

**Summary Report of Responses
to the Consultation**
on the Early Years (0-6) Strategy

July 2012



Department of
Education

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CONTENTS

	Page
1. Introduction	1
2. Analysis of the Consultation Responses	3
3. Key Themes Emerging from the Consultation	6
4. Summary of Responses	8
5. Glossary of Terms	51

Appendices

Appendix 1: Links to Draft Early Years (0-6) Strategy, Evidence-Based Paper and Consultation Documents/List of Consultation Questions	53
Appendix 2: Synopsis of Additional Consultation	55
Appendix 3: Membership of the Early Years (0-6) Strategy Stakeholder Advisory Group	59
Appendix 4: List of respondent Organisations and Unassociated Responses	61

SECTION 1

Introduction

- 1.1 This report provides an analysis of the responses to the draft strategy and outlines the next steps which will be undertaken by the Department. Sections 2-4 outline the outcomes of the consultation. This report should be read alongside the draft strategy and consultation document published in June 2010.

Background to the Strategy

- 1.2 In 2006, pre-devolution, early years policy for childcare, including Sure Start, childminding, the Early Years Fund, responsibility for the Childcare Partnerships, the Home Childcare scheme and core funding for the Early Years Organisation (EYO) and the Childminding Association (NICMA) were transferred to DE from DHSSPS, along with relevant budgets.
- 1.3 Also in 2006 a decision was taken that DE should take the lead in developing an Early Years (0-6) Strategy which would set out a vision and plan for ensuring better outcomes for children by improving the provision and quality of services to the youngest children, their parents and families. It reflected the drive for cohesion in the policies and services affecting early years so that children and parents get the best outcomes possible.

Current Context

- 1.4 In 2011 there was a realignment of functions, agreed by both the DE and DHSSPS Ministers, and childcare and childminding policy returned to DHSSPS, (including responsibility for the childcare partnerships). In addition, DHSSPS still leads on the regional family and parenting strategy. OFMDFM continues to lead on day care and child poverty. DE retains policy responsibility for Sure Start, the Early Years Fund and the core funding of the Early Years Organisation (EYO).

Consultation and Engagement

- 1.5 The public consultation process for the draft strategy was launched on 25 June 2010. The original deadline for responses was 30 November 2010; the deadline was later extended to 31 January 2011. The Department consulted widely on the draft strategy, using a range of methods including written consultation, public events, direct consultation with parents and children, and benefitted from an event organised by the Education Committee. The draft strategy was published for consultation alongside a supporting evidence based paper. Links to both documents can be found at Appendix 1.

- 1.6 Pre and post consultation with a range of stakeholders was carried out, including consultation exercises for parents and children. See Appendix 2 for more detail. DE established a Stakeholder Advisory Group with membership representative of a range of statutory and voluntary organisations to assist the Department in analysing the views submitted through consultation. Membership details are attached at Appendix 3.

Next Steps

- 1.7 The Department will now consider the analysis of the consultation and the issues raised. The development of a revised strategy will be taken forward based on the approach decided by the Minister which takes into consideration the lapse in time from the publication of the original strategy, and the policy and strategic developments in that time. There will be further engagement with key stakeholders including the Stakeholder Advisory Group.
- 1.8 Ä The Minister has indicated that he wishes to finalise the revised strategy by November 2012. The revised document will detail key deliverables, timescales, the legislative changes required and associated funding implications. The agreed final proposals will be subject to equality screening.

SECTION 2

Analysis of the Consultation Responses

Responses Received

Responses to the written consultation

- 2.1 The Department received a total of 1986 responses in relation to the draft strategy. The majority (1,666) used the consultation booklet provided, 312 responded via a document (in some cases this was part of the consultation booklet), 5 by letter and 3 by email.
- 2.2 A number of responses (170) raised identical issues. In addition a number of qualitative responses were received from both parents and nursery schools and units which raised similar issues but were supplemented with additional views.

Respondents

- 2.3 Table 1 below shows that almost three-quarters (75%) of consultation respondents were parents, the majority of whom had children in statutory nursery schools or units. Schools or playgroups made up almost a fifth of responses (19%) while organisations and other bodies accounted for 6%. Of the 6%, the responses represent a collective view of members rather than individuals as well as affiliated organisations and in some cases parents.

Table 1 Respondent profile

Respondent Type	Number of respondents	Percentage
Parents - Statutory NS/NU	1,218	61.3
Parent Miscellaneous	242	12.2
Parent - Primary School	19	1.0
Parents Total	1,479	74.5
Nursery School/Nursery Unit	270	13.6
Primary School	76	3.8
Pre-school Setting - sector n/k	29	1.5
Playgroup	5	0.3
Pre-school/Playgroup/School Total	380	19.2
Organisations and other stakeholders	118	5.9
Unassociated responses	9	0.5
Total	1,986	100.0

A more detailed list of respondents can be found at Appendix 4.

Quantitative analysis and overall findings

- 2.4 There were 18 questions in the consultation response booklet. Of the 10 'yes/no' questions 5 invited additional comments. There were a further 8 open questions inviting respondents to consider what other issues needed addressed or other actions which could be taken. There was one final section at the end of the booklet inviting any additional comments on the draft strategy.
- 2.5 In terms of the quantitative data it should be noted that, regardless of response type, not all of the respondents answered the Yes/No questions therefore the overall totals vary between questions. Generally, between 5% and 7% did not tick Yes or No and these have not been included in the analysis. Throughout the document some totals may not add to 100% due to rounding.

Table 2 Summary results for each quantitative question for all respondents

Question	Yes		No	
	Number	%	Number	%
1. Is it the right/appropriate vision for an early years strategy?	183	9.7	1,701	90.3
2. Do you agree that the aims are appropriate?	143	7.6	1,731	92.4
3. Are these the key issues for DE to address (in relation to quality of provision)?	119	6.3	1,759	93.7
5. Do you agree with the actions proposed (in relation to outcomes and approach)?	89	4.7	1,789	95.3
7. Are these the key issues for DE to address (in terms of engagement and support of parents)?	130	6.9	1,745	93.1
9. Do you agree with the actions proposed (in terms of engagement and support of parents)?	132	7.1	1,733	92.9
11. Are these the key issues for DE to address (in terms of equity and access)?	130	7	1,737	93
13. Do you agree with the actions proposed (in terms of equity and access)?	95	5.1	1,756	94.9
15. Are these the key issues for DE to address (in terms of greater collaboration and integration)?	151	8.1	1,704	91.9
17. Do you agree with the actions proposed (in terms of greater collaboration and integration)?	105	5.6	1,755	94.4

- 2.6 Initial analysis shows that over 90% of respondents disagree with the aims, vision, issues and actions, but when broken down by respondent group, between 60-80% of organisations agree. Although, it is worth noting that in cases where respondents agree with the general thrust of the aims and vision they still raise a range of fundamental issues and concerns with the associated actions designed to achieve them.
- 2.7 In relation to the qualitative data, every individual response was analysed and grouped into similar themes, with the most prevalent issues reported in this analysis. In order to maintain consistency, all issues which make up 5% or more of the responses to each question have been reported, as the volume and diversity of responses make it impractical to report on them all. Throughout this summary report, the key issues have been quantified as a proportion of all responses received for that particular question(s). The total therefore refers to the number of responses rather than the number of respondents, since a respondent can submit more than one comment.

Respondent groups defined for purposes of qualitative analysis

- 2.8 Three higher level categories will be used for the qualitative analysis by respondent group in this report. These are as follows:
- **Parents** - of children of primary or nursery age and those who did not specify.
 - **Pre-School Settings and Schools** - playgroup, primary, nursery and those which did not specify.
 - **Statutory and Voluntary Organisations** - includes a small number of responses which were not categorised.

SECTION 3

Key Themes Emerging from the Consultation

- 3.1 This section focuses primarily on the key themes, which emerged from analysis of the responses. The key themes reference a number of specific questions, which attracted a high level of response in the consultation document. For ease of reference links to the consultation documents are listed in Appendix 1.

Themes from the narrative comments from all respondents

- 3.2 Where respondents provided a narrative comment in response to the questions asked, these comments were individually analysed. There was a variety of comments made on every aspect of the consultation. Many were general comments but some were very specific to the sector from which the respondents were drawn: for example the Irish-medium sector, parents, the pre-school sector, or in relation to specific elements of early years provision such as patterns of provision, ratios, training, and access to speech and language therapy.
- 3.3 Ä The key issues raised vary across different respondent groups reflecting the sector to which they belong, therefore it was important to analyse each respondent group separately. Tables have been included showing the most common responses by respondent groups.
- 3.4 Analysis of the qualitative responses shows that responses ranged across all four objectives identified in the draft strategy, with approx 1,200 respondents providing comments on some or all of the open questions. Common themes and concerns emerged around restricting actions to DE funded provision only, and disadvantaged areas, about the need to empower parents not just give them information, the need for more detail on what the expansion of the Sure Start Programme for 2-3 Year Olds would mean, and how the actions will be achieved and funded. Some of the main issues raised include:
- The need for a lead Minister for fully integrated early years and child care services, other suggestions included making the strategy inter departmental or Executive led to reflect current co-operative delivery and operational arrangements between departments and agencies.
 - The strategy appears to rely on DE interventions only to achieve its aims, with a gap in actions for the age range 0-2 and 4-6. Actions should apply to all early years settings not just DE funded settings, as well as all families not just those with children in DE funded places. Issues around the need for support for working families were also raised. Issues were also raised about the need to emphasise the important role of parents as first educators.

- There is not enough detail of how everything will be achieved; there are no priorities, timescales or responsibilities established. The actions and issues are not reflective of the evidence paper which accompanied the strategy. The strategy is not linked sufficiently to other strategies. It should align with policies on Childcare, CSI, CRED, Play & Leisure, Domestic Violence, Review of SEN and Inclusion, teacher education and all relevant policies. Respondents queried how it could be a five year strategy (2010-2015) when we were already into that timeframe.
- Children with special needs, disabilities, BME families and travellers are almost invisible in the strategy. The whole approach should be rights based and child centred rather than focusing on equity across sectors. The recommendations of the Review of Irish-medium had not been appropriately referenced or addressed.
- There is no funding or costing model identified. Resource neutral references are not appropriate, if there is no new money respondents feared that the cuts will only apply to the statutory sector.
- The strategy does not reflect the important role of health professionals, particularly health visitors and midwives, and other community provision and NGOs delivering services for early years, including childminders and women's groups. Lack of reference to pregnancy.
- There is an over focus on school readiness and attainment, there is nothing about how the revised curriculum, Foundation Stage and early years align with the actions in the strategy.
- The strategy has not addressed the dual systems of ratios, qualifications, session times and salaries in pre-school provision.
- Many respondents asked why DE does not make pre-school compulsory, others queried why the strategy does not acknowledge teacher led provision or best practice in the statutory nursery sector.
- Although not a specific question in the consultation, respondents queried the appropriateness of raising the issue of school starting age in the strategy; others requested flexibility for school starting age.

Bespoke Consultation

3.5 The common themes, set out above, mirrored the issues raised at the formal consultation meetings. The consultation meetings were well attended by parents, voluntary sector representatives and by educationalists. There were full and frank exchanges about all aspects of the draft strategy. See Appendix 2 for more detail.

SECTION 4

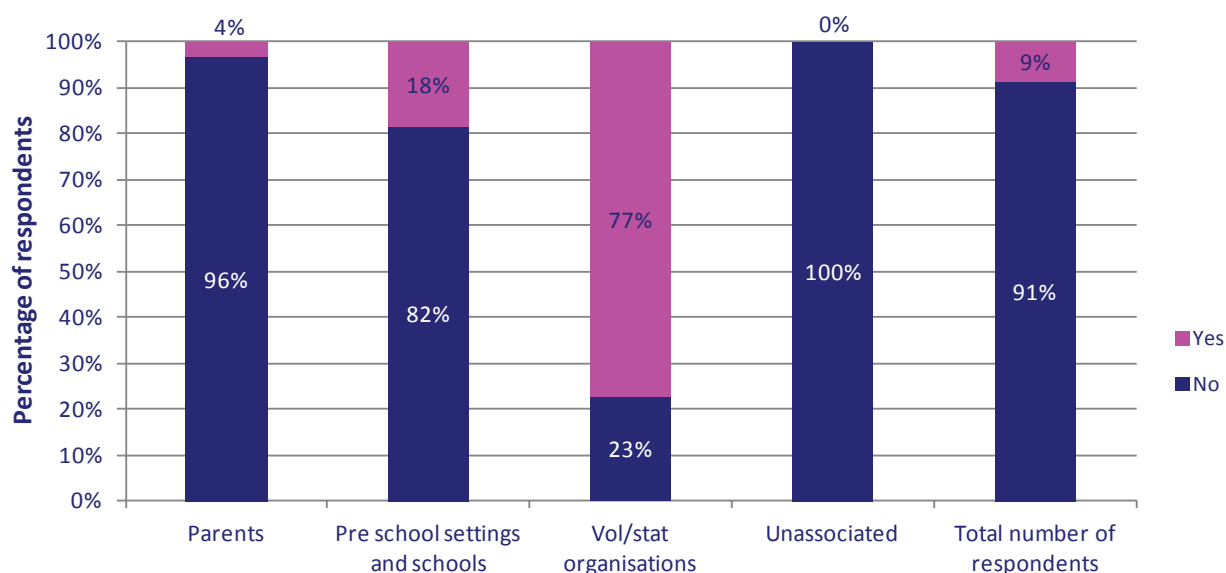
Summary of Responses

Questions 1 & 2 - Vision and Aims

- 4.1 The vision outlined in the draft strategy was to enable every child to develop to their full potential by giving each one the best start possible. The two aims are to:
- Value and respect the early years of a child's life, while also laying the foundations of and removing barriers to learning so that each child can develop as a successful learner.
 - Achieve positive outcomes for children by supporting their development through high quality, child-centred and family-focused services, ensuring greater equality of access.
- 4.2 Questions one and two in the consultation template asked respondents if they thought the vision and aims were right and appropriate. The two are intrinsically linked, as reflected by the similarity in the emerging themes and issues in the qualitative responses. For this reason, the responses to the two questions have been amalgamated and analysed in the following tables.

Quantitative responses to questions 1 and 2 by respondent group

Q1/Q2 - Is the vision right? Is it an appropriate vision for an early years strategy? Do you agree that the aims are appropriate?



Category of respondent

	Parents	Pre-school settings and schools	Voluntary and statutory organisations	Unassociated	Total number of respondents
Yes	104	134	88	0	326
No	2,796	594	26	16	3,432

4.3 In total, 9% of respondents agreed that the vision and aims of the draft strategy were right and appropriate. Over three-quarters of voluntary and statutory organisations (77%) which responded to the consultation agreed, compared with 18% of pre-school settings and schools and 4% of parents.

Qualitative Response to Q1 & Q2

	All Groups			Parents			Pre-school settings and schools			Voluntary and statutory organisations*		
	Nos resp	%	Rank	Nos resp	%	Rank	Nos resp	%	Rank	Nos resp	%	Rank
Question 1 & Question 2 Vision and Aims. Is this the right vision? Is it an appropriate vision for an early years strategy? Do you agree that the aims are appropriate?	3,579 responses			2,012 responses			978 responses			589 responses		
Question 1 & Question 2 were grouped as responses were similar.												
Respondents raised a number of issues about the aims not being reflected in the strategy, many felt it was too vague, with no detail on how things would be achieved. Many respondents felt the aims and vision were aspirational.	695	19	1	446	22	1	197	20	2	52	9	4
Respondents cited the statutory sector as delivering best practice, on the basis of evidence. Many respondents felt the statutory sector was the first preference for parents, particularly full-time places.	584	16	2	369	18	2	199	20	1	less than 5%		
Respondents were concerned that the strategy actions would not support working parents or recognise equity issues for working parents requiring full-time places, or settling in time, again indicating that the statutory sector is the choice of majority of parents.	487	14	3	325	16	3	152	16	3	less than 5%		
Respondents queried the use of the attached evidence paper, and why it did not appear to be linked to strategy aims and vision.	416	12	4	250	12	4	130	13	4	36	6	5
Respondents queried why the resource requirements were not specific, and queried why there was no funding model or cost of implementation included.	336	9	5	213	11	5	89	9	5	34	6	6
Respondents were concerned about the lack of reference to the important connections between education and childcare and health providers.	311	9	6	162	8	6	60	6	6	89	15	2
Respondents were concerned about the focus on DE funded provision. Many felt that as education begins at birth so should interventions, and felt there were gaps in the strategy for age groups 0-3 and 4-6. Others raised issues about the foundation stage, stressing that it must not be ignored or undermined. Respondents also raised the issue of needs being identified prior to pre-school and not just in the 3-6 age range.	178	5	7	less than 5%			less than 5%			129	22	1

	less than 5%	96	5	7	less than 5%		less than 5%
					0	0	
Respondents wanted the aims to make a commitment to be rights based, quality and child focused rather than focused on equity among sectors.							
Respondents wanted the vision strengthened to encompass early childcare, to recognise childminders and community provision, other suggestions included utilising childminders for the two year old programme, and that NICMA and Childminders should be involved.	less than 5%	0	0	-	0	0	61
Respondents wanted a sharper focus on social and emotional outcomes as well as cognitive, many suggesting that the strategy should not be solely curriculum driven.	less than 5%	0	0	-	less than 5%		32
							5
							7

Notes:

*Includes a small number of unassociated responses (9)

Every view which represents 5% or more of the total responses in any particular group has been included. Where this comprises <5% in another group, this has been indicated. This means that not every comment has been included in the tables, therefore the numbers in the columns will not add to the total for the group, which is provided in the heading. The total in the heading refers to the overall number of comments from that group and is used as the base for calculating all the subsequent percentages.

Themes representing more than 5% of responses from that particular group.

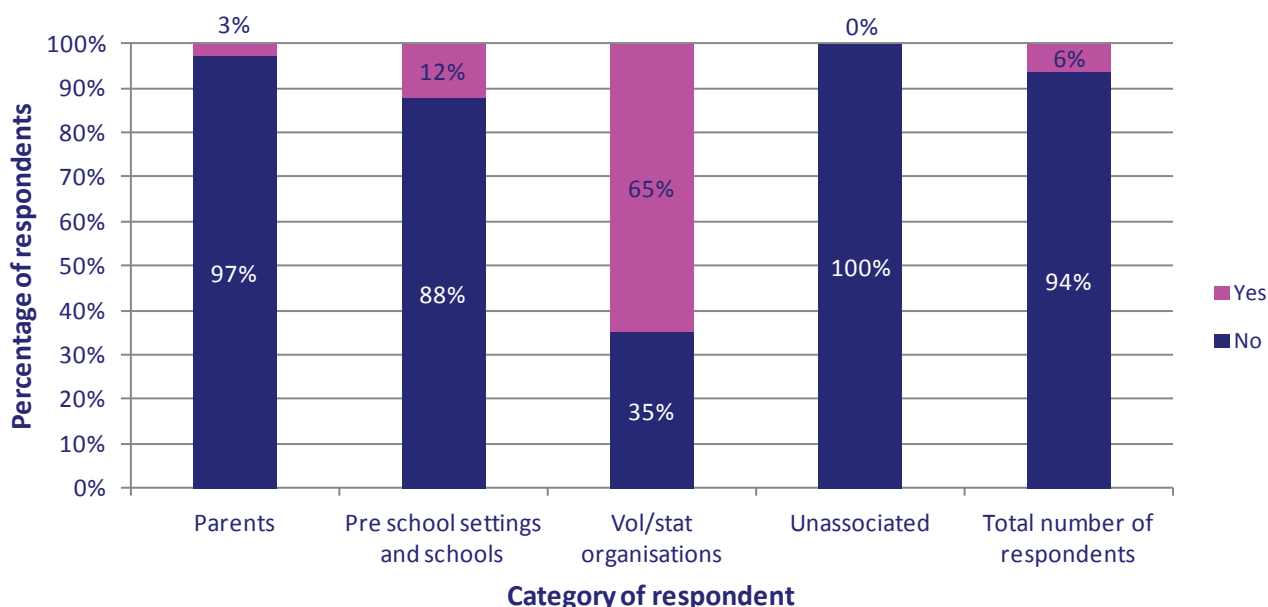
- 4.4 Overall the key concern was the lack of detail in the draft document and the lack of references to resources. The majority of respondents did not agree with the draft vision and aims. Many respondents made reference to high quality services in the statutory sector and suggested that this should be made available to all. Related to this, there was a common perception that the strategy was not supportive of working parents, particularly in relation to providing full-time nursery places. Since parents and pre-school settings and schools represented the majority of respondents, their key issues were similar to those for all groups, as outlined above.
- 4.5 By contrast, the majority of organisations supported the draft vision and aims. There was a concern about the perceived over-emphasis on DE funded provision and gaps in the strategy. Concern was also expressed at the limited reference to the links between education, health and other providers.

Objective One To improve the quality of early years provision thereby promoting better learning outcomes for children by the end of the Foundation Stage, especially in language and number; and in the children’s personal and social development, emotional well-being and readiness to learn.

4.6 Objective 1 in the draft strategy is to improve the quality of early years provision and lists six issues which DE needs to address in order to do so. The strategy also outlines a range of actions which aim to enhance quality by improving outcomes at the end of Foundation Stage and adopting a co-ordinated approach to ensure smooth transitions at different stages. Questions 3 to 6 on the consultation template collected views on the issues, actions and requirements under objective 1, the findings of which are outlined in the following section.

Quantitative responses to question 3 by respondent group

Q3 - Are these the key issues for DE to address?



	Parents	Pre-school settings and schools	Voluntary and statutory organisations	Unassociated	Total number of respondents
Yes	40	44	35	0	119
No	1,414	318	19	8	1,759

4.7 Overall, 6% of respondents believed that these were the key issues. Organisations were most likely to agree with the key issues (65%), while pre-school settings and schools and parents were much less likely to agree (12% and 3% respectively).

Qualitative Response to Q4

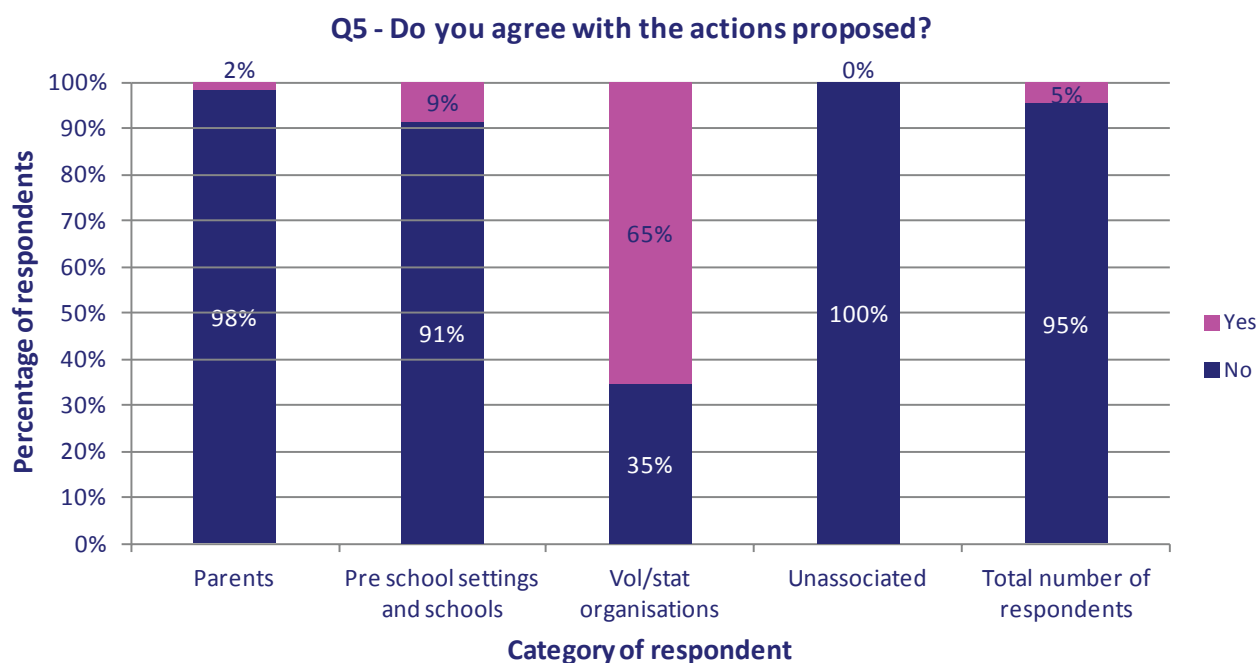
	All Groups			Parents			Pre-school settings and schools			Voluntary and statutory organisations*		
	Nos resp	%	Rank	Nos resp	%	Rank	Nos resp	%	Rank	Nos resp	%	Rank
Question 4 Quality of Provision. Do you consider that there are other areas that should be addressed to improve quality of provision?	2,400 responses			1,365 responses			752 responses			283 responses		
Respondents queried why the draft did not sufficiently acknowledge teacher led provision.	415	17	1	280	21	1	120	16	1	17	6	4
Respondents wanted more recognition of the statutory sector, who they suggested were already doing this.	337	14	2	204	15	2	118	16	2	13	5	9
Respondents raised concerns about the lack of clarity around the funding required.	271	11	3	175	13	3	74	10	3	22	8	3
Respondents queried the use of the evidence paper and asked why the issues were not linked to research.	247	10	4	154	11	5	69	9	4	24	8	2
Respondents queried why the draft strategy actions did not equate with revised curriculum objectives.	229	10	5	162	12	4	66	9	5	less than 5%		
Respondents were concerned that any attempt to equalise would impact on quality and that DE should be levelling up rather than down.	less than 5%			less than 5%			38			less than 5%		
Respondents stressed the need to fully address the importance of social and emotional development/holistic approach to learning.	less than 5%			less than 5%			less than 5%			37	13	1
Respondents raised concerns about the references to Sure Start as this is not available to everyone.	less than 5%			0	0	-	0	0	-	17	6	4
Respondents asked for the links between care, education and health to be highlighted.	less than 5%			0	0	-	0	0	-	14	5	8
Respondents were concerned at predominate focus on measurable outcomes.	less than 5%			0	0	-	0	0	-	15	5	6
Respondents queried why health education has been overlooked, and stressed the importance of emotional well being as well as physical development.	less than 5%			0	0	-	0	0	-	15	5	6

See Notes on page 11

4.8 Overall respondents suggested other areas in relation to improving the quality of provision such as acknowledging the quality of teacher led provision and the statutory sector in general. Others were concerned that the funding requirements were unclear and that the strategy was not linked to the research. Concerns were expressed about the lost opportunity to effectively link actions with the aims of the revised curriculum. Since parents and pre-school settings and schools represented the majority of respondents, their key issues were similar to those for all groups, as outlined above.

4.9 Organisations tended to focus on broader issues such as wanting to see a more holistic approach to learning and the need for links with other departments, specifically DHSSPS. They agreed that the funding was unclear and the research link was not emphasised. There was also a concern about the focus on measurable outcomes for children at such an early age, and concern that Sure Start is referenced for younger children but is not universally available.

Quantitative responses to question 5 by respondent group



	Parents	Pre-school settings and schools	Voluntary and statutory organisations	Unassociated	Total number of respondents
Yes	24	31	34	0	89
No	1,432	332	18	7	1,789

4.10 Overall, fewer than 5% of people who responded agreed with the actions proposed. Again, organisations were more likely to agree with the actions proposed (65%) and pre-school settings and schools and parents less so (9% and 2% respectively).

Qualitative Response to Q5

	All Groups			Parents			Pre-school settings and schools			Voluntary and statutory organisations*		
	2,485 responses			1,476 responses			691 responses			318 responses		
	Nos resp	%	Rank	Nos resp	%	Rank	Nos resp	%	Rank	Nos resp	%	Rank
Question 5 Quality of Provision. Do you agree with the actions proposed?												
Respondents were concerned that the strategy did not acknowledge high quality and best practice evident in the statutory pre-school sector delivered by qualified teachers who will not need further training or additional qualifications. Respondents wanted statutory nursery provision made available to all, and stressed that access to full-time places should not be limited to the disadvantaged but should also be available to working parents.	568	23	1	414	28	1	142	21	2			less than 5%
Respondents were concerned that the strategy would focus on measurable outcomes through rigid frameworks and milestones at the cost of a child's social and emotional development and the professionalism of teachers, and that it was not clear what the milestones would look like. Others felt that the strategy needed to reflect the current successful and appropriate pre-school and foundation stage curriculum which is in place and the difficulty of assessing children at such a young age.	504	20	2	290	20	2	175	25	1	39	12	3
Respondents queried why nursery education was not compulsory.	228	9	3	164	11	3	60	9	5			less than 5%
Respondents wanted more detail and clarity on the issue of inspection, and particularly the role of the ETI and DHSSPS/HSCsTs.	219	9	4	139	9	4	68	10	3			less than 5%
Respondents wanted more consideration of the provision for two year olds, in terms of what was appropriate, and highlighted some concerns that pre-school and Sure Start may not be suitable for all. Others wanted more clarity on the role of ESA for two year olds.	214	9	5	132	9	5	62	9	4	20	6	5
Respondents wanted more clarity on funding requirements and more detail on how actions would be achieved.	206	8	6	111	8	7	49	7	6	46	14	2
Respondents wanted more acknowledgement of the current SEN provision in the statutory nursery sector.	179	7	7	128	9	6	39	6	7			less than 5%

Respondents wanted the strategy to address services from ante-natal through the full 0-6 age range and be inclusive of all children, including those not in formal provision. Others wanted to ensure that it encompasses all relevant services, providers and stakeholders and that joined-up approaches to implementation were in place across the full range of agencies.	less than 5%	less than 5%			101	32	1
		0	0	0			
Respondents raised issues about UNOCINI, and called for joint training across Health, Social Services and Education on UNOCINI.	less than 5%	less than 5%			25	8	4
		0	0	0			

See Notes on page 11

- 4.11 Concerns were expressed about the lack of recognition for the statutory nursery sector, and the apparent focus on rigid frameworks and milestones with respondents unclear about what these were, how they would be used and the difficulty of assessing children at such an early stage. There were also suggestions that the strategy needed to reflect what was already in place at the Foundation Stage. Others queried why preference was given to disadvantaged children above those of working parents in terms of full-time provision. Many respondents questioned why nursery education was not compulsory. Others wanted more detail on the issue of inspection, particularly the role of ETI and the health trusts. There was also concern around suitable provision for two year olds. Since parents and pre-school settings and schools represented the majority of respondents, their key issues were similar to those for all groups, as outlined above.
- 4.12 Organisations generally wanted a broader approach to address services from ante-natal to age six, and for actions to encompass all services using a joined up approach. They also wanted more information on funding and wanted joint training across DE and DHSSPS. They shared the concerns of parents and pre-school settings and schools about the need for more detail, and the focus on measurable outcomes and the options for provision for two year olds.

Qualitative Response to Q6

Question 6 Quality of Provision.	All Groups				Parents			Pre-school settings and schools			Voluntary and statutory organisations*		
	1,344 responses				795 responses			356 responses			193 responses		
	Nos resp	%	Rank		Nos resp	%	Rank	Nos resp	%	Rank	Nos resp	%	Rank
What further actions could be taken to ensure that the objective is achieved?													
Respondents wanted the focus for pre-school to be teacher led.	453	34	1		302	38	1	136	38	1	15	8	4
Respondents raised concerns about the strategy not making reference to existing, regional and national research such as EPPNI, but instead focused on small scale studies.	338	25	2		217	27	2	95	27	2	26	13	2
Respondents were concerned that the strategy did not acknowledge the statutory nursery sector, suggesting that it provides the highest quality and best practice, because it is delivered by qualified teachers. Others felt that statutory nursery provision should be made available to all, some wanted more acknowledgment that the foundation stage is working and had been praised by ETI.	134	10	3		93	12	3	41	12	3	0	0	-
Respondents wanted the strategy to address the need for services from ante-natal through the full 0-6 age range, inclusive of all children, encompassing all relevant services, providers and stakeholders and implemented jointly across the full range of agencies. Others wanted to highlight the wider context for learning including play and care.	84	6	4			less than 5%			less than 5%		82	42	1
Respondents expressed concern about the focus on measurable outcomes and the introduction of rigid frameworks and milestones. They wanted the strategy to reflect that children develop at different speeds and provide clarification of what the milestones might entail and how they would be measured. Others felt that professional staff in nursery and primary sectors should be involved in the design of any milestone framework.	64	5	5		51	6	4		less than 5%		10	5	6
Respondents wanted training and CPD to be available for all those working in early years, including childminders, with courses where necessary made mandatory.		less than 5%			0	0	-		less than 5%		22	11	3
Respondents wanted more clarification on how everything was to be achieved, with many finding the actions largely aspirational.		less than 5%			0	0	-		less than 5%		12	6	5

See Notes on page 11

- 4.13 Respondents suggested that the quality of early years provision could be improved by ensuring it is teacher led, and that the strategy is too focused on small scale research rather than existing and national studies such as EPPNI. Concerns were expressed about the lack of recognition for the quality of the statutory sector and that it should be available to all. Others suggested that the Foundation Stage was working and should be referenced more, and that overly rigid measurement frameworks should be avoided. Since parents and pre-school settings and schools represented the majority of respondents, their key issues were similar to those for all groups, as outlined above.
- 4.14 Organisations stressed the need for the strategy to include actions for the full 0-6 age range, which involve all relevant services and would be implemented jointly. Some suggested that training and continuous professional development should be available for all staff working in early years with some training made mandatory and funded. Organisations shared the concerns about the evidence paper and the potential measurement frameworks.

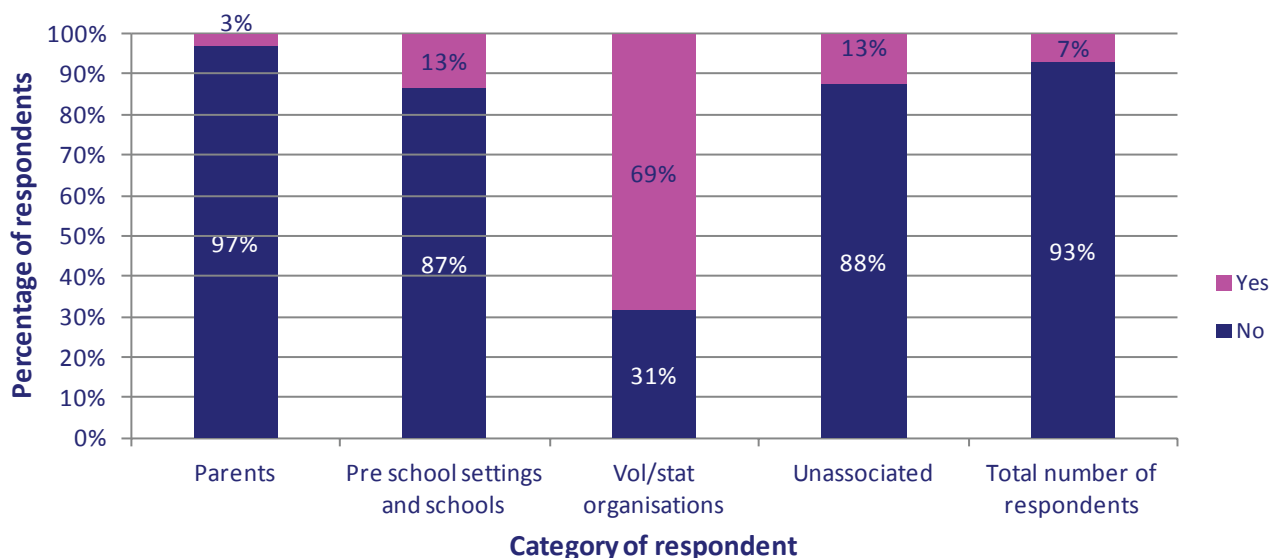
Objective Two To recognise and respect the role of parents and carers of young children and to raise the level of engagement by DE (and its partners) with families and communities.

4.15 **Ä** Objective 2 outlines five main issues for DE to address including the quality of communication and engagement with parents, the impact of Sure Start for parents and the importance of play-based learning and outdoor play. The strategy suggested a range of actions in two main areas - promotion of collaborative working between parents and early years providers and building support for parents in disadvantaged areas. The actions included implementation of a family programme, effective provision of information to parents and promotion of regular attendance in early years.

4.16 Questions 7-10 on the consultation template collected views on the issues, actions and requirements under objective 2, the findings of which are outlined in the following section.

Quantitative responses to question 7 by respondent group

Q7 - Are these the key issues for DE to address?



	Parents	Pre-school settings and schools	Voluntary and statutory organisations	Unassociated	Total number of respondents
Yes	44	48	37	1	130
No	1,409	312	17	7	1,745

4.17 Overall almost 7% of respondents felt that the issues relating to the engagement and support of parents were the key ones for the draft strategy to address. Organisations (69%) were more likely to agree than pre-school settings and schools (13%) and parents (3%).

Qualitative Response to Q8

Question 8 The Role of Parents and Carers. Do you consider that there are other areas that should be addressed to recognise and respect the role of parents and to raise the level of engagement?	All Groups			Parents			Pre-school settings and schools			Voluntary and statutory organisations*		
	1,774 responses			1,072 responses			513 responses			189 responses		
	Nos resp	%	Rank	Nos resp	%	Rank	Nos resp	%	Rank	Nos resp	%	Rank
Respondents asked that more full-time statutory nursery places be made available suggesting that this is what parents prefer for their children, and at the school of their first choice.	421	24	1	299	28	1	114	22	1	less than 5%		
Respondents expressed concern about the funding requirements and available budgets which they felt were not clear but required.	258	15	2	181	17	2	63	12	4	14	7	5
Respondents referred to the statutory nursery sector already engaging with parents by providing information, running classes and activities to involve parents in the education of their children.	226	13	3	140	13	5	82	16	3	less than 5%		
Respondents were concerned that the current play based learning in the statutory sector was not recognised.	215	12	4	151	14	3	59	12	5	less than 5%		
Respondents questioned the role of the strategy, asking if it was family/ care or education.	190	11	5	144	13	4	44	9	6	less than 5%		
Respondents wanted a requirement placed on DE and its partners to raise the level and quality of parental engagement. Others thought there should be a continuum of engagement including preparation for parenthood classes at Key Stage 4 in schools, and parenting programmes and support through pregnancy and across the 0-6 age group, including for hard to reach families and parents. Other suggestions included educating the parent as first educator, including addressing parents' needs where they have basic literacy and numeracy difficulties, with training provided for all EY providers (0 - 6) in how to engage more with parents, with support provided by a team of parental officers.	174	10	6	less than 5%			89	17	2	41	22	1
Respondents had concerns about the actions and proposals only applying to those parents who lived in disadvantaged areas, or those with children in DE funded provision. Respondents wanted the actions to apply to all parents.	less than 5%			0	0	-	less than 5%			35	19	2

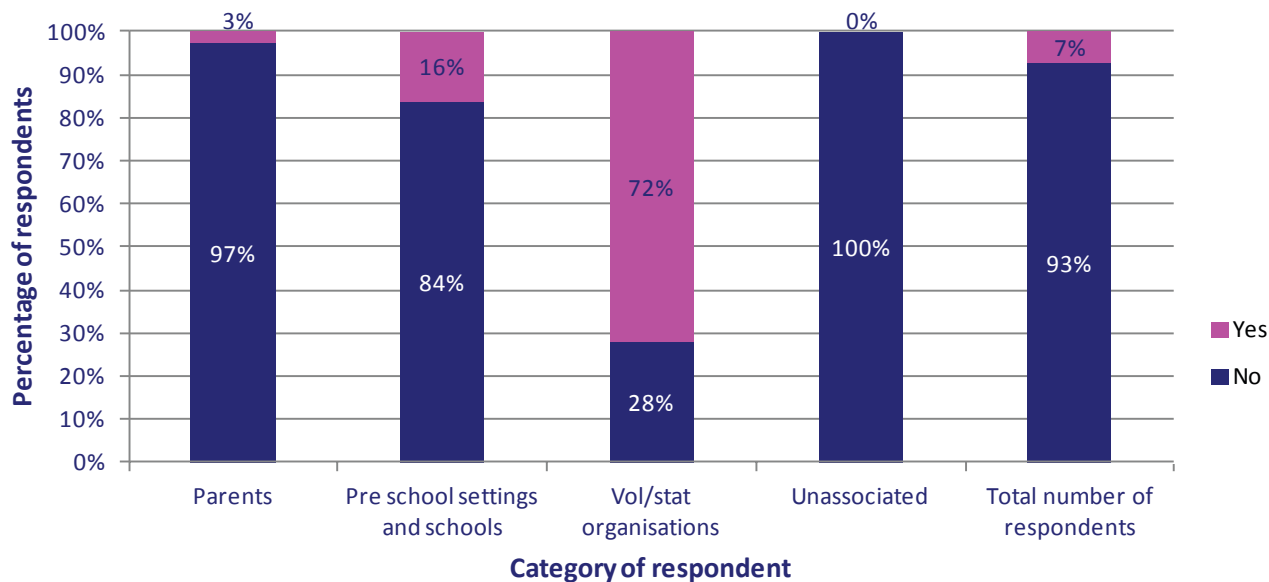
Respondents wanted DE to undertake an audit of current best practice, ensuring consultation with the statutory nursery and primary sectors, to avoid duplication of provision in the future.	less than 5%	0	0	-	less than 5%		17	9	3
					0	0			
Respondents wanted more detail on how everything would be achieved.	less than 5%	0	0	-	0	0	16	8	4
					0	0			
Respondents felt that the actions required a multi discipline approach.	less than 5%	0	0	-	0	0	13	7	6
					0	0			

See Notes on page 11

- 4.18 Respondents felt that the government should provide more full-time statutory nursery places, suggesting it was the preference of parents. Many respondents stated that statutory nursery providers already involve and engage parents in children's education and emphasised play-based learning. Other respondents questioned the role of the strategy and whether the focus was on family or education. Comments referred to the need for increased parental engagement through for example, pregnancy/parenting classes/parental officers. Another key issue was that funding arrangements were unclear and more detail was required. As parents and pre-school settings and schools represented the majority of respondents, their key issues were similar to those for all groups, as outlined above.
- 4.19 The main issue raised by organisations was the need for DE and its partners to raise the level and quality of parental engagement. Organisations also suggested that actions for parents should apply to all parents equally and not just those in disadvantaged areas or DE funding settings. Others suggested the need for parenting classes and preparation for parenthood beginning at Key Stage 4. Respondents wanted more detail on the funding and the actions designed to achieve the objective; some suggested the need for a best practice audit and the need for a multi-disciplinary approach to implementing actions.

Quantitative responses to question 9 by respondent group

Q9 - Do you agree with the actions proposed?



	Parents	Pre-school settings and schools	Voluntary and statutory organisations	Unassociated	Total number of respondents
Yes	38	58	36	0	132
No	1,407	304	14	8	1,733

4.20 Overall, 7% of those who responded to the consultation agreed with the actions proposed. Almost three-quarters (72%) of organisations agreed, compared with 16% of pre-school settings and schools and 3% of parents.

Qualitative Response to Q9

	All Groups			Parents			Pre-school settings and schools			Voluntary and statutory organisations*		
	2,071 responses			1,344 responses			526 responses			201 responses		
	Nos resp	%	Rank	Nos resp	%	Rank	Nos resp	%	Rank	Nos resp	%	Rank
Question 9 The Role of Parents and Carers. Do you agree with the actions proposed?												
Respondents wanted clarification on funding, and detail on how the actions would be taken forward and by which department.	648	31	1	408	30	1	203	39	1	37	18	2
Respondents wanted DE to consider how regular attendance at pre-school could be promoted, including a consideration of whether pre-school should be made compulsory and statutory.	418	20	2	300	22	2	114	22	2		less than 5%	
Respondents wanted DE to consider the impact of targeting services for the disadvantaged and consider the needs of working parents and those not living in areas of disadvantage.	368	18	3	209	16	3	97	18	3	62	31	1
Respondents wanted the two year old provision to be expanded in statutory sector.	171	8	4	128	10	4	40	8	4		less than 5%	
Respondents wanted DE to review and evaluate Sure Start and the programme for two year olds in terms of consistency and quality of provision before considering expansion.		less than 5%		72	5	5		less than 5%			less than 5%	
Respondents wanted the benefits of play based learning to be publicised and play based approaches expanded across the 0-6 age group.		less than 5%		0	0	-	0	0	-	20	10	3
Respondents raised concerns about the needs of disabled children, and indicated that the expansion of area based programmes would not address the issues.		less than 5%		0	0	-	0	0	-	11	5	5
Respondents wanted the strategy to ensure that parents are empowered by consultation in decision making, provided with appropriate information and that the strategy should implement approaches which maximise collaboration and partnership with service providers and settings.		less than 5%			less than 5%			less than 5%		18	9	4
Respondents stressed the needs of SEN children and the importance of them being able to avail of appropriate support regardless of setting.		less than 5%			less than 5%			less than 5%		11	5	5
Respondents wanted an audit of current service provision and a needs assessment of future requirements to take place.		less than 5%		0	0	-	0	0	-		less than 5%	

See Notes on page 11

- 4.21 Respondents asked for more detail on funding, how the actions would be implemented and by which department. Equity was a key issue with respondents concerned that the focus was on disadvantaged families only. Some respondents wanted statutory provision for two year olds expanded, others asked for a review of Sure Start and the Programme for 2-3 Year Olds before any further investment was secured. Since parents and pre-school settings and schools represented the majority of respondents, their key issues were similar to those for all groups, as outlined above.
- 4.22 Organisations were concerned about equal access for all families not just those who were disadvantaged. They called for more clarification on funding, timescales, roles and responsibilities. Organisations stressed the importance of parental empowerment and engagement as well as the provision of support for children with SEN and children with disabilities.

Qualitative Response to Q10

	All Groups			Parents			Pre-school settings and schools			Voluntary and statutory organisations*		
	1,356 responses			811 responses			353 responses			192 responses		
	Nos resp	%	Rank	Nos resp	%	Rank	Nos resp	%	Rank	Nos resp	%	Rank
Question 10 The Role of Parents and Carers. What further actions could be taken to ensure that the objective is achieved?												
Respondents asked that DE consider the alternative funding sources available to the private/voluntary sector when taking decisions.	317	23	1	231	28	1	84	24	2	less than 5%		
Respondents wanted the strategy to make more use of existing evidence and research, and in particular EPPNI, in identifying best practice and quality of provision.	264	19	2	159	20	2	85	24	1	20	10	3
Respondents asked for more direct consultation with statutory sector about best practice.	218	16	3	147	18	3	64	18	3	less than 5%		
Respondents asked that DE consider what provides best value for money in terms of quality of provision and outcomes in pre-school education.	119	9	4	105	13	4	less than 5%			less than 5%		
Respondents wanted the strategy to recognise and emphasise the needs of all children and not just those living in disadvantaged areas. Other respondents asked that DE address the number of targeted services and make them universally available, and clearly define what is meant by disadvantage.	less than 5%			less than 5%			21	6	4	0	0	-
Respondents suggested that Sure Start and the programme for two year olds should be made universal and not limited to areas of disadvantage.	less than 5%			less than 5%			20	6	5	less than 5%		
Respondents suggested that the strategy should acknowledge and reference best practice in community provision and recognise existing programmes for parents delivered by the voluntary sector and other non-statutory organisations.	less than 5%			0	0	-	0	0	-	28	15	1
Respondents suggested the need for programmes that would educate, empower, enable and support parents in grasping opportunities for early intervention.	less than 5%			0	0	-	0	0	-	22	11	2
Respondents wanted to see adequate funding and resources made available to ensure that any support programmes put in place are successful and meet the needs of children, parents and providers.	less than 5%			less than 5%			less than 5%			14	7	4

Respondents wanted the vital role of health professionals taken into account.	less than 5%	0	0	-	0	0	-	12	6	5
Respondents wanted family and parenting programmes provided to all families and to go beyond DE funded provision.	less than 5%	0	0	-	less than 5%			12	6	5
Respondents highlighted the need for specific training to gain a shared understanding of what is effective provision for parents.	less than 5%	0	0	-	less than 5%			11	6	7
Respondents wanted family and parenting programmes to begin at the ante-natal stage.	less than 5%	0	0	-	less than 5%			9	5	8

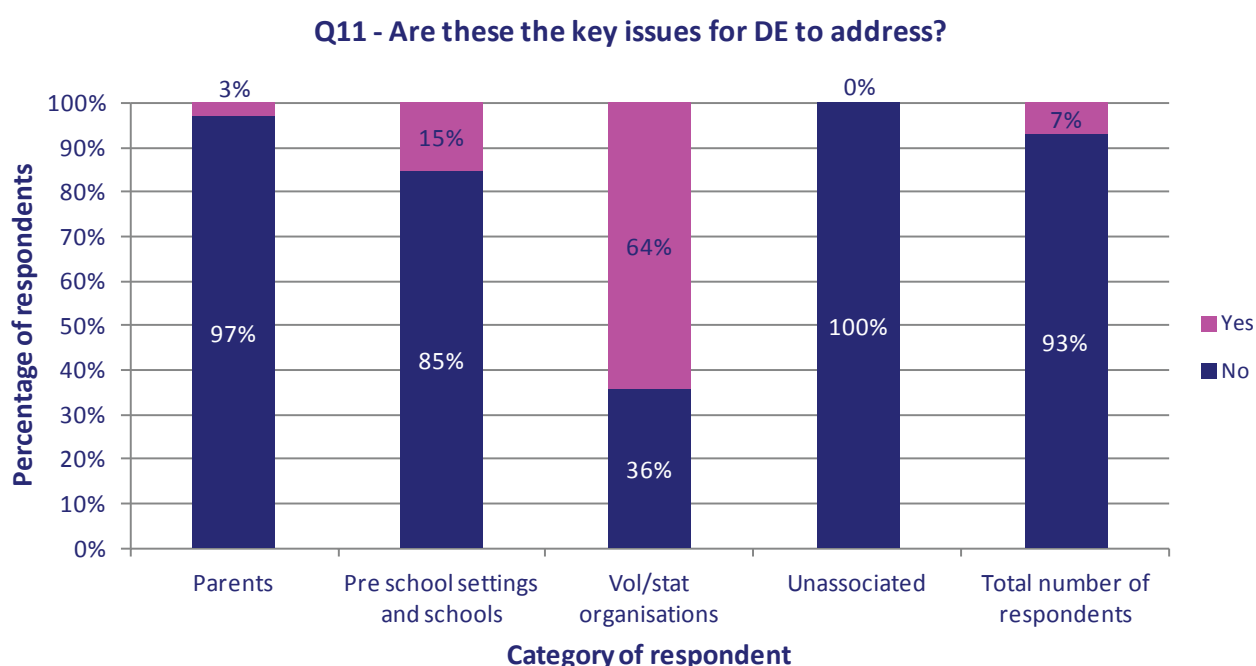
See Notes on page 11

- 4.23 Respondents wanted more emphasis on making use of evidence and achieving best value for money, more direct consultation with the statutory sector, more consideration of the alternative funding sources for voluntary and private organisations. Respondents wanted the needs of all children recognised not just those living in disadvantaged areas. Since parents and pre-school settings and schools represented the majority of respondents, their key issues were similar to those for all groups, as outlined above.
- 4.24 Organisations wanted to see more recognition for best practice in existing community and voluntary programmes and felt that the actions should educate and enable parents to grasp opportunities for early intervention. They agreed with making more use of existing research and that DE should ensure adequate resources to meet the needs of children, parents and providers. Organisations wanted parenting programmes to begin at the ante-natal stage and highlighted the vital role of health professionals.

Objective Three To improve equity and access to early years provision.

4.25 Objective 3 outlines a range of issues which need to be addressed in order to improve equity and access, for example funding issues, training and qualifications, Irish-medium provision, provision in disadvantaged areas and the dissemination of good practice across early years provision for children with additional and special needs. Questions 11-14 on the consultation template collected views on the issues, actions and requirements under objective 3, the findings of which are outlined in the following section.

Quantitative responses to question 11 by respondent group



	Parents	Pre-school settings and schools	Voluntary and statutory organisations	Unassociated	Total number of respondents
Yes	42	54	34	0	130
No	1,411	300	19	7	1,737

4.26 Overall 7% of all those who responded agreed that these were the key issues to address. Almost two-thirds of organisations believed that these were the key issues to address, while 15% of pre-school settings and schools and 3% of parents agreed.

Qualitative Response to Q12

	All Groups			Parents			Pre-school settings and schools			Voluntary and statutory organisations*		
	1,319 responses			664 responses			476 responses			179 responses		
	Nos resp	%	Rank	Nos resp	%	Rank	Nos resp	%	Rank	Nos resp	%	Rank
<p>Question 12 Equity and Access. Do you consider that there are other areas that should be addressed to improve equity and access to early years provision? If so, what are they?</p> <p>Respondents wanted the focus to be on equity for children, not providers. Some respondents felt that all children should have equal access to the highest quality pre-school provision, suggesting this was in the statutory nursery sector. Others wanted additional full-time statutory nursery places to be made available.</p> <p>Respondents cautioned against diverting funding from the statutory nursery sector to the voluntary/private pre-school sector.</p> <p>Respondents wanted the legacy issues from the Review of Pre-School in Northern Ireland in 2006 to be addressed, including staff ratios, funding issues, staffing qualifications, underage children, full-time versus part-time places, admissions issues, accommodation issues and reception places.</p> <p>Respondents called for a Continuous Professional Development (CPD) programme for all those working in early years, not just those in DE funded provision. Others wanted the minimum level of qualifications for working in a pre-school setting to be the QCF (Qualifications and Credit Framework) equivalent to NVQ (National Vocational Qualifications) level 4. Some respondents called for CASS (Curriculum Advisory and Support Service) support for early years to be expanded, and for all training and CPD programmes to be properly resourced.</p> <p>Respondents wanted pre-school provision to be teacher led, suggesting that higher qualifications equal better outcomes for children, as evidenced by research, and calling for the funding to be focused on the statutory nursery sector.</p> <p>Respondents wanted the strategy to recognise and appropriately resource community based provision including that provided by childminders and community creche facilities.</p>	514	39	1	354	53	1	149	31	1	11	6	6
	311	24	2	212	32	2	96	20	3	less than 5%		
	130	10	3	less than 5%			108	23	2	21	12	2
	less than 5%			less than 5%			31	7	4	21	12	2
	less than 5%			less than 5%			30	6	5	less than 5%		
	less than 5%			0	0	-	0	0	-	21	12	2

Respondents stressed the need for the strategy to be adequately funded, and to address historical under-resourcing of early years provision.	less than 5%	less than 5%	less than 5%		13	7	5
	less than 5%	less than 5%	less than 5%		9	5	7
Respondents wanted DE to ensure consultation with appropriate staff in respect of best practice.	less than 5%	less than 5%	less than 5%		0	0	0
	less than 5%	less than 5%	0	0	0	0	0
Respondents stressed the need for the strategy to reference and address issues relating to disability, newcomer needs (English as an Additional Language - EAL), and special educational needs.	less than 5%	less than 5%	less than 5%		23	13	1
	less than 5%	less than 5%	less than 5%		0	0	0

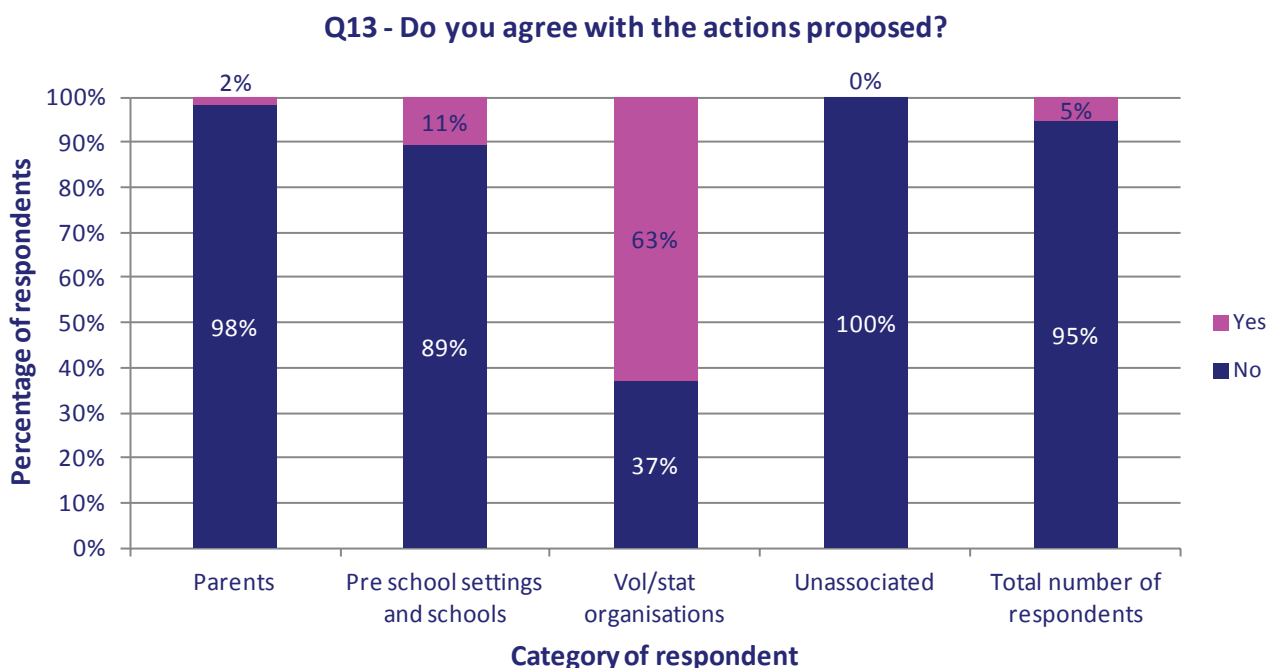
See Notes on page 11

- 4.27 Respondents wanted equity for children not sectors. There was concern that without additional resources funding would be diverted from the statutory to the voluntary sector. There was agreement across pre-schools and organisations that issues from the Review of Pre-School Education 2006 still needed to be addressed including staff ratios, qualifications, full-time places, and reception. Since parents and pre-school settings and schools represented the majority of respondents, their key issues were similar to those for all groups, as outlined above.
- 4.28 Organisations called for a CPD programme for all those working in early years, the main issue raised by organisations was the need to improve equity and access for those with additional needs, such as disability, EAL or special educational needs. Some organisations also wanted recognition and resources for community based provision.

Question 13 Do you agree with the actions proposed?

4.29 A wide range of actions was proposed under objective 3, in two main areas: early years workforce and access. These included raising the minimum level of qualifications required, capacity building in the non-statutory sector and area-based, age appropriate provision.

Quantitative responses to question 13 by respondent group



	Parents	Pre-school settings and schools	Voluntary and statutory organisations	Unassociated	Total number of respondents
Yes	26	37	32	0	95
No	1,417	312	19	8	1,756

4.30 Overall, 5% of respondents agreed with the actions proposed. 11% of pre-school settings and schools agreed with the actions proposed for this objective, with fewer than 2% of parents showing support.

Qualitative Response to Q13

	All Groups			Parents			Pre-school settings and schools			Voluntary and statutory organisations*		
	2,446 responses			1,586 responses			623 responses			237 responses		
	Nos resp	%	Rank	Nos resp	%	Rank	Nos resp	%	Rank	Nos resp	%	Rank
Question 13 Equity and Access. Do you agree with the actions proposed?												
Respondents raised concerns at the lack of reference to full-time places in the strategy, which many took to suggest were ending, respondents stressed that full-time places should be retained and expanded in favour of part-time places.	458	19	1	317	20	1	134	22	1			less than 5%
Respondents were concerned that up skilling of staff in the voluntary/private sector should not undermine the value of professional teaching qualifications, adding that opportunities for staff in the voluntary/private sector to undertake training activities were not reflected.	402	16	2	279	18	2	112	18	2	11	5	7
Respondents questioned the focus on voluntary/private sector, stressing that equity should be two way.	206	8	3	152	10	3	47	8	5			less than 5%
Respondents raised the issue of leadership, suggesting that the highest levels are evident in the statutory sector based on ETI evidence.	197	8	4	135	9	5	52	8	3			less than 5%
Respondents were concerned that the proposed actions did not allow flexibility for the statutory sector, and only applied to the voluntary sector.	196	8	5	141	9	4	52	8	3			less than 5%
Respondents queried why the strategy did not acknowledge top-up hours for the voluntary/private sector in pre-school.	182	7	6	132	8	6	47	8	5			less than 5%
Respondents commented that qualified teachers do not require any additional up skilling, some suggested using unemployed teachers instead of up skilling staff in the voluntary/private pre-school settings.	140	6	7	104	7	7	35	6	8			less than 5%
Respondents stressed the need for the strategy to ensure an inclusive approach to the full 0-6 age range and not focus only on DE funded settings.	129	5	8	84	5	8		less than 5%		34	14	2

Respondents raised a number of issues about the strategic approach to qualification levels in pre-school provision, including leadership training - Should pre-school be teacher led? Should a competency based approach be considered? What would the appropriate minimum qualifications be under QCF and how did this compare to a teaching qualification? Training should include an element on managing transition from pre-school to primary.	less than 5%	less than 5%	0	0	0	46	7	7	25	11	3
Respondents wanted more clarity on issues of funding, timing, targets, roles and responsibilities. Others wanted it to address issues of inequality between sectors, and not be focused only in areas of disadvantage.	less than 5%	less than 5%	less than 5%			less than 5%			47	20	1
Respondents wanted more consideration of pay progression and pay scales for staff in pre-school settings in order to retain good staff.	less than 5%	0	0	-	0	0	0	-	12	5	6
Respondents wanted a capacity building programme for all staff in early years settings, and acknowledgement of the time and resources required to up skill staff to work with and meet the requirements of all children with additional or special needs.	less than 5%	0	0	-	less than 5%			13			5
Respondents were concerned that the strategy did not reflect the needs of working parents, others felt it should reflect the desire of working parents for full-time statutory places, rather than the current emphasis on the needs of the disadvantaged.	less than 5%	74	5	9	less than 5%			14			6

See Notes on page 11

- 4.31 Respondents were concerned at the limited reference to full-time places, which some respondents interpreted as indicating that full-time provision would be abolished, which led to respondents asking for the retention and expansion of full-time places. There were also concerns about potentially undermining teacher qualifications, given the focus in the strategy on up skilling the voluntary sector. Since parents and pre-school settings and schools represented the majority of respondents, their key issues were similar to those for all groups, as outlined above.
- 4.32 Organisations focused on more strategic and holistic issues, calling for more clarification on roles, responsibilities, targets and funding, as well as an inclusive approach for 0-6 year olds rather than focusing on provision in DE funded settings only. Organisations asked for more clarification on qualification requirements, competencies and leadership skills and consequently pay scales and progression. Concerns were expressed about the lack of reference in the strategy to the needs of working parents and acknowledgement of the resources required to meet the needs of children who have a special or additional needs.

Qualitative Response to Q14

Question 14 Equity and Access.

What further actions could be taken to ensure that the objective is achieved?

	All Groups			Parents			Pre-school settings and schools			Voluntary and statutory organisations*		
	1,150 responses			657 responses			315 responses			178 responses		
	Nos resp	%	Rank	Nos resp	%	Rank	Nos resp	%	Rank	Nos resp	%	Rank
Respondents expressed concern that the strategy did not appear to acknowledge or recognise research or inspection reports which they suggest demonstrates that best practice and highest quality is found in statutory provision.	435	38	1	309	47	1	115	37	1	11	6	5
Respondents wanted the focus to be on value for money, rather than speculating and investing in provision without evidence of value/quality.	251	22	2	159	24	2	86	27	2	less than 5%		
Respondents stressed the need for a Training and Professional Development strategy for all the workforce, not just DE funded programmes.	66	6	3	less than 5%			less than 5%			36	20	1
Respondents wanted all new primary school capital projects to automatically include a statutory nursery facility.	less than 5%			less than 5%			19	6	3	less than 5%		
Respondents called for inequality to be addressed by providing full-time statutory pre-school places for all children.	less than 5%			less than 5%			18	6	4	less than 5%		
Respondents called for more reference to research and inspection reports in terms of how children learn best.	less than 5%			less than 5%			16	5	5	0	0	-
Respondents wanted the raising of qualification levels to be adequately funded. Others called for consideration to be given to making all mandatory training free and applicable across the 0-6 age range and not just within DE funded provision.	less than 5%			less than 5%			0	0	-	23	13	2
Respondents stressed the need to support local area based approaches to planning and sharing of best practice.	less than 5%			0	0	-	less than 5%			12	7	3
Respondents suggested that DE identify another model for the two year old programme and not restrict it to Sure Start.	less than 5%			0	0	-	0	0	-	9	5	7
Respondents wanted more acknowledgment and recognition of the importance and value of existing community provision and the contribution of childminders.	less than 5%			0	0	-	0	0	-	12	7	3
Respondents wanted a decision on a consistent approach to the minimum qualifications levels required to work in pre-school settings, including at leadership level, and consideration of the impact of current salary levels on the attraction and retention of staff.	less than 5%			0	0	-	less than 5%			11	6	5

See Notes on page 11

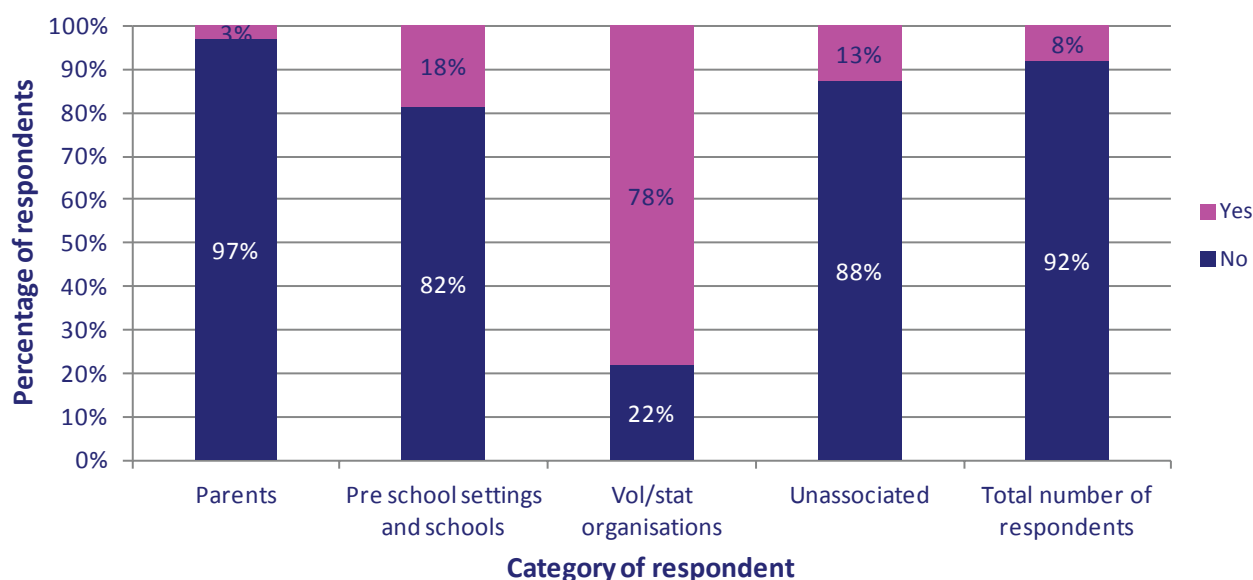
- 4.33 Respondents felt that the strategy should acknowledge the perceived higher quality of the statutory sector, based on their interpretation of research and inspection reports. Others wanted the focus to be on value for money and that there should be training and professional development for all, not just DE programmes. Since parents and pre-school settings and schools represented the majority of respondents, their key issues were similar to those for all groups, as outlined above.
- 4.34 Organisations also wanted a consistent approach to the development of an adequately funded professional development strategy for the whole workforce, not just DE programmes. Organisations also wanted to see more recognition for community provision and childminders, and local area based approaches referenced and included in the sharing of best practice.

Objective Four To encourage greater collaboration among key partners to promote greater integration in service delivery.

4.35 Ä DE identified three key issues to address under objective 4 which are to maintain the child focus, to employ a joined up approach, particularly with health and social care and to contribute to the wider Executive consideration of childcare policy. Questions 15-18 on the consultation template collected views on the issues, actions and requirements under objective 4, the findings of which are outlined in the following section.

Quantitative responses to question 15 by respondent group

Q15 - Are these the key issues to be addressed?



	Parents	Pre-school settings and schools	Voluntary and statutory organisations	Unassociated	Total number of respondents
Yes	42	65	43	1	151
No	1,396	289	12	7	1,704

4.36 Overall, 8% agreed that these were the key issues to be addressed. Organisations were most likely to agree (78%). Of the pre-school settings and schools who responded, 18% agreed with the key issues followed by 3% of parents.

Qualitative Response to Q16

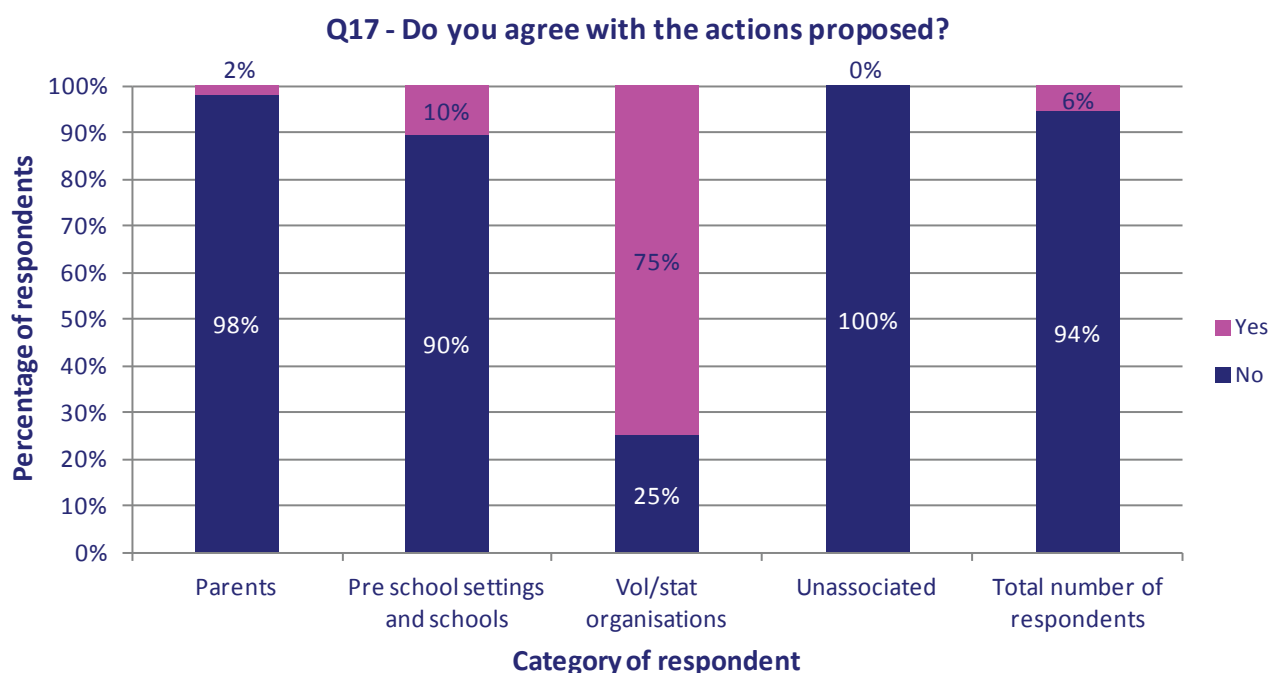
	All Groups			Parents			Pre-school settings and schools			Voluntary and statutory organisations*		
	1,066 responses			544 responses			301 responses			221 responses		
	Nos resp	%	Rank	Nos resp	%	Rank	Nos resp	%	Rank	Nos resp	%	Rank
Question 16 Collaboration and Integration. Do you consider that there are other areas that should be addressed to encourage greater collaboration among key partners to promote greater integration in service delivery? If so, what are they?												
Respondents wanted more consultation with statutory nursery/ education sector.	260	24	1	176	32	1	79	26	1	less than 5%		
Respondents called for the funding to be targeted at the education sector rather than other sectors which they suggested may be less successful.	240	23	2	163	30	2	68	23	2	less than 5%		
Respondents wanted more reference to the evidence from the Chief Inspectors Report and inspection reports generally, which they suggested indicated best practice in the statutory nursery sector.	140	13	3	94	17	3	44	15	3	less than 5%		
Respondents wanted a clear structure for integrated services including improved communication and collaboration between agencies.	66	6	4	25	5	6	0	0	–	41	19	2
Respondents stressed the need for the strategy to align with other key policies eg Childcare, Cohesion Sharing and Integration (CSI), Community Relations, Equality and Diversity (CRED), Play & Leisure, Domestic Violence, SEN, Teacher Education and all EY policies.	59	6	5	less than 5%			less than 5%			48	22	1
Respondents wanted to see more investment in and an expansion of effective joint models such as Multi Agency Support Teams.	less than 5%			28	5	4	less than 5%			0	0	–
Respondents called for more recognition of voluntary and community providers, such as home based family support programmes, childminders and NICMA (the NI Childminding Association).	less than 5%			0	0	–	0	0	–	29	13	3
Respondents stressed the need for the strategy to reference the range of health related provision including ante-natal services, midwifery/ maternity services, doctors/dentists, health visitors, school nurses etc, and demonstrate how greater collaboration between education and health services would be implemented.	less than 5%			0	0	–	less than 5%			21	10	4
Respondents called for all best practice to inform the strategy not just DE funded best practice.	less than 5%			0	0	–	0	0	–	17	8	5
Respondents queried why the key partners appeared to be statutory bodies only.	less than 5%			0	0	–	0	0	–	10	5	6

- 4.37 Respondents wanted more consultation with the statutory sector. Respondents also felt that funding should be allocated to education settings, which was perhaps related to the recurring perception that best practice is found only in the statutory nursery sector. There was a generally held view that there should be a clear structure for integration between agencies to improve communication and there is a need to align key policies for example, Childcare and SEN, and more investment in and expansion of effective models eg MASTs. Since parents and pre-school settings and schools represented the majority of respondents, their key issues were similar to those for all groups, as outlined above.
- 4.38 Organisations stressed the need for the strategy to align with all key policies including Childcare, SEN, teacher education etc. Organisations wanted a clear structure for integrated services and improved communication. Organisations also wanted more recognition of the role of voluntary and community providers and reference to health services such as ante-natal, maternity, doctors, and health visitors.

Question 17 Do you agree with the actions proposed (in terms of greater collaboration and integration)?

4.39 The key actions suggested by the strategy to promote integration were around the development of collaborative partnerships by DE and ESA, both within and outside government, particularly with the DHSSPS, including the Public Health Agency and Health and Social Care Boards.

Quantitative responses to question 17 by respondent group



	Parents	Pre-school settings and schools	Voluntary and statutory organisations	Unassociated	Total number of respondents
Yes	29	37	39	0	105
No	1,416	318	13	8	1,755

4.40 Overall 6% agreed with the suggested actions. Three-quarters of organisations (75%) agreed, compared with 10% of pre-school settings and schools and 2% of parents.

Qualitative Response to Q17

	All Groups			Parents			Pre-school settings and schools			Voluntary and statutory organisations*		
	1,763 responses			1,112 responses			494 responses			157 responses		
	Nos resp	%	Rank	Nos resp	%	Rank	Nos resp	%	Rank	Nos resp	%	Rank
Question 17 Collaboration and Integration. Do you agree with the actions proposed?												
Respondents stressed the need for more clarity about 'how' actions would be funded.	484	27	1	321	29	1	141	29	1	22	14	2
Respondents wanted to see actions clearly set out the areas for collaboration (policy and programme), including who would manage the integration and collaboration.	479	27	2	302	27	2	140	28	2	37	24	1
Respondents wanted the strategy to reflect existing good practice in the statutory nursery sector and asked that any future strategy is informed by consultation with the statutory nursery sector.	293	17	3	184	17	3	100	20	3	9	6	6
Respondents queried if there had been any consideration of the additional administration or governance burden greater collaboration could generate.	243	14	4	180	16	4	57	12	4	less than 5%		
Respondents raised concerns about the scope of the strategy and wanted more clarification on whether the focus is education or care and if DE could do both.	116	7	5	90	8	5	26	5	5	0	0	-
Respondents wanted the strategy to acknowledge and include the contribution of the voluntary and community sectors including NICMA/childminders.	less than 5%			0	0	-	0	0	-	13	8	4
Respondents queried how actions could include reference to ESA when it was not yet established.	less than 5%			0	0	-	0	0	-	14	9	3
Respondents wanted recognition of and investment in existing good practice ie what is already happening and working.	less than 5%			0	0	-	0	0	-	13	8	4
Respondents wanted more detail on how actions would be implemented and how this would address the issues.	less than 5%			less than 5%			less than 5%			9	6	6

See Notes on page 11

- 4.41 Respondents were concerned about the lack of detail on how the actions would be funded, who would be responsible in which areas and if this would result in additional administration and governance requirements. Respondents wanted more clarification on the scope of the strategy and the role of DE, and wanted more recognition of the importance of the statutory sector in terms of best practice and the need for its input into future strategy. Since parents and pre-school settings and schools represented the majority of respondents, their key issues were similar to those for all groups, as outlined above.
- 4.42 Organisations wanted more detail, particularly in relation to who would manage the integration and collaboration. They recognised the importance of the statutory sector and good practice but also wanted more recognition for the voluntary sector. Respondents asked for more clarity on the role of ESA.

Qualitative Response to Q18

	All Groups			Parents			Pre-school settings and schools			Voluntary and statutory organisations*		
	778 responses			366 responses			186 responses			226 responses		
	Nos resp	%	Rank	Nos resp	%	Rank	Nos resp	%	Rank	Nos resp	%	Rank
Question 18 Collaboration and Integration. What further actions could be taken to ensure that the objective is achieved?												
Respondents called for DE to liaise more directly with teaching and health professionals such as midwives and health visitors, adding that the health agenda was vital and multi-disciplinary action plans were required and should be agreed.	307	39	1	167	46	1	96	52	1	44	19	2
Respondents were concerned at the lack of clarity on how any of the actions would be achieved as there were no priorities, timescales, targets or funding associated with the strategy.	154	20	2	53	14	3	44	24	2	57	25	1
Respondents were concerned that the strategy was not child centred, others suggested it was misguided and should have been more about excellence for children, and NOT about equity across providers.	126	16	3	112	31	2	13	7	3	less than 5%		
Respondents wanted more recognition that parents have the greatest role in early years.	less than 5%			25	7	4	0	0	–	0	0	–
Respondents were concerned about the gaps in the strategy about provision from birth to three years and for five and six year olds.	less than 5%			0	0	–	less than 5%			17	8	3
Respondents queried the use of the evidence paper which referred to the link between child care and poverty, suggesting this was not mentioned in the strategy.	less than 5%			0	0	–	0	0	–	14	6	4
Respondents were concerned at the over-emphasis on DE funded provision.	less than 5%			0	0	–	0	0	–	14	6	4
Respondents wanted the strategy to recognise good practice and support it.	less than 5%			0	0	–	0	0	–	13	6	6

See Notes on page 11

- 4.43 Respondents stressed the need for DE to liaise more directly with teaching and health professionals and implement multi-disciplinary action plans. Again, respondents wanted more detail on how the actions would be achieved for example, funding, timescales, and targets. Others felt that the strategy should be about excellence for children rather than equity across providers and therefore was not child centred. Since parents and pre-school settings and schools represented the majority of respondents, their key issues were similar to those for all groups, as outlined above.
- 4.44 Organisations concurred with the key points about the need for a multi-disciplinary approach and the need for clarity as well as noting gaps in the strategy from birth to 3 years and between 5 and 6 years. Other issues included the over-emphasis on DE funded provision, the need to recognise good practice and raise standards in non-statutory provision to the level in statutory provision.

Qualitative Response to Additional Comments

Additional Comments	All Groups			Parents			Pre-school settings and schools			Voluntary and statutory organisations*		
	2,807 responses			1,663 responses			685 responses			459 responses		
	Nos resp	%	Rank	Nos resp	%	Rank	Nos resp	%	Rank	Nos resp	%	Rank
Respondents expressed concerns that the strategy lacked substance and depth. Respondents suggested it was misguided, lacked innovation and background knowledge. Some respondents suggested that early years needs a lead department/lead Minister or should be Executive led. It was suggested by some respondents that the strategy was not fit for purpose and DE should return to the drawing board.	790	28	1	554	33	1	165	24	1	71	15	1
Respondents were concerned at the lack of funding models or estimated costs, others raised concerns about proposals potentially diverting funding from best practice in the statutory sector.	482	17	2	317	19	2	122	18	2	43	9	3
Respondents expressed concerns about the perceived over-emphasis of the strategy on the voluntary/private pre-school sector.	210	7	3	143	9	3	54	8	4	less than 5%		
Respondents expressed concern that the strategy should have been informed by best practice from a range of sources.	196	7	4	115	7	4	64	9	3	less than 5%		
Respondents expressed concern about the EPPNI research not being utilised enough with some expressing concern about the focus on smaller studies.	157	6	5	105	6	5	46	7	5	32	7	5
Respondents expressed a preference for teacher led provision in pre-school and the link to the foundation stage of the curriculum.	147	5	6	79	5	6	42	6	6	0	0	-
Respondents raised concerns about the lack of reference to the foundation stage of the curriculum, asking if the current foundation stage should be given time to bed-in or whether it should be reviewed in the shorter term.	less than 5%			less than 5%			33	5	7	less than 5%		
Respondents raised concerns about the lack of reference to the needs and issues of other professionals and disciplines such as health visiting, midwifery and childminding.	less than 5%			less than 5%			0	0	-	49	11	2
Respondents expressed concern about the narrow focus on DE funded provision, asking for more detail and recognition of what is required for the 0-3 and 5-6 age groups.	less than 5%			less than 5%			less than 5%			43	9	3
Respondents raised issues about the focus on the needs of the 'disadvantaged' whilst appearing to ignore the needs of working parents. Respondents suggested that the strategy should ensure a higher priority for the provision of a pre-school place for every child rather than on the needs of the disadvantaged only, or those of younger children.	less than 5%			less than 5%			less than 5%			25	5	6

See Notes on page 11

- 4.45 Overall, the additional comments across all groups were primarily negative; respondents were concerned that the strategy was poorly drafted, unrealistic and lacking detail, and requiring more work by DE. Respondents were also concerned that the quality and importance of the statutory sector and related evidence was not recognised. There was concern about the funding available to implement the strategy and the impact on the current quality of provision if funding was diverted from one sector to another. Since parents and pre-school settings and schools represented the majority of respondents, their key issues were similar to those for all groups, as outlined above.
- 4.46 While organisations also shared some of these views, their key perception was of insufficient coverage in the strategy for children outside DE funded provision and a gap in services for 0-3 year olds.

SECTION 5

Glossary Of Terms

BELB	Belfast Education and Library Board
BME	Black and Minority Ethnicity
BOG	Board of Governors
CCEA	Council for the Curriculum, Examinations and Assessment
CCMS	Council for Catholic Maintained Schools
C&YP	Children and Young People
CPD	Continuous Professional Development
DE	Department of Education
DHSSPS	Department of Health, Social Services and Public Safety
EAL	English as an Additional Language
ELB	Education and Library Board
ESA	Education and Skills Authority
ETI	Education and Training Inspectorate
EY	Early Years
FE	Further Education
GTCNI	General Teaching Council for Northern Ireland
HSCT	Health and Social Care Trusts
IME	Irish-medium Education
INTO	Irish National Teachers' Organisation
LMS	Local Management of Schools
MAST	Multi Agency Support Teams
NAHT (NI)	National Association of Head Teachers Northern Ireland
NASUWT	National Association of Schoolmasters/Union of Women Teachers
NIHRC	Northern Ireland Human Rights Commission
NIPSA	Northern Ireland Public Sector Alliance
NITC	Northern Ireland Teachers' Council
PEAG	Pre-School Education Advisory Group
NEELB	North Eastern Education and Library Board
RQIA	Regulation and Quality Improvement Authority
SEELB	South Eastern Education and Library Board
SELB	Southern Education and Library Board
SEN	Special Educational Needs
S&L	Speech and Language
TSN	Targeting Social Needs
UTU	Ulster Teachers' Union
WELB	Western Education and Library Board

**Links to Draft Early Years (0-6) Strategy,
Evidence-Based Paper and Consultation Documents**

[http://www.deni.gov.uk/english_early_years_strategy.pdf.](http://www.deni.gov.uk/english_early_years_strategy.pdf)

[http://www.deni.gov.uk/irish_early_years_strategy.pdf.](http://www.deni.gov.uk/irish_early_years_strategy.pdf)

[http://www.deni.gov.uk/early_years_evidence_based_paper.pdf.](http://www.deni.gov.uk/early_years_evidence_based_paper.pdf)

[http://www.deni.gov.uk/early_years_strategy_response_booklet_english.pdf.](http://www.deni.gov.uk/early_years_strategy_response_booklet_english.pdf)

[http://www.deni.gov.uk/early_years_strategy_response_booklet_irish.pdf.](http://www.deni.gov.uk/early_years_strategy_response_booklet_irish.pdf)

Early Years (0-6) Strategy - Consultation Questions

Vision and Aims	
1	Is this the right vision? Is it an appropriate vision for an early years strategy?
2	Do you agree that the aims are appropriate?
Objectives	
Quality of Provision	
3	Are these the key issues for DE to address?
4	Do you consider that there are other areas that should be addressed to improve quality of provision?
5	Do you agree with the actions proposed?
6	What further actions could be taken to ensure that the objective is achieved?
The Role of Parents and Carers	
7	Are these the key issues for DE to address?
8	Do you consider that there are other areas that should be addressed to recognise and respect the role of parents and to raise the level of engagement?
9	Do you agree with the actions proposed?
10	What further actions could be taken to ensure that the objective is achieved?
Equity and Access	
11	Are these the key issues for DE to address?
12	Do you consider that there are other areas that should be addressed to improve equity and access to early years provision? If so, what are they?
13	Do you agree with the actions proposed?
14	What further actions could be taken to ensure that the objective is achieved?
Collaboration and Integration	
15	Are these the key issues for DE to address?
16	Do you consider that there are other areas that should be addressed to encourage greater collaboration among key partners to promote greater integration in service delivery? If so, what are they?
17	Do you agree with the actions proposed?
18	What further actions could be taken to ensure that the objective is achieved?

Synopsis of Additional Consultation

Consultation Period

The draft Early Years (0-6) Strategy was launched for public consultation on 25 June 2010. The original deadline for responses was 30 November 2010, however, due to significant levels of interest the deadline was extended to 31 January 2011.

Public Consultation Events

Public consultation events were held between 21 September 2010 and 20 October 2010. The table below indicates the venue and date of each event, together with the number of attendees. Those attending represented a wide range of statutory and non-statutory bodies, primary schools, statutory nursery providers and voluntary/private pre-school settings.

Event	Date	Attendees
Ardhowen Theatre, Enniskillen	21/09/2010	13
Malone House, Belfast	23/09/2010	60
Belmont House Hotel, Banbridge	28/09/2010	26
City of Derry Hotel	30/09/2010	39
Market Place Theatre, Armagh	05/10/2010	35
Greenmount Campus, Antrim	07/10/2010	15
Grosvenor Hall, Belfast	12/10/2010	42
Lodge Hotel, Coleraine	14/10/2010	38
Silverbirch Hotel, Omagh	20/10/2010	35
Total		303

The key issues raised during the consultation events were as follows:

Respondents felt that the draft strategy

- Lacked clarity on how actions will be achieved, funding issues and timescales, and that the document was too high level.
- Needed to focus on access to SEN services, the need for consistent application across providers, and earlier intervention.
- Had not addressed the full age range 0-6, there was too much focus on DE funded provision.
- Needed an increased focus on the home environment and health related services.
- Needed more focus on working with parents to ensure development in the 0-3 age group.
- Lacked sufficient reference to the statutory nursery sector, the quality of provision in the sector and the professionalism and benefits of teacher-led provision. The focus should be on quality rather than equity between sectors. It should recognise and build on existing good practice.
- Should reflect the need for equity for all children and families. It focuses on the needs of those from disadvantaged areas and does not address the needs of working families.
- Required more detail on how integrated services will be developed and delivered and should include all relevant departments.
- Required more clarity on qualification levels and minimum standards, and this should include consideration of a pay and progression structure worthy of a graduate-led workforce.
- Needed to clarify the role of ESA.
- Needed to clarify references to the school starting age.
- Needed to reflect existing research and did not equate with much of the Evidence Based Paper published to support it, with insufficient reference to EPPNI.
- Did not address issues relating to the pre-school admissions criteria, full-time/ part-time places, underage children in the statutory nursery sector or reception places.

- Needed more detail on the management of transitions and the sharing of appropriate and necessary information between service providers.
- Needed to make clear why the role of Sure Start was being expanded without evaluation and whether it should be made available to all.
- Made reference to milestones, and this caused concern about introducing another set of targets, with clarity needed on who will set them, etc.
- Needed more emphasis on health services, antenatal, birth and post natal care services.
- Required more detail on the standardisation across the ELB areas in relation to voluntary/statutory sectors re ratios, SEN, funding, staffing, qualifications, inspection.

Consultation with Parents and Children

The Department commissioned two bespoke consultation projects with parents and with children respectively.

The contract to undertake the consultation with parents was awarded on 15 February 2011 to Perceptive Insight. A total of 63 parents, from a cross-section of backgrounds, and including a number from hard to reach groups, participated in the discussions which were held at various locations across Northern Ireland between 28 February and 11 March 2011. The final report on the consultation was submitted to the Department on 2 June 2011.

In terms of the actions included in the draft strategy, the key issues identified by parents were:

- The need to provide more nursery places.
- The need to speed up the process of deciding on nursery places
- The need to provide some form of service for 2-3 year olds, which some regarded as "No man's land."
- The need to expand the provision of Sure Start.
- A desire for flexibility around the school starting age and access to two years of pre-school, depending on the child's stage of development.
- The need to encourage physical activity and play-based learning.
- The need to provide support to parents so they can have a more active role in educating their children.

- The need to increase awareness of facilities and services available.
- The need to provide after school programmes for parents who have needs or are struggling with issues.
- The need to enable parents with disabilities to fulfil their role as first educator.
- The need to improve communications at transition stages.
- The need to provide an integrated or one point of contact for the parents of a child with a disability.
- The need to review the financial barriers faced by families coping with disabilities, including greater teacher pupil ratios and better school buildings.

The contract to undertake the consultation with children was awarded to Early Years - The Organisation for Young People (EYO) on 7 July 2011. The EYO held 4 engagement sessions with children in playgroups/nurseries during October 2011 as well as engaging with a number of traveller children through the Early Years Toybox project. The final report on the consultation was submitted to the Department on 25 November 2011. The report outlines that responses gathered during the sessions reflected a number of positive aspects of a child's pre-school experience, including:

- A positive awareness of and initial experience of playgroup/nursery/school.
- Positive feelings about their setting as well as the capacity to problem solve around feelings associated with transition.
- Positive experiences of play and learning opportunities both indoors and outdoors.
- Children's capacity to reflect on and evaluate the environment of their Early Years setting.
- Children's capacity to reflect on aspects they would like to change.

The responses from more marginalised children, specifically Traveller children reflected a positive awareness of the initial experience of playgroup/nursery/school.

Membership of the Early Years (0-6) Strategy Stakeholder Advisory Group

Siobhan Fitzpatrick	Early Years the Organisation
Sean Holland	Department of Health, Social Services and Public Safety
Heino Schonfeld	Centre for Effective Services
Celine McStravick	National Children's Bureau
Marie Cavanagh	Gingerbread
Carolyn Stewart	MENCAP
Patricia McAlister	Altram
Jenny Boyd	Enniskillen Nursery School
Majella McDowell	Galliagh Nursery School
Alice Lennon	SEELB
Barbara McConnell	Stranmillis University College
Kyra Pauley	Women's Centres Regional Partnership (WCRP)
Marleen Collins	Education and Training Inspectorate
Pauline Leeson	Children in NI
Robyn McCready	Children in NI
Gerry Conway	Health and Social Care Board
Louise Coyle	NI Rural Women's Network (NIRWN)
Maurice Meehan	Public Health Agency
Paula Barr	Shantallow Sure Start
Mary Black	Public Health Agency
Paula Murray	Christ the Redeemer PS
Sharon Beattie	General Teaching Council for NI (GTCNI)
Gerardine Cunningham	Northern Ireland Social Care Council (NISCC)

List of Respondent Organisations and Unassociated Responses

Organisation

Action Cancer

Action for Children

Association of Infant Mental Health - Northern Ireland

Alliance Party

Altram - the regional support group for Irish-medium early years projects

Andersonstown Neighbourhood Partnership

Ards Borough Council

Arke, Blossom, Clogher Valley, Dungannon, Orana, South Armagh and Splash Sure Starts

Assembly Education Committee

Association for Spina Bifida Hydrocephalus

Autism NI

Barnardo's NI

Beechmount Sure Start

Belfast Childcare Partnership

Belfast City Council

Belfast Education and Library Board

Belfast Health & Social Care Trust

Belfast Healthy Cities

Big Lottery Fund

Blackie Community Groups Association

Booktrust

Organisation

Centre for Childhood Studies, Belfast Metropolitan College

Changing Faces

Children in Northern Ireland (CINI)

Children's Law Centre

Clan More Sure Start

Coleraine Primary Principals' Group (21 local schools)

Comhairle na Gaelscolaiochta

Community Child Health, Belfast Health & Social Care Trust

Community Relations Council

Council for Catholic Maintained Schools (CCMS)

Council for the Curriculum, Examinations and Assessment (CCEA)

Dawn Purvis MLA (as at 30 November 2010)

Department of Health, Social Services and Public Safety (DHSSPS)

Disability Action

Divis Joint Development Committee

Down District Council

Dungannon Sure Start

Early Childhood Studies, Stranmillis University College

Early Education

Early Education Great Britain

Early Years - the organisation for young children

Early Years Teams and Health Visiting Teams, Southern Health and Social Care Trust

East Belfast Sure Start

Organisation

Eastern Childcare Partnership

Employers for Childcare

Faculty of Education and Language Studies, Open University

Family Learning Team, Belfast Metropolitan College

Footprints Women's Centre

Forum of Nursery Teachers (FONT)

General Teaching Council for Northern Ireland (GTCNI)

General Teaching Council NI

Glenbrook Sure Start

Harpurs Hill Children and Family Centre

Home-Start NI

Inclusion and Diversity service

Inner City South Belfast Sure Start

Institute of Public Health in Ireland

Irish National Teachers' Organisation (INTO)

Libraries NI - the Northern Ireland Library Authority

Lifestart Foundation

MENCAP

National Association of Head Teachers (NAHT)

National Association of Schoolmasters Union of Women Teachers (NASUWT)

National Childbirth Trust (NCT)

National Children's Bureau NI (NCB NI)

National Deaf Children's Society

Organisation

National Society for the Prevention of Cruelty to Children (NSPCC)

NI Music Therapy Trust Ltd (NIMTT)

North Eastern Education and Library Board (NEELB)

North West Regional College

Northern Health & Social Care Trust

Northern Ireland Childminding Association (NICMA)

Northern Ireland Council for Integrated Education (NICIE)

Northern Ireland Judicial Appointments Commission

Northern Ireland Rural Women's Network (NIRWN)

Northern Ireland Teachers' Council (NITC)

Northern Ireland Commissioner for Children and Young People

Open College Network Family Learning Forum

Outer West Sure Start

Parents Advice Centre

PGCE (EY) Class, Stranmillis University College

Play Board

Playwork Education and Training Council (NI)

Playzone Afterschool Club

Public Health Agency

Royal College of Midwives

Saol Ur Sure Start

Save the Children

Margaret Ritchie MP, MLA as leader of the SDLP (as at 19 August 2010)

South Eastern Trust District Childcare Partnership

Organisation

South-Eastern Education and Library Board

Southern and Western Education and Library Boards

Southern Childcare Partnership

Southern Education and Library Board, Pre-School Education Advisory Group (SELB PEAG)

Special Educational Needs Advice Centre (SENAC)

Speech and Language Therapy Dept (WHSCT)

START Sure Start, South Armagh Childcare Consortium

Stranmillis University College

The Association of Teachers and Lecturers

The British Association of Early Childhood Education

The British Psychological Society

The Consumer Council

The Fostering Network

Training and Quality Sub Group of the Southern ChildCare Partnership

Ulster Cancer Foundation

Ulster Farmers' Union

Ulster Teachers' Union

UNISON

University of Ulster

Upper Andersonstown Community Forum

Voice of Young People in Care (VOYPIC)

Voice the Union

West Belfast Partnership

Organisation

Western & Northern Area Childcare Partnerships and Sure Start Projects

Women's Aid Federation Northern Ireland

Women's Centres Regional Partnership

Women's Support Network

Unassociated Responses

Peripatetic Teacher

Ex-Principal and Governor of two schools

Nursery Assistant

Retired Head Teacher

5 further responses from individuals who did not identify any group or association

