Equality Impact Screening Form - Guidance

The Equality Impact Screening Form is a shorter document designed to determine if there is a positive, neutral or adverse impact on stakeholders within Section 75 Categories and is a first stage filter before deciding whether a full Equality Impact Assessment (EQIA) is required.

Proportionality

This condensed screening form is designed for day-to-day or low-risk projects, decisions, procedures and policies. It aligns the screening process with the scale of the project, particularly for a small / low-risk decisions with limited impact on people.

Scope

In this condensed Equality Impact Screening Document, you will still be able to demonstrate that you have considered stakeholders within all key areas:

- Section 75 categories (age, disability, gender, sexual orientation, dependants, marital status, ethnicity, religious belief and political opinion).
- Good Relations (ethnicity, religious belief and political opinion).
- Disability Duties (participation and promotion of positive attitudes).
- Rural Needs.

You can therefore use this document to demonstrate compliance with s75, the Rural Needs Act (NI) 2016 and demonstrate that stakeholder needs were considered in decision-making.

Impacts, Escalation and Next Steps

If you identify any potential positive or adverse impacts, please note these down in the relevant section, along with any potential mitigations where applicable. Documenting the mitigations demonstrates how you have done something differently where possible to better meet the needs of stakeholders.

Where an adverse impact has been identified, this may result in the project being escalated to Step 2 which will require the completion of an EQIA. An Equality Officer will advise on this following review of the Equality Impact Screening.

Equality Impact Screening Form

Title	EA Equality Action Plan: Children and Young People Participation and Engagement Plan
Lead Officer	Stephen McCrystall
SRO	Aileen Donnelly
Screening Ref:	SC455

Stakeholders

Who may be impacted? (Please select those directly impacted e.g. if it's mainly internal select 'EA Corporate Services'.)

Decisions or policies may have a direct or indirect impact on one or more of the following stakeholder groups. (Please select all that apply)

EA Corporate Services ☒
(Such as matters relating to EA Corporate Staff, Resource Allocation, Policy Implementation, Trade Unions, Workforce Considerations).

Schools and Educational Settings ☒
(Such as matters related to: Schools Staff (as employees and/or service recipients; Trade Unions), School Procedures, Resource Allocation, Pupil Support, Physical Infrastructure).

Children and Young People ☒
(Such as matters related to Transport, Funding, Physical Infrastructure, Admissions).

Wider Education Community ☒
(Such as matters related to Parents, Persons with Parental Responsibility, Families, Carers and Wider Communities).

Decision/Policy Overview

Please provide a brief overview of your policy or decision, including its purpose, scope, and any anticipated outcomes (at this point):

Background

Schedule 9 Paragraph 4 (1) of the Northern Ireland Act 1998 requires public authorities to set out in an Equality Scheme how we propose to fulfil the duties imposed by Section 75 in relation to relevant functions. The Equality Commission for Northern Ireland (ECNI) requires EA to publish an Equality and Disability Action Plan.

EA is in the process of reviewing and updating its Equality Action Plan. As part of this, EA wishes to ensure the voice of children and young people is central to our decision-making and views have been sought on the plan. This Equality Impact Screening will therefore assess the impact on equality groups and child's rights.

Proposal and Scope:

EA's Equality Scheme states that:

- EA "are committed to hearing from all our stakeholders, and particularly children and young people, when we are developing and delivering our services."
- "We will ensure that the voice of children and young people is central to our decision making, for all our key decisions, as an Authority."
- "We will aim to make our consultations, including all the ways listed below, as inclusive and accessible as possible to all stakeholders, including children and young people, people with disabilities and minority ethnic communities."

The Northern Ireland Commissioner for Children and Young People (NICCY)'s guidance on Child's Rights Impact Assessments (CRIA) also promotes the participation and engagement of young people as part of effective public policy-making, particularly for decisions which impact them.

One of the internationally leading models for youth engagement and participation is the Lundy Model. The Lundy Model of Child Participation was developed by Professor Laura Lundy, Children's Rights at Queen's University Belfast. Her model conceptualises a child's right to participation (Article 12 of the UNCRC). It is based on four key pillars:

1. **Space:** Children must be given the opportunity to express a view.
2. **Voice:** Children must be facilitated to express their views.
3. **Audience:** The view must be listened to. (Ensure that children's views are communicated to someone with the responsibility to listen.)
4. **Influence:** The view must be acted upon, as appropriate.

This plan sets out a proposal for an inclusive and wide-reaching targeted consultation exercise with children and young people across Northern Ireland. This includes the following high-level workstreams:

1. **Local Government Councils Youth Councils or Youth Forums**: EA is a regional organisation which serves the whole of Northern Ireland. This plan seeks to engage with each of the 11 Local Government Councils to ensure that children and young people who have been

appointed or elected to represent the voice of young people in their Local Government District are represented. This plan seeks to issue a survey for views on the draft Equality Action Plan.

2. **Relevant Children's Rights and Children's Advocacy Organisations:** Through engagement with children's organisations, many will have youth panels or youth advisory boards. This plan seeks to issue a survey for views on the draft Equality Action Plan.
3. **Young People Engagement Sessions and Workshops:** Bespoke curated workshops, situated in Youth Centres, designed to ensure that children and young people across Northern Ireland receive an educational understanding of the aims and objectives of the draft Equality Action Plan, and take part in a meaningful co-design process to share their views and to ideate on potential solutions for tackling persistent inequalities. These will be facilitated by EA Equality and Human Rights Service, in partnership with EA Youth Service.
4. **Targeted Engagement:** A range of focus groups arranged with targeted groups of children and young people from various Section 75 and wider socio-economic backgrounds. These will be facilitated by EA Youth Workers.

Stakeholders, Consultation and Engagement:

- Children and Young People, approximately 350,000 children and young people in Northern Ireland
- EA Youth Centres: EA has over 85 youth centres, some of which can be used to provide a safe and inclusive environment upon which consultation and engagement can take place.
- EA Services who provide support or services to children and young people, for example, the EA Youth Service, Education Welfare Service (EWS), and Primary Children Looked After Advisory Service (PCLAAS).
- Parents and Carers: Parents, guardians and carers support the overall wellbeing of their children and are therefore have an interest in initiatives such as these,
- External Children's Rights and Children's Advocacy Organisations: For example, Children's Law Centre (CLC), the Northern Ireland Commissioner for Children and Young People (NICCY),
- Schools: Schools may be indirectly engaged as they will have an actual interest in the development of EA's Equality Action Plan and what methods of engagement were conducted to ensure the voices of children and young people were engaged.
- Equality Commission for Northern Ireland: EA met with the Equality Commission for Northern Ireland (ECNI) on Tuesday 2 December 2025 to update them on the development of an Audit of Inequalities and plans for targeted consultation and engagement in advance of updating the EA's Equality Action Plan with specific actions on gender and disability, amongst other areas. This included children and young people, education bodies, and relevant organisations.
- Trade Unions: It is acknowledged that Trade Unions may also have an interest in the development of EA's Equality Action Plan. This engagement will be taken forward under SC287 – Equality Screening for EA's Equality Action Plan.

Implementation Plan and Timelines:

The proposed timeline is as follows:

- Surveys: December 2025 (open for approximately eight weeks)
- Engagement Sessions and Workshops: Late January and Early February 2026
- Targeted Engagement (Focus Groups facilitated by Youth Workers): February 2026 onwards.

This timeline ensures the overall timeline for the Equality Action Plan is realised and delivered on time, while also providing sufficient time for children and young people to fully engage and participate within the process, and adhere to our Equality Scheme and consultation commitments.

EA's Equality and Human Rights Service is working closely with EA Youth Service and other Pupil Wellbeing and Support Services to ensure that appropriate plans are in place to make this an enjoyable and rewarding experience for children and young people.

Anticipated Outcomes, Equality and Children's Rights Considerations:

Lundy Model of Child Participation: As set out above, this engagement plan has been developed using the Lundy Model of Child Participation and the four key pillars of Space, Voice, Audience and Influence. This will support in achieving the following outcomes for the benefit of children and young people:

- Understand how to use their voice
- Feeling listened to
- Feeling respected
- Feeling that their ideas and feedback are taken seriously
- Improve their sense of belonging, inclusion and satisfaction
- Promote respect, diversity and understanding with other young people of similar and different experiences and backgrounds
- Promote active citizenship and participate in similar future exercises
- Co-design with their peers and staff working for the Education Authority
- Understand how their ideas have influenced decisions and the ability to effect change

Inclusion: EA is keen to ensure that all children and young people in Northern Ireland have the ability to provide input to the delivery of this engagement plan, should they wish to do so. This reflects EA's Vision *"To inspire, support and challenge all our Children and Young People to be the best that they can be."*

Accessibility: Accessibility has been carefully considered from the outset, reflecting our anticipatory duties to consider disability, special educational needs, and duties to make reasonable adjustments. Alternative format statements have been included into all communications, Easy Read versions will also be planned, as well as Child-friendly versions. Should participants require any reasonable adjustments to be made in order to ensure their participation within one or more types of engagement, these can be requested at the point of registration. Examples may include:

- Provision of an interpreter, for example, British Sign Language (BSL) or Irish Sign Language (ISL),
- An accessible venue for in-person sessions,
- Survey materials to be provided in an alternative format, or using a platform which is compatible with Assistive Technologies,
- The ability to take breaks, to temporarily leave the setting, or to withdraw from the engagement completely,
- Extra support and guidance with understanding.

Safeguarding, pastoral care and risk will all be carefully assessed and managed throughout the planning, delivery and aftercare stages, particularly when engaging with vulnerable groups of children and young people.

As set out above, some of the following Articles of the United Nations Convention on the Rights of the Child (UNCRC) help to illustrate the positive impact of this engagement plan:

- Article 2: Non-Discrimination
- Article 3: Best interests of the child
- Article 5: Parental guidance and a child's evolving capacities
- Article 12: Respect for the views of the child
- Article 13: Freedom of expression
- Article 15: Freedom of association
- Article 23: Children with a disability
- Article 29: Goals of education
- Article 31: Leisure, play and culture

In relation to the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), the following Articles help to illustrate the positive impact of this engagement plan:

- Article 5: Equality and non-discrimination
- Article 7: Children with disabilities

- Article 21: Freedom of expression and opinion
- Article 22: Respect for privacy
- Article 23: Respect for home and the family
- Article 24: Education
- Article 29: Participation in political and public life
- Article 30: Participation in cultural life, recreation, leisure and sport

In relation to the United Nations Convention on the Elimination of All Forms of Discrimination Against Women (UN CEDAW), the following Articles help to illustrate the positive impact of this engagement plan:

- Article 7: Political and Public Life
- Article 10: Education
- Article 13: Economic and Social Life
- Article 14: Rural Women

Monitoring Arrangements:

Throughout each phase of the engagement plan, staff within the Equality and Human Rights Service and EA Youth Service will carefully monitor the success of the overall plan and ensure any refinements or adaptations are made, as required.

By carefully collecting quantitative and qualitative data, this rich insight will allow for analysis. Findings will be produced in a Post-Consultation Report, and shared with stakeholders accordingly. This will include internal stakeholders, including EA decision-makers responsible for approval of the Equality Action Plan.

Other Policies or Decisions which may have a bearing on this include:

Internal:

- EA's Equality Scheme
- EA's Strategic Plan, Corporate Plan and Business Plans
- EA's Vision: "*To inspire, support and challenge all our Children and Young People to be the best that they can be*."
- EA's Audit of Inequalities

- EA's Equality Action Plan, including specific chapters on Disability, Gender and other equality grounds
- SC287 – Equality Screening for EA's Equality Action Plan
- SC461 – Equality Screening for EA's Equality Action Plan: Targeted Stakeholder Engagement and Consultation
- Data Protection Impact Assessment (DPIA) for this Youth Participation Plan
- EA's Regional Assessment of Need

External:

- Lundy Model of Child Participation
- United Nations Convention on the Rights of the Child (UNCRC)
- United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)
- United Nations Convention on the Elimination of All Forms of Discrimination Against Women (UNCEDAW)
- Section 75 Northern Ireland Act 1998

Equality of Opportunity – Due Regard to Section 75 Categories

For each category, consider 'could this policy/decision impact this category differently to others?' If yes is selected for any category, please highlight whether it is a positive or adverse impact. For example, Age – older staff may be less confident online or Disability – captions needed for accessibility issues.

Section 75 Category	**Is there any differential impact upon this Section 75 Category? (Yes/No)**	**If yes, please specify whether impact is positive or adverse and why**	**How can you mitigate the adverse impact? / How can you enhance the positive impact?**
Age	Yes ☒ No ☐	This engagement plan will have a positive impact on children and young people on all age groups, likely from 9 to 25. In particular, it is likely that this engagement plan will benefit those who are of compulsory education age in	Adverse impact is not anticipated, however, in terms of enhancing positive impact, the following measures have been considered: Child friendly versions and Easy Read versions have been planned to ensure that children and young people can understand the information that is provided to them.

		primary or post-primary education. There will also be a minor positive impact in older age groups, for example, EA staff, staff employed in other Youth organisations, or parents/carers who are supporting children and young people to engage.	Sufficient time has been allowed for to ensure children and young people have an adequate amount of time to participate. Signposting information has been provided in case any young person requires adjustments or alternative formats. Engagement will be conducted by experienced and qualified Youth Workers. Children and young people will be advised that they can withdraw their consent to participate at any point.
Gender	Yes ☒ No ☐	EA's Regional Assessment of Need indicated that: 61% of boys and girls, and 49% of non-binary and other participants, agree or strongly agree that they have the opportunity to make a difference in their school or community, 72% of boys and girls, and 51% of non-binary and other participants, agree or strongly agree that they have the opportunity to tell others what they think, 62% of boys, 57% of girls and 30% of non-binary and other participants, agree or strongly	Adverse impact is not anticipated, however, in terms of enhancing positive impact, the following measures have been considered: Specific sessions for girls and young women Specific sessions for School-aged mothers Specific sessions for boys and young men Specific sessions for LGBTQ+ Youth, including trans and non-binary people. Signposting information has been provided in case any young person requires adjustments or alternative formats. Engagement will be conducted by experienced and qualified Youth Workers. Children and young

		agree that they feel listened to and taken seriously, and 78% of boys, 83% of girls and 72% of non-binary and other participants feel that young people can change things for the better. It is hoped that this Engagement Plan will have a positive impact on all genders. In particular, it is hoped that targeted engagement around gender will lead to an improvement in future data collection for how EA listens to and takes the views of young people seriously. This is noticeably lower for young non-binary people. EA's Regional Assessment of Need also indicates that: 53% of boys stated that they agree or strongly agree that they are worried about the safety of women and girls. This is the lowest response across participants, In contrast, 71% of girls and 78% of non-binary and other	people will be advised that they can withdraw their consent to participate at any point.

		participants agreed or strongly agreed that they were worried about the safety of women and girls. As the subsequent Equality Action Plan is likely to have actions which seek to tackle and address Violence Against Women and Girls, it is hoped this will have a positive impact on women and girls generally. In relation to boys and young men, EA Youth Service already deliver a range of engagement initiatives for boys, including events for International Men's Health Day. By running workshops and targeted engagement in youth settings, it is hoped that this plan will seek to promote healthy and positive masculinity, and discuss the harms of misogyny, sexism and and gender-based violence in an age-appropriate manner.	
Sexual Orientation	Yes ☒ No ☐	It is hoped that this engagement plan will have a positive impact on all sexual orientations. Young people will be invited to take part in any of the sessions	Adverse impact is not anticipated, however, in terms of enhancing positive impact, the following measures have been considered: Specific sessions for LGBTQ+ Youth.

		which are relevant to them. The majority of these are open to all young people. In relation to sexual orientation, EA will be engaging with organisations such as the Rainbow Project and Cara Friend for targeted engagement with LGBTQ+ Youth. This will help to ensure there is positive impact for LGBTQ+ youth as part of this engagement plan and in the subsequent Equality Action Plan.	Promoting inclusion for all in all broader engagement initiatives. Engagement will be conducted by experienced and qualified Youth Workers. Children and young people will be advised that they can withdraw their consent to participate at any point.
Dependents	Yes ☒ No ☐	As previously noted, it is hoped that this will have positive impact on the following categories of persons with dependents: 1. Young Carers (i.e. those who provide unpaid care for another young person or adult) 2. Children Looked After – while not necessarily someone with dependents, this will help to explore the issues relating to those young people who are Looked After. 3. School aged mothers – to better understand the	Adverse impact is not anticipated, however, in terms of enhancing positive impact, the following measures have been considered: Specific sessions for three of the groups listed to the left. Signposting information has been provided in case any young person requires adjustments or alternative formats. The session for targeted engagement with school aged mothers will take place during afternoons, instead of evenings, as evening can provide difficult for the mothers to attend. Childcare is not being planned as part of this engagement plan, however, persons with dependents are welcome to bring any children or

		needs and experiences of young mothers in education 4. Parents, Guardians and Carers of children and young people	young people to the engagement. Light refreshments will hopefully be provided by the EA Youth Centre facilities, and dietary requirements will be collected at the point of registration. Engagement will be conducted by experienced and qualified Youth Workers. Children and young people will be advised that they can withdraw their consent to participate at any point.
Marital Status	Yes ☐ No ☒	There is unlikely to be any impact on this category. There may be a minor positive impact impact for school-aged mothers who are single, separated, divorced, co-habiting, or in a relationship. Data shows that of the small number of young people who get married following parental or guardian consent (16 or 17 year olds), a percentage are from the Irish Traveller community. (Source - BBC News). Craigavon Travellers Support Committee (CTSC) said it was "still a cultural norm in some traveller families that marriage at 16 and 17 is acceptable".	Adverse impact is not anticipated for this category, and there is nothing further which can be done at this stage to enhance positive impact.

		They added: "At the same time, we are also seeing an important shift, particularly among younger women, who are saying they would prefer to marry around the age of 19 or 20." As targeted engagement is planned with youth centres with Irish Traveller members, there may be a minor positive impact for this category.	

Disability Duties

Section 75 Category	Is there any differential impact upon this Section 75 Category? (Yes/No)	If yes, please specify whether impact is positive or adverse and why	How can you mitigate the adverse impact? / How can you enhance the positive impact?
Disability	Yes ☒ No ☐	This engagement plan is likely to have a positive impact on children and young people with Special Educational Needs and Disabilities (SEND). The majority of engagements are open to all children and young people. Accessibility has been carefully considered from the outset, reflecting our anticipatory duties to consider disability, special	Adverse impact is not anticipated, however, in terms of enhancing positive impact, the following measures have been considered: Specific sessions for young people with SEND. Signposting information has been provided in case any young person requires adjustments or alternative formats. Promoting inclusion for all in all broader engagement initiatives.

		educational needs, and duties to make reasonable adjustments. Alternative format statements have been included into all communications, Easy Read versions will also be planned, as well as Child-friendly versions. Should participants require any reasonable adjustments to be made in order to ensure their participation within one or more types of engagement, these can be requested at the point of registration. Examples may include: • Provision of an interpreter, for example, British Sign Language (BSL) or Irish Sign Language (ISL), • An accessible venue for in-person sessions, • Survey materials to be provided in an alternative format, or using a platform which is compatible with Assistive Technologies, • The ability to take breaks, to temporarily leave the setting, or to withdraw	Engagement will be conducted by experienced and qualified Youth Workers. Children and young people will be advised that they can withdraw their consent to participate at any point.

		from the engagement completely, • Extra support and guidance with understanding. In addition, specific targeted engagement is being planned for children and young people with SEND. EA Officers from the SEND and Youth Directorate may be invited to some engagements in order to hear from young people in relation to their views on disability inclusion. In relation to the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), the following Articles help to illustrate the positive impact of this engagement plan: • Article 5: Equality and non-discrimination • Article 7: Children with disabilities • Article 21: Freedom of expression and opinion • Article 22: Respect for privacy	

		• Article 23: Respect for home and the family • Article 24: Education • Article 29: Participation in political and public life • Article 30: Participation in cultural life, recreation, leisure and sport	

How does the decision/policy promote positive attitudes towards disabled people or is there anything further that can be done in this regard?

This engagement plan promotes positive attitudes toward disabled people as it encourages disabled people to use their voice in the future direction of the Education Authority and its Equality Action Plan. The EA continues to transform and improve Special Educational Needs and Disability inclusion in Northern Ireland.

The feedback arising from the engagement plan and the actions which are included in the subsequent Equality Action Plan, with specific chapters on disability, will also help to promote positive attitudes towards disabled people.

How does the decision/policy encourage the participation of disabled people in public life (e.g. focus groups, reference groups, citizens panels etc) or is there anything further that can be done in this regard?

This engagement plan encourages the participation of disabled people in public life as specific sessions have been arranged for children and young people with Special Educational Needs or Disabilities. In addition, the EA will be engaging with Local Government Councils Youth Councils OR Youth Forums. While EA does not know the disability status of the young people, this may help to encourage the participation of disabled people in public life.

Good Relations

Section 75 Category	Is there any differential impact upon this Category? (Yes/No)	If yes, please specify whether impact is positive or adverse and why	How can you mitigate the adverse impact? / How can you enhance the positive impact?
Ethnicity	Yes ☒ No ☐	This engagement plan is likely to have a positive impact on children and young people from all ethnicities. Inclusion is firmly embedded within this engagement plan. EA is keen to ensure that all children and young people in Northern Ireland have the ability to provide input to the delivery of this engagement plan, should they wish to do so.	Adverse impact is not anticipated, however, in terms of enhancing positive impact, the following measures have been considered: Surveys can be translated into alternative languages. Specific sessions for young people from Asylum Seeker or Refugee Backgrounds. Specific sessions for young people who are Newcomers. Specific sessions for young people in areas with higher population of Irish Travellers. Specific sessions for Irish-Medium and/or Shared Education settings. Signposting information has been provided in case any young person requires adjustments or alternative formats. Promoting inclusion for all in all broader engagement initiatives.

			Engagement will be conducted by experienced and qualified Youth Workers. Children and young people will be advised that they can withdraw their consent to participate at any point.
Religious Belief	Yes ☒ No ☐	This engagement plan is likely to have a positive impact on children and young people from all religions, faiths, beliefs, and none. Inclusion is firmly embedded within this engagement plan. EA is keen to ensure that all children and young people in Northern Ireland have the ability to provide input to the delivery of this engagement plan, should they wish to do so.	Adverse impact is not anticipated, however, in terms of enhancing positive impact, the following measures have been considered: Specific sessions for youth centres with initiatives relating to Together: Building a United Community (T:BUC) initiatives. If young people of faith require access to a prayer or reflection space during any of the engagement periods, this will be considered by EA. Some religious events are likely to occur throughout the course of the consultation period, as set out below. Adverse impact is not anticipated at this stage, however, this will be kept under review. • Hanukkah – December • Christmas – December • Orthodox Christmas – January • Lunar New Year / Chinese New Year – February • Ramadan – February • Ash Wednesday – February • Holi – March • Eid al-Fitr – March

			Signposting information has been provided in case any young person requires adjustments or alternative formats. Promoting inclusion for all in all broader engagement initiatives. Engagement will be conducted by experienced and qualified Youth Workers. Children and young people will be advised that they can withdraw their consent to participate at any point.
Political Opinion	Yes ☒ No ☐	This engagement plan is likely to have a positive impact on children and young people from all political opinions. Inclusion is firmly embedded within this engagement plan. EA is keen to ensure that all children and young people in Northern Ireland have the ability to provide input to the delivery of this engagement plan, should they wish to do so.	Adverse impact is not anticipated, however, in terms of enhancing positive impact, the following measures have been considered: Specific sessions for youth centres with initiatives relating to Together: Building a United Community (T:BUC) initiatives and Executive Programme on Paramilitarism and Organised Crime (EPPOC). Signposting information has been provided in case any young person requires adjustments or alternative formats. Promoting inclusion for all in all broader engagement initiatives. Engagement will be conducted by experienced and qualified Youth Workers. Children and young people will be advised that they can withdraw their consent to participate at any point.

Are there any changes you would make to the policy/decision that would better promote Good Relations? Not at this stage. Inclusion is firmly embedded within this engagement plan. EA is keen to ensure that all children and young people in Northern Ireland have the ability to provide input to the delivery of this engagement plan, should they wish to do so. This reflects EA's Vision "To inspire, support and challenge all our Children and Young People to be the best that they can be." Specific initiatives have been designed for promoting Good Relations. **What are the changes, and how would they positively impact on Good Relations?** N/A.

Rural Needs

Category	Is there any impact on stakeholders in rural areas that is different to those in urban areas? (Yes/No)	If yes, please specify whether the anticipated impact is positive or adverse and why	How can you mitigate the adverse impact? / How can you enhance the positive impact?
Rural Stakeholders	Yes ☒ No ☐	For the purposes of this policy/decision, and the Rural Needs Act (Northern Ireland) 2016, this is a Section 1(1) activity as it relates to the implementation of a decision and relevant to the following DAERA Rural Needs Policy areas: • Education or Training in Rural Areas,	Adverse impact beyond that already set out is not anticipated, however, in terms of enhancing positive impact, the following measures have been considered: Specific sessions are being arranged in a mixture of urban and rural settings and youth centres. Local Government Council engagement will also take place across all 11 LGDs, thereby ensuring a mix of urban and rural settings.

		• Other: Youth engagement in Rural Areas It is likely that this engagement plan will lead to a positive impact on rural stakeholders. There is a potential for minor adverse impact in that rural stakeholders may not have the ability to attend in-person engagements due to poorer infrastructure or transport in rural areas, or because they may live further away from youth centres and facilities.	EA will promote sessions to targeted stakeholders such as the Rural Community Network (RCN). Stakeholders such as RCN and the NI Rural Women's Network (NIRWN) will be encouraged to attend the Joint Consultative Forum (JCF) Stakeholder sessions. In terms of mitigating any adverse impact, EA Equality and Human Rights Service will work with EA Youth Service to determine whether any additional support can be provided to facilitate in-person attendance where possible. There will be opportunities for asynchronous participation via surveys. This could potentially provide mitigation for rural young people who may not be able to attend in-person. EA will also give consideration as to whether virtual sessions and/or focus groups could be arranged with rural settings. This is not confirmed at the time of writing, but will me monitored throughout the development and implementation period.

Screening Decision

Screened out with no impact ☐

Screened out with mitigations ☒

Escalated to Step 2 - EQIA ☐

Approval

	Signature
Lead Officer	Stephen McCrystall
Senior Responsible Officer	Aileen Donnelly
Equality Officer	Finbar Maguire
Date submitted	Tuesday 2 December 2025
Date closed	15 December 2025
Implementation Date	Mid-December 2025 onwards