



NORTHERN  
IRELAND  
HUMAN  
RIGHTS  
COMMISSION

**Submission to the Committee for Education on  
the Integrated Education Bill**

**October 2021**

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## Summary

### **The Northern Ireland Human Rights Commission (NIHRC):**

- 3.8 Welcomes Clause 1 which widens the statutory definition of integrated education to recognise all cultures and religious beliefs, including non-religious beliefs, and different abilities.**
- 3.9 Welcomes Clause 1(2) which places the ethos for integration on a statutory footing.**
- 4.10 Supports Clause 4 which requires the Department of Education to actively promote an integrated education system.**
- 5.7 Welcomes Clause 7 which introduces a rebuttable presumption of integrated education, in accordance with recommendations from the United Nations Convention on the Rights of the Child (UNCRC) Committee.**
- 6.4 Welcomes Clauses 8 to 11 which provides for monitoring and governance arrangements. In particular, the Commission welcomes the inclusion of mandatory training for teachers and advises that should be developed in consultation with children and young people and their representative organisations.**

## 1.0 Introduction

- 1.1 The Northern Ireland Human Rights Commission (NIHRC), pursuant to section 69(4) of the Northern Ireland Act 1998, advises the Northern Ireland (NI) Assembly whether a Bill is compatible with human rights. In accordance with this function, the following advice is submitted to the Committee for Education to assist the inquiry into the Integrated Education Bill and promote the reform and the expansion of integrated education.
- 1.2 The NIHRC bases its advice on the full range of internationally accepted human rights standards, including the European Convention on Human Rights, as incorporated by the Human Rights Act 1998, and the treaty obligations of the Council of Europe (CoE) and United Nations (UN). The relevant regional and international treaties in this context include:
- The European Convention on Human Rights 1950 (ECHR)<sup>1</sup>
  - International Covenant on Civil and Political Rights 1966 (ICCPR)<sup>2</sup>
  - International Covenant on Economic, Social and Cultural Rights 1966 (ICESCR)<sup>3</sup>
  - International Convention on the Elimination of All Forms of Racial Discrimination 1965 (CERD)<sup>4</sup>
  - UN Convention on the Rights of the Child 1989 (CRC)<sup>5</sup>
  - UN Convention on the Rights of Persons with Disabilities 2006 (CRPD)<sup>6</sup>
  - UN Educational, Scientific and Cultural Organisation (UNESCO) Convention on the Protection and Promotion of the Diversity of Cultural Expressions 1990<sup>7</sup>
  - UNESCO Convention against Discrimination in Education 1960<sup>8</sup>
- 1.3 In addition to these treaty standards, there exists a body of 'soft law' developed by the human rights bodies of the CoE and UN. These declarations and principles are non-binding but provide further guidance in respect of specific areas. The relevant standards in this context include:
- UN Human Rights Council Resolution 6/37 on the elimination of intolerance and of discrimination based on religion or belief 2007
  - UN Declaration on a Culture of Peace 1999

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<sup>1</sup> Ratified by the UK in 1951.

<sup>2</sup> Ratified by the UK in 1976.

<sup>3</sup> Ratified by the UK in 1976.

<sup>4</sup> Ratified by the UK in 1969.

<sup>5</sup> Ratified by the UK in 1991.

<sup>6</sup> Ratified by the UK in 2009.

<sup>7</sup> Ratified by the UK in 2007.

<sup>8</sup> Ratified by the UK in 1962.

- Faro Declaration on the Council of Europe’s Strategy for Developing Intercultural Dialogue 2005
- Yogyakarta Principles on the application of international human rights law in relation to sexual orientation and gender identity 2006
- UN Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities 1992
- UN Durban Declaration and Programme of Action 2002
- UNESCO Convention against Discrimination in Education 1960<sup>9</sup>
- UNESCO Salamanca Statement and Framework for Action 1994
- UN Standard Rules on the Equalisation of Opportunities for Persons with Disabilities 1993
- CoE European Commission against Racism and Intolerance (ECRI) General Policy Recommendation 10 on Combatting racism and racial discrimination in and through school 2006
- UN CRPD, General Comment No.4 on Article 24: Rights to inclusive education 2016<sup>10</sup>

1.4 The NIHRC welcomes the opportunity to respond to the Committee for Education’s Inquiry into the Integrated Education Bill. The Commission has sought to highlight relevant human rights standards and principles where they may be of assistance in informing the development of legislation and policy in this area. The structure of this response is largely aligned to the structure of the Bill save where, to avoid repetition, the issues have been grouped together.

1.5 The Commission notes the forthcoming Independent Review of Education (as outlined in the New Decade, New Approach agreement),<sup>11</sup> which is focussing on “securing greater efficiency in delivery costs, raising standards, access to the curriculum for all pupils, and the prospects of moving towards a single education system”.<sup>12</sup> There will necessarily be a degree of overlap between the review and the Bill but the Commission welcomes the opportunity presented by this Bill to address, as an interim measure, issues raised by the UN Committee on the Rights of the Child.

## 2.0 International Human Rights Standards

2.1 International human rights standards require the NI Executive to promote

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<sup>9</sup> Ratified by the UK in 1962.

<sup>10</sup> CRPD/C/GC/4 Committee on the Rights of Persons with Disabilities, General Comment No.4 on Article 24: Rights to inclusive education, 2 September 2016

<sup>11</sup> March 2020.

<sup>12</sup> Department of Education, ‘Independent Review of Education’ (DE, 2021)

inclusion, tolerance and respect for diversity in and through education .

- 2.2 The International Covenant on Economic, Social and Cultural Rights (ICESCR), at Article 13(1), notes that one important purpose of education is to enable all persons to “participate effectively in a free society, [and] promote understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups”.
- 2.3 The UNCRC, at Article 29, notes that children’s education should enable respect for the child’s parents, his or her own cultural identify, language and values, the national values of the country in which the child is living and from where he/she originates, and for “civilisations different from his or her own”.
- 2.4 The UN Committee on the Rights of the Child has highlighted the links between Article 29(1) and the struggle against racism, racial discrimination, xenophobia and related intolerance. It notes that racism “thrives where there is ignorance, unfounded fears of racial, ethnic, religious, cultural and linguistic or other forms of difference, the exploitation of prejudices, or the teaching or dissemination of distorted values”.<sup>13</sup> The Committee recognises the need for a “balanced approach to education...which succeeds in reconciling diverse values through dialogue and respect for difference”. Moreover, it advises that children are “capable of playing a unique role in bridging many of the differences that have historically separated groups of people from one another”.<sup>14</sup>
- 2.6 The International Convention on the Elimination of all forms of Racial Discrimination (ICERD), at Article 7, requires the adoption of “immediate and effective measures, particularly in the fields of teaching, education, culture and information, with a view to combating prejudices which lead to racial discrimination and to promoting understanding, tolerance and friendship among nations and racial or ethnical groups.” The United Nations Educational, Scientific and Cultural Organisation (UNESCO) Convention on the Protection and Promotion of the Diversity of Cultural Expressions has similarly recommended, at Article 10, that governments should educate the population at large by requiring that they “encourage and promote understanding of the importance of the protection and

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<sup>13</sup> CRC/GC/2001/1 UN Committee on the Rights of the Child, General Comment No.1: The Aims of Education (Article 29) (2001) at para.11

<sup>14</sup> CRC/GC/2001/1 UN Committee on the Rights of the Child, General Comment No.1: The Aims of Education (Article 29) (2001) at para.4

promotion of the diversity of cultural expressions, inter alia, through educational and greater public awareness programmes.”<sup>15</sup>

- 2.7 The Council of Europe Framework Convention for the Protection of National Minorities (FCNM), at Article 6, requires States Parties to take “effective measures to promote mutual respect and understanding and co-operation among all persons living on their territory.”<sup>16</sup> The Commission notes that Section 75(2) of the Northern Ireland Act 1998 requires all public authorities, in carrying out their functions, to “have regard to the desirability of promoting good relations between persons of different religious belief, political opinion or racial group.”<sup>17</sup>
- 2.8 The Convention on the Elimination of all forms of Discrimination against Women (CEDAW), at Article 5, requires States to take appropriate measures to achieve the “elimination of prejudices and customary and all other practices which are based on the idea of the inferiority or the superiority of either of the sexes or on stereotyped roles for men and women.”
- 2.9 The Convention on the rights of Person with Disabilities (CRPD), at Article 8, requires States “raise awareness...and to foster respect for the rights and dignity of persons with disabilities” which includes an obligation to “combat stereotypes”. One of the measures required is to foster “at all levels of the education system, including in all children from an early age, an attitude of respect for the rights of persons with disabilities”.
- 2.10 Article 24 of the CRPD not only protects children with disabilities from discrimination it provides a positive obligation on States to enable them to participate in the general education system. The CRPD Committee describes an inclusive education system as one which respects and respects and values diversity, where “all members of the learning community are welcomed equally, with respect for diversity according to, inter alia, disability, race, colour, sex, language, linguistic culture, religion, political or other opinion, national, ethnic, indigenous or social origin,

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<sup>15</sup> UNESCO, Paris, 20 October 2005.

<sup>16</sup> Council of Europe Framework Convention for the Protection of National Minorities 1995 Art. 6

<sup>17</sup> In international human rights law, sectarianism falls within the definition of racism. ECRI General Policy Recommendation 7: on national legislation to combat racism and racial discrimination, (2002), para 1(a). See also, ‘Racism, Discrimination and Xenophobia’, a publication prepared by: International Labour Office (ILO), International Organization for Migration (IOM), OHCHR, in consultation with Office of the United Nations High Commissioner for Refugees (UNHCR), (2001), p 2.

property, birth, age or other status.”<sup>18</sup>

### **3.0 Clauses 1 and 2: Definitions and purpose**

3.1 Clause 1(1) of the Bill defines integrated education more widely,<sup>19</sup> to include –

“(a) those of different cultures and religious beliefs and of none, including reasonable numbers of both Protestant and Roman Catholic children or young persons; (b) those who are experiencing socio-economic deprivation and those who are not; and (c) those of different abilities.”

3.2 The Commission welcomes this; it is consistent with international human rights standards set out above. It is necessary to reflect the social diversification in contemporary society and provide an environment in which all identities are supported equally.

3.3. Clause 2 defines the purpose of integrated education as:

(a) to deliver educational benefits to children and young persons;  
(b) to promote the efficient and effective use of resources;  
(c) to promote equality of opportunity;  
(d) to promote good relations; and  
(e) to promote respect for identity, diversity and community cohesion.

3.4 The Commission welcomes Clause 2 which incorporates expressly the equality and good relations duties into integrated education, including for schools. Note, schools in Northern Ireland are not designated as public authorities for the purpose of the good relations duty in Section 75 of the Northern Ireland Act. In England and Wales however the Equality Act 2010 makes it clear that the public authority duty is applicable to those educational bodies listed in Schedule 19 to the 2010 Act.<sup>20</sup> As Clause 2 of the Bill relates to integrated education only, the Commission reminds the

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<sup>18</sup> CRPD/C/GC/4 UN Committee on the Rights of Persons with Disabilities, General Comment No.4 (2016) Article 24: Right to inclusive education, 2 September 2016, at para. 12 (e)

<sup>19</sup> The Education Reform (NI) Order 1989, s.64(1) defines integrated education as ‘the education together at school of Protestant and Roman Catholic pupils’; the Shared Education Act (NI) 2016 defines shared education as the education together of ‘(a) those of different religious belief, including reasonable numbers of both Protestant and Roman Catholic children or young persons; and (b) those who are experiencing socio-economic deprivation and those who are not’

<sup>20</sup> In England and Wales the Equality Act applies to all maintained and independent schools, including Academies, and maintained and non-maintained special schools. In Scotland it applies to schools managed by education authorities, independent schools and schools receiving grants under section 73(c) or (d) of the Education (Scotland) Act 1980.



Committee of its previous recommendation that all schools should be included in Section 75 of the Northern Ireland Act.<sup>21</sup>

3.5 Clause 1(2) of the Bill defines an integrated school as -

"a school which intentionally promotes, protects and improves an ethos of diversity, respect and understanding between those of different cultures and religious beliefs and of none, between those of different socio-economic backgrounds and between those of different abilities."

3.6 Human rights law is not prescriptive about how this should be delivered, rather focussing on outcomes. However, in respect of inclusive education, the UNCRPD Committee highlights that "the right to education is a matter of access as well as content" and should be directed to a wide range of values, including understanding and tolerance. It further advises that building inclusivity in educational environments requires "the approach to learning, the culture of the educational institution, and the curriculum itself, [to] reflect the value of diversity".<sup>22</sup>

3.7 In the judicial review application by Drumragh Integrated College, in 2014, the High Court in Belfast held that a constitution and governance structure that reflects integration must be present for a school to be defined as integrated:

"...an integrated school strives to achieve an equal balance in relation to worship, celebration and exposure to both faiths. This is reflected in its constitution and the board must strive in its ethos to achieve this. For these reasons it must be the case that the integrated education referred to in the article is education that is integrated throughout and not education that is delivered by a partisan board."<sup>23</sup>

### **3.8 The Commission welcomes Clause 1, which widens the statutory definition of integrated education to recognise all cultures and religious beliefs, including non-religious beliefs, and different**

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<sup>21</sup> NIHRC, 'Submission of the Northern Ireland Human Rights Commission to the Committee for Education Inquiry into Shared and Integrated Education' (2012)

<sup>22</sup> CRPD/C/GC/4, UN Convention on the Rights of Persons with Disabilities, General Comments No.4 (2016) Article 24: Right to inclusive education' 2 September 2016 at para.15.

<sup>23</sup> Re: Drumragh Integrated College (citation no. [2014] NIQB) (2014) par. 53

**abilities.**

### **3.9 The Commission welcomes Clause 1(2), which places the ethos for integration on a statutory footing.**

## **4.0 Clauses 4 and 5: Duty to promote**

- 4.1 The Commission has concerns about the slow progress in the provision of integrated education across Northern Ireland. In 2020/2021, only 7% of all primary and post-primary school enrolments are in schools within the definition of integrated.<sup>24</sup>
- 4.2 In 1997, the UN Committee on Economic, Social and Cultural Rights recommended that the State Party “consider appropriate measures in Northern Ireland to facilitate the establishment of additional integrated schools in areas where a significant number of parents have indicated their desire to have their children enrolled in such schools.”<sup>25</sup> It commented that integrated education, developed through the process of transformation, was “ineffective and likely to preserve the status quo”.<sup>26</sup>
- 4.3 In 2002, the UN Committee on the Rights of the Child highlighted the need to accelerate integration of education, noting that only 4% of schools were integrated. It recommended that the UK government, “[i]ncrease the budget for and take appropriate measures and incentives to facilitate the establishment of additional integrated schools in Northern Ireland to meet the demand of a significant number of parents.”<sup>27</sup>
- 4.4 The Commission acknowledges the capacity building work reported during the 2019/20 financial year from the Northern Ireland Council for Integrated Education (NICIE).<sup>28</sup> NICIE, however, continue to advise that parental demand is not being met. During 2019/20 almost a quarter of applicants were not offered a place in an integrated post-primary school.<sup>29</sup> In August 2021, an attitudinal survey commissioned by the Integrated Education Fund (IEF) revealed that 71 per cent of 2,001 respondents

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<sup>24</sup> Northern Ireland Statistics and Research Agency, ‘Integrated education in primary and post-primary schools 2020/21: Key statistics’ (NISRA, 2021), see also: Department of Education, ‘Schools and pupils in Northern Ireland 1991/92 to 2020/21’ 22 March 2021

<sup>25</sup> E/C.12/1/Add.19 Committee on Economic, Social and Cultural Rights, Concluding Observations: United Kingdom of Great Britain and Northern Ireland 12 December 1997, at para. 29

<sup>26</sup> Ibid at para. 18

<sup>27</sup> CRC/C/15/Add.134 UN Committee on the Rights of the Child, Concluding Observations: The United Kingdom of Great Britain and Northern Ireland (2002) at para 45

<sup>28</sup> A total of 637 additional new pupils joined Integrated schools in 2019/20 across all school phases. Post-primary Integrated schools experienced high levels of demand, welcoming 468 new pupils across NI.

<sup>29</sup> NI Council for Integrated Education ‘NICIE Impact Report 1st April 2019 – 31st March 2020’ (NICIE, 2021)

across NI believe integrated education should be the main model of education, an increase of 5 per cent on the last poll conducted in 2013.<sup>30</sup> The survey also recorded that 73 per cent of respondents would support their child's school becoming integrated.

- 4.5 The duty to promote aligns with concluding observations of the UN Committee on the Rights of the Child.<sup>31</sup> Significantly, in 2016, the Committee recommended that "Northern Ireland actively promote a fully integrated education system."<sup>32</sup>
- 4.6 It is acknowledged that, if enacted, Clause 4 would place a stronger legislative responsibility on the Department of Education than in other sectors. ECHR Article 2 of Protocol No.1 and jurisprudence of the European Court of Human Rights (ECtHR) makes clear that Member States enjoy a margin of appreciation in educational provision. Article 2 of Protocol 1 outlines the State duty to 'respect the right of parents to ensure such education and teaching in conformity with their own religious and philosophical convictions'.<sup>33</sup> The Commission notes the UK's reservation, which commits to adhering to the principle of educating pupils in accordance with parents' wishes "only so far as it is compatible with the provision of efficient instruction and training, and the avoidance of unreasonable public expenditure".<sup>34</sup>
- 4.7 Early jurisprudence on Article 2 Protocol 1 established that it "aims in short at safeguarding the possibility of pluralism in education which possibility is essential for the preservation of the 'democratic society' as conceived by the Convention".<sup>35</sup> Furthermore, that "the State, in fulfilling the functions assumed by it in regard to education and teaching, must take care that information or knowledge included in the curriculum is conveyed in an objective, critical and pluralistic manner."<sup>36</sup>
- 4.8 In the case of *Osmanoğlu and Kocabaş v. Switzerland*,<sup>37</sup> for example, the ECtHR held that the State must refrain from pursuing any aim of religious

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<sup>30</sup> Lucid Talk Attitudinal Poll - Regional and Northern Ireland Wide (June 2021) available at <https://view.publitas.com/integrated-education-fund/northern-ireland-attitudinal-poll/page/10-11>

<sup>31</sup> See e.g., CRC/C/GBR/CO/4, UN Committee on the Rights of the Child, Concluding Observations: United Kingdom of Great Britain and Northern Ireland' (2008) at para. 66.

<sup>32</sup> CRC/C/GBR/CO/5, UN Committee on the Rights of the Child, Concluding Observations on the United Kingdom of Great Britain and Northern Ireland (2016) at para. 72(e)

<sup>33</sup> European Convention on Human Rights, 1950 Protocol 1, Article 2

<sup>34</sup> Human Rights Act, 1998 Schedule 3, Part II

<sup>35</sup> Kjeldsen, Busk, Madsen and Pedersen (judgment of 7 December 1976, Series A no. 23) at para. 50

<sup>36</sup> Kjeldsen, Busk Madsen and Pedersen v. Denmark, at para. 53; See also Folgerø and Others v. Norway, Application No. 15472/02, Grand Chamber judgement of 29 June 2007, at para. 84(h).

<sup>37</sup> *Osmanoğlu and Kocabaş v. Switzerland* (29086/12); para 95

indoctrination, but they are nonetheless free to devise their school curricula according to their needs and traditions. In *Lautsi v. Italy*<sup>38</sup> it was held that the requirement in Italian law that crucifixes be displayed in classrooms does not violate the ECHR.

- 4.9 Where a State applies different treatment in the implementation of its obligations under Article 2 of Protocol No. 1, it must be in pursuit of a legitimate aim and be proportionate to that aim.<sup>39</sup> Ultimately, in the same way the State has maintained a *de facto* faith-based system to date, it is similarly within the States discretion to promote integrated education within the wider objective of safeguarding pluralism in the NI education system as a whole.

#### **4.10 The Commission supports Clause 4, which requires the Department of Education to actively promote an integrated education system.**

### **5.0 Clause 7: New schools**

- 5.1 The Department of Education (DE) provides funding for different types of school. Funding for integrated education schools is considered only if it can be shown that there is a local demand for it. Unlike the controlled or maintained sector, there is no planning or strategic direction for the provision of integrated education. As a result, the availability of integrated education in many areas is limited so parents face a lack of choice in terms of the school they enrol their child. Demonstration of local demand might place an onerous burden upon parents seeking integrated education for their children.
- 5.2 In 2008, the UNCRC Committee examined how the lack of choice within the Irish primary school system may raise concerns under four articles of the International Covenant on Civil and Political Rights (ICCPR). Those articles are: Article 2, which deals with the effective implementation of obligations at the national level on a non-discriminatory basis; Article 18 (the right to freedom of thought, conscience and religion); Article 24 (the rights of the Child); and Article 26 (the right to non-discrimination). The concluding Observation reads as follows:

“The Committee notes with concern that the vast majority of Ireland's primary schools are privately run denominational schools that have adopted a religious integrated curriculum thus depriving many parents

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<sup>38</sup> *Lautsi v. Italy* (30814/06)

<sup>39</sup> ECHR, Article 14

and children who so wish to have access to secular primary education. (Articles 2, 18, 24, 26)."<sup>40</sup>

5.3 The Committee recommended that there should be more non-denominational schools in Ireland.<sup>41</sup> It observed that such schools should be widely available across the country and that Ireland must "increase its efforts". Such issues clearly engage the right to freedom of thought, conscience and religion and the right to non-discrimination under the ICCPR.<sup>42</sup> In 2014, the Committee noted that it was:

"...concerned about the slow progress in increasing access to secular education through the establishment of non-denominational schools, divestment of the patronage of schools and the phasing out of integrated religious curricula in schools accommodating minority faith or non-faith children."<sup>43</sup>

5.4 It directed the Irish State to:

"...introduce legislation to prohibit discrimination in access to schools on the grounds of religion, belief or other status, and ensure that there are diverse schools types and curriculum options available throughout the state party to meet the needs of minority or non-faith children. It should also amend Section 37(1) of the Employment Equality Acts in a way that bars all forms of discrimination in employment in the fields of education and health."<sup>44</sup>

5.5 The question of whether or not integrated education constitutes a philosophical conviction for the purposes of Protocol 1 Article 2 of the ECHR remains to be tested in the domestic courts. While it was argued in Drumragh Integrated College's application for judicial review, it was not dealt with in the court's judgment, for technical reasons. Early judgments of the ECtHR did not uphold the argument that integrated education is a philosophical conviction that should be protected under the parental right to choice.<sup>45</sup> However, the ECHR is a "living instrument" and subsequent ECtHR judgments suggest a broadening of the interpretation. For example,

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<sup>40</sup> CCPR/C/IRL/CO/3 UN Committee on the Rights of the Child, Concluding observations on the third periodic report of Ireland (2008); para 22

<sup>41</sup> CCPR/C/IRL/CO/3 UN Committee on the Rights of the Child, Concluding observations on the third periodic report of Ireland (2008); para 21

<sup>42</sup> Ibid.

<sup>43</sup> CCPR/C/IRL/CO/4 UN Committee on the Rights of the Child, Concluding observations on the fourth periodic report of Ireland (2014). Para 21

<sup>44</sup> Ibid.

<sup>45</sup> X v UK (app no. 7782/77) (1978) ECHR 14 DR 179

that it should protect beliefs that are “worthy of respect in a democratic society”<sup>46</sup> and “attain a certain level of cogency, seriousness, cohesion and importance”.<sup>47</sup>

5.6 The Commission notes the difference between the ethos of integrated education put forward by this Bill, which is fully inclusive of all cultures and religions and of none, and that provided for in NICIE’s Statement of Principles which set out that integrated schools are to be “essentially Christian in character” and would provide “a Christian based rather than a secular approach”.<sup>48</sup> The Commission welcomes Clause 7 for enabling the State to increase the accessibility of alternatives for those who do not share the Christian dominated ethos. That will better meet the needs of minority or non-faith children.

**5.7 The Commission welcomes the rebuttable presumption in Clause 7, which aims to enhance the provision of integrated education in accordance with recommendations from the UNCRC Committee.**

## **6.0 Clauses 8 - 11: Monitoring**

6.1 The Commission welcomes the requirement on the Department to develop an Integrated Education Strategy to monitor the implementation of the Act and biennial reporting. The Bill enhances the role of the Committee in scrutinising the effectiveness of the Department’s performance in respect of its integrated education functions and the levels of demand for and supply of integrated education.

6.2 If the Bill progresses, the Commission would welcome further detail and consultation on the Regulations and Departmental Guidance proposed at Clauses 10 and 11. In particular, the Commission supports the explicit and comprehensive incorporation of human rights standards in education, with particular attention to the duty to promote inclusion, tolerance and mutual understanding. To that end, the Commission welcomes the intention to require “a standardised and accredited diversity and all-inclusive module on how to teach in a truly inclusive and integrated classroom for primary and secondary schools and Postgraduate Certificate in Education for schools”.<sup>49</sup>

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<sup>46</sup> Young, James and Webster v UK (app no. 7601/76) (1981) par. 63

<sup>47</sup> Campbell and Cosans v UK (app no. 7511/76) (1982) par. 36

<sup>48</sup> NI Council for Integrated Education, Statement of Principles at <https://www.nicie.org/wp-content/uploads/2012/08/Statement-of-Principles.pdf>

<sup>49</sup> EFM, Integrated Education Bill at para. 6(g)

6.3 This requirement is consistent with General Comment No.29 of the UN Committee on the Rights of the Child which states,

“Every child has the right to receive an education of good quality which in turn requires a focus on the quality of the learning environment, of teaching and learning processes and materials, and of learning outputs. The Committee notes the importance of surveys that may provide an opportunity to assess the progress made, based upon consideration of the views of all actors involved in the process, including children currently in or out of school, teachers and youth leaders, parents, and educational administrators and supervisors. In this respect, the Committee emphasizes the role of national-level monitoring which seeks to ensure that children, parents and teachers can have an input in decisions relevant to education.”<sup>50</sup>

**6.4 The Commission welcomes Clauses 8 to 11 which provide for monitoring and governance arrangements. In particular, the Commission welcomes the inclusion of mandatory training for teachers and advises that it should be developed in consultation with children and young people and their representative organisations.**

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<sup>50</sup> UN Committee on the Rights of the Child, General Comment 29 on the aims of Education (2001) at para. 22

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