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Education

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Oideachais

MÄNNYSTRIE O
Lear

Review of the planning, growth and development of integrated education: a call for evidence

Response Booklet

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1. PURPOSE OF THE REVIEW

- 1.1 This review has been commissioned to consider the future planning, growth and development of integrated education.
- 1.2 The aim of the Review is to make recommendations for structures and processes that support the effective planning, growth and development of a more integrated education system within a framework of viable and sustainable schools. A copy of the terms of reference governing the review is included in Chapter 5.
- 1.3 This call for evidence invites your views on the current nature of integrated education; planning and support arrangements to develop and grow the sector and the desirability and scope of potential measures for change.
- 1.4 We have raised issues and questions in this call for evidence in an attempt to assist respondents – if you think we have missed important issues, please raise them. In addition, while we welcome all views, we would also value any objective evidence which respondents can provide.

Timetable

- 1.5 The review panel has to submit its findings and recommendations to the Minister for Education by the end of June 2016.
- 1.6 The first stage of the review is to invite submissions of evidence which indicate how effective the current arrangements have been and how they can be improved and adapted.
- 1.7 In order to allow the panel to properly consider this evidence, the deadline for submissions is **22 April 2016**.
- 1.8 In addition to receiving and reviewing your responses, we will also hold a series of Review forums where you can discuss and consider these and other questions with the review team and other stakeholders. Further details and updates on the work of the review will also be available on the Department of Education website: www.deni.gov.uk

2. INTEGRATED EDUCATION

Background and Definition

- 2.1 The origin of integrated schools may be traced to a campaign in the early 1970s by a group of parents, under the title “All Children Together” to explore the idea of sharing their children’s education with other families of differing religious affiliations and cultural traditions in the form of a new type of school, the “integrated school”.
- 2.2 Lagan College was established as the first independent, integrated school in 1981. By 1987, there were seven newly established integrated schools. In that year, the Northern Ireland Council for Integrated Education (NICIE) was formed as a charitable organisation to co-ordinate efforts to develop integrated education and support parent groups through the process of opening new schools.
- 2.3 In 1989, integrated education was established and defined in law through the Education Reform (NI) Order. Integrated Education is defined in the order as ‘the education together at school of Protestant and Roman Catholic pupils’. The Order sets out the arrangements for the establishment, management and governance of grant maintained and controlled integrated schools.
- 2.4 In his Judgment of 15 May 2014, Justice Treacy, provided further clarity that ‘Article 64 of the Education Reform (Northern Ireland) Order 1989 applies only to “integrated education” as a standalone concept within the confines of part VI of the 1989 Order’. He went on to define integrated schools as not having a predominant ethos of one faith, together with a balanced representation on the Board of Governors.

Transformation

- 2.5 Under the Education Reform (NI) Order 1989, schools which meet certain criteria may transform to integrated status. The process is initiated through consultation with the local community and a decision by parents expressed through a parental ballot.

- 2.6 Schools transform to integrated status through the statutory Development Proposal process. A proposal is published, consulted on and a decision is taken by the Education Minister.
- 2.7 The change of status of a school occurs on a specific date, determined by the Department. However, transformation should be viewed more as a series of gradual and definite changes, undertaken with the support of the entire school body, both before and after the actual date specified by the Department.
- 2.8 The Department of Education does not identify schools as suitable for transformation to integrated status. The initial impetus for transformation comes from a number of sources, for example, the school Board of Governors, Principal, staff or parents, or the wider community.
- 2.9 Under these arrangements over twenty primary and post-primary schools have transformed successfully.

Current Position

- 2.10 There are currently 63 grant-maintained or controlled integrated schools (including those that have transformed). Overall growth of the number of schools with an integrated management type has slowed since 2000 and in particular during the last decade. The total number of pupils in grant-maintained and controlled integrated schools increased from 14,140 in 2000/1 to 17,558 in 2005/6 but only to 21,956 by 2014/15.
- 2.11 Whilst the findings from various surveys suggest a high parental support for integrated education, the numbers enrolling their children in integrated schools do not match this support.
- 2.12 This Review will consider how best to further develop and grow integrated education, ensuring it remains fit for purpose for the 21st century.
- 2.13 Further details on integrated education can be accessed at: www.deni.gov.uk/articles/integrated-schools

3. CALL FOR EVIDENCE

3.1 The review panel welcomes your views on the questions set out in this paper. Please feel free to answer all, or only some of the questions.

3.2 The call for evidence is in four parts:

- i. Section A: Views on Integrated Education
- ii. Section B: The Nature of Integrated Education
- iii. Section C: Government Support for Integrated Education
- iv. Section D: Planning of Integrated Education

Please tick the box that best describes you as a respondent:

- | | | | |
|------------------------|--------------------------|---|--------------------------|
| Principal | <input type="checkbox"/> | Parent of a child(ren) attending an integrated school | <input type="checkbox"/> |
| Vice-Principal | <input type="checkbox"/> | Parent of a child(ren) attending other schools | <input type="checkbox"/> |
| Governor | <input type="checkbox"/> | Trade Union representative | <input type="checkbox"/> |
| Teacher | <input type="checkbox"/> | Member of the public | <input type="checkbox"/> |
| Education support body | <input type="checkbox"/> | Other | <input type="checkbox"/> |
| Organisation | <input type="checkbox"/> | | |

If Education support body/Organisation/Other please specify:

*Name of School (if applicable): _____

*School Reference Number (if applicable): _____

* Please note that you do not have to identify your school should you not wish to do so.

Section A: Views on Integrated Education

Q.1. Please indicate the extent to which you agree or disagree with the following statements:

A. Integrated Education is important in promoting respect and understanding between communities here.

Strongly Agree Agree Unsure Disagree Strongly Disagree

B. Integrated Education is a vital part of creating a shared future in Northern Ireland.

Strongly Agree Agree Unsure Disagree Strongly Disagree

C. Integrated Education is vital in breaking down barriers between Catholics and Protestants.

Strongly Agree Agree Unsure Disagree Strongly Disagree

D. There should be more integrated schools in Northern Ireland.

Strongly Agree Agree Unsure Disagree Strongly Disagree

E. All schools in Northern Ireland should be integrated

Strongly Agree Agree Unsure Disagree Strongly Disagree

Section B: The Nature of Integrated Education

Integrated Education is defined in law as ‘the education together at school of Protestant and Roman Catholic pupils’.

In his Judgment of May 2014, Justice Treacy, provided further clarity that ‘Article 64 of the Education Reform (Northern Ireland) Order 1989 applies only to “integrated education” as a standalone concept within the confines of part VI of the 1989 Order’. He went on to define integrated schools as not having a predominant ethos of one faith, together with a balanced representation on the Board of Governors.

Religious Balance

Through their Admissions Criteria integrated schools aim to enrol approximately equal numbers of Catholic and Protestant children, as well as children from other religious and cultural backgrounds

The law does not prescribe a minimum requirement for the percentage of pupils from either the Protestant or Catholic community within an integrated school.

However, since 1997, the Department of Education’s policy has been that integrated schools should be able to attract 30% of **all** pupils from the minority community in the area where the integrated school is situated (i.e. at least 30% of all pupils should be Catholic or 30% of all pupils should be Protestant).

Existing schools, transforming to integrated status, must demonstrate an initial ability to achieve a minimum of ten percent of their Year 1 or Year 8 intake from the minority tradition within the school’s enrolment and the potential to achieve a minimum of 30% in the longer term.

In practice, achieving 30% of pupils from the minority community has proven challenging for many integrated schools. In 2014/15,

- 35 out of 63 integrated schools (more than half) had fewer than 30% of pupils enrolled from the minority community.

Pupils that are recorded as not belonging to either of the main traditions (Protestant or Roman Catholic) are referred to as 'Others'. In 2014/15

- 61 out of the 63 integrated schools had more than ten percent of their enrolment designated as 'others';
- 10 integrated schools had more than 30% of their enrolment designated as 'others'.

Q.2. Should integrated education continue to be primarily about educating young people from Protestant and Catholic backgrounds together?

Yes *Unsure/Don't Know* No

Please provide any additional comments:

Q.3a Is the current requirement for integrated schools to enrol a minimum 30% of all pupils from the minority community still appropriate?

Yes *Unsure/Don't Know* No

Q.3b If No, what should the minimum percentage of pupils from the minority community be?

No minimum

10%

20%

30%

40%

Please provide any additional comments:

Q.4. When measuring religious balance, should all pupils be included or only those pupils designated Catholic and Protestant?

All Pupils Unsure/Don't Know Only those designated

Please provide any additional comments:

Ethos

Integrated schools use all aspects of the school environment to give equal recognition to, and promote equal expression of, the two major traditions and other cultures in Northern Ireland.

Currently, integrated schools are not secular but are essentially Christian in character and welcome all faiths and none. In integrated primary schools Catholic children are offered Sacramental preparation at P4 and P7. At the same time, Protestant children can generally avail of the Delving Deeper programme to develop their own faith knowledge.

Q.5. What type of overarching ethos, or character should integrated schools have?

Christian

Secular

Multi-faith

Other

Please provide any additional comments:

Key Features of Integrated Education

Q.6. What do you think is currently the key feature of integrated education?

(Please indicate a preference order 1-5)

Mix of Protestants and Catholic pupils

Integrated Ethos

High Quality Education

Mix of pupils from a wide range of social,
cultural and racial backgrounds

Other *(please specify)*

Please provide any additional comments:

Q.7. What do you think should be the key feature of integrated education?

(Please indicate a preference order 1-5)

Mix of Protestants and Catholic pupils

Integrated Ethos

High Quality Education

Mix of pupils from a wide range of social,
cultural and racial backgrounds

Other *(please specify)*

Please provide any additional comments:

Section C: Government Support for Integrated Education

The Education Reform (NI) Order 1989 stipulates that it *'shall be the duty of the Department [of Education] to encourage and facilitate the development of integrated education, that is to say the education together at school of Protestant and Roman Catholic pupils'*.

As a consequence, the Department of Education provides of annual funding of around £650,000 per annum to NICIE to provide assistance and advice to stakeholders on the establishment and further development of integrated provision and to develop a strategic approach to the development of the sector.

In addition, the Department has provided a number of grants to the Integrated Education Fund to support the development of integrated education.

Recurrent funding is provided to support to transforming schools for up to five years.

Q.8. Has government been pro-active enough in supporting the development of integrated education?

Yes *Unsure/Don't Know* No

Please provide any additional comments. If No, we are particularly interested in how you think government could be more pro-active in future.

Q.9. Should government set targets to increase the number of pupils enrolled in integrated education?

Yes *Unsure/Don't Know* No

Please provide any additional comments:

Q.10. Should the Department of Education continue to have a statutory duty to 'encourage and facilitate' integrated education?

Yes *Unsure/Don't Know* No

Please provide any additional comments. If Yes, we are particularly interested in how you think the Department of Education should implement its statutory duty in future.

Additional Funding for Integrated Schools

All grant-aided schools in Northern Ireland, other than special schools or schools established in hospitals, are funded under the Common Funding Scheme.

Significant funding is delegated to schools. Most of the funding delegated to schools is allocated using the Common Funding Formula. Schools also have access to central funds for specified purposes for example staff substitution costs and costs for rents and rates.

The Common Funding Formula is made up of a range of factors developed to reflect the main costs associated with schools, namely numbers of pupils; their ages and profile; the relative size of schools; costs associated with school buildings; together with a range of other factors which recognise the distinctive features of individual schools and certain pupils that give rise to significant and unavoidable costs.

Q.11. Should integrated schools receive additional annual funding to support the development and delivery of an integrated ethos throughout the curriculum?

Yes *Unsure/Don't Know* No

Please provide any additional comments:

Sectoral Support Arrangements

In 1987, NICIE was formed as a charitable organisation to co-ordinate efforts to develop integrated education and to support parent groups through the process of opening new schools. NICIE was formed with the encouragement of the Nuffield, Rowntree and Cadbury Foundations, which were then major funders of integrated Schools

Following, the passage of the 1989 Education Order, the Department of Education has provided funding support to NICIE to encourage and promote integrated education.

NICIE is a limited company with charitable status. Currently, it obtains almost all its funding from the Department of Education, which provides an annual grant of around £650,000.

NICIE's aim is to assist the development of integrated education in Northern Ireland. The following broad areas of operation have been identified to fulfil this aim:

- the provision of assistance and advice in the establishment of integrated schools;

- promoting the interests of persons connected with integrated schools and promoting standards of good practice within the schools; and
- liaising with other bodies with a view to the furtherance of integrated education.

Q.12. Is there a continuing need for an organisation such as NICIE to promote, develop and support integrated education?

Yes *Unsure/Don't Know* No

Please provide any additional comments:

Q.13. Has NICIE been effective in promoting, developing and supporting integrated education?

Yes *Unsure/Don't Know* No

Please provide any additional comments. If No, we are particularly interested in how NICE can be more effective in future.

Q14. What should be the key priorities for NICIE going forward?

(Please indicate a preference order 1-5)

Area Planning

Advice and support for existing integrated schools

Advice and support for schools wishing to transform

Advocacy of integrated education

Shared Education

Please provide any additional comments:

Section D: Planning for Integrated Education

Area planning is the process through which the Department of Education seeks to deliver high quality education to meet the current and future needs of the population.

The Minister of Education commissioned area planning in September 2011 and made it clear that, against the backdrop of the continuing challenging financial landscape, progress on restructuring the educational landscape cannot be delayed.

The Area Planning process is being led by the Education Authority, working with the CCMS, and engaging with others sectoral representatives including those for the integrated and Irish-medium sectors.

New agreed area planning support structures and governance arrangements are currently embedding. New three year Area Plans covering the period from April 2017-March 2020 for primary, post-primary and Special Schools Sectors are due with the Department of Education in July 2016.

The Planning Process

Q.15. Has the Area Planning process to date been effective in developing the integrated sector?

Yes *Unsure/Don't Know* No

Please provide any additional comments. If No, we are particularly interested in how you think the process could be more effective in future.

Q.16. Do you know who represents the integrated sector in the area planning process?

Yes *Unsure/Don't Know* No

Please provide any additional comments:

Q.17. Do you know how to influence the development of an area plan?

Yes *Unsure/Don't Know* No

Please provide any additional comments:

Q.18. Can the area planning process be improved to better support the development of integrated schools?

Yes *Unsure/Don't Know* No

Please provide any additional comments. If Yes, we are particularly interested in how you think the process could be improved in future.

Transformation

Under the Education Reform (NI) Order 1989, schools which meet certain criteria may transform to integrated status. The process is initiated through consultation with the local community and a decision by parents expressed through a parental ballot.

Schools transform to integrated status through the statutory Development Proposal process. A proposal is published, consulted on and a decision taken by the Education Minister.

Under these arrangements over twenty primary and post-primary schools have transformed successfully. In the past decade, however, only a very small number of schools have chosen to transform.

The Department of Education currently provides recurrent funding support to transforming schools for up to five years. Individual schools working with NICIE submit a business case outlining the funding required to support implementation of the school's transformation plan.

The total funding provided will vary on a case by case basis depending on individual circumstances, including for example the size of the school; whether the school needs to employ an additional teacher from the minority community and the pre-existing levels of integration. Total funding of £46,000 to be allocated amongst eligible schools in 2015/16.

Q.19. Why do you think only a small number of schools have chosen to transform in the past decade? *(Please indicate preference order 1-6)*

Lack of knowledge or awareness of process
amongst Boards of Governors

Lack of knowledge or awareness amongst parents

Cumbersome process

Insufficient financial incentives

Opposition from other managing authorities or
Boards of Governors

Other *(please specify)*

Please provide any additional comments:

Growth

Q.20. What should be the main method of future growth for the integrated sector? *(Please indicate preference order 1-4)*

Expansion/growth of current integrated schools

Establishment of new integrated schools

Transformation of existing schools

Other *(please specify)*

Please provide any additional comments:

Capital Investment

The majority of the Department of Education's capital budget is used to fund construction works in the schools' estate. Projects fall into three broad categories:

- major projects with an overall value greater than £0.5 million to provide high quality educational facilities for children and young people;

- minor projects with a value less than £0.5 million, which allow the Department to meet legal obligations to provide places for children of statutory school age in respect of nursery, primary, post primary schools and to meet inescapable obligations in respect of Health and Safety; and
- school enhancement projects with a value between £0.5 million and £4 million available aimed at refurbishing or extending existing school provision.

Strule Shared Education Campus, Omagh

The lands at Lisanelly in Omagh, a former military barracks, were gifted to the Northern Ireland Executive by the Ministry of Defence under The Hillsborough Agreement.

The Strule Shared Education Campus situated on the Lisanelly site will involve significant capital investment into Omagh's post-primary and special education school sectors, for the construction of six new schools and associated shared education facilities.

Shared Education Campus Programme

The OFMDFM Together: Building a United Community (T:BUC) strategy was published in May 2013 and includes a commitment to commencing 10 new shared education campuses by 2018. The Programme provides new or enhanced shared educational facilities or new shared education campuses (where schools are co-located and share infrastructure). It is targeted at schools which have a solid foundation of existing sharing, to ensure the long-term success of the schemes.

'Fresh Start' Agreement

The 'Fresh Start' Agreement of November 2015 included an allocation of £500 million over ten years for capital investment in Shared and Integrated Education and shared housing. The Review panel has been asked to consider how this capital investment can be best used to increase the numbers of Roman Catholics and Protestant pupils being educated together in sustainable schools.

Q.21. What should be the priority for capital investment from the Fresh Start funding? *(Please indicate a preference order 1-7)*

Expansion/growth of current integrated schools

Replacement of sub-standard accommodation at existing integrated schools

Schools transforming to integrated status

Establishment of new integrated schools

Shared campuses

All schools with religiously mixed enrolments

Other *(please specify)*

Please provide any additional comments:

4. RESPONDING TO THE CALL FOR EVIDENCE

4.1 The review would welcome your views on the issues raised in this call for evidence, and any other comments you may have. Responses should reach us by **22 April 2016**.

4.2 Please feel free to limit your answer to the most significant or relevant questions for you.

4.3 You can email your responses to:

integratedreview@deni.gov.uk

or post them to:

Integrated Review
Suzanne Kingon
Room F10
Rathgael House
43 Balloo Road
Rathgill
BANGOR
BT19 7PR

4.4 If you wish to discuss any aspect of this paper, please direct your enquiry to either Suzanne Kingon (02891 858162) or Jeff Brown (02891 279872).

4.5 Information provided in response to this consultation, including personal information, may be published or disclosed in accordance with the access to information regimes. These are primarily the Freedom of Information Act 2000 (FOIA) and the Data Protection Act 1998 (DPA).

4.6 **If you want the information that you provide to be treated as confidential, please be aware that, under the FOIA, there is a statutory Code of Practice with which public authorities must comply and which deals with, amongst other things, obligations of confidence.** In view

of this it would be helpful if you could explain to us why you regard the information you have provided as confidential. If we receive a request for disclosure of the information we will take full account of your explanation, but we cannot give an assurance that confidentiality can be maintained in all circumstances. An automatic confidentiality disclaimer generated by your IT system will not, of itself be regarded as binding on the review.

- 4.7 The review will process your personal data in accordance with the DPA and in the majority of circumstances this will mean that your personal data will not be disclosed to third parties.

5. TERMS OF REFERENCE

Review of the planning, growth and development of integrated education

Purpose

1. The purpose of this paper is to provide a Terms of Reference for a Review of the planning, growth and development of integrated education. The paper defines the strategic context, aim and objectives of the Review and the structure and timeframe required.
2. This Review will consider how to develop and grow integrated education as defined in the 1989 Order and the Treacy Judgment of May 2014. In the context of ensuring fit for purpose arrangements for the 21st century and the current constrained financial climate, the review will also examine how to develop a more integrated education system in its widest sense, which will bring together increasing numbers of Protestant and Roman Catholic pupils within all schools. The phrase *within* schools indicates in this context a distinction from Shared Education which specifically involves two or more schools working together.

Integrated Education

3. Article 64 of the Education Reform (NI) Order 1989 defines integrated education and stipulates that it *'shall be the duty of the Department to encourage and facilitate the development of integrated education, that is to say the education together at school of Protestant and Roman Catholic pupils'*.
4. Part VI and Schedules 5 and 6 of the Order further define the arrangements for the establishment, management and governance of grant maintained and controlled integrated schools.
5. In his Judgment of 15 May 2014, Justice Treacy, provided further clarity that *'Article 64 of the Education Reform (Northern Ireland) Order 1989 applies only to "integrated education" as a standalone concept within the confines of part VI of the 1989 Order'*. He went on to define integrated schools as not having a predominant ethos of one religion, together with a balanced representation on the Board of Governors.

Background

6. The origin of integrated schools may be traced to a campaign in the early 1970s by a group of parents, under the motto “All Children Together “ to explore the idea of sharing their children’s education with other families of differing religious affiliations and cultural traditions in the form of a new type of school, the “integrated school”.
7. Lagan College was established as the first independent, integrated school in 1981. The 1980s was characterised by parent-led initiatives supported by charitable trusts and foundations such as Nuffield and Joseph Rowntree to establish a number of new integrated schools, initially without government funding.
8. By 1987, there were seven newly established integrated schools. In that year, the Northern Ireland Council for Integrated Education (NICIE) was formed as a charitable organisation to co-ordinate efforts to develop integrated education; and support parent groups through the process of opening new schools.
9. As noted above, the Education Reform (NI) Order 1989 provided a statutory framework for the development of integrated schools and placed a responsibility on the Department of Education (DE) ‘to encourage and facilitate the development of integrated education’.
10. By the late 1990s, there was increasing policy emphasis on the ‘transformation’ to integrated status of existing schools. To date, this process has only been utilised by controlled schools.
11. There are currently 63 grant-maintained or controlled integrated schools. Overall growth of the number of schools with an integrated management type has slowed since 2000 and in particular during the last decade. The total number of pupils in grant-maintained and controlled integrated schools increased from 14,140 in 2000/1 to 17,558 in 2005/6 but only to 21,956 by 2014/15.
12. Whilst the findings from various surveys suggest a high parental demand/support for integrated education, the numbers enrolling their children in integrated schools do not match this support.

13. The last new grant-maintained integrated school, Blackwater Integrated College, opened in 2008. The last successful transformations to controlled integrated status were in 2010. However, the Minister has recently approved Development Proposals for the transformation of Mallusk and Loughries Primary Schools from controlled to controlled integrated status from September 2015 and September 2016 respectively.
14. In 2006, the Bain Report highlighted the decline in pupil enrolments in the north of Ireland and the need for greater integration within the education system, particularly advocating greater sharing and collaboration between schools.
15. In this context, with the support of external funding from the International Fund for Ireland and the Atlantic Philanthropies, the concept of shared education evolved and a series of pilot projects were implemented. Political and policy discourse has increasingly focused upon the concept of shared education.
16. Shared Education involves the sustained provision of opportunities for children and young people from different community, as well as social and economic, backgrounds to learn together. This is specifically achieved through co-operation between schools of differing ownership, sectoral identity and ethos, management type or governance arrangements
17. In recent years, there has also been increasing interest in what have been termed 'naturally integrated' or 'super mixed' schools, where Protestant and Catholic pupils are educated together outside controlled or grant maintained integrated schools. There are currently 60 grant-maintained or controlled integrated schools where at least ten percent of the pupil enrolment is from the minority community.

Strategic Context

18. In particular, this review should take account of the following:
- a. the Minister's overall vision and strategy for education;
 - b. all existing DE policies and processes in particular:
 - the Sustainable Schools Policy,
 - the Area Planning process,
 - Every School a Good School,
 - the Shared Education Policy and the DE circular on Jointly Managed Schools,
 - Learning to Learn: A Framework for Early Years Education and Learning,
 - the requirements of the Revised Curriculum and the Entitlement Framework,
 - the protocol for the selection of major capital works; and
 - the overall aims of targeting social need and promoting equality.
 - c. the potential investment in shared and integrated education via the Stormont House Agreement;
 - d. the statutory duties on the Department of Education, particularly the statutory duty on the Department under Article 64 of the Education Reform (NI) Order 1989 to encourage and facilitate integrated education; and the need to ensure that its analysis and recommendations are practical and applicable within the statutory framework;
 - e. previous reviews and analysis of the development and planning of integrated education here, including the Education Committee Report on Shared and Integrated Education;

- f. the resources available to the Department of Education in the context of the Budget settlement for 2015/16 and future settlement for 2016/17;
- g. the NIAO Report of June 2015 on the Sustainability of Schools; and
- h. the current organisational structure of the education sector.

Aim of the Review

- 19. The aim of the Review is to make recommendations for structures and processes that support the effective planning, growth and development of a more integrated education system within a framework of viable and sustainable schools.

Structure of the Review

- 20. The Review will be conducted by an independent panel appointed by the Minister. Dr Margaret Topping and Mr Colm Cavanagh will be the panel members.

Objectives of the Review

- 21. The objectives of the Review are to:
 - a. analyse the historical growth patterns and nature of the education together of Protestant and Catholic pupils and identify potential obstacles to continuing growth;
 - b. examine existing arrangements and, if required, develop proposals for the future strategic development of integrated education as defined in the 1989 Order, including consideration of:
 - i. the future roles of the Department, the Planning Authorities, Arm's Length Bodies and communities;
 - ii. the effectiveness of current arrangements to determine and project levels of demand for integrated education within the wider context of area planning; and
 - iii. the effectiveness of the processes for statutory transformation and the establishment of new integrated schools;

- c. assess how the Duty placed on the Department under Article 64 of the Education Reform (NI) Order 1989 has assisted in encouraging and facilitating integrated education;
- d. assess the effectiveness of current arrangements and, if required, develop proposals for future sectoral support arrangements for integrated education;
- e. consider how the potential capital investment from the Stormont House Agreement for shared and integrated education can be best used to increase the numbers of Roman Catholics and Protestant pupils being educated together in sustainable schools;
- f. develop short and medium term proposals to develop a more integrated education system based on current legislation, enhance the network of viable schools that are cost effective and value for money; and
- g. develop longer-term proposals to ensure the nature and structure of integrated education remain fit for purpose in light of the significant societal changes in the twenty-five years since the 1989 Order.

Task

22. The Review Team is asked to:
- a. undertake a strategic assessment across all aspects of current planning and development of integrated education;
 - b. undertake appropriate engagement on the way ahead with DE, the Planning Authorities, education organisations, professionals within the education sector, schools and other key stakeholders, including political representatives (primarily through the Assembly Education Committee);
 - c. identify at an early stage key emerging themes and potential issues of public/political/media concern; and

- d. produce coherent proposals and recommendations to the Minister to support the effective planning, growth and development of a more integrated education system in the form of a report incorporating its analysis, findings and recommendations.

Timing of the Review

23. The Review Team should complete an interim report after the analysis phase of the assignment has been undertaken.
24. On completion of the full assignment, the Review Team should prepare its report and submit it in final form by **NO LATER THAN 30 June 2016**.

