



Rewarding Learning

Section 75 and Schedule 9
The Northern Ireland Act 1998

**EQIA on Phase 2 of the Review
of Curriculum and Assessment**

February 2003

EQIA on Phase 2 of the Review of Curriculum and Assessment

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1: INTRODUCTION

Under the statutory duties contained within Section 75 of the Northern Ireland Act 1998, CCEA gave an undertaking to carry out an Equality Impact Assessment (EQIA) on each policy or group of co-joined policies where screening had indicated that there may be significant implications in relation to one or more of the nine equality dimensions.

This draft report has been made available as part of the Formal Consultation stage of the EQIA relating to Phase 2 of the Review of Curriculum and Assessment and we would welcome any comments which you may have in terms of this EQIA and our preliminary recommendations with regard to measures to mitigate adverse impact and alternative policies.

In carrying out this EQIA, CCEA is co-joined with the Department of Education.

Further copies of this EQIA report are available on the Council's website at www.ccea.org.uk

If you have any queries about this document, and its availability in alternative formats (including Braille, disk and audio cassette, and in minority languages to meet the needs of those who are not fluent in English) then please contact:

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The deadline for comments will be **Monday, 7 April 2003**.

Following consultation the final report will be made available by **Monday, 28 April 2003**.

SECTION 75 AND THE STATUTORY DUTIES

Section 75 of the Northern Ireland Act 1998 requires each public authority, when carrying out its functions in relation to Northern Ireland, to have due regard to the need to promote equality of opportunity between nine categories of persons, namely:

- between persons of different religious belief, political opinion, racial group, age, marital status or sexual orientation;

- between men and women generally;
- between persons with a disability and persons without; and
- between persons with dependants and persons without.

Without prejudice to its obligations above, the public authority must also have regard to the desirability of promoting good relations between persons of different religious belief, political opinion or racial group.

While reading this report it should be noted that under current legislation schools are not designated public authorities and therefore are not subject to Section 75 legislation.

The Equality Commission for Northern Ireland approved CCEA's Equality Scheme in June 2001. The Scheme outlines how the Council proposes to fulfil its statutory duties under Section 75. Following approval of the Scheme, existing policies were screened to assess impact on the promotion of equality of opportunity or the duty to promote good relations using the following criteria:

- is there any evidence of higher or lower participation or uptake by different groups?
- is there any evidence that different groups have different needs, experiences, issues and priorities in relation to the particular policy issue?
- is there an opportunity to promote equality of opportunity between the relevant different groups, either by altering the policy, or by working with others in government or in the larger community, in the context of the policy?
- have consultations with relevant groups, organisations or individuals indicated that policies of that type create problems specific to any relevant group?

A report describing the results of the screening process is available from the Council's Equality Officer (contact details above).

Following screening, a schedule of EQIAs was drawn up and the EQIA on Phase 2 of the Review of Curriculum and Assessment was scheduled for assessment in Year One.

THE COUNCIL

CCEA is the Northern Ireland Council for the Curriculum, Examinations and Assessment. It was set up by government to provide advice on and support for what is taught in schools and colleges in Northern Ireland and how it is assessed. CCEA is responsible for the assessment of pupils at Key Stages 1, 2 and 3 and accreditation of Records of Achievement. CCEA conducts public examinations such as GCSE, GCE, Certificate of Education Achievement (CoEA) and Graded Objectives in Modern Languages (GOML) for students aged 16 to 19 and beyond, and administers the Transfer Test on behalf of the Department of Education. CCEA is also responsible for the regulation of GNVQs in Northern Ireland.

CCEA's remit is set out in The Education (Northern Ireland) Order 1998. CCEA has a statutory responsibility to:

- keep under review all aspects of the curriculum, examinations and assessment;
- give advice to the Department of Education about the statutory curriculum, assessment, examinations and external qualifications;
- publish and distribute information about the statutory curriculum, assessment and examinations;
- carry out consultation with the educational community in Northern Ireland about proposed changes to legislation governing the statutory curriculum, examinations and assessment;
- conduct and moderate examinations and assessment, ensuring that standards are equivalent in these areas to other parts of the United Kingdom.

In addition to the above CCEA has a remit for the development of educational technology and the production of multi-media resources.

The Council's mission statement is:

“to work in partnership to develop a broad and relevant curriculum, supported by high quality assessment and examinations, so that young people are given the best opportunities to fulfill their potential.”

2: THE POLICY

The new curriculum and assessment proposals aim to provide a curriculum and assessment framework which meets the changing needs of pupils, society and the economy and environment. The main reasons for reviewing the curriculum were:

- to ensure our young people are prepared for the demands of the 21st century, particularly the way they live in our society and the work they will do;
- to place greater emphasis on the development of skills; and
- to provide more flexibility for schools to adapt the curriculum to meet the needs of all of their pupils.

It is the aim of CCEA that these Proposals will have the confidence of teachers, parents, employers and the wider public.

Phase 1 of the Curriculum Review took place from September 1999 to March 2000. It focused on whole curriculum issues and on establishing the nature of the statutory curriculum entitlement for all pupils. The Proposals from Phase 1 were issued for consultation in April 2000. This included a revised curriculum framework comprising the aim, objectives, skills and values underpinning the curriculum as well as proposals for expanding pupil entitlement into areas relating to Personal Development, Citizenship and Employability.

The consultation was designed to gather and analyse the views of teachers and other interested individuals and organisations in Northern Ireland.

The Phase 1 consultation process involved:

- written questionnaires distributed to all schools and key stakeholders;
- 20 consultation seminars for school representatives; and
- 50 meetings organised with key stakeholders.

Phase 2 of the Review began in October 2000 and took into account the feedback received from the consultation on Phase 1.

The aims of Phase 2 were:

- to develop detailed proposals for the statutory curriculum at Key Stages 1, 2 and 3 (including a new Foundation Stage);
- to produce a coherent framework for Key Stage 4, taking into account developments in relation to qualifications;
- to place a much greater emphasis on the development of skills;
- to review the assessment arrangements associated with the statutory curriculum; and
- to explore the potential use of ICT in assessment.

This EQIA on Phase 2 of the Review of Curriculum and Assessment report is structured in this format to meet the needs of the informal stage of consultation. In discussion with the Department of Education, it was agreed that CCEA would take the lead in the EQIA up to the assessment of impact. Subsequently the Department of Education will lead the EQIA.

COMMENTS ON EACH POLICY AREA

CCEA evaluated the current statutory curriculum and assessment arrangements at Key Stages 1, 2, 3 and 4 against the nine Equality categories and noted the potential adverse impact of the current statutory curriculum and assessment arrangements.

Table 1: Foundation and Key Stages 1, 2, 3 and 4

Category	Current Arrangements that may Impact on this Category	Potential Adverse Impact of Current Curriculum and Assessment Arrangements
<p>Age (under 18, 18-65, over 65, ageism, retirement, pensions)</p>	<p>The majority of children within NI start school at age 4.</p> <p>In primary schools children undergo Baseline Assessment and the majority of children take the Transfer Test.</p> <p>In the post-primary school children take Key Stage 3 tests at the end of KS3 and GCSEs at the end of KS4.</p>	<p>4 year olds (particularly boys) may be disadvantaged by starting formal education too early.</p> <p>Key Stage 3 Test outcomes are not age weighted (nor are any official tests or examinations other than the Transfer Test).</p>
<p>Marital Status (married, unmarried, divorced, separated, widowed)</p>	<p>N/A</p>	<p>N/A</p>
<p>Men and Women Generally (men/boys; women/girls; transgender/transsexual)</p>	<p>Baseline Assessment.</p> <p>Key Stage Assessment.</p> <p>Transfer Test data.</p> <p>Examination Results.</p> <p>DE Statistics.</p>	<p>There is concern that the performance of boys at ages 4, 8, 11 and 14 is slipping behind that of girls.</p>
<p>Persons with a Disability (as defined)</p>	<p>A number of KS3 papers are printed for visual and hearing impaired students.</p> <p>At KS4 there is a procedure for special arrangements for pupils with special educational needs.</p>	<p>The current Access Statement may necessitate that more children with a disability are required to be 'statemented'.</p> <p>Currently some children may need to be exempted from KS3 tests because of particular disabilities.</p>

Category	Current Arrangements that may Impact on this Category	Potential Adverse Impact of Current Curriculum and Assessment Arrangements
Persons with Dependents (Care of children, disabled, elderly)		There is currently no provision in the statutory curriculum for young people to learn about Parenting or other issues relating to care of dependents.
Political Opinion (Unionist, Nationalist, members/supporters of any political party, other)	Currently data is available on school type, ie controlled/maintained/integrated and this may provide possible indicators of political opinion.	The statutory curriculum is politically neutral. The Cohort Study analysis of curriculum implementation by school type reveals differences, for example more time spent on RE in maintained schools.
Racial Group (Chinese, Irish Traveller, Indian, Pakistani, Bangladeshi, Black African, Black Caribbean, mixed ethnic, any other group, nationality)	Education for Mutual Understanding and Cultural Heritage are statutory cross-curricular themes. Irish-medium education is provided for within the current curriculum.	There is currently a requirement to address issues of racial equality through Education for Mutual Understanding and Cultural Heritage. However, this requirement is not explicit. Certain aspects of the current curriculum in relation to the development of literacy and numeracy skills may impact adversely on Irish-medium pupils.
Religious Belief (Protestant, Catholic, Hindu, Jewish, Islam/Muslim, Sikh, Buddhist, other religion, people of no religious belief)	Religious Education is part of the core curriculum as specified by the Department of Education and the four main Christian Churches.	Religious beliefs, other than Christianity are not addressed as a statutory entitlement within the core curriculum for Religious Education (specified by DE and the Churches).
Sexual Orientation (Gay, Lesbian, Bisexual, Heterosexual)		Personal, Social and Health Education (PSHE) and sexual orientation are not addressed within the current statutory curriculum.

3: CONSIDERATION OF AVAILABLE DATA AND RESEARCH

In order to carry out this Equality Impact Assessment, the following sources of information have been relied upon:

- Feedback from the Northern Ireland Curriculum Cohort Study in which 2,700 pupils and their teachers in 51 schools within Northern Ireland gave their views on the current statutory curriculum.
- Feedback from the Phase 1 and Phase 2 consultation exercises through which all educational establishments, organisations and other interested organisations were invited to make a response to the consultation Proposals. 1073 primary and 802 post-primary responses were received in the Phase 2 consultation.
- Feedback from the equality impact assessment consultation on the Phase 2 Proposals, through which organisations with an interest in equality were sent a summary of the Proposals and a consultation response form seeking equality information and invited to make a response. 11 responses specifically dealing with equality were received.
- Feedback from the qualitative consultation process involving a series of 58 meetings with primary and post-primary schools and organisations with an interest in education as well as with equality groups as listed at Appendix 2.
- A summary of the Proposals for the Foundation Stage, Key Stages 1 and 2, and Key Stages 3 and 4 was produced and circulated to groups with an interest in equality. This summary document was translated into traditional Chinese on request.

4: CONSIDERATION OF ADVERSE IMPACT and PROPOSALS TO MITIGATE

Each of the four areas of the Curriculum and Assessment Proposals (Foundation, Key Stages 1 and 2, Key Stage 3 and Key Stage 4) was examined in the light of information obtained from consultation to assess whether or not there was an adverse impact from the Proposals on any of the nine equality categories and to ascertain if any further action could be taken. In considering the Proposals and their impact, readers should bear in mind that the limitation of this exercise is that it applies to the proposed statutory curriculum only and not to issues relating to its implementation which are matters for schools and other agencies.

Table 2

Category	CCEA's Proposals to Mitigate against Current Adverse Impact of the Curriculum	How This May Impact
<p>Age (under 18, 18-65, over 65, ageism, retirement, pensions)</p>	<p>A less formal Foundation Stage should be introduced for children starting school at the age of 4, to ensure they develop the disposition to learn.</p> <p>Key Stage tests could be replaced by on-going formative assessment.</p> <p>A Pupil Profile could be introduced which would take age-relatedness into consideration.</p>	<p>Research suggests that young children are not disadvantaged by a less formal curriculum and that all children (and particularly boys) may be advantaged by having time to develop better learning dispositions.</p> <p>By replacing Key Stage tests with on-going formative assessment a child's progress will be based on their overall performance and not on end of Key Stage assessments.</p> <p>Reporting would relate to the age and maturity of pupils.</p>
<p>Marital Status (married, unmarried, divorced, separated, widowed)</p>	<p>PSHE and Citizenship should become a statutory entitlement for all young people.</p>	<p>Young people will learn about relationships and responsibility.</p>
<p>Men and Women Generally (men/boys; women/girls; transgender/transsexual)</p>	<p>The introduction of a Foundation Stage should give boys a better start and might halt the gap in performance between boys and girls.</p> <p>A less formal Foundation Stage should be introduced.</p> <p>The revised curriculum should be more relevant to real life and there should be greater flexibility to choose subjects at Key Stage 3 and Key Stage 4.</p>	<p>Under motivated and under performing pupils (particularly boys) might be encouraged if there was greater relevance/coherence in the statutory curriculum.</p>

Category	CCEA's Proposals to Mitigate against Current Adverse Impact of the Curriculum	How This May Impact
	There should be gender equality in the statutory curriculum.	
Persons with a Disability (as defined)	<p>A new access statement should allow greater flexibility to differentiate the curriculum according to the needs of individual pupils.</p> <p>The statutory requirement for testing at KS3 will be removed.</p>	<p>Teachers will have more scope to tailor the curriculum to meet the needs of all, including those with disabilities.</p> <p>By replacing Key Stage tests with on-going formative assessment a child's progress will be based on their overall performance and not on single tests.</p>
Persons with Dependents (Care of children, disabled, elderly)	<p>Proposals for Personal, Social and Health Education and Citizenship should educate young people in preparation for parenting and for caring for dependents.</p> <p>Citizenship education to educate young people about equality, rights and responsibilities.</p>	Children should be educated to deal with social issues.
Political Opinion (Unionist, Nationalist, members/supporters of any political party, other)	The revised curriculum should include Citizenship to help young people learn about and participate in democratic politics.	Young people will learn about Equality, Rights and Responsibilities and democratic participation as a means of expressing and respecting a variety of political opinions.

Category	CCEA's Proposals to Mitigate against Current Adverse Impact of the Curriculum	How This May Impact
<p>Racial Group (Chinese, Irish Traveller, Indian, Pakistani, Bangladeshi, Black African, Black Caribbean, mixed ethnic, any other group, nationality)</p>	<p>The revised curriculum should include Personal Development and Citizenship to help young people learn about race and cultural issues.</p> <p>Adaptation of the curriculum to meet the needs of Irish-medium schools.</p>	<p>Young people will learn about the ethnic origins and traditions of other racial groups and consider issues of equality, justice, and human rights and responsibilities.</p> <p>The adoption of the curriculum will consider specific issues arising from bi-lingual immersion education.</p>
<p>Religious Belief (Protestant, Catholic, Hindu, Jewish, Islam/Muslim, Sikh, Buddhist, other religion, people of no religious belief)</p>	<p>The DE are currently overseeing a review of RE and there will be a separate EQIA on their Proposals.</p>	<p>Proposals for Personal Development and Citizenship will also emphasise issues of equality diversity and respect for different faiths.</p>
<p>Sexual Orientation (Gay, Lesbian, Bisexual, Heterosexual)</p>	<p>Proposals for Personal, Social and Health Education (in particular Relationship and Sexuality Education) will allow issues of sexuality to be addressed subject to the approval of the Boards of Governors of schools.</p> <p>Proposals for Citizenship will allow issues such as diversity, tolerance and respect for others to be addressed.</p>	<p>Young people will have the opportunity to learn about Relationships and Sexuality.</p>

5: CONSIDERATION OF MEASURES TO MITIGATE ANY ADVERSE IMPACT

In putting forward its Proposals arising from the Review of the current NI Curriculum and its Assessment Arrangement the Council has considered the following data:

- evidence of the impact of the current curriculum and assessment arrangements, see Table 1 (including substantial evidence from the Cohort Study of 51 schools and 2700 pupils);
- the outcomes of the various pieces of research (see Table 1);
- comparative data from other countries;
- the outcomes of the Phase 1 and 2 Consultations; and
- the outcomes of this Equality Impact Assessment.

Since this data did not identify any potential adverse impact from the Proposals on any of the 9 equality categories, the Council will bring forward its Proposals for the revised NI Curriculum to the Department of Education as indicated in Column 2 on Table 2.

Since these Proposals are based on five years of monitoring, research and consultation the Council believes they address all the equality issues identified during this process and therefore has no alternative measures to suggest.

These measures, when implemented, should further equality of opportunity generally, in compliance with the Council's obligations in its Equality Scheme and with its obligations under Section 75 of the Northern Ireland Act 1998.

As previously stated in the Council's Equality Scheme, the amended policies will be regularly monitored to ensure that no adverse impact occurs.

6: FORMAL CONSULTATION

The Council wishes to consult as widely as possible on the findings included in this Equality Impact Assessment together with the preliminary recommendations offered in Table 2. With this in mind the Council proposes to take the following actions:

- a press release will be prepared and submitted to various media outlets;
- prominent advertisements inviting the public to comment on this matter will be placed in the main newspapers in Northern Ireland, in accordance with normal Council practice;
- this report will be issued to all of the consultees listed in the Council's Equality Scheme and to any member of the public on request;

- a copy of this report will be posted on the Council's website;
- individual consultation meetings can be arranged with representatives of particular interest groups on request;
- publicity material will be available at each of the Council's operational locations;
- the consultation period will last from February 2003 until April 2003;
- The report will be made available, on request, in alternative formats including Braille, disk and audiocassette and in minority languages for those who are not fluent in English.

The arrangements for consultation are being co-ordinated by the Equality Officer, to whom all enquiries should be made.

The closing date for responses is **Monday, 7 April 2003**.

To facilitate completion of the EQIA process, CCEA will be working jointly with the Department of Education to analyse consultation feedback.

7: PUBLICATION

The outcomes of this EQIA will be published in the press and results will also be posted on the Council's website.

RESPONSES TO CONSULTATION

The consultation process raised the following issues, particularly with regard to equality issues. In presenting the comments below CCEA has endeavoured to faithfully reproduce the issues raised by respondents during consultation.

These comments, which are presented as direct quotes from respondents, do not indicate endorsement by CCEA.

FOUNDATION STAGE

72.7% of respondents felt that the Foundation Stage Proposals would have positive effects on equality of opportunity. Only 1 respondent felt that they would have adverse effects on the Section 75 groupings.

PRIMARY STAGE: Key Stages 1 and 2

63.6% respondents felt that the Primary Stage Proposals would have positive effects on equality of opportunity. The remainder were neutral.

KEY STAGE 3 (11-14)

60% of respondents felt that the Post-primary Key Stage 3 (11-14) Proposals would have positive effects on equality of opportunity, 20% were neutral and 20% felt that there would be adverse effects on the Section 75 groupings.

KEY STAGE 4 (14-16)

70% of respondents felt that the Post-primary Key Stage 4 Proposals (14-16) would have positive effects on equality of opportunity. Only 1 respondent felt that they would have adverse effects on the Section 75 groupings.

Gender

- *Boys aged 4-5 have difficulty in concentrating – this new system would allow them to progress more naturally.*
- *Under achievement in boys will hopefully be addressed, as children will learn at their own pace.*
- *The emphasis on ‘active learning’ will help to address underachievement in boys.*
- *Still pigeonholing gender issues i.e. life-skills.*
- *Additional flexibility in schools may lead to differing approaches taken e.g. between single sex/mixed schools and thus promote inequality.*
- *Statements of entitlement could lead to discrimination in some schools i.e. single sex – where some subjects may not be provided.*

- *Male teachers have difficulty knowing how to deal with stranger danger, good and bad touches, and felt uncomfortable with sex education or feel that it was inappropriate.*
- *All pupils must be encouraged equally in all subjects e.g. science and sport for girls.*
- *Encourage non-traditional choices re employment & training (gender).*
- *Are allowances made for developmental differences between boys and girls?*
- *Issues raised by road collision statistics (boys more at risk than girls) should be reflected in the content of subsequent topics and schemes.*
- *CCEA needs to produce clear guidelines on how equality of opportunity, especially gender equality, can be promoted within the curriculum.*
- *Important that the curriculum does not become weighted to support boys without supporting girls.*

Disability

- *Would require enormous financial outlay to provide sufficient support – will this ever be possible?*
- *Encourages social skills and language in deaf children.*
- *By delaying formal education, teachers can teach deaf children about their identity and give them confidence.*
- *Needs particular attention to areas of language, literacy and personal development – to ensure curriculum is designed to offset any potentially negative impacts.*
- *Active learning will be beneficial to many special needs pupils.*
- *Proposals have legal implications especially for children with special educational needs.*
- *Standardised pre-school transition forms would not be relevant to special schools – they should be flexible.*
- *Assessment proposals are not suitable for children with special educational needs.*
- *Using + and – are good for use with special needs pupils.*
- *Welcome these changes especially in relation to employment discrimination by Section 75 groupings, and in the value of a practical approach to work placement and on-the-job training.*
- *Citizenship should include focussed work on diversity and difference, which is broader than the religious and political differences outlined.*
- *Teachers will have difficulty in observing 30+ children, especially in mainstream schools with deaf units. How can this be done if there is greater flexibility?*
- *Need to be supported by the introduction of a new Foundation Stage.*
- *Very important age for deaf and hearing children – one they should be able to enjoy.*
- *Very important to build confidence and capacity of 3-6 year olds.*
- *Age 3-6 is very important for developing communication – deaf children often lose out at this stage. They need additional communication help and information about the outside world.*
- *New forms of learning would help teachers discover dyslexia.*

- *Increasing numbers of children are coming to school with language difficulties and teachers are expected to cater for their individual needs and adapt the curriculum.*
- *Support for the five areas proposed.*
- *Hopefully it will improve employability for school leavers.*
- *All changes are welcomed.*
- *Healthy exercise needs to take account of those with disabilities.*
- *Needs to be aware of such research as that which showed disabled pupils educated alongside non-disabled counterparts were treated differently and teachers underestimated their ability. Disability must be mainstreamed alongside other categories of people.*
- *Sign language should be included as part of the Northern Ireland Curriculum, possibly within the Creative and Expressive area. The Deaf Community need sign language to be brought up to an appropriate status to enable deaf children to be proud of themselves.*
- *Deaf children are often frustrated in schools because courses are not planned for people with needs and they have to work much harder than hearing children.*
- *The curriculum has been developed for hearing people, and all English language jargon should be removed.*
- *Examiners should be aware of British Sign Language so that deaf children do not suffer in examinations.*
- *Deaf children need additional help with communication and information about the outside world.*
- *Need more information about deaf children and gender performance.*
- *For vision-impaired children, more emphasis is needed on the mobility/orientation process. This must be provided in the school day.*
- *Disabled children will benefit from the Proposals because they offer much more standardised reporting – how they develop in the classroom is not as important.*
- *If the minimum entitlement becomes statutory – anyone with a form of impairment has a right to acquire skills and knowledge – this is an issue for children with disabilities.*

Political Opinion

- *Work on Diversity and Citizenship should start at the Foundation Stage and not be left to later – research shows that 3 year olds show preferences for flags and emblems.*
- *Emphasis on Citizenship is needed.*
- *Will be positive if they gain an insight into the nature of conflict and conflict transformation skills.*

Racial Group

- *The curriculum needs to increase awareness about other cultures/languages.*
- *Cultural needs of ethnic minority groups are not accommodated within the mainstream schooling system.*
- *More parental involvement from ethnic minorities is needed.*

- *Children who do not have English as a first language must be supported.*
- *Children should be encouraged to observe different cultural backgrounds, so as not to have ethnic ghettos.*
- *Muslim children should be more culturally or religiously accommodated e.g. RE, Halal dietary, Language etc.*
- *Increase awareness of racial groupings.*
- *For those children from different racial backgrounds there is already an existing gap from early years – they are missing out on their heritage.*
- *Classroom needs to be a safe environment for all pupils to express their faith/beliefs.*
- *Awareness of ethnic minorities.*
- *Muslim children will soon be leaving school with no religious education, no mother tongue.*
- *Ethnic minorities have the same rights as your children, be it cultural, religious, linguistic or other.*
- *Representatives from ethnic minorities should have a say in decision making.*
- *Cultural diversity needs to be mainstreamed throughout the whole curriculum thus enabling black and minority ethnic and Traveller children to participate in education on an equal basis.*
- *Languages should not be taught in isolation of culture.*
- *CCEA should promote courses for parents in developing their children's learning.*
- *There are difficulties in accessing education where English is not the first language.*
- *If Boards of Governors have discretion in the choice of languages taught – choices may be influenced by their own background i.e. in many cases white/middle class. Arabic or Urdu should be offered.*
- *Equality and anti-racism aspects of the Proposals need to be part of the minimum entitlement.*
- *Is there a strategy to ensure accurate assessments for minority ethnic children?*
- *Chinese should be promoted within the curriculum*
- *Need to put in place Resources/Materials to source available information on Diversity in Northern Ireland.*
- *At 11-14 young people need to study equality, prejudice awareness, moral trust, and develop their own mediation and negotiation skills.*
- *At 14-16 young people need to have a positive appreciation of difference, and develop an understanding of the distinctive nature of sectarianism and how to be anti-sectarian.*
- *Citizenship should be taught as World Citizenship (i.e. non-political).*
- *Anti-racism needs to be part of the minimum entitlement within Citizenship.*
- *No consideration of the Proposals can be appropriate in Irish-medium education in the light of the fact that the Proposals have not been written in reference to immersion education.*

- *Concern about provision of Irish Language. Proposals narrow the amount of time devoted to language learning – which will impinge on Irish Language learning which is mainly optional anyway.*

Religious Belief

- *Healthy exercise as part of PSHE needs to be aware of problems for ethnic minorities e.g. Muslim girls.*
- *Ethnic minority children need to study their religion/cultural heritage.*
- *Activities which create insight into freedom of religion and religious tolerance are needed.*
- *Awareness of ethnic minorities is needed.*
- *RE curriculum should be changed to take into account the real value of home life, trust and integrity.*
- *Students need religious freedom – need to understand the importance of religious tolerance as well as developing it.*
- *Churches should not control our children’s education – they must support open discussion on diversity and values.*
- *Awareness of ethnic minorities.*
- *School policies should be revised accordingly to accommodate religious /cultural diversity: Uniform Code/ Swimming (male/female).*
- *RE should be removed – developed by parents and teachers.*
- *Human Rights Act states “the right of parents to ensure such education and teaching in conformity with their own religious and philosophical convictions” – children and teachers who hold creationist views are being disadvantaged in schools – human rights are being undermined because their views did not reflect those contained in most school textbooks and examination syllabuses. Need to see a balance in the curriculum in terms of the creationist viewpoint. This viewpoint was expressed with particular reference to the teaching of Science.*
- *If parents opt their children out of religious education - no resources provided and parents are not given advice about this procedure.*

Sexual Orientation

- *Placing sexual orientation on curriculum is a good way to ensure that this issue is addressed in schools – teachers should be briefed on how to deal with this issue.*
- *Sex education and relationships should be on a level par with other subjects.*

Other Comments

- *Support for Foundation Stage to draw out strengths of children before teaching Literacy/Numeracy.*
- *Primary stage should have accreditation of personal development work - needs flexibility to capture young people’s interests.*
- *Need to provide more vocational training to grab young peoples’ interests – support Personal Development, Citizenship and Employability.*

- *11-14 young people should be introduced to youth enterprise and the running of their own business.*
- *Certification of key skills and work-related education needs to be viewed as a success.*
- *Major issues re teacher training. All pupils should have equal treatment by teachers regardless of their category. Teachers should be trained in personal awareness with a focus on their own attitudes and values.*
- *Listening to young people should identify individual needs of young people.*
- *If work done thoroughly from age 3 – over time there should be few problems by post-primary stages.*
- *For inclusive education system – curriculum content and teaching styles re Road Safety must be accessible and relevant for all children.*
- *Formal links with youth service and education should be developed.*
- *Citizenship should be assessed to ensure that children take it seriously.*
- *Children should be taught thinking skills. Education should not be purely academic – it is about learning for life and valuing the skills our children have which are not necessarily academic skills.*
- *Youth Arts Activity as well as other youth initiatives would welcome opportunities for courses to be accredited by CCEA.*
- *Older people would like to be included in the curriculum – grandparents should be more involved with local history and geography in school lessons.*

Consultation Meetings Held

Date	Meeting
Tuesday, 7 May 2002 1.00 pm – 3.30 pm	Post-primary Schools within the North Eastern Education and Library Board
Wednesday, 8 May 2002 1.00 pm – 3.30 pm	Post-primary Schools within the Southern Education and Library Board
Thursday, 9 May 2002 1.00 pm – 3.30 pm	Post-primary Schools within the South Eastern Education and Library Board
Monday, 13 May 2002 1.00 pm – 3.30 pm	Post-primary Schools within the Belfast Education and Library Board
Tuesday, 14 May 2002 1.00 pm – 3.30 pm	Post-primary Schools within the Western Education and Library Board
Wednesday, 15 May 2002 1.00 pm – 3.30 pm	Primary Schools within the North Eastern Education and Library Board
Thursday, 16 May 2002 1.00 pm – 3.30 pm	Primary Schools within the Southern Education and Library Board
Monday, 20 May 2002 1.00 pm – 3.30 pm	Primary Schools within the Western Education and Library Board
Tuesday, 21 May 2002 1.00 pm – 3.30 pm	Primary Schools within the South Eastern Education and Library Board
Thursday, 23 May 2002 1.00 pm – 3.30 pm	Primary Schools within the Belfast Education and Library Board
Thursday, 30 May 2002 10.00 am – 12.30 pm	Careers Advisers

Tuesday, 11 June 2002 1.00 pm – 3.30 pm	Primary Schools within the Belfast Education and Library Board
Wednesday, 12 June 2002 1.00 pm – 3.30 pm	Primary Schools within the North Eastern Education and Library Board
Thursday, 13 June 2002 1.00 pm – 3.30 pm	Primary Schools within the Southern Education and Library Board
Friday, 14 June 2002 1.00 pm – 3.30 pm	Primary Schools within the South Eastern Education and Library Board
Wednesday, 19 June 2002 1.00 pm – 3.30 pm	Primary Schools within the Western Education and Library Board
Tuesday, 10 September 2002 1.00 pm – 3.30 pm	Primary Schools within the Belfast Education and Library Board
Wednesday, 11 September 2002 - PM	Secondary Heads Association (Teachers Union)
Wednesday, 11 September 2002 1.00 pm – 3.30 pm	Primary Schools within the Western Education and Library Board
Thursday, 12 September 2002 1.00 pm – 3.30 pm	Primary Schools within the Southern Education and Library Board
Tuesday, 17 September 2002 1.00 pm – 3.30 pm	Primary Schools within the South Eastern Education and Library Board
Wednesday, 18 September 2002 10.00 am – 12.00 pm	St Mary's University College
Thursday, 19 September 2002 1.00 pm – 3.30 pm	Primary Schools within the North Eastern Education and Library Board

Thursday, 19 September 2002	Stranmillis University College
Friday, 20 September 2002 11.30 am – 4.00 pm	Irish-medium Schools within Northern Ireland
Monday, 23 September 2002 AM – Primary PM – Post-primary	Education Northern Ireland Conference
Tuesday, 24 September 2002 AM – Primary PM – Post-primary	Education Northern Ireland Conference
Tuesday, 24 September 2002 1.00 pm – 3.30 pm	Post-primary Schools within the Belfast Education and Library Board
Wednesday, 25 September 2002 1.00 pm – 3.30 pm	Post-primary Schools within the Southern Education and Library Board
Friday, 27 September 2002	Arts Council
Friday, 27 September 2002	Ulster Teacher's Union
Friday, 27 September 2002 1.00 pm – 3.30 pm	Post-primary Schools within the South Eastern Education and Library Board
Wednesday, 2 October 2002 1.00 pm – 3.30 pm	Post-primary Schools within the North Eastern Education and Library Board
Thursday, 3 October 2002 1.00 pm – 3.30 pm	Post-primary Schools within the Western Education and Library Board
Tuesday, 8 October 2002 8.00 am – 9.30 am	Employers and Employers Organisations

Tuesday, 8 October 2002 1.00 pm – 3.30 pm	Nursery Schools
Thursday, 10 October 2002 7.00pm – 8.30 pm	Presentation to Boards of Governors
Friday, 11 October 2002 10.00 am – 12.30 pm	Further Education Colleges
Friday, 11 October 2002 12.30 pm – 2.00 pm	The Queen's University of Belfast
Wednesday, 16 October 2002 1.30 pm – 3.45 pm	St Mary's University College of Education – Staff Seminar
Friday, 18 October 2002 10.30 am – 12.00 pm	University of Ulster Education Team
Tuesday, 22 October 2002 12.30 pm – 3.30 pm	NASUWT
Wednesday, 6 November 2002 10.00 am – 4.00 pm	Special Schools Conference
Friday, 8 November 2002	East Belfast Community Workers Forum

Equality Consultation Meetings

Monday, 9 September 2002 7.00 pm – 9.00 pm	Deaf Associations, Belfast
Monday, 23 September 2002 12.30 pm – 4.30 pm	NI Council for Ethnic Minorities
Monday, 30 September 2002 7.00 pm – 9.00 pm	Deaf Associations, L'Derry
Tuesday, 8 October 2002 11.00 am – 1.30 pm	Age Sector Reference Group
Friday, 11 October 2002 10.30 am – 1.00 pm	Women's Support Network
Monday, 14 October 2002 11.00 am – 1.00 pm	Chinese Welfare Association
Tuesday, 15 October 2002 10.30 am – 1.00 pm	Disability Action
Monday, 21 October 2002 9.30 am – 1.00 pm	Youthnet
Thursday 5 December 2002 7.00 pm – 9.15 pm	Parents

Public Consultation Meetings

Tuesday 1 October 2002 7.30 pm – 9.00 pm	Public Consultation - Belfast
Wednesday, 2 October 2002 7.30 pm – 9.00 pm	Public Consultation – Ballymena

Thursday, 10 October 2002 7.30 pm – 9.00 pm	Public Consultation – Londonderry
Tuesday, 15 October 2002 7.30 pm – 9.00 pm	Public Consultation - Newry
Wednesday, 16 October 2002 7.30 pm – 9.00 pm	Public Consultation - Downpatrick

List of Consultees on Consultation on Phase 2 of Curriculum and Assessment Proposals

Age Concern
Association of Teachers and Lecturers
Belfast Hebrew Congregation
Belfast Travellers Education and Development Group
British Deaf Association
CARE
Careers Advisors
CCEA – Council members and Staff
Children’s Law Centre
Chinese Welfare Association
Churches Transferors Council
City and Guilds (Belfast Office)
Coalition on Sexual Orientation
Comhairle na Gaelscolaíochta
Colleges of Further and Higher Education
Committee on the Administration of Justice
Community Relations Council
Council for Catholic Maintained Schools
DEL
Department for Social Development
Department of Education
Department of Education Inspectorate
Disability Action
Down’s Syndrome Association
East Belfast Partnership
Eastern Health and Social Services Council
Education and Library Boards
Employers (Centre for Competitiveness/NIBEP/CBI/Inst of Managers/NI Chamber of Commerce/ICTU)
Equality Commission for Northern Ireland
First Key (NI)
Gingerbread NI
Greater Shankill Partnership
Help the Aged
Include Youth
Indian Community Centre
Individual Political Parties
Individuals
Interfaith Forum
Irish National Teachers Organisation
Lagan Valley Education Project
Mencap NI
Multi-Cultural Resource Centre
National Association of Head Teachers

National Association of Schoolmasters Union of Women Teachers
 National Association of Teachers in Further and Higher Education
 New Start
 Newtownards Road Women's Centre
 NI African Cultural Centre
 NI Association of Colleges
 NI Association of Education and Library Boards
 NI Deaf Youth Association
 NI Dyslexia Centre
 NI Filipino Centre
 NI Governing Bodies Association
 NI Youth Forum
 North Belfast Partnership
 Northern Health and Social Services Council
 Northern Ireland Assembly - Education Committee
 Northern Ireland Association for the Care and Resettlement of Offenders
 Northern Ireland Council for Ethnic Minorities
 Northern Ireland Council for Integrated Education
 Northern Ireland Council for Voluntary Action
 Northern Ireland Gay Rights Association
 Northern Ireland Governing Bodies Association
 Northern Ireland Human Rights Commission
 Northern Ireland Public Service Alliance
 Parents Advice Centre
 PHAB NI
 Post-primary Schools
 Primary Schools
 Professional Association of Teachers
 Professional Bodies – e.g. Association of Science Education
 Putting Children First
 QCA (Belfast Office)
 Regeneration of Mourne Area
 Regional Training Unit
 Royal Institute for the Blind (Northern Ireland)
 Royal National Institute for Deaf People in Northern Ireland
 RSA/OCR (Belfast Office)
 Save the Children
 Southern Health and Social Services Council
 Special Schools
 St Mary's University College
 Staff Commission for Education and Library Boards
 Stranmillis University College
 Tha Boord o Ulster Scotch
 The British Council
 The Cedar Foundation
 The Equality Unit (Office of the First and Deputy First minister)
 The Family Planning Association
 The Queen's University of Belfast
 The Ulster Scots Language Society
 The Ulster-Scotch Leid Societie

Traveller Movement NI
Ulster Teachers Union
University of Ulster
Victims Groups
Voice of Young People in Care
West Belfast Economic Forum
West Belfast Partnership
Western Health and Social Services Council
Women's Aid Federation
Women's Forum for Northern Ireland
Women's Support Network
Youth Action NI
Youth Council for Northern Ireland
Youth Exchange Centre
Youth Link for NI
Youthnet

EQIA – New Curriculum and Assessment Proposals

Response Proforma (11 submitted)

All Cultures Together in Education (ACTE)
Association of Spina Bifida and Hydrocephalus (ASBAH)
Women’s Forum (Northern Ireland)
YouthAction Northern Ireland Ltd
The Vine Community Centre
Ligoniel Community Centre Committee
Kesh Development Association
Cookstown & Dungannon Women’s Aid
Individual – RS Brittain
Lisburn YMCA
British Deaf Association

Equality Consultation Meetings

British Deaf Association / NI Deaf Youth Association (9th & 30th September)
Northern Ireland Council for Ethnic Minorities
Age Sector Reference Group
Women’s Support Network
Chinese Welfare Association
Disability Action
Youthnet
Parents

Public Consultation Meetings

Europa Hotel -	No attendees	
Tullyglass Hotel –	2 Teachers	
Everglades Hotel –	7 attended:	2 Foyle Friends 1 Principal 2 Teachers 1 PhD Citizenship Student 1 Department of Education (in a personal capacity)
Canal Court Hotel –	3 Teachers	
Downpatrick Cricket Club –	2 Teachers 1 Principal	