

Programme Name

***The establishment of a single Education Authority to replace the 5 ELBs
and their Staff Commission***

PROGRAMME DEFINITION DOCUMENT

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Background

- 1 The policy context over the last 8 years has been that the 5 Education and Library Boards (ELBs) along with the Council for Catholic Maintained Schools (CCMS), the Youth Council and the Staff Commission would be replaced by a single Education and Skills Authority (ESA). This commitment was set out in the Programme for Government, 2011-2015, which contained a target to “make ESA operational in 2013”.
2. For much of the last 8 years, existing structures and their workforce have been held in a state of abeyance, in anticipation of the introduction of ESA. ELBs are now in a depleted and unsustainable state and continue to operate at the extremities of corporate risk. Whilst this is the case, the provision of key educational services lacks a sound basis.
3. This situation has been further complicated by local government reform proposals. The territorial responsibilities of the Education and Library Boards (ELBs) are defined in law (Education and Libraries (NI) Order 1986, Article 3 (2)) by reference to council areas. Currently this is a reference to the existing model of 26 councils and so the ELBs are defined by five groupings of these 26 territories.
4. From 1 April 2015, however, the 26 council model shall be replaced by the new model of 11 councils. The ELBs should change to be compatible with this. If restructuring does not take place, then from 1 April 2015 the ELBs may be subject to a legal challenge that will adversely impact on children’s services.
5. Given these circumstances, the Minister decided that the 5 Education and Library Boards should be replaced with a single Education Authority as this offers the best prospect of agreeing and implementing a new future that is compatible with local government reform. The Executive subsequently endorsed the Minister’s proposals at its meeting on 9th September 2014, agreed the withdrawal of the PfG commitment to establish ESA and agreed the

drafting of a Bill to establish a single Education Authority to replace the existing 5 ELBs.

Strategic Context

6. The creation of a single Education Authority is now a priority of the Executive and the Education Minister. It must be delivered within a very tight timeline, which has required a Bill to be drafted and complete its legislative stages to allow a single Education Authority to be established by 1 April 2015. The Education Act (NI) 2014 received Royal Assent on 11th December 2014 and the Education Authority was established as a corporate body the following day.
7. The legislation itself, is minimal. The change is mainly structural and technical, simply to dissolve the 5 ELBs and their Staff Commission and replace them with a single Education Authority.
8. Another key component of the legislation is the constitution of the Authority. The model originally proposed was what was proposed for ESA, under Schedule 1 of the Education Bill 2012. However, the Assembly agreed that the Bill should provide for a membership of 20, including 8 political members drawn from party strengths in the Assembly (currently this would be 3 Sinn Fein, 3 DUP, 1 Ulster Unionist and 1 SDLP members), 4 Transferor and 4 Trustee members, 1 Integrated, 1 Irish Medium, 1 Voluntary Grammar and 1 Controlled Grammar representative - plus a Chair appointed by the Minister.
9. As the withdrawal of the Education Bill 2012 means that there will not be a legislative basis for the previously envisaged sectoral body for Controlled schools to participate within the system, the Education Act (NI) 2014 includes provision for DE to fund a new body to enhance support for the controlled sector.
10. The following organisations would remain and would not lose any of their existing powers, functions or duties: the Youth Council and the Council for Catholic Maintained Schools (CCMS). The case for a Staff Commission to

serve multiple ELBs would not apply and so this body would be dissolved, with its functions being absorbed by the Education Authority.

11. The Education Authority would have the responsibilities of an Education and Library Board as already set out in the existing Education Orders – inclusive of an ELB's employer responsibilities. Employer responsibilities within the system would otherwise be unchanged.

Programme objectives

12. The objectives of the Programme are as follows:

- i. To ensure the passage of legislation to replace the 5 ELBs with a single Education Authority, together with provision for funding of a Controlled sector support body (completed);
- ii. To establish a single Education Authority by April 2015;
- iii. The recruitment, selection, and induction of a Chair and members to the Education Authority; and
- iv. Throughout the necessary transition, to ensure continuity both in the ELBs' delivery of important educational services and in their functions as an employer, and to ensure a smooth transition to a single Education Authority.

Programme Governance, Roles & Responsibilities

13. The Programme is authorised by the Minister and reports to the Minister. It derives from the requirement in primary legislation as set out above. It should derive further authority from engagement with the Executive and/or the Assembly. It shall be subject to DFP approval of any necessary Business Cases.

Ministerial Role

14. The Minister will be accountable to the Assembly for the activities and the performance of the EA and the discharge of its functions. The Minister will oversee the Implementation Programme and in particular will:

- (i) Set the strategic objectives and policy and performance framework within which EA will operate;
- (ii) Bring forward enabling legislation by the Assembly;
- (iii) Inform the Assembly, Assembly Education Committee and Executive of progress;
- (iv) Deal with issues escalated by the Programme Management Board or SRO for Ministerial direction and/or decision;
- (v) Appoint an interim EA Chief Executive ; and
- (vi) Appoint the EA Chair and Board members.

Senior Responsible Officer

15. [REDACTED] (Deputy Secretary) is the Senior Responsible Officer (SRO) for this Programme. She has overall responsibility for delivering the Education Authority, and for the planning and implementation of the actions required to deliver this commitment. In taking forward this work she will operate under the direction and control of the Minister.

Delivery Programme

16. The main strands to the Programme are:

- (i) the establishment of the EA in line with the Executive commitment;
- (ii) legislation to enable the EA to be established by 1st April 2015, or as soon as possible thereafter;
- (iii) the governance and accountability structures for the EA to enable DE to monitor it and hold it properly to account;
- (iv) preparation for the establishment of the new organisational structures related to EA;
- (v) the dissolution of the 5 Education and Library Boards and their Staff Commission;
- (vi) the establishment of the EA Board and appropriate induction arrangements; and

- (vii) funding the establishment and running costs of a Controlled sectoral support body.

Programme Management Board (PMB)

- 17. [REDACTED] has overall responsibility for the delivery of this Programme and will be assisted by a Programme Management Board (PMB). The PMB will provide strategic oversight; approve implementation plans and major decisions; monitor progress; ensure consistency across the Programme; manage Programme risks; and exercise a strong challenge role.
- 18. Membership of the PMB will comprise of [REDACTED], the Interim CE of the Education Authority, [REDACTED] and [REDACTED]. The Board will meet every 2 weeks, or more frequently if necessary, to review progress and agree the way forward with the Implementation Programme.
- 19. Directors with responsibility for each project will be required to provide reports on progress through the Programme Management Office (PMO) and attend the PMB as required.
- 20. Secretariat support will be provided to the PMB by the Education Authority Delivery Directorate, which will fulfil the role of PMO.
- 21. The PMB will be reviewed after Day 1 of EA. It is likely that PMB will continue until all the major implementation issues have been addressed.

Membership of PMB

[REDACTED], Chair of PMB & SRO
Interim CE of Education Authority
[REDACTED] [REDACTED] Director Education Authority Delivery
PMB Secretariat – Education Authority Delivery Directorate
Relevant project managers will attend and report to the PMB as required

Project Boards

22. Project Boards will be established for each of the projects within the programme. These will be managed by the relevant Director, fulfilling the role of Project Manager. The Project Manager will ensure that necessary project management documentation is in place for each project and forwarded to PMO for reporting to the PMB.

23. Project Boards will have responsibility for: identifying all work strands within their project; identifying timescales for delivery; preparing Business Cases to secure necessary resources for each project; managing work strands to ensure delivery; and reporting to the PMB, via the PMO secretariat, on progress and actions requiring a decision by PMB.

24. The Programme shall consist of the following projects:-

- Legislation, Equality and Communication [REDACTED]
- Governance – [REDACTED]
- Finance and Dissolution – [REDACTED]
- Operations and Services – Education Authority Implementation Team (EAIT)
- HR – EAIT & [REDACTED]
- Controlled Sector Support Body – [REDACTED]
- Review of ALBs – [REDACTED]

25. A brief summary of each Project is outlined below:-

- a. **Legislation, Equality and Communications:** this will involve the policy and process work required to secure a new Bill to replace the 5 ELBs with a single education Authority, and provide for funding for a Controlled schools' support body. It will also involve developing a communications strategy in line with the Stakeholder Map.
- b. **Finance and Dissolution:** the creation of a single Education Authority will impact on a range of accounting and contractual matters that will need to be resolved for April 2015. Some of the key tasks to be undertaken are identifying and resolving accounting procedures, developing and implementing a process for the transfer of assets; identifying implications on LMS budgets and approved 3 Year Financial Plans.
- c. **Governance:** this will involve the policy and operational work involved in providing a new Chair and membership (Transferor, Trustee, political and sectoral representatives) to the single Education Authority in line with Schedule 1 of the Education Act (NI) 2014.
- d. **Establishment of a Controlled Schools' Support Body:** this will involve engaging with representatives of the Controlled schools' sector, to agree the roles, responsibilities and objectives of the body; together with the operational structure and resources necessary to deliver the body.
- e. **HR/Staff Transfer Issues:** This is a significant programme of work to ensure equity and consistency of treatment for all staff impacted by transfer. The transfer will include all staff employed by the ELBs and the Staff Commission. Staff will transfer with the protection of TUPE which includes protection for pension rights.

- f. **Operations and services:** Key frontline services in support of schools, pupils and parents will be directly impacted. The subsequent transfer of key services from the 5 ELBs to a single Education Authority will involve rationalisation and equalisation of services. A key issue will be business continuity and service delivery during the transition period.

- g. **Review of ALBs:** While ESA proposals have been held in abeyance CCMS, NICIE and CnaG have been bound by vacancy control and as such their structures and their workforce have been held in a state of abeyance for a number of years. A review is now required to determine whether these ALBs are fit for purpose, and what action, if any, is required.

Programme Delivery Tools

- 26. Given that this is one Programme, reporting to a single SRO, it will also be important that a single Programme Management tool is adopted - this is obvious best practice. The overall programme will be run in accordance with OGC's Managing Successful Programmes.

- 27. The Projects will be delivered through Project Management adapted from PRINCE II and use where appropriate, Microsoft Project. A set of standardised templates will be designed and used to ensure uniformity in reporting to the PMOs and the Programme Management Board.

Programme Scope

- 28. It is anticipated that the reform of education administration will progress over 2-3 years from the passing of the legislation to the achievement of the full benefits of the new organisation. However, the scope of the Programme is in line with the Executive's agreement to establish a single Education Authority by April 2015.

29. The initial focus will be on the secure transfer of functions and on those tasks whose completion is critical for Day 1 of the new organisation. It is anticipated that further efficiencies will be achieved following the initial embedding of the new organisation through further rationalisation and regionalisation of services.

Programme Deliverables

30. The key deliverables for the Programme will be:

- (i) A Bill which will replace the five ELBs with a single Education Board as well as making provision for funding for a Controlled sector support body;
- (ii) A Programme Definition Document for the Programme and PIDs for each project within the Programme;
- (iii) Gateway Review;
- (iv) Terms of Reference for the PMB;
- (v) Benefits Realisation Plan;
- (vi) Highlight Reports;
- (vii) Risk and Issues Logs;
- (viii) Dashboard report (for PMB);
- (ix) Equality screening of schemes and EQIA if necessary; and
- (x) A Stakeholder Map from which a Communication strategy will be developed.

31. PMO secretariat will confirm Programme review arrangements with CPD.

Programme Dependencies and Constraints

32. The Programme is externally dependent on the following:

- i. Political parties;
- ii. Assembly, including the Education Committee;
- iii. The constructive contribution of the ELBs and the Staff Commission; and

- iv. The consideration of the Full Business Case (FBC) by DFP and ultimately, the agreement of the Executive.

33. The constraints on this Programme are as follows:

- i. Time: legislation and structures must be ready for 1 April 2015;
- ii. Legislation: this will define how ELBs are to be reconfigured. The pace of legislative process will define the pace of organisational change and preparation. Elements of the latter will wait on elements of the former; and
- iii. Resources: the level of staffing to deliver the Programme as well as ensuring they are appropriately trained to oversee the Programme and individual projects.

Programme Assurance

34. This Programme will comply with the relevant NICS governance and assurance policies and procedures. The Assembly Education Committee and the Departmental Audit Committee will receive regular updates on the programme and NIAO / Internal Audit reviews will be conducted at appropriate stages as the Programme progresses.

Programme Funding

35. Funding for the Programme will be secured, approved, monitored and reported on with the support and assistance of the Permanent Secretary (as Accounting Officer). The Minister has signalled to Executive colleagues that it may be necessary to bid for £12m to cover establishment costs of the EA.

Benefits Realisation Management

36. Generally, the Programme will provide the following key benefit: continuity in education services and in the functionality of the ELBs whilst securing, by 1 April 2015, a change in their territorial responsibilities that is compatible with the reform of local government – thereby avoiding or reducing any period in which the ELBs lack a legal definition of their territories and are unlawfully constituted.

37. Through regionalisation and rationalisation of services there will also be greater consistency and equity in how services are delivered.

38. A consequence of this will be the realisation of savings similar to those projected for ESA. This in turn will see these savings redirected to improving frontline services.

Programme Risk Management

39. The Programme will maintain a Risk Register at Programme level and will be regularly submitted to the PMB for review (See Annex A). The Programme Risk Register will be informed by the Risk registers for each Project.

Programme Issue Management

40. The Programme will maintain an Issues Log at Programme level and regularly submit to the PMB for review. The Programme Issues Log will be informed by the Issues Logs for each Project.

41. Programme issues may be raised by anyone with an interest in the Programme at any time.

Stakeholder Management Strategy

42. There will be a number of phases in the Programme that will require stakeholder engagement. The PMB will put in place a forum to engage with stakeholders, such as Chief Executives of ELBs and the Staff Commission, at key stages of Programme implementation and on transition issues.

43. Regular communications with the Assembly Education committee will also form a key dimension to the communication strategy.

44. The key communications channels are:

- (i) Individual Project Boards;
- (ii) PMB;
- (iii) Ministerial and Permanent Secretary communications to all staff;
- (iv) EDlines;
- (v) Meetings with staff associations;
- (vi) Consultation exercises;
- (vii) Assembly Education Committee;
- (viii) Minister's correspondence, speeches, interviews;
- (ix) Press releases and news articles;
- (x) Assembly debates; and
- (xi) Social media.

45. The Stakeholder Map at **Annex B** sets out at Programme level the following:

- (i) The identity of the stakeholder;
- (ii) The nature of the stakeholder's interest in the Programme;
- (iii) The stakeholder's level of influence/interest in the Programme;
- (iv) The individual/group responsible for delivery; and
- (v) The method(s) of communications.

Quality Management Strategy

46. This Programme will meet the following quality standards:-

- i. Clear lines of responsibility for all project team members;
- ii. Fortnightly accountability to PMB;
- iii. Risk Register and Issues Log reviewed fortnightly by PMB and Project Managers;
- iv. Stakeholder Map reviewed monthly to ensure communication proposals are appropriate and reflect the current status of the Programme;
- v. Programme and Project team members trained in Programme and Project Management respectively;
- vi. PMO established to ensure projects remain on track and deliver all the required project tools;
- vii. Fortnightly highlight reports which enable a health check of the projects; and
- viii. Exception reports to PMB.

High Level Risk Register – amended as at 2 February 2015

Risk 1- COMPLETED		
Objective		
To pass the necessary legislation to enable the establishment of a single Education Authority to replace the 5 ELBs & the Staff Commission by April 15.		
Risk Description	Consequences	
Failure to secure necessary legislative underpinning for Education Authority.	<ul style="list-style-type: none"> Delay in implementation of EA. Adverse impact on delivery of education services. Loss of organisational credibility and adverse publicity. Potential for legal challenge - ELB boundaries incompatible with new local government boundaries. 	
Lead Risk Owner	Risk Dashboard (complete this section last: A= Appetite, I = Inherent R=Residual status)	
[REDACTED]	R	A,I
Inherent Risk Rating (before any action taken)		
Impact	Likelihood	Risk Score
5	2	10
Primary Root Causes	Current Actions to Manage Risk (Include Corresponding Business Plan Ref., where appropriate)	Responsible Officer
Failure to secure political consensus to progress legislation. Lack of time to ensure passage of Bill	Minimal Bill to secure consensus Accelerated passage used to expedite legislation.	[REDACTED]
Residual Risk Rating* (in light of current actions)		
Impact	Likelihood	Risk Score
5	1	5

Action Plan for Improvement (Residual Risk to be reviewed once additional actions completed)		Responsible Officer	Target Date
Contingency (to be developed for risks assessed as having a potentially high impact, irrespective of the potential likelihood, or where risks are external and largely outside of our control)			
Review			
Date	Outcome	Risk Movement: ▲▼▶	
27 January 15	Education Act (2014) received Royal Assent on 11/12/14.		

Risk 2		
Objective		
To ensure the appropriate finance and accountability arrangements are in place to allow the new Education Authority to be functional from April 2015		
Risk Description	Consequences	
Appropriate financial management and accountability arrangements not in place.	<ul style="list-style-type: none"> • Delay in establishment of EA. • The Comptroller and Auditor General (C&AG) qualifies his audit opinion on the final accounts of the dissolving bodies. • EA does not adhere to the Government Guidelines on ALBs. • Adverse impact on delivery of education services from 1 April 2015 • Not all critical day 1 issues addressed • Lack of clarity and consistency in the decision making and accountability processes • Failure to pay staff and/or contractors results in financial penalties on EA • Difficulty in setting a budget • Challenges in the provision of timely consolidated accounts for EA • Loss of organisational credibility and adverse publicity • Potential legal challenges 	
Lead Risk Owner	Risk Dashboard (complete this section last: A= Appetite, I = Inherent R=Residual status)	
[REDACTED]	A, R	I
Inherent Risk Rating (before any action taken)		
Impact	Likelihood	Risk Score
5	3	15

Primary Root Causes	Current Actions to Manage Risk (Include Corresponding Business Plan Ref., where appropriate)	Responsible Officer
<p>Programme governance structure not agreed and implemented in time to deliver on critical Day 1 tasks</p> <p>Day 1 critical structures and responsibilities not agreed</p> <p>Financial resources not agreed</p> <p>Insufficient time to consult and quality assure key processes with stakeholders in advance of Day 1</p> <p>Processes not set in place to begin transition (such as new banking contract not being in place, the transfer of assets and liabilities not being completed).</p> <p>MSFM fails to provide optimal mix of control and delegation of authority.</p>	<p>Programme governance structure and accountabilities agreed by DE and Interim Chief Executive</p> <p>Interim CEO to finalise and agree structures and responsibilities for Day 1</p> <p>Identify and secure essential resource requirements</p> <p>EADD and EAIT to engage immediately with ELBs on the delivery of critical Day 1 tasks</p> <p>Finance project developed to include:</p> <ul style="list-style-type: none"> • Dissolution Board establishment and action plan. Dissolution Steering Group has met twice to date to identify issues and allocate key actions to organisations to take forward. Banking contract procured • MSFM being prepared. Draft FM has been circulated internally within DE for comment. • Corporate Governance relationship between DE and EA has been agreed by the Minister. • Audit plan prepared 	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>
Residual Risk Rating* (in light of current actions)		
Impact	Likelihood	Risk Score
5	2	10
Action Plan for Improvement	Responsible	Target Date

(Residual Risk to be reviewed once additional actions completed)		Officer	
Contingency (to be developed for risks assessed as having a potentially high impact, irrespective of the potential likelihood, or where risks are external and largely outside of our control)			
Review			
Date	Outcome	Risk Movement: ▲▼▶	
2 February 2015			

Risk 3		
Objective		
To ensure the Education Authority Board is established with effective governance arrangements in place by April 2015		
Risk Description	Consequences	
Failure to appoint Board for Education Authority and put in place necessary governance arrangements for Board.	<ul style="list-style-type: none"> • Delay in establishment of EA • Adverse impact on delivery of education services • Loss of organisational credibility and adverse publicity • Potential legal challenges 	
Lead Risk Owner	Risk Dashboard (complete this section last: A= Appetite, I = Inherent R=Residual status)	
	A, R	I
Inherent Risk Rating (before any action taken)		
Impact	Likelihood	Risk Score
5	4	20
Primary Root Causes	Current Actions to Manage Risk (Include Corresponding Business Plan Ref., where appropriate)	Responsible Officer
Limited time to have revised Teaching Appointments Committee(TAC) procedures in place	Process commenced to provide policy guidance and procedures for TACs	
Limited time to complete process to appoint Board.	Process has started. Political parties and Sectoral interests groups have been asked for Board nominations. Recruitment process for post of Chair nearing completion. Training programme being developed for Board.	
EA governance documentation	DE to identify suitable shared	

and/or processes do not attract the level of scrutiny, diligence required to support the EA.	resource to support development of processes. Implement programme of work immediately.	
Residual Risk Rating* (in light of current actions)		
Impact	Likelihood	Risk Score
5	2	10
Action Plan for Improvement (Residual Risk to be reviewed once additional actions completed)		Responsible Officer
		Target Date
Contingency (to be developed for risks assessed as having a potentially high impact, irrespective of the potential likelihood, or where risks are external and largely outside of our control)		
Review		
Date	Outcome	Risk Movement: ▲▼▶
2 February 2015		

Risk 4		
Objective		
To ensure the necessary resources are in place to allow the Education Authority to be functional by April 2015		
Risk Description	Consequences	
Insufficient resources to deliver programme to establish Education Authority.	<ul style="list-style-type: none"> • Delay in implementation • Day 1 critical tasks not delivered or partially delivered • Loss of organisational credibility and adverse publicity • Potential legal challenges 	
Lead Risk Owner	Risk Dashboard (complete this section last: A= Appetite, I = Inherent R=Residual status)	
[Redacted]	A, R	I
Inherent Risk Rating (before any action taken)		
Impact	Likelihood	Risk Score
5	4	20
Primary Root Causes	Current Actions to Manage Risk (Include Corresponding Business Plan Ref., where appropriate)	Responsible Officer
NI economic environment and budget allocation	DE/CEO prioritise available resources and align to critical projects	[Redacted]
Delay in identifying staff to support the delivery of the programme of work to establish EA.	Immediate engagement between EAIT with ELBs on the delivery of critical Day 1 issues.	[Redacted]
ELB staffing structures are depleted as a consequence of the DE Savings Delivery Plan. This limits the availability of resources, particularly given the challenging timeframe within which the Programme is	EAIT work with ELB CEOs to plan, prioritise and implement programme of work	[Redacted]

to be delivered.		
Residual Risk Rating* (in light of current actions)		
Impact	Likelihood	Risk Score
5	2	10
Action Plan for Improvement (Residual Risk to be reviewed once additional actions completed)	Responsible Officer	Target Date
Contingency (to be developed for risks assessed as having a potentially high impact, irrespective of the potential likelihood, or where risks are external and largely outside of our control)		
Review		
Date	Outcome	Risk Movement: ▲ ▼ ►
2 February 2015		

Risk 5		
Objective		
To ensure the commitment of key stakeholders to the establishment of the Education Authority by April 2015		
Risk Description	Consequences	
The support and buy in of key stakeholders (e.g. political representatives, staff and teachers) is not achieved.	<ul style="list-style-type: none"> • Adverse impact on delivery of education services. Inconsistency of messages to the public. • Lack of clarity in relation to accessing services from Day 1 • Loss of organisational credibility and adverse publicity 	
Lead Risk Owner	Risk Dashboard (complete this section last: A= Appetite, I = Inherent R=Residual status)	
[REDACTED]	R	A
I		
Inherent Risk Rating (before any action taken)		
Impact	Likelihood	Risk Score
5	4	20
Primary Root Causes	Current Actions to Manage Risk (Include Corresponding Business Plan Ref., where appropriate)	Responsible Officer
Failure to prioritise communications as a key part of obtaining buy-in from key Stakeholders	<p>Communications plan drafted and being implemented to pro-actively engage with Stakeholders.</p> <p>Re-engage Communications Group to plan and implement Stakeholder Communication Plan e.g. Schools</p>	[REDACTED]
Unions fail to engage to review Day 1 critical policies	<p>Series of meetings planned with TUS. First meeting held on 6th January. Other meetings have been scheduled.</p> <p>EAIT to commence detailed engagement with TUS.</p>	[REDACTED]

ELBs fail to allocate sufficient resources to support delivery of critical day 1 tasks	EAIT has re-engaged with ELB Working Group representatives. Initiate Transition Board.	
Residual Risk Rating* (in light of current actions)		
Impact	Likelihood	Risk Score
5	3	15
Action Plan for Improvement (Residual Risk to be reviewed once additional actions completed)		Responsible Officer
Briefing with Education Committee Scheduled for 18 th February		B Wall
Engagement events scheduled with DE staff in Mid-Feb and mid-March		B Wall
Contingency (to be developed for risks assessed as having a potentially high impact, irrespective of the potential likelihood, or where risks are external and largely outside of our control)		
Review		
Date	Outcome	Risk Movement: ▲▼▶
2 February 2015		

ANNEX B: Stakeholder Map

Stakeholder Group	Areas of Concern/Key Messages	Lead	Method of Communication
Education and Library Boards and Staff Commission Staff	<ul style="list-style-type: none"> • Staff Transfer scheme • CEO & management arrangements • Impact on staff • Impact on service delivery • Location of jobs • Possible redundancies • Timeframe for delivery • Expected involvement 	Minister EADD EA Interim CEO EA Chair	Letters/Email Intranet – Key Messages, FAQs, Contact details for queries Staff meetings
Chair and Board Members of EA	<ul style="list-style-type: none"> • New governance arrangements • Interim governance 	Minister, DE	<u>Recruitment</u> <ul style="list-style-type: none"> • Advert in Press • Letters to Political

Stakeholder Group	Areas of Concern/Key Messages	Lead	Method of Communication
	arrangements <ul style="list-style-type: none"> • Timescales • Expectations 		Members, Transferors, Trustees etc. <ul style="list-style-type: none"> • Interview where appropriate • Letters of appointment Operation <ul style="list-style-type: none"> • Meetings, training and updates from DE • Meetings with EA Interim CEO
Chairs and Board Members of ELB and	<ul style="list-style-type: none"> • Timescale for dissolution 	DE	<ul style="list-style-type: none"> • Letters from Minister, Permanent

Stakeholder Group	Areas of Concern/Key Messages	Lead	Method of Communication
SCELB	<ul style="list-style-type: none"> • Interim governance arrangements • Proposals for new governance arrangements of EA • Recognition of work of ELB and SCELB Boards 		Secretary and SRO <ul style="list-style-type: none"> • Recognition event to mark achievements of ELBs and SCELB
Trade Unions	<ul style="list-style-type: none"> • Impact on staff they represent • Progress updates • HR issues 	DE/EADIT	Meetings with SRO, EA Interim CE, DE Workforce Planning and EAIT Ongoing correspondence
Education Committee	<ul style="list-style-type: none"> • Information on Programme Management, key 	DE	Briefings and attendance before committee

Stakeholder Group	Areas of Concern/Key Messages	Lead	Method of Communication
	policy issues and progress made.		
TRC/Controlled sector	<ul style="list-style-type: none"> • Commencement of Controlled Schools' Support Council (CSSC) • Role/Objectives of CSSC • Organisational structure of CSSC • Budget allocation to CSSC 	DE (EADD) & CSSC (when established)	Newsletter Meetings Written communications
CCMS/NICIE/CnaG/Youth Council	<ul style="list-style-type: none"> • Impact of the review of the ALBs 	EAIT	Newsletter Meetings Written communications
Other Public Bodies (CCEA, Libraries NI)	<ul style="list-style-type: none"> • Relationship with the EA 	EAIT	Newsletter Meetings

Stakeholder Group	Areas of Concern/Key Messages	Lead	Method of Communication
			Written communication
DE Staff	<ul style="list-style-type: none"> • Links with new organisation • Governance • Progress • New organisational structures 	DE (EADD)	Memos to Directors and Staff from Perm Sec DE Intranet Departmental Brief
Parents	<ul style="list-style-type: none"> • How does this change access to services? • How do new policies impact eligibility for services? • Who to contact about specific issues 	EAIT	EA website Information leaflets
Principals/Teachers	<ul style="list-style-type: none"> • How will this impact 	EAIT	EA website

Stakeholder Group	Areas of Concern/Key Messages	Lead	Method of Communication
	service delivery? <ul style="list-style-type: none"> • Is there a change to how the school accesses services? • Is funding impacted? • Impact on policies 		Information leaflets
Political Representatives	<ul style="list-style-type: none"> • Securing Representation on the Board • Appointment of Chair and Board members • Progress with and plans for establishment of EA • 	Minister/SRO/Interim CEO/ DE (Planning and Performance Management and EADD)	Letters seeking political nominees to Board Written responses to queries raised.
Media	<ul style="list-style-type: none"> • General interest 	Minister/Interim	Press releases

Stakeholder Group	Areas of Concern/Key Messages	Lead	Method of Communication
	<ul style="list-style-type: none"> • Awareness • Profile 	CEO/DE (EADD)/EA Chair	