

DEPARTMENT OF EDUCATION

BUSINESS PLAN

2021/22

END OF YEAR MONITORING

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Summary

The table below sets out a summary of performance against 2021/22 Business Plan actions:

Descriptor	Circumstances for use	Final Outturn Position (Number)	Final Outturn Position (Percentage)
Achieved (Green)	When the action has been completed in full within the business year.	32	69.5
Substantially achieved (Amber)	When a substantial part of the action has been delivered within the business year.	5	11
Likely to be achieved but with some delay (Orange)	When the action has not been fully achieved by the end of the business year, but some progress has been made and it is being carried forward to be completed in the next business year.	9	19.5
Not achieved (Red)	When the action has not been achieved by the target date and is not being revised or carried forward to the next business year; or When no progress was made on the action during the business year, but it is being carried forward to the next business year.	0	0
Total		46	100

Year-End Status of Department of Education Business Plan 2021/22 Actions

Strategic Priority 1 - Make learning accessible to all

We give all children and young people access to pre-school, school and youth education provision

WHAT WE WILL DO AND BY WHEN	HOW WILL WE KNOW IF ANYONE IS BETTER OFF? (includes 2021/22 outcomes and longer Term outcomes)	LINKS TO WHICH CHILDREN AND YOUNG PEOPLE'S STRATEGY OUTCOMES?	STATUS	COMMENTS (AT 31 MARCH 2022)
<p>1.1 We will provide a funded pre-school education place for every child in their immediate pre-school year whose parents want it by September 2021.</p>	<p>All target age children whose parents have applied via the pre-school admissions process and stayed with the process to the end will have been offered a funded pre-school education place, or signposted to an available place in their area.</p> <p>Pupil numbers will be reported through the school census and quality standards through the Education and Training Inspectorate's inspection of settings.</p> <p>Children access the pre-school curriculum and are supported by the pre-school setting to be at the</p>	<p>3</p>	<p>Achieved (Green)</p>	<p>The status is unchanged from quarter 2. The admissions process for the academic year commencing September 2022 is underway and it is hoped to achieve the same success next year.</p>

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	appropriate stage of development when commencing compulsory education.			
<p>1.2 We will provide a school place for every child who applies through the admissions processes for admission to, or transfer between, schools by September 2021.</p>	<p>All children whose parents have applied via the admissions processes will have been offered a school place, or signposted to an available place in their area.</p> <p>The number of unplaced children tracked daily to ensure this is minimised before September 2021 (aiming for 0 unplaced at 1 September)</p> <p>No delay in commencement of primary/post-primary education will ensure children do not fall behind in their learning.</p>	3	<p>Achieved</p> <p>(Green)</p>	<p>By 1 September all applicants had secured a school place, with the exception of 43 children who had applied during the admissions process or submitted late applications. Families of these children had been communicated with and signposted to schools with places remaining available.</p>
<p>1.3 We will deliver the Youth Service Regional and Local</p>	<p>Agreed 2021/22 Regional Youth Development Action Plan and Local Youth Section Plan targets met.</p>	3, 4, 6, 7	<p>Substantially achieved</p> <p>(Amber)</p>	<p>While progress has been made on the majority of Regional and Local Plan targets, Covid restrictions, youth workers self-</p>

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Youth Development Plans, by March 2022.	<p>Review of the impact of the new funding scheme in meeting young people's needs.</p> <p>Progress made against the 2020-23 Regional Youth Development Plan.</p>			isolating and a phased approach to youth restart impacted on some actions/targets, in particular on Outdoor Education Centres. Such actions have either been delayed or rescheduled.
1.4 We will respond to the ongoing COVID-19 pandemic and plan for a safe restart of education during 2021/22.	Appropriate and timely guidance developed and promulgated to support the education system to meet the challenges of education delivery in a COVID-19 environment ensuring all guidance is kept up to date in line with current public health advice.	1, 2, 3, 4	Achieved (Green)	Working closely with partners in Department of Health, Public Health Agency, Education Authority, and Trade Union Side and sectoral bodies, actions were put in place seeking to minimise the impact of a very high number of positive cases in January and February which resulted in significant pupil and staff absence levels. Guidance was reviewed to reflect wider societal changes to regulations and changes in the public health advice going forward.

Strategic Priority 2 – Improve the quality of learning for our children & young people

We ensure that education provision is of a high quality and supports learning and progression

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2.1 We will work with the Council for the Curriculum, Examinations and Assessment (CCEA) to ensure that young people are awarded fair and robust qualification outcomes by August 2021 that will facilitate progression.	Final outcomes awarded in respect of CCEA qualifications that ensure learners are able to progress to next stage of education, training or employment.	3	Achieved (Green)	CCEA qualifications were successfully awarded on 10 and 12 August 2021 using alternative awarding arrangements put in place following the cancellation of exams due to the impact of the pandemic.
2.2 We will work with education stakeholders to ensure that high quality and timely advice and guidance is available to support effective delivery of the curriculum during 2021/22.	Over 90% of schools report using DE guidance.	3	Achieved (Green)	Further information providing links to key resources and support was provided to all schools in January 2022.
2.3 We will work with the Education Authority to ensure	Disadvantaged and vulnerable learners in key exam / transition years are	3	Substantially achieved	Business case was approved and £1 million of funding provided to EA for the scheme

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learners have access to IT resources which support delivery of the curriculum during 2021/22.	provided with devices and/or wifi access to support access to online learning.		(Amber)	to supply devices to pupils from disadvantaged backgrounds. The procurement is well advanced. An order has been placed for 1400 iPads off an existing contract in place with Academia. 1400 Chromebooks and 1400 Windows Laptops are also being procured. Devices will then be purposed by EA and distributed to pupils from disadvantaged backgrounds.
2.4 We will promote improvement in the quality of provision for all children and young people, through the achievement of inspection commitments for the pre-school, school and youth provision identified in the inspection schedule within the Education	Performance and related outcomes reported in the ETI Annual Business Report 2021/22. The outcomes of published ETI inspection and evaluation reports provide clear evidence for all stakeholders on the quality and overall effectiveness of education provided for children and young people, including	3	Achieved (Green)	Inspection continued to be paused across the financial year. During this reporting period, the ETI promoted improvement through a range of other activity identified as commitments in the ETI annual business plan, this included supportive monitoring visits: 36 in pre-school settings; 13 in primary schools (plus 3 follow-up inspections); 15 in post-primary; 1 in Special schools

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and Training Inspectorate (ETI) 2021/22 Business Plan by March 2022.	evaluation of their learning and progression, across pre-school, school and youth provision.			(plus 1 Unannounced Inspection & 1 Safeguarding visit); three in EOTAS settings; and four in Youth. The ETI also delivered the first phase of the COVID-19 "Empowering Improvement" capacity building programmed for the post-primary phase that included participation from almost 400 middle leaders from over one-half of all post-primary schools. In addition, inspectors have continued to complete a wide range of other work including evaluations, policy advice and providing support to schools through their link officer role.
2.5 We will deliver the Getting Ready to Learn programme to at least 75% of pre-school education settings to promote consistent, strong early child development messages and support	Over 75% of Department of Education funded pre-school education settings participating in the Getting Ready to Learn programme during 2021/22. Parents of pre-school children are supported to	1	Achieved (Green)	77% (n.538) of DE funded pre-school education settings (excluding special schools and reception classes) are delivering the Getting Ready to Learn programme in 2021/22. Data to measure outcomes will be gathered in June 2022.

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for parents by March 2022.	<p>create and sustain positive home learning environments.</p> <p>Children benefit from positive home learning environments to support their development in the early years: parents read, play and talk more with their children; children are more physically active, have healthier diets and reduced screen-time.</p> <p>Performance will be measured by way of a Report Card.</p>			
2.6 We will improve Education Other than at School (EOTAS) provision by March 2022.	<p>Education and Training Inspectorate (ETI) report on review of EOTAS provision completed and action plan developed in partnership with Education Authority (EA).</p> <p>Improved pupil outcomes (measures will be developed jointly with the EA and reported regularly).</p>	3	Achieved (Green)	The Education Authority is currently developing the draft Action Plan which will be forwarded to DE for consideration.

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	Improved ETI inspection reports in relation to: <ul style="list-style-type: none"> • Overall effectiveness • Outcomes for learners • Quality of provision • Accommodation • Leadership • Safeguarding 			

Strategic Priority 3 – Look after our children & young people

We support and promote positive physical and emotional health and wellbeing and support high-quality affordable childcare

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<p>3.1 We will publish the Executive Ten Year Childcare Strategy by March 2022.</p>	<p>By July 2021, a Strategic Insight Programme carried out, involving other Government Departments and key stakeholders to inform the development of the Strategy.</p> <p>By March 2022, a costed implementation plan agreed with other Government Departments and key stakeholders.</p> <p>Actions within the implementation plan will lead to more children being able to access high quality affordable childcare and more parents, particularly women, enabled to work.</p>	<p>2, 5</p>	<p>Likely to be achieved but with some delay</p> <p>(Orange)</p>	<p>Unfortunately, due to the need to re-focus resources to ongoing Covid-19 issues and further emergency funding schemes for the period Jan to March 2022, progress on the development of the Strategy has slowed. It will not be possible to produce a draft Strategy for public consultation in autumn 2022 as originally envisaged. However, officials are committed to progressing the Strategy as quickly as possible. Funding has however now been secured for the research on the Review of Childcare Services in NI so that can now proceed.</p>
<p>3.2 We will support childcare settings funded from the pilot</p>	<p>More children able to access high quality affordable school age childcare and their</p>	<p>2, 5</p>	<p>Achieved</p>	<p>Bright Start settings were supported throughout 2021/22</p>

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Bright Start School Age Childcare Scheme by March 2022.	<p>parents, particularly women, enabled to work.</p> <p>Subject to the impact of COVID-19 pandemic on school age childcare provision, approximately 1,300 childcare places maintained, supporting 1,400 mothers in employment.</p> <p>Longer-term, this pilot scheme will support children's physical and emotional health and well-being through high quality affordable childcare.</p>		(Green)	maintaining childcare services to children and families.
3.3 We will consult on and publish the Executive Children and Young People's Strategy (CYPS) three year Delivery Plan by June 2021.	In collaboration with all Departments, the CYPS Delivery Plan published, setting out the actions that each Department will take to improve outcomes for children and young people's lives and wellbeing, This will include reporting of outcomes against agreed indicators.	1-8	Likely to be achieved but with some delay (Orange)	The Executive Children and Young People's Strategy (CYPS) three year Delivery Plan was approved for consultation by the Executive on 16 December 2021. The consultation was launched during January 2022. A consultation report will be prepared during April 2022 and

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	<p>The agreed CYPS three year delivery plan used as the basis for meeting the Children's Services Co-operation Act reporting requirements.</p> <p>The long-term outcomes are children and young people's improved physical and mental health, opportunities for play and leisure, learning and achieving, living in safety and with stability, experiencing economic and environmental well-being, making a positive contribution to society, living in a society which respects their rights and where equality of opportunity and good relations are promoted.</p>			the final Delivery Plan will be published as soon as is practical after that.
3.4 As part of the emergency COVID-19 response, the Executive agreed that we will run a Holiday	Families of all children (over 101,000) who are entitled to Free School Meals (FSM) receive a holiday food payment of £13.50 per week	1	Achieved (Green)	The School Holiday Food Grant payment for Easter is due to be made for the period 11 April to 22 April 2022 and

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Food Grant Payment scheme during all school holiday periods throughout 2021/22 (extending to Easter 2022).	<p>per child to enable them to have the means to provide food for their children over all school holiday periods in 2021/22.</p> <p>In the longer term, Department for Communities to take forward work to tackle food poverty / holiday hunger as part of a new Anti-Poverty Strategy. Providing Holiday Food Grant Payments to parents of children entitled to FSMs contributes to achieving the outcome "Families experience economic well-being" in The Executive's Child Poverty Strategy.</p>			will be dependent on funding being available.
3.5 We will finalise revised Nutritional Standards by March 2022.	Revised Nutritional Standards in keeping with government guidance on healthy eating and the FSAs Eatwell Guide issued to all schools.	1, 3	Achieved (Green)	While update to Nutritional Standards has been finalised, implementation of the Standards remains on hold pending the outcome of funding being available.

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	Revised Nutritional Standards operational in all schools and the 185,000 children who avail of school meals daily are consuming meals which comply with Revised Nutritional Standards and up-to-date government guidance on healthy eating.			
3.6 In collaboration with health and education partners, by March 2022, we will implement the 2021/22 Emotional Health and Wellbeing in Education Framework projects.	<p>By September 2021 a set of wellbeing indicators identified and agreed with relevant partners for baseline purposes.</p> <p>A decrease in the number of children and young people requiring specialist intervention from Mental Health Services.</p> <p>A report card to be developed.</p>	1, 3	Achieved (Green)	Two of the three remaining business cases (Emotional Wellbeing Teams in School / Optimising Achievement) are now approved with work well advanced on the third (Being Well Doing Well).
3.7 We will undertake policy work to introduce a Bill to provide flexibility on	A range of policy options developed for consultation. Executive agreement given to a draft Bill which aims to	3	Achieved (Green)	The School Age Bill was passed by the Assembly on 28 February following Executive approval of the draft Bill and

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the compulsory school age during 2021/22.	provide, for those children who would benefit from it, greater flexibility in respect of school starting age.			use of accelerated procedure in January. Interim arrangements have been developed for the September 2022 admissions process with letters seeking a deferral decision being sent to parents on 15 March.

Strategic Priority 4 – Support those who need more help with learning

Working with health & education partners, we deliver high quality services for children & young people, including those with Special Educational Needs

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<p>4.1 In collaboration with the Department of Health, we will implement the year 1 actions of the Strategy for Children Looked After <i>“A life deserved: Caring for Children and Young People in Northern Ireland”</i> by March 2022.</p>	<p>A new Children Looked After Service will be established within the Education Authority during 2021/22 to provide dedicated support for every school with Children Looked After.</p> <p>This service will ensure these children receive tailored support to enable them to have a positive and engaging learning experience by identifying the primary causes of the attainment gap and measures to address it; implementing an effective multi-agency approach to improve outcomes as well as piloting both the new Personal Education Plan process and an alternative to the Looked After Children</p>	<p>3</p>	<p>Achieved (Green)</p>	<p>The new Children Looked After Service has been established within the EA and the Children Looked After Champion recruited. Recruitment is also underway for all of the health and education posts within the service.</p>

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	<p>Funding Factor within the Common Funding Formula.</p> <p>The impact of the Strategy will be monitored using a report card.</p>			
<p>4.2 We will support the Education Authority in the delivery of the Strategic Special Educational Needs and Disability Programme by March 2022.</p>	<p>Tailored or specialist support is provided to those children and young people who need it, when they need it.</p> <p>Progress monitored through the Special Educational Needs (SEN) Governance Group meetings and Programme Board meetings.</p> <p>Improved outcomes for children with SEN, reduced statutory assessment average processing time and greater proportion of children assessed for a statement within 26 weeks.</p>	3	<p>Likely to be achieved but with some delay</p> <p>(Orange)</p>	<p>EA Programme agreed subject to funding and a business case has been submitted, however the Department is unable to commit to future years funding due to the budget uncertainty. This has resulted in some projects not being able to progress as quickly as planned.</p>
<p>4.3 We will deliver a new Special Educational Needs</p>	<p>New statutory assessment timescales in place and more timely decisions taken.</p>	3	<p>Likely to be achieved but</p>	<p>A substantial amount of work has taken place in contemplation of statutory</p>

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<p>(SEN) framework to support young people with special needs to achieve their full potential by March 2022 (subject to Ministerial approval).</p>	<p>Children over 16 have their own rights in the SEN Framework.</p> <p>A new right of appeal following the annual review of statements from September 2021.</p> <p>A new and independent mediation service available for appealable decisions (commencement to be aligned with Department of Justice and date to be confirmed).</p> <p>Every school required to have a Learning Support Co-ordinator.</p> <p>Every child on a school's SEN Register to have a Personal Learning Plan in place to set out the child's</p>		<p>with some delay</p> <p>(Orange)</p>	<p>effect, however given the significantly extended consultation period due to Covid-19; the impact of subsequent stakeholder meetings; and the current position of the NI Executive, it is likely that it will be Autumn 2022 before the new Regulations are presented to the Assembly.</p>

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	programme of special educational provision.			
4.4 We will implement the new Nurture Programme by March 2022.	<p>Establish 15 new Nurture Groups in schools following Ministerial announcement in 2020/21.</p> <p>Establish a new Nurture Service in the Education Authority.</p> <p>Improved social and emotional behaviours and wellbeing measured through the Boxall profile.</p> <p>More schools benefitting from whole school nurture approach, with an increased number of teachers trained.</p> <p>Improved outcomes for children in Nurture Groups, with fewer statutory assessments.</p>	1, 3, 4, 8	Achieved (Green)	All accommodation work completed on the 15 new Nurture Groups. Recruitment for Nurturing Approaches in Schools Service (NASS) has been completed; Regional Manager and other staff have been appointed.

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4.5 We will complete a review of seclusion & restraint practices and introduce new positive behaviour guidance for education settings by March 2022.	Improved outcomes for children and young people with challenging behaviour. Updated guidance issued for schools.	1, 4, 7	Achieved (Green)	Report, including 6 recommendations for change, was approved by Minister on 25 March and published. Recommendations, including new guidance, will be implemented in the 2022/23 business year.

Strategic Priority 5 – Improve the learning environment

We promote equality of opportunity, respect for others, good relations and inclusivity and we provide modern, sustainable educational settings which are fit-for-purpose and facilitate shared learning

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<p>5.1 We will continue to provide a pathway for shared education to become embedded in educational settings through the Shared Education Campus Programme (SECP) through progressing each of the projects under the 1st and 2nd Calls by March 2022.</p>	<p>Positive change in attitudes for those involved in SECs.</p> <p>Positive changes in attitudes at community level (in SEC communities).</p> <p>Positive changes in educational attainment in SEC pupils.</p>	<p>8</p>	<p>Achieved (Green)</p>	<p>It is through the Together Building a United Community (T:BUC) Strategy headline action to create Shared Education Campuses (SEC's) that the Department has continued to provide a pathway for shared education to become more embedded through the Shared Education Campus Programme. Four projects are proceeding from the first and second calls; Limavady SEC is leading the way with construction commencing in 2021 and is scheduled for completion in 2023. Stage 3 Design work was completed on the Ballycastle SEC; and the procurement of the Integrated Supply Team has been reinitiated due to original</p>

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				bidders withdrawing their tenders due to volatile market conditions. Procurement of an Integrated Consultant Team for Moy SEC was completed in November 2020 who are now engaging with both schools in the design of the Shared Campus. Work has continued within the Education Authority on finalising the business case for Brookeborough SEC.
5.2 Subject to Ministerial approval, we will issue the Invitation to Tender for the Strule Shared Education Campus (SSEC) Programme Main Works contract no later than September 2021.	Procurement process underway for SSEC Main Works, progressing campus construction completion in 2025 to facilitate shared education.	3, 8	Achieved (Green)	Man Works Contract Invitation to Tender issued 13 December 2021.
5.3 We will encourage, facilitate and promote Shared Education through delivery of the Peace IV Shared	Shared Education Teacher professional Learning delivered.	3, 8	Achieved (Green)	Shared Education teacher professional learning delivered, increasing capacity across the workforce to deliver quality shared education experiences.

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<p>Education Programme; other funded Shared Education projects; engagement with Special EU Programmes Body (SEUPB) regarding enhanced opportunities for Shared Education presented by the Peace Plus Programme; and development of a strategy for sustainable mainstreaming of Shared Education by March 2022.</p>	<p>Increased capacity across the workforce to deliver quality shared education experiences.</p> <p>Peace Plus Shared Education proposals developed.</p> <p>Increased opportunities for additional schools to engage in Shared Education.</p> <p>Mainstreaming Shared Education strategy to support pupil engagement developed.</p> <p>Sustainable strategy to help embed shared education, in line with the Shared Education Act.</p>			<p>DE continues to engage with colleagues in SEUPB and in the RoI in regard to the planning and development phase of the PEACE PLUS Shared Learning Together programme, which will provide opportunities to extend the reach of Shared Education. The mainstreaming Shared Education strategy has been developed, and the third Advancing Shared Education report to the NI Assembly was laid on 25/03/22.</p>
<p>5.4 We will deliver the statutory duty to encourage and facilitate the development of Integrated and Irish-</p>	<p>Working with Northern Ireland Council for Integrated Education (NICIE) and Comhairle na Gaelscolaíochta (CnaG) to address relevant issues for</p>	<p>6, 7, 8</p>	<p>Achieved (Green)</p>	<p>The Covid project has supported the mitigation of the impact of the pandemic on language acquisition for pupils in Irish-medium schools through the development and</p>

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medium education by March 2022.	<p>the Integrated and Irish-medium education sectors in relation to the impact of the COVID-19 pandemic.</p> <p>Ensuring good governance arrangements continue for NICIE and CnaG to support them in encouraging and promoting the Integrated and Irish-medium education sectors.</p> <p>This will help achieve longer term outcomes of increased numbers of children and young people accessing Integrated and Irish-medium education in sustainable, viable schools which are supported by NICIE and CnaG respectively, in line with parental preference.</p>			production of teaching and learning resources, health and wellbeing resources, and, direct support to schools. Both Integrated and Irish-medium education have seen a growth in pupil numbers during 2021/22. The number of pupils in Irish-medium schools has grown by 168 to 7,232 pupils in 2021/22. The number of pupils in Integrated schools has grown by 933 to 25,794 pupils in 2021/22.
5.5 We will deliver effectively a prioritised capital works programme within	25 Business Cases approved and 2 Works Contractors appointed to progress announced projects under the	2, 3	Likely to be achieved but with some delay	School Enhancement Programme – The target of two works contractors appointed has not been met. Progress on

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<p>timescale and budget, including progressing Shared Education Campuses by March 2022.</p>	<p>School Enhancement Programme.</p> <p>Business Cases approved for projects at 6 schools and construction started on 5 projects under the Fresh Start Programme.</p> <p>Integrated Consultant Teams appointed for 9 major capital projects announced in June 2020; completion of 6 projects currently on site; and 8 projects to move on site.</p> <p>9 Voluntary Youth Schemes to move on site.</p>		<p>(Orange)</p>	<p>business cases has been slower than anticipated due to the need to reflect the current increase in construction costs and market uncertainty. However, five business cases have been approved and a number of others are close to completion. Fresh Start Programme – The first part of this objective has been achieved, with business cases approved for projects at seven schools. The second part of the target to start construction on five projects has not been met. Construction has started on one project. Major Works Programme - Integrated Consultant Teams have been appointed for nine Major Capital schemes announced in June 2020. Two projects have moved on site (rather than four) due to procurement issues. Three schemes have completed within the current</p>

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				year, due to the combined effects of Brexit and Covid-19. No voluntary youth schemes have yet moved on site.
<p>5.6 We will engage with internal and external stakeholders to promote equality of opportunity and good relations by March 2022.</p>	<p>In 2021/22 we will see:</p> <ul style="list-style-type: none"> • High compliance with statutory equality duties. • Equality Screening/Assessments which display both sound evidence and focused outcomes. <p>This will help achieve longer-term outcomes of:</p> <ul style="list-style-type: none"> • Recognition of the Department's high performance in the promotion of equality and good relations. 	1-8	<p>Achieved</p> <p>(Green)</p>	<p>Equality screening has been higher than in recent years; a forward-looking planner has been produced for early sharing with Equality Commission for NI and will form the basis for discussions on future development / training / presentation in this area.</p>
<p>5.7 We will tackle all forms of bullying including racist by implementing the Addressing Bullying in Schools Act by September 2021 and</p>	<p>Consistent approach by schools to identifying and recording incidents, including the motivation of bullying, leading to improved policies by schools.</p>	1, 2, 3, 4, 6, 7, 8	<p>Achieved</p> <p>(Green)</p>	<p>NIABF host organisation identified. Chair and Vice Chair positions now vacant and a process is underway to identify postholders. Business Plan for 2022/23 received and under consideration.</p>

WHAT WE WILL DO AND BY WHEN	HOW WILL WE KNOW IF ANYONE IS BETTER OFF? (includes 2021/22 outcomes and longer Term outcomes)	LINKS TO WHICH CHILDREN AND YOUNG PEOPLE'S STRATEGY OUTCOMES?	STATUS	COMMENTS (AT 31 MARCH 2022)
continuing to support the NI Anti Bullying Forum (NIABF).				
5.8 We will deliver T:BUC Camps and youth-specific programmes to tackle paramilitarism, criminality and organised crime during 2021/22.	Agreed T:BUC Camp targets met. Agreed Tackling Paramilitarism, criminality and organised crime targets met for youth related programmes.	8	Achieved (Green)	With 112 camps delivered the target of 100 camps was exceeded. All T:BUC Camps faced issues operating within the Covid-19 pandemic, which resulted in 4 camps rejecting funding offer, 6 camps having to withdraw and 6 camps moving to a lower participation band. The new T:BUC Trees initiative has proceeded as has T:BUC Ambassadors albeit on a more limited basis than planned.
5.9 We will oversee the development and dissemination of resources to support effective implementation of Personal Development and Mutual Understanding (PDMU) and the	Increased opportunities for teachers to access resources. In the longer term this will lead to improved understanding and awareness of personal and social relationship issues	3, 6, 7, 8	Likely to be achieved but with some delay (Orange)	The Council for the Curriculum Examinations and Assessment (CCEA) is on target to produce and publish a Relationships and Sexuality Education (RSE) Framework and this will inform the guidance being issued by the Department.

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Personal Learning for Life and Work within the Northern Ireland Curriculum during 2021/22.	such as domestic violence and sexual exploitation.			

Strategic Priority 6 – Tackle Disadvantage and Underachievement

We improve developmental and learning outcomes for all children & young people, with a particular focus on those who are underachieving, at risk of underachieving, or disadvantaged

WHAT WE WILL DO AND BY WHEN	HOW WILL WE KNOW IF ANYONE IS BETTER OFF? (includes 2021/22 outcomes and longer Term outcomes)	LINKS TO WHICH CHILDREN AND YOUNG PEOPLE'S STRATEGY OUTCOMES?	STATUS	COMMENTS (AT 31 MARCH 2022)
<p>6.1 We will address persistent educational underachievement linked to socio-economic background through delivery of:</p> <ul style="list-style-type: none"> • New Decade New Approach recommendation for an Expert Panel to deliver a costed Action Plan by 31 May 2021; • Engage Programme; Extended Schools; Full Service programmes; North Belfast Pilot, Wrap Around Education Programme (WRAP) and associated media campaigns. 	<p>An Expert Group will have delivered a costed action plan to address persistent educational underachievement linked to socio-economic disadvantage.</p> <p>Continued reduction in the gap between Free School 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>1, 3, 5, 6, 7, 8</p>	<p>Achieved</p> <p>(Green)</p>	<p>The Expert Panel report "A Fair Start" was delivered on time and unanimously agreed by the NI Executive. Delivery of the 47 actions within the report and action plan is progressing well with 23 of the 47 actions (49%) having been initiated plus an additional 9 actions this year to maximise use of the £4m budget by 31 March 2022. A six-monthly progress report was provided to the Executive and NI Assembly on 16 December 2021 (as promised) and the update is available on the DE "A Fair Start" web-page. The Engage Programme, Extended Schools Programme, Full Service programmes, WRAP programme, North Belfast Primary Principals Support</p>

WHAT WE WILL DO AND BY WHEN	HOW WILL WE KNOW IF ANYONE IS BETTER OFF? (includes 2021/22 outcomes and longer Term outcomes)	LINKS TO WHICH CHILDREN AND YOUNG PEOPLE'S STRATEGY OUTCOMES?	STATUS	COMMENTS (AT 31 MARCH 2022)
	Performance will be measured by way of respective Report Cards.			Programme (NBPPSP), "Try and Stop Me" advertising campaign and Period Dignity work are also progressing well. In Summer 2021, more than 40,000 pupils benefited from the DE provisioned Summer Scheme. This compared with 1,700 pupils in 2020.
<p>6.2 We will address educational underachievement linked to socio-economic background through targeted support via the Sure Start programme to c39,000 children (aged 0-3) and their families in the most disadvantaged areas in Northern Ireland by March 2022.</p>	<p>Improvement in the development, health and wellbeing of a sample of children and families supported by the Sure Start programme.</p> <p>Improvement in the speech and language of children attending the Sure Start Developmental Programme for 2-3 Year Olds.</p> <p>Performance will be measured by way of annual Report Cards.</p>	1, 2, 3, 8	<p>Achieved</p> <p>(Green)</p>	<p>(i) Achieved with regard to improvement in the development, health and wellbeing of Sure Start children and families and (ii) Achieved with regard to improvement in the speech and language of children attending Sure Start - as per update from Department of Health (delivery body for Sure Start) in April 2022 – further data available in summer 2022 to confirm achievement for the 2021/22 academic year.</p>

WHAT WE WILL DO AND BY WHEN	HOW WILL WE KNOW IF ANYONE IS BETTER OFF? (includes 2021/22 outcomes and longer Term outcomes)	LINKS TO WHICH CHILDREN AND YOUNG PEOPLE'S STRATEGY OUTCOMES?	STATUS	COMMENTS (AT 31 MARCH 2022)
<p>6.3 We will complete the Newcomers Policy review and implement improvements by March 2022.</p>	<p>A consistent approach to supporting newcomers in place across all schools.</p> <p>More children and families supported through the Re-settlement Scheme (when re-started).</p> <p>Measured through quarterly Education Authority Intercultural Education Service (IES) reports.</p> <p>More newcomer families supported by IES.</p>	<p>1, 2, 3, 4, 6, 7, 8</p>	<p>Likely to be achieved but with some delay</p> <p>(Orange)</p>	<p>Work on the review has recommenced. Re-engagement is currently underway with a number of stakeholders including schools. The review has been broadened to reflect the needs of asylum seekers and refugees; any proposals for change will be subject to Ministerial approval.</p>

Strategic Priority 7 – Support and develop our education workforce

We develop and deploy teachers, other education professionals and support staff effectively, promoting high standards and leadership and improving health & wellbeing

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<p>7.1 We will implement actions within the Teachers' Pay and Workload Agreement 2017-19, including commencement of reviews in nine areas by December 2021, and at least four reviews completed with approved recommendations by March 2022.</p>	<p>Continued period of settled industrial relations for teaching staff.</p> <p>Cost efficiencies compared to the current system identified, with action plan developed for realisation.</p> <p>Provision of savings evidence to support pay remit business case for future fair and affordable pay awards for teaching staff.</p> <p>Proposals under development to provide greater flexibility for the teaching workforce.</p> <p>Establishment of baseline data on current workloads will enable informed</p>	<p>3, 8</p>	<p>Substantially achieved</p> <p>(Amber)</p>	<p>The Workforce Review Project to co-ordinate and progress the nine reviews has evolved from embryonic status at the start of 2021/22, to an advanced stage of momentum. A project Business Case has been approved, a core joint Project Team is in place and an Oversight Group meets regularly to provide direction and governance. Four prioritised workload and employment related reviews got underway in May 2021 and are well progressed. A further SEN-related workload review commenced in November 2021 and two more joint working groups were established in February 2022 to review important areas on teacher health and wellbeing</p>

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	assessment of proposals for change without detriment.			and consultation arrangements. Agreed Terms of Reference or clear objectives are in place for the remaining two DE-led reviews which will commence as soon as resources can be put in place. The Review of Workload Impact on School Leaders is due to submit proposals imminently and a further two reviews are expected to report in the spring. The entire project remains on track to complete by the end of 2022/23. There is now a dedicated section on the Department's website providing up-to-date information on the project at Workforce Review Project Department of Education (education-ni.gov.uk).
7.2 In collaboration with key stakeholders in the education sector, we will implement the Teacher	During 2021 objectives remain at a high level and progress monitored through the Learning Leader Oversight Group meetings.	3, 8	Likely to be achieved but with some delay	Focus group consideration of LL documents is underway. To enhance the quality of feedback they provide, the focus groups are being run by

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<p>Professional Learning Strategy, "Learning Leaders" (LL).</p> <p>By June 2021 undertake initial consultation with the teaching profession on proposals for the new LL model, and</p> <p>By December 2021 initiate a broader consultation with the teaching profession on proposals for the new LL model.</p>	<p>During the lifetime of the Strategy, the teaching profession will have adopted a new reflective and self-directed approach to professional learning throughout their careers.</p>		(Orange)	<p>academic researchers. Funding and Business Case approval for this step caused some further minor delays and the groups will now conclude in April with a final feedback report being provided by May 2022. Analysis and refinement is then planned for summer 2022, permitting the wider engagement with the teaching profession to commence in Q1 of the 2022-23 academic year.</p>
<p>7.3 We will enrich professional development through delivery of the Enhanced Autism Training Framework across the Educational Workforce by March 2022.</p>	<p>The Education Authority Autism Advisory & Intervention Service will deliver basic and foundation level training to educational workforce.</p> <p>The Middletown Centre for Autism will deliver intermediate & advanced</p>	3	Achieved (Green)	<p>In quarter 4 the EA launched their full suite of Tier 2 Training completing their elements of the Enhanced Autism training Framework on 22 March 2022. Middletown continues to deliver Tier 3 and 4 Training.</p>

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	<p>level training to the education workforce.</p> <p>A number of whole school approaches will be delivered and receive accreditation.</p> <p>Longer term impact will be that we can demonstrate that increased numbers of teachers and schools are accessing autism specific training under the Framework.</p>			

Strategic Priority 8 – Effectively manage, review and transform our education system

We deliver our corporate governance and finance responsibilities while seeking to improve efficiency, increase sustainability and introduce new ways of learning

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<p>8.1 We aim to increase the network/number of sustainable schools (including Special Educational Needs provision) across Northern Ireland and to create mechanisms to facilitate a more agile and responsive area planning process in collaboration with area planning stakeholders by March 2022.</p>	<p>Published Development Proposals (DPs) assessed/screened against and aligned to Ministerial priorities of reducing small unsustainable schools, composite classes and unsustainable 6th forms.</p> <p>Inflexibilities of the current DP process are removed.</p> <p>Earlier and more focused interventions by Managing Authorities and Sectoral Body Representatives to deliver sustainable settings.</p> <p>Performance will be measured by way of a Report Card.</p>	<p>3, 6, 8</p>	<p>Achieved</p> <p>(Green)</p>	<p>All preparatory work aimed at supporting the development of the 2nd Strategic Area Plan (SAP) and 1st Special Education Strategic Area Plan (SESAP) has been implemented, including recent Ministerial endorsement of a 2nd Pilot project to establish a robust baseline for the future strategic area planning of SEN provision across mainstream and standalone settings for the new Area Planning Cycle (2022-2027). Both SAP and SESAP are currently in consultation and planning authorities/sectoral bodies have commenced work on the detail of the first 2-year Operational Plan to be brought forward under SAP. Some additional work is progressing</p>

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				in support of SAP (innovation labs to examine the rationale for and nature of an Exploratory Plan for longer-term work-streams and for options around sustainable education provision in rural areas). These however reflect the continuum of activity within which area planning proceeds as opposed to being a representation of work not completed.
<p>8.2 We will establish the Independent Review of Education and support the appointed Review Panel as it delivers upon the agreed terms of reference through stakeholder engagement, evidence gathering and analysis of best practice during 2021/22.</p>	<p>Independent Panel recruited (by June 2021).</p> <p>Independent Panel agree a workplan which is delivered against agreed Milestones by March 2022.</p> <p>Interim report provided within 12 months of appointment and final report provided with 18 months.</p>	1-8	<p>Achieved</p> <p>(Green)</p>	<p>Panel operational since October 2021. Progress made on evidence gathering, stakeholder engagement and delivery of key milestones. Work will continue into 2022/23.</p>

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	Review completed on time and terms of reference delivered. Report sets out clear vision for a transformed education system and recommendations to bring forward required improvements.			
<p>8.3 To contribute to the New Decade New Approach commitment to “develop an enhanced approach to careers advice, curriculum, training and apprenticeships to enhance employability and support economic growth”, we will progress the development of a more strategic approach to 14-19 education and training in collaboration with the Department for the Economy (DfE) by December 2021.</p>	<p>Finalised 14-19 education and training baseline.</p> <p>Next steps agreed with DE/DfE Ministers.</p>	3, 5, 6	<p>Likely to be achieved but with some delay</p> <p>(Orange)</p>	Draft Framework and Action Plan to be considered by Ministers.

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<p>8.4 Through the application of sound financial controls, we will take the necessary actions to optimise the Education budget by March 2022, including making the case for and seeking to secure Executive funding to take forward the New Decade New Approach education commitments.</p>	<p>As far as possible, schools and youth settings adequately funded to ensure that a quality education can be provided to our children and young people.</p> <p>Any potential budget underspend limited to 1% of budget or less.</p> <p>Mitigating actions will have been taken to reduce or avoid any potential budget overspend.</p> <p>The overall level of schools deficits will have reduced.</p> <p>Sets of unqualified accounts will have been published for all education sector bodies.</p> <p>Stakeholders have access to robust analytical data which can be used to effectively</p>	<p>1-8</p>	<p>Substantially achieved</p> <p>(Amber)</p>	<p>As we move towards the year end and following a reasonably successful January Monitoring Round the Education Authority is reporting that is likely to make break even or come in with an underspend. Schools deficits are forecast to reduce significantly and surpluses are forecast to increase significantly. At this stage in the financial year all Education related funding requirements have been met. It is likely that the challenge will be to ensure that the overall Education underspend is kept below 1%.</p>

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	inform policy decisions and measure performance.			
<p>8.5 We will demonstrate effective governance and oversee same across our Arm's Length Bodies (ALBs) during 2021/22.</p>	<p>In 2021/22 we will see:</p> <ul style="list-style-type: none"> • Approved Business Plans for the Department and its ALBs. • High levels of adherence to the government and accountability framework during this period. • A high percentage of satisfactory audit reports. • All ALB Boards remain quorate and are able to function. • Risk Registers in place across the Department and its ALBs. • Regular Governance and Accountability Review (GAR) meetings and Governance Statements. <p>This will help achieve longer-term outcomes of:</p>	3	<p>Achieved (Green)</p>	<p>Business Plans agreed; evidence of good governance including performance monitoring, audit, risk alignment and reviews; regular GAR reviews; vacancies filled. Ministerial decision to dissolve General Teaching Council for NI Council (due to effectiveness rather than DE governance) noted.</p>

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	<ul style="list-style-type: none"> Increased alignment of priorities across education and wider Government. Assurance of adequate ALB governance and accountability. Effective, aligned management of risks across the Department and its ALBs. 			
<p>8.6 We will review the future of the Youth Council for Northern Ireland (YCNI) by December 2021.</p>	<p>Completion of a youth sector survey on the need for and role of YCNI to inform the Minister's decision on its future.</p> <p>Effective structures are in place to advise DE and Education Authority on the development of the youth service and assist in the co-ordination and efficient use of the resources of the youth service.</p>	3	<p>Achieved</p> <p>(Green)</p>	<p>Review completed. Draft public consultation prepared. Awaiting Ministerial agreement to proceed.</p>
<p>8.7 We will provide a range of continually-improving, high-quality</p>	<p>In 2021/22 we will see:</p> <ul style="list-style-type: none"> High satisfaction levels from 'client' services. 	1-8	<p>Achieved</p>	<p>Successful accommodation project; Covid safety arrangements regularly</p>

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support services to aid the effective operation of the Department during 2021/22.	<ul style="list-style-type: none"> • Management of information in accordance with good practice, resulting in no significant data breaches. <p>This will help achieve longer-term outcomes of:</p> <ul style="list-style-type: none"> • Internal and external recognition of the Department's high performing support services. • Personal data safeguarded and all business information processed in line with legislative requirements. 		(Green)	reviewed; preparations for hybrid working; positive feedback from Minister on Private Office support; no significant data breaches and positive Information Commissioner's Office (ICO) post-audit review; increased social media presence and internal communications initiatives including webinars and intranet usage.
8.8 We will promote the wellbeing of our staff and allocate our teams to align with and deliver on our priorities during 2021/22.	<p>In 2021/22 we will see:</p> <ul style="list-style-type: none"> • The re-establishment of the Staff Engagement Forum. • High staff satisfaction/morale. • High staff attendance. 	1-8	Achieved (Green)	Staff Engagement Forum ongoing; NI Civil Service People Survey results indicate higher than average results across majority of areas and overall engagement. Results will inform finalisation of People Plan to further enhance arrangements during 2022/23.

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	<p>This will help achieve longer-term outcome of:</p> <ul style="list-style-type: none"> • Internal recognition of DE as a great place to work; • External recognition of the Department as a high-performing organisation. 			
<p>8.9 We will complete the quinquennial review of the Education Authority (EA) by March 2022.</p>	<p>In 2021/22 we will see:</p> <ul style="list-style-type: none"> • Completion of the review and an assessment of the recommendations. <p>This will help achieve longer-term outcomes of:</p> <ul style="list-style-type: none"> • An effective, efficient EA, recognising good performance and areas for improvement. • Assurance that appropriate control and governance arrangements are in place to provide good corporate governance. 	1-8	<p>Substantially achieved</p> <p>(Amber)</p>	<p>Review remains scheduled for completion in April 2022, rather than March as originally envisaged.</p>

Annex - Children and Young People's Strategy Outcomes

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

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