



**DEPARTMENT OF EDUCATION
CONSULTATION EQUALITY IMPACT ASSESSMENT
PROPOSAL TO END THE COMMUNITY RELATIONS,
EQUALITY
AND DIVERSITY (CRED) EARMARKED FUNDING**

If you require this Consultation EQIA in an alternative format e.g. large print, Braille, audio format, easy read or another language, please contact the Shared Education and Community Relations Team by any of the following methods.

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3 February 2015

CONSULTATION EQUALITY IMPACT ASSESSMENT ON THE PROPOSAL TO END THE COMMUNITY RELATIONS, EQUALITY AND DIVERSITY (CRED) EARMARKED FUNDING

Executive Summary

The primary function of this Consultation Equality Impact Assessment (EQIA) is to determine the extent of any differential impact of the proposal on Section 75 categories, and groups within those categories, and to determine whether that impact is adverse¹, i.e. whether the proposal negatively affects people within one or more of the equality groups.

Section 75 of the Northern Ireland Act 1998 requires the Department, in carrying out its functions, to have due regard to the need to promote equality of opportunity between:

- people with different religious beliefs;
- people from different racial groups;
- people of different ages;
- people with different marital status;
- people with different sexual orientations;
- men and women generally;
- people with or without a disability;
- people with or without dependants; and
- people with different political opinions.

In addition, but without prejudice to the duty above, the Department shall in carrying out its functions have regard to the desirability of promoting good relations between people with different religious beliefs, political opinions or racial groups.

The proposal to end the earmarked funding for the CRED policy may appear to lessen the opportunity for schools and youth settings to bring young people

¹ ECNI Practical Guidance on Equality Impact Assessments.

together in a focused environment to learn about each other through regular and meaningful contact.

The Minister's decision will take account of the outcome of the consultation on this EQIA.

Seeking Your Views

A key part of assessing the impacts of the proposal is the consideration of evidence and information and the Department would like to invite interested groups to provide their views and comments on this Consultation EQIA. You are invited to comment on this Consultation EQIA by **6 March 2015**.

The Department would particularly welcome comments on any perceived adverse impact that this funding change may have on particular group(s). Comments should be made preferably by using the questionnaire at **Annex 1**.


Please note that your response may be made publicly available. If you do not wish to have your response made public, or if you would prefer it to be used anonymously, please indicate this when responding.

Annex 2 details the position in relation to the Freedom of Information Act.

You can contact us by writing to us at the address below or by email:

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This document is also available on the Department's Internet site.

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1. INTRODUCTION AND BACKGROUND

Introduction

The proposal to end the earmarked funding for the CRED policy (currently £1.1m) requires to be viewed in the context of the Final Budget 2015-16 for the Department of Education ie:

- The Resource Budget faces a funding gap of £97.6 or 5.0%;
- The Capital Budget has been reduced by £36.1m or 19.7%.

Managing reductions of this scale presents very real and significant challenges. While the Minister is determined to protect frontline services as far as possible, in the scenario presented above, maintaining all core services at current levels is simply not deliverable. There is no doubt that this will pose a major challenge to the education sector, as a whole, during 2015-16. It is important that in meeting that reduction in the Education Resource Budget, the key issues of raising standards and delivering frontline services are maintained wherever possible and that the finite resources available are prioritised carefully and used to greatest effect.

The CRED policy aims to contribute to improving relations between communities by educating children and young people to develop self-respect and respect for others, promote equality and work to eliminate discrimination, and by providing formal and non-formal education opportunities for them to build relationships with those of different backgrounds and traditions within the resources available.

The purpose of this EQIA is to determine whether there is likely to be any differential impact arising from the proposal on Section 75 groups or any opportunity for promoting good relations between people of different religious belief, political opinion or racial groups. Where differential impacts are

identified, this Consultation EQIA also assesses whether that impact is adverse and considers mitigating factors.

2. DEFINING THE AIMS OF THE PROPOSAL TO END THE EARMARKED FUNDING FOR THE COMMUNITY RELATIONS, EQUALITY AND DIVERSITY POLICY

What are the aims, objectives and purpose of the proposal?

The proposed budget reductions seek to drive up efficiency, reduce bureaucracy and eliminate duplication. However the scale of the budget reductions required in 2015-16 means that these cannot be delivered through efficiency savings alone, especially in light of the savings already delivered to date during the Budget 2011-15 period. In a tight financial context, very difficult choices have to be made.

Tackling educational inequalities and disadvantage is a core priority for the Department and the budget will continue to be deployed in support of this objective. The promotion of equality of opportunity and good relations is also an important part of ongoing policy development, legislative activities and operational programmes. In managing the proposed Resource Budget reductions, the Department is making every effort to protect front line services whilst cutting out unnecessary administration. This includes delegating as much funding as possible directly to schools.

The Department has also sought to ensure that the required reductions to its budget are applied as far as possible in a manner that does not disproportionately or adversely affect one age group, or other Section 75 category, over another.

In making allocations, the Minister is continuing to tackle social disadvantage through Targeting Social Needs, by allocating a further £10m in 2015-16 to the Aggregated Schools Budget (ASB). This is in addition to the £10m he allocated to the Aggregated Schools Budget (ASB) in 2014-15 as part of the Review of

the Common Funding Scheme. In addition, the extension of the Free School Meal Entitlement criteria to the post-primary sector, in September 2014, has meant an additional 12,000 pupils have become eligible for free school meals and the school uniform grant.

The Minister is also committed to ensuring that support for children with Special Educational Needs (SEN) is prioritised as much as possible. While the preparatory work and capacity building for schools linked to the introduction of the new SEN Framework will now need to be delivered over a longer period than anticipated, the Minister is proposing to provide an additional £10m to Education and Library Boards (ELBs) to enable them to continue to meet the needs of children with statements of special educational needs. Recognising the particular effectiveness of early identification and early intervention, he is also working to prioritise the continuation of early years SEN capacity building.

The Minister is committed to encouraging and facilitating a more integrated approach to the delivery of education by embedding the principles of Shared Education across the education system.

The Department will bring forward a Shared Education Bill which will provide a statutory definition of Shared Education and provide a power to encourage and facilitate Shared Education.

The Department in conjunction with funding from the Delivering Social Change Project and Atlantic Philanthropies is providing a funding stream of £25 million to support Shared Education in schools over the next four years. This funding will focus on schools that have already engaged in collaborative working.

In addition the Department will work with the Special EU Programmes body to advise on how best Peace IV funding can be used to further support the development of Shared Education in schools that have not yet engaged in Shared Education, as well as across pre-school and youth work settings in a way that will complement the Delivering Social Change Shared Education Project.

Consequently, the Department will use the learning from both the Delivering Social Change and Peace IV projects to determine how best to support educational establishments in offering Shared Education in the longer term from 2018 onwards.

The earmarked funding for the CRED policy was made available to ELBs to support the initial implementation of the CRED policy. The impact of the proposal would be to remove the full budget provision (£1.1m) to support the CRED policy through earmarked funding.

CRED earmarked funding has been used to support:

- capacity building for teachers, youth workers and managers;
- an enhancement scheme for schools to bring young people from different community backgrounds and Section 75 groups together to embed learning;
- support for schools and youth work settings from dedicated CRED officers;
- CREDNI website and CRED page on the Youth Council for NI website providing access to a range of supporting materials and case studies; strategic planning and connections across formal and non-formal education settings.

The Education and Training Inspectorate has undertaken an independent review of current practice in relation to the delivery of CRED policy (including consideration of the opportunities that are provided for children and young people to discuss and explore issues associated with division, conflict and inequalities). The report is expected to be published shortly.

3. CONSIDERATION OF AVAILABLE DATA AND RESEARCH

Religious Belief

PSNI Hate crime statistics indicate that sectarian incidents are the highest of all those incidents involving Section 75 groups.

93.1% of children and young people attend schools that are predominantly associated with one community. A significant element of CRED work undertaken by schools is related to religious belief and sectarianism.

The following is a breakdown of the number of children and young people by religious belief that participated in CRED programmes in 2013/14 through 277 individual programmes:

5,586 protestant;

5,841 catholic;

458 other religions; and

654 with no faith.

The 2012 Young Life and Times Survey indicated that 84% of respondents stated their schools had addressed religious belief and 70% of respondents stated that youth work settings had addressed religious belief. Over 80% of young people reported more positive attitudes to people with different religious beliefs as a result.

Political Opinion

Schools and youth work settings delivered 144 programmes in 2013/14 where political opinion was a key aspect.

The 2012 Young Life and Times Survey indicated that 59% of respondents stated their schools had addressed political opinion and 48% of respondents stated that youth work settings had addressed political opinion. Over 75% of young people reported more positive attitudes to people with different political opinions as a result.

Racial Group

PSNI Hate crime statistics indicate that racist incidents are the second highest incidents involving Section 75 groups, but are showing the highest level of increase.

Schools and youth work settings delivered 126 programmes where racial group was a key aspect in 2013/14.

Around one in five youth workers reported low competency levels in dealing with race related community relations, equality and diversity issues. Support is available for schools, but not youth work settings through the Inclusion and Diversity Service for addressing needs of newcomer pupils.

The 2012 Young Life and Times Survey indicated that 74% of respondents stated their schools had addressed racial issues and 58% of respondents stated youth work settings had addressed racial issues. Over 80% of young people reported more positive attitudes to people with different ethnic groups as a result.

Age

Schools and youth work settings delivered 44 programmes in 2013/14 where age was a key aspect. This reflects the fact that age has not been identified as a priority in relation to needs of particular groups of children and young people.

The 2012 Young Life and Times Survey indicates that over 70% of young people who had undertaken CRED activity on this topic reported more positive attitudes to people as a result.

Marital Status

Schools and youth work settings delivered five programmes in 2013/14 where marital status was a key aspect. This is also reflected in young people's response to the 2012 Young Life and Times Survey. This reflects the fact that marital status has not been identified as a priority in relation to needs of particular groups of children and young people.

Sexual Orientation

PSNI Hate crime statistics indicate that homophobic incidents are the third highest incidents involving Section 75 groups.

Research indicates that further CRED work is necessary to reduce and eliminate peer discrimination against Lesbian, Gay and Bi-sexual (LGB) young people. It is estimated that 6-10% of the school population identify as non-heterosexual and that 60% of students who report anti-gay harassment feel that nothing is done about it. Research by the Rainbow Project indicates that almost 20% of young same-sex attracted men believe they achieved lower results due to difficulties in school relating to their sexual orientation.

Almost half of teachers and one in three youth workers reported low competency levels in dealing with sexual orientation.

Young people identifying as LGB regard CRED as positive, with the need for more work required in relation to their particular needs. They identified knowledge and skills of teachers and youth workers and senior staff as a key element.

Only 18 programmes were delivered by schools and youth work settings in 2013/14 where sexual orientation was a key aspect. Lack of knowledge and skills is a key factor leading to the low level of settings addressing sexual orientation.

The findings of the 2012 Young Life and Times Survey also indicate lower levels of schools and youth work settings addressing sexual orientation – with 45% of respondents stating their schools had addressed sexual orientation issues and 31% of respondents stating that this had been addressed through youth work settings. Around 80% of young people who had undertaken CRED activity relating to sexual orientation reported more positive attitudes as a result. Research suggests that youth work settings are particularly effective at changing attitudes to those with different sexual orientation.

Preliminary work for advancing CRED has identified sexual orientation as a priority both in delivery and capacity building of teachers and youth workers.

Men and Women

Schools and youth work settings delivered 121 programmes in 2013/14 where gender was a key aspect.

The 2012 Young Life and Times Survey indicated that 55% of respondents stated their schools had addressed gender issues and 46% of respondents stated gender issues had been addressed through youth work settings. Over 70% of young people who had engaged in CRED activity on gender reported more positive attitudes to people of a different gender.

Disability

Schools and youth work settings delivered 64 programmes in 2013/14 where disability was a key aspect. While this is relatively low, trend data suggests that the need for CRED work around disability is increasing.

The 2012 Young Life and Times Survey indicated that 63% of respondents stated that their schools had addressed disability issues with 46% of respondents stating disability issues had been addressed through youth work settings. Over 80% of young people who had engaged in CRED activity on disability reported more positive attitudes to people with disabilities.

Dependants

Schools and youth work settings delivered 11 programmes in 2013/14 where those with dependants were a key aspect. This reflects the fact that those with/without dependents have not been identified as a priority in relation to needs of particular groups of children and young people.

Around a quarter of teachers and youth workers reported that they have low competency levels in dealing with equality and diversity issues relating to dependants.

The 2012 Young Life and Times Survey indicates that over 70% of young people who had undertaken CRED activity on this topic reported more positive attitudes to people as a result.

4. ASSESSMENT OF IMPACTS

In accordance with the guidelines, the Department is required to assess whether there is a differential or adverse impact on the Section 75 groups. In making this assessment the Department is aware that the duty goes beyond the necessity not to discriminate (either directly or indirectly) in respect of the groups.

An initial equality screening identified that the end of CRED earmarked funding may have a potentially adverse impact on the following:

- Persons of different religious belief; Opportunities for young people from different community backgrounds to be brought together to learn about each other will be unavailable or reduced due to funding for transport, substitute teacher cover, specialist facilitator costs etc no longer being available;
- Racial group; Young people from diverse backgrounds will have limited opportunities to meet to learn about each other's culture without funding support;
- Sexual orientation; Young people from schools or youth groups will have limited opportunities to meet with young people from LGB groups to learn about LGB issues;
- Persons with a disability and persons without; Opportunities for young people to learn about each other's perspectives will no longer be available or reduced without funding support for transport etc.

The 2012 Young Life and Times Survey shows that for each of the Section 75 groups at least two thirds of respondents felt that CRED programmes resulted in feeling more positive attitudes towards these groups.

5. CONSIDERATION OF MITIGATION AND ALTERNATIVES

The Department is totally committed to the proper implementation of the duties imposed on public authorities by Section 75 and Schedule 9 of the NI Act 1998.

The NI Curriculum

The Curriculum at primary and post-primary levels contributes to promoting 'good' relations and is closely aligned with the CRED policy.

At primary level (Foundation Stage, Key Stage 1 and Key Stage 2) through the Area of Learning of Personal Development and Mutual Understanding, teachers should enable pupils to develop knowledge, understanding and skills in:

- initiating, developing and sustaining mutually satisfying relationships;
- human rights and social responsibility;
- causes of conflict and appropriate responses;
- valuing and celebrating cultural difference and diversity; and
- playing an active and meaningful part in the life of the community and being concerned about the wider environment.

The above topics all provide opportunities for teachers to consider issues within a framework based on human rights values.

At post-primary level (Key Stage 3 and Key Stage 4) the topics above are examined in greater depth. Through the Local and Global Citizenship, strand of the Learning for Life and Work Area of Learning pupils will cover CRED issues by exploring:

- Diversity and Inclusion which provides opportunities to consider the range and extent of diversity in societies locally and globally and to identify the challenges and opportunities which diversity and inclusion present in local, national, European and global contexts;
- Human rights and social responsibility which provides opportunities to understand that a globally accepted values base exists that reflects the

- rights, as outlined within various international human rights instruments, and responsibilities of individuals and groups in a democratic society;
- Equality and social justice which provides opportunities to understand that society needs to safeguard individual and collective rights to try and ensure that everyone is treated fairly;
 - Democracy and active participation providing opportunities for young people to understand how to participate in and to influence democratic processes and to be aware of some key democratic institutions and their role in promoting inclusion, justice and democracy.

Sexual Orientation

The Education (Curriculum Content) Order (NI) 2007 sets out the detailed requirements of what schools must teach under each Area of Learning within the revised curriculum at each key stage.

The Department's Guidance to schools requires schools to have in place a written policy on Relationships and Sexuality Education (RSE), which has been subject to consultation with parents and endorsed by the Board of Governors.

The Council for Curriculum Examinations and Assessment (CCEA) has been tasked with taking forward work to review current RSE guidance for schools and it is intended that this will issue to all schools before the end of the 2014/15 academic year. The guidance will include advice on dealing with sensitive issues such as sexual orientation and gender identity. In addition, the Council for Curriculum and Assessment (CCEA) has published "[Teaching Controversial Issues](#)" at Key Stage 3 as a guide for teachers.

Shared Education

The Department has published a draft Shared Education policy and bill for public consultation. The Shared Education Bill will provide a statutory definition of Shared Education and provide a power to encourage and facilitate Shared

Education. The policy sets out a comprehensive framework for the future development of Shared Education building on the research, consultation and recommendations of the Ministerial Advisory Group.

The aims of Shared Education are to improve educational standards and reconciliation outcomes. This will provide schools with the opportunity to address CRED issues.

Funding for Shared Education will be made available through the Delivering Social Change (DSC) Signature Project (£25 million) and through Peace IV to support the advancement of Shared Education.

Area Learning Communities

Every post-primary school in the north is a member of an Area Learning Community (ALC). The ALCs were established to facilitate ease of curricular planning, including collaboratively delivered courses, and the sharing and development of best practice to meet the needs of all pupils in an area.

Entitlement Framework

The Department of Education Entitlement Framework provides opportunities for schools to share resources.

6. RURAL/REGIONAL PROOFING

There is no evidence to suggest that the proposal to end the earmarked funding for the CRED policy will have an adverse impact on rural communities or a different impact on rural areas than elsewhere.

7. CONSULTATION

The Department recognises the importance of meaningful consultation and is committed to consulting in an open and inclusive manner. The views of any organisation, group or individual with a particular interest in this area will be welcome and the Department will reflect on any proposals made in a serious and considered manner in relation to their impact on:

- (i) the promotion of equality of opportunity:
 - between persons of different religious belief, political opinion, racial group, age, marital status or sexual orientation;
 - between men and women generally;
 - between persons with a disability and persons without; and
 - between persons with dependants and persons without.

- (ii) the desirability of promoting good relations between persons of different religious belief, political opinion or racial group.

The Consultation will follow the Equality Commission's guiding principles on consultation contained in their Practical Guidance on Equality Impact Assessment.

During the consultation period the Department will:

- notify the opening of the consultation and the availability of the EQIA consultation document to schools, educational interest groups, religious groups, Section 75 groups, stakeholders and to any members of the public on request;
- place a copy of the consultation documents on DE's website;
- make the consultation documentation available in alternative formats for those who request it;

- consider consultation meetings on request with individuals or representatives of particular interest groups, taking account of any special requirements they may have; and
- deal with any queries in a prompt manner.

The consultation is being co-ordinated by the Shared Education and Community Relations Team and the closing date is **6 March 2015**.

8. DECISION AND PUBLICATION OF REPORT

The final EQIA document will be prepared following consideration of comments received during the consultation process.

It will be published on the Internet and be made available in hard copy and alternative formats on request. In addition all consultees who participated in the consultation process will be advised of the availability of the final EQIA on the internet.

9. MONITORING FOR ADVERSE IMPACT IN THE FUTURE AND PUBLICATION OF THE RESULTS OF SUCH MONITORING

Data will be collected on an annual basis about the effect the proposal is having on the relevant groups and sub-groups within the equality categories.

If this monitoring and analysis of results shows a greater adverse impact than expected, or if opportunities arise which would allow for greater equality of opportunity to be promoted action will be taken to determine whether better outcomes for the relevant equality groups can be achieved.

CONSULTATION EQIA ON THE PROPOSAL TO END THE EARMARKED FUNDING FOR THE COMMUNITY RELATIONS, EQUALITY AND DIVERSITY (CRED) POLICY

Questions for Consultation

1. **Do you consider that the proposal adversely impacts on any of the Section 75 groups?**

Section 75 Groups are:

- persons of different religious belief;
- political opinion;
- racial group;
- age;
- marital status;
- sexual orientation;
- men and women generally;
- persons with a disability and persons without; and
- persons with dependants and persons without.

YES (please delete as appropriate)

2. If the answer to question 1 is “Yes”, please tell us:

- Which groups do you think the proposal affects? and
- How do you think these groups would be adversely affected?

It is deeply shocking and extremely worrying that the Department of Education could end this funding. NUS-USI strongly believes that any cut to this funding could have a negative impact upon all of the groups mentioned above because this funding is about diversity and equality. Any removal of investment in developing good relations and promoting equality and diversity could have a negative impact on all the groups outlined above because this could significantly diminishes promotion of equality and diversity in education here.

All these groups could potentially experience prejudice against them and feel marginalised, because the removal of this funding could mean a lack of work on good relations, equality and diversity in education.

Northern Ireland needs to be tackling inequality and breaking down the barriers of societal division, therefore this type of work should be invested in as a key priority for education and all other government departments.

3. What alternative action might mitigate or lessen any adverse impact on these groups?

Government should be investing more money in this fund as opposed to ending it. It is appalling to think the department could be ending this fund.

Also government should be investing more money in integrated education to provide more integrated school places. This could help deliver good relations and could also help remove division in education. Government should be focusing on integrated education rather than on shared education.

Government should be examining innovative ways of promoting diversity, equality and good relations in education and across every sphere of society.

There are still a significant number of hate crimes being committed in Northern Ireland, and this is the strongest possible indicator that there should be more investment in good relations, equality and diversity.

Given that there are so many empty desks within schools here, why can money not be used more effectively through more integrated education, to help free up resources so that an excellent scheme like CRED can be augmented rather than possibly ended as proposed in this consultation.

4. What changes to the proposal might better achieve the promotion of equality of opportunity and good relations?

The key change to the proposal that could better achieve the promotion of equal opportunities, diversity and good relations is if it were to be maintained as opposed to being scrapped.

It would be utterly disgraceful if this fund was scrapped, and doing so might speak volumes for the commitment of the department to good relations. The department simply must consider all of the excellent work that would be lost of this funding were abolished. Scrapping this fund would be an extremely retrograde step and could send out an extremely negative message to the wider work about Northern Ireland.

A key point that must always be emphasised in Northern Ireland's journey towards a shared and better future is that there can be absolutely no complacency from government on tackling division, tackling inequality and on building a diverse and shared future.

5. Do you know of any additional evidence or information that the Department should have considered when assessing the equality impacts of the proposal? If so, please give details.

The 2011 census indicated that in almost 4 in 10 of the 528 council wards a single community group makes up more than 80% of residents. This clearly highlights the need for good relations, equality and diversity activities in schools to be funded, and underlines the need for this fund to be maintained.

In 2013's NI Youth Life and Times survey, it is despicable and deeply troubling that only 40% of respondents said they felt favourably about people from minority ethnic communities. This shocking statistic further underlines the need for this funding to be retained to help promote good relations, diversity and equality amongst young people.

In the same survey, 59% of respondents thought there is more racial prejudice in Northern Ireland then, than five years before, and this clearly indicates the

need for government to proactively address this issue and invest more money in this fund rather than scrapping it.

Again, in the same survey 21% of respondents said they probably or definitely did not have any sense of belonging to Northern Ireland. A shared future where everyone feels welcomed, respected and listened to is essential, and this funding must be maintained and further invested in to help deliver this.

6. Do you agree or disagree with the overall conclusions in the Equality Impact Assessment?

Agree (If you disagree, please say why)

NUS-USI agrees with the Equality Impact Assessment. We believe that the scrapping of this fund could have a massively negative impact all section 75 groups, and also upon the delivery of good relations, equality and diversity activities in education.

It is essential that all children get the best start in life, and what better start could they have than to learn and understand the importance of equality, diversity and good relations, and make friendships across the whole society. If this funding is lost these vital opportunities could be put in jeopardy and that would have a devastating impact on section 75 groups specifically regarding inequality, prejudice they might be subjected to and unfair treatment. This fund must be maintained in full and more government money must be invested in it, as we believe that this work should be a key priority of government.

SIGNED: Ian Williamson

ORGANISATION: NUS-USI

DATE:

CONSULTATION EQIA ON THE PROPOSAL TO END THE EARMARKED FUNDING FOR THE COMMUNITY RELATIONS, EQUALITY AND DIVERSITY POLICY

Freedom of Information Act 2000 – Confidentiality of Consultations

The Department will publish a summary of responses following completion of the consultation process. Your response, and all other responses to the consultation, may be disclosed on request. The Department can only refuse to disclose information in exceptional circumstances. **Before** you submit your response, please read the paragraphs below on the confidentiality of consultations and they will give you guidance on the legal position about any information given by you in response to this consultation.

The Freedom of Information Act gives the public a right of access to any information held by a public authority, namely, the Department in this case. This right of access to information includes information provided in response to a consultation. The Department cannot automatically consider as confidential information supplied to it in response to a consultation. However, it does have the responsibility to decide whether any information provided by you in response to this consultation, including information about your identity, should be made public or treated as confidential.

This means that information provided by you in response to the consultation is unlikely to be treated as confidential, except in very particular circumstances. The Lord Chancellor's Code of Practice on the Freedom of Information Act provides that:

- the Department should only accept information from third parties in confidence if it is necessary to obtain that information in connection

with the exercise of any of the Department's functions and it would not otherwise be provided;

- the Department should not agree to hold information received from third parties 'in confidence' which is not confidential in nature;
- acceptance by the Department of confidentiality provisions must be for good reasons, capable of being justified to the Information Commissioner.

For further information about confidentiality of responses please contact the Information Commissioner's Office or see website at:

[http:// www.informationcommissioner.gov.uk](http://www.informationcommissioner.gov.uk).