

Document Pack

**Democratic Services Section
Chief Executive's Department
Belfast City Council
City Hall
Belfast
BT1 5GS**



7th October, 2010

MEETING OF DEVELOPMENT COMMITTEE

Dear Councillor,

The above-named Committee will meet in the Lavery Room (Room G05), City Hall on Wednesday, 13th October, 2010 at 4.30 pm, for the transaction of the business noted below.

You are requested to attend.

Yours faithfully

PETER McNANEY

Chief Executive

AGENDA:

1. Routine Matters
 - (a) Apologies
 - (b) Minutes
2. Legacy Trust and Land of Giants Proposal (Pages 1 - 62)
3. Annual Titanic and Maritime Events for 2011 (Pages 63 - 66)
4. 2015 All-Ireland and 2016 World Irish Dancing Championships (Pages 67 - 68)
5. Tenders for Annual Events (Pages 69 - 70)
6. European Social Fund (Pages 71 - 72)
7. Eurocities AGM 2010 (Pages 73 - 82)
8. Draft Markets Rights Policy (Pages 83 - 84)

9. Update - Belfast Visitor and Convention Bureau (Pages 85 - 96)
10. Consultation - Success through STEM Strategy (Pages 97 - 134)
11. PLACE (Pages 135 - 138)
12. Department for Social Development - reStore Initiative (Pages 139 - 142)
13. Royal Exchange Regeneration Project (Pages 143 - 144)
14. QUESTOR Centre Membership (Pages 145 - 148)
15. Consultation Response - Policy to Support Owner Occupiers in Redevelopment Areas (Pages 149 - 152)

By virtue of paragraph(s) 2 of the Council's Policy on the
Publication of Committee Reports on the Internet.

Document is Restricted

This page is intentionally left blank

By virtue of paragraph(s) 2 of the Council's Policy on the
Publication of Committee Reports on the Internet.

Document is Restricted

This page is intentionally left blank

By virtue of paragraph(s) 2 of the Council's Policy on the
Publication of Committee Reports on the Internet.

Document is Restricted

This page is intentionally left blank

By virtue of paragraph(s) 2 of the Council's Policy on the
Publication of Committee Reports on the Internet.

Document is Restricted

This page is intentionally left blank

By virtue of paragraph(s) 2 of the Council's Policy on the
Publication of Committee Reports on the Internet.

Document is Restricted

This page is intentionally left blank



Belfast City Council

Report to:	Development Committee
Subject:	Annual Titanic and Maritime Events for 2011
Date:	13 October 2010
Reporting Officer:	Mr Tim Husbands, Head of City Events and Venues (ext 3459)
Contact Officer:	Mr Gerry Copeland, City Events Manager (ext 3412)

Relevant Background Information

Over the last 15 years, Belfast City Council has developed an annual programme of events. These events span the calendar year from St Patrick's Day concert and parade in the Spring to the Christmas Lights concert and include major sporting events. The events in 2009 attracted nearly 1.4 million people generating almost £18 million additional economic activity for Belfast. In 2009/10 the return on the Council's investment was just under £6.80 of every £1 of the city's finances. The events have also attracted on average 7% of out-of-state visitors adding to the vibrancy and cultural activity of Belfast. The programme also operates as an attraction to local citizens and rate payers providing large-scale free public events to the city with extensive positive media coverage, while receiving an approval rating of nearly 90% for the entire year's programme of activities.

The purpose of this report is to request permission to stage two elements of the annual event programme – Titanic Made in Belfast (31 March - 31 May 2011) and the Belfast Titanic Maritime Festival (24-26 June).

Key Issues

Event Statistics and Economic Returns

Titanic Made in Belfast Festival 2010

In 2010 the Titanic Made in Belfast event attracted 49,513 people. Feedback from this festival has continued to indicate a huge interest in the Titanic topic and that people want to see more Titanic related events and information in the city. The total gross estimated economic impact of the event was £600,000 with 69% of all attendees coming from outside Belfast and Northern Ireland (just under 24% were out-of-state). This suggests and underpins the economic rationale for the event to be repeated in 2011 and developed in the

lead up to the centenary in 2012.

Belfast Titanic Maritime Festival 2010

Over the last four years this event, exclusive of Tall Ships 2009, has become an established event which has attracted audiences in excess of 50,000 (in 2010 the attendance figure was 65,000 people) and in 2010 generated just under £1.2 million of additional economic activity for the local economy.

47% of all attendees come from outside Belfast, with 24% from outside Northern Ireland. This annual event also provides a platform for Belfast to bid and host future Tall Ships festivals and to celebrate and promote the city's maritime heritage, alongside providing a marketing tool to attract visitors and entertain our city's citizens.

Resource Implications

Financial

Appendix 1 indicates a breakdown on the overall expenditure on both these events. The total cost of the Titanic Made in Belfast event being £150,000, and the Belfast Titanic Maritime Festival being £250,000. The total economic return on this investment is an approximate £1.8m, which equates to a £3.75 return for every £1.00 invested by the Council.

Recommendations

The Committee is requested to approve the hosting of the annual Titanic Made in Belfast festival and the Belfast Titanic Maritime Festival in 2011.

Decision Tracking

Officers will monitor funding and evaluate outcomes of the events and bring post-project details as part of the Department's annual review. These outcomes will be presented to Members as part of the City Events Unit key performance indicators.

Timeframe: March 2012

Reporting Officer: Tim Husbands

Documents Attached

Appendix 1 – Budgetary breakdown of both events

Appendix 1**Titanic Made in Belfast Festival**

Titanic 2011 Budget		
Description		Cost
Titanic - Belfast Exhibition		£40,000.00
Titanic related plays and performances		£40,000.00
City Hall Festival		£25,000.00
Marketing		£30,000.00
Tours		£5,000.00
Other inc' insurance, hire of artefacts		£7,000.00
Contingency		£3,000.00
Total Expenditure		£150,00.00

Belfast Titanic Maritime Festival

Maritime Festival 2011		
Description		Cost
Ships		£100,000.00
Marquees, Production, PA, Staging, Lighting, Transport		£50,000.00
Onshore Entertainment		£30,000.00
Marketing		£30,000.00
Security and ancillary marine services		£30,000.00
Contingency		£10,000.00
Total Expenditure		£250,000.00

This page is intentionally left blank

By virtue of paragraph(s) 2 of the Council's Policy on the
Publication of Committee Reports on the Internet.

Document is Restricted

This page is intentionally left blank



Belfast City Council

Report to:	Development Committee
Subject:	Tenders for Annual Events
Date:	13 October 2010
Reporting Officer:	Mr Tim Husbands, Head of City Events and Venues (ext 3459)
Contact Officer:	Mr Gerry Copeland, City Events Manager (ext 3412)

Relevant Background Information

Over the last fifteen years Belfast City Council has developed an annual programme of events. These events span the calendar year from the St Patrick's Day concert and parade in March to the Christmas Switch-on concert in November and include major sporting events including the Belfast City Marathon. The events in 2009 attracted nearly 1.4 million people, generating almost £18 million additional economic activity for Belfast.

The annual budget for these events is £1.5 million. With 2009 annual return on the Council's investment averaging just under £6.80 of every £1 invested by BCC. The events have also attracted on average 7% of out-of-state visitors adding to the vibrancy and cultural activity of Belfast. The programme is also an attraction to local citizens and rate payers, providing large-scale free public events with extensive positive media coverage.

Key Issues

Tenders for Provision of Events Services 2008 - 2011

To enable the delivery of the Council's events programme a number of supply services are required. These services have been tendered over the last seven years and the existing contract will expire by October 2011. Members are requested to give approval for the Department to go to public tender on the following items and delegate authority for their approval to the Director of Development.

- Production management, PA, Stage and Lighting. This entails the supply of generators, port-a-cabins, fencing, PA and stage and lighting equipment, along with ancillary services connected to major public events. Total cost of the current contract is £221,000 per annum.
- Supply and management of LED Screens – Over the annual events programme a number of large-scale LED screens (25m²) are required. This tender would include recording and outside broadcast facilities. Total cost is currently £52,000 per annum.
- Stewarding – Professional stewarding is required to deliver the events. The total

cost of this tender would be approximately £75,000 per annum. This tender is issued in conjunction with other BCC departments.

- Fireworks/stage pyro-techniques and lasers – The Council's annual Halloween event utilises this service, with total cost of the service over a three period costed at £30,000.00 per annum.

Resource Implications

Financial

The costs connected to these services would be sourced via the Council's annual events finances. The tenders would be subject to finances being made available and the Council would hold the right to cancel any of the services if the required budgets were not available.

Recommendations

The Committee is requested to agree to the issuing of the aforementioned tenders and delegated authority for the Director of Development to sign these off. This process would be subject to BCC budgets being made available and input from BCC Legal Services and Procurement sections.

Decision Tracking

Officers will monitor the tender process and evaluate applications with BCC's Procurement Unit.

Timeframe: Start Date: January 2011
 Completion: October 2011

Reporting Officer: Tim Husbands

**Belfast City Council**

Report to:	Development Committee
Subject:	European Social Fund
Date:	13 October 2010
Reporting Officer:	John McGrillen, Director of Development, ext 3470
Contact Officer:	Shirley McCay, Head of Economic Initiatives, ext 3459

Relevant Background Information

Members will be aware that, at the August 2010 meeting of the Development Committee, information was provided with regard to an upcoming call for projects under Priority 1 of the European Social Fund (ESF). The call for projects has now been issued. The deadline for submissions is 5 November 2010.

Key Issues

The European Social Fund (ESF) is one of the European Commission's Structural Funds which is used for training and employability projects. The Fund is administered locally by the Department for Employment and Learning (DEL).

Priority 1 of the Northern Ireland ESF is "helping people into sustainable employment". Projects funded under this priority should "concentrate on activities to extend the employment opportunities of unemployed and inactive people by helping them to enter, remain and make progress in work".

Projects should help improve the employability of those groups experiencing significant employment gaps such as people with disabilities, lone parents, older workers, young people not in education, employment or training, women and people with no or low educational qualifications.

Projects which are successful in receiving ESF funding are required to find 35% match funding.

At present, Belfast City Council is match-funding one project – HARTE (Hospitality and Retail Training for Employment). Our financial commitment to this current year is around £40,000.

At the August 2010, Members agreed a set of criteria to be used to guide the development of any potential application under ESF. It was also agreed that these

criteria would be used to assess any requests for match funding from potential partners.

The criteria include:

- The project aligns with the priorities and actions identified in the Belfast skills and employability strategy and action plan
- The project has a city-wide impact
- The project does not replicate other mainstream or pilot provision
- The project is focused on employment outputs
- The project aligns with those key industry sectors which are accessible to those who are not currently in the labour market. These might include hospitality, retail, financial services and the public services
- The project focuses on the long-term unemployed
- The project should be subject to performance-related targets to be agreed in advance.

Members suggested that, whilst the projects should have a city-wide impact, extra emphasis should be placed on areas with levels of high unemployment and low skills but within an overall strategic outlook for the city. They also noted that the sectors identified for prioritisation should not be mutually exclusive but should include other sectors such as manufacturing and entrepreneurship.

In anticipation of the call for projects, a meeting was held with officers from across all departments to determine potential areas of focus for any initiative in which council might get involved, in order to ensure adherence to council priorities. Officers have also been contacted by other partners who are interested in developing projects for submission. We have been liaising closely with DEL to ensure that project ideas do not replicate existing provision. At this stage, no specific projects have been formalised.

Resource Implications

The resource implications of the ESF match-funding are not clear at this stage but will not exceed current investment in employability initiatives. Once projects are defined, a report will be brought to Committee to request the approval of appropriate resources. Any submissions for funding will be subject to confirmation of resource availability which will not be confirmed until the estimates process has been completed.

Recommendations

The Committee is asked to:

- Note the call for projects under ESF priority 1 with a deadline of 5 November 2010
- Note the engagement with DEL and other partners with regard to potential projects, ensuring congruence with corporate priorities
- Identify any additional issues which should be taken account of in developing an ESF project.

Decision Tracking

Details of projects submitted for funding will be brought back to Council for endorsement, including details of match funding required.

Timeframe: December 2010

Reporting Officer: Shirley McCay

**Belfast City Council**

Report to:	Development Committee
Subject:	Eurocities AGM 2010
Date:	13 October 2010
Reporting Officer:	John McGrillen, Director of Development, ext 3470
Contact Officer:	Laura Leonard, European Manager, ext 3577

Relevant Background Information

Members will be familiar that the European Unit makes regular progress reports to the Development Committee. The October 2010 report will provide details and seek approval with regards to the following:

Eurocities AGM 2010

Eurocities is a network of over 140 of Europe's major cities in over 30 countries. The organisation influences and works with the EU Institutions to respond to common issues that impact the day to day lives of Europeans. The network aims to share the opinions of stakeholders in Brussels to ultimately shift legislation in a way that helps city governments address the EU's strategic challenges at the local level. Eurocities also aims to assist local authorities in maximising European funding, networking and project opportunities.

Currently based on Europe's three key challenges the Eurocities policy priorities are:

- Climate
- Economic Recovery
- Inclusion

Eurocities provides a platform for its member cities to share knowledge and ideas, to exchange experiences, to analyse common problems and develop innovative solutions, through a wide range of forums, working groups, projects, activities and events.

The Eurocities network is structured around six thematic fora chaired by elected cities, namely:

- Economic Development
- Social Affairs
- Environment
- Knowledge Society

- Culture
- Mobility

The secretariat for the network is based in Brussels with a staff and Executive Board of elected members from cities throughout Europe.

Fora meetings are held three times per year in rotated venues around Europe and each forum has a maximum of eight working groups or projects.

Belfast City Council has been an active member of the Eurocities network since the mid 1990's. Currently the city, through officers and elected members, is active in the following fora:

1. Economic development
2. Social Affairs
3. Environment
4. Knowledge Society (more recent)
5. Culture (tentative)

A workplan for 2010 is attached as Appendix 1 of this report outlining where BCC is currently involved in leading or working on Eurocities led policy, funding or project issues.

Key Issues

AGM 2010

Each year BCC attends the Eurocities AGM represented by the Chair and Deputy Chair of Development or nominees the Director of Development, the Head of Economic Initiatives and the European Manager or their nominees.

The 2010 AGM will be held in the city of Zaragoza, Spain from 3–6 November. The event hosted by the city council is entitled "Successful cities: Vision and Identity". The theme chosen for Eurocities 2010 Zaragoza focuses on the analysis of **how cities develop innovative tools to create a strong identity and to promote themselves at different levels, both nationally and internationally.**

Cities are in competition to attract investments, art, culture, tourism and citizens. To become a strong city it is essential to create or consolidate a city brand within the framework of a comprehensive economic development strategy.

In Zaragoza, particularly aware of this, since, during the last months, it has gone through the creation and launching process of its own city brand and wishes to share its recent experience with others. As Members will be aware, BCC and its stakeholders have already undertaken this with the "B brand".

A programme for the AGM and conference is attached as Appendix 2 of this report. Members are asked to note that the role of BCC at the AGM is to participate in the Executive Bureau and Forum elections and also to help showcase the work that the city has been involved in during the past year.

BCC along with the British Council will host a speed networking event at the AGM to present the work of the Belfast led open cities project. This project involving nine European cities and the British Council is funded under the Urbact II European

Programme. It looks at barriers to economic migration in cities. The project is not in its final year and has a special Fast Track commission label. This means that the European Commission is folding the project to consider potential policy influences and future funding programmes to continue to address the effect of economic migration in cities.

Members should note that Belfast City Council submitted two applications for Eurocities awards but unfortunately were not short-listed.

The Committee is asked to approve the attendance of the Chair and Deputy Chair of Development or nominee along with the Director of Development and the European Manager or nominees at the Eurocities AGM in Zaragoza from 3rd – 6th November 2010. Members should note that other Eurocities Members have also reduced the size of their city delegations due to the difficult economic climate.

Resource Implications

Financial Implications

It is estimated that the attendance of one elected Member and two officers at the Eurocities AGM 2010 will not exceed £3072. This has been budgeted for within the European Unit annual budget. This may be broken down as follows:

Travel	4 x £365 = £1460
Accommodation	4 x 3 nights @ £389 = £1556
Subsistence	4 x £270 = £1080
TOTAL	£4096.00

Recommendations

The Committee is asked to approve the attendance of the Chair and Deputy Chair of Development, the Director of Development and the European Manager or their nominees at the 2010 Eurocities AGM, 3–6 November 2010 at a maximum cost of £3072.

Decision Tracking

Upon approval officers will arrange to attend the AGM of Eurocities in November.

Key Abbreviations

BCC – Belfast City Council
 AGM – Annual General Meeting
 NI – Northern Ireland

Documents Attached

Appendix 1 – BCC's Eurocities Workplan 2010
 Appendix 2 – Eurocities AGM Programme

This page is intentionally left blank

**Belfast City Council's
Eurocities Work Programme 2010**

Name of Forum	Date, Venue & Theme of Forum Meeting	Name of Working Group	BCC Lead Officer
Economic Development Note: Involved in the three named working groups at all three forum meetings	10-12 February 2010, Madrid Be Smart, Be Sustainable	Economic Migration – Integration of Economic Migrants Clusters – Development of clustering opportunities Entrepreneurship – Planning EU Small Business Week 2010	Laura Leonard/Frances Dowds Note: Belfast is Chair
	9-11 June 2010, Preston Theme TBC		Brendan McGoran
	20-22 October 2010, Tilisi Creative Economies		Rhonda Lynn
Joint Clusters and Entrepreneurship – Barcelona, 14-16 June 2010			
Social Affairs	March 2010, Ghent Focusing on responses to the economic crises, how to get people back into employment by working with employers, job centers and engaging those who are hardest to reach	Working Group on Employment only meets	Deirdre Ferguson on behalf of Economic Development unit and Employers Forum
	10-12 March 2010, Murcia Social Inclusion – engaging hard to reach	Full Forum Meeting	Pier Morrow
Name of Forum	Date, Venue & Theme of Forum Meeting	Name of Working Group	BCC Lead Officer
Social Affairs (cont'd)	21-22 April 2010, Ghent Health inequalities		Barbary Cook/Suzanne Wylie
	10-11 May 2010, Katowice		Cate Taggart/Pier Morrow

	<p>Long-term unemployment</p> <p>14-15 June 2010, Budapest Area-based approaches to social inclusion</p> <p>September 2010, Newcastle Child Poverty</p>	<p>Four seminars for 2010 Year of Social Inclusion and Anti Poverty</p>	<p>Cate Taggart/Pier Morrow</p> <p>Cate Taggart/Pier Morrow</p>
<p>Culture Forum</p> <p>Note: The Development Department has still to decide merit/opportunities within this forum</p>	<p>10 March 2010, Bologna The UniverCity: how to link culture and education</p> <p>June 2010, Vilnius Theme TBC</p> <p>October 2010, Lubin Theme TBC</p>	<p>Forum and Working Groups</p> <p>TBC</p> <p>TBC</p>	<p>Potentially Pier Morrow and Kerrie Sweeney</p>
<p>Environment</p>	<p>9-10 February 2010, Madrid Update on Covenant of Mayors, sustainable energy action plans, climate change policy and air quality plans Note: Joint Forum Meeting with Economic Development</p>	<p>Air quality and climate change working group</p>	<p>Sarah Jayne Smith</p>
<p>Name of Forum</p>	<p>Date, Venue & Theme of Forum Meeting</p>	<p>Name of Working Group</p>	<p>BCC Lead Officer</p>
	<p>10-12 February 2010, Madrid "Be smart, be sustainable Restructuring the city of tomorrow"</p>		<p>Sarah Jayne Smith</p>

	7-8 June 2010, Bourgas TBC	Environment Forum	Sarah Jayne Smith
	13-14 October 2010, Copenhagen TBC		Sarah Jayne Smith
	10-12 February 2010, Madrid Review the greening of cultural events within cities	Clean Cities Working Group	Sarah Jayne Smith
Knowledge Society Knowledge Society (cont'd)	24-26 March 2010, Tallinn 2-3 June 2010, Linkoping Intelligent transport and mobility including e-accessibility	Knowledge Society Forum	Deirdre Ferguson/ISB Representative
	18-20 October 2010, Birmingham The role of ICT in building an inclusive and sustainable society. It will include smart ICT solutions which are used to make cities more energy efficient and stimulate ecological ways of travel and communication	Knowledge Society Forum	Deirdre Ferguson
Name of Forum	Date, Venue & Theme of Forum Meeting	Name of Working Group	BCC Lead Officer
Branding Working Group	2-3 February 2010, Lyon Brand Management and city attractiveness	N/A Branding	Caroline Dixon

		Note: This Working Group does not report to a Forum and will present results at November AGM	
AGM	3-5 November 2010, Zaragoza	Input on all BCC working group involvement for all 5 fora	Laura Leonard/Shirley McCay

Appendix 2

Wednesday 3.11.2010

19:00 – 22:30. Welcome reception and awards ceremony

Venue: Teatro Principal, Calle del Coso.

From 19:00 – Participants registration

19:30 – 21:00 – Welcome and awards ceremony followed by a cultural performance

21:00 – 22:30 – Cocktail dinner

Thursday 4.11.2010

Venue: Congress Palace

8:30 – 9:00 – Registration

9:00 – 9:30 – Opening of Eurocities 2010 Zaragoza

Mayor of Zaragoza. Juan Alberto Belloch
Mayor of the Hague, President of Eurocities, Jozias van Aartsen
Secretary General of Eurocities, Paul Bevan

9:30 – 10:30 – **Keynote speech by an international expert in the area of city marketing.**

10:30 – Coffee break

11:00 – 12:30 – **Panel Debate/Plenary Session.** Mayors from 6 cities will analyse the current city marketing policies and their experiences.

Question and answer session

13:00 – 14:30 – Lunch

15:00 – 18:00 – On-site workshops

- **Research, Development and Innovation.** State-of-the-art cities prove that initiatives related to R&D are great in regenerating urban spaces and preparing the cities for their upcoming needs and its citizens.
- **International events for city transformation.** International events can transform a city and put it on the map. It will also help to spread its international image and boost the local economy. International-events can bring a positive awareness of the city that can be the starting point of a successful period of growth and prosperity.
- **Building partnerships.** Building effective partnerships between the private and the public sector or between cities is the most effective way to complex initiatives.
- **The sustainability industry.** Building an international reputation on the basis of sustainability constitutes a great opportunity for a city. This opportunity must not only be seen from the perspective of achieving a sustainable city

through urban development policies, but can open and consolidate a new direction for its industrial sector.

- **Creative cities: people and culture.** Cultural policy-making can be one of the best ways to make the city a more open and friendly place, transforming its urban model by reinforcing sustainability, and improving all its citizens' well-being.

20:00 – 22:30 – Gala dinner

Venue: La Lonja, Plaza del Pilar

Friday 5.11.2010

Venue: Congress Palace

8:30 – 10:30 – Speednetworking

9:00 – 10:30 – Mayor's Debate

10:30 – 11:00 – Coffee Break

11:00 – 11:10 – **Reporting from workshops and Mayors' Debate:** Paul Bevan, Secretary General Eurocities

11:10 – 11:20 – "Eurocities in 2010"

11:20 – 11:35 – Jozias van Aartsen, outgoing President of Eurocities introduces the newly elected President of Eurocities

11:35 – 11:45 – Closing: Juan Alberto Belloch, Mayor of Zaragoza

11:45 – 13:00 – Eurocities Annual General Meeting

13:00 – 14:30 – Lunch

Saturday 6.11.10

9:00 – 12:00 – Touristic guided tours (5 options)



Belfast City Council

Report to:	Development Committee
Subject:	A Draft Markets Rights Policy
Date:	13 October 2010
Reporting Officer:	John McGrillen Director of Development ext 3470
Contact Officer:	Shirley McCay Head of Economic Initiatives ext 3459

Relevant Background Information

Members will recall that a decision was made by Committee in June 2010 to formulate a Markets policy for the council. This was initiated following requests from third parties to hold markets in Belfast. The requests were made to Council because BCC currently retains the sole right to hold and operate markets in the city under legislation dating back to 1845. This right is exercised principally through the markets operated at St George's, but also through externally contracted 'market style' events such as the Continental Market and events related to the Maritime Festival.

At the September 2010 Committee meeting an update paper was presented to Members on the progress made by Legal Services and the Development Department on the drafting of the Markets policy following consultation with relevant parties across council.

Work is now continuing to incorporate the results of this consultation and to incorporate additional detail, particularly regarding costs and fees. Council officers in Development have continued to update the relevant third parties on the current status of the policy.

Key Issues

The key elements of the draft policy will include a number of details on markets which are defined in the policy as being "either a franchise or statutory right to hold a concourse of buyers and sellers to dispose of commodities". For the purposes of the emerging policy the following would be considered to constitute a market: farmers' markets, car boot sales, specialty markets, and regular markets.

The policy will examine the following:

General principles

Including, among others, the suitability of proposed locations; type and size of the market; risk to safety; environmental impacts; and the contribution to wider corporate and city goals and objectives.

The procedural requirements for applicants

- Which will cover the applicant's evidence of having consulted with relevant stakeholders such as PSNI, DRD, Planning Services, the councils' own relevant statutory services, etc?
- That the applicant has a suitable business plan, environmental strategy, risk assessments, planning permission, etc.

Grounds for refusal

This will describe the circumstances under which an applicant can be refused. They would include evidence that the applicant has knowingly made false or incomplete claims; is deemed unsuitable to hold a licence (e.g., due to misconduct); or has not paid fees; etc.

Conditions of granting or revocation of a licence

This will cover specific issues around the location of a market and the number of days for which a licence is granted. A revocation is likely to be related to public order or health and safety issues.

Detail on general conditions and conditions for the specific types of markets

Farmers' markets, car boot sales, specialty markets and regular markets, each of which will have specific requirements.

Costs and Fees.

Financial Services are now incorporating substantial additional elements on the cost implications for council and recommendations on the proposed fee structure. There are a number of factors which need to be considered regarding the final fee structure. For example, the size, frequency and geographical location of any proposed market will have a bearing on its commercial value and this may be reflected in any fee. Similarly, there will be costs to the council in the management of any final market agreements that emerge from the policy.

It should be noted that due to additional work on the costs and fee structure and Legal Services Section's time commitments on the forthcoming Sprucefield enquiry, a final draft of the policy is now projected to be ready in November 2010.

It is proposed that during this extended period of development on the draft policy, an information session be organised for Members to brief them on the contents of the policy and the work to date.

Recommendations

It is recommended that the Committee agrees to the holding of an information session on the contents of the draft Markets policy pending its presentation to Committee in November.

Decision Tracking

Time Frame: November 2010.

Reporting Officer: Shirley McCay



Belfast City Council

Report to:	Development Committee
Subject:	Update of Belfast Visitor and Convention Bureau
Date:	13 October 2010
Reporting Officer:	John McGrillen, Director of Development, ext 3470
Contact Officer:	Shirley McCay, Head of Economic Initiatives, ext 3459

Relevant Background Information

Belfast City Council supports the Belfast Visitor and Convention Bureau (BVCB) to implement an annual marketing and visitor servicing plan for Belfast. Belfast Visitor and Convention Bureau manage the Belfast Welcome Centre (BWC) at Donegall Place and Members are aware that location is being reviewed. This report provides Members with an update on key issues in relation to BVCB and the BWC.

Key Issues

Funding and Performance

Members agreed to award £1,865,465 funding to Belfast Visitor and Convention Bureau for 2010/2011 at the January 2010 Development Committee. To date, £1,060,732 has been paid and we are due to release the rest of the funding in October 2010. It was agreed that BVCB would provide quarterly reports against performance measure and indicators. The report documenting year to date progress (up to September 2010) is attached as Appendix 1.

Members should also note that BVCB has revised sales targets for the Belfast Welcome Centre in 2010/2011 due to a number of factors impacting on performance this year including the ash cloud, wider economic climate and the streets ahead programme of works. The board of BVCB, made up of both private sector representatives and Councillors, has agreed to these revisions and are currently delivering against these new targets as part of their 2010/11 Business Plan.

The revisions are as follows:

- Merchandise sales – reduce by 25% from £445,000 to £333,750
- Ticket sales – increase by 10% from £590,000 to £649,000

- Accommodation commissions – reduce by 40% from £12,000 to £7,200
- Other commissions – reduce by 35% from £33,000 to £21,450

Lease Agreement at Donegall Place/Fáilte Ireland

Belfast City Council's lease at Donegall Place ended on 31 July 2010. As no agreement was reached with the landlord prior to lease end (for an extension for a further year, whilst consideration by BCC was given to the possible relocation of BVCB), an application was made to the Lands Tribunal.

Fáilte Ireland entered into a Licence Agreement with Belfast City Council for the temporary use of a small area within the Belfast Welcome Centre for the period 1 June 2010 to 30 July 2010. Members agreed to the temporary occupation at the Development Committee of 14 April 2010.

The Landlord has offered BCC a new lease for ten years commencing 1 August 2010 and currently discussions are ongoing with the landlord and the Tribunal to reach agreement on the term of the lease. BVCB and Fáilte Ireland continue to occupy the premises in Donegall Place.

Members are asked to confirm whether Fáilte Ireland may continue to occupy the premises alongside BVCB on a temporary basis. The BVCB board had indicated that a licence agreement for nine months to Fáilte Ireland was preferable however that was not possible due to BCC's own lease end date of 31 July 2010.

Relocation of BWC - Economic Appraisal

Consultants, ASM Horwath, have been appointed to undertake the economic appraisal of the relocation of the Belfast Welcome Centre. The draft report is due at the end of October and there will be an opportunity for the consultancy team to present the draft report at the Development Committee in November before finalising.

Resource Implications

No further resource implications at present.

£1,865,465 was approved in 2010/2011 budget and agreed by Committee in January 2010.

Up to £11,500 has been included in Departmental Budgets to carry out the economic appraisal

Recommendations

Funding and Performance

Members note the performance of BVCB during the last 6 months and agree that the final payments are released.

Lease and Fáilte Ireland

Members permit Fáilte Ireland to occupy the Belfast Welcome Centre on a temporary basis until 31 March 2010 at the current licence fee of £25,000 per annum pro rata, subject to BCC continuing to have a lease for the premises.

Relocation of Belfast Welcome Centre

Members receive a presentation from ASM Horwath on the draft economic appraisal for the relocation of the BWC at the November Committee.

Decision Tracking

Presentation on Economic Appraisal for Belfast Welcome Centre

Time frame - November

Reporting Officer – Kerrie Sweeney

Outcome of Lands Tribunal

Timeframe – November

Reporting Officer - Pamela Davison

Key to Abbreviations

BVCB – Belfast Visitor and Convention Bureau

BWC – Belfast Welcome Centre

Documents Attached

Appendix 1 - Project Document for Belfast Visitor & Convention Bureau 2010-11

This page is intentionally left blank

Appendix 1**BCC Project Document for Belfast Visitor & Convention Bureau 2010-11****Year to Date Progress – Updated September 2010****Establishment**

Target	YTD Output
Ensure the company infrastructure and systems perform to their full potential at all times.	Ongoing
Develop a business plan for the company and the operation of the BWC, BIA TIC and GBBCA TIC on an annual basis.	Ongoing
Assist with Board membership.	Ongoing
Hold regular Board meetings, currently 6 per annum.	4 held 2 to go – Oct & Dec
Hold an Annual General Meeting each year.	Held on 24/06/10
Recruit, co-ordinate and maintain a yearly membership base raising financial support from the private sector.	503 members (Sept 10)
Seek on a yearly basis, financial support from Belfast City Council and the Northern Ireland Tourist Board.	Funding Obtained
Ensure appropriate corporate governance is implemented.	Systems updated and enhanced following AGRS audit
Regular liaison with Belfast City Council's Tourism, Culture & Arts Manager	Ongoing
Quarterly reports to the Council's Development Committee detailing management accounts, activities undertaken and progression of impact indicators.	Ongoing
To work in close partnership with relevant agencies and organisations which include Belfast City Council, the Northern Ireland Tourist Board and members of the Bureau.	Ongoing
Provide quarterly management accounts to Belfast City Council.	Management accounts provided to BCC Tourism Unit observers on monthly basis as part of Board & sub committee papers
Provide yearly financial accounts to Belfast City Council.	Annual accounts for the year to 31 March 2010 attached – These were provided with AGM papers in June 10
Use and participate in the Tourism Monitor Research commissioned	Ongoing

by Belfast City Council.	
The activity and forward business plans for Belfast Visitor and Convention Bureau will utilise the Tourism Monitor Data as benchmarking criteria to assist in forecasting future growth.	Ongoing

Leisure Tourism Marketing

Target	YTD Output
Develop and deliver NI and ROI marketing campaigns targeting day trips and overnight stays, promoting shopping, evening economy, Sundays, culture, entertainment events and visitor attractions.	Spring Festival, Summer Retail campaigns have taken place and UBBFQ Campaign underway. Autumn/Christmas in planning. Post Campaign Evaluations in progress. MBU Research for first 6 months being finalised.
Undertake targeted advertising campaigns with carriers and TI in main GB market	GB – Norfolkline (May/June) France – Jet2 (May/June) GB – Flybe (Sept) GB – Flybe (TBC – new routes) GB – bmibaby (7-20 June) France, Netherlands – (June – Aug) Ireland – Manx2 (TBC)
Provide opportunities for joint, cost effective advertising and promotional activities and initiatives and stimulate wider buy-in and participation of the private sector in city marketing activities.	As detailed in Marketing Opportunities 2010-2011
Develop marketing initiatives and publish and distribute materials, including the Belfast Visitor Guide, 6 editions of the WhatAbout Guide, Belfast City Map.	Whatabout Guide - 3 editions of produced to date generating £20,882 Belfast Visitor Guide -in pre-production, to be launched at WTM Nov 10 Belfast City Map – 300,000 copies still in stock
Supply Belfast City Council with visitor collateral for use in Council properties for conference and events.	Ongoing
Deal with general tourism enquiries which may be made directly to BVCB or sign posted through Belfast City Council.	Ongoing
Facilitation of inbound travel trade familiarisation visitors in partnership with Belfast City Council and other agencies where appropriate.	8 fams 153 trade
Attendance and organisation of exhibitions and shows to promote Belfast.	Attend 4 out of 16 Leisure exhibitions to date
Facilitation of outward trade and sales missions in partnership with Belfast City Council and other agencies where appropriate.	NI Titanic & More NY – TIL TI – India, China, Australia/NZ sales missions Sea Trade Miami

Facilitate advertising and promotion of events in conjunction with Belfast City Council.	Ongoing
Develop and implement a marketing plan, in consultation with Belfast City Council and the Northern Ireland Tourist Board and the private sector members of BVCB.	Due to begin process in Nov 10
Develop the potential of Belfast as a cruise destination in partnership with the Port of Belfast.	33 ships to date 51,000 pax & crew Sea Trade sales calls as above – USA, Oct 10 England sales calls – Aug 10
Ongoing development and marketing of www.gotobelfast.com and suite of sites ensuring relevant, consumer focused and timely content.	April 2010 - 52,400 visits May 2010 - 52,387 visits June 2010 - 51,359 visits July 2010 - 59,722 visits August 2010 – 62,237 Total – 278,105 visits Mthly average – 55,621 visits Bounce rates 2010 April 2010 - 33.56% May 2010 - 33.75% June 2010 - 33.58% July 2010 - 33.22% August 2010 – 33.40% Average per mth - 33.50% Social Media – Facebook, twitter, itours launch etc
Develop and extend the Luxury Belfast Tourism portfolio.	ILTM, Dec 10

Business Tourism

Target	YTD Output
Develop and manage Chaser conference enquiry system	Ongoing
Develop and manage the Conference Ambassador Programme.	Ongoing 42 new ambassadors to date
Manage the Online Accommodation Booking System	Ongoing 18 conferences on system of 30 target
Research and develop potential conferences to target.	Ongoing 121 leads 94 bids
Measure, monitor and report all Convention Bureau activities to Belfast City Council.	Ongoing
Develop marketing activity that prioritises conference market penetration through those regions that have direct access to Belfast – local NI market, ROI, GB, North America and Europe.	Ongoing
Manage inward familiarisation visits in partnership with Belfast City Council and other agencies where appropriate.	Ongoing 1 with 3 buyers completed 1 with 16 buyers (Oct 2010)
Attendance and organisation of trade exhibitions and destination showcases to promote Belfast.	Ongoing 15 site inspections 7 conferences 5 sales calls 4 sales calls planned Sept- Nov
Production of a bi-annual Meetings & Conference Guide, Conference Ambassador literature and Accommodation Booking literature	Ongoing

Communications

Target	YTD Output
Ensure the integration of BVCB's communications plans with overall marketing plans for the city.	Ongoing
Ensure that the marketing, communications and visitor servicing plans are driven by the city's brand and focus on the core brand values and attributes, providing clear and concise messages for all city marketing within the developing brand framework.	Ongoing
Develop and implement effective communication strategies that enhance the profile of Belfast in NI, ROI and GB and reinforce BVCB's role as the lead agency for the marketing and promotion of Belfast.	Ongoing
Increase Belfast's image and position in all main markets as an exciting, vibrant, contemporary and value for money must see European destination of distinction by profile and awareness building activities to promote Belfast as a short break, shopping, culture and entertainment destination for day and overnight trips.	Ongoing
Ensure that our communications and marketing plans incorporate and utilise new technologies and innovative destination marketing techniques.	Ongoing
Organise and host a series of media events and briefings in Belfast and main GB and ROI markets to maximise reputation and image of Belfast, its activities and products.	Ongoing
Support the generation and servicing of individual and group media familiarisation visits to Belfast and NI from ROI, GB, Europe, North America and the rest of the world.	Ongoing
Communicate and manage relationships with funders, sponsors, members and strategic partners through promotion, organisation and attendance of business and marketing events, member networking events, awards and sector briefings as well as regular updates and e-marketing activities.	Ongoing

Visitor Servicing

Target	YTD Output
Implement the three business plans for the Belfast Welcome Centre and the Tic's at Belfast International Airport and George Best Belfast City Airport, ensuring that the aims, objectives and targets as described in the business plans are achieved so far as reasonably possible in all circumstances.	Ongoing
Take all reasonable endeavours to ensure that all health and safety requirements in relation to the management and use of the premises are duly observed.	Ongoing
Maintain high standards of customer service throughout the three Tic's	Ongoing
Facilitate the ticketing and promotion of product initiatives (such as C.S Lewis, Late Night Art etc).	Ongoing Achieved: CS Lewis Late Night Art Music Food Historic Walks

This page is intentionally left blank



Belfast City Council

Report to:	Development Committee
Subject:	Consultation - DELNI Success through STEM Strategy
Date:	13 October 2010
Reporting Officer:	John McGrillen, Director of Development, ext 3470
Contact Officer:	Shirley McCay, Head of Economic Initiatives, ext 3459

Relevant Background Information

The Department for Employment and Learning (DELNI) recently issued its draft strategy for Success through STEM (Science, Technology, Engineering and Mathematics) for consultation. This strategy addresses the decline in the number of young people leaving school with qualifications in STEM subjects. This is seen as a threat to the future competitiveness of the Northern Ireland economy. The strategy addresses how to make STEM subjects more attractive to young people and their parents and also how to encourage demand and rewards for people with STEM qualifications. Hence the strategy affects both the education and commercial sector.

Key Issues

The Department for Employment and Learning, in conjunction with the Department for Education (DE) commissioned a review of STEM in June 2007. This review concluded in September 2009. The final report from the review identified 20 recommendations grouped under four key "imperatives". These are:

- Imperative 1: Business must take the lead in promoting STEM
- Imperative 2: Alleviate key constraints in the STEM "artery"
- Imperative 3: Increased flexibility in the provision of STEM education
- Imperative 4: Government must coordinate its support for STEM.

The draft strategy produced for consultation in September 2010 represents government's response to the above review. Following the consultation period, the strategy will form part of the Northern Ireland Executive's overarching strategy for the delivery of STEM skills. A copy of the draft strategy is attached as Appendix 1.

An increase in the uptake of STEM is seen as a central pillar of the Executive's commitment within the Programme for Government to create a dynamic, innovative economy.

In Northern Ireland, the percentage of young people studying STEM subjects at further and higher education level is higher than in England, Scotland and Wales. However, as with the rest of the UK, STEM enrolments at higher education level have fallen off slightly in recent years, although the figures for 2008-2009 do show some small uplift.

On a less positive note, over 8,000 people originally from Northern Ireland are registered on STEM related courses in Great Britain and the Republic of Ireland. Research suggests that only one in three of this number will return to Northern Ireland on completion of their education. The report recognises that graduates are mobile and will be attracted by the offer of higher salaries elsewhere. This being the case, the point is made that the issue is not so much the potential supply of people with STEM qualifications, but rather the low employment returns on STEM educational investment in Northern Ireland compared to elsewhere.

The report suggests that there is a significant role for DETI to play in attracting new foreign direct investment and supporting indigenous business growth in new hi-tech sectors, in order to ensure an outlet for those with STEM skills. Anecdotally, we are aware of a major US IT company which had a recruitment drive recently and found it difficult to attract graduates with the appropriate software development skills. They widened the scope of their specification to include STEM graduates and were able to provide the necessary additional training once the employees were recruited.

Further anecdotal evidence suggests that the growing nucleus of IT and software development companies in the city is beginning to create a talent pool for skills and that there is significant competition between companies for skilled employees. This may help address the remuneration issues identified above.

The draft strategy identifies three priority actions which it considers to be central to the successful implementation of the review's recommendations in the short term. These are:

- Priority Action 1 – Coordinate Business Links: engaging with businesses – particularly SMEs – to ensure that there is more coordinated approach to articulating local demand
- Priority Action 2 – Manage STEM sector attractiveness: promoting STEM in primary and secondary education – including through the Careers Service – to encourage greater awareness of the employment opportunities available
- Priority Action 3 – Facilitate STEM CPD (continuing professional development): promoting better linkages between the education professionals and the business world to ensure better engagement and support.

The consultation summarises the work of the review and poses three specific questions to which consultees are asked to respond:

- Do you believe that the activities already taken and those articulated in this strategy will address these recommendations?
- If not, what else needs to be done?
- Given the pressures on public finances which actions do you believe will make the most difference and should be priority?

Our draft response, attached as Appendix 2, is framed around these questions.

Recommendations

The Committee is asked to :

- Approve the suggested response; or
- To suggest additional comments or changes that they feel need to be made.

Decision Tracking

Further to approval the agreed response will be communicated to the Department for Employment and Learning. No follow-up required.

Documents Attached

Appendix 1 – Success through STEM – Draft Government Stem Strategy
Appendix 2 - Draft Belfast City Council response to the DELNI Success through STEM proposals

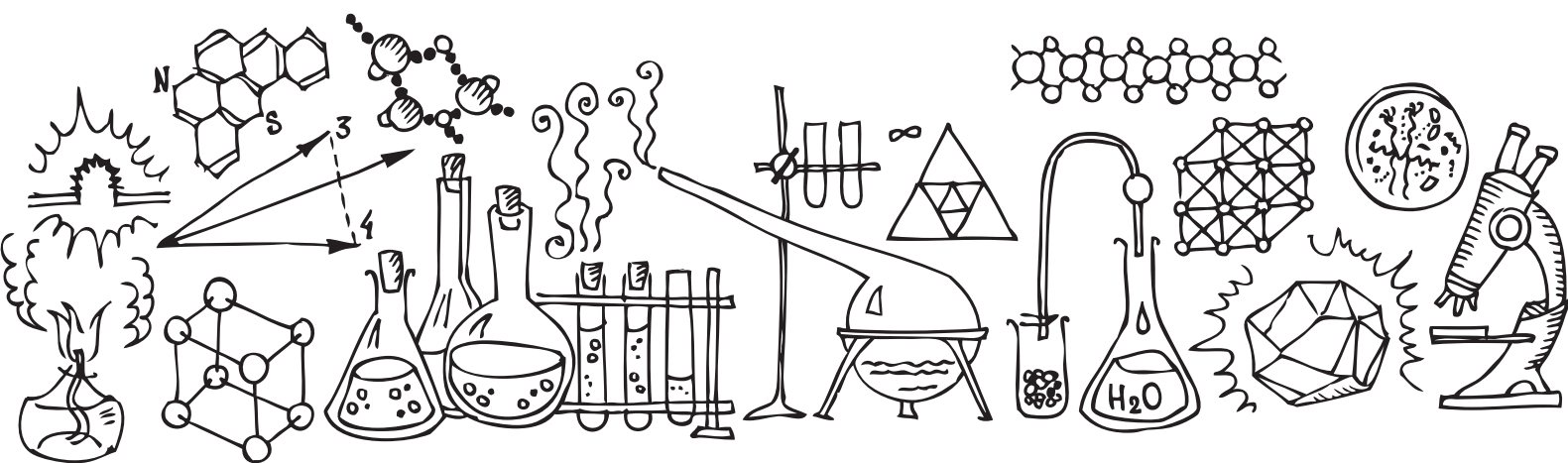
This page is intentionally left blank

SUCCESS THROUGH STEM

DRAFT GOVERNMENT STEM STRATEGY

In response to the 'Report of the STEM Review'

HELPING TO EMPOWER FUTURE GENERATIONS THROUGH SCIENCE, TECHNOLOGY,
ENGINEERING AND MATHEMATICS TO GROW A DYNAMIC, INNOVATIVE ECONOMY



CONTENTS

1. INTRODUCTION	4
2. CONTEXT	5
3. THE ROLE OF THE DEMAND SIDE	8
4. THE ROLE OF THE SUPPLY SIDE	10
5. RECOMMENDATIONS FOR ACTION	15
6. STRUCTURES FOR IMPLEMENTATION	23
7. CONCLUSION AND PRIORITY ACTIONS	25
ANNEX A – Existing Government STEM Activity	
ANNEX B – Government STEM Action Plan	

1. INTRODUCTION

Commissioned by the Department for Employment and Learning (DEL) and the Department of Education (DE), the Review of Science, Technology, Engineering and Mathematics (STEM) commenced formally on 29 June 2007. Chaired by Dr Hugh Cormican, founder and former Chief Executive of Andor Technologies Ltd., the steering group comprised representatives from business, government and academia and the Programme Manager for the review was Dr Alan Blair, from the Association of NI Colleges.

Three working groups reported to the steering group, each of which was responsible for taking forward a key strand of the review. These working groups ensured a focus on the respective roles of business, education, and government in promoting the STEM agenda.

The 'Report of the STEM Review', published on the 30 September 2009, considers the education system in the context of a STEM artery and identifies the constraints and losses at each stage in the artery. In doing so, it identifies a number of issues and challenges, including, particularly, the risks associated with increasing disengagement from STEM, as evidenced by reducing enrolments across various STEM subjects in post-primary schools, further education colleges and universities. The natural consequence of that is a reducing flow of people qualified in STEM subjects at all levels into our workforce. However, it is worth noting that more recent statistical evidence shows that this decline is starting to reverse with a 2.4% increase in the number of students studying STEM in the post 16 cohort between 2007/2008 and 2008/2009.

The Report contains 20 recommendations grouped under four 'imperatives'.

- **Imperative 1** - Business must take the lead in promoting STEM.
- **Imperative 2** - The key constraints in the STEM artery must be alleviated.
- **Imperative 3** - There needs to be increased flexibility in the provision of STEM education.
- **Imperative 4** - Government must better coordinate its support for STEM.

This draft Government STEM Strategy forms Government's draft response to the 'Report of the STEM Review'. Following a period of public consultation this strategy will be published and will form the Executive's overarching strategy for the delivery of STEM skills.

Each Department will produce an implementation plan containing fully costed projects and timescales which will have their outcomes linked to their contribution towards existing Public Service Agreement targets. It should be noted that departmental contributions will be designed to be affordable within a constrained public expenditure context.

2. CONTEXT

Achieving the Programme for Government's priority of growing a dynamic and innovative economy relies heavily on the skills of the workforce. Recent research¹ indicates that the growing sectors of the economy will require an increasing number of skilled workers with qualifications in STEM. This is supported by the evidence of the Independent Review of Economic Policy (IREP) report² and the work carried out by the Department of Enterprise, Trade and Investment's Matrix Science Panel as well as Sir Gareth Roberts' Review³ and Lord Sainsbury of Turnville's Review⁴. However, at the same time and in common with other regions and countries, we face the challenge of declining interest in, and uptake of, STEM subjects among our young people.

This issue of declining STEM enrolments is not unique to NI. A report by the Organisation for Economic Co-operation and Development's (OECD's) Global Science Forum⁵ shows that, as a proportion of all enrolments, enrolments in STEM areas have been falling for a prolonged period across much of the developed world including in the United States, France and Germany.

This decline begins in the latter years of primary education and continues through post-primary and tertiary education. It manifests itself in reducing enrolments in particular subjects at post-primary level, and is creating a potential shortfall in the supply of those with STEM qualifications at various levels required for the growth of the economy⁶.

The 'Report of the STEM Review' cites many reasons for this at each stage of the supply artery including:

- Children developing negative attitudes to science in primary school and many primary teachers lacking the knowledge, skills and confidence to deliver a science and technology programme which develops progressively the children's skills and knowledge;
- A disjoin between Key Stage 2 and 3 meaning that pupils often repeat work which they mastered in primary school; and
- The perceived difficulty of these subjects at Key Stage 4.

Relative to Great Britain, the proportions of STEM students in further education here are much higher. However, data for further education show that the trend in declining enrolments in NI is similar to that in Great Britain. For the last four years for which published data are available (03/04 to 06/07) STEM enrolments⁷ in further education here have dropped by 8.2% (from 82,193 to 75,421) compared to an 8.4% decline (from 275,900 to 252,700) in enrolments in STEM subjects in further education in Great Britain⁸.

When we consider our university system, more students study STEM as a proportion of all enrolments. Of the 48,200 students enrolled at our higher education institutions in 2007/08, 23,055 (48%) were enrolled on STEM related courses. The equivalent percentages for England, Scotland and Wales are 40%, 47% and 37% respectively.

¹Forecasting Future Skill Needs in Northern Ireland', Oxford Economics, February 2009

²'Independent Review of Economic Policy', R. Barnett, September 2009

³'SET for Success', Sir Gareth Roberts, April 2002

⁴'The Race to the Top', Lord Sainsbury of Turnville Review', October 2007

⁵Report on the Evolution of Student Interest in Science and Technology Studies, OECD Global Science Forum (May, 2006). See <http://www.oecd.org/dataoecd/16/30/36645825.pdf>

⁶Report of the STEM Review', Department of Education and Department for Employment and Learning, September 2009

⁷STEM related qualifications include qualifications in the following subject areas; Medicine & Dentistry, Subjects allied to Medicine, Biological Sciences, Veterinary Sciences, Agriculture & related subjects, Physical Sciences, Mathematical Sciences, Computer Science, Engineering & Technology and Architecture, Building & Planning.

⁸Results from the Republic of Ireland are not directly comparable

In addition to this, the most recent data (2008/09) shows that over 8,000 people locally domiciled are currently enrolled on STEM related courses at higher education institutions in Great Britain and the Republic of Ireland. Recent research⁹ suggests that the vast majority of students who leave, do so because they wish to broaden their horizons or attend a university based on its reputation or because it offers the course they want to study. However, many do not return [67% of 2007/2008 domiciled leavers who attained STEM related qualifications through full-time study at Great Britain's higher education institutes did not return to NI for employment]. The reasons are various. The 'Report of the STEM Review' notes "Graduates are becoming increasingly mobile and will be attracted by the offer of substantial higher salaries in economies such as that of the USA".

This demonstrates that, at present, the issue is not so much the potential supply of people with skills in STEM but rather the low employment returns on STEM educational investment here compared with elsewhere.

In support of this, the number of jobs available in the STEM sector here has not increased significantly over recent years and, as the 'Report of the STEM Review' highlights, "the pay level of graduates has not shown any increase locally". Both these facts do not suggest a problem with supply at the present time.

However, if the economy grows as predicted by supporting and growing indigenous STEM businesses and attracting inward investment in these sectors, then demand will increase and, in the longer term, demand is likely to substantially outstrip supply. This is supported by the 'Forecasting of Future Skill Needs in NI' and is a key theme of 'Success through Skills 2', the revised and updated Skills Strategy.

The latter contains a 'Strategic Goal' to "increase the numbers qualifying from our higher education institutions with graduate and post graduate level courses in STEM subjects (with an emphasis on Physical and Biological Sciences, Mathematical and Computer Science, Engineering and Technology) by 25% - 30% in 2020".

The Executive is committed already to growing the number of people studying STEM subjects in the post 16 cohort and to increasing the number of students, especially those from disadvantaged communities, at graduate and post graduate level studying STEM subjects. This commitment is reflected in the Programme for Government's Public Service Agreement targets and 'Success through Skills 2'.

It is important to note that the future need for a STEM skilled workforce relies on the demand from business. At the same time as improvements are made to the STEM artery, local businesses reliant on STEM expertise and opportunities from Foreign Direct Investment (FDI) must grow at a similar rate and offer attractive employment opportunities. Therefore, the Department of Enterprise, Trade and Investment (DETI) and Invest NI (INI) have important roles to play. If an increase in attractive employment opportunities does not occur, there is a risk that the students qualified in STEM will continue to migrate to other regions where there are better employment opportunities or will continue to shun the opportunity to study subjects in STEM areas.

It is of utmost importance that all departments (in particular DE, DEL, DETI, the Department of Culture, Arts and Leisure (DCAL) and the Department of Health, Social Security and Personal Safety (DHSSPS)) identify the role they can play in helping to increase both the numbers studying STEM subjects at school, college and university and the attractiveness of the opportunities in the sector.

Business (in terms of private sector employers) itself must consider the role it needs to play, especially in growing demand. In many ways, it is the kingpin governing the success, or otherwise, of this strategy. Employers have a crucial role to play in terms of improving the attractiveness of the STEM sector and in highlighting the opportunities that exist locally, particularly in the private sector.

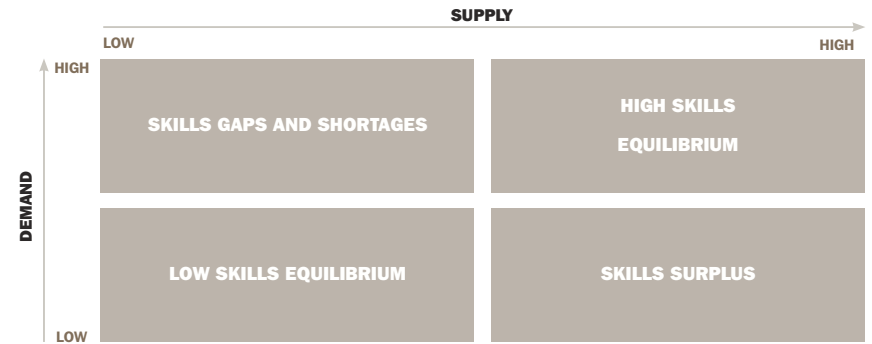
Government, therefore, cannot increase enrolments etc on its own. It requires concerted effort by employers, Sector Skills Councils and the supply side including schools, further education, training providers and higher education.

The challenge for the Executive will be to grow the STEM skills of the workforce at the same time as the economy grows through attracting more STEM based FDI into NI and expanding our local STEM based businesses, i.e. balancing supply and demand in a growing economy. In doing so, we will be able to move from the current low wage; low skill equilibrium (see figure 2.1).

As the 'Report of the STEM Review' notes "If the private sector here does not take steps to improve remuneration for STEM employment, it will be difficult to present a credible promotion of the benefits of a STEM careers within the private sector, to parents and pupils alike".

Supply and demand need to grow together and this strategy centres on this key concept and how we can couple the two elements together in a programme for growth. In doing so, this strategy outlines how Government will address the recommendations contained within the 'Report of the STEM Review' which fall under its remit and help to facilitate business to take forward the recommendations which are their responsibility.

Figure 2.1: Moving from a low to high skilled equilibrium



(Source: LEED Designing Local Skills Strategies project, 2007-2009 adapted from Green et al, 2003)

⁹After School: Attitudes & perceptions of Northern Ireland school leavers towards higher & further education, training and employment' Osborne et al, June 2008 http://www.delni.gov.uk/after_school.pdf

3. THE ROLE OF THE DEMAND SIDE

Business (in terms of private sector employers) itself must consider the role it will play in growing the supply of STEM skills into the local workforce. Employers have a crucial role - both in terms of improving the attractiveness of the STEM sector and in highlighting the opportunities that exist locally and in working with the supply side to articulate demand and ensure that the courses that are in place meet their needs.

The current Programme for Government and IREP both highlighted the importance of increasing the number of skilled workers with STEM skills. A key recommendation in IREP was the need to place a much greater focus on innovation and research and development (R&D), and it is recognised that this means the economy will increasingly demand skills such as STEM qualifications. For this reason, IREP recommended that the local education system prepares now to meet the anticipated increased demand for higher level skills in STEM and other innovation relevant subjects arising from the greater emphasis on innovation and R&D.

Through the work of Matrix, the Northern Ireland Science Industry Panel, we now have a much clearer idea of the potential medium to long term market opportunities for the Northern Ireland economy. This includes potential markets in areas such as Life and Health Sciences, Information and Communications Technology (ICT), Agri-Food, Advanced Engineering and Advanced Materials. In addition, the Matrix Panel is currently in the process of finalising a study into potential markets built on telecommunications.

However, Matrix was clear that if we are to take advantage of these opportunities and grow Northern Ireland's knowledge economy, we must have a flexible and responsive skills system which can align the skills supply chain to market need. Having a workforce with a strong foundation in STEM skills is essential if we are to realise this vision.

These skills however need to be relevant and informed by current and future business needs. This is where the private sector through, for example, the Matrix Panel in its role of advising Government, has a critical role to play. A positive example of where this is currently happening is in relation to identification of the skills necessary for the development of new Industry led Innovation Communities (IICs) within knowledge based sectors. The development of IICs was the key recommendation of Matrix in its first report to Government (October 2008). The IICs involve the coming together of business and academia, supported by government, in order to target key global niche markets. Such areas include renewable and environmental technologies, life sciences and digital media. These businesses will have the potential to grow rapidly and by their nature need a STEM literate workforce.

However, we must also be cognisant of the demand from the public sector and its relative attractiveness. Through its many different organisations and size, it will absorb a large number of those people leaving our education system with skills in STEM. For example, the statutory Health and Social Care sector is the biggest employer in NI with around 66,500 employees.

If NI is to have a true 'demand-led' skills system it is important that STEM users, both in terms of the public and private sectors, are able to articulate their current and likely future skill needs to the supply side. In this way, the supply side will be able to put in place courses and curriculum that reflect these needs.

To facilitate this, DEL, in conjunction with the NI Employment and Skills Adviser, has put in place a skills advisory infrastructure. This consists of the NI Employment and Skills Advisory Group, the Sector Skills Councils and Workforce Development Forums.

In order to provide as accurate a picture as possible, it is important that employers, especially those from our high number of micro-businesses, are encouraged to become involved.

However, while Government, through the supply side, can ensure that the courses and qualifications offered meet the needs of employers, the courses that young people choose to study is a decision that ultimately rests with them.

This not only emphasises the importance of delivering inspirational and motivational STEM learning experiences for young people that instil and maintain an engaged interest in STEM - at least up to the point where they make a decision as to whether to continue with further study in this field but also the crucial role of local employers in making the opportunities they have attractive.

Known influencers include potential earnings, the image of the sector, career pathways, job security and the potential cost of training. The demand side has the ability to mitigate against many of these issues. Many companies realise this and have worked hard to raise the profile of the sector and encourage young people to gain the qualifications needed to work there.

Launched in 2008, Liberty IT provides one scholarship a year for students studying MEng in Computer Science at Queen's University and BSc Computer Science / BEng in Software Engineering at the University of Ulster. The value of the bursary is approximately £20,000. The Asidua scholarship programme was introduced in 2008 and is offered to at least one student at both NI Universities. The value of the bursary is approximately £25,000.

A number of professional bodies in the STEM areas also offer financial support for students entering higher education with the aim of increasing participation in their subjects. These include the Institute of Mechanical Engineers, the Institute of Civil Engineers and the Royal Academy of Engineering.

Successfully highlighting the opportunities available in NI might also have an impact on the relatively high number of people who leave NI to study STEM subjects at higher education institutions in Great Britain. Once gone, only a third (2007/08) of those who qualify return to the region. Government believes there is an opportunity for business to work more closely with these people to encourage them to return to NI so that they can use their skills here to grow the local economy.

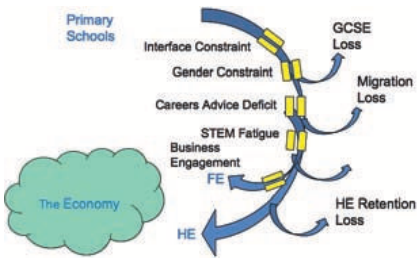
The Sector Skills Councils are already doing a lot to improve the career attractiveness of the sectors for which they are responsible. The 'Bring IT On' campaign, taken forward by the ICT Future Skills Action Group Project Team which included representation from DEL, e-skills UK (the Sector Skills Council for Business and Information Technology), Momentum (the NI Trade Federation), INI and the ICT industry, is an example of the impact that can be had by a collaborative approach. Part of the 'Bring IT On' campaign was the delivery of a high profile advertising campaign across a range of media including television, cinema, radio, outdoor, press and online. In addition, a series of events and outreach activities were held in universities and schools coupled with a range of 'good news' stories relating to the campaign and ICT career opportunities featuring in the local press.

4. THE ROLE OF THE SUPPLY SIDE

It is Government's objective to ensure that the young people leaving compulsory education have the skills and qualifications that will enable them to gain meaningful employment and that those people who have left education and wish to improve their skills have access to appropriate up-skilling and re-skilling programmes.

If the demand increases as envisaged over time we will need to increase the number of people with skills in particular subsets of STEM, especially at higher education level, to meet this demand. Since the publication of the 'Report of the STEM Review' was published, a number of important actions have been taken forward which are described below. Further detail can be found in Annex A.

Figure 4.1: The STEM Educational Artery



Source: 'Report of the STEM Review'

School system

DE's key focus is on ensuring that every young person can achieve to her or his full potential. By doing well at school and developing the skills and knowledge they need to succeed in life and at work, young people will be able to make a positive contribution to their community and to the economy.

Critical to this focus is ensuring that young people have the skills they need to contribute to the Programme for Government's priority of growing a dynamic and innovative economy - skills that recognise the expected growth in STEM-related areas. More needs to be done to make sure that STEM-related subjects are seen as exciting, enjoyable and stimulating and that young people can see clear progression from the study of STEM-related subjects at school through to further and higher education and fulfilling careers.

DE has put in place a number of actions to promote STEM and also to link the mathematics element into the work being taken forward to improve standards of numeracy for all our young people. These have been grouped under a number of headings which are interlinked.

Stimulating interest in, and enthusiasm for, STEM

The revised curriculum is now in place across all year groups in all grant-aided schools and includes a clear focus on numeracy (and literacy) and, within its areas of learning, a specific focus on science and technology. It also provides much greater freedom for teachers to explore STEM-related learning with pupils in an interesting and innovative way.

The Entitlement Framework will provide greater breadth and balance in the range of courses offered to young people at 14 and above, delivering improved access to a wide range of learning opportunities to match their needs, aptitudes and interests, irrespective of where they live or the school they attend, including a minimum range of applied/vocational courses. This increased choice is being supported with improved careers education, information, advice and guidance, with a particular focus on STEM-related career opportunities.

In 2008, DE launched a specific initiative aimed at improving young people's knowledge and understanding of the opportunities for entering well paid and challenging careers which require a background in STEM subjects. This work focuses on the promotion and co-ordination of links between individual STEM based business, STEM specialist and other post-primary schools, and the development of materials to inform young people of STEM related careers and the benefits of seeking employment in these areas.

DE is also supporting a number of initiatives including the promotion of STEM-related subjects in primary and post-primary schools through exhibitions and competitions, including BT Young Scientist, the Irish Science Olympiads and the Sentinus Young Innovators programme.

Improving teaching and learning in STEM related areas

High quality teaching from expert and enthusiastic teachers can make a significant difference to the attitudes and aptitudes of young people. DE has commissioned a programme of professional development for teachers to promote and support STEM in the primary and post-primary sectors within the revised curriculum. The programme aims to provide by 2012, professional development to primary and post-primary teachers to support STEM teaching and to disseminate best practice.

Through the Specialist Schools Programme, 17 schools have been designated as specialist schools with particular strengths in science, technology and/or mathematics. These schools are using these strengths not only to drive improvement across other subject areas but also to work with their partner primary and post-primary schools to share their good practice and contribute to improving teaching and learning in science, technology and maths.

Improving the range and quality of resources available to support teachers and pupils

For there to be success in our efforts to promote STEM and to make STEM-related subjects more interesting, DE has undertaken a programme to improve the range and quality of resources available to support schools in delivering high quality teaching and learning.

The Department has purchased a major new STEM resource 'the STEM truck', a state of the art facility which was launched in September 2009. The 58 square metre truck is a mobile laboratory and workshop and provides an interactive workspace with interchangeable teaching resources, allowing it to transform from a biology laboratory one day into an engineering workshop the next. It is designed to facilitate and capture the interest of our young people in encouraging employment in STEM sectors.

In 2008, DE launched a specific initiative for the development and dissemination of curricular resources to support the growth of STEM take-up in schools, including the development of web-based and other links with national bodies for the promotion of STEM based subjects in Britain and the south and the provision of materials to promote STEM in Irish-medium schools.

Promoting the uptake of STEM subjects post-16

It is recognised that there is more to be done to promote the uptake of STEM-related courses post-16 and that the areas referred to previously will contribute significantly to this. There needs to be a focus both on the higher end academic qualifications such as A levels and on more applied, technology-focused qualifications at both Level 2 and, particularly, Level 3. There are currently 28 STEM related courses (other than A/AS Levels) on offer to post 16 students. These courses are offered in a range of subjects, from Level 3 Certificate in Text Processing through to BTEC National Diploma in Electrical/Electronic Engineering.

Part of DE's work to embed the Entitlement Framework by 2013, includes increasing the availability of qualifications (including in STEM) that have currency with employers and higher education providers and that can provide young people with the recognition that their progress merits.

Further education and higher education

Since the publication of the first Skills Strategy for NI in 2004, DEL has worked to develop a flexible skills delivery infrastructure increasingly capable of delivering skills to meet both long term strategic needs and short term solutions to critical skills shortages. Following three years of implementation, a revised and updated Skills Strategy, 'Success through Skills 2', was published in June 2010 for public consultation. Once finalised, this document will form the overarching strategy for the development of skills (post 16) in NI.

DEL continues to work closely with the network of Sector Skills Councils to ensure that the qualifications delivered in NI's colleges and universities meet the needs of local businesses and the NI labour market. Each Sector Skills Council has developed a Sector

Qualifications Strategy based on detailed Labour Market Information, which sets out the priorities and strategic direction for qualifications development, through engagement with employers. The strategies seek to remove old and disused qualifications, and help to guide the Awarding Organisations, in conjunction with the Sector Skills Councils, to develop and offer the qualifications which employers want, are economically relevant, and fit for purpose.

In addition to this, each of the colleges has a working relationship with its local Workforce Development Forum. These groups are employer led and focus on the local demand for skills and in particular areas where skills shortages are being experienced. Through collaborative working with the local college, a number of short term interventions have been put in place including the provision of the Business Improvement Techniques course in a number of engineering companies.

Strong industry linkages remain a critical part of further education, such linkages serving to refresh the STEM curriculum, provide opportunities for staff development and foster skills development within businesses. Furthermore, the creation of more strategic relationships is providing colleges the opportunity to assist companies in developing their products and processes. Examples of business engagement in recent years include the work by Southern Regional College as an Open Source Solutions Centre, the Innotech Centre at South West College and its support to local businesses, Northern Regional College with its many linkages to companies such as Michelin, South Eastern Regional College through its links with the polymer industry, Belfast Metropolitan College with its engagement in Knowledge Transfer Partnerships and North West Regional College with its EPICentre which was established to assist the development of technology in the region.

Other success stories within further education include the Connected programme which has been fostering partnerships between the further education colleges and the local universities, Queen's University and University of Ulster. Many of the partnerships developed are based around STEM areas and represent a capability to better support companies here in any future growing economy.

There is perhaps no clearer evidence of the emphasis on STEM within further education than the recently launched College STEM Initiative (CSI) for which Colleges NI has licensed the successful and well known CSI brand from the CBS television network. Launched in May 2010, CSI will serve as a focal point for the development of a collective STEM Strategy and Action Plan across the colleges. Linked to this, BT has formed a strategic partnership with Colleges NI, which will see the colleges increasingly encouraged to promote STEM and to participate in STEM based competitions such as Young Scientist in coming years. Such activities will further enrich the STEM experiences of students within further education. Similar enriching STEM experiences within higher education support career and future study choices. The Armagh Observatory is a modern astronomical research institute and one of the UK and Ireland's leading scientific research establishments. It offers work experience and summer projects, both for secondary schools and undergraduates, which enable young people to benefit from having hands-on experience of a real research environment.

DEL also has some ability to encourage the further education colleges and universities to offer particular courses through incentivised funding. For example, incentivised funding is made available to the further education colleges to encourage them to teach economically relevant subjects such as ICT and engineering, and the Department has provided funding to local universities for 300 additional PhDs

in economically relevant areas over three years (2008/2009 – 2010/2011). The past two cohorts have been primarily in STEM areas.

While any Government strategy to address the decline of people studying STEM must take a longer term approach (not least due to the long supply side lag time experienced in STEM) it should be noted that DEL, through its work with employers, has shown its ability to put in place short term interventions in sectors of economic importance, such as the Software Professional Course.

This ability to meet short term demand is particularly useful in meeting the needs of FDI companies looking to locate in NI or expand their existing workforce in the region. The pilot of the 'Assured Skills' project has already demonstrated the willingness for Government to work together to ensure that employers have the skills they require locally.

The role of museums and libraries

An exciting curriculum and inspirational learning experiences are critical to engaging young people and maintaining an interest and motivation in STEM. DCAL has an important role to play in terms of providing creative and innovative interventions that fully utilise the skills and resources of a range of diverse stakeholders. Key among these are the content, exhibitions and programmes provided by NI's cultural and knowledge infrastructure - the museums, libraries, W5, the Armagh Observatory and Planetarium etc. These support and enhance delivery of the curriculum and provide STEM experiences and insights that inspire and add value to teachers and the learning experiences of students and lifelong learners.

5. RECOMMENDATIONS FOR ACTION

Health Sector

DHSSPS is responsible for ensuring a ready supply of trained staff are available to meet the workforce demands of the local health service. To achieve this, the Department carries out a rolling programme of regional workforce reviews of the main health and social services professional groups. Main reviews are taken forward approximately every three years, with up-dates in the intervening years. These reviews primarily inform the commissioning of training places for these professions, through assessment of supply and demand and workforce need based on planned service provision. The reviews also explore and report on need for particular specialist areas of practice. This helps ensure that training needs are identified in line with service developments.

Training is then commissioned from higher education and other providers, to meet identified needs.

Regulations from National Bodies such as the General Medical Council, General Dental Council and the Nursing and Midwifery Council largely dictate the content of training and education curricula for professions, thereby ensuring that there is consistency across the UK including devolved administrations. Entry requirements for degree based courses vary by institution, however a strong emphasis, in some case a mandatory requirement, is put on young people with high achievement in the sciences. Competition for places is fierce particularly for medicine and some Allied Health Professions. With an overall workforce of some 66,000 there will always be a need to maintain a ready supply of graduates for the Health Service in Northern Ireland.

Land-based, Food and Rural Sectors

The Department of Agriculture and Rural Development's (DARD) statutory authority for involvement in education and training comes from The Agriculture Act (NI) 1949. This permits DARD to "provide or arrange to provide instruction to persons in agriculture and related subjects". The majority of DARD's training provision is delivered by the College of Agriculture, Food and Rural Enterprise (CAFRE). CAFRE aims to develop the competences and values of people entering and working in the agri-food industry and to provide them with the capability to contribute to the sustained economic growth of the industry and development of the rural society. CAFRE achieves this aim through the delivery of four functional areas: (1) further and higher education; (2) industry training; (3) benchmarking and (4) knowledge and technology transfer. Recently, DARD has initiated work on developing an Education Strategy. The Strategy will seek to provide a broad strategic direction and framework for education for land-based, food and rural sectors in Northern Ireland up to and beyond 2015.

Even with Government's existing actions it is clear that more will need to be done over the coming years to address these loss stages so that the supply of skilled people can be increased in line with projected demand. The further actions which Government needs to take forward in response to the recommendations contained within the 'Report of the STEM Review' are detailed in the following chapter.

As demonstrated in the previous chapter and Annex A, since commissioning the 'Report of the STEM Review' Government has taken forward a large amount of work aimed at increasing the supply of STEM skills into the workforce to meet the forecasted demand for these skills.

However, it is clear that more needs to be done if we are to meet the likely forecasted demand for STEM skills. This section sets out actions that will be taken forward to address the specific recommendations contained within the 'Report of the STEM Review'. An overview of this work is contained in Annex B.

Imperative 1: Business must take the lead in promoting STEM

In order for this STEM Strategy to deliver the outcomes sought, it is clear that STEM employers must take the primary role in promoting STEM. As noted in the 'Report of the STEM Review', "Business must take the leadership role in firmly establishing STEM as the centre of a global innovative economy. Government, universities, further education colleges and schools need to support the initiatives but only business can provide the credible and effective leadership to achieve the goals".

Government has already undertaken some work in these areas. However, it is necessary that business takes the initiative in ensuring recommendations 1 to 5 are implemented.

It should be noted that the actions indicated below are indicative only. It will be the responsibility of the Business sub group to develop a set of actions in response to these recommendations.

RECOMMENDATION 1

Establish a business led STEM framework

- A Business sub group, chaired by a STEM Champion, is currently being established. This group will lead a network of stakeholders, including the relevant Sector Skills Councils, STEM charity bodies, Education and Library Boards' (ELB) STEM Careers Group and Business Education Partnerships (BEPs) and other employer representative bodies to work with local companies and facilitate their engagement with both students and teachers within local schools, further education colleges and universities to promote STEM.
- This group will coordinate existing activity in this field to ensure that activity in this area is properly targeted and uses existing resources efficiently.
- The Business sub group also needs to work with local STEM companies to improve the attractiveness of the sector. This work should take cognisance of the comments within the 'Report of the STEM Review' relating to the current remuneration within the sector and should facilitate the engagement of the high number of smaller companies to encourage them to work together to highlight the opportunities they have available.

RECOMMENDATION 2

Develop a clear STEM careers path

- The Business Sub Group will develop a programme to promote STEM careers which will engage relevant Sector Skills Councils, the NI Careers Service and the ELB STEM Careers Group. This programme will further seek to find innovative ways to promote STEM career opportunities to parents, in particular emphasizing the many paths offered through further education.

RECOMMENDATION 3

Introduce prestigious STEM scholarships

- Using the findings of the DEL's recent research, the Business sub group should encourage and coordinate STEM businesses to work together to build on the number of scholarships available for talented students studying STEM at our further education colleges and higher education institutions.

RECOMMENDATION 4

Address gender bias

- The Business sub group should work with the Sector Skills Councils and other bodies to help address gender bias especially within the physical sciences and engineering. All funded programmes in this area should take cognisance of this issue.

RECOMMENDATION 5

Develop regional STEM links

- The Business sub group should establish links with STEM businesses/organisations in other regions to build a critical mass. In particular, the group should seek to develop a working relationship with organisations such as Discover Science & Engineering and Engineers Ireland. Such a relationship could potentially open up opportunities to link with various large multinational companies who currently engage through those bodies.

- DCAL, as NI government lead on the creative industries, will work in partnership with industry and regional and national stakeholders to develop the sector in NI and promote those creative industries with strong STEM relevance.

Imperative 2: Alleviate key constraints in the STEM Artery

RECOMMENDATION 6

Address the disparity in STEM performance amongst schools

- Through implementation of 'Every School a Good School: A Policy for School Improvement', DE will ensure a focus on supporting schools to improve outcomes for all pupils, particularly in mathematics (and also in literacy).
- Through the redesign of the specialist schools model, DE will ensure that strengths in teaching science, technology and mathematics are recognised and good practice approaches disseminated more effectively.
- DE will support the next phase of a STEM professional development project for primary teachers which aims to improve the skills and knowledge of teachers involved in the delivery of STEM subjects in core areas.
- DE will support the establishment of a Physics Teachers' Network focusing on the professional development of primary and post-primary teachers in the area of physics in order to improve teaching and learning – and pupil attainment – in the physical sciences.
- DE will ensure better targeting of STEM and business education activities funded through the Department towards those schools which do not have a strong track-record of involvement in STEM-related activities.

- DE will explore the opportunity for the introduction of a specific focus on tackling underachievement in STEM-related subjects into the work of the North/South Educational Underachievement Working Group established under the auspices of the North South Ministerial Council.

- DCAL, through its learning strategy and sponsored bodies, will seek to maximise the uptake of STEM learning and promotional opportunities by schools across NI. The Department will seek more effective and collaborative marketing of such resources, expertise and learning opportunities.

RECOMMENDATION 7

Support primary school teachers in teaching the area of learning, The World Around Us

- DE has already commissioned an audit of resource needs in STEM to inform the development of new resource material for primary schools. In response to this recommendation and the findings of that audit, DE will ensure the production of STEM case studies and STEM-based curricular resources and associated guidance for teachers in Key Stage 2.
- Showcase STEM activities in primary schools.
- DE will deliver a 'STEM in the Primary School' project which will produce STEM case studies and thematic units (curricular resources) for primary schools, with a particular focus on helping schools make STEM connections at Key Stage 2.
- Recognising the impact of the unavailability of suitable resources in the past, DE will ensure the provision of new materials, tailored to the needs of schools that can help promote STEM in Irish-Medium schools.

- DCAL will encourage its Arms Length Bodies to continue development of resources and programmes for learning that are matched to the NI curriculum for schools and specifically STEM related aspects. The development of programmes supporting continuing professional development for teachers will be encouraged as will partnerships that support closer working arrangements with the formal and non-formal education sectors and the adult and life-long learning sector.

RECOMMENDATION 8

Review ongoing developments in mathematics in relation to STEM provision

- DE will introduce new end of Key Stage assessment arrangements for all grant-aided schools that include a focus on numeracy and on use of mathematics as well as on using ICT and that have a clear focus on assessing skills as well as knowledge and on providing progression routes from Key Stage 1 through to GCSE and beyond.
- DE will commission a review of the availability of numeracy-based qualifications at Level 2 to identify whether there is a need to introduce an alternative, equally robust, GCSE-level, numeracy-based qualification for those pupils for whom GCSE Mathematics may not be the best option.
- DE will participate, via its examinations regulator, in the accreditation of new specifications for GCSE science to ensure that the science examinations in schools here are fit for purpose and reflect the needs of the economy.
- DE will review the provision and availability of applied qualifications at Level 2 and Level 3 in the context of the Entitlement Framework to establish gaps in relation to STEM subjects and mechanisms for filling those gaps.

- In order to address the difficulties many young people face in applying their mathematical skills at further education level, DEL will continue to deliver its Essential Skills programme.
- DEL will work with further education colleges to consider a course that can be used to underpin those courses with a strong science and mathematical bias which develops the numeracy skills taught through the Essential Skills programme.
- DCAL will encourage the education sector to make more effective use of the resources, expertise and learning opportunities, provided by its Arm Length Bodies, that support numeracy development and the application of mathematical skills within practical and inspirational settings.

RECOMMENDATION 9

Make STEM learning more enquiry based

- DE will promote the increased use by schools of the new, state-of-the-art, STEM truck, ensuring that the opportunity to avail of its facilities is extended, particularly to primary schools and those schools serving areas of significant social disadvantage.
- In commissioning new resources for primary schools, DE will ensure that there is a particular focus on enquiry-based learning and on providing pupils with opportunities to develop their thinking and problem-solving skills.
- DE will ensure the production of new resources for post-primary pupils at Key Stage 3 that focus on innovative, ICT-based opportunities to enhance STEM learning and teaching and to promote pupils' skills of enquiry and exploration.

- In order to make STEM taught in further education more investigative, DEL will work with Sector Skills Councils and Awarding Bodies at the design and development stage of qualifications, and then providers at the delivery stage, to examine how courses could be adapted, for example, to include more practical elements within the learning unit, or the inclusion of work placements within the taught unit. There is potential to link in with the work being done on STEM curricula at primary, secondary, further and higher education, establishing a streamlined system where STEM is made appealing at all levels. In addition, a potential recommendation arising from the development of the Sector Qualification Strategies / Qualifications and Credit Framework policy may be that all Sector Skills Councils include a section on STEM in their Sector Qualification Strategies NI action plan; The Qualifications and Credit Framework is a new framework for recognising and accrediting qualifications in NI, England and Wales. The framework is at the heart of a major reform of the vocational qualifications system designed to make it simpler to use and understand.
- DCAL will encourage more effective uptake of the resources, expertise and learning opportunities provided by its Arm Length Bodies to facilitate more innovative, engaging, interactive, enquiry based and 'learning by stealth' opportunities .
- Additionally, the future implementation of a revised model to recognise 'excellence' in the sphere of employer engagement will provide opportunities for NI's six further education colleges to focus their delivery on particular niche areas, including those with a strong STEM related focus.

RECOMMENDATION 10

Improve planning at the Key Stage 2 / Key Stage 3 interface

- DE will ensure that STEM specialist schools introduce a specific focus in 2010-11 on sharing information and planning transitions with their partner and main feeder primary schools.
- DE will ensure implementation of the recommendations in the ETI report on the teaching of science within the revised curriculum in primary schools which has a specific focus on co-operation between primary and post-primary schools to ensure that children's science learning is progressive and continuous when they transfer from Year 7 to Year 8.
- DE will use the findings in the recently published ETI report entitled 'An Evaluation of Transition in Mathematics: Primary to Post-Primary' to inform the numeracy component of its new literacy and numeracy strategy and will also communicate the recommendations to schools.
- DE will review the regulations governing the formative record of achievement to ensure that post-primary schools receive relevant information on transferring pupils' progress and achievements so that they can plan teaching in a way that builds on that progress rather than duplicates prior learning.
- DCAL will encourage the education sector to consider how best the range of primary and post-primary learning programmes provided by its Arms Length Bodies can assist with improved continuity and progression from Key Stage 2 to Key Stage 3 so that the teaching of STEM builds effectively upon children's earlier learning.

Imperative 3: Increased flexibility in the provision of STEM Education

RECOMMENDATION 11

Increase the focus on the core sciences and mathematics subject

- DE will ensure a clear focus on attainment in mathematics at all levels up to and including GCSE, recognising the importance of mathematical skills as the basis for learning in all STEM-related subjects.
- As part of the Entitlement Framework, DE will ensure that pupils have access to a broader, more balanced range of courses, including mathematics and in the area of learning of science and technology, that can enthuse and excite young people and enable them to succeed in STEM-related subjects.
- DE will secure increased opportunities for pupils here to participate in competitions, exhibitions and other events designed to increase schools' and pupils' focus on the core sciences and mathematical subjects, ensuring a particular focus on those schools that do not already have a track-record of engagement in such events and on promoting attainment in science and maths at the highest levels.
- DEL has asked the Employment and Skills Adviser to consider the impact of existing funding incentives in further education which are available to the colleges and identify what further incentives (including adopting aspects of STEM as 'priority skill areas') could be introduced to encourage them to increase the number of people studying core STEM subjects.
- DEL will also work with Sector Skills Councils to explore the extent to which they have identified core subjects as 'key qualifications' in their Sector Qualification Strategies

- DEL will continue to provide funding to local universities for 300 additional PhDs in economically relevant areas in 2010/2011. As per the previous two cohorts these will be primarily in STEM areas.
- To inspire, encourage and promote an interest in core sciences and mathematics subjects, DCAL will encourage the education sector to make more effective use of the innovative STEM related resources, expertise and learning opportunities provided by bodies such as the Armagh Observatory and Planetarium, libraries, W5, and National Museums NI.

RECOMMENDATION 12

Facilitate easier two-way transfer between further education and higher education

- DEL will continue to work with the relevant Sector Skills Councils and the further education regional colleges to ensure that Foundation Degrees in STEM disciplines are developed which meet the needs of employers and are industry led.
- DEL through its Apprenticeship NI programme will encourage progression from Level 3 to Foundation Degrees and higher level qualifications.
- DEL will provide funding for the Step-Up programme at the University of Ulster in the North West and Belfast and will give consideration to an expansion of the programme into schools in the East Antrim area.
- DEL will consider what other activities could be introduced to increase transfer routes, informed by the identification of best practice both nationally and internationally.

RECOMMENDATION 13

Reduce barriers to obtaining support in STEM

- The NI Employment and Skills Adviser will be asked to advise DEL on ways in which to encourage employers to offer appropriate work placements and particularly in STEM subjects, scholarships for

students from universities and colleges.

- As part of the Review of Higher Education Tuition Fees, DEL will review the financial support available to students at higher education institutions (including those studying STEM subjects).
- DEL commissioned research undertaken by FGS McClure Waters to examine the impact of introducing bursaries to increase the number of people enrolling at colleges and universities in NI and going on to be employed in STEM areas. This report was received in May 2010. There is little evidence to suggest that bursaries would provide a sufficient return on investment. Instead the report recommends a number of possible options involving industry led scholarships. DEL will work with the Business sub group to take this work forward.

RECOMMENDATION 14

Develop a STEM Continuing Professional Development (CPD) framework

- DE will ensure the provision of new professional development opportunities for teachers designed to promote and support effective STEM teaching in the primary and post-primary sectors within the revised curriculum and to disseminate best practice.
- DE will provide, through the Momentum Project, an opportunity for additional professional development for A level teachers of ICT and Computing which will also provide opportunities for effective engagement between teachers and industry representatives.
- Queen's University has the capacity to address CPD needs through the School of Education and their STEM Schools and they wish to develop closer, more formal, links with specialist subject schools.
- The continuation of an industry standard professional up skilling programme for further education lecturers remains a DEL priority.

- DCAL will encourage regional stakeholders to avail of the STEM related teacher resources and CPD opportunities provided by its Arm Length Bodies – in particular the diverse range of programmes and initiatives delivered by W5 and the Armagh Planetarium. The Department will seek to develop such opportunities in keeping with leading standards and national best practice.

RECOMMENDATION 15

Increase the emphasis on STEM careers advice and guidance

- This recommendation will reflect the work being taken forward by the Business sub group under Recommendation 2, the development of a clear STEM careers path.
- DE will refocus the 'Development of Careers Education, Information, Advice and Guidance for STEM' areas programme in light of the findings of a recent ETI evaluation to ensure that it is effective in promoting STEM-related careers and in raising pupils' awareness and aspirations.
- DEL and DE, through the Careers Advisory Service, will implement the STEM Careers Strategy, outlined in 'Preparing for Success'.
- Schools, colleges and universities along with Sector Skills Councils and other organisations should consider innovative ways in which to better engage with parents to highlight the opportunities that exist within the STEM sector. The programmes, initiatives and infrastructure provided by bodies such as W5, the Armagh Observatory and Planetarium, the libraries and museums can support such endeavours.

- The ELB STEM Careers Group should work with the Business sub group to engage business. They should work closely with the NI Careers Service and with STEM charity bodies such as Sentinus and increase the use of STEM Ambassadors to forge partnerships with schools.

Imperative 4: Government must coordinate its support for STEM

RECOMMENDATION 16

DE and DEL, supported by other relevant Government departments, should develop a clear STEM strategy and vision

- Through the Programme for Government, the Executive has placed a focus on the increased delivery of STEM skills to grow a dynamic and innovative economy.
- A Government sub group has been established as part of a wider STEM Implementation Steering Group. It brings together the key government stakeholders (DHSSPS, DETI, DARD, DCAL, DEL and DE). This group will oversee the implementation of this Government STEM Strategy once it has been approved and consulted upon.

6. STRUCTURES FOR IMPLEMENTATION

RECOMMENDATION 17

DE and DEL, supported by other relevant Government departments, should introduce cross-departmental structures to help develop appropriate STEM strategies and policies

- In addition to the Government sub group mentioned above, DEL is committed to working with Matrix and the IREP delivery groups, with a view to facilitating the development of the skills necessary for emerging market opportunities. Work is being taken forward through the interdepartmental work on the development of IICs and the development of a specific skills delivery system
- DEL, DETI and INI are working together to support new NI based FDI companies by working with colleges and universities to increase the number of people with the skills sought by these companies in order to secure high value employment in NI.
- DCAL will support such cross-departmental activity through its leading role in the creative industries and in the promotion of creativity.

RECOMMENDATION 18

Develop a more proactive approach to managing STEM supply and demand

- Where appropriate, DEL will consider the introduction of conversion courses similar to the Software Professional Course.
- DEL has in place structures to enable employers to articulate their demand for skills at both at a local and regional level. They are supported by labour market information and forecasting exercises, such as Oxford Economic's 'Forecasting of Future Skill Needs in Northern Ireland' report. This demand side model continues to be assessed and improved upon.

- DEL will ensure that its employer engagement mechanisms and existing main streamed provision offered at colleges and universities has the capacity to respond to the STEM skills needs of local businesses.
- In an employer led approach to STEM apprenticeships, DEL will encourage the Sector Skills Councils and employers to develop and bring forward approved frameworks to be funded under the ApprenticeshipsNI professional and technical training provision. The Department will also work with its contracted training organisations to ensure that the quality of STEM apprenticeship programmes meet the standards expected by employers.
- DEL will fund approved frameworks that have been developed for Apprenticeships in STEM areas.

RECOMMENDATION 19

Increase the number of applications for physical sciences and mathematics places in Initial Teacher Education courses

- DE will, as part of the annual process of determining intakes, reflect the need for high quality teachers in STEM-related subjects by ensuring the provision of STEM-related places in Initial Teacher Education matches the needs of schools.

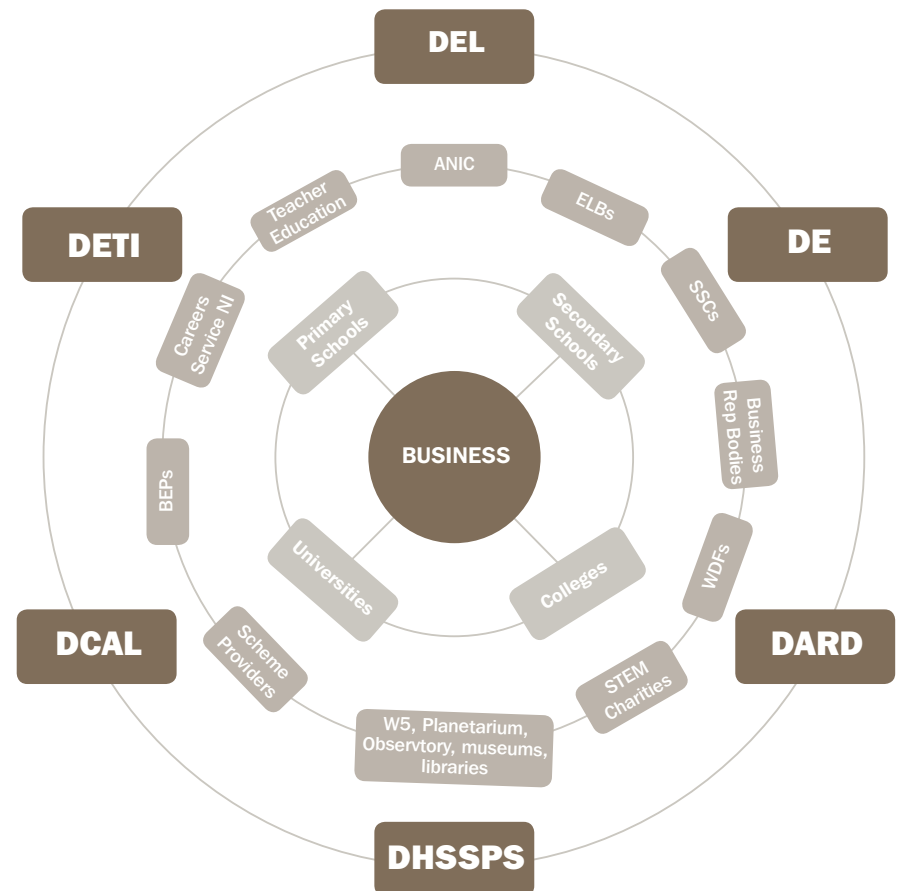
RECOMMENDATION 20

Expand the capacity to respond to critical skills shortages as they arise

- DEL will build upon the existing work being taken forward by the colleges and universities through the introduction of a skills brokerage service.
- Where appropriate, DEL will consider the introduction of conversion courses similar to the Software Professional Course.

As with any Strategy, it is important to create appropriate delivery structures to ensure successful implementation. However, as can be seen in figure 6.1 there are a number of key players within the STEM arena.

Figure 6.1: STEM Key players



7. CONCLUSION AND PRIORITY ACTIONS

The possible appointment of a Government Chief Scientist has been considered in detail a number of times, most recently by DETI in relation to Matrix. This matter is ongoing but it should be noted that DHSSPS and DARD, and to a degree DETI, already have scientific advisers in place. However, it is believed that a 'STEM Champion', who would be a prominent STEM business person, could be identified to chair a 'STEM Implementation Steering Group' and therefore lead the delivery of the STEM Strategy and champion STEM in general to society.

The STEM Implementation Steering Group would then consist of the STEM Champion who would be joined by two representatives from a Government sub group (DE and DEL) and two or three representatives from a Business sub group (see figure 6.2).

The Government sub group includes representation from:

- DEL;
- DE;
- DHSSPS;
- DARD;
- DCAL; and
- DETI.

The secretariat for the overarching steering group and the Government sub group will be provided by DEL in acknowledgement of the tie in between the outcomes of these groups and the Programme for Government skills targets for which it is in the lead.

Each Department will be responsible for the actions which fall to it.

The Business sub group will be led by the STEM Champion and membership will be made up of representatives from business.

From Annex A it is clear that there is a vast array of work already being taken forward in this field by a number of organisations. In addition to this work, this Strategy outlines the actions that Government will take forward with a view to building the supply of STEM skills as the demand for STEM skills grows in the years to come. However, it should be noted that the full implementation of these actions is dependent on resources. Given the current fiscal constraints, the following three areas have been identified as priorities for the Executive to take forward in the short term.

PRIORITY ACTION 1: Coordinate Business Links

As noted in the 'Report of the STEM Review', "only business can provide the credible and strategy leadership to achieve goals". However, the NI economy is predominately made up of micro-businesses employing ten people or less. Engaging with these companies is the single biggest challenge in taking the STEM strategy forward.

Better linkages will facilitate a more coordinated approach to articulating local demand, improving sector attractiveness, highlighting available opportunities, the development of CPD and careers advice and guidance.

Engaging business effectively requires the Business sub group, in conjunction with organisations such as business representative bodies and Sector Skills Councils, to identify and engage companies and encouraging them to link with the likes of Sentinus and government funded bodies to facilitate engagement between businesses and schools.

In establishing these links progress will be able to be made against the business recommendations and will also support the further development of CPD and careers advice and guidance.

PRIORITY ACTION 2: Manage STEM sector attractiveness

There is a clear need to find ways to engage with parents and young people to highlight the opportunities that are available in STEM throughout NI. There is a wealth of information on careers, yet there still remains an apparent lack of awareness of the opportunities and paths that lead to STEM careers.

This process should be improved by building on links between the Careers Service, the ELB STEM Careers Group, other government funded bodies, Sentinus (and other similar organisations) and the use of STEM Ambassadors to forge partnerships with schools. Innovative ways will also need to be considered to reach parents.

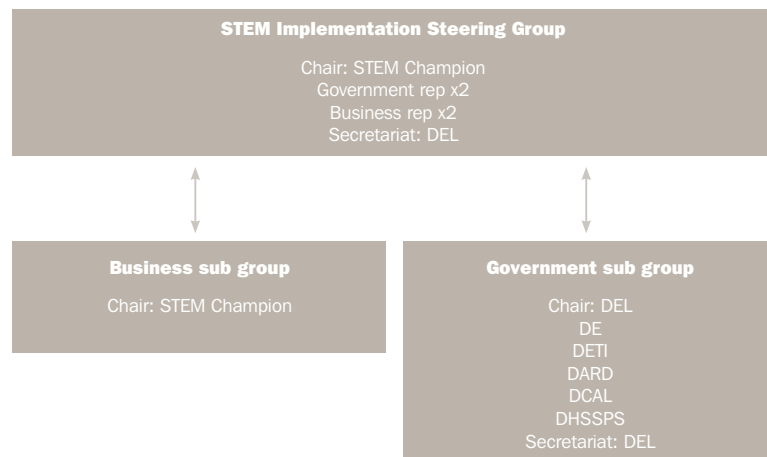
PRIORITY ACTION 3: Facilitate STEM CPD

Professional CPD is essential to help teachers and lecturers in schools, colleges and universities to better contextualise their subjects. It also has a significant influence on initial careers thinking. It is clear that DCAL, through their support for the likes of W5, the Planetarium and the Observatory, has a significant role to play. However, there is a need for business through the Business sub group to facilitate this.

A small cross-departmental team comprising DE, DEL, DCAL and DARD should work together to develop STEM CPD framework and policy. CPD programmes across the ELB should be coordinated ensuring that they work with the Business sub group to facilitate business engagement and support.

This group should also coordinate with the STEM Careers Group to identify opportunities for joint CPD and Careers Education, Information, Advice and Guidance teacher events.

Figure 6.2: STEM Delivery Infrastructure



ANNEX A

CONSULTATION

The 'Report of the STEM Review' made 20 recommendations.

- Do you believe that the activities already taken and those articulated in this Strategy will address these recommendations?
- If not, what else needs to be done?
- Given the pressures on public finances which actions do you believe will make the most difference and should be priority?

Further information:

Telephone: 028 9044 1777

Fax: 028 9044 1810

Email: successthroughstem@delni.gov.uk

Website: www.delni.gov.uk

DEPARTMENT DE

Name of activity	Brief outline of STEM activity	Impact of activity
The Revised Curriculum	The revised curriculum is now in place across all year groups in all grant-aided schools. From Foundation Stage to Key Stage 3, Science and Technology remains a core part of the curriculum. Crucial too to the STEM agenda is the focus of the revised curriculum on skills as well as knowledge and on helping pupils develop the skills of enquiry, innovation and creativity.	By providing much greater freedom for teachers to explore STEM-related learning with pupils in an interesting and innovative way, it is expected that more young people will be inspired by and will choose to pursue STEM related subjects.
Resources to Support Teachers & Pupils in STEM Subjects	To promote STEM and to make STEM-related subjects more interesting, we recognised the need to improve the range and quality of resources available to support schools in delivering high quality teaching and learning DE commissioned the STEM truck, a new, state of the art facility which is the first of its kind on these islands.	This will improve the range and quality of resources available to support schools in delivering high quality teaching and learning and will make STEM-related subjects more interesting and attractive to our young people.
	In 2008, DE launched a specific initiative for the development and dissemination of curricular resources to support the growth of STEM take-up in schools. DE is supporting CCEA in the development and dissemination of curricular resources to promote and support STEM in the primary and post-primary sectors including the development of web-based and other links with national bodies for the promotion of STEM based subjects in Britain and the south and the provision of materials to promote STEM in Irish-medium schools.	This will improve the range and quality of resources available to support schools in delivering high quality teaching and learning and will make STEM-related subjects more interesting and attractive to our young people.
The Entitlement Framework	The Entitlement Framework is designed to ensure that, from Key Stage 4, young people have more equitable opportunity to follow a broader and more balanced range of courses, regardless of the area or type of school in which they are enrolled. Giving pupils greater choice, supported through high quality teaching and with improved careers education, information, advice and guidance, should allow more young people to access and succeed in areas that interest them, including STEM-related areas, and, importantly, to access the more applied courses that are crucial to the future success of our economy.	This will increase the availability of qualifications to pupils (including in STEM) that have currency with employers and higher education providers and that can provide young people with the recognition that their progress merits.

DEPARTMENT DE

Name of activity	Brief outline of STEM activity	Impact of activity
STEM-focused Careers, Education, Information and Guidance (CEIAG)	STEM-focused careers education, information, advice and guidance (CEIAG) is also a crucial element of our efforts to promote STEM subjects and pathways. In 2008, DE launched a specific initiative aimed at improving young people’s knowledge and understanding of the opportunities for entering well paid and challenging careers which require a background in STEM subjects. This work is being led by the ELB and is focusing on the promotion and co-ordination of links between individual STEM based business, STEM specialist and other post-primary schools, and the development of materials to inform young people of STEM related careers and the benefits of seeking employment in these areas.	By promoting STEM-related careers and raising pupils’ awareness and aspirations they will have a better knowledge and understanding of the opportunities for entering well paid and challenging careers which require a background in STEM subjects.
STEM Related Competitions and Exhibitions	DE recognises the important role of STEM-related competitions and exhibitions in promoting interest in STEM in both primary and post-primary schools. It has increased its support for major events such as The BT Young Scientist & Technology Exhibition; Sentinus’ Young Innovators; The Irish Science Olympiad etc.	This will secure increased opportunities for pupils to participate in competitions, exhibitions and other events designed to increase schools’ and pupils’ focus on the core sciences and mathematical subjects and on promoting attainment in science and maths at the highest levels.
STEM Focussed Organisations	The Department funds a number of organisations each year to ensure that they can link schools with business (including STEM) and covering topics such as employability, enterprise, and learning for life and work. These organisations include Sentinus which focuses on stimulating the interests of young people in STEM subjects through the delivery of STEM activities to schools. Sentinus offers a range of programmes for pupils in years 8 – 14 designed to enhance their understanding of STEM-related subjects and make them aware of the exciting career opportunities in these areas.	This will secure increased opportunities for pupils to participate in competitions, exhibitions and other events designed to increase schools’ and pupils’ focus on the core sciences and mathematical subjects and on promoting attainment in science and maths at the highest levels.

DEPARTMENT DE

Name of activity	Brief outline of STEM activity	Impact of activity
Specialists Schools	Through the Specialist Schools Programme, we have 17 schools with specialist designations in science, technology and/or mathematics. These are schools with proven strengths in these areas which are expected to use those strengths not only to drive improvement across other subject areas but to help their partner primary and post-primary schools improve provision in the specialist areas by sharing their good practice.	By sharing information and planning transitions with their partner and main feeder primary schools, it will ensure that strengths in teaching science, technology and mathematics are recognised and that good practice approaches are disseminated more effectively.
The 'STEM Experience'	DE is currently funding 'The STEM Experience', It is planned to run this initiative from 2008/9 to 2010/11 to focus on stimulating interest among young people at the key primary/post-primary transition point. The 2008/9 event was widely viewed as an outstanding success, and was held at four venues throughout the north of Ireland – Belfast, Armagh, QUB, Belfast and The University of Ulster Coleraine. A total of 1,822 primary school pupils from P6 and P7 and 1,842 secondary pupils in years 8 – 10 attended the events accompanied by 239 teachers. The 2009/10 event is planned to involve even more young people than previously.	This will secure increased opportunities for pupils to participate in competitions, exhibitions and other events designed to increase schools' and pupils' focus on the core sciences and mathematical subjects and on promoting attainment in science and maths at the highest levels.
Improving Teaching and Learning in STEM Related Areas	High quality teaching from expert and enthusiastic teachers can make a significant difference to the attitudes and aptitudes of young people. DE commissioned a programme of professional development for teachers to promote and support STEM in the primary and post-primary sectors within the revised curriculum. The programme aims to provide by 2012, professional development to primary and post-primary teachers to support STEM teaching and to disseminate best practice.	This will ensure the provision of new professional development opportunities for teachers designed to promote and support effective STEM teaching and to disseminate best practice.
Promoting the Uptake of STEM-Subjects Post 16	To promote the uptake of STEM related courses post-16 and as part of our work to embed the Entitlement Framework by 2013, we have tasked CCEA to increase the availability of qualifications (including in STEM) that have currency with employers and higher education providers and that can provide young people with the recognition that their progress merits.	This will ensure that pupils have access to a broader, more balanced range of courses, including mathematics and in the area of learning of science and technology that can enthuse and excite young people and enable them to succeed in STEM-related subjects.

DEPARTMENT DEL

Name of activity	Brief outline of STEM activity	Impact of activity
Sector Skills Councils	A number of Sector Skills Councils have submitted proposals through the Alliance for STEM activity that will address recommendations 2, 4 and 11 of the Report of the STEM Review. Research project for renewables / STEM in Northern Ireland schools funded for 2010/11. This is the first research project undertaken by a collaboration of SSCs in Northern Ireland looking specifically at how the education sector and the renewables / low carbon industry interact.	It is envisaged that the proposals will help to raise the profile of opportunities available in the STEM sector. Will help all stakeholders and employers understand the issues relating to STEM careers in the renewables / low carbon industry.
Additional PhDs	The Department is on track to achieve the Programme for Government commitment to "increase by 300 the number of PhD research students at local universities by 2010."	The additional places are confined to areas of economic priority as agreed with the DETI.
Step-Up Programme	The Department provides funding for the Step-Up to Science programme at the University of Ulster. The programme encourages pupils from secondary schools in disadvantaged areas in Londonderry and Belfast to study science at university. The programme has been running successfully for 8 years.	Since the programme commenced in 2000, approximately 700 students have progressed to universities to study engineering related courses/degrees.
STEM Bursary / Scholarship Feasibility Study	DEL commissioned a feasibility study conducted by FGS McClure Watters into possibility of providing a bursary or scholarship to those studying STEM subjects in Northern Ireland further education or higher education institutions.	This study recommends that a limited number of industry led scholarships are introduced.
Engineers Make It Happen	This programme provides accurate information on career prospects and the skill needed in engineering business and industry to a range of stakeholders, in conjunction with Sentinus.	Increase the number of young people entering and experiencing engineering.
Careers Advisory Service	STEM Careers Strategy includes a pilot action plan to examine the potential benefits of providing full time STEM co-ordinators.	Proposals for a revised approach to CEIAG should deliver more coherent arrangements for education/industry links, highlighting the role of STEM and their potential contribution and importance to the local economy.

DEPARTMENT DEL

Name of activity	Brief outline of STEM activity	Impact of activity
Further Education Activities	The six further education colleges in Northern Ireland deliver a wide range of provision in STEM subjects.	Colleges carry out a range of specific activities aimed at increasing participation in, and completion of, provision in STEM subjects at NVQ, A Level, BTEC, HND, Foundation Degree and Degree level. This includes marketing campaigns, which focus exclusively on the promotion of STEM provision; collaboration with NI University partners through the 'Connected Programme' to promote joint projects in STEM curriculum areas; and the development of industry linked Foundation Degree programmes in STEM subject areas.
Belfast Metropolitan College	Belfast Metropolitan College (in conjunction with Northern Regional College, Southern Regional College and North West Regional College) has recently received funding to introduce a Bioscience Skills Academy.	Its aims are to research technical competences and training needs, strengthen industry-connected learning for existing programmes, work with others to promote sector career paths, strengthen value-add linkages between FE and industry, explore areas for all-island benchmarking and collaboration.
Northern Regional College	Direct engagement with various companies including Toyota, Michelin, Schrader Electronics, Ryobi, Lafarge and FG Wilson.	Helps to promote the development of young people within the world of engineering, addressing recommendation 1 and recommendation 20.
	College Engineering staff have (in conjunction with LSDA) drawn up and delivered careers seminars.	Helps to deliver against recommendation 2 of STEM Review.
North West Regional College	EPI Centre established to assist the development of technology in the region.	
Southern Regional College	Open Source Solutions Centre.	

DEPARTMENT DEL

Name of activity	Brief outline of STEM activity	Impact of activity
South Eastern Regional College	Links with Polymer industry.	
South West College	Staff from the college participate in the South West Workforce Development Forum to formally gain feed back from industry on current and future skill requirements including STEM areas.	Impacts on recommendation 1.
	The college works closely with a variety of Sector Skills Councils to anticipate and respond to skills requirements.	Impacts on recommendation 1.
	The college has assisted with the development of a dedicated web portal to support career paths in engineering.	Helps to promote clear paths for STEM students.
	The college has organised dedicated 'engineering for girls' skills workshops in the college.	Assists with recommendation 4 to address gender bias and help with the implementation of targeted STEM activities.
	The InnoTech Centre delivers a programme of outreach STEM activities to schools across Northern Ireland. This includes the carbon footprint for schools, robotics and reverse engineering and 3D scanning programme. To date 24 dedicated events and activities have been delivered to 1500 pupils.	Increases the number and range of STEM activities for schools which could be delivered by science and technology staff from further education colleges.
	South West College is planning to construct a new teaching and exhibition space within the college which will be focused on STEM. The space will be known as the South West College STEM Centre.	Will help to implement recommendation 9.
Queens University	The univeristy's STEM Group has identified strategies to address the lack of engagement with STEM and is targeting the 11 to 13 and the 16 to 18 age groups. A new STEM website will soon be launched, creating a directory of STEM activities throughout the university, co-ordinating outreach and marketing to schools and developing the university's STEM Academy and building stronger engagement with parents.	Better co-ordination of activities, outreach talks and stronger engagement with parents.

DEPARTMENT DARD

Name of activity	Brief outline of STEM activity	Impact of activity
Careers Teachers Conferences	Update on the courses and career opportunities within the agri-food industry aimed at school career and science teachers. One conference hosted by Greenmount and one conference hosted by Loughry Campus.	Raised awareness of STEM courses and careers within the agri-food and rural industries. Event also promoted the facilities at Greenmount and Loughry Campuses. Conferences were attended by 180 career teachers and ELB STEM Careers Advisers. Conferences have initiated interest in future CAFRE interactive displays promoting STEM subjects in schools.
Education Activities	Various events organised by CAFRE at its Campuses and in local schools to promote education programmes in agriculture, horticulture, equine and food and careers in the agri-food industry.	Raised awareness of STEM courses and careers within the agri-food and rural industries with over 4000 young people. These events also promoted the facilities at CAFRE.
Syllabus Support / Curriculum Support	SSS events organised by Loughry Campus and included Microbiology and Chemistry workshops aimed at syllabus support to GCSE and A level Home Economics and Applied Science pupils. Also 12 curriculum support events at Greenmount Campus arranged for schools who were delivering either GCSE in Biology, Environment or Land-based Science, First Certificate in Agriculture, Horticulture, Occupational Studies in Horticulture.	Raised awareness of STEM courses and offered syllabus support in GCSE and A level pupils. Events were attended by 550 Year 11 - 14 pupils.
Lisburn STEM Careers Event (CAFRE)	Event organised by the SEELB STEM Careers Adviser aimed at Year 10 pupils from 12 schools in the Lisburn Area Learning Community Partnership. CAFRE input included interactive displays promoting horticulture, agriculture, equine and food.	Raised awareness of STEM courses and careers within the agri-food and rural industries and promoted selection of STEM GCSE subjects. Event was attended by 1500 Year 10 pupils.
Postgraduate Agricultural and Food Studentships Awards	Eight PhD Postgraduate Studentships are awarded each year to the top applicants meeting the set criteria and obtaining the highest interview scores.	The research topic must meet DARD priority research areas, which are aligned to DARD's Evidence & Innovation Strategy (2009-2013). The studentships make an important contribution to investment in our agri-food and rural community science base and knowledge transfer to practical application.

DEPARTMENT DARD

Name of activity	Brief outline of STEM activity	Impact of activity
Genetic Research, Food and Environmental Microbiology (AFBI)	Programme for this year not yet complete - last year's programme included statutory forest survey, tissue culture/plant physiology, molecular biology tools and nematology/ environmental science. 1 x STEM person.	This placement will take place from 24.05.2010 to 28.05.2010 inclusive. Impact is not yet known but will enable teachers to have some hands on experience in a field they are teaching. Two students currently enrolled, but may be more. Programme for this year not agreed - depends on the needs of the students.
Fisheries and Aquatic Ecosystems & Agriculture Environment (AFBI)	Programme for this year not yet complete.	This placement will take place from 14.06.2010 to 18.06.2010 inclusive. Impact is not yet known but will enable teachers to have some hands on experience in a field they are teaching.

DEPARTMENT DETI

Name of activity	Brief outline of STEM activity	Impact of activity
DETI/MATRIX Support for Pilot CCEA STEMWORKS Project	This pilot project is aimed at involving businesses in support of science teachers in order to deliver the KS3 science curriculum through provision of examples sourced from NI industry. DETI and MATRIX have assisted CCEA in a running a workshop to bring in high technology businesses to explore the potential for helping teachers to enrich science lessons at KS3. This included helping CCEA set objectives and helping to identify suitable business representatives to attend. Work has been progressing steadily with this pilot study with Matrix and DETI continuing to work closely with CCEA and NI businesses as this project evolves.	The MATRIX report has assisted CCEA by providing a strategic market context for the work.

DEPARTMENT DCAL

Name of activity	Brief outline of STEM activity	Impact of activity
Whowhatwherewhenwhy (W5)	W5 is an award winning science and discovery centre at the Odyssey in Belfast. It delivers interactive science and technology exhibits and initiatives which schools and families use throughout the year. Such activity has been developed to support the curriculum and is designed to provide a unique and stimulating experience. W5 has established a range of partnerships and relationships with renowned scientific and educational institutions and local businesses.	W5's mission is to fire the spirit of discovery by unlocking the scientist and creativity in everyone. W5 attracted an audience of 218,969 during 2009/10. This includes 39,149 formal education visitors and 13,004 informal visitors.
W5 – Outreach and Exhibitions	W5 delivers science shows and events in the community and specialist temporary exhibitions throughout the year.	Outreach events occurred in 144 venues and involved 23,966 participants during 2009/10. This included the Young Scientist of the Year at the RDS and involvement in the BBC Bang Goes the Theory road-show in Belfast. Exhibitions during 2009/10 have included: Nature Quest - developed with the NI Environment Agency; Darwin Today; Titanic: Designed and Made in Belfast; Tunnel Visions: developed with NI Water to highlight the Belfast sewers project; Wildlife Photographer of the Year; Leading Lights – photographic exhibition of 19 leading STEM Ambassadors.
W5 - Northern Bank Science and Maths Counts	W5 outreach teams deliver a Science Show to schools and technology workshops to KS2 pupils in rural and urban settings.	Between Oct 2009 and Mar 2010, the initiative has involved 44 schools and 3,228 pupils. Engagement with the business sector.
W5 - Partnership with UK Centre for Excellence in Public Health Research at Queen's University	W5 delivers related programmes to schools and the public. It also delivers a major two year programme funded by the Wellcome Trust entitled Genetics, Risk and Lifestyle: Can I blame it on my genes? This involves CPD for teachers and A-Level workshops.	The Wellcome Trust project is ongoing and involves 500 pupils and 50 teachers. A key impact involves the multiplier effect of CPD for teachers.

DEPARTMENT DCAL

Name of activity	Brief outline of STEM activity	Impact of activity
W5 - Partnership with the Royal Society	W5 helped the Royal Society to deliver its 350th anniversary by developing a high profile programme of public and schools events to celebrate local heroes. These events highlighted scientific achievement from scientists like George Walker, Hans Sloane, Denis Weaire, and Lord Kelvin.	Six school lectures by University Academics from QUB, UU, Plymouth and Exeter and three public events, with two FRS scientists and Kew Gardens. So far the initiative has involved 1,434 participants.
W5 - Partner with GSNI/ BGS Schools Seismology Project	W5 is currently developing an exhibit with Geologists from the British Geological Survey and GSNI to show earthquake activity from around the world.	Raised awareness and interest in the physical sciences.
W5 - Partner with the School of Mathematics and Physics at QUB.	Development of an exhibition on the physics of radiotherapy.	Raised awareness and interest in the physical sciences.
W5 -Teacher In Service Training STEM	A number of W5's education programmes involve teacher in-service as part of the consultation process or for specialist programmes. W5 is involved with a final year joint module for trainee teachers at Stranmillis College. W5 is also delivering eight in-service events for teachers linking university research to the classroom. This is in association with the ELB's and the National Science Learning Centre.	Approximately 80 participants. A key impact involves the multiplier effect of CPD for teachers and trainee teachers.
W5 - Education Programmes and Events	W5 delivers an extensive programme of workshops and events to reflect the revised curriculum of Northern Ireland - promoting learning experiences that are enjoyable, challenging and relevant for each key stage.	During 2009/10, 26,504 pupils have been reached. Programmes are available from Nursery through to A-Level students and link STEM, Numeracy and Literacy to everyday life through practical experimentation and exploration.
W5 - Biodiversity in Your Backyard	W5 secured funding from the Biology and Biotechnology Research Council for this school based programme which targeted Primary 7 classes and tied in with research taking place at School of Biological Sciences at Queen's University Belfast. Teachers were also provided with background information on biodiversity based on current research, links to the curriculum and activities which could take place in the classroom.	134 primary pupils reached. Once back in school, in addition to teacher led activities, the pupils used LearningNI as a tool for independent study and communication, giving them opportunities to discuss the programme with other participating schools. The programme raised awareness of and interest in STEM and the connection between research science and practical applications.

DEPARTMENT DCAL

Name of activity	Brief outline of STEM activity	Impact of activity
W5 - Engineering the Future	W5 secured funding from the Royal Academy of Engineering to deliver an innovative programme exploring the role of engineering in society today. Partnership with the Schools of Mechanical and Aeronautical Engineering; and Electronics, Electrical Engineering and Computer Science at Queen's University and Bombardier Aerospace. Key themes: Reducing the carbon footprint of aeroplanes; Renewable Energy and Transport; and Renewable Energy.	Events were delivered for schools and the general public with an audience of over 600 reached, with 41 engineers trained in public engagement activities. Engagement with the business sector.
W5 - Wind Farm or No Wind Farm?	This event was developed in partnership with Action Renewables and explored whether the Isle of Lewis should have the largest on-shore wind farm in Europe. It was a decision-making exercise where facts, information and expert advice were given to help students to consider the evidence, weigh up arguments and work in groups to come to a decision.	124 students reached in October 2010. Demonstration of the connection between R&D and its practical applications. This event allowed students to enter the decision-making process, taking on the role of planners in a real-life issue, using real information and genuine opinions.
W5 - National Pathology Week	To celebrate National Pathology Week in November 2009, W5 teamed up with the Royal College of Pathologists to develop and deliver a unique and innovative programme of new events.	The event reached 443 students.
	Virtual Autopsy - sheds light on the often misunderstood procedure, the Autopsy or Post Mortem examination, which not only tells us how a person died but also provides vital information to help the living.	KS4 audience - Students went through the process of a genuine post mortem using a model playing a corpse.
	Change of Heart - Moments from the history of pathology were portrayed using drama and comedy, looking at the past, present and possible future of the heart.	KS3 Audience.
	Disease Detectives - How do doctors think? Students learnt how doctors piece together the clues that lead them to a diagnosis and decide what tests are best for each condition.	AS/A level Masterclass.

DEPARTMENT DCAL

Name of activity	Brief outline of STEM activity	Impact of activity
W5 – Irish Origins, Darwin 200: Teachers’ CPD and Linked Schools’ Lecture	To celebrate Darwin 200, W5 teamed up the School of Biological Sciences at Queen’s University to provide an innovative CPD session exploring modern uses of genetics within animal biology. This programme linked to a subsequent A Level lecture for students by Professor Dan Bradley from the Smurfit Institute of Genetics, Trinity College Dublin, relating to human genetics and the story of people’s movement to Ireland.	Teacher CPD. Funding for this programme including sub-cover was secured by W5 through BBSRC.
W5 - Green Teacher of the Year Awards	In partnership with Belfast Harbour Commissioners and Action Renewables, W5 hosted the Green Teacher of the Year Award. Students took part in a fun, interactive demonstration show in W5’s lecture theatre then were challenged to build a wind powered racing machine.	November 2009. 177 participants.
W5 - STEM Careers - ELB STEM Advisors	Working in partnership with the STEM Careers advisors across the ELBs, W5 developed new design concepts, brand imagery and artwork for a series of exhibition stands and brochures to engage young people and their parents with the opportunities presented through STEM careers.	Sept 2009 – Jan 2010. This branding and materials have been rolled out across all post-primary schools in Northern Ireland.
W5 - STEM Careers programme with SEELB / Lecale Area Learning Cluster	Development and delivery of a programme of activities which are linked to career talks for Year 9 students across the Lecale Area Learning Cluster. Activities took place over March 2010. The events at each school included three elements: a) A presentation and overview of STEM Careers and their relevance to everyday life; b) ‘It’s Force of Course!’ Science Demonstration Show; c) Technology Trials Workshop.	The main aim of this programme was to work with the STEM Careers Officers at the SEELB and the Lecale Area Learning Cluster to raise awareness and promote STEM activities and show their explicit links and relevance to future careers within Northern Ireland and beyond. 681 pupils took part in this programme.
W5 - Extended Schools programme – Urban East Belfast	The Extended Schools project was an outreach programme to four urban East Belfast primary schools, organised in conjunction with Elmgrove Primary School. At each of the four schools W5 delivered a 60-minute workshop (Let’s Take Flight) to their after-school P6/P7 classes.	Feb – Mar 2010. 120 pupils reached. All the schools who took part were then invited to a special event day in W5, where the pupils got a Lecture Theatre show (Freeze), a Qwizdom quiz about flight and a special “Paper Flying Machine Challenge” event in the Atrium, as well as a visit to the W5 exhibition floors.

DEPARTMENT DCAL

Name of activity	Brief outline of STEM activity	Impact of activity
W5 - ECO week with Banbridge District Council – March 2010	In partnership with Banbridge District Council, W5 developed and delivered a new demonstration show for Eco Week in March 2010.	The programme reached 1578 pupils from 16 schools across the Banbridge area. Promotion of STEM and sustainability issues.
W5 - Bombardier Supported Events:	In addition to workshops and Demonstration Shows, W5 has developed a range of STEM events for Primary and Post-primary schools: Your Career in Aerospace - As part of a careers initiative led by Bombardier staff, W5 delivers an interactive show on flight, introducing the forces involved and illustrating the challenges facing engineers when designing passenger aircraft. The careers sessions also include information on Bombardier’s ‘Modern Apprentice Programme’, and a tour of the Bombardier factory. Flight Competition – this annual competition continues to grow in popularity with primary and post-primary schools.	Sep 2009 – Mar 2010. More than 450 students reached by this programme. Raised interest and understanding of STEM career opportunities and application to NI industry. 282 pupils and 47 teachers from 23 schools took part in the Flight Competition in 2010. Engagement with the business sector.
W5 - Belfast Zoo	W5 has established partnership events with Belfast Zoo where the W5 outreach team perform events and activities at the Zoo over July which is then followed by a reciprocal visit by the Zoo’s education team to W5.	July 2010 - 145 visitors reached. This increases the capacity and reach of both organisations and will be developed further in 2010/11.
W5 - Conversations with Africa	This programme is funded by the ROI Department of Foreign Affairs and the British Council. W5 worked in partnership with the British Council in Ireland, Northern Ireland, Ghana and Ethiopia, and M.Sc. Students in Leadership for Sustainable Development from the Gibson Institute at Queen’s University Belfast, to develop and deliver this programme for 14-18 year old students. The key aspects included a teachers CPD day; formative outreach programme; in-school project work; and four video conferences at W5.	Sept 2009 – Mar 2010. 3 NI Schools; 4 ROI schools; 2 Ghanaian Schools; 2 Ethiopian Schools. The overall aim of this programme was to engage young people with the issues central to the international poverty reduction agenda and the Millennium Development Goals, in particular ‘Ensuring Environmental Sustainability’.
W5 - First Lego League	The FIRST Lego League is an international competition for students (ages 9-16). Each year the contest focuses on a different real-world topic related to the sciences. The robotics part of the competition revolves around designing and programming Lego robots to complete tasks.	Sept – Nov 2009. 144 pupils reached from 16 schools. W5 works in partnership with IET, SAP, QUB and a wide range of industry sponsors including UU, FG Wilson. Engagement with the business sector.

DEPARTMENT DCAL

Name of activity	Brief outline of STEM activity	Impact of activity
W5 - Near Earth Object	W5 secured funding from the Science and Technology Facilities Council to develop and deliver this STEM challenge.	Oct 2009 – Mar 2010. 483 pupils reached in-house and 284 pupils reached through outreach. The event highlighted how space exploration relates to the science they currently are doing in school, particularly maths and physics.
W5 - Computing and Electronics - Welcome to the Virtual World!	In Partnership with the QUB School of Electronics, Electrical Engineering and Computer Science, W5 delivered a new lecture exploring how these fields of engineering are responsible for most major technological advancements in the last century, including anything from i-pods and mobile phones to high-tech medical equipment, computers and virtual reality.	Mar 2010. 418 students reached. This Lecture was of particular relevance to maths and science students.
W5 - Belfast Sewers Project	Pupils heard from engineers who worked directly on the Belfast Sewers Project before getting their hands on a practical and fun engineering challenge.	Feb 2010. 60 students reached. It provided an excellent opportunity to expose pupils to the challenges and opportunities of real life civil engineering.
W5 - Debating Science Issues	Supported by the Wellcome Trust, this programme challenged students from across Ireland to explore and debate topical biomedical issues, for example Genetic Testing, Stem Cell Research, Nanotechnology and Immunisation programmes. The programme involved W5 and universities from across Ireland.	Jan – Apr 2010. eight schools and 140 students reached. Heats were held in each province with the winners from Ulster, Munster, Leinster and Connacht taking part in a final in Dublin in April 2010. The Ulster Finalists, Our Lady and St Patrick's College, won the overall competition.
National Museums Northern Ireland (NMNI)	NMNI encourages visitors to explore, engage with and enjoy the rich and diverse collections and sites it holds in public trust. NMNI presents inspirational collections that reflect the creativity, innovation, history, culture and people of Northern Ireland and beyond.	Programmes and facilities provide educational, inspiring, interactive, practical and enjoyable learning opportunities that directly support curriculum needs. All educational sessions have been designed and developed by teachers and are delivered by a dedicated learning team. Innovative learning opportunities across all NMNI sites cover Pre-School, Primary and Secondary School activities.
NMNI - 'Figures in the Folk Museum'	Numeracy Trail at Ulster Folk and Transport Museum (UFTM).	Support for increased levels of numeracy at KS3 level.

DEPARTMENT DCAL

Name of activity	Brief outline of STEM activity	Impact of activity
NMNI - 'Science on the Move'	Science Trail in Transport Gallery, UFTM.	Supporting increased levels of science awareness at KS2 and KS3.
NMNI - 'Formula One Event'	UFTM provides venue for this annual event. 500 students participated this year.	Awareness within schools of comparison between 19th/ 20th century technology and 21st century technology.
NMNI - 'Sentinus Young Innovators 2010'	Ulster Museum (UM) and UFTM STEM Ambassadors provide judging.	Promotion of role of museums in STEM provision.
NMNI - 'High Flyers Club'	Partnership with Bombardier Aerospace to investigate flight and design. Flight Gallery UFTM.	350 children per annum participate in this programme. Engagement with business sector.
NMNI - 'Garden Show Ireland'	Investigation of the science of horticulture and issues of sustainability.	Increased awareness of horticulture and sustainability issues.
NMNI - 'Cosmic Explorers'	Partnership with Northern Ireland Space Office and the Armagh Planetarium. 3D space journey celebrating 20th anniversary of Hubble Space Telescope.	Event pending August 2010.
NMNI - 'World Oceans Day'	Partnership event with Northern Ireland Environment Agency exploring the marine environment. Lectures, talks and range of activities in Discover Nature Area, Ulster Museum.	Event pending June 2010.
NMNI - 'RSPB/Ulster Museum Partnership'	Focus on biodiversity and worldwide conservation issues.	Raises awareness of the significance of conservation and the role of museum visitors in conservation.
NMNI - 'Discover Nature'	Focus on biodiversity displays to reflect International Year of Biodiversity.	Raises awareness of local and worldwide biodiversity.
NMNI - Maths Trail	Ulster American Folk Park trail for KS1, KS2, KS3.	Regular usage by school visitors.
NMNI – Ulster Museum formal education classes	Stuffee Inside and Out - KS1; Stuffee, The Full Works - KS2; Dinosaurs to Fossils - KS1; Dinosaurs Were Not Alone - KS2; Minibeasts - KS1; Wild Things - KS1; Master of Disguise - KS1; Life without a Backbone - KS2; Rocks and Landscapes - KS3.	All programmes are delivered to schools from across Northern Ireland. To date programmes have involved around 200 schools.

DEPARTMENT DCAL

Name of activity	Brief outline of STEM activity	Impact of activity
Libraries NI	Libraries NI aims to provide and promote a range of high quality library and information services for everyone in Northern Ireland. A range of services include access to books, resources and newspapers; advice on information sources; reader development; access to cultural information; Local Studies Service; and Arts events. The People's Network provides computers in public libraries giving high speed access to the Internet for everyone.	Libraries provide a dynamic focal point in the community and assist people to fulfil their potential. They are catalysts for learning and community engagement and deliver inspirational education opportunities that are open and accessible to all of the community. A range of learning and outreach initiatives aim to enrich and enhance the lives of individuals and communities.
Libraries NI - Moneyville	Northern Bank project aimed at primary school children. Website linked to revised curriculum and intended to support financial capability and numeracy. Promoted with additional resources through public libraries.	Numeracy development and practical demonstration of maths skills.
Libraries NI - Bookstart	Early learning resources (packs at <1year and 3 years) delivered through a range of partners to all children of pre-school age.	Evidence of impact on children's early numeracy.
Libraries NI - Children's clubs	As part of programme of activities for children, cyber clubs will be running in most flagship libraries by the end of the year promoting safe use of the internet and supporting development of ICT skills.	Engagement of children in ICT.
Libraries NI - Resources	Libraries provide a welcoming, neutral environment for children and free access to a range of resources including free internet access.	89,431 children under 16 years old regularly use libraries in Northern Ireland.
Armagh Observatory	The Vision of the Armagh Observatory is "to build on its position as a thriving astronomical research institute, and to continue to expand our understanding of the Universe and of humanity's place in it." The Observatory's programmes of Science in the Community were assessed as "World-Leading" in the 2008 Research Assessment Exercise.	Astronomy is an imagination driver that stirs people's minds and leads to a more creative and scientific way of thinking. It is well suited for developing cross-cutting educational programmes in STEM. It provides many scientific "hooks" that facilitate a synoptic approach to learning across disciplines.

DEPARTMENT DCAL

Name of activity	Brief outline of STEM activity	Impact of activity
Armagh Observatory – OASES (Over us All is the SEIfsame Sky)	An innovative programme developed by the Armagh Observatory and the Armagh Rhymers, designed to teach primary school children science by using the arts. This activity consists of: astronomy demonstration and questions and answer sessions; astronomy-inspired music and drama workshops; interactive performances; Astro-art workshops; a final show at the Armagh Observatory & Armagh Planetarium with all partnered schools.	This package helps primary school children learn science by playing. Not only does it teach children astronomy (part of "The World Around Us"), music and drama, art and design ("The Arts"), community relationships ("Personal Understanding") but it also inspires them by demonstrating the interconnection between these disciplines, as well as advancing cross-community networking. This and related Astro-Art Fun workshops have a strong connection with the Observatory's involvement in the International Universe Awareness (UNAWA) programme. This provides contacts with international partners and potentially provides links between students in different countries. ("The World Around Us").
Armagh Observatory - FETTU (From Earth to the Universe)	A travelling poster exhibition featuring some of the best astronomy images ever taken. The exhibition, developed by Armagh Observatory as part of the International Year of Astronomy 2009, has already been displayed in 20 locations around the island of Ireland, often in conjunction with other astronomy-related activities.	For primary & secondary schools and general public (lifelong learning). This exhibition inspires the viewer with the beauty of the "World around us", and brings high-quality NASA & ESA images within reach, as well as being a base for teaching various science concepts.
Armagh Observatory - SSC (Discover the Stars at Armagh: School Science Conference)	A biennial schools science conference organized by the Armagh Observatory and the Centre for Cross-Border Studies (CCBS). The meeting includes a plenary lecture by a leading astronomer and a cycle of structured educational activities in the Armagh Planetarium and the Observatory's Library and Human Orrery.	The meeting brings together 250 KS3 students from both sides of the border to learn about astronomy, mathematics and related sciences.
Armagh Observatory - Work-experience and summer projects	Work-experience placements for students, both for second level (Nuffield STEM Bursary Scheme, part of Sentinus) and university level (e.g. undergraduate placements and IAESTE programme).	Students benefit from having hands-on experience of a real research environment to inform later decisions to chose an academic career and/or STEM profession.

DEPARTMENT DCAL

Name of activity	Brief outline of STEM activity	Impact of activity
Armagh Observatory - Faulkes Telescope project	Armagh Observatory astronomers offer specialized advice for students to work on projects using the two 2-metre class telescopes in Hawaii and Australia, remotely controlled from classrooms.	For secondary schools. Students experience controlling state-of-the-art telescopes in real time and collecting their own data for use in projects to be submitted to local and national science competitions.
Armagh Observatory - General public and school lectures	Armagh Observatory organises school and public lectures by renowned scientists.	For secondary schools and general public (lifelong learning). Participants have the opportunity to meet top scientists and listen to topics related to the latest discoveries in the world of science.
Armagh Observatory - Guided tours and visits	Groups of students and members of the public can visit the Observatory and its Demesne. There are approximately 50,000 visitors to the Astropark every year and 900 visitors take part in guided tours of the Observatory. The Observatory's web-sites also receive around 900,000 distinct e-Visitors every year.	For primary & secondary schools and general public (lifelong learning). Participants have the opportunity to enjoy the Observatory Grounds, Astropark and Human Orrery as a unique visitor attraction, leisure facility and outdoor education and learning facility.
Armagh Observatory - PhD student training	Armagh Observatory has a specialized programme of PhD placements. The students have the opportunity to work with world-leading scientists on research projects selected from a variety of astronomy topics.	Skills gained include: writing software/ programming, problem solving, subject-specific knowledge, quantitative data analysis and communication/team working.
Armagh Planetarium	The Armagh Planetarium is Ireland's leading centre for astronomical and space education - for all levels, from nursery through to retirement age. It is internationally renowned and aims to advance and promote the knowledge and understanding of astronomy and related sciences. It offers a curriculum-broadening experience for school visitors, and its educational programme has been redesigned to dovetail with the new curriculum.	It is the Planetarium's unique ability to adapt to changing audience needs that has enabled it to stay at the forefront of science education since its formation. It demonstrates to visitors the amazing objects that exist in the cosmos, but often in such a way that they do not see efforts as formal teaching. All school theatre shows are interactive and presenters and pupils take an active part in the show. The Planetarium calls this "Learning by Stealth".

DEPARTMENT DCAL

Name of activity	Brief outline of STEM activity	Impact of activity
Armagh Planetarium - Primary School Education Programme	Key Stage 1 and 2 interactive shows allow children to explore the Solar System. Other workshops include Rocks from Space, where they are shown how the Moon became covered in craters. They can see and touch a large 140 kg nickel iron meteorite from Campo del Cielo in Argentina. This iron meteorite probably hit the Earth around 4000 - 5000 years ago.	Workshops are designed to make the children think about the consequences of celestial events, like an asteroid impact. These topics can be explored more fully back in the classroom, and teachers will be able to emphasise the cross-curricular nature of such an investigation. Workshops involve discussion and problem solving, and simple tasks that can be carried out relating to the workshop topics.
Armagh Planetarium - Post-primary School Educational programme	"Underneath the Stars" is divided into subsets of Science, Maths, English and RE. At KS3 pupils are encouraged to use their communication, mathematical and ICT skills. They are being taught how to manage information and to use their creativity to solve problems working with their peers. Also available at the Planetarium is an inspirational show about the Christmas Star which is designed to complement the Religious Education unit of the new NI Curriculum.	The Key Stage 3 curriculum is especially rich in links to astronomy and space. There are dozens of opportunities to link the Planetarium's work to the curriculum. Thought-provoking workshops retain their power long after the Planetarium visit is over.
Armagh Planetarium - Nursery School Foundation Stage	The Foundation Stage of the primary curriculum is supported by Nursery School visitors having the chance to explore the Solar System in a way appropriate for their age and ability. This is achieved through storytelling, showing the children the night sky and the patterns in the stars and then allowing the children to respond through artwork and interaction with the presenters.	Nursery School visits are designed to stimulate and inspire young minds and to build a foundation for a lifelong curiosity about the world we live in and science in general. A new in-house show, Little Yellow Star, has been launched for the youngest visitors, plus new summer activities with balloon models of constellations.
Armagh Planetarium - Discovery Primary Science	Armagh Planetarium is a registered Discover Science Centre under the Discover Primary Science program which is being run in conjunction with Discover Science and Engineering. The Planetarium offers a workshop for any primary school from the Republic of Ireland registered as a DPS school. The workshop, entitled Cosmic Collisions, is a mixture of presentations and practical experiments.	The workshop encourages students to work in a team and explore the principles of forces as well as broaden their knowledge about space sciences. The 'Cosmic Collisions' workshop is designed to help children to investigate forces within the realm of space sciences.

DEPARTMENT DCAL

Name of activity	Brief outline of STEM activity	Impact of activity
Armagh Planetarium - Star Dome Outreach	The StarDome inflatable and portable planetarium can travel to locations throughout Ireland to educate audiences of all ages. It can accommodate up to 30 children or 25 adults and offers an educational experience in unique surroundings.	Since 2000 the Stardome has delighted over 100,000 children and adults all over Ireland. All shows are live and the audience is actively encouraged to participate and ask questions. It offers children a chance to come out of the classroom and learn about science in a fun and interactive way.
Armagh Planetarium - Astrogazers Clubs	The Astrogazers initiative has been developed to offer help and support to schools and school astronomy clubs throughout the whole of Ireland.	Students and teachers benefit from joining Astrogazers. Staff provide an in-depth knowledge base for use, whether Schools/pupils are planning a visit to the Planetarium, designing a lesson plan or are completing a homework project. Students and teachers receive a copy of Armagh Planetarium's monthly publication, Astronotes, which contains helpful and informative articles on recent astronomical and space science topics.
Armagh Planetarium - STEM Funding	StarDome - Short talk on space travel and the Solar System followed by a constellation show in a inflatable StarDome, adaptable for all class groups; Rockets - Presentation on the history of rockets and demonstration of different types of rockets, as well as a workshop allowing students to build their own rocket; Electricity and Magnetism - Interactive demonstration using props on electricity and magnetism. Suitable for P4 upwards; Mission to Mars - Exploring life on other planets. Suitable for Key Stage 2& 3.	Armagh Planetarium can offer an extensive range of STEM funded activities tailored to suit particular needs.

DEPARTMENT DCAL

Name of activity	Brief outline of STEM activity	Impact of activity
Armagh Planetarium - ISSET Teacher Training	The Planetarium hosts teacher training entitled 'How to hold your own Space Camp'. This course has been developed by partners at ISSET (International Space School Educational Trust). The teacher training session is presented in a two day course held at Armagh Planetarium. It is delivered by the Planetarium's education team, all of whom have been trained by ISSET. The Planetarium has also arranged to host the entire first year intake from Stranmillis in the new term in Sept-Oct 2010 to give them a practical experience of what the Planetarium can do. Also accepting in service teacher placements, and trainee teacher placements for work experience and to learn about such capabilities.	Teachers are guided through the comprehensive set of Information and Activity Packs provided for the course. This includes a compilation of videos, activities and experiments, which can be run from a laptop. Feedback from teachers who attended courses has been very positive as the interactive practical activities are educational, entertaining and engaging. Space Camp covers a range of topics including: Solar System; Rockets; International Space Station; Exploring Mars; Astronauts.
Armagh Planetarium -Downloads	Astronomy and STEM related downloadable materials. The downloads are supplemented by short instructional and demonstration web videos on YouTube and TeacherTube, made in house, plus new blogs, and Twitter feeds.	The Planetarium, via its website, makes available a wide range of resources for educational and non-profit making uses.
Armagh Planetarium - Astronomy Courses	Armagh Planetarium can present courses and lectures on astronomical topics aimed at adult audiences: for example, Space Exploration; Our Place in the Universe Course; The Night Sky Course. The courses are offered on request and specialist courses can be provided in this way. The Planetarium is also planning to help in running a new Armagh centred GCSE in Astronomy, with St Patrick's (boys), St Catherines (girls) and the Royal School Armagh (both).	Lifelong learning in STEM. The courses are presented as part of QUB Open Learning, but they also earn Credit Accumulation Transfer Scheme (CATS is a UK wide standard) points towards degrees. Similar courses are offered as part of community outreach, for example with the Tara Centre in Omagh.

DEPARTMENT DCAL

Name of activity	Brief outline of STEM activity	Impact of activity
Armagh Planetarium - Northern Ireland Space Office	<p>In 2006 Armagh Planetarium launched the Northern Ireland Space Office (NISO). NISO aims to build on the interest and enthusiasm of teachers already involved in space science projects by developing resources to support all teachers in aligning the potential offered by developing technologies to the requirements of the revised Northern Ireland Curriculum.</p> <p>The NISO has very strong links with the BT Young Scientist competition held in January each year at RDS Dublin, and with ESA HQ in Paris, Munich, Darmstadt, Estech in the Netherlands and Frascati in Italy. NISO also works with FORFAS, Engineers Ireland and various other Rol based bodies.</p>	<p>The resulting resources and support materials will use the context of space to relate science, technology and mathematics to real life. The Space Office mission is to create a learning environment that encourages school children to recognise the importance of science, engineering and technology in modern industry and society.</p>
Armagh Planetarium - ESERO UK initiative.	<p>The Planetarium is the Ireland Space Champion as part of the ESERO UK initiative. There are strong practical collaborative links with ESERO Ireland and Blackrock Castle Observatory in Cork.</p>	<p>This aims to: 1) establish a space education network, bringing coherence to the space education sector; 2) Raise the profile of ESA and the UK space sector within the UK education community and the wider population; 3) Act as a point of contact for teachers and lecturers and other members of the ESERO network when seeking information about space education; 4) Host a Web Portal pointing to space education resources, and a physical resource collection ; 5) Establish several space education champions to promote the work of the space education network throughout the UK.</p>
Armagh Planetarium public interaction: questions	<p>Planetarium staff field many questions from the public: in person when they are visiting; by phone and letter; and also by email. Questions range from identifying “meteorites”, to discussing dangers of Solar Flares, cosmology, and the superstitious material relating to doom and extinction which frequently sweep through the internet community, e.g the 2012 “disaster”.</p>	<p>Increased public knowledge and understanding of astronomy and science.</p>

DEPARTMENT DCAL

Name of activity	Brief outline of STEM activity	Impact of activity
Northern Ireland Screen	<p>Northern Ireland Screen aims to accelerate the development of a dynamic and sustainable screen industry and culture in Northern Ireland. Its mission includes ensuring that a range of learning opportunities enable people to be motivated to enjoy, understand and explore the moving image.</p>	<p>Northern Ireland Screen is a key player in the development of Northern Ireland’s film, television and digital content industries. It also oversees three Creative Learning Centres in Northern Ireland and a range of outreach and education programmes that have a crucial role to play in both the formal and non-formal education sectors in relation to skills development and Moving Image Education.</p>
Northern Ireland Screen - Creative Learning Centres	<p>The 3 Creative Learning Centres, the Nerve Centre in Londonderry, Studio On in Crossnacreev and the AmmA Centre in Armagh, provide a range of unique opportunities for children and young people, teachers, youth groups and youth workers in the creative use of digital technologies. These include digital photography, film and video making, animation and music.</p>	<p>They operate in collaboration with the formal and non-formal education and community sectors and provide a range of sustainable programmes designed to engage young people in new ways of learning and expression. The ethos of the Centres is very much “learning by doing” and this approach makes learning fun, thereby better engaging children and young people, especially those from hard to reach groups. The Centres also provide digital media training for teachers, making a significant contribution to the continued professional development of the teaching force. This is particularly important with the increasing take-up of the CCEA Moving Image Arts qualifications in schools across Northern Ireland.</p>
Northern Ireland Screen - Education Policy	<p>Northern Ireland Screen aims to broaden access to, and develop awareness and understanding of, moving image culture and heritage in Northern Ireland.</p>	<p>Northern Ireland Screen will “Embed the use of moving image and the creative use of related digital technologies in the curriculum in Northern Ireland” by working in partnership with key stakeholders.</p>

DEPARTMENT DCAL

Name of activity	Brief outline of STEM activity	Impact of activity
Northern Ireland Screen - Media and Moving Image Education Courses and Training	Courses and training programmes for two distinct groups: a) Teachers, trainers, educators and others interested in CPD courses in Moving Image Education and b) Those interested in a career in the media industry and professionals wanting to upgrade their skills or wanting to make a career shift.	Lifelong learning and multiplier impact of teacher and youth leader training.
Northern Ireland Screen - MA in Film and Television Management and Policy	Northern Ireland Screen backs the post-graduate MA in Film and Television Management and Policy through the University of Ulster's School of Media, Film and Journalism. This course is for those who wish to develop production and managerial competence and entrepreneurship in relation to the media industries. A Skills Bursary is available from Northern Ireland Screen.	The course will equip students with the entrepreneurial skills, cultural awareness, and organisational understanding necessary for the confident management and promotion of the creative process in film, television and other creative industries. There is a particular emphasis on the audio-visual industries in Northern Ireland.
Northern Ireland Screen - Moving Image Arts at AS and A-Level	Moving Image Arts (MIA) is a qualification in the art of the moving image being introduced to schools across Northern Ireland by CCEA. Moving Image Arts was developed by the British Film Institute and CCEA in collaboration with the Nerve Centre and Northern Ireland Screen. Teacher training and ongoing support is being provided by the Nerve Centre and CCEA.	The qualification is located within the arts curriculum and has a clear focus on the visual arts and its relationship with film. The qualification is enabling art students to develop their creative abilities through actual 'hands-on' digital film-making in the classroom.

ANNEX B

Recommendation	Proposal Actions
Establish a business led STEM framework	<ul style="list-style-type: none"> A STEM Champion and Business sub group are being identified to lead a framework of stakeholders, including the relevant Sector Skills Councils STEM charity bodies, Education and Library Board STEM Careers Group and Business Education Partnerships (BEPs) and other employer representative bodies to work with local companies and facilitate their engagement with both students and teachers within local schools, further education colleges and universities to promote STEM. This group will coordinate existing activity in this field to ensure that activity in this area is properly targeted and uses existing resources efficiently. The Business sub group also needs to work with local STEM companies to improve the attractiveness of the sector. This work should take cognisance of the comments within the 'Report of the STEM Review' relating to the current remuneration within the sector and should facilitate the engagement of the high number of smaller companies to encourage them to work together to highlight the opportunities they have available.
Develop a clear STEM careers path	<ul style="list-style-type: none"> With additional funding from DEL, the relevant Sector Skills Councils will continue to work with employers and the NI Careers Service to develop and promote clear career paths for STEM students.
Introduce prestigious STEM scholarships	<ul style="list-style-type: none"> Using the findings of DEL's recent research, the Business sub group should encourage and coordinate STEM businesses to work together to build on the number of scholarships available for talented students studying STEM our further education colleges and higher education institutions.
Address gender bias	<ul style="list-style-type: none"> The Business sub group should work with the Sector Skills Councils and other bodies to help address gender bias especially within the physical sciences and engineering. All funded programmes in this area should take cognisance of this issue.
Develop regional STEM links	<ul style="list-style-type: none"> The Business sub group should establish links with other STEM businesses/ organisations in other regions within the UK and Ireland to build a critical mass. DCAL, as NI government lead on the creative industries, will work in partnership with industry and regional and national stakeholders in developing the sector in NI and promoting those creative industries with strong STEM relevance.
Address the disparity in STEM performance amongst schools	<ul style="list-style-type: none"> Through implementation of Every School a Good School: A Policy for School Improvement, DE will ensure a focus on supporting schools to improve outcomes for all pupils, particularly in mathematics (and also in literacy). Through the redesign of the specialist schools model, DE will ensure that strengths in teaching science, technology and mathematics are recognised and good practice approaches disseminated more effectively. DE will support the next phase of a STEM professional development project for primary teachers which aims to improve the skills and knowledge of teachers involved in the delivery of STEM subjects in core areas. DE will support the establishment of a Physics Teachers Network focusing on the professional development of primary and post-primary teachers in the area of physics in order to improve teaching and learning – and pupil attainment – in the physical sciences. DE will ensure better targeting of STEM and business education activities funded through the Department towards those schools which do not have a strong track-record of involvement in STEM-related activities. DE will explore the opportunity for the introduction of a specific focus on tackling underachievement in STEM-related subjects into the work of the North/South Educational Underachievement Working Group established under the auspices of the NSMC.

Recommendation	Proposal Actions
	<ul style="list-style-type: none"> DCAL, through its learning strategy and sponsored bodies, will seek to maximise the uptake of STEM learning and promotional opportunities by schools across NI. The Department will week more effective and collaborative marketing of such resources, expertise and learning opportunities.
Support primary school teachers in teaching the area of learning, The World Around Us	<ul style="list-style-type: none"> DE has already commissioned an audit of resource needs in STEM to inform the development of new resource material for primary schools. In response to this recommendation and the findings of that audit, DE will ensure the production of STEM case studies and STEM-based curricular resources and associated guidance for teachers in Key Stage 2. DE will also oversee the development of a STEM microsite which will house additional STEM-related resources for teachers and pupils and to showcase STEM activities in primary schools. DE will deliver a "STEM in the Primary School" project which will produce STEM case studies and thematic units (curricular resources) for primary schools, with a particular focus on helping schools make STEM connections at Key Stage 2. Recognising the impact of the unavailability of suitable resources in the past, DE will ensure the provision of new materials, tailored to the needs of schools, that can help promote STEM in Irish-Medium schools. DCAL will encourage its Arms Length Bodies to continue development of resources and programmes for learning that are matched to the NI curriculum for schools and specifically STEM related aspects. The development of programmes supporting continuing professional development for teachers will be encouraged as will partnerships that support closer working arrangements with the formal and non-formal education sectors and the adult and life-long learning sector.
Review ongoing developments in mathematics in relation to STEM provision	<ul style="list-style-type: none"> DE will introduce new, end of Key Stage assessment arrangements for all grant-aided schools that include a focus on numeracy and on use of mathematics as well as on using ICT and that have a clear focus on assessing skills as well as knowledge and on providing progression routes from Key Stage 1 through to GCSE and beyond. DE will commission a review of the availability of numeracy-based qualifications at Level 2 to identify whether there is a need to introduce an alternative, equally robust, GCSE-level, numeracy-based qualification for those pupils for whom GCSE Mathematics may not be the best option. DE will participate, via its examinations regulator, in the accreditation of new specifications for GCSE science to ensure that the science examinations in schools here are fit for purpose and reflect the needs of the economy. DE will review the provision and availability of applied qualifications at Level 2 and Level 3 in the context of the Entitlement Framework to establish gaps in relation to STEM subjects and mechanisms for filling those gaps. In order to address the difficulties many young people face in applying their mathematical skills at further education level, DEL will continue to deliver its Essential Skills programme. DEL will work with further education colleges to consider a course that can be used to underpin those courses with a strong science and mathematical bias which develops the numeracy skills taught through the Essential Skills programme.

Recommendation	Proposal Actions
	<ul style="list-style-type: none"> DCAL will encourage the education sector to make more effective use of the resources, expertise and learning opportunities, provided by its Arm Length Bodies, that support numeracy development and the application of mathematical skills within practical and inspirational settings.
Make STEM learning more enquiry based	<ul style="list-style-type: none"> DE will promote the increased use by schools of the new, state-of-the-art, STEM truck, ensuring that the opportunity to avail of its facilities is extended, particularly to primary schools and those schools serving areas of significant social disadvantage. In commissioning new resources for primary schools, DE will ensure that there is a particular focus on enquiry-based learning and on providing pupils with opportunities to develop their thinking and problem-solving skills. DE will ensure the production of new resources for post-primary pupils at Key Stage 3 that focus on innovative, ICT-based opportunities to enhance STEM learning and teaching and to promote pupils' skills of enquiry and exploration. In order to make STEM taught in further education more investigative, DEL will work with Sector Skills Councils and Awarding Bodies at the design and development stage of qualifications, and then providers at the delivery stage, to examine how courses could be adapted, for example, to include more practical elements within the learning unit, or the inclusion of work placements within the taught unit. There is potential to link in with the work being done on STEM curricula at primary, secondary, further and higher education, establishing a streamlined system where STEM is made appealing at all levels. In addition, a potential recommendation arising from the development of the Sector Qualification Strategies / Qualifications and Credit Framework policy may be that all Sector Skills Councils include a section on STEM in their Sector Qualification Strategies NI action plan; The Qualifications and Credit Framework is a new framework for recognising and accrediting qualifications in NI, England and Wales. The framework is at the heart of a major reform of the vocational qualifications system designed to make it simpler to use and understand. DCAL will encourage more effective uptake of the resources, expertise and learning opportunities provided by its Arm Length Bodies to facilitate more innovative, engaging, interactive, enquiry based and 'learning by stealth' opportunities.
Improve planning at the Key Stage 2 / Key Stage 3 interface	<ul style="list-style-type: none"> DE will ensure that STEM specialist schools introduce a specific focus in 2010-11 on sharing information and planning transitions with their partner and main feeder primary schools. DE will ensure implementation of the recommendations in the ETI report on the teaching of science within the revised curriculum in primary schools which has a specific focus on co-operation between primary and post-primary schools to ensure that children's science learning is progressive and continuous when they transfer from Year 7 to Year 8. DE will use the findings in the recently published ETI report entitled An Evaluation of Transition in Mathematics: Primary to Post-Primary to inform the numeracy component of its new literacy and numeracy strategy and will also communicate the recommendations to schools. DE will review the regulations governing the formative record of achievement to ensure that post-primary schools receive relevant information on transferring pupils' progress and achievements so that they can plan teaching in a way that builds on that progress rather than duplicates prior learning.

Recommendation	Proposal Actions
	<ul style="list-style-type: none"> DCAL will encourage the education sector to consider how best the range of primary and post-primary learning programmes provided by its Arms Length Bodies can assist with improved continuity and progression from KS2 to KS3 so that the teaching of STEM builds effectively upon the children's earlier learning.
Increase the focus on the core sciences and mathematics subject	<ul style="list-style-type: none"> DE will ensure a clear focus on attainment in mathematics at all levels up to and including GCSE, recognising the importance of mathematical skills as the basis for learning in all STEM-related subjects. As part of the Entitlement Framework, DE will ensure that pupils have access to a broader, more balanced range of courses, including mathematics and in the area of learning of science and technology, that can enthuse and excite young people and enable them to succeed in STEM-related subjects. DE will secure increased opportunities for pupils here to participate in competitions, exhibitions and other events designed to increase schools' and pupils' focus on the core sciences and mathematical subjects, ensuring a particular focus on those schools that do not already have a track-record of engagement in such events and on promoting attainment in science and maths at the highest levels. DEL has asked the Employment and Skills Adviser to consider the impact of existing funding incentives in further education which are available to the colleges and identify what further incentives (including adopting aspects of STEM as 'priority skill areas') could be introduced to encourage them to increase the number of people studying STEM subjects. DEL will also work with Sector Skills Councils to explore the extent to which they have identified STEM subjects as 'key qualifications' in their Sector Qualification Strategies. DEL will continue to offer the majority of its PhDs in economically relevant areas, including STEM. To inspire, encourage and promote an interest in core sciences and mathematics subjects, DCAL will encourage the education sector to make more effective use of the innovative STEM related resources, expertise and learning opportunities provided by bodies such as the Armagh Observatory and Planetarium, W5, and National Museums NI.
Facilitate easier two-way transfer between further education and higher education	<ul style="list-style-type: none"> DEL will continue to work with the relevant Sector Skills Councils and the further education Regional Colleges to ensure that Foundation Degrees in STEM disciplines are developed which meet the needs of employers and are industry led. DEL through its Apprenticeship NI programme will encourage progression from Level 3 to Foundation Degrees and higher level qualifications. DEL will provide funding for the Step-Up programme at the University of Ulster in the North West and Belfast and will give consideration to an expansion of the programme into schools in the East Antrim area. DEL will consider what other activities could be introduced to increase transfer routes, informed by the identification of best practice both nationally and internationally.

Recommendation	Proposal Actions
Reduce barriers to obtaining support in STEM	<ul style="list-style-type: none"> The NI Employment and Skills Adviser will advise DEL on ways in which to encourage employers to offer appropriate work placements and particularly in STEM subjects, scholarships for students from universities and colleges. As part of the Review of Higher Education Tuition Fees, DEL will review the financial support available to students at higher education institutions (including those studying STEM subjects). DEL commissioned research undertaken by FGS McClure Waters to examine the impact of introducing bursaries to increase the number of people enrolling at Colleges and Universities in NI and going on to be employed in STEM areas. This report was received in May 2010. There is little evidence to suggest that bursaries would provide a sufficient return on investment. Instead the report recommends a number of possible options concerning industry led scholarships. The DEL will work with the Business sub group to take this work forward.
Develop a STEM Continuing Professional Development framework	<ul style="list-style-type: none"> DE will ensure the provision of new professional development opportunities for teachers designed to promote and support effective STEM teaching in the primary and post-primary sectors within the revised curriculum and to disseminate best practice. DE will provide, through the Momentum Project, an opportunity for additional professional development for A level teachers of ICT and Computing which will also provide opportunities for effective engagement between teachers and industry representatives. Queen's University has the capacity to address Continuing Professional Development needs through the School of Education and their STEM Schools and they wish to develop closer, more formal, links with specialist subject schools. DEL will continue to support the 'Lecturers into Industry' programme to encourage further education lecturers to spend time in industry. DCAL will encourage regional stakeholders to avail of the STEM related Teacher resources and CPD opportunities provided by its Arm Length Bodies - in particular the diverse range of programmes and initiatives delivered by the W5 and the Armagh Planetarium. The Department will seek to develop such opportunities in keeping with leading standards and national best practice.
Increase the emphasis on STEM careers advice and guidance	<ul style="list-style-type: none"> DE will refocus the Development of Careers Education, Information, Advice and Guidance for STEM areas programme in light of the findings of a recent ETI evaluation to ensure that it is effective in promoting STEM-related careers and in raising pupils' awareness and aspirations. The ELB STEM Careers Group should work with the Business sub group to engage business. They should work closely with the NI Careers Service and with STEM charity bodies such as Sentinus and increase the use of STEM Ambassadors to forge partnerships with schools. DEL and DE, through the Careers Advisory Service, will implement the STEM Careers Strategy, outlined in 'Preparing for Success'. Schools, colleges and universities along with Sector Skills Councils and other organisations should consider innovative ways in which to better engage with parents to highlight the opportunities that exist within the STEM sector.

Recommendation	Proposal Actions
DE and DEL, supported by other relevant Government departments, should develop a clear STEM strategy and vision	<ul style="list-style-type: none"> Through the Programme for Government, the Executive has placed a focus on the increased delivery of STEM skills to grow a dynamic and innovative economy. A Government sub group will be established as part of a wider STEM Implementation Steering Group. It will bring together the key government stakeholders (DHSSPS, DETI, DARD, DCAL, DEL and DE) and will produce and oversee the implementation of a Government STEM Strategy.
DE and DEL, supported by other relevant Government departments, should introduce cross-departmental structures to help develop appropriate STEM strategies and policies	<ul style="list-style-type: none"> In addition to the Government Sub Group mentioned above, DEL is committed to working with Matrix and the IREP Delivery Groups, with a view to facilitating the development of the skills necessary for emerging market opportunities. Work is being taken forward through the interdepartmental work on the development of Industry led Innovation Communities (IICs) and the development of a specific skills delivery system. DEL, DETI and INI are working together to support new NI based FDI companies by working with colleges and universities to increase the number of people with the skills sought by these companies in order to secure high value employment in NI. DCAL will support such cross-departmental activity through its leading role in the creative industries and in the promotion of creativity.
Develop a more proactive approach to managing STEM supply and demand	<ul style="list-style-type: none"> Where appropriate, DEL will consider the introduction of conversion courses similar to the Software Professional Course. DEL has in place structures to enable employers to articulate their demand for skills at both at a local and regional level. They are supported by Labour Market Information and forecasting exercises, such as Oxford Economics 'Forecasting of Future Skill Needs in Northern Ireland' report. This demand side model continues to be assessed and improved upon. DEL will ensure that its employer engagement mechanisms and existing main streamed provision offered at Colleges and Universities has the capacity to respond to the STEM skills needs of local businesses. In an employer led approach to STEM apprenticeships, DEL will encourage the Sector Skills Councils and employers to develop and bring forward approved frameworks to be funded under the ApprenticeshipsNI professional and technical training provision. The Department will also work with its contracted training organisations to ensure that the quality of STEM apprenticeship programmes meet the standards expected by employers. DEL will fund approved frameworks that have been developed for Apprenticeships in STEM areas.
Increase the number of applications for physical sciences and mathematics places in Initial Teacher Education courses	<ul style="list-style-type: none"> DE will, as part of the annual process of determining intakes, reflect the need for high quality teachers in STEM-related subjects by ensuring the provision of STEM-related places in Initial Teacher Education matches the needs of schools.
Expand the capacity to respond to critical skills shortages as they arise	<ul style="list-style-type: none"> DEL will build upon the existing work being taken forward by the Colleges and Universities through the introduction of a skills brokerage service. Where appropriate, DEL will consider the introduction of conversion courses similar to the Software Professional Course.

This page is intentionally left blank

Draft Belfast City Council response to Success through STEM

Do you believe that the activities already taken and those articulated in this strategy will address these recommendations? If not, what else needs to be done?

It is clear from the draft strategy that there is a significant volume of actions planned and under way to address the challenges identified as part of the STEM review. These actions apply across a range of government departments and bodies. It will be important that the implementation of these individual activities is clearly monitored and managed and that consideration is given to the cross-over between individual actions.

In response to the question as to whether these activities will address the recommendations, the current position suggests that a step change is required in order to move from the current position to the recommended levels. It is unclear from the documents whether specific targets have been set. In the absence of specific targets, it will be difficult to ensure that actions are implemented.

Given the pressures on public finances which actions do you believe will make the most difference and should be priority?

In terms of priority actions, it is suggested that focus should be placed on the supply-side measures over demand-side issues.

In line with Priority 2, it is considered that the most critical issues should be to manage STEM sector attractiveness. This should, in particular, address the careers guidance provision, making young people aware of the opportunities and benefits available to them should they choose to study STEM subjects. If this was addressed through the education system, it would prevent the need for re-training or conversion courses. Priority 3 i.e. the need to facilitate STEM CPD is critical in this regard: teachers need to be continually exposed to the business-side implementation of STEM in order to contextualise their teaching.

Dialogue with the private sector will be central to ensuring the relevance of the curriculum in STEM. In this respect, it is important to set in place a framework for structured discussion with the private sector. In recognition of the small business focus of the local economy, it is recommended that local government is engaged in this activity, given that it works closely with a significant volume of local companies that are not in receipt of support from other sources. Belfast City Council is happy to offer support in this regard within our District Council area.

This page is intentionally left blank

**Belfast City Council**

Report to:	Development Committee
Subject:	PLACE
Date:	13 October 2010
Reporting Officer:	John McGrillen Director of Development ext 3470
Contact Officer:	Shirley McCay Head of Economic Initiatives ext 3459

Relevant Background Information

The Council agreed to support the creation of PLACE, the Northern Ireland Centre for Architecture and the Built Environment, in November 2003. Council further agreed in November 2007 to support PLACE for up to three years from March 2008, subject to a business plan which was received.

Council provide PLACE, at no cost, with premises at 40 Fountain Street, Belfast. The premises form part of the area leased to Council for the activities of the Belfast Visitor and Convention Bureau and Belfast Welcome Centre. The premises have limited shop frontage and would be difficult to let. Council also cover the maintenance costs for the space.

PLACE is a working partnership between Belfast City Council and the Royal Society of Ulster Architects (RSUA). The RSUA currently pay the management costs of PLACE, including staff and utilities and are responsible for implementation of the business plan. PLACE are also supported by contributions from the Arts Council, Department for Culture, Arts and Leisure (DCAL), Department for Environment (DOE), Strategic Investment Board (SIB) and Department for Social Development (DSD).

Key Issues

After being established in 2004 by Belfast City Council and RSUA, PLACE is now forming a stand alone legal entity to ensure it is well equipped to continue to deliver on its activities. PLACE is preparing to become a company limited by guarantee with charitable status and independence from RSUA.

Council are committed to support PLACE until March 2011. PLACE now wish to update members on their restructure plans and their proposals for the involvement of Belfast City Council in the future of PLACE.

Current PLACE activities include:

PLACE working with the Department for Social Development, Belfast Regeneration Office to provide a community led development brief for the former Andersonstown Police Barracks.

The PLACE Director Michael Hegarty has been commissioned by Northern Ireland Housing Executive (NIHE) to facilitate community participation in the redevelopment of the Village, Donegall Road, Belfast.

PLACE works in partnership with Belfast City Centre Management, DSD, Cathedral Quarter Steering Group (CQSG) and the developers of Royal Exchange to attempt to secure community participation in the proposed development Royal Exchange.

PLACE is part of the DSD Glen Road Reference Group (Glen 10).

PLACE are working with DOE Planning and Policy Unit, DCAL and the Ministerial Advisory Group (MAG) on policy initiatives and conferences.

Belfast architectural tours in the city centre, lecture series and exhibitions are all facilitated by PLACE.

PLACE currently occupy premises leased to Belfast City Council. Members will be aware that the possible relocation of BVCB and the Belfast Welcome Centre is under economic appraisal. PLACE have indicated that they would like to continue to co-locate with BVCB if possible. Council are currently negotiating an extension to the lease on the premises with the landlord. The current lease terminated on 31 July 2010 and Council applied to the Lands Tribunal for an extension to allow for the completion of an economic appraisal on the possible relocation of BVCB and the Welcome Centre.

Resource Implications

PLACE maintenance costs included in Development Department Plans of approximately £6,000 per annum.

Recommendations

It is recommended that Committee receive a presentation from the Director of PLACE on PLACE restructuring to highlight the rational of the change and the continued commitments to working in Belfast and with the council.

Decision Tracking

Further to agreement a date for the presentation from PLACE to be notified to Members.

Timeframe: October 2010

Reporting Officer: Tim Husbands

Key Abbreviations

BVCB: Belfast Visitor and Convention Bureau
RSUA: Royal Society of Ulster Architects
DSD BRO: Department for Social Development, Belfast Regeneration Office
SIB: Strategic Investment Board
NIHE: Northern Ireland Housing Executive
CQSG: Cathedral Quarter Steering Group
DOE: Department for Environment
DCAL: Department for Culture, Arts and Leisure
MAG: Ministerial Advisory Group

This page is intentionally left blank



Belfast City Council

Report to:	Development Committee
Subject:	Department for Social Development reStore Initiative
Date:	13 October 2010
Reporting Officer:	John McGrillen, Director of Development ext. 3470
Contact Officer:	Shirley McCay, Head of Economic Initiatives ext. 3459

Relevant Background Information

In December 2008 Margaret Ritchie, Minister for Social Development, launched a pilot initiative to attract more shoppers and visitors to the Greater Castle Street area of Belfast. The reStore Castle Street action plan was based on the 'restore DC programme' which currently operates to support small businesses and commercial districts in Washington DC, USA.

Government funding is directly targeted to distinct commercial districts and small retailers and traders. The initiative seeks to provide technical and funding assistance to design and improve streetscapes and building frontages. It further seeks to build the capacity of neighbourhood non-profit organisations to assist businesses and co-ordinate sustainable community driven revitalisation efforts.

Minister Ritchie has further committed the Department for Social Development (DSD) funding to support the traders in the Smithfield/Library Quarter of the city centre as part of the reStore Initiative.

Key Issues

Castle Street/King Street

The Traders Association held a very successful business promotion day in the run up to Christmas 2008. The Traders Association carried out a number of improvements to shop fronts and signage and has completed the installation of several public art pieces which sought to enhance the appearance of the area.

DSD initially provided £150,000 funding to support the implementation of the action plan.

A further £15,000 was provided to complete a number of additional projects which emerged during the latter stages of the initiative – business owners who had initially been reluctant to participate in the pilot became interested when the widespread improvements began to take effect.

The local business community has provided “in kind” contributions to the overall pilot, such as price reductions for goods during the business promotion/fun day in the run-up to Christmas 2008 and offering their professional time to the development and implementation of the initiative.

The time and commitment devoted to the reStore programme by members of the Traders’ Association has resulted in a successful pilot and improvements to the targeted area. In addition, the initiative has encouraged some of the business owners to carry out additional enhancements to their properties.

The group developed a brand and a heritage guide for the area, which aims to attract more visitors/shoppers to the area following the recent improvements. This is in addition to the streetscape improvements completed in the area by DSD as part of the Belfast Streets Ahead public realm programme. Minister Ritchie launched the guide in January 2010.

Smithfield and Union

The aims of the reStore Initiative in Smithfield/ Library Quarter are:

- Self help initiative for businesses
- Financial support to develop a unique brand for the Smithfield Market/Library Quarter area
- To promote the area in more generic terms as a place for shoppers and visitors to visit
- To improve the overall attractiveness of the area

The problems facing the area had been addressed by the North-West City Centre Regeneration Committee (NWCCRC) – a local committee made up of traders, residents and other individuals associated with the area as a whole. It was this committee that considered where the funding was to be spent and their long term vision for the area was the basis on which work proceeded – this is an example of how the reStore Initiative seeks to involve the local personalities and individuals rather than a more generic regeneration plan.

Although the NWCCRC were enthusiastic, DSD found that the project was not moving forward as quickly as desired. It was at this stage that Peter Moore, Belfast City Centre Management (BCCM), was brought in to manage the works.

The project’s main emphasis was on two areas’ capital works which constituted physical improvements to the area, this included shop fronts, signage and aesthetic presentation.

The second element was the re-branding of the area as Smithfield and Union, largely undertaken by the University of Ulster’s Liam McComish. This concentrated on how the area was to present itself within the changing context of marketing and image, trying to attract a higher footfall and tourism.

£98,000 was allocated to the two areas of work and the breakdown of the areas on what the money was spent on was decided after meetings between DSD, BCCM and the NWCCRC.

Recommendations

The Committee is recommended to agree to the request from DSD to make a presentation to a Special meeting of the Development Committee on the reStore Initiatives in Castle Street area and on the work ongoing in the Smithfield and Union area.

Decision Tracking

Further to agreement, a date to be set for a Special Meeting to receive a presentation from the DSD.

Timeline: November 2010

Reporting Officer: Shirley McCay

Key Abbreviations

DSD- Department for Social Development
BCCM- Belfast City Centre Management
NWCCRC- North-West City Centre Regeneration Committee

This page is intentionally left blank



Belfast City Council

Report to:	Development Committee
Subject:	Royal Exchange Regeneration Project
Date:	13 th October, 2010
Reporting Officer:	John McGrillen, Director of Development ext. 3470
Contact Officer:	Pamela Davison, Estates Surveyor ext.3506

Relevant Background Information

The Committee will recall that, at its meeting on 15th September, it had been advised that the Minister for Social Development had agreed to meet with an All-Party Deputation from the Council to discuss the Royal Exchange Regeneration Project.

The meeting took place on 30th September and was attended by the following:

Belfast City Council representatives:

Councillor C. Maskey (Chairman, Development Committee); and Councillors Jones, Mullaghan, J. Rodgers and Rodway.
John McGrillen and Pamela Davison, Development Department, and Jim Hanna, Democratic Services.

Department for Social Development:

Minister Alex Attwood, MLA, Jackie Johnston, Director of Belfast City Centre Regeneration and Carol Ramsey, Project Manager, Royal Exchange Scheme for Belfast City Centre Regeneration

Key Issues

The Members put a number of questions to the Minister specific to the Royal Exchange Scheme, such as a formal method of engagement between the Council, DSD and the developers on the project; the key points of the Development Agreement; the phasing of the development and its impact on existing tenants and landowners; the Minister's position on the DSD's retail sequencing policy; and how cuts on the Department's budget would impact upon regeneration schemes in the city centre.

The deputation also discussed a number of other issues with the Minister, for example, when the masterplans for the North West and South West Quarters of the City are to be taken forward; the Streets Ahead Project; and the opening up of Berry Street to facilitate the redevelopment of Bank Square.

The key points which arose from the meeting were as follows:

- The NI Executive is currently working to develop spending plans for the years 2011-12 to 2014-15 as part of the Budget 2010 process. The Minister has submitted a bid for £110m funding for the scheme for Year 3 of the next Northern Ireland Executive Budget, that is, for 2013/14. The draft budget is scheduled to be announced at the end of October;
- The Minister expressed his support for the Department's policy on retail sequencing and does not share the view of the Council that this should be abandoned and the development be led by market forces;
- Information contained within the Development Agreement was commercially sensitive and the Minister did not feel that it would be appropriate to issue this to the Committee;
- Westfield, the owners of CastleCourt, have continually indicated to DSD that it had evidence that the 3 major schemes for the city centre, that is, Victoria Square, Royal Exchange and an extension to CastleCourt, could be progressed together but despite a number of requests had failed to furnish his Department with the information;
- Perhaps, most significantly, the Minister has agreed to meet a Deputation from the Committee on a biannual basis to discuss issues of mutual interest. However, due to the Elections scheduled to be held in May, 2011, he could give no commitment beyond the current term of office. The Minister suggested that the next meeting be scheduled for January/February, 2011 before the election purdah period; and
- The planning application for the Royal Exchange Scheme is due to be submitted by 31st October 2010 and the Minister was not aware of any reason why the developer would not make the submission. When the next meeting with the Minister is held, the actual boundary of the development scheme will be known and those whose properties are involved, together with the amount of funding to be committed by DSD to the scheme.

Resource Implications

There are no resource implications associated with this report.

Recommendations

The Committee is asked to:

- (I) note the information which has been provided;
- (II) agree that a further report in relation to the Royal Exchange Regeneration Scheme be submitted to the Committee for consideration following the publication of the draft Northern Ireland Assembly Budget; and
- (III) agree that officers, at the direction of the Members, identify which issues the Committee would wish to be brought to the attention of the Minister at the next meeting.

**Belfast City Council**

Report to:	Development Committee
Subject:	QUESTOR Centre Management
Date:	13 October 2010
Reporting Officer:	John McGrillen, Director of Development, ext 3470
Contact Officer:	Shirley McCay, Head of Economic Initiatives, ext 3459

Relevant Background Information

At the September 2010 meeting of the Development Committee, Members asked that additional information on outcomes of QUESTOR membership be provided in order to support the request to extend that membership for a further year.

QUESTOR is a membership-based environmental research cooperative led by Queen's University, Belfast (QUB). It has been operating since 1989 and provides member companies with world-class environmental research focused on their specific needs. It also provides a platform for the transfer of technology and knowledge to member organisations and for the commercial exploitation of research conducted.

The centre serves a select membership made up of environmental regulators and environmentally responsible companies, ranging in size from large multi-national corporations through to forward looking Small and Medium Sized Enterprises (SMEs). Members include BP, Exxon Mobil, Chevron North Sea Limited, Bombardier, Coca Cola Northern Ireland, Northern Ireland Water and the Northern Ireland Environment Agency.

QUESTOR's research expertise is focused on four key areas:

- Waste management and remediation
- Environmental monitoring
- Water and wastewater treatment
- Renewable energy technologies.

Key Issues

As part of Belfast City Council's work to develop the environmental industries sector in the city and to promote more sustainable business development activities, we have

been an associate member of the centre for the last two years.

This membership has allowed us to participate on the Industrial Advisory Board (IAB) – the steering group which determines the strategic direction of the annual research programme. It also allows us to represent the interests of small businesses from within Belfast as the current level of SME membership (£5,000) has proven to be quite prohibitive for those companies.

We are currently working with 6 waste management and renewable energy companies to help them identify collaborative research needs and they will be able to use QUESTOR resources to undertake that research and identify possible commercial exploitation opportunities. Additional work has been undertaken with 12 businesses across Belfast on waste, water and energy management and we are seeking to establish linkages with QUESTOR in order to pilot some research work within those businesses.

The sector is relatively under developed in Belfast at present but it is considered that there is a significant opportunity to build on the recent commercial success such as Harland and Wolff's contract to build two substations for offshore wind farms in Wales.

To set this work in context, it is envisaged that the world market for low carbon and environmental goods and services will be in the region of £3,000billion this year and growing by an estimated 5% year on year, despite the impacts of the recession. In Northern Ireland, the sector is worth £3.3billion with 1,620 businesses employing 30,600 people. It is further anticipated that the promotion of environmental technologies and the development of renewable energy will assist with addressing the impacts of the economic downturn.

At present only 1% of Northern Ireland's energy usage is provided for by indigenous renewable sources with the other 99% being imported. By 2020 at least 15% of the total UK energy consumption must come from renewable sources. More pressing locally is the target recently set by the Northern Ireland Assembly to generate 40% of our total energy consumption from renewables by 2020.

QUESTOR has been successful in the early stages of a competitive process to establish a competence centre for sustainable energy. This will provide a focal point for commercially-focused research and technological development in this field. Invest NI, who administer the programme, has awarded QUESTOR early stage funding to develop a business plan and further define the scope of the centre. The full proposal, if funded, could lead to an investment of up to £10million over a 5 year period into research into renewable energy technologies. It is understood that QUESTOR is keen to have the centre in Belfast, and has expressed a particular interest in the North Foreshore site. This would be hugely significant in terms of the potential to create and sustain high value employment opportunities in emerging technologies in Belfast. Further, the centre will be firmly focused on research with proposals requiring a compelling commercialisation plan which in turn could create new business ventures.

In order to build on the progress made to date, it is proposed that an additional one year's membership should be undertaken. In this year, the following activities would occur:

- Completion of a research and development (R&D) needs analysis of the local environmental business sector
- Convene and run one R&D Funding Seminar for the environmental business

sector

- Engage 5 first time environmental innovators through assistance to secure funding for innovation and R&D to enhance their business competitiveness
- Champion one project at the Industrial Advisory Board for commercial exploitation by local businesses
- Continue discussions with the QUESTOR Team for the development of the Competence Centre for Renewable Energies to involve industry, QUB, University of Ulster and the Agri-food & Biosciences Institute which will address critical renewable energy priorities for the Council and the city.

Resource Implications

Membership would cost £10,000 for a further year.

Recommendations

It is recommended that the Committee approves a further year's membership for the QUESTOR centre and that officers continue to sit on QUESTOR's IAB.

Decision Tracking

If recommendation is accepted, an update will be presented to a future meeting of this Committee.

Time frame: September 2011

Reporting Officer: Shirley McCay

Key Abbreviations

SME – Small to Medium Sized Enterprise

QUB – Queen's University Belfast

IAB – Industrial Advisory Board

R&D – Research and Development

This page is intentionally left blank



Belfast City Council

Report to:	Development Committee
Subject:	Consultation - Support Owner Occupiers in Redevelopment Areas – revised submission
Date:	13 th October 2010
Reporting Officer:	John McGrillen, Director of Development, ext 3470
Contact Officer:	Barbary Cook, Policy & Business Development Manager, ext 3620

Relevant Background Information

The Council has been asked to respond to DSD's new policy to support owner occupiers living in areas undergoing major redevelopment. This policy addresses the problem that "whilst there are a range of interventions already available to allow social or private tenants displaced by regeneration activity to remain in their community post regeneration, there is no similar support available for owner occupiers displaced by this activity." "Whilst compensation is paid [to owner occupiers], it can often fall short of allowing those displaced owner occupiers from buying back into the new housing put back in their old community. These proposals provide opportunities for owner occupiers to remain in their community through the provision of two new options."

SUMMARY of the proposed options

Option 1: Social Housing House Sales Scheme (HSS) Early Buy Out

Owner occupiers already have the opportunity to be re-housed as social tenants in the community post regeneration. However they would need to rent the property for five years before becoming eligible to buy their home and become an owner occupier once again. This option simply removes the five year rule; effectively allowing owner occupiers to be re-housed in a social house within the area under redevelopment and to immediately avail of the House Sales Scheme under similar right to buy arrangements as already exist.

Option 2: Shared Equity

Whilst compensation equating to the full market value of their property is paid to owner occupiers displaced for regeneration activity, it may fall short of the value for a new home put back in the redevelopment or regeneration area. Many owner occupiers have little or no means of making up the shortfall between the valuation of the old and new property. The introduction of Shared Equity gives owner occupiers the opportunity to purchase a new home in the community post regeneration, with any difference in the value of their old and new home held by the Housing Association putting back the new housing.

When availing of this option, the owner occupier must invest the full amount of the compensation from their original property into the new property. The equity share held by the Housing Association will not attract a rental charge provided the ownership of the property remains unchanged.

There are no specific questions for the consultation.

The full proposal is available at:

http://www.dsdni.gov.uk/consultation_document_july_2010.doc

A report was presented to Committee on the 15th September noting a nil response to the consultation as no responses had been received from council staff. It was agreed that Committee, however, that Councillors thought that it was important for Council to respond on this policy question and that several Councillors had specific comments they wished to make.

Democratic Services, on behalf of the Policy & Business Development Unit, re-circulated the consultation document and received the comments described below.

Key Issues

Option 1: Social Housing House Sales Scheme (HSS) Early Buy Out

1. Discount – is the purchaser entitled to a discount? It would appear from the consultation document that the purchaser is not as it states that the discount has already been given under the House Sales Schemes. How could this be the case when the house is to be sold at “current market value” (page 14)? Why would the purchaser purchase this house when it is proposed that there are going to be houses built specifically for private ownership? Why would we encourage the purchase of social houses when private houses are to be built as part of the overall redevelopment plan, if there is not any incentive for doing so?
2. Page 6 refers to the “Renewing Communities”. This scheme proposed Home Purchase Assistance – a subsidy of up to £24,000 to enable the purchase of a new private sector home in an area following urban regeneration. Has this proposal been abolished?
3. The document refers on several occasions to “current market value”. Who sets this? Land & Property Services, the Housing Association, NIHE or an estate agent? When this issue was first discussed with DSD, it was mentioned that the proposal would be that the purchaser would acquire the house at either the “historic value” (i.e. the build cost) or the current market value plus a discount based on the number of years they have lived in the redevelopment area, i.e. “under similar right to buy arrangements as already exist” (page 4). What happened to these scenarios?
4. Disability Adaptations – if the occupants request disability / mobility adaptations before moving in, will they be required to recompense the housing associations for installing them?
5. Legal Costs – on page 10 it states: “Legal Costs in connection to the purchase of the new home can be claimed as part of the Disturbance Payment” and that

the amount payable would be determined by Land & Property Services – how is this to be calculated? Can it be guaranteed that the full costs incurred by the home-owner will be recompensed as part of this overall Disturbance Payment?

6. The consultation period runs until 13th October 2010. What if an owner occupier in the re-development area needs to move into their new home prior to this (e.g. if they move into the new Roden Street development)? Will they have to move with the uncertainty as to whether or not they are able to remain an owner occupier or have to become a social tenant?

Option 2: Shared Equity

7. What happens if an owner occupier takes advantage of the scheme, but later faces financial hardship? For example, if the owner loses their job, is there an option to sell back to the Housing Association and become a tenant in the family home?
8. Negative Equity – are provisions being made for those home-owners in the redevelopment area who have found themselves in negative equity as a result of the vesting? How could they be supported to continue to live in the community when they have found themselves in difficulties with their current mortgage lender?
9. Insurance – on page 16 it states that the Housing Association “may insist on insuring the property through their own agents and will pass this charge directly to the new owner”. Can the new home-owner in turn charge the Housing Association for a percentage of the house insurance that they take out from the Housing Association? It seems nonsense for a property to have two insurance policies out against it.
10. Rent – on page 17 it states that “the Housing Association will be entitled to charge rent on the portion of their equity share from the date the ownership is transferred. How will such transactions be monitored? I.e. will it be incumbent upon the deceased-owner notifying the Housing Association of the change of ownership through some sort of covenant? What if the new owners refuse to pay the rent, will they be evicted or compelled through the courts?

Also in this section it refers to a scenario where the house is bequeathed to someone other than the spouse. How does this sit with the reference on page 18 to situations of joint ownership / single eligibility (i.e. mother and son)? Does he automatically continue with the existing Shared Equity arrangement, i.e. no rent payable or does he have to pay rent? Further, what age does the son, in this example, have to be to benefit from this arrangement? Does he have to be of adult age (18 years) to be able to be named as a joint-owner?

11. There needs to be clarification as to whether or not the Housing Association retains a figure against the property rather than a percentage. For example if the property is worth £100,000, the owner pays £80,000 and the Housing Association retains £20,000 – and later the property becomes more valuable. Does the owner pay the Housing Association £20,000 or will there be interest on this amount?
12. Advance Purchase – on page 18 it states that “those who apply for advance purchase are, by definition opting to move away from the area and, as such, once they accept advance purchase they can not avail of these proposals”. There should be an option for these people to return to the area if they so wish.

13. Housing Need – on page 19 it states that this policy cannot be used by a former owner occupier to acquire a larger home in an area post-regeneration than their housing need supports. This contradicts the scenario in the Village Urban Renewal Area where it is accepted that to clear some of the zones for demolition it may be necessary to move couples into family dwellings; and, indeed, DSD's Lifetime Homes Policy, which accepts that people should be encouraged to move into family houses and remain as long as possible, through adaptations like showers on the ground floor, etc. It is unfair to ask, for example, a couple who live in a 3 bedroom house to downsize if they do not want to.

SOCIAL TENANCY 'PROPOSALS'

14. Social Tenant – in section 5.2 (page 14) it stated that former owner occupiers can “apply and be assessed for re-housing in the normal way and if successful can be allocated a social home in the area as a social tenant without the need to buy any stake in that home”. We would request clarification as to whether or not, under the terms of the proposal, all residents in the redevelopment zones will be defined as “social tenants” and therefore will be entitled to be re-housed in this status in the new houses.

Resource Implications

There are no resource costs associated with this consultation response.

Recommendations

The Committee is asked to :

- Approve the revised response; or
- To suggest additional comments or changes that they feel need to be made, prior to submission to DSD.

Decision Tracking

Further to approval the agreed response will be communicated to DSD.

Timeframe: November 2010

Reporting Officer: Barbary Cook