

Towards a culture of tolerance: Integrating Education

Introduction

1. The Group membership and original terms of reference are set out in Appendix A and Appendix B. The Group first met on 11 June and has met on a total of 8 occasions.

2. While the membership (Appendix A) is drawn from all the main education partners, it should be emphasised, however, that members are not representatives for these partners and the progress report should not be interpreted as representing the views of their various constituent bodies. Any proposals emerging from the group discussions therefore require formal consultation before they could be put in place.

3. The original terms of reference (Appendix B) were considered to be too narrowly focused on the formal integrated sector and it was felt that there should be a greater emphasis on outcomes and process rather than structures ie integrating education rather than integrated education. The contribution of schools to the promotion of tolerance referred to in the Belfast Agreement was felt to be paramount. It was considered that the original terms of reference failed to recognise the important contribution which schools other than formal integrated schools could make to this aspiration.

4. 'The terms of reference were redrawn (Appendix C) to reflect the contribution which all schools could and should make through enhanced curricular provision (EMU and Cultural Heritage), cross-community contact between schools and mixed attendance at schools other than formal integrated schools. A review of the community relations policy in education has recently been carried out and it was agreed that a separate Working Group should be established to look at how the existing arrangements could be improved and developed into a more coherent strategy for a pluralist society. It was also noted that the extent to which schools were addressing the objectives of the EMU and Cultural Heritage Cross Curricular Themes would be examined by the Inspectorate. The plan is to look at the primary sector this year and the secondary sector in the following year. This

would coincide with the CCEA review of the total Northern Ireland Curriculum.

General Principles

5. A constant issue in the Group's discussion was the importance of inclusiveness ie recognising that all schools could and should contribute to the objective of promoting a culture of tolerance and that many schools of all management types were already doing so. Some members felt that this contrasted with the "special" status afforded by legislation to the integrated education sector in comparison with the controlled, Catholic-maintained and other sectors. Legislation, however, recognises the need for an education system that responds to a variety of demands. It was noted that in addition to the statutory duty on the Department "to encourage and facilitate" integrated education, there was a general duty to have regard to the general principle that, "so far as is compatible with the provision of efficient instruction and training and the avoidance of unreasonable public expenditure, pupils shall be educated in accordance with the wishes of their parents" and a general duty on each Board to "secure that there are available in its area sufficient schools for providing primary and secondary education and the schools available for an area shall not be deemed to be sufficient unless they are sufficient in number, character and equipment to afford for all pupils opportunity for education offering such variety of instruction and training as may be desirable in view of their different ages abilities and attitudes."

6. Market forces in education policy have engendered a sense of competition within all school sectors, and Northern Ireland is no different in this respect than other parts of the UK There is often a competitive and even combative relationship amongst schools and this is particularly so where new integrated schools are being proposed by parents in areas where there is surplus school accommodation or recent school closures. On the other hand there is a perception within parts of the integrated sector that the hurdles to grant-aided status are unnecessarily high and that other agencies are not supportive to this expression of parental choice. Transforming schools also report a variety of advice and some ambivalence from different agencies. Equally, there is a perception within some elements of the controlled and maintained sectors that there is preferential treatment for integrated schools, extra funding and more favourable consideration for capital monies. More generally the

perception that one sector is being presented or supported as "better" than another sector is unhelpful.

7. Against this background, therefore, it is important that there should be greater openness and transparency in regard to the arrangements and funding for integration. It was recognised that there was a need for all partners in the education system to move together in developing and maintaining a system of education which is sensitive and fair to all the interests involved, as well as providing equality of opportunity and equity of provision.

The following key principles are identified:

a. It is a seminal purpose of the Northern Ireland Education Service to promote a culture of tolerance and reconciliation and, for schools, to do so in keeping with the particular ethos and circumstances within which they operate. These different approaches should be valued and all schools encouraged to provide further opportunities to promote a culture of tolerance.

b. There should continue to be a pluralist approach to education, expressed in a plurality of structures (ie different types of school) and ethos.

c. All schools should provide a pluralist curriculum promoting tolerance and mutual understanding.

d. The present structure for schooling has been determined by parental wishes and, subject to the provision of efficient instruction and training and the avoidance of unreasonable public expenditure, pupils should continue to be educated in accordance with the wishes of their parents.

e. education policy, administration, school funding and school support should be fair and equitable to all grant-aided schools, ie controlled, voluntary, integrated, Irish-medium maintained, denominational, non-denominational, etc.

A strategic approach to the promotion of a culture of tolerance

8. A strategic approach to the promotion of a culture of tolerance, as referred to in the Belfast Agreement, must embrace all schools, both formally integrated schools and other schools. It is only with the commitment of all schools that the principles outlined above will be given effect. In working towards this goal, a range of models, approaches and activities will contribute, and any strategy must explore, support, encourage and facilitate activities which will

effectively contribute to the promotion of tolerance. Such approaches might range from measures to make the school more "open" and attractive to the "other" community through the values and curricular experiences promulgated by the school, through models of partnership and sharing, to transformation to formal integrated status or a new grant-maintained integrated school. It was recognised in particular, however, that many schools will wish to retain their existing ethos and status and it was important to preserve the rights of these parents. It is emphasised that whether a school is denominational should not affect its ability to promote tolerance and understanding.

9. The cross-community contact scheme and the introduction of the cross-curricular themes have been the result of pro-active central programmes which have met with varying responses in schools. As referred to in para 4, a separate group is being established to review the programmes and consider how they might be strengthened. The integrated sector, on the other hand, has grown from individual local initiatives to which NICIE and ELBs have responded and which the Department/IEF have funded.

10. The growth of the integrated education sector now requires that parental demand for this form of education should be considered within a strategic, planned approach to meeting the educational needs of local communities. To date the assessment of demand for and the strategic planning of controlled and maintained schools has been undertaken by Boards and CCMS respectively by using baptismal records, surveys and extrapolation methodologies. **It is, however, now necessary to end the process by which demand is assessed to include other forms of education such as integrated, Irish Medium and other forms of denominational education.**

11. In major new housing developments it is envisaged that the assessment process would consider the demand for all viable options before final decisions on new school development proposals are taken. **One option suggested is that the Boards, as a priority, should first examine the opportunity for establishing controlled integrated schools, before pursuing any other controlled option.**

12. Within existing residential areas, future planning of provision is restricted to separate considerations of viability by ELB's for the controlled sector and by CCMS for the Catholic-maintained sector

with ad hoc local proposals for the establishment of an integrated or Irish-medium school or transformation to integrated status. **While individual parental proposals for new integrated schools are likely to continue to arise, it is recognised that the duties in relation to parental choice and the encouragement of integrated schools should require an assessment in existing residential areas of the demand for transformation to establish, whether there is sufficient demand to make this a viable option. One option is to target these assessments initially in areas where there is likely to be me support for transformation. Further work is necessary to determine the criteria for the identification of target areas given that existing integrated schools have developed in a wide variety of areas.**

13. In the absence of other information the only means by which demand for integrated (or Irish-medium) education can be assessed is by a survey in the form of a community audit. **Further work, involving all partners, is required to consider how assessments of demand/community audits should be carried out and, in particular, what quality assurance controls will apply to ensure objectivity. Arrangements must also have regard to the need to avoid unnecessary disruption of detailed planning work which has already taken place.**

14. The rights of parents to education in all types of schools should be valued equally, and it is recognised that in many cases the wishes of parents will result in the provision or continuation of existing types of schools. Other approaches could, however, be adopted in particular circumstances or for specific schools. Integrated provision on neutral sites as an alternative to separate controlled/maintained provision is already recognised as a possible option in pre-school provision, particularly in areas where separate provision would not be viable. Co-operative arrangements across school sectors (eg the clustering of small schools) and other forms of partnerships should also be explored.

15. **There would be merit in exploring and assessing the relevance to Northern Ireland of evolving partnership and co-operation arrangements in other countries. While preserving the ethos of particular forms of education, these provide viable and effective educational provision which promotes 'open' schools.** Equally in some areas it was noted that there is an increasing demand for church managed schools.

Pluralism/Mixed Schools

16. The school ethos and curriculum are important vehicles for the inculcation of values and the promotion of attitudinal change. A pluralist approach to the curriculum is particularly supported through Education for Mutual Understanding and Cultural Heritage, which are cross-curricular themes within the statutory curriculum, and through participation in the Cross Community Contact Scheme. **The development of pluralism is a challenge for all schools and needs to be supported and promoted in all schools through the statutory core subjects. In addition, strengthening of the European/International dimension, the role of music and creative and expressive studies and sport generally offer good opportunities for this. The civic and political dimension of the curriculum is also being addressed as part of the current curriculum review. Good practice needs to be disseminated and the findings of the separate group to be established to consider ways of improving the cross-community contact arrangements will so be important.**

17. It needs also to be recognised that integration in its widest sense is not solely the preserve of integrated schools. Some schools which do not have formal integrated status draw a substantial proportion of pupils from both traditions. There are 42 such "mixed" schools, seven under Catholic management and 35 under "other" management with at least 10% enrolment of the respective "minority" community.

18. While it is recognised that, for a variety of reasons, schools with mixed enrolments may not wish to undertake the formal transition to integrated status with the required changes to governance etc, it is the case that the provision of a curriculum which recognises the diversity of pupils' backgrounds and an inclusive environment represents a major challenge to mixed schools. **Mixed schools may require additional teacher training or additional sports facilities to cope with the challenges of pluralism for the curriculum. There may be a desire to recruit teachers from the minority community in the schools enrolment and it might also be appropriate to co-opt additional Governors. Schools should therefore have access to some additional resources to support such requirements provided they are genuinely additional to normal financial requirements. Other schools which do not presently have a mixed enrolment should also be eligible for additional financial support for measures to promote pluralism in the curriculum. Any such funding**

arrangements need to be transparent and have objective criteria which demonstrate a commitment to a culture of tolerance. Further work is required to determine robust criteria and funding arrangements.

19. Consideration was given to different nomenclature for mixed schools but this was considered confusing and unnecessary.

Formal Integrated Schools

20. In order to achieve formal integrated status, a school should be attended by "reasonable numbers of both Protestant and Roman Catholic pupils" which is presently interpreted as a minimum of 30% of the relevant minority community for new schools from the date of opening and after a reasonable growth period for transformed schools. While the integrated ethos and objectives of the integrated sector are similar in many ways to other school sectors, integrated schools have an overt aim of providing pupils with effective education that gives equal recognition to and promotes expression of the two major traditions. Alongside this, runs the requirement to maintain religious balance on the board, staff and pupil body, within a planned integrated enrolment.

a. Demand

21. In 1994, the IEF commissioned a review of the projected growth of integrated schools. This was undertaken by EPMG Management Consultants using costings sourced from DENI and in line with Green Book Guidelines. Three models for growth up to 1998 were projected:

i. a containment model of minimum growth which involved restricting the opening of integrated schools to 1 primary and 1 second-level school per year for the 5-year period (1994-98). This model estimated the total required for capital development as £49.9m.

ii. a reactive model which involved NICIE simply responding to parental demand known at the time. This involved 6 primary and 7 second-level schools over the 5-year period (1994-98). This model estimated the total required for capital development as £56.6m.

iii. a proactive model of growth which would have involved NICIE adopting an active strategy to stimulate demand for new schools amongst parent groups. This would have resulted in 22 primary and

13 second-level schools over the 5-year period (1994-98). This model estimated a total capital requirement of £79.8m.

22. The reality has been that during the 5-year period (1994-98) there have been 15 new grant maintained integrated schools established (5 primary and 10 second-level) of which three (Oakwood, Strangford and Ulidia) do not receive DENI funding. This suggests that growth in the primary sector has been similar to the containment model and growth in the secondary sector has slightly exceeded the reactive model.

23. In total, there are currently 25 integrated primary schools (total enrolment 4,400) and 15 integrated secondary schools (total enrolment 6,000) in Northern Ireland. Enrolment at integrated primary schools is now about seven times greater than in 1990/91, whilst enrolment at integrated secondary schools is about six times greater than then. Enrolment at existing recently opened integrated schools will increase over the next few years as the initial cohort of entrants is joined by subsequent first year intakes.

24. Evidence from the 1991 Population Census shows a high degree of residential segregation between the Protestant and Catholic communities in Northern Ireland. In about half of Northern Ireland's enumeration districts (small homogeneous areas containing around 150 households) the population was either more than 90% Protestant or more than 90% Catholic, while in a further 17% of enumeration districts one or other community accounted for between 80% and 90% of the population. It is interesting, however, that there is presently no obvious pattern to the location of either "mixed" or formally integrated primary and secondary schools: they are found in areas of high, moderate and low religious mix. The distribution of the Northern Ireland population is such however that, even with extensive bussing of pupils (with its significant transport costs), the long-term potential for the development of formally integrated schools is limited.

25. Research information on the reasons why parents choose integrated education also provides no help in the assessment of demand. There are a variety of reasons, eg ·ideological choice (that is for children to meet pupils from the 'other' community); ·educational criteria (such as the availability of nursery provision in integrated schools and the lack of emphasis on selection at eleven plus); ·dissatisfaction with existing schools; ·geographical convenience; and ·mixed marriages between Catholics and Protestants.

26. Direct demand for integrated education is, therefore, very difficult to measure and prevailing local factors are likely to have a significant impact. Research shows a high level of acceptance of the principle that integrated education should be made available for parents who wanted it. The growth to date has also been achieved in circumstances where there has been limited promotion. With a more pro-active policy it is likely that the present rate of growth could be accelerated

b. A Planned Approach

27. The Northern Ireland Council for Integrated Education, funded by DENI has the key role of providing financial and other support to new and existing integrated schools as well as to parents who want integrated education for their children. To date this support has been provided in response to local demands and the Council has not adopted a pro-active policy to promote integrated education.

28. It is estimated that, through natural growth, there will be 14,000 pupils in 44 existing integrated schools by 2000 (4% of the school population). The trustees of the Integrated Education Fund have now launched a development plan which assumes the creation of a further 20,000 new integrated school places by the year 2008 bringing the total to 34,000 (10% of the total school population). Key elements of the development plan include:

- i. The appointment of a full-time Director from September 1998;
- ii. A fund-raising strategy, developed in consultation with Charity Consultants, aimed at raising £10m over the next 10 years. Work on this strategy has been initiated with the financial support of an independent donor;
- iii. The development of a clearer public relations strategy to promote integrated education amongst parents and the wider community;
- iv. A funding scheme to support the improvement of integration in practice through development, evaluation and dissemination activities.

29. It is, however, important that such a development plan is taken forward in the context of a strategic approach to the promotion of a culture of tolerance which gives equal recognition to the contribution

of other sectors, and that the process is open and transparent for all the partners in the education system even though their priorities and responsibilities are quite different, ie·NICIE's role is to promote and support integrated education; ·CCMS's role is to promote and support education with a Catholic ethos, and to co-ordinate the planning of school provision in the Catholic maintained sector. ·Boards have responsibility for the strategic overview of school provision and, together with DENI, have a duty to try to meet the wishes of all parents.

30. Under the present legislation, Education and Library Boards are the local education and library authorities for their areas and have a strategic responsibility "to ensure there are sufficient schools for providing primary and secondary education". As' indicated earlier (paras 10-12) it is now necessary to assess demands (by way of community audits) for all forms of education in major new housing developments and in planning provision in other areas. This function is exercised by the Boards in consultation with other partners and it is suggested that machinery should be established in each Board area to enable Boards and NICIE to discuss their respective strategies for school development and to collaborate as appropriate. The Transferors would wish to be part of such arrangements both within Education and Library Boards and within schools and consider it important that the Transferors Representative Council has a co-ordinating role for these interests. CCMS and Trustees are content that the current methodologies for assessing school needs within the maintained sector are appropriate and will continue to liaise with Boards on the provision of Catholic maintained schools.

c. Transformation

31. The cost of any expansion of integrated education will depend on the ratio of new schools to transformed schools. Parental choice argues that whether integrated schools should be new or transformed should be determined by parents but prudent financial planning argues that, where possible, integrated schools should be formed through transformation, thereby saving the capital cost of £5.6m for a new 400 pupil secondary school and £1.1m for a new 175 pupil primary school. Transformation can also mean that there is some impact on the enrolment of neighbouring schools but proposals normally avoid the VFM concerns about additional surplus places when entirely new schools are created.

32. Assuming that 80% of new integrated secondary schools and 50% of new primary schools will be from transformations the total capital cost of the 20,000 additional integrated school places projected by the IEF would be almost £75m.

33. Prior to 1996 the transformation route to integrated status was rarely used but in the past year (1997) 9 transformation proposals have been published, 7 of which have been approved. NICIE gives equal status to transformation and the creation of new integrated schools. Transformation is the preferred route for ELB's and Transferors for social and economic reasons.

34. It was noted in discussion, however, that the transformation option is only available for moving to integrated status and in practice has only affected controlled schools. **On grounds of equity there are arguments for the transformation option to be available to change an existing controlled school to a Catholic maintained school (where population shifts have changed areas) and for transformation of controlled schools to church-related maintained status. This should be further considered.**

35. It is proposed therefore that, while the option of new build should main open for individual groups to pursue, the availability of a transformation option should be actively investigated within a clearly defined timescale before a proposal for a new school is considered under the formal development approval procedures. This role could be carried out by the group consisting of ELB/NICIE/Transferors representatives. More work is necessary to determine how transformation plans will be actively investigated.

36. Effective transformation requires cultural change in a school and this is inherently difficult to achieve. There are major implications for management, appointment of teachers, the curriculum and the pastoral system. Advice and support are necessary if effective transformation is to take place.

If more schools are to be encouraged to transform:

i. there is a need for an agreed information pack which covers all options and offers clear guidance on what is necessary to qualify for integrated status; this should be drafted centrally by a group representative of all partners using the present DENI draft as a starting point and issued by DENI;

ii. roles and responsibilities of all interested parties should be clarified and co-ordinated;

iii. more resources should be available to support curricular changes, staffing pressures and improved pastoral provision; and

iv. the concerns of the teaching staff affected by transformation and the key role of the principal also need to be considered and addressed; in particular, adequate training is necessary for principals, staff and governors to prepare them for transformation, and for their leadership roles in bringing it about.

37. In order to qualify for transformation under present arrangements, evidence is required that at least 10% of the school's annual intake in the first year of transformation will be drawn from the local minority community and that this is likely to increase over time to at least 30%. The group considers that this is a realistic figure. Concern was however expressed that, while a school exists to serve the needs of present and future generations its future may be determined by a majority vote of current parents only. The CCMS view was that the current transformation legislation and trusteeship are incompatible. No workable alternative to the present arrangements was, however, suggested.

38. It is noted that the Transferors Representatives Council has expressed two concerns:-

(a) Firstly, it is suggested that there is a loss of community confidence in transforming schools due to the halving of the transferor representation on the Board of Governors. Such a significant change in the composition of a Board of Governors, at the same time as managing change in the culture and ethos of a school, is also not considered desirable. The TRC proposes, therefore, that rather than halving the number of Transferor Representatives, the number of people deemed to represent the Roman Catholic community should be increased to equal that of the Transfer Representatives. Having listened to NICIE's concern that in the composition of Boards of Governors it has a preference for a substantial number of parental representatives, the TRC would recommend that the regulations state that one of the Transferor Representatives and one of the Roman Catholic representatives

should be parents of children at the school - in addition to those elected in the customary manner by parents. In this way the needs of several interests can be met without increasing the size of the Board of Governors to an unrealistic number.

(b) Secondly, the TRC has drawn attention to the impact on teacher training of a transformation process which for the most part will affect the controlled sector.

39. It is suggested that both these issues should be considered further.

d. New Schools

40. While it is argued that the transformation alternative should be considered in every case, it is accepted that there will be circumstances where the creation of a viable new school is the only appropriate way of meeting parental preference for integrated education. It was noted that, to date, no new integrated school approved for grant-aided status had failed to reach full viability and it was agreed that a suitably challenging first year intake requirement is an appropriate approval criterion. The group considered whether the first year intake figure should be reduced in rural areas and noted in particular that the availability of grant-aid was an important trigger for increased interest from parents. **It was 'concluded, on balance, that the existing intake requirements for new schools should remain unchanged ie**

- **primary schools must have an intake of 25 and a projected long term enrolment of 150/175;**
- **secondary schools must have an intake of 80 and a projected long term enrolment of 400.**

While it was agreed that no change would be justified to the denominational balance criteria, a possible exception to the intake requirements in areas where there is a small percentage of the Protestant or Catholic community was discussed. One suggestion was that the long-term enrolment figure for primary schools could be reduced to 140, ie a P1 intake figure of 20 rather than 25 and the long-term enrolment figure for secondary schools could be reduced to 300, ie a year 8 intake figure of 60 rather than 80. No agreement was, however, reached.

41. The majority view was **that the existing long-term requirement of at least 30% of the minority in the school enrolment was essential to enable effective integration to take place and an argument could indeed be mounted for a 40% ideal figure.** In reaching this view it was noted that a number of existing integrated schools were finding it difficult to achieve the minimum balance. It was recognised in particular that the balance requirement was difficult to achieve in areas where there is a high proportion of one community.

e. Pre-School

42. In many areas it is difficult to secure sufficient numbers to create two viable nursery schools or units. Joint provision, preferably on a neutral site, is considered to be a practical and worthwhile alternative. **Some further work on the definition of a neutral site is necessary, and it is suggested that in areas where separate provision is not viable, the relevant interests, including the churches, should be encouraged to begin dialogue as to how shared early years provision can be accommodated. Some members felt that this option should be considered in all areas**

f. Post-16 Provision

43. Under the present arrangements any school has discretion to make whatever post-16 provision it wishes provided it can accommodate the pupils within its agreed physical capacity. When considering demands from schools for additional capital provision for post-16 purposes, the Department's decision is based on whether there is sufficient alternative post-16 provision in other appropriate schools or FE colleges in the area.

44. The group accepts the need to review this policy to ensure equality of opportunity together with the quality and effectiveness of existing provision. In particular, integrated schools, like other school sectors, do not consider provision in FE colleges to be a wholly adequate alternative and feel that parents have a legitimate expectation of post-16 provision in an all-ability school. **It was agreed, nevertheless, that there should be a coherent post-16 policy for all schools which ensures equality of opportunity and access for all children in all sectors. This should be the objective of the general review which has just been initiated by the Department.** Representatives of the integrated sector were

concerned that this would delay urgent decisions in relation to some existing integrated schools and it was agreed to receive a paper from integrated schools on this issue.

g. Grammar Provision

45. The general policy in relation to grammar provision is that there should be sufficient grammar places in a local area for all grade As and about 80% of grade Bs, ie about 33% of the Transfer Age Group. If that level of provision already exists there is no case for additional provision. More specifically, it is considered that a Grammar School should have a viable 6' form. The Department's general view on C form provision, is that, in order to provide a broad and balanced W level curriculum, at least 1 6- 10 out of the 14 most popular subjects should be available and for this level of provision to be viable and cost effective a minimum of 80W level pupils would be required post 16. No specific proposals to change this policy for integrated schools were put forward.

Appendix A: Membership

Chairman:

Mr Don Hill - Deputy Secretary (Schools), DENI
[Tony Worthington MP, then Minister for Education, chaired the first 2 meetings of the Group]

Members:

Dr Mark Browne - School Policy and Planning Branch, DENI
Mr David Clement - HELM Corporation Ltd.
Mrs Marie Cowan - Grant-Maintained Integrated Schools (Principal, Oakgrove College)
Mr Donal Flanagan - Council for Catholic Maintained Schools
Dr Tony Gallagher - School of Education, Queen's University Belfast
Rev Canon Houston McKelvey - Transferor Representatives Council
Dr Alan Smith - Integrated Education Fund
Miss Geraldine Tigchelaar - Transforming Schools (Principal, Fort Hill College)
Mr Gordon Topping - Education and Library Boards
Mr Michael Wardlow - N Ireland Council for Integrated Education

Secretary:

Mr Joe Reynolds (Meetings 1 & 2) - School Policy and Planning Branch, DENI
Miss Janice Harvey (Meeting 3 onwards) - School Policy and Planning Branch, DENI

Appendix B - Initial terms of reference

Having regard to DENI's duty to encourage and facilitate integrated education, the primary objective of the Working Group will be to consider ways of assisting the further development of the integrated school sector while taking account of the interests of other schools, and in particular -

- to assess the long-term potential for integrated schooling in the Province;
- to identify obstacles to the continuing development of integrated education; ·to review the role of NICIE, IEF, the ELBs and other school interests in assisting and promoting the development of integrated education;
- to assess the scope for expansion through the transformation of existing schools and consider further ways of facilitating this option where parents and schools are minded to pursue it.
- to consider, on the basis of these assessments, whether potential areas for development can be prioritised;
- to review the arrangements for capital funding of new integrated schools and consider possible alternatives for financing their capital development; this will involve the potential of PFI based on the experience of existing pathfinder projects;
- to examine the arrangements for the development of "grammar stream in integrated schools;
- to review the policy on post-16 provision within the integrated sector.

Appendix C - Revised terms of reference

The Belfast Agreement states that "an essential aspect of the reconciliation process is the promotion of a culture of tolerance at every level of society, including initiatives to facilitate and encourage integrated education and mixed housing". There are different ways that schools can contribute further to the promotion of a culture of tolerance:

- formal integration;
- mixed intakes;
- through the curriculum, especially the delivery of cross-curricular themes, including Education for Mutual Understanding and Cultural Heritage; and
- direct contacts between schools and among groups of schools.

All aspects need to be reviewed, but this stage concentrates on integrated schools and integration within schools through mixed intakes. The purpose of this Working Group is therefore to examine the present levels of integration within schools and to consider ways of encouraging and promoting further development while taking account of the wishes of parents to send their children to the education system they prefer. In particular, the Group will -

- assess whether there is potential for increased mixed attendance of Protestants and Catholics at existing controlled and Catholic maintained schools and how such potential might be realised;
- consider issues relating to the continuing development of integration within schools;
- review the role of NICIE, IEF, the ELBs and other school interests in assisting and promoting the development of integration within schools;
- assess the scope for expansion of the integrated sector through the transformation of existing schools and consider further ways of facilitating this option where parents and schools are minded to pursue it;
- review the arrangements for capital funding of new integrated schools and consider possible alternatives for financing their capital development; this will involve the potential of PFI based on the experience of existing pathfinder projects;
- examine the arrangements for the development of "grammar streams" in integrated schools;

- review the implications of the policy on post-16 provision on the integrated sector,
- assess the long-term potential for the integrated schools sector in the Province;
- consider, on the basis of these assessments, whether potential areas for development of integration within schools can be prioritised.