

CONSULTATION RESPONSE QUESTIONNAIRE

Community Relations, Equality & Diversity in Education including Equality Impact Assessment

Deadline: 29 November 2010



Department of
Education
www.deni.gov.uk

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September 2010

The Department of Education has prepared a Consultation Document, entitled Community Relations, Equality and Diversity in Education (CRED), which details the new policy for CRED provision in schools in the north of Ireland.

The purpose of the Response Questionnaire is to provide you with an opportunity to comment on the proposals. The questions should be read in conjunction with the document, Community Relations, Equality & Diversity in Education (CRED).

Additional copies of the Consultation Document and the Response Questionnaire can be viewed and downloaded from the Department's website at www.deni.gov.uk

Additional background and supporting information is also available in the form of a series of Annexes and can be viewed and downloaded from the Department's website.

The documents can also be obtained from the Department of Education:

By telephone 028 91 279336

By fax 028 91 279100

By text phone 028 91 279472

By writing to: Community Cohesion Team

G3 Annex

Department of Education

Rathgael House

Balloo Road

Rathgill

BANGOR

BT19 7PR

Please complete the Response Questionnaire and return it to the Department by **29 November 2010**.

The information provided in response to the consultation may be published or disclosed under the terms of the Freedom of Information Act.

These documents can also be made available, on request, in alternative formats including large print, Braille, on computer disc, on audio cassette and in minority languages to meet the needs of those who are not fluent in English.

Thank you for taking the time to give us your views

ABOUT YOU

Please provide the following information:

Name: Frank Bunting

Organisation Represented: Irish National Teachers' Organisation
(if applicable)

Address: 23 College Gardens

Town/City: Belfast

Postcode: BT9 6BS

Signature: _____ Date: _____

Please select one category from those below that best describes you:

Parent Principal

Teacher Member of Board of Governors

Early Years Practitioner Pupil

Youth Worker Union Representative

Education & Library Board Representative CR Organisation Representative

Other (please specify) _____

If you are a Principal, Teacher, member of a Board of Governors, parent or pupil, please select the category of school or schools below with which you are associated. Mark all boxes that apply:

Early Years Primary Youth

Special Post-Primary

AIMS

The proposed aim of the revised Community Relations, Equality & Diversity (CRED) Policy is to contribute to improving relations between communities by educating children and young people to develop self-respect and respect for others, promote equality and work to eliminate discrimination, and by providing formal and non-formal education opportunities for them to build relationships with those of different backgrounds and traditions (paragraph 6.2).

1. Do you agree with the proposed aims of the revised policy?

Strongly Agree	Agree	No Strong Opinion	Disagree	Strongly Disagree
				π

If you 'Disagree' or 'Strongly Disagree' please provide your reasons and suggestions for improvement:

Teacher unions representing teachers were not involved in the working party which developed this consultative draft-shame on the DE SMT.
 The policy has not been workload proofed. It seeks to place additional workload and bureaucratic burdens on teachers who are already overcome with this burden.
 There is no additional resource for teachers and schools to implement this.
 It is just too convenient for civil servants to dump this on schools

OBJECTIVES

The objectives of the revised policy will be to:

- Ensure that learners, at each stage of their development, have an understanding of and respect for the rights, equality and diversity of all without discrimination;
- Educate children and young people to live and participate in a changing world, so that they value and respect difference and engage positively with it, taking account of the ongoing intercommunity divisions arising from conflict and increasing diversity within our society; and

- Equip children and young people with the skills, attitudes and behaviours needed to develop mutual understanding and recognition of, and respect for, difference (paragraph 6.3).

2. Do you agree with the objectives of the revised policy?

Strongly Agree	Agree	No Strong Opinion	Disagree	Strongly Disagree
				π

If you 'Disagree' or 'Strongly Disagree' please provide your reasons and suggestions for improvement:

This additional work requires an additional resource. In the absence of an additional resource the policy must be parked.

INTENDED OUTCOMES

The intended outcomes of the revised policy will be to develop learners who:

- Understand and respect the rights, equality and diversity (including linguistic diversity) of all; and
- Develop the skills, attitudes and behaviours that enable them to value and respect difference and engage positively with it (paragraph 6.4).

3. Do you agree with the intended outcomes of the revised policy?

Strongly Agree	Agree	No Strong Opinion	Disagree	Strongly Disagree
			π	

If you 'Disagree' or 'Strongly Disagree' please provide your reasons and suggestions for improvement:

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In the absence of detail about additional resource and how this additional burden on teachers is to be measured, the laudable outcomes must be parked.

CORE PRINCIPLES

It is proposed that the revised policy is underpinned by the following core principles:

- Adopting an approach in which the needs of children and young people are paramount;
- Supporting the development of children and young people’s self-esteem and their knowledge of equality and diversity (including linguistic diversity) through the revised curriculum and the youth curriculum in a way that encourages progression;
- To be responsive to the needs of children and young people and their communities and clearly set out the outcomes expected for young people;
- To involve children and young people in planning and evaluating the effectiveness of Community Relations, Diversity & Equality programmes (paragraph 6.5);
- Demonstrate its relevance and connectedness to improving outcomes for children and young people, and link to other education and wider Government policies, including strengthening the economy;
- Encourage the concept of active learning which is underpinned by the formal and non-formal curricula;
- Complement what education settings are striving to achieve for young people: it should not be, or be perceived to be, burdensome or another initiative;
- Recognise the collaboration and partnership that already exists, including between schools, youth groups, colleges and training organisations, and build on this in a way that meets the needs of young people;
- Take account of the different starting positions for each individual and education setting and the communities around them;
- As far as possible, within resources available, provide opportunities for meaningful interaction between different groups with a view to impacting positively on relationships in the community;
- Showcase best practice and support and encourage the sharing of skills across and between the formal and non-formal sectors; and
- All processes should be open and transparent.

4. Do you agree with the core principles of the revised policy?

Strongly Agree	Agree	No Strong Opinion	Disagree	Strongly Disagree
				π

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If you 'Disagree' or 'Strongly Disagree' please provide your reasons and suggestions for improvement:

Who was on this working group? When were they last in a classroom? Teachers do not have the time to come up with so many principles. Strengthen the economy indeed. This is just a gather up. Representative teachers only should be tasked with this as it is they who will deliver it.

INTENDED RECIPIENTS

The revised policy will be focused on the needs of the learner and will apply to children and young people in primary, post-primary and youth settings. It will also promote a whole school approach to engage staff, including ancillary staff, Managers, Boards of Governors, Voluntary Committees, parents and carers, and the surrounding communities in those settings (paragraph 6.6). Statutory early years settings will also be strongly encouraged to adopt the principles of the new policy to support implementation of the Curricular Guidance for Pre-School Education.

5. Do you agree that the revised policy should focus on the needs of the intended recipients?

Strongly Agree	Agree	No Strong Opinion	Disagree	Strongly Disagree
				π

If you 'Disagree' or 'Strongly Disagree' please provide your reasons and suggestions for improvement:

This in the prevailing circumstances is simply not realistic. How and when are school communities going to get the time to do this. Pie in the sky.

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INTEGRATION AND COHESION

The revised policy should address the limited connections between the current Community Relations policy and other educational policies, which result in the perception of CR as an 'add on' rather than an integral part of education (paragraph 7.1, issue 1).

6. Do you agree that the revised policy should be linked to other education and Government policies?

Strongly Agree	Agree	No Strong Opinion	Disagree	Strongly Disagree
				π

If you 'Disagree' or 'Strongly Disagree' please provide your reasons and suggestions for improvement:

<p>INTO committed strongly to 'A Shared Future.' Then it disappeared. Sectarianism is deeply toxic and requires an Executive led whole society approach which is resourced and thought through. Dumping this on schools will not work.</p>
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Actions to address Integration and Cohesion include:

- Recognising that prejudice and fear are potential barriers to learning and that the need for young people to overcome those prejudices is intrinsically linked to achieving the DE vision of 'every learner fulfilling his or her potential';
- Involving the Education and Training Inspectorate (ETI) more closely in monitoring CRED;
- Working with the relevant education bodies to develop indicators at local and regional level; and
- Issuing guidance to all education settings about the requirements of the new policy to identify links to formal and non-formal curricula.

(paragraph 7.1, key action 1)

7. Do you agree that the revised policy should address the issue that fear and intolerance are potential barriers to learning and that overcoming these prejudices is linked to DE's vision of 'every Learner fulfilling his or her potential'?

Strongly Agree	Agree	No Strong Opinion	Disagree	Strongly Disagree
				π

If you 'Disagree' or 'Strongly Disagree' please provide your reasons and suggestions for improvement:

<p>This revised draft policy without a resource is unimplementable. It cannot address the fear and intolerance in Northern Ireland society.</p>

8. Do you agree that the Education and Training Inspectorate (ETI) should be more closely involved in monitoring CRED?

Strongly Agree	Agree	No Strong Opinion	Disagree	Strongly Disagree
				π

If you 'Disagree' or 'Strongly Disagree' please provide your reasons and suggestions for improvement:

<p>Definitely not. Let representative teachers decide what is practicable and how best it can be achieved. The ETI should know what it is like in schools and should, if they have any sense, be unwilling to be used as Stasi to implement the PC imaginings of boffins and long-term refugees from the classroom.</p>

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9. Do you agree that DE should work with the relevant education bodies to develop indicators for CRED work at local and regional levels?

Strongly Agree	Agree	No Strong Opinion	Disagree	Strongly Disagree
				π

If you 'Disagree' or 'Strongly Disagree' please provide your reasons and suggestions for improvement:

<p>What Education and Skills' Authority? Are we living in a parralel universe? Even if there was one the answer would be no because this strategy is totally top down, teacher unfriendly and will be opposed by INTO.</p>
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10. Do you agree that DE should issue guidance to all education settings to identify links to formal and non-formal curricula?

Strongly Agree	Agree	No Strong Opinion	Disagree	Strongly Disagree
				π

If you 'Disagree' or 'Strongly Disagree' please provide your reasons and suggestions for improvement:

<p>INTO does not know what this means which is quite unhelpful. If this draft guidance is anything to go by, the answer to this question must be a resounding NO.</p>

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STRATEGIC PLANNING AND CONNECTIONS ACROSS FORMAL AND NON-FORMAL EDUCATION SETTINGS

The revised policy should broaden the scope of community relations work without losing the focus on promoting equality and building relationships between the two main traditions. It will address the need for improved strategic planning and connections for CR work across formal and non-formal education settings, and should set out clearly the Department’s expectations about the quality expected of Community Relations, Equality & Diversity work, including how this will be monitored and evaluated. Funding schemes should be focused on supporting formal and non-formal education settings to address the needs of young people within communities (paragraph 7.1, issue 2).

11. Do you agree that the revised policy should broaden the scope of CR work whilst maintaining a focus on promoting equality between the two main traditions?

Strongly Agree	Agree	No Strong Opinion	Disagree	Strongly Disagree
				π

If you ‘Disagree’ or ‘Strongly Disagree’ please provide your reasons and suggestions for improvement:

<p>There should be an agreed, implementable policy drawn up by representative teachers who know what is achievable-even if there is no additional resource. It would be wonderful if the Department has given the HEIs a resource to help with this work but this is highly unlikely. Has it?</p> <p>All hate and intolerance needs to be addressed including intra community such as lesbian, gay and bisexual bullying, hate and fear.</p>
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12. Do you agree that the revised policy should improve strategic planning and connections between formal and non-formal settings?

Strongly Agree	Agree	No Strong Opinion	Disagree	Strongly Disagree

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If you 'Disagree' or 'Strongly Disagree' please provide your reasons and suggestions for improvement:

Yes to an agreed, resourced implementable policy which this is not.

13. Do you agree that the revised policy should clearly set out expectations about quality, including monitoring and evaluation?

Strongly Agree	Agree	No Strong Opinion	Disagree	Strongly Disagree
			π	

If you 'Disagree' or 'Strongly Disagree' please provide your reasons and suggestions for improvement:

ACCESS TO WORK AND PROGRAMMES

Given the relatively low uptake rates for the current schools community relations programme and the over-dependence on key members of staff to ensure access to CR work for children and young people, the revised policy should support education settings to integrate this work into their ethos and planning (paragraph 7.1, issue 3).

14. Do you agree that the revised policy should provide support to education settings to ensure CRED is integrated into their ethos and planning?

Strongly Agree	Agree	No Strong Opinion	Disagree	Strongly Disagree
			π	

If you 'Disagree' or 'Strongly Disagree' please provide your reasons and suggestions for improvement:

Previous answers refer.

Actions to ensure the policy is integrated include:

- DE will issue guidance to each funded education setting, which will detail the outcomes required for young people in terms of helping them to understand and respect the rights, equality and diversity of all; and
- Develop the skills, attitudes and behaviours that enable them to value and respect difference and positively engage with it.

This guidance will enable education settings to deliver on CRED outcomes by rooting the work within the formal and non-formal curriculum and will detail the actions/plans/activities the Department would expect to see in each setting (paragraph 7.1, key action 3).

15. Do you agree that DE should issue guidance to each funded education setting (including expected outcomes) and seek to develop skills, attitudes and behaviours to value and respect difference and positively engage with it?

Strongly Agree	Agree	No Strong Opinion	Disagree	Strongly Disagree
				π

If you 'Disagree' or 'Strongly Disagree' please provide your reasons and suggestions for improvement:

The guidance should follow the resource.

TRAINING FOR THE EDUCATION WORKFORCE

The new policy should seek to strengthen pre and post-qualification training on Community Relations, Equality & Diversity for the education workforce, including staff ancillary to education and volunteers in education settings (paragraph 7.1, issue 4).

The Department will work with higher and further education training providers and other relevant education bodies to strengthen Community Relations, Equality & Diversity modules so that the qualified education workforce is supported to improve the outcomes for children and young people dealing with issues of equality and diversity (paragraph 7.1, key action 4).

16. Do you agree that the revised policy should seek to strengthen pre and post-qualification training for the education workforce, including ancillary and voluntary staff?

Strongly Agree	Agree	No Strong Opinion	Disagree	Strongly Disagree
				π

If you 'Disagree' or 'Strongly Disagree' please provide your reasons and suggestions for improvement:

The use of 'workforce' language is abhorrent to teachers and rightly so. INTO rejects language that seeks to continue the deprofessionalisation of teachers. INTO views on teacher training and Continuing Professional Development are contained within our response to the DE Consultation 'Teacher Education in a Climate of Change.'

ACCREDITATION, PROGRESSION AND INTERACTION

The revised policy should explore the potential for progression and accreditation routes for those children and young people who take part in community relations activities and encourage involvement of parents and/or the community in programmes (paragraph 7.1, issue 5).

17. Do you agree that the revised policy should explore the potential for progression and accreditation routes for children and young people?

Strongly Agree	Agree	No Strong Opinion	Disagree	Strongly Disagree
			π	

If you 'Disagree' or 'Strongly Disagree' please provide your reasons and suggestions for improvement:

INTO objects to additions to the current bureaucratic yoke on teachers.

18. Do you agree that the revised policy should encourage the involvement of parents and the wider community?

Strongly Agree	Agree	No Strong Opinion	Disagree	Strongly Disagree
			π	

If you 'Disagree' or 'Strongly Disagree' please provide your reasons and suggestions for improvement:

In an ideal resourced policy framework YES.

In order to help young people gain the skills and confidence to build relationships with others from different backgrounds, beliefs and abilities, the Department will work with CRED officers in the relevant education bodies to support opportunities for young people within each Key Stage to put their learning into practice by engaging in meaningful interaction with other young people from different social, cultural or religious backgrounds. Accreditation will be offered but will not be compulsory. The same principles will apply to youth work settings (paragraph 7.1, key action 5).

Sharing and collaboration aimed at enhancing the delivery of the formal curriculum is a platform for bringing young people together, and settings will be supported and encouraged to consider how this platform can be used to support meaningful engagement (paragraph 7.1, key action 5).

19. Do you agree that the revised policy should provide opportunities for children and young people to put learning into practice by engaging in meaningful interaction?

Strongly Agree	Agree	No Strong Opinion	Disagree	Strongly Disagree
			π	

If you 'Disagree' or 'Strongly Disagree' please provide your reasons and suggestions for improvement:

Not this revised draft policy.

RESOURCES

The full cost implications of policy proposals and policy implementation will be developed on the basis of value for money and the budget will be used to cover three main areas of implementation:

- Training and capacity-building of the education workforce;
- Dissemination of good practice and relevant CRED materials (paragraph 7.2);

In addition and as resources permit, targeted support for meaningful interaction between young people will also be considered, in particular in areas that continue to experience conflict, segregation and disadvantage.

20. Do you agree that resources should be developed on a value for money basis and that the main areas of implementation are appropriate?

Strongly Agree	Agree	No Strong Opinion	Disagree	Strongly Disagree
				π

If you 'Disagree' or 'Strongly Disagree' please provide your reasons and suggestions for improvement.

'Value for money' is the weasel word for no money. The key resource will be additional non teaching time and additional classroom assistance after representative teachers have drawn up a policy which is realistic and implementable. All in all this is not a fir for purpose draft.

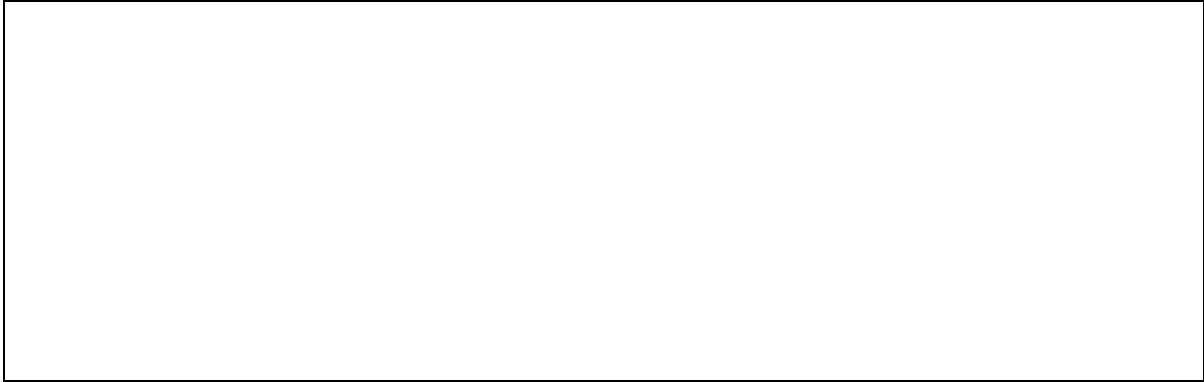
EQUALITY

Do you think that any of the recommendations discussed would have an adverse impact on equality of opportunity and/or good relations for any of the categories listed below?

Please tick 'Yes' or 'No' beside the relevant group.

Category	Examples of Group	Yes	No
Age	Those under 18	<input type="checkbox"/>	NC10-169 <input type="checkbox"/>
	People aged between 18 and 65	<input type="checkbox"/>	
	People over 65	<input type="checkbox"/>	
Marital Status	Married people	<input type="checkbox"/>	<input type="checkbox"/>
	Unmarried people	<input type="checkbox"/>	<input type="checkbox"/>
	Divorced or separated people	<input type="checkbox"/>	<input type="checkbox"/>
	Widowed people	<input type="checkbox"/>	<input type="checkbox"/>
Gender	Men and Women generally	<input type="checkbox"/>	<input type="checkbox"/>
	Transgendered people	<input type="checkbox"/>	<input type="checkbox"/>
	Transsexual people	<input type="checkbox"/>	<input type="checkbox"/>
Disability	Person with a disability as defined in Disability Discrimination Act 1995	<input type="checkbox"/>	<input type="checkbox"/>
Dependants	Person with primary responsibility for a care of a child	<input type="checkbox"/>	<input type="checkbox"/>
	Person with a disability or dependant elderly person	<input type="checkbox"/>	<input type="checkbox"/>
Political Opinion	Unionists generally	<input type="checkbox"/>	<input type="checkbox"/>
	Nationalists generally	<input type="checkbox"/>	<input type="checkbox"/>
	Members/supporters of any other political party	<input type="checkbox"/>	<input type="checkbox"/>
Racial group	Chinese; Irish Traveller; Indian; Pakistani; Bangladeshi; Black African; Black Caribbean; Mixed ethnic group; Any other ethnic group/nationality	<input type="checkbox"/>	<input type="checkbox"/>
Religious belief	Catholic; Protestant; Hindu; Jewish; Muslim; Sikh; Buddhist; Other Religion; No religious belief	<input type="checkbox"/>	<input type="checkbox"/>
Sexual Orientation	Gay/Lesbian	<input type="checkbox"/>	<input type="checkbox"/>

If you have answered Yes to any of the above please indicate your reasons:

A large, empty rectangular box with a thin black border, intended for the respondent to provide reasons for their 'Yes' answers to the preceding questions.