

## **COMMUNITY RELATIONS, EQUALITY & DIVERSITY POLICY**

### **QUALITY INDICATORS**

#### **Background**

The Community Relations, Equality and Diversity Policy was developed as a result of a review of the Department of Education's existing Community Relations policy which was initiated by the Minister of Education.

The aim of the policy is to:

- Contribute to improving relations between communities by educating children and young people to develop self-respect and respect for others, promote equality and work to eliminate discrimination; and
- by providing formal and non-formal education opportunities for them to build relationships with those of different backgrounds and traditions.

The objectives of the policy are to:

- Ensure that learners, at each stage of their development, have an understanding of and respect for the rights, equality and diversity of all without discrimination;
- Educate children and young people to live and participate in a changing world, so that they value and respect difference and engage positively with it, taking account of the ongoing intercommunity divisions arising from conflict and increasing diversity within our society;

- Equip children and young people with the skills, attitudes and behaviours needed to develop mutual understanding and recognition of, and respect for, difference.

As part of the implementation plans for the Community Relations, Equality and Diversity in Education (CRED) policy, the Department is in the process of developing a set of quality indicators to set the context for implementation of the policy and to measure the impact of the policy.

The intended outcome of the CRED policy is to develop learners who:

- Understand and respect the right, equality and diversity (including linguistic diversity) of all; and
- Develop the skill, attitudes and behaviours that enable them to value and respect difference and engage positively with it.

### **Development of Quality Indicators**

In developing the quality indicators, the Department has drawn from existing measurement (e.g. OFMDFM's Good Relations Indicators) and emerging best practice and consulted with a range of organisations.

As a result the as set of indicators have been identified as quality measures for the new CRED policy (see annex 1).

OFMDFM monitors community relations, equality and diversity issues through a set of good relations indicators which are updated on an annual basis.

While there are of a more indirect nature, those which are likely to be impacted by the policy have been identified (annex 2) and should serve as additional supporting evidence on the impact of the policy. However, it should be noted that with work progressing on a Cohesion, Sharing and Integration policy, there may be a need to realign the indicators with the new policy. These should be considered in any formal evaluation of the policy.

## **Use of the Indicators**

The quality indicators will be used to evaluate the impact of the policy. In line with the policy, the Department will work with ETI colleagues to take stock of the policy implementation and to involve ETI more closely in monitoring CRED.

The indicators will also provide a mechanism to support funding applications by indicating the expected outcome of any funding application.

## QUALITY INDICATOR FRAMEWORK

### **Overarching Aim of CRED Policy**

To contribute to improving relations between communities:

- a) by educating children and young people to develop self-respect and a respect for others, to promote equality and to work to eliminate discrimination; and
- b) by providing opportunities for them to build relationships with those of different backgrounds and traditions through formal and non-formal education within the resources available.

### **Core Principles:**

The principles which guide the CRED policy, and consequently those who receive funding through the policy, are to:

- Adopt an approach in which the needs of children and young people are paramount;
- Support the progressive development of the self-esteem of children and young people and their knowledge of the importance of equality and diversity;
- Be responsive to the specific CRED needs of children and young people and their communities and set out clearly the agreed expected outcomes for meeting those needs effectively;
- Involve children and young people in planning, for, and evaluating the effectiveness of, CRED interventions;
- Provide equal access to opportunities for meeting and working with others to children and young people both within and outside mainstream formal and non-formal education;
- Provide opportunities for meaningful interaction between different groups with a view to having a positive influence on the development of improved understanding and relationships in their community;
- Demonstrate the relevance and connectedness of CRED activities to the formal and non-formal curricula, to improving outcomes for children and young people, and to linking to other education and wider Government policies, including strengthening the economy;
- Encourage the concept of active learning which is underpinned by the formal and non-formal curricula;
- Complement and support the work of formal and non-formal education settings in improving the achievements of children and young people;
- Recognise and add to the existing collaboration and partnership between schools, youth groups, colleges and training organisations to meet better the needs of children and young people;

- Take account of the different starting positions for each individual, group of children and young people, formal or non-formal education setting and the communities in which they live and work; and
- Show case best practice and support and encourage the sharing of skills across and between the formal and non-formal sectors.

**In each of the following evaluate the stage at which you think you are operating by indicating:**

- a. Very Good**
- b. Good**
- c. Satisfactory or**
- d. Areas for development [progress still to be made]**

**Please include supporting evidence.**

**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**

	<b>Evaluation with strengths of intervention</b>	<b>Areas for development with actions to be taken</b>
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.		
Q1b CRED interventions are closely aligned with CRED policy aims/objectives and intended outcomes and are planned to include progression in the participants' knowledge and understanding.		
Q1c CRED interventions make productive links to, and support, other curriculum areas, where appropriate, and complement current educational provision.		
Q1d CRED interventions are age-appropriate and meet the needs and interests of individual participants enabling progression in the skills, attitudes and behaviours needed to develop mutual		

	understanding and recognition of, and respect for, difference.		
Q1e	CRED interventions reflect clearly the context of the community and circumstances in which the participants live.		
Q1f	CRED interventions set out clearly the expected outcomes for the participants, including how their participation in the interventions will support the raising of standards and achievement.		
Q1g	CRED interventions provide opportunities for the participants to contribute actively to their own learning through being part of the planning and assessment of the interventions.		
Q1h	CRED interventions provide opportunities for the participants to gain accreditation.		
Q1i	CRED interventions develop, where appropriate, new resources and make effective use of suitable existing resources to support learning and teaching.		
Q1j	CRED interventions include agreed monitoring, evaluation and review procedures, which are understood by all and are used for planning and setting		

targets to improve the outcomes for the participants.		
Q1k CRED interventions are managed and led by staff with appropriate qualifications and training, and the ability to build the capacity of the staff with whom they are working.		



**Q2 PARTICIPANTS' LEARNING EXPERIENCES: [ACHIEVEMENTS & STANDARDS]:**

Educate participants to live and participate in a changing world, so that they value and respect difference and value and engage positively with it, taking into account the ongoing intercommunity division arising from conflict and increasing diversity within our society.

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

	<b>Evaluation with strengths of intervention</b>	<b>Areas for development with actions to be taken</b>
Q2a The participants work collaboratively with others from different traditions and backgrounds and gain positive learning experiences in a safe and caring environment which promotes equality, inclusion, reconciliation and values difference.		
Q2b CRED interventions enable the participants to become more confident about their community background and contribute to building their self-esteem.		
Q2c The participants engage positively with others who are different, develop relationships with others from different traditions and backgrounds and develop an understanding and respect for them.		
Q2d The participants are able to apply their knowledge and understanding and respect for rights, equality and diversity for all in everyday formal and informal situations.		

Q2e	The participants change their attitudes and behaviour towards others, reflecting a better understanding of respect for rights, equality and diversity for all.	
Q2f	The participants demonstrate improved outcomes as a result of participating in CRED interventions, including communication skills, self-management, problem-solving and working with others.	

**Q3 QUALITY OF EXTERNAL LINKS:**

The interventions ensure that the participants are involved with relevant partners and stakeholders and have opportunities to build on previous experiences with others.

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

	<b>Evaluation with strengths of intervention</b>	<b>Areas for development with actions to be taken</b>
Q3a There is effective communication and, where appropriate, collaborative working with other organisations, agencies and educational bodies to gain the most from the CRED interventions.		
Q3b There are strong, supportive and effective links with the local community and a range of representative minority groups.		
Q3c There are opportunities for the participants to work within the community to improve their understanding of it and to contribute positively to it.		
Q3d There are opportunities for the participants to engage with local decision-makers e.g. councillors, MLAs and to learn about their rights and their responsibilities.		

**Q4 LEADERSHIP & MANAGEMENT:**

Leaders and managers help to remove 'barriers to learning', and, as a consequence, raise standards for all and close the performance gap, through increasing access and equity.

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

	<b>Evaluation with strengths of intervention</b>	<b>Areas for development with actions to be taken</b>
Q4a CRED practice is addressed in the School Development Plan or the Area Youth Plan.		
Q4b Individual roles and responsibilities are clearly defined at all levels of management and the staff, participants and their parents are aware of the intended outcomes of the intervention.		
Q4c There are effective communication networks and procedures established with internal and external partners.		
Q4d The management uses monitoring, review and evaluation procedures effectively to provide accurate and reliable information about the progress of CRED activities to inform future decision-making and improvement.		
Q4e CRED interventions promote progression in tolerance, mutual understanding and inclusivity/ integration; there are effective procedures to deal with inappropriate behaviour.		

**Q5 QUALITY OF EFFECTIVE USE OF RESOURCES [VALUE FOR MONEY]:**

Resources are used efficiently and provide age appropriate value for money

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

	<b>Evaluation with strengths of intervention</b>	<b>Areas for development with actions to be taken</b>
Q5a There is an appropriate and sufficient range of age-appropriate, good quality learning resources and materials to meet the needs and interests of the participants and to achieve the best CRED outcomes for them and the community.		
Q5b There is a robust financial system for keeping accurate, up-to-date records of budget and spend.		
Q5c Those involved in the CRED interventions manage financial resources effectively to ensure that the provision is both high quality and cost-effective, and avoids any unnecessary duplication.		

**Q6 QUALITY OF PASTORAL CARE AND ETHOS:**

How effectively the staff work to ensure the welfare and enjoyment of the participants and to encourage their personal development.

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

	<b>Evaluation with strengths of intervention</b>	<b>Areas for development with actions to be taken</b>
Q6a Ensure that the participants are given appropriate support and advice.		
Q6b Support the participants in representing themselves in local and wider contexts.		
Q6c Establish an environment which promotes mutual respect, trust and positive relationships and attitudes towards others.		
Q6d Help the participants to develop an understanding of how to behave appropriately in different situations, including listening to the opinions of others.		

**Q7 QUALITY OF CHILD PROTECTION AND THE PROTECTION OF VULNERABLE ADULTS:**

The project has procedures and arrangements in place to promote and safeguard the welfare and protection of participants.

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

	<b>Evaluation with strengths of intervention</b>	<b>Areas for development with actions to be taken</b>
Q7a Policies and procedures meet the current legislative requirements.		
Q7b The organisation delivering the project and the receiving organisation are clear as to the procedures being used and the responsibilities within the project delivery.		
Q7c There is a code of conduct to guide staff and participants with regard to appropriate behaviours; there is also up-to-date training.		
Q7d There are clear and effective policies and procedures in place for the protection of participants including the provision for the recruitment and selection of staff and volunteers.		
Q7e The organisation informs regularly the participants, their parents and all relevant parties of the current policies and of the procedures for dealing with complaints.		

Q7f There are appropriate procedures to deal with complaints by, and against, the participants and staff.		
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**Q8 EQUALITY OF OPPORTUNITY:**

The organisation is effective in promoting social inclusion and mutual respect which will support the participants' learning, and widen their access to life-long learning opportunities and positive experiences.

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

	<b>Evaluation with strengths of intervention</b>	<b>Areas for development with actions to be taken</b>
Q8a The content of the interventions supports the curriculum and reflects the diverse and particular needs of the participants involved.		
Q8b All participants can access the interventions irrespective of their additional needs or diversity of background.		
Q8c The organisation provides positive opportunities for learning which promote mutual understanding and trust through developing an appreciation of difference and of similarities.		
Q8d There are effective procedures in place to eliminate hurtful or oppressive behaviour.		

Q8e There are links with a range of groups to include, for example, minority or ethnic groups within the area.		
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\* Interventions in this context mean addressing ethos, culture, respect etc by a variety of approaches including participation, procedures and programmes.

## Appendix 1

### Opportunities for participation, from all Section 75 groups, in CRED interventions

<b>Opportunities for the participants to meet and work with:</b>	<b>Pre school</b>	<b>4 -11 yrs male-female</b>	<b>12-16 yrs male-female</b>	<b>17-18 yrs male-female</b>	<b>Over 18 male-female</b>
Others from a different religious background in a formal setting					
Others from a different religious background in a non-formal setting					
Others from a different ethnic background in a formal setting					
Others from a different ethnic background in a non-formal setting					
Others with/without dependants in a formal setting					
Others with/without dependants in a non-formal setting					
Others with a disability in a formal setting					
Others with a disability in a non-formal setting					
Others from the LGBT community in a formal setting					
Others from the LGBT community in a non-formal setting					
Others of a different marital status in a formal setting					
Others of a different marital status in a non-formal setting					

## Appendix 2

<b>As a result of their involvement in the CRED interventions the participants know more about and respect:</b>	<b>Yes: with evidence</b>	<b>Maybe: with evidence</b>	<b>Not sure</b>
the culture and traditions of people from a Catholic community background			
the culture and traditions of people from a Protestant community background			
the culture and traditions of people from a different community background which is represented in the area in which they live			
the culture and traditions of people of a different race or colour			
religions other than Christianity			
those who are lesbian, gay, bi-sexual or transsexual			
those who have a disability			
those who speak a different language to English			
And feel comfortable being friends with someone of a different religion, race, colour, those with a disability and those of a different sexual orientation.			
And have the opportunity to give their views, and to listen to others' views, about issues that affect them.			



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