

Council for Integrated Education

Learning Together
for a Shared Society

Learning Together for a Shared Society: NICIE Strategic Plan 2026–2029



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Developed by Board and Staff of NICIE,
with input from a range of wider stakeholders
and support from Ruth Flood Associates.

Demand for Integrated Education has never been higher, and its potential to promote reconciliation in Northern Ireland has never been greater.

Multiple surveys state that demand for Integrated Education from parents far outstrips available places. Since the start of NICIE's previous Strategic Plan the number of Integrated Schools has increased by 6 to 76 in total, and pupil numbers have swelled to over 28,500. Quality standards and exam results in Integrated Schools are high.

The pace of change, however, is slow.

Only 8.5% of children attend Integrated Schools.

A recent survey showed that 68% of parents said that the barrier to sending their children to an Integrated School was that there isn't one nearby.

There are still significant divisions within society in Northern Ireland.

Only 15% of schools have a greater than 10% mix of students from both the Protestant and Catholic traditions, and almost half of that 15% are the Integrated Schools themselves.

Being Integrated is more than being inclusive or welcoming.

Being Integrated according to the law means intentional mixing and diversity.

How else are we to prepare future generations for a peaceful future in a changing society?

The final say on proposals for Integrated Schools rests with government decision makers, and at the time of writing there are a number of proposals awaiting decisions – we are hopeful for more provision soon.

What is undeniable is the energy and enthusiasm of the public for the simple idea of children from different backgrounds educated in the same classroom together every day.


Integrated Schools have always been opened because of the efforts of parents who want a better future for their children.

The groundswell of support from parents, pupils, schools and support organisations is growing.

NICIE's Strategic Plan 2026–29 seeks to harness this enthusiasm to meet increasing demand and help build peace and reconciliation through Integrated Education.

Eamon Quinn
Chairperson, NICIE

April 2026



Integrated Education
should be accessible to every
family in Northern Ireland
that wishes to choose it
for their child.

1.0 Background

1.1 Strategic Context

Integrated Education has developed over more than four decades as a distinctive and intentional approach to education in Northern Ireland.

Integrated schools bring together children and young people from different religious, cultural and social backgrounds to learn together within the same school community.

In doing so they contribute not only to educational outcomes but also to the wider goal of building a more shared and cohesive society.

Parents have always been at the heart of the Integrated Education movement.

The first Integrated schools were established through the determination of parents who wanted their children to learn together in an inclusive school environment that respected different identities and traditions.

Parents continue to play a central role in the development of Integrated Education, including through the parental ballot process required for school Transformation.

Parental demand remains one of the most important drivers of Integrated Education and the principle of informed parental choice continues to guide NICIE's work.

In 2027 NICIE will mark forty years of supporting Integrated Education.

Over those decades NICIE has worked alongside parents, school leaders and communities to support the creation, development and sustainability of Integrated schools across Northern Ireland.

Through this work Integrated Education has developed a distinctive body of practice which intentionally fosters respect, understanding and meaningful engagement across difference.

Evidence also demonstrates the distinctive contribution that Integrated schools make within the education system.

By the 2024/25 school year, pupil enrolment across Integrated schools is broadly one third from a Protestant background, one third from a Catholic background and one third from a range of other or no religious backgrounds, representing the most significant levels of sustained mixing between pupils from different community backgrounds anywhere in the Northern Ireland education system.

Despite this progress, access to Integrated Education remains uneven across Northern Ireland.

In many areas there is still no Integrated provision, while in others demand for places exceeds supply.

Research consistently indicates strong public support for Integrated Education.

The Northern Ireland Life and Times Survey has found that around 55% of respondents would prefer an Integrated school, while other polling has also indicated strong support for the expansion of Integrated Education.

This Strategic Plan is therefore guided by a clear ambition:

Integrated Education should be accessible to every family in Northern Ireland that wishes to choose it for their child.

1.0 Background (cont.)

1.2 Policy and System Context

The policy framework surrounding Integrated Education has evolved significantly in recent years.

The Integrated Education Act (Northern Ireland) 2022 introduced a statutory duty on the Department of Education to encourage, facilitate and support Integrated Education.

The Act also requires the Department and other public bodies to promote understanding of Integrated Education and to consider parental demand when planning provision.

Following the Act, the Department of Education published Vision 2030: A Strategy for Integrated Education, together with an Action Plan and Benchmark Data. Vision 2030 identifies NICIE as a key partner in delivering actions relating to public understanding of Integrated Education, school Transformation and the strengthening of Integrated ethos.

This Strategic Plan aligns with the actions that NICIE will help deliver as part of the Vision 2030 strategy.

At the same time, the Department of Education is undertaking wider educational reform through the TransformED programme, which seeks to reshape aspects of the education system including curriculum, assessment and the wider structure of provision.

Together these developments signal a period of significant change across education in Northern Ireland.

NICIE's work also takes place within a broader context of investment aimed at promoting reconciliation and mutual understanding. Funding from the Northern Ireland Office is supporting programmes that assist schools exploring or progressing Transformation to Integrated status.

Funding from the Irish Department of Foreign Affairs (DFA), in partnership with the Integrated Education Fund (IEF) has also supported work focused on assisting schools and communities considering Transformation.

While this programme is currently scheduled to conclude in April 2026, the future funding strategy of DFA continues to support Integrated Education as a way to advance the objectives of the Belfast/Good Friday Agreement.

Our work in this area moving forward will continue to be done in partnership with key bodies, including the Integrated Education Fund, whose advocacy and investment in Integrated Education is essential for its further development.

This Strategic Plan also fulfils the requirement within NICIE's Partnership Agreement with the Department of Education for the organisation to maintain a Corporate Plan setting out its strategic priorities and the outcomes it will deliver.

1.3 Demographic Change and Area Planning

The strategic environment for education in Northern Ireland is also being shaped by significant demographic change.

School population projections published by the Department of Education indicate that pupil numbers are expected to decline across the education system over the coming decade.

Overall enrolment across all phases is projected to fall significantly, with primary enrolment expected to decline particularly sharply.

Declining pupil numbers will place increasing pressure on the sustainability of parts of the school estate and are likely to increase the number of schools operating below sustainable enrolment thresholds.

At the same time, the number of pupils requiring specialist educational provision is projected to increase significantly.

This presents further challenges for schools and the wider education system and highlights the importance of ensuring that provision is capable of meeting a diverse range of pupil needs.

While demographic decline presents challenges, it also creates opportunities.

As the school estate evolves to respond to changing pupil numbers, there may be greater scope to reshape provision in ways that better reflect parental preference and emerging educational needs.

In this context, Transformation is likely to remain the most significant pathway for expanding Integrated provision.

Transformation enables existing school communities to respond to parental demand while contributing to the development of a sustainable network of schools across Northern Ireland.

Demographic change is also reflected in the evolving identities of the communities that schools serve.

Northern Ireland has become more diverse over recent decades and patterns of religious affiliation and cultural identity continue to change.

Increasingly, families and young people describe their identity in more varied ways than the traditional binary categories that historically shaped much of the education system.

Integrated schools have long sought to reflect the diversity of the communities they serve.

As patterns of identity continue to evolve, Integrated Education must continue to respond thoughtfully to these changes while remaining rooted in its core principles of inclusion, respect and meaningful integration.

As NICIE approaches its fortieth anniversary, this Strategic Plan includes a commitment to review aspects of NICIE's Statement of Principles, ensuring that they continue to provide clear ethos guidance for schools within a changing social and demographic context.

1.0 Background (cont.)

1.4 Development of this Strategic Plan

This Strategic Plan has been developed through engagement with NICIE’s Board of Directors, staff and stakeholders across the education sector.

Engagement sessions with the Board and staff provided an opportunity to reflect on NICIE’s work to date, consider the changing policy and demographic context and identify priorities for the coming years.

NICIE also sought the views of school leaders through two focus group discussions with principals from Integrated schools.

These discussions provided insights into the opportunities and challenges facing schools and the types of support that would strengthen the sector.

In addition, a survey was issued to a range of stakeholders to gather feedback on NICIE’s work and future priorities.

The perspectives gathered through these engagement activities, alongside analysis of the wider policy and demographic context, have informed the strategic priorities set out in this plan.

1.5 Implementation and Monitoring

This Strategic Plan sets out NICIE’s priorities for the period 2026–2029.

Delivery of the strategy will be supported through annual business planning to ensure that organisational activity and resources are aligned with the strategic priorities outlined in this document and those of the Department of Education.

Each year NICIE will develop an Annual Business Plan identifying the specific actions and milestones required to progress the objectives within each strategic priority.

Progress against the Strategic Plan will be monitored regularly by the NICIE Board of Directors.

Management will provide periodic reports outlining progress against agreed objectives and any adjustments required to respond to changes in the external environment.

Formal progress reports will be presented to the Board at least every six months.

As Dwight D. Eisenhower observed, “plans are nothing; planning is everything.”

The purpose of this Strategic Plan is therefore to provide clear direction for NICIE’s work while retaining the flexibility to respond to new opportunities and challenges as they arise.

1.6 Resources

The delivery of this Strategic Plan is dependent on NICIE having sufficient and sustainable financial and staffing resources to fulfil its role effectively.

As a publicly funded organisation, NICIE operates within a constrained financial environment and must balance increasing expectations with available capacity.

Core funding from the Department of Education provides the foundation for NICIE's work, while additional time-bound funding, including support from the Northern Ireland Office and previously from the Department of Foreign Affairs (Ireland), enables targeted activity, particularly in relation to Transformation.

As some funding streams conclude and others evolve, NICIE will need to prioritise activity, align resources carefully to its strategic priorities and actively seek additional funding opportunities where appropriate.

The pace and scale of delivery across the Promote, Grow and Support priorities, particularly those commissioned via the Vision 2030 Strategy, will therefore be influenced by the level of resources available over the period of this plan.

1.7 Strategic Priorities

To realise the ambition that every family who wishes to choose Integrated Education should have the opportunity to do so, and in the context of Department of Education priorities, NICIE will focus its work over the period 2026–2029 on four interconnected priorities.

1.7 Strategic Priorities



Promote

Promoting understanding of Integrated Education is central to enabling informed parental choice.

While surveys consistently indicate strong public support for Integrated Education, many families do not have easy access to clear information about Integrated schools or the opportunities they offer.

Increasing awareness of the ethos and practice of Integrated Education therefore remains an important priority.

NICIE will work to strengthen understanding of Integrated Education among parents, communities, policymakers and partners across the education system.

This will include sharing evidence of the contribution that Integrated schools make to education and society, supporting schools to communicate their work effectively and engaging with policymakers and stakeholders across the education system.

Improving understanding of Integrated Education within the wider education system is also important.

Public bodies, policymakers and sectoral partners play an important role in shaping the future structure of education through policy development and planning processes.

Ensuring that these stakeholders have a clear understanding of Integrated Education will support its continued development.



Grow

Expanding access to Integrated Education remains central to NICIE's mission.

Although the number of Integrated schools has grown significantly since the 1980s, many families still do not have realistic access to Integrated provision within their local area.

In other areas, Integrated schools are oversubscribed.

In the current demographic context, where overall pupil numbers are projected to decline across the education system, Transformation is likely to remain the most significant pathway for expanding Integrated provision.

Transformation enables school communities to respond to parental demand while contributing to the development of a sustainable network of schools.

New school development will continue to be an option where there is evidence of demand, but no potential for a Transformation exists.

NICIE will continue to support schools and communities exploring Transformation and will work with partners across the education system to ensure that opportunities for Integrated provision are fully considered within area planning and wider planning processes.



Support

Integrated Education is not defined solely by the mix of pupils within a school.

It also depends on how schools intentionally create environments in which children and young people learn with, from and about each other in ways that promote understanding, respect and positive relationships.

Over the past forty years, NICIE has developed significant expertise in areas such as governance, leadership, curriculum development and community engagement that support the Integrated ethos.

NICIE will continue to support schools to sustain and strengthen this work, sharing learning across the sector, providing representation on key fora and helping ensure that Integrated Education continues to provide a meaningful and high-quality educational experience for all pupils.

This period will build on the exponential growth of the 'Excellence in Integrated Education Award', which now has 64% of eligible schools either holding or moving towards achievement of the award.



Enable

Alongside promoting, growing and supporting Integrated Education, NICIE must also ensure that it is organised effectively to deliver its role.

The implementation of the Integrated Education Act and the Vision 2030 strategy has increased expectations of the sectoral support structures surrounding Integrated Education.

NICIE must therefore ensure that its governance, staffing, resources and internal systems are aligned with the responsibilities it is asked to deliver.

As a publicly funded organisation operating within the wider public sector framework, NICIE must ensure that its governance arrangements meet the standards expected of publicly funded bodies.

This includes ensuring that the Board of Directors collectively possesses the skills, experience and oversight required to guide the organisation effectively, alongside maintaining a staff team with the expertise necessary to deliver NICIE's programmes of work.

The development of this Strategic Plan has also provided an opportunity to review and refine NICIE's vision, mission and organisational values, ensuring that they reflect both the evolving policy environment and NICIE's role within it.

Our Vision

A shared society where children and young people embrace being educated together and are supported to:

- Be confident to express their own identity and culture;
- Be respectful of and engage with the identity and culture of others; and
- Recognise unfairness and stand up for justice.

Our Mission

To build peace and reconciliation through Integrated Education.

Our Values

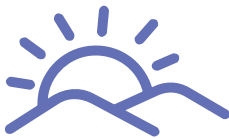
We strive to:



Act with integrity,
consistency and courage



Build connections with
trust and mutual respect



Work with hope, creativity
and adaptability



Live an anti-bias approach,
embracing diversity,
equity and inclusion



Create a positive, safe and
nurturing environment

We collaborate with school communities and others to deliver our four strategic priorities:



1. **PROMOTE** the understanding of Integrated Education and increase demand.



2. **GROW** the accessibility of Integrated Education.



3. **SUPPORT** schools to develop and sustain excellent Integrated Education.



4. **ENABLE** NICIE to be an effective and efficient organisation.

4.1 PROMOTE the understanding of Integrated Education and increase demand.

3 Yr Objective (2026-2029)	Key Activities	Target Outcomes
<p>1. Deliver a coordinated programme of communications and engagement to increase awareness and understanding of Integrated Education.</p> <p><i>Relates to Action 16 DE Vision 2030: DE will work with NICIE to develop and publish a communication and engagement plan focused on improving public understanding of Integrated Education.</i></p>	<p>1.1. Complete a detailed stakeholder mapping exercise to understand key stakeholder groups, how to connect with them and create the assets required to do so.</p> <p>1.2. Develop at least 5 communications campaigns that build knowledge and correct misunderstandings related to Integrated Education, including 3 in partnership with the IEF.</p> <p>1.3. Develop an Excellence in Integrated Education campaign.</p> <p>1.4. Develop a campaign to mark 40 years of NICIE in 2027.</p> <p>1.5. Explore options for managing a group of ambassadors / influencers who could create greater awareness of Integrated Education in NI and promote its benefits.</p>	<p>1a) Information on Integrated Education is more accessible to parents, communities and the wider public</p> <p>1b) Public understanding of Integrated Education is increased</p> <p>1c) More parents and communities actively seek information about Integrated Education.</p> <p>1d) Demand for Integrated Education is strengthened.</p>
<p>2. Deliver targeted engagement and promotional activity in areas where Integrated provision is not currently available.</p> <p><i>Relates to Action 2 DE Vision 2030: DE will commission NICIE to engage with local communities in those localities identified where Integrated Education is not currently available.</i></p>	<p>2.1 Deliver promotional activity in geographical areas without Integrated provision in conjunction with IEF and other relevant partners.</p>	<p>2a) Increased awareness of and demand for Integrated Education in areas where there is no provision.</p>
<p>3) Develop and deliver a targeted engagement programme with public sector decision-makers, focusing on those with limited awareness of Integrated Education.</p>	<p>3.1 Respond to all relevant consultations related to Integrated Education and educational policy.</p> <p>3.2 Develop and deliver an engagement plan prioritising groupings where there is least awareness and understanding of Integrated Education.</p>	<p>3a) Increased understanding of Integrated Education among policymakers, practitioners and key stakeholders through the dissemination and use of research evidence.</p>
<p>4) Contribute to and promote research that strengthens understanding of Integrated Education and informs policy and practice.</p>	<p>4.1 Participate in research steering groups.</p> <p>4.2 Identify any gaps in research that can advance understanding.</p> <p>4.3 Disseminate relevant research findings.</p>	<p>4a) Increased understanding of Integrated Education among policymakers, practitioners and key stakeholders through the dissemination and use of research evidence.</p>

4.2 GROW the accessibility of Integrated Education.

3 Yr Objective (2026–2029)	Key Activities	Target Outcomes
<p>1. Increase the accessibility of Integrated Education to meet demand and support sustainability, including through Specialist Provision.</p> <p><i>Vision 2030: Relates to Action 1: DE will commission NICIE to engage with Integrated schools and EA in the six localities currently identified where Integrated Education is oversubscribed.</i></p>	<p>1.1 Support Integrated schools to meet demand at all phases.</p> <p>1.2 Respond to all Development Proposal public consultations.</p> <p>1.3 Support Integrated schools to create, write and submit Cases for Change as appropriate.</p> <p>1.4 Encourage Integrated schools to develop Specialist provision.</p>	<p>1a) 3 new localities have provision.</p> <p>1b) More pupils have access to Integrated Education</p> <p>1c) % of SEN provision in Integrated Schools reflects the average population.</p> <p>1d) 100% of schools considering a Development Proposal can make informed decisions.</p> <p>100% of schools considering a Development Proposal can submit within area planning timescales.</p> <p>1e) % of available places in Integrated Schools is lower than the average.</p>
<p>2. Support Integrated Education being effectively represented in Area Planning processes</p> <p><i>Vision 2030: Action 7: NICIE to prepare a comprehensive sector profile in the context of the Sustainable Schools Policy.</i></p>	<p>2.1 Actively represent Integrated Education within Area Planning processes at all levels.</p> <p>2.2 Engage with existing schools to understand growth, development and collaborative opportunities.</p> <p>2.3 Collaborate with partners to support new and innovative Area Planning projects.</p>	<p>2a) Area Planning Strategic and Operational Plans account for Integrated Education growth and EA/DE’s statutory obligations.</p> <p>2b) Cross sectoral engagements/ ideas/solutions increase.</p>
<p>3. Support schools that are seeking to Transform</p> <p><i>Vision 2030: Action 4: DE will commission NICIE to issue a ‘Call for Transformation’.</i></p>	<p>3.1 Develop and Implement a 3-year Transformation Support Programme for schools Transforming with new participants annually.</p> <p>3.2 Publish a toolkit for schools Transforming in collaboration with EA and IEF.</p> <p>3.3. Facilitate information sessions with school communities in collaboration with IEF and EA.</p>	<p>3a) Work with partners to support 15 Transformation ballots, 10 cases for change leading to 5 Transformed sustainable Integrated Schools (subject to Ministerial approval).</p> <p>3b) 100% of Transforming Schools engage with the Framework for Integrated Education to improve the Transformation Plan process.</p> <p>3c) 100% of schools Transforming are working towards meeting the legal definition of Integrated Education.</p> <p>3d) Majority of Transforming schools report that the support from NICIE has been effective.</p>

4.3 SUPPORT schools to develop and sustain excellent Integrated Education.

3 Yr Objective (2026–2029)	Key Activities	Target Outcomes
<p>1. Strengthen Integrated ethos development in schools</p> <p><i>Relates to DE Vision 2030: Action 11: DE will work with NICIE and other educational partners to review how the Integrated ethos is developed and promoted within Integrated schools and report on these findings to support further guidance. Action 12: DE will promote the use of a school based self-evaluation 'Framework for Integrated Education' Toolkit. Action 13: DE will support the use of NICIE's Excellence in Integrated Education Award.) Action 19: We will encourage Integrated schools to engage with Aspire PeacePlus</i></p>	<p>1.1 Develop and promote an updated and agreed Statement of Principles.</p> <p>1.2 Support schools to engage with the Excellence in Integrated Education Award and / or the Framework for Integrated Education.</p> <p>1.3 Deliver a programme of support, training and engagement to strengthen Integrated ethos in practice based on the needs of the Integrated Education workforce.</p>	<p>1a) Greater clarity and consistency in the application of Integrated ethos across schools.</p> <p>1b) Increased engagement with the Framework for Integrated Education and/or the Excellence Award (90% of eligible schools engaged).</p> <p>1c) Strengthened confidence among schools in developing and evidencing Integrated ethos.</p>
<p>2. Provide guidance on effective Integrated School governance</p>	<p>2.1 Develop and provide guidance, resources and training to support effective governance in Integrated schools.</p> <p>2.2 Work with sectoral partners to strengthen governance support for Integrated schools.</p>	<p>2a) Governors in Integrated schools are better supported to fulfil their roles effectively.</p> <p>2b) Increased awareness and uptake of governance training and support.</p> <p>2c) Strengthened governance capacity within Integrated schools.</p>
<p>3. Develop leadership and communities of practice in Integrated Education</p>	<p>3.1 Delivery of NICIE forums, including meeting the needs of SEN children.</p> <p>3.2 Delivery of NICIE leadership sessions</p> <p>3.3 Development of online and blended learning opportunities for Integrated education workforce.</p>	<p>3a) At least 95% of Integrated schools engage in NICIE forums, contributing to increased collaboration and shared learning across the sector.</p> <p>3b) At least 50% of Integrated schools participate in NICIE leadership development sessions, strengthening leadership capacity to support high-quality Integrated Education.</p> <p>3c) Increased access to and engagement with blended and online professional learning opportunities across the Integrated Education workforce.</p> <p>3d) Improved confidence among school leaders and staff in leading Integrated ethos and inclusive practice.</p> <p>3e) Professional learning opportunities are responsive to the needs of schools and support continuous improvement across the sector.</p>
<p>4. Deepen and sustain relationships with individual schools</p>	<p>4.1 Maintain regular, proactive engagement with all Integrated schools through named NICIE Support Officers.</p> <p>4.2 Provide responsive, tailored support to schools based on identified needs, including ethos, governance, leadership and development.</p> <p>4.3 Ensure Support Officers maintain an overview of key school data (including enrolment trends and inspection outcomes) to inform engagement and support.</p> <p>4.4 Promote and communicate NICIE programmes, courses and opportunities to all schools.</p>	<p>4a) 100% of Integrated schools have a named NICIE Support Officer and receive regular engagement, ensuring clear access to support.</p> <p>4b) NICIE Support Officers have an informed understanding of each school's context, enabling more targeted and effective support.</p> <p>4c) At least 90% of Integrated schools engage with NICIE across a range of support activities, reflecting strong and sustained relationships across the sector.</p> <p>4d) 100% of Integrated schools receive information on NICIE programmes, courses and events, ensuring equitable access to support and development opportunities.</p> <p>4e) Schools report that NICIE support is accessible, relevant & responsive to needs.</p>

4.4 ENABLE NICIE to be an effective and efficient organisation.

3 Yr Objective (2026-2029)	Key Activities	Target Outcomes
1. Improve understanding of NICIE with all stakeholder groups	<p>1.1 Undertake research to understand stakeholder perceptions of NICIE's role and areas of misunderstanding.</p> <p>1.2 Develop clear materials setting out NICIE's role, services for different stakeholder audiences.</p> <p>1.3 Produce evidence of the impact of NICIE's work to support monitoring of NICIE's performance.</p> <p>1.4 Communicate NICIE's role consistently across stakeholder groups.</p>	<p>1a) Improved understanding of NICIE's role and services among key stakeholders.</p> <p>1b) Greater clarity among stakeholders regarding NICIE's contribution to the development of Integrated Education.</p>
<p>2. Support and implement the strategic review of NICIE</p> <p><i>Relates to DE Vision 2030: "By September 2025, we will review the objectives, resources and funding of NICIE and prepare a report for Ministerial consideration."</i></p>	<p>2.1 Support and engage with the Department of Education in the strategic review of NICIE.</p> <p>2.2 Contribute evidence and analysis to inform the review of NICIE's objectives, resources and funding.</p>	<p>2a) Greater clarity on NICIE's role, functions and resourcing within the education system.</p> <p>2b) Alignment between NICIE's responsibilities and available resources.</p>
3. Effectively manage current organisational resources and consider funding opportunities	<p>3.1 Manage organisational resources in line with NDPB and public sector guidance.</p> <p>3.2 Develop workforce planning and staff development approaches aligned with organisational needs.</p> <p>3.3 Identify and pursue opportunities for additional funding and partnerships.</p> <p>3.4 Develop and implement a funding strategy to support NICIE's work.</p>	<p>3a) Effective and efficient management of organisational resources.</p> <p>3b) Increased capacity to deliver NICIE's strategic priorities.</p> <p>3c) Additional funding and partnerships secured to support delivery</p>
4. Increase organisational effectiveness and compliance	<p>4.1 Deliver a targeted learning and development programme for staff.</p> <p>4.2 Promote staff wellbeing and support a positive organisational culture.</p> <p>4.3 Strengthen organisational systems, including records management and data protection.</p> <p>4.4 Review and update organisational policies and procedures, including ESG and HR policies.</p>	<p>4a) Increased staff capability and confidence to deliver NICIE's work.</p> <p>4b) Improved organisational systems and processes, supporting efficient delivery.</p> <p>4c) Strengthened compliance with governance, data protection and records management requirements.</p> <p>4d) Positive staff wellbeing and organisational culture.</p>



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