

**DEPARTMENT OF EDUCATION
BUSINESS PLAN
2020/21
END OF YEAR MONITORING
FINAL POSITION AT 31 MARCH 2021**

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A. Summary

The table below sets out a summary of performance against 2020/21 Business Plan commitments/actions:

Year-End Status of Business Plan Commitments/Actions		Final Outturn Position	
		Number	%
Achieved (Green)	When the commitment/action has been completed in full within the business year.	31	62
Substantially achieved (Amber/Green)	When a substantial part of the commitment/action has been delivered within the business year.	9	18
Likely to be achieved but with some delay (Amber)	When the commitment/action is likely to be achieved in full but after the business year.	10	20
Not achieved (Red)	When the commitment/action was not achieved by the target date and cannot be revised or carried forward.	0	0
TOTAL		50	100

B. Year-End Status of Department of Education Business Plan 2020/21 Commitments/Actions

Corporate Goal 1 – Ensuring continuity of learning for children and young people during the COVID-19 pandemic						
Strategic Objective	Commitment / Action	Links to which Programme for Government Outcome(s)	Links to which Children & Young People’s Strategy Outcome(s)	Performance Measures	Status	Comments (at 31 March 2021)
1. To support education establishments to return to normal working, in line with scientific advice.	1.1 Progress the Restart Programme, subject to Ministerial Direction, to ensure a safe and effective return to education when conditions allow.	11, 12	3	<p>Robust governance arrangements in place by 30 June 2020 to support the work of restarting the education system.</p> <p>A robust Communications and Stakeholder Strategy in place by 30 June 2020.</p> <p>Critical Milestone Map in place by 31 July 2020.</p> <p>School attendance rates (staff and pupils) from w/c 24 August onwards.</p>	Achieved (Green)	Embedded liaison arrangements in place with the education sector to manage ongoing COVID-19 issues, with appropriate guidance and consultation with Practitioners and TUS conducted on a regular basis. Asymptomatic testing has been developed and rolled out in special schools and post primary schools, with the remainder to follow in 2021/22. Ongoing liaison with The Executive Office and other departments as necessary to ensure DE actions are embedded within the overall Executive plans for relaxation of restrictions and recovery.
	1.2 For school settings, co-design with	12	3, 4	All schools open in line with the NI Executive’s roadmap	Achieved	This action relates to reopening of schools in August 2020.

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	Practitioner Group, develop and publish strategic guidance on New School Day by June 2020 and review/revise as required in line with changing medical and scientific advice and Executive's Coronavirus (COVID-19) 5-stage plan.			and the Minister's direction on education restart.	(Green)	
	1.3 Oversee co-design between Education Authority, youth sector and young people, development and publication of supplementary guidance on restarting youth services.	12	3, 4	Supplementary guidance for youth sector published by July 2020. Plan for restarting youth services, subject to health guidance as restrictions in place for implementation from September 2020.	Achieved (Green)	Youth Restart Guidance has continued to be updated in line with the Executive's Pathway to Recovery.
	1.4 For pre-school settings, co-design with Practitioner Group and publish guidance on the pre-school New School	12	3, 4	All pre-school settings open in line with the NI Executive's roadmap and the Minister's direction on education restart.	Achieved (Green)	Guidance under continual review. Updated guidance agreed with practitioner group and published 5 March 2021.

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	Day by June 2020, keep guidance under review in line with changing medical and scientific advice and Executive's Coronavirus (COVID-19) 5-stage plan.					
	1.5 Work with the Education Authority (EA) and other key stakeholders so that vulnerable children and young people, including those with Special Educational Needs (SEN) transition back into their educational setting by 24 August 2020.	12	3, 4	Weekly report received from the EA on support provided to vulnerable children and young people from April – June followed by a monthly report at the end of July and August. Supplementary guidance and information published on special schools and EA SEN services by July 2020.	Achieved (Green)	Weekly reports continue to be received from the EA and shared with relevant policy colleagues.
	1.6 Maximise the number of eligible pupils who are able to receive suitable home to school transport to enable them to attend	12	3	Options prepared for Minister to address any shortfall in transport capacity by 31 July 2020.	Achieved (Green)	Transport will continue to be made available for eligible pupils in line with the guidance that is in place for all groups of pupils as they return to school

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	school in line with schools' attendance patterns.			Guidance published under New School Day by 10 August 2020.		on a phased return basis. After Easter the EA are to introduce spot checks for compliance with the requirement to wear face coverings on school transport.
	1.7 Maximise the number of pupils, including those entitled to free school meals (FSM), who are able to receive a school meal while at school and secure provision for those entitled to FSM when not due to attend school, in line with schools' attendance patterns.	12	3	Options prepared for Minister to address provision for those entitled to FSM when not due to attend school by 31 July 2020. Guidance published under New School Day by 10 August 2020.	Achieved (Green)	The Department has continued to make direct payments in lieu of free school meals for families whose children would normally receive a free school meal when they were attending school and who were required to learn remotely from home. Direct payments were issued from 4 January to 12th February at a cost of around £7.8 million, from 22 February until 5 March at a cost of approximately £2.6m and from 8 March to 26 March at a cost in the region of £2.1m Food parcels were provided in special schools which were open as normal from 4 January 2021 and available in

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						mainstream schools 8 March where a pupil is required to attend but is unable to do so as a direct result of Coronavirus restrictions. Following the Executive decision on 19 November 2020, the Executive decided that similar financial assistance would be provided by way of a school holiday food grant from Christmas 2020 to Easter 2022 (approximately 20 weeks) for the families of school children and Further Education (FE) students entitled to free school meals when at school or college. The Department has issued a school holiday food grant for February half term (15 to 19 February) and plans to issue a further payment for two weeks at Easter from 29 to 9 April 2021.

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2. To provide sufficient places for vulnerable children and children of key workers during school closures	1.8 Work with Education Authority and schools to develop, implement and monitor impact of key worker and vulnerable children support arrangements.	8	1, 3	Metrics include: <ul style="list-style-type: none"> • Number of schools open to offer places to vulnerable children and children of key workers; • Number of vulnerable children and children of key workers accessing places; • Number of clusters of schools offering places to vulnerable children and children of key workers. 	Achieved (Green)	This action relates to the opening of schools for children of key workers in May/June 2020.
	1.9 Deliver a joint education / health planning process for children with complex and severe needs during the COVID-19 pandemic.	8	1, 3	Number of special schools open and children attending during lockdown.	Achieved (Green)	The Department issued the Vulnerable C&YP plan on 31 December 2020. The joint Health/ Education Oversight Group continues to meet weekly to oversee support required for vulnerable children and young people. The group is seeking to create a new post (subject to

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						funding approval) jointly funded between Education and Health, subject to funding approval £35k, jointly funded between Education and Health which will link with families affected by the pandemic to provide feedback to the joint health/education oversight group and onwards to the Minister to inform future planning. The Cross-Departmental Actions for Vulnerable Children and Young People during the COVID-19 Pandemic period remains in place and will help shape support throughout the pandemic.
3. To secure, as far as possible, the learning and progression of our children and	1.10 Work with education stakeholders to ensure that high quality and timely advice and guidance is available to	12	3	Advice and guidance published in a timely way to support distance, online and blended learning.	Achieved (Green)	With the return to remote learning for all pupils in January 2021, the Department published an Educational Continuity Direction which made it a legal requirement for pre-school

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young people during the COVID-19 pandemic.	schools, parents and learners.					providers and schools to provide remote learning. This was accompanied by updated system level guidance on Remote Learning. Schools were legally required to have due regard to this guidance. In February, the Department published its 'At Glance Guide' on effective practice in remote learning. Curriculum Guidance on the return to school was provided in late February in advance of pupils in Years 1 to 3 returning to school. The EA continues to provide resources and teacher professional learning sessions and webinars related to remote learning. Link Officers also continue to provide on the ground advice and support to schools.

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	1.11 Work with the Education Authority to ensure schools have access to IT resources and infrastructure which support delivery of the curriculum.	12	3	<p>IT infrastructure and resources which function effectively.</p> <p>Metrics: RAG status of service delivery relating to:</p> <ul style="list-style-type: none"> • users' access to C2k functions; • service desk response; • resolution of field engineering calls. <p>Devices and broadband connectivity for disadvantaged and vulnerable learners at key transition points in their education procured and distributed by September.</p>	Achieved (Green)	Infrastructure Dashboards demonstrated that the C2k system has supported online access to school services since the beginning of the closure of schools due to the COVID-19 pandemic. On 21st May 2020, the Minister announced a process to lend digital devices to disadvantaged pupils who may be unable to access devices at home during COVID-19. The current scheme for lending devices aims to ensure that resources are targeted where there is greatest need. Priority has therefore been given to children currently who are entitled to free school meals, and either have special educational needs, are newcomer children or are children looked after or otherwise vulnerable in year

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						groups 12, 14, 7, 4, 11 and 13. Following the allocation of an initial 11,664 devices, the Minister approved the procurement of a further 17,700 devices and the Education Authority has started to allocate these to schools. The procurement of these additional devices will now allow the scheme to extend to pupils in the remaining year groups and up to 19 March 2021, 18,987 digital devices have been loaned to pupils. In July 2020, the Education Minister announced that free WiFi and mobile connectivity will be provided to children and young people, including those in rural settings, who may not have had access to digital technology. Both WiFi vouchers and MiFi devices are being issued to

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						disadvantaged and vulnerable learners in all year groups. The scheme has been extended to the end of July 2021 and up to 19 March 2021 6,670 vouchers and 2,300 MiFi devices have been allocated
	1.12 Work with the Council for the Curriculum, Examinations and Assessment (CCEA) and other UK awarding bodies and Regulators, to ensure that young people are awarded fair and robust qualification outcomes that will facilitate progression.	12	3	<p>By April 2020 guidance published on alternative awarding arrangements for CCEA qualifications for summer 2020 following the cancellation of exams.</p> <p>Appropriate legislative cover provided, by way of Ministerial direction to allow for alterations to awarding arrangements.</p> <p>By August 2020 final outcomes awarded in respect of qualifications offered in schools.</p>	Achieved (Green)	Alternative Awarding Procedures have been put in place to facilitate the award of qualifications in 2021. With the move to remote learning in January 2021 and the cancellation of public examinations in 2021 across the rest of the UK, the Minister announced the cancellation of all CCEA public examinations in 2021. The Department has worked in pace with CCEA to develop Alternative Awarding Arrangements for all CCEA qualifications in 2021. The Minister announced the

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				By September 2020 detailed guidance provided to schools on any changes/adaptations to examinations in the 2020/21 academic year.		arrangements for a five step Alternative Awarding process for qualifications in a statement to the Assembly in late January and guidance and factsheets for schools, parents and candidates was published by DE. In place of public examinations, schools will provide Centre Determined Grades and samples of candidates' work from every school and college in Northern Ireland will be reviewed by CCEA. A Ministerial Direction has been provided to CCEA on Alternative Awarding Arrangements for 2021. This provides the policy and legal context in which CCEA will operate. CCEA published detailed Head of Centre Guidance on 5 March 2020. The Department has also provided two qualification procedure days

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						to support schools in taking forward the administrative processes associated with the Alternative Awarding Arrangements. CCEA is finalising work to develop an Appeals Process for 2021 Awarding and work has been commissioned on adaptations to qualifications for the 2021/22 academic year.
	1.13 Through the Continuity of Learning Project ensure professional learning opportunities are available to teachers and school leaders focused particularly on online, remote and blended learning and the effective use of digital technologies to support learning.	12	3	Webinars to support Teacher Professional Learning (TPL) in distance learning developed and delivered in term three of 2019/20 academic year. By the start of the 2020/21 academic year, an outline of professional learning opportunities for use in term one provided and TPL	Achieved (Green)	EA has continued to provide access to a range of online Teacher Professional Learning sessions and webinars, with a particular focus on remote learning.

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				resources made available to schools.		

Corporate Goal 2 – Improving the wellbeing of children and young people, including supporting those who are vulnerable or who have special educational needs						
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4. To implement the Children's Services Co-operation Act (NI) 2015 (CSCA).	2.1 Implement monitoring and reporting arrangements for the CSCA and publish the Executive Children and Young People's Strategy 2020-2030 (CYPS).	2-12	1-8	<p>Executive CYPS published by October 2020.</p> <p>First CYPS three-year Delivery Plan published by March 2021.</p> <p>Monitoring and reporting structures for the CYPS in place by December 2020 and reporting guidance issued to children's authorities by March 2021.</p>	Likely to be achieved but with some delay (Amber)	During 2020/21 COVID-19 priorities both within DE and other departments meant work on the Children and Young People's Strategy was paused for the first 6 months of the year. Departments' ability to respond to requirements on developing a delivery plan has continued to be impacted by the ongoing pressures they are facing. Input to the CYPS Delivery Plan was commissioned from departments in January 2021. The draft Plan is currently being scrutinised and formatted. The Delivery Plan will be referred to the Minister for tabling at the Executive by May 2021. Monitoring and reporting mechanisms were submitted to

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						senior management January 2021 for agreement.
5. To support and promote positive physical and emotional health & well-being in children and young people.	2.2 Make a Commencement Order for the Addressing Bullying in Schools (NI) Act 2016.	3, 8, 12	1, 3, 4	Addressing Bullying in Schools Act commenced by January 2021. Schools' compliance with the legislation requirements monitored through the Education and Training Inspectorate's schools' inspection process.	Achieved (Green)	On 3 March 2021, the Minister announced commencement of the Addressing Bullying in Schools Act on 1 September 2021.
	2.3 In collaboration with health and education partners, agree and commence implementation of an Emotional Wellbeing Framework for the future delivery of coherent and complementary services and support.	4, 8, 12	1, 3	Framework and action plan agreed by December 2020. Wellbeing projects commenced from September 2020. By March 2021 a set of wellbeing indicators identified and agreed with	Substantially achieved (Amber/Green)	The Framework was published on 26 February 2021 with a number of the projects implemented during 2020/21, including the REACH Programme, Text-a-Nurse and a Wellbeing Hub through CCEA. The remaining projects will commence in 2021/22.

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				<p>relevant partners for baseline purposes.</p> <p>During the lifetime of the Framework there will be a decrease in the number of children and young people requiring specialist intervention from Mental Health Services.</p>		
	2.4 Provide youth services to support vulnerable young people during the COVID-19 pandemic.	12	1, 4	<p>Between April and June 2020 receipt of weekly report from Education Authority on services provided including:</p> <ul style="list-style-type: none"> Number of young people with poor mental health receiving support through Facilitating Life and Resilience Education (FLARE) service. 	Achieved (Green)	EA Youth Service has continued to support vulnerable and/or at risk young people throughout the pandemic, including those at risk from paramilitaries, those with mental health issues, Stay Connected service and Youth On-line website.

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				<ul style="list-style-type: none"> Number of young people at risk from paramilitaries receiving support through Steering Teenagers Away from Recurrent Trouble (START) programme. Number of young people receiving support through Stay Connected. Number of young people in receipt of weekly food box through Eat Well, Live Well service. 		
6. To ensure tailored or specialist support is provided to those children &	2.5 Monitor EA implementation of a Strategic Special Educational Needs (SEN) Programme of Improvement to address	3, 12	3	SEN Governance Group chaired by Permanent Secretary established and meeting regularly.	Achieved (Green)	The SEN Governance Group continues to meet on a monthly basis with updates provided on the EA SEND Strategic Development Programme (SEND SDP). The EA SEND

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young people who need it.	failings in the SEN process.			<p>By August 2020 a single high level plan of SEN improvement developed, to include –</p> <ul style="list-style-type: none"> • NI Commissioner for Children and Young people report • NI Audit Office reports • Transformation report • SEN Audit of Practice • SEN Early Years • SEN Area Planning 		SDP has in place a high level plan which tracks all the SEN related recommendations.
	2.6 Deliver a new Special Educational Needs Framework to support young people with special educational needs to achieve their full potential.	3, 5, 8, 12	3, 6, 7	<p>A public consultation on the draft new Regulations and associated Code of Practice launched by Autumn 2020.</p> <p>Earmarked funding to aid the effective implementation of the SEN Framework allocated to</p>	Substantially achieved (Amber/Green)	The core element of this work has been achieved with the delivery of Earmarked funding (totalling £7.5m) to schools to aid the effective implementation of the SEN Framework. Consultation exercises on the draft Regulations and associated Code of Practice have also been completed (consultation closure was

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				<p>schools by November 2020.</p> <p>Draft SEN Regulations, associated Code of Practice and a Consultation Summary Report presented to the Committee for Education by March 2021.</p>		<p>extended to 2 March 2021 due to COVID-19), and responses are currently being analysed. Resultant slippage due to COVID-related pressures has meant that a consultation summary report will now be presented to the Education Committee mid-2021, and any subsequent changes to the Regulations/Code will be referred to the Minister for tabling at the Executive after the summer recess.</p>
	2.7 Publish a revised Newcomer Policy.	3, 5, 12	3, 7, 8	<p>Newcomer policy published by September 2020.</p> <p>Measures will be defined as part of the policy development and implementation process and will be reflected in a Report Card.</p>	<p>Likely to be achieved but with some delay</p> <p>(Amber)</p>	<p>An analysis of the responses and identification of emerging themes was scheduled to be completed by the end of April 2020 this work was put on hold due to the need to revisit priorities in relation to the impact of COVID-19 on vulnerable children and young</p>

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						people and other emerging issues including restraint and seclusion. Work has now recommended. Any changes to the current policy will be subject to Ministerial decisions.
	2.8 Establish 15 new Nurture Groups in primary schools and provide access to a Nurture in Education programme across all educational settings.	3, 5, 12	1, 3	<p>New Nurture Groups operational by January 2021.</p> <p>Online Boxall Profile will measure pupil progress.</p> <p>Nurture in Education programme operational by November 2020.</p>	Substantially achieved (Amber/Green)	Business case approval has been received, funding provided to the EA and schools. Capital work has commenced, school staff have received Nurture training and recruitment has commenced for the EA's Nurture Advisory Service.

Corporate Goal 3 – Increasing access and improving the learning environment for all						
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7. To improve outcomes for families and children through high quality affordable childcare.	3.1 Finalise and Publish the Executive Ten Year Childcare Strategy based on confirmed resource commitments.	3, 6, 12	3, 5	<p>The Executive Childcare Strategy published by March 2021, subject to budget and Executive approval.</p> <p>Strategy Action Plan developed by March 2021, subject to confirmation of staffing resources and budget.</p> <p>Performance measures and report cards developed for each strategic action when approved.</p>	Likely to be achieved but with some delay (Amber)	All resources of the Childcare Unit in 2020/21 have been focussed on supporting the childcare sector throughout the COVID-19 pandemic. This has resulted in the Department introducing a number of financial support schemes specifically for the childcare sector throughout 2020/21. Work on the Childcare Strategy has therefore been paused. Work on the Childcare Strategy will recommence in the coming months through a Strategic Insight Lab.
	3.2 Provide emergency support to the childcare sector during the COVID-19 pandemic which supports its sustainability and recovery.	3, 6, 12	3, 5	COVID-19 Childcare Recovery Funding Scheme provided to childcare sector in July and August 2020.	Achieved (Green)	Sustainability support and closure support for the childcare sector continues. The COVID-19 Childcare Temporary Closure Fund was extended to offer further support from 01 January to 31

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						March 2021. On 9 March the Minister announced a further Childcare Sustainability Fund for the period 1 January to 31 March 2021 to provide a vital financial contribution to support the sustainability of childcare providers during the first quarter of 2021. This fund opened for applications on 10 March 2021 and continues to be administered by the Early Years Organisation. The closing date for both schemes is Friday 9 April.
8. To expand the network of sustainable schools.	3.3 Plan and implement the recovery of area planning structures and processes by October 2020 and work with Education Authority, Council for Catholic Maintained Schools and sectoral bodies to deliver	12	3	By 31 October 2020 restoration of area planning structures and re-commencement of Case for Change and Development Proposal processes. Work-streams and actions within AAPs are monitored	Likely to be achieved but with some delay (Amber)	Area planning is a continuum with actions and work-streams carried across business years and this action carries across into the 2021/22 year. Monitoring continues to ensure that proposals have been prioritised in line with the Minister's priorities and a number of processes aimed at

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	the Strategic Area Plan and resulting Annual Action Plans (AAPs) and remove obstacles to effective area planning.			effectively and the AAP demonstrates: <ul style="list-style-type: none"> • A reduction in number of unsustainable schools; • A decrease in number of available places (surplus spaces); • A reduction in Development Proposal timescales. Annual performance will be measured by way of a Report Card.		introducing agility and efficiency into the area planning process are in train or being scoped for delivery.
	3.4 Work with the Education Authority to finalise a framework for assessment of proposals to shape special education provision in special and mainstream settings.	12	3	Strategic framework for assessment of proposals for special education provision in special and mainstream schools is fit for purpose.	Likely to be achieved but with some delay (Amber)	The Education Authority extended the closure date for its framework consultations to 12 April 2021 and allowing for the assessment of issues raised by those responding to the consultations a final report and recommendations to the Minister are not now expected until late-Summer 2021.

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9. To encourage, facilitate and promote shared education and encourage and facilitate Integrated and Irish-medium education.	<p>3.5 DE delivers its statutory duty in relation to Integrated and Irish-medium education by:</p> <ul style="list-style-type: none"> bringing forward proposals on implementing actions and approaches to Integrated education support arising from the Review of Integrated Education; and bringing forward proposals on implementing actions and approaches to Irish-medium education support arising from Comhairle na Gaelscholaiochta's (CnaG's) Sectoral Plan on the Development of 	3, 9, 12	8	<p>By March 2021, increase in the numbers of children and young people accessing Integrated and Irish-medium education in sustainable viable schools, in line with parental demand.</p> <p>School, pupil and parental support accessed from across DE and its Arm's Length Bodies to support pupils' return to schools in the Integrated and Irish-medium sectors for the 2020/21 academic year.</p>	Achieved (Green)	Latest statistics show an increase in both sectors with nearly 24,900 pupils (+600) in Integrated schools and over 7,000 pupils (+250) in Irish-medium schools and units. The Review of Integrated Education was reported on in Quarter 3. CnaG submitted a draft sectoral plan on 11 March 2021, so proposals will be developed during 2021/22, however the issues informing the plan have also informed work taken forward during the 2020/21 business year.

Corporate Goal 3 – Increasing access and improving the learning environment for all						
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	<p>Irish-medium education; and</p> <ul style="list-style-type: none"> working with NI Council for Integrated Education and CnaG to address relevant issues for the Integrated and Irish-medium sectors in relation to the impact of the COVID-19 pandemic. 					
	3.6 DE complies with its statutory duty in relation to Shared Education by bringing forward proposals for advancing Shared Education from September 2020.	3, 9, 12	8	<p>Shared Education Report laid in the Assembly by June 2020.</p> <p>By August 2020 Shared Education programmes evaluated to help inform future arrangements.</p> <p>Mainstreaming plans developed in time for</p>	<p>Substantially achieved</p> <p>(Amber/Green)</p>	<p>Mainstreaming Shared Education strategy working group has been established. Given the impact of COVID-19 and that the priority focus for schools is education recovery the implementation of the mainstreaming funding model has been postponed to September 2022.</p>

Corporate Goal 3 – Increasing access and improving the learning environment for all						
Strategic Objective	Commitment / Action	Links to which Programme for Government Outcome(s)	Links to which Children & Young People's Strategy Outcome(s)	Performance Measures	Status	Comments (at 31 March 2021)
				implementation in the 2021/22 academic year.		
10. To deliver effectively a prioritised capital works programme within timescale and budget, including progressing Shared Education Campuses and the Strule Shared Education Campus Programme.	3.7 Progress and continue with Shared Education Campuses (SEC) projects from 1st & 2nd Calls for respective business cases and design phase commitments and subject to confirmed resource funding to initiate SEC Projects identified from the 3rd Call.	3, 7, 9, 12	8	<p>By March 2021 construction phase of Limavady SEC to have commenced; Ballycastle to have completed its design phase; Moy SEC to have appointed an Integrated Consultant Design Team to commence a design; Brookeborough SEC and Duneane/Moneynick SEC to have respective Business Cases completed and submitted for approval if appropriate.</p> <p>By March 2021, a baseline report card developed to capture the progress of SEC Projects and the scope and depth of sharing within each Shared Campus.</p>	Achieved (Green)	Construction of Limavady SEC has commenced. Stage 3 Design work is completed on the Ballycastle SEC. The procurement of the Integrated Supply Team is underway. An Integrated Consultant Team for Moy SEC was appointed to design the Shared Campuses - the design team is exploring concept designs with both Schools. A decision was taken to terminate the Duneane and Moneynick SEC project due to concerns over the sustainability of the schools and the inability to produce a Value for Money business case. Work is progressing within EA on the business case for Brookeborough SEC. An OBA report card continues to be developed to show the

Corporate Goal 3 – Increasing access and improving the learning environment for all						
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						progress which is being made with regard to the Shared Education Campus Programme - this is reported upon at the Good Relations Board.
	3.8 Progress the development of the Strule Shared Education Campus site and associated infrastructure.	12	3	<p>Main Works Contract Procurement re-launched with industry consultation by October 2020 and Invitation to Tender released by November 2020.</p> <p>Full planning permission for Gortin Road widening scheme attained and procurement with Department for Infrastructure recommenced by November 2020.</p>	<p>Likely to be achieved but with some delay</p> <p>(Amber)</p>	Commitments and actions not achieved by the end of the business year and will now be progressed in 2021/22. HM Treasury has approved the release of Fresh Start Agreement funding for the Programme through to completion and the Executive has also reaffirmed its commitment to the Programme. The Department has formally closed the previous Main Works Contract procurement and a Ministerial Direction is required prior to re-launching the new competition.

Corporate Goal 3 – Increasing access and improving the learning environment for all						
Strategic Objective	Commitment / Action	Links to which Programme for Government Outcome(s)	Links to which Children & Young People's Strategy Outcome(s)	Performance Measures	Status	Comments (at 31 March 2021)
				Grass Pitch and Bridge contract awarded by February 2021.		The aim is have contract awarded by March 2022.
	3.9 Deliver a programme of prioritised capital works in conjunction with the Education Authority (whether Executive or Fresh Start funded). This will include major works, school enhancement programme, minor works, early years and youth projects.	12	2, 3	<p>Business Cases approved for 10 major works projects by March 2021.</p> <p>5 Major capital works and 2 school enhancement projects completed by March 2021.</p> <p>10 contractors appointed.</p> <p>3 designs completed and 30 business cases approved for School Enhancement Programme Projects by March 2021.</p> <p>Minor works and Youth Capital programmes progressed in line with plans by March 2021.</p>	Likely to be achieved but with some delay (Amber)	The targets relating to progress of both business cases and completions of major works have not been met however, although there are delays, the majority have been progressed substantively and will be complete in the first half of Financial Year 2021/22. There were significant delays in completion and approval of SEP business cases in the first half of Financial Year 2020/21. Progress has improved in the second half of the year with the majority of cases now available in draft form and approval anticipated the first half of the new financial year.

Corporate Goal 4 – Raising standards and tackling underachievement to ensure learners get the best possible education						
Strategic Objective	Commitment / Action	Links to which Programme for Government Outcome(s)	Links to which Children & Young People’s Strategy Outcome(s)	Performance Measures	Status	Comments (at 31 March 2021)
11. To strengthen and develop pre-school, school and youth education provision.	4.1 In line with the school improvement policy, work with the Education and Training Inspectorate, Education Authority and Council for Catholic Maintained Schools to identify and support schools in addressing areas for improvement, specific to their individual needs.	12	3	By March 2021, an inspection strategy agreed and introduction commenced to support implementation of Every School a Good School in light of the end of Action Short of Strike and the pause in inspection as a result of the COVID-19 pandemic. Schools in the follow up inspection process are monitored and given the opportunity to demonstrate improvement.	Likely to be achieved but with some delay (Amber)	Inspection continues to be temporarily paused due to the COVID-19 context, although district inspectors have re-engaged with schools. Schools in the follow up inspection process continue to be monitored.
	4.2 Promote improvement in the quality of provision for all children and young people through the	12	3	By March 2021, completion of support and recovery planning commitments and related activity, identified in the	Achieved (Green)	All of the ETI support and recovery planning commitments have been completed. This includes the C-19 link offer support to the

Corporate Goal 4 – Raising standards and tackling underachievement to ensure learners get the best possible education						
Strategic Objective	Commitment / Action	Links to which Programme for Government Outcome(s)	Links to which Children & Young People's Strategy Outcome(s)	Performance Measures	Status	Comments (at 31 March 2021)
	Education and Training Inspectorate (ETI) transition and recovery plan.			ETI transition and recovery plan on a proportionate risk-based approach.		ETI designated schools; providing policy advice to departmental officials in response to a range of educational and restart planning support requests; providing support and guidance to schools/organisations on remote learning; and completing district visits to schools/organisations across the phases of education with a focus on providing advice, guidance and identifying/sharing effective practice.
	4.3 Education and Training Inspectorate (ETI) to provide advice and guidance to pre-school, school and youth settings to support	12	3	Advice and support provided to the Department on request based on district inspector activity during school closure and during the	Achieved (Green)	All departmental requests for ETI evidence informed professional advice and support on a wide range of education and training topics have been met. The ETI district inspectors completed

Corporate Goal 4 – Raising standards and tackling underachievement to ensure learners get the best possible education						
Strategic Objective	Commitment / Action	Links to which Programme for Government Outcome(s)	Links to which Children & Young People’s Strategy Outcome(s)	Performance Measures	Status	Comments (at 31 March 2021)
	improvement in the quality of provision.			<p>response phase from August/September 2020.</p> <p>District Inspector and survey/evaluation visits carried out during the response phase from August/September 2020.</p> <p>Resumption of inspection and completion of pre-school, school and youth inspections identified within the ETI business plan through risk-based analysis by March 2021.</p>		<p>their role as link officers, providing all of the support and advice requested of them from their designated schools. All of the planned district visits/communication with schools/organisations have been completed, evidence from these informed the ongoing policy advice and support provided to department officials. All of the commissioned evaluations are either completed and published, or on target for completion in the next financial year. The findings have been shared with the relevant departmental officials and the sector to promote improvement. Inspection remained paused across the financial year.</p>
	4.4 Work with Education Authority to ensure a	12	3	All target age children whose parents want a	Achieved	Achieved in Quarter 2.

Corporate Goal 4 – Raising standards and tackling underachievement to ensure learners get the best possible education						
Strategic Objective	Commitment / Action	Links to which Programme for Government Outcome(s)	Links to which Children & Young People's Strategy Outcome(s)	Performance Measures	Status	Comments (at 31 March 2021)
	Pre-School education place is available for every child in their immediate pre-school year whose parents want it.			funded pre-school education place and fully engage with the admissions process are able to access a place by September 2020.	(Green)	
12. To ensure optimum delivery of the statutory curriculum in the interests of children & young people.	4.5 Undertake a project to improve the quality of the delivery of the curriculum in schools across Northern Ireland.	3, 5, 12	3	<p>By June 2020, resources supporting review of curriculum delivery disseminated to post-primary schools involved in the project.</p> <p>By January 2021, 90% of the schools in cohort one of the project (90 schools) have carried out a review of their current KS 3 provision, and have agreed areas for development.</p> <p>By March 2021, 50% of the schools in cohort two</p>	Substantially achieved (Amber/Green)	Due to the ongoing impact of COVID-19, EA has adapted the project to be delivered in the current public health context. Work has continued throughout 2020/21.

Corporate Goal 4 – Raising standards and tackling underachievement to ensure learners get the best possible education						
Strategic Objective	Commitment / Action	Links to which Programme for Government Outcome(s)	Links to which Children & Young People's Strategy Outcome(s)	Performance Measures	Status	Comments (at 31 March 2021)
				of the project (90 schools) have carried out a review of their current KS 3 provision and have agreed areas for development.		
13. To improve developmental and learning outcomes for all children & young people, particularly those who are underachieving.	4.6 In collaboration with Department of Health, agree and implement the joint Strategy for Looked After Children.	3, 5, 8, 12	1, 3, 4	<p>Joint Strategy for Looked After Children launched by September 2020.</p> <p>Year 1 actions implemented by March 2021.</p> <p>Improved educational outcomes for looked after children.</p>	Substantially achieved (Amber/Green)	The Strategy was published on 19 February 2021 and year 1 actions are being implemented.
	<p>4.7 Address persistent educational underachievement linked to socio-economic background through delivery of:</p> <ul style="list-style-type: none"> • “New Decade, New Approach” priority of 	12, 3, 5	3, 6, 8	<p>By October 2020, an Expert Group established and a date agreed by which an action plan will be produced.</p> <p>Continued reduction in the gap between Free School</p>	Achieved (Green)	The Expert Panel has continued its work from September 2020 to March 2021. The on-line consultation has been completed and 22 Oral Evidence Sessions have been completed. An Interim Report will be presented to the

Corporate Goal 4 – Raising standards and tackling underachievement to ensure learners get the best possible education						
Strategic Objective	Commitment / Action	Links to which Programme for Government Outcome(s)	Links to which Children & Young People's Strategy Outcome(s)	Performance Measures	Status	Comments (at 31 March 2021)
	<p>establishing an Expert Group / development of Action Plan;</p> <ul style="list-style-type: none"> Extended Schools; Full Service programmes; North Belfast Pilot, Wrap Around Education Programme (WRAP) and associated media campaigns. 			<p>Meals Entitled (FSME) and non-FSME school leavers achieving 5+ GCSEs (A*-C) including equivalent qualifications, including GCSE English and Maths.</p> <p>Continued improvement in the percentage of pupils who achieve 5+ GCSEs (A*-C) including equivalent qualifications, including GCSE English and Maths.</p> <p>Increase in parents' understanding of the importance of regular attendance at school.</p> <p>Performance of Extended Schools & Full Service Programmes and media campaigns will be</p>		<p>Minister by 31 March 2021. Awarding of GCSE and A levels for 2020/21 AY may result in improved outcomes for FSME children given that these are based on teacher assessment, nevertheless, COVID-19 has negatively impacted upon children's learning. The delivery of Extended Schools Programme and Full Service Programmes have also been impacted by COVID-19.</p>

Corporate Goal 4 – Raising standards and tackling underachievement to ensure learners get the best possible education						
Strategic Objective	Commitment / Action	Links to which Programme for Government Outcome(s)	Links to which Children & Young People's Strategy Outcome(s)	Performance Measures	Status	Comments (at 31 March 2021)
				measured by way of Report Cards.		
	4.8 Provide early years education support to children (aged 0-3) and their families in the most disadvantaged areas in Northern Ireland.	12	1, 3	Improved development of a sample of children supported by the Sure Start programme from April 2020 - March 2021. Improvements in positive behaviour of a sample of children supported by the Sure Start programme from April 2020 - March 2021. Performance will be measured by way of a Report Card.	Achieved (Green)	Confirmation received from HSCB (delivery body) to confirm that the measures have been achieved.
	4.9 Deliver the Getting Ready to Learn programme in pre-school education settings to promote consistent,	12	3	Over 75% of Department of Education funded pre-school education settings participating in the Getting Ready to Learn	Achieved (Green)	78% of pre-school settings have delivered the GRtL programme in 2020/21.

Corporate Goal 4 – Raising standards and tackling underachievement to ensure learners get the best possible education						
Strategic Objective	Commitment / Action	Links to which Programme for Government Outcome(s)	Links to which Children & Young People's Strategy Outcome(s)	Performance Measures	Status	Comments (at 31 March 2021)
	strong early child development messages and support for parents.			<p>programme during 2020/21.</p> <p>Parents of pre-school children are supported to create and sustain positive home learning environments.</p> <p>Performance will be measured by way of a Report Card.</p>		
14. To support families facing hardship as a result of the COVID-19 pandemic.	4.10 Provide financial assistance to families whose children are entitled to free school meals during term time to ensure access to food while schools are closed.	3, 4, 12	1, 8	<p>By June 2020 to have made payments to 56,431 families, representing 100,126 children, entitled to Free School Meals from 23 March to 30 June.</p> <p>By June to have made payments under the Aspen Card to 48 Asylum Seeker families</p>	Achieved (Green)	Direct payments in lieu of free school meals were also issued to families for the period 19 to 23 October 2020 to 52,035 families at a cost of c£1.2m, from 4 January to 12 February to over 101,000 children at a cost of c£7.8m and from 22 February to 26 March to over 101,000 children at a cost of around £2.1m.

Corporate Goal 4 – Raising standards and tackling underachievement to ensure learners get the best possible education						
Strategic Objective	Commitment / Action	Links to which Programme for Government Outcome(s)	Links to which Children & Young People's Strategy Outcome(s)	Performance Measures	Status	Comments (at 31 March 2021)
				representing 84 children from 23 March to 30 June.		
	4.11 Establish a summer food scheme to alleviate hardship over July and August for the families of children entitled to free school meals.	3, 4, 12	1, 8	By 3 August to have made two monthly payments for 1 July to 31 August for all children entitled to Free School Meals as of 30 June.	Achieved (Green)	In order to help address the spread of COVID-19 the Executive agreed to close schools at Halloween from 26 to 30 October 2020 and the Department issued a school holiday food grant for around £1.3m to over 55,000 families who had children entitled to a free school meal. The Executive further agreed to provide this school holiday food grant from Christmas 2020 to Easter 2022 (approximately 20 weeks) for the families of school children entitled to free school meals when at school. The Department has since issued a 2 week school holiday food grant at Christmas for over 99,000 children at a cost of c

Corporate Goal 4 – Raising standards and tackling underachievement to ensure learners get the best possible education						
Strategic Objective	Commitment / Action	Links to which Programme for Government Outcome(s)	Links to which Children & Young People's Strategy Outcome(s)	Performance Measures	Status	Comments (at 31 March 2021)
						£2.7m, and 1 week for February half term to over 101,000 children at a cost of around £1.3m. A further two week payment for the Easter holidays is planned.

Corporate Goal 5 – Developing the education workforce						
Strategic Objective	Commitment / Action	Links to which Programme for Government Outcome(s)	Links to which Children & Young People's Strategy Outcome(s)	Performance Measures	Status	Comments (at 31 March 2021)
15. To secure the greatest effectiveness of the education workforce.	5.1 Working with education sector employers, develop strategies, processes and practical actions to improve the health and wellbeing of school-based staff and monitor performance against teaching and non-teaching sickness absence targets.	12	3	By March 2021, deliver agreed actions from the Managing Attendance Strategy and Action Plan to improve teaching and non-teaching attendance levels. Agreed absence target for teachers is 9.3 working days lost. Target for non-teaching staff is 6.0% of available working days.	Likely to be achieved but with some delay (Amber)	The Managing Attendance Strategy has been developed and launched and it is now the responsibility of managing authorities to implement the strategy. Education Workforce Development Directorate will monitor the outcomes of the strategy and report the outcomes through its Directorate Business Plan, and through the Managing Attendance Forum. Given the COVID-19 situation the statistics provided by managing authorities will not provide an accurate/true reflection of absence rates for some time to come.
	5.2 Engage with employers, sectoral bodies and teachers' unions on teachers' terms & conditions	12	3	Implementation of agreed actions from Pay and Workload Agreement 2017-19.	Substantially achieved (Amber/Green)	Numerous "Upfront Asks" within the Agreement have been progressed throughout the year including the formal introduction of Directed Time

Corporate Goal 5 – Developing the education workforce						
Strategic Objective	Commitment / Action	Links to which Programme for Government Outcome(s)	Links to which Children & Young People's Strategy Outcome(s)	Performance Measures	Status	Comments (at 31 March 2021)
	matters under review following dispute resolution.			<p>Measures agreed to be progressed urgently by March 2021.</p> <p>Plans agreed for progressing the 9 reviews by December 2020 and 6 of the reviews started by March 2021.</p>		<p>Budgets (with associated guidance and training package) and the development of draft Terms of Reference (ToR) for Joint Consultative Committees (JCCs) within schools, commencing with a voluntary pilot programme. The project to progress the nine reviews is at a relatively embryonic stage. By end of March, three out of four core project team posts will be populated in addition to one of two support team posts. A Project Oversight Group has been established to drive forward the project in a joined up manner. At an inaugural meeting, the Group considered the draft Project Initiation Document (PID) as well as agreeing a way forward for further project structures and</p>

Corporate Goal 5 – Developing the education workforce						
Strategic Objective	Commitment / Action	Links to which Programme for Government Outcome(s)	Links to which Children & Young People's Strategy Outcome(s)	Performance Measures	Status	Comments (at 31 March 2021)
						prioritisation. By the end of 2020/21, the Group will meet again to review draft ToRs for four of the reviews and establish working groups in these areas. The current agreed programme will see a further two review working groups established by end of June and an agreed way forward for all nine by September 2021.
16. To develop capacity and increased coherence in the arrangements for teacher professional learning.	5.3 Promote greater awareness of Learning Leaders (LL), develop a framework for Teacher Professional Learning (TPL) and induction and early professional development of Newly Qualified Teachers, which are aligned with LL principles.	5, 12		By January 2021, have completed the drafting of new strategic Framework documents applying LL principles to teacher competences, professional learning processes and standards, and new support arrangements for beginning teachers. By March 2021, to have completed initial focus	Substantially achieved (Amber/Green)	The Learning Leaders Oversight Group will meet in early April to sign off the working group documents ahead of focus group consultation. This should enable a wider consultation with the profession to begin in September 2021.

Corporate Goal 5 – Developing the education workforce						
Strategic Objective	Commitment / Action	Links to which Programme for Government Outcome(s)	Links to which Children & Young People's Strategy Outcome(s)	Performance Measures	Status	Comments (at 31 March 2021)
				<p>group testing of these documents and have plans in place for wider consultation in 2021/22.</p> <p>By March 2021, to have overseen Education Authority delivery of a TPL programme specifically targeting skills needed to support DE's Restart plans.</p>		

Corporate Goal 6 – Transforming the education system to ensure high quality, sustainable education for the 21st century						
Strategic Objective	Commitment / Action	Links to which Programme for Government Outcome(s)	Links to which Children & Young People’s Strategy Outcome(s)	Performance Measures	Status	Comments (at 31 March 2021)
17. To review and transform the education system.	6.1 Consider and review delivery of the Transformation Programme and how it will relate to the new way forward for education post-COVID-19.	12	3	By March 2021, agree with the Minister the remit of the Transformation Programme and how it will interrelate with the Review of Education Provision as set out in “New Decade, New Approach”.	Substantially achieved (Amber/Green)	Action achieved insofar as agreement with the Minister on next steps has been achieved. Transformation Programme closed and individual business areas to consider future need / funding for Projects. Work is ongoing to close Projects and evaluate.
	6.2 Establish and manage an Independent Review of Education Provision as set out in “New Decade, New Approach”.	12	3	The requirements and terms of reference of the review agreed with the Minister by March 2021. The funding requirements of the review agreed with the Minister by March 2021.	Achieved (Green)	Terms of Reference agreed in December 2020 (subsequently revised in February 2021). Business case approved by Department of Finance and funding for 2020/21 in place. Recruitment process for panel launched on 1 March. Underpinning project documents in place (in draft form) including Project Initiation Document, Communications Mapping, Risk Register and Milestone Plan.

Corporate Goal 6 – Transforming the education system to ensure high quality, sustainable education for the 21st century						
Strategic Objective	Commitment / Action	Links to which Programme for Government Outcome(s)	Links to which Children & Young People's Strategy Outcome(s)	Performance Measures	Status	Comments (at 31 March 2021)
18. To deliver the Department's corporate governance and finance responsibilities effectively and appropriately.	6.3 Manage the Department's budget to optimise the use of available resources and make sure that education bodies are not in breach of the financial control framework.	12	3	All positive actions taken to mitigate the risk of overspend and, if possible, Departmental budget managed within 1% underspend.	Achieved (Green)	Since Quarter 3, the impact on schools of lockdown restrictions introduced after Christmas 2020 has changed the risk faced by the Department from an education overspend to the potential for an underspend (largely as a result of the additional Executive COVID-19 funding allocated throughout the year. Lockdown restrictions significantly limited the scope for schools and the EA to utilise the additional COVID-19 resources. Following significant engagement between the Department and the EA and between the EA and schools, the Department surrendered additional reduced requirements following January Monitoring. At this point in time, the Department is forecasting a

Corporate Goal 6 – Transforming the education system to ensure high quality, sustainable education for the 21st century						
Strategic Objective	Commitment / Action	Links to which Programme for Government Outcome(s)	Links to which Children & Young People’s Strategy Outcome(s)	Performance Measures	Status	Comments (at 31 March 2021)
						very small underspend and the EA is expected to operate within budget by year end.
	6.4 Use funding to maximise the benefit to schools, to address the well documented resourcing pressures, as outlined in the commitment within the “New Decade, New Approach” agreement.	12	3	In conjunction with the Education Authority, actions agreed and taken by schools to reduce the projected rate of increase of deficits. Schools’ surplus drawdown requirements reduced.	Achieved (Green)	Since Quarter 3, the impact on schools of lockdown restrictions introduced after Christmas 2020, has changed the risk faced by schools from the risk of schools overspending, to the potential for an underspend, particularly in relation to COVID-19 funding. From a financial perspective, this quarter was an extended Department of Finance (DoF) monitoring exercise. As a consequence, there was extended and extensive engagement with DoF and EA officials (and EA officials with schools) to optimise the available and additional COVID-19 funding made available by the Executive. Given the fluid

Corporate Goal 6 – Transforming the education system to ensure high quality, sustainable education for the 21st century						
Strategic Objective	Commitment / Action	Links to which Programme for Government Outcome(s)	Links to which Children & Young People’s Strategy Outcome(s)	Performance Measures	Status	Comments (at 31 March 2021)
						situation faced by all departments, the Executive agreed that Ministers could have flexibility within COVID-19 funds. This flexibility has been applied to allocations made directly to schools for COVID-19, allowing schools to maximise the use of COVID-19 funding. In the circumstances, this flexibility has been critical to managing the education budget. The work required by the EA to manage schools’ COVID-19 allocations has been significant. With respect to 2020/21, additional COVID monies, combined with schools not being fully open during much of this financial year, has temporarily masked the serious financial pressures facing many of our schools. As such, the challenge in relation

Corporate Goal 6 – Transforming the education system to ensure high quality, sustainable education for the 21st century						
Strategic Objective	Commitment / Action	Links to which Programme for Government Outcome(s)	Links to which Children & Young People’s Strategy Outcome(s)	Performance Measures	Status	Comments (at 31 March 2021)
						to this commitment in 2021/22 will be significant.
	6.5 Put in place new Partnership Agreements promoting a new style of collaboration with DE’s Arm’s Length Bodies and a focus on honest, open and constructive relationships.	12	3	By March 2021 have agreed a timetable with each Arm’s Length Body for the replacement of the existing Management Statement and Financial Memorandum (MSFM) with a new Partnership Agreement.	Likely to be achieved but with some delay (Amber)	Work on developing the new Partnership Agreements to replace the existing MSFMs was paused by Department of Finance due to COVID-19. Although this work restarted in January 2021; due to competing priorities (in particular the need for DE, EA and CCEA to focus efforts on the response to the issues posed by COVID-19), it has not been possible to agree a timetable with each ALB to progress the Partnership Agreements by the end of 2021/22. This action has been carried forward to the 2021/22 DE Business Plan.
	6.6 Monitor arm’s length bodies’ adherence to the requirements of the	12	3	Throughout 2020/21, full compliance with public sector governance	Achieved	All governance and accountability arrangements for the Department’s ALBs

Corporate Goal 6 – Transforming the education system to ensure high quality, sustainable education for the 21st century						
Strategic Objective	Commitment / Action	Links to which Programme for Government Outcome(s)	Links to which Children & Young People’s Strategy Outcome(s)	Performance Measures	Status	Comments (at 31 March 2021)
	governance and accountability framework, as set out in the DE sponsorship manual, within set deadlines.			requirements as detailed in DE guidance and ALB Management Statements and Financial Memoranda.	(Green)	have been undertaken within required deadlines – regular liaison by Education Governance Team with all DE sponsorship Teams; ALB Business Plans were approved and monitored throughout the year; Governance and Accountability Reviews (GARs) were held in a timely fashion; ALB boards (with the exception of YCNI, which has not operated since 1 April 2019) were quorate and able to function, with public appointment competitions for EA Chair, CCEA and MCA Boards successfully concluded during the year.

Annex A - Draft Programme for Government Outcomes Framework

Our purpose: Improving wellbeing for all – by tackling disadvantage and driving economic growth.

Outcomes:

1. We prosper through a strong, competitive, regionally balanced economy
2. We live and work sustainably – protecting the environment
3. We have a more equal society
4. We enjoy long, healthy, active lives
5. We are an innovative, creative society, where people can fulfil their potential
6. We have more people working in better jobs
7. We have a safe community where we respect the law, and each other
8. We care for others and we help those in need
9. We are a shared, welcoming and confident society that respects diversity
10. We have created a place where people want to live and work, to visit and invest
11. We connect people and opportunities through our infrastructure
12. We give our children and young people the best start in life

Annex B - Children and Young People's Strategy Outcomes

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

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