ADVANCING SHARED EDUCATION

Report to the Northern Ireland Assembly

May 2018

Department of
Education
www.education-ni.gov.uk

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FOREWORD

I am pleased to lay this, the first report detailing progress in advancing Shared Education, before the Assembly as required by the Shared Education Act (NI) 2016. The report covers the period 9 May 2016 to 31 March 2018.

The report details action taken by the Department of Education in compliance with the statutory duty placed upon it to "encourage, facilitate and promote Shared Education". While there remains work to be done, an encouraging start has been made to embed Shared Education within our education system. The requirement to consider Shared Education is now firmly established within the Department's procedures, with positive action having already been taken in a number of policy and strategy areas.

Along with financial contributions from The Atlantic Philanthropies and the European Union's Peace IV programme, the Department has provided funding to pre-schools and schools to develop and embed collaborative practices in partnership with others on a cross community and socio-economic basis.

To date, over 583 educational settings from across all sectors have engaged in delivery of Shared Education to more than 59,000 pupils. There remains a significant number of schools that are not yet engaged, although numbers of both schools and pupils are expected to increase as implementation of Peace IV, which became operational in late 2017, continues.

Provision of a programme of professional learning across the education workforce has increased the capacity to deliver high quality Shared Education experiences to children and young people. While primary schools have availed of this provision, more post-primary schools need to do so.

The development of a new Inspection and Self-Evaluation Framework (ISEF) in 2017, designed to provide a more holistic overview of the key aspects of education and training, provided an opportunity to embed Shared Education within the inspection process, making it a feature of all inspections.

Approved Shared Education Campus projects are progressing which will enhance facilities and create new campus schools to strengthen and further develop Shared Education in partner schools.

As required by the Shared Education Act (NI) 2016, the report includes details on the extent to which the Education Authority has complied with its duty to encourage, facilitate and promote Shared Education, including the requirement to establish a standing committee on Shared Education as set out in the Education Act (NI) 2014.

In accordance with the Shared Education Act (NI) 2016, the report also provides commentary on the extent to which other listed bodies have exercised the power placed on them, details on the level of participation in Shared Education and the extent to which the purpose of Shared Education has been achieved.

I am encouraged that all of the bodies referenced in the Act have taken action to advance Shared Education and, while more opportunities exist, the level of engagement to date has been encouraging.

DEREK BAKER
PERMANENT SECRETARY

GLOSSARY

CAR	Curriculum Assessment and Reporting
CASE	Collaboration through Sharing in Education
CCEA	Council for the Curriculum, Examinations & Assessment
CCMS	Council for Catholic Maintained Schools
CnaG	Comhairle na Gaelscolaíochta
CPD	Continuous Professional Development
CRED	Community Relations, Equality & Diversity
CSSC	Controlled Schools Support Council
CSTS	Catholic Schools' Trustee Service
DE	Department of Education
DES	Department of Education and Skills (Republic of Ireland)
DoF	Department of Finance
DSC	Delivering Social Change
EA	Education Authority
ETI	Education and Training Inspectorate
EU	European Union
EYO	Early Years Organisation
GBA	Governing Bodies Association
ISEF	Inspection & Self Evaluation Framework
KLT	Kids Life & Times
NICIE	NI Council for Integrated Education
NSSI	Network of Shared School Improvement
PDMU	Personal Development and Mutual Understanding
PIASCH	Primary Irish and Aspects of Shared Cultural Heritage
SECRT	Dept. of Education Shared Education & Community Relations Team
DSC SESP	Delivering Social Change Shared Education Signature Project
SEC	Shared Education Campuses
SELF	Shared Education Learning Forum
SEUPB	Special EU Programmes Body
SfS	Sharing from the Start
T:buc	Together: Building a United Community
TEO	The Executive Office
YCNI	Youth Council for Northern Ireland
YLT	Young Life & Times

EXECUTIVE SUMMARY

(i)   The Shared Education Act (NI) 2016 places a requirement on the Department of Education (DE) to lay a report before the Assembly no more than two years after the Act received Royal Assent on 9 May 2016, and on a biennial basis thereafter.

(ii)   The Act requires the report to detail the extent to which the Department and the Education Authority (EA) have exercised their duty to encourage, facilitate and promote Shared Education. The Act also requires the Department to report on the extent to which relevant arms-length bodies have exercised their power to encourage and facilitate Shared Education as well as providing comment on the levels of participation, efficiency in the use of Shared Education resources and the impact on educational attainment, equality of opportunity, good relations and respect for identity, diversity and community cohesion.

(iii)   Additionally the report provides a summary of how the duty to consider Shared Education when developing, adopting, implementing or revising policies, strategies and plans and designing/delivering public services has been addressed.

(iv)   This is the first report to be laid before the Assembly and covers the period 9 May 2016 (when the Act came into force) to 31 March 2018.

(v)   The Department, through the use of a six monthly survey, monitors and evaluates compliance with the Act and uses the results to challenge and support areas where there may be a lack of understanding or action on the requirements of the Act.

(vi)   Following the introduction of the Act, the Department initially concentrated efforts on raising awareness on the requirements of the Act among those affected, including DE policy teams, the Education Authority (EA) and educational and sectoral bodies. Departmental officials and representatives of those bodies named in the Act attended information sessions, supplemented by

more focused individual engagement where necessary or requested. As those involved have become more familiar with the Act, its impact and influence can be seen across an increasing range of policies, and in the work undertaken by educational bodies.

(vii)   In keeping with the commitment in the *Sharing Works* policy, DE has provided a range of funding streams to advance Shared Education. Resource funding has been made available through two funding programmes - Delivering Social Change Shared Education Signature Project (DSC SESP) and the Peace IV Shared Education programme. Both programmes support pupil to pupil interaction through shared curriculum classes, as well as developing capacity across the education workforce to deliver high quality Shared Education. Capital funding, aimed at building and improving the facilities for Shared Education, has been made available to the T:buc Shared Education Campuses Programme through Fresh Start Agreement capital funding for shared and integrated education, as well as work to deliver the Strule Shared Education Campus.

(viii)   The Education and Training Inspectorate (ETI) continues to play a key role in embedding Shared Education across the education system, including an on-going evaluation of the DSC SESP. Resources have been developed to enable schools, early years and youth settings to self-evaluate the extent and quality of their Shared Education provision and to develop action plans and set targets to provide Shared Education experiences for children and young people. ETI has integrated Shared Education into its inspection process, with Shared Education a feature of the Inspection and Self-Evaluation Framework (ISEF).

(ix)   ETI, through its inspection and evaluation work, has reported on the educational benefits of engaging in Shared Education. Observation of high quality learning experiences and consistently positive feedback from pupils demonstrate the positive impact on pupils. Lessons learnt are fed back into the system to further embed Shared Education.

(x)   The EA has established a Shared Education Standing Committee to provide a strategic lead in relation to, and in compliance with, its duty to encourage, facilitate and promote Shared Education. The Education Directorate has been restructured to facilitate the integration of Shared Education throughout the Authority's areas of responsibility and to support schools in delivery of the DSC SESP and Peace IV programmes.

(xi)   All of the educational and sectoral bodies named in the Act[1] have all, to varying degrees, utilised the powers granted by the Act to encourage and facilitate Shared Education. While initially focused on understanding the implications of the Act, there is now evidence of organisations' business plans incorporating specific Shared Education actions, and of support and encouragement being offered to school and youth settings wishing to become involved in Shared Education.

(xii) There has been a significant increase in participation across the reporting period in the numbers of pupils, teachers, leaders, governors, and parents involved in Shared Education. There remain challenges in certain areas, such as at post-primary phase and within the Belfast region, where, for a number of reasons, levels of participation are not as advanced as others. Work to address the challenges is on-going.

(xiii) A range of professional learning has been developed to provide educators involved in Shared Education delivery with the knowledge, skills and experience to deliver high quality Shared Education. A self-supporting network of partnerships is being implemented to facilitate collaboration and sharing of best practice within and between schools. The network, which is aligned with DE's *Every School a Good School* strategy, is rooted in continuous improvement driven by schools themselves and will over time create an NI-wide network to deliver practitioner-led school to school improvement.

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[1] Council for Catholic Maintained Schools; Youth Council for Northern Ireland; Northern Ireland Council for the Curriculum, Examinations & Assessment; and sectoral bodies recognised by the Department as representing the interests of grant-aided schools of a particular description.

(xiv) Evidence shows that resources are being shared across schools. Nearly half of schools who responded to the latest School Omnibus survey, reported that they had shared teaching materials, a quarter had shared equipment (e.g. minibuses, computers, etc) and three quarters had shared classrooms. Other shared resources reported by schools included policies, sports, music and drama facilities, and Assembly and other halls. As the numbers of Shared Education partnerships grow and the levels of participation develop, there will be further opportunities to ensure effective and efficient use of resources.

(xv) The increasing number of schools engaged in Shared Education, along with broadening the reach to include more early years and youth settings, has provided additional opportunities for children and young people to engage directly with counterparts/contemporaries from different communities and socio-economic backgrounds. The Department, along with the EA and other educational bodies, have sought to encourage, facilitate and promote Shared Education equitably, proactively identifying barriers and seeking solutions to provide high quality Shared Education provision.

(xvi) Initial evidence would suggest that the impact of Shared Education on promoting good relations and respect for identity, diversity and community cohesion is positive, particularly in relation to the delivery of those aspects of the curriculum that address community relations, equality and diversity issues. The Department plans to continue to monitor the impact over time to enable firmer conclusions to be drawn.

1 INTRODUCTION

Background

1.1 Building a strong and shared community has been recognised by the NI Executive both as a priority within successive Programmes for Government and as essential to the growth of a strong, modern economy and society. The draft Programme for Government sets out a set of strategic outcomes which the NI Executive believes best describe the type of society we wish to have, including a shared society that respects diversity, a safe community in which citizens respect each other, and a more equal society.

1.2 The education system can contribute to achieving these outcomes by providing children and young people with the skills, attitudes and behaviours which promote respect for equality and diversity. Shared Education provides an important means of doing so. It aims to encourage, facilitate and promote collaborative working across education providers on a cross-sectoral basis to deliver educational and social benefits to learners including equality of opportunity, good relations, respect for identity and diversity, and community cohesion. In practice, Shared Education covers a broad spectrum of structures and activities, including joint curricular delivery, joint extra-curricular activities and shared campuses.

1.3 At its heart, Shared Education brings together Protestant and Roman Catholic children. Integrated education also makes a valuable contribution in this respect, both within individual integrated schools and in sharing knowledge, experience and good practice with others through collaboration. Both integrated and Shared Education have key roles in contributing to the development of a more tolerant and shared society. Whilst some communities are ready to embrace integrated education, others are identifying alternative Shared Education models that suit their local circumstances at this time. This approach is consistent with the provisions of Article 44 of the Education and Libraries (Northern Ireland) Order 1986 which imposes a

qualified[2] duty to educate children in accordance with the wishes of their parents and Article 64 of the Education Reform (NI) Order 1989 to encourage and facilitate integrated education.

1.4   Collaboration between individual schools across sectors has a long history with the Department of Education (DE) bringing forward programmes to promote improved community relations since the early 1980s. Individual schools also engaged in sharing independently. However, although there was a general recognition of the benefits of bringing together children and young people from across the sectarian divide, the deep-seated nature of divisions in our society and real practical problems arising from the conflict resulted in limited levels of contact.

1.5   Levels of sharing have increased in recent years through significant investment in structured programmes[3], with the introduction of the Shared Education Act (NI) 2016 (see 1.6 below) representing a step change in embedding sharing within the Northern Ireland education system. This progress has been underpinned by the Education & Training Inspectorate guidance[4], *Developing Shared Education: A Framework for School Partnerships* and its companion documents *Developing Shared Education in Early Years Settings: A Framework for Collaborative Partnerships 2016 -2017* and *Developing Shared Education: A Framework for Youth Provision Partnerships.*

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[2] The Department must "... have regard to the 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."
[3] £25m Delivering Social Change Shared Education Signature Project (funded by DE, TEO and The Atlantic Philanthropies) and €35m Peace IV Shared Education Programmes (funded by EU, DE and DES)
[4] https://www.education-ni.gov.uk/articles/what-shared-education

Shared Education Act (NI) 2016 (*"the Act"*) [5]

1.6   The Act defines and sets out the purpose of Shared Education. It also sets out the responsibilities of DE, including the requirement to report to the Assembly, and those of the EA and the various arms-length bodies.

1.7   The Act provides a consistent definition of Shared Education, setting out the core components that are regarded as the minimum essential for the delivery of Shared Education as:

> *Shared education means 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,*
> *which is secured by the working together and co-operation of two or more relevant providers.*

"Relevant providers" may be early years settings, schools, or youth work settings. A single educational establishment that can demonstrate a mix of religious belief and socio-economic status <u>would not</u> satisfy the definition of Shared Education.

1.8   The Act places duties on both DE and the EA to "*encourage, facilitate and promote shared education*". It also confers the power to "*encourage and facilitate shared education*" on other educational bodies[6].

1.9   In addition, the Act places a duty on certain education bodies[7] to consider Shared Education when (a) developing, adopting, implementing or revising policies, strategies and plans; and (b) designing and delivering public services.

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[5] http://www.legislation.gov.uk/nia/2016/20/section/1
[6] These are the CCMS, YCNI, CCEA, and any sectoral body (one recognised by DE as representing the interests of grant-aided schools of a particular description <u>and</u> to which grants are paid under Section 4 of the Education Act (NI) 2014).
[7] Relevant education bodies are defined as DE, EA, CCMS, CCEA and YCNI.

1.10   The Act places a requirement on DE to lay a report before the Assembly no more than two years following Royal Assent and on a biennial basis thereafter.

1.11   The Act stipulates that the report must detail the extent to which DE and the EA have exercised their duty and the extent to which relevant arms-length bodies have exercised their power. The report must also address levels of participation, efficiency in use of Shared Education resources and the impact on educational attainment and good relations. This reporting requirement is set out in detail in Chapter 2 below, referencing the applicable provisions of the Act.

Sharing Works Policy

1.12   The Act is underpinned by "*Sharing Works – A Policy for Shared Education*"[8], which includes a description of how Shared Education is expected to work in practice.

1.13   The policy sits within a broader education policy framework designed to improve educational outcomes for young people and tackle the significant tail of educational under-achievement that has characterised our education system. Together, the Act and policy provide a framework for advancing Shared Education.

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[8] https://www.education-ni.gov.uk/publications/sharing-works-policy-shared-education

2   REPORTING REQUIREMENT AND METHODOLOGY

2.1   This report, which covers the period from 9 May 2016, when the Act received Royal Assent, to 31 March 2018, details progress which has been made in relation to compliance with the duties and powers placed on DE and its arms-length bodies.

2.2   The Act, at section 1.2, defines the purpose of Shared Education as:

         (i)   delivering educational benefits to children and young persons;

         (ii)   promoting the efficient and effective use of resources;

         (iii)   promoting equality of opportunity;

         (iv)   promoting good relations; and

         (v)   promoting respect for identity, diversity and community cohesion.

2.3   The Act imposes a duty on certain education bodies[9] to consider Shared Education in both policy and operational work.

2.4   The Act requires DE to review and prepare a report on the operation of the Act and lists areas which must be included in this report, as the:

         (i)   extent to which the Department of Education has complied with its duty under section 3;

         (ii)   extent to which the bodies listed in section 4(2) have exercised their powers under that section;

         (iii)   extent to which the Education Authority has complied with its duty under section 2(3)[10] of the Education Act (NI) 2014;

         (iv)   level of participation in shared education and the extent to which there has been any increase or decrease in participation;

         (v)   extent to which the purpose of shared education set out in section 1(2) has been achieved.

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[9] Section 6(1) of Shared Education Act (NI) 2016 states "E*ducation Bodies must consider shared education when (a) developing, adopting, implementing or revising policies, strategies, and plans; and (b) designing and delivering public services.*" The education bodies to which this applies are DE, EA, CCMS, CCEA and YCNI.

[10] Section 2(3) states "*It is the duty of the Authority (so far as its powers extend) to encourage, facilitate and promote shared education.*"

Additionally DE has undertaken to provide an assessment of the impact across section 75 groups rather than simply the core components set out in the legislative definition. This is included at paragraphs 5.17 - 5.20 below.

Reporting Methodology

2.5   In monitoring compliance with the Act, DE seeks confirmation from those responsible for policy and operational delivery that the necessary consideration has been given as well as seeking information on the outcome of such consideration. DE Teams and other education bodies have been encouraged to ensure evidence of consideration is available by recording action taken and, in cases where no action was taken, to record the reason(s).

2.6   Information is collected on a six-monthly basis via an on-line questionnaire issued to teams throughout DE and to those organisations named within the Act. The results are used to monitor progress and to provide an opportunity to adopt a proactive approach to advancing Shared Education.

2.7   Other sources, such the School Omnibus Survey, Young Life & Times Survey and Education & Training Inspectorate (ETI) reports, have informed this report. Questionnaire responses and other data sources are supplemented with quantitative information on the levels of school and pupil participation.

3   PROGRESS OVER REPORTING PERIOD (May 2016-March 2018)

(i)   Department of Education Compliance with Act

Duty to Encourage, Facilitate and Promote Shared Education

3.1   The Act requires DE to *encourage, facilitate and promote shared education*[11]. Action taken over the period of this report is outlined below with additional detail provided in Appendix 2.

Compliance with Statutory Definition

3.2   As set out at paragraph 1.7 above, the definition of *Shared Education* requires both a mix of children or young persons across the religious divide <u>and</u> of those who are experiencing socio-economic deprivation and those who are not, i.e. both conditions must be satisfied. Table 2, Appendix 1 quantifies the religious divide prevalent across all phases in the Northern Ireland education system. Table 3, Appendix 1 shows that at least 30% of pupils across all school management types (with the exception of grammar schools) are entitled to free school meals[12]. This shows that the current structure of the education system provides ample scope to satisfy the statutory definition of Shared Education, i.e. there are high levels of religious segregation across schools and a social mix within schools. These criteria are applied in approving partnerships in both the DSC SESP and the Peace IV Shared Education Programme.

Awareness Raising, Support & Monitoring

3.3   Responsibility within DE for advising on the Act and monitoring its implementation falls to the Shared Education and Community Relations Team (SECRT). SECRT provides a challenge and support role to ensure the duties, including the need to consider Shared Education, have been applied. Given that the legislation was enacted in May 2016, it was incumbent on SECRT to ensure that all relevant parties were fully aware of their role and responsibilities resulting from the duties and powers conferred on them.

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[11] Shared Education (NI) Act 2016, section 3 refers.
[12] Level of Free School Meal Entitlement is used as a proxy measure for social deprivation.

3.4 DE officials and representatives from those bodies named in the Act were briefed via a series of information sessions on the requirements of the Act, including the need to consider Shared Education in policy and operational work. The Controlled School Support Council (CSSC) was established following introduction of the Act and given that it is a sectoral body representing the interests of controlled schools, briefing was provided to CSSC when it was established.

3.5 To generate greater awareness and understanding of Shared Education, DE has also developed a short guide for schools entitled *Options for Sharing and Integrating.* It includes information on Shared Education programmes, jointly-managed schools and Shared Education Campuses. Copies have been distributed to all schools.

Funding to Advance Shared Education

3.6 In keeping with the commitment in the *Sharing Works* policy[13], DE has provided a range of funding streams to advance Shared Education:
- £25m through the DSC SESP (including contributions from TEO and The Atlantic Philanthropies; available to June 2019);
- €35m Peace IV Shared Education programme (with funding from EU and ROI Department of Education & Skills; available to December 2022);
- £170m Strule Shared Education Campus (by 2021); and
- £55m for the first 5 projects approved to proceed in planning under the Shared Education Campuses Programme, secured as part of the Fresh Start Agreement announced in March 2016.

Delivering Social Change Shared Education Signature Project (DSC SESP)

3.7 The DSC SESP is delivered by the EA and involves 371 schools working across 159 partnerships. DE has established a Project Board to oversee delivery, chaired at Deputy Secretary level and with representation from other

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[13] Key Action 4 commits to provide funding support 2014-2018. Key Action 5 commits to develop sustainable long-term delivery arrangements.

funders (TEO and The Atlantic Philanthropies), EA and CCEA. Further detail is provided within the EA section (paras 3.22 - 3.27 below refer).

Peace IV Shared Education Programme

3.8   Two consortia were appointed to deliver the €35.3m cross-border Peace IV Shared Education programme which is scheduled to run until March 2022. The Peace IV programme is designed to engage schools and early years settings with little or no previous experience of Shared Education and complements the DSC SESP to expand and embed uptake of Shared Education. A consortium led by the EA[14] was awarded a budget of €28.9m (plus potential for an additional €2m for Centrally Commissioned Projects[15]) to engage schools[16].

3.9   A consortium led by the Early Years Organisation[17] was awarded €4.3m to deliver the "*Sharing from the Start*" (SfS) project to advance Shared Education across the pre-school sector. Northern Ireland targets for SfS are to engage 7,436 children in 67 pre-school settings and to train 119 teachers to deliver Shared Education.

3.10   DE (together with the ROI Department of Education & Skills) is providing match funding for both projects.

Strule Shared Education Campus

3.11   The Strule Shared Education Campus will bring together around 4,000 pupils from five controlled, maintained and voluntary post-primary schools and one special school in Omagh. Each school will retain their individuality and ethos whilst maximising the opportunities provided through collaboration and sharing. The £8.2m Arvalee School and Resource Centre, the first school to open on the site in September 2016, delivers education and learning programmes to support children and young people aged 3 to 19 years who have Moderate and Severe Learning Difficulties.

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[14] In partnership with Léargas
[15] Dependent on submission of detailed proposals to Special EU Programmes Body.
[16] Including school led projects in collaboration with youth service providers.
[17] In partnership with Fermanagh Trust and National Childhood Network.

Shared Education Campuses (SEC) Programme

3.12   The SEC Programme is a headline action under the Executive's T:buc
        Strategy and is aimed at providing capital investment to schools to facilitate
        and deliver the following types of sharing:

- Shared Education facilities (new facilities for Shared Education use by
  all partner schools);
- enhanced educational facilities (current facilities improved to allow for
  Shared Education use by all partner schools); and
- Shared Education campuses (partners schools co-located on same site
  and share infrastructure).

Funding is provided through the Fresh Start Agreement (£50m per year to
March 2026 for shared and integrated schools). There have been three calls
for applications to date, the first two of which identified five projects to
progress to planning – Limavady, Ballycastle, Moy, Brookeborough and
Duneane/Moneynick. The third call for applications ran from September 2016
to January 2017, with decisions on projects approved to proceed in planning
(subject to confirmation of access to Fresh Start Agreement capital funds)
made by the Permanent Secretary in July 2017. Confirmation of funding
discussions are currently ongoing with the NIO and the Department of
Finance. In the reporting period, approximately £305k has been spent on the
SEC Programme. This is expected to increase in the coming years as
projects progress through to design and construction.

Education & Training Inspectorate (ETI)

3.13   ETI has a key role in embedding Shared Education and has been pro-active
        from the initial development of Shared Education practice. Prior to the
        commencement of the Act, the Inspectorate had developed a self-evaluation
        Developing Shared Education: A *Framework for School Partnerships* [18].

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[18] https://www.education-ni.gov.uk/publications/developing-shared-education-framework-school-partnerships-november-2014

Since the Act became operational, ETI has published similar frameworks for use in Early Years settings[19] and Youth provision settings[20].

3.14   During the period of this report, ETI developed an Inspection & Self Evaluation Framework (ISEF) to provide a more holistic overview of the key aspects of education and training at all stages from early years through to further education and work-based learning. Shared Education has been referenced at appropriate points in the ISEF ensuring it is included in inspections.

3.15   ETI has undertaken a programme to build knowledge and capacity on Shared Education across the Inspectorate, both through practical experience in working with Shared Education partnerships and via staff development events that involve all inspectorate staff. Through inspection activity, the ETI will continue to capture Shared Education activity that contributes to school improvement.

3.16   ETI has a formal evaluation role in relation to DSC SESP. Inspectors have been involved in baseline and monitoring visits to SESP partnerships to identify good practice and evaluate progress against the *Developing Shared Education:* A *Framework for School Partnerships.* Emerging findings will be the subject of a formal report on the DSC SESP by end 2018, with interim findings[21] highlighting the positive contribution of Shared Education in providing quality learning experiences for pupils, teachers and school leadership and management. (paras 5.2 to 5.6 also refers).

Duty to Consider Shared Education (DE)

3.17   The requirement to '*consider shared education*' is now firmly embedded within DE procedures. Officials are required to provide assurance that Shared Education has been considered in developing, adopting, implementing or revising a policy/strategy/plan. Appendix 2 lists the areas of work which fell

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[19] https://www.education-ni.gov.uk/publications/developing-shared-education-early-years-settings-framework-collaborative-partnerships-2016-2017

[20] https://www.etini.gov.uk/publications/developing-shared-education-framework-youth-provision-partnerships

[21] https://www.etini.gov.uk/publications/interim-report-shared-education-signature-project

within the scope of the "duty to consider" during the period of the report, and provides a summary of action taken to encourage, facilitate or promote Shared Education. Of the areas where action was not taken, this was due mainly to the particular nature of the work not providing scope to encourage, facilitate or promote Shared Education.

(ii)   Education Authority Compliance with the Act

Duty to Encourage, Facilitate and Promote Shared Education

3.18   The Act commenced the duty placed on the EA in the Education Act (NI) 2014 to *encourage, facilitate and promote shared education*. Action in compliance with its duty reported by the EA over the period of this report is summarised below.
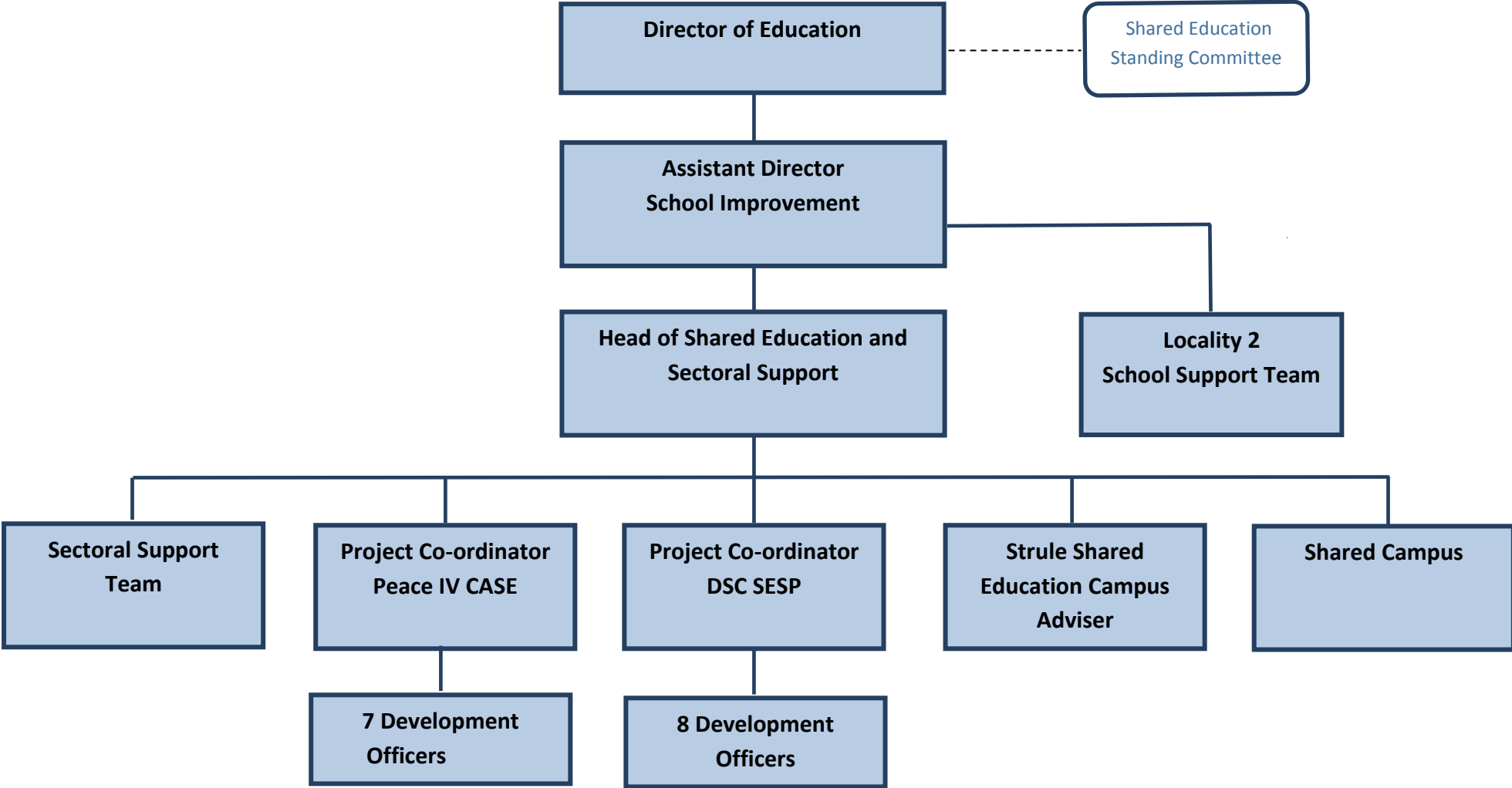
EA Organisational Structure - Shared Education

3.19   The Education Act (NI) 2014 requires the EA to appoint a standing committee to exercise its function in relation to its duty to *encourage, facilitate and promote shared education.* A Shared Education Committee was established in September 2016. This Committee reports directly to the EA Board and provides a strategic lead in relation to the EA's duty to encourage, facilitate and promote Shared Education.

3.20   EA has implemented organisational changes within its Education Directorate (Figure 1). The EA Director of Education, who reports to the EA Chief Executive, has lead responsibility for Shared Education and is assisted by an Assistant Director with responsibility for Shared Education and sectoral support alongside locality school development responsibilities. Following consultation with schools and stakeholders, a new section was created led by a Head of Shared Education and Sectoral Support, reporting directly to the Assistant Director. This section has responsibility for the DSC SESP, Peace IV Collaboration through Sharing in Education (CASE) Project, the Strule shared campus and wider shared campus provision.

Figure 1

Director of Education

Shared Education Standing Committee

Assistant Director School Improvement

Head of Shared Education and Sectoral Support

Locality 2 School Support Team

Sectoral Support Team

Project Co-ordinator Peace IV CASE

Project Co-ordinator DSC SESP

Strule Shared Education Campus Adviser

Shared Campus

7 Development Officers

8 Development Officers

3.21   The EA leads on the implementation of a number of Shared Education
       Projects: the DSC SESP; the Peace IV Collaboration through Sharing in
       Education (CASE) Project in partnership with Léargas (RoI); and leadership
       and co-ordination of the T:buc Summer Camps programme (Youth Service).
       Officers are involved in delivery and support with the aim of embedding the
       learning from these projects within the Authority allowing the duty around
       Shared Education to be effectively delivered. An inter-directorate shared
       campus working group is being established initially to include Children and
       Young People Services and Education Directorates, but ultimately to involve
       all Directorates.

       Delivering Social Change Shared Education Signature Project (DSC SESP)
3.22   The £25m DSC SESP, which launched in December 2014, targets schools
       with prior experience of delivering Shared Education with a view to embedding
       this approach within the ethos of participating schools. The EA delivers the
       programme through an application based process to eligible partnerships of
       schools. Support is provided to school partnerships by a team of EA
       Development Officers at the application stage and throughout delivery.

3.23   The DSC SESP has three main streams:
       • Shared Education delivery through school partnerships;
       • teacher professional learning; and
       • Network for Shared School Improvement.

3.24   DSC SESP school partnerships are required to demonstrate through an
       action plan that they can progress one level along the continuum of the
       Developing Shared Education: A *Framework for School Partnerships* (defined
       as one step forward in at least three out of the four Every School a Good
       School pillars).

3.25   The target of 350 schools by the end of the programme (June 2019) has
       already been exceeded. Currently, 371 schools in 159 partnerships are
       actively delivering action plans to further embed Shared Education through

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DSC SESP. Over the reporting period (May 2016 to March 2018) the number of pupils involved in Shared Education activities through DSC SESP increased from 16,969 to 49,153 (Figure 2, Section 4 also refers). The number of teachers involved at June 2017 was 3,679 [22].

3.26   A range of professional learning [23] has been developed to provide educators involved in Shared Education delivery with the knowledge, skills and experience to deliver high quality Shared Education. Costs for attending learning modules including travel/subsistence and substitute teachers are provided.

3.27   In January 2018, the EA began implementation of a Network for Shared School Improvement (NSSI) within the DSC SESP. The NSSI seeks to establish a self-supporting network of partnerships to further develop collaboration and sharing of best practice within and between SESP schools. An initial cohort of eight central "Hub" partnerships have been identified and will form geographic clusters of partnerships to work together to identify and address Shared Education school improvement priorities and needs across the clusters. The NSSI is rooted in continuous improvement driven by schools themselves. The NSSI, which is aligned with DE's *Every School a Good School* policy, will continue to be rolled out over the remaining years of the DSC SESP, creating an NI-wide network to deliver practitioner-led school to school improvement.

Peace IV Collaboration through Sharing in Education (CASE) Project

3.28   The Peace IV CASE Project operates across Northern Ireland and the Border Counties of Ireland, targeting schools[24] with no or limited prior experience of delivering Shared Education. As such it complements the DSC SESP project. The project is delivered by a consortium comprising EA as lead partner and Léargas, a not-for-profit organisation, wholly owned by the Department of Education and Skills in Ireland.

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[22] Distinct teacher involvement in DSC SESP is captured at the end of each academic year.
[23] Full list and programme content available at http://www.rtuni.org/apply/grouped/?id=f37bbad5b9e7addb
[24] Including school led projects in collaboration with youth service providers.

3.29   The CASE project recognises the statutory duty placed on EA and DE to encourage, facilitate and promote Shared Education in Northern Ireland. The objective is '*the provision of direct, sustained, curriculum based contact between pupils and teachers from all backgrounds through collaboration between schools from different sectors in order to promote good relations and enhance children's skills and attitudes to contribute to a cohesive society*'.

3.30   CASE has two main delivery streams:-

- Shared Education delivery through school partnerships; and
- practitioner professional learning, including teachers, school leadership and Boards of Governors/management committees.

3.31   A total of €28.9m [25] has been made available to the project which must meet the following specific targets across the two delivery streams:-

- involve 280 schools in Shared Education;
- provide 2,000 teachers trained with the capacity to facilitate Shared Education; and
- engage 135,000 participants in Shared Education classrooms.

3.32   EA will provide support to schools during the CASE application and delivery phases, complementing the structure of the DSC SESP. Provision includes supporting schools in basic aspects of Shared Education, such as timetabling, action planning and transport. A key aim of CASE is that participants should have the knowledge and skills to ensure that sharing is sustainable once Peace IV funding ends in March 2022.

Shared Education Campuses (SEC)

3.33   The EA and Council for Catholic Maintained Schools (CCMS) act as joint Senior Responsible Officers (SRO) for SEC projects currently approved to proceed in planning. These projects require the preparation of robust business cases, pioneering agreements on ownership, governance and

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[25] With a possible further €2m dependent on further detail to be provided by the project.

management between DE, Trustees, Boards of Governors and Managing Authorities and shared policies for the operation of the SEC.

Area Planning

3.34   In line with Area Planning processes and the Act, the EA "Providing Pathways" strategic Area Plan recognises the need to identify and encourage shared solutions to Area Planning issues. The Schools for the Future: A Policy for Sustainable Schools, which is implemented through the Area Planning process, envisaged innovative and creative models of provision. In collaboration with other planning and sectoral bodies, the promotion and impact of Shared Education on Area Planning is being considered wherever possible.

Shared Education Stakeholder Group

3.35   The EA has established a stakeholder group to support the effective delivery of its duty. The forum includes senior representatives from the Council for Catholic Maintained Schools (CCMS), the Northern Ireland Council for Integrated Education (NICIE), Comhairle na Gaelscolaíochta (CnaG), the Controlled Schools Support Council (CSSC) and the Council for the Curriculum, Examinations & Assessment (CCEA). This group has met on a biannual basis as a forum to share information. The EA meets all stakeholders and partners on a regular basis and the Assistant Director engages with partners directly as required.

Duty to Consider Shared Education (EA)

3.36   The EA Shared Education Committee has a formal role in ensuring EA fulfils its duty to consider Shared Education. The Committee meets on alternate months. Meetings have been held in Shared Education partnership schools to facilitate a direct understanding of the benefits and challenges to delivery and provide partnerships with the opportunity to engage with Committee members. Key areas of focus to date have included the research base around Shared Education with the Committee engaging in an understanding of

effective delivery and how the EA can support this. There has also been a focus on Shared Campus projects and the Strule Shared Education Campus.

(iii)   Other Education Bodies Compliance with Act

3.37   As outlined above, the Act provides a power to 'other bodies' to encourage and facilitate Shared Education. 'Other bodies' are defined within the Act Section 4(2) as:

(a)   Council for Catholic Maintained Schools;

(b)   Youth Council for Northern Ireland;

(c)   Northern Ireland Council for the Curriculum, Examinations and Assessment; and

(d)   any sectoral body[26] (ie: an organisation recognised by DE as representing the interests of grant-aided schools of a particular description; and (b) to which grants are paid under section 4 of the Education Act (NI) 2014).

Additionally the Act places a duty on CCMS, YCNI and CCEA (but not sectoral bodies) to '*consider shared education*' in policy, planning and service delivery. The extent to which each of the other bodies reported on how they exercised this power, and where appropriate, complied with the duty to consider Shared Education, over the reporting period is summarised below.

3.38   For the majority of these organisations, the focus has been on understanding the implications of the Act in relation to the business of the organisation and taking action to comply with their new legislative provision. All of the organisations' 2017/18 business plans or offers of financial assistance include specific action on Shared Education as outlined below.

Council for Catholic Maintained Schools (CCMS)

3.39   In its 2017/18 business plan, CCMS commits to a number of actions in relation to encouraging and facilitating Shared Education, and to work with

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[26] Comhairle na Gaelscolaíochta, NI Council for Integrated Education and Controlled Schools' Support Council, Catholic Schools' Trustee Service and Governing Bodies Association fall within this definition.

partners to deliver shared campus projects involving Catholic Maintained schools.

3.40   CCMS reports it has responded positively to the power placed on it to encourage and facilitate Shared Education across the Catholic Maintained sector and worked collaboratively with the EA and other sectoral bodies in this regard. Collaboration with other education bodies has facilitated CCMS to identify and consider opportunities for Shared Education solutions as part of the Area Planning process.

3.41   Key activities over the reporting period include:-
- pursuance of opportunities for Shared Education models identified within the 16/17 Annual Action for Area Planning, including the Glenarm/Carnlough area and Ballymoney area;
- acting as joint SRO alongside the EA on the Project Boards established to take forward the Shared Education Campus projects approved to proceed in planning, providing support in the development of business cases and pioneering legal agreements between Trustees, DE, Boards of Governors and Managing Authorities;
- continuing to participate in and support the work programmes of the various project streams and project boards established to deliver the Strule Shared Education campus; and
- continuing to provide curricular advice and support to schools participating in Area Learning Communities and DSC SESP across Northern Ireland.

3.42   Currently 229 maintained schools[27] are engaged in Shared Education through the DSC SESP and Peace IV Shared Education programmes.

Youth Council for Northern Ireland

3.43   Following a briefing of Council members on the new powers, YCNI reflected Shared Education within its 2017/18 business plan. As an initial action, YCNI

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[27] Includes maintained schools, nursery schools and nursery units at 31 March 2018.

held a conference on 22 March 2018 for statutory and voluntary youth service organisations to explore what Shared Education means for youth work and how it fits with other initiatives with the aim of increasing the number of young people participating in high quality Shared Education. Attendees were able to see examples of good practice within the youth sector and considered how to develop Shared Education within their individual organisations.

3.44 Council members are assessing outcomes from the conference to determine future action to support youth work organisations to develop and embed Shared Education.

Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA)

3.45 CCEA has worked closely with EA and, where appropriate, other educational stakeholders, to develop and update material and resources relating to the Shared Education aims of improving educational and reconciliation outcomes. CCEA is represented on the DSC SESP Project Board and the Shared Education Learning Forum (SELF)[28] providing direct access to emerging policy and practice.

3.46 Since March 2017 CCEA has been working collaboratively with EA to support the planning, development and implementation of Shared Education. CCEA has produced and offered three post-primary courses and two primary courses as part of the DSC SESP. These are:

Primary
- Thinking Skills and Personal Capabilities: Developing a Thinking Classroom to Promote Collaborative Learning in Shared Practice; and
- Personal Development and Mutual Understanding.

Post-primary

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[28] Stakeholder group formed by teachers and principals representing shared education practitioners with the aim of influencing and promoting the growth and sustainability of shared education – see www.selfni.org

- Learning for Life and Work: Developing Teaching and Learning Strategies to Support the Emotional Development of Pupils in Shared LLW Classrooms;

- Local and Global Citizenship: Developing Joint Practice in Local and Global Citizenship: Promoting: Pupil Voice, Reconciliation and Building Good Relationships; and

- Thinking Skills and Personal Capabilities: Developing a Thinking Classroom to Promote Collaborative Learning in Shared Practice.

Each course is offered twice in each term.

3.47 Two CCEA Education Managers have worked collaboratively with EA to plan and develop the Joint Practice Development (JPD) Programme, part of the NSSI (see para 3.27 above). They have also facilitated five JPD training modules.

3.48 CCEA Curriculum Assessment and Reporting (CAR) Unit has produced a support programme for Shared Education post-primary and primary schools. This consists of potential support in a range of areas covering the development of curriculum approaches. The programme was communicated to schools at JPD workshops in November 2017.

3.49 CCEA has been involved in a number of projects that support the advancement of Shared Education, including:

- Primary Irish and Aspects of Shared Cultural Heritage (PIASCH) - This programme engaged with a range of controlled and integrated schools, with an aim to assist schools in developing new ideas for partnerships in Shared Education projects. Action has included provision of information sessions, bespoke training events and production of a resource, *'The Mixture that Makes Ulster'*, which aims to support schools in developing pupils' appreciation of our shared cultural heritage;

- The resource 'Ulster Scots for Primary Schools: Shared Language, Culture and Heritage' went live on the CCEA website on 24th May 2016 [29];

- Woven in Ulster: Ulster-Scots and the Story of Linen: In partnership with the Ulster Scots Agency, CCEA has developed a Primary World Around Us resource which explores the linen industry from cottages to factories and finally to its demise in the twentieth century. The resource is currently being piloted in a number of schools and presents opportunities for collaboration in a Shared Education context with a local focus;

- Decade of Centenaries – CCEA website includes learning materials[30] (including two new resources - *'Understanding 1916'*[31] and *'1917 and Beyond'*[32],) curricular guides and links to explore and considers key questions, such as causes and consequences of historical events and their ongoing legacy today, across a number of subject areas[33]. The website, which went live in June 2017, is accompanied by teacher Continuous Professional Development[34]; and

- Teaching Controversial Issues: Development of training guidance notes for teaching controversial issues at Key Stage 3 and 4 – launched during the 2017 summer term.

3.50   Since the Act became operational, CCEA revised 38 GCSE specifications and specimen assessment materials. While all specifications deliver educational benefits to learners and promote efficient and effective use of resources, a number of GCSE specifications provide opportunities for learners to understand the importance of equality of opportunity, good relations, equality of identity and diversity. These include:

- GCSE Learning for Life and Work - content includes diversity and inclusion, cultural identity, immigration, conflict, social inequality and

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[29] http://ccea.org.uk/curriculum/key_stage_1_2/connected_learning/ulster_scots
[30] http://ccea.org.uk/curriculum/key_stage_1_2/connected_learning/piasch
http://ccea.org.uk/curriculum/key_stage_1_2/connected_learning/ulster_scots
http://ccea.org.uk/woven_ulster
[31] http://ccea.org.uk/news/2016/understanding_1916_promoting_broader_understanding_through_different_perspectives
[32] http://ccea.org.uk/news/2017/new_resource_understanding_1917_and_beyond
[33] http://ccea.org.uk/curriculum/key_stage_3/understanding1916/creative_centenaries
http://ccea.org.uk/curriculum/key_stage_3/centenaries
[34]
http://ccea.org.uk/curriculum/key_stage_3/areas_learning/learning_life_and_work/local_and_global_citizenship/teaching_controversial_issues

injustice, Section 75, democracy and active participation, sexual orientation and gender identity;

- GCSE Government and Politics - content includes democracy, causes of conflict and resolution in practice, challenges to peace such as legacy of the past and divisive issues e.g. flags and parades, migration, immigration, Equality Commission in Northern Ireland and the Northern Ireland Human Rights Commission;

- GCSE Religious Studies - content includes opportunities for personal, social and cultural development, along with an understanding of different cultures locally, nationally and in the wider world, so young people may contribute to social and community cohesion; and

- CCEA development of entry level in Life Skills qualification: content includes opportunities for personal and social development with a particular focus on students with special educational needs. Units such as Participating in a Community Project, Representing Myself, and Appropriate Behaviour and Practices at Work provide opportunities for students to engage with the local community, local council, voting in local and general elections and develop skills and experience for work in a setting outside their school environment.

3.51 CCEA has engaged with schools, EA and ETI to align primary curriculum work in Shared Education and mutual understanding with emerging best practice through the Personal Development and Mutual Understanding (PDMU) curriculum. CCEA has approached schools who can help identify examples of good practice, with PDMU embedded within shared activities (eg: Using ICT and drama curriculum work), with a view to developing a bank of activities that can be shared with other schools. Ongoing engagement with EA and Shared Education projects provides opportunity to identify other areas of mutual interest.

3.52 CCEA's CAR Unit has consulted key stakeholders on Shared Education, including representatives from DE, ETI, EA, school principals and teachers, to scope out good practice and develop resources for primary and post-primary

schools. This engagement has informed plans to develop a school support programme for primary and post-primary schools in Shared Education delivery.

Duty to Consider Shared Education (Other Bodies)

3.53   CCMS and CCEA have each confirmed that they have complied with the duty to 'consider Shared Education when developing, adopting, implementing or revising a policy/strategy/plan and designing and delivering public services'. YCNI has confirmed that it has complied with the duty to consider Shared Education when developing, adopting, implementing or revising a policy/strategy/plan, and confirmed it has not designed or delivered any services during the reporting period. Actions taken in response to this duty are outlined in the previous section.

Sectoral Bodies

Controlled Schools' Support Council (CSSC)

3.54   Since its establishment in September 2016, CSSC has engaged with EA and other education bodies to encourage and facilitate Shared Education amongst controlled schools. Information has been provided on the CSSC website in relation to funding opportunities, when open for applications, for controlled schools to engage in the Peace IV Shared Education Programme.

3.55   CSSC has had discussions with a number of stakeholders, Early Years Organisations and the Shared Education Learning Forum (eg: District Council Good Relations officers, Peace Players International, Integrated Education Fund) to facilitate an advice/support network for its members with regards to developing capability to address good relations and Shared Education. CSSC has nominated an officer to contribute to the Working Group convened by EA to consider Shared Education in Area Planning and through this representation, has contributed to identifying potential Shared Education solutions. Work is in progress on development of a CSSC Shared Education policy paper.

3.56   Currently 267 controlled schools[35] are engaged in Shared Education delivery through the DSC SESP and Peace IV Shared Education Programme.

3.57   NICIE has been proactive in encouraging integrated schools' involvement in Shared Education partnerships with other schools. NICIE, in consultation with the Shared Education, Integrated and Area Planning policy teams in DE, has produced a position paper on Shared Education, including definitions of a range of options for education provision in a local area, to provide a consistent framework for use by its staff to encourage and facilitate Shared Education. NICIE disseminated information regarding funding opportunities to all Integrated Schools, urging them to become involved in partnerships.

3.58   In conjunction with EA and CCMS, NICIE staff have responded to and organised discussions to explore educational options at local area level. These discussions have enabled NICIE to propose creative shared solutions through Area Planning.

3.59   NICIE is an active participant in SELF and has attended two meetings of the Teacher Professional Learning Joint Practice Development Group. NICIE has developed a suite of training suitable for delivery to Shared Education partnerships and is currently exploring potential funding options to allow dissemination of this resource.

3.60   NICIE, through its engagement with other stakeholders in a Queens University Belfast international research programme, is exploring integrated and Shared Education solutions in other conflict regions and will use the research to facilitate further good practice across the Integrated sector.

3.61   Of the 65 Integrated schools in Northern Ireland, 44[36] are currently participating in DSC SESP and Peace IV Shared Education programmes.

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[35]Includes controlled and controlled integrated schools, nursery schools and nursery units at 31 March 2018
[36] Includes controlled integrated and grant maintained integrated schools, nursery schools and nursery units at 31 March 2018

Comhairle na Gaelscolaíochta (CnaG)

3.62 Facilitating collaboration with schools from other sectors to meet the minimum requirement of Shared Education represents more of a challenge to the Irish-medium sector given the immersion ethos of Irish-medium schools. However, CnaG has engaged in discussion with other education bodies to explore potential barriers and opportunities to engage Irish-medium schools in Shared Education. CnaG has nominated a representative to the newly established Educational Stakeholders group, an advisory body representing education providers on both sides of the border, to provide insight and support for the development of Shared Education projects.

3.63 Over the reporting period CnaG's main focus has been raising awareness among Irish-medium schools of the opportunities afforded by Shared Education. Support and advice has been given to Gaelscoil na Daróige, Derry, regarding a Shared Education project with Groarty P.S. Derry. Representatives of Bunscoil Bheanna Boirche, partner in an DSC SESP Shared Education partnership with integrated and controlled primary schools in Castlewellan, have presented their experiences of Shared Education at a CnaG-organised event in 2017, highlighting the positive aspects of engaging with schools from other sectors. CnaG has also met with DE officials and invited officials to deliver a presentation on the Sharing Works policy and the Act to its annual meeting of Irish Medium principals in 2018.

3.64 There are currently 7 Irish medium schools[37] engaged in DSC SESP and Peace IV Shared Education programmes.

Catholic Schools' Trustee Service (CSTS)

3.65 During the reporting period, CSTS was established under Section 4 of the Education Act (NI) 2014. The organisation was created to provide a representative function for the Trustees of all Catholic-managed schools in Northern Ireland including those Voluntary Grammar Schools under Catholic

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[37] Includes other maintained (Irish medium) schools, nursery schools and nursery units at 31 March 2018

Trusteeship. The organisation was established and key personnel were appointed, with a Chief Executive appointed in September 2017. CSTS Officers, to support the Chief Executive, took up post in January and March 2018.

3.66 One of the key objectives of CSTS is to assist the Trustees in working with all Catholic schools to develop more cohesive engagement within the sector in response to Departmental policy in areas such as Shared Education, Area Planning and post-primary transfer.

3.67 Progress the organisation has made to date includes:

- Established governance and Committee structures in line with good corporate governance;
- Established administrative systems and policies in support of the effective operation of the organisation;
- Establishing working relationships with DE, EA, CCMS, CnaG, NICIE, CSSC and the Transferors Council;
- Participating in and developing increased collaboration through the development of Shared Education projects;
- Participating in key strategic area planning for including the strategic area planning and local area planning groups; and
- Meetings with Trustees of schools as part of Shared Education plans – current and prospective.

3.68 The CSTS looks forward now, with an established staffing complement, to progress operational plans in tandem with partners to meet the needs of Trustees as Shared Education plans continue to be brought forward for consideration.

Governing Bodies Association (GBA)

3.69 Established over 70 years ago, the GBA is the representative body for the 50 voluntary grammar schools in Northern Ireland. However, it is only since January 2017 that the Association has received Departmental funding which enabled the organisation to engage two full-time members of staff.

3.70   Activities since January 2017 have included:

- discussion of Shared Education at one-to-one meetings with 50 member schools;
- establishment of a database of Shared Education activity in the voluntary grammar sector;
- identification of barriers to participation;
- attendance at Peace IV Shared Education launch;
- joining the EA's Peace IV Shared Education Stakeholder Forum; and
- E news articles to member schools regarding Shared Education.

4.   PARTICIPATION IN SHARED EDUCATION

4.1   The baseline position as of 9 May 2016 (when the Act came into force) was that there were 313 schools and early years settings, accounting for 16,969 pupils, involved in 136 Shared Education partnerships. These partnerships were all funded through the DSC SESP. By 31 March 2018 this had increased to 583 schools and early years settings, accounting for 59,049 pupils, involved in 254 Shared Education partnerships[38] funded through both DSC SESP and Peace IV.   Figure 2 below provides the breakdown of participating schools across phases and funding programmes together with changes in levels of participation.

Figure 2: Level of Participation *(DSC SESP & Peace IV)*

Phase	Schools			Pupils		
	9 May 2016	31 Mar 2018	Change	9 May 2016	31 Mar 2018	Change
DSC SESP						
Pre-school	16	16	0	1642	1676	34
Primary Schools	206	246	40	8978	29673	20695
Post-primary Schools	86	99	13	6296	17376	11080
Special Schools	5	10	5	53	428	375
Sub-total	**313**	**371**	**58**	**16969**	**49153**	**32184**
Peace IV						
Pre-school	0	51	51	0	1411	1411
Primary Schools	0	150	150	0	8207	8207
Post-primary Schools	0	10	10	0	268	268
Special Schools	0	1	1	0	10	10
Sub-total	**0**	**212**	**212**	**0**	**9896**	**9896**
OVERALL TOTAL	**313**	**583**	**270**	**16969**	**59049**	**42080**

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[38] This comprises 159 DSC SESP and 95 Peace IV partnerships. All 95 Peace IV partnerships include at least one NI school partnered with schools in NI or RoI. Numbers of schools and pupils are exclusively NI.

4.2   Over 75% of the overall increase of 42,080 (circa 248%) in pupil numbers is due to progress in the DSC SESP. It is encouraging that, overall, the average number of pupils per school participating in DSC SESP increased from 54 to 132, indicating that the policy goal of embedding and expanding sharing in schools is being realised.

4.3   Overall, in terms of pupil numbers, uptake is both higher and has increased at a greater rate in the primary than in the post-primary phase. However, proportionately more post-primary schools are involved in sharing, at over 55% compared with 48% of primary schools. There are fewer post-primary pupils in total, circa 140,000 compared with 170,000 primary pupils, and the larger[39] size of classes in primary than in post-primary schools facilitates greater uptake. Also, the focus in post-primary schools on preparation for external examinations and the structure of post-primary education, with pupils in multiple subject classes, make it more challenging to timetable shared classes.

4.4   Figure 2 shows low levels of involvement in DSC SESP in both Special Schools and the pre-school phase. Historically, the engagement of Special Schools and early years settings were lower, reducing the opportunity to meet eligibility criteria for the DSC SESP. However, the Peace IV Shared Education funding is targeted specifically at schools and early years settings with no or limited prior experience of sharing, providing more opportunity to engage special and pre-school settings. The *Sharing from the Start* Peace IV project targets the pre-school phase exclusively. Although only one Special School is currently participating through Peace IV, further partnerships involving Special Schools have been approved in principle and are expected to begin sharing in the near future.

4.5   The delivery bodies for the Peace IV projects were appointed in September 2017 and since then the projects have undertaken required preparatory work, including conducting information sessions and partner-finding events, and processing applications. At this early stage, of those approved, 95

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[39] The 2016/17 Primary Pupil Teacher Ratio is 21.7 compared to 15.3 for post-primary. (source: https://www.education-ni.gov.uk/sites/default/files/publications/education/Teacher-Numbers-and-PTR-2016-17-revised.pdf)

partnerships[40] comprising 212 pre-school and school settings involving 9,896 pupils, have begun shared classes. This progress has been very encouraging, reflecting both the commitment of project staff and the general acceptance across the education system of the benefits of Shared Education.

4.6   However, anecdotal evidence suggests there are a number of schools that are unwilling or unable to engage in providing Shared Education. It is suggested that factors include school leadership not wishing to engage in Shared Education or schools finding it difficult to find a local partner that would meet the '*reasonable numbers of both Protestant and Roman Catholic children or young persons*' requirement due to local demographics. While EA attempt to assist schools in finding suitable partners, including considering cross-phase or joining an existing partnership, further work is required to more clearly understand why some schools are not engaging in Shared Education. Demonstrating the practical benefits of Shared Education to school leaders, parents and the wider community is likely to be a critical factor in the task of engaging these schools. Plans are being developed to run a series of showcasing events to disseminate good practice and provide practical examples of the benefits.

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[40] All 95 Peace IV partnerships include at least one NI school partnered with schools in NI or RoI. Numbers of schools and pupils are exclusively NI.

5. EXTENT TO WHICH THE PURPOSE OF SHARED EDUCATION HAS BEEN ACHIEVED

5.1   The purpose of Shared Education is set out in the Act as:

(i)   delivering educational benefits to children and young persons;

(ii) promoting the efficient and effective use of resources;

(iii) promoting equality of opportunity;

(iv) promoting good relations; and

(v) promoting respect for identity, diversity and community cohesion.

Comment is provided below on the extent to which each has been achieved over the period of the report.

<u>Delivering educational benefits to children and young persons</u>

5.2   The ETI, through the ongoing evaluation of the DSC SESP, has reported that in the most effective practice, all pupils, teachers and school leaders across a partnership are engaged in Shared Education programmes. In the primary sector in particular, there is strong evidence of increasing numbers of pupils involved in shared activities, with greater participation across the year groups.

5.3   Pupil discussions with ETI inspectors provide valuable insight into the impact of Shared Education experiences. During the baseline evaluations of partnerships, a majority of the pupils reported that they would like more time to play together and build relationships with the pupils from the other schools. By the time of the monitoring evaluations, partnerships had responded to this feedback and most of the pupils reported that they had benefited from additional time for informal contact, which enabled them to socialise and make friends with one another. Enjoyment of Shared Education is closely aligned to new friendships and relationships which are being developed. In the highly effective practice, the pupils regularly evaluated the shared curricular and extra-curricular projects and their self-evaluations were used to inform their future learning experiences.

5.4   In discussions with the ETI, the pupils indicated an enthusiasm for more Shared Education experiences to enable them to develop further their relationships with others. In addition, they spoke of their appreciation of the curricular and learning opportunities provided and the purposeful engagement with one another in learning environments beyond their own schools. The pupils demonstrated a very good understanding of their role in welcoming pupils from other schools and their respect for diversity. While a focus of the DSC SESP is to improve the understanding of, and the relationships between, the two main traditions, without excluding any other tradition, there was sound evidence of the pupils developing skills and attitudes, including empathy, respect and inclusion through learning with others. Given the diversity of cultures in Northern Ireland, this is essential for progressing to a peaceful future and an inclusive society. Partnerships have expressed the need for further support in managing potentially sensitive and controversial issues related to conflict and reconciliation.

5.5   In its interim report on the DSC SESP, published in September 2016, the ETI reported that in the best practice observed, pupils were taking on leadership roles and responsibilities, for example as peer mentors, reading buddies and sports coaches within the partnerships. These opportunities contributed to the pupils' learning, the development of their leadership skills and their personal development. In addition the pupils were involved in the planning for, and evaluation of, their Shared Education experiences with their teachers. However, ETI did recommend that partnerships develop more robust methods of evaluating educational outcomes for pupils as a result in their participation in Shared Education.

5.6   Emerging findings, drawn from monitoring visits, partnership input and professional dialogue with practitioners suggest the following trends, good practice and areas for development:
   • Joint planning across partnerships indicates a direct link to improvement in the quality of shared lessons;

- Partnerships that incorporate a shared student council or other platform for the pupil voice have had successes in development of relationships, mutual understanding and quality of learning experiences;

- Opportunity to share practice is valuable and leads to an increased desire for collaboration with joint staff development cited by many partnerships as an effective way of developing and sharing resources and building capacity of staff to deliver high-quality Shared Education experiences;

- The World Around Us, Personal Development and Mutual Understanding and Learning for Life and Work are prominent subjects for Shared Education, though evidence is emerging of expansion into other curriculum subjects, including numeracy and literacy; and

- Children and young people have valued team building opportunities and engagement in collaborative group tasks to challenge learning and develop friendships with consistent feedback of enjoying, playing and socialising with others from different schools.

Promoting the efficient and effective use of resources

5.7   The School Omnibus Survey[41] is an annual multi-purpose survey of all grant-aided schools covering a variety of topics, including Shared Education. The description of Shared Education included in the recent Surveys reflects that provided in Sharing Works: A Policy for Shared Education.

5.8   In the 2016 School Omnibus Survey[42], 47% of respondents indicated that they shared resources (eg: teaching plans, materials, etc.), 26% shared equipment (eg: school minibus, computers, etc.) and 17% developed shared policies with their partner school(s). In relation to facilities (see Figure 3 below), 77% indicated they shared classrooms, 68% shared assembly/other halls, 44% shared sports grounds, 26% shared music or drama facilities and 10% shared science laboratories.

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[41] Available at https://www.education-ni.gov.uk/articles/survey-reports
[42] https://www.education-ni.gov.uk/publications/school-omnibus-survey-2016

Figure 3: Facilities used in Shared Education partnership(s) in the last academic year (*School Omnibus 2016*)

Base 231 respondents; multiple responses allowed
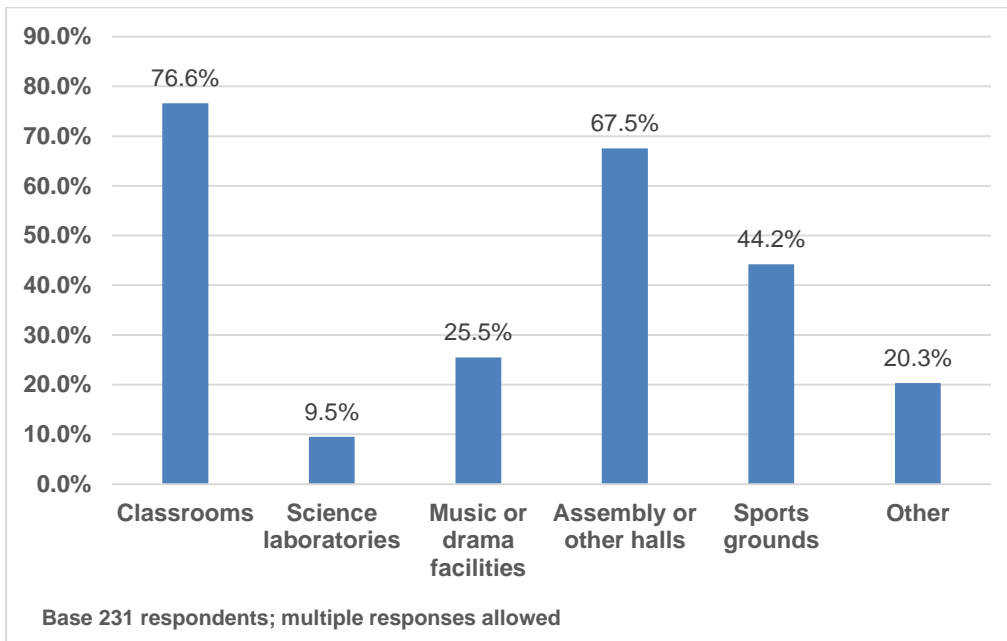
With the number of schools engaging in Shared Education increasing through Peace IV, there will be more opportunity for efficient and effective use of resources.

Promoting equality of opportunity

5.9 In facilitating Shared Education EA seeks to deliver services equitably to all schools and other stakeholders and to promote sharing when possible. For example, when arranging meetings of Principals, professional development programmes for teachers and training programmes for school governors, services are delivered to schools on a cross-sectoral basis to provide opportunities for meeting and the development of relationships across the education sector. Teacher professional learning for Shared Education is offered in a range of locations for ease of access.

5.10 The EA, working in partnership with other statutory and sectoral bodies, seeks to support schools that find it challenging to locate a suitable partner, whether due to local demographics or geographical location, in order to maximise the opportunity to provide Shared Education.

5.11   The increasing number of schools engaging in Shared Education has
        provided more pupils with the opportunity to experience this form of delivery
        and to engage directly with pupils from a different community and socio-
        economic background. The engagement of all schools in Shared Education
        delivery would ensure equality of opportunity for all children and young people
        to experience Shared Education.

        Promoting good relations

5.12   Through the ETI *Developing Shared Education:* A *Framework for School
        Partnerships,* schools are encouraged to build strong connections with
        parents, carers and the wider community that they serve. Parental workshops
        and joint curriculum information events, along with partnership celebration
        programmes, have served to engage local communities in the nature and
        purpose of Shared Education.

5.13   Linked to the DSC SESP, Queens University Belfast (QUB) was
        commissioned to undertake a longitudinal survey, designed to assess a range
        of attitudinal metrics across key stages 1 to 5. Although the survey is
        ongoing, interim results are available. At the beginning and end of year 1 of
        the DSC SESP participants were provided with a questionnaire to assess the
        attitudes of the pupils as part of the QUB survey. Results indicated a slight
        increase in the number of friends participants had made within the partner
        school (see Figure 4 below).

Figure 4: How many close friends have you made from the other school
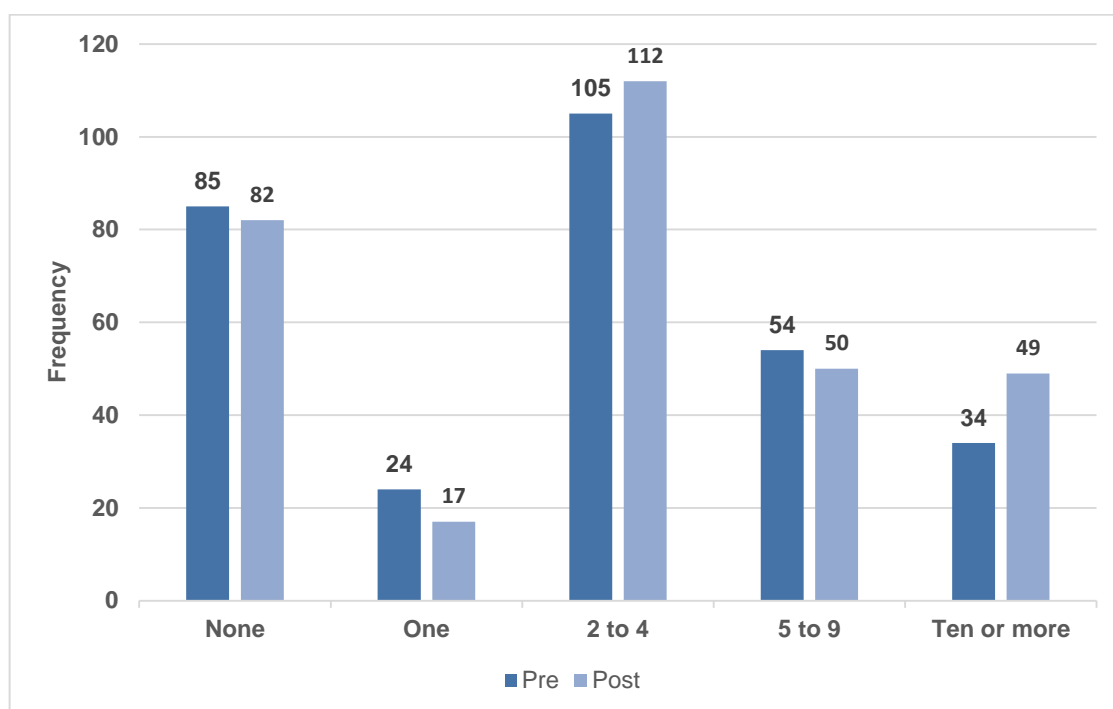
5.14 In the QUB Attitudinal Survey Year 2 (2016/17) data, the percentage of pupils in key stages 1 to 5 who reported they were "very uncomfortable" or "uncomfortable" around children from a different community background, decreased from 8.8% at baseline to 8.4% at follow up.

5.15 The percentage of pupils in key stages 3, 4 and 5 who reported they had a good understanding of how young people from other religious groups view things increased from 26.4% at baseline to 29.9% at follow-up. Similarly the percentage of pupils in KS 3, 4 and 5 who reported they found it easy to see things from the point of view of young people from other religious groups increased from 28% at baseline to 31.5% at follow-up.

5.16 The percentage of key stage 1 and 2 pupils who reported they try to imagine how children from a different group feel about things (quite a lot/very much) increased from 32% at baseline to 34.8% at follow-up.

Promoting respect for identity, diversity and community cohesion

5.17 The 2017 Young Life and Times (YLT) and Kids Life and Times (KLT) surveys were amended to combine the Shared Education and Community Relations

Equality and Diversity (CRED) modules. These modules have previously appeared separately in alternate surveys. Although the full results are to be published shortly, the Department has been granted permission to publish comparative data for the purpose of this report. This enabled comparison of attitudes towards those from different Section 75 groups between those who had experience of Shared Education and those who had not.

5.18   The KLT results indicate that CRED lessons and discussions have generally had a positive impact on attitudes to those from the different Section 75 groups. Those who had taken part in Shared Education, when compared to those who had not, in general were more positive by between 2-5% (see Figure 5 below).

Figure 5 KLT (2017): Changes in opinions through CRED by participation/non-participation in Shared Education

	More positive (%)	Attitude has not changed (%)	More negative (%)	Have not had CRED on this topic (%)
People with different religious beliefs				
Have shared activities	41	36	4	18
Have not shared activities	37	35	4	24
People from different ethnic groups				
Have shared activities	46	39	4	11
Have not shared activities	41	40	3	15
People of different ages				
Have shared activities	42	45	4	10
Have not shared activities	39	45	4	12
Girls and boys				
Have shared activities	42	48	3	8
Have not shared activities	37	50	4	10
People with/without a disability				
Have shared activities	54	34	3	9
Have not shared activities	52	34	3	11
People with different political opinions				
Have shared activities	26	48	7	19
Have not shared activities	23	46	6	24

5.19   Similarly, more positive results were evident in the YLT responses of attitudes to those from different Section 75 groups between those who had engaged in Shared Education and those who had not (Figure 6). These ranged from a 13% increase of more positive attitudes between men and women, 12% increase to different religious beliefs, disabilities and ethnic groups to 2% increase in relation to sexual orientation from those who had engaged in Shared Education.

Figure 6 YLT (2017): Changes in opinions through CRED by participation/non-participation in Shared Education

	More favourable (%)	No change – as favourable as I was (%)	No change – as unfavourable as I was (%)	More unfavourable (%)
People with different political opinions Have shared activities Have not shared activities	25 14	69 79	6 6	0 1
People with different religious beliefs Have shared activities Have not shared activities	28 16	66 81	6 2	0 0
People from different ethnic groups Have shared activities Have not shared activities	28 16	68 78	3 5	0 1
People of different ages Have shared activities Have not shared activities	23 15	75 84	2 1	0 0
People who are single, cohabiting, married or divorced Have shared activities Have not shared activities	19 16	78 83	2 1	0 0
People with different sexual orientations Have shared activities Have not shared activities	22 20	68 69	8 11	2 0
Men and women Have shared activities Have not shared activities	24 11	74 89	2 0	0 0
People with/without a disability Have shared activities Have not shared activities	30 18	69 81	1 1	0 0
People with/without dependents Have shared activities Have not shared activities	22 14	75 86	2 0	0 0
People with/without caring responsibilities Have shared activities Have not shared activities	24 17	74 83	2 0	0 0

5.20   This suggests that, in general, Shared Education may have a positive effect on the delivery of CRED lessons and discussion on attitudes to identity and diversity. The impact will continue to be monitored over time which should enable firmer conclusions to be drawn.

6.   NEXT STEPS

6.1   DE will continue to implement the key actions laid out in the *Sharing Works* policy. While a number of actions have been achieved, such as the introduction of the Shared Education Act (NI) 2016, the development of self-assessment tools for practitioners and significant amounts of resource and capital funding being made available to advance Shared Education, there remains further work to deliver all policy commitments.

6.2   As the DSC SESP draws to a close, and the Peace IV Shared Education projects gather pace, DE is committed to working with partners and stakeholders to study the lessons learned from both programmes, to inform the development of sustainable, long term delivery arrangements for Shared Education. This will be a key focus of work during the next reporting period.

6.3   Further work is required in areas such as working with Higher Education Institutes to incorporating Shared Education into initial teacher training and developing meaningful relationships with and between Shared Education partnerships and parents, caregivers and the wider community.

6.4   Plans are in development for a series of showcasing events to disseminate good practice and to celebrate Shared Education. An initial pilot event is planned for 2018.

6.5   Monitoring and evaluation of Shared Education activities, including taking the views of children and young people, will continue and will inform future policy development.

6.6   Shared Education Campuses projects will be progressed in line with confirmation of access to funding and approved business cases.

7. CONCLUSION

7.1   Since the introduction of the Shared Education Act (NI) 2016 in May 2016, there has been substantial progress in advancing Shared Education and embedding it into our education system. A consistent definition of Shared Education, alongside the duties and powers provided by the Act to organisations tasked with educating our children and young people, has helped focus and align efforts towards the policy vision of "*Vibrant, self-improving Shared Education partnerships delivering educational benefits to learners, encouraging the efficient and effective use of resources, and promoting equality of opportunity, good relations, equality of identity, respect for diversity and community cohesion*".

7.2   Both the Department and the EA have complied with their duty to encourage, facilitate and promote Shared Education, with a number of key actions having been undertaken to raise awareness of the implications of the legislation on their work. Both organisations have also considered Shared Education in all policy, strategy and operational areas. Action will continue to ensure the duty continues to be met.

7.3   All the educational and sectoral bodies impacted by Shared Education legislation have, to varying degrees, utilised the powers granted by the Act to encourage and facilitate Shared Education. While initially focused on understanding the implications of the Act, there is now evidence of organisations' business plans incorporating specific Shared Education actions, and of support and encouragement being offered to school and youth settings wishing to become involved in Shared Education.

7.4   Over the reporting period, there has been an increase of 86% in the number of schools and 248% in the number of pupils that are participating in Shared Education. While there remains a significant number of schools that are not yet engaged, numbers of both schools and pupils are expected to increase over the next reporting period as implementation of the Peace IV Shared Education programme, which became operational in late 2017, gathers pace.

In particular, special schools and pre-schools should be encouraged to participate.

7.5   Provision of a programme of professional learning across the education workforce has increased the capacity to deliver high quality Shared Education experiences to children and young people. While primary schools have availed of this provision, more post-primary schools should be encouraged to do so.

7.6   Shared Education has contributed positively in the efficient and effective use of resources and in promoting good relations, respect for identity and diversity that should contribute positively to improved community cohesion. While initial evidence indicates that Shared Education delivers educational benefits to children and young people, further evidence is required before firm conclusions can be made. Steps have been taken to ensure equality of opportunity, though this would be further improved through all schools being involved.

7.7   In conclusion, a positive start has been made to operation of the Shared Education Act (NI) 2016 and this is expected to continue and gain momentum over the next reporting period.

Numbers of Schools and Pupils 2017/18

Table 1 Number of Educational Establishments in NI by Management Type 2017/18

	Management Type	Schools
Voluntary and Private Pre-Schools		**383**
Nursery Schools	Controlled	64
	Catholic Maintained	31
	TOTAL	**95**
Primary Schools	Controlled	365
	Catholic Maintained	367
	Other Maintained - Irish Medium	25
	Other Maintained - Other	3
	Controlled Integrated	22
	Grant Maintained Integrated	23
	TOTAL	**805**
	Grammar school prep depts.	12
	Total Including Prep Departments	**817**
Post-Primary Schools - Secondary	Controlled	49
	Catholic Maintained	62
	Other Maintained - Irish Medium	2
	Controlled Integrated	5
	Grant Maintained Integrated	15
	TOTAL	**133**
Post-Primary Schools - Grammar	Controlled	16
	Voluntary Schools under Catholic management	29
	Voluntary Schools under other management	21
	TOTAL	**66**
	Total Post-Primary Schools	**199**
	Special Schools	39
	Hospital Schools	1
	Independent Schools	14
	All schools GRAND TOTAL	**1,153**
	Total schools and pre-school education centres	**1,536**

Source: NI school census
Data is based on pupils enrolled on Census day i.e. The Friday of the first full week in October (In 2017/18 this was the 6 October 2017)
The total includes St Matthew's PS, Garvaghey, which closed on 31st January 2018

Table 2   Religion of Pupils by School Type and Management Type 2017/18

		Protestant	Catholic	Other/Not Recorded	Total
Voluntary and Private Pre-School Centres (funded children only)	Voluntary	1,789	3,217	1,843	6,849
	Private	348	296	461	1,105
	TOTAL	**2,137**	**3,513**	**2,304**	**7,954**
Nursery Schools	Controlled	1,835	1,153	1,129	4,117
	Catholic Maintained	24	1,494	202	1,720
	TOTAL	**1,859**	**2,647**	**1,331**	**5,837**
Nursery Classes & Reception	Controlled	2,335	580	1,655	4,570
	Catholic Maintained	69	3,724	228	4,021
	Other Maintained	40	345	65	450
	Controlled Integrated	41	35	37	113
	Grant Maintained Integrated	176	223	156	555
	TOTAL	**2,661**	**4,907**	**2,141**	**9,709**
Primary Schools (Years 1 - 7)	Controlled	50,965	6,057	22,421	79,173
	Catholic Maintained	635	75,634	2,978	79,247
	Other Maintained	260	2,833	295	3,388
	Controlled Integrated	1,621	1,199	1,389	4,209
	Grant Maintained Integrated	1,807	2,511	1,699	6,017
	TOTAL	**55,018**	**88,234**	**28,782**	**172,034**
Prep. Departments (Years 1 - 7)	**TOTAL**	**786**	**223**	**701**	**1,710**
Secondary Schools (Non Grammar)	Controlled	21,801	1,047	4,879	27,724
	Catholic Maintained	#	35,393	1,117	37,075
	Other Maintained	*	683	50	734
	Controlled Integrated	1,541	407	639	2,587
	Grant Maintained Integrated	3,803	3,916	1,888	9,607
	TOTAL	**27,711**	**41,446**	**8,570**	**77,727**
Grammar Schools (Year 8 - Year 14)	Controlled	10,016	1,327	2,768	14,111
	Voluntary - (Catholic Man)	336	27,212	644	28,192
	Voluntary - (Other Man)	12,878	2,708	4,929	20,515
	TOTAL	**23,230**	**31,247**	**8,341**	**62,818**
Special Schools	Controlled	2,036	2,208	1,145	5,389
	Catholic Maintained	7	245	15	267
	Other Maintained	31	29	19	79
	TOTAL	**2,074**	**2,482**	**1,179**	**5,735**
ALL FUNDED PRE-SCHOOL, NURSERY, PRIMARY, POST-PRIMARY AND SPECIAL SCHOOLS		**115,476**	**174,699**	**53,349**	**343,524**

Source: NI school census
Data is based on pupils enrolled on Census day i.e. The Friday of the first full week in October (In 2017/18 this was the 6 October 2017)
*Fewer than 5 cases
#Number suppressed

Table 3 Free School Meal Entitlement by School Type and Management Type 2017/18

School Type	Management Type	Pupils	Pupils entitled to free school meals	Free school meal entitlement %
Nursery Schools	Controlled	4,117	1,193	29.0
	Catholic Maintained	1,720	759	44.1
	TOTAL	**5,837**	**1,952**	**33.4**
Primary and Preparatory Department	Controlled	83,823	23,715	28.3
	Voluntary	1,630	27	1.7
	Catholic Maintained	83,268	27,169	32.6
	Other Maintained	3,838	1,488	38.8
	Controlled Integrated	4,322	1,438	33.3
	Grant Maintained Integrated	6,572	1,699	25.9
	TOTAL	**183,453**	**55,536**	**30.3**
Secondary	Controlled	27,724	9,808	35.4
	Catholic Maintained	37,075	15,966	43.1
	Other Maintained	734	433	59.0
	Controlled Integrated	2,587	1,029	39.8
	Grant Maintained Integrated	9,607	3,629	37.8
	TOTAL	**77,727**	**30,866**	**39.7**
Grammar	Controlled	14,111	1,758	12.5
	Voluntary	48,707	7,193	14.8
	TOTAL	**62,818**	**8,951**	**14.2**
Post-Primary	**TOTAL**	**140,545**	**39,817**	**28.3**
Special	Controlled	5,389	2,716	50.4
	Catholic Maintained	267	192	71.9
	Other Maintained	79	41	51.9
	TOTAL	**5,735**	**2,949**	**51.4**
All grant-aided schools	Controlled	135,164	39,191	29.0
	Voluntary	52,057	7,220	13.9
	Catholic Maintained	120,610	44,086	36.6
	Other Maintained	4,651	1,962	42.2
	Controlled Integrated	6,909	2,467	35.7
	Grant Maintained Integrated	16,179	5,328	32.9
	GRAND TOTAL	**335570**	**100,254**	**29.9**

Source: NI school census
Data is based on pupils enrolled on Census day i.e. The Friday of the first full week in October (In 2017/18 this was the 6 October 2017)

Duty to Consider Shared Education

Policy/Strategy	Detail of action taken to meet Shared Education Duties	Reason for decision that no action required
Admissions & Enrolment Numbers - Temporary Variation (TV) Requests	Full consideration was given to duty when revising policy concluding that no specific action required, although a section explaining the position in relation to Shared Education is included.	-
Every School a Good School policy	Where applicable, Shared Education Partnerships are involved in school improvement activities. Work is currently ongoing to develop a refreshed set of indicators for the ESaGS Policy with consideration being given to Shared Education as appropriate.	-
Free School Meals Policy - eligibility criteria	-	No scope to encourage, facilitate or promote Shared Education. (relates to individual pupil's FSM eligibility)
Learning to Learn – A Framework for Early Years Education & Learning	-	The overall aim of the Learning to Learn (LtL) policy framework is that all children have equal opportunities to achieve their potential through high quality early years education and learning experiences. All early years' education and learning settings are considered accessible to children from all backgrounds regardless of a setting's location and/or management type, providing opportunities for children from different religious / cultural and socio-economic backgrounds to be educated and learn together. The pilot early years cluster groups provides pre-school staff from a range of settings with an opportunity to come

Policy/Strategy	Detail of action taken to meet Shared Education Duties	Reason for decision that no action required
		together with other settings within their geographical area to share best practice. In terms of pre-school education provision, where there is opportunity and evidence of parental preference to be accommodated within a Shared Education model, this is taken into account in recommendations regarding local pre-school provision.
Literacy & Numeracy Strategy	-	Additional action unnecessary (strategy relates to core business of every school). Where improvement is best delivered through collaboration with another school, strategy does not exclude delivery through Shared Education partnership; decision taken at individual school level. Shared Education will be considered in any subsequent review of the policy.
Special Educational Needs Framework	-	The Special Educational Needs Framework is about meeting the individual needs of any child with a learning difficulty which calls for special educational provision to be made for them. Consequently, the new SEN Framework will introduce new rights for children and will place new responsibilities on schools' Board of Governors and the Education Authority. The new SEN Framework consists of new primary and subordinate legislation and a new Code of Practice. Special Education and Inclusion Review Team (SEIRT) has considered and decided against including a reference to Shared Education in the new Code of Practice. The Code of Practice is about the

Policy/Strategy	Detail of action taken to meet Shared Education Duties	Reason for decision that no action required
		processes and procedures involved in addressing the identification, assessment and provision for a child who has, or who may have, SEN. The new SEN Framework has at its core a necessary focus on meeting the child's needs.
Towards a Common Assessment for purposes of Academic Selection	-	No scope to encourage, facilitate or promote Shared Education. (applies to schools who wish to use academic selection as part of their admissions criteria)
Priorities for Youth	-	The actions outlined in the DE Priorities for Youth policy are delivered through the Education Authority (EA) who has a duty to consider Shared Education when: (a) Developing, adopting, implementing or revising policies, strategies and plans; and (b) Designing and delivering public services. The statutory duties also apply to the Youth Council.
Learning Leaders - Teacher Professional Learning Strategy	-	No action has been taken at this stage to specifically encourage, facilitate or promote Shared Education. However, in implementing Learning Leaders, we will draw on lessons learned from current Shared Education pathfinder projects in particular in relation to: 1. agreeing criteria for all funded professional learning activity/programmes; 2. quality assurance arrangements for all professional learning programmes; 3. exploring accreditation; 4. development of key features of effective communities of practice –definitions, purpose, structure,

Policy/Strategy	Detail of action taken to meet Shared Education Duties	Reason for decision that no action required
		effectiveness; and 5. role of co-ordinator from HUB schools in identifying professional development requirements
Revisions to the eligibility criteria for uniform grants	-	No scope to encourage, facilitate or promote Shared Education. (relates to individual pupil's eligibility)
Implementation of the current home to school transport circular and an internal review into the same.	-	Home to school transport provision is an entitlement of individual pupils and is effectively delivered independently of the school which they attend, It is not envisaged that any opportunities would exist to promote Shared Education through this mechanism.
Entitlement Framework - to provide access to a minimum specified number of courses, with a balance of applied and general courses, in every post-primary school - where appropriate through collaboration with other schools/colleges	-	The Entitlement Framework is about choice for pupils in terms of providing access to a broad and balanced range of courses at KS4 and post-16. Many courses are offered through collaboration between different schools in an area as well as between schools and FE colleges, but this collaboration is driven by the choices made by pupils. Going forward the Department will highlight to schools that collaboratively delivered courses may provide an opportunity for Shared Education activity.
Joint DE/DfE Careers Strategy	-	DE actions involve establishment of a Careers Advisory Forum and CPD for careers teachers.

Policy/Strategy	Detail of action taken to meet Shared Education Duties	Reason for decision that no action required
Qualifications policy - approving qualifications for use in NI schools	-	No scope - actions are administrative relating to approval of qualification for use in all schools
Integration Works, Transforming Your School - Transformation Guidance for Schools	A section has been included in the guidance explaining what Shared Education is and its relationship with integrated education. This sections particularly highlights the benefits of both Shared and integrated education and explains that Shared Education has a key role in contributing to the development of a more tolerant and shared society. It emphasises that Shared and integrated education are not in competition with each other. The guidance includes a link to the DE website page on Shared Education.	-
Sure Start Programme	-	No scope currently to meet the requirements of the Act in terms of its purpose and the definition of 'Shared Education'. Consideration will be given to potential actions going forward.
The Pathway Fund	-	No scope currently to meet the requirements of the Act in terms of its purpose and the definition of 'Shared Education'.
Implementation of the Sustainable Schools Policy: Area Planning and Development Proposal (DP) Guidance	The Shared Education Duties are a key consideration in the development of guidance for Area Planning and DP guidance. The Area Planning Guidance reflects the duties on	-

Policy/Strategy	Detail of action taken to meet Shared Education Duties	Reason for decision that no action required
	Shared Education and has been published on the Department's website. Further work has been undertaken to reflect the duties in the DP guidance and how it should be reflected in the preparation of the Case for Change supporting each DP. This has been shared with the key contributors to Area Planning. The DP guidance was published in July 2017 on the DE website.	
T:buc Shared Education Campuses (SEC) Programme – Third Call Application Guidance. The purpose of the Guidance document was to set out the process and timetable to assess proposals submitted under the Third Call to the SEC Programme.	The SEC Programme is seen as complementing the Shared Education activity already taking place in schools and is targeted towards infrastructure projects aimed at improving or facilitating educational sharing initiatives within local schools. The Programme is aimed at schools that have already engaged in Shared Education with a strong partnership, therefore ensuring that the projects selected will be building on a solid foundation of existing sharing. As this Programme is about Shared Education, the Department has met its statutory duty in that it has fully considered Shared Education when revising the guidance for the Third Call to the SEC Programme. The Third Call for Expressions of Interest ran from 20 September 2016 to 27 January 2017. The application process was enhanced for the Third Call and included information sessions for interested applicants and	-

Policy/Strategy	Detail of action taken to meet Shared Education Duties	Reason for decision that no action required
	presentations from applicants to the Assessment Panel. No announcement on the outcome of the Third Call has been made yet, as this remains subject to confirmation of funding under the Fresh Start capital resources which is currently under discussion with the NIO and the Department of Finance. Two of the five projects approved to proceed in planning from the first two calls have had their business cases approved and are at design stage. Business Cases are currently being prepared for the remaining three projects.	
The Strule Shared Education Campus (SSEC) – Education Strategy	The SSEC Education Strategy is being developed in line with Shared Education Policy to maximize the potential for sharing and collaboration between schools relocating to the SSEC which is planned to open in 2021. It includes a number of work-streams including Shared Spaces, Shared Ethos and Identity, Shared Curriculum and Timetable, The Further Education (FE) and Omagh Learning Community (OLC) Interface, Shared Staff Capacity Building and Shared ICT Provision.	-
The Inspection and Self Evaluation Framework	Questions focused on Shared Education were introduced under outcomes for learners, quality of provision and leadership and management so that schools and inspectors	-

Policy/Strategy	Detail of action taken to meet Shared Education Duties	Reason for decision that no action required
	using the document would have Shared Education as an integral part of the process	
Development of The Ten Year Executive Child Care Strategy	-	The scope of the published draft 2015 draft Childcare Strategy is related to childcare activities and not education as defined within the Act. Childcare provision enables children from a wide range of backgrounds to come together in care and developmental environments.
Joint Looked After Children Strategy with Dept of Health	-	Looked After Children are located in many schools throughout Northern Ireland and whilst Shared Education is a consideration, as required by the Act, it is not something considered to be a high priority as opposed to the individual needs of the child in developing this strategy.
Implementing Sharing Works Policy	SECRT has provided advice and support to DE colleagues and other arms-length bodies in relation to the legislation and implementation of the Sharing Works policy. The team has continued to provide a reminder on the duty placed on DE where policy development or implementation is taking place. In collaboration with ETI, the team continues to monitor implementation of the legislation and policy, including issuing monitoring surveys and analysing actions to inform the	-

Policy/Strategy	Detail of action taken to meet Shared Education Duties	Reason for decision that no action required
	required report to the Assembly. SECRT has worked closely with Shared Campuses and Strule teams in relation to delivery of policy commitment to provide capital investment to support schools sharing facilities. SECRT is working collaboratively with funders, EA and other relevant arms-length bodies to develop proposals for mainstreaming Shared Education in the medium-long term. SECRT has worked closely with other funders (TEO, The Atlantic Philanthropies and SEUPB) on short to medium term funding arrangements. SECRT has liaised with Teacher Education Team and EA to ensure provision of teacher professional learning to ensure development of the education workforce.	
Implementation of Community Relations, Equality & Diversity in Education (CRED) policy	SECRT continues to ensure practitioners and other educational stakeholders understand the relevance of the CRED policy in relation to the 'reconciliation' aspect of Shared Education. SECRT has worked with DE statisticians and ARK Research to align CRED and Shared Education modules in the Young Life & Times and Kids Life & Times surveys.	-
Open Enrolment in Primary Schools and The Procedure for Transfer from primary	-	These Circulars relate to the open enrolment processes for primary and post-primary schools and are concerned with the

Policy/Strategy	Detail of action taken to meet Shared Education Duties	Reason for decision that no action required
to post-primary Education Circulars - Guidance to Schools		arrangements for admission of children to schools. They provide guidance on the respective legal responsibilities of schools, the EA and the Department. They have no interface with Shared Education activities.
Education System evaluation (Dashboard of Measures) *Development*	The extent to which Shared Education is prevalent is being considered in the context of the development of system level measures.	-
Children and Young people's Strategy 2017 -2027 Working together to improve the well-being of children and young people living in Northern Ireland, delivering positive long lasting outcomes. This Strategy is designed to improve the well-being of all children and young people living in Northern Ireland.	In seeking to improve the wellbeing of children the draft Strategy contains 8 high level outcomes. One Outcome states that 'Children and young people live in a society in which equality of opportunity and good relations are promoted'. Shared Education provides the opportunity for children and young people from different community and socio-economic backgrounds to learn together. The Act includes the promotion of equality of opportunity; good relations; and respect for identity, diversity and community cohesion underpinning this outcome. In addition a number of indicators within the Strategy is linked to shared spaces, focusing on leisure centres, parks, libraries and shopping centres. We would wish to expand this indicator to gather the views of children and young people on Shared Education and	-

Policy/Strategy	Detail of action taken to meet Shared Education Duties	Reason for decision that no action required
	shared housing.	
Early Intervention Transformation Programme - Play and Leisure Project	-	The Play and Leisure Project forms part of the Children and Young People's Strategy 2017 -2027 – seeking to deliver upon the outcome that all children and young people should enjoy play and leisure. The Department of Education secured funding from the Early Intervention Transformation Programme (EITP) in April 2017 for a play and leisure project. The project had to fit within the criteria set by the EITP Programme, namely it had to have a focus on prevention / early intervention; it had to consider transforming the delivery of a mainstream service; and it had to be sustainable beyond the funding period. There were also constraints relating to the availability of funding and the timescale on which the project had to be delivered (over 2 years). Having considered the EITP criteria, the priorities set within the CYP Strategy (in relation to play) and the deliverability of projects an application for funding was made. Whilst there was limited scope to include a focus on Shared Education within this project the application suggest funding could be focussed on play projects to provide shared spaces. The application stated, "play

Policy/Strategy	Detail of action taken to meet Shared Education Duties	Reason for decision that no action required
		is a powerful medium for teaching values to children and young people of all ages and has the potential to contribute to the realisation of a healthier, more creative, more tolerant and more cohesive society." Given the limited funding available, the priorities for the project were determined as being providing parents with skills to play (early intervention) and providing a programme of professional development for stakeholders who influence play (transforming delivery). If future funding is available the potential to promote Shared Education will be considered.

OGL

This publication is also available at www.education-ni.gov.uk

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