

Report on Seminar

Review of Public Administration “Education”

The Mount Conference Centre, Belfast

23 January 2007

Joint
Consultative
Forum

Education Sector

AIM

To raise awareness on the implementation of the Review of Public Administration (RPA) and to consider how equality is being mainstreamed into the process.

WELCOME AND INTRODUCTION

Tansy Hutchinson, Joint Chair welcomed participants and speakers. She explained, for the benefit of new members, the background to the Forum and that in the previous year it had identified the RPA as one of its priority work areas. She emphasised that the outworking of RPA had major implications for all of the Section 75 equality categories.

Tansy suggested that participants should not feel constrained by the questions provided for consideration in the workshops as they were largely related to screening in order to help inform the equality process. However, she emphasised that the seminar, whilst providing a valuable opportunity to discuss the policy-making process, did not detract from the Departments’ legal duties to engage with consultees under Section 75 of the Northern Ireland Act 1998.

John Curran, Joint Chair, explained that an earlier seminar organised under the auspices of the Forum had raised more questions than answers. He thanked Chris Stewart and his colleagues from the Department of Education (DE) and the Department of Culture Arts and Leisure (DCAL) for returning to provide an update on their work on implementing the RPA.

RPA - ‘MOVING FORWARD’

(Slides used are available by email from patricia.murray@scelb.org.uk)

Chris Stewart, Head of the RPA Division, DE was the keynote speaker. Chris provided a recap on the main decisions; outlined the key features of the new arrangements; explained how the new arrangements would work and, in the context of strategic planning, linked the impact of the Bain recommendations.

Chris provided a snapshot of the policy-making process, which could be classified into three categories, as follows.

I. Core proposals - essential to the RPA

- Overview & Vision
- Relationships
- Governance & Accountability
- Schools’ Estate
- Employment

- Schools' Library Service
- Youth Services
- Education and Training Inspectorate
- Director of Children's Services
- School Improvement

II. Ancillary Policy Proposals

- General Teaching Council
- Contingency Planning
- Home to School Transport
- Vending Machines
- Age-Appropriate Pre-School Provision
- Data Issues

III. Proposals Under Development

- Review of Advice
- Future Ownership of Education and Library Board (controlled) Schools

Chris explained that the above three key phases of policy development, equality screening and drafting legislation normally operated in sequence. However, time pressures necessitated parallel working. The policy papers had been issued to stakeholders on 28 November 2006 and the initial equality screening results were due to be issued shortly. Whilst work was on-going on the legislation it was recognised that consultation, and or, screening decisions might require changes to the draft legislation which was due to be published for consultation by July 2007. In terms of implementation, Gavin Boyd had been appointed Chief Executive Designate and it was anticipated that the senior team of the Education and Skills Authority (ESA) would be appointed by autumn 2007.

In the discussion session which followed a number of points emerged: These were:

- Concern at the suggestion of only one month to consult on screening decisions. Chris agreed to extend this to 8 weeks and to consider a 12 week consultation period.
- Concern that one of the ancillary policy proposals, paper 15 'Home to school Transport' introduced a transport charging option. The policy paper proposed removing the current reference in legislation to 'the provision of free transport' in order to ensure that a transport charging option was available for implementation in the future, should a decision be taken to adopt such a policy. This paper also indicated that it is unlikely that the proposed change will have Human Rights or Equality implications – this was disputed.
- Concerns expressed at schools being given more autonomy when they were not designated bodies for the purpose of Section 75 equality duties and the disability duties under the Disability Discrimination Act 1995, as amended.
- Clarity was sought as to whether the "statementing process" would be the responsibility of ESA. Chris explained that a review was on-going but that "yes" this would be the case.
- Chief Executive Designate, Gavin Boyd had already injected energy into the process and is keen to explore the scope for some services being provided on a regional basis before April 2008.
- A number of representatives of minority ethnic groups raised concerns about the regionalisation of services in the context of their experience of English as an Additional Language (EAL) provision. They highlighted areas of good practice in EAL provision, namely SELB, and questioned DE's decision to locate a regional base in Ballymena. They emphasised that it was important that good practice informed such policy decisions. This was particularly important where services had been developed for disadvantaged and/or marginalised groups – a failure to mainstream existing good practice into the process would raise significant equality issues.

- A question was raised regarding the membership of the Education Advisory Forum (EAF). Chris explained that it would provide a key link between all stakeholders and the DE; the EAF would replace existing arrangements and would not operate through the ESA.

EXPECTATIONS OF THE VOLUNTARY SECTOR

(Slides used are available by email from patricia.murray@scelb.org.uk)

Kevin Doherty, Director of Services, Disability Action, introduced to the seminar a voluntary sector perspective. Kevin briefly explained the functions and services of Disability Action and informed the meeting that:

- 1 in 5 adults has a disability and 1 in 4 families here are affected;
- a person with a disability is 3 times more likely to be unemployed compared to a person without a disability; and
- 70% of people acquire their disability during working life.

He indicated that the main focus of the voluntary sector was to ensure:

- a child centred approach to service provision;
- the building on good practice; and
- actual joined-up working on an inter-agency basis to support cross-cutting Government initiatives.

He emphasised that access to services and information must equal access to opportunity, with further mainstreaming of the Special Education Needs Draft (NI) Order (SEND0). On the human resource implications of increased autonomy for Boards of Governors, Kevin highlighted the importance of the new disability duties in appointments to public life positions, the need for training in employment legislation, equality and diversity, including disability awareness and the importance of clear accountability.

There was widespread support for the vision for Education presented by Kevin. It is:

“To educate and develop all children and young people in a non-discriminatory, inclusive and participative education system that promotes the best interests of each child and provides them with equal opportunity to reach their full potential.”

At the conclusion of his presentation the key issue to emerge was a concern that the debate on educational provision for marginalised groups was being sidelined.

The issue of who the Department was defining as ‘stakeholders’ also emerged as a key concern, it appeared that the policy papers had not been issued to the voluntary/community sector as part of the consultation with stakeholders and many were only aware of them through the JCF.

Deirdre indicated that information on the seminar and the policy proposals emerging from the RPA had been issued to members of the JCF and consultees on the Equality Scheme list.

UPDATE FROM THE PUBLIC SERVICE COMMISSION (PSC)

(Slides used are available by email from patricia.murray@scelb.org.uk)

Bernard Cullen, Professor of Philosophy at Queens University Belfast, Chair of the Staff Commission for Education and Library Boards and member of the PSC gave an overview of the remit, structure, background and programme of work of the PSC. He explained its relationship with Government, the

other statutory Commissions, employers and trade unions. He provided a snapshot of progress made in the development of guiding principles to date.

- First Guiding Principle: An Effective Communications Strategy
Recommendation accepted by Government, 15 May 2006
- Second Guiding Principle: Managing Vacancies Effectively
Recommendation accepted by Government, 19 July 2006
- Third Guiding Principle: Staff Transfers
Recommendation accepted by Government, 4 December 2006
(Work on-going on an Addendum to this Guiding Principle – Selection of Staff for Transfer”)
- Fourth Guiding Principle: Filling Posts in New Organisations
Recommendation accepted by Government, 20 November 2006
- Fifth Guiding Principle: Voluntary Severance Arrangements
Discussions with Government on-going
- Sixth Guiding Principle: Employer Statutory Obligations
Recommendation accepted by Government, 16 January 2007
- Seventh Guiding Principle: Location
Consultation responses received
Discussions with Government due to commence

Bernard explained that, in monitoring the implementation of some of the guiding principles, the PSC had concerns that their full intent had not filtered through to the implementation stages. Action was being considered in this regard. In terms of future guiding principles a number of key areas were being considered, namely:

- Capacity building/training and development;
- 4th sector;
- Equality.

During the discussion Bernard expressed his concern at the apparent lack of understanding of employment and equality legislative provisions at senior levels in some of the organisations PSC had engaged with. He indicated that it was primarily for this reason that the further guidance was being considered.

WORKSHOP SESSIONS

At this stage of the proceedings participants moved into the workshops sessions. A summary of the discussions and/or conclusions from each of the workshops is outlined below.

Workshop 1

Working relationships between

- [The Education Skills Authority and Schools - Policy paper 2](#)
- [The Department of Education and the Education Skills Authority - Policy paper 3](#)
- [The Department of Education and Stakeholders - Policy paper 4](#)

The main focus in this workshop was on policy papers 2 and 3. At the start of the workshop it became apparent that many of the voluntary/community representatives had not seen the papers before as they had not been aware of their existence prior to the JCF. Therefore the facilitator gave a brief introduction to the papers to enable discussion.

In introducing the papers Kim Martin, DE, emphasised that the main thrust of the changes was to ensure that ESA was there to support schools, and to hold them to account for their performance. For schools, the relationship could be characterised by the term “maximised supported autonomy”. Kim explained that schools would be responsible for school improvement/raising standards under more simplified administrative arrangements. Accountability being an important component, Kim highlighted that schools would also be responsible for the management of all budgets allocated or delegated to them by ESA, and for the outcomes delivered with those resources. In the discussion which ensued the following issues emerged.

Maximised Supported Autonomy

Some participants suggested that there was a distinct lack of enthusiasm for this amongst school Principals. Others identified major difficulties trying to recruit to Boards of Governors at the present time. Given the added responsibilities this would prove an even greater challenge. The need to ensure adequate training and support for school Principals and Boards of Governors was emphasised, together with effective monitoring mechanisms. For example, concerns were expressed that there was currently a lack of accountability/audit trail of how money allocated to schools for SENDO and EAL was utilised. Questions were raised on whether specific safeguards were being built into the delegated budget process.

The new disability duties in relation to public life positions and the need for positive action measures to ensure Boards of Governors were representative was raised.

It was suggested that a code of conduct should be developed to ensure the adoption of best practice in equality by Boards of Governors.

Designation of Schools

A range of views was raised in regard to this matter. A number of consultees felt that schools should be designated for the purpose of Section 75. They felt Section 75 provided the only policy-based process which would enable an equality ethos to be developed at the school level. There was also a view expressed that many schools didn't realise they are currently covered by anti-discrimination laws and that Section 75 can provide a way to help them ensure they act within the law.

A number of consultees felt therefore, that the designation of schools was an essential pre requisite to mainstreaming equality at school level. They were of the view that, even in the absence of designation, given the ESA would be a designated body, it must mainstream equality into all aspects of its work with schools in the same way as it would with those services which it buys in from outside providers. There was overall consensus that Section 75 should not be used as a 'whipping' tool. Instead it should be a mechanism to encourage an ethos and environment which promoted equality of opportunity and good relations.

Equality of Access

Equality of access to services was raised as an issue. There was a perception that, for example, a child with special needs in one Board area might have greater or lesser access to particular services than a child in another Board area. The educational needs of the most vulnerable must be met and pupils must not be left outside the system.

Good Relations

The Bain Report recommends that there should be financial incentives for sharing of resources. A participant indicated that, at a press conference, the Secretary of State appeared to be suggesting that additional money, over and above a schools delegated budget, would be available as an incentive for sharing of resources at school level.

Greater clarity required on the Bain recommendations in this regard. What happens to schools where collaboration is not possible? Could this lead to discrimination within sectors?

Community Planning

Greater clarity required on the involvement of stakeholders in the community planning process. Tensions were anticipated between the impetus for a centralised approach by ESA and the need for local community planning.

Transitional Period

Concerns were raised at the loss of key staff from the education sector. Consideration needed to be given as to how the loss of staff with valuable experience, skills and knowledge could be minimised.

Conclusion

The workshop ended with agreement that the needs of the child were paramount.

Workshop 2

Service Provision

- **Children's Services - Policy paper 12**
- **Youth - Policy paper 9**
- **Libraries - Policy paper 8 and Draft Libraries Order**

At this session there was insufficient time to discuss 'libraries'. This was built into the feedback session.

CHILDREN'S SERVICES

Patricia McVeigh, DE introduced policy paper 12 which considered the implications of the Ministerial announcement of 22 November 2005 which contained a reference to the appointment of a Director of Children's Services within the ESA.

Patricia said the key driver for this policy proposal was the legislative developments in Great Britain (Children's Act 2004). She explained the service delivery model in England where both education and social services came within the remit of local authorities. In the Northern Ireland context it was proposed to appoint two Directors of Children's Services, one within the ESA and one within the Department of Health and Social Services Authority. In regard to child protection, Patricia informed participants of proposals for the establishment of a 'Safeguarding Board' for Northern Ireland. Whilst under the auspices of the Department of Health and Personal Social Services there would be a direct link to the ESA. Patricia concluded with an outline of the proposed role of the Director of Children's Services within ESA.

In the discussion which followed the following points/issues emerged.

Consideration of Different Models

Concerns were expressed as to why it had been decided to follow the arrangements in England rather than considering the Scottish arrangement and what was best for Northern Ireland.

'Silo' Thinking if Two Directors Appointed

Concerns were expressed that, if the purpose of the proposals was to better co-ordinate and integrate the full range of children's services, why was it proposed to appoint two Directors of Children's Services rather than one. Participants felt there was a danger of health and education working exclusively rather than together on this important matter.

Accountability

Participants raised concerns in regard to the issue of accountability and an example was given of speech and language provision where responsibility lay with both health and education. The need for clear definitions of accountability for service provision was highlighted.

Concerns were also raised as regards the use of budgets across departments. Whilst there is a clear duty for co-operation between ESA and HSA it was ambiguous as to how this would be brought into effect.

Concluding Comment

Consultees felt that the policy document was very scant on detail.

YOUTH

Patricia explained that paper 9 set out the importance of youth work in helping young people develop their social and personal skills and was an important form of non-formal education. She cited the partnership working between the voluntary and statutory sector as a model of good practice and emphasised the importance of this being maintained. Patricia explained that DE would set the policy for the shape of the Youth Service. ESA would establish, fund and maintain Youth Services in accordance with DE policy.

Insufficient Detail

Participants recognised that DE was sharing early thinking, however, it was felt that the policy paper did not give sufficient detail and raised more questions than answers. While it was clear that the Youth Service would remain the responsibility of DE, the relationship/interface with the Director of Children's Services, ESA and EAF was unclear.

Consultees were disappointed that the DE Youth Work Strategy did not feature within its policy paper.

Consideration and Further Development of Good Practice

A number of participants highlighted the danger of losing good practice and commended the Education and Library Boards and the Youth Service for the very good work which they had undertaken for children who did not 'fit in' to the Youth Service. It was felt that Section 75 was not visible in the policy proposals. There was insufficient outreach to those young people who don't use, can't use or who are excluded from the Youth Service.

Concerns were also raised that the good work undertaken by way of pilot programmes would not continue under the new policy.

No mention of the Northern Ireland Network for Youth or the District Youth Network in the policy papers. How will they interact?

Register of All Youth Groups

It was highlighted that around 80% of Youth Service provision was provided by the voluntary sector with over 20,000 volunteers. Concerns were raised with regard to the development and maintenance of an effective register of all groups approved for the delivery of youth work services. It was pointed out that it would be a mammoth task to provide support for these groups to help build their capacity to meet the minimum standards required without increasing the bureaucratic burden on the voluntary sector.

Resources

Concerns were expressed that the policy paper indicated that there would be no additional resources required. No account had been taken of the fact that approximately 80% of youth work is carried out in the community/voluntary sector – huge task in capacity building.

LIBRARIES

Julie Mapstone, Department of Culture, Arts and Leisure, (DCAL) explained that in October 2006 DCAL had issued its consultation paper 'Northern Ireland's Libraries: A Framework for Change' which set out a vision for the role and function of a public library service for Northern Ireland, as well as the standards and targets required to deliver that service.

She said that the RPA consultation document had taken views on three library options and had decided on a 'stand alone' library service which would have a wider role than just education e.g., an important component of the life-long learning agenda.

Julie drew attention to the Draft Libraries Order which had been issued for consultation and which provided a legal basis for the new Libraries Authority. It was noted that it was intended that the Draft Order would be laid before Parliament prior to the summer recess.

School Library Service

Clarification was sought on the separation of the School Library Service from the Public Library Service.

Julie explained that this provision had always been separate but under the new provisions they would be institutionally separate.

Draft Legislation

Questions were raised as to where consultees could get sight of the Draft Libraries Order and the arrangements in place to facilitate consultation.

It was explained that the Draft Order was available on the DCAL website and that information had just been issued to consultees. Feedback was awaited.

Consultees were anxious to see a more proactive approach to consultation in accordance with best practice.

Julie indicated that the points raised in regard to good practice would be borne in mind by DCAL in the development of its consultation strategy.

WORKSHOP 3

Governors and Accountability

- **Review of Advice and the establishment of an Education Advisory Forum. Policy papers 4 and 5.**

Ray Long, DE, explained that policy paper 4 set out initial ideas on two key aspects of the relationship between the Department of Education and stakeholders, namely:

- the role, remit and structure of the Education Advisory Forum; and
- the needs of the various education sectors for access to policy and professional support, so that they can engage effectively with the Department of Education and ESA and each other.

More detailed recommendations would be forthcoming as part of the Review of Advice Project. The Business Consultancy wing of the Department of Finance and Personnel (DFP) had been appointed to independently assess the issues and compile a report as part of the Review of Advice Project. Stephen Magee, Senior Consultant, explained that it was hoped to have a set of initial draft recommendations by the end of February.

Consultation

Clarification was sought as to whom the consultants were consulting with and who the “stakeholders” were. It became apparent that the ‘stakeholders’ appeared to be selected from a list of education bodies and excluded the community and voluntary sector groups, some trade unions and some education authorities directly affected by RPA.

Some participants indicated that it appeared that the “loudest” voice seemed to be heard. The general view was that a much more inclusive process was required.

Following discussion consultees emphasised the importance of engaging with all of the Section 75 groups. They suggested that the Equality Scheme mailing list would be a useful base to work from and suggested that there was a need for a more structured approach to ensure that consultee views were integrated into the process.

Role of the Community and Voluntary Sector

A number of participants raised concerns that there was very little clarity on the role of the community/voluntary sectors. Policy paper 4 makes provision for sectoral capacity and support but there is no clear role specified, or support mentioned, for the community/voluntary sector.

Proposal for the establishment of an Education Advisory Forum announced without reference to any effective ‘model’ in existence. Concerns were raised that existing mechanisms had not been evaluated to elicit best practice and integrate it into the process e.g. Youth Service Liaison Forum.

Education Advisory Forum

No clearly defined role or input mechanism for the community/voluntary sector was a major concern.

A number of consultees were concerned that too much focus was on ‘who would sit’ on the EAF, and, not enough on the “feed in” and ‘support’ mechanisms. The need for more emphasis on joined-up policy development on, for example, health-education was highlighted. The establishment of a mechanism which allowed input from and feedback at local and regional levels was also raised.

In short, participants felt that there was a need for a more innovative and creative approach to the establishment and autonomy of the EAF.

Designation of Schools

Again, concerns were raised around greater autonomy for schools in the absence of designation for the purpose of Section 75. A number of participants suggested that the Equality Commission’s research “Mainstreaming Equality in Education” should be used to inform this debate. Some concerns were raised that the research had not considered adequately the resource implications of designating schools.

Monitoring

Concerns were expressed that in ‘real’ terms the leadership in schools came through the Principal rather than the Boards of Governors. There appeared to be no clear mechanisms for monitoring the work of Boards of Governors and ensuring accountability. Questions had been raised earlier in the day about lack of knowledge of employment and equality legislation at senior levels in some

organisations – the view was that a similar comment could be made in respect of Boards of Governors and senior staff of some schools.

Section 75, Northern Ireland Act 1998

A number of consultees indicated that it was fundamental to the successful implementation of Section 75 that there is clear demarcation as to the role and responsibilities of:

- Department of Education;
- Education Skills Authority; and
- Schools

on the implementation of Section 75.

In the research commissioned by the Equality Commission an enhanced role for the Education Training Inspectorate (ETI) had been mentioned in regard to the application of Section 75. It was noted that Inspectors were appointed because of their expertise in specific curricular areas - questions were raised as to whether they had the appropriate experience and knowledge of Section 75.

How do you measure success?

The most fundamental question raised by participants was how DE will measure whether educational standards have risen as a result of RPA. It was noted that in 2007 teachers will move from the delivery of a content based to a skills based curriculum.

Workshop 4

ESA Implementation Issues

- **Development and Implementation of a Change Management Strategy**

Mark Browne, DE, outlined the main steps to be taken between now and 1 April 2008 in regard to the establishment of the ESA. He explained that there was a small implementation team of seven including the Chief Executive designate which would be based at Forestview from 5 February 2007 and that the overall objective was to have the ESA operational from 1 April 2008.

He said that essentially the process was about managing uncertainty and that the key focus was to improve the educational standards for children and young people being educated in our schools. He explained that the two key substantially new functions of the ESA were to:

- support, challenge and hold schools to account; and
- plan the schools estate in response to the Bain Report.

He said that every school needed to be a 'good' school with sufficient pupils and strong management and commitment from the Board of Governors.

How will this be achieved?

Mark indicated that current plans were as follows:-

- Gavin Boyd, Chief Executive designate would take up post - February 2007
- 2nd Tier Structure to be in place by September/October 2007
- 3rd Tier Structure to be in place by December 2007

He explained that before the new organisation was in place arrangements would be looked at in relation to staff transfers and that this would be done in line with the Public Service Commission's guidance. He pointed out that the purpose of the RPA was to deliver savings from backoffice

services to frontline services and confirmed that the DE efficiency plans had been drawn up in draft form as part of the Comprehensive Savings Review.

He said that there would be upfront costs in relation to voluntary redundancies/early retirements and that these would be scoped and costed.

He said that arrangements had been made for the new Chief Executive designate to meet with school principals to discuss what they wanted from the new authority.

In regard to appointments to the Board of ESA, he said that it would be December 2007 at the earliest and confirmed that the 8 - 10 positions would be filled using an open public appointments process.

In this particular workshop there were no specific policy documents, following Mark's introduction there was instead a question and answer session on implementation issues.

Raising School Standards

Concerns were raised that if standards were not set carefully and inclusively that children with special educational needs could be disadvantaged.

The need for accessible qualifications and standards for children with special educational needs was highlighted.

Mark said that DE was looking at a new approach for SEN and how this could be delivered more effectively within ESA.

Participants referred to the increased autonomy for schools and the question was raised as to how schools would be monitored to ensure that they were providing proper and adequate resources for all children e.g., children with special educational needs and ethnic minority children. How was the spending of 'ear-marked' funding monitored?

Also the need for schools to have a complaints procedure for parents was raised.

Mark indicated that essentially school development plans would be used to deliver, monitor progress and account for resources, supplemented by contact with ESA staff and inspections by the Education and Training Inspectorate.

School Development Plans

Discussion took place around the targets set in school development plans and Mark indicated that there was some new thinking in this area in that it was intended that schools would self evaluate. He said that ESA would discuss with schools what support they required. The question was asked as to how the Trade Unions could contribute to the debate on the policy proposals.

Mark indicated that the draft legislation would clearly set out the various responsibilities and that there would be an opportunity for consultation.

Increased Autonomy for Schools

The question was raised as to the thinking behind increased autonomy for schools and whether there was any evidence to support that an increase in autonomy would improve school standards.

Mark said that research evidence pointed to 'supported autonomy' allied to self evaluation as being the way to improve delivery of education at school level and what was envisaged should provide sound levels of accountability for schools. He said that it was accepted that there would be a continuum of 'readiness for autonomy' and that ESA would have a clear role in terms of accountability.

Designation of Schools

With the increased autonomy for schools the issue of the designation of schools was highlighted and the question was asked as to how schools would ensure that standards were raised in terms of equality and a shared future.

Mark indicated that he did not have a view in regard to the designation of schools, however, in relation to a shared future, he said that relationships would need to be improved. It was envisaged that this could be taken forward through the Bain report and area planning and that ESA would develop a plan which would conform to equality requirements. He pointed out that if a school had a policy which had an adverse impact this should be picked up by the Education Inspectorate.

Overspending by Schools

Consultees enquired as to how ESA would tackle budget overspends at school level.

Mark emphasised the need to constantly review the way in which schools were funded and pointed out that the Bain Report had suggested that the Common Funding Formula should be reviewed. He also stressed the importance of good budget management by Boards of Governors, supported by advice and training from ESA and the role ESA would play in closely monitoring budgets.

Community Planning

Concerns were raised as to where schools fitted into the Community Planning process and in particular the needs of young carers.

Mark indicated that proposals for community planning was being taken forward by the Department of the Environment. However, he saw an important role for the Directors' of Children's Services in ESA and the Strategic Health Authority to work closely on this.

Arrangements for Appointments

A question was raised with regard to the application of the new Disability Duties under the DDA Act 1995 in terms of the appointment of the various public-life positions in particular to ESA, EAF and Boards of Governors.

Mark advised that all appointments would be made in accordance with OCPA guidelines.

Concluding Comments

Participants emphasised the need for meaningful and effective consultation with DE particularly in regard to the screening process. Consultees were encouraged to make a response in regard to issues which might arise in relation to the screening process.

CLOSING REMARKS

In closing the seminar the Joint Chairs thanked all of the speakers, facilitators and rapporteurs for the very useful and informative contributions they made to the seminar. They also thanked the participants for generating interesting and frank discussion in response to the speakers' presentations and the workshop sessions.

Tansy emphasised that this was not a replacement for the consultation that the Department of Education was required to conduct on the proposals and urged all participants and their constituent bodies to respond to the DE's current policy proposals and the screening report when issued.

Workshop 1

Working relationships between

- **The Education Skills Authority and Schools - Policy paper 2**
- **The Department of Education and the Education Skills Authority - Policy paper 3**
- **The Department of Education and Stakeholders - Policy paper 4**

Facilitators:	Kim Martin, Department of Education Tom Gillen, Irish Congress of Trade Unions James Knox, Age Concern
Rapporteur:	Mairead McCafferty, CoSO/Newstart Education Centre
Notetaker:	Deirdre Vaughn, Staff Commission for Education and Library Boards

Participants:-

Fr. Tim Bartlett	Catholic Trustees
Suzanne Briggs	Staff Commission for Education and Library Boards
Raymond Craig	Oaklee Rural Development Network
Malachy Crudden	Council for Catholic Maintained Schools
Prof. Bernard Cullen	Public Service Commission/Staff Commission for Education and Library Boards
Terry Deehan	NI Council for Ethnic Minorities
Colin Devine	North West Community Network
Sandra Douglas	Association of Teachers and Lecturers
Rebecca Dudley	NI Human Rights Commission
Rev. Ian Ellis	Board of Education NI
Rev. Selwoode Graham	North Eastern Education and Library Board/ Staff Commission member
Mike Graves	Ulster Teachers Union
Tansy Hutchinson	Joint Chair/NI Council for Ethnic Minorities
Lorna McAlpine	NI Council for Integrated Education
Iris Magill	UNISON
Carol Johnston	North Eastern Education and Library Board
Paula Hanratty	Autism NI (PAPA)
Nicky McBride	South Eastern Education and Library Board
Rev. Colin McClure	Presbyterian Church
Linda McGowan	Belfast Education and Library Board
Stan McIvor	Western Education and Library Board
Alison Millar	NI Public Service Alliance
Rosemary Rainey	Women's Forum NI/Board member Belfast Education and Library Board
Phyllis Stephenson	NSPCC
Chris Stewart	Department of Education
Brian Symington	Royal National Institute for the Deaf
Geraldine Telford	Newstart Education Centre
Sr. Brighde Vallely	Down & Connor Diocesan
Pauline Walker	National Deaf Children's Society

Workshop 2

Service Provision

- Children's Services - Policy paper 12
- Youth - Policy paper 9
- Libraries - Policy paper 8 and Draft Libraries Order

Facilitators:	Patricia McVeigh, Department of Education Julie Mapstone, Department of Culture, Arts and Leisure
Rapporteurs:	Kathryn Stevenson, Children's Law Centre Mary Field, Youthnet
Notetaker:	Patricia Murray, Staff Commission for Education and Library Boards

Participants:

Alf Armstrong	North Eastern Education and Library Board
Eamon Bogues	South Eastern Education and Library Board
Patricia Bray	Disability Action
Justine Brown	East Belfast Community Development Agency
John Curran	Joint Chair/Education and Library Boards
Wei Guo	Wah Hep Chinese Community Association
Maura Fenton	NI Public Service Alliance
Grainne McClean	Staff Commission for Education and Library Boards
John McKeegan	NI Public Service Alliance
Paschal McKeown	Mencap
Anne Moore	NI Council for Voluntary Action
Carol Morrow	Department of Culture, Arts and Leisure
Beth Porter	South Eastern Education and Library Board

WORKSHOP 3

Governors and Accountability

- **Review of Advice and the establishment of an Education Advisory Forum. Policy papers 4 and 5.**

Facilitators:	Ray Long, Department of Education Stephen Magee, Department of Finance and Personnel Anne Moore, NI Council for Voluntary Action Mairead McCafferty, CoSO/Newstart Education Centre
Rapporteur:	Deirdre Vaughn, Staff Commission for Education and Library Boards
Notetaker:	Deirdre Vaughn

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Colin Devine	North & West Community Network
Sandra Douglas	Association of Teachers and Lecturers
Rebecca Dudley	NI Human Rights Commission
Rev. Ian Ellis	Board of Education NI
Mary Field	Youthnet
Rev. Selwoode Graham	North Eastern Education and Library Board/ Staff Commission member
Tansy Hutchinson	Joint Chair/NI Council for Ethnic Minorities
Lorna McAlpine	NI Council for Integrated Education
Iris Magill	UNISON
Paula Hanratty	Autism NI (PAPA)
Stan McIvor	Western Education and Library Board
Beth Porter	South Eastern Education and Library Board
Rosemary Rainey	Women's Forum NI/Board member Belfast Education and Library Board
Brian Symington	Royal National Institute for the Deaf
Geraldine Telford	Newstart Education Centre
Sr. Brighde Vallely	Down & Connor Diocesan
Pauline Walker	National Deaf Children's Society

ESA Implementation Issues

- **Development and Implementation of a Change Management Strategy**

Facilitators:

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Alison Millar, NI Public Service Alliance
Mike Graves, Ulster Teachers' Union

Rapporteur:

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South Eastern Education and Library Board

Disability Action

Carers Northern Ireland

East Belfast Community Development Agency

Belfast Education and Library Board

Public Service Commission/Staff Commission for Education and Library Boards

Joint Chair/ Education and Library Boards

NI Council for Ethnic Minorities

Irish Congress of Trade Unions

Wah Hep Chinese Community Association

NI Public Service Alliance

Age Concern

North Eastern Education and Library Board

South Eastern Education and Library Board

Presbyterian Church

NI Public Service Alliance

Mencap

Children's Law Centre

Staff Commission for Education and Library Boards