

Briefing Notes for Education Committee
15th October 2014
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Definitions

Difference between shared education and integrated education:

Shared Education

Shared Education encompasses a number of different types of sharing, from projects and shared classes through to shared education models, such as those defined in the Bain report (eg: Federations/Confederations; Shared Campus and Shared Faith schools).

Under Article 64 (1) of The Education Reform (NI) Order 1989, integrated education is defined as “the education together at school of Protestant and Roman Catholic pupils (Minister of Education)

The Terms of Reference for the Ministerial Advisory Group on Advancing Shared Education defined Shared Education as:

The organisation and delivery of education so that it: meets the needs of, and provides for the education together of, learners from all Section 75 categories and socio-economic status; involves schools and other education providers of differing ownership, sectoral identity and ethos, management type or governance arrangements; and delivers educational benefits to learners, promotes the efficient and effective use of resources, and promotes equality of opportunity, good relations, equality of identity, respect for diversity and community cohesion (MAG Report)

By its nature, Shared Education involves more than one school type. This view has been endorsed by the Ministerial Advisory Group, which further refined the definition to “...involves two or more schools or other education institutions from different sectors working in collaboration...” (Minister for Education)

Integrated education

Integrated schools bring together children and adults from Catholic, Protestant and other backgrounds in each school. The schools strive to achieve a religious balance of pupils, teachers and governors and acknowledge and respect the cultural diversity they represent (IEF)

Integrated Education brings children and staff from Catholic and Protestant traditions, as well as those of other faiths, or none, together in one school(NICIE)

Under Article 64 (1) of The Education Reform (NI) Order 1989, integrated education is defined as “the education together at school of Protestant and Roman Catholic pupils” (legal definition).

Integrated education brings children and staff from Catholic and Protestant traditions, as well as those of other faiths, or none, together in one school. Integrated Schools ensure that children from diverse backgrounds are educated together (DE website)

There are two types of integrated schools. New planned integrated schools are *Grant-Maintained Integrated (GMI) Schools* which are funded directly by the Department of Education under the arrangements set out in the Common Funding Scheme for the Local Management of Schools. Existing controlled schools which transform to integrated schools are *Controlled Integrated* and managed by the Education and Library Boards through the Boards of Governors.

Justice Tracey decision

“Mr Justice Treacy has confirmed the situation as to what constitutes an integrated education. He has made it clear that integrated education is a stand-alone concept:

"the education together at school of Protestant and Roman Catholic pupils."

He further confirms that integrated schooling as defined cannot be delivered by schools with a predominantly Catholic or Protestant ethos. The article 64 duty therefore relates to integrated schools only — schools that are properly constituted to achieve an equal balance in worship, celebration and exposure to all faiths, with a board that is charged to strive in its ethos to achieve those aims. Our motion therefore calls on the Minister to accept and act on the duty under article 64 to facilitate and encourage, not just to pay lip service, and to accept that integrated education in the meaning of the 1989 Order has now been legally defined as a concept envisaging the education of pupils together in the same school, rather than in a school with a predominantly Catholic or Protestant ethos” (Trevor Lunn, Alliance Party).

Under Article 64 (1) of the Education Reform (NI) Order 1989, the Department of Education has a statutory duty to encourage and facilitate the development of integrated education. To help encourage and facilitate the development of integrated education, the Department of Education provides annual funding to help schools with the process of transformation to integrated status. This supports schools in the initial stages of the transformation process and with the employment of a teacher, from the minority community in the school, to assist with religious education. The budget available for 2014/15 is £191k. In addition, Article 64 (2) of the 1989 Order allows the Department to pay grants to a body which has as an objective the encouragement or promotion of integrated education. In fulfilment of this legislation, the Department of Education provides funding annually to the NI Council for Integrated Education (NICIE). Funding of £665k has been allocated for 2014/15.

The Extent of Segregation

Education provision demonstrates the extent of division between the communities. As the Department of Education statistics (2013/14) show:

- In the primary sector: 6.2% of Catholics attend controlled primary schools; 1% of Protestants attend maintained primary schools; and 5.7% of primary school children attend integrated schools.
- In the secondary (non-grammar) sector: 2.8% of Catholics attend controlled secondary schools; 1% of Protestants attend maintained secondary schools; and 14.9% of secondary (non-grammar) pupils attend integrated schools.
- In the secondary (grammar) sector: 8.3% of Catholics attend controlled grammar schools; and 0.9% of Protestants attend voluntary Catholic grammar schools.
- Overall, 6.7% of primary and post-primary pupils attend integrated schools.

Catholics are therefore much more willing to go to schools in the controlled sector than Protestants are to attend maintained schools. The greatest movement by Catholics is into controlled grammar schools. Many young people in Northern Ireland never experience cross community education until they attend university.

Demand for integrated education

Research evidence on the impact of integrated education tends to focus on its reconciliation and societal benefits in the divided society that is Northern Ireland. These benefits accrue from intergroup contact which can positively influence social attitudes about ‘the other’ community and create a more plural society (McGlynn, 2011; Stringer et al, 2009; Hayes et al, 2007). The evidence is summarised by Stringer et al (2000:11) when they conclude that meaningful contact with peers from the other religion in school is more likely to make them ‘more accommodating to issues that have divided the two religious groups’ in their adult life.

Education Minister said:

“In any year, the popularity of a school sector is most appropriately measured by the number of parents expressing a first preference on the application/transfer form for schools in that sector.

Within the integrated sector, the number of places available in both the primary and post-primary sectors slightly exceeds demand, although there may be pressure in particular areas, or for particular schools, due to parental preference.

Where pressure on places exists at a school, the Department will consider any request from a school for a temporary increase to its admission and/or enrolment numbers. Temporary

variations will not be granted if there are other schools of the same sector within reasonable travelling distance with spaces available. Each case is considered on its own merits.

In the longer term, the Area Planning process aims to assess the demand for places in every sector based on robust and verifiable evidence. Where there is identified need the school managing authority will consider that need in the overall context of the area plan and if appropriate bring forward a Development Proposal to increase the number of places. In addition, any existing grant-aided school, with the exception of a special school, may consider transforming to integrated status.”

Table 1: Summary statistics: integrated schools 2013/14

	School type	Protestant	Catholic	Other religions/religion not known (includes Christians and non-Christians)	Minority community %	Unfilled places	Total pupils	First preference applications 2013/14	Approved admissions number
Primary Schools (Y1-7)	Controlled Integrated (n = 19)	1,502 (42%)	1,050 (30%)	1,003 (28%)	30%	718	3,555	593	613
	Grant maintained integrated (n = 23)	1,805 (33%)	2,356 (42%)	1,384 (n = 25%)	33%	210	5,545	855	822
Post primary schools	Controlled integrated (n=5)	1,681 (66%)	416 (16%)	460 (n=18%)	16%	533	2,557	347	560
	Grant maintained integrated (n = 15)	4,048 (42%)	3,910 (41%)	1,591 (n = 17%)	41%	511	9,549	1435	1556
TOTAL	62 integrated schools	9,036 (42.6%)	7,732 (36.5%)	4,438 (20.9%)	36.5%	1,972 (8.5%)	21,206	3,230	3,551

Notes:

1. In addition to the above numbers there are 539 pupils in integrated nursery and reception classes making a grand total of 21,745 pupils in integrated schools from an overall school population of 326,205 pupils. Integrated education therefore represents 6.7% of the overall school population.
2. There are questions asked about the classification of pupils attending integrated schools. Critics argue the high numbers of pupils recorded as 'other religions/religion not known' is an attempt by the sector to comply with government requirements that there should be 30% pupils from the minority community. Notwithstanding, the above statistics show that post-primary controlled integrated schools are clearly not meeting this target. See also Annex 1 (table 8) which shows some voluntary and controlled grammar schools which have a good mix of children from different community backgrounds.
3. Table 1 above shows that 8.5% of approved enrolments to integrated schools remain unfilled. Shaded rows in the tables 7 - 9 (in Appendix 1) highlight those schools where there are no unfilled places (7 primary schools and 7 post-primary schools).
4. In the overall integrated sector, there were 3,230 first preference applications for 3,551 approved places – an excess of 321 places. The sector is therefore 9% undersubscribed.

Tables 2 below show the top/bottom 3 primary and post-primary schools which were over and under subscribed respectively in 2013/14 to the largest extent are as follows:

Table 2: Extent of over and over subscription in Integrated Education Sector 2013/14

Primary School	First preference applications	Approved admissions number	Over (+) or undersubscribed(-)
Forge Integrated Primary School	60	36	+24
Glencraig Integrated Primary School	45	30	+15
Bridge Integrated Primary School	72	58	+14
Saints & Scholars Integrated Primary School	28	55	-27
Rathenraw Integrated Primary School	9	30	-21
Glengormley Integrated Primary School	46	60	-14

Post Primary School	First preference applications	Approved admissions number	Over (+) or undersubscribed(-)
Slemish College ¹	161	120	+41
Lagan College ¹	236	200	+36
Drumagh College	117	96	+21
Malone Integrated College	45	130	-85
Crumlin Integrated College	11	75	-64
Fort Hill College	115	160	-45

¹ Please note that Slemish College and Lagan College are selective schools which may skew the results here.

Performance of Integrated Education

The data on the performance of integrated schools (see Figure 1 below) show that Controlled Integrated schools are the poorest performing in the post primary sector, if judged by the educational outcomes of pupils attaining 5 or more GCSEs including English and Maths. Grant Maintained integrated schools perform at a level comparable to non-selective secondary schools which, in turn, achieve significantly lower results than controlled or voluntary Catholic grammar schools.

Figure 1: School performance by management type

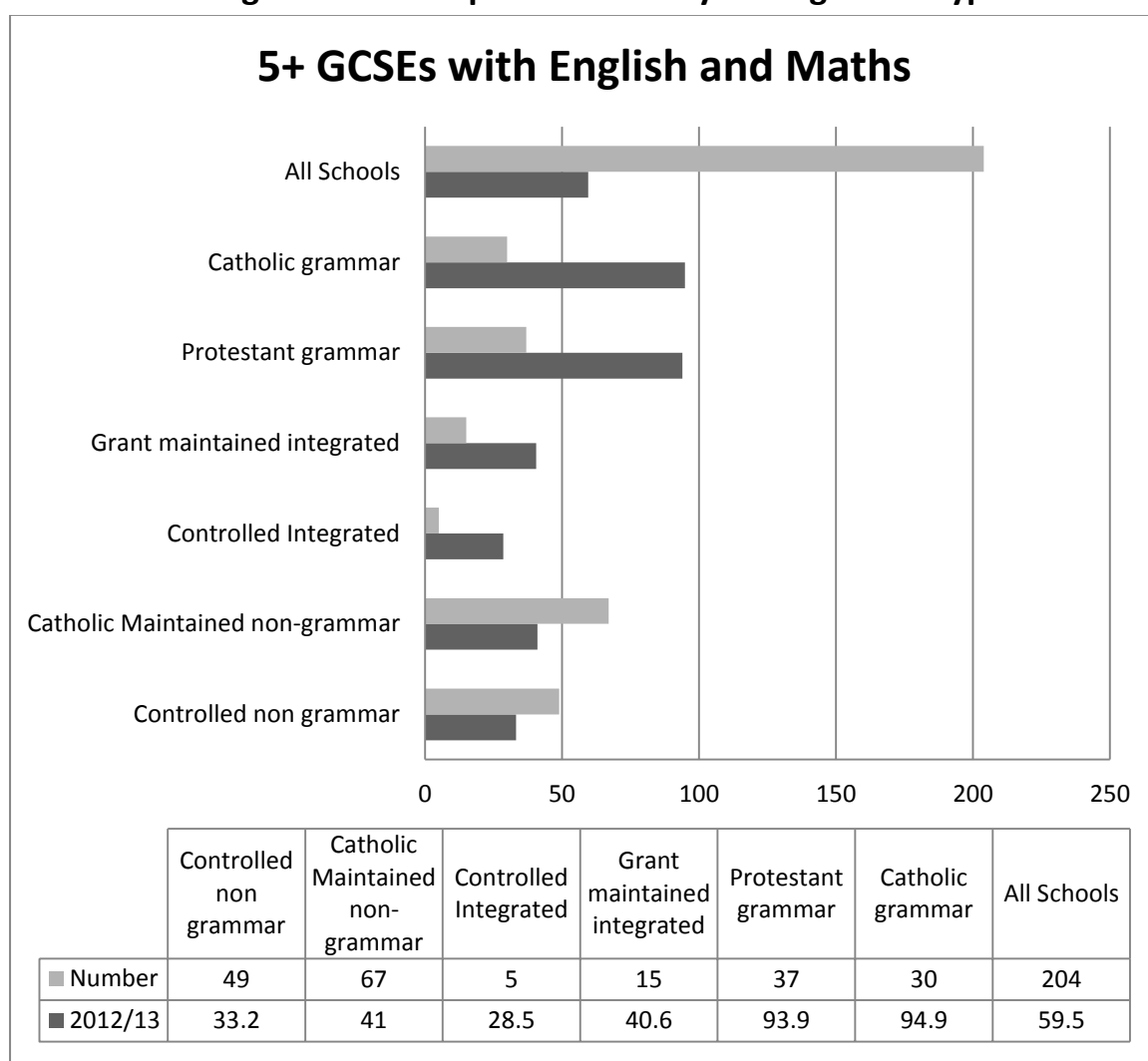
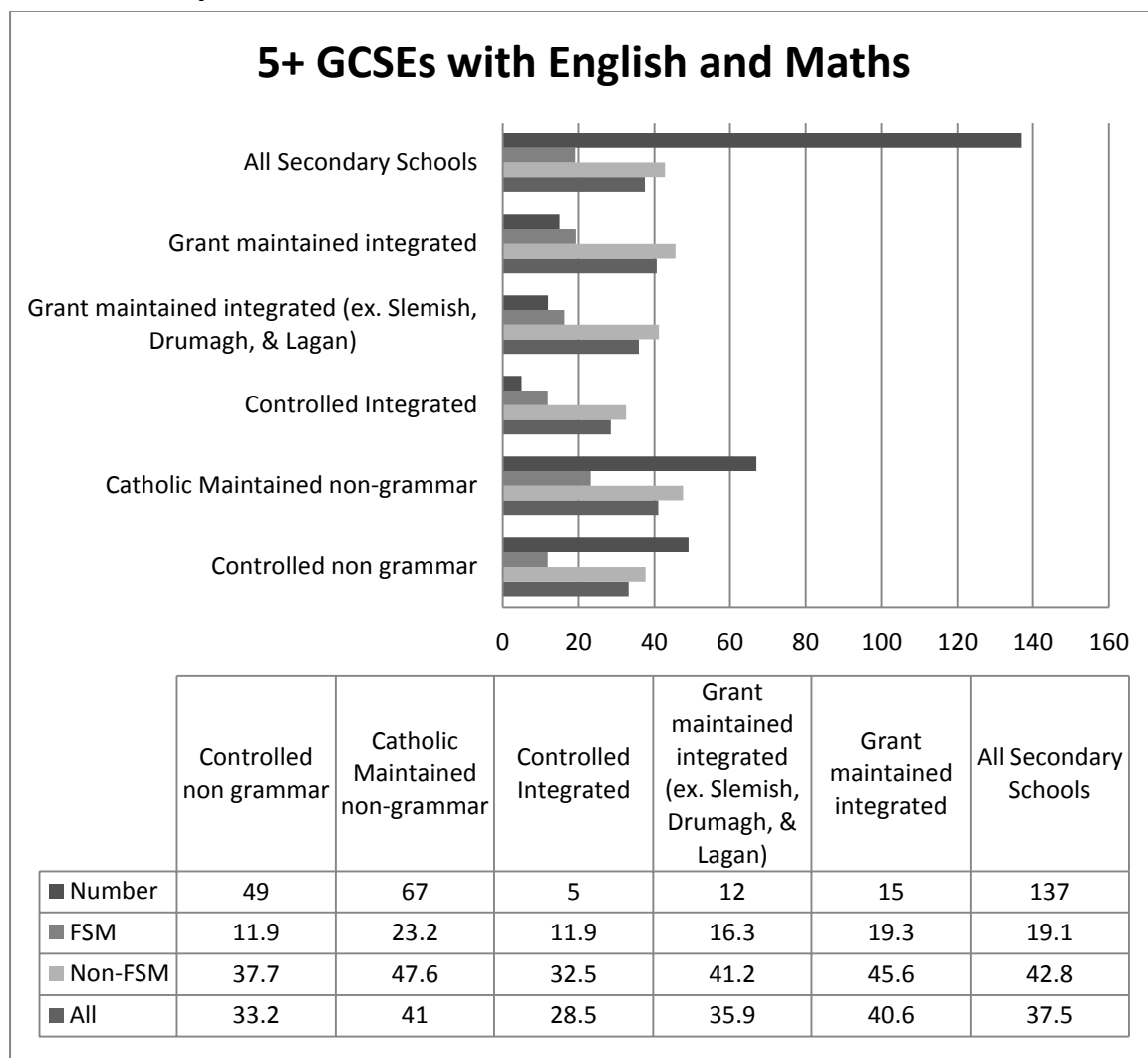
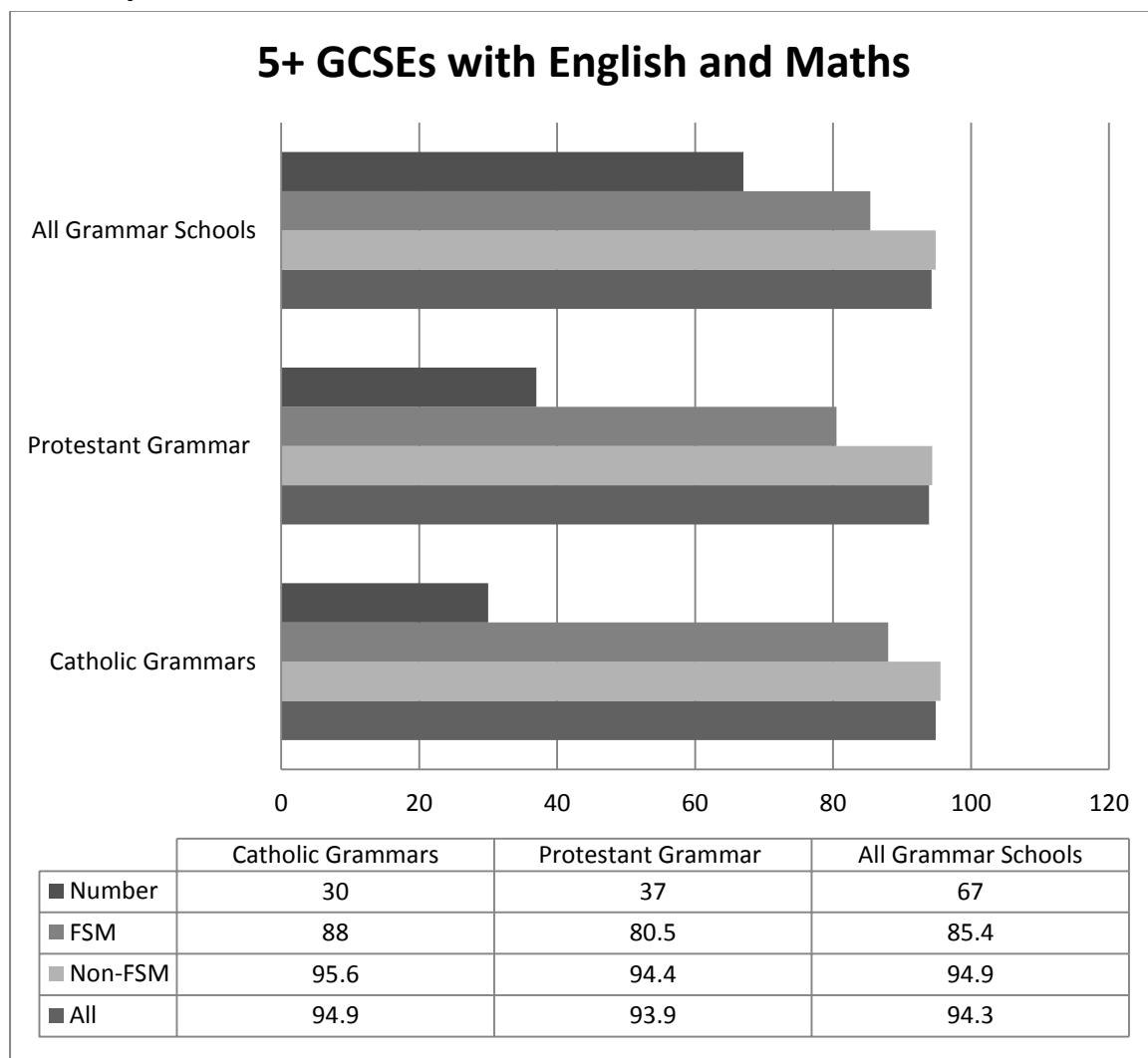


Figure 2: Non-Grammar School performance by management type, FSM and non-FSM Pupils, 2012/13*



* Note there was one 'other maintained school'.

Figure 3: Grammar School performance by Catholic Protestant, FSM and non-FSM Pupils, 2012/13*



Note that four Catholic grammars and 14 Protestant grammars did not have *any* Year 12 FSM pupils

Figure 4: Percentage of FSM Pupils in Total Enrolment by Management Type, non-Grammar Post-Primary Schools, 2013

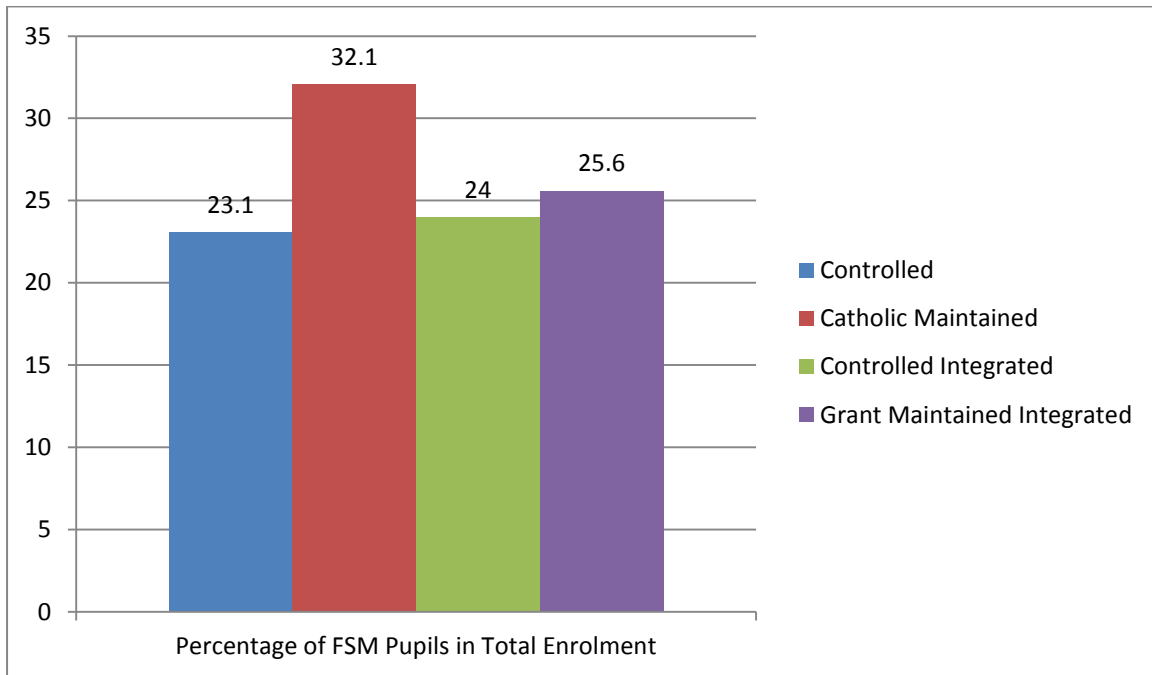
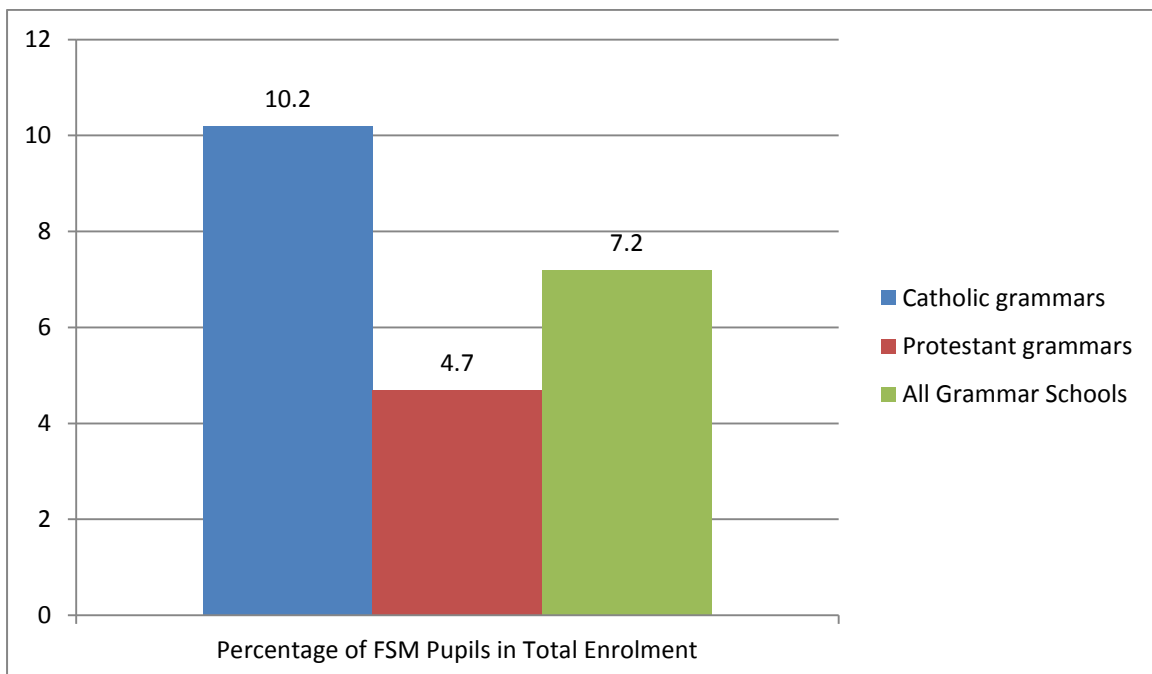


Figure 5: Percentage of FSM Pupils in Total Enrolment by Grammar School 2013



Contrary to the prior belief that in every school the performance of *FSM* pupils would not be as good as that of *NFSM* pupils, there were 22 (out of 204) post-primary schools in Northern Ireland in which the performance of *FSM* pupils, with respect to 5+ A*-C (E&M) GCSE passes, was *at least as good as* that of *NFSM* pupils. These 22 schools are identified in Table 3, below and, of these 22 schools, 18 were grammar schools (10 Protestant, eight Catholic); two were maintained; and two were grant maintained integrated. The 10 Protestant grammars had a substantially lower proportion of year 12 *FSM* pupils than the eight Catholic grammars (5.2% versus 10.5%).

Table 3: Schools in which NFSM pupils were outperformed by FSM pupils, 2013

School	Town	Type	% with 5+ A*-C (E&M)		Year 12 numbers	
			NFSM	FSM	FSM	Total
Strangford Integrated College	Carrowdore	GMI	32	45	11	91
Cambridge House Grammar School	Ballymena	Grammar (P)	90	100	10	158
Belfast High School	Newtownabbey	Grammar (P)	92	100	6	139
Rainey Endowed School	Magherafelt	Grammar (P)	94	100	6	101
The Royal School Dungannon	Dungannon	Grammar (P)	95	100	7	100
Malone Integrated College	Belfast	GMI	18	22	36	133
Lurgan College	Craigavon	Grammar (P)	95	100	8	119
Grosvenor Grammar School	Belfast	Grammar (P)	96	100	6	163
Portadown College	Craigavon	Grammar (P)	97	100	6	203
Mount Lourdes Grammar School	Enniskillen	Grammar (C)	90	92	13	91
St Dominic's High School	Belfast	Grammar (C)	98	100	15	142
St Joseph's College	Dungannon	Maintained	21	24	34	94
Banbridge Academy	Banbridge	Grammar (P)	98	100	7	194
Ballymena Academy	Ballymena	Grammar (P)	98	100	7	181
Collegiate Grammar School	Enniskillen	Grammar (P)	99	100	5	75
Loreto Grammar School	Omagh	Grammar (C)	99	100	16	123
St Mary's High School	Downpatrick	Maintained	57	58	12	73
St Louis Grammar School	Ballymena	Grammar (C)	99	100	8	146
Lumen Christi College	Londonderry	Grammar (C)	100	100	7	124
St Joseph's Grammar School	Dungannon	Grammar (C)	100	100	10	76
Our Lady's Grammar School	Newry	Grammar (C)	100	100	10	127
St Mary's Grammar School	Magherafelt	Grammar (C)	100	100	16	165

There were 23 post-primary schools in which the performance of *FSM* pupils, though worse than that of *NFSM* pupils with respect to 5+ A*-C (E&M) GCSE passes, was within 10% of the latter's performance. These are shown in Table 4 and they comprise 17 Catholic schools: 11 Catholic grammars and six Catholic maintained schools. Of the remaining six schools, 5 were Protestant grammars and one was a grant maintained integrated college.

Table 4: Schools in which FSM pupils' performance was less than 10% of NFSM performance, 2013

School	Town	Type	Yr 12 FSM	Yr 12 total	PGR
St John's High School	Omagh	Maintained	12	32	1
St Patrick's Grammar School	Armagh	Grammar (C)	12	116	1
St Paul's High School	Newry	Maintained	41	251	1
St Michael's Grammar	Craigavon	Grammar (C)	16	144	1
St Rose's High School	Belfast	Maintained	30	68	5
St Comhghall's College	Enniskillen	Maintained	19	59	3
St Brigid's College	Londonderry	Maintained	78	127	8
Slemish College	Ballymena	GMI	15	125	5
Regent House School	Newtownards	Grammar (P)	9	218	3
St Malachy's College	Belfast	Grammar (C)	15	160	3
St Columb's College	Londonderry	Grammar (C)	37	208	4
Limavady Grammar School	Limavady	Grammar (P)	16	139	4
St Colman's High School	Ballynahinch	Maintained	16	62	9
St Michael's College	Enniskillen	Grammar (C)	7	97	5
Glenlola Collegiate	Bangor	Grammar (P)	13	163	4
Dominican College	Portstewart	Grammar (C)	9	74	5
St Patrick's Academy	Dungannon	Grammar (C)	22	200	5
St Patrick's Grammar School	Downpatrick	Grammar (P)	13	95	5
Wellington College	Belfast	Grammar (P)	9	122	6
Sacred Heart Grammar School	Newry	Grammar (C)	13	121	6
Thornhill College	Londonderry	Grammar (C)	31	200	6
St Colman's College	Newry	Grammar (C)	10	135	6
Christian Brothers Grammar School	Newry	Grammar (C)	8	136	7

Parental choice and integrated education

Schools which improve their educational outcomes become more popular with parents. Using 2013 admissions data to post-primary schools² in which parents express their first preference when completing transfer forms, Borooah and Knox examined variations in popularity across schools. They examined variations in popularity across schools, as measured by the number of their first-preference applications, and asked, in particular, whether variations in popularity are associated with variations in schools' educational performance? In the analysis, educational performance is measured in two ways: (i) the proportion of pupils obtaining 5+ GCSE grades at A*-C and (ii) the proportion of pupils obtaining 5+ GCSE grades at A*-C, *including English and Mathematics*.

The results of our analysis (table 5 below) show that both types of GCSE performance significantly and positively affect the number of first preference applications expressed by parents for a school. Performance, including English and Mathematics, had a stronger effect than performance which does not include these subjects. In short, better performing schools influence parental choice for their children. This is hardly surprising but the strength of this relationship is compelling. The evidence shows the variation in parents' first preference choice for a post-primary school is explained by the school's education performance. Parents therefore 'vote with their feet' and choose schools largely based on educational performance rather than schools which might define their primary goal as reconciliation (integrated schools).

Table 5: Regression Estimates for Number of First Preference Applications to post primary schools

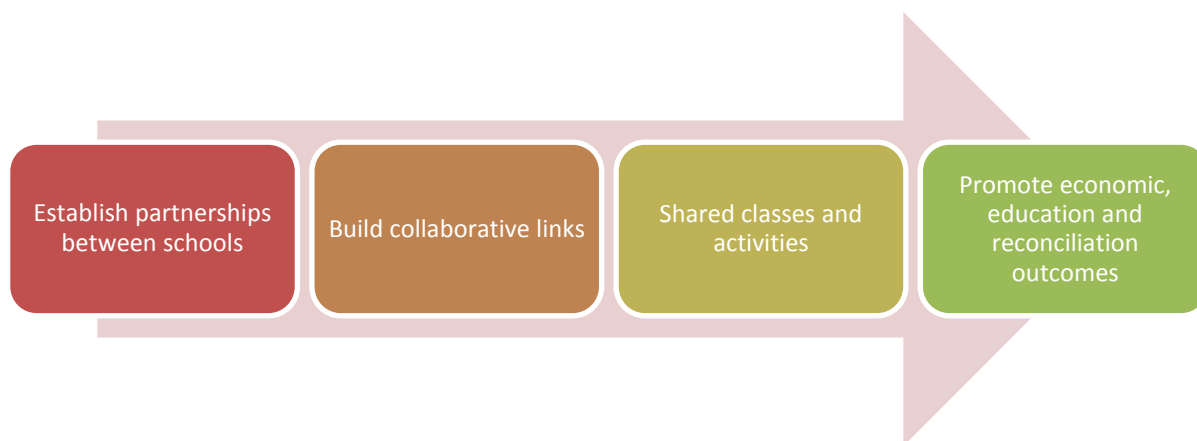
	Coefficient	Standard Error	T value	Prob>t
Proportion of 5+ A*-C including E&M	0.864	0.229	3.78	0.0
Proportion of 5+ A*-C	0.696	0.187	3.73	0.0
Equation Statistics				
	Number of Observations=200	R ² adjusted=0.795	F(2,198)=389	Root MSE=52.9

² See Kathryn Torney 'The supply and demand for places: check out your local schools' *The Detail*, Issues 235, 1st July 2013

Shared Education

The focus of shared education is delivering core curriculum activities where teachers and pupils work together across schools to achieve higher quality educational experiences. The delivery model involves 4 basic stages (figure 6):

FIGURE 6: SHARED EDUCATION MODEL



Shared education recognises that schools have interdependent relationships and promotes positive collaboration to support the common good. Ultimately it is about creating interdependencies between schools and making boundaries porous – it isn't about threatening anyone's identity or the creation of a Catholic/Protestant hybrid.

Much of the theoretical and research underpinnings for collaborative learning draw on the extensive literature on how collaboration and networking between schools in Great Britain can enhance school effectiveness and improvement. Work by Lindsay *et al* (2005), Chapman and Allen (2005), and Chapman and Hadfield (2010) examine the potential for stronger schools being matched with weaker schools to help improve their performance. Muijs *et al* (2010) argue that networking is differentially effective in meeting different educational goals and set out the circumstances under which it is more likely to enhance school effectiveness and improvement:

Where improvements in pupil performance have been seen, this is often where more effective schools have paired with less effective schools to help them to improve, where leadership has been strong and supportive of networking, and where the number of schools involved has been limited. External support may also be helpful in cases where internal capacity or trust between schools may be lacking (Muijs *et al*: 2010: 24).

Chapman's research (2008; see also Chapman and Harris, 2004; and West, 2010) highlights key levers for improvement where networking takes place in a context of challenging circumstances which he argues should include: generating positive relationships; focusing

on teaching and learning; understanding, leading and managing changes; committing to continuous professional development; building community; and, drawing on external support.

In their latest research on using collaboration and networking as a means of school improvement Chapman and Muijs (2013) conducted a large quantitative study (122 federations and 264 comparator schools) which examined the relationships between school federations and student outcomes. They developed a typology of federations (used to describe the nature of collaborative relationships and structural arrangements between two or more schools). One category was described as 'performance federations' consisting of two or more schools, some of which were low and others high performing schools. The study concluded:

Federations can have a positive impact on student outcomes and federation impact is strongest where the aim of the federation is to raise educational standards by federating higher and lower attaining schools. Our study therefore primarily suggests that school improvement may result when a strong school works with a weaker school to improve the latter, and that it is this rather than a generic "collaboration effect" that may lead to improvement (Chapman and Muijs, 2013:35).

The shared education programme has so far primarily acted as a pilot for cross-community collaboration and trust building between schools. It has been able to take risks because it is externally funded, whereas the Department of Education would have been much more cautious fearing a potential sectarian backlash amongst some parents and pupils. Having demonstrated its potential for cross-community collaboration, there is now a real opportunity to adapt shared education as a mechanism for networking amongst schools in pursuit of raising education standards, tackling inequalities and contributing to a more inclusive society. The policy opportunity exists through two key commitments given by the Northern Ireland Executive in the *Programme for Government 2011-15* in which the Executive pledges to: ensure all children have the opportunity to participate in shared education programmes by 2015; and, substantially increase the number of schools sharing facilities by 2015 (Northern Ireland Executive, 2011).

In practical terms this approach offers a number of possibilities. The Education Minister's recent proposals for school improvement focus precisely on those issues which are seen to be important in the stronger/weaker collaborative approach, *inter alia*: enhanced teaching and learning; strong leadership and management of change; and, a commitment to continuous professional development. Maintaining a focus on raising educational outcomes, through 'partnerships for excellence', means that **all** schools, regardless of pupils' background have the opportunity to improve. There has been a review of the schools' funding formula in Northern Ireland which offered opportunities to incentivise collaboration (Salisbury, 2012). Although the review did not support this idea, the Ministerial advisory

group on shared education did. Since schools which are currently competing for the same pupils are unlikely to want to collaborate (because they are from the same managing authority) then, by default, the collaborative partnerships will be cross-community. This, in turn, will have significant reconciliation benefits for students and society in the medium term. In short, shared education can complement the Minister's agenda on improving education standards, addressing inequalities and contribute towards a more inclusive society.

What are the educational benefits of sharing?

Education benefits:

We may analyse the benefits from sharing education in the context of individual returns to education defined as the wage premium of someone who holds that qualification over someone who does not, holding all the other educational achievements and the control variables constant. The research puts a monetary value on the lifetime earnings of those holding:

- (a) 5+ GCSEs at A*- C
- (b) 3+ A-levels but not proceeding to university
- (c) University degree

Engagement in SEP will: increase the likelihood of getting good GCSEs; of going to University; and gaining fluency in foreign language – than would otherwise be the case.

We can estimate the education returns resulting from pupils participating in the Shared Education Programme. We investigate the education returns through four education partnerships in the SEP with the following lead schools: Lumen Christi Grammar School ([London]Derry); Belfast High School; Belfast Model School for Girls; and Shimna Integrated College (Newcastle).

Research evidence based on 4 selected primary and post-primary schools involved in the Shared Education Programme concluded that involvement in the initiative would increase the likelihood of: getting good GCSEs; gaining fluency in a foreign language; and going to University. Table below sets our estimates of the total economic benefits emanating from the four partnerships discussed above. These benefits are defined in terms of the increased earnings of pupils who have benefited from the shared education intervention. Aggregating these per-pupil benefits over the total number of pupil beneficiaries obtains the economic benefit of the four partnerships. Table 6 below suggests that the **total net benefit**, aggregated over the four partnerships, amounted to **over £23 million**. This figure was obtained as the annual increase in the working life earnings per pupil beneficiary of the SEP intervention × the number of beneficiary pupils × 40 years working life.

Table 6: Analysis of Benefits across the 4 SEP partnerships

	Primary	Post-Primary		Strand 1	Strand 2	
Benefit	Some students will get good GCSEs*	Likelihood of good GCSEs is increased	Some students will get good GCSEs ³	Some students will go to university using 70 UCAS points	Some students will achieve 1-4 A*-C GCSE grades	Some students will gain fluency and seek work in mainland Europe
Pupils benefitting	20 out of 214	Likelihood for all 29 pupils raised from 60% to 80%	45 out of 214	6 out of 32	20 out of 60	23 out of 231
Amount of benefit per pupil over 40 year working-life	£277,393	£55,478 rise in expected earnings	£277,393	£174,440	£96,000	£138,760
Total Benefit	£5.5 million	£1.6 million	£12.5 million	£1.1 million	£1.9 million	£3.2 million
Total Project Cost over life of project	£1.8 million		£67,926	£126,479	£34,440	£277,144
Total Net Benefit over 40 year working-life	£5.3 million		£12.4 million	£973,521	£1.87 million	£2.9 million

Although the cost-benefit calculation on education is based on investing funds to secure an education return, the suggestion is that, should Shared Education become mainstreamed, it would draw on the existing DE budget and savings made elsewhere. In other words, there will be a net educational benefit which will result in higher education performance. The case studies illustrate that all types of schools can benefit – primary and post primary; secondary and grammar.

How is shared education being taken forward?

The new Shared Education Signature Project was launched in September 2014. The overall aims of the programme are to scale up the level of sharing drawing on existing evidence (see spectrum of sharing: figure 7, developed by Duffy, Baker and Stewart, QUB); mainstream financial support for any additional costs and improve the educational and reconciliation outcomes in school working collaboratively. This will be a four year project

³ The assumption is that they will achieve 5+ GCSEs at A*-C after the SEP intervention, instead of 1-4 A*-C in its absence

commencing with implementation in schools expected to commence in the 2014/15 academic year.

Agreement was reached with Ministers to establish a fund of up to £25m over the four year period, with contributions of up to £10m from the Atlantic Philanthropies, £10m from OFMDFM through central funds and up to £5m from the Department of Education. The availability of joint funding will be the incentive for schools to plan and have approved a shared education partnership at primary and post –primary level.

Atlantic funding in year 4 is subject to a commitment by DE (and/or Executive) to provide resources to mainstream shared education in the longer term.

Project objectives are:

- Improve education outcomes through schools working collaboratively
- Increase the number of schools participating in Shared Education
- Improve reconciliation outcomes through schools working collaboratively
- Increase the number of young people participating in Shared Education
- To work collaboratively to provide educators with professional development and develop their confidence and competence in using a range of learning strategies necessary for work in shared classes
- Enable schools to implement a progressive approach to shared education
- To ensure shared education becomes a core element of strategic planning within the Department of Education, Education and Library Boards/ Education & Skills Authority and schools.

Peace IV Funding – see details in Annex 2

Descriptor	The schools do not come together on anything other than a 'one off' basis	Co-agreed aim to bring multiple aspects of the schools together on different occasions across the academic year	Joint design & implementation of teacher development plan & curricular sharing plan across multiple academic years	All school planning, budgeting timetabling and teacher development is undertaken on a fully shared basis	Federated governance & management structure which determines how best to meet local educational needs applying a single resource across multiple outposts
Characteristics	N/A	<ul style="list-style-type: none"> Schools perceive a long-term need for increasing collaboration; Schools want to 'test out' potential partners; Schools' curricular teaching plans remain entirely standalone. 	<ul style="list-style-type: none"> Peer BoGs agree a formal multi-annual plan for the partnership & notify parents; Peer teachers come together each term for planning & training; Each post-primary school is offering at least 2 GCSE equivalent subjects on a basis where half of the classes are physically shared; Each primary school is delivering at least 12 physically shared curricular teaching sessions for all KS2 pupils each year (during school hours). 	<ul style="list-style-type: none"> All school activity has been actively scoped for sharing potential; Joint school development plans are in place; Recruitment and employee T&Cs are planned on a shared basis. 	<ul style="list-style-type: none"> Optimum sharing equilibrium has been achieved, maximising positive impacts within sustainable models/budgets; New problems naturally approached from shared perspective.

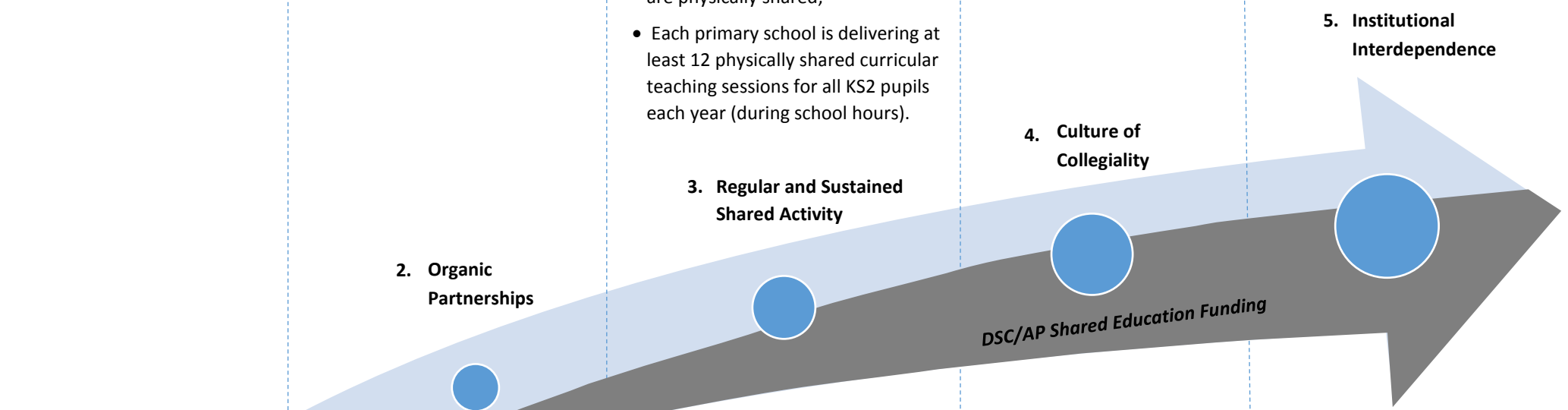


Figure 7: Spectrum of shared education
 Source: Gavin Duffy, Mark Baker and Alistair Stewart (QUB)

ANNEX 1: table 7

Primary

Grant Maintained Integrated Primary Schools 2013/14⁴

School Name	Protestant	Catholic	Other religions or religion not known (includes Christians and non-Christians)	Total (reception to Year 7) (exclude nursery places)	Unfilled places Reception to Year 7 (excludes nursery places)	First preference applications 2013/14	Approved admissions number
Acorn Integrated Primary School	125	75	32	205	<5	38	29
Braidside Integrated Primary School	125	134	101	334	21	40	50
Bridge Integrated Primary School	167	184	59	410	8	72	58
Cedar Integrated Primary School	63	101	56	195	7	34	28
Corran Integrated Primary School	65	73	56	168	<5	24	29
Cranmore Integrated Primary School	81	66	52	199	15	25	29
Drumlins Integrated Primary School	50	52	58	160	0	25	21
Enniskillen Integrated Primary School	97	121	54	245	11	37	35
Hazelwood Primary School	126	221	118	413	8	71	58
Loughview Integrated Primary School	171	147	130	421	0	64	58
Maine Integrated Primary School	46	45	24	115	<5	19	19
Millennium Integrated Primary School	87	93	74	227	0	41	29
Millstrand Integrated Primary School	69	86	52	179	61	25	30
Oakgrove Integrated Primary School	111	213	129	401	12	60	56
Oakwood Integrated Primary School	65	87	52	204	6	36	29
Omagh Integrated Primary School	90	190	79	333	0	38	46
Phoenix Integrated Primary School	44	100	25	169	<5	34	25
Portadown Integrated Primary School	61	99	111	217	0	42	29
Roe Valley Integrated Primary School	34	105	29	168	<5	21	25
Rowandale Integrated Primary School	57	76	48	181	15	31	25
Saints & Scholars Int Primary School	60	84	75	192	<5	28	55
Spires Integrated Primary School	72	78	53	203	5	25	29
Windmill Integrated Primary School	64	104	65	206	11	25	30

⁴ Shaded rows show schools where there are no unfilled school places.

ANNEX 1: table 8

Controlled Integrated Primary Schools 2013/14

School Name	Protestant	Catholic	Other religions or religion not known (includes Christians and non-Christians)	Total: reception to Year 7 (excludes nursery places)	Unfilled places: reception to Year 7 (excludes nursery places)	First preference applications 2013/14	Approved admissions number
All Childrens Integrated Primary School	53	120	41	214	0	34	29
Annsborough Primary School	16	33	6	55	<5	9	12
Ballycastle Integrated Primary School	72	81	31	158	8	24	23
Ballymoney Controlled Integrated Primary School	217	14	67	298	127	53	59
Bangor Central Integrated Primary School	337	91	176	604	19	81	87
Carhill Integrated Primary School	42	8	14	64	30	13	13
Carnlough Controlled Integrated Primary School	16	17	9	0	<5	5	9
Cliftonville Integrated Primary School	56	106	87	223	124	52	48
Crumlin Controlled Integrated Primary School	72	31	53	156	<5	34	41
Forge Integrated Primary School	78	91	123	292	0	60	36
Fort Hill Integrated Primary School	159	25	52	210	<5	28	30
Glencraig Integrated Primary School	115	57	49	221	39	45	30
Glengormley Integrated Primary School	69	121	103	293	158	46	60
Groarty Primary School	Less than 5	32	Less than 5	40	<5	3	9
Kilbroney Integrated Primary School	22	57	32	111	<5	23	20
Kircubbin Integrated Primary School	90	44	45	179	<5	26	23
Portaferry Integrated Primary School	17	33	13	63	<5	6	15
Rathenraw Integrated Primary School	26	37	11	74	168	9	30
Round Tower Integrated Primary School	80	87	101	268	<5	42	39

ANNEX 1: table 9

Post Primary

Grant Maintained Integrated Post-Primary Schools 2013/14

School Name	Protestant	Catholic	Other religions or religion not known (includes Christians and non-Christians)	Total	Unfilled places	First preference applications 2013/14	Approved admission numbers
Blackwater Integrated College	143	77	37	257	209	34	80
Drumragh Integrated College	194	378	100	672	0	117	96
Erne Integrated College	169	187	65	421	21	59	70
Hazelwood College	448	263	183	894	14	135	140
Integrated College Dungannon	140	313	86	539	0	49	90
Lagan College	548	447	265	1260	0	236	200
Malone Integrated College	315	216	125	656	189	45	130
New-Bridge Integrated College	235	268	66	569	0	98	100
North Coast Integrated College	280	100	87	467	55	41	80
Oakgrove Integrated College	244	590	37	871	4	122	130
Shimna Integrated College	186	279	81	546	0	92	80
Slemish College	338	279	180	797	0	161	120
Sperrin Integrated College	198	214	87	499	30	67	80
Strangford Integrated College	311	97	122	530	11	81	80
Ulidia Integrated College	299	202	70	571	0	98	80

Controlled Integrated post Primary Schools 2013/14

School Name	Protestant	Catholic	Other religions/religion not known (includes Christians and non-Christians)	Total	Unfilled places	First preference applications 2013/14	Approved admission numbers
Brownlow Integrated College	86	189	56	331	149	59	90
Crumlin Integrated College	53	45	43	141	270	11	75
Fort Hill College	640	85	165	890	16	115	160
Parkhall Integrated College	528	40	127	695	70	111	150
Priory College	374	57	69	500	6	51	85

Annex 1: Table 10
A selection of Voluntary Grammar Schools 2013/14 by religion

School Name	Protestant	Catholic	Other religions or religion not known	Total
Bangor Grammar School	550	34	274	858
Belfast High School	634	63	237	934
Belfast Royal Academy	767	347	295	1409
Campbell College	562	71	259	892
Coleraine Academical Institution	489	35	238	762
Dominican College (Portstewart)	146	280	86	512
Foyle College	596	153	105	854
Friends' School	685	121	182	988
Hunterhouse College	466	121	127	714
Methodist College	770	373	610	1753
Rainey Endowed School	453	200	66	719
Strathearn School	461	32	284	777
Sullivan Upper School	672	142	262	1076
Royal Belfast Academical Institution	462	90	483	1035
Victoria College	485	217	198	900

A selection of Controlled Grammar Schools 2013/14 by religion

School Name	Protestant	Catholic	Other religions or religion not known	Total
Antrim Grammar School	530	71	147	748
Bloomfield Collegiate	536	45	115	696
Carrickfergus Grammar School	566	28	206	800
Down High School	700	157	119	976
Glenlola Collegiate	745	50	270	1065
Grosvenor Grammar School	787	28	275	1090
Limavady Grammar School	528	304	67	899
Strabane Academy	366	239	34	639
Wellington College	534	48	222	804

Annex 2

Peace IV funding

The details of the PEACE IV Programme are currently under consultation but it will contribute towards the development of social and economic stability through the promotion of increased cohesion between communities. This is in line with relevant national policies including the 'Together: Building a United Community' (TBUC) strategy. In short, PEACE IV should complement the work of T:BUC.

Based on the results of a public consultation exercise and informed by the lessons of the Peace III Programme and additional research of the needs of programme area, the following strategic areas of investment have been prioritised for PEACE IV during the period 2014-2020:

- (i) **Shared Education:** The creation of a more cohesive society by increasing the level of sustained contact between school children from all backgrounds across the Programme area.

Actions to be supported:

- Joint development and planning of shared education initiatives;
- Joint delivery of the curriculum;
- Courses designed to increase good relations and respect for diversity among pupils, parents, and governors;
- Training and professional development courses designed to provide teachers with the necessary skills for curriculum planning and the delivery of lessons in relation to shared education.

- (ii) **Early Years & Young People:** The creation of a more cohesive community by equipping young people (through education, employment, training and initiatives that build respect) with a particular emphasis on NEETS from disadvantaged areas, with the tools to access opportunities in society.

Actions to be supported:

- Joint development and planning of youth work initiatives;
- Shared youth programmes focused on extracurricular sport, drama, cultural, language, entrepreneurial and volunteering activities;
- Cross-community and inter-cultural courses designed to increase good relations and respect for diversity among young people;
- Shared residential training programmes for young people, particularly those living adjacent to common interface areas;
- Peer mentoring initiatives;
- Youth leadership development initiatives;
- Cross-border professional development programmes to facilitate the transfer of knowledge, skills and experience;

- Training courses, including European placements, for NEETs to improve their employability.

(iii) Shared Spaces & Services: The creation of a more cohesive society through an increased provision of shared spaces and services.

Actions to be supported:

- Capital developments to create shared spaces - both urban and rural;
- Programming initiatives designed to facilitate maximum and sustained levels of shared usage within these shared spaces;
- Public/community partnerships and facilitation for programme activities for shared space;
- Protocol development programmes to facilitate greater collaboration between people and places;
- Regeneration activities to ensure that public spaces are welcoming to all and respectful of cultural identity;
- Shared services to address the trauma related needs of Victims and Survivors.

(iv) Civil Society: The creation of a society characterised by good relations and respect, where cultural diversity is celebrated and people can live, learn and socialise together, free from prejudice, hate and intolerance.

Actions to be supported:

- Structured programmes of activities involving groups from different backgrounds;
- Training and development programmes for inclusive civil leadership;
- Development of strong local partnerships aimed at addressing local problems of sectarianism and racism;
- Civil society development programmes focusing on areas such as: commemoration events; history; language; arts and culture; religion; leadership; community development; social enterprise; inclusion and equality; conflict resolution and mediation; entrepreneurial and economic activity; adult education; training and sport;
- Programmes aimed at engaging individuals and communities not previously involved in peacebuilding activities who wish to contribute to a shared society.

These 4 thematic areas have indicative allocated budgets as shown in the table below.

PEACE IV Programme 2014-2020
Approx € 229 million ERDF (plus 15% match funding)

Thematic Objective 9: Promoting social inclusion, combating poverty and any discrimination

Investment Priority: Contribute to the promotion of social and economic stability in the regions concerned, in particular through actions to promote cohesion between communities

Specific Objective 1:
Shared Education
The creation of a more cohesive society by increasing the level of sustained contact between school children from all backgrounds across the Programme area
€45 million ERDF

Specific Objective 2:
Children and Young People
Young people have the necessary skills and attitudes to contribute to a more cohesive society.
€ 50 million ERDF

Specific Objective 3:
Shared Spaces and Services
The creation of a more cohesive society through an increased provision of shared spaces and services
€ 90 million ERDF

Specific Objective 4: Civil Society
The creation of a society characterised by good relations and respect, where cultural diversity is celebrated and people can live, learn and socialise together, free from prejudice, hate and intolerance
€ 30 million ERDF

Technical Assistance - € 14 million ERD

€20m €20m €30m

Local Authority Initiatives - € 70 million ERDF

