

Education & Skills

The table below outlines the measures to be adopted in 2011 to achieve the saving required. These structural measures have a significantly higher medium-term impact, thus lessening the need for further policy savings from this sector in future years. Structural changes early in the adjustment process can yield substantial future savings, particularly in the area of pupil staffing ratios. Allocations from the National Training Fund will also be reduced and the impact on training and employment supports will have to be managed within the reduced allocation. The Government will continue to place an emphasis on providing training for the unemployed, in particular those cohorts that are in danger of becoming distanced from the labour market. The Education & Skills area, including FÁS, will contribute savings of €690 million by 2014.

	Yield 2011, €m	Yield Full year , €m
<u>Education and Skills</u>		
The key adjustments in the education sector include some one off measures as well as structural measures with significant medium-term impacts. The key adjustments are:		
School Transport		
<ul style="list-style-type: none"> ▪ Operational efficiencies and other savings measures in the school transport scheme 	4.5	17
School Funding:		
<ul style="list-style-type: none"> ▪ 5% Reduction in all capitation grants, including grants for Adult Literacy, Community Education, School Completion Programme, Youthreach. 	22.2	22.2
Education Fees:		
<ul style="list-style-type: none"> ▪ Replace Student Services Charge with a flat higher education student contribution of €2,000, and introduce €200 charge for PLC students. 	31	31
Student Support:		
<ul style="list-style-type: none"> ▪ Savings in the student support scheme 	22	51
Third Level:		
<ul style="list-style-type: none"> ▪ 5% cut in non-pay grant to Universities/IOTs etc. 	14	14
NEPS:		
<ul style="list-style-type: none"> ▪ Cap numbers at current level of 178 	3	3
FAS/Training Allowances & similar Support Payments		
<ul style="list-style-type: none"> ▪ Savings measures 	21	21
Payroll savings		
<ul style="list-style-type: none"> ▪ Reduce teacher numbers by a combination of measures 	24	97.6

<ul style="list-style-type: none"> ▪ Supervision and substitution: 3rd class period under Croke Park Agreement & tighten measures in rules for scheme ▪ 10% reduction in salary for new entrants and all entrants to start on 1st point ▪ Additional reductions in PS numbers 	10	10
	1	12
	11	19
Other		
<ul style="list-style-type: none"> ▪ Non-pay Administrative Savings ▪ Management of emerging expenditure pressures and other estimated savings 	4	9.1
	14	5
Total Current Savings:-	182	312

Education 2012 – 2014

The Government's prioritisation of education investment to date and over the period of the Plan is clear with more favourable treatment of teacher and Special Needs Assistants (SNA) posts under public sector numbers policy and the moratorium on filling vacancies. However, it is essential that a significant reduction is achieved in teacher payroll (including substitution) costs over the period of the plan through more efficient deployment of existing teacher numbers, reduction in teacher numbers and/or other productivity, efficiency and pay-related measures that deliver reductions in payroll (including substitution) costs.

The Plan provides for a further reduction in teacher payroll costs, from the school year 2012/13. In advance, the Department of Education and Skills will consult with the education partners and provide them with an opportunity to contribute to the process of identifying a range of measures that Government can consider. If alternative feasible measures to deliver these savings cannot be identified, appropriate increases in the classroom teacher allocation schedule will be introduced.

There have been significant increases in the number of SNAs in recent years. In that regard, while no reduction in SNA numbers is proposed over the period of the plan, it is intended to cap SNA numbers at the 2011 level and introduce a new system to facilitate the management of these finite SNA resources in a proactive manner.

The issue of a higher student contribution to the cost of higher education is discussed in Chapter 4.