



ParentingNI

**Report for
Education Committee
Inquiry into Shared and Integrated
Education**

October 2014

keeping
parents at
the heart of
what we do...



parentingni.org

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Executive Summary

Parenting NI undertook a consultation in September 2014 to gather a snapshot of views and opinions from parents across Northern Ireland in relation to Shared and Integrated Education. The consultation was formatted (based on the Terms of Reference of the Shared Education Inquiry) into an online survey and ran from the 20th September through to the 10th October. It was distributed via our Parenting Forum network (of which there are over 1800 individual parents and organizations involved) as well as through social media. In total, 209 parents from across Northern Ireland completed the survey with many more parents completing some of the questions.

Key Findings:

Definition of Shared and Integrated Education

Parents understood Shared Education to primarily mean 'bringing Protestant and Catholic pupils together'. Shared Education was seen as being beneficial in helping to share resources such as teachers, facilities, and providing a wider choice of subjects studied at Post primary level. Building relationships and promoting tolerance and respect while still retaining pupils own identity and culture were the main views held by parents. Providing a clear definition on Shared Education is essential to parents as there was confusion across the board in relation to the difference between Shared and Integrated Education.

Parents understood Integrated Education to mean educating children together regardless of ability, religious identity, and social background. Parents commented that Integrated Education promotes tolerance, accepts differences, builds relationships between pupils and is welcoming of everyone. Integrated Education was generally defined as children integrating daily in a school environment on a full-time basis.

Even though the survey was distributed to a broad range of parents, 65% of parents responding to the survey had a child/children currently attending an Integrated School. 61% of parents stated that they would consider sending their child/children to an Integrated School but factors affecting parents' decisions included locality of school, reputation of local school and how religion is viewed/taught at the school.

Advantages and Disadvantages of Shared Education

The advantages of Shared Education for parents included; more opportunities to study wider range of subjects that are not always available in every school especially at GCSE and A level (i.e. that pupils would be able to attend classes in their partner school in that subject). Some parents identified that this is currently happening in many schools including Ballycastle High and Cross and Passion in Ballycastle.

Overall most parents view 'Shared Education' as a step in the right direction in a 'shared future' for NI and that it encourages communities to work together where there may previously have been no opportunities for contact.

The disadvantages of Shared Education included, religious differences not being dealt with, practical timetabling for pupils, transport costs and the continued doubling of resources. Some parents commented that it was a small step towards the Integrating Education completely.

Advantages and Disadvantages of Integrated Education

Overall, parents agreed that Integrated Education breaks down barriers giving pupils opportunities to share their experiences of religion, teaches tolerance, mutual respect, encourages acceptance of difference, and broadens perspectives. Parents responded that, for many of them, Integrated Education is the future for NI preparing pupils to mix freely with all communities which they will eventually encounter in the workplace. Disadvantages included the locality and limited spaces available in

Integrated Schools; some parents responded that it would mean extra journey time. Parents were concerned about the percentages of pupils from different communities in Integrated Schools such as in some areas perhaps 20% from Protestant background and 80% Catholic. This, parents felt, might lead to one community being a minority and parents are concerned that this may lead onto pupils feeling excluded or being bullied.

Participation in Cross Community Programmes

68% of parents said that their child/children had participated in cross community programmes either in school or in the local community. Activities included; sport, The Arts, visits to other schools both in Northern Ireland and Southern Ireland, attending cultural events, sharing subject classes and participating in programmes provided by organisations who work in Community Relations such as the Corrymeela Community and the Speedwell Trust.

Alternative approaches to integrate children

Parents suggested other ways for children to be integrated in NI which included living in shared housing developments. Parents thought this would mean that children are building relationships across communities daily. Other approaches included; running joint after school clubs for schools in the same locality, joint summer schemes, cultural community events and communities working closely together, one parent provided an example in their community of a single identity project which is ongoing ahead of a joint programme with a neighbouring estate.

Ways forward to improve Shared/Integrated Education

Ensuring that all education in schools is of the highest quality and appropriate to the needs of each child was highlighted by parents as an issue within Shared/Integrated Education. Parents suggested that all teacher training degrees currently provided by St.Mary's, Stranmillis, Queens and University of Ulster, should be joint in the one campuses. Some parents highlighted that if we are segregating our teacher training then it does little to support the integration of our pupils. Other parents also

commented that initial teacher training and professional development training should have more of a focus on the benefits of Shared and Integrated Education. Parents also felt that more information or training to parents around the benefits and issues in Shared/Integrated Education needs to be provided.

Parents felt that providing more funding to schools that are currently Integrated, or willing to become Integrated, should be made available as well as more places for pupils at those schools. One parent commented that locality planning of schools by the Education Boards should be 'more strategic' in increasing parental choice about the best school to send their children to in the area. Parents also expressed the need for more places within existing Integrated schools and the need for more Integrated Schools as these were not always available to parents in their area.

Parenting NI

Parenting NI is the lead voluntary organisation, which focuses on supporting parents. We work with parents to improve outcomes for children and young people and to influence policy and practice on parenting. Our work is based on the principle that by empowering and working with parents, outcomes for children are improved. There are four key areas of Parenting NI's work:

- ▶ **Parents Helpline** - support & guidance to parents on parenting issues through a free-phone helpline
- ▶ **Parents Counselling** – face-to-face counselling for parents on parenting issues
- ▶ **Parenting Forum** - listens to needs of parents & works towards ensuring that parents views inform policy, practice & public opinion
- ▶ **Parenting Programmes** - to groups of parents & workshops for practitioners on a range of topics

Parenting NI have been advocating on behalf of parents since 1979, and are keen to ensure that the views of parents are taken seriously in the planning and delivery of all services for children in Northern Ireland.

Seeking parental feedback is now an integral part of the work of the Parenting Forum within Parenting NI, and as such the organisation has developed an effective methodology to carry out such consultations. It is important that parents are confident that the consultation process is worthwhile and that they feel comfortable sharing their views.

Parents were grateful for the opportunity to be involved in this consultation survey and they look forward to hearing the Outcomes of the Committee's Inquiry.

Background to the Inquiry into Shared and Integrated Education

The Committee for Education in NI are holding an Inquiry into Shared and Integrated Education here. The Terms of Reference for the Inquiry were set out for organisations to respond to. Parenting NI has previously been involved in a consultation for the Shared Education Advisory Group for Queens University, Belfast in 2012 on Proposals for Shared Education in Northern Ireland and we felt we would like to gain more up-to-date information from parents in relation to their views on Shared and Integrated Education to help inform the Inquiry's work.

Methodology

Development of the Consultation Tool

Aiming to gain as many responses from parents as possible, we developed an online survey for parents using Question Pro consultation tool. Online surveys offer a number of advantages including convenience for parents who can respond in their own time, with easy access through computer or mobile phone, assurance of anonymity and potential to complete the survey in much less time than would be required to participate via a focus group. The survey questions were based on the Committee for Education's Terms of Reference, which were published as part of the Inquiry. The survey was initiated on 30th September 2014 and closed on 10th October 2014. Publicity to promote the survey was generated via Parenting NI using Social Media such as Facebook and Twitter as well as through professional networks, the Parents Forum database and e-brief.

Profile of Focus Group Participants

In total 1297 parents viewed the survey. 502 parents started the survey and 209 completed it.

Participants consisted of 160 females and 34 males; 143 were married or in a civil partnership; 14 were cohabiting or living with their partners; 16 were single; 21 parents are divorced or separated and 1 parent was widowed. 22 parents were in the 18-34 age range; 103 between 35-44; 63 between 45-54 and 10 parents were 55 plus. 15 parents had a disability or additional needs and 24 participants had children with a disability. 15 participants were from ethnic minority/migrant communities including black African; Polish, Anglo Asian, and Metis. 92 participants brought up as Catholic responded, 71 Protestants, 6 other Christian, 6 preferred not to say what religion they were brought up in or currently practice and 1 participant stated 'other religion'. Between them, participants had a total of 189 children. In total 59 lived in urban areas; 59 suburban areas and 72 lived in rural areas. Participants came from the following counties in Northern Ireland, 50 in Co. Antrim, 29 in Co. Armagh, 49 from Co. Derry-Londonderry, 35 in Co. Down, 6 in Co. Fermanagh and 26 in Co. Tyrone. 2 participants were not currently living in Northern Ireland but had lived here previously.

Some parents did not answer all of these questions therefore some figures are not truly reflective of the parents who responded.

The following table gives a breakdown of these statistics:

Figure 1: Parent Profile Data:

Demographic details	Total
Male	34
Female	160
18-34 years old	22
35-44 years old	103
45-54 years old	63
55 years old and over	10
Married/Partner	143
Co-habiting	14
Single	16
Separated/divorced	21
Other – including widowed	1
Ethnic minority or migrant?	
Yes	15
No	177
Disabled or additional needs?	
Yes	
No	11
	181

Total number children?	189
Rural	72
Urban	59
Suburban	59
County currently lived in:	
Antrim	50
Armagh	20
Derry-Londonderry	49
Down	35
Fermanagh	6
Tyrone	26
Not live in NI	2
Religion	
Catholic	92
Protestant	71
Other Christian	6
None	15
Prefer not to say	6
Other	1

Key Findings

The Education Committee in their undertaking of an Inquiry into Shared and Integrated Education state in their Terms of Reference that they will:

‘Review the nature and definition of Shared Education and Integrated Education as it applies across all educational phases-including consideration of the need for a formal statutory definition and an obligation in statute to facilitate and encourage Shared Education’

Shared Education

Parents were asked to respond to the above by answering the following questions.

In your own words, what do you think is meant by the term “Shared Education”?

The responses to this question were varied and very positive. In order to present the information concisely, the responses have been grouped.

Protestants and Catholics being educated together

The majority of participants understood the term to mean Protestants and Catholics being educated together since the majority of schools in Northern Ireland are separated.

Sharing Resources

Many parents commented that Shared Education was about Schools sharing facilities, subjects, activities, and teachers but still maintaining their own culture, identity and ethos while being respectful to others. Maintaining pupils’ or schools’ own culture and identity was seen as being of great importance to parents while at the same time respecting others cultures. One parent said they thought shared education should mean, *‘developing specific subject excellence in particular schools and having*

*pupils/teachers move between the two schools. This will ensure children get the highest standard of teaching and **save schools money** by reducing the need for teaching and resources for some subjects.'*

Equality and Inclusion

Other parents understand the term to be broader than inclusion of Protestants and Catholics. For those parents, Shared Education is about equal access for all pupils, providing equal opportunities regardless of social status, religion, ability, nationalities in order to provide good quality education. There was a strong feeling from parents that equal access for all abilities should be available with more training provided for teachers/staff for pupils of severe special needs or other learning difficulties so that teachers would be better equipped to teach a range of abilities and needs.

Attitudes and Teaching on Respect and Tolerance

Parents thought that Shared Education should be provided under one roof, in the same school, where there is an ethos of respecting difference and being tolerant of differences. One parent commented, "it should be about rethinking the curriculum in terms of history, culture and language and how these are portrayed. Pupils should have the opportunity to develop skills to accept difference without being threatened by them".

Religious Education

A few parents felt that for Shared Education to be successful it should be free from religion with no Religious Education (RE) being taught in class or assembly. Other parents felt that they would like R.E. in shared schools to be include more of an element or focus on other faiths/ as opposed to the current curriculum which is based predominantly Christianity. Some Parents want their children to learn about people from other faiths especially they said 'since Northern Ireland has people living here of all

religions. Some parents stated that they would like to see less control of schools by the Churches

Whole Community Approach

Some parents responded that their understanding of Shared Education has shifted towards it being the responsibility of the whole community rather than only teaching staff and parents. One parent said, “*Sharing education is where all stakeholders have a role to play in education. Parents, pupils, communities, and schools are working together for the best possible education for all pupils.*”

No definition

For 10 parents they were unsure of what the term “Shared Education” meant, commenting that they did not know that there was any difference between Shared and Integrated. They felt the term was ‘too vague’ and parents would have found it useful for a definition to be provided.

General Comments

One parent said, “Shared Education is a good thing but nothing like enough. It’s a step up from the old EMU programmes schools were involved in but it does not go as far as full integration which is a pity.” Another parent commented, ‘it’s just a money saving initiative to reduce numbers of schools where there are falling numbers of pupils and in an environment where budgets are being reduced.’ One parent said they hadn’t heard the term ‘shared’ formally but felt that it was a way of avoiding or dealing properly with integrated education.

Integrated Education

Parents were then asked to state in their own words, **‘what do you think is meant by the term “Integrated Education”?’**

Overall parents seemed to have a clearer understanding of what the term Integrated Education meant to them and were positive in their responses.

Inclusion of all

Participants responded that they felt Integrated Education was more than just Protestant and Catholic pupils being educated together in the same facility but included pupils from different religions with a common ethos.

Many parents stated that integrated Education to them means being inclusive of all pupils regardless of age, disability, race, belief or any other measurable demographic. One parent commented “all pupils should have the opportunity to fully embrace their own education with any and all barriers seen as obstacles to be overcome rather than blocks”.

Physical Environment

Another stated that “Integration means one school, one entrance, one site, one uniform, one ethos. Choosing to teach children that we are all different but that we are all the same underneath. Choosing not to perpetrate the ‘them and us’ mentality that exists in Northern Ireland. It is a “grassroots response to challenging the divided and segregated nature of our education system.”

Some parents stated that integration is welcoming of all peoples in a shared facility, accepting of differences with tolerance being promoted rather than as one parent commented ‘simply tipping hats to sharing resources’. Parents talked about the ‘diversity’ of pupils from different religions, ethnic groups being an important part of

Integration, which can break down barriers. A shared vision and purpose in Integrated Education was highlighted as essential to living a shared future in Northern Ireland.

A few parents expressed their concerns that the perception of Integrated Education to them “seems like a deliberate attempt of a 45% representation of pupils from the Protestant and 45% from the Catholic Community with 10% other religions” represented rather than a desire for integrating pupils because of wanting them to build relationships. The mix of pupils from different traditions and religious backgrounds they felt, “is not always reflected depending on where the Integrated School is situated for example in a predominantly Protestant area where one community can become the minority or majority group.”

Curriculum and Teaching

The teaching of RE featured strongly in parents’ views on Integrated Education with some parents stating that to be an inclusive school, the teaching of Religion either needs to focus on all religions or not be taught at all. Most parents preferring that “it should be a personal and individual choice catered for outside of school.”

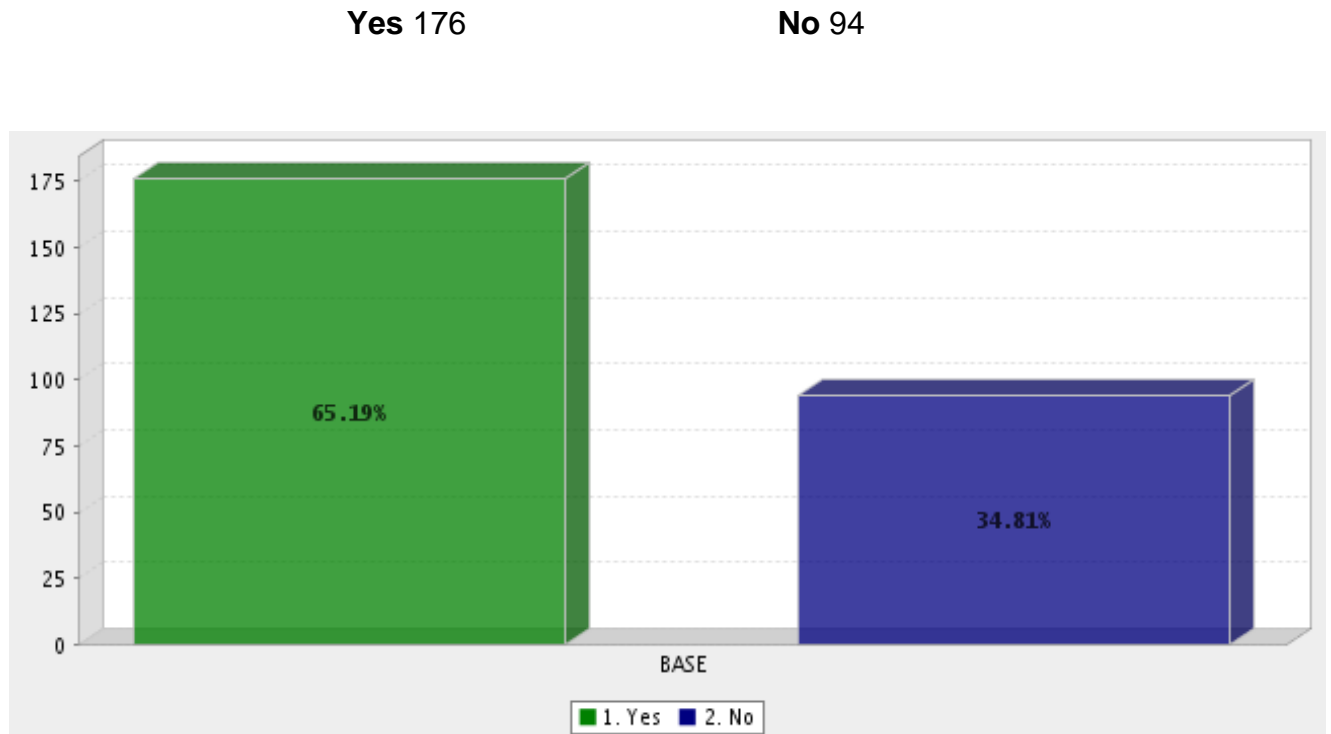
Uptake on Integrated Education

We asked parents whether they had children already attending Integrated Schools in order to understand where they were coming from and get an idea on general uptake. Although this online survey was sent to a wide variety of parents, schools and community/voluntary organizations who work with parents, 65% of parents who responded currently had a child attending an Integrated School.

Figure 2

Do you have a child/children who currently goes to an integrated school (including nursery/preschool)?

270 parents in total responded to this question.



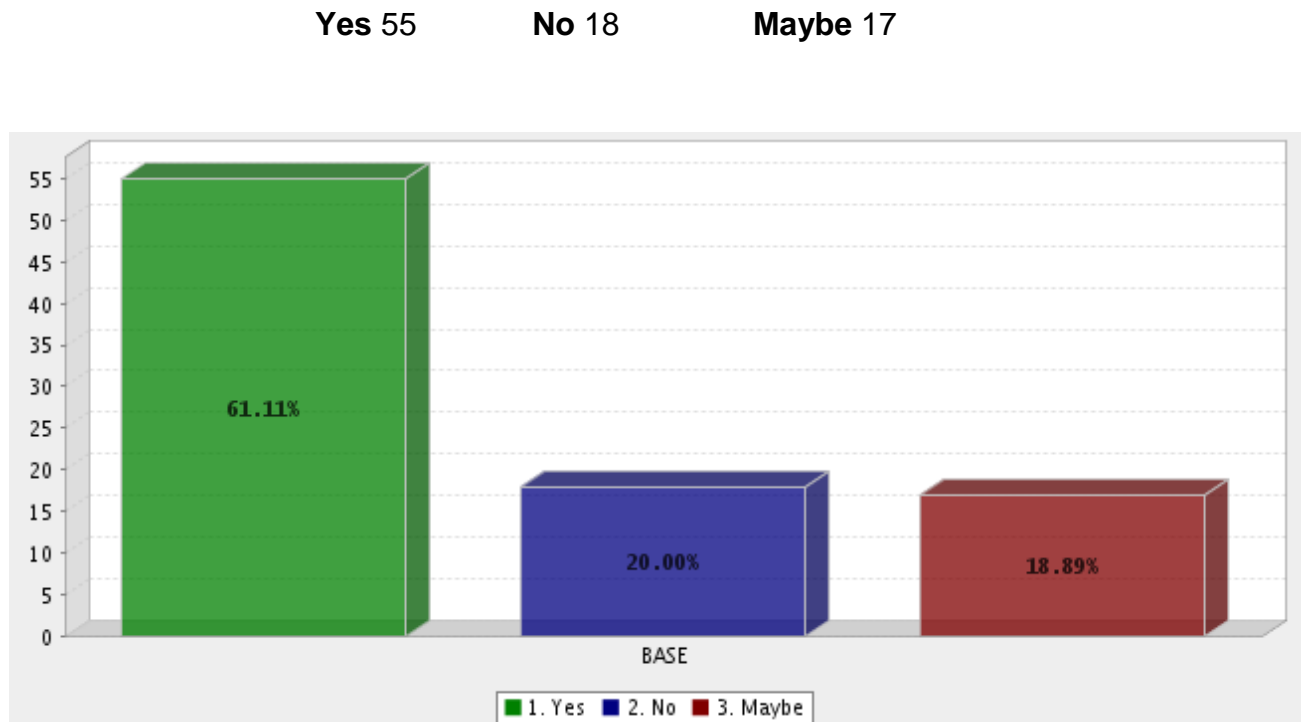
Parents were then asked to respond to the question **'would you consider sending**

your child to an Integrated School?' In total 90 parents responded to this question.

Of those 90 parents, 61% said they would consider sending their child to an Integrated School.

Figure 3

Would you consider sending your child to an Integrated School?



Parents were then asked to explain their decision and the main reasons given were as follows;

- The location and quality of school needs to be considered. Integrated Schools are not always located conveniently and have a limited number of pupil spaces
- The standard of education in Catholic Grammar Schools can be superior especially in helping children to reach their full potential

- Comes down to the choice of one parent in the family who may be of a different religious persuasion
- It is important for children to have their own religious ethos taught in school and as well as at home. Some parents wanted their children to be prepared for sacraments
- Northern Ireland is a divided and segregated society and to be able to move forward schools needs to be Integrated. Children should be able to mix freely together breaking down sectarian barriers
- Integrated Schools should have no taught Religious Education
- It depends on each child's needs where they are best placed e.g. special needs/developmental needs
- Strong belief in the ethos and vision of Integrated Education
- Although some parents preferred their child to go to an Integrated Post-Primary School, they respected their child's choice in attending a school with their peers

Barriers and Enablers

The Committee for Education state in the Terms of Reference that they will “Identify the key barriers and enablers for Shared Education and Integrated Education”

We asked parents about the advantages and disadvantages of Shared and Integrated Education. Their responses were grouped together based on key themes/issues and outlined overleaf.

Figure 4 Advantages and Disadvantages of Shared Education

Advantages of Shared Education	Disadvantages of Shared Education
<ul style="list-style-type: none"> • Inclusive of all • Encourages communities to work closely together • Helps to build relationships • Economically sensible rather than doubling of resources • Explore more opportunities eg sports, subjects • Exposes children to other cultures, • Promotes tolerance, respect, accepting of difference • Breaks down barriers in NI • Shared resources • Has all the benefits of integrated education but schools can still retain their identity and religious ethos • No advantages, respect can be taught at home • Sharing expertise of teachers • Steps in the right direction 	<ul style="list-style-type: none"> • Quality of education depends on each school • Children are sharing classes but not really mixing with each other • Children still defined by cultural tradition • Lack of resources available • None • Diverts from being fully integrated • Issues of bullying if one community is in the minority • Religious difference being highlighted • Practical timetabling of classes, • Transport costs and availability • Too expensive • Subjects such as History being taught from one point of view • Loss of school identity • Divisive and not solve the problem of segregation • Lack of appropriate building • Separate Religious Education

	<p>classes still being taught</p> <ul style="list-style-type: none"> • Loss of parental choice • Difference in uniforms can lead to exclusion and highlight difference • Minimal inclusion of children with special needs
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Figure 5 Advantages and Disadvantages of Integrated Education

Advantages of Integrated Education	Disadvantages of Integrated Education
<ul style="list-style-type: none"> • No distinctions are made on divisive grounds of religion • Education of all pupils bringing them together from an early age to understand other cultures • Social and economic advantages • Breaks down and removes barriers, opportunity to share experiences of religion, teaches tolerance, mutual respect, encourages acceptance of difference, broadens views, mutual understanding, removes stereotypes, racism 	<ul style="list-style-type: none"> • One community being the minority • It depends on the locality of schools so not may not fully reflect 'true' integration • None-“ <i>we should disband divisive education and cease funding schools who have religion as a requirement for entry either perceived or actual</i>” • The Identities of children can be lost • Misperceptions by parents, staff who think that integrated education is a

<ul style="list-style-type: none"> • Promotes the concept of NI as a nation and promotes national identity rather than British or Irish • Prepares pupils for society which is mixed e.g. the workplace • Builds relationships between cultures • None. One parent said it is '<i>a middle class attempt at social mobility through education, shouldn't be placed above any other type of education offered</i>' • Pupils are more aware of the common ground between their peers • Promotes equality regardless of background • Fully inclusive society, ethos of inclusion in integrated education • Reduces fear of 'the perceived other' • Education under same roof, financial benefits • Helps children understand religion is a choice, not born into religion • Embraces the child holistically rather than only academic achievement 	<p>neutral environment</p> <ul style="list-style-type: none"> • No real value placed on spiritual moral issues too eager to please to proclaim all things to all men, a melting pot, • Can be harder for pupils to retain their identity especially when they go back to segregated communities after school • The teaching of religion should not only be from a Christian viewpoint as it currently stands but incorporate all religions which reflects a more diverse society • Under-funded and lack of resources from government • Availability limited of integrated schools in certain areas to meet demands, limited amount of places in schools • Many parents see integrated as just another sector rather than a good model that is beneficial for children and society • Issues of bullying for being different • Local history not taught (ie. why people from different communities feel the way
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<ul style="list-style-type: none"> • True integration is more than mixing religion, about mixed academic abilities, genders, special needs • Increased parental involvement • Normalizes education system removing religious/social class barriers • Promotes community cohesion • Way forward for change in NI to show we can live side by side, get along • Same advantages as shared education 	<p>they do)</p> <ul style="list-style-type: none"> • Some parents see them as being of a lower achieving standard than other schools as they are largely all ability schools while grammar schools are more academic
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Overall, parents were positive about both Shared and Integrated Education viewing both as *“a necessary step in the right direction for living a shared future in Northern Ireland.”* Parents were in support of breaking down barriers between communities and teaching children to respect and tolerate others. Some parents stated that they preferred Shared Education as children are being taught about differences between communities but that there was still an element of retaining their own school and community identity.

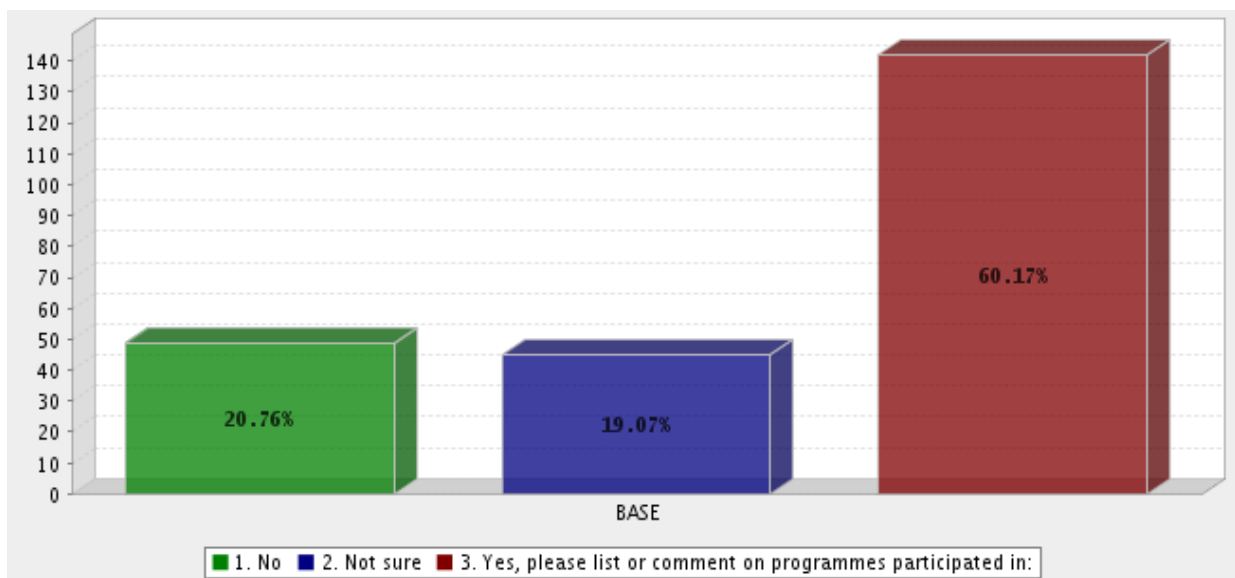
Parents highlighted the limited availability of places in the Integrated Schools and the locality of Integrated Schools as a barrier to them sending their children to an Integrated School. *“The quality of the education provided”*, some parents said *“depends on individual Integrated Schools and can be perceived as inferior to a Grammar education”* which some parents prefer for their children.

Good Practice

The Committee for Education suggested that the Inquiry into Shared Education will also *“Identify and analyse alternative approaches and models of good practice in other jurisdictions in terms of policy interventions and programmes”*.

Parents responded to the question, **has your child participated in any cross community programmes either in school or in the local community?**

There were 236 responses to the question. 49 parents stated that their child (children) had not participated in any cross community programmes, 45 said they were unsure and 142 parents said their children had.



Parents were then asked to list the types and names of programmes that their children had participated in. These were then grouped into the following areas;

- Sport (eg football, boxing)
- Fermanagh learning community
- Cross border projects through Scout groups
- Community youth club/organisations
- Other types of programmes- cultural and identity awareness, drama, arts, music, nature, media activities
- Shared education classes
- Social gathering of friends from different backgrounds
- Summer camps/schemes
- EMU/CRED type programmes in school
- Visits to the Corrymeela Community
- Joint visits to local churches
- Links with schools in Europe
- Attending community run/based events

Parents were then asked to suggest what other ways they thought their children could be integrated in NI apart from through formal education. They suggested the following ideas;

- After school clubs where children from different schools in a local area meet
- Sport clubs
- Community groups
- Shared housing
- Compulsory places in nursery schools
- Summer schemes including cultural events
- Exhibitions/more family community cultural events
- Youth clubs
- Shared spaces in local communities
- Churches coming together
- Projects aimed at cross community
- Not forcing children to come together, problems are due to society, lack of parental education, unemployment, ghetto mentality
- Integrating all schools
- Music
- Removal of allegiance from societal clubs (eg beavers, scouts must pledge allegiance to Queen)
- Residential trips (eg to Corrymeela where differences can be explored in a 'safe space')

Key priorities and actions

The Inquiry also seeks to “*consider what priorities and actions need to be taken to improve sharing and integration-including the effectiveness of the relevant parts of the CRED policy; the need to engage more effectively with parents/carers; and the role of Special Schools*”. So we asked parents about the issues they felt were most important and how Shared and Integrated Education could be moved forward in Northern Ireland.

Improvements:

- Ensuring all education provided is of the highest quality and meets the needs of children despite academic ability
- Better support in place from local communities, churches, government
- Shared teacher training, shared professional development courses, parental training
- Financial resources, funding to integrated schools for more pupil places and better equipped buildings
- An agreed vision by the Northern Ireland Assembly to commit to integrating or sharing schools by a certain date, “*more support from ministers rather being a political ball passed about*”
- Better knowledge and awareness of Shared and Integrated Education for the public so they can make informed choices
- Organizing more intercultural events

- Remove religious doctrine. Some parents would prefer the removal of Religious Education from the Curriculum while some parents would like World Religions to be included in the Curriculum
- Several parents commented that Shared Education should only be viewed as a medium step towards full integration and that *“it should be a central focus of the TBUC strategy and all schools should be integrated”*
- Educate children together from the Early Years providing either more cross community programmes or integrated Nurseries/Playgroups
- Highlight the successes of shared/integrated education to the public
- Educate adults/public on changing attitudes
- Provide funding to schools who are willing to share education and less to those who don't
- Better strategic planning based on area needs and suited to local situations, area planning
- Cultural awareness training for teachers/staff
- Shared education must be defined as to its purpose, the benefits, some parents have misconceptions as to what is meant by this term
- Integrated education must become more inclusive and welcoming
- Agreement on Flags and Emblems – Some parents felt that all aspects of religion, flags and emblems should be removed from the educational environment. These parents felt strongly about the removal of emblems so as not to antagonize others and felt there was already too much separation on symbols in the wider community. However, other parents felt that to move

forward and open up discussions with children/young people to help them understand the significance that communities place on these objects would be more helpful in promoting respect and understanding of each other.

- Mixed transport on way to school
- Reduce power churches have on schools
- Twinning schools
- Develop better integrated ethos
- Shared timetabling at 16plus to allow more choice

Important Issues:

- Quality of education provided, should be excellent in every school
- Academic achievement should be the most important thing
- Maintaining of community identity whilst co-learning
- Building better Community support and understanding
- Collaboration between schools to work more co-operatively
- Religion should not be the central issue
- Lack of adequate resources
- Emphasize building relationships between pupils
- Funding to offer more places

- Bullying due to religious or community affiliation
- To learn to be more 'accepting of others', promoting tolerance, treating others with respect, breaking down barriers,
- Locality of schools to share education and locality of integrated schools
- Reassuring parents who fear shared or integrated education
- Parental choice
- More political support from NI Assembly
- Children learning what happened in the past
- To learn that we all have a Shared humanity
- Provide definitions of the terms, 'Shared' and 'Integrated' as although they are linked they are different

Appendices

Appendix 1

List of Questions developed by Parenting NI for the Online Survey

1. In your own words, what do you think is meant by the term “Shared Education”?
2. In your own words, what do you think is meant by the term “Integrated Education”?
3. Do you have child/children who currently go to an Integrated School (including nursery/preschool)?
4. Would you consider sending your child to an Integrated School? Please explain your answer.
5. Has your child/children participated in any cross community programme either in school or in the local community? If yes, please list or comment on programmes participated in.
6. What do you think are the disadvantages of Shared Education?
7. What do you think are the advantages of Shared Education?
8. What do you think are the disadvantages of Integrated Education?
9. What do you think are the advantages of Integrated Education?
10. Other than through formal education what other ways do you think children could be integrated in Northern Ireland?
11. What could be done to improve Shared/Integrated Education here in Northern Ireland?
12. What do you think are the most important issues within Shared/Integrated Education?



**Committee for Education
Room 375,
Parliament Buildings,
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BT4 3XX**

10th November 2014

Dear Peter,

Parent Survey – single teacher training facility

I am writing in response to the questions posed by the Committee for Education on the 5th November regarding Parenting NI's Parent Survey. Although only 10 parents mentioned that providing a single teacher training facility as one of the ways forward for Northern Ireland the responses were strongly felt. The survey question was not aimed specifically at asking parents their views on the current status of Teacher Training Facilities but at suggesting improvements to Shared and Integrated Education in Northern Ireland.

Thank you once again for meeting with us and giving us the opportunity to present our survey results.

Yours sincerely

Nicola McKeown
Parenting Forum Participation Worker



Northern Ireland
Assembly

Committee for Education

Pip Jaffa
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7 November 2014

Our Ref: PMcC/JW/1751

Dear Ms Jaffa

Parent Survey – single teacher training facility

The Committee would like to convey its thanks to Clare-Anne Magee and Nicola McKeown for their briefing on Wednesday 5 November 2014 as part of the ongoing inquiry into Shared and Integrated Education.

The Committee agreed to write to Parenting NI asking for information on the level and nature of responses from parents, in the relevant survey, to the proposed establishment of a single teacher training facility.

A reply by Friday 21 November would be much appreciated.

Yours sincerely

Signed Peter McCallion

Committee for Education

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