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The Final EQIA Report on The Department of Education Proposal to End the Earmarked Funding for the Community Relations, Equality and Diversity (CRED) Policy

Published *March 2015*

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- | | | |
|---|---------------------|---|
| ☎ | Direct line: | 028 91 279 508 |
| 📠 | Textphone: | 18001 028 9127 9508 |
| 📠 | Fax: | 028 91 279 100 |
| 💻 | E mail: | secr.team@deni.gov.uk |

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Executive Summary

This document presents the findings of an Equality Impact Assessment (EQIA) on the Minister's proposal to end of earmarked funding (currently £1.1m per annum) for the Community Relations, Equality and Diversity (CRED) Policy. The proposal has to be viewed against the background of an extremely challenging education budget for 2015-16.

The proposal was subjected to an Equality Screening which indicated that there were significant equality issues for one or more of the nine equality groups included in Section 75 (1) of the NI Act 1998. The resulting Consultation Equality Impact Assessment (EQIA) was subject to a public consultation from 2 February to 6 March 2015.

There were 23 responses to the consultation and the responses identified impact particularly in relation to disability, sexual orientation and race. A number of respondents expressed concerns that the mitigations identified were weak and that disability, sexual orientation and race would not be primary focuses in the Shared Education Signature Project.

The Minister has taken the views of respondents to the Consultation EQIA's into account and on balance decided that mitigating factors are sufficient to address concerns, and to support his decision to end the earmarked funding for the Community Relations, Equality and Diversity (CRED) Policy in view of the following considerations:

- the focus on protecting front line services, as far as possible;
- securing specific programmes that reflect the Department's statutory responsibilities;
- the earmarked funding for CRED was only intended to support the initial implementation of the CRED policy in relation to capacity building, dissemination of good practice and relevant CRED materials – all of which have seen significant progression;
- as stated in the Consultation EQIA, the proposal to end CRED earmarked funding does not mean the withdrawal of the CRED policy which will continue to remain in place;

schools and youth organisations will still be required to adhere to the policy aims and objectives with funding provided through their mainstream budget provision;

- all schools are required to address community relations, equality , diversity and inclusion through the curriculum;
- the Shared Education Bill will provide a statutory definition of Shared Education and provide a power to encourage and facilitate Shared Education;
- Shared Education will enable education establishments to provide meaningful interaction between young people across all Section 75 categories;
- the Shared Education Signature Project will run until 2018 with investment of £25 million over the four year period and the project will focus on supporting schools that have previously participated in Shared Education; and
- it is anticipated that PEACE IV Shared Education funding will be available for schools and youth groups that are not eligible to apply for the DSC Shared Education Programme.

THE AIMS OF THE DE PROPOSAL

Against the background of an extremely challenging budget, the Education Minister proposed to end earmarked funding (currently £1.1m per annum) to support the implementation of the Community Relations, Equality and Diversity in Education (CRED) policy.

This proposal has to be viewed in the context of the Final Budget 2015-16 for the Department of Education which has resulted in:

- a funding gap of £97.6 or 5.0% in the Department's resource budget; and
- a reduction of £36.1m or 19.7% in the Department's capital budget

Managing reductions of this scale presents very real and significant challenges. In reaching final decisions on budget reductions, the Minister has:

- focused on protecting frontline services as far as possible, promoting equality and raising educational standards;
- secured the continuation of specific programmes that reflect the Department's statutory responsibilities;
- continued to tackle social disadvantage; and
- ensured that support for children with Special Educational Need is prioritised.

The proposed budget reductions seek to drive up efficiency, reduce bureaucracy and eliminate duplication. However the scale of the budget reductions required in 2015-16 means that these cannot be delivered through efficiency savings alone, especially in light of the savings already delivered to date during the Budget 2011-15 period. In a tight financial context, very difficult choices have to be made.

Tackling educational inequalities and disadvantage is a core priority for the Department and the budget will continue to be deployed in support of this objective. The promotion of equality of opportunity and good relations is also an important part of ongoing policy development, legislative activities and operational programmes. In managing the

proposed Resource Budget reductions, the Department is making every effort to protect front line services whilst cutting out unnecessary administration.

The Department has also sought to ensure that the required reductions to its budget are applied as far as possible in a manner that does not disproportionately or adversely affect one age group, or other Section 75 category, over another.

In making allocations, the Minister is continuing to tackle social disadvantage through Targeting Social Needs, by allocating a further £10m in 2015-16 to the Aggregated Schools Budget (ASB). This is in addition to the £10m he allocated to the Aggregated Schools Budget (ASB) in 2014-15 as part of the Review of the Common Funding Scheme.

In addition, the extension of the Free School Meal Entitlement criteria to the post-primary sector, in September 2014, has meant an additional 12,000 pupils have become eligible for free school meals and the school uniform grant.

The Minister is also committed to ensuring that support for children with Special Educational Needs (SEN) is prioritised as much as possible. While the preparatory work and capacity building for schools linked to the introduction of the new SEN Framework will now need to be delivered over a longer period than anticipated, the Minister is proposing to provide an additional £10m to Education and Library Boards (ELBs) to enable them to continue to meet the needs of children with statements of special educational needs. Recognising the particular effectiveness of early identification and early intervention, he is also working to prioritise the continuation of early years SEN capacity building.

The Minister is committed to encouraging and facilitating a more integrated approach to the delivery of education by embedding the principles of Shared Education across the education system, the aims of which are to raise educational standards and improve reconciliation outcomes.

The Department will bring forward a Shared Education Bill which will provide a statutory definition of Shared Education and provide a power to encourage and facilitate Shared Education.

The Department in conjunction with funding from the Delivering Social Change Project and Atlantic Philanthropies is providing a funding stream of £25 million to support Shared Education in schools over the next four years. This funding will focus on schools that have already engaged in collaborative working.

In addition the Department will work with the Special EU Programmes body to advise on how best Peace IV funding can be used to further support the development of Shared Education in schools that have not yet engaged in Shared Education, as well as across pre-school and youth work settings in a way that will complement the Delivering Social Change Shared Education Project.

Consequently, the Department will use the learning from both the Delivering Social Change and Peace IV projects to determine how best to support educational establishments in offering Shared Education in the longer term from 2018 onwards.

The earmarked funding for the CRED policy was made available to support the initial implementation of the CRED policy. In addressing the challenge of the education budget, the Minister proposed ending CRED earmarked funding provision (currently £1.1m per annum).

CRED earmarked funding has been used to support:

- capacity building for teachers, youth workers and managers;
- an enhancement scheme for schools to bring young people from different community backgrounds and Section 75 groups together to embed learning;
- support for the introduction of the CRED policy to schools and youth work settings from dedicated CRED officers; and
- establishment of a dedicated CRED website (www.credni.org) and CRED page on the Youth Council NI website providing access to a range of supporting materials and case studies; strategic planning and connections across formal and non-formal education settings.

The Education and Training Inspectorate have undertaken an independent review of current practice in relation to the delivery of CRED policy (including consideration of the opportunities that are provided for children and young people to discuss and explore

issues associated with division, conflict and inequalities). Their report was published on 25 February 2015.

2 CONSIDERATION OF AVAILABLE DATA AND RESEARCH

Capacity Building of the Education Workforce

Since the introduction of the CRED policy in March 2011, considerable capacity building work has been taken forward.

A survey, coordinated through Education & Library Boards, was undertaken across schools and youth work settings to identify training needs and an appropriate training strategy was put in place. The most significant training needs related to sexual orientation (with almost half of teachers and one in three youth workers reporting low competency levels), dependents (where around a quarter of teachers and youth workers reported low competency levels) and racial group (with around one in five youth workers reported low competency).

Over two thousand school leaders, Boards of Governors, youth service management, teachers and youth workers attended awareness sessions. Additionally, in excess of four thousand teachers and youth workers availed of training to improve their knowledge and skills relating to community relations, equality and diversity as well as one in four Principals having engaged in training on dealing with controversial issues within the classroom.

Guidance was published that maps the policy across curricular subjects, links to teacher and youth worker competencies and provides a self assessment framework used to identify gaps and plan suitable interventions.

Additionally dedicated CRED Support Officers were located in Education & Library Boards to provide advice and support for schools implementation of the policy. Almost 800 schools and youth work settings availed of this support within the last two financial years.

Dissemination of Good Practice and relevant CRED Materials

A dedicated website was established to provide a one-stop shop for practitioners. This included case studies, resources and support materials.

Dedicated CRED Support Officers also assisted in the dissemination of good practice and a number of dissemination events were held which further assisted the spread of good practice.

Research undertaken by Education and Library Board confirmed the availability of a wide range of CRED materials relevant to the Section 75 groups, many of which were in use by schools and youth work settings.

CRED Enhancement Scheme

Over the last two financial years, five hundred education settings availed of CRED enhancement funding to reinforce learning involving in excess of twenty five thousand children and young people. Analysis as provided below has shown that schools engaged in programmes that covered the main Section 75 categories.

Religious Belief

Schools and youth work settings delivered 277 programmes in 2013/14 where religious belief was a key aspect. Of all the CRED enhancement programmes delivered, this was the highest, which is in line with PSNI Hate crime statistics which indicate that sectarian incidents are the highest of all those incidents involving Section 75 groups.

93.1% of children and young people attend schools that are predominantly associated with one community. Of the 277 programmes where religious belief was a key aspect 5,586 protestant; 5,841 catholic; 458 other religions; and 654 with no faith participated.

The 2012 Young Life and Times Survey indicated that 84% of respondents stated their schools had addressed religious belief and 70% of respondents stated that youth work settings had addressed religious belief. Over 80% of young people reported more positive attitudes to people with different religious beliefs as a result.

Political Opinion

Schools and youth work settings delivered 144 programmes in 2013/14 where political opinion was a key aspect.

The 2012 Young Life and Times Survey indicated that 59% of respondents stated their schools had addressed political opinion and 48% of respondents stated that youth work settings had addressed political opinion. Over 75% of young people reported more positive attitudes to people with different political opinions as a result.

Racial Group

Schools and youth work settings delivered 126 programmes where racial group was a key aspect in 2013/14. This is in line with PSNI Hate crime statistics indicate that racist incidents are the second highest incidents involving Section 75 groups, ,

Additional support is available for schools, but not youth work settings through the Inclusion and Diversity Service for addressing needs of newcomer pupils.

The 2012 Young Life and Times Survey indicated that 74% of respondents stated their schools had addressed racial issues and 58% of respondents stated youth work settings had addressed racial issues. Over 80% of young people reported more positive attitudes to people with different ethnic groups as a result.

Age

Schools and youth work settings delivered 44 programmes in 2013/14 where age was a key aspect. This reflects the fact that age has not been identified as a priority in relation to the needs of particular groups of children and young people.

The 2012 Young Life and Times Survey indicates that over 70% of young people who had undertaken CRED activity on this topic reported more positive attitudes to people as a result.

Marital Status

Schools and youth work settings delivered five programmes in 2013/14 where marital status was a key aspect. This reflects the fact that marital status has not been identified

as a priority in relation to needs of particular groups of children and young people and is also reflected in young people's response to the 2012 Young Life and Times Survey.

Sexual Orientation

Eighteen programmes were delivered by schools and youth work settings in 2013/14 where sexual orientation was a key aspect. Lack of knowledge and skills is a key factor leading to the low level of settings addressing sexual orientation. This is a relatively low number given PSNI Hate crime statistics indicate that homophobic incidents are the third highest incidents involving Section 75 groups.

In addition, the Department commissioned a module on LGBT issues in the [2014 School Omnibus Survey](#). Just over four-fifths (80.5%) of responding post-primary schools indicated that they covered LGB issues within RSE and/or other parts of the curriculum.

Research suggests that further work is necessary to reduce and eliminate peer discrimination against Lesbian, Gay and Bi-sexual (LGB) young people. It is estimated that 6-10% of the school population identify as non-heterosexual and that 60% of students who report anti-gay harassment feel that nothing is done about it. Research by the Rainbow Project indicates that almost 20% of young same-sex attracted men believe they achieved lower results due to difficulties in school relating to their sexual orientation.

Young people identifying as LGB regard CRED as positive and expressed the need for more work in relation to their particular needs. They identified knowledge and skills of teachers and youth workers and senior staff as a key element.

The findings of the 2012 Young Life and Times Survey also indicate lower levels of schools and youth work settings addressing sexual orientation – with 45% of respondents stating their schools had addressed sexual orientation issues and 31% of respondents stating that this had been addressed through youth work settings.

Around 80% of young people who had undertaken CRED activity relating to sexual orientation reported more positive attitudes as a result. Research suggests that youth work settings are particularly effective at changing attitudes to those with different sexual orientation.

Men and Women

Schools and youth work settings delivered 121 programmes in 2013/14 where gender was a key aspect.

The 2012 Young Life and Times Survey indicated that 55% of respondents stated their schools had addressed gender issues and 46% of respondents stated gender issues had been addressed through youth work settings. Over 70% of young people who had engaged in CRED activity on gender reported more positive attitudes to people of a different gender.

Disability

Schools and youth work settings delivered 64 programmes in 2013/14 where disability was a key aspect.

The 2012 Young Life and Times Survey indicated that 63% of respondents stated that their schools had addressed disability issues with 46% of respondents stating disability issues had been addressed through youth work settings. Over 80% of young people who had engaged in CRED activity on disability reported more positive attitudes to people with disabilities.

Dependants

Schools and youth work settings delivered eleven programmes in 2013/14 where those with dependants were a key aspect. This reflects the fact that those with/without dependents have not been identified as a priority in relation to needs of particular groups of children and young people.

The 2012 Young Life and Times Survey indicates that over 70% of young people who had undertaken CRED activity on this topic reported more positive attitudes to as people a result.

3 ASSESSMENT OF IMPACTS

In publishing an Equality Impact Assessment, the Department funding identified potential impact of ending of CRED earmarked funding on the following Section 75 groups:

- Persons of different religious belief (opportunities for young people from different community backgrounds to be brought together to learn about each other will be unavailable or reduced due to funding for transport, substitute teacher cover, specialist facilitator costs etc no longer being available);
- Racial group; (young people from diverse backgrounds will have limited opportunities to meet to learn about each other's culture without funding support);
- Sexual orientation; (young people from schools or youth groups will have limited opportunities to meet with young people from LGB groups to learn about LGB issues);
- Persons with a disability and persons without; (opportunities for young people to learn about each other's perspectives will no longer be available or reduced without funding support for transport etc).

The Department has also identified a number of factors which it considers mitigated against the impact on the affected section 75 groups.

The public consultation identified the potential for particular negative impact on those of differing sexual orientation, racial group and disability.

Responses to the public consultation also indicated potential negative impact on the youth sector, in particular the voluntary youth sector. The need for further capacity building and support across voluntary youth organisations to expand and embed CRED through dissemination of good practice events, training, mentor support and increased access for young people to programmes was also a recommendation of the Education & Training Inspectorate report on the implementation of the CRED policy.

4 CONSIDERATION OF MEASURES WHICH MIGHT MITIGATE ANY ADVERSE IMPACT AND ALTERNATIVE POLICIES WHICH MIGHT BETTER ACHIEVE THE PROMOTION OF EQUALITY OF OPPORTUNITY

The Department is committed to the proper implementation of the duties imposed on public authorities by Section 75 and Schedule 9 of the NI Act 1998.

While potential impacts have been identified in respect of all the Section 75 with the exception of marital status, analysis of responses to the public consultation indicates significant potential impact on those of differing sexual orientation, racial group and disability.

The Department views the following measures which mitigate adverse impact and alternative interventions that might achieve the promotion of equality of opportunity:

Education & Training Inspectorate Review of CRED Implementation

The Education and Training Inspectorate were commissioned by the Department to undertake a review of the implementation of the CRED policy. Their report, *“An evaluation of the Community Relations, Equality and Diversity (CRED) Policy in Schools and Youth Organisation”* (published 25 February 2015). Their report makes a number of recommendations which the Department will seek to address in updating the CRED policy. While the core of the policy will remain unchanged, the ETI recommendations will be reflected in a revised set of actions.

ETI also made a number of recommendations relating to ELBs (Education Authority from 1 April 2015), CCEA and Youth Council NI. The Department will expect these organisations to address the specific recommendations through existing mainstream funding allocations.

Recommendations were also made for schools, statutory and voluntary youth organisations which should be taken account of in practice delivery.

The NI Curriculum

Within the school curriculum there are opportunities for pupils to explore issues relating to disability, sexual orientation and relationships as well as diversity in societies.

The Education (Curriculum Minimum Content) Order 2007 requires all schools to address Community Relations, Diversity and Inclusion through Personal Development and Mutual Understanding at Foundation and Key Stages 1 and 2 and through Learning for Life and Work: Local and Global Citizenship at Key Stage 3 and 4. Additionally the minimum content includes "*Developing pupils as Contributors to Society*" across subject areas at Key stage 3 and above.

At primary level (Foundation Stage, Key Stage 1 and Key Stage 2) through the Area of Learning of Personal Development and Mutual Understanding. Teachers should enable pupils to develop knowledge, understanding and skills in:

- initiating, developing and sustaining mutually satisfying relationships;
- human rights and social responsibility;
- causes of conflict and appropriate responses;
- valuing and celebrating cultural difference and diversity; and
- playing an active and meaningful part in the life of the community and being concerned about the wider environment.

The above topics all provide opportunities for teachers to consider issues within a framework based on human rights values.

At post-primary level (Key Stage 3 and Key Stage 4) the topics above are examined in greater depth. Through the Local and Global Citizenship, strand of the Learning for Life and Work Area of Learning pupils will cover CRED issues by exploring:

- Diversity and Inclusion which provides opportunities to consider the range and extent of diversity in societies locally and globally and to identify the challenges and opportunities which diversity and inclusion present in local, national, European and global contexts;

- Human rights and social responsibility which provides opportunities to understand that a globally accepted values base exists that reflects the rights, as outlined within various international human rights instruments, and responsibilities of individuals and groups in a democratic society;
- Equality and social justice which provides opportunities to understand that society needs to safeguard individual and collective rights to try and ensure that everyone is treated fairly;
- Democracy and active participation providing opportunities for young people to understand how to participate in and to influence democratic processes and to be aware of some key democratic institutions and their role in promoting inclusion, justice and democracy.

In respect of the curriculum and sexual orientation the Department's Guidance to schools requires schools to have in place a written policy on Relationships and Sexuality Education (RSE), which has been subject to consultation with parents and endorsed by the Board of Governors.

The Council for Curriculum Examinations and Assessment (CCEA) has been tasked with taking forward work to review current RSE guidance for schools and it is intended that this will issue to all schools before the end of the 2014/15 academic year. The guidance will include advice on dealing with sensitive issues such as sexual orientation and gender identity. In addition, the Council for Curriculum and Assessment (CCEA) has published ["Teaching Controversial Issues"](#) at Key Stage 3 as a guide for teachers.

While these may mitigate to a degree against the impact on those young people identifying as Lesbian, Gay, Bisexual and Transsexual (LGB&T), the Department accepts that the ending of earmarked CRED funding may have more of an impact on this group.

As the Department had not recently gathered any information on young LGB&T people the Minister agreed that the Department should use the 2014 DE School Omnibus Survey to pose questions to School Management in relation to homophobia/transphobia and information/support provided within schools on sexual orientation/transgender issues.

The Department has also arranged for ARK, a joint resource by Queen's University Belfast and Ulster University, to include a module in the 2014 NI Young Life and Times Survey on

the experiences of 16-year olds in schools with regard to Relationship and Sexuality Education (RSE) and the level of homophobic and transphobic bullying and harassment.

The Department will consider the results of these surveys when developing future policies and guidance for schools.

Consequently the Department will consider the overall needs of LGB&T, including those identified as potential impact as a result of the proposal to end CRED earmarked funding, as part of its work to address needs identified through research which has already been commissioned on the particular needs of LGB&T young people.

The Department will also expect the Education Authority, Youth Council and individual schools and youth work settings to take account of the needs of LGB&T young people in continuing to implement the CRED policy through mainstream funding allocations.

Shared Education

Within the Shared Education Signature Project and PEACE IV Shared Education funding there will be opportunities for schools to interact with other schools to provide meaningful interaction between young people across all Section 75 categories.

The Programme for Government (2011-15) and the Executive's Together: Building a United Community initiative commit to advancing Shared Education, which involves the education together of young people from different community backgrounds.

The Department has published a draft Shared Education policy and bill for public consultation. The Shared Education Bill is intended to provide a statutory definition of Shared Education and provide a power to encourage and facilitate Shared Education. The policy sets out a comprehensive framework for the future development of Shared Education building on the research, consultation and recommendations of the Ministerial Advisory Group on Advancing Shared Education.

The aims of Shared Education are to improve educational standards and reconciliation outcomes. The latter, combined with the minimum curriculum requirements, will mitigate against the potential impact of the ending of CRED earmarked funding by providing

education establishments with the opportunity to provide meaningful interaction between young people across all Section 75 categories

Funding for Shared Education will be made available through the Delivering Social Change (DSC) Signature Project (£25 million) and through Peace IV to support the advancement of Shared Education.

Anti-Bullying

The Department funds, and is a member of the Northern Ireland Anti-Bullying Forum (NIABF). The NIABF has a range of different Task Groups which focus on anti-bullying themes and put into action work that is required to further develop the anti-bullying strategy. These operational groups are made up of Forum members and additional organisations with relevant expertise linked to the group's theme which includes disability, homophobic, transphobic and sectarian bullying.

On 23rd June 2014 the Minister for Education announced in the Assembly his intention to bring forward new legislation, within the remaining Assembly mandate, to help tackle the problem of bullying in our schools. The Department is also proposing to provide a common definition of bullying; introduce a requirement for all grant-aided schools to centrally record complaints of bullying, motivating factors behind the bullying behaviour and the actions taken by the school in addressing each complaint; and introduce a requirement for each Board of Governors to identify and designate one or more members, with responsibility for the development of its anti-bullying policies and for their proper implementation within the school.

Many of these actions will mitigate the responses to the public consultation to end CRED earmarked funding.

Area Learning Communities

Every post-primary school in the north is a member of an Area Learning Community (ALC). The ALCs were established to facilitate ease of curricular planning, including collaboratively delivered courses, and the sharing and development of best practice to meet the needs of all pupils in an area. As such they have a key role in dissemination of good practice in the area of Community Relations, Equality and Diversity.

Entitlement Framework

The Department of Education Entitlement Framework provides opportunities for schools to collaborate together and share resources. This provides a further opportunity for young people from different community backgrounds and across section 75 groups to be educated together and learn about each other from each other, as well as providing further opportunities to share good practice in the areas of Learning for Life and Work.

Youth Sector

While considerable work on building capacity and dissemination of good practice has taken place across the youth sector, the public consultation has identified the potential negative impact of the ending of CRED earmarked funding on this sector.

Priorities for Youth - Improving Young People's Lives through Youth Work, sets the overarching policy framework for the future delivery of the youth service.

Priorities for Youth specifically states that in planning for youth provision, managers must take account of a range of high level education policies and services, such as CRED. Priorities for Youth also makes clear reference to the requirement for the aims of the CRED policy to be reflected in youth service provision with the aim of helping young people to develop an understanding of, and respect for, the rights, equality and diversity of all without discrimination.

The Department will expect the Education Authority and Youth Council NI to take account of the recommendations of the Education & Training Inspectorate report on the review of the CRED policy, including continuing to address capacity building within the voluntary youth section, through mainstream funding allocations with a particular focus on sexual orientation, racial group and disability.

5 THE FORMAL CONSULTATION ON THE ACTUAL IMPACT OF EXISTING POLICIES AND THE LIKELY IMPACT OF PROPOSED POLICIES

The formal consultation ran from 2 February 2015 to 6 March 2015. All schools, ELBs, MLAs and 417 groups and individuals were contacted and the list of all consultees is attached at Annex B.

A total of 23 responses were received; one of those was accompanied by 89 'non-standard' submissions in support of retention of the CRED funding. All 89 sheets contained identical responses, none of which related to the questions in the Consultation Questionnaire.

Several of the responses received were submitted in a narrative form as opposed to completion of the issued template therefore many of the questions were not answered directly. Some of the comments attributed to the questions were elicited from the general narrative of the responses.

The Children's Law Centre asked for the consultation period to be extended to a full twelve weeks and raised a number of other issues. The Department was unable to extend the consultation period due to the Minister only being in a position to finalise proposed savings following confirmation of the Department's budget on 19 January and the need to finalise the budget prior to the commencement of the 2015/16 financial year. The need to effect budget reductions is a relevant exceptional circumstance as set out in the Department's Equality Scheme which provides flexibility to reduce the time period of a public consultation.

The Department met with representatives from the Children's Law Centre to discuss issues they raised.

6 DECISION BY DE AND PUBLICATION OF EQUALITY IMPACT ASSESSMENT

The Minister has taken the views of respondents to the Consultation EQIA's into account and on balance decided that mitigating factors are sufficient to address concerns, and to support his decision to end the earmarked funding for the Community Relations, Equality and Diversity (CRED) Policy in view of the following considerations:

- the focus on protecting front line services, as far as possible;
- securing specific programmes that reflect the Department's statutory responsibilities;
- that earmarked funding for CRED was only intended to support the initial implementation of the CRED policy in relation to capacity building, dissemination of good practice and relevant CRED materials – all of which have seen significant progression;
- as stated in the consultation EQIA, the proposal to end CRED earmarked funding does not mean the withdrawal of the CRED policy which will continue to remain in place. Schools and youth organisations will still be required to adhere to the policy aims and objectives with funding provided through their mainstream budget provision;
- all schools are required to address community relations, equality , diversity and inclusion through the curriculum;
- the Shared Education Bill will provide a statutory definition of Shared Education and provide a power to encourage and facilitate Shared Education. Shared Education will enable education establishments to provide meaningful interaction between young people across all Section 75 categories;
- 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; and

- it is anticipated that PEACE IV Shared Education funding will be available for schools and youth groups that are not eligible to apply for the DSC Shared Education Programme.

Additionally, actions being taken by the Department to ensure account of the recommendations of the Education & Training Inspectorate report on the review of the CRED policy continues to be addressed by education settings, the Education Authority and Youth Council, research on the specific needs of young people identifying as LGB&T and progression of anti-bullying legislation and policy should together offset potential adverse effects in ending CRED earmarked funding.

This document will be published on the Department of Education website and be made available in hard copy and alternative formats on request.

In addition all consultees who participated in the consultation process will be advised of the availability of the final EQIA on the Department of Education website.

7 Monitoring

Monitoring of the implementation of the CRED policy will continue to be undertaken. The Department will review available data to see if there is any evidence of adverse impacts on any of the Section 75 groups identified during the public consultation.

The Education & Training Inspectorate will continue to include this as an element within their inspection process. This will enable the Department to monitor the degree to which education settings adhere to the curricular requirements as well as identify on-going needs in relation to achievement of the policy aims.

The Department will expect to see the Education Authority and Youth Council NI to continue implementation of the CRED policy through existing mainstream funding. In setting targets the Education Authority and Youth Council need to take account of the particular needs of those of differing sexual orientation, racial group and disability which were identified as those likely to experience potential impact of the ending of CRED earmarked funding, together with the recommendations of the Education and Training Inspectorate's report on the implementation of the CRED policy.



Department of Education
Analysis of Consultation on
Proposed Ending of the Community Relations, Equality
and Diversity (CRED) Earmarked Funding Proposal
Which ran from 2 February 2015 to 6 March 2015

| ORGANISATION | COMMENTS | RESPONSE |
|---|---|--|
| 1 BALLYMENA NURSERY SCHOOL | Consider retaining funding for key areas which impact school life such as racial groups, sexual orientation and persons with a disability. Rural Schools rely heavily on additional funding for transport. | Comments have been noted |
| 2 ST LOUIS GRAMMAR SCHOOL | The school would welcome increased guidance from CCEA on dealing with sensitive issues such as sexual orientation in schools. Is there any way that CRED could become an element of the SEN capacity building so the wonderful work started by CRED is not lost? | CCEA has already produced specific Key Stage 3 guidance to support schools to plan and develop approaches to teaching controversial/sensitive issues at whole-school and classroom levels – see http://www.nicurriculum.org.uk/docs/key_stage_3/controversial_issues_ks3.pdf . An ETI report into the provision of Relationships and Sexuality Education (RSE) highlighted the need for revised RSE guidance and in particular the need for further guidance for teachers with regard to teaching sensitive subjects such as sexual orientation. CCEA was commissioned to take this work forward and it is anticipated that revised guidance relating to RSE will be published before the end of the 2014/15 academic year. The new guidance will also reference CCEA's guidance specific to sensitive issues and will provide a resource directory signposting schools to useful resources for RSE. SEN capacity building has a focus on SEN issues. Work is on-going on a Teacher Development Strategy that will provide a vision for the future direction of teacher professional learning and inform the design of future development programmes |
| 3 HART MEMORIAL PRIMARY SCHOOL AND PRESENTATION PRIMARY SCHOOL | The next 4 years should be used to lead into a statutory obligation on all schools to provide Shared Education: to address issues in the statutory N Ireland Curriculum, PDMU, strand 2, in a real context as well as coming together to share teachers, resources, ideas etc in other Areas of Learning. It is VITAL that Shared Education / tackling of CRED issues continues in a progressive way at post-primary level. | The DSC Shared Education 4 year programme will provide opportunities for young people to learn together, schools sharing resources, teachers and this programme used to inform the way forward towards mainstreaming Shared Education. |

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| <p>4 NUS-USI</p> | <p>If this funding is lost these vital opportunities could be put in jeopardy and that would have a devastating impact on section 75 groups specifically regarding inequality, prejudice they might be subjected to and unfair treatment. This fund must be maintained in full and more government money must be invested in it, as we believe that this work should be a key priority of government.</p> | <p>The Education (Curriculum Minimum Content) Order 2007 requires all schools to address Community Relations, Diversity and Inclusion through Personal Development and Mutual Understanding at Foundation and Key Stages 1 and 2 and through Learning for Life and Work: Local and Global Citizenship at Key Stage 3 and 4.</p> <p>The CRED policy supported and underpinned the curriculum requirements, which remain for schools to address. The Minister has indicated his intention to retain the CRED policy, although the associated actions (Section 7 of the Policy document) will be updated.</p> <p>Earmarked funding was provided specifically for Training and Capacity Building of the education workforce and dissemination of good practice and relevant CRED materials (Para 7.2 of the policy refers). Significant capacity building, dissemination of good practice has taken place. An audit undertaken by ELB has shown that there are already significant materials relevant to CRED available and in use by schools.</p> |
| <p>5 STRANMILLIS UNIVERSITY COLLEGE</p> | <p>In the Shared Education Policy there is a lack of clarity as to whether or not the Policy will extend to all Section 75 groups. In relation for example to sexual orientation, almost half of teachers reported low levels of competency in dealing with such issues and preliminary work for advancing CRED identified sexual orientation as a priority for delivery and capacity building. The Shared Education Policy does not reflect this and it is likely that without this being an identified and funded priority for schools, there will be a negative impact on LGBT individuals.</p> | <p>Section 4 of the draft Shared Education Policy which was published for consultation clearly indicates that “<i>Shared Education is described 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</i>”</p> <p>The draft Shared Education Policy also commits to Developing the Workforce (Key Action 9) which provides scope for ensuring development needs of teachers are addressed.</p> <p>Work is on-going on a Teacher Development Strategy that will provide a vision for the future direction of teacher professional learning and inform the design of future development programmes.</p> <p>Comments on potential negative impact on LGBT individuals have been noted and proposed action is outlined in Section 4.</p> |

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| <p>6 YOUTHNET</p> | <p>The Shared Education Policy is geared towards sharing across schools and the youth sector appears to be more of an ‘add-on’ in the draft policy.</p> <p>We would call on an alternative provision being made to mitigate the potential adverse impact of this CRED earmarked funding would have on young people who identify as LGB and T and would call on the Department to consider investing resources in the learning and expertise that lie in the voluntary youth sector.</p> <p>The consultation document highlights that over 80% of young people who had engaged in CRED activity on disability reported more positive attitudes to people with disabilities. This particular section 75 group is likely to lose out where the resources are not available to support volunteers and workers.</p> | <p>The Youth Sector is not an add-on but has an integral role in the delivery of shared education opportunities for children and young people. The draft Shared Education policy, published for consultation, indicates that “<i>shared education will be organised and delivered in such a way that promotes equality of opportunity and social inclusion by providing opportunities for children and young people from differing Section 75 groups and from differing socio-economic backgrounds to learn together at school and in non-formal education settings (youth)</i>”.</p> <p>Comment on the impact on LGB&T young people and attitudes to those with a disability have been noted and proposed action is outlined in Section 4.</p> |
| <p>7 BELB</p> | <p>Loss or reduction in funding will have a detrimental effect on continuing to build practice in addressing issues of inclusion/equality.</p> | <p>The Education (Curriculum Minimum Content) Order 2007 requires all schools to address Community Relations, Diversity and Inclusion through Personal Development and Mutual Understanding at Foundation and Key Stages 1 and 2 and through Learning for Life and Work: Local and Global Citizenship at Key Stage 3 and 4. This remains a requirement for schools.</p> <p>The Curriculum Framework for Youth Work and Curricular Guidance for Pre-school Education also reference Equality and Diversity and remain requirements for youth and early years provision.</p> <p>The CRED policy supported and underpinned the curriculum requirements, which remain for schools and youth service providers to address. The Minister has indicated his intention to retain the CRED policy, although the associated actions (Section 7 of the Policy document) will be updated.</p> <p>Earmarked funding was provided specifically for Training and Capacity Building of the education workforce and dissemination of good practice and relevant CRED materials (Para 7.2 of the policy refers). Significant capacity building, dissemination of good practice has taken place. An audit undertaken by ELB has shown that there are already significant materials relevant to CRED available and in use by schools.</p> |

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| | <p>The removal of CRED funding potentially limits the ability of the Boards to fulfil their duties under Section 75 and Schedule 9 of the Northern Ireland Act 1998.</p> | <p>Each Public Authority Equality Scheme for sets out its arrangements for compliance with the Section 75 statutory duties. The Boards should be continuing to exercise these duties in respect of the resources available to them.</p> |
| <p>8 VICTORIA COLLEGE</p> | <p>The groups most likely to be impacted on adversely would be pupils with a wide variety of special educational needs, LBGT young people and those from ethnic minorities particularly those who are newcomers to schools. It would also be likely to have a considerable adverse impact on the integration and inclusion of children from the Traveller Community into schools.</p> <p>To enable schools to fulfil their obligations in delivering the statutory Northern Ireland Curriculum in respect of equality, inclusion and diversity there is a clear need for continued capacity building and sharing of best practice across schools. The suggestion that this might be done through the Area Learning Communities (ALC) and thus mitigate the impact of the withdrawal of CRED funding is unrealistic. The funding to ALC's has been seriously reduced in recent years and their primary focus has had to be on providing an appropriately broad and balanced curriculum which meets the requirements of the entitlement framework.</p> <p>The draft Shared Education Bill references Section 75 groups but the Delivering Social Change Shared Education Signature Project is limited to those schools who have already been engaged in shared education projects. It is difficult to see how the Shared Education policy as currently drafted could in any way mitigate the impact of the lack of CRED funding in delivering equality and inclusivity in respect of all Section 75 groups in schools and youth settings.</p> | <p>Comments Potential negative impact on SEN, LGBT, ethnic minorities, the traveller community and youth settings have been noted and proposed action is outlined in Section 4.</p> <p>The Education (Curriculum Minimum Content) Order 2007 requires all schools to address Community Relations, Diversity and Inclusion through Personal Development and Mutual Understanding at Foundation and Key Stages 1 and 2 and through Learning for Life and Work: Local and Global Citizenship at Key Stage 3 and 4. This remains a requirement for schools.</p> <p>The CRED policy supported and underpinned the curriculum requirements, which remain for schools to address. The Minister has indicated his intention to retain the CRED policy, although the associated actions (Section 7 of the Policy document) will be updated.</p> <p>An additional funding stream for schools that have not engaged in Shared Education will be made available. Current Peace IV proposals target schools not eligible for the DSC Signature Programme as well as youth to school initiatives.</p> |
| <p>9 RAINBOW PROJECT</p> | <p>The Department will remember that, when CRED was first introduced, The Rainbow Project expressed our concerns that, as there was no obligation for schools to access sexual orientation sessions, the vast majority of funding would be spent on racism and sectarianism to the</p> | <p>Significant additional resources are targeted at underachieving pupils from the S75 groups through the CFF and the aim of the draft budget is to protect this front line delivery.</p> |

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| | <p>detriment of LGB&T people.</p> <p>We see from the Department’s evidence in this EQIA that we have been vindicated and our concerns were accurate.</p> <p>We are disappointed that the Department relied on this report, which only looked at young men, and not Through Our Minds (2013) as the most up-to-date and inclusive research in Northern Ireland on the experiences of LGB&T people.</p> <p>The document acknowledges low uptake of sexual orientation programmes with only 18 CRED programmes during 13/14 dealing with sexual orientation as a key aspect compared with 277 programmes on religious belief, 144 programmes on political opinion and 126 programmes on race.</p> <p>The first sentence of the Sexual Orientation section reads: ‘The Education (Curriculum Content) Order (NI) (2007) sets out detailed requirements of what schools must teach under each Area of Learning within the revised curriculum at each key stage.’</p> <p>The Rainbow Project believes that it is highly misleading for the Department to make this statement without acknowledging that there are not ‘detailed requirements’ for what schools must teach about sexual orientation or gender identity because there are no references to sexual orientation or gender identity within the Northern Ireland curriculum.</p> <p>The curriculum cannot, therefore, be used as mitigation in its current form.</p> <p>The Department then makes the factually inaccurate claim that the development of new non-statutory guidance for Relationships and Sexuality Education (RSE) will mitigate against the adverse impacts created by the removal of CRED funding.</p> | <p>The Department recognises Though Our Minds: Exploring the Emotional Health and Wellbeing of Lesbian, Gay, Bisexual and Transgender People in Northern Ireland as a document setting out the findings of a scoping exercise of the emotional health and wellbeing of LGB&T people in Northern Ireland. However, the document does not refer directly to CRED programmes and the majority of respondents were above school age.</p> <p>Comments noted, it is the responsibility of schools to determine and prioritise CRED issues. CRED guidance issued by the Department includes a self—assessment toolkit for schools to determine and prioritise need.</p> <p>All grant-aided schools are required by law to ensure the effective delivery of the curriculum in line with the relevant legislation. The curriculum is designed to ensure that all young people have the opportunity to receive a broad and balanced education through teaching and learning that has a clear focus on raising standards in literacy and numeracy and that also allows young people to develop their knowledge and skills (including cross-curricular and other skills) in all of the areas of learning specified in law.</p> <p>A key strength of the revised curriculum is the flexibility it provides for teachers to introduce topics to meet the needs and interests of pupils.</p> <p>Relationship and Sex Education is an integral part of the revised curriculum in both primary and post-primary schools and must be delivered in a sensitive manner which is appropriate to the age and understanding of pupils and to the ethos of the school.</p> |
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| | <p>Attempting to rely on RSE in this way indicates that the Department still has not understood that LGB&T young people are not defined solely by the kind of sex in which they may engage. RSE is not the appropriate time to learn about homophobic/transphobic bullying, language and attitudes.</p> <p>LGB&T young people's issues are already excluded from the statutory curriculum and are vastly under-represented in schools. To remove this fund, although it was distributed iniquitously, would disproportionately affect LGB&T young people because they have very few other avenues for learning about sexual orientation and gender identity issues in school.</p> <p>The Department should create an LGB&T inclusion fund to make up for the disproportionate lack of funds spent on sexual orientation and gender identity issues. This fund would enable schools to access appropriate training and support on sexual orientation and gender identity issues and it would ensure that the money is actually spent on sexual orientation and gender identity issues and not siphoned off to deal with other issues such as racism and sectarianism.</p> <p>The Department should also fulfil its commitment to commission research into the experiences of LGB&T young people in education in order to have a better understanding of the barriers to their participation.</p> <p>The Rainbow Project hosts its research on its media centre http://www.rainbow-project.org/media-centre We would urge officials to familiarise themselves with the broad range of research available. This will hopefully end the Department's offensive conflation of sexual orientation and sexual activity.</p> | <p>The Department requires each school to have in place its own policy on how it will address the delivery of RSE. A school's policy should be subject to consultation with parents, and should be endorsed by a school's Board of Governors.</p> <p>The Department commissioned a module on LGBT issues in the 2014 School Omnibus Survey. Just over four-fifths (80.5%) of responding post-primary schools indicated that they covered LGB issues within RSE and/or other parts of the curriculum.</p> <p>The Department does not accept the argument that in referencing RSE guidance that this implies a link between sexual orientation and sexual activity.</p> <p>Comments on the potential negative impact on LGB&T young people have been noted and proposed action is outlined in Section 4.</p> <p>The Department has commissioned research in relation to LGB&T young people and will be considering the outcomes and any appropriate resulting action.</p> <p>Comments are noted. The consultation document does not imply a link between sexual orientation and sexual activity.</p> |
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| 10 YCNI | <p>Significant investment is proposed to take the Shared Education Agenda forward across schools; there is no alternative investment for youth services.</p> <p>Assurances from the Department of Education that mitigating measures will be put in place to ensure that work developed under CRED across youth service will continue. In particular, that supported by YCNI.</p> | <p>Shared Education policy applies to both schools and youth. The youth service is non-sectoral and the Department of Education provides significant funding to support the youth service, circa £33m for 2015/2016.</p> <p>The Minister has indicated his intention to retain the CRED policy, although the associated actions (Section 7 of the Policy document) will be updated.</p> <p>The CRED policy aims and objectives are fully compatible with Priorities for Youth.</p> |
| 11 NEELB | <p>CRED Policy requires schools and youth settings to specifically ensure equality and inclusive practice in relation to all Section 75 issues, Shared Education policy, as currently drafted, does not require this.</p> <p>The Signature project will additionally only be open to a limited number of schools who have already been engaged in shared education projects and will not allow for applications from youth settings.</p> | <p>Comments as per similar response from BELB.</p> <p>The draft Shared Education policy, published for consultation, indicates that <i>“shared education will be organised and delivered in such a way that promotes equality of opportunity and social inclusion by providing opportunities for children and young people from differing Section 75 groups and from differing socio-economic backgrounds to learn together at school and in non-formal education settings (youth)”</i>.</p> <p>It is anticipated that PEACE IV Shared Education funding will be available for schools and youth groups that are not eligible to apply for the DSC Shared Education programme.</p> |
| 12 WELB | <p>There is no provision for the Youth Service or those schools not in the first tranche of Shared Education.</p> | <p>Comments as per NEELB response above.</p> |

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| <p>13 NICIE</p> | <p>NICIE's understanding is that the funding for Shared Education is approximately £25m (a significant proportion coming from Atlantic Philanthropies) to be split between the existing Education and Library Board areas. NICIE is concerned about how much of this budget will be allocated to the equality and diversity aspect of CRED within the Shared Education programmes especially the training of teachers to become effective facilitators of CRED.</p> <p>This issue is further compounded by the fact that the majority of funding for Shared Education has also historically been provided by organisations outside of DE. NICIE asks therefore for reassurance that DE is willing to protect sufficient resources to ensure that the social aspect of Shared Education remains a key component of our educational institutions.</p> <p>Another key concern is linked to NICIE's understanding that only a limited number of schools will be eligible to apply for funding under the present Shared Education Signature Project. The remaining schools are likely to be severely disadvantaged in their ability to deliver the CRED policy if they cannot avail of either Shared Education or CRED funding.</p> <p>NICIE is disturbed to note that DE is willing to end financial support for CRED without having received the final evaluation report from ETI. CRED is still ongoing and in times of austerity to remove the funding for a policy without assessing the impact may indicate a lack of commitment to that policy.</p> | <p>Concerns are noted. Improving reconciliation outcomes is one of two main objectives of the £25m DSC Shared Education Signature project. Capacity building is a key element of this project (and is also an eligible area under the proposals for Peace IV funding under the Shared Education thematic area).</p> <p>It is anticipated that PEACE IV Shared Education funding will be available for schools and youth groups that are not eligible to apply for the DSC Shared Education programme</p> <p>The Education (Curriculum Minimum Content) Order 2007 requires all schools to address Community Relations, Diversity and Inclusion through Personal Development and Mutual Understanding at Foundation and Key Stages 1 and 2 and through Learning for Life and Work: Local and Global Citizenship at Key Stage 3 and 4. This remains a requirement for schools.</p> <p>The ETI CRED review report was published prior to the consultation closing. The Minister has taken the findings of the ETI report into account.</p> |
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| <p>14 RAVENSCROFT NURSERY SCHOOL</p> | <p>The alternatives i.e. Shared Education funding is not feasible for the Nursery school. The existing CRED funding allows for strategic planning which is focussed towards the holistic needs of the school, it's children/families and the locality (East Belfast) which warrants continued/improved community relations work to help raise awareness and social cohesion and wider community development for an area which continues to experience immense difficulties.</p> <p>Withdrawal of CRED funding will disadvantage those from Section 75 categories, especially SEN, disability and newcomer young people.</p> | <p>Significant additional resources are targeted at underachieving pupils across the S75 groups through the CFF and the aim of the draft budget is to protect this front line delivery.</p> <p>It is expected that PEACE IV Shared Education funding will be available for schools and youth groups that are not eligible to apply for the DSC Shared Education programme</p> <p>Comments on the potential negative impact on SEN, disability and newcomer young people have been noted and proposed action is outlined in Section 4.</p> |
| <p>15 SELB</p> | <p>Loss of ear-marked funding is likely to result in a significant reduction in the training/Continuous Professional Development provision to enable the sustained building of practice. Significant inroads have been made in the SELB to strengthen the ability of both teachers and youth workers to deliver the more challenging aspects of the CRED policy and without these opportunities for support and training the momentum may be lost.</p> <p>Whilst the draft Shared Education Policy/Bill references Section 75 groups, the Delivering Social Change Shared Education Signature Project does not explicitly aim to ensure that all groups are addressed, with intended outcomes clearly fixed on reconciliation and education quality measures.</p> | <p>The CRED policy supported and underpinned the curriculum requirements, which remain for schools to address. The Minister has indicated his intention to retain the CRED policy, although the associated actions (Section 7 of the Policy document) will be updated.</p> <p>Earmarked funding was provided specifically for Training and Capacity Building of the education workforce and dissemination of good practice and relevant CRED materials (Para 7.2 of the policy refers). Significant capacity building, dissemination of good practice has taken place – a point acknowledged in the SELB comments.</p> <p>The draft Shared Education Policy also commits to Developing the Workforce (Key Action 9) which provides scope for ensuring development needs of teachers are addressed.</p> <p>Section 4 of the draft Shared Education Policy which was published for consultation clearly indicates that “<i>Shared Education is described 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</i>”. Improving reconciliation outcomes is one of two key objectives of the DSC Shared Education Signature project.</p> |

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| | <p>CRED Policy requires schools and youth settings to specifically ensure equality and inclusive practice in relation to all Section 75 issues. The Shared Education policy, as currently drafted, does not require this.</p> <p>The CRED Enhancement Scheme has enabled schools and youth groups to apply for funding to support meaningful work directly with young people in relation to Section 75 aspects pertinent to their own local community. Many of these projects have built upon previous good practice ‘community relations’ work and have shown refinement and incremental development in approach and effect. Some have also demonstrated an extended knowledge and awareness of the importance of addressing equality in other Section 75 areas beyond the more traditional ‘CR’ issues. Loss of funding for this scheme will potentially cause a loss of momentum in these areas.</p> <p>The Signature Project will only be open to a limited number of schools who have already been engaged in shared education projects and will not allow for applications from youth settings. It is of course too early to hypothesise what the impact of this development might be. However, in the absence of targeted, protected financial support to develop and deliver initiatives to enhance the delivery of the CRED policy there is a real risk that the overwhelming number of young people will miss out on opportunities for meaningful engagement across the breadth of Section 75 groups.</p> <p>The reference made to other initiatives is premature – it is evidently too early to measure the potential impact of the DSC Shared Education Signature project which is just beginning, and PEACE IV funding is not yet launched. There is, however, substantial evidence of positive impact of CRED funding, and clear identification of continued need for support/funding.</p> <p>It is essential that there is retention of dedicated funding to continue to</p> | <p>Comments are noted.</p> <p>Comments noted. While Peace IV funding has not yet been launched, proposals for the Shared Education thematic area include those schools not eligible for the DSC Shared Education project (i.e.: those that have not yet engaged in Shared Education as well as youth and early years settings). In the unlikely event that the eligible funding areas change the Department will consider the implications for the CRED policy.</p> <p>The Education (Curriculum Minimum Content) Order 2007 requires all schools to address Community Relations, Diversity and Inclusion through Personal Development and Mutual Understanding at Foundation and Key Stages 1 and 2 and through Learning for Life and Work: Local and Global Citizenship at Key Stage 3 and 4. This remains a requirement for schools.</p> |
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| | support schools and youth groups in implementing CRED Policy. Loss, or reduction, in funding will have a detrimental effect on continuing to build practice in addressing issues of inclusion and equality. | |
| 16 THE INTEGRATED EDUCATION FUND (IEF) | <p>The consultation document claims that DE “has sought to ensure that the required reductions to its budget are applied as far as possible in a manner that does not disproportionately or adversely affect one age group, or other Section 75 category, over another.” Yet, according to DE’s initial equality and human rights policy screening, the end of CRED earmarked funding may have a particularly adverse impact on those of different religious belief, racial group, sexual orientation and persons with disabilities and persons without. It is acknowledged that there would be ‘limited opportunities’ for young people of differing sexual orientation or racial group to ‘meet’ and ‘learn’, alongside their peers, about each other’s perspectives. While it is also concluded that opportunities for those of different religious belief / community background or persons with a disability would be ‘unavailable or reduced’, citing the removal of funding for transport, facilitator costs and substitute cover as reasons.</p> <p>Later in the EQIA we find the statement “the equality and human rights policy screening for removal of CRED policy/funding has identified that removal of CRED funding will have a major impact on equality of opportunity for the following Section 75 categories: religious belief, disability, racial group and equality. It will also have a minor impact on political opinion, age, men and women generally and those with dependents.” Interestingly, by this stage of the screening process, sexual orientation is no longer acknowledged. Perhaps this is an error and the word ‘equality’ should have read ‘sexual orientation’ but potentially it could be considered a deliberate oversight as it is difficult to see how those of differing sexual orientation will be acknowledged in DE’s plans for the specified alternative to CRED policy and practice i.e. Shared Education.</p> <p>The IEF also has serious concern about Shared Education removing opportunities for the majority of children and young people educated in separate schools as DE’s plans for £25 million of Shared Education Signature Project funding are only designed to support those schools already involved in cross-sectoral collaboration, during its specified first</p> | <p>Comments noted. The EQIA consultation provides an opportunity for respondents to determine if there are additional impacts above those identified. While impacts have been identified, the Minister is required to balance these against the challenging educational budgets where he has clearly indicated his intention to protect front line services.</p> |

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| | <p>and second stages.</p> <p>The greatest strength of the CRED policy is in its encouragement to schools to explore diversity in relation to all of the Section 75 groups while placing a focus on the diversity most prevalent in their context. The policy also takes into consideration the experience of multiple identities. An abandonment of this policy, and associated funding, will undoubtedly be detrimental and Shared Education will clearly be much more limited in its scope.</p> <p>A mitigation of such adverse impact on the stated Section 75 groups is proposed through Shared Education with the bold claim that it aims to “improve educational standards and reconciliation outcomes”. Apparently Shared Education will provide schools with the “opportunity to address CRED issues”. However, it is the IEF’s view that ‘CRED issues’ will only be addressed if the CRED policy is retained and built upon.</p> <p>IEF would recommend that the CRED policy is retained and any future work around community relations, equality and diversity, between and within schools, youth groups and early years is underpinned by the principles incorporated in CRED. There is no justification for Shared Education superseding CRED particularly considering the current lack of a clear, agreed definition of Shared Education and its associated vision, purpose and aims.</p> <p>Removal of the funding will, therefore, limit the opportunities for the youth sector to provide CRED programmes and to deliver the CRED elements of Priorities for Youth (2013)¹. Potentially, the skills and expertise within youth work to contribute to the wider aims of ‘Together: Building a United Community’ will be reduced and possibly lost if the entire CRED budget is removed. Significant investment is expected to take forward the Shared Education agenda across schools,</p> | <p>It is expected that PEACE IV Shared Education funding will be available for schools and youth groups that are not eligible to apply for the DSC Shared Education programme. This will provide access to funding for all schools no matter their level of collaboration to date.</p> <p>Comments have been noted.</p> <p>The Education (Curriculum Minimum Content) Order 2007 requires all schools to address Community Relations, Diversity and Inclusion through Personal Development and Mutual Understanding at Foundation and Key Stages 1 and 2 and through Learning for Life and Work: Local and Global Citizenship at Key Stage 3 and 4. This remains a requirement for schools. The Minister has indicated his intention to retain the CRED policy.</p> <p>Comments have been noted. The CRED aims and objectives remain a key element of youth work delivery, supported through Priorities for Youth. Proposals for Peace IV funding include youth services.</p> <p>Comments on the potential negative impact on disability and sexual orientation have been noted and proposed action is outlined in Section 4.</p> <p>As the CRED policy will be retained, it will underpin Shared Education programme in the way described. As previously stated, it is expected that Peace IV will provide a funding stream for youth and early years settings. Integrated schools are encouraged to participate in Shared Education – evidence of previous pilots has shown the willingness of such schools to engage in</p> |
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¹ Department of Education (2013) Priorities for Youth: Improving Young People’s Lives through Youth Work. Available at http://www.deni.gov.uk/priorities_for_youth_-_final.pdf, accessed on 15/2/2015

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| | <p>however, there is no alternative investment proposed for youth services.</p> <p>For all the reasons previously expressed, the IEF cannot agree that the EQIA's assertion that the identified negative impact on religious belief and political opinion will be offset in schools by the Delivering Social Change Shared Education Project, which will provide funding to support Shared Education. The IEF also stresses the importance, in responding to identified and evidenced needs, of the CRED programme's particular focus on disability and sexual orientation, which will not be the primary focus of Shared Education programmes.</p> <p>The IEF asserts that the CRED policy should be used to underpin all Shared Education programmes rather than Shared Education replacing CRED. However, funding must also be made available to youth work and early years settings in order to support them in embracing CRED principles, and opportunities must be made available for a wider range of schools, including individual integrated schools, rather than the limited number of collaborations which will be involved in the Shared Education Signature Project.</p> | collaborative partnerships with other schools. |
| <p>17</p> <p>Community Relations Council CRC</p> | <p>As a society emerging from conflict, and one which continues to be affected by the legacies of the past, CRC views the CRED policy and its earmarked funding, as both an important policy lever, as well as a valuable and practical mechanism, that supports and encourages the development of understanding between children and young people regarding issues of diversity, reconciliation and peace-building.</p> <p>The consultation documentation provided by the department highlights the number of programmes being delivered (schools/youth service providers) under the various CRED themes. This data highlights the significant interest in the CRED policy and the enhancement scheme (earmarked funding).</p> | <p>Comments noted. The Minister has indicated his intention to retain the CRED policy – the proposal is only to end earmarked funding provided to facilitate the introduction of the policy. Schools and youth organisations are expected to continue to adhere to the policy through their existing funding provision.</p> <p>Comments noted</p> |

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| | <p>Furthermore, external evidence reveals a growth in applications from <u>new</u> groups seeking financial assistance via the Enhancement Scheme. This increase in demand could be viewed as an indication that the approach of embedding CRED across the curriculum and the school/youth infrastructure is having a positive impact i.e. attracting new audiences and encouraging a new wave of schools/youth providers to enhance the practical learning and development of their young people. However, the EQIA documentation also draws attention to issues that require further support and development. Of particular relevance to CRC's area of work are issues relating to sectarianism and racism. The number of programmes exploring issues related to religious, political and racial matters is significant, and the impact these programmes have on attitudes is largely positive. CRED and its funding is supporting capacity building, both within school and youth settings; Yet the figures also reveal that more work is required and demonstrates that the efforts to develop an open, welcoming and safe society is an ongoing project, particularly one which continues to experience communal tensions and conflict.</p> <p>The need for further work is a view supported by the Education and Training Inspectorate. It recently undertook an 'Evaluation of the Impact of the Community Relations, Equality and Diversity (CRED) Policy in Schools and Youth Organisations'. Its findings fall under the following headings 'going well' and 'going forward' and concluded 'the majority of lessons/sessions ...were very good or better'. The report also commented on the proactive support given, the creation of safe places, and the development of meaningful relationships via sustained contact. Importantly ETI made a number of recommendations for key stakeholders e.g. the need to foster 'more effective links with other departments and agencies' to provide 'further support' for staff to embed CRED, and to 'expand and embed CRED practice more widely across voluntary youth organisations'.</p> <p>By committing appropriate resources, via CRED, which supports teachers and youth workers, the department will ensure policy led sustained and holistic engagement with children and young people on issues of difference. Helping to raise awareness and develop understanding, as well as cultivating the skills needed to challenge discrimination and hatred will safeguard our children and young people, and their communities from sectarianism and racism. CRC also notes</p> | <p>The Minister has taken the findings of the ETI report into account. The Minister has indicated his intention to retain the CRED policy and in updating the policy, the Department will take the ETI recommendations into account.</p> <p>Comments on the potential negative impact on racism, disability and sexual orientation have been noted and proposed action is outlined in Section 4.</p> <p>The Education (Curriculum Minimum Content) Order 2007 requires all schools to address Community Relations, Diversity and Inclusion through Personal Development and Mutual Understanding at Foundation and Key Stages 1 and 2 and through Learning for Life and Work: Local and Global Citizenship at Key</p> |
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| | <p>the identification of sexual orientation as a priority area requiring further support and capacity building, as well as the need to develop work around disability. This work should continue to be taken forward collectively.</p> <p>CRED and its funding have a wider reach than school infrastructure. Yet the potential impact of this proposal on youth provision has not been sufficiently examined. The mitigating measures pointed to such as Shared Education and Peace IV appear to have an emphasis on school activity. Yet the documentation does not provide sufficient detail as to how current CRED beneficiaries outside formal school settings will be protected via the mitigating measures i.e. can the department provide cast-iron assurances that youth providers will be able to avail of these new and developing funding streams, and if not, how will youth engagement on CRED issues be explicitly supported. CRC seeks assurances that mitigating measures will enable the work developed under CRED to continue (whether it be school or youth provider).</p> <p>Another area of concern is how the removal of earmarked funding will impact on continuity and planning. The proposal will certainly remove personnel, therefore potentially reducing the ability to co-ordinate across the Boards, or the future Education Authority. The proposal to remove earmarked funding will modify this interconnectedness and could potentially put at risk strategic planning opportunities. The CRED policy, and the difficult issues it addresses, requires support to be driven forward collectively and holistically.</p> <p>Finally, the earmarked funding allows access to small amounts of financial e.g. between £500 - £3000. CRC seeks clarification regarding the new funding streams i.e. will they enable and facilitate small grant applications. If this is not the case this could impact negatively on groups who only require a small amount of grant-aid and the department should detail how this work will be supported if CRED earmarked funding is removed.</p> <p>Whilst new legislation, policies, initiatives and programmes are a welcome development, CRC views them as supplementary, and not alternatives. CRED is a holistic policy that aims to address a number of</p> | <p>Stage 3 and 4. This remains a requirement for schools.</p> <p>Proposals for the Peace IV include those youth settings. In the unlikely event that the eligible funding areas change the Department will consider the implications for the CRED policy.</p> <p>The Department of Education provides significant funding to support the youth service, circa £33m for 2015/2016. The CRED aims and objectives remain a key element of youth work delivery, supported by Priorities for Youth.</p> |
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| | <p>issues related to diversity, equality and community relations – not just sectarianism and racism. It continues to be embedded, to varying degrees, within and across formal educational and youth structures and as noted within the ETI report, as well as within the consultation document, more work is needed. This leads CRC to conclude that the need for this earmarked funding remains relevant, in particular to maintain consistency and momentum at this stage of its implementation and ongoing development.</p> | <p>Shared education and PEACE IV are strategically focused programmes providing funding over a period of approximately 3 to 7 years. Schools and youth groups are in a position to use their own funds for smaller projects if they choose to do so</p> <p>The Education Authority will need to consider how best to support schools to deliver against the Education (Curriculum Minimum Content) order 2007 and the underpinning CRED policy.</p> <p>Shared education and PEACE IV are strategically focused programmes providing funding over a period of approximately 3 to 7 years. Schools and youth groups are in a position to use their own funds for smaller projects if they choose to do so</p> <p>Comments noted.</p> |
| <p>18 COMMUNITY RELATIONS IN SCHOOLS (CRIS)</p> | <p>There will be strongest impact on the groups who tend to experience the most negative attitudes and discrimination. These include: persons of different religious beliefs, political opinion, racial group, sexual orientation, men and women generally and persons with a disability.</p> <p>It is the experience of CRIS in consultation with many school partners spanning several years that schools need support through capacity-building, relevant and effective resources and programme funds to bring children, young people and school staff together to explore issues that are perceived as controversial.</p> | <p>Comments noted</p> <p>Comments noted. Earmarked funding was provided specifically for Training and Capacity Building of the education workforce and dissemination of good practice and relevant CRED materials (Para 7.2 of the policy refers). Significant capacity building, dissemination of good practice has taken place. An audit undertaken by ELB has shown that there are already significant</p> |

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| | <p>To end this initiative now would translate into a squandering of money that has already been invested as many school leaders would see the programme as short-lived and limited in long-term impact and value. A common perception exists that if DE does not adequately fund and support an initiative that it is not important. This could be one of the reasons for the limitations identified in the recent ETI CRED Evaluation?</p> <p>CRIS would suggest that it would be more effective for the DE (or the ELBs) to identify schools/ communities who would stand to gain the most from Community Relations, Equality and Diversity Programmes and then tender projects in these areas out to specialist organisations and consultants.</p> | <p>materials relevant to CRED available and in use by schools.</p> <p>Delivery of the Education (Curriculum Minimum Content) Order 2007, which requires schools to address community relations, equality diversity and inclusion remains a requirement for schools. The Minister has indicated his intention to retain the CRED policy – schools and youth work setting will be expected use their mainstream funding as well as the capacity built within the education workforce to cascade skills within their settings.</p> <p>Comments have been noted.</p> |
| <p>19 GROSVENOR GRAMMAR SCHOOL, BELFAST</p> | <p>All schools should have in place a CRED Policy which promotes understanding across all different aspects of society. This should not single out the Section 75 groups – the focus should be on promoting understanding of diversity in all of its forms.</p> <p>Grosvenor Grammar School benefits from funding to help implement projects with 2 of our neighbouring schools: Our Lady and St Patrick's College and Lagan College. Although the funding is very much welcomed, it is not the main reason for the connection between the schools and our association will continue should the funding be removed.</p> <p>Rather than having earmarked funding, it is our belief that the money should be available to schools to put to the best use for their individual situation.</p> | <p>Comments noted. Schools are expected to use their LMS budget to ensure continued delivery of curricular requirements and in line with the CRED policy.</p> |
| <p>20 GLENCRAIG INTEGRATED</p> | <p>Persons of differing religious belief, differing political opinion, differing racial groups, differing age. Differing sexual orientation and people with/without a disability will be particularly affected as</p> | <p>Comments on the potential negative impact particularly on sexual orientation and disability have been noted and proposed action is outlined in Section 4.</p> |

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| <p>PRIMARY SCHOOL</p> | <p>many CRED funded projects have focussed on these groupings.</p> <p>They will be affected by a further reduction in opportunities for people of differing views and opinions to spend time together to get to know each other and in doing so challenge the stereotypes and sometimes irrational opinions differing individuals and groups sometimes have of each other. This further reduction in opportunities will lead to further increases in tension between groups leading to further prejudice and discrimination towards all of the above mentioned groups.</p> <p>Only providing legislation and policy which promotes full integration and opportunities for those in society that wish for their children to attend an integrated school will lead to meaningful reductions in prejudice and discrimination around religious difference.</p> | <p>The Executive's commitment to ensure all young people have an opportunity to participate in a programme of shared education will ensure opportunities such as those described. The DSC Shared Education Signature project and Peace IV funding for Shared Education will provide funding streams to address additional costs to schools in delivery of the Executive's commitment.</p> <p>Comments noted, but they are not directly related to the CRED policy.</p> |
| <p>21 DISABILITY ACTION</p> | <p>Disability Action is very concerned, that having identified a low number of programmes in relation to disability and opportunities for young people to learn about from each others perspective, will no longer be available.</p> <p>Disability Action would advise that not everyone is at the same starting point and would therefore ask what are the Department's plans in this area e.g. who will fund the support costs for children and young people with disabilities to ensure they have the same opportunities as their non-disabled peers.</p> <p>Regarding the area of learning of personal development and</p> | <p>Comments noted</p> <p>Part 3 of the SEN & Disability Order 2005 extends similar provisions to those contained in the Disability Discrimination Act to Educational Institutions in NI for the first time. It placed new disability and discrimination duties on ELBs and schools in NI.</p> <p>Children with a disability who have a statement of special educational needs will continue to have their special educational needs met as detailed in their statement, as required by legislation.</p> |

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| | <p>mutual understanding and local and global citizenship and that teachers will enable pupils to develop knowledge, understanding and skills through the topics outlined Disability Action would advise that this is an assumption on the Department's part with no guarantee that this will actually happen in practice without it being a compulsory duty. (Section 5, Page 14)</p> <p>The Committee on the Rights of the Child, general comment No. 5 (2003) on the implementation of the UN Convention on the Rights of the Child makes reference to making children visible in budgets. Disability Action would advise that budgetary decisions must be made in the best interest of the child therefore recommends that the CRED funding should not end as the mitigation outlined will happen through theory in the classroom without the most important active and practical interaction and communication between all Section 75 groups.</p> | <p>Significant additional resources are targeted at underachieving pupils across the S75 groups through the CFF and the aim of the draft budget is to protect this front line delivery.</p> <p>The Education (Curriculum Minimum Content) Order 2007 requires all schools to address Community Relations, Diversity and Inclusion through Personal Development and Mutual Understanding at Foundation and Key Stages 1 and 2 and through Learning for Life and Work: Local and Global Citizenship at Key Stage 3 and 4. This remains a requirement for schools.</p> <p>Comments noted. In seeking to protect frontline services the Minister has taken the best interests of the child into account.</p> |
| <p>22 SEELB</p> | <p>As DE's CRED Policy impacts on all young people through the youth service and schools, and these young people are representative of all Section 75 groups, the proposal to end the earmarked funding for the CRED policy would have potential impact on all Section 75 groups. However, it is acknowledged that there may only be limited impact on marital status. It is believed that additional funding is necessary to support specific work in relation to many of the Section 75 groups particularly in order not to affect core service provision in the Youth Service.</p> <p>In some ELBs, issues pertaining to specific Section 75 groups have been identified as causing particular challenges in some schools/youth groups/communities, and these have generally been consistent with the findings reflected in the data cited in DE's Consultation document on the EQIA, (e.g. LGBT, sectarianism, racism). The CRED earmarked funding has enabled these ELBs to develop specific training/interventions in the identified areas of need, e.g. LGBT work in the SEELB,</p> | <p>Comments on the particular challenges in some schools/youth groups/communities have been noted and proposed action is outlined in Section 4.</p> |

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| | Facing History project. Internal evaluations suggest that the need for sustained capacity building in these areas is imperative. | |
| 23 CHILDREN'S LAW CENTRE CLC | <p>While we appreciate that there are significant pressures on resources at present, CLC believes that the funding for CRED should be retained and if possible, increased.</p> <p>The UNCRC places clear obligations on the Department with regard to training, knowledge and understanding of the Convention. Current levels of training and education on the Convention are extremely low and it is CLC's belief that withdrawing funding for CRED will have an even greater detrimental impact on education and training on the Convention, in conflict with the obligations on the Government by virtue of the UNCRC.</p> <p>Given that there is a current deficit with regard to training and education on the Convention in education, we have serious concerns about the removal of funding for CRED which will further reduce the education received by children on the UNCRC and on their rights.</p> <p>CLC is disappointed given the findings of the EQIA and the data presented which very strongly indicate that CRED is having a positive impact in the promotion of good relations, equality and diversity and also identifies unmet need requiring additional investment that the proposal by the Department is not to provide this additional investment but rather is to withdraw the funding altogether. In order to comply with section 75 the Department is under a statutory obligation to address the inequalities which are identified in the EQIA as a result of the proposed withdrawal of CRED earmarked funding through mitigation or the adoption of alternative policies. This will require the Department putting in place proactive measures to ensure that all young people receive education and that professionals working with young people receive training on the Convention, human rights, equality, good relations, diversity and equality in compliance with the Department's obligations under the UNCRC. It is very apparent that adverse impact will be suffered by certain groups of young people as a result of the withdrawal of the CRED funding and we can assume that just as the CRED contributed to young people</p> | <p>Comment noted</p> <p>Comments noted. The ETI report on the review of CRED policy has recommended that 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. In revising the CRED policy, the Department will consider how best this can be achieved.</p> <p>NICCY provide resource for use in schools on the UNCRC, which schools can access in delivery of the minimum curriculum requirements in relation to community relations, equality and diversity.</p> <p>The Department takes its statutory duties on the education of young people and Section 75 very seriously. Delivery of the Education (Curriculum Minimum Content) Order 2007, which requires schools to address community relations, equality diversity and inclusion remains a requirement for schools. . The Minister has indicated his intention to retain the CRED policy – schools and youth work setting will be expected use their mainstream funding as well as the capacity built within the education workforce to cascade skills within their settings.</p> <p>Earmarked funding was provided specifically for Training and Capacity Building of the education workforce and dissemination of good practice and relevant CRED materials (Para 7.2 of the policy refers). Significant capacity building, dissemination of good practice has taken place. Sufficient capacity should now be available across the education workforce for this to become self sustaining.</p> <p>An audit undertaken by ELB has shown that there are already significant</p> |

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| | <p>displaying greater tolerance and understanding to certain groups of young people through participating in programmes which dealt with issues relating to their lives, we can also assume that the impact of the withdrawal of CRED and funding for such programmes will result in an increase in intolerance and negative attitudes towards certain groups of young people including young people with different religious beliefs, political opinions, race, sexual orientation, young males, females and transgender young people, young people with disabilities and LGB young people. CLC believes that this has the potential to have an extremely detrimental impact on the ability of members of these groups to fully participate in their education in line with the Department's obligations to protect and realise the right of all children to an effective education under the UNCRC.</p> | <p>materials relevant to CRED available and in use by schools.</p> |
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List of Consultees

ELBs
All MLAs
All Schools
174 Trust
Action Mental Health
Action MS
Action on Hearing Loss
Advanced Learning Systems
Advice NI (aiac)
Afasic Northern Ireland
Afro-Community Support Organisation, Northern Ireland (ACSONI)
Age NI
Agencies in Consortium for Education and Training
Alliance of Filipino Communities in Northern Ireland
Alliance Party of NI
Al-Nisa Association
Altram
Alzheimer's Disease Society (NI Regional Office)
Amnesty International
An Munia Tober
An Munia Tober Traveller Support Group
An Tearmann Project Ltd (Coalisland)
Anti-racism Network
Antrim Borough Council
Antrim South Unionist Office
Appleby Trust
Ards Borough Council
Armagh City and District Council
Armagh Traveller Support Group
Armagh Traveller Support Group Lisanally House
Artability NI Ltd
Arthritis Care (NI)
Arts and Disability Forum
Aspect
Aspergers Network
Association for Quality Education (AQE)
Association of Educational Psychologists
Association of Head Teachers in Secondary Schools (AHTSS)
Association of School and College Leaders (ASCL)
Association of Teachers and Lecturers (ATL)
Association of University Teachers
Atlas Womens Centre

Autism(NI)
Aware
Bahai Community of Belfast
BallybeenWomens Centre
Ballymena Access Group
Ballymena Borough Council
Ballymoney Borough Council
Banbridge District Council
Barnardos
Belfast Butterfly Club
Belfast Charitable Society
Belfast City Council
Belfast Health and Social Care Trust
Belfast Hebrew Congregation
Belfast Islamic Centre
Belfast Pride
Belfast Solicitor's Association
Belfast Womens Aid
Belfast Youth Forum
Brainwaves NI
British Council
British Deaf Association
British Epilepsy Association
British Psychological Society (NI)
British Red Cross Society
Bryson House
Bryson Intercultural
Buddy Bear Trust
Business Services Organisation
Cancer Focus NI
Carafriend
CARE for Northern Ireland
Carers National Association Northern Ireland
Carers, Northern Ireland
Carrickfergus Borough Council
Castlereagh Borough Council
Catholic Bishops of NI
Catholic Principals Association
Catholics Heads Association
Causeway Health and Social Services Trust
CCEA
Cedar Foundation
Centre for Womens Politics
Changing Faces
Chartered Institute of Library and Information Professionals
Child Poverty Action Group (NI)

Childline (NSPCC)
Children in Northern Ireland
Children with Disabilities Strategic Alliance
Children's Law Centre
Chinese Welfare Association
Chrysalis Women's Centre
Church Of Ireland
Circles Network
Citizens Advice
CO3
Coleraine Borough Chamber
Coleraine Borough Council
Colleges Northern Ireland
Colleges Northern Ireland (CNI)
Comhairle Na Gaelscolaíochta
Commissioner for Older People for Northern Ireland
Committee on the Administration of Justice
Community Arts Forum
Community Arts Partnership
Community Change
Community Development & Health Network
Community Evaluation Northern Ireland (CENI)
Confederation of British Industry (Northern Ireland Branch)
Construction Industry Training Board
Contact a Family NI
Cookstown & Western Shores Area Network (CWSAN)
Cookstown District Council
Co-operation Ireland
Corrymela Community
Costa
Council for the Homeless
County Armagh Community Development (CACD)
Craigavon Borough Council
Craigavon Travellers Support Committee
Crossfire Trust
Cystic Fibrosis Trust
Democratic Unionist Party
Derry City Council
Derry Well Woman
Disability Action
Disability Equality
Down District Council
Downs Syndrome Association
Dungannon & South Tyrone Borough Council
Early Years
East Antrim Unionist Office

East Down Rural Community Network
Eastern Area Child Protection Committee
Education and Skills Authority Implementation Team
Elim Pentecostal
Embrace
Employer's Forum on Disability
Engineering Employers Federation
Engineering Training Council
Enniskillen College of Agriculture
Equality Coalition
Equality Commission for Northern Ireland
Exitsoco
Extern
Falls Community Council
Family Group Conference (NI)
Family Planning Association
Federation of Small Businesses
Fermanagh District Council
Fermanagh Rural Community Network
Fermanagh Women's Network
Fibromyalgia Support NI
First Larne Presbyterian Church
Focus
Fold Housing Association
Food & Drink Training Council
Foras na Gaeilge
Foyle Women's Information Network (FWIN)
Free Presbyterian Church in Ireland
Gay & Lesbian Youth Northern Ireland (GLYNI)
General Teaching Council
Gingerbread NI
Glenluce Quality Caring Centre
GMB
Governing Bodies Association
Green Party
Greenmount College of Agriculture
Headway Belfast
HereNI
Include Youth
Inclusive Mobility Transport Advisory Committee
Indian Community Centre
Information Commissioner
Institute of Directors
Institute of Professional Legal Studies (QUB)
Institute of Ulster-Scots Studies
Integrated Education Fund

Iontaobhas na Gaelscolaíochta
 Irish Congress of Trade Unions
 Irish Council of Churches
 Irish National Teachers Organisation
 Irish Sign Link Ltd.
 Irish Travellers movement
 Jordanstown Schools
 Labour Relations Agency
 Larne Borough Council
 Law Centre (NI)
 Law Reform Advisory Committee
 LEAD NI (coalition on learning disability)
 Lesbian Line (c/o CaraFriend)
 LGB Branch of the National Union of Students/Union of Students in
 Ireland
 LGBT Branch of Unison Northern Ireland
 Limavady Borough Council
 Linguistic Diversity DCAL
 Lisburn Borough Council
 Loughry College
 Macmillan Support & Information Centre
 Magherafelt District Council
 Magherafelt Womens Group
 Mediation-Network
 Mencap
 Mens Action Network
 Methodist Church in Ireland
 Mindwise new vision
 Momentum
 Moyle District Council
 Multiple Sclerosis Society NI
 Muscular Dystrophy Campaign
 NAHT
 NASEN
 NASUWT
 National Association of Head Teachers (NI)
 National Association of Paediatric Occupational Therapists
 National Autistic Society
 National Deaf Children's Society
 National Women's council for Ireland
 Newry & Mourne Senior Citizens' Consortium
 Newry and Mourne District Council
 Newry and Mourne Senior Citizens' Consortium
 Newtownabbey Borough Council
 Newtownabbey Senior Citizen's Forum
 Nexus

NI Association for Mental Health
 NI Association of Citizens Advice Bureau
 NI Chest, Heart and Stroke Association
 NI Commission for Catholic Education
 NI Commission for Children and Young Persons
 NI Community of Refugees & Asylum Seekers - NICRAS
 NI Community Relations Council
 NI Council for Integrated Education
 NI Council for Voluntary Action
 NI Federation of Small Business
 NI Law Commission
 NI ME Association
 NI Music Therapy Trust
 NI Open College Network
 NI Resident Magistrates Association
 NI Voluntary Trust
 NI Women's European Platform
 NIACRO
 NIADD Support Centre
 NIC/ICTU
 North Antrim Community Network
 North Down Borough Council
 North Eastern Education & Library Board
 North West Community Network
 North West Regional College
 Northern Area Child Protection
 Northern Health and Social Care Trust
 Northern Ireland Agricultural Producers Association NIAPA
 Northern Ireland Chamber of Commerce & Industry
 Northern Ireland Children's Enterprise
 Northern Ireland Council for Ethnic Minorities (NICEM)
 Northern Ireland Council for Integrated Education
 Northern Ireland Court Service
 Northern Ireland Gay Rights Association
 Northern Ireland Health & Social Services Interpreting Service
 Northern Ireland Human Rights Commission
 Northern Ireland Inter Faith Forum
 Northern Ireland Library Authority
 Northern Ireland Local Government Association
 Northern Ireland Muslim Family Association
 Northern Ireland Ombudsman
 Northern Ireland Public Service Alliance (NIPSA)
 Northern Ireland Rural Women's Network
 Northern Ireland Sports Forum
 Northern Ireland Union of Supported Employment
 Northern Ireland Women's European Platform

Northern Ireland Youth Forum
Northern Regional College
NOW
NSPCC
NUSUSI
Omagh District Council
Omagh Ethnic Community Support Group
Omagh Forum for Rural Associations
Omagh Traveller Support Group
Omagh Woman's Network
Parent's Education as Autism Therapists
Parenting Forum
Parenting NI
Parents for Choice
Parents Outloud
Parkanaur College
Parkinson's Disease Society
PCS Proud
POBAL
Positive Futures
Praxi Mental Health
Praxis Care Group
Presbyterian Church in Ireland
Presbyterian Church in Ireland Board of Social Witness
Press for Change
Primary Schools Governors Association
PTA NI
QAA for Higher Education
Quakers
QUB School of Education
Queen's University Belfast
Queen's University, Improving Children's Lives project.
Queerspace
Rainbow Project
Real Network
Regional Equality Unit (Boards Interim)
Regional Training Unit (RTU)
Relate NI
RNIB
Roman Catholic Church
Rural Community Network
Rural Development Council (RDC)
Rural Network for NI
Rural Support
Sail
Save the Children

School Libraries Association
School of Law QUB
SDLP HQ
SEELB
SENAC
SENSE
SHINE
Signature (CACPD)
Simon Community
Sinn Fein
Society for the Protection of the Unborn Child
Society of Local Authority Chief Executives(SOLAS)

South Antrim Rural Network (SARN)
South Eastern Health and Social Care Trust
South Tyrone Empowerment Programme (STEP)
South West Regional College
Southern Area Child Protection Committee
Southern Health and Social Care Trust
Southern Regional College
SPEAC
St Mary's University College
Staff Commission for Education and Library Boards
STEP
Stepping Stones
Strabane & District Community Network
Strabane District Council
Stranmillis University College
Survivors of Trauma
Syringomyelia Self Help Group
The British Association of Teachers of the Deaf (BATOD)
The British Council
The centre for global education
The Children's Advisory Service
The Deaf Association (NI)
The General Consumer Council for NI
The Good Shepherd Centre
The Green Party
The Guide Dogs for the Blind Association
The HIV Support Centre
The Institute of Conflict Research
The Law Society NI
The Local Government Staff Commission for NI
The Mens Project (c/o Parents Advice Centre)
The Omnibus Partnership
The Open University

The Orchardville Society
The Prince's Trust
The Queen's University of Belfast
The Stroke Association Northern Ireland
The Ulster-Scots Agency
The Ulster-Scots Heritage Council
The Ulster-Scots Language Society
The Workers Party
The Young Farmers' Clubs of Ulster
TIDY Northern Ireland
Training for Women Network
Trans Forum
Transfer Representative Council
Translate
Traveller and Gay (TAG)
Traveller Led Initiative
Triangle Housing Association
Tuar Ceatha Barnardos
Tyrone, Armagh, Down & Antrim (TADA)
Ulster Farmer's Union
Ulster Museum
Ulster Teacher's Union
Ulster Unionist Party
Ultach Trust
UNISON
UNITE
Universities Council for the Education of Teachers
University and College Union
University of Ulster
USEL
Victim Support
VOICE the Union
Voices of Young People in Care
Volunteer Development Agency
Wah Hip Chinese Community Association
WELB
Welcome Trust
West Belfast Partnership Board
Western Health and Social Care Trust
Willowbank Community Resource Centre
WIMPS, Public Achievement
Women into Politics
Women's Aid NI
Women's Centre
Women's Forum NI
Women's Forum Northern Ireland

Women's Information NI
Women's Support Network
Women's Resource and Development Agency
Womens TEC
WorkingWithDiversity
Youth Action
Youth Council for Northern Ireland
Youth Link Northern Ireland
Youth Net