

CONVERGENCE DELIVERY PLAN

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Appendix A: Services for Each Committee

1. EXECUTIVE SUMMARY

1.1 This paper sets out the Convergence Delivery Plan covering the arrangements for achieving the Minister for Education's goals of improved educational standards, greater equality of access to, and consistency of, services, and greater efficiency in the transitional period prior to the establishment of the Education & Skills Authority (ESA). It details how services will be maintained within existing organisations whilst moving towards a regionally managed model which should deliver consistency in provision and greater value for money. The need to progress convergence activities to help release resources is essential at this time given the difficult financial pressures facing public services.

1.2 This Plan identifies the areas in which activity will be focused in the short term, with the expected outputs and indications of timescales for implementation. It explains how the Chair designate, Chief Executive designate and the ESA Directors designate will provide the leadership team to drive forward the work on regionally-managed services. The Chief Executive designate, in his role as additional Accounting Officer of the Department, will exercise strategic oversight for all organisations involved in convergence.

1.3 Each of the Directors designate will lead convergence activity across all organisations for services within their Directorate areas of responsibility. This convergence work will allow for the early suppression of a number of senior management posts across all organisations and ensure the effective use of funding set aside for voluntary severance. It will also facilitate existing organisations to continue to deliver and have accountability for the services they provide.

1.4 This approach allows the immediate re-shaping of services in a way which supports convergence, equality and standardisation of service provision. It will be supported by further detailed planning for ongoing implementation of shared services, and the delivery of efficiencies across the education sector, as engagement with each of the existing organisations progresses.

2. INTRODUCTION AND BACKGROUND

2.1 The Minister for Education, Caitríona Ruane MLA, has initiated a major reform and modernisation programme for education. At its heart are three core objectives – improving educational outcomes for all, improving equality, and streamlining administration to increase funding for frontline services. The Minister has developed a suite of policies to support these objectives, and has proposed a new delivery vehicle, the Education and Skills Authority (ESA), to ensure their efficient delivery. In a Statement to the Assembly on 1st December 2009 the Minister explained that the proposed implementation date for the Education & Skills Authority (ESA) of 1st January 2010 was no longer achievable. She stated her continued determination to achieve her goals of “improved educational standards and greater efficiency”, and drew particular attention to the fact that the 2010-11 budget included planned efficiencies of £13m which were dependent on the establishment of ESA and the subsequent reorganisation of the Education Sector. It had been anticipated that these efficiencies would rise to £20m per year in 2011-12 and beyond.

2.2 The Minister identified the immediate problem facing education in 2010-11. “The planned savings...must be made, so we face a simple but stark choice: savings can be made by cutting bureaucracy or by cutting back on teaching and learning. I intend to cut bureaucracy. “

2.3 On 12 January 2010, the Minister for Finance and Personnel launched the Executive’s draft revised spending plans for 2010-11. These include a reduction of £51.7m resource and £22m capital investment in the proposed budget for DE. The Finance Minister commented that he “would expect that my Ministerial colleagues would seek to reduce the costs of bureaucracy in the first instance”. This points to an increased requirement of further efficiencies being delivered in 2010-11.

2.4 This paper sets out the plan to help achieve such efficiencies through the convergence of a number of activities across the existing organisations within new

streamlined governance and management arrangements, whilst promoting key education policies including Every School a Good School, the Entitlement Framework, Transfer 2010 and the implementation of the Review of Irish Medium Education.

3.0 CONVERGENCE ACTIVITIES

3.1 The roles of the five Education & Library Boards (ELBs), CCMS, CCEA, the Staff Commission and Youth Council are set out in the current legislation. These bodies will continue to exist until the legislation to create the ESA is enacted by the Assembly.

3.2 Through the convergence process, the organisations will effectively commission services via a regionally managed model. This will allow all education organisations to benefit from a series of services, provided and managed on a regional basis, but in most instances delivered locally, by locally-based staff who continue to be employed by the existing organisations. It will reduce duplication of management and thereby reduce costs; it will also increase equality of access and consistency in provision. The plan also envisages the reshaping of services to promote the raising of standards and equality of outcomes.

3.3 There is significant scope to undertake convergence activities consistent with the delivery arrangements that ESA will ultimately put in place. This Plan focuses on the key activities for the coming months involving the ESA Implementation Team, the Department of Education and the various education organisations. It is anticipated that as work progresses further areas for action are likely to be identified.

3.4 In addition to moving towards regional services and in keeping with the strong focus on supporting schools to improve educational outcomes, activity will include:

(i) ensuring standard policy approaches across all of the existing organisations – examples are concessionary travel, transport policy, special education and alternative education provision – to achieve efficiencies and ensure equality;

(ii) ensuring consistency of procedures and processes across the region, for example in the Special Educational Needs (SEN) statementing processes;

(iii) creating standard access and application arrangements - including SEN statement format, free school meals, and grants to youth organisations;

(iv) ensuring consistent thresholds and pricing structures adopted across the region; and

(v) creating common staffing arrangements - including preparations for a single organisation.

4. MANAGING THE PROCESS

4.1 The management of the convergence work on the delivery of regionally managed services will reflect the future ESA directorate structure covering the following:

- Education Quality and Standards
- Children and Young People's Services
- Curriculum, Examinations and Assessment
- Human Resources and Workforce Development
- Strategic Planning
- Finance and ICT
- Operational Services.

4.2 This approach will allow the shaping of the new organisation to commence, whilst ensuring that business continuity in existing organisations is maintained at a time of major change and financial constraints. It will provide the opportunity for the streamlining of senior management structures in the education sector with a consequent reduction in the number of senior management posts. This will be broadly in line with the ESA Outline Business Case (OBC), which identified a reduction from the current 80 senior management posts to 45 within a three year period and so release savings. There are inevitably constraints on the degree to which changes can be made in the pre-ESA period because of the need to retain and operate the current organisations under the existing legislation. However, a significant level of change in delivering common approaches and regionally-managed services is feasible within existing structures.

4.3 The Minister has asked the ESA Chair designate to play a strategic oversight role during the convergence period. On her behalf he will work with Chairs of the existing organisations to ensure that the benefits of the convergence activity are realised whilst key services continue to be delivered.

4.4 The ESA Chief Executive designate, in his role as additional Accounting Officer of the Department, will exercise high-level executive oversight of all of the existing organisations. He will be supported in this role by ESA Directors designate and the Department.

4.5 The governance, accountability and management arrangements for each organisation will be reviewed in light of the outworking of progress on voluntary severance, and in a way which ensures that every organisation has full and proper accountability arrangements in place. This is developed in Section 5.

4.6 Six ESA Directors designate have been appointed from within the education service, with the Director of Strategic Planning still to be appointed. The six Directors designate, together with the Chair designate and the additional Accounting Officer will comprise the leadership team to create the new common services, with Directors designate taking a lead role in convergence activities.

Education and Library Boards

4.7 The Minister has asked that each Director designate leads convergence activity across the existing organisations for services within their Directorate areas of responsibility. The Directors designate will need to have the time to do so which may mean changes in their current responsibilities.

4.8 The Chief Executive designate, as additional Accounting Officer, will provide direction, guidance and support to Directors designate, and attend accountability meetings with DE. The Boards will be expected to have more streamlined Committee structures which will facilitate transformation and convergence. These arrangements together with the convergence of services will allow for a reduction in a number of senior management posts required across all organisations, whilst ensuring that the existing organisations continue to deliver on their statutory responsibilities.

4.9 This approach will mean that the ESA Chair designate, Chief Executive designate and Directors designate will work with existing organisations to ensure the re-shaping of the education service in a way which supports convergence and consistency of service provision, and also promotes equality. It allows staff to leave existing organisations in a manner which is consistent with convergence but which also supports ongoing business continuity and contributing to efficiencies. It also ensures that the ongoing accountability of the existing organisations is not compromised.

Other Organisations

4.10 The move to regional services proposed in this plan impacts mainly on the Education and Library Boards. However, all of the existing organisations are covered by the Convergence Plan. The following paragraphs identify how the four other organizations, which are due to cease operation on establishment of ESA, will be involved in convergence activities during the transitional period.

4.11 Staff Commission for Education and Library Boards – Whilst the Staff Commission will continue to exist in line with legislation, the executive support functions will be integrated with the HR and Workforce Development area of responsibility. This will ensure that the benefits of a union / employer forum are retained but that costs are reduced.

4.12 Youth Council for Northern Ireland – The Youth Council's support functions will be integrated into the Children and Young People area of responsibility. This again will have the benefit of streamlining functions and therefore reducing administrative costs, whilst still providing for a representative interface with the non-statutory youth sector.

4.13 Council for Catholic Maintained Schools – CCMS will continue to discharge its statutory remit in relation to the Catholic maintained schools. The support services

for CCMS, e.g. Finance and HR, will be integrated into support services provided for the education sector.

4.14 Council for Curriculum, Examinations and Assessment – CCEA will retain its statutory remit but support services will be integrated into the support services for the wider education sector.

4.15 Whilst each of these organisations will continue to exist under the legislation there will be a need to rationalise management structures to realise savings. However, it is recognised that the potential savings from these organisations as a result of convergence will be limited, and very significantly less than those from the Education and Library Boards. Therefore these organisations will be supported to radically review management structures.

4.16 Department of Education staff working on functions which are due to transfer to ESA will continue to deliver these functions on behalf of DE and will remain within existing teams and directorates. They will input to convergence, as appropriate, in terms of input to the development of new processes and procedures and the introduction of these as new ways of working in DE and across the Education sector.

5.0 GOVERNANCE AND ACCOUNTABILITY

5.1 In pursuing the key objectives set for convergence by the Minister; namely to:

- (i) streamline administration;
- (ii) remove variability in service delivery; and
- (iii) improve outcomes through more consistent and focused delivery of key policies,

the Department will ensure that continuing robust governance, accountability and reporting arrangements are in place to deliver these objectives, working with the nine existing organisations and taking full account of the statutory requirements which need to be discharged by each. This section identifies the cross-organisation structures required to ensure this, while delivering change efficiently and effectively.

5.2 The majority of the services, and the bulk of the resources involved in the convergence, are managed by ELBs. Phase I of convergence will therefore concentrate on the five ELBs which will in parallel face challenging targets for management cost reductions. The other education organisations – CCMS, CCEA, YCNI, SCELB – will also be expected to reduce costs proportionally in 2010-11. They will be expected to participate more fully in convergence activities in Phase II, particularly in regard to shared services, including Finance, HR.

Governance

5.3 The Education and Library Boards have responsibility for the delivery of many of the education services, and the effective and efficient allocation of the major proportion of the education budget. It is therefore within the Board services and structures that the greatest level of efficiencies will initially be realised. The Boards have traditionally delegated some areas of work to a number of Committees of their members. With fewer members and the need to accelerate convergence, the Committee structures need to evolve to have a regional focus. There is already

precedent for joint working across Boards. The WELB and SELB have established joint Committees which have worked effectively in planning and delivering services in these Board areas. This model can be adopted across the full range of convergence work.

5.4 Through changes in Boards' Schemes of Functions of Committees several cross-Board Committees can now be established to progress convergence activities on a coherent and consistent basis. The new Committee structure is likely to be as follows:-

Services Committee

Finance and HR Committee

Education Standards Committee

Children and Young People's Services Committee

Each of these Committees will essentially function as Project Management Boards for convergence of the services involved.

The services to be included within the Committee remits are listed at Appendix A.

5.5 The Committees are expected to include normally up to two members from each Board plus one Commissioner from the SEELB. Support for each of the Committees will be led by Directors designate. A prioritisation will be applied to the initial phase of convergence activities, largely focused on Board services. A commissioning brief on each convergence activity will be prepared setting out the remits and the objectives to be pursued. Directors designate will draw up proposals for regional delivery of services involved in light of the brief and submit proposals to the appropriate Committee.

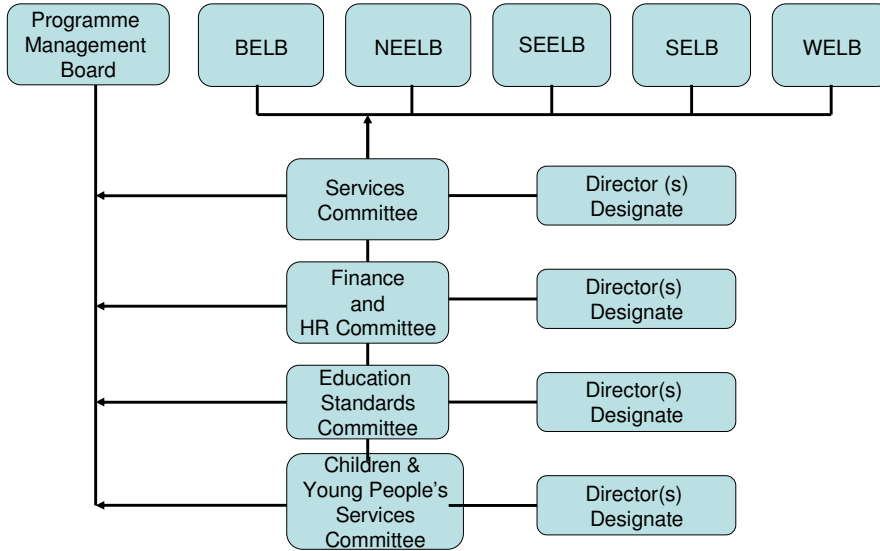
Programme Management Board (PMB)

5.6 The work of the four Committees/Project Management Boards will be overseen by a Programme Management Board. Its purpose will be to ensure that there is a strong co-ordinated approach to the work; help provide direction to organisations; and monitor progress on delivery across the various strands. The Programme Management Board will be chaired by the Chair designate and will include, for Phase I, the Chairpersons of the five ELBs. It will receive regular reports from the Committees/Project Management Boards. The Chief Executive designate will act as the Senior Responsible Officer (SRO) for the Board. The Chair designate and Chief Executive designate will report to the Department on the overall progress on convergence.

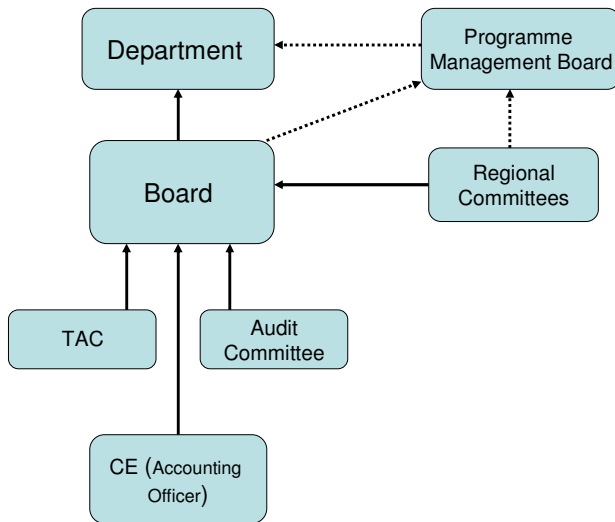
Structures for Convergence

5.7 The Governance and Accountability model set out above is summarised in the diagrams below.

Convergence Structures – Phase 1



ACCOUNTABILITY OF ELB



Accountability

5.8 The establishment and remit of a Programme Management Board for convergence work does not change or weaken the accountability of the individual organisations to the Department for the proper discharge of their roles and responsibilities in line with the relevant legislation, management statement and financial memorandum.

5.9 Each of the nine organisations will continue to have an Accounting Officer who will be responsible to the Department for the use of resources. As the additional Accounting Officer, the Chief Executive designate supports the Department's Principal Accounting Officer in his responsibilities to the Minister and the Assembly. The additional Accounting Officer has responsibility for ensuring that the Accounting Officers of the nine NDPBs are carrying out their responsibilities, and have adequate financial systems and procedures in place to promote the efficient and economical conduct of its business and to safeguard financial propriety and regularity. The Department will support him in this work.

Board Committee Structures

5.10 Boards will also be required to have in place their own separate Committees for Teaching Appointments and Audit. Boards will also continue to have full responsibility for the decisions on routine though important business of delivering education services which are not covered in the briefs on the convergence activities being addressed by the cross-Board Committees/Project Management Boards. In areas of finance work outside the remit of the regional Finance and HR Committee, a Board may decide also to establish its own internal finance committee to assist with its work.

Policy Implementation

5.11 The Minister has identified the criticality of ensuring consistent and dynamic implementation of key Departmental policies to deliver the following priorities:-

- raising standards;
- increasing equality and access;
- developing the workforce;
- investing in infrastructure; and
- transforming administration.

5.12 To ensure consistency of approach and early momentum in key areas to improve outcomes it is proposed to set up policy implementation groups. These will initially focus on the implementation of:-

- Every School a Good School;
- Entitlement Framework; and
- Irish Medium Education.

The policy implementation groups will commence work at the same time as the Phase 1 convergence activities described above for streamlining administration and establishing regionally managed services. Sharing of information across the two strands will be important for certain areas eg education standards. Each policy implementation group will be chaired by either a DE official or Director designate and have representatives of the appropriate education sector organisations. The need for other such groups will be kept under review. The broad remit for each will be identified by DE with the aim of maximising the benefits from co-ordinated policy implementation by all the organisations concerned. It will be the responsibility of each group, in particular, to ensure that the Minister's policy interventions are carried through at institutional level (schools, youth groups, early years providers etc), and that the appropriate professional support from the relevant organisations is delivered in a consistent and coherent manner.

5.13 The Chief Executive designate will be responsible for ensuring there is a coherent approach across the various groups and that their work is progressing in line with milestones set. He will submit progress reports to the Minister on the delivery of common and effective models of delivery for these key policies.

6. REGIONALLY MANAGED SERVICES

6.1 The aims of developing regionally managed services include equality of access and consistency of service, as well as the achievement of efficiencies. The following paragraphs provide a summary as to how convergence of services will be effected within the planned ESA directorate structure and outlines the key priorities for the convergence period.

Education Quality and Standards

6.2 The principal focus of this area is to ensure that schools are supported to deliver the raft of policies included in *Every School a Good School*.

6.3 During the transitional period the Director designate of Education Quality and Standards working with the existing organisations will:

- (i) establish a single regional service within the Education and Library Boards to support professional development. This service will have regional management, but will continue to be delivered by locally based staff who will continue to be employed by their existing employer;
- (ii) work with all organisations and the Director designate for Curriculum, Examinations and Assessment to put in place a consistent approach to raising standards across the region, setting performance indicators and targets at a regional and local level in support of targets being put in place for the sector by the Department;
- (iii) ensure that tailored programmes of professional support are available to all recently established schools; and
- (iv) lead the development and implementation of a regional approach to the recruitment and training of Boards of Governors, to ensure that every

school has in place a Board of Governors with the appropriate skills, knowledge and training required to perform their duties effectively.

Children and Young People's Services

6.4 Responsibilities within Children and Young People's Services include early years and pre-school provision through to post-primary and youth services and include Special Educational Needs, Educational Psychology, Behaviour Support Teams, Education Welfare Service, Alternative Education Provision and related areas. The Minister has highlighted the vital importance of developing an integrated and comprehensive approach to Children and Young People's Services which will be critical to improving outcomes for all children and young people and ensuring greater equality of access and outcomes.

6.5 DE is currently consulting on a new policy for Special Education Needs and Inclusion. This envisages very significant changes to the way services are assessed, managed and delivered, and prior to the establishment of ESA the Director designate will lead work to implement the new policy.

6.6 The Minister also wishes to bring together the different strands of statutory and voluntary youth service provision and policy advice and guidance, and provide a more coherent approach to the implementation of DE's new Priorities for Youth Policy.

6.7 During the transitional period the Director designate of Children and Young People's Services working with the existing organisations will:

- (i) reorganise and streamline the management of Children and Young People's Services across the ELBs to ensure consistency of approach and equality for all young people who need additional support;

- (ii) create regional services for the full range of children and young people's services. This will include high quality, modern, regional services encompassing early years, special education needs, behaviour support, education welfare, alternative education provision, youth services and child protection;
- (iii) lead the development and implementation of effective programmes to enhance social inclusion and support diversity; and
- (iv) work with all organisations to ensure that the full range of services provides excellent and accessible support and opportunity for all young people.

Curriculum, Examinations and Assessment

6.8 This area includes all of the activities currently undertaken by CCEA together with a number of areas of curriculum support currently carried out in other organisations. During the transition period, work will be undertaken to develop qualifications to support the Entitlement Framework, to update strategies to support ICT and STEM in the curriculum and to rationalise and streamline curriculum support programmes into a single regional service. The Director designate of Curriculum, Examinations and Assessment will also work with the existing organisations, particularly CCEA and will:

- (i) be responsible for the development and support for professional knowledge and understanding, including curriculum/subject development, qualifications, assessment and examinations. This will include strategies and initiatives to improve literacy, numeracy and thinking skills and providing support to enable teachers keep subject and pedagogical knowledge up to date. This support will be available to meet the needs identified through local support teams;

- (ii) work with the Director designate of Education Quality and Standards to support the streamlining of the other professional support services currently carried out by CASS and C2K;
- (iii) ensure a co-ordinated approach to implementation of a revised curriculum and new assessment arrangements; and
- (iv) work with all organisations and the Director designate of Education Quality and Standards to support a consistent approach to raising standards across the region.

Human Resources and Workforce Development

6.9 The education service has over 50,000 employees, working in a large number of locations, in a wide variety of service areas. This includes approximately 20,000 teaching staff across 1,250 schools, other school based staff, staff in front line operational services, early years and youth services staff, administrators and management. Non-teaching staff are employed in different organisations, each with their own culture, work practices, terms and conditions and HR policies and procedures. This is a large and diverse workforce which must be harmonised and streamlined to ensure the service has sufficient, appropriately skilled staff to meet future demand and changing needs. The Director designate of Human Resources and Workforce Development will lead the process of populating new service structures through recruitment, internal competitions or assignment of staff to posts, and management of a voluntary severance and redeployment strategy.

6.10 During the transitional period the Director designate working with existing organisations will:

- (i) ensure the development and implementation of consistent workforce strategies including recruitment, re-deployment and voluntary severance arrangements, to align the current staffing complement with future service delivery models and new organisational structures; and

- (ii) lead the creation of a single HR function to support the education service. This will cover all aspects of HR support including recruitment, industrial relations, employee welfare and general workforce development.

Finance and ICT

6.11 A key objective of this convergence plan is to release resources from within the education budget to protect, as far as practical, the classroom and other front line support services. In addition, the projected budget for 2010-11 presents a huge challenge and will require a very high level of financial management. The Finance and ICT Director designate will work closely with colleagues in DE to ensure the challenging budget for 2010-11 and subsequent years are delivered. This will require effective strategic partnership working across all areas to identify and secure efficiencies, whilst maintaining and enhancing the quality of services.

6.12 In line with the agreed recommendations of the PAC report on 'Job Evaluations within the Education and Library Boards', the education service must develop robust processes for financial approvals and subsequent monitoring of expenditure to secure effective financial management, within a rigorous financial framework. The Director designate will ensure that these processes are put in place.

6.13 During the transitional period the Director designate working with the existing organisations will:

- (i) streamline payroll systems to reduce the administrative burden, whilst ensuring that all staff continue to be paid on time and accurately. There are currently 27 payrolls across the affected organisations, paying approximately 50,000 staff;

- (ii) have lead strategic responsibility for the planning and provision of high quality, effective, and robust ICT infrastructure and support for schools and the wider education service, ensuring the delivery of operational efficiencies which have not been secured to date and to maintain the support for technology in the classroom;
- (iii) develop a regional procurement service which will ensure the full accreditation of the sector as a Centre of Procurement Expertise; and
- (iv) lead the creation of a single Finance & ICT function to support the education service. Full efficiencies cannot however be delivered in the interim as the Finance and ICT function will still have to produce accounts for each of the existing organisations.

Strategic Planning

6.14 The education sector faces major issues of poor quality infrastructure, over - provision in many areas, and some significant areas of underperformance. There are currently over 1,250 schools, with a pupil population of approximately 330,000 pupils and a significant level of surplus places in the system. The Independent Review of Education recommended reducing surplus capacity within the estate to 10%, which points to the need for a major rationalisation programme if a fit for purpose education estate is to be provided.

6.15 There is a need to implement a radical new approach to education estate area planning and management, working to develop education plans for each area, setting out the arrangements for the delivery of education services and the supporting education infrastructure, to ensure the effective delivery of the Minister's policies and the improvement of education outcomes. This will form the basis for the development of Strategic Investment Plans which will identify and prioritise proposals emanating from area based plans and establish and maintain new procurement arrangements for capital works, minor works, maintenance and professional services.

6.16 During the transitional period and pending the appointment of a Director of Strategic planning, work with existing organisations will focus on:

- (i) The development and implementation of systems for Asset Management, including management information systems, and ensure health and safety standards, energy efficiency targets etc are implemented across the education estate; and
- (ii) The creation of a single Strategic Planning function which will encompass the planning, delivery and rationalisation of the school estate. This work will draw on staff from all of the existing organisations, including DE, to help reorganise and streamline management and retrain staff to deal with the immediate challenges.

Operational Services

6.17 This area of responsibility covers over 12,000 staff, dispersed across many locations. This is a complex, multi-disciplinary environment. There is significant scope to look at new and more effective approaches, and this represents a key challenge for the education service to improve service delivery, provide the necessary customer/user focus and drive out efficiencies for reallocation to the frontline in support of raising standards.

6.18 Core operational services such as transport, cleaning and catering are critical to the smooth day to day running of schools and the wider education service. These are high profile, high risk areas with significant operational issues. These services also deal directly with customers/users on an individual basis i.e. pupils, parents, and school leaders and command a high public profile. The school admissions service, also located within this area, can also attract a significant amount of media attention and public scrutiny, particularly with regard to the Transfer 2010 arrangements. The Director designate will seek to ensure the smooth running of this process.

6.19 During the transitional period the Director designate of Operational Services working with the existing organisations will:

- (i) lead the strategic planning and operational delivery of high quality, modern, efficient and customer/user- focused services to support the smooth running of the education service;
- (ii) lead the strategic and operational planning and performance management of services including transport and vehicle maintenance, cleaning and caretaking, catering and grounds maintenance in line with safety standards, statutory obligations and Value for Money considerations;
- (iii) manage the effective and timely administration of school admissions and transfer processes, student finance, awards and grants, and establish and maintain a range of corporate services in support of the new organisation;
- (iv) establish a customer/user-facing, service delivery approach to business across the responsibilities of the Directorate, seeking and responding to customer/user feedback to ensure services are responsive to local need and modernising processes to realise efficiencies and improve the quality of service; and
- (v) lead on the creation of a regional management structure for Operational Services.

Next Stages for Services

6.20 A considerable amount of planning has already been carried out to prepare for new delivery models for ESA. This work includes developing a common ICT platform, common terms and conditions for education sector staff and financial planning for the sector. The Directors designate have already identified a range of

operational and back office services which can be moved from the current 5-Board model to a single service model, over a period of time. This work can be delivered under the current legislation and in a way which is consistent with plans for the education sector.

6.21 Progress has already been made in identifying the steps required to re-shape services in support of the school improvement policies spearheaded by Every School a Good School, seeking to raise standards, increase equality of access and outcome and ensure consistent good quality additional support services for children and young people are provided.

6.22 The following list identifies operational activities which will be undertaken to support the areas of convergence planning identified above.

(a) Structure / Management

- (i) Each Director designate will be responsible for reshaping management within each functional area, to move towards regional management structures across the affected organisations, in line with the proposed management model identified above. They will be supported in this work by staff from the office of the Chief Executive designate who are responsible for Organisational Development. (See paragraph 4.16 for the position on DE functions.)
- (ii) Directors designate will develop structures to support convergence activity and to progress the implementation of regional management structures across all functional areas.
- (iii) Directors designate will implement new governance arrangements for cross-organisational issues such as ICT and communications.

- (iv) As the new (reduced) management structures are put in place the existing management structures will be replaced.

(b) Voluntary Severance / Efficiencies

- (i) Whilst it remains a matter for existing employers to action any voluntary severance, the Department will work with employers to ensure the effectiveness of the voluntary severance programme. Directors designate will adopt a targeted approach to identifying and implementing voluntary severance to deliver the efficiencies identified in the Outline Business Case. The £13m of savings to be delivered in 2010-11 is largely based on reducing head-count, so the first phase of the voluntary severance will be activated to contribute towards that aim whilst continuing to ensure business continuity. The reduction of posts will also be in line with the planned management levels required for ESA.

(c) Rationalisation

- (i) Areas for rationalisation which can be achieved through the implementation of a regionally managed model in advance of moving to a single organisation have already been identified. Examples include the planning of transport routes and vehicle maintenance, in addition to the significant benefits of moving to single functions for HR, payroll, and curriculum support.

The Directors designate will be supported in this work by the Chair designate and the Chief Executive designate.

6.23 The convergence activities identified above will be implemented during the transitional period and continue to be embedded following the establishment of ESA. Some activities can be implemented within a relatively short timescale of a few months, such as the development of common application processes and common

procedures. Other activities will take significantly longer. For example, some activities will require detailed consultation, costings, equality screening and impact assessment and staff and union negotiation before implementation can take place.

7.0 NEXT STEPS

7.1 This plan sets out a range of convergence tasks which can now commence in line with the proposed changes in management structures, and will contribute to the development of a regionally managed education service. The plan will be expanded as convergence activities develop and are monitored on an ongoing basis.

7.2 The next steps are:-

- (i) engagement with the relevant organisations to commence the delivery of this Convergence Delivery Plan, whilst continuing to maintain key services provided by the existing organisations;
- (ii) identification of further areas where efficiencies are deliverable, with associated costings and timescales;
- (iii) implementation of the first phase of the voluntary severance programme;
and
- (iv) development and implementation of a communications strategy to support this plan.

Appendix A – List of Services for Each Committee

Finance and HR Committee

• Accounts Payable
• Accounts Receivable
• LMS
• Financial Reporting
• Payroll
• Financial Accounting
• Financial planning
• Procurement: <ul style="list-style-type: none"> - capital - minor works - maintenance - ICT - goods and services
• Income generation/grants
• Management accounting systems
• Finance advice & guidance: <ul style="list-style-type: none"> - Managers - Schools - Local area teams
• ICT infrastructure & business solutions to organisations and schools
• HR policy, procedures & strategy
• Workforce strategy and planning
• Recruitment for schools and non-schools staff
• Staff Welfare
• Training & Development for school support and non-school staff
• Employee relations, negotiating machinery etc
• Voluntary severance arrangements
• Employing Authority role
• Equality Scheme and equal opportunities monitoring
• Performance Management Scheme
• Staff Competency Framework
• HR MIS
• Legal service
• Legal & Insurance

Services Committee

• Input to area plans
• Transport/vehicle maintenance
• Cleaning
• Catering
• Student finance/awards & grants
• School Transfer Arrangements
• Record management and disposal, archiving, storage etc
• Corporate services – registry, security, reprographics etc
• Integrated Emergency Management
• GIS
• Health & Safety procedures and services

Education Standards Committee

• NI Curriculum
• Development, dissemination and training for curriculum support material
• R & D to inform curriculum, assessment and examinations
• Development and implementation of assessment arrangements
• Support to schools for parental reporting mechanisms
• Development and administration of Examinations
• Support to DE/DEL for 14 – 19 policy
• Multi-media services (excl ICT and TV elements)
• Teaching and learning support
• Teacher Networks
• Input to Area Plans
• School Library Service
• School Governor recruitment and support
• Liaison with sectoral support bodies
• Emerging sectors support (Irish medium, integrated)
• Local Area Committees
• Community Planning
• Vetting and Barring Scheme

Children and Young People's Services Committee

<ul style="list-style-type: none">• Education Psychology• Special Schools
<ul style="list-style-type: none">• Special Education administration• Behaviour Support
<ul style="list-style-type: none">• Learning Support Services• Education Welfare Service/school attendance
<ul style="list-style-type: none">• CAMHSS (Child & Adolescent Mental Health Support Services)• AEP/EOTAS
<ul style="list-style-type: none">• Child Protection• Autism Spectrum Disorder Support Services
<ul style="list-style-type: none">• Support to:<ul style="list-style-type: none">- ethnic minority- traveller• - newcomer children
<ul style="list-style-type: none">• Early Years provision
<ul style="list-style-type: none">• Critical Incidence Response• Music Service
<ul style="list-style-type: none">• Youth Services• Input to Community and Area Planning
<ul style="list-style-type: none">• Community Relations• Extended Schools
<ul style="list-style-type: none">• Relationship with Health / multi-agency working• Dispute avoidance and resolution service