

Committee for Education

Report on the Inquiry into Shared and Integrated Education Volume 4

**Together with the Minutes of Proceedings, Minutes of Evidence
and Written Submissions Relating to the Report**

Ordered by the Committee for Education to be printed 1 July 2015

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COMMENCEMENT OF THE DEBATE IN PLENARY**

Powers and Membership

Powers

The Committee for Education is a Statutory Departmental Committee of the Northern Ireland Assembly established in accordance with paragraphs 8 and 9 of the Belfast Agreement, section 29 of the Northern Ireland Act 1998 and under Standing Order 48 of the Northern Ireland Assembly.

The Committee has power to:

- Consider and advise on Departmental budgets and annual plans in the context of the overall budget allocation;
- Consider relevant secondary legislation and take the Committee stage of primary legislation;
- Call for persons and papers;
- Initiate inquiries and make reports; and
- Consider and advise on any matters brought to the Committee by the Minister of Education.

Membership

The Committee has 11 members including a Chairperson and Deputy Chairperson and a quorum of 5. The membership of the Committee is as follows:

Peter Weir (Chairperson) ^{2,6}

Sandra Overend (Deputy Chairperson) ⁷

Maeve McLaughlin

Jonathan Craig

Ross Hussey ^{1,8}

Nelson McCausland ³

Chris Hazzard

Trevor Lunn

Robin Newton

Pat Sheehan

Sean Rogers ^{4,5}

1 With effect from 04 July 2014 Mrs Sandra Overend replaced Mrs Jo-Anne Dobson

2 With effect from 23 September 2014 Ms Michelle McIlveen replaced Mr Mervyn Storey as Chairperson

3 With effect from 06 October 2014 Mr Nelson McCausland replaced Mr Stephen Moutray

4 With effect from 17 November 2014 Mr Colum Eastwood replaced Mr Seán Rogers

5 With effect from 08 December 2014 Mr Sean Rogers replaced Mr Colum Eastwood

6 With effect from 11 May 2015 Mr Peter Weir replaced Miss Michelle McIlveen as Chairperson

7 With effect from 15 June 2015 Mrs Sandra Overend replaced Mr Danny Kinahan as Deputy Chairperson

8 With effect from 23 June 2015 Mr Ross Hussey replaced Mrs Sandra Overend

Table of Contents

Volume 1

Membership and Powers	i
Executive Summary	1
Summary of Recommendations	2
Introduction	4
Consideration of Evidence	19
Key Findings and Recommendations	39

Appendices

Appendix 1

Minutes of Proceedings	55
------------------------	----

Appendix 2

Minutes of Evidence	99
---------------------	----

Volume 2

Appendix 3

Written Submissions	577
---------------------	-----

Volume 3

Appendix 3

Written Submissions (<i>continued</i>)	1151
--	------

Volume 4

Appendix 4

Correspondence from the Department of Education	1631
---	------

Appendix 5

List of Witnesses	1893
-------------------	------

Appendix 6

Research Papers	1899
-----------------	------



Northern Ireland
Assembly

Appendix 4

Departmental Correspondence

Contents

20131022	Ministerial Statement – Advancing Shared Education
20140519	DE- Response on Integrated and Shared Education Inquiry
20140702	DE- Shared Education Update
20141001	DE – Shared Education Campuses Programme
20141023	DE- Shared Education Campuses
20141024	DE- Shared Education Signature Programme
20141104	DE- CRED/ Sharing Categorization
20141217	Shared Education Business Plan
20150107	Shared Education Campuses Protocol Document
20150128	DE-Dissolving Boundaries and the Centre for Shared Education
20150130	Together: Buildings a United Community – Shared Campuses Programme
20150209	Shared Education Signature Project
20150306	ETI Review CRED policy
20150401	DE-Jointly managed schools circular
20150330	DE-Comm Peace IV- Shared Education
20150501	DE-Comm CRED Findings from the 2012 Young Life and Times Survey
20150514	DE-Comm Shared and Integrated Education Inquiry CRED Policy
20150602	DE-Comm Inquiry into Shared Education and Integrated Education
20150623	DE-Inquiry into Shared and Integrated Education: Equality of Identity

20131022 - Ministerial Statement - Advancing Shared Education

Advancing Shared Education

Ministerial Statement

22 October 2013

Oral Statement on Advancing Shared Education

Introduction

With your permission Mr Speaker, I wish to make a statement on the report of the Ministerial Advisory Group on Advancing Shared Education, which was published in March.

In doing so I wish to set out my response to the recommendations, and indicate how I intend to move forward.

Advancing shared education is one of the most important and sensitive challenges facing civic society.

If we are to succeed, there must be a shared readiness to change.

Background

Members will recall that advancing shared education is at the heart of the Programme for Government, and establishing the independent advisory group was a key commitment.

I was very pleased when Professor Paul Connolly, from the School of Education at Queen's University, agreed to chair the group, and his fellow members, Dawn Purvis and PJ O'Grady also took up the challenge.

I would like to thank them for their work, and for producing a very comprehensive, thoughtful, and thought-provoking report.

I would also like to thank everyone who engaged with the group for their contributions.

Starting point

In debating the report, let's remind ourselves of why sharing is important, and what we are trying to achieve.

Educational case

My starting point is the educational case for sharing, to contribute to raising standards, tackling underachievement and creating a better society for all.

In planning for the future, we need to address a key question – what sorts of schools do we want?

We have many different types of school, each proud of their identity and ethos.

I know from my visits how much parents and communities value those schools, and how passionately they care about them.

So having that choice in our system is a strength, we need to now build on that with confidence that a shared education system is inclusive of all and marginalises no one.

But Mr Speaker, choice can't be at the expense of good education.

Our schools need to change and greater sharing is part of that change.

We have too many schools that cannot – by themselves - provide the rich, high-quality educational experience that children need and deserve.

To make that change we must actively plan for shared education.

That means we must also move away from planning by competition: school versus school and sector versus sector - in a battle for scarce resources.

As Minister I see far too many development proposals that are written as if the school up the road doesn't exist.

That has to change.

We know what parents and children want –quality, high performing schools in their local communities.

The parents and communities that I meet are up for sharing.

They want choice, but they aren't asking for separation.

I believe that the vast majority of parents put **quality** first.

They **will choose** shared local schools if they provide a quality education.

The evidence is there.

The Lisanelly complex has fired the imagination of the community in Omagh, and is a game-changer in terms of how we plan education.

I have seen other good examples of communities in the Moy, in Fermanagh; and Ballycastle, coming together to look for shared solutions; and finding new ways to ensure access to good local schools.

So, shared education is not a bolt-on or an optional extra.

It is fundamental to delivering good schools, and central to my vision that every learner should achieve his or her full potential.

Good relations and equality

Mr Speaker, good education comes first, but equality and good relations add to the case for change.

Choice can't be at the expense of good education.

Neither can it be at the cost of separation by religious belief, socio economic status or educational needs.

Such separation is bad for children, and bad for society.

Separation is damaging, unnecessary, and avoidable – Society has the power to change it if the will is there.

In higher and further education, sharing and integration is already the norm.

Why should schools be any different?

We have sharing in preschool education, and youth services.

We have integrated schools, naturally shared schools, and many other examples of good practice in schools working together.

But we can, and we must, do more.

Sharing must become the accepted reality at every stage of education, from early years to post-graduate study.

Equality

There is also a persuasive equality case.

We have good schools serving children of every religious faith, and none.

Today, no child is denied a good education because of their religion.

However, the same cannot be said for socio-economic status.

We know that children living in lower income brackets are at much higher risk of educational under achievement.

Members are familiar with the standard measure.

Our aim is that every child should leave school with at least five good GCSEs including English and maths.

Today, only 34% of children entitled to free school meals achieve that.

For other children, the figure is 68%.

So a child being from a lower income bracket is at double the risk of underachievement.

That is unacceptable, and we must change it.

We also know that academic selection is a barrier to children on Free School Meals and from lower income families.

Just over 7% of children in grammar schools are entitled to free school meals.

For other post primary schools the figure is 28%.

So poorer children are more likely to be rejected by grammar schools.

Is that what those schools want?

Only they can answer.

But segregation by parental income is a reality that we cannot ignore.

Members know my views on academic selection, and I will say more on that in a few moments when I turn to the recommendations in the report.

But whatever happens in relation to selection, we need greater sharing across the socio economic divide.

Mr Speaker, I'm sometimes accused of having an anti-grammar agenda.

Well let me put it on the record – I don't.

I have an anti-academic selection agenda.

But I offer this challenge to grammar schools.

Educate the whole community, not just a part of it.

Across the world, the best performing education systems combine excellence with equality of outcomes – in other words almost all of their pupils achieve high standards, not just a few.

That must surely be our goal too.

Summing up the case for sharing

Bringing all of that together, it is clear that:

- sharing brings educational benefits;
- sharing builds respect for diversity and good relations;
- sharing builds equality; and
- sharing builds a confident community.

So my vision is one of education without barriers; good schools where children learn, grow and develop together.

Schools where sharing is the accepted normality.

Shared education can - and should - involve every type of school.

It is about developing local solutions to local needs, not 'one size fits all'.

It is a challenge to all, but a threat to none.

Every school can share, and I challenge every school to ask itself, **'what more can we do'**.

Sharing and integration

Before turning to the recommendations, I want to talk about the relationship between shared education and integrated education.

Let me make it clear, they are different routes to the same objective.

The right model is the model that enjoys the support of the local community.

Integrated education will continue to play an important role, and my Department, in line with its statutory duty, will continue to encourage and facilitate it.

Shared education should also be encouraged and facilitated, and communities should be encouraged to choose the model that suits them best.

This is in line with the current approach to integrated education where the transformation process begins with consultation with the local community and a parental ballot before the submission of a development proposal to the department.

Every community should be on a journey to sharing.

Different routes will be chosen and some will get there sooner than others.

When a community takes a first step, however modest, we should encourage and support them, and yes perhaps challenge them to go further, but in a positive manner.

Recommendations

Let me turn now to the recommendations.

The report contains 20 recommendations in 5 groups. I welcome all of the recommendations.

There are some that I accept fully, and will aim to take forward as soon as possible.

There are others that I accept in principle, but there may be a better way forward than what the group recommended.

A third group needs further consideration and debate, here in this Assembly and across society.

Mainstreaming (recommendations 1 to 3)

The recommendations begin with mainstreaming, which is the right starting point.

We need to ensure that sharing is in the DNA of our education system: in legislation, policy and the structure of ESA.

I want to be in a position to bring the Education Bill back to the Executive and the Assembly in the coming weeks, however I cannot do that on my own.

In bringing the Bill back, I propose to include a statutory definition of shared education, and provisions for ESA to encourage and facilitate it.

These will complement the provisions on integrated and Irish-medium education, and will not reduce or dilute them in any way.

I will also require ESA to reflect sharing in its structure, in its corporate plans, and in its strategies, and I will hold it to account for doing so.

The report also recommended the inclusion of a shared education premium in the common funding scheme.

I accept this in principle, but further consideration is needed before we move to implementation.

However, I acknowledge that if shared education is to grow and develop, then we will need to mainstream financial support for any additional costs involved.

Shared education is very much at the heart of the Together Building a United Community programme.

In addition to those programmes my Department is working with Atlantic Philanthropies and OFMdFM with a view to put in place an additional funding programme to support shared education.

As we move ahead I will look carefully at the evidence, so as to ensure that whatever financial support we provide is targeted at what works best.

I also need to see what additional resources my Executive colleagues will make available for mainstreaming.

Supporting schools in shared education (recommendations 4 to 8)

The second group of recommendations deals with:

- supporting schools;
- ensuring that sharing delivers real educational benefit; and
- recognising and promoting the spread of good practice.

I welcome these recommendations.

I have asked the Chief Inspector to consider how best to take them forward in the inspection process and the inspection cycle, and to report back to me.

We ask a great deal of our teachers, and it is right that we equip and support them to deliver.

That is why ESA will have statutory duties to ensure support for teachers and schools governors.

I also welcome the recommendations on supporting and developing teachers.

These will be fed into a revised teacher professional development strategy, which is already under development.

I will ensure that it includes an examination of how best to equip and support teachers to deliver shared education.

Schools and other institutions (recommendations 9 to 14)

The third group of recommendations - numbers 9 to 14 – focus on what schools need to do in relation to engagement with parents; the delivery of the curriculum; and the rights of children and young people to participate in the decisions that affect them.

I welcome these recommendations.

As I said earlier, supporting schools will be a key part of ESA's role, and this will include supporting schools to communicate with parents.

Recommendation 10 calls for a review of the **delivery** of key aspects of the curriculum.

I accept this recommendation in principle, and welcome the emphasis on promoting equality.

However, taking this forward requires careful thought.

In any review of the curriculum or its delivery, our aim must be to support teachers to adopt best practice.

Therefore, as a first step, I have asked the Chief Inspector to carry out a survey of current practice, with a particular focus on what additional support and development teachers need.

The report draws attention to the right of young people to participate and be heard in relation to the decisions that affect their lives.

I support this, and it is my aim that every school will have an effective method of encouraging young people's participation in the life of the school.

My Department will continue to encourage schools to implement the Democra-school programme, and to take up the advice, support and a guidance pack available from the Commissioner for Children and Young people.

However, I believe that effective participation of young people is likely to be achieved more effectively if the approach is decided by the schools themselves, rather than being imposed from outside.

Therefore, I would prefer not to go down the compulsory route at this time.

However, I will keep this under review and, if sufficient progress is not being made, then I will consider the case for stronger action.

The report also recommended that schools should be subject to the statutory equality and good relations duties in section 75.

I strongly support the intention behind that recommendation.

Every school must play its part in promoting equality of opportunity and good relations.

Every school must tackle discrimination and bullying, whether it stems from religion, sexual orientation or any other aspect of a young person's identity.

Members will be aware that this is a cross cutting matter, as equality legislation is the responsibility of OFMdfM.

I want to discuss recommendations 12 and 13 of the report with my Executive colleagues, and consider how best to give effect to them.

Using section 75 which sets out minimum requirements may be one option.

However, there is nothing to stop us from enhancing our equality duties so as to ensure better policy making.

Another may be to adopt the approach used in England, where schools have to set clear objectives for promoting equality, and are held to account for delivery.

Whichever option we choose, I want the emphasis to be on action, not bureaucracy.

Recommendation 14 deals with special education.

It calls for the development of effective models for collaboration between mainstream, special schools and educational support centres.

One of my priorities as Minister has been the building of an inclusive educational culture both within and between our schools.

Therefore I strongly support this recommendation.

However it would be wrong not to acknowledge the work already being undertaken in this area.

The current special educational needs framework already promotes inclusion, ensuring, wherever possible, that children and young people are taught in mainstream schools.

This will remain a fundamental tenet of the work being taken forward as part of the SEN and Inclusion Review.

That being said, where a child's best interests are served by attendance at a special school, that option will remain open.

In terms of the collaboration across sectors, special schools are full and active members of the Area Learning Communities.

This is essential to provide opportunities for pupils to learn and grow alongside their peers in special and mainstream schools.

Going forward, I will ensure that shared education projects and shared education campuses will include special schools where that demand exists.

Arvalee Special School will be taken forward as part of the Lisanelly Shared Education Campus, with the construction of the new Arvalee School and Resource Centre commencing next year.

Area based planning and the schools estate (recommendations 15 to 17)

The fourth set of recommendations deal with area planning, which will be central to the delivery of shared education.

I will make it a priority for my Department to bring forward:

- guidance on a range of sharing options that schools and communities may wish to explore;
- clear, practical advice on how to bring forward a development proposal for sharing; and
- guidelines on the development of area plans to ensure that shared education is encouraged.

Recommendation 16 calls on my Department to meet parental demand for different types of schools.

I accept that recommendation in principle, with one important caveat.

Any proposal for a new school must be sustainable and capable of delivering high quality education for the pupils it serves.

Let me say clearly that I want to see:

- collaboration, not competition;
- sharing, not duplication.

Recommendation 17 calls for it to be made easier for a school to transform its ethos from one type to another.

I am pleased to say that the Education Bill already provides for this.

Every school will be able to decide its own ethos, and set it down in its scheme of management and employment scheme.

Any school will be able to change its ethos at any time simply by bringing forward new schemes.

There will be no need for any complex or bureaucratic legal procedure.

Academic selection (recommendations 18 to 20)

Finally, let me turn to the recommendations on academic selection.

It will surprise no-one when I say that I welcome, and strongly endorse them.

Some people have criticised the group for including those recommendations.

They claim that they are nothing to do with sharing.

They are missing a very important point.

Sharing means educating without barriers, and without segregation.

The group's advice is very clear.

Selection discriminates.

Selection divides.

Selection is a barrier to children from low income families.

Those who ignore the evidence should ask themselves:

"If segregation by religion is wrong, how can segregation by income be right?"

I look forward to the day when this Assembly decides to end academic selection for good.

Until that day, I will strive to make it irrelevant, and to limit the damage that it does.

I will continue to promote all ability schools where academic and vocational learning is the norm and these will be taken forward through area planning as recommended by the group.

Conclusion

Mr Speaker, the report asks us all to think differently about the delivery of education.

It reminds us that sharing begins with respect for diversity and the right to equality.

It asks us to put the needs of young people ahead of the interests of institutions.

It challenges long-held assumptions about what is possible.

Through sharing, we all benefit, and no-one loses.

Sharing means celebrating diversity, not undermining or hiding it.

Educational ethos, like language and culture, should be used to build bridges, not barriers.

Mr Speaker, our education system should be enriched by diversity; but not blighted by separation.

I commend the report to the Assembly.

20140519 - DE Response Integrated Shared Education Inquiry



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19 May 2014

Dear Peter

Education Committee: Integrated / Shared Education Inquiry

Thank you for your enquiry dated 6 May 2014 in relation to the statement made by the Minister on 23 October 2014 in relation to advancing Shared Education, I have been asked to reply.

The Committee will wish to note that the Minister has previously indicated that discussions were ongoing with OFMdfM and the Atlantic Philanthropies to establish a shared education funding stream. This work is at an advanced stage and it is expected that an announcement will be made before the summer recess with the programme commencing in the 2014/15 academic year.

The programme is being designed to address a number of actions referenced by the Minister including support for teachers and Education and Training Inspectorate (ETI) engagement.

ETI will progress the work of Shared Education within inspection and district work with a view of identifying how 'sharing' has the potential to enhance learners' educational and social learning.

In preparing for this work a team of ETI Inspectors will develop Shared Education indicators, protocols and materials for inspection and district work. The team will also provide ongoing staff development on writing, reporting and recording of effective Shared Education practice.

In the absence of progress with the Education Bill, the Minister is considering other alternatives for legislation that would define and help ensure progress in advancing Shared Education. The Committee will of course be briefed on these at the appropriate juncture.

As part of his statement on advancing shared education, the Minister made clear his aim that every school will have an effective method of encouraging young people's participation in the life of the school. The Department is already committed to encouraging all schools to find

meaningful ways of giving children and young people a voice and of listening and responding to their views and continues to encourage schools to adopt the Democra-schools programme.

The Minister has indicated his intention to bring forward guidance on sharing options for schools and communities that will assist in providing practical advice relevant for a development proposal. It is anticipated that this work will be progressed during the period of the inquiry.

The Committee will also wish to note that both the Area Planning Terms of Reference and subsequent guidance already encourages Shared Education options to be brought forward.

Yours sincerely

A handwritten signature in black ink, appearing to read 'V Bintley (mun)'. The signature is written in a cursive, slightly slanted style.

Veronica Bintley

Departmental Assembly Liaison Officer

DE Shared Education Update

SHARED EDUCATION

Introduction

Advancing Shared Education is both a Programme for Government commitment and an action within the Together: Building a United Community strategy.

A Ministerial Advisory Group (MAG) was established in July 2012 to advise the Minister on how best to advance shared education which is defined as:

- 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.

Shared Education means the provision of opportunities for children and young people from different community backgrounds to learn together.

Shared Education is expected to be organised and delivered in such a way that promotes equality of opportunity and social inclusion by providing opportunities for children from differing s75 groups (e.g. children from different racial backgrounds, children with and without disabilities, children who are carers or school age mothers) and from differing socio-economic backgrounds to learn together at school and in less formal education.

The MAG reported in March 2013. In accepting its report, the Education Minister encouraged a public debate on the report and its recommendations.

After a period of reflection in a statement of 22 October 2013 to the Assembly the Minister accepted the recommendations of the report, reserving judgement on how best to implement a number of the recommendations. Work to implement the recommendations has been taken forward.

Progress to date is outlined below. The relevant MAG recommendation has been included in each section for ease of reference.

MAG RECOMMENDATION	DEPARTMENTAL POSITION
<p><u>Recommendation 1:</u> The Education Bill should be amended to place a statutory duty on the new Education and Skills Authority (ESA) to encourage and facilitate shared education as defined in this report.</p>	<p>The Minister accepted this recommendation. The original intention had been to include, as an amendment to the Education Bill through which the Education and Skills Authority would be established, a power to encourage and facilitate shared education.</p> <p>As progress on the Education Bill has been halted, the Minister is considering bringing forward a stand-alone Bill designed to support shared education.</p>
<p><u>Recommendation 2:</u> ESA should establish a central unit, or identify an existing unit, that should take lead responsibility for encouraging and facilitating shared education. This unit should:</p> <ul style="list-style-type: none"> • Develop and drive forward a strategy for advancing shared education that includes setting targets and goals, monitoring shared education activities and producing an annual report on progress being made; • Review all existing and proposed policies within education, and provide advice as required, to ensure that all activities seek to encourage and facilitate shared education where appropriate; and • Commission research and evaluations into shared education and facilitate the sharing and dissemination of good practice. 	<p>The Minister accepted this recommendation. It had been intended that ESA would ensure a central focus on shared education. This recommendation will now be taken forward in progressing the one-board model of reform that is necessary to enable education administration to comply with the changes to local government that will take place from April 2015. In the meantime, the Minister will expect the ELBs to take a consistent, regional approach to encouraging and facilitating shared education. At the same time, the Department itself will ensure that a clear strategy is put in place for advancing shared education.</p>
<p><u>Recommendation 3:</u> As part of the proposed revised common funding formula suggested by Sir Robert Salisbury in his independent review for the Department of Education, a 'shared education premium' should be incorporated into the funding formula for schools and other educational institutions. This premium would recognize the added value of shared education and should be weighted in terms of:</p> <ul style="list-style-type: none"> • The number of pupils that are engaged in shared education activities, as defined in this report; and 	<p>While recognising the need for funding, the Minister reserved his position on this recommendation as it was not clear that the common funding formula was most appropriate delivery mechanism. Subsequently, it has been agreed that a Shared Education funding scheme will be established to provide financial support for schools engaged in shared education. Consideration is being given to establishing this as a potential Delivering Social Change Signature Programme. As part of this, work is ongoing to secure significant</p>

<ul style="list-style-type: none"> The proportion of school time that pupils are engaged in such activities. 	<p>funding from Atlantic Philanthropies and OFMdfM as well as DE.</p>
<p><u>Recommendation 4:</u> Where schools and other educational institutions are in receipt of a shared education premium, the Education and Training Inspectorate (ETI) should explicitly review the use of that funding in its inspection reports particularly in relation to:</p> <ul style="list-style-type: none"> The added value of such shared education activities; The value for money of the funding provided; and The quality and effectiveness of the shared education activities. 	<p>The Minister has accepted this recommendation. In parallel with the Shared Education programme, ETI will progress the work of Shared Education within inspection and district work with a view of identifying how 'sharing' has the potential to enhance learners' educational and social learning.</p> <p>In preparing for this work a small team of ETI Inspectors will develop Shared Education indicators, protocols and materials for inspection and district work. The team will also provide ongoing staff development on writing, reporting and recording of effective Shared Education practice.</p>
<p><u>Recommendation 5:</u> The ETI should produce an annual report that reviews the current range and extent of shared education activities across Northern Ireland, highlights good practice and makes recommendations regarding how these could be extended and improved.</p>	<p>The Minister has accepted this recommendation. The Chief Inspector's Report is published biennially and in future will make specific comment on Shared Education. The next report is due for publication in autumn 2014.</p>
<p><u>Recommendation 6:</u> ESA should develop a framework for supporting the early and continuing professional development of teachers that encourages its delivery through shared education and thus via effective collaboration between schools and other educational institutions. It is recommended that such a framework should encourage collaborative networks of schools and other educational institutions identifying their own professional development needs and being devolved appropriate levels of funding through the common funding formula to commission the training, courses and/or other support that they require.</p> <p><u>Recommendation 7:</u> ESA should ensure that teachers and principals have access to a range of training courses and resource materials to</p>	<p>The Minister has accepted these recommendations.</p> <p>In the absence of progress on the legislation needed to establish ESA, the Department will, as part of its work to finalise a new teacher professional development strategy, ensure that this includes steps to provide teachers, from initial teacher education through to the most experienced teachers, with opportunities to learn together, including in relation to preparation for teaching through shared education.</p> <p>Specifically in relation to recommendation 8, DE awaits the outworkings of the independent review of teacher education infrastructure commissioned by DEL. DE will consider the outcomes in the context of</p>

<p>help them develop the knowledge and skills required to organise and manage effectively shared education activities and classes. These courses and materials should include a focus on:</p> <ul style="list-style-type: none"> • Establishing and organizing collaborative activities, projects and classes between schools and other educational establishments; • Dealing with negative relationships and poor interactions between pupils; • Covering sensitive topics and issues; and • Exploring ways that existing school subjects might best emphasise commonality in history and between cultures but also actively involve students in contact with cultural activities with those from other sectors e.g., sport, dance, music and language (including Irish and Scottish Gaelic). <p><i>Recommendation 8:</i> The Department of Education and the Department for Employment and Learning, in conjunction with the higher education institutions responsible for delivering teacher training and professional development courses, should review existing provision to consider appropriate mechanisms for collaboration to ensure that student teachers and teachers returning for professional development can be provided with opportunities to learn together, including in relation to preparation for teaching through shared education.</p>	<p>future arrangements for initial teacher education and its proposed strategy for teacher professional development.</p> <p>Through its Community Relations, Equality and Diversity (CRED) policy, DE will continue to ensure provision for teacher education on sensitive and controversial issues and managing shared education classes. A training strategy implemented across all ELBs has been in place since 2012.</p> <p>Additionally, as part of the Executive's <i>Together: Building a United Community</i> strategy, a commitment has been made to develop an anti-sectarianism module and relevant teacher education. Discussions are underway on how best to implement this and to increase the pace of delivery.</p>
<p><i>Recommendation 9:</i> Schools and other educational establishments should develop more meaningful relationships with parents and caregivers to ensure that their rights to be involved in the education of their children are fully respected and supported. To achieve this, it is recommended that:</p> <ul style="list-style-type: none"> • ESA establish an appropriate network that supports schools and other educational institutions in developing relationships with parents and care-givers and in creating and sharing best practice regionally; and 	<p>The Minister has accepted this recommendation. Consideration will be given as part of the Shared Education Programme as to how schools can develop more meaningful relationships with parents and caregivers to ensure that their rights to be involved in the education of their children are fully respected and supported.</p> <p>The Education (School Development Plans) Regulations require schools to outline their strategies for raising the standards of attainment among all pupils and for providing for the special, additional or other individual</p>

<ul style="list-style-type: none"> Schools and other educational establishments include a specific section in their Development Plans that includes clear plans and goals, for how they intend to engage parents and caregivers and ensure their active and sustained support in the education of their children. 	<p>educational needs of pupils. Guidance highlights the importance of consulting with those involved in the life and work of the school; the regulations require that the school development plan outlines the arrangements that have been made to take account of the views of pupils, parents, staff and other persons or bodies.</p> <p>Schools engaging in the Shared Education programme will be required to include a specific reference in their School Development Plans that includes their plans and goals for advancing shared education and engaging with parents and caregivers.</p>
<p>Recommendation 10: An independent review should be undertaken of current practice in relation to the delivery of:</p> <ul style="list-style-type: none"> Personal, Social and Emotional Development (Pre-School Education); Personal Development and Mutual Understanding (Foundation Stage and Key Stages 1 and 2); Local and Global Citizenship (Key Stages 3 and 4); and The Curriculum Framework for Youth Work (Youth Service). <p>The review should consider the effectiveness of the current Community Relations Equality and Diversity (CRED) policy and also include consideration of the opportunities that are provided for children and young people to discuss and explore issues associated with divisions, conflict and inequalities in Northern Ireland. The review should make recommendations regarding the content of these areas of learning and also how teachers and other educationalists can best be supported to deliver these.</p>	<p>The Minister has accepted this recommendation. ETI will undertake the independent review of current practice commencing with a review of the effectiveness of the CRED policy in the autumn. Other areas will be explored on a rolling basis across 2015-2019.</p>
<p>Recommendation 11: In fulfilment of its duties under Article 12 of the UNCRC, the Department of Education should make it a requirement that all schools establish School Councils. Within this, School Councils</p>	<p>As part of his statement on advancing shared education, the Minister made clear his aim that every school will have an effective method of encouraging young people's participation in the life of the school.</p>

<p>need to:</p> <ul style="list-style-type: none"> • Be fully representative of the school body and of all year groups; • Provide a mechanism for consulting children and young people on all school matters that affect them, including plans for shared education activities; • Support children and young people in forming and expressing their views; and • Include appropriate mechanisms for the views of children and young people to then be considered and given due weight by the school. 	<p>The Department is already committed to encouraging all schools to find meaningful ways of giving children and young people a voice and of listening and responding to their views and continues to encourage schools to adopt the Democra-schools programme.</p> <p>The DE website contains information on school councils, which are one mechanism by which effective pupil participation can be achieved, and links to the Democra-School programme. However DE does not wish to be prescriptive about the approach.</p> <p>DE is currently preparing a Circular that will provide further guidance for Principals and Boards of Governors on how to encourage pupil participation in decision making in schools. The circular will include information and guidelines on best practice to help schools identify the method and degree of participation that best suits the needs of their pupils.</p>
<p><u>Recommendation 12:</u> The necessary legislation should be brought forward for schools and other educational institutions to be designated as ‘public authorities’ under Section 75 of the Northern Ireland Act 1998 and thus to be required to comply with the statutory duties to promote equality of opportunity and good relations. In doing this, consideration should be given to whether it is possible to reduce the demands that will be placed on schools and other educational institutions in terms of meeting their specific responsibilities under Section 75 whilst maintaining their core duties to promote equality of opportunity and good relations.</p> <p><u>Recommendation 13:</u> The Education and Skills Authority, in conjunction with the Equality Commission for Northern Ireland, should establish a unit to provide training, produce support materials and to advise schools and educational institutions in relation to</p>	<p>The Minister has accepted the principles behind these recommendations and agrees that schools have an important role in promoting equality of opportunity and good relations.</p> <p>The matter of legislation to designate schools as ‘public authorities’ is one for OFMdfM in the first instance and the Minister is writing to FM and dFM to communicate the detail of these recommendations and to seek their views on the practicalities of designating schools for Section 75 purposes.</p> <p>Turning to recommendation 13, the Department will consider the support arrangements that schools would need following a decision by OFMdfM on whether and how to designate schools as ‘public authorities’.</p>

<p>preparing, implementing and monitoring the equality schemes they would be required to produce under Section 75. It is expected that one aspect of meeting the duty to promote good relations will include engagement in shared education initiatives.</p>	
<p><u>Recommendation 14:</u> The Department of Education should undertake a review of how shared education, and the enhanced collaboration between mainstream schools, special schools and educational support centres, can most effectively meet the needs of children and young people with disabilities, those with emotional and behavioural difficulties and those with special educational needs. The review should focus on the development of effective models for collaboration that can:</p> <ul style="list-style-type: none"> • Ensure, wherever possible, that children and young people are taught in mainstream schools; and • For the small minority of children and young people where mainstream schooling is not suitable, that they have meaningful opportunities to learn with children and young people in mainstream school environments. 	<p>The Minister has accepted this recommendation. It is the Department's policy that, wherever possible, children and young people can be educated together in mainstream settings. A review of the existing legislative framework for SEN and inclusion has been completed and work is progressing on a new Special Educational Needs Bill, which the Minister expects to bring to the Executive shortly. This underpins the existing commitment to inclusion.</p> <p>An ETI 'Guide to Collaborative Practice' which is based on learning from twenty four special schools that worked collaboratively on a joint curriculum project of their choosing with a neighbouring mainstream school is in place. This guidance sets out the key elements arising from these projects which support and encourage collaborative working. It provides a template, alongside a synopsis of the case study projects, to all schools and Area Learning Communities to use to build their capacity to respond more effectively to a wider range of pupils needs through collaborative working.</p> <p>Additionally, the Department will continue work to develop the role of Area Learning Communities and to encourage the particular contribution within ALCs of special schools. All Special Schools and Learning Support Centres have received guidance advising them, as active members, to continue to optimise the opportunities available across ALCs (which will include shared education opportunities) to provide access to a broad and balanced offer of qualifications for learning programmes.</p>

<p><u>Recommendation 15:</u> The Department of Education, Education and Library Boards and the CCMS should play an active role in promoting shared education through the area-based planning processes for post-primary and primary schools. This should include:</p> <ul style="list-style-type: none"> • Being proactive in identifying opportunities for shared education that may not have been considered and setting out options for schools and colleges to consider; and • Supporting and advising schools that wish to develop shared education arrangements, including providing advice on how two or more schools can transfer their status into a 'shared school' whereby they maintain their respective forms of ethos. 	<p>The Minister has accepted this recommendation and has indicated his intention to bring forward guidance on sharing options for schools and communities that will assist in providing practical advice relevant for a development proposal.</p> <p>Area Planning Terms of Reference and subsequent guidance already encourages Shared Education options to be brought forward.</p> <p>Processes are already in place for schools wishing to transform to integrated status and for schools wishing to expand.</p> <p>Together: Building a United Community Strategy commits to establishing 10 shared education campuses. The Shared Education Campuses Programme, which was launched in January 2014, will complement the work already underway within DE on shared education and Area Planning and will be targeted at infrastructure projects aimed at improving or facilitating sharing initiatives within local schools.</p> <p>The programme will target schools that can demonstrate the following types of sharing:</p> <ul style="list-style-type: none"> • Shared Facilities – where new facilities are built to allow for shared use by all schools within the model; • Enhanced Facilities – where current facilities are improved to allow for shared use by all schools within the model; and • Shared Campus – where schools are co-located and share infrastructure e.g. the Lisanelly model. <p>Sixteen expressions of interest were received. Projects to be advanced are to be announced in June 2014 with commencement of the first projects expected in 2016-17.</p>
<p><u>Recommendation 16:</u> Where there is sufficient, viable and consistent parental demand, the Department of Education should actively</p>	<p>While accepting this recommendation in principle, the Minister has made it clear that this is with a caveat that any proposal must be</p>

support the establishment of schools and other educational institutions with a particular religious, philosophical or cultural ethos.	<p>sustainable and capable of delivering high quality education.</p> <p>Work is in progress with the Transferors Representative Council and Catholic Trustees regarding the potential for a jointly managed school model which would provide an alternative model for educating pupils together at the same school and that would have the support of the main churches.</p>
<p><u>Recommendation 17:</u> In relation to all existing schools, the Department of Education should:</p> <ul style="list-style-type: none"> Establish a transformation process for schools where there is clear parental demand wishing to adopt a particular ethos – whether, for example, this be faith-based, integrated, secular or Irish Medium – and to ensure that it is user friendly and not bureaucratic and that parents are made aware of their powers under the processes established; Identify how, in the light of parental demand, the process can be made easier whereby a school can incorporate the badge of a particular school type or sector in its title; and While recognizing the responsibility of the Department to ensure the viability of schools in each local area, where there is clear evidence of over-subscription, it should allow existing schools to expand, in a phased and careful manner, in order to meet the demand that exists among parents. 	<p>The Minister has accepted this recommendation. Processes are already in place for schools wishing to transform to integrated status and for schools wishing to expand. Boards of Governors are responsible for setting the ethos of a school. This applies to schools of all management types.</p>

<p><u><i>Recommendation 18:</i></u> The Northern Ireland Executive should, without delay, introduce the necessary legislation to prevent schools from selecting children on the basis of academic ability and require schools to develop admissions criteria that are truly inclusive and egalitarian in nature.</p> <p><u><i>Recommendation 19:</i></u> The Department of Education, through the area-based planning process should consider how best to plan for sustainable post-primary schools with all-ability intakes. In doing this, the Department should have regard for parental demand in each local area for schools with a different religious, philosophical or cultural ethos and make every effort to ensure diversity of provision to meet this demand where it is feasible.</p> <p><u><i>Recommendation 20:</i></u> The Department of Education should initiate a fundamental review of the use of selection within schools with all-ability intakes to explore the benefits and limitations of different models of banding and streaming. The review should be tasked with making recommendations regarding how best to take forward selection within schools so that all children and young people reach their full potential.</p>	<p>The Minister has accepted these recommendations. The Department's policy position, supported by international evidence, on the limited educational value of academic selection at the age of 10 or 11 is clear. However, legislation can only be introduced with cross-party support which, to date, has not been forthcoming.</p>
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20141001 - DE re Shared Education Campuses Programme



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Peter McCallion
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BELFAST BT4 3XX

1 October 2014

Dear Peter

Shared Education Campuses Programme

I advised in my letter of 18 September 2014 that the Department were anticipating the second call for applications to the Shared Education Campuses Programme would open at the end of September 2014.

I can now confirm that this call will open on 1 October 2014.

I attach a copy of the Protocol document for the second call which includes the revised criteria as agreed by the Minister.

The deadline for submissions of applications to the Department by School Planning Authorities is Friday 30 January 2015.

As mentioned previously, officials are happy to brief the Committee at this stage or when the call closes.

Yours sincerely

Veronica

Veronica Bintley

Departmental Assembly Liaison Officer

The Shared Education Campuses Programme

Second Call for Expressions of Interest

Protocol Document

September 2014

Shared Education Campuses Programme 2014

1. Introduction and Background

- 1.1 On 9 May 2013, the First Minister and deputy First Minister made a statement to the Assembly on the **‘Together: Building a United Community’** strategy, which contains a range of proposals including details on **Shared Education Campuses**. Work on 10 shared education campuses will be commenced within the next 5 years, building on the project proposals for the Lisanelly Shared Education Campus. These campuses will be the pathfinder projects leading to a wider programme of shared education capital projects. The campuses will also integrate community activities and resources and other services, including statutory provision where appropriate.
- 1.2 The specific aim of the Executive’s **Together: Building a United Community** (T:BUC) strategy relating to education is *‘To enhance the quality and extent of shared education provision, thus ensuring that sharing in education becomes a central part of every child’s educational experience’*.
- 1.3 Included in the strategy is a commitment *‘to create 10 Shared Education Campuses based on the Lisanelly Shared Education Campus model’*. We believe that building good relations, tackling intolerance and challenging prejudice can be embedded through the ethos of schools. It is already an integral part of the curriculum. In addition to the current work in this area, the strategy proposes that the Programme for Government (PfG) commitment to ensure all children have the opportunity to participate in shared education programmes by 2015, will reinforce opportunities to contribute to the shared vision of building a united community.
- 1.4 Creating more opportunities for socially-mixed, shared education, with a view to achieving a full shared education system in Northern Ireland, is a crucial part of breaking the cycle of inter-generational educational underachievement, unemployment and sectarianism; and improving good relations amongst and for our young people.
- 1.5 Lisanelly has been quoted as the template for these new ‘Shared Education Campuses’. It is a shared campus in the truest sense of the term, bringing together six schools of different management types and phases, on a site in excess of 130 acres, with a forecast combined long term enrolment of over 4,200 pupils.
- 1.6 While Lisanelly Shared Education Campus is an example or pathfinder for shared education facilities here, it must be recognised that it is also unique. The availability of an extremely large site close to the centre of Omagh will not be readily replicated in other towns across the north. Implementation of the FM/dFM announcement will require a flexible approach to the identification of potential ‘shared campuses’.
- 1.7 In progressing shared education, delivery of educational benefits to children and young people must be the overarching priority. It is important that any proposal for a shared campus be consistent with the work currently being undertaken on area planning. Any models of sharing must fit within the relevant Area Plan, taking into account the full needs of an area, including the implications for other schools and recognising the importance of parental preference, which is protected in legislation.

- 1.8 Enhancing shared education provision provides a range of benefits including: raising educational standards, particularly for disadvantaged pupils; greater choice and greater opportunity; providing sustainable local provision; facilitating delivery of the Entitlement Framework; and providing wider choice for pupils in terms of leisure, cultural and sporting activities.
- 1.9 The purpose of this document is to set out the process and timetable to be used to identify and assess proposals submitted under this initiative. **Applicants should note that this document has been revised and updated in light of the experience of the first call for Expressions of Interest and includes revisions to the criteria.**

2. Definition and Scope

- 2.1 In July 2012, the Minister of Education announced the establishment of an independent Ministerial Advisory Group on Advancing Shared Education. The group published its findings on 22 April 2013. The issues arising from the findings on shared education cross many existing policy areas throughout education and the Department is already working on and will continue to develop shared education initiatives in schools.
- 2.2 It is important that there is a clear definition of what is meant by schools 'sharing' and the Department uses the definition of sharing provided to the Ministerial Advisory Group:
- “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 equality of opportunity, good relations, equality of identity, respect for diversity and community cohesion.”***
- 2.3 Specifically, **‘Shared Education’ means the provision of opportunities for children and young people from different community backgrounds to learn together.**
- 2.4 The ‘Shared Education Campuses’ initiative under T:BUC is seen as complementing the work already underway in schools and will be targeted towards infrastructure projects aimed at improving or facilitating educational sharing initiatives within local schools. It is intended therefore that the projects selected will build on a solid foundation of existing sharing.
- 2.5 The Shared Education Campuses Programme will provide capital funding for facilities at **schools which will be used on a shared educational basis.** The Programme will not provide for replication or duplication of existing or proposed facilities within the education sector, including that provided by the Further Education sector. As this Programme is specifically targeted at the provision of shared education in schools, applications from youth and sporting organisations/groups will not be considered for support under the Programme at this time.
- 2.6 The Shared Education Campuses Programme will have the potential to bring together a range of schools for the delivery of education to children on a shared basis. There may be additional ancillary benefits which can arise from the establishment of these new facilities, including increased opportunities for the wider community to use school facilities for a range of educational, sporting, recreational, arts or cultural activities in line with the Department’s *Community Use of School Premises: A Guidance Toolkit for Schools* which seeks to assist schools in opening their doors to the local community.
- 2.7 The programme will target schools that can demonstrate the following types of sharing:
- Shared educational facilities – where new facilities are built to allow for shared educational use by all schools within the model.
 - Enhanced educational facilities – where current facilities are improved to allow for shared educational use by all schools within the model.
 - Shared Educational Campuses – where schools are co-located and share infrastructure i.e. the Lisanelly model.

- 2.8 Shared facilities or Shared Campuses supported under this Programme must be located on a site that is, or will be, under the ownership or management of the Education sector.
- 2.9 The Shared Education Campuses Programme will not give consideration to the concept of a 'virtual campus' or to those schools that do not actually share facilities.

3. Programme Requirements

Gateway Checks

- 3.1 Each project proposal will have to demonstrate that they meet all four Gateway checks below in order to be appraised under the Programme:-

- a) **Number, Management Type and Phase of Schools**
The proposal must involve a minimum of two schools from different management sectors (ie controlled, Catholic maintained, Irish medium, integrated, voluntary grammar). If any proposal involves schools from more than one educational phase (eg primary/post-primary) at least two schools at each phase from different management sectors must be represented, so that there can be educational sharing across similar age groups.
- b) **Endorsement from respective Managing Authorities –**
The respective Managing Authorities of the schools involved in the application must provide written endorsement of their agreement to the proposal. This is important as any investment at or on behalf of schools through the Programme has the potential to create ongoing liabilities as well as recurrent resource implications that the relevant Managing Authorities should be aware of and be prepared to support. Proposals under the Programme also need to be consistent with the Managing Authorities' strategic plans for the schools under their control.
- c) **Planning Authority endorsement**
The Planning Authority (ie the relevant Education and Library Board) must provide assurance that the proposal meets the criteria in the Sustainable Schools policy for each school involved in the proposal or, where this is not the case, provide a rationale for their endorsement, including an explanation as to how the proposal will contribute to the delivery of sustainable provision in the area going forward.
- d) **Evidence of Community, Parent and Pupil Support**
Community, parent and pupil support is required to ensure the success of these types of proposals. Evidence is therefore required to confirm support is in place.

Essential Criteria

- 3.2 If a project proposal clears the Gateway checks, it will then be assessed, scored and prioritised against the following essential criteria:-
- a) **Educational Benefits –** the proposal must demonstrate how it will benefit the education of all children involved. The overarching priority for any proposal brought forward under this Programme must be the delivery of educational benefits to children and young people through improving or facilitating sharing initiatives. Marks will be allocated on the basis that the proposal clearly demonstrates:
- The sharing of classes, subjects, sports and extra-curricular activities and how educational benefits can be delivered to the children and young people through the sharing of classes together;
 - How educational benefits to the children and young people will be delivered through the sharing of classes together by developing future plans to increase the level of sharing between the schools involved;
 - How the proposal can aid the sharing of teaching expertise amongst the schools;

- That the courses being delivered are not a duplication of existing provision (in particular Further Education courses);
 - That consideration of the Bain report recommendations of not more than 2 composite year groups in a class and a school of a minimum of 4 teachers will be met.
- b) **Evidence of Existing Sharing** – Schools applying to the Programme should already be working in collaboration on curricular and non-curricular issues and/or be sharing facilities on an ongoing basis. The move to a Shared Education Campus should therefore build on a solid foundation of existing sharing that is already well embedded. Evidence must be provided detailing the existing educational sharing arrangements.
- c) **Societal Benefits** – the proposal must demonstrate how it will enhance/develop a shared future for the local community.
- The specific aim of the T:BUC strategy relating to education is ‘To enhance the quality and extent of shared education provision, thus ensuring that sharing in education becomes a central part of every child’s educational experience’.
 - Building good relations, tackling intolerance and challenging prejudice can be embedded through the ethos of schools and is already an integral part of the curriculum.
 - Creating more opportunities for socially-mixed, shared education, with a view to achieving a full shared education system in Northern Ireland, is a crucial part of breaking the cycle of inter-generational educational underachievement, unemployment, and sectarianism; and
 - improving good relations amongst and for our young people.

Proposals will be marked, based on the evidence provided, on how they will contribute to this overall objective.

- (d) **Religious Balance** - A **minimum** of 15%, and preferably 30%, of the minority community (Protestant or Roman Catholic) should be represented within the combined total of the school population involved.

Where the proposal involves schools from more than one phase of education (eg primary and post primary), there should be a religious balance across individual phases so that educational sharing can take place between similar age groups.

Desirable Criteria

- 3.3 In addition, priority will be given to project proposals that demonstrate they meet the following desirable criteria which will also be assessed and scored:

- a) **Location** – proposals should be for schools to be located within the same campus or in close proximity to each other. Any proposal that is for shared facilities rather than a shared campus should provide details on the distances between the schools involved and schools will have to demonstrate how they plan to minimise the impact on pupils’ education of travelling between the sites involved.
- b) **Disadvantaged Pupil Considerations** – proposals involving schools where pupils are more greatly impacted by social disadvantage, as indicated by the percentage of free school meal entitled (FSME) pupils enrolled in the schools. This is in line with the recognition given in the T:BUC strategy that one of the benefits of a more shared education system is to raise educational standards, particularly for disadvantaged pupils.

- 3.4 Applications should demonstrate that all Gateway and essential criteria are met and that any evidence requested is provided. Proposals considered as having met all the Gateway and

essential criteria will then be assessed with priority given to those proposals that best meet both the essential and desirable criteria. Those proposals which best meet the criteria will be submitted to the Minister for a final decision on which projects will be approved to proceed to the Economic Appraisal stage.

4. Process

- 4.1 The Shared Education Campuses Programme will be delivered by means of separate discrete calls for proposals. The first call was launched in January 2014. This is the second call.

Indicative Timetable for Second Call for Expressions of Interest

- 4.2 The indicative timetable for the Second Call under the Shared Education Campuses Programme is as follows:

- End September 2014 – Second Call for Expressions of Interest – the Department notifies Managing and Planning Authorities and all schools of the process, copying the approved protocol document, programme application form and confirming the programme timetable.
- End of January 2015 – deadline for submission of proposals to the Department by School Planning Authorities.
- June 2015 – Announcement of second tranche of Shared Education Campuses. Selected proposals advised to proceed in planning, including securing professional team as required.

- 4.3. In order to reduce the administrative and financial burden on individual schools and Managing Authorities, a two staged approach will be operated with regard to the application process. An application template is included at Annex 1 to this document and a flow chart for the process is attached at Annex 2.

Stage 1 – Call for Expressions of Interest

- 4.4. The first stage will take the form of an Expression of Interest (EOI) supported by an application form (see Annex 1) completed by the project applicant. The completed form will be the Strategic Outline Case (SOC) setting out the case for the shared education campus proposal. It will introduce the basic project concept, backed up with information on the cost, benefit and timing of the project.
- 4.5. The EOI must be endorsed by the relevant school Managing Authorities i.e. the relevant Education and Library Board on behalf of controlled schools in its area; the Council for Catholic Maintained Schools on behalf of Catholic maintained schools; or, in the case of Voluntary Grammar, Grant Maintained Integrated or Irish Medium Schools, the Board of Governors of the individual school(s) concerned.
- 4.6. All EOIs should be submitted through the relevant Education and Library Board (ie the Planning Authority) which will be responsible for submitting the EOIs to the Department of Education. **EOIs which are not submitted via the appropriate Education and Library Board will not be accepted by the Department.** Education and Library Boards will advise schools in their Board area of the date they require receipt of proposals in order to allow them time for consideration and endorsement by Board Members/Commissioners to meet the Department's deadline for responses of **30 January 2015**.
- 4.7. The Planning Authority will confirm in writing to the Department whether or not it endorses the EOIs it receives. If an application is not endorsed by the Planning Authority, the Planning Authority will inform the school(s) involved of the position but the proposal must still be submitted to the Department.

Assessment of Project Proposals

- 4.8. Following the closing date for applications, all project applications will be assessed under the relevant Gateway criteria as set out at 3.1 above. Those applications deemed to have met all the Gateway criteria will be further assessed, along with the supporting evidence provided, against the essential and desirable criteria as set out in 3.2 & 3.3 above. Projects will be sifted and selected on the basis of the information provided in the application forms.
- 4.9. A cross-Directorate panel has been established within the Department to consider proposed projects against the set criteria. This panel will report to the Director of Area Planning and will make recommendations to the Minister based on which projects best meet the criteria and, within the funding available, should be progressed to the Economic Appraisal stage.

Approval of Applications to the Programme

- 4.10. The Minister will make the final decisions on which projects should go forward to Stage 2, based on the recommendations of the assessment panel.
- 4.11. Planning Authorities will be informed of the projects approved by the Minister to proceed to the planning stage.
- 4.12. Projects not selected for advancement in the Second Call will be returned to the Planning Authority. The project may be submitted to any subsequent call for proposals.

5. Stage 2 – Economic Appraisal

- 5.1 The projects selected by the Minister to proceed to the planning stage will be required to work up an Economic Appraisal for consideration and approval by the Department. The Economic Appraisals will be considered within the normal business approval processes and in line with NI Guide to Expenditure Appraisal and Evaluation (NIGEA) guidelines, including value for money and affordability. Only after approval of the Economic Appraisal, and subject to available capital funds, will a project be permitted to proceed to tender and construction.
- 5.2 The Department will provide support to the Managing Authorities in the development of Economic Appraisals for the selected projects.

6. Monitoring

- 6.1 Programme governance and control structures will be established for the programme of shared education campuses emerging.
- 6.2 Project plans will be sought from the School Managing Authorities for all approved projects.

7. Procurement

- 7.1 All professional appointments arising on approved projects must be carried out in full compliance with procurement guidelines and regulations. Where a professional team has already been appointed, the relevant Managing Authorities must provide evidence that the team has been procured in compliance with procurement guidelines and regulations, otherwise the Department will not support the appointment.

Annex 1

Shared Education Campuses Programme Application Form Second Call

Shared Education Campuses Programme – Application Form for Second Call

The Shared Education Campuses Programme will be delivered through separate, discrete calls for proposals which must be endorsed by both the relevant school Managing Authorities and Planning Authorities.

All project proposals must be supported by a completed application form, to be completed by the project applicant, which will form the Strategic Outline Case (SOC) for the shared education campus proposal.

The application form will help the Department to assess whether it is worth committing resources to take the project forward to develop a more detailed design and Economic Appraisal.

The completed application form must be returned through your Education and Library Board to reach the Department by Friday 30 January 2015.

Applications which are not submitted via the appropriate Education and Library Board will not be accepted by the Department.

This form is designed to help applicants make an application using appropriate and proportionate effort. There is flexibility over the amount of information to be included under each heading below, but please note that the application form is intended to be a short document and should not exceed 10 pages.

Project Title:

Planning Authority:

Managing Authorities Involved:

Senior Responsible Officer:

Signed:

Date:

Section 1: Project Overview

Briefly describe the basic project concept. Confirmation must be given that the application relates to schools which are viable and core to emerging area plans.

Section 2: Rationale, Aims and Need

State the rationale for shared education.

Identify the type of educational sharing being proposed (Shared educational facilities, enhanced educational facilities or shared education campus).

Identify the relevant aims and objectives of the proposed project.

Outline how the project meets the following criteria:

- *Number, Management Type and Phase of Schools;*
- *Managing Authority Endorsement;*
- *Planning Authority Endorsement;*

- *Evidence of Community, Parent and Pupil Support;*
- *Demonstration of the Educational Benefits that will be created;*
- *Evidence of Existing Sharing;*
- *Demonstration of the Societal Benefits that will be created;*
- *Evidence of Religious Balance;*
- *Location;*
- *Evidence of Disadvantaged Pupil consideration.*

Section 3: Constraints

Identify likely constraints e.g. land issues; legal constraints; planning approvals.

Section 4: Stakeholder Issues

Identify the key stakeholders and confirm their agreement to the project proceeding.

Indicate their level of commitment to the project as specifically as possible.

Describe any consultations held or still required.

Are there any outstanding stakeholder issues?

Section 5: Management and Implementation

Give a preliminary indication of the proposed project management arrangements.

Is any consultancy support likely to be required?

Describe any legal or contractual issues.

Are there any important outstanding management/implementation considerations?

Section 6: Costs, Benefits & Risks

Provide broad estimates of the capital and revenue costs of the project.

If savings are anticipated, for example of planned minor works or maintenance explain their nature and quantify them broadly.

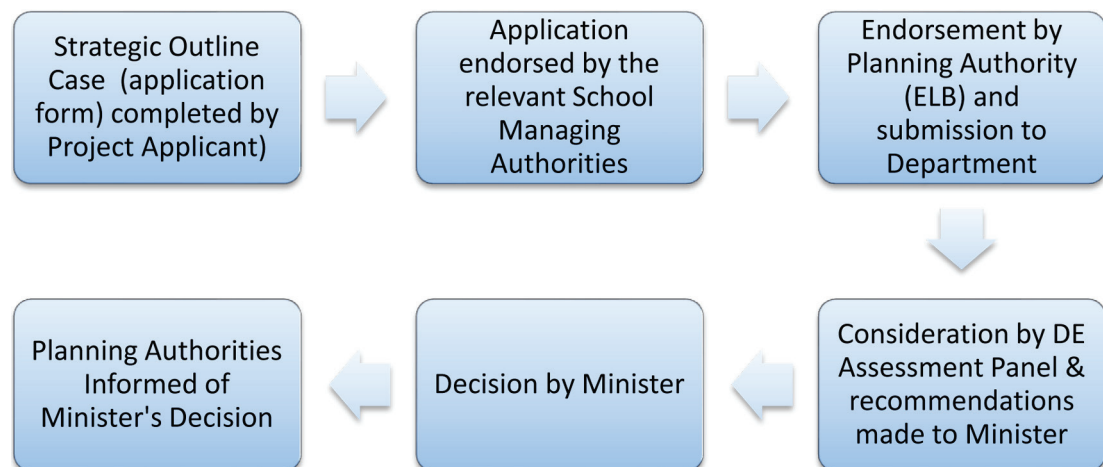
Describe the non-monetary costs and benefits that are expected to arise.

Explain the key risks that the project is likely to face and any potential mitigation measures.

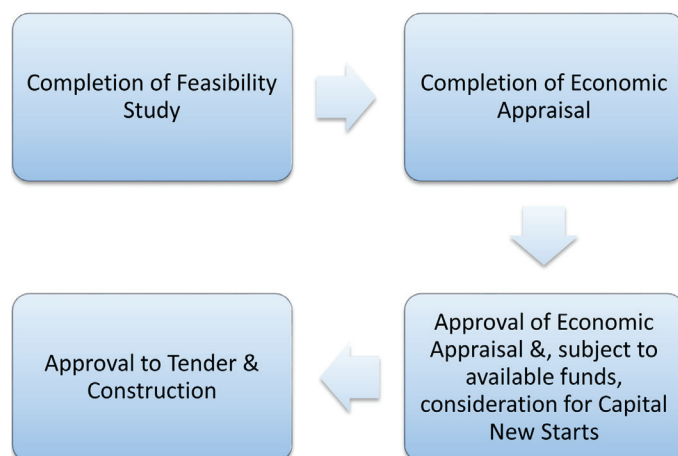
Annex 2

Shared Education Campuses Programme Flow Chart for Process

Stage 1 – Call for Expressions of Interest



Stage 2 – Economic Appraisal (approved projects only)



20141023 DE- Shared Education Campuses



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Your ref: PMcC/JW/1684

Peter McCallion
Clerk to the Committee for Education
Room 375a
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BELFAST BT4 3XX

23 October 2014

Dear Peter

Shared Education Campuses

Thank you for your letter of 10 October 2014 regarding the Shared Education Campuses Programme.

Officials will be content to brief the Committee on the Shared Education Campuses Programme protocol on 14 January 2015 at Moy Regional Primary School. I would be grateful if you could contact Roisin Lilley, Head of the Shared Education Campuses Project Team, at roisin.lilley@deni.gov.uk closer to the date to confirm the detailed arrangements.

You had also asked for further information on the Department's use of facilitators to encourage Shared Education and assist in the development of Shared Campus proposals.

As the Committee is aware, the Department of Education, in conjunction with funding from the Delivering Social Change framework and Atlantic Philanthropies, is providing a funding stream to support Shared Education in schools over the next four years. The Shared Education Signature Project will provide funding of £25 million over the four year period. The project will be launched by the Minister and the first call for applications opened in the near future. This funding, which will focus on schools that have already engaged in this work, will increase the number of young people participating in Shared Education and promote reconciliation through schools increasingly working collaboratively. The project will fund a number of Development Officers to support the delivery of Shared Education programmes funded by the project.

In terms of the Shared Education Campuses Programme, the schools involved in projects chosen to go forward under the Programme will be working closely with their respective Managing Authorities, their local Planning Authority (ie the relevant Education & Library Board) and DE officials in the development of each project. Managing and Planning Authorities are also available to work with schools in bringing forward applications to the Programme.

Yours sincerely

Veronica

Veronica Bintley

Departmental Assembly Liaison Officer



Committee for Education

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10 October 2014

Dear Veronica

Shared Education Campuses Programme

At its meeting on Wednesday 8 October 2014 the Committee noted your correspondence regarding the T:BUC Shared Campuses Programme.

Members agreed to write to the Department asking for a briefing on the Shared Campuses Programme protocol on 14 January 2015 at Moy Regional Primary school.

Members also agreed to seek further information on the Department's use of facilitators to encourage Shared Education and assist in the development of Shared Campus proposals.

Yours sincerely

Signed Peter McCallion

Peter McCallion

Clerk
Committee for Education

20141024 DE- Signature Programme



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Your ref: PMcC/JW/1706

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24 October 2014

Dear Peter

Shared Education Signature Programme

Your correspondence of 15 October refers.

As the Committee is aware, on 17 September 2014 the First and Deputy First Minister announced a £58 million funding package provided by the Northern Ireland Executive and Atlantic Philanthropies (AP) for three Delivering Social Change signature programmes, including Shared Education.

The Shared Education Signature Project will run until 2018 with investment of £25 million over the four year period. The project will focus on supporting schools that have previously participated in Shared Education. The Department of Education (DE) is the lead Department and delivery of the project will be through the Education and Library Boards. The project will be launched by the Education Minister and the first call for applications opened in the near future.

The objectives for the project (as set out in the approved business case) are as follows:

- 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; and
- to ensure shared education becomes a core element of strategic planning within the Department of Education, Education and Library Boards and Schools.

To ensure Shared Education becomes a core element of strategic planning, project targets will be included in both the DE business plan and the ELB Resource Allocation Plans and monitored accordingly. Schools participating in the Shared Education Signature Project will be required to include specific plans and actions for Shared Education in their School Development Plan.

More broadly, the Department is currently developing a Shared Education Policy, which will set out the rationale, vision and objectives for Shared Education. The policy will also set out the actions and interventions that the Department will take to embed Shared Education across the system.

Yours sincerely

Veronica

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Departmental Assembly Liaison Officer



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17 October 2014

Dear Veronica

Shared Education Signature Programme

At its meeting on 15 October 2014, the Committee noted evidence from Professors Knox and Borooah in respect of the Shared Education Signature Programme announced in September 2014. The relevant extract in respect of the objectives of the Signature Programme is reproduced below:

- 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; and
- to ensure shared education becomes a core element of strategic planning within the Department of Education, Education and Library Boards and Schools.

The Committee agreed to write to the Department seeking confirmation of the relevant objectives, funding levels and timings for the Shared Education Signature Programme. The Committee particularly sought clarity as to how the Shared Education Signature Programme will facilitate Shared Education becoming a core element of strategic planning within the Department, ELBs and schools.

A response by Friday 31 October 2014 would be much appreciated.

Yours sincerely

Signed Peter McCallion

Peter McCallion

Clerk

Committee for Education

20141104 DE- Comm CRED Sharing Categorization



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4 November 2014

Dear Peter

CRED / Sharing Categorisation

Your correspondence of 24 October refers.

Officials would be happy to provide the Committee with a briefing on the Community Relations Equality and Diversity (CRED) policy.

As the Committee will be aware, the Department launched its CRED policy in March 2011. The policy is supported by the CRED Enhancement Scheme which provides funding support for the policy and is available to schools and youth organisations. The 2014/15 budget for the Scheme is £1.2 million.

Until 2010, DE provided annual funding of approximately £3.6m for a range of Community Relations schemes. At this time a total of twenty six external organisations were provided with funding. The new CRED policy was designed to move away from the dependency on external organisations in delivering community relations, equality and diversity by seeking to embed this work firmly within educational settings by providing a strong skills base for educators and the teaching resources required.

As the Committee is aware, there is currently no legal definition of Shared Education. It is the Minister's intention to bring forward a stand-alone Bill which will provide a legislative definition and define the role of the Department and its arm's length bodies. This will be supported by a Shared Education Policy, which will set out the rationale, vision and objectives for Shared Education.

The Committee will wish to note that the Terms of Reference for the Delivering Social Change Shared Education Signature Project explicitly state that Shared Education means the provision of opportunities for children and young people from different community backgrounds to learn together. Detailed Terms of Reference for the Shared Education Peace IV Programme have not yet been developed.

Yours sincerely

Veronica

Veronica Bintley

Departmental Assembly Liaison Officer



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24 October 2014

Dear Veronica

CRED / Sharing Categorisation

At its meeting on Wednesday 22 October 2014, the Committee noted correspondence (appended) from the Speedway Trust to the COFMDFM inquiry into T:BUC.

The Committee agreed to write to the Department seeking a briefing on the Community Relations Equality and Diversity (CRED) policy as part of the Committee's inquiry into Shared and Integrated Education. The Committee also agreed to request confirmation regarding reported reductions in funding for CRED and clarification in respect of the categorisation of Shared Education projects. In particular, clarity is sought regarding the question raised by the Speedwell Trust as to whether a Catholic Maintained school sharing with a Catholic Voluntary Grammar would be deemed an example of Shared Education which would attract support from the Peace IV or Signature Shared Education Programmes.

A response by 7 November 2014 would be greatly appreciated.

Yours sincerely

Signed Peter McCallion

Peter McCallion

Clerk
Committee for Education



Northern Ireland Assembly Committee for the Office of the First Minister and the deputy First Minister

Inquiry into Building a United Community

Submission from the Speedwell Trust October 2014

Executive Summary

We believe that schools have a central role to play in improving community relations and in building a united community in Northern Ireland. The need for all schools to facilitate cross-community contact for their pupils on a regular basis is clear. The evidence suggests that nearly a quarter (24%) of young people in Northern Ireland who consider themselves either 'Protestant' or 'Catholic' have no friends from the 'other' main religious community. Moreover, 45% of 16 year olds report having nowhere in their area where they could meet young people from a different religious background. There is also robust evidence that cross-community friendships and social activity are more likely among young people who have been given opportunities at school or in youth groups to mix with their counterparts on a cross-community basis.

The current level of participation by schools in cross-community shared education and community relations programmes is disappointing; of the 568 schools which responded to a recent survey on 'shared education' by the Department of Education, only 306 (54%) had been involved in shared education on a cross-community basis.

In our view, there are three principal barriers to participation in cross-community collaboration by schools. The first and most important is undoubtedly that schools are not required to facilitate cross-community engagement for their pupils. Related to this is the lack of any statutory definition of shared education which defines it as cross-community activity. The third barrier is a lack of funding.

Our recommendations to the Committee are as follows:

- OFMdFM should produce an annual progress report, published in a timely fashion, with regard to the good relations indicators which it monitors.
- OFMdFM's 'Good Relations Indicators' reports should provide more analysis and should present recommendations for policy changes which might enhance progress towards improved community relations.
- OFMdFM should clarify the term 'community relations participation' by schools in its good relations indicators reports, and should introduce the following additional indicators:
 - The extent to which schools are providing opportunities for meaningful and sustained cross-community contact for pupils
 - The extent of cross-community friendships among children and young people
 - Whether children and young people have anywhere to meet their counterparts from the other main community

- The Committee should investigate the extent of and reasons for any delays by OFMdFM in making and communicating decisions on applications to its Central Good Relations Fund 2014/2015.
- The Education Minister should bring forward, at the earliest possible opportunity, a statutory definition of shared education which makes explicit that it must involve meaningful cross-community interaction by pupils on a sustained basis.
- Using this definition, the Department of Education must make it a statutory obligation for schools to ensure that all their pupils are provided with the opportunity to participate in shared education on a regular basis.
- The Department must also make available sufficient funding to ensure that all schools can ensure that their pupils have the opportunity to participate in meaningful cross-community shared education and Community Relations, Equality and Diversity (CRED) programmes on a regular basis.
- The Department must institute a robust system of monitoring which enables it to evaluate, on a regular basis, whether and how each individual school is implementing shared education and CRED, including the extent and quality of cross-community engagement which is offered by each school.
- The Department should introduce an award scheme for schools which provide outstanding examples of good practice in shared education and CRED.

In addition, we believe that consideration should be given to synthesising the Department's shared education and CRED policies as there is clearly a considerable degree of overlap between them. However, if this is done, it is vital that the definition of shared education remains one which gives a central role to the importance of cross-community contact between Protestant and Catholic schoolchildren. Clearly, religious division is only one form of division in Northern Ireland, and we welcome the fact that CRED is also designed to address other divisions and stereotypes. At the same time, Northern Ireland will be unable to move forward into a truly harmonious and peaceful society if its most fundamental division is not addressed in schools.

Introduction

The Trust greatly welcomes the decision by the Committee for the Office of the First Minister and deputy First Minister to hold an inquiry into an issue which is of fundamental importance to the future stability and prosperity of Northern Ireland, and to the quality of life of its people. The Trust's own experience lies in its work in assisting schools to collaborate together in shared education and other cross-community programmes. The Trust is dedicated, in particular, to bringing together children from the two main religious communities in Northern Ireland.

For this reason, our submission focuses on the role of schools in facilitating cross-community interaction. We also consider the role of parents in this regard. However, we have not looked at the many other elements and issues involved in building greater cross-community activity and understanding, as these lie outside our direct experience. Although we believe that there are many very important ways in which we can develop a more peaceful and united community, we do believe that schools have a central role to play in progressing such work.

The Speedwell Trust

The Speedwell Trust is a charity which has 23 years' experience of delivering educational programmes designed to facilitate constructive contact and greater understanding between children from different religious and cultural backgrounds. It is based near Dungannon, but works with schools and youth groups across Northern Ireland and, on occasion, in border

areas in the Republic of Ireland. To date, the Trust has provided services to more than 200 schools. Within the last financial year alone (2013/14), Speedwell delivered programmes in partnership with more than 100 schools.

Perspectives on sectarianism, division and good relations

Theory and practice with regard to good relations, shared space and shared services

The benefit of cross-community programmes for young people

One of the main reasons that cross-community contact between children and young people is so crucial is that the evidence suggests that a significant minority – just under a quarter – of young people in Northern Ireland who would consider themselves either ‘Protestant’ or ‘Catholic’ have no friends from the main religious community in which they did not grow up. In 2012, the annual Northern Ireland Young Life and Times (YLT) survey found that 24% of 16 year olds from the Protestant or Catholic religious community reported having no friends in the other main religious community.¹ Moreover, a previous YLT survey, carried out in 2011, found that such friendships were more likely among those who had previously participated in a cross-community scheme, or who had attended a planned integrated school.² Those who fall into these categories were also more likely to socialise or play sport with people from a different religious community.³

Furthermore, 45% of respondents to the 2012 YLT survey said that there were no facilities in their area where they could meet young people of a different religion, and 77% thought that cross-community relations would improve if there were more cross-community projects.⁴

Thus, there is a clear need for all children and young people who regard themselves as belonging to either the Protestant or Catholic community to be provided with opportunities to participate in cross-community programmes – both because these facilitate cross-community friendships and social activity, and because such a high proportion of young people cannot easily meet their counterparts from the ‘other’ community.

In addition, there is specific evidence that children and young people benefit from experiencing such contact on a sustained basis within an educational setting. A research team at Queens University, Belfast, found that children at schools which had participated in a shared education programme run by the University were less worried and more positive about the ‘other’ community than children at schools which did not participate in such a scheme.⁵ This finding applied even when the team confined its comparison to schools which were located in areas viewed as having greater divisions.

The importance of parental attitudes

However, the evidence also suggests that parents have a major influence on the attitudes and friendship patterns of their children. A study which was published in 2010, involving 1,700 children in Northern Ireland and 880 of their parents, found that parental social attitudes were the most powerful factor influencing the social and political attitudes of their children.⁶ This certainly suggests that, if we are to encourage children to have open and positive

1 Devine, Paula (2013) Research Update No. 83: Into the mix. ARK Northern Ireland.

2 Devine, Paula and Robinson, Gillian (2012) Research Update No. 79: No more ‘us and them’ for 16 year olds. ARK Northern Ireland.

3 Ibid.

4 Devine, Paula (2013), op. cit.

5 Hughes, Joanne et al. (2010) School Partnerships and Reconciliation: An Evaluation of School Collaboration in Northern Ireland. Queen’s University, Belfast, p. 40.

6 Stringer, Maurice et al., ‘Parental and school effects on children’s political attitudes in Northern Ireland’ in British Journal of Educational Psychology (2010), 80, 223–240.

attitudes towards those from different cultural and religious traditions, it is vital to engage with parents as well.

Schools' participation in shared education and community relations programmes

The current level of participation by schools in cross-community shared education and community relations programmes is disappointing; of the 568 schools which responded to a recent survey on 'shared education' by the Department of Education, only 306 (54%) had been involved in shared education on a cross-community basis. In other words, nearly half (262 or 46%) had not participated in cross-community shared education.⁷

Moreover, the survey also found that only 15% of schools which had participated in shared education had done so in a way which involved the whole school.⁸ We believe it is essential that all children from either the Protestant or Catholic tradition in Northern Ireland are given the opportunity to engage in a sustained and meaningful way with children from the other main community on a regular basis. This can only happen if each class in every relevant school is provided with such an opportunity. It is also the only way in which the Programme for Government target, referred to previously, can be achieved.

Furthermore, the 2012 Northern Ireland Kids' Life and Times Survey, which surveyed children in P7, found that only 58% reported having taken part in an activity with a child from another school.⁹

Although the YLT survey in the same year found that a much larger proportion - 82% - of 16 year olds reported having taken part in such activity, only 72% of those who had participated in shared education (i.e. 59% of the whole sample) said that some of the pupils from other schools had been from a different religious background.¹⁰ It would seem, therefore, that substantial proportions of both primary and post-primary pupils are not being given any opportunity by their own school for cross-community engagement with children from another school.

In addition to shared education, a further route through which schools can facilitate cross-community engagement by their pupils is provided by the Department of Education. In 2011, the Department of Education published Community Relations, Equality and Diversity in Education (CRED), a new policy which was designed to encourage all schools to foster mutual understanding and good community relations.¹¹ The Department now provides some funding on an annual basis to schools and youth groups to help implement CRED.

The 2011 YLT survey found that 70% of their 16-year old respondents reported having engaged, at some stage, in activity which would fall under the umbrella of the CRED policy, either in school, in a youth group, or in both types of setting. Most of these respondents (60% of the whole sample) had taken part in such activity at school. Conversely, 30% of respondents said they had not participated in such activity.¹² However, this survey did not examine how many of these young people met members of the other main religious community as part of this activity.

7 Department of Education, Omnibus Survey: Shared Education, October 2013, Tables 5 and 10. Table 10 gives a percentage for involvement in cross-community shared education which excludes those schools which did not participate in any shared education. It is important, therefore, to read both these tables in conjunction with each other to discern the actual level of cross-community engagement.

8 Department of Education, op. cit., Table 8.

9 Kids' Life and Times 2012 Survey results. Available at: http://www.ark.ac.uk/klt/results/Shared_Education.html

10 Young Life and Times Survey 2012 Survey results. Available at: http://www.ark.ac.uk/ylt/2012/Shared_Education/

11 See Department of Education (2011) Community Relations, Equality and Diversity in Education. Available at: <http://www.credni.org/contents/what-is-cred/>

12 Devine, Paula (2013) Community Relations, Equality and Diversity in Education (CRED): Findings from the 2012 Young Life and Times Survey ARK Northern Ireland

We are also very concerned about the level of funding which is made available to schools and youth groups for the implementation of CRED. The Department of Education has significantly reduced the resources which it allocates for the support of community relations in schools. Up to March 2010, it allocated some £3.6m annually for such support in both formal and informal educational settings. It now allocates only £1.2m approx. annually.¹³

Only 15% of schools (181) took part in projects which were allocated funding by the Department through this programme in 2013/14.¹⁴

We further note, from data in OFMdfM's most recent 'Good Relations Indicators' report, that the proportion of schools engaging in community relations activity fell drastically between 2006/07, when it stood at 43%, to 2011/12, when it stood at 21%.¹⁵ It is not clear, from the report, how the OFMdfM data is compiled. It may refer only to schools which have been allocated funding for community relations programmes. Obviously, some schools may participate in community relations activities without recourse to external funding. However, the figures are undoubtedly a cause for concern. Moreover, they mirror informal feedback which we have received from schools which suggests that far fewer schools are now participating in such activity than was the case previously.

Barriers to cross-community collaboration by schools

In our view, there are three principal barriers to participation in cross-community collaboration by schools. The first and most important is undoubtedly that schools are not required to facilitate cross-community engagement for their pupils. Related to this is the lack of any statutory definition of shared education which defines it as cross-community activity. The third barrier is a lack of funding.

As the Committee will be aware, the Northern Ireland Executive's current *Programme for Government 2011–2015* contains a commitment to ensure that all children have the opportunity to participate in shared education programmes by 2015.¹⁶ In addition, the OFMdfM policy document, *Together: Building a United Community* (TBUC), contains a commitment to deliver ten 'shared education' campuses.¹⁷ The Education Minister subsequently made a pledge, in January 2014, to deliver on this promise.

However, if shared education is to form a central element of the Executive's approach to cross-community relations, as we believe it most certainly should, it is essential that all involved are using the same clear definition of 'shared education', and that any 'shared education' will facilitate sustained and meaningful contact between children from the two main religious traditions in Northern Ireland.

We have been disappointed, therefore, to discover that there is no clear statutory definition of 'shared education', and that the Executive seems to be using a definition which appears to allow collaboration between Catholic grammar and non-grammar schools, on the one hand, and between predominantly Protestant controlled or voluntary grammar and non-grammar schools, on the other, to be viewed as 'shared education'. It also appears to allow for collaboration between a Catholic primary and Catholic post-primary school, or a predominantly Protestant controlled primary school and a predominantly Protestant controlled or voluntary post-primary school.

13 The previous figure is cited in Department of Education, 2011, op. cit., p.8, para. 2.4. In Assembly Written Answer AQW29095/11-15, the Education Minister stated that his Department provided £1.163m in 2012/13 to fund the delivery of CRED.

14 The figures quoted are drawn from statistics supplied by the Education Minister in Assembly Written Answer AQW 29626/11-15.

15 OFMdfM (2012) Good Relations Indicators – 2012 Update, 4.11. Available at: <http://www.ofmdfmi.gov.uk/index/equality-and-strategy/pfg-economicsstatistics/equalityresearch/research-publications/gr-pubs.htm>

16 Northern Ireland Executive Programme for Government 2011 – 15, p. 51.

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

The definition in question was drawn up by the Ministerial Advisory Group on Shared Education. This Group was tasked by the Executive with providing a set of recommendations on how best to take forward shared education. It reported in March 2013. It defined shared education as follows:

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.¹⁸

Crucially, however, the report further clarifies that: “By ‘different sectors’, the definition refers to schools and other education providers of differing ownership, sectoral identity and ethos, management type or governance.”¹⁹ Such a definition seems to allow the ‘single community’ interpretations referred to above.

Moreover, the impression that something close to the Group’s definition is being used by the Department of Education and by schools is reinforced by the fact that, in the “shared education” section of the schools’ survey carried out by the Department of Education, referred to earlier, the Department lists a number of types of ‘shared education’ collaboration in which each school might have participated and includes, as an option, collaboration with a school “from the same sector (e.g. controlled, maintained, integrated, Irish medium)”. Thus, although the Department has a different definition of the term ‘sector’ from the Ministerial Advisory Group, it appears to share the view that ‘shared education’ does not have to involve cross-community collaboration.²⁰

Any such ‘single community’ collaboration, while it may bring many other benefits, is not going to facilitate the type of cross-community contact which the evidence shows is so important in helping to increase cross-community understanding and foster good cross-community relationships in Northern Ireland.

We appreciate that the Education Minister has since committed to bringing forward a definition of shared education and appreciate that the final statutory definition may differ from the above.²¹ However, we are concerned that, in the absence of any official definition, the broad definition recommended by the Working Group will be used, in the meantime, by the Department of Education, education boards and schools in working towards the Executive’s current policy objectives concerning shared education. Moreover, until a firm statutory definition is produced, it will be impossible for either OFMdfM or the Department of Education to monitor robustly the degree and quality of shared education which is taking place, as it will not be clear what it is monitoring.

In addition, the Department of Education’s CRED policy document stipulates only that schools should provide opportunities for their pupils to interact with others from different backgrounds “within the resources available”; in other words, where a school feels it cannot afford to initiate such cross-community engagement, that engagement does not have to take place.²²

Moreover, at present, there is no dedicated funding stream to assist schools in collaborating on a shared education basis. As noted above, there has also been a significant reduction in the amount of funding which the Department of Education provides for schools’ community relations programmes. Perhaps not surprisingly, survey evidence suggests that lack of funding

18 Ministerial Advisory Group on Shared Education (2013) *Advancing Shared Education*, p. xiii. Available at: <http://www.qub.ac.uk/schools/SchoolofEducation/MinisterialAdvisoryGroup/Filestore/Filetoupload,382123,en.pdf>

19 Ibid.

20 Department of Education, October 2013, op. cit., Table 10.

21 Education Minister. *Advancing Shared Education*. Ministerial Statement to Assembly, 22nd October, 2013. Available at: http://www.deni.gov.uk/advancing_shared_education_-_22_october_2013_docx.pdf

22 Department of Education, 2011, op. cit., para. 6.5.

is the major barrier which schools face when it comes to initiating shared education and cross-community schemes.

Lack of resources was the obstacle cited most commonly by the schools which took part in a survey on shared education carried out by a team from Queen's University; 83% of schools which responded selected this factor as a barrier to delivering shared education.²³ The issue was also identified by 53% of respondents to a survey which the Speedwell Trust carried out with schools with which it has worked (See Table 1). This survey asked schools to identify which factors they felt created potential obstacles for schools in participating in cross-community programmes.²⁴ Moreover, the barrier most commonly identified by the respondents to our survey was transport costs, cited by 85% of respondents.

Accessing Central Good Relations funding: the Trust's experience

In this regard, we wish to highlight our disappointing experience with regard to the fund established by OFMdFM to help achieve the Executive's good relations targets and to deliver its TBUC strategy. OFMdFM published an invitation to apply for the 2014-15 Central Good Relations fund in November 2013. The deadline for applications was 10th February 2014, and the Department's guidance note for applications specifically stated that projects which received funding must be delivered during the 2014-15 financial year.²⁵ However, the Department did not provide any information on the total amount of funding which would be available under this scheme.

The Trust duly applied for funding for a proposed project which would contribute towards the first of the four Ministerial priorities outlined in TBUC - 'our children and young people'. TBUC states that the shared aim of Ministers is "to continue to improve attitudes amongst our young people and to build a community where they can play a full and active role in building good relations"²⁶.

Our proposed project would also have assisted in delivering two of the key actions outlined in TBUC under this Ministerial priority, namely:

- Roll out a "buddy scheme" in publicly run nursery and primary schools
- Develop, in partnership with the relevant agencies and Departments, age-appropriate primary and post-primary anti-sectarianism resources, and ensure that teachers are trained, equipped and supported to deliver an effective anti-sectarianism module²⁷

To date, seven months on from submitting our application, we have not received a decision with regard to funding from OFMdFM, despite following up with the Department on a number of occasions. We have received just two emails during this time, one in March and one in May, both of which stated that staff were assessing the applications, that demand for funding had been very high, and that OFMdFM would let applicants know the outcome of their application as soon as possible. Our last contact with the Department was in August when we were given the same message verbally. We believe the delay in reaching and communicating to us a decision on our application is unacceptable.

It would now be impossible for us to deliver the whole of our proposed project within the 2014-15 financial year. We assume many other organisations which applied for funding are in the same position as ourselves. We would urge the Committee to investigate what proportion of applicants have received funding to date and how much of the funding originally

23 Hughes, Joanne et al. (2010) School Partnerships and Reconciliation: An Evaluation of School Collaboration in Northern Ireland. Queen's University, Belfast, p. 23.

24 The survey was carried out online in June 2014. An invitation to take part in the survey was issued by email to 130 schools. 65 (50%) responded.

25 OFMdFM, Guidance Notes. Central Good Relations Funding Programme 2014/2015, November 2013.

26 OFMdFM (2013) Together: Building a United Community, p.4.

27 op. cit., p.5.

allocated for the Central Good Relations Fund 2014-15 has been awarded and distributed. Where funding has not been allocated and where there have been lengthy delays in notifying applications of the outcome of their application, we would urge the Committee to examine the reasons for this to try to ensure that the situation is not repeated again in future years.

Parental concerns

It might well be assumed that one of the factors which might deter many schools from engaging in cross-community initiatives would be the possibility that parents might object. In general, however, we have not found parental attitudes to present any barrier to the work that we carry out. At the same time, we appreciate that some schools may be reticent about engaging in cross-community programmes because they fear the reaction which they may receive from some parents. Indeed, while most of the schools which responded to our survey did not see lack of support from parents as a barrier to shared education, 11% of respondents did feel it was an obstacle (see Table 1). Thus, the risk of upsetting some parents clearly is a deterrent factor for some schools.

Best practice in bringing together divided communities, and in developing shared space and shared services

We are not providing any comment on international best practice in the field of cross-community work in schools, as we have no direct experience of such work. However, we do have considerable relevant experience in Northern Ireland and, on occasion, in border areas of the Republic of Ireland. Below we highlight two of our most successful cross-community schools' programmes which we believe provide models of good practice which could be rolled out more widely.

Diversity and Drums

The success of our Diversity and Drums programme illustrates the value of facilitating children in directly addressing cultural difference and potentially contentious issues, and encouraging them to understand, respect and appreciate cultural diversity. For the children, the highlight of the programme is generally the opportunity which it provides them to have a go at playing a variety of different types of drum, including both the bodhran and the Lambeg drum. Participating in an activity which most children find hugely enjoyable is a great means of breaking down barriers and reducing any anxieties which the children may feel. However, the programme, through an educational thematic unit, also enables children to find out how drums have been used in different periods of history and in different parts of the world. As part of the programme, children also discuss sensitive issues such as bullying, sectarianism and racism, including the ways in which discriminatory and aggressive behaviour and attitudes impact on people, and on what can be done to address these issues.

The Diversity and Drums thematic unit, which is aimed at children in Key Stage 2, consists of 12 inter-related activities which are designed for use across one or two school terms by two schools whose pupils are each from predominantly different religious traditions. Schools are encouraged to deliver this module to joint groups of pupils from each of the partner schools. To date 30 schools have taken part in this programme and the feedback from them has been overwhelmingly positive.

Connecting Communities

The Connecting Communities programme is also aimed at children in Key Stage 2 and has been very successful. As with Diversity and Drums, Connecting Communities does not shy away from contentious issues, but rather encourages children to think about cultural difference. In this instance, the module explores how our concept of community is formed, the differences within a community, and how we come to think of some people as being 'inside' or 'outside' our community. Participants are also asked to imagine what it would be like to be a newcomer to their own community and how they might feel.

The Connecting Communities thematic unit consists of 14 inter-related activities which are designed for use across one or two school terms by two schools whose pupils are each from predominantly different religious traditions. To date, 15 schools have taken part in the practical workshops and, once more, feedback has been very positive.

What good relations means/how sectarianism and division can be addressed

Challenges at interface areas

We note that, in examining how sectarianism and division can be addressed, the Committee intends to investigate the specific challenges involved in tackling these issues in interface areas. However, we would caution against the assumption that the most entrenched divisions and negative attitudes exist only in interface areas. In our experience, profound distrust of the 'other' community can exist in areas which are not viewed as interface districts.

Nevertheless, the evidence clearly indicates that shared education can have a positive impact, even in sharply divided communities. We noted previously that the Queen's University research, to which we referred earlier, found that children at schools in more divided areas which had participated in a shared education programme were less worried and more positive about the 'other' community than children at schools in such areas which did not participate in such a scheme.²⁸

One potential challenge in bringing together children from different schools on a cross-community basis can be that parents and/or their children may view with apprehension the idea of travelling to a school located in an area associated with the 'other' community. In our own experience, there has only been one instance where a large number of parents objected to their children visiting such a school. This was almost certainly because the school was located in an area which they viewed as being associated with paramilitaries from the 'other' community. This particular instance is the only occasion in our 23 years of running such programmes in which a school has had to withdraw from the scheme, due to objections from a large number of parents.

Where such concerns do exist, however, it can be very helpful to deliver some or all of the programme activities at a neutral venue. Indeed, some rural schools don't have the space to accommodate large numbers of additional pupils, and so welcome the opportunity to use an external venue. Speedwell offers such a facility at our headquarters in Parkanaur Forest near Dungannon, where children have the opportunity to experience a range of outdoor activities in the forest setting, and to make use of indoor accommodation which is designed to accommodate large groups of children. The facility has proved very popular with schools.

Our own experience suggests that one of the most effective ways to engage with parents is to ensure that our cross-community programmes include a performance by the children involved to which parents are invited. Where this opportunity is offered, it is generally taken up by most parents who respond positively. Such opportunities enable parents to have a better understanding of our programmes and to engage with each other on a cross-community basis.

In addition, on those rare occasions where there is real opposition from parents, we have also found that it can be very helpful to engage directly with such parents in an open and constructive way prior to commencing a cross-community programme. Moreover, where there is any parental mistrust, it has never arisen from the cross-community contact per se, nor from the actual content of the programmes. Parental objections have only been raised on very infrequent occasions due to the location of a particular school, as mentioned above, or due to the involvement of an institution which has a negative symbolic significance for the parent(s) concerned e.g. a particular church or the PSNI.

28 Hughes, Joanne et al., op. cit., p. 40.

Role of communities

We note that the Inquiry's terms of reference include an examination of "the role of communities in policy and decision making in relation to community integration and particularly, the removal of interface barriers". We would urge the Committee not to ignore the vital role of schools in this regard. Indeed, for nearly all children and young people of school age, their school is the community in which they spend most of their time. The evidence which we have already cited on the impact of shared education and cross-community schools' programmes demonstrates the compelling need for schools to play a central role in helping to integrate our communities.

Moreover, many children are being taught in schools which have a pupil composition which is almost entirely Protestant or Catholic. In 2012, The Detail website obtained data from the Department of Education which, according to The Detail's website, showed that nearly half of all schoolchildren in Northern Ireland were being educated in schools which were 95% or more Protestant or Catholic in pupil composition.²⁹ Of the 1,070 schools in Northern Ireland in 2011-12:

- 46% of schools (493) had a pupil composition which was 95% or more Protestant or Catholic
- 27% of schools (291) had either no Protestant or no Catholic children on their rolls

While we acknowledge that there are now significantly fewer schools than hitherto which are very largely Catholic or Protestant in pupil composition, it still remains the case that a very large minority of schoolchildren are being educated in a school which is largely or entirely Protestant or Catholic in its make-up. It is especially vital that children in these schools should be provided with the opportunity for sustained interaction on a regular basis with pupils from the main religious tradition other than their own.

Effectiveness of Good Relations indicators in monitoring and measuring progress of government interventions

We welcome the fact that OFMdfM monitors, on a regular basis, a wide range of 'good relations' indicators. However, we are disappointed that the last progress report in this regard was published in 2012.³⁰ If progress is to be monitored effectively, it should be carried out and reported on in a timely fashion on an annual basis. Moreover, we are further disappointed that the most recent monitoring report is presented in a largely descriptive manner with little attempt at analysis and no recommendations for any policy changes which might enhance progress towards improved community relations. If the monitoring is to be of value, it is essential that it feeds into a regular process of policy analysis and review.

We have a specific concern regarding the report's lack of clarity as to how the 'community relations participation by schools' indicator was compiled. We believe that the quoted statistics may relate to schools which receive funding for such activity, but this is not clear. In addition, we believe there is an urgent need for indicators which help to measure the following:

- The extent to which schools are providing opportunities for meaningful and sustained cross-community contact for pupils
- The extent of cross-community friendships among children and young people
- Whether children and young people have anywhere to meet their counterparts from the other main community

The first of these proposed indicators is particularly important because, as already highlighted, neither shared education nor the Department of Education's current community

29 See: <http://www.thedetail.tv/issues/150/religioninschools/how-integrated-are-schools-where-you-live>

30 OFMdfM, 2012, op. cit.

relations policy, CRED, require schools to ensure that any such activity provides opportunities for meaningful and sustained cross-community contact for pupils. The other two proposed indicators have been selected because they are vital in helping to ascertain the degree to which children and young people develop friendships on a cross-community basis, and the extent to which children and young people are prevented from developing such friendships should they so wish.

Recommendations

In summary, our recommendations to the Committee are as follows:

- OFMdfM should produce an annual progress report, published in a timely fashion, with regard to the good relations indicators which it monitors.
- OFMdfM's 'Good Relations Indicators' reports should provide more analysis and should present recommendations for policy changes which might enhance progress towards improved community relations.
- OFMdfM should clarify the term 'community relations participation' by schools in its good relations indicators reports, and should introduce the following additional indicators:
 - The extent to which schools are providing opportunities for meaningful and sustained cross-community contact for pupils
 - The extent of cross-community friendships among children and young people
 - Whether children and young people have anywhere to meet their counterparts from the other main community
- The Committee should investigate the extent of and reasons for any delays by OFMdfM in making and communicating decisions on applications to its Central Good Relations Fund 2014/2015.
- The Education Minister should bring forward, at the earliest possible opportunity, a statutory definition of shared education which makes explicit that it must involve meaningful cross-community interaction by pupils on a sustained basis.
- Using this definition, the Department of Education must make it a statutory obligation for schools to ensure that all their pupils are provided with the opportunity to participate in shared education on a regular basis.
- The Department must also make available sufficient funding to ensure that all schools can ensure that their pupils have the opportunity to participate in meaningful cross-community shared education and CRED programmes on a regular basis.
- The Department must institute a robust system of monitoring which enables it to evaluate, on a regular basis, whether and how each individual school is implementing shared education and CRED, including the extent and quality of cross-community engagement which is offered by each school.
- The Department should introduce an award scheme for schools which provide outstanding examples of good practice in shared education and CRED.

In addition, we believe that consideration should be given to synthesising the Department's shared education and CRED policies as there is clearly a considerable degree of overlap between them. However, if this is done, it is vital that the definition of shared education remains one which gives a central role to the importance of cross-community contact between Protestant and Catholic schoolchildren. Clearly, religious division is only one form of division in Northern Ireland, and we welcome the fact that CRED is also designed to address other divisions and stereotypes. At the same time, Northern Ireland will be unable to move forward into a truly harmonious and peaceful society if its most fundamental division is not addressed in schools.

Table 1: Speedwell Trust survey responses to “What are the main obstacles to shared education activities with schools from a different education sector?” (N = 65. Respondents could tick more than one option.)

	Agree–	Don’t know–	Disagree–	Number of respondents responding to option
– cost of transport	85.25% 52	1.64% 1	13.11% 8	61
– lack of training for staff	38.60% 22	19.30% 11	42.11% 24	57
– lack of support from parents	10.91% 6	9.09% 5	80.00% 44	55
– local community tensions	17.54% 10	19.30% 11	63.16% 36	57
– no suitable facilities	22.22% 12	11.11% 6	66.67% 36	54
– lack of resources	53.45% 31	15.52% 9	31.03% 18	58
– curriculum pressures	63.16% 36	5.26% 3	31.58% 18	57
– lack of willingness from staff	5.36% 3	16.07% 9	78.57% 44	56
– poor relationship with partner school	5.45% 3	7.27% 4	87.27% 48	55
– lack of partner school	16.36% 9	10.91% 6	72.73% 40	55

20141217 - Shared Education Business Plan (2)

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Your ref: PMcC/KM/1869

17 December 2014

Dear Peter

SHARED EDUCATION BUSINESS PLAN

Your correspondence of 12 December refers.

The document referred to in a recent press article attributed to Professor Smith, University of Ulster is the Business Case for the Delivering Social Change shared Education Signature Project.

A copy of the Business Case is attached.

Yours sincerely

Veronica

VERONICA BINTLEY
Departmental Assembly Liaison Officer

DE GENERAL BUSINESS CASE TEMPLATE FOR EXPENDITURES GREATER THAN £500k

This template is designed to facilitate documentation of an expenditure appraisal for **total expenditures (i.e. capital plus revenue) expressed in real terms including Optimism Bias where appropriate** greater than £500k. It identifies the main elements of a business case to be covered, followed by spaces or tables for inserting the relevant information. *The spaces and tables should be enlarged or modified as required to accommodate all the necessary information.*

Note that this is a general template covering basic requirements; it can be adapted and tailored to suit particular spending areas as desired (were significant changes to the template are planned, prior agreement should be sought from EAU). There are no precise rules about the length of the business case document for these expenditure decisions, however, it would be expected that a particularly large or significant project will have a greater degree of detail.

For detailed guidance on business cases and expenditure appraisal, consult the Northern Ireland Guide to Expenditure Appraisal and Evaluation (NIGEAE) at <http://www.dfpni.gov.uk/eag> or seek advice from DE's Economic Advisory Unit (EAU).

PROJECT TITLE: DELIVERING SOCIAL CHANGE SHARED
EDUCATION SIGNATURE PROJECT

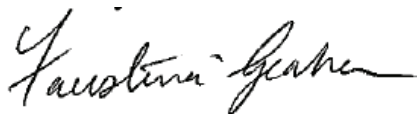
SPONSORING DEPARTMENT: Department of Education

Date of Business Case Initiation: 28 January 2014

Date of Business Case Completion: 7 April 2014

SENIOR RESPONSIBLE OFFICER: FAUSTINA GRAHAM, COLLABORATIVE
EDUCATION & PRACTICE DIRECTOR

SIGNED: **DATE:** 8 April 2014



A DE pro forma must be completed and signed off by the Director (G5) prior to formal submission of the business case to Finance Directorate (EAU).

DE Finance Director approval is required for the proposed expenditure.

BUSINESS CASE

DELIVERING SOCIAL CHANGE SIGNATURE PROJECT

SHARED EDUCATION PROGRAMME



DELIVERING SOCIAL CHANGE

April 2014

CONTENTS

Section	Page
1. Background, Strategic Context and Need	1
1.1 Strategic Context & Policy Objectives	1
1.2 Definition of Shared Education	2
1.3 Educational Policy Context	3
1.4 Key Stakeholders	4
1.5 Identification of Need	7
1.6 Concept of Shared Education	11
2. Aims and Objectives	14
3. Constraints	17
4. Identification and Shortlist of Options	18
5. Monetary Costs and Benefits of Options	22
6. Non-monetary Costs and Benefits	28
7. Assessment of Risks and Uncertainties	31
8. Calculation of Net Present Values	33
9. Summary of Option Comparisons and Identification of Preferred Option	34
10. Assessment of Affordability and Funding Arrangements	35
11. Project Management	36
12. Monitoring and Evaluation Arrangements	37
 Appendices	
1 Risk Log for Preferred Option	
2 Benefits Realisation Plan	
3 ETI Evaluation Report: Sharing In Education Programme	
4 Continuum of Shared Education	
5 Groups and Projects Involved in IFI Sharing in Education Programme	
6 Outline Memorandum of Understanding	
7 High Level Project Plan	
8 Net Present Values and Sensitivity Analysis	
9 Breakdown of Costs	

1. BACKGROUND, STRATEGIC CONTEXT AND NEED

1.1 Strategic Context & Policy Objectives

1.1.1 Legislative Requirements

The Education Reform Order 1989 (Article 6) places a duty on 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.

Section 75 and Schedule 9 to the NI Act 1998 places a statutory obligation on public authorities in carrying out their various functions relating to Northern Ireland, to have due regard to the need to promote equality of opportunity –

- between persons of different religious belief, political opinion, racial group, age, marital status or sexual orientation;
- between men and women generally;
- between persons with a disability and persons without; and
- between persons with dependants and persons without.

In addition, without prejudice to this obligation, Public Authorities are also required to have regard to the desirability of promoting good relations between persons of different religious belief, political opinion, and racial group.

1.1.2 Programme for Government: 2011-15 (PfG)

One of the five Executive priorities contained within the Programme for Government (2011-15) is to build a strong and shared community. Within that priority there is a particular focus on building better relations between communities. Under this priority, the PfG sets out three specific objectives relating to Shared Education. They are:

- establish a Ministerial Advisory Group to advise on advancing shared education;
- 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.

1.1.3 The Children and Young People Strategy

The Children and Young People Strategy (2006-2016) sets out Executive commitments to ensure that, by 2016, all children and young people are fulfilling their potential. Expected outcomes include:

- Living in safety and with stability;
- Contributing positively to community and society; and
- Living in a society which respects their rights.

One of the pledges, recognising that Northern Ireland is emerging from a prolonged period of conflict, commits to ensuring that our children and young people are supported to grow together in a shared, inclusive society where they respect diversity and difference.

By producing positive impacts for all parts of society, the strategy has particular importance for children and young people through the creation of sustainable relationships, built on trust between individuals and communities, to ensure a peaceful and prosperous future.

1.1.4 Together Building a United Community

The 'Together: Building a United Community' (T:BUC) Strategy, published on 23 May 2013, reflects the Executive's commitment to improving community relations and continuing the journey towards a more united and shared society.

The strategy commits to *"enhance the quality and extent of shared education provision, thus ensuring that sharing in education becomes a central part of every child's educational experience."* The strategy references the Programme for Government Commitments and the recommendations of the Ministerial Advisory Group on Shared Education.

1.1.5 The Delivering Social Change (DSC)

The Delivering Social Change (DSC) framework was established by the Executive to tackle poverty and social exclusion. It represents a new level of joined-up working by Ministers and senior officials across Executive departments to drive through interventions which have a genuine impact on the ground.

The framework aims to deliver a sustained reduction in poverty and associated issues across all ages and to improve children and young people's health, well-being and life opportunities thereby breaking the long term cycle of multi-generational problems.

The DSC framework aims to deliver the following outcomes:

- (i) a sustained reduction in poverty and associated issues, across all ages; and
- (ii) an improvement in children's and young people's health, wellbeing and life opportunities thereby breaking the long-term cycle of multi-generational problems.

1.2 Definition of Shared Education

Shared education has been defined 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.

By shared education we mean the provision of opportunities for children and young people from different community backgrounds to learn together.

We expect shared education also to be organised and delivered in such a way that promotes equality of opportunity and social inclusion by providing opportunities for children from differing s75 groups (e.g. children from different racial backgrounds, children with and without disabilities, children who are carers or school age mothers) and from differing socio-economic backgrounds to learn together at school and in less formal education.

1.3 Educational Policy Context

The Department of Education's (the department) vision is - *"To ensure that every learner fulfils his or her full potential at each stage of development."*

Fulfilling this vision is underpinned by goals identified as priorities by the Department in its Corporate Plan. The department's two overarching goals are:

- raising standards for all – through high quality teaching and learning, ensuring that all young people enjoy and do well in their education and that their progress is assessed and their attainment recognised, including through qualifications.
- closing the performance gap, increasing access and equity – addressing the underachievement that exists in our education system; ensuring that young people who face barriers or are at risk of social exclusion are supported to achieve to their full potential.

The strategic drivers for the promotion of sharing in education are:

- the education case – improving access for learners to the full range of the curriculum, to high quality teaching, and to modern facilities;
- the economic case – making more effective and efficient use of limited resources to deliver more value for money; and
- the social case – improving societal well being by promoting a culture of tolerance, mutual understanding and inter-relationship through significant, purposeful and regular engagement and interaction in learning.

Shared Education provides a mechanism for peer learning whereby schools that are educationally stronger are incentivised to collaborate with schools that are marginally weaker.

Potentially, it also results in a wider curriculum choice for pupils, the promotion of the efficient and effective use of resources, good relations, equality of identity and community cohesion.

It follows that greater sharing will benefit all learners, from all Section 75 categories and socio-economic status, the community, and the economy through more efficient and effective use of resources on a shared basis.

Better educational outcomes for young people, including life and work skills, capacity building and skill sharing between teachers and more accessible schools engaging with the wider community are expected.

1.4 KEY STAKEHOLDERS

1.4.1 OFMdFM

OFMdFM's Equality and Strategy Directorate is responsible for developing and monitoring the Programme for Government, for providing economic advice and for a range of cross-cutting issues and initiatives to address equality, good relations, deprivation and social exclusion.

It has oversight responsibility for the Delivering Social Change framework which was set up by the Executive to tackle poverty and social exclusion.

It also has oversight responsibility for the cross-cutting 'Together: Building a United Community' (T:BUC) Strategy.

1.4.2 The Atlantic Philanthropies

The Atlantic Philanthropies is a philanthropic organisation that works in conflict zones around the world. Atlantic grant making here dates back to the early 1990s. Initial efforts supported peacemaking and strengthening higher education. Since 2004, Atlantic has focused on three programme areas: Ageing; Children & Youth; and Reconciliation & Human Rights.

As a life limited foundation, the Atlantic Philanthropies are due to conclude their grant making by 2016. They have identified shared education as an area where they wish to help make a lasting impact by collaborating with the Executives where programmes can overlap with the Programme for Government. These will be joint funded Executive/ Atlantic Philanthropies programmes.

Atlantic jointly funded Shared Education pilot programmes since 2007 involving over 165 schools and have developed models of sharing that has lead to economic, education and reconciliation benefits involving pupils, teachers, governors, parents and the wider community.

Their aspiration is that Protestant and Catholic children across Northern Ireland being educated together becomes the norm rather than the exception, and that government policy and practice fully incentivise shared education.

In discussions with OFMDFM, Atlantic Philanthropies propose to provide financial support of up to £10m towards the cost of the Shared Education Signature Project, given the alignment with their grant closure priorities providing match funding was made available from government sources.

1.4.3 Managing Authorities & Arms Length Bodies

Operational delivery of the Shared Education Signature Project will fall primarily to the Educational and Library Boards and CCMS (or Education & Skills Authority).

In seeking to meet the Programme for Government commitment to increase the number of school sharing facilities, Managing Authorities will also have a role through Area Planning to identify opportunities and encourage schools to share existing and any future new facilities.

It is anticipated that other arm's length bodies including CnaG, NICIE, Youth Council NI and CCEA will have a stakeholder interest.

1.4.4 Schools

School will have a direct role in delivering on the Programme for Government commitments to ensure all children have the opportunity to participate in shared education programmes by 2015; and to substantially increase the number of schools sharing facilities by 2015.

The Shared Education Signature Programme will assist schools in meeting these commitments by providing funding for additional costs as well as assisting the Minister of Education in deciding the most appropriate way to mainstream shared education funding.

Schools will also be expected to co-operate with managing authorities in identifying and exploring opportunities to increase the level of sharing of facilities.

1.4.5 Pupils

Pupils will ultimately be the main beneficiaries of the opportunity to participate in a programme of shared education.

Based on the Education and Training Inspectorate's evaluation of a number of strategic shared education projects funded by the International Fund for Ireland, it is anticipated that pupils will benefit from an increase in self-confidence, self-awareness and self-reflection; being open to meeting others with differing perspectives; improved skills in problem solving, decision making, critical thinking and creative thinking.

Shared Education is also expected to lead to improvement in the delivery of minimum curricular requirements for Personal Development and Mutual

Understanding at Primary level and Learning for Life and Work (Local and Global Citizenship) and for the curricular requirement to “Developing Pupils as Contributors to Society” across the range of subject areas at Key Stage 3 and above.

Shared education will improve access for pupils to the full range of curriculum (i.e. wider curriculum choice), to high quality teaching, and to modern facilities. It can allow opportunities for peer learning whereby schools that are educationally stronger are incentivised to collaborate with schools that are marginally weaker.

It follows that greater sharing should ultimately result in better educational outcomes for young people.

1.4.6 Wider Community

As a society emerging from conflict, building a strong and shared community continues to be a key objective within the Programme for Government. Against the background of a diverse education system, shared education is seen as a way to break down barriers and improve community relations.

Improving attitudes amongst young people and building a community where they can play a full and active role in building good relations is recognised as a key priority within T:BUC. Equipping young people for a future in which the cycle of sectarianism and intolerance is broken is a key objective.

In turn this will benefit the wider community.

1.5 IDENTIFICATION OF NEED

1.5.1 Background

As noted in Paragraph 1 above, the PfG commitment (2011-15) contains three specific objectives relating to Shared Education one of which is to establish a Ministerial Advisory Group to advise on advancing shared education;

In order to progress the Ministerial Advisory Group's recommendations on shared education, it is planned that a Shared Education Programme will be delivered under the DSC framework.

The four year programme (2014-15 to 2017-18) will be based on lessons learnt to date from existing shared education pilots that have been operating in schools and will provide an evidence base for mainstreaming shared education funding in the longer term in a way that is sustainable.

In addition, the Department has a complementary programme of work to further mainstream shared education addressing other recommendations by the Ministerial Advisory Group. This includes defining shared education within legislation; directing the Education & Library Boards/Education & Skills Authority to encourage and facilitate shared education; reflecting shared education within the schools inspection process; teacher training; reviewing existing education policy on a rolling basis to reflect shared education and continuing to encourage the establishment of school councils.

All of the above interventions will contribute to meeting the PfG Shared Education targets.

1.5.2 Shared Education - Baseline Statistics

1.5.2.1 School Omnibus Survey

The School Omnibus Survey (2013) is a multipurpose survey of all Principals in grant-aided schools. The 2013 survey had an overall response rate of 52%. The latest results from the 2013 school omnibus survey indicate:

- that 76% of respondent school were involved in some form of shared education in the 2011/12 academic year. Participation in shared education was higher in post primary (94%) than primary (71%).
- In the 2011/12 academic year, 83% of respondent schools partnered with another school in relation to curricular or extracurricular activities.
- In the same academic year, 51% of schools were involved in sharing facilities with another school, 38% in sharing resources; 30% in shared teachers and 26% in sharing equipment.
- Of those responding schools, 13% had partnered between one class; 72% with more than one class and 15% on a whole school basis.

- Of these, 65% partnered on a cross community basis, 51% with a school from the same sector; 35% between primary and post primary; 15% between secondary and grammar; and 8% between nursery and primary.

1.5.2.2 Young Life & Times Survey

According to the Young Life & Times Survey 2011 (which is an annual attitudinal survey targeting 16 year olds), 31% of young people said they rarely or never socialise with people from a different religious community, while 22% said they had no close friends from the other main religious community.

The 2011 survey indicated that 49% of young people agree that most people would like to have friends of a different religion but never have the opportunity.

The 2012 survey included a module commissioned by the NI Commissioner for Children and Young People on shared education. The results indicated that 55% of respondents had undertaken projects with pupils from other schools; 46% had classes with pupils from other schools and 25% had used shared facilities or equipment.

Respondents to the 2012 survey indicated that 71% had shared with children of a different religion (with 16% not knowing).

89% thought projects with pupils from other schools a good idea, 83% thought shared facilities and resources was a good idea, while 76% indicated that classes with pupils from other schools was a good idea.

1.5.2.3 Existing Shared Education Work

Shared education programmes have been taking place in a limited number of schools over the last few years, most notably with significant investment from the International Fund for Ireland and the Atlantic Philanthropies in relation to twenty two strategic projects delivered locally i.e. the Sharing in Education Programme (SiEP).

This work has been subject to evaluation by the Education & Training Inspectorate (see Appendix 3), IFI Evaluation Report: Sharing in Education Programme) as well as a series of evaluations by individual projects. This, together with other research (including a report by the NI Commissioner for Children and Young People), provides a strong evidence base for progressing shared education through existing educational policies as well as new approaches.

These programmes have ranged from teachers learning and planning together, through to coordinate timetabling with the curriculum being taught to mixed classes in different schools as well as extra-curricular activity and joint projects – whatever best meet the needs of local schools and the community.

1.5.3 Historical Context

Shared Education programmes, such as SiEP were set against the background of 92.6% of the school population was educated in either Catholic maintained schools or controlled or voluntary schools attended mainly by Protestant children or young people. The SiEP aimed to break down the barriers arising from the historic conflict in NI by providing a range of opportunities for young people to learn together and to reach the highest possible standards of educational achievement. Shared education should not be seen as just another initiative nor is it a new concept.

The SiEP sought to build on the lessons learned across many years in the development of community relations in Northern Ireland.

1.5.4 The Policy Context

In line with the Programme for Government commitments, the Ministerial Advisory Group was appointed by the Minister of Education in July 2012, and published its findings on 22 April 2013 (report available at

http://www.deni.gov.uk/index/schools-and-infrastructure-2/shared_education/shared-education-ministerial-advisory-group.htm

'Shared education is not a bolt-on or an optional extra. It is fundamental to delivering good schools and central to my vision that every learner should achieve his or her full potential'. - Minister of Education - October 2013

The development of shared education aligns closely with the role of the Department to improve educational outcomes for young people and to promote personal well-being and social development, so that young people gain the knowledge, skills and experience to reach their full potential as valued individuals and active citizens, as envisaged in the department Community Relations, Equality and Diversity in Education (CRED) policy. The Programme for Government (PfG) 2011-15 commitments for the department with respect to shared education include:

- to ensure that all children have the opportunity to participate in shared education programmes by 2015; and
- to increase substantially the number of schools sharing facilities by 2015.

In addition, the work of shared education as evidenced by the SiEP links well to the four tenets of the department's policy of school improvement (Every School a Good School) through promoting child-centred provision, high-quality learning and teaching, effective leadership and a school connected to its local community.

Given these developments, the Minister of Education appointed a Ministerial Advisory Group whose independent report was issued in March 2013 detailing 20 recommendations to advance shared education which are based around five themes:

- Mainstreaming Shared Education;

- Supporting schools in Shared Education;
- Schools and other educational institutions;
- Area Based Planning and Schools Estate; and
- Academic Selection.

In a statement to the Assembly in October 2013, the Minister of Education accepted the recommendations of the Ministerial Advisory Group, reserving final decisions on a small number pending further work

http://www.deni.gov.uk/index/schools-and-infrastructure-2/shared_education.htm

1.5.5 The Curriculum Context

The statutory curriculum provides a core enabling framework to promote shared education. The Curriculum in the north of Ireland was revised in 2007 with the aim of empowering young people to develop their potential and make informed and responsible decisions throughout their lives through three key objectives:

- the development of the young person as an individual;
- a contributor to society;
- a contributor to the economy and environment.

Key elements which focus on the real and relevant issues that young people need to assimilate in preparation for life and work in NI society are embedded in the individual areas of learning (subjects).

The learning areas of Personal Development and Mutual Understanding (PDMU), Local and Global Citizenship and Learning for Life and Work (LLW) are key vehicles for embedding shared education through the NI Curriculum. They were developed specifically to enable young people across the key stages to learn about themselves and others, developing tolerance, respect and open-mindedness through understanding similarities and respecting differences between people in the local community and beyond in order to help them address the challenges and opportunities they may encounter in society.

In addition, all subject strands but in particular, religious education, history, geography, English, languages, drama and art and design provide opportunities for teachers to design learning programmes that explore identity, diversity and promote reconciliation, developing the attitudes and dispositions as shown in Appendix 5.

The evaluation of the SiEP found evidence to demonstrate that shared education activities have the potential to meet the aims of the NIC in a more holistic way through preparing young people better for life and work in an interdependent NI and a globalised world.

Shared education also provides practical experiences and contexts for young people to develop better their thinking skills and personal capabilities, skills needed for lifelong learning; for example, applying critical thinking in shared

classes helps young people to suspend judgement and become open-minded; to be willing to explore alternative viewpoints and imagine “otherwise”.

Independent thinking and personal awareness through engaging with different viewpoints develops the young people’s confidence and self-esteem to safeguard them against dogmatisms and peer pressure. The development of interpersonal skills through shared classes enables young people to listen carefully in order to adapt language and behaviour to take account of others’ feelings, and to develop the ability to work together, manage disagreements and reach agreed outcomes.

1.6 THE CONCEPT OF SHARED EDUCATION

The SiEP Evaluation acknowledges that sharing will always require compromise. Compromise will not and cannot always be equal for both parties but the vision statement of *‘Every School a Good School’* provides a clear guiding principle placing the interests of young people rather than institutions at the centre of efforts to improve educational improvement and tackle underachievement.

The professional view of ETI is that shared education is not an event or series of lessons but, rather a process in which to embed a whole-school approach to shared education to prepare young people better for life and work. The evidence from the SiEP Evaluation confirms that schools/organisations are at different starting points along a continuum.

1.6.1 IFI Evaluation Report: Sharing in Education Programme (SiEP)

A formal evaluation was carried out by the Education & Training Inspectorate on nineteen of twenty-two strategic Shared Education projects funded by the International Fund for Ireland (IFI). The remaining three projects, which were jointly funded by IFI and Atlantic, were subject to a separate evaluation.

Details of the ETI findings are summarised at Appendix 3. A full copy of their report is available at: <http://etini.nics.gov.uk/investmentfundireland/>

In summary, in almost all of the projects the participants:

- developed good personal and social skills through their engagement with others in exploring controversial, sensitive, complex and relevant issues to their lives;
- increased their awareness of the impact of their attitudes and actions on other individuals and communities; and
- were able to evaluate their own learning through, for example, reflective journals/diaries, questionnaires and discussions.

The majority of the projects provided them with the opportunity to achieve an accredited qualification or an award designed with set criteria.

In going forward, the evaluation report identified a need:

- for schools/organisations to evaluate consistently the impact of the work of reconciliation on the young people's attitudes, behaviours, understanding and skills to be able to demonstrate clearly the progress of young people and to inform future planning;
- for schools/organisations to focus on the development of the young people's maturity and higher-level skills of negotiation, compromise, collaborative problem-solving, managing disagreement, conflict and confrontation through innovative, inspiring and experiential learning strategies;
- for all stakeholders to recognise, value and reward shared learning through accreditation and assessment arrangements across phases; and
- for support staff across all phases to develop further their confidence and competence in using a wide range of learning strategies necessary for work in shared classes, to provide progressively challenging experiences for young people in tackling controversial and sensitive issues.

1.6.2 The Challenge going forward

It is a commendable goal to provide all young people with a shared education opportunity throughout their school career. However, while the quantitative target is useful, much remains to be done to ensure the experience is effective, sustained and progressive, particularly in schools that have not yet begun the process.

Schools will need support to move along a continuum to embed high-quality shared education.

In helping to address these challenges DE officials need to work more collaboratively to ensure that school improvement policies signpost connections to, and opportunities for, shared education.

The longer-term aim for all schools is for shared education to be so integral to the ethos and fabric of each school community that it becomes 'the way we do things around here'. All of the requirements to achieve this aim are enshrined in the aims of the curriculum, but schools, like our society, are at different starting points.

Only by honest self-reflection will any school community be able to identify its starting point and only with a genuine commitment from all stakeholders can schools be supported to work through the complexities of achieving an aim for children and young people that has so far eluded our wider society. In the short to medium term that will only be achieved through ongoing collaborative practice which allows schools to reflect on how much progress they have made in meeting that longer-term aim.

They will continue to need to be supported by each other but also through initiatives such as the SiEP and project-led work gradually reintegrating what they learn into custom and practice.

2. AIM & OBJECTIVES

- 2.1 The overall aims of the programme are to scale up the level of sharing drawing on existing evidence; mainstream financial support for any additional costs and improve the educational and reconciliation outcomes in school working collaboratively.

A baseline exercise has been completed to establish the current level of shared education through the 2013 Schools Omnibus Survey (a multi-purpose survey of all Principals in grant-aided schools designed to collect a range of information as determined by DE policy teams).

Research evidence from a number of reports and survey data and baseline information has been taken into account in developing measurable targets.

Project Objectives	Measurable Targets
Improve education outcomes through schools working collaboratively ^{Note 1}	<p>For participating schools:</p> <p><u>Primary</u></p> <ul style="list-style-type: none"> • Increase the percentage of pupils achieving KS2 Communication in English from 2013/14 level by 2017/18; • Increase the percentage of pupils achieving KS2 Using Maths from 2013/14 level by 2017/18; <p><u>Post-Primary</u></p> <ul style="list-style-type: none"> • Increase the percentage of pupils achieving KS3 Communication in English from 2013/14 level by 2017/18; • Increase the percentage of pupils achieving KS3 Using Maths from 2013/14 level by 2017/18; and • Increase the percentage of pupils achieving 5+ GCSE (or equivalent) A*-C including English & Maths from 2013/14 level by 2017/18. <p>As the level of increase will be dependent on the exact cohort of participating schools, it is proposed that schools will set their baseline and outcome target as part of the application process. Outcomes will be measured at the end of the project with progress being reported in monitoring reports during the project.</p>
Increase the number of schools participating in Shared Education ^{Note 1}	-Using the definition of shared education in the Ministerial Advisory Group Report, to increase the percentage of schools providing shared classes with pupils (other than Entitlement Framework) from 23% to tba% by end of 2017/18
Improve reconciliation outcomes through schools working collaboratively ^{Note 2}	-By 2017/18, to show increase in reconciliation outcomes between schools working cross-sectorally and those which are not, using the following measures: Cross Group Friendship (from 1.94 - 2.37) Positive Action Tendencies (from 2.71 – 3.14); and Intergroup Anxiety (from 1.66 - 1.57).

Increase the number of young people participating in Shared Education ^{Note 3}	<p>-Using the definition of shared education in the Ministerial Advisory Group Report:</p> <ul style="list-style-type: none"> • Maintain the percentage of schools engaged in shared education on a whole school basis at 15% (114) in the 2014/15 academic year and increase to 20% (152) by 2017/18. • Maintain the percentage of schools involving <i>only</i> one class at 13% (99) in 2014/15 academic year and increase to 80% involving <i>more than</i> one class (610) by 2017/18. • Schools in receipt of shared education funding to jointly deliver LLW and PDMU on a shared basis by 2017/18.
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	<p>-By 2017/18, 95% of participating schools have provided teachers with professional development on a range of learning strategies necessary for work in shared classes. ^{Note 4}</p> <p>For participating schools, provision of joint professional development training (to include tackling the challenges of providing and teaching shared classes).</p>
Enable schools to implement a progressive approach to shared education	<p>-Refine the QUB continuum of shared education by end of 2014/15.</p> <p>-Further develop the quality indicators for identification of effective practice by 2017/18.</p> <p>-All participating schools/partnerships to progress at least one step up the continuum of shared education model by 2017/18 (confirmed through ETI assessment)</p>
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	<p>Shared education targets to feature in DE's strategic and business plans;</p> <p>Education & Training Inspectorate to work towards integrating shared education into the normal inspection process.</p> <p>Shared Education targets to feature in ELBs/ESA Resource Allocation Plans</p> <p>Shared Education targets to feature in school development plans</p>

^{Note 1} Due to the variation across schools it is not possible to set a specific generic target increase at the business case stage. Instead, existing baselines, current projected increases, and revised projections resulting from involvement in this programme will be established as part of the application process. This will provide a target increase relevant to each participating school which will allow comparison against ELB and NI averages.

^{Note 2} Evidence shows that improved community relations are natural by-product of cross-community sharing (e.g.: Shared Education Initiatives in Northern Ireland: A Model for Effective Intergroup Contact in Divided Jurisdictions (Blaylock & Hughes Dec 2013). A QUB longitudinal survey, funded by Atlantic Philanthropies will provide the source data, including 2013/14 baselines and Atlantic will fund the continued survey work.

^{Note 3} Measured through School Omnibus Survey; 2014/15 targets represent baseline figures from 2013 Survey as £21m IFI/AP funding terminated in Dec 13, maintaining current levels represents a challenging target. The final outcome target is based on current experience of what is likely to be achievable, but will be re-assessed following the application stage and adjusted if necessary. As the programme will target 65% schools (762) the relevant percentages are calculated against the number targeted by the programme. Recording precise numbers of pupils would impose significant bureaucracy on schools and would be subject to risk of over/under recording as pupils may be involved in more than one programme; proposed measure has a direct correlation on number of pupils.

^{Note 5} Measured by comparing self assessment baselines at application stage with final outcome at end of programme

2.2 Quality Indicators

As a result of previous pilot programmes, a set of quality indicators were developed by ETI to provide a benchmark for this work which school can use to self assess; this will be further refined during the period of the programme. A copy of these indicators can be found at the attached link:

<http://www.etini.gov.uk/index/international-fund-for-irelands-sharing-in-education-programme/quality-indictors-for-use-by-international-fund-for-irelands-sharing-in-education-programme-projects.doc>

2.3 Shared Education Continuum Model

One of the ETI recommendations from evaluation of pilot programmes was the development of a continuum of shared education model against which schools can self assess.

An example as to what this could look like is provided in Appendix 4. The model would be refined to enable it to be used for self-assessment purposes by schools.

3. CONSTRAINTS

3.1 Timing

This will be a four year project commencing from April 2014 (with implementation in schools expected to commence in the 2014/15 academic year) in line with availability of Atlantic Philanthropies' funding window.

3.2 Funding

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.

Constraints	Measures to address constraints
Funding level over 4 year period to end 2017/18 FY	Funding is set and agreed over a 4 year period at up to £25m due to closure constraint of the Atlantic Philanthropies funding. Programme will operate over the period funding is available. It will inform decisions on mainstreaming funding in the longer term.
Excludes capital costs, including shared education campuses, which are structural approaches to implementing shared education	The programme excludes capital costs relating to structural building. Capital costs related to Shared Education Campuses are being taken forward through an alternative funding programme and therefore will be excluded from this programme.
Atlantic funding in year 4 is subject to a commitment by DE (NI Executive) to provide resources to mainstream shared education in the longer term	In his statement of 22 October 2013 to the Assembly, Education Minister acknowledged the need to mainstream financial support for any additional costs in relation to shared education. Regular reports on plans for mainstreaming will be made to Project Board and DSC Programme Board. Discussions are on-going to ensure the Memorandum of Understanding between Atlantic Philanthropies, OFMDFM and DE clearly outlines how this commitment will be met.
Only Schools already engaged in some form of Shared Education (i.e. those at level 2 and above on the continuum model (see Appendix 4) will be eligible to avail of the DSC SEP.	The application criteria will exclude schools currently working in isolation. A separate funding stream and programme will be established to address the needs of schools working in isolation.

4. IDENTIFICATION AND SHORTLIST OF OPTIONS

A number of options have been considered and assessed against the objectives of the programme. An overview of each option is provided below and assessment is provided for short listing purposes.

4.1 Option 1: Status Quo (Do Nothing)

Evidence shows that there are a number of current shared education programmes, which have been funded through a variety of existing policies and philanthropic funding. Evidence also indicates that there are a number of additional costs for schools to successfully implement shared education.

Philanthropic funding is set to reduce over the next few years as existing funding streams, such as the International Fund for Ireland and the Atlantic Philanthropies prepare for closure. Hence the opportunity for school to secure funding will be significantly reduced.

Research shows that schools have also financed shared education through existing earmarked funding such as Community Relations, Equality and Diversity, Extended Schools and Entitlement Framework, while others have drawn on their LMS budgets.

As this has been the position for some years, it would suggest that while the status quo does not preclude shared education taking place, it would be difficult to meet the Programme for Government commitments to advance shared education. It would also result in a piecemeal approach with varying degree of opportunity being provided to pupils.

In addition, the status quo would not facilitate actions agreed by the Minister of Education in response to the Ministerial Advisory Group report and would be a barrier to advancing shared education.

While the status quo would not sufficiently meet the Executive's commitment to advancing shared education, it remains a shortlisted option for comparative baseline purposes only.

4.2 Option 2: Shared Education Programme

The Shared Education Programme would provide earmarked funding to support collaborative activities through an open application process to all schools.

Applications would be assessed against specified criteria and scoring framework, which would include level of sharing to date; educational improvement; societal benefits and value for money considerations. As the programme is designed for schools that have already engaged in some form of shared education (i.e.: those at level 2 and above on the continuum model in appendix 4), the application criteria will exclude schools currently working in isolation. A separate funding stream and programme will be established to address the specific needs of schools that are working in isolation.

Consequently it is envisaged that around 65% of schools (equating to 762 schools) would be eligible to participate in the programme).

The programme would be administered and implemented through the ELBs.

A dedicated ELB support team would encourage and promote shared education to all schools and provide advice and support in self assessment of the current level of sharing (against a continuum model) and identification of appropriate actions. The ELB support team would continue to support and monitor implementation over the period of the programme. Experience already exists both within ELBs and in external organisations on implementing shared education

This would ensure experience is developed within managing authorities in advance of mainstreaming shared education in line with Minister's commitment to do so.

Two implementation options have been identified in respect of a dedicated ELB support team:

- 2(a) a central regional delivery team/unit located within one ELB but providing services to all ELBs (for which there is already precedent and which reflects the regionalisation envisaged through the creation of ESA); or
- 2(b) a dedicated team in each of the five ELBs.

Both options are viable and will be considered separately.

The Education and Training Inspectorate would undertake on-going evaluation of the programme.

Potential Displacement/Duplication of Funding

Consideration has been given to the implications of introducing a new funding programme for other funding streams currently used by schools to fund shared education. In practice, schools have used a mix of funding sources to deliver shared education programmes.

The closure of the International Fund for Ireland's *Sharing in Education Programme* of £17m over four years in December 2013 together with further Atlantic Philanthropies funding of almost £4m has immediately created a £21m funding gap for schools that wish to undertake additional shared education activities.

While some schools can continue to draw on other funding streams, the introduction of this programme will address the funding gap resulting from the reduction and closure of philanthropic and external funding. Hence there is no potential for displacement of existing funding.

The application process will seek information on what other funding streams schools are accessing to ensure that there is no duplication of funding.

4.3 Option 3: Continue IFI Sharing in Education Programme (SiEP) Projects

Significant investment of £17m by the International Fund for Ireland established on twenty two strategic shared education projects over the period 2009-13. Funding for these projects terminated on 31 December 2013 with the closure of the IFI SiEP. Although the level of funding was significant, the scope of the Programme did not extend to all schools (around 450 schools were involved).

The projects covered a range of curricular and extracurricular activities, involved all sectors and range of school types and met the definition and objective of shared education (Appendix 5 provides further detail on the nature of these projects).

Projects were subject to independent evaluation, in the majority of cases by the Education & Training Inspectorate, but with three shared class projects subject to a separate evaluation. Evaluation reports indicated that these projects were effective and in a number of cases the projects were evaluated as outstanding.

Option 3 is based on continuing to maintain funding for these programme/projects.

The Education and Training Inspectorate would continue to undertake on-going evaluation of the programme/projects.

As in option 2, there is no potential for displacement or duplication of existing funding.

4.4 Option 4: Scale up existing Sharing in Education Programme projects for rollout to all schools

It would be feasible to scale up the scope of the projects identified in option 3 to provide all schools with the opportunity to participate in at least one shared education project. The range of projects which were undertaken provides a high level of assurance that a school could implement at least one which would be appropriate to the needs of the individual school/pupils.

As with previous options, the Education and Training Inspectorate would continue to undertake on-going evaluation of the programme/projects.

As in option 2, there is no potential for displacement or duplication of existing funding.

4.5 Option 5: Schools and Supported Organisations Programme

It would be feasible to provide funding to schools through a range of voluntary and community organisations to support delivery of shared education through separate funding streams.

In order to ensure sufficient capacity, this would require core funding to these organisations. However, departmental policy is to move away from core

funding of organisations and this option would result in a complex funding mechanism with the potential for overlaps and gaps in provision.

It would also be difficult to ensure consistency of provision.

Previous schemes, such as the Community Relations Funding Schemes which used a similar model were shown to have a number of distinct disadvantages.

Given the more discrete nature of the implementation methodology which this option would involve, it would not be feasible for the Education & Training Inspectorate to undertake a robust evaluation of what is likely to result in a myriad of smaller projects. Consequently for this option independent evaluations would be commissioned by the delivery organisations.

Given the dispersed nature of this option, there would be a higher risk of duplication (and potentially displacement) of other funding streams.

4.6 Assessment of Options

Assessment of the options is summarised in the table below:

<i>Option Number/ Description</i>	<i>Shortlisted (S) or Rejected (R)</i>	<i>Reason for Rejection</i>
1) Status Quo	S	
2) Shared Education Programme (a) Regional Delivery Team (b) Delivery by each of 5 ELBs	S	
3) Continue IFI Sharing in Education Programme projects	S	
4) Scale up existing Sharing in Education Programme projects for rollout to all schools	S	
5) Schools and Supported Organisations Programme	R	Not in line with departmental policy Inconsistent delivery Complex to administer Historical evidence indicates a number of distinct disadvantages

5. MONETARY COSTS AND BENEFITS OF OPTIONS

Monetary costs and benefits of each shortlisted option are considered below.

Option No. 1: Status Quo	Yr 0	Yr 1	Yr 2	Yr 3	Totals
Capital Costs					
	0	0	0	0	0
(a) Total Capital Cost	0	0	0	0	0
Revenue Costs					
(b) Total Revenue Cost	0	0	0	0	0
(c) Total Cost = (a) + (b)	0	0	0	0	0
(d) Discount Factor @ 3.5%pa	1.0000	.9662	.9335	.9019	
(e) Present Cost = (c) x (d)	0	0	0	0	0
(f) Total Net Present Cost (summation of Present Costs [e])	£0				

Option No. 2a Shared Education Programme (Regional Delivery Team)	Yr 0	Yr 1	Yr 2	Yr 3	Totals
Capital Costs					
	0	0	0	0	0
(a) Total Capital Cost	0	0	0	0	0
Revenue Costs					
Salary (Admin)	107,000	107,000	107,000	107,000	428,000
Salary (Support Staff)	234,000	540,000	540,000	360,000	1,674,000
Planning (Sub-cover)	135,000	685,800	685,800	685,800	2,192,400
Transport	162,000	1,066,800	2,074,800	2,198,700	5,502,300
Delivery (e.g.: sub-cover, training, facilitation, venue/ equipment hire)	526,350	3,688,080	4,905,756	4,905,756	14,025,942
Evaluation (ETI)	56,070	204,542	227,044	262,344	750,000
(b) Total Revenue Cost	1,220,420	6,292,222	8,540,400	8,519,600	24,572,642
(c) Total Cost = (a) + (b)	1,220,420	6,292,222	8,540,400	8,519,600	24,572,642
(d) Discount Factor @ 3.5%pa	1.0000	.9662	.9335	.9019	
(e) Present Cost = (c) x (d)	1,220,420	6,079,545	7,972,463	7,683,827	
(f) Total Net Present Cost (summation of Present Costs [e])	£22,956,256				

ASSUMPTIONS - Option 2a

All costs are at 2013/14 prices. Year 0 is 2014/15

Salaries and wages

Estimated salaries are based on previous experience of running the previous IFI programme. Gross Salaries are included.

Salaries are split between Administration and Support staff:

- Administration - staff including part-time support during application, sift and evaluation process.
- Support staff – recruitment and employment of 15 development Officers @ £36k p.a. There may be some variance in these costs due to recruitment in year 1 and a reduction of officers in the final year as staff move back to schools. It is anticipated that skills transfer is in place leaving schools requiring less support.

Admin Staff

Staff Role	Gross Figures £'000	Total Costs £'000
Programme Manager (Adviser Level)	60	60
Admin Officer(senior clerical Officer)	22	22
p/t Admin support in each of 5 ELBs	5	25
Total		107

Support Staff

Staff Role	Year 1	Year 2	Year 3	Year 4
15 Development officers @ £36k p.a.		540	540	–
5 full time and 3 part time posts (@50%)	234	–	–	–
30% reduction in staff				360
Total	234	540	540	360

The remaining costs based on the number of targeted schools as set out below:

	Year 1	Year 2	Year 3	Year4
Number of schools	150	762*	762	762
percentage		65%	65%	65%
Partnerships	75	380	380	380

- 762 schools is 65% of 1,172 schools. BELB 154 schools, NEELB 277 schools, SEELB 209 schools, SELB 298 schools, WELB 234 schools. Total 1,172.

Planning Costs

Planning Substitute cover costs based upon 6 days per school for 1 teacher capped @ 150 per full day by the above number of schools per year.

Transport Costs

Based on previous experience of similar projects

Post Primary Schools @ £175 per day * 9 shared classes * 2 year groups

Primary Schools @ £175 * 12 shared classes per year for one key stage group

Note

- these are based on minimum numbers for shared classes and may increase depending on schools.
- The Business Case assumes 152 schools will attain level 5 in year 4, 610 schools will attain level 4 (i.e. total 762) and of these 99 (60% primary and 40% post primary) will move from level 2 through to Level 4.
- The levels of sharing in the 'shovel ready' schools participating in year 1 should increase in years 2, 3 and 4 but that new schools participating from year 2 through to year 4 may be at level 2 in the continuum model in the first year and therefore have lower levels of shared classes depending on the requirements of these schools.
- Funding for transport will be provided to schools and flexibility applied to meet the needs of schools as they move upwards on the continuum.

Delivery Costs

This includes employment costs of shared teachers, training, sharing co-ordinator, sub-cover to attend training and shared classes, visits, travel and subsistence costs, venue hire, materials and equipment @ £2,509 in year 1, £3,840 in year 2 and £5,438 in years 3 and 4 per school where maximum sharing level will take place..

Training sub cover is calculated at 3 days @£150 sub cover per school attending
Training for 3 day course @ £550 1 teacher per school attending.

Same calculation used for each teacher in the following years.

Note: Flexibility to transfer funding across the three budget lines relating to front line delivery – Planning; Transport and Delivery – will be applied as necessary. For example, where cost savings can be made in relation to planning or transport costs, flexibility will be afforded to schools to use in relation to delivery costs to ensure maximum impact on pupils.

Evaluation Costs

Evaluation costs estimated based on 3% of the overall costs of the project from start of 2014/15.

The profile for the evaluation costs over the 4 year programme was agreed with ETI to coincide with their recruitment timetable - 1 backfill Inspector in year 1, with further backfill in other years and culminating with peak for final evaluation in last year.

Option No. 2b Shared Education Programme. Delivery by each of 5 ELBs	Yr 0	Yr 1	Yr 2	Yr 3	Totals
Capital Costs					
	0	0	0	0	0
(a) Total Capital Cost	0	0	0	0	0
Revenue Costs					
Salary (Admin)	210,000	210,000	210,000	210,000	840,000
Salary (Support Staff)	234,000	540,000	540,000	360,000	1,674,000
Planning (Sub-cover)	135,000	685,800	685,800	685,800	2,192,400
Transport	162,000	1,066,800	2,074,800	2,198,700	5,502,300
Delivery (e.g.: sub-cover, training, facilitation, venue/ equipment hire)	526,350	3,688,080	4,905,756	4,905,756	14,025,942
Evaluation (ETI)	59,760	208,232	230,734	251,274	750,000
(b) Total Revenue Cost	1,323,420	6,395,222	8,643,400	8,622,600	24,984,642
(c) Total Cost = (a) + (b)	1,323,420	6,395,222	8,643,400	8,622,600	24,984,642
(d) Discount Factor @ 3.5%pa	1.0000	.9662	.9335	.9019	
(e) Present Cost = (c) x (d)	1,323,420	6,179,063	8,068,614	7,776,723	
(f) Total Net Present Cost (summation of Present Costs [e])		23,347,820			

ASSUMPTIONS – Option 2(b)

As above for Option 2a with the exception of the following:

Administration Staff

Staff Role	Gross Figures £'000	Total Costs £'000
Programme Manager p/t	40	40
Assistant Advisory Officer p/t in 5 ELBs	20	100
Admin support in each of the 5 ELBs	12	60
Other p/t Admin support in each of 5 ELBs	2	10

Total	210				
Option No. 3 Continue IFI Sharing in Education Programme projects	Yr 0	Yr 1	Yr 2	Yr 3	Totals
Capital Costs					
	0	0	0	0	0
(a) Total Capital Cost	0	0	0	0	0
Revenue Costs					
Salary (Admin)	1,507,320	1,507,320	1,507,320	1,507,320	6,029,280
Running Costs	357,120	357,120	357,120	357,120	1,428,480
Delivery (e.g.: sub-cover, training, facilitation, venue/ equipment hire)	4,345,920	4,345,920	4,345,920	4,345,920	17,383,680
Evaluation (ETI)	186,310	186,310	186,310	186,310	745,240
(b) Total Revenue Cost	6,396,670	6,396,670	6,396,670	6,396,670	25,586,680
(c) Total Cost = (a) + (b)	6,396,670	6,396,670	6,396,670	6,396,670	25,586,680
(d) Discount Factor @ 3.5%pa	1.0000	.9662	.9335	.9019	
(e) Net Present Cost = (c) x (d)	6,396,670	6,180,462	5,971,291	5,769,157	
(f) Total Net Present Cost (summation of Present Costs [e])	£24,317,579				

ASSUMPTIONS - Option 3

All costs are at 2013/14 prices. Year 0 is 2014/15

The total number of schools assumed to be engaged on this programme was approximately 360 individually but in reality some of these organisations worked with the same schools giving a total number of schools recorded as 533 meaning that 173 schools were engaged in more than one of these projects.

The existing group without additional funding and resources do not have the capacity to deliver across all 5 ELB areas and engage with all schools.

The costs here are based upon 22 organisations working at full capacity at the end of SiEP period i.e. 360 individual schools each year. All costs are based on the experience of the existing programme costs.

Salary Costs

Salary costs are for Administration and Delivery staff and include part-time and staff paid through sub-cover figures based on costs across all 22 projects for staffing against school. Estimated salaries are based on previous experience of running IFI programme. Gross Salaries included (pensions and NIC).

Running Costs

Running costs here are those associated with the overall costs of the organisation such as rent, rates, heat, light, telephone, broadband etc and based against the number of schools involved.

Delivery Costs

Delivery Costs includes facilitation/consultant, OCN accreditation, materials, transport, purchase of equipment or hire, set up costs for offices etc based on the number of schools involved.

Evaluation Costs

Evaluation is based on 3% of annual spend.

Option No. 4 Scale up existing Sharing in Education Programme projects for rollout to all schools	Yr 0	Yr 1	Yr 2	Yr 3	Totals
Capital Costs					
	0	0	0	0	0
(a) Total Capital Cost	0	0	0	0	0
Revenue Costs					
Salary (Admin)	837,400	1,256,100	1,884,150	1,884,150	5,861,800
Running Costs	198,400	347,200	607,600	607,600	1,760,800
Delivery (e.g.: sub-cover, training, facilitation, venue/ equipment)	2,414,400	10,937,232	12,228,936	12,228,936	37,809,504
Evaluation (ETI)	103,506	376,216	441,621	441,621	1,362,964
(b) Total Revenue Cost	3,553,706	12,916,748	15,162,307	15,162,307	46,795,068
(c) Total Cost = (a) + (b)					
(d) Discount Factor @ 3.5%pa	1.0000	.9662	.9335	.9019	
(e) Net Present Cost = (c) x (d)	3,553,706	12,480,162	14,154,014	13,674,885	
(f) Total Net Present Cost (summation of Present Costs [e])	£43,862,767				

ASSUMPTIONS - Option 4

All costs are at 2013/14 prices

This option is a scaled up version of Option 3. All costs are based on the number of schools against the costs from each budget heading to meet the school profile to be engaged each year.

First year calculations will show a decrease from Option 3 given that only 200 schools will be engaged as opposed to the 360 as in Option 3 above. The schools profile will be as with Options 2(a) and 2(b).

	Year 1	Year 2	Year 3	Year 4
Number of schools	150	762	762	762
percentage		655	65%	65%

Salary Costs

Salary costs are for Administration and Delivery staff and include part-time and staff paid through sub-cover. It is anticipated that staff numbers should only increase by 1.5 times the original number after the first year as once staff are in place they should have the skills and capacity to increase delivery to the number of schools in the project. This was calculated on the number of staff providing support to 533 schools and then calculating the number of additional staff required to deliver to all schools.

Running Costs

Running costs here are those associated with the overall costs of the organisation such as rent, rates, heat, light, telephone, broadband etc. It is anticipated that these will increase with the number of staff at 0.75 times and then also remain the same.

Delivery Costs

There should not be an increase in actual delivery costs as delivery costs include facilitation/consultant, OCN accreditation, materials, transport, purchase of equipment or hire, set up costs for offices etc based on the number of schools involved. Delivery will increase proportionately with the number of schools engaged as above (Option 3 figures being based on 360 schools).

Evaluation Costs

Evaluation is based on 3% of annual spend.

The total number of schools assumed to be engaged on this programme was approximately 360 individually but in reality some of these organisations worked with the same schools giving a total number of schools recorded as 533 meaning that 173 schools were engaged in more than one of these projects.

6. NON-MONETARY COSTS AND BENEFITS

A number of non-monetary costs and benefits have been identified in relation to the programme drawn from evaluations of shared education pilot projects. Key non-monetary criteria have been weighted and each option assessed against these as outlined in the tables below.

Non-Monetary Criteria	Weighting of Criteria	Rationale for Weighting
1) Exchange of ideas and good practice between schools	10	Evidence shows that shared education provides more opportunity for schools/teachers to share best practice across a wide range of educational areas. Such shared learning facilitates improved quality.
2) Improved confidence and competence for teaching staff in using a range of learning strategies necessary for quality shared education and tackling controversial & sensitive issues	25	Skills and confidence of teaching staff has been highlighted by both Ministerial Advisory Group and ETI as a key enabler in delivering quality shared education. Hence has a higher weighting,
3) Meaningful interaction for pupils	20	Relates to the quality of the educational experience for the pupils and has been identified by ETI as a key enabler to achieving quality shared education. Hence has a higher weighting,
4) Normalised cross-sectoral relationships built through regular contact within mainstream education	5	Research evidence indicates that normalising cross sectoral relationships provides a number of benefits for pupils, teachers, schools and the wider community.
5) Improved cross-community understanding and relationships leading to reduction in community tension	20	Increase in shared education, particularly on a cross community basis, is expected to contribute to a reduction in community tensions by challenging and removing pre-conceived ideas. It is a primary driver for shared education, second only to educational outcomes & reflects Executive commitment.
6) Increase in the level of interdependence in the school system	10	This relates to schools collaborating to provide a larger range of curricular/extracurricular offerings and/or other additional educational benefits for pupils. It is expected that this will increase the pace of sharing by building relationships, reducing competition and benefit pupils.
7) More co-ordinated approach	5	This relates to consistency and quality of delivery and support to all schools. A more co-ordinated approach will ensure equality of opportunity and ease of quality control.
8) Disruption of teaching time	5	This relates to lost teaching time and disruption in transporting pupils/teachers between partner schools. Survey evidence indicates that this is a key concern for schools, parents and pupil. Options with less disruption are more favoured.

Each option has been assessed against the delivery of the primary non-monetary costs and benefits identified above.

Non-Monetary Criteria	Option 1		Option 2				Option 3		Option 4	
	S (out of 10)	WS	2(a)		2(b)		S (out of 10)	WS	S (out of 10)	WS
			S (out of 10)	WS	S (out of 10)	WS				
1. Exchange of ideas and good practice between schools 10	1	10	10	100	9	90	6	60	8	80
2. Improved confidence and competence for teaching staff in using a range of learning strategies necessary for quality shared education and tackling controversial and sensitive issues25	0	0	9	225	9	225	6	150	8	200
3. Meaningful interaction for pupils in shared activity20	2	40	8	160	8	160	6	120	8	160
4. Normalised cross sectoral relationships built through regular contact within mainstream education5	0	0	10	50	10	50	7	35	9	45
5. Improved cross-community understanding and relationships leading to reduction in community tension20	1	20	8	160	8	160	6	120	8	160
6. Increase in the level of interdependence in the school system10	0	0	8	80	8	80	5	50	6	60
7. More co-ordinated approach 5	0	0	10	50	7	35	4	20	5	25
8. Least disruption to teaching time5	9	45	3	15	3	15	6	30	3	15
Total Weighted Score	115		840		815		585		745	

Non-monetary costs and benefits have been identified by scoring each option against identified benefits using a scale system based on the relative importance of each benefit in accordance with DFP guidance with 0 indicating no benefits and 10 indicates likely to deliver maximum benefits

Scoring Rationale

1. Option 1 does not provide opportunity for structured exchange of ideas and good practice (although informal exchange is possible) and is the lowest. Options 2(a) and 2(b) provide the highest level of ideas exchange/good practice through the ELB Support Team and ETI involvement in a structured and managed way; with option 2(a) providing an increased opportunity for sharing ideas and practice through the regional delivery team. Option 3 provides good opportunity for ideas exchange/good practice amongst schools although less structured, but due to only around 1/3 of schools being involved scope is limited. Option 4 is similar to Option 3 but rated higher due to its more extended scale across all schools.
2. There is no provision for improving confidence and competence for teachers in option 1. Training, together with support to reinforce knowledge, is a key feature of Options 2(a) and 2(b) and therefore has the highest score; while both options 3 and 4 include a level of teacher training, but with more limited scale of delivery.
3. Actions within option 1 are largely at the discretion of individual schools and there is no mechanism to assess quality, and limited opportunity to learn from others, hence its low score. The provision of a continuum model and quality indicators, combined with ELB support and ongoing ETI evaluation means that option 2(a) and 2(b) provides for good quality meaningful interaction between pupils. Shared practice with a degree of support provide some element of quality of meaningful engagement in Option 3 and 4 but with Option 4 offering wider scale of delivery.
4. Option 1 provides very limited opportunity to address educational outcomes which are reliant on skills and experience within schools who participate in shared education. Options 2(a) and 2(b) are likely to achieve the high level of educational benefit/outcome as a result of the availability of funding, ELB support, quality indicators and ETI involvement – all of which will raise standards as well as likely to provide the best scope to enhance curricular and extra-curricular provision. ETI evaluation evidence from pilot projects on which option 3 is based shows this was successful in improving educational outcomes, but on a reduced scale, with option 4 likely to offer a similar level of benefit to Option 2.
5. Option 1 does not provide any structured approach to normalising relationships on a cross-sectoral basis, while options 2(a) and 2(b) provide for the highest level of cross sectoral partnership and regular contact across schools enabled by criteria based funding. Options 3 and 4 also provide for a more normalising of cross sectoral partnership, but on differing scale of delivery.
6. Option 1 offers limited cross-community understanding, while by the definition of shared education being 'between more than one sector' other options provide for this, but on a range of scale, with Options 2(a) ,2(b) and 4 offering the highest potential (short of a single integrated system).
7. Option 1 does not impact on interdependence of school system as collaboration is at the discretion of individual schools and not in a structured manner. Other options offer more interdependence through collaborative working between partner schools, with options 2(a) and 2(b) likely to offer the highest benefit due to its scale and ELB support, with options 3 and 4 differing in scale and lack of support.
8. Option 1 does not offer any co-ordinated approach, while option 2(a) offers the highest level of co-ordination and consistency through its centralised model offering regional support. Option 2(b) has the risk of less co-ordination and consistency due to its more devolved management across 5 ELBs; while option 3 and 4 offer some scope for co-ordination through the individual project structures.
9. Option 1 offers the least disruption to teaching time as involves only very limited collaboration and requirement to transport pupils to other schools, while options 2(a), 2(b) and 4 are likely to impact most on disruption due to likelihood for transporting pupils; with option 3 involving less disruption across all schools due to its reduced scale.

7. ASSESSMENT OF RISKS AND UNCERTAINTIES

7.1 The following table outlines identified risks and uncertainties.

Risk Description	OPTIONS					State how the options compare and identify relevant risk management / mitigation measures
	1	2		3	4	
		2(a)	2(b)			
1. Lack of participation by all schools	H	M/L	M/L	H	M	Requirement on ELBs to promote/encourage shared education through RAP target. Incentives for schools, including in option 2 a support mechanism. Monitoring of involvement at ELB and DE level; targeted intervention for non-participating school Education & Training Inspection Reports
2. Lack of participation by pupils <i>Note 1</i>	H	L	L	L	M	Increased educational benefits
3. Lack of skills/confidence to deal with sensitive & controversial issues amongst teaching staff	H	M	M	M	M	Teacher training needs will be addressed through the Shared Education Programme. School need to release teachers for appropriate training.
4. Objections by parents/wider community	M	M/L	M/L	L	M/L	Schools engaging with parents/wider community to explain shared education & outline benefits.
5. Insufficient capacity to deliver to all schools	n/a	L	L	H	H	Option 2 includes provision of a dedicated support team. Evidence indicates that there is existing capacity to deliver on option 3. Sufficient capacity within statutory and voluntary organisations to scaling up existing provision is judged to be of higher risk.
6. Underspend/ Overspend by schools	n/a	M/L	M/L	H	H	Historical evidence indicates a high level of risk of schools achieving spending profile. In particular, evidence shows that transport costs are liable to variation. Support staff included in option 2 would have a monitoring role in spending; where savings in transport are identified, flexibility will be afforded to direct to frontline delivery to ensure maximum impact on pupils.
7. Schools fail to identify their starting point and set realistic aims & objectives within broader education plan/school development plan/ wider area learning community plans impacting on expected outcomes.	H	M/L	M/L	M/L	M/L	Access to facilitation to identify realistic aims and objectives Governance structures will ensure several layers of monitoring to track achievement of benefits
9. ELBs unable to agree on regional delivery	n/a	M	n/a	n/a	n/a	In this circumstance option 2(b) would deliver the same benefits at a slightly increased cost, but within 10% limit against overall cost.
Overall Risk (H/M/L):	H	M/L	M/L	H/M	M	

KEY: H = high M = medium L = low N/A = Not Applicable

Note 1

Programme for Government target is for all children to have the opportunity to participate in shared education programmes by 2015; it is recognised that in some communities children may withdraw from taking up the opportunity

7.2 Risks and Uncertainties – Sensitivity Analysis

All projects have a range of possible outcomes, although the range will be wider, and variability more important, for some cases than for others. The analysis of risks and uncertainties is a key element in appraisal.

The treatment of any potential uncertainty is generally best dealt with using sensitivity analysis which involves varying the value/number of key project indicators which are likely to be subject to the greatest degree of uncertainty.

In order to determine the impact of potential increases in total cost of the project as a result of uncertainties, NPC calculations have been performed using costs calculated below and subject to the following sensitivities (see also attached Appendix 8):

- Sensitivity 1 - a 10% increase in overall staffing costs
- Sensitivity 2 - a 25% increase in transport/delivery costs

The results of the above sensitivity on the calculated NPV's are shown below.

Options	Original NPC	Ranking	Sensitivity 1 NPC	Ranking	Sensitivity 2 NPC	Ranking
Option 2(a)	£22,956,256	1	£23,155,385	1	£24,234,399	1
Option 2(b)	£23,347,820	2	£23,586,106	2	£24,625,964	2
Option 3	£24,317,581	3	£24,890,603	3	£28,447,943	3
Option 4	£43,862,766	4	44,413,687	4	£52,719,502	4

It can be clearly seen from the above Table that increasing salaries by 10% does not affect the ranking of the options. Option 2a remains the preferred option in this case.

Evidence from previous shared education programmes shows that transport costs are liable to variation in relation to the distance between schools, number of classes involved and whether transport is via ELB buses or private hire coaches.

Support staff included in option 2 would have a monitoring role in spending; where savings in transport are identified flexibility will be afforded to direct to frontline delivery to ensure maximum impact on pupils.

However, it has been considered necessary to sensitise the transport costs across the options. Given the level of uncertainty here an increase of around 25% in transport costs is considered reasonable. The results are set out in the Table above. Clearly a variation in transport costs does not affect the ranking of the options.

As this is a revenue project an Optimism bias adjustment is not considered necessary.

A sensitivity analysis around the Non Monetary Score (NMS) is not considered necessary as there would have to be a significant reduction in Option 2a's NMS to affect its ranking against Options 3 and 4. At the same time Option 2a scores similar to Option 2b, with the exception of Option 2a having a higher score on 'a more co-ordinated approach' which is unlikely to change in the life of this programme.

8. CALCULATION OF NET PRESENT VALUES

Net present values have been calculated for each option (Appendix 8 refers). A detailed breakdown of costs is included in Appendix 9.

9. SUMMARY OF OPTION COMPARISONS & IDENTIFICATION OF PREFERRED OPTION

9.1 The 4 shortlisted options have been appraised with reference to both monetary and non-monetary indicators, the results are summarised below:

Options	Total Cost (Resource)	Net Present Cost (NPC)	Non Monetary Score	NPC per Benefit Point	Ranking
Option 1	£0	£0	115	NA	-
Option 2(a)	£24,572,642	£22,956,256	840	£27,329	1
Option 2(b)	£24,984,642	£23,347,820	815	£28,648	2
Option 3	£25,586,680	£24,317,581	585	£41,568	3
Option 4	£46,795,068	£43,862,766	745	£58,876	4

9.2 In terms of choice of the preferred option, Option 2(a) has the lowest total costs, as well as the lowest Net Present Cost (NPC). Option 2(b), however, ranks a close second in terms of total cost and NPC.

9.3 The choice of preferred option should be based upon the consideration of both the monetary costs and non-monetary benefits of each option. Option 2(a), however, also scores highest in terms of its non-monetary impact (840 compared to 815 for Option 2(b)) giving Option 2(a) the overall lowest NPC per benefit point of £27,329.

9.4 Considering the above, Option 2a The Shared Education Programme via a regional delivery mechanism is clearly the preferred option in terms of both costs and benefits.

9.5 In terms of Risks Options 2(a) and 2(b) both have the lowest overall risk rating of M/L.

9.6 Options 2(a) also fully meets with the objectives of the Programme and is within budget. Option 2a is therefore our preferred option.

10. ASSESSMENT OF AFFORDABILITY AND FUNDING ARRANGEMENTS

	Yr 0 £000's	Yr 1 £000's	Yr 2 £000's	Yr 3 £000's	Totals £000's
Current DEL Provision:					
(a) Capital	0	0	0	0	0
(b) Revenue	0	0	0	0	0
(c) Depreciation Allowance (if required)					
Additional DEL Required:					
(a) Capital	0	0	0	0	0
(b) Revenue ^{Note 1}	1,247,269	6,392,898	8,702,668	8,681,472	25,024,307
(c) Depreciation Allowance (if required)					
Total DEL Requirement:					
(a) Capital	0	0	0	0	0
(b) Revenue	1,247,269	6,392,898	8,702,668	8,681,472	25,024,307
(c) Depreciation Allowance (if required)					

^{Note 1} Adjusted for inflation March 2014 GDP Deflators

Budget from which funding to be allocated	Sum funded & % of total	Funding secured? Yes/No	If not secured, indicate status of negotiations
The Atlantic Philanthropies	£10m (40% of total)	Yes	Atlantic Philanthropies Board approved a matched funding contribution of up to £10m in December 2013.
OFMdfM (DSC Funds)	£10m (40% of total)	No	Bid required to central funds; pending business case approval.
Department of Education	£5m (20% of total)	No	Bid logged with DE finance; pending business case approval.

The total resource costs of £24,572,642 (in constant prices) or £25,024,307 (including inflation) should fall within the anticipated funding profile available.

	2014/15	2015/16	2016/17	2017/18	Total
Atlantic Philanthropies	£1,600,000	£3,500,000	£3,640,000	£1,260,000	£10,000,000
OFMdfM (DSC Funds)	£400,000	£3,680,000	£3,740,000	£2,180,000	£10,000,000
Department of Education	£500,000	£1,820,000	£1,620,000	£1,060,000	£ 5,000,000
Total	£2,500,000	£9,000,000	£9,000,000	£4,500,000	£25,000,000

11. PROJECT MANAGEMENT

11.1 Executive Ministerial Sub-Committee on Children and Young People

Governance arrangements for the programme will be consistent with those in place for Delivering Social Change Signature programmes. The DSC Framework is led by Ministers through the Executive Ministerial Sub-Committee (MSC) on Children and Young People.

11.2 DSC Programme Board

The MSC will be supported by the Delivering Social Change Programme Board which meets every 8 weeks and oversees the delivery of the DSC delivery framework. They will oversee all of the projects. The responsible DE Deputy Secretary is a member of the DSC Programme Board.

11.3 Atlantic Philanthropies/DSC Programme Board

A joint Atlantic Philanthropies/DSC Programme Board will oversee three projects, including the Shared Education Project, where part funding is provided by the Atlantic Philanthropies. The AP/DSC Programme Board will be chaired by OFMDFM and will comprise of reps from AP, DHSSPS, DE and if required, OFMDFM Special Advisers. The Programme Board will provide the Projects with the necessary authorisation to proceed and to overcome any problems.

11.4 Shared Education Project Board

A Shared Education Project Board, chaired by the DE Senior Responsible Owner and comprising representatives from OFMDFM, the Atlantic Philanthropies and ELB representatives. The direct management of each of the projects will be through individual Project Boards (PB).

A Memorandum of Understanding between OFMDFM, The Atlantic Philanthropies and DE will provide the necessary authority and set out roles and responsibilities for the overall governance arrangements. A draft copy is provided in Appendix 6.

Detailed project initiation documents and project plans will be prepared for the project based on PRINCE 2 methodology.

A high level project plan is provided at Appendix 7. This will be further refined by the Project Implementation Team within the Project Initiation document.

11.5 Expert Advisory Committee

An independent Expert Advisory Committee (EAC) will be established to provide advice to each project on service design and implementation including guidance on evaluation and performance measurements. Members will be nominated by OFMDFM, DHSSPS, DE and Atlantic Philanthropies. EAC will report through the SEP Project Board to the AP/DSC Programme Board.

Appendix 6 (Annex A (1)) provides an overview of the governance structure through which the project will be managed.

12. Monitoring and Evaluation Arrangements

12.1 Monitoring

The SEP Project Board will be responsible for monitoring the projects, with oversight from the AP/DSC Programme Board. The SEP Project Board will receive regular update and exception reports on progress at scheduled meetings.

The manager of the ELB support team will be responsible for providing regular progress reports (to include outcome and expenditure against profiled budget) to the SEP Project Board.

In the event of slippage against outcomes or expenditure, the project board will agree remedial action.

12.2 Programme Evaluation

Though a formal agreement, the Education and Training Inspectorate will be engaged to evaluate the schools partnerships against the aims and objectives over the period of the project and give support and guidance when necessary.

ETI has experience in evaluating shared education programme given their involvement for several years with the International Fund for Ireland's Sharing in Education Programme.

ETI will have a future role in inspecting shared education in schools when it is mainstreamed as part of advancing shared education process. Their involvement will ensure building of existing capacity and knowledge.

In addition, external researched may be commissioned by the Atlantic Philanthropies to complement the work of ETI (however this is outside the scope of this business case).

A monitoring and evaluation process will be developed to assess the impact of AP/DSC Shared Education project over a three year period.

The overarching evaluation framework will be agreed by the SEP Project Board with support and guidance from the SEP/Expert Advisory Committee.

Additional information will be collated from a number of surveys. A series of questions have been developed and are included in the schools omnibus survey. This is completed by the head of the school annually and the available

information used to setup baseline data. It will continue to be run on a yearly basis to access the numbers etc involved in sharing in education.

DE contributes questions to the Young Life and Times Annual Survey. At present shared education questions will be included every 2 years to measure the increase in sharing in education partnerships over the next few years. These questions focus on the experiences of 16 year old young people.

12.3 Post Project Evaluation

A post project evaluation, which will incorporate a project evaluation review (to determine the effectiveness of project management procedures, will be undertaken within 6 months of the end of the programme. The PPE will be led by an individual not involved in the programme; the SRO will be responsible for appointing the relevant person.

The review will draw on the finding of the ETI report; any additional reports commissioned by the Atlantic Philanthropies and any related research/surveys.

The PPE evaluation will take into account out-turn against anticipated monetary costs & benefits; non-monetary costs & benefits, any identified unexpected benefits and disbenefits. The review will also provide an outline of lessons learned and recommendations for future projects.

Risk Log for the Preferred Option Appendix 1

Risk Description	Category (e.g. funding, operational, etc.)	Impact (L/M/H)	Probability (L/M/H)	Proximity (short, medium, long-term)	Countermeasures	Owner	Author	Date Identified	Date Last Updated	Current Status
1. Lack of participation by all schools	Operation	M	M	Medium term	Requirement on ELBs to promote/ encourage shared education through RAP target. Incentives for schools including support mechanism. Monitoring of involvement at ELB and DE level; targeted intervention for non-participating school Education & Training Inspection Reports	DE SRO DE SRO ELB Support staff/SEP Project Board ETI				
2. Lack of participation by pupils ^{Note 3}	Operation	M	L	Short term	Increased educational benefits Access to larger range of opportunities	ELB Support staff				
3. Lack of skills/ confidence to deal with sensitive/controversial issues by teaching staff	Operation	M	M/L	Long-term	Funding application to include baseline audit by schools of current skill levels. Provision for teacher training	ELB Support staff				
4. Objections by parents/ wider community	Operation	M	L	Short-term	Schools engaging with parents/wider community to explain shared education & outline benefits.	Schools				

Risk Description	Category (e.g. funding, operational, etc.)	Impact (L/M/H)	Probability (L/M/H)	Proximity (short, medium, long-term)	Countermeasures	Owner	Author	Date Identified	Date Last Updated	Current Status
5. Insufficient support staff in ELBs	Funding	M	L	Long-term	Provision of a dedicated support team	SEP Project Board				
6. Underspend/ Overspend by schools	Funding	M/L	M/L	Long-term	Support staff to have monitoring role against spending profile.	ELB support staff/SEP Project Board				
7. Schools fail to identify their starting point and set realistic aims and objectives within broader education plan/school development plan and plans for wider area learning community	Operation	M/L	M/L		Self assessment by schools against shared education continuum model. Facilitation is eligible cost to assist schools to identify their starting point realistic aims and objectives	ELB Support staff				
8. Failure to Deliver expected benefits	Operation				Regular monitoring by support staff; Governance structures ensure several layers of monitoring to track achievement of benefit.	DE SRO				

Benefits Realisation Plan

Appendix 2

Benefit Owner	Benefit Description	Benefit Ranking	Baseline Value	Target Value	How will it be measured?	Responsible Officer <i>(Note 1)</i>	Dates/ Timing
DE SRO	A: Improve education outcomes through schools working collaboratively	1	77.1% of pupils achieving KS2 Communication in English; 78.5% of pupils achieving KS2 Using Maths; 72.2% pupils achieving KS3 Communication in English; 73.9% of pupils achieving KS3 Using Maths; and 62.0% of pupils achieving 5+ GCSE (or equivalent) A*-C including English & Maths. <i>Note: Baseline & target value to be revisited in light of application data.</i>	88.2% of pupils achieving KS2 Communication in English; 88.4% of pupils achieving KS2 Using Maths; 83.6% pupils achieving KS3 Communication in English; 83.1% of pupils achieving KS3 Using Maths; and 68.0% of pupils achieving 5+ GCSE (or equivalent) A*-C including English & Maths.	DE Educational Improvement Stats		By March 2018

Benefit Owner	Benefit Description	Benefit Ranking	Baseline Value	Target Value	How will it be measured?	Responsible Officer ^{Note 1}	Dates/ Timing
DE SRO	B: Increase the number of schools participating in Shared Education	4 (enabler of primary objective)	76% (2012/13)	85% (2017/18)	School Omnibus Survey		By March 2018
DE SRO	C: Increase the number of young people participating in Shared Education	3 (primary objective)	15% (whole school basis) 13% (only than one class)	20% (whole school basis) 80% (more than one class)	School Omnibus Survey		By March 2018
ELB CE(s)	D: To provide educators with professional development in using a range of learning strategies necessary for work in shared classes	5 (enabler of quality outcomes for primary objective)	-	95% of participating schools to have provided teachers with professional development on range of learning strategies	Baseline at application stage Outturn at end of programme		By March 2018
ELB CE(s)	E: Enable schools to implement a progressive approach to shared education	6 (increasing degree of engagement within schools will achieve increase in pupil participation)	-	50% of participating schools to have moved at least one point against the continuum of shared education model	Baseline at application stage through self assessment by schools Outturn at end of programme		By March 2018
ELB CE(s)	F: Improve reconciliation outcomes through schools working collaboratively	2 (Primary objective)	Cross Group Friendship: 1.94 Positive Action Tendencies: 2.71 Intergroup Anxiety: 1.66	Cross Group Friendship: 2.37 Positive Action Tendencies: 3.14 Intergroup Anxiety: 1.57	QUB Research Data		By March 2018

Note 1: Individual officers names will be added once appointed.

No. A	Benefit Improve education outcomes through schools working collaboratively	Senior Benefit Owner		Operational Benefit Owner		
		ELB CE(s)		Target Value	Measurement Dates	Measurement to be done by
Benefit to be Measured	Method of Measurement	Baseline Value	Target Value	Measurement Dates	Measurement to be done by	Actual Value at date measured
88.2% of pupils achieving KS2 Communication in English;	Departmental Statistics	77.1%	88.2%	Baseline	31 January 2014	77.1% (2012/13)
88.4% of pupils achieving KS2 Using Maths;		78.5%	88.4%	Actual(s)	(Revisited in light of application data by 31 December 2014)	78.5% (") 72.2% (") 73.9 % (") 62.0% (2011/12)
83.6% pupils achieving KS3 Communication in English;		72.2%	83.6%		31 March 2018	-
83.1% of pupils achieving KS3 Using Maths; and		73.9%	83.1%			
68% of pupils achieving 5+ GCSE (or equivalent) A*-C including English & Maths.		62.0%	68.0%			
		Note: Baseline & target value to be revisited in light of application data.				
Overall Benefit Ranking	Benefit Category	Dependency on Other Benefits	Benefit Priority (1 very low to 5 very high)	Likelihood of Failure (1 very low to 5 very high)	Overall Risk Rating (Priority x Likelihood of Failure)	
1	Satisfaction		5	2	10	

Relevant PFG Commitments		How does the benefit meet the target?		
Ensure all children have the opportunity to participate in shared education programmes by 2015; Building a strong and shared community		Encouraging schools to participate on a cross sectoral basis with other schools in the catchment area increase the number of opportunities which pupils can avail of. It also contributes to the PFG priority to build a strong and shared community by allowing pupils to engage with other communities		
Actions Required	Responsibility for actions	Expected Outcomes	Start Date	End Date
Proactive action by ELB Advisory & Support Team; On-going monitoring by ELB Support Team	ELB Delivery Manager	More schools collaborating on a cross community basis	1 April 2014	31 March 2018
Potential Risks	Likelihood 1 Low – 5 High	Impact on Benefit 1 Low – 5 High	Responsibility for Countermeasures	
Schools fail to achieve anticipated improvements in educational outcomes due to other factors outside the programme.	2	5	Countermeasures Targets to be revisited to re-assess being realistic/achievable in light of applications. On-going monitoring by ELB Support Team	ELB Support Team

No. A	Benefit Increase the number of schools participating in Shared Education	Senior Benefit Owner			Operational Benefit Owner		
		DE SRO		Target Value	ELB CE(s)		
Benefit to be Measured	Method of Measurement	Baseline Value	Target Value	Measurement Dates	Measurement to be done by	Actual Value at date measured	
What % of schools participates in Shared Education?	School Omnibus Survey	76% (2013)	85%	Baseline	31 January 2014	76%	
Overall Benefit Ranking	Benefit Category	Dependency on Other Benefits	Benefit Priority (1 very low to 5 very high)	Actual(s) Likelihood of Failure (1 very low to 5 very high)	31 March 2018	Overall Risk Rating (Priority x Likelihood of Failure)	
4	Satisfaction		4	1	5		
How does the benefit meet the target?							
By providing funds for additional costs thereby increasing the number of schools that provide the opportunity							
Actions Required		Responsibility for actions		Expected Outcomes		Start Date	
Launch Shared Education funding programme; Establish & recruit ELB Advisory & Support Team; Process applications & allocate funding. On-going monitoring by ELB Support Team		Minister ELB CE(s)		Uptake in applications		April 2014	
Potential Risks		Likelihood 1 Low – 5 High	Impact on Benefit 1 Low – 5 High	Countermeasures		Responsibility for Countermeasures	
Schools fail to engage with the programme		1	5	Communication with schools to raise awareness of programme & need to comply with PFG commitments Proactive engagement by ELB Support Staff Ongoing monitoring by Project Board		ELB Delivery Manager Project Board	

No. B	Benefit Increase the number of young people participating in Shared Education	Senior Benefit Owner		Operational Benefit Owner		
		DE SRO	Target Value	Measurement Dates	Measurement to be done by	Actual Value at date measured
Benefit to be Measured	What increase in % of young people participating in Shared Education?	Method of Measurement	Baseline Value			
			15% (whole school basis) 13% (only than one class)	20% (whole school basis) 80% (more than one class)	Baseline Actual(s)	15% -
Overall Benefit Ranking	Benefit Category	Benefit Priority (1 very low to 5 very high)	Dependency on Other Benefits	Likelihood of Failure (1 very low to 5 very high)	Overall Risk Rating (Priority x Likelihood of Failure)	
3	Satisfaction	A	5	1	5	
Relevant PFG Commitments						
Ensure all children have the opportunity to participate in shared education programmes by 2015						
Actions Required		Responsibility for actions		Expected Outcomes		Start Date End Date
Allocate funding to schools; Proactive action by ELB Advisory & Support Team; On-going monitoring by ELB Support Team		ELB Delivery Manager		Increase in degree of sharing taking place in schools		1 September 2014 31 March 2018
Potential Risks		Likelihood 1 Low – 5 High		Countermeasures		Responsibility for Countermeasures
Lack of participation by schools		2		Impact on Benefit 1 Low – 5 High 5 Increase educational benefits Proactive engagement by ELB Support Staff		ELB Delivery Manager Project Board

No. C	Benefit To provide educators with professional development in using a range of learning strategies necessary for work in shared classes	Senior Benefit Owner ELB CE(s)		Operational Benefit Owner ELB Delivery Manager		
		Baseline Value	Target Value	Measurement Dates	Measurement to be done by	Actual Value at date measured
	Benefit to be Measured What % of schools to provide teachers with relevant professional development?			Baseline	31 March 2015	-
		-	95%	Actual(s)	31 March 2018	-
Overall Benefit Ranking	Benefit Category	Dependency on Other Benefits	Benefit Priority (1 very low to 5 very high)	Likelihood of Failure (1 very low to 5 very high)	Overall Risk Rating (Priority x Likelihood of Failure)	
5	Satisfaction		4	1	4	
Relevant PfG Commitments		How does the benefit meet the target?				
Ensure all children have the opportunity to participate in shared education programmes by 2015		By providing teachers with the enabling skills and confidence to engage in shared education programmes				
Actions Required		Responsibility for actions		Expected Outcomes		Start Date
		ELB CE(s)		Skilled & confident teachers		End Date
						1 September 2014
						31 March 2018
Potential Risks		Likelihood 1 Low – 5 High	Countermeasures		Responsibility for Countermeasures	
		1 Low – 5 High				
Schools fail to release teachers for training		1	Letter of offer requirement Proactive engagement & monitoring by ELB Support Team		ELB Support Team	

No. D	Benefit Enable schools to implement a progressive approach to shared education	Senior Benefit Owner		Operational Benefit Owner		
		Baseline Value	Target Value	Measurement Dates	Measurement to be done by	Actual Value at date measured
		ELB CE(s)			ELB Delivery Manager	
	Benefit to be Measured What % of participating schools that move at least one point against the continuum of shared education model?	Method of Measurement Baseline self assessment at application stage compared to outturn position		Baseline Actual(s)	Application closure date 31 March 2018	0% -
	Overall Benefit Ranking	Benefit Category	Benefit Priority (1 very low to 5 very high)	Likelihood of Failure (1 very low to 5 very high)	Overall Risk Rating (Priority x Likelihood of Failure)	
6	Satisfaction	A & B	4	2	4	
	Relevant PfG Commitments Ensure all children have the opportunity to participate in shared education programmes by 2015	How does the benefit meet the target? By moving schools upwards against a continuum of shared education leads to more children having the opportunity to participate in a shared education programme.				
	Actions Required Launch application process & pilot continuum model; Refine continuum model & refine quality indicators	Responsibility for actions ELB CE(s) ETI	Expected Outcomes Shared Education continuum model	Start Date 1 April 2014	End Date 31 December 2014	
	Potential Risks	Likelihood 1 Low – 5 High	Impact on Benefit 1 Low – 5 High	Countermeasures	Responsibility for Countermeasures	
	Insufficient support staff in ELBs; Schools fail to accurately self assess	2	3	Funding provided for support staff Use of Interchange Programme to recruit expertise ELB Support Team to assist schools in self-assessment (monitored by ETI)	ELB CEOs ELB Support Team	

No. E	Benefit Improve reconciliation outcomes through schools working collaboratively	Senior Benefit Owner ELB CE(s)		Operational Benefit Owner ELB Delivery Manager		
		Baseline Value	Target Value	Measurement Dates	Measurement to be done by	Actual Value at date measured
Cross Group Friendship Positive Action Tendencies Intergroup Anxieties	QUB Research data	1.94	2.37	Baseline	2010/11	1.94 (2010/11)
		2.71	3.14	Actual(s)	31 March 2018	2.71 (2010/11)
		1.66	1.57			1.66 (2010/11)
Overall Benefit Ranking	Benefit Category	Dependency on Other Benefits	Benefit Priority (1 very low to 5 very high)	Likelihood of Failure (1 very low to 5 very high)	Overall Risk Rating (Priority x Likelihood of Failure)	
2	Satisfaction		5	2	4	
Relevant PfG Commitments						
Ensure all children have the opportunity to participate in shared education programmes by 2015; Building a strong and shared community						
Actions Required		Responsibility for actions		Expected Outcomes		End Date
Proactive action by ELB Advisory & Support Team; On-going monitoring by QUB Research team		ELB Delivery Manager		More schools collaborating on a cross community basis		31 March 2018
Potential Risks		Likelihood 1 Low – 5 High	Countermeasures		Responsibility for Countermeasures	
QUB Research Data not available		1	3		Atlantic Philanthropies have committed to fund this research and make results available for on-going monitoring	
					DE SRO/Atlantic Country Director	

Appendix 3

EDUCATION & TRAINING INSPECTORATE EVALUATION REPORT: SHARING IN EDUCATION PROGRAMME

This report is based on a broad and in-depth evidence base across the participating schools/organisations visited by the ETI over the period 2010-2013 and which included over 374 meetings and discussions with project and school staff, children and young people, and at least 142 direct observations of learning sessions.

The projects were implemented across the formal and non-formal sectors including early years, primary, post-primary, special education, youth and community work, and teacher education, exploring the development of shared education in different contexts. The projects contributed to the four interrelated strategic aims of the SiEP. Often the work of each project contributed to more than one of the strategic aims. For ease of reference, however, the details of each individual project and key outcomes are provided in Appendix 5 linked to the aim that they most fulfilled.

The reality of making the projects practical and effective in demonstrating measurable outcomes for young people was complex given the multiple views and definitions of what constitutes shared education in NI, and the lack of a substantive body of research to guide evaluative processes. Developing the work of the projects required vision, energy, courage and resilience in taking risks, to discover how to educate young people better and tackle difficult issues.

Over the period 2010-13 the projects report that over 46,500 children, young people, staff, parents/carers, grandparents, governors, youth and community workers and others involved in education across NI, including 428 schools, were involved directly or indirectly in the SiEP. Their experiences have enabled the ETI to identify how shared education can be instrumental in promoting better learning as we work collaboratively towards a better future. The significant funding by IFI for the SiEP has enabled those involved to engage with issues of reconciliation, diversity, community relations, respect and trust through moving shared education experiences from an aspiration to a reality.

The report identifies what lessons can be learnt from the experience of the projects in piloting how best to help young people from the two main communities and other backgrounds to explore their uniqueness, to recognise and value diversity in order to be able to engage better in life and work with increased confidence, self-esteem and respect for others. The report concludes with a series

of recommendations for consideration at policy and school/organisation level. It presents a work in progress and a challenge to all through shared responsibility and action to become better at shared education.

The SiEP Evaluation was carried out over the period 2010-2013. The ETI's approach to the evaluation centred on building capacity within the projects to reflect and evaluate progress alongside providing external and objective evaluations.

The inspectors evaluated the quality of the provision against a customised set of quality indicators which were shared with the project leaders to ensure transparency and openness. Inspectors encouraged the individual projects to use these indicators to help schools/organisations involved in reconciliation work evaluate the quality of the provision beyond the life of the programme.

Throughout the work, particular emphasis was given to developing a common language and understanding between projects and schools/organisations with regard to the potential impact of the work on curriculum and school/organisation development planning.

Project Outcomes and Achievements

In almost all of the projects the participants:

- developed good personal and social skills through their engagement with others in exploring controversial, sensitive, complex and relevant issues to their lives.
- increased their awareness of the impact of their attitudes and actions on other individuals and communities.
- were able to evaluate their own learning through, for example, reflective journals/diaries, questionnaires and discussions.

The majority of the projects provided them with the opportunity to achieve an accredited qualification or an award designed with set criteria.

The Evaluation report identified in going forward, there is a need:

- for schools/organisations to evaluate consistently the impact of the work of reconciliation on the young people's attitudes, behaviours, understanding and skills to be able to demonstrate clearly the progress of young people and to inform future planning;

- for schools/organisations to focus on the development of the young people's maturity and higher-level skills of negotiation, compromise, collaborative problem-solving, managing disagreement, conflict and confrontation through innovative, inspiring and experiential learning strategies; and
- for all stakeholders to recognise, value and reward shared learning through accreditation and assessment arrangements across phases.

Quality of provision for learning

The SIEP brought a fresh impetus to collaborative learning to motivate and engage young people. It complemented curriculum planning and stimulated a variety of innovative learning and teaching strategies focused on consolidating the participants' understanding of diversity and of the part each can play in the process of reconciliation.

Almost all of the projects planned and developed the shared education work, crucially, through the NIC including PDMU, World Around Us, Local and Global Citizenship, history, language and sport. These projects provided continuing professional development to support teachers, youth workers and other educational providers in being confident in the use of a range of skills and methodologies to facilitate shared learning, including addressing controversial issues.

Participating staff responded willingly to the challenges of facilitating shared education. In the best practice, the staff planned effectively to meet the needs and interests of the participants in a safe and respectful environment.

The Evaluation report identified in going forward, there is a need to:

- support staff across all phases in developing further their confidence and competence in using a wide range of learning strategies necessary for work in shared classes to provide progressively challenging experiences for young people in tackling controversial and sensitive issues.

Leadership and Management of the Projects

The IFI Liaison Team within DE managed effectively the selection of the projects and monitored and reviewed rigorously the projects' work to ensure that progress was assured and focused entirely on the impact on shared learning and associated skills. As

the SIEP progressed there were obvious links between projects which the team encouraged and facilitated. In particular, the team linked the work to the Community Relations, Equality and Diversity (CRED) policy of DE.

Through regular monitoring reports and accountability meetings, the IFI Liaison Team within DE worked flexibly and open-mindedly with the leaders of the projects to achieve an acceptable balance between being creative and taking risks to maximise the learning about shared education with appropriate systems for accountability.

Project leaders and participants across the projects were creative in piloting a range of shared education models to promote reconciliation across religious, cultural, economic and social divides.

The leaders of the projects were effective in supporting participating schools/organisations to develop shared education. Their clear vision for, and commitment to, shared education impacted positively on schools/organisations and helped to develop enhanced self-evaluation and improvement.

There were examples of the excellent use of the voice of the learner to improve the quality of the provision and to inform further planning. This process brought a sense of realism about what worked and what remains to be done in order to plan better for going forward.

An important element of success was the recruitment, deployment, support and development of staff to promote the SIEP. This ensured that most of the project staff brought high levels of expertise and experience in community relations, reconciliation and diversity, including the skilful facilitation of learning to handle controversial and sensitive issues.

The project staff recognised the importance of working in partnership to build effectively the capacity and expertise across the projects the SIEP provided participating teachers and staff with opportunities to develop their pedagogical skills at a time of restricted access to continuing professional development. This included access to appropriate resources which supported better partnership working.

Almost all of the projects addressed effectively the areas for improvement identified in the interim report in June 2012.

Building on the lessons learned and going forward
IFI, DE and other funders need to continue streamlining the planning and accountability processes for project-driven work of this nature aiming for clarity in planning and effective reporting on quality and finance, while not distracting teams unnecessarily from the practical delivery of the projects.

Schools/organisations need to work with external facilitators as appropriate to identify where they currently are in respect of shared education to enable them to set realistic aims and objectives and ensure planning links with, and builds upon, other initiatives within the schools/organisations.

Schools/organisations need to use their improvement process to develop shared education through staff development, the appointment of key people to lead and co-ordinate the work, a system to evaluate the quality of the provision and outcomes and engage with parents/carers and the community.

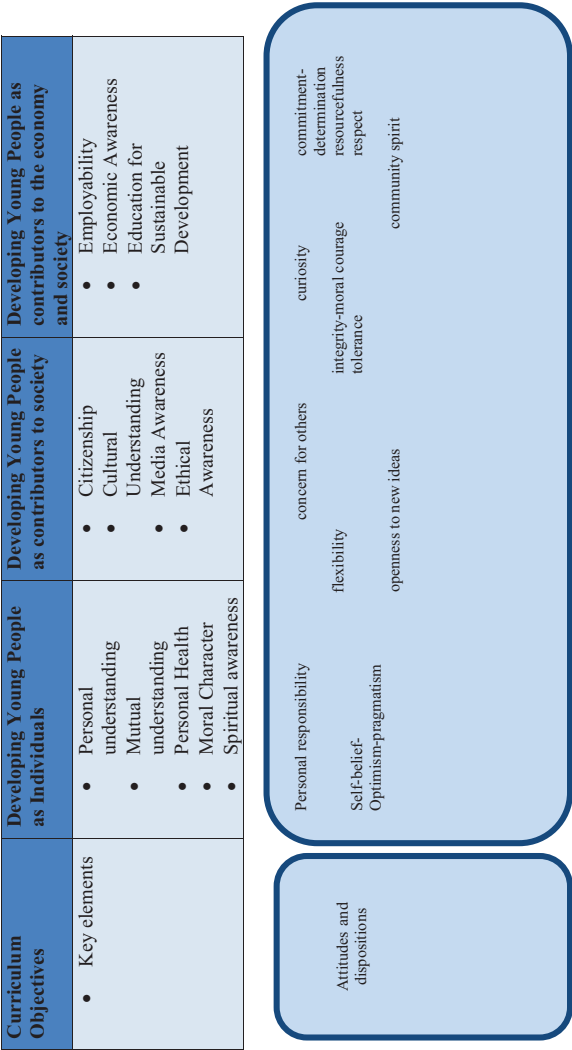
Sustainability
In terms of sustainability, at the time of the final evaluation, almost all of the projects had plans to sustain the learning.

The following nine recommendations are ETI's professional view of how schools can be supported in practical ways: for some; to begin their journey on a continuum which builds true understanding rather than compliance, and for others; to keep pushing the boundaries moving ever closer towards the longer term aim.

For DE	1. To ensure that school improvement policies signpost connections to, and opportunities for, shared education;
For DE in conjunction with other stakeholders including the Education Skills Authority/ Education and Library Boards; General Teaching Council for Northern Ireland;	2. To build on the effective collaborative work of DE and IFI in future education programmes, through strategic planning which focuses on maximising the number of young people involved and the quality of the practical work, through for example, providing professional support to refine good ideas within bids, identifying specific target groups across schools, and streamlining and combining reporting mechanisms to fulfil the requirements of a range of funders; 3. To commission the development of a continuum of shared education which outlines the key milestones in moving from shared education as additional to the work of a school to being embedded in its ethos, thereby realising the aims of the NIC in a more holistic way;

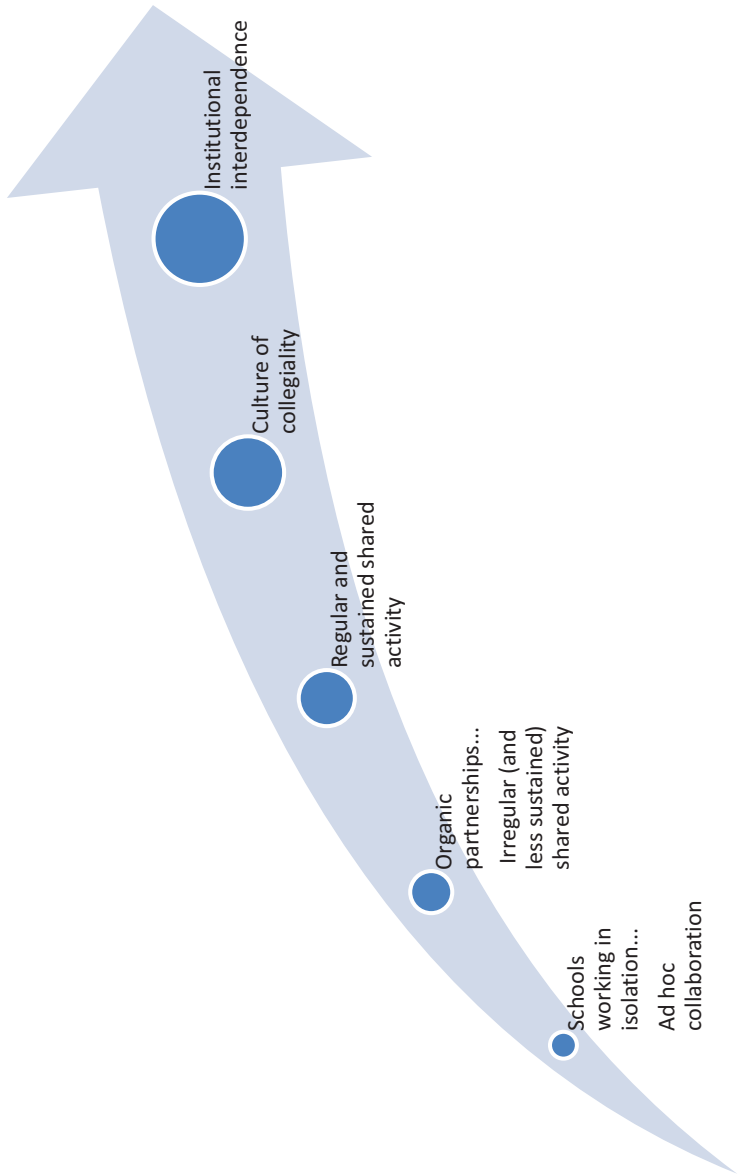
Youth Service; Institutes of Higher Education; IFI and other funding bodies.	<p>4. To reflect the importance of shared education in policy and planning for teacher education, in particular to draw on the emerging shared education continuum in how teachers and youth workers are educated;</p> <p>5 To work collaboratively to provide those who work in the formal and non-formal sectors with high quality resources and professional development, and to develop their confidence and competence in using a range of learning strategies necessary for work in shared classes to provide progressively challenging experiences for young people in tackling controversial and sensitive issues;</p> <p>6. To recognise, value and reward shared learning through accreditation and assessment arrangements which promote the development of young people's higher-level skills of negotiation, compromise, collaborative problem-solving, and managing disagreement, conflict and confrontation with maturity;</p>
For schools/ organisations	<p>7. To identify with external facilitation as appropriate, their starting point and set realistic aims and objectives within the broader education plan/school development plan and in the plans for the wider area learning community;</p> <p>8. To use the improvement process of the school/organisation to develop shared education through staff development; the appointment of key people to lead and co-ordinate the work; the evaluation of the impact of the quality of the provision on the young people's attitudes, behaviours, understanding and skills; and engage with parents, carers and the wider community; and</p>
For ETI	<p>9. To develop further, the quality indicators for the identification of effective practice in shared education and identify and disseminate effective practice.</p>

Figure 1



Appendix 4

CONTINUUM OF SHARED EDUCATION



The shared education (collaboration) spectrum¹	
Schools in isolation	This end of the spectrum represents those schools who are in isolation of one another, where there is little to no collaboration with other schools. This may apply in a number of contexts particularly in rural settings but not exclusively, it may also apply in urban settings where schools choose not to work with other schools. It may also apply in contexts where schools are part of network schools such as an Area Learning Community but their actual levels of engagement with other schools in the learning community is minimal or non-existent.
Ad hoc collaboration	Involves schools where there is limited contact or collaboration with another school. This type of engagement is ad hoc, with infrequent contact between schools. An example of such activity could be an annual joint sports day.
Organic partnerships	Organic arrangements may be more significant in terms of the extent of the collaboration, compared to ad hoc arrangements and crucially are motivated by a school's desire to connect with another school for a myriad of reasons. However, collaborative arrangements are not as a consequence of enactment and are independent of any formal structures or the remit of external funders. This type of collaborative arrangement which is, in effect, a grass roots model may actually amount to a significant model of collaboration given that the schools may be motivated by common needs as opposed to enacting a model of collaboration imposed by external funder requirements.
Irregular (and less sustained) shared activity	Models such as these are characterised by collaboration between schools, which may be meaningful and impactful but which are limited in terms of sustainable practice and the frequency of contact between schools. Models such as these are often funded externally or centrally funded from DE e.g. EMU- type programmes or CRED projects. Models may range from shared pupil learning initiatives through to teacher initiatives or located at senior management level. Often activity between pupils may complement the curriculum or address specific curricular elements but are unlikely to be entire curricular subjects.
Regular and sustained shared activity	Models where the collaboration between schools is more regular – where contact between pupils and staff is more frequent and, crucially, where the collaborative activity occurs over a sustained period of time. In some cases this may mean over a period of years and contact/shared learning between pupils is regular, timetabled and embedded within the curriculum. Such models are likely to encourage schools to develop mature and effective partnerships. In such cases the relationship between schools is more likely to develop whereby collaboration between institutions is not limited to shared pupils' activity but involves collaboration between teachers, leaders and in some cases

¹ This framework has been developed by the QUB Shared Education Team: Dr Gavin Duffy, Alistair Stewart and Mark Baker.

	Governors. Regular and sustained models of collaboration are most likely to be funded by external agencies or Government initiatives.
Culture of Collegiality	Schools that have been involved in sustained collaborative activities then develop strong institutional relationships. Schools will continue to be involved in shared, regular and sustained learning between pupils but collaboration has become unbound in that the remit of the relationship between the schools is not restricted to shared learning between pupils. Instead, while shared learning opportunities increase, the extent of the relationships between teachers, managers and leaders is much more pronounced and, crucially, links between Governors develop. Collegiality is often characterised by collaboration where practice, including shared learning, becomes normalised in each school. Schools come to value the institutional relationships that have developed and explore where else they could collaborate. In much the same way as organic partnerships, schools recognise that collaboration allows them to address common needs. Collegial partners come to value partnership and seek ways to sustain partnership activities that need not rely on funds from external agencies. Schools begin to generate shared knowledge and shared resources.
Institutional Interdependence	Schools that have reached this point in terms of their relationship have developed an organisational symbiosis in that collaboration has normalised, is based on common need, involves significant shared learning and where staff, leaders and governorship recognise the value of collaboration. At this level, partnerships will have developed a high degree of collaborative infra-structures, including: governance, curriculum and planning, teaching and learning, management and pupils.

For the purpose of this programme, the following definitions will apply:

Primary

Minimum of:

- Class(es) from one key stage group for one session per week over a 6 week period at level 2 (*typically at KS1 this might involve the entire P3 cohort from School A being taken over to School B and then the entire P4 cohort from School B being taken back to School A*).
- Class(es) from one key stage group for one session per week over a 12 week period at level 3;
- Classes from two key stage groups for one session per week over twelve weeks at level 4;
- Classes from two key stage groups for one session per week over 24 weeks at level 5.

Post Primary Level

Minimum of:

- One subject in one year group involving the same cohorts of pupils coming together at least 6 times during the year at level 2
- Two subjects across two year groups with half of the classes being physically shared at level 3 (or equivalent to 18 shared classes across the year). *It is accepted that there may be a skewing effect here, where for example the 2014/15 5th year pupils are already halfway through their GCSE studies, so it may only be possible to bring 4th year pupils onto the shared subjects in Yr1. Then in Yr2 that cohort would move through and the second year group would follow on. That skewing may then have to be reversed in the final year of the programme (depending on whether the partnership in question intends to continue delivery of that shared subject beyond the programme).*
- Four subjects across two year groups involving all classes being physically shared (*skewing comment above applies*) at level 4; and
- Six subjects across two year groups involving all classes being physically shared (*skewing comment above applies*) at level 5.

Appendix 5

Groups and Projects Involved in IFI Sharing in Education Programme

Group Name	Project Name
Belfast Community Sports Development Network	Belfast Old firm Alliance
Cinemagic	Reel Frontiers
Comhairle na Gaelscolaíochta	Together Through Culture
Corrymeela Community	Facing Our History
DE - Youth Council for NI	Youth Works
Fermanagh Trust	Fermanagh Shared Education Programme
Headliners	Distinctive Voices Collective Choices
Junior Achievement Ireland	Hand of Friendship
NICE/ Belfast YMCA/ CRIS	Change Makers
North Eastern Education and Library Board	Primary Integrating Enriching Education(PIEE)
North Eastern Education and Library Board	Partnership Inclusion Reconciliation Citizenship and History (PIRCH)
Northern Ireland Council for Integrated Education	Sharing Classrooms Deepening Learning
Queens University Belfast	Sharing Education Programme 2 (SEP 2)
REACH Across	Cultural Learning and Social Skills (CLASS)
South Eastern Education and Library Board	Learning to Live Together
South Eastern Education and Library Board	Building New Communities through Positive Parenting and Reconciliation
Southern Education and Library Board	Welcoming Schools
Southern Education and Library Board	Primary Curriculum Partnership Programme
Spirit of Enniskillen Trust	Sharing Education Together
Stranmillis & St Mary's University College's	Classrooms Re-imagined: Education in Diversity and Inclusion for Teachers (CREDIT)
University of Ulster	Creative Change
Western Education and Library Board	Promoting Reconciliation Through a Shared Curriculum Experience

The aims of the SIEP were to:	What did the work of the 19 projects do?*	Key outcome of the project
promote shared education by linking schools representative of the two communities;	The Change Makers Project worked with 10 schools in partnership in the Lisburn and greater Belfast area to equip young people to be agents of positive change within and between school communities.	Young people benefited from learning how to tackle controversial and difficult topics in shared classes through the high-quality facilitation of learning. Quantitative and qualitative research was used well to inform ongoing planning of sessions in order to meet better the needs of the young people.
	The Creative Change Project worked with 10 schools in 5 shared education partnerships in the North Coast area with children, teachers, classroom assistants and parents/carers on the creative delivery of Personal Development and Mutual Understanding (PDMU).	Effective partnership between an institute of higher education, schools and parents resulted in young children from different traditions learning together through the creative delivery of PDMU. The partnership arrangements resulted in high-quality learning experiences for teachers, classroom assistants, parents, carers and children to help them understand the complex nature of the reconciliation process and how to be at ease with difference.
	The Learning to Live Together Project worked with 12 schools in 6 partnerships across South-Eastern Education and Library Board to promote positive community relations through using methodologies from the formal and non-formal sectors.	Staff contributed positively to shared education through working across the formal and non-formal sectors. These links brought freshness to teaching and learning approaches which engaged and motivated young people, particularly the more reluctant young people. The project showed that shared education can facilitate, and support, an understanding of difference in a respectful, cooperative and interdependent way for the benefit of all pupils.
	The Partnership, Inclusion, Reconciliation, Citizenship and History Project worked with 12 schools in 6 shared education partnerships in the North-Eastern Education and Library Board area to promote inclusion and reconciliation through Local and Global Citizenship and history.	By developing meaningful shared curricular learning opportunities, pupils engaged well together in a common purpose, promoting a greater acceptance of one another's views and opinions.
	The Primary Curriculum Partnership Project targeted 20 schools with experience in community relations to form 10 partnerships across the Southern Education and Library Board to develop the mutual understanding strand of PDMU through shared classes.	By children learning in shared classes and teachers working in shared partnerships using the PDMU curriculum with considered expertise, the children and staff handled controversial and sensitive issues more effectively. This resulted in raising the standards of learning in PDMU for the children and participating schools.
build on community relations within and between schools;	The Classrooms Re-imagined: Education in Diversity and Inclusion for Teachers Project provided 134 teachers with training in and through shared education to deal with issues of diversity, inclusion and community cohesion within the classroom and on a whole-school basis.	Shared teacher education at all phases is crucial to bring about change through: effective support, challenge and extending perceptions within the school setting in the community. Key to these programmes was the opportunity for teachers to work alongside others from different phases to become more aware of the continuum of education which all young people experience.
	The Facing Our History: Shaping the Future Project worked with 178 teachers, 101 student teachers and 855 pupils to explore the shared history of the two main communities in Northern Ireland in dealing with sensitive and contentious issues through transformative learning experiences in order to contribute to reconciliation.	Effective history education can be a transformative experience and can make a significant contribution to the process of reconciliation; it is crucial that all history teachers are equipped with the skills for handling sensitive and controversial issues in the classroom and that all young people have shared experiences to consolidate their learning.
	The Promoting Reconciliation through a Shared Curriculum: worked with 24 primary and 16 post-primary schools across the Western Education and Library Board to develop shared learning classes through PDMU and Local and Global Citizenship.	A key strength was the professional development of teachers and the provision of resources to support the statutory aspects of the curriculum for PDMU and Local and Global Citizenship. The training of teachers was crucial to develop their confidence and skills in handling sensitive and contentious issues, especially with young people in shared classrooms.
	The Sharing Classrooms: Deepening Learning Project trained 414 teachers working in shared classrooms across the 29 ALCs.	Most young people adapt positively to learning within shared classrooms; where concerns arise they relate to issues of integration regarding gender, socio-economic background and school type. In establishing a genuinely inclusive ethos of shared education, school leaders, teachers and staff need to be supported in developing appropriate strategies to address these challenges.

* Much of the work of each project met more than one of the key aims of the SIEP. For the ease of reference the projects are sorted according to the aim they most fulfilled.

support cultural outreach amongst young people representative of the differing communities/ traditions; and	The Welcoming Schools Project worked with 18 schools across the Southern Education and Library Board to take proactive steps to make them a more welcoming place for all young people regardless of religion, race or creed and for schools to engage more effectively with the community.	By children learning in schools that developed innovatively a welcoming ethos for all, the children and staff showed greater respect for themselves and others. This resulted in a much greater understanding of a truly welcoming ethos and how to engage more effectively with the community through a climate of reassurance and acceptance fostered within and beyond the school gates.
	The Belfast Old Firm Alliance Project worked with 2,167 children and young people to develop good relations through sport in interface and divided communities across the greater Belfast area.	The medium of soccer was an accessible way to engage children, young people, parents, teachers and community workers in promoting reconciliation. It offered an opportunity for those involved, in a neutral and safe environment, to begin to understand diversity and how to promote tolerance.
	The Cultural Learning and Social Skills Project worked with 671 young people from diverse backgrounds, isolated locations and vulnerable social situations to engage in community relations programmes to develop their social skills and to provide positive alternatives to the various anti-social circumstances and self-harm influences in the North-West region.	When community relations activities are under-pinned with meticulous planning and preparation, pupils of all ages can benefit from a rewarding and enjoyable experience through engaging with others from diverse backgrounds.
	The Distinctive Voices: Collective Choices Project worked with 530 young people across 22 schools to explore their own story and the stories of others from differing backgrounds in shared learning experiences.	By giving young people the opportunity to explore their own story and the stories of others from differing backgrounds in shared learning experiences, they can make a difference in their current communities and for the future.
	The Reel Frontiers Project worked with 533 pupils across 20 schools to explore themes of division and conflict through the medium of film and through engagement with associated workshop activities to creating their own original films about contentious issues that affect the people of Northern Ireland.	By exploring themes of division and conflict through the medium of film and through engagement with associated workshop activities and creating their own original films, pupils can gain a deeper understanding of a range of contentious issues that affect the people of Northern Ireland.
	The Sharing Education Together Project facilitated the learning of over 7,348 young people in reconciliation programmes through training by 336 young volunteers.	Young people in post-primary schools responded well to the approaches modelled by the young volunteers and facilitators when discussing contentious and sensitive issues. The local area learning communities were a useful starting point from which to promote shared education.
address strategic gaps in achieving reconciliation through a cross-community, cross-border approach through education and the related services sector.	The Together through Culture Project worked in 38 schools with pupils from both traditions to promote a greater understanding of the Irish language and culture through linking primary schools with post-primary schools.	Through a study of interests in names, place names, song, dance and traditions and the Irish language in shared classes, the young people gained a greater understanding of language and culture. Through shared classes between primary and post-primary schools, the children and young people were given better opportunities to be prepared for transition.
	The Building New Communities through Positive Parenting and Reconciliation Project worked with 484 parents and staff to use a parenting programme as a vehicle for reconciliation.	The pre-school stage of education provided a key window of opportunity to influence parental attitudes and behaviours in promoting reconciliation and having a positive effect on their children in their formative years. The commonality of being a parent helped the parents involved to dialogue and overcome barriers to engagement across traditional community divisions.
	The Hand of Friendship Project: 22 schools worked in cross-border, cross-community clusters to explore issues of identity and friendship, diversity, sectarianism and peace and reconciliation.	By adults modelling good relations and leading by example, at whole-school level, children got to know, empathise with, and respect one another in neighbouring schools, and from schools across the border. This helped to create a culture of respect and tolerance among primary school children by facilitating contact and opportunities for discussion of sensitive issues such as identity, friendship, diversity, sectarianism and peace and reconciliation.
	The Youth Works Project worked with 288 young people who were not currently engaged in education, employment or training, to gain recognised qualifications, and to develop the skills and self-esteem necessary to improve their future training and employability choices.	The youth work approach used to support and progress the young people was highly successful in raising their aspirations, and preparing them to engage in education, training or employment.

Appendix 6

Memorandum of Understanding

**Office of the First Minister and deputy First Minister
(OFMDFM), Department of Education (DE),
and The Atlantic Philanthropies (AP)
Operation of the co-funded Delivering Social Change Shared Education
Signature Programme (SESP)**

1. Introduction

The purpose of this Memorandum, which complements the AP commitment letter of XXX (see Annex xx) is to set out, in terms of accountability, operations and reporting, the roles responsibilities and relationship between OFMDFM, DE, and AP on the operation of the co-funded Shared Education Signature Programme (SESP). All parties reserve the right to review the general outline of this understanding and to propose amendments.

2. Purpose of the Programme

The overall co-funded Atlantic Philanthropies / Delivering Social Change programme is a signature project within the Delivering Social Change framework which is led by Ministers through the **Executive Ministerial Sub-Committee (MSC)** on Children and Young People and the Sub-Committee on Poverty and Social Inclusion. It aims at achieving transformative change in the commissioning, design and delivery of services for the most vulnerable members of society and encompasses:

- a. A Dementia Services Programme
- b. A Prevention and Early Intervention Programme
- c. A Shared Education Signature Programme.

The specific outcomes sought by the SESP are outlined in the Business Plan (See Annex xx). The SESP aims to incentivise Shared Education partnerships

Shared Education Programme April 8, 2014

(statutory early years, primary and post primary level) with the aim of improving educational and reconciliation outcomes through schools working together. The joint fund will promote peer learning amongst schools, and will include teacher exchanges, joint development and delivery of shared classes.

3. Governance Arrangements for the Programme

- a) AP, OFMDFM and DE will work together to support the implementation of the SESP. They are agreed that generally, communication about the SESP should be coordinated and shared between the parties to ensure full co-ordination of guidance, advice and direction to the programme, notwithstanding the individual requirements of either party from time to time.
- b) The governance arrangements for the SESP will be consistent with the Governance arrangements in place for the Delivering Social Change Signature Programmes. Governance arrangements are summarised in the diagram and sub-paragraphs below.

Shared Education Programme April 8, 2014

Executive Ministerial Sub Committee for Children and Young People

Delivering Social Change Programme Board

OFMDFM Junior Ministers [Chair]
 OFMDFM Denis McMahon [Programme Director]
 OFMDFM Special Advisers
 DE Deputy Secretary
 DE Deputy Secretary
 DSD Deputy Secretary
 DEL Deputy Secretary
 DOJ Deputy Secretary
 DARD Deputy Secretary
 DOE Deputy Secretary
 OFMDFM: Henry Johnston (Programme Support)

Joint AP/DSC Programme Board

OFMDFM (Chair)
 The Atlantic Philanthropies
 DHSSPS
 DE
 OFMDFM Special Advisers

SESP Board

DE (SRO) (Chair)
 The Atlantic Philanthropies
 OFMDFM

 --
 ELBs

SEP EAC

Membership nominated
 by:
 DE
 OFMDFM
 The Atlantic Philanthropies

4. Ministerial Sub Committee

The MSC is supported by the **Delivering Social Change Programme Board** which meets every 8 weeks. The role of the DSC Programme Board is to oversee the delivery of the DSC delivery framework, and to ensure that key milestones and targets are achieved. The Board oversees a family of initiatives (including the Atlantic Philanthropies/Delivering Social Change programme), monitoring in particular project formation and delivery. Each initiative has its own Board which includes representatives from key Departments and organisations. OFMDFM Special Advisers are invited on to the DSC Programme Board and all of the individual initiative Boards.

5. DSC/AP Programme Board

- (a) The DSC/AP Programme Board will oversee the joint AP/DSC initiative. The Joint DSC/AP Programme Board will be chaired by OFMDFM and will be comprised of representatives from The Atlantic Philanthropies, DHSSPS, DE and OFMDFM, including OFMDFM Special Advisers.
- (b) The role of the DSC/AP Programme Board will be to provide the SESP Programme Board with the necessary authorisation for the project to proceed and to overcome any problems. The DSC/AP Programme Board will approve the overall Budget parameters for the Project, conditional on achievement of objectives and will report progress to the Executive Ministerial Sub-Committee (MSC).

6. SESP Programme Board

- (a) The direct management and oversight of the SESP will be provided by the SESP Programme Board, established by DE in consultation with AP, which will report to the DSC/ AP Programme Board.
- (b) The SESP Programme Board will be chaired by DE and comprise representatives from The Atlantic Philanthropies, OFMDFM, and ELBs.
- (c) The SESP Programme Board Chair will develop detailed proposals for membership of the Programme Board within these parameters for agreement by the Joint DSC/AP Programme Board.
- (d) The role of the SESP Programme Board will be to

Shared Education Programme April 8, 2014

- Develop plans to deliver the overall vision, objectives and outcomes for the Programme including overarching evaluation framework
 - Oversee the development of the Project Brief and Business Case
 - Authorise expenditure levels, set stage tolerances (agreed by DSC/AP Programme Board) and ensure funding for agreed expenditure is available within delegated limits.
 - Authorise or reject proposed changes to cost or timescale beyond tolerance levels and all proposed changes to scope, checking for possible effects on the Business Case
 - Report to DSC/AP Programme Board (through the SRO) where variances are beyond the authority of the SESP Programme Board
 - Ensure Risks and Issues are being tracked and mitigated/resolved
 - Ensure outcomes are met
- (e) The SESP Programme Board, with the agreement of the DSC/AP Programme Board, may invite input from other key stakeholders at key decision points, including from the Expert Advisory Committee.
- (f) Day to administration for the programme will be managed by the SESP Programme Management Team.
- (g) The SESP Programme Management Team will prepare all the appropriate documentation (based on PRINCE2 methodology) including a Project Initiation Document (PID) setting out its plan for implementation of the Project, for agreement by the SESP Programme Board. The PID will set out key activities, timelines, decision points and spending profiles and will be updated throughout the project as detailed plans for each stage are developed. Review points will be established at key points in the project to oversee implementation and progress.
- (h) On agreement of the PID by the SESP Programme Board, the Programme Management Team will have authority to deliver the Project within the terms of the PID, including such decision points and tolerances as are agreed by the SESP Programme Board.

Shared Education Programme April 8, 2014

7. Expert Advisory Committee

An independent **Expert Advisory Committee** will be established to provide advice on service design and implementation to the SESP Programme Board. The EAC will also provide advice on evaluation and performance measurement. OFMDFM, DE and Atlantic Philanthropies will nominate members to this Committee. The EAC will report to the DSC/AP Programme Board, through the SESP Programme Board.

8. Schedule of Governance meetings

Period	Board	Meeting date
Q1 2014/15	SESP Programme Board	
	AP/DSC Programme Board	TBC May 2014
	DSC Programme Board	4 June 2014
	Ministerial Sub-Committee	25 June 2014
Q2 2014/15	SESP Programme Board	
	AP/DSC Programme Board	TBC SEPtember 2014
	DSC Programme Board	TBC SEPtember 2014
	Ministerial Sub-Committee	24 SEPtember 2014
Q3 2014/15	SESP Programme Board	
	AP/DSC Programme Board	TBC November 2014
	DSC Programme Board	19 November 2014
	Ministerial Sub-Committee	10 December 2014
Q4 2014/15	SESP Programme Board	
	AP/DSC Programme Board	TBC February 2015
	DSC Programme Board	TBC February 2015
	Ministerial Sub-Committee	TBC March 2015
Q1 2015/16	SESP Programme Board	
	AP/DSC Programme Board	TBC May 2015
	DSC Programme Board	TBC May 2015
	Ministerial Sub-Committee	TBC June 2015
Q2 2015/16	SESP Programme Board	
	AP/DSC Programme Board	TBC August 2015
	DSC Programme Board	TBC August 2015

Shared Education Programme April 8, 2014

	Ministerial Sub-Committee	TBC SEPtember 2015
Q3 2015/16	SESP Programme Board	
	AP/DSC Programme Board	TBC November 2015
	DSC Programme Board	TBC November 2015
	Ministerial Sub-Committee	TBC December 2015
Q4 2015/16	SESP Programme Board	
	AP/DSC Programme Board	TBC February 2015
	DSC Programme Board	TBC February 2015
	Ministerial Sub-Committee	TBC March 2015

9. Roles and Responsibilities**a) Senior Responsible Officer**

Mrs Faustina Graham in the Department of Education is the Senior Responsible Officer for the project.

b) Department of Education

DE has been appointed as the lead NICS department in relation to this programme and will:

- Participate in the Joint DSC/AP Programme board.
- Be formally accountable for all project expenditure and project reporting
- Establish (and chair) the SESP Programme Board comprising representatives from OFMDFM, DE and AP and ELBs. The SESP Programme Board will receive regular reports on progress and will be responsible for management and oversight of the governance arrangements.
- Establish a programme management office, appoint a programme manager and change managers and support implementation of the programme
- Engage with and participate in the agreed monitoring and evaluation processes.

c) Office of the First Minister and Deputy First Minister

OFMDFM will;

Shared Education Programme April 8, 2014

- Nominate an official as a point of contact for the project and establish and chair the Joint AP/DSC Programme Board
- collate reports on progress against project plans, monitor budget profiles and as necessary, report to DFP
- Participate in the SESP Programme Board as appropriate
- Facilitate the operation of and participate in the Joint DSC/AP Programme board and report as appropriate to the Executive Ministerial Sub-Committee (MSC).
- Engage with and participate in the agreed monitoring and evaluation processes.

d) **Atlantic Philanthropies**

AP will;

- Participate in the Joint DSC/AP Programme board
- Account to AP board's for delivering against commitment letter and agreed outcomes
- Monitor compliance with AP reporting requirements
- Participate in the SESP Programme Board
- Engage with and participate in the agreed monitoring and evaluation processes
- Fund Queens University longitudinal research study and provide relevant data for the measurement of reconciliation outcomes, including 2012/13 baselines and annual updates as requested.

10. Committed Investment

Funding for the SESP will be committed as follows, over a three year period beginning in 2014.

SESP	
Delivering Social Change Central Funds	£10m
Atlantic Philanthropies	£10m
DE	£5m
Total	£25m

11. Conditions of Investment

For Atlantic conditions of investment, see commitment letter (annex xx)

a) Any other conditions agreed by the SESP Programme Board

TBC

12. Funding

- (a) The SESP Programme Board will prepare a detailed Budget Profile for the duration of the SESP for approval by the DSC/AP Programme Board.
- (b) In advance of each financial year, the SESP Programme Board will agree the annual requirement and budget profile to be submitted to the DSC/AP Programme Board for approval.
- (c) The DSC/AP Programme Board will determine the respective contributions from Departmental, DSC and AP funds.
- (d) In advance of each financial year and following DSC/AP Programme Board consideration, OFMDFM will advise DFP in relation to funding arrangements.
- (e) The SESP Programme Board, as part of its monitoring process, will provide the DSC/AP Programme Board with regular reports on budget profiles.
- (f) The DSC/AP Programme Board will manage additional pressures/reduced requirements and as part of the monitoring round process in June, SEPtember and November, OFMDFM will advise DFP of any in-year adjustments agreed by the DSC/AP Programme Board

13. Systemic Change and Mainstreaming

OFMDFM and DE in endorsing the SESP signal their commitment that that this new approach to Shared Education will be embedded in future provision.

14. Disputes Resolution

Where consensus cannot be reached on an issue by the SESP Programme Board the issue should be referred to the AP/DSC Programme Board for consideration. The Programme Board may invite the Permanent Secretary of

Shared Education Programme April 8, 2014

OFMDFM, the Permanent Secretary from DE and the Country Director of AP to make a determination. If at this stage no resolution is found, the Ministers in OFMDFM (and/or their nominees) will seek to achieve finality with the President and CEO of AP (and/or their nominees).

15. Public Communication

- a) All press releases or similar announcements issued by any of the parties to this Memorandum will be circulated for consideration and advice before publication. All documentation in relation to the SESP will state that it is funded by the participating Departments, Delivering Social Change and AP. This may include incorporation of the official logos of the relevant Departments and AP.
- b) All of the participating Departments and AP reserve a right to use any information, data, research or materials supplied to it as a result of work supported by the Fund.

16. Monitoring and Evaluation

The SESP Programme Board will be responsible for ensuring that appropriate baseline, monitoring and formative evaluation data is collected throughout the lifespan of the project to allow all NIGEA requirements and standards to be met. A specific budget line has been included within the project to ensure that all necessary operational data is being collected. The SESP Programme Board will also determine how on-going outcome and impact-level assessments will be made. In addition to these strands of monitoring and evaluation, AP intends to independently fund a range of complementary studies which will apply thematic analytical lenses to the overall project (and indeed the overall programme). A detailed project monitoring and evaluation framework will be drawn up over the course of Year 1 to detail how all these strands will be rolled out, and all participating Departments and AP will agree to participate fully in the implementation of that framework.

Appendix 7

High Level Project Plan – Key Milestones

Key Milestones	May 14	Jun 14	Jul 14	Aug 14	Sep 14	Oct 14	Nov 14	Dec 14	Jan 15	Feb 15	Mar 15	2015/16				2016/17				2017/18			
												Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
												1	2	3	4	1	2	3	4	1	2	3	4
Programme Launch (OFMDFM/DE/AP)																							
Establish Regional Support Team (ELBs)																							
Process Development (ELBs)																							
Application Launch: First Call (DE/ELBs)																							
Assess Applications & award funding (ELBs)																							
First Phase Rollout																							
Evaluation of First Phase Projects																							
Application – 2 nd Call (DE/ELBs)																							
Assess Applications & award funding (ELBs)																							
Second Phase Rollout																							
Evaluation of Second Phase Projects																							
ETI Evaluation																							
ETI Mid-term & final Evaluation Reports																							

Note: PPE will be undertaken within 3-6 months of programme completion in line with Departmental guidance



Northern Ireland
Assembly

Committee for Education

Veronica Bintley
Departmental Assembly Liaison Officer
Department of Education
Rathgael House
Balloo Road
Bangor
BT19 7PR
veronica.bintley@deni.gov.uk

12 December 2014

Our Ref: PMcC/KM/1869

Dear Veronica

Shared Education Business Plan

At its meeting on Wednesday 10 December 2014, the Chairperson referred Members to a recent press article attributed to Professor Smith, University of Ulster referring to a Department of Education Shared Education Business Plan.

The Committee agreed to write to the Department seeking sight of the Shared Education Business Plan in question.

A response by 12 January 2015 would be greatly appreciated.

Yours sincerely

Signed Peter McCallion

Committee for Education

Room 375, Parliament Buildings, Ballymiscaw, Stormont, Belfast, BT4 3XX

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20150107 DE- Comm Shared Education Campuses protocol document



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Peter McCallion
Clerk to the Committee for Education
Room 375a
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7 January 2015

Dear Peter

Together: Building a United Community - Shared Education Campuses Protocol

In advance of officials' evidence session on Wednesday 14 January, I attach for the Committee's information, the protocol and application document issued on 1 October 2014, for the Second Call for Expressions of Interest in the Shared Education Campuses Programme. This was previously copied to the Committee on the morning of 1 October 2014.

Yours sincerely

Michele

Michele Matchett

Acting Departmental Assembly Liaison Officer

The Shared Education Campuses Programme
Second Call for Expressions of Interest Protocol Document
September 2014

Shared Education Campuses Programme 2014

1. Introduction and Background

- 1.1 On 9 May 2013, the First Minister and deputy First Minister made a statement to the Assembly on the **'Together: Building a United Community'** strategy, which contains a range of proposals including details on **Shared Education Campuses**. Work on 10 shared education campuses will be commenced within the next 5 years, building on the project proposals for the Lisanelly Shared Education Campus. These campuses will be the pathfinder projects leading to a wider programme of shared education capital projects. The campuses will also integrate community activities and resources and other services, including statutory provision where appropriate.
- 1.2 The specific aim of the Executive's **Together: Building a United Community** (T:BUC) strategy relating to education is *'To enhance the quality and extent of shared education provision, thus ensuring that sharing in education becomes a central part of every child's educational experience'*.
- 1.3 Included in the strategy is a commitment *'to create 10 Shared Education Campuses based on the Lisanelly Shared Education Campus model'*. We believe that building good relations, tackling intolerance and challenging prejudice can be embedded through the ethos of schools. It is already an integral part of the curriculum. In addition to the current work in this area, the strategy proposes that the Programme for Government (PfG) commitment to ensure all children have the opportunity to participate in shared education programmes by 2015, will reinforce opportunities to contribute to the shared vision of building a united community.
- 1.4 Creating more opportunities for socially-mixed, shared education, with a view to achieving a full shared education system in Northern Ireland, is a crucial part of breaking the cycle of inter-generational educational underachievement, unemployment and sectarianism; and improving good relations amongst and for our young people.
- 1.5 Lisanelly has been quoted as the template for these new 'Shared Education Campuses'. It is a shared campus in the truest sense of the term, bringing together six schools of different management types and phases, on a site in excess of 130 acres, with a forecast combined long term enrolment of over 4,200 pupils.
- 1.6 While Lisanelly Shared Education Campus is an example or pathfinder for shared education facilities here, it must be recognised that it is also unique. The availability of an extremely large site close to the centre of Omagh will not be readily replicated in other towns across the north. Implementation of the FM/dFM announcement will require a flexible approach to the identification of potential 'shared campuses'.
- 1.7 In progressing shared education, delivery of educational benefits to children and young people must be the overarching priority. It is important that any proposal for a shared campus be consistent with the work currently being undertaken on area planning. Any models of sharing must fit within the relevant Area Plan, taking into account the full needs of an area, including the implications for other schools and recognising the importance of parental preference, which is protected in legislation.
- 1.8 Enhancing shared education provision provides a range of benefits including: raising educational standards, particularly for disadvantaged pupils; greater choice and greater opportunity; providing sustainable local provision; facilitating delivery of the Entitlement Framework; and providing wider choice for pupils in terms of leisure, cultural and sporting activities.

- 1.9 The purpose of this document is to set out the process and timetable to be used to identify and assess proposals submitted under this initiative. **Applicants should note that this document has been revised and updated in light of the experience of the first call for Expressions of Interest and includes revisions to the criteria.**
- 2. Definition and Scope**
- 2.1 In July 2012, the Minister of Education announced the establishment of an independent Ministerial Advisory Group on Advancing Shared Education. The group published its findings on 22 April 2013. The issues arising from the findings on shared education cross many existing policy areas throughout education and the Department is already working on and will continue to develop shared education initiatives in schools.
- 2.2 It is important that there is a clear definition of what is meant by schools ‘sharing’ and the Department uses the definition of sharing provided to the Ministerial Advisory Group:
- “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 equality of opportunity, good relations, equality of identity, respect for diversity and community cohesion.”***
- 2.3 Specifically, **‘Shared Education’ means the provision of opportunities for children and young people from different community backgrounds to learn together.**
- 2.4 The ‘Shared Education Campuses’ initiative under T:BUC is seen as complementing the work already underway in schools and will be targeted towards infrastructure projects aimed at improving or facilitating educational sharing initiatives within local schools. It is intended therefore that the projects selected will build on a solid foundation of existing sharing.
- 2.5 The Shared Education Campuses Programme will provide capital funding for facilities at **schools which will be used on a shared educational basis.** The Programme will not provide for replication or duplication of existing or proposed facilities within the education sector, including that provided by the Further Education sector. As this Programme is specifically targeted at the provision of shared education in schools, applications from youth and sporting organisations/groups will not be considered for support under the Programme at this time.
- 2.6 The Shared Education Campuses Programme will have the potential to bring together a range of schools for the delivery of education to children on a shared basis. There may be additional ancillary benefits which can arise from the establishment of these new facilities, including increased opportunities for the wider community to use school facilities for a range of educational, sporting, recreational, arts or cultural activities in line with the Department’s *Community Use of School Premises: A Guidance Toolkit for Schools* which seeks to assist schools in opening their doors to the local community.
- 2.7 The programme will target schools that can demonstrate the following types of sharing:
- Shared educational facilities – where new facilities are built to allow for shared educational use by all schools within the model.
 - Enhanced educational facilities – where current facilities are improved to allow for shared educational use by all schools within the model.
 - Shared Educational Campuses – where schools are co-located and share infrastructure i.e. the Lisanelly model.
- 2.8 Shared facilities or Shared Campuses supported under this Programme must be located on a site that is, or will be, under the ownership or management of the Education sector.
- 2.9 The Shared Education Campuses Programme will not give consideration to the concept of a ‘virtual campus’ or to those schools that do not actually share facilities.

3. Programme Requirements

Gateway Checks

- 3.1 Each project proposal will have to demonstrate that they meet all four Gateway checks below in order to be appraised under the Programme:

Number, Management Type and Phase of Schools

The proposal must involve a minimum of two schools from different management sectors (ie controlled, Catholic maintained, Irish medium, integrated, voluntary grammar). If any proposal involves schools from more than one educational phase (eg primary/post-primary) at least two schools at each phase from different management sectors must be represented, so that there can be educational sharing across similar age groups.

a) **Endorsement from respective Managing Authorities**

The respective Managing Authorities of the schools involved in the application must provide written endorsement of their agreement to the proposal. This is important as any investment at or on behalf of schools through the Programme has the potential to create ongoing liabilities as well as recurrent resource implications that the relevant Managing Authorities should be aware of and be prepared to support. Proposals under the Programme also need to be consistent with the Managing Authorities' strategic plans for the schools under their control.

b) **Planning Authority endorsement**

The Planning Authority (ie the relevant Education and Library Board) must provide assurance that the proposal meets the criteria in the Sustainable Schools policy for each school involved in the proposal or, where this is not the case, provide a rationale for their endorsement, including an explanation as to how the proposal will contribute to the delivery of sustainable provision in the area going forward.

c) **Evidence of Community, Parent and Pupil Support**

Community, parent and pupil support is required to ensure the success of these types of proposals. Evidence is therefore required to confirm support is in place.

Essential Criteria

- 3.2 If a project proposal clears the Gateway checks, it will then be assessed, scored and prioritised against the following essential criteria:

- a) **Educational Benefits** – the proposal must demonstrate how it will benefit the education of all children involved. The overarching priority for any proposal brought forward under this Programme must be the delivery of educational benefits to children and young people through improving or facilitating sharing initiatives. Marks will be allocated on the basis that the proposal clearly demonstrates:
- The sharing of classes, subjects, sports and extra-curricular activities and how educational benefits can be delivered to the children and young people through the sharing of classes together;
 - How educational benefits to the children and young people will be delivered through the sharing of classes together by developing future plans to increase the level of sharing between the schools involved;
 - How the proposal can aid the sharing of teaching expertise amongst the schools;
 - That the courses being delivered are not a duplication of existing provision (in particular Further Education courses);

- That consideration of the Bain report recommendations of not more than 2 composite year groups in a class and a school of a minimum of 4 teachers will be met.
- b) **Evidence of Existing Sharing** – Schools applying to the Programme should already be working in collaboration on curricular and non-curricular issues and/or be sharing facilities on an ongoing basis. The move to a Shared Education Campus should therefore build on a solid foundation of existing sharing that is already well embedded. Evidence must be provided detailing the existing educational sharing arrangements.
- c) **Societal Benefits** – the proposal must demonstrate how it will enhance/develop a shared future for the local community.
- The specific aim of the T:BUC strategy relating to education is *‘To enhance the quality and extent of shared education provision, thus ensuring that sharing in education becomes a central part of every child’s educational experience’*.
 - Building good relations, tackling intolerance and challenging prejudice can be embedded through the ethos of schools and is already an integral part of the curriculum.
 - Creating more opportunities for socially-mixed, shared education, with a view to achieving a full shared education system in Northern Ireland, is a crucial part of breaking the cycle of inter-generational educational underachievement, unemployment, and sectarianism; and
 - improving good relations amongst and for our young people.

Proposals will be marked, based on the evidence provided, on how they will contribute to this overall objective.

- (d) **Religious Balance** - A minimum of 15%, and preferably 30%, of the minority community (Protestant or Roman Catholic) should be represented within the combined total of the school population involved.

Where the proposal involves schools from more than one phase of education (eg primary and post primary), there should be a religious balance across individual phases so that educational sharing can take place between similar age groups.

Desirable Criteria

- 3.3 In addition, priority will be given to project proposals that demonstrate they meet the following desirable criteria which will also be assessed and scored:

- a) **Location** – proposals should be for schools to be located within the same campus or in close proximity to each other. Any proposal that is for shared facilities rather than a shared campus should provide details on the distances between the schools involved and schools will have to demonstrate how they plan to minimise the impact on pupils’ education of travelling between the sites involved.
- b) **Disadvantaged Pupil Considerations** – proposals involving schools where pupils are more greatly impacted by social disadvantage, as indicated by the percentage of free school meal entitled (FSME) pupils enrolled in the schools. This is in line with the recognition given in the T:BUC strategy that one of the benefits of a more shared education system is to raise educational standards, particularly for disadvantaged pupils.

- 3.4 Applications should demonstrate that all Gateway and essential criteria are met and that any evidence requested is provided. Proposals considered as having met all the Gateway and essential criteria will then be assessed with priority given to those proposals that best meet both the essential and desirable criteria. Those proposals which best meet the criteria will be

submitted to the Minister for a final decision on which projects will be approved to proceed to the Economic Appraisal stage.

4. Process

- 4.1 The Shared Education Campuses Programme will be delivered by means of separate discrete calls for proposals. The first call was launched in January 2014. This is the second call.

Indicative Timetable for Second Call for Expressions of Interest

- 4.2 The indicative timetable for the Second Call under the Shared Education Campuses Programme is as follows:

- End September 2014 – Second Call for Expressions of Interest – the Department notifies Managing and Planning Authorities and all schools of the process, copying the approved protocol document, programme application form and confirming the programme timetable.
- End of January 2015 – deadline for submission of proposals to the Department by School Planning Authorities.
- June 2015 – Announcement of second tranche of Shared Education Campuses. Selected proposals advised to proceed in planning, including securing professional team as required.

- 4.3. In order to reduce the administrative and financial burden on individual schools and Managing Authorities, a two staged approach will be operated with regard to the application process. An application template is included at Annex 1 to this document and a flow chart for the process is attached at Annex 2.

Stage 1 – Call for Expressions of Interest

- 4.4. The first stage will take the form of an Expression of Interest (EOI) supported by an application form (see Annex 1) completed by the project applicant. The completed form will be the Strategic Outline Case (SOC) setting out the case for the shared education campus proposal. It will introduce the basic project concept, backed up with information on the cost, benefit and timing of the project.
- 4.5. The EOI must be endorsed by the relevant school Managing Authorities i.e. the relevant Education and Library Board on behalf of controlled schools in its area; the Council for Catholic Maintained Schools on behalf of Catholic maintained schools; or, in the case of Voluntary Grammar, Grant Maintained Integrated or Irish Medium Schools, the Board of Governors of the individual school(s) concerned.
- 4.6. All EOIs should be submitted through the relevant Education and Library Board (ie the Planning Authority) which will be responsible for submitting the EOIs to the Department of Education. EOIs which are not submitted via the appropriate Education and Library Board will not be accepted by the Department. Education and Library Boards will advise schools in their Board area of the date they require receipt of proposals in order to allow them time for consideration and endorsement by Board Members/Commissioners to meet the Department's deadline for responses of **30 January 2015**.
- 4.7. The Planning Authority will confirm in writing to the Department whether or not it endorses the EOIs it receives. If an application is not endorsed by the Planning Authority, the Planning Authority will inform the school(s) involved of the position but the proposal must still be submitted to the Department.

Assessment of Project Proposals

- 4.8. Following the closing date for applications, all project applications will be assessed under the relevant Gateway criteria as set out at 3.1 above. Those applications deemed to have met all the Gateway criteria will be further assessed, along with the supporting evidence provided,

against the essential and desirable criteria as set out in 3.2 & 3.3 above. Projects will be sifted and selected on the basis of the information provided in the application forms.

- 4.9. A cross-Directorate panel has been established within the Department to consider proposed projects against the set criteria. This panel will report to the Director of Area Planning and will make recommendations to the Minister based on which projects best meet the criteria and, within the funding available, should be progressed to the Economic Appraisal stage.

Approval of Applications to the Programme

- 4.10. The Minister will make the final decisions on which projects should go forward to Stage 2, based on the recommendations of the assessment panel.
- 4.11. Planning Authorities will be informed of the projects approved by the Minister to proceed to the planning stage.
- 4.12. Projects not selected for advancement in the Second Call will be returned to the Planning Authority. The project may be submitted to any subsequent call for proposals.

5. Stage 2 – Economic Appraisal

- 5.1 The projects selected by the Minister to proceed to the planning stage will be required to work up an Economic Appraisal for consideration and approval by the Department. The Economic Appraisals will be considered within the normal business approval processes and in line with NI Guide to Expenditure Appraisal and Evaluation (NIGEA) guidelines, including value for money and affordability. Only after approval of the Economic Appraisal, and subject to available capital funds, will a project be permitted to proceed to tender and construction.
- 5.2 The Department will provide support to the Managing Authorities in the development of Economic Appraisals for the selected projects.

6. Monitoring

- 6.1 Programme governance and control structures will be established for the programme of shared education campuses emerging.
- 6.2 Project plans will be sought from the School Managing Authorities for all approved projects.

7. Procurement

- 7.1 All professional appointments arising on approved projects must be carried out in full compliance with procurement guidelines and regulations. Where a professional team has already been appointed, the relevant Managing Authorities must provide evidence that the team has been procured in compliance with procurement guidelines and regulations, otherwise the Department will not support the appointment.

Annex 1

Shared Education Campuses Programme Application Form Second Call

Shared Education Campuses Programme – Application Form for Second Call

The Shared Education Campuses Programme will be delivered through separate, discrete calls for proposals which must be endorsed by both the relevant school Managing Authorities and Planning Authorities.

All project proposals must be supported by a completed application form, to be completed by the project applicant, which will form the Strategic Outline Case (SOC) for the shared education campus proposal.

The application form will help the Department to assess whether it is worth committing resources to take the project forward to develop a more detailed design and Economic Appraisal.

The completed application form must be returned through your Education and Library Board to reach the Department by Friday 30 January 2015.

Applications which are not submitted via the appropriate Education and Library Board will not be accepted by the Department.

This form is designed to help applicants make an application using appropriate and proportionate effort. There is flexibility over the amount of information to be included under each heading below, but please note that the application form is intended to be a short document and should not exceed 10 pages.

Project Title:

Planning Authority:

Managing Authorities Involved:

Senior Responsible Officer:

Signed:

Date:

Section 1: Project Overview

Briefly describe the basic project concept.

Confirmation must be given that the application relates to schools which are viable and core to emerging area plans.

Section 2: Rationale, Aims and Need

State the rationale for shared education.

Identify the type of educational sharing being proposed (Shared educational facilities, enhanced educational facilities or shared education campus).

Identify the relevant aims and objectives of the proposed project.

Outline how the project meets the following criteria:

- Number, Management Type and Phase of Schools;
- Managing Authority Endorsement;

- *Planning Authority Endorsement;*
- *Evidence of Community, Parent and Pupil Support;*
- *Demonstration of the Educational Benefits that will be created;*
- *Evidence of Existing Sharing;*
- *Demonstration of the Societal Benefits that will be created;*
- *Evidence of Religious Balance;*
- *Location;*
- *Evidence of Disadvantaged Pupil consideration.*

Section 3: Constraints

Identify likely constraints e.g. land issues; legal constraints; planning approvals.

Section 4: Stakeholder Issues

Identify the key stakeholders and confirm their agreement to the project proceeding.

Indicate their level of commitment to the project as specifically as possible.

Describe any consultations held or still required.

Are there any outstanding stakeholder issues?

Section 5: Management and Implementation

Give a preliminary indication of the proposed project management arrangements.

Is any consultancy support likely to be required?

Describe any legal or contractual issues.

Are there any important outstanding management/implementation considerations?

Section 6: Costs, Benefits & Risks

Provide broad estimates of the capital and revenue costs of the project.

If savings are anticipated, for example of planned minor works or maintenance explain their nature and quantify them broadly.

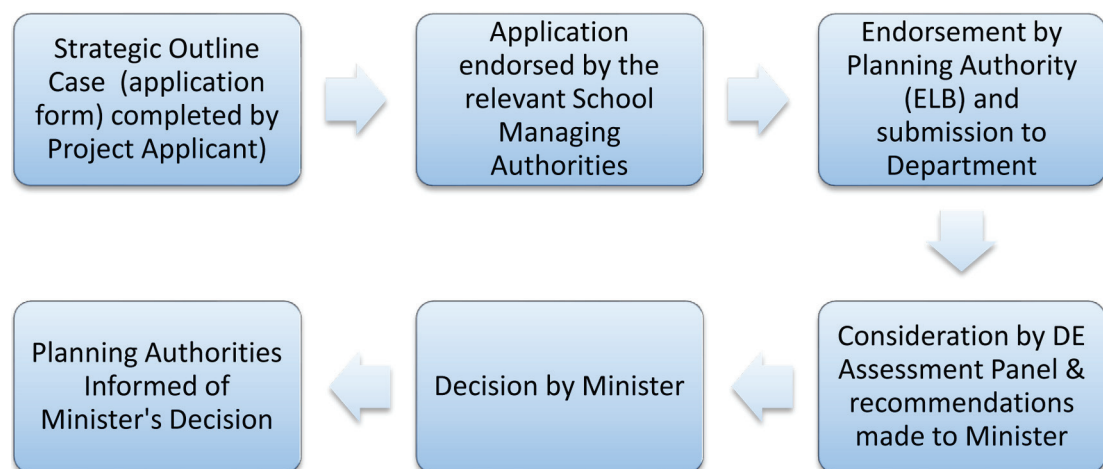
Describe the non-monetary costs and benefits that are expected to arise.

Explain the key risks that the project is likely to face and any potential mitigation measures.

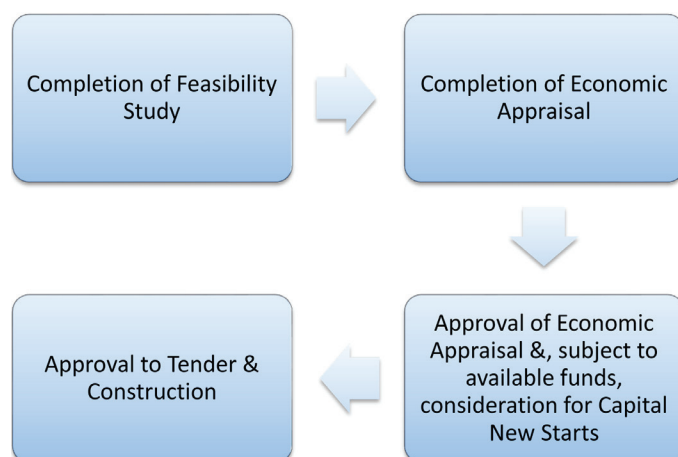
Annex 2

Shared Education Campuses Programme Flow Chart for Process

Stage 1 – Call for Expressions of Interest



Stage 2 – Economic Appraisal (approved projects only)



20150128 DE-Dissolving Boundaries and the Centre for Shared Education



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28 January 2014

Dear Peter

Dissolving Boundaries Programme / Centre for Shared Education

Thank you for your letter of 28 November 2014 seeking clarification on the reasons for the discontinuation of funding for Dissolving Boundaries Programme; you have also sought details of the interaction between the Department and the University of Ulster and the Centre for Shared Education in developing the new Shared Education policy.

Dissolving Boundaries

The Department of Education had funded the Dissolving Boundaries programme since 1999. A jointly funded programme by this Department and DES in the south, both Departments agreed that funding should cease at the end of October 2014 as the benefits of the programme had been largely realised and good principles and learning have been embedded over the duration of the programme.

Interaction between DE / University of Ulster and the Centre for Shared Education

In the development of the Shared Education policy, the Department has drawn on a wide range of research evidence and pilot projects, including those undertaken by the University of Ulster and Queens University's Centre for Shared Education.

Professor Paul Connolly, Head of the School of Education Queen's University, was chair of the Ministerial Advisory Group on advancing Shared Education. The MAG undertook a wide ranging consultation and research programme including experience from the Centre for Shared Education and the University of Ulster.

The recommendation of the Ministerial Advisory Group has heavily influenced the development of the Department's Shared Education policy.

As managing agent for the International Fund for Ireland's Sharing in Education Programme, the Department had regular and on-going contact with both Universities in relation to shared education projects they were delivering.

The University of Ulster's Creative Change Project was subject to a review by the Education and Training Inspectorate, while QUB's Sharing In Education project was subject to an independent evaluation.

Departmental officials responsible for developing the Shared Education Policy had a close working knowledge of both projects, together with a further twenty other shared education projects that received IFI funding. The Department has drawn on both evaluation reports and a series of related research reports in developing the Shared Education policy.

In developing the Delivering Social Change Shared Education Signature Project, representative from QUB's Centre for Shared Education and the University of Ulster (together with the Fermanagh Trust) were involved in a design workshop to draw on their experience.

An Expert Advisory Group is being established as part of the DSC Shared Education Signature Project and this includes representatives with experience in shared education from QUB and the University of Ulster. The input of the Expert Advisory Group will assist in further refining implementation of the policy.

Yours sincerely

Veronica

Veronica Bintley

Departmental Assembly Liaison Officer



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28 November 2014

Dear Veronica

Dissolving Boundaries Programme / Centre for Shared Education

At its meeting on Wednesday 26 November 2014, the Committee received briefings from the University of Ulster on the Dissolving Boundaries programme and from the Centre for Shared Education at Queen's University of Belfast.

Following these briefings, the Committee agreed to write to the Department to seek clarification on the reasons for the discontinuation of funding for the Dissolving Boundaries programme.

The Committee also agreed to write to the Department to seek details of the interaction between the Department and the University of Ulster and the Centre for Shared Education in the development of the Department's new Shared Education policy.

A response by 12 December 2014 would be much appreciated.

Yours sincerely

Signed Peter McCallion

Peter McCallion

Clerk
Committee for Education

20150130 – T:BUC – Shared Education Campuses Programme



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30 January 2015

Dear Peter

Together: Building a United Community - Shared Campuses Programme

Thank you for your letter of 16 January 2015 in which you requested the revised scoring criteria for the Second Call for the Shared Education Campuses Programme as well as a timeline and further information on the successful projects in the First Call.

A copy of the marking framework which was revised for the Second Call and which will be used in the assessment process for applications is attached.

The following information confirms the update on the progress of the first three projects from officials on 14 January. In summary:

St Mary's High School, Limavady and Limavady High School

The project will provide two new shared facilities – a shared sixth form centre on the St Mary's school site and a shared Science, Technology, Engineering and Maths (STEM) centre on the Limavady High School site.

Work has commenced on the feasibility study/economic appraisal and is due for completion by the end of March. The first meeting of the Project Board, which includes representatives from both schools, the two Managing Authorities (CCMS and the WELB) and the Department, was held on 15 January.

Moy Regional Controlled Primary School and St John's Primary School, Moy

The Moy Project shared campus initiative - it is proposed to build a single 11 classbase school on a new site to accommodate both Moy Regional Primary School and St John's Primary School. Whilst each school will retain its own distinct ethos and identity, it is envisaged that the two schools will share facilities such as the multipurpose hall, play areas, library and ancillary accommodation.

The Project Board, comprising of representatives of both schools as well as both Managing Authorities (CCMS and the SELB) and the Department, has met twice. Work on the feasibility study/economic appraisal is underway and is expected to be completed by the end of March.

Ballycastle High School and Cross and Passion College, Ballycastle

The proposal was for two new core schools and two shared centres, one for STEM and one for Performance and Creative Arts at Key Stage 4 and Key Stage 5.

This is a significant project and may be more ambitious than was originally anticipated. Discussions have been held with both Managing Authorities (CCMS and the NEELB) and their schools. The first meeting of the Project Board has been arranged for 3 February.

The Economic Appraisals for each of the projects, once submitted, will be considered within required business approval processes and in line with the NI Guide to Expenditure Appraisal and Evaluation guidelines, including value for money and affordability. Access to the funding announcement following the Stormont House Agreement is being discussed with relevant officials. Only after approval of the Economic Appraisal, and subject to available capital funds, will a project proceed to tender and construction.

As all three projects are starting from initial concept stage, members will appreciate that there will be a significant time lag before buildings will physically be on the ground incurring capital expenditure.

Yours sincerely

Veronica

Veronica Bintley

Departmental Assembly Liaison Officer

T:BUC Shared Education Campuses 2014/15

Second Call for Expressions Of Interest Evaluation Framework

This evaluation framework has been drawn up to assist in the determination of those suitable projects, submitted to the second call for the Shared Education Campuses Programme (the Programme), to be advanced to the next stage of development to include the production of a detailed business case.

The evaluation framework should be considered alongside the documentation provided in relation to the second call for Expressions of Interest.

All proposals received will be processed against the Gateway criteria. This initial Gateway Check will determine if a proposal meets all four Gateway criteria outlined in the protocol document. Only those proposals that pass all four Gateway Checks will be scored. Any proposal failing to pass the Gateway Checks will not be scored or ranked in the final list. However in order to provide feedback, any proposal failing to pass the Gateway Checks will have comments provided against all essential and desirable criteria.

Under the marking system a maximum number of points are allocated against criterion with the maximum possible total score being 180.

Each Assessment Panel (the Panel) member will read each application in advance of the Panel meeting. The Panel will discuss each of the applications and seek to establish an agreed "Panel Score" for each criterion. The minutes of the Panel meeting(s) will record the key points raised in reaching the final marking for each criterion.

The scored projects will be ranked in descending score order. The list, together with the recommendations of the Assessment Panel, will be provided to the Minister. The Minister will take the final decision on which projects will be advanced.

Name of Applicant

Type of application: (delete as appropriate)
Shared facilities / Enhanced facilities / Shared campus

GATEWAY CHECK - This will require a yes/no answer

Each project proposal will have to demonstrate that they meet all four Gateway checks below in order to be appraised under the Programme:-

Gateway Criteria	Y/N
a) Number, Management type and Phase of schools	
b) Endorsement from respective Managing Authorities	
c) Planning Authority Endorsement	
d) Evidence of Community, Parent and Pupil Support	
Gateway Passed Y/N	

Notes to help assessment against each Gateway criteria can be found below:

- a) **Number, Management Type and Phase of Schools**
The proposal must involve a minimum of two schools from different management sectors (eg controlled, Catholic maintained, Irish medium, integrated, voluntary grammar). If any proposal involves schools from more than one educational phase (eg primary/post-primary) at least two schools at each phase from different management sectors must be represented so that there can be educational sharing across similar age groups.
- b) **Endorsement from respective Managing Authorities**
The respective Managing Authorities of the schools involved in the application must provide written endorsement of their agreement to the proposal. This is important as any investment at or on behalf of schools through the Programme has the potential to create ongoing liabilities as well as recurrent resource implications that the relevant Managing Authorities should be aware of and be prepared to support. Proposals under the Programme also need to be consistent with the Managing Authorities' strategic plans for the schools under their control.
- c) **Planning Authority endorsement**
The Planning Authority (ie the relevant Education and Library Board and CCMS) must provide assurance that the proposal meets the criteria in the Sustainable Schools Policy for each school involved in the proposal or, where this is not the case, provide a rationale for their endorsement, including an explanation as to how the proposal will contribute to the delivery of sustainable provision in the area going forward.
- d) **Evidence of Community, Parent and Pupil Support**
Community, parent and pupil support is required to ensure the success of these proposals. Evidence is therefore required to confirm support is in place.

The following essential criteria will be assessed for all proposals, with only those that have passed the four Gateway Checks being allocated a score.

Essential Criteria 1: Educational Benefits – maximum score 50 marks.

The overarching priority for any proposal brought forward under this Programme must be the delivery of educational benefits to children and young people through improving or facilitating sharing initiatives. The proposal must demonstrate how it will benefit the education of all children involved. Marks will be allocated on the basis that the proposal clearly demonstrates:

- The sharing of classes, subjects, sports and extra-curricular activities and how educational benefits can be delivered to the children and young people through the sharing of classes together;
- How educational benefits to the children and young people will be delivered through the sharing of classes together by developing future plans to increase the level of sharing between the schools involved;
- How the proposal can aid the sharing of teaching expertise amongst the schools;
- That the courses being delivered are not a duplication of existing provision (in particular Further Education courses);
- That consideration of the Bain report recommendations of not more than 2 composite year groups in a class and a school of a minimum of 4 teachers will be met.

Educational Benefits	Score	Comments
No evidence of educational benefits provided. 0 marks		
Some evidence of educational benefits provided. 1 - 25 marks		
Strong evidence on how the proposal will deliver educational benefits. 26 – 50 marks		

Essential Criteria 2: Evidence of Existing Sharing – maximum score 40 marks

Schools applying to the Programme should already be working in collaboration on curricular and non-curricular issues and/or be sharing facilities on an ongoing basis. The move to a Shared Education Campus should therefore build on a solid foundation of existing sharing that is already well embedded. Evidence must be provided detailing the existing educational sharing arrangements. Therefore proposals will be marked on:

- the evidence provided of existing levels of collaboration between schools involved in the proposal on curricular and non-curricular issues;
- the evidence provided of existing levels of current sharing of facilities/classes on a regular basis; and
- the evidence provided of existing levels of current sharing of facilities/classes on a regular basis in the curriculum area in relation to the proposal.

Evidence of Existing Sharing	Score	Comments
No evidence of existing sharing. 0 marks		
Schools have demonstrated some existing sharing. 1 - 20 marks		
Schools have demonstrated strong evidence of effective ongoing sharing. 21 - 40 marks		

Essential Criteria 3: Societal Benefits – maximum score 10 marks

The proposal must demonstrate how it will enhance/develop a shared future for the local community.

- The specific aim of the T:BUC strategy relating to education is *‘To enhance the quality and extent of shared education provision, thus ensuring that sharing in education becomes a central part of every child’s educational experience’*.
- Building good relations, tackling intolerance and challenging prejudice can be embedded through the ethos of schools and is already an integral part of the curriculum.
- Creating more opportunities for socially-mixed, shared education, with a view to achieving a full shared education system in Northern Ireland, is a crucial part of breaking the cycle of inter-generational educational underachievement, unemployment, and sectarianism; and

- improving good relations amongst and for our young people.

Proposals will be marked, based on the evidence provided, on how they will contribute to this overall objective.

Societal Benefits Score Comments	Score	Comments
No evidence provided of societal benefits. 0 marks		
Some evidence provided. 1 - 5 marks		
Strong evidence of how proposal will provide societal benefits. 6 - 10 marks		

Essential Criteria 4: Religious Balance – maximum score 40 marks

A **minimum** of 15%, and preferably 30%, of the minority community (Protestant or Roman Catholic) should be represented within the combined total of the school population involved.

Where the proposal involves schools from more than one phase of education (eg primary and post primary), there should be a religious balance across individual phases so that educational sharing can take place between similar age groups.

It has been recognised that in some rural areas the balance of the population may be such that it would be impossible for the level of participation of the minority community to reach the 30% level. This is why the minimum % has been reduced from the first call to 15% with the preference still remaining for 30%. The difficulty lies in producing a single coherent definition as to what constitutes a community area. To take account of this, marks will be awarded based on the level of participation by the minority community as follows:

Religious Balance	Score	Comments
Minority Community is less than 14%. 0 marks		
Minority Community is 15% or more but less than 30%. 20 marks		
Minority Community is 31% - 49%. 40 marks		

Desirable Criteria

The following desirable criteria will be assessed for all proposals, with only those that have passed the four Gateway Checks being allocated a score.

Desirable Criteria 1: Location - maximum score 20 marks

Effective and ongoing sharing will involve children attending facilities outside their core school. To facilitate maximum use and to ensure significant time is not lost from the teaching timetable through moving children between locations, proposals supported under the programme will be for facilities/schools located within the same campus or in close proximity to each other. Any proposal that is for shared facilities rather than a shared campus should

provide details on the distances between the schools involved and schools will have to demonstrate how they plan to minimise the impact on pupils' education of travelling between the sites involved.

Marking will be based on the proximity of the facilities to the schools involved. The shorter the distance a pupil must travel to access facilities will receive a higher score. For those proposals that involve a number of new facilities and schools, the largest distance that a pupil from one school will have to travel to access a proposed facility will be the distance used to determine the score for that proposal.

Location	Score	Comments
Schools more than 10 miles apart. 0 marks		
Schools between 5 and 10 miles apart. 4 marks		
Schools between 1 and 5 miles apart. 10 marks		
Schools less than 1 mile apart. 16 marks		
Schools to be co-located or within a shared space. 20 marks		

Desirable Criteria 2: Disadvantaged Pupil Considerations – maximum score 20 Marks

Statistics show year on year that pupils from economically disadvantaged backgrounds, as indicated by FSME, are only half as likely to gain five good GCSEs including English and maths as their peers from more affluent backgrounds. FSME is a statistically valid method of identifying and measuring social disadvantage in our schools. Pupils from economically disadvantaged backgrounds have greater obstacles to overcome and schools need to do more to assist them in breaking the link between social deprivation and educational outcome.

Priority will be therefore be given to proposals involving schools where pupils are more greatly impacted by social disadvantage, as indicated by the percentage of free school meal entitled (FSME) pupils enrolled in the schools . This is in line with the recognition given in the T:BUC strategy that one of the benefits of a more shared education system is to raise educational standards, particularly for disadvantaged pupils.

Schools are 'banded' for social deprivation (TSN) funding under the Common Funding Formula, based on the numbers of pupils entitled to FSM within each school. The vast majority of schools are placed in bands 1, 2 or 3. Marks will be awarded to proposals on the basis of the bandings of the schools involved in each proposal with the maximum marks awarded to schools in TSN Band 3. Where schools involved in the proposal are in different TSN bandings, the marks will be awarded on the basis of the highest TSN banding school. This is to encourage social as well as religious mixing. This is in line with the T:BUC recognition that greater social mixing can contribute to greater tolerance, and through raised expectations, improve educational performance for our most deprived pupils. [para 4.52 T:BUC Strategy Document]

Disadvantaged Pupil Consideration	Score	Comments
Schools have no FSME pupils. 0 marks		
All schools are in TSN Band 1; or <i>At least one school is in TSN band 1.</i> 5 marks		
All Schools are in TSN Band 2, or <i>At least one school is in TSN Band 2.</i> 10 marks		
All Schools are in TSN band 3; or <i>At least one school is in TSN Band 3.</i> 20 marks		

Summary of Scoring

Only those proposals that have passed the four Gateway Checks are allocated a score.

Criteria	Maximum Score	Score
Essential Criteria		
Educational Benefits	50	
Evidence of Existing Sharing	40	
Societal Benefits	10	
Religious Balance	40	
<i>Essential Criteria Sub Total</i>	140	
Desirable Criteria		
Location	20	
Disadvantaged Pupil Consideration	20	
<i>Desirable Criteria Sub Total</i>	40	
TOTAL	180	

Any additional comments in respect of proposal:



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16 January 2015

Dear Veronica

Together: Building a United Community – Shared Campuses Programme

At its meeting on Wednesday 14 January 2015, the Committee received a briefing from Departmental officials on the Shared Campuses Programme – Together: Building a United Community (TBUC).

The Committee agreed to write to the Department to seek the revised scoring criteria for the second call for Shared Campus projects as well as a timeline and further information on the successful projects in the first call.

A response by 30 January 2015 would be much appreciated.

Yours sincerely

Signed Peter McCallion

Peter McCallion

Clerk
Committee for Education

20150209 - DSC Shared Education Signature Project



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9 February 2015

Dear Peter

Inquiry Into Shared Integrated Education – Follow Up Information – DSC Shared Education Signature Project

Your correspondence of 6 February refers.

The DSC Shared Education Signature Project is open to schools that currently are engaged in a collaborative partnership on a cross-sectoral and cross-community basis providing they demonstrate clear plans to show progress in advancing the level of sharing as defined in the 'Self Evaluation framework for Shared Education' (available at www.sepni.org). It is not primarily targeting schools that are pursuing amalgamation, although each application will be considered on the basis of its merits.

There are already processes in place for schools that are seeking a voluntary amalgamation and the draft Shared Education policy which is currently issued for public consultation commits to working to develop guidance for a jointly managed school, which will be a further option for schools seeking a voluntary amalgamation.

Yours sincerely

Russell

Russell Welsh

Departmental Assembly Liaison Officer



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6 February 2015

Dear Russell

Delivering Social Change Shared Education Signature Project

At its meeting on Wednesday 4 February 2015, the Committee received a briefing from Professors Smith and Hamber and the Integrated Education Fund, as part of the Inquiry into Shared and Integrated Education.

The Committee agreed to write to the Department seeking clarification as to whether the Delivering Social Change Shared Education Signature Project (or any other Shared Education programmes) would provide support or guidance to schools wishing to undertake voluntary cross-sectoral amalgamations.

A response by 20 February 2015 would be much appreciated.

Yours sincerely

Signed Peter McCallion

Peter McCallion

Clerk
Committee for Education

ETI Review CRED policy



Providing Inspection Services for

Department of Education
Department for Employment and Learning
Department of Culture, Arts and Leisure



An Evaluation of the Impact of the Community Relations, Equality and Diversity (CRED) Policy in Schools and Youth Organisations

Contents

Section	Page
i. PURPOSE OF THE REPORT	1
ii. EXECUTIVE SUMMARY	2
<ul style="list-style-type: none"> • Main findings • Recommendations 	
1. INTRODUCTION AND CONTEXT	6
2. METHODOLOGY	7
3. THE FINDINGS	8
3a Achievements and Standards	
3b Quality of Provision	
3c Leadership and Management	
3d Community Connections	
4. RECOMMENDATIONS	13
<ul style="list-style-type: none"> • For the Department of Education • For the Education and Library Boards/the Council for Curriculum, Examinations and Assessment/support bodies • For schools and/or statutory youth organisations • For voluntary youth organisations • For the Education and Training Inspectorate 	
5. CONCLUSION	14
Appendix 1: Schools and youth organisations involved in the CRED survey	
Appendix 2: Summary of responses to the CRED Survey questionnaires from schools and youth organisations	

i. PURPOSE OF THE REPORT

The purpose of this report is to:

- i. summarise the Education and Training Inspectorate's (ETI) findings of the effectiveness of the outworking of the Community Relations, Equality and Diversity CRED policy in a sample of schools and youth organisations;
- ii. identify aspects going well and identify areas for development in going forward, in relation to current practice; and
- ii. make a set of recommendations in relation to the key findings.

Quantitative terms

In this report, proportions may be described as percentages, common fractions and in more general quantitative terms. Where more general terms are used, they should be interpreted as follows:

Almost/nearly all	-	more than 90%
Most	-	75%-90%
A majority	-	50%-74%
A significant minority	-	30%-49%
A minority	-	10%-29%
Very few/a small number	-	less than 10%

Performance levels

The ETI use the following performance levels in reports:

DESCRIPTOR
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

ii. EXECUTIVE SUMMARY

This summary outlines the main findings and key recommendations of an evaluation of the impact of the Community Relations, Equality and Diversity (CRED) Policy in schools and youth organisations. The evidence base compiled over the period September 2014 to December 2014, comprised:

- thirty-two visits to schools and youth organisations¹ of various management types and sizes, across all Education and Library Boards (ELBs) and a meeting with 13 voluntary youth organisations;
- discussions with children, young people, co-ordinators, teachers, youth workers, principals, representatives of the five ELBs, the Youth Council for Northern Ireland (YCNl), the Department of Education (DE) and the Council for the Curriculum, Examinations and Assessment (CCEA);
- seventy-three questionnaire returns and associated extended written responses to a web-based survey²; and
- inspection findings 2012-14 for personal social and emotional (PSE) learning in pre-school settings, personal development and mutual understanding (PDMU) in primary schools and personal development (PD) and citizenship education in post-primary schools.

Main findings

Going well

- Most of the schools and youth organisations demonstrate effective CRED practice in helping children and young people to build relationships with others from different back-grounds and traditions; the sustainability of these relationships is variable.
- The majority of the lessons/sessions observed in the schools and youth organisations were very good or better.
- The Shared Education and Community Relations team within DE is proactive in working with a wide range of stakeholders to promote effective CRED practice.
- The ELB steering group and CRED Referencing Group provide a wide range of support to schools and youth organisations within the available resources.
- The YCNl provides appropriate support, guidance and challenge for voluntary organisations in the development of CRED practice.

¹ Schools and youth organisations visited contained in Appendix 1.

² An analysis of the questionnaire returns is contained in Appendix 2.

- In the most effective practice:
 - children and young people demonstrate high levels of self-respect and respect for others; and when given the opportunity through sustained contact, they develop meaningful relationships with others from different backgrounds;
 - children and young people apply their learning in real and relevant contexts and the learning is experiential;
 - staff create safe places for children and young people with physical, emotional, social and learning needs and respond appropriately to community tensions;
 - school and youth councils enable participation of children and young people in school and centre improvement, modelling effective democratic processes in their working practices; and
 - schools and youth organisations embed CRED practice through whole-school/organisation improvement.

Going Forward

- Schools report that DE needs to embed the policy more clearly within a strategic overview of all policies. Youth organisations identified the need for even more explicit development of CRED within Priorities for Youth (PFY).
- The rights of the child, as defined in the United Nations Convention of the Rights of the Child (UNCRC)³, should be more central to the outworking of CRED in policy and practice.
- Given the challenges that remain in promoting community relations, eliminating poverty through reducing discrimination and fostering a respect for diversity, the school and youth sectors need assistance in developing further their sustained community connections through multi-agency support.
- The extent to which schools and youth organisations embed CRED at all levels varies given the context, legacy of the conflict, staff, governance, resources and levels of understanding of the principles and values of CRED. There remains the need to address inconsistency in the access to, and impact of, support provided across the ELBs to embed CRED.
- The voluntary youth organisations need support to expand and embed CRED through dissemination of good practice events, training, mentor support and increased access for young people to programmes.
- There remains insufficient ways to recognize and reward the children's and young people's learning through accreditation.

³ The United Nations Convention on the Rights of the Child (UNCRC) is an international human rights treaty that grants all children and young people (aged 17 and under) a comprehensive set of rights. It came into force in January 1992.

- The overall quality of the taught provision needs to improve so that children and young people are prepared better for life and work. There is insufficient mapping of the statutory key elements related to CRED across the curriculum.
- There is variation in the evaluation of CRED practice against quality indicators in order to demonstrate outcomes for children and young people.
- There is insufficient focus on transition arrangements to enable progression in the knowledge, skills and attitudes of children and young people through CRED.
- There are too many missed opportunities for schools and youth organisations to work together to promote better learning for young people.
- The meaningful participation of children and young people in school and centre improvement processes remains variable.

	Recommendations
For DE	<p>R1 - to review the CRED policy to ensure that:</p> <ul style="list-style-type: none"> • the rights of the child underpin practice; • there is clarity in terminology and expectations of schools/organisations; • it is embedded in a strategic overview of all policies and developed further through "Priorities for Youth"; and • it references the development of shared education in light of emerging research and practice. <p>R2 - to support the personal and professional development of staff and governors in schools and youth organisations to promote and embed CRED, particularly given the legacy of the conflict.</p> <p>R3 - to foster more effective links with other departments and agencies to support better schools and youth organisations in their local communities.</p>
For ELBs/support bodies / CCEA/ YCNI	<p>R4 - to enable, at regional level, greater consistency in the access to, and impact of, targeted support provided by the support bodies. In building on the effective work to date, further support is needed for staff to embed CRED, including through effective governance, community connections, within and beyond the classroom.</p> <p>R5 - to collaborate to develop appropriate accreditation of effective learning through CRED.</p>

For schools and/ or statutory youth organisations	<p>R6 - to review the quality of personal development and mutual understanding, personal development, and citizenship lessons in schools to ensure consistently high quality participatory learning experiences for all children and young people.</p> <p>R7 - to collaborate further to monitor and evaluate the impact of CRED through tracking the acquisition and development of the children's and young people's knowledge, skills and attitudes to inform better strategic planning.</p>
For voluntary youth organisations	<p>R8 - to expand and embed CRED practice more widely across voluntary youth organisations through increasing dissemination of good practice events, training and mentor support; and access by a greater number of young people to CRED programmes.</p>
For ETI	<p>R9 - to ensure that inspection activities evaluate more fully the holistic education of children and young people and the added value for them of their CRED-related learning; and include more explicit evaluation of community connections.</p> <p>R10 - to identify and report on examples of effective and innovative practice in CRED and embed the CRED quality indicators within Together Towards Improvement.</p>

1. INTRODUCTION AND CONTEXT

1.1 In June 2008, the Education Minister initiated a review of the DE's (DE) Community Relations (CR) policy. In 2009, the Education and Training Inspectorate (ETI) published *An Evaluation of Quality Assurance of Community Relations (CR) Funding in a range of Formal and Non-formal Education settings*⁴. This publication highlighted the need for an agreed policy with more robust structures for monitoring and evaluating the quality of CR work; a more collaborative and consistent approach to CR work across the different sectors with clear success criteria and to meet more effectively locally identified CR needs in line with area-based planning.

1.2 In response to the review and to developments in the wider political, societal and educational context, the CRED policy was launched in March 2011, with accompanying guidance in January 2012. The CRED policy aims to contribute to improving relations between communities by educating children and young people to develop self-respect and a respect for others, promote equality and to work to eliminate discrimination; and by providing opportunities for children and young people to build relationships with those of different backgrounds and traditions, through formal and non-formal education, within the resources available.

1.3 The CR team within DE worked collaboratively with the ELBs, YCNI and other agencies to address the issues raised in the ETI report. The restrictive nature of the funding and the complexity of five different funding streams were removed. Importantly, the collaborative working of the Interboard CRED panel and the CRED Referencing Group enabled a more consistent approach to CR; in particular, drawing up quality indicators for both the school and youth sectors. A regional programme of training was planned for collaboratively, implemented jointly and evaluated to demonstrate outcomes for participants and to inform next steps.

1.4 With an annual budget of £1.1m each year the CRED Enhancement Scheme is administered by the five ELBS within schools and youth organisations. The YCNI receives £152,000 from this budget to support and coordinate the delivery and implementation of the CRED policy across Regional Voluntary Headquarter Youth Organisations.

1.5 Schools and youth organisations use a variety of guidance materials, resources and training opportunities, provided by ELBs, YCNI, non-formal organisations and external partners, to embed the CRED policy, alongside many other competing priorities. In particular, the Community Relations Equality and Diversity Northern Ireland (CREDNI) website was developed to identify examples of good practice and to signpost helpful resources for schools/organisations. Furthermore, a voluntary body of over 22,000 youth workers contribute to registered youth services annually to support the personal and social development of young people.

1.6 The concept of Shared Education is developing to provide opportunities for children and young people from different community backgrounds to learn together in regular and sustained ways, in order to improve educational and reconciliation outcomes. With funding from the Northern Ireland Executive, the DE and Atlantic Philanthropies, the Delivering Social Change Shared Education Signature Project intends to support Shared Education through increasing the level of sharing in schools over the next four years. In November 2014, the Northern Ireland Executive announced proposed budget cuts to the CRED Enhancement scheme.

⁴ This report can be accessed from the ETI website.

1.7 As part of the inspection programme for 2014-15, DE requested that ETI carry out an evaluation survey of the CRED policy in a sample of schools and youth organisations. The evaluation focused on the extent to which:

- learners, at each stage of their development, have an understanding of and respect for the rights, equality and diversity of all without discrimination;
- children and young people 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;
- children and young people are equipped with the skills, attitudes and behaviours needed to develop mutual understanding and recognition of, and respect for, difference;
- the needs of children and young people are paramount;
- the self-esteem of the children and young people and their knowledge of diversity are promoted progressively;
- children and young people are involved in planning and evaluating the effectiveness of CRED programmes;
- the curriculum is relevant and connected to improving outcomes for children and young people, and links to other education and wider Government policies, including strengthening the economy;
- active learning is encouraged through the formal and non-formal curricula;
- the CRED policy complements educational improvement and is not perceived to be burdensome or 'another initiative';
- schools and youth organisations collaborate and partner with others to better meet the needs of children and young people;
- there are opportunities for meaningful interaction between different groups with a view to impacting positively on relationships in the community; and
- there is an understanding of effective practice.

2. METHODOLOGY

2.1 The ETI received 73 questionnaires, visited 32 schools and youth organisations and met with 13 voluntary youth organisations. Inspectors held discussions with principals, senior leaders, staff, pupils, parents/carers, observed lessons/sessions, interventions and scrutinised planning and school/organisation improvement documentation. The ETI also used the inspection findings 2012-14 from schools and youth organisations which evaluated aspects of CRED related work in the curriculum, including PDMU and PD and citizenship education.

2.2 The CRED evaluation focused on the effectiveness of the following key areas of provision:

- achievements and standards;
- quality of provision;
- effectiveness of leadership and management of CRED; and
- community connections.

2.3 The CRED officers within the ELBs and YCNI completed a self-evaluation of the quality of provision within their organisations.

3. THE FINDINGS

3a. Achievements and standards

Going well

- When given the opportunity through sustained contact, children and young people work well collaboratively and develop meaningful relationships with others from different faiths, cultures and backgrounds.
- The good examples of accredited learning linked to CRED and which contributed to the development of thinking skills and personal capabilities.
- Young people in voluntary youth organisations respond well to the safe place provided within the community to develop their confidence in discussing issues around diversity and inclusion and to engage with others different from them.

Characteristics of most effective practice

- Children in early years use positive behaviour strategies to self-regulate, resolve conflicts, develop empathy and self-awareness of similarity and difference, inclusion and exclusion through play, stories, visual and media-based resources.
- Children and young people demonstrate self-respect and respect for others; understand their uniqueness, express their identities, and understand diversity in their local community. They reflect on their feelings and emotions and those of others and demonstrate empathy for their peers; they challenge one another's behaviour when appropriate. They have a strong sense of fairness and are developing empathy with regard to global contexts.
- Children and young people respond well to strategies which welcome and celebrate their uniqueness and diversity within the school and youth organisation, which may contrast with messages they receive about themselves from elsewhere.

- Young people have political and social awareness, maturity, understanding and empathy in accepting and celebrating difference, often leading the way for adults. They articulate their frustration at current political processes which hinder developments in health and education and which fail to address economic and social inequality. They have a good understanding of, and strategies for, managing difference and conflict appropriately, for example, restorative justice practices.
- School and youth councils enable participation of children and young people in school and centre improvement, modelling effective democratic processes in their working practices.
- Children and young people take forward their learning to effect change and demonstrate leadership skills within and beyond the schools and youth organisations. They demonstrate resilience, personal, social and emotional development.

Going Forward

- Schools and youth organisations need to ensure children and young people participate meaningfully in school and centre improvement processes and have their views listened to, and acted upon, rather than tokenistic representation and limited decision-making.
- Children and young people report they would like to know more about the reasons for division and inequality in their locality, including understanding better our more recent past and having more opportunities to engage in supporting people in their local community.
- Lesbian, gay, bisexual and transgender young people report the need for greater opportunities to extend their voice beyond their peer group, into the wider community.
- There remains insufficient ways to recognize and reward the learning of children and young people through accreditation. Awarding bodies and other support bodies need to collaborate to enable schools and youth organisations to recognize and accredit learning through CRED.

3b Quality of provision

Going well

- The majority of the lessons/sessions observed in the schools and youth organisations visited were very good or better.

Characteristics of the most effective practice:

- The welcoming and inclusive ethos and positive learning environments, within and beyond the classroom/centre, reflect clearly CRED principles and values. Displays around the schools and youth organisations celebrate diversity, promote inclusion and reference the rights and responsibilities of children and young people.

- Staff create safe places for children and young people with physical, emotional, social and learning needs and respond appropriately to community tensions.
- Effective planning for CRED across the curriculum takes account of the interests and needs of the children and young people and builds progressively on their personal, social and emotional development.
- High quality learning and teaching enables children and young people to apply their learning experientially in real and relevant contexts within and beyond the classroom.
- Staff interact skilfully with children and young people when exploring sensitive and controversial issues through appropriate learning strategies.
- Staff use external agencies judiciously to enhance the quality of the provision and extend their expertise, to include dealing with sensitive and controversial issues such as expressions of sexuality.
- Staff ensure that there is equality of opportunity for children and young people to access sustained CRED programmes and they model appropriate behaviours and language.
- Staff engage regularly with parents/carers to gain a greater understanding of the diverse needs of children and young people.
- The schools make effective use of extended schools and the area learning communities (ALCs) to facilitate shared learning with children and pupils of differing backgrounds and to promote better equality of access to resources and targeted support.

Going forward

- The overall quality of the taught provision needs to improve so that children and young people are prepared well for life and work. In the inspection period 2012-2014, one-quarter of the PDMU lessons in primary schools and one-third of citizenship and PD lessons in post-primary schools were not effective. There is insufficient mapping of the statutory key elements related to CRED across the school curriculum.
- There is variation in the extent to which children and young people are equipped to deal with sensitive and controversial issues, such as racism, sectarianism, sexual orientation and social and economic inequalities in the locality.
- Schools need to track the children's progress in the development of skills, attitudes and behaviours necessary for life and work across areas of learning and beyond the classroom. Better transition arrangements are needed to enable each phase to build upon prior learning, experiences and skills development.
- There remain too many missed opportunities for young people to learn between schools and youth organisations. Schools and youth organisations need support to learn from each other about their roles, curricula, pedagogy and effective practice in engaging with the community to meet better the needs of young people.

- Schools in isolated geographical contexts report difficulty in accessing sustained contact for their children and young people with others from diverse backgrounds. One-off events limit the depth of relationships between children and young people of different backgrounds.

3c Effectiveness of Leadership and management of CRED

Going well

- The Shared Education and Community Relations team within DE is proactive in working with a wide range of stakeholders in promoting effective CRED practice. Key strengths are the engagement with stakeholders, most notably young people, and the flexibility in directing resources to meet the needs of schools and youth organisations through the business-planning process. The team supports innovative practice in challenging circumstances, with appropriate levels of monitoring to ensure value for money.
- The ELB Steering Group and CRED Referencing Group provide a wide range of support to schools and youth organisations. This includes targeted training for leadership and governance in order to enhance or embed CRED. The ELB and youth officers collaborate well to collate a wide range of useful materials to support CRED practice in schools and youth organisations, including the CREDNI website. A key strength is the work of the ELBs in promoting CRED practice through whole-school improvement rather than stand-alone policies and the recent training on embedding CRED through history education. ELBs offer training in CRED for governors, but uptake is low.
- The YCNI provides appropriate support, guidance and challenge for voluntary organisations in the development of CRED practice. This includes clear strategic development of CRED, through well-planned information days, to share practice and build capacity amongst staff, high quality resources and effective links with external partners. Uniformed organisations evaluate well the outcomes for young people to inform next steps.

Characteristics of most effective practice

- Schools have a clear understanding of and support for CRED, embedded in their strategic planning, through the School Development Plan, to improve outcomes for children and young people.
- In youth organisations, CRED is embedded well into the area plans, service level agreements and centre action plans.
- Leaders at all levels model the values of CRED principles and practice. Schools and youth organisations align the principles and values of CRED with their staff code of conduct and monitor the outworking of the code of conduct in practice, addressing issues when they arise through staff development.
- Schools support the holistic development of their children and young people by ensuring high quality provision for those children and young people with special needs, and those from newcomer or traveller backgrounds.

Going forward

- Schools report that DE needs to embed the policy more clearly within a strategic overview of all policies. Youth organisations identified the need for even more explicit development of CRED within Priorities for Youth (PFY).
- The rights of the child as defined in the United Nations Convention of the Rights of the Child (UNCRC)⁵ should be more central to the outworking of CRED in policy and practice.
- The extent to which schools and youth organisations embed CRED at all levels varies given the context, legacy of the conflict, staff, governance, resources and levels of understanding of the principles and values of CRED. In building on the effective work to date, there remains the need to address inconsistency in the access to, and impact of, support provided across the ELBs to embed CRED.
- The voluntary youth organisations need support to expand and embed CRED through dissemination of good practice events, training, mentor support and increased access for young people to programmes.
- There is variation in the rigorous evaluation of CRED practice against quality indicators; monitoring and evaluation processes need to focus more on the impact of the programmes and the outworking of CRED on outcomes for children and young people.
- There is insufficient focus on transition arrangements to enable progression in the development of children's knowledge, skills and attitudes through CRED work.

3d Community connections

Going well

Characteristics of most effective practice

- Schools, youth organisations and communities work in partnership to support one another in understanding changing demographics, challenges to family cohesion, poverty and social issues.
- Schools and youth organisations research and consult widely with parents/carers to understand more fully the backgrounds of individual children and young people to recognise potential barriers to learning, raise expectations and build on prior experiences.
- Schools are proactive in consulting with different community groups in order to support children and young people when there are significant tensions within the community.

⁵ The United Nations Convention on the Rights of the Child (UNCRC) is an international human rights treaty that grants all children and young people (aged 17 and under) a comprehensive set of rights. It came into force in January 1992.

- The ALCs promote community confidence in schools working together and enable the development of shared classrooms.

Going Forward

- The school and youth sectors would benefit from greater levels of sustained community contact, given the challenges that remain in promoting community relations, reducing discrimination and fostering a respect for diversity through multi-agency support.
- Schools and youth organisations need to further their understanding of the impact of their CRED practice on children, young people, parents/carers and the community, through robust monitoring and evaluation.
- Schools and youth organisations need support in developing local partnerships to enable children and young people to access differing perspectives.
- Schools and youth organisations need multi-agency support to challenge negative influences so that children and young people are helped to realise their full potential and that their rights, as defined in the UNCRC, are upheld.

4. RECOMMENDATIONS

	Recommendations
For DE	<p>R1 - to review the CRED policy to ensure that:</p> <ul style="list-style-type: none"> • the rights of the child underpin practice; • there is clarity in terminology and expectations of schools/organisations; • it is embedded in a strategic overview of all policies and developed further through "Priorities for Youth"; and • it references the development of shared education in light of emerging research and practice. <p>R2 - to support the personal and professional development of staff and governors in schools and youth organisations to promote and embed CRED, particularly given the legacy of the conflict.</p> <p>R3 - to foster more effective links with other departments and agencies to support better schools and youth organisations in their local communities.</p>
For ELBs/support bodies / CCEA/ YCNI	<p>R4 - to enable, at regional level, greater consistency in the access to, and impact of, targeted support provided by the support bodies. In building on the effective work to date, further support is needed for staff to embed CRED, including through effective governance, community connections, within and beyond the classroom.</p> <p>R5 - to collaborate to develop appropriate accreditation of effective learning through CRED.</p>

For schools and/ or statutory youth organisations	<p>R6 - to review the quality of personal development and mutual understanding, personal development, and citizenship lessons in schools to ensure consistently high quality participatory learning experiences for all children and young people.</p> <p>R7 - to collaborate further to monitor and evaluate the impact of CRED through tracking the acquisition and development of the children's and young people's knowledge, skills and attitudes to inform better strategic planning.</p>
For voluntary youth organisations	<p>R8 - to expand and embed CRED practice more widely across voluntary youth organisations through increasing dissemination of good practice events, training and mentor support; and access by a greater number of young people to CRED programmes.</p>
For ETI	<p>R9 - to ensure that inspection activities evaluate more fully the holistic education of children and young people and the added value for them of their CRED-related learning; and include more explicit evaluation of community connections.</p> <p>R10 - to identify and report on examples of effective and innovative practice in CRED and embed the CRED quality indicators within Together Towards Improvement.</p>

5. CONCLUSION

Most of the schools and youth organisations demonstrate effective CRED practice in helping children and young people develop self-respect and a respect for others from different backgrounds, and understand how to include others within the constraints of available resources and current structures. While there is clear evidence of the building of relationships through formal and non-formal education, the sustainability of them is variable.

Given the continued segregated system of education and the widening equality issues across society, there are examples of sector-leading CRED practice in schools and youth organisations which are ahead of some of the views expressed within society. More remains to be done collaboratively, however, to enable schools and youth organisations to prepare young people better for the diverse world of life and work.

APPENDIX 1

Schools and youth organisations involved in the CRED survey

All Children's Integrated Primary School
 Banbridge High School
 Banbridge Youth Resource Centre
 Bangor Academy and Sixth Form College
 Beechlawn Special School
 Belfast Royal Academy
 Belvoir Park Primary School
 Boys' Brigade
 Catholic Girl Guides
 Ceara School
 Clubs for Young People
 Cookstown Youth Resource Centre
 Denamona Nursery
 Donegall Rd Primary School
 Enniskillen Integrated Primary School
 Erne Integrated College
 Girls' Brigade, NI
 Girl-guiding Ulster
 Glengormley Integrated Primary School
 Gortin Primary School
 Hammer Youth Centre
 Hart Primary School
 Headliners
 Include Youth
 Limavady Youth Resource Centre
 Malone Integrated College
 Mencap
 Moneynick Primary School
 Mountnorris Primary School
 NI Young Farmers
 NI Youth Forum
 Patrician Youth Centre
 Portrush Youth Centre
 Presentation Primary School
 Ravenscroft Nursery
 Scouting Ireland
 Seaview Primary School
 St Bernard's Nursery
 St Bronagh's Primary School
 St Colman's High School
 St Columba's College
 St Paul's High School, Bessbrook
 Woodburn Primary School
 Youth Action NI
 Youth Link

APPENDIX 2

Summary of responses to the CRED Survey questionnaires from schools and youth organisations

There were over 200 questionnaires issued to schools and youth organisations as part of the survey with 73 returns and associated written responses to a web-based survey.

Main findings

The majority of governors or management/advisory committees had not participated in CRED training or initiatives but most of their staff, including volunteers had.

- 54% indicated that their governors/management committees had not received CRED training.
- 88% of staff/volunteers had participated in CRED training.

The majority (60%) of respondents who had participated in CRED training/initiatives felt that it had a significantly positive impact on their provision.

In relation to the significance placed on addressing and resourcing CRED in schools/organisations, only half of the participants who prioritised CRED in their development plan prioritised staff training. Competing priorities was cited as a reason for this in a number of schools, with others stating that staff development days would be planned for the future.

- 81% have addressed CRED as a priority in their School Development Plan.
- 41% have not made staff training and development in CRED a priority.

Most schools /organisations have active links with external agencies to promote CRED. Staff comments reflect the high value placed on these links.

- 84% indicated that they linked with external agencies to provide support in the delivery of CRED.
- 45% of respondents cited at least 4 agencies with whom they link.
- 81% link with other schools and youth organisations.

The number of children and young people involved in CRED-related programmes is rising with most schools/organisations now involving them in both planning and evaluating the programmes delivered. The extent of this involvement ranges from evaluative discussions at the end of each session, to joint planning, delivery and review of all activities with staff.

- 70% indicated that children and young people are involved in the planning for and evaluating the effectiveness of their CRED programmes.

The majority (52%) of participants have not used the quality indicators in the CRED guidance to evaluate their provision, some indicating that they need a clearer understanding of some areas and that it is a lengthy document. Some of the significant minority who have used the indicators felt that they provided clarity in planning, ensuring that staff have a rationale for CRED.

As a result of being involved with CRED interventions, the majority of participants (learners and/or staff) indicated that they knew more about the cultures and traditions of, and respected and felt comfortable being friends with:

- Those from other Christian-based religions.
- Those from different races, community and ethnic backgrounds.
- Those with disabilities.
- 80% felt that they had opportunities to give their views and to listen to others views about issues that affect them.

In answering the same question, the majority of participants were either partly sure or unsure if they knew more about the cultures and traditions of, or respected and felt comfortable being friends with:

- Those with religions other than Christianity.
- Those who speak a different language to English.
- Those who are lesbian, gay, bi-sexual or transsexual.

The majority of participants found the CRED policy and guidance materials useful, with references made to it being clearly written with good practical advice and having useful link to Every School a Good School and other curricular areas. Suggestions for how it could be improved included making a shorter more pupil-friendly document and using more examples of successful projects from other schools.

- 19% found it very helpful.
- 63% found it helpful.

90% of respondents indicated that the support they received from their ELB in developing CRED was either helpful or very helpful. Board officers were cited as being enthusiastic, very knowledgeable and available. References to the significance of funding were made throughout the comments, with difficulties in completing the funding applications also being highlighted.

- 40% found it very helpful.
- 50% found it helpful.

Most of the respondents felt that CRED had clear links with other education and wider government policies such as Child Protection, Every School a Good School, Pastoral Care.

- 75% felt there were clear links.
- 25% felt that links were unclear.

The majority of respondents (61%) indicated that the implementation of CRED raised challenges for their school/organisation. These challenges included:

- funding costs;
- transport costs;
- competing priorities;
- enabling staff to teach about challenging issues and
- enabling parents to deal with challenging issues.

Written comments

Going well:

- “Programmes provide opportunities for parents of both schools to come together not just staff and children.”
- “The duration of CRED work has enabled high level relationships to be built between staff, management and young people.”
- “Working with children who have varying disabilities, who are different cultures and creeds is so good for everyone involved.”
- “The officers of the Curriculum Advisory and Support Service of the Education and Library Boards provide good support and are very helpful if asked.”

Going Forward:

- “Funding is required to embed the policy. A major barrier to implementation is the cost of travel between schools.”
- “It does not recognise the progress and good practice already established in integrated schools.”
- “CRED is on our 3 year plan although other competing priorities can take precedence.”
- “More governor training needs to be offered by ELBs.”
- “Being able to develop the links that have already been established. Level of funding to support projects is not enough. Only able to “touch” on things that could be done.”
- “More work engaging with schools from different communities is needed.”

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20150401 - DE - Jointly managed schools circular

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1 April 2015

Dear Peter

JOINTLY MANAGED SCHOOLS CIRCULAR

For the information of the Education Committee, please find attached, 'in confidence' a copy of the Jointly Managed Schools Circular. It is anticipated this Circular will be launched, via a press statement, week commencing 13 April 2015.

Yours sincerely

Russell

RUSSELL WELSH
Departmental Assembly Liaison Officer



Subject:

Circular Number:

Date of Issue:

JOINTLY-MANAGED SCHOOLS

1 April 2015

Target Audience:

- Principals and Boards of Governors of all grant-aided schools;
- Education Authority
- Council for Catholic Maintained Schools;
- Northern Ireland Commission for Catholic Education
- Comhairle na Gaelscolaíochta;
- Northern Ireland Council for Integrated Education;
- Transferors' Representative Council;
- Teachers' Unions;
- Council for the Curriculum, Examinations and Assessment;
- General Teaching Council.

Summary of Contents:

This circular is an information guide for those stakeholders interested in establishing jointly managed schools.

Governor Awareness:

Essential

Status of Contents:

Information for schools

Superseded Documents:

Not applicable

Expiry Date:

Not applicable

Enquiries:

Any enquiries about the contents of this Circular should be addressed to:

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1. Purpose of the Circular

1.1 Concurrent with the growth of a variety of Shared Education programmes, some controlled and maintained schools have expressed an interest in establishing what has been termed by stakeholders a 'jointly managed church school', where both the representatives of the Transferor churches and the Catholic Church working together have a joint role in the management of the school.

1.2 In response, the Department (DE) has worked closely with the Transferor Representatives' Council which represents the Church of Ireland, Presbyterian and Methodist Churches, and representatives of the Catholic Trustees to consider how the concept may be implemented within the current legislative framework.

1.3 The purpose of this circular is to provide guidance on key issues which stakeholders must consider and agree upon when planning to bring forward any proposal to establish a school of this type.

1.4 All those bringing forward a proposal to establish a school of this type must have regard to the content of this circular.

1.5 This is a new concept and while DE has endeavoured to cover all pertinent issues in this circular, it is recognised that as these schools are established through the Development Proposal process, there may be a need to further supplement, or amend this circular.

2. Policy Context: Shared Education

2.1 The wider context for the development of the concept of jointly managed schools has been the emergence and development of the concept of Shared Education.

2.2 Shared Education is 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.

2.3 Specifically, by Shared Education we mean the provision of opportunities for children and young people from different community backgrounds to learn together.

2.4 Shared Education pilot programmes have been taking place in a number of schools in recent years, most notably with significant investment from the International Fund for Ireland and the Atlantic Philanthropies. The Programmes aimed to break down the barriers arising from the conflict here by providing a range of opportunities for young people to learn together.

2.5 Going forward DE is, in conjunction with Delivering Social Change funding and the Atlantic Philanthropies, providing a funding stream to support Shared Education in schools over the next four years. The Education Minister has committed to mainstreaming Shared Education funding in the longer term.

2.6 DE is also working with the Special EU Programmes body to advise on how best Peace IV funding can be used to support further the development of

Shared Education in schools that have not yet engaged in this form of delivery, as well as across pre-school and youth work settings in a way that will complement the Delivering Social Change Shared Education funding.

2.7 DE has developed a Shared Education Policy which provides a framework for the future of development of Shared Education. The policy will ensure that schools and other education environments receive the resources, acknowledgement, support and encouragement to start or continue to develop high quality Shared Education opportunities for their pupils. A Shared Education Bill to define and provide the power to encourage and facilitate Shared Education has also been brought forward.

2.8 There are various forms of association that can provide the opportunity for schools to collaborate on a range of curricular and other issues. These can range from voluntary coalitions and partnerships to a relationship involving formal management and governance structures.

2.9 It is for schools, parents and communities in conjunction with the relevant school Planning Authorities¹ to determine which model they think best meet local needs. In order to support stakeholders who have expressed an interest in the jointly managed model, DE has published this circular.

¹ The Planning Authorities are the Education Authority, which has responsibility for ensuring that efficient primary education and post-primary education are available to meet the needs of its area and that the area has sufficient schools of the right size and of the right type; and the Council for Catholic Maintained Schools, which has a statutory duty to promote and co-ordinate the planning of the effective provision of Catholic maintained schools.

3. Definition

3.1 Whilst there is potential for other forms of jointly managed school, this circular provides guidance only in regard to what has been termed by stakeholders a 'jointly managed church school'.

3.2A jointly managed church school is a grant-aided school, providing shared education with a Christian ethos, with Trustee representation agreed by the Transferor churches and the Catholic Church and managed by a Board of Governors with balanced representation from both the main communities here.

3.3 It should be noted that a 'jointly managed church school' is not a particular school management type set out in legislation but reflects the practical operation and ethos of these schools. The management type of these schools is outlined in Paragraph 4.17 and arrangements for Home to School Transport in Section 6.

3.3 A jointly managed church school may be and will most likely be established as a result of the amalgamation of former controlled and Catholic maintained schools. However, this does not preclude the establishment of an entirely new school of this type where no provision currently exists.

4. Key Issues for Stakeholders to Consider

4.1 A Development Proposal (DP) is required under Article 14 of the Education and Libraries (NI) Order 1986 before any significant change can be made to the character or size of a school, or to establish a new grant-aided school.

4.2 In order to establish a new school as a result of the amalgamation of former controlled and Catholic maintained schools, DPs will be required to:

- close the existing grant-aided schools; and
- establish a new school.

If an entirely new school is to be established where no provision currently exists, a single DP to establish a new school will be required.

4.3 DE would expect the relevant Board (or the Education Authority when established) and CCMS on behalf of the Catholic Trustees to bring forward proposals to close existing schools and together bring forward a proposal to establish the new grant-aided school.

I. Sustainability

4.4 In approving an amalgamation or the establishment of an entirely new school, an essential consideration for DE is that it will be viable for the long term. All proposals are assessed in line with the framework of 'Schools for the Future: A Policy for Sustainable Schools' - <http://www.deni.gov.uk/index/schools-and-infrastructure-2/sustainable-schools.htm>.

4.5 Those intending to bring forward a DP should familiarise themselves with the content of the Sustainable Schools Policy. The policy sets out six criteria for helping to assess existing and future provision. They cover the educational experience of children, enrolment trends, financial position, school leadership and management, accessibility, and strength of links to the community.

4.6 Stakeholders should consider and develop proposals within this overarching framework.

4.7 In a case of an amalgamation between a former controlled and maintained school(s), the new school will not be subject to a minimum enrolment criteria for receipt of recurrent funding.

II. The Area Planning Context

4.8 Area Planning is the process through which a network of viable and sustainable schools will be developed. It aims to have schools of the right size and type in the right place through assessing the current and projected level of demand in an area and shaping provision to meet that demand.

4.9 It is extremely important that proposals are developed in consultation with the relevant Planning Authorities. Any proposal must consider the wider context of the network of schools and must be in line with the overall proposed pattern of provision outlined in the area plan. It is particularly important to consider the implications for other schools in the area.

III. Educational Trust and Ownership

4.10 It is preferable for those intending to bring forward a proposal to establish a school of this type to plan to establish a formal body such as a Trust following the approval of any DP (more details on the DP process are provided from Paragraph 5.1 onwards).

4.11 Trustees would be appointed through a deed of appointment. The Trustees are the legal representatives of the school as an organisation.

4.12 In this case, DE would require the school Trustees to be representative of both the Catholic Church and the Transferor churches.

4.13 The Trustees:

- are the person or persons in whom the premises and site of the school or college of education are, or are to be, vested .(This may involve lease or assignment from either the Education Authority or the relevant Catholic Maintained Trust, if the use of a former school site is proposed);
- will nominate governors in line with the provisions of Schedule 5 of the Education and Libraries (NI) Order 1986 Order; and
- will be the named party to legal contracts on behalf of the school (for example for minor or major capital works).

4.14 The Planning Authorities will provide stakeholders with advice on the establishment of a Trust. It should be noted that it is not envisaged that the legal ownership of any school site will change.

IV. Management Type

4.15 Current legislation stipulates a number of school management types for grant-aided schools: controlled, Catholic maintained, maintained, voluntary (non-maintained) and grant-maintained integrated. It does not provide for any other “hybrid” management type.

4.16 A controlled school must under Article 21 (2) of the Education and Libraries (NI) Order 1986 provide undenominational religious education and collective worship.

4.17 A voluntary maintained management type is likely to be the most practicable management type for this type of school. It is distinct from a Catholic maintained school which is a maintained school designated in a scheme agreed between the DE and CCMS (Article 141(3) of the Education Reform (NI) Order 1989).

4.18 In a significant number of key practical matters, the same management arrangements are in place for maintained schools, as for controlled and Catholic

maintained schools. The Education Authority is the funding authority for these schools and is responsible for the payment of rates, landlord maintenance, purchasing and invoicing and carrying out the internal audit function. The Education Authority is also responsible for employing non-teaching staff and for non-teaching payroll. Like both controlled and Catholic maintained schools, DE is responsible for teacher payroll in maintained schools. As in the case of controlled and Catholic maintained schools, maintained schools would be expected to self-insure with the Education Authority.

V. Board of Governors

4.19 In a maintained school, the Board of Governors comprises nine, eighteen or twenty-seven members. Of the voting members of the Board of Governors:

- a) four-ninths shall be nominated by the nominating trustees in such manner as the scheme of management of the school may provide, and at least one of the persons so nominated shall, at the time of his nomination, be a parent of a registered pupil at the school;
- b) two-ninths shall be nominated by the Board;
- c) one-ninth shall be nominated by the Head of the Department;
- d) one-ninth shall be elected by parents of registered pupils at the school from amongst the parents of such pupils; and
- e) one-ninth shall be elected by assistant teachers at the school from amongst such assistant teachers.²

4.20 In this case, DE would expect a formal local agreement that the governors appointed by the Trustees will be representative of both the Catholic and Transferor Churches. It is also expected that the representatives of the Education Authority will reflect both religious traditions.

³ The Education and Libraries (Northern Ireland) Order 1986; Schedule 5

- 4.21 Agreements will be detailed in the school's Scheme of Management, which provides for the membership and procedures of the Board of Governors of grant-aided schools.

VI. School Ethos

- 4.22 The proposed ethos of the school, arrangements for worship and approach to religious education must be agreed prior to any proposal being brought forward. Agreement will also be required in respect of any specific requirements for the development and maintenance of the religious ethos of the school that are to be reflected in the Scheme of Management for the school. A formal Memorandum of Agreement between the school trustees of the main Protestant Churches and the Catholic Church should be drawn up and signed by both parties to reflect these arrangements.
- 4.23 Subsequently when a school is established, the Board of Governors will implement the agreed ethos for the school and reflect this ethos within the school's Scheme of Management. In these schools, the Department would expect that the ethos would be within a Christian framework which respects both the religious ethos of the Catholic Church and Transferor Churches and where neither ethos would predominate.
- 4.24 In all grant-aided schools it is expected that the governors and the Principal should maintain an ethos for the school that promotes the moral, spiritual, intellectual, social and personal development of all its pupils. The school's ethos should contribute to the wider goals of the school and be clearly defined and understood by parents, pupils, staff, governors and the local community. It should also be consistent with a commitment to promote equality, good relations and diversity within the school and its community.
- 4.25 Decisions on teaching of RE within the school are also the responsibility of the Board of Governors within the context of the statutory curriculum for religious education.

VII. Employing Authority

- 4.26 Boards of Governors will be the employer of teachers for schools of this type.³ These schools will adhere to the agreed remuneration and terms and conditions of service of teachers in grant aided schools in Northern Ireland established through the agreed negotiating machinery (currently the Teachers' Negotiating Committee).
- 4.27 The Department would expect Boards of Governors in this type of school to have a formal agreement in place to seek, obtain and follow professional advice on Human Resources issues from the Education Authority in the first instance.
- 4.28 The terms of TNC 2013-2 School Reorganisation Agreement will be applicable to all newly established schools.
- 4.29 The Education Authority is the employer for all non-teaching staff in controlled, Catholic maintained and maintained schools. There will, therefore, be no change in the employer for non-teaching staff in the event of the establishment of the new school.

VIII. Size

- 4.30 Articles 11 and 12 of the Education (Northern Ireland) Order 1997 require DE to determine an enrolment number and an admissions number respectively for each grant-aided primary and post primary school.
- 4.31 All Development Proposals will need to state clearly the proposed enrolment for the new school. This should be determined in discussions with the relevant Planning Authorities within the context of the Area Plan. When two schools are amalgamating, only in exceptional cases would DE expect this to exceed the combined approved enrolment of the former schools. Reducing the number of

³ Teachers are employed by the Board of Governors in Catholic maintained schools and by the Education Authority in controlled schools. CCMS is the Employing Authority for Catholic maintained schools.

unfilled places in the schools' estate is an objective of area planning. Consequently, where the former schools had unfilled places, consideration should be given to reducing the approved enrolment of the new school accordingly and clearly outlined in the Development Proposal.

IX. Accommodation

- 4.32 There is a need to consider short and longer-term accommodation needs for the proposed school and whether additional temporary accommodation may be required. Detailed and realistic costings for any proposed accommodation should be developed. Due regard should be given to maximising the potential of existing school premises.
- 4.33 In a case where a school is formed as the result of an amalgamation of former controlled and maintained school(s), which were already vested in the schools' estate, the school will not be subject to meeting enrolment thresholds for capital viability, as in the case of newly established grant-aided schools.
- 4.34 Jointly managed schools formed by the amalgamation of existing grant-aided schools will attract the additional points associated with rationalisation when applications for new school builds are being assessed. Details are set out in DE's *Protocol for the Selection of Major Capital Works* <http://www.deni.gov.uk/index/june-protocol-major-works.htm>

5. The Development Proposal Process

- 5.1 As noted above, a Development Proposal (DP) is required under Article 14 of the Education and Libraries (NI) Order 1986 before any significant change can be made to the character or size of a school, or to establish a new grant-aided school (para 4.1 refers)
- 5.2 In advance of initiation of the formal development process, it is essential that the key issues outlined in this guidance have been considered and agreed. A proposal to establish a new school requires Planning Authorities to be engaged at an early stage.
- 5.3 Information regarding the DP process can be found at http://www.deni.gov.uk/de1_14_202314_development_proposal_guidance_-_english_version_issued_26_09_14.pdf (Circular 2014/21). Those bringing forward a proposal should familiarise themselves with this guidance.
- 5.4 A decision on any DP is made by the Minister of Education. All DPs are considered on a case by case basis within DE's policy framework.
- 5.5 The body which brings forward a DP is "the proposer". In this case DE would expect that the Education Authority and CCMS would each bring forward in a timely manner proposals to close existing schools and together bring forward a proposal to establish the new grant-aided school.
- 5.6 It is a matter for the proposer to make the case for change for any development proposal being presented to the Minister for consideration. The proposer should provide sufficient evidence to support the case for change to enable those affected by the proposal to understand the educational and other merits of the change proposed. DE should be fully furnished with all pertinent background and supporting information relating to the DP. Such information must be robust and verifiable. A detailed implementation plan must also be included. This should outline the key activities and milestones for successful implementation of the proposal should it be approved.

5.6A key purpose of the DP procedure is to ensure that all interested parties are informed about proposed changes to schools and have an opportunity to comment on any proposed development that may affect them before decisions are taken. All objections and comments received are considered in reaching a final decision on a DP. It is vitally important that the proposal is clear and unambiguous and this should include clarity around the management type and size of the proposed school.

6. Operation of Jointly Managed Schools

Home to School Transport

6.1 The current arrangements for the provision of home to school transport came into operation in September 1997 (Circular 1996/41) and were last updated in September 2009.

6.2 A child is only eligible for transport assistance in circumstances where he or she enrolls at a school which is beyond qualifying distance from their home (two miles for primary pupils or three miles for post-primary pupils) and has been unsuccessful in gaining a place at all suitable schools within statutory walking distance.

6.3 Where there is no suitable school within statutory walking distance from a child's home, the Education Authority may provide transport to any suitable school, provided a suitable Education Authority or public transport service to or in the vicinity of that school is already available.

6.4 A suitable school is a grant-aided school in any of the following categories: -

Primary/Secondary Sector

Categories of School

Catholic maintained
Controlled or other voluntary
Integrated
Irish-medium

Grammar Sector

Categories of School

Denominational
Non-Denominational

6.5 For the purposes of transport provisions under current arrangements, jointly managed primary and post-primary schools will be classified as within both 'controlled and other voluntary' and 'Catholic maintained' categories.

6.6 It should be noted that arrangements for Home to School Transport are current under review and may change. The Department intends consulting

upon the review of Home to School Transport chaired by Sian Thornthwaite, which was published in December 2014.

Temporary Variation (TV)

6.7 There are four categories for the purposes of considering TVs:

- (i) **denominational** (i.e. maintained primary schools, maintained post-primary schools, denominational grammar schools);
- (ii) **non-denominational** (i.e. controlled primary schools, controlled post-primary schools, non-denominational grammar schools);
- (iii) **Integrated** (i.e. controlled or maintained integrated primary or post-primary schools and;
- (iv) **Irish Medium** (i.e. Irish Medium primary or post primary schools or Irish Medium primary or post primary units within maintained primary or post primary schools).

6.8A small number of 'other maintained' schools (ie Voluntary maintained schools that are not Irish-medium) are treated 'by exception' and outside of these four categories.

6.9 For the purposes of dealing with TV requests, jointly managed primary and post-primary schools will be classified alongside **both** denominational **and** non-denominational categories. This means that when a TV request for a child is received from a jointly managed school, it is likely to be approved unless there are alternative places available in both the controlled and maintained sectors within a reasonable travelling distance of the child's home. Conversely, a jointly managed school would not be considered as an alternative setting for a child who requests a place in any other sector.

7. Contacts regarding this Circular

7.1 A copy of this circular has been placed on the DE website. Any enquiries about this circular should be addressed to Shared Education and Community Relations Team, telephone number 028 9127 9245.

Andrew Bell

Shared Education and Community Relations Team

20150330 - DE - Comm Peace IV - Shared Education



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Your Ref: PMcC/KM/2017

30 March 2015

Dear Peter

Peace IV – Shared Education

Thank you for your correspondence of 13 March 2015 which sought further information regarding Peace IV Shared Education funding.

The Special EU Programmes Body (SEUPB) is still awaiting approval from the European Commission on proposals for the Peace IV Programme. SEUPB has advised that it does not expect to receive approval until the summer. Discussions are still on-going in relation to final allocations across the thematic areas and the final decision will be subject to agreement by the Executive. Current proposals are that the Peace IV programme will target those schools not eligible for the Delivering Social Change - Shared Education Signature Project (ie: those schools which have not engaged in shared education to date, estimated at 24% of schools), youth to school partnerships and early years partnerships.

I hope you find this helpful.

Yours sincerely

Russell Welsh
Departmental Assembly Liaison Officer



Northern Ireland
Assembly

Committee for Education

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13 March 2015

Our Ref: PMcC/KM/2017

Dear Russell

Peace IV – Shared Education

At its meeting on 11 March 2015, the Chairperson advised Members of commentary in recent written questions which indicated that the Peace IV Shared Education funding is to be targeted at the 24% of schools not currently involved in sharing.

The Committee agreed to write to the Department seeking further information on Peace IV Shared Education funding.

A response by 27 March 2015 would be much appreciated.

Yours sincerely

Signed Peter McCallion

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20150501 DE- Comm CRED Findings from the 2012 YLT

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1 May 2015

Dear Peter

**SHARED AND INTEGRATED EDUCATION INQUIRY: COMMUNITY RELATIONS,
EQUALITY AND DIVERSITY (CRED) POLICY**

Thank you for your letter of 30 April 2015 seeking sight of the Department's CRED policy update and details of the Young Life and Time survey results in respect of relevant pupils attitudes.

Planning work has commenced in relation to revising the CRED policy and this is expected to be completed within the current year. The Department will keep the Committee informed at key stages during the review process.

I have attached a copy of the 2012 Young Life and Times survey and would advise you that the 2014 Survey is due to be launched on Wednesday 13 May at Queen's University, Belfast. As soon as this 2014 Survey is launched I will have a copy sent to the Committee.

Yours sincerely

Russell

RUSSELL WELSH
Departmental Assembly Liaison Officer

ARK Occasional Paper



**Community Relations, Equality and
Diversity in Education (CRED):
Findings from the 2012
Young Life and Times Survey**

**Paula Devine
March 2013**



Contents

Key findings.....	2
Introduction	3
Aims and objectives of the research	3
Methodology.....	4
Sample	4
Advance letter.....	4
Survey content.....	5
Completing the questionnaire	5
Response rate	5
Characteristics of the respondents	6
Main findings	9
Experience of CRED.....	9
CRED topics	10
Changing attitudes among participants.....	12
Changing attitudes of respondents	14
Discussion.....	17
Appendix 1: CRED questions within 2012 Young Life and Times Survey	19

Key findings

1208 16 year olds took part in the 2012 Young Life and Times Survey. The survey included a suite of questions to record the experiences of young people in relation to Community Relations, Equality and Diversity in Education (CRED).

70% of respondents had taken part in CRED activities, either at school or in a youth project or club. Of those who had taken part, 57 per cent had done so only in school, 14 per cent had done so in a youth setting only, and 29 per cent had done so in both.

Most respondents had undertaken activities focusing on people of different religious beliefs. However, other topics such as having dependents, marital status or caring responsibilities were covered by less than one third of respondents. School-based CRED activities covered more of the Section 75 groups that youth settings did.

For each of the identified groups, at least two thirds of respondents felt that CRED activities resulted in more positive feelings among participants. This applied to activities within school and within youth settings. However, the perceived level of changing attitudes among participants in youth settings was generally higher than participants in school.

For each of the identified groups, at least two thirds of respondents felt that CRED activities resulted in them feeling more positive about these groups. There was little difference depending on whether respondents undertook these activities at school or in youth settings.

Overall, the data indicate that the majority of young people are experiencing CRED activities in some shape or form, and these seem effective in changing attitudes. The fact that the breadth and range, as well as perceive effectiveness, may vary across settings is evident. However, this may be expected, given the different roles that schools and youth projects/clubs play within young people's lives.

Introduction

This project feeds into a wider programme of the Department of Education for Northern Ireland (DENI) to measure the success of the Community Relations, Equality and Diversity in Education (CRED) policy. The aim of this policy is to 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.

As part of this programme, DENI wished to assess effectiveness of schools and other youth settings in encouraging understanding of groups covered in Section 75 of the 1998 Northern Ireland Act. By developing a suite of indicators, the baseline level of success and effectiveness can be measured, and repeated over time. Whilst existing surveys provide some useful indicators (for example the Young Persons Behaviour and Attitude Survey, and previous Young Life and Times surveys), these do not adequately capture the extent of the policy. In particular, there is a need to develop indicators that reflect the wider scope of the CRED policy, and do not focus solely on community relations.

In order to achieve this, DENI commissioned a suite of questions within the 2012 Young Life and Times (YLT) Survey, which recorded the experiences of young people in relation to Community Relations, Equality and Diversity in Education.

YLT is one of three annual public attitudes surveys undertaken by ARK (Access, Research, Knowledge), which record the views of people living in Northern Ireland to key social policy issues that affect their lives. In particular, the opinions of young people are often ignored when decisions are made about many of the issues involving them. Thus, the aim of the Young Life and Times survey is to record the views of 16 year olds in Northern Ireland on a range of issues such as community relations, health, politics, sectarianism and education.

Aims and objectives of the research

The aim of this research is to assess the effectiveness of the CRED policy amongst young people living in Northern Ireland.

The objectives are:

- to develop a suite of survey questions that will act as indicators of the effectiveness of the CRED policy;
- to include these questions within the 2012 Young Life and Times Survey.

Methodology

Sample

The survey sample was taken from the Child Benefit Register. Child Benefit is a benefit for people bringing up children and is paid for each child. Therefore, the Register contains information on all children for whom Child Benefit is claimed. This Register had previously been the responsibility of the Social Security Agency (SSA) of the Department for Social Development in Northern Ireland (DSD). However, while DSD still maintained the database, the responsibility for the payment of Child Benefit transferred to Inland Revenue. Thus, it was necessary to negotiate access to this Register from Inland Revenue, which involved an explanatory memorandum being prepared relating to the Tax Credits (Provision of Information (Evaluation and Statistical Studies) (Northern Ireland) Regulations 2004).

Due to revised data security procedures in 2007, ARK had to re-apply to access the Child Benefit dataset for further YLT surveys, and permission was granted by Her Majesty's Revenue and Customs (HMRC) in 2008. The sample for the 2012 survey was provided to ARK directly by HMRC. In October 2012 a Service Level Agreement was signed between ARK and HMRC about the sample provision. Within this agreement ARK had to lay out arrangements for the safety and security of the personal data of respondents. This included arrangements for a safe transport and storage of the files as well as destruction of the address file after completion of the data collection.

The sample drawn from the Child Benefit Register contained the names and addresses of all young people resident in Northern Ireland who celebrated their 16th birthday during February and March 2011.

Advance letter

Fieldwork was conducted in November and December 2012. All administration of the mailout for the survey was undertaken by an independent mailing company. An initial letter was sent out in October 2012 to all eligible 16-year olds and provided an introduction to the survey, after the wording of this letter had been agreed with HMRC. Recipients of the letter were given the opportunity to say that they did not want to participate in the survey.

A second letter was then posted out to all those 16-year olds who had not opted out of the survey. This consisted of a letter from the project team, a paper questionnaire and a return envelope with a FREEPOST address. This letter contained a unique identifier (with a check letter) under the address, which was highlighted as "Your identification number". The provided more information about the survey, the three possible methods of completing the questionnaire, and details of a draw for five prizes of £100 for which all respondents completing the questionnaire were eligible.

In total, 34 young people opted out of completing the survey at different stages.

Survey content

The 2012 survey entailed the questions on the following subject areas:

- Community relations - funded by the Office of the First Minister and Deputy First Minister (OFMDFM);
- Shared Education- funded by the Office of the Northern Ireland Commissioner for Children and Young People (NICCY);
- Experiences of Community Relations, Equality and Diversity Education (CRED) – funded by the Department of Education (DENI);
- Attitudes to sexual orientation;
- Family;
- Background information.

At the end of the 2011 survey, respondents were given the opportunity to identify questions they felt should be included in the next Young Life and Times survey. Some of these suggested topics were incorporated in the 2012 survey, namely the questions on attitudes to sexual orientation.

In conjunction with DENI staff, the YLT team developed a suite of questions that asked respondents about their experiences of the CRED activities – see Appendix 1.

Completing the questionnaire

The fieldwork period lasted from 15 November – 31 December 2012.

Respondents were able to choose one of three methods for completing the questionnaire.

1. They could take part by phone, having quoted their identification number and check letter.
2. They could complete the questionnaire online, quoting their personal identifier to enter that part of the YLT website.
3. They could complete the paper questionnaire that was sent to them and post it back in the pre-stamped envelope.

After approximately ten days, a reminder letter with a second questionnaire was sent out to addressees who had not made contact of any kind.

Multiple responses from respondents (for example, one online and one postal response) were prevented by daily recording of the receipt of completed questionnaires. Once a respondent had submitted an online questionnaire, his or her unique identifier was automatically disabled.

Response rate

3,749 names of eligible respondents were on the database of Child Benefit recipients received from HMRC/DSDNI. 31 questionnaires were returned because the addressee had moved or was unknown at the address. This leaves a sample of 3,718 eligible respondents.

1,208 completed questionnaires were received by the end of the fieldwork period. The overall response rate of the 2012 YLT survey is therefore 32 per cent. Table 1 shows that the most popular mode of completing the survey was paper (1,036 questionnaires or 86 per cent). The rest of respondents completed the survey online. To encourage online completion, the first 100 online respondents received a £10 shopping voucher.

Table 1: Mode of survey completion

	n	%
Paper	1,036	86
Online	172	14
Telephone	0	0
Total	1,208	100

Characteristics of the respondents

The following tables show some key characteristics of the respondents to the 2012 survey. These tables exclude missing responses (that is, where the respondent does not answer). Column totals do not always sum to 100 per cent, due to rounding.

Table 2: Sex of respondents

	n	%
Male	506	42
Female	704	58

Table 3: Where respondents live

	n	%	
a big city	81	7	58
the suburbs or outskirts of a big city	152	13	
a small city or town	460	38	
a country village	216	18	41
or a farm or home in the country	280	23	
Don't know	12	1	-

Table 4: Physical or mental health conditions or illnesses lasting or expected to last for 12 months or more

	n	%
Yes	121	10
No	1077	90

Table 5: Membership of a minority ethnic community

	n	%
Yes	111	10
No	1023	90

Table 6: Ethnic group (recoded open responses)

	n	%
White/Caucasian	672	64
White European/European/Continental European	15	1
White Catholic	8	1
White Protestant	8	1
White Irish	44	4
White British	58	6
Northern Irish/White Northern Irish	11	1
Protestant	31	3
Catholic/Irish Catholic/Roman Catholic	61	6
Christian	16	2
British/English	39	4
Irish	46	4
Don't know/none	11	1
Mixed origin/other	25	2

Table 7: Religious affiliation

	n	%
Does not belong to a religion	266	22
Church of Ireland (Anglican)	119	10
Catholic	480	40
Presbyterian	205	17
Methodist	29	2
Baptist	22	2
Free Presbyterian	10	1
Brethren	13	1
Other (Please write in)	57	5

Table 8: Community affiliation

	n	%
Part of the Protestant community	470	39
Part of the Catholic community	487	41
Neither	245	20

Table 9: National identity

	n	%
British	360	31
Irish	404	34
Ulster	16	1
Northern Irish	326	28
Other (Please write in)	51	4
Don't know	19	2

Table 10: Sexual orientation

	%		
	Males	Females	All
only to females and never to males	91	1	38
more often to females and at least once to a male	3	<0.5	1
about equally often to females and males	1	2	2
more often to males and at least once to a female	1	4	3
only to males and never to females	1	88	52
I have never felt sexually attracted to anyone	4	5	4

Table 11: Activity since October 2012

	n	%
At school or college full time	985	82
Working full time	4	<0.5
Working part time	3	<0.5
At school or college and working part time	156	13
On a training scheme	43	4
Unemployed	7	1
Other (Please write in)	2	<0.5

Table 12: Type of school most recently attended

	n	%
Planned integrated	81	7
Grammar	577	48
Secondary	457	38
Irish language	6	1
Special school	13	1
Other (Please write in)	56	5

Table 13: Description of school most recently attended

	n	%
all or nearly all Protestant	243	20
all or nearly all Catholic	413	34
mostly Protestant	210	17
mostly Catholic	87	7
about half Protestant and half Catholic	185	15
Don't know	66	6

Main findings

Experience of CRED

The questionnaire provided an introduction to the topic, using the following text:

'Education and youth work are supposed to encourage understanding of particular groups in society and promote the equal treatment of different groups. This can be done through exchange programmes, discussions, workshops, lessons or videos.'

When asked if they had ever done any of this, seven out of ten of respondents indicated that they had done so. Most of these respondents had done so in school (86 per cent), with half this proportion (43 per cent) doing so within a youth project. Three out of ten had done so both in school and within a youth setting (a youth project or youth club).

Table 14: Participation in CRED activities

	%	
	All respondents	Of those who had undertaken activity
School only	40	57
Youth project/club only	10	14
School and youth project/club	20	29
Not at all	30	-

Tables 15 and 16 focus on those undertaking these activities in school. YLT respondents were asked two questions relating to the type of school that they had most recently attended: type of school, and its religious makeup. This allows us to break down figures relating to school-based CRED activities by these school characteristics. Table 15 shows that respondents attending planned integrated schools were more likely to undertake these activities than those in grammar or secondary schools. (Other school types were omitted from this table due to small numbers). Table 16 indicates that those in mostly Catholic schools, or in schools that are mixed were most likely to undertake CRED activities, whilst those attending mostly Protestant schools were least likely to do so.

Table 15: CRED activities by type of school

	% of respondents undertaking CRED
Planned integrated	68
Grammar	61
Secondary	57

Table 16: Description of school most recently attended

	% of respondents undertaking CRED
all or nearly all Protestant	56
all or nearly all Catholic	61
mostly Protestant	55
mostly Catholic	66
about half Protestant and half Catholic	65
Don't know	52

CRED topics

The 70 per cent of young people who had experienced CRED activities were then asked if these activities had covered a range of 10 groups, reflecting the Section 75 categories. This was explored separately for school and for youth project/youth club – see Table 17. The findings in relation to school represent only those respondents who indicated that they had undertaken CRED activities in school, and a similar approach is taken in relation to a youth project or youth club.

Overall, schools appear to have covered issues relating to all groups more than youth projects or youth clubs. For example, 74 per cent of respondents who had experienced school-based activities said that this covered different ethnic groups, compared with 58 per cent of those responding in relation to youth projects or youth clubs, and there are three other groups where the differential is at least 14 percentage points (religious beliefs, sexual orientation and disability). Age is the only topic where coverage in youth settings is higher than in schools, although the difference is very slight (2 percentage points).

In general, the pattern of which groups for youth settings is similar to that in schools. Thus, the most frequently covered topic in either setting relates to different religious beliefs, followed by different ethnic groups, whilst the least covered groups related to caring responsibilities, dependents and marital status.

Table 17: Coverage of CRED groups, by setting

	%	
	School	Youth project or youth club
People with different political opinions	59	48
People with different religious beliefs	84	70
People from different ethnic groups	74	58
People of different ages (older and younger people/children)	53	55
People who are single, cohabiting, married or divorced	30	30
People with different sexual orientations	45	31
Men and women	55	46
People with a disability and those without a disability	63	46
People with dependents (e.g. children) and those without	31	26
People with caring responsibilities and those without caring responsibilities	34	29

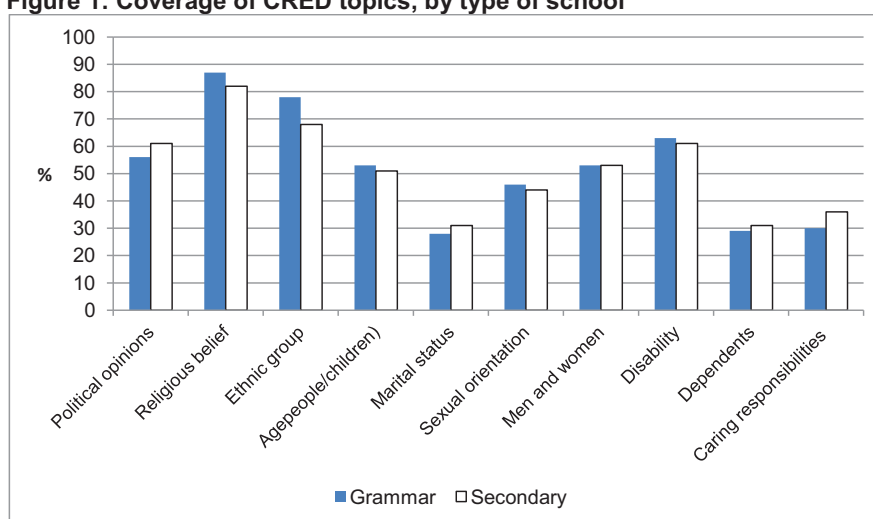
School-based CRED activities appear to be covering a broader range of topics: only 3 per cent of respondents undertaking CRED at school did not identify any of the topics, whilst the relevant figure for young settings was 11 per cent. In contrast, the proportion covering at least eight topics is 25 per cent for schools, and 19 per cent for youth settings – see Table 18. The mean number of topics identified by respondents undertaking CRED activities in school is 5.3, whilst for youth settings, it is 4.4.

Table 18: Number of topics covered, by setting

	%	
	School	Youth project or youth club
0	3	11
1	7	6
2	9	10
3	11	15
4	16	17
5	11	9
6	11	7
7	8	7
8	7	7
9	6	5
10	12	7

Due to the small number of particular types of schools, figures can only be broken down for grammar and secondary schools. Figure 1 indicates that for six topics, a higher proportion of respondents attending grammar schools had covered these, compared with those attending secondary schools. However, these differentials were generally small. The exceptions are political opinion and ethnic groups, where there was at least a 10 percentage point difference. The number of topics does not vary significantly between grammar schools and secondary schools.

Figure 1: Coverage of CRED topics, by type of school



Changing attitudes among participants

Having identified which groups were covered within the CRED activities, the next step was to explore if this resulted in changing attitudes. Thus, respondents were asked if they thought that members of their class or youth project or youth club felt more positive towards any of the groups as a result of what was taught or discussed. (Figures are only presented for those respondents who identified that particular group in q34. YLT is primarily a paper questionnaire, and so respondents sometimes do not follow the appropriate routing of questions).

Two patterns are evident from Table 19. Firstly, for each of the ten groups, at least two thirds of respondents felt that CRED activities resulted in more positive feelings among participants, and this applied for both school and youth settings. Secondly, undertaking these activities within youth settings is more likely to result in more positive attitudes than those undergoing these activities in school. This was the case for eight out of the ten groups, and for the remaining two groups, there was no differential between the two settings.

Table 19: More positive attitudes of participants about CRED groups

	%	
	School	Youth project or youth club
People with different political opinions	74	81
People with different religious beliefs	78	78
People from different ethnic groups	78	78
People of different ages (older and younger people/children)	69	77
People who are single, cohabiting, married or divorced	71	74
People with different sexual orientations	71	81
Men and women	72	75
People with a disability and those without a disability	80	82
People with dependents (e.g. children) and those without	75	83
People with caring responsibilities and those without caring responsibilities	67	77

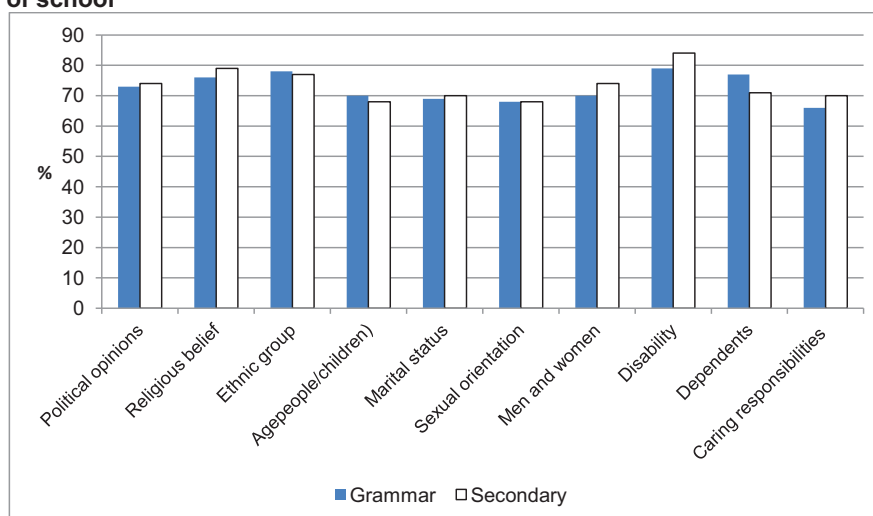
Table 20 suggests that one quarter of respondents attending CRED activities within a youth project or youth club thought that there was no group for which they perceived that CRED activities resulted in more positive feelings among participants. The respective figure for schools was 14 per cent, suggesting that CRED activities are more effective among schools than youth settings. On the other hand, it could be argued that those attending a youth project or youth club had positive feelings to begin with.

Table 20: Number of topics participants more positive about, by setting

	%	
	School	Youth project or youth club
0	14	24
1	10	9
2	13	12
3	15	13
4	12	11
5	9	6
6	6	6
7	7	5
8	3	6
9	5	4
10	7	5

In general, the perceived level of changing attitudes among grammar and secondary school respondents are fairly similar, with the largest differential (five percentage points) being in relation to disability – see Figure 2.

Figure 2: More positive attitudes of participants about CRED groups, by type of school



Changing attitudes of respondents

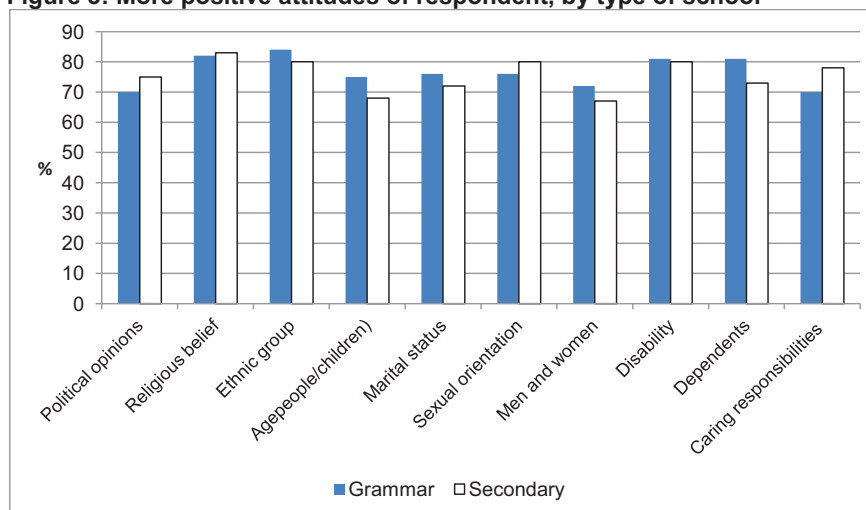
The final question in this section asked YLT respondents if they themselves felt more positive towards any of the groups as a result of what was taught or discussed during CRED activities.

For each of the ten groups, at least seven out of ten respondents felt that their attitudes were more positive as a result of the CRED activities – see Table 21. The results for school were fairly similar to those for a youth project or youth club. Where there was a difference, these were small – the largest differential is seven percentage points, and relates to sex. Comparing Tables 19 and 21, the data suggest that a slightly higher level of respondents felt that their own attitudes had become more positive, than their perception for participants as a whole.

Table 21: More positive attitudes of respondent about CRED groups, by setting

	%	
	School	Youth project or youth club
People with different political opinions	77	75
People with different religious beliefs	83	83
People from different ethnic groups	82	82
People of different ages (older and younger people/children)	71	74
People who are single, cohabiting, married or divorced	75	74
People with different sexual orientations	77	80
Men and women	71	78
People with a disability and those without a disability	80	81
People with dependents (e.g. children) and those without	79	79
People with caring responsibilities and those without	73	72

Figure 3 shows that the figures for grammar and secondary school pupils are similar for most of the CRED topics. Where differentials do exist, these are fairly low (maximum of eight percentage points); for age and sex, a higher proportion of grammar school pupils feel their attitudes have become more positive, whilst in relation to caring responsibilities, this pattern is reversed.

Figure 3: More positive attitudes of respondent, by type of school

Of all respondents who undertook CRED activities at school, around one in six (14 per cent) said that they did not have more positive feelings about any groups – see Table 22. At the same time, half that proportion (8 per cent) said they felt more positive about all ten groups. However, respondents who had undertaken CRED activities within a youth project or youth club were less likely to say that these activities made them feel more positive – one quarter did not feel more positive about any group. The pattern evident in Table 22 is very similar to that in Table 20, which focuses on the perceived change in attitudes among all respondents.

Of course, Table 22 does not take into account the number of topics that the respondent covered within their CRED activities. When this is considered, just over one half (53 per cent) of respondents felt more positive about all the groups that they discussed.

Table 22: Number of topics participants more positive about, by setting

	%	
	School	Youth project or youth club
0	14	24
1	9	9
2	11	11
3	14	14
4	14	10
5	9	7
6	7	7
7	6	5
8	5	6
9	5	4
10	8	4

Discussion

This suite of questions provides an insight into the experiences of 16 year olds to Community Relations, Equality and Diversity in Education (CRED) activities, and their perception of its effectiveness. Just over two thirds of young people (70 per cent) said that they had participated in these activities, the vast majority of whom had done so at school (84 per cent), with half that proportion undertaking these within a youth setting (43 per cent). Around three in ten of those participating in CRED had done so in both arenas.

The range and breadth of topic coverage varies both within, and across, settings. Thus, most respondents had undertaken activities focusing on people of different religious beliefs, although this varied from 84 per cent for school-based activities to 70 per cent among youth settings. For ethnic groups, a similar pattern is evident: 74 per cent in schools and 58 per cent in youth projects/clubs. Other topics, such as having dependents, marital status and caring responsibilities were covered by less than one third of respondents, regardless of the setting. These patterns will obviously have implications for the effectiveness of the programmes, and so may require further investigation as to why some topics are being poorly covered. It may be that facilitators feel that they are less important generally, or that other issues take priority within their particular location.

The survey results suggest that perceived effectiveness of the CRED programme is high: for each of the identified groups, at least two thirds of respondents felt that CRED activities resulted in more positive feelings among participants. This applied to activities within school and within youth settings. However, the perceived level of changing attitudes among participants in youth settings was generally higher than for those in school. This was especially evident in relation to sexual orientation and caring responsibilities, where there was a ten percentage point difference. However, these topics were among those least frequently covered by facilitators. The issue of better perceived effectiveness of CRED activities among youth settings is strategically important. It may be that facilitators and/or participants within youth settings feel more comfortable discussing topics such as sexual orientation than those involved within a school setting are. In addition, the type of activities that participants engage in may also vary across settings, which may affect perceived effectiveness.

Respondents were also asked if their own feelings become more positive after these activities. In attitudinal research, respondents quite often attribute themselves with more positive attitudes than they do for wider society, and this pattern is reflected here: the data suggest that effectiveness was higher for individuals than for general participants. For each of the identified groups, at least two thirds of respondents felt that CRED activities resulted in them feeling more positive about these groups. There was little difference depending on whether respondents undertook these activities at school or in youth settings.

One caveat relates to the wording of these questions, which ask about feeling more positive about particular groups. There are several scenarios where the respondent would not have ticked to say that they had become more positive, but this does not mean that their feelings had become more negative. A respondent may perceive that they had very positive feelings to start with, and this did not change.

Alternatively, they have may have very negative feelings, and this did not change. However, to disentangle these responses is beyond a self-completion questionnaire such as YLT.

In conclusion, the majority of young people are experiencing CRED activities in some shape or form, and these seem effective in changing attitudes. The fact that the breadth and range, as well as perceive effectiveness, may vary across settings is evident. However, this may be expected, and indeed, welcomed, given the different roles that schools and youth projects/clubs play within young people's lives.

Appendix 1: CRED questions within 2012 Young Life and Times Survey

33. Education and youth work are supposed to encourage understanding of particular groups in society and promote the equal treatment of different groups. This can be done through exchange programmes, discussions, workshops, lessons or videos. Have you ever done any of this...?

(Please tick **ALL** that apply in each column) ✓

- | | | |
|--------------------------------------|----------------------------|----------------------------------|
| ... in your school | <input type="checkbox"/> 1 | (Please go to the next question) |
| ... in a youth project or youth club | <input type="checkbox"/> 1 | (Please go to the next question) |
| ... Neither | <input type="checkbox"/> 1 | (Please go to question 37) |

34. And do you think that your school or your youth project or youth club has done this for the following groups?

(Please tick **ALL** that apply) ✓

	Your school	Your youth project or youth club
People with different political opinions	<input type="checkbox"/> 1	<input type="checkbox"/> 1
People with different religious beliefs	<input type="checkbox"/> 1	<input type="checkbox"/> 1
People from different ethnic groups	<input type="checkbox"/> 1	<input type="checkbox"/> 1
People of different ages (older and younger people/children)	<input type="checkbox"/> 1	<input type="checkbox"/> 1
People who are single, cohabiting, married or divorced	<input type="checkbox"/> 1	<input type="checkbox"/> 1
People with different sexual orientations	<input type="checkbox"/> 1	<input type="checkbox"/> 1
Men and women	<input type="checkbox"/> 1	<input type="checkbox"/> 1
People with a disability and those without a disability	<input type="checkbox"/> 1	<input type="checkbox"/> 1
People with dependents (e.g. children) and those without	<input type="checkbox"/> 1	<input type="checkbox"/> 1
People with caring responsibilities and those without caring responsibilities	<input type="checkbox"/> 1	<input type="checkbox"/> 1
I have never attended a youth project		<input type="checkbox"/> 1

35. Looking at the same list again, do you think that members of your class or your youth project or youthclub felt more positive towards any of these groups as a result of what was taught or discussed?

(Please tick **ALL** that apply) ✓

	Yes, in my school	Yes, in my youth project or youth club
People with different political opinions	<input type="checkbox"/> 1	<input type="checkbox"/> 1
People with different religious beliefs	<input type="checkbox"/> 1	<input type="checkbox"/> 1
People from different ethnic groups	<input type="checkbox"/> 1	<input type="checkbox"/> 1
People of different ages (older and younger people/children)	<input type="checkbox"/> 1	<input type="checkbox"/> 1
People who are single, cohabiting, married or divorced	<input type="checkbox"/> 1	<input type="checkbox"/> 1
People with different sexual orientations	<input type="checkbox"/> 1	<input type="checkbox"/> 1
Men and women	<input type="checkbox"/> 1	<input type="checkbox"/> 1
People with a disability and those without a disability	<input type="checkbox"/> 1	<input type="checkbox"/> 1
People with dependents (e.g. children) and those without	<input type="checkbox"/> 1	<input type="checkbox"/> 1
People with caring responsibilities and those without caring responsibilities	<input type="checkbox"/> 1	<input type="checkbox"/> 1
People did not feel more positive towards any these groups		<input type="checkbox"/> 1

36. And how about you personally? Did you feel more positive towards any of these groups as a result of what was taught or discussed in school or in your youth project or youth club?

(Please tick **ALL** that apply in each column) ✓

	In my school	In my youth project or youth club
People with different political opinions	<input type="checkbox"/> 1	<input type="checkbox"/> 1
People with different religious beliefs	<input type="checkbox"/> 1	<input type="checkbox"/> 1
People from different ethnic groups	<input type="checkbox"/> 1	<input type="checkbox"/> 1
People of different ages (older and younger people/children)	<input type="checkbox"/> 1	<input type="checkbox"/> 1
People who are single, cohabiting, married or divorced	<input type="checkbox"/> 1	<input type="checkbox"/> 1
People with different sexual orientations	<input type="checkbox"/> 1	<input type="checkbox"/> 1
Men and women	<input type="checkbox"/> 1	<input type="checkbox"/> 1
People with a disability and those without a disability	<input type="checkbox"/> 1	<input type="checkbox"/> 1
People with dependents (e.g. children) and those without	<input type="checkbox"/> 1	<input type="checkbox"/> 1
People with caring responsibilities and those without caring responsibilities	<input type="checkbox"/> 1	<input type="checkbox"/> 1
I did not feel more positive towards any these groups		<input type="checkbox"/> 1

20150514 DE- Comm Shared and Integrated Education Inquiry CRED Policy

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Your ref: PMcC/KM/2118

14 May 2015

Dear Peter

**SHARED AND INTEGRATED EDUCATION INQUIRY: COMMUNITY RELATIONS,
EQUALITY AND DIVERSITY (CRED) POLICY**

Further to my letter of 1 May 2015, please find attached copy of the Young Life and Times Community Relations, Equality and Diversity survey 2014 results in respect of relevant pupils attitudes for the information of the Education Committee.

Yours sincerely

Russell

RUSSELL WELSH
Departmental Assembly Liaison Officer



**Community Relations, Equality and Diversity in
Education (CRED):
Findings from the 2014 Young Life and Times Survey
and Comparisons with the 2012 Survey Findings**

Dirk Schubotz
March 2015



Contents

	Page
Introduction	3
Aims and objectives of the research	3
Methodology	4
Characteristics of the respondents	8
Main findings	
Appendix	
- CRED questions asked within 2014 Young Life and Times Survey	26

Introduction

This project feeds into a wider programme of the Department of Education (DE) for Northern Ireland to:

1. Measure the success of the Community Relations, Equality and Diversity in Education (CRED) policy. The aim of this policy is to 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;

DE regularly assesses the effectiveness of schools and other youth settings in encouraging understanding of groups covered in Section 75 of the 1998 Northern Ireland Act. In 2012 DE commissioned ARK to develop a suite of questions to be included in the 2012 Young Life and Times (YLT) survey, which recorded the experiences of young people in relation to CRED. This module in the 2012 YLT survey provided a baseline level of success and effectiveness of CRED (Devine, 2013). In 2014 the same questions were again placed in the YLT survey, and this publication reports the findings, where appropriate comparing these with the findings of the 2012 YLT survey.

The aims of this research are:

1. To assess the effectiveness of the CRED policy amongst young people living in Northern Ireland and compare this with the previous results from the 2012 YLT survey.

Methodology

What is the Young Life and Times Survey?

The Young Life and Times (YLT) survey is a constituent part of ARK (Access, Research, Knowledge), a joint resource by Queen's University Belfast and Ulster University providing access to social and political information on Northern Ireland (www.ark.ac.uk). The aim of the YLT survey is to record the views of 16-year olds in Northern Ireland on a range of issues such as community relations, health, politics, sectarianism and education. In its current format the YLT survey has been undertaken since 2003, making it the longest running annual large-scale cross-sectional survey of young people in the British Isles.

Sample

The survey sample was taken from the Child Benefit Register. Since 2004, a statutory instrument and explanatory memorandum (Tax Credits (Provision of Information) (Evaluation and Statistical Studies) (Northern Ireland) Regulations 2004) is in place which allows ARK to access the Child Benefit Register for the YLT survey.

Child Benefit is a benefit for people bringing up children and is paid for each child. Therefore, the Child Benefit Register contains information on all children for whom Child Benefit is claimed. Until March 2013 this was a universal benefit, but in April 2013 legislation came into place which introduced means testing with regard to Child Benefit payments. Higher earners are now no longer entitled to receive Child Benefit. This resulted in a potential significant change to the YLT sampling strategy. Alternative universal or random sample frames for YLT (such as the GP register) were considered prior to the 2013 survey but found unsuitable or unworkable. However, consultations with HMRC, who administer Child Benefit payments across the UK, revealed that the names and addresses of those 16-year olds affected by the Child Benefit Payment changes and those whose parents opted out of receiving Child Benefit are still held at HMRC, for example, in order to issue National Insurance Cards. Thus, the sample of 16-year olds available to ARK for the YLT survey remained potentially universal and unaffected by the legislative changes. According to HMRC, in 2014 only 185 eligible families from Northern Ireland had opted out of receiving Child Benefit payments, which makes the Child Benefit Register an almost 100 percent accurate random sample of 16-year olds in Northern Ireland.

The sample for the 2014 survey was provided to ARK directly by HMRC. Due to an increase in the number of funders, and subsequently a higher number of questions, for the first time we needed to run a split survey (i.e. not everybody would be asked all questions). To account for this and to fulfil our obligations to our funders, we

increased our sample size. Thus, for the first time one quarter of all eligible 16-year olds, namely all respondents with birthdays from January-March, were invited to take part in YLT.

Table 1: 2015 YLT survey content by funder and questionnaire version

Module	Funder	Purple version	Orange version
Background questions	Split among all funders	✓	✓
Community relations	Office of the First Minister and Deputy First Minister (OFMDFMNI)	✓	✓
Relationships and Sexuality Education and attitudes to LGBT people	Department of Education (DE)	✓	✓
Community Relations, Equality and Diversity Education (CRED)	Department of Education (DE)		✓
Children's rights in education*	Northern Ireland Commissioner for Children and Young People (NICCY)		✓
Autism*	Centre for Behaviour Analysis (Queen's University Belfast)	✓	
Attitudes to integrated education*	Integrated Education Fund (IEF)	✓	

* **Note:** The modules on autism, Rights in Education and attitudes to integrated education were also included in the 2014 Kids Life and Times (KLT) survey. For more details, visit www.ark.ac.uk/klt.

Fieldwork methods

Fieldwork was conducted from October to December 2014. An initial letter was sent in September 2014 to all eligible 16-year olds and provided an introduction to the survey. Recipients of the letter were given the opportunity to say if they did not want to participate in the survey. In October 2014, a second letter with a paper questionnaire and FREEPOST return envelope was then posted out to all 16-year olds who had not opted out of the survey. A reminder letter containing another paper

questionnaire and FREEPOST envelope was sent to all who had not responded by the start of November 2014.

Respondents could choose one of three methods for completing the questionnaire:

- They could complete the paper questionnaire and post it back in the pre-stamped envelope;
- They could complete the questionnaire online – inputting their personal identifier to enter that part of the YLT website;
- They could take part by phone, having quoted their identification number and check letter.

Survey Content

Given that the 2014 survey was a split survey, two questionnaires were produced; in the paper versions these were orange and purple. While the majority of questions were the same in both questionnaires, some modules were only included in one survey version (see Table 1). Respondents randomly received either the orange or purple survey questionnaire.

Response rate

5,692 names of eligible respondents were on the database of Child Benefit recipients received from HMRC. Forty-six initial letters or questionnaires were returned because the addressee had moved or was unknown at the address we were given. This leaves an overall sample of 5,642 eligible respondents in total.

Thirteen young people or their parents opted out of completing the 2014 YLT survey at different stages. Commonly this was because the young person suffered from a moderate or severe learning disability or mental illness which did not allow him or her to comprehend or answer the questions.

Overall 1,939 completed questionnaires were received by the end of the fieldwork period. This represents a response rate of 34.4 percent. This total number of responses excludes nine duplicate completions (either online and paper, or two paper completions), which were removed when the datasets were cleaned.

Table 2 shows that the most popular mode of completing the survey remains postal/paper completion. The Table also shows that the response rate among those who received a purple questionnaire version was higher. Telephone responses were offered as in every year, but no phone completions at all were recorded in 2014.

Table 2: Mode of survey completion by survey version

	Orange	Purple	All
Surveys sent out	2,846	2,846	5,692
Addressee unknown	12	34	46
Paper	777	867	1,644
Online	128	167	295
Total	905	1,034	1,939
Response rate	31.9%	36.8%	34.4%

Characteristics of the respondents

Before we report the main findings of the two DE modules, in this section of the report we summarise some key background characteristics of the respondents to the 2014 YLT survey. Due to rounding, column totals in the tables below do not always sum to 100 percent.

Missing responses, that is, where the respondent did not answer a question, were removed for the analysis. In closed questions missing responses typically make up no more than two percentage points of the total YLT population, depending on the type of question asked. In open questions, this figure can be significantly higher, however, YLT survey respondents tend to respond to open questions very well and often write quite extensive comments.

Gender

For the first time the YLT survey included 'other' categories in addition to 'male and 'female' when respondents were asked what sex/gender they were. Namely we asked whether they were male to female or female to male transgender or whether they identified as something else. Overall ten respondents chose one of these other categories (Table 3). This figure is too small to undertake any meaningful statistical analysis, however, the fact that 16-year olds said they were something other than male or female justifies the inclusion of these categories.

Table 3: Sex of respondents

	%
Males	41
Females	59
Transgender/Other	<1

Disability

Ten percent of respondents said they had a physical or mental health conditions or illnesses lasting or expected to last for 12 months or more with 68 percent of these respondents saying that this condition affected their ability to carry day-to day activities a little or a lot.

Area of living and number of years lived in Northern Ireland

Just slightly over one in five respondents (22%) lived in a large city or in a city's outskirts. Over one third of respondents (37%) lived either in a village or in a home in the countryside, confirming the fact that Northern Ireland remains a region with a significant rural population (Table 4).

Table 4: Where respondents live

	%
A big city	8
The suburbs or outskirts of a big city	13
A small city or town	42
A country village	17
A farm or home in the county	20
Don't know	<1

Respondents had lived for an average of 15.4 years in Northern Ireland, so in fact the large majority of respondents (91%) had lived in Northern Ireland for all their life.

Ethnicity

Table 5: Ethnic group (recoded open responses)

	%
White/Caucasian	65
Catholic/Irish Catholic/Roman Catholic	6
White Irish	4
White British	4
British/English	4
Irish	4
White European/European/Continental European	2
Protestant	3
Northern Irish/White Northern Irish	2
Christian	2
White Catholic	1
White Protestant	1
Mixed origin/other	3
Don't know/none	1

Thirteen percent of respondents self-identified as members of a minority ethnic group. Almost six in ten (58%) of those who said they had a 'mixed' or other ethnic background said this, but it is note-worthy that also one in five of those identifying as 'Catholic' or 'Protestant' also said this. In fact, among all respondents who identified as members of a minority ethnic group, almost half (47%) identified as 'White' or 'Caucasian', 15 percent as 'Catholic' and only 12 percent said they had mixed or other (e.g. Chinese, Pakistani etc.) origin.

Religious affiliation

Seventy-two percent of respondents said they had a religious affiliation. Table 6 shows the proportion of respondents affiliating with specific religions. Other religions included for example other branches of Protestant religions (e.g. Elim), Hinduism, Islam, Judaism, Orthodox Christianity and Sikhism.

Table 6: Religious affiliation

	%
Catholic	54
Presbyterian	20
Church of Ireland	13
Methodist	3
Baptist	2
Free Presbyterian	1
Brethren	<1
Other	5

National identity

Table 7 shows that Irish, Northern Irish and British national identities continue to be the main national identities YLT respondents affiliate with. Nearly three quarters of Catholics (74%) identify as 'Irish', whilst over half (54%) of Protestants identify as 'British'. The proportion of Protestants identifying as 'Northern Irish' (38%) is twice that of Catholics saying they feel 'Northern Irish' (19%). However, respondents with no religious affiliation are most likely to say they feel 'Northern Irish' (40%).

Table 7: National identity

	%
Irish	36
Northern Irish	30
British	27
Ulster	2
Other	4
Don't know	2

Sexuality

YLT has been recording sexual preferences for many years. Table 8 shows that 88 percent of males and 81 percent of females were opposite-sex attracted, that is only ever sexually attracted to someone of the opposite sex whilst 11 percent of males and 12 percent of females were at least once sexually attracted to someone of the same sex.

Table 8: Sexual attracted to...*

	%	
	Males	Females
only to females and never to males	88	1
more often to females and at least once to a male	4	1
about equally often to females and males	2	3
more often to males and at least once to a female	2	8
only to males and never to females	3	81
I have never felt sexually attracted to anyone	2	6

*Figures for those saying they are neither female nor male are too small to report

Education

Ninety-five percent of YLT respondents were still in full-time education with the majority (81%) being in school. Table 9 shows the type of school respondents said they attended or, if they had left school, had recently attended. Table 10 shows that perceived religious mix of the schools respondents attended with just 14 percent saying that the proportion of Catholics and Protestants was about half and half.

Table 9: Type of school most recently attended

	%
Grammar	52
Non-Grammar, incorporating...	47
...Secondary (35)	
...Planned Integrated (7)	
...Irish Language (<1)	
...Other (4)*	
Special Schools	1

* 'Other' schools include: Colleges of Further and Higher Education – e.g. Belfast Metropolitan College, Dixon system – comprehensive schools, schools outside Northern Ireland, alternative education providers etc.

Table 10: Description of school most recently attended

	%
All or nearly all Protestant	18
All or nearly all Catholic	35
Mostly Protestant	20
Mostly Catholic	6
About half Protestant and half Catholic	14
Don't know	7

Family-financial background

YLT records the socio-economic background of respondents via a self-reporting mechanism which has produced a reliable measure over the years. In 2014, just over half of respondents said their families were average well-off. Fourteen percent said they came from not well-off families, whilst 29 percent thought their families were well-off.

Representativeness and weighting

The sample frame for the YLT survey is representative of 16-year olds in Northern Ireland, as described above in the Methodology section. However, as in most other surveys, due to non-response bias, the achieved sample is not representative of the

target population. This may or may not have any implications for the results reported here. Table 3 shows for example that 59 percent of respondents were females, so due to females being much more likely to respond to the survey than males. This is typical pattern for most for social research studies.

Also, as can be seen in Table 9, 52 percent of YLT respondents said they had previously attended grammar schools, whilst the most recent DE enrolment statistics show that the proportion of pupils in grammar schools in Northern Ireland was 42 percent in 2014/15 (Source: www.deni.gov.uk/enrolment_time_series_1415.xlsx; Accessed March 2015). Indirectly, the higher proportion of respondents from grammar schools may also affect the YLT socio-economic background variable (self-perceived family-financial wellbeing), as a much higher proportion of secondary school pupils is entitled to free school meals (37%) than in grammar school attendees (12%) (Source: www.deni.gov.uk/per_cent_fsme_time_series_updated_1415.xlsx; Accessed March 2015). Free school meal entitlement can be seen as a proxy for the socio-economic status of young people and their families. All this is only relevant in so far, as frequency tables of results may over-represent slightly the views and experiences of females and those of grammar school attendees and, thus, indirectly the financially better-off respondents.

Should the data be weighted?

Partially, the non-response bias can be addressed by introducing weight factors. This can be done for variables for which we know the actual proportion people in the target population. Gender and school type attended are such examples. This is much harder where reliable statistics are not available, or where certain issues are very complex, for example disability. We know that people with certain sensory disabilities or with complex needs are more likely to opt out of the survey, however, people with physical disabilities may be over-represented – we cannot be sure. Generally several weight factors would need to be applied to address various variables, and even then non-response bias is a complex issue, which cannot be easily fixed. The academic view is that caution needs to be applied when weighting datasets (see point 5.4. in this document produced by the National Centre for Research Methods: <http://www.restore.ac.uk/PEAS/nonresponse.php>), as the weighting procedure whilst increasing representativeness in some areas can, at the same time, decrease sample accuracy in others. The YLT approach is not to weight data. However, gender, family financial background and school background are routinely used to cross-examine findings, and if differences are found, these are reported, as can be seen below.

Main findings

CRED

In this section we report the experiences of YLT responses in relation to CRED. When possible, the results from the 2012 YLT survey are shown for comparison in the Tables and Figures.

Experience of CRED

The CRED module was repeated exactly, thus - as in 2012 - the questionnaire provided an introduction to the topic for the respondents, using the following text:

‘Education and youth work are supposed to encourage understanding of particular groups in society and promote the equal treatment of different groups. This can be done through exchange programmes, discussions, workshops, lessons or videos.’

When asked if they had ever done any of this, 73 percent compared to 70 percent of respondents in 2012 indicated that they had done so. This shows a very slight increase of young people receiving CRED. The increase is largely due to a higher coverage of CRED topics in school. The coverage in youth projects remained the same as in 2012, however the proportion of young people receiving CRED in both school and youth settings actually decreased a little, as Table 11 shows.

Table 11: Participation in CRED activities

	%	
	2014	2012
School only	46	40
Youth project only	10	10
Both school and youth project	16	20
Neither	27	30

Tables 12 and 13 focus on those receiving CRED in school by school type and by the religious composition of the school they currently or last attended.

Table 12 shows that respondents attending planned integrated schools were more likely to receive CRED than those in grammar or secondary schools, which was also the case in 2012. (Other school types were omitted from this table due to small

numbers attending these). The difference between these two surveys is statistically insignificant.

Table 12: CRED received in school by type of school

	%	
	2014	2012
Planned Integrated	70	68
Grammar	59	61
Secondary	59	57

Table 13 indicates that those in all or nearly all Protestant schools were least likely to receive CRED. The findings show a reversal compared to 2012 with regard to schools with 'mostly Catholic' and 'mostly Protestant' intakes, with pupils in 'mostly Protestant' schools being more likely to receive CRED now than those in 'mostly Catholic' schools. This finding should not be overestimated as some respondents in particular in schools with an intake of pupils from mixed religious backgrounds may simply not know whether their schools have a majority Catholic or Protestant background.

Table 13: CRED activities by religious composition of school last or currently attended

	%	
	2014	2012
All or nearly all Protestant	54	56
All or nearly all Catholic	63	61
Mostly Protestant	61	55
Mostly Catholic	57	66
About half Protestant and half Catholic	64	65
Don't know	39	52

CRED topics

Those who had experienced CRED activities were asked if these activities had covered a range of ten groups, reflecting the Section 75 categories. This was explored separately for school and for youth settings (Table 14).

Table 14 clearly shows two trends. Firstly, as in 2012, schools have covered issues relating to all groups more than youth projects or youth clubs. Secondly, with few exceptions, those who said they had received CRED reported a higher coverage of topics compared to 2012, and this was the case for both school-based and youth project-based CRED. The increase in the level of coverage was not necessarily consistent between schools and youth projects. For example, there was a seven percentage point increase in coverage of relationships (ie whether people are married, cohabiting, single or divorced) in schools, but a two percentage point drop in coverage in youth projects, even though this is statistically insignificant. On the other hand, it appears that different political opinions were more discussed in both schools and youth projects in 2014 compared to 2012. Religious beliefs remains the topic most likely to be discussed both in schools and youth settings.

Table 14: Coverage of CRED groups, by setting

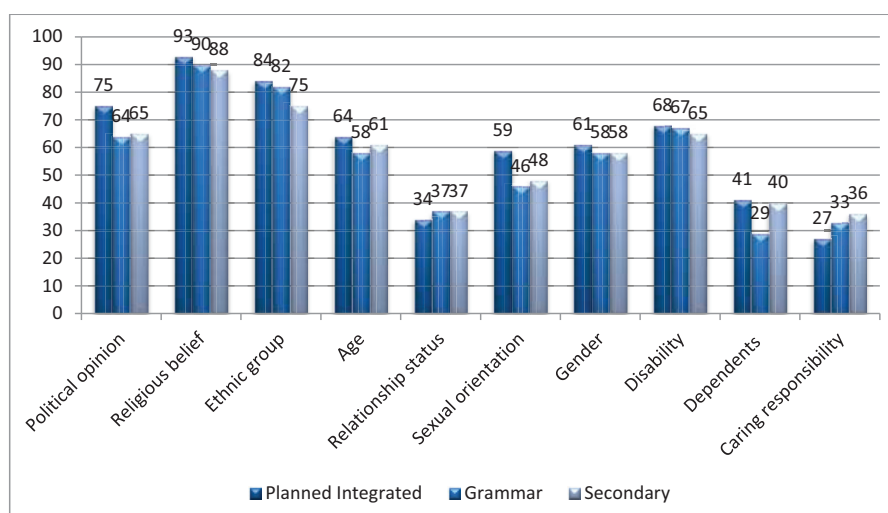
	%			
	Your School		Your youth project or youth club	
	2014	2012	2014	2012
People with different political opinions	65	59	53	48
People with different religious beliefs	88	84	79	70
People from different ethnic groups	79	74	65	58
People of different ages (older and younger people/children)	59	53	55	55
People who are single, cohabiting, married or divorced	37	30	28	30
People with different sexual orientations	48	45	41	31
Men and women	58	55	54	46
People with a disability and those without a disability	66	63	54	46
People with dependents (e.g. children) and those without	35	31	34	26
People with caring responsibilities and those without caring responsibilities	34	34	31	29

Table 15 shows that there was an increase in CRED topics covered both in school and youth work settings. This means that 2014 YLT respondents who received CRED education were more likely than their counterparts in 2012 to have covered a greater variety of topics. This is particularly noticeable in the increase in proportions of respondents saying that all respective ten CRED topics were covered. Almost one in five respondents who received CRED in school (19%) and 13 percent of respondents who received CRED in youth settings said they covered all CRED topics.

Table 15: Number of CRED topics covered, by setting

	%			
	In school		In a youth setting	
	2014	2012	2014	2012
1	7	7	11	6
2	8	9	14	10
3	12	11	8	15
4	10	16	11	17
5	12	11	13	9
6	12	11	6	7
7	7	8	8	7
8	7	7	6	7
9	7	6	12	5
10	19	12	13	7

In line with the Tables above, Figure 1 shows that most subjects were most likely to be discussed in planned integrated schools. The difference in coverage compared to grammar and secondary schools was greatest with regard to the topics of political opinion and sexual orientation. Religious beliefs, ethnic belonging and political opinions were also more likely to be covered by CRED programmes in schools with an exclusively or predominantly Protestant intake, whereas issues such as caring and dependencies were more likely to be discussed in schools with an all or predominantly Catholic intake.

Figure 1: Coverage of CRED topics, by type of school (%)

Changing attitudes among participants

In this section we report respondents' perceptions with regard to changing attitudes as a result of the CRED education received – both at group level and at a individual level. Again, we make comparisons with the 2012 data when and where this is appropriate. As in the previous report (Devine, 2013), figures are only presented for those respondents who identified that particular group for which they received CRED education¹.

Group level

Respondents were asked if they thought that members of their class or youth project or youth club felt more positive towards any of the groups as a result of what was taught or discussed in CRED.

Table 16 illustrates that at least seven in ten - in some topics almost nine in ten - respondents who had received CRED education felt that this had had positive effects on the feelings among those receiving the respective education. Similar to the previous survey this applied again to both school and youth settings. The Table also shows that the changes compared to the YLT survey two years ago were generally

¹ For example, if someone said s/he did not receive CRED on the topic of 'people with different political opinions', this respondent's answer is automatically excluded and set as 'skip' or 'missing' when asked whether s/he felt that his or her views are now more positive towards people with different political opinions as a result of CRED, although, arguably, CRED on another topic, for example on 'people with different religious views' could have a more general positive effect, including an effect on the views on political opinions.

only marginal, with some notable exceptions. For example, there was a six percentage point increase in school settings and a seven percentage point increase in youth settings among those who said that CRED with a focus on different religious beliefs resulted in more positive attitudes among participants. Compared to two years ago, there was also a five percentage point increase amongst those who said participants had more positive feelings towards people with different sexual orientations after CRED on this topic in school settings. On the other hand, there was a six percentage point drop in perceived positive feelings among those who had received CRED in youth settings covering the topic of people with and without dependents.

Table 16: More positive attitudes of participants about CRED groups, by setting and year.

	%			
	Your School		Your youth project or youth club	
	2014	2012	2014	2012
People with different political opinions	72	74	81	81
People with different religious beliefs	84	78	85	78
People from different ethnic groups	81	78	80	78
People of different ages (older and younger people/children)	71	69	73	77
People who are single, cohabiting, married or divorced	73	71	75	74
People with different sexual orientations	76	71	82	81
Men and women	74	72	74	75
People with a disability and those without a disability	80	80	82	82
People with dependents (e.g. children) and those without	75	75	77	83
People with caring responsibilities and those without caring responsibilities	74	67	78	77

Table 17 shows how many groups respondents thought their classmates or other attendants in youth projects felt more positive about following CRED. This is again

presented in a way that it makes comparisons with the 2012 YLT survey easy. The Table shows a seven percent decrease in the proportion of respondents who felt that CRED in youth settings had no impact on more positive views towards any of the groups covered in CRED. The results for CRED in school settings were almost identical to 2012, however, there was a five percent increase in respondents saying that CRED in school had a positive impact on their classmates' views about *all* ten groups covered in CRED. Overall, Table 17 suggests the closing of the effectiveness gap between CRED in school settings and CRED in youth settings compared to two years ago, although school remains the venue which appears to retain the greater positive effects so far.

Table 17: Number of groups respondents thought their classmates or other attendants at youth projects felt more positive about after CRED, by setting and year

	%			
	CRED in school		CRED in youth settings	
	2014	2012	2014	2012
0	14	14	17	24
1	9	10	13	9
2	10	13	11	12
3	13	15	13	13
4	12	12	10	11
5	9	9	8	6
6	6	6	5	6
7	6	7	2	5
8	4	3	4	6
9	6	5	8	4
10	12	7	9	5

Individual level

Table 18 shows the proportion of respondents who felt they personally had more positive views towards any of the groups as a result of what was taught or discussed during CRED activities. The same principle applied as in Table 16, namely, anyone who had either indicated that s/he had not received CRED at all, or had not received CRED on the specific topic in the respective school or youth setting, was excluded in

the analysis of whether or not they held more positive views now. This means, again, that only the very direct effect of CRED education is covered in Table 18 and any possible indirect and cross-cutting positive effects are excluded.

For each of the ten groups, at least seven in ten respondents felt that their attitudes were more positive as a result of the CRED activities in school, and at least two thirds of respondents felt this after CRED in youth settings. Most changes compared to the YLT data from the 2012 survey were again only marginal, with CRED in school settings generally seeing more positive changes. There was an eight percent increase in more positive feelings as a result of CRED in school settings on gender and a six percent increase with regard to positive attitudes towards people of different ages. Around one in ten respondents said that their views had not changed on any of these issues as a result of CRED.

Table 18: More positive attitudes of respondent about CRED groups, by setting and survey year

	%			
	Your School		Your youth project or youth club	
	2014	2012	2014	2012
People with different political opinions	78	77	76	75
People with different religious beliefs	88	83	81	83
People from different ethnic groups	86	82	77	82
People of different ages (older and younger people/children)	77	71	73	74
People who are single, cohabiting, married or divorced	80	75	80	74
People with different sexual orientations	79	77	82	80
Men and women	79	71	76	78
People with a disability and those without a disability	84	80	84	81
People with dependents (e.g. children) and those without	80	79	78	79
People with caring responsibilities and those without caring responsibilities	75	73	67	72

Keeping in mind the overwhelmingly positive response to CRED, if anything, there was slight decrease in positive attitudes as a result of CRED activities in youth settings compared to two years ago. However, statistically this decrease is insignificant. Notable is perhaps the five percentage point lower proportion of respondents, compared to two years ago, who received CRED in youth settings and who said they felt more positive as a result of talking about people from different ethnic groups and people with and without caring responsibility. This can be interpreted in different ways. One possible hypothesis is that CRED in youth settings has become slightly less effective with regard to attitude change. However, it is also possible that an increasing proportion of young people in youth settings already hold more positive views towards people from various other ethnic backgrounds so that CRED does not as such lead to even *more* positive views.

To support the latter hypothesis, we can refer to other YLT data. Attitudes towards minority ethnic groups have been recorded by YLT since 2004. Whilst the proportion of respondents expressing negative attitudes decreased slowly from seven percent in 2004 to three percent in 2014, the proportion of YLT respondents who expressed positive views towards minority ethnic groups increased from 39 percent in 2004 to 48 percent in 2014. This could be an effect of CRED and similar education activities, but it could also be a result of the changed demographic landscape and a higher degree of mixing, as is also evident from the YLT survey. In 2008 13 percent of respondents said they mixed and socialised very often with people from a different ethnic background. In 2014 this figure was 20 percent.

Figure 2: More positive attitudes of participants about CRED groups, by type of school (%)

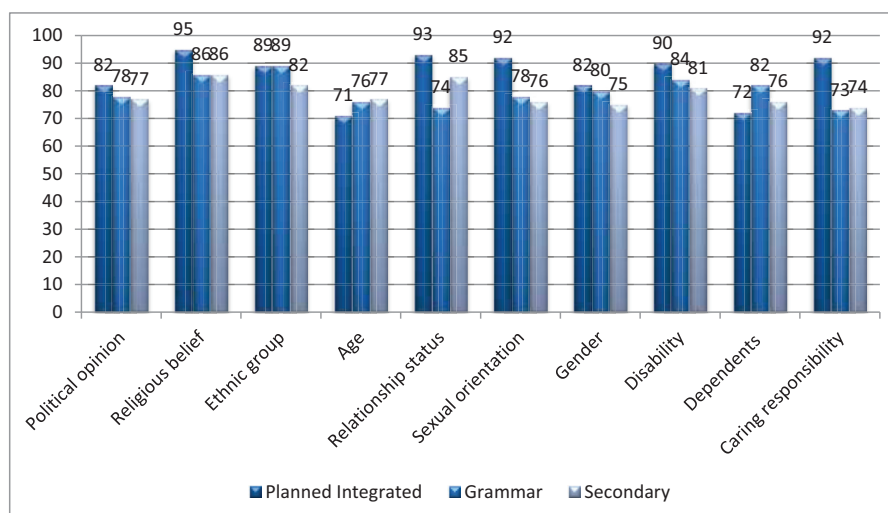


Figure 2 shows the extent to which respondents attending different school types said their own views had become more positive as a result of CRED education in their schools. In general, the perceived level of changing attitudes was similar in all school types although those attending planned integrated schools were slightly more likely to report positive attitude changes in relation to most topics. The differences between schools were largest on the topics of sexual orientation, caring responsibility and relationship status.

Table 19 shows the number of CRED groups that respondents felt *personally* more positive about. Again, the changes compared to two years ago are very modest. The most notable change is the decrease in the proportion of respondents who received in CRED in youth settings and said they did not feel more positive towards any of the groups discussed (24% in 2012 compared to just 18% in 2014). At the other end of the scale, 12 percent in 2014 compared to just seven percent in 2012 of those who took part in CRED in school said they felt more positive towards all ten groups covered by CRED.

Table 19: Number of groups respondents felt personally more positive about after CRED by setting and year

	%			
	CRED in school		CRED in youth settings	
	2014	2012	2014	2012
0	12	14	18	24
1	9	9	15	9
2	10	11	12	11
3	11	14	11	14
4	10	14	10	10
5	9	9	7	7
6	8	7	2	7
7	5	6	4	5
8	6	5	5	6
9	7	5	9	4
10	12	8	7	4

Discussion

This suite of questions discussed in this section provides an insight into the experiences of 16-year olds to Community Relations, Equality and Diversity in Education (CRED) activities, and their perception of its effectiveness. It is interesting to compare the results of the 2014 YLT survey with those the baseline data collected by the 2102 YLT survey.

There was a very small increase of 16-year olds taking part in CRED activities compared to 2012 (73% and 70% respectively). This increase was entirely due to a higher proportion of young people receiving CRED in schools (46% compared to 40% in 2012). This means that 62 percent of 16-year olds have received CRED in school settings

The most likely topics covered both in school and youth settings remain ethnicity and religious beliefs, with disability and political opinions being the next most likely topics covered. Thus, our data suggest that even 20 years after the first Northern Ireland ceasefire, 16-year olds in Northern Ireland are still more than twice as likely - both in school and youth settings - to discuss religious and political division than to debate caring responsibility or family dependencies, which emphasises the currency that Northern Ireland conflict-related topics retain.

However, there is very little difference in the perceived effectiveness of CRED on any of the covered topics – Northern Ireland Conflict-related or not - with at least seven in ten respondents saying that discussions led generally to more positive views both among their classmates in school and friends in youth settings, as well as for them personally. This confirms the findings from two years ago that the perceived effectiveness of the CRED programme among 16-year olds is high for both youth and school settings.

The data suggest that planned integrated schools appear to have a slightly higher coverage of CRED topics and also boast a modestly higher effectiveness rate in CRED compared to secondary and grammar schools. Perhaps one of the explanations could be that planned integrated schools are *per se* organised in a way that they have a more diverse pupil population both academically and with regard to the ethnic and religious background of their pupil population, whilst due to the nature of pupil selection grammar schools - and as a consequence many secondary schools tend to have more homogeneous pupil cohorts. Addressing community relations, diversity and equality may be a more 'natural' and prudent activity in more diverse schools.

As pointed out in our previous report (Devine, 2013) and reiterated above, the CRED survey questions are asked in a way that they capture *change* in attitudes. The question module does not capture opinions and attitudes more generally. As Devine (2013) stated in the concluding comments to her report: *'Respondents may perceive that they had very positive feelings to start with, and this did not change.'*

Alternatively, they have may have very negative feelings, and this did not change.'

We currently do not record responses like that. Above we made an attempt to relate the CRED findings to other findings, to potentially address this. We showed that an apparently lower effectiveness of youth setting-based CRED addressing ethnic belonging may well be related to an improving attitude and greater degree of contact overall with people from minority ethnic groups.

We also do not capture or report on 'collateral effects' of CRED, for example more positive attitudes towards people with different political opinions as a result of CRED on religious views. This would be quite a reasonable effect to expect in the Northern Ireland context. Nor do we currently provide an opportunity for respondents to say that their views have become more *negative* as a result of CRED, even though this the current evidence would suggest that this would be an unlikely scenario. The proportion of respondents saying that CRED had no impact on their views was about ten percent as reported above, but 'no effect' is not the same as a 'negative effect'. At the moment, there is very little evidence for a negative effect of CRED, quite the opposite – the evidence for the positive effect that CRED has in both youth and school settings is overwhelming. However, a more complex review of CRED in a few years' time could include a more in-depth and qualitative assessment of CRED or alternatively an extended CRED survey module which would allow respondents to share more detailed experiences – both negative and positive.

References

Devine, P. (2013) *Community Relations, Equality and Diversity in Education (CRED): Findings from the 2012 Young Life and Times Survey*. Belfast: ARK.
[Available online at: <http://www.ark.ac.uk/publications/occasional/CREDYLT12.pdf>]

Appendices

- YLT CRED survey questions

CRED SURVEY QUESTIONS

22. Education and youth work are supposed to encourage understanding of particular groups in society and promote the equal treatment of different groups. This can be done through exchange programmes, discussions, workshops, lessons or videos. Have you ever done any of this...?

(Please tick **ALL** that apply)

✓

... in your school

☐ 1

... in a youth project or youth club

☐ 1

... Neither

☐ 1

(Please go to question 26)

23. And do you think that your school or your youth project or youth club has done this for the following groups?

(Please tick **ALL** that apply in **EACH** column)

✓

	Your School	Your youth project or youth club
People with different political opinions	<input type="checkbox"/> 1	<input type="checkbox"/> 1
People with different religious beliefs	<input type="checkbox"/> 1	<input type="checkbox"/> 1
People from different ethnic groups	<input type="checkbox"/> 1	<input type="checkbox"/> 1
People of different ages (older and younger people/children)	<input type="checkbox"/> 1	<input type="checkbox"/> 1
People who are single, cohabiting, married or divorced	<input type="checkbox"/> 1	<input type="checkbox"/> 1
People with different sexual orientations	<input type="checkbox"/> 1	<input type="checkbox"/> 1
Men and women	<input type="checkbox"/> 1	<input type="checkbox"/> 1
People with a disability and those without a disability	<input type="checkbox"/> 1	<input type="checkbox"/> 1
People with dependents (e.g. children) and those without	<input type="checkbox"/> 1	<input type="checkbox"/> 1
People with caring responsibilities and those without caring responsibilities	<input type="checkbox"/> 1	<input type="checkbox"/> 1
I have never attended a youth project		<input type="checkbox"/> 1

24. Looking at the same list again, do you think that members of your class or your youth project or youth club felt more positive towards any of these groups as a result of what was taught or discussed?

(Please tick **ALL** that apply in **EACH** column)

✓

	Yes, in my School	Yes, in my youth project or youth club
People with different political opinions	<input type="checkbox"/> 1	<input type="checkbox"/> 1
People with different religious beliefs	<input type="checkbox"/> 1	<input type="checkbox"/> 1
People from different ethnic groups	<input type="checkbox"/> 1	<input type="checkbox"/> 1
People of different ages (older and younger people/children)	<input type="checkbox"/> 1	<input type="checkbox"/> 1
People who are single, cohabiting, married or divorced	<input type="checkbox"/> 1	<input type="checkbox"/> 1
People with different sexual orientations	<input type="checkbox"/> 1	<input type="checkbox"/> 1
Men and women	<input type="checkbox"/> 1	<input type="checkbox"/> 1
People with a disability and those without a disability	<input type="checkbox"/> 1	<input type="checkbox"/> 1
People with dependents (e.g. children) and those without	<input type="checkbox"/> 1	<input type="checkbox"/> 1
People with caring responsibilities and those without caring responsibilities	<input type="checkbox"/> 1	<input type="checkbox"/> 1
People did not feel more positive towards any these groups	<input type="checkbox"/> 1	<input type="checkbox"/> 1

25. And how about you personally? Did you feel more positive towards any of these groups as a result of what was taught or discussed in school or in your youth project or youth club?

(Please tick **ALL** that apply in **EACH** column) ✓

	In my School	In my youth project or youth club
People with different political opinions	<input type="checkbox"/> 1	<input type="checkbox"/> 1
People with different religious beliefs	<input type="checkbox"/> 1	<input type="checkbox"/> 1
People from different ethnic groups	<input type="checkbox"/> 1	<input type="checkbox"/> 1
People of different ages (older and younger people/children)	<input type="checkbox"/> 1	<input type="checkbox"/> 1
People who are single, cohabiting, married or divorced	<input type="checkbox"/> 1	<input type="checkbox"/> 1
People with different sexual orientations	<input type="checkbox"/> 1	<input type="checkbox"/> 1
Men and women	<input type="checkbox"/> 1	<input type="checkbox"/> 1
People with a disability and those without a disability	<input type="checkbox"/> 1	<input type="checkbox"/> 1
People with dependents (e.g. children) and those without	<input type="checkbox"/> 1	<input type="checkbox"/> 1
People with caring responsibilities and those without caring responsibilities	<input type="checkbox"/> 1	<input type="checkbox"/> 1
I did not feel more positive towards any these groups	<input type="checkbox"/> 1	<input type="checkbox"/> 1

20150602 DE- Comm Inquiry into Shared Education and Integrated Education

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Your ref: PMcC/KM/2132

2 June 2015

Dear Peter

INQUIRY INTO SHARED AND INTEGRATED EDUCATION

Thank you for your letter of 15 May 2015 seeking further clarification and information following DE officials briefing to the Committee on 13 May, as part of the Committee's Inquiry into Shared and integrated education. I will respond to your requests in the order of your letter.

Levels of Progression

The aims of the Delivering Social Change Shared Education Signature Project are to improve educational, including reconciliation, outcomes through schools working collaboratively on a cross-community basis. Key Stage data is the only consistent means of reporting attainment against the cross-curricular skills as defined in our curriculum. Key Stage data is, therefore, necessary in order to evaluate the success of the programme at school and system level. Consequently, schools will be required to comply with the statutory assessment process, as a condition of funding.

Equality of Identity

The use of the phrase 'Equality of Identity' within the Shared Education policy refers to equality in respect of the set of characteristics that somebody recognises as belonging uniquely to himself or herself and constituting his or her individual personality for life.

Religious Balance Pupils and Boards of Governors

Existing schools wishing to transform to integrated status must demonstrate reasonable prospects of achieving, over the longer term, a minimum of 30% of their enrolment drawn from the relevant minority tradition. No pre-existing level of integration is

necessary, but to ensure that transformation is well grounded from the outset, schools must attract at least 10% of their first year intake from whichever is the minority community within the school before final approval is granted.

A new grant-maintained integrated school should aim to attract 30% of its pupils from the minority community in the area where the school is situated.

I enclose, therefore, at **Appendix A** details relating to non-integrated schools that have a minimum of 10% of pupil enrolment from the minority community at the school. I also enclose at **Appendix B** details of relating to current integrated schools that have less than 10% of pupil enrolment from the minority community at the school.

The Department does hold information relating to the overall religious background of the Boards of Governors of individual schools.

Information is requested on the community background of the governors the Department appoints to voluntary grammar and grant maintained integrated schools, although appointees are not obliged to provide this. However, this represents a maximum of one third or two ninths of the governors of a voluntary grammar school and a maximum of one quarter of the governors of a grant maintained integrated school. It does not, therefore, provide an indication of the overall religious balance of a school's Board of Governors.

Shared Education Consultation Events

Four public consultation events were held on the Shared Education Policy and Bill during February 2015, including an event for young people. In total, approximately 63 people attended these events.

Special Schools

Under Articles 68 and 90 of the 1989 Order, Special Schools (and schools established in hospitals) are not eligible to obtain grant maintained and controlled integrated status.

The current intake criteria to Special Schools are based on the special educational needs of each individual child. Integrated schools can include community background as an intake criterion in order to have a reasonable mix of children from each community background. If applied in a Special School, this could mean that children could be admitted, or not, based on their religion rather than to a school that was the most appropriate place for their educational needs to be met.

The prohibition within the legislation recognises the complex needs of children within the special education sector. Special Schools provide a pupil-centred service to a religious mix of children. That approach places children and their individual needs, regardless of their community background, ahead of the needs of institutions.

Early Years and Youth Shared Education Continuum

I enclose a copy of "Developing Shared Education in Early Years Settings: A Framework for Collaborative Partnerships", the continuum developed by ETI specifically

for the early years sector. The continuum model for the Youth Sector is not yet finalised. I will provide a copy when available.

Yours sincerely

Russell

RUSSELL WELSH
Departmental Assembly Liaison Officer

Appendix A

Figures relating to all non-integrated schools with a minimum of 10% pupil enrolment from the minority community in 2014/15

Category	Total Number of Schools
<i>Primary</i>	
All Non-integrated Primary Schools	794
Non-integrated Primary Schools with a minimum of 10% pupil enrolment from minority community	46
<i>Post-Primary</i>	
Non-integrated Post-Primary Schools	188
Non-integrated Primary Schools with a minimum of 10% pupil enrolment from minority community.	19

Source: NI school census

Primary School figures includes pupils in nursery, reception and Years 1 – 7 where applicable.

Appendix B**Figures relating to all Integrated schools with less than 10% of pupil enrolment from the minority community at the school**

Category	Total Number of Schools
<i>Primary</i>	
All Integrated Primary Schools	42
Integrated Primary Schools with less than 10% pupil enrolment from minority community	2
<i>Post-Primary</i>	
All Integrated Post-Primary Schools	20
Integrated Post Primary Schools with less than 10% pupil enrolment from minority community	1

Source: NI school census

Primary School figures includes pupils in nursery, reception and Years 1 – 7 where applicable.

20150623 – DE - Inquiry into Shared and Integrated Education: Equality of Identity

Peter McCallion
Clerk to the Committee for Education
Room 375a
Parliament Buildings
Ballymiscaw
Stormont
BELFAST
BT4 3XX



Tel No: (028) 9127 9849
Fax No: (028) 9127 9100

Email: russell.welsh@deni.gov.uk

Your ref: PMcC/KM/2184

23 June 2015

Dear Peter

Inquiry into Shared and Integrated Education: Equality of Identity

The Shared Education Bill sets out the legislative definition of Shared Education. This references the minimum essential requirements for shared education - that is the education together of those of different religious belief and those experiencing socio-economic deprivation.

The legislative definition is underpinned by the policy description which describes the practical implementation of shared education. The policy description aims to ensure delivery is as inclusive as possible and lists a number of descriptors to ensure this aim, including 'equality of identity'.

In using this term, the Department recognises that individuals have a set of differing characteristics that they regard as their identity – those which make them unique and distinctive. These can include characteristics as diverse as gender, race, marital

status, cultural, disability, national or social origin, association with a minority, sexual orientation, belief, and language.

Inclusion of this phrase recognises that individuals can face discrimination due to their perceived identity. It is included in the policy description to ensure application of the policy is as inclusive as possible and recognises these differing aspects of identity.

Identity is a specific characteristic recognised in the UNCRC. In their General Comments on Article 29 on the goals of education (CRC/GC/2001/1), the UN sets out that the aims of education are the holistic development of the full potential of the child, including an enhanced sense of identity (paragraph 1 of the General Comments). The Convention argues the need for a balanced approach to education and one which succeeds in reconciling diverse values through dialogue and respect for difference.

The Convention's General Comments on Article 29, makes explicit reference to the "*indispensible interconnected nature of the Convention's provisions*", including the link to Article 2 which requires state parties to respect and ensure the rights set forth in the Convention to each child within their jurisdiction without discrimination of any kind. In using the term 'equality of identity' the Department is reflecting the broad aims of the UNCRC.

The UN Commission for Human Rights also uses the term 'identity' when referring to the discrimination, for example in relation to sexual orientation and gender. Additionally 'identity characteristics' is a term which has been used by the European Court of Human Rights.

The British Irish Council used the term 'identity' in their commitment to the mutual respect, civil rights and the religious liberties of everyone in the community, specifically "*.. the principles of mutual respect for the identity and ethos of both communities and parity of esteem*" in the north of Ireland."

(www.britishirishcouncil.org/agreement-reached-multi-party-negotiations/rights-safeguards-and-equality-opportunity)

The Equality and Human Right Commission, which covers England, Scotland and Wales also recognises the term. Their triennial review, 'How fair is Britain?' focused attention on the need to tackle the "*high incidence of identity-based bullying of young people, both within schools and the wider community*". Their report states that ***'Identity-based' (or 'prejudice-based') bullying is widespread and continues to blight the lives of many young people, affecting educational attainment and having a long term impact on their life chances.'*** Their report identified the **common** cause as children's, and sometimes teachers' poor understanding of diversity.

In the public consultation, there were no responses relating to the use of the phrase, 'equality of identity'.

Consequently, the Department is of the view that inclusion of the term "equality of identity" within the practical description of Shared Education as set out in the Sharing Works policy is entirely reasonable in ensuring the inclusive nature of the policy.

Yours sincerely

RUSSELL WELSH

Departmental Assembly Liaison Officer



Northern Ireland
Assembly

Appendix 5

List of Witnesses

List of Witnesses

Date	Name	Organisation
18 June 2014	Adrian Johnston	IFI
	Colin Knox	University of Ulster
	John Hunter	ETI
	Lauri McCusker	Fermanagh Trust
	Catherine Ward	Fermanagh Trust
2 July 2014	Faustina Graham	Department of Education
	Andrew Bell	Department of Education
	Eve Stewart	Department of Education
15 October 2014	Barbara Ward	Cross and Passion College
	Ian Williamson	Ballycastle High School
	Colin Knox	University of Ulster
	Vani Borooah	University of Ulster
5 November 2014	Patricia Lewsley-Mooney	Northern Ireland Commissioner for Children and Young People
	Alison Montgomery	Northern Ireland Commissioner for Children and Young People
	Clare-Anne Magee	Parenting NI
	Nicola McKeown	Parenting NI
19 November 2014	Noreen Campbell	Northern Ireland Council for Integrated Education
	Helen McLaughlin	Northern Ireland Council for Integrated Education
	Frances Donnelly	Northern Ireland Council for Integrated Education
26 November 2014	Roger Austin,	University of Ulster
	Antoin Moran	Ballyhack Primary School
	Alison McConnell	Carr's Glen Primary School
	Joanne Hughes,	Queens University
	Tony Gallagher	Queens University
	Gavin Duffy	Queens University
	Miles Hewstone	University of Oxford
10 December 2014	Scott Naismith	Methodist College
	Neill Jackson	Methodist College
	Janet Unsworth	Methodist College
	Michael Humphreys	Methodist College
	Desmond Rea	Methodist College

Date	Name	Organisation
14 January 2015	Jacqui Durkin	Department of Education
	Roisin Lilley	Department of Education
21 January 2015	Faustina Graham	Department of Education
	Andrew Bell	Department of Education
	Suzanne Kingon	Department of Education
	John Hunter	Department of Education
4 February 2015	Peter Osborne	Community Relations Council
	Dympna McGlade	Community Relations Council
	Michael Wardlow	Equality Commission NI
	Darren McKinstry	Equality Commission NI
	Tina Merron	Integrated Education Fund
	Sam Fitzsimmons	Integrated Education Fund
	Brandon Hamber	University of Ulster
	Alan Smith	University of Ulster
11 February 2015	Paul Lawther	Belfast Education and Library Board
	Ray Gilbert	North Eastern Education and Library Board
	John Unsworth	Southern Education and Library Board
	June Neill	Western Education and Library Board
	Nicky McBride	South Eastern Education and Library Board
	Dr Peter Cunningham	Ceara Special School
	Colum Davis	Tor Bank Special School
18 February 2015	Reverend Trevor Gribben	Transferors' Representative Council
	Reverend Donald Ker	Transferors' Representative Council
	Reverend Ian Ellis	Transferors' Representative Council
25 February 2015	Eamon McClean	Speedwell Trust
	Eric Reaney	Speedwell Trust
	Libby Robinson	Edwards Primary School, Castlederg
	Brian McGurk	St Patrick's Primary School, Castlederg
	Nigel Frith	Drumragh Integrated College
	Caen Fahy	Drumragh Integrated College
	Cara Monaghan	Drumragh Integrated College
	Zara Hemphill	Drumragh Integrated College
3 March 2015	Teresa Graham,	NASUWT
	Justin McCamphill	NASUWT
	Diane Nugent	UTU
	Gillian Dunlop	UTU

Date	Name	Organisation
4 March 2015	Siobhán Fitzpatrick	Early Years Organisation
	Pauline Walmsley	Early Years Organsiation
	David Guilfoyle	Youth Council Northern Ireland
	Joanne Stainsby	Youth Council Northern Ireland
	Norma Rea	Youth Council Northern Ireland
11 March 2015	Robert Salisbury	Educationalist
18 March 2015	Jim Clarke	Council for Catholic Maintained Schools
	Malachy Crudden	Council for Catholic Maintained Schools
	Father Tim Bartlett	Northern Ireland Commission for Catholic Education
	Hazel Gardiner	Brookeborough Primary School
	Dermot Finlay	St Mary's Primary School, Brookeborough
	Mary Hampsey	Council for Catholic Maintained Schools
	Iris Barker	Western Education and Library Board
29 April 2015	Faustina Graham	Department of Education
	Andrew Bell	Department of Education
	Suzanne Kingon	Department of Education
	Paul McAlister	Education and Training Inspectorate
13 May 2015	Faustina Graham	Department of Education
	Andrew Bell	Department of Education
	Suzanne Kingon	Department of Education



Northern Ireland
Assembly

Appendix 7

Research Papers

Contents

- 20150129 Young people's views on sharing and integration in education
- 20141010 Shared and Integrated Education Inquiry Focus Groups



Northern Ireland
Assembly

Research and Information Service Research Paper

Paper 000/00

29th January 2015

NIAR 887-14

Caroline Perry and Barbara Love

Young people's views on sharing and integration in education

This research paper presents the findings of a series of focus groups and two surveys conducted with children and young people, exploring their views on shared and integrated education

Research and Information Service briefings are compiled for the benefit of MLAs and their support staff. Authors are available to discuss the contents of these papers with Members and their staff but cannot advise members of the general public. We do, however, welcome written evidence that relates to our papers and this should be sent to the Research and Information Service, Northern Ireland Assembly, Room 139, Parliament Buildings, Belfast BT4 3XX or e-mailed to RLS@niassembly.gov.uk

Key Points

- This paper considers the views of children and young people gathered through focus groups and through additional analysis of existing survey data;
- More primary pupils have participated in shared education (88% compared to 55% at post-primary);
- A majority of respondents to the survey thought that shared education was a 'good idea', with greater support evident at post-primary;
- Catholic students were more likely to state that shared education was a good idea and less likely to say that they had not enjoyed the projects they had participated in than their Protestant counterparts;
- Students tended to be less willing to share projects with schools of a different management type;
- A number of students questioned the value of shared education and suggested that it could emphasise differences;
- Potential advantages highlighted by young people included increased educational opportunities, making new friends and greater tolerance;
- Perceived disadvantages included having to mix with people perceived as being very different to them or disruptive, challenges around integrating during shared education and having to travel to another school;
- There was support for integrated education among most participants in the focus groups, although some stated that they preferred to attend school alongside others of a similar background;
- This paper has highlighted a number of areas that could be given further consideration, including:
 - The reasons why more primary pupils have participated in shared education;
 - The different levels of support for and enjoyment of shared education between Protestants and Catholics;
 - The reluctance of some students to take part in shared education with schools of a different management type;
 - The perception of some participants that shared education may accentuate differences between pupils;
 - The extent to which pupils from different schools integrate when they take part in shared education.

Executive Summary

Introduction

The Committee for Education is carrying out an inquiry into shared and integrated education. This research paper explores the views of children and young people gathered through a series of focus groups and an analysis of the 2012 Kids' Life and Times and Young Life and Times survey data.

Experience of shared education

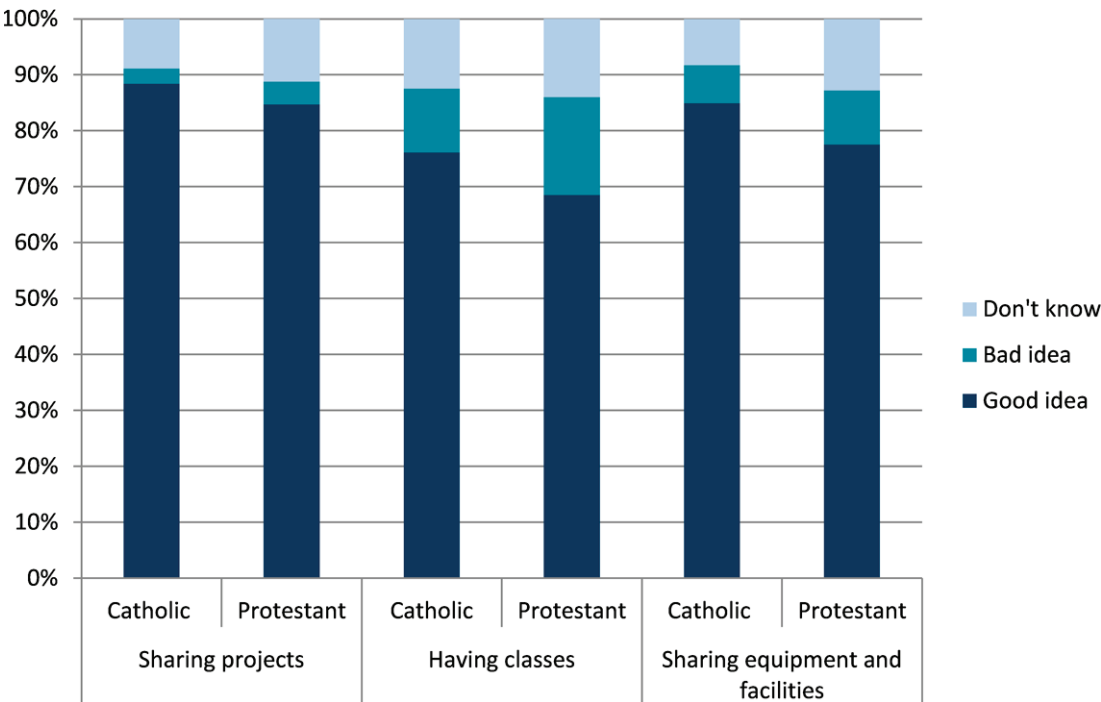
Data from the surveys shows that more primary school pupils have participated in shared education - 88% of primary survey respondents had shared projects with pupils from other schools, compared to 55% at post-primary. Most of those who had participated stated that they enjoyed it 'sometimes' or 'mostly'.

Views on shared education

A majority of survey respondents thought that sharing classes with children from other schools was a 'good idea', with greater support at post-primary (72% compared to 59% at primary). There was more support for sharing projects than classes with other pupils.

With regard to religious background, Catholics were more likely to believe that sharing in education was a good idea, and less likely to note that they did not enjoy the shared education projects they had participated in (4% compared to 13% of Protestants).

Figure 1: Do you think that the following activities are a good idea?



The evidence also suggests that students tend to be less willing to share projects with schools of a different management type. For example, while 98% of grammar respondents would be happy to share projects with another grammar, a lower proportion stated that they would not mind sharing with a non-grammar (85%) or special school (74%). Students from integrated schools were the most willing to share with schools of a different management type.

A majority of participants in the focus groups were in favour of shared education, although some were reluctant to share with schools of a different religious denomination. A number

of students questioned the value of shared education, suggesting that it could actually emphasise differences between people of different backgrounds.

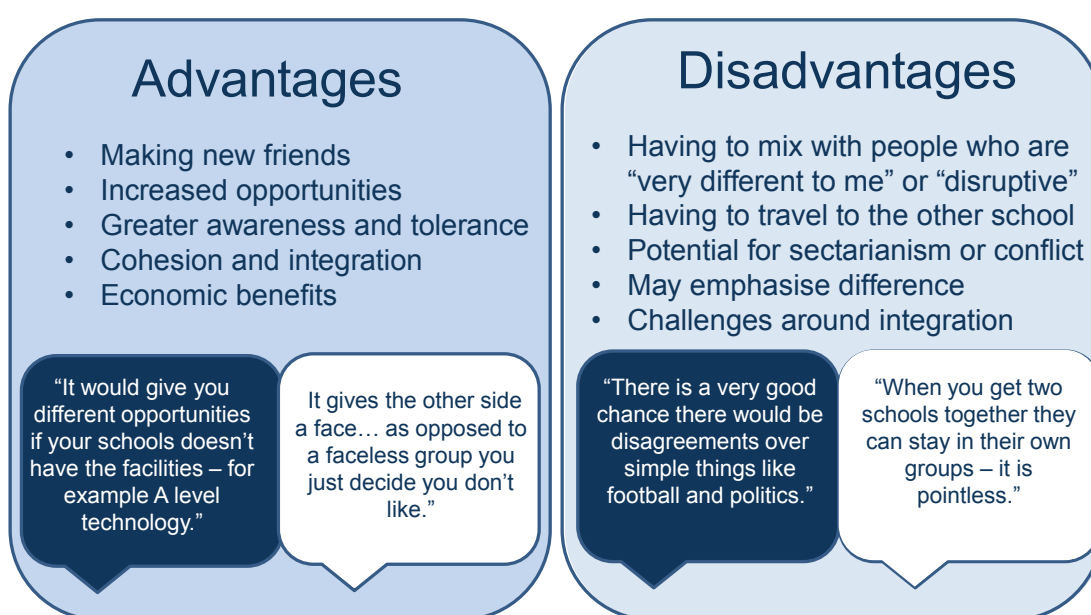
“Shared education is getting Protestants and Catholics, putting them on the same campus and that is it. It is almost promoting their differences.”

(Focus group participant)

Advantages and disadvantages of shared education

Participants in the focus groups and survey respondents highlighted a range of potential benefits and disadvantages that could arise from sharing with other schools; these are illustrated in Figure 2.

Figure 2: Perceived advantages and disadvantages of shared education



With regard to the perceived benefits, post-primary survey respondents were more likely to highlight making new friends and doing different classes as a benefit; while a higher proportion of primary pupils thought that doing interesting projects would be an advantage.

In terms of disadvantages, Protestant respondents were more likely to be concerned about mixing with children of a different religion (8% compared to 4% of Catholic respondents).

There were also differences by school management type, with just under a quarter (23%) of non-grammar respondents stating that mixing with people very different to themselves would be a disadvantage, compared to 16% of grammar students and 10% of respondents from integrated schools.

Integrated education

A majority of participants in the focus groups supported integrated education. However, some students stated that they would prefer to attend a school alongside others from a similar background, and highlighted the importance of school choice. Students from Irish-medium and integrated education were also supportive of the integrated model. The perceived advantages include:

- Greater cohesion and integration;
- More inclusive for pupils from a range of backgrounds;

- Greater choice.

"No one is rejected; they are accepted for who they are."

"People need to be specific to one community, or they don't know who they are."

Conclusion

This paper has highlighted a number of areas that could be given further consideration, including:

- The reasons why more primary pupils have participated in shared education;
- The different levels of support for and enjoyment of shared education between Protestants and Catholics;
- The reluctance of some students to take part in shared education with schools of a different management type;
- The perception of some participants that shared education may accentuate differences between pupils;
- The extent to which pupils from different schools integrate when they take part in shared education.

Contents

Key Points

Executive Summary

Contents

- 1 Introduction
- 2 Methodology
- 3 Experience of shared education
- 4 Views on shared education
- 5 Advantages of shared education
- 6 Disadvantages of shared education
- 7 Views on integrated education
- 8 Conclusion

1 Introduction

The Committee for Education is currently undertaking an inquiry into shared and integrated education. In order to consider the views of children and young people, this research paper highlights the findings of a series of focus groups conducted with children and young people. It includes a data analysis conducted by the Northern Ireland Assembly Research and Information Service (RalSe) of the 2012 Kids' Life and Times Survey¹ and Young Life and Times Survey.²

2 Methodology

A series of ten focus groups was held with primary, post-primary and special schools, comprising controlled, Catholic maintained, integrated, Irish-medium and voluntary grammar schools. The Assembly's Education Officers facilitated the groups.

The Kids' Life and Times Survey is an annual online survey of Primary 7 (P7) children carried out in school. In 2012, a total of 4,200 P7 children participated in the survey, mostly aged between 10 and 11 years old. The Young Life and Times Survey is an annual postal survey of 16 year olds; 1,210 young people participated in 2012. These surveys included modules on shared education.

The datasets were downloaded from the ARK (Access Research Knowledge) website, a resource aimed at making social and political information on Northern Ireland available to a wide audience, and analysed by RalSe using SPSS. This allowed for further analysis of the Young Life and Times Survey by school type and pupils' religious background. Questions on school management type or religion were not asked in the Kids' Life and Times Survey.³

3 Experience of shared education

Data from the Kids' Life and Times and the Young Life and Times Survey shows that more pupils from primary schools have participated in shared education than their counterparts at post-primary.

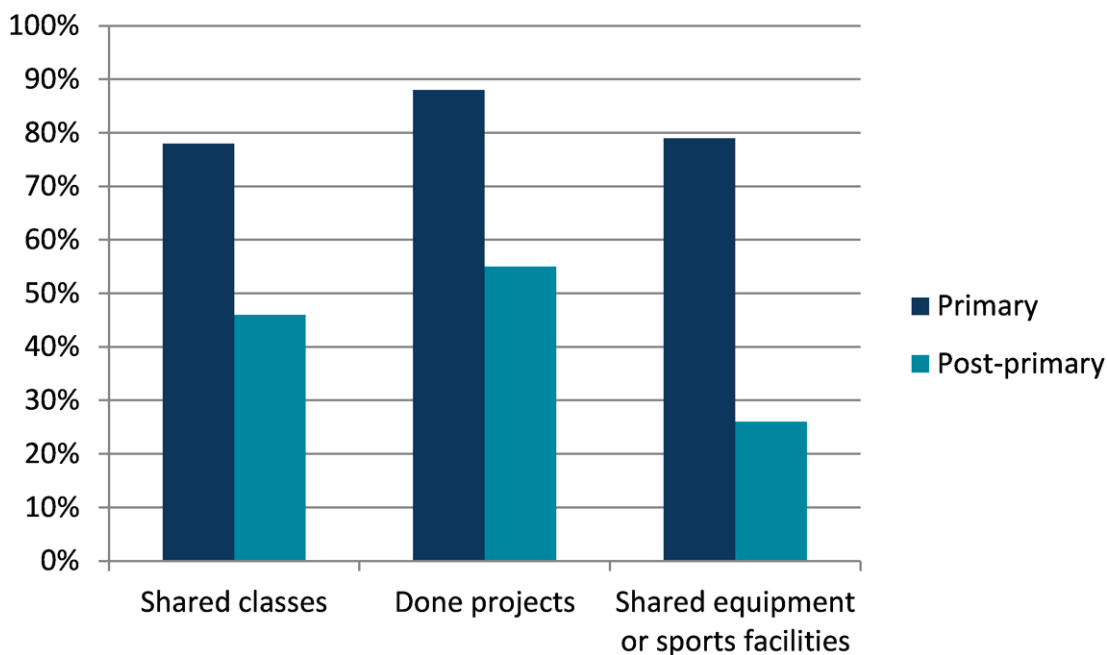
Under three quarters (71%) of post-primary and 61% of primary respondents reported that some of the pupils they participated in shared education had a different religious background.

1 ARK Kids' Life and Times [online] Available at: <http://www.ark.ac.uk/klt/>

2 ARK Young Life and Times Survey [online] Available at: <http://www.ark.ac.uk/ylt/>

3 Please note, cells containing three or less respondents have been suppressed (*).

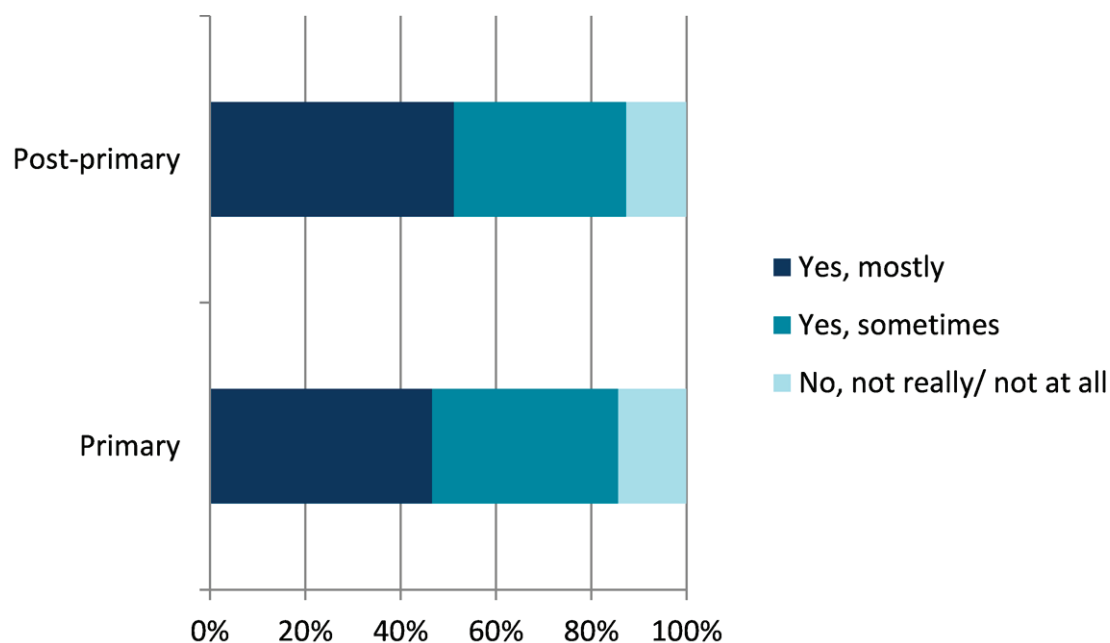
Figure 3: Have you ever participated in the following activities with children from other schools? By school phase



Pupils from non-grammar post-primaries were least likely to have participated in shared education (20% stated that they had not), followed by pupils from grammar schools (18%). Students from integrated schools were most likely to have participated in shared education, with 11% stating that they had not previously done so.

The surveys indicate that most children and young people who participated in shared education enjoyed the experience either 'sometimes' or 'mostly'. For example, 88% of primary respondents and 91% of post-primary respondents enjoyed doing projects with other children.

Figure 4: Did you enjoy having classes with the other children? By school phase



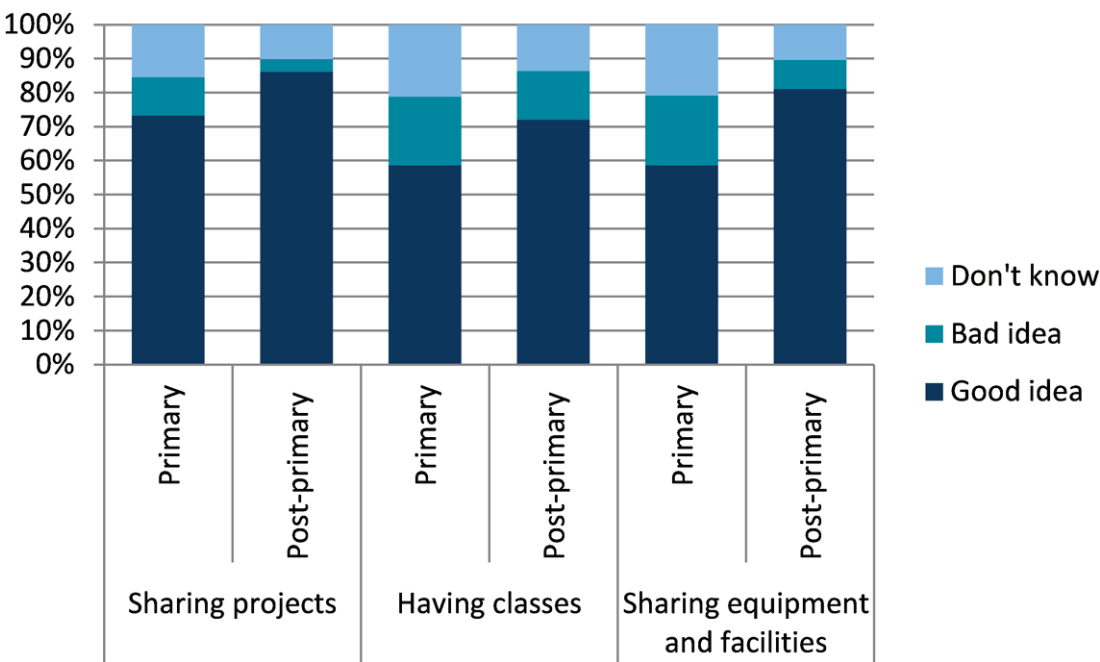
However, there were marked differences by religious background, with 13% of Protestant respondents stating that they did not enjoy the shared education projects they participated in, compared to 4% of their Catholic counterparts.

4 Views on shared education

The survey evidence suggests that a majority of young people believe that sharing classes with children from other schools was a ‘good idea’. There was generally more support at post-primary, with 72% of respondents believing that sharing classes is a good idea compared to 59% of primary pupils. There was also greater support for sharing projects compared to having classes or sharing equipment.

In the survey pupils from integrated schools were more likely to feel that sharing projects, classes and equipment with other schools was a good idea - 88% stated that sharing classes was a good idea, compared to 70% of grammar and 73% of non-grammar respondents.

Figure 5: Do you think that the following shared education activities are a good idea? By school phase



In the focus groups the majority of primary school pupils supported shared education and stated that they would be willing to take part in classes with pupils from schools of a different religion. Pupils from an integrated primary highlighted a preference for fully integrated education rather than shared education.

“I think it [shared education] would be good, because we learn from a young age that we are all the same and we shouldn’t fight with them.”

(Primary participant)

At post-primary many students were very supportive of the concept, highlighting benefits such as increased access to resources and integrating with people from a different background.

“It gives you the opportunity to make more friends. You would meet more people and meet people of different religious beliefs; it would give you a flavour of different religions.”

(Post-primary participant)

However, some post-primary students were reluctant to share classes or resources with students from other schools. They highlighted concerns around logistical and financial issues, as well as concerns around mixing with pupils from other schools, the potential for sectarianism and having to share resources with others.

"It could be complicated, like if someone walked in in a Rangers top and one in a Celtic top and that starts something."

(Post-primary participant)

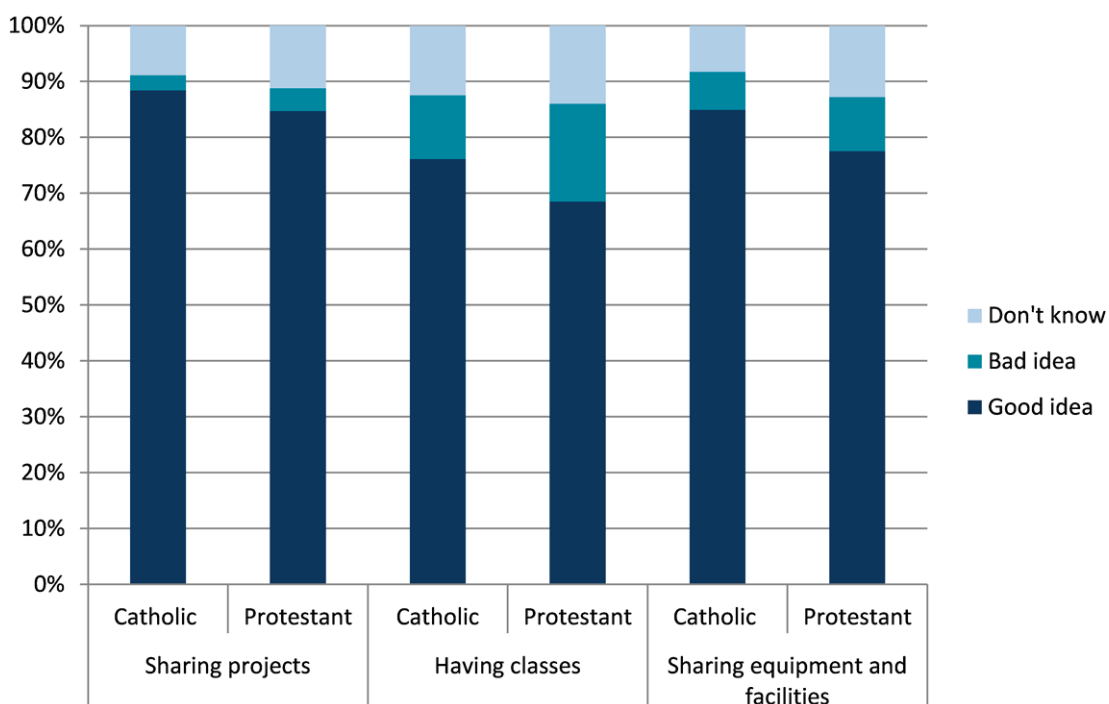
"There are already issues with facilities – if another school comes in it would cause more problems." (Post-primary participant) "It could be complicated, like if someone walked in in a Rangers top and one in a Celtic top and that starts something."

(Post-primary participant)

Some focus group participants agreed in principle to the idea of shared education, but voiced fears around having to study particular subjects, for example Irish, or play particular sports.

With regard to religious background, Catholic survey respondents were more likely to state that shared education with pupils of a different religion was a good idea. When asked whether they would mind doing a project with children of a different religious background, 83% of Catholic students stated that they "would not mind at all", compared to 79% of Protestant respondents.

Figure 6: Do you think that the following shared education activities are a good idea? By religious background

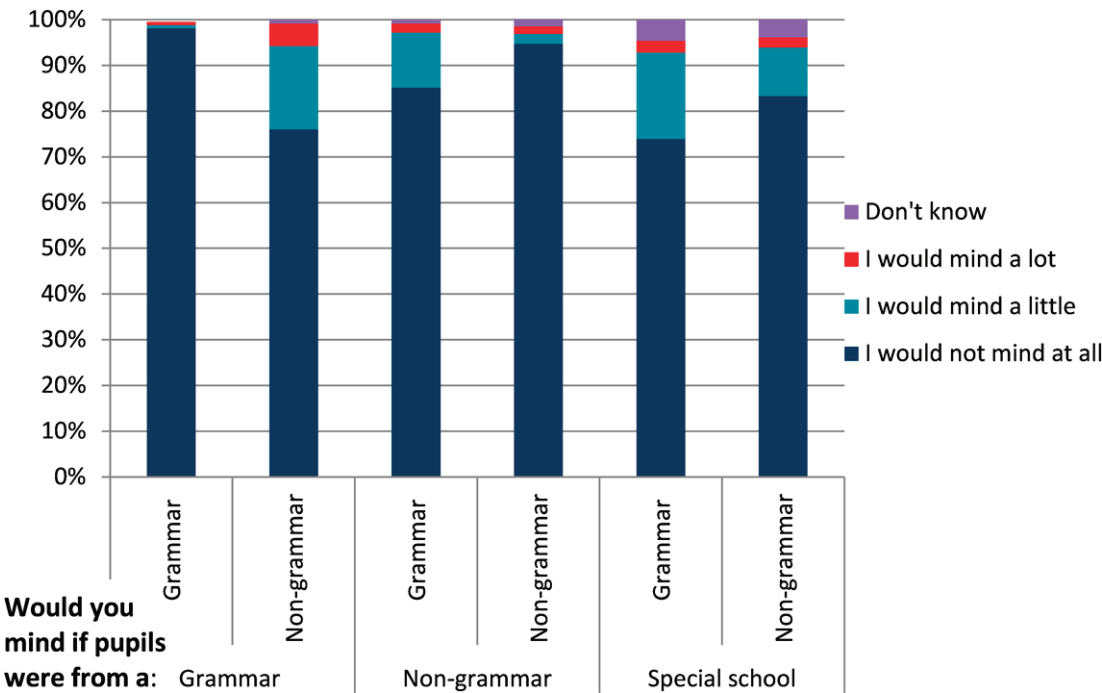


Our analysis of the survey data also found that students tend to be more willing to share projects with other schools of a similar management type. For example, 98% of grammar school respondents stated that they "would not mind at all" sharing projects with pupils of another grammar school, while 85% would not mind sharing with a non-grammar and 74% would not mind sharing with pupils from a special school.

Similarly, 95% of non-grammar students would not mind sharing with another non-grammar, while 76% would not mind sharing with a grammar and 83% would not mind sharing with a special school.

Students from integrated schools were the most willing to share with schools of a different management type, with 95% stating that they would not mind sharing with a non-grammar, 79% noting that they would not mind sharing with a grammar, and 85% saying that they would not mind sharing with a special school.

Figure 7: Would you mind if young people from the following types of schools came to do a project with your class? By school management type



In the focus groups some pupils questioned the extent to which shared education promotes integration in practice, suggesting that it may instead highlight differences between people of different community backgrounds.

“Shared education is getting Protestants and Catholics, putting them on the same campus and that is it. It is almost promoting their differences, which in turn causes sectarian behaviour – we all know how that turns out.”

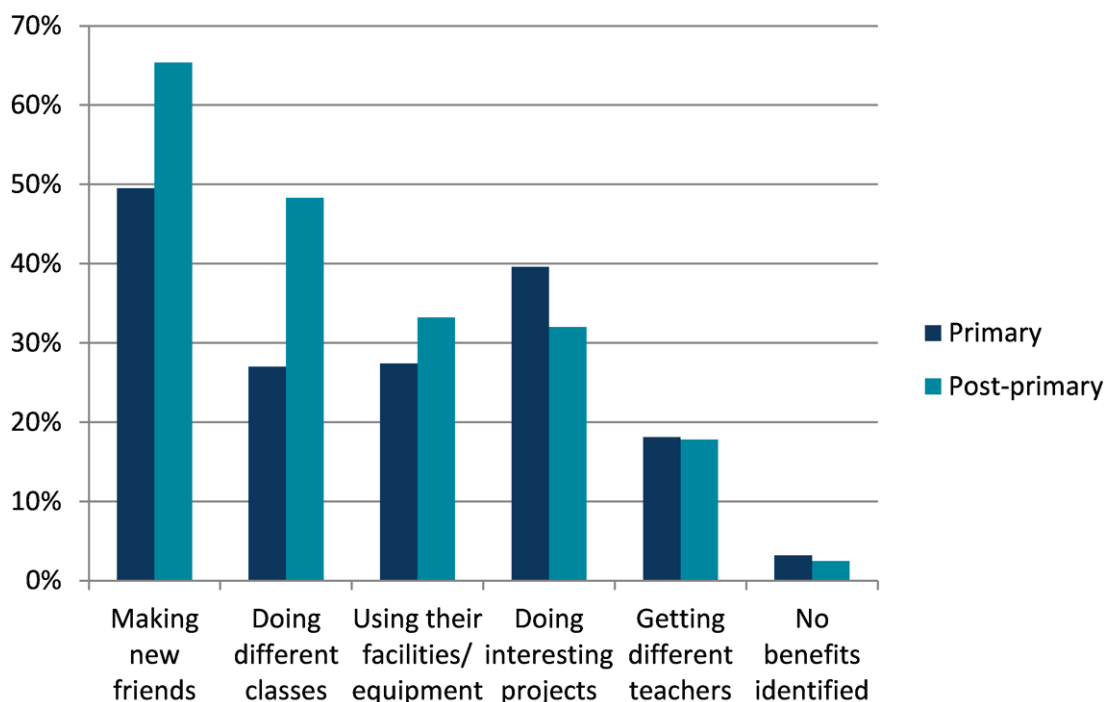
(Post-primary participant)

“It would raise awareness of differences. You are saying ‘you two are different – work together’, whereas you might not even have realised.”

(Post-primary participant)

5 Advantages of shared education

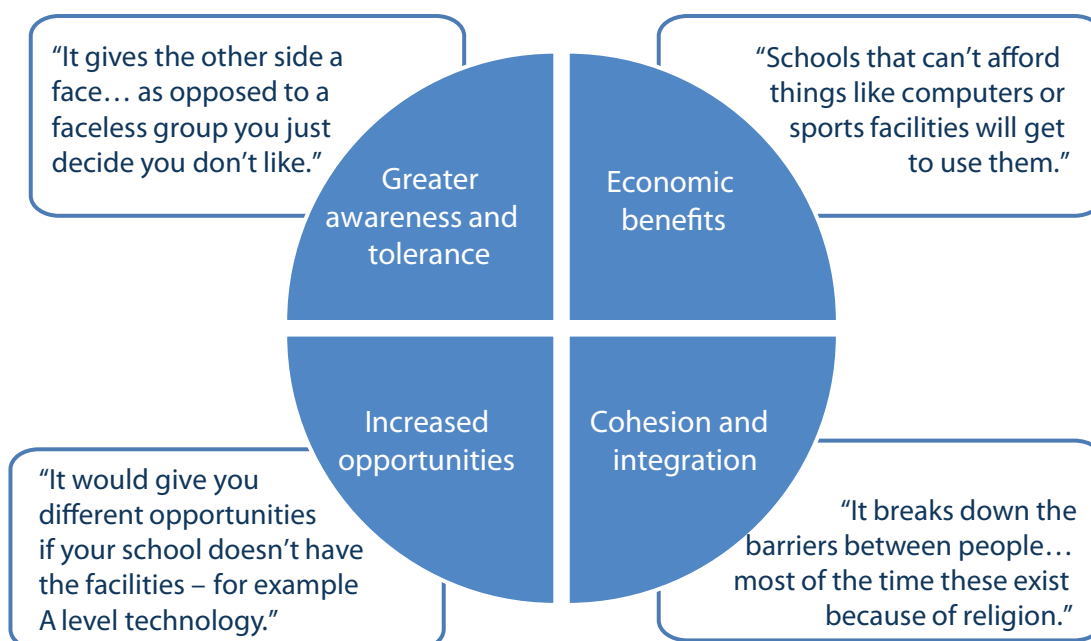
Answering a multiple-choice question in the survey, students identified a number of potential benefits of shared education. These are illustrated in Figure 8.

Figure 8: Potential benefits of shared education (survey results)

The survey highlighted few differences in opinion by religious background for this question, although Catholic survey respondents were more likely to note having the opportunity to be taught by different teachers as a potential advantage (20% compared to 16% of Protestants).

Participants in the focus groups highlighted a number of potential benefits they felt could arise from sharing classes, projects or sports with pupils of a different religious background; these are illustrated in Figure 9 overleaf.

Many of these centre on mixing with people from a different background, and as a result promoting tolerance across communities. Some students also alluded to the potential economic benefits and the greater opportunities that could be afforded by schools sharing resources and facilities.

Figure 9: Perceived benefits of shared education identified by focus group participants

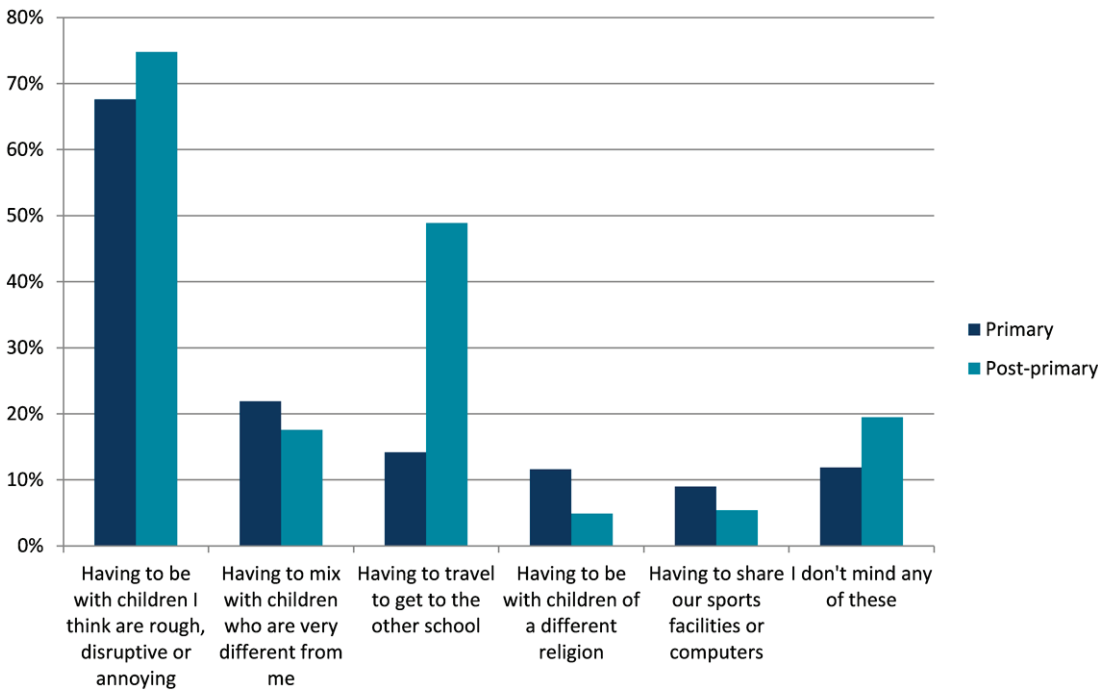
6 Disadvantages of shared education

Again answering a multiple-choice question in the survey, respondents highlighted a number disadvantages they thought could arise from shared education (Figure 10 overleaf). The most common concern of both primary and post-primary respondents to the survey was having to mix with children they thought were ‘rough, disruptive or annoying’.

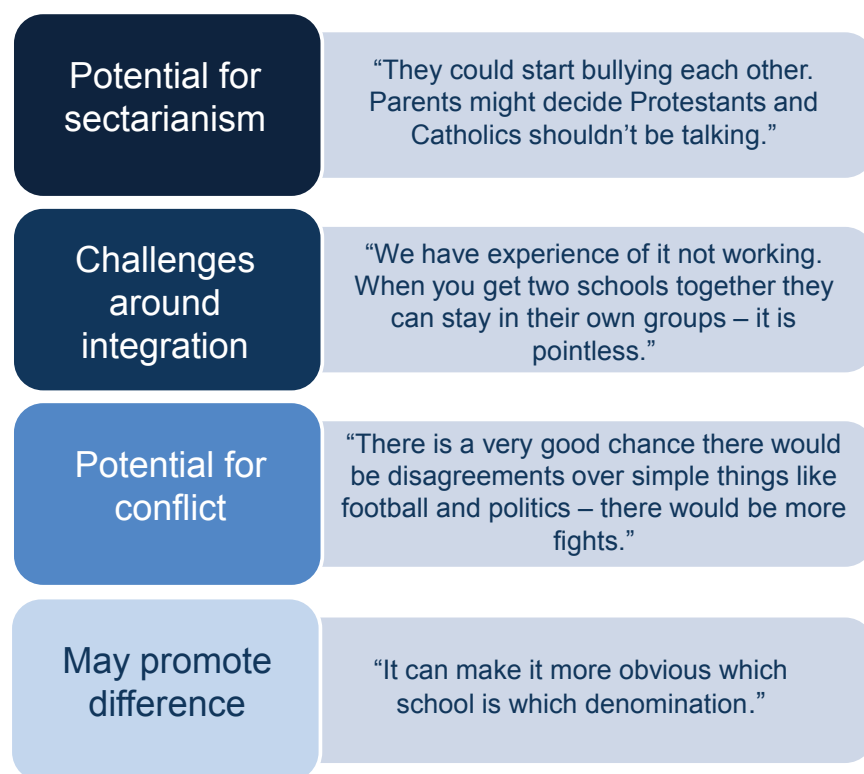
Mixing with children of a different religion was cited as a potential disadvantage by a minority of respondents: 12% of primary pupils and 5% of post-primary pupils. This was of a greater concern for Protestant students (8% compared to 4% of Catholic respondents). A fifth of post-primary students did not select any of the disadvantages in the questionnaire.

There were also differences by school management type, with 23% of non-grammar respondents highlighting having to mix with people very different to themselves as a concern, compared to 16% of grammar students and 10% of respondents from integrated schools.

Figure 10: Potential disadvantages of shared education



Participants in the focus groups also highlighted a number of disadvantages they thought could arise from sharing classes or taking part in activities with students from schools of a different religion, outlined in Figure 11.

Figure 11: Perceived disadvantages of shared education identified by focus group participants

7 Views on integrated education

At primary, a majority of focus group participants supported the idea of integrated education. At post-primary pupils generally advocated integrated education over shared education, pointing to benefits around inclusion and integration. However, a minority of pupils stated that they would not like to attend an integrated school, preferring instead to attend school alongside pupils from a similar background.

Students who attended integrated schools were particularly supportive of the model, with most preferring it to shared education. Some, however, supported school choice and advocated having both shared and integrated approaches available. Participants in Irish-medium education were also supportive of integrated education.

"I like both ideas, but my favourite would be integrated education... I think it brings people together."

(Primary participant)

"Without full integration opinions aren't going to change. We still have our Protestant and Catholic schools; we mix for computers but we still go home to our Protestant and our Catholic schools."

(Post-primary participant)

The following figure highlights the main potential advantages and disadvantages of integrated education highlighted by participants in the focus groups.

Figure 12: Potential advantages and disadvantages of integrated education

8 Conclusion

This paper has shown that a majority of pupils are in favour of shared education, with most also supportive of integrated education. However, some participants in the research highlighted a number of concerns and potential disadvantages around sharing projects, classes or facilities with students from other schools. Areas that could be given further consideration include:

- The reasons why more primary school pupils have participated in shared education than their counterparts at post-primary;
- The different levels of support for and enjoyment of shared education between Protestants and Catholics;
- The reluctance of some students to take part in shared education with schools of a different management type;
- The perception of some focus group participants that shared education may accentuate differences between pupils;
- The extent to which pupils from different schools integrate when they take part in shared education.



Northern Ireland
Assembly

Research and Information Service Briefing Note

Paper 000/00

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NIAR XXX-XX

James Stewart

Shared and Integrated Education Inquiry Focus Groups

1. Background

The Committee for Education is undertaking an Inquiry into Shared and Integrated Education. The Terms of Reference are as follows -

The Education Committee 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;
- Identify the key barriers and enablers for Shared Education and Integrated Education;
- Identify and analyse alternative approaches and models of good practice in other jurisdictions in terms of policy interventions and programmes;
- 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.

The Assembly's Research and Information Service (RaISe) and Education Service are working together to find out about students' opinions and experience of Shared and Integrated

education. The research will take the form of a qualitative study. Qualitative research generates words, rather than numbers, as data for analysis. It is effective in finding out about people's experiences and understanding different perspectives. The research will be performed using a focus group format.

2. Research Protocol

Aims and Objectives	<p>The research will assess:</p> <ul style="list-style-type: none"> • Attitude towards mixing in general • Attitude towards both models (Shared and Integrated) • Positive outcomes • Negative outcomes • Attitudinal Change • Behavioural change • Levels of enjoyment • Impact on motivation • Barriers • Thoughts for the future
Methods	<p>Research will survey the views of:</p> <ul style="list-style-type: none"> • Pupils who have experienced Integrated Education • Pupils who have experienced Shared Education • Pupils who have experienced neither models <p>Research will involve:</p> <ul style="list-style-type: none"> • Structured Interviews lasting 40 minutes • Working with schools from a variety of sectors • Approximately 8 pupils in each focus group • Sessions performed in Parliament Buildings and the school setting
Ethical Issues	<ul style="list-style-type: none"> • Anonymity will be guaranteed • Measures will be taken to minimise bias • Parental consent will be sought
Resources Required	<ul style="list-style-type: none"> • Education Officers • Research Officer • Bursary Student • Education Administration Team • Recording Equipment • Rooms in Parliament Buildings • Hansard Irish Medium translator
Timescale	<ul style="list-style-type: none"> • Identify Schools by 29 September • Approach Schools by 08 October • Develop Topic Guide by 10 October • Commence structured interviews 13 October • Deliver outreach 10 November • Complete report by 18 December

Dissemination	<ul style="list-style-type: none"> • Results will be forwarded to the Committee for Education as a component of its report • Participating Schools will be alerted once the Inquiry report is published
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3. Definitions

For the purposes of the research, Shared and Integrated Education have been defined in the following ways.

Shared Education

The Ministerial Advisory Group¹ defines Shared Education as involving 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.

Integrated Education

The Northern Ireland Council for Integrated Education² describes Integration Education as bringing children and staff from Catholic and Protestant traditions, as well as those of other faiths, or none, together in one school.

The Northern Ireland Council for Integrated Education Statement of Principles can be found at the following URL: <http://www.nicie.org/about-us/nicie/statement-of-principles/>

4. Technique

The methodology is designed to ensure that the findings will reflect the research aims, rather than reflecting the bias of the researcher, or a very atypical group. This means that the technique will be:

- Reproducible: the same topic guide could be used to generate similar information;
- Systematic: interviewees will not be selected because they support our pre-existing ideas about the answers;
- Credible: the questions asked and the ways in which they are asked will be reasonable for generating valid accounts; and
- Transparent: methods will be written up so that readers can see exactly how the data were collected and analysed.³

1 <http://www.qub.ac.uk/schools/SchoolofEducation/MinisterialAdvisoryGroup/Filestore/Fileupload,382123,en.pdf>
2 NICIE website: <http://www.nicie.org/teachers/what-is-integrated-education/>
3 Brikci, N. (2007) A Guide to Using Qualitative Research Methodology Medecins Sans Frontieres

4.1. Selection of Schools

The research aims to have a balance of responses from the following school categories.

Primary	Post-Primary
Controlled	Controlled
Maintained	Maintained
Integrated	Integrated
Irish Medium	Irish Medium
Rural	Rural
Urban	Urban
	Secondary
	Grammar

In the first instance, the schools booked on the Education Service programme were considered for participation in the focus groups. The visiting schools were listed by category to identify schools from specific phases and sectors. Schools were selected to represent a wide geographical area.

It was ascertained that a majority of the categories in the target cohort could be surveyed by working with schools booked on the Education Service programme. However, Irish Medium and Primary Integrated schools were not represented, so Education Service has arranged outreach to deliver focus groups in the school setting. School selection is illustrated in Appendix 1.

4.2. Topic Guide

Topic Guides are used mostly in semi-structured interviews (See Appendix 2). It has a list of the key questions relevant to the topic, with some useful prompts to encourage the interviewee to talk about specific issues if they do not arise spontaneously.

4.3. Briefing for Interviewers

RaISe has produced a briefing for interviewers to ensure that the process is standardised (See Appendix 3). The interviewers will meet prior to the first focus group to reaffirm the procedures.

4.4. Recording

All focus groups will be recorded using a digital audio recorder. The audio files will be saved on a shared network drive. The interviewers will be accompanied by a scribe who will summarise the salient points which arise during conversation.

4.5. Irish Medium Education

The Education Service will deliver an outreach visit to an Irish Medium school to carry out a focus group session. A member of Hansard who is fluent in Irish will translate the Topic Guide and accompany the interviewer during the focus group session. The interviewer in question has GCSE level Irish. The responses will be translated into English.

4.6. Analysis

The Assembly's Research and Information Service will analyse the data and write an associated report which will be forwarded to the Committee for Education in December 2014.

4.7. Briefing Pack for schools

The Education Service will create an information pack for schools which will explain the concepts of Shared and Integrated Education. This will be sent to schools and used to prepare the pupils for the focus groups.

Appendix 1: School Selection Table

Primary							
Controlled		Maintained		Grant Maintained Integrated		Controlled Integrated	
Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural
Ballymagee Primary School		St Josephs Primary School	St Brigid's Primary School				Carclough Primary School (part of wider group)
Whiteabbey Primary School		Holy Child Primary School	New Row Primary School				
		Longfower Primary School	St Brendan's Primary School				
			St James' Primary School				
			St Macartan's Primary School				
			St Mary's Primary School				
Secondary							
Controlled		Maintained		Grant Maintained Integrated		Controlled Integrated	
Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural
Carrickfergus College	Castlederg High School	St Patrick's Academy	Dean Magurc College	Lagan College	New Bridge Integrated College		
	Barbridge High School						
Grammar							
Controlled		Voluntary Grammar (RC)		Voluntary grammar (Other)			
Urban	Rural	Urban	Rural	Urban			
Grosvenor Grammar School	Collegiate Grammar	Aquinas Grammar School	Mount Lourdes Grammar School	Bangor Grammar School		= invited	
	Lurgan College	Dominican College, Fortwilliam		Belfast High School		= accepted	
		Rathmore Grammar School		Belfast Royal Academy		= declined	
		St Dominic's High School		Bloomfield Collegiate			
				Friends' School			
				Methodist College			
Special							
Urban	Rural						
Loughshore Educational Res	Castletower School						
Irish Medium							

Appendix 2: Topic Guide

Shared/Integrated Education Inquiry

1. The Government is currently working on plans to change schooling in Northern Ireland. All schools will be expected to think about sharing classes, teachers or facilities with other schools of different religions.

How do you feel about schools allowing pupils from other schools to use their sports facilities or equipment like computers?
2. How would you feel about having classes with pupils from other schools of a different religion? What about doing projects or sports?
3. C an you think of things that might be good if young people from schools of a different religion get together? (Unprompted, then probe if necessary)
 - Using their sports facilities and computers or equipment
 - Getting the opportunity to be taught by different teachers/ sports coaches
 - Doing classes we don't normally get to do at our school, like learning a new language; getting the opportunity to do a different subject or qualification
 - Making new friends
 - Doing interesting projects
4. Can you think of any disadvantages if young people from schools of a different religion get together? (Unprompted, then probe if necessary)
 - Having to share our sports facilities or computers
 - Having to travel to get to the other school
 - Having to be with young people of a different religion
 - Having to mix with young people who are very different from me, or having difficulty mixing
 - Wearing a different uniform
5. Integrated schools educate children from both Protestant and Catholic traditions together, as well as those of other faiths and those with no religious faith. This is different from shared education as pupils of different religions go to the same school rather than attending two different schools.

How would you feel about attending an integrated school? Why do you say that?

Appendix 3: Interviewer Guide

Shared education inquiry: focus groups

The main purpose of focus group research is to learn about participants' experiences and views: the idea is that listening to others' experiences stimulates memories and ideas in participants.

Introductions

- Facilitator to explain the reason for the group and what will be done with the findings. May be useful to let them know that we are there to learn from them
- Confidentiality – explain that they may be quoted but they will not be named, the quotations will be non-attributable (for example, we would remove the name of the school or teacher if they reference it)
- Ask them to be as honest as possible and to talk about both the good and the bad
- State that the discussion should be informal and that different views to those expressed by others are welcome
- Need agreement from all participants on the use of the recording. Reassure participants that the recording will not be used for anything other than note-taking purposes

During the group

- Always ask open questions and allow the discussion to flow. If one person gives an answer it can be useful to find out whether this view is widely held or not, for example by saying *'do you all agree with that?'* *'does anyone have a different view?'*
- It is often useful to probe to gain further information, for example *'tell me more about that'*, *'why do you say that'*, *'any other views?'*
- While discussion should be as free-flowing as possible, need to keep it moving and wind up particular questions as required, and also keep participants on topic

Ending the session

- Thank participants for their time and participation – let them know that the information they have shared is valuable for this project.
- Ask them if they have any questions or other points they'd like to make



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