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Dear Committee Clerk

RE: Inquiry into Shared and Integrated Education

The Community Relations Council (CRC) welcomes the opportunity to contribute to the Committee's inquiry into Integrated Education and Shared Education.

Education, both formal and informal, can act as a critical player in developing, supporting and achieving reconciliation in our conflict transformation process. This will require a systematic approach to support the embedding and mainstreaming of good relations across and within educational structures, policies, practices and procedures. The presumption that we have parallel and polarised systems that will meet the needs of children and young people should be replaced with a common commitment to enhance and maximise opportunities for meeting, sharing and collaborating on a cross-community basis both at a policy and a structural level.

CRC supports a vision of educating children together, and whilst CRC does not advocate a single uniform model of sharing or integration, it sets at its core the need to ensure the education of children provides maximum opportunities for engagement and enrichment. Local circumstances will require local solutions, and must be supported by a genuine policy priority to help make it happen. Political will and leadership are crucial to the delivery of these educational commitments.

A core element of CRC's intervention, whether policy comment¹ or financial support, has focused on the quality and the sustainability of the contact. CRC advocates for collaborative relationships and engagement, either through legislation, incentivizing or encouragement, and recommends the following principles - equity, diversity, interdependence, welcoming, open, accessible, and safe, to ground this interaction. Utilizing these principles, during the design and development stages of collaboration and partnership, will help set a trajectory that delivers high quality and long-term sustainable engagement, as well as contributing to reconciliation and peace-building.

General Comments

From the outset, the Committee may want to remind themselves of the various international and domestic legislation relevant to the inquiry (Appendix 1). It would also be useful to note the positioning of education in a number of peace accords/negotiations² as important components in our peace process. However, it is

¹ Appendix 3.

² In the context of a society emerging from conflict it is important to bear in mind the focus afforded to educating children together within local political accords. The Belfast/Good Friday Agreement (1998) states that 'an essential aspect of the

the outworking of these agreements into the legislative and policy environment that will ultimately test the commitment of these political commitments.

Finally, a number of legislative and policy instruments already exist which support or have the potential to further support and enhance the education of children together. Appendix 2 draws attention to some of these mechanisms.

Integration and Sharing - Evidence

The policy development process does not take place in isolation. As well as legislation and policy development there are a number of important external influencers. A range of independent reviews and research have been carried out, with each presenting recommendations that seek to influence and generate change. This includes the Strategic Review of the Schools Estate (2006) Report³, and the more recent report from the independent Ministerial Advisory Group (MAG) on the 'Advancement of Shared Education' (April 2013)⁴ which published 20 recommendations⁵. The Minister for Education responded positively to the report.

The report also included a definition of sharing 'shared education involves two or more schools or other educational institutions from different sectors working in collaboration with the aim of delivering educational benefits to learners, promoting the efficient and effective use of resources, and promoting equality of opportunity, good relations, equality of identity, respect for diversity and community cohesion'⁶.

Other research relevant to this current debate includes the NI Commissioner for Children and Young People's research (NICCY) 'Shared Education - the views of children and young people'⁷, and the Northern Ireland Human Rights Commission's (NIHRC) report on 'Education Reform in Northern Ireland-a human rights perspective'⁸.

In addition to this are the studies that examine the benefits of sustained contact, both in terms of education and inter-community relations. For example Vani Borooah and Colin Knox considered a range of independent research as well as the Shared Education Programme [SEP] initiative, and report on the 'significant types of benefits arising from shared education: economic, education and reconciliation benefits'⁹. They conclude that involvement in the SEP initiative would (A) Increase the likelihood of: getting good GCSE's, gaining fluency in a foreign language, and going to University; (B) reaffirm Hughes et al research that 'separate schooling is more

reconciliation process is the promotion of a culture of tolerance at every level of society, including initiatives to facilitate and encourage integrated education and mixed housing². The Hillsborough castle agreement also included a pledge from the British government to gift four former military bases to the NI executive highlighting an expectation that land in Omagh would be used for an educational campus²

³This report called on government to 'provide tangible support to schools that are actively engaged in sharing with other schools, or schools that are developing an inclusive environment in recognition of the diversity of their pupils' religious, cultural and ethnic backgrounds' http://www.deni.gov.uk/letter_and_statement.pdf

⁴ Ministerial Advisory Group on Advancing Shared Education – Terms of Reference; http://www.deni.gov.uk/shared_education_advisory_group_terms_of_reference.pdf

⁵ Recommendations were presented under 5 themes a) mainstreaming shared education b) supporting schools in shared education c) schools and other educational institutions d) area-based planning and the schools estate, and finally e) academic selection. <http://www.gub.ac.uk/schools/SchoolofEducation/MinisterialAdvisoryGroup/FinalReport/>

⁶ MAG Report-Page 7

⁷ http://www.niccy.org/downloads/2013/publications/Adult_Report.pdf

⁸ <http://www.nihrc.org/index.php/news/item/download/48>

⁹ http://www.niassembly.gov.uk/Documents/RaiSe/knowledge_exchange/KESS-01-11-2012.pdf Page 2.

likely to contribute to 'own' group bias, stereotyping and prejudice¹⁰ and that educational contact is valuable 'as a mechanism for promoting more harmonious relationships that can help promote social cohesion in a society that remains deeply divided'¹¹; and finally (C) budgetary savings e.g. creating sustainable schools, as well as estimated savings of £80m per year¹² to society regarding reduced police costs and increased foreign investment due to reconciliation benefits.

Lastly, it is important to pay attention to the aspirations of society in this area. Opinion polls regularly highlight the high levels of support for educating children together e.g. '79% of parents interviewed said they would back a move to transform their child's school to integrated, while 66% of all people questioned believe integrated schools should be the main model of our education system. Furthermore more than two-thirds said an integrated school best prepares children for living and working in a diverse society'¹³.

Integration and Sharing – Practice

There are many models and approaches that impact positively on collaboration and partnership between schools on a cross-community basis e.g. the department's Community Relations Equity and Diversity (CRED) Policy and Enhancement Scheme; whilst others are financially supported by external and international funders e.g. the International Fund for Ireland (IFI) and Atlantic Philanthropies (AP) support the 'Sharing Education Programme'¹⁴, and the IFI Sharing In Education Programme, and the Integrated Education Fund (IEF)¹⁵ through a range of grants¹⁶.

Recent announcements commit further investment for shared education such as Atlantic Philanthropies¹⁷, as well as the anticipated investment from Peace IV which will be allocated to support 'shared education initiatives'. This range of financial support signifies a huge commitment to encouraging and supporting schools to work and bring children together.

However, whilst these practical interventions produce positive outcomes they affect a small number of children. The current £25 million funding from philanthropy organisations for sharing involves approximately 10,000 children (approximately 2% of the school population)¹⁸, and the formal integrated sector represents 62 integrated schools (42 primary and 20 post-primary) which educates just over 21,500 children and young people. So whilst they are delivering constructive and tangible outcomes it could be viewed as having limited success. Moreover, given that some of the external money is a transitory measure, it could be argued that there is a limit to its

¹⁰ Hughes, J. (2011) 'Are Separate Schools divisive? A Case Study from Northern Ireland' *British Educational Research Journal* 37(5) 829-850.

¹¹ Hughes, J., Lolliot, S., Hewstone, M., Schmid, K. and Carlisle, K. (2012) Sharing Classes between Separate Schools: a mechanism for improving inter-group relations in Northern Ireland? *Policy Futures in Education* 10(5).

¹² Borooah, V. and Knox, C. (2011) *The Economics of the Shared Education Programme*. University of Ulster

¹³ <http://www.ief.org.uk/2013/02/28/recent-poll-shows-overwhelming-support-for-integrated-education/>

¹⁴ www.schoolsworkingtogether.co.uk

¹⁵ Since its foundation in 1992, the Integrated Education Fund has made grants totalling over £15 million to schools and groups; <http://www.ief.org.uk/about-us/what-we-do/projects-made-possible/>

¹⁶ Other grants include Support for Library Resources at Transforming Integrated Schools, Support for Existing Integrated Schools, Support for a Fledgling Grant Maintained Integrated Primary School, Grants for projects supporting newcomers and cultural diversity, Additional support for schools still growing, and Support for other small or unique/one off projects.

¹⁷ 'Robinson and McGuinness announce £58million investment'. OFMDFM Press Release 17 September 2014.

¹⁸ Alan Smith, UNESCO. <http://15yearson.com/2013/04/08/is-the-government-planning-for-separate-development/>

success unless the learning and practice is strategically supported by the department. There is a danger programmatic interventions are prioritised and becomes the status quo which could result in limited opportunities for systemic change.

It is crucial for the department to give serious consideration as to how sustained and high quality contact will be secured post-external investment. CRC's response to the Peace IV consultation highlighted the importance of seeking assurances for supporting the development of a commitment from the governing structures – both local and departmental, to tackle the issue of sustainability and quality of contact during and post-Peace IV. These new monies are valuable and need to build on previous interventions – they should not be viewed as more of the same but rather grasped as an opportunity to support long-lasting structural change that enable sustainable, high quality contact across the various educational structures and personnel after Peace IV.

Moving forward

The following comments are CRC's views as to how this could be achieved. There are 4 key drivers in relation to educating children together:

- **Policy**

The advancement of policy, political and economic priorities requires strategic political leadership is critical, therefore the Minister of Education and the Department should give greater strategic direction to the schools sector to ensure the teaching and practice of good relations is successfully mainstreamed across all schools.

Current practice and evidence must have a stronger influence on the development of educational policy in order to improve educational outcomes and advance sharing. Then recommendations from the MAG should be implemented.

- *Area Planning*

The recent consultation process on area-based planning did not convince CRC that due consideration had been given to the legislative and policy commitments e.g. Programme for Government (PfG) commitments to 'substantially increase the number of schools sharing facilities by 2015', Together: Building a United Community (TBUC) commitments of creating 10 Shared Campuses, DE's CRED policy and enhancement scheme, area learning communities and the suite of projects supported by external supporters. Area based planning should require schools to explore options for sharing, with a clear public preference for those options which promote normalised interaction and engagement. Embracing this as a priority will help deliver a schools estate that meets the needs of children in all localities.

- *Facilitative Dialogue*

Where schools are at risk of being closed or new schools are planned, local communities should be kept fully informed of the opportunity for possible collaborations. Wide scale direct debate with parents and children should be encouraged and facilitated at area based planning level. A deliberative poll exercise took place in Omagh in 2007 which facilitated discussions between parents on

models of education provision in their locality. The final report revealed that people wanted more sharing with 71% specifically stating that they would support integrated education¹⁹. Those responsible for planning the schools estate should proactively engage with parents and the wider community and examine all options for increased sharing on a cross-community sectoral basis.

- *Legislation*

Appropriate legislation should be developed to ensure shared education is strategically advanced. CRC called for amendments to the current bill regarding the promotion of Shared Education during the Committee Stage of the Bill. Furthermore, the MAG Report included a definition of shared education. This needs to be translated into law.

It is important the Committee inquiry consider current Assembly deliberations on the current bill, as well as any future legislation.

Barriers

- *Legacy*

Our historical context and the legacy of the conflict are other obvious barriers, and it is clear current levels of communal segregation in our society are reflected within the education estate. For example, QUB research (2009) reported that children and young people from six communities still remained significantly affected by the conflict and that *“violence has remained a part of everyday life for children and young people living in communities defined by uncertainty, unease and the continued presence of paramilitaries and dissidents”*²⁰. Dealing with the past remains a huge problem for the youth of our society, and despite the experience of relative peace by many children and young people, the traditions of the past continue to impact on their lives.

Teachers have also noted concerns about the impact of sectarianism²¹ on pupil relationships. This poses a potential threat to interaction and could result in avoiding or minimising this type of engagement because of the risk factor.

- *Policy*

Integrated and shared education policy must be viewed as a part of the family of strategic policies – they are crucial in the long-term process of normalising interaction and meaningful engagement.

Area planning proposals were weak regarding shared and integrated education. Many options for mergers and collaborations were proposed on a cross-sectoral basis, but there were few on a cross-community basis. A generic commitment to ‘collaboration’ cannot be allowed to disguise the imperative for inter-sectoral sharing. It is noteworthy that responses to the SIEP evaluation indicated that *‘less than half of respondents from all school sectors felt that current education policy supported cross-sectoral collaboration’*, despite the fact that *‘a majority of all head teachers*

¹⁹ <http://cdd.stanford.edu/polls/nireland/2007/omagh-report.pdf>

²⁰ Haydon, D., McAlister, S., Scraton, P. (2009) *Childhood in Transition* Experiencing Marginalisation and Conflict in Northern Ireland. QUB, Save the Children, The Prince's Trust

²¹ ‘Teachers specifically suggested that they were worried about pupil sectarianism or general hostility between pupils’, SCHOOL PARTNERSHIPS AND RECONCILIATION: AN EVALUATION OF SCHOOL COLLABORATION IN NORTHERN IRELAND, Project Team: Prof Joanne Hughes, Dr Caitlin Donnelly, Prof Miles Hewstone, Prof Tony Gallagher & Dr Karen Carlisle December 2010, Page 41. <http://www.schoolsworkingtogether.co.uk/reports.html>

*agreed that schools should promote better relations*²². This is requires urgent attention.

In addition to the above comments regarding drivers and challenges CRC has the following recommendations to make. There should be:

Legislation

- A statutory duty on schools to promote good relations;
- A duty to fully consider sharing and collaboration in school development plans;

Policy

- An endorsement of previous recommendations, on the re-structuring and re-organisation of educational structures which explicitly encourage interaction between young people and contribute to the reconciliation of our communities and improve educational outcomes for all children;
- Develop guidance on sharing and collaboration for area based planning;
- Place a responsibility on boards (Education Authority) and governors to adhere to policy commitments regarding good relations issues and ensure these are reflected in area-based plans;
- Undertake an audit of current activity - what is being achieved, where and why sharing is not occurring and seek to identify barriers, as well as suggesting programmes to progress this lack of work²³.
- Consider the amalgamation premium in the common funding formula policy and explore how it could support collaborative approaches;
- Carry out audits to identify geographical areas for potential growth and changes in public attitudes;

Practice

- Strategic political leadership is needed to ensure the teaching and practice of good relations is successfully mainstreamed across all schools;
- Enabling a culture change. Good practice should be shared and publicised, and a culture of co-operation and partnership between schools and colleges encouraged;
- Practice and research must influence strategic policy;
- There should be a greater focus on sharing and collaboration within service delivery and the allocation of resources;
- Commit long-term and appropriate budget to support good relations activity across all levels of formal education;
- Develop a transitional programme including guidance relating to models for consulting on and how best to pursue sharing and collaboration. Adequate resources and a realistic timeframe will be needed to assess how suitable the models are to a particular area. Work with board of governors, parents and the wider community should be a central part of this change programme;

²² <http://www.schoolsworkingtogether.co.uk/documents/School%20collaboration%20in%20NI%202010.pdf> Page 32.

²³ It must be stressed that a significant amount of this information is should be currently available from departmental and external sources but it would be a useful exercise to assemble it in one place. Importantly this scoping exercise would ensure that those involved in all types of sharing, or those who want to explore opportunities, can access the relevant information and be given the support to have that conversation.

- Developmental programmes should be devised and implemented where non-sharing activity is identified. This should be linked to performance and inspections;
- Targeted support and resources - additional targeted support and resources for those schools in areas that continue to experience considerable community conflict, segregation and disadvantage;
- Ethos and identity issues should be dealt with using the UNCRC framework;
- A whole schools approach should be used which includes working with parents and the wider community;
- The curriculum should act as a critical lever for ensuring safety, welfare, dignity and respect in relation to personal understanding, citizenship and cultural understanding;
- Capacity building. Relevant regulatory and training bodies should include compulsory components of study on good relations in their training programmes;
- Stronger collaboration between teacher-training institutions to ensure all student teachers have the opportunity to experience the different sectors and ethos, via the exchange of learning and conducting some practice in another sector;
- Up-dated resources and materials for good relations work should be actively developed by DE, NI Curriculum and CCEA;
- Utilise external support and institutional knowledge to bring added value to internal practices;
- Non-accredited benefits - creating opportunities for engagement that develop trust, relationships, and improving educational achievement can help create transferable skills that are needed to create and maintain harmonious work environments and cohesive communities;
- Evaluation. Develop a monitoring and evaluation framework that measures levels of collaboration and cooperation between local schools. This should be linked to performance and inspection, and should be published yearly;

The above is a series of suggestions that, if adopted across the various strategic and institutional structures, could positively impact on peace building and reconciliation within the current educational provision. They would also support the development of more formal and stable relationships thereby delivering longer and more sustainable outcomes.

Conclusion

Educational structures have already experimented in collaboration and partnership on a range of curriculum and extra curriculum activities, as well as between schools, pupils, teachers, institutions, and parents. It is important to set the work of this inquiry in this context. Clearly sharing, collaboration and integration are taking place, but the desire and aspiration for more is compelling and it is clear more needs to be done. The Committee should reflect on current provision, the vision and what needs to be done to support the development of this current practice over a sustained period.

CRC welcomes the opportunity to make this submission and would welcome the opportunity to engage with the Committee on this important aspect of peace and reconciliation.

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Appendix 1

Rights agenda

Firstly, as a backdrop to this Inquiry it is useful to reflect on the range of international obligations that intersect with educational policy development and practice such as Article 29: United Nations Convention on the Rights of the Child²⁴, *Article 6: Framework Convention on National Minorities*²⁵, *Article 26 of the Universal Declaration of Human Rights*²⁶, and *Article 13(1) International Covenant on Economic, Social and Cultural Rights* which 'recognize the right of everyone to education. They agree that education shall be directed to the full development of the human personality and the sense of its dignity, and shall strengthen the respect for human rights and fundamental freedoms. They further agree that education shall enable all persons to participate effectively in a free society, promote understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups, and further the activities of the united nations for the maintenance of peace'²⁷. The Council of Europe's 2007 White Paper 'living together as equals in dignity' drew attention to the role of education in supporting and enabling intercultural dialogue. It highlighted the need to learn the competencies that would promote intercultural dialogue²⁸. Finally, it is important to reflect on the concluding observations from the UN Committee on the Rights of the Child (2008) which recorded its concern regarding "the problem of segregated education" and called on government to take measures to address segregation of education in Northern Ireland²⁹.

²⁴ Article 29 (1) "States Parties agree that the education of the child shall be directed to: "(c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own; "(d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin; UN (1989) United Nations Convention on the Rights of the Child UN: Geneva.

²⁵ <http://conventions.coe.int/Treaty/en/Treaties/Html/157.htm>

²⁶ (1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

(3) Parents have a prior right to choose the kind of education that shall be given to their children;

<http://www.un.org/en/documents/udhr/index.shtml#a26>

²⁷ <http://www.ohchr.org/EN/ProfessionalInterest/Pages/CESCR.aspx>

²⁸ Living Together as Equals in Dignity. Council of Europe. 2007.

http://www.coe.int/t/dg4/intercultural/source/white%20paper_final_revised_en.pdf

²⁹ October 2008 - COMMITTEE ON THE RIGHTS OF THE CHILD, Forty-ninth session, CONSIDERATION OF REPORTS SUBMITTED BY STATES PARTIES UNDER ARTICLE 44 OF THE CONVENTION Concluding observations:UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND.

<http://www2.ohchr.org/english/bodies/crc/docs/AdvanceVersions/CRC.C.GBR.CO.4.pdf>

Appendix 2

• **Legislation**

Ultimately legislation sets the direction for the development of policy that will enforce the legislation. The key legal instruments that can influence how children are educated together include the *Education (Northern Ireland) Act 1978/ Education (Northern Ireland) Order 1984*³⁰; *Education Reform (Northern Ireland) Order 1989*,³¹; *Education (Northern Ireland) Order 2006*³². Further educational reform is progressing under the *education bill*.

• **Policy**

There are a wide range of policies in existence that impact and influence this current debate. The *Programme for Government 2011-2015* includes a number of commitments regarding shared education including a commitment to ensuring that all children have the opportunity to participate in shared education programmes by 2015; to substantially increase the number of schools sharing facilities by 2015; and to establish a ministerial advisory group to explore and bring forward recommendations to the minister of education to advance shared education³³ (*Report delivered 2013*).

The Executive's 'Together Building a United Community' (TBUC) includes a number of goals relevant to education including summer camps/summer schools, a "buddy scheme" in publicly run nursery and primary schools; and development of age-appropriate primary and post-primary anti-sectarianism resources. However of major significance is the commitment to 'create ten shared educational campuses'³⁴. To date applications have been sought and 3 have been approved. A further call is expected in the near future.

The Department of Education's *Corporate Plan for Education 2012-2015* clearly identifies its relationship with the PFG stating that 'our focus will be on ensuring that every young person achieves to his or her full potential and on maximising the contribution that education can make to shaping a strong and shared community and delivering sustainable economic growth' and will 'promote opportunities for shared learning for pupils in schools in all sectors and all parts of the north'³⁵

³⁰ Controlled integrated status was introduced in the Education (Northern Ireland) Act 1978 and later incorporated into the Education (Northern Ireland) Order 1984 "in order to facilitate the establishment of schools likely to be attended by pupils of different religious affiliations or cultural traditions".

³¹ clause 64—(1) 'It shall be the duty of the Department to encourage and facilitate the development of integrated education, that is to say the education together at school of Protestant and Roman Catholic pupils'³¹<http://cain.ulst.ac.uk/csc/reports/fraser99d.htm>

³² Provided the broad legislative framework to implement the revised statutory curriculum, to give effect to aspects of the new arrangements for post-primary education, including the curricular Entitlement Framework and powers to introduce new admissions arrangements.

³³ <http://www.northernireland.gov.uk/pfg>

³⁴ <http://www.ofmdfmi.gov.uk/together-building-a-united-community>

³⁵ In particular Corporate Goal 4 commits to '*Improving the learning environment*' and undertakes to deliver and support an environment that '*provides opportunities for sharing and for building a more cohesive society*' via the following objectives: Ensure all children have the opportunity to participate in shared education programmes by 2015; Substantially increase the number of schools sharing facilities by 2015; Significantly progress work on the plan for the Lisanelly Shared Education Campus as a key regeneration project. http://www.deni.gov.uk/de_corporate_plan_2012_english.pdf

Furthermore, the *Community Relations, Equality and Diversity (CRED) Policy*³⁶ has as its vision that it will ‘contribute to improving relations between communities by educating children and young people to develop self-respect and respect for others, promote equality and work to eliminate discrimination, and by providing formal and non-formal education opportunities for them to build relationships with those of different backgrounds and traditions within the resources available”.

It is important to note that the CRED policy enhancement scheme operates under a significantly reduced budgetary heading from its predecessor with an approximate 70% reduction in financial support. The recent good relations indicators revealed that under the CRED enhancement scheme (2011/2012) 12,164 (3.8%) of children were involved participating in community relations activities which equated to 249 (20.6%) schools. The previous policy which had been operational until 2009/10 involved 30, 997 children (10%) equalling 468 schools (38%)³⁷.

Other areas of educational policy relevant to this Inquiry include the *Revised Northern Ireland Curriculum*, the *Religious Education Core Syllabus*, the *Entitlement Framework*³⁸, Furthermore all post-primary schools are members of area learning communities which provide an opportunity to maximise the capacity of schools to deliver the entitlement framework via collaborative arrangements and a departmental circular 2013/10 - *delivering the entitlement framework* drew attention to financial support/incentives for this collaborative approach³⁹ (there is no official information available as to the extent of cross-community sectoral collaboration).

Other strategic policies which, whilst not having a specific community relations angle, have a significant role to play in supporting and developing community relations within the educational arena such as ‘*Schools for the future: policy for sustainable schools*’ (2009) which has as its vision a schools estate of educationally sustainable schools planned on an area basis, with a focus on sharing and collaboration. It states that the education sector will want to ‘uphold an education system that plays a powerful and positive role in the normalising of society, helping to make it sustainable and vibrant, with greater sharing amongst communities’; other policies include *Every School a Good School* (2009); *Area-based planning*, and the *Common Funding Formula* referred to an amalgamation premium, but it is unclear what type of amalgamation this referred to i.e. inter or intra-sectoral.

³⁶ Its three main objectives focus on children and young people as the beneficiaries. It wants to ensure all learners ‘have an understanding of and respect for the rights, equality and diversity of all without discrimination’; to educate children and young people to live and participate in a changing world, so that they value and respect difference and engage positively with it, taking account of the ongoing intercommunity divisions arising from conflict and increasing diversity within our society; and finally to equip children and young people with the skills, attitudes and behaviours needed to develop mutual understanding and recognition of, and respect for, difference <http://www.credni.org/contents/what-is-cred/>

³⁷ Good Relations Indicators 2012 Update; OFMDFM; 2013. <http://www.ofmdfmi.gov.uk/gr-indicators-2012-update>

³⁸ The legislation bringing the Entitlement Framework into operation applies from 1 September 2013.

³⁹ http://www.deni.gov.uk/14-19_cet_2013_14_ef_circular_english_version.pdf

Appendix 3

Good Relations Forum: Ensuring the Good Relations Work in our Schools Counts - A Strategy to meet our needs for the 21st century (April 2010), CRC& ECNI.

School and local level:

- Compulsory good relations programmes in schools;
- Good practice to be shared and publicised;
- Capacity building programmes for existing school teaching staff;
- Capacity building of parents and local communities;
- Keeping local communities fully informed of the opportunity for possible collaboration, where schools are at risk of being closed or new schools are planned.

Strategic level:

- Strategic leadership - the Minister of Education and the Department of Education to give greater strategic direction to the schools sector to ensure that the teaching and practice of good relations is successfully mainstreamed across all schools.
- Culture change - by creating a culture of co-operation, partner schools and colleges can bring considerable resources and skills that both add value to the learning experiences of children and young people, and crucially, help schools to do things differently.
- Budget commitment to good relations programmes - the Department of Education to identify and commit a long-term and appropriate budget to supporting all schools to provide good relations modules within citizenship programmes.
- Good relations lens – the entire curriculum to be good relations proofed, at least in those subject areas where it is both relevant and appropriate to do so.
- Targeted support and resources - the Department and ESA to offer more targeted support and resources for those schools in areas that continue to experience considerable community conflict, segregation and disadvantage.
- Greater focus on sharing and collaboration within service delivery - the Department, ESA and other key educational stakeholders to focus on maximising value for money and avoiding duplication of educational provision, by placing a greater focus on existing drivers, policies and practices that encourage greater sharing and collaboration, particularly on a cross-community basis.
- Developing tools that measure change – the Department to develop a set of targets, as well as a monitoring and evaluation framework to measure the changes to the level of collaboration and cooperation between local schools. This should be published yearly and publicised widely.
- Teacher, head teacher and governor training - the Department to ensure that amendments are made to the various training programmes by relevant regulatory and training bodies, making good relations modules compulsory components of study.
- Greater sharing and collaboration between teacher training colleges – the Department and ESA to encourage stronger collaboration between the different teacher training institutions, to ensure all student teachers, whatever their community background, have the appropriate time and opportunity to experience other sectors and school ethos. All initial teacher training courses/programmes to

encompass an element of teaching from different sectors on a cross-community basis.

- Mapping future opportunities - audits would help identify geographical areas for potential growth in integrated or shared education and changes in public attitudes, thus, providing a strategic context within which the transformation of schools might take place.
- A generic commitment to 'collaboration' cannot be allowed to disguise the imperative for inter-sectoral sharing which must result. Of course, some schools will have more opportunities than others to engage on a cross-community basis and there are already a number of schools delivering this in practice. However without an obligation to explore all options some schools may opt out of this opportunity. This collaboration cannot be allowed to occur on an ad-hoc basis - this could simply come down to it being easier to engage/collaborate cross sector (not cross community) and also happen at the discretion of board of governors or the principal.