 6:1 agus 11:1, ag brath ar an míchumas atá i gceist.

2.3.4 Ranganna Speisialta

Tháinig méadú 200%, beagnach, ar an líon ranganna speisialta atá ann i scoileanna príomhshrutha ón mbliain 2011 amach, ó 548 gcinn go 1,618 gcinn sa scoilbhliain 2019/2020. Áiríodh leis sin soláthar an-mhór breise do ranganna speisialta Uathachais. Ón mbliain 2011 amach, mhéadaigh an Chomhairle Náisiúnta um Oideachas Speisialta an líon ranganna speisialta Uathachais atá ar fáil ar fud na tíre ó 330 ceann sa bhliain 2011 go 1,353 cinn sa scoilbhliain 2019/20. Áirítear leis sin 156 cinn de ranganna nua Uathachais, a chuimsíonn sé rang Luath-Idirghabhála, 100 rang speisialta Uathachais i mbunscoileanna agus 50 rang Uathachais in iar-bhunscoileanna.

Cuireadh cistiú ar fáil faoi Bhuiséad 2020 do 265 phost sa bhreis mar mhúinteoir ranga speisialta a chruthú sa bhliain 2020, a fhágann go mbeifear in ann ranganna breise a oscailt in áiteanna ina bhfuil gá leo.

2.3.5 Scéim na gCúntóirí Riachtanas Speisialta

Amhail mí na Nollag 2019, bhí 15,950 post coibhéise lánaimseartha mar chúntóir riachtanas speisialta soláthartha do scoileanna chun freastal ar na riachtanais chúraim atá ag breis agus 37,000 leanbh a bhfuil riachtanais speisialta oideachais acu i mbunscoileanna, iar-bhunscoileanna agus scoileanna speisialta.

Tháinig méadú ar an líon cúntóirí riachtanas speisialta atá ar fáil lena leithdháileadh ar scoileanna ón mbliain 2011 amach, ó 10,575 dhuine go níos mó ná 16,000 duine faoi láthair. Tá sé sin cothrom le méadú 50% ar an leithdháileadh iomlán. Cuireadh cistiú ar fáil do 1064 chúntóir riachtanas speisialta sa bhreis a earcú chuig scoileanna faoi Bhuiséad 2020, a fhágann go mbeidh suas le 17,014 chúntóir riachtanas speisialta ar fáil lena leithdháileadh sa bhliain 2020.

2.3.6 An Scéim Teicneolaíochta Cúnta

Sa bhliain 2019, rinneadh 2,056 íocaíocht le bunscoileanna agus 906 íocaíocht le iar-bhunscoileanna chun cabhrú leo freastal ar an gcostas a bhaineann le teicneolaíocht chúnta. B'ionann luach na n-íocaíochtaí uile sin agus beagnach €2.5m. Is éagsúil atá an cineál trealamh a sholáthraítear faoin scéim teicneolaíochta cúnta. Áirítear leis tacaí éisteolaíochta do leanaí a bhfuil lagú éisteachta orthu, trealamh lena gcabhraítear le leanaí a bhfuil lagú amhairc orthu, agus trealamh ríomhaire do leanaí a bhfuil míchumas fisiciúil cumarsáide nó míchumas trom cumarsáide orthu. Soláthraítear trealamh den sórt sin nuair a léirítear go dteastaíonn é chun an curaclam a rochtain.

2.3.7 Scéim Teanga Comharthaíochta na hÉireann

Le Scéim Teanga Comharthaíochta na hÉireann, cabhraítear le leanaí atá bodhar/a bhfuil deacrachtaí éisteachta acu agus lena dteaghlach inniúlacht a ghnóthú sa teanga a luaithe is féidir.

Chun a chinntiú gur féidir leis an leanbh cumarsáid a dhéanamh lena t(h)eaghlach agus chun cabhrú leis an leanbh scileanna líofa teanga a ghnóthú agus é/í ag gabháil do ghníomhaíocht bhríoch le húsáideoirí cumasacha na teanga agus le daoine eile, is féidir go dtabharfar teagasc i dTeanga Chomharthaíochta na hÉireann do ghaolta, tuismitheoirí agus siblííní an linbh freisin faoi Scéim Teanga Comharthaíochta na hÉireann. Is i mbaile an linbh a sholáthraítear an teagasc sin de ghnáth. Íoctar deontas le tuismitheoirí chun teagascóir Teanga Comharthaíochta na hÉireann a fhostú. I bhformhór na gcásanna, maireann an teagasc uair amháin an chloig suas go deireadh mhí an Mheithimh agus méadaítear an líon sin go 7.5 uair an chloig in aghaidh na seachtaine i mí Iúil agus i mí Lúnasa.

Le linn na scoilbhliana 2018/19, fuair 233 dhuine de leanaí agus dá ngaolta teagasc i dTeanga Chomharthaíochta na hÉireann agus fostaíodh 69 dteagascóir chun an teanga a theagasc. Caitear thart ar €327,000 ar an scéim gach bliain.

2.3.8 An Scéim Teagasc Baile don Oideachas Speisialta

Tá sé mar chuspóir leis an Scéim Deontas Teagasc Baile seirbhís oideachais chúitigh a sholáthar do dhaltaí atá rollaithe i scoileanna agus a bhfuil riocht trom leighis orthu, ar riocht é a bhí ina chúis, agus ar dóigh dó leanúint lena bheith ina chúis, le mórchur isteach ar a bhfreastal ar scoil. Soláthraítear leis an scéim freisin seirbhís oideachais chúitigh do leanaí a bhfuil riachtanais speisialta oideachais acu agus atá ag lorg socrúchán oideachais. Déantar soláthar do luath-idirghabháil oideachais do leanaí a bhfuil uathachas orthu chomh maith.

Eisíodh cistiú deontais €17.3m chuig tuismitheoirí le haghaidh teagasc baile a sholáthar sa bhliain 2019. Ceadaíodh 1,692 dheontas teagasc baile le linn na scoilbhliana 2018/19.

2.3.9 Clár Oideachais Iúil

Le Clár Oideachais Iúil, soláthraítear ranganna speisialta chun freastal ar leanaí a bhfuil uathachas orthu agus atá ag iarraidh leanúint lena seirbhísí oideachais i rith mhí Iúil. Soláthraíonn an Roinn Clár Iúil do dhaltaí a bhfuil míchumas foghlama ginearálta trom orthu freisin. I gcás nach féidir soláthar scoilbhunaithe a éascú, is féidir go dtabharfar cúnamh deontais tríd an Scéim Teagasc Baile ar mhaithe le soláthar bailebhunaithe a éascú.

Ó tugadh Clár Iúil isteach sa bhliain 2001, bíonn ag méadú gach bliain ar an líon leanaí a fhaigheann rochtain ar an scéim. Ghlac 232 scoil agus 3405 dhalta páirt sa chlár sa bhliain 2019. Bhain 7125 dhalta leas as an soláthar bailebhunaithe faoi Chlár Iúil sa bhliain 2019. Ba é €15.5m an méid a caitheadh ar an gclár sa bhliain 2019.

2.3.10 Ionad Choillidh Chanannáin don Uathachas

Tionscnamh atá á chomhchistiú ag an Roinn Oideachais agus Scileanna agus ag an Roinn Oideachais i dTuaisceart Éireann is ea Ionad Choillidh Chanannáin don Uathachas (www.middletownautism.com). Is é an aidhm atá leis tacú le sármhaitheas a chur chun cinn i seirbhísí oideachais agus seirbhísí gaolmhara a fhorbairt agus a chomhchuíbhiú do leanaí agus daoine óga a bhfuil Uathachas orthu. Mar aon le méadú a dhéanamh ar an líon úsáideoirí a bhaineann tairbhe as seirbhísí an Ionaid, aidhm thábhachtach eile a bhí le seirbhísí an Ionaid a leathnú ba ea treisiú leis an ról lárnach atá ag an Ionad i soláthar a dhéanamh ar an raon seirbhísí atá ar fáil chun tacú le leanaí a bhfuil uathachas orthu ar fud an oileáin ar fad.

Bhí an tlonad in ann na nithe seo a leanas a dhéanamh a bhuí le leathnú a chuid seirbhísí sa Deisceart: triail a bhaint as tacaíocht a thabhairt go díreach do leanaí; tionscadail taighde spriocdhírthe a chríochnú chun bonn eolais a chur faoi fhorbairt beartais amach anseo; agus cur leis an líon áiteanna oiliúna a thairgtear do thuismitheoirí agus do ghairmithe araon, agus aird ar leith á tarraingt ar na heochairchéimeanna de shaol an linbh a bhfuil uathachas air/uirthi.

2.3.11 Teiripe Ionscoile Urlabhra agus Teanga

Cuireadh €2m eile ar fáil faoi Bhuiséad 2018 chun tionscadal taispeána a thabhairt isteach do sheirbhísí teiripe ionscoile sa bhliain 2018. Tosaíodh an tionscadal i scoileanna i mí Mheán Fómhair 2018 agus leanadh ar aghaidh leis i rith na scoilbhliana 2018/19.

Is é is aidhm don tionscadal taispeána forbairt agus triail a dhéanamh ar shamhail le haghaidh tacaíocht urlabhra agus teanga agus tacaíocht teiripe saothair a sholáthar laistigh de raon scoileanna difriúla i limistéar réigiúnach ainmnithe i gcomhar le Feidhmeannacht na Seirbhíse Sláinte (FSS) agus seirbhísí teiripe reatha de chuid FSS a fhorlíonadh lena linn. Tá an tsamhail taispeána ag díriú ar naisc níos fearr a fhorbairt idir tacaí oideachais agus tacaí teiripe. Tá an tionscadal ar siúl i Réigiún Eagraíocht Cúram Sláinte Pobail 7, is é sin, Baile Átha Cliath Thiar Theas, Cill Dara agus Cill Mhantáin Thiar.

Roghnaíodh an réigiún sin chun a chinntiú go bhféadfaí an tsamhail teiripe réamhscoile agus ionscoile a thástáil i láithreacha uirbeacha agus tuaithe araon ina bhfuil meascán cuí de chineálacha éagsúla scoileanna agus réamhscoileanna.

Leis an tionscadal, déantar soláthar do sheirbhísí teiripe ionscoile agus do thacaíocht, oiliúint agus treoir ghairmiúil a chur ar fáil do bhaill foirne scoile agus do thuismitheoirí. Tá sé mar aidhm leis cabhrú le scoileanna cur leis an gcumas atá acu tacaíocht a thabhairt do leanaí a bhfuil riachtanais teiripe urlabhra agus teanga acu ar scoil, agus díriú ar luath-shainaithe agus ar luath-idirghabháil ag an am céanna.

Tá 150 suíomh san iomlán páirteach sa tionscadal taispeána. Áirítear leo sin 75 scoil, lena n-áirítear sampla ionadaíoch de bhunscoileanna, d'iar-bhunscoileanna agus de scoileanna speisialta. Cuireadh 75 shuíomh réamhscoile a bhfuil baint acu le bunscoileanna atá páirteach sa tionscadal ar áireamh ann freisin chun gur féidir idirghabhálacha teiripe a dhéanamh a luaithe is féidir agus chun naisc a chruthú idir an soláthar réamhscoile agus an soláthar bunscoile.

Tá an tsamhail ceaptha chun seirbhísí cliniciúla Teiripe Urlabhra agus Teanga a sholáthar ar bhealach ina dtabharfar saintacaí, tacaí spriocdhírthe agus tacaí uilechoiteanna ar aon dul leis an dea-chleachtas do dhaltaí agus ina bhfaighidh daoine tacaí ar feadh contanam soláthair a bheidh ag brath ar a dhéine atá riachtanais an linbh/an dalta.

Leanfar leis an tionscadal taispeána le haghaidh seirbhísí teiripe ionscoile agus réamhscoile a sholáthar i rith na scoilbhliana 2019/20 mar chuid den tSamhail um Chuimsiú Scoile.

Rinneadh meastóireacht ar an tionscadal i rith na scoilbhliana 2018/19 agus tá an mheastóireacht ar an tionscadal taispeána á tabhairt chun críche faoi láthair.

2.3.12 Seirbhísí Tacaíochta na Comhairle Náisiúnta um Oideachas Speisialta

Is é atá i Seirbhís Tacaíochta na Comhairle Náisiúnta um Oideachas Speisialta ná an tSeirbhís Tacaíochta d'Oideachas Speisialta, Seirbhís na Múinteoirí Cuartaíochta do leanaí a bhfuil lagú amhairc nó éisteachta orthu agus an tSeirbhís Náisiúnta Tacaíochta Iompraíochta. Tugann sí comhairle agus tacaíocht do scoileanna maidir le hoideachas agus cuimsiú daltaí a bhfuil riachtanais speisialta oideachais acu. Soláthraíonn sí tacaíocht ionscoile, forbairt ghairmiúil leanúnach do mhúinteoirí, agus tacaíocht do scoileanna maidir

le hiompraíocht dhúshlánach a bhainistiú. Cuireann sí leis an gcumas ildisciplíneach atá ag an gcóras oideachais trí rochtain a thabhairt ar shaineolas i réimsí amhail uathachas, urlabhra agus teanga agus iompraíocht dhúshlánach.

2.3.13 An tAthbhreithniú Cuimsitheach ar Scéim na gCúntóirí Riachtanas Speisialta

Foilsíodh an tAthbhreithniú Cuimsitheach ón gComhairle Náisiúnta um Oideachas Speisialta ar Scéim na gCúntóirí Riachtanas Speisialta i mí na Bealtaine 2018. Fuarthas amach ann gurb amhlaidh, mar atá sí cumraithe faoi láthair, go bhfuil ag éirí leis an scéim freastal ar na riachtanais atá ag leanaí agus daltaí óga, ar a raibh sí dírithe ar dtús, agus gur mór ag tuismitheoirí, ag daltaí agus ag scoileanna í. Fuarthas amach ann freisin, áfach, nach bhfuil an scéim chomh héifeachtach céanna do na daltaí is sine bunscoile agus iar-bhunscoile.

I mí Feabhra 2019, thug an Rialtas cead le haghaidh Samhail nua um Chuimsiú Scoile a thriail don scoilbhliain 2019/20, rud a bhfuil na nithe seo a leanas i gceist leis:

- samhail nua seirbhíse a thriail do leanaí a bhfuil riachtanais speisialta oideachais agus riachtanais bhreise chúraim acu sa scoilbhliain 2019/20, rud a bhfuil 75 scoil i limistéar Eagraíocht Cúram Sláinte Pobail 7 páirteach ann. Tá na heilimintí seo a leanas i gceist leis an tsamhail nua seirbhíse:
 - samhail nua thús-ualaithe um leithdháileadh Cúntóirí Riachtanas Speisialta. Faoin tsamhail sin, leithdháiltear Cúntóirí Riachtanas Speisialta ar aon dul leis an riachtanas próifílithe, ag féachaint don chur chuige a ghlactar faoin tSamhail Nua um Leithdháileadh Múinteoirí Oideachais Speisialta a tugadh isteach i mí Mheán Fómhair 2017,
 - an tSeirbhís Náisiúnta Síceolaíochta Oideachais a leathnú chun tacú leis na treoirscoileanna, agus
 - leanúint leis an tionscadal taispeána réamhscoile agus ionscoile sa treoirlimistéar chun a chinntiú go soláthrófar seirbhís uilechuimsitheach do na treoirscoileanna;
- Foireann Réigiúnach Tacaíochta de chuid na Comhairle Náisiúnta um Oideachas Speisialta a bhunú ar bhonn treorach sa limistéar ina bhfuil an treoirhionscadal ar siúl (limistéar Eagraíocht Cúram Sláinte Pobail 7) – ar foireann í a chuimsíonn speisialtóirí i ndisciplíní ábhartha (teiripeoirí urlabhra agus teanga, teiripeoirí saothair, cleachtóirí iompraíochta) – ar mhaithe le bonn eolais a chur faoi fhorbairt ghairmiúil leanúnach múinteoirí agus faoin dea-chleachtas i scoileanna sa limistéar sin;
- Clár Náisiúnta Oiliúna a fhorbairt do Chúntóirí Riachtanas Speisialta agus é a chur i bhfeidhm ar bhonn treorach;
- seirbhís altranais a sholáthar do leanaí a bhfuil riachtanais chasta leighis acu i scoileanna chun an soláthar altranais atá á chistiú ag FSS cheana a chomhlánú; agus
- samhail oibriúcháin nua a thriail laistigh den Chomhairle Náisiúnta um Oideachas Speisialta chun bunú Sheirbhís Tacaíochta agus fhoirne réigiúnacha na Comhairle a léiriú ar bhealach níos fearr, agus tacaí a chomhtháthú lena chéile ar bhealach níos iomláine le haghaidh an tsamhail nua a thriail.

Cuireadh €4.75 milliún ar fáil faoi Bhuiséad 2019 le haghaidh na moltaí atá san *Athbhreithniú Cuimsitheach ar Scéim na gCúntóirí Riachtanas Speisialta* a chur chun feidhme, lena n-áirítear samhail nua seirbhíse a chur chun feidhme.

Tosaíodh an treoirhionscadal i 75 scoil i mí Mheán Fómhair 2019.

2.3.14 Tacaí Síceolaíochta

Phléigh síceolaithe na Roinne le cásobair nua, a raibh measúnú agus comhairliúchán i gceist léi, i leith 8,561 dhalta sa bhliain acadúil 2018/19. Ag gníomhú dóibh faoin Scéim um Measúnuithe Síceolaíochta a Choimisiúnú, sholáthair síceolaithe próbháideacha measúnuithe do scoileanna i leith 1,792 dhalta freisin. Ina theannta sin, measadh gur soláthraíodh tacaíocht agus forbairt múinteoirí do thart ar 22,000 múinteoir a bhí ag iarraidh cur leis an acmhainn atá acu i réimsí amhail folláine a chur chun cinn, litearthacht a fhorbairt, réiteach fadhbanna, agus contanam tacaíochta a sholáthar.

Thug síceolaithe de chuid na Seirbhíse Náisiúnta Síceolaíochta Oideachais cúnamh i leith 306 Theagmhas Chriticiúla le linn na tréimhse freisin, agus iad ag freastal ar 114 theagmhas den sórt sin.

2.4 Cothromas Rochtana ar Ardoideachas

Leanadh le cistiú a chur ar fáil chun tacú le tionscnaimh faoi *Chiste an Chláir um Rochtain ar Ardoideachas*. Is é cuspóir foriomlán an Chiste tacú leis na spriocanna, na cuspóirí agus na gníomhartha atá sa Phlean Náisiúnta um Chothromas Rochtana ar Ardoideachas. Leithdháiltear cistiú ar bhonn iomaíoch ar institiúidí ardoideachais chun tacú le réimsí tosaíochta ar leith laistigh den Phlean Náisiúnta um Chothromas Rochtana. Tríd an bpróiseas buiséadach, áirithíodh €16.2 milliún le haghaidh na trí shnáithe den Chlár um Rochtain ar Ardoideachas a chur i bhfeidhm.

2.4.1 An Clár um Rochtain ar Ardoideachas

Le Snáithe 1 den Chlár um Rochtain ar Ardoideachas, tacaítear leis an gcuspóir atá sa Phlean Náisiúnta um Chothromas Rochtana méadú a dhéanamh ar rochtain ar oideachas tosaigh múinteoirí do mhic léinn atá sna spriocghrúpaí a saináithníodh sa Phlean, amhail Tuismitheoirí Singil, Taistealaithe agus mic léinn faoi mhíchumas. Faoi Shnáithe 1, thug an Roinn, ag gníomhú di tríd an Údarás um Ard-Oideachas, cuireadh do na sé ionad sármhaitheasa teagasc dul san iomaíocht, i gcomhpháirt le geallsealbhóirí áitiúla ábhartha, le haghaidh chistiú Shnáithe 1 trí thograí a chur isteach de réir tacar critéar forordaithe. Tá na tionscnaimh lena mbaineann á gcistiú anois. Chuir an tÚdarás um Ard-Oideachas tús le measúnú ar Luath-Chur Chun Feidhme Shnáithe 1 sa bhliain 2019.

Le Snáithe 2, cuirtear €6m ar fáil lena infheistiú i “gCiste Sparánachtaí 1916” thar thréimhse trí bliana do na mic léinn is mó faoi mhíbhuntáiste socheacnamaíoch ó spriocghrúpaí faoi ghannionadaíocht. Beidh Tuismitheoirí Singil agus daoine ó mhionlaigh eitneacha, Taistealaithe san áireamh, i measc na spriocghrúpaí faoin gciste freisin. Faoi threoirthionscadal tosaigh trí bliana a tosaíodh sa bhliain 2017, bronnfar Sparánachtaí ar feadh trí bliana acadúla ar 600 mac léinn atá, dar lena n-institiúid ardoideachais, ar na mic léinn is mó faoi mhíbhuntáiste socheacnamaíoch sna spriocghrúpaí. Rinne an tÚdarás um Ard-Oideachas measúnú oibríochtúil ar luathchur chun feidhme an tionscadail, rud a cuireadh faoi bhráid na Roinne lena bhreithniú ansin. Forbairt shuntasach sa bhliain 2019 ba ea ceadú a fháil ón Aire le haghaidh an Clár um Rochtain ar Ardoideachas a riar ar bhonn buan agus le haghaidh Snáithe 2: Ciste Sparánachtaí 1916 a reáchtáil ar feadh thréimhse trí bliana eile. Fuarthas cistiú faoi Bhuiséad 2020 le haghaidh na sparánachtaí lena mbaineann a sholáthar.

Leanadh le cistiú a chur ar fáil do Shnáithe 3, áit a leithdháilfear €7.5m thar thréimhse trí bliana ar an gCiste um Rochtain ar Ardoideachas. Tá sé mar aidhm leis an gCiste tacú le braislí réigiúnacha institiúidí ardoideachais 2,000 mac léinn eile a mhealladh ó ghrúpaí atá faoi ghannionadaíocht san ardoideachas faoi láthair.

Leis an gCiste do Mhic Léinn faoi Mhíchumas, tacaítear le mic léinn faoi mhíchumas páirt a ghlacadh i gclár lánaimseartha bhreiseoideachais agus ardoideachais. Tugtar cúnamh

airgeadais do mhic léinn atá thíos le fadhbanna airgeadais agus iad ag tabhairt faoin oideachas tríd leibhéal. Féadfar cúnaimh a thabhairt do mhic léinn chun freastal ar chostais chíos, ar chostais chúram leanaí, ar chostais iompair agus ar na costais a bhaineann le leabhair/ábhair ranga.

Tháinig méadú ar an líon mac léinn a fuair tacaíocht ón gCiste, ó 3,800 duine sa bhliain 2008 go 14,512 dhuine sa bhliain 2018. Leithdháileadh €9.6 milliún tríd an gCiste sa bhliain 2019. Leanfar le tacaíocht a thabhairt do mhic léinn pháirtaimseartha faoin gCiste do Mhic Léinn faoi Mhíchumas, agus leas á bhaint as an leithdháileadh don bhliain 2019 agus do bhlianta ina dhiaidh sin.

Leithdháileadh €10.1m san iomlán ar 13,816 mhac léinn sa bhliain 2018/2019. Sa bhliain 2019/2020, ba ar an gCiste do Mhic Léinn faoi Mhíchumas a leithdháileadh an cistiú do mhic léinn atá ag tabhairt faoin Máistreacht Ghairmiúil san Oideachas. D'fhág sé sin go raibh cistiú an Chiste Cúnaimh do Mhic Léinn cothrom le €10.1m.

Ag eascairt as an bPlean Sonraí a foilsíodh sa bhliain 2018 chun tacú leis an bPlean Náisiúnta um Chothromas Rochtana ar Ardoideachas – rud a choimisiúnaigh an tÚdarás um Ard-Oideachas agus a chuir Sainchomhairleoirí Trutz Haase le chéile – d'fhoilsigh an tÚdarás um Ard-Oideachas tuarascáil dar teideal *Próifíl Spásúil agus Shocheacnamaíoch Institiúidí Ardoideachais in Éirinn* den chéad uair riamh sa bhliain 2019. Úsáidfear na fionnachtana atá sa tuarascáil sin chun bonn eolais a chur faoi na spriocanna nua do dhaoine faoi mhíbhuntáiste socheacnamaíoch, ar spriocanna iad a leagfar síos sa chéad leagan eile den Phlean Náisiúnta um Chothromas Rochtana.

2.5 Deontais Mhac Léinn

Fuair Tacaíocht Chomhchoiteann do Mhic Léinn in Éirinn (SUSI) 96,100 iarratas don bhliain acadúil 2019/20. Meastar go mbeidh 76,500 ceann de na hiarratais sin incháilithe do thacaíocht deontais. Caitheadh thart ar €347m ar thacaí deontas mac léinn sa bhliain 2019.

2.5.1 An Bord Achomhairc i leith Deontas Mac Léinn

Bhí 26 chruinniú ag an mBord Achomhairc i leith Deontas Mac Léinn sa bhliain 2019 agus rinne sé cinntí ar 797 n-achomharc lena linn.

2.5.2 An Scéim Scoláireachtaí agus Sparánachtaí

Fuair 432 dhuine Sparánachtaí ón Roinn sa bhliain acadúil 2019/20, agus €1.26m á chaitheamh sa bhliain airgeadais 2019 chun tacú le mic léinn a bhí ag aistriú ó scoileanna DEIS chuig an ardoideachas.

Reachtaíocht a forbraíodh sa bhliain 2019:

- *Scéim Deontas Mac Léinn 2019 (I.R. Uimh. 152 de 2019),*
- *Na Rialacháin um Thacaíocht do Mhic Léinn, 2019 (I.R. Uimh. 151 de 2019)*

Rinneadh athruithe ar an Acht um Thacaíocht do Mhic Léinn, 2011, a dhréachtú agus a fhoilsiú faoin Acht um Tharraingt Siar na Ríochta Aontaithe as an Aontas Eorpach (Forálacha Iarmhartacha), 2019, ionas go bhféadfaí leanúint le tacaíocht deontais a thabhairt do mhic léinn atá ag déanamh staidéar sa Ríocht Aontaithe agus do náisiúnaigh na Ríochta Aontaithe atá ag déanamh staidéar sa Stát. Ós rud é go raibh sé i gceist leo cás gan mhargadh a chumhdach, níor tosaíodh na forálacha sin toisc gur thánghas ar mhargadh idir an tAontas Eorpach agus an Ríocht Aontaithe i leith an ní.

Spríoc 3: Tabharfaimid na scileanna agus an tacaíocht riachtanach do sholáthraithe oideachais agus oiliúna chun taithí foghlama d'ardchaighdeán a chur ar fáil

Cuid dhílis de rath an chórais oideachais agus oiliúna is ea cáilíocht an tsoláthair. Aithníonn an Roinn na ról thábhachtacha a imríonn ceannairí, múinteoirí agus baill foirne tacaíochta agus féachann sí le hacmhainn an chórais ina iomláine a neartú chun feabhsuithe leanúnacha a bhaint amach agus na seirbhísí oideachais agus oiliúna is mó cáilíocht a sholáthar d'fhoghlaimoirí. Aithnítear ardcháilíocht chóras oideachais na hÉireann ar fud an domhain. Chun go mbeidh an córas is fearr againn, áfach, ní mór dúinn feabhsuithe leanúnacha a bhaint amach.

Súil Siar ar an mBliain faoin Spríoc seo

- Seoladh clár pleanáilte cuairteanna cigireachta agus comhairleacha ar scoileanna agus ar shuíomhanna malartacha oideachais agus foilsíodh tuarascálacha ina leith.
- Soláthraíodh 342,408 gcinn d'aonaid forbartha gairmiúla leanúnaí do mhúinteoirí bunscoile agus iar-bhunscoile i raon leathan réimsí ábhair ar fud na bliana 2019.
- I gcomhar leis an tSraith Shóisearach do Mhúinteoirí, cuireadh an tionscadal Step-Up faoin gCiste Sármhaitheasa Scoile i mbun feidhme in iar-bhunscoileanna.
- Tosaíodh an clár braisle 18 mí dar teideal “An Scéim um Shármhaitheas trí Cheannaireacht agus Bhainistíocht Chomhoibríoch”.
- Tosaíodh ar an tsamhail nua Cigireachtaí Riachtanas Speisialta Oideachais a chur chun feidhme in iar-bhunscoileanna.
- Thug an Roinn faoi phróiseas fairsing comhairliúcháin ar reachtaíocht an Údaráis um Ard-Oideachas a thabhairt cothrom le dáta.
- Rinneadh an tAcht um Cháilíochtaí agus Dearbhú Cáilíochta (Oideachas agus Oiliúint) (Leasú), 2019, a rith ina dhlí i mí Iúil 2019.
- Seoladh an Tionscnamh um Cheannaireacht Acadúil Shinsearach chun feabhas a chur ar an gcothromaíocht inscne ar leibhéal acadóra shinsearaigh san earnáil ardoideachais.

Is leagtha amach thíos atá tuilleadh sonraí faoin Spríoc seo.

3.1 Cigireachtaí atá dírithe ar an Oideachas sna Luathbhlianta

I bhfianaise fhoilsiú na straitéise *An Chéad 5: Straitéis Uile-Rialtais do Naíonáin, Leanaí Óga agus a dTeaghlach*, thosaigh an Chigireacht ag obair sa bhliain 2019 ar an tsamhail Cigireachtaí atá dírithe ar an Oideachas sna Luathbhlianta a leathnú chun go n-áireofar léi leanaí nuabheirthe go leanaí atá trí bliana d'aois. Tá leathnú na samhla in Éirinn ag teacht le ceann amháin de na gealltanais náisiúnta atá tugtha sa straitéis, is é sin: “caighdeán a fhorbairt, a bharrfheabhsú agus a chur i bhfeidhm agus córais rialála agus chigireachta a athchóiriú”. Thug an Chigireacht faoi athbhreithniú taighde agus litríochta idirnáisiúnta agus chuaigh sí i gcomhairle le suíomhanna luathbhlianta agus le geallsealbhóirí ábhartha maidir leis an ní le linn na bliana 2019. Forbrófar an tsamhail arís eile sa bhliain 2020.

3.2 An Soláthar Múinteoirí

3.2.1 An Plean Gníomhaíochta um Sholáthar Múinteoirí a chur chun feidhme

Ag teacht sna sála ar fhoilsiú an Phlean Gníomhaíochta um Sholáthar Múinteoirí i mí na Samhna 2018, lean an Grúpa Stiúrtha um Sholáthar Múinteoirí, atá faoi chathaoirleacht ag Ard-Rúnaí na Roinne, le raon gníomhartha éagsúla a chur ar aghaidh ar fud roinnt réimsí tábhachtacha beartais ar mhaithe le haghaidh a thabhairt ar na dúshláin shuntasacha a bhíonn ag scoileanna áirithe maidir le múinteoirí a earcú.

Áiríodh iad seo a leanas leis na príomhghníomhartha a rinneadh ina leith sin sa bhliain 2019: clár nua oideachais tosaigh mhúinteoirí a thabhairt isteach d'fhochéimithe in ábhair spriocdhírthe iar-bhunscoile; painéil soláthair mhúinteoirí ionaid a bhunú ar bhonn teorach do bhunscoileanna; tuarascáil theicniúil dar teideal *An tÉileamh ar Mhúinteoirí agus an Soláthar Múinteoirí in Éirinn 2020-2036* a fhoilsiú le haghaidh comhairliúcháin i mí na Samhna 2019; agus *Sub Seeker* a sheoladh i mí na Nollag 2019, ar tairseach nua earcaíochta múinteoirí ionaid í arna forbairt ag Líonra Príomhoidí Bunscoile na hÉireann agus ag Cumann Náisiúnta na bPríomhoidí agus na Leas-Phríomhoidí.

Tionóladh dhá fhóram chomhairleacha náisiúnta do gheallsealbhóirí i mí na Bealtaine agus i mí na Samhna 2019.

Foilseacháin sa bhliain 2019:

- *An tÉileamh ar Mhúinteoirí agus an Soláthar Múinteoirí in Éirinn 2020 – 2036 - Tuarascáil Theicniúil*

<https://www.education.ie/en/Publications/Education-Reports/developing-a-teacher-demand-and-supply-model-for-ireland-2020-2036.pdf>

3.3 Cáilíocht sa Luath-Oideachas

Imríonn an Roinn ról ríthábhachtach ina chinntiú gurb amhlaidh, maidir leis an oideachas sna luathbhlianta a sholáthraítear i réamhscoileanna a chistítear tríd an scéim um Chúram agus Oideachas na Luath-Óige agus i réamhscoileanna Túis Luaith, go n-éiríonn leis an oideachas sin tacú le foghlaim agus forbairt leanaí trí Síolta, an chreatlach náisiúnta cáilíochta, agus creatchuraclam Aistear a chur chun feidhme. Lean an Roinn ag obair leis an Roinn Leanaí agus Gnóthaí Óige, leis an tSeirbhís Náisiúnta Forbartha Cáilíochta sna Luathbhlianta de chuid Tús Níos Fearr, leis an gComhairle Náisiúnta Curaclaim agus Measúnachta agus le geallsealbhóirí eile sa bhliain 2019 chun an cuspóir sin a chomhlíonadh.

Faoi dheireadh na bliana 2019, rinneadh breis agus 2500 ceann de Chigireachtaí atá dírithe ar an Oideachas sna Luathbhlianta i suíomhanna fhoghlaim agus chúram na luathóige ina soláthraítear an Clár um Chúram agus Oideachas na Luath-Óige, ar clár réamhscoile saor in aisce é atá á chistiú ag an Roinn Leanaí agus Gnóthaí Óige. Tá an figiúr sin cothrom le thart ar 55% den daonra iomlán, agus lamháil á déanamh d'athruithe sa líon ceann de shuíomhanna fhoghlaim agus chúram na luathóige a bhíonn ar conradh gach bliain chun an Clár um Chúram agus Oideachas na Luath-Óige a sholáthar.

Tá anailís ar na tuairiscí cigireachta a eisíodh idir mí an Mheithimh 2017 agus mí na Nollag 2019 á tiomsú faoi láthair lena foilsiú sa bhliain 2020. Tá an chuma ar an scéal gur bailí go fóill atá na luath-threochtaí a sainathníodh sa chéad athbhreithniú ar an tsamhail Cigireachtaí atá dírithe ar an Oideachas sna Luathbhlianta, mar atá *Léargais agus Forbairtí sa Todhchaí – Athbhreithniú ar Chigireachtaí atá Dírithe ar an Oideachas sna Luathbhlianta: Aibreán 2016 – Meitheamh 2017*, rud a foilsíodh i mí Eanáir 2018.

Is an-dearfach an rud é an díriú a leagtar i gcreat cáilíochta na samhla um Chigireachtaí atá dírithe ar an Oideachas sna Luathbhlianta ar cháilíocht próiseas, ar an luathfhoghlaim, ar oideolaíocht ghairmiúil agus ar chleachtas gairmiúil, toisc go bhféachtar ar an díriú sin mar aitheantas agus mar dhearbhu don obair agus don rannchuidiú a dhéanann gairmithe luathbhlianta maidir le foghlaim, folláine agus forbairt leanaí a chothú ag an gcéim ríthábhachtach seo den saol. Cé go mbíonn cuid mhór láidreachtaí sa soláthar luathoideachais agus sa chleachtas luathoideachais i suíomhanna fhoghlaim agus chúram na luathóige á sainaitheint i dtuairiscí Cigireachta atá dírithe ar an Oideachas sna Luathbhlianta, bíonn dúshlán a sainaitheint sa tuairisc tosaigh á sainaitheint go fóill freisin. Baineann na dúshlán sin go príomha le forbairt agus cur chun feidhme a dhéanamh ar churaclaim atá bunaithe ar Aistear, Creachuraclam na Luath-Óige. Tá fadhbanna acmhainne ann freisin i ndáil le comhpháirtíocht le tuismitheoirí a chur chun cinn agus i ndáil le tacú le haistrithe ón réamhscoil chuig an mbunscoil.

Ceann de na príomhthreochtaí ón mbliain 2017 amach is ea an méadú suntasach a tháinig ar chuimsiú leanaí faoi mhíchumas i suíomhanna fhoghlaim agus chúram na luathóige. De bhun thabhairt isteach na Samhla um Rochtain agus Cuimsiú, tá bearta éagsúla á ndéanamh anois chun tacú le leanaí faoi mhíchumas sna suíomhanna sin, lena n-áirítear comhordaitheoirí oilte um chuimsiú a imlonnú ina lán ionad.

Sa bhliain 2019, iarradh ar Chigireacht na Roinne raon feidhme na samhla um Chigireachtaí atá dírithe ar an Oideachas sna Luathbhlianta a leathnú chun go bhféadfaí meastóireacht a dhéanamh ar an soláthar do leanaí idir 0 bliain d'aois agus 6 bliana d'aois. Chun an méid sin a éascú, cuireadh tús leis an gcreat cáilíochta agus na próisis chigireachta a leathnú sa bhliain 2019. Cuirfeadh an obair sin i gcrích trí chomhairliúchán agus trí thrialacha allamuigh sa bhliain 2020.

3.3.1 Síolta/Aistear

Faoi Thionscnamh Náisiúnta Síolta/Aistear, a tosaíodh sa bhliain 2016, táthar ag tacú le mórchur chun feidhme comhordaithe an dá chreat. Mar chuid den obair sin, tá ábhar, acmhainní agus forbairt ghairmiúil leanúnach á bhforbairt do chleachtóirí luathbhlianta. Tá an Roinn ag obair i gcomhpháirt leis an Roinn Leanáí agus Gnóthaí Óige, le Tús Níos Fearr agus leis an gComhairle Náisiúnta Curaclaim agus Measúnachta ar an tionscnamh agus ceapadh beirt Oifigeach Forbartha náisiúnta chun tacú le hobair an tionscnaimh. Is í an Roinn a threoraíonn obair Ghrúpa Stiúrtha an tionscnaimh agus a chomhaontaíonn an plean oibre bliantúil don tionscnamh.

Sa bhliain 2019, forbraíodh samhail athbhreithnithe meantóireachta agus bunaíodh oifig náisiúnta cur chun feidhme Síolta/Aistear chun soláthar an tionscnaimh a lárú agus a bhainistiú. Déanann oifig cur chun feidhme an tionscnaimh maoirseacht ar an obair a dhéanann 80 meantóir de chuid Síolta/Aistear i raon eagraíochtaí difriúla, ar daoine iad a sholáthraíonn tacaí oiliúna agus meantóireachta do chleachtóirí fhoghlaim agus chúram na luath-óige.

Sa bhliain 2018, rinne sainghrúpa a bhí faoi stiúir ag an Roinn agus ag an gComhairle Náisiúnta Curaclaim agus Measúnachta clár nua forbartha gairmiúla leanúnaí ar a dtugtar "Aistear agus Súgradh" – ar clár é a bhfuil ceadú náisiúnta faighte aige – a fhorbairt lena chur i bhfeidhm ag an oifig nua cur chun feidhme sa bhliain 2019. Soláthraíodh an clár forbartha gairmiúla leanúnaí sin ar dhá ócáid sa bhliain 2019 agus cuireadh oiliúint ar thart ar 120 suíomh luathbhlianta lena linn. Tá an Roinn ag stiúradh meastóireacht ar an gclár sin faoi láthair. Tosaíodh an mheastóireacht sa bhliain 2019 agus críochnófar sa bhliain 2020 í. Déanann oifig cur chun feidhme Thionscnamh Náisiúnta Síolta/Aistear comhordú ar

dheiseanna éagsúla forbartha gairmiúla leanúnaí do mheantóirí a sholáthraíonn tacaí mar chuid den tionscnamh freisin.

3.3.2 Cálíochtaí Gairmiúla agus Caighdeáin Ghairmiúla

Chun tacú le feabhas eile a chur ar chálíochtaí gairmiúla agus caighdeáin ghairmiúla in earnáil Fhoghlaim agus Chúram na Luath-Óige, agus ag teacht sna sála ar an obair fhairsing a rinne an Roinn sa bhliain 2018, foilsíodh Critéir agus Treoirínte maidir le Dámhachtainí Gairmiúla do Chláir Chéime san Oideachas Tosaigh Gairme (Leibhéal 7 agus Leibhéal 8) d'earnáil Fhoghlaim agus Chúram na Luath-Óige sa bhliain 2019. Foilsíodh an doiciméad tar éis ceadú a fháil ón Aire Oideachais agus Scileanna agus ón Aire Leanaí agus Gnóthaí Óige araon. Ní mór gach clár nua a bheith ag teacht leis an doiciméad ceadaithe sin chun cáiliú do chistiú méadaithe a fháil ón Roinn Leanaí agus Gnóthaí Óige. Chuige sin, chuir an bheirt Airí Bord Comhairleach Cálíochtaí ar bun agus tugadh cuireadh do sholáthraithe cúrsa tograí le haghaidh cláir nua a chur isteach lena n-athbhreithniú ag an mBord.

3.3.3 Plean Forbartha Fórsa Saothair d'earnáil fhoghlaim agus chúram na luathóige

Baineann an-tábhacht leis an bPlean Forbartha Fórsa Saothair d'earnáil fhoghlaim agus chúram na luathóige maidir leis an sprioc atá ann cleachtóirí luathbhlianta a chumasú gnóthú a dhéanamh ar na scileanna agus an tacaíocht a theastaíonn uathu chun eispéireas foghlama ar ardchaighdeán a sholáthar do leanaí óga. Tá sé sin ar cheann de na cuspóirí atá sa straitéis An Chéad 5: Straitéis Uile-Rialtais do Naíonáin, Leanaí Óga agus a dTeaghlach freisin. Tá cur chun feidhme an Phlean Forbartha Fórsa Saothair á threorú ag an Roinn agus ag an Roinn Leanaí agus Gnóthaí Óige. Sa bhliain 2019, bunaíodh Grúpa Stiúrtha le haghaidh an Plean a fhorbairt. Bunaíodh Grúpa Comhairliúcháin freisin a dhéanann ionadaíocht do raon leathan geallsealbhóirí in earnáil fhoghlaim agus chúram na luathóige. Rinneadh ullmhúcháin fhairsinge le haghaidh sraith comhairliúcháin a réachtáil le cleachtóirí agus soláthraithe ar fud na tíre, agus tá an Plean Forbartha Fórsa Saothair le críochnú ansin faoi thús na bliana 2021.

3.4 Oideachas Múinteoirí

Féachann an Roinn ar an oideachas múinteoirí mar chontanam idir an t-oideachas tosaigh múinteoirí agus ionduchtú agus forbairt ghairmiúil leanúnach. Cuireann an Roinn cáilíocht an teagaisc agus na foghlama chun cinn trí chlár Oiliúna Múinteoirí, forbairt ghairmiúil leanúnach agus tacaí ar ardchaighdeán a sholáthar do Phríomhoidí agus Múinteoirí chun a gcuid oibre a chur i gcrích. Déantar an méid sin ar fad trí obair na gClár Oideachais Mhúinteoirí, na nIonad Oideachais agus na Seirbhísí Tacaíochta atá ar fáil do mhúinteoirí ar leibhéal na Bunscoile agus na hIar-bhunscoile.

Soláthraíodh 342,408 gcinn d'aonaid forbartha gairmiúla leanúnaí do mhúinteoirí bunscoile agus iar-bhunscoile i raon leathan réimsí ábhair sa bhliain 2019. Tacaíodh leis na nithe seo a leanas a thabhairt isteach agus a chur chun feidhme mar chuid de na haonaid sin: Curaclam Teanga na Bunscoile; sonraíochtaí nua ábhair faoin *gCreat don tSraith Shóisearach*; agus sonraíochtaí nua ábhair agus sonraíochtaí athbhreithnithe ábhair don Ardeistiméireacht. Soláthraíodh breis agus 600 áit ar chlár choláistebhunaithe iarchéime i gCeannaireacht agus i Riachtanais Speisialta Oideachais freisin.

Sa bhliain 2019, leanadh le tús áite a thabhairt do thacaíocht forbartha gairmiúla a sholáthar chun na gníomhartha ábhartha sna réimsí seo a leanas a chur chun feidhme: an Straitéis Litearthachta agus Uimhearthachta; Eolaíocht, Teicneolaíocht, Innealtóireacht agus Matamaitic (STEM); Comhionannas Deiseanna a Sholáthar i Scoileanna (DEIS); Déanann

Teangacha Nasc; Litearthacht agus Uimhearthacht; Sláinte agus Folláine; agus Oideachas don Fhorbairt Inbhuanaithe.

3.4.1 Caighdeán san Oideachas Tosaigh Múinteoirí

Faoi alt 38 den Acht um Chomhairle Mhúinteoireachta, tá cláir Oideachais Tosaigh Mhúinteoirí faoi réir athbhreithniú agus creidiúnú ag an gComhairle Mhúinteoireachta.

Chuir an Chomhairle an doiciméad *Critéir agus Treoirínte do Sholáthraithe Cláir* le chéile chun forbheathnú a thabhairt ar na ceanglais do gach clár.

Chuir an Chomhairle an chéad timthriall athbhreithniúcháin agus creidiúnúcháin ar na cláir i gcrích sa bhliain 2015. Tá sí ag déanamh breithniú ar na *Critéir agus na Treoirínte* faoi láthair lena n-úsáid chun cláir Oideachais Tosaigh Mhúinteoirí a chreidiúnú. Tá an Roinn ag dul i dteagmháil leis an gComhairle Mhúinteoireachta chun rannchuidiú leis an bpróiseas sin.

Sa bhliain 2019, sheol an Chomhairle Mhúinteoireachta sraith seisiún comhairliúcháin le geallsealbhóirí tábhachtacha ar an dréachtdoiciméad maidir le Caighdeán. Agus aird á tabhairt ar an aiseolas a fuarthas, fadaíodh an tréimhse comhairliúcháin go ceann 2020 ansin.

Meastar gur sa dara ráithe den bhliain 2020 a fhoilseofar an doiciméad athbhreithnithe, ar a dtabharfar *Céim: Caighdeán don Oideachas Tosaigh Múinteoirí*.

3.4.2 Céimithe Oideachais Tosaigh Mhúinteoirí

Sa bhliain 2018, bhain 1,192 dhuine céim amach ó chlár chomhthráthacha agus leantacha Oideachais Tosaigh Mhúinteoirí Bunscoile atá á gcistiú ag an Stát agus bhain 1,286 dhuine céim amach ó chlár chomhthráthacha agus leantacha Oideachais Tosaigh Mhúinteoirí Iar-bhunscoile atá á gcistiú ag an Stát. Bhain 632 dhuine agus 160 duine céim amach sa teagasc bunscoile agus iar-bhunscoile faoi seach ó chlár leantacha de chuid Choláiste Hibernia sa bhliain 2018 freisin. Cé nach bhfuil ach figiúirí réamh-mheasta ar fáil don bhliain 2019, táthar ag súil leis go mbainfidh 1200 duine agus breis agus 1350 duine céim amach sa teagasc bunscoile agus iar-bhunscoile faoi seach ó chlár atá á gcistiú ag an Stát. Táthar ag súil leis go mbainfidh 600 duine agus 160 duine céim amach sa teagasc bunscoile agus iar-bhunscoile faoi seach ó Choláiste Hibernia.

3.4.3 Ceanglais le haghaidh ábhair churaclaim iar-bhunscoile

Rinne an Chomhairle Mhúinteoireachta athbhreithniú ar na Ceanglais le haghaidh Ábhair Churaclaim atá i bhfeidhm le haghaidh clárú ar leibhéal na hiar-bhunscoile. Tá sé mar aidhm leis an tionscadal solúbthacht a mhéadú agus an próiseas a chúchóiriú, agus caighdeán á gcosaint ag an am céanna. Chuaigh an Chomhairle i mbun comhairliúcháin le geallsealbhóirí maidir leis na hábhair uile, rud a tháinig chun deiridh sa dara ráithe den bhliain 2019. I measc na ngeallsealbhóirí a ghlac páirt ann bhí múinteoirí, ceardchumann mhúinteoirí, Cigireacht na Roinne, cumainn ábhair agus Institiúidí Ardoideachais.

Chuir an Chomhairle Mhúinteoireachta critéir athbhreithnithe le haghaidh ábhair churaclaim le chéile. Tá na critéir sin á mbreithniú ag an Roinn faoi láthair.

3.4.4 Socrúchán Scoile

Cuid ríthábhachtach den oideachas tosaigh múinteoirí is ea an tréimhse socrúcháin scoile, ar lena linn a ghnóthaíonn an múinteoir faoi oiliúint taithí ar an teagasc agus ar an bhfoghlaim i gcomhthéacsanna éagsúla agus a ghlacann sé/sí páirt i saol na scoile ar bhealach éascaithe struchtúrtha.

Tá ceist an tsocrúcháin scoile ina hábhar d'athbhreithniú ag an gComhairle Mhúinteoireachta, rud a tosaíodh sa bhliain 2018. Bhunaigh an Chomhairle Grúpa Oibre um Shocrúcháin Scoile

chun an t-athbhreithniú sin a dhéanamh. Bhí an grúpa sin comhdhéanta d'ionadaithe ó na comhlachtaí seo a leanas: an Chomhairle Mhúinteoireachta; an Roinn; Institiúidí Ardoideachais; ceardchumann agus comhlachtaí bainistíochta; agus an tÚdarás um Ard-Oideachas. Chuaigh an Chomhairle i dteagmháil le príomhoidí agus múinteoirí faoi oiliúint freisin trí fhoghrúpaí agus fócasghrúpaí.

Chuir an Grúpa Oibre Tuarascáil faoi bhráid na Comhairle agus na Roinne sa bhliain 2019, rud atá le foilsiú sa bhliain 2020. Cuirfear an cur chun feidhme ar aghaidh ina dhiaidh sin.

3.4.5 Ráiteas Beartais maidir leis an Oideachas Tosaigh Múinteoirí

Chuir an Roinn tús le Ráiteas Beartais maidir leis an Oideachas Tosaigh Múinteoirí a cheapadh sa bhliain 2019.

Tá sé mar aidhm leis an Ráiteas Beartais na próisis atá in úsáid a shainaithint agus a dhoiciméadú chun a chinntiú go mbeidh soiléire agus comhleanúnachas ann sa réimse tábhachtach seo. Tá bearnaí a bhfuil tuilleadh airde le tabhairt orthu á sainaithint le linn an phróisis freisin.

Chuaigh an Roinn i mbun próiseas fairsing comhairliúcháin chun an Ráiteas Beartais a fhorbairt, ar lena linn a bhuaill sí le gach ceann de na 15 sholáthraí oideachais tosaigh mhúinteoirí agus a d'iarr sí aighneachtaí i scríbhinn ó gheallsealbhóirí. Tugadh soláthraithe, múinteoirí faoi oiliúint, scoileanna, comhpháirtithe oideachais agus gníomhaireachtaí oideachais le chéile ag Fóram Comhairleach i mí na Samhna 2019 chun na téamaí a tháinig chun cinn a phlé.

Faoi threoir ag Coiste Stiúrtha, leanfar ag obair sa bhliain 2020 chun an Ráiteas Beartais maidir leis an Oideachas Tosaigh Múinteoirí a chríochnú. Tar éis an dáta foilsithe a fhadú, meastar anois go bhfoilseofar an Ráiteas Beartais ag deireadh na bliana 2020.

3.4.6 Cosán

Tá an Roinn tiomanta do thacú le forbairt a dhéanamh ar Cosán, an Creat Náisiúnta um Fhoghlaim Múinteoirí ón gComhairle Mhúinteoireachta, agus le é a leabú. Tugadh raon leathan geallsealbhóirí agus ionadaithe ó chóras oideachais na hÉireann le chéile ag ócáid geallsealbhóirí i mí Dheireadh Fómhair 2019 chun iniúchadh a dhéanamh ar na deiseanna a ghabhann le Cosán.

3.4.7 Creat taighdebhunaithe a fhorbairt le haghaidh meastóireacht a dhéanamh ar Fhorbairt Ghairmiúil Leanúnach

Ag gníomhú di i gcomhar leis an bhForas Taighde ar Oideachas, chuir an Roinn tús le tionscadal trí bliana sa bhliain 2019 chun creat meastóireachta a fhorbairt le haghaidh forbairt ghairmiúil leanúnach, ar creat é lena gcabhrófar lena chinntiú go bhfreastalóidh an soláthar forbartha gairmiúla leanúnaí go héifeachtach éifeachtúil ar na riachtanais atá ag múinteoirí, ag scoileanna, ag daltaí agus ag an Roinn agus go mbainfear an chuid is fearr as na hacmhainní atá ar fáil.

3.4.8 Forbairt Ghairmiúil Leanúnach

Sa bhliain 2019, chuir an tSeirbhís um Fhorbairt Ghairmiúil do Mhúinteoirí clár cuimsitheach forbartha gairmiúla ar fáil chun tacú le múinteoirí agus ceannairí scoile.

Ceann de na príomhthosaíochtaí ar leibhéal na bunscoile ba ea tacaíocht forbartha gairmiúla leanúnaí a thabhairt le haghaidh Curaclam Teanga na Bunscoile a chur chun feidhme i ngach rang – rang na naíonán sóisearach go rang a sé – agus i ngach suíomh speisialta. Tugadh cuireadh do na scoileanna uile freastal ar sheimineár lae iomláin a bhí dírithe ar an bhfoireann ar fad sa chéad téarma den bhliain 2019, rud ar éascaigh an tSeirbhís um Fhorbairt Ghairmiúil do Mhúinteoirí/an Chomhairle Náisiúnta um Oideachas Speisialta é. Soláthraíodh seimineáir cheannaireachta do príomhoidí scoile freisin, inar pléadh an téama um Athruithe Curaclaim a Stiúradh do Churaclam Teanga na Bunscoile.

Ar leibhéal na hiar-bhunscoile (an tsraith shinsearach), leanadh sa bhliain 2019 le tacaíocht a thabhairt do scoileanna a sholáthraíonn na sonraíochtaí nua ábhair – Eolaíocht Ríomhaireachta, Corpoideachas agus Polaitíocht agus an tSochaí. Cuireadh tacaíocht ar fáil freisin do mhúinteoirí na sonraíochtaí athbhreithnithe ábhair a tugadh isteach i mí Mheán Fómhair 2019 – Eolaíocht Talmhaíochta agus Eacnamaíocht.

Ina theannta sin, tairgeann an tSeirbhís um Fhorbairt Ghairmiúil do Mhúinteoirí clár cuimsitheach imeachtaí roghnacha forbartha gairmiúla leanúnaí. Is ina gcuid ama féin a fhreastalaíonn múinteoirí ar na himeachtaí sin, ina gcumhdaítear na réimsí curaclaim agus na hoideolaíochtaí ábhartha uile.

Gné thábhachtach eile den fhorbairt ghairmiúil leanúnach a sholáthraíonn an tSeirbhís um Fhorbairt Ghairmiúil do Mhúinteoirí is ea an tacaíocht mharthanach scoile agus an soláthar ionscoile a thugtar le linn cuairteanna ó phearsana de chuid na Seirbhíse.

Úsáidtear cineálacha cur chuige cumaisc chun an tacaíocht aghaidh ar aghaidh a thugtar le linn ceardlann agus cuairteanna scoile a fhorlíonadh. Áirítear leo sin seimineáir Ghréasáin, ollchúrsaí oscailte ar líne agus pobail chleachtais ar líne.

Leanann na seirbhísí tacaíochta uile i ngach réimse le tús áite a thabhairt do scoileanna DEIS, lena n-áirítear clár litearthachta agus uimhearthachta atá sonrach do DEIS, Clár Scoile an Teastais Shóisearaigh agus tionscadail bhraislí trasearnála.

3.4.9 Forbairt Ghairmiúil Leanúnach – Athchóiriú na Sraithe Sóisearaí

Sa bhliain 2019, lean an tSraith Shóisearach do Mhúinteoirí le clár cuimsitheach forbartha gairmiúla leanúnaí a sholáthar chun tacú le múinteoirí Sraithe Sóisearaí. Áiríodh leis sin seimineáir do cheannairí scoile, ceardlanna i scoileanna a bhí dírithe ar an bhfoireann ar fad agus ceardlanna a bhí sonrach don ábhar. Soláthraíodh na nithe sin trí bhraislí scoileanna agus imeachtaí a óstáladh in ionaid oideachais agus le linn cuairteanna scoile. Sholáthair an tSeirbhís um Fhorbairt Ghairmiúil do Mhúinteoirí 75,287 gcinn d'aonaid forbartha gairmiúla leanúnaí sa bhliain 2019.

D'eagraigh an tSraith Shóisearach do Mhúinteoirí 118 lá braisle scoile. Faoin tsamhail braisle um fhorbairt ghairmiúil leanúnach a sholáthar, dúnann roinnt scoileanna i réigiún geografach ar leith ar an aon lá amháin chun a chinntiú gur féidir leis na múinteoirí uile i ngach ceann de na scoileanna sin teacht le chéile chun freastal ar fhorbairt ghairmiúil leanúnach a bhaineann leis an tSraith Shóisearach.

Agus úsáid mhéadaithe á baint acu as seimineáir idirghníomhacha Ghréasáin mar mhodh soláthair, d'éirigh leis na seirbhísí tacaíochta tionchar dearfach a imirt ar an soláthar seirbhíse trí fhorbairt ghairmiúil leanúnach a dhéanamh níos inrochtana.

Is é is seimineáir Ghréasáin ón tSraith Shóisearach do Mhúinteoirí ann ná imeachtaí idirghníomhacha inar féidir le múinteoirí ceisteanna a chur agus freagraí a fháil go beo. Taifeadtar na seimineáir Ghréasáin uile agus uaslódáiltear iad ansin ar an suíomh Gréasán <http://www.jct.ie/>. Craolann an tSraith Shóisearach do Mhúinteoirí seimineáir Ghréasáin ar fud na bliana ar fad agus reáchtálann sí imeacht dírithe ar a dtugtar #JCTWOW – Seachtainí Seimineár Gréasáin na Sraithe Sóisearaí do Mhúinteoirí – i mí an Mhárta/i mí Aibreáin gach bliain.

3.4.10 An Clár Náisiúnta Ionduchtaithe do Mhúinteoirí

Tacaíonn an Clár Náisiúnta Ionduchtaithe do Mhúinteoirí (CNIM) le múinteoirí nuacháilithe, idir mhúinteoirí bunscoile agus mhúinteoirí iar-bhunscoile, a ionduchtú isteach i ngairm na múinteoireachta in Éirinn. Is é *Droichead* an creat gairmiúil comhtháite ionduchtaithe do mhúinteoirí nuacháilithe.

Sa bhliain 2018/2019, b'ionann agus 1,580 múinteoir agus 1,194 mhúinteoir faoi seach an líon múinteoirí nuacháilithe bunscoile agus múinteoirí nuacháilithe iar-bhunscoile ar thacaigh *Droichead* leo.

I gcomhar le líonra Ionad Tacaíochta Oideachais Éireann, cabhraíonn an Clár Náisiúnta Ionduchtaithe do Mhúinteoirí le Clár Ceardlann Ionduchtaithe do mhúinteoirí nuacháilithe freisin. Tá an Clár Ceardlann Ionduchtaithe comhdhéanta de cheardlanna a n-éascaíonn múinteoirí cleachtacha iad. Faoi réir foghlaim ghairmiúil 20 uair ar a laghad san iomlán, is féidir le múinteoirí nuacháilithe gníomhaíochtaí foghlama gairmiúla scoilbhunaithe a chomhcheangal le ceardlanna as láithreán. Is gá do mhúinteoirí nuacháilithe nach bhfuil ag glacadh páirt i bpróiseas *Droichead* agus ar mian leo bheith lánchláraithe leis an gComhairle Mhúinteoireachta páirt a ghlacadh sa Chlár Ceardlann Ionduchtaithe. Tá forbairt ghairmiúil dhá uair ar áireamh i ngach ceardlann. Sa bhliain 2018/2019, reáchtáladh 1,022 cheardlann ar fhreastail 12,082 dhuine orthu.

3.4.11 Ionaid Oideachais

I láthair na huaire, tá an líonra Ionad Oideachais comhdhéanta de 21 ionad lánaimseartha agus naoi n-ionad pháirtaimseartha i sé réigiún dhifriúla. Tá trí cinn de na hionaid lánaimseartha ar an gceanncheathrú riaracháin do sheirbhísí tacaíochta forbartha gairmiúla arna gcistiú ag an Roinn do mhúinteoirí (an tSraith Shóisearach do Mhúinteoirí, an Clár Náisiúnta Ionduchtaithe do Mhúinteoirí, an tSeirbhís um Fhorbairt Ghairmiúil do Mhúinteoirí (SFGM) agus an Lárionad um Cheannaireacht Scoile). Riartar roinnt de chlár agus tionscnaimh thacaíochta níos lú i réimse na forbartha gairmiúla in Ionaid eile. Áirítear leo sin an Bhratach Scoile Gníomhaí, Campaí Samhraidh agus Líonraí Gairmiúla Múinteoirí, i measc nithe eile.

Is í an phríomhghníomhaíocht a dtugann Ionaid Oideachais fúithi ná a eagrú go soláthrófar clár náisiúnta forbartha gairmiúla múinteoirí ar leibhéal áitiúil thar ceann na Roinne seo. Tá limistéar freagrachta geografach sainithe ag gach Ionad Oideachais. Anuas air sin, soláthraíonn Ionaid Oideachais seirbhísí do scoileanna, do mhúinteoirí, do thuismitheoirí, do bhoird agus do dhaoine ábhartha eile chun tacú leo a gcuid feidhmeanna a chomhlíonadh ó thaobh oideachas a sholáthar de.

3.5 Ceannaireacht Scoile

Is é atá sa Lárionad um Cheannaireacht Scoile (CSL) ná comhpháirtíocht atá ar bun idir an Roinn, Líonra Príomhoidí Bunscoile na hÉireann (IPPN) agus Cumann Náisiúnta na bPríomhoidí agus na Leas-Phríomhoidí (NAPD). Bunaíodh é i mí Mheán Fómhair 2015 agus tá ról aige i dtacaíocht a thabhairt do chlár ardcháilíochta (Meantóireacht, Cóitseáil agus Daoine ar mhaith leo a bheith ina gCeannairí) chun ceannaireacht scoile a fhorbairt agus a chur ar aghaidh, go háirithe do phríomhoidí sa líonra bunscoileanna agus iar-bhunscoileanna, agus tá ról aige sna clár sin a threorú agus a fheabhsú agus comhairle a chur ar fáil ina leith freisin.

Táthar ag tairiscint an Diplóma Iarchéime i gCeannaireacht Scoile in ocht n-ionad ó mhí Mheán Fómhair 2018 i leith. Is clár é atá ar Leibhéal 9 ar an gCreat Náisiúnta Cáilíochtaí agus bhí 274 rannpháirtí ann sa tríú cohórt i mí Mheán Fómhair 2019. Is é cuibhreas atá faoi stiúir ag Ollscoil Luimnigh a sholáthraíonn an cúrsa i gcomhar leis an gColáiste Ollscoile, Baile Átha Cliath, agus le hOllscoil na hÉireann (Gaillimh).

Ó mhí Mheán Fómhair 2017 i leith, tá rochtain ar mheantóirí oilte le CSL ag gach Príomhoide nuacheaptha i mbunscoil nó in iar-bhunscoil. Is oilte mar mheantóirí anois atá níos mó ná 500 príomhoide a bhfuil an-taithí acu. Maidir le príomhoidí atá sa dara bliain dá gceapachán, tá rochtain acu ar chlár meantóireachta grúpa a oibrítear trí Líonra Príomhoidí Bunscoile na

hÉireann agus trí Chumann Náisiúnta na bPríomhoidí agus na Leas-Phríomhoidí. Tá leas bainte ag 751 Phríomhoide san iomlán as cóitseáil duine le duine ón mbliain 2017 i leith. Tá 136 Phríomhoide eile ag baint leas as cóitseáil foirne faoi láthair. Tá an chóitseáil sin ar fáil d'fhoirne ceannaireachta i mbunscoileanna agus in iar-bhunscoileanna a ghlac páirt i gcóitseáil duine le duine roimhe seo. Díritear sa chóitseáil ar fhorbairt a dhéanamh ar na tacaí scileanna a theastaíonn chun na caighdeáin a luaitear i bhfoilseacháin 'Ag Breathnú ar an Scoil Againne' a chomhlíonadh.

Sa bhliain 2019, chuir an Roinn tús le scéim a bhfuil mar aidhm léi tacú le tionscadail a ghlacann cineálacha nuálacha cur chuige i leith ceannaireacht scoile agus bainistíocht scoile. Is é an aidhm atá leis an scéim um Shármhaitheas trí Cheannaireacht agus Bhainistíocht Chomhoibríoch ná tacú le scoileanna úsáid agus an leas is mó a bhaint as ceannaireacht inmheánach, acmhainn bainistíochta agus comhoibriú ar gach leibhéal. Roghnaíodh ceithre thionscadal is fiche mar chuid den tsamhail taispeána.

Fostaíonn Foireann Ceannaireachta SFGM geall le 100 comhlach a bhfuil taithí shuntasach acu ar cheannaireacht scoile agus ar fhorbairt ghairmiúil. De bhreis air sin, soláthraíonn an fhoireann ceannaireachta tacaíocht do scoileanna aonair trí Thacaíocht Scoilbhunaithe ó SFGM. Anuas air sin, tacaíonn an fhoireann le braislí scoile leis an Lárionad um Cheannaireacht Scoile agus leis an gCiste Sármhaitheasa Scoile. Tacaíonn sí le ceannaireacht curaclaim ar fud gach foirne de chuid SFGM freisin.

Tá an clár ceannaireachta scoile agus forbartha gairmiúla comhdhéanta de na snáitheanna seo a leanas: Misneach ó SFGM: Is é Misneach an Clár Náisiúnta Ionduchtaithe do Phríomhoidí Nuacheaptha i mbunscoileanna agus in iar-bhunscoileanna. Forbairt ó SFGM: Clár forbartha gairmiúla do cheannairí scoile a bhfuil an-taithí acu is ea Forbairt. Tá sé mar aidhm leis cabhrú leis an bPríomhoide agus leis an Leas-Phríomhoide agus le ceannaire amháin eile sa scoil maidir le planáil agus le hobairt mar fhoireann. Meitheal ó SFGM: Clár forbartha ceannaireachta arna threorú ag rannpháirtithe agus atá freagrúil do na riachtanais ghairmiúla aonair atá ag príomhoidí scoile is ea Meitheal. Seimineáir Cheannaireachta ar Churaclam Teanga na Bunscoile: Soláthraíodh seimineáir aonlae sa bhliain 2019 i dtaca le hAthruithe Curaclaim a Stiúradh. Seimineáir Cheannaireachta: Cuireadh ar fáil do phríomhoidí bunscoile roinnt seimineár aonlae i dtaca le Tosaíochtaí Scoile a Stiúradh agus a Bhainistiú agus le Pleananna Scoile. Cúrsa Samhraidh an Tánaiste, 2019: Cúrsa forbartha ceannaireachta do leas-phríomhoidí bunscoile is ea Cúrsa Samhraidh an Tánaiste. Ar leibhéal iar-bhunscoile, thairg SFGM tacaíocht agus oiliúint sna príomhréimsí gairmiúla den cheannaireacht scoile do rannpháirtithe. Ceardlanna Trasearnálacha do Cheannairí Meánacha: Treoirchlár do cheannairí meánacha is ea Comhar. Líonra: Líonra gairmiúil do Leas-Phríomhoidí a dtacaíonn Foireann Ceannaireachta SFGM leis is ea Líonra. Is iad na rannpháirtithe i Líonra ná na leas-phríomhoidí a chuir clár an Tánaiste i gcrích. Seimineáir lae iomláin i dtaca le Machnamh a Dhéanamh ar Fhéinmheastóireacht Scoile (FMS): Tá sé mar aidhm leis an seimineár seo tacú le príomhoidí, leas-phríomhoidí agus comhordaitheoirí FMS atá nuacheaptha ar leibhéal iar-bhunscoile.

3.6 Cigireachtaí Cáilíochta

3.6.1 Caighdeáin soláthair i scoileanna

Foilsíonn an Chigireacht mionanailís ar na fionnachtana óna clár cigireachta go rialta. Déanann sí amhlaidh i riocht *Thuarascáil an Phríomhchigire*. Foilsíodh an tuarascáil is déanaí den chineál sin go luath sa bhliain 2018 agus clúdaíodh an tréimhse 2013-2016 inti. Is sna míonna tosaigh den bhliain 2020 a fhoilseofar an tuarascáil don tréimhse 2017-2019. Bainfear leas inti as raon sonraí cigireachta chun tuairim a thabhairt ar chaighdeáin fhoriomlána teagaisc agus foghlama agus caighdeáin fhoriomlána ceannaireachta agus bhainistíochta i suíomhanna luathbhlianta, i scoileanna agus in ionaid oideachais. Déanfar

anailís sa tuarascáil freisin ar chaighdeáin soláthair i réimsí tacaíochta ar leith amhail oideachas STEM (eolaíocht, teicneolaíocht, innealtóireacht agus matamaitic) agus an cuimsiú.

3.6.2 Samhlacha Nua Cigireachta

Tugadh dhá shamhail nua cigireachta isteach sa bhliain 2019. Ba iad sin: an tSamhail Cigireachta um Chosaint agus Chumhdach Leanaí (CPSI) agus samhail na Meastóireachta ar an Soláthar do Scoláirí a bhfuil Riachtanais Bhreise agus Speisialta Oideachais acu in Iar-bhunscoileanna (SEN-PP). Chomh maith leis sin, cuireadh tús leis an tsamhail cigireachta Luathbhlianta a leathnú chun leanaí a chumhach óna mbreith go dtí go bhfuil siad trí bliana d'aois.

3.6.3 An tSamhail Cigireachta um Chosaint agus Chumhdach Leanaí (CPSI)

Tá sé mar phríomhaidhm leis na cigireachtaí um chosaint agus chumhdach leanaí faireachán a dhéanamh ar chur chun feidhme na *Nósanna Imeachta um Chosaint Leanaí do Bhunscoileanna agus Iar-bhunscoileanna 2017* i líon samplach bunscoileanna agus iar-bhunscoileanna gach bliain. Toradh eile atá orthu is ea go gcumasaíonn siad tuairisciú don Rannóg Scoileanna sa Roinn agus don Ghrúpa Maoirseachta maidir le Cosaint Leanaí sa Roinn ar an méid atá na nósanna imeachta curtha chun feidhme i líon samplach scoileanna. Anuas air sin, baintear leas as an bhfaisnéis a bhailítear le linn cigireachtaí um chosaint agus chumhdach leanaí chun tuilleadh forbartha a dhéanamh ar cheanglais um chosaint agus chumhdach leanaí.

Is é an toradh atá ar gach cigireacht um chosaint agus chumhdach leanaí ná go dtugtar aiseolas ó bhéal do phearsana scoile ábhartha agus go dtugtar tuairisc i scríbhinn ar fhionnachtana na cigireachta, rud ina dtugtar breac-chuntas ar an méid atá an scoil ag comhlíonadh gach ceann de na deich seiceáil uileghabhálacha.

Maidir leis na tuairiscí a eascraíonn as na cigireachtaí sin, foilsítear iad ar shuíomh Gréasáin na Roinne freisin, ag cloí le gnáthnósanna imeachta dearbhaithe cáilíochta na Cigireachta agus leis na nósanna imeachta atá leagtha amach sna *Treoirínte um Fhoilsiú Tuairiscí Cigireachta Scoile* (an Roinn Oideachais agus Scileanna, 2015).

Sa tréimhse idir mí Eanáir agus mí an Mheithimh 2019, thug an Chigireacht seimineáir faisnéise do cheannairí scoile ar an tsamhail cigireachta um chosaint agus chumhdach leanaí. D'fhreastail breis agus 3,000 príomhoide san iomlán ar sheisiúin faisnéise ar na cigireachtaí nua sa chéad leath den bhliain 2019, agus tá seimineár Gréasáin beo ar an tsamhail nua ar fáil ag www.education.ie.

Anuas air sin, rinne an Chigireacht 26 cinn de Chigireachtaí um Chosaint agus Chumhdach Leanaí i mbunscoileanna agus 21 cheann díobh in iar-bhunscoileanna sa bhliain 2019.

3.6.4 An Mheastóireacht ar an Soláthar do Scoláirí a bhfuil Riachtanais Bhreise agus Speisialta Oideachais acu in Iar-bhunscoileanna (SEN-PP)

Is é an aidhm atá le samhail na Meastóireachta ar an Soláthar do Scoláirí a bhfuil Riachtanais Bhreise agus Riachtanais Speisialta Oideachais acu in Iar-bhunscoileanna ná faisnéis chuimsitheach meastóireachta a thabhairt faoi cheithre réimse thábhachtacha a bhaineann leis an soláthar scoile do scoláirí a bhfuil riachtanais bhreise agus speisialta oideachais acu:

- na torthaí foghlama do dhaltaí ábhartha in iar-bhunscoileanna
- eispéiris foghlama na ndaltaí ábhartha in iar-bhunscoileanna
- an méid atá scoileanna ag baint úsáid as na hacmhainní a fhaigheann siad chun riachtanais na ndaltaí sin a shainiú agus freastal orthu ar bhealach éifeachtach

- an méid atá na struchtúir agus na córais atá curtha i bhfeidhm ag lucht bainistíochta na scoile ag cothú chuimsiú, chomhionannas deiseanna agus fhorbairt iomlánaíoch gach dalta a bhfuil riachtanais bhreise agus speisialta oideachais acu.

Tá sé mar aidhm leis an tsamhail nasc straitéiseach a bheith aici le samhail chomhchosúil meastóireachta i mbunscoileanna, le samhail leithdháileacháin acmhainní na Roinne do riachtanais speisialta oideachais, leis na treoirlínte do scoileanna atá foilsithe ag an Roinn maidir le hacmhainní breise a úsáid, agus le foilsiú *Ag Breathnú ar an Scoil Againne: Creat Cálíochta d'Iar-Bhunscoileanna*.

Sa bhliain 2019, d'fhoilsigh an Chigireacht 14 thuarascáil a d'eascair as an tsamhail.

3.6.5 Tionscadail taighde

Sa bhliain 2019, ghlac an Chigireacht páirt i dtrí thionscadal taighde a raibh mar aidhm leo tacú le straitéisí náisiúnta a chur chun feidhme. Ghlac sí páirt freisin in dhá thionscadal taighde a raibh mar aidhm leo feabhas a chur ar éifeachtacht a cuid oibre féin.

3.6.6 Ba iad seo na tionscadail taighde a raibh mar aidhm leo tacú le straitéisí náisiúnta a chur chun feidhme:

• Oideachas STEM

Rinne an Chigireacht tionscadal taighde ar oideachas STEM i 101 cheann san iomlán de scoileanna agus de shuíomhanna ar tugadh cuairt orthu mar chuid den ghnáthchlár cigireachta sa bhliain 2019.

De bhreis ar bhreathnú ar theagasc agus ar fhoghlaim in 218 gceann de sheisiúin nó de cheachtanna le linn na gcuartheanna sin, phléigh na cigirí an t-oideachas STEM le lucht bainistíochta an tsuímh/na scoile agus le múinteoirí/cleachtóirí.

• An Fhoghlaim Dhigiteach

Rinneadh taighde sonracha ar an bhfoghlaim dhigiteach i 90 suíomh, idir shuíomhanna luathbhlianta, bhunscoileanna agus iar-bhunscoileanna, ar tugadh cuairt orthu le linn an chláir cigireachta sa bhliain 2019.

• Nuatheangacha lasachta (MFL)

Thionóil an Chigireacht grúpa oibre um Nuatheangacha lasachta sa bhliain 2018. Bhí sé mar shainchúram air taighde a dhéanamh ar chur chun feidhme tosaigh na straitéise dar teideal *Déanann Teangacha Nasc*. Rinne an grúpa oibre a chuid taighde sa bhliain 2019.

Foilseofar sa bhliain 2020 na tuarascálacha a eascraíonn as na trí thionscadal sin. Beidh na tuarascálacha ina dtagarmharc don chóras oideachais agus do dhéantóirí beartas go ginearálta maidir leis an gcur chun feidhme atá á dhéanamh ar na trí bheartas agus beidh siad ina mbonn eolais le gníomhartha a d'fhéadfadh a bheith riachtanach a dhéanamh chun a chinntiú gur féidir cuspóirí náisiúnta a bhaint amach. De bhreis air sin, beidh na tuarascálacha ina n-acmhainn do chleachtóirí oideachais ar leibhéal an oideachais luathbhlianta, an oideachais bhunscoile agus an oideachais iar-bhunscoile ach eiseamláirí a thabhairt den chleachtas éifeachtach sna trí réimse, rud a breathnaíodh le linn na dtionscadal taighde.

3.6.7 Tionscadail Taighde a bhfuil mar aidhm leo feabhas a chur ar éifeachtacht obair na Cigireachta

Thug an tAonad Tacaíochta agus Taighde Meastóireachta (ESRU) sa Chigireacht faoi dhá thionscadal taighde sa bhliain 2019 d'fhonn feabhas a chur ar éifeachtacht a cuid oibre féin.

Foilseacháin ón gCigireacht sa bhliain 2019:

- *Treoir do Chigireachtaí um Chosaint agus Chumhdach Leanaí* (Eanáir 2019)
- *Treoir maidir leis an Meastóireacht ar an Soláthar do Scoláirí a bhfuil Riachtanais Bhreise agus Speisialta Oideachais acu in Iar-bhunscoileanna* (Eanáir 2019).

3.7 Meastóireacht ar an gclár Ógtheagmhála

Sa Straitéis Breisoideachais agus Oiliúna 2014-19, tá sé mar aidhm le Sprioc 4 pleanáil agus cistiú bhreiseoideachais agus na hoiliúna a fheabhsú agus a chomhtháthú. Leis an sprioc sin, cuirtear de cheangal ar SOLAS sceideal meastóireachtaí ar chlár bhreiseoideachais agus oiliúna a eagrú agus a dhéanamh chun dul chun cinn éifeachtach foghlaimeoirí agus ábharthacht don mhargadh saothair a chinntiú. Mar chuid den tsraith sin athbhreithnithe, choimisiúnaigh SOLAS meastóireacht neamhspleách ar an gclár náisiúnta Ógtheagmhála.

Soláthraíonn an clár Ógtheagmhála oideachas comhtháite, oiliúint agus taithí oibre ar feadh dhá bhliain do luathfhágálaithe scoile atá dífhostaithe, nach bhfuil aon cháilíochtaí ná oiliúint ghairme acu agus atá idir 15 bliana d’aois agus 20 bliain d’aois. Seoladh an mheastóireacht i mí an Mheithimh 2019 agus tá sí ina meastóireacht chuimsitheach ar an gclár Ógtheagmhála. Chomh maith leis sin, léirítear inti an dea-thionchar atá ag Ógtheagmháil ar fhoghlaimeoirí. Chuir SOLAS doiciméad freagartha don mheastóireacht le chéile. Leagtar amach sa doiciméad sin roinnt moltaí a bhfuil mar aidhm leo an clár Ógtheagmhála a fheabhsú agus a fhorbairt tuilleadh sa todhchaí.

3.8 An reachtaíocht um Athchóiriú an Ardoideachais

Le hAcht an Údaráis um Ard-Oideachas, 1971, bunaíodh an tÚdarás um Ard-Oideachas, leagadh feidhmeanna an Údaráis amach agus foráladh do rialachas an Údaráis. Foráladh leis an Acht freisin go mbeadh an tÚdarás um Ard-Oideachas ar an údarás cistiúcháin reachtúil do na hollscoileanna, do na hinstiúidí teicneolaíochta agus do roinnt instiúidí ainmnithe eile agus foráladh go ndéanfadh an tÚdarás faireachán airgeadais ar na hinstiúidí ardoideachais ainmnithe. Leis an Acht, bunaíodh an tÚdarás mar chomhlacht comhairleach don Aire Oideachais agus Scileanna i dtaca leis an earnáil ardoideachais. Tugadh an tAcht chun dáta roinnt uaireanta. Dá ainneoin sin, níl an reachtaíocht reatha ag teacht leis na feidhmeanna, an rialachas agus an t-údarás a bheadh ag comhlacht nua-aimseartha maoirseachta/rialála don earnáil ardoideachais.

Tá tús curtha le hobair ar Acht an Údaráis um Ard-Oideachas, 1971, a thabhairt chun dáta. Tá sé mar aidhm leis an reachtaíocht nua aon údarás a theastaíonn a thabhairt don Údarás um Ard-Oideachas maidir le feidhmeanna athbhreithnithe, rialachas agus nithe gaolmhara eile atá ina léiriú níos iomláine ar an ról lárnach atá aige agus na freagrachtaí atá air faoi láthair i dtaca leis an ardoideachas. Toradh eile atá ar chreat reachtach athbhreithnithe a fhorbairt is ea go dtugtar deis le haghaidh scrúdú a dhéanamh ar ról an Údaráis um Ard-Oideachas a athrú agus/nó a mhéadú sa todhchaí agus aghaidh a thabhairt ar réimsí eile laistigh den ardoideachas a bhféadfadh go mbeadh buntaca reachtúil níos soiléire ag teastáil uathu.

Thug an Roinn Oideachais agus Scileanna faoi phróiseas fairsing comhairliúcháin maidir le reachtaíocht an Údaráis um Ard-Oideachas a thabhairt chun dáta sna blianta 2018 agus 2019, lenar áiríodh iarraidh ar aighneachtaí i scríbhinn i mí Iúil 2018, fóram comhairliúcháin i mí na Samhna 2018 agus iarraidh bhreise ar aighneachtaí i scríbhinn i mí Iúil 2019. Ag teacht sna sála ar athbhreithniú a rinne an Rialtas, foilsíodh tuarascáil ar an bpróiseas comhairliúcháin i mí Iúil 2019. Tugtar breac-chuntas sa tuarascáil sin ar na tuairimí a chuir rannpháirtithe in iúl sa phróiseas comhairliúcháin scríofa sa bhliain 2018 agus ag an bhfóram comhairliúcháin. Ina theannta sin, tá sí ar an bhfreagra ón Roinn Oideachais agus Scileanna ar na tuairimí a cuireadh in iúl agus na saincheisteanna a tarraingíodh anuas sa

phróiseas comhairliúcháin agus tá sí ina forbheathnú ar an reachtaíocht bheartaithe. Chomh maith leis sin, foilsíodh breac-chuntas ar na Tograí Reachtacha le haghaidh athchóiriú Acht an Údaráis um Ard-Oideachas, 1971, ag an am céanna.

Iarradh tuairimí ó gheallsealbhóirí ar an tuarascáil comhairliúcháin agus ar na tograí reachtacha faoi dheireadh mhí Mheán Fómhair 2019. Táthar ag breithniú na dtuairimí a fuarthas sa phróiseas comhairliúcháin agus tá tuilleadh comhairliúcháin ar bun le geallsealbhóirí tábhachtacha maidir leis an reachtaíocht a fhorbairt. I mí Iúil 2019, cheadaigh an Rialtas go n-ullmhófaí Scéim Ghinearálta Bille a thiocfadh in ionad Acht an Údaráis um Ard-Oideachas, 1971.

3.9 An Bille um Cháilíochtaí agus Dearbhú Cáilíochta (Leasú)

Rinneadh an tAcht um Cháilíochtaí agus Dearbhú Cáilíochta (Oideachas agus Oiliúint) (Leasú), 2019, a achtú ina dhlí i mí Iúil 2019.

Leis an Acht, tugtar isteach na leasuithe reachtacha riachtanacha ar an Acht um Cháilíochtaí agus Dearbhú Cáilíochta (Oideachas agus Oiliúint), 2012, chun aghaidh a thabhairt ar roinnt saincheistanna lena gcuirí bac ar Dhearbhú Cáilíochta agus Cáilíochtaí Éireann roinnt dá fheidhmeanna beartaithe a fheidhmiú maidir le dearbhú cáilíochta a dhéanamh ar an earnáil breisoideachais agus an earnáil ardoideachais. Sainithníodh roinnt de na saincheistanna sin tar éis athbheithniú cuimsitheach a rinne Dearbhú Cáilíochta agus Cáilíochtaí Éireann ar a chumhachtaí faoi Acht 2012.

Áirítear na nithe seo a leanas ar na príomhleasuithe a rinneadh ar an Acht um Cháilíochtaí agus Dearbhú Cáilíochta (Oideachas agus Oiliúint), 2012:

- An t-údarás follasach a thabhairt do Dhearbhú Cáilíochta agus Cáilíochtaí Éireann na comhlachtaí dámhachtana ‘a liostú’ agus a gcáilíochtaí a chur ar áireamh sa Chreat
- Bunús dlí a thabhairt do Dhearbhú Cáilíochta agus Cáilíochtaí Éireann chun scrúdú a thabhairt ar rúin bona fide agus acmhainn airgeadais na soláthraithe, lena n-áirítear an dóigh a gcomhlíonann siad an dlí fostaíochta
- An próiseas ceadaithe le haghaidh nósanna imeachta dearbhaithe cáilíochta a neartú agus a fheabhsú
- Tabhairt isteach an Mhairc Oideachais Idirnáisiúnta a éascú
- Soláthar a dhéanamh do scéim náisiúnta le haghaidh foghlaimoirí rollaithe a chosaint
- An chumhacht a thabhairt d’Institiúidí Teicneolaíochta cáilíochtaí suas go dtí leibhéal 9 ar an gCreat Náisiúnta Cáilíochtaí a dhámhachtain
- Conair a bhunú d’institiúidí ardoideachais nach bhfaigheann a bpríomhfhoinsé ioncaim ón Státchiste chun go bhféadfaidh siad an teideal “ollscoil” a rochtain agus a úsáid.

Den chuid is mó, is é atá sna leasuithe reachtacha a chuimsítear sa Bhille ná forálacha teicniúla agus cumasúcháin a bhfuil mar aidhm leo cabhrú le beartais iarchurtha a thabhairt isteach, beartais atá ann cheana a shoiléiriú agus a neartú agus oibriú na mbeartas sin a dhéanamh níos éifeachtúla.

3.10 An Marc Oideachais Idirnáisiúnta

Cuimsítear san Acht um Cháilíochtaí agus Dearbhú Cáilíochta (Oideachas agus Oiliúint) (Leasú), 2019, na leasuithe reachtacha a theastaíonn chun tabhairt isteach an Mhairc Oideachais Idirnáisiúnta a éascú. Síníodh an tAcht ina dhlí i mí Iúil 2019.

Tá an Marc Oideachais Idirnáisiúnta ina príomhchuid de bheartas an Rialtais maidir leis an earnáil Béarla agus beidh sé ina chreat cáilíochta iomlán le haghaidh oideachas a sholáthar d’fhoghlaimoirí idirnáisiúnta sa todhchaí. Ní thabharfar an Marc ach do na soláthraithe sin

a chomhlíonann nósanna imeachta láidre atá i bhfeidhm ag Dearbhú Cáilíochta agus Cáilíochtaí Éireann maidir le dearbhú cáilíochta. A luaithe atá sé curtha chun feidhme go hiomlán, ní mór do sholáthraithe údarú a fháil ó Dhearbhú Cáilíochta agus Cáilíochtaí Éireann chun an Marc Oideachais Idirnáisiúnta a úsáid chun go mbeidh siad incháilithe le haghaidh mic léinn idirnáisiúnta a earcú. Toradh atá ar an Marc Oideachais Idirnáisiúnta is ea go dtugtar an mhuinín riachtanach d'fhoghlaimoirí nó d'fhoghlaimoirí féideartha go ndearna Dearbhú Cáilíochta agus Cáilíochtaí Éireann dearbhú cáilíochta ar sholáthraithe a bhfuil an Marc acu.

3.11 An Tionscnamh um Cheannaireacht Acadúil Shinsearach (SALI)

Ag teacht sna sála ar fhoilsiú na Tuarascála ón Tascfhórsa um Chomhionannas Inscne, tugadh cuireadh d'Institiúidí Ardoideachais iarratais ar chistiú a chur isteach faoi Ghlaio an Tionscnaimh um Cheannaireacht Acadúil Shinsearach 2019. Tar éis próiseas iomaíoch, cheadaigh an tÚdarás um Ard-Oideachas 20 ceann nua agus breise de phoist cheannaireachta acadúla sinsearaí don 12 Institiúid Ardoideachais ar éirigh leo. Déanfaidh na hInstitiúidí Ardoideachais lena mbaineann tús a chur le hearcaíocht chuig na poist sin sa bhliain 2020. Tá sé beartaithe go ndámhfar 45 phost ceannaireachta acadúla sinsearaí d'Institiúidí Ardoideachais thar thréimhse trí bliana (2019 – 2021) chun cabhrú le cothromaíocht inscne a luathú ar leibhéil shinsearacha. Tá sé mar aidhm leis an Tionscnamh um Cheannaireacht Acadúil Shinsearach cabhrú le comhionannas torthaí a bhaint amach san earnáil ardoideachais. Cisteofar poist cheannaireachta acadúla sinsearaí atá nua agus breise i réimsí ina bhfuil fianaise shoiléir ann ar ghannionadaíocht shuntasach d'inscne ar leith, ina mbeidh tionchar mór ag an gceapachán sin ar an Institiúid Ardoideachais agus ar an dámh/roinn/aonad feidhme lena mbaineann, agus ina mbeadh modh comhréireach éifeachtach ann chun athruithe luathaithe inbhuanaithe a bhaint amach laistigh d'institiúid.

3.12 Gradaim Athena SWAN, Éire

Cuireadh an Searmanas Bronnta do Ghradaim Athena SWAN, Éire, 2019 ar siúl i mí Dheireadh Fómhair 2019. Mar thoradh ar na gradaim a ceiliúradh i searmanas na bliana 2019, is ionann an líon iomlán gradam ó Athena SWAN in Éirinn agus 37 gcinn, atá comhdhéanta de 11 ghradam d'institiúidí agus 26 ghradam do ranna. Tá tuilleadh faisnéise ar fáil ag <https://hea.ie/policy/gender/athena-swan/>

Spríoc 4: Treiseoimid na caidrimh idir oideachas agus an pobal i gcoitinne, an tsochaí agus an geilleagar

Is é atá i gceist leis an spríoc seo ná naisc níos láidre a fhorbairt, braislí a chruthú agus dea-chleachtas a chomhroinnt chun torthaí níos fearr agus tairbhí níos fearr a bhaint amach do gach duine lena mbaineann. Ní mór dár seirbhís oideachais bheith in ann freagairt do riachtanais, roghanna agus ionchais athraitheacha ár gcomhthéacs dhomhanda athraithe. Baineann ríthábhacht le teagmháil leanúnach leis an lucht fiontair maidir leis an bhfás faoin líon cúrsaí oiliúna agus printíseachtaí atá ar fáil a bhrú chun cinn, le hábharthacht na socrúchán oibre agus na dtionscadal obairbhunaithe a chinntiú agus leis an éagsúlacht deise a mhéadú san fhoghlaim tar éis na scoile.

Súil Siar ar an mBliain faoin Spríoc seo

- Cuireadh próiseas comhairliúcháin ar siúl le comhpháirtithe ar na rialacháin a theastaíonn chun ailt den Acht Oideachais (Ligean isteach i Scoileanna), 2018, a thosú.
- Foilsíodh an Bille Oideachais (Cairt Mac Léinn agus Tuismitheoirí) agus ritheadh é trí gach céim den Seanad faoi dheireadh na bliana 2019.
- Ghlac 5,664 oibrí san iomlán páirt sa chlár 'Scileanna chun Dul Chun Cinn', rud lena gcuirtear feabhas ar scileanna na n-aosach sin a bhfuil leibhéil ísle scileanna acu faoi láthair.
- Forbraíodh cláir nua phrintíseachta agus oiliúna agus méadaíodh an rannpháirtíocht i gcláir atá ann cheana.
- Tá 300 scoil ag glacadh páirt sa Tionscnamh Scoileanna Cruthaitheacha anois.

Is leagtha amach thíos atá tuilleadh sonraí faoin Spríoc seo.

4.1 Pátrúnacht Scoile

Sa bhliain 2019, d'oibríomar chun éagsúlacht an chineáil scoile a mhéadú agus tuilleadh ionchuir i bpátrúin nua a roghnú a thabhairt do thuismitheoirí. Chuireamar i gcrích an Próiseas Pátrúnachta Ar Líne do bhunscoileanna a bhí á mbunú i mí Mheán Fómhair 2019, chuireamar tús leis an bpróiseas pátrúnachta do bhunscoileanna a bhí á mbunú i mí Mheán Fómhair 2020 agus d'iniúchamar na deiseanna atá ann le haghaidh an Gaeloideachas a mhéadú lasmuigh den Ghaeltacht. Ainmníodh don Ghaeloideachas cúig bhunscoil nua atá á mbunú idir na blianta 2020 agus 2022.

4.2 Ligean Isteach i Scoileanna

Is é cuspóir foriomlán an Achta Oideachais (Ligean Isteach i Scoileanna), 2018, ná creat nua a sholáthar le haghaidh rollú scoile, ar creat é atá deartha chun a chinntiú go gcaitear le gach leanbh go cothrom agus gur struchtúrtha, cothrom agus trédhearcach atá an dóigh a ndéanann scoileanna cinní ar iarratais ar ligean isteach.

Cuireadh tús i mí Feabhra 2019 le comhairliúchán ar na rialacháin a theastaíonn chun ailt áirithe den Acht Oideachais (Ligean isteach i Scoileanna), 2018, a thosú.

Trí obair an Fhóraithe Bhunoideachais, gheall an tAire go gcuirfí bliain amháin sa bhreis leis an tréimhse cur i gcrích do scoileanna. Tháinig cur chun feidhme na socrúithe nua do ligean isteach i scoileanna i bhfeidhm don scoilbhliain 21/22.

4.3 An Chairt Mac Léinn agus Tuismitheoirí

D'fhoilsigh an tAire an Bille Oideachais (Chairt Mac Léinn agus Tuismitheoirí) i mí Mheán Fómhair 2019. Is é príomhaidhm an Bhille ná feabhas a chur ar an dóigh a ndéanann scoileanna teagmháil le mic léinn agus lena dtuismitheoirí ach ceangal a chur ar gach scoil Chairt Mac Léinn agus Tuismitheoirí a ullmhú, a fhoilsiú agus a chur chun feidhme de réir treoirínte cairte náisiúnta.

Tionscnaíodh an Bille sa Seanad agus ritheadh é trí gach céim den Seanad faoi dheireadh na bliana 2019.

4.4 Tionscadal an Ghlóir

4.4.1 Tionscadal Ghlór na nDaltaí

Tá sé mar aidhm le Tionscadal Ghlór na nDaltaí feabhas a chur ar an dóigh a n-idirghníomhaíonn an Chigireacht le leanaí agus le daoine óga i suíomhanna Luathbhlianta, i mbunscoileanna agus in iar-bhunscoileanna. Tá an tionscadal bunaithe ar chur chuige ceartabhunaithe i leith tacú le glór na leanaí, faoi mar atá cumhdaithe i gCoinbhinsiún na Náisiún Aontaithe um Chearta an Linbh. De bhreis air sin, táthar ag baint úsáid as prionsabail Shamhail Lundy um rannpháirtíocht leanaí chun buntacú leis an tionscadal, go háirithe an bhéim a leagtar inti ar an Spás, ar an nGlór, ar an Lucht Féachana agus ar an Tionchar. Tá trí chéim ag gabháil leis an tionscadal:

- Céim 1: idirghníomhaíocht na Cigireachta le leanaí agus daoine óga roimh an gcigireacht
- Céim 2: idirghníomhaíocht na Cigireachta le leanaí agus daoine óga le linn na cigireachta
- Céim 3: idirghníomhaíocht na Cigireachta le leanaí agus daoine óga tar éis na cigireachta

Cuireadh Céim 1 i gcrích sa bhliain 2019 agus cuireadh tús le Céim 2 sa cheathrú ráithe den bhliain 2019. Tá an tionscadal ar siúl fós sa bhliain 2020.

4.4.2 Tionscadal Ghlór na dtuismitheoirí

Is é cuspóir foriomlán thionscadal ghlór na dtuismitheoirí ná feabhas a chur ar rannpháirtíocht na Cigireachta le tuismitheoirí roimh na cigireachtaí agus lena linn agus riachtanais agus dearcthaí na dtuismitheoirí a chur san áireamh le linn tuairisc a thabhairt ar fhionnachtana cigireachta.

Tá nasc straitéiseach ag an tionscadal le *Cumasú: Plean Gníomhaíochta don Oideachas 2019*, agus tugtar aird ar leith ar an ngníomh straitéiseach i Sprioc 4 chun 'ról na bhfoghlaimoírí agus na dtuismitheoirí a neartú sa rannpháirtíocht a dhéanann siad leis an gcóras oideachais agus oiliúna'. Tá sé ag teacht freisin leis an doiciméad dar teideal '*An Chéad 5: Straitéis Uile-Rialtais do Naíonáin, Leanaí Óga agus a dTeaghlaigh*', agus aird ar leith á tabhairt ar Sprioc A: Teaghlaigh agus pobail láidre agus thacúla. Bonn eolais eile leis an tionscadal a bheidh san obair atá á déanamh ag an Aonad Tuismitheoirí agus Foghlaimoírí sa Roinn ar an gChairt Mac Léinn agus Tuismitheoirí a chur le chéile.

Cuireadh tús le céim taighde tosaigh den tionscadal sa dara ráithe den bhliain 2019 agus forbraíodh plean tionscadail sa tríú ráithe agus sa cheathrú ráithe den bhliain 2019. Soláthrófar aschuir thar roinnt céimeanna, ag tosú le triail chéim 1 sa chéad ráithe den bhliain 2020.

Chomh maith leis sin, chuir an Chigireacht tús le tionscadail taighde chun tacú le straitéisí náisiúnta a chur chun feidhme agus an cur chun feidhme sin a scrúdú. Áirítear leis na straitéisí sin an straitéis um Chruthaitheacht agus Oideachas don Fhorbairt Inbhuanaithe.

4.5 Forbairt Scileanna

4.5.1 An Straitéis Náisiúnta Scileanna

Is é cuspóir na Straitéise Náisiúnta Scileanna a bheith ina creat le haghaidh forbairt scileanna, rud a chabhróidh le fás geilleagrach agus sochaíoch na hÉireann a bhrú chun cinn sna deich mbliana atá le teacht. Tríd an bhfís agus trí na cuspóirí, na gníomhartha agus na táscairí atá leagtha amach inti, tacóidh an straitéis le fórsa saothair a bhfuil dea-oideachas aige agus atá dea-oilte agus inoiriúnaithe a fhorbairt, rud a dhéanfaidh buíon láidir daoine cumasacha ar gach aois a chruthú agus a chothabháil ar fud na hÉireann.

4.5.2 An Chomhairle Náisiúnta Scileanna

Tá an Chomhairle Náisiúnta Scileanna agus na Fóraim Réigiúnacha Scileanna ar áireamh sa struchtúr nua scileanna faoin Straitéis Náisiúnta Scileanna. Is é ról na Comhairle Náisiúnta Scileanna ná formhaoirseacht a dhéanamh ar thaighde agus comhairle a thabhairt maidir le scileanna sainaitheanta a chur in ord tosaíochta agus maidir le conas is féidir riachtanais shainaitheanta a chomhlíonadh. Tá ról tábhachtach aici i gcur chun cinn agus tuairiscí a dhéanamh ar fhreagairtí na soláthraithe oideachais agus oiliúna do na tosaíochtaí sin.

Sa bhliain 2019, bhí Áit Oibre na Todhchaí agus Riachtanais Réigiúnacha Scileanna ar áireamh sna míreanna straitéiseacha plé.

4.5.3 Na Fóraim Réigiúnacha Scileanna

Is é cuspóir na naoi bhFóram Réigiúnacha Scileanna ná naisc níos láidre a chothú idir fostóirí agus an rannóg Breisoideachais, Ardoideachais agus Oiliúna i ngach réigiún. Brúnn geallsealbhóirí tábhachtacha i ngach réigiún an plean oibre laistigh den réigiún chun cinn. Áirítear leo fostóirí, fiontair agus soláthraithe oideachais agus oiliúna, rud a chinntíonn gur saincheaptha chun riachtanais scileanna a shainaitheant atá na freagairtí a fhorbraítear.

Sa bhliain 2019, chuaigh na Fóraim Réigiúnacha Scileanna i dteagmháil le breis agus 1,400 fiontar sna réigiúin uile. Is léiriú é sin ar an méadú 42.4% ar an ngníomhaíocht fhoriomlán toisc go ndeachthas i dteagmháil le 1,052 fhiontar sa bhliain 2018. Téann na Fóraim Réigiúnacha Scileanna i dteagmháil le gach earnáil agus le gach fiontar, beag beann ar a méid. Díríonn siad go háirithe ar fhiontair bheaga agus mheánmhéide. Cuid d'obair na bhFóram Réigiúnach Scileanna is ea an lucht tionscail a threorú chuig na seirbhísí oideachais agus oiliúna atá á soláthar faoi láthair agus páirt a thabhairt don lucht tionscail sa soláthar oideachais.

4.5.4 Scileanna chun Dul Chun Cinn

Sheol an Roinn creat beartais nua d'fhorbairt fostaithe sa bhliain 2018. Is é *Scileanna chun Dul Chun Cinn* an teideal atá air. Cumasaíonn *Scileanna chun Dul Chun Cinn* tacaíocht spriocdhírthe do ghrúpaí soghonta i bhfórsa saothair na hÉireann chun a bhfostaíocht a chothú, chun dí-áitiú a sheachaint nó chun leas a bhaint as deiseanna fostaíochta a thagann chun cinn. Dírítear go háirithe ar na daoine sin a bhfuil leibhéil ísle scileanna acu agus a dteastaíonn níos mó deiseanna uathu chun dul chun cinn a dhéanamh ina saol oibre agus ina ngairim.

Ba é an sprioc a bhí ag *Scileanna chun Dul Chun Cinn* don bhliain 2019 ná go mbeadh 5,000 fostaí ar lú a leibhéal scileanna ná Leibhéal 5 ar an gCreat Náisiúnta Cáilíochtaí ag glacadh páirt i bhforbairt scileanna a dtacaíonn an Stát léi. Sáraíodh an sprioc sin toisc gur

ghlac 5,664 oibrí san iomlán páirt sa chlár *Scileanna chun Dul Chun Cinn* sa bhliain 2019. Fuarthas €6.3m sa bhreis i mBuiséad 2020 le haghaidh *Scileanna chun Dul Chun Cinn*.

4.5.5 Scileanna le haghaidh Fáis

Tá sé mar chuspóir leis an tionscadal ‘Scileanna le haghaidh Fáis’ cur le cáilíocht agus cainníocht na sonraí atá ar fáil faoi riachtanais scileanna i bhfiontair aonair chun teagmháil bhreisithe a éascú idir fiontair, soláthraithe oideachais agus oiliúna agus baill ábhartha eile de na Fóraim Réigiúnacha Scileanna sa tír. Chun teagmháil a dhéanamh le líon níos airde fiontar, shínigh an Roinn meabhráin tuisceana leis an Roinn Gnóthaí Fostaíochta agus Coimirce Sóisialaí agus le hÚdarás na Gaeltachta. Tá an Roinn i mbun plé le geallsealbhóirí ábhartha eile faoi láthair chun an líon daoine a bhfreastalaíonn uirlini iniúchóireachta an tionscnaimh orthu a mhéadú.

4.5.6 An Clár EXPLORE

Cuireadh an Clár EXPLORE i bhfeidhm ar fud na tíre sa bhliain 2018. Is é an príomhchuspóir atá leis an tionscnamh ná teacht ar réiteach nua chun an líon íseal daoine i bhfórsa saothair na hÉireann a ghlacann páirt i bhfoghlaim ar feadh an tsaoil a mhéadú.

Ghlac 256 dhuine páirt sa Chlár EXPLORE sa bhliain 2018. Tháinig méadú ar an bhfigiúr sin sa bhliain 2019, ar lena linn a chuir 488 nduine an clár i gcrích. Cuireadh díriú an chlár ar an earnáil déantúsaíochta ar dtús. Ós rud é gur éirigh go geal leis, tá sé beartaithe anois an tionscnamh a chur i bhfeidhm in earnálacha eile den gheilleagar, lena n-áirítear san earnáil um lóistíocht agus bainistíocht shlabhra an tsoláthair agus san earnáil fáilteachais.

4.4.7 Clár Springboard+

Seoladh clár Springboard+ 2019 i mí an Mheithimh 2019. Leis an gclár sin, táthar ag déanamh soláthar do níos mó ná 9,000 áit ar 275 chúrsa sa tír sa bhliain acadúil 2019/20. Athrú tábhachtach a rinneadh i gcláir de chuid chlár Springboard+ ón mbliain 2017 i leith ba ea incháilitheacht le haghaidh gach cúrsa a leathnú chuig gach duine, beag beann ar a stádas fostaíochta.

Is é atá sna 9,151 áit atá ar tairiscint faoi chlár Springboard+ 2019 ná infheistíocht €34.3m ón gCiste Náisiúnta Oiliúna. Faightear comhchistiú faoi Chiste Sóisialta na hEorpa (ESF) freisin mar chuid de Chlár CSE um Infhostaitheacht, Cuimsiú agus Foghlaim 2014-2020.

Maidir leis na cúrsaí uile a cheadaítear le haghaidh cistiú faoi chlár Springboard+, is é painéal neamhspleách atá comhdhéanta de shaineolaithe ón saol tionscail agus ón saol oideachais a roghnaíonn iad tar éis tabhairt faoi phróiseas tairisceana iomaíche. Moltar go dtabharfaí cistiú go háirithe do chúrsaí atá á léiriú go n-éiríonn leo daoine a thabhairt ar ais chun fostaíochta.

Tá na cúrsaí saor in aisce fós do dhaoine dífhostaithe, do dhaoine atá ag filleadh ar an oideachas agus do dhaoine fostaithe atá ag glacadh páirt iontu ar leibhéal 6 ar an gCreat Náisiúnta Cáilíochtaí. Rinne daoine fostaithe a ghlac páirt i gcúrsaí ar leibhéal 7 nó níos airde ar an gCreat Náisiúnta Cáilíochtaí ranníocaíocht 10% le costas an chúrsa. Chistigh an Rialtas an chuid eile den chostas.

Chun coinneáil suas leis an dul chun cinn teicneolaíochta, áiríodh le clár Springboard+ 2019 cúrsaí sna réimsí seo: an Blocshlabhra; an Intleacht Shaorga; an Chibearshlándáil; an Réaltacht Fhíorúil; agus an Teicneolaíocht Monarchan Cliste.

Bhí freagairt dhearfach ann do chlár Springboard+ 2019, áit ar líon daoine fostaithe geall le 80% de na háiteanna. Is iad daoine difhostaithe a líonann 17% de na háiteanna agus líonann daoine atá ag filleadh ar an oideachas 4% díobh.

Ba i bhformáid níos solúbtha a soláthraíodh geall le 90% de na cúrsaí a soláthraíodh faoi chlár Springboard+ 2019. Áiríodh leo sin cúrsaí a soláthraíodh ar líne nó trí fhoghlaim chumaisc nó trí chianfhoghlaim. Bhí sé sin ag teacht le hoscailt leantach na gcúrsaí d'fhoghlaimoirí, beag beann ar a stádas fostaíochta. Anuas ar rannpháirtíocht na ndaoine sin atá fostaithe a éascú, cuireann an tsolúbthacht mhéadaithe ar chumas daoine fud fad na tíre rochtain a fháil ar chlár i réigiúin lasmuigh díobh sin ina gcónaíonn siad.

4.4.8 Printíseacht

Cuireadh aon cheann déag de chlár nua phrintíseachta i bhfeidhm sa bhliain 2019, i réimsí éagsúla lena n-áirítear fáilteachas, TFC agus miondíol. Faoi dheireadh na bliana, bhí 54 rogha printíseachta san iomlán ar fáil d'fhoghlaimoirí, agus iad comhdhéanta de 25 phrintíseacht ceirde agus 29 gclár nua printíseachta (tar éis na bliana 2016).

Bhí an líon cláraithe ar phrintíseachtaí ceirde agus ar phrintíseachtaí nua araon ag méadú fós. Bhí 6,177 gclárú nua ann sa bhliain 2019, ar figiúr é atá cothrom le méadú geall le 10% ar na 5,648 gclárú nua a bhí ann sa bhliain 2018.

Leanadh leis an dul chun cinn ar bhearta a bhfuil mar aidhm leo a chinntiú go mbeidh rochtain níos fearr ag daoine ar dheiseanna printíseachta. Sa bhliain 2019, ba é an toradh a bhí ar ghairm tograí chun 500 áit réamhphrintíseachta a sholáthar ná gur ceadaíodh 31 cheann sa bhreis de chlár iar-Ardteistiméireachta 'Conairí chun Printíseachta' a thosófaí sa bhliain 2020. I mí Aibreáin, sheol SOLAS ardán 'Post Printíseachta' chun feabhas a chur ar a inrochtana atá folúntais phrintíseachta. I mí Dheireadh Fómhair, tugadh áis nua ar líne le haghaidh fostóirí printíseachta nua a cheadú chun an próiseas iarratais a chuíchóiriú d'fhostóirí ar mian leo glacadh le printísigh.

Sa dara céim den fheachtas náisiúnta cur chun cinn do Generation Apprenticeship, leagadh díriú méadaithe ar fhostóirí trí fhógraíocht spriocdhírthe bhreisithe, trí sheisiúin faisnéise do ghrúpaí atá ionadaíoch d'fhostaithe agus d'fhostóirí, trí shuaitheantais fostóirí, trí ghradaim fhostóirí na bliana agus trí ambasadóirí fostóra. Bhí breis agus 25 ambasadóir fostóra ag glacadh páirt sa chlár ag deireadh na bliana 2019. Chuimsigh sé sin 25 phrintíseacht agus cúig réigiún.

4.5 Óige Ildánach

I mí na Nollag 2017, seoladh *Óige Ildánach – Plean le haghaidh Acmhainneacht Chruthaitheach gach Linbh agus Duine Óig a Chumasú*. Is é an aidhm atá leis comhlíonadh a dhéanamh ar ghealltanas an Rialtais go mbeadh rochtain phraiticiúil ag gach leanbh in Éirinn ar theagasc, taithí agus rannpháirtíocht sa cheol, sa drámaíocht, sna healaíona agus sa chódú faoin mbliain 2022. Leagtar amach sa phlean Óige Ildánach roinnt tionscnamh a thriailfear agus a chuirfear chun feidhme sna blianta atá le teacht, lena n-áirítear Comhpháirtíochtaí Áitiúla Óige Ildánaí. Príomh-chomhpháirtithe sa phlean Óige Ildánach a sholáthar iad an Roinn Oideachais agus Scileanna, an Roinn Leanaí agus Gnóthaí Óige agus an Chomhairle Ealaíon.

4.5.1 Scoileanna Cruthaitheacha

Seoladh an tionscnamh Scoileanna Cruthaitheacha go luath sa bhliain 2018. Thosaigh 150 scoil ag glacadh páirt ann i mí Mheán Fómhair 2018. Tugadh deis do gach ceann de na scoileanna sin páirt a ghlacadh sa dara bliain den tionscnamh ó mhí Mheán Fómhair 2019 i leith, agus roghnaíodh 150 scoil sa bhreis mar chuid de phróiseas iarratais.

Tá rochtain ar “Chomhlach Cruthaitheach” ag gach ceann de na 300 scoil atá ag glacadh páirt sa tionscnamh. Comhlíonann an Comhlach Cruthaitheach ról bunriachtanach i gcleachtais chruthaitheacha atá spreagúil agus inbhuanaithe a leabú sa teagasc agus san fhoghlaim. Tá Comhlaigh Chruthaitheacha ina n-ealaíontóirí cleachtacha agus ina múinteoirí, ar daoine iad a bhfuil tuiscint acu ar an gcruthaitheacht agus ar an dóigh a bhféadfadh sí saol an linbh agus an duine óig a bhunathrú chun feabhais.

Ag obair dóibh lena gComhlach Cruthaitheach, tá scoileanna rannpháirteacha ag forbairt plean forbartha scoile le haghaidh na n-ealaíon agus na cruthaitheachta agus ag cur na bpleananna sin chun feidhme. Iniúchfaidh na Comhlaigh Chruthaitheacha naisc nua do scoileanna le healaíontóirí agus le heagraíochtaí ealaíon, cultúrtha agus cruthaitheacha ar leibhéal áitiúil agus ar leibhéal náisiúnta chun cabhrú leo a bplean féin a fhorbairt. Chun cabhrú leis an obair sin, dámhadh €2,000 do gach scoil rannpháirteach le haghaidh a bplean a chur chun feidhme.

4.5.2 Braislí Cruthaitheacha

I mí Mheán Fómhair 2018, roghnaíodh 73 scoil chun páirt a ghlacadh i líonra Braislí Cruthaitheacha mar chuid den Chiste Sármhaitheasa Scoile agus den Chlár Éire Ildánach. Tugadh deis do na scoileanna sin páirt a ghlacadh sa tionscnamh ar feadh bliain bhreise, agus bhí 76 scoil bhreise rollaithe sa tionscnamh ó mhí Mheán Fómhair 2019 i leith.

Spreagann agus aithníonn Braislí Cruthaitheacha an sármhaitheas agus an nuálaíocht inár scoileanna. Ag an am céanna, tugann siad sairse do na scoileanna a chinneadh cé na spriocanna ba mhaith leo a bhaint amach.

Faigheann scoileanna tacaíocht ó Éascaitheoir Braisle Cruthaithí agus oibríonn siad le chéile chun comhoibriú, smaointe a chomhroinnt agus pleananna a fhorbairt le haghaidh a sprioc a bhaint amach.

4.5.3 Comhpháirtíochtaí Óige Ildánaí

Tá tionscnamh nua á thriail i dtrí bhord oideachais agus oiliúna chun cruthaitheacht a chur chun cinn do dhaoine óga mar chuid den Chlár Éire Ildánach.

Tá na comhpháirtíochtaí sin á bhforbairt fós agus beidh siad ina líonraí a chumasóidh comhroinnt faisnéise, comhoibriú idir eagraíochtaí a sholáthraíonn seirbhísí óige ildánaí ar leibhéal áitiúil chun go mbainfear úsáid níos fearr as na hacmhainní, na cleachtais agus na tionscnaimh atá ann cheana i limistéar Bord Oideachais agus Oiliúna. Ag an am céanna, tabharfaidh siad deiseanna nua do dhaoine óga tionscnaimh chruthaitheacha a rochtain.

Is iad seo na trí Bhord Oideachais agus Oiliúna atá ag glacadh páirt sa treoirionscnamh:

- Bord Oideachais agus Oiliúna Chiarraí
- Bord Oideachais agus Oiliúna Laoise agus Uíbh Fhailí
- Bord Oideachais agus Oiliúna Luimnigh agus an Chláir

Fuair gach ceann de na Bord Oideachais agus Oiliúna sin €100,000 sa bhliain 2019 chun cabhrú leo a gcomhpháirtíocht a fhorbairt agus a ngníomhaíochtaí oibriúcháin a thosú. Ar an obair atá déanta go dtí seo tá teagmháil leis an Roinn Leanaí agus Gnóthaí Óige agus le Hub na nÓg.

4.6 Oideachas don Fhorbairt Inbhuanaithe

Leanadh leis an *Straitéis Náisiúnta um Oideachas don Fhorbairt Inbhuanaithe 2014-2020* a úsáid chun aird a dhíriú ar inbhuanaitheacht sa chóras oideachais agus chun feasacht a spreagadh ar na Spriocanna Forbartha Inbhuanaithe.

Cuireadh fóram na bliana 2019 ar siúl i mí na Samhna 2019. D'oscail an tAire Mitchell O'Connor é agus ba í Máire Mhic Róibín Uas. an príomhchainteoir. Ag teacht sna sála ar an bhFóram Polaitíochta Ardleibhéil a cuireadh ar siúl sna Náisiúin Aontaithe i mí Iúil, leagadh díriú le linn an fhóiraim ar Sprioc Forbartha Inbhuanaithe 4 – oideachas ardchaighdeán. Chomh maith leis sin, leagadh béim ar roinnt réimsí ina bhfuil an Roinn ag obair chun a chinntiú go gcomhlíonfaidh Éire a spriocanna faoi Chlár Oibre 2030 do Sprioc Forbartha Inbhuanaithe 4.

4.7 Clár Erasmus+

Is é Clár Erasmus+ Clár an Aontais Eorpaigh don Oideachas, an Oiliúint agus an Spórt don tréimhse 2014-2020. Faoin gClár sa bhliain 2019, thug an Coimisiún Eorpach cistiú ab fhiú €30,756,525 san iomlán do thairbhíthe, tionscnóirí tionscadail agus comhpháirtithe in Éirinn. B'ionann é sin agus méadú de thart ar 4.07% ar an bhfigiúr don bhliain 2018. Tugtar cistiú le haghaidh soghluaisteachta, comhpháirtíochtaí idir eagraíochtaí, agus obair beartais.

Cistiú ón gCoimisiún Eorpach do chlár Erasmus+ (2014-2020)						
Catagóir	2014 (€)	2015 (€)	2016 (€)	2017 (€)	2018 (€)	2019 (€)
Scoileanna Chlár Erasmus+	1,307,671	2,863,261	2,600,299	3,496,583	3,573,704	5,720,808
Gairmoideachas agus Oiliúint Chlár Erasmus+	4,278,442	3,904,761	4,012,928	4,229,305	7,081,514	7,749,997
Oideachas aosach Chlár Erasmus+	1,644,297	931,820	922,225	910,517	1,738,565	1,014,500
Óige Chlár Erasmus+	2,898,321	3,036,979	3,117,912	4,949,204	3,982,183	3,226,560
Ardoideachas Chlár Erasmus+	7,705,791	9,430,206	9,341,690	11,185,937	13,177,679	13,044,660
Iomlán	17,834,522	20,167,027	19,994,964	24,771,546	29,553,645	30,756,525

4.8 Oideachas Idirnáisiúnta

Ar fud na bliana 2019, d'éirigh le hÉirinn leanúint ar aghaidh ag obair ar na gníomhartha agus na spriocanna atá leagtha amach sa "Straitéis Oideachais Idirnáisiúnta 2016-2020" ón Rialtas a bhaint amach. Tá sé mar aidhm leis an straitéis tacú le saoránaigh dhomhanda a fhorbairt trí chóras oideachais idirnáisiúnta ardchaighdeán na hÉireann ar na bealaí seo: daoine cumasacha ó áiteanna ar fud an domhain a mhealladh chuig ár n-institiúidí oideachais; na scileanna agus an taithí a dteastaíonn uathu chun bheith iomaíoch ar leibhéal idirnáisiúnta a thabhairt d'fhoghlaimoírí Éireannacha; páirt a ghlacadh i gcomhthionscadail taighde agus idirnáisiúnta den scoth; agus aghaidh a thabhairt ar dhúshláin dhomhanda.

Sa bhliain 2019, tugadh 30 cuairt oideachais idirnáisiúnta ardleibhéil orainn ó thíortha comhpháirtíochta amhail an tSín, an India, an Indinéis, Meicsiceo, an Rúis, Aontas na nÉimíríochtaí Arabacha agus Vítneam. Chabhraigh na cuairteanna sin leis an Roinn Oideachais agus Scileanna tuiscint a ghnóthú ar na dúshláin a bhfuil córais oideachais eile ag déileáil leo agus ar na beartais atá á bhforbairt ag na tíortha sin chun na dúshláin sin a shárú.

Chomh maith leis sin, chuir na cuairteanna sin ar chumas na Roinne cabhrú le tíortha eile a n-acmhainn a fhorbairt ar fud a réimse oideachais ar fad. Ar na topaicí a pléadh le linn na

gcuartheanna sin bhí riachtanais scileanna sa todhchaí, an beartas ardoideachais agus breisoideachais, an cuimsiú sóisialta, oiliúint múinteoirí agus forbairtí curaclaim.

Ina theannta sin, bhí Airí agus oifigigh shinsearacha na Roinne i gceannas ar thoscaireachtaí ár n-institiúidí ardoideachais chuig 16 áit, lena n-áirítear an tSín, Aontas na nÉimíreachtaí Arabacha, an Fhionlainn, an Chóiré, an tSeapáin, an Rúis agus Stáit Aontaithe Mheiriceá. Chuir na cuairteanna sin ar ár gcumas na naisc riachtanacha ardleibhéil a dhéanamh ar leibhéal an Rialtais chun ár naisc i bpríomh-mhargaí agus i margai ardacmhainne a chur ar aghaidh tuilleadh.

Forbairt eile sa bhliain 2019 ba ea gur dheonaigh an Roinn deontais dar luach €500,000 faoin gClár Soghluaisteachta Acadúla Idirnáisiúnta ó Rialtas na hÉireann. Mar thoradh air sin, tá acadóirí agus baill foirne ó Institiúidí Ardoideachais in Éirinn in ann leas a bhaint as deiseanna soghluaisteachta chun cur lena gcomhoibriú le hinstiúidí comhpháirtíochta i dtíortha comhpháirtíochta.

Anuas air sin, rinne an Roinn Oideachais agus Scileanna, i gcomhpháirt le hinstiúidí ardoideachais in Éirinn, cistiú a sholáthar do 60 mac léinn idirnáisiúnta faoi Scéim Scoláireachta Rialtas na hÉireann chun go mbeadh siad in ann staidéar a dhéanamh in Éirinn. Áiríodh leis sin tarscaoileadh iomlán ó tháillí a íoc agus liúntas maireachtála.

4.9 An ‘Plean Gníomhaíochta um Scileanna TFC 2019-2022’ a Fhoilsiú

Foilsíodh “Scileanna Teicneolaíochta 2022: Tríú Plean Gníomhaíochta na hÉireann um Scileanna TFC” an 1 Feabhra 2019. Tá sé mar aidhm leis 47,000 Céimí TF a sholáthar faoin mbliain 2022 agus leagtar amach ann na gníomhartha tosaíochta a dhéanfar thar thréimhse ceithre bliana ón mbliain 2019 go dtí an bhliain 2022 chun freastal ar na héilimh ar thacair scileanna ardleibhéil TFC i ngeilleagar na hÉireann. Tá sé mar aidhm leis conairí cuí oideachais agus oiliúna a sholáthar ionas gur féidir le daoine scileanna difriúla ardleibhéil TFC a bhfuil tóir ag raon éagsúil tionscal orthu a fhoghlaim agus oiliúint agus uasoiliúint a fháil iontu, agus é ag iarraidh freastal ar éileamh na hÉireann ar chéimithe atá oilte sa ríomhaireacht agus san innealtóireacht leictreonach agus leictreach ar mhaithe le feidhmíocht gheilleagrach a chur ar aghaidh agus a bhrú chun cinn sna blianta atá le teacht.

Bonn eolais leis an bplean is ea taighde a rinne an Sainghrúpa ar Riachtanais Scileanna sa Toghchaí. Is é an toradh a bheidh ar na spriocanna uailmhianacha atá sa phlean ná go méadófar an líon iomlán céimithe a bhfuil scileanna ardleibhéil TFC acu faoi níos mó ná 5,000 duine gach bliain faoin mbliain 2022.

Spríoc 5: Treoróimid seachadadh treo straitéiseach agus córas tacúil i gcompháirt le príomh-gheallsealbhóirí san oideachas agus oiliúnt.

Tá ról tábhachtach ag an Roinn agus a cuid gníomhaireachtaí i gceannaireacht straitéiseach a sholáthar, i mbeartais a fhorbairt agus i seirbhísí a sholáthar. Is é atá i gceist leis sin ná comhordú le geallsealbhóirí san earnáil, leis an mórearnáil phoiblí, leis an gcóras polaitíochta, le comhlachtaí eile Rialtais agus le cláir oibre thrasearnála. Tá sainchúram na Roinne comhdhéanta den oideachas luathbhlianta, den oideachas bunscoile agus meánscoile, den bhreiseoideachas agus den oiliúint agus den ardoideachas, lena n-áirítear tacaí le haghaidh taighde agus oideachas idirnáisiúnta.

Súil Siar ar an mBliain faoin Spríoc seo

- Forbraíodh réiteach roghnaithe chun an fheidhm párolla múinteoirí a uasghrádú chuig caighdeán seirbhíse comhroinnte.
- Foilsíodh Cód Cleachtais do Rialachas Boird Oideachais agus Oiliúna.
- Forbraíodh Creat le haghaidh cur chuige straitéiseach comhtháite i leith oideachas treasach.
- Thug an Roinn €5m i leith cistiú feidhmíochta don Údarás um Ard-Oideachas.
- Bunaíodh Ollscoil Teicneolaíochta Bhaile Átha Cliath go foirmiúil, agus í ar an gcéad ollscoil teicneolaíochta sa Stát riamh.

Is leagtha amach thíos atá tuilleadh sonraí faoin Spríoc seo.

5.1 Plean Gníomhaíochta don Oideachas 2019

Sa bhliain 2019, lean an Roinn ar aghaidh ag tacú le bainistíocht agus cur chun feidhme an chláir oibre athchóirithe ar fud na hearnála oideachais agus oiliúna. Leagadh amach sa *Phlean Gníomhaíochta don Oideachas 2016-2019* na gníomhartha tosaíochta ardleibhéil don earnáil don bhliain. Cuireadh an dul chun cinn i gcomparáid le spriocanna trí thuarascálacha ráithiúla foilsithe ar an dul chun cinn. Mar thoradh air sin, rinneadh faireachán rialta fud fad na bliana ar an dul chun cinn i gcomparáid leis na spriocanna agus na cuspóirí sonraithe.

Ó seoladh *Cumasú: Ráiteas Straitéise 2019-2021* i leith, tá an-dul chun cinn á dhéanamh ag an Roinn ar a cuid spriocanna agus cuspóirí a bhaint amach. Baineadh amach 89% de na gníomhartha a bhí le soláthar faoi dheireadh na bliana 2019.

Foilseacháin sa bhliain 2019:

- Plean Gníomhaíochta 2019 agus Tuarascálacha ar an Dul Chun Cinn.
<https://www.education.ie/ga/Foilseachain/Tuarascálacha-Corparáideacha/Ráiteas-Straitéise/>

5.2 An Clár um Athchóiriú na Seirbhíse Poiblí

Sa bhliain 2019, d'oibrigh an Roinn i ndlúthchomhar leis an Oifig um Athchóiriú agus Seachadta agus leis an Aonad Meastóireachta um Athchóiriú sa Roinn Caiteachais Phoiblí agus Athchóirithe chun tacú le cur chun feidhme *Ár Seirbhís Phoiblí 2020*, a seoladh i mí na Nollag 2017. Tá an creat sin ina thaca d'fhorbairt leanúnach agus do nuálaíocht ar fud na seirbhíse poiblí.

Sainathnódh sé réimse tosaíochta don bhliain 2018. Tá Oifig an Chláir um Athchóiriú na Seirbhíse Poiblí ag dul i gceannas ar Ghníomh 14: “Forbairt ghairmiúil atá leanúnach agus freagrúil”. Eagraíodh cruinnithe agus ócáidí chun tionscnaimh a bheachtú agus a scópáil tuilleadh i dtrí phríomhréimse, mar atá: an próiseas le haghaidh croíscileanna a aithint; ceannaireacht; agus an tSamhail um dheiseanna foghlama ó thaithí.

Sa bhliain 2019, lean an Roinn le húsáid na struchtúr agus na bpróiseas cuí a chur chun cinn chun a chinntiú go ndéanann an Bord Bainistíochta formhaoirseacht agus rialachas ar fhorbairt agus cur chun feidhme na ngealltanais a tugadh faoin gclár oibre um Athchóiriú na Seirbhíse Poiblí agus chun struchtúir agus modheolaíochtaí Bainistíochta Tionscadal agus Clár a chur chun cinn ar fud na heagraíochta.

5.2.1 Cur Chun Feidhme Seirbhísí Comhroinnte

Rinneadh mórdhul chun cinn ar an gclár oibre seirbhísí comhroinnte sa bhliain 2019. Bunaíodh an Lárionad um Sheirbhísí Comhroinnte Gnó Oideachais chun freastal ar theacht isteach na Seirbhíse Comhroinnte Párolla a íocann le 27,000 fostaí de chuid na mBord Oideachais agus Oiliúna.

Tosaíodh ar chur chun feidhme céimnithe na Seirbhíse Comhroinnte Párolla tráth a rinneadh na feidhmeanna párolla a bhí ag trí Bhard Oideachais agus Oiliúna a aistriú chuig an Lárionad um Sheirbhísí Comhroinnte Gnó Oideachais sa bhliain 2019.

Ag deireadh na bliana 2019, tosaíodh ag obair ar sheirbhís lárraithe bhainistithe nua párolla a chruthú sa Lárionad um Sheirbhísí Comhroinnte Gnó Oideachais chun próiseáil a dhéanamh ar na híocaíochtaí a dhéantar le thart ar 50,000 duine de phrintísigh agus d’oiliúnaithe de chuid na mBord Oideachais agus Oiliúna thar ceann SOLAS agus na mBord Oideachais agus Oiliúna.

Rinneadh dul chun cinn ar an obair pleanála do chur chun feidhme céimnithe na Seirbhíse Comhroinnte Airgeadais do Bhoird Oideachais agus Oiliúna chomh maith. Tá seirbhísí ríomhshonrasctha á soláthar cheana féin don earnáil Bord Oideachais agus Oiliúna, scoileanna de chuid Bord Oideachais agus Oiliúna san áireamh, agus forbraíodh na seirbhísí sin tuilleadh sa bhliain 2019.

Tugadh faoi obair i ndáil leis an ardoideachas freisin. Cuireadh mionléarscáiliú agus mionanailís i gcrích ar na próisis reatha phárolla agus ar phróisis ghaolmhara bhainistíochta acmhainní daonna san earnáil agus úsáideadh Coláiste na Tríonóide chun an t-aistriú chuig seirbhísí comhroinnte párolla a thriail ó thaobh ollscoileanna de. Bunaithe ar an obair sin, cuireadh cás ceadaithe gnó le chéile chun bonn eolais a chur faoi phlean cuí cur chun feidhme le haghaidh bogadh i dtreo seirbhísí comhroinnte a sholáthar laistigh d’institiúidí ardoideachais.

Chun cur le hobair a rinneadh sa bhliain 2018, forbraíodh réiteach roghnaithe chun an fheidhm párolla múinteoirí a uasghrádú chuig caighdeán seirbhíse comhroinnte ionas go bhféadfadh sí freastal ar an 120,000 íocaí atá aici ar bhealach níos fearr. Mar chuid de sin, rinneadh athbhreithniú píaraí ar an gcás gnó agus áirithíodh saineolas teicniúil chun feidhmchlár párolla a dhearadh.

Leanamar ag obair leis an Oifig um Sholáthar Rialtais sa bhliain 2019 chun seirbhís chomhroinnte soláthair a chur ar fáil don earnáil oideachais agus oiliúna ar fad, agus sinn ag cloí ag an am céanna leis na rialacháin ón Oifig. Mar chuid de sin, cuireadh obair ar aghaidh chun feidhmeanna soláthair a ailíniú agus a chomhtháthú ina seirbhís chomhroinnte soláthair aonair don earnáil.

5.2.2 Bord Cláir BOO/SOLAS

Sa bhliain 2019, lean Bord Cláir BOO/SOLAS sa Roinn Oideachais le tacaíocht ghníomhach a thabhairt do chur chun feidhme an chláir fhoriomláin athchóirithe d’earnáil na mBord Oideachais agus Oiliúna/SOLAS. Déanann Ard-Rúnaí na Roinne cathaoirleacht ar an

mBord Cláir. I measc na mball den Bhord tá baill d'fhoireann ardbhainistíochta na Roinne, Ard-Rúnaí Bhoird Oideachais agus Oiliúna Éireann, Príomhoifigeach Feidhmiúcháin SOLAS agus na príomhfheidhmeannaigh ar dhá Bhord Oideachais agus Oiliúna.

Le linn na bliana 2019, lean an Bord Cláir ar aghaidh ag déanamh formhaoirseacht ar phríomhthionscadail seirbhíse comhroinnte d'earnáil na mBord Oideachais agus Oiliúna. D'éirigh leis an tionscadal um párolla na mBord Oideachais agus Oiliúna seirbhísí comhroinnte párolla a chur i bhfeidhm do thrí Bhord Oideachais agus Oiliúna, mar atá Bord Oideachais agus Oiliúna Bhaile Átha Cliath agus Dhún Laoghaire, Bord Oideachais agus Oiliúna an Chabháin agus Mhuineacháin agus Bord Oideachais agus Oiliúna Laoise agus Uíbh Fhailí. Leanadh leis an obair a bhí ar bun le Boird Oideachais agus Oiliúna eile chun iad a ullmhú don imirce chuig an bpárolla comhroinnte de réir a chéile sa tréimhse 2020-22. D'éirigh le tionscadal airgeadais na mBord Oideachais agus Oiliúna soláthar an chórais chomhtháite aonair a chur i gcrích, beagnach. Tá dearadh comhchoiteann, próisis chomhchoiteanna agus sainmhínithe comhchoiteanna cuntasáíochta ag an gcóras le haghaidh riarachán airgeadais do na Boird Oideachais agus Oiliúna. Ceapadh baill foirne shinsearacha oibríúcháin a bheidh freagrach as an tseirbhís airgeadais a sholáthar. Ag deireadh na bliana 2019, tosaíodh ag obair ar thionscadal Párolla Printíseach agus Foghlaimoirí chun seirbhís láraithe bhainistithe párolla a sholáthar chun próiseáil a dhéanamh ar na híocaíochtaí a dhéantar le thart ar 50,000 duine de phrintísigh agus d'fhoghlaimoirí de chuid na mBord Oideachais agus Oiliúna thar ceann SOLAS agus na mBord Oideachais agus Oiliúna.

Chomh maith leis sin, thug an Oifig um Bainistíocht Tionscadal tacaíocht do thionscadail bheo eile amhail an tIonad Sármhaitheasa Seirbhísí Dlí i mBoird Oideachais agus Oiliúna Éireann agus Céim II de dhearadh eagraíochta na mBord Oideachais agus Oiliúna.

5.3 Cód Cleachtas do Rialachas Boird Oideachais agus Oiliúna

Ag teacht sna sála ar chomhairliúchán fairsing le Boird Oideachais agus Oiliúna, le Boird Oideachais agus Oiliúna Éireann (ETBI), leis an Roinn Caiteachais Phoiblí agus Athchóirithe agus leis an Ard-Reachtair Cuntas agus Ciste, d'fhoilsigh an Roinn *Cód Cleachtas do Rialachas Boird Oideachais agus Oiliúna* i mí Eanáir 2019.

Tá an Cód ag teacht leis na rialacháin reatha agus leis an eagrán is déanaí den Chód Cleachtas do Rialachas Comhlachtaí Stáit ón Roinn Caiteachais Phoiblí agus Athchóirithe. Sa Chód athbhreithnithe, leagtar díriú níos mó ar an gcultúr laistigh de na Boird Oideachais agus Oiliúna, agus ceangal á chur ar bhoird agus ar fheidhmeannaigh a bheith ina n-eiseamláirí chun go leabaítear dea-rialachas i ngach réimse de Bhoird Oideachais agus Oiliúna.

Chuir Boird Oideachais agus Oiliúna Éireann Grúpa Stiúrtha Rialachais ar bun, rud lenar áiríodh ionadaithe ó bhoird na mBord Oideachais agus Oiliúna, ó choiste feidhmiúcháin na mBord Oideachais agus Oiliúna, ó Bhoird Oideachais agus Oiliúna Éireann agus ón Roinn Oideachais agus Scileanna. Shocraigh an eagraíocht go gcuirfí clár cuimsitheach oiliúna i bhfeidhm sa Chód.

Is é téama an chúrsa oiliúna ná "Eiseamláir a Thabhairt ón mBarr Aníos" agus is é atá i gceist leis sé chlár shonracha oiliúna a sholáthar thar 22 sheisiún ar a laghad idir mí Dheireadh Fómhair 2019 agus mí an Mheithimh 2020.

Foilseacháin sa bhliain 2019:

- *Ciorclán 0002/2019 – Cód Cleachtas do Rialachas Boird Oideachais agus Oiliúna*
https://www.education.ie/ga/Ciorcláin-agus-Foirmeacha/Ciorcláin-Gníomhacha/cl00002_2019_ir.pdf

5.4 Cosaint Sonraí

I mí Eanáir 2019, chuir an Roinn an Rannóg um Chomhlíonadh agus Tacaíocht Sonraí ar bun. Leis sin, tugadh le chéile faoi bhainistíocht Príomhoifigigh aonair, a ceapadh mar oifigeach cosanta sonraí freisin, na réimsí gaolmhara seo: cosaint sonraí, rialachas sonraí, saoráil faisnéise agus bainistíocht taifead.

Tá feidhm ag an Rialachán Ginearálta maidir le Cosaint Sonraí (an Rialachán Ginearálta) ón 25 Bealtaine 2018 i leith i gcomhar leis an Acht um Chosaint Sonraí, 2018. Leis an reachtaíocht, tugtar cearta do dhaoine aonair agus leagtar freagrachtaí ar na daoine sin a phróiseálann sonraí pearsanta. Leagtar amach i mBeartas Cosanta Sonraí na Roinne conas a fhéachann an Roinn le sonraí pearsanta a phróiseáil agus lena chinntiú go dtuigeann an fhoireann na rialacha lena rialaítear an úsáid a bhaineann siad as na sonraí pearsanta a mbíonn rochtain acu orthu ina gcuid oibre.

Tá an Roinn tiomanta do chearta agus príobháideacht daoine aonair a chosaint de réir na reachtaíochta sin. Tá an Roinn á chinntiú nach bpróiseálann sí sonraí pearsanta faoi fhostaithe, faoi chliant, faoi sholáthraithe agus faoi dhaoine aonair eile ach amháin ar bhealach dleathach cothrom ar mhaithe lena misean agus lena feidhmeanna a chomhlíonadh.

Oibríonn an Rannóg um Chomhlíonadh agus Tacaíocht Sonraí chun eolas a chur ar an bhfoireann ar fad faoi oibleagáidí na reachtaíochta cosanta sonraí agus chun a chinntiú go mbíonn an Roinn ag comhlíonadh na reachtaíochta sin.

Ag teacht sna sála ar an **Rialachán Ginearálta maidir le Cosaint Sonraí** (an Rialachán Ginearálta) a thabhairt isteach sa bhliain 2018, leagadh an-bhéim sa bhliain 2019 ar chomhlíonadh an Rialacháin Ghinearálta a chinntiú. Neartaíomar rialachas agus bainistíocht acmhainní sonraí na Roinne trí Chreataí um Rialachas agus Bainistíocht Sonraí Corparáideacha, Straitéis Sonraí agus clár um Chomhlíonadh Rialachais Sonraí a fhorbairt.

5.5 Rialachas Sonraí

Ceann de na príomhghníomhartha faoin straitéis “Ár Seirbhís Phoiblí 2020” is ea an úsáid is fearr a bhaint as sonraí. Má chomhroinntear sonraí ar fud an Rialtais, éascófar soláthar seirbhíse níos fearr, tacófar le cinnteoireacht níos fearr, beidh sé níos fusa seirbhísí a rochtain agus brúfar barainneachtaí chun cinn. Tá an Roinn ag leanúint le páirt a ghlacadh i dtionscadail lárnacha agus le comhoibriú le comhpháirtithe laistigh den earnáil oideachais agus den mhórearnáil phoiblí araon de réir mar is gá chun an sreabhadh is éifeachtaí sonraí a chinntiú.

Rinne grúpa curaidh an Bhonneagair Shonraí Náisiúnta dul chun cinn ar eochairghné de Ghníomh 24 d’Athnuachan na Státseirbhíse, mar atá an Bonneagar Sonraí Náisiúnta. Déanann an Phríomh-Oifig Staidrimh cathaoirleacht ar an ngrúpa agus tá sé comhdhéanta d’ionadaithe ó na Ranna agus na hOifigí uile lena mbaineann. Leathnaíodh an grúpa chuig an mórearnáil phoiblí agus cabhróidh sé le dul chun cinn a dhéanamh ar an tionscadal ar fud na Seirbhíse Poiblí. Déantar achoimre sa Bhonneagar Sonraí Náisiúnta ar chumhdach na nUimhreacha Pearsanta Seirbhíse Poiblí agus na nÉirchód, atá ar a leibhéal is airde riamh, do phríomhshealúchais sonraí na Ranna Rialtais agus na ngníomhaireachtaí atá faoina gcoimirce. Tá an Roinn ag leanúint le bailiú na nUimhreacha Pearsanta Seirbhíse Poiblí agus na nÉirchód a spreagadh chun tacú leis an obair sin.

5.6 Straitéis Breisoideachais agus Oiliúna 2020-24

Faoin Acht Breisoideachais agus Oiliúna, 2013, ní mór do SOLAS straitéis le haghaidh breisoideachais agus oiliúint a fhorbairt a chur faoi bhráid an Aire gach cúig bliana lena cheadú a fháil. Leagtar síos sa straitéis an creat le haghaidh an córas breisoideachais agus

oiliúna a fhorbairt thar an tréimhse, agus treoraítear léi conas a thacaítear leis an mbreisoideachas agus an oiliúint agus conas a dhéantar an breisoideachas agus an oiliúint a phleanáil, a chistiú agus a sholáthar sa phobal. Cumhdaíodh an tréimhse 2014-19 leis an gcéad Straitéis Breisoideachais agus Oiliúna. Cumhdófar an tréimhse 2020-24 leis an dara Straitéis.

Cuireadh tús sa bhliain 2019 leis an dara Straitéis Breisoideachais agus Oiliúna a fhorbairt faoi stiúir ag SOLAS. Beidh sí bunaithe ar fhís don bhreisoideachas agus don oiliúint sa todhchaí in Éirinn. Leagfar amach inti conas a sholáthróidh an breisoideachas agus an oiliúint conairí do ghrúpa ilchineálach foghlaimoirí, conas a thacóidh siad le rannpháirtíocht na sochaí agus le pobail láidre, conas a ullmhóidh siad daoine do ghairmeacha rathúla agus d'fhoghlaim agus forbairt ar feadh an tsaoil agus conas a bhrúfaidh siad an chéad chéim ríthábhachtach eile d'fhorbairt gheilleagrach agus shóisialta na hÉireann chun cinn. Tá príomhthosaíochtaí na straitéise leagtha amach de réir trí phríomhchólún, mar atá: Scileanna a fhorbairt; Conairí a chruthú; agus Cuimsiú a chothú. I dteannta na dtosaíochtaí sin, tabharfar aghaidh leis an Straitéis nua ar théamaí cumasúcháin maidir le soláthar foirne agus struchtúir, leis an mbunathrú digiteach agus le bonneagar caipitil.

Tá an dara Straitéis Breisoideachais agus Oiliúna le foilsiú sa bhliain 2020.

5.7 Athchóiriú an Chiste Náisiúnta Oiliúna

Choimisiúnaigh an Roinn Oideachais agus Scileanna athbhreithniú neamhspleách ar an gCiste Náisiúnta Oiliúna mar chuid de phacáiste athchóirithe a fógraíodh chun gabháil leis an gcinneadh i mBuiséad 2018 go méadófaí tobhach an Chiste Náisiúnta Oiliúna. Bonn eolais leis an athbhreithniú ba ea clár fairsing teagmhálacha le raon éagsúil geallsealbhóirí. D'fhoilsigh an tAire Oideachais agus Scileanna an t-athbhreithniú sin i mí Lúnasa 2018. Rinneadh 14 mholadh shonracha sa tuarascáil, agus iad i gceithre phríomhréimse:

- Athchóiriú threo an Chiste Náisiúnta Oiliúna sa todhchaí
- Úsáid a bhaint as an gCiste Náisiúnta Oiliúna chun tacú le hinfheistíocht san Ardoideachas
- Cur le rannpháirtíocht agus ionchur na bhfiontar i dtosaíochtaí an Chiste Náisiúnta Oiliúna
- Feabhsuithe ar fhaireachán/mheastóireacht a dhéanamh ar an gCiste Náisiúnta Oiliúna.

Foilsíodh Plean Cur Chun Feidhme chun na moltaí sin a chomhlíonadh i gcomhthráth le fógairt Bhuiséad 2019. Foilsíodh sonraí faoi ghrúpa comhairleach nua don Chiste Náisiúnta Oiliúna freisin. Chun an leas is mó a bhaint as rannpháirtíocht na bhfiontar i dtosaíochtaí an Chiste Náisiúnta Oiliúna, is struchtúr buan a dtugtar acmhainní dó é an grúpa comhairleach sin. Ar na baill den ghrúpa tá geallsealbhóirí tábhachtacha ón earnáil fiontar, oifigigh ón Roinn, agus comhlachtaí a bhfuil ról straitéiseach agus formhaoirseachta acu i soláthar scileanna a chur i gcrích. Tháinig an Grúpa le chéile trí huair sa bhliain 2019 agus rinne siad eolas do thosaíochtaí agus treo an chistiúcháin ón gCiste Náisiúnta Oiliúna do Bhuiséad 2020.

Mar thoradh ar Bhuiséad 2019, rinneadh roinnt beart chun ailíniú leis na moltaí a leagadh amach sa tuarascáil neamhspleách. Áiríodh leo sin: tacaíocht bhreise do riachtanais scileanna atá gar don mhargadh saothair; úsáid a bhaint as cuid den bharrachas sa Tionscnamh Caipitil Dhaonna; díriú méadaithe ar thacaíocht a thabhairt d'oiliúint inchuideachta; tacaíocht a thabhairt do chlár scileanna atá gar don mhargadh saothair i réimsí san Ardoideachas a bhfuil riachtanais shainaitheanta scileanna iontu; agus cistiú ón gCiste Náisiúnta Oiliúna don Bhreisoideachas agus don Oiliúint le haghaidh clár fostaíochta faoi bhun Leibhéal 5 ar an gCreat Náisiúnta Cailíochtaí a ath-leithdháileadh ar an Státchiste.

5.8 Creat a fhorbairt le haghaidh cur chuige straitéiseach comhtháite i leith oideachas treasach

Tá cur chuige dériain á ghlacadh i leith comhtháthú a mhéadú. Áirítear leis straitéis fhadtéarmach a fhorbairt agus oibríochtaí ar fud an oideachais threasaigh a chomhtháthú ar bhonn leanúnach.

Sa bhliain 2019, cuireadh tús le páipéar comhairliúcháin a dhréachtú le haghaidh straitéis chomhtháite don oideachas treasach.

Comhtháthaíodh oibríochtaí tuilleadh ar na bealaí seo a leanas:

- aistríodh an beartas agus an cistiú don bhreisoideachas agus don oiliúint agus don ardoideachas araon chuig rannóg threasach aonair sa Roinn Oideachais agus Scileanna
- cuireadh tús le sruth oibre chun breathnú ar an gcothromaíocht breisoideachais agus oiliúna/ardoideachais maidir le freastal ar riachtanais scileanna sa todhchaí, ag féachaint do mhórmheastóireacht chuimsitheach ar an tsamhail cistiúcháin. Thacaigh Ard-Stiúrthóireacht na Tacaíochta um Athchóiriú Struchtúrach sa Choimisiún Eorpach leis an obair sin
- comhtháthaíodh sa chreat dlí do SOLAS ceanglas le comhairliúchán agus comhoibriú leis an Údarás um Ard-Oideachas. Cuireadh foráil den chineál céanna ar áireamh sa phleanáil le haghaidh Bhille an Údaráis um Ard-Oideachas sa bhliain 2019
- cuireadh tús sa bhliain 2019 le hAthbhreithniú Cáilíochta arna treorú ag an Roinn. Cé gur dírfódh ann ar dtús ar an earnáil ardoideachais, scópáladh an t-athbhreithniú ar bhealach a fhágfaidh go mbeidh creat cuimsitheach don oideachas treasach ann san fhadtéarma
- chuir Dearbhú Cáilíochta agus Cáilíochtaí Éireann an phleanáil i gcrích do na chéad athbhreithnithe seachtracha ar Bhoird Oideachais agus Oiliúna sa bhliain 2020, rud a fhágfaidh gur níos cosúla lena chéile a bheidh na cineálacha cur chuige a ghlactar i leith dearbhú cáilíochta seachtrach don bhreisoideachas agus don oiliúint agus don ardoideachas
- chuir Dearbhú Cáilíochta agus Cáilíochtaí Éireann tús le cineálacha dámhachtana breisoideachais agus oiliúna agus ardoideachais ar Leibhéal 5/6 ar an gCreat Náisiúnta Cáilíochtaí
- thug Dearbhú Cáilíochta agus Cáilíochtaí Éireann faoi fhorbairt caighdeán freisin ar fud an bhreisoideachais agus na hoiliúna agus an ardoideachais i réimsí tosaíochta foghlama
- rinneadh dul chun cinn ar Mheabhráin Tuisceana a fhorbairt idir Boird Oideachais agus Oiliúna agus Institiúidí Ardoideachais trí na Fóraim Réigiúnacha Scileanna agus bhí tionscadail nuálacha ag teacht chun cinn fós trí bhraislí comhroinnte ar fud an oideachais threasaigh laistigh de réigiúin
- chuir an Grúpa Aistrithe tús le himscrúdú ar na torthaí fadtéarmacha d'fhoghlaimoirí breisoideachais agus oiliúna a théann ar aghaidh chuig an ardoideachas.

5.9 Ciste Feidhmíochta Ardoideachais a Fhorbairt

Ag teacht sna sála ar chur i gcrích an athbhreithnithe neamhspleách a rinneadh sa bhliain 2018 ar an tSamhail Leithdháileacháin le haghaidh Institiúidí Ardoideachais a Chistiú, rinneadh dul chun cinn sa bhliain 2019 ar roinnt de na trí mholadh is tríocha, lena n-áirítear na moltaí seo a leanas:

5.9.1 An Moladh go bhforbrófaí Ciste Feidhmíochta Ardoideachais chun luach saothair a thabhairt d'Institiúidí Ardoideachais as dea-fheidhmíocht

Sa bhliain 2019, tugadh €5m i leith cistiú feidhmíochta don Údarás um Ard-Oideachas. Leithdháileadh an cistiú sin as dea-fheidhmíocht mar chuid den idirphlé straitéise agus feidhmíochta. Dámhadh an cistiú €5m d'institiúidí ar bhonn athbhreithniú a rinneadh ar chás-staidéir mheasúnachta tionchair ar chuir institiúidí ardoideachais iad isteach agus inar taispeánadh go ndearnadh dul chun cinn ar chomhaontuithe feidhmíochta a chur chun feidhme.

5.9.2 Moladh 28 – Ciste a Chur Chun Feidhme le haghaidh Ceannaireacht agus Forbairt Acmhainne in Institiúidí Ardoideachais

Thug an Roinn Oideachais agus Scileanna cistiú don Údarás um Ard-Oideachas sa bhliain 2019 chun cur le hacmhainn bainistíochta agus ceannaireachta na nÚdarás Rialaithe agus na mbainisteoirí sinsearach laistigh d'institiúidí ardoideachais. Ag teacht sna sála ar aighneachtaí mionsonraithe ar chistiú ón gCumann Ardoideachais Teicneolaíochta agus ó Chumann Ollscoileanna Éireann, áiríodh na nithe seo leis na tionscnaimh ar cheadaigh bord an Údaráis um Ard-Oideachas iad le haghaidh cistiú ar feadh trí bliana:

- Acmhainn taighde chomhroinnte a cheapadh d'institiúidí chun feabhas a chur ar fhaisnéis bainistíochta agus buntacú le cinnteoireacht ar fud na n-institiúidí (an Cumann Ardoideachais Teicneolaíochta)
- Comhdháil bhliantúil chun acmhainn na n-institiúidí teicneolaíochta a chur chun cinn agus chun comhar ar fud na hearnála a éascú (an Cumann Ardoideachais Teicneolaíochta)
- Clár forbartha bainistíochta agus ceannaireachta a sholáthrófaí thar thréimhse trí bliana (an Cumann Ardoideachais Teicneolaíochta)
- Clár Tacaíochta Rialtais (Cumann Ollscoileanna Éireann)
- Clár Forbartha Ceannaireachta (Cumann Ollscoileanna Éireann)
- Anailísíocht agus Bainistíocht Sonraí (Cumann Ollscoileanna Éireann)

5.9.3 Moladh 20 – Ciste a Chur Chun Feidhme le haghaidh Forbairt Acmhainne Teagaisc agus Foghlama in Institiúidí Ardoideachais

Ag teacht sna sála ar an moladh sin, thug an Roinn Oideachais agus Scileanna cistiú ab fhiú €5m don Údarás um Ard-Oideachas sa bhliain 2019. Bhí sé mar aidhm leis an infheistíocht forbairt ghairmiúil agus oiliúint a thabhairt do bhaill foirne ardoideachais i réimsí lena gcuirfeadh feabhas ar chineálacha leathana cur chuige teagaisc agus foghlama, lena n-áirítear oideolaíochtaí a fhorbairt, modheolaíochtaí a fheabhsú agus modhanna nua soláthair a chuimsiú, teicneolaíochtaí digiteacha san áireamh. Leithdháileadh an cistiú €5m ar an earnáil sa bhliain 2019 i gcomhréir leis an sciar den phríomhdheontas.

Bhainistigh an Fóram Náisiúnta um Theagasc agus Foghlaim próiseas athbhreithniúcháin a raibh mar aidhm leis a chinntiú go mbeadh na tograí a bhí le cistiú ag teacht le ceann de cheithre thosaíocht straitéiseacha an Fhórait Náisiúnta. Rinne painéal neamhspleách athbhreithniú ar thograí mar chuid den phróiseas sin. Méadaíodh an leithdháileadh €5m leis an gCiste um Fheabhsú Teagaisc agus Foghlama (€0.6m), rud a d'fhág gurbh ionann an t-íomlán agus €5.6m. Íocadh na leithdháiltí faoin tionscnamh Teagaisc agus Foghlama le hinstiúidí i mí na Samhna 2019.

5.9.4 Moladh 13 – Ciste nua taighde agus nuálaíochta d'Institiúidí Teicneolaíochta agus Ollscoileanna Teicneolaíochta a chur chun feidhme

Sa bhliain 2019, thug an Roinn Oideachais agus Scileanna leithdháileadh breise €5m don Údarás um Ard-Oideachas mar dheontas taighde agus nuálaíochta don earnáil teicneolaíochta. Ar aon dul leis an moladh sin, leithdháileadh an cistiú sin ar an earnáil

teicneolaíochta ar bhonn an lín chúrsaí críochnaithe iarchéime (20%), cistiú taighde iomaíoch (40%) agus méadracht aistrithe eolais (40%). Comhaontaíodh an mhéadracht leithdháileacháin leis an earnáil agus rinneadh an cistiú €5m a leithdháileadh agus a íoc le gach institiúid sa bhliain 2019 ar aon dul leis an méadracht chomhaontaithe.

5.9.5 Téarmaí tagartha a thabhairt chun críche agus tús a chur le hathbhreithniú ar Scéim na dTáillí in Aisce (Ardoideachas)

Déanfaidh an Roinn measúnú ar an Athbhreithniú ar Thionscnamh na dTáillí in Aisce tar éis chur i gcrích an *Athbhreithnithe ar inbhuanaitheacht mhéadaithe sa todhchaí san Ardoideachas agus sa Bhreisoideachas*, rud lena n-áirítear measúnú eacnamaíoch ar na roghanna beartais a cuireadh i láthair i dTuarascáil Cassells.

5.9.6 Tabhairt faoin anailís eacnamaíoch ar na roghanna a cuireadh ar áireamh i dTuarascáil an tSainghrúpa ar Chistiú d'Ardoideachas sa Todhchaí, mar a d'iarr an Comhchoiste Oireachtais um Oideachas

Ós rud é go gcomhlíonann an t-ardoideachas ról chomh lárnach sin maidir le forbairt caipitil dhaonna agus le taighde agus nuálaíocht, is gá samhail cistiúcháin inbhuanaithe don ardoideachas a fhorbairt chun buntacú le forbairt na hÉireann sa todhchaí mar gheilleagar eolais i ré ina mbíonn an teicneolaíocht ag athrú go mear.

Cuireadh tús sa cheathrú ráithe den bhliain 2019 le meastóireacht eacnamaíoch chuimsitheach ar na roghanna cistiúcháin a cuireadh i láthair i dTuarascáil an tSainghrúpa ar Chistiú d'Ardoideachas sa Todhchaí. Rinneadh amhlaidh i gcomhairle le Clár Ard-Stiúrthóireacht na Tacaíochta um Athchóiriú Struchtúrach de chuid an Choimisiúin Eorpaigh. Ba é cuibhreannas idirnáisiúnta neamhspleách saineolaithe a rinne an mheastóireacht faoi threoir ag AARC agus le cabhair ó Indecon agus LE Europe.

5.10 Bunú Ollscoil Teicneolaíochta Bhaile Átha Cliath (OT Bhaile Átha Cliath)

Díscaoileadh Institiúid Teicneolaíochta Bhaile Átha Cliath, Institiúid Teicneolaíochta, Tamhlacht, agus Institiúid Teicneolaíochta Bhaile Bhlainséir an 1 Eanáir 2019 agus, ar an lá céanna, bunaíodh Ollscoil Teicneolaíochta Bhaile Átha Cliath mar ollscoil teicneolaíochta, an chéad cheann sa Stát riamh.

Rinne cuibhreannas Ollscoil Teicneolaíochta na Mumhan, a bhí comhdhéanta d'Institiúid Teicneolaíochta Chorcaí agus d'Institiúid Teicneolaíochta Thrá Lí, iarratas ar ainmniú mar Ollscoil Teicneolaíochta a chur isteach. I mí na Bealtaine 2020, chinn an tAire go ndeonófaí stádas mar Ollscoil Teicneolaíochta don chuibhreannas.

5.10.1 An Líonra Taighde ar Ollscoileanna Teicneolaíochta (TURN)

Bunaíodh grúpa oibre ardleibhéil TURN i mí Feabhra 2019 chun scrúdú agus tuairisciú a dhéanamh ar conas is féidir le hOllscoileanna Teicneolaíochta nua agus éiritheacha cuspóirí straitéiseacha earnála agus náisiúnta a bhaint amach agus ar na tacaí a theastaíonn chun déanamh amhlaidh ar an mbealach is éifeachtaí agus is éifeachtúla is féidir. Rinneadh an tuarascáil ó TURN, rud dar teideal *Connectedness & Collaboration enabled by Connectivity*, a chur faoi bhráid na Roinne i mí na Samhna 2019. Rinneadh 12 mholadh ann chun bunsraith láidir a thabhairt d'Ollscoileanna le haghaidh forbartha agus dul chun cinn.

Foilseacháin sa bhliain 2019:

- **An Tuarascáil ó TURN**
<https://www.education.ie/en/Publications/Education-Reports/connectedness-collaboration-through-connectivity.pdf>

5.10.2 An Ciste um Ollscoileanna Teicneolaíochta a Bhunathrú chun Feabhais

I mBuiséad 2020, leithdháileadh cistiú ilbhliantúil nua ab fhiú €90 milliún le haghaidh fhorbairt agus dhul chun cinn na nOllscoileanna Teicneolaíochta ón mbliain 2020 go dtí an bhliain 2022.

5.10.3 An Ciste um Athstruchtúrú an Tírdhreacha Ardoideachais, 2019

Leithdháileadh cistiú ab fhiú €14.25 milliún faoin nglao a d'eisigh an tÚdarás um Ard-Oideachas sa bhliain 2019 ar aighneachtaí le haghaidh tionscadail um athstruchtúrú an tírdhreacha ardoideachais, tionscadail chomhdhlúthúcháin agus tionscadail chomhair. Áiríodh leis an gcistiú sin suim €11.8 milliún le haghaidh forbairt agus dul chun cinn a dhéanamh ar ollscoileanna teicneolaíochta agus suim €2.45 milliún le haghaidh tionscadail chomhair eile institiúidí ardoideachais atá ag teacht le cuspóirí Thionscadal Éireann 2040, leis an mbeartas um oideachas tosaigh múinteoirí agus le comhar agus comhoibriú neartaithe braislithe réigiúnaigh idir institiúidí ardoideachais agus institiúidí breisoideachais agus oiliúna, lena n-áirítear ar bhonn trasteorann.

5.10.4 An tÚdarás Údarúcháin Ollscoile do Choláiste Ríoga na Máinleá in Éirinn

I mí na Nollag 2019, shínigh an tAire McHugh an chéad ordú údarúcháin lena dtugtar cead do Choláiste Ríoga na Máinleá in Éirinn, ag feidhmiú dó mar sholáthraí oideachais nach bhfaigheann a phríomhioncam ó chistiú Stáitchiste, ollscoil a thabhairt air féin sa Stát toisc gur chloígh sé le coinníollacha reachtúla sonraithe.

5.11 An tAcht Oideachais (Ligean isteach i Scoileanna), 2018

Leis an Acht Oideachais (Ligean isteach i Scoileanna), 2018, éascaíodh mórfhorbairtí sa bhliain 2019. Tá sé mar aidhm leis an Acht próiseas cinnteoireachta níos struchtúrtha, níos cothroime agus níos trédhearcaí a bhaint amach i scoileanna maidir le rollú. Bhí tionchar láithreach ag roinnt alt tosaíthe den Acht sa bhliain 2019, lena áiríodh toirmeasc a chur ar tháillí ligin isteach agus rollaithe a ghearradh, deireadh a chur le ról an reiligiúin i ligean isteach i scoileanna do gach bunscoil, beagnach, agus scoileanna a chumasú obair i gcomhar lena chéile agus iad ag bainistiú a bpróiseas ligin isteach. Ina theannta sin, chuir an tAire ceangal ar scoileanna ranganna speisialta a oscailt do leanaí a bhfuil riachtanais speisialta oideachais acu i gcás go measann an Chomhairle Náisiúnta um Oideachas Speisialta é sin a bheith riachtanach agus nach bhfuil socrúithe áitiúla ar na bacáin. Ar an mbealach sin, foráladh leis an Acht do rochtain mhéadaithe ar sheirbhísí príomhshrutha a thabhairt do leanaí áitiúla a dteastaíonn áit scoile uathu. Rinneadh ullmhúcháin le linn na bliana freisin d'ailt eile den Acht a thosú go luath sa bhliain 2020.

5.12 Párolla agus Pinsin

Soláthraíonn an Roinn seirbhísí párolla agus pinsin do mhúinteoirí agus do bhaill foirne scoile i ngach scoil (gan an earnáil bord oideachais agus oiliúna a áireamh) ach íocaíochtaí a eisiúint chuig níos mó ná 120,000 duine ar bhonn coicísiúil.

Sa bhliain 2019, phróiseáil an Roinn sochair aoisliúntais do níos mó ná 1,500 duine, idir mhúinteoirí agus bhaill foirne neamhtheagaisc. Mar chuid den phróiseas aoisliúntais, rinne an Roinn na nithe seo: soláthar a dhéanamh do 1,300 seirbhís inphinsin a aistriú chuig comhlachtaí eile seirbhíse poiblí agus uathu araon; níos mó ná 880 iarraidh meas-seirbhíse a riar; níos mó ná 1,140 ceist dlí teaghlaigh a phróiseáil; agus thart ar 115 iarratas ar bhlianta breise seirbhíse gairmiúla a phróiseáil d'fhostaithe san earnáil oideachais. Sa bhliain 2019, cuireadh tuilleadh feabhais ar an samhaltóir pinsean ar shuíomh Gréasáin na Roinne, áit ar féidir le baill de scéimeanna pinsean meastachán a fháil ar na sochair phinsin. Tá an tAonad Pinsean ag leanúint le ráitis sochar pinsin a eisiúint chuig na baill de scéimeanna agus tá sé ag obair go gníomhach ar fheabhsuithe chun an líon ráiteas is féidir a eisiúint a mhéadú. Tá na feabhsuithe sin ina gcuid de mhórhionscadal atá ar bun chun

feabhas a chur ar acmhainn agus feidhmíocht an Aonaid Phinsean ach próisis agus nósanna imeachta a chuíchóiriú agus a nua-aoisiú.

5.13 Clár Tógála 2019

Is é is aidhm don Roinn bonneagar iomchuí le haghaidh timpeallachtaí foghlama a chur fáil le go bhfuil fáil ag gach foghlaimeoir ar thimpeallacht foghlama nua-aimseartha. Rud príomha a ndíríonn an Roinn air is ea cóiríocht a chur ar fáil chun freastal ar éileamh ar áiteanna scoile i gceantair ina bhfuil rolluithe ag ardú.

Faoi Thionscadal Éireann 2040, tá an Roinn ag leanúint le dul chun cinn a dhéanamh ar acmhainn bhonneagair a mhéadú san earnáil scoileanna chun freastal ar éilimh dhéimeagrafacha agus ar éilimh eile. Sa bhliain 2019, b'ionann agus €665m an caiteachas caipitil san earnáil scoileanna.

Ba é a bhí i gceist le cur i bhfeidhm Thionscadal Éireann 2040 san earnáil scoileanna sna blianta 2018 agus 2019 ná 139 dtionscadal tógála san iomlán a bhfuil luach tionscadail aonair os cionn €1m acu. Anuas air sin, bhí 401 tionscadal ar lú a luach ná €1m á dtógáil le linn na tréimhse.

Ar chur i gcrích na 540 tionscadal sin (139 dtionscadal agus 401 tionscadal), meastar go mbeidh níos mó ná 40,000 áit bhuan (bhreise agus athsholáthair) scoile ann agus go n-athsholáthrófar thart ar 600 foirgneamh réamhdhéanta.

D'íoc an Roinn pas beag níos mó ná €29m amach faoin Deontas Mionoibreacha sa bhliain 2019 don scoilbhliain 2019/20.

5.13.1 Scéim na nOibreacha Samhraidh agus Scéim na nOibreacha Éigeandála

Ceadaíodh 405 Thionscadal Oibreacha Samhraidh i mí na Nollag 2019 lena soláthar sa bhliain 2020 (163 Chóras Sábháilteachta Beatha agus 242 Thionscadal Oibreacha Seachtracha).

Sa bhliain 2019, ceadaíodh 484 thionscadal faoi Scéim na nOibreacha Éigeandála. B'ionann agus pas beag níos mó ná €26m an caiteachas iomlán sa bhliain 2019 faoi Scéim na nOibreacha Éigeandála.

5.13.2 Éadálacha Maoine

Cuireadh naoi n-idirbheart maoine i gcrích sa bhliain 2019. Ba é an aidhm a bhí leo freastal ar riachtanais chóiríochta oideachais ar fud na tíre, go háirithe i limistéir ina mbíonn an daonra ag fás go mór.

Soláthraíodh trí scoil trí Chomhpháirtíocht Phríobháideach Phoiblí sa bhliain 2019, rud a d'fhág gurb ann do 33 scoil Comhpháirtíochta Príobháidí Poiblí atá i mbun oibre faoi láthair.

Tá gníomhaireachtaí ag cabhrú fós le geall le 80 mórthionscadal scoile a sholáthar. Áirítear leo na Boird Oideachais agus Oiliúna, an Ghníomhaireacht Náisiúnta Forbartha Airgeadais, roinnt Údaráis Áitiúla, Gníomhaireacht Forbartha Ghráinseach Ghormáin agus Oifig na nOibreacha Poiblí.

Tá raon Creataí um cheapacháin chomhairleachta i bhfeidhm agus cuirtear ar fáil iad i gcás an-chuid de na tionscadail atá níos mó, casta agus práinneach.

Leanadh sa bhliain 2019 le dul chun cinn a dhéanamh ar láithreáin a fháil mar éadail sna limistéir ábhartha. Táthar ag baint an-tairbhe as teagmháil le hoifigigh ar fud na hearnála

Údarás Áitiúil maidir le tacaíocht a thabhairt do phróisis fála láithreán agus maidir le tuilleadh cinnteachta a thabhairt i ndáil le hiarratais phleanála ar láithreáin. Anuas air sin, baineann an Roinn leas as saineolas gairmiúil nuair atá roghanna féideartha láithreáin á sainaitheint agus á measúnú.

5.13.3 Seiceálacha comhlíonta ar thionscadail scoile

Sa bhliain 2019, chuir an Roinn tús le seiceálacha comhlíonta ar níos mó ná 120 tionscadal i scoileanna a fuair cistiú déabhlóidithe agus a chuir a dtionscadail i gcrích faoi dheireadh na bliana 2018. Rinneadh amhlaidh chun a fháil amach an ndearnadh na hoibreacha de réir threoirlínte na Roinne nó nach ndearnadh.

5.13.4 Faisnéis ar an Suíomh Gréasáin

Foilsítear ar shuíomh Gréasáin na Roinne ar bhonn rialta stádas reatha na dtionscadal mórscála atá á soláthar faoin gclár tógála scoileanna. I gcás na dtionscadal déabhlóidithe níos lú, foilsítear faisnéis ar bhonn seachtainiúil lena liostaítear ainm na scoile, an cineál tionscadail agus na dátaí faofa.

5.13.5 Tionscadail Chaipitil Ardoideachais

B'ionann agus €65m an caiteachas caipitil ar bhonneagar ardoideachais sa bhliain 2019. Baineadh úsáid as cistiú chun dul chun cinn a dhéanamh ar roinnt tionscadail thábhachtacha. Áiríodh leo Foirgneamh Sochaí Teicneolaíochta agus Nuálaíochta Ollscoil Mhá Nuad, Institiúid Teicneolaíochta Leitir Ceanainn (Campas Chuanach) agus Bloc K de chuid na hInstitiúide Teicneolaíochta, Sligeach. De bhreis air sin, tacaíodh le roinnt uasghráduithe bonneagair ríthábhachtaigh san earnáil institiúidí teicneolaíochta. Áiríodh leo sin uasghráduithe in Institiúid Teicneolaíochta Bhaile Átha Luain, in Institiúid Teicneolaíochta na Gaillimhe - Maigh Eo (Campas Chaisleán an Bharraigh), in Institiúid Teicneolaíochta Leitir Ceanainn (Campas na gCealla Beaga) agus in Institiúid Teicneolaíochta Phort Láirge. Rinneadh íocaíochtaí deontais dhéabhlóidithe ab fhiú €10.7m san iomlán leis an 11 institiúid teicneolaíochta agus le hOllscoil Teicneolaíochta Bhaile Átha Cliath as mionoibreacha agus trealamh, lena n-áirítear uasghráduithe TFC, sa bhliain 2019. Íocadh Deontais Trealamh Phrintiseachta ab fhiú €8.1m le hInstitiúidí ardoideachais rannpháirteacha sa bhliain freisin.

Leanadh leis an tógáil ar an gCearnóg Láir agus an Chearnóg Thoir i nGráinseach Ghormáin. Tá siad á soláthar trí Chomhpháirtíocht Phríobháideach Phoiblí agus beidh siad ina gcuid shuntasach den bhonneagar acadúil do Champas Cathrach nua Ollscoil Teicneolaíochta Bhaile Átha Cliath.

Gealladh i dTionscadal Éireann 2040 go n-infheisteofaí €2.2 billiún i mbonneagar ardoideachais sna deich mbliana ón mbliain 2018 go dtí an bhliain 2027. Gealladh ann freisin go dtabharfaí cistiú caipitil le haghaidh Comhpháirtíochtaí Príobháideacha Poiblí agus taighde.

5.13.6 Éifeachtúlacht Fuinnimh i Scoileanna

Tá an Roinn ar thús cadhnaíochta dearaidh fós maidir le héifeachtúlacht fuinnimh inbhuanaithe i bhfoirgnimh scoile. Socraítear i dTreoir dhoiciméid Theicniúla na Roinne (TGDanna) an tagarmharc i ndáil le dearadh inbhuanaithe i bhfoirgnimh scoile. Leagtar díriú soiléir iontu ar éifeachtúlacht fuinnimh, rud a fhaigheann tacaíocht ó chlár láidir taighde fuinnimh ag a bhfuil 49 snáithe taighde atá ag céimeanna éagsúla.

I gcomhpháirt le hÚdarás Fuinnimh Inmharthana na hÉireann, tairgeann an clár um Fhuinneamh san Oideachas ceardlanna oiliúna i mbainistíocht fuinnimh mar aon le seirbhís comhairle, meantóireachta agus measúnachta do scoileanna. Mar chuid den chlár sin,

tugtar comhairle dea-chleachtais agus cás-staidéir ar an tairseach ar líne ag <http://www.energyineducation.ie/>.

Tá páirt á glacadh ag an Roinn agus ag Údarás Fuinnimh Inmharthana na hÉireann i dtreoirscéim iarfheistithe éifeachtúlacht fuinnimh do scoileanna, rud a thosaigh sa bhliain 2017. Tá an obair sin á déanamh roimh an mórchlár iarfheistithe atá le tosú sa bhliain 2023, faoi mar atá leagtha amach i dTionscadal Éireann 2040.

Tá cineálacha difriúla cur chuige dearaidh, réitigh dhifriúla agus sásraí difriúla soláthair á dtástáil agus á meas ag an treoirchlár. Roghnaíodh 17 scoil i gcúig bhraisle gheografacha don bhliain 2019. Clúdaíodh na ceithre chúige uile mar aon le limistéir uirbeacha agus limistéir thuaithe araon. Rinneadh measúnú cuimsitheach ar gach ceann de na scoileanna chun a chinntiú go mbeadh na bearta oiriúnach don scoil agus go gcuirfeadh siad luach leis an scoil agus leis an treoirchlár araon. Ceapadh foirne deartha le haghaidh gach braisle agus cuireadh oibreacha meánacha agus doimhne éifeachtúlacht fuinnimh i gcrích le linn an tsamhraidh. Ba é an aidhm a bhí leis na huasghráduithe ná feabhas éifeachtúlachta fuinnimh 33% a bhaint amach agus áiríodh leo uasghráduithe ar dhoirse agus fuinneoga, uasghráduithe ar insliú, soilsiú agus téamh, agus teicneolaíochtaí in-athnuaite.

Táthar ag baint leas as an gcomhar agus an taighde sin chun treo na héifeachtúlachta fuinnimh i scoileanna sa todhchaí a mhúnlú. Leanfar leis d'fhonn clár iarfheistithe a sholáthar ón mbliain 2023 amach, ag brath ar an gcistiú ón bPlean Forbartha Náisiúnta.

5.14 Iompar Scoile

Sa bhliain 2019, iompraíodh 120,000 leanbh, lenar áiríodh 14,200 leanbh a bhfuil riachtanais speisialta oideachais acu, i mbreis agus 5,000 feithicil chuig bunscoileanna agus iar-bhunscoileanna ar fud na tíre gach lá. Clúdaíodh breis agus 100 milliún ciliméadar sna turais sin agus bhí costas os cionn €219m ag baint leo. Maidir le leanaí a bhfuil riachtanais speisialta oideachais acu, iompraíodh iad chuig scoileanna i mbreis agus 3,100 feithicil ar chostas os cionn €120m sa bhliain 2019.

5.15 An Breatimeacht agus an Earnáil Oideachais

Ag teacht sna sála ar dhaingniú an Chomhaontaithe um Tharraingt Siar ag Rialtas na Ríochta Aontaithe i mí na Nollag 2019, scoir an Roinn den phleanáil theagmhasach do Bhreatimeacht gan Mhargadh. Foilseofar na sainorduithe idirbheartaíochta don Chaidreamh sa Todhchaí idir an tAontas Eorpach agus an Ríocht Aontaithe sa bhliain 2020. Le linn na hidirbheartaíochta atá le teacht, díreoidh an Roinn go háirithe ar rannpháirtíocht na Ríochta Aontaithe i gclár de chuid an Aontais Eorpaigh amhail clár Erasmus+ agus Fís 2020, ar an tiomantas do chlár PEACE PLUS agus ar an aitheantas leantach do cháilíochtaí gairmiúla.

Lean an tAonad Comhair Idirnáisiúnta sa Roinn lena straitéis ullmhachta i gcomhthéacs chur i gcrích na hidirbheartaíochta idir an tAontas Eorpach agus an Ríocht Aontaithe an 31 Nollag 2020. Áiríodh leis an obair sin cabhrú le leasú ar an Acht um Thacaíocht do Mhic Léinn, 2011, a rith, rud lena ndéanfar soláthar do dheontais SUSI a íoc fós le mic léinn Éireannacha a dhéanann staidéar in Institiúidí Ardoideachais sa Ríocht Aontaithe agus le mic léinn ón Ríocht Aontaithe a dhéanann staidéar in Institiúidí Ardoideachais in Éirinn. Áiríodh leis freisin an Meabhrán Tuisceana maidir leis an gComhlimistéar Taistil a thabhairt chun críche leis an Ríocht Aontaithe, a mhéid is a bhaineann sé leis an oideachas. Phléigh an tAire Oideachais agus Scileanna an tsaincheist dheireanach sin leis an Aire Stáit don Oideachas nuair a bhuaill siad lena chéile i Londain i mí Dheireadh Fómhair 2019.

5.16 Clár Oibríochtaí Chiste Sóisialta na hEorpa (ESF)

Ghlac thart ar 70,000 duine páirt i ngníomhaíochtaí cómhaoinithe faoin gClár um Infhostaitheacht, Cuimsiú agus Foghlaim (PEIL) 2014-2020 le linn na bliana 2019.

Seoladh an dara babhta de thionscadail faoin ngníomhaíocht Comhionannas Inscne i mí Dheireadh Fómhair 2019. Cuireadh cistiú breise €5.8m ar fáil chun fiontraíocht agus rannpháirtíocht na mban san fhórsa saothair a chur ar aghaidh.

Cuireadh fáltais €73.8m ón Aontas Eorpach leis an Vóta Oideachais i leith dearbhuithe caiteachais don Chlár sa bhliain 2019.

Rinneadh Achoimre na Saoránach ar an Tuarascáil Bhliantúil ar an gClár don bhliain 2018 a fhoilsiú ar www.esf.ie i mí Iúil 2019.

5.17 Caiteachas na Roinne

B'ionann agus €10.9 billiún toradh caiteachais na Roinne sa bhliain 2019. Áiríodh leis sin caiteachas caipitil vótáilte comhlán a bhí cothrom le €9.5 billiún, caiteachas caipitil a bhí cothrom le €508 milliún ar an gCiste Náisiúnta Oiliúna agus caiteachas caipitil a bhí cothrom le €941 mhilliún.

B'ionann an leithdháileadh buiséid ar an Roinn sa bhliain 2019 agus méadú 7%, beagnach, ar an leithdháileadh sa bhliain 2018. Rinneadh soláthar do na nithe seo a leanas, i measc nithe eile, leis an méadú sin: 1,300 post breise i scoileanna, lena n-áirítear múinteoirí breise agus cúntóirí riachtanas speisialta breise; méadú 5% ar chaipitíocht scoileanna; bearta éagsúla beartais a chur chun feidhme i réimse na gcistí sármhaitheasa scoile; tacaí do cheannaireacht scoile agus d'fholláine; feabhas a chur ar thorthaí do leanaí a bhfuil riachtanais bhreise chúraim acu; agus infheistíocht mhéadaithe in oideachas treasach, lena n-áirítear soláthar breise do Phrintíseachtaí agus do Chlár Springboard.

5.18 An tAonad Iniúchóireachta Inmheánaí agus Iniúchóireachta AE

Tá an tAonad Iniúchóireachta Inmheánaí sa Roinn freagrach as dearbhú a thabhairt don Oifigeach Cuntasaíochta maidir le leorgacht, éifeachtacht agus éifeachtúlacht phróisis na Roinne um bainistíocht riosca, um chórais rialaithe inmheánaigh agus um rialachas.

Cinntíonn Údarás Iniúchóireachta Chiste Sóisialta na hEorpa (ESF) go gcloíonn Éire le ceanglais rialála an Aontais Eorpaigh i ndáil le hiniúchadh ESF, cuireann sé dea-chleachtas chun cinn i mbainistíocht, rialú agus iniúchadh ESF in Éirinn agus cinntíonn sé go ndéantar iniúchtaí i gcomhréir le caighdeáin iniúchóireachta idirnáisiúnta ar mhaithe le tuarascálacha atá ar ardchaighdeán, cothrom agus cothromaithe a chur ar fáil.

Déantar cláir bhliantúla iniúchóireachta a ullmhú faoi choimirce an Choiste Iniúchóireachta agus tuairiscíonn an tAonad Iniúchóireachta Inmheánaí agus Údarás Iniúchóireachta ESF don Choiste faoi stiúradh na gclár sin agus faoi thabhairt chun críche na dtuarascálacha iniúchóireachta. Tugadh naoi dtuarascáil iniúchóireachta inmheánaí san iomlán chun críche sa bhliain 2019 agus rianaíonn an tAonad Iniúchóireachta Inmheánaí, ar bhonn ráithiúil, an dul chun cinn ar chur chun feidhme na moltaí a thagann as na tuarascálacha iniúchóireachta.

Níor tugadh aird Cheann an Aonaid Iniúchóireachta Inmheánaí agus Iniúchóireachta AE ná aird an Choiste Iniúchóireachta ar aon Nochtadh Cosanta inmheánach sa bhliain 2019.

5.19 Déileáil le Drochúsáid san Am atá thart

Sa bhliain 2018, lean an Roinn le dul chun cinn a dhéanamh ar chur i gcrích na ranníocaíochtaí ó chuallachtaí reiligiúnacha leis na costais a thabhaigh an Stát agus é ag freagairt do dhrochúsáid leanaí in institiúidí cónaithe.

Tá ranníocaíochtaí á ndéanamh ag na cuallachtaí reiligiúnacha faoi dhá bhabhta:

- an Comhaontú Slánaíochta ar thángthas air sa bhliain 2002, rud atá ina cheangal dlí, agus
- na tairiscintí deonacha a tugadh sa bhliain 2009.

Sa bhliain 2019, fuarthas ranníocaíochtaí airgid breise ab fhiú €8.8m ó chuallachtaí ar bhonn deonach. Aistríodh sé mhaoín bhreise go hiomlán chuig an Stát faoi na tairiscintí deonacha a tugadh sa bhliain 2009 agus aistríodh trí mhaoín go hiomlán faoin gComhaontú Slánaíochta ar thángthas air sa bhliain 2002.

B'ionann agus €480.6m na tairiscintí iomlána a thug na cuallachtaí sa dá bhabhta. Amhail deireadh mhí na Nollag 2019, fuarthas ranníocaíochtaí iomlána ab fhiú €238m. Féach an tábla thíos le haghaidh tuilleadh faisnéise.

Achoimre ar na tairiscintí bunaidh agus na suimeanna a réadaíodh				
	An tsuim a tairgeadh (€m)	An tsuim a réadaíodh (€m)	An tsuim atá le réadú (€m) (#)	An céatadán den tairiscint a réadaíodh / atá le réadú fós
Comhaontú Slánaíochta 2002	128	124.94	3.06	98%/2%
Tairiscintí deonacha 2009 (*)	352.61	113.34	239.27	32%/68%
	480.61	238.28	242.33	50%/50%

* Níl fáil fós ar luachanna roinnt maoinne a aistríodh go hiomlán chuig an Stát.

Ní dócha go mbainfeadh luach iomlán na suimeanna a tairgeadh sa bhliain 2009 amach toisc gur lú na luachálacha ar aistrithe maoinne críochnaithe nó ar dhiúscairtí agus toisc nár glacadh le tairiscintí, i measc nithe eile.

Lean an Roinn le pleananna débhlantúla a chur faoi bhráid Chomhairle na hEorpa ina leagtar amach na bearta aonair agus ginearálta atá á ndéanamh chun na breithiúnais ó Chúirt na hEorpa um Chearta an Duine i gcás Louise O'Keeffe a chur chun feidhme. Thionscain an Rialtas scéim ex gratia i mí Iúil 2015 mar fhreagairt dóibh sin a thionscain imeachtaí dlíthiúla i dtaca le drochúsáid leanaí i scoileanna lae agus a scoir de na himeachtaí sin tar éis breithiúnais ón Ard-Chúirt agus ón gCúirt Uachtarach, agus roimh an mbreithiúnas ó Chúirt na hEorpa um Chearta an Duine, ar chás Louise O'Keeffe. Bhíodhas in ann iarratais ar an scéim ex gratia ar diúltaíodh dóibh a tharchur chuig an mBreitheamh Onórach Iarfhlaith O'Neill, an measúnóir neamhspleách. Ag teacht sna sála ar an mbreithiúnas ón mBreitheamh Onórach O'Neill i mí Iúil 2019 á rá nach oiriúnach don bhreithiúnas ó Chúirt na hEorpa um Chearta an Duine a bhí an coinníoll réamhghearáin le haghaidh íocaíochta a fháil ón scéim ex gratia, tá an scéim ex gratia á hathbheithniú faoi láthair.

Leis an mBille um Thaifid a Choimeád, foráiltear go gcoimeádtar taifid áirithe de chuid an Choimisiúin chun Drochúsáid Leanaí a Fhiosrú, an Bhoird Sásamh d'Institiúidí Cónaithe agus an Choiste Athbhreithnithe um Shásamh d'Fhorais Chónaithe. Foilsíodh é i mí Feabhra 2019.

Aguisín A – Eochairtháscairí ar dhul chun cinn agus rath don Phlean Gníomhaíochta don Oideachas 2019

Eochairtháscairí do Sprioc 1

Réimse beartais	Táscaire	Tomhas
Folláine	An líon laethanta tiomnaithe do ghníomhaíochtaí tacaíochta agus forbartha i scoileanna ag síceolaithe ón tSeirbhís Náisiúnta Síceolaíochta Oideachais	5,285 (2018)
An soláthar agus an rath in ábhair STEM, agus an glacadh leo, i measc daltaí iar-bhunscoile	An % de dhaltáí Ardteistiméireachta a fhaigheann grád H4 nó níos airde i matamaitic ardleibhéil	56.8% (2018)
	An % de dhaltáí Ardteistiméireachta a fhaigheann grád O4 nó níos airde i matamaitic gnáthleibhéil	56.1% (2018)
	An % de scoileanna buachaillí atá ag tairiscint ábhar STEM seachas matamaitic nó eolaíocht	96.0% (2018)
	An % de scoileanna cailíní atá ag tairiscint ábhar STEM seachas matamaitic nó eolaíocht	56.1% (2018)
	An % de scoileanna measctha atá ag tairiscint ábhar STEM seachas matamaitic nó eolaíocht	93.1% (2018)
	An % de bhuachaillí sa 6ú bliain atá ag déanamh dhá ábhar STEM nó níos mó (seachas matamaitic agus bitheolaíocht)	40.0% (2018)
	An % de chailíní sa 6ú bliain atá ag déanamh dhá ábhar STEM nó níos mó (seachas matamaitic agus bitheolaíocht)	8.0% (2018)
	An soláthar agus an rath i dteangacha iasachta, agus an glacadh leo, i measc daltaí iar-bhunscoile	An % de dhaltáí Ardteistiméireachta a fhaigheann grád H4 nó níos airde in aon teanga iasachta
An % d'iar-bhunscoileanna atá ag tairiscint dhá theanga iasachta ar a laghad		74.1% (2018)
An % de bhuachaillí sa 6ú bliain atá ag déanamh staidéar ar theanga iasachta amháin ar a laghad		69.0% (2018)
An % de chailíní sa 6ú bliain atá ag déanamh staidéar ar theanga iasachta amháin ar a laghad		86.5% (2018)
Rátaí coinneála go dtí an Ardteistiméireacht	An % de dhaltáí atá ag déanamh na hArdteistiméireachta	91.6% (2017)

Eochairtháscairí do Sprioc 2

Réimse beartais	Táscaire	Tomhas
Difríochtaí i rátaí coinneála idir scoileanna DEIS agus scoileanna nach scoileanna DEIS iad	An bhearna chéatadánach i rátaí coinneála in iar-bhunscoileanna DEIS agus iar-bhunscoileanna nach iar-bhunscoileanna DEIS iad	Difríocht 8.7% (2018): Ráta coinneála 94.4% i scoileanna nach scoileanna DEIS iad agus ráta coinneála 84.7% i scoileanna DEIS
Difríochtaí i rátaí coinneála idir scoileanna DEIS agus scoileanna nach scoileanna DEIS iad	An bhearna chéatadánach i rátaí coinneála sraithe sinsearaí in iar-bhunscoileanna DEIS agus iar-bhunscoileanna nach iar-bhunscoileanna DEIS iad – daltaí a thosaigh an 5ú bliain agus nach ndearna an Ardteistiméireacht	Difríocht 6.1% (2018): Ráta fágála 9.2% i scoileanna DEIS agus ráta fágála 3.1% i scoileanna nach scoileanna DEIS iad
Rochtain ar an Ardoideachas i measc grúpaí faoi ghannionadaíocht	An % d'iontrálaithe nua san Ardoideachas ar daoine faoi mhíchumas iad	10.6% (2017/18)
	An % de na hiontrálaithe iomlána san Ardoideachas (fochéimithe lánaimseartha) ar mic léinn lánfhásta iad	8.4% (2017/18)
	An % de dhaoine 20 bliain d'aois i limistéir faoi mhíbhuntáiste ar mic léinn iad (de réir an Daonáirimh)	47.4% (de réir Dhaonáireamh 2016)
	An líon mac léinn Ardoideachais atá ag déanamh staidéir ar bhonn solúbtha (páirtaimseartha agus cian), agus an líon sin mar chéatadán den líon iomlán mac léinn Ardoideachais	52,267 (bunaithe ar fhigiúirí sealadacha na bliana 2017/18 agus na bliana 2018/19), atá cothrom le 22.04% den líon iomlán mac léinn (figiúr sealadach)
	An líon mac léinn atá ag fáil tacaí i riocht deontas, agus an líon sin mar chéatadán den líon iomlán mac léinn Ardoideachais	66,774 (bunaithe ar fhigiúirí sealadacha na bliana 2017/18 agus na bliana 2018/19), atá cothrom le 36.11% den líon iomlán mac léinn (figiúr sealadach)
	An líon Taistealaithe Éireannacha (féindearbhaithe) san Ardoideachas	61 (2017/18)

Réimse beartais	Táscaire	Tomhas
Méid agus Acmhainn na Riachtanas Speisialta Oideachais	An líon cúntóirí riachtanas speisialta	15,950 (2019)
	An líon múinteoirí oideachais speisialta i scoileanna príomhshrutha (coibhéisí lánaimseartha)	13,530 (2018/19)
	An líon scoileanna speisialta	114 (2018/19)
	An líon iomlán daltaí i ranganna speisialta	6,229 (bunscoil, 2018/19) 2,136 (iar-bhunscoil, 2018/19)
	An líon iomlán daltaí i scoileanna speisialta	7,728 (2018/19)

Eochairtháscairí do Sprioc 3

Réimse beartais	Táscaire	Tomhas
Cigireachtaí Luathbhlianta	An líon cigireachtaí in ionaid fhoghlaim agus chúram na luathóige	691 (2018)
Cigireachtaí i mbunscoileanna agus in iar-bhunscoileanna	An líon cigireachtaí i mbunscoileanna, promhadh san áireamh	3,566 (2018)
	An líon cigireachtaí in iar-bhunscoileanna	608 (2018)
Cigireachtaí eile, lena n-áirítear Féinmheastóireachtaí Scoile	An líon cuairteanna comhairleacha	1,473 (2018)
Foilsíú tuairiscí cigireachta	An líon tuairiscí ar chigireachtaí atá dírithe ar an oideachas sna luathbhlianta a foilsíodh	813 (2019)
	An líon tuairiscí cigireachta bunscoile agus iar-bhunscoile a foilsíodh	996 (2019)
Soláthar forbartha gairmiúla leanúnaí	An líon bunscoileanna atá ag fáil tacaíocht ón tSeirbhís um Fhorbairt Ghairmiúil do Mhúinteoirí	1,931 (2018)
	An líon iar-bhunscoileanna atá ag fáil tacaíocht ón tSeirbhís um Fhorbairt Ghairmiúil do Mhúinteoirí	416 (2018)

Eochairtháscairí do Sprioc 4

Réimse beartais	Táscaire	Tomhas
Scoileanna éitis Chaitlicigh	An % den rollú scoile iomlán i mbunscoileanna éitis Chaitlicigh	89.9% (2019)
	An % den rollú scoile iomlán in iar-bhunscoileanna éitis Chaitlicigh	50.5% (2019)
Scoileanna lán-Ghaeilge	An % den rollú scoile iomlán i mbunscoileanna lán-Ghaeilge	8% (2019)
	An % den rollú scoile iomlán in iar-bhunscoileanna lán-Ghaeilge	3.6% (2019)
An líon scoileanna il-sainchreidmheacha	An líon bunscoileanna il-sainchreidmheacha/neamh-shainchreidmheacha	150 (2019)
	An líon iar-bhunscoileanna il-sainchreidmheacha/neamh-shainchreidmheacha	352 (2019)
Conairí malartacha Ardteistiméireachta	An % de dhaltaí atá ag déanamh na hArdteistiméireachta Feidhmí	4.9% (2018)
	An % de dhaltaí atá ag déanamh Ghairmchlár na hArdteistiméireachta	26.1% (2018)
An líon luathfhágálaithe scoile – iar-bhunscoil	An % de luathfhágálaithe scoile – daltaí a thosaigh an 5ú bliain agus nach ndearna an Ardteistiméireacht	2,433 (2017)
Rátaí an aistriú ón iar-bhunscoil chuig an Ardoideachas	An % atá ag aistriú ón iar-bhunscoil chuig an ardoideachas	64.0% (2017)
Scileanna, uasoiliúint agus athoiliúint	An líon áiteanna ar chlár Springboard+	9,000 (2019)
	An líon foghlaimeoirí Skillnet	56,182 (2018)
	Rolluithe breisoideachais agus oiliúna ar leibhéal 1-4 ar an gCreat Náisiúnta Cáilíochtaí	71,364 (2018)
	Rolluithe breisoideachais agus oiliúna ar leibhéal 5 ar an gCreat Náisiúnta Cáilíochtaí	37,354 (2018)
	Rolluithe breisoideachais agus oiliúna ar leibhéal 6 ar an gCreat Náisiúnta Cáilíochtaí	8,358 (2018)
	An líon céimithe – Mórghradaim, Mionghradaim agus Gradaim Shainchuspóra	211,320 (2018)
Taighde	An líon iomlán taighdeoirí iarchéime (lánaimseartha, páirtaimseartha, Máistreacht agus PhD)	10,015 (2017)

Réimse beartais	Táscaire	Tomhas
	An líon mac léinn PhD – lánaimseartha agus páirtaimseartha	8,513 (2017)
	An líon mac léinn máistreachta – lánaimseartha agus páirtaimseartha	1,502 (2017)
Printíseacht	An líon iomlán clárúithe printíseachta	17,829 (2019)
Foghlaim ar Feadh an tSaoil	An % d'aoisigh idir 25 bliana d'aois agus 64 bliana d'aois a ghlac páirt i bhfoghlaim fhoirmiúil agus/nó i bhfoghlaim neamhfhoirmiúil – an meán náisiúnta (Eurostat)	12.5% (2018)
	Daoine idir 25 bliana d'aois agus 34 bliana d'aois a ghnóthaigh gradam ar an gCreat Náisiúnta Cáilíochtaí – leibhéal ar bith	57,034 (2017)
	Daoine idir 35 bliana d'aois agus 44 bliana d'aois a ghnóthaigh gradam ar an gCreat Náisiúnta Cáilíochtaí – leibhéal ar bith	45,691 (2017)
	Daoine idir 45 bliana d'aois agus 54 bliana d'aois a ghnóthaigh gradam ar an gCreat Náisiúnta Cáilíochtaí – leibhéal ar bith	32,804 (2017)
	Daoine idir 55 bliana d'aois agus 64 bliana d'aois a ghnóthaigh gradam ar an gCreat Náisiúnta Cáilíochtaí – leibhéal ar bith	16,751 (2017)
	Daoine os cionn 65 bliana d'aois a ghnóthaigh gradam ar an gCreat Náisiúnta Cáilíochtaí – leibhéal ar bith	2,982 (2017)
Mic léinn idirnáisiúnta	An líon mac léinn idirnáisiúnta mar % de na mic léinn ardoideachais lánaimseartha in institiúidí príobháideacha agus poiblí ardoideachais in Éirinn	12.5% (2017)
	An líon mac léinn ardoideachais ó Éirinn a fuair cistiú chun páirt a ghlacadh i gclár Erasmus+	4,900
	An líon mac léinn Béarla atá ag déanamh staidéir in Éirinn	121,462 (2018)

Eochairtháscairí do Sprioc 5

Réimse beartais	Táscaire	Tomhas
Acmhainn agus bealaí le haghaidh Iompar Scoile	An líon bealaí iompair scoile	6,856 (2018)
	An líon daltaí príomhshrutha atá ag úsáid iompar scoile	104,704 (2018)
	An líon daltaí a bhfuil riachtanais speisialta oideachais acu agus atá ag úsáid iompar scoile	12,751 (2018)
An líon scoileanna	An líon bunscoileanna	3,240 (2019)
	An líon iar-bhunscoileanna	723 (2019)
An líon soláthraithe breisoideachais agus oiliúna agus ardoideachais	An líon soláthraithe breisoideachais agus oiliúna atá cláraithe le Dearbhú Cáilíochta agus Cáilíochtaí Éireann	365 (2018)
	An líon Institiúidí agus coláistí tríú leibhéal a fhaigheann cistiú ón Údarás um Ard-Oideachas	18 (2018)
	An líon Ollscoileanna tríú leibhéal a fhaigheann cistiú ón Údarás um Ard-Oideachas	7 (2018)
Clár Caipitil	An líon áiteanna buana breise (bunscoil)	6,718 (2019)
	An líon áiteanna buana breise (iar-bhunscoil)	4,287 (2019)
	Breisoideachas agus Oiliúint, Ardoideachas	Tá 10 dtionscadal á dtógáil, ar cuireadh dhá cheann díobh i gcrích (2019)

Aguisín B – Sonraí Corparáideacha

Tacú leis an bPróiseas Parlaiminte	2019
Ceisteanna Parlaiminte ar tugadh freagra orthu	4,918
Meabhráin don Rialtas a Fuarthas le haghaidh Tuairimí	208
Uirill a fuarthas in Oifig an Aire agus in Oifig na nAirí Stáit	6,605
Freagraí ar Shaincheisteanna Tráthúla	30
Freagraí ar Dhíospóireachtaí Atrátha (Tosaithe)	29

Seirbhísí Faisnéise	2019
Fiosruithe ríomhphoist a fuarthas trí info@education.gov.ie	7,377
Cuairteoirí ar ár suíomh Gréasáin www.education.ie	3.28m
Iarrataí Saorála Faisnéise a Fuarthas	512
Breitheanna a Tugadh	475
Iarrataí ar Rochtain d'Ábhair Sonraí a Fuarthas	54
a Dúnadh	54
Preaseisiúintí a Eisíodh	201
Leantóirí ar Twitter	43,300

An Clár Bliantúil Cigireachta i Scoileanna agus in Ionaid Oideachais, 2019

Rinne an Chigireacht **4,742** cheann san iomlán de chigireachtaí/chuairteanna comhairleacha ar scoileanna agus ar shuíomhanna a chur i gcrích sa bhliain 2019, faoi mar atá leagtha amach sna Táblaí 1 go 6 thíos.

Tábla 1: Achoimre ar ghníomhaíochtaí na Cigireachta, 2019

Achoimre ar Chigireachtaí	2019
Cigireachtaí ar shuíomhanna luathbhlianta atá ag glacadh páirt sa Chlár um Chúram agus Oideachas na Luath-Óige*	664
Cigireachtaí ar bhunscoileanna (lena n-áirítear cigireacht ar obair na múinteoirí ar promhadh)	1,969
Cigireachtaí ar iar-bhunscoileanna agus ar ionaid oideachais	702
Cuairteanna comhairleacha féinmheastóireacht scoile	971
Cuairteanna ar shuíomhanna Luathbhlianta mar chuid d'Obair Taighde agus Forbartha	40
Cigireachtaí eile, cuairteanna comhairleacha eile agus gníomhaíochtaí meastóireachta eile	396
An líon iomlán Cigireachtaí/Cuairteanna Comhairleacha ar shuíomhanna luathbhlianta, ar scoileanna, ar ionaid oideachais agus ar shuíomhanna eile oideachais	4,742

*An Clár um Chúram agus Oideachas na Luath-Óige

Tábla 2: Cigireachtaí ar shuíomhanna Luathbhlianta atá ag glacadh páirt sa Chlár um Chúram agus Oideachas na Luath-Óige, 2019

Cigireachtaí atá dírithe ar an Oideachas sna Luathbhlianta	2019
Cigireacht atá dírithe ar an Oideachas sna Luathbhlianta	592
Cigireacht atá dírithe ar an Oideachas sna Luathbhlianta: Leantach	72
Cuairteanna ar shuíomhanna Luathbhlianta mar chuid d'Obair Taighde agus Forbartha	40
An Líon Iomlán Cigireachtaí atá dírithe ar an Oideachas sna Luathbhlianta	704

Tábla 3: Cigireachtaí agus meastóireachtaí i mbunscoileanna, 2019

Gníomhaíocht Cigireachta/Meastóireachta Bunscoile	2019
Meastóireacht Scoile Uile	11
Meastóireacht Scoile Uile – Bainistíocht, Ceannaireacht agus Foghlaim	97
Meastóireacht ar Phleanáil Gníomhaíochta le haghaidh Feabhsúcháin i Scoileanna DEIS*	19
Cigireacht Theagmhasach	374
Cigireacht Leantach	140
Meastóireacht ar an Soláthar do Dhaltaí a bhfuil Riachtanais Speisialta Oideachais acu	40
Meastóireacht Curaclaim	178
Cigireachtaí um Chosaint agus Chumhdach Leanaí: Bunscoil	25
An líon iomlán Cigireachtaí Scoile	884
Cigireacht ar obair na múinteoirí ar promhadh	1,085
Iomlán foriomlán	1,969

*DEIS: Plean Gníomhaíochta le haghaidh Cuimsiú Oideachais

Tábla 4: Cigireachtaí agus meastóireachtaí in iar-bhunscoileanna agus in ionaid oideachais, 2019

Gníomhaíocht Cigireachta/Meastóireachta Iar-bhunscoile	2019
Meastóireacht Scoile Uile – Bainistíocht, Ceannaireacht agus Foghlaim	65
Cigireacht Ábhair	282
Meastóireacht Cláir	17
Meastóireacht ar Phleanáil Gníomhaíochta le haghaidh Feabhsúcháin i Scoileanna DEIS*	18
Cigireacht Theagmhasach	162
Cigireacht Leantach	111
Meastóireacht ar Ionaid Oideachais	4
Cigireachtaí um Chosaint agus Chumhdach Leanaí: Iar-bhunscoileanna	21
Meastóireacht ar an Soláthar do Scoláirí a bhfuil Riachtanais Speisialta Oideachais acu	22
An Líon Iomlán Cigireachtaí Scoile	702

*DEIS (Comhionannas Deiseanna a Sholáthar i Scoileanna): Plean Gníomhaíochta le haghaidh Cuimsiú Oideachais

Tábla 5: Cuairteanna Comhairleacha Féinmheastóireacht Scoile, 2019

Cuairteanna Féinmheastóireacht Scoile	2019
Cuairteanna comhairleacha féinmheastóireacht scoile ar bhunscoileanna	724
Cuairteanna comhairleacha féinmheastóireacht scoile ar iar-bhunscoileanna	247
An Líon Iomlán Cuairteanna Comhairleacha Féinmheastóireacht Scoile	971

Tábla 6: Cigireachtaí eile agus cuairteanna comhairleacha eile, 2019

Cigireachtaí Eile/Meastóireachtaí Eile ar an Soláthar do Dhaltaí agus do Dhaoine Óga	2019
Cigireacht ar Choláistí Gaeilge	21
Cigireacht ar Aonaid Chúraim Speisialta	6
Cigireacht a rinneadh chun críche aitheantas scoile	2
Cigireacht a rinneadh faoi alt 24 den Acht Oideachais, 1998	1
Cigireachtaí sna Scoileanna Eorpacha	12
Cigireacht ar champaí litearthachta/uimhearhachta samhraidh do leanaí	6
Cigireacht ar champaí samhraidh do leanaí (campaí samhraidh trí Ghaeilge)	5
Meastóireacht ar chúrsaí samhraidh Forbartha Gairmiúla Leanúnaí do mhúinteoirí bunscoile	44
An Scéim Aitheantais Scoileanna Gaeltachta: cuairteanna comhairleacha ar scoileanna	144
An Scéim Aitheantais Scoileanna Gaeltachta: Cuairteanna Cás-staidéir	18
An Ciste Sármhaitheasa Scoile (DEIS): cuairteanna comhairleacha ar scoileanna	130
An Ciste Sármhaitheasa Scoile (Step-Up): cuairteanna comhairleacha ar scoileanna	7
An Líon Iomlán Cigireachtaí eile/Meastóireachtaí eile ar an Soláthar do Dhaltaí agus do Dhaoine Óga, 2019	396

Tábla 7: Foilsiú tuairiscí, 2019

Foilsiú Tuairiscí Cigireachta	2019
Cigireachtaí atá Dírithe ar an Oideachas sna Luathbhlianta (luathbhlianta)	721
Luathbhlianta – Cigireacht Leantach (luathbhlianta)	92
An tSamhail Meastóireachta Curaclaim (bunscoil)	171
DEIS (bunscoil agus iar-bhunscoil)	43
An tSamhail Cigireachta um Chosaint agus Chumhdach Leanáí (bunscoil agus iar-bhunscoil)	22
Meastóireacht Cláir (iar-bhunscoil)	21
Meastóireacht ar an Soláthar do Dhaltaí a bhfuil Riachtanais Speisialta Oideachais acu (bunscoil)	37
Meastóireacht ar an Soláthar do Scoláirí a bhfuil Riachtanais Speisialta Oideachais acu (iar-bhunscoil)	14
Cigireachtaí Ábhair (iar-bhunscoil)	274
Meastóireacht Scoile Uile – Bainistíocht, Ceannaireacht agus Foghlaim (bunscoil)	98
Meastóireacht Scoile Uile – Bainistíocht, Ceannaireacht agus Foghlaim (iar-bhunscoil)	66
Cigireacht Leantach (bunscoil agus iar-bhunscoil)	231
Meastóireacht Scoile Uile – modhnaithe (bunscoil)	11
Ionaid Oideachais	5
Meastóireachtaí ar Scoileanna in Aonaid Chúraim Speisialta agus in Ionaid Choinneála Leanáí	3
An líon iomlán tuairiscí a foilsíodh (Tabhair faoi deara: tá an líon tuairiscí a foilsíodh sa bhliain 2019 difriúil leis an líon cigireachtaí a rinneadh sa bhliain 2018 toisc nach féidir gach cineál tuairisce a fhoilsiú agus toisc nach mbaineann gach ceann díobh le cigireachtaí a rinneadh sa bhliain 2019)	1,809

Tábla d'Íocaíochtaí Prasa, 2019

Bliain	2019	
	Líon	Luach (€)
Sonraí		
Íocaíochtaí a rinneadh laistigh de 15 lá	8785	€453,009,650
Íocaíochtaí a rinneadh tar éis 16-30 lá	3043	€47,526,720
Íocaíochtaí a rinneadh tar éis 30 lá agus <u>a bhí faoi réir</u> ús íocaíochta déanaí agus costais chúitimh	83	€1,041,138
Íocaíochtaí a rinneadh tar éis 30 lá agus <u>nach raibh faoi réir</u> ús íocaíochta déanaí agus costais chúitimh	1702	€8,515,356
Íocaíochtaí Iomlána	13613	€510,092,864
Suim an úis íocaíochta déanaí a íocadh		€3,002
Suim na gcostas cúitimh a íocadh		€4,550.00
Iomlán na Sonrasc lenar ghabh Ús Íocaíochta Déanaí agus Cúiteamh	83	€7,552

Úsáid Fuinnimh agus Caiteachas Fuinnimh sa bhliain 2019

Tá clár laghdaithe agus bainistithe fuinnimh i bhfeidhm ag an Roinn Oideachais agus Scileanna chun úsáid fuinnimh a laghdú faoi 33% faoin mbliain 2020. Ós rud é gur baineadh laghdú 28.1% amach go dtí seo, tá an Roinn ag sárú na laghduithe réamh-mheasta a éilítear. Tosca móra a bhí taobh thiar den éifeachtúlacht fuinnimh sin a bhí i gclár uasghráduithe trealaimh agus saoráidí agus in athruithe iompraíochta. Feabhsófar an éifeachtúlacht fuinnimh tuilleadh leis na huasghráduithe leanúnacha atá á ndéanamh ar ár n-ardaitheoirí sa champas i mBaile Átha Cliath, le móroibreacha tógála i dTulach Mhór, le huasghrádú an téimh agus leis an tiontú ó ola go gás nádúrtha.

Caiteachas na Roinne ar Chostais Fuinnimh (CBL san áireamh)					
Catagóir	2009 (€)	2016 (€)	2017 (€)	2018 (€)	2019 (€)
Leictreachas	586,570	385,304	335,012	332,390	287,533
Gás	83,337	107,697	112,118	116,555	112,861
Gás Peitriiliam Leachtach agus Ola	43,115	12,717	16,392	24,686	18,980
Iomlán	713,022	505,718	463,522	473,631	419,373

An Dualgas Earnála Poiblí

Faoin Acht fá Choimisiún na hÉireann um Chearta an Duine agus Comhionannas, 2014, tá oibleagáid reachtúil ar gach comhlacht poiblí aird a thabhairt ar shaincheistanna a bhaineann le cearta an duine agus leis an gcomhionannas le linn dóibh a bhfeidhmeanna a chomhlíonadh. Tugtar aghaidh ar oibleagáidí dlíthiúla na Roinne chuige sin le Sprioc 2 agus le Sprioc 5.

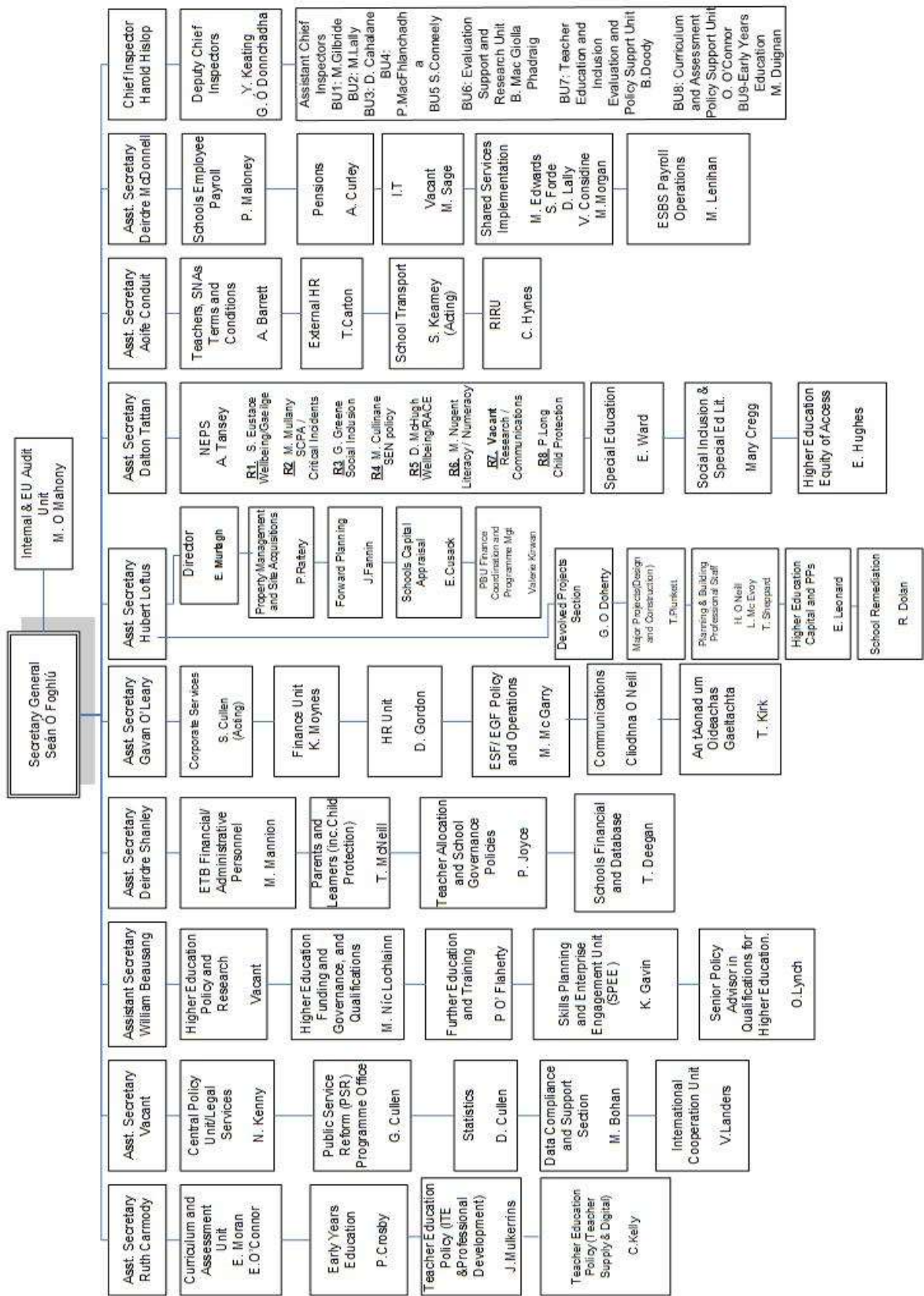
Cothromaíocht Inscne ar Bhoird Stáit

Cothromaíocht inscne ag deireadh na bliana 2019 ar bhoird atá faoi choimirce na Roinne						
Ainm an Bhoird	An Líon Iomlán Áiteanna ar an mBord	Fir	Mná	Iomlán	Mná mar % den Iomlán	An Bord Inscne Aonair é?
An Chomhairle um Oideachas Gaeltachta agus Gaelscolaíochta (COGG) ¹	12	4	7	11	63.6	0
Bord an Chiste Reachtúil d'Institiúidí Cónaithe	9	5	4	9	44.4	0
An Coimisiún chun Drochúsáid Leanaí a Fhiosrú	6	2	4	6	66.7	0
Bord Ghníomhaireacht Forbartha Ghráinseach Ghormáin	15	6	6	12	50.0	0
An tÚdarás um Ard-Oideachas	15	7	8	15	53.3	0
An Chomhairle um Thaighde in Éirinn	11	4	6	10	60.0	0
Léargas	9	2	3	5	60.0	0
An Lárionad Náisiúnta um Threoir san Oideachas (NCGE)	13	4	7	11	63.6	0
<u>An Chomhairle Náisiúnta Curaclaim agus Measúnachta (NCCA)¹</u>	25	10	14	24	58.3	0
An Chomhairle Náisiúnta um Oideachas Speisialta (NCSE)	13	6	7	13	53.8	0
Dearbhú Cáilíochta agus Cáilíochtaí Éireann (QQI)	10	4	6	10	60.0	0
An Bord Sásamh d'Institiúidí Cónaithe	11	4	7	11	63.6	0
An Coiste Athbhreithnithe um Shásamh Institiúidí Cónaithe	5	4	1	5	20.0	0
Skillnet Ireland	13	6	7	13	53.8	0
SOLAS (An tSeirbhís Oideachais Leanúnaigh agus Scileanna)	13	6	7	13	53.8	0
Coimisiún na Scrúduithe Stáit (SEC)	5	3	2	5	40.0	0

Cothromaíocht inscne ag deireadh na bliana 2019 ar bhoird atá faoi choimirce na Roinne						
Ainm an Bhoird	An Líon Iomlán Áiteanna ar an mBord	Fir	Mná	Iomlán	Mná mar % den Iomlán	An Bord Inscne Aonair é?
An Bord Achomhairc i leith Deontas Mac Léinn	11	5	6	11	54.5	0
An Chomhairle Mhúinteoireachta ¹	37	20	16	36	44.4	0
An Foras Taighde ar Oideachas ¹	5	3	1	4	25.0	0

Nóta 1 - Ag an 31 Nollaig 2019, bhí post boird neamhlionta amháin ann ar bhoird na gcomhlachtaí seo: an Chomhairle um Oideachas Gaeltachta agus Gaelscolaíochta, an Chomhairle Náisiúnta Curaclaim agus Measúnachta, an Chomhairle Mhúinteoireachta agus an Foras Taighde ar Oideachas.

Aguisín C – Cairt Eagraíochta ag deireadh na bliana 2019



Aguisín D – Comhlachtaí atá faoi Choimirce na Roinne

Comhlachtaí Neamhthráchtála atá faoi Choimirce na Roinne

- An Chomhairle um Oideachas Gaeltachta agus Gaelscolaíochta (COGG)
- An Coimisiún chun Drochúsáid Leanaí a Fhiosrú (CICA)
- An Foras Taighde ar Oideachas (ERC)
- Gníomhaireacht Forbartha Ghráinseach Ghormáin (GGDA)
- An tÚdarás um Ard-Oideachas (HEA)
- An Chomhairle um Thaighde in Éirinn
- Léargas – an Biúró Malairte
- An Lárionad Náisiúnta um Threoir san Oideachas (NCGE)
- An Chomhairle Náisiúnta Curaclaim agus Measúnachta (CNCM)
- An Chomhairle Náisiúnta um Oideachas Speisialta (NCSE)
- Dearbhú Cáilíochta agus Cáilíochtaí Éireann (QQI)
- An Bord Sásamh d'Institiúidí Cónaithe (RIRB)
- An Coiste Athbhreithnithe um Shásamh Institiúidí Cónaithe (RIRC)
- Bord an Chiste Reachtúil d'Institiúidí Cónaithe
- Skillnet Ireland
- SOLAS - An tSeirbhís Oideachais Leanúnaigh agus Scileanna
- Coimisiún na Scrúduithe Stáit (SEC)
- An Chomhairle Mhúinteoireachta

Is féidir tuilleadh faisnéise faoinár ngníomhaireachtaí, lena n-áirítear sonraí teagmhála agus sonraí boird, a fháil ar ár leathanach Gréasáin ar ghníomhaireachtaí ag <https://www.education.ie/ga/An-Roinn/Gníomhaireachtaí/>

Aguisín E – Naisc Dhíreacha chuig ár Suíomh Gréasáin www.education.ie

Faisnéis Staidrimh	https://www.education.ie/ga/Foilseacháin/Staitisticí/Staitisticí.html
Tuairiscí Cigireachta	https://www.education.ie/ga/Foilseacháin/Tuairiscí-Cigireachta-Foilseacháin/
Reachtaíocht Oideachais	https://www.education.ie/ga/An-Córas-Oideachais/Reachtaíocht/Reachtaíocht-Oideachais.html
Gach Foilseachán	https://www.education.ie/ga/Foilseacháin/Tuairiscí-Cigireachta-Foilseacháin/
Imlitreacha agus Foirmeacha	https://www.education.ie/ga/Ciorcláin-agus-Foirmeacha/Ciorcláin-Gníomhacha/cl00002_2019_ir.pdf
Oideachas Speisialta	https://www.education.ie/ga/An-Córas-Oideachais/Oideachas-Speisialta/
Dearadh Scoile	https://www.education.ie/ga/Dearadh-Scoileana/
Preas agus Imeachtaí	https://www.education.ie/ga/Preas-agus-Imeachtaí/
Seirbhísí agus Faisnéis do Thuismitheoirí	https://www.education.ie/ga/Tuismitheoirí/
An tSeirbhís Náisiúnta Síceolaíochta Oideachais	https://www.education.ie/ga/Scoileanna-Coláistí/Seirbhísí/An-tSeirbhís-Náisiúnta-Síceolaíochta-Oideachais-NEPS-/An-tSeirbhís-Náisiúnta-Síceolaíochta-Oideachais-NEPS-.html
Seirbhísí agus Faisnéis d'Fhoireann Oideachais	https://www.education.ie/ga/Foireann-Oideachais/
Seirbhísí agus Faisnéis d'Fhoghlaimoirí	https://www.education.ie/ga/Foghlaimoirí/

Aguisín F – Acrainmneacha

Acrainm	
AIM	An tSamhail um Rochtain agus Cuimsiú
CAO	An Lár-Oifig Iontrála
CLIL	Foghlaim Chomhtháite Ábhar agus Teangacha
CPD	Forbairt Ghairmiúil Leanúnach
CPOG	An Grúpa Maoirseachta maidir le Cosaint Leanaí
CPSI	An tSamhail Cigireachta um Chosaint agus Chumhdach Leanaí
CSL	An Lárionad um Cheannaireacht Scoile
CTB	Curaclam Teanga na Bunscoile
DE	An Roinn Oideachais – Tuaisceart Éireann
DEIS	Comhionannas Deiseanna a Sholáthar i Scoileanna
DLF	An Creat Foghlama Digití
ECCE	Cúram agus Oideachas na Luath-Óige
EGFSN	An Sainghrúpa ar Riachtanais Scileanna sa Todhchaí
ELC	Foghlaim agus Cúram na Luath-Óige
ESCI	Líonra Ionad Tacaíochta Oideachais Éireann
ESD	Oideachas don Fhorbairt Inbhuanaithe
ESF	Ciste Sóisialta na hEorpa
ESRU	An tAonad Tacaíochta agus Taighde Meastóireachta
EYEI	Cigireacht atá dírithe ar an Oideachas sna Luathbhlianta
EYEPU	An tAonad Beartas um Oideachas sna Luathbhlianta
FET	Breisoideachas agus Oiliúint
FLAG	An Grúpa Comhairleach Teangacha Iasachta
FSD	Ciste do Mhic Léinn faoi Mhíchumas
GDPR	An Rialachán Ginearálta maidir le Cosaint Sonraí
HCI	An Tionscnamh Caipitil Dhaonna
HE	Ardoideachas
HEI	Institiúid Ardoideachais
HSCI	Teagmháil Bhaile, Scoile agus an Phobail
IAG	An Grúpa Comhairleach Cur Chun Feidhme
TFC	Teicneolaíocht na Faisnéise agus na Cumarsáide
IEM	Marc Oideachais Idirnáisiúnta
ILEP	Liosta Eatramhach de Sholáthraithe Incháilithe
IPPN	Líonra Príomhoidí Bunscoile na hÉireann
ISL	Teanga Chomharthaíochta na hÉireann
ITE	Oideachas Tosaigh Múinteoirí
IWP	An Clár Ceardlann Ionduchtaithe
JCSP	Clár Scoile an Teastais Shóisearaigh
JCT	An tSraith Shóisearach do Mhúinteoirí
LCPE	Corpoideachas na hArdteistiméireachta
LINC	An Clár um Cheannaireacht do Chuimsiú
MCA	Ionad Choillidh Chanannáin don Uathachas
M & E	Faireachán agus Meastóireacht
MOOCS	Ollchúrsaí Oscailte ar Líne
MFL	Nuatheangacha Iasachta
NAPD	Cumann Náisiúnta na bPríomhoidí agus na Leas-Phríomhoidí
NBSS	An tSeirbhís Náisiúnta Tacaíochta Iompraíochta
NEPS	An tSeirbhís Náisiúnta Síceolaíochta Oideachais
NFQ	An Creat Náisiúnta Cáilíochtaí
NIPT	An Clár Náisiúnta Ionduchtaithe do Mhúinteoirí

Acrainm	
NQT	Múinteoirí Nuacháilithe
NSAI	Tionscnamh Náisiúnta Síolta/Aistear
NSS	An Straitéis Náisiúnta Scileanna
NTF	An Ciste Náisiúnta Oiliúna
PACG	Critéir agus Treoirí maidir le Dámhachtainí Gairmiúla
PATH	An Clár um Rochtain ar Ardoideachas
SFGM	An tSeirbhís um Fhorbairt Ghairmiúil do Mhúinteoirí
PEIL	An Clár um Infhostaitheacht, Cuimsiú agus Foghlaim
PLC	An Iar-Ardeistiméireacht
PMO	An Oifig um Bainistíocht Tionscadal
QAB	An Bord Comhairleach Cáilíochtaí
RSF	Na Fóraim Réigiúnacha Scileanna
RTB	An Bord um Thionóntachtaí Cónaithe
SAF	An Ciste Cúnaimh do Mhic Léinn
SALI	An Tionscnamh um Cheannaireacht Acadúil Shinsearach
SDG	Spríocanna Forbartha Inbhuanaithe
SEF	An Ciste Sármhaitheasa Scoileanna
SEN	Riachtanais Speisialta Oideachais
SEN-PP	Riachtanais Speisialta Oideachais in Iar-bhunscoileanna
SESS	An tSeirbhís Tacaíochta d'Oideachas Speisialta
SET	Múinteoir Oideachais Speisialta
SNA	Cúntóir Riachtanas Speisialta
STEM	Eolaíocht, Teicneolaíocht, Innealtóireacht agus Matamaitic
SUSI	Tacaíocht Chomhchoiteann do Mhic Léinn in Éirinn
TGD	Treirdhoiciméid Theicniúla
TU	Ollscoil Teicneolaíochta
TURN	An Lónra Taighde ar Ollscoileanna Teicneolaíochta
TUSLA	An Ghníomhaireacht um Leanáí agus an Teaghlach
UN	Na Náisiúin Aontaithe
UNCRC	Coinbhinsiún na Náisiún Aontaithe um Chearta an Linbh
VTOS/SST	An Scéim Deiseanna Oiliúna Gairmoideachais/Oiliúint i Scileanna Sonracha
WSE-LL	Meastóireacht Scoile Uile – Bainistíocht, Ceannaireacht agus Foghlaim
YEI	An Tionscnamh um Fhostaíocht don Aos Óg