

COMMUNITY RELATIONS, EQUALITY & DIVERSITY IN EDUCATION POLICY

Youth Council Northern Ireland
Tuesday 13th September 2011

Community Relations, Equality & Diversity In Education Policy



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- Policy premised on:
 - Equality & human rights
 - UN Convention on the Rights of the Child
 - Commitments in Good Friday, St Andrews & Hillsborough agreements
 - Changes in society & policy context

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- Intended Recipients
 - Primary Schools
 - Post-Primary Schools
 - Youth Settings
 - Statutory early years settings
 - Other early years settings – “*strongly encouraged*” to adopt CRED principles

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- Policy Aim
 - Contribute to improving relations between communities by educating children & young people to develop self respect, respect for others, promote equality & work to eliminate discrimination
 - Provide formal & non-formal opportunities to build relationships with those of different backgrounds & traditions within resources available

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● Policy Objectives

- Develop understanding & respect for rights, equality & diversity of all without discrimination
- Value & respect difference & engage positively with it
- Equip children/young people with required skills attitudes & behaviors

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- Intended Outcomes
 - Understand and respect rights, equality & diversity (incl linguistic diversity) of all
 - Develop skills, attitudes & behaviours to value and respect difference and engage positively with it
- Based on set of core principles

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- Key changes from CR Policy:
 - Wider definition of Community Relations - all section 75 groups (not just two main communities)
 - Reflects changed environment
 - Reflects changes to curriculum

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- Key changes from CR Policy:
 - Move away from dependency on external organisations
 - Embed work within schools & youth settings
 - Provide strong skills base for educators
 - Within framework of existing policies

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- Key Actions
 - Integration & Cohesion
 - Strategic Planning & Connections
 - Access to Work & Programmes
 - Training for Education Workforce
 - Enhance Opportunities for Young People

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- Resources
 - Training & Capacity Building of workforce
 - Dissemination of good practice & materials
 - As resources permit, targeted support for meaningful interaction

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CRED Guidelines

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- Purpose
 - To support the delivery of CRED and the challenges that may arise
 - To align the work of CRED with the School Improvement agenda
 - To support the change of focus away from ‘old’ concept of Community Relations to include Equality and Diversity

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- Aimed at
 - Formal and Non Formal Education (Schools & Youth Work settings)
 - Management Committees, Advisory Committees, Boards of Governors
 - Strategic Managers – in Education Authorities
 - Operational Managers – Schools & Youth
 - Delivery staff – teachers and youth workers

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- Format of the Guidance
 - Policy aims and Core Principles
 - General Guidance
 - Guidance for Specific Educational Settings
 - Early Years
 - Primary /Post Primary
 - Youth
 - Evaluation (*incl quality indicator framework*)
 - Training & Support

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QUALITY INDICATORS

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Why we need Quality Indicators

- Supports implementation of CRED policy, guidelines and funding mechanism
- Support delivery of the curriculum
- Ensure that the QIs supported the raising of standards and achievements
- CRED not an 'add on'

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Development of Quality Indicators

- Considered a wide variety of indicators from various sources
- Benchmarked against them
- Drew from these existing measurements
- Developed the QIs and then amended as we received comments
- Want to ensure they are as concise and workable as possible

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- Comprise 8 Quality Indicators
 - Educational provision
 - Participants' learning experiences
 - Quality of external links
 - Leadership and management
 - Effective use of resources
 - Pastoral care and ethos
 - Child protection
 - Equality of opportunity

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Q1 EDUCATIONAL PROVISION: OUTCOMES FOR PARTICIPANTS: Ensure that participants, at each stage of their development, have an understanding of difference and diversity.

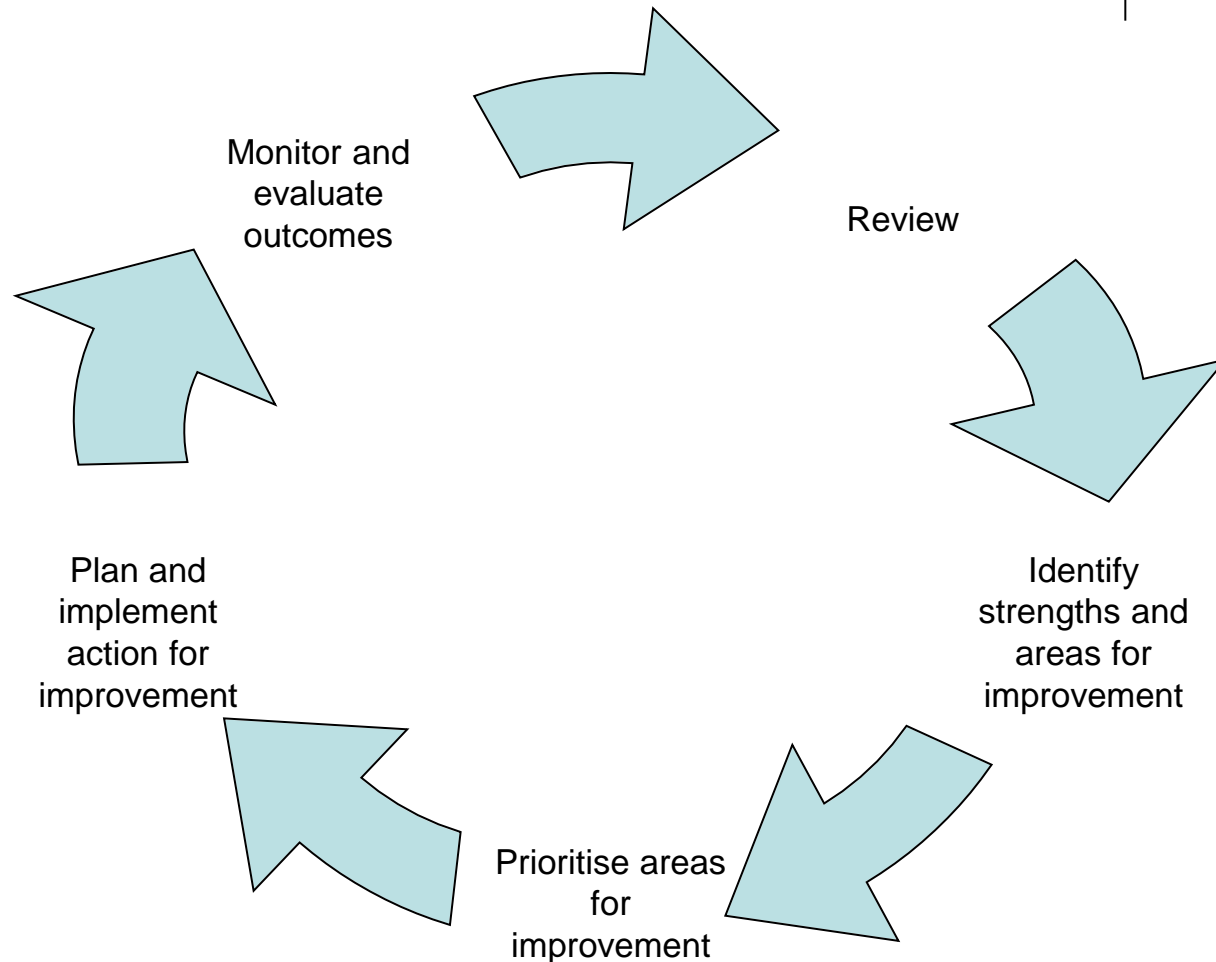
To evaluate this consider the extent to which CRED interventions meet the following statements

	Evaluation with strengths of intervention	Areas for development with actions to be taken
Q1a CRED interventions provide opportunities for the participants to take part in a range of activities in formal and non-formal settings which increases their knowledge and understanding of difference and diversity.		

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Opportunities for participation, from all Section 75 groups, in CRED intervention

Opportunities for the participants to meet and work with:	Pre-school	4-11	12-16	17-18	Over 18
Others from a different religious background in a formal setting					
Others from a different ethnic background in a formal setting					
Others with a disability in a formal setting					
Others from the LGBT community in a formal setting					

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As a result of their involvement in the CRED intervention the participants know more about and respect:	Yes: with evidence	Maybe: with evidence	Not Sure
the culture and traditions of people from a Catholic community background			
those who are lesbian, gay, bi-sexual or transsexual			
and feel comfortable being friends with someone of a different religion, race, colour, those with a disability and those of a different sexual persuasion			
and have the opportunity to give their views, and to listen to others' views about issues that affect them			