

EQUALITY COMMISSION FOR NORTHERN IRELAND

Public Authority 2012 – 2013 Annual Progress Report on:

- **Section 75 of the NI Act 1998 and**
- **Section 49A of the Disability Discrimination Order (DDO) 2006**

This report template includes a number of self assessment questions regarding implementation of the **Section 75 statutory duties** from *1 April 2012 to 31 March 2013 (Part A)*.

This template also includes a number of questions regarding implementation of **Section 49A of the DDO** from the *1 April 2012 to 31 March 2013 (Part B)*.

Please enter information at the relevant part of each section and ensure that it is **submitted** electronically (by completing this template) and in hardcopy, with a signed cover letter from the Chief Executive or, in his / her absence, the Deputy Chief Executive to the Commission **by 31 August 2013**.

In completing this template it is essential to focus on the application of Section 75 and Section 49. This involves progressing the commitments in your equality scheme or disability action plan which should lead to outcomes and impacts in terms of measurable improvement for individuals from the equality categories. Such outcomes and impacts may include

changes in public policy, in service provision and/or in any of the areas within your functional remit.

Name of public authority

Department of Education

**Equality Officer and
Disability Discrimination Officer**

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Part A: Section 75 Annual Progress Report 2012 - 2013

Executive Summary

- **What were the key policy / service developments made by the authority during this reporting period to better promote equality of opportunity and good relations and what outcomes were achieved?**

Raising Educational Standards

In November 2012, the Minister of Education informed the Assembly of a further programme of work aimed at raising educational outcomes for all young people. This included:

- participating in a major Review by the Organisation for Economic Co-operation and Development (OECD), providing us with an in-depth review of our education system carried out by independent experts;
- legislation to strengthen the role of the General Teaching Council as the professional body in supporting teachers and in upholding the highest professional standards;
- supporting the continuing professional development of teachers through a new strategy for teacher education that will focus on attracting the right people into teaching and how to support them; and

- a new look at how we grow and support school leaders – principals, vice principals, Boards of Governors and others in leadership positions in schools.

The Education Bill

In September 2012, the Education Bill was introduced to the Assembly.

The Education Bill includes the replacement of eight education bodies by the Education and Skills Authority.

In introducing the Bill, the Minister of Education said:

"Today is a significant day in our journey to modernise the administration of education. The Education Bill, which began its passage through the Assembly today, will see the replacement of a 40 year old model of administration with one that better meets the needs of the 21st Century."

The Education Committee completed its scrutiny stage of the Bill in April 2013 with the publication of its report on the Bill.

Special and Additional Educational Needs and Improving Access to Education

Final policy proposals from the Review of Special Educational Needs (SEN) and Inclusion were presented to and agreed by the Executive in July 2012. Instructions were prepared for the Office of Legislative Counsel and the drafting of the primary legislation to give effect to the proposals commenced.

In May 2012, the Department published the report of a research study into improving attendance in schools serving deprived areas. This identified strategies which have been successful in improving attendance in schools and provided a basis for developing guidance on effective attendance policies and practice to help those schools with lower attendance rates. The development of the pupils' emotional health and well-being programme continued with the publication of a suite of diary inserts covering a range of topics affecting young people, including substance abuse, family problems and self-esteem.

A cross border survey to establish the current and future schooling capacity and need in border regions and the level of demand from parents and children to choose a school across the border took place in the north between 29 October and 16 November and in the south between 11 December and 18 January.

A limited expansion for the Middletown Centre for Autism was agreed by Education Ministers at the NSMC meeting in June 2012. In the north, the Centre will focus upon the provision of intensive educational assessment and learning support to children and young people with complex autism referred by the Education and Library boards. This was delivered on an outreach basis involving the Centre's staff working in close partnership with those supporting the child within his/her school, home and community settings.

Officials worked closely with DHSSPS to develop a cross-departmental autism strategy and action plan which issued for consultation from 3 December 2012 to 15 March 2013.

In conjunction with DSD, implementation of the Delivering Social Change Project for the establishment of 20 additional nurture units got underway. The Project is designed to improve the lives and educational attainment of children by offering support, help and guidance to targeted pupils within the school environment.

Independent Review of the Common Funding Scheme

In June 2012, the Minister of Education appointed an independent panel, chaired by Sir Robert Salisbury, to review the Common Funding Scheme which determines how funds are allocated to schools.

The panel was asked to examine if the Scheme was fit for purpose, sufficiently targeted social need and was consistent with, and supported, the Department of Education's policy objectives. The review panel submitted its [findings and recommendations](#) to the Minister for Education in January 2013.

Ministerial Advisory Group on Advancing Shared Education

In June 2012, the Minister of Education announced the establishment of a Ministerial Advisory Group on Advancing Shared Education.

The Group was independent of the Department and based at the School of Education at Queen's University Belfast.

The Terms of Reference for the Group defined Shared Education as:

“Shared education means the organisation and delivery of education so that it: meets the needs of, and provides for the education together of, learners from all Section 75 categories and socio-economic status; involves schools and other education providers of differing ownership, sectoral identity and ethos, management type or governance arrangements; and delivers educational benefits to learners, promotes the efficient and effective use of resources, and promotes equality of opportunity, good relations, equality of identity, respect for diversity and community cohesion”.

The Department took receipt of the Ministerial Advisory Group’s [Report](#) on 31 March 2013.

Education Works

In September 2012, the Minister launched an advertising campaign, aimed at raising awareness of the value of a good education - *Education Works*.

The campaign began with a television advertisement and was rolled out to include radio, online and outdoor advertising. Parents have also been

directed to the [nidirect website](#) for ideas for games and activities to do with their child.

Priorities for Youth

The Consultation on [Priorities for Youth closed on 10 December 2012.](#)

Learning to Learn – A Framework for Early Years Education and Learning

The consultation on [Learning to Learn – A Framework for Early Years Education and Learning](#) closed on 31 January 2013.

Pre-School Admissions Criteria

In July 2012, the Department introduced new legislation - the Pre-School Education in Schools (Admissions Criteria) (Amendment) Regulations (NI) 2012 which removed the criteria giving priority to children with a July or August birthday; the Regulations came into effect in respect of admissions for the 2013/14 school year.

This change was designed to address an inequality in the current arrangements, whereby younger children may be at a disadvantage due to the priority afforded to their older peers in accessing pre-school provision. The Department screened the draft Regulations for Equality and Human Rights impact, and determined that an Equality Impact Assessment was not required as there would be no differential or adverse impacts.

The Draft Traveller Child in Education Action Framework

The [Draft Framework](#) was issued for consultation from September to December 2012. There were 91 responses to the consultation booklet (64% were Traveller parents and 36% were “other respondents”). A further 12 organisations responded by letter or email and 8 individual events were also held.

Evaluating Effectiveness of Support for Newcomer Pupils

Schools with newcomer pupils are supported in two ways: with funding from the Common Funding Formula (CFF) and also through support from the regional Inclusion and Diversity Service.

The Inclusion and Diversity Service monitors four key areas: pastoral, curricular, linguistic and intercultural. It also provides services such as translators, a multi-lingual website, and toolkits for diversity and capacity building training for schools.

During 2012/13 an online questionnaire was issued to schools with newcomer pupils to evaluate the effectiveness of this policy. Emerging issues have been discussed with the Inclusion and Diversity Service.

Review of GCSE and GCE A-Level qualifications

In October 2012, the Minister of Education announced a fundamental review of GCSEs and A-Levels. The Department commissioned CCEA

to take forward this review. Interim reports were received in January and March 2013.

- **What are the main initiatives planned in the coming year to ensure the authority improves outcomes in terms of equality of opportunity and good relations for individuals from the nine categories covered by Section 75?**

Special and Additional Educational Needs and Improving Access to Education

Tackling disadvantage, meeting the requirements of children and young people with special and additional educational needs and improving access to education will continue to be considerations within the agenda to raise standards and close the achievement gap during 2013-14.

During 2012/13 work began to prepare the primary legislation that will give effect to the proposals following the Review of SEN and Inclusion so that it can be introduced into the Assembly during the 2013/14 session. It is planned that work will commence in 2013/14 on the drafting of subordinate legislation and a Code of Practice to support the implementation of the new SEN framework.

The development of the 'I Matter' Programme (pupils' emotional health and wellbeing) will continue with the dissemination of guidance and DVD to schools on the management of critical incidents and the development of guidance around suicide and self-harm.

An accountable, consistent and effective provision for education other than at school will be established through the development of agreed standards for entry thresholds, placement procedures and roles and defined roles and responsibilities.

The Traveller Child in Education Framework will be finalised and published in Autumn 2013

Guidance to schools on the education of looked after children will be developed to promote schools' understanding of the needs of looked after children and to ensure that those needs are met.

The Department is proposing to produce a Disability Awareness DVD for Teachers, Classroom Assistants, Boards of Governors, Ancillary Staff and Children.

Curriculum, Qualifications and Standards

Future focus will include:

- overseeing the continuing implementation of and the Programme for Government action plan for GCSE targets;
- the continuing implementation of Every School a Good School (ESaGS) school improvement policy;

- amending the ESaGS Formal Intervention Process and subsequent implementation of the revised procedures;
- Continued development of new assessment arrangements which match the curriculum and which provide a system level check of the standards achieved
- establishing procedures to ensure suitable leadership and teaching provision is in place to support school improvement;
- the continuing implementation of Count, read: succeed, including delivering a literacy and numeracy programme and the Delivering Social Change project on literacy and numeracy;
- delivering a focussed programme of community-based education initiatives and the West Belfast project to support pupils facing barriers to educational achievement; and
- drawing on the OECD country report and international benchmarking to inform the further development of our education system.

Consultation on proposed changes to the Common Funding Scheme

Following the independent review of the Common Funding Scheme the Minister for Education will set out his proposals for changes to the

Scheme. A consultation on changes to the Scheme will commence in Summer 2013.

Ministerial Advisory Group on Advancing Shared Education

The Minister is considering his response to the Ministerial Advisory Group report on Advancing Shared Education

New / Revised Equality Schemes

- **Please indicate whether this reporting period applies to a new or revised scheme and (if appropriate) when the scheme was approved?**

In April 2011, the Department submitted a revised Equality Scheme to the Equality Commission (in accordance with Schedule 9, Section 8 (1) of the Northern Ireland Act 1998). Following the Assembly elections a consultation was held on the revised Equality Scheme (together with the Audit of Inequalities and the Action Plan).

In May 2012, the Scheme was submitted to the Equality Commission for its approval. It is hoped that the Scheme will be approved by the Commission in September 2013.

Section 1: Strategic Implementation of the Section 75 Duties

Please outline evidence of progress made in developing and meeting *equality and good relations objectives*, performance indicators and targets in corporate and annual operating plans during 2012-13.

The Department's Business Plan for 2012-13 reflected and responded to the five corporate goals contained in the [Corporate Plan for Education](#) – goals that also apply across the education service:

- Raising Standards For All;
- Closing the Performance Gap, Increasing Access and Equality;
- Developing the Education Workforce;
- Improving the Learning Environment; and
- Transforming the Governance and Management of Education

In addition, the additional objective “Discharging our Corporate Responsibilities Effectively” included the commitment/action to fulfill effectively our statutory duties in relation to equality and good relations.

Section 2: Examples of Section 75 Outcomes / Impacts

Given the renewed focus of Section 75 aiming to achieve more tangible impacts and outcomes and addressing key inequalities; please report in this section how the authority's work has impacted on individuals across the Section 75 categories. Consider narrative in the following structure:

- ***Describe* the action measure /section 75 process undertaken.**
- ***Who* was affected across the Section 75 categories?**
- ***What impact* it achieved?**
- **Please give examples of changes to policies or practices using *screening or EQIA*, which have resulted in outcomes or impacts for individuals. If the change was a result of an EQIA please indicate this and also reference the title of the relevant EQIA.**

At the earliest stage of policy development, Policy Teams are encouraged to engage with groups/individuals representing the Section 75 categories. This means that when policies are being screened/ subjected to EQIA they reflect the needs of, and likely outcomes on, people comprising the Section 75 categories.

- **Please give examples of *outcomes or impacts on individuals* as a result of any *action measures* undertaken as part of your Section 75 action plan:**

Action measures in the Department's Action Plan are for the period 2013-15. Specific examples of outcomes or impacts on individuals can only be meaningfully provided at post implementation evaluation stages.

- **Please give examples of *outcomes or impacts on individuals* as a result of any other Section 75 processes e.g. consultation or monitoring:**

Proposal to Withdraw Funding from the Preparatory Departments of Grammar Schools

The [result of the EQIA](#), on the above proposal, was published in July 2012.

Taking into account the comments received as part of the EQIA consultation exercise the then Minister recognised that the ending of funding completely may cause difficulties for parents and children and possible disruption to some schools. She decided, therefore, to continue funding preparatory departments, but to reduce the level of funding by one-third with effect from September 2010.

Section 3: Screening

- Please provide an update of new / proposed / revised *policies screened* during the year.

Title of policy subject to screening	What was the <i>screening decision?</i> E.g. screened in, screened out, mitigation, EQIA...	Were any <i>concerns raised about screening by consultees; including the Commission?</i>	Is policy being subject to <i>EQIA?</i> Yes/No If yes indicate timeline for assessment.
The Education (Pupil Records and Reporting) Regulations (Northern Ireland) 2012	Screened out	No	No
the Pre-School Education in Schools (Admissions Criteria) (Amendment) Regulations (NI) 2012	Screened out	No	No
The Education (Target-Setting in Schools) Regulations (NI) 2012	Screened out	No	No
Traveller Child in Education Action Framework	Screened out	No	No
Priorities for Youth Work in Education (also known as Priorities for Youth or PfY)	Screened out	No	No
Learning to Learn	Screened out	No	No

Introduction of new computer based assessment tools	Screened out	No	No
Introduction of revised assessment arrangements	Screened out	No	No
Provision of performance and other information about pupils and schools	Screened out	No	No
Proposed Short Term Changes to A Levels	Screened out	No	No

Section 4: Equality Impact Assessment (EQIA)

Please provide an update of policies subject to EQIA during 2012-13, stage 7 EQIA monitoring activities and an indicative EQIA timetable for 2013-14.

- **EQIA Timetable: April 2012 - March 2013**

Title of Policy EQIA	EQIA Stage at end March 2013 (Steps 1-6)	Outline adjustments to policy intended to benefit individuals and the relevant Section 75 categories due to be affected.
Future of the Education Maintenance Allowance (EMA) Scheme	5	Following a 14 week public consultation exercise undertaken in 2012 the Executive agreed changes to the EMA Scheme for the academic year 2013/14 to ensure that it is better targeted to provide more effective support to those families most in need. The

		<p>revised scheme now includes dual income thresholds of £20,500 and £22,500 to ensure the greater needs of low income households where there are two or more dependent children are addressed. It also includes a £30 allowance which will be paid weekly and a £200 annual bonus which will be paid in two tranches. Both the Department of Education and the Department for Employment and Learning consider that the new arrangements represent a better targeted and more financially sustainable way forward for the scheme which ensures that the financial barriers which pupils from low income households face in accessing and participating in the education system are addressed.</p>
<p>To withdraw Funding From The Preparatory Departments of Grammar Schools</p>	<p>6</p>	<p>The results of the EQIA, on this proposal, were published in July 2012.</p> <p>Taking into account the comments</p>

		<p>received as part of the EQIA consultation exercise, the then Minister recognised that the ending of funding completely may cause difficulties for parents and children and possible disruption to some schools. She decided, therefore, to continue funding preparatory departments, but to reduce the level of funding by one-third with effect from September 2010.</p>
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- Ongoing EQIA Monitoring Activities: April 2012- March 2013

Title of EQIA subject to Stage 7 monitoring	Indicate if differential impacts previously identified have	Indicate if adverse impacts previously identified have reduced or increased
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	reduced or increased	
<p>The Department monitors the performance of its policies against a range of Strategic Priorities and indicators including those contained within the Corporate Plan for Education 2012-15, Programme for Government 2012-15 etc</p>		

Please outline any proposals, arising from the authority’s monitoring for adverse impacts, for revision of the policy to achieve better outcomes the relevant equality groups:

The Department continues to monitor the performance of policies to avoid/minimise adverse impacts and (where possible) achieve better outcomes for the relevant equality groups.

2013-14 EQIA Timetable

Title of EQIAs due to be commenced during April 2013 – March 2014	Revised or New policy?	Please indicate expected timescale of Decision Making stage i.e. Stage 6
Not yet determined.		

Section 5: Training

Please outline training provision during the year associated with the Section 75 Duties / Equality Scheme requirements including

types of training provision and conclusions from any training evaluations.

- A comprehensive capacity building programme on special educational needs (SEN) support in mainstream schools and supporting resources continued to be delivered for school leaders and SEN Managers in nursery, primary and post-primary schools.
- A three-year project, delivered by Stranmillis University College and St Mary's University College, to enhance the capacity of teachers to teach reading, writing and spelling to children at risk of long term literacy difficulties commenced in April 2012, with teachers from 139 schools undertaking Masters modules and 1541 teachers engaged in online training.
- The Department is piloting training in early intervention measures, for children with special educational needs in their immediate pre-school year, across all Education and Library Boards (ELBs). The pilots, which began in 2011 and will run until September 2014, are operating in selected statutory and non-statutory early years settings. They are aimed at improving the capacity of the early years settings to be able to identify, assess and meet the needs of children with SEN and, where the needs are not able to be met by the setting alone, to request ELB supports.
- Training for the Certificate of Competence in Educational Testing (CCET), accredited by the British Psychological Society, is being piloted across 300 schools and will run from 2011/12 to 2014/15. The

CCET pilot aims to: increase the educational assessment skills and capacity of staff in mainstream schools to identify and assess SEN pupils; improve the schools' capacity to deliver in-house, relevant and purposeful interventions; increase confidence in the interpretation of tests and the analysis of assessment data; and improve teacher confidence in communicating with parents regarding SEN provision planned for pupils.

- In July 2012, in the Departmental Staff Brief featured an item on the Department's Revised Equality Scheme and the Audit of Inequalities/Action Plan. Also included was a link to an easy read guide to how equality issues should be addressed within the Department.
- In 2012-13, Teams/Directorates within the Department identified learning and development needs which took account of agreed Corporate Training Priorities including Diversity and Equality Training.
- Objectives and targets relating to the Statutory Duties will be integrated into the Department's Business Plan and reflected in job descriptions and performance plans of relevant staff.
- Statutory duties and the promotion of good relations and equality of opportunity are reflected in the job descriptions for the ESA Chief Executive and Directors.

- In October 2012, training was provided to the Project Team of Education and Skills Authority Implementation Team (ESAIT) to raise awareness of Section 75 and Disability Equality Duties and how they can be integrated into the policy making process. In February 2013, further training was provided to the Project Team to raise awareness of revised equality screening arrangements in preparation for equality screening of new and revised ESA policies and procedures planned in 2013-14.

Section 6: Communication

- **Please outline how the authority communicated progress on delivery of the Section 75 Duties during the year and evidence of the impact / success of such activities.**
- Members of the Equality Team (and other officials within the Department) attend and participate in meetings of the Joint Consultative Forum – Education Sector.
- The Joint Consultative Forum was established in partnership with NICEM to provide a framework for consultation on matters relevant to the statutory equality duties in the education sector in this jurisdiction.
- Membership is open to education authorities, the community and voluntary sector and trade unions with an interest in the Education sector.

- The Equality Team attends the inter-Departmental Equality Practitioners' Group facilitated by OFMdFM. It has met with the Equality Commission and other Section 75 representative organisations to discuss specific issues.
- The Equality Team also participates in the Racial Equality Panel (chaired by OFMdFM) and representatives from government Departments and minority ethnic representative groups.
- The Department also continued to communicate through consultation exercises during the reporting period, those of specific interest to Section 75 representative groups included:
 - [Consultation on the-provision of performance and other information-about pupils](#)
 - [Priorities for youth consultation](#)
 - [Draft traveller child in education action framework consultation](#)
 - [Learning to Learn - A Framework for Early Years Education and Learning](#)

Section 7: Data Collection & Analysis

Please outline any systems that were established during the year to supplement available statistical and qualitative research or any research undertaken / commissioned to obtain information on the needs and experiences of individuals from the nine categories

covered by Section 75, including the needs and experiences of people with multiple identities.

- The Department's Statistics and Research Team continues to collect and analyse data that informs policy development, implementation and evaluation.
- The Department commissioned research to undertake a Needs Assessment and Feasibility Study for the Development of High Level Diagnostic Tools in Irish for Children with Special Educational Needs in the Irish Medium Sector.

The aims of the research were to identify and define the exact need for high level diagnostic tools in Irish; and assess the technical, operational and economic feasibility of the development of such tools, through examination of existing models and research.

[Needs assessment and feasibility study for the development of high level diagnostic tools in Irish for children with special education needs in the Irish medium sector RB1/2012 pdf 224kb](#)

- The Department also commissioned research into improving attendance in schools serving deprived areas. The aim of the research was to provide information that will inform policy and practice in those schools with low attendance rates to help them in improving attendance.

[Research into improving attendance in schools serving deprived areas - RB2/2012 357kb](#)

- A five year longitudinal study (2006-2011) was carried out by The Centre for Young Men's Studies at the University of Ulster and funded by the Department of Education and the Department of Justice.

The research was initiated in response to concerns about boys' educational underachievement and wider concerns about boys' health and well-being. The study annually tracked the same 378 adolescent boys aged 11-16 across nine post-primary schools in this jurisdiction investigating their educational experiences and factors that impacted upon their social, physical, psychological and emotional well-being.

[Taking boys seriously - A longitudinal study of adolescent male school-life experiences in Northern Ireland RB 3/2012 pdf 325kb](#)

Please outline any use of the Commission's Section 75 Monitoring Guide.

The Commission's Section 75 Monitoring Guide is used as an aid for all screening and Equality Impact Assessments.

Section 8: Information Provision, Access to Information and Services

- **Please provide details of any initiatives / steps taken during the year, including take up, to improve access to services; including provision of information in accessible formats.**

- Young People's versions of consultation were produced for:

[Consultation on the provision of performance and other information about pupils and schools](#)

[Priorities for Youth](#)

The Department's *Guide to Making Information Accessible* was reviewed in 2012 and forms part of the Department's Equality Toolkit.

The Department issued a suite of some 20 'homework' diary inserts of information and sources of help for pupils on issues of concern to young people. The materials are also available in poster and leaflet formats.

Section 9: Complaints

- **Please identify the number of Section 75 related complaints:**

No Complaints were received

Section 10: Consultation and Engagement

Please provide details of the measures taken to enhance the level of engagement with *individuals* and representative groups during the year.

- Children and Young people's views are represented in the education sector in a variety of ways, for example through School Councils, local and district Youth Councils, participation in public consultation and by

representative groups such as the Youth Forum who sit on a variety of fora such as the Youth Service Liaison Forum.

- As part of the consultation on the short term changes to “A” Levels a number of focus groups were held involving young people.
- To inform the Department’s Priorities for Youth policy, Youthnet, an umbrella organisation for the voluntary youth sector, sought views from organisations and individuals representing Lesbian, Gay, Bisexual and Transgender, Minority Ethnic, Irish Medium Sector, Uniformed Sector, Creative Arts, Rural Communities, and Deprived Urban areas.
- During the consultation, the Youth Forum targeted young people who were not currently using the youth service and those children and young people that may be considered marginalised or socially excluded.
- October 2012 – the Minister took part in a live online question and answer session over the official NI Executive Twitter feed. The Minister answered 30 questions during the live hour, including two in Irish. Questions were submitted by a range of education stakeholders, including teachers, parents and young people. This was the second live Twitter Q&A, the first one being October 2011.
- The Department provides around a quarter of the NI Executive’s Twitter output as well as content for the Facebook and Blogspot pages.

- The Department's YouTube channel reached over 90 video uploads and more than 30,000 video views. On Flickr the Department has 93 sets of photos from various Ministerial visits and events, all featuring young people.
- ESAIT continues to engage extensively in consultation, through established consultative fora, with recognised teaching and non-teaching trade unions and RPA affected employers on the review and development of policies and procedures for the new ESA.
- **Please outline any use of the Commission's guidance on consulting with and involving children and young people.**
- There is a link to the Commission's guidance [Let's Talk, Let's Listen](#) as part of the Department's *Guide to Making Information Accessible*. The Commission's guidance is used as an aid for all screening and Equality Impact Assessments.

Section 11: The Good Relations Duty

- **Please provide details of additional steps taken to implement or progress the good relations duty during the year. Please indicate any findings or expected outcomes from this work.**
- In light of the commitment made in the Programme for Government to establish a Ministerial Advisory Group to explore and bring forward

recommendations to advance shared education, the Children's Commissioner provided assistance in obtaining the views of children and young people.

- Two modules of questions relating to pupils' attitudes and experiences of shared education were commissioned from ARK Research (joint initiative between the QUB and UU) involving P7 pupils through the Kids' Life and Times (KLT) survey and 16 year olds, through the Young Life and Times (YLT) survey.
- The findings from the surveys were supplemented by 35 consultation workshops with children and young people from a representative sample of 20 primary and post-primary schools across the north. In total, approximately 750 pupils from Years 5 and 6 (ages 8-10) in primary schools and Years 11 and 13 (ages 14-17) in post-primary schools participated in the workshops.
- Pupils in both primary and post-primary schools generally agreed the importance of pupils from different school types and background learning together, highlighted positive and beneficial aspects of their experiences and identified issues which could make sharing, "between particular types of schools challenging."
- **Please outline any use of Good Relations Guide.**

- The Commission's [Good Relations Guide](#) forms part of the Department's Equality Toolkit and is used as an aid for all screening and Equality Impact Assessments.

Section 12: Additional Comments

- No additional information/comments.

Part B: 'Disability Duties'
Annual Report 1 April 2012 / 31 March 2013

1. How many action measures for this reporting period have been

12

Fully
Achieved?

8

Partially
Achieved?

0

Not
Achieved?

2. Please outline the following detail on all actions that have been fully achieved in the reporting period.

2 (a) Please highlight what **public life measures** have been achieved to encourage disabled people to participate in public life at National, Regional and Local levels:

Level	Public Life Action Measures	Outputs ¹	Outcomes
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¹ **Outputs** – defined as act of producing, amount of something produced over a period, processes undertaken to implement the action measure e.g. Undertook 10 training sessions with 100 people at customer service level.

² **Outcome / Impact** – what specifically and tangibly has changed in making progress towards the duties? What impact can directly be attributed to taking this action? Indicate the results of undertaking this action e.g. Evaluation indicating a tangible shift in attitudes before and after training.

National ³	-	-	
Regional ⁴	Public Appointments of Chairperson and Members of the Education and Skills Authority (ESA)	The Appointment Advertisement included a “welcome phrase” that applications from persons with a disability would be “particularly welcome”.	A positive disability i appointment
Local ⁵	-	-	

³ **National** : Situations where people can influence policy at a high impact level e.g. Public Appointments

⁴ **Regional**: Situations where people can influence policy decision making at a middle impact level

⁵ **Local** : Situations where people can influence policy decision making at lower impact level e.g. one off consultations, local fora.

2(b) What **training action measures** were achieved in this reporting period?

	Training Action Measures	Outputs	Outcome / Impact
	Staff Training	All staff are required to undertake mandatory <i>Diversity Now</i> training.	Greater awareness requirements of people with disability.

2(c) What Positive attitudes **action measures** in the area of **Communications** were achieved in this reporting period?

	Communications Action Measures	Outputs	Outcome / Impact
1	Use of Departmental Brief (for staff), News Releases and the Joint Consultative Forum – Education Sector (for external organisations).	Funding of the <i>SEN Continued Professional Development Literacy Project</i> , the production of a Disability Awareness DVD for Teachers, Classroom Assistants, Boards of Governors, ancillary staff and children.	Greater awareness of children and young people.
2	The Theme for Anti-Bullying Week 2012 (ABW12) in November 2012 was <i>Everybody is Somebody</i> focusing on bullying based on difference.	<p>Anti-Bullying Week is co-ordinated by the NI Anti-Bullying Forum (NIABF) and supported by Translink. NIABF is an interagency group funded by the Department of Education.</p> <p>Over 650 schools and youth groups registered to take part in ABW12 and received free anti-bullying resource packs.</p> <p>1200 pupils from primary, special and post-primary schools participated in a related competition which included categories on art and creative writing.</p> <p>Anti-bullying messages were disseminated through poster</p>	To help combat bullying based on difference.

		<p>displays on buses and at Translink stations.</p> <p>Posters were also sent to MLA's, MP's and MEP's for display in Constituency Offices and Advice Centres.</p>	
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2 (d) What action measures were achieved to 'encourage others' to promote the two duties:

	Encourage others Action Measures	Outputs	Outcome / Impact
1	Departmental involvement with the Sign Language Partnership Group (SLPG) and the Joint Consultative Forum – Education Sector	Gathering information on exemplars of good inclusive practice. Participation in meetings in October 2012 and February 2013.	Greater awareness in order to assist p
2	Progress development of the Middletown Centre for Autism in collaboration with the Department of Education and Skills.	<p>The North South Ministerial Council meeting in June 2012:</p> <p>(i) agreed a limited expansion of services delivered by the Middletown Centre for Autism and the focus on ensuring a sustainable future for the Centre;</p> <p>(ii) supported the efforts of both administrations to ensure the agreed expansion is delivered as soon as possible; and</p>	In the north, the C the provision of int assessment and le children and young complex autism re Education and Lib

		(iii) noted the continued progress made by the Centre in delivering its Training and Advisory Service and Research and Information Service to children, professionals and parents.	
3	Contribute to work, being led by DHSSPS, to prepare an autism strategy (as required by the Autism Act (NI) 2011)	<p>The Department of Education provided input into the draft cross-departmental Autism Strategy (2013 - 2020) and Action Plan (2013 - 2015) which was launched for consultation by DHSSPS in December 2012.</p> <p>On foot of the consultation responses, DE has drafted a bespoke Education Chapter and Action Plan for inclusion in the final version of the Autism Strategy.</p>	Joint working to as disability. On foot of responses, DE has Education Chapter inclusion in the final Autism Strategy.
4	<i>Every School a Good School – The Way Forward for Special Educational Needs and Inclusion</i>	The policy memorandum paper on a revised SEN and inclusion framework was agreed by the Executive on 5th July 2012.	To support children with SEN.
5	The Community Relations, Equality and Diversity (CRED) in Education policy, was launched in March 2011. Guidance was launched in January 2012 along with a new Circular (2012/02).	The Young Life & Times 2012 Survey indicates that 70% of respondents (age 16) have taken part in CRED related work either at school or in a youth setting (or both). At least two thirds of respondents felt CRED related work had resulted in more positive feeling amongst participants, with the same percentage indicating that they themselves felt more positive towards S75 groups as a result.	<p>This survey concluded within 18 months of introduced, the majority of people are experiencing activities and that in changing attitudes.</p> <p>It is planned to report 2014 and 2016 to ongoing impact of</p>

6	Ensuring that corporate documentation contains positive and proportionate references to people with a disability.	In the July 2012 Departmental Brief the Equality Team reminded staff of the DE Guide to Making Information Accessible. The Guide advises staff that, when using images, care should be taken to portray a positive image of persons with a disability, rather than reinforcing stereotypes.	Greater awareness and positive action could be implemented.
7	Raise staff awareness of the role of the Department's Disability Liaison Officer (DLO)	In April and October 2012 the Departmental Brief included items on the DLO and the revised "Making Reasonable Adjustments For Staff With Disabilities "(September 2012) – which advises staff of their responsibilities to ensure that staff with a disability are treated fairly and are able to participate fully in the workplace.	Increased staff awareness should approach reasonable adjustments in the workplace.
8	To engage with staff on how best to promote awareness of disability issues.	All DE staff are required to undertake mandatory Diversity Now training.	To promote positive awareness of the Department to people with a disability.

2 (e) Please outline **any additional action measures** that were fully achieved other than those listed in the tables above:

Action Measures fully implemented (other than Training and specific public life measures)	Outputs	Outcomes
Nil		

3. Please outline what action measures have been **partly achieved** as follows:

	Action Measures partly achieved	Milestones ⁶ / Outputs	Outcomes/Impacts	R ac
1	Develop capacity to meet Special Educational Needs of children through the medium of Irish.	Completion of actions contained in the Irish Medium Special Educational Needs Think Tank action plan.	See Milestones / Outputs	D de m R S to fu
2	Progress the recommendations of A strategy to improve the lives of people with disabilities - 2012 to 2015	Improved support for children and young people with a disability	Following the Executive's agreement to the disability strategy, OFMdfM launched the strategy at Grosvenor Grammar School in February 2013.	A
3	Review arrangements for communication between schools and deaf or hard of hearing parents.	Raised awareness of support available.	The NEELB website has information on Interpreter Provision for Deaf Parents	A
4	To ensure within 8 weeks of request all reasonable adjustments for staff are implemented and completed in a timely manner.	That all staff will have the appropriate adjustments in place to facilitate their working requirements.	Actioned as required by staff.	A
5	Compliance with the Disability Discrimination Act and the Disability Discrimination Order - within Rathgael House and Waterside House complexes (repairs and replacements)	The Business Support Team will ensure that prior to the commencement of any new or remedial works,	Actioned as required by staff.	A

⁶ **Milestones** – Please outline what part progress has been made towards the particular measures; even if full output or outcomes/ impact have not been achieved.

		compliance with the DDA Act and Order are at the forefront of our plans.		
6	Pastoral care and child protection	The Education and Training Inspectorate will continue to report on pastoral care and child protection.	See Milestones / Outputs	A
7	Equality and Human Rights Screening of new or revised Policies	When completing the Equality and Human Rights Screening form policy makers will be asked to consider the human rights implications of policies – including the United Nations Convention on the Rights of Persons with Disabilities. Policy makers will continue to be required to consider the Disability Duties under section 49A of the Disability Discrimination Act 1995 (the ‘DDA 1995’), (as amended by Article 5 of the Disability Discrimination (NI) Order 2006).	See Milestones / Outputs	A
8	Adoption of Typetalk text relay service to replace the Department’s dedicated text phone.	By adopting the Typetalk service, all officials direct phone lines will become accessible	See Milestones / Outputs	A

		to text phone users.	
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4. Please outline what **action measures have not been achieved** and the reasons why?

Action Measures not met	Reasons
Nil	

5. What **monitoring tools** have been put in place to evaluate the degree to which actions have been effective / develop new opportunities for action?

(a) Qualitative

On-going discussions will take place between the Department and persons who have a disability and those groups that represent them to evaluate actions which have been effective and to develop new opportunities for action

(b) Quantitative

The analysis of statistics will play an important role in assessing the effectiveness of policies.

6. As a result of monitoring progress against actions has your organisation either:

- made any **revisions** to your plan during the reporting period or
- taken any **additional steps** to meet the disability duties which were **not outlined in your original** disability action plan / any other changes?

No

7. Do you intend to make any further **revisions to your plan** in light of your organisation's annual review of the plan? If so, please outline proposed changes?

The Department is producing a Disability Action Plan for 2013/15.