

18 October 2012
AQW 15030

Danny Kinahan MLA has asked:

To ask the Minister of Education, in relation to his announcement on 27 September 2012, (i) to detail the terms of reference of the working group; (ii) why the working group is only focusing on controlled schools; and (iii) for how long he envisages the working group functioning.

SECTORAL SUPPORT

**POST RPA
(September 2012)**

SECTORAL SUPPORT

BACKGROUND

1. Throughout the Review of Public Administration (RPA) there has been an assumption that there will continue to be educational sectors in Northern Ireland, and that the Department of Education (DE) will continue to engage with those sectors. The RPA consultation document stated, “To ensure informed policy development and implementation it will be vital to collate and disseminate advice across the full range of education stakeholders. This will include...sectoral advice.” It went on to say that DE would undertake a review of the provision of advice, and that this should include “assessment of the most effective ways of representing the views of sectoral interests.”

What are “Sectoral Interests”?

2. A high percentage of schools here are defined by ownership or specific type of education offered, for example Irish Medium, Catholic, Grammar etc. Groups of schools defined in this way are referred to as education sectors. Organisations, which represent the views of those sectors, are referred to here as the sectoral interests. Given the way in which different sectors emerged and developed here over the years, the sectoral interests have very different relationships with government, play differing roles and receive vastly different levels of support. The RPA presents an opportunity to reform these inequalities in relationships, roles and funding, and ensure that sectors are treated in a consistent and equitable manner.
3. The Department currently funds three organisations that support particular types of schools or sectors: the Council for Catholic Maintained Schools (CCMS), the Northern Ireland Council for Integrated Education (NICIE), and Comhairle na Gaelscholáíochta (CnaG) for the Irish Medium sector.

Under the RPA all of the front-line support and related functions that DE funds these organisations to deliver will be transferred to the ESA.

4. Further, the statutory advisory role of CCMS will be repealed meaning that it will no longer exist as a statutory body or NDPB. The other two organisations are not statutory therefore can continue to exist independent of government.
5. The Transferors' Representative Council is the voice for transferred schools within the controlled sector. It does not currently receive core-funding from government.
6. While we are treating transferred schools as a sector in its own right, as indicated above, it is a sub-set of controlled schools. Controlled schools are not a recognised sector as such. They are the schools that do not fit into any other category and are owned and managed by government. They lack the sense of shared identity and ownership that is evident in other sectors. Nonetheless, this is a large and important group of schools that needs to be given the same opportunity as other sectors to play an active role in the post-RPA structures.

Why Support Sectoral Interests?

7. There is significant benefit to be derived from the involvement of sectoral interests in education. Past experience has demonstrated that the active involvement/engagement of owners/Trustees/ governors of schools (i.e. sectoral interests) has had a positive impact on the performance of the school, and should be encouraged and facilitated. Involvement of owners/Trustees/governors can help establish as strong sense of ownership and pride in a school that appears to contribute to the positive experience of children attending the school and its overall performance. This is something that is difficult to quantify, but there is no doubt that the correlation can be made and this valuable contribution should be recognised.

Policy Development to-date

8. As detailed policy work underpinning the implementation of the RPA has progressed it became clear that there would be a significant role for the sectoral interests within the new arrangements. It also became clear that the sectors would need sufficient professional support and capacity if they were to fulfil the role envisaged. The Department, therefore, established a project in 2007 to examine and quantify, in consultation with the sectors, the sort of support that would be required.

9. The outcome of this project was the publication of a paper in 2007: *Sectoral Support Post RPA*. This paper is the updated version of the 2007 paper's account of the role and functions of sectoral support bodies. To a considerable extent, that 2007 account is consistent with the current policy basis for the implementation of the RPA in education (as represented in the 16 November, 2011 Heads of Agreement and the 14 December, 2011 Policy Memorandum on the Education Bill, 2012 as agreed by the Executive).

10. The following key principles still apply:
 - Decisions on the transfer of front-line support and related services to the ESA remain extant, and are not affected by the consideration of the need for sectoral capacity.
 - The ESA will be required to establish the capacity and expertise to provide sectorally sensitive services to schools of all types.
 - DE will not support the development or continuation of functions that duplicate or overlap with functions that are the responsibility of the ESA.
 - Support for sectoral capacity must be modest, reflecting the need to maximise investment in front-line services.

- DE would expect to see any supported capacity being used to engage with other sectors to explore and develop models of sharing and co-operation.
- DE could not support the establishment of non-departmental public bodies, or large organisations of any type outside the ESA.”

11. The following working assumptions also still apply:

- There must be consistency across all the sectors in terms of the types of activities to be supported;
- The support is for the benefit of the individual sectors and therefore must be “owned” by those sectors;
- There will be an agreed allocation of money for each sector to fund an agreed list of activities, but it will be up to each sector to decide how best to deploy the funding – including what organisational form the support should take. The allocation will have to cover all aspects of support to the sector, including administration costs, therefore the onus will be on individual sectors to keep overheads to a minimum if they are to achieve best value from the funding allocated.
- Where possible we should take account of experience and expertise already within each sector, and to that end we will consider the potential benefits of working with pre-existing bodies, but not to the exclusion of alternative means of achieving the desired outcome for each sector.

12. Consequently, the types of activities of a sectoral support body to be supported through the provision of departmental funding remain broadly the same:

- A representational and advocacy role, including advice and support in responding to consultation exercises in respect of education policies, initiatives and schemes, and in regard to relationships with the Department, the ESA and other Departments;

- Working with schools within the sector to develop and maintain the collective ethos of the sector including, where appropriate, a role in ensuring ethos is part of employment considerations;
- Working with ESA to raise educational standards;
- Identifying/nominating foundation governors and encouraging others to put themselves forward as community governors;
- Discharging any role or responsibility relating to ownership of schools where appropriate;
- Participating in the planning of the schools estate, assessing current and ongoing provision within the sector, participating area-based planning co-ordinated by the ESA, and engaging where appropriate in strategic planning processes, including community planning; and
- Building co-operation and engaging with other sectors in matters of mutual interest, including promotion of tolerance and understanding, respect for diversity and the aims of A Shared Future.

13. Indeed, some of these complement features of the role and functions of sectoral support bodies as these feature in the Education Bill 2012. The Bill does entitle an SSB to a consultative role on key decisions affecting its schools – in keeping with the Heads of Agreement: the appointment of members of Boards of governors and development proposals for schools under Area Based planning.

Who should receive this support?

14. The Heads of Agreement of 16 November, 2011 and Policy Memorandum of 14 December, 2011 have established that there shall be a sectoral support body for each of the following sectors: Catholic schools, Controlled schools, Integrated schools, and Irish-medium schools.

Proposal for Allocation Process

15. It is proposed that each of the sectors should be asked to submit a robust business case setting out and justifying their requirements for professional

support to deliver the envisaged roles and responsibilities. The sectors should be required to demonstrate value for money in their proposals, and Department should aim to encourage each of the sectors to minimise its overheads, through avoiding unnecessary permanent infrastructure by buying-in specific services/support as required. The allocations will reflect the strategic nature of the role and the variation in the functions to be undertaken by the different sectors.

16. Once initial allocations have been agreed, a formal letter of offer covering the first year of operation should issue to each sector. At the end of the first year the position will be reviewed and fresh business case sought using the experience of the first year to agree a rolling 3-year budget for each sector. Built into this process will be a requirement on each sector to demonstrate value for money and, where appropriate, deliver savings in line with those to be delivered against the overall education administration budget. A unit within DE should manage this process and monitor the operation of sectoral support across all the sectors.