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EQUALITY SCREENING & ENGAGEMENT TEMPLATE

ASSESSING IMPACT ON S75 EQUALITY CATEGORIES,

THE CHILD'S RIGHTS/HUMAN RIGHTS AND RURAL NEEDS

This screening will help ensure your policy/decision is scoped and developed to meet the needs of the most vulnerable as best possible. If a policy/decision can be developed to meet the needs of the most vulnerable, it will likely meet the needs of all.

Part 1 The Policy/Decision

Title: Education Authority Youth Service Regional Assessment of Need	**Screening Ref No.** SC309

Background

The Department of Education (DE) invests approximately £36m annually into youth work in Northern Ireland to implement its key priorities outlined in the DE youth work policy document Priorities for Youth (2013). The purpose of the Regional Assessment of Need is to identify the needs and inequalities facing children and young people and vulnerable or marginalised groups whose needs are not currently being met and who may experience poor educational, health or social outcomes.

The Regional Assessment of Need will assist in reviewing the responsiveness of the service to regional and local needs and policy objectives. The key objective of this assessment of need is to establish the level of need for youth service provision for all children and young people aged 4-25 years in Northern Ireland. It brings together data, evidence and local insight to help identify the needs and barriers children and young people in Northern Ireland face. It identifies where the greatest inequalities exist which will in turn help develop local plans, strategies and identify where future research is needed. Listening to, and understanding, the voices and opinions of children and young people is an important part of this process.

Understanding the needs of children and young people, demographic changes and the geographical differences in which they live allows planners, managers and providers to ensure that the right services are available in the right place at the right time. The document reflects wider Department of Education policy and is delivered in response to the assessed need for youth work interventions, prioritised age ranges and priority groups.

The Assessment of Need is informed by an analysis of the educational and social needs of children and young people as articulated by them and their communities.

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It will ensure that decisions are evidenced based, allowing managers to organise staff, resources and programmes effectively and efficiently, provides direction and purpose and allows us to create high quality provision to meet the needs of children and young people.

The Regional Assessment of Need has a focus on the following outcomes as defined in the Children and Young People Strategy 2020-2030:

- Children and young people are physically and mentally healthy. (Health and Wellbeing).
- Children and young people enjoy play and leisure. (Play, Hobbies and Interests).
- Children and young people learn and achieve. (Education).
- Children and young people live in safety and stability. (Safety).
- Children and young people experience (a) economic and (b) environmental well-being. (Your Future).
- Children and young people make a positive contribution to society. (Citizenship).
- Children and young people live in a society which respects their rights. (Your rights).
- Children and young people live in a society in which equality of opportunity and good relations are promoted. (Equality).

Priorities for Youth maintains that the strategic planning and resourcing of youth work must address the assessed need for youth work interventions. An effective assessment of need is critical given that Department of Education funded youth work is delivered within the context of prioritised age ranges, priority groups and a clear definition of the need for targeted interventions, alongside an element of non-targeted provision that is assessed as needed.

The Regional Assessment of Need aims to put children and young people at the centre of decisions that affect them. The engagements with children and young people have promoted their rights to choose, make connections and communicate their concerns and enabled them to express their views and opinions and allows them to play an active role in the decision-making process.

A survey focusing on the following eight areas identified above was designed and distributed to children and young people throughout Northern Ireland which had reasonable adjustments to ensure the voices of the most vulnerable was heard. There were 5,451 responses to the survey.

Focus groups allowed us to clarify and test the survey findings to better understand the needs of children and young people, both met and unmet. They also allowed the children and young people to articulate their views and experiences. This made it possible to uncover ideas, issues and themes which had not been previously considered and allowed the participants to express their views on future decision-making processes. Again, reasonable adjustments were made to support the vulnerable and marginalised groups. 138 focus groups involving 1,630 children and young were facilitated.

The key feedback from the children and young people were concerns about their future, education, health and wellbeing and being able to access services to meet their needs in a timely fashion.

The process to develop the assessment of need document was based on a review of best practice across other jurisdictions and comprised a five part process.

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Part One - Children and Young People's Survey
A survey for all children and young people aged 4-25 years was designed and developed by a project team set up within the Education Authority Youth Service based on the eight strategic outcomes of the Children and Young Peoples' Strategy 2020-2030. The survey was available from October 2024 until January 2025. The focus groups ran from November 2024 until February 2025. There was a communication strategy in place to promote both the survey and focus groups encouraging children and young people to participate. Support and resources were provided to youth workers on facilitating and reporting back on the focus groups.

Logic branching was incorporated into the survey to tailor questions based on previous responses and made the survey more relevant to different age bands and groups. Likert scales were used so that the data could be analysed to measure attitudes. The survey was made available through the medium of Irish and other languages could be supported when requested. A dashboard was also created which allowed for the interrogation of responses based on the eight strategic outcomes.

A total of 5,451 children and young people responded to the survey.

Part Two – Children and Young People's Focus Groups
The Education Authority Youth Service Participation team, working with young people from the Small Grants panel, designed a resource allowing facilitators to manage and record the focus group sessions. Focus groups with children and young people were facilitated by youth workers. These were based on the policy age group bands and including specific groups of young people, within the Section 75 grouping, or those who may be at greater risk of social exclusion, marginalisation or isolation because they experience a combination of barriers to learning.

Responses from the focus groups were uploaded onto an internal site and a dashboard created allowing for the interrogation and analysis of responses. This made it possible to uncover ideas, issues and themes which had not previously been considered and allowed participants to express their views on future decision-making processes. These were used to identify key issues not identified in the survey and helped inform the findings of the assessment of need.

The focus groups allowed for the clarification and testing of the survey findings. They provided children and young people an opportunity to articulate their views and experiences based on the outcomes listed above.

A total of 138 focus groups, involving 1,630 participants, were facilitated throughout Northern Ireland.

Part Three – The Development of Area Profiles
The development of Area Profiles using all available statistical data and information about the needs of children and young people has been produced using a range of data and information from the Northern Ireland Statistics and Research Agency.

These reports focused on demographic information and reflected wider social, economic and environmental determinants which negatively impacted children and young people.

The area profiles include information on population, deprivation, health and wellbeing, education and crime and disorder.

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Information from the Department of Education highlighted school enrolments, free school meal numbers, SEND numbers, attendance and expulsion and school exam performance.

Information from the Police Service of Northern Ireland included all recorded crime, domestic abuse incidences, anti-social behaviour incidences and hate motivated crimes.

We also sourced information from other government departments, statutory agencies and internal Education Authority services. These included the Northern Ireland Housing Executive, Youth Justice Agency and Health Trusts. including
Part Four – Embedding Findings from Key Research
The Education Authority Youth Service's Information and Planning Team conducted a significant literature review under the key outcome areas used in the survey and focus group materials. They also had access to all research and stakeholder engagement event reports conducted by the Youth Service as well as other research completed by academics and youth organisations relevant to the assessment of need.

The findings from the research and stakeholder engagement allowed the Education Authority to identify good practice and place it in a Northern Ireland context and explore and understand better the challenges and barriers facing children and young people nationally and review interventions that have been used to tackle these issues.

Part Five – Parents and Organisation Survey
A survey for parents and other relevant organisations was designed and developed by a project team set up within the EA Youth Service based on the eight strategic outcomes of the Children and Young Peoples' Strategy 2020-2030. Logic branching was incorporated into the survey to tailor questions based on previous responses and made the survey more relevant to different age bands and groups. Likert scales were used so that the data could be analysed to measure attitudes. There were 180 responses to this survey.

Part 2 Stakeholders

Which are the stakeholders that may actually or potentially be affected by the policy/decision?							
Staff				**Service Users**			
EA staff – Corporate	**Actual** ☐	**Potential** ☒	**N/A** ☐	Staff	**Actual** ☐	**Potential** ☒	**N/A** ☐
Staff – School based	**Actual** ☐	**Potential** ☒	**N/A** ☐	Schools	**Actual** ☐	**Potential** ☒	**N/A** ☐
Agency Staff	**Actual** ☐	**Potential** ☐	**N/A** ☒	Children & Young People	**Actual** ☒	**Potential** ☐	**N/A** ☐
Potential staff from external market	**Actual** ☐	**Potential** ☐	**N/A** ☒	Families/Parents/Carers	**Actual** ☐	**Potential** ☒	**N/A** ☐
Other: e.g. Trade Unions	**Actual** ☐	**Potential** ☐	**N/A** ☒	Other: *please state*	**Actual** ☐	**Potential** ☐	**N/A** ☐

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Part 3 Considering Needs & Experiences of Stakeholders

For each of the nine s.75 Groups below, follow these 4 steps:			
Step 1: What is the profile of the people that are impacted by this policy or decision? **Provide the statistical breakdown of the stakeholders affected.**	**Step 2: Consider the needs, experiences, and views of these stakeholders.**	**Step 3: Consider whether the policy/decision could have a possible negative (or positive) impact on their needs and experiences.**	**Step 4: Consider how you might implement your policy/decision differently to mitigate any negative impact.**

AGE

1. Consider the AGE ranges of the stakeholders affected: The most recent census data revealed that there are 612,769 children and young people age 0-25 years. 523,264 of these young people fall in the age range for Youth Services, 4-25 years. Youth Services supported more than 180,000 of these children and young people last year. • 24% of children and young people live in Relative Poverty (147,065). • 19% of children and young people live in Absolute Poverty (116,426). • 211,405 children and young people live in a rural community (34.5%). • One in five children and young people have a mental health need (122,554). • 10,436 young people aged 16-25 years identify as LGBTQ+.	Children and young people from vulnerable and marginalised groups need access to informal education and support with their personal and social development. Many from these vulnerable groups have difficulty accessing the formal curriculum and are excluded from formal education and wider society. They are likely to rely on a youth worker to support their personal, social and emotional development.	Some children and young people may not have access to informal education because of an additional need or barrier to participate. These include children and young people that are young carers. Looked After, from ethnic minority backgrounds, who are LGBTQ+, from rural communities or who have a disability.	Through a robust assessment of need we can identify gaps in knowledge and provision and provide support to the most vulnerable and marginalised. To date there has been significant engagement directly with children and young people through the survey and focus group. Both of these processes ensured Section 75 groups were included. This will in turn be considered and support effective decision making by the Youth Service with a feedback loop publicised so they may see their voices in action. This will allow plans to permit a flexible and agile response to service provision in a manner that best supports the child. The process will also support the development of revised training and

• There are currently over 17,500 unpaid carers aged under 25 in Northern Ireland. • 5,378 children and young people aged up to 17 years old are homeless or living in temporary accommodation. • There are 14,000 young people aged 16-24 years Not in Education, Employment or Training (NEET). • Almost 4,000 children and young people are recorded as being in Care. • 22,500 children and young people are known to Social Services as a child in need. • 96,319 (28%) of all pupils in Northern Ireland are eligible for Free School Meals. • 66,404 (19%) of all pupils in Northern Ireland have a Special Educational Need or Disability. • 19,470 Newcomers attend schools in Northern Ireland. • 1,055 Traveller children and young people attend schools in Northern Ireland. • 995 Roma children and young people attend schools in Northern Ireland. • There were 1,493 Youth Justice Agency referrals. 61% of these referrals were for males.			curriculum for youth work staff so they can effectively include all children.

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DISABILITY

2. Consider whether stakeholders have/likely have a DISABILITY: The most recent school census data revealed that 66,404 (19%) of all pupils in Northern Ireland have a Special Educational Need or Disability. 24,020 of these pupils have a statement of education needs (7%). There are 15,212 pupils diagnosed with autism.	Children and young people with SEND are more vulnerable and need additional support through informal education. The engagements with children and young people have indicated that these children and young people face significant barriers to accessing formal education and want greater access to Youth Services to address the challenges they encounter. Reasonable adjustments were made to the survey and focus groups to ensure that the voices of SEND children and young people were heard.	Youth Services does not always meet the needs of this vulnerable group because we are not always aware of which children and young people we support have SEND.	We will provide greater support for SEND children and young people who struggle accessing the formal curriculum through innovative and inclusive programmes. Offer daytime and alternative education programmes to meet the needs of learners who face barriers accessing the formal curriculum and collaborate with schools to support vulnerable and marginalised groups. We will also deliver training for youth workers and volunteers to support SEND children and young people.

GENDER

3. Consider the GENDER breakdown of the stakeholders affected: Of the 612,769 children and young people aged 0-25 years, 51.3% are male and 48.7% are female. Of the 5,451 responses to our survey, 55% were from males and 42% females, 3% were non-binary or preferred not to say.	Our engagements indicated that girls and young women were concerned about violence against them, sexual abuse and domestic abuse. Those identifying as non-binary indicated that they fear discrimination and bullying and mental health issues associated with this.	Current processes do not always meet the needs of non-binary young people because they feel socially isolated and do not participate in youth work activities.	As a service we will endeavour to promote safety and ensure children and young people have access to safe and inclusive youth work spaces that make them feel valued and welcomed. We will also ensure programmes are delivered that address issues such as domestic abuse, violence against women and girls, anti-social behaviour and risk-taking activities.

SEXUAL ORIENTATION

4. Consider the SEXUAL ORIENTATION breakdown of the stakeholders affected: The most recent census data reveals that 10,436 16-25 year olds identify as LBBTQIA+. This is a conservative figure as	Our consultations indicated that many young people identifying as LGBTQIA+ face significant barriers to their learning, their rights being recognised and respected and faced discrimination and bullying which affected their participation in society leading to	Our services are designed to be inclusive and meet the needs of all children and young people. However, it is not always possible to engage with the hardest to reach children and young people and participation in Youth Services is voluntary.	We will work to support those struggling with their gender or sexual identity. We will develop inclusive and positive learning opportunities to engage with a greater number of LGBTQIA+ young people.

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many other young people have yet to come out for a variety of reasons.	isolation and affected their mental health.		

DEPENDANTS

5. Consider whether stakeholders have/likely have DEPENDANTS According to the most recent census, there are currently over 17,500 unpaid carers aged under 25 in Northern Ireland.	Young carers may not be able to participate in school, youth work or their communities due to other commitments. They are more likely to experience prejudice and discrimination, less likely to feel part of a group and suffer poor mental health and social outcomes.	Young carers are often denied opportunities to be included due to their circumstances and the opinions of others. They face situational barriers which impact their education, health and life opportunities which remain difficult to overcome.	We will explore opportunities to challenge the social exclusion this cohort of hard to reach children and young people experience and work with statutory and voluntary partners to provide services to meet their needs when they are required.

MARITAL STATUS

6. Consider the MARITAL STATUS breakdown of the stakeholders affected: Most of the children and young people that we support are single based on the age range we work with. We do not ask for or hold information on the marital status of our members.	Does not apply given the age of the children and young people we support.	Does not apply given the age of the children and young people we support.	Youth Services are open and inclusive to all children and young people aged 4-25 years.

ETHNICITY

7. Consider the ETHNICITY breakdown of the stakeholders affected: There are 19,470 Newcomers attending schools in Northern Ireland. 1,055 Traveller children and young people attend schools in Northern Ireland. 995 Roma children and young people attend schools in Northern Ireland.	Children and young people form minority ethnic groups experience educational and other societal disadvantage due to language and communication barriers. They experience racial bullying, discrimination and difficulties integrating into mainstream society.	Children and young people can be excluded and isolated because of their identity. Their rights are not recognised or respected and they do not have access to the same services or opportunities as others. They are made to feel different and not included.	CRED is embedded in all aspects of youth work and we will continue to support this vulnerable group by providing Good Relations, Inclusion, Diversity and Equality programmes that celebrate difference and cultures.

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	Many do not have equal chances to participate fully in society and have equality of opportunities that their peers may have.			

RELIGIOUS BELIEFS

8. Consider the RELIGIOUS breakdown of the stakeholders affected: Youth Services do not capture information relating to the religious backgrounds of the children and young people we support.	Some children and young people may experience prejudice, bullying or discrimination because of their religious background. All our centres are neutral and open to all children and young people.	There are times when children and young people can become involved in conflict or anti-social behaviour due to religion and sectarian tensions. especially at certain times of the year or at interface areas.	Youth Services are open and inclusive to all children and young people aged 4-25 years. CRED is embedded in all aspects of youth work and we will continue to support this vulnerable group by providing Good Relations, Inclusion, Diversity and Equality programmes that celebrate difference and cultures. We will continue to fund T:BUC programmes ensuring young people are aware of and respect difference and other religious viewpoints.

POLITICAL OPINION

9. Consider the POLITICAL breakdown of the stakeholders affected: The EA Youth Service does not hold data on the political opinion of young people. Most children and young people we work with have not reached voting age.	All our centres are neutral and open to all children and young people.	There are times when children and young people can become involved in conflict or anti-social behaviour due to political tensions, especially at certain times of the year or at interface areas.	We will continue to fund T:BUC and Planned Intervention programmes ensuring young people are aware of and respect difference and other political viewpoints and provide diversionary activities at times of heightened political tension.

MULTIPLE S75 GROUPS

10. Consider the cumulative impact for those who fall into multiple s75 categories:	Vulnerable and marginalised groups of children and young people, including children and young people from low-	Vulnerable individual and groups facing multiple challenges can feel isolated,	The Regional Assessment of Need will enable us to identify the challenges and barriers that vulnerable children and

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Many of the children and young people highlighted in section 1 face multiple challenges and vulnerabilities which can impact their health, education and social outcomes. For many these inequalities continue a cycle of generational disadvantage.	income households, looked after, those with special educational needs or a disability, those from ethnic minorities, young carers, young people identifying as LGBTQ or those who have experienced adverse childhood experiences are also more likely to have poorer health outcomes than their peers. Within Northern Ireland, most children and young people achieve and succeed at school. However, there are significant groups of vulnerable children and young people who are at risk of failing to fulfil their potential either because of their social context, an educational need or their experiences and attitudes towards the formal education system. There is no universal definition of what being vulnerable throughout childhood is, however, it can be based on a combination of circumstances where one is at risk of not achieving positive life outcomes. In many cases, these vulnerable children and young people face a variety of difficulties and challenges adapting to the formal curriculum and require an education that can meet their needs. Educational disadvantage has become a reality faced by many children and young people living in Northern Ireland. Children and young people may disengage due to social, economic,	have mental health issues and fail to meet their potential. This can lead them becoming involved in risk-taking or anti-social behaviour, criminality, substance misuse or	young people encounter and ensure that supportive services and interventions are delivered through Generic provision to enhance their personal skills, their levels of motivation and general resilience and to develop their ability to interact with other children, young people and adults. Targeted provision seeks to address the direct impact of exclusion and marginalisation, addressing key themes of work, such as risk-taking behaviour, sectarianism and racism, disaffection and low levels of attainment in school, whilst also focusing resources on specific groups of children and young people who are most marginalised, including those from Section 75 groupings. The targeting of provision is aimed at meeting policy prioities and ensuring that Youth Services are positioned to tackle the impact of economic and social deprivation, particularly as deprivation and exclusion affects the ability of children and young people to make the most of their life chances and general education.

	cultural or language barriers and challenges, for example, living in a low-income household or in a deprived community, growing up in a rural area, being a newcomer, a child or young person looked after or having a disability or special educational need.		

Part 4 Good Relations

S75(2) requires EA to have regard to promoting GOOD RELATIONS - 'tackling prejudice and promoting understanding'
In addition to having due regard for Equality of Opportunity for all nine s75 categories, EA is required to have regard to promoting good relations for Ethnicity, Religious Beliefs, and Political Opinions of its stakeholders. Are there any changes you would make to the policy/decision that would better promote Good Relations? What are the changes, and how would they positively impact on Good Relations?
Northern Ireland now has a much more diverse population. There are growing numbers living here who were born outside Northern Ireland, growing numbers of young people identifying as LGBTQ, and children and young people from other marginalised or Section 75 groups who are subject to bullying, racism and intolerance. It was noted by young people that discrimination and lack of equality and good relations leads to social isolation among vulnerable groups. We will provide safe and supportive spaces where children and young people can understand, explore and challenge discrimination and prejudice. We will celebrate cultural traditions and encourage positive interactions between children and young people from different backgrounds.

Part 5 Disability Duties

S49A of the Disability Discrimination Act 1995 (as amended by the Disability Discrimination NI Order 2006) requires EA to promote positive attitudes towards disabled people and encourage the participation of disabled people in public life
Now that you have considered the disability profile of your stakeholders above:

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1. How the policy/decision promotes positive attitudes towards disabled people or is there anything further that can be done in this regard? We will provide greater support for SEND children and young people who struggle accessing the formal curriculum through innovative and inclusive programmes. Offer daytime and alternative education programmes to meet the needs of learners who face barriers accessing the formal curriculum and collaborate with schools to support vulnerable and marginalised groups. We will also deliver training for youth workers and volunteers to support SEND children and young people.
2. How the policy/decision encourages the participation of disabled people in public life (eg focus groups, reference groups, citizens panels etc) or is there anything further that can be done in this regard? Disabled children and young people will be supported through inclusive services to participate and be active citizens.

Part 6 Child's Rights & Human Rights Assessment of Impact

Does the policy/decision have an impact on or interference with the Human Rights of stakeholders? *"The child, by reason of his physical and mental immaturity, needs special safeguards and care, including appropriate legal protection."*			
Step 1: Consider the Child's Rights and/or Human Rights relevant to your stakeholders and your Policy/Decision	**Step 2: Consider the needs, views and experiences of these stakeholders.** **Often Policies/Decisions will have a differential impact based on inequalities already present in society and you can refer to those identified above in the s75 Groups e.g. disability, newcomer/ethnicity, gender.**	**Step 3: Consider whether the policy/decision could have a possible positive or negative impact on the Child's Rights and/or Human Rights.**	**Step 4: Consider how you might implement your policy/decision differently to mitigate any negative impact.**
Article 24 (health and health services) Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay	The policy reflects the following UNCRC articles in line with the Children and Young People's Strategy 2020-2030 to ensure that all decisions tackle inequalities faced by the most vulnerable and marginalised Section 75 groups.	The policy is intended to have positive health, education and societal impacts on the most vulnerable and marginalised children and young people.	- Transparent processes. - Appeal mechanisms. - Support systems. - Inclusive policies. - Non-discrimination.

healthy. Richer countries must help poorer countries achieve this. Article 31 (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities. Article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this. Article 19 (protection from violence, abuse and neglect) Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them. Article 27 (adequate standard of living) Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development. Governments must help families who cannot afford to provide this. Article 12 (respect for the views of the child) Every child has the right to express			- Ongoing consultation and participation.

their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life. Article 42 (knowledge of rights) Governments must actively work to make sure children and adults know about the Convention.			

Part 7 Rural Needs Impact Assessment

Does the policy/decision impact on stakeholders in rural areas differently to how it impacts on those in urban areas?			
Step 1: Consider whether stakeholders affected are in rural/urban areas.	**Step 2: Consider the needs and experiences of these rural stakeholders.**	**Step 3: Consider whether the policy/decision could have a possible negative impact on their needs and experiences.**	**Step 4: Consider how you might implement your policy/decision differently to mitigate any negative impact.**
Youth Services support children and young people in both urban and rural settings. 211,405 children and young people live in a rural community (34.5%).	We recognise that children and young people living in rural areas face disadvantage through some of the following: - Limited access to public services / transport. - Poor or limited infrastructure - Limited access to other services, healthcare and training facilities. - Fewer employment opportunities.	The policy is intended to have positive health, education and societal impacts on the most vulnerable and marginalised rural children and young people.	- Flexible opening times. - Education and training and development opportunities. - Health and wellbeing support. - Access to broadband.

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	- Digital poverty. Many of these are beyond our control.		

Part 8 Shared Education & Sectoral Support

Shared Education

S2(1) of the Shared Education Act 2016 provides that EA has a duty to encourage, facilitate and promote shared education.

Integrated Education

S4(2) of the Integrated Education Act (NI) 2022 provides that EA has a duty to encourage, facilitate and support integrated education.

Irish Medium Education

Under Art89 of the Education (Northern Ireland) Order 1998 EA, as a body grant funded by DE, supports DE in its duty to encourage and facilitate the development of Irish-medium education.

Part 1 of the Identity and Language (Northern Ireland) Act 2022 provides EA must, as a public authority, in carrying out functions relating to Northern Ireland have due regard to the National and Cultural Identity Principles set out in the legislation.

Where you have identified stakeholders within the Integrated & Irish Medium Education Sectors and across Shared Education Partnerships set out how the policy/decision:

A) Encourages, Facilitates and Supports Integrated Education?	B) Supports DE to encourage and facilitate Irish-Medium Education?	C) Encourages, facilitates, and promotes Shared Education?
Yes	Yes	Yes

Have you considered any translation requirements?

We aim to deliver targeted youth work programmes for Section 75 groups that are inclusive, promote good relations and equality of opportunity. We will continue to fund the Irish Medium sector and other community and voluntary groups to deliver accessible services groups. Opportunities were available to complete the surveys in different languages. 163 responses were received in Irish.

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Part 9 Screening Decision

Based on the steps above, choose one of the following three outcomes:		
1. Screened Out without Mitigation	**2. Screened Out with Mitigation** - Implementing measures to mitigate negative impact - An alternative policy/decision developed	**3. Screened in for deeper level of analysis and EQIA**
No Impact ☐	**Minor Impact** ☒	**Major Impact** ☐
Our processes have been inclusive and open and outcomes are intended to mitigate any negative impact on Section 75 children and young people. There was significant engagement directly with children and young people from S75 groups in the survey and in the focus groups.		

Part 10 Monitoring

Monitoring & Review of the Policy/Decision	
Estimated date for implementation of the policy/decision:	June 2025
Have you included data in this screening that was not already available in appendix 1?	Yes. We used a range of data sets from NISRA that were publicly available, subjective and unambiguous.
Future Data Collection/Engagement	Data collection and engagements are business as usual.

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Part 11 Approval

Head of Service APPROVAL	
LEAD OFFICER (HoS/Policy Lead)	Michael Hogg
SCREENED BY (Policy Lead/Team Member)	Rory McLaughlin
Date Submitted to Equality Unit	05/03/2025

Equality Unit Use Only	
Equality Team Member	
Date Closed	
Estimated monitoring date:	

What's next?

1. Email the completed screening form to equality.unit@eani.org.uk with the screening reference in the subject title.
2. Once the screening is submitted to the Equality Unit, it will be logged and monitored according to the Equality Unit's Monitoring & Review Plan. Monitoring of and frequency of review of screenings depend on the gravity of the policy/decision. The Equality Unit will advise, depending on the screening outcome.
3. A member of the Equality Unit will review the screening and may advise on amendments. When the screening is complete, you will receive confirmation from the Equality Unit that the screening has been closed off.
4. Please be mindful the screening is published on EA's website and is released into the public domain. It is important however that this does not impact on the ability to freely set out sensitive information for the purposes of internal decision-making. The name and title of the screening will be published on EA's website here and a copy can be requested from the Equality Unit. Before a copy is provided, you will be asked to review it for release into the public domain and there will be an opportunity to redact any sensitive information.

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APPENDIX 1

Part 3 STEP 1: Stakeholder Data

EA STAFF DATA

AGE

Staff Profile 2024		
Age Bracket	**Employee Count**	**% Employees**
U20	747	1.97%
20-29	5325	14.05%
30-39	7187	18.97%
40-49	9153	24.15%
50-59	9908	26.15%
60-69	4936	13.03%
70+	639	1.69%
Grand Total	**37895**	**100.00%**

https://www.investni.com/sites/default/files/documents/static/library/invest-ni/pdfs/ageing-workforce-tutorial-page.pdf

NI POPULATION DATA

Census 2021 data		
Age Bracket	**% of population**	**Total**
0-14	**19%**	**365,200**
15-39	**31%**	**594,300**
40-64	**32%**	**617,100**
65+	**17%**	**326,500**
65-84	**15%**	**287,200**
85+	**2%**	**39,400**
All ages	**100%**	**1,903,100**

School Breakdown – DE Key Statistics 22/23		
Age	**Enrolments**	**Settings**
Nursery Schools	**5,796**	**93**
Voluntary and Private Preschool Centres	**7,043**	**349**
Primary and Preparatory Departments	**182,075**	**794**
Special Schools	**6,930**	**39**
Grammar Schools	**65,722**	**66**
Non-Grammar	**88,590**	**126**
Total	**355,156**	**1,467**

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Disability

Staff Profile 2024			
DISABILITY	**Employee Count**	**Employee %**	**Total % of Declared Employees**
1 Physical	75	0.20%	0.28%
2 Sensory or Communication	98	0.26%	0.37%
3 Mental Health	267	0.70%	1.00%
4 Learning	151	0.40%	0.56%
5 Chronic Illness	256	0.68%	0.95%
6 Other	167	0.44%	0.62%
7 No Disability	25826	68.15%	0.96%
8 Prefer not to say	3	0.01%	0.01%
No Declaration	11052	29.16%	
Grand Total	**37895**	**100.00%**	

Census 2021 data		
Disability	**% of population**	**Total**
Limiting long-term health problem or disability	**24.3%** **1/4 people (40% aged 65+)**	**463,000** **(185,300 aged 65+)**
One or more long term condition	**34.7%**	**659,800**
Long term pain or discomfort	**11.6%**	**-**
Mobility or dexterity difficulty	**10.9%**	**-**
Shortness of breath or breathing difficulty	**10.3%**	**-**
Autism or Asperger syndrome	**-**	**35,000 (19,000 children / 1/20 children)**
Emotional, psychological or mental health condition	**8.7%**	**165,100**
Deafness or partial hearing loss	**5.8%**	**109,500**
Learning disability	**3.1%**	**59,000**
Blindness or partial sight loss	**1.8%**	**34,000**
None / Good or Very Good Health	**78.7%**	**1,497,000**
Bad or Very Bad Health	**-**	**150,000**
Fair Health	**-**	**260,000**
Total	**100%**	**1,907,000**

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DE Northern Ireland School Census 2022/2023		
SEN Pupil Type	**% of All Pupils**	**Number of SEN Pupils**
Statement	**7%**	**24,283**
No Statement	**12%**	**42,121**
Total	**19%**	**66,404**
SEN Pupil Placement by School Type	**% of SEN pupils**	**Number of SEN Pupils**
Preschool	**10%**	**2,300**
Primary	**19%**	**32,589**
Non-Grammar	**23%**	**20,203**
Grammar	**7%**	**4,382**
Special School	**10%**	**6,930**
Total	**100%**	**66,404**
SEN Pupils by Gender	**Statement**	**SEN Stage 1-2**
Male	**72%**	**60%**
Female	**28%**	**40%**
Newcomer Pupils with SEN		
SEN: Statemented	**4%**	
SEN: Stage 1-2	**12%**	
Total	**16% / 3,075**	

Ethnicity

Census 2021	
Ethnicity	**% of population**
White	**97%**
Other	**3%**
Country of Birth	**% of population**
Northern Ireland	**87%**

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Staff Profile 2024			
ETHNICITY	**Employee Count**	**Employee %**	**Total % of Declared Employees**
Bangladeshi	5	0.01%	0.02%
Black African	13	0.03%	0.06%
Black Caribbean	2	0.01%	0.01%
Black Other	6	0.02%	0.03%
Chinese	29	0.08%	0.14%
Indian	29	0.08%	0.14%
Mixed Ethnic Group	48	0.13%	0.23%
No Declaration	17000	44.86%	
Not Specified	3	0.01%	0.01%
Other	54	0.14%	0.2%6
Pakistani	6	0.02%	0.03%
Prefer Not to Say	380	1.00%	1.8%2
Roma	2	0.01%	0.01%
White	20318	53.62%	97.24%
Grand Total	**37895**	**100.00%**	

Rest of UK/Ireland	**7%**
Outside of UK/Ireland	**7%**
Passports held:	**% of population**
UK only	**47%**
Ireland only	**27%**
Other	**11%**
Main Language	**% of population**
English	**95%**
Other	**5%**
Other Main Language	**Total**
Polish	**20,100**
Lithuanian	**9,000**
Irish	**6,000**
Romanian	**5,600**
Portuguese	**5,000**

Newcomer Pupils: DE Key Education Statistics 22/23	
5% of all pupils	**19,470**
Voluntary and Private Preschool Centres	**269**
Nursery Schools	**468**
Primary – Reception/Nursery Unit	**801**
Primary and preparatory departments years 1-7	**13,291**
Non-Grammar	**3,916**
Grammar	**520**
Special Schools	**205**

Statistics from the 2022-23 annual school census (published March 2023) showing the breakdown of school population by ethnicity.

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Table 6a: Ethnicity of pupils by school type, 2022/23
Funded pre-school education, Primary, Post Primary and Special Schools

School and management type	White (excluding Irish Traveller)	Chinese	Irish Traveller	Indian/Sri Lankan	Pakistani	Black	Mixed ethnic group	Other ethnic group	Total
Voluntary and Private Pre-School Centres (funded children only)	6,655	16	14	41	6	55	130	126	7,043
Nursery Schools	5,455	22	17	45	13	62	103	79	5,796
Nursery Classes & Reception[2]	9,127	28	32	113	25	102	258	191	9,876
Primary Schools & Prep. Departments (Year 1 - Year 7)	159,832	683	683	1,539	308	1,861	3,299	2,994	171,199
Secondary (Non Grammar) Schools	83,839	176	259	251	91	1,018	1,456	1,500	88,590
Grammar Schools (Year 8 - Year 14)	61,989	548	22	802	115	369	1,172	705	65,722
Special Schools	#	30	59	33	11	51	#	127	6,930
EOTAS Centres	#	-	-	-	-	-	*	-	21
ALL FUNDED PRE-SCHOOL, NURSERY, PRIMARY, POST-PRIMARY, SPECIAL SCHOOLS and EOTAS Centres	333,415	1,503	1,086	2,824	569	3,518	6,540	5,722	355,177

* Fewer than 5 cases.
# Number suppressed.

[1]. Enrolments for special schools and EOTAS centres relate those where pupils are single registered to the school or are dual registered and the special school/EOTAS centre is recorded as the main school.
2.Figures include full time and part time pupils who are enrolled in nursery settings that are not part of PSEP but are rather in Specialist Provision for preschool aged pupils.
3..PSEP overview - Pre-school education places | nidirect)

Schools are increasingly becoming more ethnically diverse. Nearly 21,800 pupils in schools in Northern Ireland are recorded as "non-white", and this represents 6.1% of the school population.
The report also concluded that there has been an increase in the number and proportion of newcomer pupils in schools in Northern Ireland. A newcomer pupil is one who has enrolled in a school but who does not have the satisfactory language skills to participate fully in the school curriculum. In 2022-23, there were nearly 19,500 newcomer pupils accounting for 5.5% of the school population.

EA IES Interpreting Expenditure Top 10 Demand: 21/22:

1. Arabic
2. Polish
3. Romanian
4. Bulgarian
5. Lithuanian
6. Slovak
7. Mandarin
8. Portuguese
9. Somali
10. Hungarian

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Gender

Staff Profile 2024		
GENDER	**Employee Count**	**% of EA Staff**
Female	32184	84.93%
Male	5711	15.07%
Grand Total	**37895**	**100.00%**

Census 2021		
Gender	**% of population**	**Total**
Male	**49%**	**936,200**
Female	**51%**	**967,000**

DE Key Statistics 2022/23		
SEN Pupils	**Statemented**	**SEN Stage 1-2**
Male	**72%**	**60%**
Female	**28%**	**40%**

EA Audit of Inequalities 2022: Attainment for Boys and Girls on Free School Meals	
Gender	**Five GCSEs A*- C**
Male	**65.7%**
Female	**77.5%**

"Males continue to have lower levels of attainment than females, beginning in primary school and continuing throughout schooling to GCSE and A Level". The Chief Inspector's Report 2016-2018 noted that girls continued to outperform boys over the reporting period, at GCSE and in particular: In 2016-2017, female school leavers continued to perform better than their male counterparts, with 88.1% of female pupils achieving at least five GCSEs at grades A*-C, including equivalents, compared with 79.7% of male school leavers, a gap of 8.4 percentage points. When GCSE English and GCSE Mathematics are included in the five or more GCSEs at grades A*-C indicator, the gap is broadly similar. Of female pupils, 74.6% achieved at least five GCSEs at grades A*-C, including equivalents, and with GCSEs in English and mathematics, compared with

64.7% of males. For those pupils in the final year of an A level or equivalent course, 71.9% of females and 65.3% of males attained three or more A levels at grades A*-C, or equivalent. The Joint Council for Qualifications data for 2018 shows that, at A level, grade A*, Northern Ireland male candidates outperformed females for the first time by 0.4 of a percentage point.

In DE's Post-Primary School Experiences of 16-21 year old people who are Lesbian, Gay, Bisexual and/or Transgender (LGB&T), 65 respondents identified as transgender. Key issues and challenges identified by pupils who identify as transgender included binary-gender classification and language/use of names in school. Negative impacts identified by transgender respondents were:

- Attendance 41.5%
- Participation in school life 56.3%
- Educational achievement 38.5%
- Career Planning 35.9%
- Emotional wellbeing inside and outside of school 73.8%

Dependants

Staff Profile 2024			
DEPENDANTS	**Employee Count**	**% of Employees**	**% of Declared Employees**
Child or Children	7573	19.98%	57.01%
Disabled Person	117	0.31%	0.88%
No Declaration	24618	64.96%	
No Dependants	5124	13.52%	38.59%
Old Persons	173	0.46%	1.30%

Census 2011 & 2021		
Dependant Type	**% of population**	**No. of people**
Children	**33.86%**	**238,129**
Unpaid Care to a relative	**-**	**222,200**
Children aged 5-14 providing care	**-**	**2,600**
50+ Hours of Unpaid Care Per Week	**-**	**68,700**

The 2015 Young Life and Times Survey (of 16-year-old young people) reported 9% of their respondents had caring responsibilities. The average age of a young carer is 12 (Barnardo's Still Hidden, Still Ignored Who cares for young carers? December 2017). On 31 March 2022, there were 3,624

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Other Dependant	275	0.73%	2.07%
Prefer not to say	15	0.04%	0.11%
Grand Total	**37895**	**100.00%**	

Looked After Children in Northern Ireland. Childrens Social Care Statistics Northern Ireland 2021-22 It has been identified that in Northern Ireland, 6,700 young people (aged 0–17) were providing between 1 and 19 hours of unpaid care per week, while a further 960 were providing 20–49 hours, and 820 were providing 50 hours or more. 2011 Census | Northern Ireland Statistics and Research Agency

Marital Status

Staff Profile 2024			
MARITAL STATUS	**Employee Count**	**% of Employees**	**% of Declared Employees**
Divorced/Dissolved same sex civil partnership	734	1.94%	03.52%
Married	12102	31.94%	57.95%
Never married or never in a same-sex civil partnership	6012	15.86%	28.80%
No Declaration	17012	44.89%	
Other	892	2.35%	4.27%
Prefer Not to Say	264	0.70%	1.26%
Same sex civil partnership	34	0.09%	0.16%
Separated	612	1.61%	02.93%

Census 2021		
Marital Status	**% of population aged 16 and over**	**Total**
Single	**38.1%**	**576,700**
Married	**45.6%**	**690,500**
Civil Partnership	**0.2%**	**2,700**
Separated	**3.8%**	**57,300**
Divorced	**6.0%**	**91,100**
Widowed	**6.4%**	**96,400**
Total	**100%**	**1,514,700**

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Widowed/Surviving civil partner	233	0.61%	01.12%
Grand Total	**37895**	**100.00%**	

Religion

Staff Profile 2024

RELIGIOUS DENOMINATION	Employee Count	% of Employees	% of Declared Employees
Buddhist	13	0.03%	0.12%
Church of Ireland	1430	3.77%	13.04%
Hindu	14	0.04%	0.13%
Jewish	2	0.01%	0.02%
Methodist	329	0.87%	3.00%
Muslim	16	0.04%	0.15%
No Declaration	26930	71.06%	
No Religion	1236	3.26%	11.27%
Other Christian	806	2.13%	7.35%
Other Religion	34	0.09%	0.31%

Census 2021	
Religious Belief	**% of population**
Roman Catholic	**42%**
No Religion / None Stated	**19%**
Presbyterian	**17%**
Church of Ireland	**12%**
Methodist	**2%**
Other Christian	**7%**
Other Religion	**1%**

Statistics on table 5 from the 2022-23 annual school census (published March 2023) showing the breakdown of pupils by religion:
30.13% Protestant
49.95% Roman Catholic
19.92% Other Christian / Non-Christian / No religion / Not recorded

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Prefer not to say	504	1.33%	4.60%
Presbyterian Church in Ireland	1745	4.60%	15.91%
Roman Catholic	4834	12.76%	44.12%
Sikh	2	0.01%	0.02%
Grand Total	**37895**	**100.00%**	

Staff Profile 2024		
COMMUNITY BACKGROUND	**Employee Count**	**% of Employee**
Neither	1824	4.81%
No Declaration	11134	29.38%
The Protestant Community	12421	32.78%
The Roman Catholic Community	12516	33.03%
Grand Total	**37895**	**100.00%**

Political Opinion

Staff Profile 2024			
POLITICAL OPINION	**Employee Count**	**% of Employees**	**% of Declared Employees**
Broadly Centre	108	0.28%	2.12%
Broadly Left	117	0.31%	2.30%
Broadly Loyalist	41	0.11%	0.80%
Broadly Nationalist	365	0.96%	7.14%
Broadly Republican	52	0.14%	1.02%
Broadly Right	4	0.01%	0.08%
Broadly Unionist	494	1.30%	9.66%
No Declaration	32783	86.51%	

Assembly Election 2022 First Preference Votes			
Party	**Vote Share**	**Total First Preference Votes**	**Total NI Assembly Seats**
Sinn Féin	**29%**	**250,388**	**27**
DUP	**21.3%**	**184,002**	**25**
Alliance Party	**13.5%**	**116,681**	**17**
UUP	**11.2%**	**96,390**	**9**
SDLP	**9.1%**	**78,237**	**8**
Independent	**2.9%**	**25,315**	**2**
TUV	**7.6**	**65,788**	**1**

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No fixed opinion	2780	7.34%	54.38%
Prefer Not to Say	1151	3.04%	22.52%
Grand Total	**37895**	**100.00%**	

People Before Profit	**1.1%**	**9,798**	**1**
Green Party	**1.5%**	**16,433**	**0**
Aontú	**1.5%**	**12,777**	**0**
Others	**0.8%**	**6,894**	**0**

Sexual Orientation

Staff Profile 2024			
SEXUAL ORIENTATION	**Employee Count**	**% of Employees**	**% of Declared Employees**
Bisexual	72	0.19%	0.55%
Gay Man	39	0.10%	0.30%
Gay Woman/Lesbian	43	0.11%	0.33%
Heterosexual/Straight	12469	32.90%	94.66%
No Declaration	24723	65.24%	
Prefer Not to Say	520	1.37%	3.95%
Prefer to self-describe	29	0.08%	2.21%
Grand Total	**37895**	**100.00%**	

Census 2021, NI Continuous Household Survey 2017/18 and NI Life and Times Survey 2017			
Sexual Orientation	**NI Continuous Household Survey 2017/2018**	**NILT 2017**	**Census 2021**
Heterosexual/Straight	**97.8%**	**97%**	**90%**
Gay/Lesbian	**0.6%**	**1%**	**2.1%**
Bisexual	**0.5%**	**1%**	
Other	**0.3%**	**1%**	
Don't know/Refusal	**0.7%**	**-**	**7.9%**

EA's Youth Service Regional Assessment of Need 2020-2023 states that according to the Office of National Statistics, 4.2% of young people in the UK aged 16-24 identify as either Lesbian, gay or bisexual. In Northern Ireland this equates to approximately 11,500 young people.