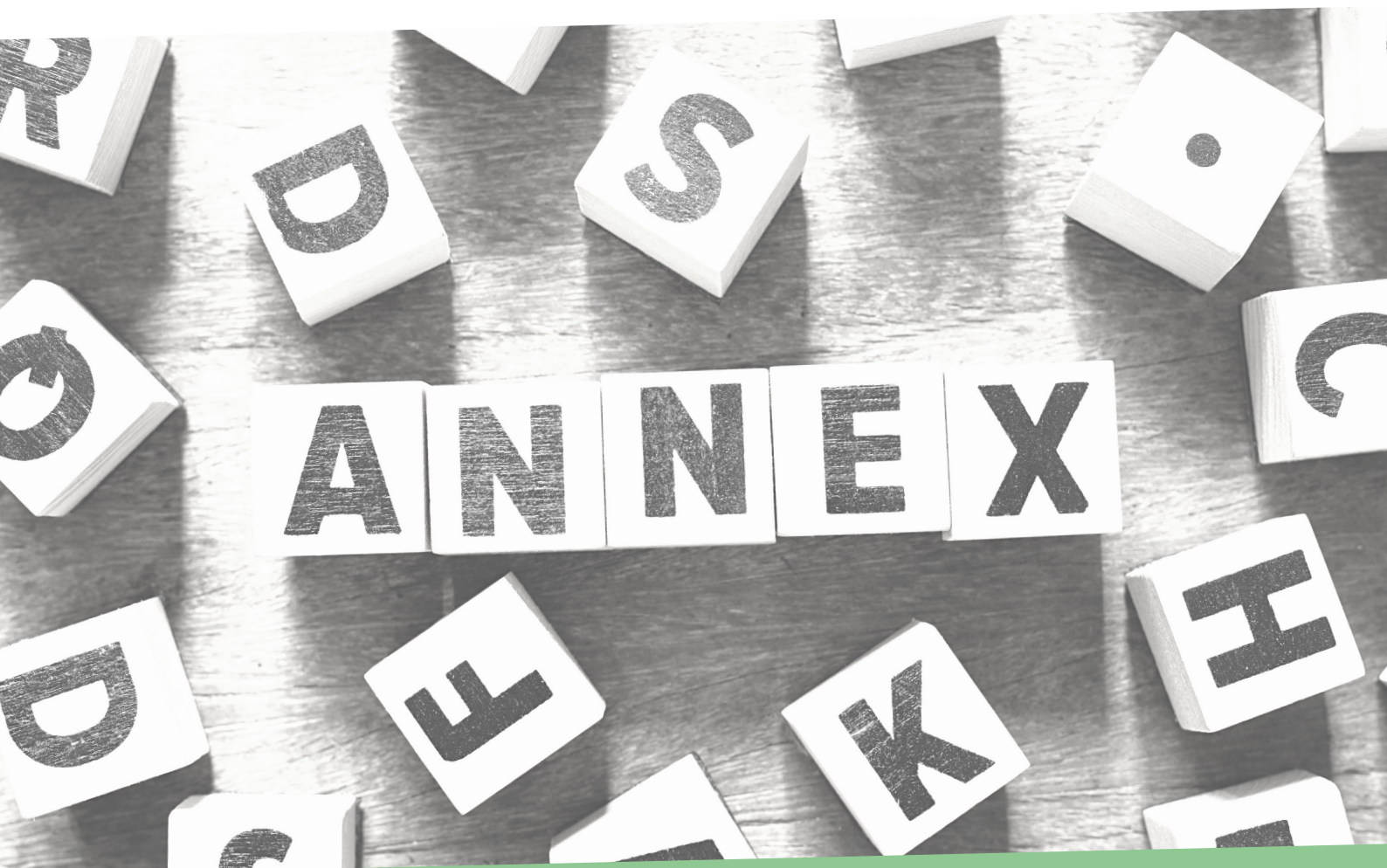


EXPERT PANEL ON
EDUCATIONAL UNDERACHIEVEMENT
IN NORTHERN IRELAND



a fair start.

ANNEXES A, B, C & D

MAY 2021

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Annex A – Terms of Reference

Aim

1. The aim of this Terms of Reference is to deliver one of the priorities identified within the “New Decade, New Approach” (NDNA) deal agreed by the main NI political parties on 10 January 2020.
2. Part 1 of the deal document¹ sets out the priorities of the restored Executive, including measures to transform public services. It included the following commitment as an immediate priority for the restored Executive:

The Executive will establish an expert group to examine and propose an action plan to address links between persistent educational underachievement and socio-economic background, including the long-standing issues facing working-class, Protestant boys.

New Decade, New Approach Deal; January 2020; Page 7

3. This was further developed in Appendix 1 of the document, which set out “Year 1” Programme for Government 2019/20 Priority Actions across a range of areas including education, childcare and Tackling Paramilitarism. The education priority actions included the following:

Establish an expert group to examine the links between persistent educational underachievement and socio-economic background and draw up an action plan for change that will ensure all children and young people, regardless of background, are given the best start in life.

New Decade, New Approach Deal; January 2020; Page 40

Background

4. Educational underachievement linked to economic disadvantage is an issue that has persisted for many years despite numerous policy interventions and significant financial investment by the Department of Education and others. Whilst some progress has been made, it is generally recognised that underachievement is due to its inextricable link with poverty in society, which is a much wider issue than education alone. A selection of previous reports on this policy area is attached at Annex A. The Expert Panel is encouraged to draw upon these and other sources of information to inform its review. The emphasis throughout its work should be on deliverable actions.
5. Over the past 12 years, there has been a year on year increase in the proportion of both school leavers with free school meal entitlement (FSME), and those without, achieving at least 5 GCSEs A*-C, including equivalents including English and maths.
 - a. In 2017/18, 48.6% of school leavers with FSME achieved this benchmark (up from 26.4% in 2005/06), while the equivalent for non-FSME school leavers was 78.1%.

¹ <https://www.gov.uk/government/news/deal-to-see-restored-government-in-northern-ireland-tomorrow>

- b. The gap in attainment between those with FSME and those without remained broadly consistent at around 33% each year, rising to around 35% in 2013/14 and falling to 29.5% in 2017/18. Protestant boys with FSME have consistently had the lowest attainment level of all pupils.
 - c. In 2017/18, there were 976 (57.2%) Protestant FSME pupils who did not achieve 5+ GCSE (A*-C), including equivalents including English and maths².
 - d. In 2017/18, there were 1,586 (48.4%) Catholic FSME pupils who did not achieve 5+ GCSE (A*-C), including equivalents including English and maths³.
6. It is worth noting also that in 2017/18, the percentage of pupils achieving 5+ GCSEs (A*-E) including equivalents including English and maths, was as follows:
 - a. 73.6% FMSE school leavers.
 - b. 91.4% non-FSME school leavers.
 7. In terms of pupils who left school without any GCSEs, 1.6% of FSME pupils (89 pupils) did so compared with 0.5% of non-FSME pupils (75 pupils).

Objectives

8. The Expert Panel will :
 - examine the links between persistent educational underachievement and socio-economic background;
 - give particular consideration to the long-standing issues facing working-class, Protestant boys, and specific actions to address this particular gap;
 - produce an interim report;
 - draw up an Action Plan for change that will ensure all children and young people, regardless of background are given the best start in life;
 - estimate the cost of implementing the Action Plan.

Scope

9. The work of the Expert Panel represents an opportunity to make significant progress in addressing the links between persistent educational underachievement and socio-economic background, including the long-standing issues facing working-class, Protestant boys. The Action Plan must be deliverable in the current economic and political context. The Expert Panel will therefore focus on the wide range of issues on which consensus can be found.
10. The scope of the Expert Panel includes early years provision (and earlier where appropriate) through to the end of post-primary education, as well as family / parent and community involvement / engagement. It recognises that other Government departments, agencies, 3rd sector organisations etc. will have an important role to play, both as solutions are developed (including drawing on existing programmes / interventions) and in the implementation of the Action Plan.

² School Leavers Survey 2017/18 Page 21 Table 7

³ School Leavers Survey 2017/18 Page 21 Table 7

11. Under the Children's Services Co-operation Act and to help inform the Expert Panel's thinking on the issues, the secretariat to the panel will engage with other government departments, local government and 3rd sector organisations to establish the extent to which educational underachievement is being addressed.
12. Given the wide range of issues which impact upon educational underachievement as a result of socio-economic disadvantage, the Expert Panel should seek the views of schools, parents, children and young people thereby giving voice to these stakeholders and highlighting the important role played by families, parents and communities.

Structure

13. The Expert Panel will be led by an external independent Chair. The Chair and five additional members will be drawn from independent experts in the area of educational underachievement linked to socio-economic disadvantage. The emphasis will be on practical experience of successful delivery on the ground.
14. The Expert Panel will invite submissions from all interested parties who have experience of the issues associated with educational underachievement linked to socio-economic disadvantage through the supporting secretariat. This will include all education sectors (controlled, maintained, integrated, Irish Medium, Voluntary Grammar Schools, Grant Maintained Integrated Schools, special schools, independent schools, pre-schools, Further Education and Higher Education institutions), and other stakeholders such as government departments, local government, the voluntary and community sector, business representative organisations, the Northern Ireland Commissioner for Children and Young People, and the Equality Commission NI.
15. The Expert Panel can, if it so wishes, draw upon the existing Transformation Advisory Group, which was set up under the Department of Education's Education Transformation Programme to provide strategic advice on policy reviews and service delivery reform including the priorities for transformation and progress on key actions. The Transformation Advisory Group is co-chaired by the Department of Education and the Education Authority and includes key education and wider stakeholders.
16. The Expert Panel will be supported by a secretariat provided by the Department of Education.

Task

17. There exists a considerable body of literature on persistent educational underachievement linked to socio-economic background including numerous studies to investigate the long-standing issues facing working-class, Protestant boys (see Annex). The Expert Panel will draw upon these previous studies and proceed rapidly to the development of solutions. Significant focus should be given as to which solutions are most effective together with how they have been implemented working in tandem with communities, families, parents to deliver the most effective approaches i.e. best practice.
18. The Expert Panel will produce:

1. an Interim Report and draft Action Plan by 31 March 2021⁴; and
 2. a Final Action Plan (including implementation costs and timescales) by 31 May 2021⁵.
19. The actions proposed in the Action Plan should be specific, prioritised, deliverable and capable of achieving measurable outcomes in key priority areas.
20. The Expert Panel will report to the Minister of Education.

Expert Panel Membership

21. The Minister of Education will appoint Panel Members who are considered to be experts in their field and have demonstrated an understanding of both educational underachievement and its links to socio-economic background. The Panel will be balanced in terms of practical experience and research in this field.

Timescales / Frequency of Meetings

22. The Expert Panel will determine the frequency of its meetings with a view to ensuring that the timetable set out at paragraph 18 is met. It is anticipated that the Expert Panel will commence its work in September 2020.

Engagement with Key Stakeholders

23. The Expert Panel will develop a stakeholder engagement plan to guide engagement with stakeholders, communities, schools, departmental and other relevant organisation representatives at the appropriate time as the project unfolds.

⁴ The Minister of Education may extend the dates for the production of the Action Plan if necessary.

⁵ The Minister of Education may extend the dates for the production of the Action Plan if necessary.

Annex B – List of Stakeholders

In addition to the oral evidence sessions, the panel received a large number of written submissions which enabled the panel to understand the issues in more detail and to debate the pros and cons of the potential solutions. These submissions have helped to underpin the recommendations and actions contained within the Action Plan and we would like to place on record, our sincere thanks to everyone for taking the time to complete these and submit them to the panel for consideration.

Forename	Surname	Organisation / Team	Day
Les	Allamby	NIHRC Chief Commissioner	14
Michael	Allen	Lisneal College, Derry	13
Julie	Anderson	Scottish Government	22
Maggie	Andrews	East Belfast Community Partnership	15
John	Armstrong	Euston Street PS	15
Julie	Armstrong	Fermanagh Omagh District Council	8
Kelly	Armstrong	Alliance Party MLA	20
Richard	Armstrong	Southern Regional College	11
Briege	Arthurs	CEO Forward South Partnership	15
Chris	Atkinson	IRC Panel	15
Muriel	Bailey	Parenting NI Director Family Support Services	13
Frazer	Bailie	Education Authority / Thrive Chair	15
Jackie	Bartley	St Genevieve's High School	21
Andrew	Bell	DE Youth Work Policy	17
Jill	Black	Black Mountain Primary School	15
Jon	Blackney	UTU CEC member and Head of Lakewood Bangor	11
Raymond	Bolt	Northern Regional College Curriculum Development Manager	20
Shauna	Boudica Browne	Scout Group Leader, Classroom Assistant and Mother	18
Gillian	Boyd	Education and Training Inspectorate Managing Inspector (Special Education and Shared Education)	9
Lorraine	Boyd	Bryson Charitable Trust	16
Ronan	Boyle	Include Youth Give and Take Scheme	8
Charlene	Brooks	Parenting NI Chief Executive Officer	13
Adele	Brown	DoJ	6
Helen	Brown	Bryson Charitable Trust	16
Lorraine	Brown	Department of Education - Learning to Learn	2
Mark	Browne	TEO	6
Judith	Brunt	Health and Social Care Board - Independent Chair Multi Agency Panel/Regional Facilities	14

Forename	Surname	Organisation / Team	Day
Paul	Brush x 2	Department of Education - Director of Youth and Early Years	2
Peter	Bryson	Save the Children - Head of Country	16
Julia	Buchanan	Barnardo's Assistant Director Policy	16
Robbie	Butler MLA	Ulster Unionist	4
Ray	Caldwell	Education and Training Inspectorate	2
Geri	Cameron	General Teaching Council NI (GTCNI) Council Member	10
Gerry	Campbell	CCMS Chief Executive	10
David	Canning	SDLP	4
Iain	Carlisle	The Grand Orange Lodge of Ireland Chief Executive	17
Geraldine	Carville	Mount St Michael's Primary School, Randalstown	18
Rachel	Classick	NFER	21
Victor	Coert	Killkeel High School	11
Shauna	Collinson	Education Authority (Acting Assistant Director of CYPS)	9
Seána	Connor	Family Support Hub	8
Nick	Convey	St Mary's Youth Centre Portadown	17
Patricia	Cooney	Education Authority (Assistant Director of Education)	9
Michele	Corkey x 5	Education Authority (Director of Education)	9
Heather	Cousins	DfE	6
Stephen	Creagh	Department of Education	2
Mary	Cregg	Department of Education (Ireland) Principal Officer Social Inclusion Unit	21
Daniel	Crossan MLA	SDLP	4
Sinead	Cullen	Mount Lourdes Grammar School	8
Cynthia	Currie	Education Authority (Acting Assistant Director of CYPS)	9
Stephen	Dallas	Youth Work Alliance CEO	17
Feyisa	Demie	Honorary Professor Durham University supported the panel in a research capacity	21
Sharon	Dobbin	St John Bosco Primary School	18
Chris	Donnelly	St John the Baptist, Belfast	3
Ciara	Donnelly	St Joseph's College, Coalisland	7
Michaeline	Donnelly	Foram Na Nog	17
Oonagh	Donnelly	Community Planning Officer Fermanagh and Omagh District Council	8
Brendan	Doody	Department of Education (Ireland) Assistant Chief Inspector	21
Brian	Doran	Southern Regional College Chief Executive	20
Mark	Dougan	Prince's Trust Director	20

Forename	Surname	Organisation / Team	Day
Linda	Drysdale	Department of Education – Early Years / Sure Start Team	1
Amanda	Duffy-Phillips	Omagh North Nursery School	3
Kevin	Duggan	Health & Social Care Board SCP Manager / Sure Start Lead	12
Geoff	Dunn	Ballysally Primary School	18
Grainne	Dunne	Knockavoe	13
Nathan	Easey	Department for Education (England) Monitoring and Evaluation Early Career Framework National Professional Qualifications Developing Teachers and Leaders)	22
Justin	Edwards	CCEA Chief Executive	14
Connie	Egan	Alliance Party Councillor	20
Margaret	Farragher	CCEA Director of Education	14
Linsey	Farrell	TEO	6
Christopher	Farrington	DoJ	6
Laura	Feeney	Save the Children - Senior Partnerships and Practice Manager	16
Ciara	Ferguson	Greater Shantallow Area Partnership	5
Jill	Fitzgerald	Department of Education	2
Andrew	Forster	Transferor Representative’s Council (TRC) Bishop of Derry and Raphoe	10
Patrick	Gaffney	Sinn Fein	4
Ceara	Gallagher	Head of the Northern Ireland Office Royal College of Speech and Language Therapists	12
Paul	Gamble	Anti-Poverty Expert Advisory Panel	14
Olivia	Garrett	Team Manager (BHSCT-team) Barnardo’s EIFSS	18
Graham	Gault	NAHT President	3
Stephen	Gear	Department for Education and Skills (Wales)	22
Wendy	Gibbons	Outer West Neighbourhood Renewal Partnership	5
Maxine	Gibson	Health and Social Care Board - Children’s Services Planning Professional Advisor	14
Mervyn	Gibson	The Grand Orange Lodge of Ireland Grand Secretary	17
Rebekka	Gilpin	UTU Official	11
Faustina	Graham	Department of Education - Director of Curriculum Qualifications and Standards (now Education and Training Inspectorate Chief Inspector)	2
Cara	Green	Knockavoe	13

Forename	Surname	Organisation / Team	Day
Gabrielle	Greene	Department of Education (Ireland) Regional Director National Educational Psychological service	21
Lynne	Hackworth	DE School Improvement Team	21
Peter	Hamill	Transferor Representative's Council (TRC)	10
Louise	Hanvey	Ashfield Girls High School	3
Scott	Harbinson	Department of Education	2
Rachael	Harger	Scouts NI	15
Derek	Harkness	CSSC Schools' Support Officer	10
Julie	Healy	Barnardo's Head of Programmes	16
Dale	Heaney x 2	Department of Education – Tackling Educational Disadvantage Team	1
Jonathan	Heggarty	Belfast Metropolitan College Director of Curriculum	20
Alan	Herron	Playboard Director of Service Delivery and Development	3
Rachel	Hogan	Children's Law Centre SENDIST Representative	13
Goretti	Horan	Anti-Poverty Expert Advisory Panel	14
George	Hosking	Wave Trust	19
Deborah	Howe	Equality Commission NI Policy Manager	14
Billie	Hughes	Belfast Trust CAMHS	19
Claire	Humphrey	Barnardo's Outer South and East family Support Hub; Family Connections in South and East Belfast; Newtownabbey and THRiVE	15
Julie	Humphries	Department of Education - Additional Educational Needs Team	2
Neil	Hutcheson	Federation of Small Businesses Policy Manager	16
Peter	Hutchinson	DE Independent Review of Education	18
Suzanne	Hutchinson	Scottish Government / Scottish Attainment Challenge / Improvement Attainment and Wellbeing Division	22
Andre	Imich	Department for Education (England)	22
Jenny	Irvine	CEO of the Arc Healthy Living Centre	8
Sean	Irving	Education Authority Regional Manager for Nurturing Approaches in Schools	13
Philip	Irwin	Department of Education	2
Ricky	Irwin	Department of Education - Director of Inclusion and Well-Being	2
Mrs	Isherwood	Jones Memorial PS	8
Heather	Jackson	Education and Training Inspectorate	2
Julie	Jamison	Ballymoney Model IPS	18
Michele	Janes	Barnardo's Head (Northern Ireland)	16
Paul	Johnston	Monkstown Boxing Club	18
Vicky	Johnston	Prince's Trust Senior Operations Manager	20

Forename	Surname	Organisation / Team	Day
Chris	Jones	Department for Education and Skills (Wales)	22
Martina	Jordan	Consensus NI	15
Paula	Jordan	Sperrinview Special School Dungannon	7
Angela	Kane	Department of Education - Pupil Support Team	2
Arlene	Kee	Education Authority Assistant Director EA Youth Services	17
Geraldine	Keegan	CCMS Council Member (former Principal of St Marys College, Derry)	10
Dalton	Kehoe	Rosemount Resource Centre	5
Andrea	Kelly	Education Authority Head of Primary Behaviour Support and Provisions	13
Noel	Kelly	Department of Education (Ireland) Director of Tusla (Child and Family Agency)	21
Samuel	Kelly	Department for Education (England)	22
Lauren	Kerr	Ulster Unionist Policy / Press Officer	4
Steve	Kethero	Department for Education (England) Curriculum Strategy Division	22
Julie	Kilpatrick	South Eastern Trust lead coordinator for early years children's services	12
Suzanne	Kingon x 3	Department of Education - Head of Curriculum and Assessment (now Head of School Improvement Team)	2
Trease	Kirk	Department of Education (Ireland) Assistant Chief Inspector/PO Gaeltacht Education Unit	21
Kenny	Knox	Strategic Investment Board	6
John	Kyle MLA	PUP	4
Charles	Lamberton	Triax Strategy Manager	5
Sharon	Lamont	Millburn Primary School, Coleraine	3
Mark	Langhammer	President National Education Union	1
Corinne	Latham	Seaview PS	15
Anne	Lavery	PSNI Community Officer	15
Elaine	Lawson	DoH	9
Mark	Lee	DoH Director of Mental Health Disability & Older People	19
David	Leng	Scottish Government	22
Shane	Logan	Bryson Charitable Trust Chief Executive Officer	16
Sara	Long	Education Authority Chief Executive	14
Maria	Lorigan	Department of Education (Ireland) Senior Inspector (Post Primary)	21
Gerry	Lundy	Catholic Schools Trustee Service Member of the School Provision & Area Planning sub-committee of the CSTS/NICCE	14
John	Lyster	Head of Loughshore Educational Resource Centre (EOTAS)	3

Forename	Surname	Organisation / Team	Day
Chris	Lyttle	Alliance Party MLA	20
Ciarán	Mac Giolla Bhéin	Comhairle na Gaelscolaíochta (CnaG) (Chief Executive from 1 December)	10
Jo	Marley	Bryson Charitable Trust Director of Bryson Care and Bryson Intercultural	16
Roisin	Marshall	NI Council for Integrated Education (NICIE) Chief Executive	10
Peter	Martin	DfC	6
Garry	Matthewson x 2	Holy Family PS	5
Fiona	McAlinden	Our Lady's Grammar School, Newry	11
Deirdre	McAliskey	National Children's Bureau (NCB) Assistant Director for Practice and Participation	16
Roisin	McAliskey	Federation of Small Businesses Development Manager	16
Michael	McAlister	South West College Chief Executive	20
Elaine	McAllister	Education and Training Inspectorate	2
Orla	McAllister	Victoria Nursery School (Virtual)	3
Patricia	McAroe	Early Intervention Family Support Service	8
Catherine	McBride	General Teaching Council NI (GTCNI) Council Member	10
Julie	McBride	DE SEN	9
Paul	McBride	Governing Bodies Association (GBANI) and St Malachy's College, Belfast	10
John	McBurney	IRC Panel	15
Paddy	McCabe	St Oliver Plunkett Primary School	3
Justin	McCamphill	NASUWT	6
Joe	McCann	St Patrick's Grammar School, Downpatrick	11
Peter	McCartney	Playboard Training Coordinator	3
Suzanne	McCartney	Stranmillis University College – Early Intervention	12
Una	McCartney	EA Youth Services	5
Paul	McClellan	Cross and Passion College, Ballycastle	19
Claire	McClelland	DE 14 -19 Strategy	17
Roisin	McCooey	Belfast Childcare Partnership Health and Social Care Board (Eastern Office) Manager / Regional Lead for Sure Start	12
Amy	McCourt	Independent Reporting Commission (IRC) in relation to the Tackling Paramilitarism Programme - Department of Foreign Affairs	15
Karen	McCullough x 3	Department of Education – Head of School Improvement Team (now acting Director of CQSD)	1
Lauri	McCusker	Fermanagh Trust	8
Eilís	McDaniel	DoH	9
Fiona	McDonald	Drumnamoe Nursery	3

Forename	Surname	Organisation / Team	Day
Geraldine	McGahey	Equality Commission NI Chief Commissioner	14
Sara	McGee	Western Trust Head of Service for CAMHS	19
Gillian	McGrath	CCMS Director of Education	10
Josie	McGuckin	DADS - Dyslexia & Dyspraxia Support	7
Aileen	McGuinness	Bogside and Brandywell Health Forum	5
Carol	McGuinness	Professor Emerita - Centre for Evidence and Social Innovation School of Social Sciences Education and Social Work and School of Psychology Queen's University Belfast	12
Catherine	McHugh	St Patrick's College, Dungannon	3
Isobel	McKane	Windsor Hill Primary School	11
Oliver	McKearney	Department of Education - Transition of Children into Education Project	2
Heather	McKee	South Eastern Regional College Director of Strategic Planning Quality and Support	20
Michael	McKenna	Youth Action NI	17
Wendy	McKeown	Dromintee PS	11
Sean	McKevitt	Newry Mourne and Down Council	11
Paul	McKillen	DfC	6
Roberta	McLaughlin	Limavady Nursery School	19
Rosemary	McLaughlin	St Marys High School, Downpatrick	13
Rachel	McMenemy	CSSC Research and Insight Officer	10
Martin	McMullan	Youth Action NI Assistant Director at Youth Action Northern Ireland	17
Helen	McNally	Governing Bodies Association (GBANI)	10
Amanda	McNamee	NI Council for Integrated Education (NICIE) Lagan College	10
Margaret-Rose	McNaughton	Department of Education	2
Mary	McNicholl	Co-ordinator of the CHILD (Family Support) Project delivered by the Rural Area Partnership in Derry (RAPID)	5
Justin	McNulty MLA	SDLP	4
Celine	McStravick	National Children's Bureau (NCB) Director	16
Mark	McTaggart	Assistant Northern Secretary, INTO	6
Monica	McWilliams	IRC Panel	15
Maurice	Meehan	PHA Head of Health and Social Wellbeing Improvement (Wider Poverty Issues)	19
Claire	Meenehan	Include Youth	15
Neil	Megaw	Newtownhamilton High School, Newry	19
Ted	Melhuish	Professor Emeritus of Human Development at the University of Oxford and Birkbeck University of London	12
Angie	Mervyn	West Belfast Partnership Board	18
Orliath	Mhic Leannáin	Foram Na Nog	17

Forename	Surname	Organisation / Team	Day
Paul	Millar	HSCB Social Care Commission Lead for Emotional Health & CAMHS	19
Shirley	Millar	Parenting NI Manager Family Support	13
Martin	Moreland	Mercy College Belfast	13
Julian	Morgan	General Teaching Council NI (GTCNI) Council Member and Chair of Policy Regulation and Registration Committee	10
Steve	Morrison	Streetbeat	17
Simon	Mowbray	Devenish College	8
Barry	Mulholland	CSSC Chief Executive	10
Claire	Mulholland	Carnlough Integrated Primary School	19
Brenda	Mullan	Education Authority (Head of Early Years Services, CYPS)	9
Dermot	Mullan	Governing Bodies Association (GBANI)	10
Karen	Mullan MLA	Sinn Fein	4
Kieran	Mulvenna	Education Authority Board Member	9
Michelle	Murdock	SOLAS Home Support Co-Ordinator	15
Fintan	Murphy	Catholic Schools Trustee Service Chief Executive Officer	14
Nicholas	Murphy	Independent Reporting Commission (IRC) in relation to the Tackling Paramilitarism Programme - Department of Foreign Affairs	15
Declan	Murray	St Joseph's Boys' High School, Newry	11
Brenda	Mussen	St Patricks Co-ed Comprehensive	19
Bryan	Nelson	Belfast Trust Co-Director Public Health	19
Aoife	Nic Colaim	Foram Na Nog Youth Development Officer	17
Orla	Nig Fhearraigh	Comhairle na Gaelscolaíochta (CnaG) Acting Senior Education Officer	10
Tim	O'Connor	IRC Panel	15
Carmel	O'Doherty	Department of Education (Ireland) Divisional Inspector (Primary)	21
John	O'Dowd MLA	Sinn Fein	4
Michaela	O'Hagan	Bogside and Brandywell Health	5
Kate	O'Hanlon	Governor, St Malachy's PS, Carnagat	11
Geraldine	O'Hare	Probation Board for NI Director of Rehabilitation	19
Michael	O'Kane	St Comcille's, Claudy	19
Catherine	O'Mullan	North West Regional College Head of Curriculum and Operations	20
Oilve	O'Neill	Department of Education (Ireland)	
Siobhan	O'Neill	Mental Health Champion	20
Niall	O'Hara	Crumlin Integrated High	13
Jacqueline	O'Loughlin	Playboard CEO	3
Denis	Paisley	Resurgam Trust	15

Forename	Surname	Organisation / Team	Day
Helena	Palmer	St Joseph's College	8
Kevin	Palmer	Department for Education and Skills (Wales)	22
	Parent x 28		5, 7, 8, 11, 15
Marie	Patterson	Independent Reporting Commission (IRC) in relation to the Tackling Paramilitarism Programme - Independent Reporting Commission	15
Christine	Pennington	Department for Education (England)	22
Ashleigh	Perry	DUP Policy and Research	22
Ken	Perry	Dundonald High	13
Aidan	Phillips	Wave Trust	19
Matthew	Pitts	Bangor Academy	13
Judith	Poulter	Clanrye Group	11
Florence	Pryce x 2	Aghadrumsee Primary School	8
Chris	Quinn	NI Youth Forum Director	17
Gavin	Quinn	DoH Social Services Policy Group	19
Martin	Quinn	Health and Social Care Board - Head for Children's Safeguarding Social Care Directorate	14
Maria	Quinn x 2	Abbey Community College	15
Rosemary	Rainey OBE	Transferor Representative's Council (TRC) Chair	10
Catriona	Regan	Southern Regional College	11
Jeffery	Reid	Aughnacloy College, Tyrone	19
Stephen	Reid	Larne High School	13
David	Russell	NIHRC Chief Executive	14
Janis	Scallon	Department of Education	2
Geraldine	Scott Heyes	Representative for BPS Division of Clinical Psychology NI	12
Mable	Scullion	Resurgam Trust	15
Shauna	Scullion	Sunflower support	7
Brenda	Shearer	DE SEN	9
Janet	Smyth	DfC	6
Simon	Smyth	Abbey Community College	15
Simon	Smyth	Abbey Community College	18
Barbara	Spence	Special Schools Strategic Leadership (Principals) Group	9
Alison	Steen	UTU Vice President	11
Bill	Stevenson	Department of Education	2
Kathryn	Stevenson	Children's Law Centre - Head of Legal Services	13
Nuala	Symington	Ravenscroft Nursery School	15
Rachida	Takal	Department for Education (England)	22
David	Taylor	South West College	8
Geraldine	Teague	PHA (SEN Support)	19

Forename	Surname	Organisation / Team	Day
Julie	Thomas	Clandeboye PS	15
Maria	Thomasson	Comhairle na Gaelscolaíochta (CnaG) Acting CEO – observer capacity	10
Donna	Thompson	Bryson Charitable Trust	16
Maire	Thompson	Hazelwood Integrated College, Newtownabbey	18
Jayne	Thompson x 2	ParentKind	8
Brendan	Tierney	St Peter's PS and Nursery Unit Cloughreagh	11
Jim	Todd	Carr's Glen PS	15
Mike	Tomlinson	Anti-Poverty Expert Advisory Panel	14
Nicola	Topping	Education Authority (Head of Support Services for Pupil Wellbeing)	9
Martina	Totten	Mid Ulster Council Community Planning Coordinator	7
Brian	Treacy x 2	Holy Trinity Primary and Nursery School	3
Jane	Turnbull	Forward South Partnership Project Coordinator for the Seamless Transitions through Education Project	15
Máire	Ui Eigearthaigh	Bunscoil Bheann Mhadagain	13
Stephen	van Houten	DE Deputy Finance Director	19
David	Wall	Probation Board for NI Chair of the Policy and Practice Committee	19
Alison	Wallace	Waterside Strategy Manager	5
Pauline	Walmsley	Early Years Organisation	12
Glenda	Walsh	SUC	3
Chris	Walton	Department for Education (England)	22
Louisa	Ward	NI Youth Forum Participation Development Officer	17
Louise	Warde Hunter	Belfast Metropolitan College Principal & Chief Executive	20
Jimmy Jackson	Ware	NI Council for Integrated Education (NICIE) Erne Integrated College	10
Wayne	Warner	Department for Education and Skills (Wales)	22
Jamie	Warnock	DfE	6
Donna	Weir	Senior Youth Officer (Newry Mourne & Down) Children and Young People's Services	11
Kim	Weir	Community Planning Officer Fermanagh and Omagh District Council	8
Rebecca	Wheater	NFER	21
Joanne	Whyte	Special Schools Strategic Leadership (Principals) Group	9
John	Wilkinson	Transferor Representative's Council (TRC) and former Principal of Dromore High School	10

Forename	Surname	Organisation / Team	Day
Gwenllian	Williams	Department of Work and Pensions Policy Group Labour Market Families and Disadvantage	22
Janet	Williamson	Royal Belfast Academical Institution	3
N	Wilson	Priory College Holywood	15
Susan	Wilson	Castledearg High School, Tyrone	19
Michael	Woods	DE Analytical Services Unit	21
Koulla	Yiasouma	NI Commissioner for Children and Young People	14

Note: 24 OES days in total – Day 23 and 24 - consolidation days

Annex C – Call for Evidence Findings

EXPERT PANEL FINAL REPORT

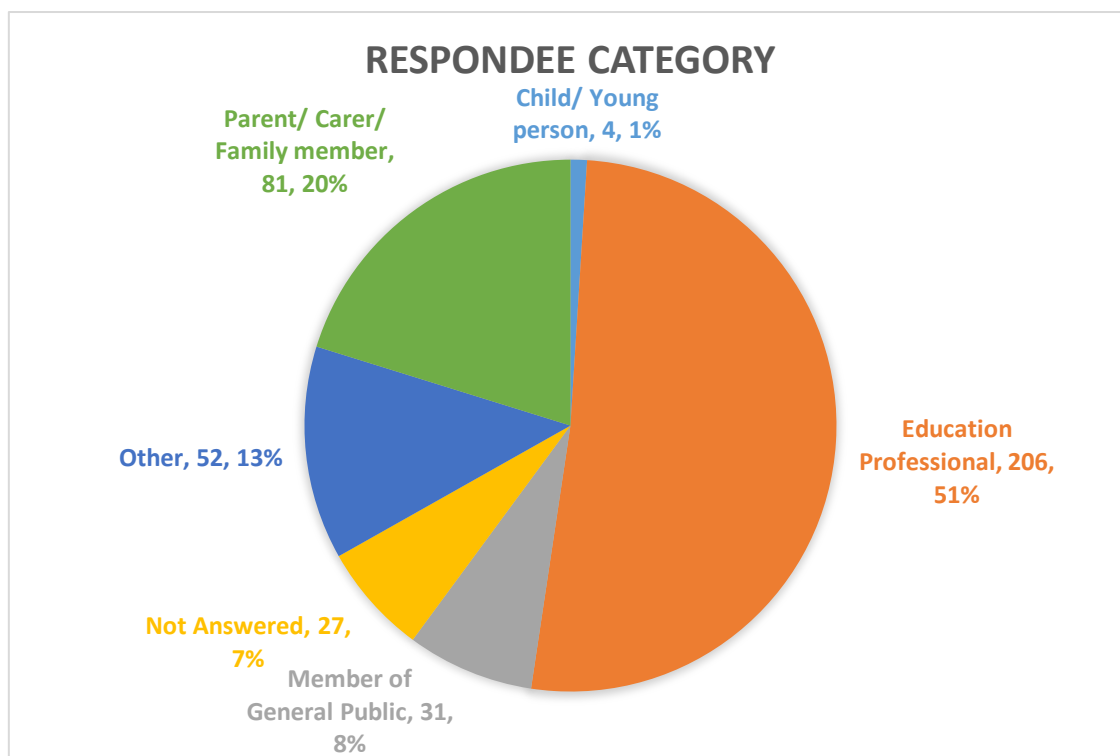
CALL FOR EVIDENCE FINDINGS

**CONSULTATION ON PERSISTENT EDUCATIONAL UNDERACHIEVEMENT
LINKED TO SOCIAL DISADVANTAGE**

(SEPTEMBER / OCTOBER 2020)

Background

The on-line consultation took place from 14 September to 16 October 2020 and elicited 401 responses.



Respondent Type	Count	Percentage
Education Professional	206	51.4%
Parent/ Carer/ Family member	81	20.2%
Other	52	13.0%
Member of General Public	31	7.7%
Not Answered	27	6.7%
Child/ Young person	4	1.0%
Total	401	100.0%

(An entirely separate and bespoke engagement process with children and young people took place to ensure that their views on the issue of educational underachievement were captured. These are outlined in separate reports from the National Children's Bureau (NCB)(0-11 age group) and Barnardos NI (11+ age group).

Six Key Questions Asked

1. What would you say are the main causes of educational underachievement?
2. In your view, what is the main impact of educational underachievement?
3. From the list below please select five (only) interventions that you consider have an impact on raising educational achievement and rank in order with 1 being the most effective.
4. In your experience what has worked to address educational underachievement?
5. How has the Covid-19 lockdown impacted on educational underachievement?
6. Please add any other comments that you would like the panel to consider.

The main findings from the call for evidence are outlined below. The text-based responses were subsequently coded by theme and presented in a summary report. While the findings are interesting and insightful in many respects, there is no suggestion that this was a representative sample across Northern Ireland. That would have necessitated a much larger piece of research which was beyond the scope, budget and timeframe of the panel.

Alphabetical lists of the main comments made to each question are provided at Annex A.

Main Findings

The response to all the questions were wide ranging and generally very detailed. Respondents obviously feel very strongly about the issues and the comments about the “causes”, “impacts”, “what has worked” and “Covid-19” often generated very lengthy responses for which we are very grateful. For that reason, we have had to categorise the responses in order to provide an overview of the views held.

- In terms of “main causes” of educational underachievement, the following were the most commonly expressed:
 - “Family / parent support / lack of role models”, 16.4%;
 - “Multiple factors”, 14.1%; and
 - “Poverty / socio-economic factors”, 12.6%.
- “Main impact” of educational underachievement were felt to be a:
 - “Lack of opportunities, Lack of direction, Lack of confidence, no job, poorly paid job, hopelessness”, 27.6%;
 - “Emotional Health and Well-being, Suicide, Self-harm, anxiety”, 17.9%; and
 - “Multiple Impacts”, 12.5%.
- In terms of the “Top 5 interventions”, these were as follows:
 - All categories ranked “Greater family engagement” as the highest (14.6%) or second highest category except for children and young people who did not rank this category at all (due probably to the small number of children and young people who responded).
 - This was followed by “Raising aspiration” (11.6%); “Greater focus on early years development including language development” (10.5%) and “Greater focus on

children and young people's mental health, well-being and resilience" (9.3%) and "Effective school leadership" (9.3%).

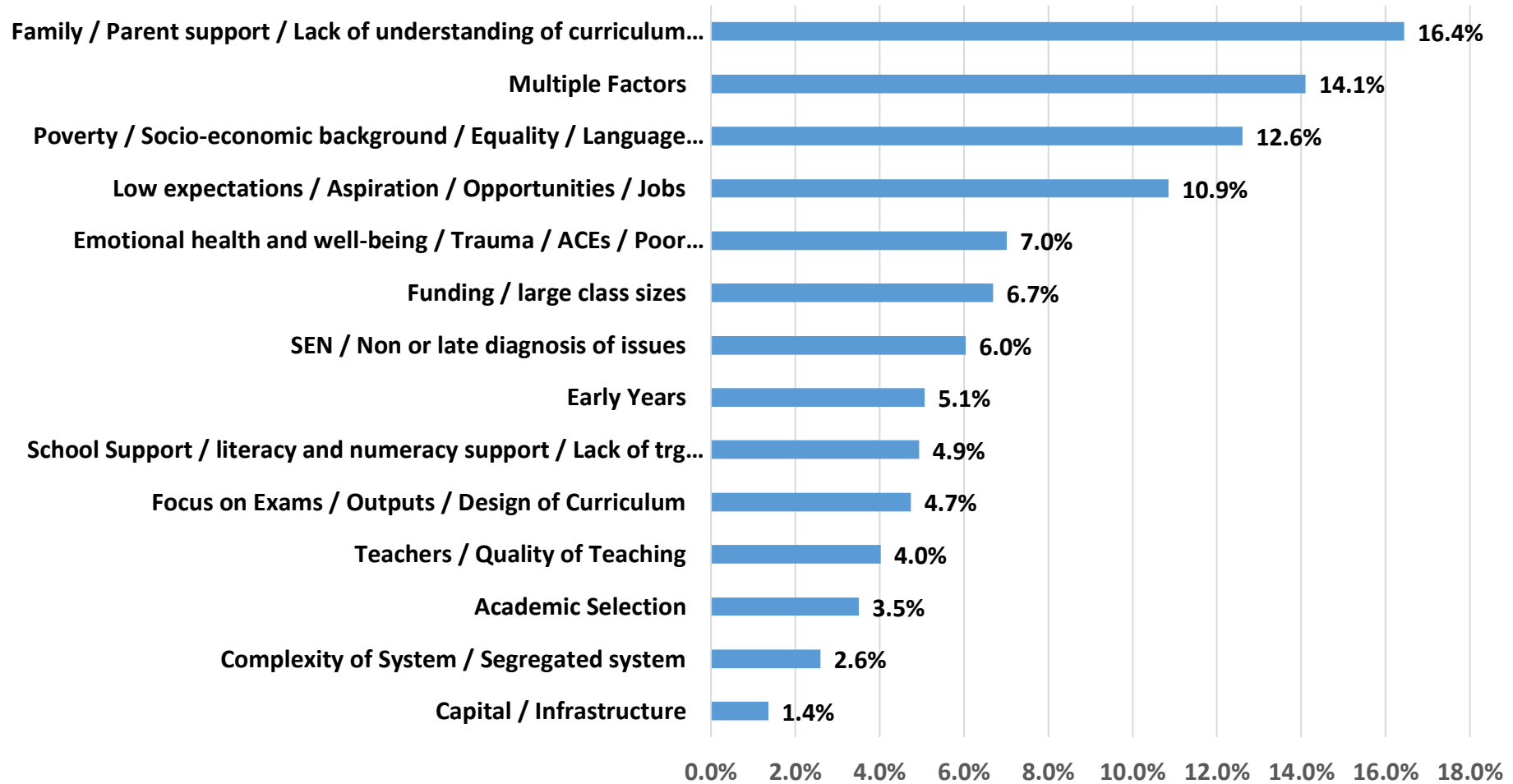
- Top category for children and young people was "Greater focus on children and young people's mental health, well-being and resilience" (31.6%), followed by "A relevant and engaging curriculum" (21.1%).
- "What has worked" question suggested that:
 - "Positive relationship between teachers and parents...", 15.6%;
 - "Raising aspirations / High expectations / Extra support for underachievers including those with SEN...", 14.2%;
 - "Less focus on exams / Supportive pathways for children of all abilities...", 11.6%;
 - "Dedicated / Fantastic Teachers / School Leaders...", 10.8%; and
 - "Early Years investment / Childcare...", 9.5%.
- Impact of Covid-19 - comments reflected that:
 - "Young people struggled to cope due to lack of digital devices / wifi / low achievers struggle to learn on their own / limited access to home learning resources inc books", 22.9%;
 - "Very difficult / parents struggled to support home learning, particularly those who lack confidence / children lost interest / mental health impact", 20.6%;
 - "Widened the gap / Huge impact", 19.6%);
 - Only 6% of respondees said "no comment" or that "it had a positive or negligible impact" or it was "too early to tell".
- Any Other Comments said:
 - "No Comment", 26.3%;
 - "Recommendations need to be tangible, wide ranging and appropriately funded...", 14.7%;
 - "Early Years investment / more joined up thinking b/w professionals and agencies / cross-departmental working" 10.5%; and
 - "Need to support parents and pupils / Time spent by parents with their children...", 9.5%)

Q1: What are the main causes of educational underachievement?

1. Based on all responses received to this question (1,539), the “main causes” responses in descending order were:

Summary Description	No.	Perc
Family / Parent support / Lack of understanding of curriculum / Lack of Role models	253	16.4%
Multiple Factors	217	14.1%
Poverty / Socio-economic background / Equality / Language barrier	194	12.6%
Low expectations / Aspiration / Opportunities / Jobs	167	10.9%
Emotional health and well-being / Trauma / ACEs / Poor Behaviour	108	7.0%
Funding / large class sizes	103	6.7%
SEN / Non or late diagnosis of issues	93	6.0%
Early Years	78	5.1%
School Support / literacy and numeracy support / Lack of trg for CAs	76	4.9%
Focus on Exams / Outputs / Design of Curriculum	73	4.7%
Teachers / Quality of Teaching	62	4.0%
Academic Selection	54	3.5%
Complexity of System / Segregated system	40	2.6%
Capital / Infrastructure	21	1.4%
Total	1,539	100%

Main Causes of Educational Underachievement



2. The percentages across respondee types were fairly consistent apart from children and young people which was very small in number (5 responses in total from 4 respondees).

Respondent	Capital / Infrastructure	Complexity of System / Segregated system	Academic Selection	Teachers / Quality of Teaching	Focus on Exams / Outputs / Design of Curriculum	School Support / literacy and numeracy support / Lack of trg for CAs	Early Years	SEN / Non or late diagnosis of issues	Funding / large class sizes	Emotional health and well-being / Trauma / ACEs / Poor Behaviour	Low expectations / Aspirations / Opportunities / Jobs	Poverty / Socio-economic background / Equality / Language barrier	Multiple Factors	Family / Parent support / Lack of understanding of curriculum / Lack of Role models	Total
Child/ Young person	0	1	0	0	0	0	0	0	1	1	0	2	0	0	5
Education Professional	10	18	23	35	34	32	45	48	57	64	94	97	124	149	830
Member of General Public	1	3	6	6	6	5	3	2	5	6	18	19	16	22	118
Not Answered	3	2	3	2	6	6	5	6	4	9	11	16	16	16	105
Other	3	8	7	9	13	16	14	16	13	20	23	32	33	29	236
Parent/ Carer/ Family member	4	8	15	10	14	17	11	21	23	8	21	28	28	37	245
Total	21	40	54	62	73	76	78	93	103	108	167	194	217	253	1539
Percentage	1.4%	2.6%	3.5%	4.0%	4.7%	4.9%	5.1%	6.0%	6.7%	7.0%	10.9%	12.6%	14.1%	16.4%	100.0%

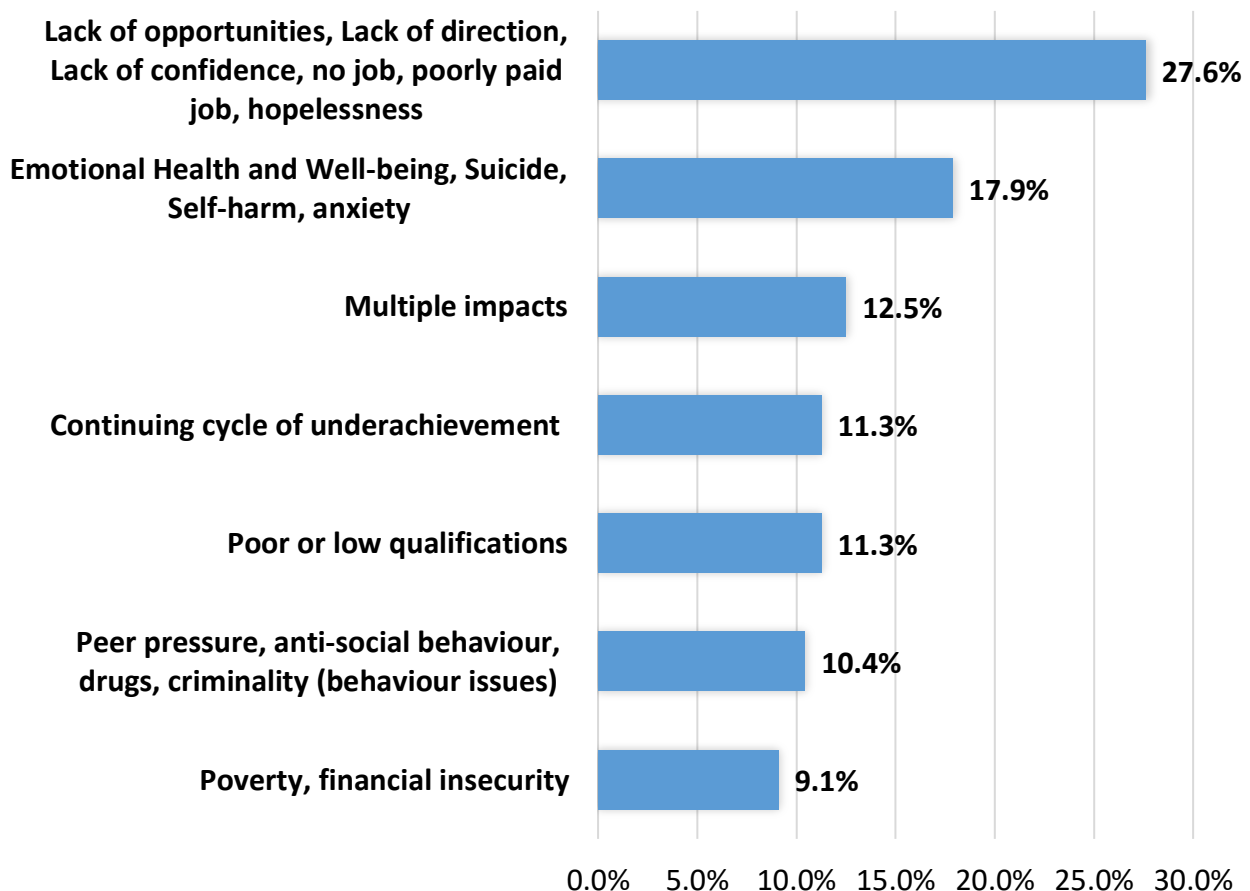
Respondent	Capital / Infrastructure	Complexity of System / Segregated system	Academic Selection	Teachers / Quality of Teaching	Focus on Exams / Outputs / Design of Curriculum	School Support / literacy and numeracy support / Lack of trg for CAs	Early Years	SEN / Non or late diagnosis of issues	Funding / large class sizes	Emotional health and well-being / Trauma / ACEs / Poor Behaviour	Low expectations / Aspirations / Opportunities / Jobs	Poverty / Socio-economic background / Equality / Language barrier	Multiple Factors	Family / Parent support / Lack of understanding of curriculum / Lack of Role models	Total
Child/ Young person	0.0%	20.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	20.0%	20.0%	0.0%	40.0%	0.0%	0.0%	100.0%
Education Professional	1.2%	2.2%	2.8%	4.2%	4.1%	3.9%	5.4%	5.8%	6.9%	7.7%	11.3%	11.7%	14.9%	18.0%	100.0%
Member of General Public	0.8%	2.5%	5.1%	5.1%	5.1%	4.2%	2.5%	1.7%	4.2%	5.1%	15.3%	16.1%	13.6%	18.6%	100.0%
Not Answered	2.9%	1.9%	2.9%	1.9%	5.7%	5.7%	4.8%	5.7%	3.8%	8.6%	10.5%	15.2%	15.2%	15.2%	100.0%
Other	1.3%	3.4%	3.0%	3.8%	5.5%	6.8%	5.9%	6.8%	5.5%	8.5%	9.7%	13.6%	14.0%	12.3%	100.0%
Parent/ Carer/ Family member	1.6%	3.3%	6.1%	4.1%	5.7%	6.9%	4.5%	8.6%	9.4%	3.3%	8.6%	11.4%	11.4%	15.1%	100.0%
Total	1.4%	2.6%	3.5%	4.0%	4.7%	4.9%	5.1%	6.0%	6.7%	7.0%	10.9%	12.6%	14.1%	16.4%	100.0%

Q2: What is the main impact of educational underachievement?

3. Based on all responses received to this question (968), the “main impact” responses in descending order were:

Summary Description	No.	Perc
Lack of opportunities, Lack of direction, Lack of confidence, no job, poorly paid job, hopelessness	267	27.6%
Emotional Health and Well-being, Suicide, Self-harm, anxiety	173	17.9%
Multiple Impacts	121	12.5%
Poor or low qualifications	109	11.3%
Continuing cycle of underachievement	109	11.3%
Peer pressure, anti-social behaviour, drugs, criminality (behaviour issues)	101	10.4%
Poverty, financial insecurity	88	9.1%
Total	968	100%

MAIN IMPACT OF EDUCATIONAL UNDERACHIEVEMENT



4. The percentages across respondee types were fairly consistent apart from children and young people which was very small in number (10 responses in total from 4 respondees).

Respondent	Poverty, financial insecurity	Peer pressure, anti-social behaviour, drugs, criminality (behaviour issues)	Poor or low qualifications	Continuing cycle of underachievement	Multiple impacts	Emotional Health and Well-being, Suicide, Self-harm, anxiety	Lack of opportunities, Lack of direction, Lack of confidence, no job, poorly paid job, hopelessness	Total
Child/ Young person	2	0	1	1	1	2	3	10
Education Professional	37	50	57	63	53	93	129	482
Member of General Public	10	5	3	7	10	9	24	68
Not Answered	9	5	11	11	11	9	19	75
Other	10	18	19	14	26	28	39	154
Parent/ Carer/ Family member	20	23	18	13	20	32	53	179
Total	88	101	109	109	121	173	267	968
Percentage	9.1%	10.4%	11.3%	11.3%	12.5%	17.9%	27.6%	100.0%

Respondent	Poverty, financial insecurity	Peer pressure, anti-social behaviour, drugs, criminality (behaviour issues)	Poor or low qualifications	Continuing cycle of underachievement	Multiple impacts	Emotional Health and Well-being, Suicide, Self-harm, anxiety	Lack of opportunities, Lack of direction, Lack of confidence, no job, poorly paid job, hopelessness	Total
Child/ Young person	20.0%	0.0%	10.0%	10.0%	10.0%	20.0%	30.0%	100.0%
Education Professional	7.7%	10.4%	11.8%	13.1%	11.0%	19.3%	26.8%	100.0%
Member of General Public	14.7%	7.4%	4.4%	10.3%	14.7%	13.2%	35.3%	100.0%
Not Answered	12.0%	6.7%	14.7%	14.7%	14.7%	12.0%	25.3%	100.0%
Other	6.5%	11.7%	12.3%	9.1%	16.9%	18.2%	25.3%	100.0%
Parent/ Carer/ Family member	11.2%	12.8%	10.1%	7.3%	11.2%	17.9%	29.6%	100.0%
Total	9.1%	10.4%	11.3%	11.3%	12.5%	17.9%	27.6%	100.0%

Q3: Rank five (only) interventions that you consider have an impact on raising educational achievement

- 5. Based on all responses received to this question, the top ranking responses were:**
- a. Greater family engagement (866, 14.6%)
 - b. Raising aspirations (685, 11.6%)
 - c. Greater focus on early years development including language development (356, 11.6%)
 - d. Effective classroom teaching (599, 10.1%)
 - e. Effective school leadership (550, 9.3%)

Charts showing total responses and other categories are shown below.

- 6. For education professionals, the top ranking interventions suggested were:**
- a. Greater family engagement (471, 15.4%)
 - b. Raising aspirations (385, 12.6%)
 - c. Greater focus on early years development including language development (622, 10.5%)
 - d. Effective School leadership (296, 9.7%)
 - e. Effective classroom teaching (284, 9.3%)

- 7. For parents / families, the top ranking interventions suggested were**
- a. Effective classroom teaching (162, 13.4%)
 - b. Greater family engagement (157, 13.0%)
 - c. Raising aspirations (130, 10.8%)
 - d. Greater focus on children and young people's mental health, well-being and resilience (124, 10.3%)
 - e. Addressing income poverty (109, 9.0%)

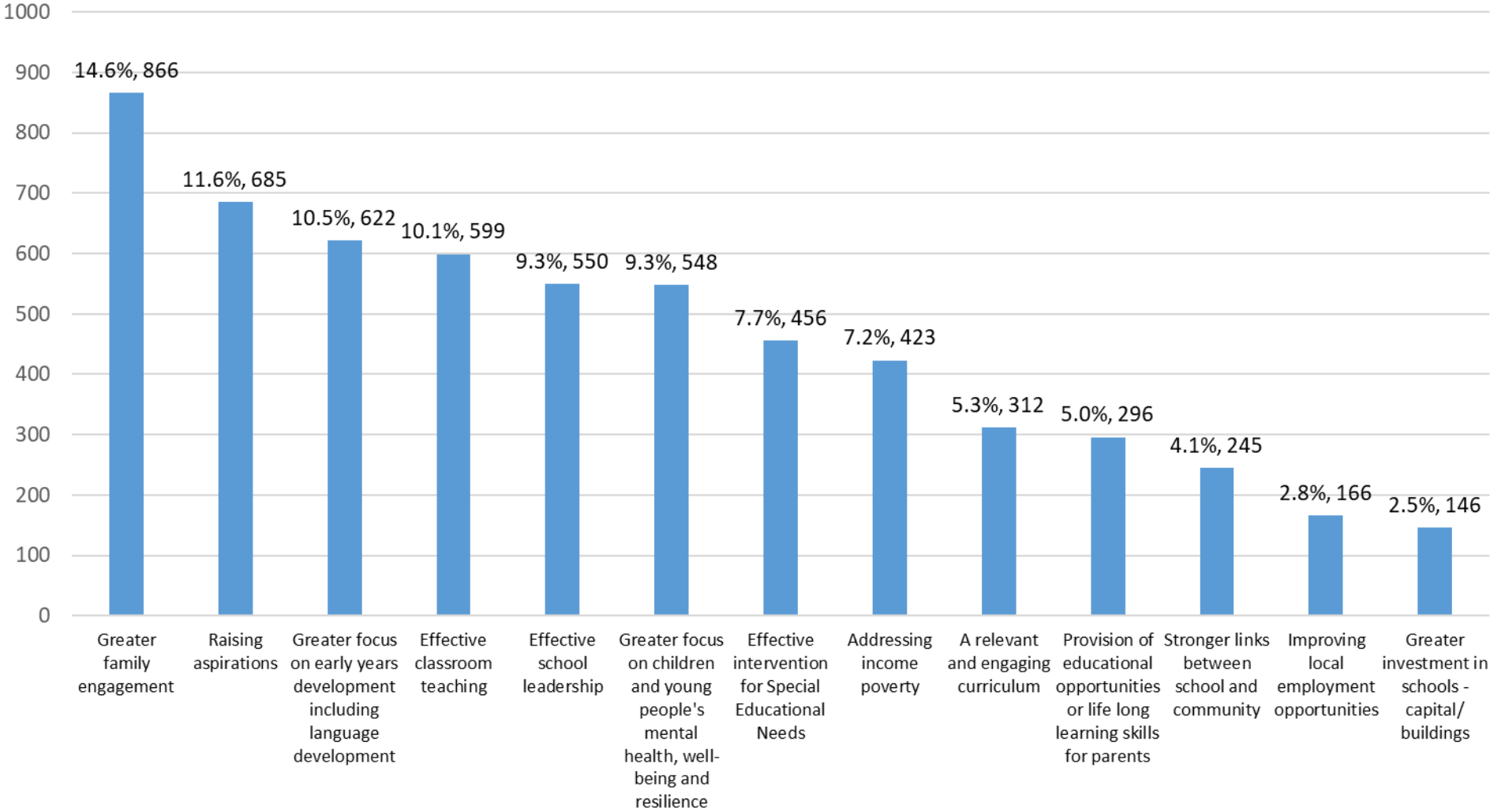
- 8. For members of general public, the top ranking interventions suggested were**
- a. Greater family engagement (84, 18.1%)
 - b. Raising aspirations (71, 15.3%)
 - c. Effective classroom teaching (52, 11.2%)
 - d. Addressing income poverty (47, 10.1%)
 - e. Effective School leadership (38, 8.2%)

- 9. For those who did not declare a category, the top ranking interventions suggested were**
- a. Greater family engagement (61, 15.8%)
 - b. Effective School Leadership (46, 11.9%)
 - c. Raising Aspirations (41, 10.6%)
 - d. Greater focus on early years development including language development (41, 10.6%)
 - e. Greater focus on children and young people's mental health, well-being (34, 8.8%)

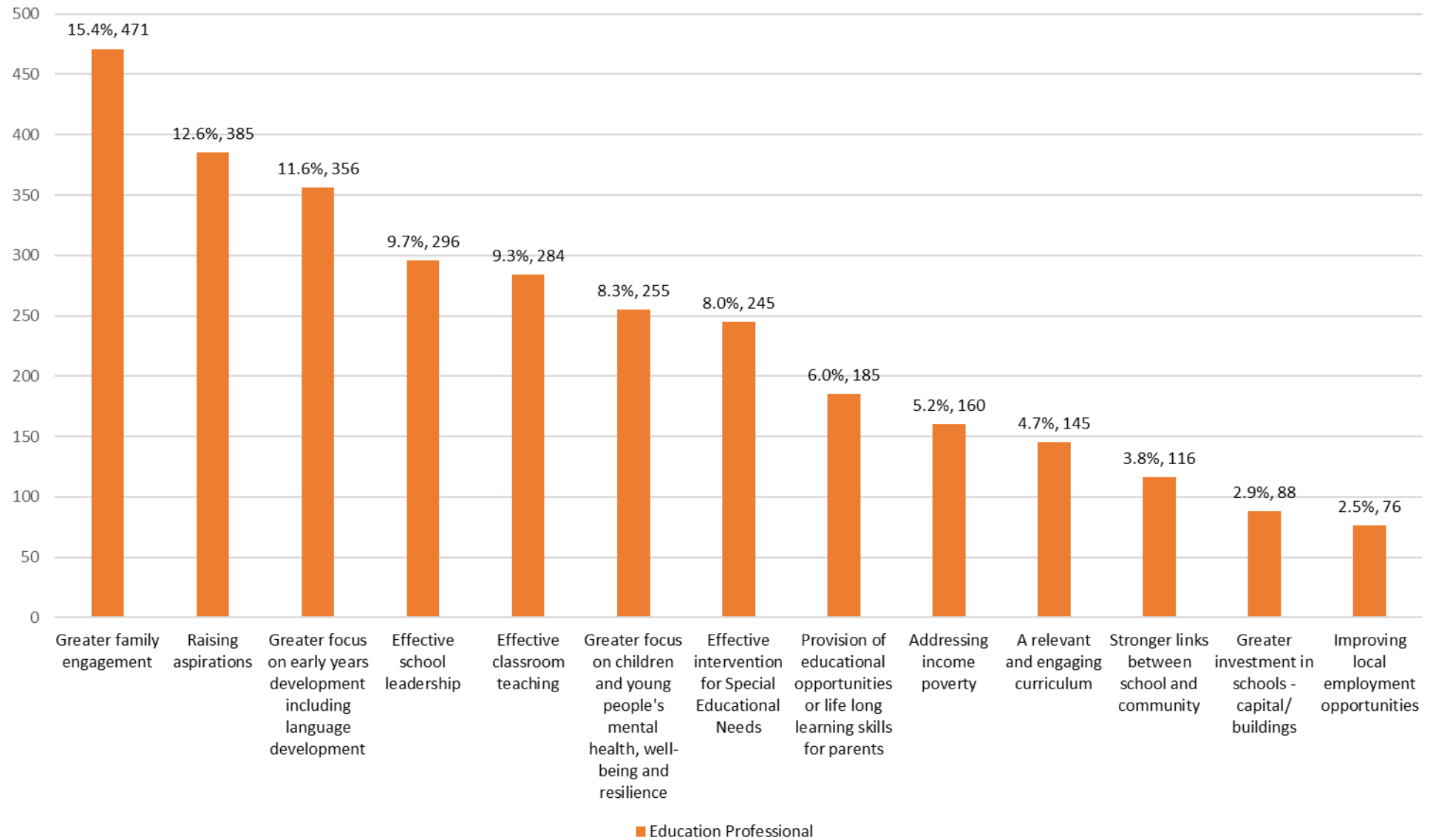
- 10. For those who classed themselves as Other, the top ranking interventions suggested were:**
- a. Greater family engagement (93, 12.7%)

- b. Greater focus on early years development including language development (92, 12.5%)
- c. Greater focus on children and young people's mental health, well-being and resilience (84, 11.4%)
- d. Effective School Leadership (72, 9.8%)
- e. Effective classroom teaching (70, 9.5%)

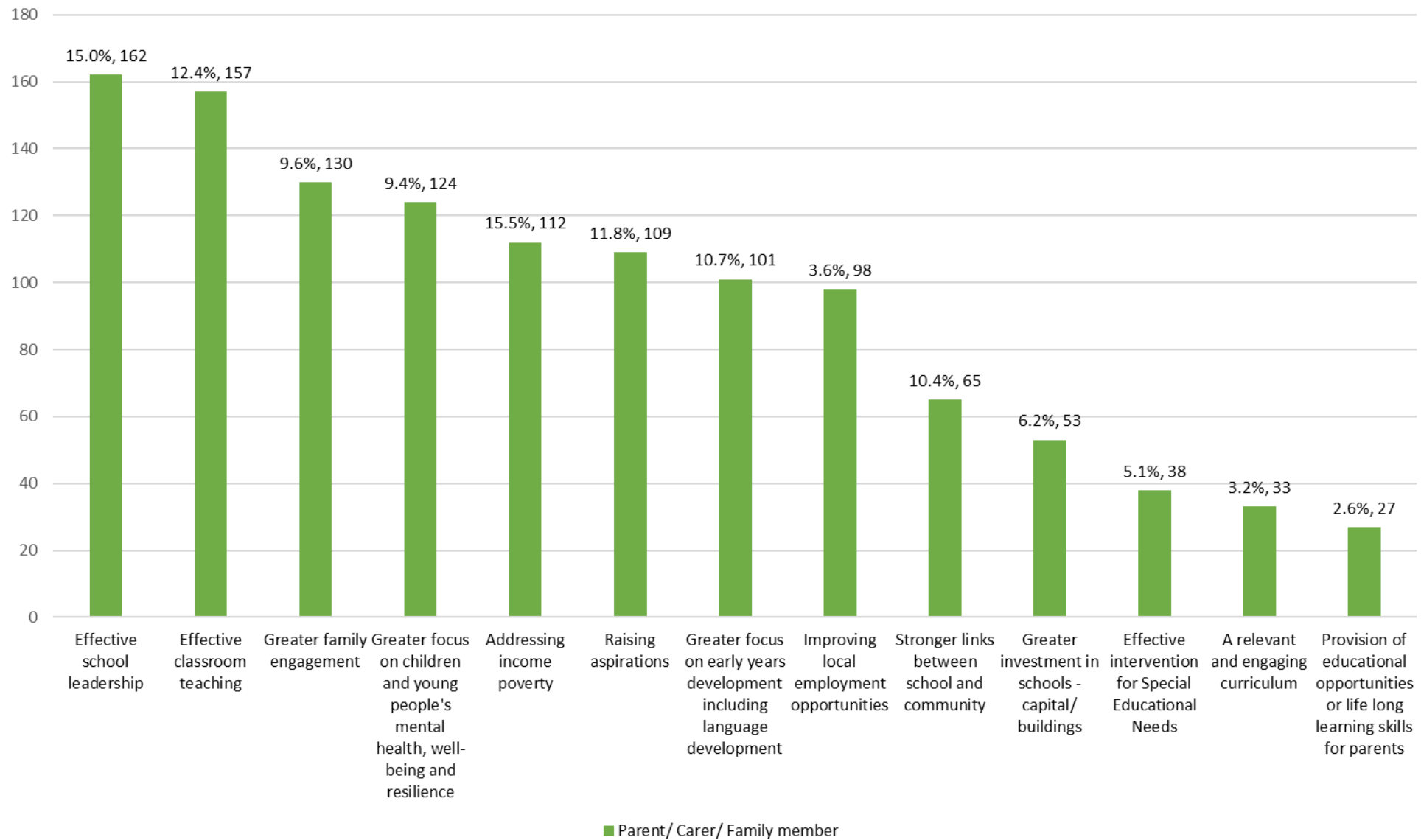
Educational Underachievement Responses - Rankings 1-5 All Respondees



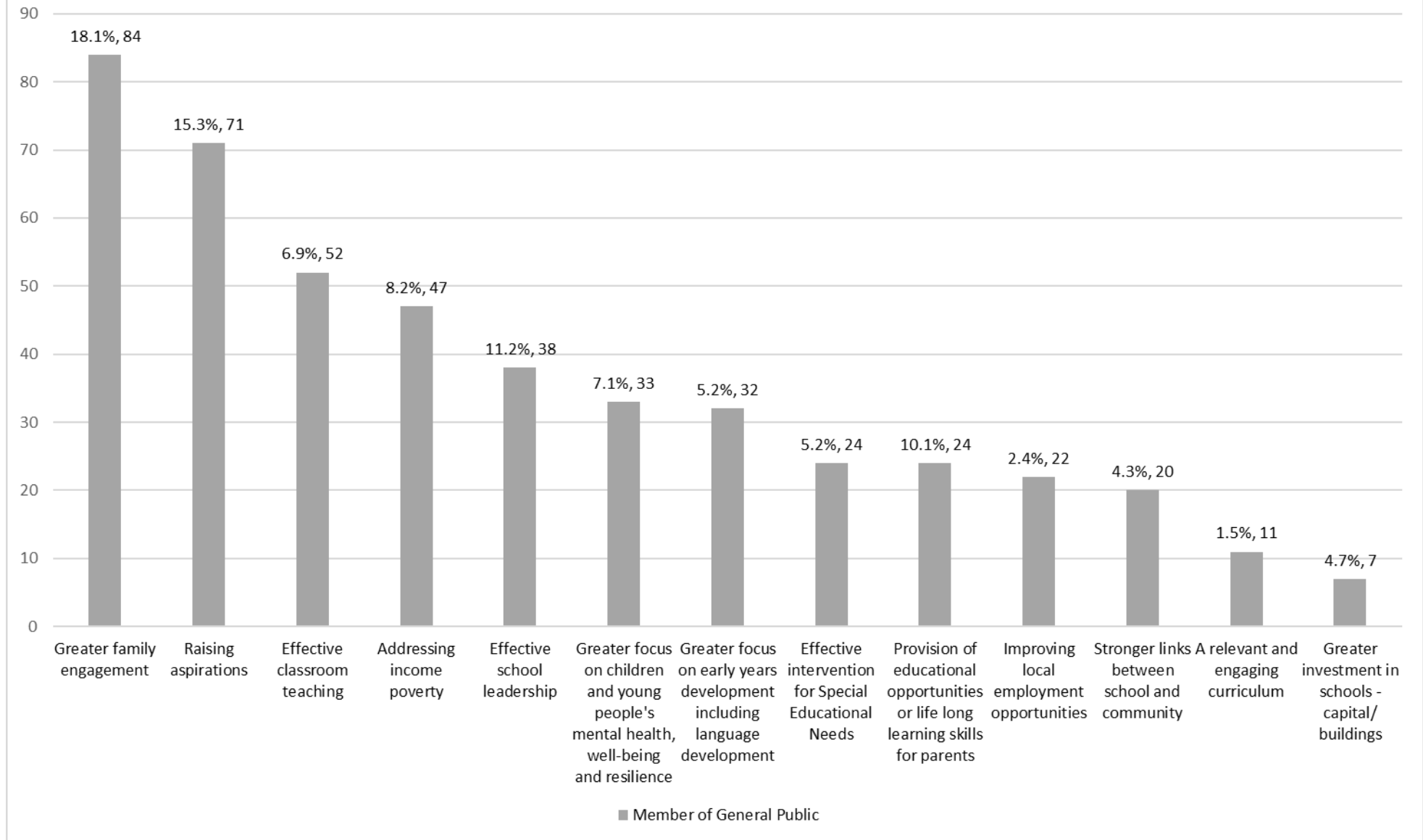
Educational Underachievement Responses as at 16 October 2020 - Rankings 1-5
Education Professional



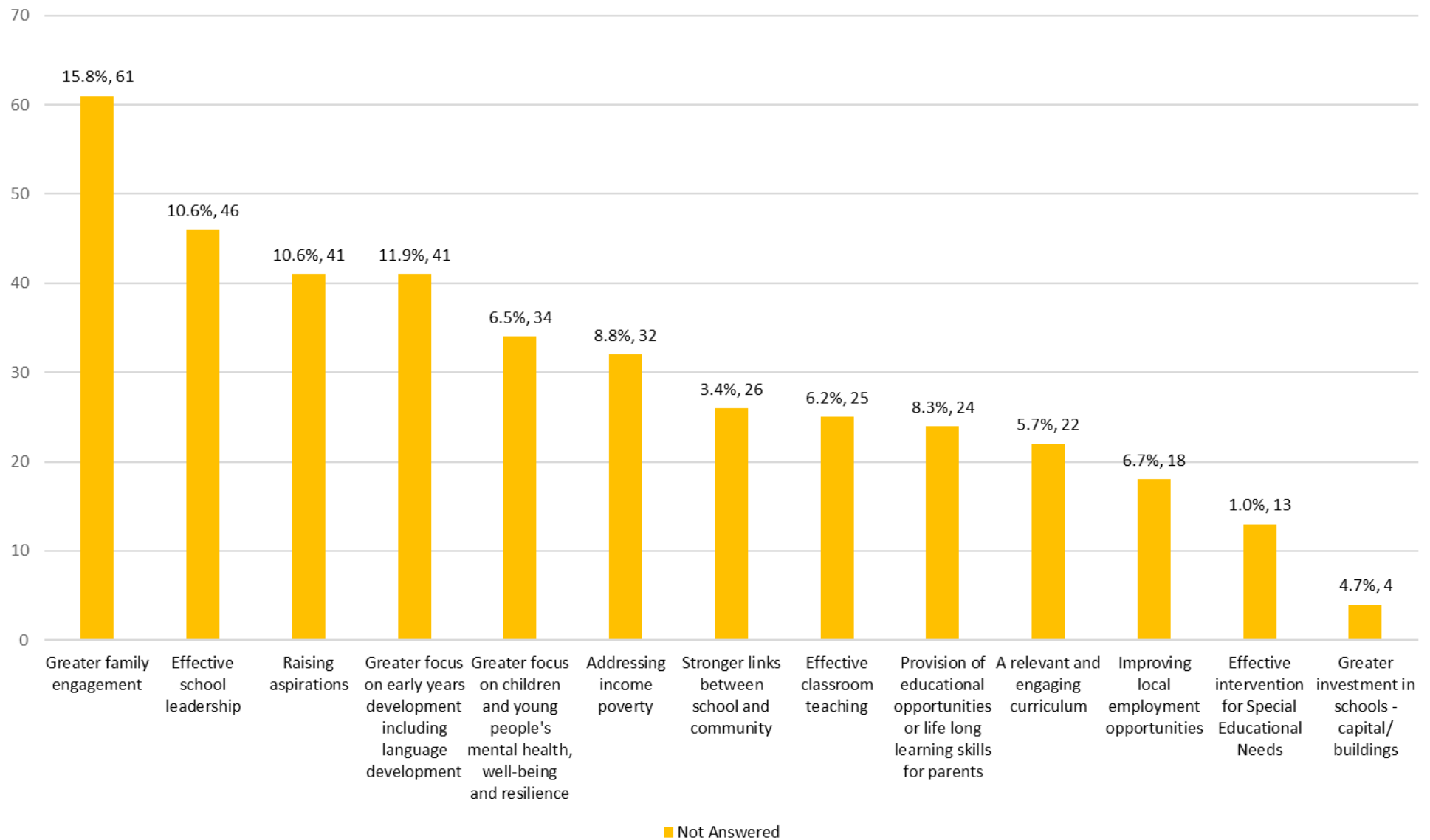
Educational Underachievement Responses as at 16 October 2020 - Rankings 1-5
Parent/ Carer/ Family member



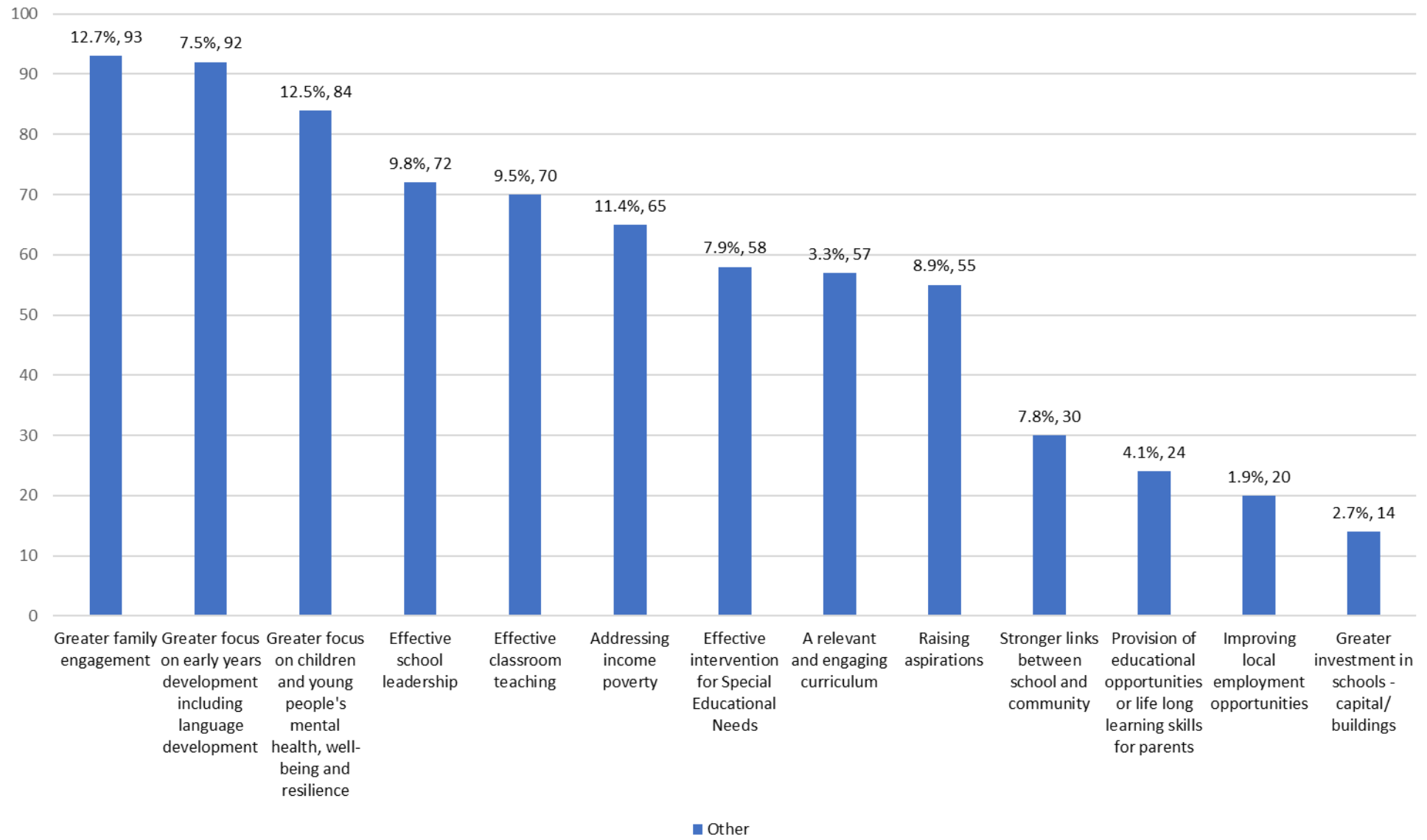
Educational Underachievement Responses as at 16 October 2020 - Rankings 1-5
Member of General Public



Educational Underachievement Responses as at 16 October 2020 - Rankings 1-5
Not Answered



Educational Underachievement Responses as at 16 October 2020 - Rankings 1-5
Other

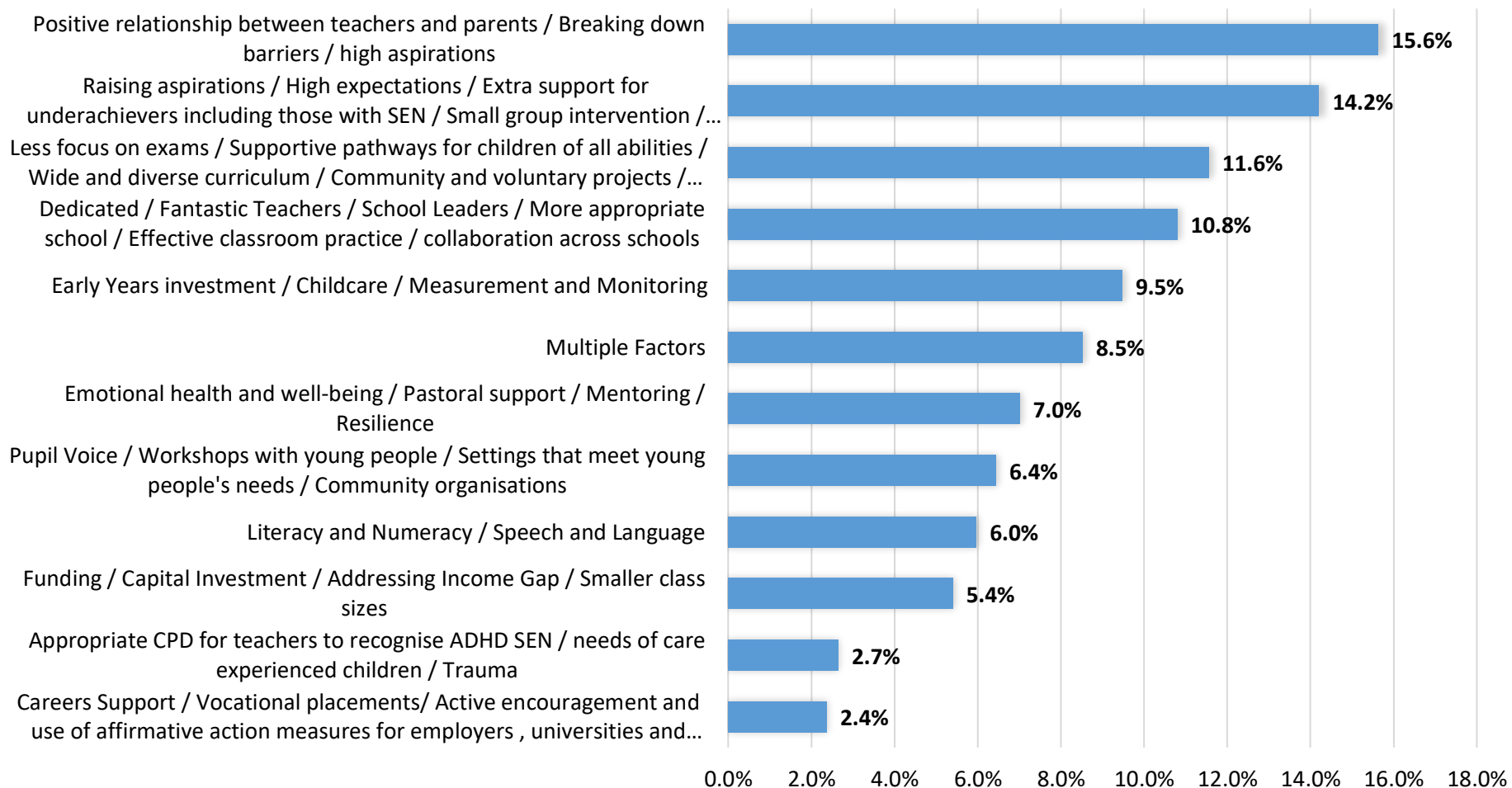


Q4: What has worked to address educational underachievement?

11. Based on all responses received to this question (1,056), the “what has worked” responses in descending order were:

Summary Description	No.	Perc
Positive relationship between teachers and parents / Breaking down barriers / high aspirations	165	15.6%
Raising aspirations / High expectations / Extra support for underachievers including those with SEN / Small group intervention / Love of learning / Targeted Support	150	14.2%
Less focus on exams / Supportive pathways for children of all abilities / Wide and diverse curriculum / Community and voluntary projects / After school clubs	122	11.6%
Dedicated / Fantastic Teachers / School Leaders / More appropriate school / Effective classroom practice / collaboration across schools	114	10.8%
Early Years investment / Childcare / Measurement and Monitoring	100	9.5%
Multiple Factors	90	8.5%
Emotional health and well-being / Pastoral support / Mentoring / Resilience	74	7.0%
Pupil Voice / Workshops with young people / Settings that meet young people's needs / Community organisations	68	6.4%
Literacy and Numeracy / Speech and Language	63	6.0%
Funding / Capital Investment / Addressing Income Gap / Smaller class sizes	57	5.4%
Appropriate CPD for teachers to recognise ADHD SEN / needs of care experienced children / Trauma	28	2.7%
Careers Support / Vocational placements/ Active encouragement and use of affirmative action measures for employers , universities and colleges	25	2.4%
Total	1,056	100%

WHAT HAS WORKED TO ADDRESS EDUCATIONAL UNDERACHIEVEMENT?



Respondent	Careers Support / Vocational placements/ Active encouragement and use of affirmative action measures for employers, universities and colleges	Appropriate CPD for teachers to recognise ADHD / SEN / needs of children / Trauma	Funding / Capital Investment / Addressing Income Gap / Smaller class sizes	Literacy and Numeracy / Speech and Language	Pupil Voice / Workshops with young people / Settings that meet young people's needs / Community organisations	Emotional health and well-being / Pastoral support / Mentoring / Resilience	Multiple Factors	Early Years investment / Childcare / Measurement and Monitoring	Dedicated / Fantastic Teachers / School Leaders / More appropriate school / Effective classroom practice / collaboration across schools	Less focus on exams / Supportive pathways for children of all abilities / Wide and diverse curriculum / Community and voluntary projects / After school clubs	Raising aspirations / High expectations / Extra support for underachievers including those with SEN / Small group intervention / Love of learning / Targeted Support	Positive relationships between teachers and parents / Breaking down barriers / high aspirations	Total
Child/ Young person	0	0	1	0	0	1	0	0	1	2	1	0	6
Education Professional	9	10	37	37	36	43	53	53	62	61	85	96	582
Member of General Public	1	0	4	5	3	3	2	5	7	6	11	7	54
Not Answered	5	5	6	5	5	8	11	8	9	14	10	12	98
Other	7	6	5	9	14	10	15	20	10	22	19	22	159
Parent/ Carer/ Family member	3	7	4	7	10	9	9	14	25	17	24	28	157
Total	25	28	57	63	68	74	90	100	114	122	150	165	1056
Percentage	2.4%	2.7%	5.4%	6.0%	6.4%	7.0%	8.5%	9.5%	10.8%	11.6%	14.2%	15.6%	100.0%

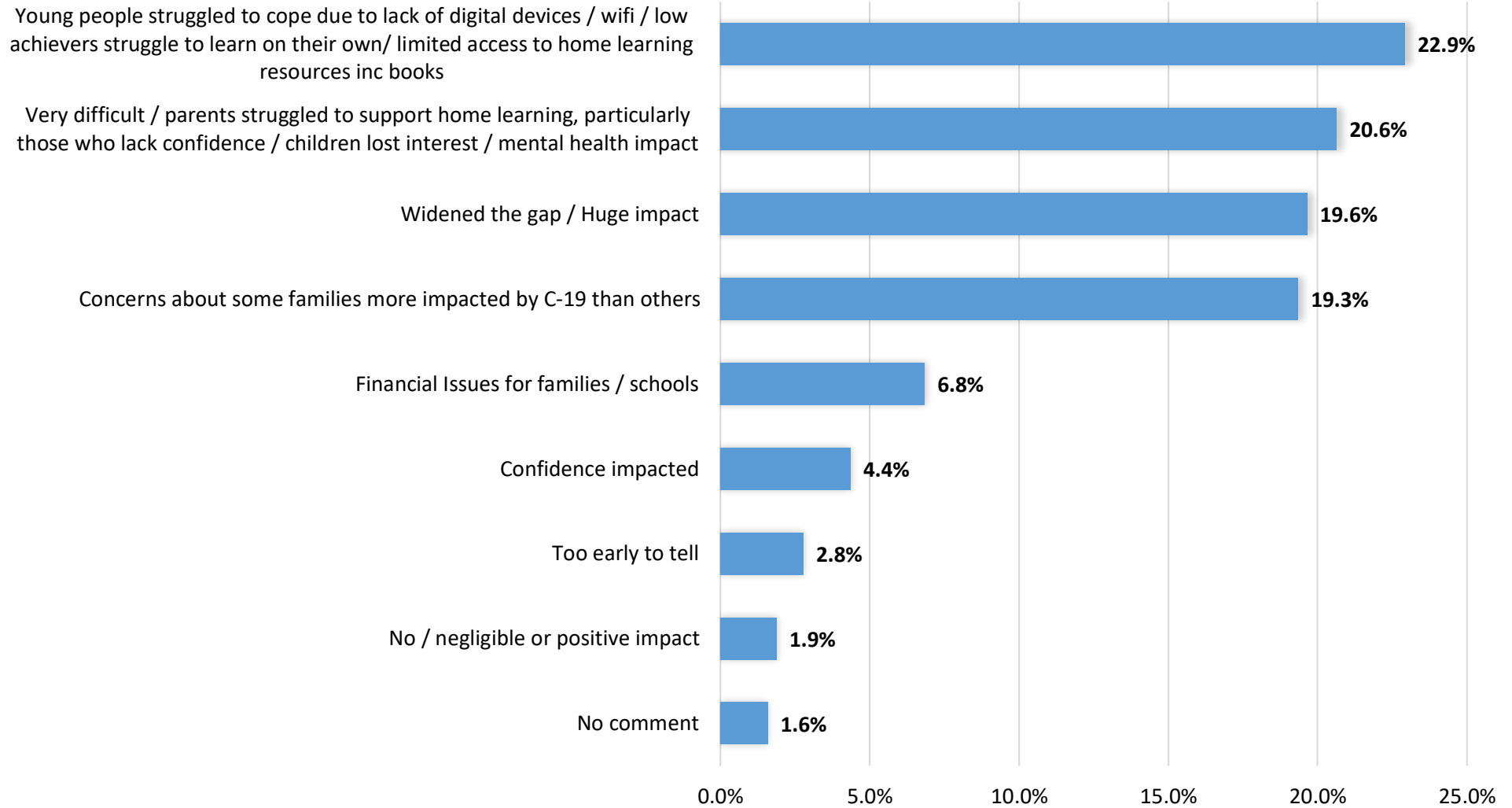
Respondent	Careers Support / Vocational placements/ Active encouragement and use of affirmative action measures for employers, universities and colleges	Appropriate CPD for teachers to recognise ADHD / SEN / needs of care experienced children / Trauma	Funding / Capital Investment / Addressing Income Gap / Smaller class sizes	Literacy and Numeracy / Speech and Language	Pupil Voice / Workshops with young people / Settings that meet young people's needs / Community organisations	Emotional health and well-being / Pastoral support / Mentoring / Resilience	Multiple Factors	Early Years investment / Childcare / Measurement and Monitoring	Dedicated / Fantastic Teachers / School Leaders / More appropriate school / Effective classroom practice / collaboration across schools	Less focus on exams / Supportive pathways for children of all abilities / Wide and diverse curriculum / Community and voluntary projects / After school clubs	Raising aspirations / High expectations / Extra support for underachievers including those with SEN / Small group intervention / Love of learning / Targeted Support	Positive relationships between teachers and parents / Breaking down barriers / high aspirations	Total
Child/ Young person	0.0%	0.0%	16.7%	0.0%	0.0%	16.7%	0.0%	0.0%	16.7%	33.3%	16.7%	0.0%	100.0%
Education Professional	1.5%	1.7%	6.4%	6.4%	6.2%	7.4%	9.1%	9.1%	10.7%	10.5%	14.6%	16.5%	100.0%
Member of General Public	1.9%	0.0%	7.4%	9.3%	5.6%	5.6%	3.7%	9.3%	13.0%	11.1%	20.4%	13.0%	100.0%
Not Answered	5.1%	5.1%	6.1%	5.1%	5.1%	8.2%	11.2%	8.2%	9.2%	14.3%	10.2%	12.2%	100.0%
Other	4.4%	3.8%	3.1%	5.7%	8.8%	6.3%	9.4%	12.6%	6.3%	13.8%	11.9%	13.8%	100.0%
Parent/ Carer/ Family member	1.9%	4.5%	2.5%	4.5%	6.4%	5.7%	5.7%	8.9%	15.9%	10.8%	15.3%	17.8%	100.0%
Total	2.4%	2.7%	5.4%	6.0%	6.4%	7.0%	8.5%	9.5%	10.8%	11.6%	14.2%	15.6%	100.0%

Q5: How has Covid-19 lockdown impacted on educational underachievement?

12. Based on all responses received to this question (1,008), the “How has Covid-19 impacted on educational underachievement” responses in descending order were:

Summary Description	No.	Perc
Young people struggled to cope due to lack of digital devices / wifi / low achievers struggle to learn on their own / limited access to home learning resources inc books	231	22.9%
Very difficult / parents struggled to support home learning, particularly those who lack confidence / children lost interest / mental health impact	208	20.6%
Widened the gap / Huge impact	198	19.6%
Concerns about some families more impacted by C-19 than others	195	19.3%
Financial Issues for families / schools	69	6.8%
Confidence impacted	44	4.4%
Too early to tell	28	2.8%
No / negligible or positive impact	19	1.9%
No comment	16	1.6%
Total	1,008	100%

HOW HAS COVID-19 IMPACTED ON EDUCATIONAL UNDERACHIEVEMENT?



Respondent	No comment	No / negligible or positive impact	Too early to tell	Confidence impacted	Financial Issues for families / schools	Concerns about some families more impacted by C-19 than others	Widened the gap / Huge impact	Very difficult / parents struggled to support home learning, particularly those who lack confidence / children lost interest / mental health impact	Young people struggled to cope due to lack of digital devices / wifi / low achievers struggle to learn on their own / limited access to home learning resources inc books	Total
Child/ Young person	1	0	0	0	1	1	2	2	1	8
Education Professional	9	14	18	27	34	98	104	102	108	482
Member of General Public	3	1	3	1	5	13	9	14	19	64
Not Answered	0	1	2	4	8	17	19	14	20	82
Other	1	0	4	8	11	31	25	30	36	142
Parent/ Carer/ Family member	2	3	1	4	10	35	39	46	47	183
Total	16	19	28	44	69	195	198	208	231	1008
Percentage	1.6%	1.9%	2.8%	4.4%	6.8%	19.3%	19.6%	20.6%	22.9%	100.0%

Respondent	No comment	No / negligible or positive impact	Too early to tell	Confidence impacted	Financial Issues for families / schools	Concerns about some families more impacted by C-19 than others	Widened the gap / Huge impact	Very difficult / parents struggled to support home learning, particularly those who lack confidence / children lost interest / mental health impact	Young people struggled to cope due to lack of digital devices / wifi / low achievers struggle to learn on their own/ limited access to home learning resources inc books	Total
Child/ Young person	12.5%	0.0%	0.0%	0.0%	12.5%	12.5%	25.0%	25.0%	12.5%	100.0%
Education Professional	1.9%	2.9%	3.7%	5.6%	7.1%	20.3%	21.6%	21.2%	22.4%	100.0%
Member of General Public	4.7%	1.6%	4.7%	1.6%	7.8%	20.3%	14.1%	21.9%	29.7%	100.0%
Not Answered	0.0%	1.2%	2.4%	4.9%	9.8%	20.7%	23.2%	17.1%	24.4%	100.0%
Other	0.7%	0.0%	2.8%	5.6%	7.7%	21.8%	17.6%	21.1%	25.4%	100.0%
Parent/ Carer/ Family member	1.1%	1.6%	0.5%	2.2%	5.5%	19.1%	21.3%	25.1%	25.7%	100.0%
Total	1.6%	1.9%	2.8%	4.4%	6.8%	19.3%	19.6%	20.6%	22.9%	100.0%

Respondent	No / negligible or positive impact	Too early to tell	Widened the gap / Huge impact	Confidence impacted	Financial Issues for families / schools	Young people struggled to cope due to lack of digital devices / wifi / low achievers struggle to learn on their own/ limited access to home learning resources inc books	Concerns about some families more impacted by C-19 than others	Very difficult / parents struggled to support home learning, particularly those who lack confidence / children lost interest / mental health impact	No comment	Total
Child/ Young person	0.0%	0.0%	25.0%	0.0%	12.5%	12.5%	12.5%	25.0%	12.5%	100.0%
Education Professional	2.9%	3.7%	21.6%	5.6%	7.1%	22.4%	20.3%	21.2%	1.9%	100.0%
Member of General Public	1.6%	4.7%	14.1%	1.6%	7.8%	29.7%	20.3%	21.9%	4.7%	100.0%
Not Answered	1.2%	2.4%	23.2%	4.9%	9.8%	24.4%	20.7%	17.1%	0.0%	100.0%
Other	0.0%	2.8%	17.6%	5.6%	7.7%	25.4%	21.8%	21.1%	0.7%	100.0%
Parent/ Carer/ Family member	1.6%	0.5%	21.3%	2.2%	5.5%	25.7%	19.1%	25.1%	1.1%	100.0%
Total	1.9%	2.8%	19.6%	4.4%	6.8%	22.9%	19.3%	20.6%	1.6%	100.0%

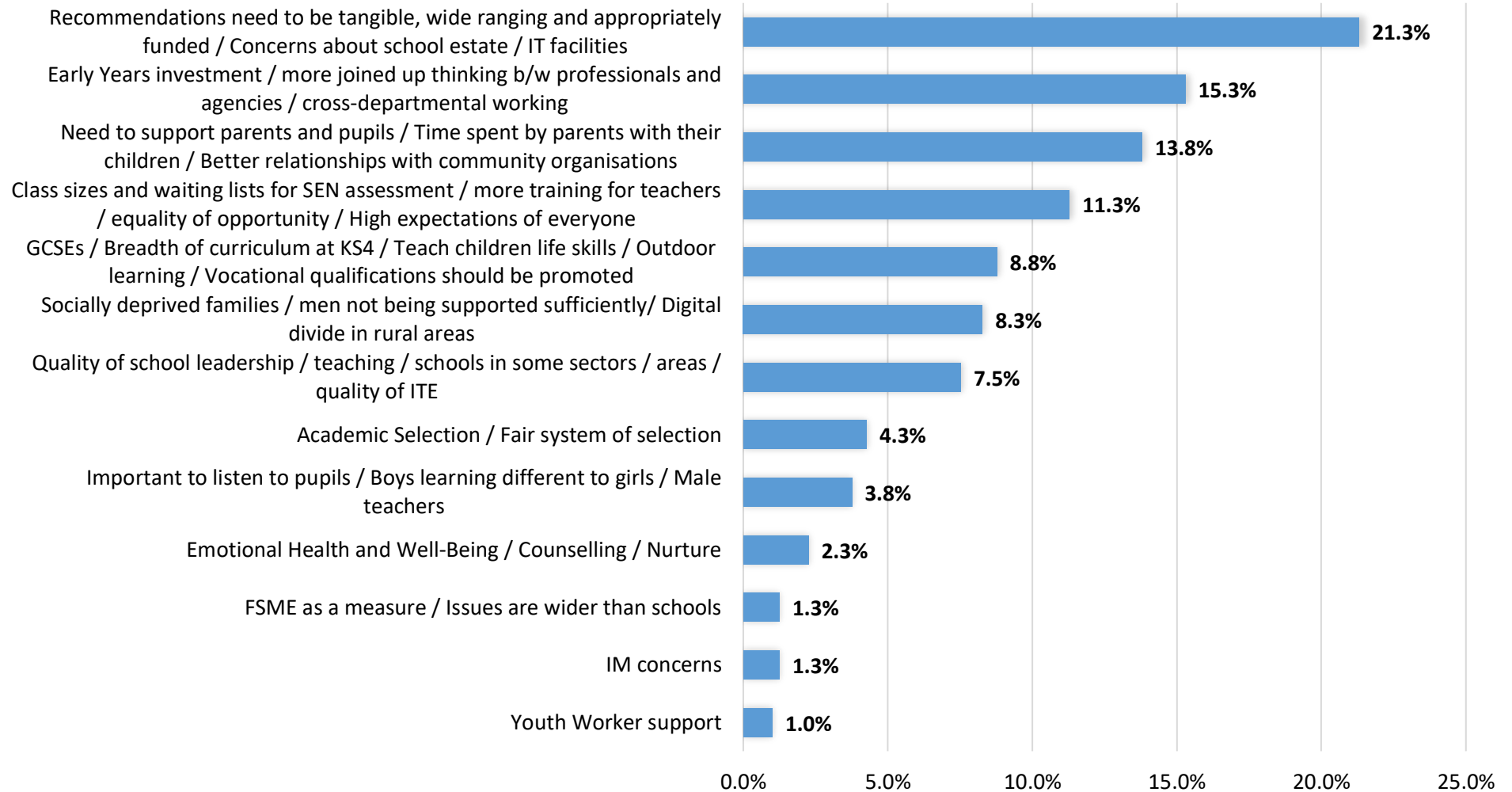
Q6: Any other comments

13. Based on all responses received to this question (399⁶), the responses to “Any Other Comments” in descending order were:

Summary Description	No.	Perc
Recommendations need to be tangible, wide ranging and appropriately funded / Concerns about school estate / IT facilities	85	21.3%
Early Years investment / more joined up thinking b/w professionals and agencies / cross-departmental working	61	15.3%
Need to support parents and pupils / Time spent by parents with their children / Better relationships with community organisations	55	13.8%
Class sizes and waiting lists for SEN assessment / more training for teachers / equality of opportunity / High expectations of everyone	45	11.3%
GCSEs / Breadth of curriculum at KS4 / Teach children life skills / Outdoor learning / Vocational qualifications should be promoted	35	8.8%
Socially deprived families / men not being supported sufficiently/ Digital divide in rural areas	33	8.3%
Quality of school leadership / teaching / schools in some sectors / areas / quality of ITE	30	7.5%
Academic Selection / Fair system of selection	17	4.3%
Important to listen to pupils / Boys learning different to girls / Male teachers	15	3.8%
Emotional Health and Well-Being / Counselling / Nurture	9	2.3%
FSME as a measure / issues are wider than schools	5	1.3%
IM concerns	5	1.3%
Youth Worker support	4	1.0%
Total	399	100%

⁶ “No comments” were excluded from total.

ANY OTHER COMMENTS



Respondent	Youth Worker support	IM concerns	FSME as a measure / Issues are wider than schools	Emotional Health and Well-Being / Counselling / Nurture	Important to listen to pupils / Boys learning different to girls / Male teachers	Academic Selection / Fair system of selection	Quality of school leadership / teaching / schools in some sectors / areas / quality of ITE	Socially deprived families / men not being supported sufficiently / Digital divide in rural areas	GCSEs / Breadth of curriculum at KS4 / Teach children life skills / Outdoor learning / Vocational qualifications should be promoted	Class sizes and waiting lists for SEN assessment / more training for teachers / equality of opportunity / High expectations of everyone	Need to support parents and pupils / Time spent by parents with their children / Better relationships with community organisations	Early Years investment / more joined up thinking b/w professionals and agencies / cross-departmental working	Recommendations need to be tangible, wide ranging and appropriately funded / Concerns about school estate / IT facilities	No Comment	Other Comment - Total (less No comment Figures)
Child/ Young person	0	0	0	0	0	0	0	0	0	0	0	0	0	4	0
Education Professional	2	5	4	5	8	7	13	15	19	25	33	35	50	74	221
Member of General Public	0	0	0	0	2	4	1	2	3	0	4	3	2	12	21
Not Answered	0	0	0	1	0	0	3	2	4	2	5	4	6	12	27
Other	2	0	0	1	2	1	1	5	5	6	6	10	10	22	49
Parent/ Carer/ Family member	0	0	1	2	3	5	12	9	4	12	7	9	17	28	81
Total	4	5	5	9	15	17	30	33	35	45	55	61	85	152	399
Percentage	1.0%	1.3%	1.3%	2.3%	3.8%	4.3%	7.5%	8.3%	8.8%	11.3%	13.8%	15.3%	21.3%		100.0%

Respondent	Youth Worker support	IM concerns	FSME as a measure / Issues are wider than schools	Emotional Health and Well-Being / Counselling / Nurture	Important to listen to pupils / Boys learning different to girls / Male teachers	Academic Selection / Fair system of selection	Quality of school leadership / teaching / schools in some sectors / areas / quality of ITE	Socially deprived families / men not being supported sufficiently / Digital divide in rural areas	GCSEs / Breadth of curriculum at KS4 / Teach children life skills / Outdoor learning / Vocational qualifications should be promoted	Class sizes and waiting lists for SEN assessment / more training for teachers / equality of opportunity / High expectations of everyone	Need to support parents and pupils / Time spent by parents with their children / Better relationships with community organisations	Early Years investment / more joined up thinking b/w professionals and agencies / cross-departmental working	Recommendations need to be tangible, wide ranging and appropriately funded / Concerns about school estate / IT facilities	No Comment (N.B. these have been excluded from count)	Other Comment - Total (less No comment Figures)
Child/ Young person	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%		N/A
Education Professional	0.9%	2.3%	1.8%	2.3%	3.6%	3.2%	5.9%	6.8%	8.6%	11.3%	14.9%	15.8%	22.6%		100.0%
Member of General Public	0.0%	0.0%	0.0%	0.0%	9.5%	19.0%	4.8%	9.5%	14.3%	0.0%	19.0%	14.3%	9.5%		100.0%
Not Answered	0.0%	0.0%	0.0%	3.7%	0.0%	0.0%	11.1%	7.4%	14.8%	7.4%	18.5%	14.8%	22.2%		100.0%
Other	4.1%	0.0%	0.0%	2.0%	4.1%	2.0%	2.0%	10.2%	10.2%	12.2%	12.2%	20.4%	20.4%		100.0%
Parent/ Carer/ Family member	0.0%	0.0%	1.2%	2.5%	3.7%	6.2%	14.8%	11.1%	4.9%	14.8%	8.6%	11.1%	21.0%		100.0%
Total	1.0%	1.3%	1.3%	2.3%	3.8%	4.3%	7.5%	8.3%	8.8%	11.3%	13.8%	15.3%	21.3%		100.0%

Annex D - Findings from Departmental and District Council Expenditure Estimates (on educational underachievement)

The Expert Panel Secretariat contacted all government departments and District Councils in September / October 2020 to request details of any policies / programmes, which they had in place, which helped to address educational underachievement. All relevant government departments and District Councils responded. Their returns were reviewed by the Expert Panel Secretariat to include only programmes that were live in 2020 and subsequently analysed.

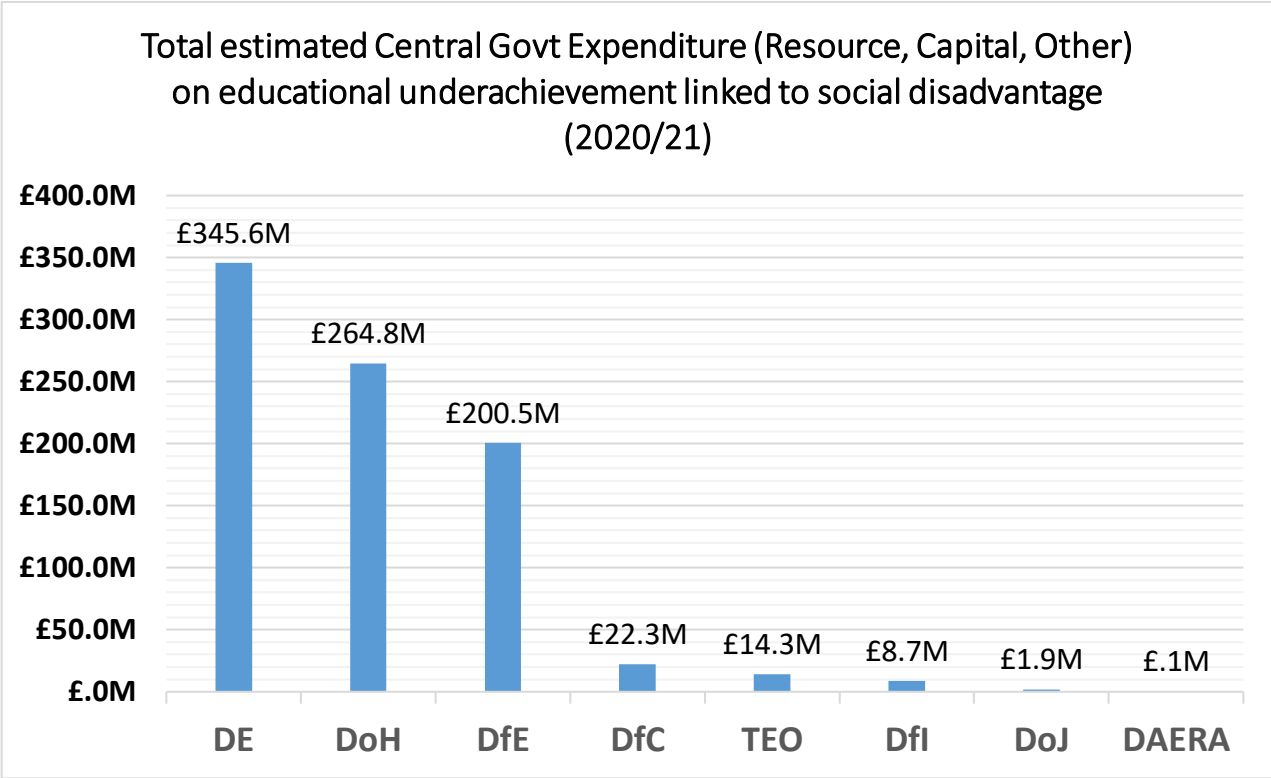
It should be emphasised that there is a degree of subjectivity to this process and decisions were made by Departments (and subsequently by DE) regarding what policies to include or exclude. The Secretariat also categorised the policies / programmes into those which directly or indirectly addressed educational underachievement. The following gives a general sense of the scale of expenditure in 2020.

Central Government Expenditure

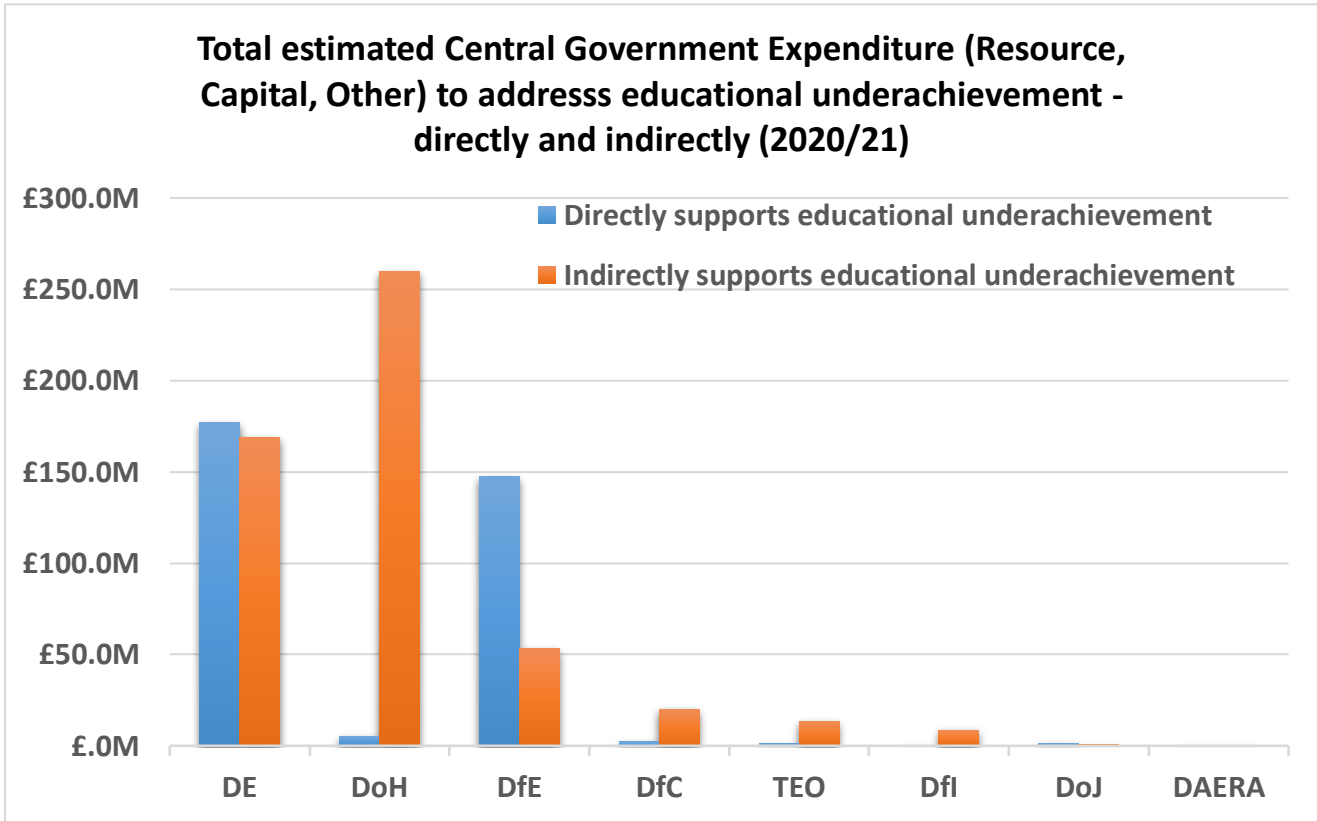
The total level of expenditure spent by central government on educational underachievement is almost £858m per annum (£808m Resource⁷ / £41m capital / £9m Other). Whilst these amounts are significant, they reflect the fact that educational underachievement can be impacted in numerous ways and by multiple programmes throughout the life of a child.

Dept	Resource Est Fig (p.a.)	Capital Est Fig (p.a.)	Other (AME / HE Direct Costs Est Fig (p.a.)	Total Est Fig (p.a.)	Directly supports educational underachievement	Indirectly supports educational underachievement	Total (inc Capital or Other)
DE	£305.1M	£40.5M	£.0M	£345.6M	£176.9M	£168.7M	£345.6M
DoH	£264.8M	£.0M	£.0M	£264.8M	£5.1M	£259.7M	£264.8M
DfE	£191.5M	£.0M	£9.0M	£200.5M	£147.3M	£53.2M	£200.5M
DfC	£22.3M	£.0M	£.0M	£22.3M	£2.2M	£20.1M	£22.3M
TEO	£13.8M	£.5M	£.0M	£14.3M	£1.1M	£13.2M	£14.3M
Dfi	£8.7M	£.0M	£.0M	£8.7M	£.0M	£8.7M	£8.7M
DoJ	£1.9M	£.0M	£.0M	£1.9M	£1.4M	£.6M	£1.9M
DAERA	£.1M	£.0M	£.0M	£.1M	£.1M	£.0M	£.1M
Overall Total	£808.3M	£41.0M	£9.0M	£858.2M	£334.1M	£524.1M	£858.2M

⁷ Note: this excludes £350m AME suggested by DfE which relate to Student Loans



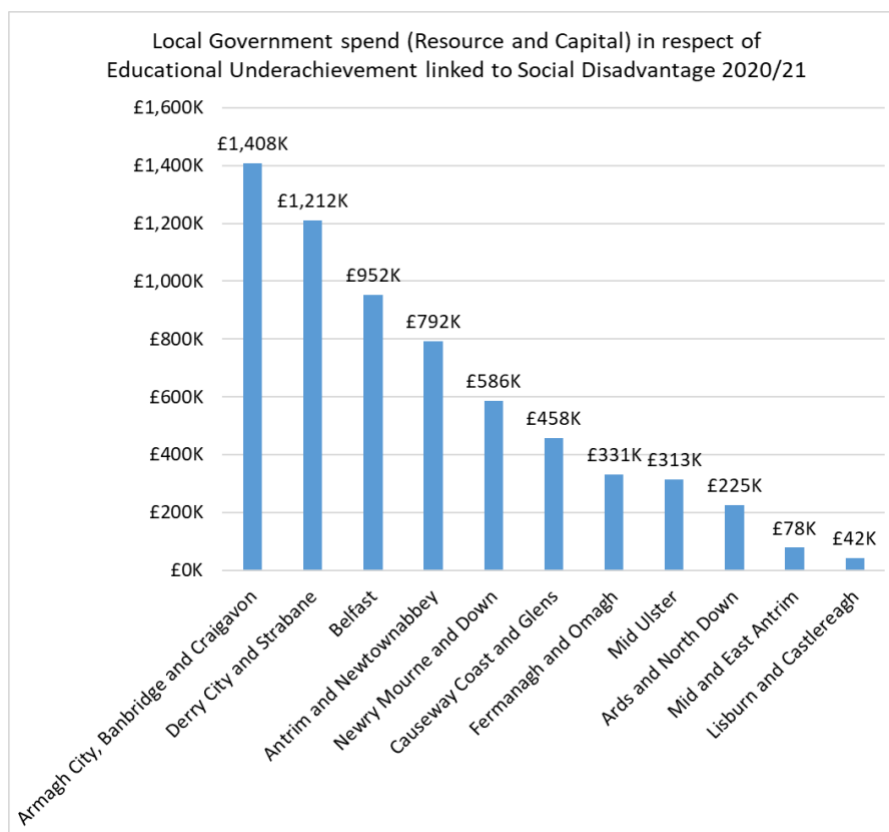
In terms of the level of expenditure which directly relates to educational underachievement, the total investment by central government is estimated to be in the region of £334m direct and £524m indirect per annum.



Local Government Expenditure

The total level of expenditure by local government on educational underachievement is £6.4m (£5.5m Resource / £0.9m Capital). Approximately £3m of this total relates to Neighbourhood Renewal, the funding for which is provided by Department for Communities).

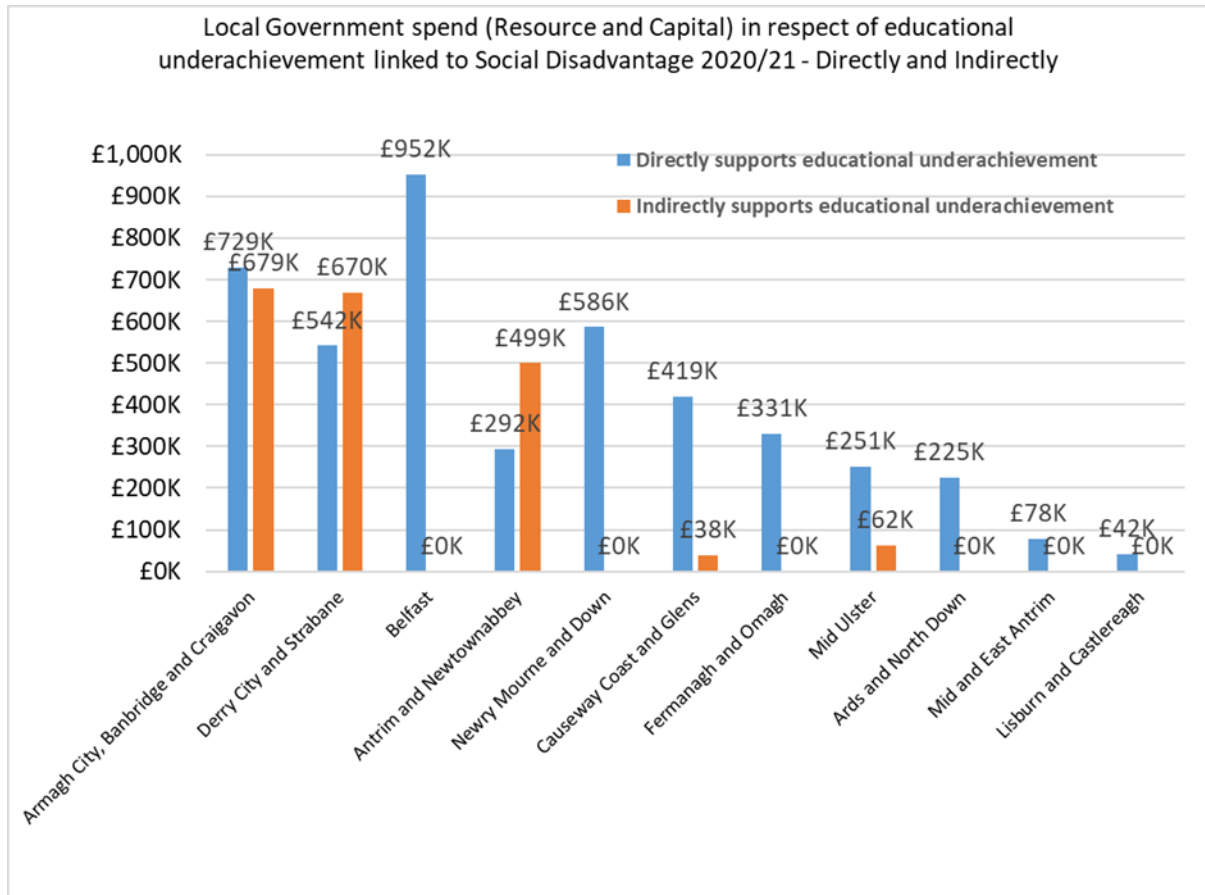
District Council	Resource Est Fig (p.a.)	Capital Est Fig (p.a.)	Resource and Capital Total Est Fig (p.a.)
Armagh City, Banbridge and Craigavon	£741K	£667K	£1,408K
Derry City and Strabane	£1,212K	£0K	£1,212K
Belfast	£952K	£0K	£952K
Antrim and Newtownabbey	£792K	£0K	£792K
Newry Mourne and Down	£322K	£264K	£586K
Causeway Coast and Glens	£458K	£0K	£458K
Fermanagh and Omagh	£331K	£0K	£331K
Mid Ulster	£313K	£0K	£313K
Ards and North Down	£225K	£0K	£225K
Mid and East Antrim	£78K	£0K	£78K
Lisburn and Castlereagh	£42K	£0K	£42K
Total	£5,465K	£931K	£6,396K



At local

government level, the level of expenditure, which directly relates to educational

underachievement, is estimated to be £4.4m and indirectly related is estimated at £2m per annum.



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