

ACTION PLAN FOR EDUCATION

2016-2019



DEPARTMENT OF EDUCATION
AGUS SCILEANNA

DEPARTMENT OF EDUCATION
AND SKILLS

DEPARTMENT OF EDUCATION AND SKILLS
STRATEGY STATEMENT

TABLE OF CONTENTS

Executive Summary	1
Foreword by the Minister	6
Statement by the Secretary General	7
The Key Challenges and Opportunities in our Operating Environment	9
Introduction	9
Political Environment:	9
Economic Environment:	9
Labour Market:	9
Increasing Demographic Pressures:	9
Managing Education and Training Sector Reform:	10
Civil Service Renewal Plan:	10
Skills and Capacity:	10
Ensuring equity:	10
A Programme for a Partnership Government Commitments:	10
Our Strategies	11
Work with other Government Departments	11
Our Ambition	13
Our Strategy	13
Goal 1: Improve the learning experience and the success of learners	14
Goal 1: OUR OBJECTIVES & ACTIONS	15
Goal 1: TARGETS AND INDICATORS	16
Objective 1.1: Improve services and resources to promote wellbeing in our school communities to support success in school and life	17
Objective 1.2: Deliver a “Step-Change” in the development of critical skills, knowledge and competences to provide the foundations for participation in work and society	19
Objective 1.3: Increase subject choice for learners in Senior Cycle to equip them with the skills and knowledge to participate in a changing world	21
Objective 1.4: Improve the transition of learners at critical stages in the education and training system	21
Objective 1.5: Increase the use of ICT in teaching, learning and assessment so that learners are equipped with the necessary skills to meet the challenges of a rapidly changing learning environment	23
Objective 1.6: Enable learners communicate effectively and improve their standards of competence in languages	24
Goal 2: Improve the progress of learners at risk of educational disadvantage or learners with special educational needs	26
Goal 2: OUR OBJECTIVES & ACTIONS	27
Goal 2: TARGETS AND INDICATORS	28

Objective 2.1: Improve the learning experience and learning outcomes for learners impacted by disadvantage	29
Objective 2.2: Target policies and supports for learners with special education needs to support their participation and progression across the continuum of education	30
Goal 3 - Help those delivering education services to continuously improve	31
Goal 3: OUR OBJECTIVES AND ACTIONS	32
Goal 3: TARGETS AND INDICATORS	31
Objective 3.1: Increase the quality of Early Years to deliver a better learning experience for young children	34
Objective 3.2: Develop the continuum of teacher education to equip teachers with the right skills for 21 st century teaching and learning and improve school leadership	35
Objective 3.3: Improve quality, promote excellence and innovation, and increase autonomy for schools	37
Objective 3.4: Promote high quality learning experiences in Further Education and Training and Higher Education	38
Goal 4: Build stronger bridges between education and the wider community	39
Goal 4: OUR OBJECTIVES AND ACTIONS	40
Goal 4: TARGETS AND INDICATORS	42
Objective 4.1: Increase opportunities for schools to support their local communities through the utilisation of schools buildings and facilities out of hours	43
Objective 4.2: Strengthen the role of parents and students, and deliver progress in providing greater school choice	43
Objective 4.3: Enhance our capacity to meet national and regional skills needs	45
Objective 4.4: Create a greater diversity of learning opportunities beyond school	46
Objective 4.5: Enhance support for learners to make informed career choices	47
Objective 4.6: Create a stronger focus on Entrepreneurship, Creativity and Innovation	48
Objective 4.7: Work with enterprise to increase the number of researchers and institute a new programme of funding for Frontiers Research	49
Objective 4.8: Position Ireland as a desirable location for international students	49
Goal 5 - Improve national planning and support services	50
Goal 5: OUR OBJECTIVES AND ACTIONS	50
Goal 5: TARGETS AND INDICATORS	51
Objective 5.1: Strengthen strategic oversight and focus on delivery for results	52
Objective 5.2: Deliver appropriate infrastructure for learning environments	54
Objective 5.3: Improve the quality of the national support services and shared services	55
Appendix 1- Bodies under the aegis of the Department	57
Appendix 2: Acronyms	58
Appendix 3: DES commitments arising from the Programme for a Partnership Government	59

VISION

A stylized map of Europe is rendered in various shades of blue, set against a background of overlapping geometric shapes in different blue tones. The map includes major landmasses like the British Isles, Scandinavia, and the Mediterranean region.

TO PROVIDE THE
BEST EDUCATION
AND TRAINING
SYSTEM IN
EUROPE



Executive Summary

Education is central to many of our ambitions as a nation whether they be

- To break the cycles of disadvantage that can prevent some from fulfilling their full potential
- To excel in fields of human endeavour
- To create sustainable jobs with good prospects

Excellent and innovative education and training are the pivot around which personal fulfilment, a fair society and a successful nation should revolve. It is central to sustaining economic success and in converting economic success into building a strong community.

The Programme for Government states that “Education is the key to giving every child an equal opportunity in life. No child should be left behind in economic recovery and we should use our strengthening economy to become a leader in the provision of world-class education and skills.”

Our Vision

The central vision of our Statement of Strategy and Action Plan for Education is that the Irish Education and Training System should become the best in Europe over the next decade. This is achievable as we are already a high performer in many fields, but it is also a challenge towards which the many stakeholders in education and training can work together.

Education has been central to Ireland’s transformation over recent decades. It has played a very significant role in helping Ireland to successfully weather the exceptional economic crash. It will be central to our ambitions as a nation (economic, cultural, scientific and social) over the coming years. It will allow us to lead in innovation. It will help us to achieve social inclusion.

Being the lead in Europe means an ambition to be the best at:

- Harnessing Education to break down barriers for groups at risk of exclusion
- Delivering a learning experience to highest international standards
- Equipping learners of all ages and capacities to participate and succeed in a changing world
- Allowing Ireland to be a leader across a broad range of fields, scientific, cultural, enterprise and public service

This is a realistic ambition. Ireland already has a top 5 position in Europe in several important spheres (for example, post-primary literacy, third level participation, take up of STEM at third level) and a top 10 position in others (educational attainment, innovation, low dropout from school).

However, there are other areas where there is significant ground to make up. These include the achievement levels in science, take-up of gateway subjects and the availability of apprenticeships and traineeships in emerging areas of skills. The key to achieving our ambition are the people who deliver day in day out, adapting to the learning needs of those they help.

Ireland is fortunate to attract high calibre people to the fields of teaching and training who deliver to high standards and who have established a strong international reputation. However, as new challenges place new demands on the education and training system we must ensure that we have the capacity to develop and adopt best practices. Education institutions must themselves be learning organisations continually improving and evolving and learning from best practice.

Success in education is built on the quality of leadership, the ingenuity in teaching, the support in the community for learning and this Action Plan aims to harness those human resources. To be the best we need to ensure that leadership, management, quality frameworks, teaching methods, and initial and continuing training are all operating to the highest standards. We need to promote Innovation and Excellence, recognise high achievement and seek to mainstream successful approaches.

The pursuit of this goal will always be constrained by the availability of financial resources. However, it is the clear articulation of the scope for Education and Training to impact on major national priorities which will help Education and Training prove the case for extra investment.

At the heart of the plan is the aim to improve the impact of the education and training experience on the lives of each and every learner, and particularly those who are likely to face greater obstacles because of disadvantage or special needs.

Our Goals

Education and training services support people throughout their lives. They play a huge part in developing their mental resilience and personal wellbeing. They equip people with the ability to adapt, to work with others, to think critically and to be creative. They give people the skills and knowledge to fulfil their personal goals.

The education and training services set out in this Strategy and Action Plan are based on the core values that inspire those who work in education and training. They recognise fundamental roles, which the individual school or institution, the leaders, teachers and support staff have within them, and seeks to strengthen practitioners' capacity to deliver for learners. They also seek to build strong two-way bridges from Education and Training to the wider community to the benefit of each. These principles are equally valid in every realm of Education and Training sector.

The Plan is summarised in five high level goals:

- 1 Improve the learning experience and the success of learners
- 2 Improve the progress of learners at risk of educational disadvantage or learners with special educational needs
- 3 Help those delivering education services to continuously improve
- 4 Build stronger bridges between education and wider community
- 5 Improve national planning and support services

In each of these areas we aim to deliver systematic progress so we can realise our vision of being the best Education and Training service in Europe.

Objectives and Outcomes

Reflecting on our high level goals, we have identified key ambitions for the coming years which will represent important milestones of progress.

- Significantly reducing the gap with the top European performers in areas of numeracy and science
- Significantly reducing the gap between low achieving students in literacy and numeracy in DEIS and those in non-DEIS schools
- Increasing the take up of gateway subjects: Physics, Chemistry, Higher Level Mathematics and increasing opportunities for learning in the areas of coding and computer science
- Enriching teaching and learning with new curricula, new assessment methods, and technology assisted learning
- Promoting wellbeing in our school communities to support success in school and life
- Continuing to improve retention rates at second-level in DEIS schools, from their current rate of 82.7% to the national norm, currently 90.2%, by 2025
- Increasing by 7 points (equivalent to 30%) the proportion of students at risk of disadvantaged who proceed to Higher Education
- Systematically reducing the skills gap in areas of critical skill need in Higher Education by providing for 50,000 upskilling and reskilling places
- Increasing by a quarter the number of students undertaking a work placement or work project as part of their third level qualification by 2021
- Developing a strong stream of employer supported apprenticeships and traineeships, providing places for 13,000 young people in 2020, in 100 career areas
- Broadening the choice of schools available each year in line with the target of 400 multi/non-denominational by 2030
- Contributing to the delivery of the cross-departmental research targets in Innovation 2020 to enable Ireland become a Global Innovation Leader, such as through an increase of 500 funded postgraduate students, an increase in the number of funded post-doctoral researcher and the initiation of a new programme of funding for Frontier Research across all disciplines
- Increasing upskilling and reskilling opportunities in education and training for those in work (places in Higher Education including mature students, as well as Further Education and Training and Skillnets places)

Some Key Actions

Achieving these outcomes will require concerted action across all sectors of education and training in respect of each goal. Amongst the actions are:

- Increasing the take up of Mental Health Programmes, strengthening Guidance Counselling and strengthening NEPS with a new focus on whole-school policies
- Implementing the new Framework for Junior Cycle with its new short courses, group projects and Junior Cycle Profile of Achievement

- Extending coding and ICT options in schools
- Putting a new plan in place for DEIS schools to help achieve higher skills, better progression and clear pathways
- Implementing an improved model for allocating teaching resources for children with special educational needs that defines pathways and outcomes to be achieved
- Mapping out a plan to deliver more multi-/non- denominational schools and work with the Oireachtas to improve the legislation around Admissions, Parents and Learners Charter and adjudication on complaints/ Ombudsman
- Reforming the funding model for Higher Education to support the growth ambitions and the capacity to meet specific targets on skill gaps, access for disadvantaged groups and stronger impact on Innovation
- Providing additional teachers to support our goals
- Strengthening school leadership and middle management
- Making time available for teachers to develop new learning methods with top-class professional support
- Implementing a new quality framework for schools with a new emphasis on self-evaluation, improvement plans and peer collaboration
- Supporting the new Quality Framework with new inspection models
- Developing funds to promote Excellence and Innovation throughout Education and Training
- Reviewing the capacity of the various support services funded centrally by the Department to integrate with the needs of schools delivering improvement plans
- Publishing a detailed implementation plan for Apprenticeships and Traineeships
- Establishing a framework that helps schools reduce costs bearing on parents
- Developing Regional Skills Plans to respond to local needs
- Expanding Skillnets to reach more employers with new options for upgrading skills
- Increasing the availability of quality entrepreneurship programmes and modules in schools, Higher and Further Education
- Establishing a new competitive fund to build Ireland's research base
- Within the Department, improving strategic policy capability, oversight, governance of programmes and policy, governance and programme and project management structures to deliver on Government-wide public service reform commitments, with reporting on the IRDP and A Programme for a Partnership Government commitments, in line with best international practice.
- Benchmarking all services delivered centrally in terms of effectiveness and efficiency and enhancing Service Level Agreements with all agencies of the Department

The Action Plan Process

The Action Plan is the start of a process. It is not an exhaustive list of everything that will be done to deliver our ambitions in education over the next 3 years. Updated annual Action Plans will be published in December each year, covering the actions that will be implemented during the subsequent 12 months. As part of this process:

- Actions will be monitored against published timelines
- Each year a new Action Plan will be developed and published to further our goals in consultation with stakeholders
- Responsibility for actions will be clearly assigned.

Furthermore, the Department will publish progress reports each quarter that will evolve and improve from the experience of implementation.

Foreword by the Minister



The basic aim of this Government is to use our economic success to build a fair and compassionate society.

Few areas are more pivotal than education to our ambitions as a nation. The quality of the service we provide through our education system will determine whether we can deliver our most important goals:

- To break cycles of disadvantage and ensure that every person has an opportunity to fulfil their potential
- To create sustainable well-paying jobs and strong economic growth
- To solve the great problems through research and innovation, and excel in culture, art and every other field of human endeavour

That is why I believe it is crucial that we set the highest ambitions for our education and training service, because the quality of the service we deliver will directly determine whether we achieve these ambitions for our citizens. In this strategy we are aiming to achieve the best education and training system in Europe over the next decade.

If we can do that, this will mean that we are providing better opportunities for more people from disadvantaged groups. By delivering the best training service in Europe, we will ensure that we can create more of the sustainable well-paying jobs that we so badly require.

We are lucky of course to already have a world-class education system, and no factor is more pivotal to that than the quality of the people who work in it and our actions must always be informed by that.

In this plan, our high ambitions are matched by specific actions to deliver on them, across all parts of the education service. Actions are aimed at improving outcomes for the learners who depend on the service, at breaking cycles of disadvantage, at supporting teachers and institutions to continually improve, at building better links between education and the broader community, and at improving our systems on which we depend to deliver all this.

I want to thank all the people who contributed to creating this strategy, including the 600 individuals and groups who made submissions or held meetings with me, my Oireachtas colleagues from across the House who contributed, and to the people within my Department who did tireless work on putting the document together.

Too often in previous Governments, ambitious plans like this were published but then little achieved. Following the successful model pioneered in the Action Plan for Jobs, we are putting mechanisms in place to ensure that delivery takes place. Each of the hundreds of actions and sub-actions are given clear timelines and lead responsibility for delivery is assigned. We will publish quarterly reports showing how many of the actions stated for delivery in that quarter were achieved. We will publish an annual action plan each year, with more ambitious and more specific actions to be delivered.

In this way I believe we can work together with all the people who work in and depend on the education and training service to, collectively, make it into the best in Europe and deliver on the goals that we have set ourselves as a country.

**Richard Bruton TD,
Minister for Education and Skills**

Statement by the Secretary General



I am pleased to introduce the Department's Statement of Strategy and Action Plan 2016-2019 which articulates our ambition, values and goals that will serve as the basis for the Department's high level work programme for the next three years.

The Department is driving the implementation of an ambitious sector-wide reform programme based on the key principles of access, excellence, transparency and innovation. Our aim is to provide an education and training system that equips learners with the knowledge and skills that they need to achieve their potential, and to participate fully in society and the economy through the delivery of high quality education and training experiences, which will make the best use of resources. It will work towards improving accountability for educational outcomes across the system. It will take particular account of the needs and requirements of learners with disabilities or with special educational needs and learners impacted by disadvantage. Our Action Plan sets out ambitious targets for each goal and it is our intention to meet these targets as resources permit.

This will require the support from all of the education partners. The response to the public consultation process in the development of this Strategy and Action Plan underlined the impact that education and training has on so many lives. Over 600 interested parties took the time to share their vision and experience, and I would like to thank everyone who took part in this. While resources remain challenging, I am confident that this interest will be sustained, and that we will all work together over the next few years to deliver high quality services to achieve our ambition to provide the best education and training system in Europe.

Seán Ó Foghlú
Secretary General

Our ambition:

To provide the best education and training system in Europe

Our mission:

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

Our values:

As a Department of State, we foster a culture of accountability, efficiency and value for money which is rooted in a public service ethos of independence, integrity, impartiality, openness and respect.

As Civil Servants we espouse the highest standards of professionalism, honesty, objectivity and quality, which are central to fulfilling our roles in supporting the democratic process and serving the citizen.

We value learning as a public good and recognise its role in the development, cohesion and wellbeing of society. We recognise the learner's place at the centre of policy development

We value quality and are committed to the principle of continuous improvement and being open to external ideas, challenges and debate. We value relationships and working in collaboration within the education sector and with the wider community

OUR GOALS

GOAL
01

Improve the learning experience and the success of learners



GOAL
02

Improve the progress of learners at risk of educational disadvantage or learners with special educational needs



GOAL
03

Help those delivering education services to continuously improve



GOAL
04

Build stronger bridges between education and the wider community



GOAL
05

Improve national planning and support services



THE KEY CHALLENGES AND OPPORTUNITIES IN OUR OPERATING ENVIRONMENT

The Department of Education and Skills (DES) operates in a challenging and complex environment, shaped in particular by economic, social, technological, cultural and demographic changes. There is a general recognition amongst external stakeholders that the Department's main strengths are our strong values and commitment to education, the high calibre of our management and staff, and our dedication in dealing with a very challenging agenda.

The Department adopts a consultative approach with key partners in the education system in the development and implementation of its policies. This is enshrined in much of the legislation dealing with educational matters and has helped to achieve a high level of shared understanding and commitment across the system as a whole. While there remains scope for improvement, the general consensus across diverse groups of stakeholders and observers, both domestic and international, is that the Irish education system is a good and cost effective model.

Political Environment: The new Partnership Government's ambition is to combine their different talents to build a strong economy and to deliver a fair society. The priorities for education as articulated by the Government in the 'A Programme for a Partnership Government' are to ensure that no child should be left behind in the economic recovery and we should use our strengthening economy to become a leader in the provision of world-class education and skills and to improve people's lives.

Economic Environment: The Irish economy is now firmly in recovery mode. GDP is growing strongly, exports are at historic highs, employment is expanding and there has been considerable improvement in the public finances. The short to medium term outlook is strong, with estimated annual growth of around 3%, although risks to recovery remain. Continued economic growth in the coming years will permit modest growth in public expenditure, which will allow targeted improvements in public services, including education and training.

Labour Market: In collaboration with key stakeholders, we will ensure that our education and training system provides flexible opportunities for learners to acquire the skills needed, so that they can access the labour market and increase Ireland's competitiveness by addressing areas of strategic skills demands and deepening collaboration between industry and the education and training sector.

Increasing Demographic Pressures: The Department has calculated a number of demographic scenarios and considers the figures below, encompassing a medium migration assumption and an assumption of gradually declining fertility, as the most likely scenario for the future. A continuing increase in enrolments is expected at both first and second level. At first level, increases in births in recent years (up to 2010) are reflected in the corresponding continuing increase in enrolments up to 2017. Enrolments will continue to rise to a peak of over 574,000 in 2018 before beginning to reduce. This peak figure is reflective of primary enrolment levels last seen in Ireland in the early 1980s. There will be a continuous decline thereafter, to an anticipated level of 493,000 in 2026.

At second level there is also a year-on-year increase projected up to 2025 to a peak of 411,000 followed by a continuous decline. The second level projection follows directly from the trend seen at primary level in recent years of consistent year-on-year increases in enrolments, as the increased numbers of pupils at primary level in recent years begin to transition to post-primary education.

The numbers enrolled in higher education have been steadily increasing in recent years. The chosen assumption suggests that demand for third-level full time education is expected to continue to rise every year over the period 2015-2029, reaching over 176,000 by 2018 and 195,000 by 2026.

Growing numbers of students at primary, second and third-level will present many challenges across the education and training system, including the requirement for a significant programme of capital expenditure.

Managing Education and Training Sector Reform: The Department is engaged in an extensive reform programme and continues to take a “whole-of-system” approach to strategic planning and implementation across the education and training sector. This “joined up” approach enables us to plan and implement an extensive programme of reform and to balance this with the demands of supporting and sustaining the operation of our education and training system. We will continue to work in partnership with key stakeholders to implement the significant changes that are planned across the continuum of education and training, such as implementing shared services in the sector to allow providers to concentrate on the core functions of teaching and learning, and increasing efficiencies.

Civil Service Renewal Plan: We are fully committed to the ongoing programme of change in the Civil Service which seeks to build capacity to respond to existing and future challenges, and improve the performance of the Civil Service and its staff. The Civil Service Renewal Plan, launched in 2014, provides the framework for renewing the Civil Service over a period of three years. It outlines a vision for the Civil Service, as well as practical changes to create a more unified, professional, responsive, open and accountable Civil Service, providing a world-class service to the State. It requires strong leadership and active participation

Skills and Capacity: The Department is engaged in on-going development of the skills and capacities of DES staff, in accordance with the Civil Service Renewal Plan and Strategic Workforce Planning objectives, to ensure that we can deliver on our goals.

Over the term of the Strategy Statement the Department will engage with the Civil Service Learning & Development Centre to access common learning and development interventions it has developed, which are scheduled to be available from 2017.

In addition, the Department will continue to address training needs identified by staff in conjunction with line managers on PMDS forms, to ensure that stated training needs are addressed and that staff are equipped with the essential skills to deliver their duties in an effective manner.

The Department will also continue to encourage staff who wish to pursue third level qualifications that are relevant to their duties as a Civil Servant through the Advanced Payment of Fees and the Refunds of Fees schemes.

Ensuring equity: As part of their public sector duty, public bodies are required to consider human rights and equality issues relevant to them. In preparing this document, such issues were considered, and individual actions address matters specific to the education and training sector. Ensuring access to an equitable system is a driving force throughout the Department’s work.

A Programme for a Partnership Government Commitments: Under the Programme for A Partnership Government, the Department has a range of commitments, some of which involve collaboration with other Government Departments and state agencies. These have been taken into account, and are reflected in the actions outlined in this document. Additional commitments arising from Cabinet Committee decisions and overarching budgetary and policy frameworks will also be considered as they arise.

Our Strategies

A number of key national education and training strategies underpin our work and drive the significant changes that are being planned and implemented across the continuum of education. Our “whole-of-system” approach enables us to integrate these strategies and monitor their progress as they each contribute towards our vision for education and training. These include:

- National Skills Strategy 2025
- National Strategy on Literacy and Numeracy for Learning and Life 2011-2020
- Digital Strategy for Schools 2015-2020
- Further Education and Training Strategy 2014 – 2019
- National Strategy for Higher Education to 2030
- Framework for Junior Cycle
- National Strategy on Education for Sustainable Development in Ireland, 2014-2020
- 20-Year Strategy for the Irish Language 2010-2030

Strategies Pending Publication:

- Ireland’s International Education Strategy
- Foreign Languages in Education Strategy
- Gaeltacht Education Strategy
- DEIS (Delivering Equality of Opportunity in Schools) Review

Work with other Government Departments

The Department works with a number of other Departments to advance cross-cutting priority areas including areas outlined in the Programme for a Partnership Government.

These include:

Department of Children and Youth Affairs:

- Improving the quality of education provision, and developing the workforce in the Early Years sector, through, for example, working to deliver the second free ECCE year.
- Improving the school engagement, participation and retention levels of learners from disadvantaged background, through the delivery of TUSLA’s integrated delivery model for educational welfare.

Department of Communications, Climate Action and Environment:

- Improving broadband connectivity for schools and other relevant actions under the National Broadband Plan.
- Implementing the National Strategy on Education for Sustainable Development 2014-2020 which is linked to Our Sustainable Future Policy Framework.

Department of Foreign Affairs and Trade

- Advancing the Education for Sustainable Development and Development Education Agendas

Department of Health, and other departments, agencies and stakeholders:

- Working on the National Taskforce on Youth Mental Health, to improve:

- 1 Emotional literacy around talking about mental health and reduce stigma
- 2 Awareness of services and supports
- 3 Accessibility to services and supports at different times and in different areas
- 4 Alignment of services and supports across different providers (public, private, community, and voluntary)

Department of Housing Planning, Community and Local Government:

- Implementing the Action Plan on Housing, specifically in relation to student housing
- Collaboration with library services to progress the literacy and numeracy agenda
- Planning school infrastructure, building on existing cooperation (through the statutory land use plan processes)

Department of Jobs, Enterprise and Innovation:

- Implementation of Innovation 2020.
- Enterprise engagement.
- Implementing a new skills architecture, as outlined in the National Skills Strategy.
- Implementation of the ICT Action Plan 2014 – 2018.

Department of Public Expenditure and Reform and other departments/agencies:

- Implementing relevant actions set out in the Build to Share Strand of the Public Service ICT Strategy, such as ePQs, eSubmissions, and eCorrespondence.

Department of the Taoiseach and Department of Arts, Heritage, Regional, Rural and Gaeltacht Affairs:

- Advancing the education elements of the “20 Year Strategy for the Irish Language, 2010- 2030”.

OUR AMBITION

TO PROVIDE THE BEST EDUCATION AND TRAINING SYSTEM IN EUROPE

Education and training has been central to Ireland’s transformation over recent decades. They have played a very significant role in helping Ireland weather the exceptional economic crash. They will be central to our ambitions as a nation (economic, cultural, scientific and social) over the coming years. They will allow us to lead in innovation. They will help us to achieve social inclusion.

Our central vision is that, through adopting a “whole-of system” approach, the Irish education and training system should become the best in Europe: delivering to the highest international standards; equipping learners of all ages to participate and succeed in a changing world; allowing Ireland be a leader across a broad range of endeavours; and harnessing education and training to break down barriers for groups at risk of exclusion. This is a realistic ambition as Ireland already ranks highly in international benchmarks.

In each of the five high level goals which underpin this Strategy and Action Plan, we aim to deliver systematic improvement so that we can fulfil this central ambition.

Our Strategy

GOAL 01	GOAL 02	GOAL 03	GOAL 04	GOAL 05
IMPROVE THE LEARNING EXPERIENCE AND THE SUCCESS OF LEARNERS	IMPROVE THE PROGRESS OF LEARNERS AT RISK OF EDUCATIONAL DISADVANTAGE OR LEARNERS WITH SPECIAL EDUCATIONAL NEEDS	HELP THOSE DELIVERING SERVICES TO CONTINUOUSLY IMPROVE	BUILD STRONGER BRIDGES BETWEEN EDUCATION & THE WIDER COMMUNITY	IMPROVE NATIONAL PLANNING AND SUPPORT SERVICES
Wellbeing	Designated- DEIS schools	Early Years	Support local communities	Ensuring adoption of best practice
Critical Skills, Knowledge and Competences	Learners with Special Education Needs	Quality, excellence, innovation & autonomy for schools	Parents & learners	Strategic direction & delivery of results
Greater Subject Choice	Learning experience	School leaders & teachers	Meet national & regional skills needs	Appropriate quality infrastructure
Transitions	Progress and Access	Access to support services	Lifelong learning	Shared services & ICT for improved services
Information Technology	Pathways	Teaching methods	Informed career choices	
Languages		Quality and Accountability of FET & HE	Entrepreneurship, Creativity and Innovation	
			Research	

Goal 1: Improve the learning experience and the success of learners

Ireland's education and training system is already performing well in a range of benchmarks related to learning experiences and outcomes, but we want to do better.

Fostering health, wellbeing and personal development enables learners to fully participate in school and prepares them effectively for active and responsible citizenship and the world of work. The effectiveness of new policies and programmes to better equip young people will be benchmarked against best practice elsewhere.

Through the Early Childhood Care and Education (ECCE) scheme we have succeeded in making participation in pre-school education and care much more accessible. This is an area where we shall work with the Department of Children and Youth Affairs to deliver a high quality learning experience. Over 95% of four year olds are enrolled in education, in either preschools or infant classes in primary schools. However, only 46% of Irish 3-year olds are enrolled in ECCE provision while, on average, over 70% of this age cohort are in early childhood education and care in other EU and OECD countries. We also know that there is scope for improvement in the quality of provision within the ECCE scheme can vary.

At primary level, Irish students scored significantly above the international average in reading and maths in benchmarks in PIRLS (Progress in International Reading and Literacy Study) and TIMSS (Trends in International Maths and Science Study) carried out in 2011, although performance in maths was well below that of students in the top performing countries. While also above international averages, Ireland's primary level science performance is further behind that of other countries, compared to reading and maths.

At second level, in the latest round of PISA (Programme for International Student Assessment), Irish students have performed well in reading (digital and print), maths, and science. However, further improvements are required in maths and science to match the best performers internationally.

There is a wide range of subject choice in Ireland reflecting a broad based curriculum but there are areas where we need to widen and deepen the choices and mastery of key competencies. A particular focus will be placed on developing greater diversity and take-up of foreign languages. There will also be a focus on increasing take-up of "gateway subjects" including Chemistry, Physics and ICT, with coding at primary level and strong curricula right through second level, further education and training and higher education.

Retention rates at second level have improved significantly in recent years and early school leaving is low by European standards. We also compare favourably with other EU countries in terms of progression in higher education with 84% of full-time undergraduate new entrants in 2012/13 progressed to their second year of study in 2013/14. However, progression rates do vary across the sector and between disciplines and further work will be done to see how students can best be supported to continue on their course or transfer to another programme.

In seeking to deliver the best possible learning experience for students in all its dimensions, we shall actively benchmark ourselves against best practice overseas and seek to continually adapt our approach to incorporate successful methods that will work in the Irish context.

Goal 1: OUR OBJECTIVES & ACTIONS

Enhance wellbeing in our school communities

Fostering the personal development, health and wellbeing of learners and the wider school community helps to ensure that our children and young people develop resilience, have respect for diversity, learn to create and maintain supportive relationships and become active and responsible citizens in society. Schools will be assisted in embedding wellbeing guidelines. A mandatory area of learning entitled Wellbeing will be introduced in Junior Cycle in 2017. The National Educational Psychological Service (NEPS) will be expanded.

Delivering a “Step Change” in the development of critical skills, knowledge and competences

The National Skills Strategy recognises the role of all levels of education and training in developing critical skills, knowledge and competences. Implementation of this Strategy will include further development and rollout of the national curriculum framework for Early Years, Aistear, redevelopment of the primary school curriculum, work on coding as part of the maths curriculum and the broader primary curriculum, and the introduction of Education about Religions and Beliefs (ERB) and Ethics, rollout of the new junior cycle, new specifications for Leaving Certificate subjects and a review of senior cycle programmes and locational pathways in senior cycle.

Increase subject choice for students in senior cycle

Increasing subject choice for students is important for student motivation and engagement and for ensuring curriculum development continues to respond to the changing needs of learners, society and the economy. We are developing new specifications for a range of subjects in order to enhance competencies developed and assessed including in STEM subjects, and to increase student take-up of these critical subjects. Another significant development will be the work on developing a subject specification for Leaving Certificate computer science which will help to harness and develop student interest in this strategically important discipline. It is both significant and appropriate that a new Leaving Certificate Politics and Society syllabus will commence roll-out this Autumn in the centenary year of the Easter Rising.

Improve transitions in order to support children and young people

Research shows that it is important to support children and young people as they make transitions between levels of the education and training system. As part of the implementation of this Strategy there will be significant developments to improve the transition between pre-school and primary schools, with more information being provided to parents on their childrens' achievements and progress. We will also see the Junior Cycle Profile of Achievement awarded to the first cohort of students in 2017, a major milestone in the rollout of the new Framework for Junior Cycle.

A new grading system and common points scheme will be implemented from 2017 as part of improvements to the transition from second level to higher education.

Further work continues on the broader Transitions Reform agenda. One of the key areas being examined is to broaden undergraduate entry. The aim is to reduce the number of undergraduate entry routes, while maintaining the number of student places, to the minimum number necessary for academically appropriate and efficient allocation of places to applicants. This had been signalled not only as a means to reduce the complexity of choice for second-level students and the level of competitiveness driving the system, but also as an opportunity to offer a much broader experience for undergraduates with specialisation to follow later in their degree. These developments align with the modernisation of undergraduate curricula and assessment that is underway in institutions across the higher education system.

GOAL 01

Increase the use of ICT in teaching, learning and assessment

A key objective of this Strategy is to create a “step-change” in the use of ICT in teaching, learning and assessment, at all levels of the education and training system, so that learners are equipped with the skills to live in an increasingly digitally connected world. Actions include investment in infrastructure including high speed broadband for primary schools, professional development for teachers and lecturers, increased technology-enhanced and blended learning opportunities.

Improve the development of language competence

Being able to communicate effectively through reading, listening, writing and speaking are fundamental life skills and there will be a particular focus on increasing competence in languages through the implementation of this Strategy and Action Plan. In particular the implementation of revised curricula at primary level and the rollout of the Foreign Languages in Education Strategy will support increased levels of participation and competence in language learning.

Many of these themes are further explored under Goal 3.

Goal 1: TARGETS AND INDICATORS

GOAL	MEASURE	TARGET / INDICATOR	
IMPROVE THE LEARNING EXPERIENCE AND THE SUCCESS OF LEARNERS	WELLBEING		
	EXTENSION OF INCREDIBLE YEARS TEACHER PROGRAMME IN DEIS PRIMARY SCHOOLS	INCREASE REACH FROM C. 20,000 LEARNERS IN 130 SCHOOLS TO 104,000 LEARNERS IN 646 SCHOOLS (2019)	
	EXTENSION OF FRIENDS PROGRAMME IN DEIS SCHOOLS	INCREASE REACH FROM C. 25,000 LEARNERS IN 275 SCHOOLS TO 172,000 LEARNERS IN 831 SCHOOLS (2019). 172,000 STUDENTS IN 831 SCHOOLS (2019)	
	LITERACY AND NUMERACY	ADDITIONAL REVISED/NEW TARGETS FOR IMPROVEMENT, BUILDING ON THE EXISTING TARGETS SET OUT BELOW, WILL BE PUBLISHED IN THE INTERIM REVIEW OF THE LITERACY AND NUMERACY STRATEGY	
		INCREASE THE PERCENTAGE OF STUDENTS TAKING HIGHER LEVEL MATHEMATICS EXAMINATION AT THE END OF JUNIOR CYCLE TO 60% BY 2020, FROM 55% IN 2015	
		INCREASE THE PERCENTAGE OF STUDENTS TAKING THE HIGHER LEVEL MATHEMATICS EXAMINATION IN LEAVING CERTIFICATE TO 30% BY 2020, FROM 27% IN 2015	
	PISA PERFORMANCE IN READING	INCREASE THE PROPORTION OF STUDENTS AT LEVEL 5 OR ABOVE FROM 11.4% (OECD AVERAGE 8.5%) TO 13% BY 2025	
		CONSOLIDATE THE PROPORTION OF STUDENTS PERFORMING BELOW LEVEL 2 AT LESS THAN 10% (CURRENTLY 9.6%, WITH AN OECD AVERAGE OF 18%)	
		CONSOLIDATE OUR POSITION IN THE TOP 10 PERFORMING OECD COUNTRIES	
	PISA PERFORMANCE IN SCIENCE	INCREASE THE PROPORTION OF STUDENTS AT LEVEL 5 OR ABOVE FROM 10.8% (OECD AVERAGE 8.4%) TO 13% BY 2025	
		DECREASE THE PROPORTION OF STUDENTS PERFORMING BELOW LEVEL 2 (CURRENTLY 11.1%, WITH AN OECD AVERAGE OF 17.8%) TO LESS THAN 10% BY 2025	
		CONSOLIDATE OUR POSITION IN THE TOP 10 PERFORMING OECD COUNTRIES	
	PISA PERFORMANCE MATHS	INCREASE THE PROPORTION OF STUDENTS AT LEVEL 5 OR ABOVE FROM 11% (OECD AVERAGE 13%) TO ABOVE THE OECD AVERAGE BY 2025	
		DECREASE THE PROPORTION OF STUDENTS PERFORMING BELOW LEVEL 2 (CURRENTLY 16.9%, WITH AN OECD AVERAGE OF 23.1%) TO LESS THAN 10% BY 2025	
	REACH AND CONSOLIDATE OUR POSITION IN THE TOP 10 PERFORMING OECD COUNTRIES		

GOAL	MEASURE	TARGET / INDICATOR
IMPROVE THE LEARNING EXPERIENCE AND THE SUCCESS OF LEARNERS	WELLBEING	
	STEM	NEW TARGETS FOR STEM WILL BE PUBLISHED IN THE POLICY STATEMENT ON STEM
	AWARDING OF JUNIOR CYCLE PROFILE OF ACHIEVEMENT	JUNIOR CYCLE PROFILE OF ACHIEVEMENT (JCPA) AWARDED TO THE FIRST COHORT OF LEARNERS- APPROXIMATELY 60,000 STUDENTS – IN 2017
		FIRST NEW JUNIOR CYCLE SUBJECT SPECIFICATION ASSESSED IN 2017
		ALL NEW JUNIOR CYCLE SUBJECT SPECIFICATIONS ASSESSED IN 2022
	TAKE-UP OF POLITICS AND SOCIETY	41 SCHOOLS IN 2016
		AVAILABLE TO ALL SCHOOLS BY 2018
	LANGUAGES	NEW TARGETS FOR FOREIGN LANGUAGES WILL BE PUBLISHED IN THE FOREIGN LANGUAGES IN EDUCATION STRATEGY
		CONTINUED ROLL-OUT, ON A PHASED BASIS, OF THE PRIMARY LANGUAGE CURRICULUM
	HIGH SPEED BROADBAND FOR PRIMARY SCHOOLS	FROM A STARTING POINT OF APPROXIMATELY 600 PRIMARY SCHOOLS, 800 UPGRADED BY END 2016
1,100 TOTAL PRIMARY SCHOOLS UPGRADED BY END 2017		

Objective 1.1: Improve services and resources to promote wellbeing in our school communities to support success in school and life

OBJECTIVE 1.1			
No.	ACTIONS	TIMELINES	DELIVERED BY
1	SUPPORT ALL SCHOOLS IN IMPLEMENTING THE “WELLBEING IN POST-PRIMARY SCHOOLS GUIDELINES FOR MENTAL HEALTH PROMOTION AND SUICIDE PREVENTION” (2013) AND THE “WELLBEING IN PRIMARY SCHOOLS GUIDELINES FOR MENTAL HEALTH PROMOTION” (2015).	ONGOING	DES
	<ul style="list-style-type: none"> ■ COMMENCE AND ROLL-OUT, AS RESOURCES PERMIT, A NATIONAL PROGRAMME TO SUPPORT THE IMPLEMENTATION OF WELLBEING GUIDELINES TO ALL PRIMARY AND POST-PRIMARY SCHOOLS. THE GUIDELINES WILL PROVIDE A CLEAR AND RATIONAL STRUCTURE TO SUPPORT THE PROMOTION OF POSITIVE MENTAL HEALTH AND WELLBEING IN ALL SCHOOLS 	Q1 2017 – Q4 2018	
2	IMPLEMENT THE NEW JUNIOR CYCLE AREA OF LEARNING ENTITLED WELLBEING WHICH WILL BUILD ON WORK TO DATE IN POST-PRIMARY SCHOOLS TO SUPPORT STUDENTS’ WELLBEING.		DES
	<ul style="list-style-type: none"> ■ WELLBEING PROGRAMMES WILL BE AVAILABLE TO ALL STUDENTS 	Q3 2017	
	<ul style="list-style-type: none"> ■ FIRST REPORTS AVAILABLE, AT THE END OF FIRST THREE-YEAR CYCLE, WITH KEY LEARNING IN THE AREA OF WELLBEING INCLUDED IN JUNIOR CYCLE PROFILE OF ACHIEVEMENT (JCPA) 	Q4 2020	

GOAL 01

OBJECTIVE 1.1			
No.	ACTIONS	TIMELINES	DELIVERED BY
3	PUBLISH THE 2015 LIFESKILLS SURVEY, PROVIDING INFORMATION ON HOW PRIMARY AND POST-PRIMARY SCHOOLS CATER FOR THE WELLBEING OF THEIR STUDENTS. THE DATA, ON TOPICS SUCH AS HEALTHY EATING, PHYSICAL ACTIVITY, SUBSTANCE MISUSE, RELATIONSHIPS AND SEXUALITY EDUCATION (RSE), BULLYING, ENTERPRISE IN SCHOOLS AND EDUCATION FOR SUSTAINABLE DEVELOPMENT, WILL INFORM FUTURE PRIORITIES AND POLICIES ON WELLBEING.	Q4 2016 ONWARDS	DES
4	ROLL-OUT OF THE INCREDIBLE YEARS TEACHER PROGRAMME AND THE FRIENDS PROGRAMMES TO ALL DEIS SCHOOLS, AS RESOURCES PERMIT.		DES
	■ EXTEND THE INCREDIBLE YEARS TEACHER PROGRAMME TO ALL DEIS PRIMARY SCHOOLS. THIS IS AN EVIDENCE-BASED PROGRAMME FOR TEACHERS, PARTNERING WITH PARENTS, WHICH REDUCES BEHAVIOURAL DIFFICULTIES AND STRENGTHENS SOCIAL AND EMOTIONAL COMPETENCE IN THE EARLY PRIMARY SCHOOL-AGE CHILDREN	Q1 2017- Q4 2019	
	■ EXTEND THE FRIENDS PROGRAMMES TO ALL DEIS SCHOOLS. THESE PROGRAMMES REDUCE ANXIETY AND PROMOTE COPING, RESILIENCE AND SCHOOL-CONNECTEDNESS IN CHILDREN AND YOUNG PEOPLE FROM 4-18 YEARS	Q1 2017- Q4 2019	
5	SUPPORT THE DEVELOPMENT OF THE WELLBEING AND ACADEMIC, SOCIAL AND EMOTIONAL COMPETENCE OF ALL STUDENTS, BY INCREASING THE CAPACITY OF NEPS TO PROVIDE AN ENHANCED EDUCATIONAL PSYCHOLOGICAL SERVICE, INCLUDING THOSE ACTIONS AT 1 AND 4, AS RESOURCES PERMIT.		DES
	■ COMMENCE THE APPOINTMENT OF AN ADDITIONAL 65 EDUCATIONAL PSYCHOLOGISTS AS RESOURCES PERMIT	Q1 2017	
6	UNDERTAKE AN ASSESSMENT OF THE PROVISION BY THE DEPARTMENT OF SUPPORTS TO SCHOOLS IN THE AREAS OF MENTAL HEALTH AND SOCIAL AND EMOTIONAL COMPETENCE, WITH A VIEW TO PROVIDING AN ENHANCED AND BETTER INTEGRATED SERVICE.	Q4 2016	DES
7	WORK CLOSELY WITH THE DEPARTMENT OF HEALTH AND OTHER DEPARTMENTS ON THE NATIONAL TASKFORCE ON YOUTH MENTAL HEALTH WHICH WILL CONSIDER HOW BEST TO INTRODUCE AND TEACH RESILIENCE, COPING MECHANISMS, GREATER AWARENESS TO CHILDREN AND YOUNG PEOPLE, AND HOW TO ACCESS SUPPORT SERVICES VOLUNTARILY AT A YOUNG AGE.	Q3 2017	D/HEALTH, DES, DCYA
8	WE WILL ENHANCE GUIDANCE COUNSELLING AT SECOND LEVEL, AS RESOURCES ALLOW.	TO BE CONSIDERED IN BUDGET 2017	DES
9	CONTINUE TO SUPPORT THE DEVELOPMENT AND ROLL-OUT OF ANTI-BULLYING TRAINING MATERIALS FOR PARENTS, TEACHERS AND BOARDS OF MANAGEMENT AND CONTINUE TO REVIEW THE IMPLEMENTATION OF THE ACTION PLAN ON BULLYING, AND CONTINUE TO SUPPORT ANTI-BULLYING AWARENESS INITIATIVES.	ONGOING	DES
10	WORK WITH DCYA TO DEVELOP THE LGBT YOUTH STRATEGY AND IMPLEMENT RELEVANT ACTIONS.		DYCA, DES
11	COMPLETE DEVELOPMENT OF SENIOR CYCLE PHYSICAL EDUCATION FRAMEWORK AND LEAVING CERTIFICATE PHYSICAL EDUCATION SPECIFICATIONS FOR DEPARTMENT'S CONSIDERATION.	Q4 2016	NCCA, DES

Deliver a “Step-Change” in the development of critical skills, knowledge and competences to provide the foundations for participation in work and society

OBJECTIVE 1.2			
No.	Actions	Timelines	Delivered by
12	DELIVER CURRICULAR RESOURCES IN EARLY YEARS’ SETTINGS TO ENCOURAGE THE ROLL OUT OF AISTEAR, A CURRICULUM FRAMEWORK DESIGNED TO ENGAGE CHILDREN IN LEARNING ABOUT IDENTITY AND BELONGING, EXPLORING AND THINKING, WELLBEING AND COMMUNICATING IN AN ENJOYABLE AND CHALLENGING WAY. THE FRAMEWORK ALSO PROVIDES GUIDELINES ON SUPPORTING CHILDREN’S LEARNING THROUGH PARTNERSHIPS WITH PARENTS.	ONGOING	DES, DCYA, NCCA
13	BUILD ON SIGNIFICANT IMPROVEMENTS IN LITERACY AND NUMERACY ACHIEVED SINCE THE NATIONAL STRATEGY WAS ADOPTED IN 2011.		DES
	<ul style="list-style-type: none"> PUBLISH INTERIM REVIEW, AND SET REVISED/NEW TARGETS TO 2020 	Q4 2016	
	<ul style="list-style-type: none"> IMPLEMENT ACTIONS TO DELIVER THESE TARGETS 	Q4 2016- Q4 2020	
14	REVIEW THE STRUCTURE OF, AND TIME ALLOCATION IN, THE PRIMARY SCHOOL CURRICULUM TO ENSURE THAT THE ALLOCATION REFLECTS LEARNERS’ REQUIREMENTS IN NEW FOUNDATION SKILLS THAT THEY WILL NEED IN A CHANGING SOCIETY.	Q4 2016- 2017	NCCA DES
	<ul style="list-style-type: none"> PUBLISH A CONSULTATION DOCUMENT AND CONDUCT A CONSULTATION PROCESS, WITH THE PUBLIC AND EDUCATION STAKEHOLDERS. FINDINGS WILL FEED INTO THE REDEVELOPMENT OF THE PRIMARY CURRICULUM 	Q4 2016 - 2017	
15	INTRODUCE AND IMPLEMENT NEW SUBJECTS AND COURSES ON A PHASED BASIS.		DES, NCCA
	<ul style="list-style-type: none"> PRIMARY MATHS (INCLUDING CODING) 		
	<ul style="list-style-type: none"> JUNIOR INFANTS TO 2ND CLASS- NEW CURRICULUM READY FOR IMPLEMENTATION 	Q3 2018	
	<ul style="list-style-type: none"> 3RD – 6TH CLASS- NEW CURRICULUM READY FOR IMPLEMENTATION 	Q3 2021	
	<ul style="list-style-type: none"> EDUCATION ABOUT RELIGIONS AND BELIEFS (ERB) AND ETHICS POLICY ADVICE, AS PROVIDED BY THE NCCA, WILL BE CONSIDERED BY THE DEPARTMENT AND WILL INFORM IMPLEMENTATION OPTIONS 	Q4 2016 ONWARDS	
16	IMPLEMENT NEW JUNIOR CYCLE SUBJECT SPECIFICATIONS ON A PHASED BASIS, UP TO 2019.		DES, NCCA, SCHOOLS
	<ul style="list-style-type: none"> IMPLEMENT PHASE 2 OF JUNIOR CYCLE (SCIENCE AND BUSINESS STUDIES) 	Q3 2016	
	<ul style="list-style-type: none"> FIRST EXAMINATION OF THE NEW SPECIFICATIONS IN ENGLISH TO TAKE PLACE 	Q2 2017	
	<ul style="list-style-type: none"> IMPLEMENT PHASE 3 IRISH, MODERN LANGUAGES (FRENCH, GERMAN, SPANISH, ITALIAN) AND VISUAL ART 	Q3 2017	
	<ul style="list-style-type: none"> IMPLEMENT PHASE 4 OF MATHEMATICS, HOME ECONOMICS, HISTORY, MUSIC AND GEOGRAPHY 	Q3 2018	
	<ul style="list-style-type: none"> IMPLEMENT PHASE 5 OF TECHNOLOGY SUBJECTS (MATERIALS TECHNOLOGY/WOOD, TECHNICAL GRAPHICS, METALWORK, TECHNOLOGY), RELIGIOUS EDUCATION, JEWISH STUDIES AND CLASSICS 	Q3 2019	
	<ul style="list-style-type: none"> DEVELOP GUIDELINES FOR LEVEL 1 (NFQ) LEARNING PROGRAMMES (AND THEIR PRIORITY LEARNING UNITS) AT JUNIOR CYCLE, TO COMPLEMENT THE LEVEL 2 LEARNING PROGRAMMES ALREADY INTRODUCED 	Q3 2017	NCCA

GOAL 01

OBJECTIVE 1.2			
No.	Actions	TIMELINES	DELIVERED BY
17	DEVELOP NEW OPTIONS INCLUDING SHORT COURSES AND OTHER LEARNING EXPERIENCES AT JUNIOR CYCLE. NINE SHORT COURSES HAVE ALREADY BEEN DEVELOPED BY THE NCCA FOR USE BY SCHOOLS, AND SCHOOLS CAN ALSO DEVELOP SHORT COURSES LOCALLY, TO MEET THE INTERESTS OF THEIR LEARNERS.	ONGOING	NCCA,
	<ul style="list-style-type: none"> COMPLETE ADDITIONAL SHORT COURSE ON PHILOSOPHY 	Q4 2016	SCHOOLS
18	UNDERTAKE TRIALLING OF NEW SPECIFICATIONS FOR LEAVING CERTIFICATE BIOLOGY, PHYSICS AND CHEMISTRY WITH A VIEW TO INCREASING TAKE-UP.		NCCA, SEC, SCHOOLS
	<ul style="list-style-type: none"> COMMENCE TRIALLING LEAVING CERTIFICATE SCIENCES IN A SELECTION OF SCHOOLS (APPROXIMATELY 24) 	Q4 2016	
	<ul style="list-style-type: none"> INTRODUCE REVISED LEAVING CERTIFICATE SCIENCES TO ALL SCHOOLS, DEPENDING ON OUTCOME OF TRIALLING, AUDIT OF FACILITIES AND SCHEDULING OF ROLLOUT OF OTHER LEAVING CERTIFICATE SPECIFICATIONS, AS RESOURCES PERMIT 	Q3 2019	
19	FINALISE AND IMPLEMENT NEW SPECIFICATIONS FOR LEAVING CERTIFICATE SUBJECTS: ECONOMICS, ART, APPLIED MATHS, AGRICULTURAL SCIENCE, AND PHYSICAL EDUCATION, AS RESOURCES PERMIT.		DES, NCCA
	<ul style="list-style-type: none"> COMPLETE SENIOR CYCLE PHYSICAL EDUCATION FRAMEWORK SPECIFICATION (NON-EXAMINATION SUBJECT) 	Q1-Q4 2017	
	<ul style="list-style-type: none"> COMPLETE PHYSICAL EDUCATION SPECIFICATION (EXAM SUBJECT). 	Q4 2016	
	<ul style="list-style-type: none"> COMPLETE SPECIFICATION FOR AGRICULTURAL SCIENCE. 	Q4 2016	
	<ul style="list-style-type: none"> COMPLETE CONSULTATION ON DRAFT SPECIFICATIONS FOR APPLIED MATHS AND ECONOMICS AND PROVIDE SUBJECT SPECIFICATIONS FOR DEPARTMENT APPROVAL, AS RESOURCES PERMIT. 	Q1-Q4 2017	
	<ul style="list-style-type: none"> NCCA WILL ADVISE DEPARTMENT ON ACTIONS RELATING TO ART, WHICH WILL BE CONSIDERED IN LIGHT OF AVAILABLE RESOURCES 	Q4 2016	
20	REVIEW SENIOR CYCLE PROGRAMMES (INCLUDING LEAVING CERTIFICATE APPLIED) AND VOCATIONAL PATHWAYS IN SENIOR CYCLE WITH A VIEW TO RECOMMENDING AREAS FOR DEVELOPMENT, AS RESOURCES PERMIT.	Q1 2017	NCCA
	<ul style="list-style-type: none"> PRODUCE ISSUES PAPER, FOLLOWED BY CONSULTATION PROCESS 	2017	
	<ul style="list-style-type: none"> COMMENCE POST-IMPLEMENTATION REVIEW OF POST-PRIMARY MATHS 	Q4 2016	
21	IN ACCORDANCE WITH A PROGRAMME FOR A PARTNERSHIP GOVERNMENT COMMITMENT, SEEK INPUT FROM THE RELEVANT OIREACTHAS COMMITTEE TO REVIEW THE RECOMMENDATIONS CONTAINED IN THE FORTHCOMING STEM REPORT AND TO SUPPORT THE DEVELOPMENT OF A NATIONAL STRATEGY TO INCREASE COMPETENCE IN SCIENCE, TECHNOLOGY, ENGINEERING AND MATHS AND SET TARGETS FOR TAKE-UP.		DES
	<ul style="list-style-type: none"> DEVELOP STEM EDUCATION POLICY STATEMENT 	Q2 2017	
	<ul style="list-style-type: none"> IMPLEMENT RECOMMENDATIONS IN STEM EDUCATION POLICY STATEMENT, AS RESOURCES PERMIT 	Q3 2017 ONWARDS	

Objective 1.3: Increase subject choice for learners in Senior Cycle to equip them with the skills and knowledge to participate in a changing world

OBJECTIVE 1.3			
No	ACTIONS	TIMELINES	DELIVERED BY
22	IMPLEMENT, ON A PHASED BASIS, NEW SPECIFICATION FOR NEW SUBJECT - POLITICS AND SOCIETY FOR LEAVING CERTIFICATE.		DES
	■ PHASE 1 - ROLL-OUT TO 41 SCHOOLS	Q3 2016	
	■ PHASE 2 - ROLL-OUT OUT TO ALL SCHOOLS	Q3 2018	
23	CONDUCT A SCOPING EXERCISE ON INTRODUCTION OF COMPUTER SCIENCE SUBJECT AT SENIOR CYCLE, PRIOR TO INTRODUCTION.		NCCA
	■ COMPLETE FIRST PHASE OF RESEARCH	Q4 2016	
	■ DEVELOP DRAFT SPECIFICATIONS	Q1 2017	
	■ FINALISED SUBJECT SPECIFICATION FORWARDED TO DES FOR APPROVAL	Q2 2018	
	■ SUBJECT SPECIFICATION ISSUED TO SCHOOLS FOR TEACHER CONTINUING PROFESSIONAL DEVELOPMENT (CPD)	Q4 2018	
	■ READY FOR INTRODUCTION IN SCHOOLS, AS RESOURCES PERMIT	Q4 2019	
24	PROVIDE SECOND LEVEL SCHOOLS WITH ADDITIONAL TEACHER POSTS TO ENABLE SCHOOLS PROVIDE WIDER SUBJECT OPTIONS THROUGH THE RESTORATION OVER TIME OF THE REDUCTION OF 1,300 POSTS THAT HAS OCCURRED SINCE 2009.	CONSIDERED ANNUALLY IN BUDGETARY PROCESS	DES

GOAL 01

Objective 1.4: Improve the transition of learners at critical stages in the education and training system

OBJECTIVE 1.4			
No.	ACTIONS	TIMELINES	DELIVERED BY
25	IMPLEMENT ONLINE REPORTING TEMPLATES TO SUPPORT PRE-SCHOOLS, PRIMARY SCHOOLS AND PARENTS, BY IMPROVING THE TRANSFER OF INFORMATION ABOUT THE PROGRESS AND ACHIEVEMENT OF LEARNERS BETWEEN ALL SCHOOLS AND STATE-FUNDED ECCE SETTINGS.		DES, NCCA
	■ PREPARE REPORTING TEMPLATES BASED ON RESEARCH AND TRIALLING	2017	
	■ ONLINE REPORTING TEMPLATES AVAILABLE FOR USE BY PRACTITIONERS	Q3 2018	
26	ROLL OUT THE JUNIOR CYCLE PROFILE OF ACHIEVEMENT (JCPA), ENSURING THAT A WIDER RANGE OF EXPERIENCES AND COMPETENCIES OF LEARNERS ARE NURTURED AND RECOGNISED IN THE JUNIOR CYCLE PROGRAMME. THE JCPA WILL HIGHLIGHT FOR LEARNERS AND THEIR PARENTS WHERE THEIR PARTICULAR STRENGTHS LIE AND SUPPORT THEM IN MAKING INFORMED SUBJECT CHOICES FOR SENIOR CYCLE.		DES
	■ JCPA AWARDED TO THE FIRST COHORT OF LEARNERS- APPROXIMATELY 60,000 STUDENTS	Q4 2017	
	■ ALL SUBJECTS WILL BE RECORDED ON THE JCPA AND AVAILABLE TO LEARNERS	Q4 2022	
27	IMPLEMENT REFORMS TO IMPROVE TRANSITIONS AND REMOVE BARRIERS TO PROGRESSION TO THE LEVELS OF THE EDUCATION AND TRAINING SYSTEM. THE SYSTEMS PERFORMANCE FRAMEWORK FOR HE WILL BE REVIEWED AND A REVISED FRAMEWORK DEVELOPED- IT IS INTENDED THAT THIS WILL ADDRESS THE ISSUE OF BROADENING UNDERGRADUATE ENTRY, AS PART OF THIS NEXT SYSTEMS PERFORMANCE FRAMEWORK WHICH WILL BE PUT IN PLACE FOR HIGHER EDUCATION INSTITUTIONS LATER THIS YEAR. (SEE GOAL 4, OBJECTIVE 4, ACTION 98.)		DES
	■ INFORMATION CAMPAIGN PRIOR TO THE INTRODUCTION OF A NEW GRADING SYSTEM AND COMMON POINTS SCHEME TO INFORM LEARNERS OF THE CHANGES TAKING PLACE	Q4 2016	
	■ NEW GRADING SYSTEM AND NEW COMMON POINTS SCHEME IN PLACE	Q3 2017	

Objective 1.5: Increase the use of ICT in teaching, learning and assessment so that learners are equipped with the necessary skills to meet the challenges of a rapidly changing learning environment

Objective 1.5			
No.	Actions	Timelines	Delivered by
28	Implement the Digital Strategy for Schools 2015 -2020 to enhance teaching, learning and assessment. The Strategy aims to realise the potential of digital technologies to enhance teaching, learning and assessment so that Ireland's young people become engaged thinkers, active learners, knowledge constructors and global citizens to participate fully in society and the economy.		DES, Support Services, Schools and other Education Stakeholders
	<ul style="list-style-type: none"> Establish Steering Committee to guide implementation and agree implementation plan 	Q4 2016	
	<ul style="list-style-type: none"> Identify key priorities adapt the UNESCO ICT Competency Framework for Teachers for the Irish context update eLearning Planning Resource and bring remote learning into the classroom through the use of new technologies 	Q4 2016	
	<ul style="list-style-type: none"> Pilot UNESCO ICT Competency Framework and ensure that the eLearning Planning Resource reflects the Framework's requirements 	Q3 2017	
	<ul style="list-style-type: none"> Finalise UNESCO ICT Competency Framework and eLearning Planning Resource documentation, ready for dissemination for schools 	Q2 2018	
	<ul style="list-style-type: none"> Improve broadband services to schools, allocate grants for ICT equipment and make available advice and support materials for schools 	Q4 2016 – Q4 2020	
29	800 primary schools upgraded to higher broadband speeds	Q4 2016	
30	Subject to the availability of resources, work with SOLAS to implement the Strategy for Technology Enhanced Learning in FET 2016-2019, through the actions outlined below. The Strategy sets out 18 practical actions, associated timelines and performance indicators to build on existing capacity and good practice in technology-enhanced learning, and expand access to and continuously improve and innovate FET provision.	Q4 2016-2019	DES, SOLAS, ETBs
	<ul style="list-style-type: none"> Establishing a baseline of provision and an action plan within each of the 16 Education and Training Boards nationally 	Q4 2017	
	<ul style="list-style-type: none"> Investing in the infrastructure necessary (Wi-Fi, broadband, equipment, learning resources) 	Q1 2018	
	<ul style="list-style-type: none"> Investing in professional development of teachers 	Q1 2017 onwards	
	<ul style="list-style-type: none"> Expanding learner access to TEL 	Q2 2017	
	<ul style="list-style-type: none"> Using a framework of innovation, excellence and evaluation to underpin progress 	Q4 2017 onwards	

GOAL 01

Objective 1.5			
No.	Actions	Timelines	Delivered by
31	Implement the recommendations of Roadmap for Enhancement in a Digital World 2015-2017 through the following actions:		
	<ul style="list-style-type: none"> HEIs develop strategies to support the development and embedding of digital capacity in their teaching and learning activities. and national policy and quality frameworks in a way that supports innovation for impact 	Q4 2017	HEIs
	<ul style="list-style-type: none"> Strengthen and support collaboration within and between institutions 	Q4 2017	National Forum for the Enhancement of Teaching and Learning, HEA, HEIs
	<ul style="list-style-type: none"> Develop a consistent digital experience for students and engage with students and teachers to develop their digital skills and knowledge 	Q4 2017	HEIs
	<ul style="list-style-type: none"> Develop a strong evidence base for enhanced pedagogy through targeted research and development projects 	Q4 2017	National Forum for the Enhancement of Teaching and Learning, HEA, DES

Objective 1.6: Enable learners communicate effectively and improve their standards of competence in languages

Objective 1.6			
No.	Actions	Timelines	Delivered by
32	Roll out Primary Language Curriculum (Irish and English) across all primary schools.		
	<ul style="list-style-type: none"> Junior Infants to 2nd Class, on a phased basis 	Q3 2016, 2017, 2018	DES, NCCA, Schools
	<ul style="list-style-type: none"> 3rd – 6th Class, on a phased basis 	Q3 2019 onwards	

Objective 1.6			
No.	Actions	Timelines	Delivered by
33	Strengthen Irish language learning in Gaeltacht areas.		DES
	■ Publish Strategy	Q4 2016	DES
	■ Implement Strategy on a phased basis, as resources permit	Q3 2017	
34	A new Framework for Modern Foreign Languages at Junior Cycle will be available to schools to increase the range and quality of languages which can be taught.	Q3 2017	DES, NCCA
35	Implement the Foreign Languages in Education Strategy, in order to: <ul style="list-style-type: none"> • Increase the diversity and provision of foreign language learning opportunities, including languages like Mandarin which are of relevance to rapidly growing economies of the future. • Enhance the quality of teaching and learning and ensure a supply of skilled teachers and educators of foreign languages in schools and in the higher education sector. • New Systems Performance Framework for Higher Education will include indicators and targets to drive the provision of a diversity of language learning opportunities as a national priority. Progress will be monitored through the strategic dialogue process with HEIs. • Improve awareness of the benefits of language learning for career opportunities and for opportunities for studying abroad. • A language advisory group will be established to oversee implementation of the foreign languages strategy. Membership will include representatives of the primary sector as well as post primary, further and higher education, employers and government Departments. 		DES, NCCA, HEA, SOLAS Education and Training Providers
	■ Publish the Strategy	Q4 2016	
	■ Commence implementation of the 1st wave of initiatives, as resources permit	Q1 2017	

Goal 2: Improve the progress of learners at risk of educational disadvantage or learners with special educational needs

Inclusive education is a fundamental principle of our education and training system and Ireland has had measures in place to support the diverse needs of students of all ages for many years. While we have made considerable progress in advancing equity and equality of opportunity, this Strategy recognises that significant challenges remain if we are to ensure that children and young people from different backgrounds are adequately supported so that they can experience success in the education system.

Delivering Equality of Opportunity in Schools (DEIS)

Our main policy initiative to combat educational disadvantage, DEIS, is currently under review and we are seeking to incorporate best practice into a new programme.

There has been a significant improvement in the number of students in DEIS schools who have remained in school until their Leaving Certificate examination. This proportion has grown from 68.2% ten years ago to 82.7% for those students who began second-level school in 2009. The retention rate for non-DEIS schools is 92%. Literacy and numeracy outcomes have improved in DEIS schools, however, achievement data shows that outcomes are below the national norm.

Participation and Access

As part of the EU2020 Strategy, Ireland aimed to reduce the percentage of 18-24 year olds with secondary education and not in further education and training to 8%. This target has now been exceeded with a current rate of 6.9%.

There are few relevant international benchmarks for participation or retention in Further Education and Training type programmes. Improving the quality and relevance of provision across the Further Education and Training sector will continue to be a key priority in the coming years and will be informed by best practice elsewhere. Pathways to progression will be examined to ensure that they are fit for purpose and serving those who need them- actions in Goal 4 are relevant in this regard.

Overall participation by students with special educational needs in higher education has grown from less than 1,000 students in 1993 to nearly 10,000 in 2013. The new access plan contains a number of targets for specific categories of students that are currently under-represented, including students from lower socio-economic groupings, students with special educational needs, mature students, and members of the Travelling community. Improving access by under-represented groups was referred to in the report of the Expert Group on Future Funding for Higher Education (2016), and the Department is also considering these findings in its work on access. In this way, progress to higher education should become more representative of the population in general.

Learners with Special Educational Needs

Our approach to special education has undergone a huge transformation with a growing proportion of children with special educational needs being educated with their peers in mainstream schools. The National Council for Special Education (NCSE) leads on research in this important area of policy and has recently advised that in terms of the model for supporting children with special educational needs, international research points to the conclusion that there is no perfect approach that works in any country.

In developing advice, the NCSE takes account of practice and provision in other countries and seeks to ensure that the best practices in other countries are captured to ensure that Ireland continues to be among the leaders in terms of provision and quality.

In 2014, the NCSE provided a report recommending a new model for the allocation of resources for children with SEN in mainstream schools. The report promotes the proposed new model as a ‘better and more equitable way’ recognising that no other country has found the ‘best way’. Work on implementing this new model is now underway.

The Department’s psychological service, NEPS, while supporting the development of the academic, social and emotional competence of all students, prioritises its support for students at risk of educational disadvantage and those with special educational needs.

Goal 2: OUR OBJECTIVES & ACTIONS

Improve learning experience, learning outcomes and progression for those at risk of educational disadvantage

The Department will publish and implement a new Action Plan for Educational Inclusion which will include a school support programme, an assessment framework for resource allocation, and a monitoring and evaluation framework. We will expand the range of education and training programmes to better meet the needs of key target groups including the unemployed and early school leavers. We will improve access to education opportunities by ensuring that the targeted supports in place for students in higher education are fit for purpose and we will increase financial supports for post-graduate students focusing on those from low-income households.

Support learners with special educational needs to participate and progress

We will improve the participation, including participation in inclusive mainstream settings, and progress of children with special educational needs across the whole education system, and develop better whole-school approaches. We will develop and pilot a new model for the allocation of teaching resources to support children with special educational needs in schools. A new Inclusion Support Service for schools will be developed. We will carry out an assessment of the SNA scheme to identify the best way to provide better outcomes for learners with special educational needs. A new model for in-school speech and language services will be developed.

GOAL 02

GOAL	MEASURE	TARGET / INDICATOR
IMPROVE THE PROGRESS OF LEARNERS AT RISK OF EDUCATIONAL DISADVANTAGE OR LEARNERS WITH SPECIAL EDUCATIONAL NEEDS	SPECIAL EDUCATIONAL NEEDS	NEW MODEL OF ALLOCATING TEACHING RESOURCES IMPLEMENTED
		INCLUSION SERVICE ESTABLISHED
		IN-SCHOOL SPEECH AND LANGUAGE THERAPY MODEL DEVELOPED
	DEIS RETENTION RATES	CONTINUE TO IMPROVE RETENTION RATES AT SECOND-LEVEL IN DEIS SCHOOLS, FROM THEIR CURRENT RATE OF 82.7% TO THE NATIONAL NORM, CURRENTLY 90.2%, BY 2025
	DEIS LITERACY AND NUMERACY RATES	IN THE CONTEXT OF THE LITERACY AND NUMERACY STRATEGY REVIEW, IMPROVE PERFORMANCE IN DEIS SCHOOLS, IN LINE WITH REVISED TARGETS SET UNDER THE REVIEW, BY 2025
	EU2020: REDUCE THE PERCENTAGE OF 18-24 YEAR OLDS WITH AT MOST LOWER SECONDARY EDUCATION AND NOT IN FURTHER EDUCATION AND TRAINING TO THE TARGET ADOPTED BY IRELAND OF 8%	PROGRESS ON REDUCTION CONSOLIDATED AT THE CURRENT RATE OF 6.9%
	PERCENTAGE OF THE LABOUR FORCE AT LEVELS 1-3 ON NFQ	7%, FROM A CURRENT RATE OF 15%
	HIGHER EDUCATION:	
	INCREASE PROPORTION OF STUDENTS IN HIGHER EDUCATION FROM NON MANUAL WORKER GROUP	30%, FROM A CURRENT RATE OF 23%, BY 2019
	INCREASE PROPORTION OF STUDENTS IN HIGHER EDUCATION FROM SEMI-SKILLED AND AGRICULTURAL WORKERS GROUP	35%, FROM A CURRENT RATE OF 26%, BY 2019
	INCREASE PROPORTION OF FULL TIME AND PART-TIME MATURE ENTRANTS TO HIGHER EDUCATION	24%, FROM A CURRENT RATE OF 19%, BY 2019
	INCREASE PROPORTION OF STUDENTS WITH DISABILITIES AS % OF ALL ENTRANTS TO HIGHER EDUCATION	8%, FROM A CURRENT RATE OF 6%, BY 2019
	INCREASE PARTICIPATION BY STUDENTS PROGRESSING FROM FURTHER EDUCATION INTO HIGHER EDUCATION	10%, FROM A CURRENT RATE OF 6.6%, BY 2019
	INCREASE THE NUMBER OF TRAVELLERS IN HIGHER EDUCATION	80 FROM A CURRENT FIGURE 35 BY 2019

Objective 2.1: Improve the learning experience and learning outcomes for learners impacted by disadvantage

OBJECTIVE 2.1				
No.	ACTIONS		TIMELINES	DELIVERED BY
36	SUPPORT THE IMPLEMENTATION OF THE AIM (ACCESS AND INCLUSION) INITIATIVE LED BY DCYA IN ECCE CENTRES THROUGH DORMANT ACCOUNTS FUNDING OF A NEW NATIONAL HIGHER EDUCATION PROGRAMME FOR INCLUSION CO-ORDINATORS IN EARLY YEARS SETTINGS.		Q4 2016	DES
37	PUBLISH A NEW ACTION PLAN FOR EDUCATIONAL INCLUSION WHICH WILL INCLUDE A NEW TRANSPARENT AND ROBUST ASSESSMENT FRAMEWORK FOR THE IDENTIFICATION OF SCHOOLS AND ALLOCATION OF RESOURCES UNDER A NEW SCHOOL SUPPORT PROGRAMME. THIS WILL BE SUBJECT TO A COMPREHENSIVE MONITORING AND EVALUATION FRAMEWORK AND WILL INCLUDE IMPROVED SUPPORT FOR SCHOOL LEADERSHIP, CREATING NETWORKS AND CLUSTERS FOR TEACHERS AND SCHOOLS, BETTER INTEGRATION BETWEEN THE WORK OF SCHOOLS AND LOCAL COMMUNITY SUPPORTS, AND GREATER USE OF THE HOME SCHOOL COMMUNITY LIAISON PROGRAMME.		Q4 2016	DES
	<ul style="list-style-type: none"> DEVELOP A STRATEGY FOR COMMUNICATING THE NEW ACTION PLAN 		Q4 2016	
	<ul style="list-style-type: none"> IMPLEMENT THE ACTION PLAN AS RESOURCES ALLOW 		Q3 2017 ONWARDS	
38	IMPLEMENT STRANDS OF THE NATIONAL PLAN FOR EQUITY OF ACCESS TO HIGHER EDUCATION, SO THAT HIGHER EDUCATION BECOMES MORE REPRESENTATIVE OF THE POPULATION IN GENERAL, THROUGH THE FOLLOWING ACTIONS:		ONGOING TO 2019	DES, HEA, HEIs
	<ul style="list-style-type: none"> PUBLISH REVIEW AND IMPLEMENT RECOMMENDATIONS ON THE STUDENT ASSISTANCE FUND 		Q3 2016	
	<ul style="list-style-type: none"> PUBLISH REVIEW AND IMPLEMENT RECOMMENDATIONS ON THE FUND FOR STUDENTS WITH DISABILITIES 		Q1 2017	
	<ul style="list-style-type: none"> DEVELOP DATA PLAN ON ACCESS TO HIGHER EDUCATION, WITH AN AGREED SET OF QUANTITATIVE AND QUALITATIVE INDICATORS THAT WILL ALLOW 'ACCESS' STUDENTS TO BE IDENTIFIED AND SUPPORTED, AND TO MONITOR THE PERFORMANCE OF HEIs IN ENROLLING AND SUPPORTING SUCH STUDENTS. THIS WILL FACILITATE MONITORING OF PROGRESS ON THE NATIONAL TARGETS CONTAINED IN THE NATIONAL ACCESS PLAN 		Q2 2017	
39	IDENTIFY MEASURES TO REDUCE NON-COMPLETION IN HIGHER EDUCATION.			DES
	<ul style="list-style-type: none"> WORKING GROUP ESTABLISHED 		Q2 2016	
	<ul style="list-style-type: none"> MEASURES IDENTIFIED FOR CONSIDERATION 		Q3 2017	
40	ISSUE CALL FOR PROPOSALS TO INCREASE PARTICIPATION IN INITIAL TEACHER EDUCATION BY ACCESS TARGET GROUPS.		Q4 2016	DES
41	ISSUE CALL FOR MEASURES TO ENGAGE DIRECTLY WITH DISADVANTAGED COMMUNITIES, TO PROMOTE THE BENEFITS OF HIGHER EDUCATION.		Q4 2016	DES
42	PREPARE A REPORT ON THE BARRIERS TO LONE PARENTS ACCESSING HIGHER EDUCATION, AND PUBLISH THE REPORT'S RECOMMENDATIONS IN ADVANCE OF BUDGET 2017.		Q3 2016	DES
43	INCREASE FINANCIAL SUPPORTS FOR POSTGRADUATE STUDENTS WITH A PARTICULAR FOCUS ON THOSE FROM LOW INCOME HOUSEHOLDS, AS RESOURCES ALLOW.		DEPENDENT ON BUDGET DECISIONS	
44	DEVELOP A NATIONAL POLICY ON RECOGNITION OF PRIOR LEARNING (RPL).		2018	DES

GOAL 02

OBJECTIVE 2.1				
No.	ACTIONS		TIMELINES	DELIVERED BY
45	ENSURE FET IS MEETING THE SPECIFIC NEEDS OF UNEMPLOYED PEOPLE AND OTHER GROUPS IMPACTED BY DISADVANTAGE.			DES
	<ul style="list-style-type: none"> ETBs WORKING CLOSELY WITH INTREO OFFICES UNDER NEW PROTOCOLS EXPANDING PROVISION TO DSP CLIENT GROUPS IN LINE WITH PATHWAYS TO WORK 2016-20 		ONGOING	
	<ul style="list-style-type: none"> CONDUCT RESEARCH INTO BARRIERS TO PARTICIPATION IN FET, WITH PARTICULAR EMPHASIS ON UNEMPLOYED PEOPLE AND OTHER DISADVANTAGED GROUP. 		2017	
	<ul style="list-style-type: none"> RESEARCH FINDINGS DISSEMINATED TO PROVIDERS TO INFORM THE ANNUAL SERVICE PLANNING PROCESS 		2018	
46	CONDUCT A REVIEW OF THE YOUTHREACH PROGRAMME.		2017	DES
47	DEVELOP A COHESIVE LIFE-COURSE APPROACH TO TACKLING EDUCATIONAL DISADVANTAGE, WITH A POLICY STATEMENT ON INTERACTION BETWEEN MEASURES TO TACKLE EDUCATIONAL DISADVANTAGE ACROSS THE EDUCATION CONTINUUM.			DES
48	ASSIST DCYA AND TUSLA TO DELIVER THE PROGRAMME FOR A PARTNERSHIP GOVERNMENT COMMITMENT TO INCREASE THE MANDATORY SCHOOLING AGE TO 17.		2018	DCYA, TUSLA, DES

Objective 2.2: Target policies and supports for learners with special education needs to support their participation and progression across the continuum of education

OBJECTIVE 2.2				
No.	ACTIONS		TIMELINES	DELIVERED BY
49	DEVELOP AND PILOT A NEW MODEL FOR ALLOCATION OF TEACHING RESOURCES FOR CHILDREN WITH SPECIAL EDUCATION NEEDS.			DES
	<ul style="list-style-type: none"> COMPLETE REVIEW OF PILOT AND PREPARE FOR IMPLEMENTATION 		Q4 2016	
50	CONSULT WITH EDUCATION PARTNERS ON IMPLEMENTATION OF SECTIONS OF THE EPSEN ACT AND ON THE PROVISION OF SERVICES TO CHILDREN WITH DOWNS SYNDROME.		Q4 2016	DES, NCSE
51	UNDERTAKE A COMPREHENSIVE ASSESSMENT OF THE SNA SCHEME TO IDENTIFY THE MOST APPROPRIATE FORM OF SUPPORT OPTIONS TO PROVIDE BETTER OUTCOMES FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS.			DES, NCSE
	<ul style="list-style-type: none"> FOLLOWING DEVELOPMENT OF TERMS OF REFERENCE THE NCSE WILL COMMENCE A COMPREHENSIVE STAKEHOLDER AND PUBLIC REVIEW 		Q4 2016	
	<ul style="list-style-type: none"> COMPLETE COMPREHENSIVE ASSESSMENT AND PUBLISH OUTCOMES 		Q1 2018	
52	WORK WITH RELEVANT GOVERNMENT DEPARTMENTS AND AGENCIES TO INTRODUCE A NEW IN-SCHOOL SPEECH AND LANGUAGE SERVICE CREATING STRONGER LINKAGES BETWEEN PARENTS, TEACHERS AND SLTs.			DES, D/HEALTH, HSE
	<ul style="list-style-type: none"> COMMENCE DISCUSSIONS WITH D/ HEALTH AND HSE WITH A VIEW TO DEVELOPING IMPLEMENTATION PLAN FOR NEW MODEL 		Q4 2016	
53	ESTABLISH AN INCLUSION SUPPORT SERVICE UNDER NCSE TO ASSIST SCHOOLS IN THE PROVISION OF EDUCATION TO CHILDREN WITH SPECIAL EDUCATION NEEDS		Q4 2016	

Goal 3 - Help those delivering education services to continuously improve

The quality of our teaching profession is the single most critical factor in sustaining and enhancing the quality of education outcomes in our system. Teachers, lecturers and educational practitioners deliver education services to meet the very diverse needs of learners, parents, and their local communities. We know that providing the best possible professional development and ongoing practical support to these key people in the education sector is vital if we are to realise the ambitious objectives that we have for Irish education.

We recognise that the provision of high quality professional development opportunities for early years practitioners is needed to improve the quality of the learning experience for our youngest learners in the coming years. We will work closely with the Department of Children and Youth Affairs to improve initial and continuing professional development opportunities in this important sector.

Ireland is fortunate to attract high calibre people to the teaching professions and our teaching workforce has a strong reputation internationally. We will increase investment in the professional development of teachers across the continuum from initial teacher education, induction and early professional development through to advanced or expert teacher and leader as resources allow. A key theme of the ongoing reform of teacher professional development will be to develop the collegial responsibility of the teacher, not only as an expert teacher, but also a participant in the collegial work of the school – in improving standards, in developing innovations, and in assessing, monitoring and improving students' learning.

Increasingly, high performing education systems make strategic investment in the capacity of their educational leaders. We want to do that in Ireland also. In the coming years, new innovative programmes to support the professional development of school leaders will commence. This will provide for professional coaching services and the introduction of a postgraduate qualification for aspiring school leaders.

We also recognise that having high calibre teachers and practitioners and highly effective leaders will mean that our education and training providers can become learning organisations that are continually monitoring, evolving and learning from best practice through evaluation, benchmarking and continuous improvement based on best international practice. This is true across the spectrum of education and training, from pre-school to further and lifelong learning. At third level, for example, the National Forum for the Enhancement of Teaching and Learning in Higher Education mobilises expertise and inputs from across the HE sector to extend and shape best practice.

Really effective learning organisations learn from self-reflection and self-evaluation, and we know too, that robust external evaluation combined with expert advice can help support innovation and high standards of learning in schools and other settings. We will develop school self-evaluation and ensure that the Departments Inspectorate's complementary programme of inspections and advisory visits help to support innovative and effective practice in schools and early years settings, while at the same time, providing adequate quality assurance for parents and the public.

We need to promote innovation and excellence, recognise high achievement and seek to mainstream successful approaches. The implementation of this Strategy and Action Plan will focus on:

- Developing leadership capacity
- Strengthening teaching and learning
- Promoting innovation and peer learning and peer exchange
- Delivering world class initial teacher education and in-service training
- Developing support services to help providers at all levels to successfully implement improvement plans
- Supportive evaluation and quality assurance systems

We will work in collaboration with national stakeholders and international experts in the field.

Goal 3: OUR OBJECTIVES AND ACTIONS

Develop the continuum of teacher education

Workforce planning will be strengthened with improved planning of teacher supply. Teacher education and induction will continue to be reformed to support excellence and peer-learning and peer-exchange. School leadership supports will be expanded with a new mentoring programme for newly appointed school principals and a professional coaching service for serving principals to support 400 principals per year. A new post graduate qualification will be rolled out for aspiring school leaders; supporting teachers as lifelong learners. Improvements will be made to leadership and middle management in schools to increase leadership capacity and make best use of resources. Continuous professional development will be transformed with the creation of a centre of excellence to support in-school improvement, peer learning and peer-exchange.

Improve quality, promote innovation & excellence and increase autonomy in schools

Continuous improvement in schools will be supported through a new quality framework for external inspection and school self-improvement. A planned programme of external evaluation will be rolled out across the schools sector with a range of new inspection models. All of these models will be focussed on inspection for improvement: they will identify existing strengths in schools, they will challenge schools to reach the standards set out in *Looking at Our School 2016*, the new quality framework for schools, and they will provide sound advice for improvement. Specialised inspection models will include a model focusing on ensuring the quality of education for learners with special education needs. Inspection reports will be published on a rolling basis and made more accessible for parents and the public.

Increase quality of learning in early years

The Department will support the Department of Children and Youth Affairs to improve the quality of early years provision. The implementation of Aistear & Síolta, the early years curricular and quality frameworks, will be supported with training for mentors and trainers and upskilling of the workforce. A growing programme of early years education-focussed inspections will be used to highlight and strengthen best practice, to identify where improvements in provision are needed, and to provide a reassurance of quality in educational provision in preschools in the ECCE scheme.

Promote high quality learning experiences in further education and training and higher education

Implementation of professional development frameworks across the further education and training and higher education sectors is a key priority to ensure that teachers and lecturers continue to develop the right skills to support learners. A Programme Learner Support Service will provide data on outcomes and course impact across the further education and training sector and support planning and prioritisation of course provision. A rigorous programme of evaluation is also being rolled out for the first time across the further education and training sector to drive quality improvements.

GOAL	MEASURE	TARGET / INDICATOR
HELP THOSE DELIVERING EDUCATION SERVICES TO CONTINUOUSLY IMPROVE	EARLY YEARS INSPECTIONS	1,200 INSPECTIONS BY END 2017, FROM 500 IN 2016
		1,000 INSPECTION REPORTS PUBLISHED BY END 2017, FROM 450 IN 2016
	WORKFORCE DEVELOPMENT IN EARLY YEARS	50 SIOLTA MENTORS TRAINED [IN ADDITION TO 15 EXISTING MENTORS]
		60+ MENTORS COMPLETE TRAIN THE TRAINER PROGRAMME
		900 INCLUSION CO-ORDINATORS TRAINED
	CPD FOR TEACHERS	183,000 CPD UNITS DELIVERED IN 2017 ^[1]
	LEADERSHIP DEVELOPMENT	400 PRINCIPALS COACHED PER ANNUM
		200 TEACHERS COMPLETE POST-GRADUATE PROGRAMME FOR ASPIRING LEADERS PER ANNUM
		RESTRUCTURING OF LEADERSHIP AND MIDDLE MANAGEMENT IN SCHOOLS AND ETBs AGREED AND IMPLEMENTED
	SCHOOL INSPECTION	LOOKING AT OUR SCHOOL: A QUALITY FRAMEWORK FOR SCHOOLS PUBLISHED
		SSE IN PLACE IN ALL PRIMARY AND POST-PRIMARY SCHOOLS, FOCUSED ON IDENTIFYING AND IMPLEMENTING IMPROVEMENTS
		SSE SUPPORTED BY UP TO C.400 ADVISORY VISITS FROM INSPECTORATE ANNUALLY
		REVISED MODELS OF INSPECTION IMPLEMENTED FOCUSING ON SUPPORTING IMPROVEMENTS, ASSURING QUALITY, AND PROVIDING INFORMATION FOR PARENTS
		INSPECTIONS CONDUCTED IN C.1500 PRIMARY AND POST-PRIMARY SCHOOLS ANNUALLY
	FURTHER EDUCATION AND TRAINING	PROGRAMME EVALUATIONS COMPLETE AND RECOMMENDATIONS IMPLEMENTED
		PROGRESS IN IMPLEMENTING PROFESSIONAL DEVELOPMENT FRAMEWORK
	HIGHER EDUCATION AND TRAINING	PROGRESS IN IMPLEMENTING THE NATIONAL PROFESSIONAL DEVELOPMENT FRAMEWORK FOR HIGHER EDUCATION PRACTITIONERS

^[1] A CPD Unit is defined as an interaction between a teacher support service and an individual teacher. Interactions range from a 2 hour session in a local education centre to a suite of sessions.

GOAL 03

Objective 3.1: Increase the quality of Early Years to deliver a better learning experience for young children

OBJECTIVE 3.1			
No	ACTIONS	TIMELINES	DELIVERED BY
54	SUPPORT THE IMPLEMENTATION OF AISTEAR, THE EARLY YEARS CURRICULAR FRAMEWORK.		DES, NCCA
	<ul style="list-style-type: none"> DEVELOP 10 HOURS OF CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD) RESOURCES FOR AISTEAR IN EARLY YEARS 	Q3- Q4 2016	
	<ul style="list-style-type: none"> UPDATE AND MAINTAIN THE ONLINE AISTEAR SÍOLTA PRACTICE GUIDE TO SUPPORT THE EARLY YEARS' WORKFORCE IN THEIR WORK 	Q4 2016	
	<ul style="list-style-type: none"> TRAIN 50 ADDITIONAL SÍOLTA MENTORS FROM CITY AND COUNTY CHILDCARE COMMITTEES (CCCs) AND VOLUNTARY CHILDCARE ORGANISATIONS (VCOs) AND TRAIN ALL EXISTING MENTORS (15) TO DELIVER AISTEAR CPD 	Q4 2016	
55	SUPPORT THE DEVELOPMENT OF THE WORKFORCE WITHIN THE EARLY YEARS SECTOR.		DES
	<ul style="list-style-type: none"> DRAFT A REPORT FOR CONSULTATION ON REVISED OCCUPATIONAL ROLE PROFILES, WHICH WILL INFORM THE REVIEW OF EDUCATION AND TRAINING PROGRAMMES IN THE SECTOR SCHEDULED FOR 2017 	Q4 2016	
	<ul style="list-style-type: none"> 900 PRESCHOOL STAFF ENROLLED ON NATIONAL LEVEL 6 PROGRAMME FOR INCLUSION CO-ORDINATOR 	Q4 2016	
56	IMPLEMENT A NATIONAL PROGRAMME OF EARLY YEARS EDUCATION-FOCUSSED INSPECTIONS (EYEIs) WHICH WILL PROVIDE ADVICE AND SUPPORT A PROGRESSIVE IMPROVEMENT IN STANDARDS, LEADERSHIP AND TEACHING METHODOLOGIES FOR THE OVER 4,000 EARLY YEARS SETTINGS PROVIDING THE ECCE-PROGRAMME.		DES
	<ul style="list-style-type: none"> 500 EYEIs CONDUCTED AND 450 INSPECTION REPORTS PUBLISHED 	Q4 2016	
	<ul style="list-style-type: none"> 750 EYEIs CONDUCTED AND 650 INSPECTION REPORTS PUBLISHED 	Q4 2017	
	<ul style="list-style-type: none"> EYEI MODEL REVIEWED, IN CONSULTATION WITH THE EY SECTOR 	Q2 2017	

Objective 3.2: Develop the continuum of teacher education to equip teachers with the right skills for 21st century teaching and learning and improve school leadership

OBJECTIVE 3.2			
No	ACTIONS	TIMELINES	DELIVERED BY
57	CONSIDER THE REPORT OF THE TECHNICAL GROUP ON TEACHER SUPPLY AND IN THE FIRST INSTANCE SEEK TO IMPROVE THE DATA DEFICIT IDENTIFIED BY THE GROUP THAT CONSTRAINED THEIR CAPACITY TO IDENTIFY SPECIFIC ACTIONS, WITH PROGRESS ON THE DATA ISSUE AS RESOURCES PERMIT.	Q4 2016- REPORT TO BE CONSIDERED	DES, TEACHING COUNCIL
58	CONTINUE THE REFORM OF INITIAL TEACHER EDUCATION (ITE) AND TEACHER INDUCTION.		DES, HEIs, TEACHING COUNCIL
	<ul style="list-style-type: none"> ALL INCOMING AND EXISTING ITE STUDENTS OF DCU, ST. PATRICK'S COLLEGE DRUMCONDRA AND MATER DEI INSTITUTE OF EDUCATION REGISTERED AS DCU STUDENTS 	Q4 2016	
	<ul style="list-style-type: none"> PUBLISH REVISED ENTRY CRITERIA FOR ITE PROGRAMMES 	Q1 2017	
	<ul style="list-style-type: none"> BUILD UPON CONCLUDED PILOT PHASE OF DROICHEAD AND CONDUCT THE GROWTH PHASE BETWEEN 2016- 2018 OF "DROICHEAD", THE NATIONAL INDUCTION PROCESS FOR ALL NEWLY QUALIFIED TEACHERS (NQTs) 	Q3 2018	
	<ul style="list-style-type: none"> REVIEW THE IMPLEMENTATION OF THE RECOMMENDATIONS OF THE INTERNATIONAL REVIEW PANEL ON INITIAL TEACHER EDUCATION PROVISION 	Q4 2018	
59	EXPAND THE RANGE OF SUPPORTS AVAILABLE THROUGH THE CENTRE FOR SCHOOL LEADERSHIP.		DES, CENTRE FOR SCHOOL LEADERSHIP
	<ul style="list-style-type: none"> INTRODUCE, ON A PHASED BASIS, A MENTORING PROGRAMME FOR NEWLY APPOINTED SCHOOL PRINCIPALS: 200 EXPERIENCED SCHOOL LEADERS HAVE BEEN TRAINED TO SUPPORT NEWLY APPOINTED POST-PRIMARY PRINCIPALS ACROSS THE COUNTRY, AND LEINSTER-BASED NEWLY APPOINTED PRIMARY PRINCIPALS. ROLL OUT THIS SERVICE TO ALL PRIMARY PRINCIPALS AS RESOURCES PERMIT. 	Q3 2016	
	<ul style="list-style-type: none"> INTRODUCE A PROFESSIONAL COACHING SERVICE FOR SERVING PRINCIPALS, ALLOWING UP TO 400 PRINCIPALS PER ANNUM TO ACCESS PROFESSIONAL COACHING 	Q4 2016 ONWARDS	

GOAL 03

OBJECTIVE 3.2			
No	ACTIONS	TIMELINES	DELIVERED BY
60	DEVELOP AND INTRODUCE A NEW POSTGRADUATE QUALIFICATION FOR ASPIRING SCHOOL LEADERS.		DES
	<ul style="list-style-type: none"> ■ COMMENCE COURSE, FOLLOWING A TENDER PROCESS AND THE APPOINTMENT OF A PROGRAMME COURSE PROVIDER, FACILITATING 200 PARTICIPANTS ANNUALLY 	Q3 2016 – Q3 2017	
61	CHANGE THE LEADERSHIP AND MIDDLE MANAGEMENT STRUCTURE AND THE FUNCTIONS CARRIED OUT IN SCHOOLS BY THE HOLDERS OF POSTS OF RESPONSIBILITY: <ul style="list-style-type: none"> • DISCUSSIONS WITH PRIMARY AND POST-PRIMARY PARTNERS AIMED AT IMPROVING THE FLEXIBILITY OF THE POST-HOLDERS STRUCTURE, TRANSFORMING THE CURRENT SCHEDULE OF DUTIES TOWARDS A MORE FLEXIBLE, DISTRIBUTED AND ACCOUNTABLE MODEL, WHERE ROLES AND RESPONSIBILITIES ARE SHARED AND ADAPTED TO PARTICULAR SITUATIONS AND CONTEXTS • DISCUSSIONS WITH ETBI TO DEVELOP A PROJECT WHICH WILL ENCOURAGE ETBs TO ADOPT A MORE FLEXIBLE AND TARGETED APPROACH TO THE DEPLOYMENT OF PRINCIPALS AND DEPUTY-PRINCIPALS 	ONGOING	DES, SCHOOLS, MANAGEMENT AND PATRON BODIES
62	IDENTIFY OPTIONS AND MODALITIES FOR THE INTEGRATION OF EXISTING SUPPORT SERVICES AND PROFESSIONAL DEVELOPMENT SERVICES FOR TEACHERS THAT COULD FOSTER AN OVERARCHING CENTRE OF EXCELLENCE, IN ORDER TO SUPPORT IN-SCHOOL IMPROVEMENT AND PEER EXCHANGE, AS RESOURCES ALLOW.	Q1 2017	DES
63	PROVIDE DEDICATED PROFESSIONAL SUPPORT TO TEACHERS TO SUPPORT THE IMPLEMENTATION OF CURRICULAR CHANGE.		DES, PDST, NEPS, NCSE, JCT
	<ul style="list-style-type: none"> ■ THE PROFESSIONAL DEVELOPMENT SERVICE FOR TEACHERS WILL PROVIDE CPD TO SUPPORT THE PRIMARY LANGUAGES CURRICULUM AND TO SUPPORT THE IMPLEMENTATION OF CHILDREN FIRST IN SCHOOLS 	ONGOING	
	<ul style="list-style-type: none"> ■ THE JUNIOR CYCLE FOR TEACHERS SUPPORT TEAM WILL PROVIDE CPD TO SUPPORT THE IMPLEMENTATION OF JUNIOR CYCLE REFORM 	ONGOING	
	<ul style="list-style-type: none"> ■ NEPS WILL SUPPORT SCHOOLS TO IMPLEMENT THE “WELLBEING IN SCHOOLS” GUIDELINES 	ONGOING	
	<ul style="list-style-type: none"> ■ THE NCSE WILL SUPPORT SCHOOLS TO IMPLEMENT THE NEW SEN ALLOCATION MODEL 	ONGOING	
64	REGULATION OF THE TEACHING PROFESSION.		DES, TEACHING COUNCIL
	<ul style="list-style-type: none"> ■ IMPLEMENT FITNESS TO TEACHER PROVISIONS OF THE TEACHING COUNCIL ACT 	ONGOING	
	<ul style="list-style-type: none"> ■ TEACHING COUNCIL TO FINALISE DRAFT NATIONAL FRAMEWORK FOR TEACHER CPD, FOLLOWING STAKEHOLDER CONSULTATION, AS RESOURCES PERMIT 	ONGOING	
65	FACILITATE THE DELIVERY OF SAFE TALK AND ASIST SUICIDE TRAINING PROGRAMMES FOR TEACHERS THROUGH THE EDUCATION CENTRE NETWORK.	ONGOING	DES, D/HEALTH

Objective 3.3: Improve quality, promote excellence and innovation, and increase autonomy for schools

OBJECTIVE 3.3			
No.	ACTIONS	TIMELINES	DELIVERED BY
66	WE WILL REDUCE CLASS SIZES AT JUNIOR AND SENIOR INFANTS AS RESOURCES PERMIT	DEPENDENT ON BUDGET DECISIONS	
67	DEVELOP PROPOSALS FOR A SCHOOLS EXCELLENCE FUND, TO PROMOTE EXCELLENCE AND INNOVATION, IN THE CONTEXT OF AVAILABLE RESOURCES.	Q3 2016	DES
68	DEVELOP PROPOSALS TO INCREASE SCHOOL AUTONOMY AND ENCOURAGE MORE LOCAL EDUCATION CLUSTERS TO DELIVER AN IMPROVED SERVICE THAT SUPPORTS LEARNERS.		DES
	<ul style="list-style-type: none"> DEVELOP PROPOSALS INFORMED BY FEEDBACK FROM THE CONSULTATION WITH PARTNERS 	Q2 2017	
	<ul style="list-style-type: none"> IDENTIFY ANY LEGISLATIVE CHANGE THAT MAY BE REQUIRED TO SUPPORT AND ENHANCE THE GOVERNANCE OF SCHOOLS THAT MIGHT WISH TO OPERATE AS A CLUSTER WITH PARTICULAR FOCUS ON THE FUNCTIONS OF BOARDS OF MANAGEMENT. 	Q1 2017 - IDENTIFICATION	
69	ROLL OUT THE NEWLY-ISSUED LOOKING AT OUR SCHOOL 2016 - A NEW QUALITY FRAMEWORK FOR SCHOOL SELF-EVALUATION, WITH STANDARDS FOR TEACHING, LEARNING, LEADERSHIP AND MANAGEMENT, TO HELP SCHOOLS TO BETTER PLAN FOR CONTINUOUS IMPROVEMENT.		DES
	<ul style="list-style-type: none"> ISSUE REVISED SCHOOL SELF-EVALUATION GUIDELINES TO ALL PRIMARY AND POST-PRIMARY SCHOOLS, AND MANAGE A PROGRAMME OF SSE ADVISORY VISITS TO SCHOOLS 	Q3 2016	
	<ul style="list-style-type: none"> ISSUE NEW SSE CIRCULARS SETTING OUT SIMPLIFIED REQUIREMENTS ON SCHOOLS FOR SELF-EVALUATION AND ANNUAL REPORTING TO PARENTS FOR PERIOD 2016-2020 	Q3 2016	
70	ISSUE REVISED GUIDELINES ON INSPECTION TO ALL SCHOOLS, INCLUDING THOSE IN HIGH SUPPORT UNITS, SPECIAL CARE UNITS AND CHILDREN DETENTION CENTRES.	Q3 2016	DES
71	UNDERTAKE A PLANNED PROGRAMME OF INSPECTION AND ADVISORY VISITS IN ALL SCHOOLS, INCREASING THE FREQUENCY OF EVALUATIVE AND ADVISORY VISITS, AS RESOURCES PERMIT.	ONGOING	DES
72	DELIVER A NEW INSPECTION MODEL TO EVALUATE AND REPORT ON QUALITY OF EDUCATION PROVISION IN MAINSTREAM SETTINGS FOR LEARNERS WITH SPECIAL EDUCATION NEEDS.	Q3 2016	DES
73	PUBLISH INSPECTION REPORTS IN ACCORDANCE WITH AGREED ARRANGEMENTS FOR THE VARIOUS INSPECTION MODELS, INCLUDING NEW INSPECTION MODELS FOR PRIMARY SCHOOLS. THE REPORTS WILL BE MORE ACCESSIBLE TO PARENTS, WITH CLEARER EVALUATIVE JUDGEMENTS.	ONGOING	DES
74	MANAGE THE MONITORING OF, AND INTERVENTIONS IN, POORLY PERFORMING SCHOOLS, THROUGH THE SCHOOL IMPROVEMENT PLAN AND OVERSEE THE MONITORING OF THOSE REQUIRING IMPROVEMENT.	ONGOING	DES
75	ADVANCE PROPOSALS FOR THE BETTER INVOLVEMENT OF PRINCIPALS WITH INSPECTION TEAMS IN PRIMARY AND POST-PRIMARY SCHOOLS.	Q4 2017	DES
76	MAINSTREAM QUALITY ASSURANCE MECHANISMS FOR INSPECTION WORK IN SCHOOLS.	ONGOING	DES

GOAL 03

Objective 3.4: Promote high quality learning experiences in Further Education and Training and Higher Education

OBJECTIVE 3.4			
No.	ACTIONS	TIMELINES	DELIVERED BY
77	IMPLEMENT THE FURTHER EDUCATION AND TRAINING PROFESSIONAL DEVELOPMENT STRATEGY 2016-2019, IN ORDER TO ENHANCE THE SKILLS OF THOSE INVOLVED IN THE DELIVERY, ADMINISTRATION AND MANAGEMENT OF FET PROGRAMMES THROUGH TARGETED AND CONSISTENT TRAINING AND SUPPORT.		DES, SOLAS, ETBI
	■ PUBLISH THE STRATEGY	Q4 2016	
	■ HAVING REGARD TO AVAILABLE RESOURCES, WORK WITH SOLAS AND OTHER PROJECT PARTNERS (ETBs AND EDUCATION AND TRAINING BOARDS IRELAND) TO IMPLEMENT THE STRATEGY	Q1 2017-2019	
78	BUILD CAPACITY WITHIN THE ETB SECTOR TO ACHIEVE THE DELIVERY OF THE FET STRATEGY GOALS, FOCUSsing PARTICULARLY ON ORGANISATIONAL DESIGN, CHANGE MANAGEMENT AND QUALITY ASSURANCE.	ONGOING TO 2018/19	DES, ETBs
79	IMPLEMENT THE PROGRAMME LEARNER SUPPORT SERVICE (PLSS) TO PROVIDE A FET DATABASE WHICH PROVIDES INFORMATION ON OUTCOMES AND SUPPORTS LINKAGES WITH OTHER DATA SETS, TO ALLOW FOR THE FOLLOW-UP OF LEARNERS UPON COURSE COMPLETION, MEASUREMENT OF COURSE IMPACT ON LEARNERS' SOCIO-ECONOMIC STATUS, AND THE PLANNING OF SUPPORT SERVICES AND INVESTMENT PRIORITIES.		DES, SOLAS
	■ CONDUCT REVIEW OF THE PILOT FOR THIS DATABASE	Q3 2016	
	■ FULL IMPLEMENTATION	2017	
80	IMPROVE THE IMPACT OF PLC, VTOS AND BTEI SCHEMES, BY REVIEWING EACH PROGRAMME, PUBLISHING THE REVIEW, AND SETTING OUT TIME-BOUND IMPLEMENTATION PLANS.	Q3 2016-ONWARDS	DES, SOLAS
	■ MONITOR THE PLC EVALUATION, AND CONSIDER THE RECOMMENDATIONS FOR IMPLEMENTATION	Q3-Q4 2016	
	■ COMMISSION INDEPENDENT EVALUATION OF VTOS	Q1 2017	
	■ COMMISSION INDEPENDENT EVALUATION OF BTEI	2018	
81	COMMENCE THE PILOT ROLL-OUT OF THE NATIONAL PROFESSIONAL DEVELOPMENT FRAMEWORK FOR HIGHER EDUCATION PRACTITIONERS WITH RESULTS OF FIRST CALL FOR PROPOSALS. THE FRAMEWORK WILL PROVIDE GUIDANCE FOR PROFESSIONAL DEVELOPMENT AND GIVE DIRECTION TO OTHER STAKEHOLDERS (FOR EXAMPLE INSTITUTIONS, HIGHER EDUCATION NETWORKS, EDUCATIONAL/ACADEMIC DEVELOPERS, POLICY MAKERS AND STUDENT BODY REPRESENTATIVES) FOR PLANNING, DEVELOPING AND ENGAGING IN PROFESSIONAL DEVELOPMENT ACTIVITIES.	Q3 2016	DES, HEA
82	COMPLETE THE REVIEW OF THE NATIONAL FORUM FOR THE ENHANCEMENT OF TEACHING AND LEARNING IN HIGHER EDUCATION. THE FORUM MOBILISES EXPERTISE AND INPUTS FROM ACROSS THE HE SECTOR TO EXTEND AND SHAPE BEST PRACTICE IN ALL INSTITUTIONS.	Q4 2016	DES, HEA
	■ IMPLEMENT THE RECOMMENDATIONS OF THE REVIEW OF THE NATIONAL FORUM FOR THE ENHANCEMENT OF TEACHING AND LEARNING IN HIGHER EDUCATION	Q1 2017 ONWARDS	

Goal 4: Build stronger bridges between education and the wider community

As Ireland seeks to achieve strategic leadership in many chosen fields, the quality of the connections between our education and training providers and the wider community will be a formative influence. Our success in this respect will contribute significantly to our ambition to have the best education and training system in Europe. Ireland is changing and the choices and expectations of citizens are changing with it. Our education service must be able to respond to these new expectations.

While in the past, educationalists may have been wary that the narrow repetitive tasks of the workplace should not crowd out the broader agenda of education, now, the demands of the workplace are increasingly focussing on the very characteristics education nurtures – critical thinking, creativity, innovation, adaptability, collaboration. Learners gain experience from placement in real world settings, while organisations and enterprises (public and private) enhance their capacity to innovate and embrace new insights and technologies through interaction with education.

Compared to most of Europe, we already have significant strengths with high levels of higher education attainment among the population, particularly the younger cohorts. Ireland ranks 7th out of the OECD-32 for proportion of the working age population (25-64) with a third level education (2014 data): 41% in Ireland compared to 32% OECD average. The EU 21 average was 33%. However, this varies significantly with age. A lower proportion of 45-54 year olds and 55-64 year olds have attained tertiary education than the OECD average. The proportion of those who attained tertiary education was high among 25-34 year olds in Ireland where, at 51%, Ireland was above the OECD average of 41% (or EU21 at 39%).

In 2014, Ireland had the second highest percentage of students in tertiary education studying science, maths and computing in the EU. However, our system of traineeship and apprenticeship has not developed to match many of the systems across Europe and requires a continued focus in the coming years in order to provide an attractive alternative to higher education progression routes. The development of the new National Skills Council and Regional Skills Fora will provide a new focus nationally and regionally for the delivery of skills needs.

In 2015 Ireland ranked 19th out of the EU-28 in lifelong learning at 6.5%, which is calculated as the percentage of persons who received education or training in the past four weeks, the EU-28 average was 10.7%.

While we are not yet an “Innovation Leader” in Europe, we stand out as one of the most effective countries in converting our investment in scientific research into practical impact. However, we need to continue to improve the take up of STEM disciplines, particularly among women, levels of research activity and measuring impact. Innovation 2020 (Ireland’s strategy for research and development, science and technology) sets out a vision for Ireland to become a global innovation leader driving a strong, sustainable, high employment economy and better society. Innovation 2020 sets the agenda for cross departmental actions to realise the potential of research and innovation. A number of agencies provide competitive research funding to the higher education sector including Science Foundation Ireland, Enterprise Ireland, and the Irish Research Council.

Even though the economic crash dealt a severe blow to entrepreneurship in Ireland. The recovery has shown a very healthy revival and a strong desire within the education and training system to nurture entrepreneurial thinking.

Our ambition is to become an Innovation Leader in Europe and to develop stronger entrepreneurship in education to match top performers in Europe. We also want to effectively engage enterprise to play their

GOAL 04

part in building the talent base through the growth of traineeships and apprenticeships, work placements and work based projects, programme design, promotion of lifelong learning and improved career guidance for students so they can make well informed choices.

We also aim to step up in our capacity to attract international students to undertake some or all of their education in Ireland.

These are all areas which we shall seek to benchmark a path of progress engaging more sectors and institutions to deliver and learning from successful models elsewhere.

Goal 4: OUR OBJECTIVES AND ACTIONS

Bridges between education and training providers and different social and economic communities such as the employer community, the unemployed, parents, students and other stakeholders will help us to understand each other's challenges, enable people to work together to problem-solve and innovate and to deliver for local, regional and national ambition.

Support local communities

Schools are at the heart of their communities and are more successful the more they can collaborate with other organisations within the community. We will explore opportunities for the use of school buildings for afterschool care and out of hours use to support local communities and make people's lives better.

Strengthen the role of parents and students and provide greater school choice

Parents and students are key stakeholders in the teaching and learning process. We will develop a Parents and Learners Charter to give parents and students a stronger voice at school level. We will legislate for school admissions to make enrolment easier for children and their parents. We will support the establishment of 400 multi and non-denominational schools to give greater choice in the type of school available. We will revise protocols to ensure no small school closes against the wishes of parents and facilitate amalgamations where desirable.

Enhance our capacity to meet national and regional skills needs

Following on from the publication of the National Skills Strategy 2025, we will establish the National Skills Council and drive the development of the regional skills fora, two key infrastructure developments to address skills needs nationally and regionally. We will gather data from employers and graduates to evaluate performance, outcomes and inform policy and programme development. We will develop an ambitious Systems Performance Framework for Higher Education for the period to 2021. Annual Service Plans for further education and training will be based on quality outputs and performance targets. A new ICT Skills Action Plan will be developed and published by the end of 2016.

Create a greater diversity of opportunity in learning beyond school

Working with employers, we will strengthen apprenticeship and traineeship in Ireland, increasing the range of courses and increasing the number of student places to achieve the Government targets of over 100 apprenticeship schemes and 50,000 apprenticeship and traineeship registrations by 2020. We will work with further education and training and higher education providers to provide a broader range of flexible opportunities for learners and to support an increase in lifelong learning. As unemployment falls, we need to shift our focus to developing the skills of those who are in work, focussing particularly on those with lower skills. This will create opportunities for second-chance learners to up-skill and re-skill. The distribution of money from the National Training Fund will reflect this.

Enhance support for learners to make informed career choices

We will work with education and training providers, parents, employers and students themselves to make sure they are ready for the world of work and can make well informed career choices. There will be a greater focus on work placements in schools, further education and training and higher education as key part of the learning experience. We will review guidance and careers information for school goers and adult learners including learning from best practice overseas.

Create a stronger focus on Entrepreneurship, Creativity and Innovation

We will create a stronger focus on Entrepreneurship, Creativity and Innovation across the education and training system. A new Entrepreneurship Education Policy Statement will be produced along with guidelines for schools. We will work with the Department of Arts, Heritage, Regional, Rural and Gaeltacht Affairs to implement the Arts in Education Charter.

Grow a vibrant research community in Ireland

We will work with stakeholders to position Ireland as a Global Innovation Leader. Innovation 2020 proposes that there should be an increase of 500 funded postgraduate students, an increase in the number of funded post-doctoral researchers and the initiation of a new programme of funding for Frontier Research across all disciplines. These proposals will be actioned by a number of agencies, including Science Foundation Ireland (SFI) and the Irish Research Council (IRC).

We will work with employers to increase the number of researchers to address economic and societal demand. We will support the career development of the next generation of researchers to expand Ireland's research capacity. We will build a strong bridge from the research community to deliver innovation with the public and private sectors.

Position Ireland to attract more international students

We will implement an ambitious International Education Strategy to strengthen the quality and relevance of our education system in global terms, and to support the development of Ireland's global relationships. Educating and building relationships with the future leaders, entrepreneurs and decision-makers across the globe. We will introduce an International Education Mark to ensure quality standards and best international practice for international learners in Ireland. We will attract more international student, academics and researchers.

Goal 4: TARGETS AND INDICATORS

GOAL	MEASURE	TARGET / INDICATOR
BUILD STRONGER BRIDGES BETWEEN EDUCATION AND THE WIDER COMMUNITY	MULTI / NON-DENOMINATIONAL SCHOOLS	400 MULTI-/ NON-DENOMINATIONAL SCHOOLS BY 2030
	WORK PLACEMENTS	WORK PLACEMENTS FOR HE LEVELS 6 TO 8 - INCREASE THE NUMBER OF HE STUDENTS UNDERTAKING A WORK PLACEMENT OR WORK BASED PROJECT AS PART OF THEIR COURSE BY 25% BY 2021
	INNOVATION AND RESEARCH ^[2]	INCREASE OF 200 POSTGRADUATE RESEARCH ENROLMENTS BY 2020 (IRC)
		INCREASE (20) IN THE NUMBER OF FUNDED POST-DOCTORAL PLACES BY 2020 (IRC)
	GLOBAL ENTREPRENEURSHIP MONITOR (AN INTERNATIONAL SURVEY ON ENTREPRENEURSHIP IN PARTICIPATING COUNTRIES - EDUCATION IS PART OF THE OVERALL SURVEY)	IN THE 2014 SURVEY, IRELAND RANKED 12TH ON PRIMARY AND SECOND LEVEL EDUCATION AND 14TH FOR POST SECOND LEVEL OUT OF 24 EU COUNTRIES SURVEYED.
		PRIMARY AND POST PRIMARY: INCREASE IRELAND'S CURRENT RATING OF 2.09 (ON A SCALE OF 1-5, WITH AN EU AVERAGE OF 2.12) TO ABOVE 2.3 BY 2025
		POST SECOND LEVEL: INCREASE IRELAND'S CURRENT RATING OF 2.95 (EU AVERAGE 2.8) TO ABOVE 3.05 BY 2025
	APPRENTICESHIP AND TRAINEESHIP	100 APPRENTICESHIP SCHEMES BY 2020
		50,000 APPRENTICESHIP AND TRAINEESHIP REGISTRATIONS BY 2020
	LIFE-LONG LEARNING RATE	INCREASE TO 10% THE NUMBER OF THOSE AGED 25 - 64 ENGAGED IN LIFELONG LEARNING BY 2020 (FROM 2015 RATE OF 7.2%)
15% BY 2025		
INCREASE THE NUMBERS OF HE ENTRANTS STUDYING ON A FLEXIBLE BASIS BY 25% BY 2021, AS RESOURCES ALLOW		
INCREASE UPSKILLING AND RESKILLING OPPORTUNITIES AS RESOURCES PERMIT	50,000 HIGHER EDUCATION PLACES PROVIDED BY 2021	

[2] Innovation 2020 sets the agenda for cross departmental actions to realise the potential of research and innovation. These figures relate to the Irish Research Council, an aegis body of the DES

Objective 4.1: Increase opportunities for schools to support their local communities through the utilisation of schools buildings and facilities out of hours

OBJECTIVE 4.1			
No.	ACTIONS	TIMELINES	DELIVERED BY
83	EXPLORE OPTIONS FOR USING SCHOOL BUILDINGS FOR AFTERSCHOOL CARE, AS RESOURCES ALLOW.		DES, DCYA
	<ul style="list-style-type: none"> ESTABLISH INTERDEPARTMENTAL GROUP, MEET WITH STAKEHOLDER GROUPS AND PREPARE A PROPOSED MODEL OF IMPLEMENTATION 	Q3 2016	
	<ul style="list-style-type: none"> PRESENT JOINT DES/ DCYA ACTION PLAN FOR AFTERSCHOOL CARE OPTIONS, THE DELIVERY OF WHICH WILL BE DEPENDENT ON AVAILABLE RESOURCES 	Q3 2016	
84	EXPLORE POSSIBILITY OF LINKING ADDITIONAL FUNDING TO OUT OF HOURS USE OF SCHOOL BUILDINGS, AS RESOURCES ALLOW.		DES
	<ul style="list-style-type: none"> HOLD MEETINGS WITH STAKEHOLDER GROUPS AND PREPARE A PROPOSED MODEL OF IMPLEMENTATION 	Q3 2016	
	<ul style="list-style-type: none"> DEVELOP GUIDELINES FOR THE USE OF SCHOOL BUILDINGS OUT OF HOURS AND IMPLEMENT ARRANGEMENTS FOR THE ADMINISTRATION OF POTENTIAL FUNDING TO BE MADE AVAILABLE TO SCHOOLS IN 2017, AS RESOURCES ALLOW 	Q4 2016	

Objective 4.2: Strengthen the role of parents and students, and deliver progress in providing greater school choice

OBJECTIVE 4.2			
No.	ACTIONS	TIMELINES	DELIVERED BY
85	INTRODUCE A STRONGER COMPLAINTS PROCEDURE AND CHARTER FOR PARENTS AND LEARNERS:		DES
	<ul style="list-style-type: none"> BRING THE HEADS OF BILL TO PROVIDE FOR A PARENTS AND LEARNERS CHARTER TO THE OIREACTHAS COMMITTEE ON EDUCATION- THE PROPOSED LEGISLATION WILL TAKE ACCOUNT OF DEVELOPMENTS IN RELATION TO AN EDUCATION OMBUDSMAN 	Q3 2016	
86	STRENGTHEN THE FOCUS ON REDUCING SCHOOL COSTS FOR PARENTS BY:		DES, SCHOOLS
	<ul style="list-style-type: none"> RESTORING CAPITATION FUNDING OVER A THREE- YEAR PERIOD, AS RESOURCES PERMIT 	2017 ONWARDS	
	<ul style="list-style-type: none"> INCREASING THE FINANCIAL SUPPORT FOR BOOK RENTAL SCHEMES, AS RESOURCES PERMIT, IN ORDER TO REDUCE/ELIMINATE SCHOOL BOOK COSTS FOR PARENTS 	2017 ONWARDS	
	<ul style="list-style-type: none"> PLACE A REQUIREMENT WITHIN A PARENTS AND LEARNERS CHARTER FOR SCHOOLS TO TAKE ACCOUNT OF THE VIEWS OF THEIR PARENTAL COMMUNITIES WHEN MAKING DECISIONS ON MATTERS THAT HAVE A FINANCIAL IMPACT FOR PARENTS 	2017 ONWARDS	
	<ul style="list-style-type: none"> WE WILL ISSUE A NEW CIRCULAR TO SCHOOL AUTHORITIES AND ETBs REGARDING SCHOOL UNIFORM POLICY AND OTHER COSTS AND THE NEED TO PUT A GREATER EMPHASIS ON REDUCING THE COST OF SCHOOL UNIFORMS AND OTHER COSTS. THE VIEWS OF THE NATIONAL PARENT COUNCILS AND OTHER EDUCATION PARTNERS WILL BE CONSIDERED AND WILL FEED INTO THE DEVELOPMENT OF THE CIRCULAR. 	Q4 2016- Q1 2017	

GOAL 04

OBJECTIVE 4.2			
No.	ACTIONS	TIMELINES	DELIVERED BY
87	ADVANCE THE LEGISLATION IN RELATION TO SCHOOL ADMISSIONS TO MAKE ENROLMENT EASIER FOR CHILDREN AND PARENTS:		DES, PATRON BODIES, DCYA, TUSLA, NCSE
	■ ADMISSIONS BILL ENACTED, SUBJECT TO THE OIREACHTAS LEGISLATIVE PROCESS	2017	
	■ COMMENCE THE BILL ON A PHASED BASIS TO ALLOW SCHOOLS TIME TO ADJUST TO THE NEW REQUIREMENTS, SUBJECT TO THE COMPLETION OF WORK ON THE REGULATIONS AND PROCEDURES	(TO BE SCHEDULED FOLLOWING CONSULTATION WITH STAKEHOLDERS)	
	■ FOLLOWING ENACTMENT COMMENCE CONSULTATION WITH RELEVANT STAKEHOLDERS ON THE DETAIL OF REGULATIONS AS REGULATIONS MOVE TO DRAFTING STAGE	Q3 2017 AND ONGOING	
	■ WE ACCEPT THE PRINCIPLES LAID OUT IN THE EQUAL STATUS (ADMISSION TO SCHOOLS) BILL 2016, BUT BELIEVE THERE ARE ISSUES THAT REQUIRE SCRUTINY, AS LAID OUT IN THE MOTION PROPOSED BY THE GOVERNMENT AND PASSED BY THE DÁIL. THESE INCLUDE POSSIBLE IMPACTS ON MINORITY RELIGIONS, THE ISSUE OF MANDATORY CATCHMENT AREAS, IMPACT ON SCHOOL TRANSPORT, AND ISSUES OF COMPETING RIGHTS AND THE CONSTITUTION. WE WILL CONSIDER PROPOSALS ON THIS ISSUE FOLLOWING CONSIDERATION BY THE OIREACHTAS COMMITTEE.		
88	ESTABLISH 400 MULTI-/ NON- DENOMINATIONAL SCHOOLS:		DES, PATRON BODIES
	■ MAP OUT NEW APPROACHES TO REACH THIS TARGET	Q4 2016	
	■ OPEN FIVE NEW PRIMARY SCHOOLS– THREE UNDER NEW SCHOOLS PATRONAGE PROCESS AND TWO UNDER RECONFIGURATION	Q3 2016	
	■ COMPLETE THE PATRONAGE PROCESSES FOR NINE NEW POST-PRIMARY SCHOOLS DUE TO OPEN IN 2017 AND 2018	Q3 2016	
	■ COMMENCE THE PATRONAGE PROCESSES FOR THREE NEW PRIMARY SCHOOLS DUE TO OPEN IN 2017	Q4 2016	
89	DEVELOP POLICY ON AN AMALGAMATION PROTOCOL FOR SCHOOLS RECONFIGURATION TO INCREASE DIVERSITY OF SCHOOL TYPE.		DES
	■ ESTABLISH WORKING GROUP TO DEVELOP PROTOCOL	Q1 2017	
90	REVISE PROTOCOLS TO ENSURE THAT NO SMALL SCHOOL CLOSES AGAINST THE WISHES OF PARENTS AND FACILITATE AMALGAMATIONS WHERE DESIRABLE		DES, PATRON BODIES
	■ FINALISE PROTOCOL AND WRITE TO PATRONS OF ONE- TEACHER SCHOOLS, ASKING THEM TO INITIATE LOCAL DISCUSSIONS TO ADDRESS FUTURE SUSTAINABILITY ISSUES	Q4 2016	

Objective 4.3: Enhance our capacity to meet national and regional skills needs

OBJECTIVE 4.3				
No	ACTIONS		TIMELINES	DELIVERED BY
91	DEVELOP INNOVATIVE RESPONSES TO SKILLS GAPS ACROSS KEY PRIORITIES AREAS OF THE ECONOMY INCLUDING ICT, LANGUAGES, BIOPHARMA.		ONGOING	DES
92	ESTABLISH THE NATIONAL SKILLS COUNCIL, WHICH WILL USE DATA ON SKILLS REQUIREMENTS TO PROACTIVELY ADDRESS EMERGING SKILLS GAPS, AND DEVELOP A REVISED MANDATE FOR THE EXPERT GROUP ON FUTURE SKILLS NEED.			DES, NATIONAL SKILLS COUNCIL
	<ul style="list-style-type: none"> FINALISE MANDATE FOR, APPOINT MEMBERS TO, AND FORMALLY LAUNCH, THE NATIONAL SKILLS COUNCIL 		Q4 2016	
	<ul style="list-style-type: none"> REVIEW AND FINALISE MANDATE FOR EXPERT GROUP ON FUTURE SKILLS NEEDS 		Q4 2016	
	<ul style="list-style-type: none"> MONITOR IMPLEMENTATION OF THE NATIONAL SKILLS STRATEGY 2025 AND PROVIDE ANNUAL REPORTS TO THE NATIONAL SKILLS COUNCIL 		ANNUAL	
93	OVERSEE THE WORK OF THE REGIONAL SKILLS FORA AND MEASURE PERFORMANCE. THE FORA AIM TO PROVIDE A COHESIVE EDUCATION-LED STRUCTURE FOR EMPLOYERS AND THE FURTHER AND HIGHER EDUCATION SYSTEMS TO WORK TOGETHER IN IDENTIFYING AND ADDRESSING THE SKILLS NEEDS OF THEIR REGIONS.			DES
	<ul style="list-style-type: none"> FORMAL LAUNCH OF THE REGIONAL SKILLS FORA 		Q4 2016	
	<ul style="list-style-type: none"> DISSEMINATE THE WORK OF THE FORA, WITH THE SUPPORT OF ALL OF THE MEMBERS OF THE FORA AND OTHER DISSEMINATION MECHANISMS SUCH AS THE REGIONAL SKILLS FORA WEBSITE (WWW.REGIONALSILLS.IE) 		ONGOING	
94	REGIONAL SKILLS MANAGERS SERVE ON ACTION PLAN FOR JOBS COMMITTEES TO FACILITATE COORDINATION BETWEEN THE FORA AND RELEVANT STAKEHOLDERS IN RELATION TO REGIONAL SKILLS PRIORITIES AND REGIONAL SKILLS FORA- RELATED ACTIONS IN THE REGIONAL ACTION PLANS FOR JOBS.		ONGOING	REGIONAL SKILLS MANAGERS
95	COMPLETE NATIONAL SURVEY OF EMPLOYERS TO INFORM POLICY AND PROGRAMME DEVELOPMENT.		2017	DES, HEA, SOLAS, QQI
96	ROLLOUT NEW GRADUATE SURVEY FOR HIGHER EDUCATION TO STRENGTHEN THE EVIDENCE BASE FOR STUDENT OUTCOMES FROM HIGHER EDUCATION AND INFORM POLICY AND PROGRAMME DEVELOPMENT.		2018	DES, HEA
97	COMPLETE REVIEW OF HIGHER EDUCATION FUNDING MODEL TO UNDERPIN DELIVERY ACROSS THE SECTOR.		2017	DES, HEA
98	DEVELOP NEW SYSTEMS PERFORMANCE FRAMEWORK FOR HIGHER EDUCATION FOR THE PERIOD TO 2021.		Q4 2016	DES, HEA
99	AGREE ANNUAL SERVICE PLANS BETWEEN SOLAS AND ETBs AND MONITOR PROGRESS AGAINST AGREED QUALITY AND PERFORMANCE TARGETS. THE PLANS WILL INCLUDE PROJECTED PROGRAMME INPUTS, OUTPUTS AND OUTCOMES.		ANNUAL	SOLAS, ETBs
100	COMPLETE REVIEW OF THE CURRENT NATIONAL ICT SKILLS ACTION PLAN 2014 – 2018 AND PUBLISH REVISED PLAN.		Q4 2016	DES, DJEI, INDUSTRY

GOAL 04

Objective 4.4: Create a greater diversity of learning opportunities beyond school

OBJECTIVE 4.4			
No	ACTIONS	TIMELINES	DELIVERED BY
101	STRENGTHEN THE APPRENTICESHIP AND TRAINEESHIP SYSTEMS THROUGH ENHANCING THE RANGE OF COURSES AND INCREASING STUDENT PLACES, ACHIEVE GOVERNMENT TARGETS OF OVER 100 APPRENTICESHIP SCHEMES, AND A CUMULATIVE TARGET OF 50,000 APPRENTICESHIP AND TRAINEESHIP REGISTRATIONS TO 2020. THIS IS A TOTAL OF 31,000 APPRENTICESHIP REGISTRATIONS AND 19,000 TRAINEESHIPS OVER THE PERIOD TO 2020. THIS WOULD INVOLVE AN ANNUAL AVERAGE OF 6,000 APPRENTICESHIPS AND 4,000 TRAINEESHIPS.		DES, SOLAS, APPRENTICESHIP COUNCIL
	<ul style="list-style-type: none"> DEVELOP AND FINALISE A ROADMAP TO DELIVER THE PROGRAMME FOR A PARTNERSHIP GOVERNMENT'S APPRENTICESHIP COMMITMENTS 	Q3 2016	
	<ul style="list-style-type: none"> UP TO 10 NEW APPRENTICESHIP PROGRAMMES COMMENCE 	Q4 2016	
	<ul style="list-style-type: none"> ACHIEVE TARGET OF 3,390 APPRENTICES ON EXISTING PROGRAMMES 	Q4 2016	
	<ul style="list-style-type: none"> NETWORKS OF EMPLOYERS HAVE BEEN CREATED TO FACILITATE ETB/ EMPLOYER PARTNERSHIPS TO IDENTIFY TRAINING NEEDS, DESIGN TRAINING PROGRAMMES, RECRUIT LEARNERS AND DELIVER TRAINING (ON AND OFF THE JOB). BASED ON THE PILOT CAREER TRAINEESHIP SCHEME IN THE HOSPITALITY AND ENGINEERING SECTORS, INVOLVING SEVEN ETBs, FURTHER PROGRAMMES ARE BEING DEVELOPED FOR ROLL- OUT. SOLAS PLAN FORECAST THAT THAT THERE WILL BE 5,000 TRAINEESHIPS REGISTRATIONS IN 2019 	Q4 2016-ONGOING	
	<ul style="list-style-type: none"> NEW STANDARDS AND CURRICULA FOR EXISTING APPRENTICESHIP PROGRAMMES INTRODUCED, FOLLOWING SOLAS REVIEW 	2017	
102	<p>CONTINUE TO WORK WITH SKILLNETS TO DELIVER ENTERPRISE-LED TRAINING AND CONTINUE TO DEVELOP THE MODEL IN ACCORDANCE WITH THE SKILLNETS STATEMENT OF STRATEGY 2016-2019. THE STRATEGY IS BEING DEVELOPED TO BE CLOSELY ALIGNED TO THE NATIONAL SKILLS STRATEGY (NSS) AND THE NEEDS OF ENTERPRISE, AND WILL BE FRAMED UPON THE FOLLOWING 3 KEY THEMES:</p> <ul style="list-style-type: none"> INCREASED ENTERPRISE PARTICIPATION OF EMPLOYERS IN THE SKILLNETS TRAINING NETWORKS MODEL TO IMPROVE THE PRODUCTIVITY, CAPABILITY AND COMPETITIVENESS OF ENTERPRISE ENHANCED RELEVANCE, EFFECTIVENESS AND IMPACT OF TRAINING INCLUDING AN INCREASED FOCUS ON THE EFFECTIVE DIAGNOSIS AND PRIORITISATION OF SKILLS NEEDS AND MEASUREMENT OF IMPACT OF TRAINING ON ENTERPRISE INCREASED SUPPLY OF NEW AND SPECIFIC SKILLS (SKILLS THAT ARE VITAL TO THE COMPETITIVENESS AND GROWTH POTENTIAL ENTERPRISE) TO THE IRISH LABOUR MARKET WHICH ADDRESS CURRENT, EMERGING AND FUTURE SKILLS NEEDS OF ENTERPRISE <p>SKILLNETS CURRENTLY PROVIDE EDUCATION AND TRAINING PROGRAMMES TO 34,000 EMPLOYED PEOPLE TO ALLOW THEM TO UPSKILL OR RESKILL.</p>	2016-2019	DES, SKILLNETS

Objective 4.4: Create a greater diversity of learning opportunities beyond school

OBJECTIVE 4.4				
No	ACTIONS		TIMELINES	DELIVERED BY
103	DEVELOP A POLICY FRAMEWORK FOR WORKFORCE DEVELOPMENT TO GUIDE FURTHER EDUCATION AND TRAINING ACTIVITY, ALIGNING WITH THE NATIONAL SKILLS STRATEGY, AND IN CONSULTATION WITH PARTNERS.		Q4 2016-ONGOING	DES, SOLAS
104	INCREASE THE NUMBERS OF ENTRANTS TO HIGHER EDUCATION STUDYING ON A FLEXIBLE BASIS (ONLINE, PART-TIME, MODULAR) BY 25% BY 2021, AS RESOURCES ALLOW. PROGRESS WILL BE MONITORED AS PART OF IMPLEMENTATION OF THE NEW SYSTEMS PERFORMANCE FRAMEWORK FOR HIGHER EDUCATION FROM 2017 ONWARDS.		Q4 2021	DES, HEIs
105	OVERSEE DEVELOPMENT AND ANNUAL CALLS FOR SPRINGBOARD+.			DES
	<ul style="list-style-type: none"> A REVIEW OF SPRINGBOARD 2011-2016 WILL INFORM ANY IMPROVEMENTS TO THE PROGRAMME 		Q4 2016	
	<ul style="list-style-type: none"> ANNUAL COMPETITIVE CALLS FOR PARTICIPANTS, WITH COURSES PROVIDED BASED ON THE MOST UP-TO-DATE ANALYSIS OF SKILLS GAPS 		ANNUAL CALLS 2017 - 2019	

Objective 4.5: Enhance support for learners to make informed career choices

OBJECTIVE 4.5				
No	ACTION		TIMELINE	DELIVERED BY
106	REVIEW WORK EXPERIENCE AT POST-PRIMARY LEVEL WITH A VIEW TO INCREASING ACCESS AND QUALITY OF WORK EXPERIENCE FOR STUDENTS		Q4 2017	DES, SCHOOLS
107	INCREASE THE NUMBER OF STUDENTS UNDERTAKING A WORK PLACEMENT OR WORK BASED PROJECT AS PART OF THEIR COURSE BY 25% BY 2021.			EDUCATION & TRAINING PROVIDERS, INDUSTRY
108	FURTHER EDUCATION AND TRAINING PROVIDERS AND HIGHER EDUCATION INSTITUTIONS TO PROVIDE EMPLOYABILITY STATEMENTS FOR COURSES / DISCIPLINES TO BETTER INFORM STUDENTS, PARENTS AND EMPLOYERS.		Q4 2017	EDUCATION & TRAINING PROVIDERS
109	REVIEW GUIDANCE SERVICES, TOOLS AND CAREERS INFORMATION FOR SCHOOL STUDENTS AND ADULTS AND RECOMMEND CHANGES TO IMPROVE SERVICES.		2016- 2019	DES
	<ul style="list-style-type: none"> COMMENCE REVIEW OF GUIDANCE SERVICES 		Q1 2017	

GOAL 04

Objective 4.6: Create a stronger focus on Entrepreneurship, Creativity and Innovation

OBJECTIVE 4.6			
No	ACTIONS	TIMELINES	DELIVERED BY
110	BENCHMARK ENTREPRENEURIAL ACTIVITY IN HE AND WORK WITH THE HEA TO ENSURE AN AMBITIOUS AND IMPLEMENTABLE PLAN TO IDENTIFY AND ADDRESS SKILLS GAPS, ICT AND STEM NEEDS.		DES, HEA
	<ul style="list-style-type: none"> FINALISE AND PUBLISH HEINNOVATE REPORT ON ENTREPRENEURSHIP IN HIGHER EDUCATION 	Q3 2016	
	<ul style="list-style-type: none"> DEVELOP NEW SYSTEMS PERFORMANCE FRAMEWORK FOR THE PERIOD 2017 - 2021 	Q4 2016	
111	DEVELOP NEW ENTREPRENEURSHIP EDUCATION POLICY STATEMENT	Q4 2016	DES, SCHOOLS
112	DEVELOP NEW ENTREPRENEURSHIP EDUCATION GUIDELINES FOR SCHOOLS	Q2 2017	
113	IMPLEMENT THE ARTS IN EDUCATION CHARTER, SUBJECT TO THE DRAWDOWN OF DORMANT ACCOUNT FUNDING.		DES, DAHRRG, ARTS COUNCIL, HLLG, DAF, U2, IRELAND FUND
	<ul style="list-style-type: none"> 21 TEACHER/ARTIST PARTNERSHIP RESIDENCIES IN 21 PRIMARY SCHOOLS IN EACH TEACHER EDUCATION CENTRE 	Q4 2016	
	<ul style="list-style-type: none"> TEACHER/ARTIST PARTNERSHIP AS A MODEL FOR CPD WILL BE DELIVERED AS A SUMMER COURSE IN EACH OF THE 21 ATECI AREAS 	Q3 2017	
	<ul style="list-style-type: none"> EXPANSION OF MUSIC EDUCATION PARTNERSHIPS (MEPs) UNDER THE REMIT OF MUSIC GENERATION, A PROJECT CO-FUNDED BY U2/THE IRELAND FUND AND THE DES 	Q4 2017	
	<ul style="list-style-type: none"> CREATE A NATIONAL DIGITAL MAP OF ARTS IN EDUCATION ACTIVITY THROUGHOUT THE COUNTRY 	Q4 2017/ Q1 2018	
	<ul style="list-style-type: none"> DEVELOPMENT AND ESTABLISHMENT OF A NATIONAL RESEARCH REPOSITORY FOR ARTS IN EDUCATION RESEARCH IN IRELAND 	Q4 2018	
114	IMPLEMENT THE NATIONAL STRATEGY ON EDUCATION FOR SUSTAINABLE DEVELOPMENT	Q4 2020	DES, IRISH AID, DCCA, STAKEHOLDERS

Objective 4.7: Work with enterprise to increase the number of researchers and institute a new programme of funding for Frontiers Research

OBJECTIVE 4.7			
No	ACTIONS	TIMELINES	DELIVERED BY
115	INCREASE ENROLMENT OF POSTGRADUATE RESEARCHERS IN PARTNERSHIP WITH ENTERPRISE/EMPLOYERS TO ADDRESS ECONOMIC DEMANDS AND ACHIEVE A TARGET OF 90 ADDITIONAL POST GRADUATE AWARDS BY 2018, IN LINE WITH INNOVATION 2020 TARGETS, AND SUBJECT TO RESOURCES. 75% OF THE AWARDS WOULD BE IN PARTNERSHIP WITH ENTERPRISE EMPLOYERS.	2017/18	DES, IRC, EMPLOYERS
116	GROW PROGRAMMES SUPPORTING POSTDOCTORAL RESEARCHERS IN PARTNERSHIP WITH ENTERPRISE/EMPLOYERS, TO REACH A TARGET OF 15 ADDITIONAL AWARDS BY 2018, SUBJECT TO RESOURCES.	2017/18	DES, IRC, EMPLOYERS
117	ESTABLISH A NEW COMPETITIVE FUND TO ENABLE THE NEXT GENERATION OF RESEARCHERS TRANSITION TO PRINCIPAL INVESTIGATOR STATUS. THE PROGRAMME WILL ENCOMPASS THREE LEVELS - STARTING GRANT (AFTER POST DOCTORATE – JUNIOR LECTURER LEVEL), CONSOLIDATOR GRANT (LECTURER/SENIOR RESEARCH FELLOW LEVEL) AND ADVANCED GRANT (SENIOR LECTURER/PROFESSOR – PRINCIPAL INVESTIGATOR). AWARDS WILL BE UP TO FOUR YEARS IN LENGTH AND ARE SUBJECT TO RESOURCES.	2017	DES, IRC

Objective 4.8: Position Ireland as a desirable location for international students

OBJECTIVE 4.8			
No	ACTIONS	TIMELINES	DELIVERED BY
118	INTRODUCE THE INTERNATIONAL EDUCATION MARK (IEM) TO ENSURE A QUALITY STANDARD AND BEST INTERNATIONAL PRACTICE FOR INTERNATIONAL LEARNERS IN IRELAND. DRAFTING OF THE BILL WILL COMMENCE IN Q1 2017, WITH THE MARK SCHEDULED FOR IMPLEMENTATION IN 2018.	Q1 2017 - 2018	DES
119	PUBLISH AN INTERNATIONAL EDUCATION STRATEGY 2016-2020, WITH A HIGH LEVEL WORKING GROUP ESTABLISHED TO IMPLEMENT ALL OF THE ACTIONS.	Q4 2016- 2020	DES

Goal 5 - Improve national planning and support services

The Department and its agencies have an important role in providing strategic leadership, developing policy and delivering services. This involves coordination 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. We also represent education and training overseas and participate in various international fora. Education and training policy and programmes in Ireland are often of interest to other countries and many of our initiatives are recognised internationally.

The ambition to have the best education and training system in Europe places a particular demand on the Department and its national agencies – to create the right structures, develop the right policies, use the right funding instruments, provide the right service supports and deliver effectively – to match this ambition.

This Strategy and Action Plan deliberately sets stretching ambitions, and covers the next three years. We shall annually publish time-lined actions and publicly monitor progress. Each year we shall invite stakeholders to work with us to learn from our success and our disappointments as we shape the next year's work. We shall work with international experts and partners to help in this process.

Goal 5: OUR OBJECTIVES AND ACTIONS

Strengthen strategic oversight and focus on delivery for results

We aim to provide leadership and direction for improvements across the system to provide better outcomes for all learners. We recognise the value of whole-of-system reforms that will, over time, provide improvements in achievement, with improvements at each level reinforcing the strength of the overall system of education and training.

Implementation of the Action Plan for Education and Skills will be continuously monitored and progress reported on a quarterly basis, with remedial action taken if possible where actions are not on target for delivery. Progress on implementing the Action Plan will be reported on annually with the Action Plan being refreshed each year. System performance will be measured, benchmarked and reported on. To do this effectively, the Department will enhance its strategic policy analysis capability, oversight of programmes and policy, governance and programme and project management structures, to deliver on Government-wide public sector reform commitments, in line with best international practice. We will also enhance the indicators we use for the effectiveness of our major activities such as planning our delivery of buildings and payrolls.

The Department will provide sectoral supports to support the delivery of educational services. Such supports include the Department's payroll. We operate the largest public sector payroll in the country with in excess of 120,000 payees paid on a fortnightly basis, including teachers, special needs assistants, home tutors and retired teaching and non-teaching staff and their spouses.

Deliver appropriate infrastructure for learning environments

Over 60,000 additional, permanent school places will be delivered by 2021, over 300 extensions to existing schools and 14 new schools will be built in areas of very strong demographic demand. Funding will be provided to schools to manage minor improvements locally through the minor works grant and summer

works programme. Further progress will be made to phase out the use of prefabs in schools. An €150m investment from the State and €200m worth of Public Private Partnership projects will support the delivery of a range of projects in the higher education sector. Broadband infrastructure will be further developed with high speed broadband rolling out to 800 primary schools initially in 2016.

Improve the quality of the national support services and shared services

The Department is responsible for ensuring that the national support services and shared services are delivered to the highest standards in line with our overriding ambition to be the best education and training system in Europe.

Shared services and ICT will be used to improve a range of administrative and support services. Once operational, shared services in Finance, Payroll and other functions will enhance customer service and provide high quality management information. A focus on continuous improvement will realise benefits in process efficiency and expert knowledge creating a virtuous cycle of benefit realisation. Progress will be benchmarked against other public sector shared services and internationally where possible.

Goal 5: TARGETS AND INDICATORS

GOAL	MEASURE	TARGET / INDICATOR
IMPROVE NATIONAL PLANNING AND SUPPORT SERVICES	STRENGTHENING PLANNING AND OVERSIGHT	ANNUAL ACTION PLAN
		ANNUAL INTEGRATED REFORM DELIVERY PLAN
		QUARTERLY PROGRESS REPORTS ON ACTION PLAN, PROGRAMME FOR GOVERNMENT AND IRDP
	EDUCATIONAL INFRASTRUCTURE	ADDITIONAL 19,000 PERMANENT PRIMARY SCHOOL PLACES BY 2021
		ADDITIONAL 43,000 PERMANENT POST-PRIMARY SCHOOL PLACES BY 2021
		156 EXTENSION/REFURBISHMENT PROJECTS AT PRIMARY LEVEL COMPLETE BY 2021
		124 EXTENSION/REFURBISHMENT PROJECTS AT POST- PRIMARY LEVEL COMPLETE BY 2021
		10 NEW POST PRIMARY SCHOOLS
		4 NEW PRIMARY SCHOOLS
		200M WORTH OF PUBLIC PRIVATE PARTNERSHIP PROJECTS IN THE HIGHER EDUCATION SECTOR
	PROGRESS ON IMPLEMENTING SHARED SERVICES	EDUCATION SHARED BUSINESS SERVICES ESTABLISHED 2017
		PHASED IMPLEMENTATION OF PAYROLL SHARED SERVICE FOR ETBS COMMENCED 2017
		PHASED IMPLEMENTATION OF FINANCE SHARED SERVICE COMMENCED 2018
	PAYROLL SERVICES	NUMBER OF PAYMENTS PROCESSED
	PROGRESS ON IMPLEMENTING ICT PROJECTS	DEPARTMENT'S ICT STRATEGY 2015 – 2019 DELIVERED BY END 2019
		POST-PRIMARY ONLINE DATABASE ALLOWS FOR THE INPUT OF SHORT COURSES AND ASSESSMENTS, AND THE GENERATION OF THE JUNIOR CYCLE PROFILE OF ACHIEVEMENT BY END 2017

GOAL 05

Objective 5.1: Strengthen strategic oversight and focus on delivery for results

OBJECTIVE 5.1				
No.	ACTIONS		TIMELINES	DELIVERED BY
120	IMPLEMENTATION OF THE ACTION PLAN FOR EDUCATION AND SKILLS WILL BE MONITORED QUARTERLY WITH ANNUAL REPORTS ON PROGRESS. REFRESHED PLAN DEVELOPED ANNUALLY.		ONGOING	DES
121	IMPROVE STRATEGIC POLICY CAPABILITY, OVERSIGHT, EVALUATION OF PROGRAMMES AND POLICY, GOVERNANCE AND PROGRAMME AND PROJECT MANAGEMENT STRUCTURES TO DELIVER ON GOVERNMENT-WIDE PUBLIC SERVICE REFORM COMMITMENTS, WITH REPORTING ON THE IRDP AND A PROGRAMME FOR A PARTNERSHIP GOVERNMENT COMMITMENTS, IN LINE WITH BEST INTERNATIONAL PRACTICE.		ONGOING	DES
	<ul style="list-style-type: none"> DEVELOP PROPOSALS TO ENHANCE DEPARTMENT STRUCTURES TO ACHIEVE THIS IMPROVEMENT 		Q2 2017	
	<ul style="list-style-type: none"> DEVELOP INDICATORS TO DEMONSTRATE EFFECTIVENESS OF THE DEPARTMENT'S MAJOR ACTIVITIES 		Q3 2017	
122	PROVIDE GREATER STRATEGIC DIRECTION IN THE DEPARTMENT'S GOVERNANCE, MANAGEMENT AND USE OF DATA.		ONGOING	DES
	<ul style="list-style-type: none"> FINALISE THE DEPARTMENT'S DATA STRATEGY 		Q4 2016	
	<ul style="list-style-type: none"> IMPLEMENT THE STRATEGY, THROUGH A SERIES OF TWO-YEARLY IMPLEMENTATION PLANS, WITH SPECIFIC DELIVERABLES BASED ON AVAILABLE RESOURCES, UNTIL ALL ELEMENTS OF THE STRATEGY ARE DELIVERED 		2017-ONWARDS	
123	PUBLISH THE SECOND HIGHER EDUCATION SYSTEMS PERFORMANCE REPORT FOR THE PERIOD 2014 – 2016.		Q4 2016	DES, HEA
124	REPORT OF THE EXPERT GROUP ON FUTURE FUNDING IN HIGHER EDUCATION TO BE EXAMINED BY THE OIREACTHAS COMMITTEE ON EDUCATION AND FEEDBACK WILL INFORM POLICY DIRECTION.		Q3 2016 ONGOING	DES
125	IMPLEMENT RECOMMENDATIONS IN THE EXPERT GROUP ON FUTURE FUNDING IN HIGHER EDUCATION REPORT RELATED TO THE REVIEW OF THE FUNDING MODEL. THIS WILL INCLUDE REFORMING THE FUNDING MODEL TO SUPPORT THE GROWTH AMBITIONS AND THE CAPACITY TO MEET SPECIFIC TARGETS ON SKILL GAPS, ACCESS FOR DISADVANTAGED GROUPS AND STRONGER IMPACT ON INNOVATION		Q2 2017	DES
126	PUBLISH THE SECOND HIGHER EDUCATION SYSTEMS PERFORMANCE REPORT FOR THE PERIOD 2014 – 2016, AND DEVELOP A NEW SYSTEMS PERFORMANCE FRAMEWORK FOR HIGHER EDUCATION FOR THE PERIOD 2017 – 2021 WHICH WILL INCLUDE NEW TARGETS FOR THE DEVELOPMENT OF HUMAN CAPITAL, CRITICAL SKILLS, ACCESS, TEACHING AND LEARNING, RESEARCH AND OTHER NATIONAL AND REGIONAL PRIORITIES.		Q4 2016	DES, HEA

Objective 5.1: Strengthen strategic oversight and focus on delivery for results

OBJECTIVE 5.1			
No.	ACTIONS	TIMELINES	DELIVERED BY
127	ADVANCE LEGISLATIVE REFORM IN THE HIGHER EDUCATION SECTOR:		DES
	<ul style="list-style-type: none"> PUBLISH THE GENERAL SCHEME OF THE HIGHER EDUCATION REFORM BILL 	Q4 2016	DES
	<ul style="list-style-type: none"> ENACT TECHNOLOGICAL UNIVERSITIES BILL TO UNDERPIN THE DEVELOPMENT OF A NEW MODEL OF HIGHER EDUCATION IN IRELAND SUPPORT APPLICANTS CONSORTIUM FOR TU STATUS AS RESOURCES PERMIT 	2017	
128	SUPPORT THE OPERATION OF A HIGH QUALITY SCHOOL SYSTEM THROUGH THE ANNUAL PROVISION OF TEACHING AND FINANCIAL SUPPORTS TO SCHOOLS, BASED ON AGREED CRITERIA AND ENROLMENT DATA.	ONGOING	DES
129	PROVIDE PAYROLL AND PENSION SERVICES TO TEACHERS AND SCHOOL STAFF IN ALL SCHOOLS (EXCEPT THE ETB SECTOR), ISSUING PAYMENTS TO OVER 120,000 PEOPLE ON A FORTNIGHTLY BASIS.	ONGOING	DES
130	DEVELOP A STANDARDISED APPROACH TO GOVERNANCE AND ACCOUNTABILITY ACROSS THE EDUCATION SECTOR TO ENSURE CONSISTENT APPLICATION ACROSS THE EDUCATION SECTOR OF CORPORATE GOVERNANCE COMPLIANCE REQUIREMENTS.	ONGOING	DES, AGENCIES
	<ul style="list-style-type: none"> UNDERTAKE A REVIEW OF CORPORATE GOVERNANCE PROCESSES AND PROCEDURES OF AGENCIES UNDER THE DEPARTMENT'S AEGIS AND PROVIDE REVIEW FINDING AND RECOMMENDATIONS TO EACH AGENCY 	Q1 2017	DES
	<ul style="list-style-type: none"> DEVELOP SERVICE-LEVEL AGREEMENTS WITH KEY AGENCIES 	Q1 2017	DES

GOAL 05

Objective 5.2. Deliver appropriate infrastructure for learning environments

OBJECTIVE 5.2			
No.	ACTIONS	TIMELINES	DELIVERED BY
131	COMPLETE 50 LARGE-SCALE PROJECTS ONGOING FROM THE 2012- 2016 CONSTRUCTION PROGRAMME, AS RESOURCES PERMIT.	Q4 2016	DES
132	IMPLEMENTATION OF 2016- 2021 CONSTRUCTION PROGRAMME, AS RESOURCES PERMIT.	2016-2021	DES
	<ul style="list-style-type: none"> ■ PROVIDE AN ADDITIONAL 62,000 PERMANENT SCHOOL PLACES- 19,000 AT PRIMARY LEVEL AND 43,000 AT POST-PRIMARY LEVEL 		
	<ul style="list-style-type: none"> ■ COMPLETION/ COMMENCEMENT OF 310 NEW AND EXTENSION SCHOOL PROJECTS (156 AT PRIMARY LEVEL, 124 AT POST-PRIMARY AND 30 IN SPECIAL SCHOOLS), INCLUDING 14 NEW SCHOOLS IN AREAS WITH VERY STRONG DEMOGRAPHIC DEMAND- TEN POST-PRIMARY AND FOUR PRIMARY 		
	<ul style="list-style-type: none"> ■ PROVIDE A MINOR WORKS GRANT AND A SUMMER WORKS PROGRAMME WHERE FUNDING ALLOWS 		
133	ROLL OUT THE NEXT PHASE OF THE PREFAB REPLACEMENT INITIATIVE, UNDERTAKING PREPARATORY WORK IN SCHOOLS WITH OLDER, PURCHASED PREFABS, TO BEGIN CONSTRUCTION OF PERMANENT ACCOMMODATION IN 2019, AS RESOURCES ALLOW.	2016- 2019	DES
134	CONTINUE WITH CAPITAL INVESTMENT IN HIGHER EDUCATION, AS RESOURCES PERMIT.	Q4 2021	DES
	<ul style="list-style-type: none"> ■ PROGRESS THE GRANGEGORMAN PPP PROJECT 	ONGOING	
	<ul style="list-style-type: none"> ■ IMPLEMENTATION OF THE 2016- 2021 CAPITAL PLAN IN RESPECT OF HIGHER EDUCATION, AS RESOURCES ALLOW. THIS INCLUDES THE PROVISION OF €150M EXCHEQUER FUNDING AND THE PROGRESSION OF €200M WORTH OF PUBLIC PRIVATE PARTNERSHIP PROJECTS FOR THE SECTOR 	Q4 2016 ONWARDS	
135	IMPROVE THE QUALITY OF INTERNET CONNECTIVITY FOR SCHOOLS IN LINE WITH TECHNICAL DEVELOPMENTS AND AVAILABLE RESOURCES.	ONGOING	DES

Objective 5.3: Improve the quality of the national support services and shared services

No.	ACTIONS	TIMELINES	DELIVERED BY
136	STRENGTHEN DES MANAGEMENT SYSTEMS THROUGH SHARED SERVICES.	ONGOING	DES, DPER (FOR FINANCIAL SHARED SERVICES)
	■ AGREE THE DES SHARED SERVICE STRATEGY	2017	
	■ EMBED THE USE OF FINANCIAL SHARED SERVICES IN DES	Q4 2016-2019	
	■ UNDERTAKE “SHARED SERVICES READY” PROJECTS WITHIN THE DES AND PARTICIPATE IN “BUILD AND TEST” PHASES OF THE OVERALL PROJECT	Q4 2016/ Q1-4 2017	
	■ COMMENCE CHANGE IMPACT ASSESSMENT WITHIN THE DES	Q2 2018	
	■ MOVE THE DEPARTMENT’S FINANCE AND ACCOUNTING TRANSACTIONS TO THE FINANCIAL SHARED SERVICES CENTRE	Q2 2019-SCHEDULED	
	■ PREPARE BUSINESS CASE FOR THE UPGRADE OF THE DEPARTMENT’S PAYROLL AND PENSIONS FUNCTIONS TO A SHARED SERVICE STANDARD TO YIELD SIGNIFICANT EFFICIENCIES AND BETTER OUTCOMES FOR THE DEPARTMENT AND CUSTOMERS	2017	
137	IMPROVE THE QUALITY OF SERVICES ACROSS THE SECTOR THROUGH THE INTRODUCTION OF SHARED SERVICES, SUBJECT TO RESOURCES.	ONGOING	DES, SCHOOLS, ETBS, HEIs
	■ STRENGTHEN THE AWARENESS AND ENGAGEMENT OF THE SCHOOLS SECTOR WITH THE OPERATION AND USE OF THE CENTRAL PROCUREMENT ARRANGEMENTS SO AS TO MAXIMISE SAVINGS FOR SCHOOLS	Q4 2016	
	■ CONNECT THE ETBS’ HEAD OFFICES AND TRAINING CENTRES TO ONE NETWORK PROVIDER, GOVERNMENT NETWORKS, ALLOWING INTER-OFFICE CONNECTIVITY AND FUTURE AGREEMENTS FOR ASSOCIATED SERVICES, SUCH AS VOIP. TARGET 25 ETB HEAD OFFICE/SUB OFFICES AND 19 ETB TRAINING CENTRES CONNECTED TO GOVERNMENT NETWORKS	Q3 2016	
	■ ESTABLISH EDUCATION SHARED BUSINESS SERVICES (ESBS)	2017	
	■ BEGIN THE PHASED IMPLEMENTATION OF PAYROLL SHARED SERVICE FOR ETBS	2017	
	■ UPGRADE ICT SYSTEMS FOR HIGHER EDUCATION HR/PAYROLL TO SUPPORT THE SHARED SERVICE AGENDA	2017	
	■ BEGIN THE PHASED IMPLEMENTATION OF FINANCE SHARED SERVICE FOR ETBS	2018	

GOAL 05

No.	ACTIONS	TIMELINES	DELIVERED BY
138	IMPROVE BUSINESS PROCESSES AND THE IMPLEMENTATION OF EDUCATIONAL REFORM THROUGH THE USE OF ICT.	ONGOING	DES
	<ul style="list-style-type: none"> ■ <i>DELIVER THE DEPARTMENT'S ICT STRATEGY 2015 – 2019, WHICH PRIORITISES INNOVATION, INTEGRATED SYSTEMS, STRENGTHENED INFORMATION GOVERNANCE, IMPROVED CUSTOMER EXPERIENCE, COSTS OPTIMISATION, AND REUSABLE APPLICATIONS</i> 	2016- 2019	
	<ul style="list-style-type: none"> ■ IMPLEMENT THE IMIS (INSPECTIONS MANAGEMENT INFORMATION SYSTEM) TO ENABLE INSPECTORS TO CAPTURE DATA USING MOBILE DEVICES, TO STREAMLINE THE OVERALL INSPECTION REPORTING PROCESS, ENSURE THE PROVISION OF QUALITY DATA FOR EVALUATION PURPOSES, AND SUPPORT EVIDENCE-BASED POLICY FORMULATION 	Q3 2016	
	<ul style="list-style-type: none"> ■ USE THE PRIMARY ONLINE DATABASE TO AUTOMATE THE ANNUAL PRIMARY SCHOOL CENSUS RETURNS, TO PROVIDE MORE ROBUST DATA FOR INTERNAL BUSINESS PROCESSES, INCLUDING CAPITATION GRANTS AND TEACHER ALLOCATIONS 	Q3 2016	
	<ul style="list-style-type: none"> ■ ENHANCE THE POST-PRIMARY ONLINE DATABASE TO FACILITATE THE IMPLEMENTATION OF THE JUNIOR CYCLE REFORM PROGRAMME, ALLOWING FOR THE INPUT OF SHORT COURSES AND ASSESSMENTS, FOLLOWED BY THE GENERATION OF THE JUNIOR CYCLE PROFILE OF ACHIEVEMENT 	2016-2017	
	<ul style="list-style-type: none"> ■ IMPLEMENTATION OF THE STUDENT GRANT APPEALS ONLINE APPLICATION, TO STREAMLINE THE OVERALL APPEALS PROCESS AND PROVIDE GREATER EFFICIENCIES 	Q3 2016	
139	PROVIDE SAFE, EFFICIENT AND COST EFFECTIVE SCHOOL TRANSPORT SERVICES FOR ELIGIBLE CHILDREN.		DES, Bus ÉIREANN
	<ul style="list-style-type: none"> ■ CONDUCT A REVIEW OF THE CONCESSIONARY CHARGES AND RULES ELEMENT OF THE SCHOOL TRANSPORT SCHEME. REVIEW IS CONDUCTED, AND ACTIONS AGREED PRIOR TO THE 2017 BUDGET PROCESS 	Q3 2016	
	<ul style="list-style-type: none"> ■ REVIEW CRITERIA AND GUIDELINES FOR THE SCHOOL TRANSPORT APPEALS BOARD 	Q2 2017	

Appendix 1- Bodies under the aegis of the Department

1 An Chomhairle um Oideachais Gaeltachta agus Gaelscolaíochta (COGG)

2 Commission to Inquire into Child Abuse (CICA)

3 Educational Research Centre(ERC)

4 Grangegorman Development Agency (GGDA)

5 Higher Education Authority (HEA)

6 Irish Research Council (IRC)

7 Léargas - The Exchange Bureau

8 National Centre for Guidance in Education (NCGE)

9 National Council for Curriculum and Assessment (NCCA)

10 National Council for Special Education (NCSE)

11 Quality and Qualifications Ireland (QQI)

12 Residential Institutions Redress Board (RIRB)

13 Residential Institutions Review Committee (RIRC)

14 Residential Institutions Statutory Fund Board (RISF)

15 Skillnets Ltd

16 SOLAS An tSeirbhís Oideachais Leanúnaigh agus Scileanna

17 State Examinations Commission (SEC)

18 The Teaching Council

Appendix 2: Acronyms

AC	Arts Council
CPD	Continuing Professional Development
DAF	Dormant Accounts Fund
DAHRRG	Department of Arts, Heritage Regional, Rural and Gaeltacht Affairs
DEIS	Delivering Equality of Opportunity in Schools
DES	Department of Education and Skills
DJEI	Department of Jobs, Enterprise and Innovation
EAL	English as an Additional Language
ECCE	Early Childhood Care and Education
EGFSN	Expert Group on Future Skills Needs
EPSEN (Act)	Education for Persons with Special Educational Needs (Act)
ETB	Education and Training Board
FET	Further Education and Training
GAM	General Allocation Model
HE	Higher Education
HEA	Higher Education Authority
HEI	Higher Education Institution
HLIG	High Level Implementation Group for Arts in Education Charter
HSCL	Home School Community Liaison Scheme
HSE	Health Service Executive
ICT	Information and Communications Technology
IDA	Industrial Development Authority
IOT	Institute of Technology
IP	Intellectual Property
ISS	Integrated Support Service
IT	Information Technology
ITE	Initial Teacher Education
JC	Junior Certificate
LC	Leaving Certificate
NCSE	National Council for Special Education
NEPS	National Educational Psychological Service
PE	Physical Education
PTR	Pupil Teacher Ratio
SEN	Special Education Needs
SENO	Special Education Needs Organiser
SLT	Speech and Language Therapy
SNA	Special Needs Assistant
SNE	Special Needs Education
SOLAS	An tSeirbhís Oideachais Leanúnaigh agus Scileanna
SPHE	Social, Personal and Health Education
STEM	Science, Technology, Engineering and Maths
TU	Technological University
TY	Transition Year

Appendix 3: DES commitments arising from the Programme for a Partnership Government

Below are commitments assigned to Department of Education and Skills as the Lead Department.

Com No.	Commitment Description
3.2.3	Invest in skills and training, to allow all to benefit from new opportunities in a recovering economy
4.3.5	To protect the sustainability and viability of rural communities we will not close any small school without the consent of parents. Existing support schemes will remain open for new infrastructural investment in schools.
4.3.7	In partnership with the Apprenticeship Council and industry we will double the number of apprenticeships to provide a total of 31,000 places by 2020 through an annual call for new proposals. We will target over 100 different apprenticeship schemes spread across sectors of the economy and in every region in Ireland.
4.3.21	We will prioritise those institutions with clear ambitions and plans for the furthering of industry-relevant technological research and education. The requirement of a mandatory merger of existing institutions can be reviewed, if a case can be proven, that for geographical reasons, a merger isn't feasible.
6.3.1	An increasing concern in schools and for families, we need to promote awareness and prevention in our education system rather than reacting to incidents. In 2017, Wellbeing will be introduced as a subject in the new Junior Cert curriculum and this is a positive step in raising understanding and awareness amongst teenagers. However, a more thorough understanding of students' own emotional wellbeing is also required
6.3.3	For teaching staff also, we will invest in SafeTALK and ASIST courses
7.4.2	We will examine the adequacy of current special education access and funding provision, in particular for children with Down syndrome and other conditions. We will request the National Council for Special Education to advise on how best to address this. We will also consult with stakeholders to see how best to progress sections of the EPSEN Act that were introduced on a non-statutory basis.
7.4.3	The Government is committed to early intervention and prevention services for children. Providing earlier access to children and adults to Speech and Language Therapy can make a vital difference to their future opportunities in life. We will introduce a new in-school speech and language service creating stronger linkages between parents, teachers and SLTs.
8.1.5	A new in-school speech and language service will be established to support young children as part of a more integrated support system. It has been shown across the OECD as the most effective way of managing and intervening with the educational and social issues consequential to speech and language difficulties in children.
8.1.6	We will also invest additional resources in the National Educational Psychologists Service (NEPS) to ensure earlier intervention and access for young children (and also teenagers).

8.2.8	We must utilise our primary school buildings for afterschool care provision for school age children to offer more options and flexibility to parents. We will link additional capitation to the provision of buildings for afterschool care, where demand exists. Community groups and private providers will be invited to tender to use school facilities (outside school hours).
8.3.2	The introduction of a new Leaving Certificate P.E. syllabus, as a full optional subject.
8.3.7	For teaching staff also, we will support SafeTALK and ASIST courses.
10.0.1	We are committed to investing an extra €500million in education by 2021 through measures including childcare subventions, HSE Speech and Language Therapists, to bring the number up to 1,102 (a 25% increase) additional National Educational Psychologists (NEPs) to the bring the total to 238 (a 25% increase), reducing the pupil teacher ratio in junior and senior infants, annual increases in primary and secondary capitation rates, additional teacher CPD, a new School Excellence Fund, pay increases in accordance with the Lansdowne Road Agreement and extra third level investment. We will also reduce primary school class sizes; reintroduce guidance counselling to secondary schools and increase financial supports for post graduate students with a particular focus on those from low income households. With this investment we will pursue the below principles of access, excellence, transparency and innovation.
10.0.2	We will produce a three year strategy for the Department of Education within the first 100 days and a framework for measuring its progress in consultation with stakeholders.
10.1.2	Reduce the pupil-teacher ratio for junior and senior infants by providing smaller classes, which have the greatest beneficial impact on younger pupils. The gains from smaller class size in early years are shown to carry forward into future years. Research shows pupils are more likely to stay in school longer and earn better results
10.1.3	Developing a new model of In-School Speech and Language Therapy, involving collaboration between parents, schools and primary care services
10.1.4	Providing additional NEPS psychologists to support new intervention strategies for staff and pupils, and offer immediate support to schools in cases of critical incidents
10.2.1	We will increase mandatory schooling to age 17.
10.2.3	School retention rates are increasing but more can be done to ensure a transition to work or further education for young school leavers. Additional supports to groups working with Early School Leavers will be examined.
10.2.4	We will publish a new updated Action Plan for Educational Inclusion, within 12 months, with particular focus on DEIS schools.
10.2.5	The provision of relevant educational programmes, specifically aimed at early leavers and second chance learners should be made available throughout the year, on a modular basis. We will support an increase in the number of flexible courses available; giving people the opportunity to attend courses part time, during evenings, in the summer and at weekends.

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- 10.3.1 A road map has been agreed for a phased transfer of Catholic schools to new patrons, where the support of communities exists. We will work with all stakeholders to facilitate this process whilst also considering new approaches such as the potential of different patrons on a single site.
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- 10.3.2 We will increase the number of non-denominational and multi-denominational schools with a view to reaching 400 by 2030.
-
- 10.3.3 We will publish new School Admissions and Excellence legislation taking account of current draft proposals (publication of school enrolment policies, an end to waiting lists, introduction of annual enrolment structures, and transparency and fairness in admissions for pupils). We will seek to enact this legislation for the start of school year 2017-18.
-
- 10.3.4 The role and power of an Ombudsman for Education, to whom a parent could complain and appeal on foot of a decision by a board of management, will be examined by the relevant Oireachtas Committee to ensure its consistency with the need to ensure better local decision making and accountability to parents.
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- 10.3.5 We will ensure that no small school closes against the wishes of parents, while also facilitating those small schools who wish to amalgamate.
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- 10.3.6 Within 3 months, we will commence a review of the teacher appointment thresholds in schools with 4 or less teachers.
-
- 10.3.7 We will review the concessionary charges and rules element of the School Transport Scheme prior to Budget 2017. We will review the criteria and guidelines for the School Transport Appeals Board.
-
- 10.3.8 We will review the options for standardised testing so that clear information is provided to teachers and parents. Parents should be able to receive annual reports on how their school is doing. Government should also be able to assess how new investments are progressing (e.g. reductions in pupil-teacher ratio, speech & language interventions).
-
- 10.3.9 We will introduce a stronger complaints procedure and charter for parents, and commence the Fitness to Teach provisions of the Teaching Council Act (10 years after its enactment).
-
- 10.4.1 In promoting excellence and innovation, we will introduce greater flexibility in our schools and pursue measures to achieve this. This may include nurturing different ambitions through new subject choices, greater engagement with enterprise on future skills needs, and increased flexibility in the day to day management of schools in order to improve outcomes. School leadership will be supported in identifying and introducing reforms that drive up educational standards, particularly in the fundamentals of reading, writing and arithmetic.
-
- 10.4.2 We will set out capitation rates to schools on a rolling 3-year basis, allowing for forward planning. School management will have the decision making power to allocate these resources as they deem appropriate, including to posts of responsibility.
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- 10.4.3 We will establish a new Schools Excellence Fund, which rewards new approaches driven by teachers and by parents themselves to the benefit of pupils' education. Applications that seek to tackle educational disadvantage will be prioritised.
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- 10.4.4 We will establish a pool of experts (educators, employers, accountants, business leaders, IT specialists etc.) to assist school initiatives, promote innovation and enterprise engagement especially at second level.
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- 10.4.5 As part of the Digital Strategy, we will introduce new technology bringing remote learning into classrooms, ensuring all students have access to a wider range of subject choices and consistent quality education.
-
- 10.4.6 We will invest in additional continuous professional development for teachers, to ensure they are supported throughout their careers, and are best placed to respond to the developing challenges that their students face. Newly appointed school principals will take a preparation course in advance of taking up their role.
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- 10.4.7 In order to improve student's outcomes and school performance, we will examine the potential for measures to assist teaching principals.
-
- 10.4.8 We will also incentivise voluntary school participation in new "Local Education Clusters" that encourage schools to improve student outcomes by sharing best practice and school improvement experiences, foster collaborative in and out-of-hours initiatives, staff peer mentoring and leadership, and that allow for cost reductions through economies of scale.
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- 10.5.1 The curriculum is evolving. In 2016, we need to focus on the future needs, abilities and capacity of students. Focus must remain on literacy and maths, but new subjects should be introduced such as the arts, entrepreneurial education, and mental health awareness.
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- 10.5.2 We will further accelerate the Digital and ICT agenda in schools by including a coding course for the Junior Cycle and introducing ICT/Computer Science as a Leaving Certificate subject.
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- 10.5.3 We will also introduce a new Leaving Certificate P.E. syllabus as a full subject.
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- 10.5.4 Guidance counselling at secondary level will be enhanced.
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- 10.5.5 We will evaluate transition supports available to young people at all levels of the education, with a view to promoting initiatives which support young people at critical points in their lives. Transition Year, in particular, will be used to prepare young people with key skills before they make the transition to higher education or work. We will work with industry and colleges to open up new opportunities and programmes in transition year.
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- 10.5.6 The relevant Oireachtas Committee will be requested to review the recommendations contained in the forthcoming STEM report and outline the way forward in implementing a National Strategy to develop competence in Science, Technology, Engineering and Maths.
-
- 10.5.7 We will benchmark entrepreneurial activity in Irish higher education and work with the Higher Education Authority to ensure an ambitious and implementable plan to identify and address skills gaps, ICT and STEM needs.
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- 10.6.1 We are committed to delivering a school capital investment programme for extensions/refurbishments, additional school places, and eliminating the use of prefabs. Significant funding has been secured as part of the Capital Plan.
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- 10.6.2 We support an annual application process for the Minor Works and Summer Works schemes.
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- 10.6.3 In addition we will introduce a new funding mechanism for low cost safety measures for primary schools such as car parks and bus lay-bys.
-
- 10.6.4 Schools buildings must be utilised out of hours if they are to remain at the centre of communities into the future, both throughout the day and throughout the year, including better utilisation of information technology. Afterschool care, homework clubs and other community activities should be permissible. Additional capitation funding will be linked to the availability of afterschool care options, where demand exists.
-
- 10.7.1 We will examine the adequacy of current special education access and funding provision, in particular for children with Down syndrome. We will request the National Council for Special Education advice on how best to address this. Where efficiencies are made as part of this review, consideration is to be given to the extension of the July Provision Programme to support families over summer months.
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- 10.7.2 We will also consult with stakeholders to see how best to progress sections of the EPSEN Act that were introduced on a non-statutory basis.
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- 10.7.3 A new model of In-School Speech and Language Therapy will be established.
-
- 10.7.4 We will also invest additional resources in the National Educational Psychologists Service (NEPS) to ensure earlier intervention and access for young children (and also teenagers), and offer immediate support to schools in cases of critical incidents.
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- 10.8.1 We will change the structures of the Department of Education to ensure it operates as a dynamic policy leader focused on quality education and improving outcomes for every student.
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- 10.8.2 We support the creation of Technological Universities, linked to industry and with the capacity to create and retain jobs in regions.
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- 10.8.3 We will implement the National Plan for Equity of Access to Higher Education, published in December 2015.
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- 10.8.4 We will support an increase in the number of flexible courses and opportunities available; giving people the opportunity to attend courses part time, during evenings, in the summer and at weekends. We support the introduction of mid-degree “sandwich year” courses, whereby students spend their third year of university working in industry.
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- 10.8.5 Together with the Apprenticeship Council, SOLAS, the Education and Training Boards, and industry, we will double the number of apprenticeships by 2020. We will also significantly increase the number of traineeship places. We will develop a mechanism to recognise a person’s practical work experience and expertise in order to enable them to take on an apprentice.
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10.8.6	Create financial incentives for the third level system to respond to skills gaps
10.8.7	Invite industry to partner in the delivery elements of the curricula at third and fourth levels
10.8.8	Create a strong system for the delivery and renewal of skills in newly emerging technical areas (including apprenticeships, traineeships, and in service progression)
10.8.9	Significant exchequer resources are invested in both current and capital spending in the Higher Education sector. Following the publication of the Expert Group report on the Future Funding of the Higher Education Sector, we will propose that the relevant cross party Oireachtas Committee review its recommendations and outline a proposed funding plan for this sector.
10.8.10	We will propose an examination of the efficiency and operation of SUSI in parallel with this report, including the potential of providing SUSI liaison personnel in each region
10.8.11	We support new flexibility for appropriate higher education institutions within strict budgets, transparency and new accountability agreements, to set their own staffing needs, hire the best lecturers, automate routine processes and adapt work practices to staff and student needs. By allowing universities more flexibilities and 'earned autonomy' they can prioritise and address issues themselves for the improvement of their institution, and the creation of a new relationship with students.
10.8.12	We will do this by initiating a Review of the Further, Adult and Community Education sector by the Oireachtas Committee on Education and an implementation of reforms to ensure the effectiveness of the sector.
10.8.13	We will also commission an independent examination to identify the supports and barriers to accessing higher education for lone parents, and examine measures to increase participation. The recommendations of this report are to be published in advance of Budget 2017
11.14.1	We will examine the adequacy of current special education access and funding provision, in particular for children with Down syndrome. We will request the National Council for Special Education to advise on how best to address this. We will also consult with stakeholders to see how best to progress sections of the EPSEN Act that were introduced on a non-statutory basis.
11.14.2	We will publish an updated Action Plan for Educational Inclusion to narrow the gap between DEIS and non-DEIS schools, and examine how students outside of DEIS can be better supported.
11.15.1	We will publish new School Admissions and Excellence legislation providing families with fairer access to their local schools.
11.17.2	We will review implementation of the National Action Plan on Bullying in our schools.
14.1.8	The new Government will seek to increase mandatory schooling to age 17 and examine how we can further improve school completion rates, particularly in disadvantaged areas.
14.1.9	We will publish a new updated Action Plan for Educational Inclusion, within 12 months, with particular focus on DEIS schools.
14.1.10	We will also implement a national access programme for higher education to boost college numbers from families without a history of third-level education, as well as mature students.

ACTION PLAN FOR EDUCATION

ACTION PLAN FOR EDUCATION

2016-2019



A. D. O. S. I. M. H. E.
OIDEACHAIS AGUS SCILEANNA
LEADERSHIP
OF EDUCATION AND SKILLS

**DEPARTMENT OF EDUCATION AND SKILLS
STRATEGY STATEMENT**

PLEAN GNÍOMHAÍOCHTA don OIDEACHAS 2016-2019

**AN ROINN OIDEACHAIS AGUS SCILEANNA
RÁITEAS STRAITÉISE**



CLAR

Achoimre Fheidhmeach.....	1
Réamhrá leis an Aire.....	5
Ráiteas leis an Ard-Rúnaí.....	6
Na Príomhdhúshláin agus na Príomhdheiseanna inár dTimpeallacht Oibriúcháin.....	8
Réamhrá	8
Timpeallacht Pholaitiúil:	8
Timpeallacht Eacnamaíochta:	8
Margadh an tSaothair:	8
Brúnna Déimeagrafacha ag Méadú:.....	8
Athchóiriú ar Earnáil an Oideachais agus na hOiliúna a Bhainistiú:	9
Plean Athnuachan na Státseirbhíse:.....	9
Scileanna agus Acmhainn:	9
Cothromas a chinntiú:	9
Tiomantais sa Chlár do Rialtas Comhpháirtíochta:.....	10
Obair le Ranna Rialtais eile	10
Ár nUaillmhian.....	12
Ár Straitéis	12
Sprioc 1: Eispéireas foghlama agus rath na bhfoghlaimeoirí a fheabhsú	13
Sprioc 1: ÁR gCUSPÓIRÍ & GNÍOMHARTHA	14
Sprioc 1: TARGAIDÍ AGUS TÁSCAIRÍ.....	15
Cuspóir 1.1: Feabhas a chur ar sheirbhísí agus acmhainní chun folláine a chur chun cinn inár bpobail scoile d’fhonn tacú leis an rath ar scoil agus sa saol.....	16
Cuspóir 1.2: “Mórathrú” a sholáthar i bhforbairt scileanna, eolais agus inniúlachtaí ríthábhachtacha chun an bunús a sholáthar don rannpháirtíocht san obair agus sa tsochaí	18
Cuspóir 1.3: Méadú ar rogha na n-ábhar d’fhoghlaimeoirí sa tSraith Shinsearach d’fhonn iad a fheistiú leis na scileanna agus leis an eolas chun páirt a ghlacadh sa domhan atá ag athrú	21
Cuspóir 1.4: Feabhas a chur ar idirlinn na bhfoghlaimeoirí ag céimeanna ríthábhachtacha sa chóras oideachais agus oiliúna.....	21
Cuspóir 1.5: Feabhas a chur ar úsáid TFC sa teagasc, foghlaim agus measúnú sa chaoi is go bhfuil foghlaimeoirí feistithe leis na scileanna riachtanacha chun aghaidh a thabhairt ar na dúshláin a bhaineann le timpeallacht foghlama atá ag athrú go tapa	22
Cuspóir 1.6: Cur ar chumas na bhfoghlaimeoirí cumarsáid a dhéanamh go héifeachtúil agus feabhas a chur ar a gcaighdeán inniúlachta i dteangacha	24
Sprioc 2: Feabhas a chur ar dhul chun cinn na bhfoghlaimeoirí atá i mbaol míbhuntáiste oideachais nó na bhfoghlaimeoirí a bhfuil riachtanais speisialta oideachais acu.....	26
Sprioc 2: ÁR gCUSPÓIRÍ & GNÍOMHARTHA	27
Sprioc 2: TARGAIDÍ AGUS TÁSCAIRÍ.....	27

Cuspóir 2.1: Feabhas a chur ar an eispéireas foghlama agus ar na torthaí foghlama d'fhoghlaimoirí atá thíos le míbhuntáiste	29
Cuspóir 2.2: Beartais agus tacaí d'fhoghlaimoirí a bhfuil riachtanais speisialta oideachais acu a spriocdhíriú d'fhonn tacú lena rannpháirtíocht agus dul chun cinn thar chontanam an oideachais	30
Sprioc 3: Cuidiú leo siúd atá ag soláthar seirbhísí oideachais feabhsú go leanúnach.....	32
Sprioc 3: ÁR gCUSPÓIRÍ & GNÍOMHARTHA	33
Sprioc 3: TARGAIDÍ AGUS TÁSCAIRÍ.....	34
Cuspóir 3.1: Méadú ar cháilíocht na Luathbhlianta chun eispéireas foghlama níos fearr a sholáthar do leanaí óga	35
Cuspóir 3.2: Contanam an oideachais do mhúinteoirí a fheabhsú chun múinteoirí a fheistiú leis na scileanna cearta do theagasc agus foghlaim sa 21ú haois agus feabhas a chur ar cheannaireacht scoile	36
Cuspóir 3.3: Cáilíocht a fheabhsú, nuálaíocht & barr feabhais a chur chun cinn agus neamhspleáchas a mhéadú i scoileanna.....	37
Cuspóir 3.4: Eispéiris foghlama ardchaighdeán a chur chun cinn sa Bhreisoideachas agus Oiliúint agus san Ardoideachas.....	39
Sprioc 4: Droichid níos láidre a thógáil idir oideachas agus an pobal níos leithne	41
Sprioc 4: ÁR gCUSPÓIRÍ & GNÍOMHARTHA	42
Sprioc 4: TARGAIDÍ AGUS TÁSCAIRÍ.....	44
Cuspóir 4.1: Méadú ar dheiseanna do scoileanna tacú lena bpobail áitiúla trí úsáid a bhaint as foirgnimh agus áiseanna scoile lasmuigh d'uireanta scoile.....	45
Cuspóir 4.2: Ról na dtuismitheoirí agus na scoláirí a neartú, agus dul chun cinn a sholáthar i dtaca le rogha scoile níos mó a chur ar fáil.....	45
Cuspóir 4.3: Feabhas a chur ar ár gcumas le riachtanais scileanna náisiúnta agus réigiúnach a shásamh	47
Cuspóir 4.4: Éagsúlacht níos mó de dheiseanna foghlama amuigh ón scoile a chruthú.....	48
Cuspóir 4.5: Feabhas a chur ar an tacaíocht d'fhoghlaimoirí chun roghanna gairme oilte a dhéanamh	49
Cuspóir 4.6: Fócas níos láidre a chruthú ar Fhiontraíocht, Cruthaitheacht agus Nuálaíocht	49
Cuspóir 4.7: Obair le fiontar chun líon na dtaighdeoirí a mhéadú agus cuir clár maoinithe ar bun do Thaighde Teorann	50
Cuspóir 4.8: Éire a shuíomh mar ionad inmhianta do scoláirí idirnáisiúnta	51
Sprioc 5: Feabhas a chur ar sheirbhísí náisiúnta pleanála agus tacaíochta.....	52
Sprioc 5: ÁR gCUSPÓIRÍ & GNÍOMHARTHA	52
Sprioc 5: TARGAIDÍ AGUS TÁSCAIRÍ.....	53
Cuspóir 5.1: Maoirseacht straitéiseach a threisiú agus díriú ar sheachadadh chun torthaí	54
Cuspóir 5.2: Bonneagar cuí a sholáthar do thimpeallachtaí foghlama.....	55
Cuspóir 5.3: Feabhas a chur ar cháilíocht na seirbhísí tacaíochta náisiúnta agus seirbhísí comhroinnte	56
Aguisín 1: Comhlachtaí faoi scáth na Roinne	59
Aguisín 2: Acrainmneacha	60
Aguisín 3: Tiomantais ROS ag eascairt as an gClár do Rialtas Comhpháirtíochta	61

Achoimre Fheidhmeach

Tá an t-oideachas i gcroílár neart d'ár n-uaimhianta mar náisiún, cibé

- Briseadh ar thimthriallacha an mhíbhuntáiste atá in ann cosc a chur ar roinnt daoine a lánacmhainneacht a chomhlíonadh
- Barr feabhais a bhaint amach i réimsí na hiarrachta daonna
- Jabanna inbhuanaithe le hionchais mhaithe a chruthú

Is é an t-oideachas agus an oiliúint nuálaíoch den scoth an bunús ba chóir a bheith le comhlíonadh pearsanta, sochaí chóir agus náisiún rathúil. Tá sé ríthábhachtach chun rath eacnamaíoch a choinneáil agus chun an rath eacnamaíoch a úsáid chun pobal láidir a thógáil.

Deir an Clár do Rialtas “Is é an t-oideachas an bealach chun deis chothrom a thabhairt do gach leanbh sa saol. Níor chóir leanbh ar bith a fhágáil ar chúl sa téarnamh eacnamaíoch agus ba chóir dúinn ár ngeilleagar atá ag neartú a úsáid chun bheith inár gceannaire sa soláthar d'oideachas agus scileanna den scoth.”

Ár bhFís

Is í an fhís lárnach atá inár Ráiteas Straitéise agus Plean Gníomhaíochta don Oideachas go mbeadh Córas Oideachais agus Oiliúna na hÉireann ar an gceann is fearr san Eoraip thar na deich mbliana seo atá ag teacht. Tá sé seo indéanta toisc go bhfuilimid ag feidhmiú go hard i neart réimsí cheana féin, ach is dúshlán é freisin a bhfuil an iliomad páirtithe leasmhara san oideachas agus oiliúint ábalta obair le chéile chun aghaidh a thabhairt air.

Bhí an-tábhacht leis an oideachas in athrú na hÉireann leis na deiceanna de bhlianta anuas. Bhí ról an-suntasach aige i gcuidiú le hÉirinn an cúlú eisceachtúil eacnamaíoch a sheasamh go rathúil. Beidh sé ríthábhachtach d'ár n-uaimhianta mar náisiún sna blianta atá romhainn (uaimhianta eacnamaíocha, cultúrtha, eolaíochta agus sóisialta). Cuirfidh sé ar ár gcumas a bheith i gceannas ó thaobh na nuálaíochta de. Cuideoidh sé linn cuimsitheacht shóisialta a bhaint amach.

Is ionann bheith chun tosaigh san Eoraip agus a bheith uaimhianach go mbeifear ar an dream is fearr chun:

- An t-Oideachas a úsáid chun bacanna a scrios do ghrúpaí atá i mbaol eisiaimh
- Eispéireas foghlama a sholáthar ag na caighdeáin idirnáisiúnta is airde;
- Foghlaimeoirí ag gach uile aois agus gach uile inniúlacht a fheistiú don rannpháirtíocht agus rath i ndomhan atá ag athrú;
- Cur ar chumas na hÉireann a bheith ina ceannaire thar raon leathan de réimsí: eolaíochta, cultúrtha, fiontraíochta agus seirbhíse poiblí.

Uaimhian réalaíoch is ea í seo. Tá Éire cheana féin i measc na gcúig thír is fearr san Eoraip i roinnt réimsí tábhachtacha (mar shampla, litearthacht iar-bhunscóile, rannpháirtíocht tríú leibhéal, gabháil d'ábhair ETIM (Eolaíocht, Teicneolaíocht, Innealtóireacht agus Mata) ag tríú leibhéal) agus i measc na ndéich gcinn is fearr i réimsí eile (gnóthachtáil oideachais, nuálaíocht, luathfhágáil íseal scoile).

Mar sin féin, tá réimsí eile ina bhfuil gá le feabhas suntasach. Ina measc siúd tá: leibhéil na gnóthachtála san eolaíocht, gabháil d'ábhair tairsí, agus an fháil ar phrintíseachtaí agus tréimhsí oiliúna i réimsí scileanna atá ag teacht chun cinn. Is é an bealach chun ár n-uaimhian a bhaint amach na daoine a dhéanann soláthar gach lá,

ag cur in oiriúint do riachtanais foghlama na ndaoine a gcuidíonn siad leo.

Tá an t-ádh ar Éirinn go bhfuiltear ábalta daoine den scoth a mhealladh chuig réimsí an teagaisc agus na hoiliúna a dhéanann soláthar ag ardchaighdeáin agus a bhfuil clú láidir idirnáisiúnta bunaithe acu. Mar sin féin, de réir mar a chuireann dúshlán nua éilimh nua ar an gcóras oideachais agus oiliúna, ní mór dúinn a chinntiú go bhfuil sé d'acmhainn againn dea-chleachtais a fhorbairt agus a ghlacadh. Ní mór do na hinstiúidí oideachais féin a bheith ina n-eagraíochtaí foghlama atá de shíor ag feabhsú agus ag fabhrú agus ag foghlaim ón dea-chleachtas.

Tá an rath san oideachas bunaithe ar cháilíocht na ceannaireachta, ar an intleachtacht sa teagasc, ar an tacaíocht sa phobal don fhoghlaim, agus leis an bPlean Gníomhaíochta seo féachtar leis na hacmhainní daonna sin a úsáid. Má táimid le bheith ar an dream is fearr ní mór dúinn a chinntiú go bhfuil ceannaireacht, bainistíocht, creata cáilíochta, modhanna teagaisc, agus oiliúint tosaigh agus oiliúint leanúnach ar fad ag oibriú ag na caighdeáin is airde. Ní mór dúinn an Nuálaíocht agus Feabhas a chur chun cinn, ard-ghnóthachtáil a aithint agus féachaint le cuir chuige rathúla a chur in úsáid sa phríomhshruth.

Beidh tóir na sprice seo i gcónaí faoi shrian ag an bhfáil atá ar acmhainní airgeadais. Mar sin féin, is cur in iúl soiléir atá ann ar an scóip don Oideachas agus Oiliúint dul i gcion go mór ar mhórthosaíochtaí náisiúnta a chuideoidh leis an Oideachas agus Oiliúint an cás a chosaint d'infheistíocht bhreise.

I gcroílár an phlean tá an aidhm chun feabhas a chur ar thionchar an eispéiris oideachais agus oiliúna ar shaol gach uile foghlaimeora, agus go háirithe iad siúd ar dócha go mbeidh bacanna níos mó orthu mar thoradh ar mhíbhuntáiste nó riachtanais speisialta.

Ár gCuspóirí

Tacaíonn seirbhísí oideachais agus oiliúna le daoine ar feadh a saolta. Bíonn ról ollmhór acu san fhorbairt ar a n-athléimneacht intinne agus ar a bhfoláine phearsanta. Feistíonn siad daoine leis an gcumas chun cur in oiriúint, obair le daoine eile, smaoineamh go criticiúil agus a bheith cruthaitheach. Tugann siad na scileanna agus an t-eolas do dhaoine a spriocanna pearsanta a bhaint amach.

Tá na seirbhísí oideachais agus oiliúna a leagtar amach sa Straitéis seo bunaithe ar na bunluachanna a spreagann na daoine sin a oibríonn san oideachas agus oiliúint. Aithnítear leo bunróil, a bhíonn ag an scoil nó institiúid aonair, na ceannairí, na múinteoirí agus an fhoireann tacaíochta, agus féachtar leo cumas na gcleachtóirí a threisiú chun soláthar a dhéanamh do na foghlaimeoirí. Féachtar leo freisin droichid láidre sa dá threo a thógáil ón Oideachas agus Oiliúint chuig an bpobal níos leithne chun leasa an dá thaoibh. Tá na prionsabail seo chomh bailí chéanna i ngach réimse den earnáil Oideachais agus Oiliúna.

Déantar achoimre ar an bPlean le cúig sprioc ardleibhéil:

1. Feabhas a chur ar eispéireas foghlama agus rath na bhfoghlaimeoirí
2. Feabhas a chur ar dhul chun cinn na bhfoghlaimeoirí atá i mbaol an mhíbhuntáiste nó foghlaimeoirí a bhfuil riachtanais speisialta oideachais acu
3. Cuidiú leo siúd atá ag soláthar seirbhísí oideachais feabhsú go leanúnach
4. Droichid níos láidre a thógáil idir oideachas agus an pobal níos leithne
5. Feabhas a chur ar sheirbhísí náisiúnta pleanála agus tacaíochta

I ngach ceann de an réimsí seo tá sé d'aidhm againn dul chun cinn córasach a sholáthar sa chaoi is gur féidir linn ár bhfís de bheith ar an tseirbhís Oideachais agus Oiliúna san Eoraip a bhaint amach.

Cuspóirí agus Torthaí

Agus athmhachnamh á dhéanamh againn ar ár spriocanna ardleibhéil, tá príomhuaimhianta aitheanta againn do na blianta atá ag teacht a léireoidh garspriocanna tábhachtacha sa dul chun cinn.

- Laghdú suntasach ar mbearna leis na dream is airde feidhmíochta san Eoraip i réimsí na huimhearthachta agus na heolaíochta
- Laghdú suntasach ar an mbearna idir na scoláirí is lú gnóthachtála sa litearthacht agus san uimhearthacht i scoileanna DEIS agus iad siúd i scoileanna nach scoileanna DEIS iad
- Méadú ar an ngabháil d’ábhair tairsí: Fisic, Ceimic, Matamaitic Ardleibhéil agus méadú ar dheiseanna foghlama sna réimsí códaithe agus ríomheolaíochta.
- Saibhriú ar theagasc agus foghlaim le curaclaim nua, modhanna measúnaithe nua, agus foghlaim a chuidítear le teicneolaíocht
- Folláine a chur chun cinn inár bpobail scoile chun tacú leis an rath sa scoil agus sa saol
- Leanúint le feabhas a chur ar rátaí coinneála ag an dara leibhéal i scoileanna DEIS, óna ráta reatha 82.7% go dtí an norm náisiúnta, faoi láthair 90.2%, faoi 2025
- Méadú faoi 7 bpointe (ionann agus 30%) cion na scoláirí atá i mbaol míbhuntáiste a théann ar aghaidh chuig an Ardoideachas
- Laghdú go córasach ar an mbearna scileanna i réimsí na riachtanas scileanna criticiúla san Ardoideachas trí sholáthar a dhéanamh do 50,000 áit breisoiliúna agus athoiliúna
- Méadú faoi cheathrú líon na scoláirí a dhéanann socrúchán oibre nó tionscadal oibre mar chuid dá gcáilíocht tríú leibhéal faoi 2021
- Forbairt ar shruth láidir de phrintíseachtaí agus tréimhsí oiliúna, a dtacú ag fostóirí, a chuireann áiteanna ar fáil do 13,000 duine óg in 2020, i 100 réimse gairme
- Leathnú ar rogha na scoileanna atá ar fáil gach bliain ag teacht leis an targaid de 400 scoil il-sainchreidmheach/neamhshainchreidmheach faoi 2030
- Cuidiú le targaidí taighde tras-ranna in Nuálaíocht 2020 a sheachadadh chun cur ar chumas na hÉireann a bheith ina Ceannaire Nuálaíochta Domhanda, amhail trí mhéadú de 500 scoláire iarchéime maoinithe agus méadú i líon na dtaighdeoirí iardhochtúireachta maoinithe faoi 30% faoi 2020, agus tús a chur le clár nua maoinithe do Thaighde Teorann thar na disciplíní uile
- Méadú ar dheiseanna breisoiliúna agus athoiliúna san oideachas agus oiliúint dóibh siúd atá ag obair (áiteanna san Ardoideachas, lena n-áirítear mic léinn lánfhásta, chomh maith le háiteanna Breisoideachais agus Oiliúna agus Skillnets).

Roinnt Príomhghníomhartha

Chun na spriocanna seo a bhaint amach beidh gá le gníomhaíocht chomhbheartaithe thar earnálacha uile an oideachais agus na hoiliúna maidir le gach sprioc. I measc na ngníomhaíochtaí tá:

- Méadú ar úsáid na gClár Meabhairshláinte, Treoirchomhairleoireacht a threisiú agus SNSO a láidriú le fócas nua ar bheartais scoile uile
- Cur i bhfeidhm an Chreata nua don tSraith Shóisearach lena ghearrchúrsaí nua, tionscadail ghrúpa agus Próifíl Ghnóthachtála na Sraithe Sóisearaí
- Roghanna códaithe agus TFC ar scoil a leathnú
- Plean nua a chur ar bun do scoileanna DEIS chun scileanna níos airde, dul chun cinn níos fearr agus conairí soiléire a bhaint amach
- Samhail fheabhsaithe a chur i bhfeidhm chun acmhainní teagaisc a leithdháileadh do leanaí a bhfuil riachtanais speisialta oideachais acu a shainíonn conairí agus torthaí le baint amach

- Plean a leagan amach chun tuilleadh scoileanna il-sainchreidmheacha/neamhshainchreidmheacha a sholáthar agus obair leis an Oireachtas chun feabhas a chur ar an reachtaíocht i dtaca le hIontrálacha, Cairt do Thuismitheoirí agus Foghlaiméoirí agus breithniú ar ghearáin/Ombudsman
- An tsamhail mhaoinithe don Ardoideachas a leasú chun tacú leis na huaimhianta fáis agus an acmhainn le targaidí sainiúla a shroicheadh i dtaca le bearnaí scileanna, rochtain do ghrúpaí faoi mhíbhuntáiste agus tionchar níos láidre ar an Nuálaíocht
- Múinteoirí breise a sholáthar chun tacú lenár spriocanna
- Ceannaireacht scoile agus bainistíocht láir a láidriú
- Am a chur ar fáil do mhúinteoirí chun modhanna nua foghlama a fhorbairt le tacaíocht ghairmiúil den scoth
- Creat nua cáilíochta chur i bhfeidhm do scoileanna le béim nua ar fhéinmheastóireacht, pleananna feabhsúcháin agus comhoibriú píaraí
- Tacú leis an gCreat Cáilíochta nua le samhlacha cigireachta nua
- Cistí a fhorbairt chun Feabhas agus Nuálaíocht a chur chun cinn ar fud an Oideachais agus na hOiliúna
- Athbhreithniú ar acmhainn na seirbhísí tacaíochta éagsúla a mhaoiníonn an Roinn go lárnach comhtháthú leis riachtanais na scoileanna atá ag soláthar pleananna feabhsúcháin
- Plean forfheidhmithe mionsonraithe a fhoilsiú do Phrintíseachtaí agus Tréimhsí Oiliúna
- Creat a bhunú a chuidíonn le scoileanna costais a théann i gcion ar thuismitheoirí a laghdú
- Pleananna Scileanna Réigiúnacha a fhorbairt chun freastal ar riachtanais áitiúla
- Skillnets a leathnú chun tuilleadh fostóirí a aimsiú le roghanna nua chun scileanna a uasghrádú
- Méadú ar fháil na gclár agus na modúl fiontraíochta ardchaighdeán i scoileanna, san Ardoideachas agus sa Bhreisoideachas
- Ciste iomaíoch nua a bhunú chun bonn taighde na hÉireann a fhorbairt
- Laistigh den Roinn, feabhas a chur ar acmhainn um beartas straitéiseach, maoirseacht, rialachas ar chlár agus beartas, struchtúir um rialachas agus bainistiú clár agus tionscadail chun tiomantais um athchóiriú seirbhíse poiblí ar fud an Rialtais a chomhlíonadh, le tuairisciú ar thiomantais sa Phlean Seachadta um Athchóiriú Comhtháite agus sa Chlár do Rialtas Comhpháirtíochta, i gcomhréir leis an gcleachtas idirnáisiúnta is fearr
- Tagarmharcáil ar na seirbhísí uile a sholáthraítear go lárnach i dtéarmaí éifeachtachta agus éifeachtúlachta agus feabhas a chur ar Chomhaontuithe Seirbhíse le gníomhaireachtaí uile na Roinne.

Próiseas an Phlean Gníomhaíochta

Is tús le próiseas é an Plean Gníomhaíochta. Ní liosta uileghabhálach é de gach rud a dhéanfar chun ár n-uaimhianta san oideachas a sholáthar thar na 3 bliana atá ag teacht. Foilseofar Pleananna Gníomhaíochta bliantúla nuashonraithe i mí na Nollag gach bliain, a chuimsíonn na gníomhaíochtaí a chuirfear i bhfeidhm le linn na 12 mhí dar gcionn. Mar chuid den phróiseas seo:

- Déanfar monatóireacht ar ghníomhartha i gcoinne amlínte foilsithe
- Gach bliain déanfar Plean Gníomhaíochta nua a fhorbairt agus a fhoilsiú chun ár spriocanna a chur chun cinn i gcomhairle lenár bpáirtithe leasmhara
- Sannfar freagracht as gníomhartha go soiléir.

Ina theannta sin, foilseoidh an Roinn tuairiscí ar dhul chun cinn gach ráithe a fhabhróidh agus a fheabhsóidh ó eispéireas an fhorfheidhmithe.

Réamhrá leis an Aire

Is í bunaidhm an Rialtais seo ár rath eacnamaíoch a úsáid chun sochaí chóir agus atruach a chruthú.

Is beag réimse atá chomh tábhachtach agus an t-oideachas d'ár n-uailmhianta mar náisiún. Is í cáilíocht na seirbhíse a chuirimid ar fáil trínár gcóras oideachais a chinnefidh cé acu an féidir linn ár spriocanna is tábhachtaí a bhaint amach:

- Chun timthriallacha míbhuntáiste a bhriseadh agus a chinntiú go bhfuil deis ag gach duine a lánacmhainneacht a chomhlíonadh
- Jabanna inbhuanaithe ar phá maith agus fás láidir eacnamaíoch a chruthú
- Chun na fadhbanna móra a réiteach trí thaighde agus nuálaíocht, agus barr feabhais a bhaint amach sa chultúr, san ealaín agus i ngach réimse eile den dianiarracht daonna

Sin an fáth a chreidim go bhfuil sé ríthábhachtach go socróimid na huailmhianta is airde d'ár seirbhís oideachais agus oiliúna, toisc gurb í cáilíocht na seirbhíse a sholáthraímid a chinnefidh go díreach cé acu an mbainfimid amach na huailmhianta seo d'ár saoránaigh. Sa straitéis seo féachaimid leis an gcóras oideachais agus oiliúna is fearr san Eoraip a bhaint amach thar na deich mbliana atá ag teacht.

Más féidir linn é sin a dhéanamh, ciallóidh sé sin go bhfuilimid ag soláthar deiseanna níos fearr do níos mó daoine ó ghrúpaí faoi mhíbhuntáiste. Tríd an tseirbhís oiliúna is fearr san Eoraip a sholáthar, cinnteoidh gur féidir linn níos mó de na jabanna inbhuanaithe ar phá maith atá de dhíth orainn a chruthú.

Tá an t-ádh orainn, ar ndóigh, go bhfuil córas oideachais den scoth againn cheana, agus níl aon toisc níos tábhachtaí ná cáilíocht na ndaoine a oibríonn ann agus ní mór ár ngníomhartha a bheith á dtreorú aige sin i gcónaí.

Sa phlean seo, déantar ár uailmhianta arda a mheaitseáil le gníomhartha ar leith chun iad a sholáthar, thar codanna uile na seirbhíse oideachais. Tá gníomhartha dírithe ar fheabhas a chur ar thorthaí do na foghlaimoírí a bhíonn ag brath ar an tseirbhís, ar thimthriallach míbhuntáiste a bhriseadh, ar thacú le múinteoirí agus institiúidí feabhsú go leanúnach, ar naisc níos fearr a thógáil idir oideachas agus an pobal níos leithne, agus ar fheabhas a chur ar na córais ar a bhfuilimid ag brath chun é seo ar fad a sholáthar.

Ba mhaith liom buíochas a ghabháil leis na daoine uile a chuidigh leis an straitéis seo a chruthú, lena n-áirítear an 600 duine agus grúpa a rinne aighneachtaí nó a bhuaill liom ag cruinnithe, mo chomhghleacaithe Oireachtais ó thrasna an Tí a chuidigh, agus na daoine ar fad laistigh de mo Roinn a rinne obair gan staonadh ar an doiciméad seo a chur le chéile.

Go rómhínic i Rialtais roimhe seo, foilsíodh pleananna uailmhianacha cosúil leis seo ach ansin is beag a baineadh amach. Ag leanúint na samhlach rathúla a tionscnaíodh sa Phlean Gníomhaíochta do Jabanna, tá meicníochtaí á gcur ar bun againn chun a chinntiú go dtarlaíonn seachadadh. Tugtar amlínthe soiléire do gach ceann de an céadta gníomh agus foghníomh agus sanntar príomhfhreagracht as seachadadh. Foilseoidh tuairiscí ráithe a léiríonn cé mhéad de na gníomhartha atá ráithe le seachadadh sa ráithe sin a baineadh amach. Foilseoidh plean gníomhaíochta bliantúil gach bliain, le gníomhartha níos uailmhianaí agus níos sonraithe le seachadadh.

Ar an mbealach seo creidim gur féidir linn obair le chéile leis na daoine uile a oibríonn sa tseirbhís oideachais agus oiliúna agus atá ag brath uirthi chun, i gcomhar lena chéile, an tseirbhís is fearr san Eoraip a dhéanamh aisti agus seachadadh ar na spriocanna atá socraithe againn dúinn féin mar thír.

**Richard Bruton TD,
Aire Oideachais agus Scileanna**

Ráiteas leis an Ard-Rúnaí

Is ábhar áthais dom Ráiteas Straitéise agus Plean Gníomhaíochta na Roinne 2015-2017 a chur in bhur láthair ina dtugtar cur síos ar ár mianta, ár luachanna agus ár spriocanna a bheidh mar bhunús le clár oibre ardleibhéil na Roinne go ceann na dtrí bliana atá romhainn.

Tá an Roinn i gceannas ar chlár athchóirithe uailmhianach ar fud na hearnála a chur i bhfeidhm atá bunaithe ar phríomhphrionsabail na rochtana, an fheabhais, na trédhearcachta agus na Nuálaíochta. Tá sé ar aidhm againn córas oideachais agus oiliúna a sholáthar a fheistíonn foghlaimeoirí leis an eolas agus na scileanna atá de dhíth orthu chun a lánacmhainneacht a chomhlíonadh, agus chun páirt iomlán a ghlacadh sa tsochaí agus sa gheilleagar trí eispéiris oideachais agus oiliúna ardchaighdeáin a sheachadadh, a bhainfidh an úsáid is fearr as acmhainní. Oibreoidh sé chun feabhas a chur ar chuntasacht as torthaí oideachais trasna an chórais. Cuirfidh sé san áireamh, go háirithe, riachtanais na bhfoghlaimeoirí faoi mhíchumais nó na bhfoghlaimeoirí a bhfuil riachtanais speisialta oideachais acu agus foghlaimeoirí atá thíos le míbhuntáiste. Inár bPlean Gníomhaíochta leagtar amach targaidí uailmhianacha do gach sprioc agus tá sé de rún againn na targaidí seo a bhaint amach de réir mar a cheadaíonn na hacmhainní.

Beidh tacaíocht ó na comhpháirtithe oideachais uile de dhíth chuige seo. Leis an bhfreagra ar an bpróiseas comhairliúcháin poiblí i bhforbairt na Straitéise agus Plean Gníomhaíochta seo aibhsíodh an tionchar a bhíonn ag an oideachas agus ag an oiliúint ar an méid sin de shaolta. Ghlac breis agus 600 páirtí leasmhar an t-am chun a bhfís agus a n-eispéireas a chomhroinnt linn, agus ba mhaith liom buíochas a ghabháil le cách a ghlac páirt ann. Cé go bhfuil cúrsaí acmhainne dúshlánach fós, táim muiníneach go leanfar den spéis seo, agus go n-oibreimid uile le chéile thar na blianta beaga seo atá romhainn chun seirbhísí ardchaighdeáin a sheachadadh chun ár n-uailmhian a bhaint amach - an córas oideachais agus oiliúna is fearr san Eoraip a sholáthar.

Seán Ó Foghlú
Ard-Rúnaí

Ár n-uaimhian:

An córas oideachais agus oiliúna is fearr san Eoraip a sholáthar.

Ár misean:

A chur ar chumas daoine tríd an bhfoghlaim a lánacmhainneacht a bhaint amach le go bhféadann siad cur le forbairt shóisialta, chultúrtha agus eacnamaíochta na hÉireann.

Ár luachanna:

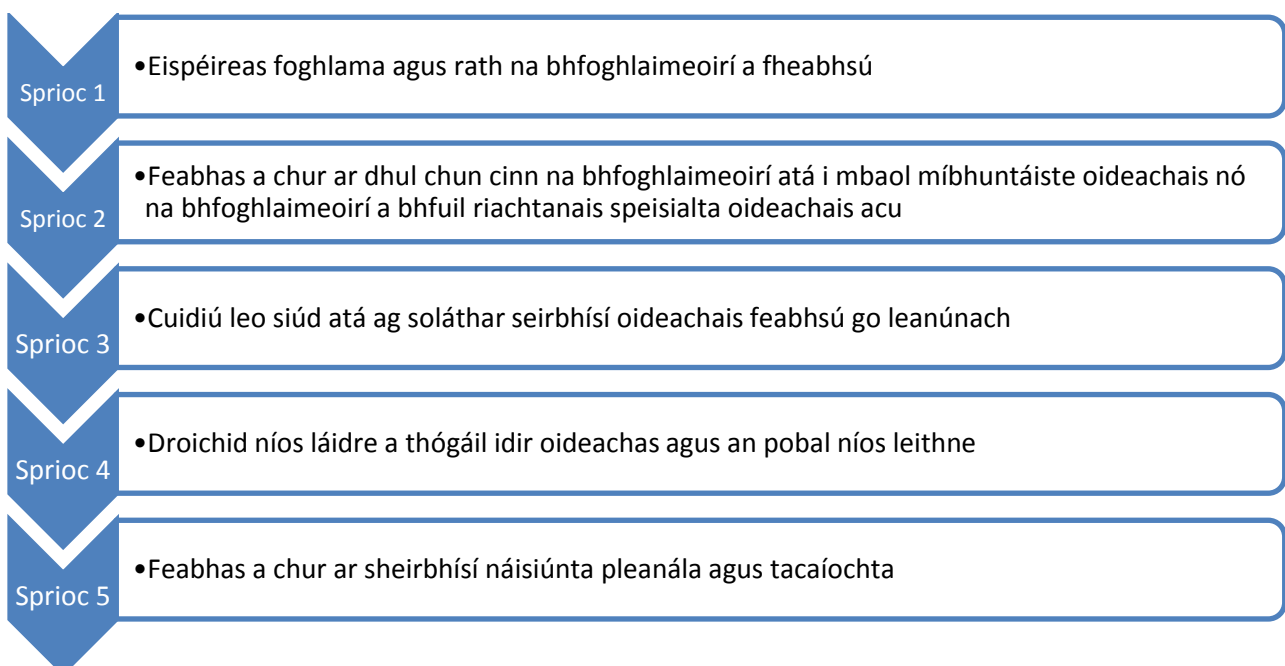
Mar Roinn Stáit, cothaímid cultúr de chuntasacht, éifeachtúlacht agus luach ar airgead atá bunaithe ar éiteas seirbhíse poiblí de neamhspleáchas, ionracas, neamhchlaontacht, oscailteacht agus ómós.

Mar Státseirbhísigh cloímid leis na caighdeáin is airde de ghairmiúlacht, macántacht, oibiachtúlacht agus cáilíocht, atá ríthábhachtach chun ár ról a chomhlíonadh i dtacú leis an bpróiseas daonlathach agus freastal ar an saoránach.

Cuirimid luach ar fhoghlaim mar leas pobail agus aithnímid a ról i bhforbairt, comhtháthú agus folláine sochaí. Aithnímid áit an fhoghlaimora i gcroílár na forbartha beartais.

Cuirimid luach ar cháilíocht agus táimid tiomanta do phrionsabal an fheabhsúcháin leanúnaigh agus a bheith oscailte do smaointe, dúshlán agus díospóireacht sheachtrach. Cuirimid luach ar chaidrimh agus ar obair i gcomhpháirt laistigh d'earnáil an oideachais agus leis an bpobal i gcoitinne.

Ár spriocanna:



Na Príomhdhúshláin agus na Príomhdheiseanna inár dTimpeallacht Oibriúcháin

Réamhrá

Oibríonn an Roinn Oideachais agus Scileanna (ROS) i dtimpeallacht atá dúshlánach agus casta, atá múnlaíthe go háirithe ag athruithe eacnamaíocha, sóisialta, teicneolaíochta, cultúrtha agus déimeagrafacha. Tá aitheantas i gcoitinne i measc na bpáirtithe leasmhara seachtracha gurb iad príomhláidreachtaí na Roinne ár luachanna láidre agus ár dtiomantas don oideachas, ardchaighdeán ár mbainistíochta agus ár bhfoirne, agus ár dtiomantas do dhéileáil le clár oibre an-dúshlánach.

Glacann an Roinn cur chuige comhchomhairleach le príomh-chomhpháirtithe sa chóras oideachais i dtaca le forbairt agus cur i bhfeidhm a beartas. Cumhdaítear é seo i neart den reachtaíocht a bhaineann le cúrsaí oideachais agus chuidigh sé le leibhéal ard comhthuisceana agus tiomantais a bhaint amach ar fud an chórais ina iomláine. Cé go bhfuil scóip ann d'fheabhsúchán, is é an comhdhearcadh i gcoitinne thar ghrúpaí éagsúla de pháirtithe leasmhara agus breathnóirí, idir náisiúnta agus idirnáisiúnta, gur samhail mhaith agus chost-éifeachtach is ea an córas oideachais na hÉireann.

Timpeallacht Pholaitiúil: Is í uaillmhian an Rialtais Chomhpháirtíochta nua a mbuanna éagsúla a chur le chéile chun gilleagar láidir a thógáil agus chun sochaí chothrom a sheachadadh. Is iad na tosaíochtaí don oideachas mar a luaitear ag an Rialtas sa 'Chlár don Rialtas Comhpháirtíochta' a chinntiú nár chóir leanbh ar bith a fhágáil ar chúl sa téarnamh eacnamaíoch agus gur chóir dúinn ár ngeilleagar atá ag neartú a úsáid chun bheith inár gceannaire sa soláthar d'oideachas agus scileanna den scotha agus chun feabhas a chur ar shaolta daoine.

Timpeallacht Eacnamaíochta: Tá téarnamh cinnte ar gheilleagar na hÉireann anois. Tá Olltáirgeacht Intíre ag fás go láidir, tá onnmhairí ag na leibhéil is airde riamh, tá an fhostaíocht ag leathnú agus tá feabhsúchán suntasach tagtha ar an airgeadas poiblí. Tá an tuar don ghearrthéarma go meántéarma láidir, le fás bliantúil measta thart ar 3%, cé go bhfuil contúirtí ann don téarnamh fós. Le fás eacnamaíoch leanúnach sna blianta seo atá ag teacht, ceadófar fás measartha sa chaiteachas poiblí, a cheadóidh feabhsúcháin spriocdhírthe i seirbhísí poiblí, lean n-áirítear oideachas agus oiliúint.

Margadh an tSaothair: I gcomhpháirt le príomhpháirtithe leasmhara, cinnteoidimid go soláthrófar trínár gcóras oideachais agus oiliúna, deiseanna solúbtha d'fhoghlaimoirí na scileanna a fháil atá de dhíth le margadh an tsaothair a rochtain agus chun iomaíochas na hÉireann a mhéadú trí dhul i ngleic le réimsí na n-éileamh atá ar scileanna straitéiseacha agus tríd an gcomhoibriú a dhaingniú idir an tionsclaíocht agus earnáil an oideachais agus na hoiliúna.

Brúnna Déimeagrafacha ag Méadú: Tá ríomh déanta ag an Roinn faoi roinnt staidéanna déimeagrafacha agus measann sí gurb iad na figiúirí thíos, a chuimsíonn foshuíomh meánach i dtaca le himirce agus foshuíomh do laghdófar ar torthúlacht de réir a chéile, an staid is dóichí don todhchaí. Samhlaítear go mbeidh ardú leanúnach sna rolluithe ag an gcéad leibhéal agus an dara leibhéal freisin. Ag an gcéad leibhéal, léirítear arduithe i líon na mbreitheanna le blianta beaga anuas (suas le 2010) sa mhéadú leanúnach comhfhreagrach i rolluithe suas le 2017. Leanfaidh rolluithe ag méadú do dtí buaicphointe os cionn 574,000 in 2018 sula dtosóidh siad ag laghdú. Tá an bhuaic seo inchurtha le leibhéal rollaithe bunscoile a chonacthas in Éirinn go luath sna 1980í. Beidh meath leanúnach ina dhiaidh sin, go dtí leibhéal measta 493,000 in 2026.

Ag an dara leibhéal meastar go mbeidh méadú bliain ar bhliain ann freisin suas le 2025 chuig buaic de 411,000

á leanúint ag meath leanúnach. Leanann an tuar dara leibhéal go díreach ón treocht a fheictear ag an mbunleibhéal le blianta beaga anuas de mhéaduithe leanúnacha bliain ar bhliain sna rolluithe, de réir mar a thosaíonn líon méadaithe na ndaltaí ag an mbunleibhéal le blianta beaga anuas ag aistriú chuig an oideachas iar-bhunscoile.

Tá líon na ndaoine rollaithe san ardoideachas ag méadú go seasta le blianta beaga anuas. Tugann an foshuíomh roghnaithe le tuiscint go meastar go leanfaidh an t-éileamh don oideachas lánaimseartha tríú leibhéal ag ardú gach bliain thar an tréimhse 2015-2029, ag sroicheadh breis agus 176,000 faoi 2018 agus 195,000 faoi 2026.

Is iomaí dúshlán a thiocfaidh le líon scoláirí ag méadú ag an mbunleibhéal, dara leibhéal agus tríú leibhéal ar fud an chórais oideachais agus oiliúna, lena n-áirítear an gá le clár suntasach de chaiteachas caipitil.

Athchóiriú ar Earnáil an Oideachais agus na hOiliúna a Bhainistiú: Tá an Roinn ag gabháil do chlár forleathan athchóirithe agus leanann sí de chur chuige “iomlán-an-chórais” a ghlacadh i dtaca le pleanáil agus forfheidhmiú straitéiseach ar fud an hearnála oideachais agus oiliúna. Cuireann an cur chuige “comhcheangailte” seo ar ár gcumas clár leathan athchóirithe a phleanáil agus a chur i bhfeidhm agus é seo a chothromú leis na héileamh a bhaineann leis an tacaíocht agus cothabháil ar ár gcórais oideachais agus oiliúna. Leanfaimid ag obair i gcomhpháirtíocht le príomhpháirtithe leasmhara chun na hathruithe suntasacha atá beartaithe ar fud chontanam an oideachais agus na hoiliúna a chur i bhfeidhm, amhail seirbhísí comhroinnte a chur i bhfeidhm san earnáil chun ligean do sholáthraithe díriú ar phríomhfheidhmeanna an teagaisc agus na foghlama, agus méadú ar éifeachtúlachtaí.

Plean Athnuachan na Státseirbhíse: Táimid lántiomanta do chlár leanúnach an athraithe sa Státseirbhís, clár a fhéachann le hacmhainn a fhorbairt chun freagairt do dhúshlán atá ann faoi láthair agus a bheidh ann amach anseo, agus feidhmíocht na Státseirbhíse agus a foirne a fheabhsú. Le Plean Athnuachan na Státseirbhíse, a seoladh in 2014, cuirtear an creat ar fáil leis an Státseirbhís a athnuachan thar tréimhse trí bliana. Leagtar amach ann fíis don Státseirbhís, chomh maith le hathruithe praiticiúla chun Státseirbhís a chruthú atá níos aontaithe, níos gairmiúla, níos freagrúla, níos oscailte agus níos cuntasáí, a sholáthróidh seirbhís den chéad scoth don Stát. Éilítear leis ceannaireacht láidir agus rannpháirtíocht ghníomhach.

Scileanna agus Acmhainn: Tá an Roinn ag gabháil d’fhorbairt leanúnach ar scileanna agus acmhainní na foirne ROS, i gcomhréir le cuspóirí i bPlean Athnuachana na Státseirbhíse agus Pleanáil Straitéiseach Fórsa Saothair, d’fhonn a chinntiú gur féidir linn ár spriocanna a bhaint amach.

Thar téarma an Ráitis Straitéise beidh an Roinn ag obair le hIonad Foghlama agus Forbartha na Státseirbhíse chun rochtain a fháil ar chomhidirbheartaíochtaí foghlama agus forbartha atá forbartha aige, atá sceidealaithe le bheith ar fáil ó 2017.

Ina theannta sin, leanfaidh an Roinn d’aghaidh a thabhairt ar riachtanais oiliúna atá aitheanta ag an bhfoireann i gcomhar le bainisteoirí líne ar fhoirmeacha PMDS (córas bainistíochta agus forbartha feidhmíochta), d’fhonn a chinntiú go ndéileáiltear le riachtanais oiliúna atá ráite agus go bhfeistítear an fhoireann leis na scileanna riachtanacha chun a ndualgais a dhéanamh ar bhealach éifeachtach.

Leanfaidh an Roinn freisin de spreagadh a thabhairt do bhaill foirne atá ag iarraidh gabháil do cháilíochtaí tríú leibhéal a bhaineann lena gcúraimí mar Státseirbhíseach trí na scéimeanna um Réamhíocaíocht ar Tháillí agus Aisíocaíocht ar Tháillí.

Cothromas a chinntiú: Mar chuid dá ndualgas earnála poiblí, ní mór do chomhlachtaí poiblí machnamh a dhéanamh ar cheisteanna um chearta daonna agus comhionannais a bhaineann leo. Agus an doiciméad seo á ullmhú, rinneadh machnamh ar cheisteanna den sórt sin, agus tugann gníomhartha aonair aghaidh ar chúrsaí a bhaineann go sainiúil leis an earnáil oideachais agus oiliúna. Fórsa láidir ar fud obair na Roinne is ea a chinntiú

go mbíonn rochtain ar chóras cóir.

Tiomantais sa Chlár do Rialtas Comhpháirtíochta: Faoin gClár do Rialtas Comhpháirtíochta, tá raon de thiomantais ag an Roinn, agus áirítear le cuid díobh comhoibriú le Ranna Rialtais agus gníomhaireachtaí stáit eile. Tá siad seo curtha san áireamh, agus léirítear iad sna gníomhartha a luaitear sa doiciméad seo. Maidir le tiomantais bhreise ag eascairt as cinntí ó Choistí Comh-aireachta agus creataí uileghabhálacha buiséid agus beartais, déanfar iad a mheas de réir mar a thagann siad chun cinn.

Tá roinnt príomhstraitéisí náisiúnta oideachais agus oiliúna mar bhonn d'ár n-obair agus is iad a thiomáineann na hathruithe suntasacha atá á mbeartú agus á gcur i bhfeidhm thar chontanam an oideachais. Cuireann ár gcur chuige 'iomlán-an-chórais' ar ár gcumas na straitéisí sin a chomhtháthú agus monatóireacht a dhéanamh ar a ndul chun cinn de réir mar a chuidíonn gach ceann acu lenár bhfís don oideachas agus oiliúint. Áirítear leo sin:

- Straitéis Náisiúnta Scileanna 2025
- Straitéis Náisiúnta um Litearthachta agus Uimhearthacht don Foghlaim agus don Saol 2011-2020
- Straitéis Dhigiteach do Scoileanna 2015-2020
- Straitéis Breisoideachais agus Oiliúna 2014 – 2019
- Straitéis Náisiúnta don Ardoideachas go dtí 2030
- Creat don tSraith Shóisearach
- Straitéis Náisiúnta um Oideachas don Fhorbairt Inbhuanaithe in Éirinn, 2014-2020
- Straitéis 20 Bliain don Ghaeilge 2010-2030

Straitéisí ar Feitheimh Foilsithe:

- Straitéis Oideachais Idirnáisiúnta na hÉireann
- Straitéis um Theangacha Iasachta san Oideachas
- Straitéis um Oideachas Gaeltachta
- Athbhreithniú ar DEIS (Comhionannas Deiseanna a Sholáthar i Scoileanna)

Obair le Ranna Rialtais eile

Oibríonn an Roinn le roinnt Ranna eile chun réimsí tosaíochta tras-ranna a chur chun cinn lena n-áirítear réimsí a luaitear sa Chlár do Rialtas Comhpháirtíochta.

Áirítear leo sin:

An Roinn Leanáí agus Gnóthaí Óige:

- Feabhas a chur ar cháilíocht sholáthar an oideachais, agus an lucht saothair a fhorbairt in earnáil na Luathbhlianta, trí, mar shampla, obair chun an dara bliain shaor in aisce de Chúram agus Oideachas Luathóige a sheachadadh.
- Feabhas a chur ar chaidreamh gníomhach scoil, rannpháirtíocht agus leibhéal coinneála na bhfoghlaimoirí ó chúlra faoi mhíbhuntáiste, trí shamhail chomhtháite seachadta TUSLA don leas oideachais a sheachadadh.

An Roinn Cumarsáide, Gníomhaithe ar son na hAeráide agus Comhshaoil:

- Feabhas a chur ar nascacht leathanbhanda do scoileanna agus gníomhartha ábhartha eile faoin bPlean Náisiúnta Leathanbhanda.
- Forfheidhmiú ar an Straitéis Náisiúnta um Oideachas don Fhorbairt Inbhuanaithe 2014-2020 atá nasctha leis an gCreat Beartais um Ár dTodhchaí Inbhuanaithe.

An Roinn Gnóthaí Eachtracha agus Trádála

- Na Cláir Oibre um Oideachas d'Fhorbairt Inbhuanaithe agus Oideachas Forbartha a chur chun cinn

An Roinn Sláinte agus ranna, gníomhaireachtaí agus páirtithe leasmhara eile:

- Ag obair ar an dTascfhórsa um Mheabhairshláinte Óige, chun feabhas a chur ar:
 1. Litearthacht mhothúchánach i dtaca le labhair faoin mheabhairshláinte agus stiogma a laghdú
 2. Feasacht ar sheirbhísí agus tacaí
 3. Rochtaineacht ar sheirbhísí agus tacaí ag amanna éagsúla agus in limistéir éagsúla
 4. Ailíniú ar sheirbhísí agus tacaí thar sholáthraithe éagsúla (soláthraithe poiblí, príobháideacha, pobail, agus deonacha)

An Roinn Tithíochta, Pleanála, Pobail agus Rialtais Áitiúil:

- An Plean Gníomhaíochta um Thithíocht a chur i bhfeidhm, go háirithe i dtaca le tithíocht do mhic léinn
- Comhar le seirbhísí leabharlainne chun an clár litearthachta agus uimhearthachta a chur chun cinn
- An bonneagar scoileanna a phleanáil, ag tógáil ag an gcomhar atá ann cheana (trí na próisis reachtúla um úsáid talún)

An Roinn Post, Fiontar agus Nuálaíochta

- Nuálaíocht 2020 a chur i bhfeidhm.
- Rannpháirtíocht fiontraíochta.
- Ailtireacht scileanna nua a chur i bhfeidhm, mar a luaitear sa Straitéis Náisiúnta Scileanna.
- An Plean Gníomhaíochta TFC 2014 – 2018 a chur i bhfeidhm.

An Roinn Caiteachais Phoiblí agus Athchóirithe agus ranna/gníomhaireachtaí eile:

- Cur i bhfeidhm na ngníomhaíochtaí ábhartha a leagtar amach sa Snáithe um Thógáil don Chomhroinnt de Straitéis TFC na Seirbhíse Poiblí, amhail ríomh-Cheisteanna Parlaiminte, ríomh-Aighneachtaí, agus ríomh-Chomhfhreagras.

Roinn an Taoisigh agus an Roinn Ealaíon, Oidhreachta, Gnóthaí Réigiúnacha, Tuaithe agus Gaeltachta:

- Gnéithe oideachais sa “Straitéis 20 Bliain don Ghaeilge, 2010-2030” a chur chun cinn.

Ár nUaillmhian

An córas oideachais agus oiliúna is fearr san Eoraip a sholáthar

Bhí an-tábhacht leis an oideachas agus oiliúint in athrú na hÉireann leis na deiceanna de bhlianta anuas. Bhí ról an-suntasach acu i gcuidiú le hÉirinn an cúlú eisceachtúil eacnamaíoch a sheasamh go rathúil. Beidh siad rithábachtach d'ár n-uaillmhianta mar náisiún sna blianta atá romhainn (uaillmhianta eacnamaíocha, cultúrtha, eolaíochta agus sóisialta). Cuirfidh siad ar ár gcumas a bheith i gceannas ó thaobh na Nuálaíochta de. Cuideoidh siad linn cuimsitheacht shóisialta a bhaint amach.

Is í an fhís lárnach atá againn ná, trí chur chuige 'iomlán-an-chórais' a ghlacadh, go mbeadh córas oideachais agus oiliúna na hÉireann ar an gceann is fearr san Eoraip: seachadadh ag na caighdeáin idirnáisiúnta is airde; foghlaimeoirí d'aoiseanna uile a fheistiú chun páirt a ghlacadh agus chun rath a bhaint amach i ndomhan atá ag athrú; cur ar chumas na hÉireann a bheith ina ceannaire thar raon leathan de réimsí dianiarrachtaí; agus oideachas agus oiliúint a úsáid chun bacanna a scrios do ghrúpaí atá i mbaol eisiaimh. Is uaillmhian réalaíoch í seo toisc go rangáítear Éire go hard cheana féin i dtagarmharcanna idirnáisiúnta.

I ngach ceann de na cúig sprioc ardleibhéil atá mar bhunús leis an Straitéis agus Plean Gníomhaíochta seo, féachaimid le feabhsúchán córasach a sheachadadh sa chaoi is gur féidir linn an uaillmhian lárnach seo a bhaint amach.

Ár Straitéis



Spríoc 1: Eispéireas foghlama agus rath na bhfoghlaimeoirí a fheabhsú

Tá córas oideachais agus oiliúna na hÉireann ag feidhmiú go maith cheana i raon de thagarmharcanna a bhaineann le heispéiris agus torthaí foghlama, ach is mian linn feidhmiú níos fearr.

Má chothaítear sláinte, folláine agus forbairt phearsanta cuirtear ar chumas na bhfoghlaimeoirí páirt a ghlacadh go hiomlán ar scoil agus ullmhaítear iad go héifeachtach do shaoránacht ghníomhach agus fhreagrach agus do shaol na hoibre. Déanfar éifeachtacht na mbeartas agus na gclár nua chun daoine óga a fheistiú níos fearr a thagarmharcáil i gcoinne an dea-chleachtais in áiteanna eile.

Tríd an Scéim um Chúram agus Oideachas Luathóige (ECCE) d'éirigh linn rannpháirtíocht san oideachas agus cúram réamhscoile a dhéanamh i bhfad níos inrochtana. Is réimse é seo ina n-oibreimid leis an Roinn Leanaí agus Gnóthaí Óige chun eispéireas foghlama ardchaighdeán a sholáthar. Tá breis agus 95% de leanaí ceithre bliana d'aois rollaithe san oideachas, i réamhscoileanna nó i ranganna náionán i mbunscoileanna. Níl ach 46% de leanaí na hÉireann trí bliana d'aois rollaithe i soláthar ECCE cé go bhfuil, ar an meán, breis agus 70% den chohórt aoise seo san oideachas agus cúram luathóige i dtíortha eile de chuid an Aontais Eorpaigh agus na hEagraíochta um Chomhar agus Fhorbairt Eacnamaíochta. Tá a fhios againn freisin gur féidir difríochtaí a bheith i gcáilíocht an tsoláthair laistigh den scéim ECCE.

Ag leibhéal na bunscoile, bhain scoláirí na hÉireann scóir amach a bhí níos airde go suntasach ná an meán idirnáisiúnta sa léitheoireacht agus sa mhata i dtagarmharcanna in PIRLS (*Progress in International Reading and Literacy Study*) agus TIMSS (*Trends in International Maths and Science Study*) a rinneadh in 2011, cé go raibh an fheidhmíocht sa mhata i bhfad faoi bhun na feidhmíocht na scoláirí sna tíortha ab fhearr. Cé go bhfuil sí níos airde ná na meán idirnáisiúnta freisin, tá feidhmíocht na hÉireann san eolaíocht ag leibhéal na bunscoile níos faide taobh thiar d'fheidhmíocht na dtíortha eile, i gcomparáid le léitheoireacht agus mata.

Ag an dara leibhéal, sa bhabhta is déanaí de PISA (*Programme for International Student Assessment*), d'éirigh go maith le scoláirí na hÉireann sa léitheoireacht (dhigiteach agus chlóite), mata agus eolaíocht. Tá gá le tuilleadh feabhsúchán, áfach, sa mhata agus san eolaíocht chun an dream idirnáisiúnta is fearr a mheaitseáil.

Tá raon leathan de roghanna ábhair in Éirinn, rud a léiríonn curaclam le bonn leathan ach tá réimsí ina gcaithfidimid na roghanna agus an mháistreacht ar phríomhinniúlachtaí a leathnú agus a dhoimhniú. Leagfar béim ar leith ar an bhforbairt ar éagsúlacht níos mó agus gabháil níos mó do theangacha iasachta. Beidh fócas freisin ar mhéadú ar an ngabháil “d’ábhair tairsí” lena n-áirítear Ceimic, Fisic agus TFC, le códú ag leibhéal na bunscoil agus curaclaim láidre an bealach ar fad tríd an dara leibhéal, breisoideachas agus oiliúint agus ardoideachas.

Tá feabhas suntasach ar rátaí coinneála ag an dara leibhéal le blianta beaga anuas agus tá an luathfhágáil scoile íseal i gcomparáid le caighdeán na hEorpa. Tá ag éirí go maith linn freisin i gcomparáid le tíortha AE eile i dtéarmaí forchéimnithe san ardoideachas, agus chuaigh 84% d'iontrálaithe fochéime lánaimseartha in 2012/13 ar aghaidh chuig a ndara bliain staidéir in 2013/14. Mar sin féin, tá difear sna rátaí forchéimnithe ar fud na hearnála agus idir disciplíní agus déanfar tuilleadh oibre chun a fheiceáil conas is fearr tacú le mic léinn leanúint lena gcúrsa nó aistriú chuig clár eile.

Agus muid ag féachaint leis an eispéireas foghlama is fearr agus is féidir a sholáthar do scoláirí ina ndiminsin uile, déanfaimid muid féin a thagarmharcáil go gníomhach i gcoinne dea-chleachtais thar lear agus féachfaimid lenár gcur chuige a chur in oiriúint chun modhanna rathúla a chur san áireamh a oibreoidh i gcomhthéacs na hÉireann.

Spríoc 1: ÁR gCUSPÓIRÍ & GNÍOMHARTHA

Feabhas a chur ar fholláine inár bpobal scoile

Má chothaítear forbairt phearsanta, sláinte agus folláine na bhfoghlaimeoirí agus an phobail níos leithne cuidítear lena chinntiú go bhforbraíonn ár leanaí agus daoine óga athléimneacht, go bhfuil meas acu ar an éagsúlacht, go bhfoghlaímíonn siad le caidrimh thacúla a chruthú agus as chothabháil agus go ndéantar saoránaigh ghníomhacha agus fhreagracha sa tsochaí díobh. Cuideofar le scoileanna treoirlínte folláine a leabú. Tabharfar réimse foghlama éigeantach dar teideal Folláine isteach sa tSraith Shóisearach in 2017. Déanfar an tSeirbhís Náisiúnta Síceolaíochta Oideachais (SNSO) a leathnú.

“Móráthru” a sheachadadh i bhforbairt scileanna, eolais agus inniúlachtaí rithábhachtacha

Sa Straitéis Náisiúnta Scileanna aithnítear an ról atá ag leibhéil uile an oideachais agus na hoiliúna san forbairt ar scileanna, eolas agus inniúlachtaí rithábhachtacha. Le cur i bhfeidhm na Straitéise seo áireofar forbairt bhreise agus rolladh amach an chreata náisiúnta curaclaim do Luathbhlianta, Aistear, athfhorbairt ar churaclam na bunscoile, obair ar chódú mar chuid den churaclam mata agus den churaclam bunscoile níos leithne, agus Oideachas faoi Reiligiúin agus Creidimh (ORC) agus Eitic a rolladh amach, an tsraith shóisearach nua a rolladh amach, sonraíochtaí nua d’ábhair na hArdteistiméireachta agus athbhreithniú ar chlár na sraithe sinsearaí agus ar chonairí suímh sa tsraith shinsearach.

Méadú ar an rogha ábhar do scoláirí sa tsraith shinsearach

Tá méadú ar an rogha ábhar do scoláirí tábhachtach d’inspreagadh agus caidreamh gníomhach scoláirí agus lena chinntiú go leanann forbairt curaclaim ag freagairt do riachtanais athraitheacha na bhfoghlaimeoirí, na sochaí agus an gheilleagair. Tá sonraíochtaí nua á bhforbairt againn do réimse d’ábhair d’fhonn feabhas a chur ar inniúlachtaí a fhorbraítear agus a mheastar lena n-áirítear in ábhair ETIM, agus méadú ar líon na scoláirí a ghabhann do na hábhair rithábhachtacha seo. Forbairt shuntasach eile a bheidh ann is ea an obair chun sonraíocht ábhair a fhorbairt do ríomheolaíocht na hArdteistiméireachta a chuideoidh le spéis scoláirí sa disciplín seo atá tábhachtach ó thaobh na straitéise de a úsáid agus a fhorbairt. Tá sé suntasach agus iomchuí go dtosófar ar shiollabas nua Ardteistiméireachta sa Pholaitíocht agus Sochaí a rolladh amach an Fómhar seo i mbliain chomórtha an chéid d’Éirí Amach na Cásca.

Aistrithe a fheabhsú chun tacú le leanaí agus daoine óga

Léiríonn an taighde go bhfuil sé tábhachtach tacú le leanaí agus daoine óga de réir mar dhéanann siad aistrithe idir leibhéil an chórais oideachais agus oiliúna. Mar chuid de chur i bhfeidhm na Straitéise seo beidh forbairtí suntasacha chun feabhas a chur ar an aistriú idir réamhscoil agus bunscoileanna, le níos tuilleadh eolais á thabhairt do thuismitheoirí maidir le gnóthachtálacha agus dul chun cinn a leanaí. Feicimid freisin Próifíl Ghnóthachtála na Sraithe Sóisearaí á bronnadh ar an gcéad chohórt de scoláirí in 2017, garspríoc mhór sa rolladh amach ar an gCreat nua don tSraith Shóisearach.

Cuirfear scéim grádaithe nua agus scéim choiteann pointí i bhfeidhm ó 2017 mar chuid d’fheabhsúcháin ar an aistriú ón dara leibhéal chuig an ardoideachas.

Leantar d’obair bhreise ar an gclár oibre níos leithne um Athchóiriú ar Aistrithe. Ceann de na príomhréimsí atá

faoi chaibidil is ea iontráil fochéime a leathnú. Is í an aidhm ná laghdú ar líon na gconairí iontrála fochéime, agus líon na n-áiteanna do mhic léinn a choinneáil ag an am céanna, chuig an líon íosta is gá do leithdháileadh atá iomchuí agus éifeachtach go hacadúil ar áiteanna chuig iarratasóirí. Tugadh le fios gur bealach é seo chun laghdú a dhéanamh ar chastacht na rogha do scoláirí dara leibhéal agus ar leibhéal an iomaíochais sa chóras, ach tugadh le fios freisin gur deis é seo le heispéireas i bhfad níos leithne a thairiscint d'fhochéimithe, le speisialú le leanúint níos déanaí ina gcéim. Tá na forbairtí seo ailínithe le nuashonrú na gcuraclam agus an mheasúnaithe fochéime atá ar siúl in institiúidí ar fud an chórais ardoideachais.

Méadú ar úsáid TFC sa teagasc, foghlaim agus measúnú

Príomhaidhm de chuid na Straitéise seo is ea “móráthrú” a chruthú in úsáid TFC sa teagasc, foghlaim agus measúnú, ag leibhéal uile sa chóras oideachais agus oiliúna, sa chaoi is go bhfuil foghlaimeoirí feistithe leis na scileanna chun maireachtáil i saol atá nasctha go digiteach níos mó agus níos mó. Áirítear ar na gníomhartha infheistíocht sa bhonneagar lena n-áirítear leathanbhanda ardluais do bhunscoileanna, forbairt ghairmiúil do mhúinteoirí agus léachtóirí, agus tuilleadh deiseanna don fhoghlaim atá feabhsaithe ag an teicneolaíocht agus foghlaim chumaisc.

Forbairt na hinniúlachta teanga a fheabhsú

Is bunscoileanna saoil iad a bheith ábalta cumarsáid a dhéanamh go héifeachtach trí léitheoireacht, éisteacht, scríbhneoireacht agus labhairt agus beidh fócas ar leith ar an méadú ar inniúlacht sna teangacha trí chur i bhfeidhm na Straitéise agus Plean Gníomhaíochta seo. Go háirithe, tacóidh cur i bhfeidhm na gcuraclam leasaithe leibhéal na bunscoile agus rolladh amach na Straitéise um Theangacha lasachta san Oideachas le leibhéal ardaithe sa rannpháirtíocht agus inniúlacht i bhfoghlaim teangacha.

Déantar cuid mhór de na téamaí seo a fhiosrú a thuilleadh faoi Chuspóir 3.

Spríoc 1: TARGAIDÍ AGUS TÁSCAIRÍ

SPRIOC	BEART	TARGAID / TÁSCAIRE
FEABHAS A CHUR AR EISPÉIREAS FOGHLAMA AGUS RATH NA BHFOGHLAIMEOIRÍ	FOLLÁINE AN CLÁR MÚINTEOIRÍ BLIANTA DOCHREIDTE A LEATHNÚ I MBUNSCOILEANNA DEIS	MÉADÚ AR AN AIMSÍÚ Ó C. 20,000 FOGHLAIMEOIR I 130 SCOIL GO DTÍ 104,000 FOGHLAIMEOIR I 646 SCOIL (2019)
	CLÁR NA GCAIRDE A LEATHNÚ I SCOILEANNA DEIS	MÉADÚ AR AN AIMSÍÚ Ó C. 25,000 FOGHLAIMEOIR I 275 SCOIL GO DTÍ 172,000 FOGHLAIMEOIR I 831 SCOIL (2019).
	LITEARTHACHT AGUS UIMHEARTHACHT	FOILSEOFAR TARGAIDÍ BREISE LEASAITHE/NUA D'FHEABHSÚCHÁN, AG FORBAIRT AR NA TARGAIDÍ ATÁ ANN CHEANA AGUS A LEAGTAR AMACH THÍOS, SAN ATHBHREITHNIÚ EATRAMHACH AR AN STRAITÉIS LITEARTHACHTA AGUS UIMHEARTHACHTA MÉADÚ AR CHÉATADÁN NA SCOLÁIRÍ A DHÉANANN AN SCRÚDÚ MATAMAITICE ARDLEIBHÉIL AG DEIREADH NA SRAITHE SÓISEARAÍ GO DTÍ 60% FAOI 2020, Ó 55% IN 2015 MÉADÚ AR CHÉATADÁN NA SCOLÁIRÍ A DHÉANANN AN SCRÚDÚ MATAMAITICE ARDLEIBHÉIL SAN ARDTEISTIMÉIREACHT GO DTÍ 30% FAOI 2020, Ó 27% IN 2015

SPRIOC	BEART	TARGAID / TÁSCAIRE
	FEIDHMÍOCHT PISA SA LÉITHEOIREACHT	MÉADÚ AR CHION NA SCOLÁIRÍ AG LEIBHÉAL 5 NÓ OS A CHIONN Ó 11.4% (MEÁN ECFE 8.5%) GO DTÍ 13% FAOI 2025 DAINGNIÚ AR CHION NA SCOLÁIRÍ AG FEIDHMIÚ FAOI BHUN LEIBHÉAL 2 AG NÍOS ÍSLE NÁ 10% (9.6% FAOI LÁTHAIR, LE MEÁN ECFE DE 18%) DAINGNIÚ AR ÁR SUÍOMH I MEASC NA 10 DTÍR IS FEARR FEIDHMÍOCHTA IN ECFE
	FEIDHMÍOCHT PISA SAN EOLAÍOCHT	MÉADÚ AR CHION NA SCOLÁIRÍ AG LEIBHÉAL 5 NÓ OS A CHIONN Ó 10.8% (MEÁN ECFE 8.4%) GO 13% FAOI 2025 LAGHDÚ AR CHION NA SCOLÁIRÍ AG FEIDHMIÚ FAOI BHUN LEIBHÉAL 2 (11.1%, FAOI LÁTHAIR, LE MEÁN ECFE DE 17.8%) GO DTÍ FAOI BHUN 10% FAOI 2025 DAINGNIÚ AR ÁR SUÍOMH I MEASC NA 10 DTÍR IS FEARR FEIDHMÍOCHTA IN ECFE
	FEIDHMÍOCHT PISA SA MHATA	MÉADÚ AR CHION NA SCOLÁIRÍ AG LEIBHÉAL 5 NÓ OS A CHIONN Ó 11% (MEÁN ECFE 13%) GO DTÍ OS CIONN MHEÁN ECFE FAOI 2025 LAGHDÚ AR CHION NA SCOLÁIRÍ AG FEIDHMIÚ FAOI BHUN LEIBHÉAL 2 (16.9% FAOI LÁTHAIR, LE MEÁN ECFE DE 23.1%) GO DTÍ FAOI BHUN 10% FAOI 2025 ÁR SUÍOMH I MEASC NA 10 DTÍR IS FEARR FEIDHMÍOCHTA IN ECFE A SHROICHEADH AGUS A DHAINGNIÚ
	ETIM	FOILSEOFAR TARGAIDÍ NUA DO ETIM SA RÁITEAS BEARTAIS I DTACA LE ETIM
	PRÓIFÍL GHNÓTHACHTÁLA NA SRAITHE SÓISEARAÍ A BHRONNADH	60,000 SCOLÁIRE IN 2017 GACH SCOLÁIRE FAOI 2022
	GABHÁIL DON PHOLAITÍOCHT AGUS SOCHAÍ	41 SCOIL IN 2016 AR FÁIL DO NA SCOILEANNA UILE FAOI 2018
	TEANGACHA	FOILSEOFAR TARGAIDÍ NUA DO THEANGACHA IASACHTA SA STRAITÉIS UM THEANGACHA IASACHTA SAN OIDEACHAS ROLLADH AMACH LEANTACH, AR BHONN CÉIMNITHE, DE CHURACLAM NA BUNSCOILE
	LEATHANBHANDA ARDLUAIS DO BHUNSCOILEANNA	Ó PHOINTE TOSAITHE THART AR 600 BUNSCOIL, 800 UASGHRÁDAITHE FAOI DHEIREADH 2016 1,100 BUNSCOIL AR AN IOMLÁN UASGHRÁDAITHE FAOI DHEIREADH 2017

Cuspóir 1.1: Feabhas a chur ar sheirbhísí agus acmhainní chun folláine a chur chun cinn inár bpobail scoile d'fhonn tacú leis an rath ar scoil agus sa saol

Cuspóir 1.1

Uimh.	Gníomhartha	Amlínte	Seachadta ag
1	Tacú leis na scoileanna uile chun “Folláine in Iar-Bhunscoileanna: Treoirlínte do Chothú na Meabhairshláinte agus do Chosc an Fhéinmharaithe” (2013) agus “Folláine i mBunscoileanna: Treoirlínte do Chothú na Meabhairshláinte” (2015) a chur i bhfeidhm.	Leanúnach	ROS

Cuspóir 1.1

Uimh.	Gníomhartha	Amlínte	Seachadta ag
	Tús agus rolladh amach a dhéanamh, de réir mar a cheadaíonn acmhainní, ar chlár náisiúnta chun tacú le cur i bhfeidhm na dTreoirlínte Folláine sna bunscoileanna agus iar-bhunscoileanna uile. Cuirfidh na Treoirlínte struchtúr soiléir agus réasúnach ar fáil chun tacú le cur chun cinn na meabhairshláinte dearfaí agus na folláine sna scoileanna uile	Ráithe 1 2017 – Ráithe 4 2018	
2	An réimse foghlama nua sa tSraith Shóisearach dar teideal Folláine a chur i bhfeidhm, a dhéanfaidh forbairt ar obair a rinneadh go dtí seo in iar-bhunscoileanna chun tacú le folláine na scoláirí.		ROS
	Beidh cláir folláine ar fáil do na scoláirí uile	Ráithe 3 2017	
	Tuarascálacha tosaigh ar fáil, ag deireadh na chéad timthriallach trí bliana, le príomhfhoghlaim i réimse na Folláine curtha san áireamh i bPróifíl Ghnóthachtála na Sraithe Sóisearaí	Ráithe 4 2020	
3	Suirbhé 2015 ar Scileanna Saoil a fhoilsiú, a thugann eolas faoin gcaoi ina ndéanann bunscoileanna agus iar-bhunscoileanna freastal d'fholláine a scoláirí. Bainfear úsáid as na sonraí, ar thopaicí amhail ithe sláintiúil, gníomhaíocht choirp, mí-úsáid substaintí, Oideachas Caidrimh agus Gnéasachta (OCG), bulaíocht, fiontraíocht i scoileanna agus oideachas don fhorbairt inbhuanaithe, mar threoir do thosaíochtaí agus beartais i dtaca le folláine amach anseo.	Ráithe 4 2016 ar aghaidh	ROS
4	An Clár Múinteoirí Blianta Dochreidte agus Cláir na gCairde a rolladh amach chuig na scoileanna DEIS uile, de réir mar a cheadaíonn na hacmhainní.		ROS
	An Clár Múinteoirí Blianta Dochreidte a leathnú chuig na bunscoileanna DEIS uile. Is clár fianaise-bhunaithe é seo do mhúinteoirí, i gcomhpháirtíocht le tuismitheoirí, a laghdaíonn deacrachtaí iompraíochta agus a neartaíonn inniúlacht shóisialta agus mhothúcháin i leanaí ag an luathaois bunscoile	Ráithe 1 2017- Ráithe 4 2019	
	Cláir na gCairde a leathnú go scoileanna DEIS uile. Leis na cláir seo laghdaítear imní agus cothaítear déileáil, athléimneacht agus nascacht leis an scoil i leanaí agus daoine óga ó 4-18 mbliana	Ráithe 1 2017- Ráithe 4 2019	
5	Tacaíocht le forbairt fholláine agus inniúlacht acadúil, shóisialta agus mhothúcháin na scoláirí uile, trí mhéadú ar acmhainn SNSO seirbhís síceolaíochta oideachais fheabhsaithe a sholáthar, lena n-áirítear na gníomhartha sin ag 1 agus 4, de réir mar a cheadaíonn acmhainní.		ROS
	Tús a chur le 65 síceolaí oideachais breise a cheapadh de réir mar a cheadaíonn de réir mar a cheadaíonn acmhainní	Ráithe 1 2017	
6	Measúnú a dhéanamh ar sholáthar tacaí ag an Roinn do scoileanna i réimsí na meabhairshláinte agus na hinniúlachta sóisialta agus mothúcháin, ag féachaint le seirbhís níos fearr agus níos comhtháite a sholáthar.	Ráithe 4 2016	ROS

Cuspóir 1.1

Uimh.	Gníomhartha	Amlínte	Seachadta ag
7	Obair i ndlúthchomhar leis an Roinn Sláinte agus Ranna eile ar an dTascfhórsa Náisiúnta ar Mheabhairshláinte Óige a mheasfaidh conas is fearr athléimneacht, meicníochtaí deileála agus feasacht níos mó a thabhairt isteach agus a mhúineadh do leanaí agus daoine óga, agus conas seirbhísí tacaíochta a rochtain go deonach ag aois óg.	Ráithe 3 2017	R/Sláinte, ROS, RLGÓ
8	Cuirfimid feabhas ar threoirchomhairleoireacht ag an dara leibhéal, de réir mar a cheadaíonn acmhainní.	Le meas sa Bhuiséad 2017	ROS
9	Leanúint de thacú le forbairt agus rolladh amach ábhar oiliúna frithbhulaíochta do thuismitheoirí, múinteoirí agus boird bhainistíochta agus leanúint d'athbhreithniú ar fhorfheidhmiú an Phlean Gníomhaíochta ar Bhulaíocht, agus tacú le tionscnaimh um fheasacht ar fhrithbhulaíocht.	Leanúnach	ROS
10	Obair le RLGÓ chun an straitéis óige LADT a fhorbairt agus gníomhartha ábhartha a chur i bhfeidhm.		RLGÓ, ROS
11	Cuir an fhorbairt ar Chreat Corpoideachais na Sraithe Sinsearaí agus sonraíochtaí Corpoideachais na hArdteistiméireachta i gcrích le meas ag an Roinn.	Ráithe 4 2016	CNCM, ROS

Cuspóir 1.2: “Móráthrú” a sholáthar i bhforbairt scileanna, eolais agus inniúlachtaí rithábachtacha chun an bunús a sholáthar don rannpháirtíocht san obair agus sa tsochaí

Cuspóir 1.2

Uimh.	Gníomhartha	Amlínte	Seachadta ag
12	Acmhainní curaclaim a sholáthar i suíomhanna luathbhlianta chun spreagadh a thabhairt do rolladh amach Aistear, creat curaclaim atá ceaptha le leanaí a ghabháil san fhoghlaim faoi fhéiniúlacht agus muintearas, taiscéalaíocht agus smaointeoireacht, folláine agus cumarsáid a dhéanamh ar bhealach taitneamhach agus dúshlánach. Tugtar treoirlínte sa Chreat freisin maidir le tacú le foghlaim leanaí trí chomhpháirtíochtaí le tuismitheoirí.	Leanúnach	ROS, RLGÓ, CNCM
13	Forbairt a dhéanamh ar fheabhsúcháin shuntasacha sa litearthacht agus san uimhearthacht a baineadh amach ó glacadh an Straitéis Náisiúnta in 2011.		ROS
	Athbhreithniú Eatramhach a fhoilsiú, agus socraigh targaidí leasaithe/nua go dtí 2020	Ráithe 4 2016	
	Cuir gníomhartha i bhfeidhm chun na targaidí seo a sholáthar	Ráithe 4 2016- Ráithe 4 2020	
14	Déan athbhreithniú ar an struchtúr agus an leithdháileadh ama i gcuraclam na bunscoile d'fhonn a chinntiú go bhfuil an leithdháileadh an teacht le riachtanais na bhfoghlaiméoirí i mbonnscileanna nua a bheidh de dhíth orthu i sochaí atá ag athrú.		CNCM ROS

Cuspóir 1.2

Uimh.	Gníomhartha	Amlínte	Seachadta ag
	Doiciméad comhairliúcháin a fhoilsiú agus próiseas comhairliúcháin a dhéanamh, leis an bpobal agus le páirtithe leasmhara oideachais. Bainfear úsáid as na tátail san athfhorbairt ar churaclam na bunscoile	Ráithe 4 2016 /2017	
15	Ábhair agus cúrsaí nua a thabhairt isteach agus a chur i bhfeidhm ar bhonn céimnithe.		ROS, CNCM
	Mata na Bunscoil (lena n-áirítear códú) Naíonáin Shóisearacha go Rang a 2 - curaclam nua réidh le cur i bhfeidhm Rang a 3 – Rang a 6 - curaclam nua réidh le cur i bhfeidhm	Ráithe 3 2018 Ráithe 3 2021	
	Oideachas faoi reiligiúin agus creidimh (ORC) agus Eitic Déanfaidh an Roinn machnamh ar chomhairle beartais, mar a sholáthraíonn CNCM, agus bainfear úsáid aisti mar threoir i dtaca le roghanna forfheidhmithe .	Ráithe 4 2016 Ar aghaidh	
16	Cuir sonraíochtaí ábhair nua na Sraithe Sóisearaí i bhfeidhm ar bhonn céimnithe, suas le 2019.		ROS, CNCM, Scoileanna
	Céim 2 den tSraith Shóisearach (Eolaíocht agus Staidéar Gnó) a chur i bhfeidhm	Ráithe 3 2016	
	An chéad scrúdú ar an sonraíochtaí nua sa Bhéarla le bheith ann	Ráithe 2 2017	
	Céim 3 den tSraith Shóisearach (Gaeilge, Nuatheangacha (Fraincis, Gearmáinis, Spáinnis, Iodáilis) agus na hAmharcealaíona) a chur i bhfeidhm	Ráithe 3 2017	
	Céim 4 den tSraith Shóisearach (Matamaitic, Eacnamaíocht Bhaile, Stair, Ceol agus Tíreolaíocht) a chur i bhfeidhm	Ráithe 3 2018	
	Céim 5 den tSraith Shóisearach (Ábhair Teicneolaíochta (Teicneolaíocht Ábhar/Adhmad, Grafaic Theicniúil, Míotalóireacht, Teicneolaíocht), Oideachas Reiligiúnach, Léann Giúdach agus Clasaicí) a chur i bhfeidhm	Ráithe 3 2019	
	Treoirínte a fhorbairt do Chláir Foghlama Leibhéal 1 (CNC) (agus a nAonad Foghlama Tosaíochta) sa tSraith Shóisearach, chun cur leis na Cláir Foghlama Leibhéal 2 a tugadh isteach cheana	Ráithe 3 2017	CNCM
17	Roghanna nua a fhorbairt lena n-áirítear gearrchúrsaí agus eispéiris foghlama sa tSraith Shóisearach. Tá naoi ngearrchúrsa forbartha ag CNCM cheana le húsáid ag scoileanna, agus is féidir le scoileanna gearrchúrsaí a fhorbairt go háitiúil, chun freastal ar spéiseanna a bhfoghlaimeoirí.	Leanúnach	CNCM, Scoileanna
	Gearrchúrsa breise ar an bhFealsúnacht a chur i gcríoch	Ráithe 4 2016	
18	Triailacha a dhéanamh ar na sonraíochtaí nua do Bhitheolaíocht, Fisic agus Ceimic na hArdteistiméireachta ag féachaint méadú ar líon na scoláirí a ghabhann dóibh.		CNCM, CSS, Scoileanna
	Trialach a thosú ar Eolaíochtaí na hArdteistiméireachta i rogha scoileanna (thart ar 24)	Ráithe 4 2016	
	Eolaíochtaí leasaithe na hArdteistiméireachta a thabhairt	Ráithe 3	

Cuspóir 1.2

Uimh.	Gníomhartha	Amlínte	Seachadta ag
	isteach sna scoileanna uile, ag brath ar thorthaí na dtrialacha, iniúchadh ar áiseanna agus an sceidealú ar rolladh amach sonraíochtaí Ardteistiméireachta eile, de réir mar a cheadaíonn acmhainní	2019	
19	Sonraíochtaí nua a chur i gcrích agus a chur i bhfeidhm d'ábhair Ardteistiméireachta: Eacnamaíocht, Ealaíon, Mata Fheidhmeach, Eolaíocht Talmhaíochta, Corpoideachas, de réir mar a cheadaíonn acmhainní.		ROS, CNCM
	Sonraíocht Chreat Corpoideachais na Sraithe Sinsearaí a chur i gcrích (ábhar gan scrúdú)	Ráithe 3 2016	
	Sonraíocht do Chorroideachas na hArdteistiméireachta a chur i gcrích (Ábhar scrúdaithe)	Ráithe 4 2016	
	Sonraíocht don Eolaíocht Talmhaíochta a chur i gcrích.	Ráithe 4 2016	
	Comhairliúchán a chur i gcrích do dhréachtshonraíochtaí don Mhata Fheidhmeach agus Eacnamaíocht agus sonraíochtaí ábhair a sholáthar do cheadú na Roinne, de réir mar a cheadaíonn acmhainní.	Ráithe 1/Ráithe 4 2017	
	Cuirfidh CNCM comhairle ar an Roinn i dtaca le gníomhartha a bhaineann le hEalaíon na hArdteistiméireachta, a mheasfar i bhfianaise na n-acmhainní atá ar fáil	Ráithe 4 2016	
20	Athbhreithniú ar chláir na sraithe sinsearaí cláir (lena n-áirítear an Ardteistiméireacht Fheidhmeach) agus conairí gairme sa tsraith shinsearach ag féachaint le réimsí forbartha a mholadh, de réir mar a cheadaíonn acmhainní.	Ráithe 1 2017	CNCM
	Páipéar saincheisteanna a tháirgeadh, á leanúint ag próiseas comhairliúcháin	2017	
	Athbhreithniú iarfheidhmithe a thosú ar Mhata iar-bhunscoile	Ráithe 4 2016	
21	i gcomhréir le tiomantas sa Chlár do Rialtas Comhpháirtíochta, ionchur a lorg ón gCoiste Oireachtais cuí chun athbhreithniú a dhéanamh ar na moltaí atá sa Tuarascáil ETIM atá ag teacht agus chun tacú le Straitéis Náisiúnta a fhorbairt chun méadú ar inniúlacht san Eolaíocht, sa Teicneolaíocht, san Innealtóireacht, agus sa Mhata.		ROS
	Ráiteas Beartais a fhorbairt i dtaca le hOideachas ETIM	Ráithe 2 2017	
	Moltaí sa Ráiteas Beartais i dtaca le hOideachas ETIM a chur i bhfeidhm, de réir mar a cheadaíonn acmhainní	Ráithe 3 2017 ar aghaidh	

Cuspóir 1.3: Méadú ar rogha na n-ábhar d'fhoghlaimoirí sa tSraith Shinsearach d'fhonn iad a fheistiú leis na scoileanna agus leis an eolas chun páirt a ghlacadh sa domhan atá ag athrú

Cuspóir 1.3			
Uimh	Gníomhartha	Amlínte	Seachadta ag
22	Sonraíochtaí nua a chur i bhfeidhm, ar bhonn céimnithe, d'ábhar nua - Polaitíocht agus Sochaí don Ardteistiméireacht.		ROS
	Céim 1 - rolladh amach do 41 scoil	Ráithe 3 2016	
	Céim 2 - rolladh amach do na scoileanna uile	Ráithe 3 2018	
23	Gníomhaíocht scóipeála a dhéanamh i dtaca leis an ábhar ríomheolaíochta a thabhairt isteach sa tsraith shinsearach, sula dtugtar isteach é.		CNCM
	An chéad chéim den taighde a dhéanamh	Ráithe 4 2016	
	Dréachtshonraíochtaí a fhorbairt	Ráithe 1 2017	
	Sonraíochtaí ábhair críochnaithe curtha ar aghaidh chuig ROS le ceadú	Ráithe 2 2018	
	Sonraíocht ábhair eisithe chuig scoileanna d'Fhorbairt Ghairmiúil Leanúnach (FGL) do mhúinteoirí	Ráithe 4 2018	
Réidh le tabhairt isteach i scoileanna, de réir mar a cheadaíonn acmhainní	Ráithe 4 2019		
24	Poist bhreise múinteoirí a sholáthar do scoileanna dara leibhéal chun cur ar chumas na scoileanna roghanna ábhar níos leithne a sholáthar trí athbhunú de réir ar chéile ar an gcaillteanas de 1,300 post a tharla ó 2009.	Á mheas go bliantúil sa phróiseas buiséid	ROS

Cuspóir 1.4: Feabhas a chur ar idirlinn na bhfoghlaimoirí ag céimeanna rithábhachtacha sa chóras oideachais agus oiliúna

Cuspóir 1.4			
Uimh	Gníomhartha	Amlínte	Seachadta ag
25	Teimpléid tuairiscithe ar líne a chur i bhfeidhm chun tacú le réamhscoileanna, bunscoileanna agus tuismitheoirí, trí fheabhas a chur ar aistriú faisnéise faoi dhul chun cinn agus gnóthachtáil na bhfoghlaimoirí idir na scoileanna agus suíomhanna ECCE uile atá maoinithe ag an stát.		ROS, CNCM
	Teimpléid tuairiscithe a ullmhú bunaithe ar thaighde agus trialacha	2017	
	Teimpléid tuairiscithe ar líne ar fáil le húsáid ag cleachtóirí	Ráithe 3 2018	
26	Próifíl Ghnóthachtála na Sraithe Sóisearaí (PGSS) a rolladh amach, ag cinntiú go ndéantar réimse níos leithne d'eispéiris agus inniúlachtaí na bhfoghlaimoirí a chothú agus a aithint i gclár na Sraithe Sóisearaí. Leis an PGSS aibhseofar do na foghlaimoirí agus dá tuismitheoirí cad iad na buanna ar leith atá acu agus tacófar leo roghanna ábhar oilte a dhéanamh don tSraith Shinsearach.		ROS

Cuspóir 1.4

Uimh	Gníomhartha	Amlínte	Seachadta ag
	Próifíl Ghnóthachtála na Sraithe Sóisearaí bronnta ar an gcéad chohórt d'fhoghlaimoirí - thart ar 60,000 scoláire	Ráithe 4 2017	
	Beidh na hábhair uile taifeadta ar an PGSS agus ar fáil do na foghlaimoirí	Ráithe 4 2022	
27	Leasuithe a chur i bhfeidhm chun feabhas a chur ar aistrithe agus chun bacanna ar an dul chun cinn ar aghaidh chuig na leibhéil sa chóras oideachais agus oiliúna a bhaint. Déanfar an Creat Feidhmíochta Córas don Ardoideachas a athbhreithniú agus forbrófar creat leasaithe - tá sé beartaithe go bpléifidh sé seo le ceist an leathnaithe ar iontráil fochéime, mar chuid den chéad Chreat Feidhmíochta Córas eile seo a chuirfear ar bun d'Institiúidí Ardoideachais níos déanaí i mbliana. (Féach Sprioc 4, Cuspóir 4, Gníomh 98.)		ROS
	Feachtas eolais sula dtugtar isteach an córas grádaithe nua agus scéim pointí choiteann chun foghlaimoirí a chur ar an eolas faoi na hathruithe atá ar bun	Ráithe 4 2016	
	Córas grádaithe nua agus scéim pointí choiteann nua ar bun	Ráithe 3 2017	

Cuspóir 1.5: Feabhas a chur ar úsáid TFC sa teagasc, foghlaim agus measúnú sa chaoi is go bhfuil foghlaimoirí feistithe leis na scileanna riachtanacha chun aghaidh a thabhairt ar na dúshláin a bhaineann le timpeallacht foghlama atá ag athrú go tapa

Cuspóir 1.5

Uimh	Gníomhartha	Amlínte	Seachadta ag
28	An Straitéis Dhigiteach do Scoileanna 2015 -2020 a chur i bhfeidhm chun feabhas a chur ar theagasc, foghlaim & measúnú. Féachann an Straitéis le lánacmhainneacht na dteicneolaíochtaí digiteacha a chomhlíonadh chun feabhas a chur ar theagasc, foghlaim agus measúnú sa chaoi is go ndéantar smaointeoirí páirteacha, foghlaimoirí gníomhacha, cruthaitheoirí faisnéise agus saoránaigh dhomhanda de dhaoine óga na hÉireann chun páirt a ghlacadh go hiomlán sa tsochaí agus sa gheilleagar.		ROS, Seirbhísí Tacaíochta , Scoileanna & Comhpháirtithe Oideachais eile
	Coiste Stiúrtha a bhunú le forfheidmiú a threorú agus plean forfheidhmithe a chomhaontú	Ráithe 4 2016	
	Príomhthosaíochtaí a aithint; Creat Inniúlachta TFC UNESCO do Mhúinteoirí a chur in oiriúint do chomhthéacs na hÉireann; Acmhainn Pleanála Ríomhfhoghlama a nuashonrú; agus an chianfoghlaim a thabhairt isteach sa seomra ranga trí úsáid a bhaint as teicneolaíochtaí nua	Ráithe 4 2016	
	Creat Inniúlachta TFC UNESCO a tástáil ar bhonn píolótach agus a chinntiú go bhfuil an Acmhainn Pleanála Ríomhfhoghlama ag teacht le riachtanais an Chreata	Ráithe 3 2017	
	Doiciméid Chreat Inniúlachta TFC UNESCO agus na hAcmhainn Pleanála Ríomhfhoghlama a chur i gcrích, réidh le scaipeadh ar scoileanna	Ráithe 2 2018	

Cuspóir 1.5

Uimh	Gníomhartha	Amlínte	Seachadta ag
	Feabhas a chur ar sheirbhísí leathanbhanda do scoileanna, deontais a dháileadh do threalamh TFC agus comhairle agus ábhair tacaíochta a chur ar fáil do scoileanna	Ráithe 4 2016 – Ráithe 4 2020	
29	800 bunscoil uasghrádaithe go luasanna leathanbhanda níos airde	Ráithe 4 2016	
30	Faoi réir acmhainní a bheith ar fáil, obair le SOLAS chun an Straitéis d'Fhoghlaim Fheabhsaithe le Teicneolaíocht sa Bhreisoideachais agus Oiliúint 2016-2019 a chur i bhfeidhm, trí na gníomhartha a luaitear thíos. Leagtar amach 18 ngníomh praiticiúil, amlínte agus táscairí feidhmíochta a ghabhann leo chun forbairt a dhéanamh ar an gcumas agus deachleachtas atá ann cheana san fhoghlaim atá feabhsaithe ag an teicneolaíocht, agus rochtain a leathnú ar sholáthar Breisoideachais agus Oiliúna agus é a fheabhsú agus nuálaíocht a dhéanamh ann go leanúnach.	Ráithe 4 2016- 2019	ROS, SOLAS, BOOANNA
	Bonnlíne soláthair agus plean gníomhaíochta a bhunú laistigh de gach ceann de na 16 Boird Oideachais agus Oiliúna go náisiúnta	Ráithe 4 2017	
	Infheistiú sa bhonneagar atá riachtanach (Wi-Fi, leathanbhanda, trealamh, acmhainní foghlama)	Ráithe 1 2018	
	Infheistiú i bhforbairt ghairmiúil múinteoirí	Ráithe 1 2017 ar aghaidh	
	Leathnú ar rochtain foghlaimeoirí ar fhoghlaim atá feabhsaithe ag an teicneolaíocht	Ráithe 2 2017	
	Creat Nuálaíochta, feabhais agus meastóireachta a úsáid chun bonn a chur leis an dul chun cinn	Ráithe 4 2017 ar aghaidh	
31	Na moltaí sa Threochlár d'Fheabhsú i nDomhan Digiteach 2015-2017 a chur i bhfeidhm trí na gníomhartha seo a leanas:		
	Forbraíonn Institiúidí Ardoideachais straitéiseanna chun tacú le forbairt agus leabú an chumais dhigitigh ina ngníomhaíochtaí teagaisc agus foghlama. agus creata náisiúnta beartais agus cáilíochta ar bhealach a thacaíonn leis an nuálaíocht do thionchar	Ráithe 4 2017	INSTITIÚIDÍ ARDOIDEACH AIS
	Neartú agus tacaíocht do chomhar laistigh d'institiúidí agus eatarthu	Ráithe 4 2017	Fóram Náisiúnta um Fheabhsú an Teagaisc agus na Foghlama, ÚAO, Institiúidí Ardoideachais
	Eispéireas digiteach comhsheasmhach a fhorbairt do scoláirí agus bheith páirteach le scoláirí agus múinteoirí chun a scileanna agus eolas digiteach a fhorbairt	Ráithe 4 2017	INSTITIÚIDÍ ARDOIDEACH AIS

Cuspóir 1.5

Uimh	Gníomhartha	Amlínte	Seachadta ag
.	Bonn fianaise láidir a fhorbairt d'oideolaíocht fheabhsaithe trí thograí taighde agus forbartha spriocaimsithe	Ráithe 4 2017	Fóram Náisiúnta um Fheabhsú an Teagaisc agus na Foghlama, ÚAO, ROS

Cuspóir 1.6: Cur ar chumas na bhfoghlaiméoirí cumarsáid a dhéanamh go héifeachtúil agus feabhas a chur ar a gcaighdeán inniúlachta i dteangacha

Cuspóir 1.6

Uimh	Gníomhartha	Amlínte	Seachadta ag
32	Curacdam Teangacha na Bunscoile (Gaeilge agus Béarla) a rolladh amach sna bunscoileanna uile.		
	Naíonáin Shóisearacha go Rang a 2, ar bhonn céimnithe	Ráithe 3 2016, 2017, 2018	ROS, CNCM, Scoileanna
	Rang a 3– Rang a 6, ar bhonn céimnithe	Ráithe 3 2019 ar aghaidh	
33	Foghlaim na Gaeilge a neartú i limistéir na Gaeltachta.		
	Straitéis a fhoilsiú	Ráithe 4 2016	ROS
	Straitéis a chur i bhfeidhm ar bhonn céimnithe, de réir mar a cheadaíonn acmhainní	Ráithe 3 2017	
34	Beidh Creat nua do Nuatheangacha Iasachta sa tSraith Shóisearach ar fáil do scoileanna chun méadú ar raon agus cáilíocht na teangacha is féidir a mhúineadh.	Ráithe 3 2017	ROS, CNCM
35	Straitéis na dTeangacha Iasachta san Oideachas a cur i bhfeidhm, d'fhonn: <ul style="list-style-type: none"> Méadú ar éagsúlacht agus soláthar na ndeiseanna foghlama teangacha iasachta, lena n-áirítear teangacha amhail Mandairínis atá ábhartha do gheilleagair an todhchaí atá ag fás go tapa Feabhas a chur ar cháilíocht an teagaisc agus na foghlama agus a chinntiú go mbíonn soláthar ann de mhúinteoirí agus oideoirí oilte de theangacha iasachta i scoileanna agus san earnáil ardoideachais Áireoidh Creat Feidhmíochta Córas nua don Ardoideachas táscairí agus targaidí mar treoir do sholáthar d'éagsúlacht de dheiseanna foghlama teanga ar thosaíocht náisiúnta. Déanfar monatóireacht ar an dul cun cinn tríd an bpróiseas um plé straitéiseach le hInstitiúidí Ardoideachais. Méadú ar fheasacht faoi thairbhí na foghlama teanga do dheiseanna gairme agus do dheiseanna staidéir thar lear 		ROS, CNCM, ÚAO, SOLAS Soláthraith e Oideachais agus Oiliúna

Cuspóir 1.6

Uimh	Gníomhartha	Amlínte	Seachadta ag
	<ul style="list-style-type: none">Bunófar grúpa comhairle teanga chun maoirseacht a dhéanamh ar chur i bhfeidhm straitéis na dteangacha iasachta. Áireofar ar na baill ionadaithe ó earnáil an bhunoideachais chomh maith leis an iar-bhunoideachas, breisoideachas agus oiliúint, fostóirí agus Ranna rialtais.		
	An Straitéis a fhoilsiú	Ráithe 4 2016	
	Tús leis an gcéad shruth de thograí a chur i bhfeidhm, de réir mar a cheadaíonn acmhainní	Ráithe 1 2017	

Sprioc 2: Feabhas a chur ar dhul chun cinn na bhfoghlaimoirí atá i mbaol míbhuntáiste oideachais nó na bhfoghlaimoirí a bhfuil riachtanais speisialta oideachais acu

Tá an t-oideachas cuimsitheach ina bhunphrionsabal d'ár gcóras oideachais agus oiliúna agus le blianta fada anuas tá bearta ar bun ag Éirinn chun tacú le riachtanais éagsúla na scoláirí de gach aois. Cé go bhfuil dul chun cinn suntasach déanta againn chun cothromas agus comhionannas deiseanna a chur chun cinn, aithnítear leis an Straitéis seo go bhfuil dúshlán shuntasacha ann fós má táimid le cinntiú go dtugtar tacaíocht imleor do leanaí agus daoine óga ó chúlaí éagsúla sa chaoi is gur féidir leo rath a bhaint amach sa chóras oideachais.

Comhionannas Deiseanna a Sholáthar (DEIS)

Tá ár bpríomhthionscnamh beartais chun míbhuntáiste oideachais a chomhrac, DEIS, á athbhreithniú faoi láthair agus táimid ag féachaint leis an dea-chleachtas a chuimsiú i gclár nua.

Tá feabhsúchán suntasach ann i gcoinneáil scoláirí i scoileanna DEIS, atá tar éis fáis ó 68.2% deich mbliana ó shin go dtí 82.7% díobh siúd ag dul isteach sa scoil dara leibhéal in 2009. Is é 92% an ráta coinneála do scoileanna nach scoileanna DEIS iad. Tá feabhas tagtha ar thorthaí litearthachta agus uimhearthachta i scoileanna DEIS, ach léiríonn sonraí gnóthachtála go bhfuil torthaí faoi bhun an noirm náisiúnta.

Rannpháirtíocht agus Rochtain

Mar chuid den Straitéis EU2020, bhí Éire ag féachaint le céatadán na ndaoine 18-24 bliana d'aois a bhfuil meánoideachas acu agus nach bhfuil sa bhreiseoideachas agus oiliúint a laghdú go dtí 8%. Tá an targaid seo sáraithe anois le ráta reatha 6.9%.

Is beag tagarmharc idirnáisiúnta ábhartha don rannpháirtíocht nó coinneáil i gclár de shórt Breisoideachais agus Oiliúna. Leanfar d'fheabhsú ar cháilíocht agus ábharthacht an tsoláthair ar fud na hearnála Breisoideachais agus Oiliúna a bheith ina phríomhthosaíocht sna blianta seo romhainn agus beidh sé á treorú ag an dea-chleachtas in áiteanna eile. Scrúdófar conairí chuig an dul chun cinn lena chinntiú go bhfuil siad oiriúnach don fheidhm agus go bhfuil siad ag freastal ar na faoine sin a bhfuil siad de dhíth orthu - rá gníomhartha i gCuspóir 4 ábhartha ina leith seo.

Tá rannpháirtíocht fhoriomlán ag scoláirí a bhfuil riachtanais speisialta oideachais acu san ardoideachas fásta ó níos lú ná 1,000 scoláire i 1993 go dtí beagnach 10,000 in 2013. Sa phlean rochtana nua tá roinnt targaidí do chatagóirí ar leith de scoláirí atá tearcionadaithe faoi láthair, lena n-áirítear scoláirí ó ghrúpaí socheacnamaíocha níos ísle, scoláirí a bhfuil riachtanais speisialta oideachais acu, scoláirí aibí, agus baill den Lucht Siúil. Rinneadh tagairt don fheabhsú ar rochtain ag grúpaí tearcionadaithe i dtuarascáil an Ghrúpa Saineolaithe ar Mhaoiniú don Ardoideachas sa Todhchaí (2016), agus tá machnamh á dhéanamh ag an Roinn freisin ar na tátail seo ina cuid oibre ar rochtain. Ar an mbealach seo, ba chóir go mbeadh an dul ar aghaidh chuig an ardoideachas níos ionadaí ar an daonra i gcoitinne.

Foghlaimoirí a bhfuil Riachtanais Speisialta Oideachais acu

Tá athrú ollmhór tagtha ar ár gcuir chuige i leith an oideachais speisialta le cion atá ag fás de leanaí a bhfuil riachtanais speisialta oideachais acu á n-oiliúint lena bpiaraí i scoileanna príomhshrutha. Tá an Chomhairle Náisiúnta um Oideachas Speisialta (CNOS) chun tosaigh leis an taighde ar an réimse beartais tábhachtach seo agus thug sí le fios le déanaí, maidir leis an tsamhail don tacú le leanaí a bhfuil riachtanais speisialta oideachais

acu, tagann an taighde idirnáisiúnta chuig an tuairim nach bhfuil aon chur chuige foirfe a oibríonn i dtír ar bith.

Agus comhairle á forbairt, cuireann CNOS san áireamh cleachtas agus soláthar i dtíortha eile agus féachann sí lena chinntiú go ngabhtar an dea-chleachtas i dtíortha eile sa chaoi is go gcinnteofar go leanann Éire de bheith i measc na gceannairí i dtéarmaí an tsoláthair agus na cáilíochta.

Sa bhliain 2014, chuir CNOS tuarascáil ar fáil a mhol samhail nua do leithdháileadh na n-acmhainní do leanaí i scoileanna príomhshrutha a bhfuil riachtanais speisialta oideachais. Sa tuarascáil cuirtear an tsamhail nua atá molta chun tosaigh mar ‘bhealach níos fearr agus níos cothroime’, ag aithint nach bhfuil an ‘bealach is fearr’ aimsithe ag tír ar bith eile. Tá obair ar siúl leis an tsamhail nua seo a chur i bhfeidhm.

Maidir le seirbhís síceolaíochta na Roinne, SNSO, agus í ag tacú le forbairt inniúlacht acadúil, shóisialta agus mhothúchánach na scoláirí uile, tugann sí tosaíocht dá tacaíocht do scoláirí atá i mbaol míbhuntáiste oideachais agus dóibh siúd a bhfuil riachtanais speisialta oideachais acu.

Sprioc 2: ÁR gCUSPÓIRÍ & GNÍOMHARTHA

Feabhas a chur ar eispéireas foghlama, torthaí foghlama agus gluaiseacht chun cinn dóibh siúd atá i mbaol míbhuntáiste oideachais

Déanfaidh an Roinn Plean Gníomhaíochta nua don Chuimsitheacht Oideachais a fhoilsiú agus a chur i bhfeidhm, a áireoidh clár tacaíochta scoile, creat measúnaithe do leithdháileadh acmhainní, agus creat monatóireachta agus meastóireachta. Leathnóimid raon na gclár oideachais agus oiliúna chun freastal níos fearr a dhéanamh ar riachtanais na bpríomh-spríocghrúpaí cláir lena n-áirítear an lucht dífhostaithe agus lucht luathfhágála scoile. Feabhsóimid rochtain ar dheiseanna oideachais trína chinntiú go bhfuil na tacaí spriocdhírthe atá ar bun do scoláirí san ardoideachas oiriúnach don fheidhm agus méadóimid tacaí airgeadais do scoláirí iarchéime ag díriú orthu siúd ó theaghlaigh ar ioncain ísle.

Tacú le foghlaimoirí a bhfuil riachtanais speisialta oideachais acu páirt a ghlacadh agus dul chun cinn a dhéanamh

Cuirfimid feabhas ar rannpháirtíocht, lena n-áirítear rannpháirtíocht i suíomhanna príomhshrutha cuimsitheacha, agus dul chun cinn na leanaí a bhfuil riachtanais speisialta oideachais acu thar an gcóras oideachais iomlán, agus forbróimid cuir chuige scoile uile níos fearr. Déanfaimid samhail nua a fhorbairt agus a thástáil ar bhonn píolótach do leithdháileadh acmhainní teagaisc chun tacú le leanaí a bhfuil riachtanais speisialta oideachais acu i scoileanna. Forbrófar Seirbhís Tacaíochta Cuimsitheachta nua do scoileanna. Déanfaimid measúnú ar scéim na gCúntóirí Riachtanas Speisialta chun an bealach is fearr a aithint le torthaí níos fearr a sholáthar do d’fhoghlaimoirí a bhfuil riachtanais speisialta oideachais acu. Forbrófar samhail nua do sheirbhísí inscoile urlabhra agus teanga.

Sprioc 2: TARGAIDÍ AGUS TÁSCAIRÍ

SPRIOC	BEART	TARGAID / TÁSCAIRE
FEABHAS A CHUR AR DHUL CHUN	RIACHTANAS SPEISIALTA OIDEACHAIS	SAMHAIL NUA DE LEITHDHÁILEADH ACMHAINNÍ TEAGAISC CURTHA I BHFEIDHM
		SEIRBHÍS CUIMSITHEACHTA BUNAITHE

SPRIOC	BEART	TARGAID / TÁSCAIRE
		SAMHAIL UM THEIRIPE URLABHRA AGUS TEANGA INSCOILE FORBARTHA ATHBHREITHNIÚ AR SCÉIM NA GCÚNTÓIRÍ RIACHTANAS SPEISIALTA CURTHA I GCRÍCH
	RÁTAÍ COINNEÁLA DEIS	LEANÚINT D'FHEABHAS A CHUR AR RÁTAÍ COINNEÁLA AG AN DARA LEIBHÉAL I SCOILEANNA DEIS, ÓNA RÁTA REATHA 82.7% CHUIG AN NORM NÁISIÚNTA, 90.2%, FAOI LÁTHAIR, FAOI 2025
	RÁTAÍ LITEARTHACHTA AGUS UIMHEARTHACHTA DEIS	I GCOMHTHÉACS AN ATHBHREITHNITHE AR AN STRAITÉIS LITEARTHACHTA AGUS UIMHEARTHACHTA, FEABHAS A CHUR AR FHEIDHMÍOCHT I SCOILEANNA DEIS, I GCOMHRÉIR LE TARGAIDÍ LEASAITHE A SHOCRÓFAR FAOIN ATHBHREITHNIÚ, FAOI 2025
	EU2020: LAGHDÚ AR CHÉATADÁN NA NDAOINE 18-24 BLIANA D'AOIS A BHFUIL IAR-BHUNOIDEACHAS SÓISEARACH AR A MHÉID ACU AGUS NACH BHFUIL SA BHREISOIDEACHAS AGUS OILIÚINT CHUIG AN SPRIOC A GHLAC ÉIRE, I.E. 8%	DUL CHUN CINN I DTACA LE LAGHDÚ DAIGNITHE AG AN RÁTA REATHA 6.9%
	CÉATADÁN DEN LUCHT SAOHAIR AG LEIBHÉIL 1-3 AR CNC	7%, Ó RÁTA REATHA 15%
	ARDOIDEACHAS: MÉADÚ AR CHION NA MAC LÉINN SAN ARDOIDEACHAS Ó GHRÚPA NACH OIBRITHE LÁIMHE	30%, Ó RÁTA REATHA 23%, FAOI 2019
	MÉADÚ AR CHION NA MAC LÉINN SAN ARDOIDEACHAS Ó GHRÚPA OIBRITHE LEATHOILTE AGUS TALMHAÍOCHTA	35%, Ó RÁTA REATHA 26%, FAOI 2019
	MÉADÚ AR CHION NA N-IONTRÁLAITHE AIBÍ LÁNAIMSEARHTHA AGUS PÁIRTAIMSEARHTHA SAN ARDOIDEACHAS	24%, Ó RÁTA REATHA 19%, FAOI 2019
	MÉADÚ AR CHION NA MAC LÉINN FAOI MHÍCHUMAIS MAR % DE NA HIONTRÁLAITHE UILE SAN ARDOIDEACHAS	8%, Ó RÁTA REATHA 6%, FAOI 2019
	MÉADÚ AR RANNPHÁIRTÍOCHT AG MIC LÉINN AG GLUASEACHT CHUN CINN ÓN MBREISOIDEACHAS CHUIG AN ARDOIDEACHAS	10%, Ó RÁTA REATHA 6.6%, FAOI 2019
	MÉADÚ AR LÍONN ÓN LUCHT SIÚIL SAN ARDOIDEACHAS	80 ÓN BHFIGIÚR REATHA 35 FAOI 2019

Cuspóir 2.1: Feabhas a chur ar an eispéireas foghlama agus ar na torthaí foghlama d'fhoghlaimoirí atá thíos le míbhuntáiste

Cuspóir 2.1				
Uimh.	Gníomhartha	Amlínte	Seachadta ag	
36	Tacú le cur i bhfeidhm an tionscnaimh AIM (Rochtain agus Cuimsitheacht) faoi stiúir RLGÓ in ionaid ECCE trí mhaoiniú ó chuntais dhíomhaoine ar chlár náisiúnta nua ardoideachas do Chomhordaitheoir Cuimsitheachta i suíomhanna luathbhlianta.	Ráithe 4 2016	ROS	
37	Plean gníomhaíochta nua a fhoilsiú don chuimsitheacht oideachais a áireoidh Creat Measúnaithe nua trédhearcach agus daingean chun scoileanna a aithint agus chun acmhainní a leithdháileadh faoi Chlár Tacaíochta Scoile nua. Beidh sé seo faoi réir ag creat cuimsitheach monatóireachta agus meastóireachta agus áireoidh sé tacaíocht fheabhsaithe do cheannaireacht scoile, líonraí agus braislí a chruthú do mhúinteoirí agus scoileanna, comhtháthú níos fearr idir obair na scoileanna agus na dtacaí pobail áitiúla, agus úsáid níos mó as Teagmháil Baile, Scoile agus an Phobail.	Ráithe 4 2016	ROS	
		Straitéis a fhorbairt chun an Plean Gníomhaíochta a chur in iúl		Ráithe 4 2016
		An Plean Gníomhaíochta a chur i bhfeidhm de réir mar a cheadaíonn acmhainní		Ráithe 3 2017 ar aghaidh
38	Snáitheanna den Phlean Náisiúnta um Chothromas Rochtana ar an Ardoideachas a chur i bhfeidhm, sa chaoi is go mbíonn an t-ardoideachas níos ionadaí ar an daonra i gcoitinne, trí na gníomhartha seo a leanas:	Leanúnach go 2019	ROS, ÚAO, Institiúidí Ardoideachais	
		Athbhreithniú a fhoilsiú agus moltaí a chur i bhfeidhm i dtaca leis an gCiste Cabhrach an Mac Léinn		Ráithe 3 2016
		Athbhreithniú a fhoilsiú agus moltaí a chur i bhfeidhm i dtaca leis an gCiste do Mhic Léinn faoi Mhíchumais		Ráithe 1 2017
		Plean Sonraí a fhorbairt i dtaca le Rochtain ar an Ardoideachas, le tacar comhaontaithe de tháscairí cainníochta agus cáilíochta a cheadóidh aithint agus tacú do 'rochtain' mac léinn, agus monatóireacht ar fheidhmíocht na nInstitiúidí Ardoideachais i rollú agus tacú le mic léinn den sórt sin. Éascóidh sé seo monatóireacht ar an dul chun cinn ar na targaidí náisiúnta atá sa Phlean Náisiúnta Rochtana		Ráithe 2 2017
39	Bearta a aithint chun neamh-chríochnú sa ardoideachas a laghdú.		ROS	
		Grúpa oibre bunaithe		Ráithe 2 2016
		Bearta aitheanta le cur faoi chaibidil		Ráithe 3 2017
40	Glaoch ar mholtaí a eisiúint chun méadú ar an rannpháirtíocht in oiliúint tosaigh múinteoirí ag spriocgrúpaí rochtana.	Ráithe 4 2016	ROS	
41	Glaoch ar bhearta a eisiúint chun dul i ngleic go díreach le pobail faoi mhíbhuntáiste, chun tairbhí an ardoideachais a chur chun cinn.	Ráithe 4 2016	ROS	
42	Tuarascáil a ullmhú i dtaca leis na bacanna ar thuismitheoirí aonair ag rochtain an ardoideachais, agus moltaí na tuarascála a fhoilsiú roimh Bhuiséad 2017.	Ráithe 3 2016	ROS	

Cuspóir 2.1

Uimh.	Gníomhartha	Amlínte	Seachadta ag
43	Méadú ar thacaí airgeadais do mhic léinn iarchéime le fócas ar leith orthu siúd ó theaghlaigh ar ioncaim ísle, de réir mar a cheadaíonn acmhainní.	Ag brath ar chinntí buiséid	
44	Beartas náisiúnta a fhorbairt i dtaca le hAitheantas Réamhfhoghlama (RPL).	2018	ROS
45	Cinntiú go bhfuil Breisoideachas agus Oiliúint ag freastal ar riachtanais shainiúla na ndaoine dífhostaithe agus na ngrúpaí eile atá thíos le míbhuntáiste.		ROS
	BOOanna ag obair go dlúth le hOifigí Intreo faoi phrótacail nua a leathnaíonn soláthar ar ghrúpaí cliaint na an Roinn Coimirce Sóisialaí i gcomhréir le Bealaí chun Oibre 2016-20	Leanúnach	
	Taighde a dhéanamh ar bhacanna ar rannpháirtíocht sa Bhreisoideachas agus Oiliúint, le béim ar leith ar dhaoine dífhostaithe agus grúpaí eile faoi mhíbhuntáiste.	2017	
	Torthaí taighde scaipthe ar sholáthraithe chun an próiseas Pleanála Seirbhíse a threorú.	2018	
46	Athbhreithniú a dhéanamh ar an gClár Youthreach.	2017	ROS
47	Cuir chuige comhtháite Saol-Cúrsa a fhorbairt maidir le dul i ngleic leis an míbhuntáiste oideachais, le ráiteas beartais i dtaca leis an idirghníomhaíocht idir na bearta chun dul i ngleic leis an míbhuntáiste oideachais ar fud chontanam an oideachais.		ROS
48	Cuidiú le RLGÓ agus TUSLA an tiomantas sa Chlár do Rialtas Comhpháirtíochta a chomhlíonadh, go n-ardófaí an aois scolaíochta éigeantaí go 17 mbliana.	2018	RLGÓ, TUSLA, ROS

Cuspóir 2.2: Beartais agus tacaí d'fhoghlaimoirí a bhfuil riachtanais speisialta oideachais acu a spriocdhírú d'fhonn tacú lena rannpháirtíocht agus dul chun cinn thar chontanam an oideachais

Cuspóir 2.2

Uimh	Gníomhartha	Amlínte	Seachadta ag
49	Déan samhail nua a fhorbairt agus a thástáil ar bhonn píolótach don leithdháileadh ar acmhainní teagasc do a bhfuil riachtanais speisialta oideachas acu.		ROS
	An t-athbhreithniú ar an dtástáil phíolótach a chur i gcrích agus ullmhú don chur i bhfeidhm	Ráithe 4 2016	
	An tsamhail nua a chur i bhfeidhm i scoileanna, de réir mar a cheadaíonn acmhainní	Ráithe 4 2017	
50	Dul i gcomhairle le comhpháirtithe oideachais maidir le codanna den Acht EPSEN a chur i bhfeidhm agus maidir le soláthar seirbhísí do leanaí a bhfuil siondróm Down orthu.	Ráithe 4 2016	ROS, CNOS
51	Measúnú cuimsitheach a dhéanamh ar scéim na gCúntóirí Riachtanas Speisialta chun an fhoirm is iomchuí de roghanna tacaíochta a aithint d'fhonn torthaí níos fearr a sholáthar do scoláirí a bhfuil riachtanais speisialta oideachais acu.		ROS, CNOS
	Agus Téarmaí Tagartha forbartha, cuirfidh CNOS tús le	Ráithe 4	

Cuspóir 2.2

Uimh	Gníomhartha	Amlínte	Seachadta ag
	hathbhreithniú cuimsitheach páirtithe leasmhara agus pobail	2016	
	Measúnú cuimsitheach a chur i gcrích agus torthaí a fhoilsiú	Ráithe 1 2018	
52	Obair le Ranna agus gníomhaireachtaí ábhartha chun seirbhís nua urlabhra agus teanga inscoile a thabhairt isteach a chruthaíonn nascachtaí níos láidre idir tuismitheoirí, múinteoirí agus teiripeoirí urlabhra agus teanga.		ROS, R/Sláinte, FSS
	Tús a chur le plé leis an Roinn SLáinte agus Feidhmeannacht na Seirbhíse Sláinte d'fhonn plan forfheidhmithe a fhorbairt don tsamhail nua	Ráithe 4 2016	
53	Seirbhís Tacaíochta Cuimsitheachta a bhunú faoi CNOS chun cuidiú le scoileanna sa soláthar oideachais do leanaí a bhfuil riachtanais speisialta oideachais acu	Ráithe 4 2016	

Spríoc 3: Cuidiú leo siúd atá ag soláthar seirbhísí oideachais feabhsú go leanúnach

Is í cáilíocht ár ngairme teagaisc an toisc aonair is ríthabhachtaí chun cáilíocht na dtorthaí oideachais inár gcóras a choinneáil agus a fheabhsú. Soláthraíonn múinteoirí, léachtóirí agus cleachtóirí oideachais seirbhísí oideachais chun freastal ar riachtanais an-éagsúla na bhfoghlaimoirí, na dtuismitheoirí, agus bpobal áitiúil. Tá a fhios againn go bhfuil sé riachtanach an fhorbairt ghairmiúil is fearr agus is féidir agus tacaíocht phraiticiúil leanúnach a sholáthar do na daoine tábhachtacha seo in earnáil an oideachais má táimid chun na cuspóirí uailmhianach atá leagtha amach againn d'oideachas na hÉireann a bhaint amach.

Aithnímid go bhfuil gá le deiseanna um fhorbairt ghairmiúil ardchaighdeán a sholáthar do chleachtóirí luathbhlianta chun feabhas a chur ar cáilíocht an eispéiris fhoghlama d'ár bhfoghlaimoirí is óige sna blianta seo atá ag teacht. Oibreoidimid i ndlúthchomhar leis an Roinn Leanaí agus Gnóthaí Óige chun feabhas a chur ar dheiseanna um oiliúint tosaigh agus um fhorbairt ghairmiúil leanúnach san earnáil thábhachtach seo.

Tá an t-ádh ar Éirinn go bhfuiltear ábalta daoine den scoth a mhealladh chuig na gairmeacha teagaisc agus tá cáil láidir ar ár lucht saothair go hidirnáisiúnta. Méadóimid an infheistíocht i bhforbairt ghairmiúil do mhúinteoirí ar fud an chontanaim ón oiliúint tosaigh múinteoirí go hionduchtú go forbairt ghairmiúil luath go múinteoir ardoilte nó sainoilte agus ceannaire de réir mar a cheadaíonn acmhainní. Príomhthéama den athchóiriú leanúnach ar fhorbairt ghairmiúil do mhúinteoirí is ea freagracht chomhghleacúil an mhúinteora a fhorbairt, ní hamháin mar mhúinteoir sainoilte, ach mar rannpháirtí in obair chomhghleacúil na scoile freisin – i bhfeabhsú caighdeán, i bhforbairt Nuálaíochtaí, agus sa mheasúnú, monatóireacht agus feabhsú ar fhoghlaim na scoláirí.

Níos mó agus níos mó, déanann córais oideachais ardfheidhmíochta infheistíocht straitéiseach in inniúlacht a gceannairí oideachais. Is mian linn é sin a dhéanamh in Éirinn freisin. Sna blianta seo atá romhainn, cuirfear tús le cláir nua nuálaíochta chun tacú le forbairt ghairmiúil na gceannairí scoile. Déanfaidh sé seo soláthar do sheirbhísí oiliúna gairmiúla agus do thabhairt isteach cáilíochta iarchéime do cheannairí scoile ionchasacha.

Aithnímid freisin, má tá múinteoirí agus cleachtóirí ardchaighdeán agus ceannairí ardéifeachtacha againn, go mbeidh ár soláthraithe oideachais agus oiliúna ina n-eagraíochtaí foghlama ar a ndéantar monatóireacht leanúnach, atá ag fabhrú agus ag foghlaim ón dea-chleachtas trí mheastóireacht, tagarmharcáil agus feabhsúchán leanúnach bunaithe ar an gcleachtas idirnáisiúnta is fearr. Is fíor é seo thar speictream an oideachais agus na hoiliúna, ón réamhscoil go dtí an fhoghlaim bhreise agus foghlaim ar feadh an tsaoil. Ag an tréimh leibhéal, mar shampla, cuireann an Fóram Náisiúnta um Fheabhsú an Teagaisc agus na Foghlama san Ardoideachas saeolas agus ionchuir ó ar fud earnáil an Ardoideachais ag obair chun an dea-chleachtas a leathnú agus a mhúnlú.

Foghlaimíonn eagraíochtaí foghlama atá fíoréifeachtach ón athmhachnamh agus ón bhféinmheastóireacht, agus tá a fhios againn, freisin, gur féidir le meastóireacht daingean sheachtrach in éineacht le sainchomhairle cuidiú le tacú le nuálaíocht agus caighdeán arda na foghlama i scoileanna agus suíomhanna eile. Forbróimid féinmheastóireacht scoile agus cinnteoidimid go gcuidíonn clár comhlántach Chigireacht na Roinne de chigireachtaí agus cuairteanna comhairle le tacú leis an gcleachtas nuálaíoch agus éifeachtach i scoileanna agus suíomhanna luathbhlianta, agus ag an am céanna, go dtabharfar dearbhú cáilíochta imleor do thuismitheoirí agus don phobal.

Ní mór dúinn nuálaíocht agus feabhas a chur chun cinn, ardghnóthachtáil a aithint agus féachaint le cuir chuige rathúla a chur sa príomhshruth. Díreoidh cur i bhfeidhm na Straitéise agus Plean Gníomhaíochta seo ar:

- Acmhainn na ceannaireachta a fhorbairt

- Teagasc agus foghlaim a neartú
- An nuálaíocht agus piarfhoghlaim agus piarmhalartú a chur chun cinn
- Oiliúint tosaigh múinteoirí agus oiliúint seirbhíse den chéad scoth a sholáthar
- Seirbhísí tacaíochta a fhorbairt chun cuidiú le soláthraithe ag na leibhéil uile pleananna feabhsúcháin a chur i gcrích go rathúil
- Córais thacúla um meastóireacht agus um dhearbhu cáilíochta

Oibreimid i gcomhar le páirtithe leasmhara náisiúnta agus le saineolaithe idirnáisiúnta sa réimse.

Sprioc 3: ÁR gCUSPÓIRÍ & GNÍOMHARTHA

Contanam an oideachais do mhúinteoirí a fhorbairt

Déanfar pleanáil don lucht saothair a threisiú le pleanáil fheabhsaithe ar sholáthar múinteoirí. Leanfar den athchóiriú ar oideachas múinteoirí agus ionduchtú chun tacú leis an bhfeabhas agus le piarfhoghlaim agus piarmhalartú. Leathnófar ar thacaí do cheannaireacht scoile le clár meantóireachta nua do phríomhoidí scoile nuacheaptha agus seirbhís oiliúna ghairmiúil do phríomhoidí atá ag freastal chun tacú le 400 príomhoide in aghaidh na bliana. Déanfar cáilíocht nua iarchéime a rolladh amach do cheannairí scoile ionchasacha; ag tacú le múinteoirí mar fhoghlaimeoirí ar feadh an tsaol. Déanfar feabhsúcháin ar an gceannaireacht agus meánbhainistíocht i scoileanna chun acmhainn na ceannaireachta a mhéadú agus chun an úsáid is fearr a bhaint as acmhainní. Athrófar forbairt ghairmiúil leanúnach le bunú lárionaid feabhais chun tacú le feabhsúchán inscoile, piarfhoghlaim agus piarmhalartú.

Cáilíocht a fheabhsú, nuálaíocht & barr feabhais a chur chun cinn agus neamhspleáchas a mhéadú i scoileanna

Tacófar le feabhsúchán leanúnach i scoileanna trí chreat cáilíochta nua don chigireacht sheachtrach agus féinfheabhsúchán scoile. Déanfar clár pleanáilte de mheastóireacht sheachtrach a rolladh amach ar fud earnáil na earnáil le raon de shamhlacha cigireachta nua. Beidh na samhlacha seo ar fad dírithe ar an gcigireacht chun feabhsúcháin: aithneoidh siad láidreachtaí atá ann cheana sna scoileanna, tabharfaidh siad an dúshlán faoi scoileanna na caighdeán a shroicheadh atá leagtha amach in *Ag Breathnú ar an Scoile Againne 2016*, an creat cáilíochta nua do scoileanna, agus tabharfaidh siad comhairle iontaoifa d'fheabhsúchán. Áireoidh samhlacha cigireachta speisialta samhail a dhíríonn ar cháilíocht an oideachais a chinntiú d'fhoghlaimeoirí a bhfuil riachtanais speisialta oideachais acu. Foilseofar tuairiscí cigireachta ar bhonn athrátha agus déanfar níos inrochtana iad do thuismitheoirí agus don phobal.

Cáilíocht na foghlama sna luathbhlianta a ardú

Tacóidh an Roinn leis an Roinn Leanaí agus Gnóthaí Óige chun feabhas a chur ar cháilíocht an tsoláthair luathbhlianta. Tacófar le cur i bhfeidhm Aistear & Síolta, na creataí curaclaim agus cáilíochta luathbhlianta, le hoiliúint do mheantóirí agus oiliúnaithe agus breisoiliúint ar an lucht saothair. Bainfear úsáid ag clár méadaithe de chigireachtaí a dhíríonn ar oideachas luathbhlianta chun an dea-chleachtas a aibhsiú agus a neartú, chun a aithint cén áit a bhfuil gá le feabhsúcháin sa soláthar, agus chun athdhearbhú a thabhairt i dtaca le cáilíocht sa soláthar oideachais i réamhscoileanna sa scéim ECCE.

Eispéiris foghlama ardchaighdeáin a chur chun cinn sa bhreisoideachas agus oiliúint agus san ardoideachas

Príomhthosaíocht is ea cur i bhfeidhm na gcreataí um fhorbairt ghairmiúil thar earnálacha an bhreisoideachais agus oiliúna agus ardoideachais lena chinntiú go leanann múinteoirí agus léachtóirí de na scileanna cearta a fhorbairt chun tacú le foghlaimeoirí. Tabharfaidh Seirbhís Tacaíochta Foghlaimeoirí Cláir sonraí maidir le torthaí agus tionchar chúrsa ar fud na hearnála breisoideachais agus oiliúna agus tacóidh le planáil agus beartú tosaíochta sholáthar cúrsaí. Tá clár dian meastóireachta á rolladh amach freisin don chéad uair ar fud na hearnála breisoideachais agus oiliúna chun feabhsúcháin sa cháilíocht a chur chun cinn.

Sprioc 3: TARGAIDÍ AGUS TÁSCAIRÍ

SPRIOC	BEART	TARGAID / TÁSCAIRE
CUIDIÚ LEO SIÚD ATÁ AG SOLÁTHAR SEIRBHÍSÍ OIDEACHAIS FEABHSÚ GO LEANÚNACH	CIGIREACHTAÍ LUATHBHLIANTA	1,200 CIGIREACHT FAOI DHEIREADH 2017, Ó 500 IN 2016 1,000 TUAIRISC CHIGIREACHTA FOILSITHE FAOI DHEIREADH 2017, Ó 450 IN 2016
	FORBAIRT AR AN LUCHT SAOTHAIR I LUATHBHLIANTA	50 MEANTÓIR SÍOLTA OILTE [DE BHREIS AR 15 MEANTÓIR ATÁ ANN CHEANA] CRÍOCHNAÍONN 60+ MENTÓIR AN CLÁR OILIÚINT DON OILIÚNÓIR 900 COMHORDAITHEOR CUIMSITHEACHTA CURTHA FAOI OILIÚINT
	FGL DO MHÚINTEOIRÍ	183,00 AONAD FGL SEACHADTA IN 2017 ¹
	FORBAIRT NA CEANNAIREACHTA	400 PRÍOMHOIDE OILTE IN AGHAIDH NA BLIANA CRÍOCHNAÍONN 200 MÚINTEOIR IN AGHAIDH NA BLIANA CLÁR IARCHÉIME DO CHEANNAIRÍ IONCHASACHA ATHSTRUCHTÚRÚ AR CHEANNAIREACHT AGUS MEÁNBHAINISTÍOCHT I SCOILEANNA AGUS BOOANNA COMHAONTAOITHE AGUS CURTHA I BHFEIDHM
	CIGIREACHT SCOILE	AG BREATHNÚ AR AN SCOIL AGAINNE: CREAT CÁILÍOCHTA DO SCOILEANNA FOILSITHE FMS (FÉINMHEASTÓIREACHT SCOILE) AR BUN SNA BUNSCOILEANNA AGUS IAR-BHUNSCOILEANNA UILE, DÍRITHE AR FHEABHSÚCHÁIN A AITHINT AGUS A CHUR I BHFEIDHM FMS Á THACÚ LE SUAS LE C.400 CUIRT COMHAIRLE ÓN GCIGIREACHT IN AGHAIDH NA BLIANA SAMHLACHA ATHCHÓIRITHE AR CHIGIREACHT CURTHA I BHFEIDHM A DHÍRÍONN AR THACÚ LE FEABHSÚCHÁIN, CÁILÍOCHT A DHEARBHÚ, AGUS EOLAS A SHOLÁTHAR DO THUISMITHEOIRÍ CIGIREACHTAÍ DÉANTA I C.1500 BUNSCOIL AGUS IAR-BHUNSCOIL IN AGHAIDH NA BLIANA
	BREISOIDEACHAS AGUS OILIÚINT	MEASTÓIREACHTAÍ CLÁIR I GCRÍCH AGUS MOLTAÍ CURTHA I BHFEIDHM

¹ Sanntar Aonad FGL mar idirghníomhaíocht idir seirbhís tacaíochta múinteoirí agus múinteoir aonair. Bíonn idirghníomhaíochtaí sa raon idir seisiún 2 uair an chloig in ionad oideachais agus tacar de sheisiúin.

SPRIOC	BEART	TARGAID / TÁSCAIRE
		DUL CHUN CINN SA CHUR I BHFÉIDHM AR CHREAT UM FHOBAIRT GHAIRMIÚIL
	ARDOIDEACHAS AGUS OILIÚINT	DUL CHUN CINN SA CHUR I BHFÉIDHM AR CHREAT NÁISIÚNTA UM FHOBAIRT GHAIRMIÚIL DO CHLEACHTÓIRÍ ARDOIDEACHAIS

Cuspóir 3.1: Méadú ar cháilíocht na Luathbhlianta chun eispéireas foghlama níos fearr a sholáthar do leanaí óga

Cuspóir 3.1

Uimh.	Gníomhartha	Amlínte	Seachadta ag
54	Tacú le cur i bhfeidhm Aistear, an creat curaclaim luathbhlianta.		ROS, CNCM
	10 n-uaire a chloig d'acmhainní um Fhorbairt Ghairmiúil Leanúnach (FGL) a fhorbairt d'Aistear sna luathbhlianta	Ráithe 3- Ráithe 4 2016	
	Nuashonrú agus cothabháil ar an Treoirleabhar Cleachtais Aistear Síolta ar líne chun tacú leis an lucht saothair luathbhlianta ina gcuid oibre	Ráithe 4 2016	
	Oiliúint a chur ar 50 meantóir breise Síolta ó Choistí Contae agus Cathrach i gCúram Leanaí (CCCanna) agus Eagraíochtaí Deonacha Chúram Leanaí (VCOanna) agus oiliúint a chur ar na meantóirí uile atá ann cheana (15) chun FGL Aistear a sholáthar	Ráithe 4 2016	
55	Tacú leis an lucht saothair laistigh d'earnáil na luathbhlianta a fhorbairt.		ROS
	Tuarascáil a dhréachtadh do chomhairliúchán i dtaca le próifílí ról gairme athchóirithe, a thabharfaidh treoir don athbhreithniú ar chlár oideachais agus oiliúna san earnáil atá beartaithe do 2017	Ráithe 4 2016	
	900 ball foirne réamhscoile rollaithe ar an gClár Náisiúnta Leibhéal 6 do Chomhordaitheoir Cuimsitheachta	Ráithe 4 2016	
56	Clár náisiúnta de Chigireachtaí dírithe ar Oideachas Luathbhlianta (EYEIanna) a chur i bhfeidhm, a sholáthróidh comhairle agus a thacóidh le feabhsúchán forásach ar chaighdeán, ceannaireacht agus modheolaíochtaí teagaisc do bhreis agus 4,000 suíomh luathbhlianta a sholáthraínn an clár ECCE.		ROS
	500 EYEI déanta agus 450 tuairisc chigireachta foilsithe	Ráithe 4 2016	
	750 EYEI déanta agus 650 tuairisc chigireachta foilsithe	Ráithe 4 2017	
	Samhail EYEI athbhreithnithe, i gcomhairliúchán leis an earnáil luathbhlianta	Ráithe 2 2017	

Cuspóir 3.2: Contanam an oideachais do mhúinteoirí a fheabhsú chun múinteoirí a fheistiú leis na scileanna cearta do theagasc agus foghlaim sa 21ú haois agus feabhas a chur ar cheannaireacht scoile

Cuspóir 3.2			
Uimh.	Gníomhartha	Amlínte	Seachadta ag
57	Cíoradh a dhéanamh ar Thuarascáil an Ghrúpa Teicniúil ar Sholáthar Múinteoirí agus ar an gcéad dul síos féachaint le feabhas a chur ar an easnamh sonraí a d'aithin an Grúpa a chur bac ar a gcumas le gníomhartha ar leith a ainmniú, le dul chun cinn ar cheist an sonraí de réir mar a cheadaíonn acmhainní.	Ráithe 4 2016-tuarascáil le cíoradh	ROS, An Chomhairle Mhúinteoir eachta
58	Leanúint den athchóiriú ar oiliúint tosaigh múinteoirí (OTM) agus ionduchtú múinteoirí. Mic léinn OTM uile atá ag iontráil agus atá ann cheana in Ollscoil Chathair Bhaile Átha Cliath (OCBÁC), Coláiste Phádraig Droim Chonrach agus Institiúid Oideachais Mater Dei cláraithe mar mhic léinn OCBÁC Critéir iontrála athchóirithe a fhoilsiú do chlár OTM Forbairt a dhéanamh ar an gcéim phíolótach de Droichead agus an chéim fáis a dhéanamh idir 2016-2018 de “Droichead”, an próiseas ionduchtaithe náisiúnta do na Múinteoirí Nuacháilithe (NQTanna) uile Athbhreithniú a dhéanamh ar mholtaí ón bPainéal Athbhreithnithe Idirnáisiúnta i dtaca le Soláthar Oiliúna Tosaigh Múinteoirí	Ráithe 4 2016 Ráithe 1 2017 Ráithe 3 2018 Ráithe 4 2018	ROS, Institiúidí Ardoideachais, An Chomhairle Mhúinteoir eachta
59	Leathnú ar raon na dtacaí atá ar fáil tríd an Lárionad Ceannaireachta Scoile. Clár meantóireachta a thabhairt isteach, ar bhonn céimnithe, do phríomhoidí scoile nuacheaptha: tá oiliúint curtha ar 200 ceannaire scoile le saintaithí chun tacú le príomhoidí iar-bhunscoile nuacheaptha ar fud na tíre, agus príomhoidí bunscoile nuacheaptha atá lonnaithe i gcúige Laighean. An tseirbhís seo a rolladh amach chuig na príomhoidí bunscoile uile de réir mar a cheadaíonn acmhainní. Seirbhís oiliúna ghairmiúil a thabhairt isteach do phríomhoidí atá ag freastal, ag ligean do suas le 400 príomhoide in aghaidh na bliana oiliúint ghairmiúil a rochtain	Ráithe 3 2016 Ráithe 4 2016 ar aghaidh	ROS, Lárionad Ceannaireachta Scoile
60	Cáilíocht iarchéime nua a fhorbairt agus a thabhairt isteach do cheannairí scoile ionchasacha. Cúrsa a thosú, i ndiaidh próisis tairisceana agus soláthraí cúrsa a cheapadh, ag éascú 200 rannpháirtí in aghaidh na bliana	Ráithe 3 2016 – Ráithe 3 2017	ROS
61	Athrú ar an struchtúr ceannaireachta agus meánbhainistíochta agus ar na feidhmeanna a dhéantar i scoileanna acu siúd a bhfuil poist freagrachta acu: <ul style="list-style-type: none">Plé le comhpháirtithe bunscoile agus iar-bhunscoile a fhéachann le feabhas a chur ar sholúbthacht struchtúr na sealbhóirí poist, ag athrú an sceidil reatha de dhualgais i dtreo samhail atá níos solúbtha, níos	Leanúnach	ROS, Scoileanna, Bainistíocht agus Comhlachtaí Pátrúnachta

Cuspóir 3.2

Uimh.	Gníomhartha	Amlínte	Seachadta ag
	leithdháilte agus níos cuntasáí, ina ndéantar róil agus freagrachtaí a chomhroinnt agus a chur in oiriúint do shuíomhanna agus comhthéacsanna áirithe <ul style="list-style-type: none"> Plé le ETBI chun togra a fhorbairt a spreagfaidh BOOanna le cur chuige níos solúbtha agus níos spriocaimsiithe a ghlacadh i dtaca le húsáid na bpríomhoidí agus na bpríomhoidí tánaisteacha 		
62	Roghanna agus módúlachtaí a aithint do chomhtháthú na seirbhísí tacaíochta agus seirbhísí forbartha gairmiúla atá ann cheana do mhúinteoirí a d'fhéadfadh Lárionad Feabhais foriomlán a chothú, d'fhonn tacú le feabhsúchán inscoile agus piarmhaltú, de réir mar a cheadaíonn acmhainní.	Ráithe 1 2017	ROS
63	Tacaíocht ghairmiúil thiomanta a sholáthar do mhúinteoirí chun tacú le cur i bhfeidhm an athraithe curaclaim. <p>Cuirfidh an tSeirbhís um Fhorbairt Ghairmiúil do Mhúinteoirí FGL ar fáil chun tacú le Curaclam Teangacha na Bunscoile agus chun tacú le Tús Áite do Leanaí a chur i bhfeidhm i scoileanna</p> <p>Cuirfidh an fhoireann tacaíochta don tSraith Shóisearach do Mhúinteoirí FGL ar fáil chun tacú leis an athchóiriú ar an tSraith Shóisearach a chur i bhfeidhm</p> <p>Tacóidh SNSO le scoileanna na treoirlínte "Folláine i Scoileanna" a chur i bhfeidhm</p> <p>Tacóidh CNOS le scoileanna an tsamhail nua um leithdháileadh RSO a chur i bhfeidhm</p>	Leanúnach h Leanúnach h Leanúnach h Leanúnach h	ROS, SFGM, SNSO, CNOS, JCT
64	Rialú ar ghairm na múinteoireachta. <p>Na forálacha san Acht um Chomhairle Mhúinteoireachta i dtaca le Feidhmiúlacht chun Múineadh a chur i bhfeidhm</p> <p>An Chomhairle Mhúinteoireachta le dréacht-Chreat Náisiúnta um FGL Múinteoirí a chur i gcrích, i ndiaidh comhairliúcháin leis na páirtithe leasmhara, de réir mar a cheadaíonn acmhainní</p>	Leanúnach Leanúnach	ROS, An Chomhairle Mhúinteoir eachta
65	Soláthar na gclár um oiliúint do mhúinteoirí faoi fhéinmharú SafeTalk agus ASIST tríd an líonra Ionaid Oideachais.	Leanúnach	ROS, R/Sláinte

Cuspóir 3.3: Cáilíocht a fheabhsú, nuálaíocht & barr feabhais a chur chun cinn agus neamhspleáchas a mhéadú i scoileanna

Cuspóir 3.3

Uimh.	Gníomhartha	Amlínte	Ceannas
66	Laghdóimid méideanna ranga sna naíonáin shóisearacha agus sna naíonáin shinsearacha de réir mar a cheadaíonn acmhainní	Ag brath ar chinntí buiséid	
67	Moltaí a fhorbairt do Chiste Feabhais Scoileanna, chun feabhas agus nuálaíocht a chur chun cinn, i gcomhthéacs na n-acmhainní atá ar fáil.	Ráithe 3 2016	ROS
68	Moltaí a fhorbairt chun neamhspleáchas scoile a mhéadú agus chun tuilleadh braislí oideachais áitiúla a spreagadh le seirbhís fheabhsaithe a sholáthar a thacaíonn le foghlaimoírí.		ROS
	Moltaí a fhorbairt atá bunaithe ar aiseolas ón gcomhairliúchán le	Ráithe 4	

Cuspóir 3.3

Uimh.	Gníomhartha	Amlínte	Ceannas
	comhpháirtithe	2017	
	Aon athrú reachtaíochta a aithint a d'fhéadfadh a bheith de dhíth chun tacaíocht a thabhairt agus feabhsúchán a dhéanamh ar an rialachas ar scoileanna a d'fhéadfadh a bheith ag iarraidh feidhmiú mar bhraisle le fócas ar leith ar fheidhmeanna na mbord bainistíochta.	Ráithe 1 2017 - aithint	
69	<i>Ag Breathnú ar an Scoil Aagainne 2016</i> , a eisíodh le déanaí, a rolladh amach - creat cáilíochta nua d'fhéinmheastóireacht scoile, le caighdeán don teagasc, foghlaim, ceannaireacht agus bainistíocht, chun cuidiú le scoileanna pleanáil níos fearr a dhéanamh d'fheabhsúchán leanúnach.		ROS
	Treoirleasaithe um Fhéinmheastóireacht Scoile a eisiúint chuig na bunscoileanna agus iar-bhunscoileanna uile, agus bainistiú a dhéanamh ar chlár de chuirteanna comhairle FMS ar scoileanna	Ráithe 3 2016	
	Imlitreacha FMS nua a eisiúint ina leagtar amach riachtanais níos simplí do scoileanna i dtaca leis an bhféinmheastóireacht agus tuairisciú bliantúil do thuismitheoirí don tréimhse 2016-2020	Ráithe 3 2016	
70	Treoirleasaithe maidir le cigireacht a eisiúint do na scoileanna uile, lena n-áirítear iad siúd in aonaid ardtacaíochta, in aonaid shainchúraim agus in ionaid choinneála do pháistí.	Ráithe 3 2016	ROS
71	Tabhairt faoi chlár pleanáilte de chuirteanna cigireachta agus comhairle ar na scoileanna uile, ag ardú na minicíochta de chuirteanna meastóireachta agus comhairle, de réir mar a cheadaíonn acmhainní.	Leanúnach	ROS, An Chomhairle Mhúinteoir eachta
72	Samhail nua chigireachta a sholáthar chun meastóireacht agus tuairisciú a dhéanamh ar cháilíocht sholáthar an oideachais i suíomhanna príomhshrutha d'fhoghlaim a bhfuil riachtanais speisialta oideachais acu.	Ráithe 3 2016	ROS
73	Tuairiscí cigireachta a fhoilsiú i gcomhréir le socruithe comhaontaithe do na samhlacha cigireachta éagsúla, lena n-áirítear samhlacha cigireachta nua do bhunscoileanna. Beidh na tuairiscí níos inrochtana do thuismitheoirí, le breitheanna meastóireachta níos soiléire.	Leanúnach	ROS
74	Bainistíocht ar an monatóireacht ar, agus idirghabhálacha i, scoileanna atá ag feidhmiú go lag, tríd an bPlean Feabhsúcháin Scoile agus maoirseacht a dhéanamh ar an monatóireacht ar an scoileanna sin a bhfuil feabhsúchán de dhíth orthu.	Leanúnach	ROS
75	Réamh-mholtaí do chaidreamh gníomhach níos fearr ag príomhoidí le foirne cigireachta i mbunscoileanna agus iar-bhunscoileanna.	Ráithe 4 2017	ROS
76	Cuir meicníochtaí um dhearbhu cáilíochta sa phríomhshruth d'obair chigireachta i scoileanna.	Leanúnach	ROS

Cuspóir 3.4: Eispéiris foghlama ardchaighdeáin a chur chun cinn sa Bhreisoideachas agus Oiliúint agus san Ardoideachas

Cuspóir 3.4			
Uimh.	Gníomhartha	Amlínte	Seachadta ag
77	An Straitéis um Fhorbairt Ghairmiúil Breisoideachais agus Oiliúna 2016-2019 a chur i bhfeidhm, d'fhonn feabhas a chur ar scileanna na ndaoine sin atá páirteach sa soláthar, riarachán agus bainistíocht ar chlár Breisoideachais agus Oiliúna trí oiliúint agus tacaíocht atá spriocaimithe agus comhsheasmhach.		ROS, SOLAS, ETBI
	An Straitéis a fhoilsiú	Ráithe 4 2016	
	Ag féachaint d'acmhainní atá ar fáil, obair le SOLAS agus comhpháirtithe togra eile (BOOanna agus Boird Oideachais agus Oiliúna Éireann) chun an Straitéis a chur i bhfeidhm	Ráithe 1 2017- 2019	
78	Acmhainneacht a thógáil laistigh den earnáil BOO chun na spriocanna sa Straitéis Breisoideachais agus Oiliúna a bhaint amach, ag díriú go háirithe ar Dhearadh na hEagraíochta, Bainistiú Athraithe agus Dearbhú Cáilíochta.	Leanúnach go 2018/19	ROS, BOOanna
79	An tSeirbhís Tacaíochta d'Fhoghlaimeoirí Cláir (PLSS) a chur i bhfeidhm chun bunachar sonraí Breisoideachais agus Oiliúna a sholáthar a thugann eolas i dtaca le nascachtaí torthaí agus tacaí le tacair shonraí eile, chun ligean d'obair leantach ar fhoghlaimeoirí nuair a chríochnaíonn siad cúrsa; tomhas ar thionchar an chúrsa ar stádas shocheacnamaíoch na bhfoghlaimeoirí; agus an phleanáil do sheirbhísí tacaíochta agus tosaíochtaí infheistíochta.		ROS, SOLAS
	Athbhreithniú a dhéanamh ar an tástáil phiólótach don bhunachar sonraí seo	Ráithe 3 2016	
	Cur i bhfeidhm iomlán	2017	
80	Feabhas a chur ar thionchar na scéimeanna PLC, VTOS agus BTEI, trí athbhreithniú a dhéanamh ar gach clár, an t-athbhreithniú a fhoilsiú, agus pleananna forfheidhmithe a bhfuil amchlár leo a leagan amach.	Ráithe 3 2016- ar aghaidh	ROS, SOLAS
	Monatóireacht ar an meastóireacht PLC, agus na moltaí forfheidhmithe a chioradh	Ráithe 3- Ráithe 4 2016	
	Meastóireacht neamhspleách ar VTOS a choimisiúnú	Ráithe 1 2017	
	Meastóireacht neamhspleách ar BTEI a choimisiúnú	2018	
81	Tús a chur leis an rolladh amach píolótach ar an gCreat Náisiúnta um Fhorbairt Ghairmiúil do Chleachtóirí Ardoideachais leis na torthaí ar an gcéad ghlaoh ar mholtaí. Soláthróidh an Creat treoir don fhorbairt ghairmiúil agus tabharfaidh treoir do pháirtithe leasmhara eile (mar shampla institiúidí, líonraí ardoideachais, forbróirí oideachais/acadúla, déantóirí beartais agus ionadaithe na mac léinn) do ghníomhaíochtaí um fhorbairt ghairmiúil a phleanáil agus a fhorbairt agus páirt a ghlacadh iontu.	Ráithe 3 2016	ROS, ÚAO
82	An t-athbhreithniú ar an bhFóram Náisiúnta um Fheabhsú an Teagaisc agus na Foghlama san Ardoideachas a chur i gcrích. Cuireann an Fóram saineolas agus ionchuir ó ar fud earnáil an Ardoideachais ag obair chun an dea-chleachtas a leathnú agus a mhúnlú sna hinstiúidí uile.	Ráithe 4 2016	ROS, ÚAO
	Na moltaí ón athbhreithniú ar an bhFóram Náisiúnta um	Ráithe 1	

Cuspóir 3.4

Uimh.	Gníomhartha	Amlínte	Seachadta ag
	Fheabhsú an Teagaisc agus na Foghlama san Ardoideachas a chur i gcrích.	2017 ar aghaidh	

Sprioc 4: Droichid níos láidre a thógáil idir oideachas agus an pobal níos leithne

Dé réir mar a fhéachann Éire le ceannaireacht straitéiseach a bhaint amach i neart réimsí roghnaithe, beidh tionchar tábhachtach ag cáilíocht na nasc idir ár soláthraithe oideachais agus oiliúna agus an pobal níos leithne. Cuideoidh ár rath ina leith seo go suntasach lenár n-uaimhian go mbeidh an córas oideachais agus oiliúna is fearr san Eoraip againn. Tá Éire ag athrú agus tá roghanna agus ionchais na saoránach ag athrú freisin. Ní mór d'ár seirbhís oideachais a bheith ábalta freagairt don na hionchais nua seo.

Cé go mbíodh amhras oideoirí san am san airdeall nár chóir do na tascanna caola atriallacha san ionad oibre clár oibre níos leithne an oideachais a bhrú amach, anois tá éilimh an ionaid oibre ag díriú níos mó agus níos mó ar na tréithe atá chothaítear ag an oideachas – smaointeoireacht chriticiúil, cruthaitheacht, nuálaíocht, inoiriúnaitheacht, comhar. Faigheann foghlaimeoirí eispéireas ó shocrúchán i bhfíorshuíomhanna, agus cuireann eagraíochtaí agus fiontair (poiblí agus príobháideach) feabhas ar a gcumas nuálaíochta agus glacann siad le léargas agus teicneolaíochtaí nua trína n-idirghníomhaíocht leis an oideachas.

I gcomparáid le formhór na hEorpa, tá láidreachtaí suntasacha againn cheana féin le leibhéal arda de ghnóthachtáil ardoideachais i measc an daonra, go háirithe na cohóirt níos óige. Tá Éire as 7ú háit san ECFE-32 do chion an daonra in aois oibre (25-64) a bhfuil oideachas tríú leibhéal acu (sonraí 2014): 41% in Éirinn i gcomparáid le meán ECFE 32%. Bá é 33% meán EU21. Ach tá eagsúlachtaí suntasacha ann de réir aoise. Tá cion níos lú de dhaoine 45-54 bliana d'aois agus de dhaoine 55-64 bliana d'aois a bhfuil oideachas treasach faighte acu ná an meán ECFE. Bhí cion na ndaoine sin a bhain oideachas treasach amach go hard i measc na ndaoine 25-34 bliana d'aois in Éirinn agus, ag 51%, bhí Éire os cionn mheán ECFE, 41% (nó EU21 ag 39%).

Sa bhliain 2014, is ag Éirinn a bhí an dara céatadán ab airde de mhic léinn san oideachas treasach ag staidéar na heolaíocht, mata agus ríomhaireachta in AE. Mar sin féin, níl ár gcóras cúrsaí oiliúna agus printíseachta forbartha mar mheaits ar neart de na córais ar fud na hEorpa agus tá gá le fócas leanúnach sna blianta atá romhainn d'fhonn rogha tarraingteach a sholáthar ar na conairí forchéimnithe ardoideachais. Le forbairt na Comhairle Náisiúnta Scileanna nua agus a bhFóram Réigiúnach Scileanna tabharfar fócas nua go náisiúnta agus go réigiúnach chun freastal ar riachtanais scileanna.

Sa bhliain 2015 bhí Éire sa 19ú háit as an EU-28 i bhfoghlaim ar feadh an tsaoil ag 6.5%, a ríomhtar mar chéatadán na ndaoine a fuair oideachas nó oiliúint sna ceithre sheachtain deiridh. B'é 10.7% meán EU-28.

Cé nach “Ceannaire Nuálaíochta” san Eoraip fós muid, seasaimid amach mar cheann de na tíortha is éifeachtaí chun ár n-infheistíocht sa taighde eolaíochta a aistriú ina thionchar praiticiúil. Mar sin féin, ní mór dúinn leanúint d'fheabhas a chur ar an ngabháil do dhisciplíní ETIM, go háirithe i measc na mban, leibhéal na gníomhaíochta taighde agus tomhas ar thionchar. Le Nuálaíocht 2020 (straitéis na hÉireann do thaighde agus forbairt, eolaíocht agus teicneolaíocht) leagtar amach fís d'Éirinn a bheith ina ceannaire domhanda sa nuálaíocht i gceannas ar gheilleagar láidir, inbhuanaithe le fostaíocht ard agus sochaí níos fearr. Le Nuálaíocht 2020 leagtar amach an clár oibre do ghníomhartha tras-ranna chun lánacmhainneacht an taighde agus na nuálaíochta a chomhlíonadh. Cuireann roinnt gníomhaireachtaí maoiniú taighde iomaíoch ar fáil d'earnáil an ardoideachais lena n-áirítear Fondúireacht Eolaíochta Éireann, Fiontraíocht Éireann, agus an Chomhairle um Thaighde in Éirinn.

Cé gur bhuail an tobchliseadh eacnamaíochta buille trom ar an bhfiontraíocht in Éirinn, léirigh an téarnamh go bhfuil teacht aniar an-shláintiúil ann agus mian láidir laistigh den chóras oideachais agus oiliúna chun smaointeoireacht fhiontraíoch a chothú.

Is í ár n-uaimhian a bheith inár gCeannaire Nuálaíochta san Eoraip agus fiontraíocht níos láidre a fhorbairt

san oideachas a bheith ionann leis na feidhmeoirí is fearr san Eoraip. Is mian linn freisin fiontair a mhealladh go héifeachtach chun a gcion a dhéanamh san fhorbairt ar an mbonn tallann trí fhás ar chúrsaí oiliúna agus printíseachtaí, socrúcháin oibre agus tograí bunaithe ar an obair, dearadh cláir, cur chun cinn na foghlama ar feadh an tsaoil agus gairmthreoir fheabhsaithe do scoláirí sa chaoi is gur féidir leo roghanna oile a dhéanamh.

Tá sé ar aidhm againn freisin méadú ar ár gcumas le scoláirí idirnáisiúnta a mhealladh chun gabháil do chuid dá n-oideachas, nó é ar fad, in Éirinn.

Réimsí is ea iad seo ar fad ina mbeimid ag féachaint le conair forchéimnithe a thagarmharcáil, ag gríosadh tuilleadh earnálacha agus institiúidí le soláthar agus foghlaim ó shamhlacha rathúla in áiteanna eile.

Sprioc 4: ÁR gCUSPÓIRÍ & GNÍOMHARTHA

Le droichid idir soláthraithe oideachais agus oiliúna agus pobail éagsúla sóisialta agus eacnamaíocha amhail pobal na bhfostóirí, an lucht dífhostaithe, na dtuismitheoirí, na scoláirí agus na bpáirtithe leasmhara, cuideofar linn dúshláin a chéile a thuiscint, cuirfear ar chumas daoine obair lena chéile chun fadhbanna a réiteach agus chun nuáil agus chun soláthar a dhéanamh don uaimhian áitiúil, réigiúnach agus náisiúnta.

Tacú le pobail áitiúla

Tá scoileanna i gcroílár a bpobal agus, dá mhéid is féidir leo comhoibriú le heagraíochtaí eile laistigh den phobal, is ea is mó an rath a bheidh orthu. Scrúdóimid deiseanna chun foirgnimh scoile a úsáid do chúram iarscoile agus úsáid lasmuigh d'uaireanta scoile chun tacú le pobail áitiúla agus chun saolta daoine a fheabhsú.

Ról na dtuismitheoirí agus na scoláirí a láidriú agus rogha scoile níos mó a thabhairt

Is príomhpháirtithe leasmhara iad tuismitheoirí agus scoláirí i bpróiseas an teagaisc agus na foghlama. Forbróimid Cairt do Thuismitheoirí agus Foghlaimeoirí chun guth níos láidre a thabhairt do thuismitheoirí agus scoláirí ag leibhéal na scoile. Cuirimid reachtaíocht i bhfeidhm d'iontrálacha scoile cun rollú a dhéanamh níos éasca do leanaí agus dá dtuismitheoirí. Tacóimid le 400 scoil il-sainchreidmheach agus neamhshainchreidmheach a bhunú chun rogha níos mó a thabhairt maidir leis na cineálacha scoile atá ar fáil. Déanfaimid leasú ar phrótacail lena chinntiú nach ndúntar scoil bheag ar bith i gcoinne toil na dtuismitheoirí agus éascóimid cónascthaí nuair is inmhianta iad.

Feabhas a chur ar ár gcumas chun freastal ar riachtanais scileanna náisiúnta agus réigiúnacha

Ag leanúint ar aghaidh ó fhoilsiú na Straitéise Náisiúnta Scileanna 2025, bunóimid an Chomhairle Náisiúnta Scileanna agus cuirfimid forbairt na bhfóram réigiúnach scileanna chun cinn, dhá mhórfhorbairt bonneagair chun aghaidh a thabhairt ar riachtanais scileanna go náisiúnta agus go réigiúnach. Baileoimid sonraí ó fhostóirí agus ó chéimithe chun meastóireacht a dhéanamh ar fheidhmíocht agus torthaí agus chun forbairt beartais agus cláir a threorú. Forbróimid Creat uaimhianach um Fheidhmíocht Córas don Ardoideachas don tréimhse go dtí 2021. Bunófar Pleananna Seirbhíse Bliantúla don bhreiseoideachas agus oiliúint ar thorthaí cáilíochta agus targaidí feidhmíochta. Déanfar Plean Gníomhaíochta nua um Scileanna TFC a fhorbairt agus a fhoilsiú faoi dheireadh 2016.

Éagsúlacht níos mó a chruthú sna deiseanna don foghlaim níos faide amuigh ná an scoil

Ag obair le fostóirí, láidreimid printíseacht agus cúrsaí oiliúna in Éirinn, ag méadú ar raon na gcúrsaí agus ag méadú ar líon na n-áiteanna do scoláirí chun spriocanna an Rialtais a bhaint amach: breis agus 100 scéim printíseachta agus 50,000 clárúchán do phrintíseachtaí agus cúrsaí oiliúna faoi 2020. Oibreoimid le soláthraithe breisoideachais agus oiliúna agus ardoideachais chun raon níos leithne de dheiseanna solúbtha a sholáthar d'fhoghlaimoirí agus chun tacú le méadú san fhoghlaim ar feadh an tsaoil. Dé réir mar a thiteann an dífhostaíocht, ní mór dúinn ár bhfócas a bhogadh chuig an bhforbairt ar scileanna na ndaoine sin atá ag obair, ag díriú go háirithe orthu siúd a bhfuil scileanna níos ísle acu. Cruthóidh sé seo deiseanna d'fhoghlaimoirí athdheise dul faoi uasoilúint agus athoiliúint. Léireoidh dáileadh an airgid ón gCiste Náisiúnta Oiliúna é seo.

Feabhas a chur ar thacaíocht d'fhoghlaimoirí le roghanna gairme oilte a dhéanamh

Oibreoimid le soláthraithe oideachais agus oiliúna, tuismitheoirí, fostóirí agus na scoláirí féin chun a dhéanamh cinnte go bhfuil siad ullamh do dhomhan an tsaothair agus go bhfuil siad ábalta roghanna gairme dea-oilte a dhéanamh. Beidh fócas níos mó ar shocrúchán oibre i scoileanna, breisoideachas agus oiliúint agus ardoideachas mar phríomhghné den eispéireas foghlama. Déanfaimid athbhreithniú ar eolas teorach agus gairme do scoláirí agus faisnéis gairme do scoláirí agus foghlaimoirí aosta lena n-áirítear foghlaim ón deachleachtas thar lear.

Fócas níos láidre a chruthú ar Fhiontraíocht, Cruthaitheacht agus Nuálaíocht

Cruthóimid fócas níos láidre ar Fhiontraíocht, Cruthaitheacht agus Nuálaíocht ar fud an chórais oideachais agus oiliúna. Cruthófar Ráiteas Beartais nua um Oideachas Fiontraíochta in éineacht le treoirínte do scoileanna. Oibreoimid leis an Roinn Ealaíon, Oidhreacht, Gnóthaí Réigiúnacha, Tuaithe agus Gaeltachta chun an Chairt um Ealaíona san Oideachas a chur i bhfeidhm.

Pobal taighde beoga a fhás in Éirinn

Oibreoimid le páirtithe leasmhara chun Éire a shuíomh mar Cheannaire Nuálaíochta Domhanda. Le Nuálaíocht 2020 moltar go mbeadh ardú de 500 mac léinn iarchéime maoinithe, ardú i líon na dtaighdeoirí iardhochtúireachta maoinithe agus tús le clár maoinithe nua do Thaighde Teorann thar na disciplíní uile. Cuirfidh roinnt gníomhaireachtaí na bearta seo i bhfeidhm, lena n-áirítear Fondúireacht Eolaíochta Éireann (SFI) agus an Chomhairle um Thaighde in Éirinn (IRC)

Oibreoimid le fostóirí chun méadú ar líon na dtaighdeoirí d'fhonn freastal ar éileamh eacnamaíoch agus sochaí. Tacóimid le forbairt gairme don chéad ghlúin eile de thaighdeoirí chun acmhainn taighde na hÉireann a leathnú. Tógfaimid droichead láidir ón bpobal taighde chun an nuálaíocht a sholáthar leis na hearnálacha poiblí agus príobháideacha.

Éire a shuíomh chun tuilleadh scoláirí idirnáisiúnta a mhealladh

Cuirfimid Straitéis uailmhianach um Oideachas Idirnáisiúnta i bhfeidhm chun cáilíocht agus ábharthacht ár gcórais oideachais a neartú i dtéarmaí domhanda, agus chun tacú le caidrimh dhomhanda na hÉireann a fhorbairt. Oiliúint agus caidrimh a thógáil leis na ceannairí, fiontraithe agus cinnteoirí a bheidh ann sa todhchaí ar fud na cruinne. Tabharfaimid Marc Oideachais Idirnáisiúnta isteach chun caighdeáin cháilíochta agus deachleachtas idirnáisiúnta a chinntiú d'fhoghlaimoirí idirnáisiúnta in Éirinn. Meallfaimid tuilleadh mac léinn, lucht acadúla agus taighdeoirí idirnáisiúnta.

Sprioc 4: TARGAIDÍ AGUS TÁSCAIRÍ

SPRIOC	BEART	TARGAID / TÁSCAIRE
DROICHD NÍOS LÁIDRE A THÓGÁIL IDIR OOIDÉACHAS AGUS AN POBAL NÍOS LEITHNE	SCOILEANNA IL-SAINCHREIDMHEACHA / NEAMHSHAINCHREIDMHEACHA	400 SCOIL IL-SAINCHREIDMHEACH / NEAMHSHAINCHREIDMHEACH FAOI 2030
	SOCRÚCHÁIN OIBRE	SOCRÚCHÁIN OIBRE DON ARDOIDEACHAS LEIBHÉIL 6 GO 8 - MÉADAIGH LÍON NA SCOLÁIRÍ ARDOIDEACHAIS AG GABHÁIL DO SHOCRÚCHÁN OIBRE NÓ TOGRA OBAIR-BHUNAITHE MAR CHUID DÁ GCÚRSA FAOI 25% FAOI 2021
	NUÁLAÍOCHT AGUS TAIGHDE ²	MÉADÚ DE 200 CLÁRÚCHÁN TAIGHDE IARCHÉIME FAOI 2020 (IRC) ARDÚ 30% (20) I LÍON NA N-ÁITEANNA IARDHOCHTÚIREACHTA MAOINITHE FAOI 2020 (IRC)
	GLOBAL ENTREPRENEURSHIP MONITOR (SUIRBHÉ IDIRNÁISIÚNTA AR AN BHFIONTRAÍOCHT I DTÍORTHA ATÁ PÁIRTEACH - TÁ AN T-OIDEACHAS MAR CHUID DEN SUIRBHÉ FORIOMLÁN)	I SUIRBHÉ NA BLIANA 2014, BHÍ ÉIRE SA 12Ú HÁIT Ó THAOBH AN BHUNOIDEACHAIS AGUS IAR-BHUNOIDEACHAIS AGUS SA 14Ú HÁIT D'OIDEACHAS IAR-DHARA LEIBHÉAL AS 24 TÍR AE AR A RINNEADH SUIRBHÉ. BUNSCOILE AGUS IAR-BHUNSCOILE: RÁTA REATHA NA HÉIREANN 2.09 (AR SCÁLA 1-5, LE MEÁN AE 2.12) A ARDÚ GO DTÍ OS CIONN 2.3 FAOI 2025 IAR-DHARA LEIBHÉAL: RÁTA REATHA NA HÉIREANN 2.95 (MEÁN AE 2.8) A ARDÚ GO DTÍ OS CIONN 3.05 FAOI 2025
	PRINTÍSEACHTAÍ AGUS CÚRSAÍ OILIÚNA	100 SCÉIM PRINTÍSEACHTA FAOI 2020 50,000 CLÁRÚCHÁN I BPRINTÍSEACHTAÍ AGUS CÚRSAÍ OILIÚNA FAOI 2020
	RÁTA FOGHLAMA AR FEADH AN TSAOIL	ARDAIGH GO 10% LÍON NA NDAOINE 25 - 64 BLIAN D'AOIS ATÁ AG GABHÁIL DON FHOGHLAIM AR FEADH AN TSAOIL FAOI 2020 (Ó RÁTA 7.2% IN 2015) 15% FAOI 2025 MÉADÚ AR LÍON NA N-IONTRÁLITHE ARDOIDEACHAIS AG STAIDÉAR AR BHONN SOLÚBTHA FAOI 25% FAOI 2021, DE RÉIR MAR A CHEADAÍONN ACMHAINNÍ
	MÉADÚ AR DHEISEANNA UASOILIÚNA AGUS ATHOILIÚNA DE RÉIR MAR A CHEADAÍONN ACMHAINNÍ	50,000 ÁIT ARDOIDEACHAIS CURTHA AR FÁIL FAOI 2021

² Le Nuálaíocht 2020 leagtar amach an clár oibre do ghníomhartha tras-ranna chun inniúlacht an taighde agus na nuálaíochta a chomhlíonadh. Baineann na figiúirí seo leis an gComhairle um Thaighde in Éirinn, comhlacht atá faoi scáth ROS

Cuspóir 4.1: Méadú ar dheiseanna do scoileanna tacú lena bpobail áitiúla trí úsáid a bhaint as foirgnimh agus áiseanna scoile lasmuigh d'uaireanta scoile

Cuspóir 4.1			
Uimh.	Gníomhartha	Amlínte	Seachadta ag
83	Scrúdaigh na roghanna chun foirgnimh scoile a úsáid do chúram tar éis scoile, de réir mar a cheadaíonn acmhainní.		ROS, RLGÓ
	Grúpa idir-ranna a bhunú, bualadh le grúpaí páirtithe leasmhara agus samhail infheidhmithe bheartaithe a ullmhú	Ráithe 3 2016	
	Comhphlean gníomhaíochta ROS/ RLGÓ a chur i láthair do roghanna i dtaca le cúram tar éis scoile, a mbeidh a sholáthar ag brath ar na hacmhainní atá ar fáil	Ráithe 3 2016	
84	Fiosraigh an fhéidearthacht de mhaoiniú breise a nascadh le húsáid a bhaint as foirgnimh scoile taobh amuigh d'uaireanta scoile, de réir mar a cheadaíonn acmhainní.		ROS
	Cruinnithe a thionól le grúpaí páirtithe leasmhara agus samhail bheartaithe don chur i bhfeidhm a ullmhú	Ráithe 3 2016	
	Treoirínte a ullmhú chun foirgnimh scoile a úsáid lasmuigh d'uaireanta scoile agus socruithe a chur i bhfeidhm don riarachán ar mhaoiniú féideartha le cur ar fáil do in 2017, de réir mar a cheadaíonn acmhainní	Ráithe 4 2016	

Cuspóir 4.2: Ról na dtuismitheoirí agus na scoláirí a neartú, agus dul chun cinn a sholáthar i dtaca le rogha scoile níos mó a chur ar fáil

Cuspóir 4.2			
Uimh	Gníomhartha	Amlínte	Seachadta ag
85	Nós imeachta gearán níos láidre agus cairt do thuismitheoirí agus foghlaimeoirí a thabhairt isteach:		ROS
	Cinn Bille chun foráil a dhéanamh do Chairt do Thuismitheoirí agus Foghlaimeoirí a chur faoi bhráid Choiste an Oireachtais ar an Oideachas - cuirfidh an reachtaíocht atá beartaithe forbairtí maidir le hOmbudsman Oideachais san áireamh	Ráithe 3 2016	
86	Láidriú ar an bhfócas ar chostais scoile do thuismitheoirí a laghdú trí:		ROS, Scoileanna
	Maoiniú caipitíochta a chur ar ais thar thréimhse trí bliana, de réir mar a cheadaíonn acmhainní	2017 ar aghaidh	
	Méadú ar an tacaíocht airgeadais do scéimeanna cíos leabhair, de réir mar a cheadaíonn acmhainní, d'fhonn costais leabhair scoile a laghdú/scrios do thuismitheoirí	2017 ar aghaidh	
	Riachtanas a chur sa Chairt do Thuismitheoirí agus Foghlaimeoirí go gcuirfeadh scoileanna tuairimí a bpobal tuismitheoirí a chur san áireamh agus cinntí á ndéanamh acu ar chúrsaí a bhfuil tionchar airgeadais acu ar na tuismitheoirí	2017 ar aghaidh	
	Eiseoidimid imlitir nua chuig údaráis scoile agus BOOanna maidir le polasaí i dtaca le héide scoile agus costais eile agus an gá le béim níos mó a chur ar chostais éide scoile agus costais eile a laghdú. Déanfar tuairimí Chomhairlí Náisiúnta na dtuismitheoirí agus	Ráithe 4 2016- Ráithe 1 2017	

Cuspóir 4.2

Uimh	Gníomhartha	Amlínite	Seachadta ag
	chomhpháirtithe oideachais eile a chóradh agus bainfear úsáid astu i bhforbairt na himlitreach.		
87	An reachtaíocht a chur chun cinn i dtaca le hiontrálacha scoile chun rollú a dhéanamh níos éasca do leanaí agus tuismitheoirí:		ROS, Comhlacht aí Pátrúnachta, RLGÓ, TUSLA, CNOS
	Bille um Iontrálacha achtaithe, faoi réir ag próiseas reachtaíochta an Oireachtais	2017	
	An Bille a chur i bhfeidhm ar bhonn céimnithe chun am a thabhairt do na scoileanna dul i dtáthí ar na riachtanais nua, faoi réir ag críochnú ar obair ar na rialacháin agus nósanna imeachta	2019 (le sceidealú)	
	I ndiaidh achtaithe, tús a chur le comhairliúchán leis na páirtithe leasmhara ábhartha faoi mhionsonraí na rialachán de réir mar a ghluaiseann na rialacháin ar aghaidh chuig céim an dréachtaithe.	Ráithe 3 2017 agus Leanúnach	
	Athbheithniú ar mholtaí i gcomhthéacs an Achta um Stádas Comhionann i ndiaidh don Choiste Oireachtais an cheist a chóradh i dtaca le Scoileanna Reiligiúnda a bheith ábalta tús áite a thabhairt do leanaí den reiligiún lena mbaineann.		
88	400 scoil il-sainchreidmheach / neamhshainchreidmheach a bhunú:		ROS, Comhlacht aí Pátrúnachta
	Leag amach cuir chuige nua chun an targaid seo a shroicheadh	Ráithe 4 2016- Ráithe 4 2017	
	Cúig bhunscoil nua a oscailt – trí cinn faoi phróiseas pátrúnachta scoile nua agus dhá ceann faoi athchumrú	Ráithe 3 2016	
	Na próisis phátrúnachta a chur i gcrích do naoi gcinn d'iar-bhunscoileanna nua atá beartaithe le hoscailt in 2017 agus 2018	Ráithe 3 2016	
	Tús a chur leis na próisis phátrúnachta do thrí bhunscoil nua atá beartaithe le hoscailt in 2017	Ráithe 4 2016	
89	Beartas a fhorbairt i dtaca le prótacal cónasctha d'athchumrú scoileanna chun éagsúlacht na gcineálacha scoile a mhéadú.		ROS
	Grúpa Oibre a bhunú chun prótacal a fhorbairt	Ráithe 1 2017	
90	Prótacail a leasú chun a chinntiú nach ndúnann scoil bheag ar bith i gcoinne mianta na dtuismitheoirí agus cónascthaí a éascú más inmhianaithe		ROS, Comhlacht aí Pátrúnachta
	Prótacal a chur i gcrích agus scríobh chuig na pátrúin ar scoileanna ina bhfuil múinteoir amháin, ag iarraidh orthu plé áitiúil a chur ar bun chun aghaidh a thabhairt ar cheisteanna na hinbhuaíneachta amach anseo	Ráithe 4 2016	

Cuspóir 4.3: Feabhas a chur ar ár gcumas le riachtanais scileanna náisiúnta agus réigiúnach a shásamh

Cuspóir 4.3			
Uimh	Gníomhartha	Amlínte	Seachadta ag
91	Freagraí nuálaíochta a fhorbairt ar bhearnaí scileanna thar phríomhréimsí tosaíochta den gheilleagar lena n-áirítear TFC, teangacha, bithchógaisíocht.	Leanúnach	ROS
92	An Chomhairle Náisiúnta Scileanna a bhunú, a bhainfidh úsáid as sonraí i dtaca le riachtanais scileanna chun dul i ngleic go honnghníomhach le bearnaí scileanna atá ag teach chun cinn, agus mandáit leasaithe a fhorbairt don Sainghrúpa ar Riachtanais Scileanna sa Toghchán.		ROS, Comhairle Náisiúnta Scileanna
	Mandáit a chur i gcrích, baill a cheapadh, agus seoladh foirmiúil don Chomhairle Náisiúnta Scileanna	Ráithe 4 2016	
	Mandáit a athbhreithniú agus chur i gcrích don Sainghrúpa ar Riachtanais Scileanna sa Toghchán	Ráithe 4 2016	
	Monatóireacht ar chur i bhfeidhm na Straitéise Náisiúnta Scileanna 2025 agus tuarascálacha bliantúla a sholáthar don Chomhairle Náisiúnta Scileanna	Bliantúil	
93	Maoirseacht ar obair na bhFóram Réigiúnach Scileanna agus feidhmíocht a thomhas. Tá sé d'aidhm ag na Fóraim struchtúr comhtháite faoi stiúir an oideachais a sholáthar chun go mbeidh fostóirí agus na córais Breisoideachais agus Ardoideachais ag obair le chéile chun riachtanais scileanna a réigiún a aithint agus chun déileáil leo.		ROS
	Seoladh foirmiúil na bhFóram Réigiúnach Scileanna	Ráithe 4 2016	
	Obair na bhFóram a scaipeadh, le tacaíocht ó bhaill uile na bhfóram agus meicníochtaí scaipthe eile amhail suíomh gréasáin na bhFóram Réigiúnach Scileanna (www.regionalskills.ie)	Leanúnach	
94	Freastalaíonn Bainisteoirí Scileanna Réigiúnacha ar choistí um Plean Gníomhaíochta do Jabanna chun comhordú a éascú idir na Fóraim agus páirtithe leasmhara ábhartha i dtaca le tosaíochtaí scileanna réigiúnacha agus gníomhartha a bhaineann leis na Fóraim Réigiúnacha Scileanna sna Pleananna Gníomhaíochta Réigiúnacha do Jabanna.	Leanúnach	Bainisteoirí Scileanna Réigiúnacha
95	Cuir an Suirbhé Náisiúnta d'Fhostóirí i gcrích chun treoir a thabhairt d'fhorbairt beartais agus cláir.	2017	ROS, ÚAO, SOLAS, QQI
96	Suirbhé larchéime don Ardoideachas a rolladh amach chun an bonn fianaise a láidriú do thorthaí na mac léinn ón ardoideachas agus chun treoir a thabhairt d'fhorbairt beartais agus cláir.	2018	ROS, ÚAO
97	Athbhreithniú a chur i gcrích ar shamhail maoinithe an ardoideachais chun bonn a chur faoi sholáthar ar fud na hearnála.	2017	ROS, ÚAO
98	Creá Feidhmíochta Córas don Ardoideachas a fhorbairt don tréimhse go dtí 2021.	Ráithe 4 2016	ROS, ÚAO
99	Comhaontaigh Pleananna Seirbhíse Bliantúla idir SOLAS agus BOOanna agus déan monatóireacht ar an dul chun cinn i dtaca le targaidí comhaontaithe cáilíochta agus feidhmíochta. Áireoidh na pleananna seo ionchuir, aschuir agus torthaí cláir atá tuartha.	Bliantúil	SOLAS, BOOanna
100	Cuir athbhreithniú i gcrích ar an bPlean Gníomhaíochta náisiúnta reatha um Scileanna TFC 2014 – 2018 agus plean leasaithe a fhoilsiú.	Ráithe 4 2016	ROS, DJEI, Tionscal

Cuspóir 4.4: Éagsúlacht níos mó de dheiseanna foghlama amuigh ón scoile a chruthú

Cuspóir 4.4			
Gníomhartha	Amlínte	Seachadta ag	
101	<p>Na córais printíseachta agus cúrsaí oiliúna a láidriú trí fheabhas a chur ar raon na gcúrsaí agus líon na n-áiteanna do scoláirí a mhéadú; targaidí an Rialtais de bhreis agus 100 scéim printíseachta a bhaint amach, agus targaid charnach de 50,000 clárúchán printíseachta agus cúrsaí oiliúna go 2020. Is ionann é seo agus iomlán de 31,000 clárúchán printíseachta agus 19,000 i gcúrsaí oiliúna thar na tréimhse go dtí 2020. Bheadh meán bliantúil i gceist de 6,000 printíseacht agus 4,000 ar chúrsaí oiliúna.</p>		ROS, SOLAS, Comhairle Printíseachta
	Treochlár a fhorbairt agus a chur i gcrích chun na tiomantais i dtaca le printíseachtaí sa Chlár don Rialtas a chomhlíonadh	Ráithe 3 2016	
	Tosaíonn suas le 10 gclár printíseachta nua	Ráithe 4 2016	
	Targaid de 3,390 printíseach ar chlár atá ann cheana a bhaint amach	Ráithe 4 2016	
	Tá Líonraí Fostóirí cruthaithe chun cuidiú le comhpháirtíochtaí BOO/Fostóirí chun riachtanais oiliúna a aithint, clár oiliúna a dhearadh, foghlaimeoirí a earcú agus oiliúint a sholáthar (ar an bpost agus as an bpost). Bunaithe ar an scéim phiolótach um chúrsaí oiliúna gairme sna hearnálacha fáilteachais agus innealtóireacht, ina bhfuil seacht BOO páirteach, tá clár bhreise á bhforbairt le rolladh amach. I bplean SOLAS meastar go mbeidh 5,000 clárúchán ar chúrsaí oiliúna in 2019	Ráithe 4 2016-leanúnach	
	Caighdeán agus curaclaim nua tugtha isteach do chlár phrintíseachta atá ann cheana, i ndiaidh athbhreithnithe SOLAS	2017	
102	<p>Leanúint den obair le Skillnets chun oiliúint a sholáthar atá á stiúradh ag an bhfiontar agus leanúint den fhorbairt ar an tsamhail i gcomhréir le Ráiteas Straitéise Skillnets 2016-2019. Tá an Straitéis á dhearadh le bheith ailínithe go dlúth leis an Straitéis Náisiúnta Scileanna (NSS) agus le riachtanais fiontar, agus déanfar í a bhunú ar na 3 príomhthéamaí seo a leanas:</p> <ul style="list-style-type: none"> • Rannpháirtíocht Fiontar mhéadaithe d'fhostóirí sa tsamhail líonraí oiliúna Skillnets chun feabhas a chur ar tháirgiúlacht, inniúlacht agus cumas iomaíochta fiontar • Ábharthacht, éifeachtacht agus tionchar na hoiliúna lena n-áirítear fócas méadaithe ar dhiagnóis agus cur in ord tosaíochta éifeachtach ar riachtanais scileanna agus tomhas ar thionchar na hoiliúna ar fhiontair • Soláthar Méadaithe ar Scileanna Nua agus Sainiúla (scileanna atá ríthábhachtach d'iomaíochas agus fás ionchasach fiontar) do mhargadh na hÉireann a dhéileálann le riachtanais scileanna fiontar atá ann faoi láthair, atá ag teacht chun cinn agus sa todhchaí <p>Faoi láthair cuireann Skillnets clár oideachais agus oiliúna ar fáil do 34,000 duine fostaithe chun cur ar a gcumas dul faoi uasoiliúint nó athoiliúint.</p>	2016-2019	ROS, Skillnets
103	Creat beartais a fhorbairt d'Fhorbairt Lucht Saothair chun treoir a thabhairt do ghníomhaíocht Breisoideachais agus Oiliúna, ag ailíniú leis an	Ráithe 4 2016-	ROS, SOLAS

Cuspóir 4.4

Gníomhartha		Amlínte	Seachadta ag
	Straitéis Náisiúnta Scileanna, agus i gcomhairliúchán leis na comhpháirtithe.	leanúnach	
104	Méadú ar líon na n-iontrálaithe san ardoideachas ag staidéar ar bhonn solúbtha (ar líne, páirtaimseartha, módúlach) faoi 25% faoi 2021, de réir mar a cheadaíonn acmhainní. Déanfar monatóireacht ar dhul chun cinn mar chuid den chur i bhfeidhm ar gCreat Feidhmíochta Córas nua don Ardoideachas ó 2017 ar aghaidh.	Ráithe 4 2021	ROS, Institiúidí Ardoideachais
105	Maoirseacht ae fhorbairt agus glaonna bliantúla do Springboard+.		ROS
	Beidh athbhreithniú ar Springboard 2011-2016 mar bhonn le feabhsúcháin ar bith ar an gclár	Ráithe 4 2016	
	Glaonna iomaíochta bliantúla ar rannpháirtithe, le cúrsaí á gcur ar fáil bunaithe ar an anailís is cothroime le dáta ar bhearnaí scileanna	Glaonna bliantúla 2017 - 2019	

Cuspóir 4.5: Feabhas a chur ar an tacaíocht d'fhoghlaimoirí chun roghanna gairme oilte a dhéanamh

Cuspóir 4.5

Uimh.	Gníomh	Amlínte	Seachadta ag
106	Athbhreithniú a dhéanamh ar thaithí oibre ag leibhéal na hiar-bhunscoile d'fhonn méadú ar rochtain agus cáilíocht na taithí oibre do scoláirí	Ráithe 4 2017	ROS, Scoileanna
107	Méadú ar líon na scoláirí a ghabhann do shocrúchán oibre nó togra obair-bhunaithe mar chuid dá gcúrsa faoi 25% faoi 2021.		Soláthraith e Oideachais & Oiliúna, Tionscal
108	Soláthraithe Breisoideachais agus Oiliúna agus Institiúidí Ardoideachais le ráitis infhostaitheachta a sholáthar do chúrsaí / disciplíní chun níos mó eolais a thabhairt do scoláirí, tuismitheoirí agus fostóirí.	2018	Soláthraith e Oideachais & Oiliúna
109	Athbhreithniú a dhéanamh ar sheirbhísí treorach, uirlisí agus faisnéise gairme do scoláirí scoile agus daoine fásta agus athruithe a mholadh chun feabhas a chur ar sheirbhísí.	2016- 2019	ROS
	Tús a chur le hathbhreithniú ar sheirbhísí treorach	Ráithe 1 2017	

Cuspóir 4.6: Fócas níos láidre a chruthú ar Fhiontraíocht, Cruthaitheacht agus Nuálaíocht

Cuspóir 4.6

Uimh	Gníomhartha	Amlínte	Seachadta ag
110	Gníomhaíocht fiontraíochta san Ardoideachas a thagarmharcáil agus obair le ÚAO d'fhonn plean uailmhianach agus infheidhmithe a chinntiú chun bearnaí scileanna		ROS, ÚAO

Cuspóir 4.6

Uimh	Gníomhartha	Amlínte	Seachadta ag
	agus riachtanais TFC agus ETIM a aithint agus déileáil leo.		
	An tuarascáil HEInnovate i dtaca le Fiontraíocht san Ardoideachas a chur i gcrích agus a fhoilsiú	Ráithe 3 2016	
	Creat Feidhmíochta Córas nua a fhorbairt don tréimhse 2017 - 2021	Ráithe 4 2016	
111	Ráiteas Beartais Oideachais Fiontraíochta nua a fhorbairt	Ráithe 4 2016	ROS, Scoileanna
112	Treoirlínte Oideachais Fiontraíochta nua a fhorbairt do Scoileanna	Ráithe 2 2017	
113	An Chairt um Ealaíona sa Oideachas a chur i bhfeidhm, faoi réir Mhaoiniú ó Chuntais Dhímhaoine a tharraingt anuas.		ROS, REOGRGTG, Comhairle Ealaíon, HLI, DAF, U2, Ciste na hÉireann
	21 Cónaitheacht Comhpháirtíochta Múinteoir/Ealaíontóir i 21 bunscoil i ngach Ionad Oideachais Múinteoirí	Ráithe 4 2016	
	Déanfar Comhpháirtíocht Múinteoir/Ealaíontóir mar shamhail don FGL a sholáthar do Chúrsa Samhraidh i ngach ceann de na 21 réimse ATECI	Ráithe 3 2017	
	Leathnú ar na Comhpháirtíochtaí Oideachais Ceoil (MEP) faoi shainchúram Music Generation, togra cómhaoinithe ag U2/Ciste na hÉireann agus ROS	Ráithe 4 2017	
	Mapa Digiteach Náisiúnta a chruthú de ghníomhaíochtaí Ealaíon san Oideachas ar fud na tíre	Ráithe 4 2017/ Ráithe 1 2018	
	Stór Taighde Náisiúnta do thaighde ar na hEalaíona san Oideachas in Éirinn a fhorbairt agus a bhunú	Ráithe 4 2018	
114	An Straitéis Náisiúnta ar Oideachas d'Fhorbairt Inbhuanaithe a chur i bhfeidhm	Ráithe 4 2020	ROS, Irish Aid, DCCA, páirtithe leasmhara

Cuspóir 4.7: Obair le fiontar chun líon na dtaighdeoirí a mhéadú agus cuir clár maoinithe ar bun do Thaighde Teorann

Cuspóir 4.7

Uimh.	Gníomhartha	Amlínte	Seachadta ag
115	Méadaigh an rollú de thaighdeoirí iarchéime i gcomhpháirtíocht le fiontar /fostóirí chun freastal ar éilimh eacnamaíochta agus bain amach targaid 90 dámhachtain iarchéime breise faoi 2018, ag teacht leis an targaidí i Nuálaíocht 2020, agus faoi réir acmhainní. Bheadh 75% de na dámhachtainí i gcomhpháirtíocht le fostóirí fiontar.	2017/18	ROS, IRC, FOSTÓIRÍ
116	Fás a chur le clár a thacaíonn le taighdeoirí iardhoctúireachta i gcomhpháirtíocht le fiontar/fostóirí, chun targaid a bhaint amach de 15 dámhachtain breise faoi 2018, faoi réir acmhainní.	2017/18	ROS, IRC, FOSTÓIRÍ
117	Ciste iomaíoch nua a bhunú chun cur ar chumas na chéad glúine eile de thaighdeoirí aistriú go stádas Príomhthaighdeora. Cuimseoidh an Clár trí	2017	ROS, IRC

Cuspóir 4.7

Uimh.	Gníomhartha	Amlínte	Seachadta ag
	leibhéal - Deontas Tosaigh (i ndiaidh na hiardhochtúireachta –leibhéal an léachtóra sóisearaigh); Deontas Daingnithe (leibhéal an léachtóra/comhalta taighde sinsearach) agus Ard-Deontas (Léachtóir Sinsearach/Ollamh – Príomhthaighdeoir). Beidh dámhachtainí suas le ceithre bliana ar fhad agus tá siad faoi réir ag acmhainní.		

Cuspóir 4.8: Éire a shuíomh mar ionad inmhianta do scoláirí idirnáisiúnta

Cuspóir 4.8

Uimh.	Gníomhartha	Amlínte	Seachadta ag
118	An Marc Oideachais Idirnáisiúnta (IEM) a thabhairt isteach chun caighdeán cáilíochta agus an dea-chleachtas idirnáisiúnta a chinntiú d'fhoghlaimoirí idirnáisiúnta in Éirinn. Cuirfear tús le dréachtadh an Bhille i Ráithe 1 2017, agus tá an Marc sceidealaithe le cur i bhfeidhm in 2018.	Ráithe 1 2017 - 2018	ROS
119	Straitéis Oideachais Idirnáisiúnta 2016-2020 a fhoilsiú, le Grúpa Oibre Ardleibhéil bunaithe chun na gníomhartha uile a chur i bhfeidhm.	Ráithe 4 2016-2020	ROS

Sprioc 5: Feabhas a chur ar sheirbhísí náisiúnta pleanála agus tacaíochta

Tá ról tábhachtach ag an Roinn agus a gníomhaireachtaí i soláthar na ceannaireachta straitéisí, beartas a fhorbairt agus seirbhísí a sholáthar. Áirítear leis seo comhordú le páirtithe leasmhara eanála, an earnáil phoiblí níos leithne, an córas polaitiúil agus comhlachtaí rialtais eile agus cláir oibre tras-earnála. Cuimsíonn sainchúram na Roinne oideachas luathbhlianta, oideachas bunscoile agus dara leibhéal, breisoideachas agus oiliúint agus ardoideachas, lena n-áirítear tacaí don taighde agus oideachas idirnáisiúnta. Déanaimid ionadaíocht ar oideachas agus oiliúint thar lear freisin agus glacaimid páirt i bhfóraim idirnáisiúnta éagsúla. Go minic bíonn suim ag tíortha eile i mbeartas agus cláir Oideachais agus Oiliúna in Éirinn agus aithnítear neart d'ár dtionscnaimh go hidirnáisiúnta.

Leis an uailmhian go mbeadh an córas oideachais agus oiliúna is fearr san Eoraip againn leagtar éileamh ar leith ar an Roinn agus a gníomhaireachtaí náisiúnta – chun na struchtúir chearta a chruthú, na beartais chearta a fhorbairt, na hionstraimí maoinithe cearta a úsáid, na seirbhísí tacaíochta cearta a sholáthar agus seachadadh go héifeachtach – chun dul leis an uailmhian seo.

Leis an Straitéis agus Plean Gníomhaíochta seo leagtar amach uailmhianta sínte d'aon ghnó, agus cuimsítear na trí bliana atá romhainn. Foilseoidimid gníomhartha a bhfuil amlínte leo in aghaidh na bliana agus déanfaimid monatóireacht go poiblí ar an dul chun cinn. Gach bliain tabharfaimid cuireadh do pháirtithe leasmhara obair linn chun foghlaim ónár rath agus ónár díomá agus obair na bliana ina dhiaidh sin á múnú againn. Oibreoidimid le saineolaithe agus comhpháirtithe idirnáisiúnta chun cuidiú leis an bpróiseas seo.

Sprioc 5: ÁR gCUSPÓIRÍ & GNÍOMHARTHA

Maoirseacht straitéiseach a láidriú agus fócasú ar sholáthar do thorthaí

Tá sé d'aidhm againn ceannaireacht agus treoir a sholáthar d'fheabhsúcháin ar fud an chórais chun torthaí níos fearr a sholáthar do na foghlaiméoirí uile. Aithnímid an luach atá le leasuithe iomlán-an-chórais a sholáthrú, in imeacht ama, feabhsúcháin sa ghnóthachtáil, le feabhsúcháin ag gach leibhéal ag cur le láidreacht chóras foriomlán an oideachais agus na hoiliúna.

Déanfar monatóireacht leanúnach ar chur i bhfeidhm an Phlean Gníomhaíochta d'Oideachas agus Scileanna agus tabharfar tuairisc ar an dul chun cinn ar bhonn ráithe, agus déanfar gníomh leasúcháin más féidir sa chás nach bhfuil gníomhartha ar thargaid do sheachadadh. Tabharfar tuairisc go bliantúil ar chur i bhfeidhm an Phlean Gníomhaíochta agus déanfar an Plean Gníomhaíochta a athnuachan gach bliain. Déanfar tomhas, tagarmharcáil agus tuairisciú ar fheidhmíocht an chórais. Chun é seo a dhéanamh go héifeachtach, cuirfidh an Roinn feabhas ar a inniúlacht chun anailís a dhéanamh ar bheartas straitéiseach, maoirseacht ar chlár agus beartas, rialachas agus struchtúir um bhainistiú cláir agus tionscadail, chun soláthar a dhéanamh ar thiomantais ar fud an Rialtais i dtaca le hathchóiriú na hearnála poiblí, i gcomhréir leis an dea-chleachtas idirnáisiúnta. Cuirfidh feabhas freisin ar na táscairí a úsáidimid d'éifeachtacht ár bpríomhghníomhaíochtaí amhail pleanáil ar ár soláthar d'fhoirgnimh agus párollaí.

Cuirfidh an Roinn tacaí eanála ar fáil chun tacú le seirbhísí oideachais a sholáthar. Áirítear le tacaí den sórt sin párolla na Roinne. Oibrímid an párolla eanála poiblí is mó sa tír le breis agus 120,000 íocaí íochta ar bhonn coicise, lena n-áirítear múinteoirí, cúntóirí riachtanas speisialta, teagascóirí baile agus baill foirne teagaisc agus neamhtheagaisc ar scor agus a gcéilí.

Bonneagar iomchuí a sholáthar do thimpeallachtaí foghlama

Soláthrófar níos mó ná 60,000 áit scoile bhuan bhreise faoi 2021, agus tógfar breis agus 300 síneadh ar scoileanna atá ann cheana agus 14 scoil nua i limistéir ina bhfuil éileamh déimeagrafach an-láidir. Tabharfar maoiniú do scoileanna mionfheabhsúcháin a bhainistiú go háitiúil tríd an deontas mionoibreacha agus clár na

n-oibreacha samhraidh. Déanfar dul chun cinn breise chun deireadh a chur le húsáid na bhfoirgneamh réamhdhéanta i scoileanna de réir ar chéile. Tacóidh infheistíocht €150m ón Stát agus luach €200m de thograí Comhpháirtíochta Poiblí Príobháideacha le raon de thograí a sholáthar in earnáil an ardoideachais. Déanfar an bonneagar leathanbhanda a fhorbairt níos mó le leathanbhanda ardluais ag rolladh amach do 800 bunscóil ar dtús in 2016.

Feabhas a chur ar cháilíocht na seirbhísí náisiúnta tacaíochta agus na seirbhísí comhroinnte

Tá an Roinn freagrach as a chinntiú go seachadtar na seirbhísí náisiúnta tacaíochta agus seirbhísí comhroinnte chuig na caighdeáin is airde ag teacht lenár n-uaimhian sháraitheach, go mbeimis ar an gcóras oideachais agus oiliúna is fearr san Eoraip.

Bainfear úsáid as seirbhísí comhroinnte agus TFC chun feabhas a chur ar raon de sheirbhísí riaracháin agus tacaíochta. Agus iad ag feidhmiú, cuirfidh seirbhísí comhroinnte san Airgeadas, Párolla agus feidhmeanna eile feabhas ar an tseirbhís do chustaiméirí agus cuirfidh siad faisnéis bainistíochta ardchaighdeáin. Mar thoradh ar fhócas ar fheabhsúchán leanúnach bainfear tairbhí amach in éifeachtacht próisis agus saineolas agus dá bhrí sin cruthófar fáinne óir le baint amach tairbhí. Déanfar dul chun cinn a thagarmharcáil i gcoinne seirbhísí comhroinnte eile san earnáil poiblí agus go hidirnáisiúnta más féidir.

Sprioc 5: TARGAIDÍ AGUS TÁSCAIRÍ

SPRIOC	BEART	TARGAID / TÁSCAIRE
FEABHAS A CHUR AR SHEIRBHÍSÍ NÁISIÚNTA PLEANÁLA AGUS TACAÍOCHTA	PLEANÁIL AGUS MAOIRSEACHT A LÁIDRIÚ	PLEAN GNÍOMHAÍOCHTA BLIANTÚIL PLEAN SEACHADTA ATHCHÓIRITHE COMHTHÁITE BLIANTÚIL TUAIRISCÍ RÁITHE AR DHUL CHUN CINN REPORTS I DTACA LEIS AN BPLEAN GNÍOMHAÍOCHTA, CLÁR DON RIALTAS AGUS IRDP
	BONNEAGAR OIDEACHAIS	19,000 ÁIT BHUAN BUNSCOILE BHREISE FAOI 2021 43,000 ÁIR BHUAN IAR-BHUNSCOILE FAOI 2021 156 TOGRA UM SHÍNEADH/ATHCHÓIRIÚ AG LEIBHÉAL NA BUNSCOILE CURTHA I GCRÍCH FAOI 2021 124 TOGRA UM SHÍNEADH/ATHCHÓIRIÚ AG LEIBHÉAL NA HIAR-BHUNSCOILE CURTHA I GCRÍCH FAOI 2021 10 N-IAR-BHUNSCOIL NUA 4 BHUNSCOIL NUA LUACH 200M DE THOGRAÍ COMHPHÁIRTÍOCHTA POIBLÍ PRÍOBHÁIDEACH IN EARNÁIL AN ARDOIDEACHAIS
	DUL CHUN CINN AR SHEIRBHÍSÍ COMHROINNTE A CHUR I BHFEIDHM	SEIRBHÍSÍ COMHROINNTE GNÓ OIDEACHAIS BUNAITHE 2017 CUR I BHFEIDHM CÉIMNITHE AR SHEIRBHÍSÍ COMHROINNTE PÁROLLA DO BOOANNA TOSAITHE 2017 CUR I BHFEIDHM CÉIMNITHE AR SHEIRBHÍSÍ AIRGEADAIS COMHROINNTE TOSAITHE 2018
	SEIRBHÍSÍ PÁROLLA	LÍON NA N-ÍOCAÍOCHTAÍ PRÓISEÁILTE
	DUL CHUN CINN I GCUR I BHFEIDHM TOGRAÍ TFC	TFC STRAITÉIS TFC NA ROINNE 2015 – 2019 SEACHADTA FAOI DHEIREADH 2019

SPRIOC	BEART	TARGAID / TÁSICAIRE
		CEADAÍONN BUNACHAR SONRAÍ IAR-BHUNSCOILE AR LÍNE GEARRCHÚRSAÍ AGUS MEASÚNUITHE A IONCHUR, AGUS PRÓIFÍL GHNÓTHACHTÁLA NA SRAITHE SÓISEARAÍ A GHINIÚINT FAOI DHEIREADH 2017

Cuspóir 5.1: Maoirseacht straitéiseach a threisiú agus díriú ar sheachadadh chun torthaí

Cuspóir 5.1			
Uimh.	Gníomhartha	Amlínte	Seachadt a ag
120	Déanfar monatóireacht ráithe ar chur i bhfeidhm an Phlean Gníomhaíochta d'Oideachas agus Scileanna le tuairiscí bliantúla maidir le dul chun cinn. Forbrófar plean athnuaite go bliantúil.	Leanúnach	ROS
121	Feabhas a chur ar chumas beartais straitéisigh, maoirseacht, meastóireacht ar chláir agus beartas, rialachas agus struchtúir bainistíochta cláir agus tionscnaimh chun tiomantais i dtaca le hathchóiriú ar fud na seirbhíse poiblí a chomhlíonadh, le tuairiscí ar na tiomantais san IRDP agus sa Chlár do Rialtas Comhpháirtíochta, i gcomhréir leis an dea-chleachtas idirnáisiúnta.	Leanúnach	ROS
	Moltaí fhorbairt chun feabhas a chur ar struchtúir na Roinne chun an feabhsúchán seo a bhaint amach	Ráithe 2 2017	
	Táscairí a fhorbairt chun éifeachtacht phríomhghníomhaíochtaí na Roinne a léiriú	Ráithe 3 2017	
122	Treo straitéiseach níos fearr a sholáthar i rialachas, bainistíocht agus úsáid sonraí de chuid na Roinne.	Leanúnach	ROS
	Straitéis Sonraí na Roinne a chur i gcrích	Ráithe 4 2016	
	An Straitéis a chur i bhfeidhm, trí shraith de phleananna cur i bhfeidhm dhá bhliain, le bunspricanna inghnóthaithe ar leith bunaithe ar na hacmhainní atá ar fáil, go dtí go seachadtar eilimintí uile na Straitéise	2017-onwards	
123	An dara tuairisc um fheidhmíocht córas ardoideachais a fhoilsiú don tréimhse 2014 – 2016.	Ráithe 4 2016	ROS, ÚAO
124	Tuairisc an tSainghrúpa um Mhaoiniú Todhchaí san Ardoideachas le scrúdú ag Coiste an Oireachtais ar an Oideachas agus tabharfaidh an t-aiseolas treoir do bheartas.	Ráithe 3 2016 leanúnach	ROS
125	Moltaí i dtuairisc an tSainghrúpa um Mhaoiniú Todhchaí san Ardoideachas a bhaineann le hathbhreithniú ar an tsamhail mhaoinithe a chur i bhfeidhm. Áireofar leis seo athchóiriú ar an tsamhail mhaoinithe chun tacú le huailmhianta fáis agus an cumas le targaidí áirithe a shroicheadh i dtaca le bearnaí scileanna, rochtain do ghrúpaí faoi mhíbhuntáiste agus tionchar níos láidre ar an nuálaíocht.	Ráithe 2 2017	ROS
126	An dara tuairisc um fheidhmíocht córas ardoideachais a fhoilsiú don tréimhse 2014 – 2016, agus Creat nua Feidhmíochta Córas don Ardoideachas a fhorbairt don tréimhse 2017 – 2021 a áireoidh targaidí nua don fhorbairt ar chaipiteal daonna, scileanna criticiúla, rochtain, teagasc agus foghlaim, taighde agus tosaíochtaí eile náisiúnta agus réigiúnacha.	Ráithe 4 2016	ROS, ÚAO
127	Athchóiriú reachtúil a chur chun cinn in earnáil an Ardoideachais:		ROS
	Scéim Ghinearálta an Bhille um Athchóiriú Ardoideachais a	Ráithe 4	ROS

Cuspóir 5.1

Uimh.	Gníomhartha	Amlínte	Seachadt a ag
	fhoilsiú	2016	
	Bille na nOllscoileanna Teicneolaíochta a achtú chun bonn a chur le samhail nua ardoideachais a fhorbairt in Éirinn	Ráithe 1 2017	
	Tacú le cuibhreannais iarratasóirí do stádas Ollscoile Teicneolaíochta de réir mar a cheadaíonn acmhainní		
128	Tacú le córas scoile ardchaighdeán a oibriú trí sholáthar bliantúil de thacaí teagasc agus airgeadais do scoileanna, bunaithe ar chritéir chomhaontaithe agus sonraí rollaithe.	Leanúnach	ROS
129	Cuir seirbhísí párolla agus pinsin ar fáil do mhúinteoirí agus baill foirne scoile sna scoileanna uile (ach amháin in earnáil na mBOOanna), ag eisiúint íocaíochtaí do bhreis agus 120,000 duine ar bhonn coicíse.	Leanúnach	ROS
130	Cur chuige caighdeánaithe a fhorbairt i dtaca le rialachas agus cuntasacht ar fud na hearnála oideachais chun a chinntiú go mbíonn cur i bhfeidhm comhsheasmhach ar fud na hearnála oideachais de na rialacháin um rialachas corparáideach a chomhlíonadh.	Leanúnach	ROS, Gníomhaireachtaí
	Athbhreithniú a dhéanamh ar phróisis agus nósanna imeachta um rialachas corparáideach i ngníomhaireachtaí faoi scáth na Roinne agus torthaí athbhreithnithe agus moltaí do gach gníomhaireacht	Ráithe 1 2017	ROS
	Comhaontuithe seirbhíse a fhorbairt le príomh-ghníomhaireachtaí	Ráithe 1 2017	ROS

Cuspóir 5.2: Bonneagar cuí a sholáthar do thimpeallachtaí foghlama

Cuspóir 5.2			
Uimh	Gníomhartha	Amlínte	Seachadt a ag
131	50 togra ar scála mhór atá ar siúl ón gclár tógála 2012- 2016 a chur i gcrích, de réir mar a cheadaíonn acmhainní.	Ráithe 4 2016	ROS
132	An Clár Tógála 2016- 2021 a chur i gcrích, de réir mar a cheadaíonn acmhainní.	2016-2021	ROS
	62,000 áit scoile bhuan bhreise a sholáthar - 19,000 ag leibhéal na bunscoile agus 43,000 ag leibhéal na hiar-bhunscoile		
	Críoch / tosú ar 310 togra do shíneadh scoile agus scoileanna nua (156 ag leibhéal na bunscoile, 124 ag leibhéal na hiar-bhunscoile agus 30 i scoileanna speisialta), lena n-áirítear 14 scoil nua i limistéir ina bhfuil éileamh déimeagrafach an-láidir - deich n-iar-bhunscoil agus ceithre bhunscoil		
	Clár um Deontas Mionobreacha agus Oibreacha Samhraidh a sholáthar de réir mar a cheadaíonn maoiniú		
133	An chéad chéim eile den Tionscnamh um Fhoirgnimh Réamhdhéanta a Ionadú a rolladh amach, ag déanamh réamhoibre i scoileanna le foirgnimh réamhdhéanta níos sine a ceannaíodh, le tús a chur ar chóiríocht bhuan a thógáil in 2019, de réir mar a cheadaíonn acmhainní.	2016- 2019	ROS
134	Leanúint den infheistíocht chaipitil san Ardoideachas, de réir mar a cheadaíonn acmhainní.	Ráithe 4 2021	ROS

Cuspóir 5.2

Uimh	Gníomhartha	Amlínte	Seachadta ag
	Togra PPP Ghráinseach Ghormáin a chur chun cinn	Leanúnach	
	Cur i bhfeidhm an Phlean Caipitil 2016- 2021 i dtaca le hArdoideachas, de réir mar a cheadaíonn acmhainní. Áirítear leis seo maoiniú Stáitchiste €150m a sholáthar agus luach €200m de thograí Comhpháirtíochta Poiblí Príobháideacha don Earnáil a chur chun cinn	Ráithe 4 2016 ar aghaidh	
135	Feabhas a chur ar cháilíocht na nascachta idirlín do scoileanna ag teacht le forbairtí teicniúla agus acmhainní atá ar fáil.	Leanúnach	ROS

Cuspóir 5.3: Feabhas a chur ar cháilíocht na seirbhísí tacaíochta náisiúnta agus seirbhísí comhroinnte

Uimh	Gníomhartha	Amlínte	Seachadta ag
136	Córais bhainistíochta ROS a láidriú trí sheirbhísí comhroinnte.	Leanúnach	ROS, RCPA (Do Sheirbhísí Airgeadais Comhroinnte)
	Straitéis ROS um Sheirbhísí Comhroinnte a chomhaontú	2017	
	Úsáid na Seirbhísí Comhroinnte Airgeadais a leabú in ROS	Ráithe 4 2016- 2019	
	Tograí atá in oiriúint do sheirbhísí comhroinnte a dhéanamh laistigh de ROS agus páirt a ghlacadh i gcéimeanna tógála agus tástála den togra foriomlán	Ráithe 4 2016/ Ráithe 1-4 2017	
	Cuir tús le measúnú ar thionchar an athraithe laistigh de ROS	Ráithe 2 2018	
	Idirbhearta airgeadais agus chuntasaíochta na Roinne a bhogadh go dtí an Lárionad Seirbhís Comhroinnte Airgeadais	Ráithe 2 2019-scheduled	
	Cás gnó a ullmhú d'uasghrádú fheidhmeanna Párolla agus Pinsin na Roinne chuig caighdeán seirbhís comhroinnte chun éifeachtaí suntasacha a thabhairt agus torthaí níos fearr don Roinn agus custaiméirí	2017	
137	Feabhas a chur ar cháilíocht na seirbhísí ar fud na hearnála trí sheirbhísí comhroinnte a thabhairt isteach, faoi réir acmhainní.	Leanúnach	ROS, Scoileanna, BOOanna, HEIanna
	Láidriú ar fheasacht agus caidreamh gníomhach earnáil na scoileanna le hoibriú agus úsáid na socrúithe lárnacha soláthair sa chaoi is go ndéantar an sábháil airgid is fearr do scoileanna	Ráithe 4 2016	
	Ceannoifigí agus ionaid oiliúna na mBOOanna a nascadh le haon soláthraí líonra amháin, <i>Government Networks</i> , a cheadaíonn nascacht idir oifigí agus comhaontuithe sa todhchaí do sheirbhísí gaolta, amhail VOIP. Díriú ar 25 Ceannoifig/Fo-oifig BOO agus 19 Ionad Oiliúna BOO ceangailte le <i>Government Networks</i>	Ráithe 3 2016	
	Seirbhísí Comhroinnte Gnó Oideachais (ESBS) a bhunú	2017	
	Tús a chur le cur i bhfeidhm céimnithe ar sheirbhís chomhroinnte Párolla do BOOanna	2017	

Cuspóir 5.3

Uimh	Gníomhartha	Amlínte	Seachadta ag
	Córais TFC a uasghrádú do Phárolla/AD Ardoideachais chun tacú leis an gclár oibre do sheirbhísí comhroinnte	2017	
	Tús a chur le cur i bhfeidhm céimnithe ar sheirbhís chomhroinnte Airgeadais do BOOanna	2018	
138	Cuir feabhas ar phróisis ghnó agus ar chur i bhfeidhm an athchóirithe oideachais trí úsáid TFC.	Leanúnach	ROS
	Straitéis TFC 2015 – 2019 de chuid na Roinne a sholáthar, ina dtugtar tús áite don nuálaíocht, córais chomhtháite, rialachas faisnéise láidirthe, eispéreas feabhsaithe do chustaiméirí, optamú costas, agus feidhmchláir ath-inúsáidte	2016- 2019	
	Cuir an córas IMIS (<i>Inspections Management Information System</i>) i bhfeidhm chun cur ar chumas na gcigirí sonraí a ghabháil ag baint úsáide as gléasanna soghluaiste, chun próiseas tuairiscithe na cigireachta ar an iomlán a shruthlíniú; chun a chinntiú go gcuirtear sonraí cáilíochta ar fáil do chúiseanna meastóireachta; agus chun tacú le foirmlíú beartas atá bunaithe ar fhianaise	Ráithe 3 2016	
	An Bunachar Sonraí Bunscoile Ar Líne a úsáid chun uathoibriú a dhéanamh ar na torthaí ón daonáireamh bliantúil do scoileanna náisiúnta, chun sonraí níos daingne a sholáthar do phróisis ghnó inmheánacha, lena n-áirítear deontais chaipitíochta agus leithdháileadh múinteoirí	Ráithe 3 2016	
	An Bunachar Sonraí Bunscoile Ar Líne a feabhsú chun cuidiú leis an gclár Athchóirithe ar an tSraith Shóisearach a chur i bhfeidhm, ag ligean d'inchur gearrchúrsaí agus measúnuithe, á leanúint ag giniúint Phróifíl Ghnóthachtála na Sraithe Sóisearaí	2016-2017	
	An feidhmchlár ar líne um Achomhairc i dtaca le Deontais Mac Léinn a chur i bhfeidhm, chun an próiseas ar an iomlán a shruthlíniú agus chun éifeachtaí níos fearr a sholáthar	Ráithe 3 2016	
139	Seirbhísí iompair scoile atá sábhailte, éifeachtach agus cost-éifeachtach a sholáthar do leanaí incháilithe.		ROS, Bus Éireann
	Athbhreithniú a dhéanamh ghné na dtáillí agus rialacha lamháltais den Scéim Iompair Scoile. Tá an t-athbhreithniú déanta, agus gníomhartha comhaontaithe roimh an bpróiseas buiséid 2017	Ráithe 3 2016	
	Athbhreithniú a dhéanamh ar na critéir agus treoirlínte don Bhord Achomharc Iompair Scoile	Ráithe 2 2017	



AGUISÍNÍ



Aguisín 1: Comhlachtaí faoi scáth na Roinne

1.	An Chomhairle um Oideachas Gaeltachta agus Gaelscolaíochta (COGG)
2.	An Coimisiún um Fhiosrúchán faoi Mhí-úsáid Leanbh (CICA)
3.	An Foras Taighde ar Oideachas (ERC)
4.	Gníomhaireacht Forbartha Ghráinseach Ghormáin (GGDA)
5.	An tÚdarás um Ard-Oideachas (ÚAO)
6.	An Chomhairle um Thaighde in Éirinn (IRC)
7.	Léargas
8.	An Lárionad Náisiúnta um Threoir san Oideachas (LNTO)
9.	An Chomhairle Náisiúnta Curaclaim agus Measúnachta (CNCM)
10.	An Chomhairle Náisiúnta um Oideachas Speisialta (CNOS)
11.	Dearbhú Cáilíochta agus Cáilíochtaí Éireann (QQI)
12.	An Bord um Shásamh i leith Foras Cónaithe (RIRB)
13.	An Coiste Athbhreithnithe Foras Cónaithe (RIRC)
14.	Bord an Chiste Reachtúil Foras Cónaithe
15.	Skillnets Ltd
16.	An tSeirbhís Oideachais Leanúnaigh agus Scileanna (SOLAS)
17.	Coimisiún na Scrúduithe Stáit (CSS)
18.	An Chomhairle Mhúinteoireachta

Aguisín 2: Acrainmneacha

AC	An Chomhairle Ealaíon
AT	Ardteistiméireacht
CNOS	Comhairle Náisiúnta um Oideachas Speisialta
DAF	Ciste na gCuntas Dímhaoín
DEIS	Comhionannas Deiseanna a Sholáthar i Scoileanna
EAL	Béarla mar Theanga Bhreise
ECCE	Cúram agus Oideachas Luathóige
EGFSN	Sainghrúpa ar Riachtanais Scileanna sa Todhchaí
EPSEN (Acht)	Oideachas do Dhaoine a Bhfuil Riachtanais Speisialta Oideachais acu (Acht)
ETB	Bord Oideachais agus Oilíúna
ETIM	Eolaíocht, Teicneolaíocht, Innealtóireacht agus Mata
Breisoideachas agus Oilíúint	Breisoideachas agus Oilíúint
FGL	Forbairt Ghairmiúil Leanúnach
FSS	Feidhmeannacht na Seirbhíse Sláinte
GAM	Samhail Leithdháilte Ghinearálta
HE	Ardoideachas
HEI	Institiúid Ardoideachais
HLIG	Grúpa Forfheidhmithe Ardleibhéil don Chairt um Ealaíona san Oideachas
HSCL	Scéim Theagmhála Baile, Scoile agus an Phobail
IDA	Údarás Forbartha Tionscail
IOT	Institiúid Teicneolaíochta
IP	Maoin Intleachtúil
ISS	Seirbhís Tacaíochta Chomhtháite
IT	Teicneolaíocht Faisnéise
OTM	Oilíúint Tosaigh Múinteoirí
PE	Corpoideachas
PTR	Cóimheas idir Daltaí agus Múinteoir
REOGR TG	Roinn Ealaíon, Oidhreacht, Gnóthaí Réigiúnacha, Tuaithe agus Gaeltachta
ROS	Roinn Oideachais agus Scileanna
RPFN	Roinn Post, Fiontar agus Nuálaíochta
SEN	Riachtanais Speisialta Oideachais
SENO	Eagraí Riachtanas Speisialta Oideachais
SLT	Teiripe Urlabhra agus Teanga
SNA	Cúntóir Riachtanas Speisialta Oideachais
SNE	Oideachas Riachtanas Speisialta
SNSO	Seirbhís Náisiúnta Síceolaíochta Oideachais
SOLAS	An tSeirbhís Oideachais Leanúnaigh agus Scileanna
SPHE	Oideachas Sóisialta, Pearsanta agus Sláinte
TC	Teastas Sóisearach
TFC	Teicneolaíocht Faisnéise agus Cumarsáide
TU	Ollscoil Teicneolaíochta
TY	Idirbhliain
ÚAO	Údarás Ardoideachais

Aguisín 3: Tiomantais ROS ag eascairt as an gClár do Rialtas Comhpháirtíochta

Seo thíos na tiomantais a shanntar don Roinn Oideachais agus Scileanna mar Phríomh-Roinn.

Uimhir an Tiomantais	Cur síos ar an Tiomantas
3.2.3	Déanfaimid infheistíocht i scileanna agus in oiliúint, chun deis a bheith ag gach duine buntáiste a bhaint as an athshlánú geilleagair
4.3.5	Chun inbhuanaitheacht agus inmharthanacht na bpobal áitiúil a chosaint, ní dhúnfaimid aon scoil bheag gan cead na dtuismitheoirí. Fágfar na scéimeanna tacaíochta reatha ar oscailt d'infheistíochtaí nua infreastruchtúir sna scoileanna.
4.3.7	I gcomhpháirtíocht leis an gComhairle Printíseachta agus lucht tionscail, dúblóimid an líon printíseachtaí chun 31,000 áit a chur ar fáil faoi 2020 trí ghlaobliantúil ar thograí nua. Beimid ag díriú ar bhreis agus 100 scéim printíseachta éagsúil ar fud earnálacha den eacnamaíocht agus i ngach réigiún d'Éirinn.
4.3.21	Tabharfaimid tús áite do na hinstiúidí sin a mbeidh ardmhianta agus pleananna soiléire acu don chur chun cinn ar thaighde agus oideachas teicneolaíochta a bheidh ábhartha don tionsclaíocht. Is féidir athbhreithniú a dhéanamh ar an ngá atá le cumasc éigeantach d'instiúidí reatha, más féidir cás a chruthú, nach bhfuil cumasc indéanta ar chúiseanna tíreolaíochta.
6.3.1	Mar údar imní atá ag dul i méid i scoileanna agus do theaghlaigh, ní mór dúinn feasacht agus cosc a chur chun cinn sa chóras oideachais seachas a bheith ag freagairt do theagmhais. I 2017, tabharfar Folláine Intinne isteach mar ábhar sa churaclam nua Theastas Sóisearach agus céim chun tosaigh a bheidh ann chun tuiscint agus feasacht a ardú i measc déagóirí. Ach, tá tuiscint níos iomláine faoi fholláine intinne na mac léinn féin ag teastáil.
6.3.3	Maidir le foirne múinteoireachta déanfaimid infheistíocht i gcúrsaí SafeTALK and ASIST.
7.4.2	Scrúdóimid leordóthanacht rochtain agus cistiú oideachais speisialta faoi láthair
7.4.3	Tá an Rialtas tiomanta do sheirbhísí luath-idirghabhála agus coisctheacha do leanaí. Is féidir le rochtain níos luaithe ag leanaí agus daoine fásta chuig Teiripe Urlabhra agus Teanga difríocht an-mhór a dhéanamh sna deiseanna a bheidh acu ina saol. Tabharfaimid isteach seirbhís nua urlabhra agus teanga inscoile ag cruthú nascálacha níos láidre idir thuismitheoirí
8.1.5	Bunófar seirbhís nua urlabhra agus teanga chun tacú le leanaí óga mar chuid de chóras tacaíochta níos comhtháite. Tá sé taispeánta ar fud an OECD mar an bealach is éifeachtaí chun bainistíocht agus idirghabháil maidir le saincheisteanna oideachais agus sóisialta de bharr deacrachtaí urlabhra agus teanga i leanaí
8.1.6	Déanfaimid breis acmhainní a infheistiú sa Seirbhís Náisiúnta Shíceolaíocht Oideachais (SNSO) le hidirghabháil agus rochtain níos luaithe do leanaí (agus déagóirí, chomh maith) a chinntiú.
8.2.8	Ní mór dúinn leas a bhaint as ár bhfoirgnimh bhunscoile chun cúram tar éis scoile a sholáthar do leanaí in aois scoile, chun níos mó roghanna agus solúbthachta a chur ar fáil do thuismitheoirí. Ceanglóimid caipitíocht bhreise le foirgnimh a chur ar fáil do chúram tar éis scoile, má bhíonn an t-éileamh ann. Tabharfar cuireadh do ghrúpaí pobail agus do sholáthraí príobháideacha tairiscintí a chur isteach chun saoráidí scoileanna a úsáid (tar éis uaireanta scoile).
8.3.2	Siollabas nua Corpoideachais na hArdteistiméireachta a thabhairt isteach, mar ábhar iomlán roghnach.
8.3.7	D'fhoirne múinteoireachta, chomh maith, tacóimid le cúrsaí SafeTALK agus ASIST.
10.0.1	Táimid tiomanta €500 milliún breise a infheistiú in oideachas faoi 2021 trí chéimeanna a chuimsíonn fóirdheontais chúram leanaí, Teiripeoirí Urlabhra agus Teanga an HSE, chun an líon a thabhairt go 1,102 (ardú 25%), breis Siceolaithe Náisiúnta Oideachais

	<p>(NEPanna) chun an líon a thabhairt go 238 (ardú 25%), cóimheas idir daltaí agus múinteoirí sna naionáin shóisearacha agus shinsearacha a laghdú, arduithe bliantúla ar na rátaí caipitíochta bunscoile agus meánscoile, múinteoir breise CPD, Ciste nua Sármhaitheas Scoile, arduithe pá ag teacht le Comhaontú Bhóthar Lansdúin agus breis infheistíochta tríú leibhéal.</p> <p>Cuirfimid laghdú, chomh maith, ar mhéid ranganna bunscoile; tabharfaimid ar ais gairmthreoir i meánscoileanna agus ardóimid tacaíochtaí airgid do mhic léinn iarchéime le béim ar leith orthu sin as teaghlaigh atá ar ioncam íseal. Leis an infheistíocht seo coinneoidimid ar thóir na bprionsabal thíos de rochtain, sármhaitheas, trédhearcacht agus nuáil.</p>
10.0.2	Réiteoidimid straitéis trí bliana don Roinn Oideachais laistigh de na 100 lá tosaigh agus creat chun an dul chun cinn a thomhas i gcomhairle le páirtithe leasmhara.
10.1.2	An cóimheas idir daltaí agus múinteoirí sna naionáin shóisearacha agus shinsearacha a laghdú trí ranganna níos lú, ar céim í a bhfuil an tionchar tairbhiúil is mó aici ar leanaí níos óige. Bíonn sé le feiceáil go leanann na buntáistí a thagann de bharr ranganna níos lú sna luathbhlianta isteach in obair na mblianta ina dhiaidh sin. Léiríonn taighde gur mó an seans go bhfanfaidh daltaí ar scoil níos faide agus go mbainfidh siad torthaí níos fearr amach.
10.1.3	Múnla nua Teiripe Urlabhra agus Teanga inscoile a fhorbairt ina mbeidh comhoibriú idir thuismitheoirí, scoileanna agus seirbhísí cúraim phríomhúil.
10.1.4	Breis síceolaíthe SNSO a chur ar fáil chun tacú le straitéisí nua idirghabhála don fhoireann agus do dhaltaí agus le tacaíocht láithreach a chur ar fáil do scoileanna i gcásanna criticiúla.
10.2.1	Ardóimid scolaíocht éigeantach go haois 17.
10.2.3	Tá rátaí fanta ar scoil ag dul in airde ach is féidir níos mó a dhéanamh le haistriú chuig fostaíocht nó breisoideachas d'fhágáilithe óga scoile a chinntiú. Scrúdófar breis tacaíochtaí do ghrúpaí a bhíonn ag obair le Fágáilithe Óga Scoile.
10.2.4	Foilseoimid Plean Gníomhaíochta nua cothromaithe le dáta i leith Chuimsiú Oideachais, laistigh de 12 mí, le fócas ar leith ar scoileanna DEIS.
10.2.5	Ba cheart go mbeadh soláthar chlár oideachais ábhartha, dírithe go sonrach ar luathfhágáilithe agus ar fhoghlaimeoirí dara seans, curtha ar fáil ar feadh na bliana ar fad, ar bhonn modúlach. Tacóimid le hardú ar líon na gcúrsaí solúbtha a bhíonn ar fáil; ag tabhairt deise do dhaoine freastal ar chúrsaí go páirt-aimseartha, sa tráthnóna, sa samhradh agus ag an deireadh seachtaine.
10.3.1	Tá treochar aontaithe le haghaidh aistriú céimnithe a dhéanamh ar scoileanna Caitliceacha chuig pátrúin nua, in áiteanna ina bhfuil tacaíocht dó, i measc an phobail. Oibreoidimid leis na páirtithe leasmhara ar fad chun an próiseas seo a éascú agus san am céanna ag scrúdú cuir chuige nua, mar an fhéidearthacht go mbeadh pátrúin dhifriúla ar an suíomh céanna.
10.3.2	Cuirfimid le líon na scoileanna neamhshainchreideamhacha agus il-sainchreideamhacha ar mhaithe le 400 scoil a bheith ann faoi 2030.
10.3.3	Foilseoimid Reachtaíocht nua Chlárú agus Sármhaitheas Scoile ag cur dréachtmholtá reatha san áireamh (foilsiú polasaithe chlárú scoile, deireadh le liostaí feithimh, struchtúir bhliantúla cláraithe a thabhairt isteach, agus trédhearcacht agus cothroime faoi iontráil daltaí). Féachfaimid leis an reachtaíocht seo a achtú le haghaidh thús na scoilbliana 2017-18.
10.3.4	Scrúdóidh an Coiste Oireachtais ábhartha an ról agus an chumhacht a bheadh ag Ombudsman Oideachas, a d'fhéadfadh tuismitheoir clamhsán a dhéanamh leis agus achomharc a chur faoina bhráid faoi chinneadh a dhéanfaidh bord bainistíochta, in aghaidh seasaimh leis an ngá atá le cinnteoireacht áitiúil agus freagracht níos mó a thabhairt do thuismitheoirí.
10.3.5	Cinntoimid nach ndúnfar aon scoil bheag in aghaidh thoil na dtuismitheoirí, agus san am céanna déanfar an próiseas a éascú do scoileanna ar mhian leo cónascadh.
10.3.6	Laistigh de 3 mhí tosóimid ar athbhreithniú ar na tairseacha cheapachán múinteoirí i

	scoileanna le 4 nó níos lú múinteoirí.
10.3.7	Déanfaimid athbhreithniú ar na táillí lamháltais agus ar ghné na rialacha den Scéim Iompar Scoile roimh bhuiséad 2017. Déanfaimid athbhreithniú ar na critéir agus na treoirlínte don Bhord Achomharc Iompar Scoile.
10.3.8	Déanfaimid athbhreithniú ar na roghanna i leith thástáil chaighdeánaithe ionas go gcuirtear eolas soiléir ar fáil do mhúinteoirí agus do thuismitheoirí. Ba chóir go mbeadh tuismitheoirí in ann tuairiscí bliantúla a fháil faoi mar atá ag éirí lena scoil. Ba chóir go mbeadh an Rialtas in ann measúnú a dhéanamh ar conas mar atá infheistíochtaí nua ag dul chun cinn (m.sh. laghduithe ar an gcóimheas daltaí le múinteoirí, idirghabhálacha urlabhra agus teanga).
10.3.9	Tabharfaimid isteach nós imeachta clamhsáin níos láidre agus cairt do thuismitheoirí, agus tús a chur leis na Forálacha In Imhe Múinteoireachta d’Acht na Comhairle Múinteoireachta (10 mbliana i ndiaidh a achtaithe).
10.4.1	Chun sármhaitheas agus nuáil a chur chun cinn in ár scoileanna tabharfaimid isteach solúbthacht níos mó sna scoileanna agus tógfar céimeanna chun é sin a bhaint amach. D’fhéadfadh sé go gcuimseodh sé seo uailmhianta difriúla a chothú trí roghanna nua ábhar, caidreamh níos mó le fiontraíocht faoi na scoileanna a bheidh ag teastáil sa todhchaí, agus solúbthacht mhéadaithe i mbainistiú scoileanna ó lá go lá ar mhaithe le torthaí a fheabhsú. Tacófar le ceannaireacht scoile chun leasuithe a ardaíonn caighdeán oideachais a aithint agus a thabhairt isteach, go háirithe sna bunriachtanais de léamh, scríobh agus uimhríocht.
10.4.2	Leagfaimid amach rátaí caipitíochta do scoileanna ar bhonn atrátha 3 bliana, chun pleanáil chun cinn a cheadú. Beidh sé de chumhacht ag bainistíocht scoile na hacmhainní a leithdháileadh de réir mar a mheasann siad a bheith iomchúí, lena n-áirítear do phoist fhreagrachta.
10.4.3	Cuirfimid Ciste Sármhaitheas Scoile nua ar bun a thugann luaíocht i leith cur chuige nua atá tiomanta ag múinteoirí agus ag tuismitheoirí iad féin, chun leasa oideachas na ndaltaí. Tabharfar tús áite d’iarratais a fhéachann le aghaidh a thabhairt ar mhíbhuntáiste oideachais.
10.4.4	Cuirfimid buíon saineolaithe ar bun (oideachasóirí, fostóirí, cuntasóirí, ceannairí gnó, speisialtóirí TF, etc.) chun cuidiú le tionscnaimh scoile, gníomhaíocht nuála agus fiontraíochta a chur chun cinn, go háirithe ag an dara leibhéal.
10.4.5	Mar chuid den Straitéis Dhigiteach tabharfaimid isteach teicneolaíocht nua a chuirfidh cianfhoghlaim ar fáil sna seomraí ranga, lena chinntiú go mbeidh rochtain chuig réimse níos leithne roghanna ábhar ag gach scoláire agus oideachas ar chaighdeán comhsheasmhach.
10.4.6	Déanfaimid infheistíocht i bhforbairt ghairmiúil leanúnach bhreise do mhúinteoirí, lena chinntiú go mbeidh tacaíocht curtha ar fáil dóibh ar feadh a saoil ghairmiúil, agus go mbeidh siad réidh chun freagairt do na dúshláin a thiocfaidh chun cinn agus a bheidh le sárú ag na scoláirí. Déanfaidh príomhoidí nua-cheaptha cúrsa ullmhúcháin sula dtéann siad i mbun a ról nua.
10.4.7	Ar mhaithe le torthaí na scoláirí agus feidhmíocht scoile a fheabhsú, scrúdóimid an acmhainneacht le haghaidh bearta chun cuidiú le príomhoidí teagaisc.
10.4.8	Dreasóimid, leis, rannpháirtíocht dheonach scoile i “mBraislí Oideachais Áitiúla” a spreagann scoileanna chun torthaí na ndaltaí a fheabhsú trí dhea-chleachtas agus samplaí fheabhsúcháin scoile a roinnt, trí thionscnaimh chomhoibríocha inscoile agus tar éis scoile a chothú, trí mheantóireacht piaraí foirne agus ceannaireachta, agus trí laghduithe costais a cheadú trí bharrainneacht scála.
10.5.1	Tá forás ag teacht ar an gcuraclam. In 2016, ní mór dúinn díriú ar riachtanais, cumais agus acmhainneachtaí scoláirí sa todhchaí. Ní mór béim a choinneáil ar litearthacht agus ar mhata, ach ba chóir ábhair nua mar ealaín, oideachas fiontraíochta agus feasacht faoi mheabhairshláinte, a thabhairt isteach.
10.5.2	Déanfaimid breis luathaithe ar an gclár Digiteach agus TFC scoileanna trí chúrsa códaithe a iniamh don sraith shóisearach agus trí TFC/Eolaíocht Ríomhaireachta a thabhairt isteach mar ábhar don Ardeistiméireacht.

10.5.3	Tabharfaimid isteach, chomh maith, siollabas nua Corpoideachais mar ábhar iomlán don Ardteistiméireacht.
10.5.4	Déanfar Gairmthreoir ag an leibhéal meánscoile a fheabhsú.
10.5.5	Déanfaimid tacaíochtaí aistriithe do dhaoine óga ag gach leibhéal oideachais a mheasúnú, ar mhaithe le tionscnaimh a thacaíonn le daoine óga ag pointí criticiúla ina saol, a chur chun cinn. Úsáidfear an Idirbhliain, go háirithe, chun daoine óga a réiteach le scileanna tábhachtacha, sula ndéanann siad an t-aistriú chuig oideachas níos airde nó obair. Oibreoidimid le tionscail agus le coláistí chun deiseanna agus cláir nua a oscailt suas dóibh le linn na hidirbhliana.
10.5.6	Iarrfar ar an gCoiste Oireachtais ábhartha athbhreithniú a dhéanamh ar na moltaí a bheidh sa tuarascáil ETIM atá fós le teacht agus an bealach chun cinn a imlíniú chun Straitéis Náisiúnta a chur i bhfeidhm le hinniúlacht in Eolaíocht, Teicneolaíocht, Innealtóireacht agus Mata, a fhorbairt.
10.5.7	Déanfaimid gníomhaíocht fhiontraíoch in ard-oideachas na hÉireann a thagarmharcáil agus oibreoidimid leis an Údarás um Ard-Oideachas le plean uailmhianach, inchomhlíonta a chinntiú chun bearnaí scileanna, riachtanais TFC agus ETIM, a aithint agus a líonadh.
10.6.1	Táimid tiomanta clár infheistíochta caipitil scoile a sheachadadh le haghaidh síntí/athchóirithe, breis áiteanna scoile agus le deireadh a chur le húsáid seomraí réamhdhéanta. Tá cistiú suntasach aimsithe mar chuid den Phlean Caipitil.
10.6.2	Tacaímid le próiseas bliantúil iarratais dona scéimeanna Mionoibreacha agus Obair Shamhraidh.
10.6.3	Ina theannta sin, tabharfaimid meicníocht nua cistithe isteach le haghaidh oibreacha sábháilteachta ar chostas íseal i mbunscoileanna, mar charrchlóis agus leataobhanna do bhusanna.
10.6.4	Ní mór foirgnimh scoile a úsáid laistigh d'uaireanta oibre, más amhlaidh go mbeidh siad ag croílár pobal sa todhchaí, ar feadh an lae agus ar feadh na bliana araon, lena n-áirítear úsáid níos fearr a bhaint as teicneolaíocht faisnéise. Ba chóir go mbeadh iarchúram scoile, clubanna obair bhaile agus gníomhaíochtaí eile pobail ceadaithe. Beidh breis chistiú caipitíochta ceangailte le roghanna cúraim i ndiaidh scoile a bheith ar fáil, má bhíonn éileamh ar a leithéid.
10.7.1	Scrúdóimid leordóthanacht rochtain agus cistiú oideachais speisialta faoi láthair, go háirithe do leanaí a bhfuil siondróm Down agus riochtaí eile orthu. Iarrfaimid comhairle ar an gComhairle Náisiúnta Oideachais Speisialta faoin mbealach is fearr le tabhairt faoi. In áiteanna ina ndéanfar éifeachtúlachtaí mar chuid den athbhreithniú seo, déanfar machnamh ar leathnú a dhéanamh ar an gClár um Sholáthar Iúil le tacaíocht a thabhairt do theaghlaigh ar feadh míonna an tsamhraidh.
10.7.2	Tiocfaimid i gcomhairle leis, le páirtithe leasmhara, le féachaint conas is fearr codanna den Acht EPSEN, a tugadh isteach ar bhonn neamhrechtúil, a chur chun cinn.
10.7.3	Bunófar samhail nua Urlabhra agus Teanga In scoile.
10.7.4	Déanfaimid breis acmhainní a infheistiú, chomh maith, sa Seirbhís Náisiúnta Shíceolaíochta Oideachais (SNSO) le hidirghabháil agus rochtain níos luaithe do leanaí óga (agus déagóirí, chomh maith) a chinntiú, agus le tacaíocht láithreach a thairiscint do scoileanna i gcásanna de theagmhais chriticiúla.
10.8.1	Athróimid struchtúir na Roinne Oideachais lena chinntiú go bhfeidhmeoidh sí mar cheannaire beartas dinimiciúil dírithe ar oideachas ar ardchaighdeán agus torthaí gach scoláire a fheabhsú.
10.8.2	Tacaímid le cruthú Ollscoileanna Teicneolaíochta, a bheidh nasctha le tionsclaíocht agus leis an acmhainneacht le poist i réigiúin a chruthú agus a choinneáil.
10.8.3	Cuirfimid an Plean Náisiúnta um Chothroime Rochtana chuig Ard-Oideachas, a foilsíodh i Nollaig 2015, i bhfeidhm.
10.8.4	Tacóimid le méadú ar an líon cúrsaí solúbtha agus ndeiseanna atá ar fáil; ag tabhairt seans do dhaoine freastal ar chúrsaí go páirt-aimseartha, sa tráthnóna, sa samhradh agus ag an deireadh seachtaine. Tacaímid le cúrsaí lárchéime “bliain cheapaire” a thabhairt isteach, ina gcaitheann mic léinn an tríú bliain a bhíonn siad ag an ollscoil ag

	obair i dtionscalaíocht.
10.8.5	I bpáirt leis an gComhairle Printíseachta, Solas, na Boird Oideachais agus Traenála agus lucht tionscail, déanfaimid líon na bprintíseachtaí a dhúbailt faoi 2020. Cuirfimid ardú suntasach, chomh maith, ar líon na n-áiteanna oiliúna. Forbróimid meicníocht chun taithí phraiticiúil agus saineolas oibre duine a aithint ar mhaithe lena chumasú le tabhairt faoi phrintíseacht.
10.8.6	Dreasachtaí airgeadais a chruthú don chóras tríú leibhéal chun freagairt do bhearnaí scileanna
10.8.7	Cuireadh a thabhairt do lucht tionscail le comhpháirtíocht a dhéanamh sa ghné seachadta de na churaclaim ag an tríú agus ceathrú leibhéal.
10.8.8	Córas láidir a chruthú chun scileanna a sheachadadh agus a athnuachan i réimsí teicneolaíochtaí nua atá ag teacht chun cinn (lena n-áirítear printíseachtaí, cúrsaí oiliúna agus i gcur chun cinn seirbhíse).
10.8.9	Tá acmhainní suntasacha státchiste á infheistiú i gcaiteachas reatha agus caipitil san earnáil Ard-Oideachais. I ndiaidh fhoilsiú thuarascáil an tSainghrúpa ar Chistiú Earnáil an Ard-Oideachais sa Todhchaí molaimid go ndéanfaidh an Coiste Traspháirtí ábhartha Oireachtais athbhreithniú ar a chuid moltaí agus plean molta cistithe don earnáil seo a chur i láthair.
10.8.10	Molfaimid go ndéanfaí scrúdú ar éifeachtúlacht SUSI comhthreomhar leis an tuairisc seo, lena n-áirítear an fhéidearthacht le pearsanra idirchaidreamh SUSI a chur isteach i ngach réigiún.
10.8.11	Tacaímid le solúbthacht nua d'institiúidí ard-oideachais iomchuí laistigh de dhianbhuiséid, trédhearcacht agus socrúithe nua freagrachta, chun a gcuid riachtanas foirne féin a shocrú, na léachtóirí is fearr a fhostú, gnáthphróisis a uathobriú agus cleachtas oibre a athrú chun freastal ar riachtanais foirne agus mac léinn. Trí bhreis solúbthachta a cheadú d'ollscoileanna agus 'féinriail tuillte' féadann siad ord tosaíochta a shocrú agus aghaidh a thabhairt ar shaincheisteanna iad féin chun an institiúid a fheabhsú, agus chun caidreamh nua a chruthú leis na mic léinn.
10.8.12	Déanfaimid é seo trí Athbhreithniú a thionscnamh ar an earnáil Bhreis Oideachais, Oideachais Aosaigh agus Oideachas Pobail agus trí leasuithe a chur i bhfeidhm chun éifeachtúlacht a chinntiú san earnáil.
10.8.13	Déanfaimid scrúdú neamhspleách a choimisiúnú, chomh maith, chun tacaíochtaí agus constaicí a aithint a bhaineann le rochtain a fháil chuig ard-oideachas do thuismitheoirí aonair, agus le céimeanna a scrúdú le rannpháirtíocht a mhéadú. Beidh moltaí na tuarascála seo le foilsiú roimh Bhuiséad 2017.
11.14.1	Scrúdóimid leordóthanacht rochtain agus cistiú oideachais speisialta faoi láthair, go háirithe do leanaí a bhfuil siondróm Down agus riochtaí eile orthu. Iarrfaimid comhairle ar an gComhairle Náisiúnta Oideachais Speisialta faoin mbealach is fearr le tabhairt faoi. Tiocfaimid i gcomhairle leis, le páirtithe leasmhara le féachaint conas is fearr codanna den Acht EPSEN, a tugadh isteach ar bhonn neamhrechtúil, a chur chun cinn.
11.14.2	Foilseoimid Plean Gníomhaíochta nuashonraithe ar Chuimsiú Oideachais chun an bearna idir scoileanna DEIS agus neamh-DEIS a laghdú, agus le féachaint conas is féidir tacú níos fearr le daltaí atá lasmuigh de DEIS.
11.15.1	Foilseoimid reachtaíocht nua Chlárú agus Sármhaitheas Scoile a thabharfaidh rochtain níos córa do theaghlaigh chuig na scoileanna áitiúla.
11.17.2	Déanfaimid athbhreithniú ar chur i bhfeidhm an Phlean Gníomhaíochta Náisiúnta ar Bhulaíocht in ár scoileanna.
14.1.8	Féachfaidh an Rialtas nua le scolaíocht éigeantach a ardú go 17 mbliana d'aois agus déanfaimid iniúchadh i dtaobh mar is féidir linn rátaí críochnaithe scoile a fheabhsú a thuilleadh, sna ceantair atá faoi mhíbhuntáiste go mór mhór.
14.1.9	Déanfaimid Plean Gníomhaíochta nuashonraithe do Chuimsiú Oideachasúil a fhoilsiú, taobh istigh de 12 mhí, le béim faoi leith ar scoileanna DEIS.
14.1.10	Cuirfimid clár náisiúnta rochtana d'ardoideachas i bhfeidhm chomh maith chun líon na n-iarratasóirí agus na mac léinn aibí a dhéanann iarratas ar choláistí tríú leibhéal den

PLEAN GNÍOMHAÍOCHTA don OIDEACHAS 2016-2019

**AN ROINN OIDEACHAIS AGUS SCILEANNA
RÁITEAS STRAITÉISE**

